Making Restorative Practice Explicit in Classrooms

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Behaviour Matters 2013
Restorative Practice – getting buy-in

- To *meet* students’ changing needs and to *align* approaches, values and ethos to current progressive educational philosophy and theory

- To *educate* students towards self-regulated positive behaviour

- To *promote, nurture* and *sustain* healthy relationships across the school community

- To enable students to be fully accountable for the *real consequences* of their wrongdoing and mistakes

- To maximise *teaching* and *learning* outcomes by creating a more positive whole school *culture* *(adapted from Villa Nova SC QLD)*
The importance of explicit practice

Curriculum
Pedagogy
Relationships

What do we do?
Why do we do it?
How do we know it is effective?
Knowing where

‘What qualities and attributes do you want kids to have when they leave our schools?’

• Understandings
A definition of Restorative Practice

The social science of promoting and sustaining strong and healthy relationships across the school by implementing proactive and responsive programs rather than reactive strategies. This leads to increased social capital, improved individual self-discipline, self-regulation, emotional well-being leading to improved academic outcomes and improved whole school climate.

Whole school management that is based on collaborative decision making in a proactive community rather than a reactive organisation.

It is an explicit framework of practices based on Restorative Justice Philosophy that builds and strengthens relationships and social connections promoting accountability and responsibility and to repair harm when relationships break down through wrongdoing, mistakes and misunderstanding.
A definition of the Restorative Teacher

Their practice is:
Respectful
Fair
Explicit
Supportive
Positively challenging (high demand)
Skilled in a wide range of processes (circles, mediation, conferencing, counselling)

They focus on:
Establishing trust and safety with and between people
Explicit classroom practice (routines, procedures and pedagogy)
Develop empathy, reflection and inquiry
Repairing harm that may have been done

They deliver on:
Responsibility
Accountability
Engagement and ownership
Possibility of positive behavioural change and reintegration
Promotion of self-regulation

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A definition of the Restorative Classroom

• Is a classroom that values **dialogue** through an **inclusive approach** where everyone has a **voice** and can be **heard**. Through **collaborative processes** students are taught in practical ways that **emotions** are an important and legitimate expression of healthy classroom conversations where **mutual respect** and **accountability** flourish.  
  **(Values)**

• Students are taught how to resolve and understand **conflict** and tensions and difference in respectful ways that engenders **trust**, **empathy**, **responsibility**, and fosters **healthy relationships**.  
  **(SEL)**

• The curriculum is **engaging** and students take an active role in the content and review of what is taught through **participatory pedagogy** including classroom circles and cooperative learning approaches that engender **ownership** and maximises **learning outcomes**.  
  **(Teaching and learning)**

(adapted from Lesley Oliver, Terry O’Connell and Lyn Doppler 2007)
The Social Discipline Window

High/Firm

Structure/Limits/Boundaries

Low

Support/Care/Encouragement

High/Fair

Punitive

Restorative

Neglectful

Permissive

DOING TO

DOING WITH

DOING NOTHING

DOING FOR

Adapted from Wachtel, T. 1999.
What is your classroom leadership style?

If you would like to understand more about your classroom management profile answer the 16 questions below. Read each statement and enter a number in the box that corresponds to what you believe about your classroom practice. Write a number in the box provided from the scale below:

5 strongly agree 2 disagree
4 agree 1 strongly disagree
3 neutral

1. If a student is disruptive during class I give them a detention without any discussion
2. I don't want to impose any rules on my students
3. The classroom must be quiet in order for students to learn
4. I am concerned about both what my students learn and how they learn
5. If a student submits class work late it is not my problem
6. I don't want to discipline a student because I worry that it will hurt their feelings
7. Preparing for classes isn't worth the effort
8. I always try to explain the reasons behind the classroom rules and decisions
9. I will not accept any excuses from a student who is late or behind in their work
10. The emotional well-being of my students is more important than classroom control
11. Students can interrupt my lessons if they have a relevant point or question
12. I always respect a student's request for a toilet pass
13. The social experiences of students in my class are not my responsibility
14. It is important that students see me as their friend
15. Improving student learning outcomes is closely linked to positive classroom relationships
16. I believe that punishment teaches the moral lesson

The Leadership Window
Productive & Engaging Discipline Systems

DOING TO
Frustrated
Disengaged
DOING NOTHING

DOING WITH
Engaged
Unfocused
DOING FOR

Purpose
Low
High

Process
Low
High

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Relational Pedagogy

- Teacher instruction
- Partner work
- Think-pair-Share/Jigsaw
- Classroom Circles

Teacher centered

Class discussion

Group work

Cooperative Learning

Student Centered
Hierarchy of relational practices & AUSvel Strands

- Negotiation skills
- Trust & safety
- Conflict resolution
- Cooperation, communication & feedback
- Community building & positive support
- Explicit relational practice

- PHYSICAL, PERSONAL AND SOCIAL LEARNING
- INTERDISCIPLINARY LEARNING
- DISCIPLINE-BASED LEARNING
Hierarchy of personal skills & AUSvelds Domains

- PERSONAL LEARNING
- THINKING PROCESSES
- COMMUNICATION
- CIVICS & CITIZENSHIP
- HEALTH & PHYSICAL EDUCATION
- INTERPERSONAL DEVELOPMENT

Living well in Community

Healthy relationships

Problem solving & oral language skills

Emotional intelligence & social competence

Knowing about self & others

Safe & supportive community

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Explicit framework to support student behaviour & engagement

Teaching & learning agenda

Safety is manageable

Student Behaviour

Safety is not manageable

On task/Work related behaviours

Off task/Non-work related behaviours

Acknowledgement plan

Correction plan

Critical incident plan

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A framework to support discipline & engagement

Student Behaviour

Teaching & learning agenda

Safety

Not manageable

Critical incident plan
1. Seek help/call for assistance/send student/code red
2. Harm reduction for others/self/focus class
3. Defuse
4. Restitution/repair restoratively

Safety is manageable

Working Restoratively & Values driven

Correction plan 4 x R’s
1. Reminder
2. Redirection
3. Relocation
4. Reflection/Time Out

Admin involvement

Relationship development
- Circles
- Peer support
- Cooperative learning
- Negotiated curriculum
- Democratic decision making

Acknowledgement Plan
- Body language
- Verbal encouragement
- Authentic feedback
- Contingent motivation
- Praise, reward, incentives
- Visual representation of feedback
- Developmentally appropriate

On task? Work behaviours

Off task? Non-work behaviours

On task? Work behaviours

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Classroom Code of Cooperation

1. Be on time and prepared for work
2. Follow instructions willingly and promptly
3. Listen when someone is speaking
4. Consider everyone’s safety
5. Respect others and their property
6. Take responsibility and make things right

Our Guiding Principles

Respect    Responsibility    Safety
Playground Code of Cooperation

1. Follow instructions willingly and promptly
2. Consider everyone’s safety
3. Be responsible with food and rubbish
4. Help our school with no bullying
5. Play games in appropriate places
6. Respect other’s and their property

Our Guiding Principles
Respect  Responsibility  Safety
Relationship Development Plan

The 4 x R’s

Reminder/Redirection/Relocation/Reflection

Reminder: teacher reminds student about the rules from the Code of Cooperation

- ‘remember our rule about coming to class on time and prepared for work, open your book and begin the work thanks’
- ‘remember our rule about respecting others and their property, talking during a student presentation is not respectful’

Redirection: teacher redirects the student from what they are doing to what they need to be doing

- ‘you need to begin your work/stop talking/move to where you should be/begin the group work or you will need to sit by yourself/talk with me during recess/move to ‘Time out’

Relocation: teacher directs the student to move to sit by themselves

- ‘you need to move to that desk and chair and begin the work, if not you will be required to sit in ‘Time out’

Reflection: teacher directs the student to sit in ‘Time out’ and complete a ‘Think sheet’

- ‘you need to move to ‘Time out’, I will bring you a Think sheet. You will need to complete the Think Sheet. I will come and help you when I am free, ‘Time out’ is for serious problems. This means that your parents will be contacted and asked to sign your Think sheet. If you do not move to ‘Time out’ you will have to leave our classroom’

Reminder – we get distracted

Redirection – help being on task

Relocation - peer pressure

Reflection ‘Time Away’

Big time!
Promise to Each Other

We care about each other and our classroom, we share what we have, listen carefully, help each other learn, work hard and have fun together.

We understand that everyone makes mistakes, that we stand up for ourselves and others, and when someone asks us to stop, we stop.

We take responsibility for whatever we do, or fail to do, and we support each other so that we can make things right.

This is who we are even when no one is watching.

(adapted from Debbie Miller ‘Reading for Meaning)
WHAT HAPPENS
WHEN MY BEHAVIOUR AFFECTS OTHERS?

REMINDER
REDIRECTION
RELOCATION
REFLECTION

REFLECTION/TIME OUT STAGE
SMALL CIRCLE/CLASS CIRCLE

WITHDRAWAL STAGE
CLASS CIRCLE
RE-ENTRY AGREEMENT

WITHDRAWAL BY ADMIN
REMOVED FROM CLASS FOR REST OF SESSION/DAY
INFORMAL/FORMAL CONFERENCE

SERIOUS STUFF HERE!
COMMUNITY CONFERENCE
RE-ENTRY
SUPPORT FOR EVERYBODY

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What happens when my behaviour affects others in the workplace?

- Reminder about the task
- Redirection to begin the task
- Relocation so the task can be completed
- Reflection on inappropriate behaviour
- Workplace conference with colleagues / parents / administration to resolve problems and issues
- Application of workplace policies and protocols ie. Workplace harassment policy / Student Performance Management
Restorative Reflection Card

What are you doing?

Who is being affected?

Are you making good choices?

What are you going to do now?
WHEEL OF CHOICE

When you have a problem, try at least 2 of these ideas

- Go back and try again
- Walk Away
- Talk it out
- Stop
  - Tell them to STOP!
- Sorry
  - If you are wrong say Sorry
- M.Y.O.B
  - Mind Your Own Business
- Ask others for help
  - Count to ten to cool down
  - Calm down, stay calm "chill"

Stop, think and do the right thing!
See a duty teacher if this doesn't help

MAKE A COOL CHOICE

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Think sheet

My name: ____________________________       Today's date: ____________

This is what happened: ______________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

This is what the teacher doesn't know about what happened:______________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

This is what I was thinking about when it happened:____________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

This is what I have thought about since it happened:____________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

These are the people who have been affected by the incident:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(your teacher, other students, your family, the school cleaner, anybody else?)

This is what needs to happen to fix things:____________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(replace someone's equipment, apologies to people)

This is what I need my teachers to help me with:____________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

This Think sheet should only be signed if the issue has been resolved and a plan made to prevent the behavior happening again.

Signatures:
Student: ____________________________       Teacher: ____________________________
Parents: ____________________________

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Early Years Think Sheet

What happened?

__________________________________________________________

__________________________________________________________

Where did it happen?

__________________________________________________________

__________________________________________________________

What did you do that wasn’t helpful/did you make a good choice or a bad choice?

__________________________________________________________

__________________________________________________________

How did this make you feel? (circle one of the faces)

Section Break (Continuous)

What can you do to make things better?

__________________________________________________________

__________________________________________________________

__________________________________________________________
Nirvana High School
Student Referral Form

Student Name: ___________________________ Teacher: ___________________________
Class: _________________ Period: _________________ Date: __/___/2012

4 R’s Process

Reminder given [ ] Redirection given [ ]
Relocation given [ ] Placed in Time out to reflect [ ]
Extreme behaviour [ ]

This student is being sent to: ___________________________
Other information:
________________________________________________________________________
________________________________________________________________________

Do you require any other assistance? YES/NO
Do you require a coordinator to be present in your classroom now? YES/NO

• Please send this referral with a student not involved with this incident to the Coordinator.
• Please send the referred student to the Coordinator with a ‘Think Sheet’
• Please be mindful of harassment and the dynamics between class peers.

Student removal is a process not an event
A framework to support student behaviour & engagement

Corridor and Playground agenda – Relationship Development

- Student behaviour
- Safety is manageable
- Critical incident plan
  1. Call for assistance/send student/code red /2 way radio
  2. Harm reduction for others/self/focus group
  3. Defuse
  4. Restitution/repair restoratively

- Safety not manageable

Acknowledgement plan
- 1. Body language
- 2. Verbal encouragement
- 3. Authentic feedback
- 4. Affirmation slip

Inappropriate Behaviour?

Correction plan
- 4 x R’s
  1. Reminder
  2. Redirection
  3. Relocation
  4. Referral Slip
  5. Admin involvement

Working Restoratively

Appropriate Behaviour?

A framework to support student behaviour & engagement

Classroom Relationship Development

- Strong and healthy relationships
  - Establishing relationships
  - Circles
  - Strengthening relationships
  - Establishment Plan
    - Code of Cooperation discussed and negotiated
    - Expected behaviours discussed and modelled
    - Visual cues to assist emotions
    - Tribes/You Can Do It etc.

- Harm to relationships
  - Restoration Plan
    - Restorative Chat
    - Small Group Conference
    - Classroom Conference
    - Problem solving circle
    - Healing circle

Circle Processes
- Check in Circle
- Check out Circle
- Curriculum Circle
- Affirmation Circle