

Restorative Pathways

Service & Training Menu

Restorative Pathways is an organisation that supports schools to create positive, relational school cultures using restorative approaches to relationship and conflict management, and positive psychology practices.

Decades of scientific research tells us that the quality of our relationships are the biggest predictor of life satisfaction, health, happiness, resilience, and achievement (Diener & Seligman, 2002; Hattie, 2008; Waldinger, 2015). Traditional discipline systems in schools focus on rules and punitive methods to address rule breaking. Restorative approaches focus on community and relationships between people. Restorative approaches recognise the importance of relationships and seeks to support students, teachers, and families to build and maintain relationships, and repair and restore them when mistakes have been made and harm has occurred. In schools, restorative practice works towards preventing harmful behaviours such as bullying and responds to these behaviours in a manner that supports students to understand the impact of, and be accountable for, their actions.

Positive psychology is the study of what leads to high levels of physical, emotional, social, and psychological wellbeing for individuals, groups, and organisations. In the school context it refers to helping students, teachers and parents understand what makes them 'well' in various domains and applying interventions or activities to take care of their wellbeing. People who experience reciprocal positive, respectful, and loving relationships have higher levels of wellbeing than those who do not. Relationships are at the heart of the intersection of positive psychology and restorative approaches necessitating their inclusion in wellbeing programs and policies in schools.

Kristy Elliott holds a Bachelor of Teaching and a Master in Applied Positive Psychology and is founder and director of Restorative Pathways. Kristy is a passionate, experienced, and engaging presenter having worked with Australian and International schools for almost two decades as a teacher, a consultant and trainer in field of restorative practice and more recently positive education and leadership.







Kristy teaches an innovative circle strategy used to build and enhance relationships, develop socio-emotional capabilities, and teach curriculum content. She provides engaging workshops on all elements of restorative practice from introductory courses to formal community conferencing and peer mediation training for students. Kristy also facilitates restorative community conferences in the wake of serious harm and provides in-school modelling and coaching.





The following table outlines professional training and service options proven popular with schools. Please note, Kristy is more than happy to create a tailor-made package suited to any school context upon request.






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Training	Duration	Service & Training Content	Participants	Numbers	Workshop Style	
					face to face	Online
Foundational Training in Restorative Practice	One day (5 hours)	<p>Purpose: to introduce the four foundational elements of Restorative Practice in Schools.</p> <p>Content:</p> <ul style="list-style-type: none"> • RP framework & philosophy • Neuroscience & needs theory • Examining current belief systems (punishment, rewards, consequences) • Unpacking a continuum of responses to wrongdoing/misbehaviour • Restorative dialogue & processes for everyday issues • Circle pedagogy for community building 	All school staff	All school staff	✓	✓
Introduction to restorative practice (RP)	Two-days (12 hours)	<p>Purpose: understand the what, the why and the how of restorative practice approaches in school contexts. Plan for implementation of practices.</p> <p>Content:</p> <p>DAY ONE</p> <ul style="list-style-type: none"> • RP framework & philosophy • Affect script psychology (theory of emotion & behaviour motivation) • Examining current belief systems (punishment, rewards, consequences) • Unpacking a continuum of responses to wrongdoing/misbehaviour • Restorative dialogue & processes • Role plays exploring a variety of restorative responses from low levels of harm to medium levels of harm • Circles for relationship building • Circles to teach socio-emotional capabilities and deliver academic curriculum content <p>DAY TWO</p> <ul style="list-style-type: none"> • The system & Restorative Practice • The nuance of restorative practice • Restorative practice and special needs • Going further with circle pedagogy • Problem solving circles – a semi-formal restorative process to manage collective harm within learning communities (classes, cohorts) • Mapping out implementation & challenges 	All school staff	All school staff	✓	

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Restorative Meetings (Community conferencing)	One-day (6 hours)	<p>Pre-requisite: minimum 1-day restorative practice introduction training.</p> <p>Purpose: community conferencing sits at the most formal end of restorative practice in schools and addresses serious and ongoing wrongdoing. Participants will learn the important skills of planning for and facilitating a community conference in schools that seek to restore communities in the wake of serious harm caused by, for example, bullying, cyber-bullying, harassment, assault, chronic non-attendance, theft, or vandalism.</p> <p>content:</p> <ul style="list-style-type: none"> • Introduction of the community conference script • Using a planning document to prepare a conference • Documenting formal agreements and consequences 	Leadership/man agement	15-30		
Wellbeing @ Work	2-5 hours	<p>Purpose: equip school staff with wellbeing science related to working in the education field and empower them with knowledge and strategies to take care of their wellbeing at work.</p> <p>Content:</p> <ul style="list-style-type: none"> • Understand the foundational elements of wellbeing science • Understanding wellbeing in education • A me, we, and us approach to caring for wellbeing at work • Wellbeing strategies for educators • Wellbeing intention setting, monitoring, and habit formation 	Whole school staff	Whole school staff		
Restorative Practices +	12 hours over 6 weeks	<p>Purpose: understand individual wellbeing and how that influences our capacity to work restoratively with others.</p> <p>Content:</p> <ul style="list-style-type: none"> • Analysis of individual wellbeing using the PERMA model • Wellbeing goal setting and achievement • introduction to the elements of PERMA • introduction to affect script psychology • introduction to restorative approaches to wrongdoing & harm • introduction to circle pedagogy 	Teachers Teacher aides Leadership Administration	up to 12		

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Trauma-informed Restorative Approaches	1.5 hours	<p>Purpose: understand what constitutes trauma, how trauma can influence behaviour, and what constitutes trauma-informed systems and restorative approaches.</p> <p>Content:</p> <ul style="list-style-type: none"> • Function of behaviour • neuro-sequential processing • defining trauma • supporting students and families through trauma-informed systems • trauma-informed restorative approaches • 	Teachers Teacher aides Leadership Administration	up to 100		
Modelled circles	Minimum 1 hour	<p>Purpose: to demonstrate the process and efficacy of the circle structure for building and maintaining relationships in classrooms</p> <p>Content:</p> <ul style="list-style-type: none"> • Kristy plans for and facilitates a modelled circle with a group of students using a tried and tested circle structure • Circles focus on relationship building, developing class cohesion, developing socio-emotional capacity, academic instruction • Teachers and teacher aides observe and/or join in • Debriefing sessions are recommended following the observation period 	Teachers Teacher aides Students aged 4 – 17	Up to 30		
Student restorative peer mediation	One-day (6-hours)	<p>Purpose: empower student leaders to help support their younger peers during break times (recess, lunch) by applying restorative principles, skills and processes.</p> <p>Content:</p> <ul style="list-style-type: none"> • Understanding the role of a restorative peer mediator • Restorative skills (perspective taking, paraphrasing, objectivity, questioning) • Enhancing & understanding the importance of emotional literacy • Restorative problem solving with peers • Engaging in role play scenarios <p>*It is recommended that students undertake an application and selection process to attend this training.</p>	Primary/Elementary Students	Up to 28		

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Relationships for Wellbeing & Mental Health	1 hour	<p>Purpose: empower students to maintain positive, healthy relationships with peers and provide strategies to navigate peer to peer conflict.</p> <p>Content:</p> <ul style="list-style-type: none"> • Circle work for building & deepening relationships • Conflict navigation strategies • understanding the power of restorative approaches to conflict 	Secondary students (aged 12-18)	Up to 30		
Parent restorative practice seminar	1.5 hours	<p>Purpose: to provide parent communities with an introduction to restorative approaches in schools so that they can support such approaches both at school and in the home.</p> <p>Content:</p> <ul style="list-style-type: none"> • Understand what restorative approaches look like in schools and why we use them • Strategies and tools for families with their children in a positive and restorative manner, especially when disciplining their children at home • Understand making mistakes and fixing them up is a core part of the social development of children and contributes to developing resilience • Recognise parents and carers play a vital role in the social development of their children and their support of a consistent approach with the school is important 	Parents, carers, grandparents, home helpers	No maximum		
Restorative practice coaching	Varied	<p>Prerequisite: minimum 1-day restorative practice introduction training</p> <p>Purpose: support school staff to authentically engage with restorative approaches in their context and work through implementation challenges together.</p> <p>Content:</p> <ul style="list-style-type: none"> • Kristy works with teachers or leadership in schools for a specified period assisting in the development and enhancement of restorative approaches to relationship building and managing inappropriate or challenging behaviour. <p>Real-time coaching and feedback for teachers and leadership</p>	Individuals Teams Whole schools	Varies		

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Setting up for Success: how to create strong, positive learning communities at the beginning of the school year	2 hours	<p>Purpose: to support school staff in creating positive class climate through a collaborative, relational process of creating classroom agreements (based on social norms & values). Understand these processes support restorative approaches in schools.</p> <p>Content:</p> <ul style="list-style-type: none"> • Introduction to a circle structure for building relationships • Exploring individual teaching beliefs and current pedagogy • A process for co-creating essential agreements for both student and staff groups • Aligning school/class values with agreement statements • Co-creation of a staff group essential agreement (as a model of good practice) 	Teachers Teacher aides Leadership	Up to 60	✓	✓
Policy Writing	Minimum 2 hours	<p>Purpose: align practice and policy to support sustainable school cultures.</p> <p>Content:</p> <ul style="list-style-type: none"> • Kristy facilitates the documentation of the school's restorative approaches within school policies and other documents in collaboration with the leadership/management team. 	Leadership Management	Up to 15	✓	✓