

WHAT ARE RESTORATIVE PRACTICES?

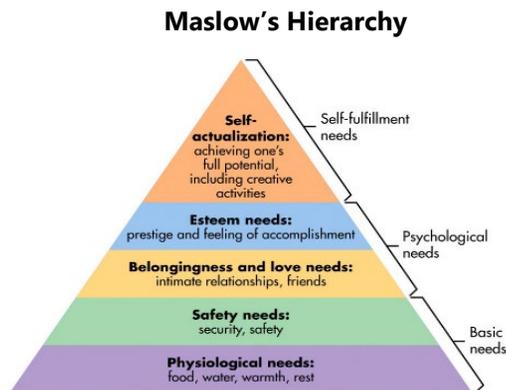
Restorative Practice is a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right. Restorative Practices support healthy relationships among all stakeholders to help our staff and students meet with daily success in their efforts to learn and grow personally, socially, and academically.

Why do we use Restorative Practices?

Human beings are happier, more productive and cooperative, 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. Restorative Practices empower students to take ownership of their behavior, develop an understanding of how their behaviors affect others, and learn how to make things right.

Academic Success:

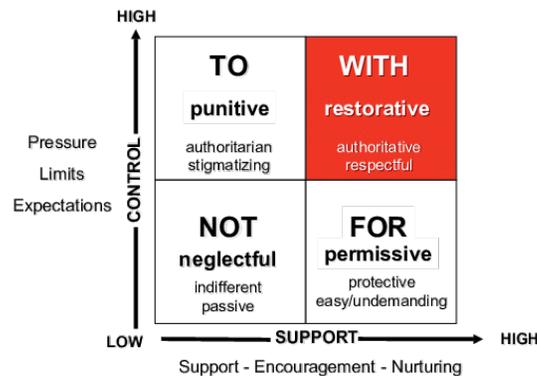
Research shows that students must first feel safe and respected and have a strong sense of belonging in order to be able to reach academic success. Restorative Practices create safety and a sense of belonging.



How do we use Restorative Practices?

Classroom Management:

Restorative classroom environments begin with a management style that honors relationships in an authoritative, firm, and fair manner. These teachers combine both high control and high support and do things with students, rather than to them or for them.



Building Community Using Circles:

Restorative Practices are ultimately about building community in order to be able to *restore* that community when problems occur.

A circle has structure, purpose and focus, with the intent of building a community. Groups meet in a circle to get to know one another, share stories, discuss curriculum, answer questions, or play games. This is a proactive approach and is a foundational practice to Restorative Justice. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum and equality. The circle process allows people to tell their stories and offer their own perspectives. The circle has a wide variety of purposes: relationship development, conflict resolution, healing, support, decision-making, and information exchange.

Affective Language:

Affective statements express feelings, separate the deed from the doer, and show students that the adults care about them.

| Examples of Affective Statements | |
|----------------------------------|--|
| Typical Response | Affective Statement |
| Stop teasing Amy. | I feel uncomfortable when I hear you teasing Amy. |
| Put your phone away! | I feel frustrated that you have your phone out. |
| Sit down and be quiet. | I feel angry when you talk and joke during my lecture. |
| What's wrong with you? | I feel worried when you're not participating. |

Restorative Discipline:

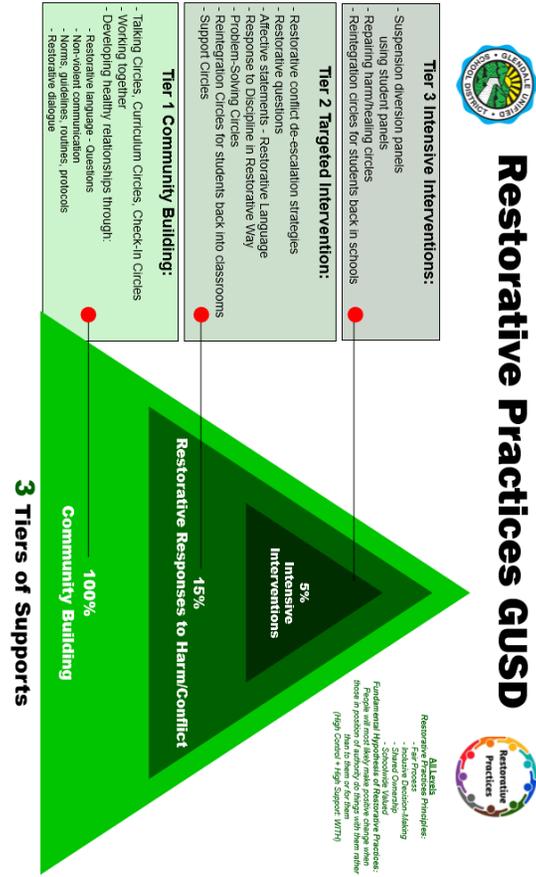
Small Impromptu Conferences address a problem quickly to keep it from escalating in a way that gets students actively engaged in expressing their feelings and in thinking about the impact of their behavior. In a small impromptu conference, the adult acts as a facilitator that allows both parties to be heard and participate in finding a resolution to the problem making it less likely to occur again.

Formal Conferencing is a structured meeting between offenders, victims and both parties' family, in which they decide how best to repair harm created by a wrong-doing. It is an opportunity to confront the offender, express feelings, ask questions and make things right. Offenders hear firsthand how their behavior has affected people. Offenders are held accountable but have an opportunity to discard the "offender" label and be reintegrated into the school.

Affective Questions:

Affective questions help establish fair process for everyone involved. They address inappropriate behavior in a way that asks students to think for themselves about their actions and to reflect on how they affect other people. This shifts the responsibility away from the adult and places it on the students whose behavior is causing the problem.

| Affective Questions | |
|---|---|
| TO RESPOND TO CHALLENGING BEHAVIOR | TO HELP THOSE HARMED |
| What happened? | What did you think when you realized what had happened? |
| What were you thinking of at the time? | What impact has this incident had on you and others? |
| What have you thought about since? | What has been the hardest thing for you? |
| Who has been affected by what you have done? In what way have they been affected? | |
| What do you think you need to do to make things right? | What do you think needs to happen to make things right? |



Glendale Unified School District



To truly listen is to risk being changed forever.

-Sajejh Henderson

At the core, restorative practices are about building and restoring relationships.