Towards a Nurturing City: Glasgow’s Restorative Journey

Glasgow Psychological Service
Check-In 😊😊😊😊😊

- How are you feeling today?
- What has contributed to this feeling?
- What are you hoping to gain from this session?
What does Restorative Approaches mean to the staff of Glasgow Education Establishments?
What is the Restorative Approach?

• An approach to dealing with challenging behaviour and conflict

• Focuses on **building** and **repairing** relationships

  …rather than…

  managing and controlling behaviour.
How does the restorative way work?

• Those who are harmed are able to...
  
  ...have their story heard
  ...be a part of deciding what needs to happen next
  ...have their hurt mended and start again

• Those who cause harm are able to...
  
  ...take responsibility for their actions
  ...reflect on what they did
  ...understand how their actions affect other people
  ...put things right and start again
Behaviour and Learning

If a child doesn’t know how to read, we **teach** him/her to read.

If a child doesn’t know how to do maths problems, we **teach** him/her how to do maths problems.

If a child doesn’t know how to behave, we **punish** him/her.
Myths about RA

• Myths about RA:
  ❖ There is no punishment
  ❖ It is a soft touch
  ❖ People are not held accountable
  ❖ It is something you use only when an incident happens
The Restorative Approach is underpinned by 5 key themes
5 Key Questions

1. Tell me what happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who else has been affected?
5. What do you think needs to happen next/what do you need to move forward?
Glasgow’s Restorative Journey

September 2012
Birth of Psychological Service Restorative Approaches City Lead Group (RA CLG)

November 2012
Training to RA CLG and Education Establishment ‘Champions’ by Education Scotland.

January 2013
Joint Training by RA CLG and Education Scotland to Education Establishment ‘Champions’.
Glasgow’s Restorative Journey

January – August 2013
Reading around Restorative Approaches, building up on bank of resources for training and development work.

August 2013
Commencement by RA CLG of training on Restorative Approaches to Early Career Teachers, individual Educational Establishments, and Learning Communities.

October 2013
RA CLG attended workshop in London hosted by Marg Thorsborne.
Also visited a school in Hackney to speak with staff and pupils. Pupils were Peer Mediators who explained their role.
Glasgow’s Restorative Journey

**October 2014**
Attendance at University of Edinburgh Restorative Approaches Conference.

**February 2015**
Glasgow host 4-day National Restorative Approaches Conference. Held in Glasgow City Chambers and organised by RA CLG.

**May 2015**
RA CLG, along with reps from Education and Social Work receive certified training by International Institute for Restorative Practices (IIRP).
To date….

• Since 2013, training has been delivered to over 500 school staff members from all education sectors.
• Restorative Approaches City Network Group meetings running since 2015. Open to schools both at the start of and well on their restorative journey.
• Most EPs in Glasgow now trained in Restorative Approaches.
• Implementation Booklet for schools to complete pre-training.
• Future of Restorative Approaches in Glasgow – G.I.T.R.A
Glasgow Implementation Tool for Restorative Approaches
G.I.T.R.A
Glasgow Implementation Tool for Restorative Approaches

1. Making a case for change
   a) Identify key staff to conduct initial groundwork
   b) Conduct a Solution Orientated needs analysis
   c) Communicate key findings to staff

2. Assembling Implementation Team
   a) Putting a team together
   b) Team building
   c) Identify training needs

3. Creating a vision for the future
   a) Develop vision, values & aims
   b) Create strategy to launch and action the vision

4. Communicating needs and visions
   a) Research & establish a need for change
   b) Introduce vision & values
   c) Develop strategies and approaches
   d) Address challenges and promote positive change

5. Addressing Challenges
   a) Address challenges and promote positive change
   b) Identify training needs
   c) Communicate key findings to staff

6. Generating Short-Term Wins
   a) Use momentum to make further changes
   b) Support & develop people who can implement the vision
   c) Reinforce with new changes

7. Keeping the pressure on
   a) Use ongoing evaluating measures to change behaviour
   b) Improve and widen leadership
   c) Maintain the pressure on values and behaviour

8. Maintaining Gains
   a) Use ongoing evaluating measures to change behaviour
   b) Improve and widen leadership
   c) Maintain the pressure on values and behaviour

(Adapted from Thorsborne & Blood 2013)
Measuring effectiveness

Mixed-methods approach:

**Qualitative Measures**
- Focus group with pupils/city network group
- Staff interviews
- Readiness checklist

**Quantitative**
- Attendance /exclusion data:

Future considerations:
- School climate survey
- Well-being data – Glasgow Motivation and Well-being Profile
Check-Out

- How are you feeling at the end of this workshop?

- What has contributed to this feeling?

- What have you gained from this session?
Resources and Further Reading

Online resources from National Conference (link to resources at top right of page).

http://www.goglasgow.org.uk/Pages/Show/1987

‘Restorative Practices in Three Scottish Councils’ – pilot study
http://www.scotland.gov.uk/Publications/2007/08/23161140/7

www.betterbehaviourscotland.gov.uk
www.transformingconflict.org
www.restorativepractices.org