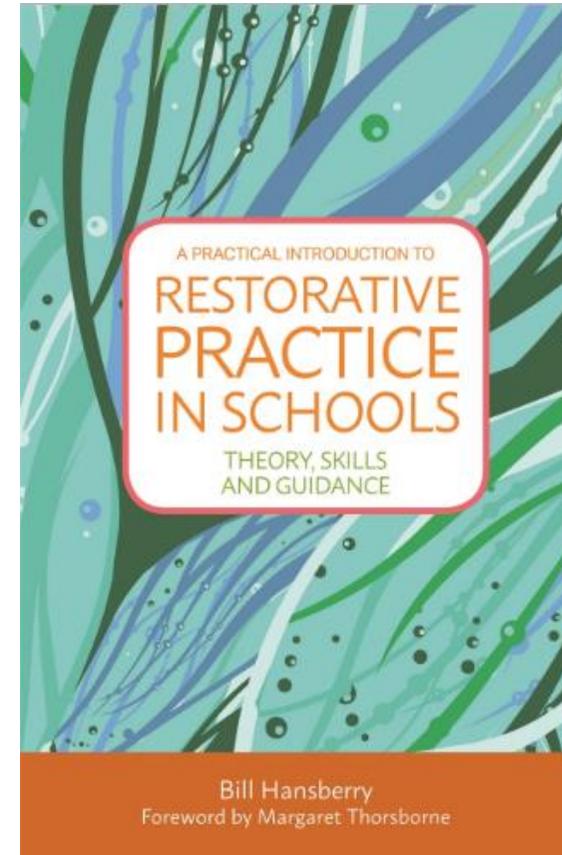


*Thinking,
Feeling,
Working
and Following through
Restoratively*

Bill Hansberry, Consultant

www.hansberryec.com.au



People's affects before the conference

	Positive Affects: <i>Rewarding</i>		Neutral	Negative Affects: <i>Punishing</i>					
	Interest- excitement	Enjoyment - joy	Surprise- startle	Fear-terror	Distress- anguish	Anger - rage	disgust	dissmell	Shame - humiliation
Georgia									
Steve									
Kathy									
Louise / Mary									
Erin									
Paul									
Elizabeth									

Louise's *handling* of the emotions

In a group of 3, see if you can agree on three things that Louise did or said that helped Georgia and her parents begin to *process* their negative emotions

1.

2.

3.

Georgia's, Steve's and Kathy's needs following the day of conference

In groups of three – put yourselves into the Banks' boots. During the glass of O.J. and biscuit following the conference you will be feeling much better and quite hopeful that the agreement will be followed. However, as the *interest* and *enjoyment* affect fades after you part company with Erin and her parents, your thoughts will naturally turn to the future. What will be your needs over the next week and then the following months?

<i>Emotional Needs</i>	<i>Procedural needs</i>
How might the college meet these needs?	How might the college meet these needs?

FORMAL RESTORATIVE CONFERENCE AGREEMENT BETWEEN GEORGIA BANKS, ERIN STARK (AND COLLEGE)

Conference date: 22/11/16

Conference participants:

Georgia Banks, Steve Banks, Kathy Banks, Erin Stark, Elizabeth Stark, Paul Stark, Louise Laylaw (facilitator)

What's been happening?

On 18/11/16 Erin posted on Facebook that Georgia had slept with several boys and that she had learned this behaviour from her mother (Kathy). This is not true and was posted with malicious intent. The post was taken down by Erin on 21/11/16.

We agree that:

- Erin will post a retraction of her comments on her Facebook page and an apology to Georgia and her family. This will be posted by 8 p.m. this evening.
- Louise will arrange a meeting of the girls that Erin and Georgia agree would have seen or heard about the post, and Erin and Georgia will share the facts of the matter with them.
- Erin will not post defamatory material about any other student of this school on social media again.
- Erin and Georgia have agreed to arrange for a cyber-safety expert to speak to the middle school about the legal implications of posting defamatory material on social media.

This agreement will be monitored by:

Erin, Georgia and Louise. The first agreement review is scheduled for 29/11/16 at 9 a.m.

If this agreement is broken/how we will handle it if this happens again (or conditions are not met):

- If Erin breaches this agreement, she will be required to repair the harm caused.
- Erin may face suspension and loss of all school Internet access.

Signed:

Georgia Banks



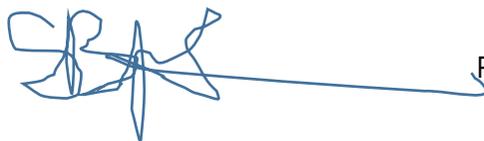
Erin Stark



Kathy Banks



Steve Banks



Paul Stark



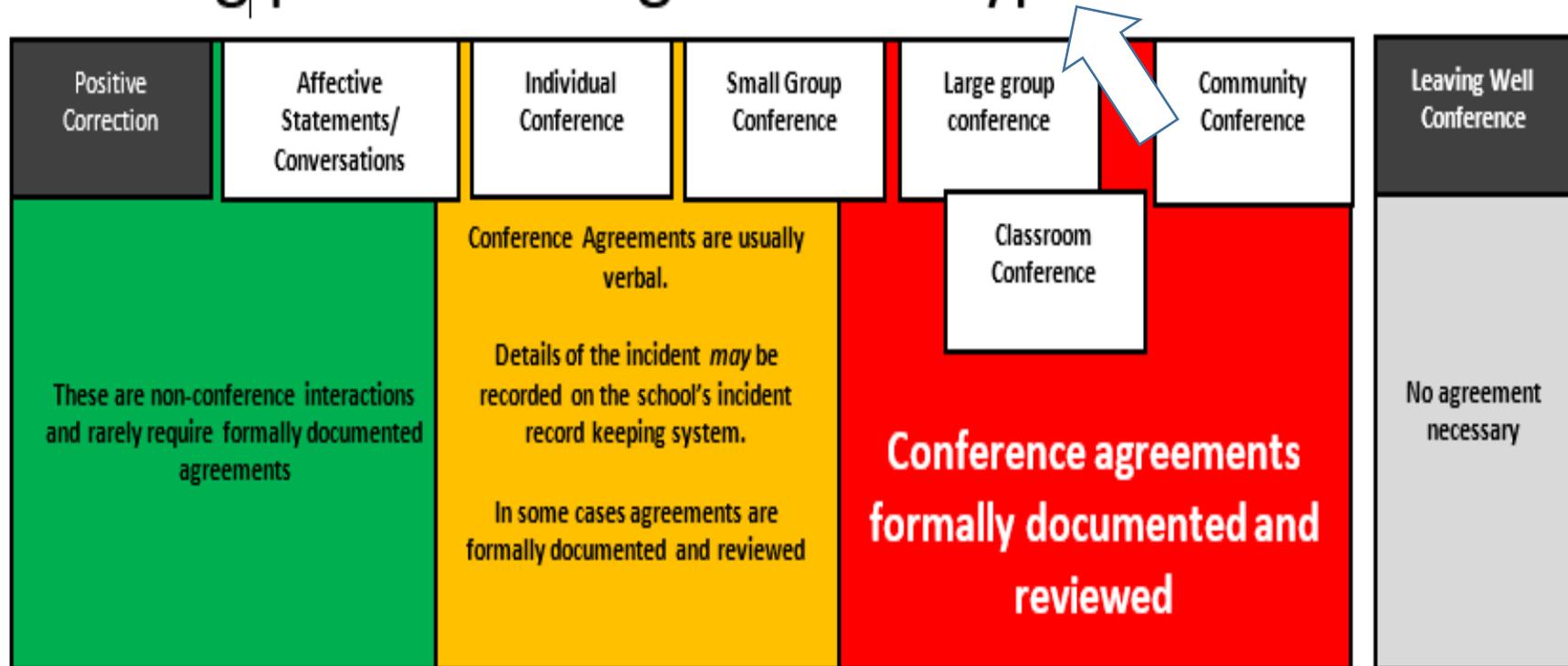
Elizabeth Stark



Louise Laylaw (F)



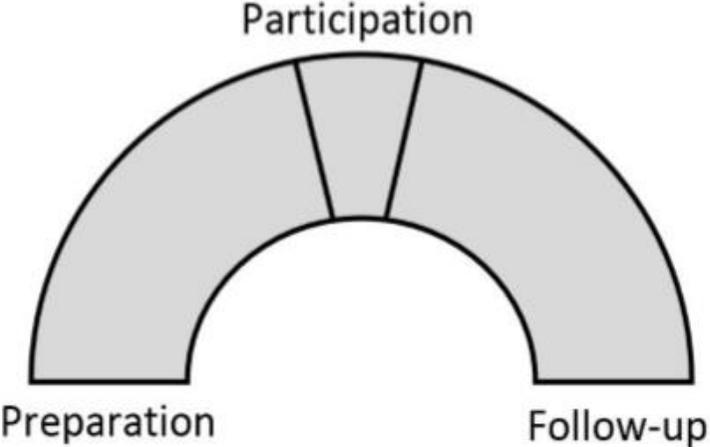
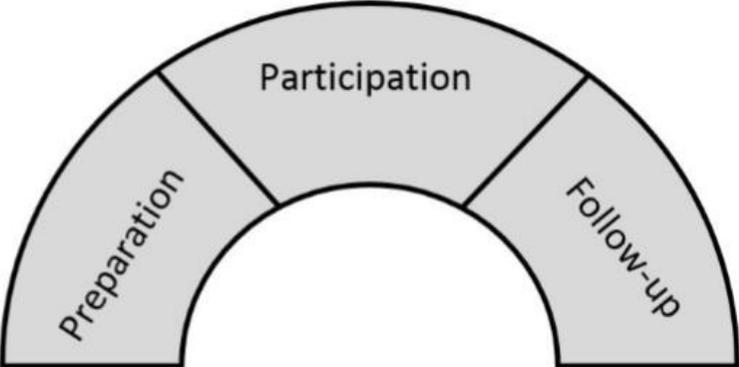
Matching process to agreement type



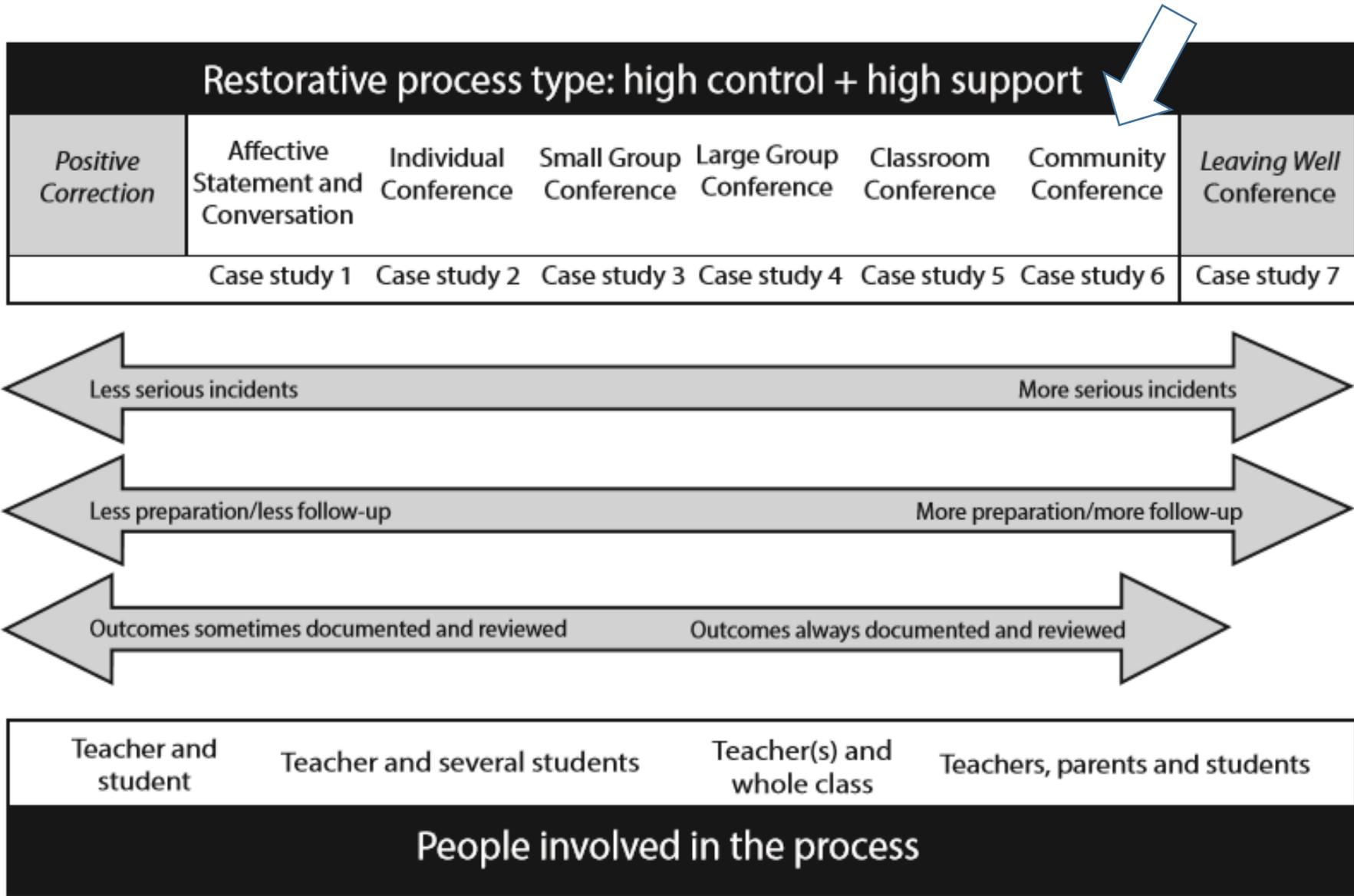
From Hansberry (2016) A Practical Introduction to Restorative Practice in Schools

Conferencing Keystones

(Adapted with permission from Jansen and Matla 2011)



Georgia's and Erin's conference



From Hansberry (2016) A Practical Introduction to Restorative Practice in Schools

Community Conference Script – Trashed on Facebook

From Hansberry (2016) A Practical Introduction to Restorative Practice in Schools

Important Note

Preparing and facilitating a restorative conference like this one requires that the facilitator be trained in formal conference facilitation. Training in Queensland is available through Margaret Thorsborne and Associates

1. *Introduction*

Welcome, as you know my name is Louise and I will be running this conference.

I'd like to thank you all for making the effort to attend. This is a difficult and sensitive matter, and your participation will help us deal with it. The conference will deal with the incident where Erin posted comments on Facebook referring to Georgia as a slut, accusing her of sleeping with the boyfriends of students and suggesting she had learned to behave this way from her mother Kathy. These comments were posted last Friday evening. College policy states that this is a college matter and can be addressed by the college.

We will focus on what Erin did and how her behaviour affected Georgia and her family. We are not here to decide whether Erin is a good or bad person. We want to explore how people have been affected, and see whether we can begin to repair the harm that has been done.

I met with you all prior to this conference but you've not yet met one another. Before we begin, I'd like to introduce everybody here and briefly indicate their reasons for being here.

Of course there are some ground rules for our meeting today.

- As difficult as this matter is, we must all remain respectful in the way we speak to one another
- We will take turns to speak, no interruptions
- If you need to leave the conference for a moment, please tell me.
- If at any point I feel that we are making matters worse, I will call an end to this meeting and we will explore alternative ways of addressing the matter.

How do those sound to everybody?

Everyone will be given a chance to be heard – This means we will be here for about 1 hour.

To Erin:

Erin, you have admitted your involvement in the incident. You are free to leave this conference at any stage but if you do, this matter will be dealt with differently. This matter will be finished when this conference is over and you have completed what people ask you to do to repair the harm. Is that clear?

2. *Telling the Story*

To Erin:

To help us understand what harm has been done and who has been affected by this incident, could you begin by telling us what happened?

What were you thinking when you:

- Referred to Georgia as a slut
- Accused her of sleeping with boyfriends of other students
- Made comments mentioning Georgia's Mother, Kathryn
- What were you hoping would happen?
- What have you thought about since you posted the comments?
- Who do you think has been affected by your actions?
- In what way?

3. *Exploring the harm*

To Georgia

- What did you think when you first heard of the comments on Facebook?
- What about since then?
- How has this affected you?
- How did your family and friends react when they heard about this?
- What has been the worst of it?

To Georgia's parents: Kathy and Steven

- What did you think when you heard of the comments on Facebook?
- What's happened since?
- What changes have you seen in Erin?
- What are the main issues here for you?
- What has been the worst of it?

To Erin's parents: Paul and Elizabeth

- This must be difficult to hear
- What did you think when you heard?
- What's happened since?
- How has this affected you?
- What's been the worst of it?

4. *Acknowledgement and Apology*

To Erin

Now that you've heard from everyone about how they've been affected by what you have done, is there anything you want to say to Georgia and her parents, or anyone else here?

(Is there something (people) need to hear from you right now?)

5. *Agreement*

To Georgia, Kathy, Steven

- What would you like to see happen as a result of our meeting here today that might start to repair the harm caused?

To Erin, Paul, Elizabeth

- Does that seem fair?
- Is there something you'd like to see happen that might help?

To all

- Who will be responsible for supervising the terms of this agreement?
- When should the girls and I meet to check on how the agreement is going?
- How would you all like to be kept in the loop?

6. *Closing the conference*

To all

I will now record the agreement that has been reached here. This will formally close the matter, subject to completion of the agreement. You will each be asked to sign it and you will be given a copy before you leave.

Is there anything else anyone wants to say?

You have all worked hard to resolve this incident and the agreement you have reached should go a long way towards repairing the harm done.

While I write the agreement which I'll ask you to sign before you leave, please enjoy the refreshments we have provided for you.

Summary of Restorative Conference Agreements: Term 3, 2016

From Hansberry (2016) A Practical Introduction to Restorative Practice in Schools

Dear Colleagues,

As part of our behaviour development processes, we keep track of and review restorative conference agreements.

The process of bringing students together to go over their agreements is a preventative measure that keeps students accountable to one another and clear about their obligations to each other and our school community.

The original conference agreements are kept in the administration area, and all involved parties (students, parents and teachers) have copies of agreements.

This document is a summary of all of the current (active) agreements. You have been given a copy to inform you of existing conference agreements in case you happen to be working through an issue with students who have a pre-existing agreement with each other. These agreements often outline how future problems between certain students are to be handled. If you are helping students deal with a problem, you can ask, 'Do you have an agreement with each other or the school that I need to know about?' Students are normally forthcoming with this information.

If you wish to see a copy of the original agreements, please don't hesitate to see me or to get on the administrative network and follow the file path in the agreement summaries below.

Please have a look at the summary agreements to gain an awareness of who has agreements with whom.

Overview of current agreements at Justicetown School

1. Joe Dirt and Jim Dust
2. Janet Plant, John Mud and Class 6/7B
3. Georgia Banks and Erin Stark
4. Four-square players

Non-active agreements are agreements that students and I have decided no longer need reviewing. These are also kept in the office.

Restorative Conference Agreement Between Georgia Banks and Erin Stark

Conference held: 22/11/16 Facilitated by: Louise Laylaw

Full conference agreement on file at: J:/COMMON/RPCoord/ documentation/RJ/Agreements from conferences/GBanks and EStark 221116.doc

Agreement summary

- An information-sharing Circle will be called to put the record straight on the rumour that Erin started.
- Erin will not post defamatory material on social media about any students at this school again.
- Georgia and Erin will plan a cyber-safety seminar.

Review meeting notes

Review meeting 1 Reviewed 29/11/16: The information-sharing Circle has been completed and went well. Erin really stepped up. Both girls signed the master agreement as a record of having reviewed the agreement.

Review meeting 2 Reviewed 6/12/16: All is well – Erin has made preliminary enquiries about the cyber-safety seminar for later in the school year. Both girls signed the master agreement as a record of having reviewed the agreement.

Review meeting 3 Reviewed 1/3/17: All is well – Erin and Georgia have a phone meeting arranged with CyberSmartKids to plan a workshop for the middle school. Both girls signed the master agreement as a record of having reviewed the agreement.

Review meeting 4 Reviewed 1/4/17: The cyber-safety seminar went very well. Both girls have agreed that all terms of the agreement have been met and the agreement can become inactive. A letter to this effect is being sent home by Mrs Laylaw to both sets of parents. Both students signed the master agreement as a record of having reviewed the agreement.

Accompanying Letter for Restorative Conference Agreements

Dear Parent/Caregiver,

Please find enclosed a copy of the restorative conference agreement that we made in our conference on [date]. All those affected by this agreement have signed the original, and this original is now kept at the school. This agreement will be reviewed in a series of short meetings with the students involved until the agreement is made inactive.

Your part in helping your child adhere to this agreement:

It is very important that, as adults, we give the children support to meet the expectations laid out in this agreement. It is often the case that children don't know where to start when needing to make things better with others after a problem, or how to follow through with meeting the conditions of agreements that have been made in a conference.

Just leaving children to their own devices and expecting that they will stick to this agreement, without any help, can be a recipe for further problems and can lead to the agreement being broken.

You can help your child and support us at the school by:

- reading through the agreement carefully with your child to make sure you both understand what is expected
- checking that your child understands what will happen if they break the agreement or don't meet the expectations laid out in the agreement
- checking in with your child occasionally about the agreement by asking them how it is going – be careful not to ask too often because that may cause your child to think that they have to 'create' problems to tell you about
- keeping the agreement in a set place at home (perhaps stuck on the fridge) and going through it occasionally with your child to keep it fresh in their memory.

It is important to understand that this conference agreement is within the School's Behaviour Development Policy and will be taken into careful consideration in any future incidents involving the students named in the agreement.

If you have any questions, please do not hesitate to contact the conference facilitator (named on the attached copy of the conference agreement).

Thank you,

[Signature]

Restorative Conference Agreement Made Inactive

Dear Parent/Caregiver,

This letter is to inform you that the restorative conference agreement your child [name] had with [other name] has been so successful that in our recent review meeting on the [date], we decided to make their agreement inactive. This means that we will no longer need to meet to talk about how the agreement is going because:

- all conditions of the agreement have been met and things have been put right
- the relationship between the students is going well
- the students have made the agreement work by sticking to it.

The agreement will be kept in our records in case the students involved have another problem so that we can either make it active again or use it to help us with making a new agreement.

Please congratulate your child on sticking to their agreement. They should be very proud of themselves.

Regards,

[Signature]