Using Restorative Practice in Schools

Liz Winfield

2nd November 2017
Building connections

At your tables share something about your lives:

On a scale of 1 – 10 today, I’m feeling like a

because …
Learning intentions for the session

• To develop a greater understanding of the PB4L Restorative Practice approach

• To experience what schools can use to support their development of restorative practice with a focus on ‘Essentials’ and ‘Circles’
Background
Principles of PB4L Restorative Practice

• Positive interpersonal relationships are a major influence on behaviour.

• A culture of care supports the mana of all individuals in the school community.

• Cultural responsiveness is key to creating learning communities of mutual respect and inclusion.

• A restorative approach leads to individuals taking responsibility for their behaviour.
The Fit

**PB4L Restorative Practice**

- Restorative Conferences
- Restorative Circles
  - Groups
- Restorative Essentials
  - Whole School

**PB4L School-Wide**

- Tier Two
  - Group and Individual
- Tier One
  - Universals
  - Whole School

**FIGURE 2: THE PB4L RESTORATIVE PRACTICE MODEL**

RESTORATIVE ESSENTIALS

RESTORATIVE CIRCLES

RESTORATIVE CONFERENCES

Restored 2015
Schools involved in PB4L Restorative Practice receive:

• training for teaching staff in:
  - Restorative Essentials
  - Restorative Circles
  - Restorative Conferences
• resources and reference material to support the implementation of PB4L Restorative Practice
• ongoing professional support
## Building school capability in PB4L Restorative Practice

<table>
<thead>
<tr>
<th>LEVEL 1 FOUNDATIONAL</th>
<th>LEVEL 2 PROGRESSING</th>
<th>LEVEL 3 WELL-ESTABLISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Limited knowledge</strong> of the restorative practice principles.</td>
<td><strong>Embedded some key principles</strong> of RP and is practising them across the school.</td>
<td><strong>RP is embraced by the whole school community.</strong></td>
</tr>
<tr>
<td>May be <strong>individual staff</strong> members who have received RP training in a previous school</td>
<td><strong>Some staff</strong> members have had formal training in RP practice</td>
<td><strong>RP is embedded in school policies and documentation.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>General consensus that RP should operate <strong>consistently</strong> across the school.</strong></td>
<td><strong>RP practice principles</strong> are evident in the school’s <strong>values and expectations.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Links</strong> with the overall culture, values, and policies of the school have <strong>yet to be made explicit.</strong></td>
<td><strong>Established system for addressing all issues,</strong> from moderate behaviour problems to incidents of severe harm, with a <strong>view to restoring relationships.</strong></td>
</tr>
</tbody>
</table>
The social discipline window as a basis for practice

**Figure 1: The Social Discipline Window**

- **HIGH**
  - **TO** punitive
    - confronting
    - win/lose
    - authoritarian
    - stigmatising
  - **WITH** restorative
    - problem-solving
    - respectful
    - collaborative
    - responsive

- **LOW**
  - **NOT** neglectful
    - indifferent
    - unsafe
    - lazy
    - given up
  - **FOR** permissive
    - protective
    - rescuing
    - undemanding
    - excusing

Adapted from Wachtel and McCold, 2003 (adapted from Claser, 1964)
Exploring Kete Book Two: Restorative Essentials

Activity: How restorative are you?

A chance to reflect and identify strengths in practice and areas for development
Introducing Kete Book Three: Restorative Circles
## The differences between the first five Restorative Circles and the Healing/Conflict Circle (Restorative Conferencing)

<table>
<thead>
<tr>
<th>Restorative Circle</th>
<th>Restorative Conferencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually a talking piece regulates the dialogue.</td>
<td>A specially trained facilitator regulates the dialogue – speaking and seating order is specific.</td>
</tr>
<tr>
<td>Group values made explicit via consensus before discussing any issues within the group.</td>
<td>No discussion of group values as such.</td>
</tr>
<tr>
<td>Group consensus in the creation of process guidelines for the group.</td>
<td>Facilitator makes set conference protocols explicit to the group prior to conference – facilitator is responsible for ensuring the protocols are followed.</td>
</tr>
<tr>
<td>May engage the group in several dialogue circles prior to exploring an issue(s). Circle process is more focussed on building community.</td>
<td>Individual participants engaged in dialogue following specific order; participants identify particular issues relating to incidents of harm.</td>
</tr>
<tr>
<td>Facilitator(s) may participate in circle activities and circles may be facilitated by students.</td>
<td>Facilitator does not participate and needs to remain as neutral as possible.</td>
</tr>
</tbody>
</table>

Adapted Kay Pranis, 2008.
Benefits of using restorative circles

Over time staff and other adults in the school community will grow confident in using circle processes. They will:

- learn to use circles in many ways
- use circles to foster and build positive, safe, and inclusive classrooms
- to gain group consensus and develop shared responsibility for behaviour
- to explore how low-level negative behaviours by one or more students have affected others
- how the damaged relationships can be mended by the teacher
Although the New Zealand Curriculum will be delivered to and experienced by students in many ways throughout their school lives, Restorative Circles may be considered a prime tool, as students become integral parts of the learning process, rather than outside observers of it.

Introducing Kete Book Three: Restorative Circles

Activity: Using decision making circles

What have you found most valuable?
What will you do tomorrow as a result?
What will you do in the next month?
What will you see as a result?
Useful links for more information

http://pb4l.tki.org.nz/PB4L-Restorative-Practice

Webpage with information on:
- What it is
- What is involved
- Support material
- Who to contact
- List of restorative practice schools

Click on this link for downloadable versions of the Kete books:

http://pb4l.tki.org.nz/PB4L-Restorative-Practice/Support-material2
To order the PB4L Kete Books