


# Today's Agenda

- 1 History of Discipline in Schools
  - 2 Purpose and Benefits behind Restorative Practices
  - 3 The “levels” of restorative practices
  - 4 Techniques and Strategies
  - 5 Scenarios and Practice
  - 6 Wrap up/Resources
- 

# Quick History

- In the 60's and 70's, the use of out-of-school suspensions and expulsions increased.
- In the late 70's and the 80's, In-school suspension began as a way to “punish” students without impacting their academic progress.
- Late 80's to the early 90's was the beginning of Zero Tolerance procedures in schools.
- Early 2000's was when behavior prevention and positive reinforcement became the focus of school discipline.

(Zero Tolerance is defined by the US Department of Education as “a policy that results in a mandatory suspension or expulsion of students who commit one or more specified offense”.)


# Trends we are seeing

Many view non zero-tolerance policies as “weak”. Our society perceives non-punitive consequences as permissive.

Notable Concerns and topics of conversation regarding Zero-Tolerance Policy:

- No consideration for student intent
- Punishment over treatment
- Criminalization of youth
- Loss of academic progress
- Racial inequality

# Purpose and Benefits of non-punitive discipline

- Lessens the discipline gap from racial inequality.
  - Reduce the severity and frequency of violations, including crime, violence, and bullying.
  - Transforms school culture and strengthens the school community
- 

# Why Restorative Practices?

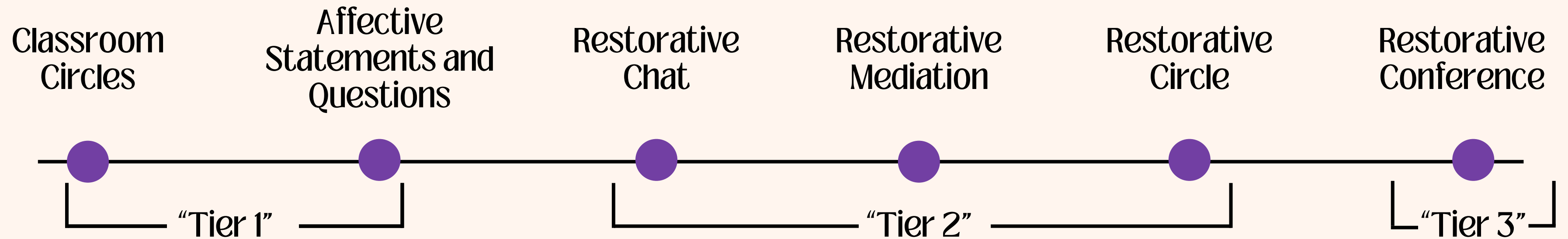
Restorative practices help to build social “capital” and achieve discipline through participatory learning and decision making.

RESTORE  
RELATIONSHIPS &  
REPAIR HARM!

Break the cycle of violence and retribution.

Build accountability, resilience, and problem solving skills

# Levels and “Tiers” of Restorative Practices



Managed in a classroom  
Less intense  
Less structure  
Less planning  
Higher frequency

Managed by administration  
More intense  
More structure  
More planning  
Less frequent

# Deeper Look at Tier 1

## Classroom Circles

- Proactive
- Designed to build relationships
- Students and teacher are sitting in a circle, looking at each other.
- One person speaks at a time
- Supportive and positive

Use when:  
Teaching expectations  
Teaching routines  
Building Relationships

Example:  
Morning Meetings

## Affective Questions and Statements

- Tell others how their actions impacted others.
- Informal response
- Can also be called “sharing impact”
- Students are often unaware of the impacts of their actions
- Affective statements can be positive as well!



# Deeper Look at Tier 2

## Restorative Chats

- Similar to affective questions/statements.
- Purpose is to allow each party to share their feelings.
- Most impactful when student is asked about “what happened”.
- Allow students to speak and have a voice in the conversation.

Used for Minor Behaviors such as:  
Classroom Disruption  
Missed Work/Off-Task  
High Student Emotions  
Running in the hall  
Talking back/disrespect  
Bullying (minor)

## Restorative Mediation

The conversations will ask similar questions to restorative chats, with the primary difference being between two students and the teacher acting as a facilitator.

## Restorative Circles

- Designed to address conflict.
- Often used when incidents have occurred or when there are concerns in the community
- Circles include all relevant staff and students.



# Deeper Look at Tier 3

## Restorative Conferences

- This is the highest level of intervention.
- Conferences often include families of the involved parties, administration, and students support services.
- There is a script that should be followed to ensure the facilitator is not interfering with the conversation.
- Can be used alongside behavioral consequence is needed.

Major behaviors  
such as:  
Fighting  
Assault  
Intimidation  
Theft  
Severe Bullying

### Restorative Questions

1. What happened?
2. What were you thinking or feeling at the time of the incident?
3. What do you need?
4. Who was affected by what happened?  
Who was harmed?
5. What needs to be done to make things as right as possible for everyone involved?

Restorative conferences should be accompanied by a re-education plan and a re-entry circle to ensure a safe return to the classroom.

# Re-education plan - Quick Guide

Re-education plans should be developed with teachers and administrators to each plan is tailored to specific student needs. Activities and strategies can be anything that fits into the three key objectives or re-education plans.

- Behavior Plan
  - Check-In/Check-Out
  - Adult Mentor
- Community Service
  - Safety Patrol
  - Cleaning
  - Helping injured students
- Educational Project
  - Student-led Safety Workshop
- Peer Intervention
  - Meet with older students who may have made the same behavioral choices
  - Mentor younger students against the behavior
- Reflective Tasks
  - Journaling

## 3 Key Objectives

- Reflect
- Restore
- Instruct

# What we already do

- Build relationships with our students
- Work to increase student “buy-in”
- Ensuring staff and student safety
- Building a sense of school community

# What we can add

- Have a structured system for teachers to follow
- Teach students to understand how restorative practices work
- Focus on restoring relationships and repairing harm in ways which are productive and educational.

# Which Strategy Would You Use?

In the beginning of the year, you have a new group of students. You received some information that one student struggled with blurting out in class. You want to address the situation before it becomes a problem.

Two students who were friends are now mad at each other. There has been a change in attitude towards one another and it is beginning to impact your classroom environment.

One student was recently suspended for fighting with another student. The student who was suspended had been determined to have started the altercations.



# References

Armour, M. (March, 2016). SCHOOL INEQUALITY: CHALLENGES AND SOLUTIONS: Allen Chair Issue 2016: SCHOOL DISCIPLINE POLICIES: RESTORATIVE PRACTICES: RIGHTING THE WRONGS OF EXCLUSIONARY SCHOOL DISCIPLINE. *University of Richmond Law Review*, 50, 999. <https://advance.lexis.com/api/document?collection=analytical-materials&id=urn:contentItem:5JGJ-TD50-OOCV-RIK6-00000-00&context=1516831>.

Costello, B., Wachtel, J., & Wachtel, T. (2019). *The restorative practices handbook: For teachers, Disciplinarians and administrators*. International Institute for Restorative Practices.

Hanson, A. L. (2005). Have zero tolerance school discipline policies turned into a nightmare? The American dream's promise of equal educational opportunity grounded in *Brown v. Board of Education*. *US Davis Journal of Juvenile Law & Policy*, 9(2), 289.

Huang, F. L., & Cornell, D. G. (2021). Teacher support for zero tolerance is associated with higher suspension rates and lower feelings of safety. *School Psychology Review*, 50(2-3), 388-405. <https://doi.org/10.1080/2372966x.2020.1832865>

Marsh, V. L. (2017). *Restorative practice: History, successes, challenges & recommendations*. Center for Urban Education Success.

Thorsborne, M. (2022). *The Continuum of Restorative Practices in Schools: An Instructional Training Manual for Practitioners*. In *The Continuum of Restorative Practices in Schools: An Instructional Training Manual for Practitioners*. Jessica Kingsley Publishers.

Wachtel, T. (2016). *Defining restorative - IIRP*. International Institute for Restorative Practices. [https://www.iirp.edu/images/pdf/Defining-Restorative\\_Nov-2016.pdf](https://www.iirp.edu/images/pdf/Defining-Restorative_Nov-2016.pdf)