



Restorative Approaches to conflict resolution in school

Oasis Academy Ryelands

Restorative Justice



Restorative Approaches to Resolve Conflict

Why we need to resolve conflict in a restorative way

Restorative Justice in school

Repairing Relationships

What are restorative approaches?

A Brief History



There is nothing new about restorative approaches to conflict resolution.

From the earliest of cavemen, to the Knights Templar, to sitting around the camp fire 'putting the world to rights' man has managed to resolve conflict and build relationships this way.



Native cultures such as Aboriginals, Maori and Native Americans used restorative practices to resolve conflict and to bring about a justice that healed.



The shift of responsibility

A Brief History



Indeed, up until the Norman Conquest of 1066 crime was considered to be committed against the person and not 'The State'

King Henry I

His reign marked the beginning of the transformation of the judicial system in England we recognise now

Cassius has stolen his neighbours pig and is caught.

He would go before the Elders of his community and have to explain what he did and why. His neighbour would have the chance to say how this event has affected him/others. The Elders would 'pass judgement' on the offence committed, the level of remorse/understanding of impact shown to the victim by the offender and how best to repair any damage (physical or emotional) caused would be taken into account. His 'punishment' would reflect this, with the emphasis being on repairing the damage (to property/relationships)



The shift of responsibility

A Brief History



The Crown v Joe Bloggs

Over the years, this system of justice has led to 'victims' being depersonalised, as the crime is against the state, not them, with no real voice of what they would like to see happen in terms of 'justice' or how damage caused is repaired.

The same has happened to the 'offender'
Their crime isn't 'personal' as they are answerable to 'The State' and 'punishments' negate the offender of taking any responsibility for their actions or repairing any damage caused.



Offenders are disconnected from their crime, their victim and harm they have caused.

Victims are disconnected from their sense of having their voices heard, justice being done and offenders taking responsibility for the harm caused.

The shift of responsibility

Where we are now

Then

- 1, What Happened?
- 2, Who was affected?
- 3, How can it be made right?



Now

- 1, What laws have been broken?
- 2, Who did it?
- 3, What punishment do the offender(s) deserve?

Research



With the American prison system under enormous pressure, especially from reoffenders, back in the 1960's it was clear an additional way forward had to be found.

Research showed that communities using a restorative, rather than punitive, approach to conflict resolution were more harmonious, their levels of emotional well-being and intelligence were higher, there was less crime, petty or otherwise and reoffending was minimal.

The first **VORP** (victim/offender reconciliation programme) was held in 1974. The term, Restorative Justice was coined in 1977 to refer to these ancient concepts of conflict resolution.

In 1994 the first school based conference was held in a school in Queensland as it was becoming increasingly clear that restorative approaches had a huge positive impact on conflict resolution and the school community.



Restorative approaches and how they work

In an educational context restorative approaches are defined as: Restoring good relationships when there has been conflict or harm, developing a school ethos to reduce the possibility of such conflict and harm arising.

- Conflict resolution focuses on repairing harm and reconnecting relationships.
- Violation of a person/s or community rather than a violation of school rules.
- Recognising harm done affects not just those involved but a wider circle of people.
- Defines accountability not of punishment but of acknowledging harm done and taking responsibility to repair harm.
- Identify the needs of the offender and victim and possibly community.
- All parties have a voice and are valued.
- Learning skills to resolve conflict in a restorative way without support.

Restorative approaches and how they work

What does it look like?

Restorative approaches are a framework of methods that contribute towards the building, maintaining and repairing a community



Everyday Behaviour
Building Skills

Restorative rules

Restorative language

Check in and out

Aims for the day

Circle time

Everyday Behaviour
Building Skills

Reflection time

Non prepared restorative
chat or enquiry

Classroom conference

Informal prepared
conference

Everyday Behaviour
Building Skills

Formal prepared
conference

Restorative sanctions

What can restorative approaches do for our school?

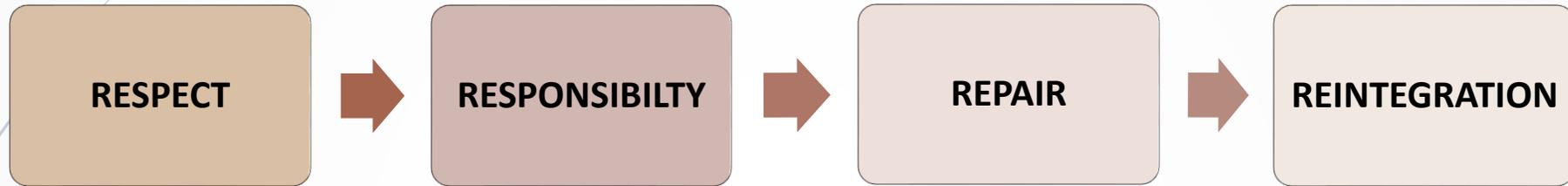
- ▶ Happier and safer school
- ▶ Mutually respectful relationships
- ▶ More effective teaching and learning
- ▶ Reducing exclusions
- ▶ Raising attendance
- ▶ Developing emotional literacy
- ▶ Addressing bullying behaviours
- ▶ Raising morale by culture of inclusion and belonging
- ▶ Reduces entry into CJS

(Criminal Justice System)

▶ **IT IS NOT
A SOFT
OPTION**

RJ is based on 4 key features

The 4 R's



Traditional Mind-set

- ▶ What happened
- ▶ Whose responsible
- ▶ What sanction do I need to enforce to;
 - ▶ change behaviour
 - ▶ deter others
 - ▶ avoid reoffending

Restorative Mind-set

- ▶ What happened
- ▶ Whose been affected
- ▶ What needs to happen to put things right
- ▶ How can I support this process to
 - change behaviour
 - deter others
 - avoid reoffending

Examples of restorative approaches to resolve conflict.

- What happened?
- What were you thinking (feeling) at the time?
- What do you think (feel) about it now?
- Who has been affected by what has happened? - In what way?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The emphasis is not on who is to blame, rather, than to find out what went wrong and to repair any damage done.

These questions are asked to all parties concerned. From them, everyone gets a sense of being heard and treated fairly. The disengaged become re-connected, the person is separate from the behaviour. An understanding should emerge as to how a situation developed and what part people played. The hope is that the situation will not occur again.

Examples of restorative approaches to resolve conflict.

Billy got angry and trashed the classroom. He broke a table while overturning it.

Billy is excluded for 2 days

Billy is dealt with in a restorative way

Consequences

Billy misses 2 days of his education

Billy's experience of a restorative way of conflict resolution is an education in itself

Billy's parents/carer's may need to find childcare/take time off work

Billy is out of education for a minimal time

Billy may feel he has 'got away with' what he has done (not having to face it)

Billy's parents/carers are 'inconvenienced' for as short a time as possible

Billy's parents/carers may feel they are being punished for their son's actions

Billy's parents/carers are involved in the process, so unlikely to disengage from working with the school

Billy may have little to no understanding of how his actions have affected others

Billy should gain a full understanding of the impact of his behaviour

Billy may feel disengaged from school/judged as a bad person

Billy is less likely to disengage from school as he feels supported in finding a resolution

These are just some of the possible consequences

Restorative Language

Reflection V Blame

“Give me the child until he is 7 and I will give you the man” – Aristotle

Apparently helpless in their mother's arms, the infant seems incapable of learning.

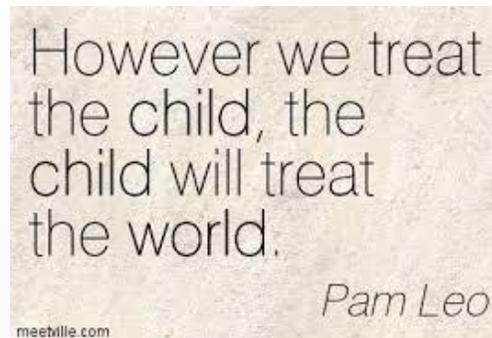
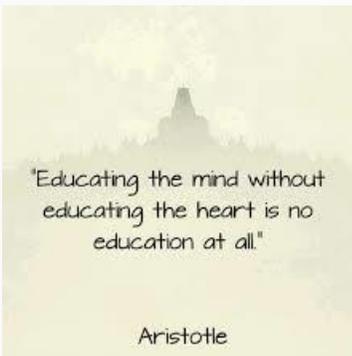
In fact, the baby is at the most absorptive stage and totally open to external influences.

From birth they learn to stand, to talk, and to think. Becoming able to stand upright, to speak, and to think are remarkable achievements in a period of three or four years.

The young child does this without benefit of formal instruction through a combination of latent ability, instinct, and, above all, imitation.

Imitation is the special talent that characterizes the period up to the age of six or seven.

The young child mimics everything in the environment uncritically-not only the sounds of speech, the gestures of people, but also the attitudes and values of parents and peers.



Just a thought....

Children Learn What They Live

By Dorothy Law Nolte (1924 – 2005)

If children live with criticism, they learn to condemn,
If children live with hostility, they learn to fight,
If children live with fear, they learn to be apprehensive,
If children live with pity, they learn to feel sorry for themselves,
If children live with ridicule, they learn to feel shy,
If children live with jealousy, they learn to feel envy,
If children live with shame, they learn to feel guilty,
If children live with encouragement, they learn confidence,
If children live with tolerance, they learn patience,
If children live with praise, they learn appreciation,
If children live with acceptance, they learn to love,
If children live with approval, they learn to like themselves,
If children live with recognition, they learn it is good to have a goal,
If children live with sharing, they learn generosity,
If children live with honesty, they learn truthfulness,
If children live with fairness, they learn justice,
If children live with kindness and consideration, they learn respect,
If children live with security, they learn to have faith
In themselves and in those around them,
If children live with friendliness, they learn the world
is a nice place in which to live

At Oasis Academy Ryelands we strongly believe that we all need to empower our children to live their best lives.

How do we do that?

The Oasis 9 Habits

To help us in this process of personal growth and development we have the Oasis 9 Habits

We believe that by living these habits, we become the best versions of ourselves and live healthier, happier lives.

<p>Compassionate</p> <p><i>'To be compassionate and kind whilst acting justly.'</i></p> <p>Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.</p>	<p>Patient</p> <p><i>'To be patient and persevering.'</i></p> <p>Patience is the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we wait and the attitude we adopt as we do so, delaying immediate gratification and being prepared to keep going for the long haul; not giving up when things don't work out but finding ways to develop work that is sustainable and grow relationships steadily. As we grow patience we gain a long-term perspective.</p>	<p>Humble</p> <p><i>'To be honouring of others through serving with humility.'</i></p> <p>To be humble is to recognise that all people are created equal and are therefore of equal value. Because of this, a humble person will not laud it over others or use power to coerce, or pursue position and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.</p>
<p>Joyful</p> <p><i>'To be joyful and positive and help others to be the same.'</i></p> <p>Real joy is not shallow or momentary but is rooted in a deep sense of contentment with life, free from grasping and striving. Such joy brings peace and calm to ourselves and others. It is liberating and life giving and builds resilience in our lives and the teams we are a part of.</p>	<p>Honest</p> <p><i>'To be honest and have integrity.'</i></p> <p>Honesty is about being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this, we become a person of integrity - there is an alignment between what we say we are and how we behave.</p>	<p>Hopeful</p> <p><i>'To be hopeful in seeking transformation.'</i></p> <p>Hope is not wishful thinking. It is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said that 'you have to kick at darkness until it bleeds daylight.' So hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.</p>
<p>Considerate</p> <p><i>'To choose to love others like you love yourself.'</i></p> <p>To be considerate is to see the intrinsic worth in others, to choose to care about them and treat them in the way that you would yourself. That is only truly possible when we understand our own self-worth and function from that place and belief. When we do this it changes the way we see, treat and respond to others.</p>	<p>Forgiving</p> <p><i>'To be forgiving and committed to healthy relationships.'</i></p> <p>To forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy but it is always transforming.....it always changes things.</p>	<p>Self-controlled</p> <p><i>'To be self-controlled.'</i></p> <p>Self-control is having the ability to manage our own emotions and actions. When we have self-control we are not controlled by our own emotions but are able to maintain a right perspective on our life, our work and our relationships. It is a key part of emotional intelligence.</p>

We are able to face life's challenges armed with the personal attributes needed to effect positive change and resolve conflict, be that internal or external conflict

At Oasis Academy Ryelands we strongly believe that we all need to empower our children to live their best lives.



Mission Statement

Exceptional Education at the Heart of the Community

Vision

- Able to integrate socially, make and sustain relationships.
- Understand we are all part of a global community
- To be equipped with knowledge and skills to access high quality further education.
- Able to contribute to societal well-being
- Enthusiastic about learning, confident and keen.

Values

I – Inclusion. We believe we are one family: we play together and learn together and no one is left out.

C - Community. We care for our community and help others whenever we can.

A - Aspirations. When you work hard and believe you can do anything you then have options.

R - Resilience. We never stop trying even when it gets tough.

E - Enjoyment. Developing a love of lifelong learning in our community.

Our I CARE Values incorporate the Oasis 9 Habits.

How do restorative approaches benefit my child and school?



Restorative approaches help develop a happier school where the focus is on learning not conflict. We hope that your child will enjoy coming to school because they feel safe and respected and they know that when things go wrong we will do everything we can to help put it right.

Restorative approaches encourage children to think about how their behaviour has affected others both pupils and staff. It helps children develop respect, responsibility and truth telling.

If your child has been upset we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

Likewise, if your child has behaved in a way that has caused conflict we will do our best to help them see why things went wrong and support them putting things right and repairing relationships that have been affected.



Restorative language we use at Ryelands. Restorative language that can be used at home.



When our children find themselves in conflict or upset we will ask them;

What happened?

What were you thinking when it happened?

What do you think now?

Who has been affected or upset by this and how?

What needs to happen to put this right?

We might also say to our children;

What would you think if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

How could you make sure this doesn't happen again?

Children also get into conflict at home. How many times have you been referee in your children's disputes?
Using this kind of language at home to facilitate them to understand and repair harm gives our children the tools they need to build their understanding of others feelings (empathy) to avoid disputes and the means to repair relationships when they go wrong.

Further information and advice.



If you would like any further information or advice on how restorative practices work in school or how you can implement these strategies at home please feel free to email the school office and Mrs Shukla or Ms Eaves will be able to guide you through the process.

For further information you can visit the Restorative Justice website at

www.restorativejustice4schools.co.uk

www.restorativejustice.org.uk

