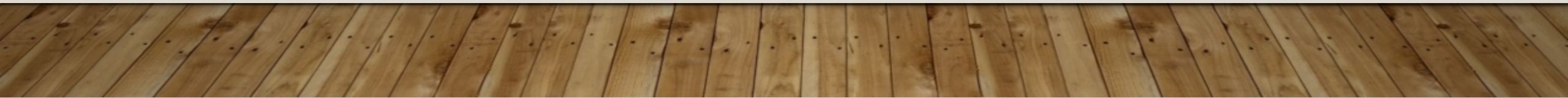


RESTORATIVE JUSTICE: A REFORMATIVE FRAMEWORK

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RESTORATIVE JUSTICE

- Restorative Justice is an approach to dealing with conflicts that is not punitive but emphasizes accountability and reconciliation of the wrongdoer with the larger community
- In schools, RJ can change discipline into a learning opportunity for students
- RJ in schools is linked to a much larger RJ movement in the country

WHAT DO YOU SEE?



THE APPROACH



THREE QUESTIONS OF RESTORATIVE JUSTICE

- Restorative Justice

- What is the harm that was done?
- How can that harm be repaired?
- Who is responsible for this repair?

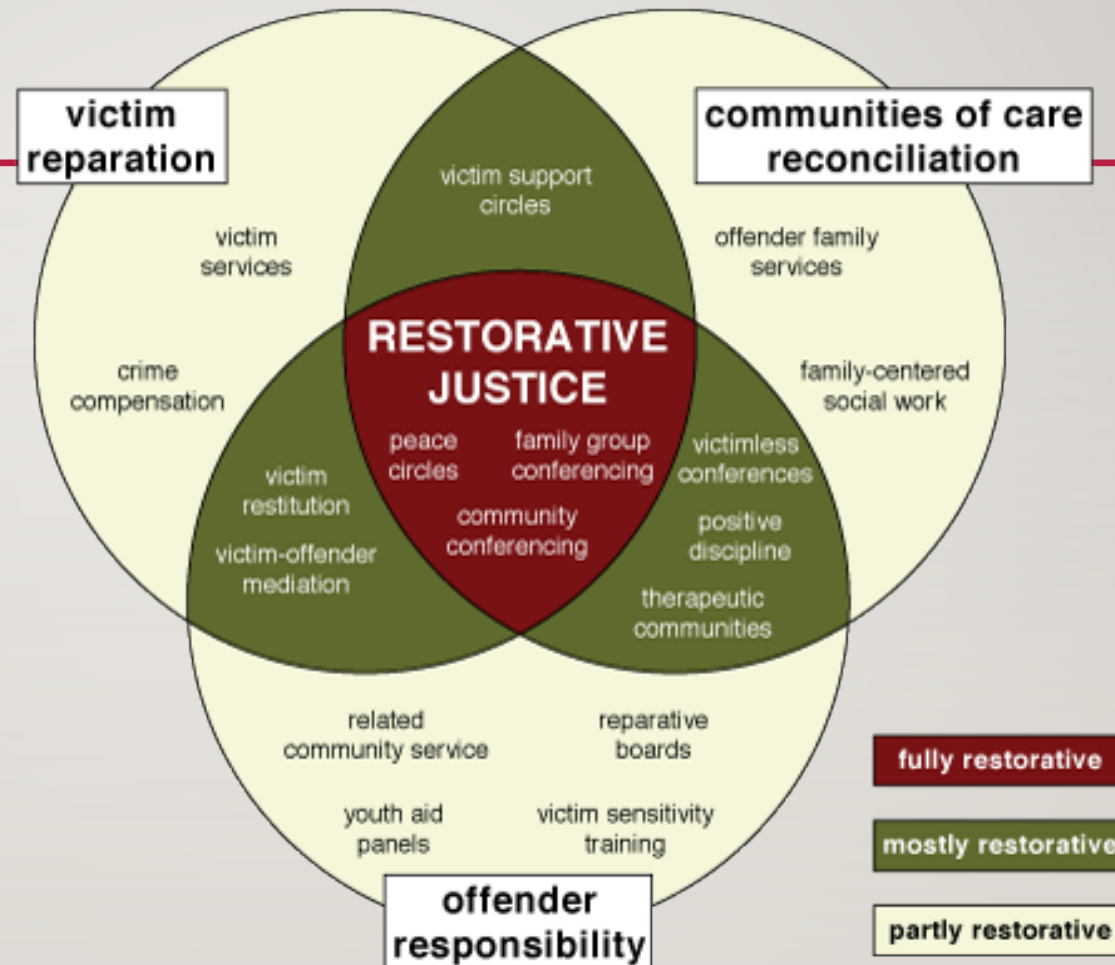
- Retributive Justice

- What is the rule or policy that was broken?
- Who broke that policy?
- How should they be punished?

CRITICAL ASSUMPTIONS OF RJ

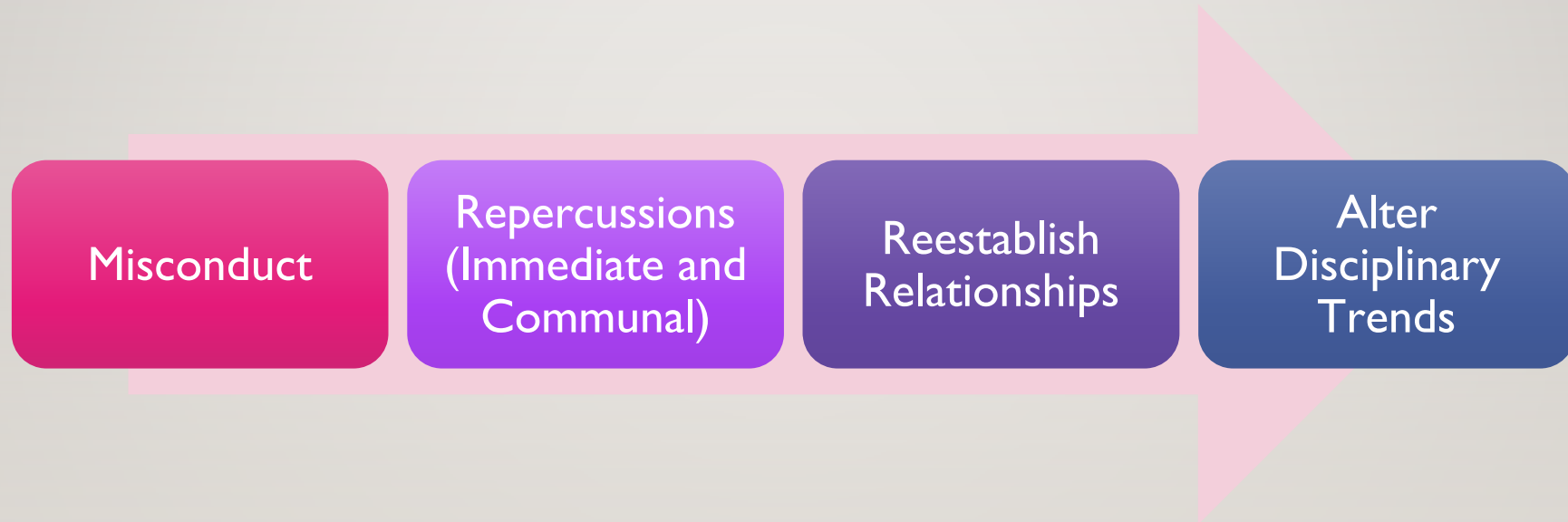
- Bad behavior is defined best as a violation of people, not policy or rule.
- Those doing wrong should be accountable not only to adults but to those whom they have impacted.
- Victims and learning communities are given a direct role in seeking justice.
- Justice should balance the needs of victims, wrongdoers, learning communities and administration.

RESTORATIVE JUSTICE: A BRIEF SUMMARY



<http://www.iirp.edu/images/rj-typology-450w.png>

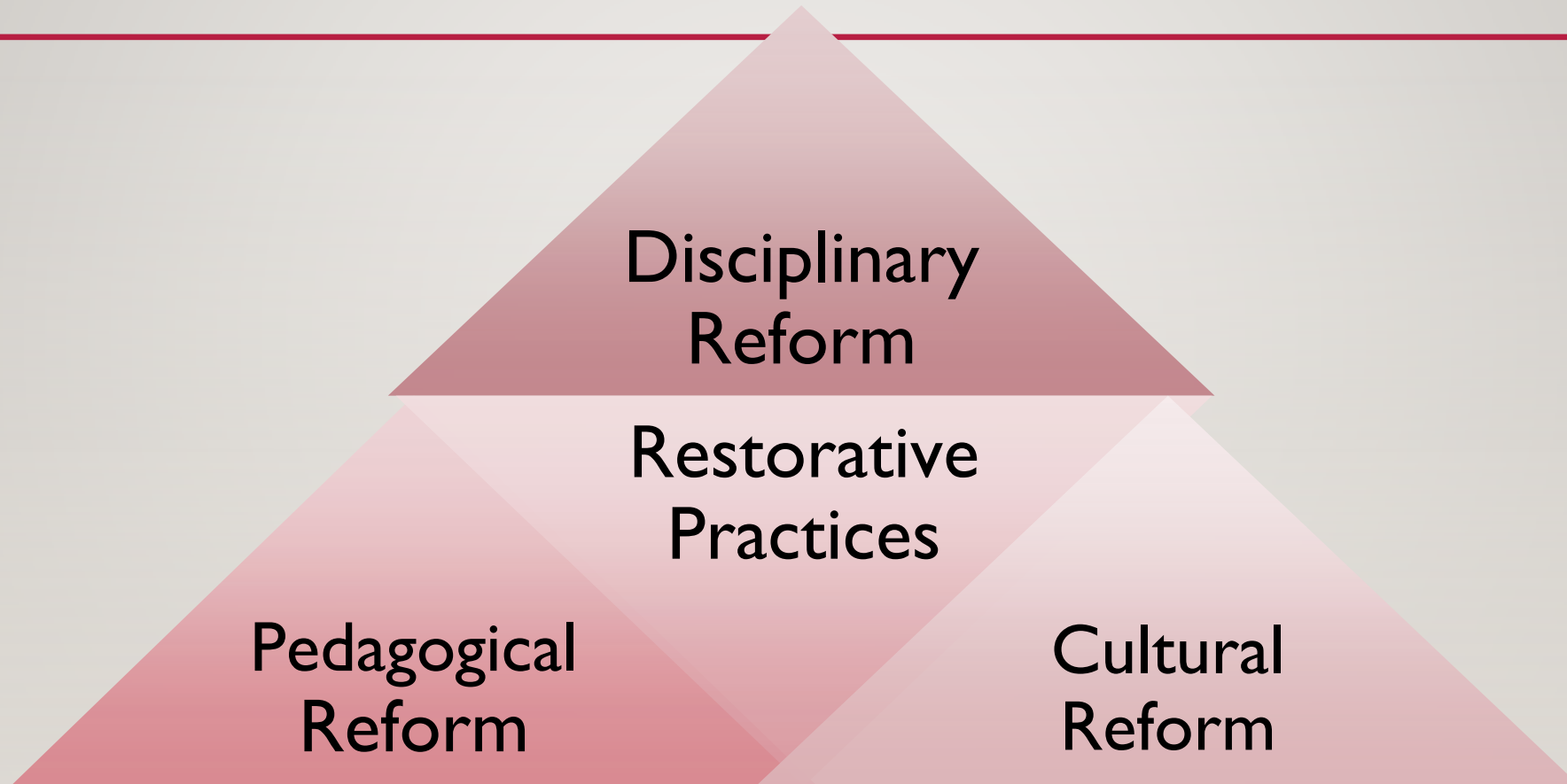
THEME: DEFINING RESTORATIVE JUSTICE



MODELS OF RJ IN SCHOOLS

- Person Harmed -Wrongdoer Mediation
 - Teachers/staff are trained to mediate between victims of offense and wrongdoer
- Community Group Conferencing
 - For more serious offenses, a conference between parents, victims, wrongdoer, other affected staff and students (and sometimes law enforcement) to discuss the offense
- Circle Processes
 - Open, facilitated discussion about a specific incident or general issue the community needs to address

DEFINING OF RESTORATIVE JUSTICE



VICTIM OFFENDER MEDIATION

- **VOM is an opportunity for victims to:**
 - Tell how the incidents affected them.
 - Directly and constructively express their feelings to their offenders.
 - Ask questions and receive answers that only the offenders can provide.
 - Experience having a direct voice and participation in the justice process.
 - Move through emotional healing and restoration.

VICTIM OFFENDER MEDIATION (BIG PICTURE, NOT NECESSARILY IN SCHOOLS)

- **VOM is an opportunity for offenders to:**
 - More fully understand the impact of their impact upon the lives of the victims.
 - Explain their involvement in the incident.
 - Take responsibility and convey regret.
 - Experience emotional healing and move forward with their lives.
 - Have a direct voice and participation in the justice process

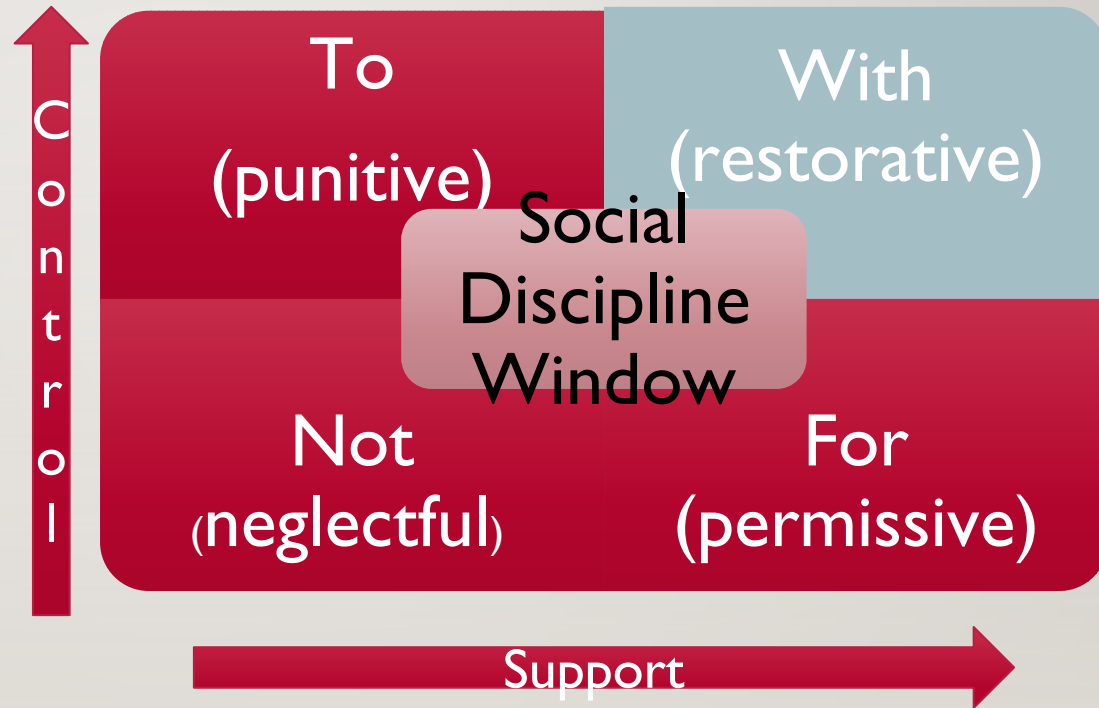
CONFERENCING

- In addition to the stated opportunities for victims and offenders in VOM, Conferencing also adds opportunities for the school community to:
 - Respond to the needs of the person offended as they see them.
 - Support offenders while encouraging them to understand and accept their obligations.
 - Be involved in the restorative justice process.
 - Increase its capacity to recognize and respond to school community bases of bad behavior.

CIRCLES

- Circles are used in a variety of forms and for a variety of purposes
- When the circle discussion concerns a specific incident the focus is usually on having the broader student community have an opportunity to share how this affects them
- When the circle discussion concerns a general issue the discussion resembles a dialogue process

THEME: DEFINING RESTORATIVE PRACTICES



THEME: STORIES OF RESTORATIVE PRACTICE

“She’s very rigid, and set in her ways. She was sobbing, crying, telling the student how it made her feel when he was interrupting her in class. That it really belittled her, and it made her feel like she had no control over her class. And it made her feel embarrassed and uncomfortable. It made her feel like she wasn’t a good teacher. I mean she just did everything—it was great, it was great. I have the chills. Because it was...and this student, **I don’t think he’s ever seen a teacher cry**. You know, he was... He was shocked. And he really was like, ‘Wow, miss, I’m really sorry. I didn’t... I didn’t know that you felt that way.’ Now that is a big win. **Just writing a referral** and making him stay after school for detention **is not teaching him** what his actions did. **How his actions made her feel**. And that way he’ll think twice about acting that way again. Maybe not. But to me it’s much better to at least let him see how his actions affect others. And I **think it was revealing for her, too**. She didn’t realize she was going to get that way. You know, she started off a little stern, and before you know it we had to get the tissues, and the make-up she had to redo. It was great! It really was.”

-Social Emotional Support Teacher

GROUP DISCUSSION

- How does Harlem currently deal with mediation?
- What elements could you propose from a Restorative Justice approach as presented here today?



THANK YOU!

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