

# Restorative Practices for Yukon Schools

An introduction to The Restorative Approach & a collection of practices which support it

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The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the left and right sides of the frame, creating a modern, dynamic feel. The central area is a clean white space where the text is placed.

# Welcome

We have the potential to change lives today



# The Restorative Approach

- ▶ Is a philosophy or guiding principal
- ▶ It is not a program or specific activity
- ▶ It sees relationships as central to learning, growth, and a healthy school climate for students and adults
- ▶ The relationship is the foundation of this approach

# Restorative Approach: Beliefs

- ▶ Collaborative problem solving is necessary for lasting change
- ▶ Misbehaviour can become a teachable moment
- ▶ Conflict creates learning opportunities
- ▶ Growth and change occurs through seeing impact on others and repairing harm
- ▶ Children learn through modeling
- ▶ We must teach responsibility, not obedience
- ▶ We have a collective responsibility

# Restorative Practices

- ▶ Enable us to integrate and normalize this approach within a school culture
- ▶ Practices do this by focusing on building, maintaining and when necessary, repairing relationships ....
- ▶ Among all members of school community

# Why the Restorative Approach?

- ▶ Strong relationships and Student connectedness with adults leads to:
  - ▶ Improved school climate
  - ▶ Stronger communication
  - ▶ Fewer conflict, less violence, less misbehaviour
  - ▶ People feeling more supported when things go wrong
  - ▶ Better environments for learning - calmer, quieter, more productive

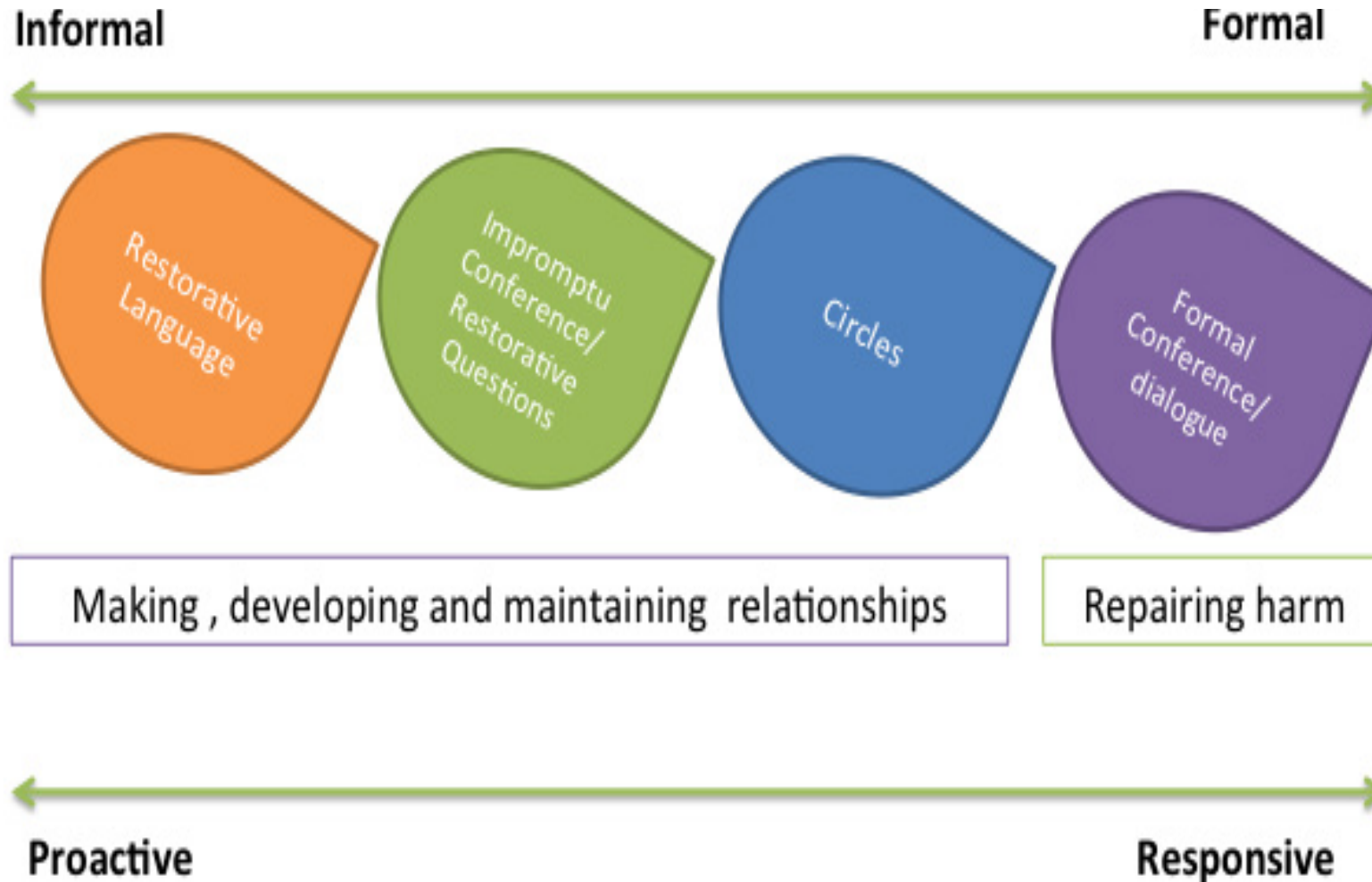
# Why the Restorative Approach?

- ▶ When misbehaviour happens, the restorative approach allows for
  - ▶ True accountability
  - ▶ Important student learning
  - ▶ Development of Social/Emotional Competencies
  - ▶ Maintaining and repairing relationships (as opposed to weakening them)
  - ▶ A more effective form of discipline



<b>Authoritarian Approaches Focus on:</b>	<b>Restorative Approaches Focus on:</b>
Rule breaking	Harm done to Individuals
Blame or guilt	Responsibility & problem solving
Adversarial processes	Dialogue and negotiation
Impersonal processes	Interpersonal processes
<b>And, as a result</b>	<b>And, as a result</b>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = making things right

# Continuum of Restorative Practices



# Restorative Language

- ▶ Language that invites and encourages
  - ▶ Curiosity, empathy, respect, trust, accountability, repairing harm, and collaboration
- ▶ Affective Statements
  - ▶ Expressions of feelings, both positive and negative
  - ▶ Helps children become aware of the impact that their behaviour might have on others

# Restorative Language

- ▶ What's Up?
  - ▶ How are you today?
  - ▶ How can I be of help?
  - ▶ Tell me about what's going on for you?
- 
- ▶ (just exercise the muscle of kindness)

# Restorative Conversations

- ▶ Conversations that help teachers support an open dialogue via the use of Restorative Questions
- ▶ These questions lead students through a critical thinking process and helps them build essential social and problem solving skills
- ▶ Help students process responsibility

# Examples of Restorative Questions

- ▶ Looking back, what do you think you could have done differently?
- ▶ Moving forward, how can you prevent history from repeating itself?
- ▶ If you step back and look at your behaviour, what do you think it says about you?
- ▶ What are ways that you have handled similar situations in the past that have been more productive?
- ▶ How might you have better handled yourself this time around?

# Restorative Questions To Respond to Challenging Behaviour

- ▶ What happened?
- ▶ What were you thinking 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?

# Restorative Questions 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?



# Small Impromptu Conference

- ▶ Effective for solving a problem quickly when a limited number of school community members are involved
- ▶ Can be used (but not limited to) hallway, lunchroom, playground, informal setting where students engage

If a child can't read, we teach him to read

If a child can't do math problems, we teach him how to do math problems

If a child doesn't know how to behave, we punish him

Thinking of a child as  
“behaving badly”  
disposes you to think  
of punishment.

Thinking of a child as  
“struggling to handle  
something difficult”  
encourages you to  
help them through  
their distress.

[www.fb.com/hanksmithcnds](http://www.fb.com/hanksmithcnds)



# Accountability

- ▶ Owning our mistakes - accepting responsibility for the harm we have caused
- ▶ Understanding the impact of our actions on others
- ▶ Repairing the harm; “making it right”
  
- ▶ Restorative practices focus on helping students understand the real harm done by behaviour, to take responsibility for actions, and to commit to positive change

# What is Being Restored?



# Restorative Tasks

- ▶ Restore, repair, replace, clean up or apologize
- ▶ Tasks to develop friendship skills
  - ▶ Set up co-operative activities, read books
- ▶ Tasks to develop self worth
  - ▶ Clean/repair, create poster, helping task, teach a skill
- ▶ Tasks to increase trust
  - ▶ Read books of trust, list people I trust
- ▶ Tasks to increase regulation
  - ▶ Label emotions, calming techniques, anger management

# Restorative Circles

- ▶ <http://lms.dcsdk12.org/pd/mod/resource/view.php?id=8685>
- ▶ <https://vimeo.com/27828280>

# Circles - A Structured Dialogue

- ▶ One person speaks at a time (and you may choose to pass)
- ▶ Teacher guides conversation
- ▶ Questions must be carefully crafted - promote inclusion
- ▶ Some circles have only one question; others have several (depending on the purpose and time)
  
- ▶ If no one is talking - TRUST hasn't been developed



# Restorative Circles

## Proactive

Community building in classroom

Establish group norms

Goal setting/previewing

Quick survey: opinions/questions

Democratic decision making

Problem Solving

Appreciation

Check ins & Check outs

# Restorative Circles

## Reactive

Addressing issues in a non-confrontational way

Issues are discussed openly and problem solving takes place with total inclusiveness of all stakeholders

# Restorative Conferences

- ▶ A process which brings together a core of individuals who have been affected by a behaviour or conflict, to participate in a structured dialogue, with the goal of creating understanding, accountability, and repairing of harm with community support
- ▶ Must be done by a trained and certified restorative justice facilitator

# Don't Stop There

- ▶ Restorative Meetings
  - ▶ Staff, School Council
  - ▶ Meetings are organized to encourage authentic engagement through the use of the circle process
- ▶ Restorative Conversations with colleagues to discuss grievances
- ▶ Conversations with Parents

# Leadership Styles

## Punitive

### Characteristics

Compliance is forced  
Power hoarded  
Information is power  
Fear of engagement

### Results

Resentment  
De-valued  
Mistrust  
Withdrawn/acting out

## Restorative

### Characteristics

Authoritative  
Collaborative  
Engaging  
Focused on strengths

### Results

Foster respect for all  
Shared power  
Cooperative  
Maximize resources

# Overview of Restorative Practices

- ▶ For Connection and Community Building
  - ▶ Restorative conversations (What's Up?)
  - ▶ Circles (appreciation, anytime, beginning of day)
  - ▶ Making personal connections
- ▶ For low-level conflicts, problems, discipline
  - ▶ Restorative inquiry (one-on-one)
  - ▶ Circles (problem solving for whole class issues)
- ▶ For Serious Discipline (by trained facilitator)
  - ▶ Restorative conferences