

Restorative Justice

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What to Expect

- Introduction to Restorative Justice
- Evidence of Successes
- How to have a Restorative Justice Conversation
- Questions

Introduction

- <https://www.youtube.com/watch?v=gJJxbn1VjYo>

Restorative Practices

- Restorative Practices is an alternative response to crime, harm, or misconduct that brings together all those involved in conflicts in a way (the methods vary) that help people address harms, assume responsibility, move past shame and guilt, work things out to everyone's satisfaction, and build stronger and healthier
- We have alternative approach to focus on the cause and reasoning behind the misconduct. This will help to enable student taking responsibility and ownership of their actions

RESTORATIVE JUSTICE PRACTICES

- Builds relationships.
- Strives to be respectful to all.
- Provides opportunity for equitable dialogue and participatory decision-making.
- Involves all relevant stakeholders.
- Addresses harms, needs, obligations, and causes of conflict and harm.
- Encourages all to take responsibility.

1. IF CRIME HURTS, JUSTICE SHOULD HEAL.
The focus is on repairing harm if it has occurred
2. NOTHING ABOUT US WITHOUT US.
Those impacted feel welcome and safe to speak and participate.
3. THERE IS SIMPLY NO SUBSTITUTE FOR THE PERSONAL.
Building respectful relationships is foundational and an outcome of any process.
4. THIS CAN WORK, I CAN LIVE WITH IT.
Agreements are made by consensus
5. I AM WILLING TO DO THIS.
Participation is voluntary.

Does it work?

- A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.
- An independent evaluation of restorative justice in Bristol schools found that restorative justice significantly improved school attendance and reduced exclusion rates.

How will it help at home?

- Help to embed new school policy and increase the rate of change in culture
- Enable students to be re-motivated in their studies
- Improve attendance
- Improve engagement
- Help students to see the 'bigger picture'
- Improve relationships within family
- Space created to listen and support students

Restorative Practice

- Hasmonian focusses on the cause and reasoning of situation in order to
 - Help students take responsibility for their actions/words
 - Help coach students to find their own ways to improve
- We use a Restorative Justice Conversation (RJC) for this process

How is it used in school?

- We have used it when a student is removed to the Reflection Room
- Focus on the concepts of emotional intelligence and the actions of the student
- Feedback received:
 - Teacher - Student X's behaviour has really improved since the RJC
 - Parent – I emailed to let you know that wanted to let you know that Student X found the RJC very helpful indeed. Thank you for your ongoing support with this
 - Student – I had never thought of my behaviour this way before and how it affects others.
- No student has (yet) been to the Reflection Room after receiving an RJC in December

How to have an RJC

- Do follow the script/questions. This is essential to keep a uniform and expected process.
- Never bring in your emotion. You should be almost robotic in nature.
- Have passive body language i.e. do not be dominating or domineering in anyway. Be open to everything a student might say
- Don't tell them off on anything before or after an RJC, or even during. An RJC needs to be independent to everything else
- Don't say "I only have a few minutes". If you only have a few minutes then don't have an RJC. An RJC should take as long as it needs. On average, my RJC's have been between 5-10mins
- Do be calm in tone and manner
- Don't be judgemental at any point
- Do end the conversation positively

What to say in an RJC

- What happened?
- How were you affected by what you did/Do you think that the punishment was fair? (If applicable)
- What was going through your mind at the time/when you did it?
- How did this make your friends/peers/teacher/parents/siblings feel? Is that fair?
 - Who was affected? Does that help their learning/progress/activity?
 - What have you thought since?
- What can we do to put things right/improve the situation? What can we do differently in the future?

SEND Students

- Research shows that it is largely dependent on where a person is on the spectrum
- RJC's do have to be modified for them
- Informal setting has a greater positive result than any formalised setting.
 - All RJC's at Hasmorean by the Restorative Justice Facilitator are done in an informal setting
- However, there is no consensus of the success of restorative justice with some conditions e.g. Autism

Resources

- When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour - Paul Dix
 - Easy read
 - Informative for Restorative Approaches
 - Multiple examples and experiences shared.
- <https://www.weareteachers.com/restorative-justice/>

Q & A

Thank you for listening