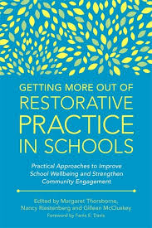
Restorative Approaches

# **Restorative Approaches Accredited Framework (RAAF)**



**Glasgow chapter in**

***‘Getting more out of Restorative Practice in Schools’ (2018).***

**RA Training and Support Strategy**

**Support**

**50 participants attending**

**1540 staff have received training**

**1172 staff have received training**

**School Training 2017/18**

Over half of these schools have over 50% of pupils in the 15% most deprived areas in Scotland which supports ‘closing the gap’.

**RA Support and Development groups 2018/19:**

* Groups running in NW, NE and South.
* 50 participants attending across the city.
* Themed sessions with discussion and examples of good practice in Glasgow schools

**RA Support and Development Groups 2017/18 – Evaluation:**

* 5 sessions throughout the year.
* 13 schools represented
* Increase in knowledge and confidence delivering and practising RA.

Restorative Approaches 2018-19

Restorative Approaches Accredited Framework (RAAF):

* Framework to support the implementation of restorative approaches within a whole school setting
* Builds upon and amalgamates the readiness pack and Glasgow Restorative Approaches Implementation Tool (GRAIT) which have both been piloted and used for a number of years by schools
* Broken into four sections – 1: Readiness and Needs, 2: Whole Establishment Restorative Themes, 3: Glasgow’s Restorative Approaches Implementation Tool (GRAIT), 4: Impact and Evaluation. Accreditation will be achieved through self-evaluation.
* Pilot schools outlined to use the framework and resources. This will be evaluated.

Restorative Parenting Initiative:

* Links have been made with Jim McGrath – author of ‘Bringing it all back home – Restorative Parenting’. <http://www.netcare-ni.com/pages/index.asp?title=Training_for_Trainers_-_Restorative_Parenting_Course_-_>
* Exploring proposal for CLG to be trained in ‘Training for Trainer Restorative Parenting’ course with a view of supporting staff to support parents in Glasgow.

Chapter in ‘Getting more out of Restorative Approaches’:

* Glasgow EPs contributed a chapter within the recent international publication about the RA journey in Glasgow. This was published in December 2018.

RA Training and Support Strategy:

* RA City Lead Group (CLG) deliver and support a continuum of training for schools.
* Various levels from awareness raining to intensive support and coaching can be provided by EPs.
* The main premises are that RA is a whole school approach and that implementation science must be used to increase likelihood of success and sustainability.
* The triangle illustrates different levels of training.

RA Support and Development Groups:

* RA support and development groups have been run for a number of years. Evaluation over this time has contributed to the format of the current model.
* Three groups are currently running across the City – one in each area.
* 2017/18 evaluation was submitted to National Action Enquiry.

Contribution to ‘Closing the Gap’:

* Research has illustrated the link between RA and developing positive relationships in school (see diagram).

**Restorative Approaches**

**City Lead Group 2017-2018**

**Glasgow City Council Education Service Priority:**

1. As we move towards a Nurturing City, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs.