

# Behaviour Management

A Restorative Approach

In a rules led system, the tendency is for the adult to tell the child what they have done wrong, and how they're going to pay for it (e.g. being sent out of the classroom).

The problem with this is the children don't learn about the responsibility they had in this situation and how it affected other people because an adult has intervened and told them what they've done wrong.

What are restorative practices?

A set of principles and practices that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

# We want to...

- Develop, maintain and repair relationships
- Build a community based around empathy and self learning
- Enable children to take responsibility for their behaviour

This is not a 'soft option'

We are not explaining away or excusing behaviour but trying to stop repeat offending.

To facilitate such a process requires the adults to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

## What is being restored?

This depends on the context and on the needs of those involved. What is being restored is often something between the people involved such as:

- Effective communication;
- Relationship, and even friendship;
- Empathy and understanding for the other's perspective;
- Respect;
- Understanding the impact of one's own behaviour on others;
- Reparation for material loss or damage.

However, something may also be restored within an individual – for example:

- A sense of security;
- Self-confidence;
- Self-respect;
- Dignity.

Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family).

<b>Authoritarian Approaches</b> <i>The focus is on:</i>	<b>Restorative Approaches</b> <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>and, as a result;</i>	<i>and, as a result;</i>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

If a child doesn't like maths and they get sent out of the room every time they disrupt a maths lesson, there is no incentive for them to change their behaviour. They would rather be outside in the corridor than taking part in the lesson.

Restorative practice encourages them to think about what their problem is with maths and what triggers the behaviour.

Of course...

Schools do still need rules and in some cases formal punishments are still necessary.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

**For example, Max has hurt Sam in the playground. They sit down together with a teacher, who helps Max think through the above questions:**

- What happened? *'I tripped Sam up in the playground.'*
- What were you thinking and feeling at the time? *'I was angry because he laughed when I fell over playing football.'*
- What have you thought about it since? *'I'm still cross that he laughed but I feel bad that he got hurt.'*
- Who has been affected and in what way? *'Sam grazed his knees and it made him cry. He had to stop playing football because it hurt too much.'*
- How could things have been done differently? *'I could have told Sam that I was angry that he laughed at me and asked him not to. I could have walked away and found someone else to play with.'*
- What do you think needs to happen to make things right? *'I need to say sorry to Sam and try not to lose my temper next time.'*

- What happened? *'I was talking too much in maths.'*
- What were you thinking and feeling at the time? *'I was bored because I don't like maths.'*
- What have you thought about it since? *'I'm sorry I disturbed the class but I didn't understand the work.'*
- Who has been affected and in what way? *'I stopped my friends from doing their work and I made you [the teacher] cross because you had to keep stopping to tell me off.'*
- How could things have been done differently? *'I could have put my hand up and asked you to explain the problem to me.'*
- What do you think needs to happen to make things right? *'I need to say sorry and ask you to show me how to do the work.'*

It has to be followed up by  
the person who was there at  
the time

[Unless it is really serious](#)

Restorative practices in schools have a number of proven benefits.

Children show:

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

What happened?

What part did you play in it?

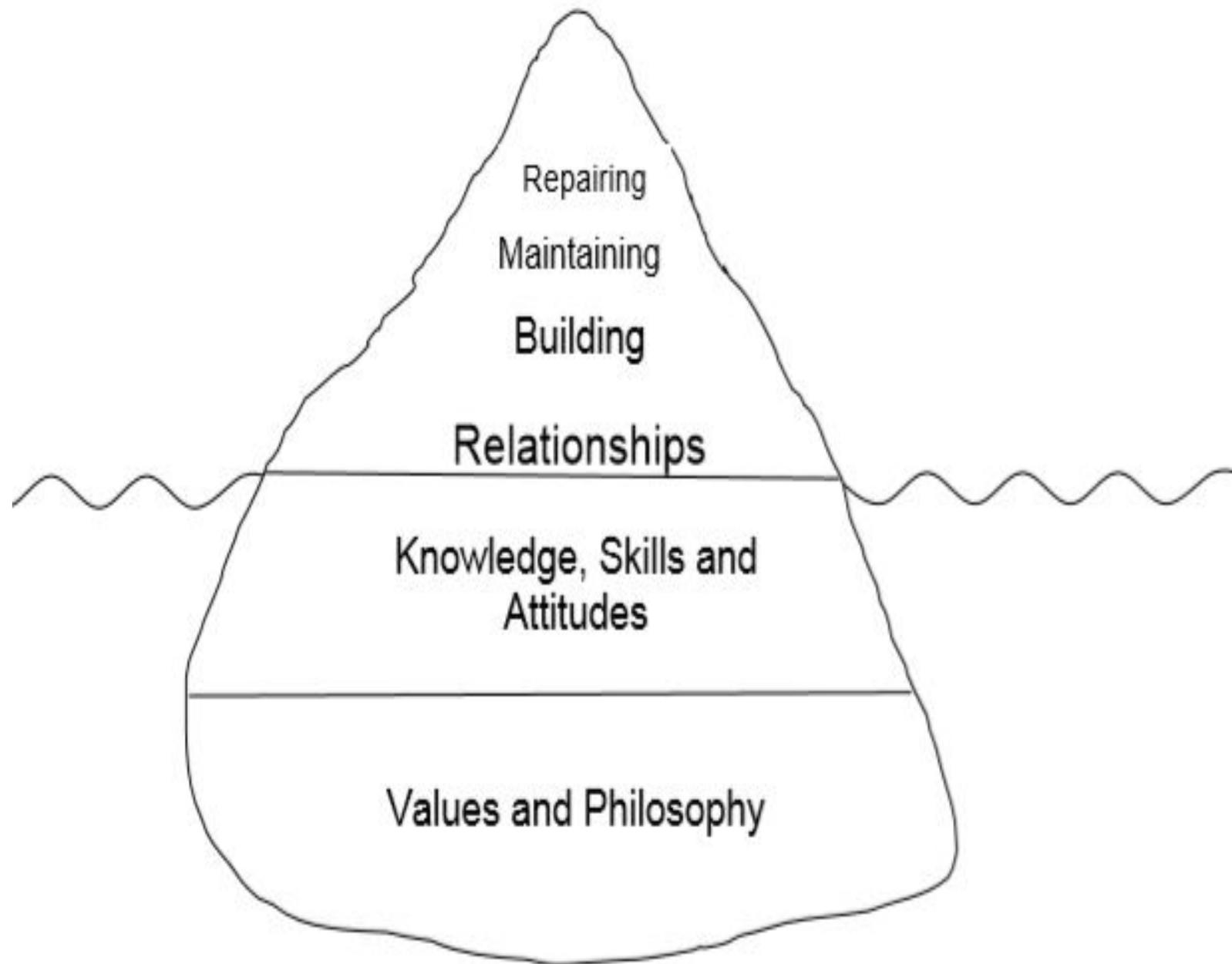
How did it happen?

How were you affected by what you did?

What can you do to repair the harm?

Who else was affected by what you did?

What can you do to prevent it from happening again?



What do you do when a child won't admit,  
refuses to accept?

# What do you do when a child won't admit, refuses to accept?

Dig for the why? Don't criticise, get curious, ask open ended questions, explore what was going on, who else was involved.

Keep it conversational - don't give a lecture -give them space to talk - think 'How would i want someone to talk to me about this? - they may need a minute or two to formulate a response

Believe the 'I don't know'

Don't make them have eye contact - use drawing or sit side by side

Rank the results - 1 - 5    1 absolutely not    5 absolutely yes

Make it safe for them to be honest with you

What do you do if a child is  
disrespectful/rude/answers back?

# What do you do if a child is disrespectful/rude/answers back?

You have to be willing to lose the battle

Don't take it personally

Stay calm

Pause

Don't escalate - move on

Later on - discuss - you broke the rule...

Let remorse set in

Turn the disrespect into a lesson because you didn't try to win or to get even - you kept your cool and allowed accountability to work.