

Synergising restorative approaches to conflict and behaviour management

Dr Edward Sellman

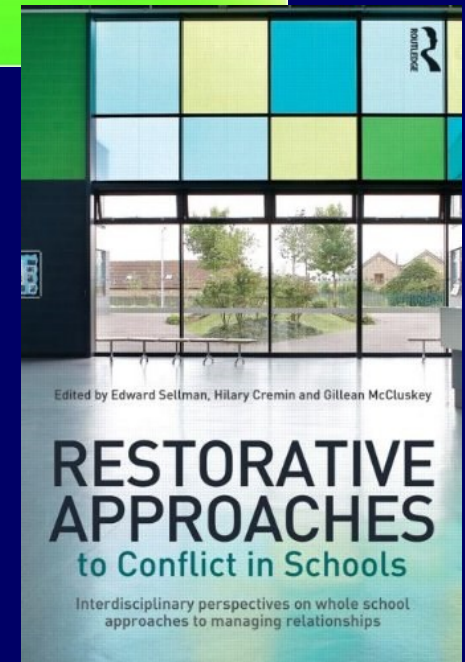
University of Nottingham, School of Education

e: edward.sellman@nottingham.ac.uk

mob: 07989954027

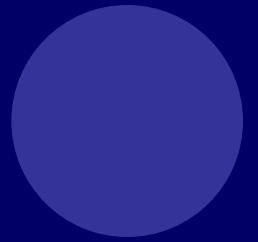
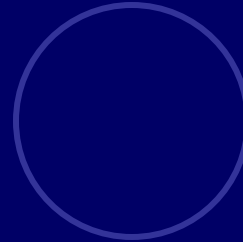
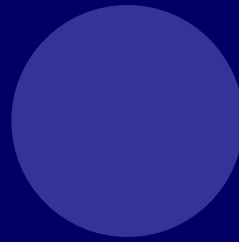
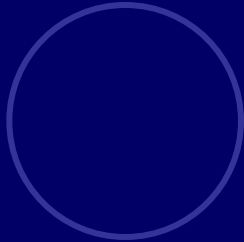
Dr Edward Sellman

- Lecturer in Education, University of Nottingham
- My research has shown that:
 - Peer mediation services can have an impact in schools when the service is well supported and high profile
 - However, schools frequently underestimate the degree of cultural synergy required





What do we really
learn at school?



Objectives

Literacy: By the end of this week you will understand that summarizing, visualizing and monitoring and clarifying are strategies that can help you as you strive to read and comprehend the story The Butterfly House.

* Skills: Sequence
Point of View

Math: By the end of this week, you will have experience with clocks and will be able to tell time to five minutes.

Objective

Today I will understand the five (5) main elements of plot by completing notes and identifying the elements using a mentor text.

I'll know I've got it when I can identify the five elements (exposition, rising action, climax, falling action, resolution) within a text.

Essential Question(s):

Why is important to understand the elements of plot?



Friday.

A



1. Turn in
2. Spelling
3. Finish
4. Four T





Promptly Prepared

-  Bring your folder
-  Be on time



Act Respectfully

-  Treat others kindly
-  Be proud of yourself

Work Hard



-  Do your Kinder best!
-  Follow directions the first time.






Stay Safe

-  Keep hands to yourself
-  Use tools properly

 REWARDS 

-  Hugs/ high fives
-  Praise/cheers
-  Stickers
-  Happy note home
-  Treasure chest
-  Paw Bucks

 CONSEQUENCES 

-  Verbal warning
-  Think time
-  Loss of recess
-  Note or call home
-  Principal's office

rules

1. Raise your hand to speak.
2. Keep hands, feet, and objects to yourself.
3. Be respectful.
4. Follow the teacher's instructions.

rewards

- ☺ Tickets!
- ☺ Good note in agenda
- ☺ Lunch with the teacher
- ☺ Citizenship Award

consequences

- Verbal warning
- Loss of recess
- Agenda signed
- Parent contact
- Office referral



Consequences

A young girl with dark hair in braids, wearing a red and white soccer uniform with the number 7, is sitting on a green grassy field. She is leaning forward, stretching her right leg. The background is a bright, clear sky.

1. Warning/Reminder

2. First Time Out





✎ **Return when you are ready.**

3. Second Time Out

✎ **Stay until end of class.**

4. Student/Teacher Conference

Levels of Consequences

			
	Level 1	Level 2	Level 3
<p>Safe, Responsible and Respectful Choices</p>	<p><u>Teacher</u></p> <ul style="list-style-type: none"> ▪ Stop & Think ▪ Find another space ▪ Use stop signal & conflict resolution strategies ▪ Adult help ▪ Verbal Redirection ▪ Data collection 	<p><u>Teacher/Administrator</u></p> <ul style="list-style-type: none"> ▪ Teacher/Administrator talk ▪ Detention form ▪ Phone home ▪ Recess reflection ▪ Note signed by parent ▪ Role playing ▪ Put things right 	<p><u>Administrator</u></p> <ul style="list-style-type: none"> ▪ Contact parent-phone home ▪ Incident report ▪ Separation from peers ▪ Loss of privileges ▪ Put things right

BEHAVIOUR BOARD



I am being very good.



I have been warned.



I have been warned twice.



**I need to move away
from the group.**



**I must go to another
classroom.**

I made a good choice

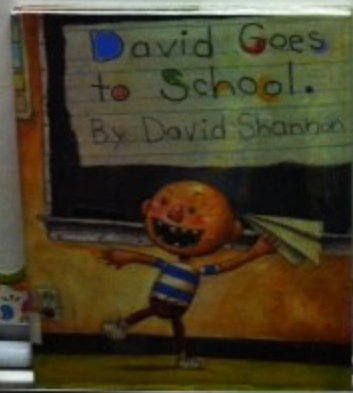


- I earn marbles 🎲
- I earn breaks 📱
- I earn checks ✓
- I feel good 😊
- My teachers feel good 😊😊😊

I made a bad choice




- I lose minutes off recess ⏰
- I don't earn breaks ~~📱~~
- I can't be around people
- I feel bad 😞
- My teachers feel bad 😞😞😞



raise your hand

REWARDS LADDER



- 200 – PLATINUM postcard
- 150 – GOLD postcard
- 100 – SILVER postcard
- 50 points – BRONZE postcard



Trips
Certificates Events
Vouchers

Points
10

For **Outstanding** work / house activities – nominated students once every term

Points
5

Learner of the half term
Teacher award

Points
3

Making Progress - after termly assessments for excellent progress and behaviour

Points
2

'Ready to Learn' – tutor award for good attendance, punctuality, the right equipment & a positive attitude to learning every week

Points
1

Positive performance in lessons



How are we doing?
 Music Room
 Behavior Center

- 10
- 10
- 10
- 10
- 10
- 25
- 25
- 25
- 25
- 50
- 50
- 75
- 100

SHOW ME FIVE 

 MOUTH QUIET

EYES FORWARD 

 EARS LISTENING

HANDS TO SELF 

BODY STILL 

										
Kindergarten										
Skarold										
Pearcock										
Barrett										
Durston										
Rein										
1 st Grade										
Dorcas										
Tatefous										
Herrmann										
Dawer										
Coggwell										
2 nd Grade										
Thompson										
Erichsrud										
Schrunk										
Haselman										
3 rd Grade										
Barrett										
Kozarek										
Yang										
Karson										
Simontaux										
4 th Grade										
LaFleur										
Schultz										
Tomala										
Toussaint										

Balanced

Week





WHILE THE SCHOOL HAS EMBRACED
THE PRINCIPLES OF AUTONOMY
AND INDEPENDENCE,
YOU WILL OF COURSE
CONTINUE TO OBEY MY
EVERY COMMAND...



Discussion

- In small groups discuss:
 - What do punitive/behavioural approaches to conflict actually teach children and young people?
 - What would be required of a behaviour management strategy synergistic with restorative approaches to conflict?

Punitive versus Restorative Justice

Punitive Justice	Restorative Justice
Past focus	Present/future focus
Who's to blame?	Who needs what?
Third-party authority	Third-party facilitation
Involuntary	Voluntary
Arbitrary punishment	Restoration/transformation of relationships
Win-lose outcome	Win-(mini)win outcome

Why is there so much punishment in schools?

- Behaviourism
- Reinforces existing educational policies and practices
- Punitive strategies are clear and consistent to implement, usually operationalised via 'token economies'
- They have a quick and measurable impact

Limitations of a 'behavioural mind-set'

- Evidence base
- Impact is highly situated, often short-term
- Goals/needs, feelings, skills are often overlooked in the process
- Punishment damages relationships/ self-worth
- Repetition of 'offences'
- Anti-educational messages

What do we learn..? This..?

- My worth is derived from how I compare with others
- I am unworthy if I do something wrong
- It is important to do what somebody in authority says
- It is important to vindicate any wrongdoing
- Everybody has a fair chance of being rewarded if they behave well
- Good things will happen if I behave well

- There are degrees of severity for offences and punishments should be proportionate?
- I should get something in return for making a good choice
- It is important to blend in
- Important learning (English & Maths) can be known in advance and taught in 50 minute blocks
- Fear making a mistake, there will be consequences
- It is the teacher's responsibility to decide what was right and what was wrong and who should be punished

Synergy requires:



- High regard for developing self-worth/love
- Emphasis on learning to make ethical choices
- Curriculum commitment to relationships skills
- Conflict seen as an opportunity for learning/growth (present/future focus)
- Punishment as a last resort only