



## **Restorative Classroom Practice**



**Belinda Hopkins**



*‘If you have the end in view of ... children learning certain set lessons, to be recited to a teacher, your discipline must be devoted to securing that result. But if the end in view is the development of a spirit of social co-operation and community life, discipline must grow out of and be relative to that aim’.*(Dewey, 1943)

*There is empirical evidence to support the conclusion that ‘when behaviour problems arise in the classroom, one of the first factors to be examined should be instructional procedures and materials and their appropriateness for the offending student’* p371 (Center, Deitz et al. 1982)

*‘My argument is that our first question should be “what do children need?” – followed immediately by “how can we meet those needs?” – and that from this point of departure we will end up in a very different place than if we had begun by asking “how do I get children to do what I want?”* Kohn (1996)



## Introduction

This short booklet uses extracts from our various publications to give classroom teachers in particular an idea of what restorative approaches might mean applied in their day-to-day work.

Although people tend to think of restorative approaches applying only when things go wrong, in fact the pro-active elements are by far the most important. In this regard there is overlap with work your school may already be doing to develop active and more participatory teaching and learning styles, social and emotional skills, community cohesion, greater student voice and participation, and preventative policies to minimise the risk of bullying.

We have noticed that if a school thinks of a restorative approach as an occasional bolt-on, or as a last resort when authoritarian or punitive responses have not worked, then very little change will be seen, either in individuals' behaviour or across the school community.

The key lies in systematic whole-school adoption of a restorative ethos and culture and a consistent use of restorative thinking and skills in every classroom by every teacher. The initiative will probably start with a long hard look at the staffroom culture and the leadership style of middle and senior management. If these are not congruent with restorative principles then it makes it very hard for individual teachers to give of their best in their classrooms.

The Transforming Conflict model of restorative practice is based on five key themes or ideas and these are seen as fundamental to day to day engagement, not just as a the basis for responding to challenges and problems. They become the '*way we do things around here*'. (See page 8-9)

# The Restorative Classroom

**A restorative classroom** is a place where relationships matter. The better the relationships in a classroom, between teacher and students, and between the students themselves, the better teachers can teach, the better the students can learn and the fewer challenges and conflicts there will be.

**A restorative teacher** is someone who subscribes to the view that relationships matter, and creates opportunities for everyone in the class to connect as much as possible – to connect with what they know already, make connections between what others know, deepen their own understanding by deepening these connections and, when things go wrong, ensure that re-connection happens as soon as possible.

**Relationships matter for effective teaching and learning** – all the evidence on how the brain works suggests that the safer and happier a person is the more receptive they are to new ideas. Put another way – stress and fear shrinks the brain and reduces the ability to process new information. When young people have pro-social connections with their fellow students and their teachers they feel safer. Without these connections the classroom can feel like a hostile threatening place.

**Relationships matter for motivation and inspiration** – effective learning is all about making connections between what people already know and new knowledge and ideas. These connections can be made more effectively if people feel excited and inspired, engaged in their learning by being given opportunities to learn in their own way, to interact with others and share ideas to be challenged in creative ways.

**Relationships matter in developing active citizenship and community spirit**

– young people come to school primarily to be with their friends and to learn how to be social beings. They need plenty of opportunities for learning how to be social and how to interact in positive ways with each other – harnessing the power of group dynamics to achieve their visions and dreams for a better future.



**Relationships matter when things go wrong** – and learning how to accept responsibility, experiencing being held accountable for one’s own choices, and learning how to put things right with those who share the problem, give young people invaluable skills for life.

**Relationships matter in tackling violence and bullying** – hostility and prejudice, isolation and bullying can only thrive in environments where there is no care and connection, where there is no sense of community and belonging. Research in the areas of violence reduction and bullying suggest that the most effective strategies a school can employ is to ensure that every class is a cohesive community and that as many opportunities as possible for cross-year and cross-class activities are made.



## The five key restorative themes



Restorative Approaches are based on **5 key themes or ideas**, which underpin day to day interactions in any institution or organisation that have adopted this way of working:

**Theme 1 – Unique and equally valued perspectives** Everyone has their own unique perspective on a situation or an event, and needs an opportunity to express this in order to feel respected, valued and listened to.

**Theme 2 – Thoughts influence emotions, and emotions influence subsequent actions** What people think at any given moment influences how they feel at that moment, and these feelings inform how they behave. The thoughts and feelings are ‘beneath the surface’ and yet are very important to understand.

**Theme 3 - Empathy and consideration for others** When there are conflicts or disagreements harm can result – in terms of negative emotions such as anger, hurt, fear, frustration and confusion and in terms of damaged relationships and connections between people. To live in harmony together people need empathy and consideration so they understand who is affected by their choice of action in any given situation and how.



#### **Theme 4 – Identifying needs comes before identifying strategies to meet these needs**

Whether someone has caused harm or been on the receiving end of harm they are likely to have similar needs. Until these needs are met the harm may not be repaired and relationships can remain damaged. Unmet needs can be the underlying cause for harmful behaviour in the first place and these need exploring as well to help people break the cycle of inappropriate behaviour. Identifying what people need precedes identifying strategies to meet these needs.

Understanding what we all need to give of our best is also the first step to identifying agreed codes of conduct for everyone in a school community.

#### **Theme 5 – Collective responsibility for the choices made and for their outcomes**

It is the people affected by a situation or event who are best placed to identify what should happen so that everyone can move on, and so that the harm can be repaired. This ‘ownership’ of decision-making and problem-solving demonstrates respect and trust, develops pro-social skills and confidence and strengthens connections.



# Building the foundations for a restorative approach - Circle Time and Circle Meetings

*'Young people can only begin to take responsibility for each other's wellbeing, and their own behaviour, when adults begin to share this responsibility with them.'*

adapted from Positive Discipline in the Classroom (1988) J. Nelsen et al

The use of regular meetings in circle are proving to be the key to success for restorative schools and restorative residential units. Staff circles, class circles, residents' circles ..... each has something to offer the school/residential community or your workplace.

In the early days the circles can be used to identify what everyone needs to give of their best and thereafter they become the way that people reflect on the impact of their own behaviour on everyone else present. This helps to develop empathy, mutual respect and shared accountability



The five key restorative themes inform the circles so that people get a chance to express their own experiences or perspectives, air their thoughts and feelings, share their needs and discuss how to meet these needs together. Circles can be used to review incidents affecting everyone present and can also be future-focussed, encouraging people to take greater responsibility for their learning or in the planning of key events or projects.

In addition to Circle Meetings, Circle Time, with its more structured format involving game-like activities, can be used to develop social and emotional skills, develop self-esteem, encourage co-operation and improve communication skills. Like circle meetings, Circle Time builds a sense of community and belonging and are appropriate for use with adults as well as young people.



Circle Meetings and Circle Time are the bedrock of any restorative environment. They are the mechanism by which social and emotional skills are developed and encouraged amongst the young people, and are modelled by the adults. They help to embed the key restorative themes and language in any community and ensure that teaching, learning and indeed day to day living and decision-making are informed by restorative values and principles.



## What is your classroom like ?

Do you ensure that the class guidelines are developed with the young people so they take ownership of them?

Are these guidelines reviewed regularly so that everyone holds everyone else to account?

Do you ensure that everyone in the class knows each other's name on a regular basis (since people come and go)

Do you regularly provide opportunities for everyone to work with everyone else, with mixer activities followed by pair and small group work?

Do you actively teach, and model, caring and compassionate behaviours?

Does everyone recognise harmful behaviours as an expression of unmet needs and respond appropriately?

Do you regularly create opportunities for the whole class to be together in circles for team-building activities and discussions?

Do you integrate co-operative learning opportunities into lessons - to help people make connections with what they know and understand and what others know and understand?

Do you create opportunities for peer support and peer feedback?

Do you make time for fun, laughter and celebration?

## Thinking about behavioural mistakes

The following pages are extracts from '**The Restorative Classroom**' by Transforming Conflict's director Belinda Hopkins, published in 2011 by Optimus Publishing.

*'Any time educators (or parents) frame the issue (of discipline or behaviour management) in terms of the need to change a child's behaviour, they are unwittingly buying into a larger theory, one that excludes what many of us would argue are the things that really matter: the child's thoughts and feelings, needs and perspectives, motives and values – the things in short that result in certain behaviours. The behaviour is only the surface phenomenon; what matters is the person who behaves ... and why she does so.'*

*Kohn 1996 p69*

The most important reason many young people come to school is to socialise and be with their friends. In other words for them relationships are the motivating factor. And in this domain they have much to learn and they make many mistakes. They have lots to learn about how to manage their relationships, such as how to make friends whilst maintaining their own sense of self; how to disagree with, or challenge their teachers and their friends in respectful ways; how to express strong emotions and be heard; how to hear others do the same and listen with empathy; how to negotiate; how to achieve consensus. Mistakes in these areas, which can lead to verbal clashes and even physical conflicts, are often described as 'misbehaviour' rather than seen as errors owing to lack of skill and experience in dealing with these situations more effectively.

Thinking about anti-social or harmful behaviours in the classroom as 'errors' or 'mistakes' is a useful way forward. This is how a school for young people with complex learning needs in Oxfordshire thinks of any behavioural challenge or conflict. The staff team there has been using restorative responses to these mistakes for over seven years now, with great success.

It is very important to be clear what we mean by 'making behavioural mistakes' or 'getting things wrong'. A restorative classroom is not a place where compliance is the goal. In their study of behaviour for learning Ellis and Tod (2009) point out the discrepancy between wanting our students to do as they are told and yet also wanting them to become autonomous life-long learners

*'there are some inherent contradictions when we manage for basic compliance and seek strategies to achieve this in isolation from our loftier principles in relation to learning, involving the promotion of qualities such as independence; risk-taking; resourcefulness; resilience and persistence p50*

This is a point made strongly by Kohn (1996)

*The more we 'manage' students' behaviour and try to make them do what we say, the more difficult it is for them to become morally sophisticated people who think for themselves and care about others.p62*

It might make our lives easier if young people were taught to be obedient, to do as they are told, and accept everything they are told, without question, and to ignore all those around them in their pursuit of individual excellence. This may be what some of us think of as 'good behaviour' in a classroom. However on reflection most adults would want young people to grow up to think for themselves, to challenge others if they disagree, to be assertive, to spot inconsistency and flaws in the evidence they are presented with and ultimately to take responsibility for their own learning. As Kohn reminds us

*'teachers should expect and welcome children's excuses and arguments about rules because that is how children become thinkers- by making up their own minds about whether something makes sense and figuring out how to convince others' p76*

We also hope they will also become good 'team players', develop good inter-personal skills and learn how to be caring and compassionate human beings. These skills take time to learn. They need opportunities to work out how to do such things in effective and socially beneficial ways. Classrooms are places to try these skills out, get them wrong and try again.

*The only way to help students become ethical people, as opposed to people who merely do what they are told, is to have them construct moral meaning. It is to help them figure out – for themselves and with each other – how one ought to act.'*

Kohn p67

It follows from this then, that the definition of a behavioural mistake for a restorative teacher is when a person, a youngster or an adult, acts in ways that they themselves have agreed are inappropriate in relation to their own and others' needs. If the classroom, or staffroom, 'agreement' has been genuinely arrived at through discussion and consensus, based on everyone's needs, then a failure to adhere to this agreement is something that needs addressing.

People will be adversely affected, and relationships may suffer, if the mistake is not addressed. However, a behavioural mistake is also feedback. It may be feedback about how ready, willing or able a person is to engage in whatever the task in hand is, or feedback about how able, willing or ready he or she is to act in a caring, considerate and respectful way towards others.

The way to respond effectively to this feedback is to find out more, by *asking*, rather than *telling*, and then by finding ways to put things right together. In fact there is likely to be expertise already in a school about responding to academic errors and possibly even a policy on how to give effective feedback. This could be the starting point for how to respond to behavioural errors as well.

## Mistakes are inevitable and provide useful feedback

*'I learnt so much from my mistake today I think I'll make another one tomorrow.'*

Schools need consistency between a teacher's responses when young people get things wrong in terms of their academic learning, and their responses when young people 'get things wrong' in terms of their behaviour. A classroom is a place where young people are learning many different things. Adults respond differently when mistakes are considered as feedback of unmet emotional, social or cognitive needs, and therefore as an opportunity for reflection and repair. In other words the classroom is a place where we all inevitably get things wrong, we learn how to put them right and then endeavour to get them right next time.

This may require a paradigm shift for some in thinking about behavioural 'mistakes' young people make in classrooms. As Louise Porter (2007) has shown there is a strong tendency for teachers to be judgemental about behavioural errors in the classroom in a way that they would not be with respect to academic or technical skill errors.

<b>Academic errors</b>	<b>Behavioural errors</b>
errors are accidental	errors are deliberate
errors are bound to happen	errors should not happen
Learning requires exploration – students learn by questioning and challenging what they are told	Students should not explore limits, nor question and challenge what they are told – they should accept and obey
Academic learning difficulties signal a need for additional or modified teaching	Behavioural difficulties should be suppressed, and signal a need for sanctions

Adapted from L. Porter (2000) Behaviour in Schools p298



## Restorative and relational pedagogy

What would your lessons be like if you taught your subject in the same way you currently teach behaviour?

What would your lessons be like if you taught behaviour in the same way you teach your subject?

What skills do young people need to be able to engage in your subject? How do you teach these?

What behaviours will help them make the most of your lessons? How do you teach these?

When behavioural mistakes are made during a task, do you begin by asking yourself what might have been wrong with the task set, and whether the young person had the necessary knowledge, understanding and skills to engage in it? Off-task behaviours often provide feedback that this was not the case.

## Think before you react or speak

Research suggest that adults who have developed an awareness of their own thoughts and feelings in response to a behavioural incident are much more successful in responding to this incident . Maintaining an emotional objectivity where possible can make one more successful in dealing with a situation.

There will be times when it is appropriate to share your own thoughts, feelings and needs and this is addressed on page 24.

On any occasion in which harm, disruption or conflict occurs a restorative response involves first asking yourself a set of 'silent questions' based on the five key themes:

	Theme	Language
1	<b>Everyone has their own unique and equally valued perspective</b>	What's happening from my own perspective? What am I seeing and hearing?
2	<b>Our thoughts influence our emotions; our emotions influence our behaviour</b>	What's going through my mind? What sense am I making of this? How is this interpretation affecting my own emotional response?
3	<b>Empathy and consideration</b>	How am I being affected?
4	<b>Needs and unmet needs</b>	What do I need right now - is it appropriate to bring these needs into the equation right now?
5	<b>Collective responsibility for the choices made and for their outcomes</b>	Will I invite the others here to consider my needs as well? Can I support them to find ways forward without my interference, or do I need extra support myself?

Our belief systems affect what we tell ourselves and can interfere with this emotional objectivity as the chart on page 18 has shown. When we interpret what we see as someone making a mistake then it is more likely that we will feel concerned, compassionate and empathic towards this person, rather than irritated, frustrated or downright angry.

It becomes easier to ask oneself:

I wonder what's happened from the perspective of everyone involved?

I wonder who has been affected and how?

I wonder what do all these people need in order to put things right and move on?

I wonder how I can support them to address these various needs for themselves?

Far from being a 'soft option' this restorative approach is predicated on an expectation that when people get things wrong they put them right. However how things are put right is agreed by all involved, rather than solutions or amends being imposed by others. It is also not an easy option for those intervening, as it requires an honest look at the context in which things have gone wrong, and a willingness to consider what may have contributed to things going wrong.



# Restorative language

In the chart below you will find a series of questions that relate to each of the key restorative themes.

All together they provide a framework for interaction which we call 'Restorative Enquiry'. This can be used in its entirety in the preparation you would do with individuals prior to a face to face meeting when conflicts have arisen. They are also embedded in these mediation meetings and provide a framework for the meeting itself. However these meetings are unlikely to happen during a lesson, except possibly in their briefest of forms should there be a minor altercation (over a piece of equipment or time on a computer, for example).

However, as the following pages will illustrate, you do not need to use all the questions at the same time. Different situations may require different questions. Different people may respond better to one question than another. Use your judgement and your common sense. Remember that there is always a reason for someone's behaviour and your questions are designed to help identify whether a young person is ready, willing and able to re-engage with their learning, and how you can help if they are not.

	Theme	Language
1	<b>Everyone has their own unique and equally valued perspective</b>	What's happened from your perspective?
2	<b>Our thoughts influence our emotions; our emotions influence our behaviour</b>	What was going through your mind and how were you feeling at the time? And since?
3	<b>Empathy and consideration</b>	Who has been affected and how?
4	<b>Needs and unmet needs</b>	What do you need so that things can be put right and everyone can move on?
5	<b>Collective responsibility for the choices made and for their outcomes</b>	How can you (all) address these various needs (together)?

Responding to 'off-task' behaviours that do not impact on others.

**Always begin with the silent questions on page 18 first.**

### **Step 1**

First look over to the young person, your body language registering curiosity and concern, not disapproval.

### **Step 2**

If this does not prompt engagement in the task, wander slowly over towards the person, your body language still registering curiosity and concern.

### **Step 3**

Quietly and discretely say:

*'I see you ..... (describe the behaviour accurately and without judgement )*

Then add - *'I'm wondering what's up?'* (Theme 1)

OR

*'I'm wondering what's going through your head just now? How are you today?'*  
(Theme 2)

OR

*'I'm wondering what you need from me to help you get started?'* (Theme 4)

OR

*'I'm wondering what you could do to help yourself and get started on this task.'*  
(Theme 5)

A potentially more inflammatory response would be the one below - use at your peril!

*'I'm wondering who you think is being affected by your behaviour'* (Theme 3)

# Responding to 'off-task' behaviours that do impact on others

E.g. : chatting with neighbours, laughing and joking, calling out when others are concentrating on a task or are trying to listen to instructions, speaking 'Unrestorative' to you or others, or about you or others, in an audible manner.

Always begin with the silent questions on page 18 first. Steady yourself!

Next follow the three steps described on the previous page, ending with

*I'm wondering who you think is being affected by your behaviour (Theme 3)*

*What do you need to get back on track ? (Theme 4)*

*What might the other people affected need from you? (Theme 4)*

*What could you do to put things right? (Theme 5)*

More often than not this polite, respectful approach will help young people re-engage. However there are times when a young person is unwilling, unready or unable to respond to this respectful enquiry. They may need some time out.

How can you provide this in a way that keeps the window open to a longer conversation later?

Where could they go?

What might they need there?



## Responding to 'off-task' behaviours that do impact on you as well as others

The most challenging issues to deal with in a classroom are those that impact on you as well as on others. These may include frequency of minor disturbances that begin to irritate you, interruptions that occur several times when you are trying to explain something or answer questions, interruptions in plenary discussions that prevent others from taking part, 'Unrestorative' remarks made loudly that appear to be causing unrest and certainly upset you, and inappropriate responses to your initial low-level attempts to respond respectfully.



It is even more vital that you touch base with yourself first. As you go through your own silent questioning (page 18) you may recognise that you are experiencing negative thoughts and feelings and have needs that you want to express. If you believe it is appropriate to have this conversation in front of the class then you will be providing an authentic model of how to respond in a potentially conflictual situation. See overleaf for how to hold this conversation - in public or in private.

## 'Affective' conversations using 'I' messages

What follows is known as an 'I' message - it is an adaptation from various sources, incorporating the five key restorative themes of the Transforming Conflict model of restorative practice.

Theme 1 Sharing your own unique perspective

***When I see ..... (or when I hear .....)***

Theme 2 Explaining your interpretation and your feelings

***I tell myself ..... and so I feel .....***

Theme 3 Inviting empathy and consideration

***This is how I am affected. Others here may be as well.***

Theme 4 Explaining your own unmet needs

***My need right now is for .....***

Theme 5 Requesting their support in meeting your needs

***Would you be willing to .....***



## TOP TIPS FOR 'I' MESSAGES

When expressing your feelings keep them 'pure'. Try to avoid adjectives ending in – 'ed' as people will often hear them as accusations. This is called 'guilt – tripping' and is not a restorative way to communicate.

E.g.

<i>"I feel disappointed"</i>	may be heard as	<i>"You have disappointed me"</i>
<i>"I feel embarrassed"</i>	may be heard as	<i>"You have embarrassed me"</i>
<i>"I feel let down"</i>	may be heard as	<i>"You have let me down"</i>

When expressing your needs make sure you use '**needs**' using the phrase 'My need is for ...' rather than imposing **strategies** with phrases like  
I need you to .....  
You need to .....

See the next page for ideas.



## *Need or strategy- what's the difference?*

Common human needs include:

<i>love</i>	<i>respect</i>	<i>tolerance</i>
<i>patience</i>	<i>understanding</i>	<i>empathy</i>
<i>kindness</i>	<i>honesty</i>	<i>connection</i>
<i>recognition</i>	<i>appreciation</i>	<i>consideration</i>
<i>affirmation</i>	<i>support</i>	<i>encouragement</i>
<i>clarity</i>	<i>cooperation</i>	<i>hope</i>
<i>positivity</i>		

When things have gone wrong between people these needs can become more acute.

Do not confuse the needs above with phrases like:

*I need you to .....*

*I need people to .....*

*I need John to .....*

*John needs to .....*

These phrases are often covert ways of saying what people **should, ought to** or **must** do. They are what we call **imposed strategies**. Transforming Conflict's model of restorative engagement is based on the idea that it is more helpful to identify what everyone needs are first, and then discuss together the strategies that will address these needs.

The work of Marshall Rosenberg and his model of Non-Violent Communication (NVC) has greatly inspired this model. We thank him.

## Restorative Conversations

**When you deal with misbehaviour or conflict is your response already informed by these five key themes - themes which are also important for developing pro-social skills and emotional literacy.**

Do you invite everyone involved to give you their perspective? yes/no

Do you express sincere curiosity about their thoughts, feelings and needs during the incident and since? yes/no

Do you ask them to think who else may have been affected or involved? yes/no

Do you invite them to think about what their own needs are for closure and repair? yes/no

Do you encourage them to work together to find ways to put things right yes/no

**Do you listen actively, and demonstrate impartiality, by refraining from:**

using your body or tone to threaten or show disapproval? yes/no

giving your own opinion about what has happened? yes/no

taking sides? yes/no

assuming you know what has happened? yes/no

telling people what to do? yes/no

offering unasked - for advice? yes/no

insisting people apologise and make up? yes/no

Questions initiated by →	Teacher or group leader	Teacher or facilitator	Teacher or young people
Restorative responses underpinned by 5 key themes. Choose the appropriate one or use all five in sequence (i.e. 'Restorative Enquiry')	<b>Day to day classroom practice</b> Integrating the key themes and language into curriculum delivery;	<b>When things aren't going so well with either academic work or social interactions</b>	<b>Pair / group discussion</b> <b>Problem-solving</b> <b>Conflict resolution</b>
<b>Theme 1</b> <b>Everyone has a unique perspective and contribution</b>	What do you think? How do you see things? What do you already know about this? What has been your own experience?	What's up? What's happening? What's your 'take' on this one? How do you see things? What's been your experience?	As <i>listener</i> -So what do you think? How do you see things? You tell me your side. As <i>speaker</i> Here's how I see it. This is my take on this.... This is what I saw happening....
<b>Theme 2</b> <b>Thinking influences feeling and both influence what we do and say</b> (Engage the emotional side of teaching and learning)	What's going on for you when you see/hear/read this? What feelings come up for you when you see/hear/read this? When you heard x say..... what did you tell yourself? How did you feel? During your pair/group discussion what thoughts were coming up for you? What feelings? What about the others? Are there other ways of looking at this? What aspect of that lesson/activity did you enjoy?	When that happened what did you tell yourself? What was going on inside your head at this point? When you noticed things weren't going well what were you thinking? How did you feel? So how did you feel? What were you feeling inside? What's going on for you now? How do you feel?	As <i>listener</i> So what's on your mind right now? What are you thinking? What are your thoughts on this one? And how are you feeling? As <i>speaker</i> Let me tell you what's in my mind..... and how I'm feeling....
<b>Theme 3</b> <b>Empathy and consideration</b>	What impact do you think that policy / invention / Discovery / historical incident have on.....? Who was likely to have been affected by that policy/invention/ discovery/historical incident? During that discussion you had in the group to what extent was everyone involved? How will that choice of action impact on others in your group/class?	What's the impact of this on you? On others in the group? Who was affected by what happened? How? How will what you've decided to do now affect xx/ affect others?	As <i>listener</i> So how is this affecting you? How would this affect you? How has this affected you? As <i>speaker</i> Let me tell you how this is affecting me/would affect me/has affected me
<b>Theme 4</b> <b>Identifying the needs by which to assess the appropriate strategies</b>	What do you need from everyone else in order to do this task? What do you need from me? What do you need from yourself?	What do you need so you can put things right? / move on from this? / do things differently next time? What do you need from me /others in the group to help you move on?	As <i>listener</i> So what do you need right now? What is your need for right now? Sounds like maybe your need is for.... As <i>speaker</i> So my need is for.....
<b>Theme 5</b> <b>Ownership of problem-solving by those with the problem</b>	So what needs to happen here? What are you going to do to address your needs and the task? What's your plan? Justify your choices.	So what needs to happen here? What are you going to do to put things right?	As <i>listener</i> What do you think we could do to address these needs? Bearing in mind what we've all said we need what do you think could happen now? (What could you do? – <i>not always appropriate if someone has been victimised</i> ) As <i>speaker</i> I think we could.../I'd be willing to....











Five restorative themes and their influence on classroom language – use all or any of these phrases as appropriate

Some events are predictable – it can be useful to have a restorative response agreed across the department or the school for these inevitable occurrences. Everyone goes through the same thought process – ‘What could the unmet needs be behind this behaviour? What do I do in the short term and how do I follow it up, using it as a ‘teaching/learning moment’ for both of us.

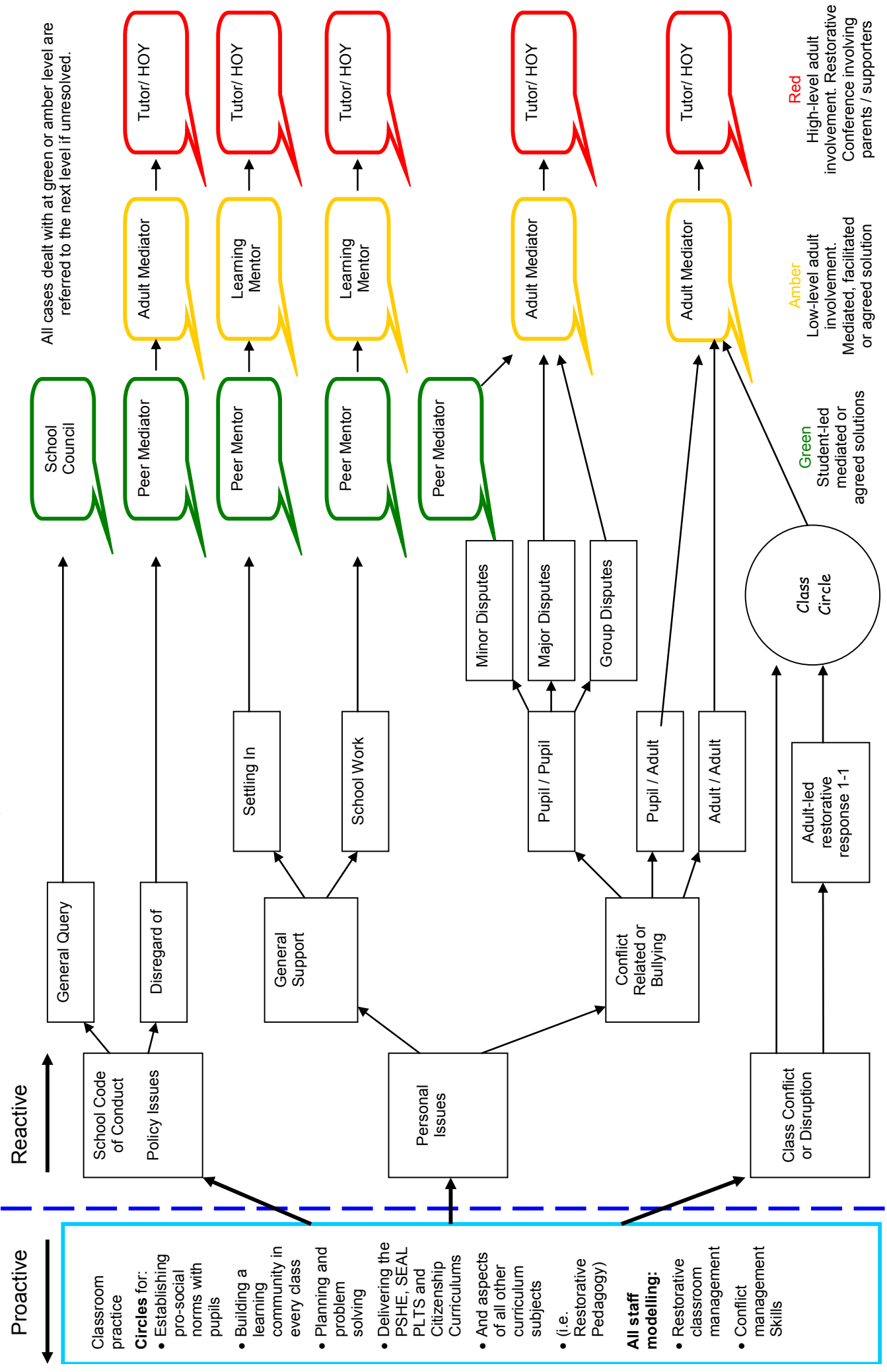
Behaviour	Possible reasons	Unmet needs	Immediate response	Follow –up yourself, or use mentoring support
Late arrival	missed bus; family issues; delayed by previous teacher; lost equipment; bullying; lost in school; something more interesting happening elsewhere; deep in conversation etc	Many and varied; depends on the individual	Welcoming the latecomer; requesting them to sit down quietly;	Make time later to enquire reason; use appropriate parts of the Restorative Enquiry framework from previous page Explore with person their needs and the ways forward
No homework at requested time	family issues; lack of understanding; lost; damaged; sense of failure; sense of irrelevance of task	Support; clarity; encouragement; empathy; time; appropriate place; motivation	Offer time, place and support to complete work but only if this response appears appropriate.	Make time later to enquire reason; use appropriate parts of the Restorative Enquiry framework from previous page Explore with person ways forward
Missing equipment	family issues; poverty; lack; misunderstanding; equipment forgotten , lost ,damaged, borrowed or stolen	understanding; support	Offer a replacement for that lesson	Make time later to enquire reason; use appropriate parts of the Restorative Enquiry framework from previous page Explore with person ways forward
Arrived with equipment that others have deemed inappropriate	misunderstanding; feeling threatened (in case of weapon); forgetfulness; connection; boredom; worried about something at home; status	safety; reassurance; connection;	Express empathy for their feelings and needs; remind them of the agreement based on everyone else’s needs, before firmly asking for the item	Make time later to enquire reason; use appropriate parts of the Restorative Enquiry framework from previous page Explore with person ways forward
Wearing something outside uniform code (clothing; jewellery, piercing)	family issues; poverty; lack; misunderstanding; equipment forgotten, lost, damaged, borrowed or stolen; status; needing to express individuality	understanding; support; recognition	Offer a replacement for that day If appropriate use humour and maybe even compliments, whilst not endorsing the garment or ornamentation	Make time later to enquire reason; use appropriate parts of the Restorative Enquiry framework from previous page Explore with person ways forward

# Conflict resolution

- A structured decision-making process based on the five themes

Person A	Person B
 <p>You tell me how you see it then I'll tell you my side</p>	 <p>OK..... (he/she explains)..... ..... thanks for listening. Now it's your turn.</p>
 <p>OK well .... (he/she explains his /her side)..... so now tell me what you are thinking about this,</p>	 <p>OK, well my thoughts are.....and so I'm feeling .....thanks for listening. Now it's your turn.</p>
 <p>OK well my thoughts are.....and so I'm feeling ..... So who else do we need to consider here?</p>	 <p>I think ..... would be affected. Who do you think we need to consider?</p>
 <p>Well , I think .....needs to be thought about. And you – what are your needs around this?</p>	 <p>Well I need ..... What about you?.</p>
 <p>Well I need ..... Ok – so now we have everyone's needs to consider, how are going to move forward?</p>	 <p>Well – I suggest ..... What about you?</p>

# A Relationship Management Framework based on Restorative Principles



## Restorative approach, recommended resources.

### Books

- Hopkins, B. (2004) *Just Schools, a whole school approach to restorative justice*. London: Jessica Kingsley Publishers
- Hopkins, B. (2007) *The peer mediation and mentoring trainer's manual*. London: Optimus Education: A division of Optimus professional Publishing Ltd.
- Hopkins, B. (2009) *Just Care; Restorative justice approaches to working with children in public care*. London: Jessica Kingsley Publishers
- Hopkins, B. (2011) *The Restorative Classroom; Using Restorative Approaches to Foster Effective Learning*. London: Optimus Education
- Bliss, T. (2008) *Mediation and Restoration in Circle Time* Milton Keynes Teach to Inspire: a division of Optimus Publishing Ltd
- Cowie, H. And Jennifer, D.(2008) *New Perspectives on Bullying*. Maidenhead: Open University Press
- Faber, A. and Mazlish, E. (1980) *How to talk so Kids will listen and listen so kids will talk*. New York: Avon Books.
- Hendry, R. (2009) *Building and Restoring Respectful Relationships at School, a Guide to using Restorative Practice*. Abingdon: Routledge
- Kohn, A. (1999) *Punished by Rewards*, New York: Houghton Mills
- Mahaffey, H. and Newton, C. (2008) *Restorative Solutions, Making it Work*. UK: Inclusive Solutions UK Ltd.
- Morrison, B. (2007) *Restoring Safe School Communities*. Sidney: The Federation Press
- Riestenberg, N. (2012) *Circle in the Square* St Paul MN Living Justice Press.
- Rosenberg, M, B. (2005) *Non-violent Communication, A Language of Life*. Encinitas, CA: PuddleDancer Press.
- Sellman, E.; Cremin, H.; McCluskey, G. (2013) *Restorative Approaches to Conflict in Schools* London: Routledge:
- Stewart, S. (1998) *Conflict Resolution, A foundation guide*. Winchester: Waterside Press.
- Stone, D. Patton, B. and Heen, S. (1999) *Difficult Conversations, How to discuss what matters most*. Now York: Michael Joseph, Viking Penguin, a member of penguin Putnam Inc.
- Stutzman Amstutz, L. and Mullet, J, H. (2005) *The little book of restorative discipline for schools*. Intercourse, PA: Good Books
- Thorsborne, M. and Blood, P.(2013) *Implementing Restorative Practices in Schools*. London: Jessica Kingsley Publishers
- Thorsborne, M. and Vinegrad, D. (2002) *Restorative Practices in Schools, Rethinking Behaviour Management*. Milton Keynes: Incentive Publishing.
- Thorsborne, M. and Vinegrad, D. (2004) *Restorative Practices in Classrooms, Rethinking Behaviour Management*. Milton Keynes: Incentive Publishing.
- Thorsborne, M. and Vinegrad, D. (2009) *Restorative Justice Pocketbook* Victoria, Teacher's Pocketbooks Series, Curriculum Press
- The Restorative Practices Development Team, University of Waikato. (2003) *Restorative Practices for schools, A resource*. Hamilton, NZ: The School of Education, University of Waikato.
- The Restorative Practices Development Team, University of Waikato. (2003) *Restorative Practices for schools, A resource*. Hamilton, NZ: The School of Education, University of Waikato.
- Warren, C. (2008) *Restoring the Balance* Lewisham: LAMP (Lewisham Action on Mediation Project)
- Warren, C. and Williams, S. (2008) *Restoring the Balance 2* Lewisham: LAMP (Lewisham Action on Mediation Project)



Published July 2011

# The Restorative Classroom

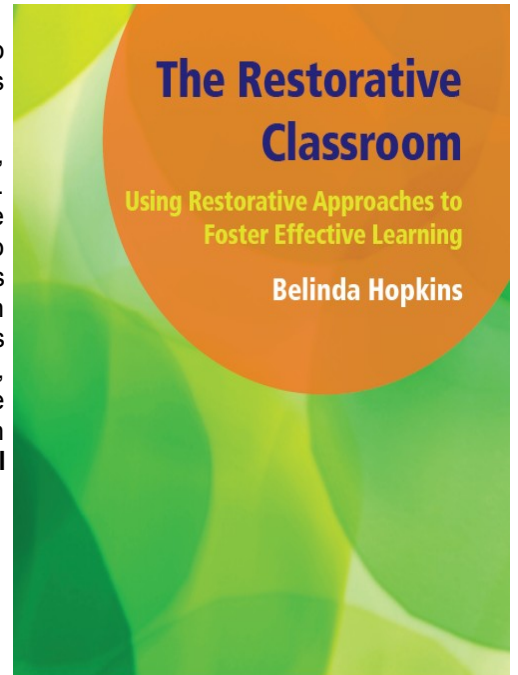
## The Restorative Classroom

### Using Restorative Approaches to Foster Effective Learning

by Belinda Hopkins

This very practical book provides lots of practical ideas for learning how to make, maintain and repair relationships in the classroom and also considers the important role of the classroom teacher in modeling restorative practice.

It makes sense to have an approach in the classroom, on a day to day basis, that develops the skills we all need in order to respond when things go wrong. Young people need these skills to be able to make relationships. They require the vocabulary to express their thoughts, feelings and needs and to be able to listen to others doing the same. They need micro-skills to keep relationships going, knowing how to manage the inevitable dips and troughs of connection we all experience on a daily basis. They must be given plenty of opportunities to practice these skills so they are comfortable with a diversity of opinions, beliefs, personalities, learning styles and temperaments. And they need the skills to handle conflict and challenge in constructive ways. This approach amounts to a way of teaching and learning which this book calls a '**relational and restorative pedagogy**'.



**The Restorative Classroom is now available at £69.00 plus £6.50 p.& p.**

You can order your copy now by returning this order form to the address below, enclosing a cheque made payable to 'Transforming Conflict Ltd' for the total order value including postage

**OR**

tick the box and we will send you a pro-forma invoice either post or email

**Contact Name:** .....

**Organisation:** .....

**Invoice/Delivery Address:** .....

.....

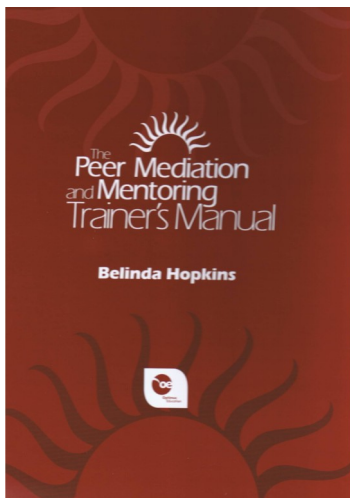
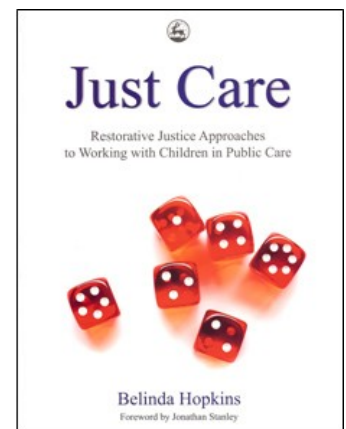
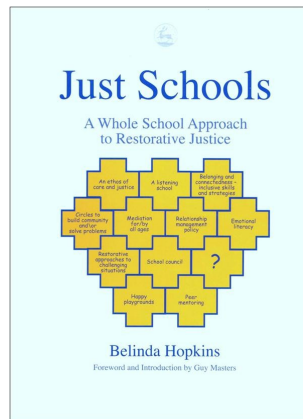
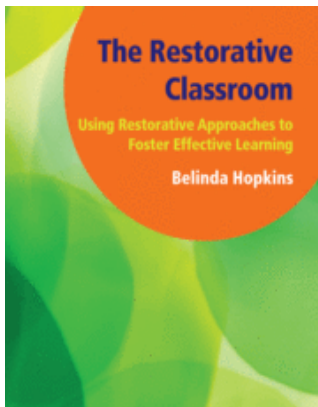
.....

.....

.....

**Telephone:** ..... **Email Address** .....

This booklet is simply a taste of restorative classroom practice. You will find much more information about: classroom practice and the full range of restorative approaches, including how to run a restorative conference or develop a peer mediation service , in Belinda’s other books:



We also have an excellent introductory film with a downloadable introductory brochure .

And for information about our courses and for further reading visit our website ([www.transformingconflict.org](http://www.transformingconflict.org)). We have lots of free downloadable resources, and a one-stop shop that stocks many of our favourite books covering the topics of restorative approaches in schools and care settings.



*‘If you have the end in view of ... children learning certain set lessons, to be recited to a teacher, your discipline must be devoted to securing that result. But if the end in view is the development of a spirit of social co-operation and community life, discipline must grow out of and be relative to that aim’. (Dewey, 1943)*



## **Transforming Conflict**

**The National Centre for Restorative Approaches in Youth Settings**

Mortimer Hill, Mortimer, Berkshire, RG7 3PW

**T** 01189331520 **E** [info@transformingconflict.org](mailto:info@transformingconflict.org)

**W** [www.transformingconflict.org](http://www.transformingconflict.org)