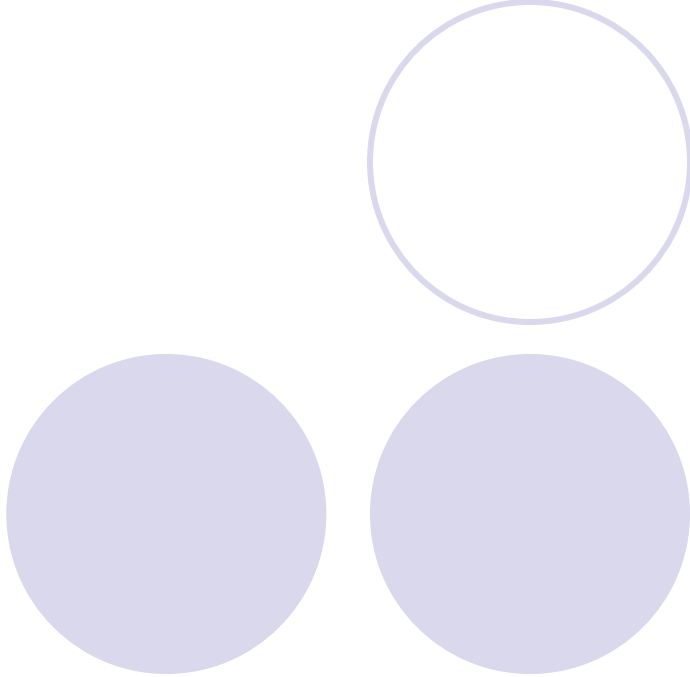


Restorative Practices



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Student Safety and Wellness Office
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Joan.Packer@fcps.edu
[http://www.fcps.k12.va.us/ss/SSAW/
ConflictResolution/](http://www.fcps.k12.va.us/ss/SSAW/ConflictResolution/)

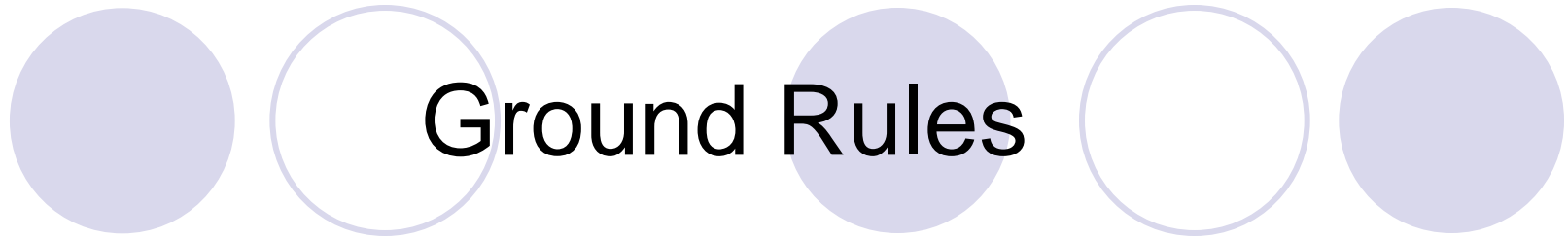
Karen Lieberman
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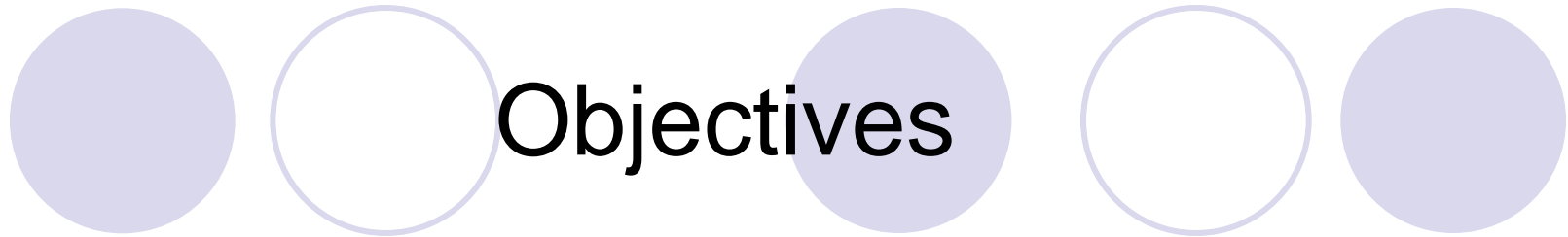
Let's Get Acquainted*

- Name
- Where do you work?
- What drew you to this training?
 - Help us know your specific need for RJ in your school.





- What ground rules do you think are necessary?
- What would you need to make it more comfortable for you to participate?



- Understand the core principles of Restorative Justice Practices.
- Understand the school discipline paradigm shift.
- Learn and be able to use the restorative practices of *circles* and *conferencing*.
- Discuss how to integrate Restorative Justice into your school and classrooms.



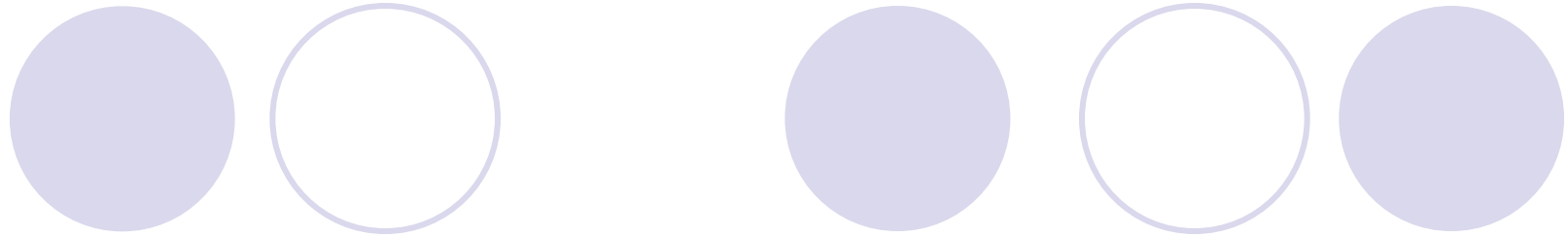
Is what we do
opening up our
students to learning
or is it *shutting* them
down?



Good relationships are the basis for learning. Anything that affects relationships, like inappropriate behavior, impacts learning.

Challenging inappropriate behavior needs to be experienced as an opportunity for learning.

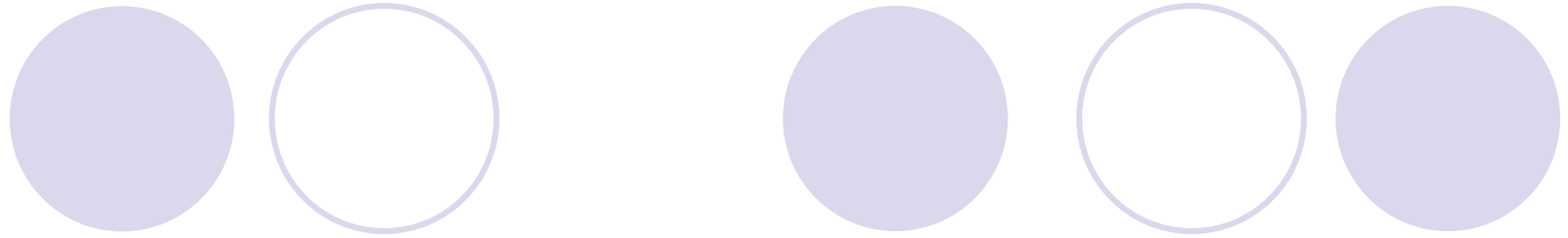
-- Bruce Schenk, Director of the International Institute for Restorative Practices in Canada



*If a child can't **read**, we teach him to **read**.*

*If a child can't do **math problems**, we teach him how to do **math problems**.*

*If a child doesn't know how to **behave**, we punish him.*



What does *justice* mean to you?



Definition of 'Justice'

1. the quality of being just
2. the administration of law according to prescribed and accepted principles
3. a judge
4. **bring to justice** to capture, try, and punish (a criminal)
5. **do justice to** to show to full advantage

A student **misbehaves** in class and her teacher asks her to leave. The student **is suspended** from school and comes back. Nothing is resolved; nothing is restored.

But with restorative practices, the student is **held accountable** and given **support** to resolve the issue, **repair the harm** and make a plan to ensure that the misbehavior doesn't happen again. **Relationships** are restored and **community** is built.

-Ted Wachtel, International Institute for Restorative Practices



When you were a victim...

Think of a time when you've been wronged, intentionally or unintentionally, by someone else.

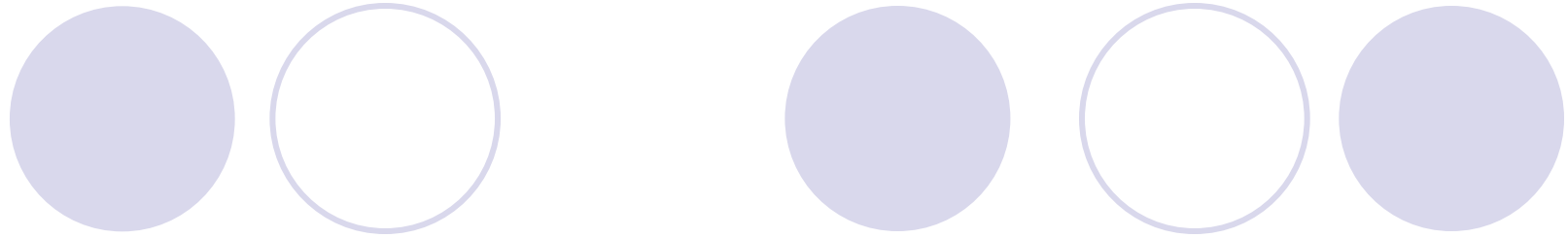
- How did you feel?
- What questions did you want to ask the offender?
- What else did you want to say to him/her?
- Who or what could make things right for you?
- What would justice have looked like for you?



When you were an offender..

Think of a time when you did something wrong – something you're not proud of, and for which you got caught.

- What did you do?
- How did you feel?
- What would you have liked to say to the victim?
- Who or what would have made things right?
- What would justice have looked like for you and for the victim?



Retributive

or

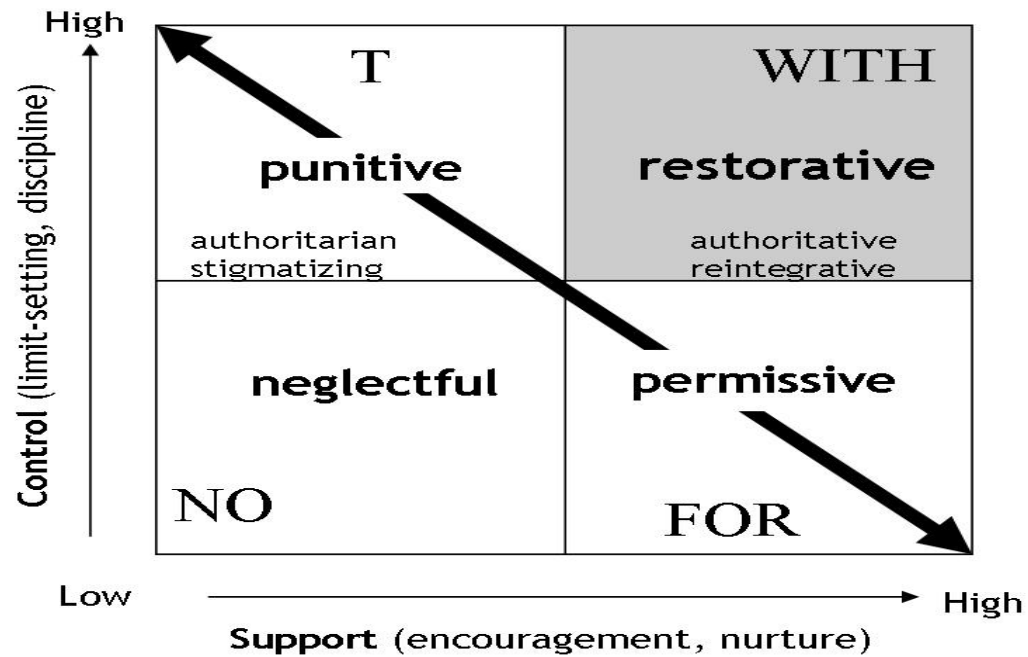
Restorative?



Paradigm Shift

Traditional Justice	Restorative Justice
<i>School and rules violated</i>	<i>People and relationships violated</i>
Justice focuses on <i>establishing guilt</i>	Justice identifies <i>needs and obligations</i>
Accountability = punishment	Accountability = understanding impact, repairing harm
Justice directed at offender, victim ignored	Offender, victim and school all have direct roles in justice process
Rules and intent outweigh whether outcome is positive/negative	Offender is responsible for harmful behavior, repairing harm and working toward positive outcome
No opportunity for remorse or amends	Opportunity given for amends and expression of remorse

Social Discipline Window



Ted Wachtel,
Restorative Justice in Everyday Life: Beyond the Formal Ritual
International Institute for Restorative Practices



Three Questions of Justice

Retributive Justice

1. What is the rule that was broken?
2. Who broke that rule?
3. How should they be punished?

Restorative Justice

1. What is the harm that was done?
2. How can that harm be repaired?
3. Who is responsible for this repair?



Restorative Justice IS NOT:

- Soft on crime
- A way for the offender to avoid consequences
- Only for juveniles or less serious crime
- A new process
- The opposite or substitute for the existing system



Restorative Justice Is:

- Victim-centered and victim- sensitive
- And an opportunity:
 - for victims to have a voice
 - for participants to take responsibility for their actions
 - for offenders to listen to those affected by their actions
 - to learn how to start changing their behavior

Origins of Restorative Practices

- First practiced by indigenous tribal groups in thousands of communities and countries throughout the world
- In 1970, Howard Zehr began researching these programs and approaches
- In 1989, New Zealand made RJ an core component of their juvenile justice system



RJ programs in Virginia

- Prince William County RJ Program, 31st Judicial Circuit Office of Dispute Resolution
- Piedmont Dispute Resolution Center, Restorative Justice Services
- Central Virginia RJ (CVRJ)
- Loudoun County Juvenile Court Service Unit, Restorative Justice Program
- Restorative Community Foundation (Christa Pierpont)
- Center for Therapeutic Justice, Williamsburg VA

Existing RJ programs in the DC Area

- Community Conferencing Center (CCC)
- Conflict Resolution Center of Montgomery County (CRCMC), Community Conferencing Initiative Program
- Northern Virginia Mediation Service
- Senator Webb Initiative
- Guest Speakers: Dominic Barter, Roman Koval, Kay Pranis and Marg Thorsborne



What is Restorative Justice?

- **Harm-Focused:** How have individuals been harmed? What do they need?
 - Identify, repair and prevent future harm
- **Engagement:** Victim, offender, community and schools are involved through a voluntary, facilitated dialogue process
- **Responsibility/Obligations:** Individuals accept responsibility for their actions
- **Repair:** Individuals agree to repair harm done
- **Prevention:** Individuals learn from their mistakes

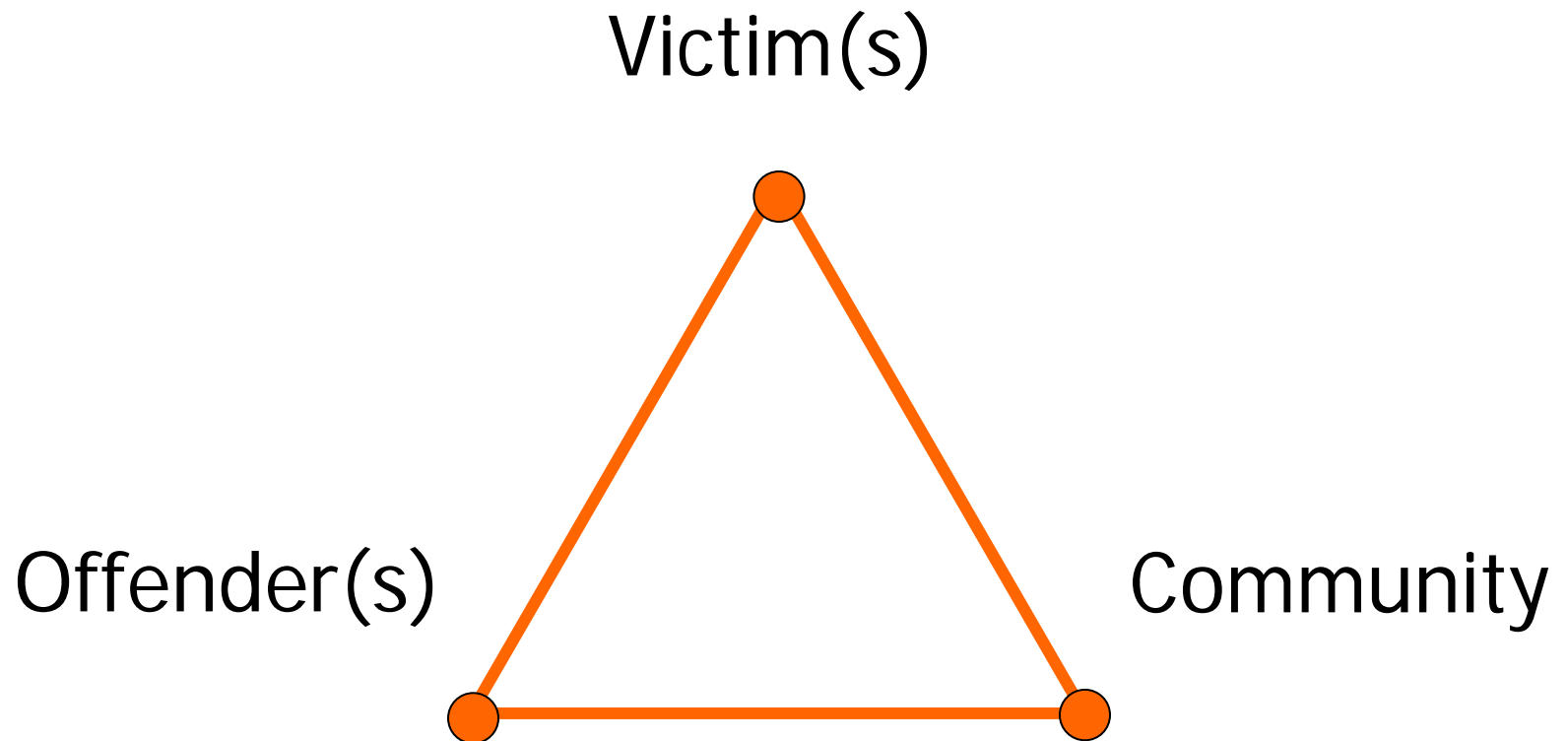


Key Questions of Restorative Practices

- What happened?
- What were you thinking 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?
- How can you do things differently in the future?

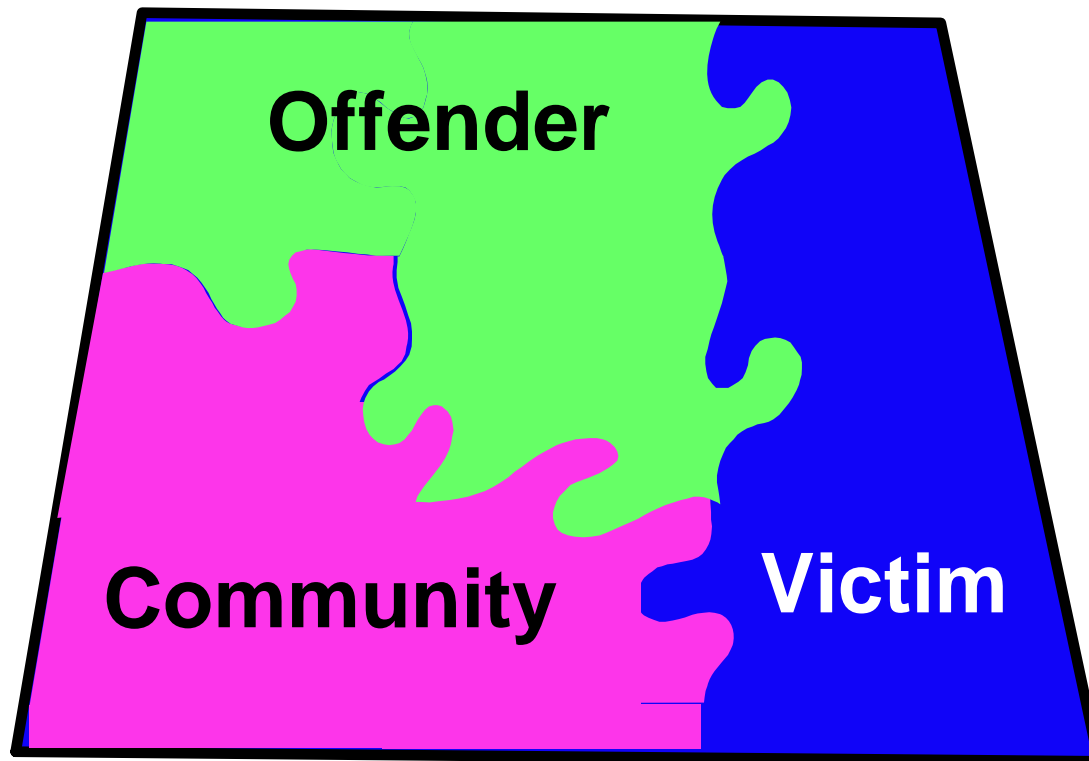
Taken from website of Belinda Hopkins –
www.transformingconflict.co.uk

Primary Stakeholders become part of the process



● Reconnecting . . . ●

Restorative process reconnects



Goals of Restorative Justice

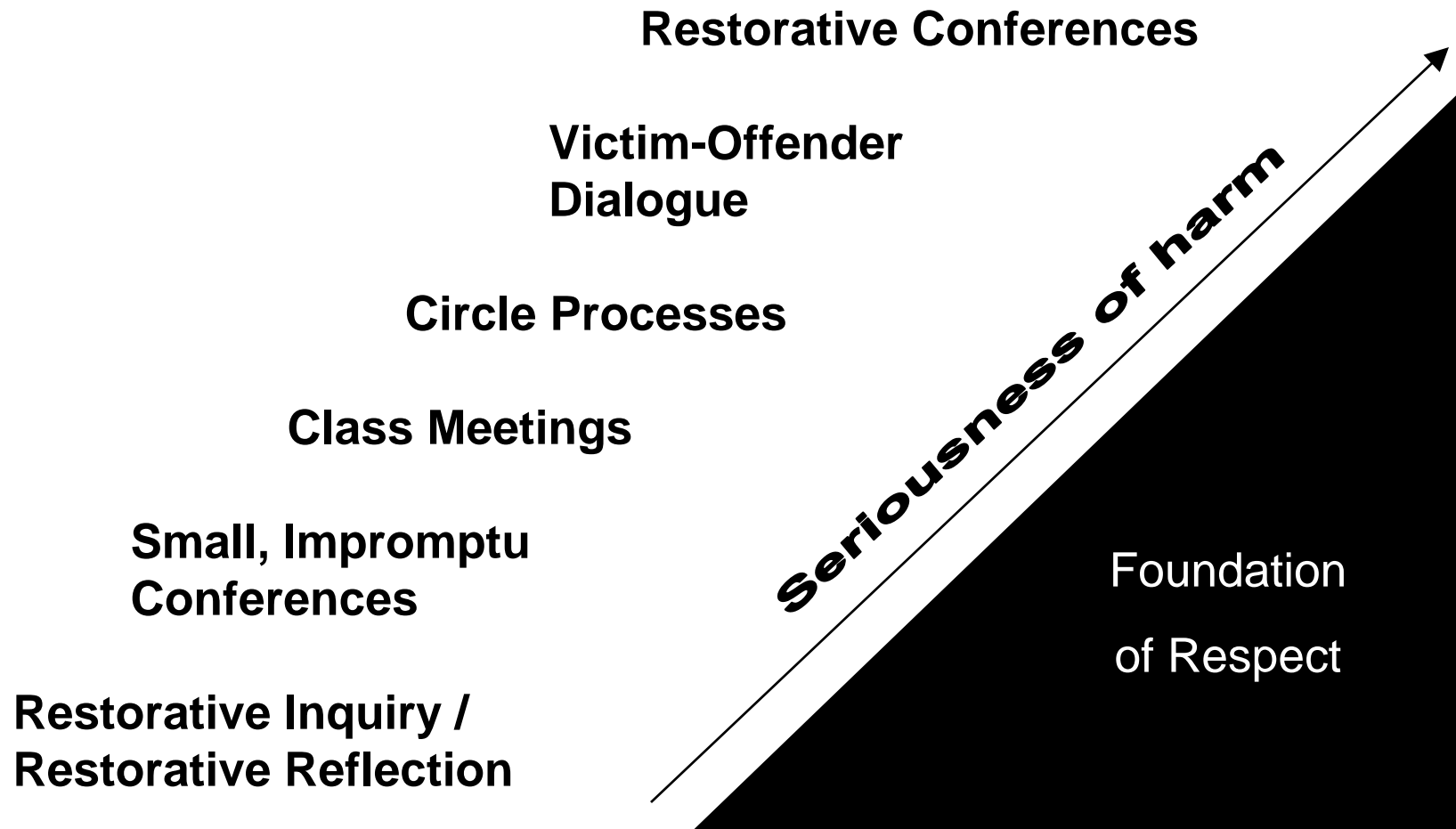
- The **process** and the **journey**.
- Open **communication** between the parties – not forcing an apology or giving / accepting forgiveness (although these are helpful).
- Helping people understand how their harmful actions have impacted others.
- When **harm** happens, it creates **needs** that participants deal with through **open communication**. Working with these needs is a key goal of restorative justice.

When Is Conferencing Appropriate?

- Interpersonal conflicts
- Tardiness/Truancy
- Theft
- Vandalism
- Bullying/Harassment
- Drug/Alcohol use
- Fighting/Assault
- Arson

**NOTE: Not all cases
are appropriate for
restorative
conferencing.**

Continuum of Restorative Practices





Restorative Practices Services

- Planning session integrating RP with existing programs/initiatives
- Staff presentations
- Small staff training sessions geared to your school
- Phone consultations for possible RP cases
- Facilitators from NVMS to lead RP conferences

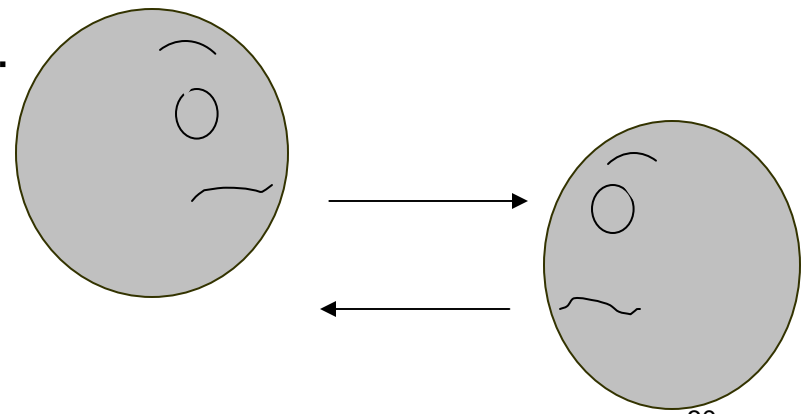
Restorative Inquiry

- **The Past - Share Feelings**

- What happened?
- What were you thinking about when you did this?
- How were you feeling at the time?
- Who else do you think has been affected by this?

- **The Present and Future**

- What have you been your thoughts since?
- What are they now?
- How are you feeling now?
- What do you need (to do) so that...
 - Things can be put right?
 - The harm can be repaired?
 - We (you) can move on?





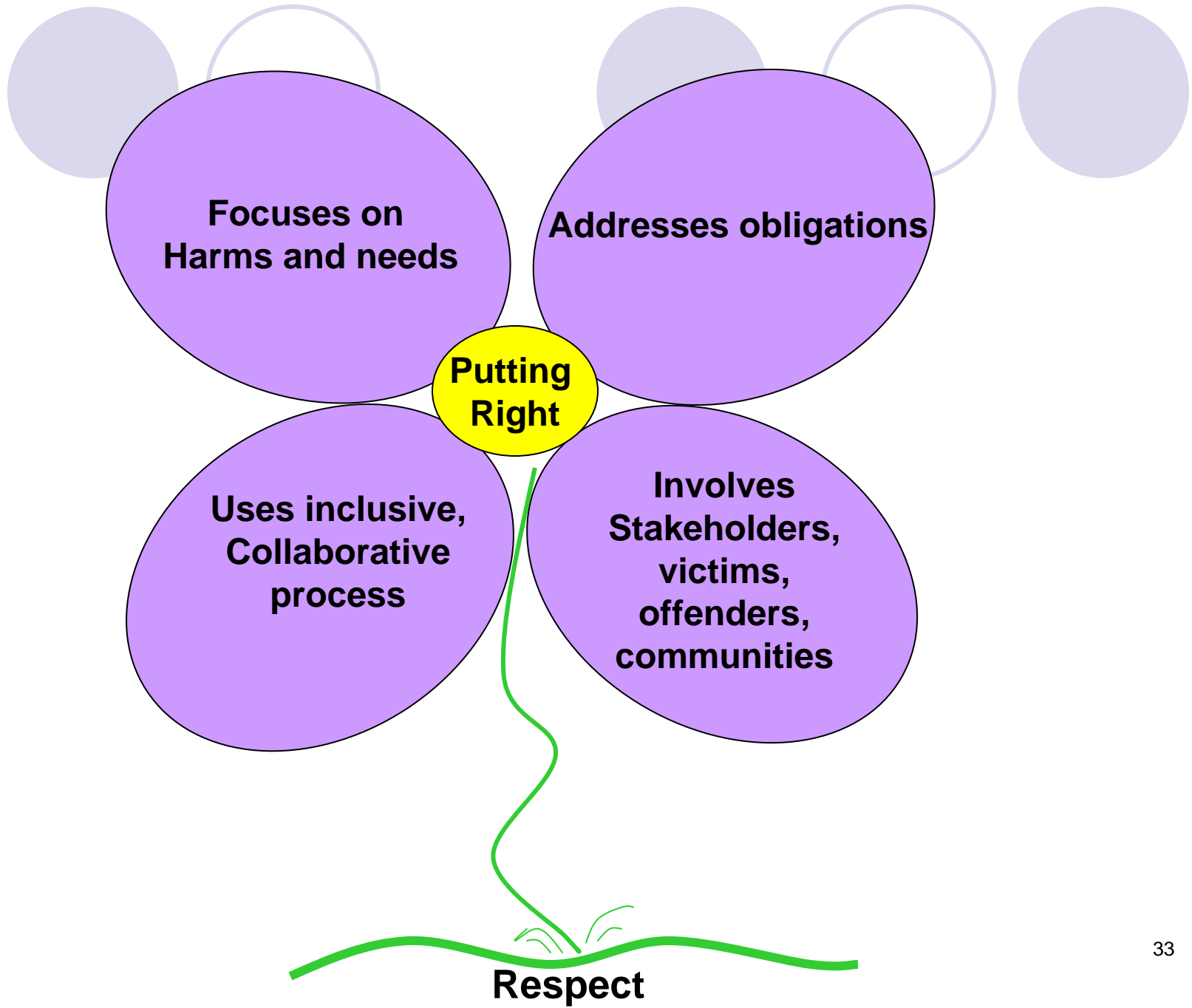
Setting the Foundation

Respect: What does it look like?

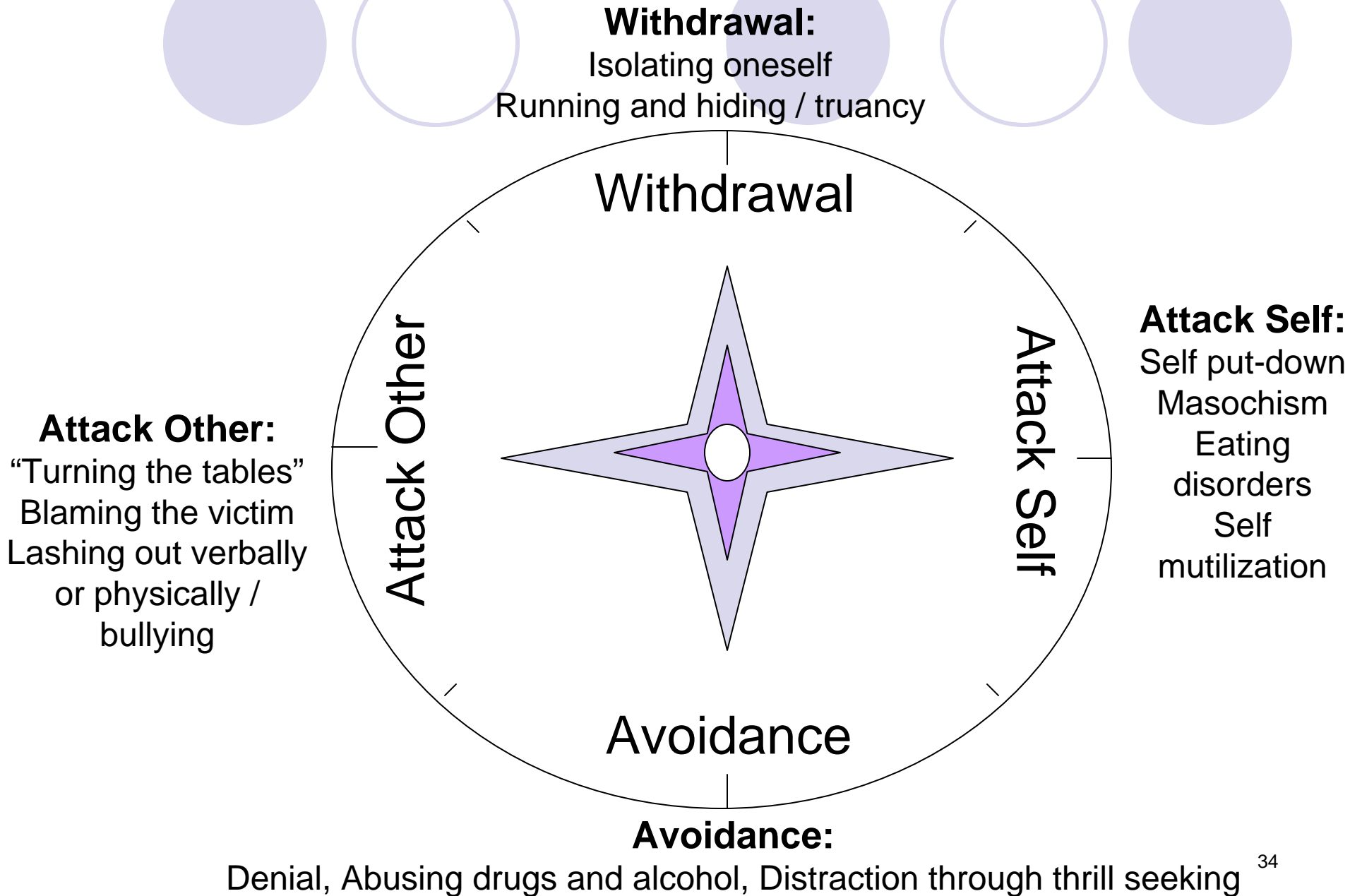
- Inquire in **private**
- Appropriate timing
- Stay **neutral**
- Listen (Use active, non-judgmental listening)
- Ask / seek to understand
- Watch your **body language**
- “Words can be **windows** or **walls**”
- Utilize the ‘Golden Rule--’ treat others like you would want to be treated!

Processes that build and maintain restorative relationships:





The Compass of Shame




Pre-conference talking points for Victim Offender Dialogue

- Explain Victim Offender Dialogue
- Explain facilitator's role
- Ask basic questions
- Give coaching tips
- Be proactive -- think ahead for stumbling blocks that could occur in the conference

*Be mindful of **re-victimization**, stop conference if necessary

Continuum: Restorative Inquiry Plus Victim Offender Dialogue

- Can you explain what happened/what has been happening?
- (RJ facilitator reflects back) So what I heard you say was...
- What were you thinking at the time?
- How were you feeling at the time?
- How are you feeling now?
- Who, apart from yourself, has been affected by the situation?



Continuum: Victim-Offender Dialogue

Differs from traditional mediation:

- Recognition of a **power imbalance**
- Focus on identifying the **harm, accountability** and **restitution**
- Stress the importance of **communication**, not emphasizing the need for an agreement
- When there is a written agreement, it talks about **restitution** and **future behavior**
- If at any time you see re-victimization the dialogue has to stop

Victim-Offender Dialogue is an Opportunity for Victims to:

- **Tell** how the incidents affected them.
- Directly and constructively **express their feelings** to those who have harmed them.
- Ask **questions** and receive **answers** that only the offenders can provide.
- Experience having a **direct voice** and participation in the justice process.
- Move through emotional **healing** and **restoration**.

Victim-Offender Dialogue is an Opportunity for Offenders to:

- More fully **understand the impact of their crime** upon the lives of the victims.
- Explain their **involvement** in the crime.
- Take **responsibility** for their action.
- Experience emotional **healing**, dealing with the **shame**, and move forward with their lives.
- Have a direct **voice** and **participation** in the justice process



Continuum: Class Meetings

Class meetings can be used for:

- Team / Community building
- Checking in / Checking out
- Planning
- Problem Solving
- Teachable moments
- Sensitive issues

*Supports Responsive Classroom



Thinking Errors

- Entitlement
- Assuming
- Victim Stance
- Lying
- Drama / Excitement
- Shut down
- Excuse making
- Blaming
- Anger
- Minimizing



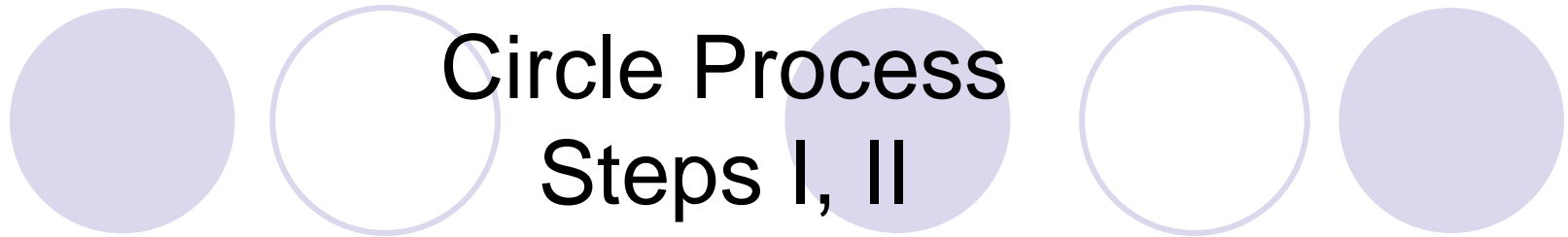
Continuum: Circle Processes

- Circles are used in a variety of forms and for a variety of purposes
- When the circle discussion concerns a specific incident the focus is usually on having the broader student community have an opportunity to share how this affects them



Continuum: Circle Processes

- When the circle discussion concerns a general issue the discussion resembles a dialogue process
- Structure already in place, ready if a crisis arises
- Kay Pranis: “Circles are a form of participatory democracy.”

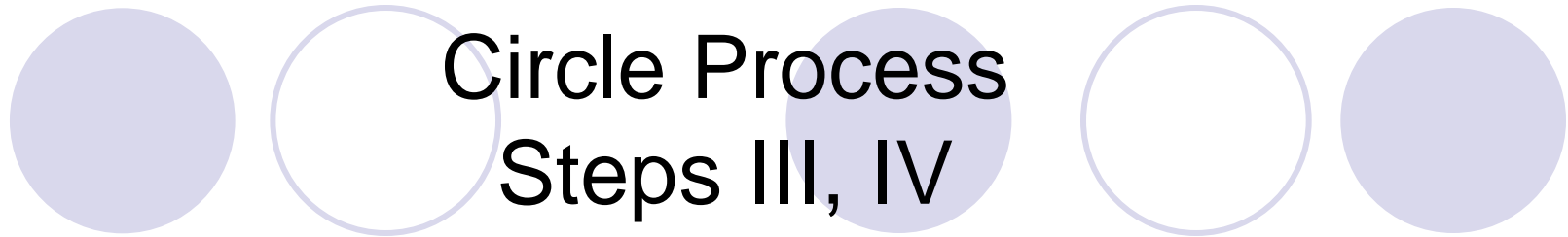


Welcome and Gathering

- Establishing a welcoming, safe, respectful place

Opening and Orientation

- Lay the foundation for a restorative dialogue

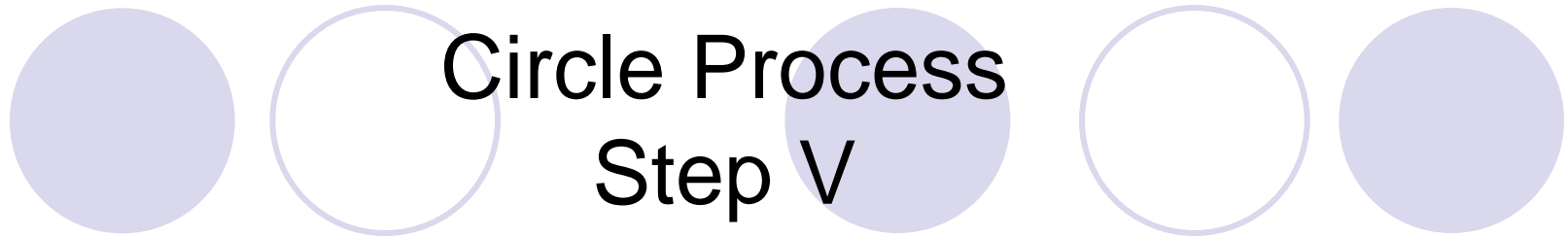


Narratives/Storytelling

- Describe experiences, concerns, and interests

Exploring Options and Creating Agreements

- Responding to the needs of the situation
- Repairing the harm
- Working towards resolution and healing through consensus-building



Closing

- Acknowledging and expressing appreciation for the efforts and the accomplishments of the circle.
- Invite participants to share any final thoughts, feelings, questions.



Circle Process Participation Guidelines

- Listen with respect.
- Each person gets a chance to talk.
- One person talks at a time without interruptions.
- Speak for yourself, not as the representative of any group.
- It's ok to disagree; no name-calling or attacking.
- You can pass your turn.

Continuum: Restorative Conferencing

- Involves victim, offender, their respective supporters, and others affected by the incident (community)
- Seeks to **IDENTIFY, REPAIR, and PREVENT** the harm crime causes in relationships
- Victim participation completely voluntary
- Offender participation based on his/her willingness and readiness
- Behavior-based: clear distinction between harmful act and actor
- Empowers participants
- Decisions are consensus-based

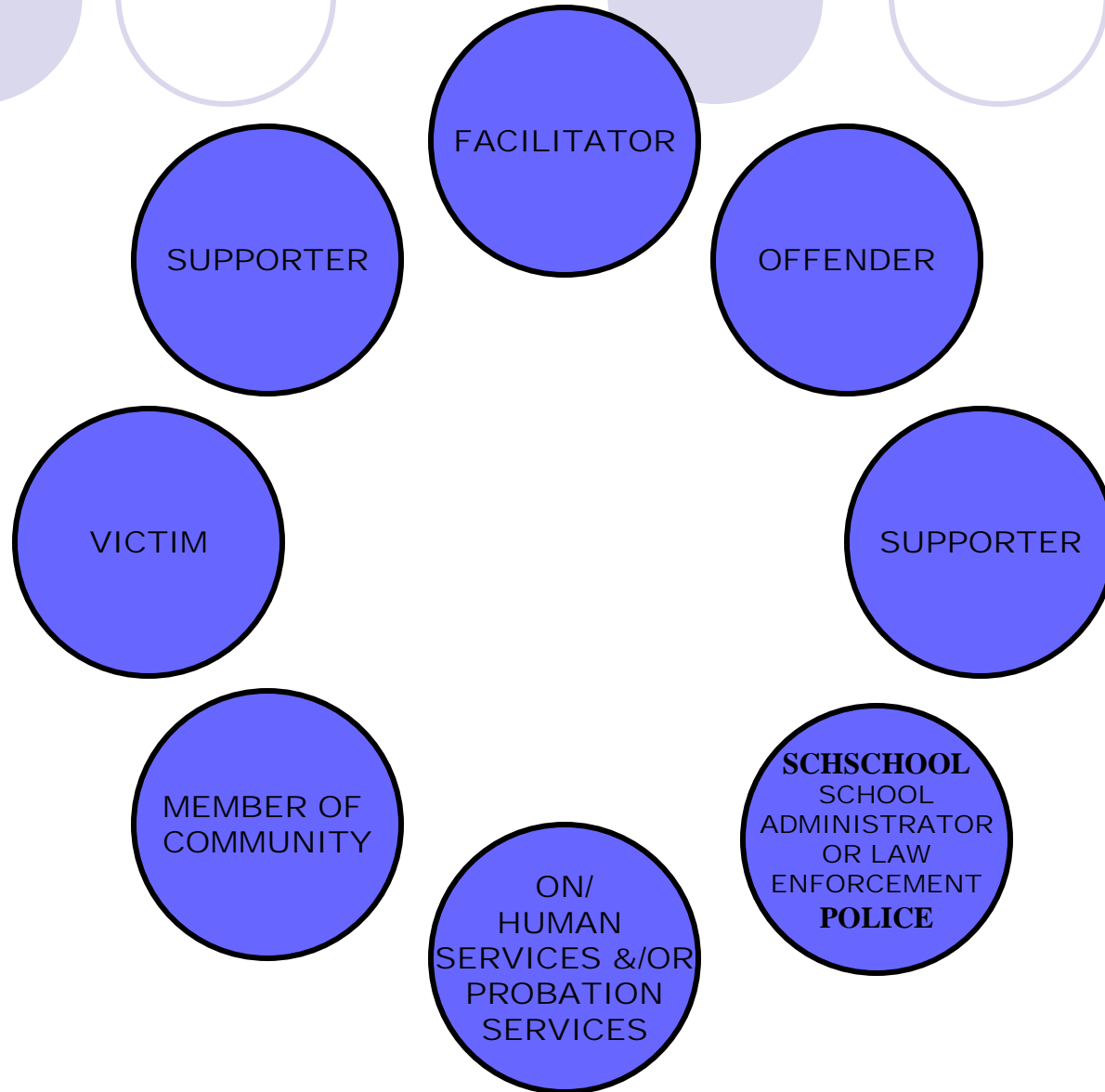


Restorative Conferencing and School Communities

In addition to the stated opportunities for victims and offenders in VOM, Conferencing also adds opportunities for the school community to:

- Respond to the needs of the victims as they see them.
- Support offenders while encouraging them to understand and accept their obligations.
- Be involved in the restorative justice process.
- Increase its capacity to recognize and respond to school community bases of bad behavior.

GROUP CONFERENCE



Typical Steps in the Process

- 1) Pre-conferencing separately with offender and with victim
- 2) Identification, recruitment, and preparation of supporters and other involved parties
- 3) Conference
- 4) Follow-up



Goals of Restorative Conferencing

- Offender Accountability
- School / Community Accountability
- Victim Opportunities
- School / Community Protection/Safety
- Competency Development



**Formal restorative
Conferencing, mediation**

Restoring



KEEP KIDS IN SCHOOL
Reduce
suspension/expulsion rates

Repairing



**Peer mediation, problem
solving
circles, informal conferencing
Restorative questions**

KEEP KIDS IN CLASS
Reduce office referrals

Building

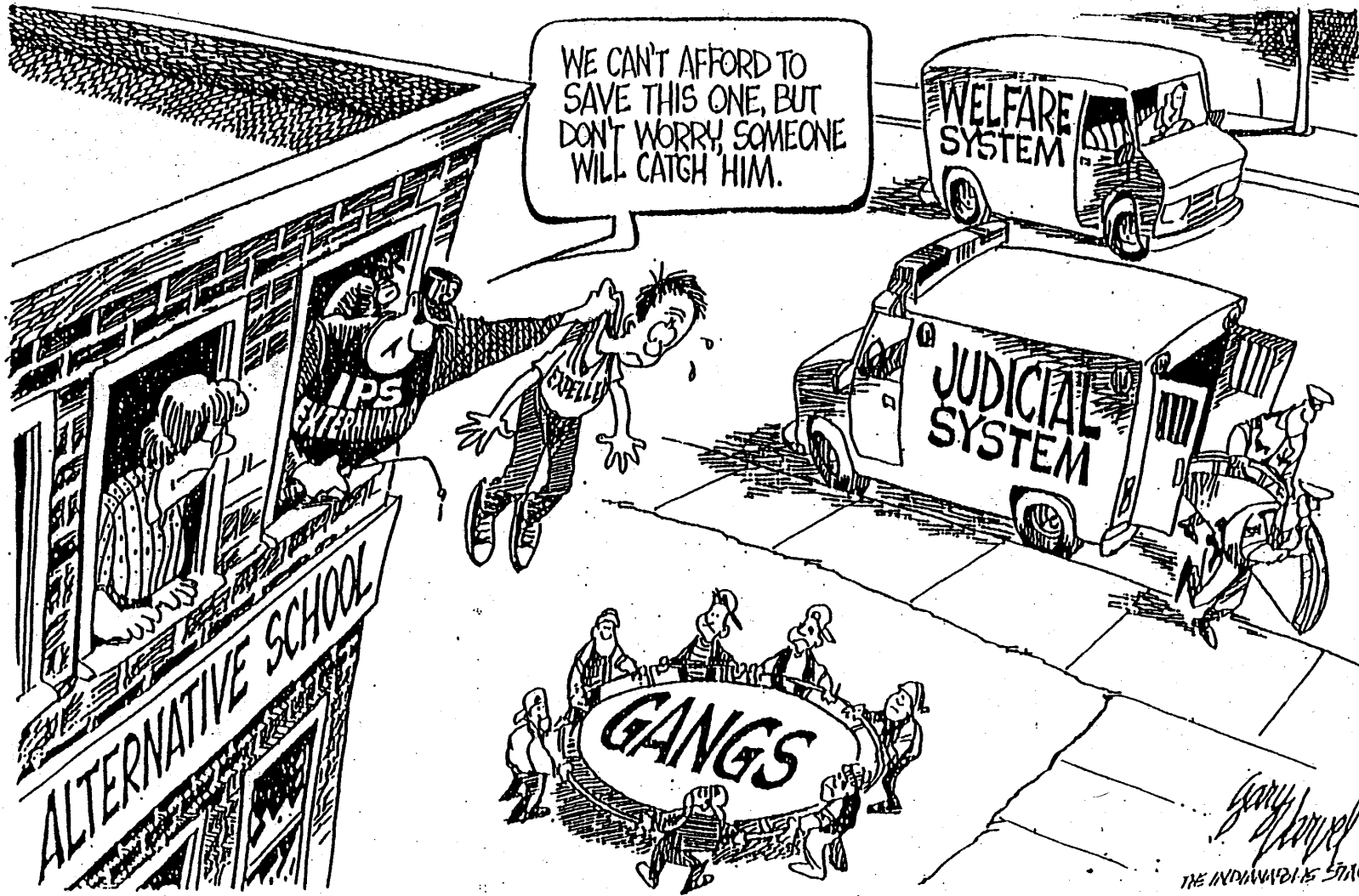


**Tribes, circle time,
Character matters!, cultural
proficiency
Inclusivity, mediation, bully
prevention,
Instructional intelligence, literacy,
transitions
Threat assessment**

KIDS COME TO SCHOOL
Social engagement, emotional
Capacity, identifying and
Enfolding the disengaged

Where Conferencing Fits (Schools)







School-wide Restorative Justice

	Prevention	Intervention
Competencies	<p>Awareness of RJ principles and practices</p> <p>Establishing a culture of shared values (baseline for accountability)</p> <p>Victim sensitivity</p> <p>Bullying awareness and prevention</p> <p>Emotional literacy</p> <p>Conflict Resolution</p>	<p>Restorative Communication</p> <p>Conflict Resolution for classroom management</p> <p>Support for harmed students</p>
Processes	<p>Circle use in classrooms</p> <p>Circle use with staff</p>	<p>Peer Mediation</p> <p>Problem solving circles</p> <p>RJ Conferences</p> <p>Reintegration circles</p>



“Restorative Justice is a river.” Howard Zehr



Beneficial Findings

- Hull, England:

- Improved staff attendance by 63 %

- Decreased student drug use

- Suspensions decreased by 81 %

- Student tardiness decreased by 87 %

- Parents felt more connected to school

“Where respect and safety are the norm and problems get sorted out.”



Code of Ethics

- To recognize and respect the value and dignity of all persons.
- To believe in the concept of Restorative Justice and to trust in the empowerment of victims and offenders.
- To be professional and proceed with dignity, honesty and courtesy in preparing clients.
- To be able to determine the boundaries between personal values and beliefs and professional responsibilities.
- To be clear in understanding the limits of a facilitator.

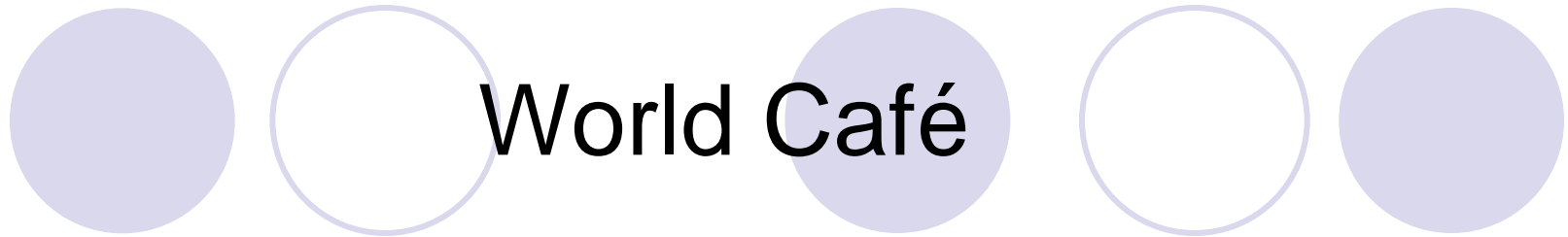


Code of Ethics (continued)

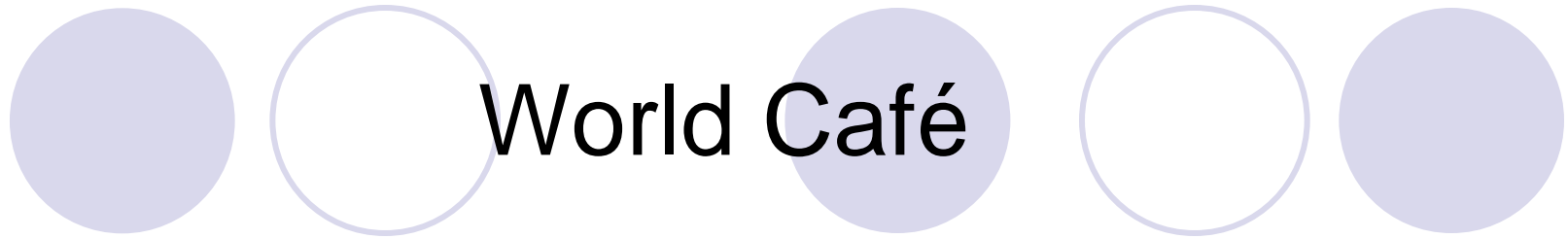
- To be non-judgmental in the evaluation and process of bringing a case to conference.
- To respect those who do not hold our beliefs and commitment to Restorative Justice.
- To be responsible for developing skills through additional training and continuing education.
- To understand that Restorative Justice processes are not always appropriate for every case.
- To always carry on in the spirit of respect and collaboration.

Basic Core Ethical Principles

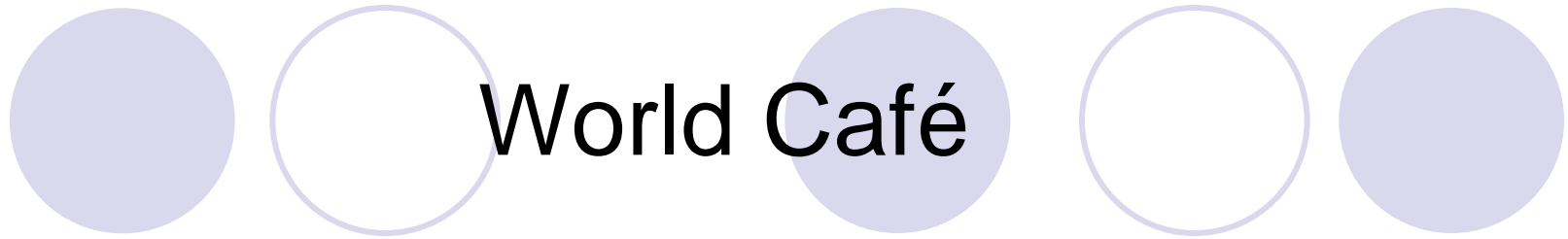
- Confidentiality
- Self Determination
- Repair with Sanctions
- Repair vs. agreement
- Watch for Re-victimization



1. What specific RJ practices could you implement in your school and how are you going to do it?



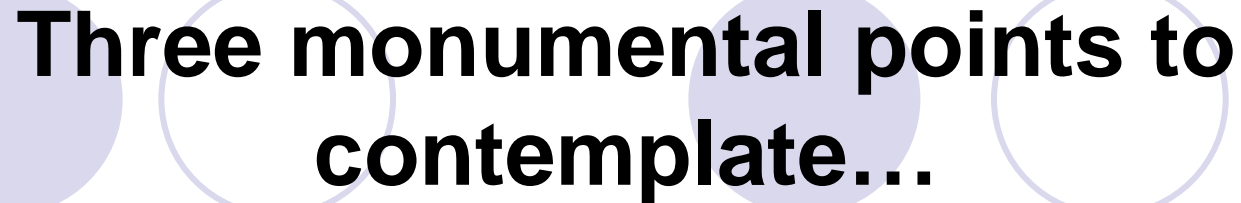
2. What obstacles do you anticipate and how can you overcome them?



3. What resources / support do you anticipate you might need?

Upcoming trainings and conferences

- Check MyPLT for upcoming trainings
- If you have taken a previous training or have contacted us for our services, we will include you in any upcoming special event
- Check www.iirp.org for conferences

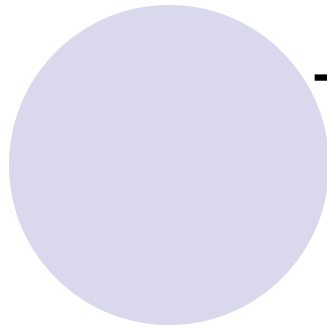
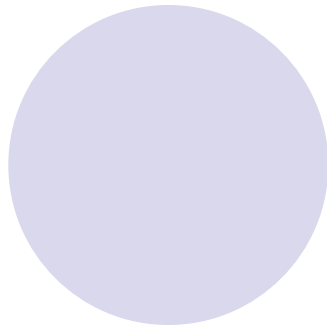


Three monumental points to contemplate...

- We have more people incarcerated in our jails than any other nation in the world!
- How can we stop the school to prison pipeline?
- Is Zero Tolerance working?

We can't afford not to embrace
Restorative Practices!

May your restorative practice
journey help you to build and
heal relationships, therefore
strengthening your community.



Thank you for coming!

Joan Packer

Karen Lieberman

Kristen John