

Kent Safe Schools



Kent Youth Offending Service



# Developing a Restorative Culture in Schools

**Relationships Empathy Support  
Accountability Listening Friendship  
Understanding Emotional Literacy  
Role modelling Respect Citizenship  
Self awareness Conflict resolution  
Responsibility Reparation Healing  
Restorative School Forgiveness**

This resource provides an introduction for both primary and secondary schools considering implementing a restorative culture as an approach to tackling conflict and anti-social behaviour both inside and outside the school environment.

The following pages include:

- An overview of the principles of restorative justice and links to the education sector
- The main restorative interventions that can be used in schools
- Integrating a restorative approach into a school's culture

The information provided is primarily designed to give staff an increased knowledge of the restorative approach as an additional tool to existing behaviour management techniques as well as create a starting point for the development of a restorative school.

“A restorative school values relationships, developing them to create a safe, respectful and harmonious community, and seeking to repair them when harm is caused through conflict or inappropriate behaviour. Using the skills of active, non-judgemental listening, mediation and group problem-solving the whole school community can learn to resolve their own conflicts and deal effectively with challenging behaviour, including bullying and violence. In a restorative school everyone, young and old, is accountable for the impact of their actions and given the chance to find ways forward together. In this way young people learn to take their place in the world as responsible, caring citizens.”

**Belinda Hopkins, 2005**

## The Restorative Approach: Background

This has developed from the principles of *Restorative Justice (RJ)*, which focus on repairing harm done to relationships above the need for assigning blame and punishments. RJ is in action today in schools, colleges, communities and even prisons. Restorative practices are the actual techniques or methods used, applying the principles of RJ.

First practised in schools in Australia and New Zealand in the 1990's, the benefits of using a restorative approach became evident.

concept has been adopted across the rest of the world over the last 15 years, as an alternative process to the traditional punitive system for managing a range of issues in school, including:

- **Classroom disruption**
- **Friendship disputes**
- **Bullying**
- **Truancy**
- **Anti-social behaviour (e.g. theft and vandalism)**

The restorative approach is also used for incidents which occur outside of the school environment, i.e. in the wider community, not just for issues occurring internally.

## Restorative Vs. Criminal Justice:

The main differences between these two systems are as follows:

### Criminal

- Offender seen as having committed crime against state.
- Limited chance for victims to say how they have been affected.
- Nature of system keeps victims and offenders apart.
- The acknowledgement of responsibility by offender is irrelevant.

### Restorative

- Views harm done as an offence against a person or an organisation.
- Allows the victim a chance to participate.
- Brings victim and offender together to consider all viewpoints and to find methods to repair harm caused.
- Encourages responsibility and re-integration.

Source: Restorative Justice Consortium

Although there is clear evidence that restorative techniques are being practised in schools in the UK, operating one or two restorative interventions does not mean a school is a 'restorative school' as a whole.

Only once a school has embedded restorative principles as a whole school strategy can it truly begin to reap the benefits of the restorative approach for its staff, pupils, school and the wider community.

Restorative approaches offer an alternative to the punitive systems and sanctions used to manage behaviour in school, such as detentions and exclusions. Nevertheless, a restorative approach does not aim to undermine the value of a zero tolerance strategy, and recognises in some situations a punitive approach is a necessity.

A move towards developing a restorative school will evidently take time and full commitment from the whole school community. Some of the benefits outlined below clearly highlight why this time and effort is worthwhile:

### Why become a 'restorative school?'

- Improve the learning environment
- Decrease exclusions and improve attendance
- Reduce youth crime & anti-social behaviour
- Build and nurture relationships

### Benefits for Pupils

- Encourages them to take responsibility for behaviour.
- Enables pupils to actively display and consolidate valuable life skills.
- Makes them feel listened to and valued throughout process.
- Builds and preserves relationships between pupils and their peers

### Benefits for Staff

- Creates a harmonious & focused classroom environment.
- Reduces time spent dealing with re-occurring conflicts.
- Promotes healthy relationships between pupils, parents & staff.
- Has positive impacts on attainment and emotional intelligence

The restorative approach also promotes the well-being of young people, complementing:

- **National Curriculum (Citizenship & PHSE)**
- **Emotional Literacy/ Intelligence**
- **Every Child Matters**
- **KCC's 'Towards 2010' agenda**

A punitive approach would aim to identify:

1. **Who is to blame?**
2. **What punishment best fits the offence?**

Alternatively, the restorative approach asks:

1. **What has happened?**
2. **What were you thinking at the time?**
3. **What have you thought/felt since?**
4. **Who has been affected by this? How?**
5. **What needs to be done to put things right?**

For any restorative practice the aims, and ultimate benefits of participating are:

### Benefits For Harmed

- Feel listened to
- Understand why they were harmed
- Receive an apology/ see remorse from harmer
- Be involved in the reparation process

### Benefits For Harmer

- Take responsibility for one's own actions
- Hear how their actions have impacted on others
- Be part of solution to the problem
- Learn from the experience

The decision to use a restorative approach for managing behaviour is crucially dependent upon:

### THE HARMER ACCEPTING RESPONSIBILITY FOR THE HARM THAT THEY HAVE CAUSED

A restorative approach in effect offers a harmer the opportunity to make amends for their wrongdoing, but should they fail to acknowledge the harm they have caused, and not be prepared to heal this harm then the school will need to consider a contingency plan for how they deal with this.

The restorative concept is by no means a 'soft touch.' Pupils may find it more challenging apologising to someone they have harmed than for instance serving an exclusion. A restorative approach challenges a punitive one, for instance;

Will imposing a detention or exclusion enable the pupil to learn from their mistake and prevent a re-offence? Alternatively, will allowing them to reflect on their mistake, consider the consequences of their actions (harm caused) to others *and themselves*, whilst also be engaged in repairing this harm be a more effective strategy in the long term?

Despite the principles of restorative justice being well established, there are some aspects which are flexible. This enables a school to customise these aspects to suit its own needs. An example of this is the terminology of restorative justice:

## Criminal Justice Restorative Justice

VICTIM *Harmed, affected, aggrieved, offended*

OFFENDER *Harmer, perpetrator, wrongdoer*

Schools need to identify the appropriate language that will be used throughout the whole school by staff and pupils.

## What resources, research & contacts already exist within the restorative approaches field?

A comprehensive summary of resources available such as DVDs, books and posters that can be purchased is detailed on page 11. Margaret Thorsborne and Belinda Hopkins are well established practitioners in the areas of restorative justice and conflict management. Useful website addresses and organisations are also listed in the contacts and resources section.

The Youth Justice Board's (YJB) *National Evaluation of the Restorative Justice in Schools Programme* conducted from 2001-4 offers a detailed guide to the effectiveness of restorative conferencing implemented in 20 secondary and 6 primary schools across England and Wales by Youth Offending Teams. The report highlights key findings and some of the recommendations are highlighted on pages 4, 5 and 6. The report can be downloaded free on the YJB website.

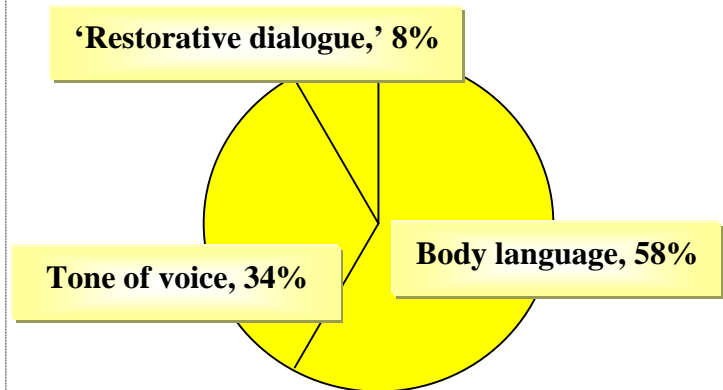
"I was going to suspend the boy to teach him and the rest of the first years that you can't get away with bullying, but he would have come back more angry. This way (a restorative approach) he was able to learn... he was so proud of himself when he made it up to the other boy"  
Principal, Letterkenny School, Ireland. 2005

## Restorative practices available to schools:

Terminology for these interventions vary from source to source, however for the purpose of this document, the practices will be referred to as:

- Restorative Enquiry
- Restorative Circles
- Peer Mediation
- Staff Mediation
- School Restorative Conferencing
- Multi-agency Restorative Conferencing

All the above obey the principles of restorative justice, and overlap in some aspects of how they are conducted. Communication is a critical success factor for any practice:



The choice of practice will depend upon a number of factors such as:

- Type of incident (against people or property)
- Severity of incident (e.g. risk of exclusion)
- Harmer's characteristics (e.g. age, special needs)
- Harmer's background (e.g. previous offences)
- Harmer's acknowledgement of harm caused
- Resources available (e.g. staff, time, costs)

None of these practices need to be used in isolation. It may be that more than one method is used before a positive outcome is achieved."

A more detailed explanation of these interventions is provided on pages 4, 5 and 6, and an overview of restorative practices can be found on page 10.

Designed for low level incidents inside and outside school. Restorative enquiry and circles are the 'everyday' classroom practices upon which restorative schools are built. They aim to:

- **Build healthy relationships between pupils and their peers, staff and their colleagues as well as between staff and pupils**
- **Act as an early intervention strategy to avoid need for mediation and conferencing**
- **Be relatively informal and flexible but at the same time being very effective**

The principles of both restorative enquiry and circles are similar. Where they differ is the number of participants involved. Typical classroom incidents for using restorative enquiry or circles include arriving late to class, verbal abuse, being disrespectful to staff, and throwing things at other pupils.

**Restorative Enquiry:** A Restorative Enquiry is where a conversation takes place using restorative dialogue. For instance:

1. (Pupil's name), we need to talk about you being late to class.
2. What were you thinking about/feeling when you were coming to class late?
3. What have you thought about since?
4. Who is affected by you being late?
5. What do you need to do to fix things?
6. What do I (staff) need to do to help you?

The questions above are asked by the member of staff, who facilitates but does not dominate the conversation. Advantages of this dialogue are; there is no blame attached, the process is applied with respect and dignity. Most importantly the relationship between the pupil and member of staff is maintained and potentially strengthened.

**CASE EXAMPLE:** *Stacey is often late to her Maths class and rarely does her homework.*

## PUNITIVE:

- Lunch time or after school detention
- Sent to isolation at beginning of lesson
- Verbal warning in front of other pupils

## RESTORATIVE: Stacey...

- Accepts offer of extra tuition
- Accepts guidance from a peer mentor
- Agrees to attend Maths homework club
- Agrees to speak to teacher at end of lesson should any more problems arise

## Participants present at restorative enquiry:

- Maths teacher (facilitator)
- Stacey (Harmer)

There may be underlying reasons why Stacey is late, such as being a young carer or having been bullied on her way to class. Some of these restorative actions suggested may be more suitable than others, depending on the circumstances.

**Peer and Staff Mentoring:** This longer term method of repair may be beneficial for a pupil who needs extra guidance with organisational or communication skills. Mentoring may be preferred and a more suitable technique if a pupil is being bullied and does not want to face their 'harmer' in a mediation or conference situation.

**Restorative Circles:** Works on the principles of circle time, but as with enquiry, restorative dialogue is crucial. Circles are effective in classroom environments to:

- Tackle classroom disruption where all pupils are expected to take responsibility
- Educate pupils on restorative principles and practices, and how they fit into the concept
- Allow each pupil to perform a 'check in' (i.e. how they are, what they are feeling etc)

Restorative Circles are often conducted at the beginning of a lesson, during a PHSE class or in tutor time. Restorative Circles allow everyone to:

- Have a voice and feel listened to
- Be an equal member of the group
- Feel safe and in a confidential setting.
- Share responsibility for decisions and actions

It is regrettable that conflict between people is sometimes a fact of life. Mediation offers the opportunity for people to meet (preferably face to face) to resolve an issue and rebuild their relationship.

Some schools already have a mediation service co-ordinated by staff or pupils, and either run them in-house or seek training and support from outside agencies. Mediation aims to tackle issues such as:

- **Friendship break-ups between pupils**
- **Bullying**
- **Staff conflict with colleagues**
- **Parent and staff disputes**
- **Pupil and community conflict (e.g. a pupil damages a local resident's car)**

Mediation is a useful intervention to deter incidents from potential escalation and divert the need for a more involved restorative conference (see next page for more details on conferencing).

**Staff-Led Or Peer-Led Mediation?** In determining whether staff or peer mediation is more suitable, the school will need to consider:

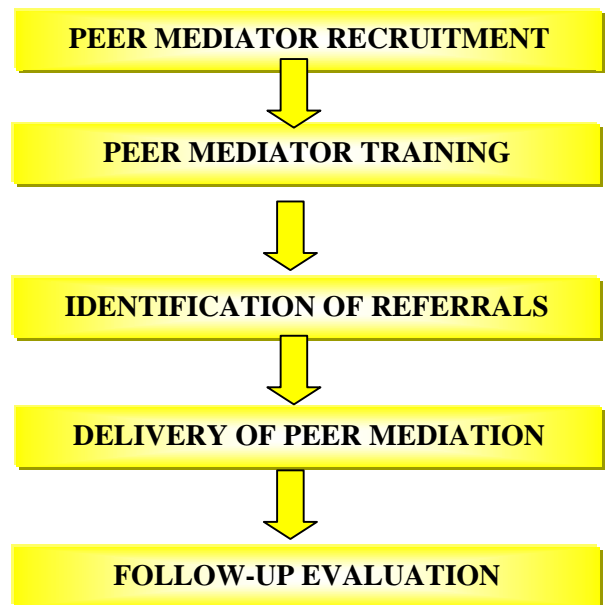
1. *Who is the conflict between?*
2. *Could this be resolved by peer mediators?*
3. *Is anybody acknowledging harm caused and wanting to repair this harm?*

Whether the issue can be resolved by pupils will be dependent upon the severity of the incident. Unlike restorative conferencing, mediation can be implemented even if nobody accepts responsibility for causing harm. Schools may feel it would be too much to expect pupils to deal with situations where nobody wants to make the effort to repair the harm. Staff mediation could be a follow on where peer mediation has not been successful.

**Setting Up A Peer Mediation Programme In School:** The main benefits of having a peer-led mediation service in school to aid conflict resolution include:

- Pupils understanding the issues, needs and fears of their peers
- Allowing pupils to take ownership of scheme and being part of developing a restorative school
- Enabling peer mediators to gain accreditation
- The wider school community benefiting from having a mediation scheme available

Key factors for development of the scheme are:



There is no ideal age range or number of pupils to be trained as mediators, however the pupils must be role models to others and receive sufficient training to perform as peer mediators. Other factors required for success of a mediation programme are:

- *A designated room to hold mediation sessions*
- *Regular support to feed back progress*
- *Training on child protection and confidentiality*
- *Paperwork systems to track referrals*
- *Opportunities for mediators to develop scheme*

The *Mediation Service* provides training for staff and pupils in setting up and running a mediation scheme. Contact details for the Mediation Service can be found on page 11.

Restorative conferencing may be suitable in the following situations:

- Pupil at high risk of exclusion
- Pupil being re-integrated after exclusion
- Incident occurs in wider community
- Other restorative practices may have failed

The difference between conferencing and mediation is that harm caused is always already acknowledged by the harmer and they are willing to find ways to repair that harm done in the presence of family, teachers and most importantly the harmed party.

92% of conferences resulted in an agreement, ranging from apologies to repaired relationships  
**Youth Justice Board National Evaluation, 2004**

Unlike other restorative practices, conferencing is a rarer activity due to the nature of the process needing a high degree of planning, structure and follow up. This intervention requires a trained co-ordinator to facilitate the whole process due to the number of people participating and the nature of their roles (e.g. family and figures of the community such as the police).

Essential at a school or multi-agency conference:

Harmer

Facilitator

Harmed

Essential at a school conference (in addition to the three above...)

Teacher (e.g. Head of Year/Community)

Family member (for both harmer and harmed)

External representatives making up a multi-agency conference depend upon the nature of the incident, but may include a combination of (in addition to the five above...)

Police Officer

Shopkeeper\*

Connexions PA

Kent Safe Schools Officer

Youth Offending Service Officer

\*In the case of a pupil who is caught stealing sweets from a local shop during lunch break. As the person 'harmed,' the shopkeeper would invite a colleague or friend to support him/her.

### Multi-Agency Restorative Conference: Case Example

*Alan was found letting off the fire extinguisher in the school corridor.*

#### Punitive:

- Fixed term or permanent exclusion

#### Restorative:

- Apology letter to Year Head and Fire Service
- Fire service officer to show safety video
- Alan to help caretaker after school
- Alan to organise a 'safety at school' class for his year group during a citizenship event

#### Participants present at conference:

- Alan (Harmer)
- Alan's Head of Year or Pastoral Manager
- Family representative (e.g. Alan's Dad)
- Fire safety officer/representative
- School Caretaker
- *Conference Facilitator*

In this example there is no specific individual person 'harmed,' however harm has been caused in some way to all participants at the conference as well as the wider school community. The restorative action points are solely suggestions, and not all five may be used. The experience of the conference for Alan is as important as the restorative strategies agreed, and these may be viewed as constructive interventions.

"Before the restorative conference I felt I was not listened to properly by the school. They blamed me for bigger things that had nothing to do with me. I was able to put things right and to accept the things that I had done wrong."  
**14 yr old pupil, Ireland**

**Peer Panels:** A programme has been piloted in Lancashire which trains young people from local high schools to be restorative conference facilitators on 'Peer Panels' using restorative principles. See link on page 11 for more details.

It is possible to implement restorative practices alongside a predominantly punitive system, and for these to have positive results. However, this does not make a school 'restorative' nor does it enable it to reap the maximum benefits of a 'whole school' restorative approach.

This section expands on the recommendations outlined in the Youth Justice Board's National Evaluation, offering practical strategies on how to effectively integrate the principles and practices of restorative justice as a whole school approach.

## Commitment (Top Down)

The school's senior management team must fully commit to the aspiration of becoming a restorative school, including:

- **A belief in the principles of restorative justice**
- **Clear understanding of restorative practices, how they work and what they aim to achieve**
- **Realistic expectations of restorative principles and developing a whole school approach**

Adopting a restorative culture will inevitably take time, energy and enthusiasm. The full benefits of a restorative approach may not be clearly visible in the short term. The senior management team will also need to consider how it will:

- **Manage potential resistance to change, i.e. from 'how we usually do things around here'**
- **Obtain support not only from staff and pupils but parents and the wider community**
- **Ensure any negative perceptions about a restorative approach are negated, i.e. 'it's a reward for bad behaviour, not punishment' or 'it won't work, it will take too much time.'**

The vision must be clearly and consistently cascaded downwards within the school environment by the senior management team without becoming blurred.

'Restorative justice is very effective in comparison with other initiatives, but only so long as you've got the structure, the quality and the time to do it properly.'

**Head teacher, secondary school**

## Raise Awareness

A crucial aspect of whole school integration is to promote the concept at all levels in the school. A variety of techniques include:

- **Letters/flyers to parents**
- **Article on school website**
- **Press publicity to wider community**
- **Discussions and updates in staff briefings**
- **Presentations in pupil assemblies and school governor meetings**
- **Partnership working with both primary and secondary schools in the cluster**
- **Presentations, demonstrations and displays at parents evenings and open evenings**
- **INSET training events (potentially facilitated by outside agencies)**
- **Sessions/workshops integrated into PHSE/ Citizenship lessons for pupils**
- **Workshops integrated into Year 7 transition programmes and Year 7 induction days**
- **Posters in school planners and in staff room**

When raising the profile of restorative approaches there should be opportunities for people to address issues and concerns with senior management relating to the implementation of restorative practices, so that a strong and coherent strategy can be developed.

## Engage School Community

Engaging the whole school community in the process of creating a restorative school is crucial to the success of the strategy. Schools may choose to:

- **Perform questionnaires, interviews and other surveys. These could be created and conducted by pupils**
- **Form a 'restorative approaches/ practices' steering group in school made up of pupils, parents, staff and governors to help with whole school integration**
- **Involve pupils in the appointment of restorative co-ordinator(s) for the school (i.e. pupils being on the interview panel)**
- **Design a newsletter, booklet or resource guide targeted towards parents, staff and pupils to provide them with information about restorative practices and strategies. The guide may be similar to this one.**

Schools may wish to devise methods to engage local residents, businesses and agencies. Questionnaires and interviews may prove beneficial to gauge what knowledge and support is available. If staff and pupils participate in the whole school integration process they will not only feel they have ownership, but are more likely to welcome a restorative culture in their school environment.

## Develop Restorative Practices

There must be well defined systems for planning, delivering and reviewing restorative practices. This will vary depending upon which intervention is being used – e.g. restorative enquiry will take much less planning than a restorative conference.

It is crucial parents are fully aware of how restorative conferencing works so that they support the process if required to participate. Pupils and parents should be given the opportunity to self refer to participate in restorative practices, rather than necessarily waiting for the school to refer an incident.

‘We don’t use the word justice in the school. But fairness is an important principle to our pupils and their parents. Justice equals fairness. We try to use everyday language.’ **Deputy head, primary school**

Other factors to consider when developing restorative practices include:

- **Terminology:** Use of words that are appropriate to school environment (e.g. harmed vs. offender). These must be consistent across all practices.
- **Which intervention is required:** What the differences are, and when one process would be used rather than another.
- **Paperwork:** What will be required?
  - Referral forms
  - Tracking forms
  - Parental consent forms & letters
  - Procedural forms
- **Training:** Everyone will need training:
  - Peer mediators and mentors
  - All staff to deliver Restorative Enquiry & Restorative Circles
- **Designated roles:** Will the school appoint ‘restorative co-ordinators?’ Will they be internal staff or external practitioners? How can we access training? How much will it cost?

‘Although it would be good to have staff in school trained to be restorative justice co-ordinators, I think it is good for the pupils to have a fresh face from the outside, who doesn’t have any pre-conceived ideas about that pupil.’ **Head of Year**

- **Ensure restorative principles are consistently recognised and observed by everyone in the school community:**

- Reflect on negative actions, not personalities
- Engage harmed and harmer in reparation process
- Strengthen and preserve relationships
- Promote responsibility and accountability
- Enhance emotional literacy and citizenship
- Certify agreements have been followed up
- Treat everyone as equal in the process

## Integrate Within Behaviour Policy

As a restorative approach is clearly a behaviour management tool, there must be clear guidelines on:

- **What contingency plans will be put in place should a pupil or parent refuse to participate in a restorative practice**
- **The practices school will adopt and when they are appropriate to be used – especially where peer support is concerned**
- **Clear referral process to a restorative practice**
- **Identifying who will be responsible for ensuring the restorative approach is delivered and consistent with behaviour policy guidelines**

## Build Relationships

It is recommended that schools undertake an audit of the expertise that already exists. Agencies such as those listed below may wish to be involved in the development of a restorative culture in schools:

- Youth Offending Service
- Kent Safe Schools
- Connexions
- Mediation Service
- Police and Fire and Rescue Service

The Youth Offending Service was heavily involved in the Restorative Justice in Schools Programme, and hence will have some expertise which schools may wish to draw upon. Forging close links with partners is likely to be important for restorative practices such as multi-agency conferencing.

‘Restorative justice has been a good vehicle for extending links with the YOT, the police and the mediation service.’ **Head teacher, secondary school**

## Links To Curriculum

The Youth Justice Board (2004) advises that schools clearly identify the connection between the restorative approach, PHSE and the citizenship curriculum. Schools are in effect already practising some of the elements which interlink with restorative principles such as:

- **Active listening**
- **Expressing empathy**
- **Being non-judgemental**
- **Building relationships**
- **Assertiveness**
- **Managing anger and raising self esteem**

Pupils participating in restorative practices in schools enables them to develop citizenship skills and emotional literacy, hence naturally creating harmony between the curriculum and the principles followed within a restorative school.

Juliet Starbuck (Primary Leadership Today, 2006) outlines how a restorative approach fits into some of the aspects of *Every Child Matters*:

**Being healthy:** Enabling young people to develop positive relationships with others and manage conflict which will help to develop emotional health.

**Enjoying and achieving:** By improving the classroom environment, young people are more likely to reach higher academic standards.

**Economic well-being:** A restorative approach aims to improve attendance and behaviour, which will in the long term improve attainment and life success.

## Evaluate Progress

It is recommended that a school adopting a restorative ethos establishes appropriate quantitative and qualitative evaluation systems to determine the success of the implementation, both for whole school integration, and the outcomes of the restorative practices used. This may be via internal evaluation, or through external research. Methods of data collection include:

- **Questionnaires to pupils, parents and staff**
- **Interviews (face to face or via phone)**
- **Observations of restorative practices in action**

It is vital that measures are identified to ensure harmers are abiding by their agreements to repair harm. Staff must ensure these checks are made and harmers are challenged should they not be doing so.

Evaluation will enable the school to identify which restorative practices work best. Evaluation will also help establish what improvements can be made. As with any approach, restorative practices require continuous improvement in order for the school to benefit fully from the concept.

**Other comments about Restorative Practices from the Youth Justice Board’s National Evaluation of Restorative Justice in Schools include:**

### Restorative circles:

‘One day a Year 5 boy was found dragging another child across the playground. We ran a healing circle, where everyone in the class has the chance to say something about the incident and to support both parties. He’s not been in any trouble since.’

**Deputy Head Teacher, Primary school**

### Peer mediation:

‘The peer mediation has been really successful. We used to spend hours of our time dealing with pupils that had fallen out. Now they go to peer mediation. This is a time saver.’

**Learning Mentor**

### Restorative conferencing:

‘I came into the school feeling very angry, but the woman running the meeting was very reassuring and didn’t talk down to me. Listening to what was being said made me realise that my son did have a case to answer and that it wasn’t just the school picking on him.’

**Parent**

### Restorative approaches:

‘The school has benefited in many ways. It’s helping to change the culture, recognising that others have feelings and saying sorry. Talking things through is not the way people do things around here; it’s not part of their upbringing at home. This is making a big difference.’

**Head Teacher**

‘Keeping kids in school is a major protective factor. When they are excluded they are more likely to cause trouble in the community and they end up in the criminal justice system. Restorative justice is a key approach to achieve this.’

**Police Officer**

## Overview of Restorative Practices

<b>PRACTICE</b>	<b>SUPPORTERS</b>	<b>CONFLICT</b>	<b>FACILITATOR</b>	<b>CAUSE OF HARM</b>	<b>FEATURES</b>
<b>Restorative Enquiry</b>	No supporters required	Pupil-pupil Staff-pupil Staff-staff	Staff and pupils Peer mentors Could be no facilitator	Classroom disruption, minor conflict, bullying	Early intervention tool. Informal and flexible approach. Harmer may not be involved in reparation of harm caused
<b>Restorative Circles</b>	No supporters required	Pupil(s)-pupil(s) Staff-pupil Staff-staff	Staff	Classroom disruption, minor conflict, bullying	High number of harmers. Used as preventative strategy. Focus on collective responsibility for actions
<b>Peer Mediation</b>	No supporters required	Pupil-pupil conflict	Peer mediators	Friendship conflict, bullying	Deals with minor peer conflicts between two people, ideally at early stage. Preferably an identified 'harmer' & 'harmed'
<b>Staff Mediation</b>	No supporters required	Pupil-pupil Staff-pupil Staff-staff	Senior Staff	Bullying, colleague disputes	May be used if Peer Mediation unsuccessful. Technique for staff disagreements. Nobody may be acknowledging harm caused
<b>School Restorative Conference</b>	Friends, family, colleagues of harmers and harmed	Pupil-pupil Staff-pupil Staff-staff Pupil-community	Staff External practitioner Pupils (Peer panels)	Bullying, truancy, theft, vandalism of School property, other anti-social behaviour	Run in-house by trained staff member. Acknowledgement of harm caused by harmer. Useful re-integration strategy post-exclusion
<b>Multi-agency Restorative Conference</b>	Friends, family, colleagues, community figures, agencies	Pupil-pupil Staff-pupil Staff-staff Pupil-community	Staff External practitioner (e.g. external agency)	Anti social behaviour in wider community, criminal act	Could be run by external 'restorative practitioner.' Full acknowledgement of harm caused by harmer. Useful re-integration strategy post-exclusion

## Recommended Contacts

## & Resources

### **BOOKS:**

**Hopkins, B.** (2004) *Just Schools; A Whole School Approach to Restorative Justice*. ISBN: 1-84310-132-7

**O'Connell, T.** (1999) *Conferencing Handbook*. ISBN: 0-9633887-5-4

**Thorsborne, M. and Vinegrad, D.** (2004) *Restorative Practices in Classrooms*. ISBN: 1-904407-05-6

**Thorsborne, M. and Vinegrad, D.** (2004) *Restorative Practices in Schools*. ISBN: 1-904407-04-8

### **DVD's:**

**Beyond Zero Tolerance** (*Whole school approach to restorative justice in the USA*)

**Face To Face** (*A Restorative Conference in a British school, produced by Somerset Youth Offending Service*)

(All of the above are available from Incentive Plus catalogue, see below)

**Introducing Restorative Justice: A Positive Approach in Schools** (*A DVD illustrating Restorative Justice in action, and commissioned by Milton Keynes Psychological Service*)

**RESTORATIVE JUSTICE CONSORTIUM** (*Includes downloadable resources on Restorative Justice in schools*).

**Web:** [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk) **Tel:** 0207 653 1992

**TRANSFORMING CONFLICT** (*Provider of training and consultancy in the field of restorative approaches in educational settings*).

**Web:** [www.transformingconflict.org](http://www.transformingconflict.org) **E-mail:** [belinda@transformingconflict.org](mailto:belinda@transformingconflict.org)

**YOUTH JUSTICE BOARD** (*National Evaluation of the Restorative Justice in Schools Programme available to download free on website*)

**Web:** [www.yjb.gov.uk](http://www.yjb.gov.uk) **E-mail:** [enquiries@yjb.gov.uk](mailto:enquiries@yjb.gov.uk)

### **KENT SAFE SCHOOLS**

Sessions House, Maidstone, ME14 1XQ. **Tel:** 01622 696680

**E-mail:** [kentsafeschools@kent.gov.uk](mailto:kentsafeschools@kent.gov.uk)

### **KENT YOUTH OFFENDING SERVICE**

Brenchley House, County Hall, Maidstone, Kent, ME14 1RF.

### **MAIDSTONE MEDIATION**

Community Support Centre, Marsham Street, Maidstone, Kent, ME14 1HH. **Tel:** 01622 692843

**Web:** [www.maidstonemediation.com](http://www.maidstonemediation.com) **E-mail:** [mediate.maidstone@ukonline.co.uk](mailto:mediate.maidstone@ukonline.co.uk)

### **MEDIATION SERVICE**

94-104 John Wilson Business Park, Whitstable, Kent, CT5 3QZ. **Tel:** 01227 771283

**Web:** [www.themediationservice.co.uk](http://www.themediationservice.co.uk) **E-mail:** [help@themediationservice.co.uk](mailto:help@themediationservice.co.uk)

**INCENTIVE PLUS CATALOGUE** (*Emotional Literacy and Citizenship focused resources for primary and secondary age ranges*) The books and DVD's detailed above are available here.

**Web:** [www.incentiveplus.co.uk](http://www.incentiveplus.co.uk)

*To order catalogue: 01908 523411 Customer Services: 01908 526120*

### **OTHER:**

Peer Panels: <http://www.nacro.org.uk/templates/news/newsItem.cfm/2007032100.htm>

Hinton, Annette (2006) *Restorative Approaches to Conflicts in Schools*