

Case Study

Early steps in introducing Restorative Practices to an Academy

Background

CPS was approached by a senior management team member at an academy school. Their request was to work flexibly with them to arrive at a strategy for turning the school into a restorative beacon school over 5 years.

What we have done so far...

Conflict Audit

With an open brief to suggest a starting point, CPS proposed a conflict audit. This consisted of interviews with staff, observing a number of whole school days, and conducting three focus groups, for younger students (11-14), older students (15-16) and staff. The intention was to gather and present a range of qualitative data, thereby providing CPS and the school with a more complete picture of the key issues.

Staff Dialogue

What emerged most clearly from the audit process was a need to address the relationships between staff as a starting point. In particular it was felt that connecting pastoral and academic roles amongst staff more closely was vital to create a solid foundation upon which work with students could be built.

Consequently CPS delivered 2 days of training to a team of pastoral staff, who in turn gave their suggestions and requests for next steps.

Firstly, the staff organised for a representative group of staff to take part in a dialogue meeting, facilitated by CPS, which allowed staff members to share positive experiences, challenges and ideas for the future.

Values Consultation

At the time of writing CPS is currently supporting the school to conduct a consultation on a values statement for the school. Staff feedback established some dissatisfaction with the current values framework, and identified this as an opportunity for involving staff and students in a collaborative whole school project.

Outcomes

The staff who have participated in this project have given extremely positive feedback. In particular staff have been keen to engage other staff members in the work, recognising the value of working restoratively for both staff and students.

Snapshots

- A staff member describing their vision of the school staff team as 'Humanity on Tap'
- A learning support teacher expressing some disappointment about how they are allocated to lessons, and a senior team member immediately responding to create an action plan to address their concern.