

**RESTORATIVE ESSENTIALS**

Restorative Conversations

**TIME REQUIRED**

30 minutes minimum

**FORMAT**

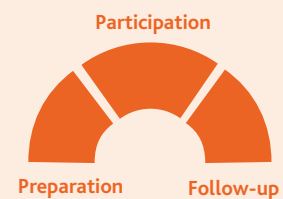
Individual reflection, small groups

**RESTORATIVE PRACTICE LEVEL**

Levels 2 and 3

**OBJECTIVES**

- To reflect on factors that contribute to effective Restorative Conversations and those that contribute to ineffective practice.
- To collectively plan strategies to prevent ineffective practice.
- To plan strategies to strengthen the positive factors in effective practice.

**PROCESS PHASE COVERED****COMMENT: THE THREE PHASES OF RESTORATIVE PRACTICE**

Three phases are essential for any Restorative Conversation to ensure that the process is robust: the **preparation** phase, the **participation** phase, and the **follow-up** phase.

In the preparation phase we ask ourselves:

- Am I ready for the conversation? Are they?
- Do I know what I am going to ask?
- Is there enough time?
- Where will I hold the conversation?

The participation phase consists of the conversation (a dialogue, not a monologue), calmly following the five steps for a Restorative Conversation: tell the story, explore the harm, repair the harm, reach an agreement, and plan follow-up.

The follow-up phase involves touching base with the student about agreed undertakings, giving further support and guidance where necessary. The guiding principle is 'Certainty rather than severity'.

**ACTIVITY****Individual reflection**

Think of a time when you had a conversation with a student about their behaviour or misconduct and it went really well. Using the worksheet **When it flies and when it dives**, briefly describe the incident and conversation and note down the

factors that contributed to the conversation being so effective ('when it flies').

Now reflect on a time when a conversation didn't go well and was ineffective. On the

### Small groups

Share your reflections with the others in the group.

Write down the positive factors on a whiteboard or a large sheet of paper. Are they part of the preparation, participation, or follow-up phase?

Then, using a different colour, do the same thing with the factors that made a conversation unsuccessful. What phases do they belong to?

Discuss the results.

What are some strategies that could address the factors making for ineffective practice?

What strategies could strengthen the factors making for effective practice?



Think of a time when you had a conversation with a student about their behaviour or misconduct and it went really well. Briefly describe the incident and conversation and note down the factors that contributed to the conversation being so effective. How do you know it went well? Then do the same for a conversation that didn't go well and was ineffective.

**WHEN IT FLIES**

Incident:

Conversation:

Factors that made the conversation effective:

**WHEN IT DIVES**

Incident:

Conversation:

Factors that made the conversation ineffective: