

RPI Queensland

“We are all human before we are anything else”

The power of Restorative Practices comes from inviting people to tell their stories. Bill will share some practical case studies (stories) from his new book, and explore what a restorative response to a range of conflicts and incidents in schools looks like and feels like. Experienced restorative practitioners know that the initial restorative response is never enough on its own. It is the critical processes of restorative follow up and ongoing relationship management that delivers lasting differences to relationships and behaviour. Schools do best when they understand the implications of these processes to their record keeping and information sharing procedures. Restorative Practices are essentially peacebuilding pedagogies that require thought, planning and persistence.

1 st 90 minutes		
time	content	resources
Before start	<p><u>Have the names of the case study characters on whiteboard</u></p> <p>Georgia – the recipient of the post on Facebook Erin – the person who made the post Steve and Kathy – Georgia’s parents Paul and Elizabeth – Erin’s parents Louise – Head of wellbeing (conference facilitator) Mary – College Principal</p> <p><u>Put up affect, blueprint and CoS charts</u></p>	<p>White board and markers</p> <p>Flipchart page for affects</p> <p>Flipchart page for blueprint</p> <p>Flipchart page for CoS</p>



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Trashed on Facebook:

SLIDE: Book Cover

Thank you for coming to me! Marg may never forgive me for this. Having not worked in Qld, I think I'm just the new thing that you may have wanted to see!

Let's get straight into it. Today is based around a story – one of the many case studies from my new book. It's a fictional story about something that went awfully wrong in a school with two year 10 girls and Facebook (its already dated)!

I will do my best to bring this story to life for you and read the various characters. We will then you will go to work on looking hard at the emotions experienced by all involved in this issue. We will follow how an experienced practitioner called Louise worked with the families involved (alongside Mary, the college Principal) to address the matter in a way that caused no further harm to the people involved.

We will then turn our focus to after the conference – the legwork and *relationship management* that is necessary after the *incident management* is complete. I have provided you with a bounty of resources straight from the book (no substitute for actually purchasing the book) that I hope you will find very useful for getting your head around using the higher end of restorative Practices in your settings, or if you are already working this way, will help you to perhaps refine your practice.

So let's start – read with me if you like, or just relax and take in the story of Georgia and Erin.

SLIDES with Case study

Read the event and the preparation meeting 1: Georgia, Steve and Kathy (dramatically – really be Steve)

My book

10	SLIDE: Grab the Finger	
10	<p>Explain the Affects and the Central Blueprint – use flip chart or whiteboard and do it like I do on level 1 day</p> <p>SLIDE: Affect Script Psychology</p> <p>SLIDE: Psychology of Emotion book</p> <p>SLIDES: Affects</p>	<p>Flipchart / whiteboard Vick and Marg's book</p>
7	<p>Identifying the harm done and needs created</p> <p>SLIDE: What affects...Georgia</p> <p>Identifying Georgia's Needs</p> <ul style="list-style-type: none"> Whole group question: "What affects (emotions) have we seen from Georgia?" – + feedback affects table <p><i>Anguish, Shame, (self)Disgust, Fear, Anger,</i></p> <p>SLIDE: Table groups – 60 seconds</p> <ul style="list-style-type: none"> Groups (60 seconds) "What might be Georgia's concerns?" (consider this from a developmental standpoint of adolescence) + feedback 	<p>Whiteboard</p> <p>Handout p2</p>

	<p>SLIDE: Georgia's concerns <i>her reputation (will people I care about really think I have done this, will I be outcast?), to know that Erin doesn't actually believe what she said, to know why Erin said these things, feeling shame 'as if she had actually done what Erin said she'd done', her mum's reputation, what people might think of her family after this, thinking she'd have to leave the school, will this be the beginning of prolonged attacks from Erin and her friends?</i></p> <p>Ask the group – are we done?</p> <p><i>No, there's more than one victim here. We have many sets of needs to address</i></p>	
10	<p>Identifying Steve's Needs</p> <p>SLIDE: What affects...Steve</p> <p>Read (dramatically) Steve's outbursts:</p> <div data-bbox="398 821 1700 1125" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>'We pay good money to ensure that our daughter is safe from this type of defamation, but here we are – Georgia's reputation in tatters and my wife being branded a common whore on social media in a post that has been seen by hundreds of kids. What type of a school are you running here? Don't you teach your students about the risks of social media?' Mary, the principal, bristled at his words, and Louise knew it. 'Steve, we do everything possible to ensure the safety –' Steve cut Mary off. 'So I'd expect then that the young lady who accused Georgia of sleeping with multiple boys and saying that she learned this from her mother will be immediately expelled by the conclusion of our meeting and a written apology will be made to our family. Good then, I think we're finished.'</i></p> </div> <p>And a little later after Louise explored the harm with Georgia (which got Steve on his feet) and then empathised with him</p>	

“Steve I can’t imagine what this is like for you and Kathy at the moment”

‘Yes, I am angry, and Georgia and Kathy are hurt,’

- “What affects (emotions) have we seen from Steve?” + **feedback** – affects table

Anger, (Fear), Shame Dismissal/Disgust, Anguish

SLIDE: Which emotions (affects) are Steve hiding...

- Ask whole group (30 seconds)

“Which emotions are Steve hiding behind other emotions?” – + **feedback** make note of this on **affects table**

Steve’s confronting anger and aggression were covering feelings of anguish and powerlessness. This situation had dismantled his belief in his ability to protect his daughter and wife and he didn’t know what to do.

SLIDE: Table groups – 60 seconds

- Groups (60 seconds) “What might be Steve’s concerns?” + **feedback**

SLIDE: Steve’s concerns

Georgia’s reputation and what this will mean for her fitting in at school. Will she be bullied? Has Georgia done this? Do I know my little girl? Will she become depressed? will her grades fall? Will she need a psychologist? Will I lose my happy little girl into a black hole? Who is this Erin and what did Georgia do to her? What are her parents like? Would they condone this? How will Kathy handle this? What will other mums think of our parenting? What will people be saying about us as a family?

5	<p>Identifying Kathy's Needs</p> <p>SLIDE: What affects...Kathy</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>'I'm not so worried about what was said about me – I can handle that. What concerns me is the effect this will have on Georgia and her friendships.' Her voice broke, and she paused to gather her composure as she looked towards the ceiling and blinked to hold her tears at bay. 'I guess I...' – she quickly corrected herself – '...we want some answers from Erin.'</i></p> </div> <ul style="list-style-type: none"> • “What affects (emotions) have we seen from Kathy?” + feedback – affects table <p style="padding-left: 40px;"><i>Anger, (Fear), Shame Dismissal/Disgust, Anguish</i></p> <p>SLIDE: Table groups – 60 seconds</p> <ul style="list-style-type: none"> • Groups (60 seconds) “What might be Kathy's concerns?” <p>SLIDE: Kathy's concerns</p> <p><i>Georgia's reputation and what this will mean for her fitting in at school. Will she be bullied? Will she become depressed? will her grades fall? Will she need a psychologist? Will I lose my happy little girl into a black hole? Who is this Erin and what did Georgia do to her? What are her parents like? Would they condone this? How will Steve handle this? What will other mums think of our parenting? What will people be saying about us as a family?</i></p>	

5

Identifying Louise and Mary's Needs

SLIDE: What affects...Louise and Mary

Let's be real – Mary and Louise are NOT immune to the emotion (and if they were, it would be an awful thing). They come to this situation as humans firstly. School based politicians do very, very poorly with people in these predicaments. You know what I mean don't you!

- Together: List Louise's and Mary's affects (emotions) – remember how you have felt in this situation – **affects table**

Distress, Fear, Shame, Disgust, Anger

SLIDE: What might me Louie and Mary's Concerns

- Together: List Louise's and Mary's concerns?

SLIDE: Louise and Mary's concerns

We put our 'professional hat' on for this one, but, the emotions are the same. Fearful for what this means for the school's reputation, what might be the fallout in the community? What if Steve involves the police? What would this mean for the girls and the families if it went to court? What would be the expectations of the school board and the community if this becomes public? What if the media get hold of this and make something of it?

10

Louise (and Mary's) handling of the emotional dynamics

SLIDE: Task: Groups of 3

Groups of 3: Agree on three things that Louise did / said that helped Steve, Kathy and Georgia navigate their emotions + **feedback**

CLICK:

Louise was interested in how people felt and compassionate. She saw straight through Steve's rage to the distress and fear and only talked to those emotions.

SLIDE: How could have Louise stuffed this up?

Whole Group:

"Kathy is an experienced and highly skilled restorative practitioner – when I wrote this, I made it so she got it right!

Now, my time I've been no help to upset people many times. So let's look at how we can get this wrong. Steve was by far our toughest customer, so let's list some responses to Steve that would have kept him stuck in his anger (attack other) patterns (refer to compass of shame)

Together on whiteboard – list responses

SLIDE: Refer to Central Blueprint – on flipchart

"Louise allowed Steve, Georgia and Kathy to **work to their Central Blueprint**, in this case, imperative three. By asking questions to *draw out the venom*, they were able to begin to express and metabolise the distress, anger, fear, disgust, dissmell and shame.

By doing these things (refer to list of wrongs) Kathy wouldn't have allowed this expression. Most importantly, by showing **interest** in their situation (compassion) and an **interest** in helping them put things back together, Kathy has helped them to begin to feel better and they have become **interested** in trying to solve the problem as well.

On affects sheet


Vick Kelly Quote on ppt

	<p>SLIDE: Compound Interest</p>	
10	<p>SLIDE- It's Story time</p> <p>Read the preparation meeting for Erin, Paul and Elizabeth – dramatize Louise well, ask group to take note of the tone of enquiry used with Erin</p>	
5	<p>SLIDE: What affects...Erin</p> <ul style="list-style-type: none"> • “What affects (emotions) have we seen from Erin?” – + feedback affects table <p><i>Distress, Shame, (self)Disgust, Fear,</i></p> <p>SLIDE: What might be Erin's concerns</p> <ul style="list-style-type: none"> • As whole group: “What might be Erin's concerns?” (consider this from a developmental standpoint of adolescence) + feedback <p>SLIDE Erin's concerns</p> <p><i>How much trouble am I in for this? Will I lose my phone? Will I be expelled? Will my friends hate me for this? Will the police be involved? Will my parents be sued?</i></p>	
7	<p>SLIDE: What affects...Elizabeth and Paul</p> <ul style="list-style-type: none"> • “What affects (emotions) have we seen from Elizabeth and Paul?” – + feedback affects table <p><i>Distress, Anger, Shame, Disgust, Fear,</i></p> <p>SLIDE: What might be Elizabeth and Paul's concerns?</p> <ul style="list-style-type: none"> • As whole group: “What might be Elizabeth's and Paul's concerns?” + feedback 	

	<p>SLIDE: Elizabeth and Paul's concerns <i>How could Erin do this? What must this be like for the other girl and her family? Will they involve the police? Will Erin be charged? Will Erin be asked to leave the school? What will this mean for her future? Would any other school have her after this? What does this mean for Erin's future employment possibilities?</i></p>	
10	<p>SLIDE: Question for everyone...</p> <ul style="list-style-type: none"> • As whole group: "What did Louise do that made it more likely that Erin would do the brave work of being part of a conference (facing up to Georgia and her parents) to address the matter?" <p>SLIDE: Louise went straight...</p> <ul style="list-style-type: none"> ○ Louise went straight to the point about the matter, no tiptoeing and asked Erin directly offering little wriggle room, kept her questions focused on Erin (tactically ignored Paul briefly) and asked gently: <ul style="list-style-type: none"> ‘Erin, what do you need us to know about what may or may not be on your Facebook about Georgia Banks and her mother, Kathy?’ <p>CLICK:</p> <ul style="list-style-type: none"> ○ Louise made it clear quickly that Georgia and her family were interested in coming face to face to deal with the matter and no decisions had been made (as yet) about involving police. ○ Louise seized a teachable moment to compassionately explain to Erin in front of her parents that her awful feelings were shame and that it was appropriate that she be feeling it at that moment and what those awful feelings were motivating her to do. <p><i>Louise stood up and moved next to Erin with a box of tissues. ‘Erin, those awful feelings you have now are what will help you to fix this. Start by telling us exactly what the post said.’</i></p> ○ Louise proceeded without delay into the wrongdoer questions about the intent and the effect of the post on Georgia and her family. She deliberately focused Erin's attention on 'others', as if this 	

	<p>was Erin’s primary concern (because that would be a good person’s primary concern). This made Erin a good person. (Right sized Erin again)</p> <ul style="list-style-type: none"> ○ Mary showed compassion by getting a glass of water for Erin. The message to Erin and her parents through this behaviour was: <p><i>SLIDE: RPs Separating the sin... We know that you are a good kid who has made an awful mistake that has had some awful consequences for others but we are going to help you to face this and put things back together – there is hope and you can do this, even though it will be hard.</i></p> <p>This very deliberate and compassionate separation of deed from doer (sin from sinner) is critical in helping people into a space where they can do the brave work of facing their mistakes.</p>	
	<p><i>SLIDE: Have a look at your completed affect table...</i> Refer folks back to their affect sheet and ask “Before we go to break, have a look at the emotions being experienced by all involved in this problem. What do you notice?”</p>	
<p>BREAK</p> <p>Above is at 104 minutes currently.</p>		

15	<p>The Conference</p> <p>SLIDE of seating plan up as participants re enter</p> <p>So, the sad news is that I'm not going to ask for people to play the roles of Erin, Georgia and their parents and role play the conference (I do on my own conference facilitator training though – the last one we did was spectacular! Teachers make such great actors)</p> <p>I will however read the introduction to the conference and the conclusion to show how the rules of engagement were laid out and how things ended. The middle section was of course where the restorative questions were asked to all participants to explore the incident, explore the harm, draw out affect and then explore a way forward.</p> <ul style="list-style-type: none"> • Read 'Conference proceedings' p201 from book <p>SLIDES ...</p> <ul style="list-style-type: none"> • Read how Louise began the conference - • Read how Louise closed the conference and summarised the agreement <p>SLIDE: Key Principles...</p> <p>Moxon, Scudder and Peters sum this business well...</p>	Pages 7-10 of booklet
10	<p>SLIDE: The Conference Agreement</p> <p>On page 4 of the booklet is the agreement that came from this conference. In groups of 3, Take three minutes to pour over it and then generate some</p>	

	<ul style="list-style-type: none">• Thoughts to share• Questions to ask <p>For the group</p>	
10	<p>Parallel Universe Task <i>SLIDE: Parallel universe</i></p> <p>Let's now employ the multiverse theory and split of into two alternative realities. Let's go into non-restorative universe (the one most schools would use in this situation). In our alternate reality:</p> <ul style="list-style-type: none">• Georgia had been interviewed (no parents)• Erin had been interviewed (no parents)• A case was built against Erin• The school chose a consequence for Erin and there was no engagement with (or between) the girls and their parents <p><i>SLIDE: Desired Outcomes</i></p> <p>On whiteboard – do the outcomes task:</p> <p>Outcomes for</p> <ul style="list-style-type: none">• Georgia• Erin• Steve and Kathy• Paul and Elizabeth• School Community	whiteboard 

3	<p>SLIDE: Good restorative practice is 1% inspiration and 99% perspiration!</p> <p>Say: <i>This is the part of the implementation that sorts the chaff from the wheat – If you aren't prepared to put as much time (sometimes more) into the follow up after restorative processes then this stuff is not for you. I learned that good restorative practice is 1 percent inspiration and 99 percent perspiration!</i></p> <p>SLIDE</p> <p><i>In some schools restorative practice has unfairly gained a reputation for being soft and low on accountability. In my experience, a key factor in this state of affairs has been a lack of rigour in conference follow-up. Inevitably, students have lost faith in conferencing to deliver lasting change, and schools have either abandoned restorative practice or become caught in a state of limbo between restorative and punitive approaches. In this limbo, schools have begun to slip back towards old, punitive approaches. (252)</i></p>	
5	<p>SLIDE: Keystones and continuum (in workbook p6)</p> <ul style="list-style-type: none"> • Explain keystones and the notion of <i>crumbled conversations</i>. <ul style="list-style-type: none"> ○ This level of follow up isn't always necessary – <p>SLIDE: Matching agreement type.. (in workbook p5)</p>	Workbook – keystones and agreement/conference type
5	<p>SLIDE: in your workbook p3</p> <ul style="list-style-type: none"> • Same groups of 3 list the needs of Georgia and her family following the conference under these headings and how the college might go about meeting these needs: <ul style="list-style-type: none"> ○ Procedural ○ Emotional <p>Groups make notes in the workbook + feedback</p>	Workbook

5	<p>SLIDE: Formal Conference Agreements</p> <ul style="list-style-type: none"> • Outline what has been done, or still needs to be done, to repair the harm • Specify how behaviours will change following the conference • Outline agreed actions if the previous two points are not adhered to • Name the people who will monitor the agreement <p>Specify when agreement review meetings will take place and who will be involved in review meeting</p>	
1	<p>SLIDE: Matching Process to Agreement type diagram</p> <p>Mention that there will be grey areas in regards to whether a restorative intervention needs a formally documented agreement – point to these part of the continuum</p>	
5	<p>SLIDE: Lower level conferences...</p> <ul style="list-style-type: none"> • When students (or staff) request a formally documented and reviewed agreement. <i>At the conclusion of a lower-level conference, ask, 'Is our agreement a verbal agreement, or do we need to make it formal and write it down and review it later?'</i> • When parents request a formal written agreement. • If bullying behaviour may be behind the issues addressed in a lower-level process, and the situation requires close monitoring • Student(s) with history of repeated behaviours of the same nature - needs extra support to remain accountable. • Student(s) with a history difficulty honouring verbal agreements from previous low-level conferences: needs extra support to remain accountable. 	
10	<p>SLIDE: All these Agreements... (adapted from Hansberry 2016 p258)</p> <ol style="list-style-type: none"> 1. The original conference agreements are created from the school's own agreement template 2. Conference agreements are electronically saved to a folder titled 'active conference agreements' on a shared drive that is accessible to staff who may come into contact with any of the students named in the agreement. 	

- classroom or pastoral care teachers of involved students
- grade coordinators and/or heads of house[AQ]
- school counsellors
- school psychologists
- school leadership.

add a common file-path footer to all conference agreements so the electronic file can be located from any hard copy

A hard-copy original of the conference agreement is printed and signed by those present at the conference.

3. Once the original conference agreement is signed by all, a copy should be produced for:
 - students who participated in the conference
 - adults who participated in the conference (staff and parents)
 - class teachers of conference participants and all other staff who work with the young people involved
 - the school records and/or discipline files of students involved.
4. The signed original should be placed and kept in a central location (perhaps a folder that stays in the school's administration area).
5. For students who have specified actions to undertake to honour the terms of the agreement, it is a good idea to complete and attach an accompanying parent letter for conference agreements (see Chapter 29). For ease of access, a template for this letter should be kept on the school's network in a location that is accessible to all conference facilitators. Classroom teachers, pastoral care teachers and heads of house who facilitate restorative conferences with their students can also access the template.
6. It is absolutely critical to review active conference agreements with students at scheduled meetings following the conference and in the first week (if possible) of each new school term. This is a vital process as it keeps the terms of the agreement fresh in the minds of students and can be used to deal with any relationship hiccups from the school holidays before they begin to cause problems at school. This process also brings the students together and has the potential to improve relations between them.

	<p>7. Updating the 'agreement summary': a document that keeps appropriate staff members aware of conference agreements that affect particular students. This 'agreement summary' needs to be kept updated with the details of active conference agreements and distributed to all teaching staff who will have contact with affected students in the classroom or schoolyard.</p> <p>8. Updating the student behaviour database to show that a conference agreement is linked to that incident. Different schools use different types of databases to keep records of disciplinary issues. Regardless of the system used, any record of a behavioural incident will normally contain details of the incident as well as the consequence chosen by the school to address that incident. When a restorative conference has been held, the database record must indicate this and refer the reader to relevant documentation associated with that conference (usually the conference agreement).</p>	
2	<p>Agreement Review Meetings (adapted from Hansberry 2016 p)</p> <ul style="list-style-type: none"> • Conference is only the beginning of the healing • Shift from <i>incident management</i> (we do this already) to <i>relationship management</i> (where we get bang for buck) • Builds on <i>positive affect</i> from conference (<i>positive sentiment override</i> – John Gottman) • Must be facilitated by the adult who attended conference • End with a documentation of the review outcome and signed by students • Don't happen for ever – agreements can be made inactive 	
2	<p>The Agreement Review Process</p> <ul style="list-style-type: none"> • 10-15 minutes (max) • Are light low on formality • Happen in a circle around the conference agreement – <i>have copies ready</i> • Can be incredible teaching moments (depending on facilitator's relationship with the kids involved and skill level) • Can involve peer coaching between the kids involved - <i>Adult must play dumb!</i> 	

	<ul style="list-style-type: none"> • Can follow a script (in book) 	
5	<p>SLIDE: Keystones</p> <p>Ask the group to look at the keystones like you might a unit of work – where is the learning taking place for Erin? + feedback</p>	
5	<p>SLIDE: Broken Agreements</p> <ul style="list-style-type: none"> • Suck! - disappointing (deflating) and distressing • Are to be expected! <i>kids are fallible and so are those supporting them (remember the parallel universe)</i> • <i>Keep Calm and Carry out:</i> <ul style="list-style-type: none"> ○ <i>Reassure students that all is not lost</i> ○ <i>Expectation clarity: everyone knew the ‘what if...’</i> ○ <i>Keep the focus on fixing the problem (restorative) while all students are present – use script</i> ○ <i>Discuss sanctions in private with students and Don’t expect a box of chocolates –disappointment = anger</i> <p><i>A broken agreement isn’t always the students’ fault – it might have been an adult not keeping their end of the agreement – deal with this in a collegial (matter of fact) and solution focused way</i></p>	
5	<p>SLIDE: Discuss</p> <p>And feedback</p>	

5	<p>Keeping people in the loop</p> <p>How to lose support for RPs at your school:</p> <ul style="list-style-type: none">• Don't inform colleagues about the outcomes of restorative conferences• Keep excellent conference records and keep them to yourself (or within the RPs team)• Make conference agreements accessible and never face to face conversations with colleagues• Constantly withdraw students from classes for conferences and agreement reviews without explanation• Don't insist on staff meeting time to share important information with staff about conferences and agreements	
3	<p><i>SLIDE: The Restorative School</i> <i>SLIDE: Martin Luther King</i> <i>SLIDE: Thankyou</i></p> <p>Above is at 96 minutes currently. It will need to put time stamps on running sheet and ppt slides and NOT go over time.</p>	