

Restorative Refresher

Key terms

Pro-social behaviour – that which is positive, helpful and intended to promote social acceptance

Unsocial behaviour – that which is neither prosocial or anti-social and is not to the detriment of others

Anti-social behaviour – that which causes harm to an individual, group, the community or the environment

Staff response – Staff should not use Relocate when dealing with an example of un-social behaviour. The resulting consequence of the relocate is a protective one (removing a student from the room). This is unnecessary when dealing with un-social behaviours and is more likely to result in an escalation to anti-social behaviours. Some alternative strategies for dealing with un-social behaviour, that staff will use, are:

A 1:1 conversation with the student at the end of the lesson.

A discussion with their Form Tutor.

A discussion with their DOSP or Key Stage Team.

Contact home.

Repair conversation

Is a 1:1 conversation between the adult and student.

Is about the behaviour that has just occurred.

Is not public.

Does not have to be formal.

Should end on a positive note so both parties leave the conversation feeling good.

Mediated conversation

Is facilitated by another member of staff who must remain neutral so that the student is confident in the process.

Students and adults are supported to ask and answer questions about what happened.

Is more formal than a repair conversation, and may have some scripted elements.

Should end on a positive note so both parties leave the conversation feeling good.

The pathway for integrating restorative approach



Restorative conversation

This would be a more formal meeting facilitated by a member of the pastoral team or leader of learning... DOL ADOL/LOL. PSAs have had training.

It could involve other students, parents/carers or others who have an important part to play. Only if absolutely necessary.

It will usually have a set of questions to work through – see below.

An educational consequence should be agreed as reparation for the behaviour.

Should end on a positive note so all parties leave the conversation feeling good.

You should feel confident to not enter into the process or end if at any stage it feels it is not the correct moment to carry this out successfully with a student reflecting on their behaviour.

Suggested questions to be used

Listen, Ask and Check

What happened?

Listen and use facial gestures and body language. Demonstrate active listening e.g. 'yes' 'okay' 'I see') Ask questions and check that you understand properly e.g. do you mean..? If students then use this time to try and justify themselves, allow them to understand the purpose of the open question is to feel heard and understood and not corrected. Once the student has finished and their perspective is very different, use inquisitive questions and check understanding... 'are you saying...'

What were you feeling and what were you needing?

This will allow any underlying feeling and needs to be identified. Feel free to check if the learning was accessible etc. Was there a confusion on what was expected? Body language and facial expression is key at this stage.

What were you thinking of at the time?

Allow the student to express themselves and their perspective at the time of the incident, modelling empathy as this will de-escalate the existing conflict and repair and start to rebuild relationships. Modelling empathy will prove successful in the next few questions.

What have you thought about since?

This allows the student to start to demonstrate remorseful behaviour. Recognise and praise any positive response. Avoid confrontation if they are still not demonstrating remorse.

Who has been affected by what you have done? In what way have they been affected?

This allows the student to develop empathy and can be a reflection of the empathy modelled in earlier questions. Listen and ask open questions to allow the dialogue to be free flowing. Make a suggestion if necessary, particularly if a student is struggling with empathy. Consider the individual needs of the student at this stage. Use facial expressions and small words if a student is reflecting sensibly rather than interject.

What do you think you need to do to make things right?

Whilst a punitive sanction is likely to have been applied, the opportunity to correct the behaviour is far more significant and students should be encouraged and supported to do this. Apologising allows them to move on and acceptance of this is key by the adult.

What have you learnt and what will you do differently in future?

Work with the student to find/suggest strategies to meet their needs but remain respectful to you and other people's needs. Encourage the need to communicate any problems better and promote understanding and empathy for each other. Summarise by recognising if this has been a productive session and the need to move forwards.