



STUDENT EXPERIENCE CONFERENCE - ENGLISH UK

Restorative Practices in an ESL Setting





RESTORATIVE PRACTICES

MAIN AREAS TO DISCUSS



History of RP in global societies and since 1970

Theories and Values

The Restorative Questions

Case Studies- The Phantom at the Opera
- Zorro & Friends





GEORGINA PATERSON

TEACHER AND BEHAVIOUR MANAGER

EXPERIENCE

- Charities
- Mainstream education
- Education development
- ESL- now working for Purley Language College



QUALIFICATIONS IN RESTORATIVE PRACTICES

- Level 5 Restorative Practices Accreditation
- Restorative Practices Facilitator - ask me for details



WHAT IS THE KEY ELEMENT OF RESTORATIVE PRACTICES?

(RE-)ESTABLISHING OR RESTORING A
RELATIONSHIP BETWEEN PEOPLE WHEN HARM HAS
BEEN CAUSED.



GLOBAL SOCIETIES

COMMUNITY JUSTICE AND
HEALING



First Nation American and Canadian Societies
Healing, peacemaking, and separating the individual from their actions



Maori Society
Community circles and reintegrative shaming



Chinese and Japanese Society
Interdependent community relationships and shame

Restorative Practices

an umbrella for shared values, techniques, and activities derived from Restorative Justice



Restorative Language

Restorative Justice

Connecting people

Community representation

The 5 R's

The harm done and how to repair it

Focus on all those affected

RELATIONSHIP

Wrongdoing is framed as against people not against the rulebook or establishment. Harm is done to people. These relationships need restoring.

RESPECT

We are able to protect the process by understanding each other and preventing further harm being done. Respect to self and others helps remove judgement and expectation.

RESPONSIBILITY

Everybody involved in the process must take individual responsibility for what they do including any harm done, even unintentionally

The 5 'R's of Restorative Practices

REPAIR

Moving past revenge or punishment, we seek to repair harm to the fullest limit possible, recognising that it can't always be 'fixed'.

REINTEGRATION

Through the process, hurt is left behind and the community can move forward together. The harmer has shown responsibility and is re-accepted.

RETRIBUTIVE VS RESTORATIVE MODELS



IF YOU CAUSED HARM, WHICH SYSTEM WOULD HELP YOU MOST?

SILVAN TOMKINS' 9 GLOBAL AFFECTS

UNIVERSAL EMOTIONS

POSITIVE AFFECTS (2)

ENJOYMENT JOY

INTEREST EXCITEMENT

NEUTRAL AFFECTS (1)

SURPRISE STARTLE

NEGATIVE AFFECTS (6)

DISMELL

DISGUST

FEAR- TERROR

ANGER- RAGE

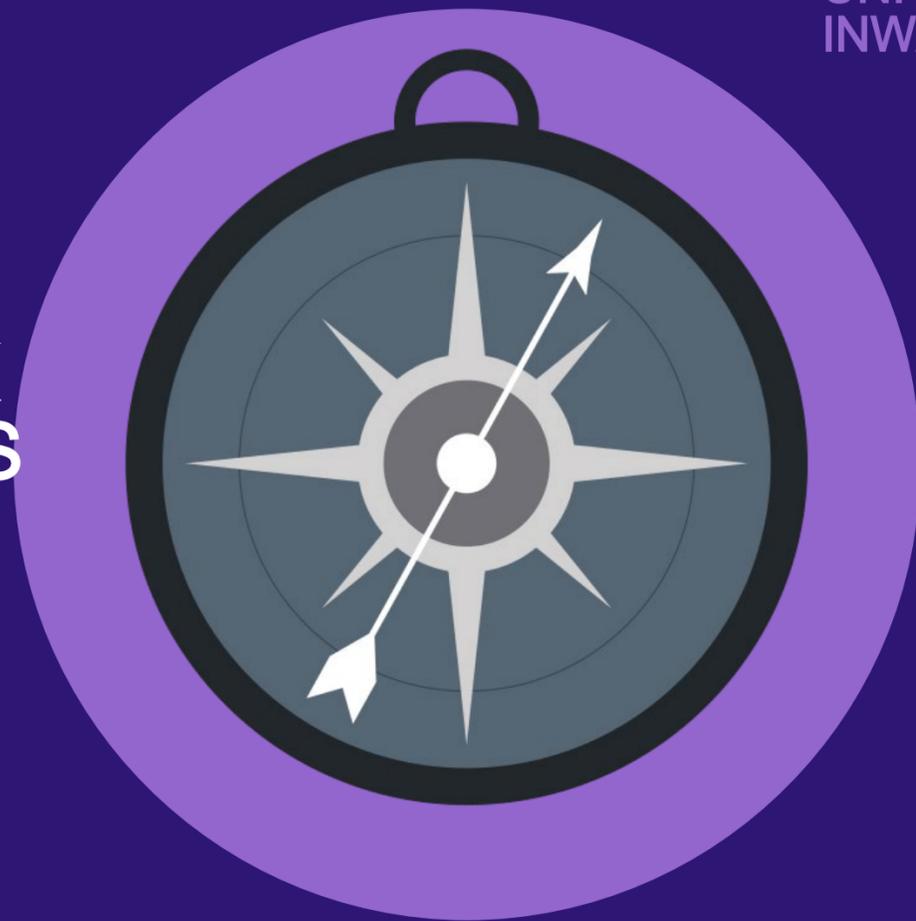
DISTRUST ANGUISH

SHAME- HUMILIATION

THE COMPASS OF SHAME

UNIVERSAL SHAME RESPONSES
INWARD-FACING AND UNPRODUCTIVE

WITHDRAWAL



ATTACK
SELF



REINTEGRATIVE
SHAMING

TRANSFORMING IMMOVABLE SHAME INTO
FIXABLE GUILT
FACES OUTWARDS AND IS PRODUCTIVE

ATTACK
OTHERS

AVOIDANCE

Shame Theories

NON-VIOLENT COMMUNICATION

A PRACTICAL TOOL FOR NONJUDGEMENTAL
CHALLENGING

OBSERVATIONS

State something
observable.

"Your voice is really
loud and you are very
close to me"

"You are speaking in
Spanish"

FEELINGS

Use an affective
statement to express
your emotion

"I feel a bit scared
and unsure"

"I am sad that you are
not speaking in
English at school"

NEEDS

What need is not
being met?

"I need to feel safe
with students"

"I need to know what
you say in class"

REQUESTS

What can you ask for
to meet that need?

"Please come back
when you are calm"

"Please ask me in
English if you need
some help"

WHAT DOES IT LOOK LIKE?

SERIOUS, INFORMAL, AND SCHOOLWIDE



INFORMAL

FORMAL

RESTORATIVE CONVERSATION

GROUP OR CLASS CIRCLE

AFFECTIVE STATEMENTS & NVC FRAMING

IMPROMPTU CONFERENCE

FORMAL CONFERENCE



The Restorative Questions

WHAT
HAPPENED?



WHAT WERE
YOU THINKING/
FEELING AT
THE TIME?



WHAT HAVE
YOU BEEN
THINKING/
FEELING
SINCE?



WHO ELSE IS
AFFECTED?



WHAT IS THE
HARDEST
THING FOR
YOU?

WHAT CAN
YOU DO TO
MAKE IT
RIGHT?





THE RESTORATIVE QUESTIONS

A DELIBERATE AND STRUCTURED TRANSITION

WHAT HAPPENED?



PAST
SIMPLE



WHAT WERE YOU THINKING/
FEELING AT THE TIME?

PAST
CONT.

WHAT HAVE YOU BEEN THINKING/
FEELING SINCE?



PRESENT
PERFECT

WHO ELSE IS AFFECTED?



WHAT IS THE HARDEST THING FOR YOU?

PRESENT
SIMPLE

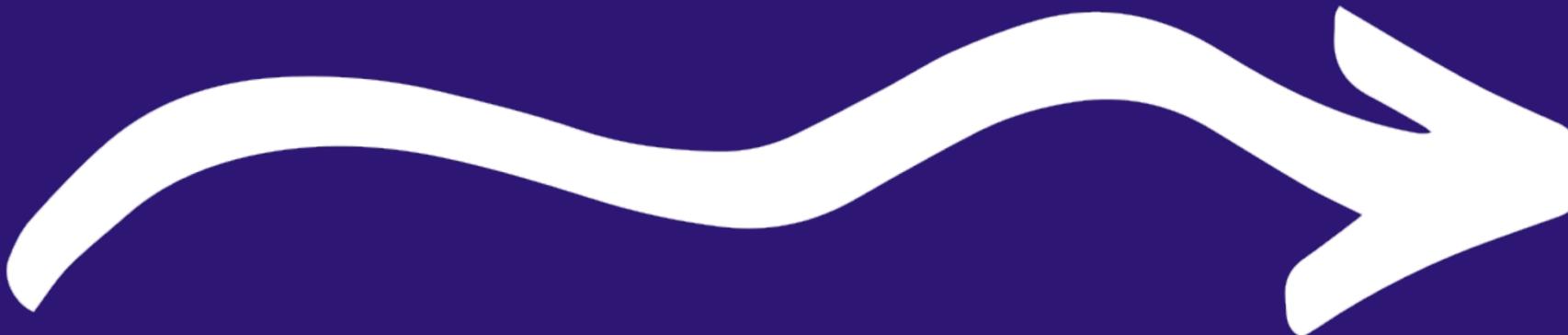
WHAT CAN YOU DO TO MAKE IT RIGHT?



BE+GOING
TO FUT.

PAST

NEGATIVE
AFFECT



FUTURE

POSITIVE
AFFECT



THE RESTORATIVE QUESTIONS

GRADED TO RETAIN INTENT, TENSE, AND EMOTION

WHAT
HAPPENED?

WHAT WAS IN
YOUR HEART?

AND TO NOW?

CONSEQUENCES
FOR/ FEELINGS
OF OTHER
PEOPLE?

HOW CAN
YOU FIX IT?

PAST

FUTURE

NEGATIVE
AFFECT

POSITIVE
AFFECT

CASE STUDY 1: THE PHANTOM AT THE OPERA

SITUATION

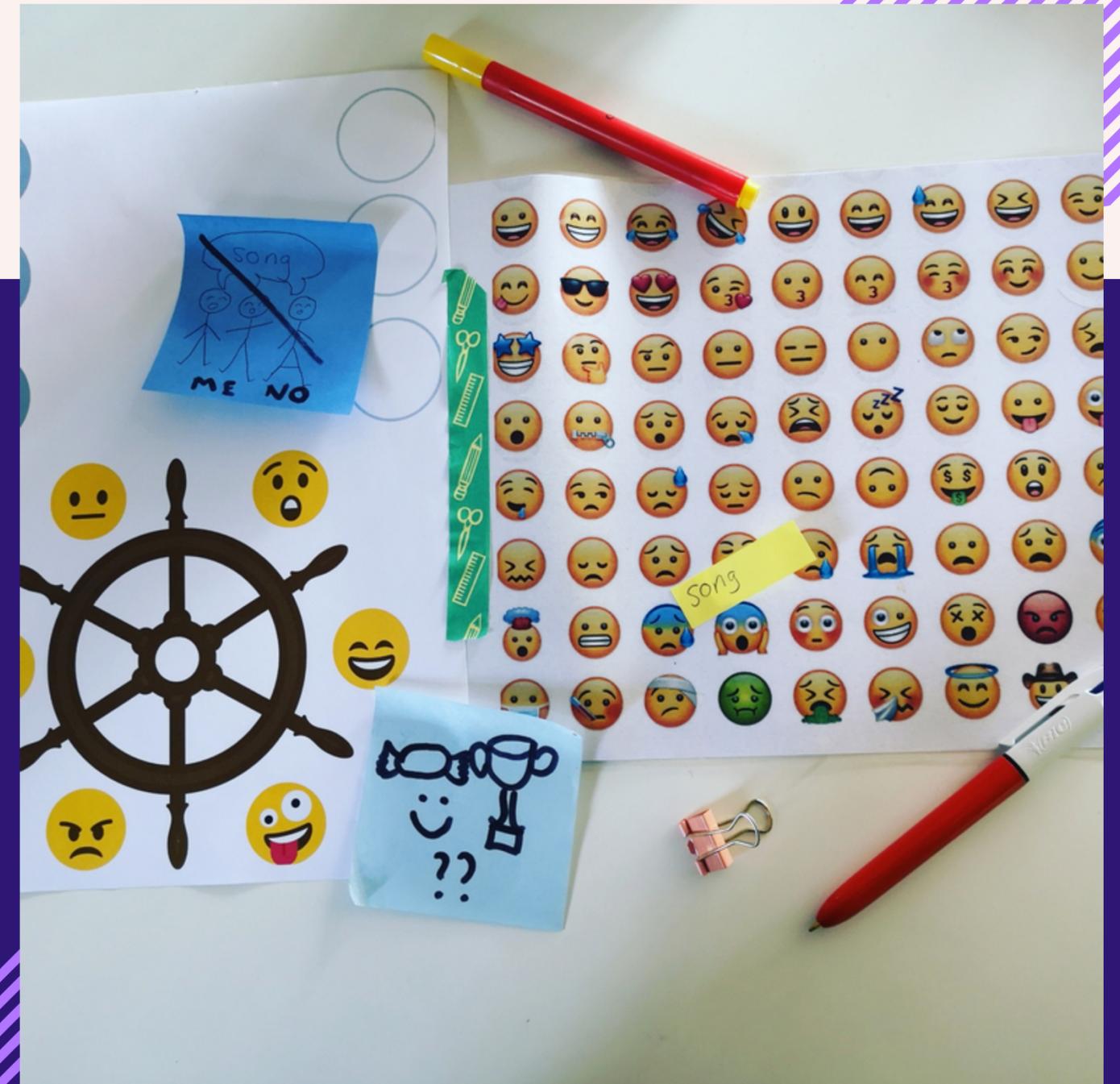
A low-level junior student had barricaded themselves, refused to speak or participate, and was putting themself at risk.

APPROACH

Using NVC, the Restorative Questions, and some adapted emoji tools the student and I were able to speak and understand each other in a 'restorative chat'.

OUTCOME

Student participated in the end-of-programme presentations and was re-integrated into the class.



CASE STUDY 2: ZORRO AND FRIENDS

SITUATION

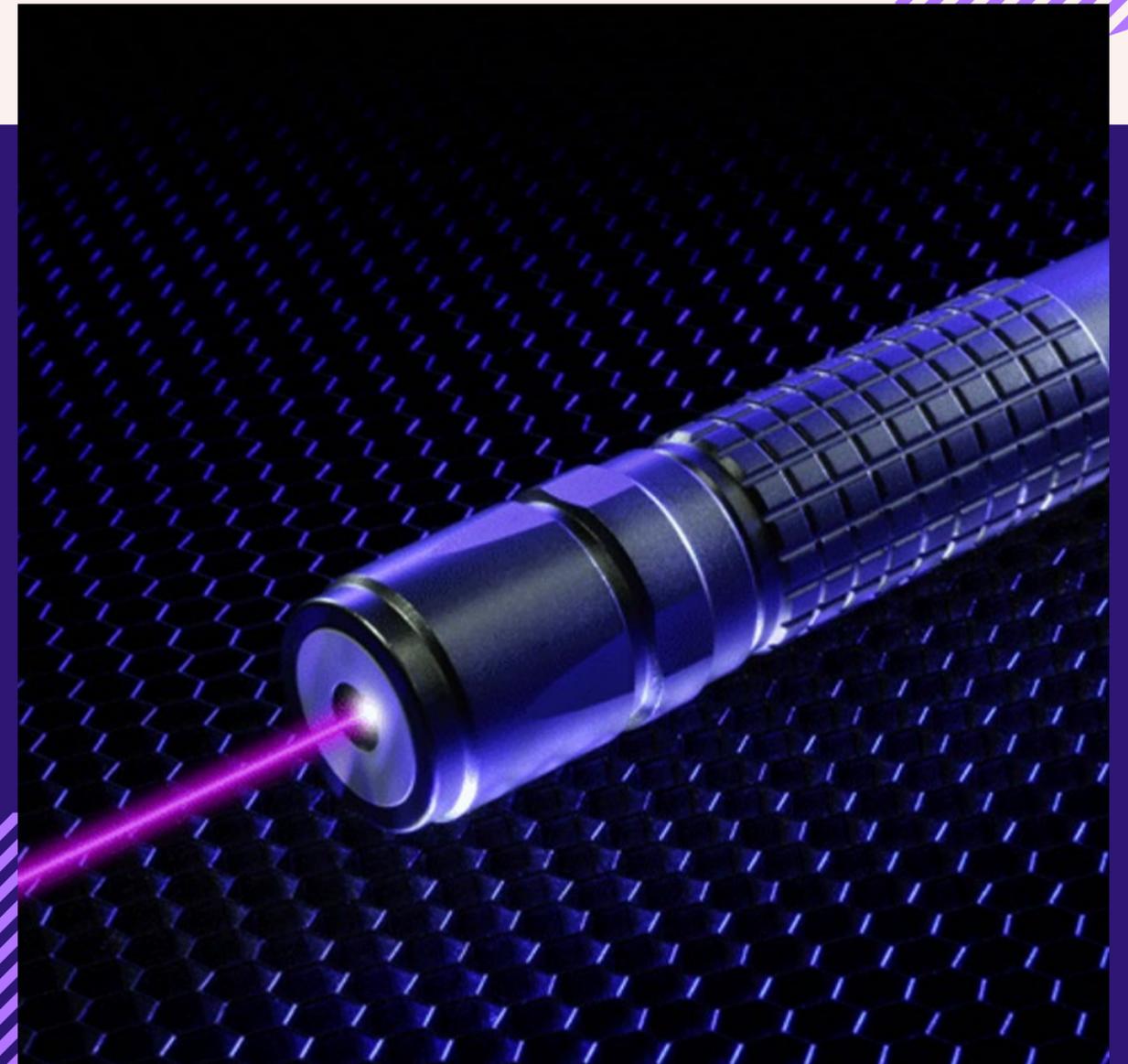
Two junior students, who were friends from home, were involved in a fist-fight during class time.

APPROACH

After allowing time to cool-down, I interviewed both students using the graded restorative questions and a group leader. We later held an impromptu conference with both students, their leader, and the class teacher

OUTCOME

Students apologised to each other, the teacher, and me. They created some 'home rules' for homestay and agreed to not speak for the rest of the trip (and that they did not deserve pudding!)





ANY QUESTIONS?

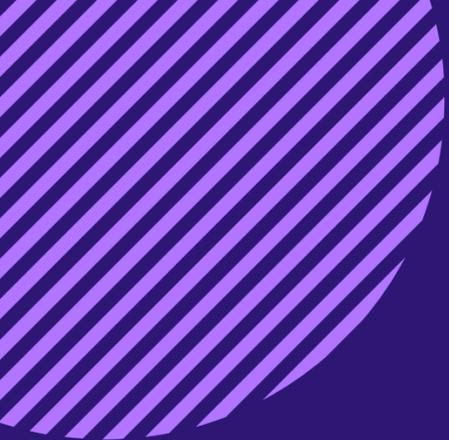
Purley Language College could be the only language school using restorative practices today.

I hope that in the future, we will be able to share stories about how schools have helped students to move past conflict to promote an understanding and empathetic community and industry

If you are interested in collaborating, participating in research, or know of someone working in the same area please get in touch:

georgie@purleyschool.co.uk





CLOSING THOUGHTS

If you want to make peace
with your enemy, you have
to work with your enemy.
Then [they] become your
partner.

NELSON MANDELA





RECOMMENDED RESOURCES

FURTHER READING AND INFORMATION

THE LITTLE BOOK OF RESTORATIVE
JUSTICE

by Howard Zehr

RESTORATIVE JUSTICE IN SCHOOLS

by Brenda Hopkins

STATEMENT OF RESTORATIVE JUSTICE
PRINCIPLES AS APPLIED IN A SCHOOL
SETTING

by the Restorative Justice Consortium
(available online)

INTRODUCTION TO RESTORATIVE
APPROACHES (SHORT VIDEO)

by Resolve Consultants

www.youtube.com/watch?v=gJJxnb1VjYo