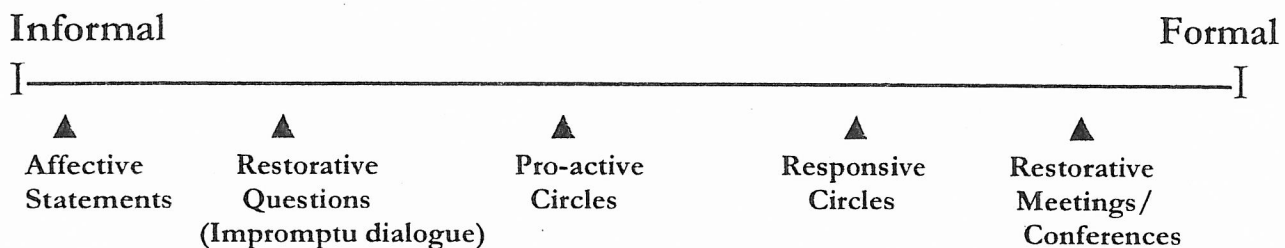


Restorative Practices Continuum

Restorative practices range from informal to formal. On a restorative practices continuum, the informal practices include affective statements and questions that communicate peoples' feelings, and allow for reflection on how their behavior has affected others. Impromptu restorative conferences and circles are somewhat more structured, while formal conferences require more elaborate preparation. Moving from left to right on the continuum, as restorative processes become more formal, they involve more people, require more planning and time, and are more structured and complete.

“Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life.” (Hanson, 2005)

The CORE of restorative practices is building and restoring relationships.



Affective Statements: the starting point for all restorative processes involving active non-judgmental listening and expression of feelings and impact. Affective statements allow for students and staff to build strengthened relationships by genuinely presenting oneself as someone who cares and has feelings. This authentic expression offers one the opportunity to learn and reflect on how their behavior has affected others.

Restorative Discussion: A restorative approach to help those harmed by other's actions, as well as responding to challenging behavior consists in asking key questions:

Restorative Questions:

1. What happened, and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what you have done? In what way?
4. What about this has been hardest for you?
5. What do you think you need to do to make things as right as possible?

Proactive and Responsive Circles: circles can be used for team building and problem solving. It enables a group to get to know each other, builds inclusion, and allows for the development of mutual respect, trust, sharing, and concern. Circles provide students with opportunities to share their feelings, ideas, and experiences in order to establish relationships and develop social norms on a non-crisis basis. When there is wrongdoing, circles play an active role in addressing the wrong and making things right.

Restorative Meetings/Conferences: involves those who have acknowledged causing harm meeting with those they have harmed, seeking to understand each other's perspective and coming to a mutual agreement which will repair the harm as much as possible. Often all sides bring supporters, who have usually been affected, and have something to say from a personal perspective.

Restorative Practices Paradigm Shift

“What’s fundamental about restorative justice (practices) is a shift away from thinking about laws being broken, who broke the law, and how we punish the people who broke the laws. There’s a shift to: there was harm caused, or there’s disagreement or dispute, there’s conflict, and how do we repair the harm, address the conflict, meet the needs, so that relationships and community can be repaired and restored. It’s a different orientation. It is a shift.”

Cheryl Graves- Community Justice for Youth Institute

Traditional Approach

School and rules violated

Justice focuses on *establishing guilt*

Accountability = punishment

Justice directed at offender, victim ignored

Rules and intent outweigh whether outcome is positive/negative

No opportunity for remorse or amends

Restorative Approach

People and relationships violated

Justice identifies *needs and obligations*

Accountability = understanding impact, repairing harm

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

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

Opportunity given for amends and expression of remorse

Restorative Practices Language

Utilizing the language of Restorative Practices consistently among the school staff and the parent/family community is a simple and effective approach to reinforcing the core values of relationships, responsibility, accountability and community.

The words highlighted represent the key language of Restorative Practices.

We are a **community**.

Recognizing that the strength and health of the community (among students, staff, and families) directly impacts school climate and academic achievement. Every member of the community is important and contributes greatly. Each person's actions affect the health of the community.

Recommendation: *constantly refer to the student, staff, and family groups as a "community", and stress the importance of having a strong, healthy community.*

What is the **relationship** like?

Reinforcing the importance of positive relationships is essential to the development of a strong community. Positive relationships lay the foundation for cooperation, skill development and learning.

Recommendation: *constantly inquire about the strength of the "relationship/s" between/among students, staff, and families. Celebrate positive relationships, and when challenged, specifically ask, "what is the relationship like between.....(students, yourself and your students, a particular student and his/her classroom peers, staff members...etc)". Self reflect on your own relationships with school community members and ask others to reflect on their relationships.*

What happened?

Ask open-ended questions that allow for a genuine retelling of an experience.

Recommendation: *do not ask the "why" question. Instead, ask "what happened" when inquiring about specific actions or behaviors.*

Who was **impacted** (harmed) by what happened?

For both positive and negative actions, recognizing impact helps to teach that one's actions affect the greater community. It is equally important to reinforce positive impact, as it is to teach that negative behavior harms relationships and the health of the community.

Recommendation: *Consider age appropriate language to use in response to students and staff actions/behaviors, reinforcing the importance of positive relationships and community.*

What *needs* do those involved have?

When conflict or harm occurs, it is important to recognize that ALL parties involved have resulting needs. Often times the needs of those “harmed” and those who “harmed” have similar needs. Giving individuals an opportunity to voice their needs is an important step towards identifying what must happen to repair the relationships.

Recommendation: *Using age appropriate language, ask ALL individuals involved in an incident (including the teacher/family member) to share/reflect on what needs they have/had (both during the time of the incident as well as after the incident).*

What needs to happen to *repair the harm* (make things as right as possible)?

Reinforcing the importance of repairing harm (when one’s actions have negatively impacted the community) is a critical component for the restoration of community/relationships when harm has occurred. Giving those involved in the incident an opportunity to identify what they are going to do to make things right teaches responsibility and holds one accountable for their actions.

Recommendation: *Allow for the people involved in an incident to share what they need to see happen in order to address and repair the harm caused by hurtful/negative behavior. Accountability stems from following-through with the identified plan after taking into consideration all that everyone needs to feel satisfied with the situation.*

Restorative Practices Principles

The following principles reflect the values and concepts for implementing restorative practices in the school setting. Under each principle are some of its important implications.

1. Acknowledges that relationships are central to building community.

- Restorative practices seek to strengthen relationships and build community by encouraging a caring school climate.
- Every student, teacher, administrator, staff member, and parent/guardian is a valued member of the school community.
- Students should be involved in a process of naming the values and principles to live by within their school community.

2. Builds systems that address misbehavior and harm in a way that strengthens relationships.

- Schools establish policies to provide a safe place for learning. Real safety however comes from fostering and maintaining caring relationships.
- Policies should reflect the values and principles agreed to by the school community.
- Policies need to address the root causes of discipline problems rather than only the symptoms. The causes of misbehavior may be multiple and each should be addressed.

3. Focuses on the harm done rather than only on rule-breaking.

- Misbehavior is an offense against people and relationships, not just rule-breaking.
- The solution to the offense needs to involve all of those harmed by the misbehavior.
- The person harmed is the center of the primary relationship that needs to be addressed. Secondary relationships that may have been impacted might include other students, teachers, parents, the administration, and the surrounding community.
- Much misbehavior arises out of attempts to address a perceived injustice. Those who are victimized also feel they have been treated unjustly. Discipline processes must leave room for addressing these perceptions.

4. Gives voice to the person harmed.

- The immediate safety concerns of the person harmed are primary.
- Those harmed must be given an opportunity to have a voice in the resolution of the harm.

5. Engages in collaborative problem solving.

- All of us act to satisfy our human needs (for belonging, freedom, power, and fun). Students choose behaviors to meet these underlying needs.
- Family, students, and communities are encouraged to help identify problems and solutions that meet needs.
- Misbehavior can become a teachable moment if everyone is involved.

6. Empowers change and growth.

- In order for students to change and grow, we must help them identify their needs and assist them in finding alternative, life giving ways of meeting those needs.
- Interpersonal conflict is a part of living in relationship with others.
- Conflict presents opportunity for change if the process includes careful listening, reflecting, shared problem-solving, trust, and accountability structures that support commitments to work at relationship building.

7. Enhances Responsibility.

- Real responsibility requires one to understand the impact of her or his actions on others, along with an attempt to acknowledge and put things right when that impact is negative.
- Consequences should be evaluated based on whether they are reasonable, related to the offense, restorative, and respectful.
- Students should continually be invited to become responsible and cooperative.
- Some students choose to resist participation in a process that will allow for change and may need adults to support and guide them in decision-making concerning their accountability.

RESPONDING TO HARM

PHYSICAL	EMOTIONAL	PSYCHOLOGICAL	FINANCIAL
<p>Trauma to body</p> <p>Bruises</p> <p>Fractured bones</p> <p>Cuts & Contusions</p> <p>Burns</p> <p>Scars and marks</p> <p>Black Eyes</p> <p>Tremors/shaking</p> <p>Fatigue</p> <p>Ulcers</p> <p>Stomach pains/aches</p> <p>Pregnancy</p> <p>Loss of life</p> <p>Sexually transmitted diseases</p>	<p>Fear, Angst, Apprehension</p> <p>Anger & Rage</p> <p>Sense of Hopelessness</p> <p>Sense of Helplessness</p> <p>Feelings of Isolation</p> <p>Feelings of Insecurity</p> <p>Sadness</p> <p>Shame & Guilt</p> <p>Embarrassment, Humiliation</p> <p>Confusion</p> <p>Depression</p> <p>Suicidal feelings</p> <p>Vulnerability, Powerlessness</p>	<p>Paranoia of others or of being alone</p> <p>Social isolation</p> <p>Intimidation by others</p> <p>Manipulation by others</p> <p>Memory losses or repressed memory</p> <p>Panic Attacks and crying outbursts</p> <p>Inability to sleep and Nightmares</p> <p>Inability to feel clean and need to bathe or wash many times</p> <p>Depression</p> <p>Wanting to die</p> <p>Difficulty having normal sexual relationship</p>	<p>Personal out-of-picket expenses</p> <p>Loss of wages/ inability to work/ loss of job</p> <p>Insurance deductibles and premium increases</p> <p>Law enforcement costs</p> <p>Prosecution/ trial costs</p> <p>Defense counsel costs</p> <p>Costs of jails, camps, halls, institutions, prisons, and special community programs / supervision</p> <p>In extreme cases, funeral costs</p> <p>Medical costs</p>

DIVERSITY, EQUITY, AND POVERTY PROGRAMS

RESTORATIVE PRACTICES

MYTHS



Fact: Circles may be one restorative practice your school chooses to use for deepening relationship and facilitating in the healing process when needed, but it would be one of many strategies such as restorative conversations and peer conferences. The school chooses the tools that are best for building relationships, building understanding, a shifting from repairing harm rather than just punishing students.

Myth: Restorative Justice is just sitting in circles.

Fact: There may still be times when consequences, such as suspension, may have to take place. The focus is on creating schools where the harm is repaired, which doesn't necessarily happen when there is a punishment. With restorative practices, students are actually held accountable to those who they have harmed, and the community is held accountable for helping them.

Myth: My social worker was trained in Restorative Justice. We're already doing it.

Fact: Restorative Practices are practices that are consistent and owned by staff and the community, not just a handful of staff members. Our restorative justice proposal outlines that School Climate Improvement Teams should apply to be Restorative Practices sites. That team of parents, teachers and students should be charged with deciding how this work reaches all stakeholders in the building and that all staff receive on going training and support.

Fact: Kids are not held accountable when they are just removed from the classroom. Kids aren't held accountable when they just have a short "talking to" and are right back in the classroom. Accountability is central to restorative justice. The student is held accountable for restoring harm they may have done to the community, and the community is held accountable to the student for supporting them in being successful.

Myth: Restorative Justice takes up too much time.

Fact: Punishment based models take up time because underlying problems usually are not addressed, and behaviors continue. Restorative Justice takes time at the start because it is relational and relationships take time, but in the long run time is saved because underlying problems get addressed instead of being continually pushed down the road.

Common Challenges in Circle

Or...

When Good Circles Go Bad

<i>If this...</i>	<i>Then try this...</i>
It takes too long for students to get in a circle...	<ul style="list-style-type: none"> ◦ Practice getting in and out of circle before holding an actual talking circle ◦ Figure out possible alternate furniture or room arrangements ◦ Use a timer and build in an incentive for meeting the time expectation ◦ Have students sit on top of desks in a circle ◦ Consider holding the circle outside, or another location ◦ Ask the students to come up with suggestions
The circle process takes too long...	<ul style="list-style-type: none"> ◦ You can do a check in circle in a few minutes with 32 students. You could ask for a one or two word check in on how their weekend was or how they are feeling at the moment ◦ Time spent up front building relationships and coming up with shared values and guidelines will save time in the long run dealing with problem behavior
No one is talking, or English may be a second language for my students, and they are hesitant to speak...	<ul style="list-style-type: none"> ◦ Use alternative methods of expression such as drawing, freestyle poetry, journaling, movement, activities with no words, etc. ◦ It is ok not to share as long as everyone participates by being present in circle ◦ Use a partner-share icebreaker or concentric circles so every student can have a chance to talk without speaking to the whole class ◦ Try to set a fun and community-building tone, gradually getting to more serious content over time ◦ Build in incentives for participation ◦ Ask students to brainstorm why they or others aren't talking (could be written, anonymous, etc.) and some suggestions to encourage it ◦ Ask questions students are more likely to want to answer like "What is it you want adults to understand about youth?"
There are specific misbehaviors that de-rail the circle...	<ul style="list-style-type: none"> ◦ Revisit the shared guidelines and values you created together ◦ Try to determine the possible <i>function</i> of each <i>misbehavior</i> and focus on that rather than the behavior itself ◦ Engage the students that are misbehaving as circle keepers or ask them to think of questions for the circle

Types of Circles by Tier

Tier	TYPES OF CIRCLE	PURPOSE OF CIRCLE
Tier 1	Community Building Circles	Teach empathy and self-reflection. Create a sense of belonging through sharing stories and active listening. Equity Build/ Strengthen relationships, connections
Tier 1	Learning/ Curriculum Circles	Use process to share/ teach one another Enhance learning by providing interactive forum for all students to participate in learning process Provide a structure and focus for easily distracted students
Tier 1	Talking/ Issues Circles	Visit a particular topic, reoccurring issue Opportunity to hear different perspectives Not trying to get to agreement, but rather, creating a venue for different voices to be heard
Tier 1	Celebration Circles	Honor, recognize important moments in the community A form of community building Bring attention to the health of the community
Tier 1	Healing Circles	Called to support a group (health issues, loss, etc.) Support and share pain
Tier 1	Decision making Circles	Group planning- perhaps smaller circles make initial proposals to bring forward to larger group
Tier 2	Community Conference/ Family Group Conference	Bring all affected parties (parent /guardian / community member) together to discuss serious conflict/harm and determine what needs to happen to repair harm and provide opportunity for healing
Tier 2	Harm/Conflict Circles	Bring all affected parties together to discuss conflict/ harm and figure out what needs to happen to move forward in a good way
Tier 3	Support Circles	Circles of support and accountability (COSA). Gather around one person to support long term change.
Tier 3	Healing Circles	Called to support one person (health issues, loss, etc.) Support and share pain
Tier 3	Re-entry/ Welcome Circle	Restorative re-integration from incarceration, expulsion or suspension to school in a caring way that identifies supports for student so that they can be successful at school and beyond

Sample *RP-Observe* Circle/Conference Coding Sheet

Coder name: _____ Coding Date: ____/____/____

Start time: _____ End time: _____ Circle Student or Educator initiated? _____

Circle Keeper's Name: _____ Number of student participants: _____

Number of participating adults (note if parent, teacher or administrator): _____ Grade level: _____

Course subject area or type of student group (e.g., club): _____

Circle Type: .

- Proactive Circle or Community-building: _____
- Responsive Circle or Reactive: _____
- Restorative Conference _____
- Instructional content present: _____
- Other: _____

Circle Format (*RP-Observe* Safety Dimension)

- Students are sitting or standing in a circle.
- Obstacles and barriers, such as desks, are removed from the inside of the circle to promote connection.
- Centerpiece is in place.
- Talking piece is present.
- Circle agreements are established.

Opening and Closing Ceremonies:

- Opening ceremony occurs.
- Closing ceremony occurs.

Notes (e.g., student demeanor, additional observations):

Student Circle Commitment - Student focus/engagement (positive attitude, participation and buy-in); Enthusiasm (as shown in body language, content of sharing, focused attention, and tone of voice)

Rationale:

Coding sheet, (page 3 of 3)

Responsive Circles

Responsive circles allow for classroom issues, such as bullying, harassment, patterns of disruptive behavior, tardies, not doing homework, theft...etc to be addressed with the entire class. All members of the classroom community are included in the process of positive change.

Sample Script for a Circle to Repair Harm

Opening:

I would like to welcome everyone here to our circle. We are here to talk about what happened and help figure out how to move forward in positive way. This is going to be a respectful process, where everyone's voice is heard.

Guidelines:

When we use a circle, we have certain guidelines that help ensure the conversation remains positive and allows for everyone to have an opportunity to share.

(guidelines should be written out and placed on pieces of paper in the middle of the circle)

The guidelines are:

- **Respect the talking piece:** everyone listens, everyone has a turn
- **Speak from your heart:** youth truth, your perspectives, your experiences
- **Listen from your heart:** let go of stories that make it hard to hear each other
- **Trust that you will know what to say:** no need to rehearse
- **Say just enough** without feeling rushed, be concise and considerate of the time of others.

Can we all commit to follow these guidelines? Are there any additional guidelines to add?

Repairing Harm Circle Rounds:

1st Round:

To start, I'd like each of us to share your name, why you are here, and answer the following question....(think of a good ice-breaker question to help build inclusion among the group prior to the circle....ex. what is your favorite CD at this time).

**The talking piece is passed to the person that volunteers to go first, and is continued to be passed around the circle until everyone who wishes to participate has an opportunity to do so.*

2nd Round:

We are now going to discuss what happened? We need to hear about why we are here, so I have asked _____, and _____ to share the facts about the situation.

(prior to the circle, ask 2 people who know most of the facts about the incident if they would be willing to offer their understanding of the specific events that occurred. It is important that they only share the facts and leave their personal feelings out.)

We will then use the talking piece to allow for anyone else interested in adding what they know about the facts.

3rd Round:

We are now going to discuss who has been affected by what happened and address any harm that occurred as a result. (including any potential harms to the school and community)

(Introduce the talking piece again and allow for circle members to share. More than one round may be required to ensure everyone has the opportunity to share their thoughts.)

4th Round:

We would now like to hear what your personal feelings are about what happened?

(Introduce the talking piece again and allow for circle members to share.)

4th Round:

Now it's important to ask, what do you think needs to happen to repair the harm and ensure that it doesn't happen again?

(Introduce the talking piece again and allow for circle members to discuss. The circle keeper will write down the suggestions offered by the participants. More than one round may be required to ensure everyone has the opportunity to share their thoughts.)

5th Round:

And as a follow-up to that, what are you personally willing to do to repair the harm and move forward from this situation?

(Introduce the talking piece again and allow for circle members to share. The circle keeper will write down the suggestions offered by the participants. More than one round may be required to ensure everyone has the opportunity to share their thoughts.)

6th Round:

I would like to summarize what I heard everyone suggest for potential solutions to repair the harm that was caused. (keeper reads the solutions).

Which of these do you want to agree to and who is responsible for following through with repairing the harm?

(Introduce the talking piece again and allow for circle members to discuss. The circle keeper will write down the final agreement.)

7th Round:

In closing, the agreement is as such... (share agreement and who will be held accountable for it's completion).

I would like to congratulate you all for successfully completing the circle process. It takes a lot of courage to own up to our actions and participate in a circle process.

Thank you for participating

Circle Planning Guide

<http://www.healthiersf.org/RestorativePractices/Resources/index.php#pbis>

1. What is the purpose or goal of your circle? (ex. Community building, check-in, address specific classroom issue, curriculum/content...etc.)

2. Circle Introduction: [How will you introduce and convey the reason for the circle to the participants?]

3. Establish core guidelines: (what are the core guidelines you would like to introduce to the participants? What additional questions will you ask to create shared guidelines and values? Do you have them written on a poster board for all to see?)

4. Opening (How will you open the circle? A poem, quote, song, breathing, story...?)

5. Introduction of Talking Piece. [What object are you using and Why?]

6. Check-In [What question will you ask for the initial check-in round? ex. On a scale of 1-10, today I am a]

7. Discussion Rounds [What needs to be addressed in the circle? What questions will you ask? How many rounds will you facilitate?

To consider: Are the questions you are asking high or low risk?

Does the question directly or indirectly address the goal and purpose for the circle?
What are some potential challenges that may surface? How will you handle them?

8. Check out [What question do you want to present to bring closure to the circle? ex. how are people feeling right now?]

9. Closing [How will you close the circle, praise and celebrate the participation of the circle members? poem, quote, song, breathing, story...?]

Repairing Harm Circle

<http://www.healthiersf.org/RestorativePractices/Resources/index.php#pbis>

People present: _____

School Name: _____

Date of incident: _____

Brief description of incident: _____

Date of circle:

Name:	Impact/harm felt	Possible Solutions to repair harm

Circle Agreement

Identified solutions to repair harm	Person/s responsible	Date and Time	Follow-up

Please print and sign your name if agreeable with the plan.

_____	_____	_____
Print name	Signature	Date
_____	_____	_____
Print name	Signature	Date
_____	_____	_____
Print name	Signature	Date
_____	_____	_____
Print name	Signature	Date
_____	_____	_____
Print name	Signature	Date

Frequently Asked Questions and Answers

What is RP?

RP is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making.

The use of RP helps to:

- Reduce crime, violence and bullying
- Improve human behavior
- Strengthen civil society
- Provide effective leadership
- Restore relationship
- Repair harm

Restorative Practices include both informal and formal approaches such as affective statements, affective questions, small impromptu conference, group or circle and formal conferences.

Is RP a program or paradigm?

No, RP is not a program it is a philosophical shift. School discipline through the RP lens shifts the focus from exclusionary discipline to restitution and repair of the harm and relationships. Traditional punitive discipline practices can reduce student and teacher moral and increase risk of disenfranchised students through suspensions, expulsions, and other disciplinary referrals.

What is the fundamental principle of RP?

The fundamental principle of RP is that people are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things **with** them, rather than **to** them or **for** them (Zehr, 1990)

Is there research on RP?

Yes, there is a great deal of research available from around the world suggesting that RP greatly reduces incidents of conflict and misbehavior in schools.

Who is RP for?

RP is for all staff and students so that we can improve learning by increasing relationships. RP must be implemented throughout the entire school to increase fidelity and successful outcomes.

Why do we use RP?

We use RP to work towards building good relationship, as well as working towards repairing these relationships if problems happen, or someone gets harmed. RP also provides students and teachers with proactive methods and procedures for responding to issues of school discipline.

What's in it for the students?

RP allows students a fair hearing. RP helps students learn how their actions affect others, gives students a voice, communication and problem solving skills they can use to resolve disputes between people.

How is RP/ Conferencing Integrated into a Typical School Day?

Morning circle where the teacher does check-ins or check-outs at the end of the day. It creates a place where students can feel heard and know that teachers are interested in their wellbeing. Also it sets the foundation for what may be needed at times when there is more conflict.

Does This Model Let People “Off the Hook” for Bad Behavior?

No participants take responsibility for their actions. RP/Conferencing approach combines accountability with learning new skills for self-management while empowering students to resolve crisis between themselves.

Doesn't This Approach Take A Lot of Time?

RP takes 3-5 years in order to see a dramatic change.

Where can I find Resources?

<http://www.iirp.edu/what-is-restorative-practices.php>

<http://schottfoundation.org/restorative-practices>

[Amstutz, L. \(2015\). The little book of restorative discipline for schools: Teaching responsibility; creating caring climates. Skyhorse Publishing, Inc..](#)

Boyes-Watson, C., & Pranis, K. (2015). *Circle Forward: Building a Restorative School Community*. Living Justice Press.

Meyer, L. H., & Evans, I. M. (2012). *The teacher's guide to restorative classroom discipline*. Corwin Press.

Riestedberg, N. (2013). *Circle in the square: Building community and repairing harm in school*. Living Justice Press.

Videos

<http://rjoyoakland.org/videos/>