

<b>AFFECTIVE STATEMENTS</b>		<p>Affective statements share the impact on the ‘wronged’ person with those responsible, in an effort to build emotional intelligence and to encourage empathy. <i>“Jason, it upsets me when you do that... and surprises me because I don’t think you want to hurt anyone on purpose.”</i> An important part of building relationships, sharing feelings is critical to establishing expectations and to helping students to see the consequences of their actions.</p>
<b>AFFECTIVE QUESTIONS</b>		<p>Affective questions aim to prompt the ‘wrongdoer’ to consider the feelings of others - and turn the focus away from them and onto the consequences of their actions. <i>“How do you think Mark felt when you did that?”</i> moves the student from their immediate needs to consider how others might be affected by their behaviour.</p>
<b>RESTORATIVE ENQUIRY</b>		<p>Restorative enquiry is when one person essentially listens to the thoughts, feelings and needs of someone else in distress. A non-judgemental listening ear can help people to restore their own sense of well-being and make different choices. Young people can be trained to do this for each other, acting as peer mentors. Adults can develop young people’s self esteem and problem-solving skills if they use this approach as much as possible and let go the notion that their role is only to offer advice and solutions.</p>
<b>RESTORATIVE DISCUSSION</b>		<p>Restorative discussion can be used in the event of a challenging situation when the relationship between two people is at risk. In these situations both sides need to be curious about the thoughts, feelings and needs of the other and be open to the distinct possibility that each is seeing the situation through a completely different set of spectacles. This would be a useful strategy in a classroom when an adult and a young person differ over what is expected and what comprises appropriate behaviour.</p>
<b>MEDIATION</b>		<p>Mediation can be helpful in situations when people need the support of a neutral third party to help them have the restorative discussion described above to find a way forward. Young people can learn to be effective mediators for their peers from the age of 5 and peer mediation projects are increasingly common in both primary and secondary schools. However it is vital that this approach is also used by everyone else in the school community, so that if a case is too complex for the young mediators they know that when it is referred on the disputants will get the same approach from someone older.</p>
<b>SMALL IMPROMPTU CONFERENCE</b>		<p>Impromptu Conferences, also known as ‘Mini-Conferences’ can be conducted on the spot when one person has accepted responsibility for the harm they have caused another. The process follows the use of the Restorative Questions for both those responsible and those affected. This is sometimes called Victim/Offender Mediation, but the terms ‘victim’ and ‘offender’ are seldom appropriate in schools and indeed wherever they are used there is a risk of self-perpetuating labelling.</p>
<b>CIRCLE OR CLASSROOM CONFERENCE</b>		<p>Circles enable groups of people to share feelings, solve problems and seek solutions. The rules of circle participation ensure that each person has the opportunity to speak and to be heard and that each person is respected. A circle facilitator manages the process, but is not influential in determining the outcome, which is seen as the responsibility of the group. Circles can be used proactively to build classroom community and as educational tools as well as a problem-solving device. In fact, a group used to circle activity will usually be more effective when they move to solve problems within the circle.</p>
<b>NO BLAME CONFERENCE</b>		<p>The No Blame conference is usually employed where a problem may be widespread without clear, isolated responsibility for it - e.g. when a class is becoming dysfunctional through widespread behaviour issues. The conference (really an extended circle process) aims to seek new ways of operating and new commitments in order to solve the problem, without necessarily focussing on attributing blame to particular members. A No Blame conference may be suitable where reaching a solution is more important than merely focussing on responsibility and blame.</p>
<b>FORMAL COMMUNITY CONFERENCE</b>		<p>A Formal Community Conference can be convened if a certain protocol has been met. Put simply, it can take place if the person or people who have accepted responsibility for harmful behaviour agree to meet with the person or people they have affected, together with friends and family of all concerned, to hear each others’ stories and find a mutually acceptable way forward to repair the harm. The Formal Community Conference is conducted by a trained facilitator who manages the process, but who relies on the group to determine the desired outcomes that will form part of a formal agreement which is then monitored after the conference.</p>
<b>FAMILY GROUP CONFERENCE</b>		<p>Family Group Conferencing can be beneficial when a young person or their family need support to make changes. The wider family network, and outside professionals, are often involved and the meeting is convened initially by neutral facilitators. The family group then discusses the issues and draw up a plan, and eventually the facilitators return to hear the plan and offer ongoing support and review.</p>