

## What are restorative practices?

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.<sup>1</sup>

## Restorative practices focus on<sup>2</sup>

- Developing and maintaining strong relationships
- Building a healthy community in which every individual is a valued member
- Addressing misbehavior and harm in a way that strengthens relationships
- Looking at misbehavior as an offense against people and relationships, not breaking rules
- Giving voice to the person harmed, to influence the resolution
- Collaborating to solve problems, asking the community to identify challenges and propose solutions
- Enhancing responsibility, requiring individuals to understand the impact of their actions on others

## What does this look like?

- Individuals use **affective statements** to let others know how they feel in response to specific behaviors. This promotes relationship building and provides feedback on how one's behavior has impacted others.
  - "I'm so proud of you for raising your hand in class because you told me one of your goals this year was to participate more."
  - "I am frustrated that it's noisy in the classroom because I want to make sure we can learn. In order to do that, we need to listen each other."
  - "I was worried when I watched you run down the hall because you may hurt yourself or others."
- **Restorative questions** are asked in response to challenging behavior, to develop empathy and accountability, allow for expression of feelings and thoughts, and support problem solving.

| The person who has caused harm is asked:                  | Those harmed by others' actions are asked:              |
|---|---|
| What happened?  | What did you think when you realized what had happened? |
| What were you thinking of at the time?                    | What impact has this incident had on you and others?    |
| What have you thought about since?                        | What has been the hardest thing for you?                |
| Who has been affected by what you have done? In what way? | What do you think needs to happen to make things right? |
| What do you think you need to do to make things right?    |   |

Selected questions may be asked or adapted from the list above, and require a verbal or written response. Additionally, the questions may be used to hold **small impromptu conferences** to quickly resolve lower-level incidents and prevent minor conflicts from escalating.

- **Proactive circles** are held to develop relationships, allow individuals to share feelings and ideas, and support community building. They can also be used as an instructional technique, to review topics and generate discussion about content. Once the routine of holding circles has been established with a group, **responsive circles** can be used as a means for airing feelings, solving problems, planning changes, and addressing conflict or tension.

| Sample Proactive Circle Prompts  | Sample Responsive Circle Prompts   |
|--|--|
| <ul style="list-style-type: none"> <li>• What's your favorite color?</li> <li>• Do you have a pet?</li> <li>• What does respect mean to you?</li> <li>• Share one thing you know about plants.</li> <li>• The main character in this novel reminds me of ....</li> </ul> | <ul style="list-style-type: none"> <li>• When is it fun to use our outside voices?</li> <li>• How do you feel when the classroom is loud?</li> <li>• What might you do to monitor your own noise level?</li> <li>• How might you help your peers monitor their noise levels?</li> <li>• What support might you need from a classmate to help you?</li> </ul> |

*Note - circle prompts and questions are chosen thoughtfully, based on the purpose of the circle and the needs of the group. Facilitators are mindful that some prompts may bring up a lot of emotions for some circle members.*

<sup>1</sup> Fundamental Hypothesis of Restorative Practices, from International Institute for Restorative Practices (IIRP)

<sup>2</sup> Summarized from *The Little Book of Restorative Discipline for Schools*

## PERC Timeline & Milestones

**October 2014** Department of Justice announces PPS was awarded Comprehensive School Safety Initiative award

**January 2015** Finalized contracts for project partners, International Institute for Restorative Practices (IIRP) and RAND

**April 2015** Selection of PERC schools

**June 2015** First professional development, *Introduction to Restorative Practices* held for all staff at PERC schools

**June 2015** *Restorative Leadership Development: Authority with Grace* training held for District administrators and leaders at PERC schools

**August 2015** Second professional development, *Using Circles Effectively* held for all staff at PERC schools

**Year 1  
2015 - 2016**

**September 2015** IIRP coaches assigned to schools

**October 2015** School staff begin meeting in Professional Learning Groups (PLGs) to focus on their implementation of specific elements of restorative practices

**November & December 2015** Makeup trainings held for staff who missed sessions in June and/or August

**October 2015** First quarterly PERC Advisory Board meeting held

**December 2015** Monthly PERC roundtables begin, providing opportunity for PERC schools to share successes and challenges, receive resources, and request additional support.

**December 2015** IIRP coaches begin to visit schools for initial consulting visits. Observe, meet with teachers and staff, answer questions, and provide support and guidance based on needs and requests from the school leader and school-based Restorative Leadership Team.

**January 2016** Launch of monthly book study with Special Education to deepen knowledge of restorative practices within PSE

**February 2016** Self-assessment survey administered to staff in PERC schools to gauge perceptions and use of restorative practices, and inform areas for support moving forward

**March 2016** *We are PPS* segment featuring restorative practices airs

**June 2016** PPS sends presenters from Brashear, Faison, Phillips, SciTech & Spring Hill to the IIRP 20<sup>th</sup> Annual World Conference.

**July 2016** Retreat held with IIRP coaches and Student Support Services staff to reflect and prepare for Year 2

**Year 2  
2016 - 2017**

**August 2016** RAND briefing on Year 1 implementation

**August 2016** Third professional development, *Facilitating Restorative Conferences* held for targeted staff at PERC schools

**September 2016** Professional Learning Group meetings and consulting visits scheduled and planned for Year 2

**October 2016** *Introduction to Restorative Practices* professional development planned for members of the PPS Discipline Panel

**November 2016** Fourth professional development, *Family Engagement and Empowerment* to be held for targeted staff at PERC schools \*note family engagement has been ongoing

**June 2017** *Training of Trainers* begins, PPS staff sets to serve as licensed trainers of IIRP professional development