

RESTORATIVE PRACTICES DEFINED...

1 **Restorative Practices** is a system of formal and informal processes that build and sustain a culture of kindness, respect, responsibility and justice. This is achieved through emphasizing the importance of trusting relationships as central to building community and repairing relationships when harm has occurred.

2 The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things *with* them, rather than *to* them or *for* them.

3 Restorative practices cultivate a culture in which everyone feels like they belong. They build a particular sense of community in which every member--students, teacher, parent volunteers, aides--feel that they are seen, heard, and respected.

4 Restorative practices promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

"Teaching Restorative Practices with Classroom Circles"

©Amos Clifford, Center for Restorative Process
Developed for San Francisco Unified School District

RESTORATIVE JUSTICE DISCIPLINE DEFINED...

5 Restorative Justice brings persons harmed by misbehavior and the person who harmed them, along with affected family and community members, together in dialogue that aims to build understanding, explore how the actions has impacted those involved, including the community, and develop agreements for what will be done to make things right. The result: truly meaningful justice for all involved.

6 School discipline has for the most part taken its cue from the criminal justice system. The focus is on punishing wrongdoers with the aim of enforcing behaviors that are safe and non-disruptive. When punishment does not work, misbehaving students may be excluded through suspension or expulsion, with possibly serious long-term harmful consequences to them and society. There is little or no opportunity for social and emotional learning.

7 Restorative practices in schools are based on restorative justice principles instead of punishment. They aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. They provide specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, restorative approaches make safer schools and contribute to social and emotional learning.

"Teaching Restorative Practices with Classroom Circles"

©Amos Clifford, Center for Restorative Process
Developed for San Francisco Unified School District

Principles of Restorative Practices and Discipline

The following principles reflect the values and concepts for implementing restorative practices and discipline in the school setting.

RESTORATIVE PRACTICES:

- Acknowledges that relationships are central to building community.
- Ensures equity of voice among all members of the community. All voices are valued, everyone is heard.
- Establishes a culture of high expectations with high support, emphasizing doing things "WITH" not "TO" or "FOR".
- Builds systems that address misbehavior and harm in a way that strengthens relationships and focuses on the harm done rather than only rule-breaking.
- Engages in collaborative problem solving.
- Enhances accountability, responsibility and empowers change and growth for all members of the community.

RESTORATIVE JUSTICE DISCIPLINE:

You are working towards restorative discipline in schools when you....

1. Focus primarily on relationships and secondarily on rules.
2. Give voice to the person(s) harmed.
3. Give voice to the person(s) who caused the harm.
4. Engage in collaborative problem-solving.
5. Enhance Responsibility.
6. Empower Change and Growth.
7. Plan for Restoration.

Material adapted from Amstutz, L., & Mullet, J., (2005), pg 29-32. *The Little Book of Restorative Discipline*, pg 26-28 Wachtel & Costello (2009), *The Restorative Practices Handbook*, International Institute for Restorative Practices, pg 50

Traditional Approach

School rules are broken.

Justice focuses on establishing guilt.

Accountability=
Punishment

Justice directed at the offender; the victim is ignored.

Rules and intent outweigh whether outcome is positive or negative.

Limited opportunity for expressing remorse or making amends.

Restorative Approach

People and relationships are harmed.

Justice identifies needs and responsibility

Accountability=
understanding impact and repairing harm

Offender, victim and school all have direct roles in the justice process.

Offender is responsible for harmful behavior, repairing harm and working toward positive outcomes.

Opportunity given to make amends and express remorse.