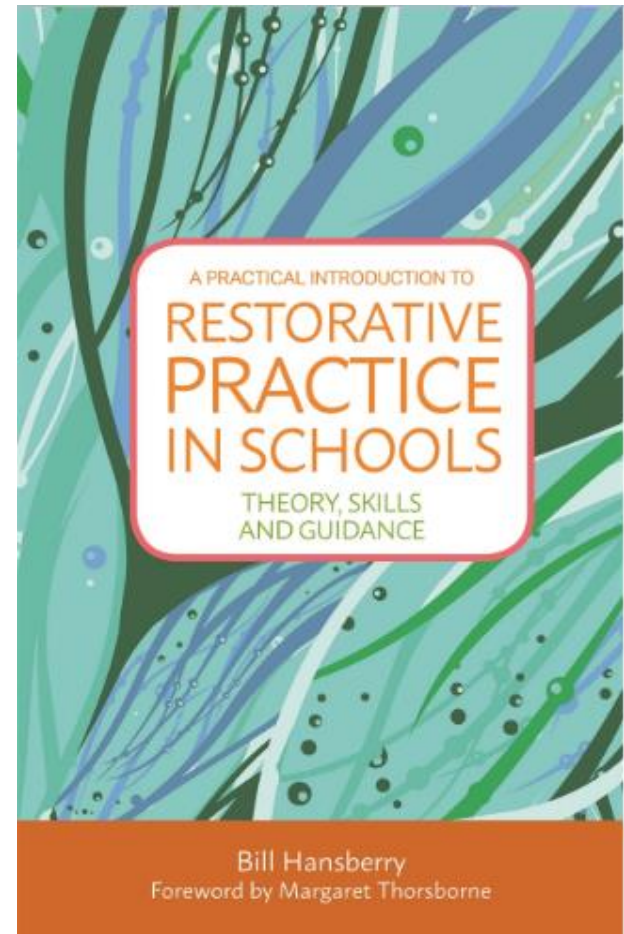


*“We are all
human before we
are anything else”*

Bill Hansberry

Hansberry Educational Consulting



Case study: Trashed on Facebook

On Sunday evening Louise, the head of well-being in a large private girls' school, saw on her calendar that there was an emergency 8 a.m. meeting the next morning with Georgia, a 15-year-old student, her parents, Steve and Kathy, and Mary, the school principal. This can't be good thought Louise as she read an email from Mary informing her that the meeting was to do with cyberbullying. Georgia's parents had threatened to involve the police and their lawyers (yes, plural).

Conference preparation

Georgia and her parents

The meeting commenced on time. Georgia was clearly distressed and her parents, Steve and Kathy, were visibly angry. Steve was ranting. 'We pay good money to ensure that our daughter is safe from this type of defamation, but here we are – Georgia's reputation in tatters and my wife being branded a common whore on social media in a post that has been seen by hundreds of kids. What type of a school are you running here? Don't you teach your students about the risks of social media?'

Mary, the principal, bristled at his words, and Louise knew it. ‘Steve, we do everything possible to ensure the safety –’

Steve cut Mary off. ‘So I’d expect then that the young lady who accused Georgia of sleeping with multiple boys and saying that she learned this from her mother will be immediately expelled by the conclusion of our meeting and a written apology will be made to our family. Good then, I think we’re finished.’

Steve stood up. Kathy took Steve’s hand and urged him to sit again. Georgia was quietly sobbing. Louise turned towards her and said, ‘Georgia, this must be awful for you. Tell us what’s happened.’

Georgia looked up. Steve reluctantly sat down. Georgia told of how she had learned yesterday of a post that had been written by Erin, on Facebook, accusing her of sleeping with three boys – all boyfriends of girls at the college. She sobbed as she said she knew the boys from a group at the mall, but their girlfriends had been there too, and besides that, she’d never slept with anyone, especially other people’s boyfriends.

Steve was on his feet again. Louise knew he was anguished and angry, almost enraged. Steve was a successful businessman and wasn't used to feeling powerless. His little girl was in a situation that no amount of money or influence could save her from, and he didn't have the first idea about what he could do to stop her pain.

'Steve, I can't imagine what this is like for you at the moment, or you, Kathy,' said Louise. Steve took a deep breath and Kathy reached into her bag for a packet of tissues. She had tears in her eyes and her arm around Georgia. Her other hand was holding Steve's. She was doing her best to keep everyone steady. Louise understood affect and knew she had to sympathise with a family that was deeply distressed and fearful.

'Yes, I am angry, and Georgia and Kathy are hurt,' said Steve slowly and with less volume than before.

Louise knew that it was important that Steve had used the word 'hurt' because it was a start towards uncovering the distress and shame at the heart of his anger. 'What about you, Kathy?' said Louise.

Kathy thought for a moment, looked at Georgia, and then said in a very controlled voice, ‘I’m not so worried about what was said about me – I can handle that. What concerns me is the effect this will have on Georgia and her friendships.’ Her voice broke, and she paused to gather her composure as she looked towards the ceiling and blinked to hold her tears at bay. ‘I guess I...’ – she quickly corrected herself – ‘...we want some answers from Erin.’

‘That sounds perfectly reasonable,’ said Louise.

They all sat in silence for a moment to allow Kathy to add anything she wanted.

Louise then turned to Georgia. ‘Georgia, what did you think when you first saw these posts?’ Louise was now in the early stages of preparing Georgia and her parents for a potential restorative conference. Even if a conference was not possible, these were still the right questions to be asking Georgia to help her start to come to terms with what had happened.

Georgia replied, ‘I went cold all over. I thought, How could she accuse me of doing such an awful thing? I’ve never done anything or said anything about Erin to deserve this. I’m so embarrassed. It’s as though I’ve actually done what she said I’ve done, and I feel guilty about it, but I haven’t done anything. It’s so unfair and now everyone will think that I’m a slut, and that my mother is a slut. The looks and comments I’ll get! It’s over for me here, and I love this school and my friends. It’s all done now.’ She was sobbing deeply.

‘For God’s sake, Steve!’ Kathy said. ‘Go and hug your daughter! She needs a hug from her father!’ Steve sat next to Georgia and put his arm awkwardly around her.

Louise felt tears welling in her eyes and looked at Mary, who seemed shell-shocked. Louise knew that Georgia’s distress had infected everyone in the room. Louise didn’t know whether it would be a good thing for Steve and Kathy to see that she was distressed. Her next thought was, I don’t care if they see me upset – we’re all human before we are anything else! Louise reached for a tissue.

Steve saw this. His entire body slumped and he again let out a long breath and said, ‘What are we going to do about this?’ This time, it was a question, not a demand.

Louise composed herself and looked at Mary. Mary nodded as if to say, ‘You’ve got this.’ Louise addressed Georgia directly. ‘Your dad has asked a good question, Georgia. I guess from the school’s side, there are many things we could do about this. We’re not the type of school that has a one-size-fits-all approach for these types of situations.’ Louise paused for a moment. ‘Georgia, I’m going to ask you to think about what might make this better for you. It’s a tough question because, right now, we’d all understand if you think nothing will fix this.’

Georgia sat up from leaning into her dad and thought for a minute. ‘I want to know why, I want to know what I did for Erin to say these things.’

‘And we want the post deleted from Erin’s Facebook account,’ said Steve. Mary, who had recovered, said to Steve, ‘Our next meeting is with Erin and her parents, and that’s the first thing I will address.’

Louise explained to Georgia, Kathy and Steve that there was a process called a restorative conference, where if Erin was remorseful for what she had done, there could be a meeting of the girls and their parents to discuss the matter and the harm that had resulted. The group would decide on a way forward together.

‘What if Erin isn’t sorry and isn’t interested in doing anything about this?’ asked Steve.

‘Well,’ said Louise, ‘then we’ll investigate the matter and make a decision about an appropriate course of action. Unfortunately, that won’t teach Erin much. In my experience, a restorative meeting is the best way to get answers for the types of questions that you have.’ She looked at Georgia. ‘Georgia, what do you think of the idea of sitting in a room with your mother and father, and Erin and her parents, to talk about what’s happened?’

‘It would be better than Erin just getting some punishment and then just blaming me for telling on her, or doing the same thing to someone else.’

‘So, if Erin and her parents are open to the idea of a meeting, you would be prepared to give it a try?’

‘Yes.’

As the meeting concluded, it was agreed that Louise would be in touch with Steve immediately after her meeting with Erin and her parents about whether a conference with the girls and their parents would be going ahead. It was also agreed that if Georgia, Steve and Kathy were not satisfied with the outcome of any such conference, they would be free to pursue the matter in any way they saw fit, and the school would act within the guidelines of its own policies to make decisions at that point as well.

Louise explained to Georgia that the conference would probably be tomorrow. She asked Georgia about how she felt about being at school while these rumours were circulating.

‘I was going to keep her at home today,’ said Kathy.

‘That just makes it look like I’m guilty,’ responded Georgia.

‘It’s entirely your call as a family,’ said Mary. ‘We understand either way. If you decide you want to stay at school, Georgia, we could set you up to work in one of the private study rooms in the library, if you’d prefer.’

‘I’d like to do that,’ said Georgia. ‘I want to go to pastoral care and see my friends before lessons begin.’

Louise felt a wave of uncertainty. ‘What will you say if you are questioned by your friends about the post on Facebook?’

‘I’ll just tell them that we are in the middle of sorting it out.’

‘And if they probe?’ asked Mary.

‘I’ll just say that it’s confidential.’

‘I think that’s the fairest thing you can say at the moment, especially seeing that we haven’t spoken with Erin yet,’ said Louise.

Mary added, ‘In fact, Georgia, I’d insist that you say just that. None of us needs this mess getting any worse for you and Erin. A pile of rumours floating around about what’s going to happen would make this worse. What do you think, Kathy and Steve?’

Kathy nodded. ‘Yes, confidentiality is important for both families’.

‘That’s ironic,’ Steve scoffed. ‘Erin wasn’t very confidential in her defaming of Georgia – and you.’

‘There’s no point causing any more harm,’ said Kathy.

Steve nodded in resignation.

Mary summarised that Georgia would work in the library for the day, and that if she needed to talk to either her or Louise, she could come and find them. Mary also told Georgia that she would be the first to know when the meeting with Erin and her parents was finished. The meeting concluded at 8.50 a.m.

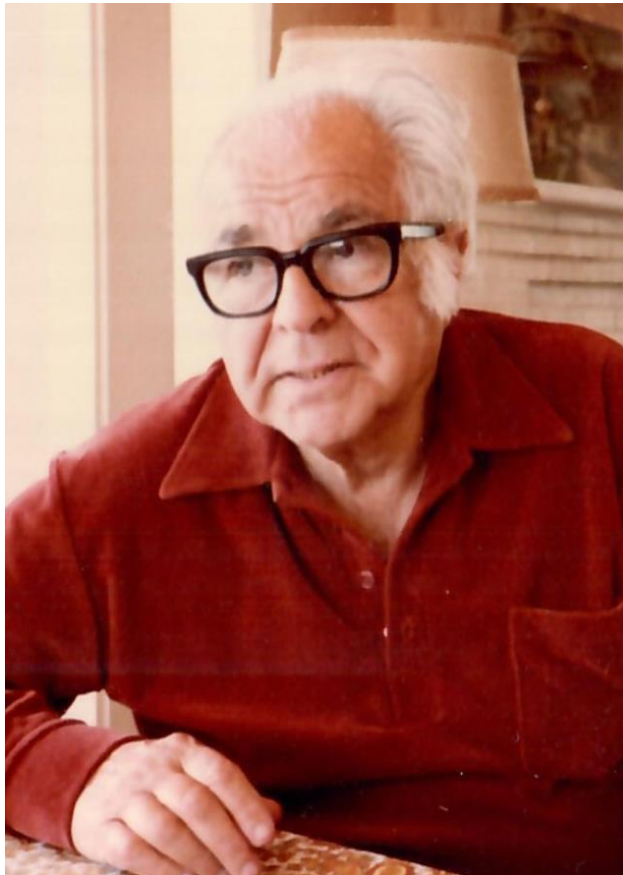


Grab the Finger

- Stand in a circle, arms out to the side. Left hand palm up, right index finger pointing down and touching on neighbour's outstretched palm.
- When I say the word go, do two things.... grab the finger in your left hand, and prevent your right finger from being grabbed

Affect Script Psychology

Silvan Tomkins PhD

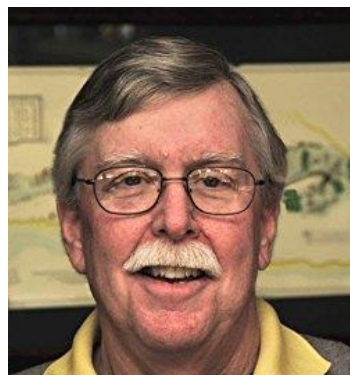


Donald Nathanson MD





Marg Thorsborne



Vick Kelly MD



Graeme George



Matt Casey



Lauren Abramson



John Lennox



Katy
Hutchison



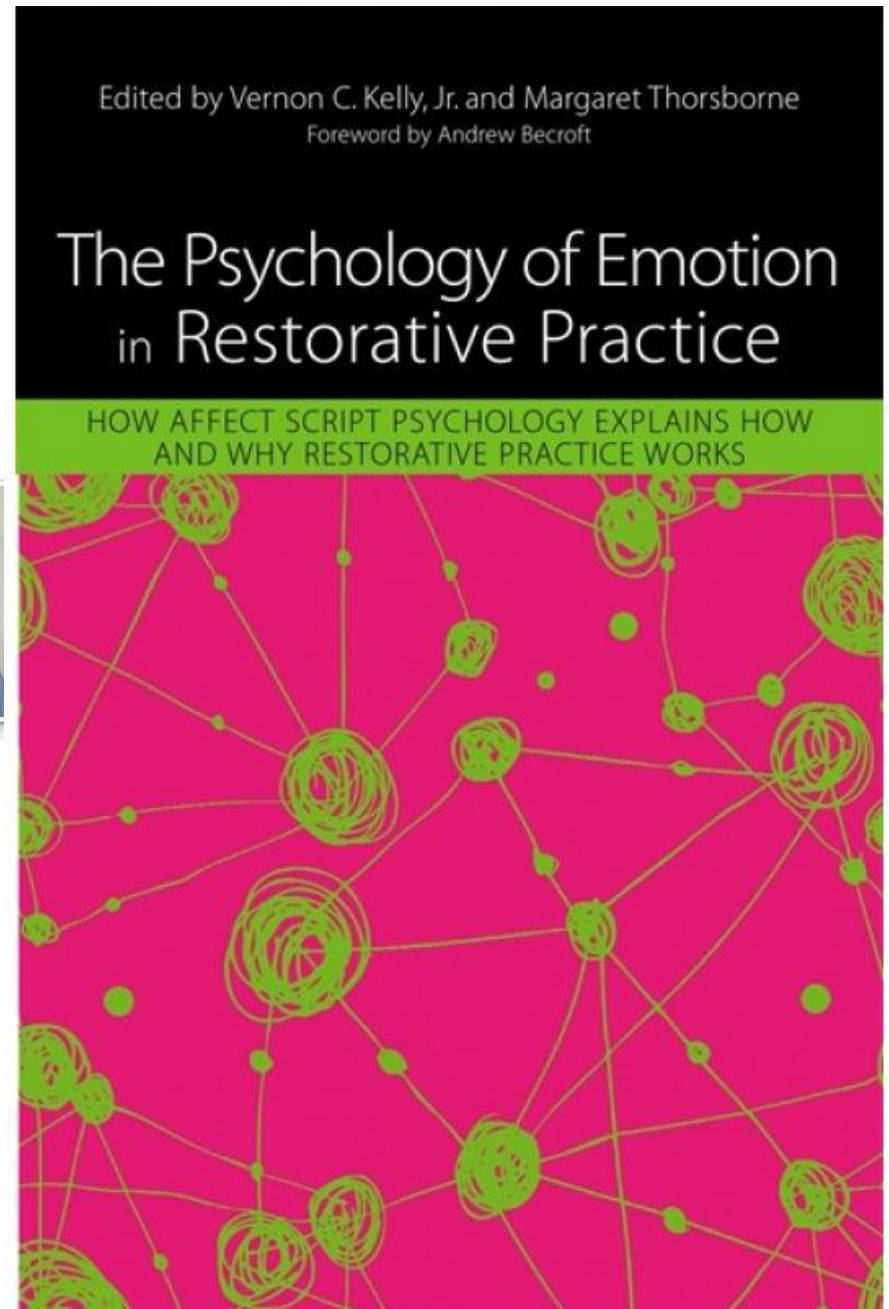
Jane Langley



Sian Williams



Boofhead



2 Positive Affects (rewarding)

- **Interest** - excitement
- **Enjoyment** – joy

1 Neutral Affect

- **Surprise** – startle

6 Negative affects (punishing)

- **Anger** - rage
- **Fear** - terror
- **Distress** - anguish
- **Disgust**
- **Dissmell**
- **Shame** - humiliation



The affect
system:
9 Innate affects



Tomkin's Emotional Blueprint

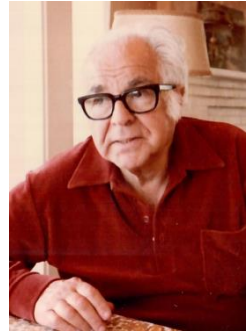
1) *Positive feelings* that make us feel good should be *maximised* and encouraged...

Everyone needs to get back here after stuff goes wrong

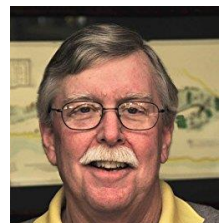
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4) We need to *get really good at doing 1-3* to the fullest.



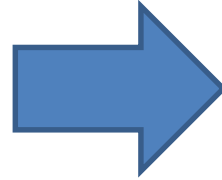
Adapted from Kelly, V "The Art of Intimacy" (2012) after Tomkins, S. Affect Imagery Consciousness Vol-I 1962, 328. Also 327-335; AIC-2 1963, 261-291.)



Affect **Interest** – Excitement

The pull toward mastery

Motivates us to engage



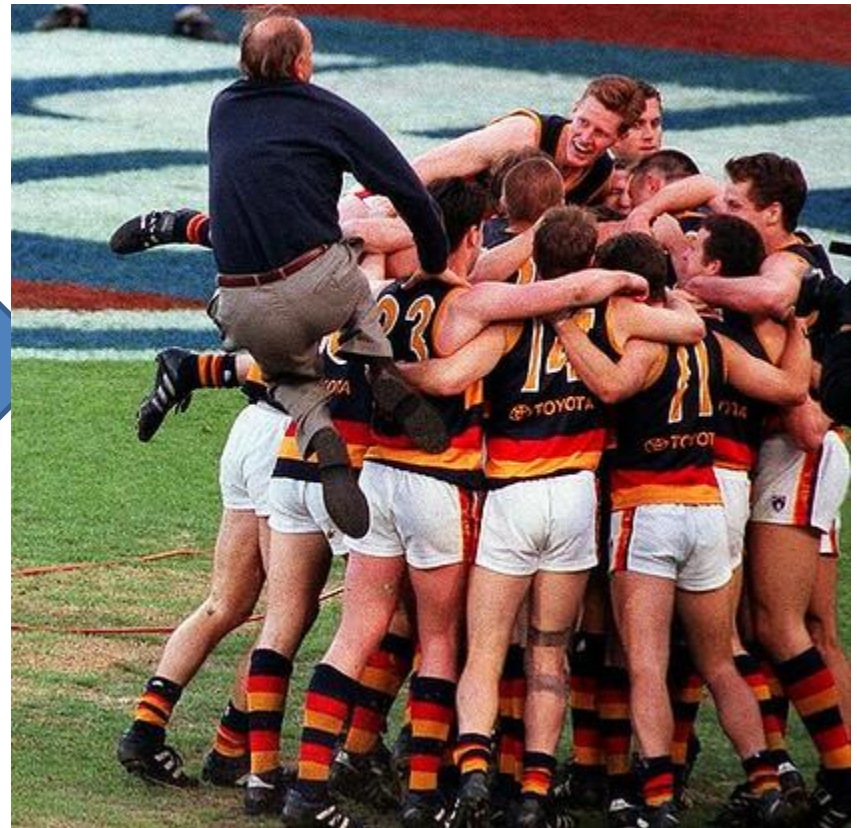
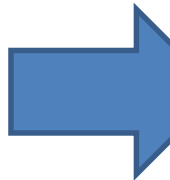
Inherently rewarding, we want more of it

Affect **Enjoyment** – Joy



The social bond

Motivates us to affiliate

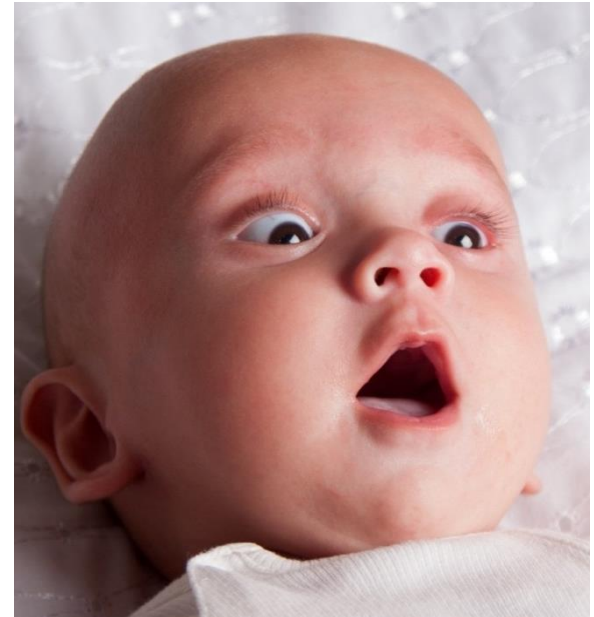
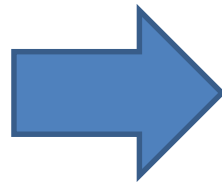


Inherently rewarding, we want more of it

Affect **Surprise** – Startle

The reset button

Motivates us to stop and pay attention to something new

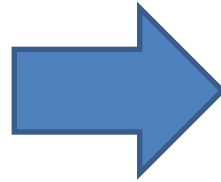


Neutral, feels neither good or bad

Affect **Distress** – Anguish

The cry for help

**Motivates us to seek comfort or to
comfort**



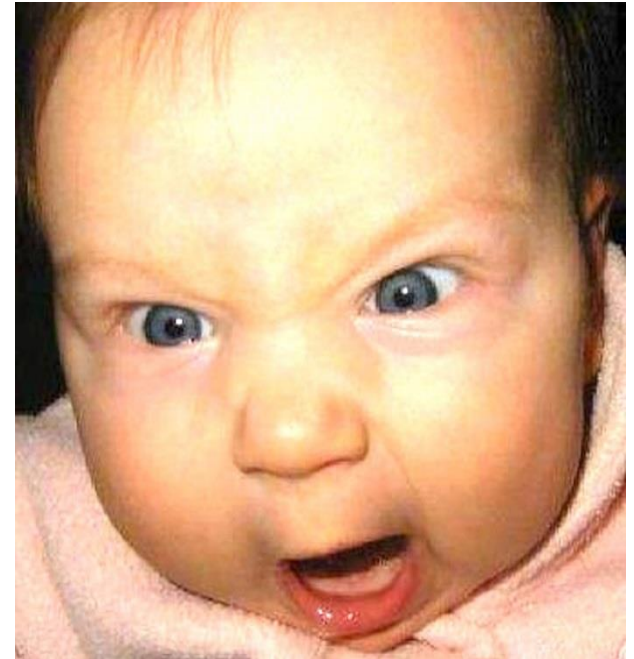
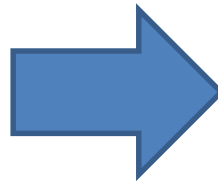
Inherently punishing, we want less of it

Affect **Anger** – Rage



The demand to fix it

Motivates us to attack



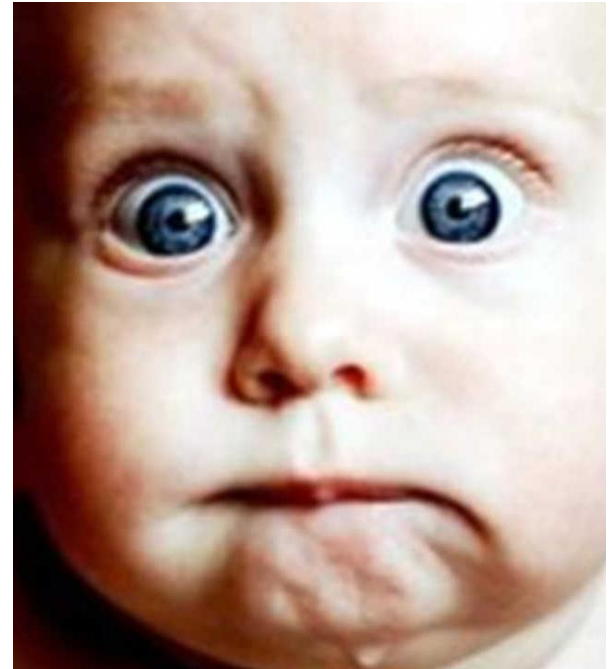
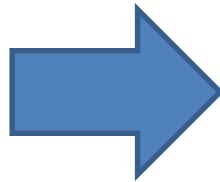
Inherently punishing, we want less of it

Affect **Fear** – **Terror**



The signal to flee or freeze

Motivates us to run or be very, very still

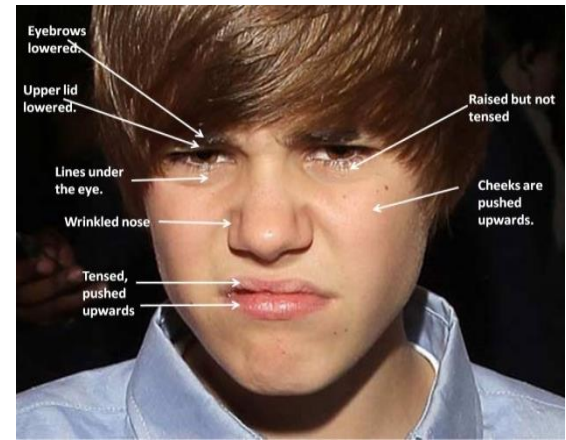


Inherently punishing, we want less of it

Affect **Disgust**

The need to expel

Motivates us to get rid of it (escape)



Inherently punishing, we want less of it

Affect **Dissmell**

The avoidance signal

Motivates us to stay away (avoid)

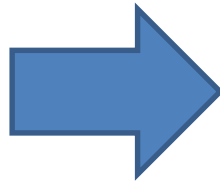


Inherently punishing, we want less of it

Affect **Shame** – Humiliation

The self protection signal

Motivates us to reconnect (when the conditions are right)



Inherently punishing, we want less of it

Tomkin's Emotional Blueprint

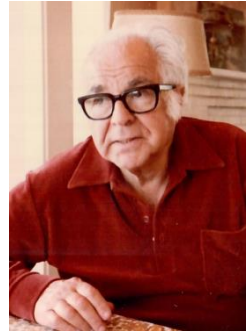
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Everyone needs to get back here after stuff goes wrong

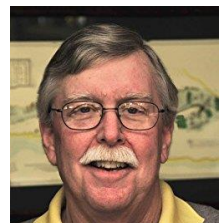
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4) We need to *get really good at doing 1-3* to the fullest.



Adapted from Kelly, V "The Art of Intimacy" (2012) after Tomkins, S. Affect Imagery Consciousness Vol-I 1962, 328. Also 327-335; AIC-2 1963, 261-291.)



Whole group

“What affects (emotions) have we seen from Georgia?”

Tick these on the table on page 2 of the handout

Table groups

Table groups – 60 seconds

“What might be Georgia’s concerns?”

Georgia's Concerns

- *My reputation ('will people I care about really think I have done this, will I be outcast?')*
- *To know that Erin doesn't actually believe what she posted,*
- *To know why Erin said these things,*
- *The feeling of shame 'as if I'd had actually done what Erin said I'd done',*
- *My mum's reputation*
- *What people might think of my family after this, thinking she'd have to leave the school*
- *Will this be the beginning of prolonged attacks from Erin and her friends?*

Whole group

“What affects (emotions) have we seen from Steve?”

Tick these on the table on page 2 of the handout

Whole group

“Which emotions (affects) are Steve hiding behind other emotions (affects) ?”

Tick these on the table on page 2 of the handout

*Steve's confronting **anger** and **aggression** were covering feelings of **anguish** and **powerlessness** and resulting **shame**.*

This situation had dismantled Steve's belief in his ability to protect his daughter and wife and he didn't know what to do.

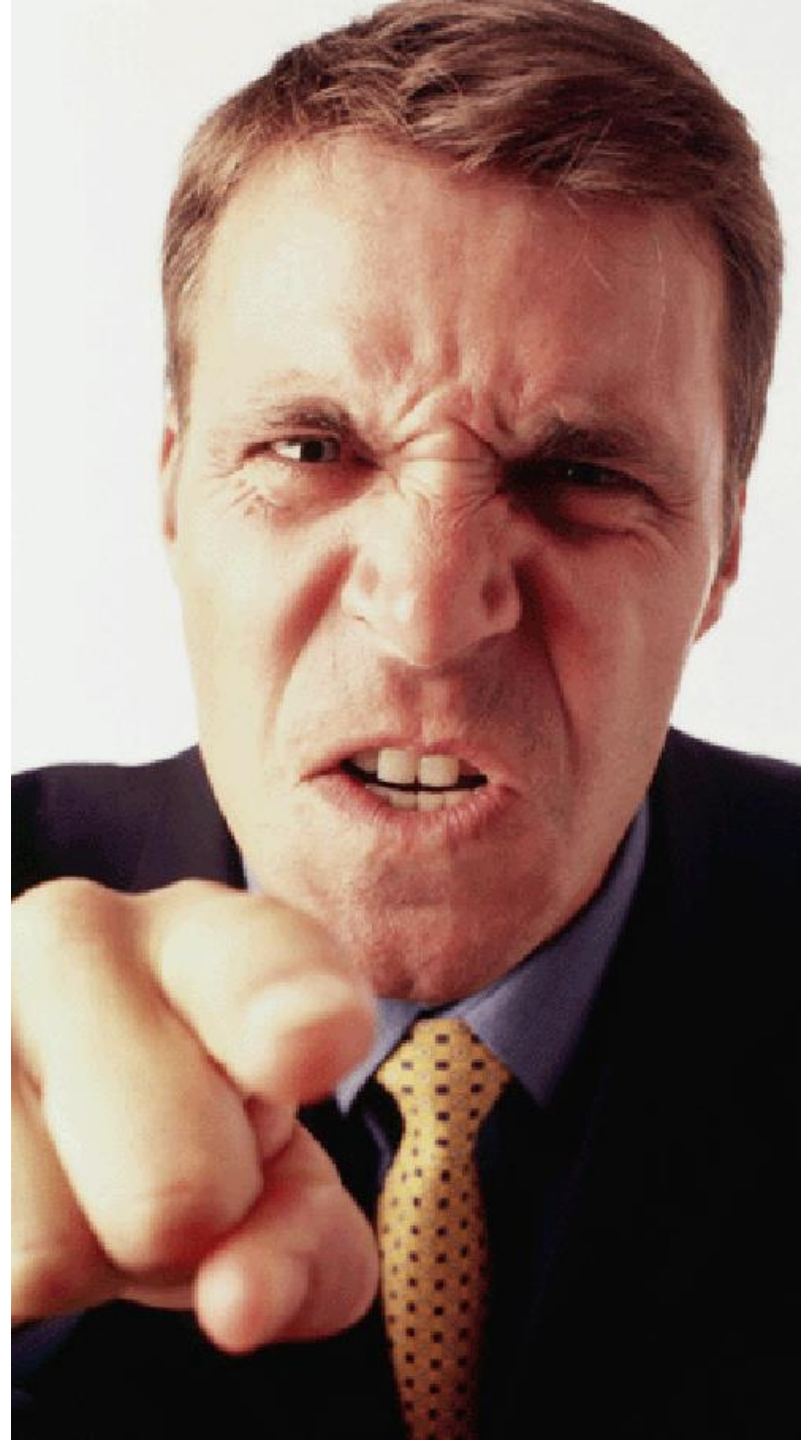


Table groups

Table groups – 60 seconds

“What might be Steve’s concerns?”

Steve's Concerns

- *Georgia's reputation - what this will mean for her fitting in at school.*
- *Will she be bullied?*
- *Has Georgia done this? Do I know my little girl?*
- *Will she become depressed? will her grades fall?*
- *Will she need a psychologist?*
- *Will I lose my happy little girl into a black hole?*
- *Who is this Erin and what did Georgia do to her?*
- *What are her parents like? Would they condone this?*
- *How will Kathy handle this? What will other mums think of our parenting?*
- *What will people be saying about us as a family?*

Whole group

“What affects (emotions) have we seen from Kathy?”

Tick these on the table on page 2 of the handout

Table groups

Table groups – 60 seconds

“What might be Kathy’s concerns?”

Kathy's Concerns

- *Georgia's reputation - what this will mean for her fitting in at school.*
- *Will she be bullied?*
- *Has Georgia done this? Do I know my little girl?*
- *Will she become depressed? will her grades fall?*
- *Will she need a psychologist?*
- *Will I lose my happy little girl into a black hole?*
- *Who is this Erin and what did Georgia do to her?*
- *What are her parents like? Would they condone this?*
- *How will Steve handle this? What will other mums think of our parenting?*
- *What will people be saying about us as a family?*

Whole group

What affects (emotions) do you imagine Louise and Mary have experienced as a result of

a) The incident itself

b) this meeting with Georgia, Steve and Kathy?

How have you felt in these types of situations with distressed students and parents?

Tick these on the table on page 2 of the handout

Whole Group

“What might be Louise and Mary’s concerns?”

Louise's and Mary's Concerns

We put our 'professional hat' on for this one, but, the emotions are the same.

- Fearful for what this means for the school's reputation,*
- What might be the fallout in the community?*
- What if Steve involves the police? What would this mean for the girls and the families if it went to court?*
- What would be the expectations of the school board and the community if this becomes public?*
- What if the media get hold of this and make something of it?*

Task: Groups of 3

Agree on **three things** that Louise did or said that helped Steve, Kathy and Georgia navigate their emotions.

LIST THESE ON PAGE 2 OF YOUR HANDOUT – BE READY TO FEEDBACK

Louise was interested in how people felt and compassionate. She saw straight through Steve's rage to the distress and fear and only talked to those emotions.

*How could have
Louise Stuffed things
up?
(Mainly with Steve)*



Allowing those involved to work to their blueprint

Everyone wants to get back here after stuff goes wrong

- 1) *Positive feelings* that make us feel good should be *maximised* and encouraged...
- 2) *Negative emotions* that feel bad should be *minimised* or eliminated...
- 3) *Affect Inhibition* should be *minimised* – we mustn't let affects back-up (otherwise they sneak up on us)
- 4) We need to *get really good at doing 1-3* to the fullest.

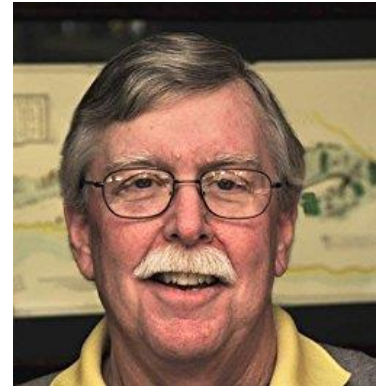
When the bad feelings are expressed, they can be metabolised and can go away

Louise has encouraged all to express their negative emotions in a safe place

Adapted from Kelly, V "The Art of Intimacy" (2012) after Tomkins, S. Affect Imagery Consciousness Vol-I 1962, 328. Also 327-335; AIC-2 1963, 261-291.)

Compound Interest

Someone in authority showing an **interest** in helping those affected by an incident to put things back together starts the shift from negative affect to more positive affects; including an **interest** in the others involved and an **interest** in working together to fix the problem so all can feel **better again.**



We are all very **interested** in how **interested** others are in us – this motivates nearly all **human behaviour**

It's Story
TIME

Erin and her parents

At 10.15 a.m. a sheepish-looking Erin and her parents, Elizabeth and Paul, entered Mary's office. Erin had not been in classes that morning. Louise had informed Erin's pastoral care teacher of the issue and asked that he discreetly direct Erin to reception as soon as she arrived. Mary had called Elizabeth as soon as the meeting with Georgia and her parents had concluded and informed her of the issue.

Louise thanked Erin and her parents for coming and then cut straight to the chase. 'Erin, we've been made aware of a troubling post on your Facebook about Georgia and her mother.' Louise waited.

Erin finally muttered, 'Yes.'

Louise paused and gave Erin plenty of time to continue.

Paul broke in, saying, 'What's Erin being accused of here?'

Louise gently said, 'Erin, what do you need us to know about what may or may not be on your Facebook about Georgia Banks and her mother, Kathy?'

'I said something about Georgia sleeping with a few boys,' said Erin after a few moments of contemplation.

Paul inhaled loudly and sat back in his seat.

'Will you show us the post please, Erin?' asked Mary.

‘I’ve deleted it from my account.’

‘Thank goodness for that,’ said Louise.

‘The damage has been done, I suppose,’ said Elizabeth, glaring at Erin.

Erin had gone even paler.

‘When did you delete it?’ asked Elizabeth.

‘I deleted it as soon as I was asked to come to the office this morning.’

‘On your phone?’ asked Paul.

‘Yes.’

‘Open your Facebook, Erin, and take me to the place that post was and show me that it’s gone,’ said Elizabeth.

Erin showed Elizabeth that the post had been deleted.

‘Do you mind if I have a look too?’ asked Louise.

Erin showed both adults. There was no sign of the post.

‘Georgia and her parents must be furious,’ said Paul.

‘Yes, they are very concerned and have some questions for Erin, but I think they are mostly interested in this mess being sorted out,’ said Louise.

‘What questions?’ asked Erin.

‘What types of questions would you have if you were Georgia?’ asked Mary. Erin paused for a moment, looking at her feet. ‘I’d want to know...why.’

‘You’ve got it, Erin,’ said Mary. ‘That’s exactly what Georgia wanted to know when we met with her and her parents this morning. Her mother was mostly concerned for her, but she might also wonder what she did to be talked about in the way she was in your post.’

Elizabeth cut in, saying, ‘Oh God, Erin, what did you write?’

Tears began streaming down Erin’s face.

Louise stood up and moved next to Erin with a box of tissues. ‘Erin, those awful feelings you have now are what will help you to fix this. Start by telling us exactly what the post said.’

Erin sobbed.

‘Take a moment, Erin. Would you like a glass of water? My mouth goes pretty dry when I feel bad about something I’ve done,’ said Louise.

Mary was already there with a glass of water when Erin looked up. Erin had a sip and then put the glass down on the table. ‘I said that Georgia had slept with Ali and Emma’s boyfriends, and that she had probably learned that kind of boyfriend stealing from her mother.’

‘Why on earth would you say that kind of thing – on Facebook or anywhere else, for that matter?’ asked Paul. ‘We’ve talked about this over and over. That’s it! That phone and all of your screens are off limits for a very long time.’

Louise asked gently, ‘Erin, what were you thinking when you posted that?’

‘I don’t know... I was annoyed that she was flirty with the boys when we were at the mall last week.’

‘Oh my God...boys again,’ said Elizabeth, sighing.

‘I don’t know if she slept with any of them,’ Erin said. ‘I just said it.’

‘What do you think about that now?’ asked Louise.

‘I shouldn’t have – it was a mean and stupid thing to do. I don’t know why I did it. I wish I could take it all back.’

Louise paused. ‘Who has been affected by this post?’

Erin looked at Louise like it was obvious.

Louise nodded. ‘Who else besides Georgia has been affected?’

‘Her mother...probably her whole family.’

‘And what about people here, in this room, not counting myself or Mrs White?’

‘It’s affected mum and dad.’

‘I think your actions have affected you too,’ added Louise.

Everyone sat silent for a few moments.

Paul broke the silence. ‘Mrs White, do we need to call a lawyer?’

Mary answered, ‘The fact that Erin is taking responsibility for her actions makes that less likely. Georgia and her parents were waiting to see if Erin is in fact sorry for this and whether she would be prepared to meet with them to discuss the matter in a restorative conference. You would both be present to support Erin, of course. The purpose of the conference would be to talk about what happened, who has been harmed and how, and then to see what we can do to minimise the damage.’

Louise looked at Erin. ‘Erin, the type of meeting Mrs White is talking about is a bigger version of the small restorative chats we use when things go wrong.’

‘Yes, I knew that as soon as you asked me what I was thinking.’

‘Then I’ve got another question: How do you think this has been for Georgia?’

‘It’s probably awful. She’s probably feeling like everyone thinks she’s a slut.’

‘That’s what she pretty much said this morning,’ added Mary.

‘Are you prepared to meet with Georgia and her parents as soon as we can arrange it?’ asked Louise.

‘Yes.’

‘It will be a tough meeting for you.’

‘It needs to be tough,’ said Elizabeth.

Louise was relieved that Erin’s parents hadn’t jumped to her rescue. The fact that the school’s intention was to get Erin to take responsibility for her actions and not to punish her was a part of the reason that Steve and Kathy were supporting the school’s course of action. There were other schools where Erin would have been immediately suspended, pending investigation. The police would have been called and Erin’s time at the school could have been at an end. Louise had lived that type of scenario too often in other schools and had seen the devastating impact it had had on all involved. Louise had already asked Erin the questions that she would be asking her in the conference in front of Georgia and her parents. She explained this to Erin, who was prepared for the conference. Louise went through how the conference would run as well as the questions that she would ask Paul and Elizabeth during the conference.

Louise made it clear that once the conference was completed and an agreement had been made as to what would happen to repair some of the harm caused, the matter would be over in the school's eyes, except for follow-up meetings regarding the conference agreement.

Mary explained that the decision regarding whether or not to take the matter further – that is, outside of the school – would be a decision for Georgia and her parents.

Erin was asked about the types of questions she thought she might face from the other girls about the Facebook comments, her lateness back to class and why Georgia was studying in the college library. After some discussion, it was agreed that Erin would study at home until the conference so that she would not have to face these questions.

Conference proceedings

The Community Conference was scheduled for the next morning at 9 a.m. Louise created the seating plan for the Circle (Figure 19.1), which had Georgia on one side of the Circle, flanked by her parents Steve and Kathy. Erin would sit directly across from Georgia, flanked by Paul and Elizabeth. Louise sat between the families.

Louise created name tags for the girls and their parents and created the conference script (below) that would guide her through the conference. She also ran off a blank conference agreement template that she could quickly take notes on during the agreement phase of the conference. This would later be published, signed by the girls and their parents, and copied.

Whole group

“What affects (emotions) have we seen from Erin?”

Tick these on the table on page 2 of the handout

Whole Group

“What might be Erin’s concerns?”

*Erin's Concerns –perhaps not in this order
(but we all know teenagers)*

- *Will I lose my phone?*
- *How much trouble am I in for this? Will I be expelled?*
- *Will my friends hate me for this?*
- *Will the police be involved?*
- *Will my parents be sued?*

Whole group

“What affects (emotions) have we seen from Elizabeth and Paul?”

Tick these on the table on page 2 of the handout

Whole Group

“What might be Elizabeth and Paul’s concerns?”

Elizabeth's and Paul's Concerns

- *How could Erin do this?*
- *What must this be like for the other girl and her family?*
- *Will they involve the police?*
- *Will Erin be charged?*
- *Will Erin be asked to leave the school?*
- *What will this mean for her future?*
- *Would any other school have her after this?*
- *What does this mean for Erin's future employment possibilities?*

Question for everyone – be ready to share

What did Louise say that made it **more likely** that Erin would do the brave work of being part of a conference (facing up to Georgia and her parents) to address the matter?

- Louise went **straight to the point** about the matter, no tiptoeing and asked Erin directly **offering little wriggle** room, kept her questions focused on Erin (tactically ignored Paul briefly) and asked gently:

“Erin, what do you need us to know about what may or may not be on your Facebook about Georgia Banks and her mother, Kathy?”

- Louise made it clear quickly that Georgia and her family were **interested in coming face to face to deal with the matter** and no decisions had been made (as yet) about involving police.
- Louise seized a **teachable moment** to compassionately explain to Erin in front of her parents that her awful feelings were **shame** and that it was **appropriate** that she be feeling shame at that moment and what those awful feelings were **motivating** her to do.

“Louise stood up and moved next to Erin with a box of tissues. ‘Erin, those awful feelings you have now are what will help you to fix this. Start by telling us exactly what the post said.’”

- Louise proceeded without delay into the **wrongdoer questions** about the intent and the effect of the post on Georgia and her family.
- Louise deliberately **focused Erin's attention on 'others'**, as if this was Erin's primary concern (because that would be a good person's primary concern). **This assumed Erin to be a good person.** (Right sized Erin again)
- Mary showed compassion by getting a glass of water for Erin. *The message to Erin and her parents through this behaviour was.....*



RP's: Separating sin from the sinner...the deed from the doer

*....We know that you are a **good kid** who has made an **awful mistake** that has had some awful consequences for others. We are going to **help you** do the hard work of **facing this** and putting things back together – there is hope and you can do this, even though **it will be hard**.*

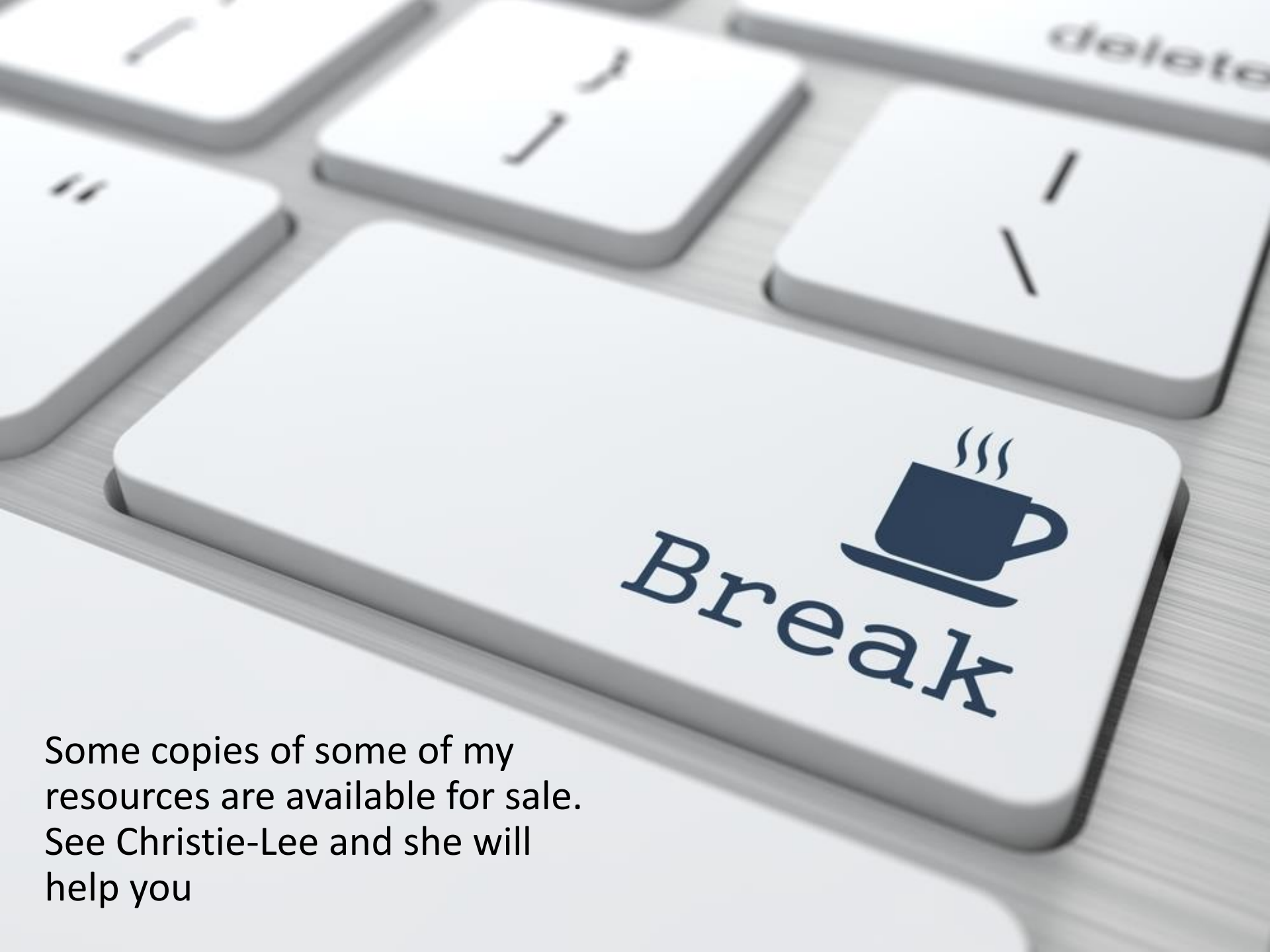


*This **lived attitude** is how communities put frightened and ashamed kids into brave (restorative) spaces where harm can be repaired.*

Have a look at your completed
affect table on page 2

Notice anything?





Some copies of some of my
resources are available for sale.
See Christie-Lee and she will
help you

The Conference seating plan

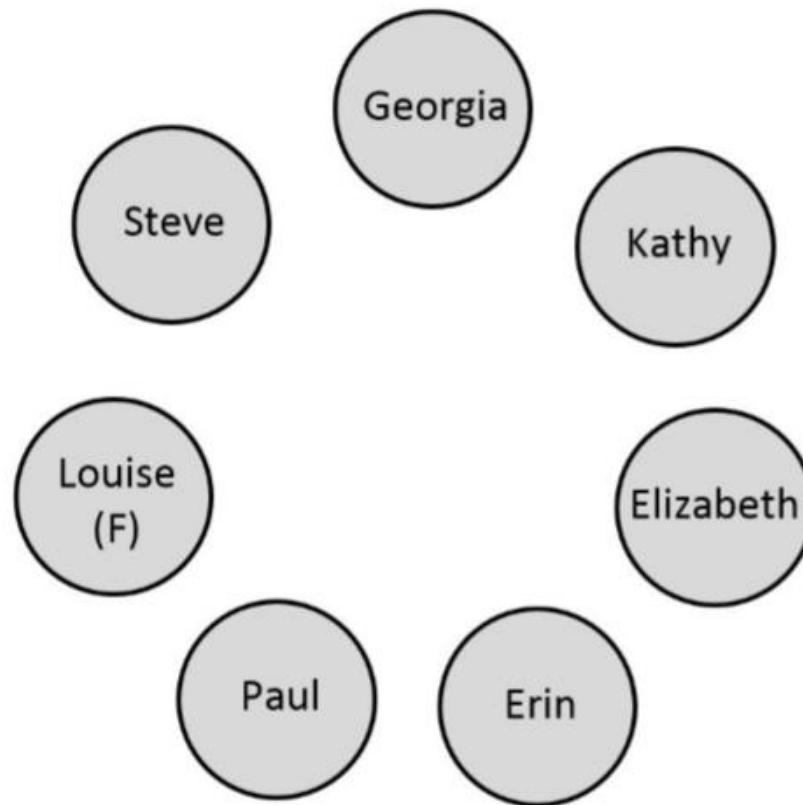


Figure 19.1 Community Conference seating plan

It's Story
TIME

Community Conference script

The script went as follows:

Welcome. As you know, my name is Louise, and I will be running this conference. I'd like to thank you all for making the effort to attend. This is a difficult and sensitive matter, and your participation will help us deal with it. The conference will deal with the incident where Erin posted comments on Facebook referring to Georgia as a slut, accusing her of sleeping with the boyfriends of students and suggesting she had learned to behave this way from her mother, Kathy. These comments were posted last Friday evening. College policy states that this is a college matter and can be addressed by the college.

We will focus on what Erin did and how her behaviour has affected Georgia and her family. We are not here to decide whether Erin is a good or bad person. We want to explore how people have been affected and see whether we can begin to repair the harm that has been done.

I met with you all prior to this conference, but you've not yet met one another. Before we begin, I'd like to introduce everybody here and briefly indicate their reasons for being here.

Of course, there are some ground rules for our meeting today:

- As difficult as this matter is, we must all remain respectful in the way we speak to one another.
- We will take turns to speak – no interruptions.
- If you need to leave the conference for a moment, please tell me.
- If at any point I feel that we are making matters worse, I will call an end to this meeting and we will explore alternative ways of addressing the matter.

How do those rules sound to everybody?

Everyone will be given a chance to be heard. This means we will be here for about 1 hour.

Comments to Erin

Louise said the following to Erin:

Erin, you have admitted your involvement in the incident. You are free to leave this conference at any stage, but if you do, this matter will be dealt with differently. This matter will be finished when this conference is over and you have completed what people ask you to do to repair the harm. Is that clear?

Closing the conference

In closing the conference, Louise said the following:

I will now record the agreement that has been reached here. This will formally close the matter, subject to completion of the agreement. You will each be asked to sign it and you will be given a copy before you leave.

Is there anything else anyone wants to say?

You have all worked hard to resolve this incident, and the agreement you have reached should go a long way towards repairing the harm done. While I write the agreement, which I'll ask you to sign before you leave, please enjoy the refreshments we have provided for you.

Key principles applying to the wrongdoers and the harmed

- Those who have been harmed **have a say** in how the harm is repaired
- Those who have done harm **face up** the people they have harmed
- Those who have done harm are **enabled to make amends** and **find a way to continue** their positive engagement in school life

(Moxon, Scudder & Peters – ‘Restorative Solutions for Schools’ p8)

The Conference Agreement

- On page 4 of the booklet is the agreement that came from this conference.
- **In groups of 3,** Take 5 minutes to pour over it and then generate some:
 - Thoughts to share
 - Questions to ask

For the room.

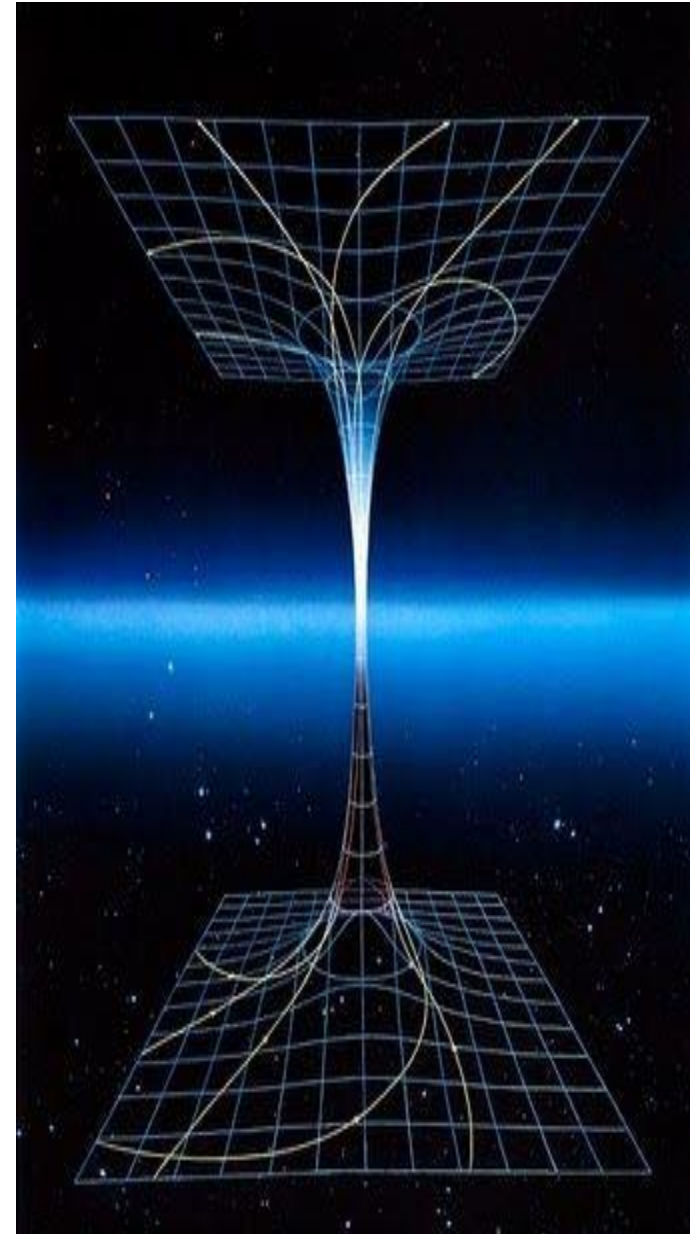


Parallel Universe



What if:

- Georgia had been interviewed (no parents)
- Erin had been interviewed (no parents)
- A case was built against Erin
- The school chose a consequence for Erin and there was no engagement with (or between) the girls and their parents



Desired Outcomes?



- Georgia
- Erin
- Steve and Kathy
- Paul and Elizabeth
- The School Community



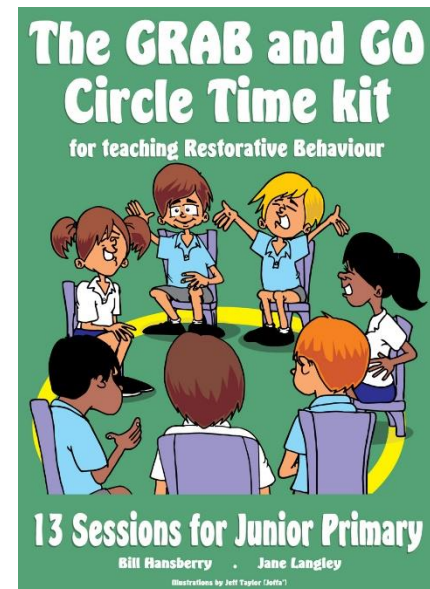
Good Restorative
Practice is 20%
inspiration and
80% perspiration!

We are teaching
kids to think
restoratively and
this takes effort
and time

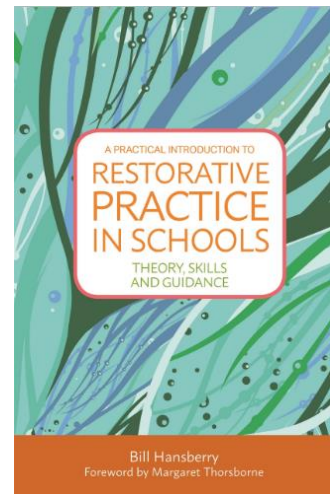
PART 4

Following Through Restoratively

Managing a Restorative Programme through Follow-Up, Accountability and Relationship Management



In some schools restorative practice has unfairly gained a reputation for being soft and low on accountability. In my experience, a key factor in this state of affairs has been a lack of rigour in conference follow-up. Inevitably, students have lost faith in conferencing to deliver lasting change, and schools have either abandoned restorative practice or become caught in a state of limbo between restorative and punitive approaches. In this limbo, schools have begun to slip back towards old, punitive approaches. (p.252)



The Restorative Practices Keystones

Jansen & Matla, adapted by Hansberry 2013

Restorative Process

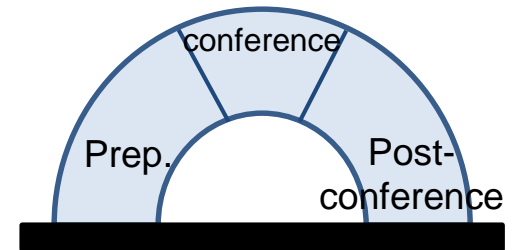
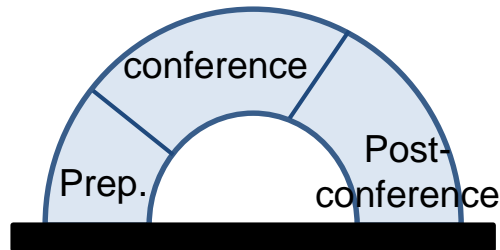
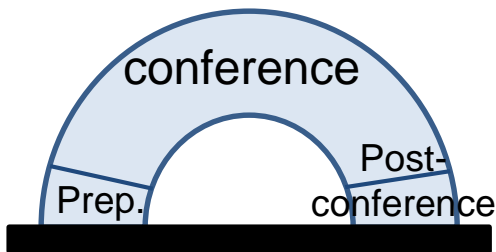
Individual
conference

Small group
conference

Large group
conference

Class
conference

Community
conference



Teacher and
Student

Teacher and
several students

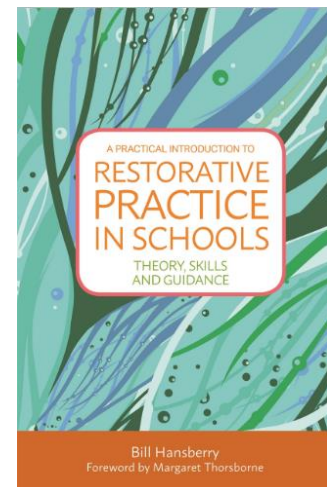
Teacher(s) and
whole class

Teachers, parents
and students

People Involved

Matching process to agreement type

| Positive Correction | Affective Statements/ Conversations | Individual Conference | Small Group Conference | Large group conference | Community Conference | Leaving Well Conference |
|---|--|--|------------------------|---|----------------------|-------------------------|
| These are non-conference interactions and rarely require formally documented agreements | | Conference Agreements are usually verbal. Details of the incident <i>may</i> be recorded on the school's incident record keeping system. In some cases agreements are formally documented and reviewed | | Classroom Conference Conference agreements formally documented and reviewed | | No agreement necessary |



In your workbook – page 3

- Same groups of 3 list the needs of Georgia and her family following the conference under the headings and how the college might go about meeting these needs:
 - ☐ Procedural
 - ☐ Emotional
- Groups make notes in the workbook + **feedback**

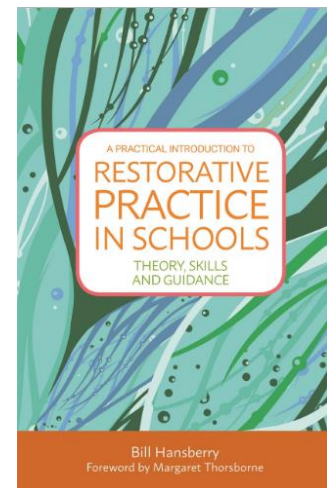
Formal Conference agreements

- Outline what has been done, or still needs to be done, to repair the harm
- Specify how behaviours will change following the conference
- Outline agreed actions if the previous two points are not adhered to
- Name the people who will monitor the agreement
- Specify when agreement review meetings will take place and who will be involved in review meeting



Matching process to agreement type

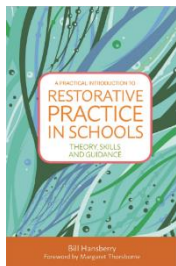
| Positive Correction | Affective Statements/ Conversations | Individual Conference | Small Group Conference | Large group conference | Community Conference | Leaving Well Conference |
|---|--|--|------------------------|---|----------------------|-------------------------|
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Lower Level Conferences:

To document or not to document

- When **students (or staff) request** a formally documented and reviewed agreement. *At the conclusion of a lower-level conference, ask, 'Is our agreement a verbal agreement, or do we need to make it formal and write it down and review it later?'*
- When parents request a formal written agreement.
- If **bullying behaviour** may be behind the issues addressed in a lower-level process, and the situation requires close monitoring
- Student(s) with **history of repeated behaviours** of the same nature - needs extra support to remain accountable.
- Student(s) **with a history difficulty honouring verbal agreements** from previous low-level conferences: needs extra support to remain accountable.

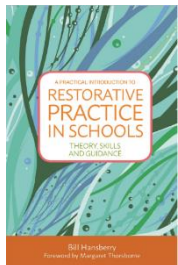


All these agreements! What to do?

1. The original conference agreements are created from the school's own agreement template
2. Conference agreements are electronically saved to a folder titled 'active conference agreements' on a shared drive that is accessible to staff who may come into contact with any of the students named in the agreement.
 - classroom or pastoral care teachers of involved students
 - grade coordinators and/or heads of house[AQ]
 - school counsellors
 - school psychologists
 - school leadership.

add a common file-path footer to all conference agreements so the electronic file can be located from any hard copy

A hard-copy original of the conference agreement is printed and signed by those present at the conference.



All these agreements! What to do?

3. Once the original conference agreement is signed by all, a copy should be produced for:
 - students who participated in the conference
 - adults who participated in the conference (staff and parents)
 - class teachers of conference participants and all other staff who work with the young people involved
 - the school records and/or discipline files of students involved.
4. The signed original should be placed and kept in a central location (perhaps a folder that stays in the school's administration area).
5. For students who have specified actions to undertake to honour the terms of the agreement, it is a good idea to complete and attach an accompanying parent letter for conference agreements (see Chapter 29). For ease of access, a template for this letter should be kept on the school's network in a location that is accessible to all conference facilitators. Classroom teachers, pastoral care teachers and heads of house who facilitate restorative conferences with their students can also access the template.

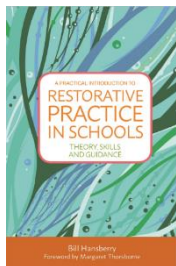
All these agreements! What to do?

6. It is absolutely critical to review active conference agreements with students at scheduled meetings following the conference and in the first week (if possible) of each new school term. This is a vital process as it keeps the terms of the agreement fresh in the minds of students and can be used to deal with any relationship hiccups from the school holidays before they begin to cause problems at school. This process also brings the students together and has the potential to improve relations between them.
7. Updating the 'agreement summary': a document that keeps appropriate staff members aware of conference agreements that affect particular students. This 'agreement summary' needs to be kept updated with the details of active conference agreements and distributed to all teaching staff who will have contact with affected students in the classroom or schoolyard.

All these agreements! What to do?

8. Updating the student behaviour database to show that a conference agreement is linked to that incident. Different schools use different types of databases to keep records of disciplinary issues. Regardless of the system used, any record of a behavioural incident will normally contain details of the incident as well as the consequence chosen by the school to address that incident. When a restorative conference has been held, the database record must indicate this and refer the reader to relevant documentation associated with that conference (usually the conference agreement).

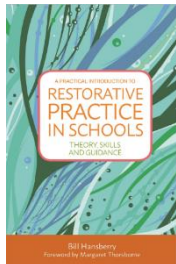
(adapted from Hansberry 2016 p258)



Reviewing Agreements with Students

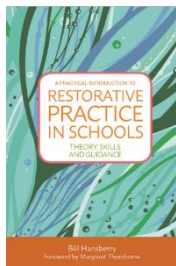


- The conference is only the beginning of the healing
- Shift from *incident management* (we do this already) to *relationship management* (where we get bang for buck)
- Builds on *positive affect* from the conference (*positive sentiment override* – John Gottman)
- Best be facilitated by the adult who attended conference (or someone who was there)
- End with a documentation of the review outcome and signed by students
- Don't go on for ever – agreements can be made inactive



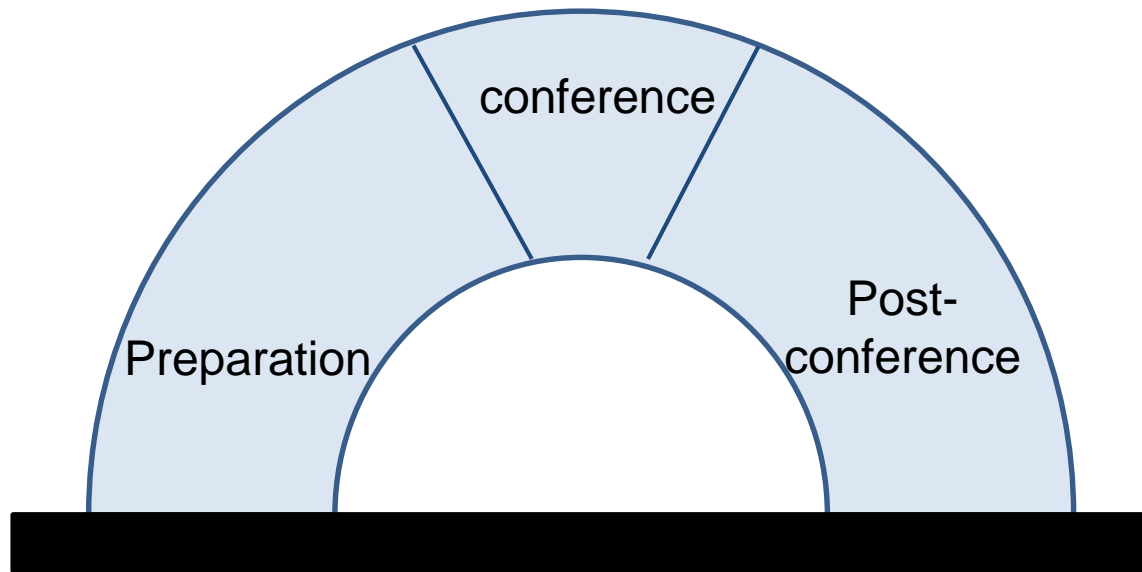
The Review Meeting Process

- 10-15 minutes (max)
- Are light AND low on formality
- Happen in a circle around the conference agreement – *have copies ready*
- Can be incredible teaching moments (depending on facilitator's relationship with the kids involved and skill level)
- Can involve peer coaching between the kids involved - *Adult must play dumb!*
- You can follow a script (in book – p269)



The Restorative Practices Keystones

Jansen & Matla, adapted by Hansberry 2013



With someone next to you:

Look at the Conference agreement in your workbook.

Q: What do you think Erin might have learned at the different parts of the process?

Broken Agreements SUCK



- Are really disappointing (deflating) and distressing
- Are to be expected! **Keep Calm and Carry Out:**
 - Reassure students that all is not lost
 - Expectation clarity: everyone knew the ‘what if...’
 - Keep the focus on fixing the problem (restorative) while all students are present – use script
 - Discuss sanctions in private with students and **Don't expect a box of chocolates – disappointment = anger**
- A broken agreement isn't always the students' fault – it might have been an adult not keeping their end of the agreement – deal with this in a collegial (matter of fact) and solution focused way



Discuss in pairs – the potential
tricky bits of following through
with the **pointy end stuff** if you
need to

be prepared to share!

How to lose support for RPs in your school 😊



It's simple:

- ✓ Don't inform colleagues about the outcomes of restorative conferences
- ✓ Keep excellent conference records and keep them to yourself (or within the RPs team)
- ✓ Make conference agreements accessible and never face to face conversations with colleagues
- ✓ Constantly withdraw students from classes for conferences and agreement reviews without explanation
- ✓ Don't insist on staff meeting time to share important information with staff about conferences and agreements

The Restorative School

- Working for respectful relationships among all members of the school community
- Focusing on encouragement and possibility rather than failure and deficit
- Having teachers as seeing themselves as being in relation to students and their parents, not as authorities over them
- Having a focus on restoring order through restoring relationships rather than restoring authority when disciplinary offences occur
- Including parents and visitors, who are welcomed as part of the school community
- Ensuring the environment is one in which children and staff can enjoy their school life and have fun

Drewery (2007)

Cowardice asks the question: **is it safe?**
Expediency asks the question: **is it politic?** Vanity
asks the question: **is it popular?**

But **conscience** asks the question: **is it right?**

And there comes a time when one must take a position that is neither safe, nor politic, nor popular – but one must take it because it's right.

Martin Luther King Jr.



Thank you



This PowerPoint is available
to you as a gift:

email me at
bill@hansberryec.com.au

Some copies of some of my resources are available for sale
See Christie-Lee and she will help you