

Restorative Discipline

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

1. Focus primarily on relationships and secondarily on rules.

- Does the proposed response go beyond focusing solely on policy violations? Is equal concern also being given to harm experienced by individuals and the community?
- What steps are being implemented to ensure the safety of the individuals involved while information is being gathered?
- Have support people (e.g. an advocate, mentor, or other person deemed appropriate given the circumstances) been identified, approved by, and provided for each person involved?
- Are needed resources available for all persons involved, i.e. transportation, childcare, an interpreter, accessibility?
- Has the issue of whether or not to maintain confidentiality within the process and the findings been addressed?
- How will information be shared more broadly if necessary?
Are there mandated reporting issues?

2. Give voice to the person(s) harmed?

- Does the response address the needs of the person harmed, both the immediate victim as well as others who may be affected?
- Does the response allow an opportunity for those harmed to be part of the resolution?
- Has the person harmed been asked what s/he needs?
- Has the person harmed been asked what a just process would look like?

3. Give voice to the person(s) who caused the harm.

- Has the person who harmed been asked what s/he needs?
- Does the response address the needs of the person who did the harm?
- Does it allow an opportunity for those who harmed to be part of the resolution?
- Has the person who harmed been asked what s/he can give/offer?
- Has the person who harmed been asked what a just process would look like?

4. Engage in collaborative problem-solving.

- Are the solutions being arrived at collaboratively, meaning that all those affected by the harm/incident are fully involved?
- Are all participants represented at the decision-making table?
- Are all decisions reached collaboratively, with assurance that all voices are heard?

All material is taken directly from: Amstutz, L., & Mullet, J., (2005), pg 29-32. *The Little Book of Restorative Discipline* pg 28-32.

- Given the imbalances that often exist between person and institutions, have these been recognized, acknowledged, discussed, and addressed?

5. Enhance Responsibility.

- Does the response help the person take responsibility for the harm caused, or does it focus primarily on punishment.
- Does the person who caused the harm understand how his/her actions have affected other people? If not, is there a plan in place that includes steps to assist the person in a process of understanding (which may include education on a particular issue, counseling, or training)?
- Is there acknowledgment that some persons choose to resist change and need others to assist in making decisions regarding their accountability? The consequences in that case may need to be made or suggested by others involved in decision-making.

6. Empower Change and Growth.

- Does the response allow the person who harmed to be involved in the process of repair with a concern toward that individual's growth and competency?
- Has the individual acknowledged responsibility for the harm of his/her actions? If not, what steps should be taken to address ways of meeting and supporting that person's need for growth?

7. Plan for Restoration.

- Does the response allow for the person who harmed, as well as the person harmed, to be supported and reintegrated back into the community?
- Has the issue of accountability been appropriately addressed to the satisfaction of the person harmed?
- Has a process been developed that ensures ongoing accountability if an agreement for next steps is reached?
- Is there recognition that one possible solution is a "parting of ways" (or setting procedures to avoid interaction), in an effort to give primary consideration to the needs of the person harmed?