



## Restorative Practice

Created	March 2020	Signed	Belle Rose
Reviewed	July 2020	Signed	<i>Jenna Millar</i>

### What is Restorative Practice?

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

If a child has normally done wrong the tendency is for an adult to tell the child what they have done wrong, this can lead to 'thinking time'.

The problem with this system is that children don't learn about the responsibility they had in that situation and how it affected other people, because an adult has intervened and told them what they've done wrong.

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better.

The 'unique selling point' of a restorative approach is that it offers childcare settings an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

## Glossary for the table

*Impersonal* - without reference or connection to a particular person: an impersonal remark. having no personality; devoid of human character or traits.

*Interpersonal* - relating to relationships or communication between people.

*Adversarial* - involving or characterized by conflict or opposition.

Authoritarian Approaches The focus is on:	Restorative Approaches The focus is on:
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
And as an end result	
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

## How can we put Restorative Practice into Action?

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

## Examples of this in Practice

### Max and Sam - Example 1

Max has hurt Sam in the playground. They sit down together with a teacher, who helps Max think through the above questions.

- What happened? *'I tripped Sam up in the playground.'*
- What were you thinking and feeling at the time? *'I was angry because he laughed when I fell over playing football.'*
- What have you thought about it since? *'I'm still cross that he laughed but I feel bad that he got hurt.'*
- Who has been affected and in what way? *'Sam grazed his knees and it made him cry. He had to stop playing football because it hurt too much.'*
- How could things have been done differently? *'I could have told Sam that I was angry that he laughed at me and asked him not to. I could have walked away and found someone else to play with.'*
- What do you think needs to happen to make things right? *'I need to say sorry to Sam and try not to lose my temper next time.'*

Sam is also asked the same set of questions. This helps him identify his part in what happened, and communicate how Max's actions affected him.

### Joanne - Example 2

Joanne was continually chatting and distracting the children on her table during a maths lesson. After the lesson, the teacher asks:

- What happened? *'I was talking too much in maths.'*
- What were you thinking and feeling at the time? *'I was bored because I don't like maths.'*
- What have you thought about it since? *'I'm sorry I disturbed the class but I didn't understand the work.'*
- Who has been affected and in what way? *'I stopped my friends from doing their work and I made you [the teacher] cross because you had to keep stopping to tell me off.'*
- How could things have been done differently? *'I could have put my hand up and asked you to explain the problem to me.'*
- What do you think needs to happen to make things right? *'I need to say sorry and ask you to show me how to do the work.'*

What are the benefits to using Restorative Practice?

Many schools, nurseries and care settings use this method, it is shown that by using this children show these benefits...

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

**Example worksheet that will be available for children to use.**

Some children might want to write it down instead of explaining it, it would be good to have in a child's file to look back on and see if the child is using this method and it is having a positive effect.

What happened?	
What were you thinking and feeling at the time?	
What have you thought about it since?	
Who has been affected and in what way?	
How could things have been done differently?	
What do you think needs to happen to make things right?	