

Restorative Justice

ACLE 2008

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Repairing Damage Restoring Relationships

“You can not shake hands with a clenched fist”

Indira Gandhi

Your Experience of Conflict at School?

- **Reflect on how you felt when someone did or said something to you that you felt aggrieved about? What happened to that person? What happened to you?**



- **What about when you were the protagonist who had done or said something inappropriate. How were you feeling then?**

Restorative Justice?

- Restorative Justice is a process that advocates that **the people most effective in finding a solution to a problem are the people most directly affected by the problem.**
- Restorative processes **create opportunities** for those involved in a conflict **to work together to understand, clarify, resolve the situation and work together towards repairing the harm caused.**

Effecting Real Behavioural Change

A clear behaviour Management process

based on fair process

restorative principles

and agreed outcomes

Why Restorative Justice

Because @ Unity, what we were doing wasn't changing behaviour positively or enabling all students involved a fair process

- **punitive**
- **repeat offenders in focus room**
- **students stigmatised**
- **pockets of good practise – no whole school approach**
- **counterproductive student / teacher relationships**
- **there is a reason for all behaviour**
- **recent research results re Bullying!!!!!!!**

LEA Curriculum Statement

- **Lutheran Schools aim to encourage and support students, informed by the Word of God, to develop their God-given talents so that they may shape and enrich their world...**

...Discerning resourceful problem solvers and implementers (LQL 2)

...Open, responsive communicators and facilitators (LQL 4)

We believe...Service to others through actions and relationships is a reflection of and response to God's love for all people.

Behaviour Intervention Principles

high



F

i

r

m



TO

**Blame based, Dictatorial,
Controlling, 1 way of doing
something**

WITH

**Kind, respectful, listening,
facilitating stakeholders to
work it out – with
guidelines**

NOT

**Uncaring, disinterested,
minimal or no assistance to
solve it**

FOR

**Too soft, give in and do it
for them, no ownership of
solution or learning from it**

Low



Fair

high

Comparison of Approaches

Blame / Fault Model

- Focuses on the **PAST**
- Looks at **BLAME**
- Focuses on **PUNISHMENT**
- What will happen to the person who did the wrong thing

Restorative Model

- *Focuses on the **PAST, PRESENT and FUTURE**
- *Looks at the **HARM** caused
- *Focuses on **RESPONSIBILITIES and RELATIONSHIPS**
- * How can the Harm to everyone be **REPAIRED**

There are still absolutes and negotiated consequences should the more serious behaviours re-occur

Key Principles

*The people involved in a conflict / disagreement are the best ones to work together to resolve it.

*Fair process means that everyone has a voice and is heard

*We need to restore 2 aspects:

- Repair the harm done by the action or word
- Repair the relationships

* Parties agree on an appropriate consequence should the damaging action / behaviour occur again

Whole School Skills / Understandings

- **A desire and expectation (from staff and students) to seek a solution, not apportion blame**
- **Negotiating Appropriate Consequences (if...)**

???

- **Conferencing – identifying when it needs a formal agreement and when it is an informal conference.**



- **Documentation options – type and when necessary**



Range of Perspectives

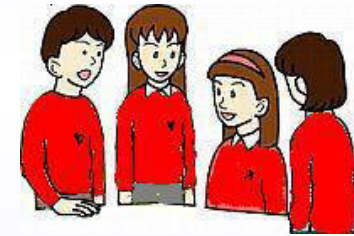
- **Ripple Effect**



- **Formal Class Conferencing – eg at top year level of Primary school**
- **Emotional Resilience**
- **Valuing of Emotional Intelligence based on life experiences (and how they differ amongst students and staff)**

Conferencing

- **1st question: “Why are you telling me this?”**



- **What is conferencing?**
- **How do we conference?**

Partner Activity

- Think of and discuss a recent conflict scenario from your school with the person next to you.



- Using the Comparative chart and Conferencing sheet in your handouts, what would be the differences in how you could manage it if a restorative justice approach were to be adopted?

RJ is a Cultural Shift

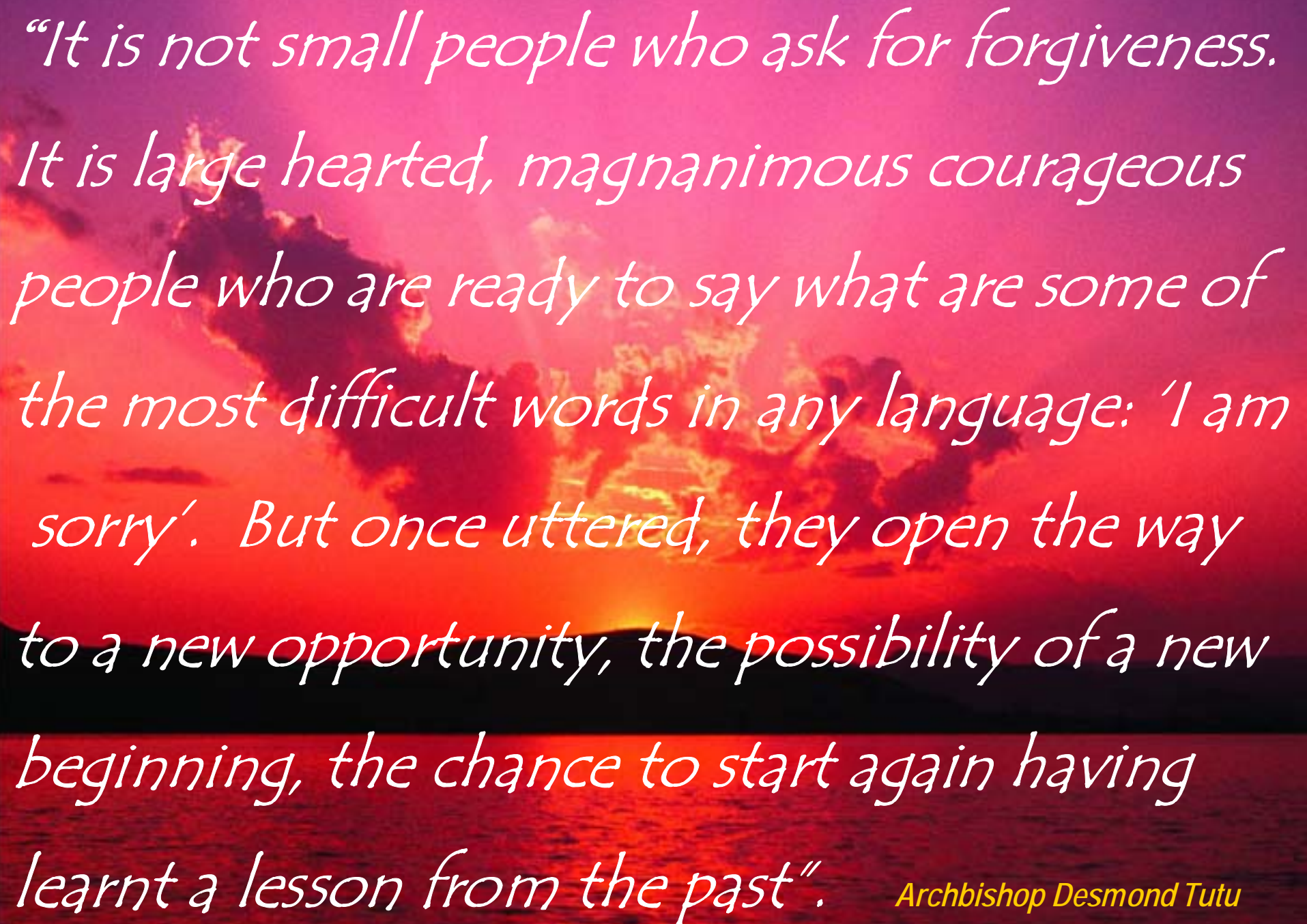
- **RJ is a cultural shift – and that requires TRUST and TIME.**
 - trust in the process
 - trust in teachers participating consistently
 - it is not an immediate panacea – it is built up over a series of effective experiences for students involved (victims and perpetrators.)

A photograph of two hands shaking against a blue sky with white clouds. The hands are positioned in the center of the frame, with the fingers interlaced. The background is a bright, clear sky with soft, white clouds scattered throughout. The overall mood is one of agreement, peace, and reconciliation.

*"When you want to make
peace,
you don't talk with your
friends.*

You talk with your enemies".

Moshe Day



“It is not small people who ask for forgiveness. It is large hearted, magnanimous courageous people who are ready to say what are some of the most difficult words in any language: ‘I am sorry’. But once uttered, they open the way to a new opportunity, the possibility of a new beginning, the chance to start again having learnt a lesson from the past”.

Archbishop Desmond Tutu