

## Restorative Approaches: CLPL opportunities

This document has been created to provide Glasgow establishment staff with materials and resources around Restorative Approaches. There are resources for those at the start of their Restorative Approaches journey, and others for those who are more established in their implementation of embedding this philosophy within their establishment.

The flowchart below will help guide you through the types of resources that may be of use to you depending on the stage of your journey (new or more established). The flowchart is categorised into:

- Implementation resources to suit your stage of Restorative journey
- Reading materials to suit your stage of Restorative journey
- Online materials to suit your stage of Restorative journey\*\*
- Research document outlining an evaluation carried out in relation to Restorative Approaches Support and Development Groups in 2017.

A description of each resource highlighted in the flowchart is provided below.

\*\*Links to the online resources are provided both in the flowchart and within the resource descriptions below. However, some of the website links may need to be copied and pasted into a web browser in order to access them. Further, due to strict security settings on Glasgow City Council equipment, some online resources may need to be accessed through a non-GCC computer (e.g. the ELSA poster set).

Psychological Service are always striving to improve our learning materials. Please take a moment to complete the feedback questionnaire at the end of this document which can then be followed up with your link EP.

For further advice or for any other queries please do not hesitate to contact us on any of the numbers below:

**North West Area Office – 0141 276 2070**

**North East Area Office – 0141 276 2170**

**South Area Office - 0141 276 3270**

Many thanks

The Restorative Approaches Psychological Service City Lead Group



Have you received training on Restorative Approaches from Glasgow Psychological Service?

YES

NO

Implementation Resource

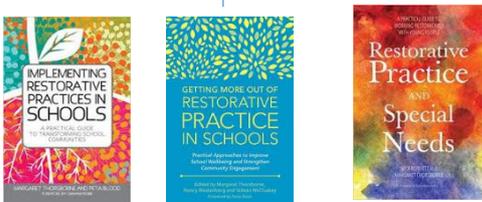
Implementation Resource

- GRAF Part A Section 2: Whole Establishment Restorative Themes
- GRAF Part A Section 3: Evaluation and Measuring Impact
- GRAF Part B: GRAIT

- GRAF Part A Section 1: Readiness and Needs Analysis

Reading Materials

Reading Materials



Online Materials

Online Materials

- Elsa - RP Poster Set: <https://www.elsa-support.co.uk/restorative-practice-poster-set/>
- GPS website: <https://blogs.glowscotland.org.uk/glowblog/glasgowpsychologicalservice/category/restorative-approaches/>
- International Institute for Restorative Practice (IIRP): <https://www.iirp.edu/>

- GPS website: <https://blogs.glowscotland.org.uk/glowblog/glasgowpsychologicalservice/category/restorative-approaches/>

Peer Meditation Materials

Research

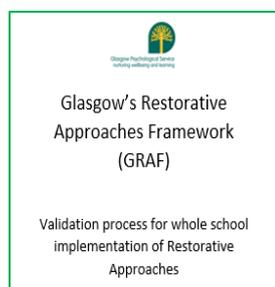
- Education Scotland - RA & Peer Mediation: <https://education.gov.scot/improvement/learning-resources/restorative-approaches-peer-mediation>
- Education Scotland - Parents/Carers: <https://education.gov.scot/parentzone/additional-support/specific-support-needs/social-and-emotional-factors/restorative-approaches/>

- Education Scotland and GPS Action Enquiry: Use of a Support and Development Group approach to aid school in implementing Restorative Approaches

Research

## Details of resources highlighted in flowchart above

### Implementation Resource



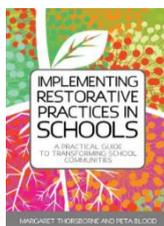
#### **Glasgow Restorative Approaches Framework (GRAF)**

GRAF has been created to support the implementation of Restorative Approaches within a whole-establishment setting. It is a supportive self-evaluation process which is validated in collaboration with Glasgow Psychological Service peer education colleagues.

This document can be accessed through the Glasgow Psychological Service website:

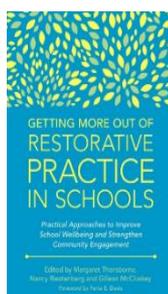
<https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/category/restorative-approaches/>

### Reading Materials



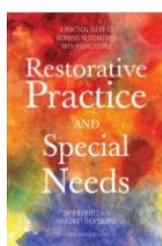
**Implementing Restorative Practice in Schools: A Practical Guide to Transforming School Communities.** (2013). Margaret Thorsborne and Peta Blood.

Explains the value of restorative approaches in schools and its potential to transform behaviour and educational achievements. It also details how to achieve the cultural and organisational changes needed in order to ensure that restorative practice 'sticks'.



**Getting More out of Restorative Practice in Schools – Practical Approaches to Improve School Wellbeing and Strengthen Community Engagement.** (2019). Edited by Margaret Thorsborne, Nancy Riestenberg and Gillean McCluskey.

Split into three sections, the book first looks at implementation, readiness and evaluation. It then covers integrating RP with, and linking RP into, other issues relevant to schools such as trauma, poverty, and mindfulness, and finally shows how to work well with parents and families.



**Restorative Practice and Special Needs: A Practical Guide to Working Restoratively with Young People.** (2015). Nick Burnett and Margaret Thorsborne.

This practical guide explains how the use of restorative approaches in schools can be adapted for children and young people with additional support needs.

## Online Materials

### **Glasgow Psychological Service website:**

<https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/category/restorative-approaches/>

Glasgow Psychological Service has been delivering training in Restorative Approaches to Glasgow establishments since 2012. To date around 1500 education practitioners have received input through in-service and twilight training events delivered to whole-school staff, including Senior Management, teachers, support staff, janitorial staff and dinner school staff. This website provides information around Restorative Approaches in Glasgow. The GRAF (see above) can also be accessed here.

### **International Institute for Restorative Practice (IIRP):**

<https://www.iirp.edu/>

The International Institute for Restorative Practice (IIRP) is an academic body dedicated to the study of Restorative Practices. They are primarily based in Pennsylvania, USA but deliver professional development training programmes in Restorative Practices throughout Europe (including UK), Canada, Latin America and Australia.

### **Elsa Support – Restorative Practice Poster Set:**

<https://www.elsa-support.co.uk/restorative-practice-poster-set/>

Elsa Support is a website which provides downloadable resources that support the teaching of emotional literacy. The Restorative Practice posters provided on this website are visual representations of the Restorative Conversation questions.

## Online Materials Peer Mediation Materials

### **Education Scotland – RA and Peer Mediation:**

<https://education.gov.scot/improvement/learning-resources/restorative-approaches-peer-mediation/>

This website is a professional learning resource for education staff interested in learning about peer mediation. It includes training materials that can support establishments in taking peer mediation forward in their own context.

### **Education Scotland – Peer Mediation information for parents/carers**

<https://education.gov.scot/parentzone/additional-support/specific-support-needs/social-and-emotional-factors/restorative-approaches/>

This website is a useful resource for parents. It explains what Restorative Approaches are, the rationale behind using this approach in schools and how it is used in the school context. It also briefly mentions peer mediation, what this is and what it looks like in school.

## Research

### **Education Scotland and Glasgow Psychological Service Action Enquiry: Use of a Support and Development Group approach to aid school in implementing Restorative Approaches.**

<https://education.gov.scot/improvement/Documents/Glasgow-EPS-restorative-approaches-2019.pdf>

This document details research that was conducted in 2017 to measure the extent to which a Restorative Approaches Support and Development Group held within Glasgow over 5 sessions and accessed by schools across the city, supported and enhanced practitioners' confidence in implementing Restorative Approaches within their own establishments. Findings showed that, in relation to Restorative Approaches, these groups enabled cross-school sharing of resources and strategies, allowed staff to share experiences with other group members and led to increased understanding of implementation.

### **Research in Scottish Schools CREID Summary Report:**

<http://www.docs.hss.ed.ac.uk/education/creid/Briefings/Briefing08.pdf>

Full report :

<https://www.varj.asn.au/Resources/Documents/Scottish%20study%20and%20findings.pdf>

We hope you have found this resource helpful, please click on the link below to give us some feedback:

<https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKagBaza9JqxHkyfZJgc5Y-hUNjJaNDBJN1ZXNIRIWWVhWU0Q1U1I2UEg2MS4u>