

CITY of
WOLVERHAMPTON
COUNCIL

USING RESTORATIVE CONVERSATIONS WITHIN INCLUSION MEETINGS

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Today we will...

- Quick introduction to Restorative Practice
- Learn about restorative conversations
- Reflect on Inclusion Meetings
- Consider the role of restorative conversations in these meetings
- Q&A



What is Restorative Practice?

A way of behaving which helps to build and maintain healthy relationships, resolve difficulties and repair harm where there has been conflict.



Two Justice Outlooks



Punitive Justice

- Crime and wrongdoing are violations against the laws/rules: what laws/rules have been broken?
- Blame must be assigned: who did it?
- Punishment must be imposed: what do they deserve?

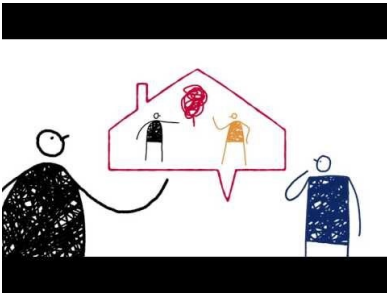
Restorative Justice

- Crime and wrongdoing is a violation of people and relationships: who has been harmed? In what way?
- Responsibility must be recognised: whose are these?
- How can the harm be repaired?

Thorsborne and Blood (2013)



Restorative Practice



Restorative Justice or Restorative Practice?

Justice:

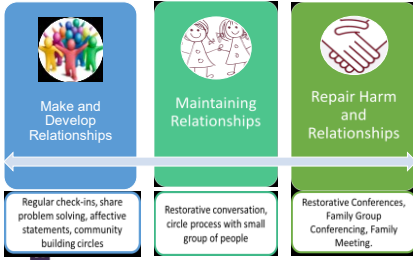
- Responsive
- Repairing harm and relationships when something has gone wrong

Practice:

- Proactive
- How we do what we do, anything that builds connections, develops community, relationships **and the above**.



Continuum of Restorative Practice



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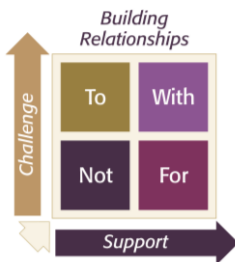
It's all about relationships

Building, maintaining and repairing



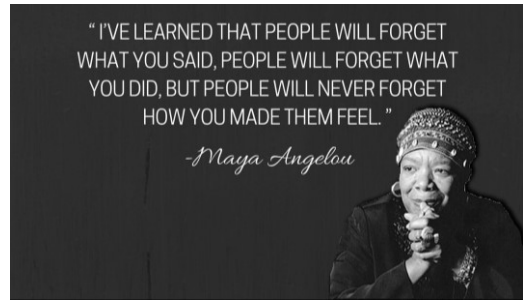
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Four Ways



Adapted and used with permission - Washoe & Conkley (2010), the Restorative Practices Handbook, International Institute for Restorative Practices, pg 10

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The importance of emotions

To be emotionally literate we need to:

- Understand emotions
 - Listen and empathise with emotions
 - Express emotions productively
- Steiner (1997)

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Social and Emotional Skill Development

Restorative Practice can help to develop social and emotional skills:

- Skills for building and maintaining relationships
- View issues through a 'relational lens' rather than 'behaviour management'
- Techniques are repetitive and give a structure
- It increases learning opportunities

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Restorative Conversation

- Small Informal Process
- Used when an incident has occurred but not necessarily of a serious nature.

Gather people together to:

- Explore the incident
- Who has been affected
- The impact
- What to do next?



Restorative Conversation



What happened?

What happened next?

And then?

Tell us the issues that have brought us here today?

Tell us more about... What were your thoughts at the time?

What was happening before? **What happened?** What were you thinking?

What was in your head? What do you think about it now?

How were you feeling?

What else? When that happened what happened next? At that point, what were you thinking/feeling?

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Who has been affected by this?

Anyone else?

Tell us more about... How have you been affected?

How have they been affected? Who else has been affected?

Anything else to add? **Who has been affected by this?** How have others been affected?

What has been the hardest thing for you? How do you feel now?

Has anyone else been affected by this? Was anyone else involved?

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What needs to happen now?

What else needs to happen?

Tell us more about... Do you all agree with that?

What do you need to move on from this? Are you okay with that?

What would that look like? **What needs to happen now?** What will help you to move on from this?

When will it be done? How does that leave you feeling? Anything else to add?

What do you think about what has been suggested? What will it look like when it's done?

If you can't do that, what can you do?

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The Compass of Shame

Adapted from D.L. Nathanson, Shame and Pride, 1992

Withdrawal:

- isolating oneself
- running and hiding

Attack Self:

- self put-down
- masochism

Attack Other:

- 'turning the tables'
- blaming the victim
- lashing out verbally or physically

Avoidance:

- denial
- abusing drugs and alcohol
- distraction through thrill seeking

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Shame...

- Do not encourage shame with comments, shaking head, tutting etc.
- Shame occurs naturally in everyone regardless of how they express it.
- Always expect challenging reactions to shame;
 - Smirking
 - laughing,
 - fight/flight,
 - poor eye contact,
 - no expression
- Try not to react to these reactions. It will cause the situation to escalate and will deflect from the original issue.
- *Worth a watch: Brené Brown, Listening to Shame TED Talk*



Restorative Practice and Inclusion Meetings



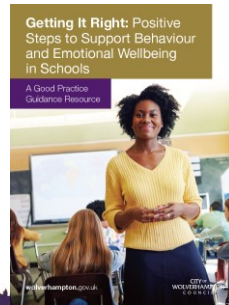
Exclusion Prevention Meetings

- The Council recognises that sometimes a pupil's behaviour will present an unacceptable level of demand on teachers and fellow pupils. Sometimes the level of risk indicated by past incidents will be unmanageable. As a very last resort a Headteacher may exercise the power to permanently exclude a pupil. However utilising "Exclusion Prevention Meetings", should mean that this power would only have to be used when all reasonable efforts by the school, to address the assessed needs of a pupil have been exhausted. (Not withstanding a one-off incident of so serious a nature that permanent exclusion is deemed the only viable option).



Getting it Right

<http://www.educationalpsychologywolverhampton.co.uk/schools/resources.html>



The pathway



Requirements for EPM's

- The requirement for an Exclusion Prevention meeting may be prompted by a range of factors:
- Following two or more fixed term exclusions
- A series of internal exclusions
- Frequent or sustained use of additional school support
- School accessing alternative provision to meet behavioural needs



Meeting Process

- It would be advantageous to arrange a restorative circle, this encourages all parties to share power.
- Respect and listen to one another. The facilitators responsibility will be to guide the process, they should usually open the meeting with a reminder for everyone that the purpose is to plan how to meet the pupil's needs more effectively so that they achieve success in their education.
- Facilitator will need to clarify and summarise points made.

Restorative Questioning

- **What has happened:** This will be an opportunity for the school to tell the story about the pupil. Parents and other professionals are encouraged to add any further information they feel is relevant.
- **What were you thinking when...?** – Go back to different points of the story and ask what the pupil was thinking.
- **How were you feeling when....?** After asking what the pupil was thinking, ask them how it made them feel. Remember that our thoughts influence how we feel, and the way we feel will affect our actions and choices.



- **Who has been affected by this:** All parties discuss the impact the pupils behaviour is having in school, at home and in the community.
- **What needs to happen now:** A solution focused approach needs to be taken, reflecting on what has worked well and what further actions will be undertaken.
- The meeting should be brought to a close with an agreed plan of action.

Questions?



Sensitivity: NOT PROTECTIVELY MARKED

Further information....

- Speak to a member of the Inclusion Support Service
- Speak to your link Educational Psychologist
- Restorative Justice Council: <https://restorativejustice.org.uk/>
- A useful book: *Implementing Restorative Practice A Practical Guide to Transforming School Communities*, Thorsborne and Blood (2013)

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