

**RESTORATIVE ESSENTIALS**

Restorative Conversations

**TIME REQUIRED**

45 minutes minimum

**FORMAT**

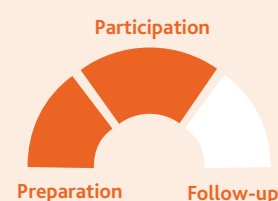
Small groups, whole-group discussion

**RESTORATIVE PRACTICE LEVEL**

Levels 1, 2, and 3

**OBJECTIVES**

- To strengthen the connections between the restorative approach and the school's established expectations.
- To support the use of established expectations in Restorative Conversations.

**PROCESS PHASE COVERED****COMMENT: WALKING THE TALK**

Almost all schools have a clearly defined set of values or statements that underpin much of what they do. In the case of PB4L School-Wide schools, these are generally known as the established expectations. There are challenges for schools though in how explicit these expectations are, how they are conveyed and displayed, how much they are modelled by staff, and whether they are developed and grown in a school community through the way staff operate.

Students and staff can both receive mixed messages from schools. For example, a school may say it values respect, but if a staff member yells at a colleague or is sarcastic to a student in front of a class, they undermine the respectful culture within the school rather than model and grow it.

The opposite can also be true: when staff base conversations or questions on the established expectations, they can do much to shift the focus from a confrontational 'me versus you' toward 'how we do things around here'.

Tensions between the adults in a school community can be difficult to address. If they are avoided rather than managed, they can grow far beyond their original extent. The school needs consistent processes for de-escalating situations before they develop into major problems.

**ACTIVITY****Small groups**

In groups of 3–4, consider some of the most effective ways in which your school's expectations are made explicit within the school community.

- What do these established expectations mean for staff?
- What are some of the ways that you as staff can consistently model these expectations?
- When parents come into the school, what do these established expectations mean for them?

Consider the scenarios in the worksheet

**Restorative practice and established expectations.** For each, how could you use your school's expectations in a conversation to address the situation? List some questions or statements you could use.

**Whole-group discussion**

Discuss and evaluate the questions and statements for each scenario. Do they make clear the school's established expectations? Which are likely to be the most effective? Why?

SCENARIO	QUESTIONS OR STATEMENTS YOU COULD USE, DRAWING ON YOUR SCHOOL'S EXPECTATIONS
A student yells really loudly to his friends as he leaves the reception area. Several visitors to the school are waiting there.	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
A student is repeatedly late to your first-period class.	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
You speak to two students about the hoodies they are wearing over their uniforms.	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
A staff member jokes inappropriately with a colleague in the staffroom.	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
A group of teachers share a classroom. Some are getting frustrated by the way others are leaving it.	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
A parent on the sideline of a school soccer game yells abuse at a player in the visiting team.	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
A parent raises their voice angrily at one of your colleagues.	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>