

# The ART of restorative conversations when in conflict

*Maintaining relationships, preventing disempowerment and promoting accountability when learning, failing and having difficult conversations*

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(chocolate quality controller and covid redundant hugger)*



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Practical Training Solutions

# Learning Objectives

- Who we choose to be in a conflict – Orientating ourselves into the restorative frame of mind
- What we choose to do in the conflict – taking actions that are open and nonjudgemental.
- The way we do it - putting our values into action using the Restorative Verbs and Restorative Frame
- How we use our coaching skills to deliver it.
- Practice, Practice, Practice.



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# WHO we choose to be when in conflict matters.



***Ted Watchel & Paul McCold***  
***Social Discipline Window***

In groups of four, thinking about your case example consider what barriers or complications will appear if we choose to be punitive, neglectful or permissive in the conflict.



WHAT we choose to DO when in conflict matters.



**CONNECT  
with  
INTENTION**

*Leaf Seligman's Restorative  
Verbs.*

*These move our restorative  
values into ACTIONS*

# The WAY we deliver conflict resolution matters

PAST	PRESENT	FUTURE
What happened from your perspective?	How has this affected you?	What needs to happen now from your point of view?
From my perspective what happened was...	It has affected me by ...	From my point of view I need ...
What were you thinking at the time?	How has this affected your PLO / learning?	What do you choose?
I was thinking ...	It has affected my ability to practice teach you because...	What support do you need to do that?
What do you think about this now?		
I am thinking that ...		

**The Restorative Framework.** These are the **skeleton questions** but they are not the only ones you will ask. As you become more familiar with the frame you will find yourself using more natural wording or different questions. The key is **you must work the whole way through the Frame**, from understanding the past, to understanding the impact to making plans to resolve the conflict.

# PUTTING IT ALL TOGETHER

NOTICE & ACKNOWLEDGE

WONDER

APPRECIATE

## CONNECT WITH INTENTION

PAST	PRESENT	FUTURE
What happened from your perspective? NOTICE & ACKNOWLEDGE	How has this affected you? WONDER & APPRECIATE	What needs to happen now from your point of view? WONDER ABOUT THEIR NEEDS
From my perspective what happened was... ACKNOWLEDGE SELF	It has affected me by ... ACKNOWLEDGE IMPACT ON SELF	From my point of view I need ... ACKNOWLEDGE OWN NEEDS
What were you thinking at the time? WONDER	How has this affected your PLO / learning? WONDER & APPRECIATE	What do you choose? APPRECIATE CHOICE
I was thinking ... ACKNOWLEDGE SELF	It has affected my ability to practice teach you because... ACKNOWLEDGE BARRIER TO LEARNING	What support do you need to do that? ACKNOWLEDGE FORWARD PLANNING
What do you think about this now? WONDER		
I am thinking that ... ACKNOWLEDGE SELF		

CONNECT with INTENTION

# Small Group Practice

- In your small groups discuss the case examples you brought and begin to prepare for your restorative conversation. Discuss:-
- 1) WHO you want to be in the conflict (Punitive / restorative / neglectful / permissive)
- 2) Outline what your INTENTION is in meeting the student. This should be positively phrased.
- 3) Apply your Restorative Frame NOTICING & ACKNOWLEDGING the student's perspective without judgement.
- 4) Be curious – ask them questions and WONDER what this means for them or feels like for them. Empathise with that.
- 5) ACKNOWLEDGE the impact of the student's actions on you.
- 6) WONDER with the student about what options are available to them.
- 7) If there is more than one, ask WHICH option do they choose?
- 8) Agree any support they need to achieve that or to feel safe in ending of the placement.



*Feedback*



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