

# RESTORATIVE PRACTICES

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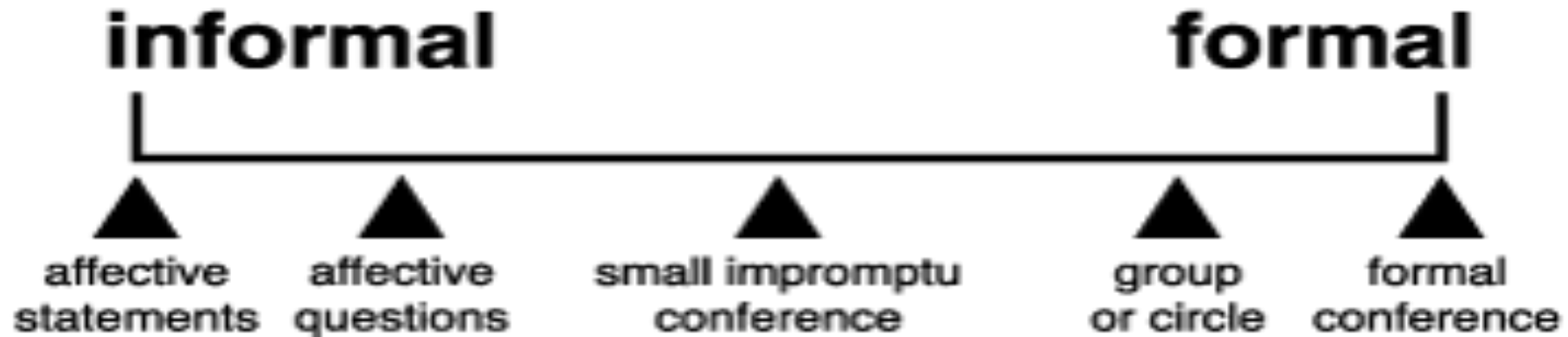
## *Restorative Practices Defined:*

**Restorative practice research** is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.

# *Continuum of Practice*

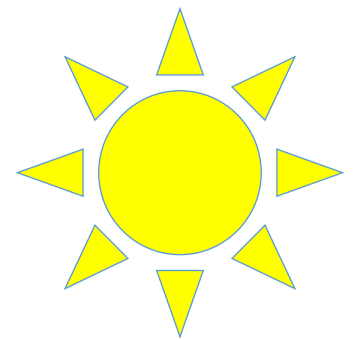
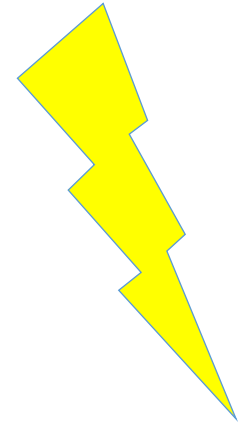
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*Continuum* - Restorative practices are not limited to formal processes, such as restorative conferences or family group conferences, but range from informal to formal in type.



# *Purpose*

The aim of **restorative practices** is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches. Organizations and services that only use the reactive without building the social capital beforehand are less successful than those that also employ the proactive (Davey, 2007).



# What are the basic practices of restorative justice?

## RESTORATIVE JUSTICE PRACTICES

- Builds relationships.
- Strives to be respectful to all.
- Provides opportunity for equitable dialogue and participatory decision-making.
- Involves all relevant stakeholders.
- Addresses harms, needs, obligations, and causes of conflict and harm.
- Encourages all to take responsibility.

1. IF CRIME HURTS, JUSTICE SHOULD HEAL.  
The focus is on repairing harm if it has occurred
2. NOTHING ABOUT US WITHOUT US.  
Those impacted feel welcome and safe to speak and participate.
3. THERE IS SIMPLY NO SUBSTITUTE FOR THE PERSONAL.  
Building respectful relationships is foundational and an outcome of any process.
4. THIS CAN WORK, I CAN LIVE WITH IT.  
Agreements are made by consensus
5. I AM WILLING TO DO THIS.  
Participation is voluntary.


# *Core Components*

**Restorative Mindset** – describes how a person understands community and one's role in the community. The values and concepts that underlie a restorative mindset include:

- Relationships and trust are at the center of community
- All members of the community are responsible to and for each other
- Multiple perspectives are welcomed and all voices are equally important



# *Core Components*

- Healing is a process essential to restoring community
  - Harm-doers should be held accountable for and take an active role in repairing harm
  - Conflict is resolved through honest dialogue and collaborative problem-solving that addresses the root cause and the needs of those involved
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# *Core Components*

**Restorative language** encourages positive interaction. Restorative language uses “I” statements to remain nonjudgmental, gives the speaker positive feedback through empathetic listening, and encourages him/her to speak using restorative questions.

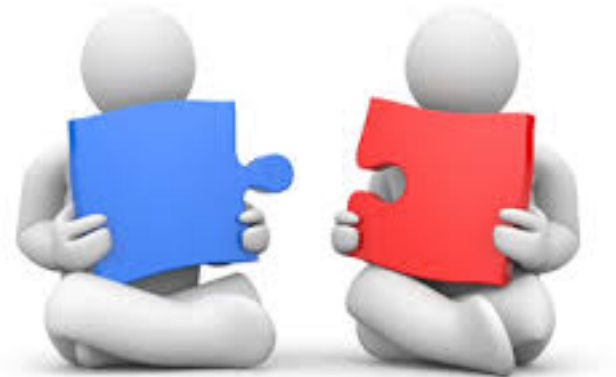




| Practice                        | When To Use   | Grade Level |
|---------------------------------|---|-------------|
| <b>Restorative Mindset</b>      | Always  | Pre K–12    |
| <b>Restorative Language</b>     | Always  | Pre K–12    |
| <b>Talking Circle</b>           | Proactively to build community and SEL skills; to work collaboratively on a problem   | Pre K–12    |
| <b>Restorative Conversation</b> | At the moment of a minor occurrence, in a safe space, and after the respondent has accepted responsibility for his/her behavior. Or, to better understand an incident that has occurred and the root causes of the behavior exhibited | Pre K–12    |
| <b>Peace Circle</b>             | Can be used in response to repeated inappropriate behaviors; persistent disruptive behaviors, most seriously disruptive behaviors, and some very seriously disruptive behaviors   | 3–12        |
| <b>Peer Conference</b>          | In response to repeated inappropriate behaviors, persistent disruptive behaviors and some seriously disruptive behaviors  | 3–12        |

# *Types of Restorative Processes*

- Restorative Conversations
- Circles
  - Talking Circle
  - Peace Circle
- Peer Conference



# *Restorative Practice Tiers*

**Tier 1** - Prevention: Community Building

**Tier 2** - Intervention

**Tier 3** - Reintegration



# *Similar Practices in D90 Schools*

## TIER 1

- Town Hall Meetings
- Classroom Meetings
- Student Advisory Program
- Student voice in decision making



# *Similar Practices in D90 Schools*

## TIER 2

### Administrator and Teacher Questioning Techniques

#### 7 Questions That Change School Discipline





# *Similar Practices in D90 Schools*

## TIER 3

- Social Work Intervention
- Parent Meetings



# Considerations

*McCammon and Bechet (2018) recommended asking the following questions to determine if local restorative practices are being implemented with fidelity:*

- Were teachers and the community involved in the shift?
- How much training did teachers receive? Everyone? Or just a few?
- Is there a process for all to reflect on how restorative justice is working and to adjust the strategy over time?
- Is it a mandate from a central office or is it supported by the school?
- Does the school embrace other strategies that might support restorative justice, such as attention to social and emotional learning?

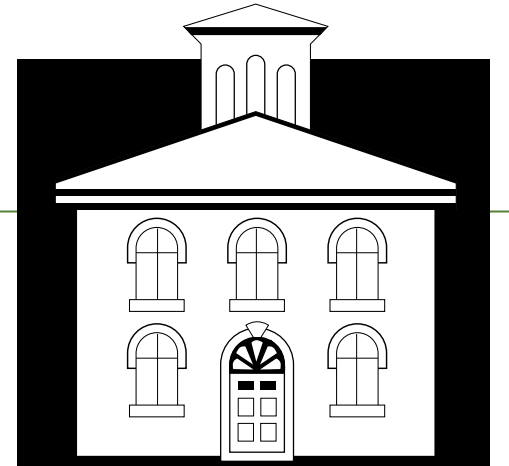
# Other Considerations



*Feedback from districts that have implemented Restorative Practices indicate the following:*

- Require engagement from all involved parties
- Require a pledge of time and money from the district and its administration.
- Professional development for all stakeholders
- Staff buy-in to balance all other initiatives
- While Restorative Practices may be used informally by individuals, a school-wide approach to Restorative Practices must be implemented intentionally and systematically to create culture change and ensure success.

*Thank You!*



QUESTIONS?