

An Introduction to Whole School Restorative Practice Training



Overview:

Restorative practice in schools focuses on building healthy learning environments and stronger, more connected communities. School-based restorative practices are grounded in the premise that individuals thrive in contexts that promote positive relationships and social engagement. It achieves this by applying the principles of the 4 Rs:

- **Respect:** Listening to the opinions of others and learning to value them
- **Responsibility:** Taking responsibility for one's own actions
- **Reparation:** Developing the skills to repair harm and ensure that certain behaviours are not repeated
- **Re-integration:** Working through a structured, supportive process that aims to solve a problem and allows children/young people to return to their learning environment.

Restorative practice in schools promotes dialogue in a social context, enabling individuals to assimilate the perspectives of others and reflect on the implications of their own behaviour. It adopts a collaborative approach to conflict resolution that is inclusive to all members of the school community, providing individuals with a sense of agency in the decision-making process. In avoiding attributing blame but encouraging insight and taking responsibility for their actions, young people are supported to develop pro-social behaviour to repair harm and develop positive relationships with their peers and adults.

During the morning session of the whole school restorative practice training, participants will explore the theory and principles underpinning restorative practice in schools. Participants will also be given opportunities to practice and develop some of the skills needed to be a good restorative practitioner.

Following this for the afternoon session, participants will be given an opportunity to build on the theoretical knowledge and values of restorative practice. It will be a chance for participants to become familiar with some of the recognised restorative approaches, such as, peer mediation, circles, and restorative inquiry. There will also be opportunities to practice and reflect on implementation in your setting.

Who is it for?

This training session is suitable for staff in senior leadership roles, pastoral managers, SENCOs.

Outcomes:

- Participants will understand the theory underpinning restorative practice.
- Knowledge of the values and skills required to be a restorative practitioner.
- Be able to apply skills and values to a peer mediation.

Date/Time and cost:

This training is taking place in person at Oakhill Centre, Oakhill Close, Birmingham, B17 8BB.

Date and time: **Monday 17th June 2024, 09:00 – 17:00pm**

Cost: **£270 per person, reducing to £210 if two or more attend from the same school or setting.**

Tea/coffee and biscuits will be provided but please bring your own lunch.

Bookings:

To book a space on this training session please visit:

[An Introduction to Whole School Restorative Practice | Birmingham Education Support Services](#)

If you have any questions, please contact:

Lauren Thomas (Assistant Psychologist) - lauren.thomas@birmingham.gov.uk

Sam Gallagher (Assistant Psychologist) - samuel.gallagher@birmingham.gov.uk

