

RESTORATIVE ESSENTIALS

Restorative Conversations
Relational approach – growing
staff relationships and capability

TIME REQUIRED

20 minutes minimum

FORMAT

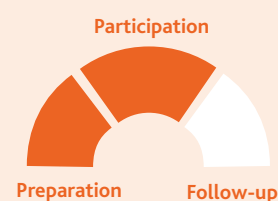
Pairs or small groups

RESTORATIVE PRACTICE LEVEL

Levels 2 and 3

OBJECTIVES

- To explore strategies for enhancing Restorative Conversations.
- To discuss one another's practice.

PROCESS PHASE COVERED**COMMENT: STRATEGIES FOR STUDENT ENGAGEMENT**

Lines in the sand (see worksheet) are a series of strategies to use when a student is reluctant to engage in a conversation.

The string can be an actual piece of rope or string. It gives the student something tangible to focus on and is particularly effective with male students.

Above the line, below the line can be effective in getting a student to physically identify (on a whiteboard, or similar) where their behaviour sits in relation to the expected norms. It is helpful to always look at some of the positive aspects of their behaviour (what is above the line) and affirm those.

The explosion is a good tool for describing what led to an incident and identifying some positive steps to prevent a similar situation arising again.

ACTIVITY

Reflect on any situations when you have seen someone use or you have used images, metaphors, or props to support or drive a conversation with a student.

What did you notice in terms of the student's engagement and the outcome of the conversation?

In pairs or small groups, discuss the strategies and prompts in the worksheet **Lines in the sand**. Are there other techniques you or your colleagues have used and found effective?

When and where in your context could you effectively use some of these techniques? Which ones?

This worksheet shows three strategies for engaging students in a Restorative Conversation. Suggestions for questions or prompts are given for each strategy.

In pairs or small groups, discuss these or similar strategies and when you might use them in your practice.

No. 1: The string



Who's involved in this issue at the moment? How big is it? Show me on this piece of string.

If we can't sort it out here, who else will get involved? How big will it be then? Show me again on the string.

Do you want to deal with it as a small issue or a big issue? You choose.

No. 2: Above the line, below the line



One of our school values is respect. If respect is the middle line, where does your behaviour (at the moment) sit – above or below the line?

If it's below the line, how are you going to get back to respect?

If it's above the line, well done!

No. 3: The explosion



Let's look at the reasons we're talking right now.

On this line, here's what just happened. We'll call it an explosion.

What was happening at the beginning of the day when you came to school?

What happened in school leading up to the explosion?

What happened just before the explosion?

What was going through your mind when you reacted like that?

What were you hoping would happen by reacting like that?

What will you do differently next time something like this happens?

What needs to happen now?