

Building a Global Alliance for Restorative
Practices and Family Empowerment
5th IIRP Conference

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*'The Challenge of Integrating Restorative
Practice in School Communities'*

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Main Presentation Elements

Definition - Restorative Practice

Context - Schools & Society - Why the need for Restorative Practice?

Process - 'Socratic' Engagement style

Explicit - Practice that is easily embraced by teachers, students and parents.

Values - Integrated at a personal, professional and school community level.

Framework - Needed To locate and guide practice.

Defining Restorative

BASIC TENETS OF RESTORATIVE JUSTICE (PRACTICE)

“Harm and Relationships”

Adversarial (Blame) approach:

“what happened, who is to blame, what punishment or sanction is needed?”

Restorative approach:

“what happened, what harm has resulted and what needs to happen to make things right?”

Adversarial

Focus is in the past

Preoccupied with blame

Deterrence linked to punishment

Restorative

Focus in past, present & future

Emphasis on resulting harm

Deterrence linked to relationships and personal accountability

‘For punishment and sanctions to be effective (in changing behaviours), they need to be delivered in a context that provides both meaning and relevance.’

AIM OF RESTORATIVE PRACTICE IN SCHOOL COMMUNITIES

To encourage the use of restorative approaches to manage conflict and tensions, by focusing upon repairing harm and strengthening relationships.

Setting The Context

Schools and Society

What have been the most significant societal changes over the last 30 years?

How have these changes impacted on schools?

Why the need for Restorative Practice?

What distinguishes a healthy school community from an unhealthy one?

Schools and Society

Why is it important to understand the existing school ethos, culture and [dominant] practices as the first step towards introducing restorative practices?

What are the dangers of restorative practice being seen as ‘another program’?

List the things needed to grow a ‘restorative school’?

Schools and Society

What is the difference between ‘making changes’ and ‘change’?

Why is important to know what practice works, why this practice works and how it is validated?

Why for example, is sending someone who is constantly aggressive to anger management, problematic?

Why is there increasing violence and great reliance on drugs in our communities today?

Challenging Behaviours

What are the most usual challenging behaviours you will deal with on a daily basis?

What generally triggers these behaviours?

Why is it critical that you identify and understand these triggers?

When dealing with students who exhibit [constant] challenging behaviours, what do you think will make a difference in their lives?

Process

Socratic Engagement Style

What have you notice about my presentation to this point?

What is meant by a ‘Socratic’ engagement style?

What would be the benefits of only asking questions in your role as a teacher, parent, supervisor or manager?

Explicit

Being Clear About Practice

If relationships are vital to what is going to make a difference in your role, how important is it that the students (and their parents) understand where ‘*you are coming from*’ - in other words, the rationale behind the practice you use every day, either informally and formally?

If you say, “it is very important”, why is this so?

What are the practice implications for yourself and other teachers?

Being Clear About Practice

How confident would you be at explaining the rationale for your practice?

What model/s inform/s your practice?

What are those elements of your practice which make the greatest difference with students?

In what way are your practices capable of consistently giving expression to your own and school values?

Practice Rationale

If you struggle a little around explaining your practice rationale, it is probably because:

- You intuitively know what works;
- It is based on custom and practice, including a range of assumptions;
- You have probably, never had to explain it in this way.

If yes to the above, your practices are likely to be located within an ‘implicit framework’.

Pedagogy

- Good learning (pedagogy) is more likely when your practices are explicit rather than implicit.
- In terms of building relationships, what are the advantages of ensuring that all your practices are explicit?

Building An Explicit Practice Framework

Let us now explore how our restorative practice framework can provide explicit practice capable of building healthier relationships and stronger school communities.

Personal and Professional Values

Reflecting Values in Practice

- What is your school's motto or ethos?
- What practices allow you to foster a healthy school community?
- How do these practices give expression to your school's values?

Reflecting Values in Practice

“John is leaving the school for the last time. As he walks through the front gate, he stops and stares momentarily back at the school.”

Reflecting Values in Practice

- What would you like John to say about his experience at the school?
- What would you like John to take from this experience?
- Describe the impact you (personally) would like to have on John?

Restorative Practice Framework

The Teacher We Most Respected

Who was that teacher that had the greatest impact on you, that is, the one you most respected?

What allowed you to feel this way?

In a word, what was special about this person?

Those We Respect

They had the following qualities:

- Listened
- Empathised
- Honest/integrity
- Open
- Respectful
- Showed interest
- Made time
- Firm and Fair
- Encouraging
- Challenging
- Set clear boundaries
- Non judgemental
- Accepting
- Believed in you
- Used humour & were fun
- Created learning environment
- Affirming
- Apologised - vulnerable
- Were real
- Shared their story
- Loving
- Compassionate
- Consistent
- Explained their actions
- Realistic
- Predictable

Respect and Challenge

How did this teacher make you feel about yourself?

When this teacher challenged you, describe the experience?

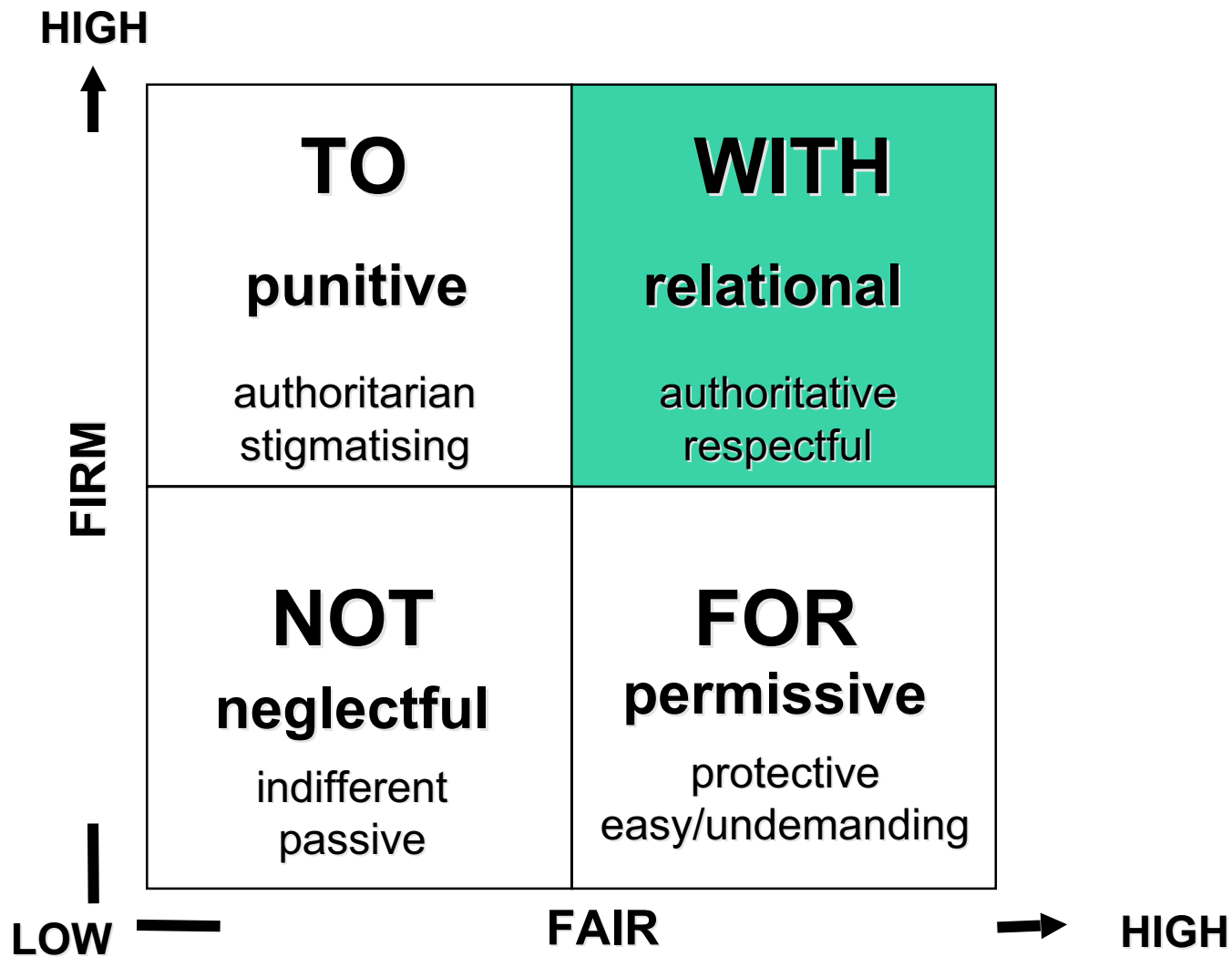
If you say you were treated in a “firm but fair” way, would you mean?

What does ‘firm’ mean? What does ‘fair’ mean?

Balancing Firmness & Fairness

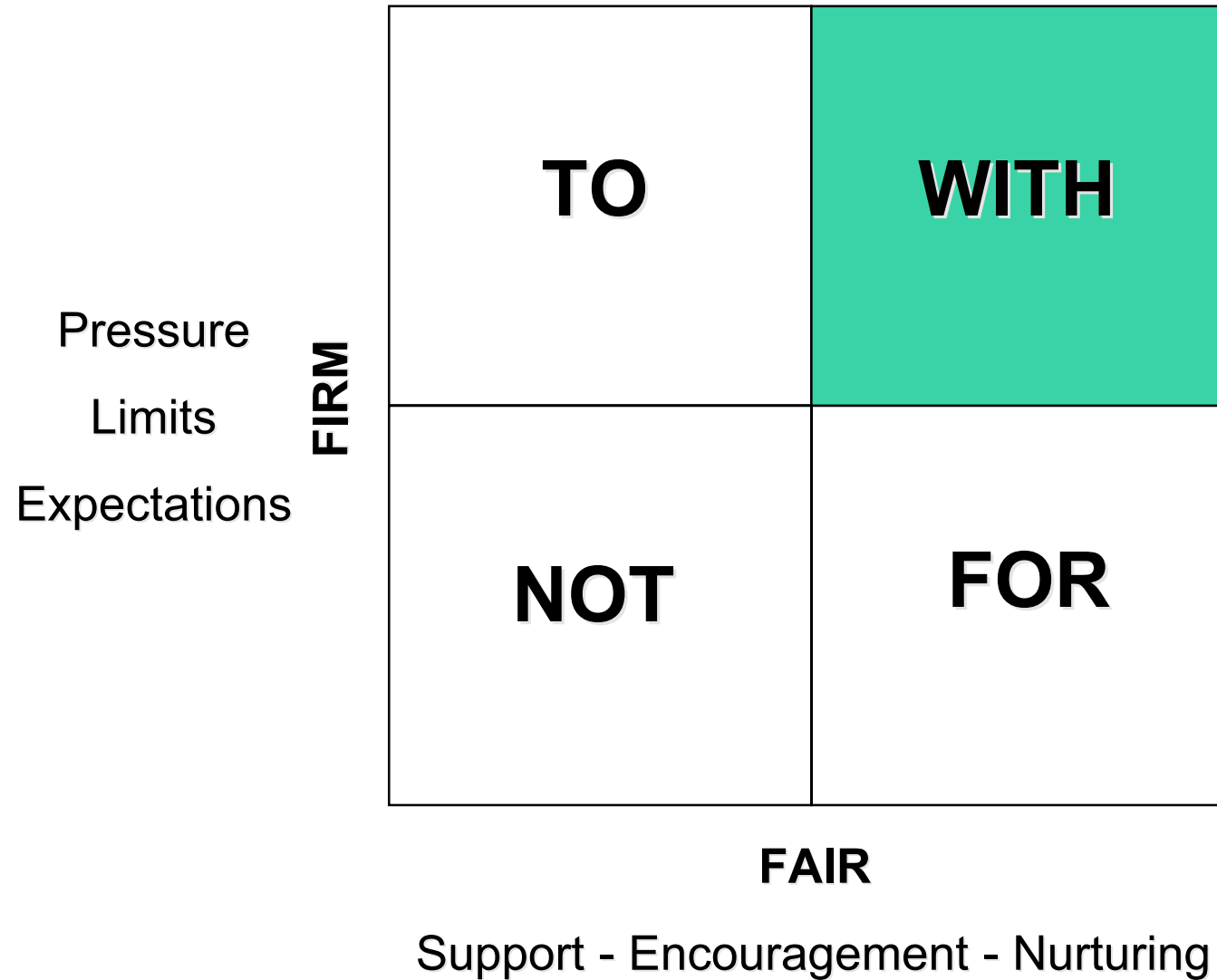
What is your experience of a teacher who was firm but not fair?

What is your experience of a teacher who was fair but not firm?



Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000

PRACTICE DOMAINS



Which domain do you practice within?

“Bill, I have already asked you to stop doing that on two occasions. Would you please stand in the doorway.”(This was the extent of my intervention.)

Did I do it **“TO, NOT, FOR OR WITH”** Bill?

If you said **“TO”**, what could I do to make the intervention an interaction in the ‘With’ domain?

RESTORATIVE INTERACTIONS

Those interventions which fall outside the ‘With’ domain may be restorative if they:

- Are a necessary and practical requirement, and;
- Are just one part of other interactions that result in an experience, in which those involved feel they had been treated with respect and dignity.

I know I will always be treated

“

by those I respect.

INSERT THE WORD WHICH BEST DESCRIBES
YOUR EXPECTATION

Most say ‘fairly’

What is ‘Fair Process’?

What is more important, process
or outcomes?

Fair Process

The Central Idea...

‘....individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed.’

Fair Process

What needs to happen for fair process to be experienced?

Clue:

Think of an experience in which you felt you were treated unfairly. What was missing or was needed to make it a 'fair' experience.

Fair Process

Principle 1

Engagement:

Involving students and their families in decisions that affect them, by asking for their input so they can tell their story.

Fair Process

Principle 2

Explanation :

Everyone involved and affected should understand why final decisions are made as they are. Creates a powerful feedback loop that enhances learning.

Fair Process

Principle 3

Expectation Clarity:

Once decisions are made, new rules are clearly stated, so that students and their families understand the new standards and penalties/sanctions for failure to honour undertakings.

What Fair Process Isn't

- Decisions by consensus or to seek harmony.
- About gaining support through compromises that accommodate every individual's opinions, needs or interest.
- Democracy in the school (or any group process)
- Teachers, parents or others forfeiting their prerogative to make decisions, establish policies and procedures.

What Fair Process Achieves

- Fair process builds trust, commitment and voluntary co-operation - this in turn drives performance which leads students to go that extra distance.

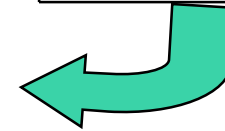
This results in the sharing of knowledge and experiences, which leads to creativity, moral development and stronger relationships.

OPERATING DOMAINS

Pressure

TO	WITH Fair Process
NOT	FOR

How can you practice consistently in this domain?



Support

Restorative Questions

When challenging behaviour, why would the following questions consistently achieve ‘fair process’?:

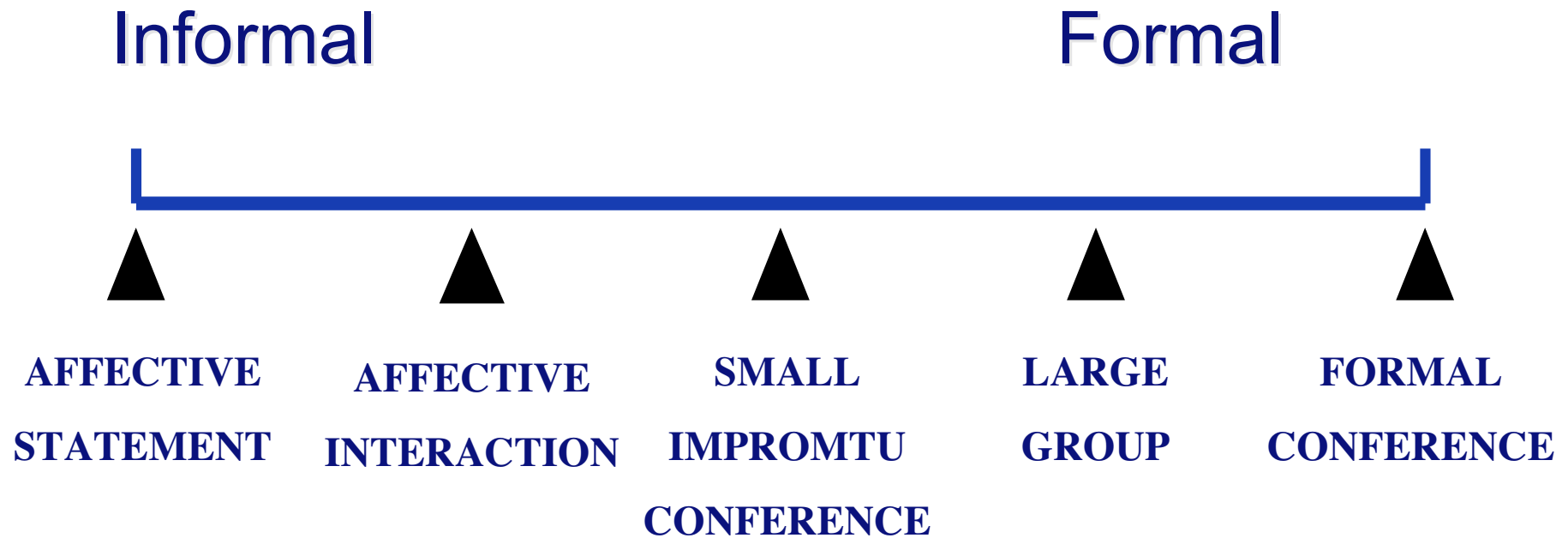
- **What happened?**
- **What were you thinking at the time?**
- **What have you thought about since?**
- **Who has been affected by what you did?**
- **In what way?**
- **What do you think you need to do to make things right?**

Supplementary Restorative Questions

Why would these questions assist, those harmed by other's actions, experience 'fair process?':

- **What did you think when you realised what had happened?**
- **What impact has this incident had on you and others?**
- **What has been the hardest thing for you?**
- **What do you think needs to happen to make things right?**

Restorative Practice Continuum



AFFECTIVE STATEMENT

“As your teacher, I have always found you to be a very pleasant and respectful student, but when I just observed the way you spoke with Mrs. Smith, I felt somewhat disappointed and let down”

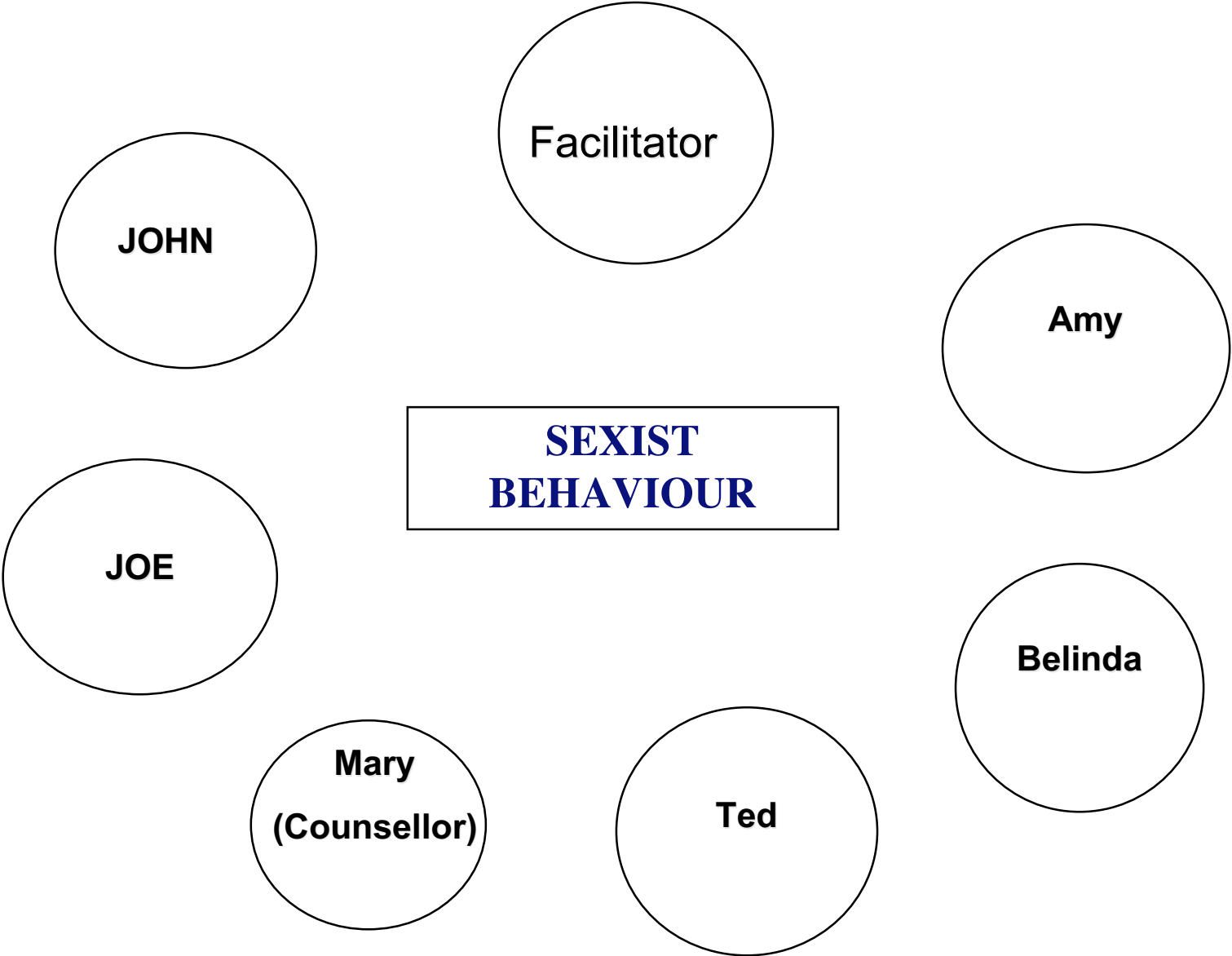
AFFECTIVE INTERACTION

INCIDENT : Student Wrote An Offensive Comment.

Teacher to student:

- Please explain what happened?
- At the time, what were you thinking about?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you need to do to make things right?

SMALL IMPROMPTU GROUP

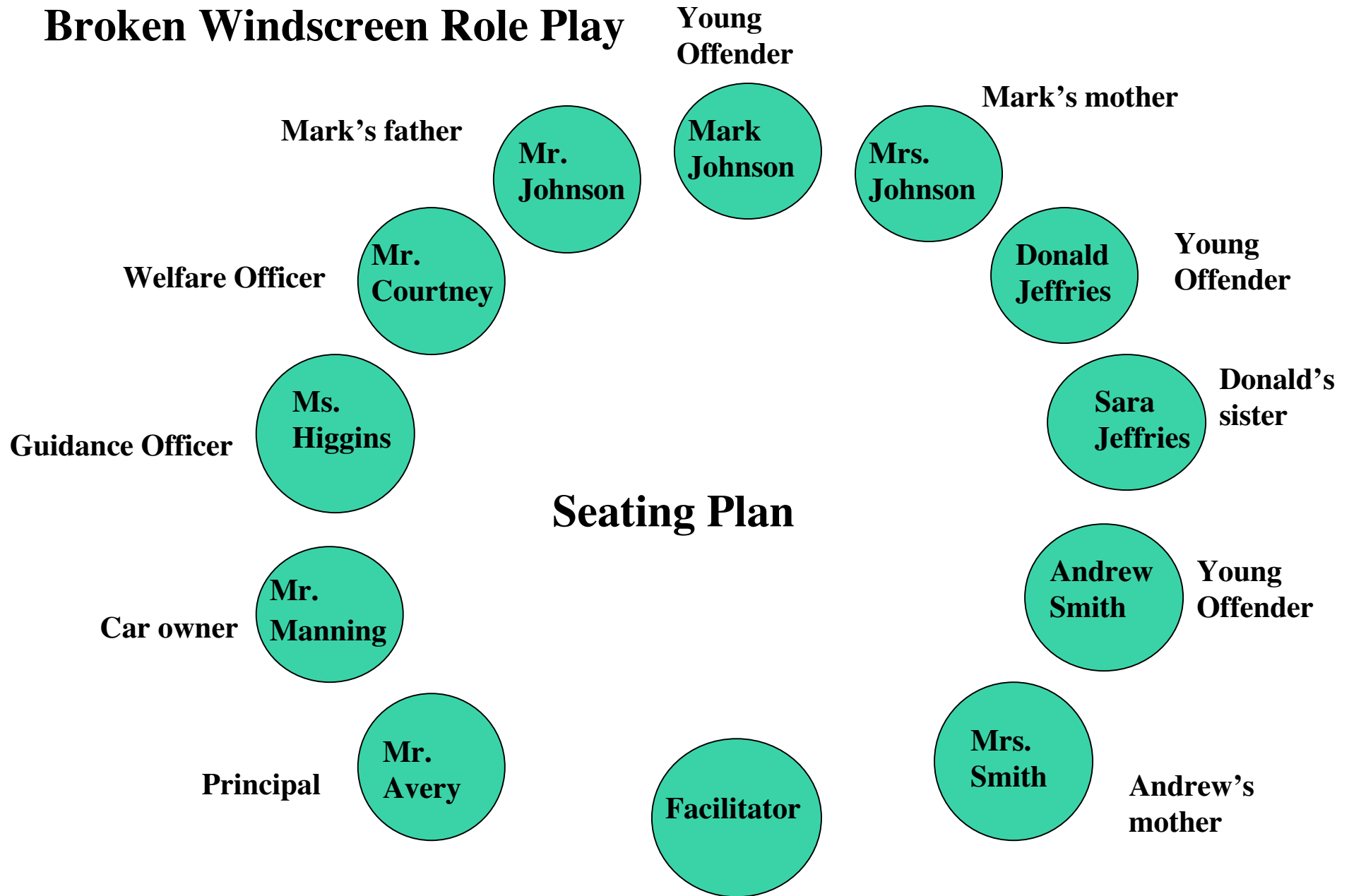


LARGE GROUP



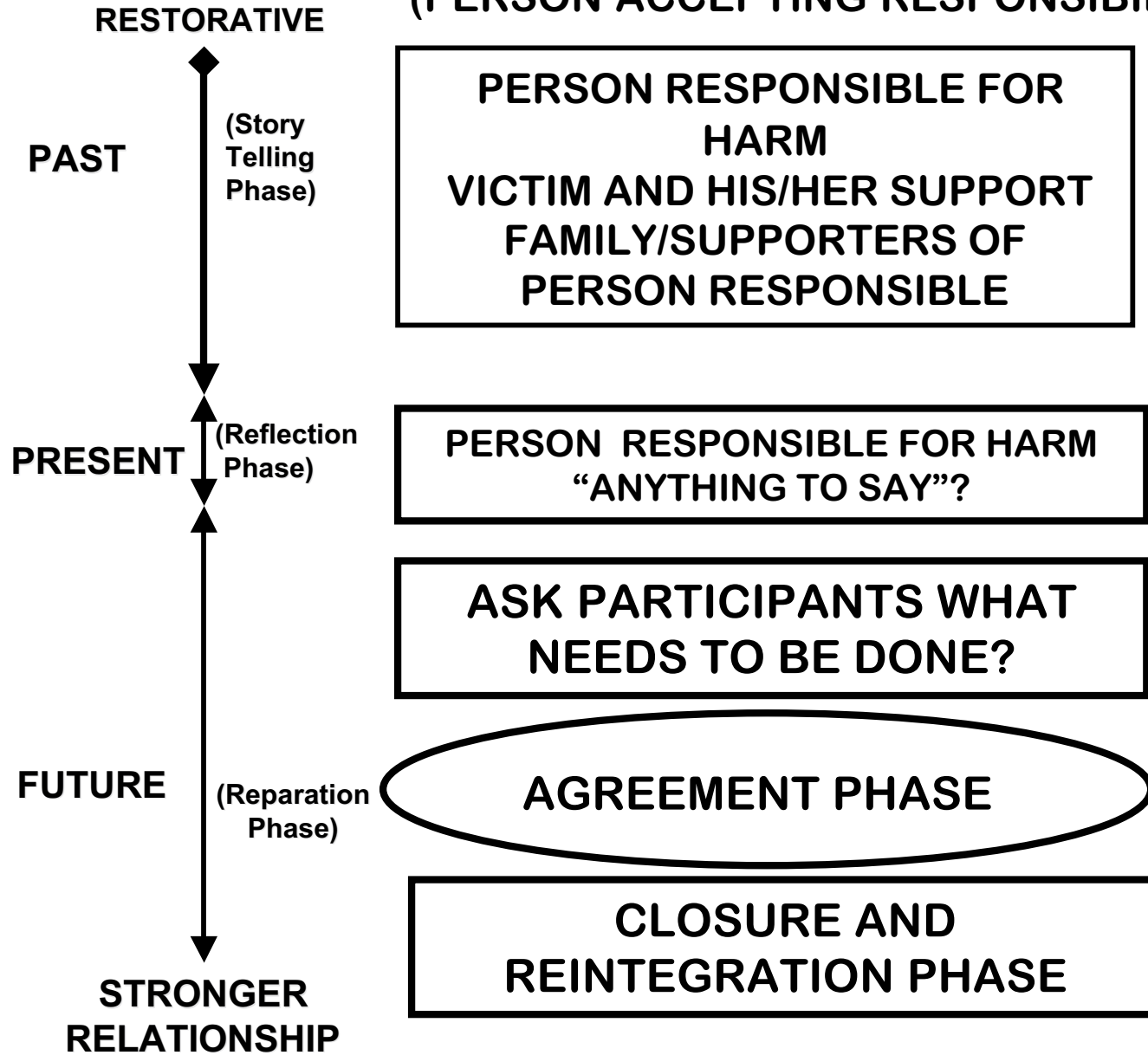
MEETING TO DEAL WITH
CLASSROOM OR
COMMUNITY TENSIONS

Broken Windscreen Role Play



CONFERENCE FRAMEWORK

(PERSON ACCEPTING RESPONSIBILITY)



Behavioural Influences

Who of the conference participants is/are likely to have had the greatest impact on Andrew, Donald and Mark? Explain.

Who is the last person you would want to know when you have done the wrong thing?

Behavioural Influences

Why do you do the right thing most of the time?

What and who are the influences?

Behavioural Influences

- Socialisation
- Conscience
- Values
- Makes sense
- Feels right
- Easier
- Consequences
- Punishment
- Want to be loved
- Likely to hurt others
- Rewarded
- Want to belong
- What others think
- Parents
- Families
- Relations
- Friends
- Peers
- Teachers
- Significant others

Reintegrative Shaming

John Braithwaite suggest shame is innate, and is experienced in two ways:

Internal

- Socialisation
- Ability to decide between right & wrong
- Conscience

External

- Through sanctions or condemnation from family or significant others.

Braithwaite's Hypothesis

‘Where individual wrong doers are confronted (SHAMED) within a continuum of respect and support, then a process of REINTEGRATION can begin’.

Braithwaite's Hypothesis

ALLOWS:

The act (unacceptable behaviours) to be rejected because they failed to reach expectations or standards

WHILST:

Acknowledging the intrinsic worth of the person and their potential contribution to society.

“Hate the sin, love the sinner”

Reintegrative Shame V Stigmatising Shame

Inappropriate Behaviour

Informal / personal

(engaging & challenging)

**Reintegrative
Shaming**

**Ceremony of
restoration & re-acceptance**

Formal/impersonal

(confrontational)

**Stigmatising
Shaming**

Out-casting

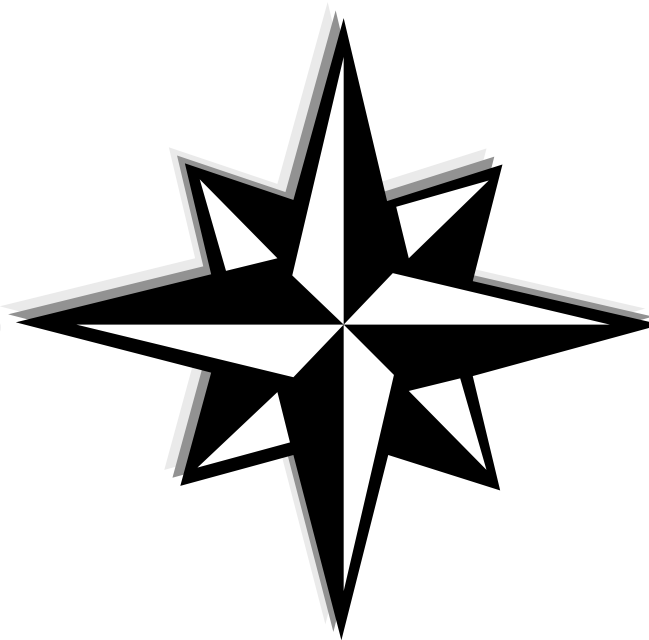
Shame Experiences

- Describe what experiencing shame is like. What happens to you?
- Describe how you would respond in a positive way?
- Describe negative ways of dealing with shame?
- How do some parents respond when approached about their son or daughter?⁵⁸

Nathanson's Compass Of Shame

WITHDRAWAL

ATTACK OTHERS



ATTACK SELF

AVOIDANCE

POLAR RESPONSES TO SHAME

WITHDRAWAL : isolating oneself; running and hiding.

AVOIDANCE : denial; drugs and alcohol; work alcoholism.

ATTACK OTHERS: lashing out verbally or physically; blaming others.

ATTACK SELF: self put-down; masochism.

The Role of Shame

Nathanson describes shame as -

“the central social regulator that governs our personal interactions with one another.”

Psychology of Affects

Tomkins' Blueprint :

- We are 'wired' to want to increase positive affect, and;
- Decrease negative affect;
- We live best when we can accomplish these two goals;
- Anything that increases our power to do this favours life.

Psychology of Affects

POSITIVE AFFECTS

- **Interest - Excitement**
- **Enjoyment - Joy**
 - **Make us feel good about ourselves**
 - **Operate the great feeling associated with: entire range of interesting events.**
 - **Pleasant (but different) situations where we feel:**
 - **CONTENT**
 - **HAPPY**
 - **JOYOUS**

NATHANSON 1992

ENJOYMENT AFFECT



INTEREST AFFECT



Psychology of Affects

NEUTRAL AFFECTS

Surprise - Startle

- Acts as reset mechanism
- Detaches us from whatever we had been thinking
- Gets us ready to focus on whatever comes next

NATHANSON 1992

SURPRISE AFFECT



Psychology of Affects

NEGATIVE AFFECTS

- **Distress - Anguish**
- **Disgust**
- **Dissmell**
- **Anger - Rage**
- **Fear - Terror**
- **Shame - Humiliation**

ANGUISH AFFECT



DISGUST AFFECT



DISSMELL AFFECT



ANGER AFFECT



FEAR AFFECT



SHAME AFFECT



RESPONDING IN A CRISIS

A student who is experiencing a crisis,
seeks you out.

What would you do to help this student?

What would you encourage the student to
do?

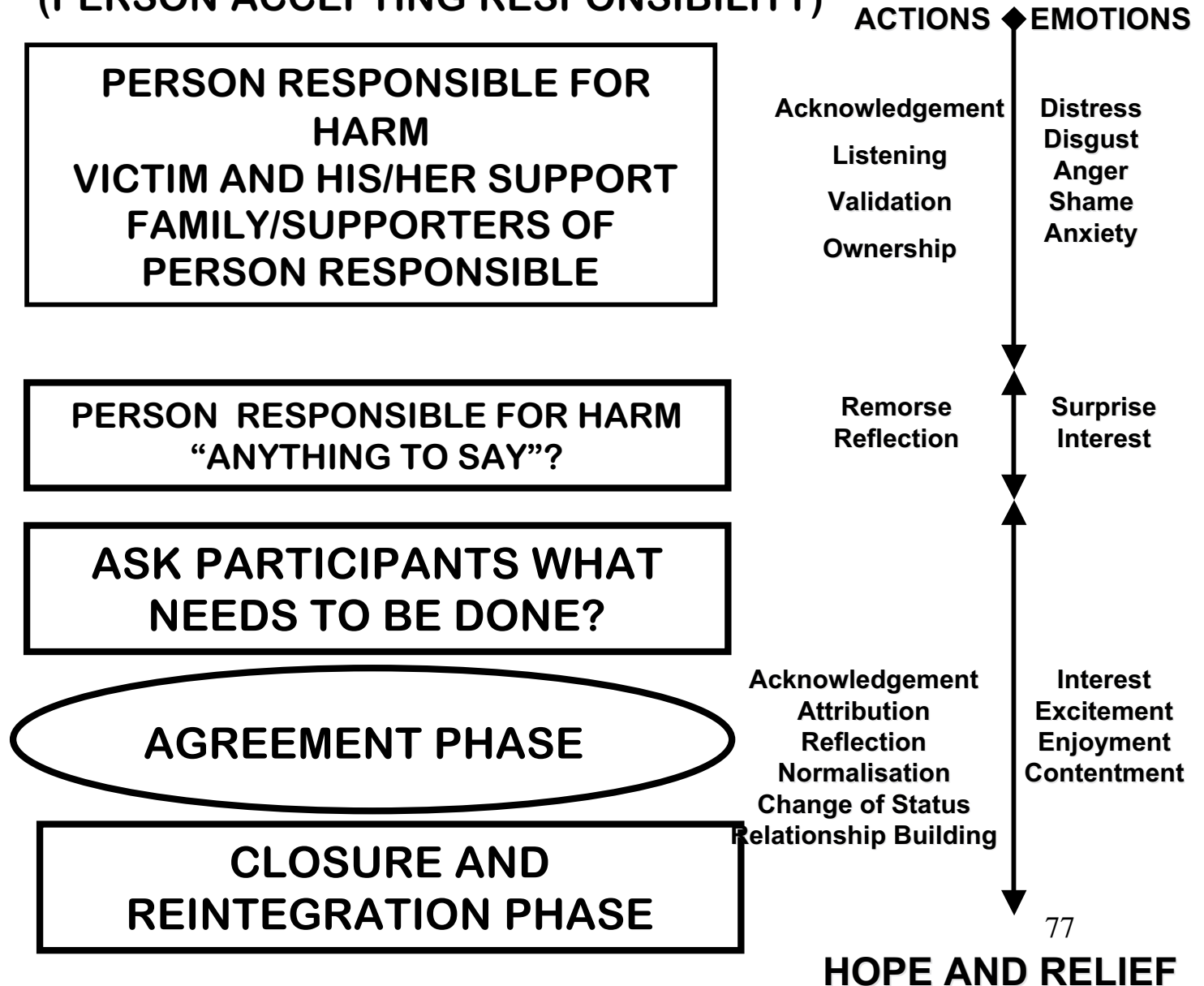
GOOD RELATIONSHIPS

ARE EXPERINCED WHEN WE:

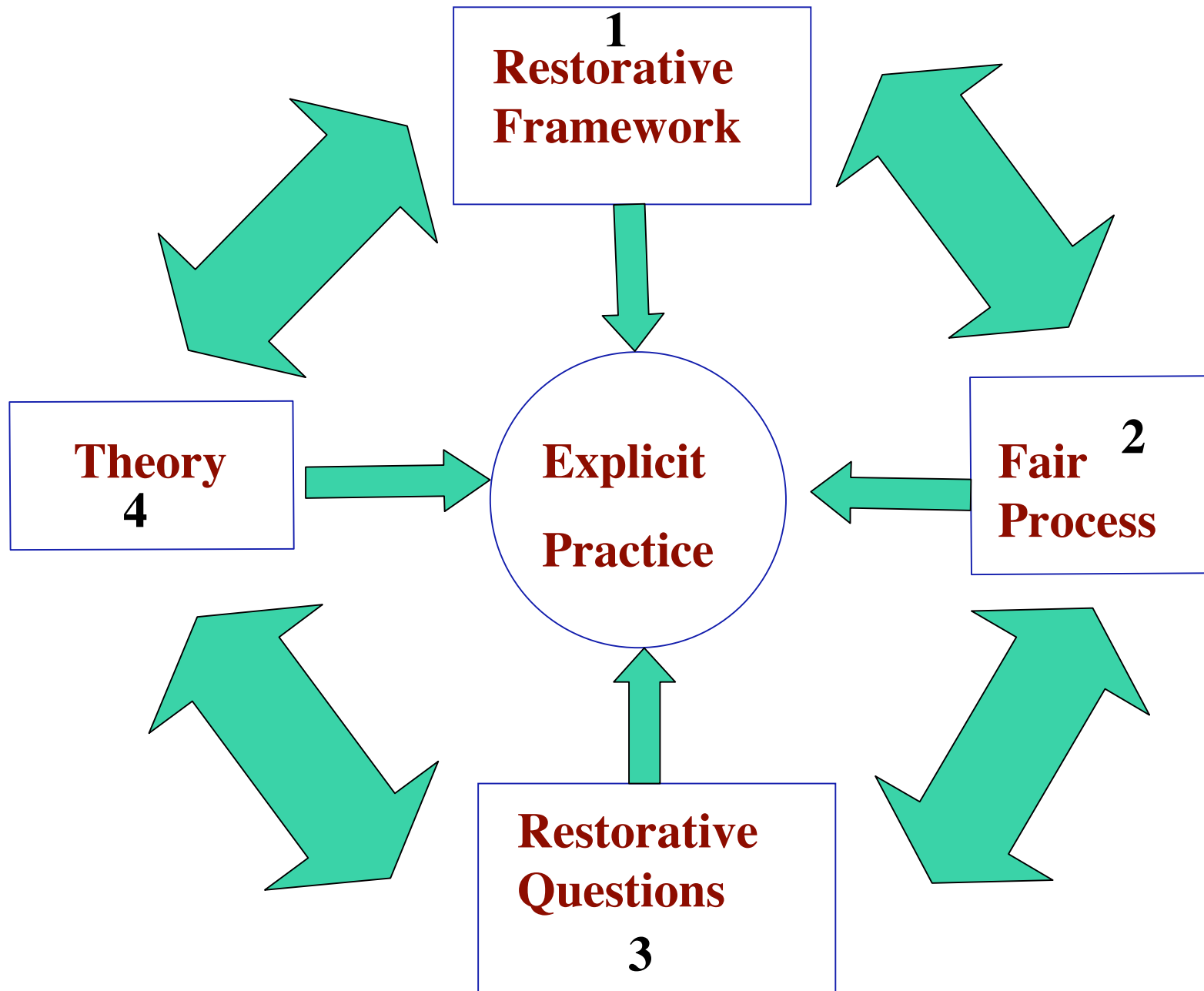
1. Share and reduce negative emotions (*best achieved by listening and acknowledging*)
2. Share and promote positive emotions (*achieved by affirming*)
3. Encouraging the venting of emotions as a way of experiencing 1 & 2.
4. Doing more of 1, 2 and 3 (*essential for building and maintaining good relationships*).

CONFERENCE FRAMEWORK

(PERSON ACCEPTING RESPONSIBILITY)



Linking Practice, Theory & Values



Reflecting On Restorative Practice

Now we have shared an understanding on restorative practice, think of a past incident you would now deal with differently.

In your group, write up some of these on the Restorative Practice Exercise sheets.

Nominate a group member to talk about one incident.

Restorative Practice Exercise – Teachers

ACTIVITY	DESCRIPTION	EXPLANATION (If Needed)
<p>What happened? Details of incident.</p>		
<p>Restorative practice intervention selected e.g. one on one, informal (small or large group), formal conference.</p>		
<p>Who should be involved?</p>		
<p>Who should facilitate process?</p>		
<p>Desired outcomes, likely consequences, reintegration processes or follow up (if required).</p>		

A Student's Insight

What responses would you get if you asked a group of students the following questions:

Why is school important to you?

What do you most enjoy about school?

What are those things that stop you enjoying school or make you feel upset or sad? Rank these from those which cause you the greatest to the less amount of stress or anxiety.

When you leave this school, what things are you most likely to remember?

Teasing and Bullying

You have a sense that a number of the young students are being bullied. Discuss in your groups how you would deal with this situation with the class, even though you are uncertain (no strong evidence) as to who is responsible:

- What steps would you take?
- Describe what you would say by way of introduction to the group.
- What questions could you ask?
- List the outcomes you would want?
- Detail some of the ways that you would monitor individuals as well as followup with the group?

Stealing

A number of students complain that their money is missing (presumed stolen). Discuss in your groups how you would deal with this situation with the class, even though you are uncertain (no strong evidence) as to who is responsible:

- What steps would you take?
- Describe what you would say by way of introduction to the group.
- What questions could you ask?
- List the outcomes you would want?
- Detail some of the ways you might followup with the group?

School Excursion

You have the responsibility for a group of students on a two-day excursion.

Discuss in your groups the following:

- What would your main concerns be?
- How would you raise these with the group in a ‘Socratic’ way (prior to the excursion)?
- What questions could you ask?
- List the outcomes you would want?
- What would you do after the excursion?

Group Dialogue

Discuss in your groups the following:

- What group processes have you used that encourage students to talk about those things that are important to them?
- What would the benefits be of building in regular reflection and discussion with your group?
- How could you use this approach at the beginning of the year (or each term) to have students establish clear expectations and rules, ones that are consistent with the restorative practice framework?
- How could you reintegrate students into class?

Growing Your Restorative Practice Experience

Discuss:

- How restorative practice might be integrated into your own (practice) area.
- Ways of building upon your own experience - example, sharing stories with another colleague.
- Ways of developing a strong and sustainable collegiate approach to restorative practice.
- Cascading to students and parents - how?
- Introduce circles into classrooms?

Restorative Practice & School Well-being

