



Restorative  
Thinking

# Restorative Practice and the Return to School

e-Learning CPD for Primary, Secondary and Special Schools



## Learning Themes

This interactive e-Learning CPD course is for teachers of all Key Stages, SLT, Governors and ancillary teaching staff.

This is an introduction to restorative practice (RP), with a focus on how RP can support the transition back to school, with a focus on:

- Allowing staff, students and parents to process what's happened/is happening following a period of self-isolation;
- Drawing on RP processes to support positive mental health over the coming weeks and months.

This course has been produced in collaboration with three Liverpool schools, each on their own restorative journey: Abbot's Lea School, Holy Family Catholic Primary School and the Academy of St. Nicholas, with guidance and extra downloadable resources from each school.

Please register now for access to the course from Sept 2020

The cost is £450 per school for one year's access to the e-Learning CPD for the whole school.  
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# About us



## We are:

Mrs Lesley Parkinson, former Teacher; Restorative Thinking trainer, programme facilitator; writer of training and programmes

Mr. Chris Straker, former Head Teacher; Restorative Thinking trainer, writer of training and programmes

We've been working together at Restorative Thinking since February 2012, helping primary, secondary and special schools to introduce, implement and embed restorative practice.



Restorative Thinking holds the Restorative Service Quality Mark (RSQM), the Training Provider Quality Mark (TPQM), the CANparent Quality Mark and the i-Network Innovation Award for 'Transforming and Innovating Public Services' (November 2018).

This e-Learning CPD is inspired by our work over the past five years with Liverpool primary, secondary and special schools and is part of our response to the COVID-19 pandemic.

## Why have we written this e-Learning CPD course for Schools?



The temptation to dive straight back into the structures and routines of school will be seen by many as a priority - and rightly so - but are we kidding ourselves if we think this will happen seamlessly after this long period of disruption to the lives of young people and families? What will make a difference is the deliberate use of restorative practice to bridge the transition.

Restorative practice is too often seen as a process to deal reactively with behaviour (a justice model using language like 'harmed' and 'harmer'), but it is so much more than this; it creates a context for dialogue, reflection, expressions of concern, and the sharing of successes; as well as giving young people the skills to process their own and others' thoughts and feelings.

It is likely that everyone in the school community will have been affected by the isolation and claustrophobia that social distancing creates, and not everyone will have experienced it in the same way. A deliberate decision by schools to make a priority of social and relational interactions will help individuals and groups make the transition back to school, to safely talk about their experiences of the last few months: what they have learnt, and what they have found difficult.

This will then create the context for the learning to develop. Going back to school without this context we will see young people's traumas, fears, experiences communicated through challenging behaviours that schools will find difficult to manage at a time when teachers, themselves, and parents, also need to process their experiences.

We can use restorative practice to transition from 'social distancing' to an interconnected, healthy school community through the deliberate use of the restorative processes introduced in this course.

This e-Learning CPD course includes 1.5 hours of interactive learning, including insights, videos, quizzes and downloadable resources for immediate use in the classroom and staffroom, with support with our team via e-mail, telephone, video call.

Contact us to create access to the course for your school staff:  
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