

## Annex I. How to create restorative circles?

Download the instructions provided in [TEACHmi Teacher's Manual](#).



### How to create restorative circles?

The class and the teacher sit together in a circle. Everyone is equal. Everyone is allowed to speak. If someone is speaking, everyone listens attentively and does not interrupt. A 'talking stick' can be used, to indicate who has the right to speak.

Afterwards, there are different rounds of discussions:

**Round 1:** each student and the teacher explain in which conflict and problems they were involved or what they saw happening to the others.

- The teacher directs the discussion to what is observable behaviour and the moment that it happened.
- The teacher analyses the behaviour and strengths where things went wrong.
- Only recent conflicts are discussed.

**Round 2:** Each student (offender/victim/bystander) maps where he /she suffered or was (emotionally) harmed.

**Round 3:** The perpetrators must think of ways to double compensate for the damage done to their victims. When a perpetrator bullies another student, then, it's not enough to just say that they 'won't do it again'. For example, *playing football with the victim for a week in order to let the school see that he has developed another attitude towards the victim*, could be a way to make things right.

- There is a negotiation about what constitutes the meaning of 'double'.
- Perpetrator and victim (and the class) need to agree on the way that things are made right.
- The teacher repeats the suggestions based on the student's strengths.

**Round 4:** Activities are considered that enable the perpetrator to compensate the 'double' amount for the students, parents or neighbours, who in some way suffered some kind of injury or harm. For example, when bullying behaviour takes place in the classroom and the lessons are continually disturbed, then, the entire class and the teacher also suffer. How to make things right?

**Round 5:** Each activity that is agreed upon (with the perpetrators and the victims) is assigned to a neutral third party, who follows up on the activity and, where needed, provides guidance. The neutral third party remains a student.