

RESTORATIVE ESSENTIALS

Restorative Conversations

TIME REQUIRED

15 minutes minimum

FORMAT

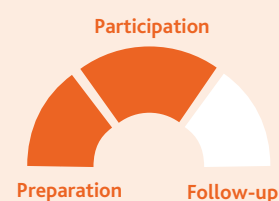
Pairs

RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To understand the script adaptations of Restorative Conversations.
- To practise using the adapted scripted approach in specific scenarios and provide feedback on the experience.

PROCESS PHASE COVERED**COMMENT: ADAPTING THE RESTORATIVE SCRIPT**

Adapting restorative scripts to suit specific situations can be a powerful way to redirect behaviours in particular contexts. (See Appendix 1.)

Two adaptations of the restorative script are included on the worksheets **Scenarios and script adaptations**:

- the Learning Script, for a focus on learning
- the Early Years adaptation, simplified for students who may find the language of the full restorative script difficult to understand.

The Learning Script focuses on what students are learning and how this has been affected by a behaviour or incident.

The Early Years Script adaptation is not only about age but also about the level of comprehension. For some students, this script's simple language works best and may elicit an apology, although this should be optional, not forced. Allow the student to contribute to an appropriate way forward.

ACTIVITY

With one of you as the staff member and the other as the student, role-play the first scenario on the worksheets **Scenarios and script adaptations**. Then swap roles for the second scenario.

Discuss your experiences. As the staff member using the adaptation, answer these questions:

- What did you notice?
- In what ways might the student's responses have differed as a result of the adaptation?

- What evidence do you have to support this?
- How could you use either adaptation in your interactions with students?

As the student experiencing the adaptation:

- What did you notice?
- In what ways might your responses have differed as a result of the adaptation?
- What evidence do you have to support this?

How did the use of the adaptations engage the participants and strengthen the conversations?

With one of you as the staff member and the other as the student, role-play the scenario below. Discuss your experiences and how using the adapted script influenced the conversation.

SCENARIO 1

Harry is rocking his chair back and forth, banging against the wall. In spite of your catching his eye and using close proximity, he continues and begins to really annoy some in the class. You take him to the side out of others' hearing to have a brief Restorative Conversation using the **Learning Script** adaptation.

LEARNING SCRIPT: WHEN MANAGING CLASSROOM BEHAVIOUR, KEEP THE FOCUS ON THE LEARNING

Tell the story

- What were our learning intentions today?
- What's happened?
- What were you thinking, doing that?

Explore the harm

- Who has been affected by this behaviour? In what ways?
- How has your behaviour affected our learning today?
- How fair or unfair is this on others in the class?

Repair the harm

- How can you go about fixing this?
- What exactly are you sorry for?
- How will this support others' learning?
- How will it support your learning?

Reach an agreement

- What do you need to do from now on?
- How can I support you to do this?

Plan follow-up

- When would be a good time to check in with you to see that you're doing what we agreed.
- What support do you need from me to make sure this doesn't happen again?

Adapted from Jansen, Matla, and Abraham, 2011

Swapping roles from the previous scenario, role-play the scenario below. Discuss your experiences and how using the adapted script influenced the conversation.

SCENARIO 2

Anne, a year 9 student, wipes paint on another student's jersey. You wish to address the issue with Anne right there and then without it escalating. You take her off to the side of the room quietly for a Restorative Conversation using the **Early Years Script** adaptation.

EARLY YEARS SCRIPT: UNDERSTAND, FIX, TEACH

Tell the story

- What happened?
- When you wiped paint on Marika's jersey, was that a good choice or a bad choice?

Explore the harm

- How do you think Marika felt when you did that?

Repair the harm

- To fix this up you need to help clean Marika's jersey.

Reach an agreement

- At school it's not okay to damage someone else's property.
- How can we make sure this doesn't happen again?

Plan follow-up

- I'm going to check on you later on to see that you're doing what we agreed.
- What do you think we should do if something like this happens again?

Adapted from 'The Early Years Restorative Practices Script' © Jane Langley