



Aims of Session

- Introduction to the '4 windows' of social discipline
- An introduction to the Restorative Approach
- Further information



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Shad Grey



*A relationship approach
that fosters a culture
that is based on mutual
respect and
understanding.*

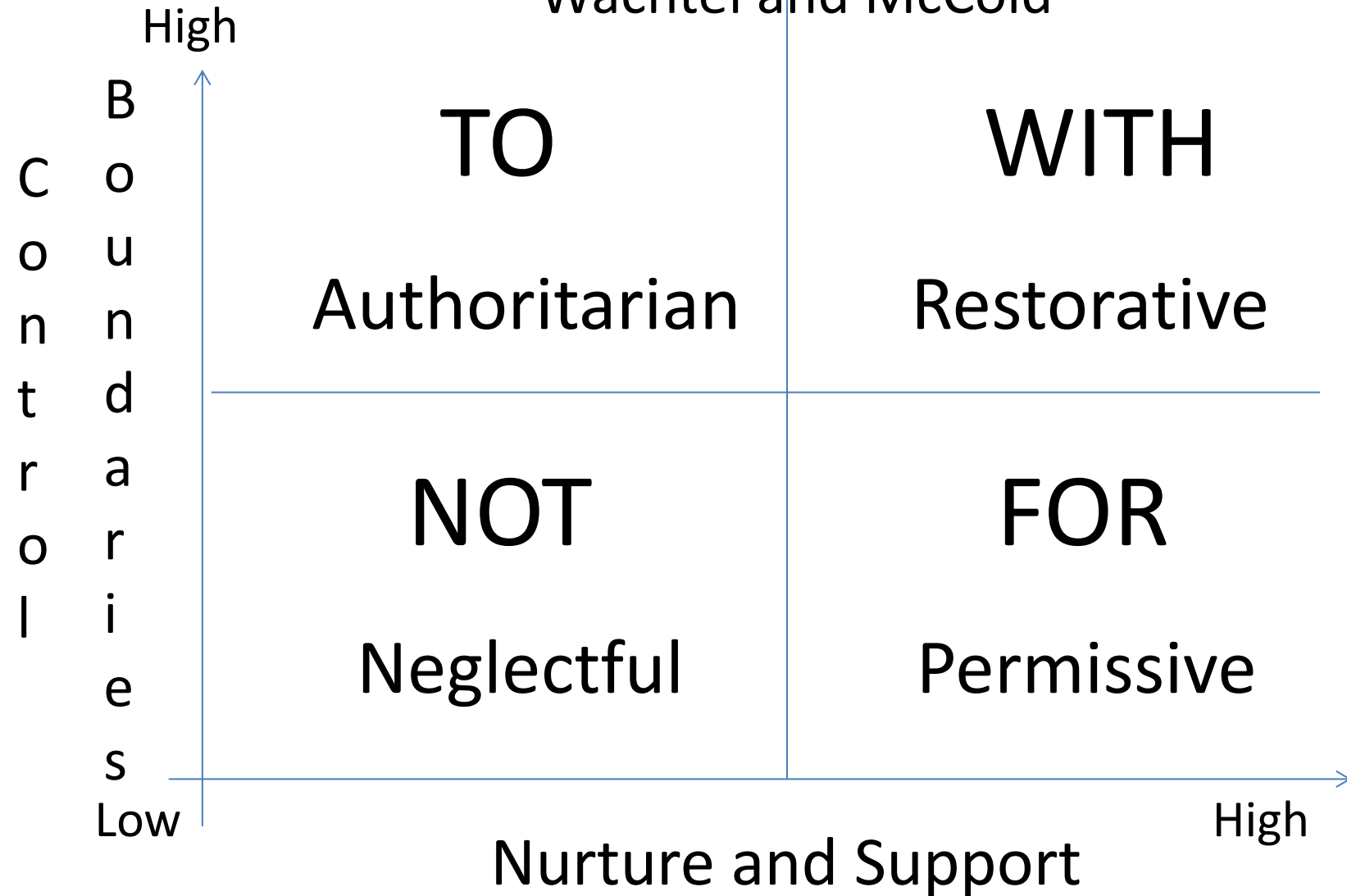


**Restorative
Approaches**

**THE
ZONES OF
REGULATION®**

The Four Choices Window

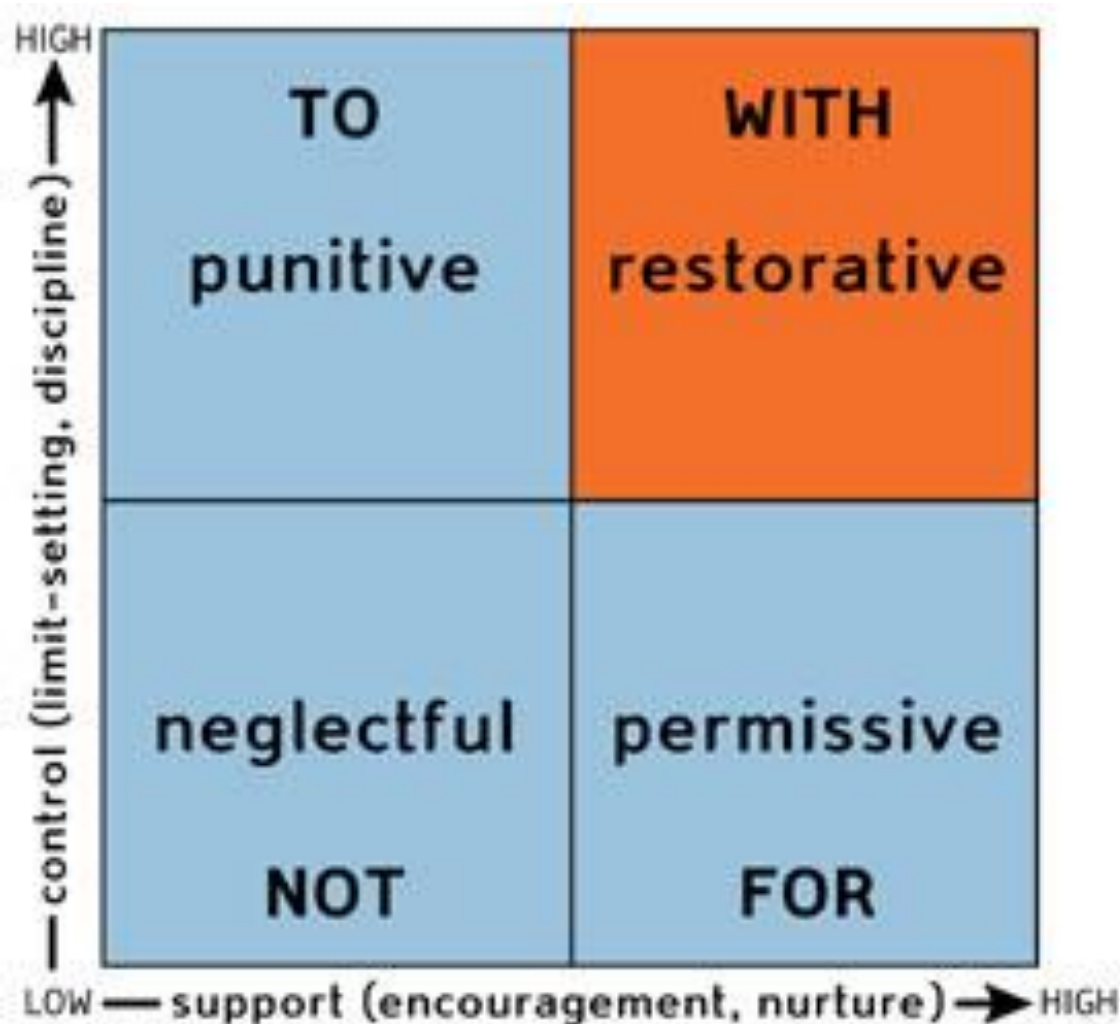
Wachtel and McCold



Four Choices Exercise

- A student is “off task” in the lesson and refusing to get on with their work
- How would the adult respond in each window?
- What would the consequences be?

Four Choices Window



- Each time we act we have a choice
- All choices are appropriate at different times
- Our choices have consequences
- A tool to analyse our approach



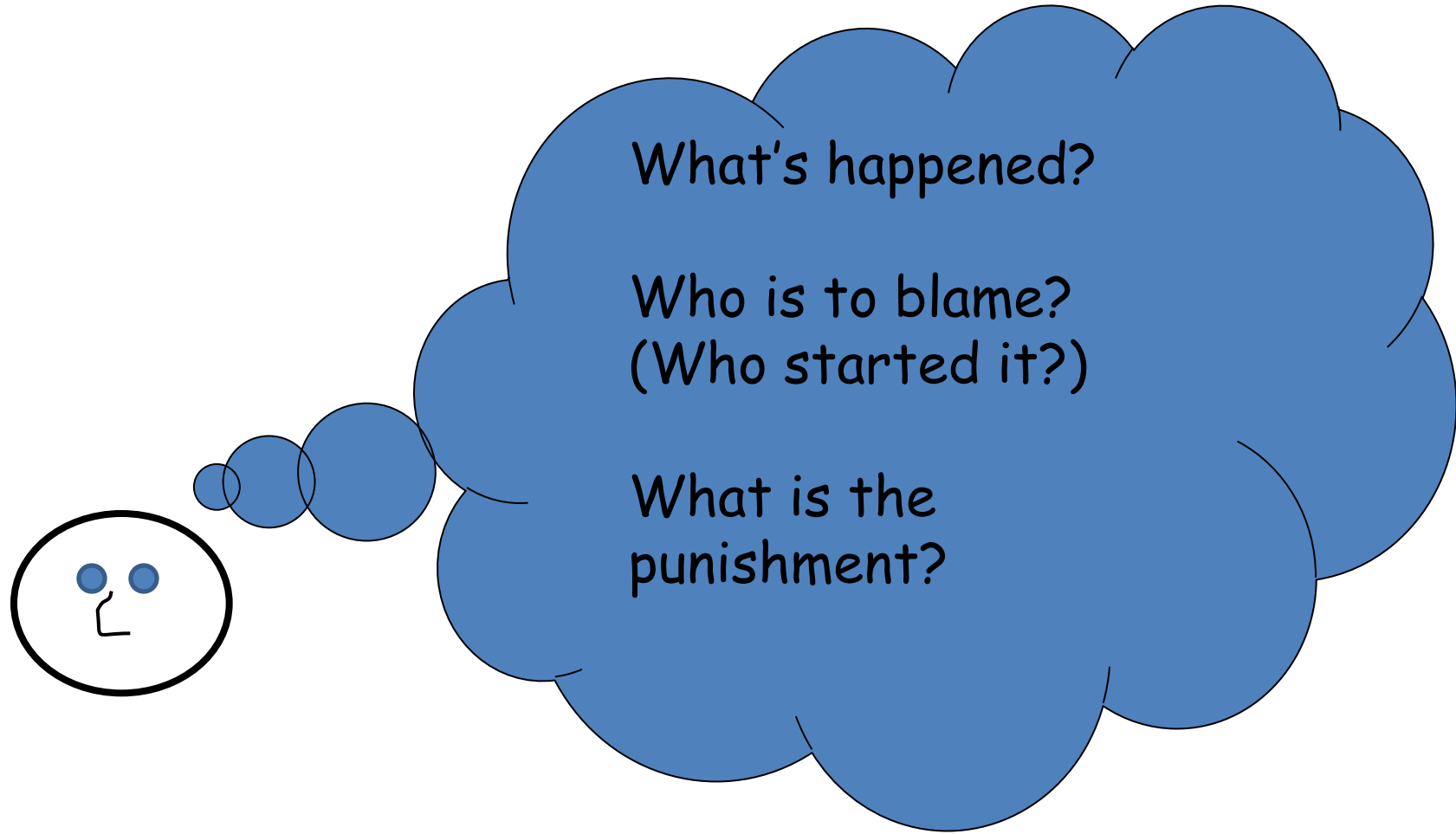
Restorative Approaches are increasingly used in schools, care homes and the wider community, not only to address conflict but also to **build understanding and strengthen relationships**. Restorative Approaches are therefore a **pro-active approach that aims to build relationships** so that the likelihood of conflict will be reduced.

Needs: Identifying underlying needs



“Every violent act is the tragic expression of unmet needs” Marshall Rosenberg

The “Traditional” Approach to harm



What will this teach?



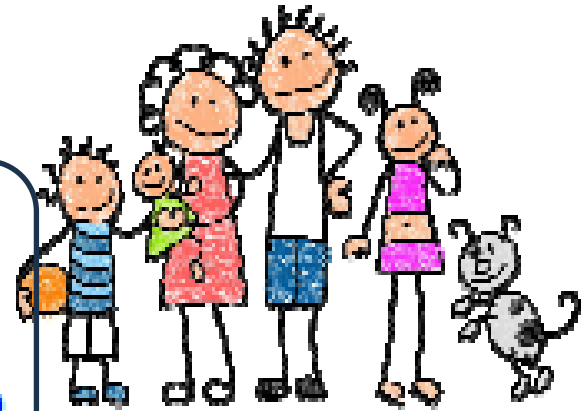
What will this teach?

Tim



The structure of a restorative meeting/discussion

- What happened?
- What were you thinking at the time?
- What do you think about it now?
- How has this affected you?
- How has this affected others?
- What has been the hardest thing for you?
- What do you think should happen now?



Full script

Using restorative questions can resolve conflicts and encourage everyone to think about their feelings and those of others. They also encourage everyone to discuss what should happen next. The most important thing to remember when asking these questions is to say them in a **calm** and **neutral** voice, **without directing blame** at one person. The questions and discussion will prompt children to resolve the issue.

Try to avoid asking 'why'? It is usually the first question we ask... 'Why did you do that?' but if you think about it, most children say 'I don't know' because it is a very hard question to answer.

- What happened?
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- What happened?
- What were you thinking at the time?



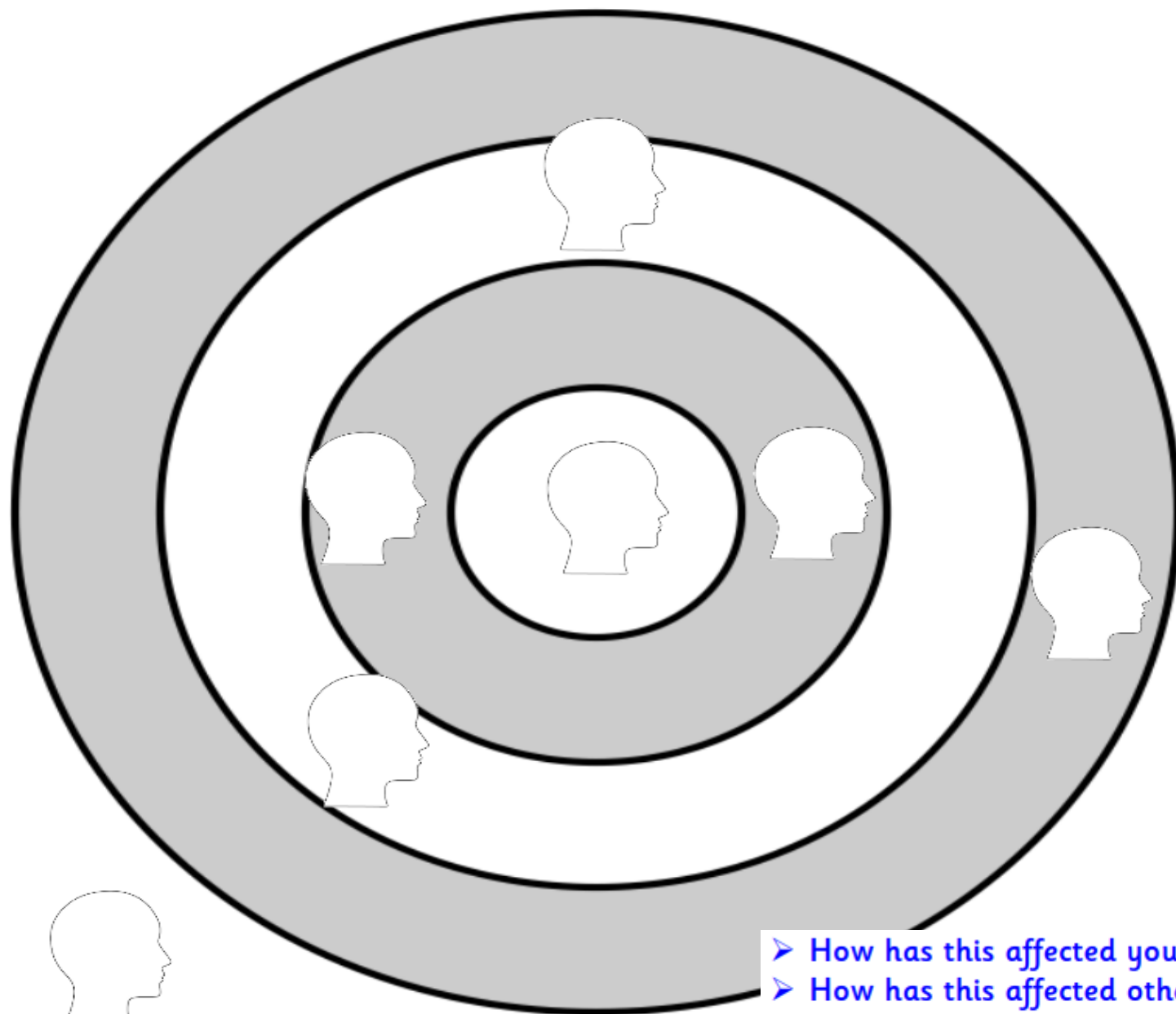
- What do you think about it now?

Harm and Affect

- Encourages accountability and taking responsibility
- Who's been affected? How?



Who might have been affected by what happened?



- How has this affected you?
- How has this affected others?
- What has been the hardest thing for you?

➤ What do you think should happen now?

What do I need if I have caused harm?

- To apologise
- Someone to talk to
- Time to put things right
- To make it up to them
- A chance to explain to the other person and myself
- To be forgiven
- To reassure them/myself that it won't happen again
- To get back on friendly terms

What do I need if I have been harmed?

- An apology
- An empathetic listener
- Amends made
- The other person to understand what has upset me
- To be respected
- To be allowed to have emotion
- Support and positive reinforcement
- Reassurance it won't happen again
- To draw a line underneath it

Shortened script

Each person should be asked each question, however if you witnessed them doing something wrong or they have admitted any wrongdoing, you could also ask the following questions.

- Who has been affected by what you did?
- In what way do you think they have been affected?
- What do you think needs to happen next?



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HOW TO TALK

**SO KIDS WILL
LISTEN AND
LISTEN SO
KIDS WILL TALK**

Adele Faber & Elaine Mazlish