Managing Relationships

St Mary’s Williamstown
Parent Session
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Traditional responses

• We need to consider that responses to behaviour management have traditionally been compliance
• Today’s sophisticated society requires more from our children – they need to be encouraged to make decisions about their behaviour knowing that they are indeed making a decision

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• We need to consider what do we want for our children?
  – To be compassionate?
  – To be responsible?
  – To be accountable?
  – To be understanding?
  – To be confident in addressing issues?
  – To have the skills in addressing issues?
  – To be catholic in their actions at all times
Catholics walking the Talk of Reconciliation

• Restorative Practices gives Catholics the opportunity to live and walk their faith through a reconciliation process with other people at times of difficulty
• Restorative Practices seeks positive outcomes for all involved in a dispute
  – The victim
  – The wrong doer
  – Bystanders
  – The staff involved
  – The victim’s parents
  – The wrong doer’s parents
  – School leadership
  – Wider school community

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Continuum of Restorative Approaches

- Setting up expectations – norms, culture
- Behaviour education – instruction/choices

Circle Time

- Restorative chats – classroom/yard/hall
- Mini conferences
- Classroom conferences
- Community conferences

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Crime/punishment vs Restorative

Traditionally
- Broke a rule
- Someone is to blame
- Punishment is deserved
- Compliance is the goal
- Passive
- Inefficient & Inconsistent
- Doesn’t attend to emotions
- Activates shame, blame, isolation, alienation, anger

Restoratively
- Recognises the links between people/community
- Seeks to heal & put things ‘right’
- Violations create obligations
- Holds & manages emotions
- Fosters awareness
- Actively involves all parties
- Separates the deed from the doer

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Social Discipline Window


Control, limit setting - discipline

TO

PUNITIVE

Brick wall family controlling

NEGLECTFUL

Jellyfish family survival mode

NOT

PERMISSIVE

Jellyfish family enmeshed & overprotective

WITH

RESTORATIVE

Family with backbone firm & flexible

FOR

Support (encouragement, nurture)

high

low
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RP at St. Mary’s School

- Teachers are developing skills in Restorative Practices to enable the school community to resolve issues and move on.

- Teachers take children through a series of questions:
  - Each person gets to tell the story (start with the offender)
  - Explore the harm
  - Manage the anger
  - Experience the shame
  - Explore reparation
  - Reach an agreement that is fair to everyone & allows the issue to be closed
  - Follow it through
  - Restore community

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Ways to problem solve at home

• POCCH
  – What is the problem?
  – Who is involved, Where, When, When isn’t it a problem
  – Options – brainstorm ideas
  – Outcomes – what would happen if ...........
  – Choose best fit
  – Evaluate – how did it go?

• Moving On
  – Cooperative strategies
  – Emotional literacy
  – Restorative strategies
    • Listen to the story
    • Tell what you did
    • Listen to the harms
    • Encourage restoration
    • Build resilience and future capacity to manage & cope

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When there is a problem

• Check your emotional responses – this is not your story
• Understand your child’s cognitive/emotional/social abilities and stage of development
• Support your child to see both sides
• Help your child express their actions
Focus on the now

• Don’t interrogate your child about their day
• Allow your child to move into the next moment – this brings safety & security
• Focus on what works well
• Try 6 of the Best to unpack their day

– What’s the best thing today you ........
  Ate?  Found funny?  Saw?
  Received?  Did for someone else?  Did for yourself?

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• Hold emotions gently – they need to know you can cope and things will be ok
• Remember you are modeling coping strategies, if you react emotionally they may not want to tell you next time
• Remember things change – we are dealing with children, they need time & practice to learn
• Work in partnership with the school
  – they see your child with a different lens
  – They need to look after everyone’s interests