

Restorative approaches to victimisation

Restorative approaches can be adapted to SEND-specific settings, and, with sensitive and informed structured conversations, reassure a learner who has been bullied and their family that their feelings are being respected, and help a learner who has bullied understand the human impact of their actions, thereby reducing the likelihood of recurrence.

Restorative approaches will not work in every case, and therefore due consideration *must* be taken with regard to the impact an incident has had on the young person who has been bullied. This is especially the case for vulnerable learners. But, if deployed early and with skilful leadership and brokerage from fully trained staff, and as part of a graded response to bullying incidents, RA can reduce the impact and incidence of bullying across the whole community.

Restorative approaches do have vociferous critics. Some feel it is a soft option. Some feel that lack of evidence regarding quality in practice means that, in the case of poorly led RA conferences, a young person who has been bullied could easily be bullied again. Achievement for All 3As is developing the “structured conversation” model to include scripts to be used with young people, parents and carers and others. You will be notified of developments.

LINK TO RESOURCES

[Restorative Practice](#)

[Link to the Restorative Justice Council, a key body in supporting RA developments through accredited practitioners and quality training.](#)

COMMUNICATE

COMMUNICATE-Listen to the person reporting the bullying

QUICK WIN or MEDIUM / LONG TERM?

MT- medium term

M/LTG

SOCIAL CONTEXT
VB- impact on CYP who are being bullied and CYP who bully

PHASE

ALL

ALL



WHAT YOUNG PEOPLE SAY

Look beyond an incident, enable young people to understand each other and work to develop a friendship or mutually agreed solutions

WHAT PARENTS SAY

Take action against the bullies It is important that something is done; it could be a conversation, a meeting, getting an individual to acknowledge their actions and apologise, or to move the bully to another class; warning of exclusion (if used selectively) so that the bully knows they cannot continue this type of behaviour; could be short term actions, could be longer term support.

WHAT RESEARCHERS SAY

(What CYP with SEND wanted were...) constructive solutions that enabled young people to understand each other and develop friendships; and the provision of help and support for the young person who had bullied.

COST RESOURCE

Specific training and staff development required

RELATED STRATEGIES

Peer mediation

CASE STUDIES

[BACK on TRACK Evaluation of RA impact within London PRUs](#)

[BACK on TRACK Associated workbook for PRUs](#)



For more information on the programme, visit the [Anti-Bullying Alliance](#) information hub. These resources are hosted and developed by [Achievement for All](#)

