

# How to Restore Babies and children under 5



Collingwood Primary School

Website version. The presentation relied on the use of video footage and photographs to illustrate the key elements of RP with this age group.

Video's and some of the photographs have been replaced by a commentary



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# 4 Key Elements of RP

- Social Discipline Window
- Fair Process
- Restorative Questions
- Free Expression of emotions

# Social Discipline Window

## Getting Ready

At Clifton we believe that every situation is a chance to learn and develop



CHALLENGE



SUPPORT

### Key

A low level of challenge and support creates a situation where the children are playing outside not suitably dressed.

A high level of challenge with a low level of support means the children are unable to complete the task independently. They will not understand the purpose of what has been asked of them.

A low level of challenge with too high a level of support can create a situation where the adult is simply dressing the child.

A high level of challenge with a high level of support creates a situation where the child knows what they have to do and has the support to be able to see the job through. Here the child is being given a series of tasks to complete alongside the adult.

# Fair Process

- Engage – Explain – Expect

Video Footage – Circle time at Collingwood with children age 4

The use of a talking piece – hedgehog is used to set the expectations at the start of circle time. The children are confident and able to explain the rules “You only talk when you’ve got Hedgehog. If you haven’t got hedgehog you have to listen.”

Engage Photograph of upset “harmed” child sat with adult and “wrongdoer stood at the other side. Practitioner’s body language demonstrates she is engaging fairly with each child as she talks through what has happened.

Explain photograph. “wrongdoer” is looking for upset child’s dummy following explanation from adult. He tries to avoid – experiences in the compass of shame. However the practitioner makes it clear he has to help make things right.

Expect photograph. The hunt is concluded the adult is holding the upset child whilst the “wrongdoer” points to where he has spotted the dummy. The body language of the practitioner shows that she has continued to engage with the “wrongdoer” to challenge and support him making things better.

# Restorative Questions

Video footage from Clifton Children's Centre with children 18 months up to 3 years

The puppets Roger and Dougie re-enact a common issue in the setting. Roger is playing with the bricks, Dougie comes along and takes a brick. Roger hits Dougie on the head with a brick. The questions what happened?, was that a good or a bad choice?, How do you feel? and what can we do to make it better are used to resolve the conflict. Through adults modelling. The children can be heard repeating and commencing key words and phrases such as "Dougie's crying"

In answer to the final question Dougie is very particular and several options are suggested. Sorry, handshake, cuddle, gentle stroke, wet towel for his bump on the head and finally his favourite blanket. This is to ensure that the process of making things better involves both the wrongdoer and the harmed – we don't just say sorry and move on.

# Restorative Questions 2

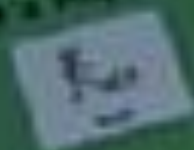
Video footage from Collingwood Primary school children aged 5. A similar scenario is acted out with 2 puppets, Panda is playing with a train which is snatched away by Crocodile who is hit over the head by panda.

In this example the adult asks the Restorative questions and the children are able to respond. Children are able to identify and describe the bad choices made by both puppets.

During the final part of the clip children are able to give a variety of solutions if the incident occurs again in the future.

WHEN APPROPRIATE WE  
WILL USE VISUAL CUES TO  
SUPPORT THE PROCESS.

What's happened? What is a good idea?



How do you/they/that person feel?



What needs to happen next?





# Free Expression of Emotion

- ▣ Short video clip of a 2 year old child arriving with his Mum and checking in. This involves finding a photograph of himself and putting it next to the happy or sad picture.

# Free Expression of Emotion

Small video clip of a circle time using the emotions cube. Each face of the cube has a different emotion children identify the emotion represented and share an example of when they have experienced that specific emotion.

# RESTORATIVE PRACTICE



AT CLIFTON CHILDREN'S CENTRE WE USE RESTORATIVE PRACTICE TO SOLVE PROBLEMS AND REPAIR HARM.



THERE HAS BEEN AN INCIDENT WITH TWO CHILDREN ARGUING OVER A BIKE



WHAT'S HAPPENED? TELL ME ONE AT A TIME

AT THIS POINT THE WRONG DOER MAY NOT BE READY TO TALK ABOUT WHAT HAS HAPPENED AND MAY REACT IN THE FOLLOWING WAYS:

- WITHDRAWAL
- ATTACK/BLAME OTHERS
- ATTACK SELF
- AVOIDANCE/DENIAL

UNTIL THEY ARE PREPARED TO TALK THE INCIDENT CANNOT BE RESOLVED. IN THESE CASES WE WILL ENSURE THE CORRECT INDIVIDUAL SUPPORT IS PROVIDED E.G. TAKE THE CHILD TO A QUIET PLACE TO CALM DOWN AND TALK TO THEM ON A ONE-TO-ONE BASIS



WHEN APPROPRIATE WE WILL USE VISUAL CUES TO SUPPORT THE PROCESS.



WHEN THEY ARE PREPARED TO TALK THE MEMBER OF STAFF WILL ASK THE CHILDREN INVOLVED WHAT HAPPENED:



I WAS JUST ON THE BIKE AND SHE PUSHED ME



I PUSHED HER BECAUSE THAT'S MY FAVOURITE BIKE AND I WANT TO GO ON IT TOO



HOW DID THAT MAKE YOU FEEL WHEN SHE PUSHED YOU?

I FEEL ANGRY. I FEEL SAD



I KNOW YOU WANTED TO GO ON THE BIKE, BUT WAS PUSHING HER A GOOD OR A BAD CHOICE?



WHAT NEEDS TO HAPPEN NEXT?



THAT'S A GOOD IDEA. NOW HOW CAN WE MAKE HER FEEL BETTER?



WILL THAT MAKE YOU FEEL BETTER?

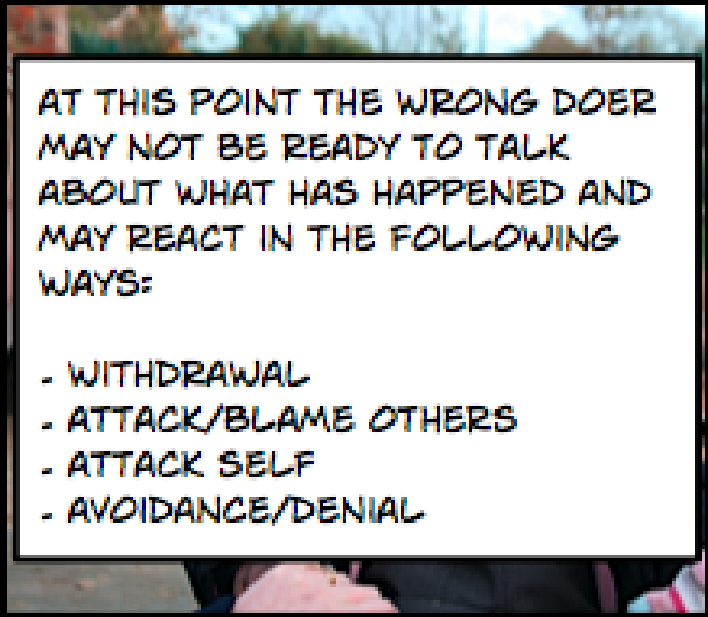


LET'S HAVE A RACE!

IF YOU WANT ANY MORE INFORMATION ON HOW WE USE RESTORATIVE PRACTICE PLEASE ASK A MEMBER OF STAFF. [www.iitp.org](http://www.iitp.org)

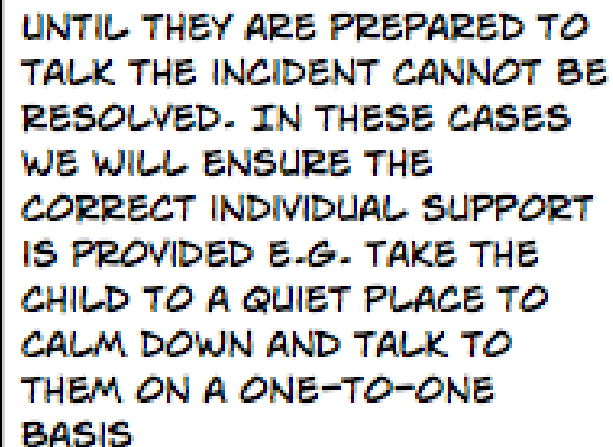
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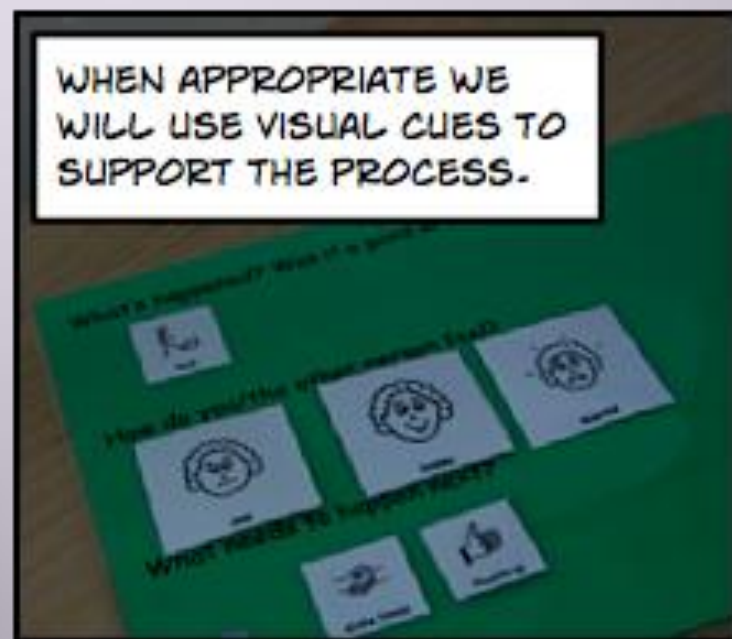
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