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HERSTELRECHT IN HET ONDERWIJS

Tools to make children understand RP

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Friday , October 14th

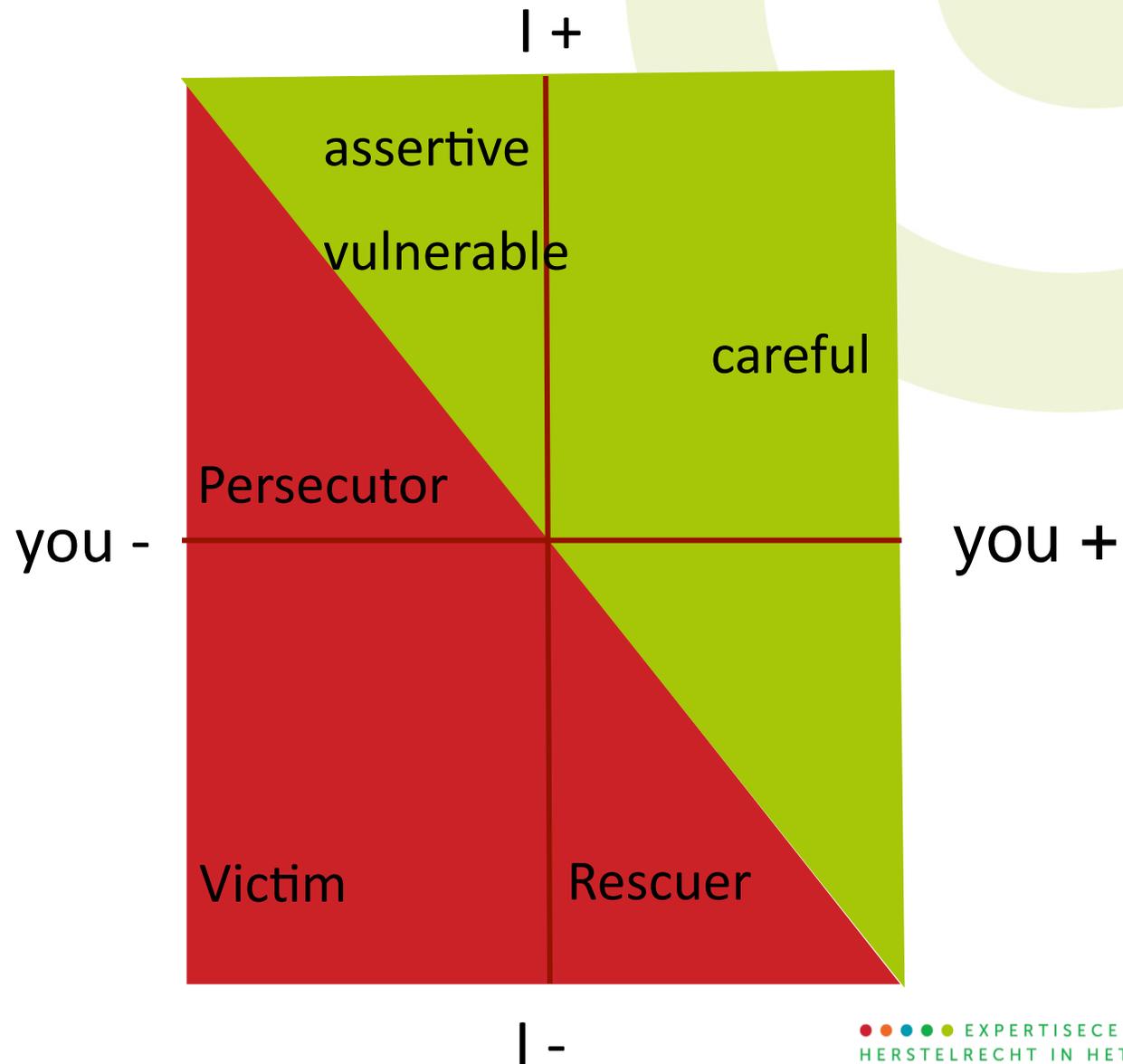
Hull

Steps in the school

- Introduction of the RP model to the team
- Practicing restorative mediation with the team
- Preparing the introduction of Restorative Practices in the school's introduction period

- Introduction of the RP model in the school
- Practicing restorative mediation with the students
- Role of students and restorative actions
- Developing materials and tools

The educational dancing floor



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/have 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 happened ?
- 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?

Simplified for primary education

WIJ WILLEN HET SAMEN OPLOSSEN

Vragen als je iets weer wilt goedmaken met elkaar



Wat gebeurde er precies?



Hoe voelde je je toen?



Hoe denk je er nu over?



Waar heb je nog last van?



Hebben anderen er last van gehad en hoe?



Hoe kan het weer goed gemaakt worden?

WIJ HEBBEN HET SAMEN OPGELOST

Zo ziet onze afspraak er uit:

Handtekeningen:



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
- Coaching cards

Introducing the model to the students

- board of complaint and happiness
- adapted model
- restorative 'carpet'
- restorative question cards
- restorative circle
- 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

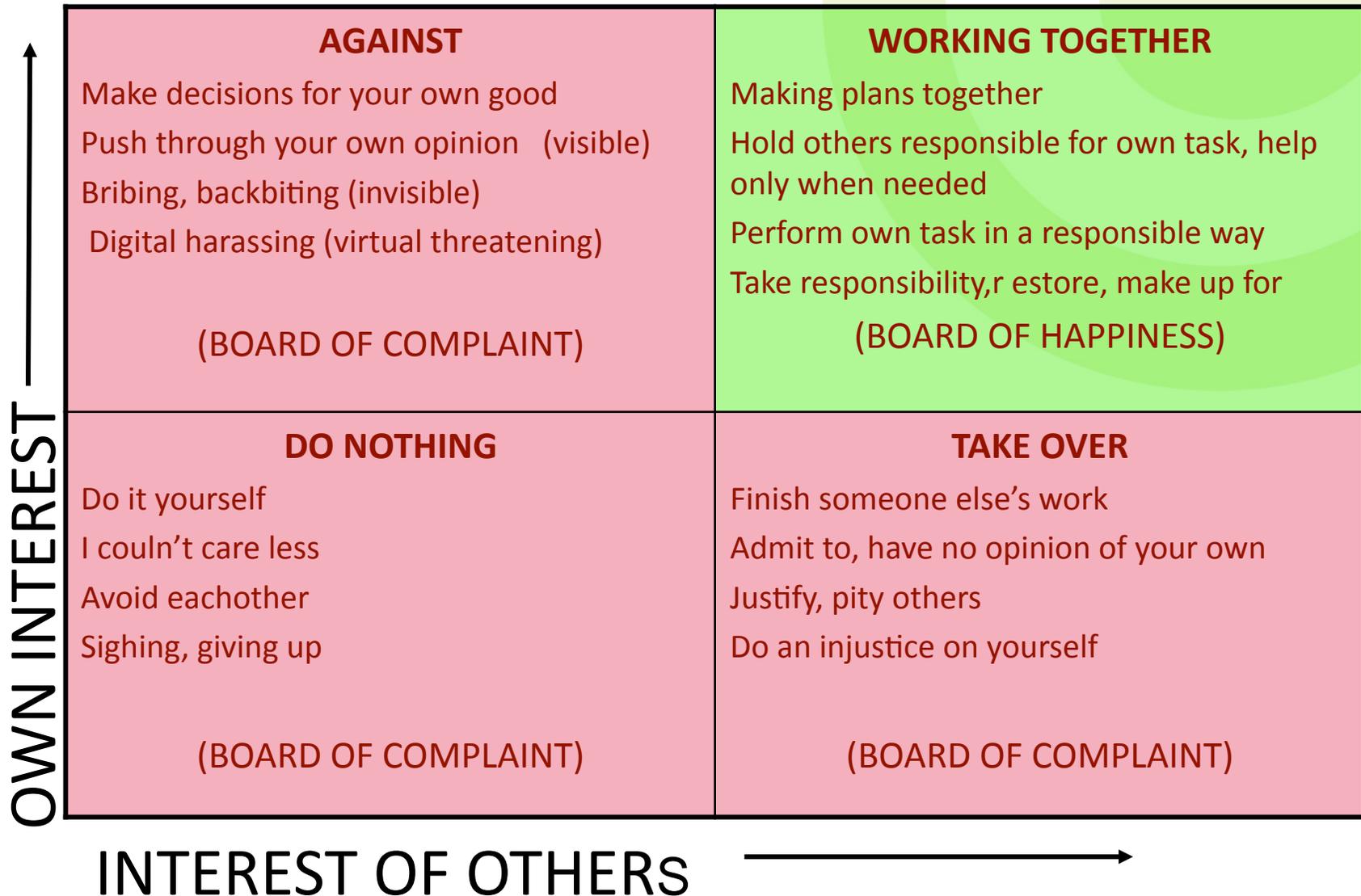








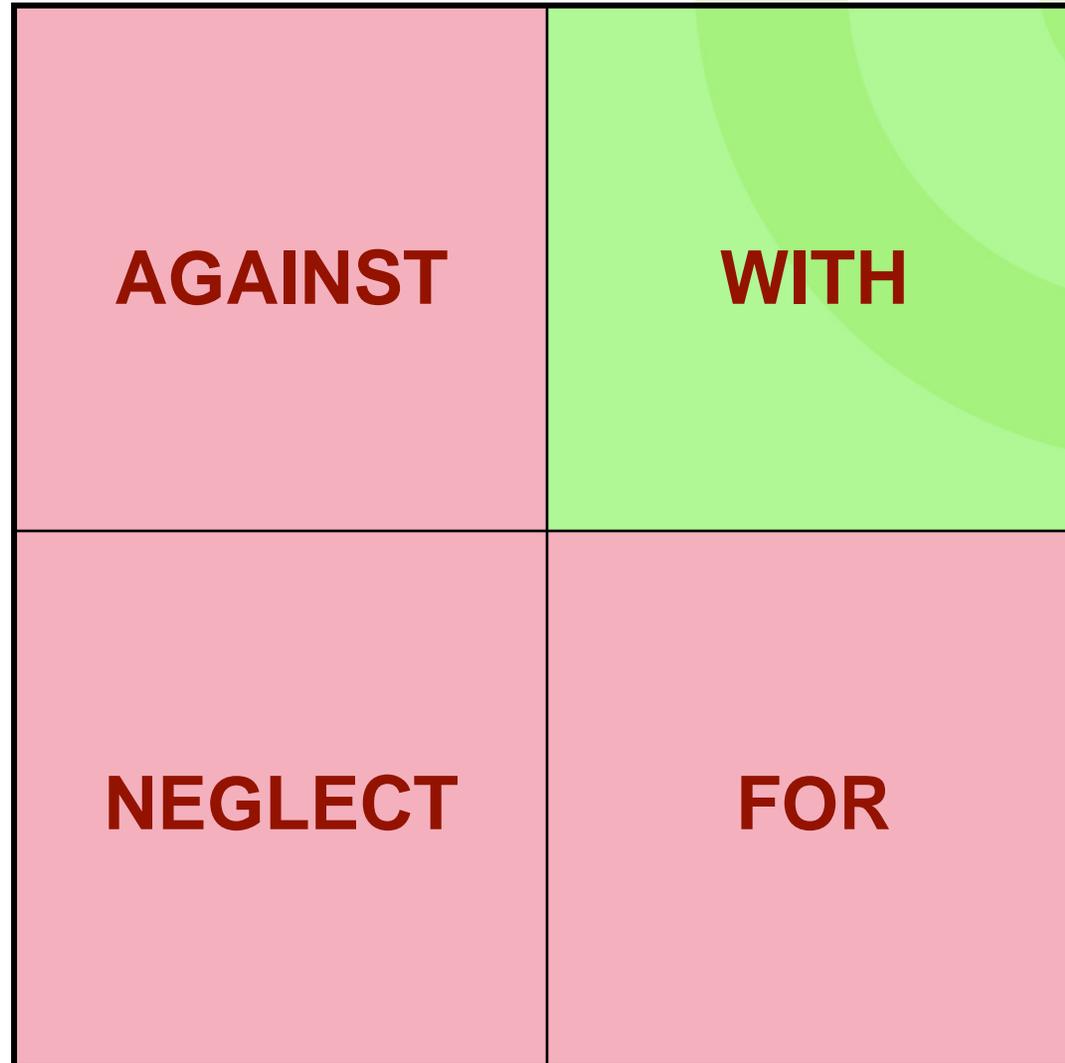
COOPERATION



PROBLEM SOLVING



RESTORATIVE CARPET



Dancing floor 1



Dancing floor 2



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 that occur
- End of the day

Based on working with the restorative question cards

Circle time



Community



Solving a conflict



Restorative coaching cards

To discuss study results

- How are you doing at the moment?
- What was your aim or task?
- What happened exactly, went wrong?
- How did you think, feel about it at that moment?
- How do you think, feel about it now?
- What caused it (in yourself, others, the surroundings?)
- What do you need now (from yourself, others, surroundings) to do better?
- What are your steps to reach your aim, fulfill your task?

Restorative coaching





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