

Dear all,

We hope you have missed these Check-ins as the last one was in the summer. For reasons of practicality we are going to be sending these once a half term hopefully still packed with information and things to think about.

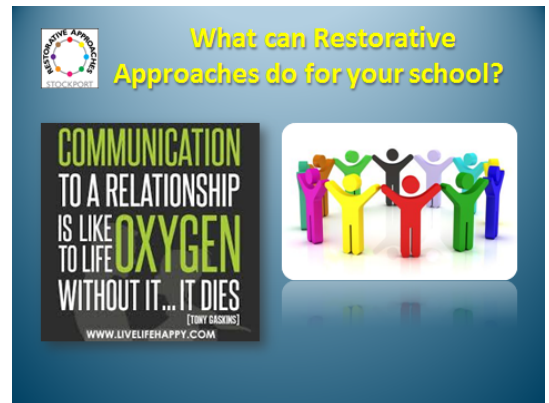
## Team news

Cath Jolleys left our team for pastures new and challenges galore. We do know she is loving being back in a school and classroom but misses all her Stockport colleagues and sends her best wishes. Jen Eccles, Assistant Head and Reception teacher at St Christopher's in the Werneth cluster has joined the team. With Sarah Baggaley she makes up a full time equivalent RA person. I am back in school full time, but still trying to give support to the development of Restorative Approaches across Stockport.

The **Restorative Steering Team** is led by Janette Braithwaite Head of BSS. The team comprises of

Janette Braithwaite, Sarah Baggaley, Jen Eccles, Bilkis Harani,, Jenny Curzon, Max Turton and Jo Dee with support from Cathy Lyall, Corrine Winters,

To all new colleagues- welcome and hopefully we will have a chance to work with most of our Education settings over this year.



It's all about:

**INCLUSION**

*Let's celebrate*

*these Inclusion Stories....*

*Well done to Meadowbank Primary who have included a child with complex needs in spite of many high level challenges to the team throughout the year. Their unfailing patience, persistence and care enabled the child to remain in a mainstream setting until such time as a specialist provision became available in September.*

***We should also celebrate Our Lady's RC Primary who have worked tirelessly to successfully include a child new to their school in upper Key Stage Two. The unwavering commitment of Christine Beswick and her team has been outstanding.***

***Thanks to the team at the Fairway for welcoming and supporting a vulnerable child into their Year 6 class in particularly challenging circumstances. The child made a fully successful transition to the Fairway last September and acknowledged Mr Carroll's support as key to this.***

## **Showcasing:**

DO YOU LOVE RESTORATIVE APPROACHES?? HAS IT MADE A DIFFERENCE TO YOUR SCHOOL? ARE YOU PROUD OF WHAT IS HAPPENING IN YOUR SCHOOL AT THE MOMENT IN TERMS OF ETHOS AND RA? Would you be happy to share your work and ideas with colleagues? You just have to have a passion and a belief in the approach. Let us have your stories and especially examples of where a restorative approach has helped you to include a complex need within your school.

We are re-thinking our Showcase offers but still want them to be a central part of the offer to our schools and settings. Steering are currently updating the showcase process & offers and we would like you to 'watch this space' & we will have a feature re showcase in the check in for next half term



### **Sarah's RA 'To do or has been done' list**

- Supporting the launching of RA champion teams at Norris Bank and Prospect Vale
- Supporting school staff in developing their training packages for RA champions within their schools at Castle Hill High School, Ladybridge Primary and Arden Primary
- Continuing to support staff to develop restorative and relational focus within their teaching practice at Werneth High school
- Planning exciting next restorative steps into the SIP at Windlehurst High school
- A morning with the Early Years advisory Team- exciting plans made for spreading the restorative word into all Stockport's early years settings
- Delivering staff meetings or twilights at Abingdon Primary, Cheadle Heath Primary,
- Supporting Norris Bank with sharing RA with their wider school community with a parents evening event.
- Updating our RA training team with a team training day
- Updating our [www.restorativestockport.co.uk](http://www.restorativestockport.co.uk) website



### **Jen's gentle start:**

- Attending steering and meetings
- Shadowing and starting to lead training including the training day for Restorative trainers
- Researching and getting up to speed with RA
- Working closely with Sarah to pick up where Cath left off
- Establishing relationships with schools and services



### **Jenny's RA input**

- Time training with the Stockport Family Integrated training team
- Attending steering
- Trying to write a check-in before October ends
- Delivering an item on RA for our new Heads
- Keeping my chin above water and my head below the parapet



All our training is accredited by the Restorative Justice Council

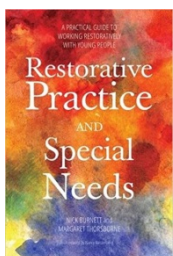
Check out our website.... [www.restorativestockport.co.uk](http://www.restorativestockport.co.uk)

#### From Deborah Woodcock's check- in October

How about this lovely feedback from a head teacher, where frankly, up until recently, the Team around the School model was just not working in the way we would all have liked

*'I am DELIGHTED to say that this is totally the opposite now!! I am thrilled with the allocated team members and really feel like we are making progress. The school age plus workers and the link social worker are really making a difference to our school community. We are all likeminded and focused on achieving results for the well-being of our young people. We work well together and even after only two TAS meetings I am felling supported and we are meeting the needs of our families.'*

Well done all.....and please let me hear about your work or that of your team or teams you work with.



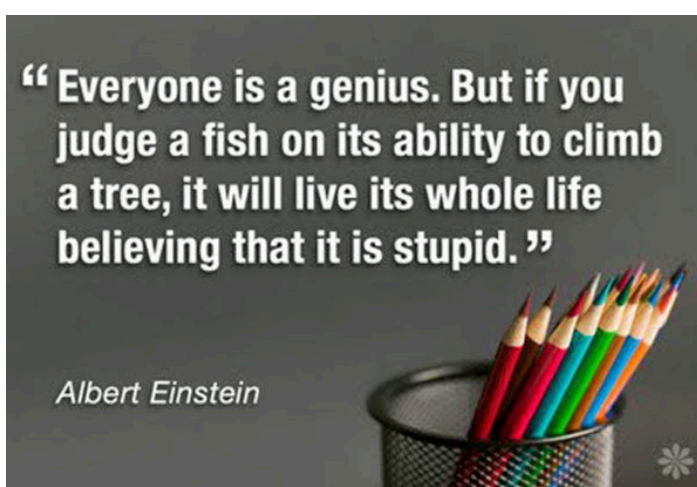
#### **Book Recommendation: A Practical Guide to working Restoratively with Young People: RESTORATIVE PRACTICE and SPECIAL NEEDS by Nick Burnett and Margaret Thorsborne**

Restorative Practice (RP) is an effective approach to discipline that has the potential to transform behaviour by focusing on building and restoring relationships. This practical guide explains how to implement restorative approaches with young people with special needs in educational or residential settings.

The book explores how RP is being used in general terms and through a number of case studies looks at how RP needs to be adapted for those with additional needs including Autism Spectrum Disorder, ADHD, Foetal Alcohol Spectrum Disorder, Intellectual Disability and communication difficulties. It includes guidance on particular issues such as staff facing crises, the issue of physical restraint and additional support parents require.

The book will be of interest to restorative practitioners, educational professionals including headteachers, teachers and SENCOs in both special education and mainstream schools and residential care leaders and staff.

And finally..... Thought for day



***Cheers from your Education RA team Janette, Jen, Jenny and Sarah. Have a great half term holiday***