



IO2: Restorative Practices in Schools – a Replicating model - A3: pilot restorative circles

Presentation:

Restorative and Relational Processes (RP)

RP - The Key Elements

Schools & Solutions: Upscaling school restorative approaches to foster school climate and improve students' competences on managing conflicts.

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Project partners:

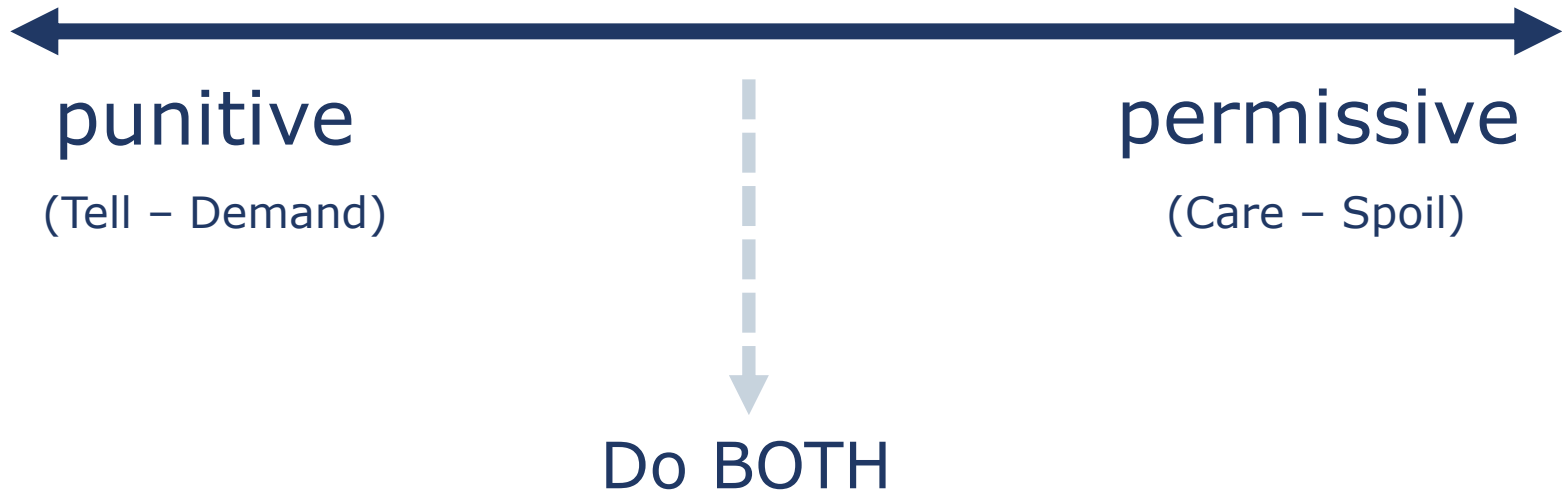


Restorative and Relational Processes Aim to ...

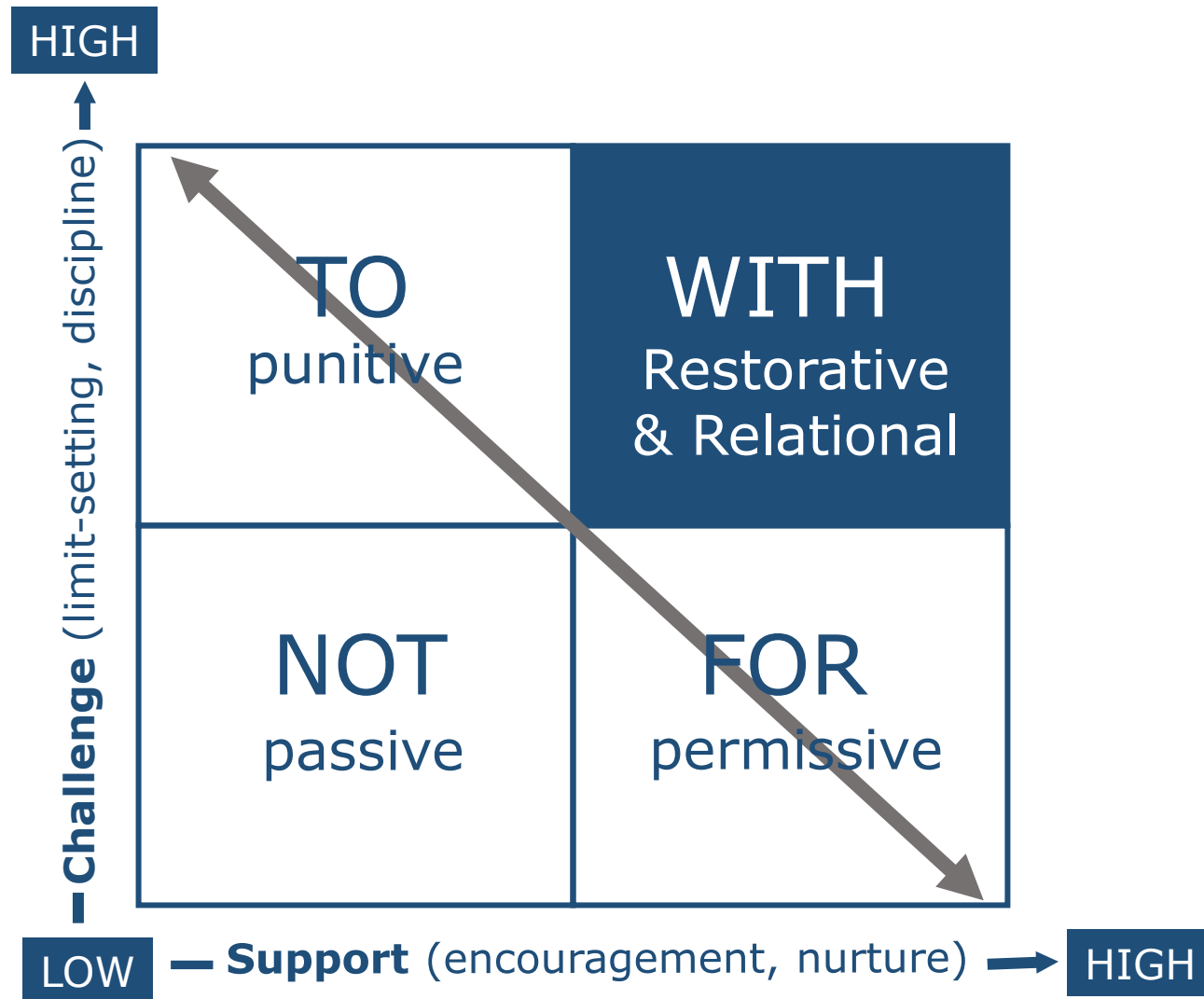
Develop community and manage
conflict through building,
strengthening and maintaining
existing relationships plus
repairing harm and broken
relationships

*Restorative and Relational Processes (RP) are
all encompassing and can be applied to all
aspects of our professional and personal
interactions*

Punitive - Permissive Continuum

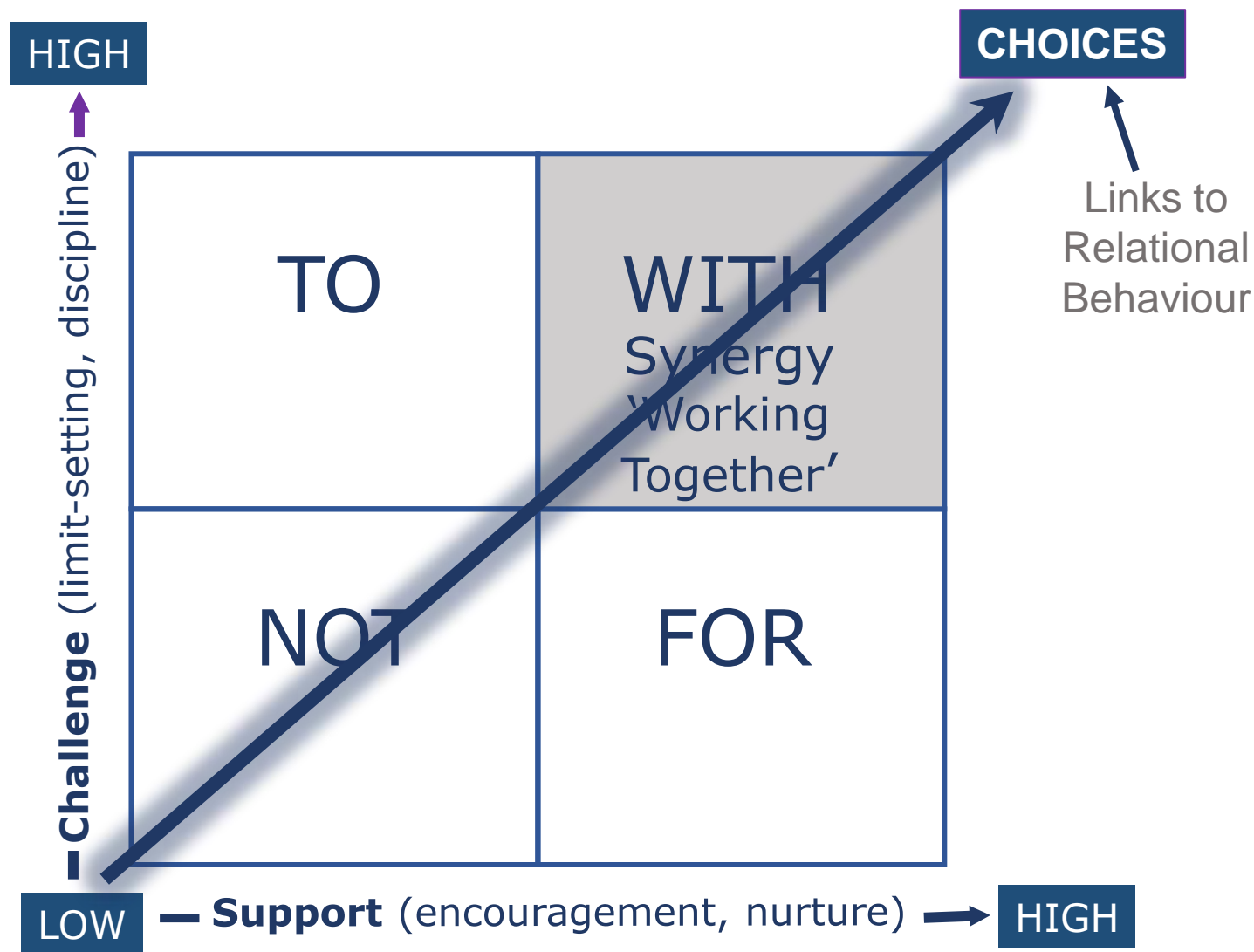


Relationship Styles Template (RST)



Davey and Boulton 2016

RST – Positive Choices & Relationships



Davey and Boulton 2016

Relational Behaviour

FEELINGS are simply **FEELINGS**

BEHAVIOUR is a **CHOICE**

THINKING can influence **BOTH**

Fair Process - The Central Idea ...

'... individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed ...'

(W Chan, Kim & Renee Mauborgne, Harvard Business Review, July – August 1997)

Fair Process: Three Key Principles

Engagement: - *This is about working with all those involved in an issue, incident or perhaps decisions to be made.*

Explanation: *This is about you having your say and also listening to what others say, helping you understanding each other.*

Clarity: - *This is about being very clear about what will happen next, which all involved will have a say in.*

Relational Questions 1



Used when challenging those causing harm:

- 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?

Relational Questions 2



Used when supporting those being 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?

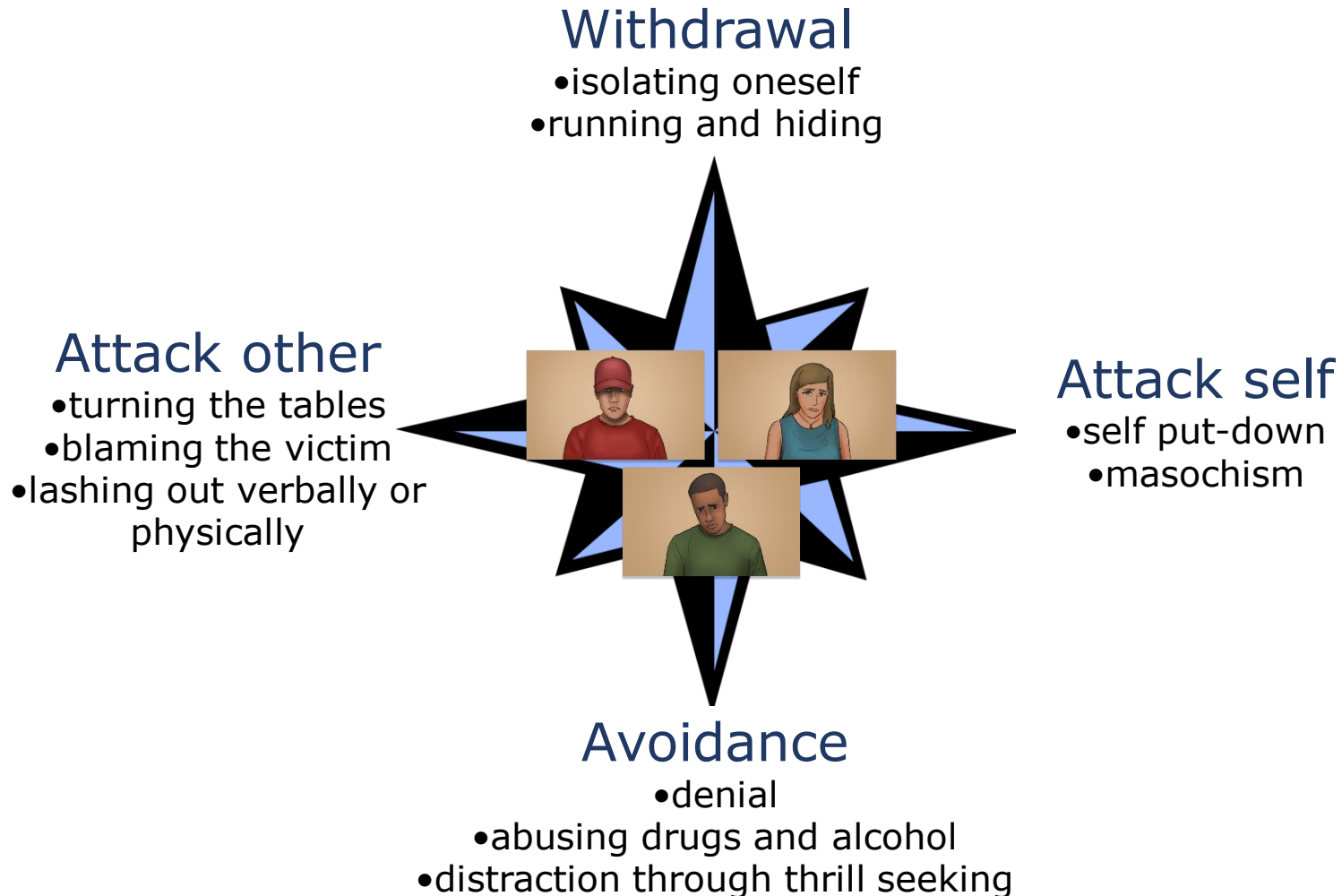
Shame ...



Think about how people
react when they
experience Shame

Compass of Shame ...

Adapted from Nathanson, 1992



Respond to others experiencing shame by:

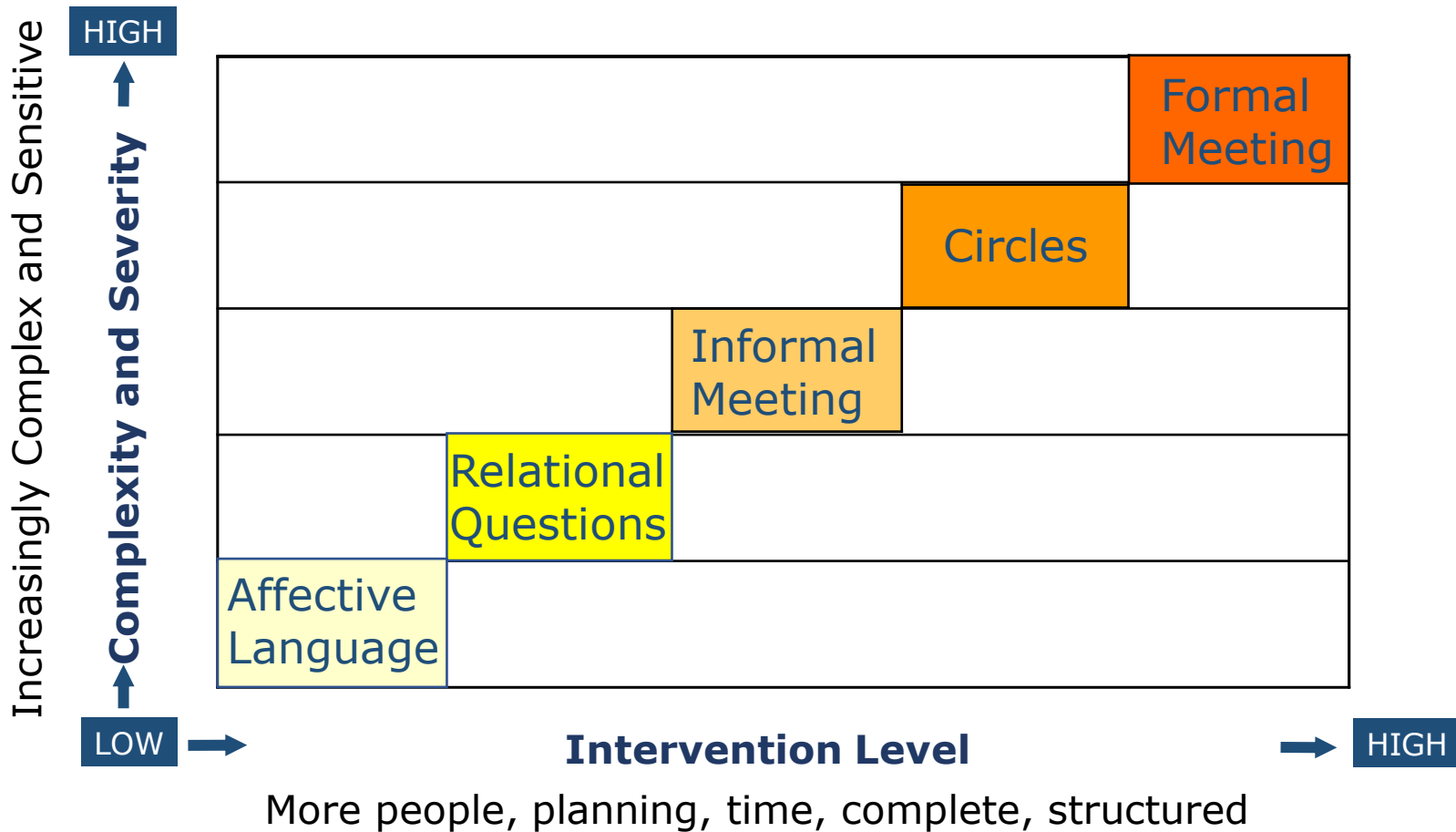
- listening to what they have to say
- being there for them
- not trying to problem solve
- exploring what led to them feeling shame
- acknowledging their feelings
- encouraging them to talk about what happened

Relational Processes ...

- allow the act (unacceptable behaviour) to be rejected, whilst
 - acknowledging the intrinsic worth of the person and their potential contribution to society (the school, community, workplace, etc.)
-
- Rejects ... 'ACT not ACTOR'
 - Separates ... 'DEED from DOER'

Relational Processes: Intervention Levels

*Adapted by Davey and Boulton from IIRP's
'Restorative Practices Continuum'*



Mapping of Identified Problems against RP Intervention Levels

Intervention Level	*	Problem Identified	Recommended Solution/s
Affective Language			
Relational Questions			
Informal Meeting			
Circles * Can be used at all other levels, when appropriate.			
Formal Meeting			

Implementation

- What can you do **yourself** to ensure that **you** work more restoratively?
- What can you do to help **your organisation** work more restoratively?
- How can **your team** work together effectively to develop a strong and sustainable 'Restorative Organisation'?

Organisational Change Window

HIGH

↑ (pressure (mandate, requirement))

<p>TO</p> <p>Managed strategic change</p> <p>Top-down imposed change</p>	<p>WITH</p> <p>Connecting personal & professional growth</p> <p>Self-managed project</p>
<p>NOT</p> <p>Cosmetic change (faddism)</p> <p>Avoiding/resisting change</p>	<p>FOR</p> <p>Management consultants</p> <p>Best practice emulation</p>

LOW — (support (encouragement, nurture)) → HIGH



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