Module E: Preventative and Integrative Practice
Unit E4: Restorative Approaches in School: Towards a Restorative School
Dobrinka Chankova and Tanya Poshtova
Bulgaria

Objectives of Unit E4
- To understand restorative justice principles, ideas and values
- To understand contemporary restorative approaches in a school setting
- To know how to promote a restorative climate in school
- To be able to apply strategies for the implementation of restorative practices in a school as a part of a whole school policy for identification, reduction and prevention of school violence

Facilitation skills to be developed through this Unit
Knowledge and understanding of:
- an individual's need and ability to resolve their own problems
- a restorative response to violence, wrongdoing and everyday school problems
- training time needed for teachers, school, staff and students to be aware of restorative approaches (as separate from training for facilitators)
- the impact of restorative practices on the whole school community

Personal qualities and attributes include:
- acceptance of diverse experience and points of view
- how to listen actively and in a non-judgemental way
- effective communication skills

Pre-reading texts
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Summary of current thinking and knowledge about restorative approaches in schools

Many young people in school commit offences or are victims of an offence or other antisocial act. Punishment is usually seen as the most appropriate response to wrongdoing in schools. It is essential to explore alternatives to punishment as it could be counter-productive. Lately, restorative approaches have been considered as a relevant way of addressing school violence.

Philosophy of restorative justice

Restorative justice (RJ) in its original form is considered to be a new way of thinking about crime and criminal justice, emphasising the ways in which crime hurts relationships between people who live in a community. Crime is seen as something done against a victim and the community – not simply as a lawbreaking act and a violation against the state. Restorative justice provides an expanded role for victims and requires offenders to take responsibility for their actions and for the harm they have caused. Restorative justice gets the community involved in a variety of preventative and responsive programs to bridge gaps between people, build their sense of safety and strengthen community bonds (Zehr, 1985).

The underlying values of a restorative justice approach are based on respect for the dignity of everyone affected by the crime. Priority is given to addressing the human needs of participants and empowering them to communicate their thoughts and feelings in an open and honest way. The goal is to build understanding, to encourage accountability and to provide an opportunity for healing. A restorative justice process encourages the offender to take responsibility for their harmful behaviour in a meaningful way, to gain insight into the causes and effects of that behaviour on others, to change that behaviour and to be accepted back into the community. The process gives the victim a forum to ask questions, receive answers, gain understanding, explain the impact of the crime on them and contribute to the outcome of the process. The process may result in the victim receiving an apology, restitution, services or some other form of reparation. Restorative justice processes have the potential to provide the community with an opportunity to articulate its values and expectations, to understand the underlying causes of crime and to determine what can be done to repair the damage caused. In doing so, it could contribute to community wellbeing and potentially reduce future crimes (Zehr & Mika, 1998).

Key RJ values
- mutual respect
- acknowledgment
- openness
- patience
- sensitivity
- empathy
- empowerment
- connectedness
- accountability

- encouragement
- sharing ideas
- importance of feelings, needs and rights
- willingness to listen to each other.

RJ models

Restorative justice functions through a variety of models. The most wide-spread are victim-offender mediation, family /community/ group conferencing, sentencing circles, etc. The widely accepted definitions are:

Restorative justice - a process whereby all the parties with a stake in a particular offence come together to resolve collectively how to deal with the aftermath of the offence and its implications for the future (Marshall, 1999)

Victim-offender mediation - any process whereby the victim and the offender are enabled, if they freely consent, to participate actively in the resolution of matters arising from the crime through the help of an impartial third party (mediator). Victim-offender mediation can be done both in direct and indirect ways.

Family group conferencing - this process brings together the victim, offender, family, friends and key supporters of both, and possibly representatives of agencies, for example, social services and probation, in deciding how to address the aftermath of the crime. The meeting is facilitated by an independent facilitator; in some models, after all views have been stated, the family have a private meeting time to draw up a plan which is submitted to the whole conference for acceptance (Hudson, Morris, Maxwell, & Galaway, 1996).

Community conferencing - a term mainly used for a process similar to the family group conferencing, for adult offenders. In some places there are procedural variations, for example the facilitator is a police officer, the facilitator may follow a prescribed script, victims may also be encouraged to bring their extended families and supporters, and there may be no private time: all parties remain in the room throughout.

Sentencing circles (sometimes called "peacemaking circles") - this is a community directed process designed to develop consensus among community members, victims, victim supporters, offenders, offender supporters, judges, prosecutors, defense counsel, police and court workers on an appropriate sentencing plan that addresses the concerns of all interested parties.

Restorative cautioning - a process pioneered in the UK by Thames Valley Police. Uses the family group conference method to caution offenders for a wide variety of criminal offences. Since 1998 all cautions, reprimands and final warnings have used a restorative conference approach. The offender is encouraged to think about the effects of his or her actions on the victim, but the victim is not present.

Restorative conferencing - this normally accompanies a warning similar to a restorative caution, but supporters, as well as victim and offender, meet together in a conference with a trained facilitator. Outcome agreements set out what the offender will do to address the harm done. Reparation and also involvement in a rehabilitative programme – to address the underlying causes of offending behaviour – may be agreed.

Hereinafter the terms Restorative justice models, Restorative practices, and Restorative approaches will be used interchangeably, with the same contents.

The use of restorative approaches in schools has already become fairly widespread. Peer mediation is used as a response to bullying. Circles are applied in many classrooms to allow students a safe place to express feelings, fears or ideas while learning the rules of respect and listening to others. Conferencing is widely used when serious problems arise. Peaceful conflict resolution skills acquired at school can also be used in out-of-school situations. Through restorative approaches young people learn to be accountable for their actions. These approaches foster awareness, raise moral standards and self-esteem and help to create a culture of inclusion and belonging.

Conclusion

Restorative practices in school are not a panacea. Not all school problems and difficult situations can be successfully solved through them. If in a given school environment a given model produces good results it should not be taken for granted that it will happen everywhere. Some risks always exist and the outcomes from the application of the same method in a similar situation in a different school context could be controversial.

There are many different ways of introducing restorative practices in schools as different schools have different needs. There will be trials and errors. But definitely this approach could transform the way in which many schools are currently organized, promote the restorative climate and make them safer, happier places (see Unit B1).

Responsibilities of the Unit facilitators

Your tasks within this Unit are to:

- send to all participants information about when and where the session will be held and details of preparatory reading to be done
- familiarise yourself with the Unit text and the facilitators' notes
- plan the session to meet the needs of the participants
- ensure that all relevant resources/materials are copied and/or prepared
- lead the session and all the activities

Sequence of activities for Unit A1

This Unit represents a one-day training of five hours plus breaks.

Activity 1 Lecture: Background information about the context of restorative practices in school (90 minutes)

1. Application of restorative practices in schools
Typical restorative practices applied in a school context

Restorative models applied in schools go beyond traditional understanding. They have their own peculiarities based on distinctiveness of the school environment.
The most widely used models are:
- Mediation (peer mediation and adult-led, including victim-offender mediation)
- Restorative conferencing
- Family group conferencing
- Circles (problem-solving, peace-making)

A. Mediation in school
Mediation in school can take many forms:
- peer mediation for minor disputes between pupils
- mediation by adults between pupils in more serious conflicts, including victim-offender mediation
- mediation between teaching staff in dispute
- mediation between parents and teaching staff, etc.

A starting point of mediation is that the people in conflict are the ones best placed to find ways forward. According to Nils Christie's famous theory the conflicts are property and have to be returned back to their proper owners (Christie, 1977).

Generally, mediation is a process in which people in conflict are supported by a neutral third party (mediator) to find a mutually acceptable solution. Further the term mediation will be used, recognizing that sometimes the process deals with a behaviour problem and sometimes with an offence and a harm caused. Peer mediation is the term given to this process when the mediators are pupils mediating their peers. Peer mediation in schools offers a concrete route to increasing the participation of young people in the institutions that serve them and in wider society. It offers them the opportunity to volunteer their time to help others in a concrete and constructive manner. Increasing numbers of schools are recognising that young people themselves can and should find the solutions to their own conflicts (Cohen, 1995; Cowie & Wallace, 2000).

Mediation in school model scheme

Initially *preparatory meetings* are to be organized between the mediator and all parties in conflict to get them agree to mediation, considering that mediation is a voluntary process. If all sides have agreed to meet, a suitable time and a safe and comfortable place has to be found.

Mediation session
(contents)

1st stage. Introduction

The mediator welcomes all parties.
Explaining purpose, establishing guidelines and contracting the rules.
Establishing a sense of safety; conveying respect and belief in parties' capacity to find a way forward.
The mediator explains his/her role to remain impartial and not to make judgments, to support the parties and to respect confidentiality.

2nd stage. Story-telling

The mediator gives each person an opportunity to explain what has happened from their perspective, and what led up to it; to share thoughts and feelings he had during the time of the conflict and at the moment and talk about who else may have been affected.
The mediator decides what questions to ask each person, and when.
No strict rules who goes first. It might be the person who first raised the question about the conflict, the party who indicates he/she wants to speak first etc.
The mediator encourages both sides to listen to and recognise the other's point of view.
Reframing the stories.

3rd stage. Problem-solving

Identifying problems and needs and exploring the opportunities for reaching a mutually acceptable agreement.
Supporting those in conflict to identify the key issues, and to attack the problem, not the person.
Encouraging both sides to find a solution, how the things can be put right and the harm can be repaired, or at least to discover new ways of seeing the situation.

4th stage. Agreement

Selection of solution on which both parties can agree; clarification of what has been agreed, perhaps in writing; ensuring understanding of the agreement and securing commitment to the agreement.

5th stage. Closure

Acknowledgment of the progress made, even if no resolution has been reached.

Some models include a *monitoring meeting* some time after the mediation session to review the accomplishment of the agreement (Hopkins, 2004; see Unit E1).

Case study
The incident

Tina, a 16-year-old student, steals the digital camera belonging to her classmate Katya during the school holiday. At home she declares that she has found the camera at the bus stop. Her parents have doubts about that and the next day they take the camera back to school. Katya has already announced the theft and recognizes the camera. Tina feels very uneasy, Katya feels

uneasy too, since she had considered Tina to be her friend.The school psychologist recommends mediation.

The process
Tina and her father, and Katya and her mother take part in the session.The mediator is the school psychologist. In the course of the discussions it becomes clear that Tina wanted to give her sister a present on the occasion of her graduation from school but she did not have any money. She is very sorry for what she has done and is ashamed of it. Katya and her mother are very distressed that Tina has been so thoughtless and are afraid of future similar acts that might turn into violence.

The outcome
After a long discussion the parties reach the following agreement:
1. *Tina apologizes for her thoughtless deed and promises this will not happen again.*
2. *After school over three months Tina agrees to clean Katya's parents' shop, for which they will give her remuneration large enough to buy herself a camera.*
3. *In front of their classmates Katya and Tina will state that they have settled their difficulties and remained friends.*

B.Restorative conferencing in school

At the centre of restorative conferencing is the theory of "re-integrative shaming" (Braithwaite, 1989) which argues that the offenders should be confronted with the full consequences of their action, in a situation of support and care. Restorative conferencing in school seeks to repair the harm done to relationships. The process usually involves the 'victim' and their parents/supporters and the 'offender' and their supporters as well as key school personnel and behaviour support staff where applicable.

A short scenario of restorative conferencing in school

- Usually the conference takes place in a room where everyone can sit in a circle.
- The facilitator communicates personally with all involved prior to the conference, to prepare them for the process and answer any queries and concerns. It is essential that everyone present has volunteered to be there and that everyone feels safe.
- The purposes of the conference are: to establish the harm caused, what was the emotional context and impact, why the harm was done, what is needed to put things right and how the situation can be avoided in the future (Graef, 2000). An important feature of the conference is the involvement of everyone there in planning the way forward.
- After establishing guidelines, the harm caused is put under discussion. Every person tells his story. It is usual to ask the aggrieved party to start first as a recognition of their status. It is important that the offender takes the responsibility for what he/she has done. The facilitator should

avoid sounding like an interrogator or asking questions with a judgmental tone.

- After the main actors have spoken, the floor is usually given to their supporters (parents) and school representatives who are preferably to speak from a personal perspective but they could also express the official view of the school.
- The facilitator ensures autonomy to the group but he/she may need to intervene if he/she observes that certain people are being ignored or becoming unhappy, angry or distressed by what has been said.
- Acknowledgement of what has happened in the meeting and the steps agreed. A follow-up meeting after such a process could be also appropriate (Hopkins, 2004).

The incident
A ten-year-old boy uses foul racist language towards a teacher of East African background. The teacher (and other children who witness this behaviour) complain to the head teacher. The boy admits what he said. The head teacher immediately puts the boy on fixed term exclusion. The teacher contacted the Teachers' Union representative who advises him to seek police advice. The School Police Officer proposes a restorative approach. All directly involved are asked if they would be willing to participate in restorative conferencing. All agree. Preparation takes place. The conference is held in a room in a quiet area of the school. Facilitated by the Police Officer the actual conference lasts 40 minutes. The Teacher and a friend, the boy and his mother, and the head teacher attend.

The process
The facilitator makes sure everyone knows who is who and then sets out the purpose of the meeting. In turn he asks the teacher and the pupil to set out exactly what happened and what they felt then, and what they feel now. Then he asks the mother and the head teacher what they felt when they heard about the incident and what they feel now. Then in turn the facilitator asks who has been affected and what needs to be done to put right the damage. The moment of maximum impact on the boy is when the mother turns to her son and says: "I have to go back to work and tell my workmates my son has used racist language. You know that most of them are from Pakistan. How will they feel about me?"

The outcome
1. *The boy makes an apology to the teacher, who feels it was genuine. "It was just words. I didn't know it hurt you so much. I'm sorry."*
2. *The boy then offers to work after school for the teacher doing display work in the classroom. He does this.*
3. *The boy, returning the next day to school, on his own initiative tells the pupils who saw the incident what happened. They are satisfied and realise that the school takes racist issues seriously.*
4. *The boy never uses racist language in school again.*
5. *The Teacher's Union representative concerned rings the head teacher some weeks later to say how pleased they are with the outcome.*

C. Family group conferencing (FGC)

These practices, originating from New Zealand and Australia but currently widespread in Europe as well, are useful when a plan is needed to provide support to a young person, or their family in making changes. FGC involves extended family network recourses. They are convened in neutral venues by trained independent co-ordinators.

The model usually includes three stages:

1st stage starts with professionals sharing information with family members and providing consultancy on options for further developments.

2nd stage. Family members have private time to discuss and deliberate and develop a plan to help the child's situation.

3rd stage. Key professionals and the coordinator listen and record the family plan and make arrangements for monitoring and review (Hopkins, 2004).

Case study (We are most grateful to Marian Liebmann, Anelia Janeva and Grigor Vladimirov for their help in case study research)

The incident

Christian, a tenth-grade student, is always well-dressed, has a state-of-the-art mobile phone and every morning goes to school in his father's car. He never misses a chance to point out his new gains and utterly despises, completely neglects, those who cannot afford his standard. An especially frequent object of his sneers is Ivan, who comes from a poor family and lives in a remote neighbourhood. While Ivan is an excellent student, Christian is one of the academically weakest in the class. One day, after Christian's serial insulting words, calling him an "outsider" and a "wretched grinder", Ivan cannot stand it any longer and answers back to Christian that his father's millions will not help him in any way and that Christian is and will remain the most stupid student in the class. The fight, that follows, ends with minor injuries to Christian and a broken leg to Ivan.

The process

The school psychologist decides a reaction is needed and summons a Family Group Conference.The following people take part in the conference: Ivan and his mother, Christian and his father, their class teacher, and a friend of each of the students in conflict. Ivan and his family are very upset by the incident, their dignity is deeply hurt. To make matters worse it is winter and commuting to school is problematic. Christian and his father feel awkward about the situation. The class teacher is worried that the atmosphere in the class is very tense, the class is polarized and the verbal attacks between the differentiated groups continues and runs the risk of growing into new forms of aggression.The friends of the two classmates admit these facts as each insists on his own interpretation. The school psychologist is of the opinion that measures have to be taken to ease the class tension.

The outcome

After discussions between the parents and among all the people together the following plan of action is achieved:

1. *Both students express regret for what has happened, apologize for the insulting words they have exchanged and engage to restrain from similar behaviour in the future.*
2. *Christian's father undertakes to drive Ivan to and back from school until his recovery.*
3. *In his free time Ivan will help Christian with his studies.*
4. *The class teacher will organize a discussion of the incident in class, where Ivan and Christian will declare that they have settled their differences and agree that they will not let similar incidents occur in the future.*

D. Circle time in school

Circles in schools, inspired by native American peacemaking circles and Maori traditions in New Zealand, are particularly useful when there is a problem to be discussed in a group, a conflict that needs attention or an event that has caused distress to the whole group.

The facilitator generally starts the activity, but during Circle time he speaks as little as possible and encourages participants to contribute. In the problem-solving circle the emphasis is on the meaning behind the specific behavior, conflict or event, who has been affected, what everyone was feeling and thinking then and now, how the harm could be repaired, how the people's need could be met and the matter put right and what can be done to avoid the same situation occurring again (Bliss, Robinson & Maines,1995).

Circle time can help to develop self-esteem, appreciation of others, conflict management and problem-solving skills. All members of a school community can use this process to enhance their working relationships. In general circle time is a valuable community-building process and can develop people's relational and restorative experience and skills (see Unit E1).

Incident

A Year 8 class with new teacher covering for maternity leave begins in a very disruptive way with one girl refusing to join in. The teacher leaves her alone saying it is her choice. She continues to disrupt the rest of the group - they laugh at her and almost encourage her to continue. It is difficult for the teacher to gain control but the group manages to write up ground rules which everybody is happy with.

The group does one round with the talking stick but people continue to speak over one another. The teacher perseveres but after some time and a couple of warnings she decides this circle time could not continue. She thinks about how to bring it to an end and decides to take a restorative approach.

When she had the talking stick she said how she felt: angry, disrespected, disappointed, upset, questioned the validity of Circle time for this school. One

or two urge her to give them the talking stick as they want to say something. For the next 30 minutes there is a mixture of quiet, noise, discussion, argument, but what comes out of this is that the group understands fully they have the control here - it is their decision what to do. Some say a few individuals should be reported to the head teacher, others say the whole class is responsible for the poor behaviour.

The girl who did not join in takes the talking stick and says she has difficulty controlling her behavior and when the others laugh it really encourages her to continue. By the end of the session, the group had organized themselves to collectively apologize for their bad behavior and takes away a good understanding of their individual and collective responsibility for the events. It was interesting that although the Circle time had officially ended after a few minutes, the group continued with the process - using the talking stick to speak and talking about their own responsibility. One quiet boy says more than anybody else! They agree to think about it and review what should happen as a group next week.

2. Model strategy for application of restorative practices in a school context

Step 1. Ensuring that there is support from the whole school community and that the principles of restorative justice are in compliance with the whole school ethos.

Step 2. Developing a vision about restorative approaches in school. Establishing a task force group, involving representatives from across the school community.

Step 3. Education on restorative ideals, principles and practices. Reviewing opportunities in the curriculum for developing the skills necessary for restorative practices.

Step 4. Training of trainers and target groups (peer mediators)

Step 5. Setting up an office/service and promoting it to the whole school community.

Step 6. Ensuring a constant review of practice and further promotion of a restorative climate in school (see Unit B1).

Activity 2 Understand basic concepts (30 minutes)
Purpose
- To involve participants actively in the lecture

Materials
Case study material from Activity 1
Procedure
Free expression of opinions. Writing of the basic concepts on a flipchart.
Debriefing

Analysis of the opinions expressed.

Activity 3 Brainstorming (60 minutes)
Purpose
- To involve participants actively in the lecture

Materials
Case study material from Activity 1

Procedure
a) Identify the key restorative questions applied in all models of restorative practice (e.g., *What were you feeling at that time? What do you need to put things right? What have you learned from this?*)
b) B) Identify the basic RJ skills needed (e.g., remaining impartial and non-judgemental, using active listening, respecting the opinions of all concerned).

Debriefing
Analysis of the opinions expressed.

Activity 4 Discussion (60 minutes)
Purpose
- To involve participants actively in the lecture

Materials
Resource 1 *Restorative Justice in Schools*

Procedure
Read Resource 1. Make a comparison and try to summarise the advantages and disadvantages of both paradigms. How can a school compensate for the disadvantages?

Debriefing
Analysis of the summaries expressed

Activity 5 Role play (60 minutes)
Purpose
- To give participants a chance to put into practice what they have learnt

Materials
Case study material from Activity 1

Procedure
Divide the participants into small groups of 4-5. Choose one of the case studies and distribute the roles. After short preparation, the small groups enact the situations in turn. The other groups are the audience.

Debriefing
Analysis. Each of the participants explains how he/she felt while acting their role and the audience offers feedback.

Activity 6 Individual study (60 minutes)
Purpose
- To measure the restorativeness of your school

Materials
Resource 2 *Statement of restorative principles*

Procedure
Read Resource 2. Use it as a basis for evaluating the extent to which your school uses restorative practices in dealing with conflicts.

Debriefing
Analysis of the evaluations expressed.

Acknowledgements

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Further reading and additional resources

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Websites

International Institute of Restorative Practices - http://www.iirp.org
http://www.realjustice.org

Mediation UK- http://www.mediationuk.org.uk

Peer Support Networker http://www.ukobservatory.com

Restorative Justice Consortium- http://www.restorativejustice.org.uk

Restorative Justice Online http://www.restorativejustice.org/

TeacherNet http://www.teachernet.gov.uk

Thames Valley Police http://www.thamesvalleypolice.uk

Transforming Conflict http://www.transformingconflict.org

UK Observatory for the Promotion of Non-violence
http://www.ukobservatory.com

Youth Justice Board for England and Wales http://www.youth-justice-board.gov.uk

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Resource 1 Restorative Justice in Schools

Restorative Justice in Schools. Revised adaptation by B. Hopkins of a paradigm devised by H. Zehr (Retrieved on March 1, 2005, http://www.transformingconflict.org/aboutjustice.htm)

OLD PARADIGM RETRIBUTIVE JUSTICE		NEW PARADIGM RESTORATIVE JUSTICE
Wrongdoing often defined as breaking the school rules/letting the school down	1	Wrongdoing defined as harm done to well being of one person or a group by another or others
Focus on establishing blame or guilt, on the past - what happened? Who did it?	2	Focus on problem solving by expressing feelings and needs and exploring how to meet them in the future
Adversarial relationship and process - wrongdoer in conflict with a person in authority, who decides on penalty	3	Dialogue and negotiation - everyone involved in communicating and cooperating with each other
Imposition of pain or unpleasantness to punish and deter/prevent	4	Restitution as a means of restoring both/all parties, the goal being reconciliation and future responsibility
Wrongdoing represented as impersonal and abstract: individual versus school	5	Wrongdoing recognised as interpersonal conflicts with opportunities for learning
One social injury replaced by another	6	Focus on repair of social injury/damage
People affected by wrongdoing not necessarily involved; victims' needs often ignored; they can feel powerless. Matter dealt with by those in authority	7	Encouragement of all concerned to be involved - empowerment
Accountability of wrongdoer defined in terms of receiving punishment	8	Accountability defined as understanding the impact of one's actions, taking responsibility, seeing it as a consequence of choices and helping to decide how to put things right

Resource 2 Restorative Justice Consortium

Restorative Justice Consortium (2005) Statement of restorative justice principles as applied in a school setting (extracts), reproduced with permission.

Statement Of Restorative Justice Principles

As applied in a school setting

2nd edition, 2005
(extracts)

How restorative is your school?

As each school will find their own way of introducing restorative approaches, measuring the extent to which a school is 'fully' restorative can prove difficult. However, using the continuums on the following pages, which are based on Dan Van Ness' assessment models (Van Ness & Strong, 2002), a school can gauge the extent to which their school is 'fully' restorative**.**

Van Ness identifies four value tables when assessing the restorative character of a system; Encounter, Amends, Reintegration and Inclusion. The following continuums - Meeting, Amends, (Re)Integration (parts of the school community may never have felt integrated) and School Involvement (the extent to which a school enables it's community to partake in restorative methods) - are based on these tables. With 'Inclusion', Van Ness was referring to the inclusion of all those involved in a particular conflict. However, due to the closely-knit nature of a school community, it was felt that the involvement of the school as a whole was more relevant in this instance – for example, everyone involved with the school should have the opportunity to learn about, use and influence restorative practices in the school. Each Continuum includes a list of options ranging from a system that would be considered 'fully' restorative (with regard to that particular value) to a system that would not be considered restorative in any way. When consolidated, these continuums provide a useful tool to assess the restorative nature of a school, a particular case, or a particular program the school might be using. But as Van Ness explains:

"When evaluating the handling of a particular case or of a program the question will be whether the response was as restorative as possible under the circumstances" (Van Ness & Strong, 2002, p. 228).

For example, in cases where the person causing the harm is not identified, a meeting will not be possible. However, the person affected by this behaviour may be able to communicate and meet with a surrogate person who has caused harm to someone else or others. The person affected by the harm may not receive amends from the person who caused it; nevertheless, a restorative response will ensure there is sufficient practical, moral and emotional support if and where needed. The first step is to evaluate where a school (program or case) sits in each of the four areas (see continuums

pages). The second step is to chart the results of each on the combined continuums table. If the result lies above the triple line, the school (program or case) would be considered fully restorative, above the solid line moderately restorative, and above the dotted line minimally restorative. Of course, the result may not necessarily fit neatly into one of these groups - it may be lower or higher in one category, for example – but this offers a way for schools to assess their relative restorativeness and to pin point the areas that may need improving.

Meeting

Meeting, Communication & Agreement
The School provides the opportunity for those in conflict to communicate, meet and agree on a response to the harm caused.

Communication & Agreement
Indirect mediation where the parties are not given the chance to meet instead are offered the chance to exchange information via an intermediary and from this agree on a way forward.

Communication & Meeting
The School provides the opportunity for those involved in conflict to communicate and meet therefore allowing them to talk about what happened, exchange stories, express emotions and so forth. However, they are not given the opportunity to reach an agreement themselves. An agreement made by an outside party would not be considered restorative.

Communication
Indirect communication where no chance of agreement or meeting is offered to those involved. Information is passed between the parties by an intermediary allowing them to talk about what happened, exchange stories, express emotions and so forth.

Meeting & Agreement
Parties are given the option to meet. However, the meeting focuses solely on the drawing up of an agreement about how to deal with what happened. Parties are not given the opportunity to talk about what happened, exchange of stories, express emotions and so forth

Agreement
A school offers no chance for communication (either direct or indirect) or a meeting, but an intermediary helps the parties agree on a way forward.
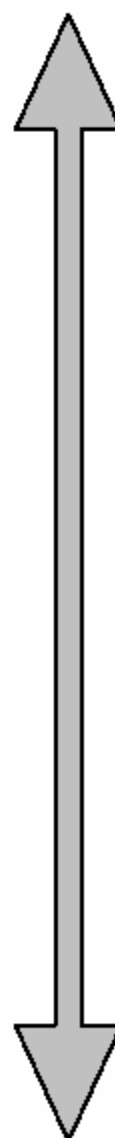
No Encounter
Neither party is provided with an opportunity to communicate or meet with each other or to work together on an agreement.

Separation
Parties are *prevented* from communicating, meeting or working together on an agreement.

Most Restorative

Not Restorative

Amends

Reparation, apology & Change.

The schools provides the opportunity for:
- The person(s) causing the harm to take steps to repair the harm (through compensation or physical work or actions)
- The person(s) causing the harm to make an apology directly, via a third party, or by letter/email/video etc.
- The person(s) causing the harm the opportunity and assistance to try and change their behaviour.

Reparation & Apology

The school provides the opportunity for:
- The person(s) causing the harm to take steps to repair the harm (through compensation or physical work or actions).
- The person (s) causing the harm to make an apology directly, via a third party or by a letter/email/video etc.
   The school provides the person(s) causing the harm no opportunity or assistance to try and change their behaviour.

Apology & Change

The school provides the opportunity for:
- The person(s) causing the harm to make an apology directly, via a third party, or by letter/email/video etc
- The person(s) causing the harm to try to change their behaviour.
   The school provides the person(s) causing the harm no opportunity to actively make amends.

Reparation & Change

The school provides the opportunity for:
- The person(s) causing the harm to take steps to repair the harm (through compensation or physical work or actions).
- The person(s) causing the harm the opportunity and assistance to try and change their behaviour.
The school provides the person causing the harm no opportunity to apologise.

Apology

The School provides the opportunity for:
-The person(s) causing the harm to make an apology directly, via a third party or by letter/email/video etc– No opportunity for reparation or the opportunity and assistance to try and change their behaviour.

Reparation

The school provides the opportunity for:
- The person(s) causing the harm to take steps to repair the harm (through compensation or physical work or actions)- No opportunity to apologise or the opportunity and assistance to try and change their behaviour.
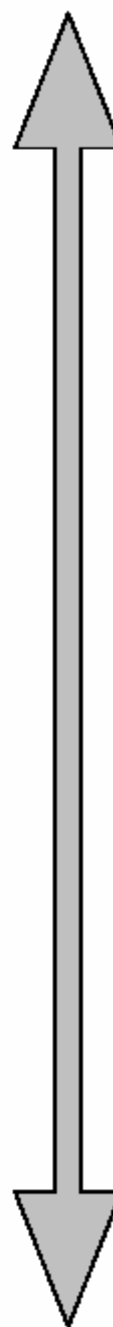
Change

The school provides the opportunity for:
- The person(s) causing the harm the opportunity and assistance to change their behaviour- No opportunity to put right, the harm that has already taken place.
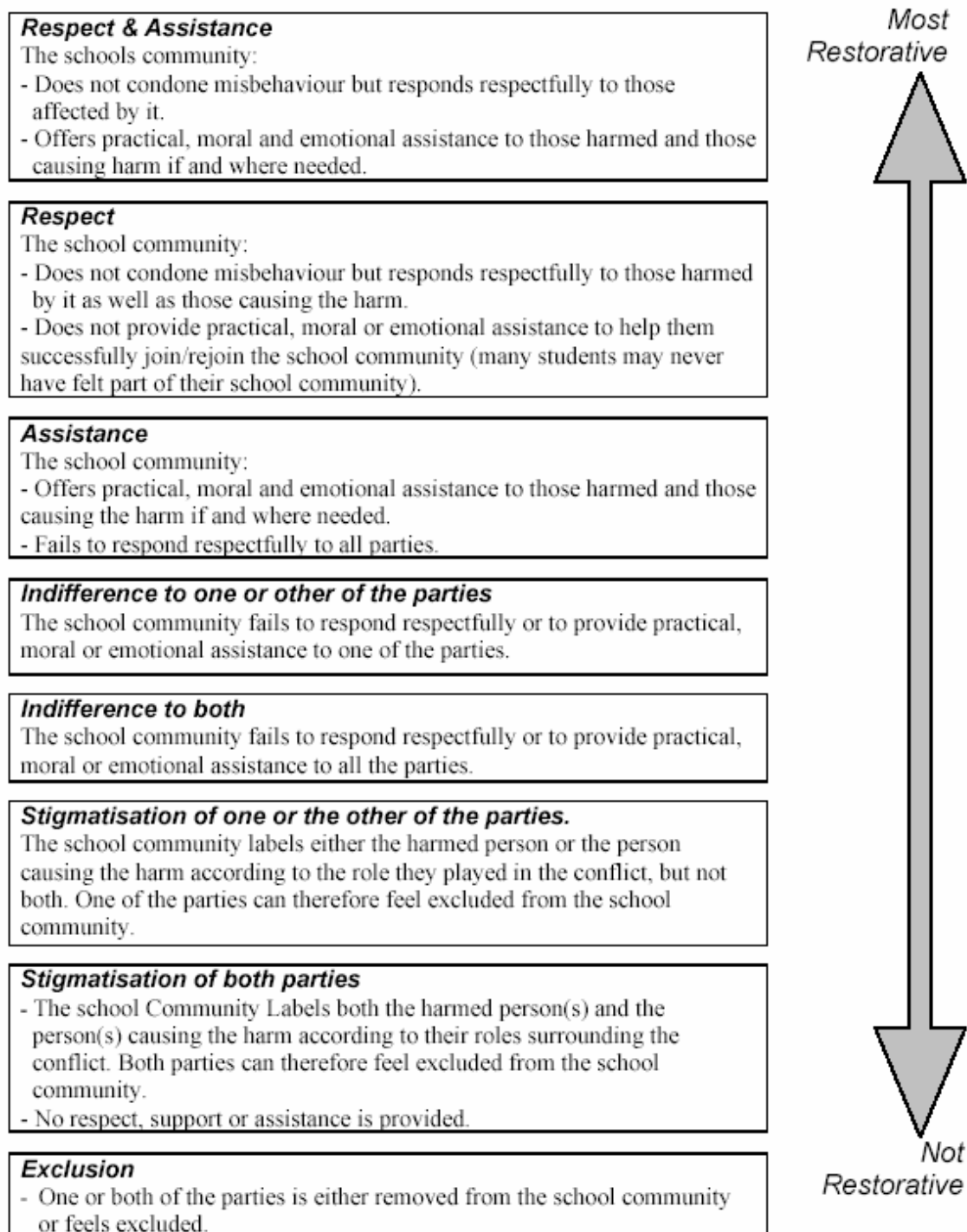
No Amends

Punishments may be given but no opportunity to repair the harm is provided

Most Restorative

Not Restorative

(Re)Integration

Most Restorative

Respect & Assistance
The schools community:
- Does not condone misbehaviour but responds respectfully to those affected by it.
- Offers practical, moral and emotional assistance to those harmed and those causing harm if and where needed.

Respect
The school community:
- Does not condone misbehaviour but responds respectfully to those harmed by it as well as those causing the harm.
- Does not provide practical, moral or emotional assistance to help them successfully join/rejoin the school community (many students may never have felt part of their school community).

Assistance
The school community:
- Offers practical, moral and emotional assistance to those harmed and those causing the harm if and where needed.
- Fails to respond respectfully to all parties.

Indifference to one or other of the parties
The school community fails to respond respectfully or to provide practical, moral or emotional assistance to one of the parties.

Indifference to both
The school community fails to respond respectfully or to provide practical, moral or emotional assistance to all the parties.

Stigmatisation of one or the other of the parties.
The school community labels either the harmed person or the person causing the harm according to the role they played in the conflict, but not both. One of the parties can therefore feel excluded from the school community.

Stigmatisation of both parties
- The school Community Labels both the harmed person(s) and the person(s) causing the harm according to their roles surrounding the conflict. Both parties can therefore feel excluded from the school community.
- No respect, support or assistance is provided.

Exclusion
- One or both of the parties is either removed from the school community or feels excluded.

Not Restorative

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School Involvement

Most Restorative

Invitation, Interests, Alternatives

The school:
- Invites students/adults to learn about restorative values and to participate in developing restorative practices.
- Applies a flexible behaviour management strategy that accommodates the needs of the whole school community.
- Invites those involved in conflict to take part in a restorative process - alternatives to the traditional system of dealing with conflict.
- Acknowledges any interest from the parties and acts upon their wishes.

Invitation and Interests

The school:
- Invites students/adults to learn about restorative values and to participate in developing restorative practices.
- Invites those involved in conflict to take part in restorative processes.
- Acknowledges any interest from the parties and acts upon their wishes.

Invitation

The school:
- Invites students/adults to learn about restorative values and to participate in developing restorative practices.
- Invites those involved in conflict to take part in restorative processes.
- Does not acknowledge any interest from the parties/school community
- Does not act upon the wishes of the parties involved in conflict.

Permission

The school:
- Permits, but does not invite, those involved in conflict to take part in restorative approaches.
- Permits, but does not invite, the school community to learn about restorative practices or values.
- Does not acknowledge any interest or act on their wishes.

Indifference

The school:
- Is aware of restorative values and approaches but does not use them or invite the school to learn about them.
- does not acknowledge any interest from the parties or act on their wishes.
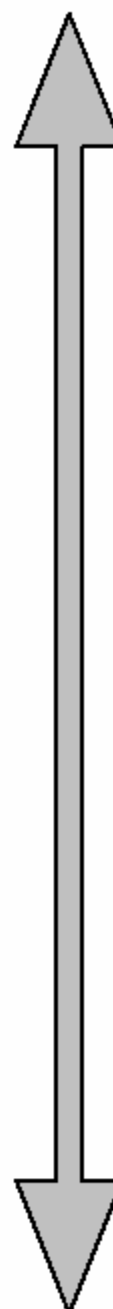
Prevention

The school:
- Prevents those involved in conflict from using restorative measures.
- Prevents the school community from learning about restorative values and practices.

Coercion

The school:
- Requires those involved in conflict to use non-restorative measures

Not Restorative

Combined Continuums Table
(Adapted from Daniel Van Ness's combined continuums table)

Meeting, Communication & Agreement	Reparation, Apology & Change	Respect & Assistance	Invitation, Interests, Alternatives
Communication & Agreement	Reparation & Apology	Respect	Invitation & Interests
Communication & Meeting	Apology & Change	Assistance	Invitation
Communication	Reparation & Change	Indifference to one or other of the parties	Permission
Meeting & Agreement	Apology	Indifference to both	Disinterest
Agreement	Reparation	Stigmatisation of one or the other of the parties	Prevention
No encounter	Change	Stigmatisation of both	Coercion
Separation	No Amends	Exclusion	

KEY

━━━━━ = Fully Restorative

▬▬▬ = Moderately Restorative

▪▪▪▪▪▪ = Minimally Restorative

Note: A school that does not include the interest of all parties, invites all parties and shows some flexibility to accommodate those interests is not considered restorative. Inclusion of all those affected is essential for a system, program or case to be considered restorative.