

Better Than Carrots or Sticks

Restorative Practices for Positive Classroom
Management



*It is easier to build strong children
than to repair broken men.*

What have we done to build strong
children at BCS?

Why?

*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 Practice

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 is Restorative Discipline?

A paradigm shift in how we think about student discipline.

But not really...good teaching practices.

An alternative to “exclusionary” discipline.

Not a quick or easy fix.

Something we need to learn about.

Relationships

Feelings

Communication

Learning and Growing from Experiences

Accountability/Responsibility

Rights

Everyone has a voice

Collaborative Problem Solving

| Traditional | Restorative |
|--|--|
| <i>School and rules</i> violated | <i>People and relationships</i> violated |
| 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 outcomes |
| No opportunity for remorse or amends | Opportunity given for amends and expression of remorse |

In the traditional system of student discipline we ask:

What rule was broken?

Who did it?

What is the punishment?

Restorative Discipline asks:

What happened?

Who has been affected?

What are we going to do to make things right?

Restorative Language

- ▶ What is the **relationship** like?
- ▶ Who was **impacted** or **affected** by what happened?
- ▶ What was the resulting **harm**?
- ▶ What **needs** do those involved have?
- ▶ What needs to happen to **repair the harm**?



When you were a victim?

How did you feel?

What questions did you want to ask the offender?

What else did you want to say to them?

Who or what could make things right for you?

What would justice have looked like for you?

- ▶ the starting point for all restorative processes
 - active non-judgmental listening
 - authentic expression of feelings and impact

* building strengthened relationships by genuinely presenting oneself as someone who cares and has feelings.

Ex. typical response: "Phillip, stop talking!"

- ▶ affective statement: "Phillip, I find it very frustrating to hear a student talking while I'm trying to give directions to the class."



- **When you were an offender....**
- *A time when you did something wrong -something you are not proud of, and for which you got caught.*
- 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?

- ▶ What happened, and 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 about this has been hardest for you?
- ▶ What do you think you need to do to make things as right as possible?

Building Relationships



The Foundation of Restorative Practices

Circles can be either PROACTIVE or RESPONSIVE and can be used for:

- Team / Community building
- Checking in / Checking out
 - Planning
- Problem Solving/Brainstorming
 - Teachable moments
- Sensitive issues/Family/School Trauma
- More teacher directed or facilitated
 - Incident Focused
- SEL- Social Emotional Learning



Chapter Four

2 x 10's



Select a student and staff member
you don't really know.

-2 minutes a day

-10 days in a row

-Talk about anything except school or work

#oneperson



"You don't spell it ..you feel it!"