



# WELCOME



## RESTORATIVE PRACTICE RESOURCE PROJECT

TOOLS AND SUCCESSFUL PRACTICES  
FOR RESTORATIVE SCHOOLS  
SUPPORTING STUDENT ACHIEVEMENT  
AND WELL BEING

# WELCOME

We hope you find our work useful in moving your individual, school or board Restorative Practice implementation forward in some way.

The materials contained in this resource are, to the best of our knowledge, free of copyright unless otherwise indicated. The materials are meant to be integrated into your content and goals. If we have missed something in this regard, please let us know.

We wish you well on your restorative journey. In these interesting times in which we live, the restorative work is more important than ever.

And, finally, please feel free to share this work with anyone else you feel might be able to benefit from it.

Thank you,  
The Restorative Practice  
Consortium



## ACKNOWLEDGEMENTS

Prepared by: **The Restorative Practice Consortium**

No group or organization can grow, contribute to their wider contexts, and create without the supports that enable their work. It is with gratitude that we would like to acknowledge many of these, although a complete listing would be impossible.

The Restorative Practice Consortium would first like to acknowledge and thank the **Ministry of Education of Ontario**, Safe Schools Branch, for their ongoing support over the course of years in terms of guidance and funding.

A sincere thank you to all those who attended the 2013 Restorative Practices Symposium and whose voices informed the foundation of this work.

A special thank you to the school boards and organizations who supported the work of this project through generous release opportunities to further the reach of Restorative Practices in this province, and specifically:

Algonquin Lakeshore Catholic DSB  
Durham DSB  
Durham Catholic DSB  
Hastings Prince Edward DSB  
Jan Kielven Education Consulting  
Kawartha Pine Ridge DSB  
Limestone DSB  
Simcoe Muskoka Catholic DSB  
York Region DSB  
Youth Diversion Programme (Kingston)

It is when we collaborate in a restorative way that worthwhile ideas can become realities.





# WHO WE ARE

**The Restorative Practice Consortium** is a collaborative of public and Catholic Restorative Practice (RP) focused educators, who began meeting to share best practices and challenges to support one another in RP implementation and development in schools. Original Consortium members were from across Ontario from Kingston to the GTA including: Kawartha Pine Ridge DSB, Toronto DSB, Durham DSB, Hastings Prince Edward DSB, York Region DSB, Durham Catholic DSB, Limestone DSB, Algonquin Lakeshore Catholic DSB; Peterborough Victoria Northumberland Catholic DSB, Simcoe Muskoka Catholic DSB, Peel DSB. In 2012, the Safe and Accepting Schools Branch of Ontario's Ministry of Education invited the Restorative Practices Consortium to propose ways to broaden their dialogue to other boards. This challenge was taken up with the aim of conducting evidenced-based research with the following goals:

- to investigate leading practices for successful implementation of restorative practices with fidelity (accurately, exactly, and faithfully);
- to investigate barriers to implementing restorative practices with fidelity (accurately, exactly, and faithfully); and,
- to disseminate the findings to support the effective implementation of restorative practices throughout the province.

On May 2nd 2013, the Restorative Practice Symposium was held at Cobourg, Ontario and became a centrepiece of the data collection for the current project. The impetus for this gathering of participants: students, teachers, support staff and administrators from 14 school districts in the Southern Ontario Region, emerged from a goal to understand the leading restorative practices used in school districts across the region. All invited participants were known to have experience with restorative practices in school settings and were selected based on that expertise. The Symposium led to the publication of a [Report on Practical Strategies for Implementation of Leading Restorative Practices in Ontario Schools](#), which is intended to be a practical guide for students, educational staff, and administrators. A copy of the report is in the appendices.

On November 30, 2015, the Ontario Ministry of Education Safe Schools Branch approved and funded a project proposal “to gather, create, integrate and disseminate knowledge of restorative practice tools and strategies to support achievement, healthy relationships and leadership in Ontario schools from a restorative perspective. This would be achieved through “cross-level and cross-board collaboration and research.” [The project team for this digital ‘live binder’ consists of Jan Kielven \(York Region DSB retired\), Judy Tetlow \(Limestone DSB\), Mike O’Neill \(Durham Catholic DSB\), Steve Young \(York Region DSB\), Jim Reilly \(Algonquin Lakeshore Catholic DSB\), Danielle Hunter \(Durham DSB\), Sandra Reynolds \(Simcoe Muskoka Catholic DSB\), Peggy Hargrave \(Simcoe Muskoka Catholic DSB\), Shelley Steele \(Hastings Prince Edward DSB\), Stan Baker \(Kawartha Pine Ridge DSB retired\).](#)



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# AN INTRODUCTION TO RESTORATIVE PRACTICE

For centuries the restorative approach has been a preferred way of resolving conflict in community focused cultures.

Indigenous cultures have always understood the importance of community for teaching, learning and growing together.

Over the last several decades school communities began implementing Restorative Practices and approaches as an effective way of resolving conflict.

We have been moving into an era where Restorative Practice is used preventatively as well as responsively to build relationships, enhance community and support open and honest communication.

The responsive approach focuses on rebuilding and repairing relationships where needed. The preventative approach focuses on building relationships. Restorative Practice enhances student achievement and builds healthy school climates...

*“A restorative approach in a school shifts the emphasis from managing behaviour to focusing on the building, nurturing and repairing of relationships. Schools need relationship management policies, which consider everyone’s needs and responsibilities towards each other, rather than behaviour management policies. Behaviour management policies tend to focus only on the behaviour of young people and the imposition of sanctions has the potential to harm the crucial adult/student relationships on which good teaching and learning depend.” – Belinda Hopkins*

## RESTORATIVE PRINCIPLES COME FROM BOTH THE HEAD AND THE HEART.

The restorative approach is based on transparent, open, honest, considerate and caring dialogue.

The restorative approach focusses on making the effort to truly hear and understand one another in order to resolve problems by understanding events from others’ perceptions and experiences and taking everyone’s needs into account.

If we truly ‘walk the talk’, work together, learn about one another, respect one another and appreciate other voices, we will learn what we have in common and build on this to develop relationships and community.

*“People are happier, more cooperative and productive and more likely to make positive changes when those in positions of authority do things with them rather than to them or for them.” – Ted Wachtel*



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# THE ROOTS OF RESTORATIVE PRACTICE

...A THANK YOU TO THE INDIGENOUS COMMUNITIES...

Restorative Practices and Principles are not new. Their roots extend across multiple Indigenous peoples including the First Nations of North America, Africa, Australia and New Zealand.

The indigenous vision is a holistic one that is inclusive of both community and individuality. It is a way of being that respects and values all. During challenging times and times of conflict it is a practice that views harm and pain and even trauma as community issues, not just belonging to those immediately involved.

Teachings such as the Grandfather / Grandmother Teachings and the Medicine Wheels lay out expectations for internalized behaviours, and breaches are recognized to involve all relationships, and so, needed to be dealt with by all affected.

Indigenous teachings go even further; they acknowledge the responsibility and reciprocity with all aspects of nature and mother earth and demonstrate respect, appreciation and gratefulness for all the gifts that support life.

[We acknowledge and appreciate the indigenous community approach in our Restorative work.](#) The power of the circle is rooted in your wisdom and understanding. The Restorative approach is a gift that we treasure; a gift that will help to teach our youth to live in a culture of community and caring. In turn; this will ensure we give back to all of you...

Thank you:

The Restorative Practice Consortium

## 7 GRANDFATHER TEACHINGS



The vision of the harmony of individuals within their communities is reflected in the adaptation of the Medicine Wheel (above) as put forward by Dr. Martin Brokenleg at a Safe Schools Conference in Toronto in 2014 together with the vision of the Restorative Practice Consortium of Ontario.

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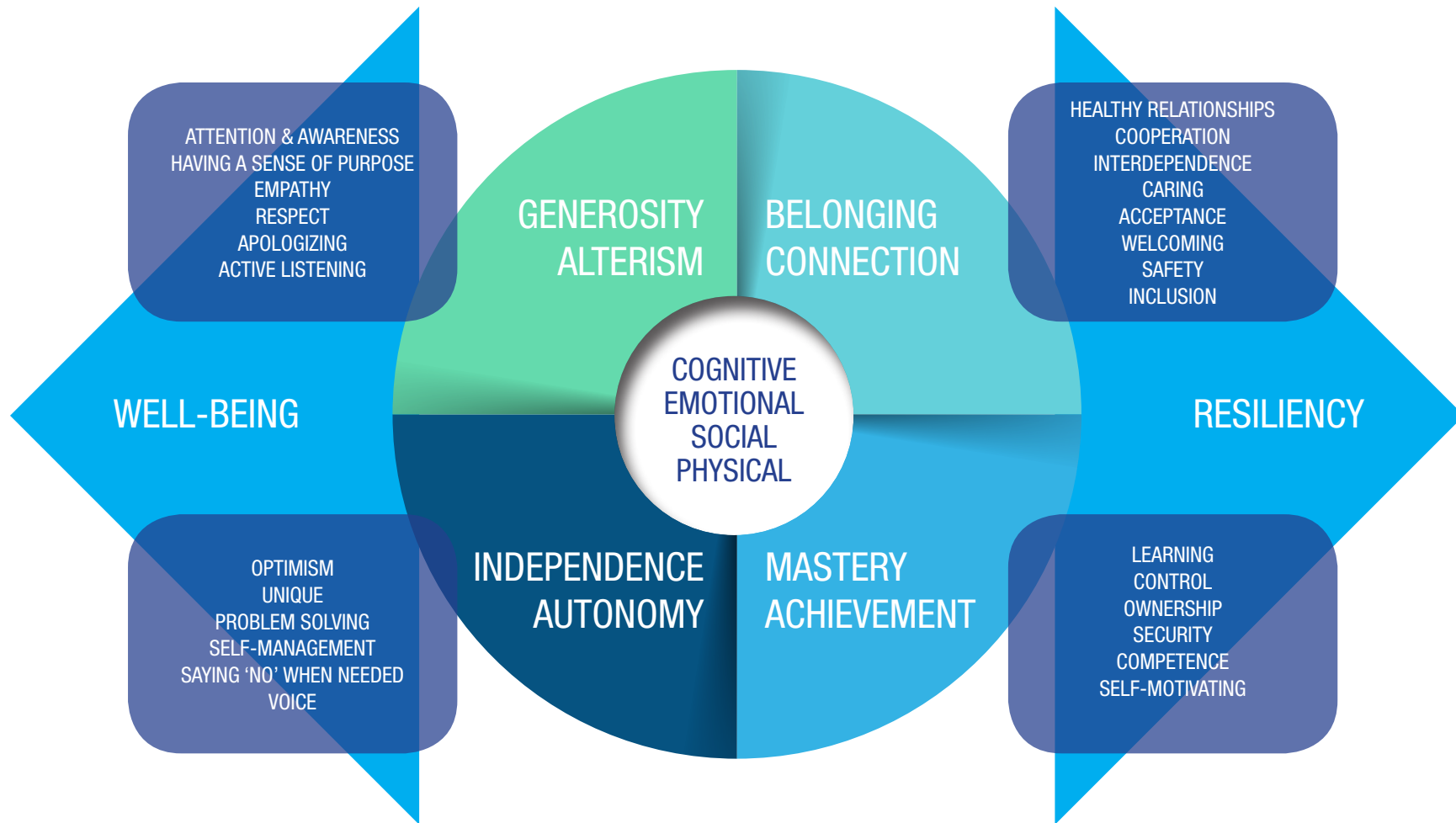
## PLEASE NOTE:

To learn more about the local Indigenous Communities and their teachings reach out to the local elders and teachers. Learning, understanding, supporting and appreciating one another are gifts of reciprocity. Building Community through Restorative Practice brings us all together.





# RESTORATIVE PRACTICE CONNECTIONS TO INDIGENOUS COMMUNITIES



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WELL-BEING and RESILIENCY are major outcomes of a Restorative Culture.

The above diagram has been modified from a [lecture given in 2014 in Toronto, Ontario.](#)



# EXAMPLE: THE ROOTS OF RESTORATIVE PRACTICE

## FEED ALL FOUR

### The curriculum is the vehicle.

Based on Maslow's Hierarchy of Needs and the First Nations Medicine Wheel, Feed All Four is a way of thinking that connects physical, mental, and social/emotional health and wellness to the curriculum.

Research indicates that supporting the body, mind, spirit and emotions of an individual will increase a sense of well-being, increase connectedness, improve resilience and increase student achievement.

For more information, please visit [www.puzzlepeace.ca](http://www.puzzlepeace.ca).



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# A DEFINITION OF RESTORATIVE PRACTICE



**Restorative Practice** is a way of thinking and being based on a foundation of caring, collaborative and respectful relationships.

**Restorative Practice** builds and strengthens healthy relationships and community.

**Restorative Practice** provides a supportive framework to prevent, respond to, and repair harm through a continuum of [practices](#).

Source: Restorative Practice Consortium 2017

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# RESTORATIVE CULTURE

A restorative culture is based on meaningful relationships that support the [psychological and physical safety and well-being of all school community members](#).

Such a culture supports the creation of an optimal learning environment to support academic success.

## SCHOOL CULTURE IS BASED ON:

- The guiding beliefs and expectations evident in the way a classroom or school operates.
- This culture is particularly visible in how people relate (or fail to relate) to each other.

*\*Derived from Fullan & Hargreaves*

## A RESTORATIVE CULTURE IS BASED ON RESTORATIVE PRACTICE PRINCIPLES:

- Restorative practice is a way of **thinking** and **being** based on a foundation of caring, collaborative and respectful relationships.
- Restorative practice builds and strengthens healthy relationships and community
- Restorative Practice provides a supportive framework to **prevent, respond to, and repair harm** through a continuum of practice.

Ultimately the culture of a school is based on the guiding beliefs and expectations about the goals, roles and processes required to create a safe, accepting and inclusive environment.

[If staff are more relational rather than task oriented in their approach to the following educational fundamentals](#), they will be engaged in a more restorative approach:

- Beliefs about the role of schooling
- Beliefs about your role as a teacher / administrator
- Beliefs about students
- Definition of success
- Teaching practices
- Behaviour management strategies
- Use of language

These fundamentals are usually evident in the following practices:

- Celebrations
- Discipline
- Policies and procedures
- Practices and routines
- Traditions, symbols, artifacts

When these components align, the quality of the relationships that are created supports a restorative culture.

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# WHAT MAKES RESTORATIVE PRACTICE UNIQUE

The essence of restorative practices is disarmingly simple: that human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them...

<http://www.restorativeschools.org.nz/restorative-practice>

*adapted from Wachtel 2004)*

Restorative practice (RP) is a way of thinking and being together in community. When things go wrong or just don't work well, Restorative Practice provides a framework to repair the harm caused, make things right and build the relationships through a fair responsive process.

Restorative Practice not only works responsively to repair the physical or psychological harm caused, but also [preventatively to build relationships](#).

Restorative Practice works preventatively by consistently developing and supporting relationships. It supports engagement and connection, builds understanding and awareness and helps to develop empathy and responsibility between community members. Building, enhancing and restoring relationships between all members of the school culture is absolutely essential to create a strongly connected, respectful, empathetic, functioning community.

While conflict is a part of any human interaction, restorative practice provides a framework to work with conflict in a healthy manner. It is not a program but an approach that is based on a respectful, caring and collaborative mindset.

Restorative practice is capable of dealing with all aspects of harm caused by conflict including prevention, intervention and resolution.

Restorative Practice ensures voluntary and fair process for all participants based on equity rather than equality. Student voice is built into the norms and structures which ensures a higher level of engagement. The facilitated use of restorative questions provide equity throughout the process. Participants collaboratively develop solutions together in response to an incident.

As educators, as parents, as students, staff and community members, we look to schools with hope for the future of our children, our communities and our nation. The values we hold dear, such as the valuing of each individual, personal safety, well-being, equity, Human Rights, and the creation of a just society need to be reflected in our schools and in the lived experiences of our children and youth. Only in this way can we achieve our hopes for them and for future generations.

Schools have many worthwhile initiatives to serve these aspirations. Restorative Practice raises the level at which the community interacts with each other, and ultimately raises the levels of academic achievement of our students. [It creates a culture that encourages warmth, courage and excellence](#) in all partners in education. It invites all its members to think, act and live the values we hold dear in [all aspects of school life](#).

*...It reminds us of the connections we have  
with one another...it brings us together...*

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# THE ROLE OF STUDENTS IN RESTORATIVE PRACTICES

One of the fundamental principles of restorative practices is that adults work WITH students to build and strengthen healthy relationships and community while providing a supportive framework to prevent, respond to and repair harm through a variety of practices.

This cannot be achieved without student involvement in building, sustaining and evolving this culture.

There are significant roles students can play in this respect, such as:

- Culture building:
  - Using Restorative practices in student council
  - Using Restorative practices in athletic councils
  - Using circles in student led committees and extra-curricular activities
  - Using Restorative practices in the organization of special events
  - Orientation and Ambassador programs
  - Transitions support
- Running circles in classroom settings
- Running circles in other settings
- Peer mediation for student support
- Recess monitors for younger peers
- Including students in the principal's administration council
- Ensuring students have a key voice in the Safe Schools Action Committee work
- Student - led research (qualitative and action research) to ensure student voices are heard in all their authenticity
- Inviting students to participate in staff Equity and Wellness school committees that function restoratively

To fulfill these roles successfully students require a range of skills and knowledge.

Working restoratively students will also develop their skills.

These include:

- Social and emotional skills
- Resiliency
- Communication skills
- Facilitation skills
- Knowledge of the key principles of Restorative Practices
- Mediation skills
- Using the restorative questions effectively
- Explicit modelling of conflict resolution skills

Schools that are truly student focused, that work to ensure the success and development of students social, emotional and academic potential will inevitably be inclusive, caring and fair. [Student engagement in the full scope of school activities is needed to achieve these outcomes.](#)

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# USING THE RESTORATIVE QUESTIONS

## IN BUILDING RELATIONSHIPS:

- Youth are likely to participate more fully in the process when asked to participate rather than told to
- Youth are less likely to react defensively (because they are not feeling accused)
- Using the Restorative questions to support the conversation process is fully respectful of all participants
- Supports dignity and therefore creates acceptance of responsibility for actions
- Builds empathy & understanding between participants
- Gets to the underlying root of the problem
- Prevents reactive, emotional, angry responses from derailing conversations
- Ensures that fair process is followed, individual needs are met and the community perceives the overall process as equitable
- Community members understand and accept flexibility is needed for fairness for all
- Decreases the likelihood that the problem will re-occur

## IMPORTANT APPROACHES FOR THE FACILITATOR TO MAINTAIN

- Non-judgemental : maintain a calm, neutral approach
- Awareness of personal biases: you may need to engage another facilitator if you are triggered
- Empathetic: show caring, understanding and respect for all participants
- Solid active listening skills: be aware of the affective reactions of the participants

- Relaxed: process (and outcome) belongs to participants....you are not responsible
- Supportive: let go of control; balancing this with providing structure and safety
- Flexible: ability to adjust to equitably accommodate needs of participants
- Committed: belief in the process models hopefulness for all involved

## SAFETY FIRST

- If emotions are escalated; and harmful actions are resulting, stop harmful actions
- You may need to separate participants temporarily for safety
- Participant (s) may need time to de escalate.
- Participants can be given written questions to think through in preparation for getting together
- Support may be needed for individual participants to assist with processing experiences

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# HOW TO EFFECTIVELY ASK THE RESTORATIVE QUESTIONS

## ✓ ASK FOR PERMISSION FIRST:

Can I try to help you solve this problem?

(encourage engagement by explaining what you will be doing as a facilitator: helping you to talk to one another and understand one another's perspective, coming up with a solution together)

## ✓ HELP PARTICIPANTS TO ESTABLISH WORKING 'GROUND RULES'

What do you need from one another to have a comfortable conversation?

...Or...

I noticed there was some name calling, would it be easier to hear one another if you agreed not to do that?

### **Establish clear communication ground rules together**

## ✓ TAKE YOUR TIME...BE PATIENT

....allow for silences

## ✓ ENSURE EACH Q IS FULLY ANSWERED:

....You may need to ask the same question multiple ways...

### **Eg: What's Happened?**

'Nothing'

Oh...it seemed to me like something had?

"whatever"

....because you both look upset...what's up?

" \_\_\_\_\_"

Can you tell me about what is going on?

'He's an idiot...'

Clearly you are very upset...can you tell me what he did?

"...Well he was talking to my girlfriend about me...he has no right to tell her that..."

## ✓ YOU MAY NOT NEED TO ASK ALL THE QUESTIONS:

Listen carefully to responses....sometimes participants will answer Q's without them even being asked:

### **Eg: What's happened?**

'....Well....I tried to get my ball back from him because he took it from me and he fell over....I didn't mean to hurt him....I just wanted my ball back'

### **Answers: What's happened & What did you want to happen?**

## ✓ LISTEN FOR INFORMATION THAT IS BEING REPEATED:

If someone is repeating something....they feel that they are not being heard

It is critical to further explore what they are saying....

'But she took my special hat' (repeated within conversation several times)

Can you tell me what makes your hat special?



✓ WATCH FOR DISCREPANCIES BETWEEN BODY LANGUAGE AND WORDS

**Eg : 'I don't care', glowering and turning away**

Respond to these: It actually looks to me like this is upsetting you, and that it might help to be able to work this out...would you like to try that?

✓ LISTEN FOR RED FLAGS

You may need to gently end the conversation and engage a helping professional like a call to CAS if concerning information comes up:

**Eg: 'So what?....my Dad hits me every time I say that word'**

OR

You may want to continue a conversation and file away concerns to be followed up after

**Eg: at the end of a conversation:**

*'I noticed that you mentioned that your mum expects a lot from you and that she is never happy with your schoolwork....I would like to arrange for you to talk to someone about this...I think our counsellor could help you...are you ok with that?'*

✓ CONFIDENTIALITY

Depending on the nature of information shared between participants you may want to reiterate the need to maintain confidentiality

It may also be very helpful to have participants problem solve ahead about what they are going to tell (or not tell) others about their conversation and their relationship.

✓ FOLLOW UP

Check back with participants individually to see how things are going, and how their agreement is working

You may need to get them together again to adjust their plan

They may need more (adult) support for their plan



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## WHAT IS RESTORATIVE PRACTICE IN SCHOOLS?

- What the literature says



# WHAT LITERATURE SAYS ABOUT RESTORATIVE PRACTICE

## LITERATURE AND RESEARCH REVIEW

What follows is a summary of a range of the literature, primarily through the use of quotations that can be used by administrators, trustees, consultants and staff to guide sound implementation and operations with respect to restorative practices.

The research and investigations into restorative justice, restorative practice, restorative mindsets and other terminology related to the restorative work tends to congregate to its roots: restorative justice. And even here, the term, 'restorative justice' is used differently by different researchers and practitioners. Emergent research is just beginning to examine the broader impact of a restorative culture can have on a school community.

The gaps in Restorative Practice literature are reflected below; there is very little direct research on the role of student voice or in the need to explicitly teach relationship skills. These are implied, and are covered in literature tangentially related to Restorative Practice. The Ontario Ministry of Education has a clear vision of the role of student voice and choice in their learning, as do educators. The clear implementation of these into practice should yield rich grounds for further Restorative Practice research.

Some research in bullying has been included where it is identified by researchers as a "relationship issue".

Like in other jurisdictions, there is a tension in Ontario in that restorative practices are nested within a wider policy framework that is not always restorative by nature and often, by necessity. It is the future that will define what direction education policy takes.



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# NAVIGATING WHAT THE LITERATURE SAYS ABOUT RESTORATIVE PRACTICE

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- [Well-Being](#)
- Indigenous
- Equity / Cultural Competence
- Relationship Skills
- Alternative to Detentions

## **Belonging and Interdependence**

- Well-Being
- Equity / Cultural Competence
- Indigenous

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- Relationship Skills
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- Rates of Recidivism
- Decline in Violence
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- Seeing things differently: restorative justice and school discipline
- Punitive vs. Restorative
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- The Use and Effectiveness of Anti-Bullying Strategies in Schools
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- Issues In the Ontario Restorative Practice Context
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- Transformative Restorative Justice
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- Culture
- Equity / Cultural Competence
  - Asian Families and Restorative Practice

- Asian Families and Shaming
- Asian Families Restorative Framework suggestions
- A faithful compass
- Restorative Justice and Civil Society: Emerging Practice, Theory, and Evidence
- Gender - Girls
- Gender – Anti-gay Issues
- Gender - Sexual Minority Youth
- Students with Special Needs
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- Racial Conflict
- Poverty
- Hate Crimes
- Training Accreditation
- Some training components

## **Fair Process**

- High Needs Youth
- Individual Context in Restorative Practice

## **Voice**

### **Challenges and Bullying**

- Challenges
- Issues in the Ontario Context
- Changing School Culture
- The Report of the Nova Scotia Task Force on Bullying and Cyberbullying
- Respectful and Responsible Relationships: There's No App for That

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## HEALTHY RELATIONSHIPS

### EFFECTIVENESS

McCluskey and colleagues (2011) carried out a systematic review of the Scottish findings, identifying three operational approaches to the use of RJ in schools. The first, and most successful, were approaches that emphasized “whole school ethos building, encompassing preventative and educative aims at all levels, but also operating as a response to wrongdoing, conflict or when relationships have broken down” (McCluskey et al., 2011, p. 109). p 147

Morrison, B. E., & Vaandering, D. (2012). [Restorative Justice: Pedagogy, Praxis, and Discipline. Journal of School Violence](#), Vol. 11, pp 138-155. Copyright © Taylor & Francis Group, LLC

DOI:10.1080/15388220.2011.653322, ISSN: 1538-8220  
print/1538-8239 online

**Brenda E. Morrison** - Centre for Restorative Justice, School of Criminology, Simon Fraser University, Burnaby, British Columbia, Canada;

**Dorothy Vaandering** - Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland and Labrador, Canada.

### WELL-BEING

A commitment to whole-school implementation must be embedded within a framework that honors the well-being and interconnected nature of all. (Hopkins, 2011; Morrison, 2007; Vaandering, 2011). Morrison (2007). p. 149

Social engagement with its emphasis on human beings as worthy, interconnected, and relational creates a school context where students are respected within the institution's main practices of pedagogy and praxis. Discipline within this social and emotional ecology then draws on the leverage points of internal sanctioning, personal and community ownership for harmful incidents, and finding

reason for emotion. This distinctive RJ approach encapsulates the benefits for individuals that Osher et al. (2010) identified as important elements of SWPBS and SEL, but achieves much more by cultivating connections, reconnecting broken lines of communication, and providing a space for individuals to discover who they are within a nurturing relational community. p. 151

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### INDIGENOUS

“We have always had government and justice within our culture. The emphasis traditionally has been on the family and community. This is reflective of an important Aboriginal value which stresses the interconnectedness of all life and upon which the foundation of society is based. Our current position stresses that all interventions with Aboriginal peoples be holistic in nature, that they be culture-based and community controlled. Basically, in Canada this is what self-government means to First Nations peoples.” p. 134

“The purpose of justice is to restore the peace and balance within the community and to reconcile the accused with his or her own conscience and with the individual and family that has been wronged.” p. 134

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- Wrongdoing is a collective responsibility
- And so, all concerned need to be a part of the process
- Prevention of violent acts of revenge or retribution is central to the culture.
- There is a need to deal with the psychological, emotional physical and spiritual aspects of a person
- Healing ceremonies are incorporated
- Taking responsibility for harm done includes both the hurt done and restitution so the community moves back into balance
- The offender must take responsibility for helping with the healing process.
- Victims need a safe space to tell their stories

**[Baskin, C. \(2002\). Holistic Healing and Accountability: Indigenous Restorative Justice. Ryerson University School of Social Work Child Care in Practice, Vol. 8\(No. 2\).](#)**

**Cyndy Baskin** - Ryerson University, School of Social Work

## EQUITY / CULTURAL COMPETENCE

To move toward culturally competent restorative justice, we believe that one must be highly sensitive to the cultural traditions and norms and ways of being that may influence the restorative justice process in both good and bad ways. Morris (2002) comments that we may need more time to translate the critical values that are part and parcel of restorative justice theory into good modern-day restorative justice practice. In taking the first step at opening the dialogue, we begin by building on theory in the effort to achieve culturally competent restorative justice practices with...(insert name of culture here). p. 404

*Choi, J. J., & Severson, M. (2009). [Towards a Culturally Competent Restorative Justice Practice Framework: A Focus on Asian Americans. Families in Society: The Journal of Contemporary Social Services, Alliance for Children and Families. pp 404.](#)  
DOI:10.1606/1044-3894.3917*

## RELATIONSHIP SKILLS

The processes of restorative practices tend to be well articulated: the restorative continuum being one that is prevalent in Ontario. What is less prevalent is the skill set that is required for both relating and restoring relationships – in other words, relationship skills. These are precursors to process and are derived from the nature of restorative practices principles. In her work, B Hopkins delineates the following skills as requirements needed to support process: p. 146

- Non-violent communications
- Active non-judgemental listening
- Conflict transformation
- Developing empathy and rapport
- Having difficult conversations
- Restorative debrief after critical incidents
- Understanding and managing anger
- Emotional literacy
- Developing and maintaining self-esteem
- Valuing others explicitly
- Assertiveness
- Acknowledging and appreciating diversity
- Constructively challenging oppression and prejudice
- Connecting across differences

*Hopkins, B. (2001). [Restorative Justice in Schools. Support for Learning, Vol. 17 \(No. 2\), pp. 146.](#)*

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## ALTERNATIVE TO DETENTIONS

Punitive detention systems are contrary to the core values needed to transform school systems into restorative systems. Core restoration values are:

1. children are rich resources who can benefit communities,
2. young people are educators' social equals,
3. children can develop problem-solving skills, prosocial character traits, and healthy self-concepts,
4. children's physical, educational, social, spiritual, and emotional needs must be met,

5. families are the best environments for healthy development of children, but everyone can help, and
6. every child succeeds; no child fails  
(Brendtro, Ness, & Mitchell, 2001, pp.156-158).

Ashworth, J., Van Bockern, S., Ailts, J., Donnelly, J., Erickson, K., & Wolterman, J. (2008). [\*An Alternative to School Detention. Reclaiming Children and Youth\*](#), Vol. 17 (No. 3), pp 156-158.

## BELONGING AND INTERDEPENDENCE

### WELL-BEING

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Baskin, C. (2002). [\*\*Holistic Healing and Accountability: Indigenous Restorative Justice\*\*](#). Ryerson University School of Social Work *Child Care in Practice*, Vol. 8(No. 2).

**Cyndy Baskin** - Ryerson University, School of Social Work

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## LEARNING

## RESTORATIVE PRACTICE EVOLUTION: WHERE ARE WE HEADING?

## Restorative Justice and Pedagogy

Table 1. Restorative justice within two distinct discourses.

	Rj within a discourse of behaviour & classroom management	Rj within a discourse for engaged, productive pedagogy
<b>Teacher understanding of rj</b>	Confronting what was done wrong and fixing it	Rj is: 'who I am', 'part of teaching the whole child'
<b>Personal experience</b>	None given, or details referencing the benefit of teaching to self, the desire to see students succeed, etc.	Detailed stories of self as parent, child, sibling, or friend of one challenged academically, socially or emotionally
<b>View of child</b>	One who is developing, who has value when they comply, learn, or succeed	One who is valued unconditionally regardless of capacity
<b>View of education</b>	Education as: training, preparation for future, transmission of knowledge and skills	Education as practice of freedom, empowerment of students for present and future
<b>Teacher role</b>	Manager, guide, director, expert, trainer	Supporter, encourager, facilitator
<b>Pedagogy</b>	Response to behaviour seen separately from approach to teaching and learning; Telling, transmission pedagogy	Response to behaviour as part of teaching and learning; Problem-posing, inquiry approach
<b>Curriculum</b>	Student behaviour and curriculum content are unrelated	Relational awareness and social responsibility integrated in content
<b>Possible outcomes</b>	<b>Continued or reinforced punitive, managerial approach</b>	<b>Reinforced or growth in understanding school as a relational culture and education as empowering students to freely develop</b>

Vaandering, D. (2014). [Implimenting Restorative Justice Practice in Schools: What Pedogogy Reveals. Journal of Peace Education](#), Vol. 11(No. 1), pp. 64-80. Retrieved from <http://dx.doi.org/10.1080/17400201.2013.794335>

**Dorothy Vaandering** - Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland and Labrador, Canada.

## PURPOSES OF EDUCATION

Educators eager to see young people thrive have worked long and hard at creating school contexts that are safe and caring in order to provide students with environments that are conducive to learning. Though some progress has been made, an individualistic perspective set on controlling the behavior of others has been reinforced because of a focus on individuals, specific incidents, and responding at the abstract level of the institution. Restorative justice in its development in schools over the past two decades seeks a significantly different purpose for education and practice of schooling, one that moves away from education as training to one that is much closer to the Latin root of education—educere (to lead out). p. 151

Morrison, B. E., & Vaandering, D. (2012). [Restorative Justice: Pedagogy, Praxis, and Discipline. Journal of School Violence](#), Vol. 11, pp 138-155. Copyright © Taylor & Francis Group, LLC  
DOI:10.1080/15388220.2011.653322, ISSN: 1538-8220  
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**Brenda E. Morrison** - Centre for Restorative Justice, School of Criminology, Simon Fraser University, Burnaby, British Columbia, Canada;

**Dorothy Vaandering** - Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland and Labrador, Canada.

## CLASSROOM MEETINGS

The five key competencies are seen as the core teaching material of the curriculum that content is hung from. They are: thinking, using language, text and symbols, managing self, relating to others and participating and contributing. p. 12

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When these were in place, they observed the following:

### Relating to others

It was clear from the collection of data that students were actively listening to other students' contributions much more by the last meeting. This was evidenced by two elements: the number of interruptions to the meeting flow and the number of times students lost track of the meeting and needed to be told what the subject or question was to be answered. p. 16

### Contributing and Participating

Overall the greatest evidence of improvement in contribution to the class community was in the length and depth of student responses. p. 18

### Overall

Although there were still a number of instances when students did not relate well to others or contribute or participate appropriately, the dramatic decrease in these behaviours evidence substantial improvement in these competencies for a number of students.

Through the year the class improved substantially in their ability to manage the meeting process. The evidence suggests that students were better able to cope with reflection and individual responsibility in a community context. There is much less need for teacher intervention in the meeting and this is reflected in the changing relationship between teachers and students in the class. Students' increased competence in relating to others is particularly noticeable in the improved active listening in the community context. The marked decrease in interruptions and improved student awareness during the meeting indicates how the students became more able to interact effectively in this community context. p. 18

Restorative practices – particularly the class meeting – could help bridge the gap between curriculum and community currently faced by schools. Although many schools have incorporated restorative conferencing into their discipline systems, there is much less consistent implementation of the practices in everyday classrooms.

High level conferencing may in fact have little measurable impact on many students' lives as they only concern a small proportion of the school population. The implementation of class meetings in a school could, conversely, impact greatly on students' opportunities to perform, practice and develop particularly the key competencies of participation and contribution and relating to others. p. 20

*Gray, S., & Drewery, W. (2011). [Restorative Practices meet key competencies: Class meeting as pedagogy. The International Journal of School Disaffection](#), Vol. 8 (No. 1), pp. 12-21.*

**Sheridan Gray and Wendy Drewery** (corresponding author),  
Faculty of Education, University of Waikato, Hamilton, New Zealand

### CLASSROOM MEETING OUTCOMES

Summary: from teachers' point of view after strong professional development that included 'a considerable commitment in time, resources, and energy from a significant proportion of the staff. It could not have happened without the support of the Principal and senior management.' p. 11

- outcomes for students are more positive
- improved learning environment
- Individual student improvements
- Created collegiality among participating staff
- had a beneficial effect on the quality and output of students' work
- empower and encourage positive participation.

*Kaveney, K., & Drewery, W. (2011). [Classroom meetings as restorative practice: A study of teacher's responses to an extended professional development innovation. The International Journal of School Disaffection](#), Vol. 8 (No. 1), pp. 5-12.*

**Kathleen Kaveney and Wendy Drewery**  
(corresponding author), Faculty of Education,  
University of Waikato, Hamilton, New Zealand

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## RESTORATIVE CIRCLES

One specific example of a restorative approach is a talking circle, which was described by Umbreit (2003) as rooted in the practices of First Nations people of Canada and numerous Native American tribes.

### Benefits listed include:

- Being listened to without interruption
- Confidentiality
- Reassessment of power relations
- Allow parties to discuss problem and potential solutions
- Alternative to suspension or expulsion
- Safe space for students
- Building of connections via processes such as:
  - sitting in a circle,
  - creating norms,
  - use of a talking piece
- comfort level with circles when also used in classrooms
- a form of proactive class management
- improve school culture by addressing behaviour standard
- creates a peaceful forum for dealing with conflicts
- participants indicated
  - feeling safe
  - expressing genuine emotions
  - cultivating empathy
  - development of emotional literacy skills
  - learning to listen,

- managing anger
- development of interpersonal skills
- decrease in ‘drama’
- decrease in discipline problems

p. 60

- Concluded that time spent on preventative action can be a worthwhile investment to keep students on track and engaged in school. p. 61

Walsh, E. PhD, RN (2015). [Talking Circles: An Approach to Discipline in Schools. Journal of Child and Adolescent Psychiatric Nursing](#), Vol. 28(No. 1), pp. 60-61. DOI:10.1111/jcap.12100, S. Wiley Periodicals, Inc.

## VIRGINIA: CONNECTING WITH STUDENTS AS OPPOSED TO OR NOT/FOR

“Our research found that authoritative schools tend to have high passing rates on state-mandated achievement tests in comparison to other schools. As described in Issue 1, an authoritative school is one in which students report that their teachers are strict but fair in their discipline (high structure) and concerned and respectful toward them (high support). In contrast, there are schools with high structure but low support (authoritarian), high support but low structure (permissive), or low structure and low support (disengaged). ... These analyses controlled for differences in size, poverty level, and minority composition of the student enrolment. In other words, students in schools with authoritative climates tended to perform better than students in other schools regardless of school size, student body poverty level, and minority composition.”

Virginia Secondary Schools. (August, 2014). [School Climate and Safety in Virginia High Schools: Technical Report of the Virginia School Climate Survey](#).

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## OWNERSHIP

### OUTCOMES

“The doing of wrong indicates that social equality has been upset. The emphasis on negotiated rather than on guilt-proving facts recognizes that all involved in the process, including the person who wronged, were affected by the wrongdoing in some way. Acknowledgment of the harm by the person who wronged has been described as a “crucial step towards their taking responsibility and being accountable for their actions” (Llewellyn & Howse, 1999, p. 29). It opens a space for that person to experience empathy for the person(s) harmed and to feel the need to redress the harm (Bomaine, 1998; Llewellyn & Howse, 1999).” p. 289

“...school-referred situations often have no identified offender or victim and instead involve a mutually hostile engagement among a group of young people that has erupted into a crisis event resulting in a referral to conferencing by a school authority.” p. 290

#### Four-part model of accountability: the offending young person

- assumes responsibility for his or her harmful actions,
- empathizes with the victim’s experience,
- expresses remorse for having caused the harm and
- takes initiative to redress its effects.

p. 292

#### Repair involves:

- experiencing respect for the people harmed and
- understanding the impact of the harm for all involved.

p. 294

#### Need for closure includes:

- Experiencing acknowledgement
- Experiencing hopefulness for the future

p. 296

Compared to traditional punitive models, “participation in a restorative program is associated with more positive intermediate outcomes.” P. 301

#### This includes rates of

- recidivism,
- healing to victims and
- enhancement of community safety

p. 302

*Calhoun, A., & Pelech, W. (2010). [Responding to young people responsible for harm: a comparative study of restorative and conventional approaches](#). *Contemporary Justice Review*, Vol. 13(No. 3), pp. 287-306.*

**Avery Calhoun and William Pelech** - University of Calgary, Calgary, Alberta, Canada

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## APOLOGIZING

An acceptable apology consists of at least one of three components:

### These are:

- Accepting accountability / responsibility
- Remorse
- Making it right/ restitution
- affirmation which reflects offenders' acceptance of responsibility for the wrongful behaviour,
- affect that refers to the offenders' emotional response to their behaviour and
- action that incorporates the offenders' effort to repair the harm their behaviour caused.

p. 178

None of these should be used to belittle the person who has done the harm.

They point out that their acceptance of the three-part apology depended upon:

- The nature of the apology
- Outcome severity
- Attribution of responsibility (other factors were at play)
- Sincerity: congruence, action and motives, no belittlement of the one who has done harm after apology

p. 178

Based on our findings we suggest that apologies should preferably be formulated by offenders themselves to ensure that they are, and that they appear to be, congruent.

Allan, A., Beesley, S. M., Attwood, B., & McKillop, D. (2014). *Apology in Restorative and Juvenile Justice. Psychiatry, Psychology and Law*, Vol. 21(No. 2), pp. 176-190. Retrived from <http://dx.doi.org/10.1080/013218719.2013.803274>

**Alfred Allan, Sophie M. Beesley, Brooke Attwood and Dianne McKillop** - Edith Cowan University, Perth, Australia

## INDIGENOUS

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Baskin, C. (2002). [Holistic Healing and Accountability: Indigenous Restorative Justice.](#) Ryerson University School of Social Work Child Care in Practice, Vol. 8(No. 2).

**Cyndy Baskin** - Ryerson University, School of Social Work

## SUBSTANCE ABUSE

In a recovery school, the students commit to working on recovery from chemical dependency and

addiction while becoming successful students. Since all of the students attending the school have

been in chemical dependency treatment, the safety of the environment is the first concern of

students, their families and staff. Applying restorative principles and the process of the circle has

helped one recovery school create a truly respectful, student-centered program.

Riesterberg, N. (2007). [The Restorative Recovery School: Countering Chemical Dependency. Reclaiming Children and Youth.](#) Vol. 16(No. 2), pp. 21-13.

## EMPATHY AND PERSPECTIVE TAKING

### RELATIONSHIP SKILLS

The processes of restorative practices tend to be well articulated: the restorative continuum being one that is prevalent in Ontario. What is less prevalent is the skill set that is required for both relating and to restoring relationships – in other words, relationship skills. These are precursors to process and are derived from the nature of restorative practices principles. In her work, B Hopkins delineates the following skills as requirements needed to support process:

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- Valuing others explicitly
- Assertiveness
- Acknowledging and appreciating diversity
- Constructively challenging oppression and prejudice
- Connecting across differences

p. 146

Hopkins, B. (2002). [Restorative Justice in Schools. Support for Learning.](#) Vol. 17(No. 2).

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## SHAMING

Morrison and Ahmed identify two types of shaming: reintegrative and stigmatizing. They suggest that data shows note that:

“Compared to court cases, offenders who had participated in a restorative justice conference were more likely to perceive others as being more disapproving of what they had done, more socially re-integrative (compared to stigmatizing), and more likely to acknowledge feeling bad about their actions, without feeling angry and unjustly treated”. p. 213

*Morrison, B., & Ahmed, E. (2006). [Restorative Justice and Civil Society: Emerging Practice, Theory, and Evidence. Journal of Social Issues](#), Vol. 62(No. 2), pp. 209-215*

**Brenda Morrison and Eliza Ahmed** - Australian National University

Vaandering also looks at two types of shaming in education and the confusion that exists between them:

“In the context of education, shaming may contribute to the confusion educators experience in terms of understanding RJ as distinguishing between re-integrative shaming and stigmatized shaming is difficult for two key reasons. First there is a significant power differential between the adults and the students that in the busyness of a school day can easily be misused. In considering the role of shame in RJ, this can lead to enacting stigmatized shaming if educators do not clearly understand the difference between the two types of shaming. Second, the language of stigmatized shaming resonates more readily with the language often emphasized in teacher education and professional development programs as well as government and school policies that encourage teachers to better manage their classrooms and student behavior.” p. 310

*Vaandering, D. (2011). [A faithful compass: rethinking the term restorative justice to find clarity. Contemporary Justice Review](#), Vol. 14(No. 3), pp. 307-328.*

**Dorothy Vaandering** - Memorial University of Newfoundland, St. John's, NL, Canada

## SAFETY

### IMPACT

The findings support the conclusion that restorative responses in the aftermath of harm are significantly more beneficial for victims than conventional approaches.

This conclusion was drawn in part by examining offender accountability by measuring: offender responsibility, empathy, remorse, harm done and redressed.

*Calhoun, A., & Pelech, W. (2013). [The Impact of Restorative and Conventional Responses To Harm On Victims: A Comparative Study. British Journal of Community Justice](#), Vol.11(No. 1), pp. 63-84.*

### RATES OF RECIDIVISM

“Results: Our meta-analysis found that, on average, RJC's cause a modest but highly cost effective

reduction in the frequency of repeat offending by the consenting offenders randomly assigned to participate in such a conference. A cost-effectiveness estimate for the seven United Kingdom experiments found a ratio of 3.7–8.1 times more benefit in cost of crimes prevented than the cost of delivering RJC's.”

*Sherman, L., Strong, H., Mayo-Wilson, E., Woods, D., & Ariel, B. (2015). [Are Restorative Justice Conferences Effective in Reducing Repeat Offending: Findings from a Campbell Systematic Review. Journal of Quantitative Criminology](#), 31, pp. 1-24.*

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## DECLINE IN VIOLENCE

If the results of Social and Emotional Learning paired with Restorative practices is this strong in an incarceration environment, we should be able to assume that the results would be as strong if not stronger in an education environment.

Those who conducted the program agreed that it was necessary not to just do the life skills component of the program. It needed to be a part of a larger restorative approach.

“in-house Violence. During the year before RSVP began, there were 24 violent incidents serious enough that they would have constituted felonies if they had occurred in the community (roughly three per month). During the first month RSVP was in effect, there was one such incident in the program cell block, and in the following twelve months, there were none. During that same year, a comparable traditional cell block had 28 violent incidents.” p. 121

Schwartz, S. (2005). [\*The San Francisco Sheriff's Department Life Skills for Prisoners Program\*](#). *The Journal of Correctional Education*, Vol. 56(No. 2).

## OUTCOMES

“The doing of wrong indicates that social equality has been upset. The emphasis on negotiated rather than on guilt-proving facts recognizes that all involved in the process, including the person who wronged, were affected by the wrongdoing in some way. Acknowledgment of the harm by the person who wronged has been described as a “crucial step towards their taking responsibility and being accountable for their actions” (Llewellyn & Howse, 1999, p. 29). It opens a space for that person to experience empathy for the person(s) harmed and to feel the need to redress the harm (Bomaine, 1998; Llewellyn & Howse, 1999).” p. 289

“...school-referred situations often have no identified offender or victim and instead involve a mutually hostile engagement among a group of young people that has erupted into a crisis event resulting in a referral to conferencing by a school authority.” p. 290

## four-part model of accountability: the offending young person

- assumes responsibility for his or her harmful actions,
- empathizes with the victim's experience,
- expresses remorse for having caused the harm and
- takes initiative to redress its effects.

p. 292

### Repair involves:

- experiencing respect for the people harmed and
- understanding the impact of the harm for all involved.

p. 294

### Need for closure includes:

- Experiencing acknowledgement
- Experiencing hopefulness for the future

p. 296

Compared to traditional punitive models, “participation in a restorative program is associated with more positive intermediate outcomes.” p. 301

### This includes rates of

- recidivism,
- healing to victims and
- enhancement of community safety

p. 302

*Calhoun, A., & Pelech, W. (2010). [Responding to young people responsible for harm: a comparative study of restorative and conventional approaches](#). *Contemporary Justice Review*, Vol. 13 (No. 3), pp. 287-306.*

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## SEEING THINGS DIFFERENTLY: RESTORATIVE JUSTICE AND SCHOOL DISCIPLINE

- often keeping kids in schools and school safety are seen as contradictions

A Canadian researcher, Susan Sharpe, has proposed five key principles of restorative justice.

### These are:

- Restorative justice invites full participation and consensus. This means that not only those who are directly involved in the actions but others who feel that they are also affected in some way may voluntarily participate.
- Restorative justice seeks to heal what is broken, not only for the victim but also for the offender.
- Restorative justice seeks to make the offender fully and directly accountable, by not only facing up to their offending but by confronting those who have suffered as a result.
- Restorative justice seeks to reunite what has been divided. This goes further than positive interaction between the offender and the victim, to include re-integrating both into the wider community.
- Restorative justice seeks to strengthen the community in order to prevent further harm.

p. 92

### Australian trials in schools concluded that:

- Participants were highly satisfied with the process and its outcomes
- High compliance rate with the terms of the agreement by offenders
- Low rates of reoffending

- A majority of offenders felt they were more accepted, cared about and more closely connected to other conference participants following conferencing
- A majority of victims felt safer and more able to manage similar situations than before conferencing
- The majority of conference participants had closer relationships with other conference participants after conferencing
- All school administrators felt that conferencing had reinforced school values
- Most family members expressed positive perceptions of the school and comfort in approaching the school on other matters
- Nearly all schools in the trial reported they had changed their thinking about managing behaviour from a punitive to a more restorative approach.

p. 96

### Requirements to gain these outcomes requires a change in school culture:

A change in culture may be achieved only gradually. It requires policy development at a national and school level, followed by training at teacher education level and training of existing staff to widen the view from teaching to practising democratic processes. Student participation generally, in order to be effective, must be seen by all to be meaningful and authentic, not tokenism.” p. 99

- That there is a focus on young people as members of the school community.
- In turn, the focus is shifted from teachers as authority figures to teachers as human beings and members of the school community.
- School authorities do not adopt one-sided views and attitudes to consultation, and the views of all members of the school community are incorporated.

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- There is a move from the rigid enforcement of rules and systems to all the community working together to achieve the best result for all.
- Notions of punishment by exclusion are cast off, and instead the focus is on repairing relationships and inclusion.
- The concentration is on relationships within the school community rather than on individuals.

p. 99

**The study concluded that:**

“There is clearly a tension in schools between the need to ensure a safe educational environment and conflict resolution which prioritizes the need to keep all students engaged. There is little evidence to suggest that schools are becoming safer as a result of the wide range of reactive responses which are being employed by school authorities in their attempts to ensure safety. There is, however, an increasing body of evidence which points towards both the need for change and the success of restorative justice practices in keeping students in school and keeping schools safe.” p.100

Varnham, S. (2005). [Seeing things differently:restorative justice and school discipline. Education and the Law](#), Vol. 17(No. 3), pp. 87-104.

Sally Varnham - Massey University Wellington Campus, New Zealand

**PUNITIVE VS. RESTORATIVE**

The approach creates school communities that move beyond the predominant paradigm of regulatory formalism, to a paradigm that is more responsive because it entails giving back the harm

or wrongdoing to the community most affected and enables a process for the community to address the harm, through nurturing the human capacity for restitution, resolution, and reconciliation.

Through restitution the harm is repaired; through resolution the

community reduces the risk of the harm reoccurring; through reconciliation comes emotional healing. These three restorative actions mirror the defining premises of RJ, which differentiate it from conventional regulatory practices.

p.140

**TABLE 1:**  
**Juxtaposition of Punitive and Restorative Regulatory Practices**

REGULATORY PRACTICE	PUNITIVE	RESTORATIVE JUSTICE
Outcomes sought	Punishment of offender (retribution)	Reparation of harm (restitution)
Decision making process	Third-party (prescriptive)	First-party (resolutions)
Motivating source	External (control; rule based)	Internal (engagement; values based)

Morrison, B. E., & Vaandering, D. (2012). [Restorative Justice: Pedagogy, Praxis, and Discipline. Journal of School Violence](#), Vol. 11, pp 138-155. Copyright © Taylor & Francis Group, LLC  
DOI:10.1080/15388220.2011.653322, ISSN: 1538-8220  
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## ALTERNATIVE TO DETENTIONS

Punitive detention systems are contrary to the core values needed to transform school systems into restorative systems. Core restoration values are:

1. children are rich resources who can benefit communities,
2. young people are educators' social equals,
3. children can develop problem-solving skills, prosocial character traits, and healthy self-concepts,
4. children's physical, educational, social, spiritual, and emotional needs must be met,
5. families are the best environments for healthy development of children, but everyone can help, and
6. every child succeeds; no child fails

[\(Brendtro, Ness, & Mitchell, 2001, pp.156-158\).](#)

### Restorative Justice is ...

- maximizing a learning opportunity a healing response
- a purpose-driven response that is victim-centered
- focus on making things right creating & fostering relationships empowering
- individualized
- healing
- social and emotional growth respectful
- teaching and learning
- motivating
- long-term

### Restorative Justice is not ...

- attacking a child for mistakes and failures punishment
- reactive

- offender-centered
  - focus on the offense
  - alienation or isolation
  - humiliating
  - one size fits all
  - hurting
  - coercive
  - disrespectful
  - doing time
  - intimidating
  - short-term

*Ashworth, J., Bockern, S. V., Ailts, J., Donnelly, J., Erickson, K., & Wolterman, J. (2008). [An Alternative to School Detention. Reclaiming Children and Youth](#), Vol. 17(No. 3), 156-158.*

## THE USE AND EFFECTIVENESS OF ANTI-BULLYING STRATEGIES IN SCHOOLS

Restorative approaches provide an effective, flexible range of strategies to prevent and respond to bullying, but need to be used consistently and throughout the whole school

If adopting restorative approaches as a whole school approach:

- provide whole staff training – adult modelling is critical to consistency and effectiveness of the strategy, and staff need training in restorative approaches before attempting to apply it to a bullying incident
- embed restorative approaches with the students – including training any peer schemes in restorative approaches
- make restorative approaches transparent in policies and procedures
- direct sanctions are needed as a back-up if the restorative process fails. p. 11

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Thompson, F., & Smith, P. (2011). [\*The Use and Effectiveness of Anti-Bullying Strategies in Schools. The UK Department of Education.\*](#) Ref: DFE- RR098; ISBN: 978-1-84775-885-9

**Fran Thompson and Peter K. Smith** - Goldsmiths, University of London, Department for Education

## ANTI-BULLYING ETHOS

More recently, RJ has been included in systematic comparative studies examining a range of anti-bullying strategies (Howard et al., 2010). Restorative justice was identified as both a proactive and reactive strategy and was rated by educators as a moderately to highly effective strategy for developing a restorative ethos to address bullying behavior in schools. p.148

Morrison, B. E., & Vaandering, D. (2012). [\*Restorative Justice: Pedagogy, Praxis, and Discipline. Journal of School Violence.\*](#) Vol. 11, pp 138-155. Copyright © Taylor & Francis Group, LLC

DOI:10.1080/15388220.2011.653322, ISSN: 1538-8220  
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## PREVNET HEALTHY RELATIONSHIPS

- bullying is a relationship problem
- bullying prevention and successful intervention rest upon the creation of healthy relationships throughout a school community

- creating healthy relationships involves:
- social and emotional intelligences in adults and students
- social skills training/coaching
- creating structures and strategies to support healthy relationships
- system and school supports for the creation of healthy relationships
- the need for social and emotional intelligence is a precursor for the success of the other factors

[\*PREVNet. \(2012\). Ministry of Education \(Ontario\): Healthy Relationships Training.\*](#)

## REINTEGRATION

### Key finding:

However restorative a school may be, if students don't feel they belong to the school community in the first place. '...no restorative process can "re-integrate a victim or offender back into the classroom culture of which s/he never felt a part'. p. 56

"Violence, bigotry, and hatred have no place within this safe clearing (Martin, 2002). With this in mind, planned or everyday interactions between and among teachers, administrators, and their students involve cultural bookkeeping where people continuously construct individual and group identities, minimizing liabilities and maximizing assets. Martin calls this "an exchange of gifts" (2002, pp. 133, 134, 139). Although we are optimistic, achieving this goal is no small task." p.57

Many of these students either act out or fly under the radar and are 'invisible'.

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“Of course even the most concerned teachers cannot solve all youngster’s problems, but our participants showed us the way to envisage situations that could have made a difference (Abes, Jones, & McEwen, 2008), the chance to see inviting reflections of self in another’s eyes (Mead, 1934/1967). Without such teacher-led dialogical sessions, relational knowledge of each other (students and teachers) are impeded, and teachable moments remain elusive. The situation then goes from bad to worse when a retributive (punish the offender and isolate the victim) classroom becomes the only recourse.” p. 76

“School administration must support occasional scheduling modifications, giving time for all classroom members to participate

in restorative circle groups (Haney, 2008). Moreover, any recalcitrant educators must commit or perhaps recommit to the fact that without belonging, nothing else worth learning can happen in schools (McMillan & Chavis, 1986).” p. 77

“Once individuals feel they have a relationship with the group, the restorative goal of reintegration into the community can be achieved.” p. 77

*Haney, K. G., Thomas, J., & Vaughn, C. (2011). [Identity Border Crossings Within School Communities, Precursors to Restorative Conferencing: A Symbolic Interactionist Study](#). [The School Community Journal](#), Vol. 21(No. 2), pp. 56-77.*

## STRUCTURE AND SUPPORT

### ONTARIO RJ CONTEXT

Vaandering’s exploration of RJ in school contexts takes on such key issues such as the varied:

- use of language,
- degree to which culture/structures are a part of a restorative process
- degree of flexibility within restorative processes
- how restorative process work alongside? Before? With? Other forms of discipline
- emphasis on behavior or a wider scope
- different training models

“Arising out of research conducted in an educational context, this paper identifies the impact of this ambiguity on educators. More importantly, however, it examines the term justice and discovers that an over-emphasis on justice as fairness and individual rights has pulled the field off-course. What is needed is a

broader understanding of justice, one in which justice is identified as honoring the inherent worth of all and enacted through relationship. If understood as such, the terms restorative and justice when paired serve as a much-needed compass needle that guides proponents of RJ in the field to their desired destinations.” p. 307

“Though many educators initially engage with RJ as a means for responding to harmful behavior, their primary role is not to manage behavior but to educate.” p. 308

“I also became conscious of what Sawatsky (2009) names the pluck and choose model and the conversion model of engaging with restorative justice in myself and in the participants. In particular the limitations of merely adopting a practice without engaging with wider change (Sawatsky, 2009) became apparent in the school context.” p. 309

“There is a difference between stigmatizing shaming and reintegrative shaming that is not clear in education.”

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“RJ as a ‘restoration of balanced social relations and reparation of harms and is rooted in values of equality, mutual respect and concern’ (NSRJ-CURA, 2007).” p.311

“Morrison.....calls for transformative justice. Transformative justice sees crime and harm as an opportunity for transformative healing for the whole community. She interprets RJ as focusing on an incident of harm whereas transformative justice takes a broader view recognizing that harm did not begin with the act but arose out of a community context and cause. Her insights are echoed in the practice of those seeking to reinforce the view that harm done must result in the transformation of social structures, not the restoration of structures and relationships that were the sites for producing the harm in the first place (Lockhardt & Zammit, 2005; Moore, 2004).” p. 311

“...the primary purpose of schools is not to manage behavior but to educate people.” p. 312

“...a primary failing is the lack of exploration of what ‘justice’ actually means and entails, and this lack of dialogue leads to less than desirable outcomes.

The research indicates that in Ontario, the meaning of the term varies widely and this creates ambiguity. The ambiguity is encouraged by the expectation that the teacher be in ‘control’ of the classroom, students, lesson etc.... and this is a more legislative approach than a relational approach.

Educators often still use terms such as ‘discipline’ alongside restorative with adds to the ambiguity.

“...restorative discipline shifts attention to how-to discipline more effectively; restorative schools shifts attention to how-to be school; restorative approaches focuses on some aspect of how-to be students, educators or schools. With the more ambiguous, conflicted term justice out of the way, training is permitted to race or gloss over philosophical and theoretical foundations in order to get to the how-to of education.” p. 315

Vaandering, D. (2011). [\*A faithful compass: rethinking the term restorative justice to find clarity. Contemporary Justice Review\*](#), Vol. 14(No. 3), pp. 307-328.

Dorothy Vaandering - Memorial University of Newfoundland, St. John's, NL, Canada

### ISSUES IN THE ONTARIO RESTORATIVE PRACTICE CONTEXT

“My findings suggest that while there is a personal commitment to the practice of restorative justice on the part of both teachers and administrators, if necessary structures and cultural systems are not in place, then it is difficult to sustain the restorative justice program. This study identifies factors needed to sustain a transformative reform such as restorative justice.” P 1

#### The factors identified included:

- committed staff and administrators
- highly supportive administrator
- underlying philosophy of the schools facilitates the adoption of Restorative Practice
- funding doesn't disappear from the Board level
- in larger framework within which schools/school boards operate is largely retributive so a fundamental change needed in education
- need for broader support from Ontario government “in terms of funding policy changes and expression of support
- cannot be seen as a passing fad

p. 37

“For transformative reform to be sustained, the reform must become normative within the culture, not an alternative.” p. 39

Reimer, K. (2011). [\*An Exploration of the Implimentation of Restorative Justice in an Ontario Public School\*](#). *Canadian Journal of Educational Administration and Policy*(Issue #119)

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## VIRGINIA: CONNECTING WITH STUDENTS AS OPPOSED TO TO OR NOT/FOR

“Our research found that authoritative schools tend to have high passing rates on state-mandated achievement tests in comparison to other schools. As described in Issue 1, an authoritative school is one in which students report that their teachers are strict but fair in their discipline (high structure) and concerned and respectful toward them (high support). In contrast, there are schools with high structure but low support (authoritarian), high support but low structure (permissive), or low structure and low support (disengaged). ... These analyses controlled for differences in size, poverty level, and minority composition of the student enrolment. In other words, students in schools with authoritative climates tended to perform better than students in other schools regardless of school size, student body poverty level, and minority composition.”

*Virginia Secondary Schools. (August, 2014). [School Climate and Safety in Virginia High Schools: Technical Report of the Virginia School Climate Survey.](#)*

## TRANSFORMATIVE RESTORATIVE JUSTICE

We must go further, to a vision of transformative justice that truly balances the needs of all victims and offenders with the need of the community to responsibly address all injuries.

For restorative justice without transformation of the roots of social injustice and without dismantling the contours of our present retributive system is not enough. (Morris, 1995, p. 291) p.107

*Thomson, D. (2004). [Can We Heal Ourselves? Transforming Conflict in the Restorative Justice Movement. Contemporary Justice Review.](#) Vol. 7(No. 1), .pp. 107-116.*

## LEADERSHIP

Restorative Practice seemed most effective when “behaviour” was seen as an issue to be addressed through restorative strategies that involved active learning for all children and for staff across the school.

This was most likely to happen when there was visible commitment, enthusiasm and modelling by the school management team and where the school had invested in significant staff development. In many schools there was a clear positive impact on relationships, seen in the views and actions of staff and pupils and in a reduction of playground incidents, discipline referrals, exclusion and need for external support.

*McCluskey, G., Lloyd, G., Kane, J., & S Riddell, J. S. (2008). [Can Restorative Practices in Schools Make a Difference. Educational review.](#) Vol. 60(No. 4), pp. 405-417.*

**Gilleen McCluskey, Gwynedd Lloyd, Jean Kane, Sheila Riddell, Joan Stead and Elisabeth Weedon** - Moray House School of Education, University of Edinburgh, UK

## STRUCTURE AND SUPPORT

In the effort to transform schools from operating as rule-based institutions to living out of a relationship-based foundation through principles and practices, the highly resistant, hierarchical, authoritarian system that expects to instil attitudes of obedience and conformity (Green 1990), must be confronted. Such systemic change requires its participants a conscientization (Freire 2005) of the structures that currently constrain them. This study indicates that little attention is given to these structural elements as policy-makers and educators attempt to insert RJ into existing structures. The failure to address the structural and institutional influences acting on school participants and RJ, reduces RJ to a decontextualized skill-building exercise committed to further controlling behaviour or producing empathic social relations. p. 77

*Vaandering, D. (2014). [Implimenting Restorative Justice Practice in Schools: What Pedagogy Reveals. Journal of Peace Education,](#) Vol. 11( No. 1), pp. 64-80. Retrieved from <http://dx.doi.org/10.1080/17400201.2013.794335>*

**Dorothy Vaandering** - Faculty of Education, Memorial University of Newfoundland, St. John's, Canada

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## IMPLEMENTATION

Implications emerge for effective implementation in schools that include the

### need for:

- A broader conceptualization of rj that more clearly defines its underlying philosophy and principles;
- Critical reflection by policy-makers and educators on personal core values and how they align with principles of rj;
- Critical examination of current training and espoused theories to identify reinforcement of power relations leading to punitive practice;
- More comprehensive resources that allow for and encourage the development of supports within school contexts beyond an initial introduction to rj;
- Development of pedagogy where learning, not control, is the priority (Ireson, Mortimore, and Hallam 1999). This will occur when teachers reflect critically and assess (a) how they engage with students and encourage them to become more fully human, active community participants, and (b) how they are causing students harm or alienating them. In this way, educators take on a leadership role as 'transformative intellectuals' (Giroux 1988) within the systems of which they are a part.

p. 78

Vaandering, D. (2014). [Implimenting Restorative Justice Practice in Schools: What Pedogogy Reveals. Journal of Peace Education](http://dx.doi.org/10.1080/17400201.2013.794335), Vol. 11( No. 1), pp. 64-80. Retrieved from <http://dx.doi.org/10.1080/17400201.2013.794335>

**Dorothy Vaandering** - Faculty of Education, Memorial University of Newfoundland, St. John's, Canada

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- make restorative approaches transparent in policies and procedures
- direct sanctions are needed as a backup if the restorative process fails.

p. 11

Thompson, F., & Smith, P. (2011). [The Use and Effectiveness of Anti-Bullying Strategies in Schools. The UK Department of Education.](#)

**Fran Thompson and Peter K. Smith** - Goldsmiths, University of London Department for Education

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## EUROPEAN MODEL OF IMPLEMENTATION

### VOLUME 1

In 2015 the International Juvenile Justice Observatory researched the restorative programs of 28 European countries and concluded:

- Restorative is more capable of taking victims needs into account. There is a recognition that in the past, victim's interests were seen as equivalent to societal interests; this hasn't worked well for victims.
- There is an emerging consensus that RJ can be a desirable alternative or addition to...restoring conflict
- More responsive to community needs
- Promising preventative effects on recidivism
- Definition:
 

*There is no clear-cut definition of what RJ is, not least because "it is a complex idea, the meaning of which continues to evolve with new discoveries".<sup>294</sup> Van Ness / Strong go on to state that "it is like the words 'democracy' and 'justice'; people generally understand what they mean, but they may not be able to agree on a precise definition".* p.177
- There is a recognition that traditional forms of discipline and justice often cannot resolve the conflict issues of a situation; restorative processes give back the responsibility of the restoration of relational conflict to participants.
- Deals with 'aftermath of the offence and its implications for the future.
- Impartial facilitation is a key part of the process
- It can allow for reparation or making amends for harm done
- High levels of satisfaction of those participating in the process

p.178

Different countries had different visions of RJ, but: "What has become clear, however, is that the outcomes achieved through restorative practices have indeed been very promising ones. Numerous research studies all over Europe have measured significantly elevated satisfaction rates among victims and offenders who have participated in Restorative Justice measures compared to control groups. While such levels of satisfaction are no doubt greatly dependent on the way the specific programme in question has been implemented, they nonetheless indicate that it is indeed possible to better meet the needs of victims through RJ. At the same time, RJ has repeatedly and continuously been associated with promising recidivism rates, making them viable alternatives to traditional criminal justice interventions." p.180

- RJ as a diversion program from out of justice system
- Restorative conferencing
- One of the primary forms of RJ in Europe is VOM (Victim-Offender Mediation)
- Others include Family Circles, Peace Making Circles and other variations
- Most countries have legislation that allowed for court diversion or sentence mitigation that paved the way for RJ

### Challenges included:

- Availability was the greatest challenge
- Low uptake of services in some countries often from entrenchment in old models of justice
- Watering down of RJ when it becomes institutionalized
- Lack of knowledge, information and understanding among practitioners e.g. benefits
- Economics; the process takes time
- Lack of a strong legislative basis

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Dunkel, F., Horsfield, P., & Parosanu, A. (2015). [Research and Selection of the Most Effective Juvenile Restorative Justice Practices in Europe](#): Snapshots from 28 EU Member States.

## VOLUME II

This document is significant in that it examines, within research parameters:

- Needs of youth who are responsible for harming others
- Needs of people who have been harmed
- Community needs

As well all looking at the restorative process through experiential eyes of participants:

- Degree of engagement of parties
- their experience of the restorative process
- the outcomes of the process

In the examination of process, they acknowledge that, for example, what is but irritation to one person in terms of harm may be trauma to another, so there is a need to examine vulnerability and resilience in the conferencing process. There is a need for inclusivity and individualization.

### Respect for all parties is essential:

“The whole process must be facilitated with deep respect for each party’s experience of the harm, for the feelings and needs that arise from it and for what they want to happen. The facilitator should affirm her or his respect for the strengths each person is demonstrating through engaging with the process; such as courage, intelligence and ability to communicate. By the facilitator’s modelling and reinforcing of respect the parties are both more likely to participate actively and to treat each other with respect. Those responsible for the harm appreciate facilitators who do not make them feel like they are a ‘bad person’”. p. 88

They distinguish between applicability of different processes such as: formal conferences, circles, mediation, circles of support and accountability, and provide direction for when and how to use each of these.

*Chapman, T., Gellin, M., Aertsen, I., & Anderson, M. (2015).*

[Protecting Rights, Restoring Respect and Strengthening Relationships: A European Model for Restorative Justice and Children and Young People.](#)

**Tim Chapman, Maija Gellin, Ivo Aertsen, Monique Anderson -**  
*International Juvenile Justice Observatory Brussels Headquarters*

## VOLUME III

This document, based on research across Europe, advocates the need for social skills development as a need for participating in a positive way in schools and society in general; and which are needed to create and restore positive relationships.

They include: p. 23

Restorative Environment

- Active participation
- Face to face encounters
- Cooperation
- Problem solving approach to issues

Social Skills

- Giving an account of an experience
- Listening
- Questioning
- Dialogue
- Reflection
- Understanding
- Expressing thoughts, feelings, and needs
- Making agreements
- Keeping commitments

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### Restorative Outcomes:

- Respect
- Empathy
- Sense of responsibility
- Trustworthiness
- Active citizenship

### The process within a conference is a balance of:

- All parties experiencing justice and a fair process.
- The observation of the rights of all parties.
- The safety of all parties.
- Respecting all parties;
- The truth of all parties.
- The importance of relationships.
- The importance of responsibility.
- Inclusiveness and participation.
- Balancing the needs and interests of all parties.

p. 32

Where harm has been done, the result is either anger or fear.

If anger, caution needs to be used to prevent retribution from entering the dialogue; if fear, risk management needs to be a strong component of the process.

If anger, the outcome needs to be primarily to restore justice; if fear, the process needs to primarily restore safety.

Thus, the process needs to be led by need rather than just scripted process.

### Qualifications to practice training:

- Understanding restorative justice, its aim, values and core principles and concepts.
- Understanding of the role of the facilitator.
- The ability to assess a situation and choose the most appropriate restorative process.
- The ability to assess any risks involved in participation and ensure that all parties are safe.
- The ability to engage parties in a restorative process.
- The ability to prepare parties for a restorative process.
- The ability to facilitate restorative processes.

pp. 55 – 56

The development of the above is a continuous process rather than a one-off training and requires reflective practice.

And, “Restorative justice contributes to bringing up children who can flourish in modern, democratic and pluralist European societies.” p. 57

[Chapman, T., & Gellin, M. \(2015\). \*Toolkit for Professional: Implimenting a European Model for Restorative Justice with Children and Young People.\*](#)

**Tim Chapman, Maija Gellin** - *International Juvenile Justice Observatory Brussels Headquarters*

### CULTURE

Hopkins holds that changes in dominant discourses necessitate an equivalent change in prevailing culture.

[Hopkins, B. \(2004\). \*Just Schools: A Whole School Approach to Restorative Justice.\* London, UK: Jessica Kingsley Publishers.](#)

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## EQUITY/CULTURAL COMPETENCE

### Asian Families and Restorative Practice

“Lee and Green (1999) make a distinction between cultural competence and culturally sensitive practice, suggesting that the latter focuses on being open to cultural differences, whereas culturally competent practice focuses on the specific cultural ways of clients. Their distinction creates an imperative for restorative justice practitioners to focus on clients’ specific cultural norms and traditions as they guide the restorative work (Ragab, 1990; Walton & Abo-El-Nasr, 1988). To achieve any measure of cultural competence, practitioners must understand and accept diverse cultural norms and practices as being valid (Robbins et al., 2006) and recognize the power of cultural scripts in shaping client behavior and values and in guiding the delivery of services to clients (Pabon, 1998).”

p. 401

### Asian Families and Shaming

“Given the importance of collective existence and family lineage in traditional Asian cultures, many Asians avoid using formal social services for fear of shaming the family name and/or losing face (I. Lee, 2005; M. Y. Lee, 2002; J. Lum, 1998).” p. 402

Asian Restorative Framework suggestions

1. Observe nonverbal and indirect communication carefully, because those forms of communication convey more information than verbal communication
2. Listen more than speak.
3. Be aware of one’s own feelings about being silent and how those feelings might be communicated nonverbally.
4. Be patient as well as alert.

5. Assess the language proficiency of the participants, given the complicated and difficult nature of VOM conversations. (Morelli, 2005)
6. In addition, practitioners must provide a trained interpreter for Asian American participants who have limited second-language skills. p. 404

To move toward culturally competent restorative justice for Asian Americans, we propose these practice guidelines:

**Recognize needs.** Particularly the participants’ personal needs and the social imperative for culturally competent restorative justice practice with Asian Americans.

**Consider limits.** Critically consider and acknowledge the limits of the Western restorative justice model.

**Be aware.** Assess one’s own values and biases; embrace the personal and social challenges inherent in exposure to new cultures as living representations of justice.

**Understand.** Know the cultural roots and implications of shaming and the nuances of family communication.

**Increase knowledge.** This includes Asian Americans’ salient cultural traits such as the importance of family, the concept and meaning of shame, and their restorative justice traditions.

**Be wary of stereotyping.** Not all traits apply to all Asian Americans.

**Provide feedback.** Voice and document what is learned in practice, and collaborate with researchers to modify the restorative justice models to ensure their cultural sensitivity.

Choi, J. J., & Severson, M. (2009). [\*Towards a Culturally Competent Restorative Justice Practice Framework: A Focus on Asian Americans. Families in Society: The Journal of Contemporary Social Services\*, 404. doi:10.1606/1044-3894.3917](#)

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## Gender - Girls

“Structural oppression is central to our understanding of girls’ troubles with the law. The difficulties girls face are shaped by gender, class, and racial inequities. These problems include sexual abuse, dating violence, sexual harassment, unsafe neighborhoods and schools, heterosexism, teenage pregnancy, single parenthood, and disparities in vocational and employment opportunities. Patriarchy, racism, and poverty pave the pathways to girls’ delinquency, creating fertile ground for early traumatic experiences and ongoing and cumulative victimization. This ‘triple jeopardy’ (Bloom, Owen, & Covington, 2003, p. 50) also shapes punitive reactions to girls’ attempts to deal with their oppressive circumstances, constraining their available opportunities and criminalizing their strategies for survival.” p. 240

This research suggests that the needs of girls who harm others have unique needs that may not be met through traditional restorative processes. Their context needs to be understood and taken into account in creating a plan for that individual. It may need to consider how to address negative contexts and look for ways to empower participants in more positive ways.

There is an acknowledgement that the ability to respond in this holistic manner to the needs of girls may be hampered by a lack of resources.

[Gaardera, E., & Hesseltonb, D. \(2012\). Connecting restorative justice with gender-responsive programming. \*Contemporary Justice Review\*, Vol. 15\(No. 3\), pp. 239-264.](#)

**Emily Gaardera and Denise Hesseltonb** - *Department of Sociology and Anthropology, University of Minnesota Duluth, Duluth,*

## Gender – Anti-gay issues

This piece is not a research piece, but a true story of a staff person and student encounter that wounded both of them that was resolved through a restorative conference. The narrative is useful in pulling out key pieces of the dynamics of such an encounter.

Gold, S. Dealing effectively with anti-gay insults in the classroom through Restorative Justice

[\*\*Restorative Justice in Alternative Education; ENCOUNTER: Education for Meaning and Social Justice\*\*](#)

## Gender - Sexual minority youth

In 2008 Espelage and Swearer, in *Current Perspective on Linking School Bullying Research to Effective Prevention Strategies*, identify bullying as a “relationship issue”, and so, the need to support teachers in classroom management and be specifically taught to defuse disruptive behaviour from a relational perspective rather than a punishment perspective (i.e. Restorative Practice).

Sexual minority youth were often in double and triple jeopardy situations when a number of intersecting identity factors were in play. The more interactions between these factors, the higher the risk: orientation. Primary factors that increase risk include: sexual orientation, gender (boys at higher risk), and race. The tailoring of student specific interventions to address bullying in these situations is critical.

[\*\*Espelage, D. L., Aragon, S. R., Poteat, V. P., & Koenig, B. W. \(2009\). \*Psychosocial Concerns of Sexual Minority Youth: Complexity and Caution in Group Difference.\*\*\*](#)

## Students with Special Needs

In 2008 Espelage and Swearer, in *Current Perspective on Linking School Bullying Research to Effective Prevention Strategies*, identify bullying as a “relationship issue”, and so, the need to support teachers in classroom management and be specifically taught to defuse disruptive behaviour from a relational perspective rather than a punishment perspective (i.e. Restorative Practice)

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Students with disabilities reported higher rates of victimization and fighting behaviours than students without disabilities. Students with disabilities and the general student population reported similar rates of bullying perpetration.

[Rose, C. A., Espelage, D. L., Aragon, S. R., & Elliot, J. \(2011\). \*Bullying and Victimization among Students in Special Education and General Education Curricula.\*](#)

### Substance Abuse

In a recovery school, the students commit to working on recovery from chemical dependency and addiction while becoming successful students. Since all of the students attending the school have been in chemical dependency treatment, the safety of the environment is the first concern of students, their families and staff. Applying restorative principles and the process of the circle has helped one recovery school create a truly respectful, student-centered program.

[Riesterberg, N. \(2007\). \*The Restorative Recovery School: Countering Chemical Dependency. Reclaiming Children and Youth, Vol. 16\(No. 2\), pp. 21-13.\*](#)

### Racial Conflict

“Conventional approaches to interpersonal racial conflict, like conventional approaches to conflict more generally, focus on determining who violated which rule and administering a punitive action, such as detention (in a school setting) or a written warning (in a workplace setting).

Even interventions intended to foster growth rather than retribution (like a mandated letter of apology or community service) have limited restorative potential. Despite a genuine desire to help the “victim” feel better and help the “offender” take responsibility for the act, mandated acts are less likely to be perceived as authentic communications of regret and do not typically lead to increased understanding of how and

why the act was harmful. In the end, the “victim” typically continues to feel hurt and offended, the “offender” often feels victimized by the authority’s intervention, and no clear benefit is evident for the community affected by the conflict, such as neighbors, classmates, or colleagues.” P 38

The above quote clearly indicates that both traditional methods that do not take into account racial context cannot be effective in coming to a valid solution for all participants.

- Lack of understanding of the issues is one of the reasons of the failure of initiatives to bring people together across racial lines when issues occur
- Another may be a lack of comfort with racial issues
- However, restorative practices have the capacity to weave into its practice, the needed understanding, contexts, the need for accountability, the need to deal with issues, the ability to set conditions conducive to reparation and restoration for all present.
- The key to this process is authentic dialogue
- A rich restorative process is ultimately owned by those who participate in it as a community
- In racial conflicts, terms such as ‘offender’ and ‘victim’ are not helpful – suggest using ‘author, and ‘receiver’.
- A restorative approach is a ‘symbolic recognition of the deeper complexities and interrelationships behind daily choices’.

p. 43



### Efficacy:

“As just one example, the United Kingdom–based National Endowment for Science, Technology, and the Arts (NESTA), which selected RCs as one of just 10 international public programs exemplifying “radical efficiency,” reported a satisfaction rate of 93 percent by surveyed participants of 400 RCs in Sao Paulo and, in one school district, a 98 percent reduction of police school visits following a school-wide adoption of RCs in 2009.” p. 44

[Lyubansky, M., & Barter, D. \(2011\). A Restorative Approach to Interpersonal Racial Conflict. \*Peace Review: A Journal of Social Justice\*, Vol. 23, pp. 37-44. ISSN 1079-6126 print; 1469-9389 online. DOI: 10.1080/10402659.2011.548248](#)

### Poverty

“Privileged people can work for restorative justice in their relations with poor and oppressed people. They do this by circumventing their class insulation through mutually respectful new relations with those struggling for their liberation. The author of this article argues for public spaces where oppressed and privileged people come together in conscious ways, to rebalance power relations, learn to bridge differences and work together for social justice.” p. 131

A vital democracy needs public spaces in which people from different groups can come together to inform themselves, learn to bridge differences and act on their shared concerns. p. 132

- Faith based networks and organizations can help to facilitate this process.
- Owning one’s privilege is a necessary stage in the healing process
- Deep democracy needs these authentic restorative dialogues to heal the rifts between those living in poverty and those who are privileged.

*Rader, V. (2008). Social Justice Demonstration Project - Restoring right relations among privileged and poor people: A case study of the Center for New Creation. Contemporary Justice Review, Vol. 11(No. 2), pp. 131-153*

**Victoria Rader** - George Mason University, USA

### Hate Crimes

“Hate promotes violence. Dialogue among conflicting parties and groups is one way to decrease hate and help prevent bias-motivated crimes. Restorative justice has emerged in the last three decades as a means of giving all who are stakeholders in a crime—victims, offenders, and the community to which they belong—a voice in how harm can be repaired and future harm prevented.” p. 7

This article/research describes case studies, processes and outcomes of hate crimes. It concludes that: “If hate fuels violence, then restorative justice dialogue offers at the very least an opportunity for replacing hate with understanding and respect.” p. 21

[Coates, R. B., Umbreit, M. S., & Vos, B. \(2006\). Responding to Hate Crimes through Restorative Justice Dialogue. Contemporary Justice review, Vol. 9\(No. 1\), pp. 7-21. ISSN 1028-2580 \(print\)/ISSN 1477-2248 \(online\)](#)

### TRAINING ACCREDITATION

One experience for hiring through the assessment of competencies [here defined as knowledge, skills and attitudes (dispositions)], is that: “A candidate developed a portfolio with evidence of meeting the thirty-nine competencies which were reviewed by a panel prior to a two-hour oral review. That process has influenced other credentialing processes. Other programs have moved to a competency-based credentialing process.” p. 346

[Bussler, D. \(2004\). Are 98.6 degrees enough? Reflections on restorative justice training and credentialing. Journal of Public Law & Policy, Vol. 25, pp. 335-346.](#)





## SOME TRAINING COMPONENTS

In our role as faculty, we outlined a list of activities that each student would achieve in this class. The intent in the construction of these activities was to promote thinking, to connect ideas and experiences, and to apply new knowledge. Students were to:

1. Identify and examine their own values as they relate to justice.
2. Identify methods of social control and apply these methods to their lives.
3. Examine Dewey's view of the role of school and apply this to their schooling experiences.
4. Examine the assumptions of our current criminal justice system and assess the relationship between the concept of justice and the criminal justice process.

5. Identify the descriptors of philosophic foundations and apply them to democratic practice and restorative justice.
6. Design new means for implementing restorative justice approaches into troubled areas in their community.
7. Practice justice processes in school and/or community.

[Carsona, B. A., & Busslerb, D. \(2013\). Teaching restorative justice to education and criminal justice majors.](#)

[Contemporary Justice review](#), Vol. 16(No. 1), pp. 137-149.

**Barbara A. Carsona and Darrol Busslerb** - Department of Sociology and Corrections, Minnesota State University, Mankato, MN, USA;

## FAIR PROCESS

### HIGH NEEDS YOUTH

- Need to acknowledge “the complex laboratory of the real world”. P 963
- Necessity of mapping context of the youth – social, emotional, relational, physical, experiential, academic, supports, needs etc.
- Need to be flexible to accommodate context and behavioural patterns
- Need to adjust programs to suit the youth
- Tracking progress to engender hope
- Develop a sense of agency and control
- Seeing the world through the eyes of the youth
- Understanding vulnerabilities
- Supporting families

- There are no simple answers, and restorative processes take time. It takes time to ‘create new realities for youth from the realities that they live with...’

p. 964

[Erickson, K., Laboucane-Benson, P., & Hossak, F. \(2011\).](#)

[Creating a Pathway by Walking It - A Year in review of](#)

[Pohna: Keepers of the Fire. Alberta Law Review](#),

Vol. 48(No. 4), pp. 945-964.

### INDIVIDUAL CONTEXT IN RESTORATIVE PRACTICE

There is a need for taking an environmental and developmental audit of a young person. We need to ask:

- How did this young person come to this point in his or her life?
- Where should we go from here to create a restorative outcome?

p. 138

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## VOICE

“In the context of schooling and education, this premise can be understood when students are valued as human beings to be honored rather than objects to be controlled, and underpins the shift from social control to social engagement. Though this may appear to be a logical starting point and the desired starting point of contemporary education in general, the institutional reality is much different. For example, Harber and Sakade (2009) concluded that globally schools are predominantly authoritarian institutions whose original purpose of control and compliance are deeply embedded in schooling and are highly resistant to change. They drew on Green’s (1990) comprehensive historical study of the origins of formal schooling in which he argued that across the Western world “the task of public schooling was not so much to develop new skills for the industrial sector as to inculcate habits of conformity, discipline, and morality that would counter the widespread problems of social disorder” (p. 59). Thus, approaches employed as responses to behavior reinforce social control and education as compliance”. p. 145

[Morrison, B. E., & Vaandering, D. \(2012\). Restorative Justice: Pedagogy, Praxis, and Discipline. Journal of School Violence, Vol. 11, pp 138-155. Copyright © Taylor & Francis Group, LLC DOI:10.1080/15388220.2011.653322, ISSN: 1538-8220 print/1538-8239 online](#)

**Brenda E. Morrison** - Centre for Restorative Justice, School of Criminology, Simon Fraser University, Burnaby, British Columbia, Canada;

**Dorothy Vaandering** - Faculty of Education, Memorial University of Newfoundland, St. John’s, Newfoundland and Labrador, Canada.

## CHALLENGES AND BULLYING

### CHALLENGES

Hopkins identifies major challenges to the implementation of a restorative school culture:

- shortage of time
- pressures from conflicting priorities
- openness to change
- ensuring that the ‘ethos and principles of restorative justice are embrace at every stage of the process’

pp. 147-148

*Hopkins, B. (2002). Restorative Justice in Schools. Support for Learning, Vol. 17(No. 2).*

### ISSUES IN THE ONTARIO RESTORATIVE PRACTICE CONTEXT

“My findings suggest that while there is a personal commitment to the practice of restorative justice on the part of both teachers and administrators, if necessary structures and cultural systems are not in place, then it is difficult to sustain the restorative justice program. This study identifies factors needed to sustain a transformative reform such as restorative justice.” p. 1

#### The factors identified included:

- committed staff and administrators
- highly supportive administrator
- underlying philosophy of the schools facilitates the adoption of Restorative Practice

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- funding doesn't disappear from the Board level
- in larger framework within which schools/school boards operate is largely retributive so a fundamental change needed in education
- need for broader support from Ontario government "in terms of funding policy changes and expression of support
- cannot be seen as a passing fad

p. 37

"For transformative reform to be sustained, the reform must become normative within the culture, not an alternative." P 39

[Reimer, K. \(2011\). An Exploration of the Implimentation of Restorative Justice in an Ontario Public School. Canadian Journal of Educational Administration and Policy\(Issue #119\).](#)

**Kristin Reimer** - University of Ottawa

## CHANGING SCHOOL CULTURE

This is the story of a residential special school for troubled boys in the UK that tracked their progress from a school with an adversarial climate to one of respect through restorative practice. This tracking was anecdotal as well as quantitative. They tracked negative incidents, negative physical incidents and incidents of damage. The decline in all three areas was significant.

THREE-WEEK PERIOD	NEGATIVE INCIDENTS	NEGATIVE PHYSICAL INCIDENTS	INCIDENCES OF DAMAGE
First 3 wks. of Sept. '04	219	12	17
Last 3 wks. of Summer Term '05	362	13	10
First 3 wks. of Sept. '50*	164	9	3

Boulton, J., & Mirsky, L. (2006). *Restorative Practices as a tool for Organizational Change. Reclaiming Children and Youth, Vol. 15(No. 2), .pp. 89-91.*

[The Report of the Nova Scotia Task Force on Bullying and Cyberbullying Respectful and Responsible Relationships: There's No App for That](#)

A. Wayne MacKay, C.M., Q.C., Chair

On behalf of the Nova Scotia Task Force on Bullying and Cyberbullying February 29, 2012

This document is central to education in Canada that strives for safe schools within a wider framework of respect and responsibility. It is an extensive document. Below are some of the components it identifies to achieve this outcome and educational climate. The selections below are those that embody the Restorative principles or are directly related to Restorative Practices.

- **Bullying is a relationship issue**
- Schools are in many ways microcosms of larger society
- Navigating social standing, hierarchy, power through social and emotional intelligence are important factors at the heart of bullying
- **'Belonging' is essential**
- It takes a whole board, **whole school**, whole community multi-pronged approach to reduce bullying:
  - need for systemic change – need to **teach students rights, responsibilities and relationships,**
  - modelling of and teaching principles of **empathy, respect, inclusiveness and diversity,**
  - **consistency** of intervention prior to behaviour becoming intolerant,

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- importance of **holding people accountable**,
- **restorative justice appears to offer a promising method for addressing harms and achieving positive outcomes**,
- multiple victims in a bullying situation.
- Need for data collection that includes elements of rights protected by legislation
- Strength in partnering with students, caregivers, community partners and agencies.
- Successful implementation requires leadership and financial support
- School jurisdiction extends beyond the boundaries of the school.
- Need to maintain a positive and safe learning climate
- Need for focus and coordination
- Interventions need to be:
  - evidence based,
  - engage the whole community,
  - provide and all for more individual supports,
  - promote social and emotional learning,
  - be age and circumstance appropriate and inclusive,
  - have a means of formal evaluation,
  - be sensitive to context,
- **Support mental health issues**
- **Developing healthy relationships is at the heart of bullying prevention**
- **Some principles for the understanding of a restorative approach include:**
  - Responsibility and accountability is best fostered through understanding of the impact of our actions;
  - Conflict provides an opportunity to restore and to build positive relationships;
  - All practices and processes, not simply discipline processes should be centred on a relational, restorative approach.
- Cyber-bullying – 85% of students report being bullied electronically
- Mental health literacy of the education community is important.
- Need for safe reporting
- All levels of society need to be accountable.

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# 2

## TOOLS FOR RESTORATIVE PRACTICE

- Communicating the 9 elements
- Assessment
- School Climate Survey Questions





# COMMUNICATING THE NINE ELEMENTS OF RESTORATIVE PRACTICE

Restorative Practice is a way of thinking and being that supports well-being by fostering a positive school climate. In order for a positive school climate to flourish, all members of the community need to feel engaged. This includes students, staff, parents/guardians, community partners and stakeholders.

The following communication tools have been developed to promote engagement by deepening awareness and understanding of Restorative Practice in Ontario schools.

## [BROCHURE “RESTORATIVE PRACTICE: SUPPORTING WELL-BEING AND ACHIEVEMENT IN ONTARIO SCHOOLS”](#)

This brochure briefly defines Restorative Practice, highlights the foundations of Restorative Practice, and outlines a tiered approach to Restorative Practice. The brochure provides a general overview of the actions included in the Restorative Practice continuum.

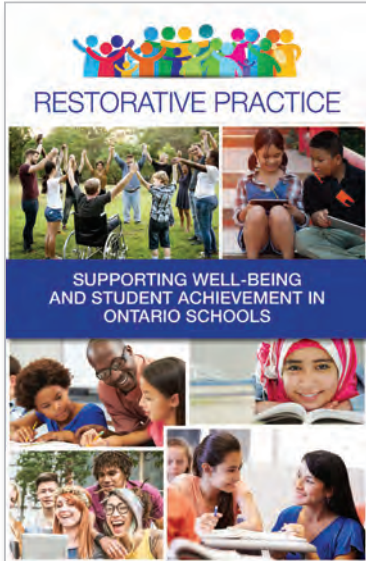
Possible applications of the brochure may include the following:

- Having the brochure available in the “resource corner,” often in the main hall or entrance of the school and board office
- Having the brochure available in the school main office and at the board office
- Including the brochure in school newsletters and board communications
- Posting the brochure on the school and board websites
- Sharing the brochure during professional development
- Sharing the brochure at School Community Council and parent engagement events
- Using the brochure as a learning tool in classrooms
- Sharing the brochure with community partners, such as the public health department and emergency services
- Including the brochure in Bias-Free Progressive Discipline policies and procedures



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## WHAT IS RESTORATIVE PRACTICE?

Restorative Practice is a way of thinking and being that **cultivates community**, supporting **well-being and achievement**. Restorative Practice fosters the conditions that promote a positive sense of *self, spirit and belonging*. Restorative Practice provides a framework to **maintain** community when challenges and conflicts arise and to **restore** community when needed.



## FOUNDATIONS OF RESTORATIVE PRACTICE

There are nine interconnected elements upon which Restorative Practice is based. These elements provide the foundation to cultivate caring and healthy communities.

## A TIERED APPROACH

A tiered approach to Restorative Practice supports well-being and achievement by, first, **cultivating** a strong, healthy community for all, including students, school staff, parents and the broader school community; second, **maintaining** community when challenges and conflicts arise; and third, **restoring** community when needed.



### Cultivating Community

**Affective Communication:** Affective communication involves the expression of feelings about things, others and self. This occurs both verbally and non-verbally.

**Circles:** Circles provide the structure by which learning and community-building take place. Circles give participants the opportunity to connect by speaking and listening to one another.

“To achieve an equitable and inclusive school climate, school boards and schools will strive to ensure that all members of the school community feel safe, comfortable and accepted. We want all staff and students to value diversity and to demonstrate respect for others and a commitment to establishing a just, caring society.”

— *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009*

### Maintaining Community

**Restorative Conversations:** Restorative conversations are impromptu discussions that seek to address concerns using restorative language. Restorative questions, such as those shown here, are often used to guide conversations.

**Responsive Circles:** Responsive circles aim to address concerns that impact members of the community. Responsive circles use specific questions to explore the concern, providing members the opportunity to use their voice to express their feelings and needs, and how they think the group should move forward.

**Small Conferencing:** A small conference involves bringing together those who have been impacted by an incident, using a structured process based on restorative questions, to determine what is needed to make things right.

### Restoring Community

**Formal Conferencing:** A formal conference often involves more people, planning and preparation than a small conference. Usually reserved for major incidents, those impacted directly and indirectly come together to discuss the incident and what is needed to make things right using a structured process based on restorative questions.

Restorative Questions	
<p><b>WHEN THINGS GO WRONG</b></p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking of at the time?</li> <li>• What have you thought about since?</li> <li>• Who has been affected by what has happened? In what way?</li> <li>• What do you think you need to do to make things right?</li> </ul>	<p><b>WHEN SOMEONE HAS BEEN HARMED</b></p> <ul style="list-style-type: none"> <li>• What did you think when you realised what had happened?</li> <li>• What impact has this incident had on you and others?</li> <li>• What has been the hardest thing for you?</li> <li>• What do you think needs to happen to make things right?</li> </ul>

Modified from: Inclusive Institute for Restorative Practices (IIRP)

To learn more about **RESTORATIVE PRACTICE** in your school board and school, please contact:



Children and students who have strong relationships and a positive regard for self – and who can understand and manage their own health and emotions – are in a better position to reach their full potential in the future. This sense of well-being supports their learning because it makes them more resilient and better able to overcome challenges. Ontario's education system needs all its students to use the knowledge and skills acquired with positive well-being, and become healthy, active and engaged citizens.

— *Achieving Excellence: A Renewed Vision for Education in Ontario, 2014*

**RESTORATIVE PRACTICE CONSORTIUM**

This publication was created by the Restorative Practice Consortium, with funding from the Province of Ontario, Ministry of Education.

This brochure is also available in French under the title:

« *La Pratique réparatrice : Soutenir le bien-être et le rendement des élèves dans les écoles de l'Ontario.* »





## POSTER: “RESTORATIVE PRACTICE: CULTIVATING COMMUNITY”

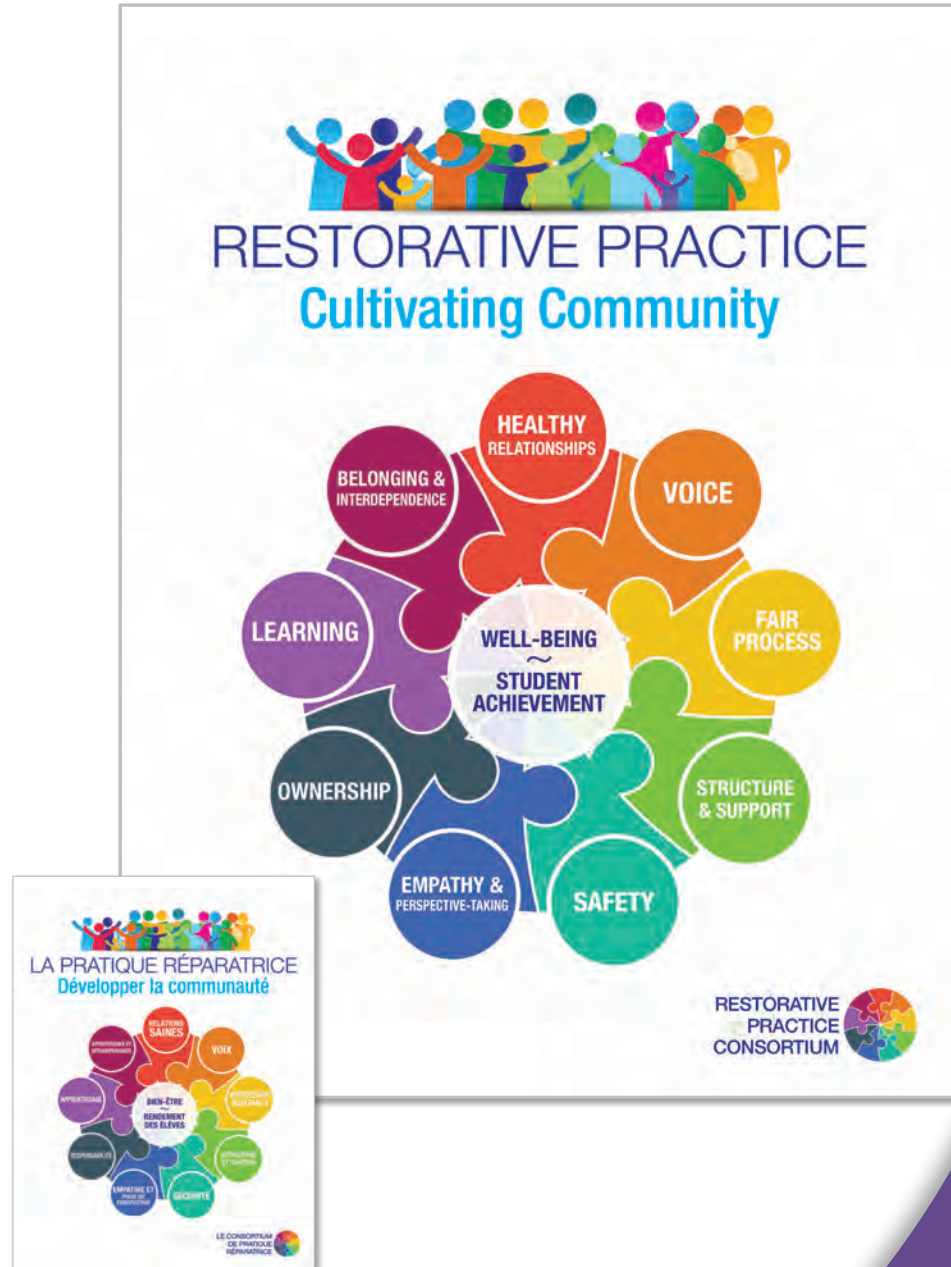
This poster illustrates the nine interconnected elements upon which Restorative Practice is based. These elements (i.e., healthy relationships, voice, fair process, structure and support, safety, empathy and perspective-taking, ownership, learning, belonging and interdependence) provide the foundation to cultivate caring and healthy communities. This information is presented in nine interconnected pieces that form a cohesive circle. [The circle represents the individual and collective needs that must be nourished so that all can thrive.](#) and represents the restorative act of being in circle. At the centre of the circle are the words “well-being and student achievement,” highlighting the important role Restorative Practice plays in supporting well-being and in fostering the conditions in which learning can occur.

This poster provides common language to help shape the core values of the community. It outlines expectations for, as aboriginal teachings would describe, “living in a good way” with each other.

Possible applications of the poster may include the following:

- Displaying the poster in classrooms, halls and offices at the school and school board
- Using the poster as an anchor chart to guide classroom expectations to serve as a starting point for co-constructing classroom norms
- Using the poster to start conversations about Restorative Practice in professional development, student engagement and parent engagement activities
- Embedding the poster into the school and board websites

This poster is also available in French under the title: [« La Pratique réparatrice : Développer la communauté. »](#)



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## DESCRIPTORS: “FOUNDATIONS OF RESTORATIVE PRACTICE”

This resource is complementary to the poster, providing an in-depth description of the nine interconnected elements of Restorative Practice.

Possible applications of the descriptors may include the following:

- Using the descriptors during professional development, student engagement and parent engagement activities to further define and help direct the implementation of Restorative Practice
- Creating an interactive page on the school and board websites whereby users would see the poster and could then click on an element to pop up the corresponding descriptor. Ideally, the school and the school board would add [content giving concrete examples that demonstrate the impact of Restorative Practice on well-being and student achievement](#)

These descriptors are also available in French under the title: [« Les fondements de la Pratique réparatrice. »](#)



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# FOUNDATIONS OF RESTORATIVE PRACTICE



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# WHAT IS RESTORATIVE PRACTICE?

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## FOUNDATIONS OF RESTORATIVE PRACTICE

There are nine interconnected elements upon which Restorative Practice is based. These elements provide the foundation to cultivate caring and healthy communities.



# FOUNDATIONS OF RESTORATIVE PRACTICE

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RESTORATIVE PRACTICE



As described in the Ontario Health and Physical Education Curriculum (2015) “healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted.” To feel valued, connected and included within a social environment, healthy relationships need to be built and maintained among students, parents/guardians, staff and other members of the school community.

The Restorative Practice Continuum provides a variety of approaches that range from less formal to more formal (e.g., affective communication, circles and formal conferencing) that support well-being by building, strengthening, responding to, repairing and restoring relationships.



RESTORATIVE PRACTICE



# Healthy Relationships

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The need to belong is a deeply embedded human trait. “There is an increasing body of research showing that students who feel connected to school – to teachers, to other students, and to the school itself – do better academically”

( *Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy* , 2009).

Restorative Practice is built upon the notion that all are included, valued and respected and that all belong. Restorative Practice supports equity by promoting the fair, inclusive treatment of all people, while recognizing individual differences. The less formal and more formal approaches of the Restorative Practice Continuum seek to create connections between individuals, build and maintain relationships, and restore relationships when harm has occurred. Restorative Practice helps cultivate community and foster a positive climate.

Restorative Practice considers the individual need to belong as well as the relationship between the individual and the group. This interdependence requires the contribution of all community members in order for the community to reach its full potential.



# Belonging & Interdependence



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Learning involves the development of knowledge, skills and characteristics that lead to personal success, economic productivity and active and engaged citizenship (*Achieving Excellence: A Renewed Vision for Education in Ontario, 2014*). Growing evidence has demonstrated that “students cannot achieve academically if they don’t feel safe or welcomed at school, if their mental health is at risk and if they don’t have the tools or motivation to adopt a healthy, active lifestyle outside of school” (*Ontario’s Well-Being Strategy for Education: Discussion Document, 2016*).



# Learning

A restorative approach supports learning by fostering a healthy, safe and caring environment that promotes well-being, including positive cognitive, emotional, social and physical development (*Foundations for a Healthy School, 2014*). A restorative learning environment is learner-focussed, stressing collaboration and community. Using a restorative approach when things go wrong helps those involved to learn from the experience and work toward restoring relationships.

Restorative Practice supports the development of knowledge and skills across subject areas and builds competencies that foster social and emotional learning, such as self-management, self-awareness, responsible decision-making, relationship skills and social awareness (CASEL, 2015).



RESTORATIVE PRACTICE





Restorative Practice embodies fair process, recognising that all people want to feel respected and valued. Kim & Mauborgne (1997) identified three principles of fair process:

**Engagement** – involving individuals in matters that affect them by listening to their views and genuinely taking their ideas and perspectives into account;

**Explanation** – ensuring that people understand the why (i.e., purpose, rationale);

**Expectation Clarity** – making sure that everyone clearly understands what is expected of them and of others.



Fair process helps to build trust, commitment and cooperation.

Restorative Practice is anchored in the belief that “people are happier, more cooperative and productive, and more likely to make positive changes in behavior when those in authority do things *with* them, rather than to them or for them” (IIRP, 2017).



## Fair Process



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Restorative Practice combines both high structure (e.g., fair process, effective procedures, high academic, social and behavioural expectations) and high support (e.g., caring, encouraging, nurturing), creating conditions for success.

High structure and high support are evident throughout the Restorative Practice Continuum. Less formal approaches, such as affective communication and restorative questions, are structured in a manner that provide members of the community a means to express needs, feelings and emotions. The structured format of circle helps to create the conditions for a welcoming, equitable, inclusive and safe environment for all. The scripted process of formal conferencing, when things go wrong is structured to focus on the behaviour, how people have been affected, and how to make things right, through respectful dialogue. Formal conferencing allows for support for participants by encouraging community and individual supporters.

Restorative Practice supports bias-free progressive discipline by working *with* people to help build, maintain, repair, and restore relationships, by providing both structure and support.



## Structure & Support



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Restorative Practice promotes ownership by fostering an environment in which people feel connected, engaged and meaningfully involved. In a restorative community, people are invested and have an individual and collective responsibility to contribute to the success and well-being of all. Restorative Practice promotes voice, collaboration and accountability whereby people work with others to address individual and group needs.



# Ownership



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Empathy is “the ability to understand and relate to the feelings, situations and motives of others” (CAMH, 2007). Restorative Practice encourages people to put themselves in the ‘shoes’ of others, as well as to consider the impact of words and actions on others. Restorative Practice helps to develop empathy and encourage perspective-taking by providing the structure and support for people to hear and experience the story, needs, and perspectives of others and to differentiate from one’s own experience.



## Empathy and Perspective-Taking



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Voice aims to promote engagement and active participation to support healthy relationships and foster learning.

In a restorative community, all members have the opportunity to 'have their say' by sharing their thoughts, ideas and feelings, and to be heard, in a welcoming, equitable, inclusive and safe environment. Participants are asked to listen to and learn from the other members of the community. Restorative Practice has a key role to play in promoting voice by providing the structure and support to foster an environment in which individual and community needs are met.



# Voice



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Growing evidence has demonstrated that “students cannot achieve academically if they don’t feel safe or welcomed at school [...]” (*Ontario’s Well-Being Strategy for Education: Discussion Document, 2016*).

Restorative Practice promotes a positive school climate by fostering learning environments that are safe, inclusive and accepting. Restorative Practice helps to create the conditions whereby everyone can feel seen, heard, valued and respected, and where diversity is celebrated.

When harm has occurred, Restorative Practice can help to restore a sense of security to those who have been impacted.



# Safety



RESTORATIVE PRACTICE





## HANDOUT: “RESTORING COMMUNITY: FORMAL CONFERENCING”

As illustrated in the tiered approach to Restorative Practice, there are the few occasions where community needs to be restored and relationships repaired. This handout provides information for those considering participating in a conference. It describes conferencing, outlines the benefits of a conference, and describes what will happen before, during and after a conference.

Possible applications of the handout may include the following:

- Including the handout in Bias-Free Progressive Discipline policies and procedures
- Sharing the handout with those considering participating in a conference

### What is Restorative Practice?

Restorative Practice is a way of thinking and being that cultivates community, supporting well-being and achievement. Restorative Practice provides a framework to maintain community when challenges and conflict arise and to restore community when needed.

### What is formal conferencing?

Formal conferencing is part of the Restorative Practice continuum, focusing on restoring community. During formal conferencing, those impacted by an incident come together to discuss what happened, how it has affected them, and what they see as a solution.

Formal conferencing:

- is voluntary
- addresses the incident that has caused harm
- brings together those impacted in a safe, caring, respectful, supportive environment to have their voice heard
- follows a scripted, structured process
- seeks to resolve the incident in a mutually satisfactory way

### What are the benefits?

There are many benefits to formal conferencing. This process:

- Provides an opportunity to be heard
- Emphasizes strengthening relationships and restoring community
- Utilizes a fair and transparent process
- Focuses on taking ownership and learning from experiences
- Addresses safety concerns within a supportive environment

### What will happen before, during and after a conference?

Before a formal conference:

- The incident is referred to a trained, neutral facilitator
- The facilitator speaks with participants to gather information, explain the process, discuss the questions that would be asked, and to answer any questions that they may have
- The facilitator assesses whether the conditions are right to move forward with a conference
- Important information such as the date, time and location are shared

During a conference:

- Participants come together in a circle with prearranged seating
- Participants are introduced
- Expectations are reviewed to foster a safe, caring, respectful and supportive environment
- Participants have the opportunity to speak when prompted by the facilitator
- An agreement, outlining what needs to happen to move forward as well as the supports being put in place, is discussed, finalized and signed

After a conference:

- Participants begin the process of moving on from the incident
- The written agreement is monitored by those identified



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# ASSESSMENT TOOL FOR RESTORATIVE PRACTICE

## INTRODUCTION

Ideally we want to develop a **culture of caring** within our schools.

Such a culture is based on meaningful relationships that support the safety and well-being of all school community members.

Developing the practice of a **Restorative Approach** within our schools will ensure that we best achieve these goals.

## SCHOOL CULTURE IS BASED ON:

The **guiding beliefs and expectations** evident in [the way a classroom or school operates](#).

This culture is particularly visible in **how people relate** (or fail to relate) to each other.

As a practice which is based on building and restoring relationships; **Restorative Practice** is the ideal approach for building a caring culture and healthy relationships within our schools.

Ultimately the [culture of our school](#) is based on our beliefs about what makes up the appropriate goals, roles and processes required to create a safe and comfortable environment.

We can assess our school culture and ascertain how Restorative our approach actually is by using indicators to evaluate current practices.

**The Assessment Tool for restorative practice** that follows uses carefully selected indicators to identify the underlying culture of a school. These indicators were derived from input provided by over 300 school staff, students and administrators at the 2013 Restorative Practices Symposium in Cobourg Ontario. These indicators were developed from years of Restorative Practice experience and are intended to suggest [clear strategies to develop more Restorative approaches](#).

**Strong Indicators** measure with integrity, fidelity and thoroughness. They are based on program goals and direction, are broad enough to be encompassing; yet detailed enough to be context specific. Such indicators focus on strengths without overlooking areas of need and allow for on-going assessment.

**Integrity in Assessment** relies on the creation of criteria and indicators that reflect the learning that has taken place (assessment OF learning), to help understand the learning that is taking place (assessment AS learning) and to improve learning (assessment FOR learning).

When these criteria and indicators are triangulated with research, training and practices that have worked for practitioners, the value of the assessment increases. This requires strong communication with the education community and thorough collaborative planning.

By using the assessment tool for restorative practice, schools, classrooms and boards can gather valuable information for moving forward on the Restorative journey.

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# ASSESSMENT TOOL FOR RESTORATIVE PRACTICE

## STAGES OF IMPLEMENTATION

	STAGES	CLIMATE DESCRIPTORS	CIRCLE DESCRIPTORS	CONFERENCE DESCRIPTORS
<b>Increasing Degrees of Integration and Embeddedness</b>	<b>Exploratory</b>	<input type="checkbox"/> Staff and leadership generally open to Restorative Practice concepts <input type="checkbox"/> Group established to explore Restorative Practice as a focus for the school <input type="checkbox"/> Expertise in successful practices sought out	<input type="checkbox"/> Reflection on current strategies used. (e.g. <i>exploratory/ show and tell, reading circles</i> )	<input type="checkbox"/> Explore how Restorative Practice conferencing aligns with progressive discipline continuum
<b>Guided Inquiry:</b> What skills are needed to move to the next level? What knowledge is needed to move to the next level? What behaviours are needed to move to the next level? What opportunities need to be created to move to the next level? What structures need to be put into place to move to the next level?	<b>Initial Implementation</b>	<input type="checkbox"/> Leadership establishes and supports a safe environment for staff engagement, sharing, learning and experimentation <input type="checkbox"/> Implementation plan created collaboratively and shared <input type="checkbox"/> Emerging early adopters and champions supported <input type="checkbox"/> Resources and training are put into place <input type="checkbox"/> Initial training in restorative process, principles and key practices <input type="checkbox"/> Mentorship and support available <input type="checkbox"/> Staff initiate the use of the restorative questions	<input type="checkbox"/> Training is provided to staff for class circle implementation <input type="checkbox"/> Establish social and communication skills that reflect Restorative practices and principles ( <i>modelling and teaching</i> ) <input type="checkbox"/> Circle norms co- created and upheld <input type="checkbox"/> Introducing circles using low risk questions (e.g. <i>pulse check, minds on</i> ) <input type="checkbox"/> Reflecting on and modifying practices <input type="checkbox"/> Circles practices are based on the use of the restorative questions <input type="checkbox"/> Affective statements used in conversations to develop social communication skills	<input type="checkbox"/> Admin and a core group of staff trained in Restorative Practice conference facilitation approach <input type="checkbox"/> Training available to all school staff for using restorative questions to resolve conflict <input type="checkbox"/> Leadership provides staff with time and support for facilitation <input type="checkbox"/> Conferencing considered for use as a re-entry and re- integration process post suspension/expulsion <input type="checkbox"/> Conferences are implemented as a way to resolve conflict <input type="checkbox"/> Restorative questions are fundamental to the conference

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## ASSESSMENT TOOL FOR RESTORATIVE PRACTICE STAGES OF IMPLEMENTATION continued

	STAGES	CLIMATE DESCRIPTORS	CIRCLE DESCRIPTORS	CONFERENCE DESCRIPTORS
<p><b>Inclusive Respectful Safe Caring</b></p> <p><b>Increasing Degrees of Integration and Embeddedness</b></p>	<b>Full Implementation</b>	<input type="checkbox"/> Leadership advocates for and promotes Restorative Practice as key approach <input type="checkbox"/> Staff take responsibility for co-creating a restorative climate <input type="checkbox"/> Processes are clear and transparent. <input type="checkbox"/> Key staff are confident in their skills, knowledge and practice of Restorative Practice <input type="checkbox"/> Students understand Restorative Practice approach <input type="checkbox"/> School wide consistent use of the restorative questions and affective statements	<input type="checkbox"/> Restorative questions used consistently <input type="checkbox"/> Circles used to build relational knowledge and understanding <input type="checkbox"/> Circles used for problem solving <input type="checkbox"/> Mixed circles used school wide to promote community development <input type="checkbox"/> Circles used in staff meetings <input type="checkbox"/> Higher risk (personal sharing) questions used	<input type="checkbox"/> Conferencing is embedded in Progressive Discipline and is the recognized approach for problem solving <input type="checkbox"/> Key staff are trained in restorative conferencing <input type="checkbox"/> Conferencing used as a re-entry (with all affected) for integration and support post suspension/ expulsion <input type="checkbox"/> Students and parents understand how to request a conference <input type="checkbox"/> Adherence to the use of the restorative questions
<p><b>Guided Inquiry:</b></p> <p><i>What skills are needed to move to the next level?</i></p> <p><i>What knowledge is needed to move to the next level?</i></p>	<b>Innovation</b>	<input type="checkbox"/> Full school community engagement integrates restorative principles into the daily life of the school in new ways (e.g. sports, parent council)	<input type="checkbox"/> Students request circles for problem solving <input type="checkbox"/> Students create their own circles <input type="checkbox"/> Circles used appropriately to cover curriculum	<input type="checkbox"/> Conferencing is used to resolve teacher/ student disputes <input type="checkbox"/> Outside partner agency staff may be trained in and involved in conference

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ASSESSMENT TOOL FOR RESTORATIVE PRACTICE STAGES OF IMPLEMENTATION continued

	STAGES	CLIMATE DESCRIPTORS	CIRCLE DESCRIPTORS	CONFERENCE DESCRIPTORS
<p>What behaviours are needed to move to the next level?</p> <p>What opportunities need to be created to move to the next level?</p> <p>What structures need to be put into place to move to the next level?</p> <p><b>Inclusive Respectful Safe Caring</b></p>	<p><b>Sustainability</b></p>	<p><input type="checkbox"/> Policies, mission and vision statements clearly reflect Restorative Practice values</p> <p><input type="checkbox"/> Restorative Practice is promoted as a key initiative within the board's strategic plan</p> <p><input type="checkbox"/> Administration plays a key role in advocating for and promoting Restorative Practice</p> <p><input type="checkbox"/> Resources are allocated to support Restorative Practice</p> <p><input type="checkbox"/> More student leadership and empowerment in restorative processes</p> <p><input type="checkbox"/> New staff, students, parents understand the Restorative Practice initiative in the school (and their rights and responsibilities associated with it)</p> <p><input type="checkbox"/> Decision making practices align with restorative principles</p>	<p><input type="checkbox"/> Staff are mentored as needed with circle facilitation</p> <p><input type="checkbox"/> Classroom and school wide circles are embedded as regular practice</p> <p><input type="checkbox"/> Circle process information is widely distributed and understood by all community members</p> <p><input type="checkbox"/> Curriculum circle ideas are shared and supported</p> <p><input type="checkbox"/> All new staff are trained and supported with circle facilitation</p> <p><input type="checkbox"/> Time is allotted in school day for community circles</p> <p><input type="checkbox"/> Students are able to facilitate class circles</p>	<p><input type="checkbox"/> Conferencing is understood throughout the community as the preferred way of resolving conflict</p> <p><input type="checkbox"/> Admin and Staff develop processes to support one another in actively facilitating conferences as needed</p> <p><input type="checkbox"/> Students are able to assist with conference facilitation</p>

MY NOTES:

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**The Assessment Tool for Restorative Practice Stages of Implementation** is designed to provide an initial overview of how Restorative your school is.

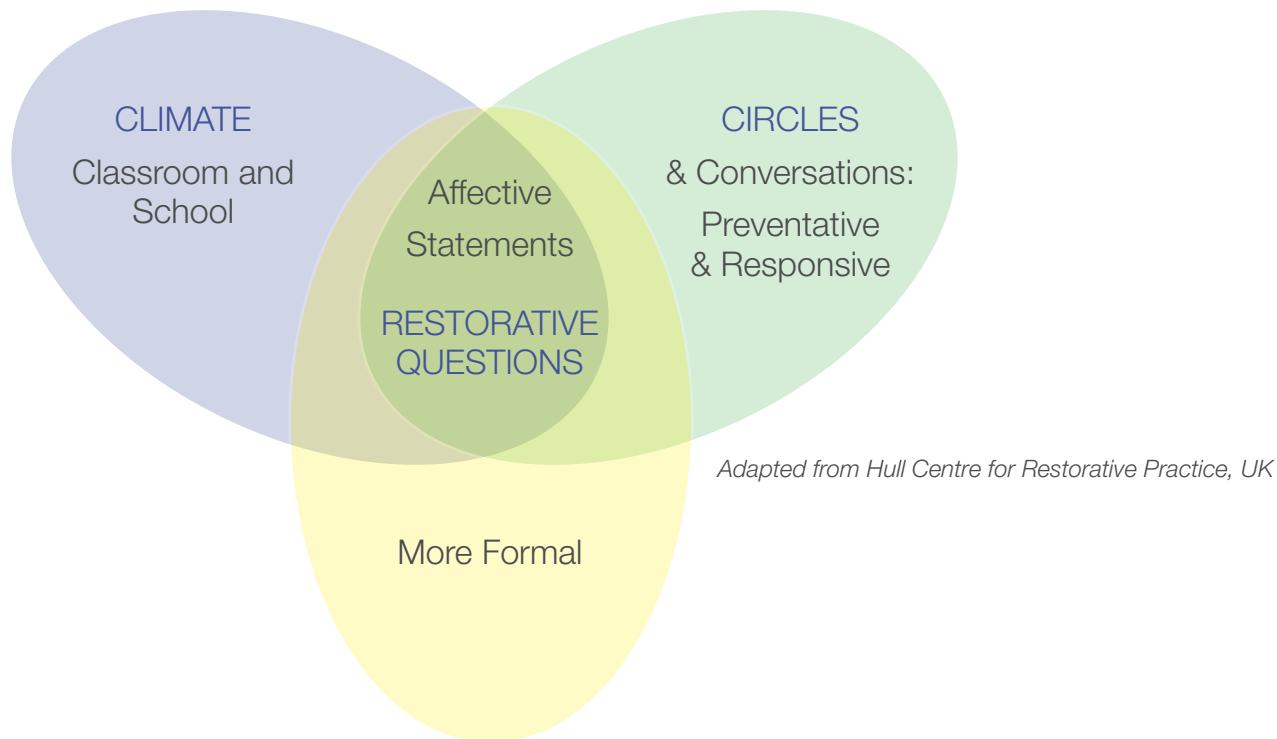
This can be used as:

- A preliminary assessment tool (checklist)
- A baseline to track progress
- A basis for group discussion in a staff meeting
- A planning tool when considering program development
- A precursor to the comprehensive Self- Assessment Tool\*

*\*The Self- Assessment Tool provides a more detailed assessment approach for all school levels: Board-wide, school wide, classroom focused, parent and student focused.*

#### CLIMATE / CIRCLE / CONFERENCE CONNECTIONS

Restorative Practice provides a supportive framework to prevent, respond to, and repair harm through a continuum of practices



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# HOW TO USE THE ASSESSMENT TOOL INDICATORS

To effectively complete a comprehensive assessment of your school/board /community the following process ideas will be helpful:

## PROCESS:

- Bring together a team that reflects the diversity of your environment.
- Examine the Self-Assessment Tool together to see how the indicators fit your unique context.
- Add indicators where needed to ensure that you assess all examples of Restorative Practices within your environment.
- Decide together who (1 or multiple individuals) will carry out the assessment.
- Let everyone know what you are doing, how it will be helpful and how the results will guide the development of your Restorative Practices.
- Collect the data: this can be done with a variety of methods: walkabouts, class visitations, focus groups, targeted conversations, informal conversations, surveys etc...
- Regroup as a team and go over the data carefully...  
what have you learned about how well Restorative Practices are being implemented in your environment?
- Communicate the information gathered to all participants.
- Invite participants to provide input regarding how best to move forward.
- Use the data and expertise to plan next steps together.
- Implement a step by step plan for developing the Restorative Approach in your environment.



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# UNDERSTANDING THE CRITERIA SCALES

Three separate criteria scales need to be considered carefully when undergoing your **Restorative Practice Assessment**:

**Implementation, Knowledge, Skills and Awareness and Developmental.**

**The scales link with descriptors in the Stages of Implementation Tool**

Use these scales to guide your discussions and fully examine all aspects of Implementation This will support you in gathering comprehensive information regarding each of the descriptors.

The following information provides further direction and detail to support you with this task.

**Lickert Scale Connecting to Stages of Implementation:**

**Note that all 3 facets link with each level of Implementation**

## IMPLEMENTATION (I)

1	2	3	4	5
EXPLORATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION	INNOVATION	SUSTAINABILITY

## KNOWLEDGE/ SKILLS/CONCEPTS: (KSC):

1	2	3	4	5
AWARENESS	RECALL/ REPRODUCTION	ACCURATE APPLICATION	STRATEGIC THINKING	EXTENDED THINKING

## DEVELOPMENTAL: (D):

1	2	3	4	5
BASIC	SAFE	RELATIONSHIPS	VALUES	HELPING OTHERS

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## DETAILED EXPLANATION OF SCALES

**The Implementation Scale** rates the Stage of Restorative Practice implementation from exploratory to sustainability based on school climate, circle and conference descriptors

### Implementation Scale (I) 1 --- 2 --- 3 --- 4 --- 5

- 1. Exploration** — actively considering a change Installation — preparing for the implementation of Restorative Practice. Resources are being expended on active preparation for doing things differently, in keeping with the tenets of Restorative Practice. Structural supports necessary to initiate Restorative Practice are put in place.
- 2. Initial Implementation** — actively engaged in making changes and providing education, practice, and time for skill levels, organizational capacity building and organizational culture to mature.
- 3. Full Implementation** — practice is integrated into practitioner, organizational, and community practices, policies, and procedures. At this point, it becomes fully operational with full staffing complements, It is being used with all students, staff, parents, administrators and community
- 4. Innovation** — learning more about Restorative Practice and the conditions under which it can be used with fidelity and good effect. Creation of opportunities to refine and expand Restorative Practice implementation models.
- 5. Sustainability** — ensuring the continued use of Restorative Practice. The goal during this stage is the long-term survival and continued effectiveness of Restorative Practice implementation in the context of a changing world.

*Adapted from Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, NIRN (FMHI Publication #231).*



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**The Knowledge Skills and Concepts Scale** rates the Stage of Restorative Practice implementation from exploratory to sustainability based on how knowledge is applied, how comprehensive understanding of concepts is, and how meaningfully and creatively this information is used.

It becomes the basis for transforming from 'doing' to 'being'.

#### **Knowledge/Skill/Concepts Scale (KSC) 1 --- 2 --- 3 --- 4 --- 5**

1. **Awareness** of knowledge/skills/concepts, but not implemented yet
2. **Knowledge/Skill is at a Recall/Reproduction level** – Recall a fact, information, or procedure; however, implementation of that knowledge is at a rudimentary level.
3. **Application of Knowledge/Skill/Concept** – Information or conceptual knowledge can be implemented with fidelity within the framework that has been learned
4. **Strategic Thinking** – Knowledge/skills can be manipulated to best reach goals and desired outcomes. This requires interRestorative Practiceretation, reasoning, and development.
5. **Extended Thinking** – Knowledge/skills can be re-designed to create new connections and extensions.

*Adapted from both Bloom's Revised Cognitive Taxonomy and the Depth of Knowledge Overview chart.*

**The Developmental Scale** rates the Stage of Restorative Practice implementation from exploratory to sustainability based on demonstrations of connection, understanding, valuing, empathy, support and caring.

#### **Developmental Scale (D) 1 --- 2 --- 3 --- 4 --- 5**

1. **Basic** – Basics are in place
2. **Safe** – Order, stability and protection is in place
3. **Relationships** – There is a sense of belonging and relationships are valued
4. **Values** – Restorative Practice values are, indeed valued, and a sense of responsibility to promote and model
5. **Helping others** – Members actively help each other to grow and develop

*Adapted loosely from Maslow's Hierarchy of Needs in its varied forms.*

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# QUESTIONS FOR THE 9 ELEMENTS OF RESTORATIVE PRACTICE

## Healthy Relationships

- Is the Restorative Practice initiative linked with well-being strategies?
- All participants valued and made to feel valued?
- Are relationships and relationship building seen to be at the core of the school community?
- Are all practices assessed for alignment with the focus on healthy relationships?
- Are all processes Inclusive of all school community members?
- Are respect and dignity considered to be core values?
- Are building and strengthening [relationships](#) understood as core goals?

## Belonging and Interdependence

- Is the initiative equity based in all ways?
- Are the nuances of equity and equality openly discussed and fully understood?
- Do we recognize the distinctions between fairness and sameness?
- Is the approach based on shared beliefs and values that are collaboratively derived and communicated?
- Do we actively practice inclusion in all we do?
- Is social justice, fairness and trust clearly valued?

## Learning

- Is Restorative Practice Integrated into the academic life of the classroom?
- Are structures and supports in place that facilitate people supporting one another to learn and grow in their practices?
- Is restorative pedagogy linked to curriculum documents?
- Social skill development is integrated into all classroom activities?

- Social skill development is reinforced into all school activities?
- Do all members of the school community have the knowledge they need to act on the principles of Restorative Practice?

## Fair Process

- Is the disciplinary approach non-punitive?
- Is the restorative approach understood as preferable to punitive models?
- Are restorative questions used consistently?
- Do all processes maintain the dignity of all?
- Do we approach issues from a strength based model?
- Are restorative processes flexible, inclusive and responsive to individual needs?

## Structure and Support

- Are there resources available to provide on-going support for the Restorative Practice initiative?
- Is implementation intentional and clearly articulated?
- Is Restorative Practice training provided for leadership, staff and students?
- Is the appropriate training in place for all members of the school community?
- Is the approach consistently non-judgemental towards all participants in a conflict?
- Is the Restorative Practice initiative explicit and tied to goals, behaviours and expectations?
- Is language identified that reflects the Restorative Practice beliefs and values?
- Is Restorative Practice information visible and readily available throughout the school?

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### Ownership

- Do all members of the school community hold themselves and each other accountable for the principles upon which Restorative Practice rests?
- Is Restorative Practice integrated into all aspects of the school?
- Is self assessment ongoing and responsive?
- Is Restorative Practice assessment information gathered as part of school climate surveys?

### Empathy and Perspective Taking

- Is there consistent use of Restorative Practice language?
- Is communication consistent and readily understood throughout the community?
- Are the restorative questions used consistently by all members of the school community?
- Is the tone of interactions: respectful, supportive, inclusive, safe, empowering, honest, and caring?
- Have we created an environment of openness and acceptance?
- Are the social skills needed for empathy and perspective taking modeled and explicitly taught?

### Voice

- Are all processes collaborative?
- Do all in the education community have voice in co-creating their community?
- Are all voices consistently valued?
- Are we ensuring that restorative questions are fully answered?
- Are we listening with an intent to understand?

### Safety

- Is safety defined as both psychological and physical safety?
- Do school community members feel both physically and emotionally safe?
- Do community members feel safe enough to share openly and honestly?
- Are restorative conferences used within progressive discipline?

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# RESTORATIVE ASSESSMENT:

## BUILDING POSITIVE RELATIONSHIPS AND COMMUNITY

Scale	Continuum of Practice & Process Descriptors	Indicators	Beliefs and Values								
			Safety	Fair Process	Structure and Support	Belonging and Interdependence	Empathy and Perspective Taking	Learning	Voice	Healthy Relationships	Ownership
(1)	(I) Exploration (KSC) Awareness (D) Basic needs are in place	Initial research / planning									
(2)	(I) Initial Implementation (KSC) Recall/Reproduction (D) Safety, psychological and physical	Experimenting; trying things out									
(3)	(I) Full Implementation (KSC) Accurate Application (D) Relationships; belonging & interdependence	Implementation of successful RP practices									
(4)	(I) Innovation (KSC) Strategic Thinking (D) Values embedded	Integration into school activities, curriculum and creation of new applications									
(5)	(I) Sustainability (KSC) Extended Thinking (D) Helping Others to grow and develop	Developing sustainability of RP approach and supporting and empowering all stakeholders									

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# GUIDING QUESTIONS FOR A DISCUSSION OF SCHOOL CULTURE

In order to effectively work together to assess your level of [implementation of Restorative Culture](#) your group could be effectively brought together by sharing views regarding the following questions:

- What are our beliefs about the goals of schooling?
- What are our beliefs about the role of the parent? student? teacher? administrator?
- What is our definition of success?  
(Is there a balance between academic success, growth mindset, and the need of each individual to meet their full potential as a person?)
- What does our language; our rituals and ceremonies; our traditions and routines, our symbols and artefacts; our dominant teaching practices, say about us?
- How do we go about making decisions?
- How do we integrate in differing/disparate voices?
- How do we resolve conflicts?
- Is there alignment between our policies, our actual beliefs and expectations and our practices?

**These questions also provide a framework for discussion regarding the implementation descriptors.**

**They are designed to support a thorough exploration and examination of the descriptors that your group most closely aligns their current school culture with, and will help to inform the path forward.**



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# SCHOOL CLIMATE SURVEY QUESTIONS FOR RESTORATIVE PRACTICE

## BELONGING AND INDEPENDENCE

The need to belong is a deeply embedded human trait. “There is an increasing body of research showing that students who feel connected to school – to teachers, to other students, and to the school itself – do better academically” (Ontario’s Equity and Inclusive Education Strategy, 2009).

Restorative Practice is built upon the idea that all are included, valued and respected and that all belong. Restorative Practice supports equity in the community by ensuring the fair, inclusive treatment of all people, while recognizing individual differences. The less formal and more formal approaches of the Restorative Practice Continuum seek to create connections between individuals, build relationships, and repair harm when relationships have been impacted. Restorative Practice helps to foster a positive climate.

Restorative Practice considers the individual need to belong as well as the relationship between the individual and the group. This interdependence requires the contribution of all community members in order for the community to reach its full potential.

## QUESTIONS RELATED TO BELONGING AND INDEPENDENCE

1. I enjoy being at school.
2. I (parents, staff, students) feel welcome at this school.
3. I feel accepted at my school.
4. I get some help at my school when I need it.
5. I have at least one friend at school.
6. My school tries to make everyone feel included.
7. I feel like I am part of this school, like I belong here.
8. I feel close to people at this school.

9. Staff view ALL students as valued members of the school community consistently throughout the year.
10. I feel happy at this school.
11. The teachers and staff at my school care about the success of ALL students in the school.
12. Students feel a sense of belonging in each of their classes.
13. Students are welcomed back into the classroom after being away (absences, behavior, etc).

## HEALTHY RELATIONSHIPS

As described in the Ontario Health and Physical Education Curriculum (2015) “healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted.” To feel valued, connected and included within a social environment, healthy relationships need to be built and maintained among students, parents/guardians, staff and other members of the school community.

The Restorative Practice Continuum provides a variety of approaches that range from less formal to more formal (e.g., affective statements, class circles and formal conferencing) that support well-being by building, strengthening, responding to, repairing and restoring relationships.

## QUESTIONS RELATED TO HEALTHY RELATIONSHIPS

1. I show respect for teachers and staff at school
2. Teachers and staff show respect to me in this school.
3. Staff treat each other with respect.
4. I can get the help I need from teachers when I need it.

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5. Do you feel there is at least one adult in this school that cares about you or that you could talk to if you needed help?
6. It is important for staff to get to know students.
7. Most students in my school help each other when asked.
8. Most students in my school treat each other well.
9. There are lots of chances for students in my school to talk with a teacher one-on-one.
10. Students at this school are kind to each other.
11. It is easy to make friends at this school.
12. Students engage in activities that allow for them to get to know one another and develop positive relationships.
13. Teachers and staff care about students in my school.
14. Students feel valued and appreciated by all staff in the school.
15. Students get to know each other during class.
16. I would let a staff member know about a student who was picking on, threatening to hurt other students, or who had a weapon at school.

### FAIR PROCESS

Restorative Practice embodies fair process, recognizing that all people want to feel respected and valued. Kim & Mauborgne (1997) identified three principles of fair process:

**Engagement** – involving individuals in matters that affect them by listening to their views and genuinely taking their ideas and perspectives into account;

**Explanation** – ensuring that people understand the why (i.e., purpose, rationale);

**Expectation Clarity** – making sure that everyone clearly understands what is expected of them and of others.

Fair process helps to build trust, commitment and cooperation.

Restorative Practice is anchored in the belief that “people are happier, more cooperative and productive, and more likely to make positive changes in behavior when those in authority do things with them, rather than to them or for them” (IIRP, 2017).

### QUESTIONS RELATED TO FAIR PROCESS

1. Students are treated fairly by school staff.
2. School staff listens to both sides of the story.
3. The rules at school are fair.
4. Teachers and staff enforce the rules about bullying.
5. The reasons for rules and consequences are explained to students/parents.
6. I am allowed to contribute to solving school-based behavioural problems that affect me/the community.
7. When students/staff/parents are in conflict, everyone’s views are listened to.
8. I am provided with lots of chances to be part of class discussions or activities.
9. Adults in this school apply the same rules to all students equally.
10. Staff and students listen to one another, and communicate in a respectful manner.

### STRUCTURE AND SUPPORT

Restorative Practice combines both high structure (e.g., fair process, effective procedures, high academic, social and behavioural expectations) and high support (e.g., caring, encouraging, nurturing), creating conditions for success.

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High structure and high support are evident throughout the Restorative Practice Continuum. Less formal approaches, such as affective statements and restorative questions, are structured in a manner that provide members of the community a means to express needs, feelings and emotions. The structured format of circle helps to create the conditions for a welcoming, inclusive and safe environment for all. The scripted process of formal conferencing when things go wrong is structured to focus on the behaviour, how people have been affected and how to work toward repairing the harm and ensuring safety in a respectful environment. Formal conferencing allows for support for participants by encouraging community and individual supporters.

Restorative Practice supports bias-free progressive discipline by working with people, demonstrating high levels of structure and support, to help repair and restore relationships.

#### QUESTIONS RELATED TO STRUCTURE AND SUPPORT

1. How safe do you feel in the classroom/school/busses/ playground?
2. When you need help or information to stay safe who of the following do you go to - Parent/teacher, staff member/friend/ sibling/kids help line/other?
3. It is important for a person who has caused harm to be given support to change their behavior.
4. When students cause harm, the main response of the school is punishment.
5. Do you feel school staff/administration try to stop bullying/ harassment?
6. There are clear rules at my school.
7. Teachers and staff take action when students are being picked on or bullied.

8. I know that if I were picked on, harassed, or threatened, and adult at this school would help me out.
9. Teachers and staff communicate with students in a manner that reinforces positive and de-escalates negative behavior.
10. All classrooms have clear and explicit, guidelines, procedures and expectations for behavior.
11. A common language is used by all teachers to reinforce classroom and school-wide expectations.
12. Classroom issues are effectively handled within the classroom setting.
13. Classroom consequences result in a change in students' behavior.
14. Discipline procedures address the root causes of behavior.
15. A clear system of communication exists between all members of the community.

#### LEARNING

Learning involves the development of knowledge, skills and characteristics that lead to personal success, economic productivity and active and engaged citizenship (Achieving Excellence: A Renewed Vision for Education in Ontario, 2014). Growing evidence has demonstrated that “students cannot achieve academically if they don’t feel safe or welcomed at school, if their mental health is at risk and if they don’t have the tools or motivation to adopt a healthy, active lifestyle outside of school” ([Ontario’s Well-Being Strategy for Education: Discussion Document, 2016](#)).

A restorative approach supports learning by fostering a healthy, safe and caring environment that promotes well-being, including positive cognitive, emotional, social and physical development (Foundations for a Healthy School, 2014). A restorative learning environment is learner-

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focused, stressing collaboration and community. Using a restorative approach when things go wrong help those involved to learn from the experience and work toward repairing the relationship.

Restorative Practice supports the development of knowledge and skills across subject areas and builds competencies that foster social and emotional learning, such as self-management, self-awareness, responsible decision-making, relationship skills and social awareness (CASEL, 2015).

### QUESTIONS RELATED TO LEARNING

1. Students know how to access academic support when needed.
2. Adults in my school are usually willing to make the time to give students extra help.
3. Teachers at this school care whether students do the best schoolwork they can.
4. If I give the wrong answer in class, people would laugh or make fun of me in a mean way.
5. Staff have high expectations for all students.
6. Students learn how their actions impact the community.

### OWNERSHIP

Restorative Practice promotes ownership by fostering an environment in which people feel connected, engaged and meaningfully involved. In a restorative community, people are invested and have an individual and collective responsibility to contribute to the success and well-being of all. Restorative Practice promotes voice, collaboration and accountability whereby people work with others to address individual and group needs.

### QUESTIONS RELATED TO OWNERSHIP

1. It is important that I contribute to solving school-based behavioural problems that affect me/the community.
2. Students are allowed to make amends if they are responsible for causing harm.
3. Students in my school are easily able to work out disagreements with other students.
4. Kids tell adults when they see someone being bullied/harassed.
5. Other kids help when they see someone being bullied/picked on.
6. When I am upset, other students try to comfort me or cheer me up.
7. When I feel bad another student said or did something to make me feel better.
8. When I was being picked on, threatened or hurt another student helped me.
9. Students effectively resolve conflict with one another.
10. Students take responsibility for their actions.
11. Students learn how to solve problems among themselves in the school community.
12. In the past months I:
  - a. Said or did something to help another student who had been hurt physically or had their feelings hurt.
  - b. Tried to help a student who looked lonely or depressed (sad).
  - c. Tried to stop someone from spreading mean rumours or gossip, or saying mean things about another student.

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- d. Tried to stop someone from harassing or threatening another student.
- e. Tried to stop someone from hitting, fighting or physically hurting another student.
- f. Got an adult to help someone out of a bad situation.

### EMPATHY AND PERSPECTIVE-TAKING

Empathy is “the ability to understand and relate to the feelings, situations and motives of others” (CAMH, 2007). Restorative Practice encourages people to put themselves in the ‘shoes’ of others, as well as to consider the impact of words and actions on others. Restorative Practice helps to develop empathy and encourage perspective-taking by providing the structure and support for people to hear and experience the story, needs, and perspectives of others and to differentiate from one’s own experience.

### QUESTIONS RELATED TO EMPATHY

1. Meetings with students should include discussions about emotions and feelings.
2. My teachers care about me.
3. If someone is alone at lunch or recess, others will invite him or to join them.
4. Kids at this school will encourage each other to do their best.
5. Before I say or do something, I think about how my words and actions may affect others.
6. I feel close to people at this school.

### VOICE

Voice aims to promote engagement and active participation to support healthy relationships and foster learning.

In a restorative community, all members have the opportunity to ‘have their say’ by sharing their thoughts, ideas and feelings, and to be heard, in a welcoming and safe environment. Participants are asked to listen to and to learn from the other members of the community. Restorative Practice has a key role to play in promoting voice by providing the structure and support to foster an environment in which individual and community needs are met.

### QUESTIONS RELATED TO VOICE

1. When students/staff/parents are in conflict, everyone’s views are listened to.
2. In school I am encouraged to help work out my own problems.
3. If I harm/bully or get into a fight with someone at school, I get a chance to change my behavior and fix things.
4. If someone harms me at school, I am able to say how things can be made better.
5. Encourage students to share their ideas about things we are studying in class.
6. I have opportunities to express myself at school.
7. Students help decide what goes on in my school.
8. Teachers and others listen to student’s ideas about the school.
9. Students have opportunities to participate in classroom decision making and to offer input.
10. School and/or community members who are involved are given opportunities to express themselves and voluntarily participate in a restitution process.
11. Students feel comfortable reporting harassment, bullying, and racial abuse/slurs to school officials.

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## SAFETY

Growing evidence has demonstrated that “students cannot achieve academically if they don’t feel safe or welcomed at school [...]” (Ontario’s Well-Being Strategy for Education: Discussion Document, 2016).

Restorative Practice promotes a positive school climate fostering learning environments that are safe, inclusive and accepting. Restorative Practice helps to create the conditions whereby everyone can feel seen, heard, valued and respected. When harm has occurred, Restorative Practice can help to restore a sense of security to those who have been impacted.

### QUESTIONS RELATED TO SAFETY

1. How safe do you feel in the classroom/school/busses/playground?
2. How often do you feel afraid at school?
3. How safe do you feel:
  - a. In the washrooms?
  - b. In the hallways?
  - c. On field trips or on the bus?
  - d. In the classrooms?
  - e. In the change rooms?
  - f. In the Gym?
  - g. On the school yard/playground?
  - h. On your way to, and from, school?
4. How often are you a victim of verbal teasing/bullying?



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# REVIEW SCHOOL CLIMATE SURVEY DATA – PROCESS AND ORGANIZERS

School Climate Survey data is complex and interrelated. Interpretation of the data should occur through carefully thought out processes appropriate to the school.

**Participants:** School Leadership Team and/or the Safe Schools Team

Below are some possible processes that schools may want to consider:

## PROCESS ONE: THE SEARCH FOR KEY CONSIDERATIONS (ORGANIZER 1)

- Purpose – To study the school climate survey results and identify 3 strengths and 3 needs for your school.
- Divide participants into groups.
- Everyone is given time to
  - review the section(s) on demographics
  - review entire survey report
- Each group is then assigned 1 to 3 sections of the report and asked to note 3-5 areas of strength and 3-5 areas for improvement on chart paper (see template which follows).
- Groups rotate and add their thoughts to the other groups' chart paper until all groups have had an opportunity to identify strengths and needs from all sections.
- Full group debrief and a consensus process (such as dotmocracy) to identify the top 3 areas of strength and top 3 areas for improvement to inform and support the School Improvement Plan, and to guide planning with respect to next steps.

## PROCESS TWO: DISTRIBUTING THE DATA (ORGANIZER 2)

- Categorize the data according to interest groups in the school. Pass those questions on to committee and groups within the school already working in the area.

### For example:

- Questions pertaining to race relations/equity could go to the equity representative and the groups they work with.
- School climate and safety issues could go to the Positive Climates for Learning Team.
- Where an issue exists, but the school has no group in place to assist with it, you may wish to consider the creation of a focused group, or hold town halls / forums to gain insight into issues specific to your school.

## PROCESS THREE: SHARING THE DATA (ORGANIZER 3)

- It is important that staff, students and parents understand the school's commitment to act upon the survey results.
- Connect those results to your school improvement plan (SIP).
- It would be helpful to hold an information session for staff, students and/or parents to share the areas of strength and areas of need identified from the system survey.
- This sharing ensures an effective and inclusive process of dialogue around the key issues.

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# ORGANIZER 1: THE SEARCH FOR KEY CONSIDERATIONS

SURVEY SECTION # _____		
	STRENGTHS	AREA OF NEED
Group 1		
Group 2		
Group 3		
Group 4		

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SURVEY SECTION # _____		
	STRENGTHS	AREA OF NEED
Group 1		
Group 2		
Group 3		
Group 4		

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# ORGANIZER 2: : DISTRIBUTING THE DATA

STRENGTHS TO DEVELOP	GROUP WITH INTEREST/ RESPONSIBILITY FOR THE AREA	CONNECTION WITH SIP	WHAT WE ALREADY KNOW	QUESTIONS WE HAVE	INITIAL EXPLORATION OF NEXT STEPS
1.					
2.					
3.					
AREAS FOR ATTENTION	GROUP WITH INTEREST/ RESPONSIBILITY FOR THE AREA	CONNECTION WITH SIP	WHAT WE ALREADY KNOW	QUESTIONS WE HAVE	INITIAL EXPLORATION OF NEXT STEPS
1.					
2.					
3.					

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# ORGANIZER 3: : SHARING THE DATA

STRENGTHS TO DEVELOP	CONNECTION TO SCHOOL PLAN	KEY MESSAGES FOR SHARING	Q & A FOR THIS ITEM
1.			
2.			
3.			
AREAS FOR ATTENTION	CONNECTION TO SCHOOL PLAN	KEY MESSAGES FOR SHARING	Q & A FOR THIS ITEM
1.			
2.			
3.			

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# EXAMPLE: 'HOW RESTORATIVE IS YOUR SCHOOL?' CONTINUUM

CORE PRINCIPLES	FULLY RESTORATIVE SCHOOL	MODERATELY RESTORATIVE SCHOOL	MINIMALLY RESTORATIVE SCHOOL	NON RESTORATIVE SCHOOL
<p><b>BEING VS DOING</b></p> <p><b>Being</b> = Internalized belief &amp; philosophy</p> <p><b>Doing</b> = prescriptive and used as a strategy</p>	<ul style="list-style-type: none"> <li>-Restorative way of being is modelled within the school culture by all stakeholders</li> <li>-Restorative Practices (Restorative Practice) are fully embedded within the school culture.</li> <li>-Based on mutually determined principles</li> </ul>	<ul style="list-style-type: none"> <li>-Effort is made to utilize Restorative Practice concepts</li> <li>-Restorative Practice application is circumstance dependant</li> <li>-Input is considered for determining principles</li> </ul>	<ul style="list-style-type: none"> <li>-Restorative Practice may be present within the school but only practiced by a limited few</li> <li>-Restorative Practice application is ad-hoc and fully stakeholder dependant</li> <li>-Input not requested when principles determined</li> </ul>	<ul style="list-style-type: none"> <li>-Restorative Practice is non-existent</li> <li>-School may be aware of restorative values and approaches but does not use them or invite stakeholders to learn about them.</li> <li>-Principles imposed</li> </ul>
<p><b>ENGAGEMENT</b></p> <p>Stakeholders investment in &amp; connection to Restorative Approach</p>	<ul style="list-style-type: none"> <li>-All school stakeholders are provided with and encouraged to explore Restorative Practice initiatives and training in an effort to further enhance Restorative Practice values within the school culture</li> <li>-Leadership promotes Restorative Practices as primary</li> <li>-School staff fully understand and embrace the Restorative Practice approach</li> <li>-Staff support one another to ensure effective implementation to Restorative Practice approach</li> <li>-Restorative Practice information is visible and accessible throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>-Staff and students are encouraged to learn more about the values of Restorative Practice and participate in Restorative Practice initiatives</li> <li>-Leadership includes the use of the Restorative Practice approach</li> <li>-School staff have varying levels of understanding and confidence in implementing the Restorative Practice approach</li> <li>- Some staff support one another to ensure effective implementation to Restorative Practice approach</li> <li>- Some Restorative Practice information is visible and accessible</li> </ul>	<ul style="list-style-type: none"> <li>-School acknowledges the value of Restorative Practice and encourages staff and students to further their understanding of this practice. Restorative Practice initiatives are rarely instituted school wide</li> <li>-Leadership allows the use of Restorative Practice approaches in some circumstances</li> <li>-Some individual staff members working to implement the Restorative Practice approach</li> <li>-Restorative Practice focused Staff are working in isolation</li> <li>-Minimal Restorative Practice information is available upon request</li> </ul>	<ul style="list-style-type: none"> <li>-Stake holders are permitted to learn more about Restorative Practice but are not invited to implement any Restorative Practice activities</li> <li>-Leadership discourages the use of Restorative Practice</li> <li>-Leadership promotes a retributive approach to conflict</li> <li>-Restorative Practice focused staff are working in secrecy, lack of understanding and awareness of Restorative Practice</li> <li>-No promotion of or accessibility to Restorative Practice information</li> </ul>
<p><b>EMBEDDED</b></p> <p>Comprehensive school wide approach. Guides practices</p>	<ul style="list-style-type: none"> <li>- Restorative Practice is embedded in Codes of Conduct which are collaboratively designed by all stakeholders</li> <li>-Emphasis is on values and beliefs as to how we treat each other</li> </ul>	<ul style="list-style-type: none"> <li>-Codes of Conduct reflect some Restorative Practice values and input from stakeholders is considered</li> <li>-Emphasis is on promotion of predetermined character educational traits</li> </ul>	<ul style="list-style-type: none"> <li>-Codes of Conduct are created by people in power with some consultation from stakeholders. Limited Restorative Practice value.</li> <li>-Emphasis is on maintaining order using behavioural rules</li> </ul>	<ul style="list-style-type: none"> <li>-Codes of Conduct are retributive and autocratic</li> <li>-Emphasis is on imposed rules and consequences to ensure compliance</li> </ul>

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<p><b>ACCOMMODATING</b></p> <p>Meets the needs of all individuals</p>	<ul style="list-style-type: none"> <li>-Recognizes and responds to each individual's uniqueness</li> <li>-Adapts the Restorative Practice process in response to individual needs and abilities</li> <li>-Behaviour Management strategies are flexible and accommodate the whole school community</li> </ul>	<ul style="list-style-type: none"> <li>- Efforts made to recognize and respond to each individual's uniqueness</li> <li>-Some modification to the Restorative Practice process is considered; typically circumstance dependant</li> <li>-Behaviour Management strategies try to be flexible and strive to consider the needs of all</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of awareness of individual needs</li> <li>-Any adjustments to Restorative Practice process, if available, is staff dependant</li> <li>-Behaviour Management strategies are limited and tend to be a one size fits all approach. Invites affected parties to take part in 'Restorative Practice process' with predetermined outcomes</li> </ul>	<ul style="list-style-type: none"> <li>-School community is expected to conform</li> <li>-No flexibility in application of rules, regulation and consequences</li> <li>-Behaviour Management strategies are</li> </ul>
<p><b>INTEGRATION</b></p> <p>Connection to student success and learning</p>	<ul style="list-style-type: none"> <li>-Proven preventative initiatives such as Character Education are a way of being within the school community.</li> <li>-Primary focus is on building &amp; development of Relationships</li> <li>-Staff supports Restorative Practice initiatives</li> <li>-Principles and practices of Restorative Practice are embedded in the curriculum</li> <li>-Classroom management strategies embody and demonstrate Restorative Practice principles</li> <li>-Students actively engaged in learning fundamental skills: active listening, empathy, non- blaming communication, understanding perceptions, recognition of different communication styles and approaches, tolerance and acceptance.</li> </ul>	<ul style="list-style-type: none"> <li>-Preventative initiatives throughout the school community are encouraged and tend to be used.</li> <li>-Relationship development is considered as important</li> <li>-Staff support Restorative Practice initiatives in some circumstances</li> <li>-Efforts are made to creatively include Restorative Practice in the curriculum</li> <li>-Classroom management strategies allow for the use of Restorative Practice principles</li> <li>-Curriculum includes learning about the principles and practices of Restorative Practice</li> </ul>	<ul style="list-style-type: none"> <li>-School wide preventative initiatives are instituted but tend not to be embraced or are viewed as 'flavour of the month' intervention. It's common for staff to work in Silos.</li> <li>-Relationship development focus is dependent on time constraints</li> <li>-Some staff support Restorative Practice initiatives</li> <li>-Some inclusion of Restorative Practice in the curriculum</li> <li>-Classroom management strategies sometime employ Restorative Practice principles when convenient</li> <li>-Learning about Restorative Practice curriculum is indirect or incidental</li> </ul>	<ul style="list-style-type: none"> <li>-School works from a reactive perspective rather than embracing preventative initiatives.</li> <li>-Primary focus is on maintaining order</li> <li>-Staff don't support Restorative Practice initiatives</li> <li>-No curriculum connections developed or used reflecting Restorative Practice principles</li> <li>-Authoritarian classroom &amp; disciplinary strategies employed</li> <li>-Learning emphasis is on achieving academic objectives</li> </ul>

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<b>INCLUSIVENESS</b>	<ul style="list-style-type: none"> <li>-All stake holders such as students, parents, staff and community partners are invited to play a role in creating a healthy and inclusive school community</li> <li>-Teachers and students collaborate in designing classroom guidelines for sustaining and building community</li> <li>-The school community takes an active approach to ensure all members feel welcome and included</li> </ul>	<ul style="list-style-type: none"> <li>-Stake holders are consulted in the creation of a healthy and inclusive school community</li> <li>-Teachers work with student input in designing classroom guidelines for sustaining and building community</li> <li>-School community members are encouraged to take an active approach in making members feel welcome</li> </ul>	<ul style="list-style-type: none"> <li>-School creates the illusion of a healthy and inclusive school community. Feedback from stakeholders is not sought out</li> <li>-Teachers may consider student input in designing classroom guidelines for sustaining and building community but retain final say</li> <li>-Individual community members are tasked with the responsibility to make members feel welcome</li> </ul>	<ul style="list-style-type: none"> <li>-The culture is not conducive to a healthy and inclusive environment. The school is alienated from its stakeholders.</li> <li>-Classroom rules are prescriptive and imposed</li> <li>-School community is not cohesive; thereby creating social isolation</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>-Students independently engaged in interpersonal problem-solving skills</li> <li>-School community consistently and respectfully embraces all members of its community and offers practical, moral and emotional assistance to those harmed and those causing harm if and where needed</li> </ul>	<ul style="list-style-type: none"> <li>-Students are encouraged and supported to engage in interpersonal problem-solving skills</li> <li>-School community is encouraged to embrace all members of its community in a practical, moral and emotional manner</li> </ul>	<ul style="list-style-type: none"> <li>-Students lack skills for interpersonal problem-solving skills</li> <li>-Offers practical, moral and emotional assistance to those harmed and those causing the harm if and where needed.</li> </ul>	<ul style="list-style-type: none"> <li>-Students get into conflicts that can become physical</li> <li>-Fails to respond respectfully or to provide practical, moral or emotional assistance to all involved</li> </ul>
<b>INCLUSIVENESS</b>	<ul style="list-style-type: none"> <li>-All stake holders such as students, parents, staff and community partners are invited to play a role in creating a healthy and inclusive school community</li> <li>-Teachers and students collaborate in designing classroom guidelines for sustaining and building community</li> <li>-The school community takes an active approach to ensure all members feel welcome and included</li> </ul>	<ul style="list-style-type: none"> <li>-Stake holders are consulted in the creation of a healthy and inclusive school community</li> <li>-Teachers work with student input in designing classroom guidelines for sustaining and building community</li> <li>-School community members are encouraged to take an active approach in making members feel welcome</li> </ul>	<ul style="list-style-type: none"> <li>-Relationship development tends to be reactionary</li> <li>-Positive relationship development has little to do with student engagement and success</li> <li>- In class learning allows for interpersonal skill development &amp; community building when problems arise</li> <li>-Solutions to conflict may involve student input</li> <li>-Harm is seen as a violation against the school rules. Opportunity for those who caused the harm to take steps to repair the harm (through compensation or physical work or actions) is provided. Little learning of the impact of one's actions on others is offered</li> </ul>	<ul style="list-style-type: none"> <li>-The culture is not conducive to a healthy and inclusive environment. The school is alienated from its stakeholders.</li> <li>-Classroom rules are prescriptive and imposed</li> <li>-School community is not cohesive; thereby creating social isolation</li> </ul>

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CORE PRINCIPLES	FULLY RESTORATIVE SCHOOL	MODERATELY RESTORATIVE SCHOOL	MINIMALLY RESTORATIVE SCHOOL	NON RESTORATIVE SCHOOL
<b>FAIRNESS</b>	<ul style="list-style-type: none"> <li>-Participants actively seek out Restorative Practice approach when conflict arises</li> <li>-Participants have full ownership of solutions</li> <li>-Focus is on support and encouragement</li> <li>-Utilizes a collaborative 'work-ing with' approach</li> <li>-Impartial facilitator allows participants to drive the Restorative Practice process</li> </ul>	<ul style="list-style-type: none"> <li>-Participants are directed by staff into Restorative Practice process when conflict arises</li> <li>-Solutions are created with staff input</li> <li>-Focus is on storytelling and determining the truth</li> <li>-Utilizes a supportive 'do for' approach</li> <li>-Facilitator supports students with Restorative Practice process; includes 'teachable moments'</li> </ul>	<ul style="list-style-type: none"> <li>-Restorative Practice process tends to be used as a last resort when conflict arises</li> <li>-Solutions are driven by staff with little input from participants</li> <li>-Focus is on quick and imposed resolutions</li> <li>-Tends to incorporate a 'do not' method of fairness</li> <li>-Facilitation may be provided; tends to be directive</li> </ul>	<ul style="list-style-type: none"> <li>-Conflict, when reported is addressed reactively and punitively</li> <li>-Consequences imposed by authority figure</li> <li>-Focus is on investigation, analysis, judgment, blame and punishment</li> <li>-Institutes a dictatorial 'do to' approach</li> <li>-Facilitating involves judging, analyzing &amp; lecturing</li> </ul>
<b>EMPATHY</b> Understanding and Growth	<ul style="list-style-type: none"> <li>-Provides comprehensive and on-going opportunities for students to learn and internalize empathy for one another</li> <li>-Allows for a meaningful exchange (open and honest) that allows for full emotional expression</li> <li>-When harm is caused, opportunity for direct and meaningful dialogue involving affected parties is facilitated in an effort to repair harm, promote understanding and create learning</li> <li>-the focus is on the interests driving positions (why is it important) and the impact of the event rather than the specifics of the event</li> </ul>	<ul style="list-style-type: none"> <li>-Concept of empathy is explored and discussed with students</li> <li>-Dialogue is supported; expression of emotion is explored within facilitators level of comfort</li> <li>-Opportunity for direct and meaningful dialogue between the conflicting parties is offered but participants have limited control over the process. Very little healing opportunity for school community.</li> <li>-Effort is made to explore the impact of the event rather than the specifics of the event but interests may remain hidden.</li> </ul>	<ul style="list-style-type: none"> <li>-Empathy is discussed when problems arise</li> <li>-Conversations tend to be more superficial. Empathy is not explored</li> <li>-Very little opportunity for direct meetings between affected parties. Communication is done with the help of an intermediary and focus tends to be on agreements and not necessarily about harm caused.</li> <li>-Some impact may be recognized but interests remain hidden</li> </ul>	<ul style="list-style-type: none"> <li>-Perceived lack of empathy is responded to punitively</li> <li>-Uses interrogative approach designed to assign blame</li> <li>-Parties are separated and no opportunity to communicate or work together is afforded</li> <li>-The focus is on positions and does not create the opportunity for expression of interests</li> </ul>

Created by Youth Diversion Program/ Limestone District School Board's Intervention Specialists Shawn Quigley & Judy Tetlow 2013

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# EXAMPLE: CLASS SURVEY

Please answer the questions based on the following scale:

**5 Excellent, completely • 4 Good, mostly • 3 OK, sometimes • 2 Poor, occasionally • 1 Awful, never**

1) I feel safe in my classroom:	1	2	3	4	5
2) I feel respected by others:	1	2	3	4	5
3) I feel comfortable speaking up and sharing my ideas:	1	2	3	4	5
4) I feel comfortable sharing my feelings with others:	1	2	3	4	5
5) I have the chance to fix things when I make a mistake:	1	2	3	4	5
6) I try to treat others the way I know they would like to be treated:	1	2	3	4	5
7) I care about how others feel:	1	2	3	4	5
8) I feel like others care about my feelings:	1	2	3	4	5
9) If I have a problem with someone I can find someone to help me fix it:	1	2	3	4	5

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# EXAMPLE OF 11 ESSENTIAL ELEMENTS OF RESTORATIVE PRACTICE



## PITTSBURGH'S RESTORATIVE COMMUNITIES

Funded by the U.S. Department of Justice

One in five students was suspended from Pittsburgh Public Schools last year. To make their schools safer, the leadership of Pittsburgh Public Schools is embarking on a watershed project to implement restorative practices, a proven alternative to ineffective and harmful zero tolerance policies.

The most extensive restorative practices school implementation project to date, "Pursuing Equitable Restorative Communities" will implement the practices in

half of Pittsburgh's 50 public schools, with approximately 10,000 students.

A \$3 million grant from the U.S. Department of Justice Comprehensive School Safety Initiative is supporting the initiative. The district will implement the IIRP's SaferSanerSchools Whole-School Change program, implementing the 11 Essential Elements in 25 schools during the 2015-16 and 2016-17 school years.

► "Relationships are really the foundation of safe schools."

— Dr. Linda Lane, Superintendent, Pittsburgh Public Schools



# **EXAMPLE: RESTORATIVE PRACTICE @ ALGONQUIN LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD**



**believes that communities learn best when we do things with people rather than to them or for them**

**is about building, maintaining and restoring relationships**

**believes in high expectations in all areas,  
with high levels of support to help everyone achieve**

**promotes the understanding of the impact of individual  
actions on the community of learners**

**always seeks to make things right**

**is a range of approaches that promotes a caring, accepting,  
inclusive and safe place to learn and grow**

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# 3

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# A PRINCIPAL'S GUIDELINE TO SUCCESSFUL IMPLEMENTATION OF RESTORATIVE PRACTICE

## OVERVIEW

The use of Restorative Practices in a school setting will promote and strengthen positive school culture and build positive relationships within the school community. A school leader can be instrumental in introducing and supporting restorative practices in his/her school.

Principals may be looking to restorative practices to implement a change in school culture and they will notice an improvement in student behaviour.

The following guideline can be used as a roadmap to support a principal's quest to [bring restorative practices to any school community](#).

## WHOLE SCHOOL APPROACH AND SUCCESSFUL PRACTICES

1. [Minor incidents in hallways and classrooms are addressed immediately](#) and [consistently with the use of the restorative questions](#)
2. Student re-entry meetings from [suspension or expulsion](#)
3. [Introduce restorative practice to the entire school community](#), from the custodian to the JK student to the parents.
  - a. All staff have been trained in and are comfortable with addressing relationship issues and are comfortable with running circles for academic learning and conflict issues
  - b. Staff meetings are held using circles
  - c. Staff committee groups use circles to conduct their work
  - d. Parent- teacher meetings
4. Be an assertive leader and make restorative practice part of the school improvement plan. [Make restorative practice part of long term planning](#). Implementation is a process. It can take up to several years for a school to become a fully restorative community, but [positive changes are evident soon after implementation](#).
5. [Look for Restorative Practices infused into already existing structures](#) (ex. conflict mediators).
6. Identify a core group of staff and/or community members that are interested in adopting restorative practices and start with them first.
  - a. Form a larger school committee to champion the use of Restorative Practices. Committee's can meet after school.
  - b. Decide together on a Framework for implementation and share with the community as needed.
  - c. [Demonstrate the need for restorative practice by showing how restorative practices can help support and improve student achievement](#).
  - d. Involve Student Success in high schools.
  - e. Train child and youth counselors' expertise to bring classroom circles to the forefront.
7. Involve the Parent Council through introductions to Restorative Practice at Parent Council Meetings or through the regional Parent council forum if it is [adopted board-wide](#).
  - a. PRO grant can be used to bring in a guest speaker around [Restorative Practice for parents/guardians](#).
  - b. Run [Parent Council meetings in a circle](#).

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8. Determine the costs for training/educating school communities around the use of restorative practices. (For example, consider the IIRP as an organization to start with [http://www.iirp.org/training\\_n\\_consulting.php](http://www.iirp.org/training_n_consulting.php).)
  - i. Train the trainer model can help save on training costs. Trained facilitators can be used to train members of their own and another school community.
  - ii. [Purchase a staff set of books like Restorative Circles in Schools](#) – Costello, Wachtel & Wachtel is a practical guide for educators.
  - iii. Arrange for PLC's to support Restorative Practice implementation and training.
9. Expect Classroom Circles in each classroom a means of [getting students involved in Restorative Practices](#). Circles help to build community, strengthen relationships, provide a forum to solve problems, express feelings and support curriculum.

#### BOARD WIDE SUCCESSFUL PRACTICES

1. Administrative Council or senior administration support is essential
  - a. Identify a restorative practice champion at this table.
  - b. Fully successful boards have the Director of the board as a Champion.
2. [System-wide implementation of restorative practices is most effective.](#)
3. Identify and share data on the [use of Restorative Practices to support BIBSAW](#) (Board Improvement Plan for Student Achievement and Well-being).
4. Make Restorative Practices a part of a [boards policies, regulations and procedures.](#)
5. [Involve Safe Schools](#) and emphasize Restorative Practices as an [alternative to suspensions and expulsions.](#)

6. [School Code of Behaviour](#)
7. Outside agency or expertise is essential (For example, pay for the services of an organization like IIRP (International Institute of Restorative Practice).
  - a. Expert/consultant should have support from the board's Director as well as direct access.

#### CLASSROOM SUCCESSFUL PRACTICES

Restorative Practices can be successful from the bottom up by individual teachers.

1. Encourage teachers to start with Restorative Practices in the classroom by [introducing classroom circles.](#)
2. Student agenda use of restorative questions
3. Student government and committees use circles to conduct their work
4. Identify the benefits of Classroom circles.
  - a. build community
  - b. strengthen relationships
  - c. have a significant impact on student achievement
  - d. reduce office referrals or negative behaviours
  - e. proactive classroom circles can help avoid problems
  - f. school climate can be improved.
5. [Integrate circles into the course curriculum.](#)
  - a. It is a valuable learning instrument.
  - b. It can be used for and of assessment.
6. Purchase supporting resources such as Restorative Circles in Schools by Bob Costello, Joshua Wachtel & Ted Wachtel accessed through IIRP.

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## FINANCIAL SUPPORTS

Schools and boards can look for financial support through numerous Ministry Envelopes. The following list is a guideline only. School boards and administrators should look for ways they can tie Restorative Practices into already existing practices. Be creative!

Safe Schools

Student Success

Youth Diversion Agencies – ministry/community/police services

Mental Health and Wellness

Learning Foundations

Student Voice

PRO Grants (Parents Reaching Out)

FNMI (First Nations, Metis, Inuit)

Speak-up Grants

TLLP (Teacher Learning and Leadership Programme)

Math Initiatives or whatever initiatives are in the forefront for BIPSAs and SIPSAs

Community partners - parish, healthy schools committees...

**Partnering with:** Child and Youth Services as well as Youth Justice



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# EXAMPLE: IMPLEMENTATION METHODS

## FOR ORGANIZATIONS

*(Building Restorative Relationships for the Workplace Goodwin Development Trust's Journey with Restorative Approaches A research report with recommendations for organisations seeking to implement Restorative Approaches June 2011)*

### 1. WHOLE ORGANIZATIONAL CHANGE METHOD

1. everyone receives training at the same time
2. preventative and reactive elements covered
3. peer mentoring, lead practitioners and restorative champions established
4. restorative practice incorporated into policies and procedures

#### Sample Actions

1. Close the organization on a chosen day and offer blanket training in restorative approaches. Depending on the size of the organization this can either be done over a series of days or in one day.
2. A few weeks after the training ask for a group of volunteers to become lead practitioners. As they will support their colleagues and continue to develop restorative approaches within the organization they need to be made aware of the commitment they are making and be prepared for the demands of the position. These individuals will then be trained to run formal restorative conferences.
3. At the same time as the champion group is formed create peer mentoring groups that are inter-departmental. Existing organizational structures (such as middle management teams) can be used as a basis for these. It is recommended that these meet one month after the training and at least monthly thereafter.
4. Within the first few weeks of implementation develop new policies around the principles of restorative approaches, specifically in the areas of complaints, grievances, and disciplinary procedures.
5. Issue a 'mission statement' to all employees highlighting the commitment of the organization to restorative approaches and ensure management support its use at all times.
6. Ensure that management are confident at placing restorative processes at the heart of the grievance, complaint and discipline procedures. The restorative champion group should be instrumental in this and may offer refresher sessions to management.
7. Become self sufficient by training employees to become trainers and eventually deliver restorative approaches training that is specific to how the organization uses it.



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## 2. THE EXTERNAL CONSULTANT METHOD

1. The organization decides to use restorative approaches in grievance, complaints and discipline procedures.
2. Two or three external consultancy services are asked for their advice on what processes to use and what the likely costs of this are. Owing to the time and costs of organizing conferences only issues that are deemed serious enough to warrant a formal restorative process will probably be candidates for this method.
3. One consultant is chosen and new grievance policies and procedures are written with their guidance.
4. A series of staff briefings are organized in which employees are told about the new policies and what undergoing a restorative conference will entail and the potential benefits of these. It may be possible, indeed desirable, for the external consultant to speak at these briefings.
5. The outcomes and participants' experiences of the conferences are carefully monitored to see what impact they are having and whether employees feel they have been dealt with fairly and been allowed to speak openly and honestly.

## 3. THE PARTIAL APPROACH

1. Small numbers of staff trained to facilitator level.
2. Mainly used for circumstances such as grievance procedures
3. Culture change possible but limited

## Sample Actions

1. The organization decides to use restorative approaches in grievance, complaints and discipline procedures. However, it may also consider the use of more informal restorative processes (such as team building and problem solving circles) undertaken by a small group of trained individuals at team level.
2. Training consultants are asked to visit the organization and offer their expert advice.
3. New policies and procedures are written on the use of restorative processes within the grievance, complaint and discipline procedure.
4. Employees are informed through staff briefings about the new policies and told who the small group of trained staff are.
5. The organization may decide to offer brief sessions (given by the trained staff) as to what restorative approaches are, its principles of fair process and the benefits it will bring to the organization.

## 4. THE ORGANIC METHOD

1. all staff trained to basic level with some staff being trained to facilitator standard
2. no peer groups or guidance documentation from start - these evolve over time
3. policies and procedures developed to reflect restorative approaches in reaction to events and over time.

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## Sample Actions

1. Begin the training in a staggered manner. Depending on the size of the organization this could take a few months or over a year.
2. Allow teams or departments to develop their own way of using restorative approaches.
3. During steps one and two several individuals should emerge who show an interest in further training.
4. Offer facilitator training to the individuals who emerge (or volunteer) from the initial basic training session and who have expressed a desire to become restorative champions.
5. Ensure human resources encourage the use of formal conferences for grievances and disciplinary procedures.
6. Ensure employees are supported by management as they use restorative approaches in their team meetings to build better relationships, challenge unacceptable behaviours, support their colleagues and solve problems.
7. As implementation progresses, alter policies and procedures to reflect the way restorative processes are being used by employees and what outcomes have emerged.

## 5. STRUCTURED EVOLUTIONARY METHOD – NINE PHASES

**Phase 1** – Take time to discover what Restorative Practice is to fully understand the background and principles.

**Phase 2** – Seek advice from experts in local university establishments

**Phase 3** – What will Restorative Practice bring to your organization, what will you use it for?

**Phase 4** – Plan a structure for delivery of training to avoid implementation dips

**Phase 5** – Create support structures such as Restorative Practice champions and lead practitioners, to facilitate implementation.

**Phase 6** – Assess situations that require the use of restorative process correctly

**Phase 7** – Adapt policies and procedures around Restorative Practice.

**Phase 8** – Implement evaluation system from the beginning

**Phase 9** – Train employees to deliver training

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# RESTORATIVE PRACTICES 3 YEAR PLAN

AREAS TO CONSIDER	AREAS OF FOCUS	YEAR 1 ACTIONS/PERSON(S) RESPONSIBLE	YEAR 2 ACTIONS/PERSON(S) RESPONSIBLE	YEAR 3 ACTIONS/PERSON(S) RESPONSIBLE
<p><b>Whole School Approach + Understanding</b></p> <ul style="list-style-type: none"> <li>• Training of all staff around key concepts of               <ul style="list-style-type: none"> <li>– Community/relationship building between all stakeholders</li> <li>– Community building circles</li> <li>– Fair process</li> <li>– Stakeholder voice</li> <li>– Compass of shame</li> <li>– Restorative questions</li> <li>– Repairing harm</li> <li>– Restorative circles</li> </ul> </li> <li>• Family engagement in restorative mindset</li> </ul> <p><b>Implementation of Proactive Approach</b></p> <ul style="list-style-type: none"> <li>• Community/relationship building between all stakeholders               <ul style="list-style-type: none"> <li>– Student to student</li> <li>– Staff to student</li> <li>– Staff to staff</li> <li>– Family to school</li> <li>– Family to family</li> <li>– Community building circles – classroom</li> <li>– Community building circles – staff</li> <li>– Community building circles – families</li> </ul> </li> <li>• All stakeholders voices are valued and encouraged and heard</li> </ul> <p><b>Implementation of Responsive Approach</b></p> <ul style="list-style-type: none"> <li>• Restorative questions               <ul style="list-style-type: none"> <li>– Used by teachers, contact teacher, Educational Assistants, Admin, lunchroom supervisors...</li> </ul> </li> <li>• Use of contact room               <ul style="list-style-type: none"> <li>– Calming room</li> <li>– Chill room</li> </ul> </li> <li>• Follow-up               <ul style="list-style-type: none"> <li>– From misbehavior</li> <li>– From harm</li> <li>– From suspension</li> <li>– Think sheets</li> </ul> </li> <li>• Process of accessing supports</li> </ul>				

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# DEVELOPING A RESTORATIVE APPROACHES (RA) PLAN

## Considerations - Things to reflect upon when developing a formal plan.

### 1. Where do you start?

- Creating the Team

### 2. Develop Restorative Approaches plan for your school that dovetails with School Improvement Plan School Improvement Plan for Student Achievement and Wellness (SIPSAW).

- what are the starting points?
- what are we doing now that is restorative? How do we build on that?
- What part of the SIPSAW relate to Restorative Practice – where will it be inserted.
- Does the language of our SIPSAW reflect a Restorative Approach
- What exists already for communication related to Board Improvement Plan

### 3. What data have you got, or are able to collect that will inform your Restorative Practice plan and SIPSAW?

- how will you collect data, from whom, and how often?

### 4. How will you build Restorative Practice language into school messages?

- what documents will you consider reviewing?
- who will do this?

### 5. What structure does the school have in dealing with discipline issues?

- how will the structure change, and what steps will you need to take to get from here the there?
- what are reasonable timelines?

### 6. Who will be responsible for developing and implementing the school plan?

- how will you work with your staff to build their Restorative Practice capacity
- do you involve the school Leadership Team or develop a new, Restorative Practice-specific team?
- consider parent and student input – how will to get this?
- what timelines will you consider for development and implementation

### 7. When will you review the Plan

- when and who will review the plan?
- what tools will you consider when reviewing the plan?

### 8. Staff development (PD)

- what levels of understanding exist?
- who needs to be trained/in-serviced first?
- who will provide the in-service – what venues?
- what is your timeline?
- costs?
- what resources are needed?
- how will you work with staff who are reluctant?

### 9. Communication

- who will develop the communication plan (see communication plan outline)?

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# Climate for Learning & Working

## Restorative Mindset

### Restorative Practices

*A restorative approach is all about relationships – making, maintaining and, when necessary, repairing relationships.*  
—transformingconflict.org

The Peel District School Board is committed to building and maintaining healthy relationships with a restorative mindset. Research confirms that students who feel a sense of belonging and connectedness with others in their school community experience greater success. Without this sense of connectedness young people are more likely to engage in anti-social/unacceptable behaviour. We also know that punishment tends to make people resentful rather than reflective.

Restorative practices focus on the importance of approaching situations requiring repair in a constructive and proactive way. Using a restorative approach requires those involved in the repair process to: demonstrate empathy; understand the context and the impact of the situation; choose consequences and supports with learning outcomes for everyone involved to work on repairing relationships.

To be restorative requires a philosophical approach that focuses not on the punitive aspect of a consequence, but rather on the learning that will come from the situation. A restorative approach is fundamental to learning and promoting positive behaviours.

For example, when a negative incident has occurred, it is not just what we take from a person that is important, it is what we give that person or what supports we put in place, that help him/her to be accountable and to learn from the situation. There are still consequences when restorative practices are used. However, the consequences are not punitive in nature as they are designed to promote learning from the situation, and help the person initiating conflict to become a stronger person and take accountability for their actions.



*“The Peel District School Board is committed to providing and maintaining safe and healthy environments conducive to learning and working for all.”*



A Restorative Mindset...	A Non-Restorative Mindset...
* Looks at the whole person in the context of the situation	* Looks at negative behaviour as defining the person
* Focuses on needs of all parties	* Assigns blame to a person/s
* Links deterrents to relationships/personal accountability	* Links deterrents to punishment
* Demonstrates empathy	* Demonstrates a judgmental approach
* Focuses on problem solving for learning	* Focuses on guilt/compliance/punishment for learning
* Focuses the consequences on learning	* Focuses on consequences as punishment
* Repairs harm and builds relationships	* Focuses on removing the problem/ exclusion
* Focuses on the violation of relationships and making things right	* Focuses on the violation of rules and requires compliance
* Values that the process takes time	* Expects immediate results
* Practices a collaborative approach	* Practices autocratic decision making

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**What is a Restorative Approach?**

A restorative approach to wrongdoing or conflict consists in asking key restorative questions when there has been an incident of harm:

**Restorative Mindset Inquiry for the Person Who Caused the Harm:**

Tell me what happened.

What were you thinking at the time?

Is there anything else you want to tell me?

Who do you think has been affected by what you did?

How were they affected?

What do you think you can do to make things right?

**Restorative Mindset Inquiry for the Person Harmed:**

Tell me what happened.

What did you think when you realized what had happened?

What impact has this incident had on you?

Was anyone else affected? In what ways?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

**How might our school incorporate a restorative mindset and meet PDSB expectations?**

As stated in Policy 48 at PDSB it is an expectation that schools develop a range of early, ongoing and proactive positive and restorative practices to promote, support and recognize appropriate and positive student behaviour. Fostering student engagement and encouraging strong connectedness to the school community supports a positive school climate.

Some strategies/practices include:

- anti-bullying and violence prevention programs;
- mentorship programs;
- student success strategies;
- character development and education;
- citizenship development;
- student leadership;
- promoting healthy relationships and lifestyles;
- program modifications or accommodations;
- positive encouragement and reinforcement;
- individual, peer and group counseling;
- conflict resolution;
- promotion of healthy student relationships; sensitivity programs.

**Restorative Mindset Myths:****Myth 1: Punishment holds students accountable.**

"One of the most persistent myths in school discipline is that punishment is a way of 'holding students accountable'. But punishment only works when the authority is watching and relies on external control. We can't always supervise our students. If they only comply because of a fear of punishment or because of a desire to please an adult, the students' internal motivation to 'do the right thing' is diminished. Restorative methods impose a consequence rather than a punishment and help to create empathy and active involvement. A consequence dramatically improves the chances that positive attitudes and behaviours will be internalized and the young people will behave well, not merely out of fear, but because they want to feel good about themselves and have a positive connection with others." (Costello, et al. pg 77)

**Myth 2: If a student misbehaves, he/she deserves to be yelled at.**

If more than 50% of your interactions involve conflict, you are inadvertently contributing to the problem. Research shows that young people's behaviour can only improve once a safe and satisfying relationship is established with the educator. Moreover, childhood is a process of learning and making mistakes. Yelling clouds messages as students ruminate on the interaction and are overwhelmed by their emotions, rather than considering the event. It also has the effect of reducing the connection between adult and child. (Beaudoin, et al. pg 41)

**Guiding Questions for Schools:**

- How do you foster personal responsibility, ownership and repair in personal interactions?
- How are consequences different than punishments?
- What kinds of supports do you use at school to help support students who are struggling with social, emotional and behavioural learning?
- How might your school use a restorative approach? In the office? In the classrooms? In the halls?
- What skills are explicitly taught/reinforced to foster repair, relationship rebuilding and personal well-being?

**References:**

Wachtel, Joshua, Bob Costello, and Ted Wachtel. *The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators*. Bethlehem, PA: International Institute of Restorative Practices, 2009. Print.

Beaudoin, Marie-Nathalie, and Maureen Taylor. *Responding to the Culture of Bullying & Disrespect*, 2nd ed. Thousand Oaks, Calif: Corwin, 2009. Print.

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*Building a positive climate for  
learning and working together*

Honest Cooperative Caring  
Respectful Inclusive  
Responsible

## **Restorative Mindset Inquiry for the Person**

### **Who Caused the Harm:**

- Tell me what happened.
- What were you thinking at the time?
- Is there anything else you want to tell me?
- Who do you think has been affected by what you did?
- How were they affected?
- What do you think you can do to make things right?

## **Restorative Mindset Inquiry for the Person**

### **Harmed:**

- Tell me what happened.
- What did you think when you realized what had happened?
- What impact has this incident had on you?  
Was anyone else affected? In what ways?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Questions adapted from the  
International Institute for Restorative Practices

**peel** District  
School Board

Design by Robert Hutchison, Graphic Designer Printed by PEEL BOARD PRINTING SERVICES



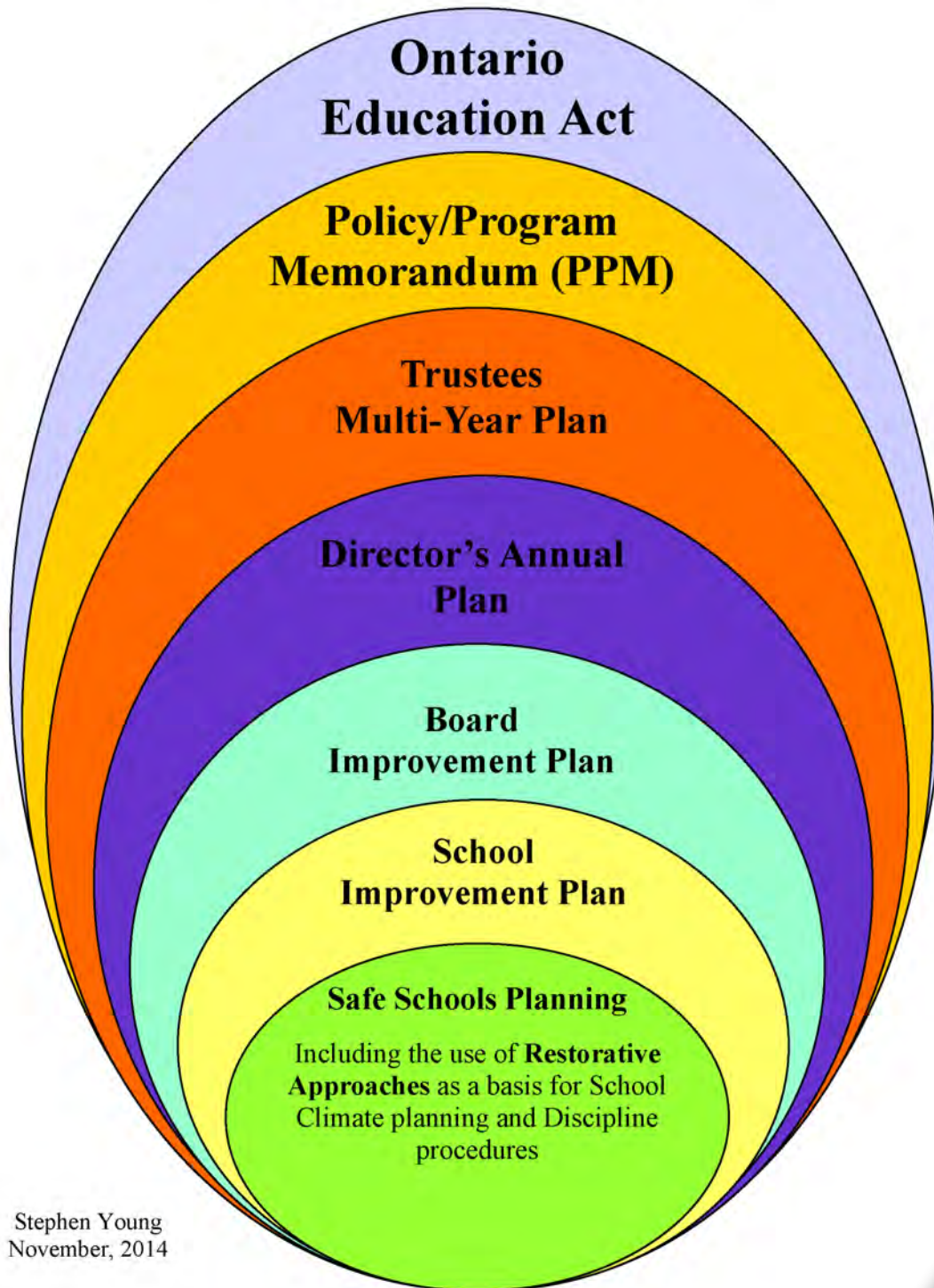
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# SCHOOL DISCIPLINE PLANNING WHERE IT ALL FITS IN!



Stephen Young  
November, 2014

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# EXAMPLE OF A SCHOOL DISCIPLINE PLAN

At Harry Bowes P.S. parents, students, teachers and administrators strive to work in collaboration to build a strong, caring, inclusive, supportive community. Our collaborative approach provides students with the knowledge and skills to learn together and interact together in a respectful, cooperative and safe manner.

Our goal is to establish a positive climate in which all students can learn, and all staff can work to the best of their abilities. Our approach to establishing that climate is through a discipline plan that is designed to teach children appropriate behaviour, and uses conflict as a teachable moment. Students learn from their mistakes in behaviour much as they learn from their mistakes in math and science. Through adult guidance, support and follow-through, students learn to respect their peers, teachers and the school.

## PROGRESSIVE DISCIPLINE

A “whole school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.” Specifically, this means that “when inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices.”

*(Ontario Ministry of Education, 2009 – Caring and Safe School in Ontario)”*

*From Board Policy #668 – Safe, Caring and Supportive Schools*

Progressive discipline involves the use of consequences that are applied to bring about the intended behavioural changes we expect. Consequences should be natural and logical, and should be related to the initial problem where possible: examples being; if a student is

having problems on the yard at recess, they may have their recess privileges removed; if a child throws garbage on the yard they may be asked to pick up garbage after school. Consequences are also applied taking into account a number of factors, including the age of the students, frequency of poor behaviour, and mitigating factors such as the child's ability to fully understand the repercussions of their actions.

## Consequences may include:

- Counselling and/or mediation with staff,
- detention,
- withdrawal of privileges (classroom field trips, extra-curricular activities),
- community service,
- restitution
- suspension;

Consequences may increase in severity with a repeat of the same, or similar, problems, or may be more significant depending on the seriousness of the problem.

With all conflict or problems, regardless of consequences, a restorative approach will be used, which may include making amends to any persons who have been affected, and restoring damaged relationships.

## RESTORATIVE PRACTICES

The Restorative Practices program in the York Region District School Board was created to implement Restorative Practices in Elementary and Secondary schools, with the goals of reducing negative behaviour, reducing suspensions and building stronger teaching

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and learning relationships. Restorative Practices provides a framework for forming relationships, and for repairing them when they break down. The underlying belief in Restorative practices is that students and staff are happier, more cooperative, more productive, and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them. The punitive, or authoritarian model, does things to students, whereas the restorative, authoritative model works with students and staff to resolve conflict and issues.

### Students learn:

- To resolve their own problems by being given the time and support of staff to tell their story, and be listened to;
- To accept the feelings and viewpoints of others;
- To both listen and express their opinions, and make a valuable contribution to solving class issues;
- Mutual respect

At Harry Bowes, as in any restorative school, there is a high degree of control over the process, but there is also a high degree of support. Offender, victim, support workers, teachers, administration and families may all be engaged in the process to dig deeper into issues in an effort to understand the behaviour, and its effects on others.

LISTENING	APPRECIATION	RIGHT TO PASS	MUTUAL RESPECT
<ul style="list-style-type: none"> <li>• Paying close attention to one another's ideas and feelings.</li> <li>• Letting others know that they have been heard and checking for understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Paying close attention to one another's ideas and feelings.</li> <li>• Letting others know that they have been heard and checking for understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Paying close attention to one another's ideas and feelings.</li> <li>• Letting others know that they have been heard and checking for understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Paying close attention to one another's ideas and feelings.</li> <li>• Letting others know that they have been heard and checking for understanding</li> </ul>
<p>Based on TRIBES: A New Way of Learning and Being Together by Jeanne Gibbs</p>			

### RESTORATIVE PRACTICES THINK SHEETS

When a student comes to the office because they have been involved in an incident (on the yard, halls, or in the classroom), either directly or indirectly, they may be asked to fill out a Restorative Practices Think Sheet. The administrator will help the students through this process, and will review the forms as they further explore the situation. Think sheets allow for all students involved a chance to tell their side of the story – what happened and how they felt about it – as well as explore ways to fix the problem and discuss possible consequences. This form may be sent home for parents to review.

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## BADGER'S DEN

At Harry Bowes we have established a room, the Badger's Den, as a quiet place for staff and students to work together. A variety of supports and activities are offered to help children who are experiencing difficulties with conflict or with social/emotional challenges. Students can access the services of the Badger's Den either voluntarily, or be assigned as a consequence of their behaviour. The Badger's Den is staffed by Child and Youth workers who are trained in providing supports and programming. (see Appendix #1)

## DEFINITION OF TERMS

### Bullying

Bullying is defined as “a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.”

– Ministry of Education, 2012

### Aggressive Play

At Harry Bowes we recognize the need for children to participate in games and activities that, while acceptable, may result in some physical contact. Some acceptable games include: basketball, soccer, tag, touch football, wall ball. Some games are designed such that the potential for injury is too great for us to allow them to be played during recesses. These include: Red Rover, “Red Butt”, and Murder Ball, to name a few, each involves either throwing an object at a person, or intentionally running at other people. Any new activity will be observed and reviewed to determine if it should be allowed. Likewise, any acceptable activity may be curtailed or modified due to intentional rough play.

### “Hands Off”

Physical contact that is not accidental and/or part of an acceptable activity, but is intentional, aggressive and made in anger is not acceptable. This may include, but is not limited to, slapping, pushing, pinching, kicking or tripping, punching. Many times contact of this nature is reactive, out of frustration, and

this may be taken into account when determining appropriate consequences.

### Personal Space

Students are entitled to their personal space, and have a right to not be touched without consent. This being said, touching that is unwanted, and/or could be interpreted as sexual in nature is not acceptable. This includes, but is not limited to, kissing, unwelcome hugging, inappropriate touching. In all cases, the ages of the students needs to be taken into consideration, but know that consequences can be as severe as suspension and/or police involvement.

### Detention

A detention is a time-out from either class or recess and is used as a consequence for unacceptable behaviour. Teachers may choose to hold students in from recess because of issues arising from the classroom, or if students need time to catch up on missed work. Detentions given by the Administration are served in the office, or the Badgers Den.

## MITIGATING FACTORS

Those circumstances that would be taken into consideration when determining consequences; such as, but not limited to:

1. The pupil does not have the ability to control his or her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.
4. The pupil's history.
5. Whether a progressive discipline approach has been used with the pupil.
6. Whether the activity for which the pupil was involved was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.

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7. How the consequences (suspension or expulsion) would affect the pupil's ongoing education.
8. The age of the pupil.
9. In the case of a pupil for whom an individual education plan has been developed,
  - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
  - ii. whether appropriate individualized accommodation has been provided, and
  - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

*Adapted from The Education Act, O. Reg. 472/07, s. 3; O. Reg. 412/09, s. 4.*

## STUDENT EXPECTATIONS

<p><b>INSIDE</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• refrain from making excessive noise</li> <li>• arrive for class on time</li> <li>• bring all materials and be prepared for class</li> <li>• to pay attention to announcements</li> </ul>	<p><b>SCHOOLYARD (see Appendix 3)</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• follow the Yard Expectations as outlined in Appendix 3</li> </ul>
<p><b>BUSES</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• Be quiet and respectful</li> <li>• Stay in their seats.</li> <li>• Keep arms inside the windows and legs out in the aisles</li> <li>• board and exit the bus as per bus loading protocols</li> <li>• follow the directions of the driver</li> </ul>	<p><b>MISCELLANEOUS</b></p> <ul style="list-style-type: none"> <li>• Cell phones and I-pads are to be turned off and placed in lockers or bags during the school day, unless being used for class instruction with permission of the teacher (see Appendix #2)</li> </ul> <p><b>LUNCHTIME</b></p> <ul style="list-style-type: none"> <li>• Students may only leave school property with express written permission (to be kept on file in the office) from their parents</li> </ul> <p><b>DRESSCODE</b></p> <ul style="list-style-type: none"> <li>• Students are expected to follow the school dress code (see Appendix 4)</li> </ul>

## APPENDICES

1. Appendix 1 – Badgers Den
2. Appendix 2 – Electronic Devices
3. Appendix 3 – Yard Behaviour expectations
4. Appendix 4 – Dress Code (to be further developed)

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# EXAMPLE OF A RESTORATIVE PROCESS: MINUTES OF SETTLEMENT

[The Minutes of Settlement are an alternative to the traditional expulsion hearing.](#) Expulsion hearings are very difficult for the student and the family involved. When the student and family have accepted that the student has requirements to meet through the Minutes of Settlement, there is no further expulsion hearing. The Minutes of Settlement allow the family, student and the school board representative to work

together to develop the requirements the student must complete before returning to a school. The student is still formally expelled but the process is more restorative and gives the student more of a voice in the process. The Minutes of Settlement process works WITH a student and family rather than the traditional expulsion hearing that does the process TO the family and student.

## IN THE MATTER OF THE EXPULSION OF Student

---

BETWEEN:

---

Parent (the "Parent")

- and -

---

Principal name in his capacity as Principal of School (the "Principal")

### MINUTES OF SETTLEMENT

WHEREAS on or about Date, the Principal of School (the "Principal") suspended student (the "Student") pending an investigation to determine whether to recommend to the \_\_\_\_\_ School Board (the "Board") that the Student be expelled;

**AND WHEREAS** the investigation of the Principal resulted in a recommendation that the Board expel the Student from all schools within the \_\_\_\_\_ School Board;

**AND WHEREAS** the parties are aware of the procedural rights, requirements and rules available to them under the Education Act, R.S.O. 1990, c. E.2 and its regulations and agree to waive said rights, requirements and rules pursuant to the Statutory Powers Procedure Act, R.S.O. 1990, c. S.22;

**AND WHEREAS** the parties further consent to have this matter disposed of by a decision of the Child and Family Services Review Board (the "Tribunal") without a hearing pursuant to section 4.1 of the Statutory Powers Procedure Act, R.S.O. 1990, c. S.22;

**AND WHEREAS** the parties consent to have these Minutes of Settlement filed with the Tribunal and form part of the record in this matter;

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## THE PARTIES AGREE AS FOLLOWS:

1. The parties hereby consent to the Committee of Trustees (Disciplinary Committee) appointed under the Education Act imposing an expulsion from all schools within the \_\_\_\_\_ School Board upon student
2. The parties are not in complete agreement with the statements set out as fact in the Principal's Investigation dated \_\_\_\_\_ which are attached. That being said, the family has chosen not to contest the Principal's report and consents to the expulsion and program outlined below for the purpose of this proceeding only.
3. The parties further refer the facts, referenced in paragraph 2 above, to the Disciplinary Committee of the Board for the purpose of confirming the Principal's recommendation for the expulsion of \_\_\_\_\_ from all schools of the board.
4. The Parent, on behalf of himself, and on behalf of the student, agree to the Minutes of Settlement and waive his right to an Expulsion Hearing, but recognize that such a hearing was an option.
5. The Parent, on behalf of himself and on behalf of the Student, agree that the Student will be subject to an expulsion from all schools within the \_\_\_SB.
6. The Parent, Student and Board agree that \_\_\_ program is as follows:
7. The parties agree that student would not be able to attend school until he successfully completes his program. As a result, any potential future return to school would lie within the sole discretion of the Board and require a formal request from the family.
8. The parties agree that student will attend and be punctual, abide by the board code of conduct, and complete the Board's program outlined in Paragraphs 6 above. If this condition is not met, it is understood that students lack of success is not the fault of the Principal, Board, or any other Board staff. This condition will also influence future program decisions and potential school placements.
9. These Minutes of Settlement are agreed to only for the purposes of the expulsion hearing pursuant to the Education Act and are without prejudice to any charges or proceedings pursuant to the Youth Criminal Justice Act or any other act.
10. These Minutes of Settlement do not constitute an admission of liability, civil, criminal or otherwise, by the parties.
11. The parties hereby acknowledge and agree that these Minutes of Settlement do not waive any rights under section 5 of the Canada Evidence Act or section 9 of the Ontario Evidence Act with respect to the receipt and/or admission of evidence against the student in a subsequent legal proceeding.
12. The Parent, on behalf of himself and on behalf of the Student hereby further acknowledges and declares that they fully understand the terms of settlement contained in this document and that the terms of settlement hereunder are the sole agreement between the Parent and the Principal relative to the matters referred to herein. The Parent further acknowledges and declares that he voluntarily accepted the said terms of this settlement for the purpose of making full and final settlement of any and all claims as aforesaid.
13. The Parent, on behalf of himself and on behalf of the Student, hereby acknowledges that they have been advised of their right to obtain independent legal counsel and that they fully understand the terms of this agreement.

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14. The Parent, on behalf of himself and on behalf of the Student, further confirms they are not relying on any statement or representation by the Principal or any other person and that these Minutes of Settlement constitute the entire agreement as between the parties.
15. The Parent, on behalf of himself and on behalf of the Student, hereby releases and forever discharges the Principal, the Board, its trustees, directors, employees and agents from any and all actions, causes of action, claims, demands and proceedings of whatever kind for damages, indemnity, costs, compensation or any other remedy which the Student or Parents or their heirs, administrators or assigns had, may have now, or may have in the future arising out of the Student's infraction, suspension and expulsion.
16. The Parent, on behalf of himself and on behalf of the Student, recognize that the Disciplinary Committee consisting of three trustees maintains oversight and final decision-making authority regarding the Minutes of Settlement.
17. The Parent, on behalf of himself and on behalf of the Student, recognize and accept that the Supervisor of Safe Schools will present this agreement and the Principals' Report to the Disciplinary Committee for final approval by \_\_\_\_\_. It is also understood that the result would be reported at the next monthly board meeting in private session.
18. This agreement may be executed by original or facsimile signature in several counterparts, each of which so executed shall be deemed to be an original and such counterparts together shall constitute one and the same document and notwithstanding their date of execution, shall be deemed to have been executed on the date hereof.

Signed at \_\_\_\_\_, Ontario this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_

\_\_\_\_\_  
Parent (if applicable)

\_\_\_\_\_  
Parent (if applicable)

\_\_\_\_\_  
Student

\_\_\_\_\_  
School Principal

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Supervisor of Safe Schools

\_\_\_\_\_  
Chair of the Disciplinary Committee

\_\_\_\_\_  
Date of Approval

On behalf of the three trustees

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# BUILDING COMMUNITY WITH CONVERSATION: A PARENT/TEACHER INTERVIEW SCRIPT

## INTRODUCTION

The script below is intended to be a simple and practical guideline. The focus is on building relationships through a conversation with parents and teachers in order to work WITH each other - parent-teacher-student. It is important to hear from the parent perspective first through a guided conversation.

## RATIONALE

A guided conversation can help to shape and to focus the discussions teachers have with parents. Parent –teacher interviews are really conversations about communication and relationship building between parent and teacher and between student and teacher. Many common errors in these interviews include one party talking for the entire 15 minutes, line-ups for individual teachers or defensive reactions from either parent or teacher. The script below is an attempt to structure the interview in the time given, usually 15 minutes.

## STEP 1 INTRODUCTION

Hi my name is \_\_\_\_\_ and I am (student's name)'s teacher. I'm glad you came to the parent-teacher interview. You received the report card and I have the information. I find it helpful to start with the parent's perspective. Is that OK?

## STEP 2 QUESTIONS FOR PARENTS

From your perspective, what's been happening with \_\_\_\_\_ (student's name) this term?

(Alternate – How's it going with (student's name)?

What do you think some of the successes have been?

Where have some of the challenges been this term?

How has \_\_\_\_\_(student's name) been affected by this?

(How has this affected you?)

What do you think the main issues are for \_\_\_\_\_ (student's name)?

## STEP 3 ANSWER THE ABOVE QUESTIONS FROM YOUR PERSPECTIVE.

(What's been happening is ... The things that have gone well are....One of the challenges has been....The main issues are....)

## STEP 4 WHERE TO FROM HERE

What do you think we need to do together WITH \_\_\_\_\_ (student's name) for the next reporting period?

## STEP 5 RECORD THE CONVERSATION RESULTS.

Make notes of what you agreed to, date them and check with parent to be sure that it is clear to all.

## STEP 6 END THE INTERVIEW

(Stand up and shake hands) Thank you very much for coming in. I am looking forward to working with you and your child.

If the conversation goes beyond the 10 minute time frame, we ask staff to schedule a separate meeting with the parents, saying something like, "It's really important that we discuss your child's progress in more detail and I'd love to schedule another meeting with you where we can spend more time together. What would be a good time for you?" (you get the idea). Some staff see between 25 -30 (and up) parents on these evenings, particularly in subjects like math and English.

**Stan Baker** *Kawartha Pine Ridge District School Board (retired)*

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# SAMPLE AGENDA FOR A MEETING

## 1. Check in go around (Have each participant check in with each question.) – getting the pulse

- a. What is one success you are celebrating?
- b. What is one thing you've learned since last we met?
- c. What is something you are planning?

## 2. Main TOPIC of discussion

- a. TOPIC – present this to the group and formulate the question for discussion (open and non-blaming)

## 3. Question Go around – Each person answers all of the following questions in turn:

- a. What do you think about TOPIC \_\_\_\_\_?
- b. How does TOPIC \_\_\_\_\_ affect you and others?
- c. What do you think we can do to about TOPIC \_\_\_\_\_?  
Write down what the group comes up with.

## 4. Moving to next steps

- a. Consider a question here like What is the next action needed?

## 5. Check out go around to end the meeting (Have each person answer the question in turn.)

- a. What is one thing that you will do as a result of our discussion here today?
- b. Alternatively :What will you do next?

**Firm** – be clear and explicit about limits, expectations and controls

**Fair** – be supportive, caring, understanding through the use of the restorative questions

### To be fair Engage Explain Expect

1. **Engage** – give everyone an opportunity to have a say.
2. **Explain** – be sure that everyone has an understanding of the reasons for a decision.
3. **Expect** – clearly set out a shared understanding of what is expected in terms of behaviour, rules and expectations moving forward.

[People are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed.](#)

In setting the agenda, take time to form the best question possible for the discussion of the TOPIC. It will be important to set time limits on the items above. A designated timer can be helpful in moving the discussions along as well.

**Stan Baker** *Kawartha Pine Ridge District School Board (retired)*

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# MEND INFORMATION FOR PARENTS



**MEND** is a joint initiative between the Youth Diversion Program (YDP) and the Limestone District School Board (LDSB)

**MEND** (Mediating Ends Negative Disagreements) is a Restorative approach used in LDSB schools to build and strengthen relationships.

This means that the focus is on building relationships between people and on rebuilding and repairing relationships where needed.

The **MEND** approach is regularly used by school staff to resolve disagreements and promote positive relationships within the school community.

**MEND** Intervention strategies support curriculum goals as well as promote community and relationship building within classrooms.

**MEND**ing removes blame, supports responsibility and focuses on building understanding.

**MEND** Circles focus on understanding and building empathy between participants, recognizing and respecting differences, understanding and appreciating commonalities and ultimately developing community building strategies together.

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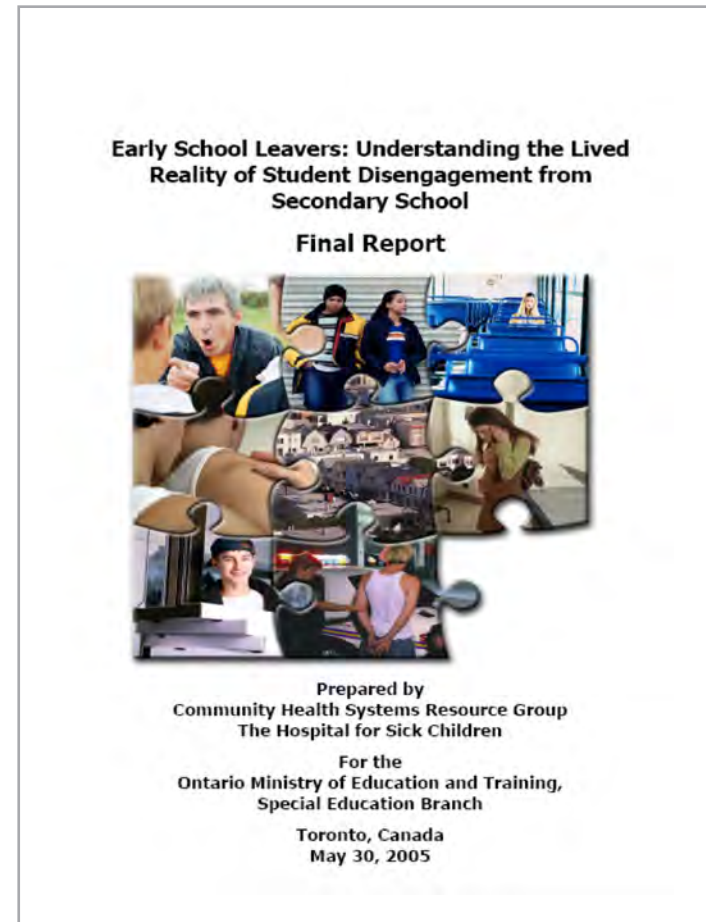
# STUDENT DISENGAGEMENT AND RESTORATIVE PRACTICES

The use of Restorative Practices to support the need of the student to feel a sense of belonging, connectedness and safety is clear. Students who feel they have a voice in their experiences are more likely to feel connected.

Restorative Practices provides a framework to address the factors that may contribute to a student becoming disengaged and leaving school before their secondary school graduation.

The study by Bruce Ferguson, [\*Early School Leavers: Understanding the Lived Reality of Student Disengagement from Secondary School\*](#), in 2005 addresses these four questions:

1. Why do young people leave secondary school before graduation?
2. Which factors help to ensure that they stay in school or return to complete their diploma?
3. Do these risk and protective factors vary in nature and/or relative importance across different populations of young people?
4. What are the implications of the research for policy and practice?



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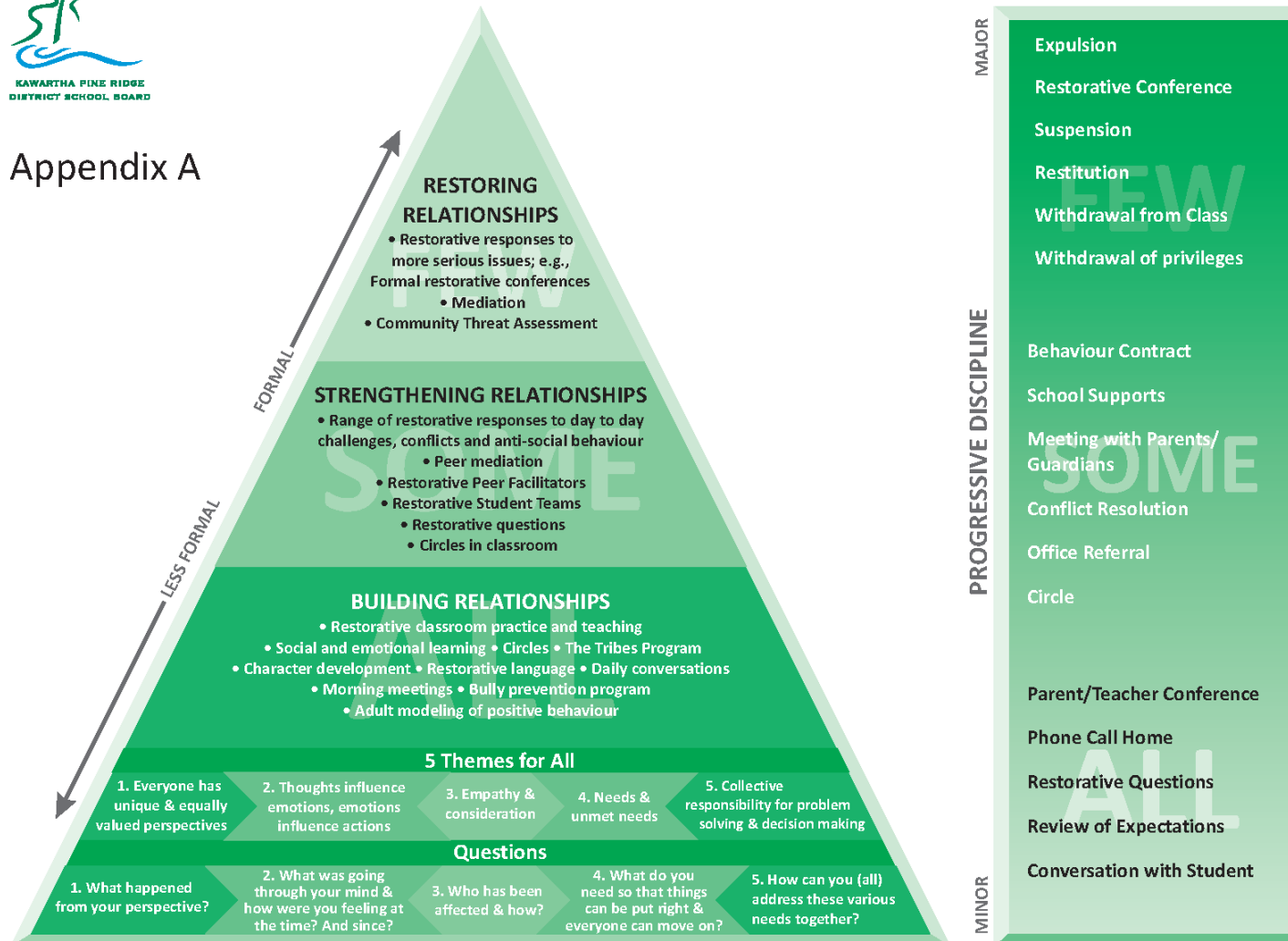
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# BUILDING HEALTHY RELATIONSHIPS: BULLYING PREVENTION & INTERVENTIONS



## Appendix A



Adapted from the work of Brenda Morrison, 2007 and Belinda Hopkins 2011

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# TOOLS FOR CURRICULUM APPLICATION

Teaching circle processes is important to integrating restorative practice as a way of thinking and being in the classroom. Use this section like a recipe book to look for applications specific to your classroom or subject area. [The Restorative Practice Consortium has made a start in connecting restorative practice across the curriculum.](#) These are not the first or last words, merely our words.

## WHAT'S IN THIS SECTION

- **1 Before classroom implementation, read:**
  - Restorative Classroom Practice (Belinda Hopkins)
  - Circle forward Module (Carolyn Boyes-Watson & Kay Pranis)
  - Support Well-being in the Language Classroom
- **2 Circle lessons and questions**
- **3 Community Circle lessons and examples**

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# RESTORATIVE CLASSROOM PRACTICE

A restorative classroom is a place where relationships matter. The better the relationships in a classroom, between teacher and students, and between the students themselves, the better teachers can teach, the better the students can learn and the fewer challenges and conflicts there will be.

A restorative teacher is someone who subscribes to the view that relationships matter, and creates opportunities for everyone in the class to connect as much as possible – to connect with what they know already, make connections between what others know, deepen their own understanding by deepening these connections and, when things go wrong, ensure that re-connection happens as soon as possible.

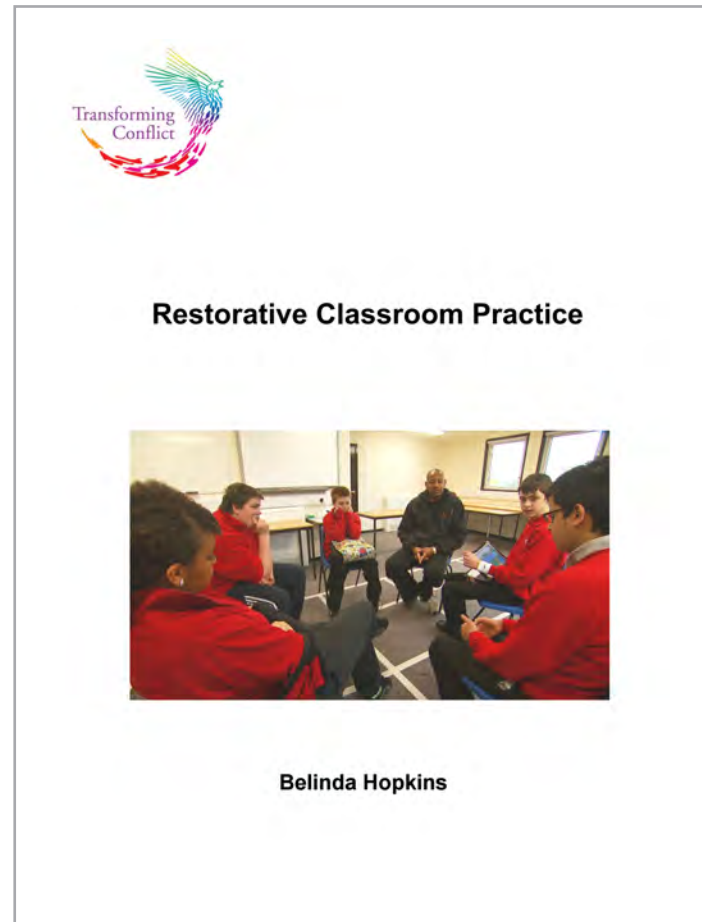
Relationships matter for effective teaching and learning – all the evidence on how the brain works suggests that the safer and happier a person is the more receptive they are to new ideas. Put another way – stress and fear shrinks the brain and reduces the ability to process new information. When young people have pro-social connections with their fellow students and their teachers they feel safer. Without these connections the classroom can feel like a hostile threatening place.

Relationships matter for motivation and inspiration – effective learning is all about making connections between what people already know and new knowledge and ideas. These connections can be made more effectively if people feel excited and inspired, engaged in their learning by being given opportunities to learn in their own way, to interact with others and share ideas to be challenged in creative ways.

Belinda Hopkins

[Transforming Conflict National Centre for Restorative Approaches in Youth Settings](#)

Read more here: [English version](#), [French version](#)



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# SUPPORTING WELL-BEING IN THE LANGUAGE CLASSROOM



## Supporting Well-Being in the Language Classroom

OMLTA Spring Conference

Saturday, April 1<sup>st</sup>, 10:50am – 11:50am (Block F)

Danielle Hunter, Safe Schools Facilitator

[danielle.hunter@ddsb.ca](mailto:danielle.hunter@ddsb.ca)



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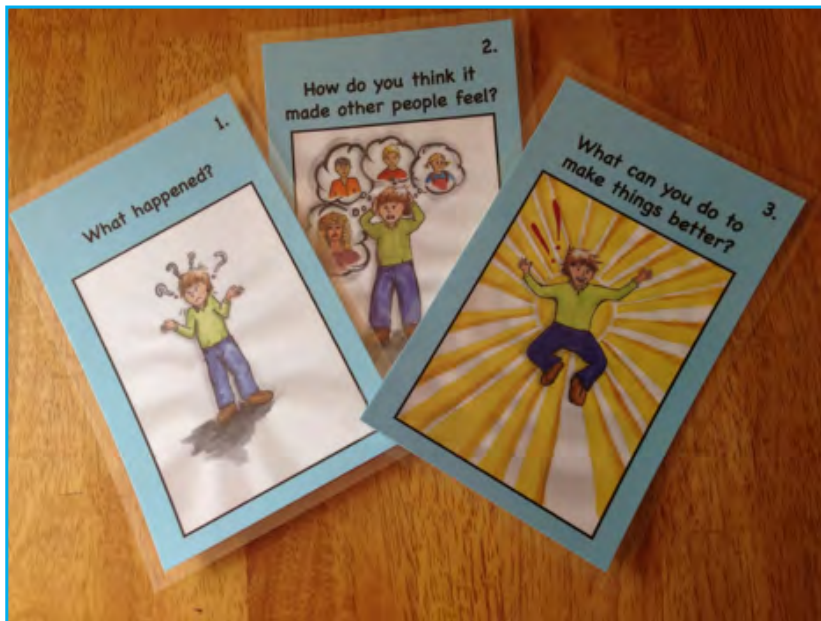


# VISUALS TO SUPPORT THE RESTORATIVE QUESTIONS

## HASTINGS PRINCE EDWARD DSB

A growing number of elementary schools are implementing the Restorative philosophy. Through this work a gap was observed for the primary and junior grades in regards to the effective use of the Restorative questions. The language on the traditional posters did not support the use of the questions by primary students due to their literacy level.

Visuals will guide students through the Restorative questions at an appropriate literacy level. The language and visuals can be adapted for many uses within the school and will overlap through the divisions. Students are able to use the questions independently when the visuals are present to support the questions.



Above is an example that may be used from K – grade 3 to support a shortened version of the Restorative questions.



Above are the five Restorative questions with supporting visuals and language that transition students as their literacy skills develop.

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# CIRCLE LESSON TEMPLATE



Theme/Topic \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

<b>Minds on and Check in Go around</b>
<b>Mixer – circle activity or game (2 - 3 minutes)</b>
<b>Action or Main Activity</b>
<b>Debriefing</b>
<b>Energizer (circle game with physical movement 3 - 5 minutes)</b>
<b>Consolidation and Check out Go around</b>

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*Lesson template adapted from Belinda Hopkins The Restorative Classroom 2011*



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# CIRCLE QUESTIONS – MINDS ON QUESTIONS

## INTRODUCTORY, FUN, LOW-RISK QUESTIONS

- ✓ What is your favourite food?
- ✓ What makes a good friend?
- ✓ What is your favourite tv show?
- ✓ What is your favourite room in your house?
- ✓ Tell us about something fun you did last weekend.
- ✓ What makes you happy?
- ✓ What is your favourite colour?
- ✓ Finish this sentence, “If I could be any animal, I would be ...”
- ✓ Tell us about your favourite vacation.
- ✓ What is your favourite thing to do?
- ✓ Finish this sentence, “I like summer because ...” (insert other seasons)
- ✓ Share something you learned this year, that you didn’t know last year.
- ✓ Finish this sentence, “I am totally awesome at ....”
- ✓ What do you want to be when you grow up?
- ✓ Describe your best friend.
- ✓ Finish this sentence, “The most beautiful thing I have ever seen is ...”
- ✓ Share your happiest moment in life.

**Teachers can link questions to current events and pop culture as well.**

### For example:

- ✓ What does the election of \_\_\_\_\_ as President of the United States mean to you?
- ✓ Who do you think the best singer was this year?

## CIRCLE QUESTIONS: CHARACTER-BASED QUESTIONS

- ✓ What does (teamwork, responsibility, respect, perseverance, optimism, kindness, integrity, honesty, empathy, courage) mean to you? (choose one)
- ✓ What is the kindest thing anyone has ever done for you?
- ✓ What is the kindest thing you have ever done for someone else?
- ✓ Name someone in this class who was kind to you. Explain what he/she did.
- ✓ How can you show kindness everyday to your classmates / fellow school students / teachers / neighbours / family?
- ✓ What does inclusion mean and why is it important?
- ✓ How can you include others in class work?
- ✓ How can you include others during recess / lunch / breaks?
- ✓ How can we build trust in our classroom / school?
- ✓ What is the most courageous thing you have ever done?
- ✓ What is the most courageous act you have ever seen / or heard of?
- ✓ Name one goal you have academically this year and how you will be perseverant in pursuit of this goal.
- ✓ How do you show respect for your teacher / classmates / school / neighbourhood / family / the environment / the global community?
- ✓ Name the most successful team you know of, in sports. Why are they so successful?
- ✓ How can we create successful teams in our class?
- ✓ How do you show responsibility every day in class? At home? At work?
- ✓ Say something positive about the person to your right/left.
- ✓ How has someone in this class helped you this week?

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## CIRCLE QUESTIONS: CURRICULUM-BASED QUESTIONS

- ✓ What do you remember about \_\_\_\_\_ from last year?
- ✓ In yesterday's class, we focused on \_\_\_\_\_. Tell me one thing you remember from that lesson.
- ✓ Name one goal you have for yourself in this class.
- ✓ How are you going to achieve this goal?
- ✓ We have a test coming up next week. Share one thing you are going to do to prepare for the test – be specific.
- ✓ Share one question you think will be on the test next week. (share the answer as well)
- ✓ You just received your report card. What is one thing you are really proud of?
- ✓ What is one thing that you need to work on? (from the report card)
- ✓ Share one question you have from last night's homework.
- ✓ Share one way you are similar / different from the character we are reading about.
- ✓ Name one thing that surprised you (was new to you) from today's lesson.
- ✓ Today we are going to be reading a story about a car who wants to win a race. What is your favourite kind of car?
- ✓ Share one strategy you use when you are reading a text to help you understand.
- ✓ Here is a sample essay. What grade would you give it and why? What feedback would you give to the author to help them improve?



*Thanks to Sarah Sherk from DDSB for sharing her questions with us.*

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# CIRCLE LESSON – QUESTIONS FOR GROUP PROJECTS

## GROUP PROJECT QUESTIONS FOR CIRCLE

- ✓ Do you have any questions about the project?
- ✓ What do you think the success criteria for the project should be?
- ✓ How can we support each other?
- ✓ What are the responsibilities within the group?
- ✓ How do you think you can achieve your own personal best within the group?
- ✓ What would good roles be for the group?

## HOW CAN A GROUP BE FORMED

- ✓ What do you like about working in a group?
- ✓ How are the projects going as far as time is concerned?
- ✓ What are some obstacles you may face as a group?
- ✓ How could you deal with conflicts within your group? Ex: someone not pulling their weight
- ✓ What criteria can I use to evaluate your group work? (assessment/peer evaluation)
- ✓ How could you divide the group work fairly?
- ✓ How can we constructively help each other? Ex: someone not doing as much as they should, not co-operating

## END OF MARKING PERIOD

- ✓ What will help you achieve well in your projects?
- ✓ What did you feel was a success this term?
- ✓ What things do you need to work for next term?
- ✓ Did you attain your goals?
- ✓ What can I do as a teacher to help you be successful?
- ✓ Did you refer to the success criteria throughout this term?
- ✓ What was your greatest challenge this this term?
- ✓ Now that it's the end are you happy about your output?
- ✓ What grade or level would you give yourself and why?
- ✓ What was your favourite activity?

## END OF MARKING TERM

- ✓ What was your greatest challenge?
- ✓ Goals?

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# CIRCLE LESSON – DISCUSSION QUESTIONS

- ✓ A good friend wrote a poem and specifically asks your opinion. You think the poem is awful. Do you tell your friend the truth? If so, how do you soften the blow?
- ✓ What are some things you can do to brighten a particular friend's day? Have you done them yet today? If not, why not?
- ✓ What would the world be like if everyone lived in floating houses?
- ✓ On the day of your friend's birthday party, you find out that you were invited only because of a lot of other people couldn't make it. Would you still go? Why or why not?
- ✓ Write a letter to the next year's class – favourite moments, challenges, things learned (post on bulletin board)
- ✓ What's your favourite of the four seasons? Why?
- ✓ Is it really better to give than to receive? Why or why not?
- ✓ If you could live for 100 years, but had to stay the same age the whole time, what age would you choose? Why ?
- ✓ If you would change one thing about the school, what would it be? Why?
- ✓ What makes a person trustworthy? Is there one person in your life whom you trust more than anyone else? If so, who is it, and why?
- ✓ Would you rather have superhuman strength, invisibility, or the ability to fly? Why?
- ✓ If two of your friends got into an argument, what would you do? Would you get involved or stay of it? If you thought one of them was wrong, would you take sides?

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# CIRCLE LESSON QUESTIONS – LEVELS OF WRITING FEEDBACK

WRITERS CAN ASK FOR ANY OF THE FOLLOWING LEVELS OF FEEDBACK BEFORE PRESENTING THEIR WRITTEN WORK:

1. Congratulations
2. Identify what you most noticed about the writing.
3. Ask questions. get details.
4. What was particularly effective?
5. Indicate areas that need improvement.
6. Make rewrite suggestions phrased as “What if?” at places in writing that need more attention.
7. Read carefully and make line edits using standard proofreader’s marks.

## CIRCLE LESSON QUESTIONS – DEBRIEFING QUESTIONS FOR WRITING FEEDBACK

HERE ARE 11 PROMPT QUESTIONS THAT CAN BE USED TO GUIDE THE DISCUSSION DURING A DEBRIEFING SESSION:

1. What went well? What didn’t? Why?
2. What was supposed to happen? What did happen? Why was there a difference between what we expected to happen and what did?
3. What constraints or barriers did we face? How did we overcome them or did we?
4. What existing models or processes enhanced or enabled our performance on this lesson?
5. Did the class groups meet sufficiently often and work productively together?
6. Could time pressures have been alleviated by organizing the work differently?
7. Did we have enough time to accomplish all of the tasks to make this class a success?
8. Could we have taken another approach to reach our goals more efficiently and effectively?
9. Was the goal always clear?
10. Were the instructions always clear?
11. How can we do better next time?

*Adapted from Thought Leader Zone*

<http://thoughtleaderzone.com/2013/03/11-questions-and-prompts-for-insightful-debriefing-sessions/>

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# CIRCLE LESSON QUESTIONS - CHECK OUT AND CONSOLIDATION

Adapted from *Support Real Teachers*

<http://www.supportrealteachers.org/strategies-for-asking-questions.html>

## “THE WHAT”

Students describe the events that transpired during the activity.

What happened? And then...?

How did you feel or think when ...?

How are you feeling about it now?

Who else had that experience? Who didn't?

Were there any surprises?

“So What?”

Students explain what they feel they learned from the experience.

What did you notice?

What was that important?

What was the main point of the activity?

How did you work with your team?

When were you really effective or at your best?

Why do you think that?

## “NOW WHAT?”

Students explain how they can apply what they learned from the activity in different situations.

Have you experienced this type of situation before? When?

What did you learn?

What would you do different?

How does this relate to outside the classroom?

How will you use what you learned in this activity?

## STRATEGIES FOR ASKING QUESTIONS

**3 Most Common Misunderstandings:** List the three most common misunderstandings of a given topic based on an audience of your peers.

**3 Questions:** Ask three questions about the topic, then rank them in terms of their importance/value.

**5 Whys:** After a response is given, ask the student(s) “why?” Repeat the process with subsequent answers, up to 5 times.

**Agreement/Disagreement:** When a student answers a question posed to the class, ask the remaining students “Who agrees (or disagrees) with that answer.” When students raise their hand in agreement (or disagreement), ask one of them “Why do you agree (or disagree)?”

**Corners:** Each classroom corner represents a different answer or view on a different question or theory. When a question or topic is being discussed, each student goes to the corner that best represents his or her answer. Based on classroom discussion, students can move from corner to corner adjusting their answer or opinion.

**Dos and Don'ts:** List 3 Dos and 3 Don'ts when using, applying, or relating to the content.

**Exit Slip:** Question they must answer to leave class.

**Jigsaw:** Each student from each group picks the question they want to answer, they find other students that picked the same question and come to consensus, and then bring the answer back to the original group.

**Think-Pair-Share:** Students think about the question, share their response with another student, and then possibly share with the class. See these alternatives to think-pair-share.

**Walk and Talk:** Pair or group up students and have them go on a walk while they discuss the provided questions.

**Yes/No Chart:** List what you do and don't understand about a given topic.

– See more at: <http://www.supportrealteachers.org/strategies-for-asking-questions.html#sthash.tKJkvDPN.dpuf>

<http://www.supportrealteachers.org/debriefing-overview.html>

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## STRATEGIES FOR THE TEACHER

Choose a specific goal for the activity.

Take notes and record what you hear during the activity.

Use “stop actions” in the midst of a challenge for groups to stop, look around, and identify what is working or what is not working?

Go over ground rules with the students on how to debrief (either facilitator or student led).

Everyone sits in a circle, including the facilitator (teacher).

If possible, use the same location for your debriefs.

Give students plenty of time to think about the question.

Have learners write down their responses prior to speaking, it helps them to collect their thoughts and reduce anxiety about speaking.

Everyone is allowed to say no or pass. It is okay to just listen.

Be aware of others in the circle and acknowledge them when it's their turn to speak or are being distracting.

Encourage those who are not participating to speak by asking them inclusionary questions.

Keep the students connected during the debrief by leaving equipment around that was used in the activity.

Present an open ended statement that learners can complete.

Pick key words that the learners have used and when they have finished their response simply say the word in an inquisitive manner (i.e. “Respect?” or “Pressure?”).

At the end of a session, summarize what was said and learned throughout the debrief.

## GUIDELINES FOR THE STUDENTS

Avoid judging answers as right or wrong and be aware of your body language.

What is spoken in the group stays in the group.

One person speaks at a time without interruptions.

Put downs are not permitted.

Active listening is important.

Ask for clarifications if you are unsure of someone's response.

Piggyback off of each others' ideas.

Be encouraging and disagree constructively.

Speak only for yourself using “I...” statements.

## DEBRIEFING THEMES

Planning: What was the most important feature in planning?

Communication: How did you know that what you communicated was understood by the group?

Leading and Following: Who assumed leadership roles during the activity? What did they do that caused you to think of them as leaders?

Making Group Decisions: How satisfied are you with the decisions that were reached by your group?

Real World Applications: How would you use this in your life outside of class?

Team Interaction: Give specific examples of when the group cooperated in completing the activity.

Conflict: How different were opinions within your group?

Differences: How did commonalities or differences between group members help in completing the task? How did they create difficulties?

Trusting the Group: Can you give examples of when you trusted someone in the group?

### Source:

Cummiskey, M. (2012). <http://thenewpe.com/>

Stanchfield, J. (2008). *Tips And Tools: The Art of Experiential Group Facilitation*

– See more at: <http://www.supportrealteachers.org/debriefing-overview.html#sthash.vOelpj40.dpuf>

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## CONSOLIDATION TECHNIQUES

Thumbs Up, Thumbs to the Side, and Thumbs Down

Rate how the group (or you) did, and explain why you rated it that way.

### Yard Stick or Ruler

Each student shows how they rated the activity by touching a number on the ruler and sharing why they touched that number.

### Web of Compliments

The group passes an object to each member. When they receive the object, that person must pick a person, say why they are proud of them, and then pass them the object.

### Concentric Circles

The group forms two circles, an inner and outer one, with students facing each other. Every so often, the inner circles rotates. When they meet their new partner, they must discuss the debrief question.

### Traffic Light

Each student chooses either the red, yellow, or green light to represent what they thought about the activity and then explains why. Green light = full speed ahead, yellow = proceed with caution, red = stop!

### Headliners

The students create a headline about the activity that they just completed.

### One Word

Students use one word to characterize how the group conducted itself.

Picture

Complete the Sentence

When we were doing the activity I felt...

### Rose, Bud, and Thorn

Each person shares their rose, bud, & thorn. Rose is something they enjoyed about the activity, thorn is an area that needed improvement, and bud is something they took away from the activity.

### Apple and Onion

An Apple is a positive comment about themselves, a group member, the group, or the activity. An Onion is something they did not like about the experience.

### Crumpled Paper

Students write anything they want about the activity, themselves, or the group and throws it into the center circle. After mixing up the crumpled papers, everyone takes a piece of paper and reads it aloud to the group.

### Snapshot

Students are asked: “If you were to take a picture at any moment during the activity, what would have taken a picture of and how is it representative of your experience?”

### Index Cards

Write debriefing questions on index cards and pass them out. Have the participants reflect and answer the question as part of whole group, in partners, in small groups, or silently.

### Car/House Parts

Ask each person to choose the part of a car or part of a house that best represents their role within the group or particular activity. For example, the foundation might be the person that is like the rock of the group, the computer provides information, the mirrors help see things that aren't always obvious, ...

### Quick Toss

Toss an object around the circle and when caught, participants answer a predetermined question or can share a thought, compliment, or experience.

### Beach Ball

Write questions on a beach ball. Throw the ball to whoever wants it. The person who catches the ball answers whichever question is closest to them.

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### Rocks

Pass around a bag of rocks and tell students to take as many as they want from the bag. After each student has at least one rock, tell them that for each rock they took they will explain one thing about the activity to the group.

### Faces

Pass around laminated sheets and each student will choose one picture that represents how they currently feel or how they felt during the activity.

### Skill Lists

Students brainstorm a list of skills they use in an activity and write them down on a large sheet of paper.

### Top 3 Skills

In their groups, students come up with the top three skills they used in the activity.

#### Feeling/Chiji/Expression Cards

Students choose a card that best represents an experience, feeling, thought, or emotion that they had during the activity. Each person will show their card and share what it represents to them. Variations include:

If you could pick an object to represent the group, which one would it be?

Using the cards, create a story representative of how the group communicated, functioned as a team, resolved conflict, etc...

Lay out the cards and ask the group to come to agreement on three cards that represent three important skills they used in the activity.

### 4 Corners

After a statement is read, each participant moves to a corner labeled as strongly agree, agree, disagree and strongly disagree.

#### Resources for this page:

Cummiskey, M. (2012). <http://thenewpe.com/>

Stanchfield, J. (2008). *Tips And Tools: The Art of Experiential Group Facilitation*

– See more at: <http://www.supportrealteachers.org/debriefing-techniques.html#sthash.EOwvbYwU.dpuf>

<http://www.supportrealteachers.org/debriefing-techniques.html>

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# COMMUNITY CIRCLE – TEMPLATE

## STEP 1 OPENING AND SETTING NORMS/EXPECTATIONS

a. Read out your classroom group norms or expectations. Keep it simple.

e.g. Treat everyone with respect. Keep it real. Make it right.

e.g. Tribes - Listen attentively. Show appreciation, no put-downs. Show mutual respect. You have the right to pass.

## STEP 2 CHECK IN GO AROUND (MINDS ON)

e.g. Go from the universal or big idea and move to the particular or what is in the classroom. “What’s happening with the language/words used in our school/on TV? How does this language affect us in our classroom?”

Let’s go around the circle and each person answers these 2 questions in turn:

“What’s happening with \_\_\_\_\_(insert community circle topic in the blanks)?What do you think about \_\_\_\_\_  
\_\_\_\_\_?”

## STEP 3 SECOND GO AROUND (ACTION)

Let’s go around the circle again and each person answers the questions:

How does this \_\_\_\_\_affect/impact you and others?

What do you think needs to be done about \_\_\_\_\_?

Step 4 Check out go around (Consolidation)

Check out, let’s go around the circle and each person answer:

What will you do as a result of our conversation here today?

(Consider making a record of these answers or having participants write down their answers.)

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# COMMUNITY CIRCLE EXAMPLE

## PE Grade 1 B2.1 Movement strategies

### STEP 1 OPENING AND SETTING NORMS/EXPECTATIONS

- a. Read out your classroom group norms or expectations.  
Keep it simple.  
e.g. Treat everyone with respect. Keep it real. Make it right.

### STEP 2 CHECK IN GO AROUND (MINDS ON)

Let's go around the circle and each person answers these 2 questions in turn:

- "What's happening with playing tag during the break outside?  
What do you think about the way we are playing tag outside?"

### STEP 3 SECOND GO AROUND (ACTION)

Let's go around the circle again and each person answers the questions:  
How does this way of playing tag affect/impact you and others?  
What do you think needs to be done about how we are playing tag outside?"

### STEP 4 CHECK OUT GO AROUND (CONSOLIDATION)

Check out, let's go around the circle and each person answer:  
What will you do as a result of our conversation here today?  
(Consider making a record of these answers or having participants write down their answers.)



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# COMMUNITY CIRCLE EXAMPLE

## PE Grade 5 C1.2 Substance Use, Addictions and related behaviours

### STEP 1 OPENING AND SETTING NORMS/EXPECTATIONS

a. Read out your classroom group norms or expectations.

Keep it simple.

e.g. Treat everyone with respect. Keep it real. Make it right.

### STEP 2 CHECK IN GO AROUND (MINDS ON)

Let's go around the circle and each person answers these

2 questions in turn:

"What's happening with how alcohol is used in our community?"

What do you think about the way people use alcohol?

### STEP 3 SECOND GO AROUND (ACTION)

Let's go around the circle again and each person answers the questions:

How does alcohol use affect individuals and others?

What do you think about the long term consequences of using alcohol?

### STEP 4 CHECK OUT GO AROUND (CONSOLIDATION)

Check out, let's go around the circle and each person answer:

What will you do as a result of our conversation here today?

(Consider making a record of these answers or having participants write down their answers.)

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# COMMUNITY CIRCLE EXAMPLE

## PE Grade 8 Human development and sexual health - individual decisions about sexual activity

### STEP 1 OPENING AND SETTING NORMS/EXPECTATIONS

a. Read out your classroom group norms or expectations. Keep it simple.

e.g. Treat everyone with respect. Keep it real. Make it right.

### STEP 2 CHECK IN GO AROUND (MINDS ON)

Let's go around the circle and each person answers these 2 questions in turn:

“What's happening with how people make decisions and set limits?”

What do you think about to make decisions and set limits in any activity?

### STEP 3 SECOND GO AROUND (ACTION)

Let's go around the circle again and each person answers the questions:

How does personal limit setting impact decisions about sexual activity?

What do you think about setting personal limits?

### STEP 4 CHECK OUT GO AROUND (CONSOLIDATION)

Check out, let's go around the circle and each person answer:

What will you do as a result of our conversation here today?

(Consider making a record of these answers or having participants write down their answers.)

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# COMMUNITY CIRCLE EXAMPLE

Religion classes can start in a circle. Catholic faith is about community and this is an opportunity to talk about the classroom community.

## STEP 1 OPENING AND SETTING NORMS/EXPECTATIONS

a. Read out your classroom group norms or expectations.

Keep it simple.

e.g. Treat everyone with **respect**. Keep it **real**. Make it **right**.

e.g. Tribes - Listen attentively. Show appreciation, no put-downs.

Show mutual respect. You have the right to pass.

## STEP 2 CHECK IN GO AROUND (MINDS ON)

e.g. Go from the universal or big idea and move to the particular or what is in the classroom. “What’s happening with the language/words used in our school/on TV? How does this language affect us in our classroom?”

Let’s go around the circle and each person answers these 2 questions in turn:

“What’s happening with helping others and connections to our Catholic faith(insert community circle topic in the blanks)?What do you think about helping others and connections to our Catholic faith?”

## STEP 3 SECOND GO AROUND (ACTION)

Let’s go around the circle again and each person answers the questions:

How does this helping others and connections to our Catholic faith affect/impact you and others?

What do you think needs to be done about helping others and connections to our Catholic faith?

## STEP 4 CHECK OUT GO AROUND (CONSOLIDATION)

Check out, let’s go around the circle and each person answer:

What will you do as a result of our conversation here today?

(Consider making a record of these answers or having participants write down their answers.)

Discussions of how we live our Catholic faith and help and support others.

Reaching out to the greater community in acts of charity and justice develops a sense of compassion and the common good.

Use Bible stories and parables to see how they relate to problems that students may be encountering.

Forgiveness is part of restoring and repairing relationships. Through circles teachers can support and mentor young people in their faith as they strive to understand the value of Christianity and seek to integrate it into their daily lives.

The curriculum document states that students should not be thought of as passive recipients. Restorative Practice allows an active role for students including having the student as a circle keeper.

Circles allow for sharing of personal stories which is a component of Participation and Experience. In the Appropriation and Application section it states that group discussions are important to practice and apply what they have learned about values in real life scenarios.

Reflection and peer discussion is part of the curriculum and the classroom circle is a good support.

Developing empathy as you learn about others and their motivations and struggles helps to build compassion.

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*Living a Moral Life and Living in Solidarity* are two strands that benefit from the use of circles and Restorative Practice within a school community.

In the *Living in Solidarity* strand there are 3 subcategories: Living as Christians in the world, Catholic principles of social justice and encountering people of other religions.

The *Ontario Catholic School Graduate Expectations* document outlines the following overall expectations for graduates from Catholic schools. The graduate is expected to be:

- ✓ A discerning believer formed in the Catholic faith community
- ✓ An effective communicator
- ✓ A reflective, creative and holistic thinker
- ✓ A self-directed, responsible, lifelong learner
- ✓ A collaborative contributor
- ✓ A caring family member
- ✓ A responsible citizen

1. *“A school climate based on the principles of equity and inclusivity is one where all members of the school community feel safe, welcomed and accepted, regardless of ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, or socio-economic status. Students see themselves reflected in the curriculum, in a physical environment which honours diversity and respects the dignity of all individuals”.*



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# COMMUNITY CIRCLE – STUDENT AS CIRCLE KEEPER EXAMPLE



Theme/Topic \_\_\_\_\_

Date \_\_\_\_\_ Grade 1-12

## ACTION

Have the students arrange the chairs or desks in a circle.

### Directions to the students.

Today's class will be held in a circle. We plan to use a circle in each of the next 3 classes on dealing with conflict. 3Rs of talking WITH one another in circles.

1. Treat one another with RESPECT.
  - Respect each other by taking turns listening and speaking. Use the talking piece and show respect by:
  - Speaking only when you have the talking piece.
  - Speaking only for yourself.
  - Speaking briefly so others have a chance to speak too.
2. Keep it REAL.
  - Be authentic. Tell the truth. Be yourself.
3. Make it RIGHT.
  - If you've said something that's hurt someone else, apologize and fix things by making it right.

### Why circles?

- Equality – everyone literally has equal seating
- Safety & trust – you can see everyone in the circle
- Responsibility – everyone plays a role
- Reminds you to facilitate – rather than direct
- Builds connections – everyone hears everyone else's response
- Ownership – feels shared among all p

### Minds on and Check in Go around

Describe a time when someone helped you. How did you feel?

**Mixer** – circle activity or game (2 - 3 minutes)

**Teams** – “If you were on a soccer team, stand up and change places with someone else.... sports teams...clubs...work groups...project groups...”

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## PARTICIPANTS

Using the talking piece - when you have it you may speak. When you don't have it you may listen.



Try out the talking piece. Ask a second introductory question going in the opposite direction.

Ask the students, "what did you think of that process? What difficulties or problems did you notice in what we just did?" Toss the talking piece to the person requesting it and model an underhand toss. (solicit things like waiting for your turn, interrupting, felt kinda silly etc)

Explain that what we've done is a sequential circle (each person answers the question in turn). Our answers just now were a non-sequential (not everyone has to answer but puts up their hand) circle process.

### What is a circle keeper?

The circle keeper is not "the boss or leader" but rather the one who keeps the process on track. The circle keeper re-minds people of the 3Rs – respect, real, and right. The circle keeper participates in the circle in turn just like everyone else.

Large group practice with a student volunteering to be the circle keeper.

a. Remind everyone of the rules.

b. State the question and start the circle discussion. (Select a question from the character-based list like "What's a kind thing that someone did for you?")

Ask the person who was the circle keeper, how did you feel in your role? What worked or did not work?

Ask the group for feedback on how the circle keeper did. Use the talking piece for all of this.

Practice in small groups

In groups of 5 or 6, have the students practice using curriculum questions. Each student should take one turn being the circle keeper. For example, follow the curriculum-based questions with variations of the questions "what do you think about \_\_\_\_? How do you feel about \_\_\_\_? What do you think you can do about \_\_\_\_?":

### Example of a Lesson on communication

What does it feel like when no one listens to you? What do you think about no one listening to you? How do you feel about no one listening to you? What do you think you can do about no one listening to you?

**Debriefing** What went well and what did not go well in your small circle with the student circle keep-er?

**Energizer** (circle game with physical movement 3 - 5 minutes)

Zip Zap Boing

**Consolidation and Check out Go around**

What did you learn in today's class? What is one thing you will work on for tomorrow's circle?

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# CIRCLE LESSON EXAMPLE

## THE OUTSIDERS



**Theme/Topic** Perspective in *The Outsiders*

**Minds on and Check in Go around** – Introduce yourself to the circle, and how are you feeling today? And do you have any short news to share with the group?

**Mixer** – A to Z Game: a) choose a category, ex. Countries b) Beginning with A, the first person names a country starting with A. The next person B, then C etc

### **Action or Main Activity**

Elicit from the group their understanding of the term perspective. Ask for various definitions and examples of how we use perspective. (5 min)

### **Sample Questions to use**

Thinking about your reading of the novel and what you have learned about the biography of S.E. Hinton, how does the fact that Hinton was a 19 year old female impact your reading of the novel? How might her perspectives as a female have impacted the novel? Does her gender matter? Why? Or Why not? Is it important that the author was a teen, writing about the teen experience? How might the novel have been different if it were written by a male?(20 mintes)

**Debriefing** What role can gender play in shaping our perspectives?

**Energizer The Wind Comes and Blows** – One person makes a statement like” The wind comes and blows, everyone wearing jeans.” The members wearing jeans all must switch places. Con-tinue the process for 5-6 statements.

### **Consolidation and Check out Go around**

- a) How did you feel about the conversation, one quick comment
- b) What if? Choose a question

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# CIRCLE LESSON EXAMPLE

## DISCRIMINATION

**Theme/Topic:** Identification of Discrimination in the Literature we Read

**Sub-Topic:** Awareness of types of discrimination and stereotyping in literature

**Restorative Connections:** Healthy Relationships, Belonging and Interdependence, Empathy and Perspective Taking, Safety

**Overarching Question:** If you had a younger brother or sister, would you read this book to them? Why or why not?

**Structure:** Circles

### Minds on and Check in Go Round:

Why might it be easier to learn some lessons from animal stories rather than from stories about people?

In a circle, begin by asking each person what is their favourite animal story and share what it's about in exactly 3 sentences. Don't give away the ending.

**Starter sentence:** My favourite animal story is ..... and it's about.....

**Mixer:** Number circle off in 5's...Numbers 1,2,3, and 4 brainstorms the question: Why might it be easier to learn some lessons from animal stories rather than from stories about people?

Number 5 is the spy and tries to gather information from other groups to bring back to their own group.

Regroup into a circle. Each group selects a spokesperson, who will share one (1) observation to the question. Go around until all have shared all their information.

### Action or Main Activity

1. Re-constitute groups: All number 1's, all number 2's etc. form groups
2. Show the video, Romeo & Drooliet and ask groups to answer the following:
  - a. What emotions did you experience while watching this little video? How did the video help to evoke these emotions (consider visual, auditory, verbal input)
  - b. What elements of discrimination have been removed from the original drama
  - c. What elements have been added? (sexism, racism etc.)
  - d. Are these issues still relevant in today's society? In what way?
3. Reform back into a large circle...ask the question: If you had a younger brother or sister, would you read this book to them? Why or why not?
4. Debrief: How can visual / auditory literature be used to influence how we respond to elements of discrimination that is different from print?
5. Energizer: Form a tableau from one scene from either the original drama or the children's version of Romeo and Juliet.
6. Consolidation and Check out Go around
  - a. Some topics are hard to talk about, like Love when society disapproves. How are you feeling about how we handled the topic today in class?
  - b. Is there anything we could improve when we discuss sensitive issues around discrimination?

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# CIRCLE LESSON EXAMPLE

## MATH



We want kids to explore, learn from each other. One of the strongest math strategies is working backwards – knowing what the answer is, then figuring out how we get that answer. When we're in a circle, everyone's work is visible to everyone else – looking is okay.

### Types of Activities

- Skill practice with manipulatives or whiteboards
- Exploration of patterns, and mathematical concepts using manipulatives or whiteboards

### Set-Up

Manipulatives in small bags

Quick questions, stopping and checking answers

Pair-Share (check on your left, check on your right)

Exploration of patterns, with whole group answers (i.e. using white board grid paper to explore rectangles with an area of 12 and noting different answers.)

### Sample Activities

- Use base 10 blocks to explore place value and/or addition and subtraction
- Use small cubes to explore arrays for multiplication, area vs perimeter, factors and multiples
- Use grids and whiteboard markers to explore multiplication, area vs perimeter, fractions i.e. explore all the different fractions in a 12 grid, draw all the possible rectangles of area 8 and find the different perimeters
- Use miras to draw reflections, check symmetry
- Use algebra tiles for multiplication, extend that to whiteboards and multiplication with arrays

### Some possible rules

- a) stop immediately when time is called, put your hands in your lap
- b) we can always look at what everyone is doing
- c) take up the answer
- d) repeat for another question! Keep it short
- e) take the time to play – sometimes manipulatives are toys too!

Math in a circle can serve as a mini-lesson, leading to individual practice, be a way of finishing up a class and seeing “who's got it.”

*Lorne Singer, Kente Public School lsinger@hpedsb.on.ca*

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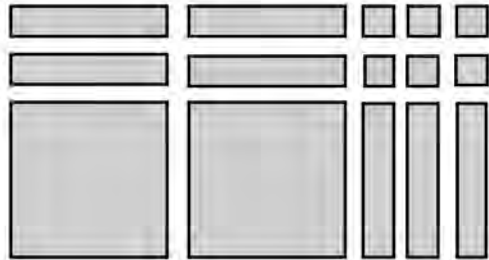
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SOME REFERENCES :

$12 \times 23$  using algebra tiles =  $100 + 100 + 40 + 30 + 6$



$12 \times 23$  using arrays - break numbers into place value, and multiply numbers on rows by numbers on columns  $12 \times 23 = 200 + 40 + 30 + 6$

2	40	6
10	200	30
	20	3

Using the number 12 for factors and fractions: the number 12 is incredibly versatile for explorations.

- used as an area for rectangles, gets rectangles of  $1 \times 12$ ,  $2 \times 6$ ,  $3 \times 4$
- used for factors, gets 1,2,3,4,6,12
- used for fractions, allows fractions of  $\frac{1}{1}, \frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{6}, \frac{1}{12}$

Graph paper: make your own graph paper: <http://incompetech.com/> - also a source of royalty free music! Laminate graph paper, and you have your own whiteboard!

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# CIRCLE LESSON EXAMPLE

## MATH



**Theme/Topic: Math: Making connections between length, width, area and multiplication**

**Learning skill Collaboration (adapted from Capacity Building Series Asking Effective Questions July 2011) Stan Baker, KPRDSB**

### Minds On Check in

Describe your favourite wall, ceiling or floor. What makes it your fave?

### Mixer

Colour mix – red, yellow, blue

Orange (red/yellow), Green (yellow/blue), Purple (blue/red)

Mix by a handshake or fistbump

Other colours

### Action Main activity

Looking at the learning skill of collaboration Select one of the skill components to work on as a group. Be prepared to give at least one example of when you did this and one example of when you did not do this.

(could be one for the group or one for the class)

Collaboration

- Accepts various roles and an equitable share of work in a group.
- Responds positively to the ideas, opinions, values and traditions of others
- Builds healthy peer-to-peer relationships through personal and media-assisted interactions.
- Works with others to resolve conflicts and build consensus to achieve group goals
- Shares information, resources and expertise and promotes critical thinking to solve problems and make decisions.

A rectangle has an area of 36 cm<sup>2</sup>. List or draw all the possible rectangles.

Other possible questions

As you consider the shapes you made, what are the connections of the length of the sides to the total area?

If you know the shape is a rectangle, and you know the total area and the length of one side, what ways can you think of to figure out the length of the other 3 sides?

### Debrief

What answers to the question did you arrive at?

How would you rate your group's work on the learning skill of collaboration?

What questions did this lesson raise for you?

### Energizer

Penguin (left chicane, right chicane, boulder, fish snack, baby penguin)

Hand signals for each including STOP

**Consolidation** Check out – choose any 1

One connection you can make between lengths and areas of rectangles? Your favourite wall/floor?

One thing you learned today about the learning skill of collaboration is....

One thing you will do to improve your learning skill of collaboration is....

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Adapted from Belinda Hopkins The Restorative Classroom 2011



# CIRCLE LESSON EXAMPLE

## PE AND HEALTH SUBSTANCE USE



**Theme/Topic C1.2 Substance Use, Addictions and related behaviours**

### **Minds on and Check in Go around**

What is a kind thing anyone has ever done for you?

**Mixer** – circle activity or game (2 - 3 minutes) Fruit Salad - “Stand up and trade places if this is true of you...” (e.g. have a pet, like sports, love pasta) (Belinda Hopkins, The Restorative Classroom, p. 68)

### **Action or Main Activity**

Let’s go around the circle and each person answers these 2 questions in turn: “What’s happening with how alcohol is used in our community?”

What do you think about the way people use alcohol?

Let’s go around the circle again and each person answers the questions:

How does alcohol use affect individuals and others short term?

What do you think about the long term consequences of using alcohol?

In small groups, make up a chart comparing the short term and long term consequences of alcohol use.

### **Debriefing**

After a Gallery walk of viewing all the charts made by the small groups, what do you see that is common to most? What item are unique to one chart?

### **Energizer**

(circle game with physical movement 3 - 5 minutes) Fizz Buzz. Count around the circle and say “fizz” for every 3 or multiple and say “buzz” for every 5 or multiple. Add “fizz buzz” for numbers that are multiples of 3 and 5. (Belinda Hopkins, The Restorative Classroom, p. 75)

### **Consolidation and Check out Go around**

What are 2 things you learned about the short and long term consequences of alcohol use?

Adapted from Belinda Hopkins The Restorative Classroom 2011

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# CIRCLE LESSON EXAMPLE

## RELIGION GRADE 1



Theme/Topic **Living a Moral Life: ML2.1 & ML2.2**

### **Minds on and Check in Go around**

Tell us about something someone has done to make you feel good.

### **Mixer**

circle activity or game (2 - 3 minutes) The teacher can give examples of actions that are either good or harmful to others and students stand when they hear a good action.

### **Action or Main Activity**

What are the consequences of being good or harmful to others?

Make a chart of actions and consequences.

### **Debriefing**

Review the chart. (What do you think worked well with our chart?)

### **Energizer**

(circle game with physical movement 3 - 5 minutes)

The teacher can give an example of a positive action and if the student has done that action in the last week, the student goes to the middle and tries to find a chair of someone else who got up.

### **Consolidation and Check out Go around**

Read one of the Gospel passages and relate to lesson from ML2.1

What good action could you do today to make someone feel better?

Have the students draw a picture of themselves being helpful to another.

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# CIRCLE LESSON EXAMPLE

## RELIGION GRADE 5



**Theme/Topic Social Justice Teaching of the Church**

### **Minds on and Check in Go around**

What are some of the things that our school does to help others?

**Mixer** – circle activity or game (2 - 3 minutes)

Sing a song such as We are One in the Spirit.

### **Action or Main Activity**

Read Matthew 25: 31-46

In circle, what does this passage tell us about what God calls us to do for others?

### **Debriefing**

In groups, make a chart about other ways we can help those in need.

**Energizer** (circle game with physical movement 3 - 5 minutes)

All students stand and count around the circle and every multiple of 5, the students who says it has to sit.

### **Consolidation and Check out Go around**

Do a gallery walk to review the work of others. Discuss as a group those actions that the class can initiate.

Write a letter to the principal to ask about following through with the social justice activity.

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# CIRCLE LESSON EXAMPLE

## SOCIAL STUDIES GRADE 6



**Theme/Topic A1. assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions**

### **Minds on and Check in Go around**

Share your name, favourite special occasion food your family has for celebrations

**Mixer** - circle activity or game (2 - 3 minutes)

Find someone who's dinner table you would like to be at!

...Chat with them about why you would like to join them

### **Action or Main Activity**

Circle go around Q's:

What culture or country does your favourite celebration food come from?

What is something special about your heritage or culture?

In small groups:

Represent all the family members you can for each of your group members on a world map with each person's initials

In full circle:

Make sure all your family members are represented by stickers/ dots on a large world map

### **Debriefing**

What do you notice about how our classroom is represented?

How do you think this representation looks across Canada?

**Energizer** (circle game with physical movement 3 - 5 minutes)

Pass magic clay from one participant to another and use it to show how you might make (or help to make) your favourite celebration dish.

### **Consolidation and Check out Go around**

What is something new you have learned about how Canada's culture is made up?

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# CIRCLE LESSON EXAMPLE

## RELIGION GRADE 7/8

### Theme/Topic Social Justice Teaching of the Church

#### Classes can start in a circle.

Catholic faith is about community and this is an opportunity to talk about the classroom community. As in any circle, it takes some time to build trust.

- discussing how we live our Catholic faith and help and support others.
- reaching out to the greater community in acts of charity and justice to develop a sense of compassion and the common good
- use Bible stories and parables to see how they relate to problems that students may be encountering.

#### Forgiveness

- support and mentor young people in their faith as they strive to understand the
- value of Christianity and seek to integrate it into their daily lives

The curriculum document states that students should not be thought of as passive recipients. Restorative Practice allows an active role for students including having the student as a circle keeper.

Circles allow for sharing of personal stories which is a component of Participation and Experience. In the appropriation and application section it states that group discussions are important to practice and apply what they have learned about values in real life scenarios.

Reflection and peer discussion is part of the curriculum and the classroom circle aids this

Developing empathy as you learn about others and their motivations and struggles aids in compassion.

Living a moral life and living in solidarity are two strands that benefit from the use of circles and Restorative Practice within a school community.

In the Living in Solidarity strand there are 3 subcategories: Living as Christians in the world, Catholic principles of social justice and encountering people of other religions.

The Ontario Catholic School Graduate Expectations document outlines the following overall expectations for graduates from Catholic schools. The graduate is expected to be:

- A discerning believer formed in the Catholic faith community
- An effective communicator
- A reflective, creative and holistic thinker
- A self-directed, responsible, lifelong learner
- A collaborative contributor
- A caring family member
- A responsible citizen

1. *“A school climate based on the principles of equity and inclusivity is one where all members of the school community feel safe, welcomed and accepted, regardless of ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, or socio-economic status. Students see themselves reflected in the curriculum, in a physical environment which honours diversity and respects the dignity of all individuals”.*

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# CIRCLE LESSON EXAMPLE

## SCIENCE GRADE 8



**Theme/Topic Safety Procedures**

### **Minds on and Check in Go around**

Introduce yourself to the circle, and how are you feeling today? One way you have used water today

**Mixer** - circle activity or game (2 - 3 minutes) Name game- first names A to Z

### **Action or Main Activity**

In your small circle groups record the following information on chart paper

If time does not permit for groups to do all 4, randomly assign 1 or 2 of the questions

1. Solicit ways in which water is used in your home/ misused in your home
2. Solicit ways in which water is used in your school / misused in your school
3. How is water used in the community where you live?
4. How does the use of water in your community affect the local water supply?

### **Debriefing**

What was supposed to happen? What did happen? Why was there a difference between what we expected to happen and what did?

**Energizer** (circle game with physical movement 3 - 5 minutes) Returning to Circle: Concentration 64 : Clap - words in a category eg things you find in school, go around circle

### **Consolidation and Check out Go around**

Using everyone's charts- do we have enough information to create wise water use posters?

What if ? choose a question

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# CIRCLE LESSON EXAMPLE

## RELIGION GRADE 8



Theme/Topic Living in Communion

### Minds on and Check in Go around

What does it mean to be “in community” and “out of community”?

**Mixer** – circle activity or game (2 - 3 minutes)

Name a type of community.

### Action or Main Activity

How would participation in a faith community be helpful/meaningful to a teenager?

### Debriefing

In groups, what are ways that teenagers can get involved in a Church community?

**Energizer** (circle game with physical movement 3 - 5 minutes)

stand up and grapevine all the way around the circle one way and then back the other way.

### Consolidation and Check out Go around

Review passages from the New Testament from LC1.1 and then go around the circle and discuss the meaning of “Church as community.”

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# STUDENT REFLECTIONS ON CIRCLES IN RELIGION SIMCOE MUSKOKA CATHOLIC DSB

THOUGHTS FROM INTERMEDIATE SIMCOE MUSKOKA CATHOLIC DSB STUDENTS: PARTICIPANTS OF DAILY RESTORATIVE CLASSROOM CIRCLES

*"Morning circle can bring people together because you talk to people you wouldn't normally talk to."*

*"After morning circle, most people are ready to work and learn."*

*"My experience is that ever since I came into this classroom doing morning circle, I have not been shy anymore. I have the confidence to say things without being shy."*

*"Morning circle allows us to create better friendships with our classmates."*

*"I think morning circle is amazing because as a class we become a family, we unite as Catholics. We talk about how we are and what's been in our lives, good or bad. Also we pray in the morning and that enhances our understanding of Christ and our gifts that we were given. It is also a chance to understand one another to discover that we are all unique and to know that we are all God's creation."*

*"If someone is feeling sad we know that we need to cheer this person up."*

*"In morning circle we get to learn new things about people. You learn things about people that you wouldn't normally know. Morning circle brings everyone together."*

*"I think morning circle is good because it gets people who don't normally talk to talk and share their feelings with the class."*

*"If you had a bad day the other day, you can discuss it with the class and try to resolve the issue. Or if you have something awesome that you want to say, you can say it in a circle!"*

*"It makes you feel comfortable to talk in front of the class, to be more outspoken to others."*

*"It is wonderful to see how everyone is doing and if they are sad you can help them out."*

*"I strongly feel that morning circle is a fun and smart way to spend our morning. Usually a lot of people would be tired or grumpy in the morning, so it's a nice and creative way to wake these people up, so they can have a great start to their day."*

*"I think morning circle is really awesome. You get to pray and talk to God. Ask for what you need."*

*"It allows us to share our emotions without being weird or odd."*

*"We get to know people better by listening to what they say."*

*"It helps you learn more about your peers and maybe find a friend in them."*

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# SEVEN LEVELS OF WRITING FEEDBACK

BY ROSANNE BANE

<https://baneofyourresistance.com/2013/04/16/seven-levels-of-writing-feedback/>

## Seven Levels of Writing Feedback

by Rosanne Bane

Use these seven levels as a starting point in a discussion of how your writer's group or class will define feedback.

### LEVEL 1

Respondents should always begin by offering congratulations for bringing the piece to the current state of completion. Let's not forget how much work writing is, and let's not be skimping in our praise. One of the thrills of writing is finding an appreciative audience. Kudos are always in order.

### LEVEL 2

Next, respondents identify what they most noticed. Because respondents use what therapists call "I language" (e.g. "I was struck by the sensory details," or "I really understood and resonated with the dialogue in this section" or "I felt the character's grief"), there is no judgment implied about the writing. Readers share their observations and responses to the writing; they do not evaluate the writing.

### LEVEL 3

Respondents ask questions and let the writer know where they want more information or details. Sincere questions about a character's background or motivation, for example, may help the writer develop that character.

Thinly disguised criticism such as "Do you intend to have your character's dialogue sound stilted?" is obviously out-of-bounds. "Why did the character do that?" could be a sincere question or

disguised criticism, depending on the intention and the tone of voice.

### LEVEL 4

To highlight the strongest elements, respondents identify what they thought was particularly effective. Readers are encouraged to both repeat others' responses to give greater emphasis and to disagree to reveal divergent opinions.

### LEVEL 5

Respondents indicate the areas they think need refinement. "I think you need to improve the dialogue, especially in the third scene," is legitimate at this level of feedback. Again, the use of "I language" makes it clear that these are opinions, not statements of fact. So, "Your dialogue is stilted," is still out-of-bounds.

Respondents do not offer suggestions for how to revise in Level 5; they only identify what they think needs more attention.

### LEVEL 6

Respondents are invited to make rewrite suggestions. These are most helpful when phrased as "What if?" questions. "What if you move the third scene to the beginning?"

Exercise care here. The most exciting writing conversations often occur at level 6. Our imaginations get sparked, and we start wondering how we'd tackle the challenge. Telling someone else how to write gives us all the satisfaction of solving

the challenge without any of the hard work, so of course we want to do that. But we need to remember whose piece it is and rein in any tendency to take charge of another writer's work.

### LEVEL 7

Respondents are asked to read carefully and make line edits using standard proofreaders' marks.

### BUILDING LAYERS

It is important to note that the seven levels are cumulative layers, not either-or choices. All feedback

should begin with the Level 1, then continue through Level 2 and so on to the level requested.

If, for example, you're ready to hear feedback about where your readers think the writing needs refinement (Level 5), respondents first offer congratulations (Level 1), tell you what they noticed and how they responded (Level 2), ask questions (Level 3), and highlight what they thought was effective (Level 4), before detailing where they think the writing needs work. And since you have not asked for Levels 6 or 7, they should not offer rewrite suggestions or provide line edits.

Who have you received good feedback from? Who would you never ask for feedback again?

From Rosanne Bane's blog, *The Bane of Your Resistance*, © Rosanne Bane. Reprinted with permission. Available online at: <http://baneofyourresistance.com/2013/04/16/seven-levels-of-writing-feedback/>.

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# TRAINING - WHAT'S IMPORTANT

In the province of Ontario and beyond, a number of different organizations offer training in Restorative Practices, Restorative Justice, Restorative Approaches by whatever name is being used. Each varies in its approach and focus. Each has strengths within its own context. The compilation below pulls together the primary components of training that are needed to [implement strong Restorative Practices and a Restorative Culture in an educational setting](#).

## INTRODUCTORY RESTORATIVE PRACTICE TRAINING

- **Introduction:**

- Restorative Practice within the school board

- **Restorative Practice Basics:**

- Definition
- Benefits
- Historical background
- Core principles and values
- Developing common Ground

- **Restorative Culture Building Basics:**

- Defining culture
- Restorative window
- The paradigm shift: Retributive based vs. Restorative based cultures
- Components of a restorative culture: (e.g. student voice and choice etc.)
- Creating Empathy

- How to create a restorative culture
- How to assess your Restorative Practice culture
- Restorative continuum
- Connections with Progressive Discipline
- Importance of Character Education
- Importance of Equity and Inclusion
- Connections to Mental Health
- Connections with Anti-Bullying Legislation and Initiatives

- **Mediation Concepts & Skill Basics:**

- Positions and Interests
- Understanding Needs, Beliefs & Values
- Expanding the Pie – not obvious in meaning ... can this be reworded?

- **Relationship Building and Strengthening:**

- Review of Active Listening Skills
- Restorative Questions
- Affective statements
- Effective use of restorative language
- Understanding High Needs Students
- Building &/ Restoring Relationships
- Communicating with parents/ guardians

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- **Social and emotional skills development:**

- Emotional Self awareness
- Emotional Management
- Emotional Connection
- Conflict Resolution
- Value and/or understand differences: inclusion

- **How to apply Restorative Practice Concepts:**

- Restorative conversations
- Preventative Circles, morning meetings
- Informal conferencing (Pit-stop...hallways, playgrounds etc.)

## EXAMPLE TRAINING TO INTRODUCE RESTORATIVE PRACTICE

[Read full document here](#)

*“In every community, there is work to be done. In every nation, there are wounds to heal. In every heart, there is the power to do it.”*

Marianne Williamson, Author

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- **Classroom Circle Training:**

When it is appropriate to use and not to use

- Classroom culture building circles: how would we like this classroom to feel? look? sound like?
- Classroom Circle Process
- Preventative Circles: Building relationship
- Supportive Circles: Intervention/Repairing relationships
- Learning/ Curriculum Circles
- Using Talking pieces
- Creating Circle process agreements / norms
- Using Restorative Questions
- Circle Activities
- Classroom/ Curriculum Connections
- Key Themes for a Restorative Classroom

**EXAMPLE TRAINING CLASSROOM CIRCLES BUILDING COMMUNITY**

[Read full document here](#)



- **Formal conferencing training:**

When it is appropriate to use and not to use

- Conference goals
- Pre-Circle meetings
- Conference preparation
- Facilitating a conference
- Creating agreements
- Follow up
- Reintegration
- Post Conference Follow up Participant Questionnaire

**EXAMPLE TRAINING FOR RESOLUTION CIRCLES**

[Read full document here](#)



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# EXAMPLE TRAINING STUDENTS CONFLICT DAILY CONVERSATIONS CIRCLES

## Student Training

Conflict  
Daily Conversations  
Circles

Developed by YDP/LDSB Intervention Specialists  
Judy Tetlow & Arley Irvine & Shawn Quigley  
& the Restorative Practice Consortium

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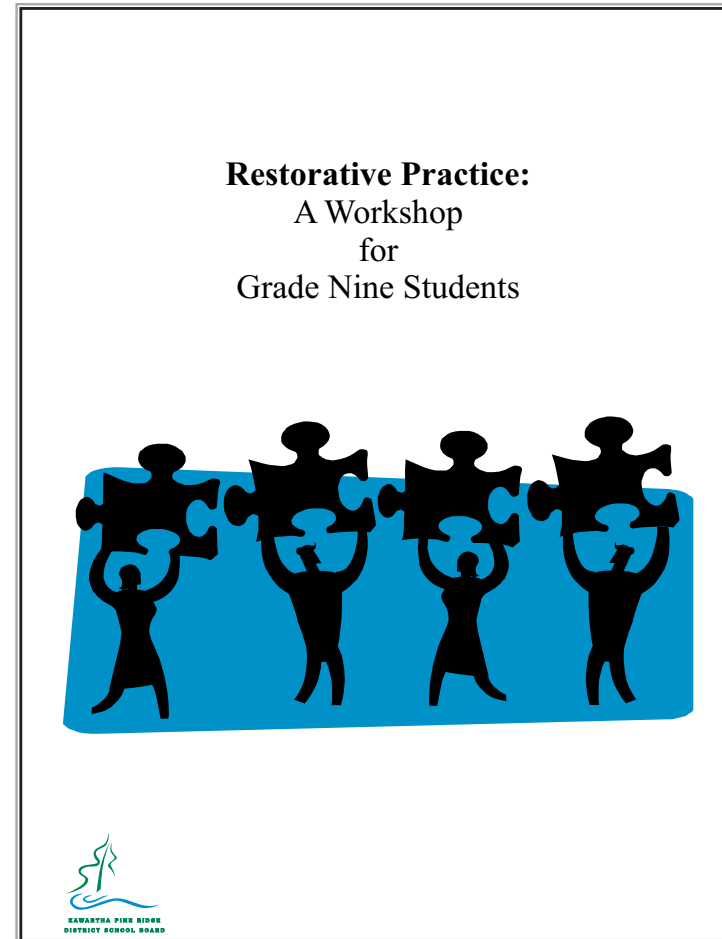
# EXAMPLE TRAINING GRADE 9 WORKSHOP

They came to the training as a team. You could tell that there was a lot of energy, interest and commitment which continued at a high level throughout the 2 day restorative practices facilitation training back in the spring of 2006. The Restorative Practices Core Team members at PCVS are the authors who developed this 1 day for Grade 9 students.

The development of the Grade 9 restorative practices day was truly a collaborative effort. A lot of discussion and very healthy debate went into the unit as we crafted together this day. It was a process of building, piloting and documenting what was done at PCVS in the hope that other secondary schools could use and develop the work started by the PCVS Restorative Core Team. The teachers on this team are so excited about this work that they would welcome the opportunity to meet with a Restorative Core Team from your school to begin planning a Grade 9 day with you.

Relationships are at the heart of learning in high school. The restorative practice day for Grade 9 is one very good way to build relationships in school. Restorative practice aims to help Grade 9's deal with conflict and tensions in ways which repair harm and build relationships. A day like the one outlined here helps to set clear expectations for student behaviour while being supportive and respectful. It is our hope that you will be able to use what's written here in your school AND develop it for other Grade 9 students. [Read more in the full document.](#)

Stan Baker and Bruce Schenk



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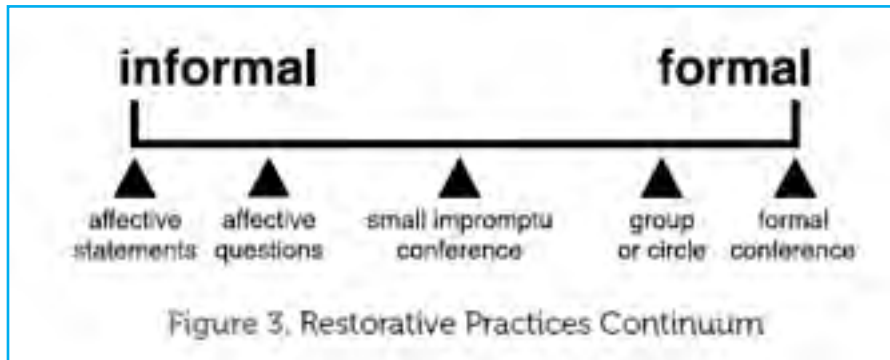
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# EXAMPLE PRESENTATION ON RESTORATIVE PRACTICE TO THE IEL PROJECT ADVISORY GROUP

Thursday, June 19, 2014 • Steve Young – Principal, Coledale Public School, Markham, ON

## RESTORATIVE PRACTICES CONTINUUM



### WHAT IS THE RESTORATIVE PRACTICES CONTINUUM?

Restorative practices are not limited to formal processes, such as restorative conferences or family group conferences, but range from informal to formal. On a restorative practices continuum (Figure 3), the informal practices include affective statements that communicate people's feelings, as well as affective questions that cause people to reflect on how their behavior has affected others. Impromptu restorative conferences, groups and circles are somewhat more structured, but do not require the elaborate preparation needed for formal conferences. Moving from left to right on the continuum, as restorative practices become more formal, they involve more people, require more planning and time, and are more structured and complete. Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life (McCold & Wachtel, 2001). The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches. Organizations and services that only use the reactive without building the social capital beforehand are less successful than those that also employ the proactive.

*"Defining Restorative" by TedWachtel, IIRP Graduate School, 2013*

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## Affective Statements

These are statements made to express how what a person has seen or heard has affected them. They can be both positive and negative.

### Examples:

- “When you swear and use inappropriate language, I don’t feel as though you respect the classroom or the people in it”
- “I get angry and frustrated when you disturb others during my lessons”
- “I really liked the way you worked hard for the entire class”

Bill 157- KEEPING OUR KIDS SAFE AT SCHOOL

“Board employees working with students must respond to incidents that may have a negative impact on school climate”  
i.e., racist or sexist comments

## Affective Questions

Affective questions are designed to have people think and reflect upon their actions.

Bill 157- KEEPING OUR KIDS SAFE AT SCHOOL

“Board employees working with students must respond to incidents that may have a negative impact on school climate”  
i.e., racist or sexist comments

### Examples:

- “When you act that way in class, how do you think that affects the learning of others?”
- “What do you think needs to happen to make things right?”
- “When you call people that name repeatedly, even when joking, have you ever asked them how they feel about it?”

## Small Impromptu Conferences

These build on the use of affective questions, but tend to involve a larger number of people. It could be with a group of students in the hall, or classroom, who are disruptive. The teacher could pull them aside for a few minutes to discuss what was overheard, seen, or been told about by others. In elementary schools this happens quite often in the yard (disagreements over who got to the basketball court first, etc) and in the classroom during recess. Rather than ask “why did you do that”, a more restorative question would be “tell me what happened” then a further use of affective questions of all participants.

As a Principal, this is a large part of what I use to deal with problems that go beyond the scope of the classroom teacher, although, as teachers become more comfortable with the process, they tend to hold these on their own.

## Group or Circle

A teacher may call a group meeting, or whole-class circle, for a variety of reasons. The teacher becomes the facilitator of comments, questions, statements, etc through an orderly process.

## Formal Conference

A formal conference can be facilitated to bring closure after an incident that has cause harm to one or more people. It is very formal in its set-up and delivery and is held by a facilitator who has formal training.

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## RESTORATIVE PRACTICES AND CONNECTIONS TO LEGISLATION

### PPM 128 - THE PROVINCIAL CODE OF CONDUCT AND SCHOOL BOARD CODES OF CONDUCT

“A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted”

“Boards and schools should therefore focus on prevention and early intervention as the key to maintaining a positive school environment”

### PPM 144 BULLYING PREVENTION AND INTERVENTION

“A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm.”

### PPM 145 – PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE STUDENT BEHAVIOUR

“Prevention is the establishment and use of programs such as bullying prevention and citizenship development, as well as other activities designed to promote the building of healthy relationships and appropriate behaviours.”

### Bill 212- AMENDMENT TO THE SAFE SCHOOLS ACT

Requires school boards to demonstrate that they have utilized a variety of proactive measures in managing students’ negative behaviours.

### BILL 13 – AN ACT TO AMEND THE EDUCATION ACT WITH RESPECT TO BULLYING AND OTHER MATTERS (ACCEPTING SCHOOLS ACT – SEPTEMBER, 2012)

“to establish disciplinary approaches that promote positive behaviour”

“schools will promote a positive school climate that is inclusive and accepting of all pupils and promoting the prevention of bullying”

“provide support for pupils who are impacted by inappropriate behaviour, and for pupils who engage in inappropriate behaviour, to assist them in developing healthy relationships, making good choices, continuing their learning and achieving success”

“Building a positive and inclusive school climate requires a “whole school approach” that is based on healthy and respectful relationships throughout the whole school and the community.”

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# 4

## SUCCESSFUL PRACTICES

- Restorative Questions
- Restorative Classroom
- Circles in Classroom



# RESTORING A RELATIONSHIP - WHAT DOES IT TAKE ANYWAY?

*(Adapted from Belinda Hopkins)*

We recommend a facilitated conversation with individuals involved using questions like those below in the process described.

1. Everyone has their own unique and equally valued perspective
  1. sample questions
    - What happened?
    - What's happened from your perspective?
2. Thoughts influence emotions, emotions influence actions.
  1. sample questions
    - What were you thinking at the time? What have you thought about since?
    - What was going through your mind and how were you feeling at the time? And since?
3. Empathy and consideration
  1. sample questions
    - Who has been affected? In what ways?
    - Who has been affected and how?
4. Needs and unmet needs
  1. sample questions
    - What do you think needs to happen to make things right? To fix things?
    - What do you need so that things can be put right and everyone can move on?
5. Collective responsibility for problem solving and decision making
  1. sample questions
    - How can you (all) address these various needs together?

- What will you do (action) as a result of our conversation today? What will you say (verbal) as a result of our conversation today?

Ideas worth considering in the problem solving and decision making when repairing the harm.

1. [Change the behaviour, words or action that is harmful](#)
  1. stop an action/behaviour (something you are doing now)
  2. start an action (something you are not doing now)
  3. stop the words (something you are saying now)
  4. start the words (something you are not saying now)
2. [Apologize](#)
  1. Say what you did or said
  2. Accept responsibility and acknowledge the harm by saying what hurt you are sorry for
  3. Say what you will do to make things right
  4. Tell the person what you plan to do and how you will make amends
  5. "I am sorry for.... I will do my best to..."
  6. "I apologize for...I will....."
  7. Receiving an apology can be a challenge so the person harmed may consider responses such as "Thank you" or "I accept your apology". If the person harmed does not feel the apology is sincere, allow space for considering a response like "I don't accept your apology right now."

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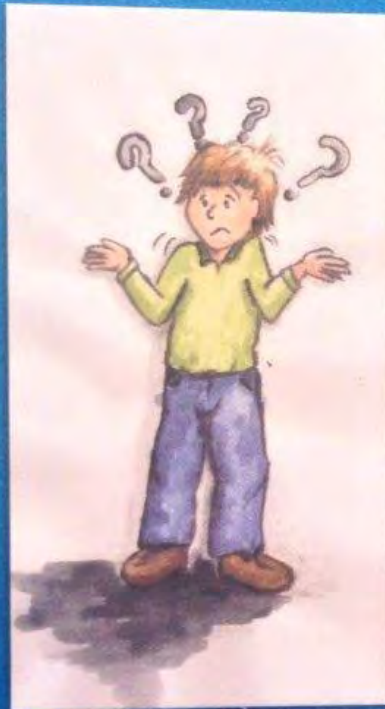
3. Check in to be sure the relationship is ok
  1. willing to reach out to assist/help the other with something
  2. listen to the other person
  3. treat them with respect - use their name, don't gossip
  4. willing to hear their side
  5. bridge the gap between intention and impact
4. What people want when they have been harmed or hurt.
  1. Prevent violence and threats of violence.
  2. Meet their needs of victims of threats and violence in ways such as
    - a. Opportunity to express emotions
    - b. Acknowledgement from loved ones
    - c. Assurance what happened was unfair and undeserved
    - d. person causing harm is held accountable
    - e. Financial restitution
    - f. Possible contact with offender for an apology, to ask questions, and to have an assurance of safety
    - g. Knowledge that an adult/person of authority will follow up to ensure that the terms of the agreement have been followed and that they are serving their original intention
  3. Provide a response of support to individuals and those affected by violence, both psychological and physical



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## QUESTIONS: SAMPLE GRAPHIC FROM HASTINGS PRINCE EDWARD DSB



### When things go wrong:

- What happened?
- What were you thinking at the time?
- What have you thought of since?
- Who have you 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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## QUESTIONS RÉPARATRICES

# Questions réparatrices I

Questions à poser pour ceux qui ont causé du mal.

**Qu'est-ce qui s'est passé?**

**Que pensais-tu à ce moment?**

**Depuis cet incident quelles ont été tes pensées?**

**Qui a été affecté par ce que tu as fait?  
Comment?**

**Que penses-tu devoir faire pour réparer le mal que tu as causé?**

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# Questions réparatrices II

Questions à poser pour ceux qui ont été affectés par tes actions.

**À quoi pensais-tu lorsque tu t'es rendu compte de ce qui s'est passé?**

**Quel a été l'impact des ces actions sur toi et les autres?**

**Quelle a été la chose la plus difficile pour toi?**

**Selon toi, qu'est-ce qui doit se passer pour réparer le mal causé?**

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# QUESTIONS: SAMPLE FOR YOUNGER STUDENTS



SIMCOE MUSKOKA CATHOLIC  
DISTRICT SCHOOL BOARD

School Logo

## Let's Make it Right

Name: \_\_\_\_\_

<p>What happened?</p>	<p>What were you thinking at the time?</p>
<p>Now I am thinking...</p>	<p>Who has been hurt by what you have done?</p>
<p>How do you think the other person(s) feels?</p>	<p>What do you think you need to do to make it right?</p> <p>I need to.....</p>

### WORD BANK

Frustrated	Hurt	Embarrassed	Unhappy
Sad	Scared	Lonely	Grumpy
Worried	Annoyed	Nervous	Confused
Angry	Left out	Upset	Disappointed

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# QUESTIONS: SAMPLE THINK SHEET FOR PRIMARY JUNIOR

Name: \_\_\_\_\_  
Date: \_\_\_\_\_






What happened?

First - \_\_\_\_\_  
Next - \_\_\_\_\_  
Then - \_\_\_\_\_

What were you thinking at the time?




Who has been affected?


				
one person parent	several people	a teacher or parent	a principal	
How?	How?	How?	How?	How?
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

What do you think you need to do to make things right?

Words



Actions



→  
→

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Teacher/Principal Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Teacher/Principal Comment

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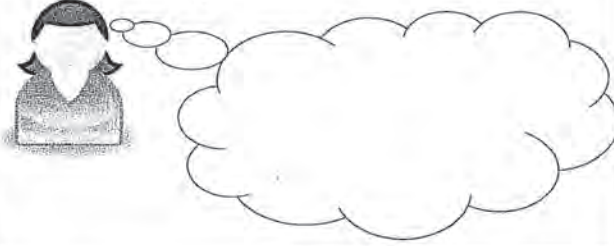
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# QUESTIONS: SAMPLE THINK SHEET FOR PRIMARY JUNIOR

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Class \_\_\_\_\_ Teacher \_\_\_\_\_  
 What Happened? \_\_\_\_\_ (If different)


First	Then	Next


What were you thinking at the time?




I felt \_\_\_\_\_ The other person felt \_\_\_\_\_

☺ ☹ ☹      ☺ ☹ ☹


  
**Me**


  
**The Other Person**


What have you thought about since?





**Who has been affected?** Circle the right ones.

  
**One Person**  
 How?  
 ↓

  
**Several People**  
 How?  
 ↓


  
**Teacher or a class**  
 How?  
 ↓

  
**Principal**  
 How?  
 ↓

  
**Family**  
 How?  
 ↓

--	--	--	--	--

What do you think you need to do to make things right?



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# QUESTIONS: GRAPHIC ORGANIZER FOR STUDENTS

**1.** What happened? Write or draw what happened

**2.** What were you thinking about at the time? Write your thoughts in the thinking bubble.

What have your thoughts been since the incident? Write them in the thinking bubble.

**3.** How did it make you feel? Draw your facial expression

Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

**4.** **5.** What do you need to do now to make things right? Write in the speech bubble.

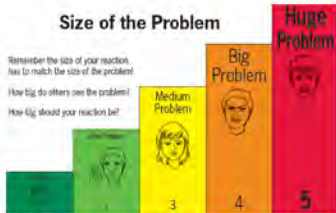


**Restorative Practice**

**ELSA** support  
www.elsa-support.co.uk

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# QUESTIONS: SAMPLE WORKSHEET FOR ZONES OF REGULATION

<p>How did you feel and what were you thinking of at the time?</p>	<p>I rate this problem as a _____</p>	<p>Restorative Practice Sheet Primary</p>
<p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Size of the Problem</b></p> <p>Remember the size of your reaction has to match the size of the problem!</p> <p>How big do others see the problem? How big should your reaction be?</p>  <p>1 <b>Small Problem</b> You did it well! I can definitely handle it myself.</p> <p>2 <b>Medium Problem</b> A Challenge! I will try to handle it on my own, but I might need some help.</p> <p>3 <b>Big Problem</b></p> <p>4 <b>Big Problem</b></p> <p>5 <b>Huge Problem</b> Very Serious! I need adult help.</p>	<p>Name: _____</p>
<p>How did it make others feel?</p>	<p>Next time, I am going to solve this problem by</p>	
<p>Scared      Sad      Worried      Angry</p> 	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>

<p>What happened? (what took place; who was involved; was there hands-on?)</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p><b>THINK</b> what zone were you in? Circle what zone you were in.</p>
<p>First _____</p>	<p>Finally _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Then _____</p>	<p>_____</p>	<p>_____</p>

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# QUESTIONS: SAMPLE P.I.T. STOP WORKSHEET



## P.I.T. Stop



Name: \_\_\_\_\_ Date: \_\_\_\_\_

What happened?

---

---

---

How could you have prevented this (Did you name call or use hands on)?

---

---

---

How did you try to protect yourself (duck, block, run away) ?

---

---

---

How did it end, and how did you get to the P.I.T. stop?

---

---

---

How do you feel about the other person(s), and how can we fix this?

---

---

---

---

### Resolution:

- |   |   |                                       |
|---|---|---------------------------------------|
| <input type="radio"/> Letter to Parents   | <input type="radio"/> Restitution For Damages | <input type="radio"/> Call to Parents |
| <input type="radio"/> Guidance/Counseling | <input type="radio"/> Removal of Privileges   | <input type="radio"/> P.W.            |
| <input type="radio"/> Time Out            | <input type="radio"/> Formal Suspension       | <input type="radio"/> In-School       |
| <input type="radio"/> Detention           | <input type="radio"/> Other: _____            |                                       |

Staff Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

\_\_\_\_\_

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# SAMPLE SECONDARY PROGRESS REPORT CONVERSATION

## PROGRESS REPORT CONVERSATION: A STRENGTH-BASED APPROACH FOR SECONDARY TEACHERS

**Introduction** – The script below is intended to be a simple and practical guideline for new teachers and for established teachers. The focus is on building relationships through a conversation with parents, students and teachers in order to work WITH each other, fostering the triad relationship (parent-teacher-student). Hearing from the parent perspective first through a guided conversation, using great questions that are open ended, not blaming or judgmental, is essential. It may be helpful to have student work out along with assessments for referral when having the conversations with students and parents.

**Rationale** - A guided conversation can help shape and focus the discussions teachers have with parents. The initial Progress Report Conversation with the parent, student, and teacher is an opportunity to build communication and relationships between home and school. Some common errors that can occur in these conversations include: one party talking for the entire time, line-ups for individual teachers, defensive reactions from parent(s), student or teacher. The script below is an attempt to structure the conversation in the time given, usually just 5 minutes.

Asking great questions and listening to the answers is the key.

### 1. Introduce yourself

Hi my name is \_\_\_\_\_ and I am (student's name)'s teacher. Thanks for coming in today.

### 2. Set the table for meeting limits

We have about 5 minutes for this interview. (Alternative: If we need more time, we can set another meeting time for us.)

Conversations can go in many directions. Here are some suggestions for any ONE of those directions.

#### A. Parent wants information

- a. You've had a chance to review the progress report with your child. What comments or questions do you have?

#### B. Teacher wants information

- a. What do you think is your strongest learning skill/ work habit and why?(responsibility, organization, independent work, collaboration, initiative, self-regulation)
- b. How do you think it has helped you to be successful?
- c. How do you think you can use that strength to deal with some of the more challenging learning skills, work habits or subject areas on the second page?
- d. What do you think the next steps are for you (student's name) in this area of the progress report? Next steps in this subject?

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- C. Parent has a lot to say
  - a. What have you found to be successful in working with your son/daughter?
  - b. What have been your child's greatest strengths?
  - c. What should every teacher know about your child?
- D. Teacher has a lot to say
  - a. I think your strongest learning skill is ... It has helped you to be successful by...One of ways it can help with (subject area or learning skill area) is...I think the next steps can include....)
- E. Celebrate a success
  - a. Here is one thing that I've observed in which \_\_\_\_\_ was successful.
  - b. What have you think?
- F. Next steps
  - a. What do you think are the next actions needed?
- G. Record the conversation results.
  - a. Make notes of what you agreed to, date them and check with parent to be sure that it is clear to all.

### 3. End the progress report conversation

(Stand up and shake hands) Thank you very much for coming in. I am looking forward to working with you and I'll see YOU in class.

If the conversation goes beyond the 5 minute time frame, we ask staff to schedule a separate meeting with the parents, saying something like, "It's really important that we discuss your child's progress in more detail and I'd like to schedule another meeting with you. What would be a good time for you?"

*Stan Baker, (KPRDSB retired)*

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# SAMPLE ELEMENTARY PROGRESS REPORT CONVERSATION

## PROGRESS REPORT CONVERSATION: A STRENGTH-BASED APPROACH

**Introduction** – The script below is intended to be a simple and practical guideline for new teachers and for established teachers. The focus is on building relationships through a conversation with parents, students and teachers in order to work WITH each other, fostering the triad relationship (parent-teacher-student). Hearing from the parent perspective first through a guided conversation, using great questions that are open ended, not blaming or judgmental, is essential. It may be helpful to have student work out along with assessments for referral when having the conversations with students and parents.

**Rationale** - A guided conversation can help shape and focus the discussions teachers have with parents. The initial Progress Report Conversation with the parent, student, and teacher is an opportunity to build communication and relationships between home and school. Some common errors that can occur in these conversations include: one party talking for the entire time, line-ups for individual teachers, defensive reactions from parent(s), student or teacher. The script below is an attempt to structure the conversation in the time given, usually 10 to 15 minutes. Asking great questions and listening to the answers is the key.

### Step 1: Introduction

Hi my name is \_\_\_\_\_ and I am (student's name)'s teacher. Thanks for coming in today. This progress report is intended to update you about how your child is progressing as a learner in Grade \_\_\_\_\_. Let's start with Learning Skills and Work Habits on page 1. Is that OK with you?

### Step 2: Questions for student and parent (start with the student and repeat the questions for the parent.)

1.
  - a. What do you think is your strongest learning skill/ work habit and why?(responsibility, organization, independent work, collaboration, initiative, self-regulation)
  - b. How do you think it has helped you to be successful?
  - c. How do you think you can use that strength to deal with some of the more challenging learning skills, work habits or subject areas on the second page?
2. What do you think the next steps are for you (student's name) in this area of the progress report? Next steps in the subject areas?

### Step 3: Answer the above questions from your perspective.

(For example...I think your strongest learning skill is ... It has helped you to be successful by...One of ways it can help with (subject area or learning skill area)is...I think the next steps can include....)

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**Step 4: Where do we go from here?**

What do you think we need to do together WITH \_\_\_\_\_ (student's name) for the next reporting period in the area of learning skills and in the subject areas?

**Step 5: Record the conversation results.**

Make notes of what you agreed to, date them and check with parent to be sure that it is clear to all.

**Step 6: End the progress report conversation**

(Stand up and shake hands) Thank you very much for coming in. I am looking forward to working with you and I'll see YOU in class.

If the conversation goes beyond the 10 to 15 minute time frame, we ask staff to schedule a separate meeting with the parents, saying something like, "It's really important that we discuss your child's progress in more detail and I'd love to schedule another meeting with you where we can spend more time together. What would be a good time for you?"

*Stan Baker (KPRDSB retired)*



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# SAMPLE PARENT-TEACHER INTERVIEW SUGGESTIONS

## BUILDING COMMUNITY WITH CONVERSATION: A PARENT/TEACHER INTERVIEW SCRIPT

**Introduction** – The script below is intended to be a simple and practical guideline. The focus is on building relationships through a conversation with parents and teachers in order to work WITH each other - parent-teacher-student. It is important to hear from the parent perspective first through a guided conversation.

**Rationale** – A guided conversation can help to shape and to focus the discussions teachers have with parents. Parent –teacher interviews are really conversations about communication and relationship building between parent and teacher and between student and teacher. Many common errors in these interviews include one party talking for the entire 15 minutes, line-ups for individual teachers or defensive reactions from either parent or teacher. The script below is an attempt to structure the interview in the time given, usually 15 minutes.

### Step 1 Introduction

Hi my name is \_\_\_\_\_ and I am (student's name)'s teacher. I'm glad you came to the parent-teacher interview. You received the report card and I have the information. I find it helpful to start with the parent's perspective. Is that OK?

### Step 2 Questions for parents

From your perspective, what's been happening with \_\_\_\_\_ (student's name) this term?

(Alternate – How's it going with (student's name)?

What do you think some of the successes have been?

Where have some of the challenges been this term?

How has \_\_\_\_\_(student's name) been affected by this?

(How has this affected you?)

What do you think the main issues are for \_\_\_\_\_ (student's name)?

### Step 3 Answer the above questions from your perspective.

(What's been happening is ... The things that have gone well are....One of the challenges has been....The main issues are....)

### Step 4 Where to from here

What do you think we need to do together WITH \_\_\_\_\_ (student's name) for the next reporting period?

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### Step 5 Record the conversation results.

Make notes of what you agreed to, date them and check with parent to be sure that it is clear to all.

### Step 6 End the interview

(Stand up and shake hands) Thank you very much for coming in. I am looking forward to working with you and your child.

If the conversation goes beyond the 10 minute time frame, we ask staff to schedule a separate meeting with the parents, saying something like, "It's really important that we discuss your child's progress in more detail and I'd love to schedule another meeting with you where we can spend more time together. What would be a good time for you?" (you get the idea). Some staff see between 25 -30 (and up) parents on these evenings, particularly in subjects like math and English.

*Stan Baker (KPRDSB retired)*



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# SAMPLE SCENARIOS FOR RESTORATIVE CONVERSATIONS

## SCENARIOS FOR STAFF REFLECTION

- Use scenarios at meetings to elicit discussion/reflection on how to address each situation.
  - Use the Scenario Questions as a guideline to focus discussion.
  - Can be done in pairs, small groups, and/or taken up as a large group.
  - It is important to note that there may be more than one way to address each situation.
  - Focus on the Social Discipline Window – specifically how to work with the students.
  - Range of answers from along the Continuum – informal affect statements up to formal conferences
1. You are reading a novel to your class. One student is in constant motion as you read – fidgeting and switching positions despite reminders to listen quietly.
  2. A student is chasing another student around the classroom. They are playing and not angry with each other, however, the teacher asks them to stop but they continue. The teacher again repeats the instruction to stop and then intentionally steps in the path of the student being chased to get them to stop. The student runs around her but in so doing bumps into her and knocks her into a desk.
  3. The teacher is approximately 10 minutes into a lesson when a student comes in the door with a “good deal of energy”, and proceeds to ‘bowl’ his lunch bag into the wall. The kids in the class all laugh. The student, in an animated machine gun fashion, points his fingers at the students who were laughing and says in a loud voice, “why are you laughing at me” all done with a smirk just barely noticeable below the twinkle in his eye. This is not the first time something like this has happened.
  4. Two students begin to hum and tap their pencils in rhythm. The teacher gives eye contact and the students stop. The students smile and begin tapping again immediately. The teacher speaks directly to the one student about her behaviour. She stops, smiles and looks down at the desk. The other student again begins to hum and tap again. The teacher speaks to that student. She stops. About a minute later that same student begins to hum and tap even louder.
  5. You overhear a student making a negative remark to another student about her physical appearance. Later as you are circulating around the room you hear remarks from other students directed towards the same student about her looks, academic ability, athletic ability and lack of friends.
  6. An intermediate student consistently challenges you in class, in front of the class, over any issue – assignments, instruction, classroom management issues. It is effecting the class environment, and other students are beginning to do the same. Much classroom time is wasted in dealing with this constant power struggle.
  7. A primary student is experiencing difficulties in class on a daily basis in keeping his attention, fidgeting, waving his arms, etc. He is bright, and likable, but is unable to focus.
  8. A girl in grade 5 is new to the school and has begun to display actions that are inappropriate – poking other students, engaging in arguments, name calling, spitting – and lately, talking about inappropriate sexual topics with other students.
  9. Consistently you get reports of poor behaviour of your class during recess and lunch, both during eating portions, and while outside.
  9. A girl in grade 3 uses a pencil to scratch a boy in her class. It leaves a long mark on his arm. The teacher asks her to apologize and make him feel better. She refuses.

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9. A boy in grade 2 goes to the washroom at the same time as another student from the class. The supply teacher is unaware of the rule that only one student leaves at a time. While in the washroom the boy goes into a stall. The second boy tries to open the stall door to get some toilet paper as his stall was all out. The first boy tells him to leave, then slams the door, pinching the other boy's fingers. The parents of the "victim" want the other boy suspended.

9. Two Primary students are sent into the office because they were carrying big sticks. They didn't hit anyone and came in when they were told to.

9. 4 grade 7 students, 3 boys and one girl, were caught in the boy's washroom during lunch recess. This is the third incident of this kind over the previous two weeks.

9. A group of 8 grade 5 boys has formed a 'team' and organized themselves into a game at recess that involves running through the yard and purposely knocking people down if they get in the way. Through recess they have knocked several students down while playing this game, the hope being that others will learn to get out of their way. Numerous complaints come to you. They range from frustration that the team is disrupting play to hurting people, to others who feared them when they saw them coming.

Context: - generally well-liked students

- The "team" would not accept anyone else who asked to be a member
  - you had to be invited
- The members were generally considered the best athletes in their grade
- The yard space has been reduced in size due to construction

9. A grade 8 girl and her mother come to you with a complaint about a group of girls who have been texting, e-mailing and facebooking disrespectful, hurtful and rude comments about her. The mother has printouts from Facebook and shows you text messages that show an increasing level of vulgar language, name calling and spreading of false information (rumours). Some of the messages were sent during school time, most during evenings and weekends. No direct threat has been made by anyone, however, the girl does not want to have to come to school and feel uncomfortable as the other girls are in her class. How do you proceed?

Context: - these girls have been together in school for more than 5 years

- There have been past incidents of name calling, etc. when they were younger, but not through social sites

- Through Facebook, many other classmates, students at the school and other from outside the school are aware of the situation and are voicing their input

### Problematic Situations

(These can be dealt with either in an informal or formal conference, or are good discussion items for class circles)

- Coming late/unprepared for class - persistent
- Two students on the playground get into a shoving match.
- Any yard situations that are on-going
- On-going issues with snow forts – attacking, defending, stealing snow.
- Poor class behaviour on a field trip
- Cell phones and technology abuse
- Dress code violations
- Poor behaviour with supply teachers
- Disrespectful language – on the yard, mostly overheard by staff and not directed to staff.
- Ongoing incomplete homework/refusal to complete work in class ("I'll do it for homework!")
- Running/wandering the halls, not returning to class quickly after washroom breaks, etc
- Poor lunchroom behaviour – reports from school assistants.
- Getting into difficulties while off-property for lunch – reports from the community.
- Dropping out of school – non-attendance
- Refusing to report to class/office
- Bullying of any kind, or even perceived bullying (mean behaviour)
- Peer social issues – friends not getting along, shunning, etc

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# CONTINUUM OF RESTORATIVE CHARACTERISTICS

## Restorative Justice Continuum: Characteristics

	Can Become Restorative	Partially Restorative	Fully Restorative
Engagement	The involvement of those directly affected is not a primary concern. Decisions are made by a party not directly impacted but with authority. No option for dialogue among those directly impacted.	Key stakeholders are informed or included to a limited degree. Some stakeholders have some input but final decisions are made or approved by a formal system. There are limited opportunities for input or stakeholder dialogue.	All parties - those harmed, those who harmed, and the community - are provided opportunities to participate, shape the process, and make decisions. There are clear opportunities for dialogue. Decisions are made by consensus by those directly affected. All are respected.
Accountability	The focus is on the rule or law violated and the consequence. (passive accountability)	Attention is paid to the harms and needs but the primary concern is the rule or law violated and the consequence.	Focus is on identifying, acknowledging, understanding, and addressing the harms, needs, and causes that have arisen. This creates opportunities for <b>active</b> accountability.
Restoration	Minimal to no attention is paid to restoring the harm or losses experienced. Passive accountability and or rehabilitation of the offender is typically the focus.	Some effort is made toward restoring, mostly very tangible, losses. Often the harm and efforts to restore are defined by someone other than those directly affected.	Focus is on acknowledging and restoring the physical, emotional, and social harm and related needs of all those affected to the degree possible. Attention is paid to followthrough and satisfaction with the outcome.

WORK IN PROGRESS (12/13/11)

Developed by [Jon Kidde, Green Omega, L3C](#)

Please send suggestions to [jonkidde@greenomegal3c.org](mailto:jonkidde@greenomegal3c.org)



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# LA PRATIQUE RÉPARATRICE

Créer des environnements d'apprentissage accueillants, bienveillants, respectueux et sécuritaires :  
Un Guide de conversation pour la vidéo...

Développer

une compréhension commune

## La pratique réparatrice

La pratique réparatrice est un ensemble de principes et de stratégies pour favoriser les relations saines et renforcer la capacité du personnel scolaire à réagir aux comportements qui posent problème.



### Notions importantes

- La pratique réparatrice établit un sentiment d'appartenance, de sécurité et de responsabilité sociale au sein de l'environnement d'apprentissage.
- La pratique réparatrice comprend des stratégies universelles qui s'appliquent à l'ensemble de l'école, des stratégies ciblées pour résoudre des conflits, et des interventions pédagogiques plus intensives dans le cas des élèves impliqués dans des incidents graves.
- Grâce à la pratique réparatrice, tous les membres de la communauté scolaire :
  - développent des relations positives;
  - ont la possibilité de se faire entendre;
  - reconnaissent leur rôle dans le maintien d'un environnement d'apprentissage positif;
  - se rendent compte des répercussions considérables de leurs actions;
  - apprennent à assumer de la responsabilité;
  - réparent et rétablissent des relations endommagées.

### Recherche

*Improving School Climate: Evidence from Schools Implementing Restorative Practices* (2014) (en anglais)  
<http://www.iirp.edu/pdf/ImprovingSchoolClimate.pdf>

Ce rapport est un résumé de témoignages des écoles qui mettent en œuvre la pratique réparatrice pour améliorer le climat scolaire.



*Aucun apprentissage significatif  
ne peut avoir lieu  
sans une relation significative.*

*Dr James Comer*



### Questions de discussion

- Réfléchissez à la déclaration tirée de la vidéo selon laquelle « les personnes de tous les âges sont plus heureuses, plus enclines à collaborer, plus productives et plus aptes à apporter des changements positifs lorsque les personnes qui sont en position d'autorité font des choses *avec* elles plutôt que de leur *imposer* des choses ». Donnez un exemple tiré de votre propre expérience où c'était le cas. Quelles sont certaines des implications de cette idée?
- Pourquoi est-il important que tous les membres de la communauté scolaire aient la possibilité de se faire entendre? Comment une école peut-elle créer des occasions authentiques de le permettre?
- Quelles sont les approches à l'échelle de l'école actuellement mises en œuvre qui pourraient être mises à profit pour soutenir la pratique réparatrice?
- Quelles preuves indiqueraient que les élèves prennent la responsabilité de maintenir un environnement d'apprentissage positif? À quoi ces preuves ressembleraient-elles?

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**Prendre le pouls** *au niveau de l'école et de l'autorité scolaire...***Évaluer le niveau de préparation**

- Comment se base-t-on sur des données au niveau de la classe, de l'école et de l'autorité scolaire pour orienter la planification de l'amélioration des environnements d'apprentissage et de la réduction du nombre de cas de comportements qui posent problème?
- Quelles expertises et ressources sont disponibles au niveau de l'école et de l'autorité scolaire pour soutenir la mise en œuvre de la pratique réparatrice?
- De quelle façon votre autorité scolaire appuie-t-elle le perfectionnement professionnel en matière de pratique réparatrice?

(Adapté du *Guide des conditions essentielles pour soutenir la mise en œuvre*  
[http://www.essentialconditions.ca/essentialconditions\\_fre.pdf](http://www.essentialconditions.ca/essentialconditions_fre.pdf))

**Pour en savoir plus**

- Costello, B., J. Wachtel et T. Wachtel. 2009, *The Restorative Practices Handbook for Teachers, Disciplinarians, and Administrators*, Bethlehem (PA), International Institute for Restorative Practices (en anglais).
- Thosbourne, M. et P. Blood. 2013, *Implementing Restorative Practices in Schools*, London, Jessica Kingsley Publishers (en anglais).



*Les pratiques réparatrices... dépendent de la transformation des relations par l'engagement des gens : faire des choses AVEC eux, plutôt que de faire des choses POUR eux, en fournissant un haut degré à la fois de contrôle et de soutien.*

Ted Wachtel

**Des exemples pratiques****Les six principes de la pratique réparatrice**

1. L'importance des relations
2. Mettre l'accent sur les préjudices causés, plutôt que sur la violation des règles ou des lois
3. Encourager la responsabilité et l'imputabilité
4. Mobiliser et engager tout le monde
5. La résolution de problèmes collaborative
6. Faire entendre la voix de chacun

(Tiré de : [Engage: Creating respectful cultures through restorative practices](#))

**Écoles sécuritaires et bienveillantes**

La Society for Safe and Caring Schools & Communities a organisé un webinaire (novembre 2013) intitulé *Building a Restorative Culture (Construire une culture réparatrice; en anglais seulement)*  
<http://resources.safeandcaring.ca/resource-students/>

Ce webinaire explore les questions suivantes :

- Qu'est-ce que nous voulons que les enfants et les jeunes apprennent à travers nos pratiques de discipline?
- Comment pouvons-nous encourager les jeunes dans notre vie à faire la bonne chose parce que c'est la bonne chose à faire?
- Comment pouvons-nous enseigner aux enfants et aux jeunes à assumer leurs responsabilités et à rendre compte de leurs actes et de leurs paroles?

<https://education.alberta.ca/pratiques-reparatrices/>

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# CIRCLES IN CLASSROOM INTRO

“This is such a simple observation, but one that has profound implications for schools. Some students who don’t feel safe will end up in the office because they got into a fight. Some will elect to flee and start skipping classes or whole days. And some will just freeze. They are in the seat, but due to fear, no information goes to the prefrontal cortex, and there is no “conscious thought” or learning. Cultivating a sense of safety is important not only for an orderly school but for learning itself...

Nancy Riestenberg, School Climate Specialist, Minnesota Department of Education in the foreword to *Circle Forward: building a restorative school community* by Carolyn Boyes-Watson and Kay Pranis

[Read more about restorative circles](#)

*“Children will talk when they feel safe.”*

The question of safety in schools is not just about preventing extreme forms of violence, fights, or bullying. It is also about shrinking the achievement gap, since [the way a school disciplines the students will either help or hurt academic achievement](#).

In its profound simplicity and deep complexity, [the circle process](#) provides the means for everyone to belong and to be significant under any circumstance: as a student learning a world language; as a member of the classroom reviewing for a test; as a teacher, sharing his highs and lows; as a principal, sharing her favourite dessert; as a member of a team, learning winning and losing; as a kid who caused harm, helping to fix things; as a youth who has been hurt, helping others to fix things; or as a parent, working with the school to support the education of all children. The circle, for a while, flattens the hierarchy between cliques and cliques, between adults and students, and between the book-learned educator and the experience-learned parent. Everyone has a place.” (bookmark article [The power of the circle](#))

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# EXAMPLE: CIRCLE FORWARD (BOYES-WATSON & PRANIS 2014)

## The Model Circles in This Book



### THE CIRCLE OUTLINE

We provide the details in the following outline to offer concrete examples and to stimulate creative thinking. We do not intend our descriptions to be prescriptive. The Circle is not a rigid process. It is always important to be responsive in the moment. The needs of the Circle participants may not follow the outline you may have planned beforehand. Nonetheless, it can be useful to have an outline to guide you as a keeper. This outline describes a Circle incorporating all the elements and phases of the Circle. Some applications of the Circle process in schools use parts of the Circle but not the full process. Adjust this outline to fit your use of the Circle. For instance, once the basic values and guidelines are developed for a classroom the process of identifying group values and guidelines does not need to be repeated in every Circle. On the other hand, there might be occasions of conflict or difficult conversations where you will deliberately return to a discussion of values and guidelines before discussing the core issue.

**WELCOME** Welcome everyone to the Circle. Thank them for coming. Express appreciation for the willingness to work together in a shared space.

**MINDFULNESS MOMENT** Use a bell or other sound tone or a brief period of silence or focus on breath to create a moment of stillness.

**OPENING** Openings mark the time and space of the Circle as distinct from everyday life. Lead the group in whatever opening ceremony you have chosen. In Appendix 2, we have listed some sample opening and closing ceremonies that we have found effective.

**EXPLAIN THE CENTERPIECE** If you have created a centerpiece, identify the items in the center and why you chose to place them there.

**EXPLAIN THE TALKING PIECE** Explain that the talking piece is a critical element of the Circle process. Its use creates a space in which all participants can both speak and listen from a deep place of truth. The person holding the talking piece has the opportunity to speak without interruption, while everyone else has the opportunity to listen without the need to respond. The talking piece will be passed around the Circle

from person to person. Only the person holding the talking piece may speak. It is always okay to pass the talking piece without speaking. The keeper may speak without the talking piece if necessary to facilitate the process. If the specific talking piece was chosen because of a particular meaning, be sure to explain that.

**STATE THE PURPOSE** Remind participants of the purpose of the Circle.

**INTRODUCTION/CHECK-IN ROUND** Invite participants to introduce themselves if they are not already acquainted. If participants already know each other, do some form of check-in. We suggest that, in this first round, the keeper share first. Sometimes it is useful to pose a question in this round that invites participants to share about themselves, so the participants can get to know one another better. In Appendix 1: Sample Prompting Questions, we offer some possible questions under Getting Acquainted.

**GENERATING VALUES** Before the Circle starts, place a paper plate or half sheet of paper and a marker at each seat. Ask participants to think of a value they feel would be important in order to feel safe to speak from the heart and listen from the heart. Ask them to write the value on the paper plate or sheet of paper. Pass the talking piece and ask them to share the value they chose, explain why it is important, and place their value in the center of the Circle. Here again, it is helpful if the keeper goes first and models a response. If literacy is a challenge for the group, the keeper may write the values when participants name them and then have the participant place the value in the center.

**DEVELOPING GUIDELINES** After establishing values, the next step is to develop guidelines for the Circle.

Pass the talking piece and ask participants to name one agreement important to their participation in Circle. Some guidelines might include "Speak only for yourself" or "Keep body language respectful." Write down the suggested guidelines on a sheet of paper or flip chart. When the talking piece has gone all the way around, read the list. Pass the talking piece again and ask participants to indicate whether they accept these guidelines and can commit to them. If anyone has objections, explore both the objections and the original purpose of the person who proposed that guideline. Work to find wording that is acceptable to everyone. Do not allow the discussion of guidelines to become a process of persuasion. Circles are never about persuasion. If the Circle does not agree on a suggested guideline, then it is not a consensus guideline. Acknowledge that this guideline is important to some but not everyone can commit to it. Emphasize that the remaining guidelines that everyone agrees on are sufficient to hold a good space together.

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Extensive conversation about the guidelines can be good practice for working through a difference in opinion or perspective in a respectful way. In an ongoing Circle group, the values and guidelines generated at the first Circle continue to hold in subsequent Circles unless the Circle agrees to change them. Often keepers place the paper plates on which the values are written around the centerpiece and post the guidelines where everyone can see them as a continual reminder of the quality of space they are trying to create together.

**STORYTELLING ROUND** In community building Circles and any Circles about conflict or difficulty, it is crucial to take the time for people to share stories from their own lives, so they can increase their understanding of one another and build empathy. Stories often shatter stereotypes or assumptions that participants may have about each another. This greater understanding or sense of connection makes it possible for them to hear one another more clearly when they discuss sensitive issues later on in the Circle. We provide ideas for storytelling in Appendix 1: Sample Prompting Questions. The keeper generally goes first in a storytelling round as well.

**EXPLORING THE TOPIC OF THE CIRCLE** To begin to explore the issue or topic that is the purpose of the Circle, keepers pose a pertinent question and then pass the talking piece. In these rounds, keepers generally go last. Appendix 1: Sample Prompting Questions can help keepers develop questions that can open the dialogue.

Alternatively, keepers might direct participants to engage in an activity that helps them connect with their thoughts and feelings on the topic. Follow the exercise with multiple rounds to draw out reflections about what they just experienced as well as reflections about the topic. Thank participants for the wisdom shared in the process. Acknowledge the courage that it takes to speak and listen from the heart.

### *Three parts of the Circle relevant in conflict or decision-making Circles:*

**1. GENERATING PLANS FOR A POSITIVE FUTURE** Pass the talking piece and ask participants what they think can be done to repair any harm or to create a positive future. On a further pass, ask each participant what s/he can offer to help make a positive future a reality. (For possible questions see Appendix 1: Sample Prompting Questions.)

**2. MAKING AGREEMENTS** Determine any plans or commitments that are important to the Circle and everyone agrees on. Write those down.

**3. CLARIFYING EXPECTATIONS** Pass the talking piece to ask how people will know that the Circle has been helpful and what sort of follow up they want to ensure the integrity of the process.

**CHECK-OUT ROUND** To close the Circle, invite participants to share their thoughts about the Circle, and then pass the talking piece. Alternatively, if time is short, you might ask participants for one word that sums up how they are feeling right now as the Circle comes to a close. We suggest that the keeper go last on this round.

**CLOSING** Lead the Circle in a closing ceremony. In Appendix 2, we offer some sample opening and closing ceremonies. Incorporating a mindfulness moment such as focused breathing, listening to a sound or a moment of silence may be a short but powerful way to mark the ending of the Circle.

**THANKS** Thank everyone for coming and participating. Also, thank them for their efforts to understand themselves and others in a way that allows everyone to be at peace with themselves.

### **HOW TO USE THE MODEL CIRCLES**

The model Circles are designed to be a springboard from which you can launch your own practice of Circles. They are not meant to be prescriptive (what you “should” or “ought” to do) but to stimulate your own imagination and intuition. You may wish to change opening or closing ceremonies or the questions you pose before a round. You may also combine activities from different Circles. Or you may wish to follow a completely different thread of discussion that emerges from the group as the Circle progresses. The Circle process offers enormous flexibility for adapting the process to the specific group and situation.

However, the Circle process has fixed pillars that support this flexibility. These pillars should not be changed. They include:

- a commitment to treating everyone with dignity and respect no matter what happens;
- the use of opening and closing ceremonies or mindfulness moments to mark the Circle space;
- the use of the talking piece going in order around the Circle;
- the participation by the keeper as a member of the Circle.

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## MODULE 1



### Establishing a Circle Practice

Establishing a Circle practice with students in the classroom begins with the classroom teacher's commitment to create a caring and respectful classroom culture. The Circle is a means to foster this climate. Because the Circle practice is different from most of our routine ways of meeting together, it takes time for students of all ages to become accustomed to the Circle. Sitting in a Circle facing other students can be an unsettling experience; using the talking piece requires practice to listen patiently and resist the temptation to interrupt or comment on what is being said; speaking in Circle with all eyes fixed on the speaker may also be an unfamiliar experience for students.

Learning to be in Circle takes practice. It takes time for students to become familiar with the ritual of the talking piece; to learn how to speak their own truth; to listen attentively; and to honor and value the process. According to Marg Armstrong, a leading Circle practitioner in Australia, it typically takes six to eight weeks for a Circle practice to become well established within a classroom. The most important quality is the attitude of the classroom teacher. If he/she believes that this process is a healthy one and believes that all students can learn to sit in Circle, this will happen.

Some teachers committed to establishing a Circle practice within the classroom begin the first day by putting students in a Circle just to have them get used to sitting facing one another without desks, coats, or backpacks. Some teachers mark a Circle with masking tape and ask students to place their chairs with the front legs on the tape to create the Circle. Over time, the transition to the physical space of Circle will become routine, but at first it is a good idea to provide simple guidance to get things started in a good way.

One high school English teacher uses Circles in her classroom everyday. But on the first day of the new school year, she only arranges the chairs in a Circle and has the class sit in the space as they talk about the format of the class for the coming year. She does not do any further Circle practice at that time. In her experience, sitting in a Circle facing a group of new students without all the usual desks, notebooks, and backpacks is itself a significant departure from the usual classroom environment. By sitting in a physical Circle on the first day, without saying a word, she signals to the students that, in this class, relationships will be different. This teacher begins building a trusting Circle-based classroom climate one step at a time. On subsequent days, she introduces the talking piece, a mindfulness moment, and other structural elements of the Circle.

The most important quality is the attitude of the classroom teacher. If he/she believes that this process is a healthy one and believes that all students can learn to sit in Circle, this will happen.

We also suggest that teachers familiarize students with the use of the talking piece by practicing rounds with the talking piece to introduce their names and their favorite food, music, or movie. In younger grades, children can get accustomed to the practice of turn-taking by passing around smiles, winks, a good morning greeting, handshakes, or funny faces. In all these ways, students can begin to get comfortable with the structure and rhythm of the Circle.

Establishing a robust Circle practice means involving everyone in the room in the Circle. There are no observers of a Circle. It also means everyone, including adults, participate in answering the question or doing the activity of the Circle. When the adults model full presence and full engagement in the Circle, their behavior sets the foundation for establishing a strong Circle practice among the students.

#### CIRCLES TO INTRODUCE CIRCLES

The templates in this module offer lesson plans for introducing Circles to staff and for introducing them within the classroom for elementary school, middle school and high school age students. The goal of these Circles is a simple introduction to the format, especially practicing the use of the talking piece. All the classroom Circles use simple and engaging questions to familiarize students with the use of the talking piece.

Many schools begin their experience with Circle by holding Circles for staff before introducing them to students. Understandably, many teachers prefer to experience a process before deciding to use it within the classroom. And the best way to learn about the Circle is to participate in one. The most common use of Circles for staff is to use the Circle as an opportunity to do team building or shared support on teaching practice. The first template in this module offers a Circle plan for reflecting on teaching.

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## Introducing the Circle to the Staff

1.1

**PURPOSES** To create an opportunity for a direct experience of being in Circle for staff; to introduce basic elements of the Circle; and to build relationships among staff.

**MATERIALS** Talking piece, bells, Circle center, paper plates, markers.

**PREPARATION** Arrange a circle of chairs with no furniture in the middle. Before the Circle begins, place one paper plate and one marker under each chair.

**WELCOME EVERYONE TO THE SPACE OF THE CIRCLE.**

**MINDFULNESS MOMENT** *Pause, breathe, and listen to the sound.*

**OPENING** See Appendix 2 or create your own.

**INTRODUCE THE TALKING PIECE** Explain how the talking piece works and introduce the talking piece, explaining its story or meaning.

**INTRODUCE A "ROUND"** A "round" is a pass of the talking piece around the Circle. The keeper poses a question and, as a participant, may answer first. The keeper then passes the talking piece to the person to his/her left or right, indicating which direction the talking piece will continue to move around the Circle. On the first round, participants are invited to say their name as well as respond to the question. Remember, it is always okay for a participant to pass.

**CHECK-IN ROUND** *How are you doing today?*

**MAIN ACTIVITY** **Experience a Simple Relationship-Building Circle**

**ROUND** *Tell us who you are, how long you have been an educator, and why you chose to become an educator.*

Ask each participant to think of a value they bring to their work as educators and want to model for their students as they grow into whole human beings. Ask each person to write this value on a paper plate, using the markers provided.

**ROUND** *Please share with us what value you chose and what it means to you.*

The keeper begins the round with his/her own sharing and places his/her paper plate in the center.

Explain that the discussion of values is a very important part of the Circle process. The values discussion encourages us to be more self-aware of how we want to show up and consequently encourages us to be more intentional about showing up that way.

**ROUND** *Tell us about a proud moment in your career as an educator.*

The keeper might make note of any connections between the values and the stories of proud moments.

**ROUND** Pass the talking piece again, inviting any responses or reflections about the stories they shared about their proud moments.

**CHECK-OUT ROUND** *How did it feel to share these experiences and thoughts in this Circle?*

**CLOSING** Explain the importance and purpose of a closing.

See Appendix 2 for a closing or create your own.

**Thank everyone for coming here today!**

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## Introducing Circles in Schools

1.2

**PURPOSES** To introduce the talking piece, to begin practicing using a talking piece, and to explore the concept of a Circle.

**MATERIALS** Talking piece, paper, and markers (one for each person in the Circle).

**PREPARATION** Arrange everyone in a circle of chairs with no other furniture. (Everyone can also sit on the floor if this is comfortable for everyone.)

**Welcome to the space of the Circle.**

**MINDFULNESS MOMENT** *Pause, breathe, and listen to the sound.*

**OPENING** See Appendix 2 or create your own.

**INTRODUCE “ROUNDS”** A “round” is a pass of the talking piece around the Circle. The keeper poses a question and, as a participant, may answer first. The keeper then passes the talking piece to the person to his/her left or right. On the first round, participants are invited to say their name as well as respond to the question. Remember, it is always okay for a participant to pass.

### MAIN ACTIVITY Students’ First Circle Experience

Explain that we are going to practice a new way of being together and of talking to one another. It is a way that will be helpful from time to time. We would not always talk this way but will discover together the times we all feel that talking this way is important.

Introduce the idea of the talking piece—explain how it works and its purpose. Some possible ideas to share are that the talking piece is here to make sure each of you gets a chance to speak; to make sure others listen carefully when you speak; to make sure you are finished before someone else speaks; and to help all of us talk from our hearts.

**ROUND** *What do you think it means to speak from your heart?*

**ROUND** *Can you think of other times when you sit in a Circle either at home or with your friends? Can you tell us about these times?*

Note that people often sit in Circle (e.g. dinner table), and this process is similar but also has some things that are different and special for this way of talking.

**ROUND** Ask students to draw a Circle and then to notice something that is special about the shape of a Circle.

*What do you notice that is special about the Circle?*

**ROUND** Reflect on the ideas and observations shared by students and make connections to the process of talking in Circle where appropriate.

*How did it feel to you to use the talking piece and sit in Circle?*

**CLOSING** See Appendix 2 or create your own. Consider doing a stretching-standing closing for participants new to Circle.

**Thank everyone for participating in the Circle!**

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## Introducing the Talking Piece

1.3

**PURPOSE** To introduce and practice using the talking piece.

**MATERIALS** The talking piece.

**PREPARATION** Arrange everyone in a circle of chairs with no other furniture.

**Welcome to the space of the Circle.**

**MINDFULNESS MOMENT** *Pause, breathe, and listen to the sound.*

**OPENING** See Appendix 2 or create your own.

**INTRODUCE “ROUNDS”** A “round” is a pass of the talking piece around the Circle. The keeper poses a question and, as a participant, may answer first. The keeper then passes the talking piece to the person to his/her left or right. On the first round, participants are invited to say their name as well as respond to the question. Remember, it is always okay for a participant to pass.

### MAIN ACTIVITY A First Experience of Using the Talking Piece

Explain that, *Circle is a new way of talking and that sometimes we will do it this way in this classroom. Today we are learning how it works by using the talking piece.* Consider having students suggest questions for these rounds.

**ROUND** *Share something or someone that always makes you laugh and tell us why you think it is funny.*

**ROUND** *Tell us your favorite song or movie or artist and why this is your favorite.*

**ROUND** *Tell us your perfect dinner—what would you have for your main meal, drink, and dessert?*

**ROUND** *Explain that, Now you have had practice using the talking piece; you have had a chance to see how the talking piece works.*

*What do you notice about how the talking piece works?*

*What do you notice that is different when you are using a talking piece?*

**CHECK-OUT ROUND** *Share one word about how you are feeling at this moment.*

**CLOSING** Choose from Appendix 2 or create your own.

**Thank everyone for participating in the Circle!**

1.4

## Circle for Making a Talking Piece

**PURPOSE** To connect participants physically to the practice of the Circle and to increase their understanding of the role and importance of the talking piece.

**MATERIALS** Talking piece; a wide selection of materials to construct a talking piece, for example feathers, pieces of driftwood or small branches, ribbon, yarn, buttons, shells, beads, rocks, markers, popsicle sticks, strips of felt or leather, glue etc.

**PREPARATION** Arrange everyone present in a circle of chairs without tables in the middle and place materials on a table or two outside the circle of chairs.

**Welcome to the space of the Circle.**

**MINDFULNESS MOMENT** *Pause, breathe, and listen to the sound.*

**OPENING** See Appendix 2 or create your own.

**CHECK-IN ROUND** *If you were a kind of weather today, what kind would you be?*

### MAIN ACTIVITY Creating a Talking Piece with Personal Meaning

**EXPLAIN TO THE GROUP** *You know from our previous Circles that the talking piece is a very important part of how the Circle works. Today we are going to each make our own talking piece. A symbol is an object that can stand for more than one thing—it can have many meanings. A talking piece is like that. It can be an object, or it can also represent other things not as tangible, not as specific. The apple is a piece of fruit, but it can also symbolize all fruit, or it can symbolize health, or the apple can symbolize education. Your talking piece can symbolize something about who you are as an individual. We can talk about who we are by telling the story of our talking piece, and what the parts mean.*

*We have a variety of materials on the tables over there that you can use to make a talking piece that you like or that represents you. Remember that the talking piece goes around the Circle, so it must be sturdy enough to be handled by many people.*

*You will have 20 minutes to work on making your talking piece, and then we will return to the Circle to share the talking pieces we have created. At the end of the allotted time, call everyone back to Circle.*

**ROUND** *Now, let's explain our talking pieces. What did you use to make your piece, and why did you choose those things, those ribbons or beads or colors or sticks, those elements? What does this talking piece say about you? What did you use, why did you choose those things, and how is your talking piece expressing something about you?*

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**ROUND** *What ideas do you have for using these talking pieces and for using the Circle in our classroom or anywhere else?*

**CHECK-OUT ROUND** *Share one word about how you are feeling at this moment.*

**CLOSING** Choose from Appendix 2 or create your own.

**Thank everyone for participating in the Circle today!**

Adapted from Nancy Riestenberg, Minnesota Department of Education.

## 1.5

# Practicing the Use of the Talking Piece Circle



**PURPOSE** To practice talking with the talking piece and reflecting on how different it is; to suggest ideas for possible talking pieces for the group.

**MATERIALS** Talking piece.

**PREPARATION** Arrange everyone in a circle of chairs with no furniture.

**Welcome to the space of the Circle.**

**MINDFULNESS MOMENT** *Pause, breathe, and listen to the sound.*

**OPENING** See Appendix 2 or create your own.

**INTRODUCE "ROUNDS"** A "round" is a pass of the talking piece around the Circle. The keeper poses a question and, as a participant, usually answers first. The keeper then passes the talking piece to the person to his/her left or right. On the first round, participants are invited to say their name as well as respond to the question. Remember, it is always okay for a participant to pass.

**MAIN ACTIVITY** **More Experience with Using the Talking Piece**

**INTRODUCE THE TALKING PIECE** Introduce the talking piece by explaining that it helps us to speak and listen to one another. Remind students again how talking piece works and explain why you chose the particular talking piece you are using today.

**ROUND** *What is your favorite food to have for dinner?*

Follow with similar rounds—*What is your favorite dessert, your favorite movie and why, your favorite game and why?*—to practice using the talking piece.

**ROUND** *Now I want to ask you to tell us what you notice about using the talking piece: What is different about this way of talking from how we usually talk together?*

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**ROUND** *If you could choose a talking piece for our class, what would it be? Why?*

The teacher may suggest an occasion to use the talking pieces that the students chose; or the teacher might invite students to create talking pieces in class; or the teacher might give each student in the class an opportunity to bring the talking piece for when he/she holds a Circle.

**ROUND** *What do you like about this way of talking?*

**CLOSING** Choose from Appendix 2 or create your own.

**Thank everyone for participating in the Circle!**

## 1.6

# Building Our Circle Skills Circle



**PURPOSE** To build the students' and teacher's skills of listening and speaking from the heart.

**MATERIALS** Talking piece, bells.

**PREPARATION** Arrange everyone in a circle of chairs with no other furniture.

**Welcome to the space of the Circle.**

**MINDFULNESS MOMENT** *Pause, breathe, and listen to the sound.*

**OPENING** See Appendix 2 or create your own.

**INTRODUCE "ROUNDS"** A "round" is a pass of the talking piece around the Circle. The keeper poses a question and, as a participant, usually answers first. The keeper then passes the talking piece to the person to his/her left or right. On the first round, participants are invited to say their name as well as respond to the question. Remember, it is always okay for a participant to pass.

**MAIN ACTIVITY Reflecting on What It Means to Listen and Speak from the Heart**

**EXPLAIN** *In the Circle, we try very hard to listen from the heart and speak from the heart. We are not always able to do that, but we keep trying.*

**ROUND** *What does it mean to listen from the heart?*

**ROUND** *Who do you know who is good at listening from the heart?*

**ROUND** *What does it mean to speak from the heart?*

**ROUND** *Who do you know who is good at speaking from the heart?*

**ROUND** *Who is someone you can talk to from your heart?*

**ROUND** *When is it difficult to listen from the heart and speak from the heart?*

**ROUND** *What helps us listen from the heart and speak from the heart?*

**CHECK-OUT ROUND** *How did you like the Circle today?*

**CLOSING** Choose from Appendix 2 or create your own.

**Thank everyone for participating in the Circle!**

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# CIRCLES: PSYCHOLOGICAL SAFETY

- There is a fine balance between creating a space for student voice and the right to privacy and the need to protect the psychological well being of all students.
- Know your own triggers
- Get to know your students well before moving from low or medium risk questions to higher risk questions
- In any circle situation, watch for facial expressions
- If you suspect ahead of time that student may trigger over a topic that is healthy for overall discussion, pull them aside ahead of time. Do they want to be a part of the circle that day or perhaps work in the library, or simply pass?
- Before embarking on a sensitive topic, have a discussion about the responsibility of each person in the circle to support each other when a topic may be difficult to discuss for them. Explain that we all have parts of us that are vulnerable
- [Ensure that topics discussed in class do not become gossip items about a person outside of class – confidentiality based on respect](#)



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# CIRCLES: CREATING SAFETY IN THE CIRCLE

## CIRCLE AGREEMENTS

### Explain the Purpose of the Circle:

- To learn about one another
- To build community
- To strengthen relationships
- To work together collaboratively
- To give everyone the opportunity for equal voice

### Ask: “What Do You Need to Feel Safe and Comfortable in the Circle?”

- To be able to speak from your heart
- To share your thoughts and ideas
- To speak openly

### Record Ideas as Presented and Unpack their Meaning:

E.g. ‘I need others to be respectful’

What does that mean to you?

Do others’ have ideas about what respect means to them personally?

What does respect look like, feel like, sound like?

What do we need to do to show others’ we are being respectful?

### Highlight Key words

E.g. Respect, Kind, Support

### Return to Key Themes as Needed:

E.g. How are we doing with showing respect for one another?

(thumbs up, down, neutral hand wave)

What do we need to do to show respect?

What can you try to do to be more respectful of others?

### Embed Key Themes into Activities and Games:

E.g. How did that go?

How did we do with being supportive of one another?

What could we do to improve that?

Then try the game/ activity again to see how the changes help.

### Highlight your Key Themes in the Classroom:

E.g. Student created posters of key themes such as: Respect, Kindness, Support

Circle Agreements re-written for clarity

## CIRCLE AGREEMENTS

*Keep the circle safe & confidential*

*Listen openly from your heart*

*Speak respectfully from your heart*

*Take risks!...there are no mistakes*

*Support others*

*Be kind gentle & caring*

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# CIRCLES - SAMPLE CHECK IN QUESTIONS

What makes you angry?

What make you happy?

What makes you sad?

What do you do for fun?

Do you have any pets?

What is your favourite place?

What is your favourite animal?

What is your favourite sport?

What is your favourite song?

What is your favorite TV program?

What do you and your friends do for fun?

If you could have one wish, what would it be?

What famous person would you like to be?

In what period of time, past or future, would you choose to live in?

What foreign country would you like to visit?

What would you like to be really good at?

What is your favorite story?

What is one food you don't like?

What do you do when you feel lonely?

What would you do with one million dollars?

Would you rather be rich, famous or happy?

What would you do if you were the Prime Minister?

What would you do to improve school?

What qualities do you look for in a friend?

Who is the best person in the world?

What do you do when you get really angry?

I feel happy when....

I feel sad when...

I feel angry when...

I feel scared when...

The scariest thing is...

The biggest thing in the world is...

I'm bigger than...

I'm smaller than...

The smallest thing is...

My favourite weather is...

Rain makes me feel...

Wind makes me feel...

Sunshine makes me feel...

Snow makes me feel...

Fog makes me feel...

When I think of blue, I think of...

When I think of red, I think of...

When I think of green, I think of...

When I think of yellow, I think of...

When I think of orange, I think of...

When I think of black, I think of...

When I think of brown, I think of...

Today I feel...

What is something scratchy?

What is something soft?

What is something sharp?

What is something smooth?

What is something sour?

What is something sweet?

What is something cold?

What is something cool?

What is something warm?

What is something hot?

If I were an animal, I would be...

If I were a building, I would be a...

The first thing I want to do when I grow up is...

When I grow up, I want to be...

When I daydream, I usually think about...

Someday I want to...

Friends are...

Put downs make me feel...

When I am doing math I am most like what animal?

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# EXAMPLE - CURRICULAR QUESTIONS

## CIRCLE QUESTIONS ~ CURRICULAR

What about \_\_\_\_ (topic) do you need more information?  
 What do you want to know/learn about when we study \_\_\_\_\_?  
 What do you feel you know well about \_\_\_\_\_?  
 What career field/cluster interests you and what skills would help you in that position?  
 How is the main theme of the novel/story/poem we just read connected to a personal experience?  
 How might you have acted differently than the characters in the story?  
 What made you say 'oh' about that video clip/passage/painting?  
 What is one thing that you thought was fun in this unit?  
 How might your view/opinion change if you were male/female/glblt?  
 What do you need to spend more time on?  
 How do you learn best?  
 How can I help you be successful?  
 How would you like your teachers to explain things to you? Teach you?  
 What would you like to learn to do?  
 What is helpful to you in this classroom?  
 Rate (on a scale from 1 to 10) the difficulty of what we're learning in \_\_\_\_\_.  
 What is something you learned from this unit?  
 What problem-solving strategy do you often use?  
 What is one remaining question you have after today's lesson?  
 What is a prime number?  
 What have you learned which relates to the big ideas?  
 How can you relate this concept to your own life?  
 What would you like to learn about \_\_\_\_\_?  
 Thinking about what you learned last year in fractions, what do you remember?  
 On a scale of 1 to 10, how confident are you with what we have learned so far in \_\_\_\_\_?  
 Give me one expectation/criteria of the \_\_\_\_ assignment due on \_\_\_\_\_.  
 If you were giving advice to another student who was trying to \_\_\_\_\_, what would you say?  
 Let's brainstorm a list of vocabulary related to this topic.  
 What do you already know about \_\_\_\_\_?  
 What do you want to learn about \_\_\_\_\_?  
 What have you learned about \_\_\_\_\_?  
 Tell us one thing from your assignment that the teacher should focus on when grading.  
 How do you prepare for exams?  
 What did you learn last year in \_\_\_\_\_ that you can use to help you this year?  
 In one sentence state one concept you have learned thus far.  
 What is the most important point you have learned in this unit?  
 At this point in our unit study, what is one question that you still have? One thing that confuses you?  
 What would you tell someone about why it's important to study history?  
 How could you approach the following problem/question?  
 Where do you think your learning is at this point?  
 How would you explain this unit in one or two sentences?  
 The most challenging part of this unit is \_\_\_\_\_?  
 What was the easiest thing for you this term? (subject/topic/unit)  
 State a new word (for the word wall) or new piece of information you have learned thus far.  
 What strategy have you learned to use for test preparation? Did it work? How could you improve?  
 What is your favourite topic in English?  
 What is your favourite dish to make?  
 Is there something you'd like to learn more about?  
 What is your least favourite part about this class?  
 If you could interview any Canadian, who would it be?  
 What learning strategy do you use effectively?  
 How do you study at home?  
 What do you know about \_\_\_\_\_?  
 What would you like to know about when it comes to \_\_\_\_\_?  
 If you could change anything about the test set-up, what would it be?  
 In what type of environment do you learn best?  
 What is your strength in this unit?

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# CIRCLES: LOW TO HIGHER RISK QUESTIONS

It is always helpful to open with asking everyone to choose a number between 0-10 of how they are feeling to start (with the option to explain)

## LOW RISK:

What is your favourite: food? / TV show? /colour? /song? / musician? etc.

If you had an unexpected free day and could do whatever you wanted....what would it be?

What is your favourite season...and why?

Tell us about something fun you did on the weekend

If you were a videogame character who would you be?...Why?

What is your favourite sport?...explain why?

What funny events can you remember from school? / your community?

Do you have a collection?...what is it...and how long have you had it?

What was good about school this week?

## MEDIUM RISK:

Describe an enjoyable time you have had in nature...

What do you want to be when you grow up?

What makes someone a good friend?

What do you like about our class? / school?

Why should people follow rules?

Name someone in the class who has done something nice for you this week

If you could have a superpower....what would you choose....and why?

How would your best friend describe you?

What are you good at?

What is something you have learned you didn't know how to do last week? / last month? /last year?

Share something unique about yourself

## HIGHER RISK:

What is it like for you when someone is angry with you?

What makes it difficult for you to listen and hear what someone else says?

What would you like others to know about how you are feeling, or what you are needing?

What does a good relationship look like?

What are you afraid of?

What would you like to be different in your class? /your school? ...what could you do to help to make this change?

How can you best respond when someone offers you drugs, or asks you to try them?

A nice closing activity is to ask everyone to choose a word or two that describes their experience in the circle, or how they are feeling after the circle.

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# CIRCLE: AWE AND VIDEO EXAMPLE

*“Awe is the beginning of wisdom, awe is the beginning of education” ~ Matthew Fox ~*

*“Wonder is the desire for knowledge” ~ St. Thomas Aquinas ~*

*“Listen, and lay your head under the tree of awe” Shadow and Light Source Both ~ Rumi~*

The following is adapted from an exercise from the Greater Good Science Centre’s Summer Institute for Social / Emotional Learning. Research suggests that experiencing awe improves people’s satisfaction with life, makes them feel like they have more time, makes them feel less self conscious, and reduces their focus on the trivial. Awe also should inspire us to wonder, be curious, ask questions and reflect. In our day-to-day routines in classes / schools it can be difficult to “experience” awe. Recognizing this, I created a slideshow of photographs I have taken over the past 5 years. Some are from travels and include pictures from China, Ireland, Iceland, the UK, the US and Canada. Others, like the robin feeding and the dandelion are simply ones I took at home. I have also included a link to a video from the GGSC.

## Video Links:

My Video: <https://vimeo.com/178187177>

GGSC Video: [http://ggja.berkeley.edu/practice/awe\\_video#](http://ggja.berkeley.edu/practice/awe_video#)

## Possible uses

These are just two, feel free to use for your own purposes. If you want to use the individual pictures from my video, feel free to request and I will send them for your use.

1. View the video as part of circle or before. Discuss, what parts made you go wow? Or made you think? What would you like to know about the pictures / subject matter? What do you wonder about?

As with all activities, as the facilitator, you know your circle participants best, structure questions around their experiences, interests etc? Do

not be afraid to let there be a pause, some reflection. You can always ask if anyone would like to share their thinking. Share a wondering question you might have. For example, my wondering from when I was a youth and it still is a wondering is: what happens when you get to the edge of the universe? Can you step beyond it? Is there a beyond? If not, what does that mean? These wonderings can be very simple, but are designed to get us thinking big, outside the box, and hopefully change a perspective

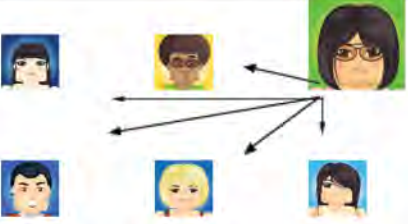
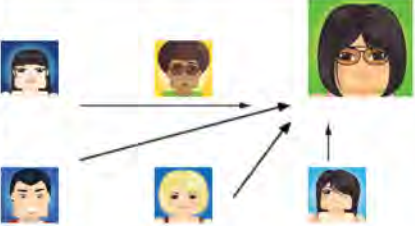
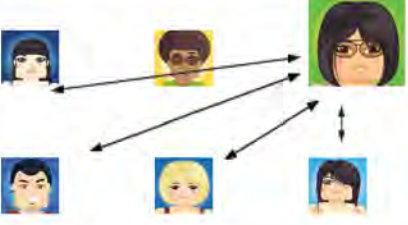
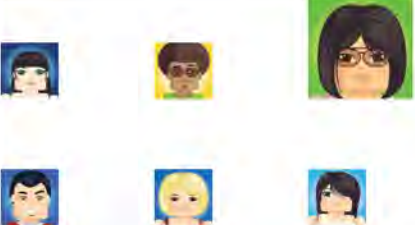

2. Before, or during circle: discuss what do the words awe and wonder mean? The emphasis is, that while dictionary definitions are useful, they are incomplete. What do the words mean to the individual? What images or ideas do they conjure? After a discussion, you might show one of the videos and discuss: were they awe inspiring, would they cause you to wonder? How did the images make you feel?

Note: When I did this exercise , it really made me stop. I hadn’t expected to be asked to consider what “awed me.” As I thought about this exercise, we must prepare our students for this, and assure them that there really are NO WRONG responses! For example, when I went to see the Kamakura Buddha, the large bronze Buddha in the video; there were no words to describe the experience. It was only later that the experience sunk in, and I could reflect on the tranquillity, and beauty of the experience. My suggestion is that we allow our students this same experience

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# CIRCLES: GROUP PROBLEM SOLVING MODIFIED FISHBOWL

Fishbowl - a group problem solving process	
	<p><b>1. Present the issue</b> The issue presenter describes the case and the concerns for 3 – 5 minutes without interruption. Questions may be asked only for clarification. It is helpful to have a person act as keeper and another person act as timer.</p>
<p><b>2. Listen and record</b> The issue presenter listens to the suggestions given and writes down every one without comment or critique as part of this brainstorming. Suggestions must be made as statements. For example, “change the curfew.” NOT “Did you change the curfew?”</p>	
	<p><b>3. Pros and Cons</b> The issue presenter reads off each suggestion and does a quick sequential check in from each person present on the pros and cons of the suggestion. Alternate the direction of the check in circle. Participants can indicate a “pro” or a “pass.” There is no commitment to any idea at this point.</p>
<p><b>4. Pick One</b> Without comment on any of the other suggestions, the issue presenter takes 1 minute to select 1 or 2 suggestions that the issue presenter will try by a specific date.</p>	
	<p><b>5. Check Back Again</b> One of the group members is asked to check back again with the issue presenter by a specific date to see how things have gone with the suggestion.</p>
<p><b>6. Last lost ideas</b> Take 1 minute to ask if there is a last suggestion to add.</p>	

Stan Baker *KPRDSB (retired)*

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# CIRCLES: SAMPLE LESSON ON PERSPECTIVES

## Minds on and check in go around

Using an optical illusion like “My wife and my mother-in-law”, ask students how many people they see?

**Mixer** - Walk the walk - invite students to walk around the circle. Call out an adverb and ask people to continue to walk that way (sadly, happily, angrily). In pairs, have students decide on an adverb secretly, have them demonstrate to the class while classmates guess the adverb.

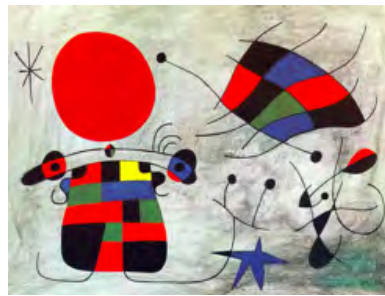
## Action or Main Activity

Perspective

Most students understand what perspective means but they really don't grasp how it shapes relationships.

Use optical illusions to demonstrate visual perspective: why don't we always see what is right in front of us

Use examples from abstract pieces of art. E.g. Joan Miro



Question on perspective: how does it look to be the oldest, middle or youngest child?

What if you are the only child?

Ask students to comment on the similarities, differences, etc

Are there always 2 sides to every story?

**Debriefing** What shapes the perspective we see in our classroom everyday?

## Energizer

Lap ball - students sit on the floor in a circle with legs extended in front. Heels are not to be lifted and hands may not be used to pass the ball from lap to lap without touching the floor.

## Consolidation and check out

What is one thing you've learned about how perspective can help build a relationship in our classroom?

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# EXAMPLES: CLASSROOMS IN HASTINGS PRINCE EDWARD DSB



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# CIRCLES: ROUTINES FROM SIMCOE MUSKOKA CATHOLIC DISTRICT SCHOOL BOARD

## RESTORATIVE PRACTICES - CIRCLE ROUTINES AND GOALS

“The circle is used and interpreted in different ways in different cultures, but typically denotes wholeness, inclusion, connection and continuity.”

Note: On your PA day, you might choose to sit in a circle for one or another activity or discussion topic from this toolkit, in order to practice using circles.

Many teachers choose to make the circle a weekly or even a daily routine. The circle format typically starts with the taking of attendance. This might be followed by an inspirational reflection. Students then take turns checking in. For example, the teacher might say: “Choose an (animal, colour, object) that represents your state of mind this morning.” After check-in, there might be a sharing of world news (world, national, and local) from various sources, and open discussion. Students might then be invited to share personal news.

### Goals for the circle can include the following:

- to enhance the trusting, cohesive and “comfortable” atmosphere for all of my students;
- to emphasize that they belong;
- to know that someone cares (YOU ARE NOT ALONE!);
- to improve problem-solving skills;
- to create common ground for everyone in the class;
- to clarify our life purpose;
- to commit (or recommit) to personal growth and to education;
- to hear opposing views;
- to discuss the world around us;
- to reconcile and celebrate differences;

- to find and/or offer solutions to situations;
- to offer honest information on various topics;
- to improve the ability to see our role in situations and the effect on others;
- to practice the way we want to be;
- to learn to collaborate (how can we support each other);
- to communicate with purpose (respond to ideas with a meaningful comment);
- to improve self-esteem and love;
- to provide guidance.

Source: Gabriella Bator



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## GUIDELINES FOR INITIATING CLASSROOM CIRCLES BASED ON RESTORATIVE PRACTICES

### Process

1. Have the students help you safely and quietly organize the classroom so that everyone can sit in a circle.
  - a. Try to ensure that there are no desks or other furniture between circle participants.
  - b. Sit in an equal position in the circle.
2. Welcome the group. Introduce yourself as a circle facilitator (or guide).
  - a. Let everyone know that while in the circle, your voice is equal to theirs.
  - b. Also ask that when they are speaking, they address the circle as a whole, and not just you (the facilitator).
3. Outline the purpose of the Circle and review the agreement before starting. If the circle as a whole wishes to add other components to the agreement, feel free to facilitate that. It may help to post the agreement somewhere visible in the classroom.
  - a. Start with safe topics to encourage discussion and develop a forum where students feel comfortable talking about their thoughts and feelings.
  - b. When a level of comfort and trust is established, more difficult topics can be brought to the circle.
4. Explain the Circle process:
  - a. This is a “structured” conversation.
  - b. One person speaks at a time without interruption.
  - c. There are no right or wrong comments or thoughts.
  - d. We use a talking piece. Everyone will have a turn to speak and we agree to share the time we have equally.
  - e. It’s okay to pass and we will come back to you at the end.
  - f. What is discussed in the Circle is not to be shared outside the Circle. We respect privacy.
- g. Bring your full attention and presence to the Circle. Focus to stay on topic.
- h. Listen and speak with respect for others. Please do not interrupt a speaker or have private conversations during the Circle.
- i. Address your comments to the whole group or to the centre of the Circle.
- j. Be as honest, open-minded, and non-judgmental as possible.
5. Ask questions and guide the conversation.
  - a. Use restorative reflective statements:
    - What do you think about.....?
    - What comes to mind or what resonates with you when....?
    - What happened?
    - How does \_\_\_\_\_ impact us/the classroom?
  - b. After asking a question, allow a pause for silent reflection before passing the talking piece.
    - i. You may choose to pass the talking piece around the entire circle, or have participants raise their hands to speak and receive the talking piece. For difficult conversations or brainstorming, you may choose to have everyone write down their thoughts (no names) and put them in a basket in the middle of the circle. One person can read the responses.
  - c. Listen to what is said and pose thoughtful questions to encourage deeper conversation and problem solving.
 

*I heard the word “judged” being used. When you hear that word, what does it mean to you?*
  - d. You (the facilitator) take your turn to speak. Do not otherwise interject to teach or respond unless directly asked.
6. End the Circle by thanking the group for their honesty and courage.

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## Reflection

Review the agreement terms at any time if necessary. Discuss the skills students have practiced that can be applied throughout their day in other situations.

### RESTORATIVE PRACTICES AT SMCDSB

**RJ as formal alternative  
within progressive  
discipline**



**Daily strategy by  
teachers to build  
social-emotional skills**

#### **System Implementation:**

- Restorative Practices Steering Committee
- Formal training of Board Mental Health staff
- RJ brochure developed & system resources created
- Training opportunities provided for educators on PA days, summer institutes and symposia
- Board mental health staff support classroom circles
- Currently working to deepen and sustain restorative practices

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# CIRCLES: ARTICLE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT THE POWER OF THE CIRCLE

## The POWER of the CIRCLE

*When schools use restorative practices to build relationships and community, students' attitudes change for the better.*

Laura Mirsky

In April 2014, students at Warren G. Harding Middle School in Philadelphia, Pennsylvania, had just finished a week of state testing, which they had found very stressful. Like

all Harding's teachers, 7th grade language arts teacher Denise James had her students sit in a circle and discuss the purpose of the tests and how they felt about having to take them.

The third girl to speak began to cry, saying, "I know I'm better than what the state says I am. I'm not 'Basic.'"

A boy added, "My whole life I've been told I'm 'Below Basic,' and that's the way I felt. But in here, I don't feel like that."

Harding is one of many schools employing restorative practices to build relationships and improve school culture. Circles, like the ones on testing conducted schoolwide at Harding, are one of many elements of restorative practices. From California to Maine, elementary, middle, and high schools in urban, suburban, and rural areas are using these practices, both to build relationships and to decrease



Students at Warren G. Harding Middle School in Philadelphia use a "talking piece" to indicate whose turn it is to speak during a restorative circle facilitated by teacher Denise James.

incidents of misbehavior, bullying, and violence and to prevent such problems from occurring in the first place. The International Institute for Restorative Practices (IIRP) Graduate School is helping schools implement the practices.

"Restorative practice is not a discipline program, but rather a framework for how to approach all relationships in a school building: leadership to staff, staff to students, and student to student," says John Bailie, assistant professor and director of continuing education at the IIRP Graduate School. "The way we handle discipline flows naturally out of the way we approach relationships in general. That's

why we train educators in a range of practices, most of which are proactive. Responsive disciplinary practices are simply the natural result of that relational framework."

Schools that come closest to achieving a restorative school culture approach that goal through both strong administrative leadership and the creative efforts of teachers and staff. Warren G. Harding Middle School is one such school. Harding has an enrollment of more than 900 students in grades 6-8. The student body is 55 percent black, 29 percent Hispanic, 11 percent white, 2 percent Asian, and 100 percent economically disadvantaged (School District of Philadelphia, 2014).

### "We are a community."

In fall 2012, Harding began implementing the IIRP Safer/Safer Schools Whole-School Change Program, a comprehensive two-year initiative that trains the entire school staff in restorative practices. Principal Michael Calderone works hand in hand with assistant principal Betsaida Ortiz, whom he calls "the heart and soul of restorative practices at Harding." Ortiz says, "Teachers are learning that this is our way of living. We are a community."

To build community and relationships, Calderone and Ortiz have incorporated weekly proactive circles into the classroom routine. During this time,

participants sit in a circle, with no physical barriers. Circles are often a sequential go-around in which each participant shares a thought, feeling, or experience related to the topic under discussion, sometimes passing a "talking piece" to indicate whose turn it is to speak. Circles provide opportunities for students to build trust, mutual understanding, and shared values and behaviors (Costello, Wachtel,

& Wachtel, 2010). Teachers may use topics drawn from problems or behaviors they're seeing in their own classrooms, or they may focus on issues the leadership team wants addressed schoolwide, such as social media bullying, name calling, fighting, harassment, or thoughtlessness.

During the first year the school used restorative practices, Denise James's honors class addressed the circle topic. "Why do you think kids behave the way they do in our school?" The circle started out in a light vein: "to be cool," "to be popular." But when a student said, "because kids don't have enough guidance at home," it was as if a tap opened—students began to share intimate details of their lives.

First, a girl spoke about the time she lived in a box on the street, her mother addicted to crack and her father in prison: "[My parents] tell me, 'Don't do what I did.'"

"Sometimes it's hard to let go of what was going on before we come to school," one boy shared. His stepdad was beating his mom, and he was afraid the man would also hit his 3-year-old sister. "Do you ever wish you could *unsee*?" he asked.

That circle brought her class together, says James. "From then on, we were a family." James has built enthusiastic learning communities in all her classes, even the one she calls "a handful."

### "You're being mean, and it's not funny."

If teachers are struggling with the circle process, Ortiz helps them out. Circles are sometimes used to solve problems or address wrongdoing (Costello et al., 2010), and one teacher wanted to hold a circle to address name calling. However, four boys who had been calling another boy derogatory names related

**Circles provide opportunities for students to build trust, mutual understanding, and shared values and behaviors.**

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to homosexuality insisted they were only joking and didn't need to circle. Ortiz came to the classroom, told the boys to watch from outside the circle, and started the go-around, saying, "I'm disappointed because a member of this class is being affected by mean comments, and some of you don't see anything wrong with that." The students went around the circle, telling the four boys, "You're being mean," "It's not funny," and "We're tired of you doing this." The boy being teased also shared how he felt.

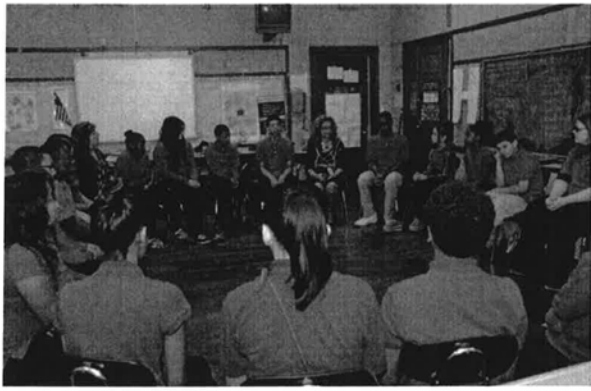
The four boys tried to comment, but Ortiz said they weren't allowed to speak unless they joined the circle. All four did. By the end, they all apologized, saying they were trying to be funny, but could not see there was nothing funny about their behavior.

In the past, when severe misbehavior occurred, students were suspended or sent home. They were not held accountable, and the suspension taught them nothing. The U.S. Department of Education and Justice (2014) issued joint guidelines earlier this year recommending that schools revise their discipline policies to move away from zero tolerance policies, which exclude students by means of suspensions and expulsions, often for minor infractions. The guidelines instead recommend alternatives such as restorative practices, which foster positive school climates.

Now, at Harding, even severe misbehavior such as bullying, fighting, cursing, trashing a classroom when a substitute teacher is in charge is addressed restoratively. Students are not suspended unless they commit a "nonnegotiable" offense, such as bringing a weapon or drugs to school. Instead, they are assigned to the reflection room. In the reflection room, students spend one to several days thinking, writing, and talking about their behavior in a circle with other students and a staff supervisor. Students address such restorative questions as "What

happened? What were you thinking about at the time? What have you thought about since? 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?" (Costello, Wachtel, & Wachtel, 2009, p. 16). The entire process is a learning experience.

"At first it's a struggle," says Ortiz. Students are defensive. They insist they're innocent or blame others. But they're told they have to talk about it and hear how their behavior affected others. Through



Assistant principal Betsaida Ortiz and teacher Denise James facilitate a restorative circle in a 7th grade classroom at Warren G. Harding Middle School.

this process, students realize what they did wrong and how they could have made a better choice. "It's rare that students who leave the reflection room don't accept responsibility for what they did," says Ortiz.

**"The kids didn't know the word *prejudice*."** Like many teachers at Harding, 6th grade reading teacher Jennifer Levy uses circles not only to build relationships and respond to problems, but also for teaching and learning. Participating in restorative circles prepares students for circles on academic subjects. For example, for Black History Month in

February, Levy held a circle on civil rights. Her class was reading a book about Martin Luther King Jr. that talked about the racism he encountered early in life. The book spawned "a very deep circle, both restorative and academic," Levy says. "The kids didn't know the word *prejudice*."

In the circle, Levy traced the history of race in America, from slavery to the civil rights movement. This led to a go-around about race relations, during which the students and Levy discussed how blacks and whites treat one another and "how it is for me as a white teacher with black students and vice versa." This was a wonderful bonding experience for Levy and her students.

Immediately after all circles, while the conversation is fresh in their minds, Levy's students write about their experience in their journals. After the circle, Levy asked her students to write about how they want to treat people the way they

themselves want to be treated.

Circles also help teachers see how they can improve their teaching. When a teacher was having trouble with some of the students Levy also teaches, Ortiz asked Levy to invite the teacher to a circle in her classroom. The students had a chance to tell him how they felt about his class. All he ever did was hand out worksheets, which they finished in 15 minutes, they told him. As a result, they were bored and acted up. The teacher learned how his students felt, and he saw how circles could help him and his class.

#### **"It's always a conversation."**

In fall 2013, Harding's student and staff rosters doubled. After the School District of Philadelphia shuttered 23 schools for financial reasons, Harding took in some of the closed schools' former students and staff. This included 20-25 new teachers, some of whom had never heard of restorative practices.

## Making a Difference

### MYRON DUECK

**I remember a time when it felt as though I'd really made a difference for**

a student. This student, whom I'll call **Megan**, took me up on my **retesting** offer shortly after I broke my own rule and learned to **give retests**. She came by on a Friday around 3:00, **poked her head in the door**, and asked whether she could take the retest then. Sure, I said.

I randomly chose a question off the test about the increasingly important role of women in the 1920s and '30s and said, "Megan, what can you tell me about that? Let's have a conversation." So she told me about the changing role of women. When she got to the end, I said, "That was just incredible! You nailed that question! You must have put a lot of effort into that." She said that she had.

Then as she got up and headed toward the door,



she turned to me and said, "You know, Mr. Dueck, this is the only course I'm trying to retake." I asked her why.

"I like this retesting system," she said. "I'm able to see what I know and what I don't know. I come in on a day like today, I tell you what I've learned, and it makes me feel smart."

She took a few more steps, then turned to me and added, "And I haven't felt smart in the past." Then she walked out the door, and her footsteps disappeared into the hallway.

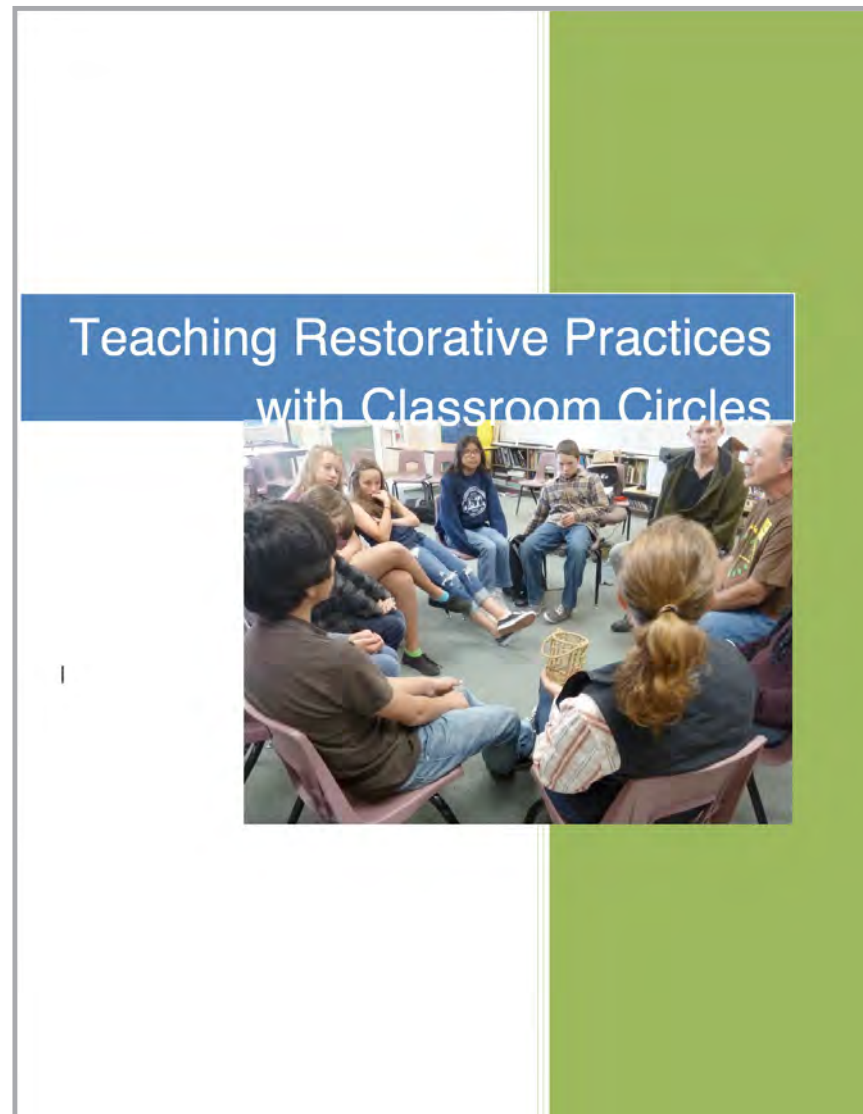
That filled my sails on that Friday afternoon. It's feedback like that along this journey that has made such a difference for me.

**Myron Dueck** is vice principal at Penticton Secondary School, School District 67, in British Columbia, Canada. He is the author of *Grading Smarter Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn* (ASCD, 2014).





# EXAMPLE: SAN FRANCISCO UNIFIED SCHOOL DISTRICT



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## MORE SUCCESSFUL PRACTICES

- Peer Mediation and Restorative Practice
- Formal Restorative Conferences

RESTORATIVE  
PRACTICE  
RESOURCE PROJECT



# EXAMPLE: RESTORATIVE INTERVENTION TO SOLVING PROBLEMS AND REPAIRING RELATIONSHIPS – HARRY BOWES PEACEMAKERS YORK REGION DISTRICT SCHOOL BOARD

## Mission

To enable students who have been trained in problem solving and conflict resolution to assist peers and younger students to establish a peaceful settlement to issues that arise on the schoolyard.

## Guiding Principles

### An effective Peacemakers program:

- Is guided by the Board and School mission statements.
- Is a component of our school-wide discipline plan.
- Aims to resolve conflict between students in a non-judgmental, fair and empathic manner.
- Requires some training in problem solving.
- Requires an understanding of restorative approaches.
- Is a strategy that attempts to de-escalate and prevent re-occurrences.
- Contributes to the safety and well-being of all.
- Needs to be reviewed regularly.

## Purpose and Benefits

Problems, disagreements and conflict are inevitable on the schoolyard. It is a natural part of growing up, and is common in games for students of all ages. When we accept that conflict will happen, we then look to support students to ensure that they are able to resolve their conflicts in acceptable ways. Students do not all have the tools to resolve all the conflicts they may encounter. The Peacemakers program:

- Will help to give students a greater ability to deal with the conflicts that arise.

- Helps create a more positive tone and culture in the school: when students accept responsibility for their actions and work to resolve them through guidance by their peers, attitudinal changes are internalized more readily.
- Empowers students to help other students resolve issues. This is a powerful life-long skill which benefits both the Peacemakers and the many students they help.

## Goals

### The Goals of the Peacemakers initiative are:

- Create a more positive school climate characterized by cooperation and collaboration.
- Empower students to take responsibility for peacefully resolving conflicts without the intervention of staff.
- Create a culture of students supporting students.
- Further develop positive relationships between all students.
- Prevent disputes from escalating into more serious incidents.
- Build conflict problem solving skills for all involved – leaders and peers.
- Develop character.
- Create a calmer, more student-friendly school yard.

## The Program

Peacemakers are students, trained in a restorative resolution process, who offer help to students who are experiencing a problem, whether it is a disagreement during a game, an argument or a more involved conflict. Peacemakers do not solve the problems themselves, but rather help guide students to seek their

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own solutions. They act as a neutral third party. By redirecting the student's attention to this neutral party, anger can more easily be diffused and a calmer, more rational conversation can take place. It is important to give students a role in resolving their own disagreements or conflicts. This will have the most profound impact on their future ability to solve problems for themselves. Peacemakers are there to lead others in the right direction.

### Solving Problems using Restorative Practices

Peer support in solving problems is a means of improving the school climate by having students take on the responsibility for helping their fellow students resolve issues. The responsibility allotted these young people allows them to develop and demonstrate many of the character traits adopted by the Board, builds their own toolbox of resolutions and leadership skills, and serves as a preventative measure to decrease future conflict.

Peacemakers use a restorative approach, meaning they work with their peers and other students to come to a resolution to a problem. They use questioning to help guide the students towards an acceptable outcome, rather than tell them what will happen, or solve the problem for them. Restorative practices is about creating, maintaining or repairing relationships. This is ultimately what the Peacemakers do.

### Training Day

#### Activity 1. - Orientation

- Get-to-know-you activity – large circle – begin by asking opening questions
  1. What are you looking forward to today?
  2. What do you think the role of a Peacemaker is? Why do you think Peacemakers is important?
  3. Why do you think you will be able to make a difference?

#### Activity 2 – Exploring Peacemakers – what are they, what do they do.

- Break into small circles – 5-6 each
- Respond to the following statement:
  - a. “The responsibility of Peacemakers is to solve problems for conflicting students.”
    - i. How do you feel about this statement?
    - ii. Does this adequately describe the role of Peacemakers?
    - iii. What is wrong with this statement?
    - iv. In your group, revise this statement to address what think the real role of Peacemaker are.
- Have you even been in a situation when you didn't feel that you were treated fairly? Describe the situation and why you didn't feel you were treated fairly. What would have made you feel better?

#### Activity 3 – Restorative Practices – what is it

- Introduce Social Discipline Window – emphasis in the WITH quadrant
- Talk about the TO quadrant – “what are some TO examples and what are some WITH examples”

#### Activity 3 – Yard Conflict and Problems

- What are some of the usual problems that students get into on the yard? Make a list.
- Divide your list into things that you feel you could deal with, and things that you feel should be referred to an adult, or sent to the office.
- Large group reflection.

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### Activity 4 – Solving Conflict

- Describe how you would solve the following problem.
  - Two boys, Johnny and Abdul are arguing about a goal in soccer. Johnny says it was a goal, Abdul says it wasn't. They go from yelling to pushing each other. A student gets you to come over and help. What would you do?
  - In your groups, outline the steps you would take to solve this problem.

### Activity 5 – Introduce Restorative Problem Solving

- Introduce the question – distribute the cards, show the posters.
- Discuss the difference between asking “why did you do that” vs. “tell me what happened”
- Discuss the different questions you would ask the Victim vs. the Offender
- Demonstrate a situation with two students acting as offender/victim (scenario 1)

### Activity 6 – Scenarios

- In groups of 4 work through the scenarios – 1 victim, 1 offender, 2 facilitators

### Activity 6 – Scenario Reflection – whole group

- Challenges that you found
- Things to work on – next steps

### Activity 7 – Implementation

- Create groups, create a schedule
- Review reporting/recording procedure – how will you make notes
- Plan next meeting date to review progress, issues, problems

### What Peacemakers do

1. Steps to take when facilitating a conference.
  - a. Withdraw those involved to a private location – ask others to leave.
  - b. Explain what your role is – to help them find a solution.
  - c. Ask questions of all involved – just the main people – not all the witnesses. Have each side tell their story.
  - d. Clarify what happened by repeating the questions or paraphrasing.
  - e. Express your own feelings if necessary by using affective statements.
  - f. Identify the underlying problem and find out what each side wants.
  - g. Ask for solutions to repair the harm. If stuck, make some suggestions. Perhaps identify the advantages and disadvantages of each option.
  - h. Have both sides agree on the solution.
2. Use the Restorative Questions on the card
  - a. For the Victim
    - i. What did you think about when you realized what had happened?
    - ii. What impact has this had on others
    - iii. What has been the hardest thing for you to deal with
    - iv. What do you think needs to happen to make things right?
  - b. For the offender
    - i. What happened?
    - ii. What were you thinking about at the time?
    - iii. What have you thought about since?
  - iv. Who has been affected by what happened and how?
  - v. What do you think needs to happen to make things right?

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**After you are done....**

Reflect on your practices and approaches.

**Is my practice:**

- Respectful (separating the behavior from the person)
- Fair (engaging, with explanations)
- Restorative (by repairing the harm and building relationships)

**Does my practice:**

- Develop Empathy (through reflection, insight and learning)
- Enhance responsibility and accountability.
- Support positive behavioural change and the strengthening of relationships.

**PEER HELPERS**

Some General points about peer helper programs...

- Peers helping peers is a process by which a neutral third party brings two or more students experiencing conflict together and provides a structured approach that enables those involved to negotiate an agreement.
- The process respects all involved by ensuring that it is the students in conflict who ultimately work with each other to determine the outcome. Any information arising from the conflict will remain confidential unless someone is in danger.
- A win-win outcome is the goal of any process. This process is based in the understanding that each party involved has their own interests to be fulfilled, and those must be articulated before a solution can be found.
- The students involved in the dispute will hopefully observe and learn the principles and techniques used so they can better deal with any future conflicts they may be involved in.

- All students involved in a peer process gain valuable skills. The peers who facilitate the process will learn valuable skills in listening, responding, negotiation and mediation, which will be invaluable to them in future.

**QUALITIES OF A GOOD PEER HELPER****1. Remain Impartial**

- Avoid taking sides and be aware of your own personal biases.

**2. Listen with Empathy****A good listener will:**

- Stop talking and listen – they should do most of the talking
- Relax – give the impression that the speaker is free to talk
- Show the speaker that you are interested in what he/she is saying
- Remove distractions (other people or move away from the activity)
- Put yourself in their position (empathy)
- Be patient – allow the speaker to plenty of time to speak

A peer helper must use the following active listening skills:

- Attending: using non-verbal behaviours to indicate that what the speaker is saying and feeling is of interest and has been understood. These may include tone of voice, eye contact, facial expressions, posture and gestures.
- Summarizing: restating facts by repeating the most important points, organizing interests, and discarding extraneous or unimportant information. This may also include a listing of the feelings each person is experiencing.
- Clarifying: using open-ended questions and statements to get more information.

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### 3. Be Respectful

- Allow each person an opportunity to speak and avoid interruption.
- Allowing both sides to have their say

### 4. Be Trustworthy

- Any information that comes up should be between the participants and possibly administration, but should not be talked about with other peers and friends. If someone is in danger, then information must be shared with an adult (ie. under a threat from someone else).

### 5. Help People Work Together

- You are responsible for facilitating the conversation, not finding a solution to the problem. The students having the problem need to work together to find a solution – you just guide the conversation.
- If students are struggling to find solutions, you may present some possible outcomes choices they may make. The participants will ultimately decide on the solution.
- If necessary, record the decision. You may also decide as part of the outcome to check back in with the two sides later on to see if all is going as agreed.

## ACTIVE LISTENING SKILLS

### Paraphrasing

**Encourage** - to convey interest:

*“Really, what happened next?” “Tell me more”.*

**Clarify** - to show understanding:

*“When did this happen”, “Can you tell me more about that”,*

*“Are you telling me that...”*

**Restating** - to show that you understand:

*“From what I hear, this is what happened”*

*“First, then, finally...”*

**Reflecting** - to show interest and empathy:

*“How did that make you feel?”*

**Validating** - to make them feel worthy:

*“I appreciate your willingness to talk about this”, “you both did a good job of explaining your side”*

### Passive Listening Techniques

- F** Face the person
- E** Eye contact – gentle, not staring
- L** Listening – lean in a bit to show you are involved
- O** Open posture – watch your arms, feet placement
- R** Relax – helps to calm everyone down when you show you are relaxed.

### Questioning Skills

There are two types of questions you can ask.

1. Closed Questions: These are ones that require a “Yes” or “No” answer. For example:
  - Is it raining today?
  - Did you kick the ball over the fence?
  - Did you watch TV last night?
2. Open-ended Questions: These are questions that require an explanation. For example:
  - When did this happen?
  - How did you feel about it?
  - Why are you so upset?
  - What happened?

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# SAMPLE PEACEMAKERS REPORT

## Harry Bowes – Restorative Mediation Report

Name: \_\_\_\_\_ Grade \_\_\_\_\_ Teacher: \_\_\_\_\_  
Name: \_\_\_\_\_ Grade \_\_\_\_\_ Teacher: \_\_\_\_\_  
Date: \_\_\_\_\_ Time this happened: \_\_\_\_\_ Location: \_\_\_\_\_

What happened? (Describe the incident effectively)

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Notes and Comments:

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**Actions:**

- Took responsibility for actions       offered apology       restitution for damages  
 Agreement by all involved       referred to adult       referred to office

## Harry Bowes – Restorative Mediation Report

Name: \_\_\_\_\_ Grade \_\_\_\_\_ Teacher: \_\_\_\_\_  
Name: \_\_\_\_\_ Grade \_\_\_\_\_ Teacher: \_\_\_\_\_  
Date: \_\_\_\_\_ Time this happened: \_\_\_\_\_ Location: \_\_\_\_\_

What happened? (Describe the incident effectively)

---

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---

Notes and Comments:

---

---

---

**Actions:**

- Took responsibility for actions       offered apology       restitution for damages  
 Agreement by all involved       referred to adult       referred to office

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# TRAINING SLIDES – MEND PEER MEDIATION



MEND PEER  
MEDIATION

Students  
Helping  
Students

Logos: youthdiversion, Ontario Youth Federation, and a group of students.

A yellow smiley face with sunglasses is located in the bottom left corner of the slide.

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# EXAMPLE: MEND PEER MEDIATION

## MEND PEER MEDIATION APPROACH



### PEER MEDIATION IMPLEMENTATION:

TUES FEB 21/2017

- ❖ MEND Peer Mediator Training information provided for senior grades
- ❖ Intermediate MEND Classroom Circle Training sessions

TUES MARCH 07/2017

- ❖ Afternoon ½ day student training for high school peer mediators

WED MARCH 08/2017

- ❖ Morning ½ day student training for high school peer mediators
- ❖ Afternoon Intermediate Circle Training & tandem ' Feather Groups'

#### CIRCLE TRAINING

Class & teacher work with MEND trainers:

- Building group comfort & safety
- Strategies for Building Community
- Learning through Games
- Communication skill development
- Student circle keeper support
- Student led circles

#### 'FEATHER GROUPS'

Indigenous based leadership learning

- Student leadership skills
- Developing self awareness
- Honouring personal strengths
- Understanding others needs
- Learning how to lead
- Working together

MEND PEER MEDIATORS: SENIOR GRADE STUDENT TRAINING: LEARNING HOW TO:

- ❖ Bring others together safely when they are in conflict
- ❖ Help people to hear and understand what one another need
- ❖ Ensure a non- judgmental space for everyone to feel heard
- ❖ Create room for empathy to grow
- ❖ Support others to find their own solutions to problems

ON-GOING SUPPORT TO BE PROVIDED BY MEND AND GREC STAFF VOLUNTEERS

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# MEND PEER MEDIATION



## BECOMING A PEER MEDIATOR:

If you:

- 😊 Like helping others
- 😊 Wish you could help your friends fix their conflicts
- 😊 Want to develop your skills

## YOU CAN BECOME A MEND PEER MEDIATOR...

Then you:

- 👩🏫 Will learn conflict resolution skills
- 👩🏫 Will be MEND trained and certified
- 👩🏫 Will earn community service hours

## YOU WILL LEARN COMMUNICATION & CONFLICT RESOLUTION SKILLS

So you:

- 👩🏫 Can help your friends
- 👩🏫 Can help people to understand one another better
- 👩🏫 Can help to repair and build relationships

## MEND PEER MEDIATORS

- 😊 Bring others together safely when they are in conflict
- 😊 Help people to hear and understand what one another need
- 😊 Ensure a non- judgmental space for everyone to feel heard
- 😊 Create room for empathy to grow
- 😊 Support others to find their own solutions to problems






## MEDIATING BY EMPOWERING USING NURTURING DIALOGUE

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# EXAMPLE: RESTORATIVE STUDENT TEAMS REST AND SELF REGULATION ON THE YARD

## Restorative Student Team (ReST) Form And Self Regulation

 <b>Meet</b> (Clipboard, in the right spot, ready to go)	
<b>Greet</b>	I noticed that you might be in the YELLOW ZONE.(BLUE ZONE) Is there a problem we can help with?
	Do you want to talk about the problem?
	My name is _____ . What's your name?
 <b>Seat</b>	Please stay with us and take turns with this talking piece. Is that OK?
<b>Entreat 1</b> 	What happened from your perspective? Who's been hurt? In what ways? How do you feel? How do you think he/she feels?
<b>Entreat 2</b> 	What do you think you need to do to make things right? You can say something and you can do something. (Start .....Stop.....Continue)
<b>Complete</b> 	Will you start this now? Thank you for your work on this. (Please shake hands on your plan.)
Initials of ReST Member:	Date: AM/PM
Student 1	Student 2
Grade: SK 1 2 3 4 Boy or Girl	Grade: SK 1 2 3 4 Boy or Girl

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Stan Baker KPRDSB (retired)



# SCRIPT FOR RESTORATIVE CONFERENCE CIRCLE MEND

MENDING CIRCLE © SCRIPT: Revised 2014

## WELCOME:

My name is \_\_\_\_\_ and this is \_\_\_\_\_ and we will be facilitating this circle.

## INTRODUCTIONS:

*Introduce all participants*

## OPENING:

We thank you all for attending; we understand that this is difficult and potentially awkward for everyone, and greatly honour your courage, caring and effort which motivated your participation here.

Having you all here creates an opportunity to repair the harm that has been done.

We are here to look at how people have been affected by what's happened; and hopefully to repair any harm that has been caused.

Is this OK with everyone?

Your participation here allows you input into how this matter is resolved. We ask you to share openly, speak honestly and make a solid effort with both this circle, and the agreement we create in order to help everyone move forward.

You are all here voluntarily and are free to leave at any time.

What we speak about here is confidential; information cannot be shared or used against anyone

## CREATING SAFETY

- If anyone needs a break or time-out please let us know.
- We will ask you to speak in turn and ask everyone to listen carefully and respectfully to one another.
- You will all have the opportunity to speak and to be heard.
- We ask that you treat one another with dignity and respect...
- Confidentiality is critical: what is said in this room remains in this room; however there are a couple of important exceptions:
  1. You must be aware that any information that indicates you intend to cause harm to yourself or others cannot be held in confidence for safety reasons.
  2. We actually encourage you to share your experience here today with your parents/guardians to help them to feel more comfortable with the situation.

Are we agreed?

We are here today to help to repair the harm and rebuild relationships.  
We would like to ask you to share with one another in order to build understanding.

*(Who should go first is determined by the precipitating event, needs and comfort of the participants)*

...It's Not About Asking The Questions... But Ensuring They Are Fully Answered...

What's happened?  
What's brought us here?  
What do you need those here to know?

What did you want to have happen?  
*(intent, goals, feelings, concerns, fears)*

How do you think ( ) has been affected?  
*(concrete and symbolic)*

How has this affected you?  
*(all feelings and progression)*

Who else has been affected?  
*(complete list)*

What have you thought about since this happened?

Would you like to add anything? and/or  
What has had the most impact on you here to-day?

What do you think needs to be done to help everyone feel  
more safe and comfortable?

Create an agreement together:

What did you hear ( ) say?

(Is that correct?)

*(As a facilitator, it may be helpful to reframe from your perspective if the participants are not 'hearing' one another)*

What has been the  
hardest thing for you?



# **SAMPLE SCRIPT FOR DEALING WITH PEOPLE IN DIFFICULT SITUATIONS**

*Stan Baker KPRDSB (retired)*

## **Step 1 Welcome and Introduction**

As you know my name is \_\_\_\_\_ and I will be facilitating this meeting. (introduce the participants if necessary). This meeting is an opportunity for us to have a conversation about what is happening with (student's name). To help us all work together, we need to discuss ways in which we can build all the relationships around (student's name) in order for him/her to achieve his/her potential. In the first part of the meeting, each person will be asked the following questions in turn (read them out from Step 2 below). The second part will deal with the question "What would you like to see come out of this meeting?"

Is that OK with everyone?(answer any questions about the process here before moving on.)

## **Step 2 Start with the parents.**

I would like to begin by asking (person's name) the questions.

What's been happening?

What do you think about that?

How has this affected you, the student and others?

What do you think are the main issues?

## **Step 3 Continue with the teacher and other participants in turn using the questions in Step 2.**

Step 4 Say to all participants

"Now that we've heard from everyone, is there anything anyone would like to say at this point?"

## **Step 5 Invitation to all participants**

What would you like to see come out of today's meeting?

## **Step 6 Record undertakings.**

Be sure to write down what you agree on and include a review or follow-up date for next contact/conversation. Provide a copy for all participants.

## **Step 7 Final invitation to participants**

Does anyone have anything further they need to say or to share?

## **Step 8 Closing the meeting**

Thank you for your time and involvement. It has allowed us to work together more closely as school and home. (Stand up to end the meeting and shake hands as appropriate)

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# EXAMPLE: RESTORATIVE CONFERENCE AGREEMENTS SMCDSB



## Simcoe Muskoka Catholic District School Board

46 Alliance Blvd. Telephone (705) 722-3555  
Barrie, Ontario L4M 5K3 Fax (705) 722-6534

### Restorative Justice Circle: Participant Agreement

Re: \_\_\_\_\_

Offence(s): \_\_\_\_\_ Date of Incident \_\_\_\_\_

Date of Agreement: \_\_\_\_\_ Location: \_\_\_\_\_

I promise to participate in a process that can help repair the harm that has taken place by upholding the principles of the circle: respect, community and creativity.

I promise to respect this circle in which I have agreed to participate by holding in strict confidence all information received by us in the circle.

Participants name: \_\_\_\_\_ Signature \_\_\_\_\_

Participants name: \_\_\_\_\_ Signature \_\_\_\_\_

Participants name: \_\_\_\_\_ Signature \_\_\_\_\_

Participants name: \_\_\_\_\_ Signature \_\_\_\_\_

Participants name: \_\_\_\_\_ Signature \_\_\_\_\_

Participants name: \_\_\_\_\_ Signature \_\_\_\_\_

Participants name: \_\_\_\_\_ Signature \_\_\_\_\_

Participants name: \_\_\_\_\_ Signature \_\_\_\_\_

Participants name: \_\_\_\_\_ Signature \_\_\_\_\_

Participants name: \_\_\_\_\_ Signature \_\_\_\_\_

Participants name: \_\_\_\_\_ Signature \_\_\_\_\_

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## Agreement - Restorative Conference

The Restorative Conference took place at \_\_\_\_\_

Date \_\_\_\_\_

Facilitators \_\_\_\_\_

The Participants in the Conference were:

The following agreements were made:

The terms of this agreement will be supervised by :

Follow-up contact will be made by (date):

Signatures of participants:

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# EXAMPLE: SURVEY PERSON CAUSING HARM POST CONFERENCE SMCDSB



Simcoe Muskoka Catholic District School Board  
46 Alliance Boulevard  
Barrie, Ontario, Canada L4M 5K3  
Tel 705.722.3555  
Fax 705.722.6534  
www.smcdsb.on.ca

## DRAFT FEEDBACK SURVEY

Please take a moment to fill out this form. The information will help us to improve future efforts.

Date \_\_\_\_\_

1. Overall, how satisfied were you with the Restorative Measures Group Conference?  
Very dissatisfied      Dissatisfied      Satisfied      Very Satisfied

2. Why did you choose to attend the Restorative Measures Group Conference? \_\_\_\_\_  
\_\_\_\_\_

3. Was there any pressure from anyone to attend the Conference?  
Not at all      Some      Quite a bit      Completely

4. How well did you understand the process before you came to the Conference?  
Not at all      Some      Quite a bit      Completely

5. Was everyone treated with respect and understanding?  
Not at all      Some      Quite a bit      Completely

6. How fair was the process in reaching an Agreement?  
Not at all      Some      Quite a bit      Completely

7. How fair are the terms of the Agreement?  
Not at all      Some      Quite a bit      Completely

8. Was there pressure from anyone to accept the Agreement?  
Not at all      Some      Quite a bit      Completely

9. Did you have a fair chance to express yourself?  
Not at all      Some      Quite a bit      Completely

10. To what extent did you realize the full impact of your offence on others?  
Not at all      Some      Quite a bit      Completely

*Our Vision: We are a faith-filled Catholic learning community dedicated to excellence*

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11. Did you apologize to the Victim(s) for what you did?  
Not at all      Some      Quite a bit      Completely
12. Do you feel sorry for what you did?  
Not at all      Some      Quite a bit      Completely
13. Has your attitude changed since the Conference occurred?  
Not at all      Some      Quite a bit      Completely
14. Do you think you will commit any further offences?  
Not at all      Some      Quite a bit      Completely
15. Was the Conference helpful in resolving this incident  
Not at all      Some      Quite a bit      Completely
16. Would you recommend this process to others in a similar situation?  
Not at all      Some      Quite a bit      Completely
17. Any further comments or suggestions?

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# EXAMPLE: RESTORATIVE CONFERENCES FACILITATOR MANUAL

## Kawartha Pine Ridge District School Board

### Restorative Conferences Facilitator's Manual

Revised January 9, 2006

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##### Section 1: Facilitator's Role

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Facilitating Do's and Don'ts	P. 4

##### Section 2: Pre-Conference Organization

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Seating Plans	P. 11
Preparation Checklist	P. 12

##### Section 3: The Conference

Following a Script	P. 15
Facilitator's Preparation Script	P. 17
Actual Script	P. 18
Restorative Conference Agreement	P. 24









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# EXAMPLE: RESTORATIVE CONFERENCE AGREEMENT



## Restorative Conference Agreement

Date:	Facilitator:
Names of Participants:	
The following agreements have been made between the participants:	
	
	
	
	
	
Participant Signatures:	
	

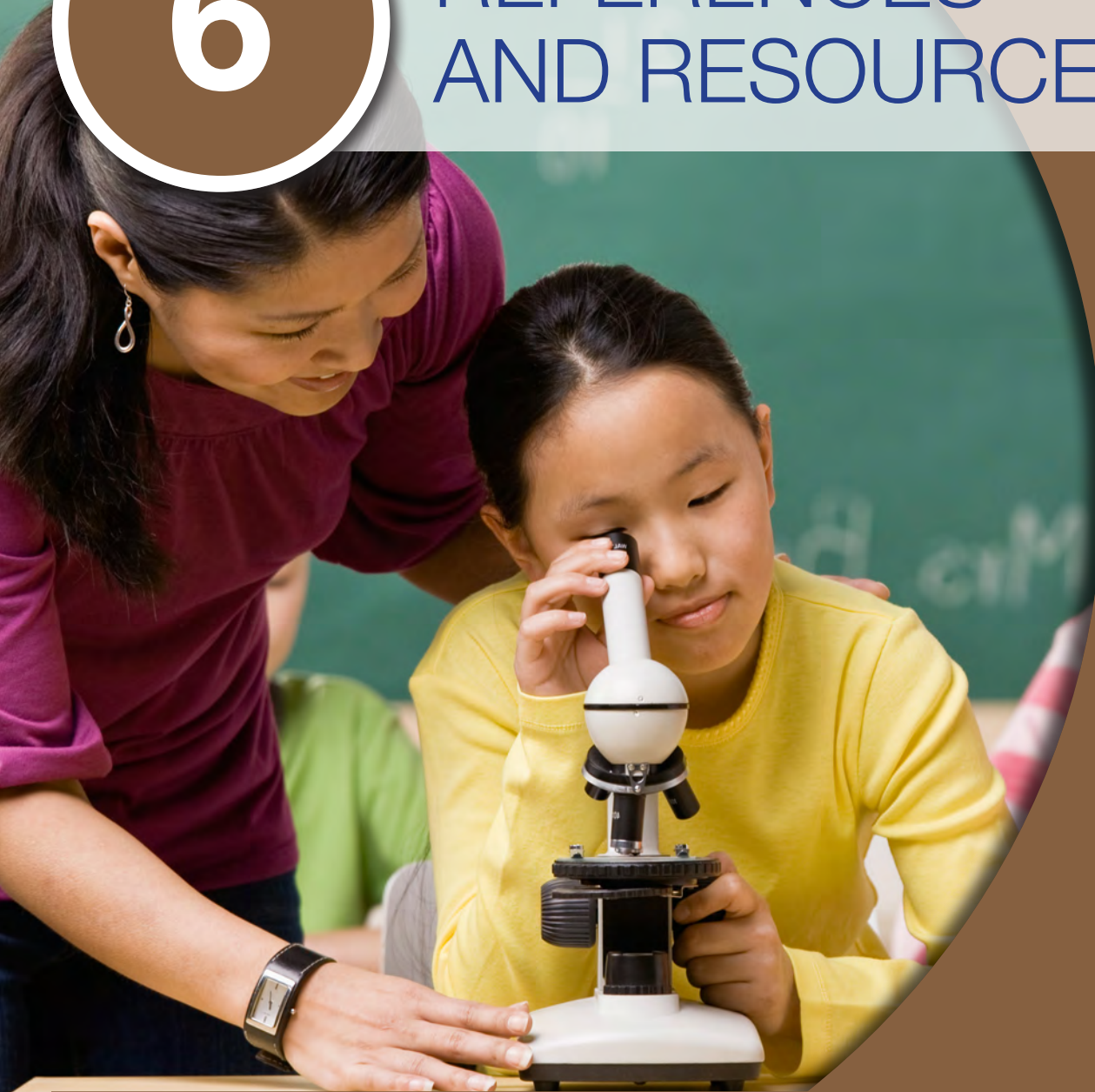
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## REFERENCES AND RESOURCES



- Findings and Recommendations Ontario 2014
- Recommended Resources
- Annotated List of Restorative Resources
- Evaluating the Impact of Restorative Practice

RESTORATIVE  
PRACTICE  
RESOURCE PROJECT



# RESTORATIVE PRACTICES IN ONTARIO SCHOOLS FINDINGS & RECOMMENDATIONS

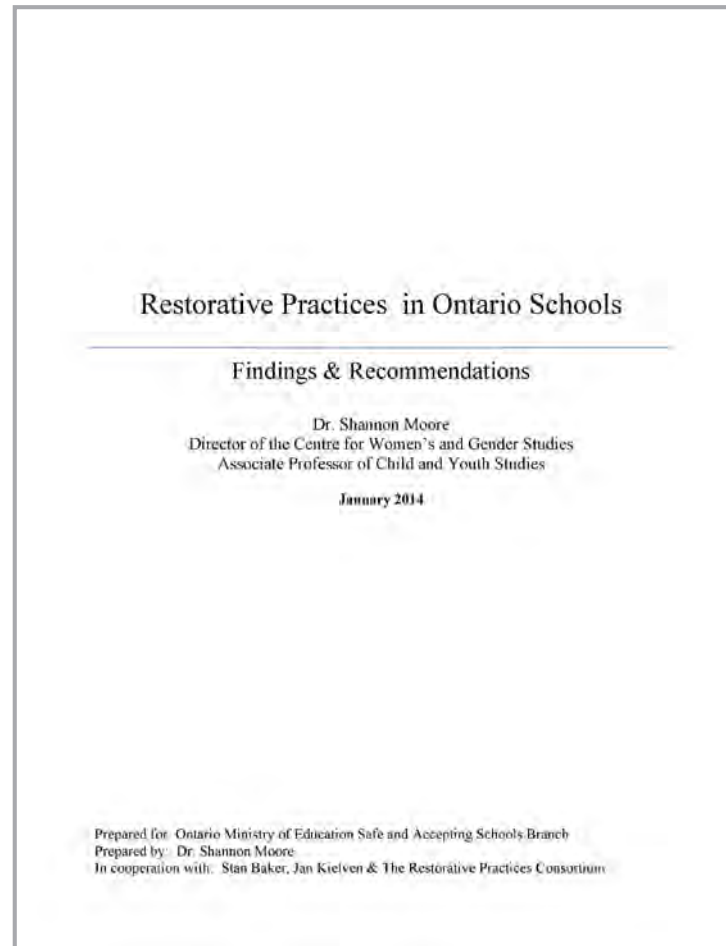
## EXECUTIVE SUMMARY

Restorative practices are participatory strategies premised on the belief that individuals directly involved or impacted by decision-making are the most effective contributors to solutions<sup>4</sup>. Restorative practices seek to build healthy relationships and “restore a sense of community in an increasingly disconnected world”<sup>5</sup>. Restorative practices in school settings have been shown to help build positive school climates, healthy relationships, improve learning outcomes, and reduce incidences of relational and physical violence in a manner congruent with contemporary approaches to progressive discipline and a whole school approach to education<sup>6</sup>

It is also well established that resilience among young people is relative to their social worlds and environmental contexts such as family, schools, and community<sup>7</sup>

This concept of connectivity as an interface among individuals and their environment uncovers the central role of communication and community in building healthy relationships for young people<sup>8</sup>

Restorative practices in school settings may be understood simply as teaching community<sup>9</sup> upon a foundation of social connectedness, respect, safety, and communication<sup>10</sup>. [\*\*\*Read the entire report here.\*\*\*](#)



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- Evaluating the impact of restorative practice



## Resource for Restorative Practice

Resource Name: Link	Building Moral Intelligence	Well being and student achievement connections x healthy relationships x belonging and interdependence x learning x fair process x ownership x voice x empathy & perspective taking x structure and support x safety
	Michelle Borba, ED.D	
Grade level xPX Jx   S Audience <input type="checkbox"/> Administration <input checked="" type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Support staff <input type="checkbox"/> Other:	Curriculum connections (list subject areas )	
Connections to Ministry Initiatives (DROP DOWN MENU TO INCLUDE.. Student Wellbeing, Safe Schools, Equity and Inclusion, Mental Health, Academic Capacity Building Other:		
<p><b>PROGRAMME DESCRIPTION:</b></p> <p>A parent focused resource that is also directly translatable to the classroom.</p> <p>Provides practical ideas that support the fundamentals of restorative practice</p> <p>7 'virtues' identified = empathy, conscience, self- control, respect, kindness, tolerance &amp; fairness</p> <p>Includes an excellent resource section dived into 'virtues' and age brackets</p>		
<p>Comments: (e.g. scalability, sustainability, program strengths, implementation challenges, partnerships, consumable costs)</p> <p>Can be used as a full scale plan or for individual lessons/ discussions/ circle topics</p>		
For further information, please contact:		
Name(s):	MEND/ YDP	
School Board(s):	LDSB	
Contact Information:		
Date		

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## Resource for Restorative Practice

<b>Resource Name:</b> Link	Conferencing Handbook	Well being and student <u>achievement connections</u> x healthy relationships x belonging and interdependence x learning x fair process x ownership x voice x empathy & perspective taking xstructure and support xsafety
	Real Justice	
	Terry O'Connell, Ben Wachtel, Ted Wachtel	
<b>Grade level</b> <input type="checkbox"/> P <input type="checkbox"/> J <input type="checkbox"/> I <input type="checkbox"/> S Audience x Administration x Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Support staff <input type="checkbox"/> Other:	Curriculum connections (list subject areas )	
<b>Connections to Ministry Initiatives (DROP DOWN MENU TO INCLUDE..</b> Student Wellbeing, Safe Schools, Equity and Inclusion, Mental Health, Academic Capacity Building Other:		
<b>PROGRAMME DESCRIPTION:</b>  <b>Original RJ Facilitator training handbook</b>  <b>Provides a good basic foundation of RJ principles &amp; skills</b>		
<b>Comments: (e.g. scalability, sustainability, program strengths, implementation challenges, partnerships, consumable costs)</b> <b>Dated, justice focused</b>		
<b>For further information, please contact:</b>		
Name(s):		
School Board(s):		
Contact Information:		
<b>Date</b>		

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## Resource for Restorative Practice

Resource Name: Link	Foundations for a Healthy School: Promoting well-being is part of Ontario's Achieving Excellence vision	Well being and student achievement connections <input type="checkbox"/> healthy relationships <input type="checkbox"/> belonging and interdependence <input type="checkbox"/> learning <input type="checkbox"/> fair process <input type="checkbox"/> ownership <input type="checkbox"/> voice <input type="checkbox"/> empathy & perspective taking <input type="checkbox"/> structure and support <input type="checkbox"/> safety
	Queen's Printer for Ontario	
	2014	
Grade level <input type="checkbox"/> P <input type="checkbox"/> J <input type="checkbox"/> I <input type="checkbox"/> S Audience x Administration x Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Support staff <input type="checkbox"/> Other:	Curriculum connections (list subject areas )	
Connections to Ministry Initiatives Student Wellbeing, Mental Health, Capacity Building		
<p><b>PROGRAMME DESCRIPTION:</b> A resource designed to help contribute to a learning environment that promotes and supports child and well-being. The focus is not only on academic success, but also on the whole child and student. Healthy children are better prepared to learn. The use of restorative practices is specifically mentioned in the the Positive School Climate chapter to support student engagement.</p>		
<p>Comments: (e.g. scalability, sustainability, program strengths, implementation challenges, partnerships, consumable costs) A Ministry of Education document that is a companion resource to the k-12 school effectiveness framework.</p>		
For further information, please contact:		
Name(s):		
School Board(s):		
Contact Information:		
Date		

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## Resource for Restorative Practice

<b>Resource Name:</b> Link	Moving Beyond Icebreakers	<u>Well being and student achievement connections</u> x healthy relationships x belonging and interdependence x learning x fair process x ownership x voice x empathy & perspective taking x structure and support x safety
	‘An Innovative Approach to Group Facilitation, Learning & Action’	
<b>Grade level</b> <input type="checkbox"/> PX JX IX S <b>Audience</b> <input type="checkbox"/> Administration x Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Support staff <input type="checkbox"/> Other:	Curriculum connections	
<b>Connections to Ministry Initiatives (DROP DOWN MENU TO INCLUDE..</b> Student Wellbeing, Safe Schools, Equity and Inclusion, Mental Health, Academic Capacity Building Other:		
<b>PROGRAMME DESCRIPTION:</b>  Good basics of group facilitation with multiple exercises that could be used as the focus of classroom circles.  Focus is on youth empowerment		
<b>Comments: (e.g. scalability, sustainability, program strengths, implementation challenges, partnerships, consumable costs)</b>  Text book....so in \$100.00 range Over 300 exercises ...well explained...		
<b>For further information, please contact:</b>		
Name(s):	Victoria Cadue YDP	
School Board(s):		
Contact Information:		
<b>Date</b>		

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## Resource for Restorative Practice

<b>Resource Name:</b> Link	Restorative Justice	<u>Well being and student achievement connections</u> x healthy relationships x belonging and interdependence x learning x fair process x ownership x voice x empathy & perspective taking x structure and support x safety
	Lynn Zammit & Art Lockhart	
<b>Grade level</b> <input type="checkbox"/> Px <input type="checkbox"/> Jx <input type="checkbox"/> Ix <input type="checkbox"/> S <b>Audience</b> x Administration x Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Support staff <input type="checkbox"/> Other:	Curriculum connections (list subject areas )	
<b>Connections to Ministry Initiatives (DROP DOWN MENU TO INCLUDE..</b> <b>Student Wellbeing, Safe Schools, Equity and Inclusion, Mental Health, Academic Capacity Building Other:</b>		
<b>PROGRAMME DESCRIPTION:</b> A dated (2001)....but comprehensive and well laid out introduction to restorative conferencing		
<b>Comments: (e.g. scalability, sustainability, program strengths, implementation challenges, partnerships, consumable costs)</b>  <b>Drawback = RJ focused with victim/offender terminology</b>		
<b>For further information, please contact:</b>		
Name(s):	MEND/ YDP	
School Board(s):	LDSB	
Contact Information:		
<b>Date</b>		

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## Resource for Restorative Practice

<b>Resource Name:</b> Link	Talking Peace	<u>Well being and student achievement connections</u> x healthy relationships x belonging and interdependence x learning x fair process x ownership x voice x empathy & perspective taking x structure and support x safety
	'Restorative Action in Elementary Schools'	
	Fraser Region Community Justice	
<b>Grade level</b> x P x J <input type="checkbox"/> I <input type="checkbox"/> S <b>Audience</b> x Administration x Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Support staff <input type="checkbox"/> Other:	Curriculum connections (list subject areas )	
<b>Connections to Ministry Initiatives (DROP DOWN MENU TO INCLUDE..</b> Student Wellbeing, Safe Schools, Equity and Inclusion, Mental Health, Academic Capacity Building Other:		
<b>PROGRAMME DESCRIPTION:</b>  Exercises & strategies focused on building restorative processes and skills for elementary students. (Gr 1-6)  Provides a problem solving model  Some good activities for bulding understanding		
<b>Comments: (e.g. scalability, sustainability, program strengths, implementation challenges, partnerships, consumable costs)</b> Can be implemented as the basis for an overall approach or used for specific skill building		
<b>For further information, please contact:</b>		
Name(s):	MEND/YDP	
School Board(s):	LDSB	
Contact Information:		
<b>Date</b>		

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## Resource for Restorative Practice

<b>Resource Name:</b> Link	Teaching Empathy	<u>Well being and student achievement connections</u> x healthy relationships x belonging and interdependence <input type="checkbox"/> learning x fair process x ownership x voice x empathy & perspective taking <input type="checkbox"/> structure and support <input type="checkbox"/> safety
	‘A Blueprint for Caring, Compassion & Community’ David A.Levine	
<b>Grade level</b> <input type="checkbox"/> P <input checked="" type="checkbox"/> J <input type="checkbox"/> I <input type="checkbox"/> S <b>Audience</b> x Administration X Teachers <input type="checkbox"/> Parents x Students <input type="checkbox"/> Support staff <input type="checkbox"/> Other:	Curriculum connections (list subject areas )  Social skills	
<b>Connections to Ministry Initiatives (DROP DOWN MENU TO INCLUDE..</b> Student Wellbeing, Safe Schools, Equity and Inclusion, Mental Health, Academic Capacity Building Other:		
<b>PROGRAMME DESCRIPTION:</b> An excellent resource for helping students to understand empathy and to develop social skills. Includes music CD & structured exercises for learning & growth.  Assists teachers in building empathic relationships with students Social skill development for students through activity based learning Ideas for developing empathy & belonging throughout the school Support for effective restorative conversations  Connects directly with RP		
<b>Comments: (e.g. scalability, sustainability, program strengths, implementation challenges, partnerships, consumable costs)</b> Covers all levels of the most important aspect of RP Can be used full scale schoolwide....classroom....individually		
<b>For further information, please contact:</b>		
Name(s):	MEND	
School Board(s):	YDP & LDSB	

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## Resource for Restorative Practice

Resource Name: Link	Well Aware: Developing Resilient Active and Flourishing Students	Well being and student achievement connections x healthy relationships <input type="checkbox"/> belonging and interdependence <input type="checkbox"/> learning <input type="checkbox"/> fair process <input type="checkbox"/> ownership <input type="checkbox"/> voice <input type="checkbox"/> empathy & perspective taking <input type="checkbox"/> structure and support <input type="checkbox"/> safety
	Patrick Carney	
	Pearson 2015	
Grade level Px Jx Ix Sx Audience X Administration Teachers Parents Students Support staff Other: ALL	Curriculum connections (list subject areas )	
Connections to Ministry Initiatives Student Wellbeing, Mental Health		
<p><b>PROGRAMME DESCRIPTION:</b></p> <p>Supporting evidence and explanation that positive mental health is foundational to academic achievement, effective life skills, over all well-being for all students. This book provides the reader with the research, practical tools and strategies to help create a culture of mental health in classrooms. The use of classroom circles as well as conflict resolution circles are detailed as a tool to promote inclusivity and a sense of belonging.</p>		
<p>Comments: (e.g. scalability, sustainability, program strengths, implementation challenges, partnerships, consumable costs) Canadian content, specifically Ontario examples and content as related to the current shift of focus on mental health and wellbeing</p>		
For further information, please contact:		
Name(s):	Shelley Steele	
School Board(s):	Hastings Prince Edward DSB	
Contact Information:	ssteele@hpedsb.on.ca	
Date June 2017		

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<b>Resource Name:</b>		<b>Well being and student achievement connections</b> <input type="checkbox"/> healthy relationships <input type="checkbox"/> belonging and interdependence <input type="checkbox"/> learning <input type="checkbox"/> fair process <input type="checkbox"/> ownership <input type="checkbox"/> voice <input type="checkbox"/> empathy & perspective taking <input type="checkbox"/> structure & support <input type="checkbox"/> safety
Link		
<b>Grade level</b> P <input type="checkbox"/> J <input type="checkbox"/> I <input type="checkbox"/> S <input type="checkbox"/> Audience <input type="checkbox"/> Administration <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Support staff <input type="checkbox"/> Other:	Curriculum connections (list subject areas )	
<b>Connections to Ministry Initiatives</b> Student Wellbeing, Safe Schools, Equity and Inclusion, Mental Health, Academic Capacity Building Other:		
<b>PROGRAMME DESCRIPTION:</b>		
<b>Comments: (e.g. scalability, sustainability, program strengths, implementation challenges, partnerships, consumable costs)</b>		
<b>For further information, please contact:</b>		
Name(s):		
School Board(s):		
Contact Information:		
<b>Date</b>		

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# ANNOTATED LIST OF RESTORATIVE RESOURCES

## RESTORATIVE JUSTICE

VanNess, D. & Johnstone, G. (Eds.). (2007). Handbook of Restorative Justice. Portland, OR: Willan Publishing.

The rise of restorative justice has been accompanied by the development of a large, diverse and increasingly sophisticated body of research and scholarship. This has now reached the stage where a comprehensive, authoritative and accessible survey of the field is both possible and necessary. The Handbook of Restorative Justice meets this need by:

- Exploring the key concepts and principles of restorative justice
- Examining why it has become the influential social movement it is today
- Describing the variety of restorative justice practices and how they developed in different places and contexts, and critically examining their relations and effects
- Identifying key tensions and issues within the restorative justice movement
- Analyzing its relationship to more conventional concepts of criminal justice and reviewing ways in which it is being integrated into mainstream responses to crime and wrongdoing.
- Summarizing the results of evaluations of restorative justice schemes and their effectiveness (Back Cover)

Zehr, H. (2002). The Little Book of Restorative Justice. Intercourse, PA: Good Books.

Zehr provides an overview of restorative justice, restorative principles, and restorative practices. The presentation is so clear, concise and accessible, making this book appropriate for academic classes, workshops, and trainings.

Zehr, H. & Toews, B. (eds.) (2004) Critical Issue in Restorative Justice. Monsey, NY: Criminal Justice Press.

In a mere quarter-century, restorative justice has grown from a few scattered experimental projects into a worldwide social movement and field of study. Moving beyond its origins within criminal justice, restorative justice is now being applied in schools, in homes, and in the workplace. The 31 chapters in this book identify the main threats to the integrity and effectiveness of this emerging international movement.

## IMPLEMENTING RESTORATIVE PRACTICES IN SCHOOLS

Ashley, J. and Burke, K. (2009). Implementing restorative justice: A guide for schools. Chicago, IL: Illinois Criminal Justice Information Authority.

Implementing restorative justice: A guide for schools is specifically designed to provide Illinois school personnel with practical strategies to apply restorative justice. A variety of juvenile justice practitioners and school personnel provided guidance during the development of this guide to make it applicable for those working in elementary and secondary schools. Many school districts in Illinois already incorporate the restorative justice philosophy in their discipline codes.

- The goals of this guide are to: Introduce to school personnel the concepts of restorative justice and restorative discipline.
- Offer new tools that can reduce the need for school exclusion and juvenile justice system involvement in school misconduct.
- Offer ways to enhance the school environment to prevent conflict and restore relationships after conflict arises. (excerpt)

Blood, P. & Thorsborne, M. (2005, March) The challenge of culture change: Embedding restorative practice in schools.

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Paper presented at the Sixth International Conference on Conferencing, Circles and other Restorative Practices: “Building a Global Alliance for Restorative Practices and Family Empowerment”. Sydney, Australia. Retrieved, July 22, 2009 from: [http://www.varj.asn.au/pdf/05au\\_bloodthorsborne.pdf](http://www.varj.asn.au/pdf/05au_bloodthorsborne.pdf)

This paper seeks to broaden the perspectives of senior and middle management and restorative practitioners around what restorative practice in schools can look like; and to present some practical guidelines which represent a strategic approach to the implementation of restorative practices, so that they “stick” -- that is, become sustainable. It represents a work in progress and the authors encourage readers to engage with them in ongoing dialogue about the issues (we don’t know all the answers yet!) and share with us their butterfly (successes) and bullfrog (failures) stories, in meeting the challenges of developing a restorative culture within schools (Zehr, 2003). It should be noted that there is an overwhelming body of literature (Hargreaves, 1997, Fullan, 2000 etc) dealing with school reform, effective teaching, classroom and behaviour management practice and that this paper focuses on the implementation of restorative practice in schools. (Excerpt)

Holtham, J. (2009). *Taking Restorative Justice to Schools: A Doorway to Discipline*. Colorado Springs, CO: Homestead Press.

The global restorative justice movement is here to stay. Around the world, even the most dangerous, high- risk schools are reducing discipline problems by up to sixty percent. Complementing your current school discipline practices with this simple, step-by-step restorative justice model will help you reach youth on a core level at a critical time in their young lives, when it’s still possible to stop and reverse negative or destructive behavior. (Back cover)

Hopkins, B. (2004). *Just schools: A whole-school approach to restorative justice*. London: Jessica Kingsley Publishers.

Belinda Hopkins is at the forefront of the development of restorative justice in the UK, and in this practical handbook she presents a whole school approach to repairing harm using a variety of means including peer mediation, healing circles and conference circles. She provides clear, practical guidance for group sessions and examines issues and ideas relating to practical skill development for facilitators (publisher’s description).

Minnesota Department of Children, Families and Learning (1996). *Respecting everyone’s ability to resolve problems: Restorative measures*. Roseville, MN: Minnesota Department of Children, Families and Learning.

This booklet applies restorative measures (i.e., a restorative philosophy and process) to deal with school- based conflicts and problems. A restorative measures approach starts from the perspective that a conflict or problem results in harm. Hence, such measures address three sets of needs: the person harmed, the person who caused the harm, and the school community. Restorative measures give school personnel a tool to use with children and youth to repair harm and to teach problem-solving skills. The booklet covers the following areas: principles of restorative measures in schools; implementing restorative measures in a school; restorative measures and violence prevention; and examples of restorative measures in Minnesota

Morrison, B., Thorsborne, M. & Blood, P. (2005). *Practicing Restorative Justice in School Communities: The Challenge of Culture Change*. *Public Organization Review: A Global Journal*. 5: 335–357.

The practice of restorative justice in schools has the capacity to build social and human capital through challenging students in the context of social and emotional learning. While restorative justice was originally introduced in schools to address serious incidents of misconduct and harmful behavior, the potential this philosophy

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offers is much greater. The conviction is that the key challenge for schools is addressing the culture change required to make the shift from traditional discipline, driven by punitive (or rewards based) external motivators, to restorative discipline, driven by relational motivators that seek to empower individuals and their communities. (Author's abstract).

Thorsborne, M. & Vinegrad, D. (2002). Restorative practice in schools: Rethinking behaviour management. Buderim, Queensland: Margaret Thorsborne and Associates

A 'just' school is a place where victims and wrongdoers and their respective communities of care are active participants in processes that ensure equal justice and fairness. Victims are empowered to have their needs met and to have their experience validated. Wrongdoers are able to tell their stories and be given the chance to make amends. And finally, the community of care may seek ways to ensure that the incident does not happen again. This book takes you through the restorative practice process with chapters on: deciding whether to conference or not, conference preparation, convening the conference, managing the emotional dynamics, what if? Appendices and case studies. (restorativejustice.org)

Wachtel, T., Costello, B. and Wachtel, J. (2009). The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators. Bethelhem, PA: International Institute of Restorative Practices

The Restorative Practices Handbook is a practical guide for educators interested in implementing restorative practices, an approach that proactively builds positive school communities while dramatically reducing discipline referrals, suspensions and expulsions. The handbook discusses the spectrum of restorative techniques, offers implementation guidelines, explains how and why the processes work, and relates real-world stories of restorative practices in action. (Publisher's description)

## GENERAL RESTORATIVE RESOURCES FOR SCHOOLS

Amstutz, L. S., & Mullet, J. H. (2005). The Little Book of Restorative Discipline for Schools. Intercourse, PA: Good Books

Claassen, R. & Claassen, R. (2008) Discipline that Restores: strategies to create respect, cooperation, and responsibility in the classroom. South Carolina: Booksurge Publishing.

Discipline That Restores is a restorative discipline system for schools, classrooms, and homes that parallels, contributes to, and draws from emerging international conflict resolution education, peace education and restorative justice movements with emphasis on the last. (Excerpt)

Costello, B., Wachtel, J., & Wachtel, T. (2009). The Restorative Practices Handbook. Bethlehem, PA: International Institute for Restorative Practices.

Hopkins, B. (2002) 'Restorative Justice in Schools: Transforming conflict', <http://www.transformingconflict.com/abouttransforming.htm>.

Hopkins, B. (2005) Just Schools: A whole school approach to restorative justice. London: Jessica Kingsley Publishing.

Meyer, L. H., & Evans, I. M. (2012). The Restorative Leader's Guide to Restorative School Discipline. Thousand Oaks, CA: Corwin.

Rustenberg, Nancy (2012). Circle in the Square: Building Community and repairing harm in school. St. Paul, MN: Living Justice Press.

Stutsman Amstutz, L. & Mullet, J. H. (2005). The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Communities. Intercourse, PA: Good Books.

In this book, the authors present a restorative approach applied to the school context. Whereas punishment does little to promote responsibility, restorative discipline addresses the aim of teaching children to develop personal self-discipline. The movement in schools has roots in the peaceable schools concept, as well

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as movements in conflict resolution education (CRE), character education (CE), and emotional literacy (Daniel Goleman). The authors provide a number of illustrative stories. Practical applied models are also described, including whole-school training, class meetings, various types of circles, and conferencing, plus sections covering truancy mediation and bullying. ([restorativejustice.org](http://restorativejustice.org))

Thorsborne, M. & Vinegrad, D. (2006) *Restorative Practices in Schools: Rethinking behaviour management*. Australia: Inyahead Press

Thorsborne, M., & Vinegrad, D. (2009). *Restorative Justice Pocketbook*. Hampshire, UK: Teachers' Pocketbooks.

### PREVENTING BULLYING ; CREATING HEALTHY RELATIONSHIPS

Craig, W., Pepler, D., Cummings, J., Quigley, D., & Daniels, T. (2012). *Pprevnet healthy relationships training module. Facilitator's guide*. Kingston, ON: Queen's University. See <http://www.prevnet.ca>

'An evaluation of the restorative resolutions project'. Winnipeg: Solicitor General Canada.

Armstrong, M. & Thorsborne, M (2006) 'Restorative Responses to Bullying' in McGrath, H. & Nobel, T (eds) *Bullying Solutions: Evidence based approaches to bullying in Australian schools*, Australia: Pearson Education, pp175-188.

Cross, D., Hall, M., Hamilton, G., Pintabona, Y., & Erceg, E. (2004). *Australia: The Friendly Schools project*. In P.K. Smith, D. Pepler, K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* (pp. 187-210). Cambridge: Cambridge University Press.

Morrison, Brenda (2007). *Restoring Safe School Communities: a whole school response to bullying, violence and alienation*. Sydney, NSW: Southwood Press Pty Ltd.

### RESTORATIVE CLASSROOMS

Smith, D., Fischer, D., & Frey, N. (2015). *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management*. Alexandria, VA: ASCD Press.

Thorsborn, M., & Vinegrad, D. (2011). *Restorative Practices in Classrooms*. Milton Keynes, UK: Speechmark Publishing.

Based on the philosophy outlined in *Restorative practice in schools: Rethinking behaviour management*, this book shows how the approach may be applied to classroom practice. Chapters include: working proactively, classroom conferences, individual, small and medium group conferences, facilitating conferences, what if? Appendices include: classroom script, the No Blame conference script, classroom conference report, classroom conference evaluation, letters to parents, case studies and recommended reading.

### RESTORATIVE CIRCLES

Pranis, K. (2005) *The Little Book of Circle Processes: A New/Old Approach to Peacemaking*.

Intercourse, PA: Good Books.

Pranis provides an overview of Circle Processes, the values and teachings that form their foundation, and key elements of the process. Interspersed with stories to illustrate the application, Pranis walks the reader through the process in a concise style that makes the book appropriate for academic classes, workshops, and trainings.

Pranis, K., Stuart, B., & Wedge, M. (2003). *Peacemaking Circles: From Crime to Community*.

St.Paul, MN: Living Justice Press.

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A time-tested paradigm for healing relationships and keeping them healthy, *Peacemaking Circles* explores how communities can respond to crimes in ways that address the needs and interests of all those affected— victims, offenders, their families and friends, and the community. Based on indigenous teachings combined with current research in conflict resolution, the Circle process described here builds an intentionally safe space where we can bring our best selves to some of our most difficult conversations.

Though the book relates the process to criminal justice, the explanation of Circle philosophy and practice can be readily applied to hurts and conflicts in other areas of life. Above all, the book offers a grounded vision for how we can be together “in a good way,” especially when it seems hardest to do. (Publisher’s description)

Costello, B., Wachtel, J., & Wachtel, T. (2010). *Restorative Circles in Schools*. Bethlehem, PA: International Institute for Restorative Practices.

For an in-depth look at the use of Circles in a community organization see:

Boyes-Watson, C. (2008) *Peacemaking Circles and Urban Youth: Bringing Justice Home*. St.

Paul, MN: Living Justice Press

[This book] explores how the Circle process is being used by a remarkably innovative youth center outside Boston. Nearly twenty years in operation, Roca, Inc., works with immigrant, gang, and street youth. Using Circles extensively not only with youth but also with the families and community as well as throughout the organization is integral to Roca’s effectiveness. *Peacemaking Circles and Urban Youth* tells a compelling and inspiring story for any organization or person who works with young people, particularly troubled youth who desperately need community-based support support to change the trajectory of their lives. (Publisher’s description)

Pranis, K., Stuart, B., & Wedge, M. (2003). *Peacemaking Circles: From Crime to Community*.

St.Paul, MN: Living Justice Press.

A time-tested paradigm for healing relationships and keeping them healthy, *Peacemaking Circles* explores how communities can respond to crimes in ways that address the needs and interests of all those affected— victims, offenders, their families and friends, and the community. Based on indigenous teachings combined with current research in conflict resolution, the Circle process described here builds an intentionally safe space where we can bring our best selves to some of our most difficult conversations.

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## RESTORATIVE CONFERENCING

O’Connell, T., Wachtel, B. & Wachtel, T. (1999). *Conferencing Handbook: The New Real Justice Training Manual*. Pipersville, PA: The Piper’s Press.

*Conferencing Handbook: The New Real Justice Training Manual* by Terry O’Connell, Ben Wachtel and Ted Wachtel is a clearly conceived procedural guide to coordinating and facilitating conferences, covering the process of selecting cases, inviting participants, making preparations and running the conference itself. It is useful to anyone who wants to learn to facilitate conferences in school, criminal justice and other settings. (Publisher’s description)

Wachtel, T., O’Connell, T., & Wachtel, B. (2010). *Restorative Justice Conferencing*. Pipersville, PA: The Piper’s Press.

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## PEER MEDIATION

Cohen, R. (1999) *The School Mediator's Field Guide*. Watertown, MA: School Mediation Associates

An essential resource for every teacher, administrator, counselor, and student who mediates in schools. Learn how to mediate the range of challenging school-based conflicts.

Frasier Region Community Justice Initiatives. (n.d.). *Conversation Peace*. Langly, B.C.: Frasier Region Community Justice Initiatives Association.

Conversation Peace is a curriculum carefully designed to train secondary students and staff in Restorative Action principles and conflict resolution skills for implementing effective and meaningful responses to harm. A restorative response addresses the underlying causes of conflict while bringing about accountability, healing and closure in situations such as name calling, threats, exclusion, interpersonal conflicts, property violation, physical assault and vandalism. The trainer kit consists of a comprehensive, step-by-step manual and two videos. Also available are workbooks that are essential to the curriculum and facilitate the skill-building process. They can be ordered separately depending on the number required.

Conversation Peace was developed by the combined efforts of CJI and the Langley School District #35 through the Educating for Peacebuilding program.

## BENEFITS AND OUTCOMES OF RESTORATIVE PRACTICE

International Institute for Restorative Practices (2009) *Improving School Climate: Findings From Schools Implementing Restorative Practices*. Retrieved July 22, 2009 from:

<http://www.iirp.org/pdf/IIRP-Improving-School-Climate.pdf> (PDF)

The International Institute for Restorative Practices has compiled a 36-page booklet of findings from schools in the United States,

England and Canada that are implementing restorative practices. The booklet includes brief portraits of each school or district, focusing on how school climate has changed due to restorative practices, as well as data on reductions in school violence, discipline problems, suspensions and expulsions/exclusions. (From the International Institute for Restorative Practices e- Forum)

Karp, D, and Breslin, B. (2001). *Restorative Justice in School Communities*. *Youth and Society*.

33 (2): 249-272.

This article explores the recent implementation of these practices in school communities in Minnesota, Colorado, and Pennsylvania, examining how school communities can make use of this approach to address drug and alcohol problems and how this approach may offer an alternative to zero-tolerance policies. (Excerpt)

Minnesota Department of Children, Families and Learning (2001). *In-School Behavior*

*Intervention Grants Final Report 1999-2001*. Roseville, MN: Minnesota Department of Children, Families and Learning.

In 1998, the Minnesota Legislature appropriated \$300,000 to the Department of Children, Families & Learning (CFL) for the implementation and evaluation of alternative approaches to suspensions and expulsions. Each of the four districts [selected] implemented a range of restorative practices and developed an evaluation plan aimed at measuring the impact in five areas: suspensions, expulsions, attendance, academics and school climate. This final report includes a summary of restorative activities practiced in each district; program implementation challenges; and recommendations for further evaluation efforts. (Excerpts)

Vaandering, D. (2010). The significance of critical theory for restorative justice in education. *Review of Education, Pedagogy, and Cultural Studies*, 32(2), 145–176.

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## VALUE OF REPLACING PUNITIVE WITH RESTORATIVE MODELS

Advancement Project (May 2003). Derailed: The Schoolhouse to Jailhouse Track. Retrieved July 29, 2009 from: <http://www.advancementproject.org/Deraillerepor.pdf>

Derailed: The Schoolhouse to Jailhouse Track is a first-of-its-kind report that looks at how zero-tolerance policies are derailing students from an academic track in schools to a future in the juvenile justice system.

Advancement Project (March 2005). Education on Lockdown: The Schoolhouse to Jailhouse Track. Retrieved July 29, 2009 from: <http://www.advancementproject.org/reports/FINALEOLrep.pdf>

Advancement Project's second examination of the emergence of zero tolerance school discipline policies and how these policies have pushed students away from an academic track to a future in the juvenile justice system.

American Academy of Pediatrics Committee on School Health. (2003). Policy Statement: Out- of-School Suspension and Expulsion. Pediatrics. Vol. 112: 5.

Suspension and expulsion from school are used to punish students, alert parents, and protect other students and school staff. Suspension and expulsion may exacerbate academic deterioration, and when students are provided with no immediate educational alternative, student alienation, delinquency, crime, and substance abuse may ensue.

Costenbader, V. & Markson, S. (1998). School Suspension: A Study with Secondary School Students. Journal of School Psychology. Vol. 36: 1, p59-82.

A survey on school suspension was conducted with 620 middle and high school students. Two school districts, located in an inner city and a rural town, were represented. Students who had been suspended were more likely to be involved with the legal system. The efficacy of school suspension is questioned.

Moore, S. A. (2004). Towards an integrated perspective: Restorative justice, cross-cultural counselling and school-based programming. In M. H. France, M. C. Rodriguez, & G. G. Hett (Eds.), Diversity, culture and counselling: A Canadian perspective (pp. 347–355). Calgary, AB: Detselig.

Ofer, U., Jones, A., Miller, J., Phenix, D., Bahl, T., Mokhtar, C., and Madar, C. (July, 2009).

Safety with Dignity: Alternatives to the Over-Policing of Schools. New York: New York Civil Liberties Union (NYCLU), The Annenberg Institute for School Reform at Brown University, Make the Road New York. Retrieved July 22, 2009 from: [http://www.nyclu.org/files/Safety\\_with\\_Dignity.pdf](http://www.nyclu.org/files/Safety_with_Dignity.pdf)

This report explores the approaches to security and discipline favored by six successful schools, which serve “at-risk” student populations, similar to schools with some of the harshest discipline policies. It concludes with practical recommendations to help replicate these success stories in schools throughout the city.

## MINISTRY STRATEGIES THAT ALIGN WITH THE RESTORATIVE APPROACH

Government of Ontario. (2008). Progressive discipline: A new approach to help make schools safer. Toronto: Government of Ontario. (2009). Equity and inclusive education strategy, 2009. Toronto: Ministry of Education, Ontario. See <http://cal2.edu.gov.on.ca/april2009/EquityEducationStrategy.pdf>

Government of Ontario. (2011). Open minds, healthy minds: Ontario's comprehensive mental health and addictions strategy. Toronto: Ministry of Health, Ontario. See [http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental\\_health2011/mentalhealth\\_rep2011.pdf](http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011.pdf)

Government of Ontario. (2012a). Bill No. 13: Accepting Schools Act, 2012. Toronto: Author. See [http://ontla.on.ca/web/bills/bills\\_detail.do?locale=en&BillID=2549](http://ontla.on.ca/web/bills/bills_detail.do?locale=en&BillID=2549)

Government of Ontario. (2012b). Progressive disciplines and promoting positive student behaviour (Memorandum December 5, 2012). Toronto: Ministry of Education, Ontario. See <http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf>

Ministry of Education, Ontario. See <http://www.edu.gov.on.ca/eng/safeschools/discipline.html>

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# EVALUATING THE IMPACT OF RESTORATIVE PRACTICE

## Measuring impact is an evaluative as opposed to an assessment process.

### ASSESSMENT IS:

- ongoing, targets improvements in practice, is generally formative or normative

### EVALUATION JUDGES

- against a standard, is generally a one-time process, and is concerned with a larger range of issues beyond the situation that impacts outcomes, such as policies, funding etc.

## **What follows is essential to the integrity of measuring impact of restorative practice.**

### 1. What are the goals in measuring impact of restorative practice?

- Check outcome achievement ?
- Explore efficacy of practices?
- Identify resource & training needs?
- Support planning & decision making for growth & sustainability?
- Support collaborative work?
- Inform practice & policy?
- Provide Accountability to funding sources?

### 2. What are the areas to consider when measuring impact of restorative practice?

- school safety?
- perceptions of discipline?
- learning?
- well being?
- culture ?

- Defining culture
- Restorative window
- The paradigm shift: Retributive based vs. Restorative based cultures
- Components of a restorative culture: (e.g. student voice and choice etc.)
- Creating Empathy
- How to create a restorative culture
- How to assess your Restorative Practice culture
- Restorative continuum
- Connections with Progressive Discipline
- Importance of Character Education
- Public/ Catholic/ French Public/ French Catholic?
- Northern Board?
- High/low population density board?
- Large / small board?
- Importance of Equity and Inclusion
- Connections to Mental Health
- Connections with Safe Schools Legislation and Initiatives
- partnerships?
  - Community Partnerships
  - Parent involvement
  - Interest groups:
  - Structural groups
  - Creating space and place for youth voice and choice
  - Resource allocation

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### 3. What are some important considerations when measuring impact of restorative practice?

- Distinguish correlation from causation
- Protect privacy in data collection
- Create safety for participant's response
- Check questions for bias
- Review externally
- Clearly define restorative practices principles and values
- Include all voices

### 4. What are the data sources for measuring impact of restorative practice?

- School Climate Surveys
- School Readiness surveys
- Quantitative Data
  - Credit accumulation
  - Student grades
- Qualitative Data
  - School Safety Mapping
  - Stories
  - Town Halls
  - Focus groups
  - Feedback from Restorative Practice conferences
  - Anecdotal professional observation
  - Walkabouts
- Action Research Data
  - individual school board contexts
  - Indicator alignment with parameters set out by the Ministry research..

- Disciplinary Data
  - Incident reports
  - Attendance
  - Lates
  - Detentions
  - Suspensions
  - Expulsions
  - Rates of recidivism
  - Threat assessments
  - Board / school system surveys
  - Climate surveys
  - Referrals for behavioural counselling
  - Mediation to solve issues
  - Need for parent contact for behavioural issues

### 5. What are important potential influences?

#### Constituency:

- What is the nature of the community that forms the context of the board / school?

#### Implementation Factors:

- Is the impetus for initiating impact evaluation responsive or proactive?

#### Stage of Implementation

- How will the impact measurement be responsive to developmental factors?

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## Training:

- What is the training source and what are the training components?
  - Nature, scope and depth of training
  - Implementation model used
  - Strengths and gaps in the communications model used
  - The degree to which practices implemented
  - Level of administrative support
  - Depth of data/ identified gaps
  - Funding requirements
- What training has occurred with introductions to restorative practice, to formal conferencing or to classroom circles?

## 6. What process should be used for measuring impact of restorative practice?

- It is important to build a collaborative team approach which ensures all voices are included.
- Consider a cycle of “Create, Collect, Interpret, Recommend”
- Sharing the data
  - Context
  - History
  - Data collection & interpretation processes
  - Qualitative & Quantitative
  - Connection to other initiatives
  - Celebrate successes!
  - Collaboratively design next steps
  - Monitoring process



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