

A RESTORATIVE APPROACH TO ADDRESS CYBER BULLYING



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BULLYING AND NEUROSCIENCE



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BASIC COMPONENTS OF THE BRAIN



Logical brain

Emotional brain

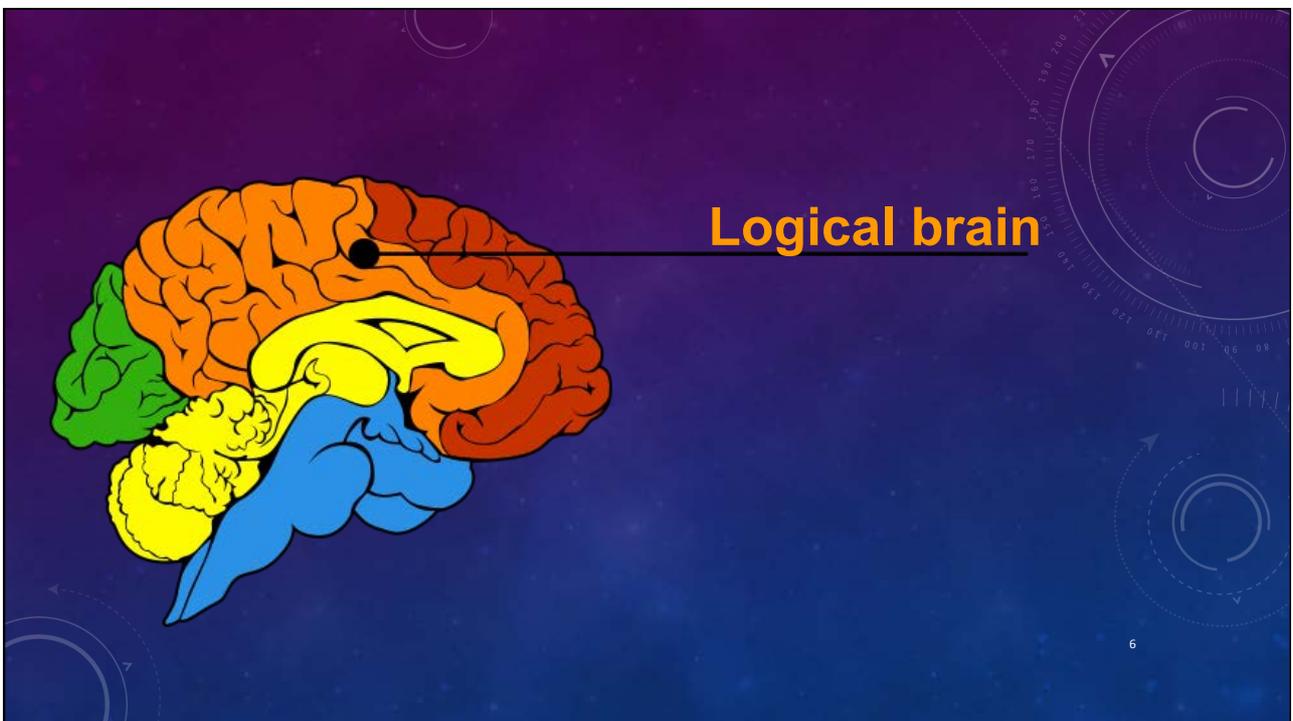
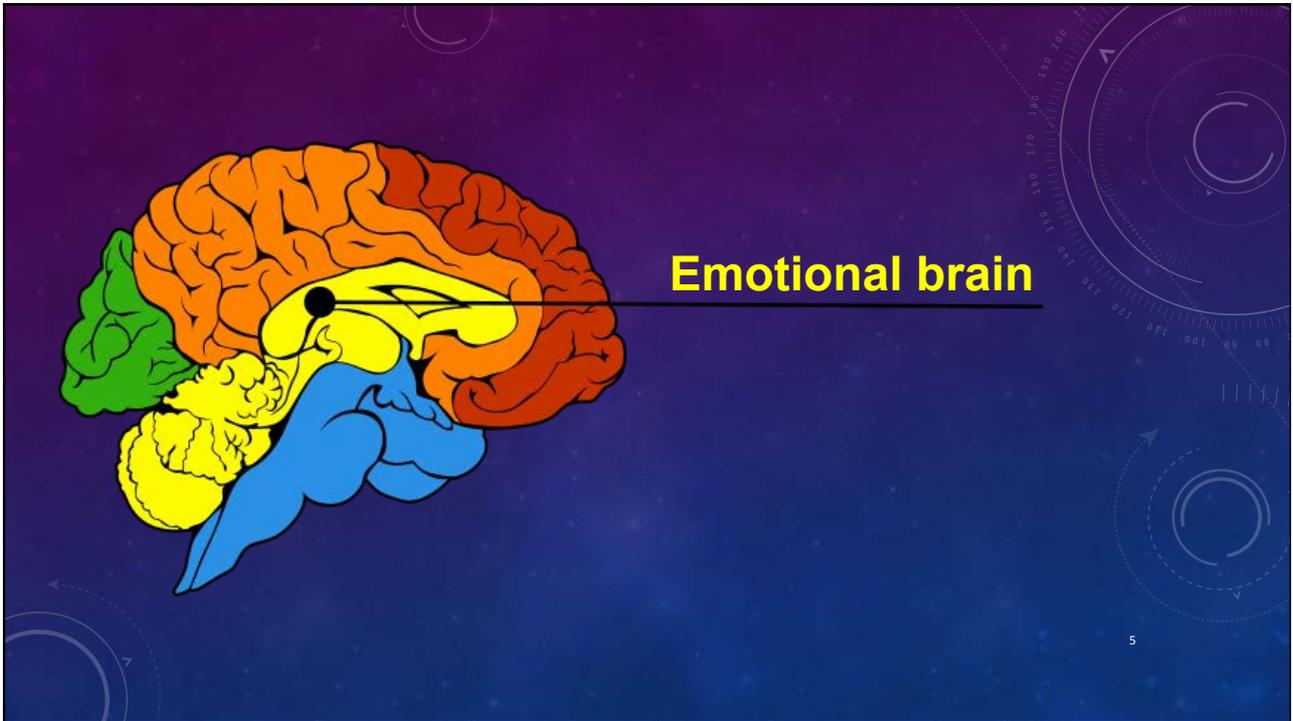
Survival brain

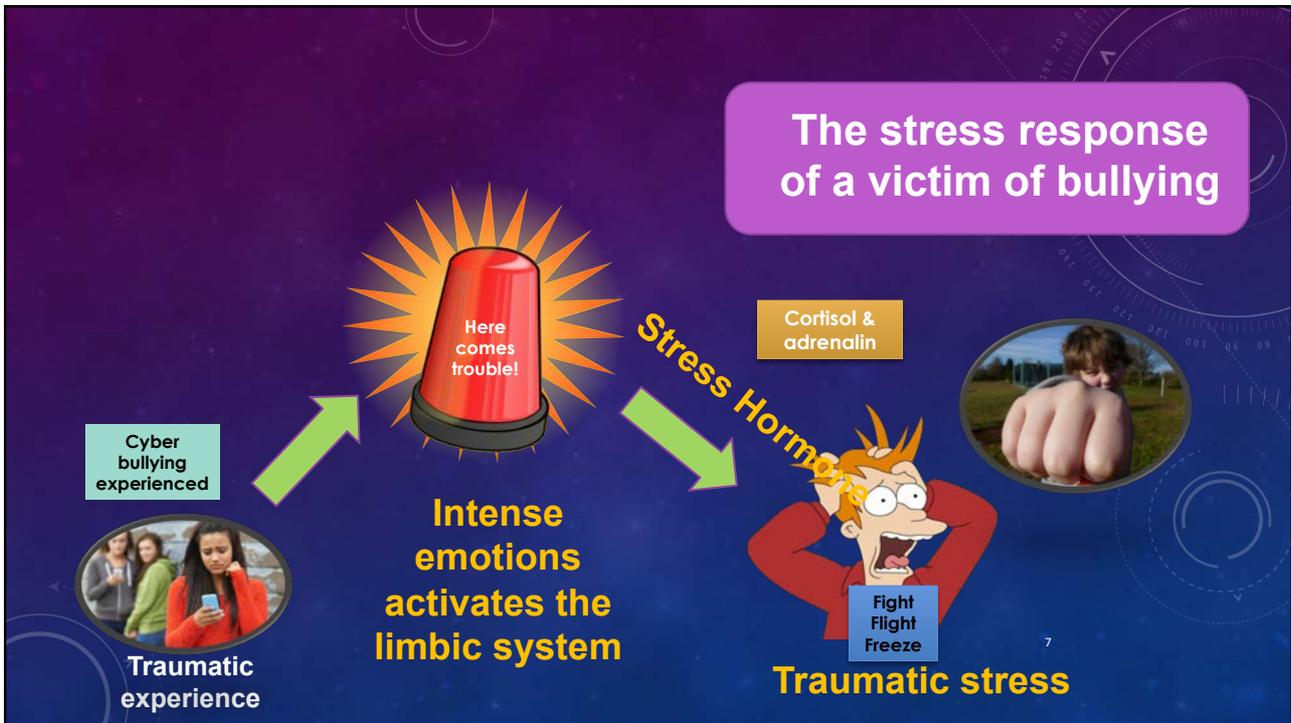
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Survival brain

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A cartoon teacher in a suit is pointing with a stick to a blackboard. The blackboard contains the text: 'They don't care what you know until they know that you care'. Below the blackboard, it says 'Restorative practices SA' next to a small globe icon. The background is dark blue with faint circular patterns.

Working

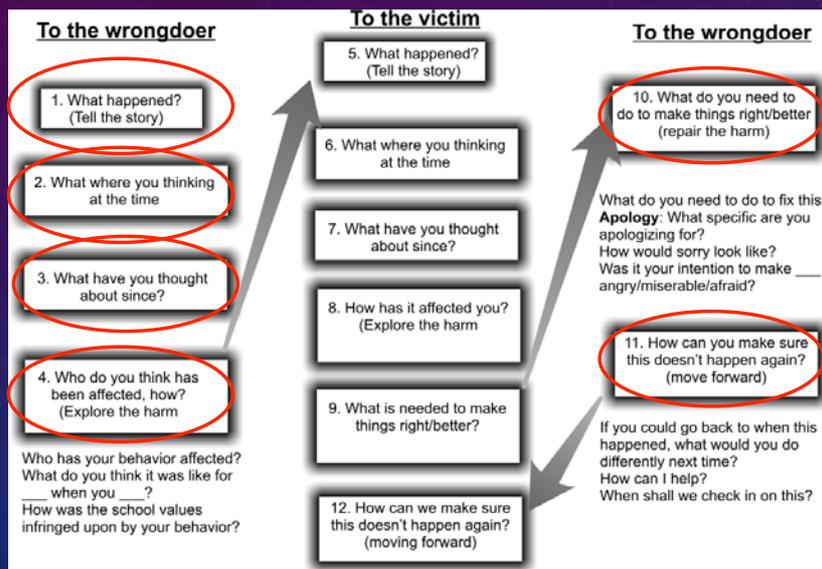
TRADITIONAL PUNITIVE QUESTIONS

1. What rule has been broken?
2. Who is to blame?
3. What is the punishment going to be?



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RESTORATIVE QUESTIONS



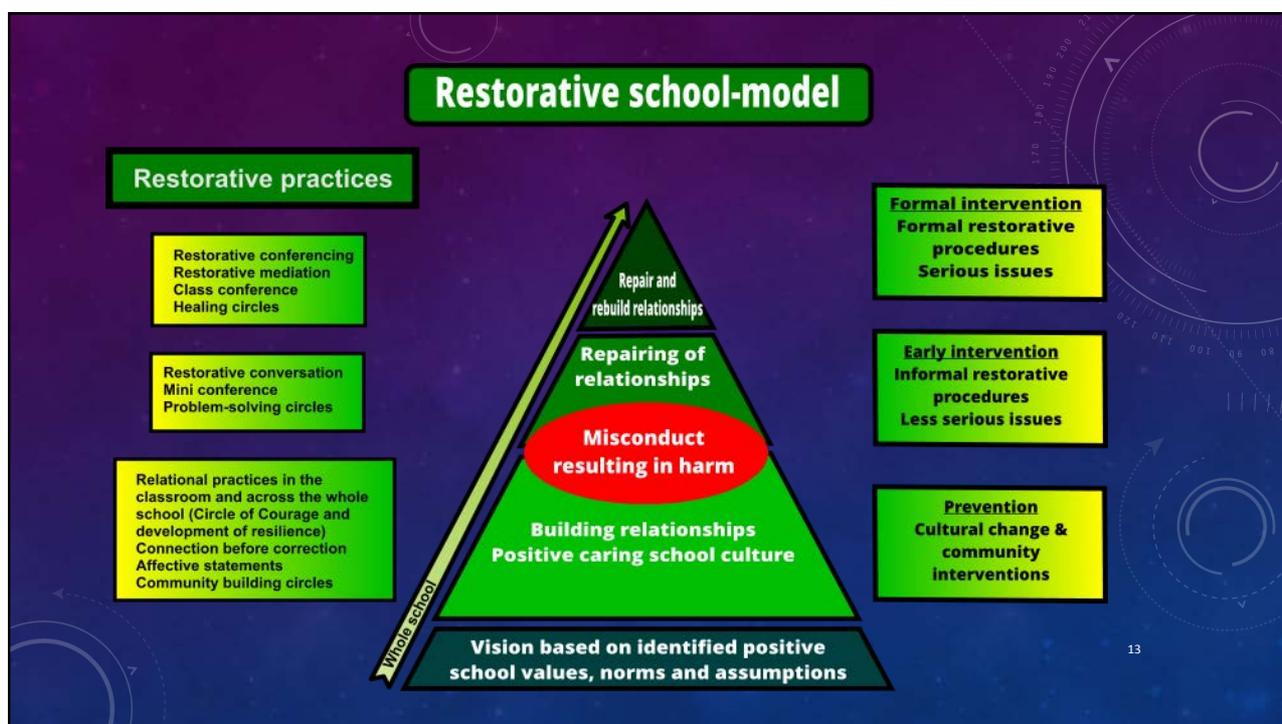
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DIFFERENCE - PUNITIVE VS RESTORATIVE

Basic discipline principle to be considered	Punishment instils a narrow and selfish way of thinking in a perpetrator. In his mind, the focus is on himself and not the victim and self-protection kicks in.	Restorative is about making amends and thinking about how my behaviour impacted other people. The perpetrator isn't the focus anymore, the victim becomes the focus.
Infraction	Punitive response	Restorative
C l a s s r o o m disruption	Shamed in the class, demerit points, exclusion from class	Verbally apologise to the teacher and fellow learners with an assurance to make a positive contribution to the class environment. Spend a week assisting the teacher to clean-up the classroom.
Bullying younger learners	Detention, having privileged removed, demerit points, chores	Reading to younger learners, supporting teachers in their programs e.g. helping them with soccer training.
Cyber bullying	Detention, having privileges removed, demerit points, chores, suspend use of phone and access to computer at school.	Contribute to a school newsletter on how cyber bullying damages relationships. Do a research paper on the consequences of bullying and cyber bullying. Apologise to victim and make amends.

RESTORATIVE PRACTICES

Restorative practices is: “the practice of restorative justice, a philosophical approach to crime and wrongdoing that puts harm done, *accountability for that harm* by the wrongdoer, and **repair of that harm** at the centre of the problem-solving, involving all the stakeholders in the matter” (Thorsborne and Blood, 2013).

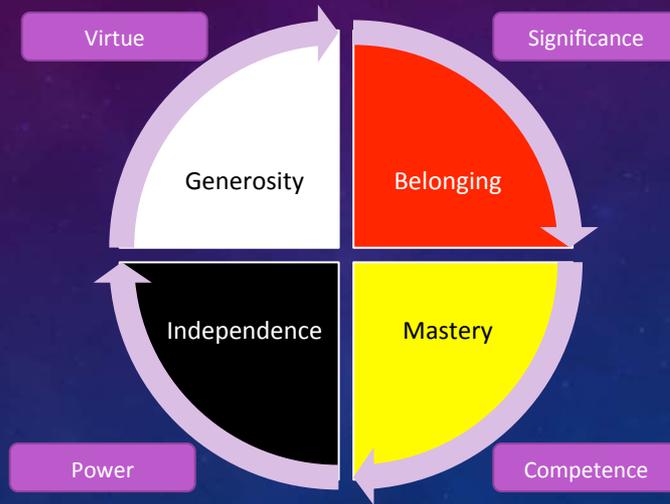


PREVENTION – DAY TO DAY EDUCATIONAL PROCESSES

- Bullying and abuse
- Bully's are hurting themselves
- Focus of prevention programs:
 - Circle of Courage
 - Healthy interpersonal relationships
 - Development of resilience
 - Emotional intelligence (EQ)
 - Conflict management
 - Healthy communication strategies
 - Shame management.



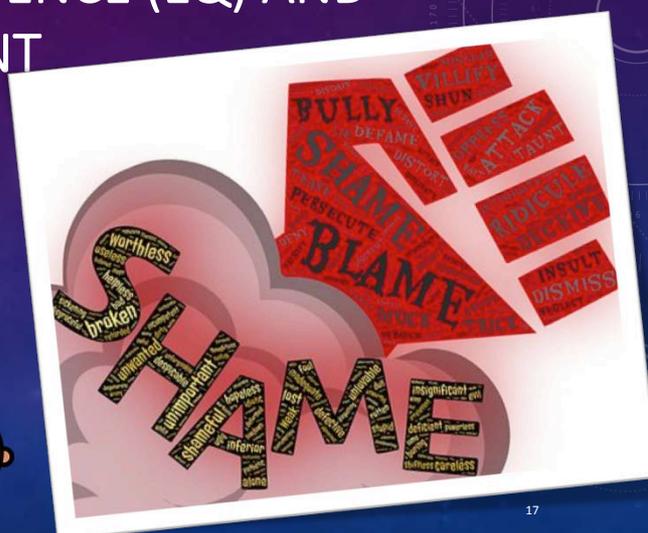
CIRCLE OF COURAGE MODEL



HUMAN CONTACT



EMOTIONAL INTELLIGENCE (EQ) AND SHAME MANAGEMENT



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PROGRAMS FOR TEACHERS

- Development of interpersonal and intrapersonal skills
- Improve class management and the quality of teaching
- Consistently enforce discipline (teaching socially acceptable behaviour)
- Ensure clear guidelines for conduct (values)
- Appropriate consequences for misconduct (not punishment)
- Be less authoritarian, do not attempt to change behaviour through intimidation and punishment
- Do not role-model aggressive and demeaning behaviour since this teaches learners to bully others



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CONFLICT MANAGEMENT AND DIVERSITY TRAINING



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EARLY INTERVENTION

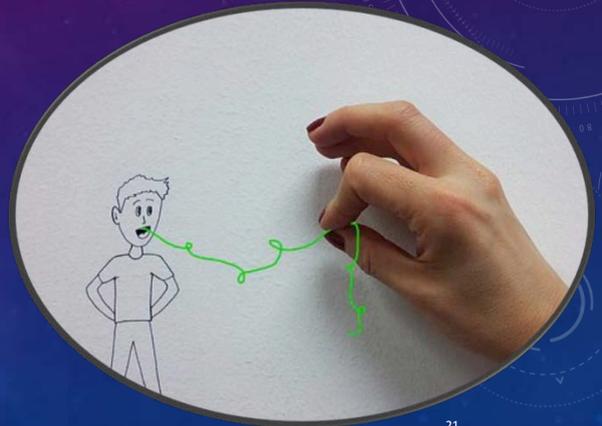
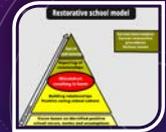
- Anger management
- Social skills training
- Peer mediation
- Affective statements
- Restorative chats
- Problem-solving / peace making and conflict circles



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FORMAL INTERVENTION

- Formal restorative conference
- Large group conference
- Full community conference
- Individual interventions provided by trained professionals like school social workers and psychologists



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WHAT HAPPENS IF RESTORATIVE INTERVENTIONS DO NOT WORK?



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