

Reading Group  
Can Restorative Practice in Schools contribute to Social Justice?

The purpose of this reading group is to explore whether and how restorative practice in schools can contribute to broader and deeper social justice questions. It has been argued theoretically that restorative practice in schools is part of a broader social justice movement. In the USA in particular, research into restorative practice in schools focuses on questions such as disproportionality and the school-to-prison pipeline. In the UK and in other countries, however, restorative practice in schools is typically framed in terms of behaviour management or school culture. Making use of one theoretical paper and one empirical paper, this reading group will explore whether and how restorative practice in schools contributes to building positive peace and social justice.

Papers:

1. Winslade, John M. (2018). "Restorative Justice and Social Justice," *Wisdom in Education: Vol. 8 : Iss. 1* , Article 5.  
Available at: <https://scholarworks.lib.csusb.edu/wie/vol8/iss1/5>
2. Mikhail Lyubansky & Dominic Barter (2011) A Restorative Approach to Interpersonal Racial Conflict, *Peace Review*, 23:1, 37-44, DOI: [10.1080/10402659.2011.548248](https://doi.org/10.1080/10402659.2011.548248)

Reflection questions to prompt discussion:

1. What are the ways in which restorative practice in schools can contribute to social justice?
2. What would be required of restorative practice in schools for it to meaningfully contribute to building social justice?

Terence Bevington, the convener of this reading group, has recently completed his PhD in everyday peace in schools. He is the co-author of 'Positive Peace in Schools', and several book chapters, including, 'Restorative Practice as Peace Practice'. Terence will bring examples of practice-based evidence from his 13 years as a restorative practitioner, consultant and researcher to enrich the discussion. He will be writing some pieces around this work and can offer opportunities for collaboration.

To apply to join this reading group, please email Terence at [tjb72@cam.ac.uk](mailto:tjb72@cam.ac.uk).