Glasgow's Restorative Approaches Framework (GRAF)

Whole School Implementation Guide
Establishment Version

Glasgow Psychological Service
nurturing wellbeing and learning

Glasgow
CITY COUNCIL

GLASGOW'S RESTORATIVE APPROACHES FRAMEWORK (GRAF)

Restorative Approaches (RA) focuses on building, repairing, and sustaining positive relationships as opposed to managing and controlling behaviours. It is a philosophy which promotes wellbeing through positive interactions in our daily lives. A restorative approach in Glasgow schools is underpinned by three main themes:

1. Relationships promote positive and attuned interactions.
2. Accountability and responsibility for self and others.
3. Children and young people are active participants in conflict resolution.

Restorative Approaches complement Glasgow City Council's vision of 'Towards the Nurturing City' and inclusion policy 'Every Child is Supported and Included'. It is also recommended practice in national guidance e.g., 'Included, Engaged and Involved Part 2', (2017), and has a clear and consistent evidence base within education settings.

WHAT IS GRAF?

GRAF has been created to support the implementation of RA within a whole-establishment setting. It guides practitioners through a series of implementation stages and includes resources and prompts to ensure the views of children, young people, parents/carers and staff are captured. Please see Restorative Approaches Implementation Overview on page 4.

The projected timescale to fully embed RA is 3-5 years from initial training, however validation can be awarded to an establishment once they feel they can demonstrate they have met the criteria outlined within three Whole Establishment Restorative Themes.

WHO IS GRAF FOR?

GRAF can be used by all sectors: early years establishments, primary schools, secondary schools and additional support needs provisions. Adaptation for age and developmental profile may be required. Establishments are encouraged to have an RA Lead Practitioner and to create an implementation team from within their staff. The role of the implementation team would be to contribute to whole school planning, and to monitor impact and sustainability.

WHAT DOES GRAF INVOLVE?

Readiness and Needs Analysis

Prior to embarking on a Restorative Approaches journey, it should be agreed that this will be a whole-school initiative that is included in the School Improvement Plan.
The Readiness and Needs Analysis section will help staff consider what their establishment currently requires prior to receiving the formal training input. Please discuss with an Educational Psychologist and refer to Appendices 1-6 to support this process.

Whole Establishment Restorative Themes

Three Restorative Themes are introduced through initial training for establishment staff:

i. Relationships promote positive and attuned interactions.

ii. Accountability and responsibility for self and others.

iii. Children and young people are active participants in conflict resolution.

These themes were developed from analysis of current literature and have been expanded into key indicators and examples. The purpose of these are to guide staff with suggested examples and practice rather than to be used in a 'checklist' manner. The Evidence Recording Sheet (Appendix 7) can be used to collate evidence and guide your thinking and planning.

Impact and Evaluation

Coaching

Following initial training, ongoing implementation support will be provided by an Educational Psychologist. Ideally termly coaching sessions will take place between Educational Psychologist and establishment RA lead. The purpose of the sessions is to allow time for reflection on progress made and ensure there are clear goals and actions in place for the coming term. Practitioners and their school implementation team are encouraged to consider their goals in relation to the three establishment restorative themes.

More detail on the coaching process can be found in:

Appendix 8: Preparing for a Restorative Approaches Coaching Session: Frequently Asked Questions
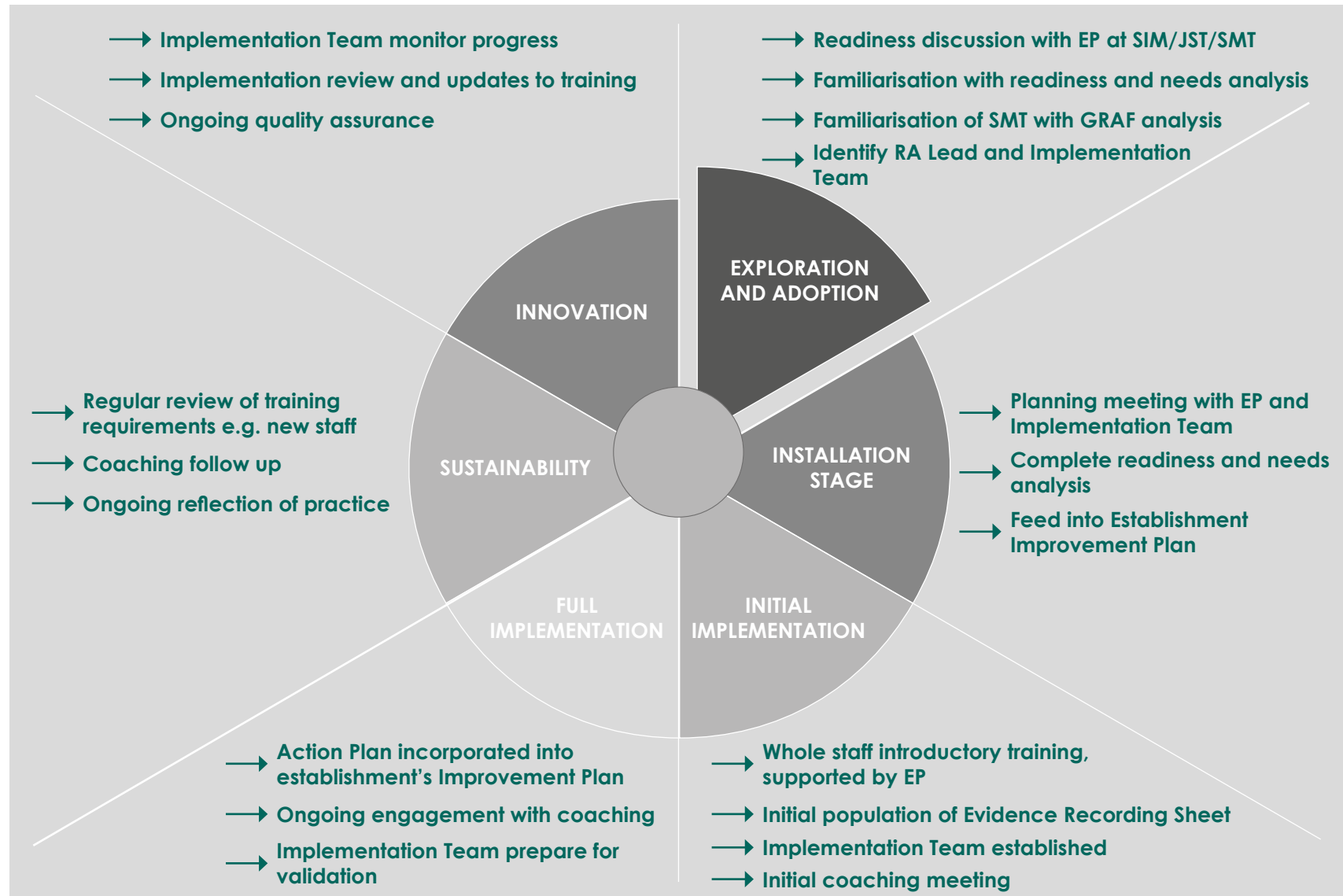
Appendix 9: Five Stages of T-GROW

Appendix 10: Coaching Session Recording Sheet

Validation

Once establishments feel they have fully embedded Restorative Approaches they will have the opportunity to achieve validation status. This will take the form of a supportive Validated Self Evaluation where education colleagues external to the establishment will review and validate evidence presented by the school. The validation team consisting of an Educational Psychologist and peer Head Teacher will look at evidence collated in Appendix 7 which may include:

•   Evidence of implementation team planning

•   Evidence of engagement with coaching process

•   Staff engagement with relevant CLPL

•   Evidence of parent and pupil voice being sought

•   Evidence of peer moderation to ensure consistent whole school practice

•   Evidence of school commitment to, and planning for, long term sustainability

Validation is intended to be a positive and supportive process where establishments have the opportunity to showcase good practice. It is useful to discuss validation and review progress and next steps through your regular coaching sessions.

Glasgow's Restorative Approaches Framework

Implementation Team monitor progress

Implementation review and updates to training

Ongoing quality assurance

Readiness discussion with EP at SIM/JST/SMT

Familiarisation with readiness and needs analysis

Familiarisation of SMT with GRAF analysis

Identify RA Lead and Implementation Team

INNOVATION

EXPLORATION AND ADOPTION

Regular review of training requirements e.g. new staff

Coaching follow up

Ongoing reflection of practice

SUSTAINABILITY

INSTALLATION STAGE

Planning meeting with EP and Implementation Team

Complete readiness and needs analysis

Feed into Establishment Improvement Plan

FULL IMPLEMENTATION

INITIAL IMPLEMENTATION

Action Plan incorporated into establishment's Improvement Plan

Ongoing engagement with coaching

Implementation Team prepare for validation

Whole staff introductory training, supported by EP

Initial population of Evidence Recording Sheet

Implementation Team established

Initial coaching meeting

RESTORATIVE APPROACHES READINESS AND NEEDS ANALYSIS

A needs analysis is the process whereby information is collected in order to build a comprehensive understanding of the existing strengths, needs and issues within your establishment. Once needs are understood, it is a lot easier to plan a way forward and highlight how to measure impact.

Carrying out a needs analysis of the current situation provides key information in relation to:
- Evidence of current practice and staff mindset;
- Informing implementation and action plan;
- Baseline impact measurement.

Examples of information which may be gathered include:
- Consideration of self-evaluation measures already taken place e.g. HGIOS;
- Formal and informal feedback from staff, pupils and parents/carers;
- Establishment, Local Authority and National policy drivers;
- Questionnaires with staff, pupils and/or parents/carers;
- Analysis of Additional Support Needs within your establishment;
- Analysis of data already available about your establishment e.g. attendance, FSM, HMIe report etc.

Analysis of this information will inform the creation of your implementation and action plans. Some useful questions when thinking about a needs analysis:

How do we know RA would be beneficial in our establishment?	Is RA highlighted in our SIP?	What support do we need?	What are past successes and challenges in the establishment?
What are staff/pupils and parents views of relationships within the establishment?	What do we already do that would support RA?	Why Restorative Approaches?	What is our vision for implementing RA?

WHOLE SCHOOL RESTORATIVE THEMES

Theme 1: Relationships promote positive and attuned interactions

Glasgow's Restorative Approaches Framework

1.1   Our establishment promotes positive and attuned interactions across all levels (staff, children, parents/carers and partners).

Examples:
- Staff and children show care and consideration of others.
- Staff and children are encouraged to maintain respectful working relationships.
- Parents/carers are encouraged to be actively involved in the life of the establishment.
- Staff model positive relationships with other members of staff e.g. 'hello, how are you feeling today?'
- Staff model positive relationships with children e.g. 'Max, I would be really happy if you could help give out the snack today.'
- Relationships are built on trust and staff take time to develop relationships with children and their families

1.2   Our establishment is welcoming and everyone feels that they belong here. All children have opportunities to make friends and feel that their contributions are recognised and valued.

Examples:
- Staff and children model positive relationships in and around the establishment.
- Staff and children show care and kindness to others, to engender a sense of belonging.
- The environment has engaging displays that invite comment, celebrates success.
- Strategies are implemented, such as Buddies, Friendship Bench, Circle of Friends
- The language used by staff clearly communicates to young people that they are welcome and will be supported to feel safe and happy.
- All success is acknowledged and celebrated in a way that is supportive of the child e.g. feedback, encouragement, peer support.
- Staff build up resilience in children by helping them to achieve small successes in a range of tasks each day.

1.3   Our learning experiences help us to build positive relationships by explicitly teaching about our feelings and emotions.

Examples:
- There is explicit teaching of social and emotional skills throughout the school.
- Whole class restorative approaches are used e.g. restorative circles.
- Staff and pupils across the whole school use the 5 questions.
- Staff model and discuss their own emotions and feelings.
- There is evidence of the promotion of health and wellbeing aspects within most lessons e.g. children are encouraged to work together, listen to each other and share their views.
- There is explicit teaching of social and emotional skills according to the stage and developmental needs of the children e.g. sharing, negotiating, adjusting response to context.

1.3 Our learning experiences help us to build positive relationships by explicitly teaching about our feelings and emotions. (cont'd)

- Behaviours that are expected are explicitly named and demonstrated by staff e.g. listening, sharing, collaboration.
- Staff demonstrate their understanding of the fact that behaviour is communication e.g. opportunities are given to explain what has happened.
- Staff recognise that children need opportunities to practice the skills needed for self-awareness, self-management, social awareness and relationship management.

1.4 The ethos within our establishment supports positive relationships and wellbeing through a nurturing pedagogy.

Examples:

- Staff and pupils have an awareness and show understanding of the nurture principles.
- There is evidence of nurture principles being used in practice.
- Pupils feel able to go to a trusted adult for help and advice, even about sensitive situations.
- There are designated safe areas for children to go to if they are overwhelmed or feel challenged.
- Staff pay attention to the body language and cues of young people and know when to intervene to avoid a situation escalating.
- Tasks are differentiated around social and emotional competence as well as around curricular ability.
- Staff co-regulate with children when needed e.g. 'I can see you are becoming frustrated, let's go for a walk together'

1.5 Staff within our establishment understand that language shapes and impacts on how we make sense of the world, and view ourselves and others.

Examples:

- Staff model appropriate language with one another.
- Staff model appropriate language with pupils in the school.
- There is a clear expectation of the language which is used in the school.
- Language of emotion is modelled by staff and used with children.
- Staff use language that helps to co-regulate with children when needed e.g. 'I am here to help and support you'.
- Staff do not assume that children understand the language of emotion and help to scaffold their understanding of this in a developmentally appropriate approach.
- Staff provide running commentaries on what the children are doing and thinking to help them make sense of the world around them.

WHOLE SCHOOL RESTORATIVE THEMES

Theme 2: Accountability and responsibility for self and others

2.1   Everyone within our establishment is encouraged to take responsibility for their own actions and the subsequent effect on relationships.

Examples:

- Staff and pupils set high expectations for behaviour in our school.
- Staff and pupils show respect to each other.
- Our school's vision, values and aims reflect a restorative ethos.
- Staff and pupils demonstrate skills and attitudes that support them to take responsibility for themselves.
- Staff use and model the 5 questions when harm is caused.
- Staff take a step back from a situation when they are aware that they may be responding in an overly emotional or inappropriate manner e.g. move away, ask another member of staff to step in.
- Staff are able to stay calm and patient when children are distressed to help them feel emotionally contained when their feelings are overwhelming.
- Clear and consistent expectations and boundaries set the context for acceptable interactions.
- Staff make good use of positive relationships to encourage and guide children in appropriate behaviour, to avoid an over reliance on rewards and punishments as a way of managing or controlling behaviour.

2.2   Staff within our establishment model and teach that thoughts influence emotions, and emotions influence subsequent actions.

Examples:

- Staff acknowledge how children are feeling and the impact these feelings are having on their behaviour.
- Staff recognise that negative emotions can have a lasting effect on children's behaviour e.g. difficult start at home in the morning can impact on afternoon behaviour.
- Staff use methods to explicitly teach the cycle of how thoughts influence emotions and emotions influence actions e.g. 'Emotion Works', PAThS, Talking Mats.

2.3   Everyone within our establishment is encouraged to consider how actions affect other people.

- Staff support children to understand that everyone has a unique and equally valued perspective, and it is ok if these differ.
- Staff explicitly name what went well and why, to encourage more of the same.
- Staff consult with children when there are changes to the routine to check that everyone is comfortable with it.
- Staff are aware of their own body language and non-verbal cues and adapt these to the situation e.g. do not invade children's personal space.
- Staff take a step back from a situation when they are aware that they may be responding in an overly emotional and inappropriate manner.
- Staff will reflect upon their own actions and responses used within a situation of conflict and adapt as necessary in future situations.
- Staff will support children to reflect upon their own actions and responses used within a situation of conflict and adapt as necessary in future situations.

WHOLE SCHOOL RESTORATIVE THEMES

Theme 3: Children and young people are active participants in conflict resolution.

3.1   Everyone views conflict through the lens of 'harmed relationships'

Examples:

- Staff recognise that whether someone has caused harm or been on the receiving end of harm they are likely to have similar needs.
- Within our establishment, individuals are supported to identify the needs which have been created by conflict.
- Within our establishment, solutions address the needs created by conflict.
- Our establishment acknowledges that conflict damages relationships.
- Staff recognise that relationship repair should be the priority of conflict resolution rather than punishing the act or behaviour.

3.2   Our establishment has effective ways of restoring breakdowns in relationships.

Examples:

- Staff and children work together to find solutions to problems.
- Staff acknowledge that not all relationships are friendships, therefore restoration may simply be to a state which is acceptable to the individuals involved.
- Restorative conversations and language are used when incidents occur e.g. 5 questions.
- Staff support conflict resolution by giving children the opportunity to find their way back from situations.
- All individuals are encouraged to move on from challenging situations after they have occurred by behaving in a calm and fair manner.

3.3   Our establishment supports collaborative problem solving and solution finding by all individuals involved in a conflict.

- All staff acknowledge children might not get things right first time and actively encourage perseverance to find solutions.
- Our establishment recognises that for solutions to be meaningful, they are best agreed by those involved in conflict as everyone has their own ways of solving problems.
- Staff facilitate conversations to find agreeable solutions when conflict occurs.
- When consequences are applied to behaviour, these are fair, proportionate and logical.
- Opportunities are given for restorative meetings after an incident so that all involved have an opportunity to voice their feelings, thoughts and repair break down in relationship.

APPENDICES

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FIVE STAGES OF T-GROW

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RESTORATIVE APPROACHES COACHING SESSION: RECORDING SHEET

APPENDIX 1

RESTORATIVE APPROACHES READINESS – QUESTIONS TO CONSIDER

These questions are helpful for the Lead Practitioner to discuss with an Educational Psychologist.

1. Have you been involved in any RA training previously? If so, please detail.

2. Has your staff been involved in RA training? If so, please detail.

3. Is RA detailed on your school improvement plan?

4. What is your vision for RA in your school/nursery?

5. Do you have current plans about how to take RA forward in your school/nursery?

6. What would be useful in terms of input from the Glasgow Psychological Service e.g. advice, training, resources, links.

APPENDIX 2

RESTORATIVE APPROACHES QUESTIONNAIRE – SENIOR LEADERSHIP TEAM

Please complete the Restorative Approaches readiness questionnaire below. Thank you.

Role [   ] **Date** [   ]

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Knowledge					
The Head Teacher/Head of Centre is knowledgeable about Restorative Approaches (RA).					
The Depute Head Teacher(s) is knowledgeable about RA.					
The Principal Teacher(s) is knowledgeable about RA.					
Class Teachers are knowledgeable about RA.					
Support for Learning Workers are knowledgeable about RA.					
Wider school staff e.g. clerical support, facilities officer, catering staff, are knowledgeable about RA.					
Mindset					
The Head Teacher/Head of Centre understands and supports the need for RA to be incorporated within the school.					
The Depute Head Teacher(s) understands and supports the need for RA to be incorporated within the school.					
The Principal Teacher(s) understands and supports the need for RA to be incorporated within the school.					
Class Teachers/CDOs understand and support the need for RA to be incorporated within the school.					
Support for Learning Workers understand and support the need for RA to be incorporated within the school.					
Wider school staff e.g. clerical support, facilities officer, catering staff, understand and support the need for RA to be incorporated within the school.					
Parents would be supportive and engage with the introduction of RA within the school.					

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Current Practice					
Staff in the school/nursery are ready to accept an approach to conflict which isn't focused on punishment.					
The school/nursery uses emotional wellbeing approaches and resources.					
Commitment					
The Head Teacher fully supports the introduction of RA.					
The Head Teacher understands the resource implications of introducing RA e.g. CPD, collegiate time.					
The school/nursery will prioritise staff time to access supports for developing RA e.g. training, visiting other schools, attending RA support and development networks.					
There is a group of staff who are keen to lead by forming a core implementation group.					
There are other local schools who are beginning to or are in the process of developing RA with whom we can link.					

Next steps identified by Readiness Questionnaire:

APPENDIX 3

RESTORATIVE APPROACHES QUESTIONNAIRE CLASS TEACHERS/EARLY YEARS PRACTITIONERS/SUPPORT FOR LEARNING WORKER

Please complete the Restorative Approaches readiness questionnaire below. Thank you.

Role | | **Date** |

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Knowledge					
Pupils and staff communicate to each other in a respectful way.					
Pupils communicate to me in a respectful way.					
The parents/carers of pupils relate to me in a respectful way.					
The pupils and their parents/carers are invited to contribute to resolving school-based problems that affect them.					
I contribute to solving school-based problems that affect me.					
When pupils, staff and/or parents are in conflict, everyone's views are listened to.					
Within this school, disagreements are normally resolved effectively.					
Pupils are invited to make amends if they are responsible for causing harm.					
When a pupil causes harm, staff normally decide the consequence.					
When a pupil causes harm, parents/carers normally decide the consequence.					
In cases of bullying, the person harmed is invited to say what could be done to make amends.					
When someone does something harmful, those involved help to decide how similar incidents could be avoided in the future.					
I am knowledgeable about Restorative Approaches (RA).					
I understand and support the need for RA to be incorporated within the school.					

APPENDIX 4

RESTORATIVE APPROACHES QUESTIONNAIRE – VISUAL VERSION FOR CHILDREN

For each of the questions please choose the face that is right for you. Thank you.

Name _____   **Date** _____

Class _____

	🙂	😐	🙁
1) I like coming here			
2) Adults here listen to me			
3) I have friends here			
4) I am happy here			
5) I get to tell what happens if something goes wrong			
6) I like to help others here			

APPENDIX 5

RESTORATIVE APPROACHES QUESTIONNAIRE – READING VERSION FOR CHILDREN

Please read each of the questions and put a tick in the answer which best describes you. Thank you.

Name _____   **Date** _____

Class _____

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Current Practice					
I feel safe in school.					
I have friends in school.					
I feel I belong in school.					
I am listened to in school.					
Other pupils in the school care about me.					
If I am upset in school adults will listen to what I have to say.					
If I am involved in an argument in school, adults listen to my side of what happened.					
Pupils are part of solving problems in school.					
If I have a problem in school adults will help me.					
I enjoy coming to school.					
I want to make things better if I have done something to upset another pupil.					
I want to make things better if I have done something to upset an adult.					
Adults will ask my opinion about things in school.					
I feel my opinions are taken on board in school.					
Please use the space below if there is anything else you would like to add.					

APPENDIX 6

RESTORATIVE APPROACHES (RA) QUESTIONNAIRE – PARENTS/CARERS

Please complete the Restorative Approaches questionnaire below. Thank you.

Name | **Date**

Child's Class

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Current Practice					
I think my child feels safe in this school/ nursery.					
I think my child has friends in this school/ nursery.					
I think my child feels as if s/he belongs in this school/nursery.					
I think my child is listened to in this school/nursery.					
I think that other pupils in this school/ nursery care about my child.					
If my child is upset in school/nursery, adults will listen to what s/he has to say.					
If my child is involved in an argument in school/nursery, adults listen to his/her side of what happened.					
I think my child enjoys coming to school/ nursery.					
If my child has a problem in school/ nursery, adults will help him/her.					
Children are part of solving problems in school/nursery.					
Staff will ask my child's opinion about things in school/nursery.					
Staff will ask for parents' opinions about things in school/nursery.					
I feel my opinions are taken on board in school/nursery.					

APPENDIX 7

Evidence Recording Sheet   **Date** [   ]

Theme 1: Relationships promote positive and attuned interactions.			
		Current Evidence	**Next Steps**
1.1	Our establishment promotes positive and attuned interactions across all levels (staff, children, parents/carers and partners).		
1.2	Our establishment is welcoming and everyone feels that they belong here. All children have opportunities to make friends and feel that their contributions are recognised and valued.		
1.3	Our learning experiences help us to build positive relationships by explicitly teaching about our feelings and emotions.		
1.4	The ethos within our establishment supports positive relationships and wellbeing through a nurturing pedagogy.		
1.5	Staff within our establishment understand that language shapes and impacts on how we make sense of the world, and view ourselves and others.		
Theme 2: Accountability and responsibility for self and others.			
2.1	Everyone within our establishment is encouraged to take responsibility for their own actions and the subsequent effect on relationships.		
2.2	Staff within our establishment model and teach that thoughts influence emotions, and emotions influence subsequent actions.		
2.3	Everyone within our establishment is encouraged to consider how actions affect other people.		
Theme 3: Children and young people are active participants in conflict resolution.			
3.1	Everyone views conflict through the lens of 'harmed relationships'		
3.2	Our establishment has effective ways of restoring breakdowns in relationships.		
3.3	Our establishment supports collaborative problem solving and solution finding by all individuals involved in a conflict.		

Glasgow's Restorative Approaches Framework

APPENDIX 8

PREPARING FOR A RESTORATIVE APPROACHES COACHING SESSION

Frequently Asked Questions

How often and how long will the sessions be?

- Coaching sessions should ideally take place termly and last approximately one hour

What format will the sessions take?

- Sessions will take place between the Establishment RA Lead and an Educational Psychologist (EP). The EP will guide you through a 6-stage process known as T-GROW outlined in Appendix 9. This will give you the opportunity to set long and short-term goals in relation to whole school implementation, explore the current situation in your establishment and create an action plan for the coming term.

What do I need to prepare?

- Ensure you are familiar with the three themes outlined in GRAF. In particular it would be useful to look at the grid on the Evidence Recording Sheet and consider areas which may be a priority for action within your establishment.
- You might find it useful to consider the questions in Appendix 9

What do I need to bring with me?

- A copy of the recording proforma in Appendix 10 of GRAF which you should complete during the session. It may be useful to have a laptop or other computer available to type on.
- A copy of GRAF for reference

APPENDIX 9

Five Stages of T-GROW

What is T-GROW and why are we using this model?

GROW is the most widely known and used coaching model. Originally identified by Sir John Whitmore, it is based on four stages in coaching conversations: Goal, Reality, Options, and Way Forward. T-GROW is a variation of this model adapted by Myles Downey where T stands for Topic.

The model allows the coach to guide thinking through very specific steps leading to a clear action plan. It builds on solution oriented principles and invites the practitioner to consider opportunities for change and development as well as current barriers.

In order to prepare for your coaching session, you may find it helpful to think about the questions outlined at each stage in the table below:

Stage	Questions to Consider
1. Topic	• What would you like to talk about? • Is there a specific theme from GRAF that you wanted to focus on during the session?
2. Goal	• What are your long-term goals for the establishment in relation to this topic? • Is there anything you would like to achieve in the coming term?
3. Reality	• What is the current situation in your establishment? • What are your strengths and barriers?
4. Options	• What would you do if anything was possible? • What do others do? • Who do you need to help you?
5. Way Forward	• Are there practical and achievable actions you can take forward? • Who will you involve?

APPENDIX 10

RESTORATIVE APPROACHES COACHING SESSION

Recording Sheet

Date

Session Number

Attendees

Review of Action Plan from previous session

Action	Progress

Topic
The topic I would like to focus on during this coaching session:

Goals
My goal for this session:

My long-term goal for the whole school implementation of RA:

My short-term goal to be achieved in the next school term:

Reality

Summary of the current situation in relation to my goal:

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Current reality in relation to short-term goal:

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Significant work required   Goal Achieved

Current reality in relation to long-term goal:

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Significant work required   Goal Achieved

Options

Potential options to help achieve my short-term goal:

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Way Forward

The action plan I will take forward in the next term:

What?	When?	Who?

Review

How helpful was this session?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Very unhelpful   Very helpful

What was helpful?

What was difficult?

What could be different in future sessions?

Did you achieve your goal for the session?   **Yes** ☐   **No** ☐

Date of next session: