



Relational & Restorative Justice Handbook

Supporting Every Learner.
Empowering Every Potential.



SUPPORT



EQUITY



GROWTH



WELL-BEING



PINEWOOD AMERICAN INTERNATIONAL SCHOOL

Relational and Restorative Handbook

Vision

At Pinewood Relational and Restorative Practices focus on building and maintaining strong relationships among members of the community. These practices create meaningful connections with others and help students develop strong social-emotional skills. Our vision is to view these practices as an educational opportunity, where students feel heard and supported to develop empathy, personal responsibility and accountability, engage in restorative conversations through effective communication, and learn how to resolve conflicts. Students are encouraged to engage in collaborative problem solving, systems that strengthen relationships and address behaviors are built, and voice is given to all students. In this way, positive, safe and collaborative daily interactions are promoted.

The objective of this handbook is to provide guidelines on how relational and restorative practices are implemented at Pinewood and to clarify the different levels of intervention. As relationship-building is a core priority at Pinewood, many of these practices are embedded in daily, school-wide routines and programs.

Character

Relational and restorative practices support the development of character by encouraging students to build self-awareness, empathy, resilience, and accountability. Students are guided to reflect on their actions, understand the impact of their behaviour on others, and take responsibility for repairing harm when needed.

Ethics

Pinewood promotes an ethical school culture where every member of the community feels heard, valued, and included. Conflict and challenges are approached as opportunities for dialogue, reflection, and growth rather than punishment alone. Students are encouraged to consider different perspectives, make thoughtful decisions, and contribute positively to their community.



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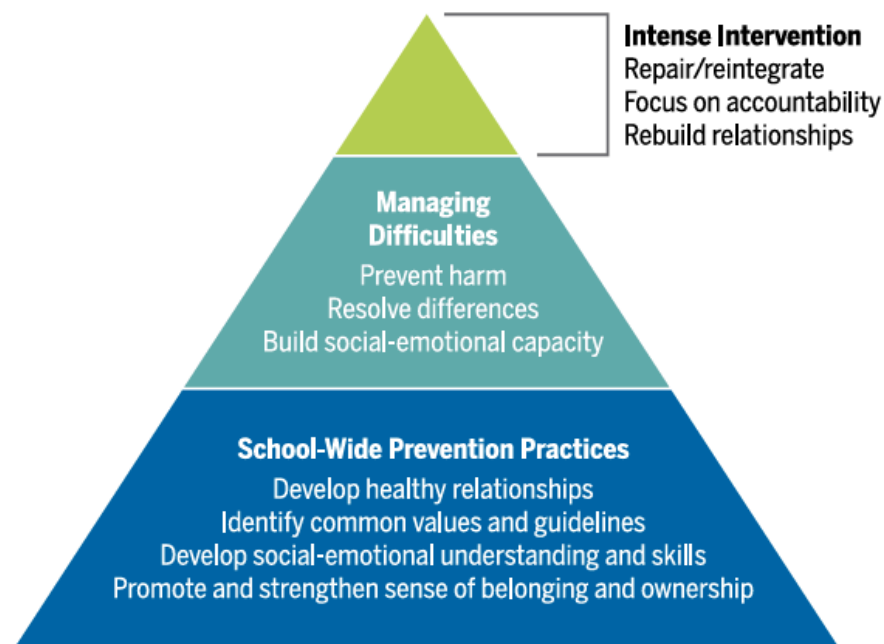
Joy

A relational school environment nurtures a sense of joy, connection, and belonging. Positive relationships between students, staff, and families create safe and supportive spaces where individuals feel confident to participate, collaborate, and thrive.

Restorative Principles

Students are given opportunities to rebuild and repair relationships through:

- Respect – among all participants in a restorative justice process.
- Inclusiveness – consensus and full participation of those affected by the incident.
- Accountability – the person responsible for the harm, takes responsibility for his/her harmful behavior.
- Reparation – restorative consequences that repair the harm, determined through consensus.
- Restoration – through this process, the needs of the person responsible for the harm and the community are addressed.





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School-wide prevention practices: Pinewood is a community that focuses on relationship building and prioritises the connection with the community in authentic ways. At Pinewood we create a positive school climate that allows for the development of positive and healthy relationships, supporting students to develop their social-emotional understanding and their sense of belonging in the community.

- Relational practices: working to understand how individuals in the classroom or school community relate to one another (eg. Relationship Mapping)
- Circles: coming together to facilitate student and teacher connectivity
- Routines: creating classroom values, adhering to them, discussing and questioning them
- Opportunities for personal reflection and growth through the Character, Ethics, Joy program

Managing difficulties: Managing difficulties is initiated by responding to behavioral situations with restorative intention, providing the student with the opportunity to take responsibility, ownership of their actions and answering questions that are helpful and reflective.

- Solving circles: making space in the classroom to resolve conflict and solve problems
- Restorative conversation: having informal conversations using restorative dialogue to repair or prevent harm
- Hallway Conferences: using quick conversations to understand how people were affected and take steps to prevent harm
- Restorative Conference: meeting formally to prevent harm, enable people to resolve differences, and build social-emotional capacity through empathy
- Peer Mediation: using a wellbeing ambassador to help resolve conflict

Intense Intervention: The goal of this intervention is to rebuild relationships and repair the current situation. This intervention facilitates open dialogue with those affected to

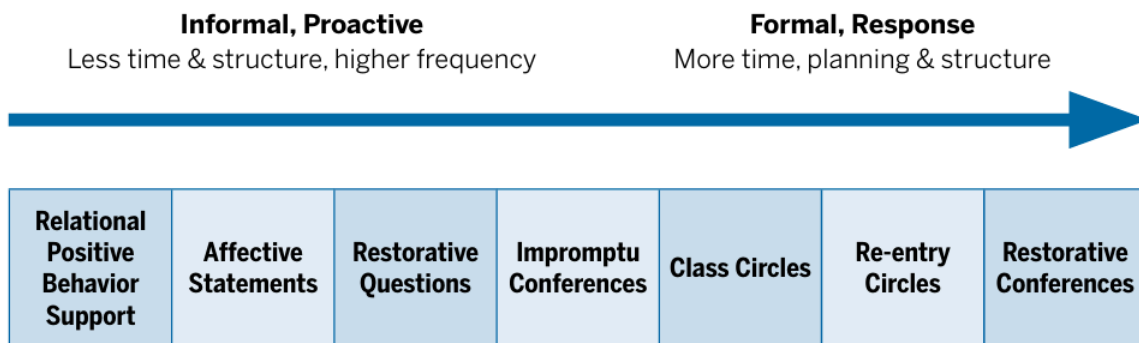


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determine what has happened, what needs have arisen in its wake, and to address these needs. Involved stakeholders participate in making a plan to repair the incident.

- Intervention circles: making space in the classroom to resolve conflict and solve problems at the intense intervention level
- Restorative Conferencing: meeting formally with those involved to enable resolution of differences and build social-emotional capacity through empathy
- Presentation to peers of the incident and how it has been resolved

RESTORATIVE PRACTICES CONTINUUM



- **Relational positive behavior support:** Setting clear expectations, welcoming students with a smile each morning, making connections at the door and greeting by name daily, acknowledging them for following expectations in the classroom
- **Relationship Mapping:** Ensuring that every student has a positive, trusting relationship with at least one adult. Relationship mapping showcases the positive connections among the community members, specifically aiming to benefit students and improve their social-emotional wellbeing. This is an initiative through Making Caring Common.
- **Affective statements:** Non-judgmental personal expressions of feelings in response to others' behaviors. Affective statements can be used at any time and can reinforce positive actions



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- **Restorative questions:** Processing an incident of wrongdoing or conflict. They give the student the opportunity to reflect on the impact of their behavior on others and nurture empathy towards those who are affected.
- **Impromptu conferences:** Using affective questions, to immediately solve a problem within a short period of time, allowing the student to return to the classroom. They solve minor problems.
- **Class circles:** A powerful symbol of community, belonging and acceptance. They are used through dialogue for proactive and preventive as well as restorative and reparative processes. The circle process encourages students to take responsibility for their actions and learn how to cooperate and support others. They can be called community circles as well.
- **Re-entry circles or restorative welcome:** A formal process of welcoming students returning from secure setting, long-term suspension or expulsion, or extended absence. This circle is important in re-engaging the student who has hopefully had the time to reflect on the incident and focus on what needs to be done moving forward.
- **Restorative conferences:** The conference can be used in the place of traditional disciplinary processes. As a structured meeting among students directly involved and impacted, and other stakeholders, restorative conferences provide a venue for all those affected by the incident to deal with the consequences of the wrongdoing and make decisions on how to repair what has happened. It is a straightforward problem solving method that illustrates how community members can work towards the resolution of their conflicts when given the constructive forum to do so.



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Reflective questions

- Can you explain what happened?
How did it happen?
What was the wrongdoing?
Who do you think was affected and how? What impact did the incident have?
How were you affected?
What were your thoughts and feelings during and after the incident?
What needs to happen to make things right? What can be done differently in the future?
How are you doing now in relation to the event and its consequences?
What were you looking for when you chose to act?
What has been the hardest thing for you?
How do we move forward as a community after that incident?

Intervention Plan and Outcome Agreement

Table with 3 columns: Risk factor or issue, Summary of issue, Issue mitigation activity

- 1. Overview of the incident
2. Restorative meeting details
3. Agreed outcome activity
4. Schedule of activity

Table with 3 columns: Activity, Person responsible, Deadline