



# IMPLEMENTING RP IN THE CLASSROOM; A NEWLY QUALIFIED TEACHER'S PERSPECTIVE

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# INTRODUCTION

Name

Where you work

Your previous experiences with RP

# OUR FIRST EXPERIENCE OF RESTORATIVE PRACTICE (RP)

- Our first day at Collingwood/placements – we quickly realised every morning or meeting with one another would begin with a circle!
- Relationship building
- Problem solving

# HOW DID RESTORATIVE PRACTICES HELP US IN OUR TRAINING YEAR?

- During our training year, we have all had level 1 and 2 Restorative Practise training.
- Circles during our SCITT/School Direct training to create a support network within our training cohort.
- Collingwood's coaching groups enabled us to gain understanding of all age groups across the school.

# NQT AND RQT YEAR

## NEWLY QUALIFIED MEMBERS OF STAFF

- Our behaviour management techniques have been shaped by Restorative Practice.
- Pupils have a voice and thrive in an environment that promotes mutual respect.
- Along with our children we have strengthened our appreciation of differences.
- We gradually learned to create a classroom environment which is a safe and happy place to be.
- We have tried to help pupils learn to resolve their problems in an effective and mature way with affective statements and problem solving strategies.