RESTORATIVE PRACTICES

Piter Jelles !mpulse school
THE NETHERLANDS

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Steps in the school

- Introduction of the ‘ok corral’ model to the team
- Practicing restorative mediation with the team
- Prepare the introduction of Restorative Practices in the school’s introduction period
- Introduction of the ‘ok corral’ model in the school
- Practicing restorative mediation with the students
- Role of students and restorative court of law
- Developing material
The educational dancing floor

- Persecutor
  - assertive
  - vulnerable
- Victim
  - careful
- Rescuer

you -

you +
Restorative Questions I
To respond to challenging behaviour

• What happened?
• What were you thinking at the time?
• What have you thought about it since?
• Who has been affected by what you have done? In what way?
• What do you think you need to do to make things right?
Restorative Questions II
To help those harmed by other’s actions

• What did you think when you realized 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?
Instruments
for a restorative school community

• Creating a “green” climate in the school (model)
• Affective communication
• Non - contracts
  – Peer mediation (impartial mediator)
  – Circle time - for teambuilding and problem solving
  – Problem solving circles (restorative conferences)
  – Question cards
Introducing the model to the students

- board of complaint and happiness
- adapted model
- restorative ‘carpet’
- restorative question cards
- restorative circle
- school court of law - run by pupils
- if necessary: restorative conference led by a tutor
- if really necessary: suspension
Board of complaint and happiness

- In the introduction period all students and staff work together on the rules.
- The students are asked to think about the way in which they would like to be treated at school.
- They are instructed not to mention names, not to accuse, but to talk about themselves.
- In this way students are encouraged to take responsibility for making their own rules, and living by them.
- The rules are signed by all students with a thumb print.
- The board has a central position in the school building.
Board of complaint

The rules:

I don’t like it when:
• People don’t respect me as I am
• Someone uses my things without asking me
• Someone doesn’t comply with the rules
• Someone doesn’t tidy up his things
• Someone steals
Board of happiness

The rules:

I like it when:
• I get clear instructions
• Everyone treats each other with respect
• Everyone treats our things with respect
• Someone helps me when I have a problem
• I can work quietly without being disturbed
Board of complaint and happiness
## COOPERATION

<table>
<thead>
<tr>
<th>OWN INTEREST</th>
<th>INTEREST OF OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO NOTHING</strong></td>
<td><strong>TAKE OVER</strong></td>
</tr>
<tr>
<td>• Do it yourself</td>
<td>• Finish someone else’s work</td>
</tr>
<tr>
<td>• I couldn’t care less</td>
<td>• Admit to, have no opinion of your own</td>
</tr>
<tr>
<td>• Avoid each other</td>
<td>• Justify, pity others</td>
</tr>
<tr>
<td>• Sighing, giving up</td>
<td>• Do an injustice on yourself</td>
</tr>
<tr>
<td><strong>AGAINT</strong></td>
<td><strong>WORKING TOGETHER</strong></td>
</tr>
<tr>
<td>• Make decisions for your own good</td>
<td>• Make plans together</td>
</tr>
<tr>
<td>• Push through your own opinion (visible)</td>
<td>• Hold others responsible for own task, help</td>
</tr>
<tr>
<td>• Bribing, backbiting (invisible)</td>
<td>• Perform own task in responsible way</td>
</tr>
<tr>
<td>(BOARD OF COMPLAINT)</td>
<td>(BOARD OF HAPPINESS)</td>
</tr>
<tr>
<td><strong>COOPERATION</strong></td>
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</table>
# Problem Solving

## Against
- Fighting, swearing, bullying
- E-mail, gossip, sms, circulating notes (invisible)

**Board of Complaint**

## Do Nothing
- See no evil, hear no evil.
- Not being interested
- Deny own responsibility

**Board of Complaint**

## For
- Slimy behaviour, playing up to a person
- Take over someone’s task
- Do an injustice on yourself

**Board of Complaint**

## With
- Solving problems together
- Tell others how you feel about things
- Take responsibility
- Restore, make up for

**Board of Happiness**

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**KPC Group**
<table>
<thead>
<tr>
<th>AGAINST</th>
<th>WITH</th>
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<tbody>
<tr>
<td>NEGLECT</td>
<td>FOR</td>
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</table>
Circle Time

Possibilities:

• Start of the day
• How do you feel today, is there something you want to share with your group, what should be solved before you can start working, which help do you need?
• A circle for solving problems
• Based on working with the restorative question cards
The restorative court of law.

- A group of students, supervised by a staff member, get together every Wednesday morning.
- They are prepared to form a school court of law with a judge, an accuser, a defender.
- Students can file a complaint at the school court of law if they have been involved in a conflict and if they are not able to find a solution by themselves.
- The court of law decides if the case can be solved by having a restorative mediation conference or if there has to be a court case.
- If necessary a restorative conference is held by the school staff.