



ELT CONFERENCE - ENGLISH UK

# Restorative Practices in an ESL Setting





# RESTORATIVE PRACTICES

## MAIN AREAS TO DISCUSS

What is RP, where does it come from, and what does it look like?

Theories and Values

The Thick End of the Wedge

The Restorative Questions

Case Studies – Banquo at the Feast  
– Zorro & Friends





# GEORGINA PATERSON

## TEACHER AND MARKETING & BEHAVIOUR MANAGER

""How did I get here from an African Studies degree?!"

### EXPERIENCE

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



### QUALIFICATIONS IN RESTORATIVE PRACTICES

- Level 5 Restorative Practices Accreditation (nearly!)
- Restorative Practices Facilitator – ask me for details



# WHAT IS THE KEY TENET 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 Culture**

Community circles and reintegrative shaming



### **Chinese and Japanese Society**

Interdependent community relationships and shame



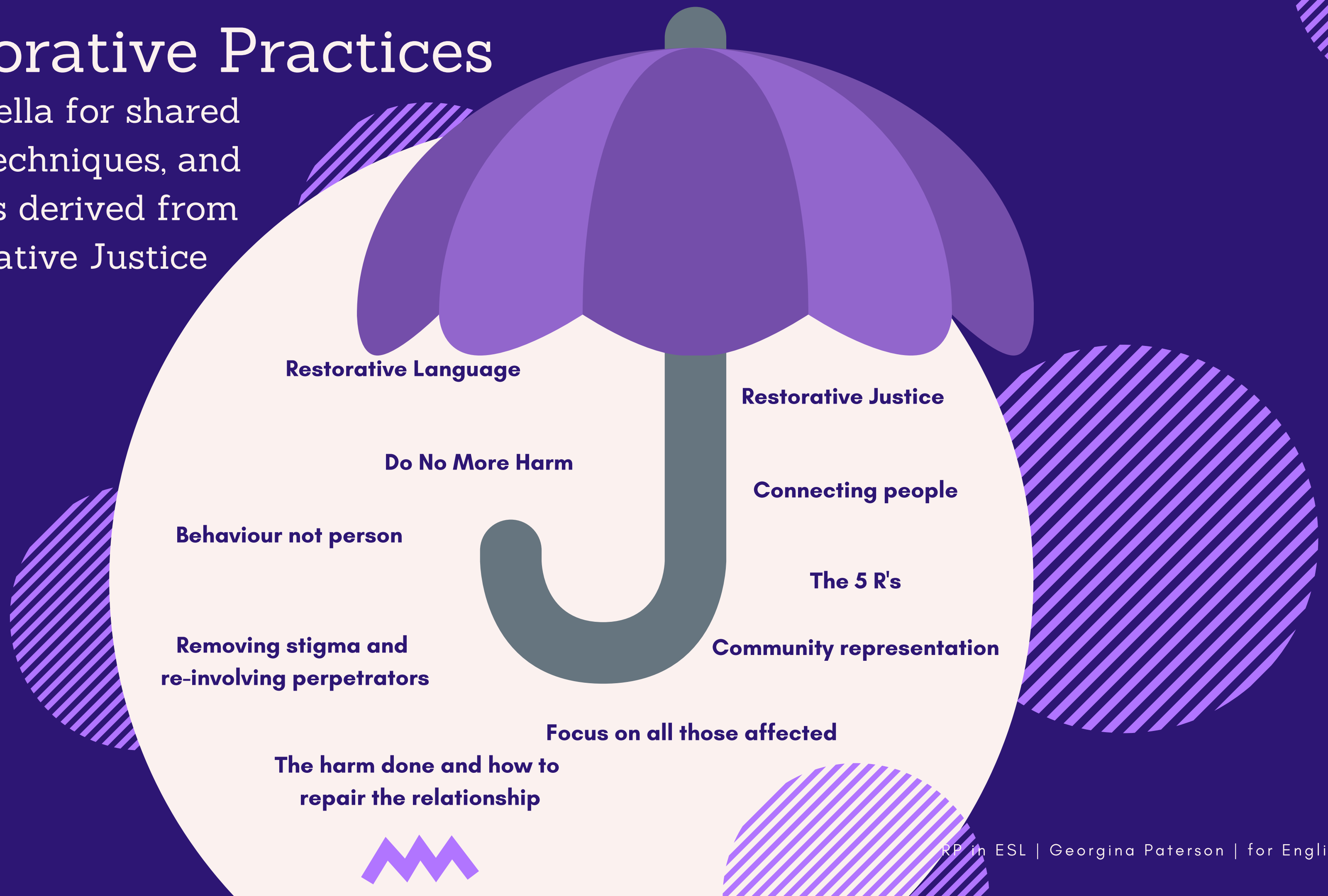
### **Pre-colonial societies in African countries**

Taking responsibility and making restitution for your actions



# Restorative Practices

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



## 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

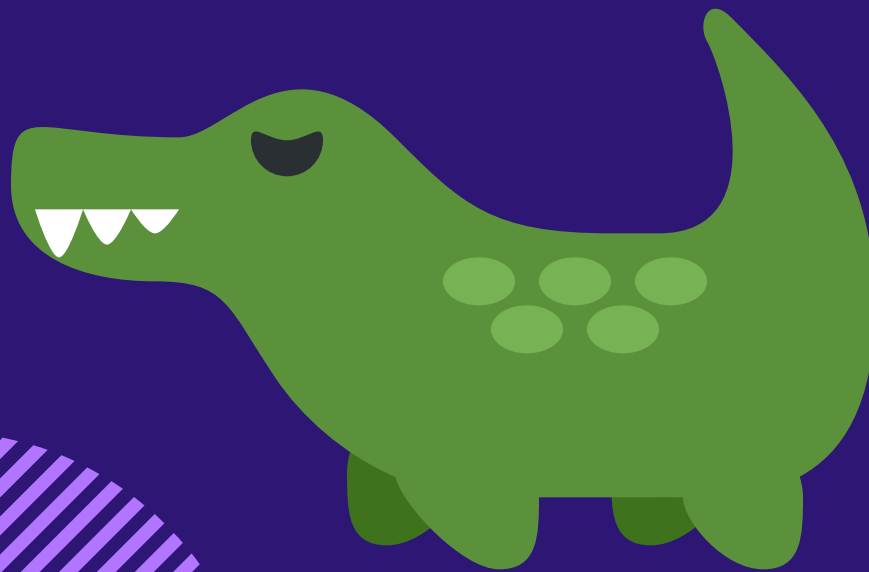
FEAR - TERROR

ANGER - RAGE

DISTRUST - ANGUISH

SHAME - HUMILIATION

REMEMBER THE AFFECTIVE FILTER?

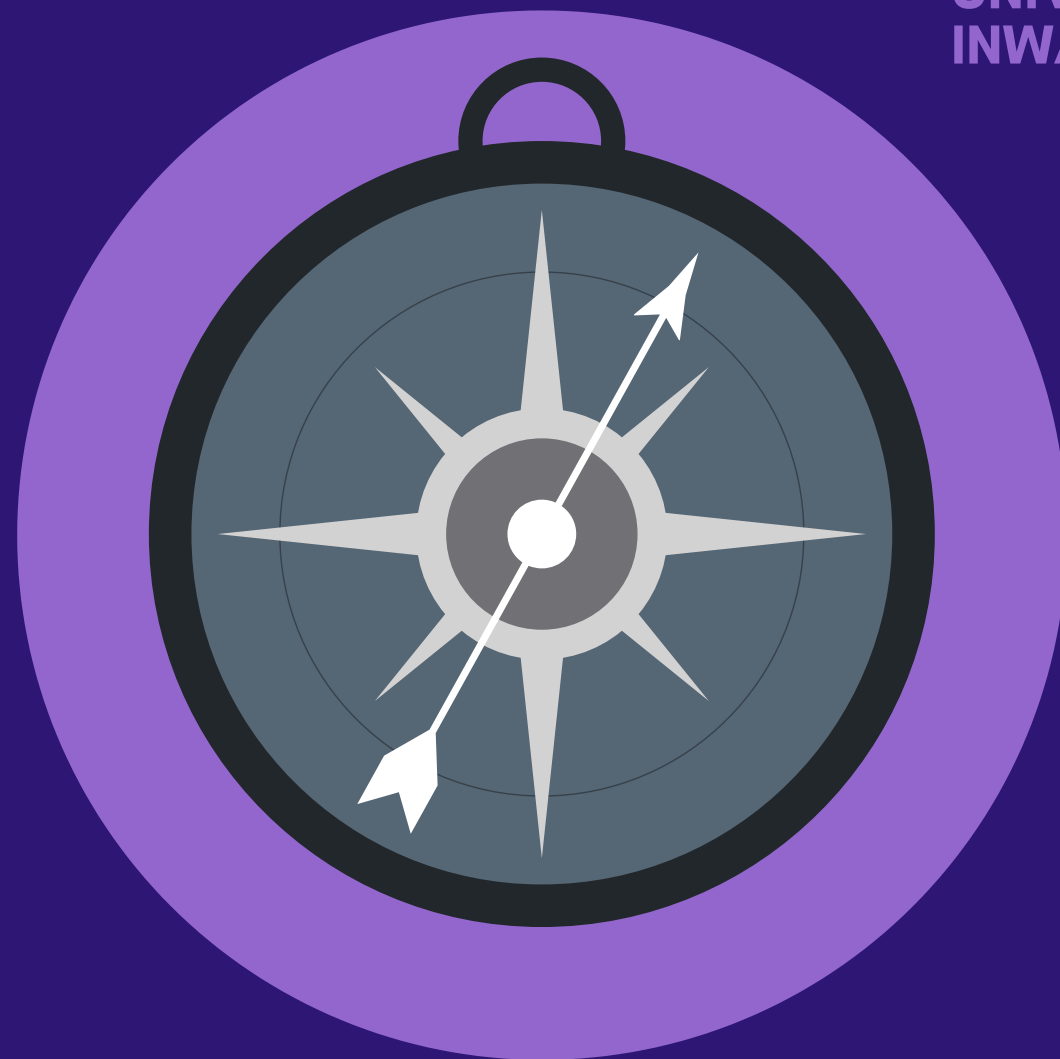


# THE COMPASS OF SHAME

UNIVERSAL SHAME RESPONSES  
INWARD-FACING AND UNPRODUCTIVE

DONALD NATHANSON 1992

WITHDRAWAL



ATTACK  
SELF

ATTACK  
OTHERS

AVOIDANCE



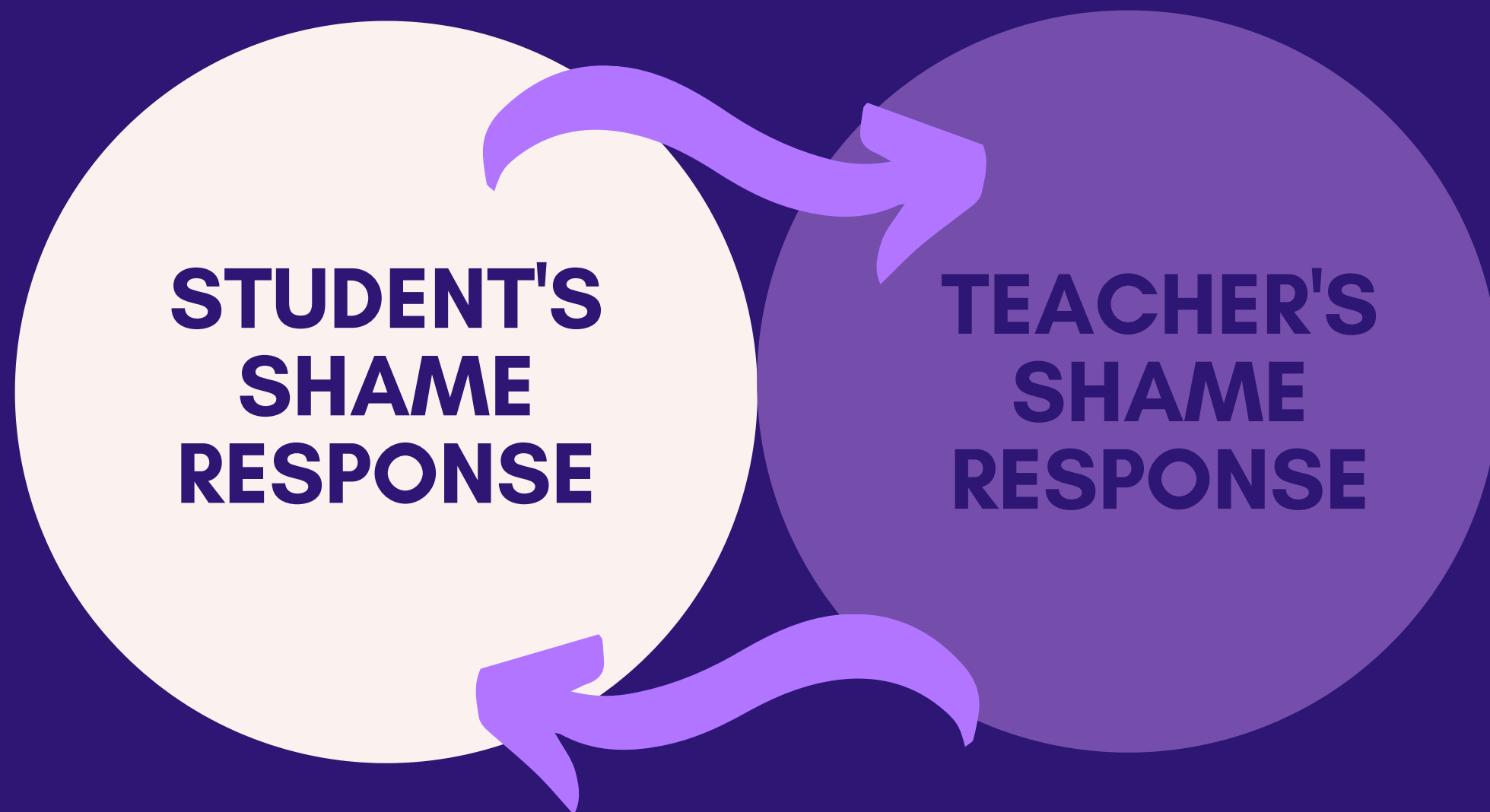
## REINTEGRATIVE SHAMING

TRANSFORMING IMMOVABLE SHAME INTO  
FIXABLE GUILT  
FACES OUTWARDS AND IS PRODUCTIVE

JOHN BRAITHWAITE 1989

# Shame Theories

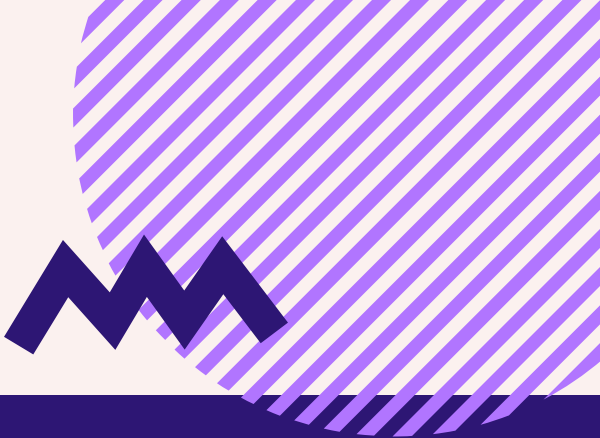
# Shame Spirals & your class



"the antidote to shame is  
*empathy*"  
Graeme George, 2014

# WHAT DOES IT LOOK LIKE?

SERIOUS, INFORMAL, AND SCHOOL-WIDE



INTERVENTION - REPARATION/REINTEGRATION

MANAGING - PREVENTING HARM & TEACHING SEL

PREVENTION - SCHOOL-WIDE ETHOS

INFORMAL

RESTORATIVE  
CONVERSATION

GROUP OR  
CLASS CIRCLE

FORMAL

AFFECTIVE  
STATEMENTS &  
NVC FRAMING

IMPROMPTU  
CONFERENCE

FORMAL  
CONFERENCE



# AFFECTIVE STATEMENTS & RE-FRAMING REQUESTS

**"I FEEL/AM..."**

## YOUR EMOTIONS NOT THE STUDENT'S

By labelling your own emotions you  
are modelling.

You are allowing room for  
students' mistakes.

It's not a judgement, it's an  
expression

**"WHEN..."**

## THE STUDENT'S BEHAVIOUR NOT YOURS

Your behaviour in this scenario isn't  
under question, so there's no room  
to be the bad guy and lose respect  
or a relationship

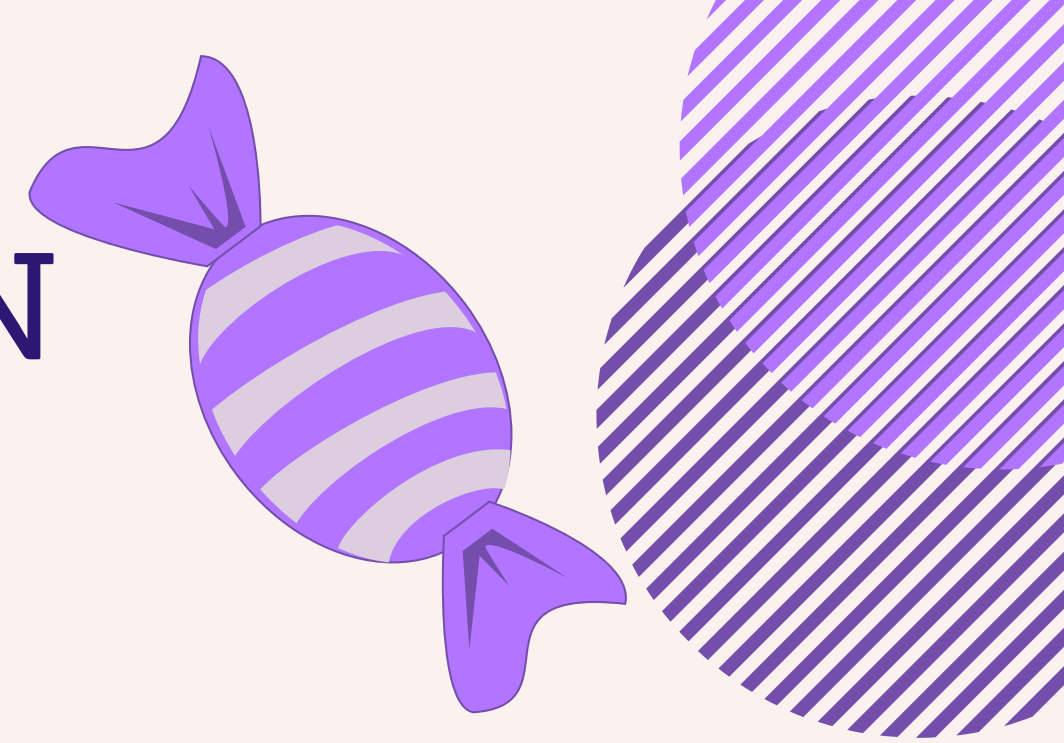
**"CAN YOU..."**

## WORKING TOGETHER

You're giving the student the  
chance to do it right, in line with  
your expectations.

# NON-VIOLENT COMMUNICATION

## A PRACTICAL TOOL FOR NON-JUDGEMENTAL CHALLENGING



### OBSERVATIONS

State something observable.

"You are speaking in Spanish"

"You are using your phone again"

### FEELINGS

Use an affective statement to express your emotion

"I'm confused"

"I am frustrated"  
[because I have asked you twice already.....]

### NEEDS

What need (of YOURS) is not being met?

"I need understanding of what you say in my class"

"I need your attention"

### REQUESTS

What can you ask for to meet that need?

"Please use English and ask if you need help."

"Please put it in your bag."





# MAKING NVC WORK

**BEING THE ADULT &  
MEETING YOUR NEEDS  
WHEN THE KIDDOS CAN'T GET THERE**

This framing is most useful for figuring out what to say quickly without being judgemental, long-winded, or unclear.

You can quickly and easily get across your summary of a situation and why it's a problem, without making it their problem that they should feel bad about.

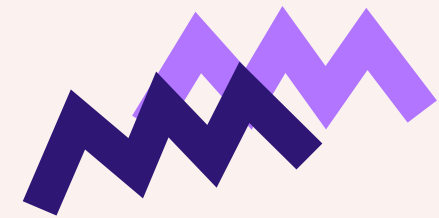
There is a problem when you make YOUR need someone else's problem or when using a sarcastic tone – that's actually a common tactic of bullies.

If they can't meet your need – you meet it yourself because you're the adult in the room.

"I need silence for this listening task."

"OK you are not silent so please step outside"





# The Restorative Questions

WHAT  
HAPPENED?



WHAT WERE  
YOU THINKING/  
FEELING AT  
THE TIME?



WHAT HAVE  
YOU BEEN  
THINKING/  
FEELING  
SINCE?



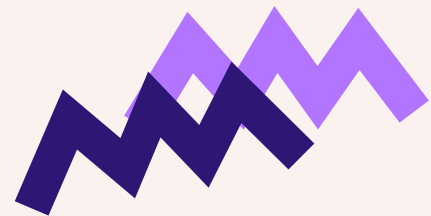
WHO ELSE IS  
AFFECTED?



WHAT IS THE  
HARDEST  
THING FOR  
YOU?

WHAT WILL  
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

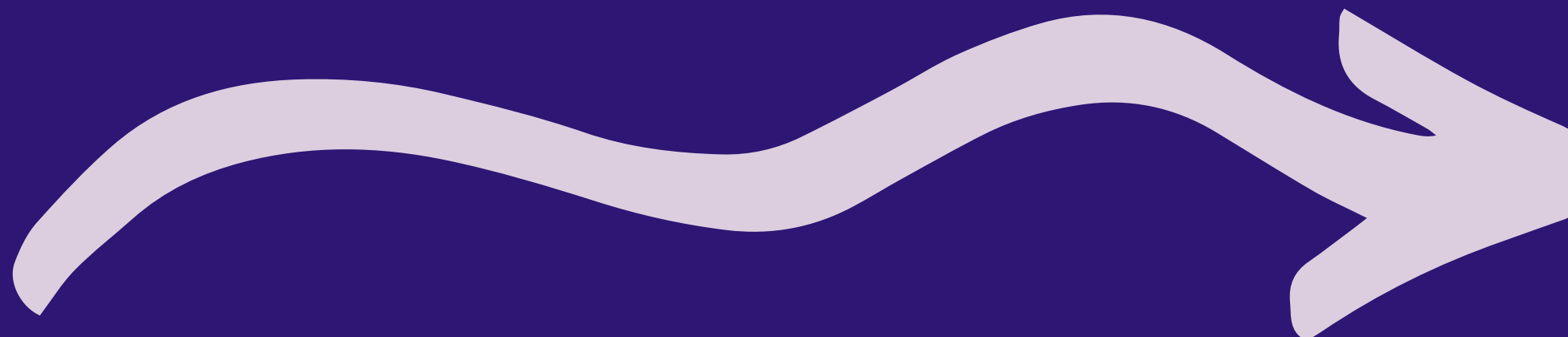
WHAT WILL  
YOU DO TO  
MAKE IT  
RIGHT?



FUTURE  
SIMPLE

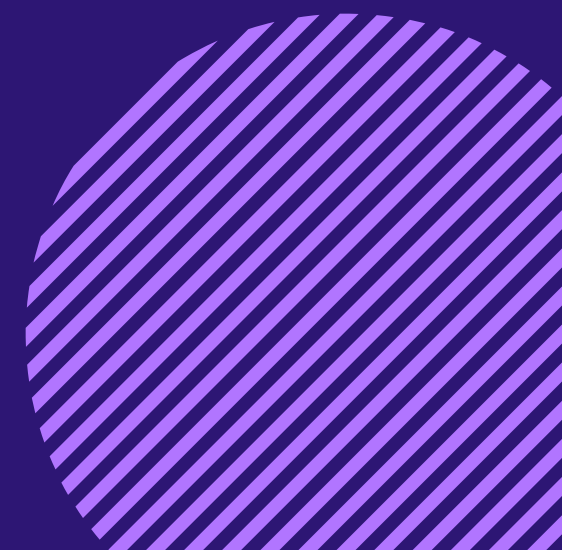
PAST

NEGATIVE  
AFFECT



FUTURE

POSITIVE  
AFFECT



# THE RESTORATIVE QUESTIONS

GRADED TO RETAIN INTENT, TENSE, AND EMOTION

WHAT  
HAPPENED?

WHAT WAS IN  
YOUR HEART?

IN YOUR  
HEAD?

AND TO NOW?

CONSEQUENCES  
FOR/ FEELINGS  
OF OTHER  
PEOPLE? WHO?

HOW CAN  
YOU FIX IT?

PAST

NEGATIVE  
AFFECT

FUTURE

POSITIVE  
AFFECT

# CASE STUDY 1: BANQUO AT THE FEAST

## SITUATION

A 13-year old French student was asked to leave class 3 times for 'gross insubordination' type offences including persistent L1, smirking, talking over the teacher, using his phone etc.

## APPROACH

Using a restorative conversation and a group leader, we decided to progress to a conference with the teacher, and used a behaviour agreement form to move forwards. The student and teacher both agreed to make changes to their behaviour.

## OUTCOME

Student could go home shame-free to a happy mum and was able to learn more without shame before the end of his course.



# CASE STUDY 2: ZORRO AND FRIENDS

## SITUATION

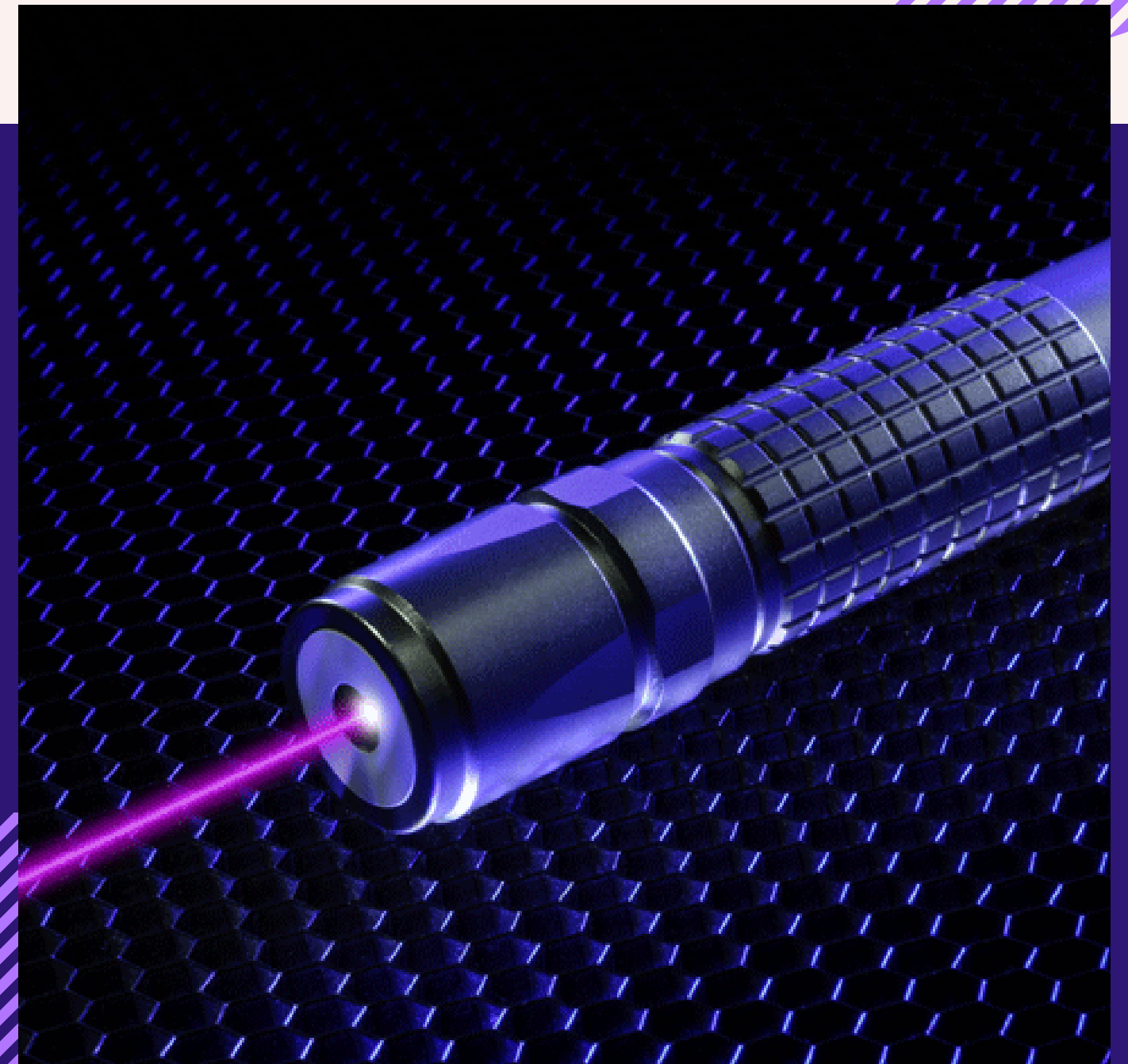
Two junior students, who were friends from home, were involved in a fist-fight during class time.

## 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:

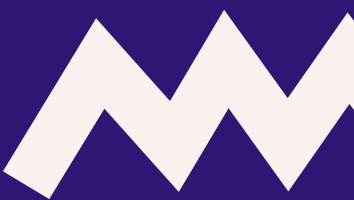
**[patersongsm63@gmail.com](mailto:patersongsm63@gmail.com)**



Peaceable schools value personnel and students for who they are as worthy human beings. ... If your mission statement says you care, then specific practices of care should be habits within your school.”

**LORRAINE STUTZMAN AMSTUTZ**

THE LITTLE BOOK OF RESTORATIVE  
DISCIPLINE FOR SCHOOLS







# 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=gJJxbn1VjYo](https://www.youtube.com/watch?v=gJJxbn1VjYo)