Restorative Practices
In
Schools
2017
The Restorative Mindset Map

Restorative Justice in Everyday Life: Beyond the Formal Ritual by Ted Wachtel
Whole School Approach

Restore Relationships

Managing difficulties disruptions

Repair Relationships

Developing Core Values
Common Language
Social/Emotional Capacity
Universal/School Wide
Reaffirming/Building Relationships

Restorative Conferencing
Conflict Circles
Re-Engaging Circle
Restorative Chat
Peer Conferencing
Responsive Circles
IEP Meetings
Peace/Care Rooms

Academic Circles
Pro-Active/Talking Circles
Staff Circles/Parent Circles
School Policies
Social Skills
Community Circles
Tier I Practices - Circles Universal

• Relationship/Community Building
• Pro-Active
• Staff
• Parent
• Healing
• Community
• Academic/Curriculum

“Prevention is the Best Medicine”
Proactive Practices Reduce and Prevent Harm
Tier II & III
Responsive Practices Repair the Harm

- Responsive Circles
- Problem Solving Circles
- Conferencing
- Restorative Chats
- Reflection forms
- Conflict Circles
- Re-entry Circles
Punitive Discipline vs Restorative Discipline

**Punitive Discipline**
- Misbehavior is breaking the rules.
- Student is accountable only to the school authorities.
- Accountability is equated with punishment, usually exclusion.
- Those harmed are peripheral to the process.
- Students are defined by their deficits (the misbehavior).

**Restorative Discipline**
- Misbehavior is a violation of people and relationships.
- Student is accountable to those harmed and the community.
- Accountability is defined as taking responsibility and repairing the harm.
- Those harmed play a key role in response to wrongdoing.
- Students have the capacity to take responsibility and change their behavior.
Accountability
When a student breaks a rule, they create an obligation to those they have harmed and their community.

Competency Development
Students who misbehave should learn something from the situation and choices they have made.

Community Safety:
There is a responsibility to contribute to the safety of the community by assisting youth in changing their behavior, not simply to punish them.
**Traditional Justice**

- What *law* was broken?
- *Who* did it?
- How will we *punish* them?

**Restorative Justice**

- What *harm* was done?
- How can the harm be *repaired*?
- *Who* is *responsible*?

**Restorative Questions**

- What was your role in what happened?
- What were you thinking at the time?
- What have you thought about since?
- Who do you think has been affected? How?
- What do you need to do to make things as right as possible?
- How can we make sure this doesn’t happen again?
- What support do you need?
Illinois Related Initiatives working together in Multi-Tiered Systems of Support Framework

**Positive Behavioral Interventions and Supports (PBIS) & Response to Intervention (RTI)**

- Tier 3: Intensive
  - Wraparound
  - Complex FBA/BIP
  - Individual planning

- Tier 2: Strategic
  - Brief FBA/BIP
  - Check-in/out
  - Check/Connect
  - Social academic instructional groups

- Tier 1: Universal
  - School-wide behavior expectations
  - Acknowledge positive behaviors
  - Data-based planning

**Mental Health**

- Crisis counseling
- Individual support teams/plans
- Psychiatric care

**Social Emotional Learning**

- Tier 3: Intensive
  - Individual social skills instruction

- Tier 2: Strategic
  - Targeted social skills instruction

- Tier 1: Universal
  - SEL curriculum
  - School climate assessment

**Restorative Justice Practices**

- Formal conferencing
- Community conferencing
- Circles (Conflict, Reintegration, etc.)

- Peer Conferencing
- Formal Conferencing
- Problem-solving circles

- Classroom Circles (i.e. sharing, community building, etc)
- Restorative chats
Why Restorative Practices in Schools?

Data shows:

➢ Increased attendance
➢ Improved school climate
➢ Improved relationships between students, students & staff and among staff
➢ Improved social-emotional learning
➢ Decreased discipline referrals, suspensions and expulsions
➢ Reduced recidivism
Implementation Model

- **Introduce** the restorative approach to administration.
- Get **buy in** and **commitment** from decision makers.
- Develop and train **leadership team**, restorative practices **coordinator**.
- Train **all staff** in RJ philosophy and practices as appropriate.
- Ensure all **parents and students** receive an overview of restorative practices and information on how the school will be utilizing them.
- Train a group of parent leaders (ex. pto).
- Introduce restorative practices in **all settings**.
- Develop a team trained in Conflict Circles/Conferencing to **respond to serious incidents**.
- Develop **school-wide policy** and procedures.
- **Collaborate** with community organizations.
- **Evaluate** the initiative.
- **Ongoing coaching** and fine-tuning based on evaluation.
- **Train the Trainer**
Sara Balgoyen, Executive Director
sarab@ibarj.org

Kathryn Rayford, Director of Training
krayford@ibarj.org

https://www.facebook.com/ibarjp

https://www.twitter.com/illinoisbarj

Newsletters, map, events, articles, resources & more!