



Schools & Solutions

Model - Manual & Tool Kit

Upscaling school restorative approaches to foster school climate and improve students' competences on managing conflicts.

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1. Introduction and Guidance

When schools (and other organisations) go about their everyday work, their general aim is to do a good professional job for those that they work with. With this in mind there are two factors for consideration that they all have in common;

1 The need to create a positive and healthy community in which everyone can feel safe, can thrive and reach their optimum. So how do they go about addressing those issues?

2 The need for the organisation to address those problems and issues that inevitably arise. All organisations experience problems, so again the question is more about how they address those issues?

The Report from the first stage of the Schools&Solutions project - Intellectual output One (IO1) - 'Report on school solving practices: mapping exercise on current practices to solve problems at school level & community engagement processes', serves to provide some clear indication as to what is happening in the Partner schools. It highlighted some problem behaviours experienced in schools, many of which were common across all Partners, and some more general aspects of school life which might be thought of as being symptomatic of organisational culture failure.

The identified problems are in regard of:

- early leaving from education & truancy
- bullying, cyberbullying
- lack of student motivation
- lack of parental engagement
- lack of community engagement
- inefficacy of school policies
- behavioural problems
- school violence

When considering behavioural issues most countries will have a range of projects or programmes specifically designed to address a specific aspect of negative behaviour e.g., bullying, violence in school, anti-social behaviour etc. The main thrust of IO2 is one of considering a different approach, looking at developing a way of working (including a range of tools and interventions) that will enable the organisation to adopt the same, consistent approach when addressing all of the identified problems. The importance of, and adherence to, a common model cannot be overstated for not only will it help the organisation address the issues as they arise, the approach will also impact upon the culture and ethos of the organisation in a positive way.



‘The Model’ - ‘a system that is being used and that people might want to copy in order to achieve similar results’ (Collins Dictionary).

As a starting point it was decided to include the five key elements as defined by SynRJ and which feature (either in whole or part) in most RP models:

- 1. Relational Styles Template**
- 2. Fair Process**
- 3. Relational (Restorative) Questions**
- 4. Free expression of all Emotions**
- 5. Braithwaite’s Hypothesis**

It is expected that once people have an understanding of the key elements which underpin ‘the model’, they will then be able to apply that knowledge and the processes, to each and any of the issues previously identified. By way of an example, the section on ‘anti-bullying’ demonstrates how subject specific information may be added to the basic RP processes.

Implementation

A large proportion of this manual’s materials and ‘tools’ address how the processes might be introduced and implemented by organisations. It is important not to see and present RP as just another programme for addressing behavioural issues. It usually needs to be stressed that RP should be thought of as ‘a different way of thinking’ and approaching our work.

Addressing problems is one aspect of the potential benefits but if RP is adopted by an organisation, the benefits go way beyond resolving issues. It can change or improve the general culture of an organisation and when this happens, the improved atmosphere / ethos is usually associated with a decline in the number of incidents that occur and an improved level of general satisfaction by all stakeholders.

The implementation sections introduce some key ways of encouraging organisations to review their current practice and identify ways of making the practice more restorative. The ‘Restorative Planning Group (RPG) process is a highly structured way of working, designed to be both methodical and inclusive of all or many staff.



All stakeholders

If an organisation is to become 'fully restorative', it must include all stakeholders, and that includes the students. It is suggested that the students also receive some form of training, and are presented with material that reflects those provided and delivered to the staff. Engaging the students in the processes will enhance both the commitment of the organisation and the speed of implementation.

It is also very important to, where necessary, access good quality training from knowledgeable and experienced trainers and practitioners.

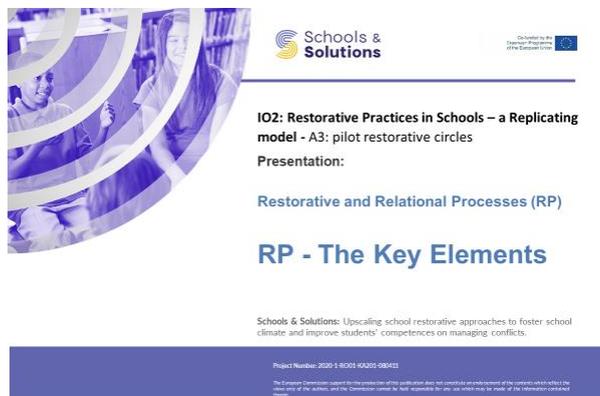
And finally...

Restorative Justice and Restorative Practices have now been with us for several decades, and used in various forms throughout the world, in different cultures, addressing differing issues, and proven to be successful. This manual includes many of the basic concepts but it is recognised and accepted that there is not 'a one size fits all' model.

Anyone using this manual needs to be sure that they have a good understanding of the material, assess the circumstances relating to their organisation and be prepared to adapt the approach. Some aspects will readily fit their circumstances whilst others will not. Using the knowledge of the 'Key Elements' and the assessment approach of the RPG's, it should be possible to make practice more restorative and improve the culture of the organisation.



2. Restorative and Relational Processes (RP)



Aim of RP

'The aim of restorative and relational processes is to develop community and to manage conflict through building, strengthening and maintaining existing relationships plus repairing harm and broken relationships.'

Restorative and Relational Processes
Aim to ...

Develop community and manage
conflict through building,
strengthening and maintaining
existing relationships plus
repairing harm and broken
relationships

*Restorative and Relational Processes (RP) are
all encompassing and can be applied to all
aspects of our professional and personal
interactions*



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This statement identifies both proactive (developing community) and reactive (repairing harm and building relationships) approaches. Organisations and services that only use the reactive without building the social capital beforehand are less successful than those that also do the proactive.



Key Elements of RP

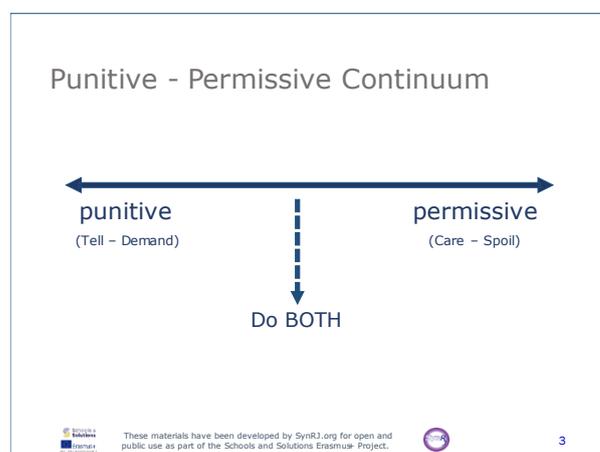
Restorative and Relational Processes as defined by the SynRJ have **five key elements** which make them explicit rather than implicit. These are:

1. **Relationship Styles Template**
2. **Fair Process**
3. **Relational (Restorative) Questions**
4. **Free expression of all Emotions**
5. **Braithwaite's Hypothesis**

1. Relationship Styles Template

The way in which people deal with behaviour varies greatly. In a simplistic way it can be seen as a continuum between **punitive** and **permissive**. People sometimes lurch from one to the other, while others find a good balance in the middle.

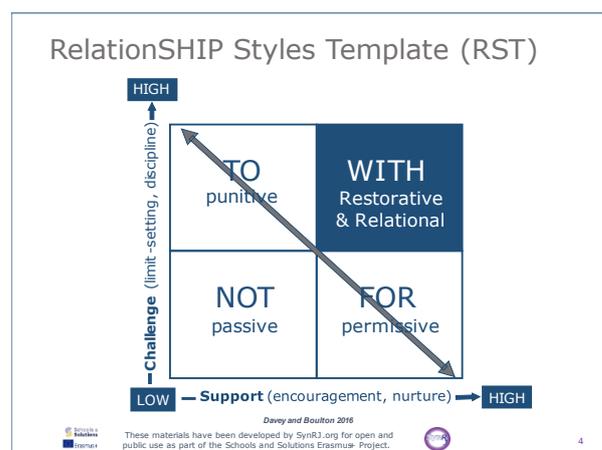
Restorative and Relational Processes (RP) are about working **WITH** people rather than doing things **TO** or **FOR** them. Two major factors are Challenge and Support.



Challenge being limit setting, discipline, setting boundaries, high expectations and **Support** being encouragement, nurturing, love.

So, it is about offering high levels of support, whilst challenging inappropriate behaviour through high levels of challenge, encouraging acceptance of responsibility and the setting of clear boundaries.

The Relationship Styles Template (RST) is a useful framework to examine our practice in general or our daily interactions. It helps us answer the question: ***“Was that restorative?”***

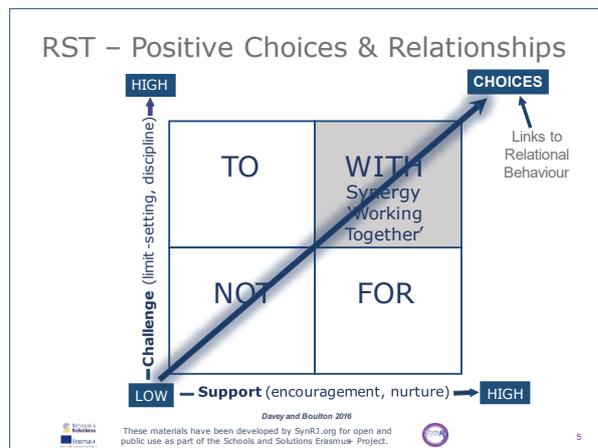




The Relationship Styles Template (RST) really applies to just about anything; including teaching, parenting, supervision, counselling, policing and social work.

Working within the RST, people do have choices in the style they adopt, as shown in the slide opposite about positive choices and relationships, which builds upon it.

Making positive choices tend to lead to building better relationships. The ability to make the right choices is strongly influenced by the extent to which people accept and follow the below concept of 'Relational Behaviour'.



'Relational Behaviour': 'Feelings are simply feelings; Behaviour is a choice and Thinking can influence both.'

By encouraging people to think before acting on their feelings, a lot of hurt and upset (like bullying and assaults), can be avoided.

The Relationship Styles Template is the cornerstone of everything we do and is entirely compatible with the second element of restorative and relational processes – Fair Process.

2. Fair Process

The central idea of 'Fair Process' is that individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed.

Fair Process has three core elements:

Engagement: Involving individuals in decisions that affect them by asking for their input and listen to one another's views and ideas.

Relational Behaviour

FEELINGS are simply FEELINGS

BEHAVIOUR is a CHOICE

THINKING can influence BOTH

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Fair Process - The Central Idea ...

'... individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems- when fair process is observed ...'

(W Chan, Kim & Renee Mauborgne, Harvard Business Review, July/August 1997)

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Explanation: Everyone involved and affected should understand why final decisions are made as they are. Creates a powerful feedback loop that enhances learning.

This is a chance for you, as an authority figure, to reinforce your basic rationale, i.e. ‘This is the decision I made and this is why.’”

Expectation Clarity: Once decisions are made, new rules are clearly stated, so that all understand the new standards and any penalties for failure.

Fair Process: Three Key Principles

Engagement: - *This is about working with all those involved in an issue, incident or perhaps decisions to be made.*

Explanation: *This is about you having your say and also listening to what others say, helping you understanding each other.*

Clarity: - *This is about being very clear about what will happen next, which all involved will have a say in.*



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What Fair Process Achieves:

- Fair process builds trust and commitment,
- Trust and commitment produce voluntary co-operation,
- Voluntary co-operation which drives performance and
- Leads people to go beyond the call of duty,
- by sharing their knowledge and applying their creativity.

Fundamentally, fair process is about exercising authority in a way that is engaging, it takes the feelings and needs of others into account and feels fair and respectful.

3. Relational (Restorative) Questions

Relational and restorative questions (*as shown in the below slides and in the example card overleaf*), are tried and tested and based upon the questions used in the internationally recognised structured ‘Restorative Conferencing’ model.

Relational Questions 1



Used when challenging those causing harm:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?



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Relational Questions 2



Used when supporting those being harmed:

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?



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Example two-sided Question Card:

Relational Questions 2	Supporting Those Being Harmed	Relational Questions 1	Challenging Those Causing Harm
<ul style="list-style-type: none"> What happened? What were your thoughts at the time? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen next?  <p><small>©2020 SynRJ www.synrj.org</small></p>		<ul style="list-style-type: none"> What happened? What were you thinking about at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think needs to happen next?  <p><small>©2020 SynRJ www.synrj.org</small></p>	

Relational (or Restorative) Questions – Characteristics

They deliver all of the key elements of Restorative and Relational Processes (RP):

- the questions are neutral and non-judgemental
- they are about the wrongdoer's behaviour and its effect upon others
- they are open questions which require an answer
- they take everyone from the past (what happened) to the future (repairing harm)
- they require people to reflect on who has been affected
- they are likely to help the wrongdoer develop some empathy for those affected
- they seek to build an understanding rather than to blame
- the person asking is likely to be seen as objective and respectful
- they actually allow the person to tell their story
- they are more likely to promote responsibility
- they can be applied in every situation
- they are thinking questions, yet are likely to get 'feeling' responses

4. Free Expression of all Emotions

If participants are going to reach a shared understanding and feel the process is fair, then within a safe environment with clear meeting protocols around dignity and respect, they need to be free to express all of their emotions (or affects), including those emotions which are negative.

Don Nathanson pioneered work in the **Psychology of Affect** that helps us better understand why human beings act or respond the way they do. In his book *'Shame and Pride'*, Don Nathanson builds on the work of Silvan Tomkins, who developed the Psychology of Affect. According to this theory, there are nine innate affects (which when influenced by upbringing, culture, experience etc. become emotions).

Most affects are experienced within a range from mild to strong.

- Two of them are **positive**:
 - Interest - Excitement
 - Enjoyment – Joy
- One is **neutral** and operates as a restart mechanism:
 - Surprise – Startle
- Six are varying degrees of **negative**:
 - Distress - Anguish
 - Disgust
 - Dismell (when something is physically or emotionally revolting)
 - Fear - Terror
 - Anger – Rage

‘Shame’ is nothing but the interruption of one of the positive affects. Anytime one of those affects is interrupted, we will experience varying degrees of ‘shame – humiliation’. It cannot be avoided. We can however, minimise the negative aspects of shame

You may wish to have a group discussion using the question about how people react to shame, as in this slide.

Shame ...



Think about how people react when they experience Shame


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‘Compass of Shame’

The Compass of Shame was developed by Don Nathanson and he said there are 5 ways people respond to shame – **four are negative, one is positive**. Nathanson organised the four ways into something he called the Compass of Shame. These are the four **negative** responses:

- **Withdrawal** – isolating oneself, running and hiding
- **Avoidance** – denial, drug and alcohol abuse, distraction through thrill seeking
- **Attack others** – ‘turning the tables’, blaming the victim, lashing out verbally or physically
- **Attack self** – self put-down, masochism



We take time to talk about the negative ways people deal with shame because, when we see these responses in other people, we can recognise them for what they are; expressions of shame. Strange as it may seem, it is a kind of admission that they’ve done something wrong. Once we’ve recognised what this reaction actually is, there are things we can do to help them deal with their shame in a positive way.



Some of the **positive ways** you can deal with shame are to talk about it, apologise, admit the wrongdoing, make amends and express feelings. All of these things are restorative ways to handle shame in a way that does not become toxic to the group. In your community, you probably notice those negative shame responses all the time (*with work colleagues, clients, students, parents etc.*).

In his book, '**Crime, Shame and Reintegration**' Australian Criminologist **John Braithwaite** claims that: "Shame is innate in all of us, and occurs at two levels."

Healthy communities are the ones that learn to deal with shame in a positive way. The important thing is to recognise the responses because there are positive ways we can respond to help people work through their shame.

We can respond to others experiencing shame by:

- **Listening to what they have to say**
- **Being there for them**
- **Not trying to problem solve**
- **Acknowledging their feelings**
- **Encouraging them to talk about their experience**

Respond to others experiencing shame by:

- listening to what they have to say
- being there for them
- not trying to problem solve
- exploring what led to them feeling shame
- acknowledging their feelings
- encouraging them to talk about what happened

These are the key steps needed to build and maintain healthy relationships, according to **Tomkins' 'Blueprints'**

Tomkins' 'Blueprint' for **Individuals** proposes that Individuals are at their best when they:

- **Maximise positive affect** (or emotions)
- **Minimise negative affect** (or emotions)
- **Freely express emotion**
- **Do as much of the above three as possible**

5. Braithwaite's Hypothesis

Instead of asking, "Why do people commit crimes?", John Braithwaite asked, "**Why do most people do the right thing most of the time?**"

Most people do the right thing because they care about each other, they are connected and have relationships. They want to be well thought of.



Braithwaite's notion of re-integrative shaming, with the importance of separating the 'deed from the doer' is consistent with the good practice identified in the Relational Styles Template (RST)

Effective restorative and relational processes foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the '**Deed from the Doer**' and rejects the '**Act not the Actor**' allowing participants to make amends for the harm caused."

Braithwaite's Hypothesis

Braithwaite 1989

Relational Processes ...

- allow the act (unacceptable behaviour) to be rejected, whilst
- acknowledging the intrinsic worth of the person and their potential contribution to society (the school, community, workplace, etc.)

- Rejects ... 'ACT not ACTOR'
- Separates ... 'DEED from DOER'



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Conclusion

So, to re-cap, **RP** as defined by SynRJ has **five key elements** which make them explicit, rather than implicit. These are:

1. **Relational Styles Template**
2. **Fair Process**
3. **Relational (Restorative) Questions**
4. **Free expression of all Emotions**
5. **Braithwaite's Hypothesis**

RP Intervention Levels

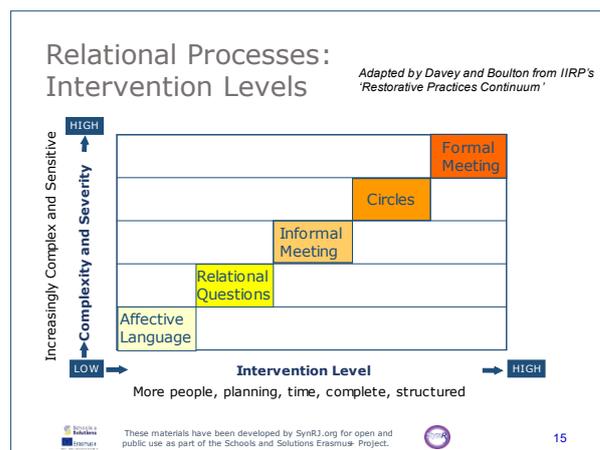
Every instance of wrongdoing or conflict is seen as an opportunity for learning and can be addressed either informally through the conversational use of key questions or more formally through a restorative conference.

Looking back to the key elements of Restorative and Relational Processes, if we believe that it is best to do things WITH people; whenever possible we should use fair process; our responses to behaviour should involve building relationships and repairing harm; then the following Restorative and Relational Processes emerge.

We call these 'Intervention Levels'. Within the WITH box there are a range of responses and we've organised them from informal to formal.

As you move from the informal to the formal responses they tend to involve, more people, more planning, more time, be more complete and more structured.

See a fuller explanation of these five levels overleaf.



The five intervention levels:

Affective Language (and Statements): the use of restorative and relational language to make brief comments about how others were impacted by the person's behaviour (positive as well as negative affects).

- **Relational (Restorative) Questions:** asking the wrongdoer questions like who was affected, how they were affected, etc (positive as well as negatives).
- **Informal Meeting (Restorative Conversation):** bring together a few people to talk about the incident its impact and what to do next (positive as well as negative).
- **Circles:** allow everyone to have some say (positive as well as negative).
- **Formal Meeting (Conference):** a formal, structured process, which in most cases brings together harmed persons, wrongdoers, and their supporters.





3. Implementation and Training Needs

Implementation

Implementation, or how to actually introduce and embed Restorative and Relational Practices in a single organisation or wider project, is a topic that is often overlooked or minimised by the recipients of training. Without thought or a plan, implementation is less likely to succeed and the value of the training provided, may be lost or reduced.

We see the implementation process as something that all stakeholders can, and should, be able to contribute to. The practice should aim to work 'with' all parties.

Background

The basic theory which underpins restorative approaches are not difficult to understand and various training organisations readily report successful training sessions with pupils as young as 7 years old. In fact, many adults are surprised when they discover that some of their existing practices actually tick several of the 'Restorative' boxes, without realising it.

Even though the training provided may be excellent and well received it does not always follow that it will be widely used within the organisation. The process of applying the theory to practice, often proves to be difficult for both individuals and organisations. This has implications for both the trainers and for anyone who is involved in the implementation process.

With this in mind it is suggested that 'implementation' be considered at 2 levels.

The 2 levels of Implementation.

1 Whole School Level

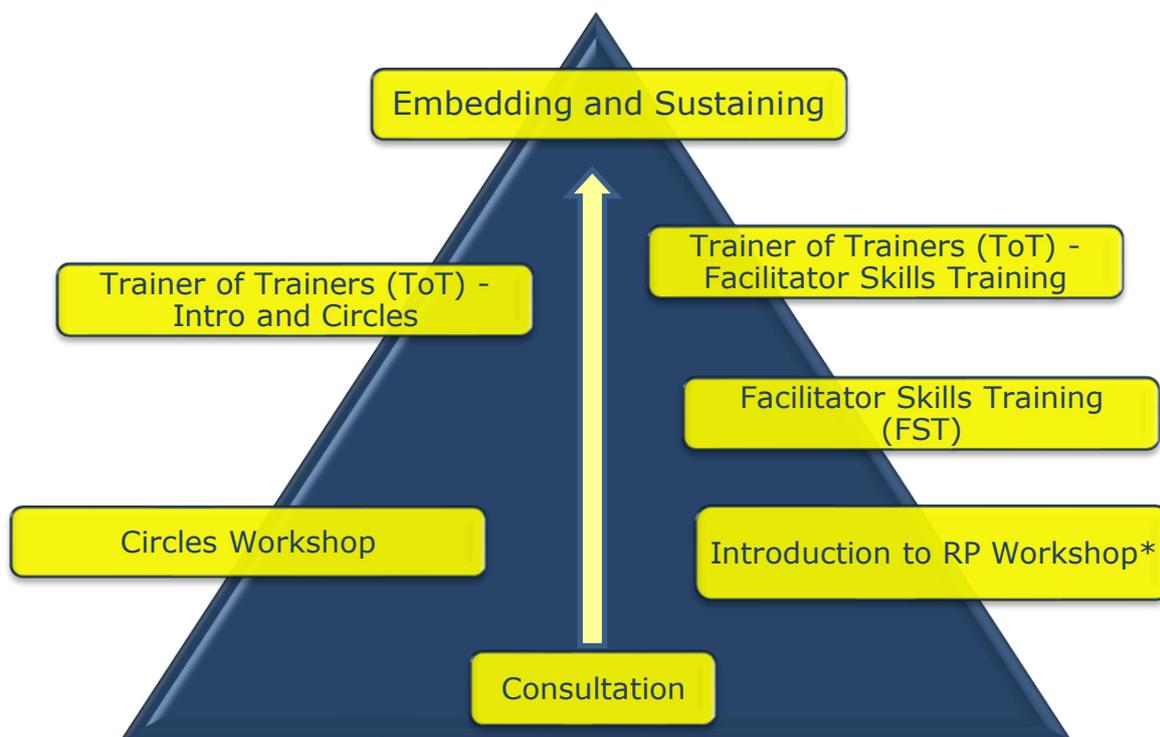
This is for when it is intended to introduce and use RP throughout a whole school and can also be used by linked local organisations and communities.

The following implementation flow chart, will help explain this process in some detail.

N.B. - This aspect of implementation will be covered in more detail as part of Schools and Solutions project Intellectual Output 3 (IO3) - 'Guide to Implementing a Restorative School Centre'.

Implementation Flow Chart

An overview of suggested courses and a progressive training structure.



*or other specific One-Day Workshop

NOTES:-

1. All staff within each organisation to undertake a one-day workshop at 'Informal' level (i.e. 'Introduction to RP' or other specific One-Day Workshops.)
2. The one-day workshop selected will be the one best suited to the schools selected / staff needs.
3. The FST is preferably at least a 3-day course in order to take selected staff RP skills to a higher level including the use of restorative conferencing/formal meetings.
4. As a general guideline, it is suggested that approximately 5 to 10% of the staff move up to the FST (Formal) level. This number will be largely determined by the needs of the school.
5. The numbers of staff undertaking ToT training at either Introductory (Informal) or FST (Formal) level, will again be largely determined by the needs of the school.



6. The one day 'Circles' workshop has proven to be a very powerful and effective tool, particularly around creating a positive culture and school community.
7. Following this RP roll out plan will lead to the school fully embedding RP and achieving self-sustainability, in a cost-effective way.
8. Additional benefits can be gained by training students using 'Teachers Guides' and 'Student Workbooks', as described above.
9. In addition to the above, the training of selected Student Mentors will further enhance and embed RP in the roll out process.
10. Restorative Planning Groups (RPG's), as described below, commenced at the very beginning of the implementation process and continuing throughout, will go a long way to ensuring success.

2. Individual Level

Throughout any RP training it should be part of the process for the trainer to assist the group in helping them link the theory being delivered to their everyday practice.

By asking those you are introducing RP to the following questions, they can be encouraged to consider these three important aspects of implementation:

1. What can you do yourself to ensure that you work more restoratively?
2. What can you do to help your organisation work more restoratively?
3. How can your team work together effectively to develop a strong and sustainable 'Restorative Organisation'?

Implementation

- What can you do **yourself** to ensure that **you** work more restoratively?
- What can you do to help **your organisation** work more restoratively?
- How can **your team** work together effectively to develop a strong and sustainable 'Restorative Organisation'?



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The first question asks them to consider how these processes can inform and impact upon their everyday practice

The second question encourages them to think about how they can use and model RP, so as to encourage their colleagues to also move in this direction.

The third question is asking them to think about what a restorative organisation would look like and what would need to be in place or change for the organisation to become fully restorative.

The next section on 'Restorative Planning Groups' (RPG's), will greatly assist your implementation and sustainability of RP.



Restorative Planning Groups (RPG's)

The Restorative Planning Group (RPG) is a key part of the process required to successfully implement, embed, maintain and sustain restorative approaches in any organisation.

RPG's are particularly useful in the implementation of restorative approaches in schools, with their competing demands due to high level of abstractions and the constant pressure to deliver in other areas of their work. This environment demands a very focussed approach if RP is to be delivered in a safe, efficient and effective way, meeting the needs of the school and all those it serves.

The RPG focuses upon the practical application of restorative approaches across the whole school. This involves reviewing existing practices, and deciding if and how RP may improve, enhance or replace them. This process ensures RP is experienced throughout the school and all those they serve in a very real and tangible form.

This RPG process focuses upon the application of the following key elements of restorative and relational processes (RP):

- 1. Relational Styles Template**
- 2. Fair Process**
- 3. Relational (Restorative) Questions**
- 4. Free expression of all Emotions**
- 5. Braithwaite's Hypothesis**

Overleaf you will find the flow RPG chart, followed by relative materials required to carry them out.

Using the process described, the school's Senior Leadership Team (SLT) and other staff are able to identify issues / problems and map them using the RST template. Using the four boxes to map them, they are then recorded on 'Individual Task' sheets.



Restorative Planning Groups (RPG'S) - Flow Chart



* You will find this spreadsheet in the resources section – titled

'RPG Record and Progress Spreadsheet'



Example forms for use with the RPG:

- The first form is used to record the current situation and it documents what is happening NOW (NOT what you hope it to be with RP)
- To identify new actions required to make existing practices more restorative
- Plot on an RPG Task sheet* Relationship Styles Template (RST) – as below (*Needs to be printed/drawn on at least A3 sheet to give room for full record to be created*)

RPG TASK SHEET:

TO	WITH
NOT	FOR

* You will find an A3 copy of this 'RPG Task Sheet' in the resources section – titled 'RPG Record and Progress Spreadsheet'

- The RPG then discuss the 'appropriateness' of each points position in the grid and then identify and agree which points need to be worked on.
- These are then all individually transferred to a RPG 'Individual Task' sheet as overleaf, using the 5 'Restorative ' headings to analyse current practice.



RPG 'INDIVIDUAL' TASK SHEET

INDIVIDUAL TASK DESCRIPTION:

TASK LEADER/s:

Does this task work WITH - TO - FOR - NOT? (*Circle as Appropriate*)

NOTES:

ACTION/s (*SMART?*):

Is fair process being observed in this task? Y/N

(*ENGAGE - EXPLAIN - CLEAR EXPECTATION*)

NOTES:

ACTION/s (*SMART?*):



Relational language and questions are used within this task? Y/N

NOTES:

ACTION/s (SMART?):

Does this task allow for the free expression of all emotions? Y/N

NOTES:

ACTION/s (SMART?):

**Where appropriate, does this task separate the Act from Actor/Deed from Doer?
Y/N**

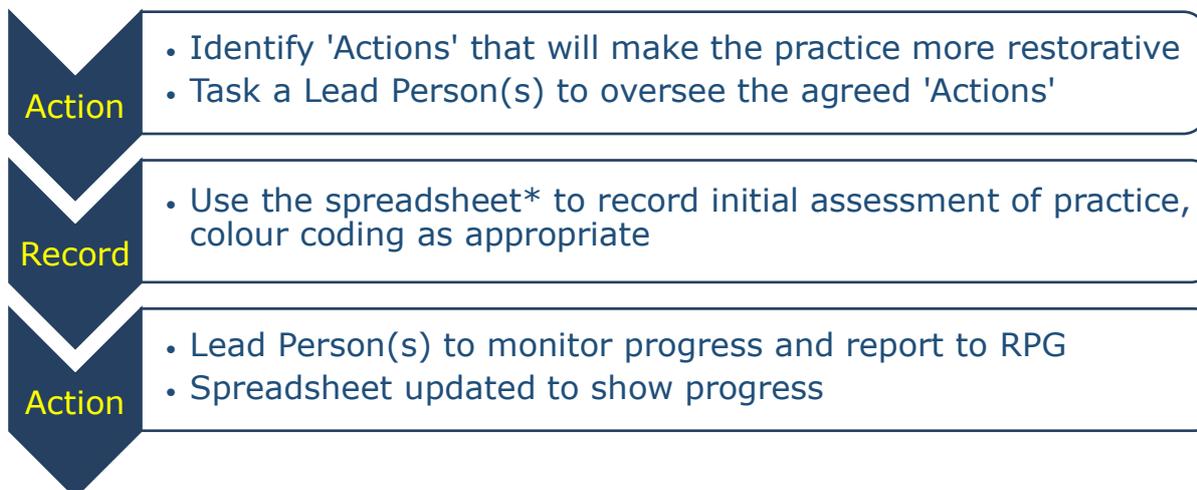
NOTES:

ACTION/s (SMART?):

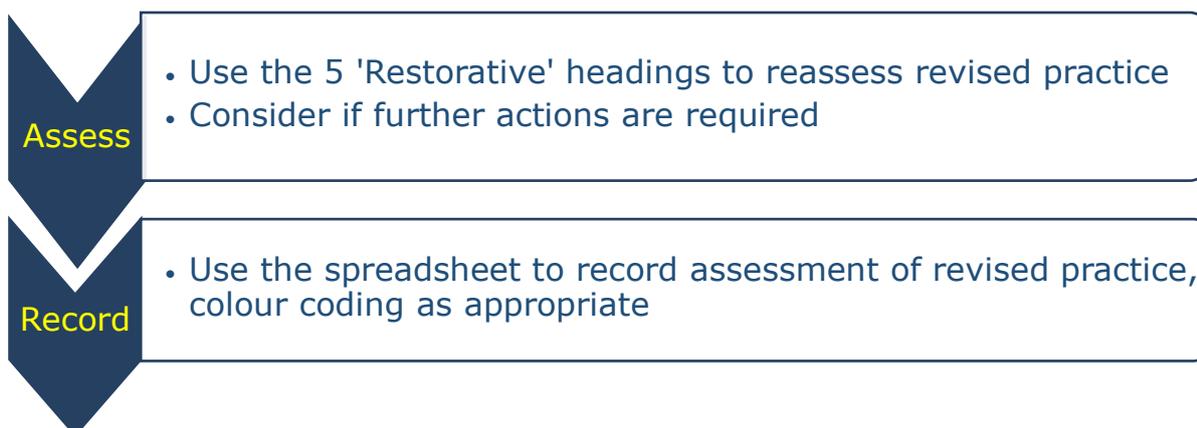
REVIEW DATE: _____



The following tasks are then carried out for **each & every** individual task sheet:



A review date is set and recorded at the bottom of **each & every** individual task sheet, which then leads to the below processes:



Mapping of Identified Problems against RP Intervention Levels

Acquiring an understanding of the different 'types of interventions' and 'RP Intervention Levels' is, for most organisations, usually fairly straightforward, however it is not uncommon for issues to arise when it comes to individuals or the organisation deciding what form of intervention would be appropriate for the range of issues which might arise.

There are two main factors to consider, the first being that of 'appropriateness' and the second being 'consistency'.

'Appropriateness', or matching the intervention level to the severity of the issue is vitally important. As extreme examples let us consider issues of forgetting PE equipment or an issue which possibly warrants an exclusion. In the case of a 'one off' incident of forgetting to bring PE equipment it would not be appropriate to hold a formal meeting.

Similarly, behaviour for which an exclusion was being considered, just using ‘affective language’ would not be appropriate. It may be part of the response, but not the sole intervention. With these extreme examples the issue is very clear but it is the range in between that creates the difficulties. Most organisations accept that it is not always possible to stipulate that all cases of a specific behaviour will always have the same level of intervention, as organisations and people are far more complex, and other factors need to be taken into context. What were the circumstances, is there a history of such behaviour, who else was involved etc.? These may all serve to complicate matters.

‘Consistency’ of approach is helpful to both the students and staff alike, and can have a major impact on how behaviour is managed and the general culture of the school. It is not suggested that every similar issue is always addressed in exactly the same way however, widely differing responses may often result in other issues. For example, if students are engaged in a low-level physical exchange, it is not helpful if one member of staff considers this to be ‘play fighting’, whilst another member of staff views it as a case of ‘bullying’. These different interpretations will result in different responses from the staff, and the students may well be confused as to how any given incident will be addressed. Such a situation would be similarly unsettling for the wider staff group’.

Suggested ‘Mapping’ methodology:

It is suggested that the whole staff group, or ‘focus group’ (if that is the preferred option) be involved in listing all (or as many as possible) types of incidents that the organisation has to address as part of its everyday work. These should be listed from low level to higher level incidents and then, after discussion and agreement, be listed on the document.

Mapping of Identified Problems against RP Intervention Levels

Intervention Level	Problems Identified	Recommended Solution/s
Affective Language		
Relational Questions		
Inferential Reading		
Literal		
Literal Reading		

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The next task is to look at the existing means of addressing the issues, i.e. outcomes, and enter these. The aim is for this to provide ‘guidance’ for staff in terms of what is likely to be an appropriate restorative intervention. The second benefit is that the list of existing ‘outcomes’ may prove to be helpful for all stakeholders when they are engaged in using the restorative processes to repair the harm caused by the incident.

Follow the resource links on page 64 to download either A4 landscape or portrait version of this form.

Teachers Guides and Student Workbooks



As staff who have only taken part in basic RP and circles training have not been trained to train others, they will require additional support and direction in order to deliver RP to their students (and fellow staff where applicable). This can best be provided by the use of 'Teachers Guides' and 'Student Workbooks', like those produced by SynRJ as pictured above for instance. *N.B. You can see more on these, including video shorts and the opportunity to take a peek inside them by [clicking this link](#).*

Using the structure provided by these books ensures that all materials are covered and is more likely to achieve a higher level of consistency and understanding for all concerned. They show staff how to present the material and to prepare them to engage the pupils in the process.

The additional benefit of this process, is the fact that the materials lend themselves to be delivered in various formats. These range from merely facilitating group or circle discussion, using a story board style, delivery of presentations and role plays, through to the pupil working through the workbooks independently. Thus, creating an inclusive approach, particularly important for those pupils who would otherwise struggle to engage.

At the same time the process also reacquaints the staff with the key RP concepts and materials, so they have the additional benefit of acting as a refresher too!



4. RP and Anti-Bullying

Anti-Bullying and Relational and Restorative Processes

The details below should be read in conjunction with the 'Anti-Bullying section of the PowerPoint presentation. It should be noted that 'bullying issues' were highlighted as being one of the main causes for concern by most partners as part of the IO1 research. The information below is bullying / anti-bullying related information that has been designed to;

- provide an agreed definition of bullying so that there all staff concerned recognise it for what it is and...
- ensure that all incidents of bullying are addressed consistently.
- highlight the difference between the more traditional (adversarial) approach to managing bullying and the restorative and relational way of working
- stress the importance of developing and maintaining positive relationships within the group.

When presenting the materials to others it is suggested that the information below is interspersed throughout the basic relational and restorative presentation, at the most appropriate points.

The information provided below offers additional information related to each slide with some suggestions as to how they may be used. The title 'RP and Anti-Bullying' can be changed to suit your particular circumstances.

'What is Bullying?'

- Change the definition to one that is commonly used in your particular country.
- It is likely that the 4 key characteristics will broadly remain the same, though they can be changed if appropriate.
- This may be done as an exercise.
- The main point is to find an agreed working definition which suits your own purposes.



Schools & Solutions

IO2: Restorative Practices in Schools – a Replicating model - A3: pilot restorative circles
Presentation:
Restorative and Relational Processes (RP)
RP and Anti-Bullying

Schools & Solutions: Upscaling school restorative approaches to foster school climate and improve students' competences on managing conflicts.

Project Number: 2020-1-RD01-KA201-018411

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Project partners:



What is Bullying?

How do you define bullying?

"Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."
(*'Safe to Learn', DCSF, 2007*)

4 key characteristics:

- Repeated
- Intent
- Someone is harmed
- Power imbalance

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2



'Types of Bullying'

Aim; To provide an explanation as to the types of bullying and what bullying may focus upon.

Homophobic (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying)

Racist (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller come under this heading too)

Related to disability, SEN or health (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too).

Related to home circumstances (e.g. young carers or children in care)

Sexist (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence)

Sexual (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)

Transphobic (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

Types of Bullying

- General bullying (including appearance)
- Homophobic
- Racist
- Sexist
- Sexual
- Disabilist
- Transphobic
- Related to home circumstances



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4

QUIZ

(Slides Overleaf)

Aim; To get people to think about the range of bullying issues, the frequency and impact, by reviewing research around this topic and by selecting data to cover a wide and diverse range of bullying examples, for inclusion in a 'Quiz'.

N.B. - The examples and data used in this quiz relate to UK based research and should be replaced by data from your own country. It may not be possible to change 'like for like', but it is important to maintain a range, and to include some questions / topics that the audience may not have previously thought about.

N.B. There are TEN QUIZ SLIDES AS OVERLEAF.



RP and Anti-Bullying QUIZ SLIDES

QUIZ

1. What percentage of children and young people report that they have been bullied in school?

- a) 27%
- b) 47%
- c) 57%
- d) 77%

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QUIZ

2. What % of young people have been bullied about the way they look?

- a) 35%
- b) 45%
- c) 55%
- d) 65%

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QUIZ

3. Can you put these forms of bullying in order - most to least frequent?

- a) Sexuality
- b) Race
- c) Appearance
- d) Disability

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QUIZ

4. What percentage of young people report they knew their bullies?

- a) 100%
- b) 92%
- c) 82%
- d) 72%

91% of those bullied online also knew their bullies

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QUIZ

5. Who are young people most likely to report bullying to? (can take more than 1 option)

- a) Family member 58%
- b) Social media 34%
- c) Teacher 92%
- d) Counsellor. 68%

27% have witnessed bullying in the last 12 months

24% are worried about getting abuse online

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QUIZ

6. Out of the following vulnerable groups which is the group which experiences the most bullying?

- a) SEND (Special educational needs and disabilities)
- b) Young Carers
- c) LGBT (Lesbian - Gay - Bisexual - Transgender)

- a) SEND
- c) LGBT
- b) Young carers

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QUIZ

7. Put the list in order (most to least) in terms of areas deemed to be 'hugely impacted' by bullying?

- a) Self harm Felt depressed 45%
- b) Antisocial behaviour Suicidal thoughts 33%
- c) Suicidal thoughts Self harm 26%
- d) Ran away from home Antisocial behaviour 13%
- e) Attempted suicide Attempted suicide 11%
- f) Felt depressed. Ran away from home 9%

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QUIZ

8. What percentage of young people (13 to 25 year olds) have experienced online abuse?

- a) 20%
- b) 30%
- c) 40%
- d) 50%

1 in 4 children have received an unwanted sexual message or image from a stranger online

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QUIZ

9. What % of unwanted sexual experiences occurred for the first time when girls were under 14?

- a) 26%
- b) 36%
- c) 46%
- d) 56%

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QUIZ

10. How many schoolchildren and young people commit suicide each year in Britain due to being bullied?

- a) 40
- b) 50
- c) 60
- d) 70

50 with an explicit link to bullying

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Restorative and Relational Processes (RP) Aim to...

“To develop community and manage conflict through building, strengthening and maintaining existing relationships plus repairing harm and broken relationships.”

Important to stress that the processes may be used ‘reactively’ (after the bullying has occurred) to address the incident, or ‘proactively’ to create positive and healthy relationships which reduces the likelihood of the incidents occurring.

Relational and Restorative Processes (RP) Aim to ...

“Develop community and manage conflict through building, strengthening and maintaining existing relationships plus repairing harm and broken relationships”

This statement identifies both **proactive** (developing community) and **reactive** (repairing harm and building relationships) approaches.



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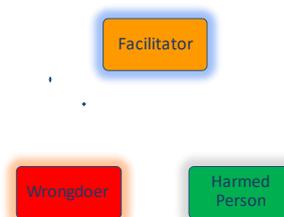


15

‘Traditional approach and the impact upon relationships’

This sequence of slides considers the relationships that exist (or not) when an incident occurs and what happens to these relationships when a more traditional form of intervention takes place. It allows for simple example of bullying to be explained and highlights the flow of relationships between each person.

The Traditional approach and its impact upon relationships:



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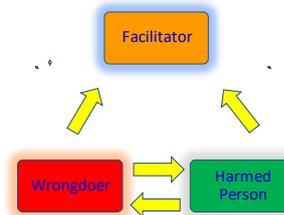
Click 1 - What is the wrongdoer thinking about the adult (facilitator) when the intervention takes place?

Click 2 - What is the wrongdoer thinking about the harmed person when the intervention takes place?

Click 3 - What is the harmed person thinking about the adult (facilitator) when the intervention takes place?

Click 4 - What is the harmed person thinking about the wrongdoer when the intervention takes place?

The Traditional approach and its impact upon relationships:



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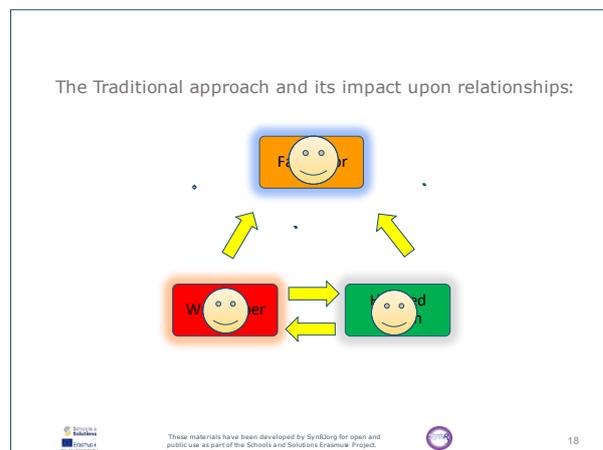
17



Click 1 - Point – negativity is flowing in each of these directions

Click 2 – The situation is often viewed as being a satisfactory conclusion – with all participants satisfied.

Nothing has been resolved, the underlying issues may not have been address and there is every likelihood that the incident will reoccur.



‘Connectedness and Relationships’

We are less likely to cause harm to someone if we have a positive relationship with them.

RP enables a positive relationship to develop when one does not exist, or repair a relationship that has broken down.

Connectedness and Relationships

Restorative practices help those being bullied who are experiencing isolation and exclusion by repairing damaged connections and even building them where they do not currently exist.

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‘Recognising bullying’

Whatever the estimated level of bullying in an organisation, as a general rule, double it, for research suggests that only 50% is reported.

What might the signs be of someone who is being bullied?

- Physical signs – Physical injuries/damaged clothing with no convincing explanation, general ill-health due to stress
- Emotional signs – Mood swings/apparent changes in personality, anxiety / nervousness, depression / tearfulness for no apparent reason, low confidence / self-image, hostility and defensiveness
- Behavioural signs – Withdrawn, frequent, unexplained absences, poor concentration, eating disorders, alcohol /substance misuse, self-harm, disruptive/challenging/ bullying behaviour
- General – frequently “lose” money/possessions, appears tired / lethargic, avoids playtime or entering / leaving school

Recognising bullying

- Approximately 50% of all bullying incidents are never reported so it's important to know the signs
- Physical signs – Physical injuries/damaged clothing with no convincing explanation, general ill -health due to stress
- Emotional signs – Mood swings/apparent changes in personality, anxiety/nervousness, depression/tearfulness for no apparent reason, low confidence/self -image, hostility and defensiveness
- Behavioural signs – Withdrawn, frequent, unexplained absences, poor concentration, eating disorders, alcohol /substance misuse, self -harm, disruptive/challenging/ bullying behaviour
- General – frequently “lose” money/possessions, appears tired / lethargic, avoids playtime or entering / leaving school

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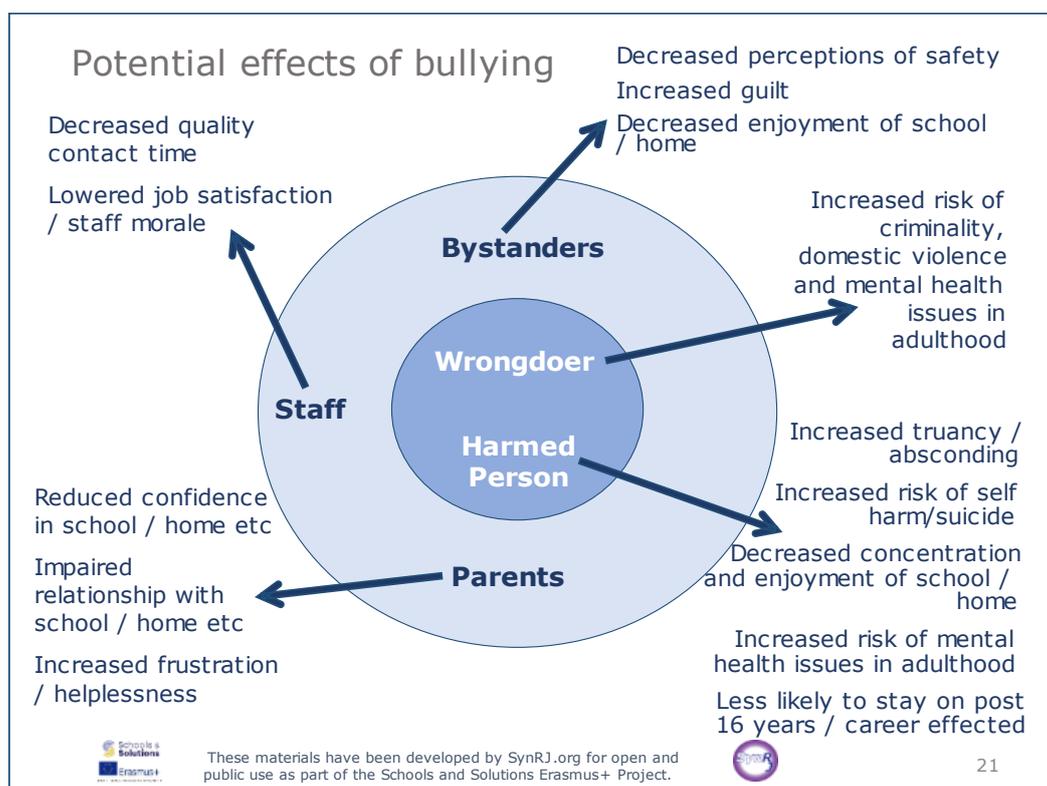
Note; it must always be remembered that these signs could also be an indication of other things happening in the young person's life. For example, emotional signs could also be linked to issues at home etc. However, they may indicate that bullying is taking place and should not be ignored.

'Potential effects of bullying'

Points;

1. Although the bullying may directly involve a small number, the overall effect can spread more widely and impact upon a range of people.
2. In all probability, the more severe the incident, the wider the impact.
3. The below slide illustrates the variety and range of possible stakeholders and explains some of the ways that they may be impacted upon.
4. There is no such thing as a 'Bystander'.
 - I. Some join in with enthusiasm.
 - II. Some tentatively join in, in attempt to be seen as part of the group and to not attract attention to themselves.
 - III. Some watch and do nothing, but doing nothing is interpreted as being supportive of the wrong doer.

Of course, these are all negative ways in which a bystander / onlooker may respond. What we are aiming for, is a healthy community in which those people would either intervene directly, report it and / or contribute to a process that would help resolve the issue, repair the harm and build positive relationships.





It is worth stressing that cyber bullying can quickly grow and is often regarded as being more insidious, largely because it can straddle the boundaries between home and school and is accessible to even greater numbers.

Although the purpose of this section is to show how the Relational and Restorative theory can be applied to incidents of bullying, the same techniques and approaches can be used when addressing all other incidents that may occur within an educational setting.



5. Circles

Restorative Approaches and Circles

The details below should be read in conjunction with the 'Circles' section of the PowerPoint presentation.

Experience over many years has shown that schools and other organisations that use circles as part of how they work, are more likely to have a pleasant atmosphere and happier stakeholders.

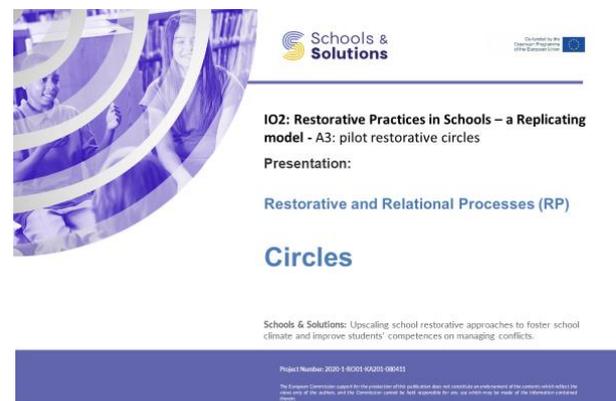
When presenting the materials to others it is suggested that delivery of the early part is in the form of circles and in this way demonstrates and highlights slides 1 to 12.

In terms of issues identified in the IO1 research the use of Circles should be considered as an option of intervention at all levels. See slide explaining Intervention levels.

If used effectively, Circles should have a positive impact on the atmosphere within a given organisation which in turn, should impact upon issues around early leaving and truancy, the levels of student motivation, parental and community engagement etc.

The information provided below offers additional information related to each slide with some suggestions as to how they may be used.

The title 'Circles' can be changed to suit your particular circumstances.



'Building Social Capital - Circle'

(i). Building relationships and repairing broken relationships are fundamental principle that underpin Restorative and Relational Processes

(ii). These questions help the group identify what the organisation already does to build relationships – though often without full appreciating the reasons behind their practice

(iii). By thinking about what 'good practice' looks like and what factors will facilitate a good learning environment, the group is likely to focus upon the benefits of good relationships.

Building Social Capital - Circle

- **Question 1:** What do you do already to build relationships with the adults and young people you work with?
- **Question 2:** What are the obstacles to building and strengthening relationships with the adults and young people you work with?
- **Question 3:** What factors are most likely to encourage learning and achievement in the community you work within?.



'Using the Power of Circles Effectively - Learning Outcomes:'

Aim;

For the group to;

- get an understanding of the purpose of the circle process and how circles can be used in your setting
- learn the necessary skills to prepare and facilitate restorative circles.

Using the Power of Circles Effectively - Learning Outcomes:

- Understand the purpose of the circle process and how circles can be used in your setting
- Learn the necessary skills to prepare and facilitate restorative circles.



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3

Intervention Levels – Re-cap

Aim; Remind the group of the 'Intervention levels' and add that Circles may be used across all levels of 'Complexity and Severity'.

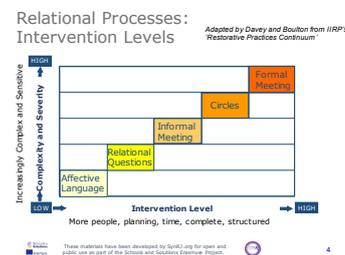
'Why circles?'

Aim;

As this may be a new concept and / or way of working for some it is important to highlight some of the key characteristics of working this way

Circles;

- help people take responsibility
- Allow quiet voices to be heard
- Allow people to learn about each other
- Can help people explore issues on a deeper level



Why circles?

- Equality
- Equity
- Safety and trust
- Responsibility
- Reminds you to facilitate
- Builds connections
- Ownership.



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5

'Types of circles'

Naming the different types of Circles that will be used and explained.

- Proactive
- Responsive
- Sequential
- Non-sequential
- Fishbowl

Types of Circles

- Proactive
- Responsive
- Sequential
- Non-sequential
- Fishbowl.



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6



'Pro-active'

1. These types of Circles are not used as a direct result of a negative incident or in response to negative behaviour.
2. They are not about identifying and repairing the harm from a particular incident.
3. Though they may be used to focus on similar circumstances that are expected in the future, and looking to identify what is needed to make that similar experience, a success.
4. As an organisation starts to use Circles effectively, it is expected that approximately only 20% of the Circles used will be deployed as a direct intervention (response) to negative behaviour or incidents.

Proactive

- Should account for 80% of the circles that are done within a setting
- Are intentional and can allow for participants to take risks as the community strengthens
- Build trust and social capital
- Proactive circles include but are not limited to: creating norms, community building, course content and games.

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7

'Responsive'

1. These are used specifically to address conflict and manage the tensions and harm resulting
2. The Circles format provides a safe place in which the participants feel safe, even those whose behaviour may have resulted in the incident

Responsive

- Should account for 20% of the circles that are done within a setting
- Are intentional and address conflict and manage tension in a community.
- Involve all who are impacted by conflict and tension
- Allow a safe place for people to discuss issues as they arise
- Responsive circles include but are not limited to: patterns of behaviour, interpersonal issues, grief and loss.

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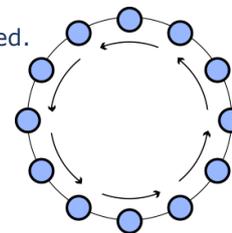
'Sequential go-around'

Each person in turn responds to the go-round topic and the sequence can be either clockwise or anti-clockwise.

- Specific question - *The topic is set for the go-round and it is expected that all responses will relate to the topic in question*
- Done in order - *The responses are provided in sequence - one after another.*
- Participation expected

Sequential go-around

- Specific question
- Done in order
- Participation expected.



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Should a participant not be able to respond or want to, the facilitator should offer encouragement and on occasions, sometimes return to the participant later in the go-round. Effort should be made to include all, but also accept that there may be times and / or circumstance when it is best to not ‘force’ the issue and just move on to the next person

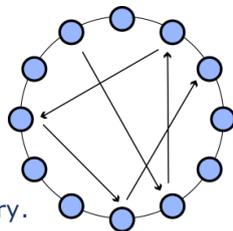
‘Non-sequential circles’

Points;

- The participants may respond in no particular order.
- Some may choose not to respond or may not feel that they have anything to contribute to the topic. Participation is voluntary.
- These types of Circles can be ‘structure’, ‘loosely structured’ or ‘unstructured’, depending upon what the circle is looking to achieve.

Non-sequential Circles

- Can be
 - Structured
 - Loosely structured
 - Unstructured
- No order
- Participation voluntary.





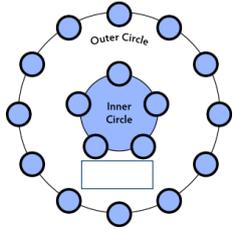
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‘Fishbowl’

1. Can be used with either sequential or non-sequential circles.
2. They can accommodate larger numbers of people by having 2 concentric circles. A relatively smaller ‘inner circle’ and a larger ‘outer circle’.

Fishbowl

- Can be used with both sequential or non-sequential circles
- Can accommodate larger numbers by having concentric circles.





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11

Those on the ‘outer circle’ can still be part of the process if desired/required, by adding an empty chair in the Problem Solving Circle described later in this section. In this way, they can move to the empty chair, make their contribution, and then return to their seat.



‘Secrets to success’

The use of Circles can play an important part in helping an organization to address issues as and when they arise, however, the use of proactive circle can have an enormous influence in terms of healthy relationships and a healthy community.

The success is not down to chance. The creation of suitable go-rounds is important but so too is the running and management of the process.

Secrets to success

- Clear topic and goal
- Set a positive tone
- Keep the focus
- Get some allies
- Use silence
- Active listening
- Pay attention to body language.



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12

‘Practical Circles; Introducing the concept’

Always help to allow the group to participate in the process, from creating a series of ‘go-round’, to assessing the success.

Practical Circles - Introducing the concept

- Explain reasoning
- Be upbeat
- Regard resistance as fear.



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13

‘Circle Scenarios’

Explain each scenario highlighting;

- One is proactive
- One can be either
- One is responsive (reactive)

Circle Scenarios

- **Group #1**: Not getting homework/task done (reactive)
- **Group #2**: Forthcoming off site trip (proactive)
- **Group #3**: Behaviour in class/group (either).



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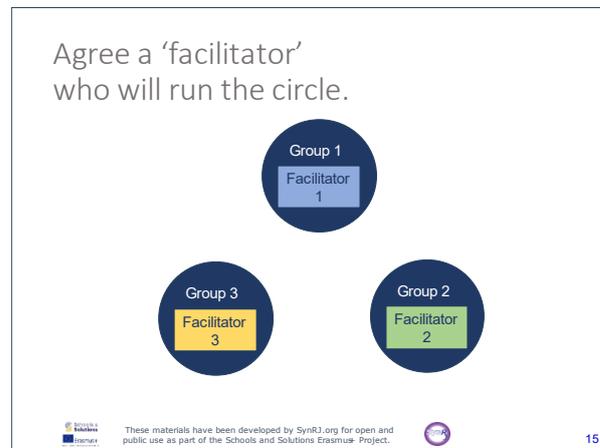


14



'Agree a 'facilitator' who will run the circle...'

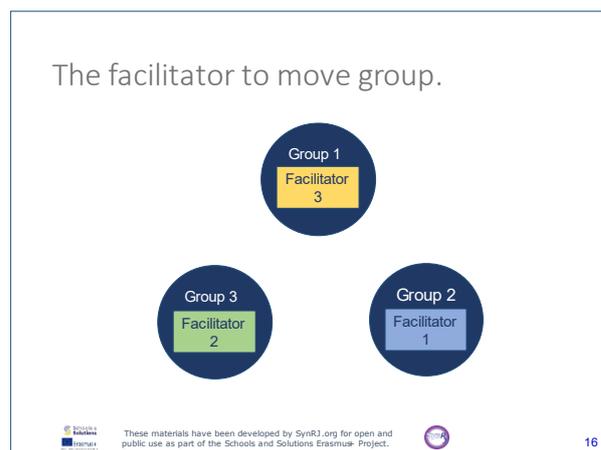
1. If numbers permit, create 3 groups
2. Allocate one of the scenarios to each group
3. Each group to create a structured list of 'go rounds' that they think would address their issue
4. When the list is completed, each group selects a facilitator



The facilitator to move group taking the 'go round' list with them.

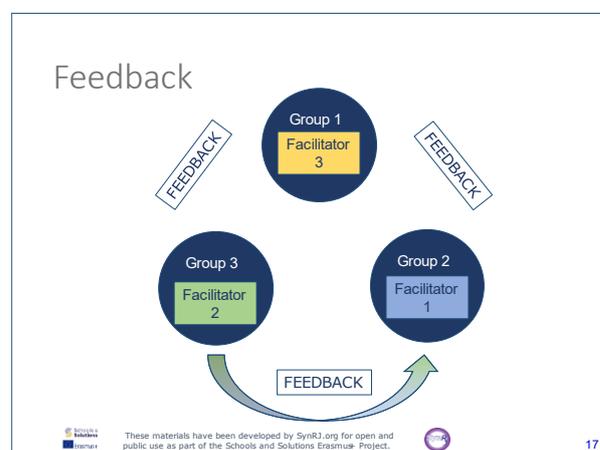
The facilitator explains the nature of the problem (as discussed by their original group).

1. The age of the students
2. Any other relevant background information
3. The new group play the part of the (student) participants
4. They then run the role play



'Feedback'

On completion each group provides feedback on the role play and questions to the facilitator and the original group that assisted the facilitator to produce the go round questions.





‘Check-in and check-out’

Use Circles as part of any group activity, including teaching and staff training.

The purpose of this section has been to show how circles can be applied to many problems, incidents and events that may occur within an educational setting.

It is important to remember that circles need to be used in both positive as well as negative situations.

Check-in and check-out

- Done as a go-around
- Tool to foster accountability
- Related to
 - Course content
 - Interpersonal
- Agreements and acknowledgments
- Goals and achievements.



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‘Circles – Implementation’

By asking those you are introducing to circles the following questions, they can be encouraged to consider these three important aspects of implementation:

1. How can you integrate and build upon experiences of using circles in your work area?
2. How can you develop a strong and sustainable collective approach to the use of circles?
3. How can you bring circles to the adults and young people you work with?

Implementation

Group #1: How can you integrate and build upon experiences of using circles in your work area?

Group #2: How can you develop a strong and sustainable collective approach to the use of circles?

Group #3: How can you bring circles to the adults and young people you work with?



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The first question asks them to consider how these processes can inform and impact upon their everyday practice.

The second question encourages them to think about how they can use and model circles, so as to encourage their colleagues to also move in this direction.

The third question is asking them to think about how they might use circles with those they work with, whether students, colleagues or others.

The next section on ‘Problem Solving Circles’ describes a very specific type of circle, which has proven very popular wherever they have been introduced. Many schools now use this circle for part of their staff meetings.



Problem-Solving Circles

Problem Solving Circles have a great deal of structure and use a modified fishbowl circle. This structure is important, because it eliminates some of the most common barriers to finding creative solutions.

Depending upon the size of the group, the inner circle consists of at least six and up to twelve chairs. Additional chairs are then arranged in a circle around the inner circle.

N.B. With smaller groups, the outer circle and empty chair are not necessary.

The facilitator asks for volunteers to be in the inner circle. People in the inner circle should be those who either have a *student/client* or a *situation* with which they want help, or those who are willing be of assistance to those presenting a problem.

The facilitator for the group is seated in the inner circle across from the empty chair and giving them the following instructions:

We will be using a modified fish bowl. There will be an empty chair in the inner circle. The empty chair is for the people in the outer circle. During the brainstorming part of the problem-solving circle, if you have something you would like to contribute, come and sit in the empty chair, share your idea, then return to your seat.

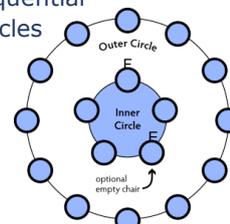
*After someone in the inner circle volunteers to present their problem to the group, they will have **up to 3 minutes (uninterrupted)**, to talk about the situation. They can tell us whatever they want about the situation, without any questions (**other than clarifying questions**) being asked by the group or yourself. When the three minutes have passed, their turn to talk is over.*

*The group will then have up to **10 minutes to offer suggestions** and the person presenting the problem may not respond to any suggestions. This will probably be frustrating for those presenting the problem, but it really helps the process. Even though you will probably hear things you've tried or things you are sure won't work, just sit quietly. You will probably want to take some notes.*

N.B. It is very important that the Facilitator closely manages the process.

Problem-Solving Circle (Fishbowl)

- Uses a modified Fishbowl
- Can be used with sequential or non-sequential circles
- Empty chair (E)
- Feedback
- Facilitator (F).



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Problem-Solving Circle

Demonstrated as a fishbowl

- Volunteer shares a work-related problem
- **3** uninterrupted minutes (to describe the problem and let the group know the need)
- Group has **10** minutes for suggestions; (the volunteer does not interrupt, just listens and takes notes)
- Volunteer has **2** minutes to reflect (on what they heard and let the group know one or two things they are going to try)

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Those of you who will be making suggestions may also be a bit uncomfortable because we are going to ask you to make suggestions rather than ask questions.

*Frequently, because we want to be respectful, we say things like, “**Have you called the parents?**”*

*In this circle, we need you to be positive and definite, to just say, “**Call the parents.**”*

After the 10 minutes of suggestions, ask the person who presented the problem to **reflect on the suggestions they have written down for 2 to 3 minutes.**

Ask them to then say which two or three things they will definitely try. Tell them that they should avoid making comments about suggestions made and not say what they will not do.

Watch the time and allow as many people to present problems as possible.

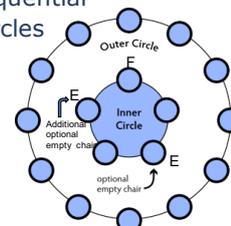
Community Problem Solving Circles

Community Problem Solving Circles are run in much the same way as above, the only real differences/options are:

1. You may choose to have two empty chairs in order to offer the opportunity to each of two separate opposing groups the chance to join the inner circle.
2. You may choose to run this circle using relational questions or another type of circle to help unpack the problem and seek solutions as a group.

Community Problem-Solving Circle (Fishbowl)

- Uses a modified Fishbowl
- Can be used with sequential or non-sequential circles
- Empty chairs (E)
- Feedback
- Facilitator (F).



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N.B. This form of circle would prove very useful when engaging with larger groups for a Restorative Focus Group (RFG), as described later.



6. Engagement and Collaboration

Engagement and Collaboration

N.B. Though we will be using ‘parents’ as the focus of this section, the below is equally applicable to other stakeholders and the wider community you work with and within.

Engagement

Engagement begins with the first contact we make with parents. How we first engage with parents lays the foundation to the type of relationship we want to establish with them.

One thing all teachers and staff should ask themselves is, “*Are we going through the motions to satisfy a mandate or are we truly engaging with the parents that we work with in order to build relationships?*”

There are times when professionals just go through the motions and not always intentionally. These could be when people are not feeling their best, their mind is elsewhere, or they are suffering burnout after years on the job. Whatever the reason professions should be mindful of their thoughts, moods and behaviours. There will be days where we need to work harder to be there for parents and those we work with and be purposeful in how we engage with them.

To help build understanding of the contrast between real and token engagement, you will find the following exercise useful:

1. Divide them into groups of about 3-4 participants (*perhaps according to their departments or workplaces if large numbers work together in the same or similar setting*).
2. Before participants begin, explain the difference between real and token engagement as follows: **‘Real’ engagement** is when (*wherever possible*), we fully involve parents when making important decisions about their children. **‘Token’ engagement** is when we make all of those important decisions without meaningful involvement of their parents.
3. Allow a total of 10 minutes for your instructions and the group task.



Engagement

- Generate a list of ways we normally engage with parents.
- Indicate if each one is real or token engagement.



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The problem with token engagement is that parents often feel that their input is not taken into account and that their participation does not affect decisions. This can lead to cynicism and a lack of willingness to return phone calls, attend meetings, etc. It can also breed passivity and dependence as parents become accustomed to the school/teachers “*doing most of the work*”.

4. Now get them to compile a list of ways we normally engage with parents indicating which are ‘real’ or ‘token’ engagement.
5. Give them 10 minutes in their groups then have them report back.
6. *Record* their answers on a flipchart or whiteboard.

End by *asking* participants the following points, to reflect on what prevents us from truly engaging with parents.

- Are they systemic or personal?
- Challenge them that restorative parental engagement represents a significant shift in thinking for many people.
- We are turning a significant amount of decision-making power back over to the parents.
- There are appropriate concerns about this but encourage them to keep an open mind.

Suggestion: You may choose to get the group to form one large circle and using a talking piece conduct a go-around, asking participants to briefly share their reaction to the exercise.

Collaboration vs. Coercion

Although perhaps sometimes coercion is required for safety reasons, we should work to minimise its use with parents. Whenever possible, when working with parents, it is preferable to use collaboration rather than coercion.

If working with others, perhaps ask if they agree with this statement and why?

You may wish to then task the groups to choose one or more of the ‘**token**’ engagement practices they identified in the above exercise and have them re-design it as a fully restorative process, using the below considerations:

- What do parents see as barriers to collaborating with teachers and staff?
- What do you see as the barriers to collaborating with parents?
- Are they able to be overcome and if so, how?

Collaboration

- What do parents see as the barriers to collaborating with teachers and staff?
- What do you see as the barriers to collaborating with parents?
- Are they able to be overcome and if so how?.



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Perhaps then ask each group to name an obstacle and if it can be overcome and record these on a flipchart or whiteboard.

Most groups identify that the majority of the barriers can be overcome. Collaboration can be difficult – especially with the most challenging children and parents. However, if as professionals we use real engagement and work on building relationships collaboration becomes much easier.

Empowerment

One way of exploring empowerment is through asking yourself (or a group) the following question:

“Think of a time when you felt empowered by someone in the position of authority over you. What made you feel empowered them?”

After a group discussion, ask them to think about their own story and identify what that person did (i.e. their behaviours) which helped them feel empowered?

People often say things like, they asked for my input and ideas, believed in my potential, helped me develop my strengths or gave me guidance but asked me to do “the work”.

Get them to reflect and hopefully they will come to the conclusions those people didn’t give you power, they helped you realise the power you already had. People gave assistance and help but no one actually took over.

The term “empowerment” is frequently used in professional settings when discussing how we desire to interact with clients. However, professionals and workplaces don’t always have the same expectation about what this should look like in practice.

Empowerment gives parents both the freedom to play a larger role in their own and their child’s affairs, but also places more responsibility on them to take the larger and primary role in managing their own lives and challenges. Empowerment and personal responsibility are inseparable.

Empowerment is:

- Helping parents and students fully realise the power they already have
- Providing support and access to helpful resources
- Allowing parents to take the real part in decision-making

Defining Empowerment

Empowerment is ...

- helping parents and students fully realise the power they already have
- providing support and access to helpful resources
- allowing parents to take a real part in decision-making.



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Empowerment Practices:

Ways to Empower Parents:

- allow for free expression of emotion
- listen
- help people define their choices
- help develop self-awareness and personal responsibility

Empowerment Practices

Ways to empower parents and students ...

- allow for free expression of emotion
- listen
- help them define their choices
- help develop self-awareness and personal responsibility.



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You might want to then ask the group to come up with a list of behaviours that would help parents and others feel empowered.

Once the list is complete, you could ask the group:

“If you consistently interacted with parents in this way, what would be the likely impact on your relationships with parents?”

“How might this change the way they behave?”

“How might this impact outcomes for their children?”

So here are the things we can do:

- Acknowledge the parents as the experts concerning their own children
- Use real engagement before decisions are made
- Give children and parents a real role in setting goals
- Listen to peoples’ stories, what they have to tell you
- Ask don’t assume anything

As much as possible, professionals should be in a support role with parents and not in control. Ultimately a restorative approach to parental engagement and empowerment seeks re-focus parents and professionals on what they each do best.

Parents are better placed to be the primary decision-makers in their own affairs and are more effective than professionals at holding each other accountable.

Professionals are best placed to provide access to resources and help to facilitate cooperation between institutions and parents.

Empowerment takes place when professionals help parents make the right decisions for themselves, and take control of their lives. This happens by teaching them the tools they need to be successful.



Teachers give knowledge, inspiration, foundations to build upon, passion for learning about particular subject, and teach tools to help students achieve their goals.

You might ask the group: ***“Do your parents have the right to ‘fail’ or make plans that might need to change?”***

Even if professionals insist on making most decisions for a parent, they cannot guarantee success. Therefore, we should ask ourselves why would we hold parents to a standard of perfection that as professionals we do not set for themselves?

Perhaps ask the group to reflect on the following questions and allow for some discussion.

- In your meetings with parents, who does most of the talking, family members or professionals?
- Who makes most of the important decisions?
- Do you allow for silence in meetings, giving parents time to think and offer their own ideas?
- Do parents typically feel a sense of ownership for decisions that are made?
- Are parents consistently told *explicitly* that your institution sees them as the experts in the lives of their children?
- Do you set high expectations for parental participation in decision-making and other processes?





7. Empowering Students

Pupil Mentors and Pupil Training

When a school seeks to implement change or bring something new to their ways of working, the frequent route is for staff to be trained, or a ‘package / programme’ being purchased. This is then followed by the staff when introducing the new approaches to their dealing with the pupils or incidents. In effect, these newly acquired skills or approaches may in a restorative sense, be said to be done ‘**to**’ the pupils.

When this approach is followed the implementation process may result in confusion, resentment and eventual failure. Experience suggests that successful implementation is more likely to be achieved when those impacted (*i.e.*, *pupils*), are involved in the process and have some understandings of what changes are intended and how they will happen. In other words, the staff working together ‘**with**’ the pupils. As you will appreciate this reflects the theory underpinning the Relationship Styles Template (RST), as covered earlier.

When considering the implementation of any new process, work practice etc., including RP, the manner in which this is achieved can have a marked impact upon its successful implementation or otherwise. The concepts behind the RST can be adapted to describe different styles of ‘**Organisational Change**’ as follows:

Pressure without Support can lead to such things as a work to rule, slowdown or a passive aggressive stance being adopted.

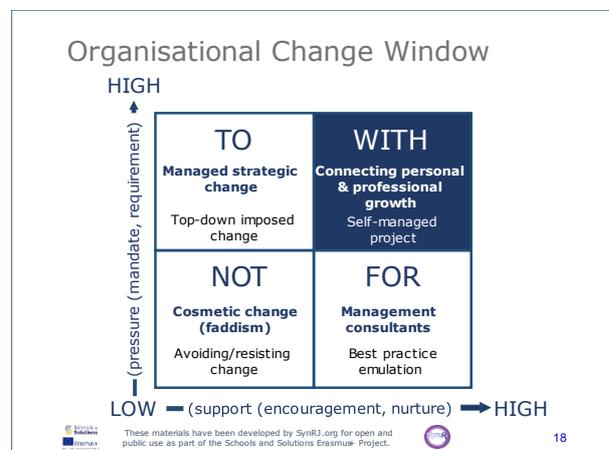
Support without Pressure can lead to a waste of resources.

With both Pressure and Support, changes have a greater likelihood of being accepted and introduced successfully.

Once it is recognised that working ‘with’ the pupils is both desirable and more effective, the question is, how can this be achieved and managed. We suggest the following three separate and potentially complimentary approaches:

1. Providing general training for all pupils *and /or*
2. More detailed training for a specific and usually small group of pupils *and /or*
3. Use of ‘Teachers Guides’ and ‘Student Workbooks’ (*as described earlier at 1.3. on page 32*)

All three approaches have their own merits and when used together, can be extremely effective in assisting the implementation of RP.





We will now consider the first two of these approaches in more detail.

Providing general training for all pupils.

Aims.

The general aims of this approach are to:

1. Raise the overall awareness of all pupils (*or a significant number, such as a year group or house group*), that change is about to take place.
2. Make the group familiar with the 5 'Key Elements' of RP.
3. Explain the processes involved and provide the opportunities for the pupils to experience them (*possibly using the supplied role plays*), before there is the need to use them 'for real' as part of the everyday situation.

How?

Staff take the time and find the opportunity to explain the material, as they understand it, after they themselves have undertaken at least the one-day workshop. In these sessions the staff would introduce the concepts and language so that the pupils can familiarise themselves with all areas. If left to their own devices, different staff will bring their own experience and levels of understanding to these sessions and the outcomes may be variable.

To achieve consistency, it is often a good idea to make use of 'Teachers Guides' and 'Student Workbooks' (*see section 1.3.*), with the pupils, so that all of the important points are understood by all and covered, thereby achieving a higher level of consistency.

N.B. When selecting teachers guides and student workbooks, it is important that the content and material reflects / mirrors the training which was previously received by the staff groups.

More detailed training for a specific and usually small group of pupils.

Two factors inform the thinking about how a small and selected group of pupils may become involved in using the RP processes to help other pupils resolve lower-level issues.

Firstly, as a starting point we need to accept that all schools experience a range of problems (*see section 1.1. – Introduction*), all are important and need to be addressed, but some are more serious than others.

Secondly, although the adults within a school rightly regard themselves as 'role models' for their pupils, the most powerful role models are the pupils themselves. Experience suggests that when staff apply the RP processes, they experience success, however when pupils use the processes with their peers, the outcome can be even better!



How?

i. The school is encouraged to identify a group of pupils, the actual number varies, usually depending upon the size of the school.

Schools may use existing structures such as groups of monitors, prefects, ambassadors, etc. Whatever the school has in place. Other schools may start a new group. A common trait is that the group are usually at the upper end of their age range, though this is not essential.

ii. The selected group (RP Mentors) are trained, using the same or similar content and concepts as covered in the one-day workshops delivered to the adults. Though the material covered is similar / the same, how it is delivered needs to be adapted to meet the needs, ability and age of the pupils.

iii. The methodology used to present the information is generally more practical and greater use is made of group exercises.

iv. It is again often a good idea to use the guides and workbooks mentioned in the previous section, as this ensures consistency of delivery and acts as a reference book for the pupils to take away with them.

v. Once trained, the RP Mentors can then carry out interventions for lower level, less serious incidents that occur between pupils.

vi. It is important that this group are supported and supervised by an adult member of staff and that a process is in place to identify suitable cases for the RP Mentors to engage with. There also needs to be a 'recording system' and ensure that outcomes reached are passed on to the staff and recorded in the same way they would be if the matter had been dealt with differently.

vii. It is essential to establish with the RP Mentors what type of issues they may engage with, but perhaps more importantly, be clear about what they MUST NOT deal with, and what type of issues need to be referred to staff for action and resolution.



Restorative Focus Groups (RFG's)

In order to maximise the engagement and collaboration opportunities you have we recommend the setting up of focus groups.

Although many of the tools offer both reactive and proactive ways of dealing with individual problems, the formation of targeted focus groups will help you build, maintain and strengthen relationships and a feeling of community.

In this way, when things go wrong (as they inevitably will), you will already have a sound working relationship with those affected/effected to start from. At times, these RFG's will be just a proactive listening circle to gauge how things stand and help identify any emerging problems. In this way you can be ahead of the game and be able to take early action to prevent an escalation.

We suggest the formation of at least two such groups, one internal within the school and one external involving the local community.

Internal: School focused RFG's

Involving School Staff, Students, Parents and school officials/governors, etc.

External: School and Community RFG's

Involving School Representatives, parents, local statutory bodies (such as Police, Social Service, Education Welfare, etc.), and representatives of the local community (business owners, community groups, faith etc.)



Free Downloadable Resources

These comprehensive resources are available for you to use freely, provided they retain the footer on each page with both the accompanying logos and the words: **‘These materials have been developed by SynRI.org for open and public use as part of the Schools and Solutions Erasmus+ Project.’** Thank you for your compliance.

Presentations (PowerPoint Slideshows)

S&S - Basic RP Presentation

S&S - Anti-bullying Presentation

S&S – Circles Presentation

S&S - Engagement and Collaboration Presentation

Role Plays (plus 8 to page Label Templates)

S&S COMPLETE SET - Misbehaviour - Informal Meeting Role Play

LABELS Misbehaviour Role Play - 8 to a Page

S&S - Cyber Bullying Incident - Informal Meeting Role Play

LABELS Cyber Bullying Role Play - 8 to a Page

S&S - Social Worker - Client Incident - Informal Meeting Role Play

LABELS Social Worker - Client Incident Role Play - 8 to a Page

S&S Community Problem Solving Circle Role Play

LABELS Community Problem Solving Role Play - 8 to a Page

RP Mapping of Identified Problems

A4 Landscape - RP Mapping of Identified Problems

A4 Portrait - RP Mapping of Identified Problems

RPG Materials

A3 - S&S RPG Task Planner (*Word*)

A4 - S&S RPG Individual Task SHEET (*Word*)

S&S - RPG Practice Assessment Master (*Excel*)



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