

Restore Project Tool Kit



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Erasmus+ Programme
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Tool 4: Restorative Questions and Language

The use of restorative questions and language is key to the successful implementation of restorative practices.

Contents:

Informal use of Restorative Practices

Small Impromptu Conversations



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Informal use of Restorative Practices

(Based upon the 'Restorative Practices Continuum')

AFFECTIVE LANGUAGE - brief comments about how others were impacted by the person's behaviour, used by an 'affected person' to directly and immediately show another how they have been affected by their choices and behaviour.

Examples: Mark says to John:

"I was very disappointed when you did that John"

"I was upset and angry by what just happened"

"John, I am really frustrated and hurt that all the work I have done seems wasted through your actions"

Followed by appropriate 'Affective Questions' i.e.

"What do you think about what I have just said?"

These can equally be used to express 'Positive' affects/feelings/emotions.

Refer to the four-sided folding Restorative Questions card for an abbreviated version of this explanation, as sample below ...

RELATIONAL QUESTIONS – one step further, asking the wrongdoer/s and harmed person/s questions like, 'Who was affected'? - How they were affected?

Examples: Jim says to John:

What happened? - followed by:

What were you thinking when you did that?

How did your actions affect Mark?

How do you think Mark felt about what you did?

How do you feel about what you did?

Jim says to Mark:

What happened? - followed by:

What did you think when John did that?

How do you feel about what he did?

Mark (after making his 'Affective Statement'), says to John:

What were you thinking when you did that? - followed by:

How do you feel about what you did and the affect it had on me?

This has moved the conversation from a rational to an emotional (affective) level. The wrongdoer has been challenged with the emotional (affective) impact of their choices and behaviour. They are being challenged with the fact that their choices and behaviour have caused harm and are not merely rule breaking.

N.B. In more positive circumstances, an adaptation of these can also be used proactively to identify, acknowledge, draw out 'Positive' affects, feelings and emotions, thereby building social capital and strengthening relationships.

SMALL IMPROMPTU CONVERSATION – where you bring together a few people to talk about an incident, its impact and what to do next.

Using 'Restorative Questions' Cards to run the meeting, start with **wrongdoer**, using **all but the last question on side 1** before going to **those affected / harmed** using the **questions on side 2, again missing out the last question on that side.**

After they have all had their say the facilitator needs to **let the wrongdoer respond** by asking, **"Is there anything you want to say?"**

Now go back to **those affected/harmed, asking them in turn the last question on side 2** around what needs to happen, before asking the **wrongdoer the last question from side 1 of the card.**

N.B. – in more positive circumstances, an adaptation of these can also be used proactively to identify, acknowledge, draw out 'Positive' affects, feelings and emotions, thereby building social capital and strengthening relationships.

RESTORATIVE QUESTIONS II RESPONDING TO THOSE HARMED

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

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RESTORATIVE QUESTIONS I RESPONDING TO CHALLENGING BEHAVIOUR

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

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AFFECTIVE STATEMENTS - brief comments about how others were impacted by the person's behaviour, used by an 'affected person' to directly and immediately show another how they have been affected by their choices and behaviour.

N.B. - These would normally be followed by appropriate 'Affective Questions' i.e.: "What do you think about what I have just said?"

AFFECTIVE QUESTIONS – one step further, asking the **wrongdoer/s** and/or **person/s harmed** questions (*as overleaf*), such as **"Who was affected?"** and **"How they were affected?"**, moves the conversation from a rational to an emotional (affective) level. The wrongdoer can be challenged with the emotional (affective) impact of their choices and behaviour. They are being challenged with the fact that their choices and behaviour have caused harm and is not merely rule breaking.

N.B. – in more positive circumstances affective statements and an adaptation of the affective (restorative) questions can be used to identify/acknowledge/draw out 'Positive' affects/feelings/emotions, from an incident.

SMALL IMPROMPTU CONVERSTION – where you bring together a few people to talk about an incident, its impact and what to do next.

Using the 'Restorative Questions' (*overleaf*) to run the meeting, start with the **wrongdoer**, asking **all but the last question on side 1** before going to **those affected/harmed** asking **all but the last question on side 2.**

After all have had their say, give the wrongdoer the opportunity to respond by asking, **"Is there anything you want to say?"**

Now go in turn to **those affected/harmed** **then** any wrongdoer supporters asking the **last question on side 2** around what needs to happen, **before** asking the wrongdoer the last question on **side 1.**

END OF SESSION THREE