



Restorative Practices in Schools

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Benefits of Restorative Practices – from SFUSD Intro to RP Presentation Resource Packet

- ✓ A safer, more caring environment.
- ✓ A more effective teaching and learning environment.
- ✓ A greater commitment by everyone to taking the time to listen to one another.
- ✓ A reduction in bullying and other interpersonal conflicts.
- ✓ A greater awareness of the importance of connectedness to young people. The need to belong and feel valued by peers and significant adults.

(San Francisco Unified School District [SFUSD], n.d.)

Benefits of Restorative Practices – from SFUSD Intro to RP Presentation Resource Packet

- ✓ Greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people.
- ✓ Reductions in fixed term and permanent suspensions and expulsions.
- ✓ A greater confidence in the staff team to deal with challenging situations.

(San Francisco Unified School District [SFUSD], n.d.)

What are Restorative Practices?



(Shelton, 2016.)

Benefits of Restorative Practices in Schools

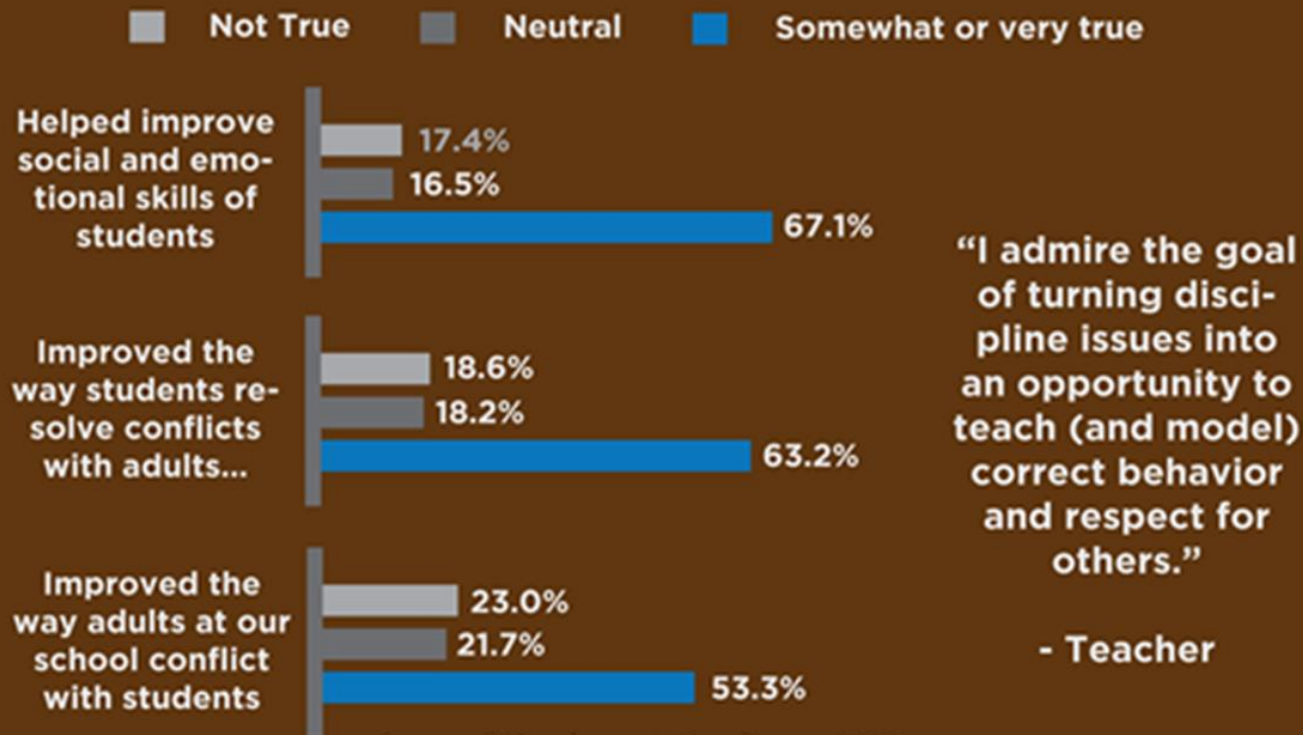
According to Clifford (2013), research and evidence show positive results when restorative practices are used:

- Reductions in disciplinary referrals to principals
- Reductions in suspensions and expulsions
- Reductions in amount of instructional time lost to managing student behavior challenges
- Improved teacher morale
- Improved teacher retention
- Improved academic outcomes
- Reductions in disproportionate referrals of minority students.

(Clifford, 2013, pp. 7.)

Benefits of Restorative Practices in Schools

Figure 17: Perceived impact of Restorative Practices on Students; Conflict Resolution and Social-emotional Skills

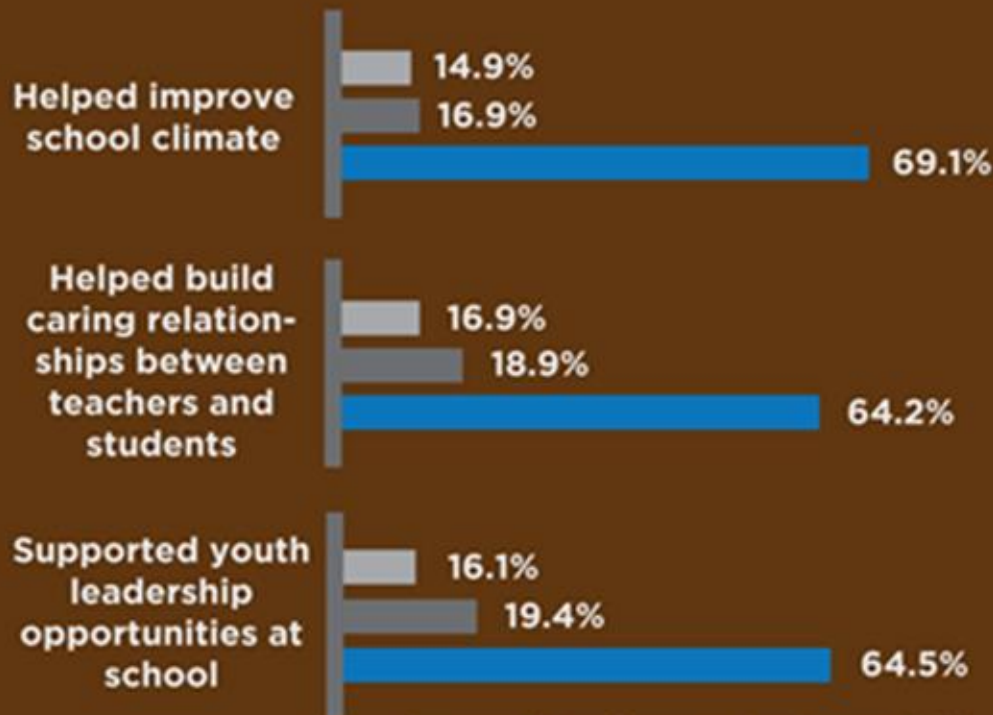


Source: RJ Implementation Survey 2014

(Oakland Unified School District, 2016.)

Benefits of Restorative Practices in Schools

Figure 19: Perceived impact of restorative justice practices on school level outcomes this year



“I think it’s opened up more dialogue among teachers, students, and administration.”

- RJ Coordinator

Source: RJ Implementation Survey 2014

(Oakland Unified School District, 2016.)

Restorative Practices through Community Circles

- Gives everyone a voice
- Useful for addressing social and emotional issues
- Sets the stage for instruction and learning
- Ensures everyone is seen
- Increases engagement and attention
- Focusing/Refocusing and Mindfulness

(Stewart, 2017.)

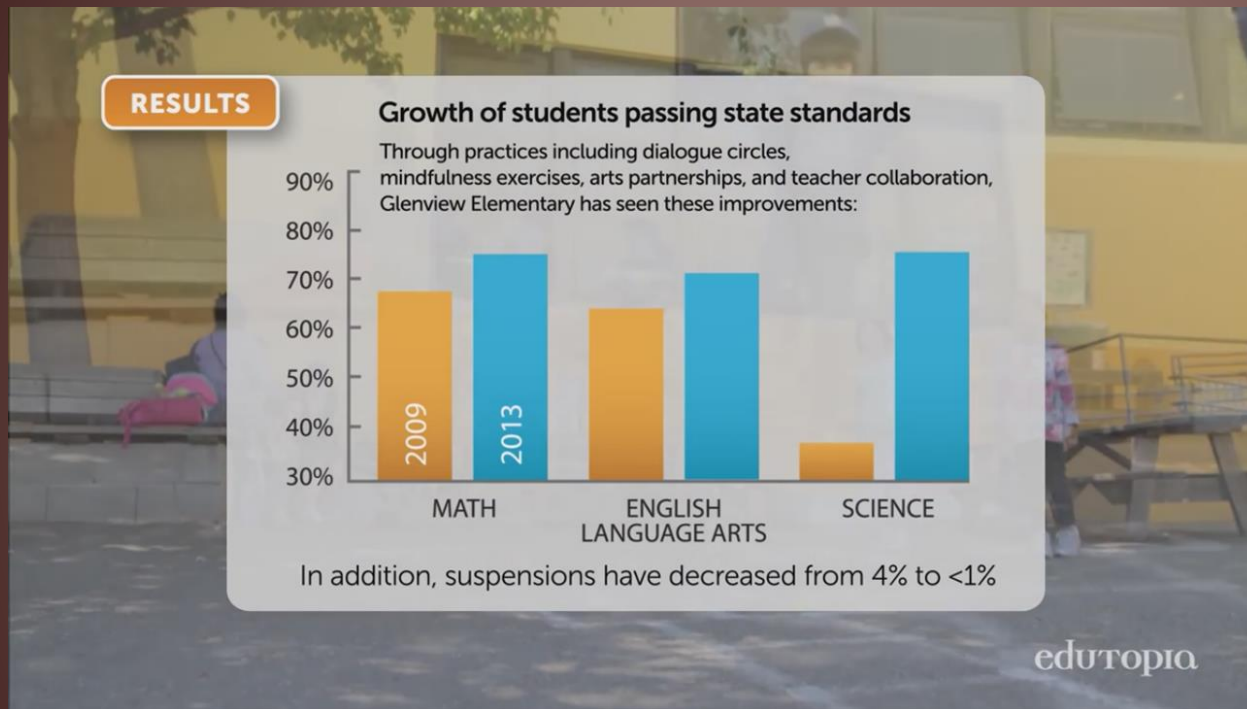


(Pasarow, 2014.)

Restorative Circles – Elementary Example



Optimizing Learning with Restorative Circles



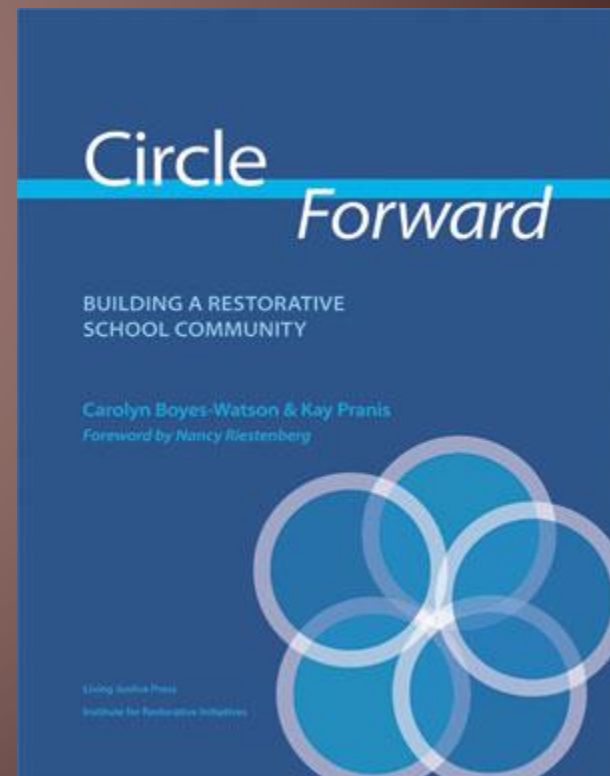
(Edutopia, 2014.)

Not only can community circles be used to build and maintain a sense of community, they can also be powerful vehicles for delivering curriculum — introducing new lessons and reviewing previously discussed topics (L. Spraggins, personal communication, July 19, 2017).

Optimizing Learning with Restorative Circles

In their book, *Circle Forward: Building a Restorative School Community*, Boyes-Watson and Pranis (2015) provide explicit lesson plans for curriculum circles. Those topics are:

- Finding Out What Students Already Know Circle
- Checking for Understanding Circle
- Building Vocabulary Circle
- Sharing Student Writing in a “Read-Around” Circle
- Practicing a Foreign Language Circle: Beginner to Intermediate
- Sharing Reflections Circle
- Using Storybooks to Teach Values Circle
- Talking about Homework/Studying Circle
- Three-Minute Focus Circle



(Boyes-Watson & Pranis, 2015, pp. 71-87.)

Optimizing Learning with Restorative Circles

Regardless of the lesson topic, teachers can use classroom circles to cover curriculum. The next few slides explain how to plan lessons using classroom circles. This information is from “Circle Packet with Planning Guide” by the San Francisco Unified School District (2013).



(Gonzalez, E. 2017.)

Designing Restorative Circles –

Directly from “Circle Packet with Planning Guide”.
2013. SFUSD.

Planning a community circle is like planning a lesson. Just like a lesson plan, there are specific parts of planning for a circle:

1. Purpose or goal of 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?)

(Bailey, et al., 2015; SFUSD, 2013.)

Designing Restorative Circles –

Directly from “Circle Packet with Planning Guide”.
2013. SFUSD.

4. Opening

(How will you open the circle? A poem, quote, song, breathing, story...?) (ex. Community building, check-in, address specific classroom issue, curriculum/content...etc.)

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)

(Bailey, et al., 2015; SFUSD, 2013.)



(University of New Haven, n.d.)

Designing Restorative Circles –

Directly from “Circle Packet with Planning Guide”.
2013. SFUSD.

7. Discussion Rounds

(What needs to be addressed in the circle? What questions will you ask? How many rounds will you facilitate?)

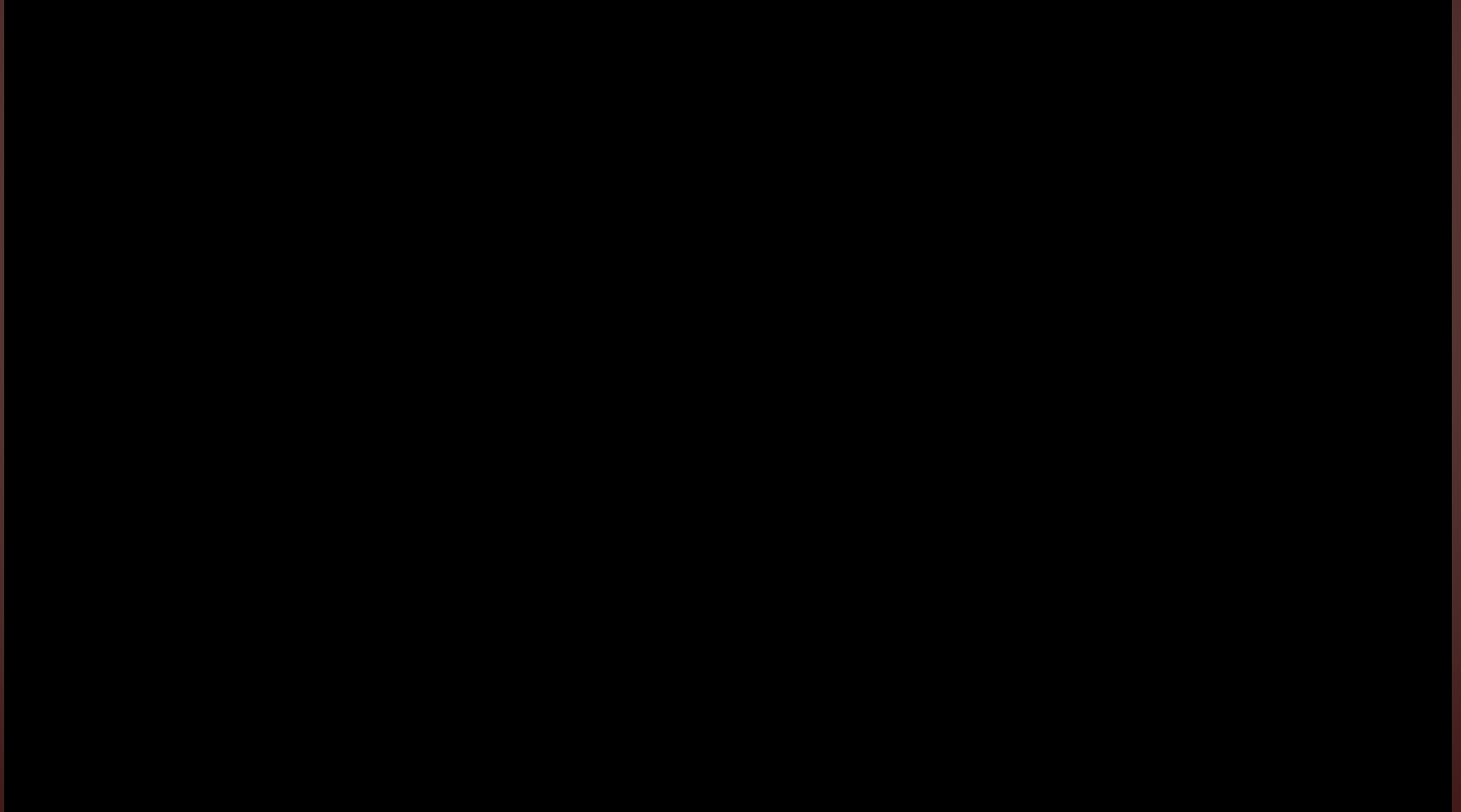
8. Check out

(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...?)

Restorative Circles – Secondary Example






Restorative Approaches to Student Discipline

According to Clifford (2013):

Restorative practices in schools are based on restorative justice principles instead of punishment. They aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. They provide specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, restorative approaches make safer schools and contribute to social and emotional learning. (pp. 6)

Shifting Discipline Paradigms

Restorative discipline aims to shift student behavior management from punitive to repairing harm.

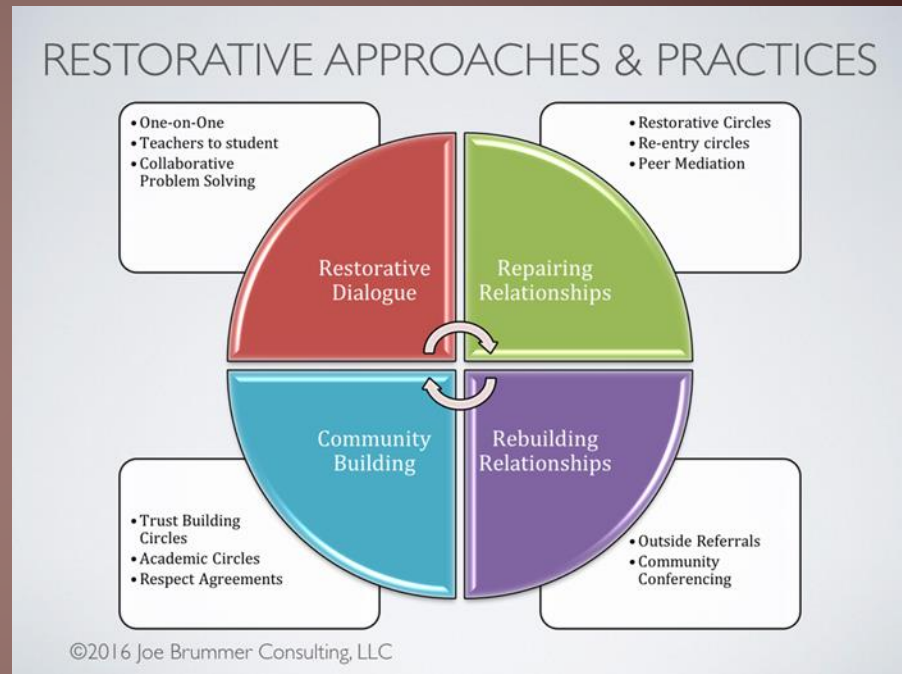
Three Shifts Toward Restorative Schools and Classrooms	
From...	To...
 Efforts to suppress misbehavior based on the view that misbehavior is evidence of failing students or classrooms.	Recognizing and using the inherent value of misbehavior as an opportunity for social and emotional learning.
 Authority-driven disciplinary actions that focus only on the identified misbehaving students.	Restorative circles that bring together everyone who is most immediately affected by the incident.
 Punishment and exclusion is used to control misbehavior and motivate positive behavior changes.	Dialogue leading to understanding and action to set things right and repair and restore relationships.

(Clifford, 2013, pp. 6.)

Restorative Approaches to Student Discipline

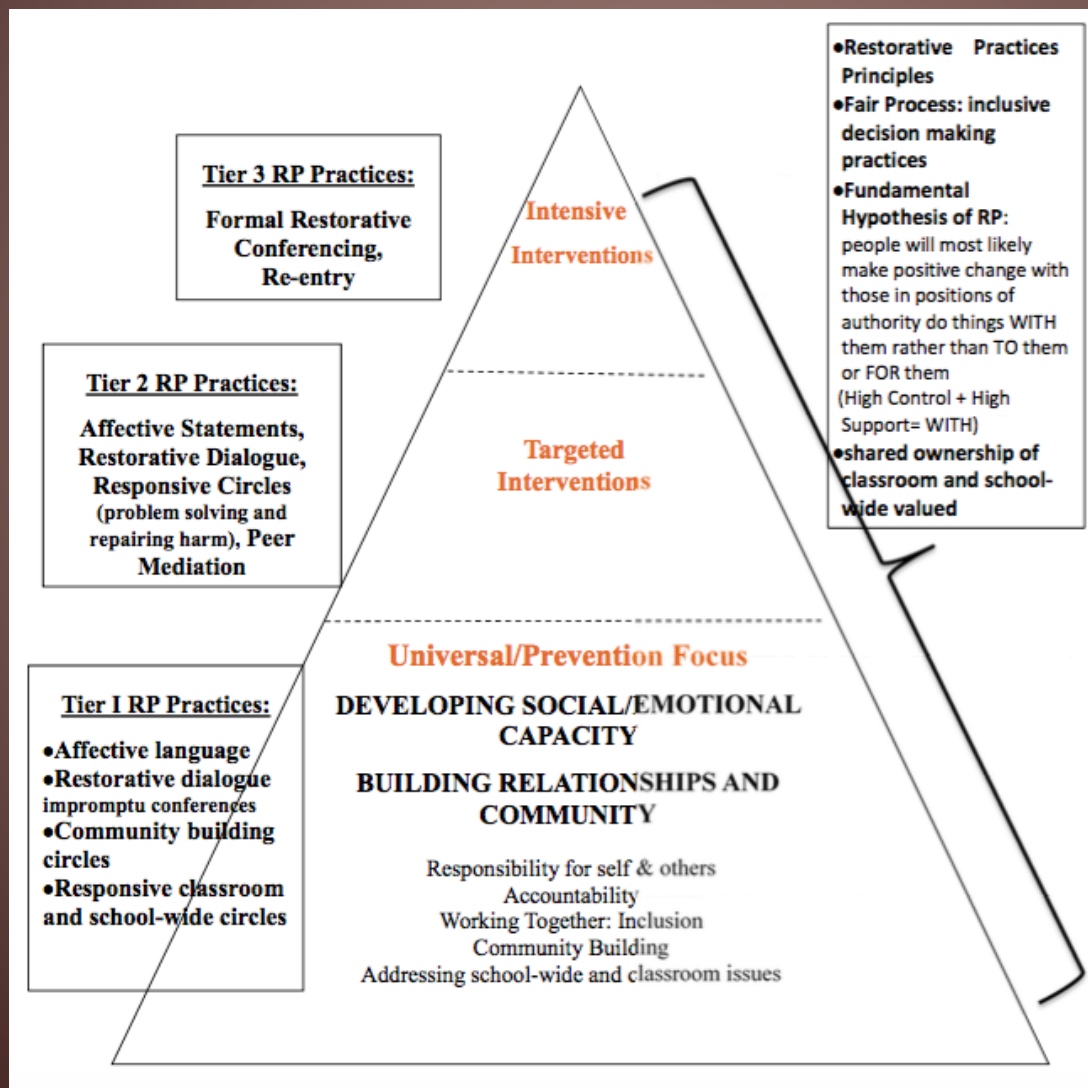
Restorative practices nurture respect and agreement. It is a type of conflict resolution that emphasizes collaboration, caring, respect, humility, accountability, and forgiveness (Bailey, et al., 2015).

Restorative Practices are on a continuum that range from proactive tier 1 supports to reactive tier 3 interventions. To effectively implement restorative practices, administrators and practitioners must understand that there may be a point when punitive responses are necessary, but they should not start there.



(Brummer, J. 2016)

SFUSD Restorative Practices Multi-Tiered System of Supports

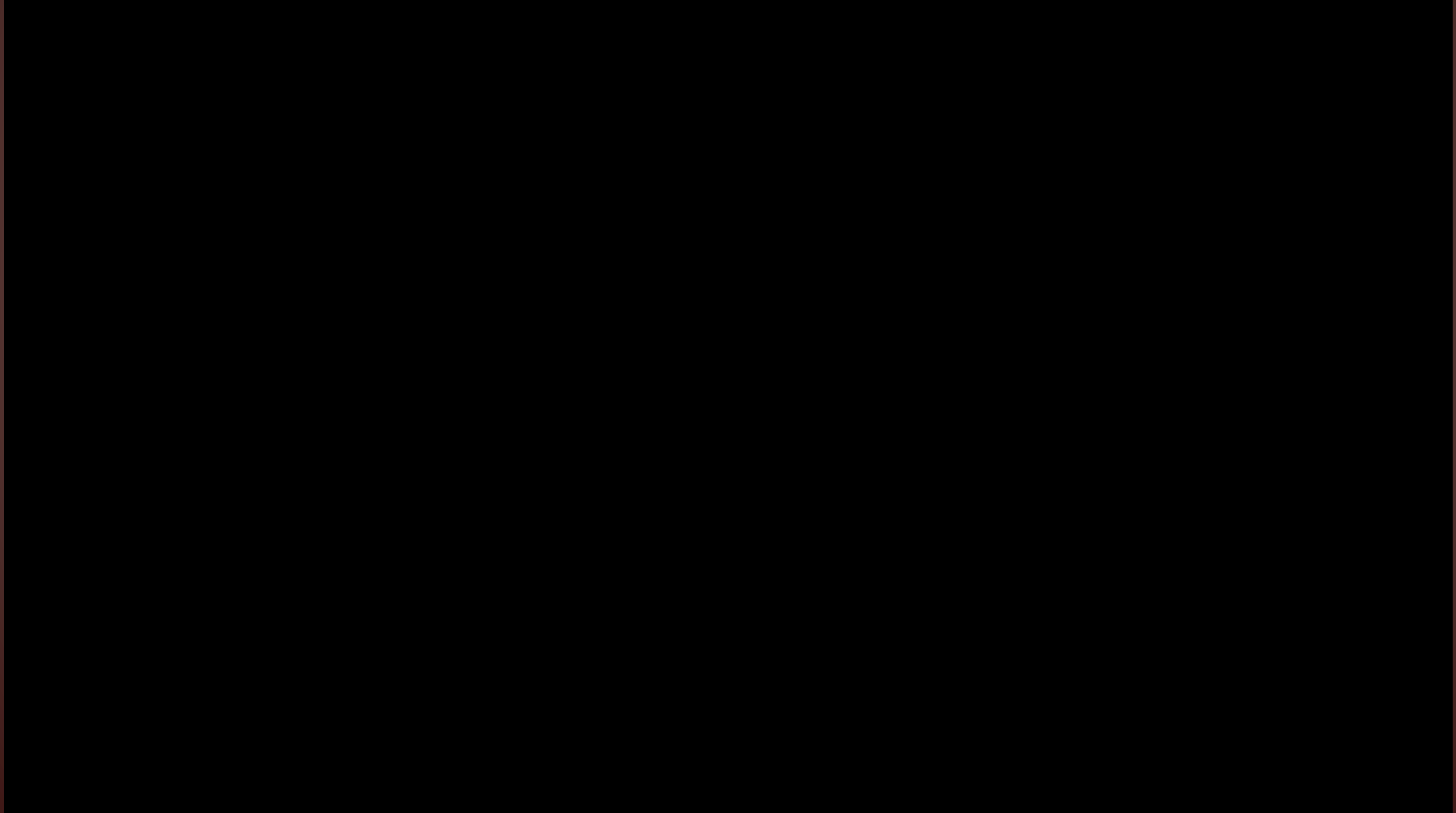


(Gardella, J. 2015)

Restorative Practices and Responsibilities for School Staff

- Teachers and Instructional Staff
 - Tier 1 supports: classroom circles, restorative conferences, affective language
- Counselors and Professional Support Staff
 - Tier 1 and 2 supports: classroom circles, restorative conversations and conferences, affective language, conflict resolution and problem-solving circles, skill building, mentoring, counseling, restorative conversations and conferences, affective language, conflict resolution and problem-solving circles, skill building, mentoring, counseling
- Administration
 - Tier 2 and 3 supports: restorative conversations, formal conferences, repairing serious harm

A Restorative Approach to Student Discipline



Review of Benefits

- Increases sense of community and belonging
- Increases student engagement
- Reduces classroom distractions which maximizes instruction time
- Positive teacher morale and retention
- Improved academic achievement
- Collaborative approach to problem-solving and conflict resolution
- Increases accountability
- Opportunity to repair harm or wrongs

Let's Have a Great Year!

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