**Child Focused Restorative Enquiry**

Restorative enquiry questions can be used as a prompt for reflecting on an event or situation impacting on a child. Whilst you may not be using these questions directly with a child, they open a professional curiosity to consider the child’s perspective, impact and focus towards a solution. This can be completed as a reflective exercise within your individual practice or as a discussion during supervision. The questions can also prompt others to connect with the child’s experience, and could be used with family members/carers and professionals.

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| **Question** | **Why is the question important** |
| 1. What happened?

 What is the child’s experience? How do you know? | Remaining child centred, grounded in understanding their experience and perspective. |
| 1. What was the child thinking?

 How were they feeling? How do they feel now? | Linking thoughts, feelings and behaviour. |
| 1. How has the child affected by what has happened?

What has the impact been?  | A focus on harm and how to repair this harm; on the effect of the action and who has been affected. |
| 1. What does the child need to move forward?
 | An appreciation of individual needs and also that there is much similarity between the needs on all sides. |
| 1. So what needs to happen now?

 What support does the child need? Who can help them? What do others need to do? | Ownership of problem-solving and decision making by those directly involved Accountability; empowerment; collaborative problem-solving |

Recording

Case recording should say when a restorative enquiry has been used. You might like to consider using a phrase like:

“*A restorative enquiry was used as a reflection tool to better understand the child’s lived experiences, what impact this has had, and what solutions can be considered to address the difficulty.”*

A summary of how the activity deepened your understanding or opened new questions to make sense of will demonstrate reflection and professional curiosity.