

SCHOOL SAFETY

ENVISIONING SAFER SCHOOLS

**Building Relationships:
Restorative Practices**

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Learning Objectives

These sessions will help participants:

- Increase understanding on Restorative Practices and how schools can benefit from adopting this empowering paradigm
- Increase skills to facilitate a variety of restorative activities promoting respect for diversity and multi-cultural competence,
- Increase competency and skills in the ability to facilitate restorative conversations and circle activities that reduce stereotypes among students and staff.

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Why Circles?

- Indigenous wisdom
- Honors community
- Values each member
- Responsibility
- Accountability
- Encourages ownership



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Mindfulness







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Circle Agreements





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Pair Share

What's one concern on your mind?

What's one thing you are grateful for?


Over 100 practical ideas, exercises, and action steps for Teachers, Administrators, Managers, & Trainers

EMPTY THE CUP...


BEFORE YOU FILL IT UP

Relationship-Building Activities to Promote Effective Learning Environments


Ernest Mendez, Ph.D.


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Talking Piece



- A physical reminder that the person talking should receive the group's full attention
- Gives fidgety students something tactile to calm them when it's their turn to speak.
- Can be a common classroom object or something symbolic: small globe for geography class, Shakespeare figurine for English, etc...


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Check in Circle

PURPOSE


- Introductions
- Check in with members
- Establish community
- Set the tone

PROMPTS

- Name & work location
- 1-10 how are you feeling?


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School to Prison Pipeline





Defining Restorative Practices

Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community. They promote values and principles that use inclusive, collaborative approaches. When broadly and consistently implemented, they promote and strengthen positive, transformational school culture.

Restorative Practices also involve processes that repair relationships when harm has occurred. Accountability is achieved through understanding impact, repairing harm and restoration.




Fundamental Hypothesis

Human beings 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.



PARADIGM SHIFT


Traditional Discipline	Restorative Practices
School and rules violated	People and relationships violated
Justice focuses on establishing guilt	Justice identifies needs and obligations
Accountability = punishment	Accountability = understanding impact, repairing harm
Justice directed at offender, while victim is ignored	Offender, victim and school all have direct roles in justice process
Rules and intent outweigh whether outcome is positive/negative	Offender is responsible for harmful behavior, repairing harm and working toward positive outcome
No opportunity for remorse or amends	Opportunity given for amends and expression of remorse


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Restorative Systems

“If systems are not innately restorative, then they cannot hope to effect change simply by providing an occasional restorative intervention. Restorative practices must be systemic, not situational.”


-Ted Wachtel


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Restorative Practices Continuum



INFORMAL ——— Restorative Language — Restorative Questions — Small Impromptu Conference — Group or Circle — Formal Conference ——— FORMAL

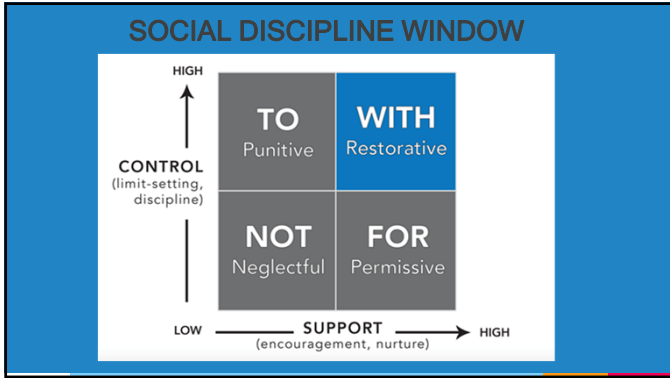

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Multi-Tiered System of Support (MTSS)

Tier 3 Practices Intensive Interventions:
 Formal restorative conferencing
 Reintegration Strategies

Tier 2 Practices Targeted Interventions:
 Informal restorative conference, restorative dialogue, responsive circle (problem solving), targeted mentoring, peer mediation, teen court

Tier 1 Practices Prevention:
 Community & relationship building circles, Developing social/emotional capacity, Develop responsibility for self and others, Restorative language and dialogue, problem solving circles, learning conflict resolution strategies



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Restorative Questions


Processing incidents of harm or conflict

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Restorative Questions I

To Respond to Challenging Behavior


- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?


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Restorative Questions II

To Help Those Harmed by Other's Actions

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?


Purposes for Circles

- Icebreakers and energizers
- Build relationships and community
- Introduce, review, debrief curriculum
- Solidify key understandings
- Prepare for substitute or debrief
- Problem solving session
- Teach coping skills
- Bring closure to incident


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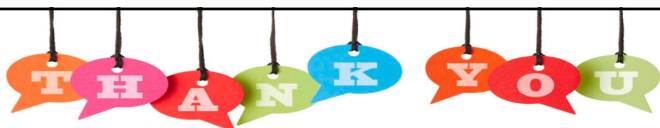
Developing Restorative Systems

- All staff trained and implementing
- Relationships and community building is a high priority
- Students developed as restorative leaders
- Efforts are intentional, strategic and consistent
- Restorative leadership team give support/coaching
- School data monitored for impact
- Circles build connection, trust and reintegrate offenders
- Consistent feedback and communication



Closing Circle

Use one word to describe your experience today with our community learning about restorative practices



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