Restorative Practice and Ofsted

Restorative Practice and ways of thinking are now developing and growing in many secondary schools across the UK. An increasing amount of evidence demonstrates a very positive impact on improving and sustaining positive behaviour, attendance, attainment and progress. At the heart of this is teaching and modelling restorative conflict resolution skills with pupils.

Peer Mediation and related approaches are having a profound impact on schools, families and most importantly on the development of pro-social skills and resilience in children. Children who are taught and experience this way of being and behaving become more able to manage their own behaviour; more able to reflect on the impact of their actions and more able to empathise with others. They understand what needs to happen where there is any harmful behaviour and they feel empowered to put things right. Children also carry these transferable skills beyond the schools gates and into their families and communities.

Ensuring Good Behaviour, DfE July 2011, states that for schools to be successful in managing behaviour and safety that:

“...all pupils show respect and courtesy towards teachers, other staff and towards each other and the pupils understand explicitly what happens if they are involved in any disruptive behaviour. They feel safe to put things right.”

The Ofsted Framework for the Inspection of Schools also requires a more considered and consistent approach to managing behaviour and safety. To be outstanding in behaviour and safety, inspectors need to see that:

“...pupils make an outstanding contribution to a safe, positive learning environment. They make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity....They (pupils) are adept at managing their own behaviour in the classroom and in social situations.”

The Restorative Thinking toolkit will support your school in meeting these requirements. The Ofsted Framework for the Inspection of Schools also requires that behaviour and safety in schools:

“...is supported by systematic, consistently applied approaches.”

If you are not modelling what you teach, you are teaching something else. This toolkit will be most effective if its use is consistent throughout all areas of the school. Therefore we would recommend that schools intending to use the Restorative Thinking toolkit should commit to a whole school
developmental programme of restorative practice which includes training all staff and the governing body.

This is an interactive toolkit that will equip children with the skills and language to find solutions to everyday conflicts and to reflect more on their own behaviour. It is solution-focused and deepens and develops children’s understanding of the spiritual, moral, social and cultural aspects of life.

Restorative Thinking Limited is a Registered Training Provider with the Restorative Justice Council, and adheres to the RJC Trainers’ Code of Practice.

Restorative Thinking works in partnership with the Anti-Bullying Alliance.

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