

# Restorative Approaches in schools

## Are you ready?

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## Aims of session

- Describe the development of Restorative approaches within a local authority in Scotland, as part of a national initiative
- Outline key factors seen to be associated with successful development
- Describe the RA readiness self evaluation toolkit
- Identify areas for possible future development

Restorative approaches aim to improve behaviour and relationships in schools by moving away from a blame and retribution model of dealing with unacceptable behaviour towards one which is based on social responsibility and self awareness.

## How effective is what we currently do?

“Too rapid an escalation to punishment makes young people more angry than thoughtful.”

Braithwaite (1989)

“By taking the culprit out of the neighbourhood or school community (by imprisonment or expulsion / suspension) we think we have removed the problem. In fact it has usually been simply relocated in time and place – and in the process, it is often exacerbated.”

Judge Fred McElrea (1996)

Better Behaviour Better Learning (2001)

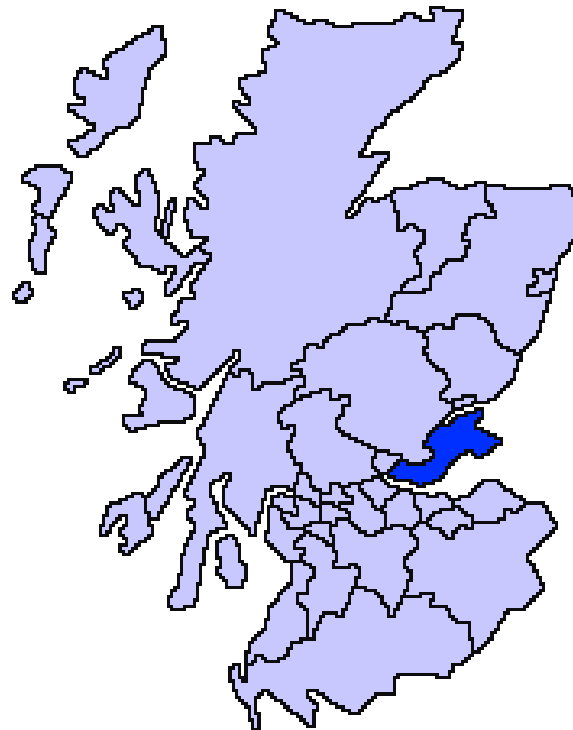
2003

Peter Peacock (Scottish Minister for Education)

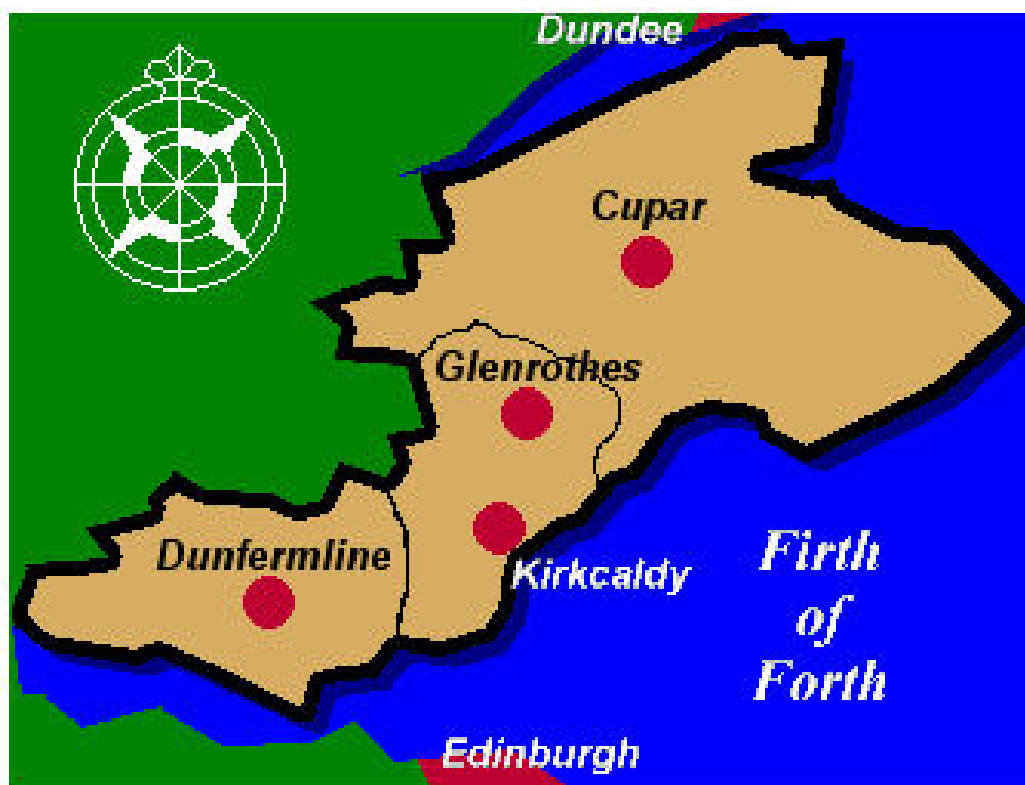
Fife, Highland, North Lanarkshire

**<http://www.betterbehavioursotland.gov.uk/initiatives/>**

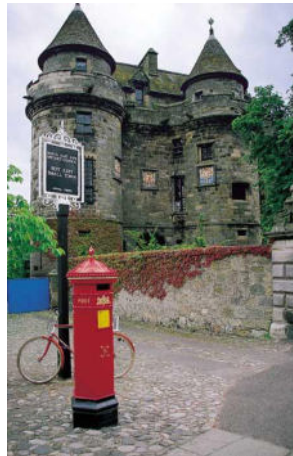
## Fife – an introduction



## Fife – an introduction



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## Fife – some facts and figures

- Population – 365000
- Forecast to increase by 2.2% in next decade
- Unemployment – 3.6% (Scotland – 3.0%)
- Mining and defence giving way to electronics and financial services
- 700000 visitors per year
- Increasing traffic using Forth and Tay Bridges



***Fife Council Education Service  
Restorative Approaches in schools – are you ready?***

## Fife - Education

- 3 – 18 population c.70000
- 15 nursery schools
- 146 primary schools
- 19 secondary schools
- 9 special schools

Fife – a unique contribution?



<http://www.lochgelly-tawse.co.uk/>

## Fife – a unique contribution?

Corporal punishment was banned in Scottish state schools in **1986**, but not in independent schools until **2000**.

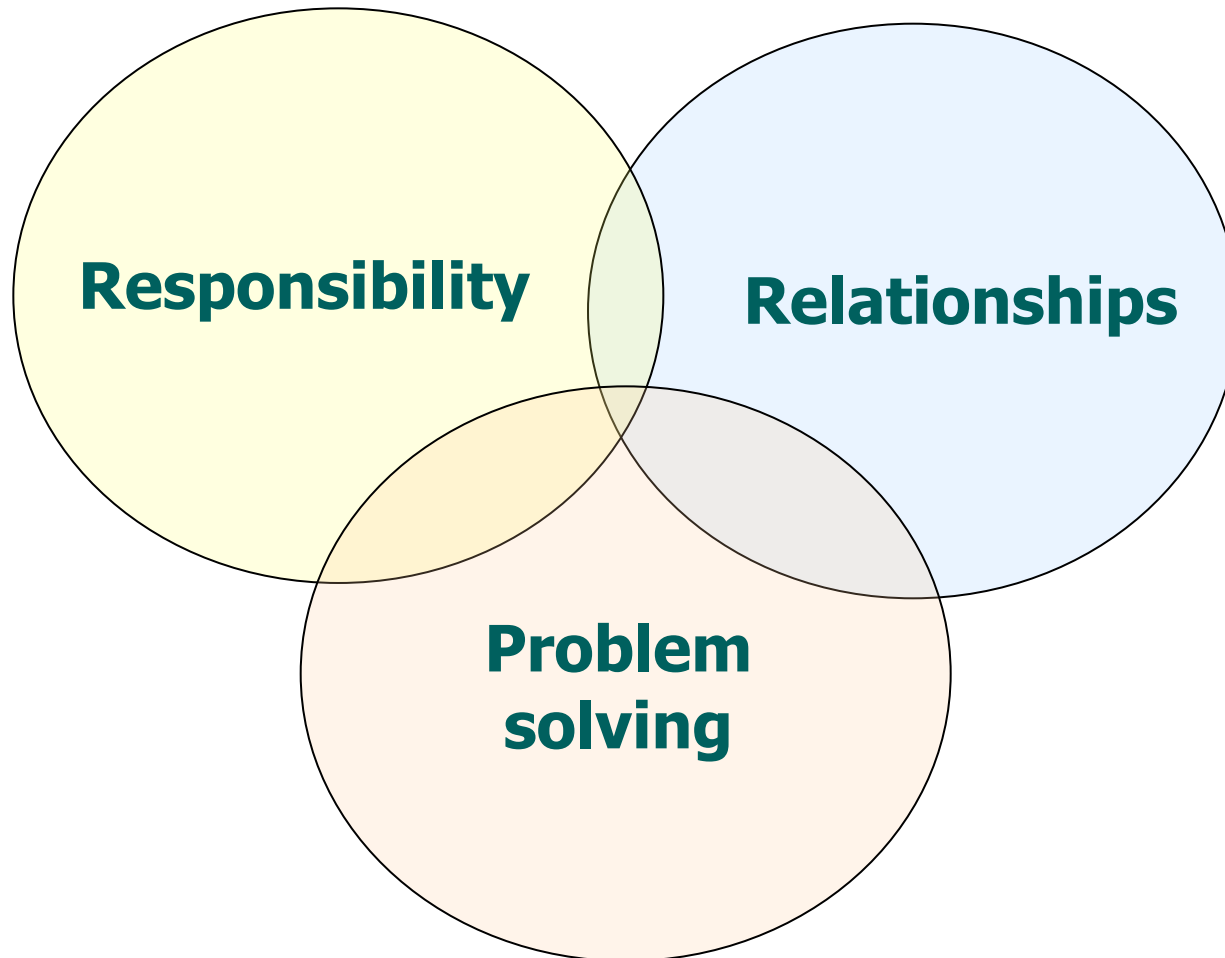
‘The key to the relationships model lies in the espoused aim of the school viz, to build positive relationships between teachers and pupils (or students, as this school prefers to call them). An act of indiscipline *may* lead to a breaking of that relationship. If that happens trust has to be restored.....Students have to work at restoring relationships rather than suffer punishment for breaking a rule.’

***‘Making the change: A study of the abolition of corporal punishment, Cumming et al (SCRE) 1981***

## Links to other initiatives in Fife

Person centred approaches/planning  
Positive prevention and de-escalation  
Staged Intervention  
Staff Welfare project  
Coaching  
Peer mediation  
Self regulation  
Cool in school (social competency)  
Solution oriented schools  
Citizenship/Rights Respecting Schools

## Behaviour and Discipline strategy -3 key themes

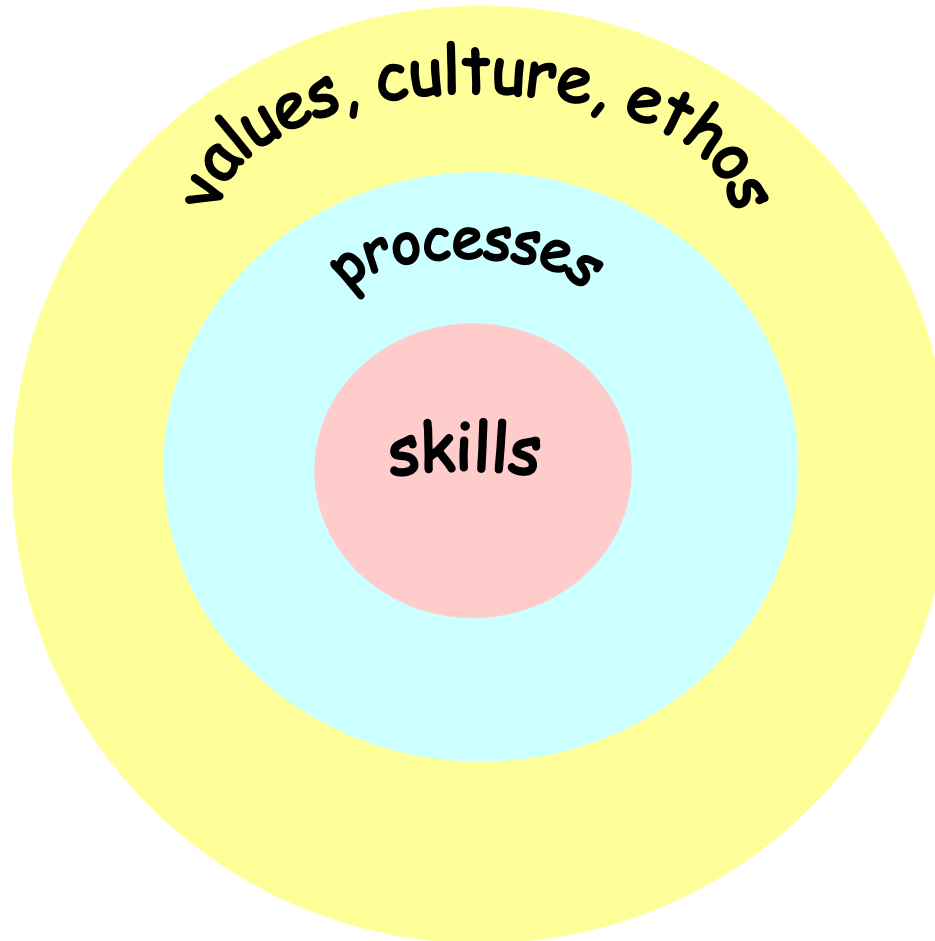


## What does the research say?

The evaluation indicates that RP, as they are developing in the pilot LAs and schools, can offer powerful and effective approaches to promoting harmonious relationships in school and to the successful resolution of conflict and harm.

Scottish Executive 2007

## Making Restorative Approaches work.....





## What factors contribute to success?

The Education Service has to commit

Support and involvement of SMT is critical

You need a plan for the 'journey'  
(including parental involvement)

No one size fits all

Continuing support and networking are vital

Sustainability must be built in

**Schools need to be ready**

See also: Fifteen essential features of successful, whole-school implementation of Restorative Practice *Richard Henry (SACRO) 2009*

## How do we evaluate school 'readiness'?

Involves evaluating the extent to which schools value

- The need for meetings, communication, agreement
- A chance to make amends and attempt to change behaviour
- The need for reintegration with respect and assistance
- Whole school involvement

Van Ness and Strong (2002)

## The need for meetings, communication, agreement

1. Meetings are a valuable opportunity to problem solve.
2. Meetings about difficult topics always generate emotions; these should be acknowledged and dealt with in the meeting.
3. I possess effective skills in managing, contributing to and supporting others in meetings.
4. It's helpful to analyse and reflect on the outcome of meetings, especially difficult ones, afterwards.

## A chance to make amends and attempt to change behaviour

1. A genuine apology is an opportunity for all involved in an incident or a situation to move on.
2. Young people can be supported to gain better understanding of their behaviour and its consequences, and what to do to make things better.
3. Making reparation is a useful process in resolving difficult incidents or situations.
4. Young people's behaviour can change.

## The need for reintegration with respect and assistance

1. Social inclusion encourages the development of acceptable behaviour and attitudes.
2. Membership of social groups is important to young people, even when they find this difficult.
3. Young people who are struggling to participate in social groups can be supported to do this more effectively.
4. Punishment, criticism and social exclusion can have negative consequences, and may act against positive long term change.

## Whole school involvement

1. All staff contribute meaningfully to the development and review of effective policies and practice regarding behaviour and relationships.
2. Staff are supported in the development of key skills in managing behaviour and relationships.
3. Staff feel valued and supported.
4. Staff model positive social relationships and behaviour.

## Readiness assessment – a rough guide

		Practice consistent with RA	
		low	high
Awareness of RA	high	Identify barriers; check culture, ethos, attitudes – <b>don't launch RA!!</b>	Commend and support – <b>share practice</b>
	low	Raise awareness of RA – <b>proceed with caution</b>	Raise awareness of RA – <b>encourage development</b>

## Using the toolkit with one primary school

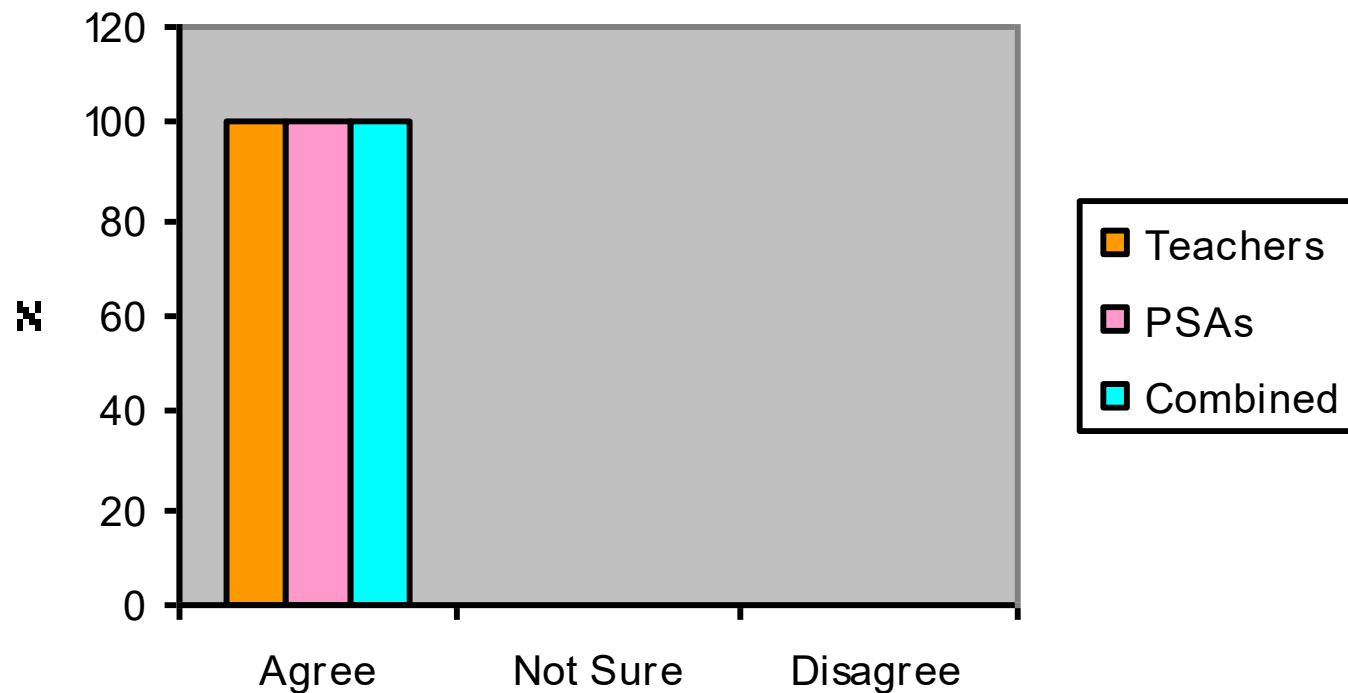
Large primary school (c. 400) in area of high social deprivation.  
Former mining and shipbuilding community

20 teachers, 10 pupil support assistants

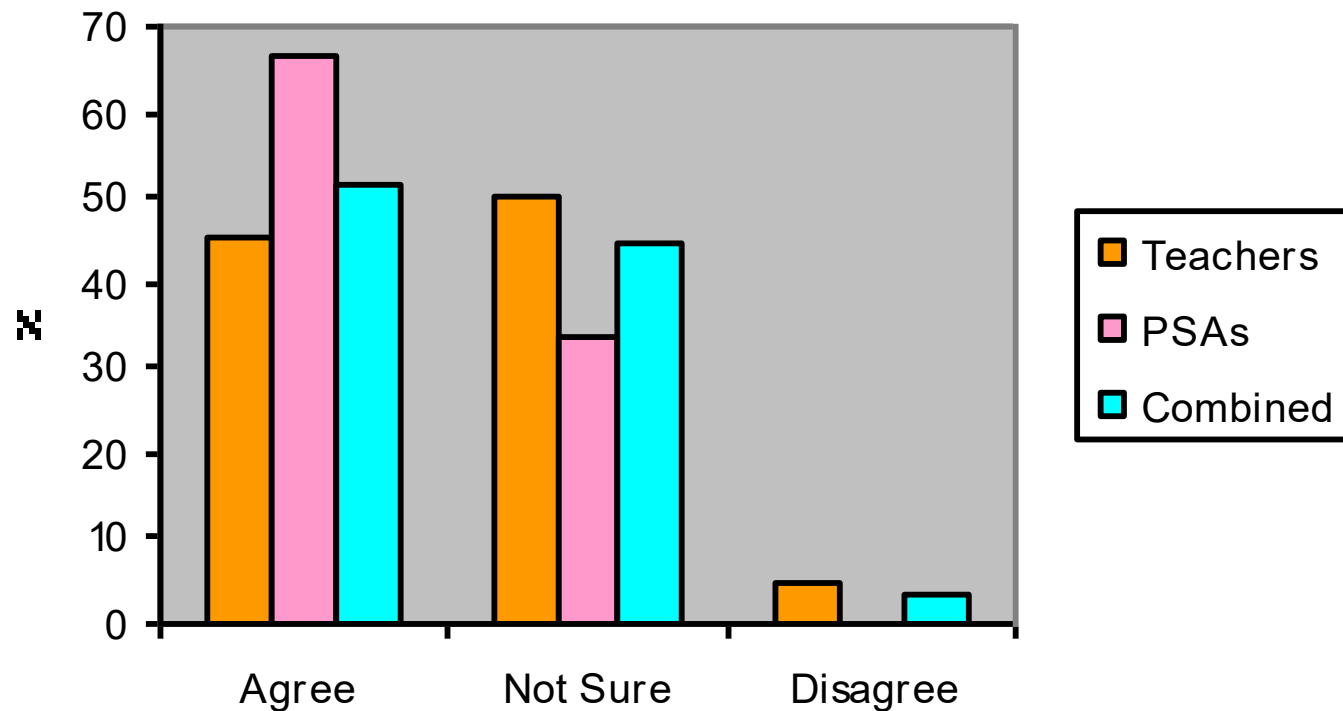
Enduring concerns about pupil behaviour both in the school and in the wider community.



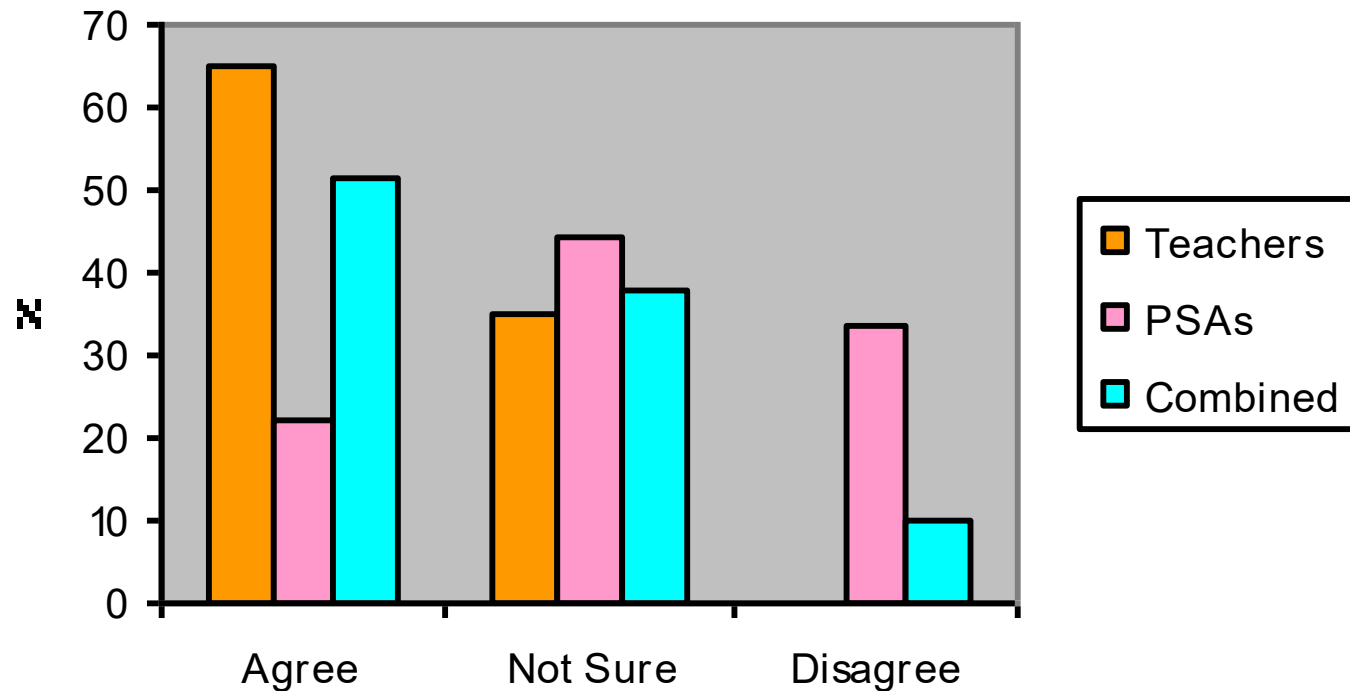
2.2 Young people can be supported to gain better understanding of their behaviour and its consequences, and what to do to make things better.



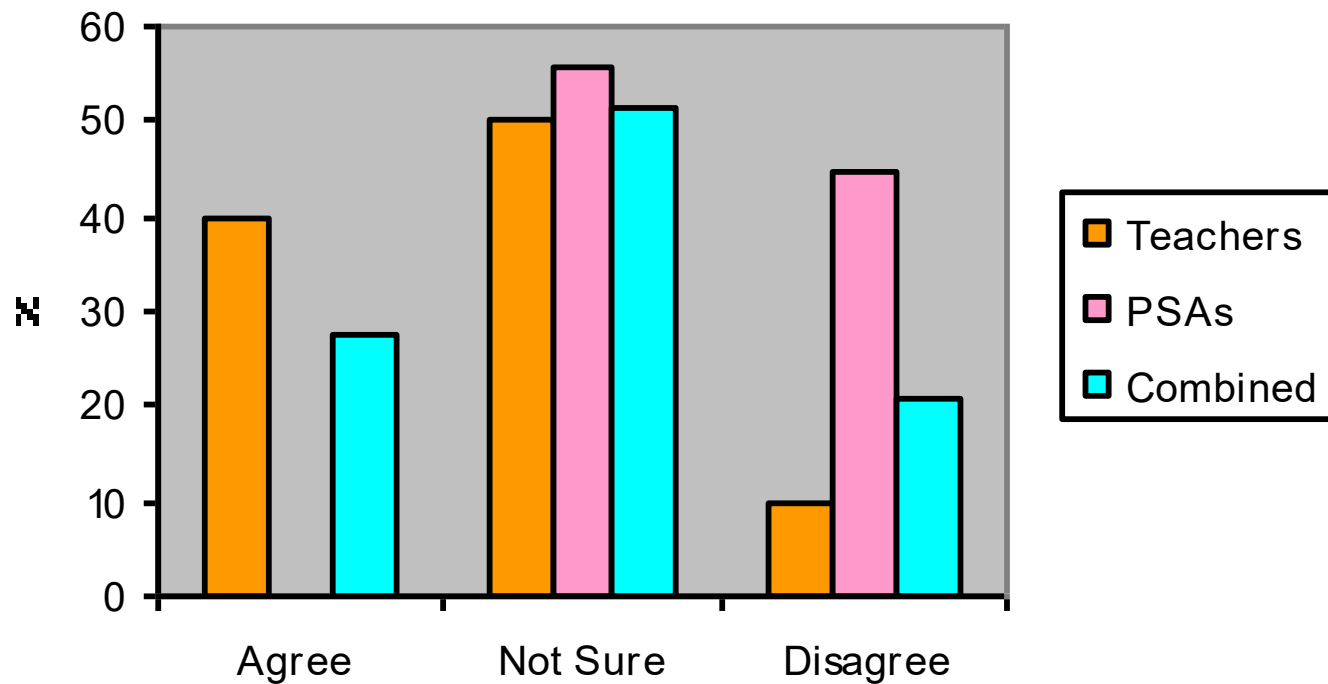
### 3.1 Social inclusion encourages the development of acceptable behaviour and attitudes.



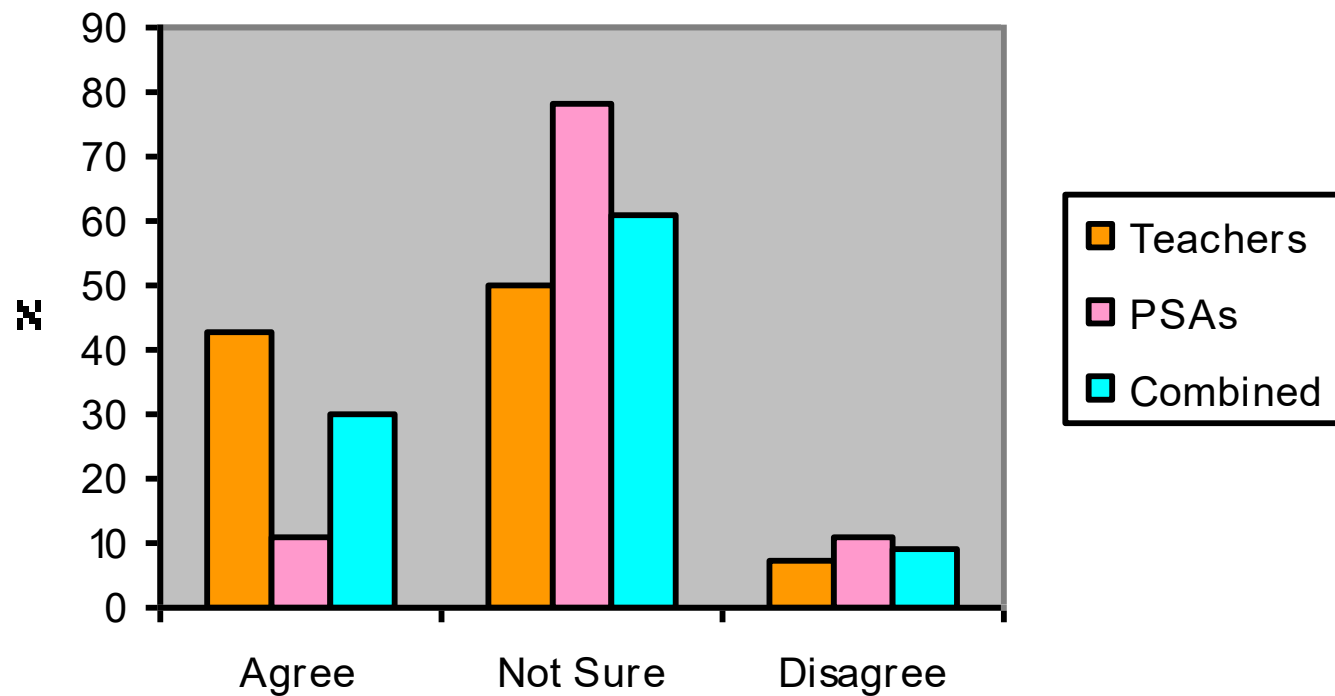
3.4 Punishment, criticism and social exclusion can have negative consequences, and may act against positive long term change.



### 4.3 Staff feel valued and supported.



#### 4.4 Staff model positive social relationships and behaviour.



Some questions.....

1. How relevant and useful is the concept of readiness?
2. Are there any other aspects which might be evaluated?
3. How can the results best be used?