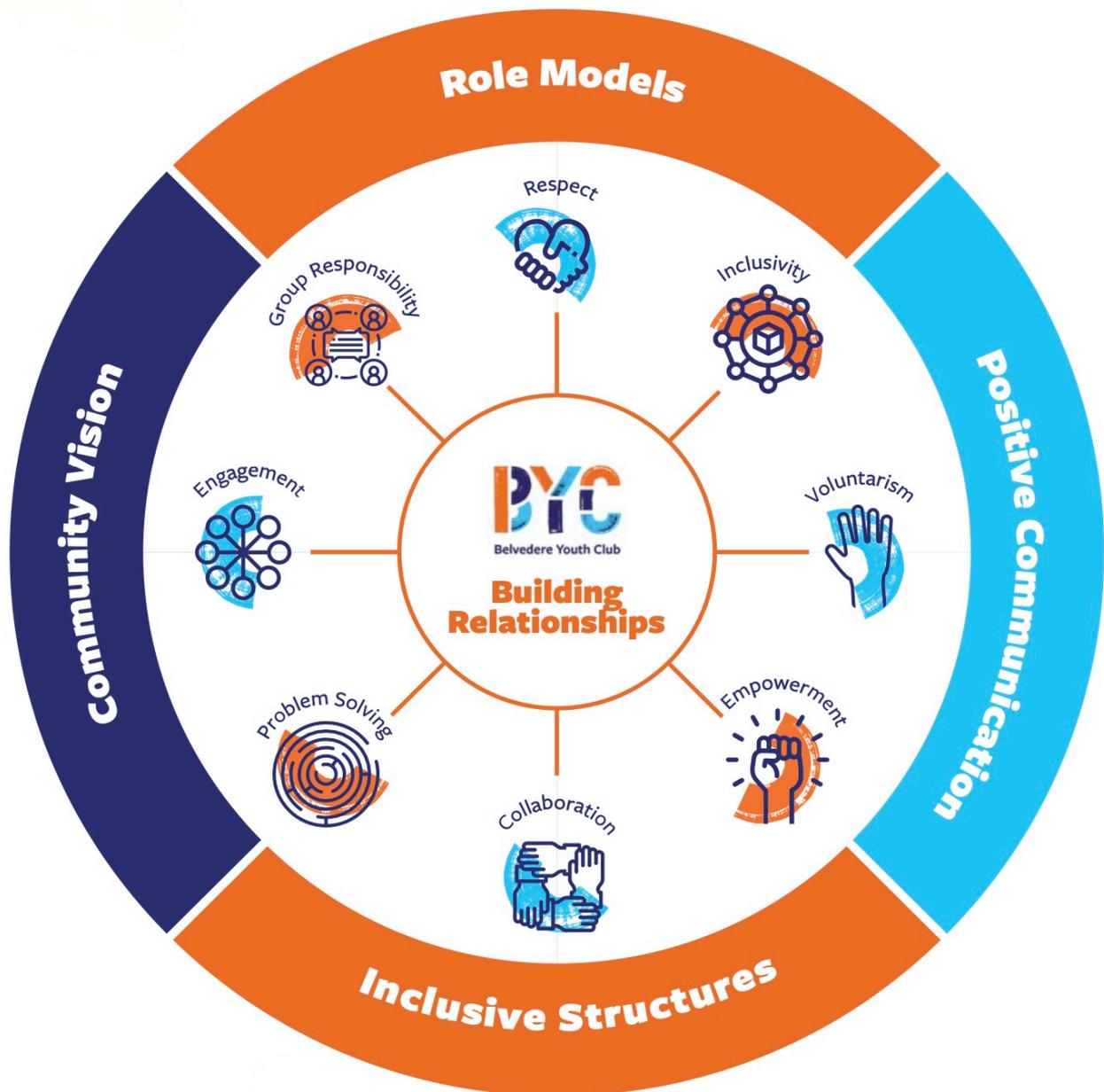


BYC Restorative Practice Manual



November 2023



Introduction: how to use this manual?

This manual is designed with two goals:

1. Provide tools for youth workers in BYC to implement RP in their daily work.
2. Provide tools to reflect on the practice, deepen it and improve it collaboratively.

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1. What is a Restorative Approach?

Restorative Practice (RP) is a values-based philosophy and a set of skills that aim at building and maintaining **healthy relationships**, preventing conflict and dealing with it in a non-violent and creative way when it occurs.

Restorative values include:

Respect for self and others

Empathy

Fairness

Personal accountability

Honesty

Interconnectedness

Equality and equity.

Taking a restorative approach means putting relationships and connections first, working collaboratively, aiming at solving problems and focusing on solutions that benefit all.

2. Tools to build healthy individual and group relationships

The main two restorative tools to build good relationships are

- the use of a language that promotes connection and empathy
- the use of circles with groups.

Restorative language: non-blaming language that promotes connection.

In the restorative approach, behaviours, whether they are challenging or not, are the expression of how we meet our needs.

What people display to us and what we display to them is how we behave. Underlying feelings motivate our behaviours, indicating how our needs are met.

The image of the Iceberg is a good reminder. In any situation, it is good to explore what the underlying feelings and met/unmet needs are. Here are some words to help us do so.

The iceberg

ACTIONS / BEHAVIOUR

What I do/did...

FEELINGS

I acted that way because I felt...
(eg angry, hurt, afraid)

NEEDS

I felt that way because I didn't get....
(what did you need? from the other person/people? e.g. love, respect, security)

Expressing Feelings and Needs

List of Words that Describe Feelings

Words that describe our feelings when our needs are met		Words that describe our feelings when our needs are not met	
<u>Delighted</u> Joyful Happy Amused Adventurous	<u>Content</u> Cheerful Glad Comfortable Pleased	<u>Scared</u> Dread Worried Panicky Frightened Vulnerable Defensive	<u>Nervous</u> Anxious Restless Jittery
<u>Thankful</u> Appreciative Moved Touched Grateful	<u>Friendly</u> Affectionate Loving Passionate	<u>Shocked</u> Disturbed Horrified Concerned	<u>Tense</u> Cranky Stressed Overwhelmed Agitated
<u>Excited</u> Enthusiastic Overjoyed Giddy Thrilled	<u>Energetic</u> Alert Focused Awake Clearheaded	<u>Hurt</u> in Pain/Agony/ Anguish Heartbroken Lonely	<u>Angry</u> Furious Rage Resentful Irritated
<u>Relaxed</u> Relieved Rested Mellow At ease	<u>Peaceful</u> Tranquil Serene Calm	<u>Sad</u> Desperate Regretful Downhearted Hopeless	<u>Torn</u> Ambivalent Confused Puzzled
<u>Satisfied</u> Fulfilled Gratified	<u>Interested</u> Curious Absorbed	<u>Tired</u> Burnt Out Exhausted Lethargic	<u>Jealous</u> Envious Bitter
<u>Confident</u> Secure Safe Hopeful Empowered		<u>Embarrassed</u> Ashamed Contrite Guilty	<u>Frustrated</u> Disappointed Discouraged Disheartened Impatient

Words that describe our feelings when our needs are met		Words that describe our feelings when our needs are not met	
		<u>Depressed</u> Concerned Disconnected Detached Bored	

List of our Main Needs

<u>Connection</u> Empathy Affection Warmth Love Understanding Acceptance Care Compassion	<u>Purpose</u> Competence Contribution Efficiency Growth Learning Challenge Discovery	<u>Security</u> Predictability Consistency Stability Trust Reassurance
<u>Autonomy</u> Choice Freedom Spontaneity Independence Respect Honor	<u>Order</u> Structure Clarity Focus Information	<u>Honesty</u> Integrity Authenticity Fairness Expression Creativity
<u>Partnership</u> Friendship Companionship Support Collaboration Consideration Seen/heard Acknowledgment Belonging Community Appreciation	<u>Celebration</u> Mourning Aliveness Humor Beauty Play Joy	<u>Peace</u> Groundedness Hope Healing Harmony Ease /Comfort
<u>Nurturing</u> Food - Water - Rest - Sleep - Safety - Health - Shelter		

How to use the feeling/needs plates or the wheels

The feeling/need's plates or wheels can be used to develop young people's emotional intelligence and connect with them.

Activities with the feeling plates:

- Display the plates on the floor and ask young people to sort them out by range of feelings: Sad/Mad/Glad or, more precisely, depending on age.
- In a circle, ask young people to pick a plate and tell a story of a time they felt this way.
- Tell a story and ask young people to guess the characters's feelings and needs.

After a significant event:

- Ask young people how they feel and what they need using the wheel or the plates
- Ask yourself how you feel and what you need using the wheel or the plates.

Prompts for circles

To check in (alternatives to energy levels)

What kind of car are you today?

Make a sound, or a gesture to show how you're feeling today.

What "weather" are you today?

If you were a song/book/film that reflects your mood today, what would it be?

If you were a food/colour/object that reflects your mood today, what would it be?

Give one feeling word to describe your mood today.

For adults or older young people

If you took a road-trip, where would it be to and why?

What was your first job?

What was your first 'proper' job?

What sport would you compete in if you were in the Olympics?

What were you really into when you were younger?

If you could choose, where in the world would you live

What fashion trend are you really glad went away?

If you could become an expert in something, what would it be?

What 3 words would your friends use to describe you?

Questions that establish guidelines:

What agreements would you like for our circle to feel that you can speak honestly and respectfully?

What needs to be in place for you to feel comfortable in the group?

To check on general atmosphere:

What's something you get to do in the Youth Club that you really love?

If you could change one thing about the Youth Club, what would you do?

What aspect of the Youth Club brings you most satisfaction?

What change would you like to see in

What's the best concert you've ever been to?

When I was a baby, I used to...

A quality I look for in a friend

Questions that explore Values

Imagine you are in conflict with a person who is important in your life.

What values do you want to guide your conduct as you try to work out that conflict?

What is your passion?

What do you keep returning to in your life?

What touches your heart?

What gives you hope?

What demonstrates respect for you?

To Get to Know each other better

Where would you like to be if you weren't here and why?

If you were stranded on an island, what item would you have with you?

If you could rename yourself, what would you pick and why?

What possession would you find hardest to give up?

You have to sing Karaoke. What song do you sing?

The best present I could get is...

The best time of the day for me is...

My favourite food is...

My favourite clothes are...

My favourite video is...

I love the weather when it is...

The best holiday I've had was...

My most treasured possession is...

The best programme on TV is...

The sport I like to play most is...

My favourite animal is...

My favourite hobby is...

My favourite time of year is...

The best book I ever read was...

My favourite pop group is...

My lucky number is...

I saw a great film, it was called...

The pet I would most like to have is...

If I had a time machine I would go to a time when...

If I could choose to be anyone, I would be...

It is a real treat for me to...

The best thing about school holidays is...

The worst thing about being ill is...

When I'm ill I like to...

The best thing about being ill is...

The worst thing about school holidays is...

One thing I hate having to do is...

I hate having to eat...

I hate having to touch...

My ideal room would be...

If I had a magic bus, I would take.../ go to...

If I could change one thing it would be...

The best present to give someone is...

If I were a colour, I would be...

If I were an animal, I would be a...

If I were a flower, I would be a...

If I were a bird, I would be a...

If I had special powers I would...

If I were a musical instrument, I would be a...

If I were invisible for a day I would...

If I were a plant or tree, I would be a...

A person I admire and why...

I like to daydream about...

If I were a teacher I would...

If I were a parent I would...

If I ruled this country I would...

I would like to spend a day with...

My favourite school lesson is...

How would your best friend describe you?

What would you not want to change about your life?

If you had an unexpected day off,¹¹ what would you like to do?

More vulnerable topics:

I would like to get a letter from...
I would like to get a call from...
I wish I could tell dad this...
I wish I could tell mum this...
If I could change my life I would...
If I could change one thing about myself, it would be...
My best friend is...
When I need a hug I go to...
The ideal family for me is one which...
Three things I would change at home are...
When I have a secret, I can always trust...
When I need help, I can go to...
A good friend is someone who...
What qualities describe you when you are at your best?
Who do you look up to in your life?
It is easy for me to do some things like...
I am good at.../I am not very good at...

Talking about emotions:

It is very irritating when...	I feel like singing when...
I laugh when...	When I get confused I...
When I am happy I...	I feel different to other people sometimes when...
When I'm angry I like to...	When I feel left out of things I...
I get very embarrassed when...	I get really cross when...
When I feel sad I...	I feel so lonely sometimes when...
I am a little worried about...	Sometimes it is hard to keep my temper when...
I feel disappointed when...	I feel really sad when...
I feel frustrated when...	I feel so angry about...
I get frightened when...	I feel safe when...
I am afraid of...	When I am at school sometimes, I feel...
Adults say confusing things sometimes like...	
When I am really upset I...	

Storytelling from our lives to share who we are and what has shaped us (to build understanding of one another and to increase empathy)

What's the biggest challenge you want to overcome in the next month?

What's the best piece of advice you've been given?

Mention someone who was really important to you growing up?

My most special memory is of...

The most exciting thing I ever did was...

The hardest thing I ever did was...

The bravest thing I ever did was...

Something I wish I had done but did not was...

The worst thing that happened this year was...

The best thing that happened this year was...

The happiest day of my life was...

The saddest day of my life was...

What are the best and most challenging things that happened to you this week?

The worst thing that happened last year was?

A time when you had to let go of control.

A time when you were outside your comfort zone.

An experience in your life when you "made lemonade out of lemons."

A time when you had to hear something very difficult from someone and afterwards were grateful that it happened.

An experience of causing harm to someone and then dealing with it in a way you

felt good about.

An experience of letting go of anger or resentment.

A time when you acted on your core values even though others were not.

An experience where you discovered that someone was very different from the negative assumptions you first made about that person.

An experience of feeling that you did not fit in.

A time in your life when you experienced justice.

An embarrassing moment that you can laugh at now.

Collaborative Games and Ice-Breakers

Several copies of *Let's Play Together* by Mildred Mashedor are available in the Club.

Some more games, courtesy of © Alternatives to Violence Project

ASKING FOR HELP

Purpose: To learn that it is essential to be able to ask for help when you need it.

Time: 10 minutes

What you need: Several balls

How it's done:

1. Put several balls into play. As long as one is holding the ball, one is safe.
2. No one can throw you the ball unless you say, "Help me."
3. Whoever is "IT" is trying to tag people. As "it" gets closer, and you know that you are about to get tagged, you need to ask for help from the ones who can help you, the ones with a ball.
4. Process this by asking people what gets in the way of asking for help. You might even list the messages we have heard that stop us from asking for help. Then, ask people if this is helpful in their lives. Having noticed how hard it is to ask for help, is there anything they would like to do differently in the future?

BACK PICTURE

Purpose: To notice how a message changes as it is transmitted.

Time: 10 minutes

How it is done:

1. People stand in a line (front to back), and the facilitator draws a simple picture (like a house and sun) and shows it to the last person in the back.
2. With their finger, that person draws it on the back of the person in front of them. That person draws what they felt onto the back of the person in front of them, etc.
3. The person at the front of the line draws the picture on paper, and the group can see how the message has changed.

BACK TO BACK, HIP TO HIP

Purpose: To energise participants, to laugh and to build community

Time it takes: 10 minutes

How it's done:

1. Start with an odd number of participants. If there is an even number, just one facilitator should join in. Explain that you will be calling out various physical poses and that each time participants hear something called out, they must find a different partner and strike that pose. The person left without a partner calls out the next pose.
2. Begin by calling out, "Back to back." Participants will hurry to find a partner and stand back to back. The person left without a partner then calls out something like "Knee to knee." And so forth.

BIG WIND BLOWS

Purpose: To see what the group has in common, To get everyone moving

Time it takes: 5-10 minutes

What you need: Chairs, preferably without arms, arranged in a circle

How it's done:

1. Gather the group in a circle, each person in a chair, with no extra chairs. Stand in the middle of the circle as you give directions, and remove your chair from the circle.
2. Explain that as the person without a chair, you are the "Big Wind."
 - The Big Wind calls out, "The big wind blows for everyone who..." and finishes the sentence by naming some characteristics they share. (It must be valid for the person playing Big Wind.) For example, the Big Wind could say, "The big wind blows for everyone wearing jeans." Everyone who shares that characteristic must move to a new seat.
 - No one can move to the seat to either side of their current seat. The Big Wind also tries to get a seat.
 - Whoever is left standing becomes the next Big Wind.
 - If the Big Wind cannot think of a characteristic, they can call "Hurricane," and everyone must find a new seat.

CLAPPING GAME

Purpose: To build cooperation and nonverbal communication skills

Time it takes: 5-10 minutes

How it's done:

1. With the group seated in a circle, explain the directions: This game is like a non-verbal version of "hot and cold." one person will leave the room and the rest of the group will select an object in the room. The person returns and tries to guess the object by listening to the group clapping. The group will clap softly when the person is far from the object. When the person is near, the group will clap louder. Have the group practice adjusting the volume of the clapping.
2. Ask for a volunteer to leave the room and begin the game. When the volunteer locates the selected object, ask for another volunteer and continue until interest wanes.

COUNT TO 10

Purpose: To focus the group and build cooperation

Time it takes: 5-10 minutes

How it's done:

Tell the group that in this game, they have to count to ten as a group, and they have to follow specific rules:

- They cannot go around in a circle, counting in order.
- They cannot speak other than to call out a number.
- Only one person can speak at a time.
- If two or more people speak simultaneously, the group must start over.
- They cannot communicate with each other, even nonverbally, in a way that would indicate order.

Notes: Usually, the counting has to start over several times before the group begins to concentrate intensely. Hints for a group that is getting frustrated: Don't rush. Feel free to have long pauses between numbers.

CROCS AND FROGS

Purpose: To understand cooperation and competition

Time it takes: 10 minutes

What you need: A noisemaker, such as a tin can and a stick or a bell

A dozen paper bags or pieces of newspaper

How it's done:

1. Clear the chairs from the room, and explain that the floor is now a pond. Explain the directions. All participants are frogs, and you are a crocodile. Spread a dozen or more newspaper sheets randomly across the floor. These are lily pads. The goal of the crocodile is to eat the frogs; the goal of the frogs is to escape being eaten.

Rules

- When the crocodile is "snoring," indicated by the crocodile making noise with their noisemaker, the frogs must swim around the pond. They cannot land on the lily pads.
 - While snoring, the crocodile moves around the room, removing a few lily pads.
 - When the crocodile wakes up, and the noise stops, the frogs must hop onto a lily pad before the crocodile "eats" them, signified by tagging them on the shoulder.
 - More than one frog can stand on a single lily pad. Frogs may have one foot on the lily pad and the other foot in the air, but no part of them can be touching the "water."
2. Slowly remove the pieces of paper so the group has to cooperate to survive on the remaining pieces of paper.
 3. Debrief: Ask the group what made it possible not to be "eaten." Ask for examples of solidarity in real life.

Variation: Debrief by drawing out what made it possible for the frogs to protect themselves against the crocodile.

ELECTRON REPULSION

Purpose: To run around, have fun safely, To explore how hard it can be to avoid someone (One strategy often offered as a solution by disputants in a conflict)

Time it takes: 10 minutes.

What you need: A large enough room for vigorous running, free of things that can be broken or compromise the participants' safety. Chairs should be moved to the edges of the room, and all things that can be spilt should be secured.

How it's done:

1. Have participants stand up and move chairs and other "things" out of the way. Instruct them to silently choose someone in the room that they will attempt to stay as far away from as possible without leaving the room. Emphasise that other people are in the room beside them so playing this game with the utmost safety is essential.
2. Everyone is to choose someone silently. This game is nonverbal. Have them start to move around the room. Allow this to go for about a minute or so, then have them stop.
3. Now, tell them they must stay as far away from the person they chose as possible, but now they are to choose someone else from the group they must use as a buffer. That is, they must keep the second person they chose between them and the person they are trying to stay away from. Have them begin again.
4. More than likely, the group will be running around the room in no time, almost appearing to be chasing one another. After they start to tire, call an end to the activity and have them return to their seats.

Debrief:

- What happened?
- Could you figure out who was trying to stay away from you?
- Whose buffer do you think you were?
- What was challenging about it?
- How could you have done something differently?
- Usually, the assumption is made to run; what if everyone stayed still or walked slowly?
- What is this like when trying to avoid someone you are in conflict with? Does that strategy work?

EVERYBODY'S IT (HOBBESIAN TAG)

Purpose: Gather participants in an open space and explain the directions.

To move around and have fun

Time it takes: 5-10 minutes

What you need: An open space

How it's done:

- Every participant is "It" in this form of tag, so everyone is trying to tag and escape from everyone else.
- Tagged participants kneel and wait for someone to free them by tagging their hands.
- The result is that all participants are running around tagging and freeing other participants.

HEADS UP, HEADS DOWN

Purpose: To have fun and connect with other group members

Time: 10 minutes

How it's done:

1. Ask everyone to stand in a circle, facing in. When the facilitator says "heads down," everyone looks down at the floor.
2. Then the facilitator says, "Heads up," everyone looks up directly at someone else in the circle. Make sure everyone is looking at someone else, not at an empty space. They should look at a different person each time.
3. If two people make eye contact, they step out of the circle, and the circle gets smaller. The game continues until only one or two people are left standing.
4. Some things to watch out for... Sometimes, participants try to cheat by not looking at a person. Also, make sure everyone looks at someone different each time you call "heads up."

Notes: There is an instant bond between two people who happen to make eye contact. Everyone smiles, laughs, and becomes chatty. This game is ideal for an easy icebreaker. It can be used to create partners for subsequent activities (the person you make eye contact with is your partner for the next exercise).

HUMAN PRETZEL

Purpose: To have cooperative fun

To understand leadership, practice cooperation

Time it takes: 10 minutes

How it's done:

1. Have the group stand in a circle. (If there are more than ten people, break up into groups. Eight is a good number; less than five is too few.) Ask each person to put their right hand into the circle and grasp someone else's hand. Do the same with the left hand. No one should grab the hand of the person next to them or hold both hands of the same person.
2. Ask the group to untangle this human knot without breaking their grasp. (They can shift their grip with the person they are holding on to, but not let go to change their relationship with others in the group.)

Debrief:

- Was there a leader?
- If there were two groups, how did each group feel about the other group?
- Were you distracted by the other groups' progress?
- How did it feel to finish first or second?

You can often bring up cooperation and competition issues and how the two relate through these questions.

Variations: Ask two people to leave the room. The others hold hands in a circle and twist themselves over, under, and through each other without dropping hands. The two people waiting outside come back in and are challenged to untangle the group. The "pretzel" cooperates as the "untanglers" figure it out.

LEADER

Purpose: To practice nonverbal communication and cooperation

Time it takes: 5-10 minutes

How it's done:

1. Players stand in a circle. "It" stands in the middle with closed eyes. Ask someone to silently volunteer as the leader and ask "It" to open their eyes.
2. Everyone must follow the body movements or expressions of the leader without giving away who the leader is. The leader should keep changing the movements.
3. The leader, when caught, becomes the new "It."

Variation: This can be a higher energy lift when the leader chooses energetic movements, like jumping jacks.

Note: You can suggest that people watch the person across from them rather than the leader to make it harder to figure out.

NON-VERBAL BIRTHDAY LINE-UP

Purpose: To develop nonverbal communication, To build community

Time it takes: 5-10 minutes

How it's done:

Start by telling the group that no one is to talk in this activity. Ask the group to line up according to the month and day they were born without talking. The participants must figure out how to communicate without words and where to start and end the line.

Variation: Line up according to colour of your eyes, from lightest to darkest, or height.

Note: If facilitators have played this game before, they may participate but should not initiate the style of communicating with the others. You can make it easier for younger children by saying which end is January and which is December.

PATTERN BALL

Purpose: To practice cooperation

To learn names

Time it takes: 10 minutes

What you need: 3 to 5 balls

How it's done:

1. Ask the group to stand in a circle with about a foot of space between people.
2. Give the rules: Everyone raises one hand.
 - The facilitator will throw the ball to someone, who will then throw it to someone else.
 - The person throwing it should call out the name of the person to whom they are about to throw it. This person should not be next to them and should still have a hand raised. Once you have caught and thrown the ball, lower your hand.
 - Remember who threw it to you and to whom you threw it. You will be repeating the pattern after it is established.
3. The pattern has been established when the last person has caught the ball. Practice the pattern a few times until it goes smoothly, continuing to use each other's names. You may remind people to watch who threw the ball to them. Add additional balls until the group has three or four balls in the air.

Variation: To make this a name game, ask participants to thank the person they received the ball from by name and call out the name of the person they are throwing it to.

Advanced Pattern Ball: Introduce several balls, some in the established direction and some in the reverse direction. Be sure people call out the name of the person they toss the ball to. It also helps if the balls going in the reverse direction look different from the ones going forward.

Warp Speed: Time to see how long it takes to go through the pattern once. The group must work together to speed up the time. This can be used as a brainstorming/problem-solving activity, setting the goal "to get this pattern of balls through this pattern of people in the shortest possible time." (It is permissible for them to rearrange the group in the order that the balls are being passed, but don't answer if they ask you this. Just repeat the goal.)

SPEEDY IDEAS

Purpose: To affirm a variety of perspectives

Time it takes: 5 minutes or less

What you need: An ordinary object, such as a pencil, bookend, or a piece of pipe

How it's done:

Pass around the object. Ask each person to give a use for the object. Affirm the number and variety of ideas.

Note: This quick activity can be used to prepare for the Win/Win activity, the Perception Picture, or to introduce the idea of brainstorming.

TOUCH BLUE

Purpose: To help participants break the ice and become more comfortable with physical contact.

Time it takes: 10 minutes

How it's done:

1. Ask all the participants to stand up. Explain that you will call out something and that everyone has to touch someone who fits what you call out. For example, you might call out, "Touch blue!" Everyone has to touch somebody else wearing blue.
2. It's important to stress that any touching must be appropriate. No one should be hurt or made to feel uncomfortable. It's also not necessary to touch the colour called, but rather the person wearing that colour/thing, etc.
3. Explain that you can't just touch your shirt or jeans. Call out several categories like, "Touch somebody wearing earrings!." Once people understand the activity, other people can call out categories.

Note: Read the group carefully before deciding to use this activity. Some people are less comfortable than others with physical contact, and it is essential to tune into different levels of comfort.

TUG OF PEACE

Purpose: To experience cooperation

Time it takes: 10 minutes

What you need: A strong nylon or similar rope

How it's done:

1. Have everyone sit on the floor in a tight circle. Securely tie the rope so that everyone can hold it in front of them without any slack.
2. Tell them to tuck their feet in front of them and pull themselves up to a standing position with both hands on the rope (and not on the floor). This is a cooperative effort; if everyone pulls simultaneously, the whole group rises at once.

Ways of working together during meetings:

Step forward if...

Purpose: to allow people to express their views without talking.

What you need: a list of relevant statements

How it's done:

Participants are standing in a circle. The facilitator reads various statements one by one. If the statement is true for the participant, they step forward, look around, and return to their initial place.

Debrief: ask participants what they learned from the exercise and discuss.

Variation: stand up silently if... Participants sit in a circle of chairs and stand up silently if the statement is true for them, look around and sit back.

Walking debate

Purpose: to allow people to express their views without talking

What you need: a room with space, three posters stating *I agree, I disagree, I am unsure*, dividing the room into three parts, and a list of relevant statements.

How it's done:

The facilitator reads the list of statements one by one, and participants are invited to stand in the part of the room corresponding to their opinions and look around.

Debrief: ask participants what they learned from the exercise and discuss.

Brainstorm

Purpose: to get as many ideas as possible from the group.

What you need: a flipchart/post-its

How it's done:

The facilitator asks participants to give ideas on the given topic. There are no right or wrong ideas; all ideas are welcome and are recorded on the flipchart. First, going around the circle can be helpful to ensure everyone contributes. When the group has finished giving ideas, they look at the results on the flipchart and try to see what can be beneficial to link connected ideas, identify themes, patterns or anything valuable to inform the next steps of the discussion. Participants can also be invited to vote for their 3 top ideas, if relevant.

Variation: participants are given post-its to write their ideas. The post-its are stuck on the wall and, in the final phase, can be regrouped by themes or relevant patterns.

Think – Pair – Share

Purpose: to allow people to reflect individually and in groups on a given topic.

How it is done:

The facilitator gives a question/topic and asks participants to think about it silently for 1 minute, then share their thoughts with their partner for around 2 minutes. The facilitator goes around the pairs and asks for feedback.

Small group discussion

Purpose: to allow participants to reflect in small groups on a given topic/question.

What you need: flipchart papers, markers, tables.

How it is done:

The facilitator gives a question/topic, divides the group into small groups of 3 to 5 participants, and asks them to discuss the topic. Small groups are given a sheet of flipchart paper and markers and are asked to record the findings of their discussion. Depending on the topic, the groups are given 10 to 20 minutes. At the end of the process, a recorder from each group is invited to share the findings for their group with the wider circle.

Word Café

Purpose: to allow participants to reflect in small groups on various topics/questions.

What you need: flipchart papers, markers, tables.

How it is done:

The facilitator needs to prepare several small tables in advance (one table per topic/question) with markers, a flipchart and a talking piece if necessary. One host/facilitator/expert for each table can be nominated depending on the setting. Participants are invited to join the table of their choice for a 10/15 minute discussion on the topic - no more than 5 participants per table is better. Every 10/15 minutes, participants are invited to rotate among the tables until they have been given the opportunity to join each of them.

Harvests from the discussion are gathered by the table host each time. They are displayed and discussed at the end of the process.

Format of preparation meeting when working together with a group

1. Check-in: my energy levels and if there is anything I want to share with my team that can affect how I will work today/with this group.
2. What are my strengths with this group and this project?
3. What do I need support with? Is there anything that worries me?
4. Who is doing what? Let's make a plan.

3. Tools to solve problems or repair relationships

The restorative questions

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about it since?
4. Who has been affected, and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?

The wording of the questions is essential, and it is better to know them by heart. However, listening to their answer is the most important.

Question 1 needs to be asked first, and question 6 needs to be asked last, but the other questions can be asked in different order. It's important to listen carefully, not to ask a question that has already been answered.

How to use the questions?

1. I can solve the conflict alone and don't need an outside person; I can lead a **restorative conversation**.

How it is done:

- Prepare the answers to the first five questions; make sure to be specific, concise and non-blaming.
- Start the conversation by answering the first five questions.
- Ask the other person the six questions (making sure not to ask questions they have already answered).
- Seek an agreement about what needs to happen next.

2. I need help solving the conflict and an outside facilitator to hold a **restorative meeting**.

How it is done:

The facilitator will have an individual conversation with each person involved to prepare for the meeting, explain the process, review the questions and assess the safety of all.

During the meeting, the facilitator will:

- Agree on ground rules of respect and listening
- Ask everyone questions 1 to 5 unless there is a clear wrong-doer, in which case begin with them
- Ask everyone if they have any questions for clarification or understanding
- Ask everyone question 6
- Facilitate discussion and agreement on the next steps
- Thank everyone for their participation.

Problem-solving circles

For group problems: a layered approach

1. Check-In (go around)
2. Statement about the problem or the situation (Facilitator presents)
3. How are you affected by the problem or the situation? (Go around)
4. How have you contributed to this situation? (Popcorn circle)
5. What needs to happen now to improve the situation? (Go around, note taking)
6. Action plan (Facilitator presents, from the notes)
7. Closing circle

Other possible questions for problem-solving circles:

Does anyone have anything to clear up with someone else in the circle?

What is unspoken in the group that blocks good relationships or possible success?

What do we need to do now to repair the harm that happened and to make sure it doesn't happen again?

What change(s) would you like to see in your work group? What can you do to promote that change?

Clarifying expectations about the future:

What do you expect to do differently as a result of this circle?

What do you wish to be different (in this team or this working relationship) after this circle?

How will you know if things are better?

What follow-up needs to occur to ensure that the understandings we have reached are working?

Toward the end of a circle:

Is there anything you came to the circle with that you want to leave behind?

What have you learned?

What can you take away that is useful to you?

What is the first thing that you are going to do differently?

For individual problem-solving circle: fishbowl circle

Participants sit in a circle. The facilitator is the rules enforcer.

- The person with the problem has up to five minutes to describe the problem.
- The helpers have up to five minutes to ask questions to clarify or understand the problem—no **opinions or advice** or “**because THIS WORKED WHEN I...**” are allowed.
- The helpers then have up to ten minutes to suggest how to sort the problem out. These are made by beginning with “**TRY....?** Again, no opinions, etc. are allowed.
- The person with the problem does not respond; there **is no discussion**, and they write down each suggestion.
- When all suggestions have been made, the person with the problem tells the group **THREE** things they will try. They **do not explain why**; they simply state them.
- The facilitator asks the person with the problem if they need any support in working it through and how they will celebrate when it has been sorted out.
- The Problem-solving Circle has now ended.

Giving and receiving feedback or ‘feedforward’

It’s essential to have safe and meaningful ways of giving each other feedback.

How it’s done:

1. First, ask each other if you want to give and receive feedback.
2. The person first answers the following questions themselves (there is no point in giving someone feedback they are already aware of).
 - What worked well? What did I do well?
 - What could I have done differently to make it even better?
3. Then, the other person is giving feedback to their partner.

4. Reflective practice tools

Restorative Practice - Community of Practices

1. CoP: what for?

- Improve buy-in / Reinforce norms.
- Support practitioners and team members
- Build a sense of community
- Foster reflective practice
- Gain or practice new skills (Role-plays)
- Solve problems
- Explore new ideas (Articles, videos)

2. CoP: How it is done

- Assess needs through informal discussions, a quick survey, during staff meetings, etc.....
- Identify a relevant topic or theme
- Prepare an agenda

It can include:

Opening/Closing circles

Ice-breakers/warm-ups / brief funny games

Go around for reflective practice

Think – Pair – Share, Small group exercises/discussions, Brainstorm, see “Working together: a few tools”.

Problem-solving circles (layered approach or fishbowl)

Practice/role-plays

Evaluation of the CoP

3. Agendas - Examples

Theme: community building – 60mn

- Check-in circle: energy levels and one thing I like about working in BYC
- Warm-up game: 'Have you ever?'
- Two small group discussions: What would be the roots if a 'healthy community' were a tree? The fruits? (draw a tree on the flipchart and take notes on roots and fruits).
- Think – Pair – Share: what can we do to improve the sense of community in BYC and for everyone to feel included? Report to big group, facilitators take notes on the flipchart.
- Evaluation of the CoP: what worked well? What could have been improved? Any ideas on topics for upcoming CoPs?
- Closing circle: one thing I am taking away from the session.

Theme: circling up young people. 60mn

- Check-in circle: energy levels and my favourite topic so far for check-in circles
 - Go around: How much do I use circles with YP, and why?
 - Small group discussion: enablers and obstacles for circling up young people – report to the broader group.
 - Group discussion (popcorn circle): How consistently do we want to use circles with YP?
 - Brainstorm: What support do we need to build a consistent practice?
 - Break
 - Practice in two small groups:
 1. Plan an introduction check-in / Ice breaker circle for a new group starting a project (girls 7-9 years old)
 2. Plan a check-in circle to introduce three new members in an established group (Boys 10-12yo)
- Choose one facilitator in each group to practice their plan with the others.
- Closing circle: one thing I am taking away from the session.

Role plays

Restorative language: these role plays should only take a few minutes.

Role play 1: Too much noise

What happened?

Jack and Sean (11yo) are in the pool room speaking very loud, laughing and making jokes. The other young people and staff in the room cannot hear each other. Cindy (staff member) intervenes to ask them to be quieter using restorative language.

Jack: you are having a great time with Sean, and you are very excited about it, because you haven't been able to make friends in the club so far. You don't realise you are making too much noise and at first you are a bit surprised by Cindy's request.

Role play 1: Too much noise

What happened?

Jack and Sean (11yo) are in the pool room speaking very loud, laughing and making jokes. The other young people and staff in the room cannot hear each other. Cindy (staff member) intervenes to ask them to be quieter using restorative language.

Sean: you are having a great time with Jack whom you don't know very well. You are a bit annoyed at Cindy's request, because you don't realise you are making too much noise and are really enjoying yourself.

Role play 1: Too much noise

What happened?

Jack and Sean (11yo) are in the pool room speaking very loud, laughing and making jokes. The other young people and staff in the room cannot hear each other. Cindy (staff member) intervenes to ask them to be quieter using restorative language.

Cindy: you are trained in RP, you know Jack and Sean very well. You don't want to sound like a teacher at school and at the same time, you see they are making too much noise for the size of the room. State what you hear, how you feel about it, what you need and make a doable request. If they disagree, try to negotiate a request meeting everyone's needs.

Role play 2: Too much time

What happened?

It is drop in time, and it is very busy. Tracey is one of the staff on duty and she has been on a break for the past 20mn in the kitchen, out of break time. John is getting a bit annoyed because he sees he cannot answer all the young people's requests. He decides to go and talk to Tracey in the kitchen, so she comes back.

Tracey: you are not in great form today, you went to work and you are worried about something that happened at home. You took a break to call your friend for 5mn and have a quick cup of tea. You didn't realise you were out for 20 mn. You don't know John well, as he is new, but you have a positive impression about him.

Role play 2: Too much time

What happened?

It is drop in time, and it is very busy. Tracey is one of the staff on duty and she has been on a break for the past 20mn in the kitchen, out of break time. John is getting a bit annoyed because he sees he cannot answer all the young people's requests. He decides to go and talk to Tracey in the kitchen, so she comes back.

John: you have just started in the club, it is your 2nd week and so far you have enjoyed it. You are keen on building good relationships with everyone and have been trained in RP. You really don't want to damage your relationship with Tracey. State what you observe, how you feel about it, what you need and make a doable request.

Role play 3: Change of Plan

What happened?

Aishling, the team lead, has changed Tony's timetable without letting him know, assuming he will be ok with it. Tony was due to go swimming with the young people and in the end they are going to play on the pitch. Tony did not bring the right shoes and is a bit frustrated by this decision. He is trained in RP and decides to briefly mention it to Aishling.

Aishling: you have been the team lead for a few years and have built good relationships with the youth workers. You had to change the timetable because the swimming pool unexpectedly closed. You assumed it would not cause any problem, as you know Tony loves leading activities on the pitch.

Role play 3: Change of plan

What happened?

Aishling, the team lead, has changed Tony's timetable without letting him know, assuming he will be ok with it. Tony was due to go swimming with the young people and in the end they are going to play on the pitch. Tony did not bring the right shoes and is a bit frustrated by this decision. He is trained in RP and decides to briefly talk to Aishling about what happened.

Tony: you have a good enough relationship with Aishling and usually agree with her decisions but this time you would really have preferred to be notified in advance and included in the decision. State what you observe, how you feel about it, what you need and make a doable request.

Restorative conversation should take at most 10/15 mn, depending on the issue.

Role play 4: Kitchen incident

What happened:

Stacey left the kitchen filthy on Friday. Tony, who was last to leave on Friday, took some time to clean it to avoid a conflict with Amy, the cleaning staff. On Monday, he decides to have a restorative conversation with Stacey, and Stacey agrees to talk to him.

Stacey: you were very busy on Friday and late for collecting your son after work. You thought it was okay to leave the kitchen as it is and that you would talk to Amy on Monday. You don't know Tony very well; you are happy to speak to him when he asks you to have a conversation.

Role play 4: Kitchen incident

What happened:

Stacey left the kitchen filthy on Friday. Tony, who was last to leave on Friday, took some time to clean it to avoid a conflict with Amy, the cleaning staff. On Monday, he decides to have a restorative conversation with Stacey, and Stacey agrees to talk to him.

Tony: there were various incidents with Amy in the past few weeks that caused damage to the team, and when you saw the kitchen was not left in the agreed state, you decided to tidy it up. You don't know Stacey well and are annoyed she left the kitchen that way. You choose to talk to her on Monday, ask her if she is okay to have that conversation, and you start it: Say first what happened, what you were thinking at the time and what you have thought about since, who has been affected, and how things could have been done differently. Then, ask Stacey the same questions. Lastly, discuss with her and agree on what you think needs to happen next.

Role play 5: Group allocation

What happened:

Aishling, the team lead, allocates groups according to people's wishes. However, she cannot always follow everyone's wishes. It is the 3rd time that Debbie has asked for a specific group she has a project with, but she didn't get it. She thinks the allocation process is unfair and wants to talk with Aishling about it. Aishling has agreed.

Aishling: you don't like allocating groups, but in your experience, when it is left to the team, it doesn't work either. You are trying your best to accommodate everyone. You know Debbie has a lot of skills to deal with challenging behaviours, and the 10-12-year-old boys are causing some problems, so you want to make sure a strong team is leading them. You didn't realise it was the 3rd time you didn't accommodate Debbie's request.

Role play 5: Group allocation

What happened:

Aishling, the team lead, allocates groups according to people's wishes. However, she cannot always follow everyone's wishes. It is the 3rd time that Debbie has asked for a specific group she has a project with, but she didn't get it. She thinks the allocation process is unfair and wants to talk with Aishling about it.

Debbie: you have a lot of experience and have worked with Aishling for a few years. You are very disappointed with the group allocation, as you have set up a great project with the 8-10-year-old girls and were looking forward to implementing it. You wonder if you are treated fairly, as other youth workers always seem to get the groups they want, and you want to address the issue. Say first what happened, what you were thinking at the time, what you have thought about since, who has been affected, and how things could have been done differently. Then, ask Aishling the same questions. Lastly, discuss with her and agree on what you think needs to happen next.

Role play 6: Sexualised language

What happened:

Joe, 12 years old, has repetitively used very sexualised language to talk about the girls attending the club with him. John, youth worker, has mentioned it to him a few times, but he keeps doing it. John decides to have a restorative conversation with Joe about it, and he agrees.

Joe: you are a bit uncomfortable with girls of your age. You don't have a sister, live with your two older brothers, and are not used to being around girls. You feel using sexualised language is standard and a way not to be annoyed by the girls. You saw your brothers doing it, and you think it's ok.

Role play 6: Sexualised language

Joe, 12 years old, has repetitively used very sexualised language to talk about the girls attending the club with him. John, youth worker, has mentioned it to him a few times, but he keeps doing it. John decides to have a restorative conversation with Joe about it, and he agrees.

John: you have told Joe to change his language a few times, and girls have complained about him. You have a good relationship with Joe; he usually listens to what you say. Say first what happened, what you were thinking at the time and what you are thinking now, who has been affected, and how things could have been done differently. Then, ask Joe the same questions. Lastly, discuss with him and agree on what you think needs to happen next.

Role play 7: Undermining another staff

Sarah and Susan, 12 years old, have asked if they could use their phones to take pictures. Debbie has reminded them of the rule in the club, not to use phones during sessions. A few moments later, they again asked Lorna, another staff member, and she let them have their phone. When Debbie is back and sees it, she gets annoyed. Lorna says in front of Sarah and Susan that the rule is to be considered with flexibility, depending on young people's needs. Debbie doesn't answer and decides to have a restorative conversation with Lorna after the session. Lorna agrees.

Lorna: you have been working with this group for a long time and know Sarah and Susan well. You trust their genuine request and that they will only take a few pictures and put their phone back in the trail. You are a bit tired that day and want things to run smoothly. You don't know Debbie well and think it is okay to overrule her. You are also keen on having good relationships with your co-workers.

Role play 7: Undermining another staff

Sarah and Susan, 12 years old, have asked if they could use their phones to take pictures. Debbie has reminded them of the rule in the club, not to use phones during sessions. A few moments later, they again asked Lorna, another staff member, and she let them have their phone. When Debbie is back and sees that, she gets annoyed. Lorna says in front of Sarah and Susan that the rule is to be considered with flexibility, depending on young people's needs. Debbie doesn't answer and decides to have a restorative conversation with Lorna later when the session is over. Lorna agrees.

Debbie: you are very keen on respecting the phone rule because it is a source of constant conflict with the young people and deteriorates the atmosphere of a session when YP have access to their phones. You don't know Lorna well and are annoyed with how she overruled your decision and undermined you in front of young people. You also value having a good relationship with your co-workers and want the issue to be addressed. Say first what happened, what you were thinking at the time, what you have thought about since, who has been affected, and how things could have been done differently. Then, ask Debbie the same questions. Lastly, discuss with her and agree on what you think needs to happen next.

Restorative meetings: these role plays should take much longer. The facilitator should have access to all the characters' cards.

Role play 8: Kicks

Sarah and Bob got into an argument during a game, and Sarah kicked Bob in the leg on purpose. She is asked to step away and calm down, and when everybody is calm again, Tony invites Sarah and Bob to a brief restorative meeting to address the issue.

Sarah: you have been attending the club at the same time as Bob for the past few months, and he keeps making fun of you because of your curly black hair. You wonder if he is not a bit racist. You have told him a few times to stop, and today, he made another "funny" comment. You got annoyed and kicked him. You know that it is not the way to resolve the issue, and you are happy to sit in a meeting with him.

Role play 8: Kicks

Sarah and Bob got into an argument during a game, and Sarah kicked Bob in the leg on purpose. She was asked to step away and calm down, and when everybody was calm again, Tony invited Sarah and Bob to a brief restorative meeting to address the issue. They both agree.

Bob: you like teasing people a bit and don't see the harm it causes. Your siblings are teasing you a lot, and you think it is okay to do so. You were surprised Sarah got annoyed about it, especially because you usually get on OK with her. You got hurt and embarrassed to be kicked by her.

Role play 8: Kicks

Sarah and Bob got into an argument during a game, and Sarah kicked Bob in the leg on purpose. She is asked to step away and calm down, and when everybody is calm again, Tony invites Sarah and Bob to a brief restorative meeting to address the issue.

Tony: you are trained in RP and know the two young people well enough. You are still determining what happened, but after briefly talking to them separately, you saw they were willing to resolve the issue. See the previous section of the book for the format of the meeting.

Role play 9: Leaving with no permission

What happened:

Oisin, 10, was bored at the last session. The play-station was already used by other young people, and he started teasing another boy. Tracey reprimanded him; he got annoyed and left the club without permission. Tracey called his parents, Nina and Tim, and they agreed to meet the next day to address the issue in a restorative meeting with one of the managers.

Tracey: it was a hectic day, and you didn't anticipate the incident. When you saw Oisin teasing another young boy, you reprimanded him harshly but never thought he would leave the premises. You are concerned about his safety and your relationship moving forward.

Role play 9: Leaving with no permission

What happened:

Oisin was bored at the last session. The play-station was already used by other young people, and he started teasing another boy. Tracey reprimanded him; he got annoyed and left the club without permission. Tracey called his parents, Nina and Tim, and they agreed to all meet the next day to address the issue.

Oisin: you don't like going to the club too much, but you don't have a choice because your parents are working. You don't know what you do when you are there, you don't like playing football and prefer board games or video games. You don't have friends in the club. You were bored that day, and when Tracey reprimanded you, you felt overwhelmed and decided to go home. You understand you cannot do it but feel trapped in the club.

Role play 9: Leaving with no permission

What happened:

Oisin, 10, was bored at the last session. The play-station was already used by other young people, and he started teasing another boy. Tracey reprimanded him; he got annoyed and left the club without permission. Tracey called his parents, Nina and Tim, and they agreed to all meet the next day to address the issue.

Nina: you are very concerned that Oisin went back home without permission. You enrolled him in the Youth Club so that he is not too long by himself when you are working. You are annoyed it happened and want to address the issue.

Role play 9: Leaving with no permission

What happened:

Oisin, 10, was bored at the last session. The play-station was already used by other young people, and he started teasing another boy. Tracey reprimanded him; he got annoyed and left the club without permission. Tracey called his parents, Nina and Tim, and they agreed to all meet the next day to address the issue.

Tim: Oisin mentioned to you a few times he was bored in the youth club, and you are wondering if it is a good idea he is going. You would like to explore other options for him, but you understand Nina's concern about letting him alone for too long. You are also concerned for his safety and want to address the issue.

Role play 9: Leaving with no permission

What happened:

Oisin, 10, was bored at the last session. The play-station was already used by other young people, and he started teasing another boy. Tracey reprimanded him; he got annoyed and left the club without permission. Tracey called his parents, Nina and Tim, and they agreed to all meet the next day to address the issue.

Manager: You are trained in RP. You had a brief conversation with everybody involved before the meeting. See the previous section of the book for the format of the meeting.

Restorative Practitioner self-assessment framework

This framework is an assessment tool for self-awareness and self-development -

The following is a simple but commonly used way of assessing awareness and competence and can be applied to any area of practice.

- 1: I am not aware of / not committed to doing it (unaware incompetence)
- 2: I know what it means, but I am not doing it yet (aware of incompetence)
- 3: With effort and concentration, I can do it (aware competence)
- 4: I do it all the time, without even thinking (unaware competence)

Applying this simple tool to the skill sets outlined below will help you reflect on and better self-assess your practice. Tick 1,2,3 or 4, whichever applies to you as you see it, to identify which skills you would like to improve. You may also ask the opinions of fellow practitioners, but remember your own assessment is your starting point for new learning. Doing this every few months will help you realise how your skills develop with practice and experience.

Skills	1	2	3	4
Values and mindset				
Understand, commit to and model RP values				
Provide high expectations and high support in relationships (cf relationship window)				
Seek to repair damage done to relationships and rebuild communication				
Honour the dignity of others at all time				
Be accountable for one's own actions and attitudes				
Be able to work with everyone, accept diversity				
Practice fairness				
Self-awareness and self-development				
Be self-aware of own values, feelings and needs				
Manage own emotions and stress				
Be aware of and manage own triggers/ hot-buttons				
Be aware of own bias				
Develop self-care -mental and physical health - before, during and after a restorative process				
Set goals for oneself : who am I and where am I going?				
Reflect on own practice to learn and improve it				
Communicating Restoratively				
Develop listening skills and attitude of curiosity				
Develop empathy				
Develop assertiveness skills to communicate observations, feelings, needs and doable requests without judging, blaming, shaming or forcing others.				
Balance advocating your own view with inquiry into that of others				
Practice negotiating skills				

Skills	1	2	3	4
Scaffold the use of Restorative language for others by helping them to identify their feelings, needs and to make doable requests				
Reframe: support people who use blaming language to re-frame their statement				
Ask open ended affective questions				
Be aware of body language				
Give to all opportunities to express their views				
Use talking piece appropriately when necessary				
Give (with permission) and receive constructive feedback				
Restorative Conversation				
Use the restorative questions as a structure to start a conversation				
Use the restorative questions as a structure to enquire about the other person's point of view				
Negotiate an outcome / reparation taking account of other's and own needs				
Restorative meeting				
Provide necessary preparation				
Provide appropriate setting				
Explain clearly the process to all parties				
Explain and promote the use of ground rules				
Hold safety during the process				
Scaffold and support respectful communication				
Use the questions as format required				
Support participants in negotiating their own outcome/reparation that respect all parties' needs and are voluntary, fair, proportionate and achievable				
Restorative circles to build relationships / solve problem				
Build sense of community in the group				
Build safety and courage in the group (circle as safe/brave space)				

Skills	1	2	3	4
Read / raise awareness of group behaviour and dynamics				
Facilitate group decision-making and agreements				
Adapt circle agenda to the group's needs				
Use layered approach / progression in choosing topics and prompts				
Use appropriate check-in and check out				
Develop sensitivity and respect for different cultures and sub-cultures (ethnicity, family, gender, etc...)				
Choose appropriate format of circle (pop corn, go around) according to group's needs.				
Use fishbowl model to solve problem				

Summary of Actions:

Areas (based on my self-assessment above) in which I wish to develop skills are

- a)
- b)
- c)

Other challenges (not mentioned above) I would like to address are:

- a)
- b)
- c)

Actions I will take to develop these are:

- a)
- b)
- c)

Appendix 1 - BYC Code of conduct for Young people

HAVE FUN!

What everyone does matters to the group; our actions affect others, so we need to:

RESPECT AND TAKE CARE OF OURSELVES

We respect the safety rules given by the staff

We don't leave the building without telling the staff

Each of us is responsible for their behaviours

We can always tell the staff if we are worried about something or if we are being picked on

RESPECT AND TAKE CARE OF OTHERS

We won't do anything to hurt others - such as pushing or shoving...

We use our indoor voices

We talk to others in a positive way – no cursing, slagging or name-calling

We listen to each other

We include everyone

We do not tolerate bullying

We treat others the way we would like to be treated

We can talk to staff if anyone is picking on someone else

Junior members: we don't use our phones during the session

All: we don't take pictures of films during the session

RESPECT AND TAKE CARE OF OUR BUILDING

We are always proud of our building

We clean after ourselves

We don't throw food in the building

We do our best to keep the building clean and tidy

We respect the building and the equipment: we won't kick doors, bins or walls

WHEN WE ARE OUT ON A TRIP

We treat everyone we meet with respect

We wait our turn in queues

We make everyone proud of BYC

We stay together in the group

We respect and listen to our leaders

Appendix 2 - BYC Sports Hall Rules

Wait until a staff member is in the hall before you go in

Wait against the wall

Start with longshots – then the World Cup – then matches – depending on the time left, we will finish with penos

Picking teams during matches: either picking players with greater ability level to pick team members or pick based on random numbers

Ensure that young people encourage each other and everyone feels included

No slide tackling: if you do this, a peno is given

If the ball hits the roof, a peno is given

If you engage in a bad challenge you will be asked to stand against the wall for 5 minutes – to cool down

A high foot (higher than the shoulder): a free kick is given

Poor sportsmanship: a restorative conversation happens

Repeated bad language: a peno or a free will be given

Respect the referee's decision

If the ball goes in the hoop, the team wins

If the ball goes into or behind the opposite goal – you will be asked to slow down and the ball will be taken out

Show respect to everyone involved

Leave the ball alone after we are finished



Appendix 3 - Code of Conduct for Staff

What everyone does matters to the group; our actions affect others, so we need to:

RESPECT AND TAKE CARE OF OURSELVES

We respect safety rules

We can always communicate with colleagues or management if we have a concern

We can practice self-care if we need to

RESPECT AND TAKE CARE OF OTHERS

We don't do anything to hurt others

We communicate with everyone respectfully

We listen to everyone

We include everyone and practice transparency

We commit to building and maintaining positive relationships

We pro-actively work together with consistency

We practice fairness

We use restorative approaches as much as we can

We support each other and look out for each other

We are open to give and receive constructive feedback

RESPECT AND TAKE CARE OF OUR PREMISES

We clean after ourselves

We all do our best to keep the building clean and tidy

We respect the facilities and the equipment

Appendix 4 - Restorative Approach for Codes of Conduct

Using a Restorative Approach to make sure our Community Agreements are respected

Our mindset:

- Connection/empathy/compassion
- High expectations / High support
- Accountability
- Problem solving

Our practice:

1. Regulate
2. Relate
3. Reason

When things go wrong, first, it's important to make sure every one **can calm down and stay safe.**

Step 1: Reminder

Use of non blaming language and doable request to remind of the community agreements. Hopefully this is enough.

Step 2: Restorative conversations

Model the 6 questions

- What happened
 - What were I/you thinking at the time,
 - What have I/you thought about since
 - Who has been affected and in what way(s)
 - How things could have been done differently
- Scaffold and negotiate:
- What do you think should happen next?

Step 3: Follow up with agreed solutions.

The young person, the team and the parents should be aware of what was discussed and agreed in step 2.

We promote accountability not blame

- Acknowledge that I/you caused harm
- Understand how others have been affected
- Take steps to repair harm
- Give back to community
- Make a concrete plan so it does not happen again.

