



Restorative Practices

East Allegheny School District

RESTORATIVE PRACTICES IS THE SCIENCE OF BUILDING RELATIONSHIPS & COMMUNITY.

PURPOSE OF RESTORATIVE PRACTICES:

- Establish and maintain positive relationships
- Provide tools to repair relationships when harm is done



Key Philosophy Behind Restorative Practice

Human beings are **happier, more cooperative and productive, and more likely to make positive changes in their behavior** when those in positions of authority do things ***with them***, rather than to them or for them

Goal: To develop community and to manage conflict and tensions by repairing harm and restoring relationships.



Restorative Practices at East Allegheny

- First teachers trained in Fall 2019
- Restorative Practices Team created in Fall 2020
 - 11 Teachers between both buildings
 - November 2020: The team was trained to be trainers thru the IIRP
- Administration & Officer Boyer trained by the EA team in Spring 2021*
- EA Team prepared a brief training for ATS that was cancelled (June 2021)
- Administration & the EA team trained in Restorative Conferences in June 2021
- Remaining untrained teachers, as well as security and paraprofessionals began training in August 2021. *This group still has one day of training that needs to be completed.*

Future: Train all other personnel that interacts with students, including secretaries and cafeteria staff. Continue to provide further training and refreshers to all staff. Look into training student leaders (athletic captains, class officers, drum majors, etc)

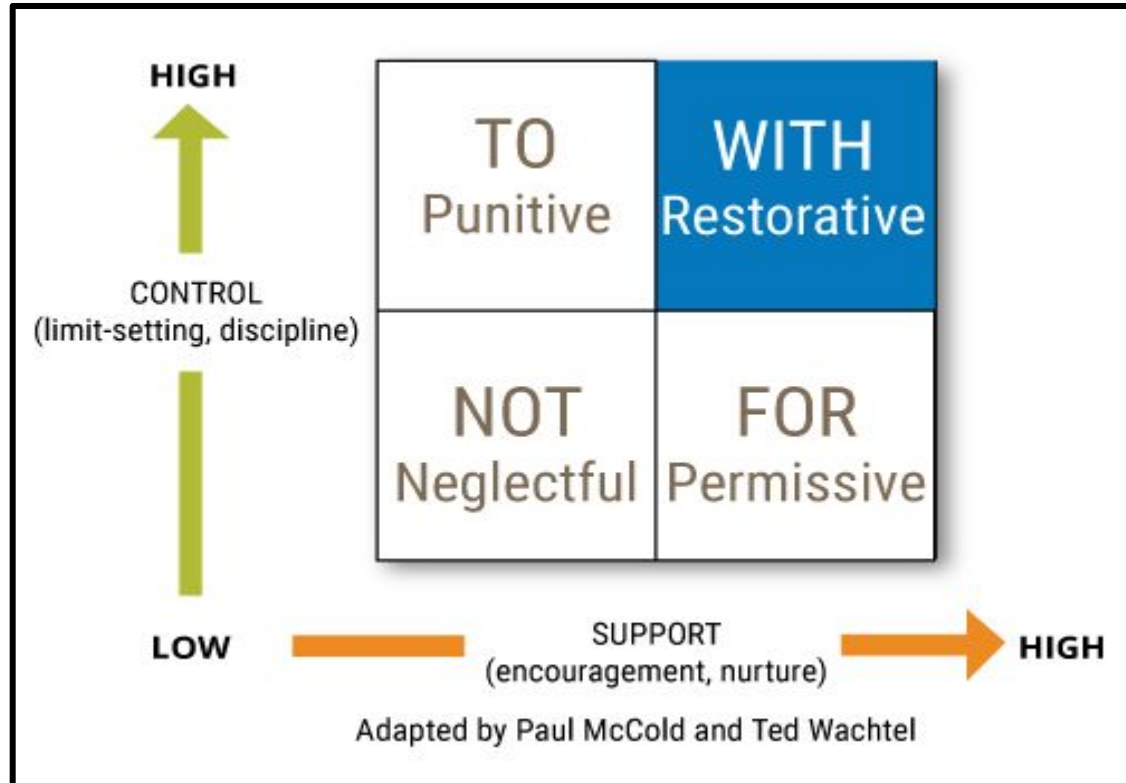
*Ms. Morris received RP training in her previous position

RESTORATIVE PRACTICES IS A LIFESTYLE.

IT'S A WAY TO APPROACH RELATIONSHIPS, BUILDING TRUST AND COMMUNITY.

While there are specific tools and techniques to use,
the overall impact of RP is in the long-term
and is most effective when everyone is on board.

Social Discipline Window: *How we interact with each other*

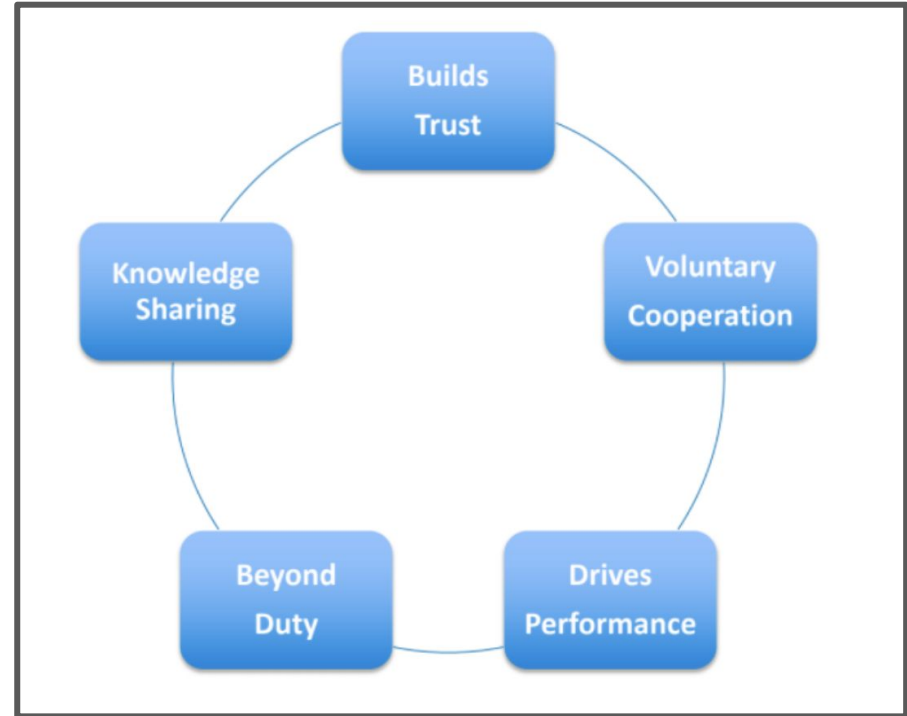


Fair Process

Principles:

- Engagement
- Explanation
- Expectation Clarity

Benefits:



“...individuals are most likely to trust and cooperate freely with systems – whether they themselves win or lose by those systems – when fair process is observed.”

Compass of Shame: *How we react to Shame*



Nathanson, 1992

Braithwaite's Hypothesis

Separating “the deed from the doer”

Restorative Practices allows:

The act (unacceptable behavior) to be rejected because they failed to meet expectations or standards

While:

Acknowledging the intrinsic worth of the person and their potential contribution to society

Stigmatizing Shame:

Pushes the offender out of the community and labels them. The offender is now a bad person who committed a crime or harm. The label may follow them their whole lives. Since the offender is pushed out of the community, it encourages their participation in a criminal subculture.

Reintegrative Shame:

Expresses disapproval but does not push the offender out of the community. *This type of shame rejects the act but not the person and allows for the person to be reintegrated into the community.*

RESTORATIVE PRACTICES GIVES US TOOLS TO
PREVENT CONFLICT BUT ALSO TO REPAIR HARM
AND REINTEGRATE WHEN HARM OCCURS.

Restorative Practices Continuum: The Toolbox



RESTORATIVE QUESTIONS I

TO RESPOND TO CHALLENGING BEHAVIOR

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



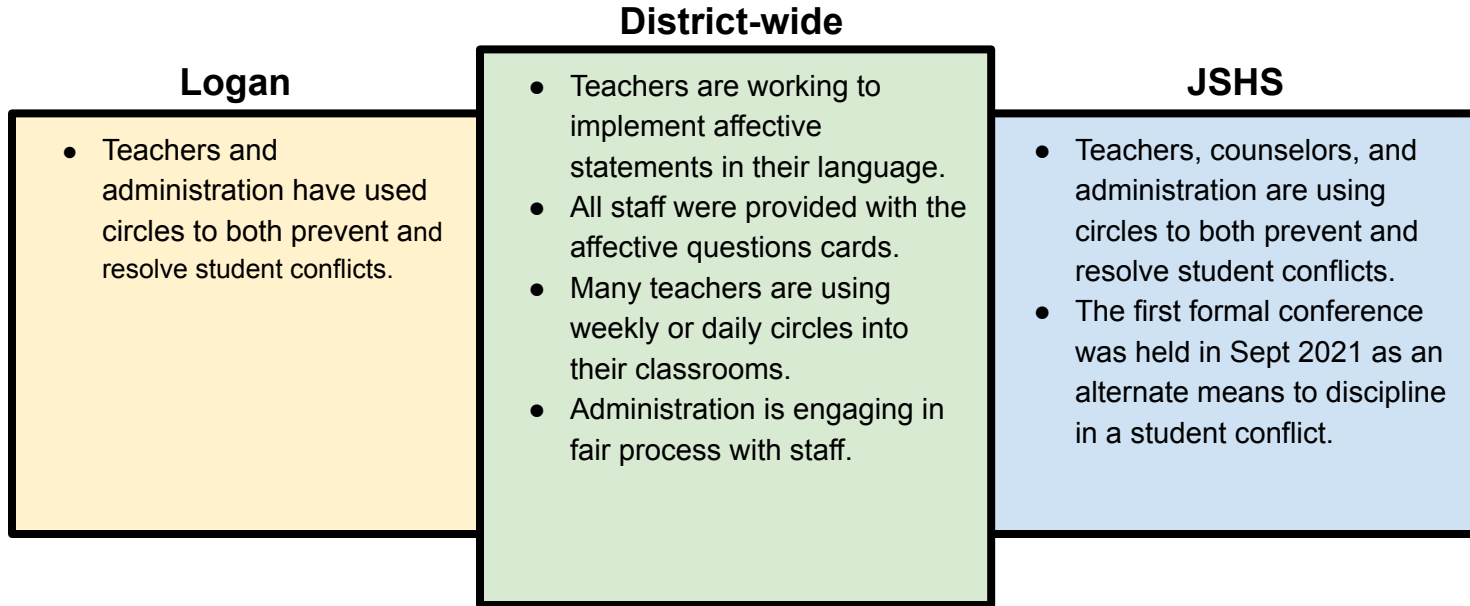
RESTORATIVE QUESTIONS II

TO HELP THOSE HARMED BY OTHERS' ACTIONS

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

Implementation

*Many of the techniques have been in use by teachers for years.
RP training has simply provided refreshers and concrete methods of classroom use.*



I use a morning meeting circle every day for a quick question, discussion, song, story, game, etc. I enforce that we are a "family" and it's our safe place to talk together. I also let them lead the discussion at times. We end each circle with an encouraging greeting to a friend.

I have used Circles, Conversations, Guided Discussions, among other things to try and implement these in the classroom. I will say that by talking about some of the serious issues in the community students build trust with me because I am actively asking and wanting their input. It also builds trust and rapport with students where they go out of their way to tell me issues in the school. I have heard about issues at home, issues with peers, and personal struggles as well. This has allowed myself and the administration to get out in front of a lot of potential issues that were able to be resolved peacefully without conflict.

I have used circles since last year in the form of morning meetings that discuss upcoming events, upcoming things in my room, opportunities for kids to talk about things important to them, and resolve any issues, as well as cover the expectations in school from the PBIS program.

I have used RP in the form of circles and questions for my 7th grade students in health. The two periods of health I have right now like to share and participate.

I use restorative practices with individual students and when there is class conflict or student discipline.