

Restorative practice conversation scaffold

Restorative practice conversations provide a safe space for students to fix their mistakes and return to the group strengthened. Students learn how to get what they need using effective approaches to build and maintain positive relationships. When using restorative practice conversations teachers need to scaffold students to a resolution that is accepted by all, is aligned to the school's core values and ensure that the type of restitution agreed upon is logically related to the mistakes made.

The scaffold

Tell the story

- What happened?
- What did you want? (identify the need)
- Is it ok to want _____? (validate the need)
- Did what you do work for you? (behaviour)
- What do we believe at school about _____ (behaviour)?
- Do you believe in that rule?
- What could you try next time that would work for you? (replacement behaviour)
- Who could help you with that? (support)

Explore the harm

- Who has been affected by this behaviour? In what ways?

Repair the harm

- Are you willing to solve the problem with _____?
- What could you do to fix the problem with _____?
- What else could you do?

Reach an agreement

- What do you need to do from now on?
- Are you willing to fix the problem with _____?

Follow-up/monitoring

- When would be a good time to check in with you to see that you have fixed the problem with _____ and you are doing what we agreed?
- How are you feeling now?

References

Diane Gossen – Restitution

Hopkins, B., & Masters, G. (2003). *Just Schools: A whole-school approach to restorative justice*. Athenaeum Press.

New Zealand Ministry of Education, (2014). *Restorative Practice KETE Book 2*.

<https://pb4l.tki.org.nz/PB4L-Restorative-Practice>.