

Restorative Educational Setting Framework

Indicator	Criteria
Vision	<p>Strategic stakeholders can show that they are dedicated to restorative and relational practices, and that they recognise how important these practices are for achieving positive outcomes for everyone in the learning community</p> <p>Strategic stakeholders are able to articulate how restorative and relational practice is demonstrated within the setting</p>
Culture	<p>The setting can show that its interactions with both internal and external stakeholders are rooted in restorative and relational values, and that it uses these values to address and repair harm when conflicts arise</p> <p>The setting can demonstrate that restorative and relational values are reflected within its written external communications</p> <p>The setting can show that it actively works to help relevant stakeholders understand the reasons for using a restorative and relational approach</p>
Physical & Psychological Environment	<p>The setting can demonstrate they have created opportunities for a safe, inclusive and reflective environment for stakeholders</p> <p>The setting can demonstrate that staff at all levels have a knowledge of protected characteristics and understand the principles of effective equality, diversity, inclusive, anti-discriminatory and anti-racist practice</p> <p>The setting can demonstrate how it adapts restorative and relational practices to meet the needs of individuals with special educational needs and/or disabilities</p>

	The setting can demonstrate how restorative and relational values are applied to guide daily routines and periods of transition
Policy	<p>Strategic stakeholders take responsibility for ensuring that policies and procedures promote a restorative and relational ethos</p> <p>Strategic stakeholders consider practice guidance requirements to ensure that restorative and relational practices are delivered safely and effectively</p> <p>Strategic stakeholders can demonstrate that processes are in place to monitor, the implementation of its policies</p> <p>Strategic stakeholders can demonstrate that procedures are in place to review and update their policies</p>
Training	<p>Leaders can evidence that all staff have been trained in restorative practice or other relevant training to a level commensurate with their role and according to best practice guidelines</p> <p>Leaders can evidence robust induction procedures that include an introduction to how settings implement restorative, relational, and trauma-informed practices</p> <p>Leaders can evidence that processes are in place to ensure that all staff have access to high-quality continued professional development</p>
Support	<p>Leaders can demonstrate that they use restorative and relational principles to address and manage incidents of internal conflict including systemic and structural harm</p> <p>Recruitment processes are grounded in restorative and relational principles, and potential applicants are informed about the setting's commitment to these practices and the expectation that employees will embody them</p>

	<p>Leaders can evidence that staff, and where relevant young people, are provided with appropriate support and supervision that is commensurate with their role and level of training</p> <p>Leaders can demonstrate that they have created opportunities for trained practitioners to collaborate and share best practices with one another as well as with external organisations and networks</p>
Proactive Practice	<p>Leaders can demonstrate that they have created opportunities for all relevant stakeholders to collaborate and co-develop restorative, relational, and trauma-informed practices</p> <p>Leaders and staff are able to explain how they use restorative and relational practice within their day-to-day working routines</p> <p>Leaders provide creative opportunities for all stakeholders in the community to gain exposure to restorative and relational practice</p>
Reactive Practice	<p>Leaders, staff, and, when suitable, children and young people, can explain and provide evidence of how they use restorative and relational practices to manage and respond to conflict within the setting</p>
Quality Assurance	<p>Leaders can demonstrate that there are procedures in place to quality assure the delivery of restorative and relational practice processes, which are reviewed annually and are in line with practice standards set out by the RJC</p>
Evaluation Processes	<p>Leaders can evidence that they have procedures in place to evaluate the quality and impact of restorative and relational practice processes</p>
Analysing and Using Data	<p>Leaders and managers can demonstrate how they have analysed and used evaluation and impact data to improve practices and show enhanced outcomes for everyone in the learning community</p>

	<p>Leaders can provide evidence that evaluation and impact data have guided the future development of restorative and relational practices within their setting</p> <p>Leaders can demonstrate that evaluation and impact data is routinely shared with relevant stakeholders</p>
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