



THE BRITISH
INTERNATIONAL SCHOOL
BUDAPEST
A NORD ANGLIA EDUCATION SCHOOL

Restorative Practice

...why and how it works





First... A Circle

Circle Rules:

- only talk when you have the Talking Piece
- you can pass
- listen to the person who is talking; pay them your full attention.



Why do we use Circles?

1

“

Circles teach important communication and social skills, such as listening, paying attention, expressing through body-language and controlling one's own body-language.

”

2

“

Circles allow us teachers - and other students - to find out, or notice, important things about your children such as their likes, interests, worries or even their mood or feelings on a particular day.

”



Next.... The Theory

Where does Restorative Practice come from, and how does it work?

Why do we use Restorative Approaches to problem-solving here at BISB?

Restorative Practice around the World

Canada

- 'Community-based sentencing' encouraged in the 1996 Criminal Code
- New Criminal Code focused on restorative elements
- Offenders encouraged to acknowledge the harm done, and offer reparations.

BIS Budapest

- 2016 – foundations laid for Restorative Approaches
- January '17 – all staff were trained
- August '17 – a deliberate approach expected of all staff

The USA

- Amish Mennonites
- Faith in the bible – justice has to do with restoring relationships.
- Justice was all about **making things right again.**

Australia and New Zealand

- Maori Family Conferencing
- Involves the offender's family in the justice process
- Teaches individual responsibility
- Addresses the harm done
- Alternative to Youth Court

Traditional Approach

Restorative Approach

School rules are broken.

People and relationships are harmed.

We focus on the harm done, not on the rule that was broken

Justice focuses on establishing guilt.

Justice identifies needs and responsibility.

We find out who was harmed

Accountability = punishment

Accountability = understanding impact and repairing harm

We help them realise what they have done

Justice directed at the offender; the victim is ignored.

Offender, victim, and school all have direct roles in the justice process.

Rules and intent outweigh whether outcome is positive or negative.

Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.

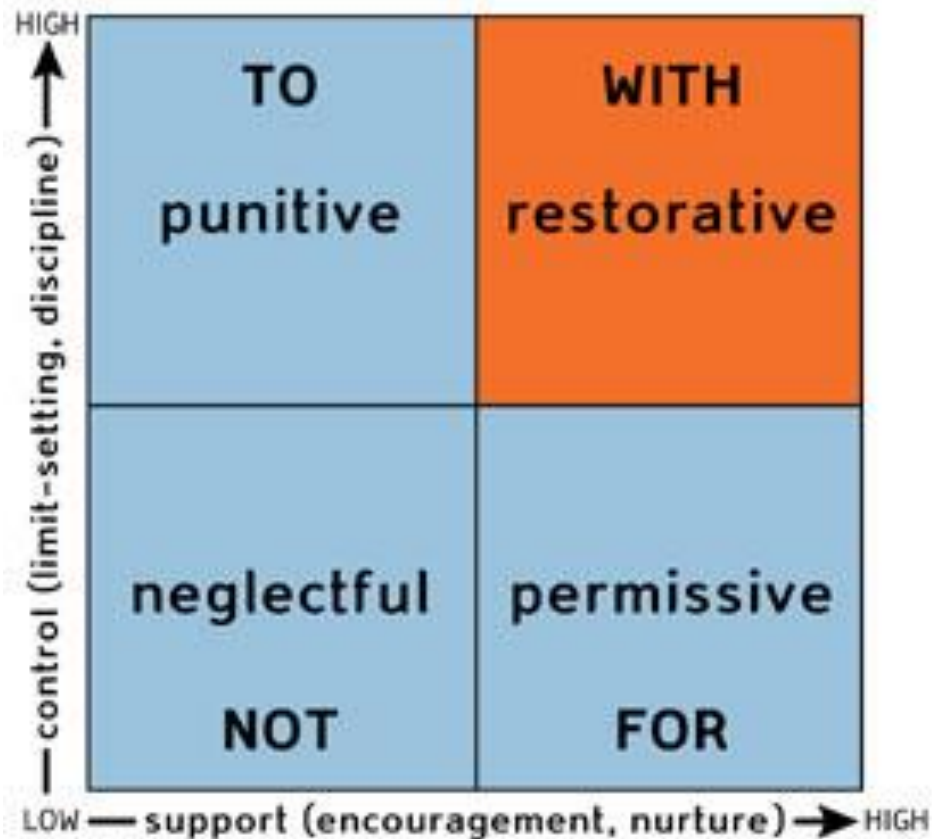
We help the wrongdoer to 'fix it'

Limited opportunity for expressing remorse or making amends.

Opportunity given to make amends and express remorse.

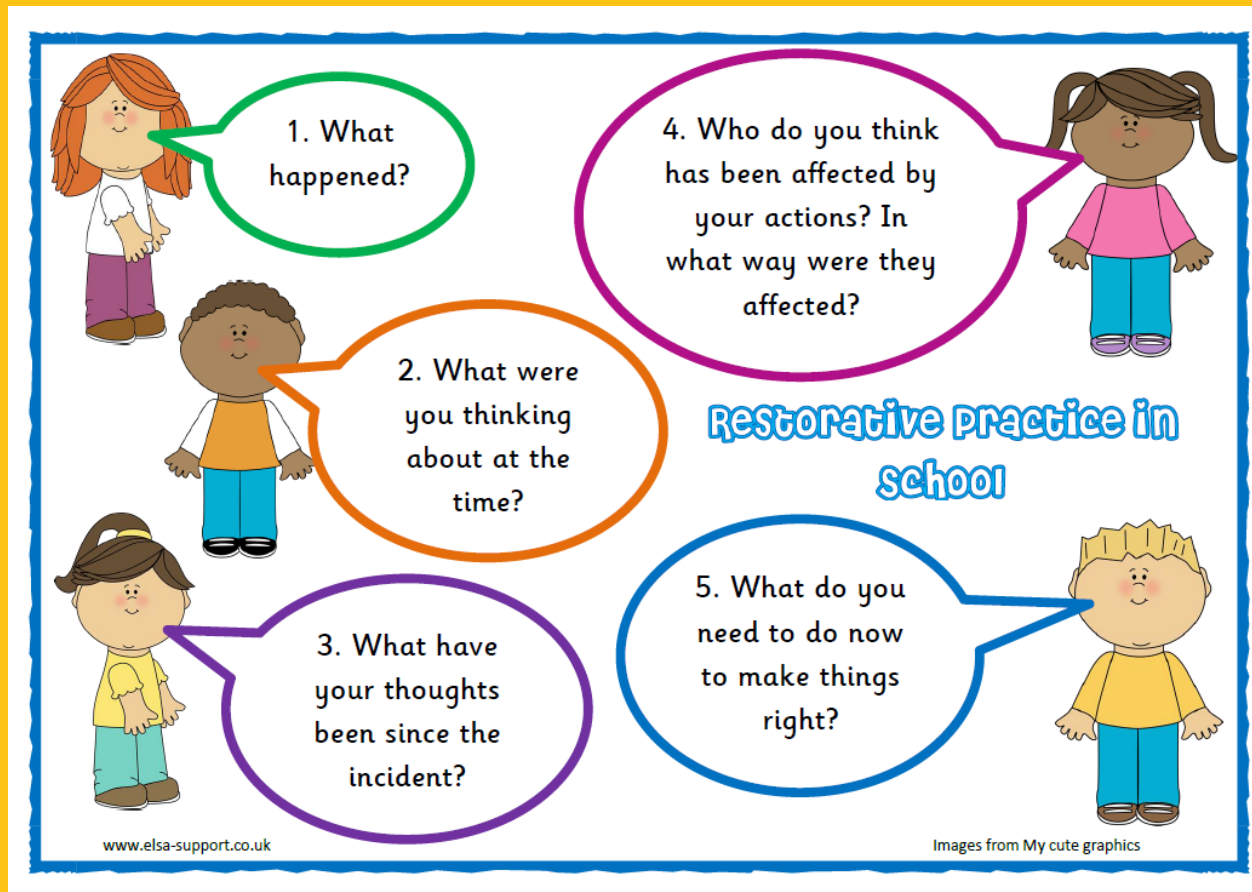
We encourage apologies and allow Fresh Starts.

The Social Discipline Window *(Glaser, 1964; Braithwaite, 1989)*



A balance of control and support

Involves all parties (wrongdoer, victim, others involved) in the learning.



Third.... The Questions

What are the main Restorative Approaches that we use at BISB?

When something goes wrong, we ask:

1. What happened?
2. What were you thinking?
3. What do you think about it now?
4. Who has been affected, and how?
5. What needs to happen to put things right?



Let's try them out – Role Play! Choose one:

1

John hadn't done his homework. When asked for it, he got angry and swore at his teacher. He was asked to wait outside and the teacher has come out to speak with him.

2

Jessie had left her plate in the canteen without tidying it up. A canteen lady asked her to tidy it up, and Jessie refused. A teacher saw this and has come to speak with her.

The Power of the Restorative Questions

- They are objective – they ask what happened, not ‘why did you do that?’
- Avoiding the ‘why’ doesn’t allow the wrongdoer to pretend they’re the victim (‘Because he swore at me first’ etc)
- They form a consistent process
- They fit every situation



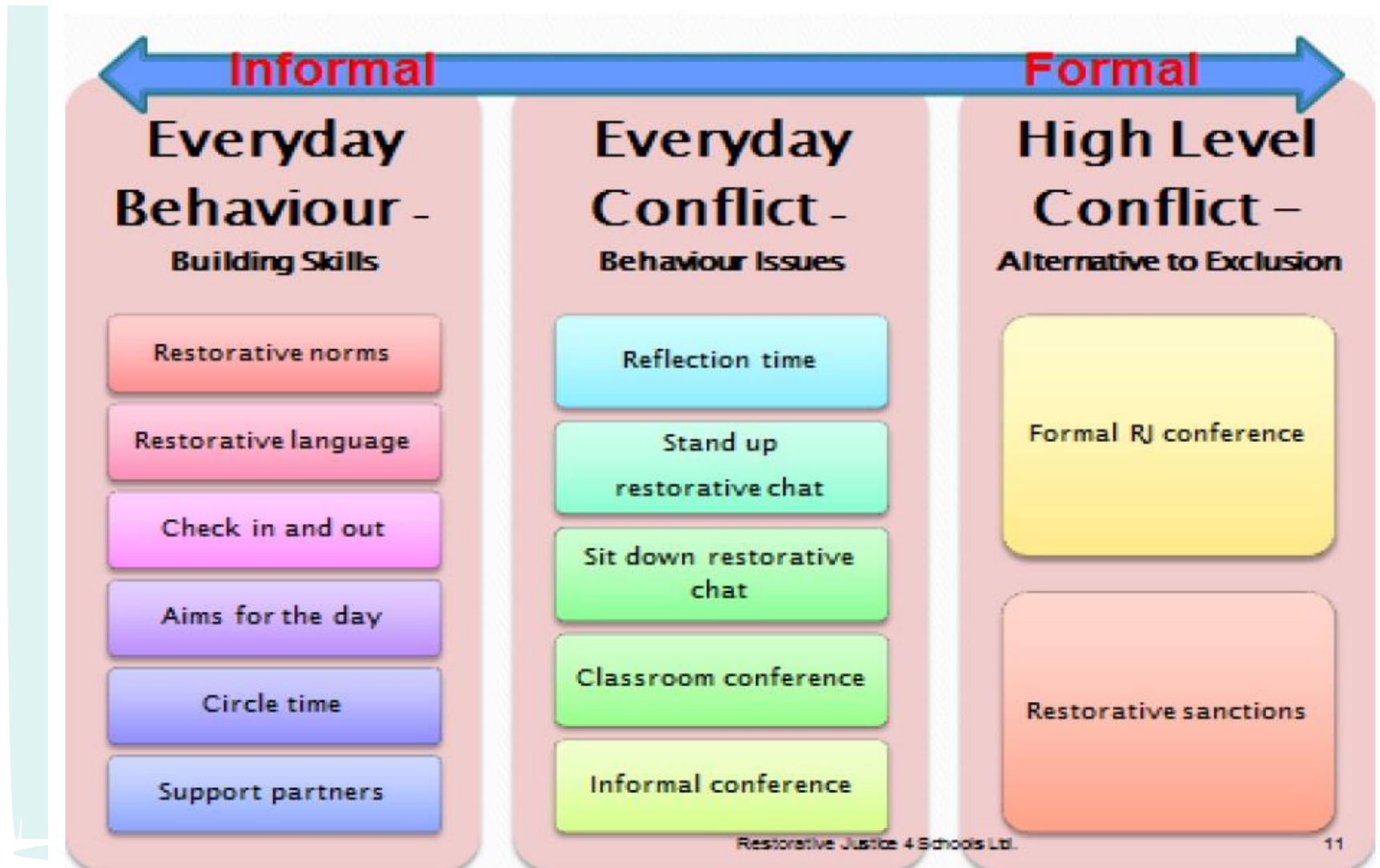
Now...our approach at BISB

How do we respond to behaviour incidents?

If a behaviour incident is reported:

- Student is listened to first – and fills in the Student Reflection Sheet
- Other students involved are consulted
- The harm done is ascertained, and understood
- Students and teachers come together to discuss, apologise and repair harm
- A Contract may be signed – a fresh start is agreed.

Types of Restorative Approach at BISB





*And finally...
what can you try?*

How can you use some of this at home?

How you could support our Restorative Approach at home

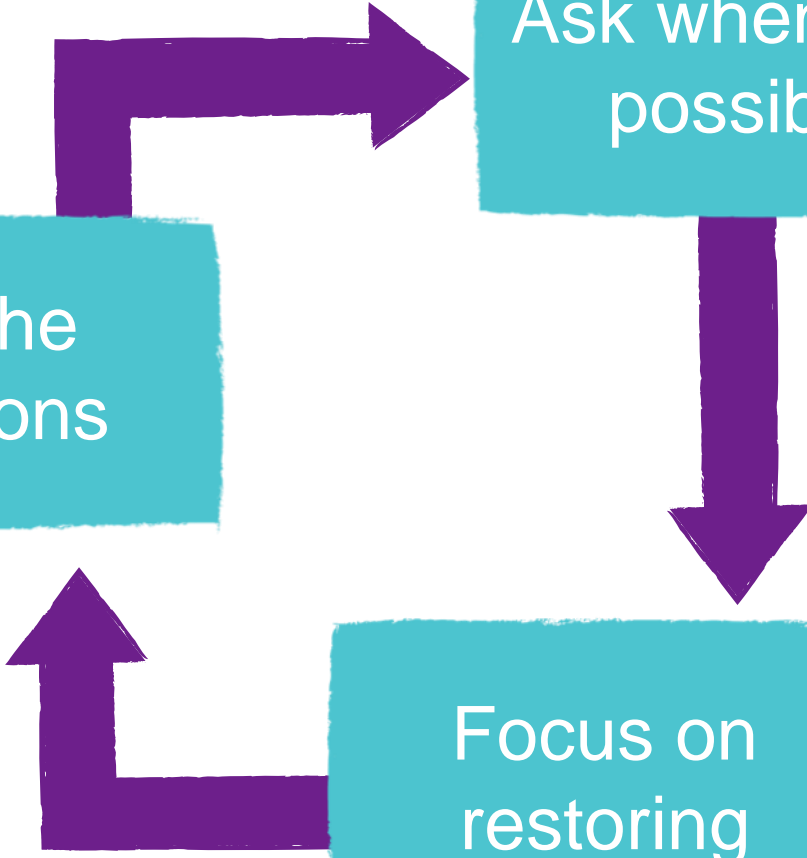
- “What happened there?”
- When you do this, it makes me feel...
- What do you think you should do instead?”

Use the questions

Ask whenever possible

Focus on restoring

- Discuss in-school behaviour incidents
- Show interest in the restorative process
- Ask us for more info



Our trained Restorative Conference Facilitators



Caroline
Mawdsley



Louise
Russell



Sarah
Ford

Also involved in Conferencing:

Primary School: Phase Leaders

Secondary School: Care & Guidance Leaders



THE BRITISH
INTERNATIONAL SCHOOL
BUDAPEST

A NORD ANGLIA EDUCATION SCHOOL

Want to find out more?



- E-book available from Craig Brown
- [www.
Restorativejustice4
schools.org](http://www.Restorativejustice4schools.org)
- Book an appointment with one of us!



Thank you!