



RP@V

conference
to

classroom
to

playground





Villanova College

A little of our journey...

How we're going about it...

What we've learned so far...





Villanova College

Our context...

a Catholic boys' school – Years 5 – 12

an Augustinian school

St Augustine (354-430 AD)



“children often endure the punishments
which are designed to compel their learning,
rather than submit to the process of learning”

St Augustine, City of God XXI, 14

(circa 420 AD)



“love the sinner,
hate the sin”

St Augustine, City of God XIV, 6

“Behaviour is confronted with disapproval...

...within a continuum of respect and support”

Braithwaite, J. (1989)
Crime, Shame and Reintegration. New York: Cambridge University Press





Our work in RP has drawn on an extensive literature in both school-based and criminal justice fields.

The bibliography lists those sources used in this presentation.



Villanova - *historically*

Established 1948



a traditional, academic school

a community focus

strong relationship values

but a punitive milieu – *reflecting broader Australian society*



with inevitable tensions...





Recent Reforms



Villanova Schooling Project

2003 – ?



*“to improve the experience of schooling
for all Villanova students”*



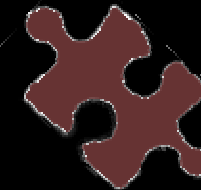


Recent Reforms

Villanova Schooling Project



pastoral care



discipline



pedagogy



processes



structures



curriculum



Core Values



Recent Reforms



...to be *better able to meet* students' changing needs



...to ensure that all of our approaches *align*





THINK ~ PAIR ~ SHARE



If you created this opportunity in your school now...

Which area of school life
would be *your* priority?



Why?



Recent Reforms





Recent Reforms



Senior School Years 10, 11, 12



Middle School Years 7, 8, 9

Junior School Years 5, 6



“10-year-olds are not just little 17-year-olds”



Recent Reforms



Senior School

Years 10, 11, 12

individuation, focus



Middle School

Years 7, 8, 9

connectedness, engagement



Junior School

Years 5, 6

foundations, belonging



R

P

@

V

Restorative Practices @ Villanova



Our Aims in Restorative Practices



- To better *educate* students towards self-directed right behaviour



- To better *promote, nurture* and *protect* healthy relationships among members of the community



- To better enable students to be accountable for the *real consequences* of wrongdoing



We operate restoratively by...

- Having *high expectations* and insisting on *high standards* of behaviour
- While providing *high levels of support* and care for individuals
- Focussing on *restoring any harm done*, and seeing incidents primarily as '*teachable moments*'





This involves...

- Recognising that conflict and wrongdoing primarily
– and most importantly –

cause harm to relationships,
and that *this harm must be repaired*
in order to move forward





control
limit-setting, discipline

punitive

TO

*authoritarian
stigmatising*

restorative

WITH

*authoritative
reintegrative*

neglectful

NOT

*indifferent
passive*

permissive

FOR

*therapeutic
protective*

support
encouragement, nurture



‘Responsive Regulation’ – a *structured* vision of RP

a continuum of Restorative action

- both *prevention* and *intervention*
- stepping the action up and down as needed

- **Primary,**
- **Secondary &**
- **Tertiary Levels**

From the pro-active to the reactive

...widening the *circle of care* around participants



Morrison, B. E. (2005) Restorative justice in schools. In E. Elliott and R. Gordon (eds.), *New Directions in Restorative Justice: Issues, Practice, Evaluation*. Willan Publishing, Devon.



A personal 'continuum of action'

FORMAL

Formal community conference

Circle or classroom conference

Small impromptu conference

Restorative discussion

Restorative enquiry

Affective questions

Affective statements

INFORMAL





Responsive Regulation



- **Primary** (universal prevention - *everyone*)
 - Development of social/emotional competencies
 - Focus on developing empathy



- Deliberate curricular, school-wide focusses,

“Responsible Citizenship Programs”

Curricular Programs – e.g. in Year Five & Year Eight

Special Campaigns – e.g. Anti-Bullying Campaign 2007



- an ‘immunisation’ strategy – *but not just once*

Morrison, B. E. (2005) Restorative justice in schools. In E. Elliott and R. Gordon (eds.), *New Directions in Restorative Justice: Issues, Practice, Evaluation*. Willan Publishing, Devon.



'Responsible Citizenship Programs'

...after Brenda Morrison, ANU

Through the Pastoral Care Programs:



Senior School – *Responsibility,
Commitment,
Purpose*

*individuation,
focus*



Middle School – *Respect,
Consideration,
Participation*

*connectedness,
engagement*





Curricular Programs



Think, Pair, Share

Think about a teacher you have had that you really liked that you learnt best from...

- Why did you like him/her?
- What was it about the way he/she
- Why do you think you learnt best i



FIRM	FIRM, but not FAIR "to"	FIRM, but FAIR "with"
	Not FIRM and not FAIR "not"	FAIR, but not FIRM "for"
	FAIR	



Restorative Practices...

When something goes wrong, a Restorative approach asks:

- what happened?
- what harm has resulted?
- what needs to happen to make this



A Circle Question...

FIRM	FIRM, but not FAIR "to"	Restorative Practices FIRM, but FAIR "with"
	Not FIRM and not FAIR "not"	FAIR, but not FIRM "for"
	FAIR	



Restorative Practices at Villanova

HIGH control (limit-setting, discipline)	TO punitive <i>authoritarian stigmatising</i>	WITH restorative <i>authoritative reintegrative</i>
	neglectful <i>indifferent passive</i>	permissive <i>therapeutic protective</i>
	NOT	FOR

LOW support (encouragement, nurture) HIGH

The development of empathy

- * regular feedback about how our actions are affecting others, respectfully communicated
- * relationships in which we are valued and our worth is validated
- * experience of sympathy from others when we are in pain



Managing shame adaptively (acknowledging & discharging)

- * Admit the wrongdoing
 - * Take responsibility for the effects of our action
 - * Make amends for the harm done
- We are acting on (and developing) an internal sanctioning mechanism (conscience)



Anti-Bullying Campaign 2007

anti-bullying strategy

Villanova College

At Villanova College, students, parents and staff have the expectation that everyone is treated with respect and dignity.

we will not tolerate bullying
we can do something about it.



OPERATIONAL POLICY TO SUPPORT THE COLLEGE ANTI-BULLYING STRATEGY

This Operational Policy document extends the Villanova College Anti-Bullying Strategy as outlined in the relevant College brochure. It is designed primarily to provide more detailed information, direction and guidance for staff use.

1. Bullying in our context

- a. Our Mission Statement affirms that Villanova strives to "educate young men ...within the context of the Catholic faith". The Operating Principles of this Statement calls those in the Villanova community to challenge those values "...which erode the dignity of the human person." As such, we believe that bullying in any form has no place in such an environment.
- b. Students are entitled to enjoy their education free from humiliation, oppression and abuse. Bullying affects everyone - not just the bullies and their victims. It also affects those other boys who may witness violence, intimidation and the distress of the victim. It can damage the atmosphere of a class and even the climate of a school.
- c. Bullying goes against the very grain of what makes Villanova special - a friendly, family environment. Intimidation and violence have no place in our community and will not be accepted under any circumstances.

2. Bullying - Definition

- a. Not all conflict between people constitutes bullying.
- b. Bullying is usually repeated behaviour and usually involves an imbalance of power between individuals. The imbalance of power could arise from differences in age, ability, physical strength, social status or some other attribute.
- c. A particular single incident could be considered bullying behaviour if it involves a gross imbalance of power between the aggressor and the victim.
- d. Bullying is usually done with the intent to disrupt physically or emotionally, but it can also be unintentional process, where people are insensitive to the feeling of others and the effects of their actions. It is "recipient defined", i.e. "It was only a joke" or "He doesn't mind" is never an acceptable excuse for bullying behaviour.

3. College Responses to Bullying

- a. Our school community does not tolerate bullying behaviour. It is always unacceptable. Reports or allegations of bullying behaviour should always reflect this position to all concerned.
- b. Reports or allegations or observations of bullying behaviour received or made by any member of the school community must be passed to a member of the Pastoral Care Team of the sub-school involved who will investigate the report or allegation.
- c. Our first priority in any response to incidents of bullying behaviour is always the wellbeing and on-going protection of those who have or may have been affected by the behaviour.
- d. Our secondary priority is the encouragement of the learning and change deemed necessary for the person responsible for the behaviour.

Together we can
STAND UP
against bullying!

Show your support

Sign Up!
Anti-Bullying Pledge

is available from your Year Level Coordinator, Head of School, or the Student Services Office.

maças supporting maças

anti-bullying strategy

Anti-Bullying
Campaign
2007

Samples of the
Poster Series

Together we can
STAND UP
against bullying!

Show your support
Sign Up!
Anti-Bullying Pledge

is available from
Coordinator, Head
Student Serv

mates support

Together we can
STAND UP
against bullying!

at Villa,
mates
support
mates

anti-bullying strategy

why be just a
bystander?

Be a **BUDDY**
not a **BULLY**

Let's
make
Villa
even
better!

Villanova College
Building the Future

anti-bullying strategy

Life's better
TOGETHER

at Villa,
mates support mates

Villanova College
Building the Future

RESPONSIBILITY - COMMITMENT - PURPOSE

Together we can
ACHIEVE MORE

at Villa,
let's
work
together

Villanova College
Building the Future

RESPECT - CONSIDERATION - PARTICIPATION



Tyler's Procedural Justice Theory



“highest levels of cooperative relations are found...

when individuals feel

- a high level of pride (**connectedness**)
- a high level of respect (**status**)”

*It's good to be a
Villa student!*

*I have a place
here at Villa!*



Tyler, T.R., and Blader, S. (2000). *Cooperation in groups: Procedural justice, social identity, and behavioral engagement*. Philadelphia, Pa. : Psychology Press.



“Deadly Lessons: Understanding Lethal School Violence”



- “the common characteristic – social marginality”



[basic needs – *connectedness* and *status* - not fulfilled]



“adolescents are intensely concerned about their social standing in their school and among their peers”

Moore, M.H., Petrie, C.V., Braga, A.A. & McLaughlin, B.L., 2002
Deadly Lessons: Understanding Lethal School Violence. National Research Council Washington DC



Responsive Regulation

- Primary



*“Developing a strong normative climate of **respect**,
a sense of **belonging** within the school community,
and procedural **fairness**”*



we are aiming for **‘connectedness’** & **‘status’**



Morrison, B. E. (2005) Restorative justice in schools. In E. Elliott and R. Gordon (eds.), *New Directions in Restorative Justice: Issues, Practice, Evaluation*. Willan Publishing, Devon.



“pride (**connectedness**) management
not buttressed with shame management...



offers false hope for building the health and safety of school
communities”



Morrison, B. E. (2005) Restorative justice in schools. In E. Elliott and R. Gordon (eds.),
New Directions in Restorative Justice: Issues, Practice, Evaluation. Willan Publishing, Devon.



“the key issue with shame management

is helping wrongdoers *acknowledge* and *discharge* shame

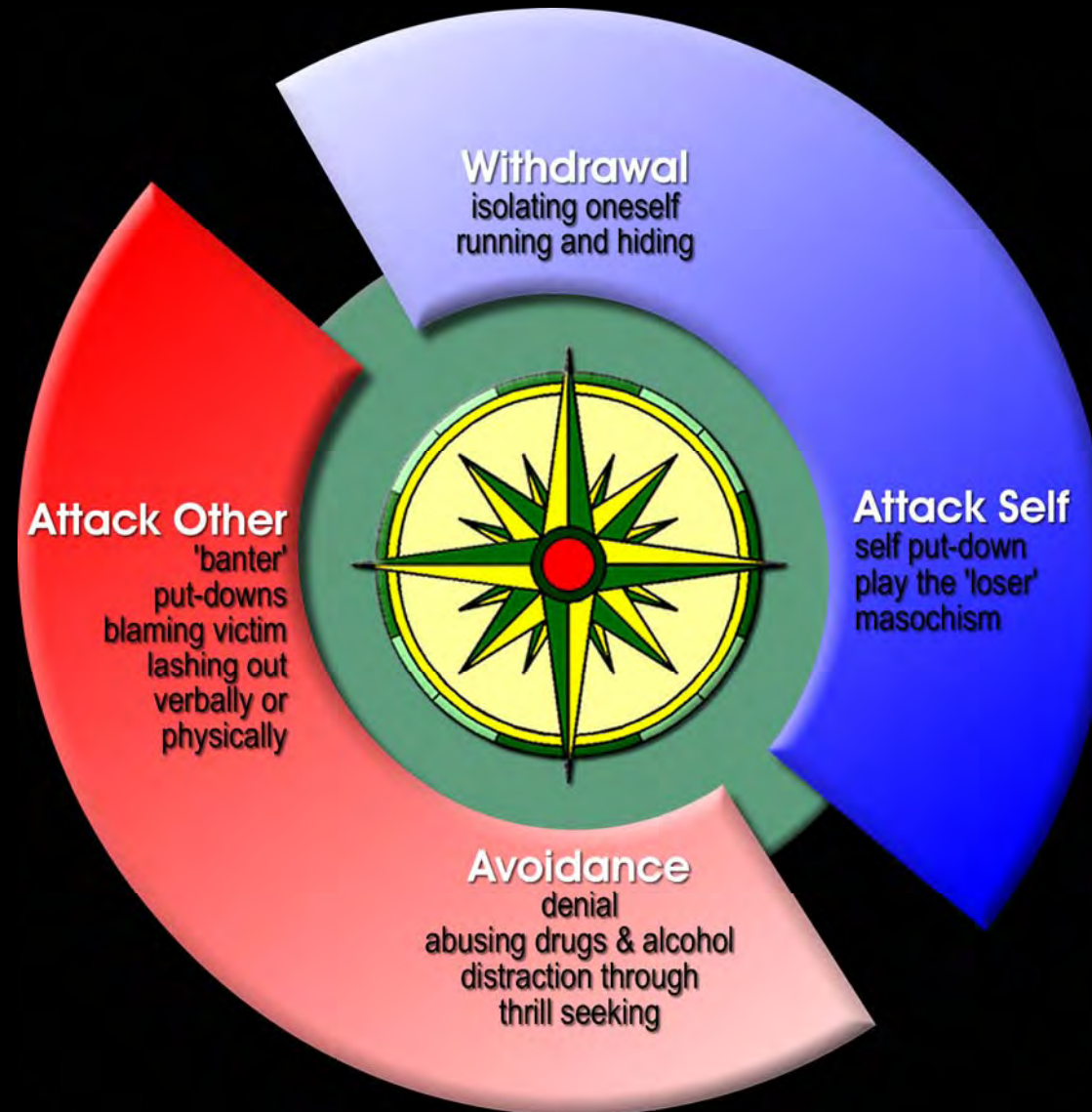
rather than *displace* shame into anger”



Braithwaite, J. (1989) *Crime, Shame and Reintegration*. New York: Cambridge University Press



The Compass of Shame



Donald Nathanson, 1992. *Shame and Pride: Affect, Sex, and the birth of the Self.*



Shame Management

- We manage shame *adaptively* when we:
 - *Admit the wrongdoing*
 - *Take responsibility for the effects of our action*
 - *Make amends for the harm done*

i.e. when we act Restoratively



Ahmed, E., Harris, N. Braithwaite, J., & Braithwaite, V., 2001
Shame Management through Reintegration Cambridge University Press
quoted in: Brenda Morrison, 2005 *Restorative Justice in Schools*



The human emotional system...



'BIOGRAPHY'

Software

learning, social conditioning, experience



Firmware

affects, drives



Hardware

central nervous system, neurotransmitters, muscles, hormones, etc

'BIOLOGY'

Donald Nathanson, 1992. *Shame and Pride: Affect, Sex, and the birth of the Self.*



“Storytelling is fundamental for healthy social relationships.

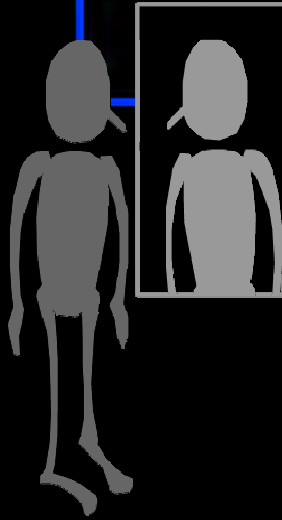
To feel connected and respected we need to tell our own stories
and have others listen...”



“... listening to someone’s story is a way of empowering them,
of validating their intrinsic worth as a human being.”



Pranis, K. (2000). Empathy development in youth through restorative practices.
Public Service Psychology, 25(2).



REFLECT

*What are the major
events...*

influences...

people...

that make up your story, your narrative?

How has your 'story' changed over the years?



“People’s identities are created through the ways
they are spoken about by others...



...and in the ways that they learn to speak about themselves”



The Role of Language in Creating School Community in *Restorative Practices in Schools: A Resource*
Restorative Practices Development Team, School of Education, University of Waikato



Three Schools, One College Concept



Senior School Years 10, 11, 12
individuation, focus



Middle School Years 7, 8, 9
connectedness, engagement



Each transition enables some 're-storying'



Junior School Years 5, 6
foundations, belonging



Responsive Regulation



- **Secondary** (target - specific individuals/groups at risk)
 - Conflict may have become protracted or widespread
 - Drawing on key members of the community increases the intensity of the intervention – facilitator
 - mediation, problem-solving circles
 - Necessarily involves other students since the aim is to re-connect students at risk with the community
 - *e.g. mini-conferences, problem-solving circles, Senior mentors*



Morrison, B. E. (2005) Restorative justice in schools. In E. Elliott and R. Gordon (eds.), *New Directions in Restorative Justice: Issues, Practice, Evaluation*. Willan Publishing, Devon.



Responsive Regulation



- **Tertiary** (intense - specific individuals)
 - Chronic or intense behaviour problem
 - Needs to involve a wider cross section
 - parents, counsellors, other significant people
 - Restorative Conference



e.g. Community Conferences



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Responsive Regulation

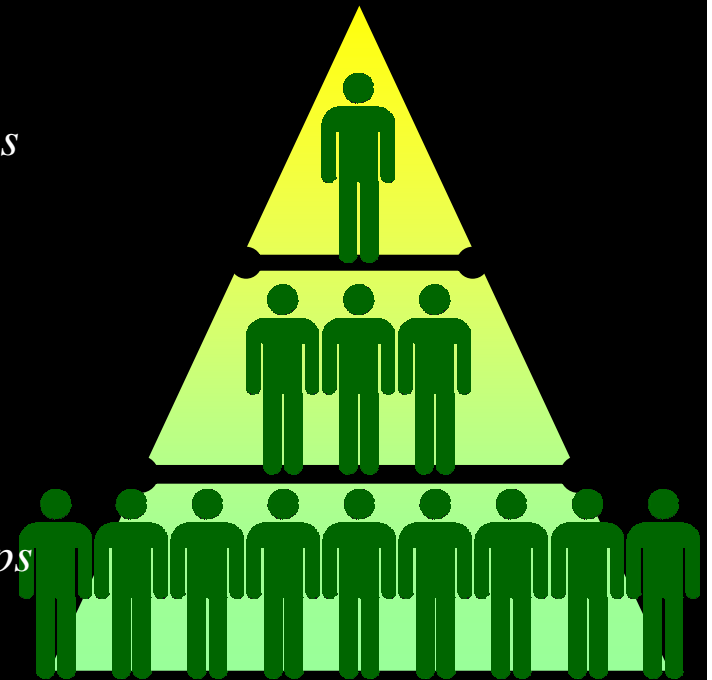


- **Tertiary** – *repair & rebuild relationships*



- **Secondary** – *re-connect relationships*

- **Primary** – *build & re-affirm relationships*



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Implementation Issues



Implementation Issues

Implementation with staff, students, parents...

*with all groups – ‘speak early, speak often, speak again’
(& listen!)*

Key Learning: Leadership ‘from the top’ critical

*Key Learning: Use ‘informal’ leadership also
- ‘diffusion’*





Implementation Issues



Amongst Staff:

- *'early adopters'*
- *'to be convinced'*
- *'resisters'*



'resisters'

- some lacked confidence, skills
- some ideologically opposed





Implementation Issues

Professional Development is THE key:

- Philosophy/Orientation
- Skills

Relatively easy to win most hearts and minds...

More difficult to give people the necessary knowledge & skills





Implementation Issues

Professional Development is THE key:

Initially...

- used expert consultants (esp Marg Thorsborne)
- one group of 20 – three-day conference facilitator training
- *all* staff – about 10 hours exposure

At a critical point... (for us, mid-2005)

- needed to be driving the PD ourselves - *ownership*

Key Learning: eventually, local 'ownership' essential



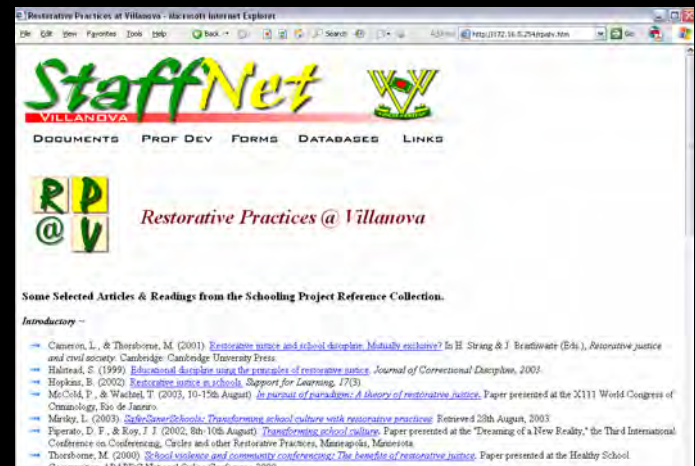


Implementation Issues

Professional Development is THE key:

Developed:

- Induction Program for New Staff
- RP Skills Workshops
- Ongoing PD
 - each Student-Free day
 - sharing of literature, research, practice
 - intranet, resource library





Implementation Issues

Professional Development is THE key:

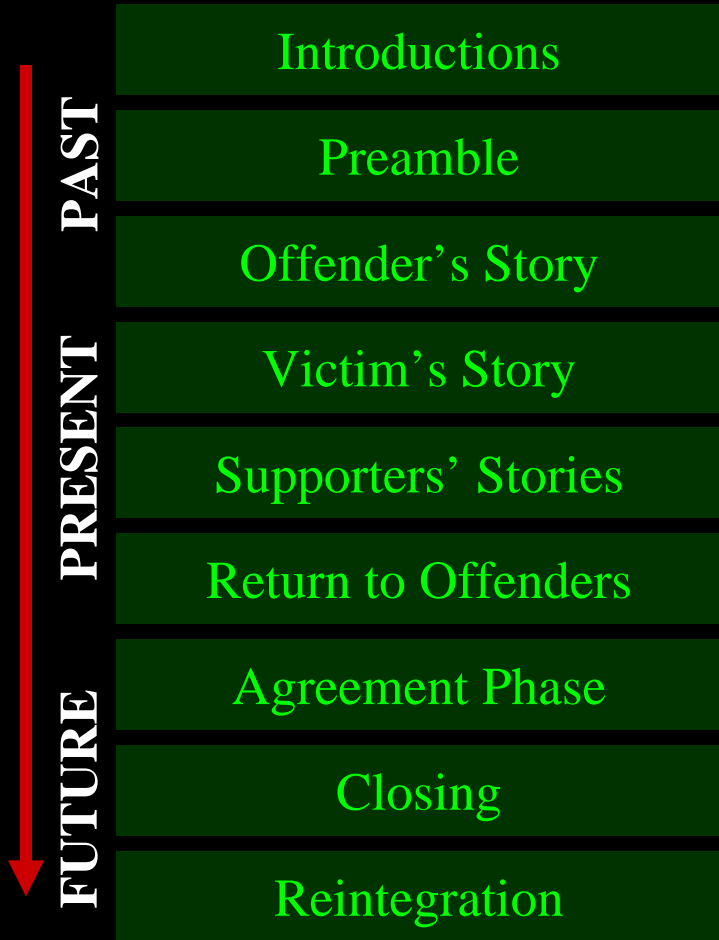
Key Learning:

people with detailed knowledge of the Community Conference and its dynamics often understood – and did – the ‘day-to-day stuff’ better





Community Conference



The Conference sequence and dynamic embodies the fundamental values, principles and processes of *Restorative Practices*.

I believe that understanding the Conference and its dynamics...

...can help teachers gain insights into the 'day-to-day' practice of RP.

O'Connell, T., Wachtel, T & Wachtel, B. (1999) *Conferencing Handbook: The New REAL JUSTICE Training Manual*
The Piper's Press, Pipersville, Pennsylvania.



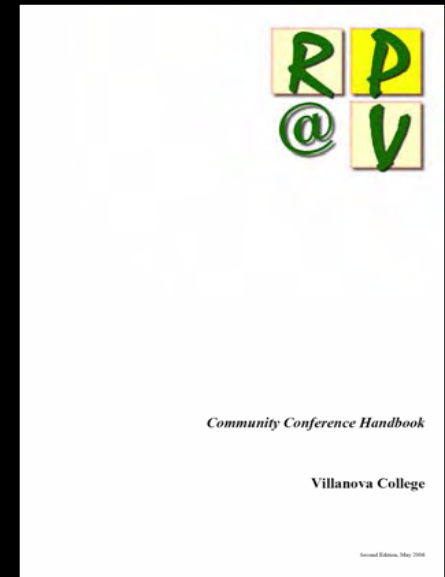
Implementation Issues

Professional Development is THE key:



Developed:

- ‘Introduction to Conferencing’ Evening Workshops
- *small groups, continuing*
- ‘Shame Management’ Workshops
- *all teaching staff*



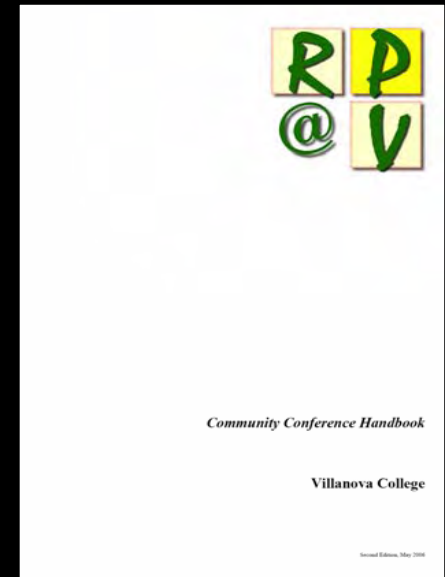


Implementation Issues

Professional Development is THE key:

Developed:

- Conference Facilitator Training Program
- a 'Professional supervision' model





Implementation Issues

Professional Development is THE key:

- a never-ending process





Implementation Issues

Resourcing

Key Learning:

initially at least, implementing RP requires substantial resourcing:

- *professional development*
- *coordination, leadership*
- *release time*

at Villanova,

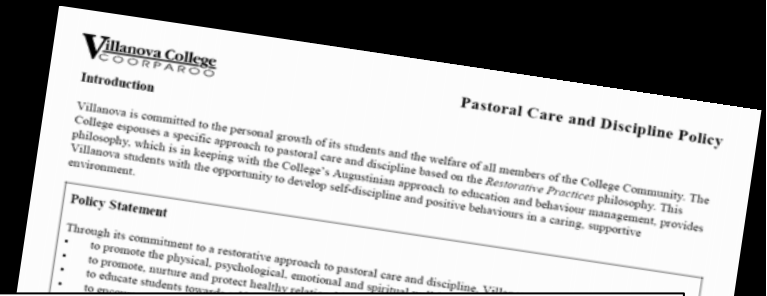
- increased total release time for the Pastoral Care Team
- provided DP level coordination
- professional development





Implementation Issues

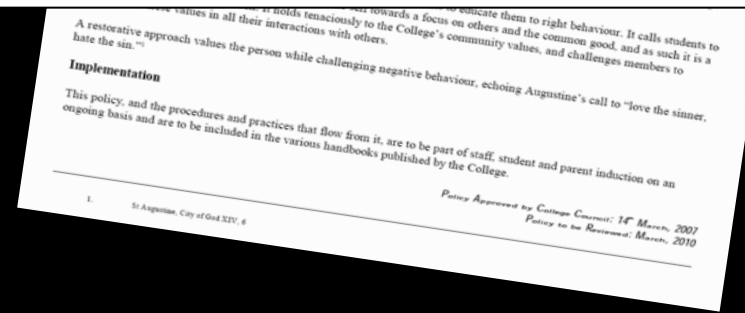
Re-aligning policy, practices



Policy Statement

Through its commitment to a restorative approach to pastoral care and discipline, Villanova College seeks:

- to promote the physical, psychological, emotional and spiritual well-being of its students
- to promote, nurture and protect healthy relationships and good order among members of the community
- to educate students towards self-directed right behaviour
- to encourage respect, healing and restoration both for those who are harmed, and for those who cause harm, through wrongdoing
- to enable students to build personal responsibility by developing skills of reflection and empathy with others, and by enabling them to be accountable for the real consequences of any wrongdoing

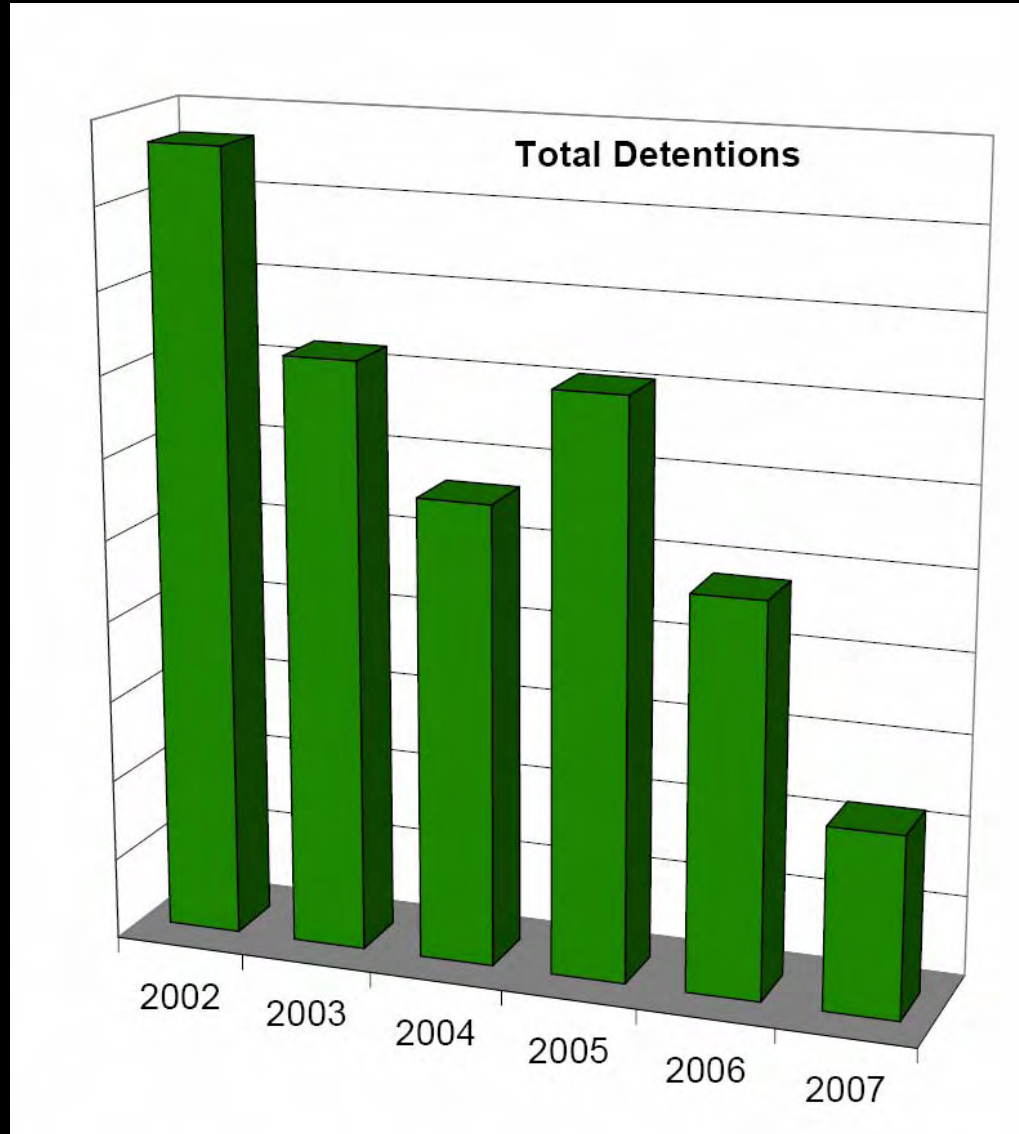




Evaluation & Data Collection

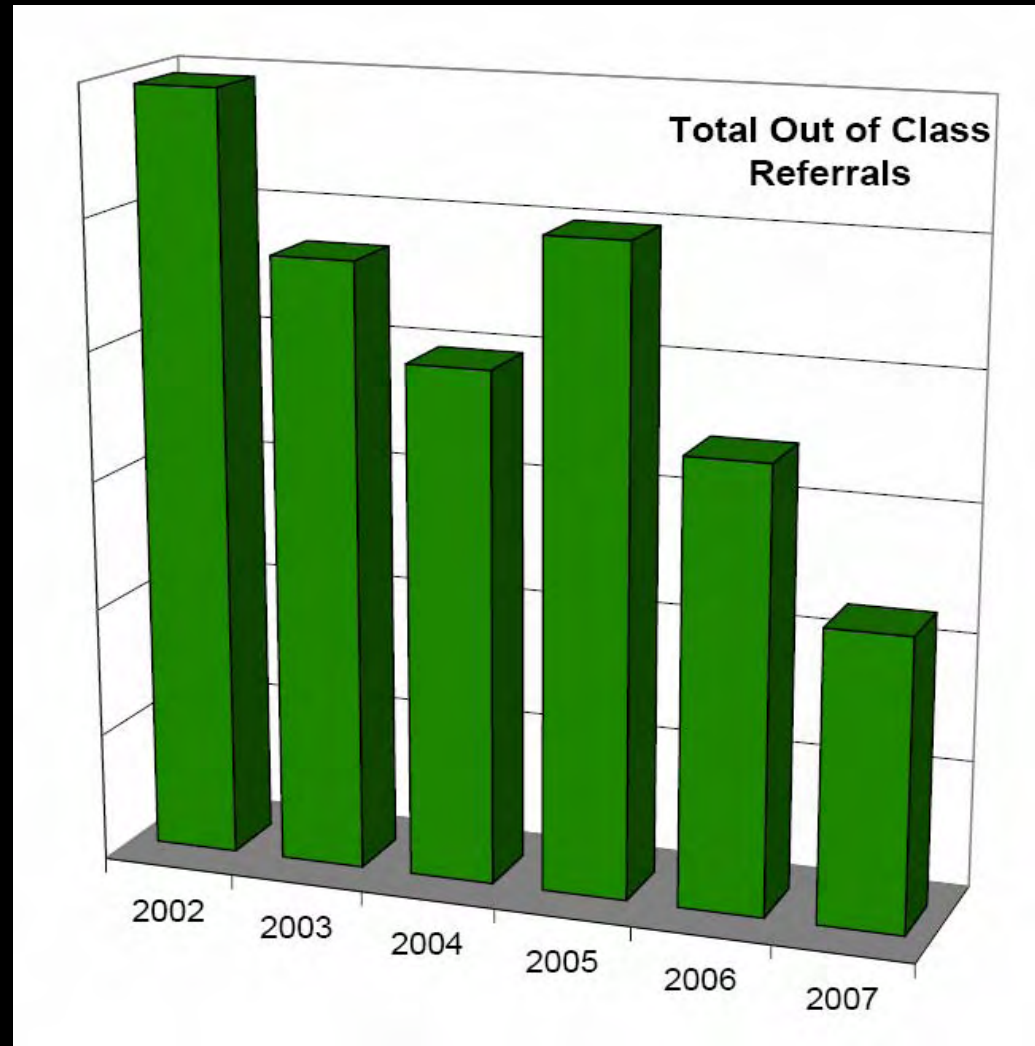


Detention Data ~ 2002 - 2007





Out of Class Referral Data ~ 2002 - 2007



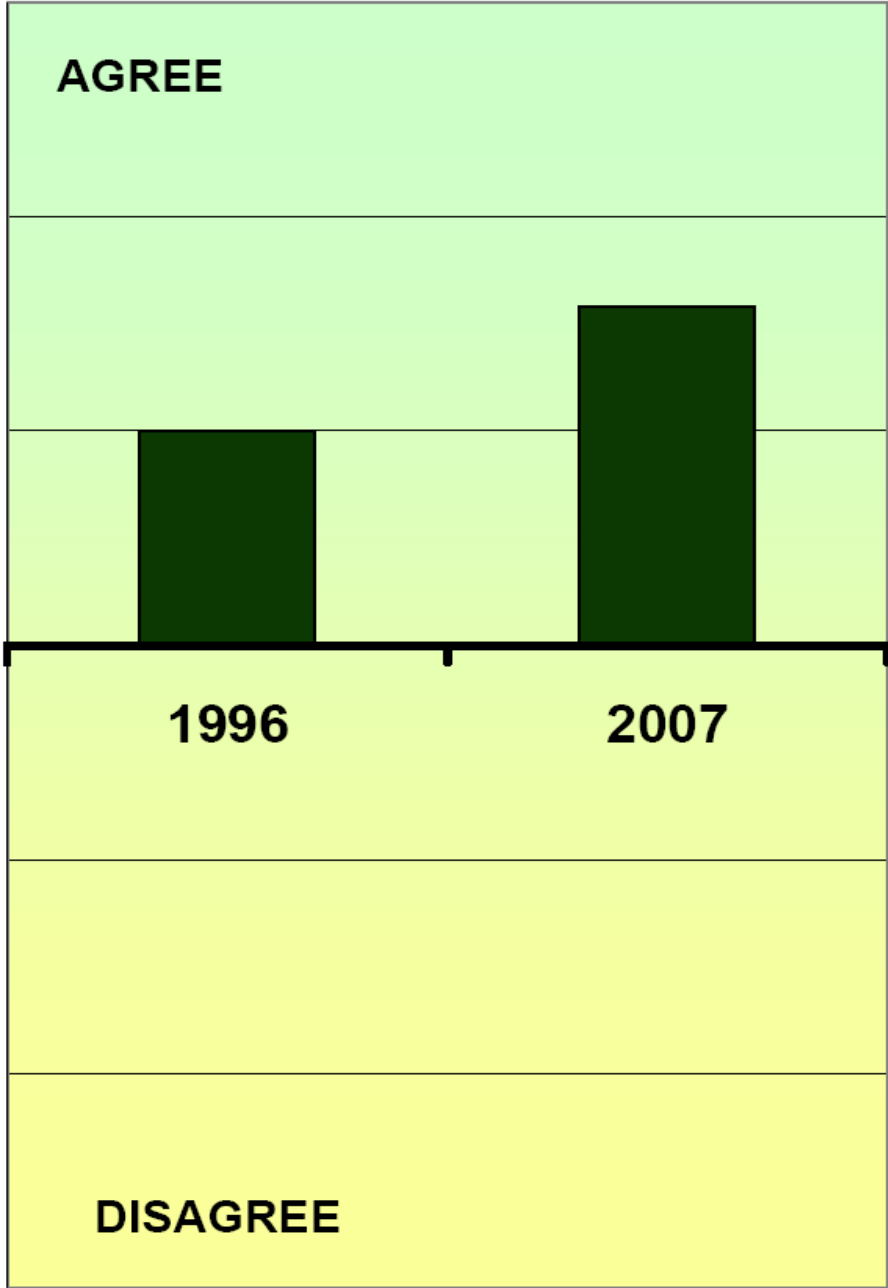


Longitudinal study of teacher perceptions – 1996, 2002, 2007

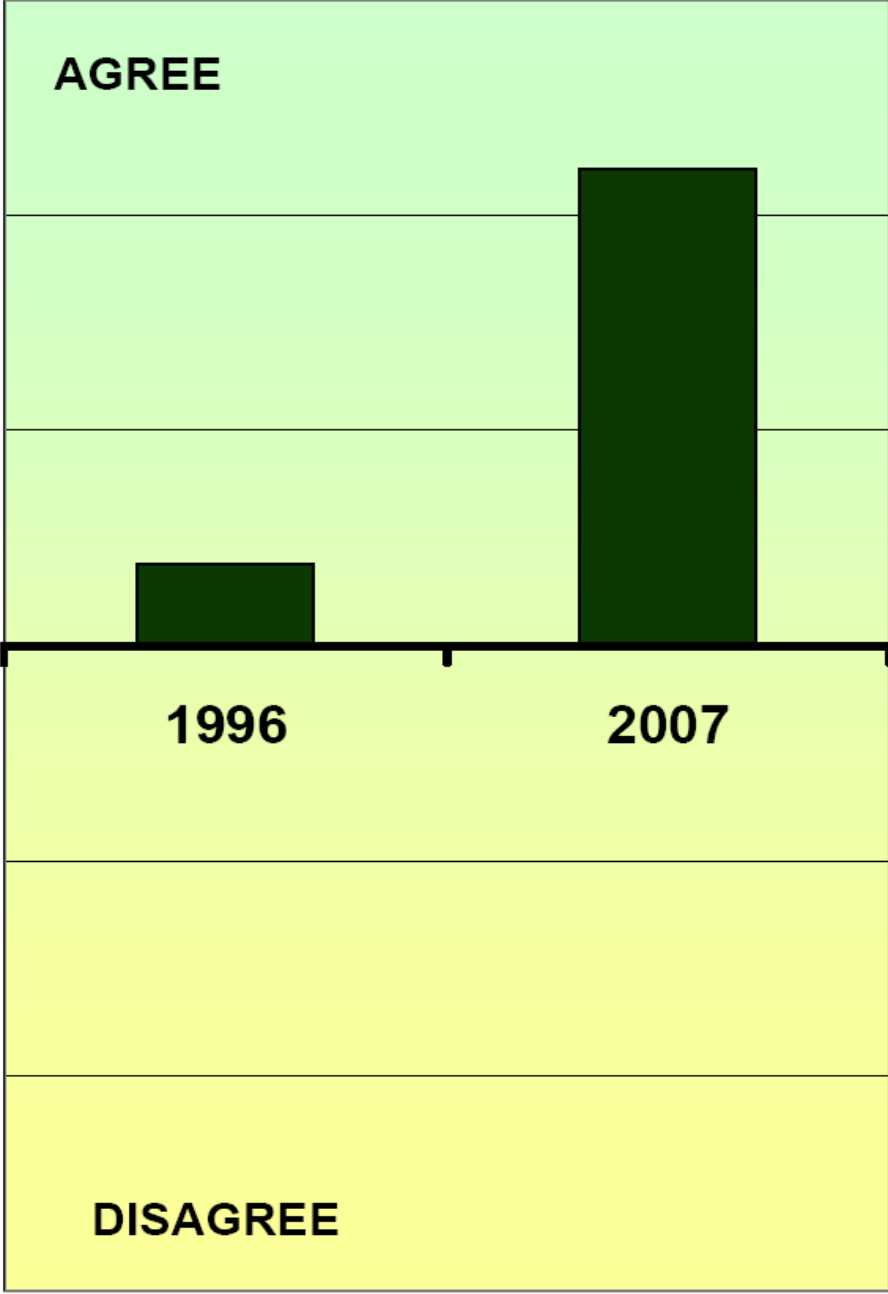


<i>In your opinion, students at Villanova -</i>							
2.2.1	know students in year levels other than their own	1	2	3	4	5	121
2.2.2	greet one another in a friendly manner in the playground	1	2	3	4	5	122
2.2.3	listen to the opinions of others	1	2	3	4	5	123
2.2.4	voluntarily offer genuine help to other students	1	2	3	4	5	124
2.2.5	treat school and student property with care and respect	1	2	3	4	5	125
2.2.6	participate regularly in activities oriented towards helping others	1	2	3	4	5	126
2.2.7	know the names of all of the teachers in the secondary/primary school	1	2	3	4	5	127
2.2.8	greet visitors around the school appropriately	1	2	3	4	5	128
2.2.9	are honest	1	2	3	4	5	129
2.2.10	consider that 'dobbing' is the worst offence a student can commit	1	2	3	4	5	130
2.2.11	are physically aggressive towards other students in the stairwells, corridors and grounds	1	2	3	4	5	131
2.2.12	are verbally aggressive towards others at school	1	2	3	4	5	132

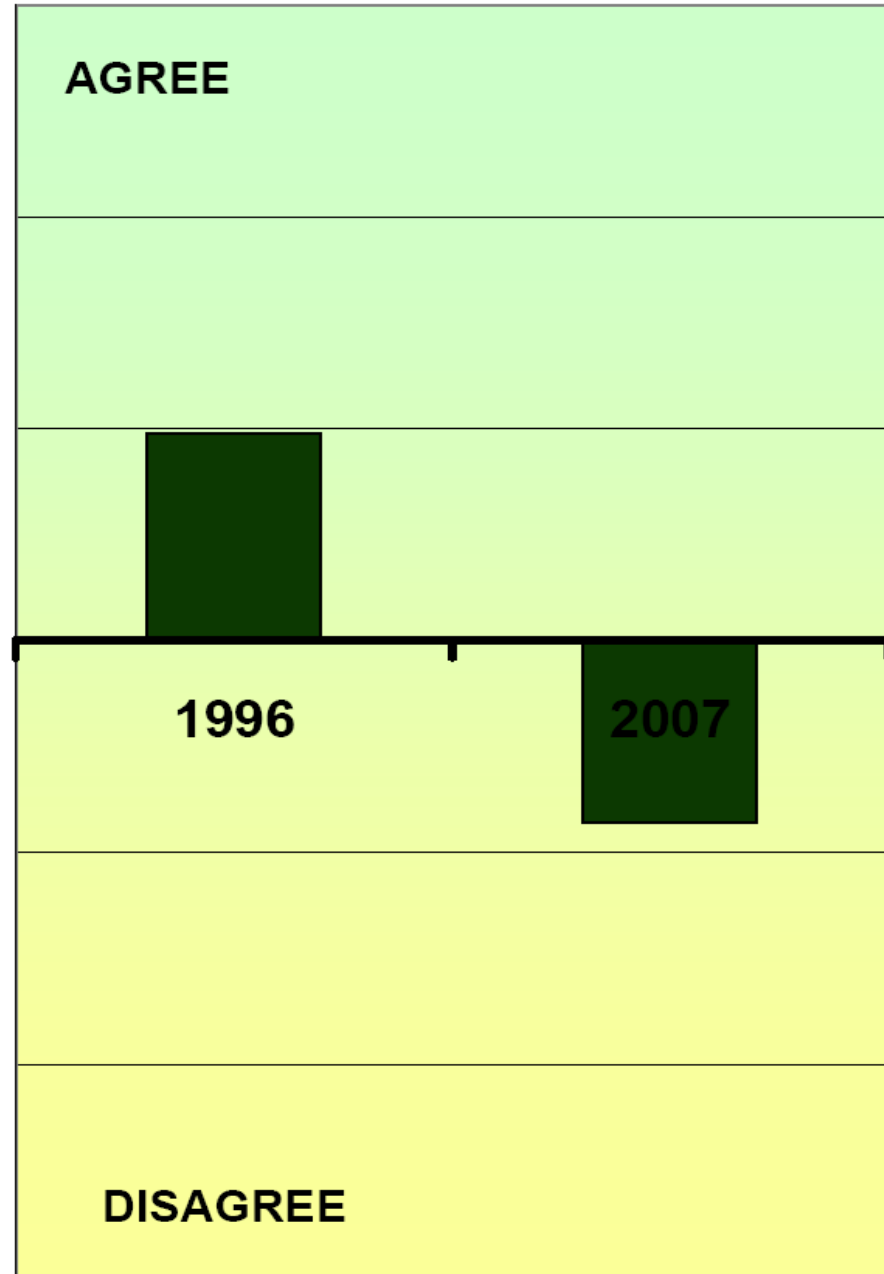
students bear responsibility for the consequences of their actions



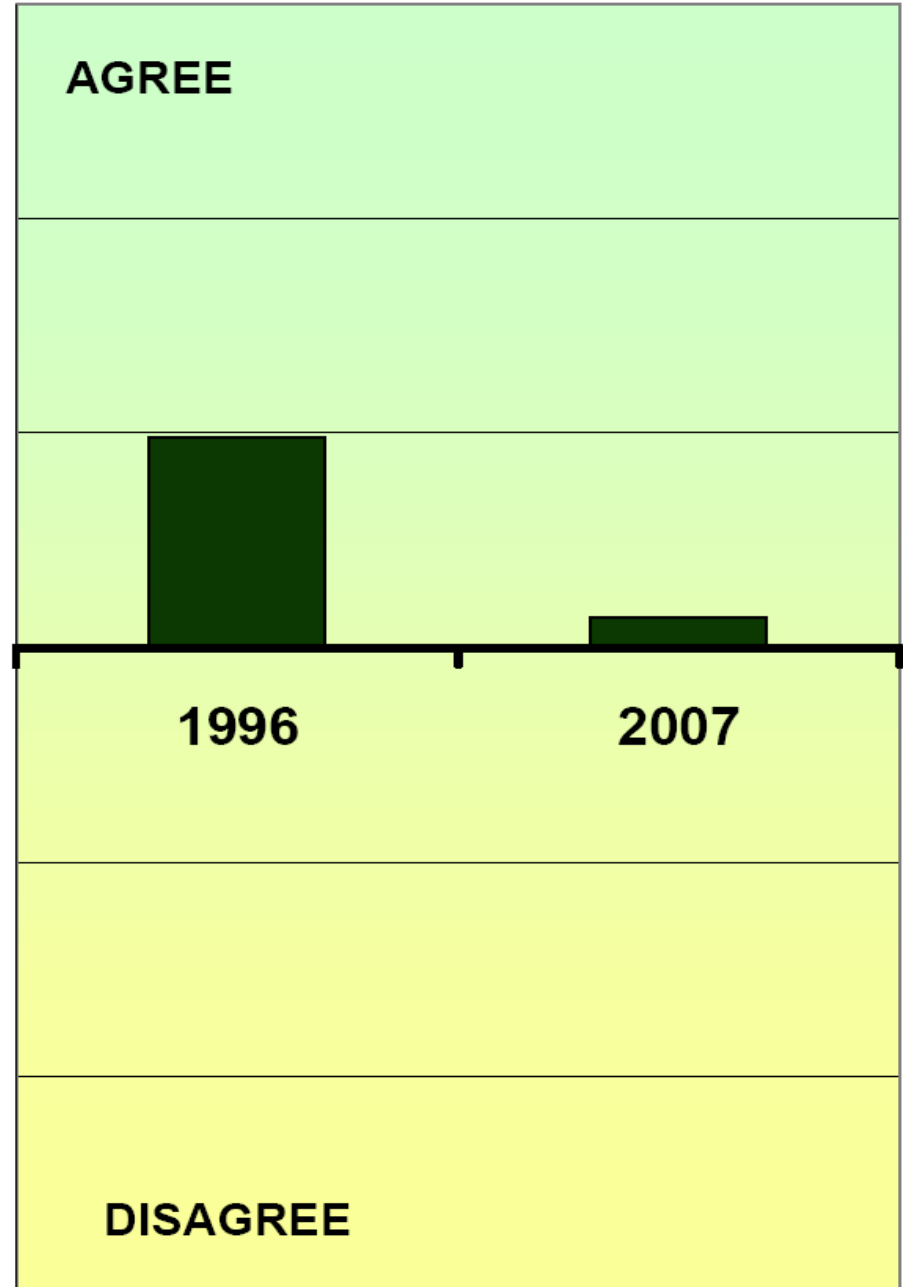
the discipline system encourages the growth of self-discipline and personal accountability



students are physically aggressive towards other students in the stairwells, corridors and grounds

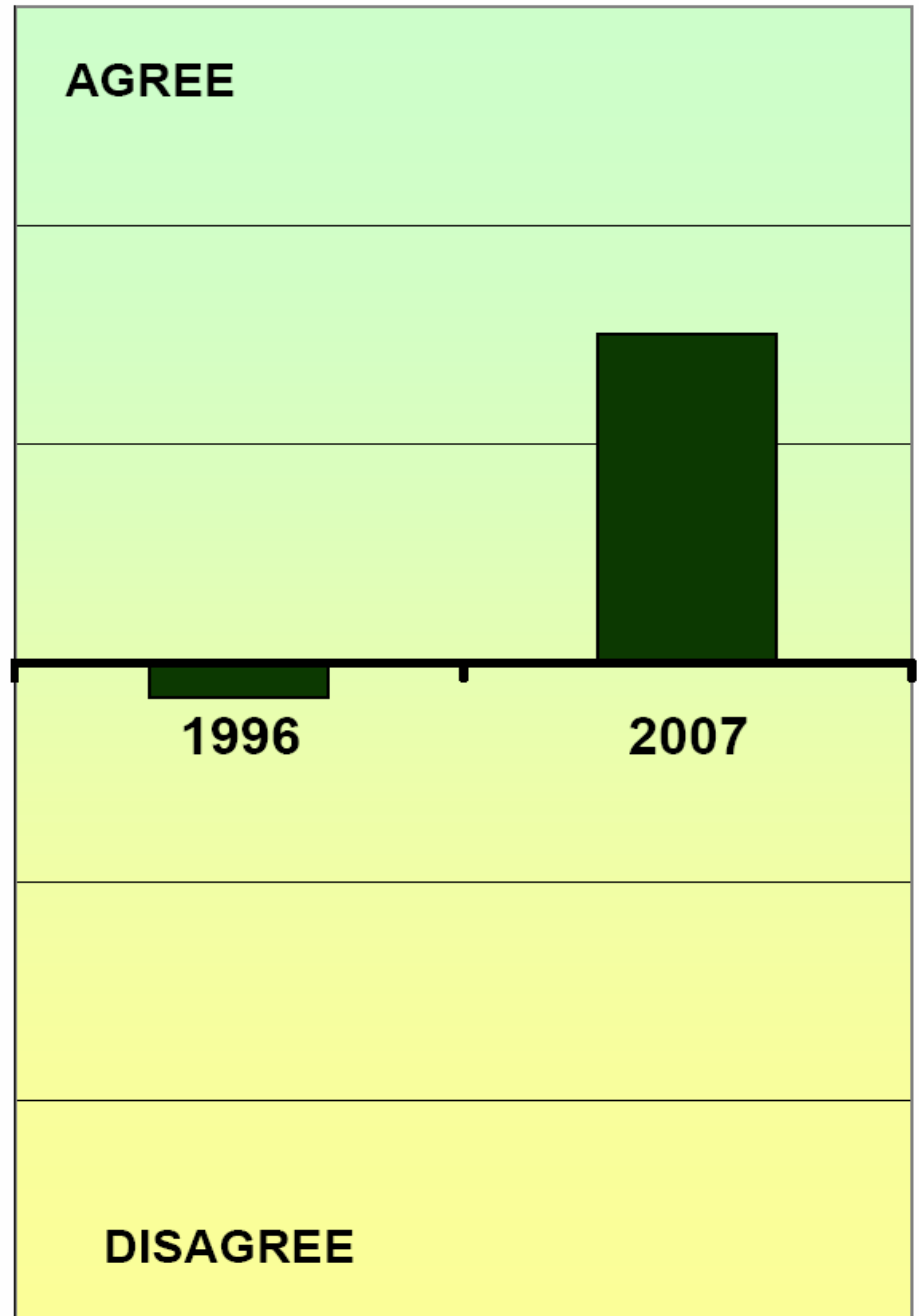


students are verbally aggressive towards others at school





at Villanova, the discipline system achieves positive results





More focussed 'validation study' of teacher perceptions – 2007



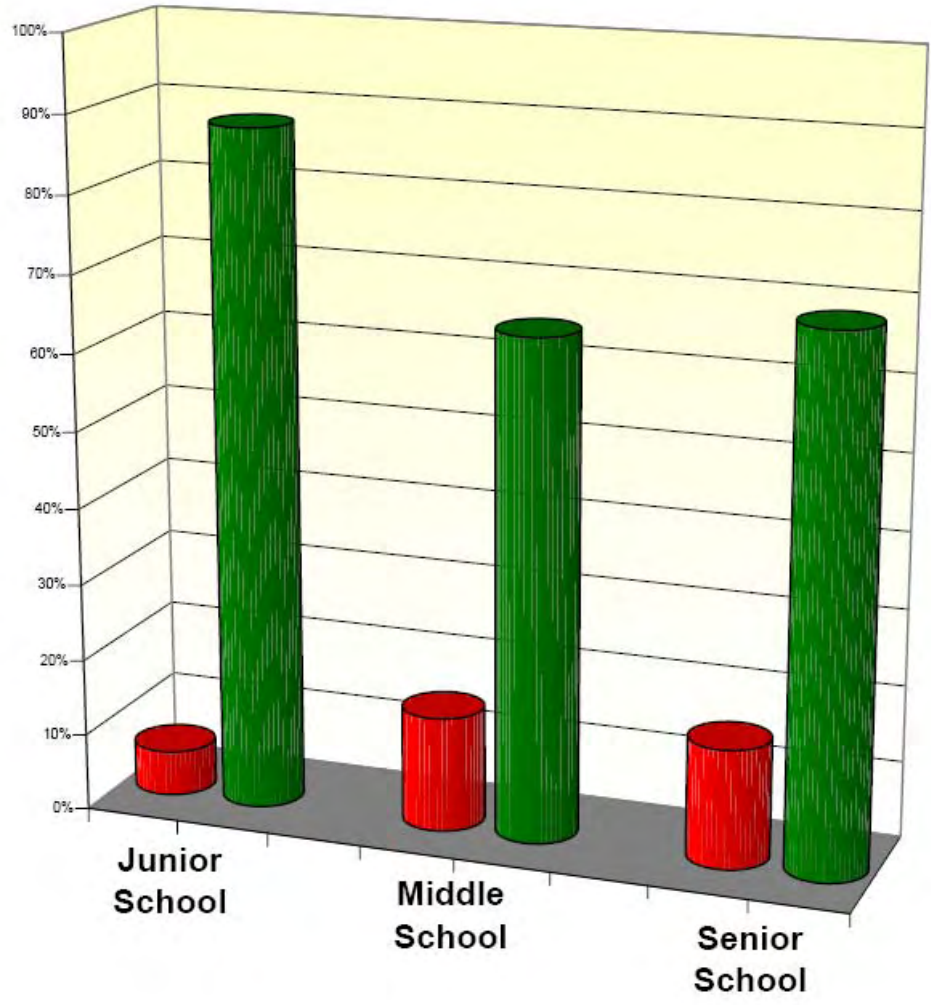
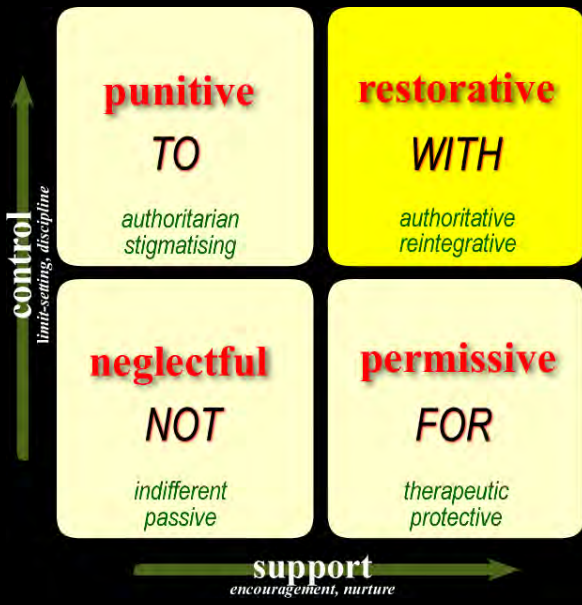
Pastoral Care & Discipline

Please circle the appropriate response

20	I believe students experience Villanova as a just school.	SD	D	U	A	SA
21	I believe students experience Villanova as a caring environment where they are respected as individuals.	SD	D	U	A	SA
22	Students are being adequately challenged to live up to the community expectations.	SD	D	U	A	SA
23	Students are being adequately supported to be able to meet the community expectations.	SD	D	U	A	SA
24	I feel supported by the College in my work with students over behaviour issues.	SD	D	U	A	SA
25	I am confident in my knowledge and abilities with regard to managing student behaviour issues.	SD	D	U	A	SA
26	Students are learning about being accountable for the consequences of their actions.	SD	D	U	A	SA
27	Students aren't really being held accountable for their actions unless they are punished when they do something wrong.	SD	D	U	A	SA
28	A coordinated program across the three schools specifically encouraging the social and emotional development of the boys should be a priority.	SD	D	U	A	SA
29	I am sufficiently knowledgeable and skilled in using restorative approaches to behaviour challenges in my classroom.	SD	D	U	A	SA

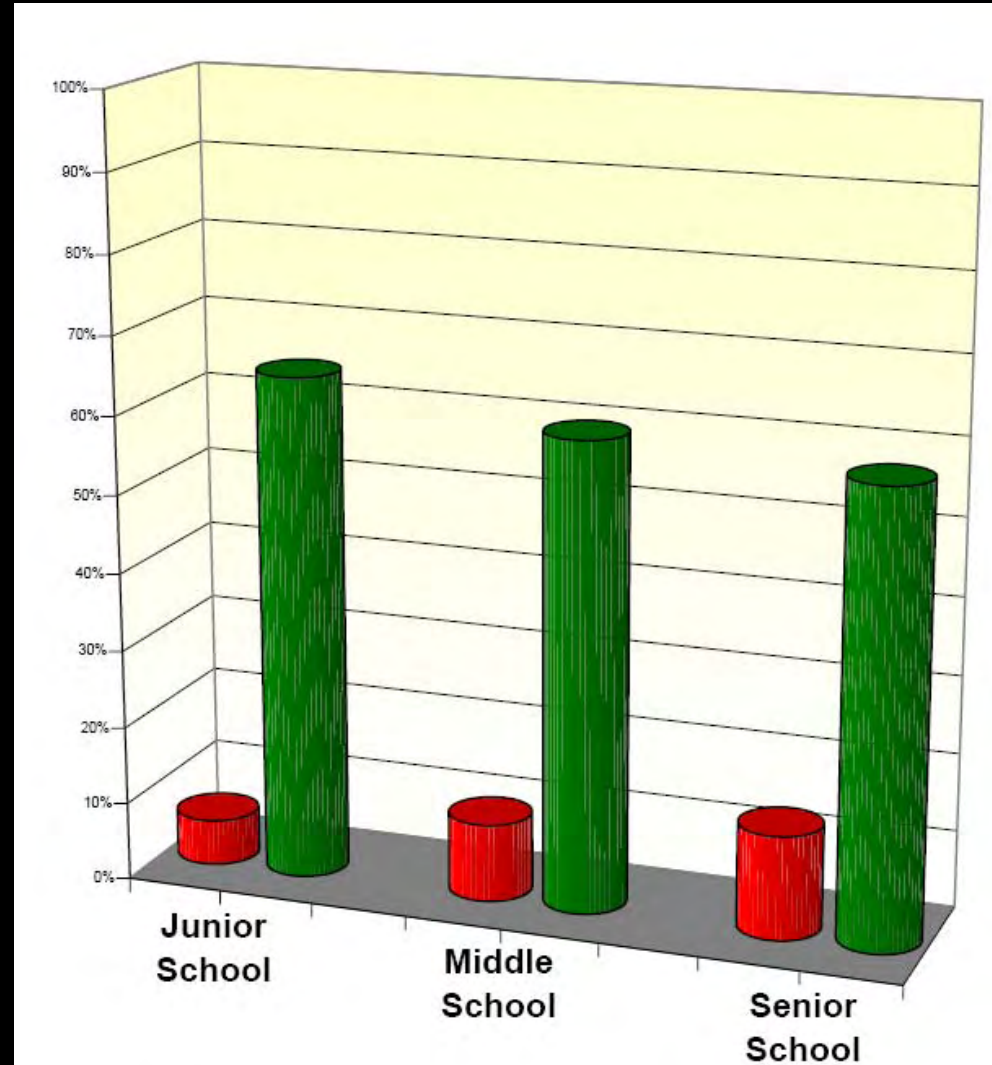
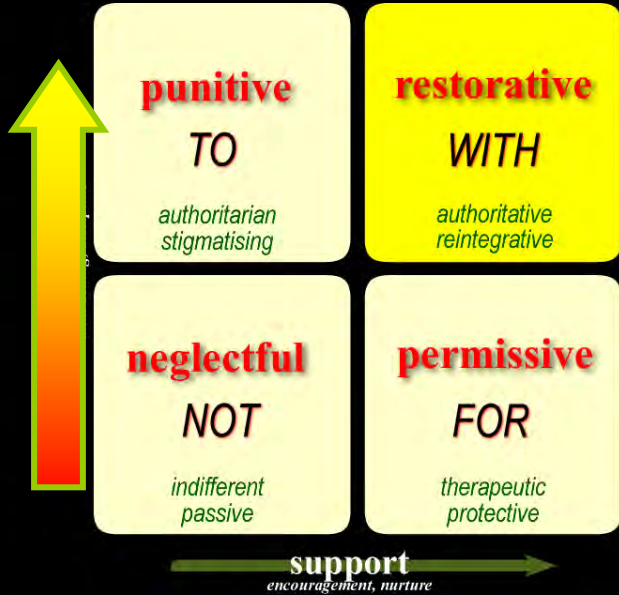


“Students are learning about being accountable for the consequences of their actions”



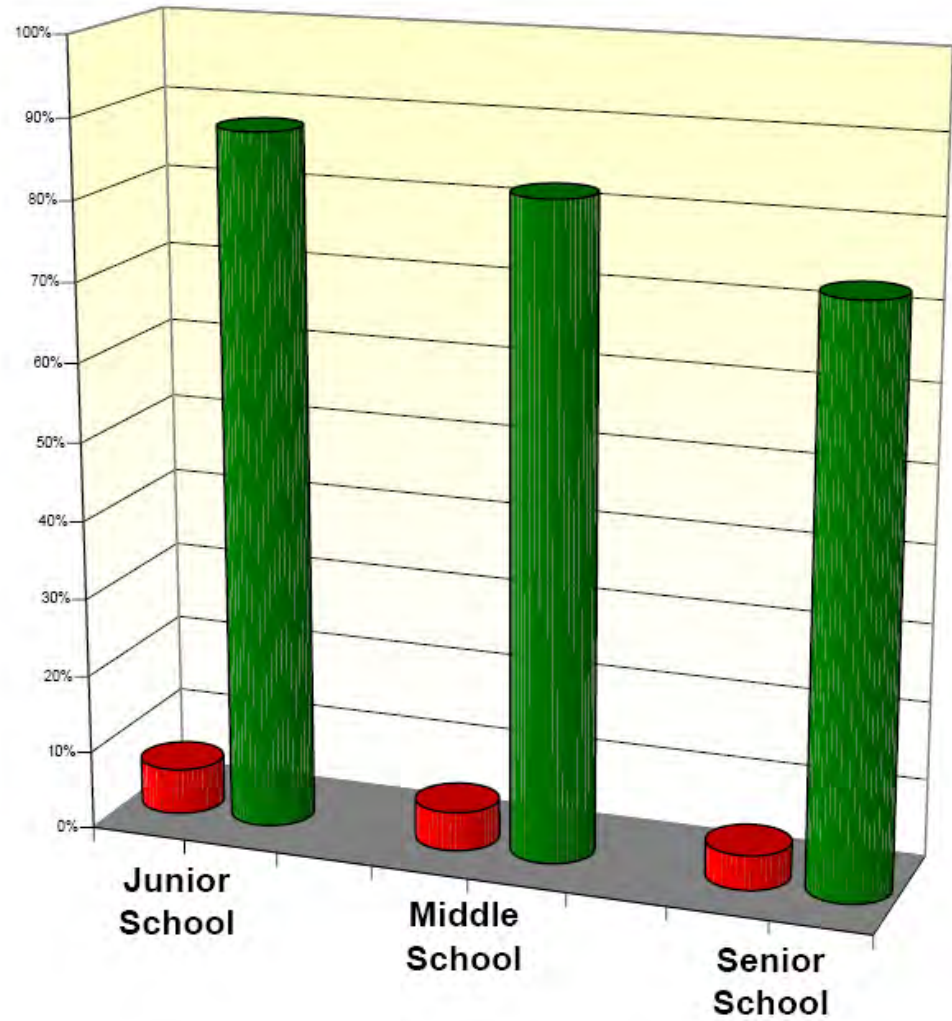
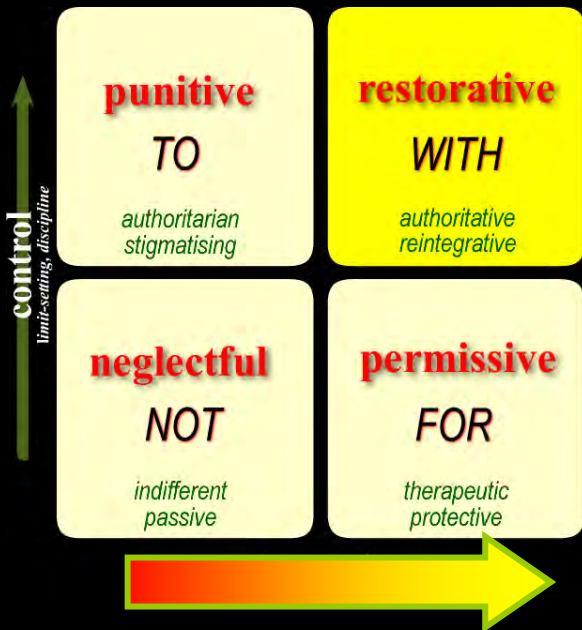


*“Students are being adequately challenged
to live up to the community expectations”*



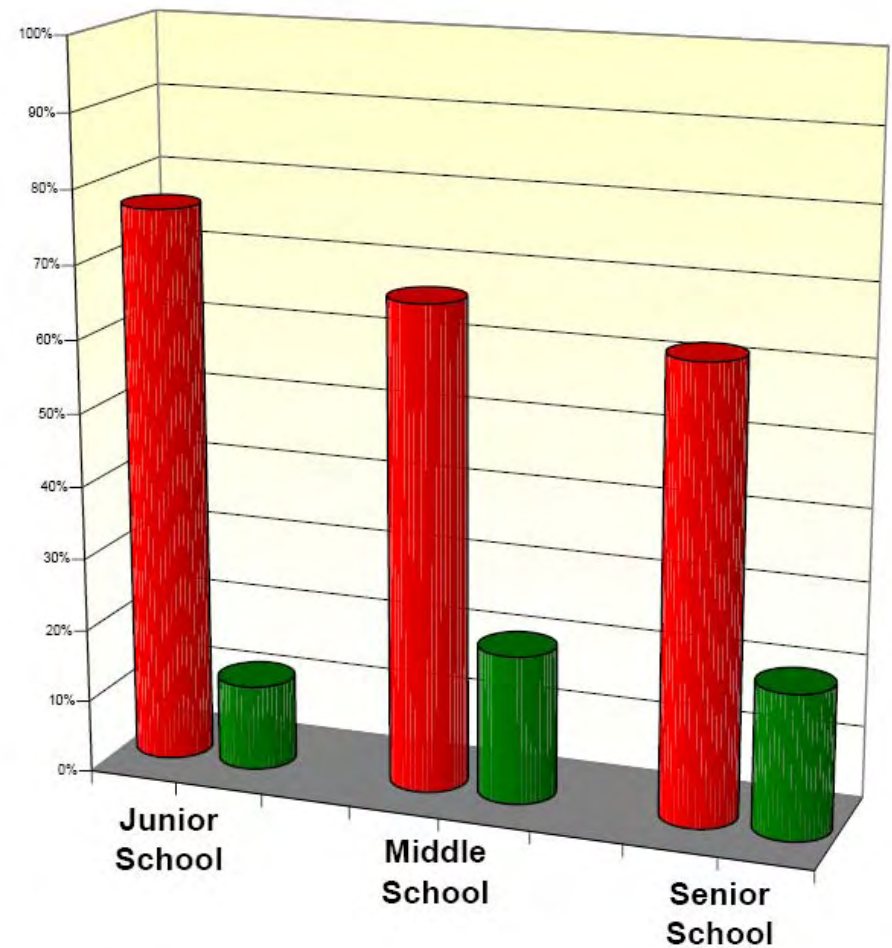
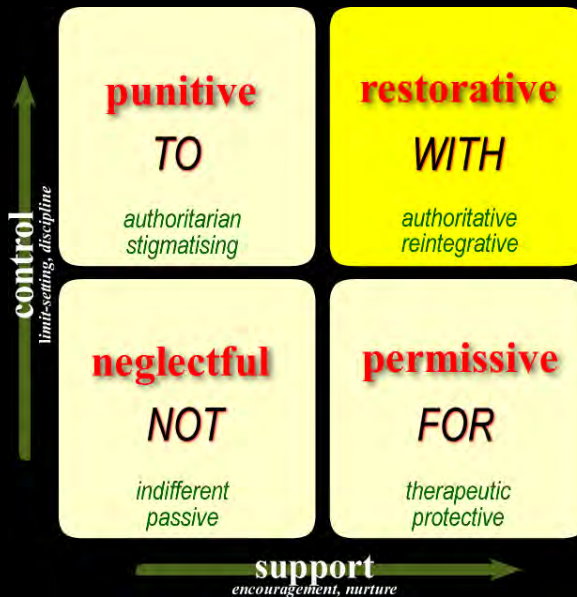


“Students are being adequately supported
to be able to meet the community expectations”





“Students are not really being held accountable for their actions unless they are punished when they do something wrong”



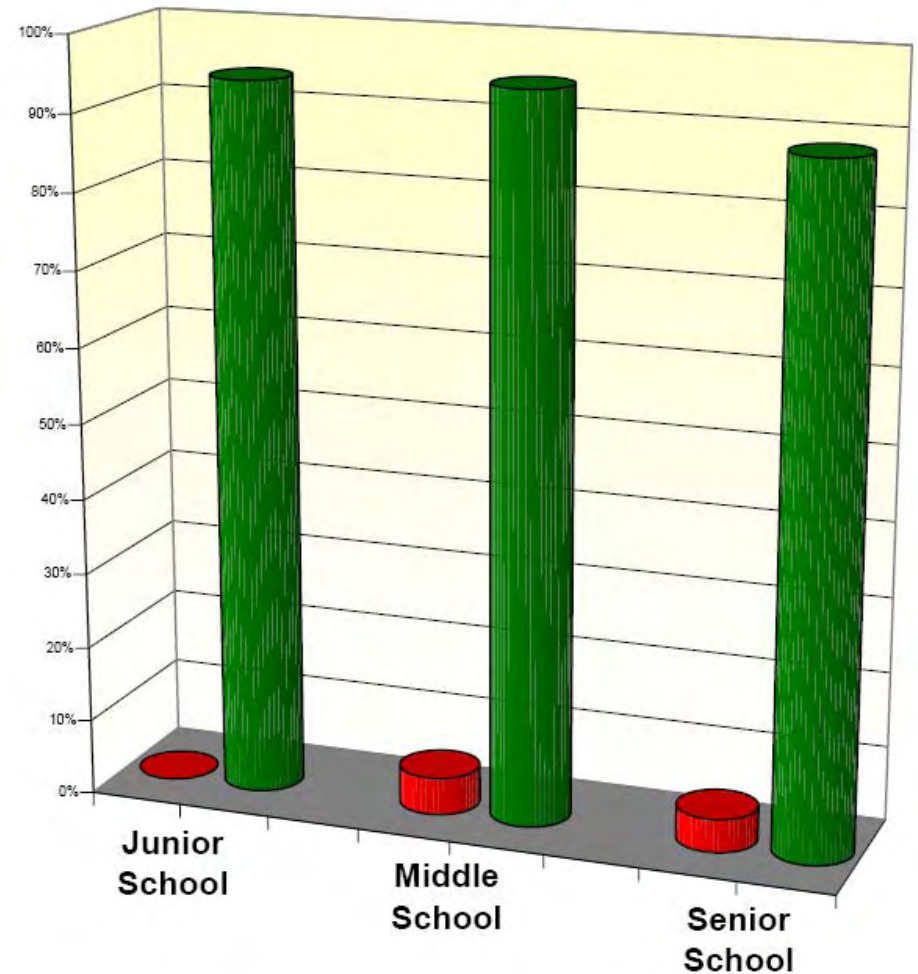


“I am sufficiently knowledgeable and skilled in using restorative approaches to behaviour challenges in my classroom”



a follow-up question asked for ‘suggestions for future trainings’

- generated a long list...





Student Perceptions – Longitudinal Research Study

in conjunction with Griffith University

Focussing on...

Students' perceptions of school

Pro-social behaviour

Peer relationships

Bullying and bystander behaviour

Incidence of depression and anxiety

Student academic self-belief/self-efficacy

Well-being

School satisfaction

Aggression

Academic motivation

Commencing 2007 - initial results expected early next year





Are we there yet?





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