



RESTORATIVE PRACTICES & DISCIPLINE
PARENT HANDBOOK

RestorativeResources.org

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**“Building Strong School-Family Partnerships
through Positive Relationships”**

RESTORATIVE PRACTICES DEFINED...

Restorative Practices is a system of formal and informal processes that build and sustain a culture of kindness, respect, responsibility and justice. This is achieved through emphasizing the importance of trusting relationships as central to building community and repairing relationships when harm has occurred.

The fundamental premise of restorative practices is that 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.

Restorative practices cultivate a culture in which everyone feels like they belong. They build a particular sense of community in which every member--students, teacher, parent volunteers, aides--feel that they are seen, heard, and respected.

Restorative practices promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

“Teaching Restorative Practices with Classroom Circles”

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Developed for San Francisco Unified School District

RESTORATIVE JUSTICE DISCIPLINE DEFINED...

Restorative Justice brings persons harmed by misbehavior and the person who harmed them, along with affected family and community members, together in dialogue that aims to build understanding, explore how the actions has impacted those involved, including the community, and develop agreements for what will be done to make things right. The result: truly meaningful justice for all involved.

School discipline has for the most part taken its cue from the criminal justice system. The focus is on punishing wrongdoers with the aim of enforcing behaviors that are safe and non-disruptive. When punishment does not work, misbehaving students may be excluded through suspension or expulsion, with possibly serious long-term harmful consequences to them and society. There is little or no opportunity for social and emotional learning.

Restorative practices in schools are based on restorative justice principles instead of punishment. They aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. They provide specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, restorative approaches make safer schools and contribute to social and emotional learning.

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Principles of Restorative Practices and Discipline

The following principles reflect the values and concepts for implementing restorative practices and discipline in the school setting.

RESTORATIVE PRACTICES:

- Acknowledges that relationships are central to building community.
- Ensures equity of voice among all members of the community. All voices are valued, everyone is heard.
- Establishes a culture of high expectations with high support, emphasizing doing things “WITH” not “TO” or “FOR”.
- Builds systems that address misbehavior and harm in a way that strengthens relationships and focuses on the harm done rather than only rule-breaking.
- Engages in collaborative problem solving.
- Enhances accountability, responsibility and empowers change and growth for all members of the community.

RESTORATIVE JUSTICE DISCIPLINE:

You are working towards restorative discipline in schools when you....

1. Focus primarily on relationships and secondarily on rules.
2. Give voice to the person(s) harmed.
3. Give voice to the person(s) who caused the harm.
4. Engage in collaborative problem-solving.
5. Enhance Responsibility.
6. Empower Change and Growth.
7. Plan for Restoration.

Traditional Approach

School rules are broken.

Justice focuses on establishing guilt.

Accountability = punishment

Justice directed at the offender; the victim is ignored.

Rules and intent outweigh whether outcome is positive or negative.

Limited opportunity for expressing remorse or making amends.

Restorative Approach

People and relationships are harmed.

Justice identifies needs and responsibility.

Accountability = understanding impact and repairing harm

Offender, victim and school all have direct roles in the justice process.

Offender is responsible for harmful behavior, repairing harm and working toward positive outcomes.

Opportunity given to make amends and express remorse.

PRIMARY TOOLS OF RESTORATIVE PRACTICES

CLASSROOM CIRCLE GUIDELINES:

- Speak from the heart: your truth, your experiences, your perspectives
- Listen from the heart: let go of stories that make it hard to hear each other
- Trust that you will know what to say: no need to rehearse
- Say just enough and be generous: your voice is valued and also be considerate of the time of others.

AFFECTIVE LANGUAGE STATEMENTS:

- When I see/hear: _____(state the behavior)
- I am feeling: _____
- Because I need: _____(state deeper reason, personal need for order, respect, honesty, etc.)
- And What I'd Like Is/I am going to ask you to:
_____ (name the action)

QUESTIONS FOR REFLECTION:

- Think of a time when someone has responded to you in a blaming manner when you have made a mistake. Then reflect upon a time when someone has responded in a relational manner. What effect did each response have on you?
- Think of a recent occasion when you could have acted in a more relational manner with your child. What could you do differently when a similar occasion occurs?
- What do you want your child to learn most from you?

RESTORATIVE QUESTIONS:

- 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?

REFLECTION QUESTIONS:

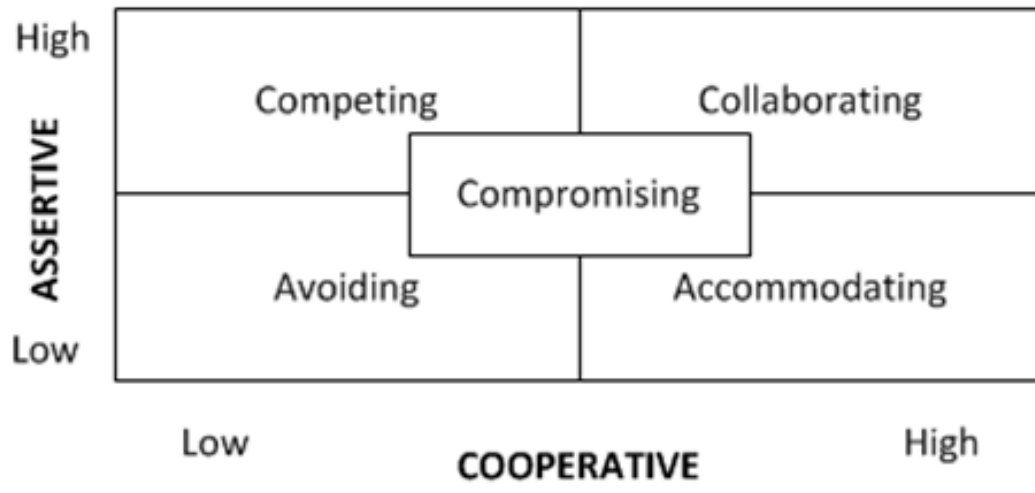
When challenging behavior, why would using the restorative questions be helpful?

How could you use the restorative questions in your own relationships, both personally and professionally?

How could these questions assist you to engage those hurt by the actions of another? Which of the above questions is likely to have the greatest impact?

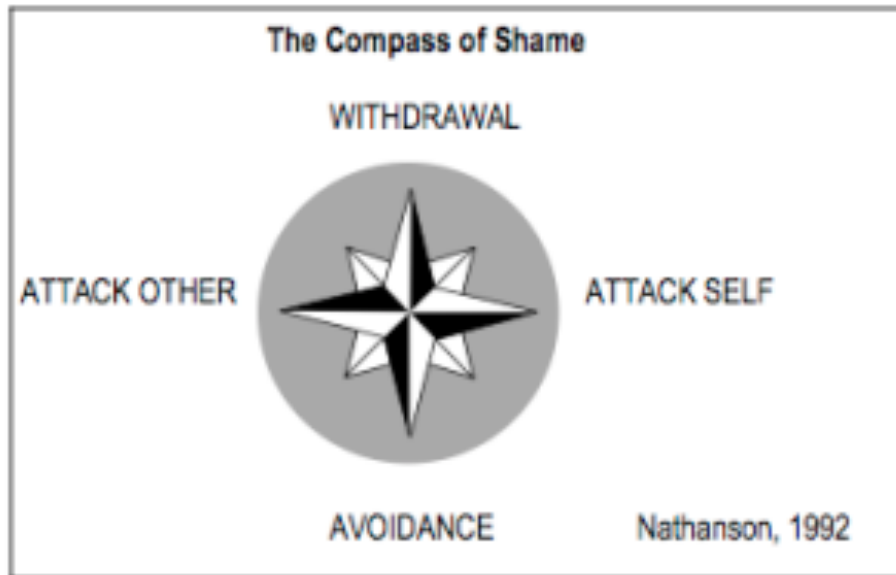
How could you use these questions in your own personal and professional lives?

Thomas-Kilmann Conflict Mode Instrument



1. **Competing** is assertive and uncooperative—an individual pursues his own concerns at the other person's expense. This is a power-oriented mode in which you use whatever power seems appropriate to win your own position—your ability to argue, your rank, or economic sanctions. Competing means "standing up for your rights," defending a position which you believe is correct, or simply trying to win.
2. **Accommodating** is unassertive and cooperative—the complete opposite of competing. When accommodating, the individual neglects his own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.
3. **Avoiding** is unassertive and uncooperative—the person neither pursues his own concerns nor those of the other individual. Thus he does not deal with the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.
4. **Collaborating** is both assertive and cooperative—the complete opposite of avoiding. Collaborating involves an attempt to work with others to find some solution that fully satisfies their concerns. It means digging into an issue to pinpoint the underlying needs and wants of the two individuals. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights or trying to find a creative solution to an interpersonal problem.
5. **Compromising** is moderate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution that partially satisfies both parties. It falls intermediate between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating. In some situations, compromising might mean splitting the difference between the two positions, exchanging concessions, or seeking a quick middle-ground solution.
- 6.

Kilmann, Ralph; Kenneth W. Thomas (1977). ["Developing a Forced-Choice Measure of Conflict-Handling Behavior: The "MODE" Instrument"](#). *Educational and Psychological Measurement* **37**: 309. doi:10.1177/001316447703700204.

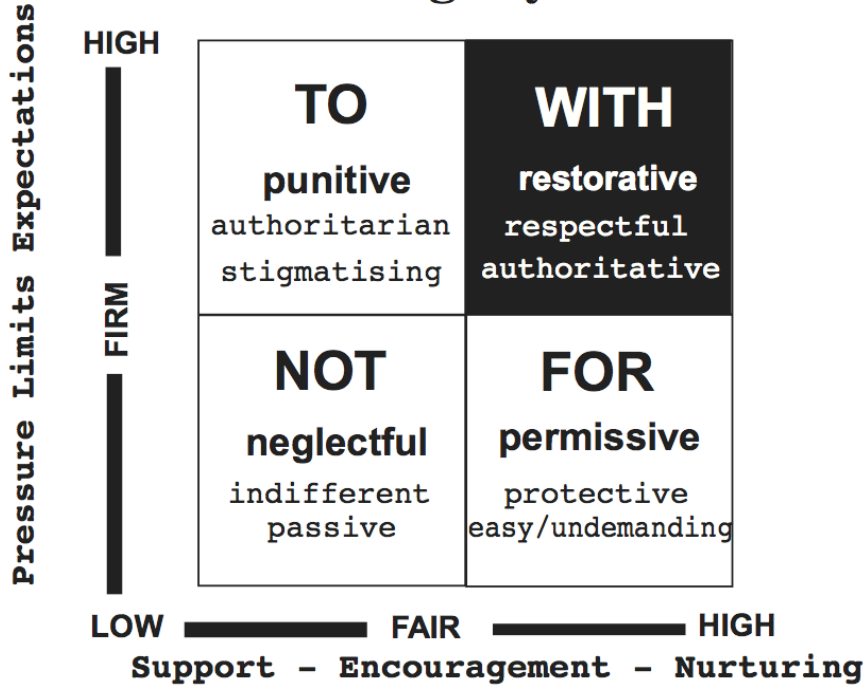


The Compass of Shame was developed by Professor Donald Nathanson to describe the various negative ways people respond to shame. This is a very useful tool to use in understanding human behavior. Think about a person who escalates from mild anger to rage in no time at all. Be assured that their struggle has a lot to do with shame. Anything that interrupts our good feelings involves shame.

Understanding the Compass of Shame will not only help you deal more effectively with people who exhibit problematic behavior, but will also help you to identify your own shame triggers. Reflect on those experiences in your life which involved shame, and perhaps still do. Then look at this experience through the lens of the Compass of Shame. No doubt you can locate your behavior in one or more of the polar responses. This may help you to understand that your behavior (response) is normal given the circumstances.

Many often view shame as their responsibility when they have may have experienced varying degrees of victimization themselves. Understanding how we deal with shame is critical to how we relate to others.

Parenting Styles



Adapted from *Social Discipline Window* - Paul McCold & Ted Wachtel - 2000

It is important to get the balance right between being firm and fair.

When we are high on rules and low on respect or support, we operate in an authoritarian way. Blaming others then becomes a normal way of parenting.

When we are low on firmness yet high on fairness, we become permissive, meaning we do not set clear and reasonable boundaries/expectations. Making excuses becomes our usual response.

When we are neither fair nor firm, in other words have no interest, we will be neglectful as parents

When we set high expectations and offer appropriate support, we become inclusive and freely cooperate with others. Relationships are built or strengthened when we are able to parent consistently in this domain.

REFLECTION QUESTIONS:

What has influenced your parenting style? How would you describe this style?

Do you think you need to make changes so you are able to operate more consistently in the WITH domain?

What are the things you do well as a parent? As a parent, what and who influences your parenting style? What areas need some thought?

How might others in your family also become a part of this reflection?

What do you most value about being a part of this school community?

What do you want most for your child when he/she leaves this school?