



Signature Preparatory Charter School Restorative Justice in Behaving Positively at School

Signature Preparatory Charter School students live and learn within a community, not in isolation. Therefore, Signature Preparatory Charter School students must learn to become active and responsible individuals within their own community of learners. To support our students in meeting this goal, in order to maintain a distraction-free as possible learning environment, and to cultivate an extremely positive student culture, Signature Preparatory Charter School devised a set of proactive and restorative practices to be utilized in advance of and throughout our student discipline processes.

Definition of Restorative Justice:

“Restorative justice is an evidence-based practice effectively used to reduce suspensions, expulsions, and disciplinary referrals. Restorative justice focuses on righting a wrong committed and repairing harm done. The goal is to place value on relationships and focus on repairing relationships that have been injured. The victim and the wrongdoer have the opportunity to share with one another how they were harmed, as victims, or how they will work to resolve the harm caused, as wrongdoers. (p. 3)”

Included within Signature Preparatory Charter School’s Restorative Justice Plan are 4 practices: Support by Community, Support by Social and Emotional Learning, Reintegration by Accountability, and Restoration by Healing and Repairing Harm. These practices should prove to not only support our community of learners (students); but guide the mindset of the adults called to care for them.

Underlying these Restorative Justice practices within the student discipline process is the school-wide implementation of Positive Behavior Interventions and Supports (PBIS). Signature Preparatory Charter School recognizes that students can only meet behavioral expectations when they know what they are and have had an opportunity to practice them. Signature Preparatory Charter School’s PBIS Guiding Principles:

- Students can learn behavioral expectations for different situations.
- Students learn expected behaviors for each school setting through explicit instruction, opportunities to practice, and receive feedback.
- Early intervention can prevent more serious behavior problems.
- Each student is different, so our school needs to give many kinds of behavior support.
- Track students’ behavioral progress.
- Gather and use data to make decisions about behavior interventions.
- Consistency across staff members in how we encourage expected behavior and discourage infractions.

National Opportunity to Learn Campaign (2014), *Restorative Practices: Fostering Healthy Relationships and Promoting Positive Discipline in Schools, A Guide for Educators*. The Atlantic Philanthropies.

