RESTORATIVE PRINCIPLES

RP Foundations Day

RESTORATIVE PRACTICES ARE BASED ON:

• Indigenous Wisdom
• Current Restorative Justice theory
• Affect Script Psychology

• Quality Schools, William Glasser
• Peaceable Schools
• Social Emotional Learning (SEL)
• Resilience Research
• Positive Youth Development Theory
• Conflict Resolution Education

HARM & NEEDS, OBLIGATIONS AND ENGAGEMENT

• Who has been hurt?

• What are their needs?

• Whose obligations are these?

•   "If crime hurts, justice should be healing."

      •   Zehr, 2002

RELATIONSHIPS

- Human beings are relational and thrive in contexts of social engagement over control.

    - Morrison, 2007

- There is simply no substitute for the personal.
    - Building respectful relationships is foundational and an outcome of any process.

        - Oakland Unified School District Restorative Practices Implementation Guide, 2016

COMMUNITY

- Building a strong caring community is the foundation of a healthy school.

- Everyone wants to be in good relationship with each other and with themselves:
    - Feel respected,
    - Have a sense of dignity,
    - Feel as if they matter to others,
    - Fee that they are valued.

        Boyse-Watson & Pranis, 2015

SOCIAL JUSTICE AND EQUITY

"Restorative justice promotes values and principles that use inclusive, collaborative approaches for being in community.

These approaches validate the experiences and needs of everyone within the community, particularity those who have been marginalized, oppressed, or harmed.

These approaches allow us to act and respond in ways that are healing rather than alienating or coercive."

- Stutzman Amstutz & Mullet, 2005

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YOUTH DEVELOPMENT

- Nothing about us, without us
  - Those impacted feel welcome and safe to speak and participate.

    - Oakland Unified School District Restorative Practices Implementation Guide, 2016

- People are happier, more cooperative , more 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."

  - Costello, Wachtel, & Watchel, 2009

ADDRESSING HARM IS AN OPPORTUNITY

- Acknowledge that relationships are central to building community

- The focus is primarily on relationships and secondarily on rules.

- The school builds systems to address misbehavior and harm in a way that strengthens relationships.

  - Stutzman Amstutz & Mullet, 2005

GIVE VOICE TO THE PERSON HARMED

- There needs to be equal attention to the students who are harmed as to those who have harmed.

  - Stutzman Amstutz & Mullet, 2005; Riestenberg, 2013

- "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the student who is the target of the prohibited conduct.

  - Minnesota Safe and Supportive Schools Act, subd. 2.(i)

TAKING RESPONSIBILITY

- Real accountability comes from understanding the impact of one's behavior and actions on another person

- And an attempt to acknowledge and put things right when that impact is negative

  - Stutzman Amstutz & Mullet, 2005

FAIR PROCESS

- "….*those most affected* by the situation or incident are the *best ones to decide* how to go forward and how to reach a solution acceptable to everyone.

  - Thoresborne and Vinegrand, 2006

CONSENSUS

- "Decisions are made by consensus. …Active participation and having a true voice in decisions in the glue that can hold people together though an agreement."

  - Riestenberg, 2013

SEVEN CORE ASSUMPTIONS

- 1. The true self in everyone is good, wise and powerful…

- 2. The world is profoundly interconnected…

- 5. Everything we need to make positive change is already here…

- 7. We need practices tt build habits of living from the core self…

  - Boyse-Watson & Pranis, 2015

Dyad discussion:

What stood out?

What is a paradigm shift for you?

What is a confirmation of what you believe?

What do you want more information on?

RESTORATIVE DISCIPLINE SHIFTS FROM

- Telling
- Knowing the answers

- To *listening*
- To *being curious*

- Institution/third party trying to restore balance
- Focus on wrongdoer

- To *those affected trying to restore balance*
- To *focus on those harmed and those who caused harm*

- External coercion

- *Internal motivation*
  - B Hopkins

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