

Year 1 (December 2019)	Year 3 (December 2021)	Year 5 (December 2023)
<p>Practitioner Accreditation</p> <p>We will have trained all staff, together with managers, across the Education Hub</p> <p>We will have identified guiding teams for the EHCP, Access to Education and EIS teams to begin to model RP principles</p> <p>We are applying RP thinking to everyday situations, seeking an informal level of culture change and conflict management</p> <p>A number of facilitators will be trained across the workforce to offer RP conversations and conferences, with case supervisors identified</p> <p>Key individuals within HR will also be trained as RP facilitators so that they can supervise internal GCC cases</p> <p>Case supervisors will be offered supervision by an accredited practitioner</p> <p>We will have appointed a service lead and an operational manager to oversee quality of provision and continue the development of the service</p> <p>We will have secured funding for all RP Education posts moving forward</p>	<p>Practitioner Quality Training Provider TSQM</p> <p>Trained GCC RP Facilitators will be working alongside Restorative Gloucestershire and schools volunteers</p> <p>We will be able to see internal processes within the Education Hub developed to adopt a more restorative approach</p> <p>HR processes will include restorative conversations as part of their offer to staff</p> <p>Restorative Practice will be an integral part of the new staff induction programme</p> <p>There will be an established RP practice guiding team in each team within the Education Hub</p> <p>We will have an established ongoing training programme for staff within the Education Hub and as part of the wider workforce development programme</p> <p>The Restorative Practice team within GCC will have their training materials quality marked by the RJC</p> <p>We will demonstrate impact of our input through employee survey results and staff retention / absence levels</p> <p>Alongside this we will have anecdotal evidence from each team (meetings, action plans) about the impact of RP on relationships and culture</p>	<p>Embedding & Sustaining RSQM</p> <p>There will be a GCC wide commitment to embedding RP as a culture change model across Children's services</p> <p>We will have trained staff more widely within GCC, in particular those in Early Help, as well as those in the wider partnership who work in schools</p> <p>We will have an ongoing train the trainer programme to train more trainers as well as a growing number of RP facilitators.</p> <p>We will be able to show a Reduction in service demand across the Education Hub and savings to the High Needs budget.</p> <p>We will demonstrate better outcomes for staff in GGC Education Hub including improved staff retention, improved staff mental health and a reduction staff absence</p> <p>The Restorative Practice team within GCC will have acquired their RSQM</p> <p>We will have at least one accredited practitioner within the RP team</p>
<p>PRACTICE – Focus is on practice implementation during this phase</p>	<p>PROCESSES – Focus is on aligning processes with RP</p>	<p>SUSTAINING – Focus is on sustaining progress and Quality</p>
<p>A Trauma Informed Relational Practice model will be developed as a traded service, for all schools within Gloucestershire wishing to adopt a restorative approach</p> <p>There will be a clearly defined working relationship with Restorative Gloucestershire and FGC around complex cases and partnership working arrangements will be in place.</p> <p>An on-site Alternative Provision model following Restorative Practice Principles will be developed at Dean Academy</p> <p>A Team Around the school model will be established at Dean Academy and Pittville school, including input from Early Help, Police, Children's First, EIS, Housing, RP volunteers and school SENCO and pastoral staff. This will be linked in with the ACES programme and the mental health initiative.</p> <p>A Volunteer facilitator model will be established in some schools</p> <p>A Peer support network for schools will be developed, to offer practice supervision and problem solving to Senior leaders implementing RP in their school</p>	<p>The traded service model will be in place for all educational establishments within Gloucestershire wishing to adopt a restorative approach</p> <p>A Lead school model will be developed and identified schools will be heading toward their RSQM</p> <p>RP principles will be embedded in the Primary PGCE course at University of Gloucestershire</p> <p>RP principles will be embedded in the GHLL PinK Curriculum resources and 5 ways to wellbeing strategy</p> <p>RP questions will form part of the Online Pupil Survey</p> <p>The ACEs, RP and mental health initiatives will have a clear joint strategy for implementation</p> <p>A Restorative approach to Alternative provision is established at Dean Academy and introduced at other schools</p> <p>The use of volunteers facilitators for schools is established in all schools adopting RP</p> <p>The Senior leaders peer support network is established for all schools adopting RP</p>	<p>Evaluation of RP shows reduction in exclusions, increased attendance and improved outcomes across the schools adopting the approach, including team around the school</p> <p>Online Pupil Survey shows a positive impact of RP approaches on mental health, feeling safe and enjoyment of school within the schools adopting the approach.</p> <p>The Lead schools will have obtained their RSQM status and will be supporting a number of other schools</p> <p>We will be working with a number of Multi-Academy Trusts to embed RP across a wider number of schools</p> <p>The Restorative approach to Alternative provision demonstrates better outcomes for students in those schools and savings for the GCC High Needs Budget</p> <p>Outcomes data shows positive experiences of RP interventions from staff and students, demonstrating better relationships and reduction in conflict</p> <p>Anecdotal evidence illustrates a more peaceful and inclusive school environment in schools adopting a restorative approach</p>

