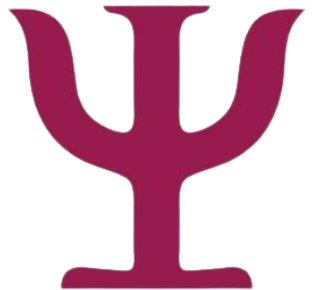


Keynote Presentation:

**Working Relationally and Restoratively with one another,
with Children, Families and Schools: Everyday Practices**

Dr Terence Bevington

Founder and Director of Conexus Conflict Consultancy



Working Relationally and Restoratively with one another, and with Children, Families and Schools: Everyday Practices

Dr. Terence Bevington



@tjbevington



tjbevington



conexus

CONFLICT CONSULTANCY

repairing harm and restoring relationships

Traveller, there is no path,
The path is made by walking,
By walking the path is made.

Traveller, There is no Path by Antonio Machado

10 Relational & Restorative Principles

(sources: restorative pioneers, elders, authors and everyday practitioners)

- Relationships really matter
- Difference is an asset
- Be curious rather than judgmental
- Be collaborative rather than competitive
- Be both supportive and challenging
- Be responsible for what's yours
- Enable and allow others to be responsible for what's theirs
- Listen more to understand rather than to respond
- Ask more than tell
- Be kind

In 3s, take 10 minutes to do two rounds to respond to these questions...

1. What do you value about the work you do?
2. What value do you bring to the work you do?

Students

Staff

School

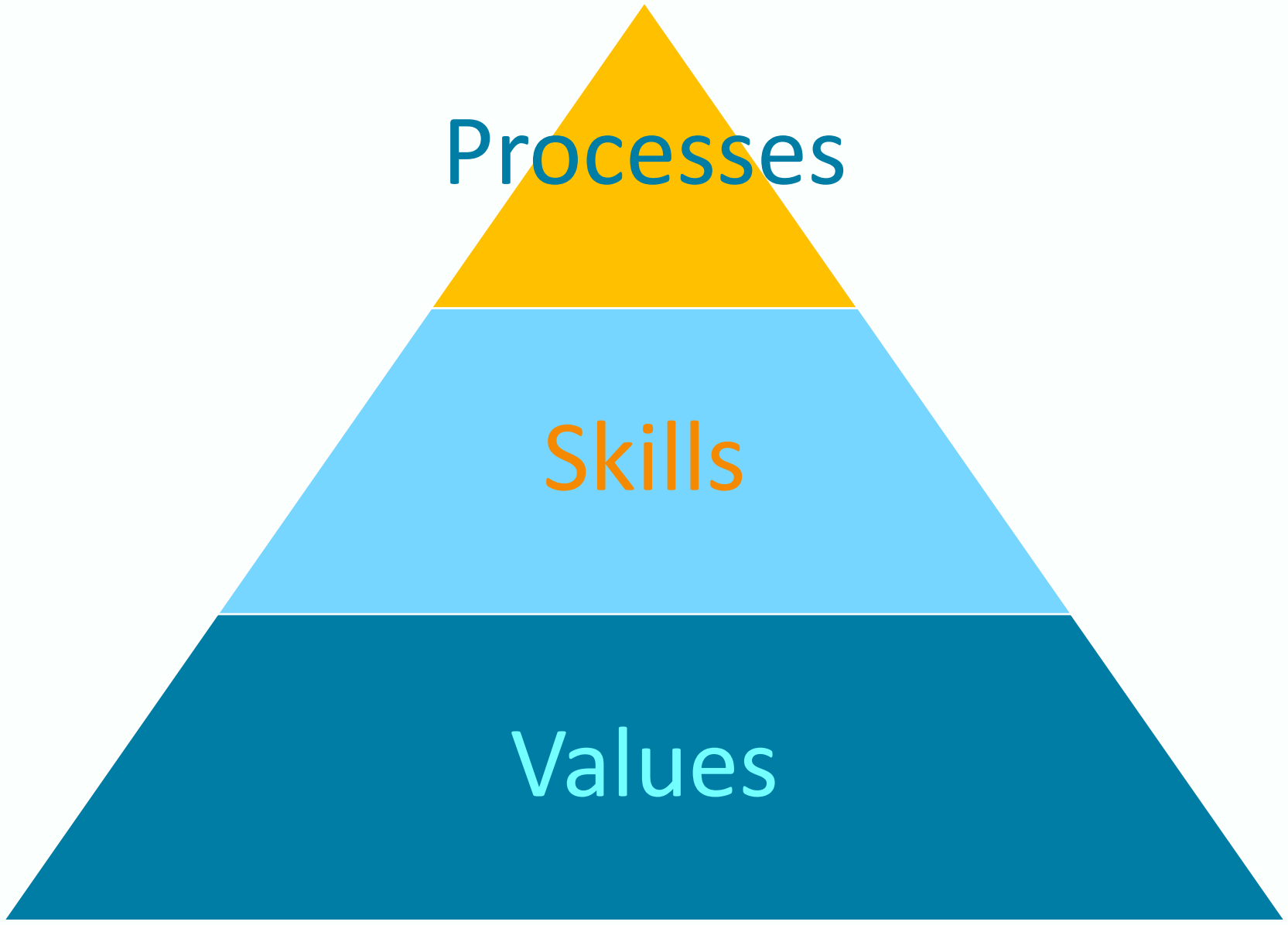
Quantitatively measured outcomes	Students	Staff	School
Qualitatively measured outcomes	<ul style="list-style-type: none"> • Exclusions: <ul style="list-style-type: none"> - Behaviour incidents/referrals - Violent incidents - Repeats - Disproportionality • Attendance <ul style="list-style-type: none"> - Chronic absence • Attainment 	<ul style="list-style-type: none"> • Attendance: <ul style="list-style-type: none"> - Stress absence • Retention 	<ul style="list-style-type: none"> • Performance on metrics
	<ul style="list-style-type: none"> • Social, Emotional and Behavioural competencies • Self-esteem • Sense of safety • Connection to school • Conflict skills • Relationships: <ul style="list-style-type: none"> - with peers, staff • Wellbeing 	<ul style="list-style-type: none"> • Connection to their work • Confidence to deal with incidents • Relationships: <ul style="list-style-type: none"> - with students, parents, peers, management • Wellbeing 	<ul style="list-style-type: none"> • Community cohesion • Climate for learning

Zakszeski, B. & Rutherford, L. (2021)

Darling-Hammond, S., Fronius, T.A., Sutherland, H. et al. (2020)

Restorative Practice is a philosophy, in action, that places the relationship at the heart of the educational experience. Restorative work in school communities builds and maintains inclusive networks of positive relationships. A range of specific restorative tools are used to restore these relationships where harm and misconduct occur.

(Corrigan, NZ Ministry of Education, 2012)



Processes

Skills

Values

Dignity

Diversity

Participation

Honesty

Community

Respect

Responsibility

Kindness

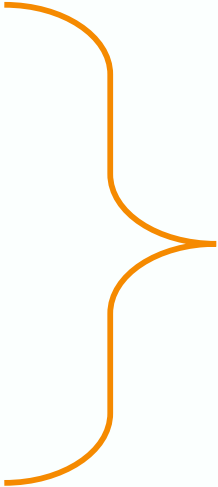


Values

Being present

Questioning

Listening



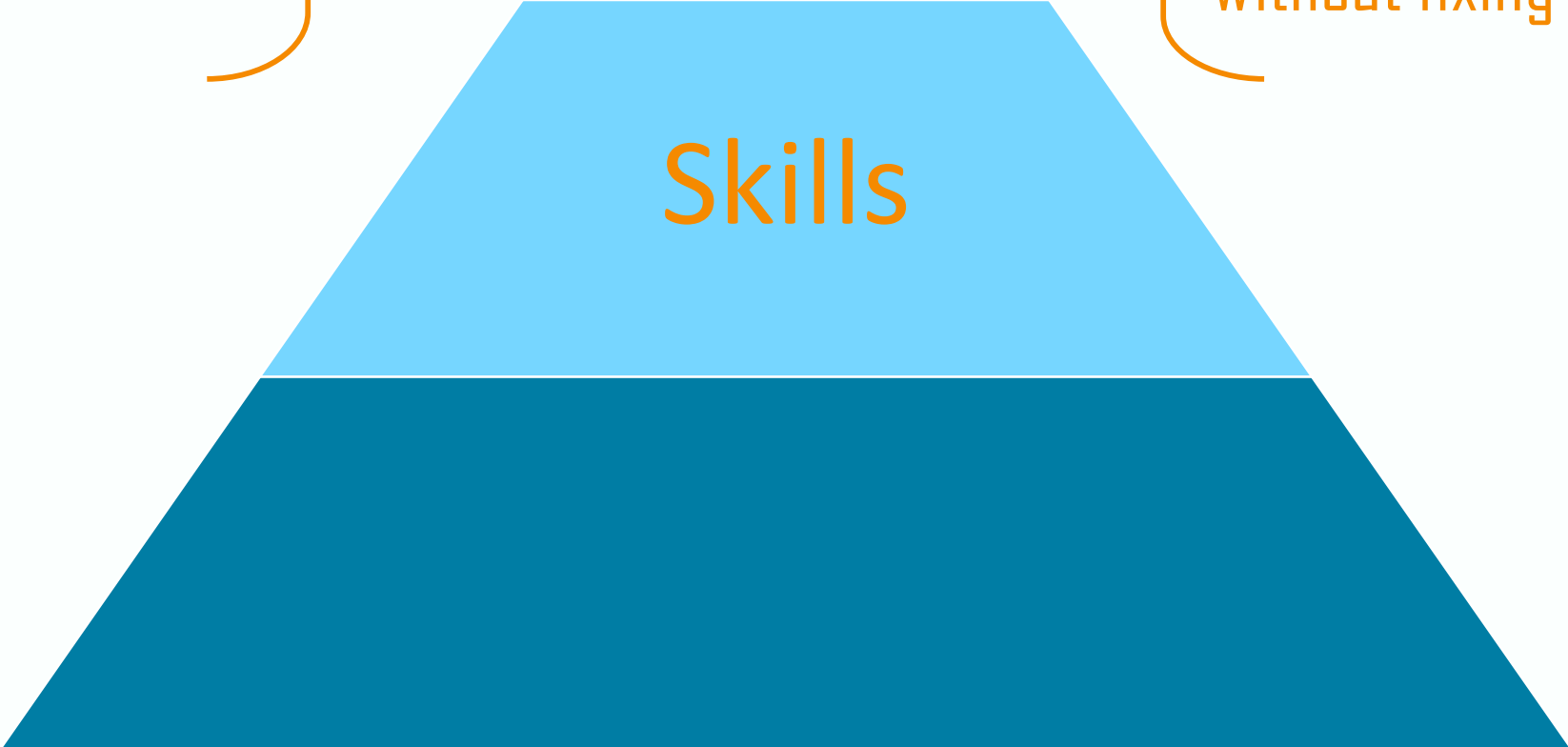
without judging

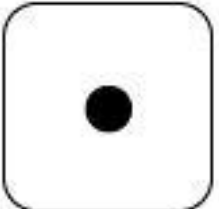
without taking sides

without fixing



Skills





Individual reflection



1:1 chat



1:2 meeting

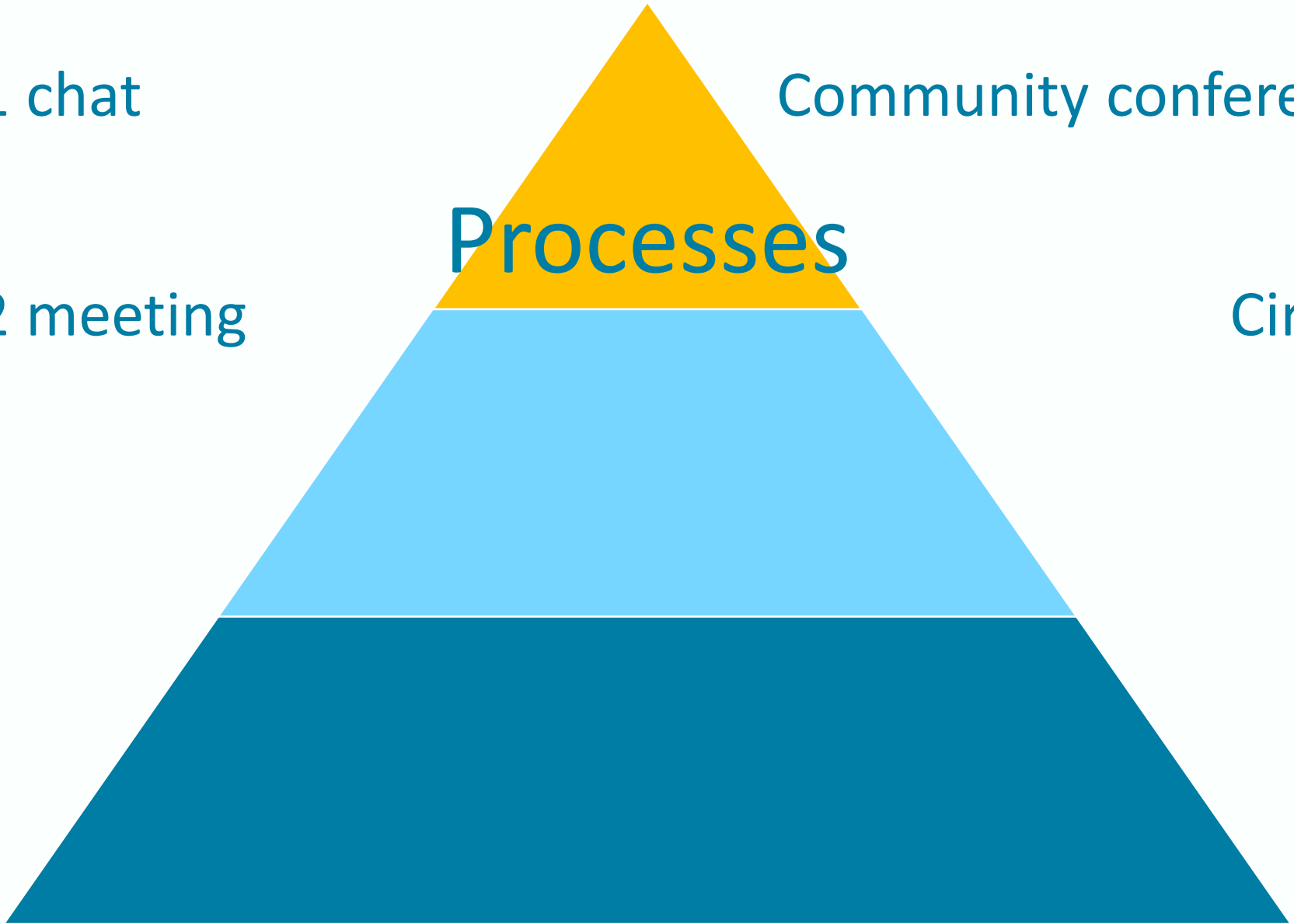
Mini-conference



Community conference



Circles



Processes

1. What happened?
2. Thoughts and Feelings?
3. Impact?
4. Needs?
5. Moving Forwards?

REFLECT - REPAIR - RECONNECT

What happened?

What were you thinking / feeling at the time?

What do you think / feel about it now?

Who's been affected? How has this affected you?

What's needed to make things right?

What have we learned from this?

SUMMARY OF FINDINGS

APPG RP in Education Settings

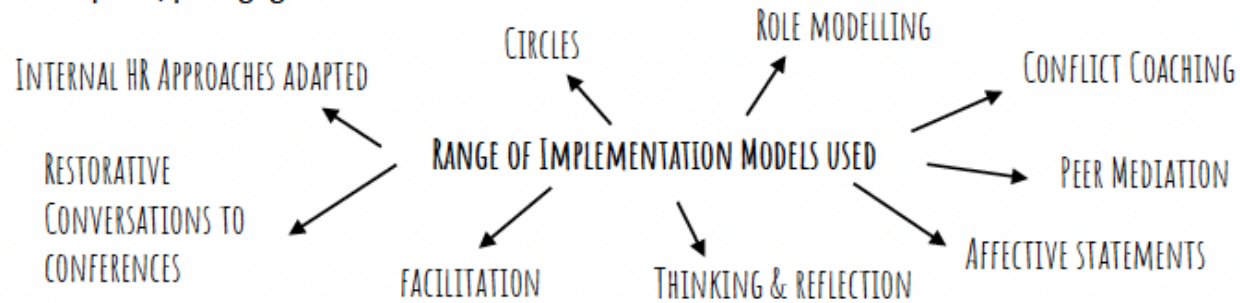
RATIONALE

FOR ADOPTING A RESTORATIVE APPROACH

- Negative impacts of punitive approach on wellbeing and mental health (MIND and Commission Young Lives Research)
- Restorative prioritises social learning and relationships over passive social conditioning through control and compliance
- Works well with other initiative such as trauma informed approaches, shame sensitive practice, emotion coaching etc

IMPLEMENTATION

- Most frequently mentioned element is training
- Risk of train and hope is a concern
- Broader Local Authority level examples as well as schools of strategic implementation
- Conceptual, pedagogical and routine RP



IMPACT

Students:

- Key life skills including; conflict management, communication, relationships building
- Listening – Capacity for reflection and ethical literacy
- Relationships with staff strengthened

Staff:

- Increased retention / reduced absence
- Competency and confidence to work with all behaviours and understand them
- Enhanced and enriched sense of connection with their work

OBSTACLES

Philosophical:

- Messages from the DfE and Ofsted felt to be in contradiction to a relational / restorative approach
- Mistaken as a “soft option”
- People are not “buying in” to the approach
- Insufficient understanding of what Restorative Approaches are
- Beliefs that punitive is better
- Misaligned and misused as a sanction

Practical:

- Staff turnover esp head teachers and SLT
- Innovation overload
- Limited finances
- Resources : Time – Day to day running but also the length of time it takes to embed in practice

School-based Relational and Restorative Practices

Primary / Secondary /
Tertiary

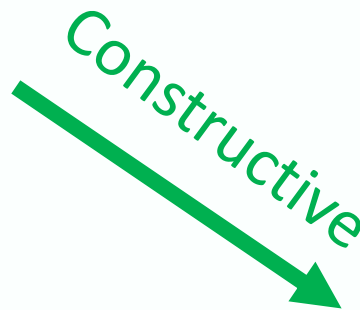
Whole School Approach /
Pockets of Practice

Staff / Students / Parents

Inward-facing / Outward
facing (staff)

Conceptual / Pedagogical /
Routine RP

**X
Conflict**



Violence

Peace

Direct

Indirect

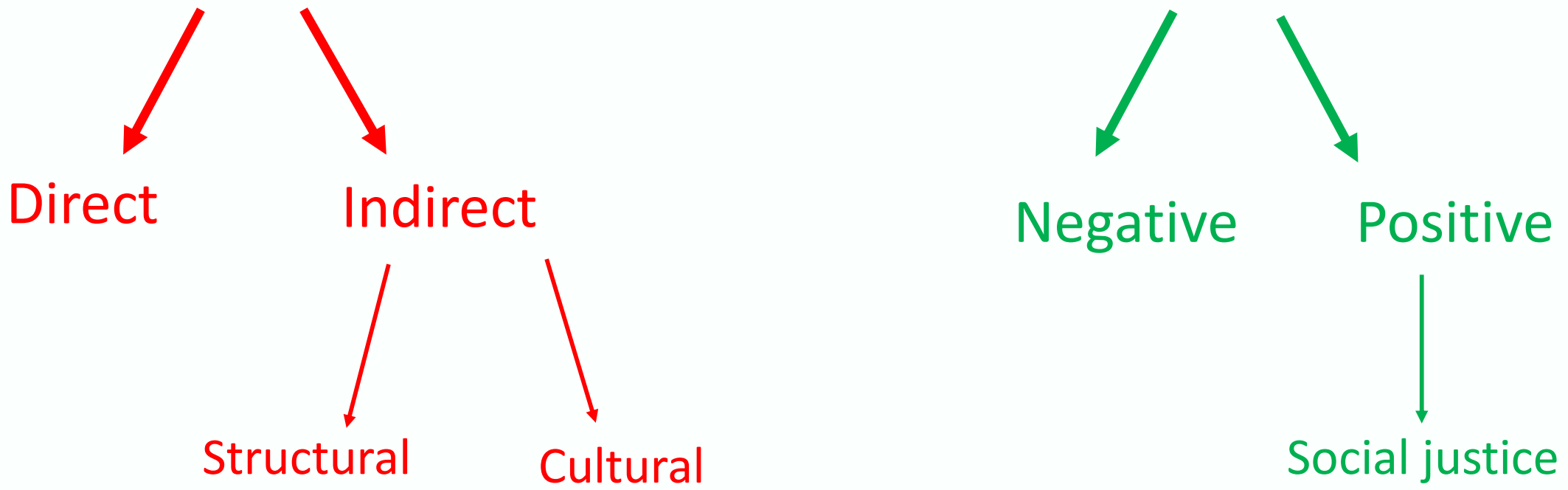
Negative

Positive

Structural

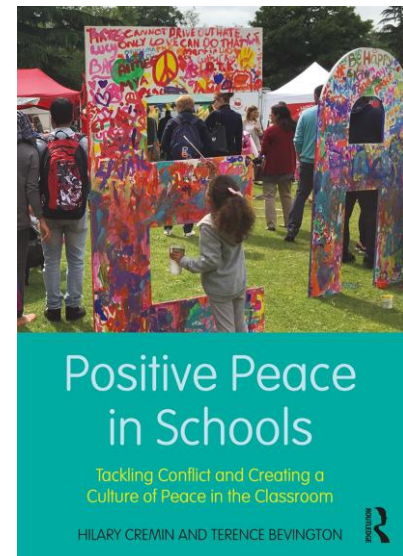
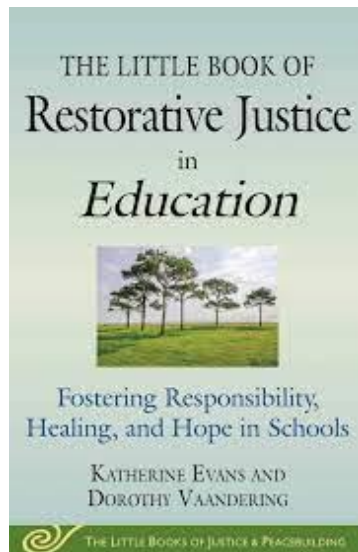
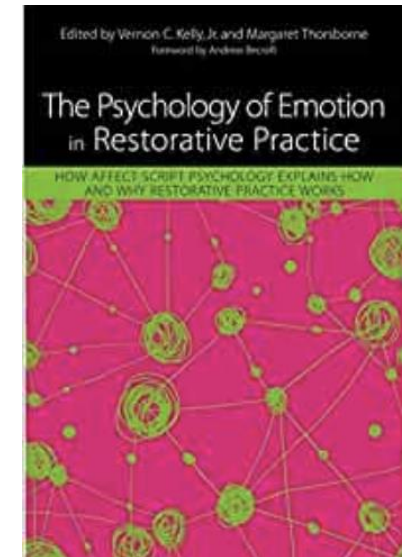
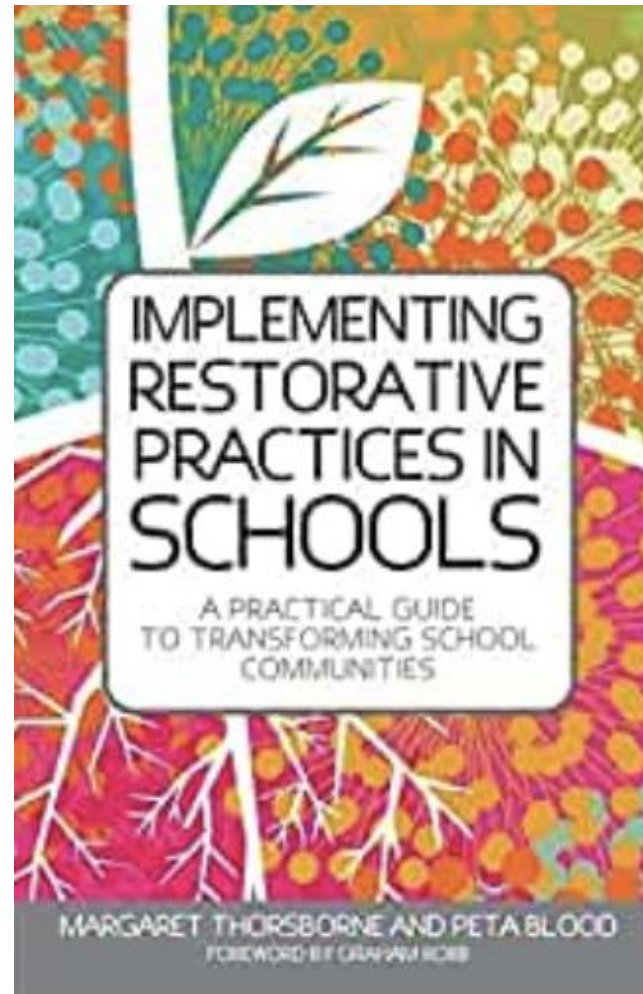
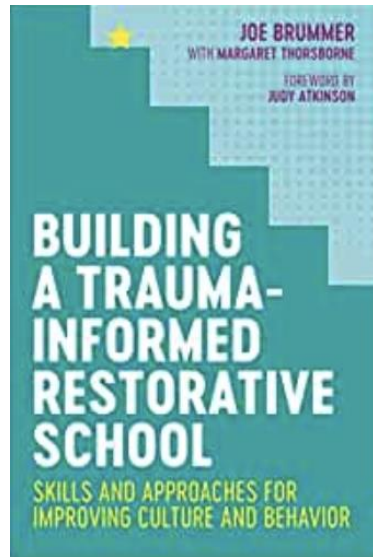
Cultural

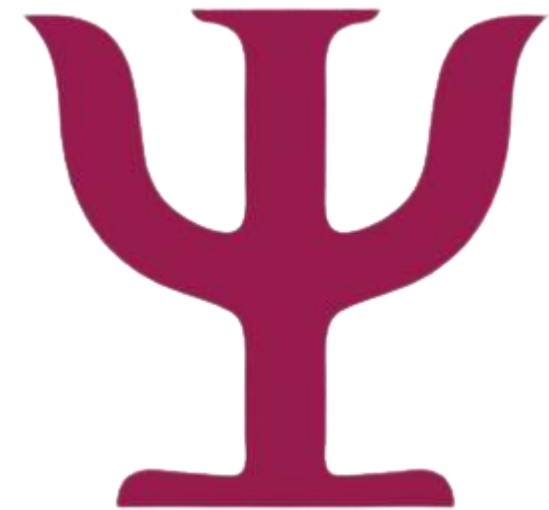
Social justice



In a Circle of about 6 people, take 20 minutes to do two rounds on these questions...

1. What *needs* do you identify in your schools that a more relational and restorative approach might help to meet?
2. What *opportunities* can you identify for supporting your schools to adopt or embed this approach?



A large, stylized Greek letter Psi (Ψ) in a dark red color, positioned in the lower right quadrant of the image. The background is split diagonally from the bottom-left to the top-right, with a dark red upper-left section and a white lower-right section. Two thin white lines run parallel to the diagonal boundary.