



Restorative Approaches

55 Minute Twilight RA Workshop

Restorative Justice 4 Schools

Learning outcomes for today

Restorative Approaches

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graph TD; A[Restorative Approaches] --> B[Restorative Language]; B --> C[Restorative Chat]; C --> D[Putting It Right];
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Restorative Language

Restorative Chat

Putting It Right

Restorative Approaches are inspired by the philosophy and practices of Restorative Justice which aims to repair harm caused to relationships and communities by conflict.

Crucially it is believed that is best achieved by focusing upon the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected.



**So what are restorative
approaches?**

The 5 R's

RJ is based on five key features

Respect



Responsibility



Relationships



Repair



Reintegration

Range of Restorative Approaches

Restorative Approaches are a framework of methods or practices that contribute towards building, maintaining and repairing a community.

Informal

Formal



Skill building – value based

Friendship

Team building

Conflict Resolution

Repeated Behaviour Issues

Alternative to Exclusion

Proactive

Reactive

Informal

Formal

Everyday Behaviour -

Building Skills

Restorative rules

Restorative language

Check in and out

Mood Board – Pri

PHSE, Drama, Sports

Peer facilitators

Everyday Conflict -

Behaviour Issues

Reflection time/time
out

RA to avoid removal
from classes

Stand up or sit down
restorative chat

Classroom discussion
or conference

Informal conference

High Level Conflict -

Alternative to Exclusion

Formal RJ conference

Restorative sanctions

Restorative Options

Time Out

- Make people safe
- Clearer story
- Allows staff to be more restorative
- Allows pupils to be more restorative

1 – 1

- Can be done on more than one occasion
- Is a restorative process in itself
- Can be as preparation to a further process

Shuttle Restorative Chat

- May be the only safe way forward

▶ Restorative chats with or without some preparation coming together to discuss

- What happened
- What needs to happen to put it right
- How to do it differently next time
- Or any single part of the above as long as it agreed before hand

▶ Restorative Conference
or

▶ Sanction with restorative elements

Restorative Approaches in Special Education to Resolve Conflict

1. Implement slowly and consistently
2. Clear lines between RJ and sanctions
3. Don't expect a quick fix
4. *Involve the victim, their views and their feelings*
5. Expect to make small but significant gains

1. Clear policy
2. Informal use of circles to develop foundations
3. Restorative language
4. Time out
5. Support and supervision
6. A variety of restorative techniques
 - a. No blame
 - b. RJ with clear sanction

Sorry for what....?

▶ That they....

- ▶ *They* got caught
- ▶ *They* got punished
- ▶ That people think badly of *them*

Which can lead to

- ▶ If only *they* had been treated fairly they wouldn't be in this position

Punitive

▶ Or that they...

- ▶ Hurt someone
- ▶ Disappointed someone
- ▶ Let someone down
- ▶ Let themselves and their families down

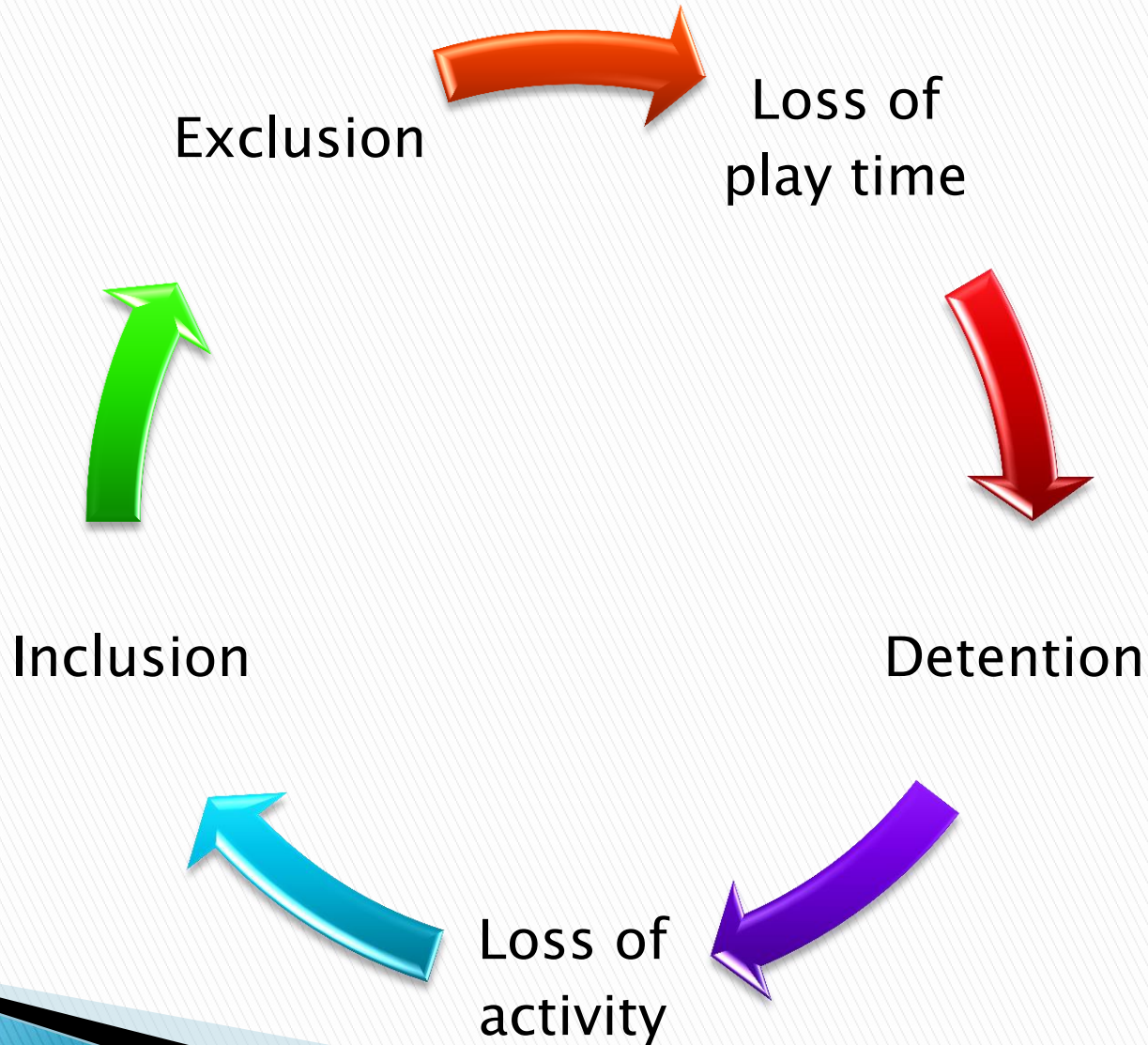
Which can lead to

- ▶ That they need to *put it right*
- ▶ That they need to *take responsibility*

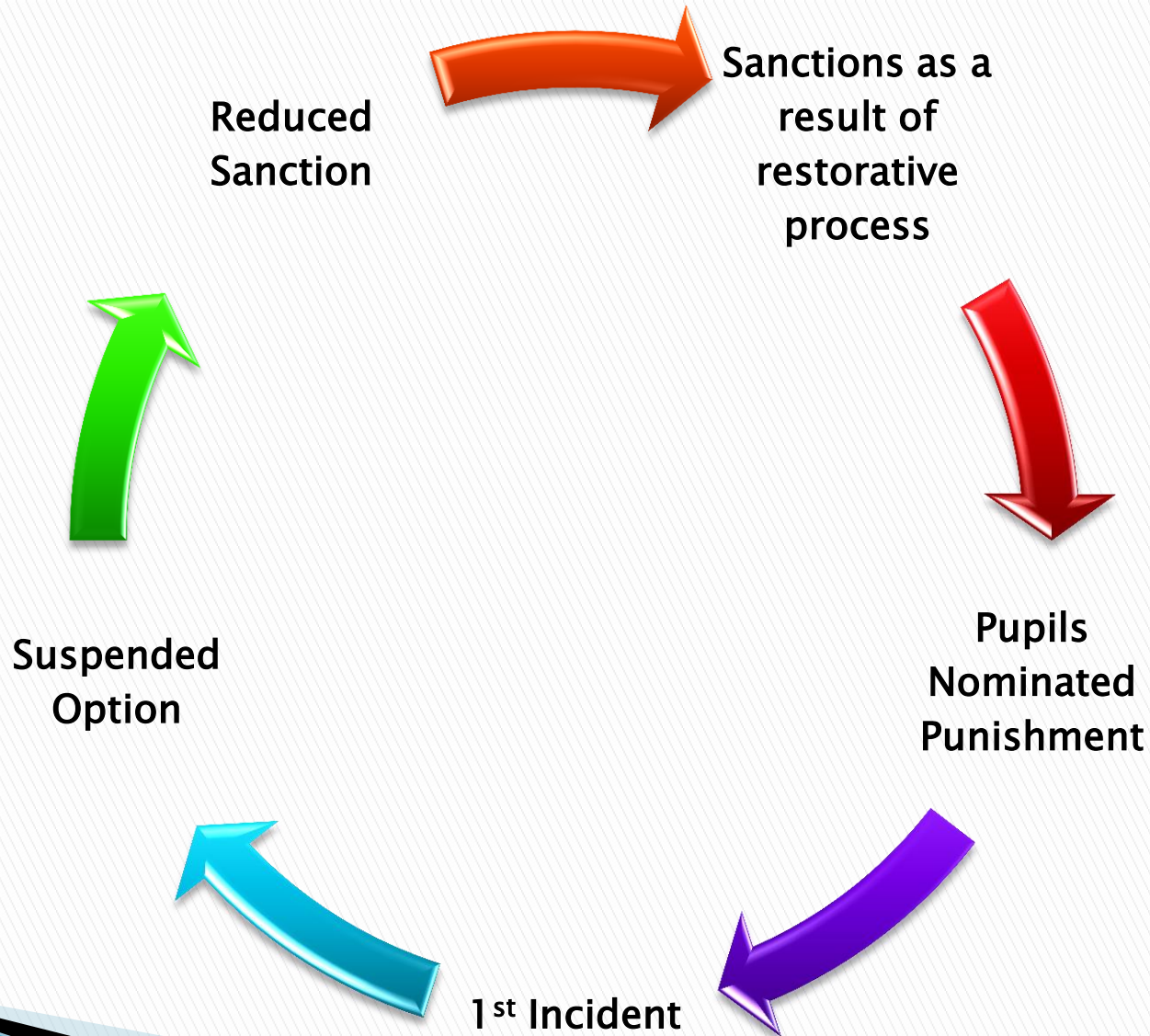
Restorative

Restorative Approach and Sanctions

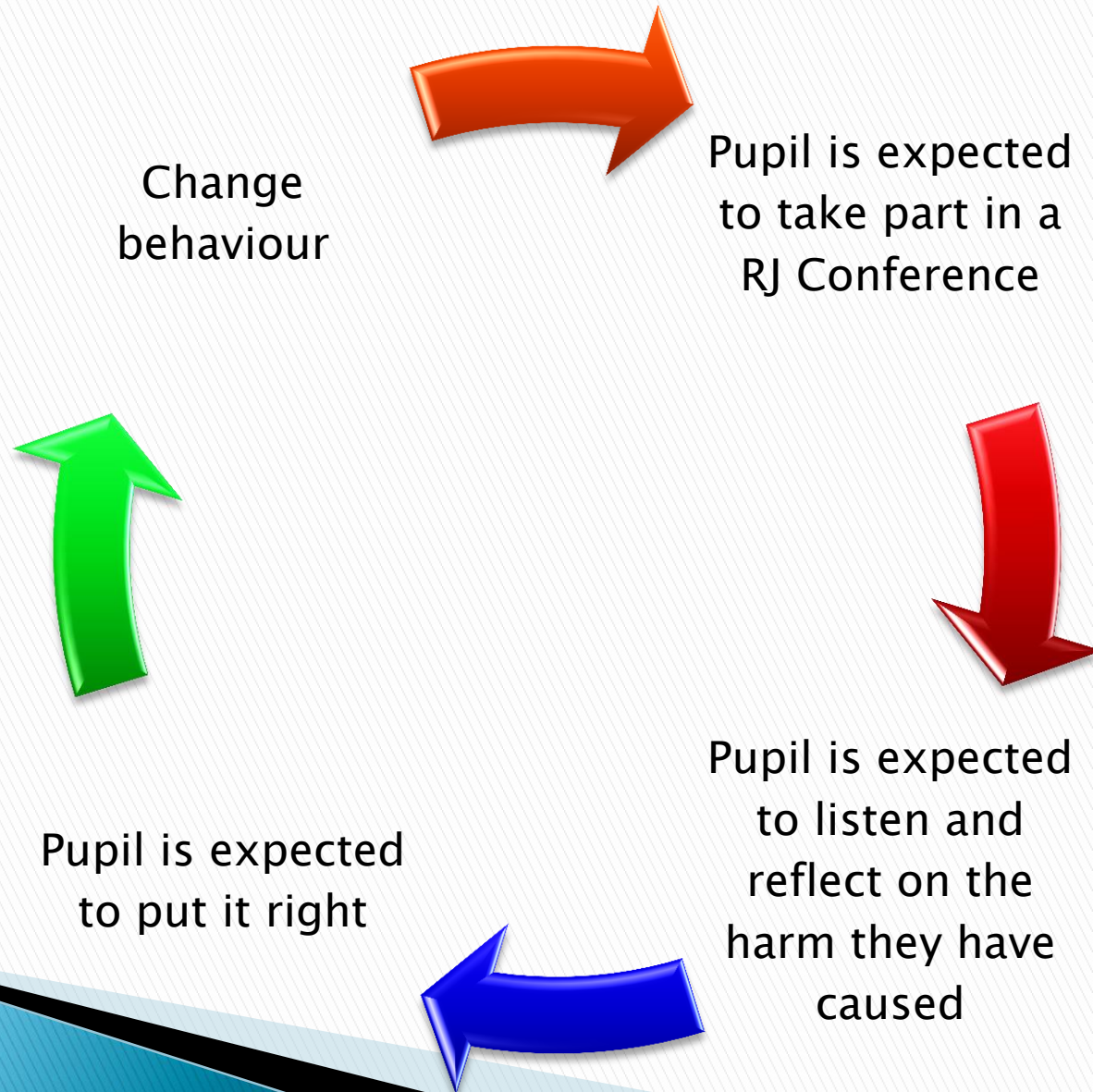
Punishment Options



RA & Restorative Sanctions



RJ & Consequence Options



RA to Avoid Removals From Class

- Training for all/pilot staff.
- Staff to create restorative rules with classes.
- Challenging groups/class to check in at beginning of each class.
- If behaviour deteriorates pupil is asked to
- Take time out
- When possible teacher goes out to speak to pupil
- Using restorative chat script attempts to resolve conflict
 - What happened?
 - What were you thinking?
 - What do you think now?
 - What needs to happen to put this right?
- If pupils responds appropriately they are returned to class if not they are removed

Member of staff removing any pupil is expected to take part in a restorative conversation to see if a conference is appropriate

Restorative Detention or Resolution Circle for those causing harm

1. Check in
2. Restorative rules considered and agreed
3. Resolution circle to look at
 - What has happened?
 - Who's been affected
 - What things needs to happen to put things right?
 - Or if they have already met with their harmed person How they put this right? (if this has already happened)
4. If one of the participants can not think of an answer the question is opened up to the circle for support and the pupil needs to choose two of the circles suggestions to resolve their own conflict
5. Check out reflecting on what has been agreed will happen next – this can be recorded and signed

This is for wrong doers only – it does not replace this meeting but for some pupils will give them the opportunity to consider how they need to put things right and for some schools can still be viewed as a detention

Restorative Inclusion Room

- ▶ Reflection sheets given to pupils on entry
- ▶ Time out to calm down
- ▶ All those in inclusion room check in and out am and pm
- ▶ Restorative rules for inclusion considered and agreed each day
- ▶ Circle time each day looks at
 - What has happened?
 - What could have been done differently?
 - What needs to happen to put things right?
- ▶ If a conference is needed inclusion room staff could use time in inclusion to prepare and run conference

Work Shop 1

Restorative Language

Language Exercise

- ▶ **Task 1** – make a list of traditional/pre-questions and statements that were used by teachers to manage behaviour at a time when corporal punishment was common.
- ▶ **Task 2** – make a list of the best questions and statements that you hear being used by staff in to manage behaviour. Think about language that would allow a *pupil to*
 - *Calm down*
 - *Explain what's happened*
 - *Think about how this might have affected them and others*
 - *Put things right and not repeat the behaviour*
- ▶ **Task 3** – make a list of worst questions and statements that you hear being used by staff to manage behaviour.

Using hand out xxx complete the above tasks either in small groups, pairs or on your own

Relational Questions

What happened?

What were you thinking
at the time?

What do you think about
it now?

Who has been affected
by what has happened?

What has been the
hardest thing for you?

What needs to happen to
make things right?

What would you do
differently next time?

Restorative Questions and Statements

1. Pre Chat Questions and Statements

- ▶ We all need some time to think about what just happened.
- ▶ We need to speak about this when we have had some time to think about how this happened?
- ▶ Take some time and we will talk about this
- ▶ This needs to be sort out I can see you are not ready right now – we need to talk about this later.

2. Enquiry Questions – Use Ted Tell me, Explain how, Describe

- ▶ What happened?/What else happened?
- ▶ What happened just before this?
- ▶ Where were you when this happened?

3. Intended Outcome Questions – Use Ted

- ▶ What did you want to happen?
- ▶ What were you trying to achieve?
- ▶ What were you thinking when this happened?
- ▶ What were you trying to tell X?

4. Emotional Intent Questions – Use Ted

- ▶ What were you thinking/feeling when this happened?
- ▶ What was going through your mind when
- ▶ What were you thinking at the point?

5. Emotional Reflection Questions – Use Ted

- ▶ What do you think/feel about this now?
- ▶ What's in your mind now?
- ▶ Now that you've had time to think and calm down how does that change things?

6. Resolution Questions– Use Ted

- ▶ How can we put this right?
- ▶ What can you do so x feels happy this won't happen again?
- ▶ What needs to happen to put this right?
- ▶ What can you do so X feels happy that this won't happen again?
- ▶ What did you want X to do?
- ▶ What would you needs to go on the contract?

7. Future Behaviour Questions – Use Ted

- ▶ What could you do differently next time?
- ▶ How will we know that it's working?
- ▶ What would that look like to me?
- ▶ What needs to happen to ensure that this works?
- ▶ What difference will it make to you if this works/doesn't work?
- ▶ How will I know it's happening? What will it look like to me?

Friendship Issues

▶ Punitive Mind Set

- Minimising/Containing/Ignoring

▶ Language

- Ignore them
- Just leave each other alone
- If you can't be friends just stay away from each other
- Play with other friends and don't play with them

▶ Emotions

- Upset
- Angry
- Hurt
- Isolated
- Stigmatised or stigmatising

▶ Way Forward

- Poss. damaged relationships
- Unsupported/Bad feelings/Unresolved issues

▶ Restorative Mind Set

- Reflection/Repair/Resolution

▶ Language

- What's happened?
- Who's been affected?
- What needs to happen to put this right?
- What will you do differently next time?

▶ Emotions

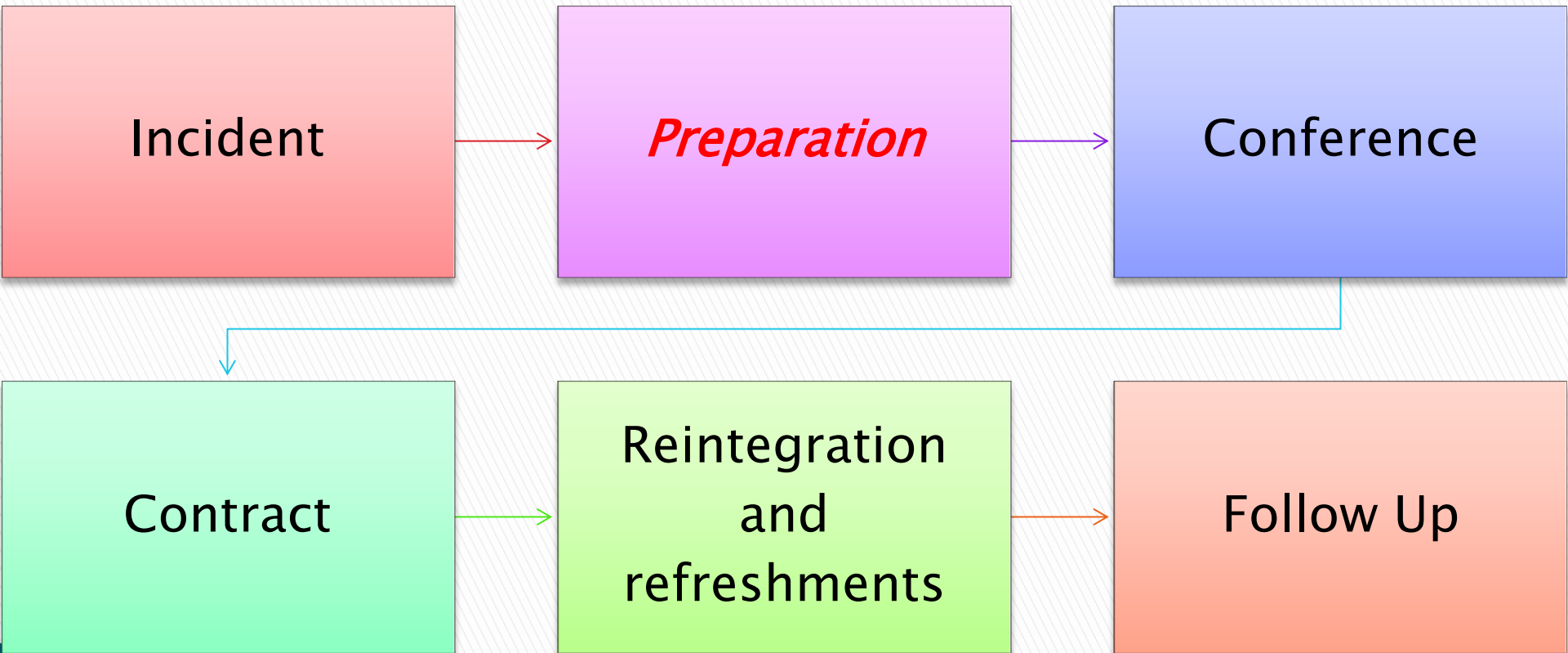
- Happy
- Safe
- Fair
- Valued
- Reintegrated

▶ Way Forward


- Conflict resolution skills
- Developed social and communication skills

Restorative Justice Conferencing

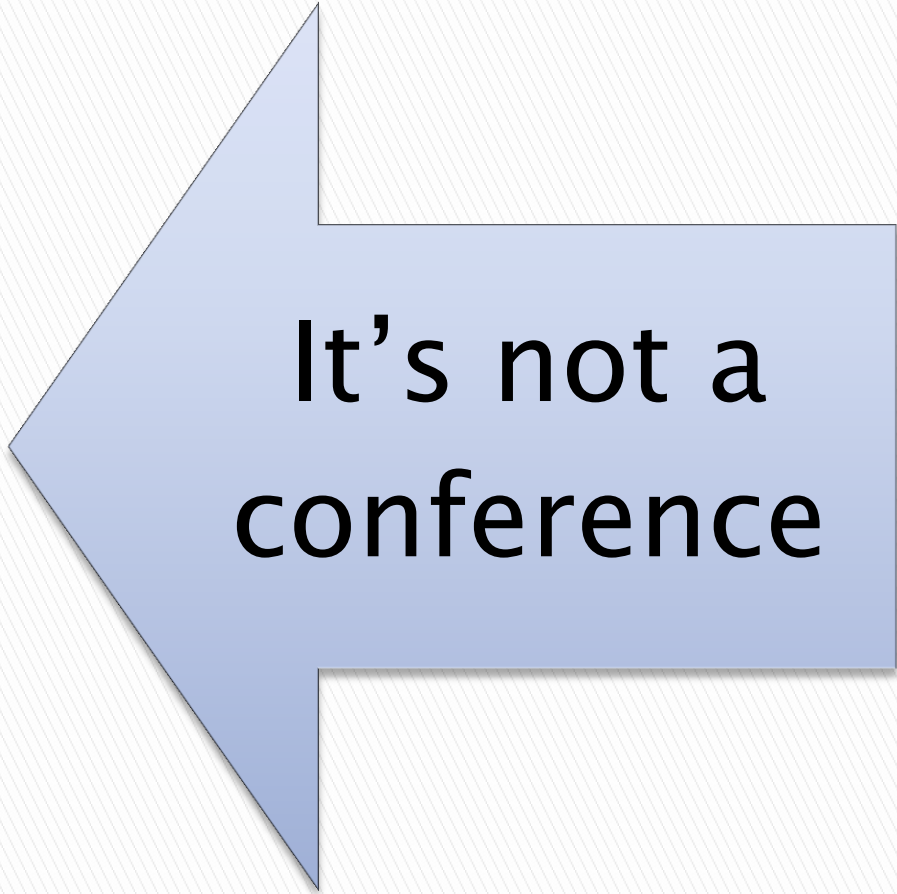
Conference Process



Simple fact



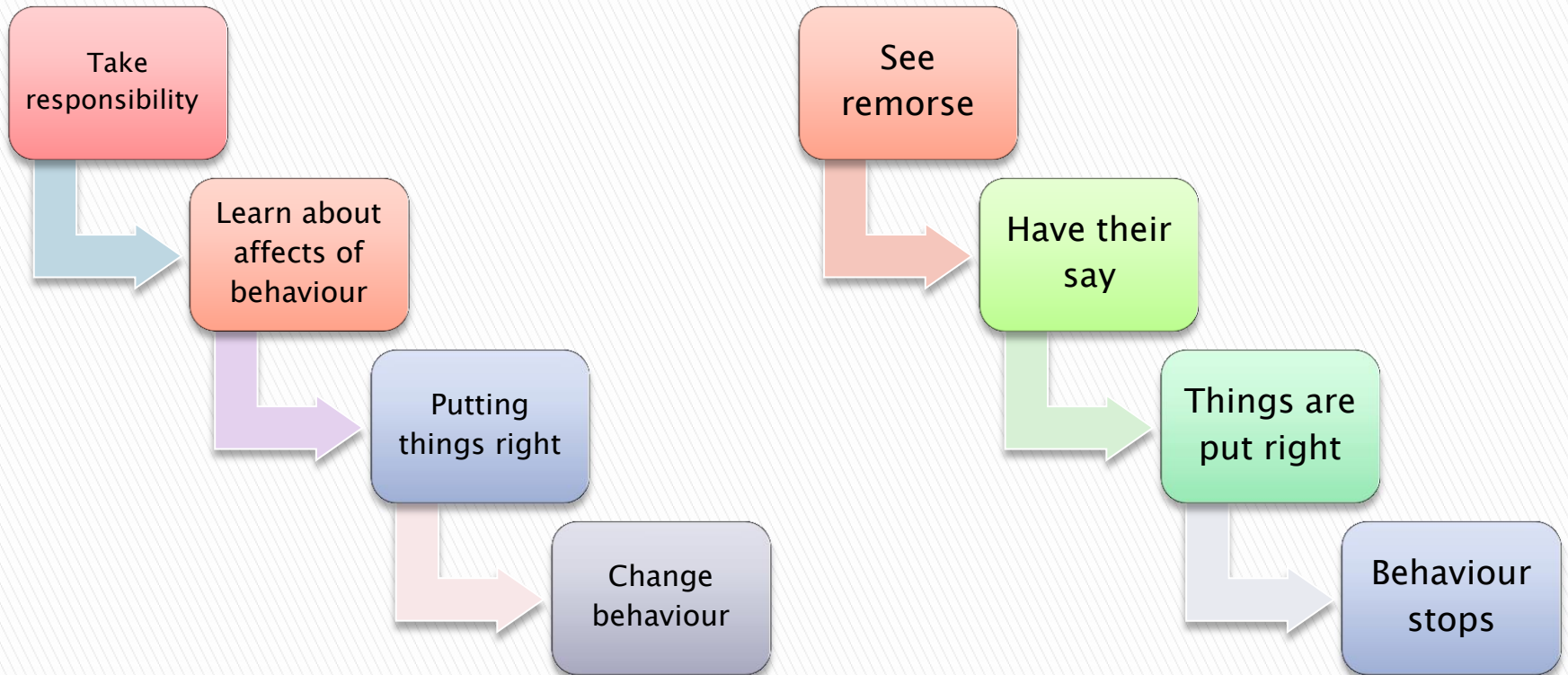
**If it's not
prepared**



**It's not a
conference**

Restorative Chat

What does a restorative solution look like?

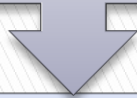


Wrong Doer

Harmed Person

Restorative Scripts

What's happened?



Whose been upset by this?

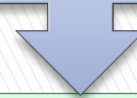


What needs to happen to put things right?



What are you going to do differently next time?

What happened?



What were you thinking?



What do you think about it now?



How can you put this right?

Blue RJ Script Cards

- ▶ **Restorative Chat Script** – non prep quick script to ensure that harm has been repaired
- ▶ **Conference Preparation Script** – can be used for both informal and formal conferences but most often for preparation of these conferences

In both circumstances the questions are the same for both the harmed person and the harmer

Last but one

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Facebook Group Restorative Justice 4 Schools

