

RESTORATIVE ESSENTIALS

Relational approach – growing staff relationships and capability

TIME REQUIRED

40 minutes minimum

FORMAT

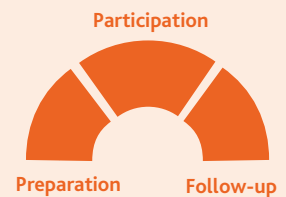
Individual reflection, small groups

RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To reflect on current personal practice in responding to incidents or issues.
- To share individual practices with staff and collaboratively develop some best-practice responses.

PROCESS PHASE COVERED**COMMENT: THE SOCIAL DISCIPLINE WINDOW**

The Social Discipline Window (see the diagram on the worksheet **Response scenarios**) is a useful way of looking at how the restorative approach works within a school community. It looks at how two sets of factors – structures/limits/expectations and support/care/concern – interact to produce four different approaches to addressing problem behaviour.

The top left quadrant is high on structure and expectations but low on support and care. This results in a punitive and authoritarian approach in which actions are done **to** others. The bottom right quadrant is high on support and care but low on structure and expectations, resulting in approaches that appear permissive and rescuing and that do things **for** others. The bottom left quadrant is low on both expectations and care. It is inherently neglectful and does **not** do much at all. The top right quadrant is high on both structure and support. This approach most often results in respectful problem solving, collaboration, ownership of issues, and restoration **with** others.

School staff and whānau can use this window to reflect on their existing approach and to recognise where on the quadrant their responses to particular behaviours may sometimes lie.

ACTIVITY

Individually, read through the three scenarios on the worksheet **Response scenarios**.

Under **Initial reaction** write down how you would immediately react or respond to each situation.

Which quadrant of the Social Discipline Window (With, For, To, or Not) is each of your responses in? Write this down under **Quadrant** on the worksheet.

Now compare your responses with those of the others in your group. What are the similarities? The differences?

Continued on next page

Looking now at the words used in the **With** quadrant of the Social Discipline Window, work with your group to generate some best-practice responses for each scenario. Keep in mind that some initial responses may in fact be best practice in that situation. Remember also that there is no single form of best practice; rather, there are various strategies that range from least effective to most effective. The aim of this activity is to foster discussion and generate some collaborative best responses.

Compare your initial reactions with the best practices your group has arrived at. Ask yourself:

- Are we reinforcing and modelling our school values and expectations in the way we manage such incidents?
- Do our initial responses focus only on addressing the behaviour, or do we view the incidents as potential learning opportunities for students?

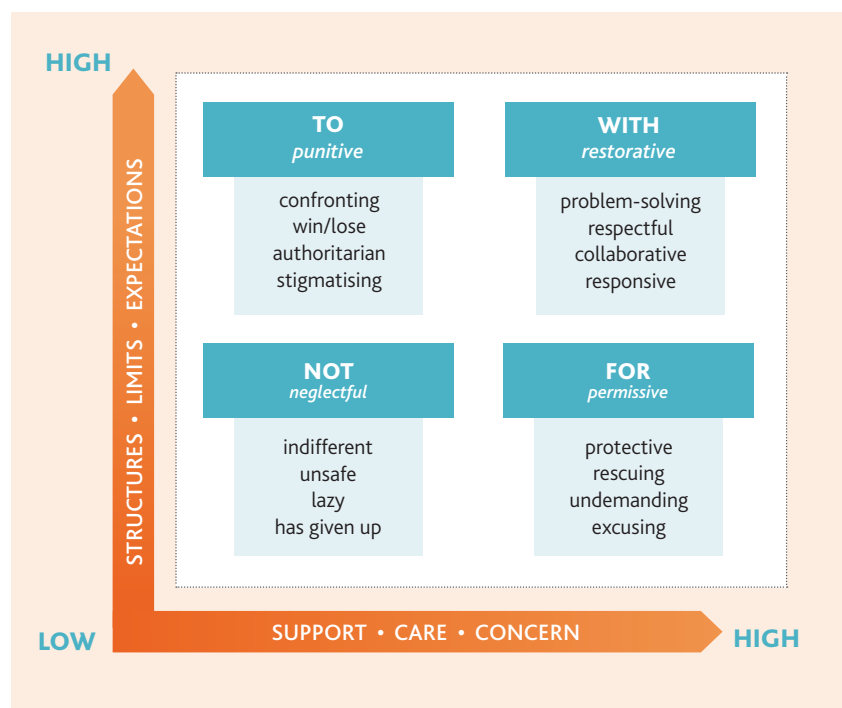
15

WORKSHEET: RESPONSE SCENARIOS

Read through the following scenarios and note down what your initial reaction would be to each.

With reference to the Social Discipline Window below, what quadrant is each response in? (With, For, To or Not.)

THE SOCIAL DISCIPLINE WINDOW



Adapted from Wachtel and McCold, 2003 (adapted from Glaser, 1964)

Enter the quadrant in the right-hand column. What patterns do you notice in your responses?

When you have completed the scenarios, share your initial response with your group, and discuss to develop some best-practice responses.

Scenario 1: Rudely interrupting

Simon arrives late and bangs through the door, disrupting your key sentence in your introduction to the class. He goes straight to his seat without even acknowledging you or the fact that he's late. You completely lose the impact of your introduction.

Initial reaction**Quadrant****Best-practice response****Quadrant****Scenario 2: Bullying**

Dean is winding up Heidi, holding her lunchbox above his head. Heidi, who really struggles socially, is running around after him, shouting at Dean to give it back. Dean is laughing at Heidi and getting others on board.

Initial reaction**Quadrant****Best-practice response****Quadrant****Scenario 3: Damaging school property**

You find three year 12 students using spray paint to tag the PE building.

Initial reaction**Quadrant****Best-practice response****Quadrant**