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Restorative Interventions

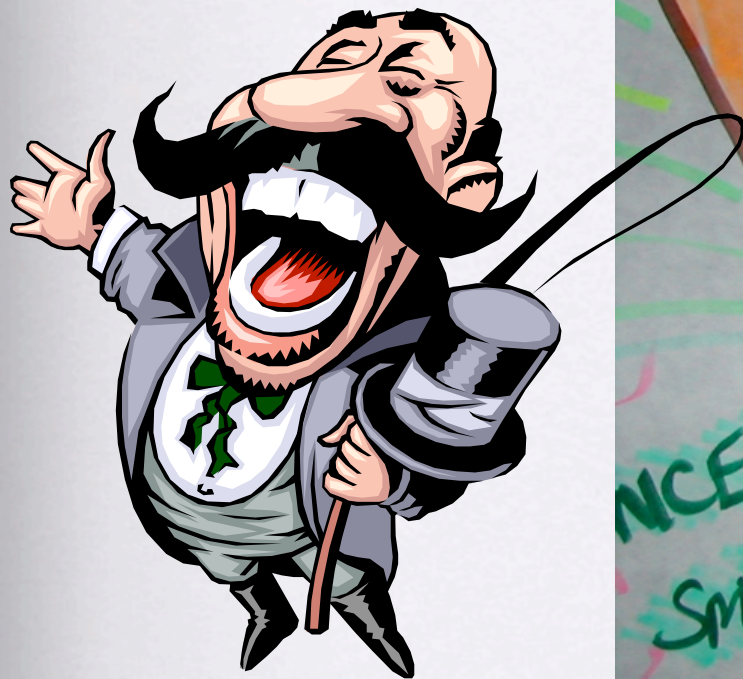


Colin Newton and
Helen Mahaffey

2004

Inclusive
Solutions

Welcome and LISTEN!





TALKING STICK REFLECTION



Learning to listen

- Moving from control to collaboration
- Attend carefully to both what is said and what is actually meant
- Regard actions as communication
- Take other people seriously!
- Ask 'who loves this person?'

Herb Lovett: Learning to listen (1996)

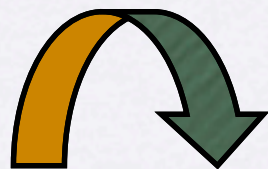


What do you need?



RESTORATIVE/RETRIBUTIVE?

- The Criminal Justice System
- Retributive Justice: *blame, guilt, adversarial, punitive*
- Restorative Justice: *repair harm, inclusive, affected, feelings.*
- In Education: Restorative Justice



- Restorative Interventions

An aerial photograph of a schoolyard with several children playing. The ground is paved with grey bricks and has some red brick sections. There are green trees and bushes around the perimeter. The text "RESTORATIVE JUSTICE IN SCHOOLS PROJECT: LONDON HAMMERSMITH AND FULHAM" is overlaid in a large, black, serif font.

RESTORATIVE JUSTICE IN SCHOOLS PROJECT: LONDON HAMMERSMITH AND FULHAM

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The RJIS development project was funded by the Youth Justice Board August 2001 as a pilot with three years funding

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The aim was to bring a restorative approach into the school setting as an early intervention measure

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Project coordinator appointed in Oct 2001 and was operational within the two identified secondary schools in January 2002

Main outcome measures include:

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effective resolution of inter-personal difficulties in schools allowing continued school attendance

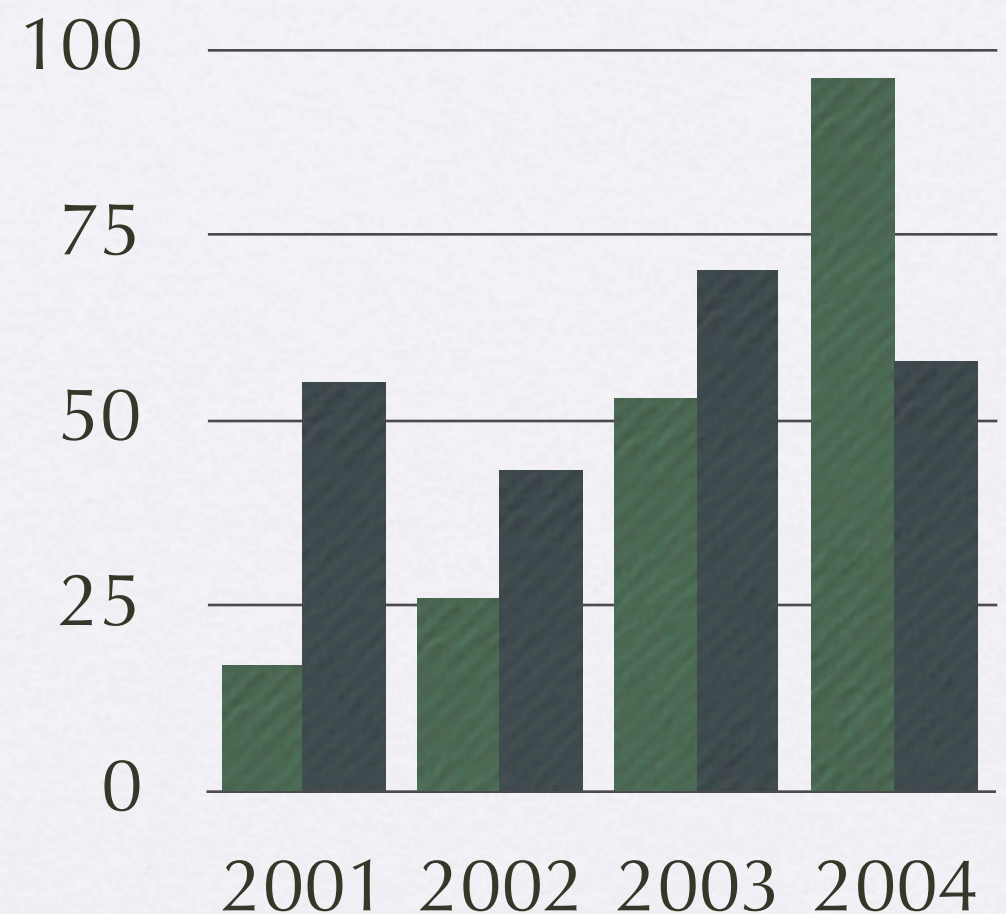
Reduction of exclusions

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Increase attendance

-

Address instances of bullying effectively



-

The three R's

-

Responsibility

-

Reparation

Re-integration



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Restorative Conferencing as a model of good practice

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A total of 266 conferences have taken place

- A total of 283 exclusions avoided

Conferences are used for a range of incidences including verbal and physical assault, fighting , teasing, harasssment, theft, damage to property, inter-pupil conflict, teacher- pupil tensions



Restitution...

Making it right



what are the keys?

- Adequate compensation for the victim
- Effort required
- Little incentive to repeat
- Relevant to situation
- Linked to higher value
- Strengthens offender
- Organising adult has no resentment
- Restraint of criticism, guilt and anger

What do you need?

RESTORATIVE INTERVENTIONS IN A SCHOOL SETTING

- Beyond the ritual: everyday language in corridors and yards
- The Short Conference
- The Full Conference

Everyday Restorative Language

KEY WORDS

- Feel
- Affect
- Think
- Repair (or “put things right”)
- Apology

Everyday Restorative Language

- “How do you think Alan feels about what you have said?”
- “ I am not saying that you are a bad person, but what you have done is wrong”
- “You have just apologised to Tara. How do you feel now?” “How do you think she feels?”
- □“How have I been affected by what you have done?”
- “How can you put it right?”
- “How do you think I will feel when you have done this?”
- “How will you feel?”

All the above challenge the pupil to be aware of the effects his/her action have had and give him/her the opportunity to put things right.

RESTORATIVE PHRASES

- “What happened?”
- “How did you feel”?
- “Who has been affected and how”?
- “How can we put it right?”
- “How will we deal this next time”?



3 Gargoyles of Change



FEAR



CONTROL



COMPLACENCY

What is a “Conference ?”

- A structured meeting between those involved in an incident. (Usually pupils, sometimes including parents or teachers)
- A Conference is prepared and chaired by a “facilitator” who is neutral and trained.
- The environment is “safe”.
- An outcome is required. (Usually an agreement)

Prerequisites

- Preparation
- Consent
- Who needs to know
- Who needs to be there
- Background factors





Unprovoked Attack

Two year 7 female students have just finished a PE lesson. In the changing room one punches the other in the face saying she was “irritating” her.

Exclusion would have been inevitable...

RJ as an alternative

- The two girls agreed to meet each other
- Both were prepared
- The aggrieved girl was able to say how she felt about this and what she described as “ongoing aggro” from the other girl

- The aggressor was able to understand the impact of her actions, as well as giving the victim a clearer understanding of why she had acted in this way
- Contracts and letter of apology followed



Could the incident be dealt with using a Restorative Intervention?

- **Sam and Pete (Year 6 boys)**

In a maths lesson Sam was sitting behind Pete and was calling him. Pete turned round and told him to “pack it in, or you’re dead”. Sam then hit Pete with a ruler. The bell went. Outside in the corridor a serious fight developed. Sam and Pete were taken to the Deputy Head.

Could the incident be dealt with using a Restorative Intervention?

- **Paul (Yr 7) and Andrew (Yr 9)**

On the bus going home, someone told Andrew it was Paul's birthday. Andrew went up to Paul, knuckled him and knocked him about. Andrew started to cry and got off the bus in tears. Mum contacted school.

Could the incident be dealt with using a Restorative Intervention?

- **Alison (Yr 8) and Tom (Yr 10)**
- Alison stopped coming to school. The EWO called. Alison said the reason she was not coming to school was because she was being harassed by Tom. He had been making suggestive comments and had followed her home on one occasion.

Year 9 School refuser



- Year 9 male pupil refuses to go to school on certain days, saying he is ill with stomach aches. Parents are getting very concerned
- It emerges after weeks that this pupil felt that a certain teacher was singling him out and refused to ever go to his English lessons
- Teacher agrees to a conference with the boy and his parent
- Issues discussed fully from teacher's and pupil's perspective and how he was being effected. Apologies in this context and resolution reached Pupil resumes full attendance at school



What young people say

- “I thought it was a really good way to deal with the problems with the other boy”
- “It’s the fairest thing in this school”
- “They could see how I felt”

The project is evaluated by Partners in Evaluation on behalf of the YJB. Students are interviewed as to the outcome and content of the conference

DOES IT WORK ?

“There have not been any further problems. They have been friendly towards me and it’s now safe to go on the bus. A conference was a good way to deal with this problem because I get to know what’s happened and it makes them see how I felt. The agreement is a good idea because if they break it, they will feel guilty and I have lots of power. A conference is a good way because they get to feel how I felt.”

(Yr 7 boy, victim of bullying)

Person-Centered Direct Support



Person-Centered Direct Support



In 2002, direct support workers in New York City gathered to develop their capacity to teach & mentor. Beth Mount collaborated with them to create this quilt & John O'Brien designed this presentation of 12 themes in direct support work.





When we are at our best, we learn that...



...done well, the work
engages our hearts,
our minds, and our
hands



We see ourselves as companions, walking with people as they find their way in life.

Our differences make us resources to one another.

Share Your Life Journey



We recognize the reality of prejudice & discrimination & work to overcome its bad effects.

We accept responsibility for creating understanding of each unique person.

Create Understanding

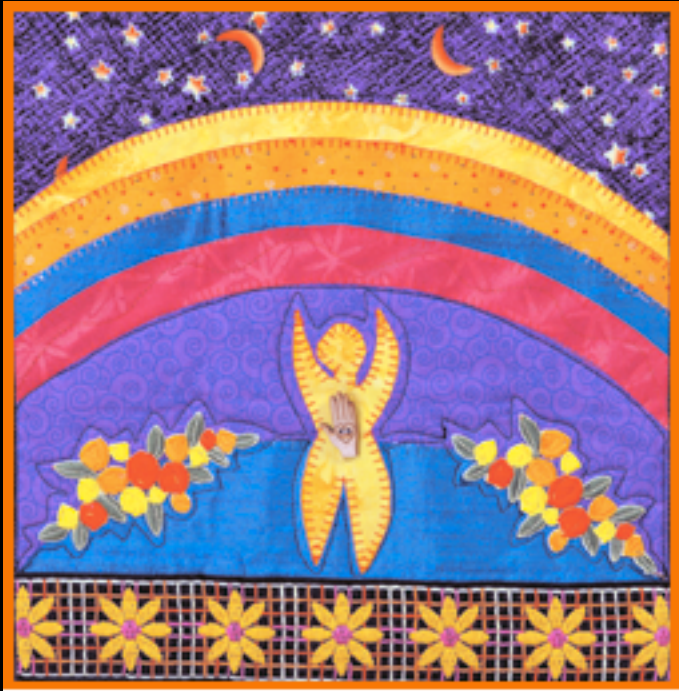


We honor the dignity of
our common humanity.

We engage people with
confidence, care &
civility.

We follow through on
our agreements.

Generate Respect



We search out
knowledge that will
increase our idea of
what is possible.

We encourage one
another to pursue our
dreams.

Raise Expectations



We find ways to see with
the eye of our hearts.

We practice clearing away
the fear, anger, & hope-
lessness that block our
ability to understand.

We recognize that we can
never know all there is to
know about a person.

Listen With Heart



We invest in others who can make a positive difference. Taking & encouraging positive action is the sign of an alliance.

We are honest in looking for creative ways to deal with conflicts.

Build Alliances



We look for ways to
increase opportunities.

We follow people's lead
as much as possible.

We assist people to learn
from their choices.

Open Choices



We explore from the point of view of the person's (potential) interests.

We become regulars in local places.

Learn the Neighborhood



We recognize each person's beauty.

We identify & encourage what lets that beauty shine through.

Let Beauty Shine



We find ways to assist
communication & use what
works in a disciplined way.

We encourage people to say
what's important to them & to
ask for what they really want.
We negotiate.

We learn from honesty,
especially when it threatens or
angers us.

Support Voice



We get involved & encourage others to get involved in what's happening in community life.

We support local businesses & associations.

We find ways to help out those people who work hopefully for a stronger community.

Celebrate Community



We offer, look for &
appreciate hospitality.

We encourage next steps in
friendship.

We actively assist people to
stay in touch with important
others.

We support reconciliation.

Nurture Relationships



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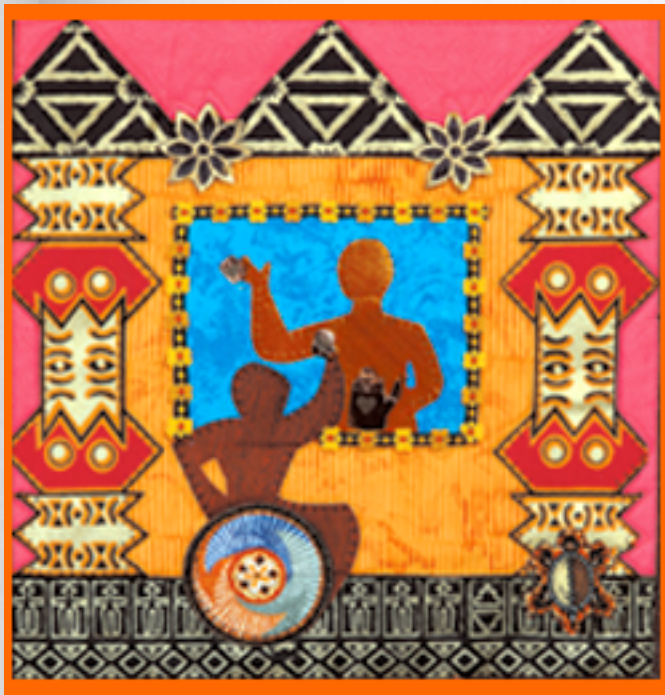
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Never Dive Alone



Never doubt that a
small group of
committed citizens
can change the world;
indeed it's the only
thing that ever has.

(Margaret Mead)