

# Office of Safety and Youth Development Restorative Discipline

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# Understanding the Restorative Justice Framework for Addressing Harm

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- ▶ Purpose: to build a foundational understanding of restorative justice principles in the school community.
- ▶ Opening ceremony: “Circle Poem”

*People in a circle share stories, values, dreams*

*Create a unity*

*Of life ongoing universal wisdom*

*Wedded with hope of a world renewed*

*And no one left out!*

*William Tweed Kennedy*

# Check-in round

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Tell us your name and something good your friends would say about you.

# Values round

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Name a value that is important to you when you face a difficult situation or name a value that is important to you when you make a mistake and then try to fix it. *Participants name them and place the written value in the center.*

# Circle Guidelines/Community Agreements

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Go over community rules if established, if not then please elicit from students agreements they need to have in place for creating a safe space.

# Expressing the Feelings and Needs that a Past Harm Has Caused

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Think of a time when you felt harmed or hurt by another person.....remember that experience and notice the feelings that came up for you after that experience.

# Share the Feelings Round

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Say all the words, even if they have already been said.

# Revisit that memory

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Now think about what you needed to feel better after that hurt.....please share your needs.



# Notice Round

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What did you notice about the feelings and needs of people harmed?

*Restorative justice is about putting things right after harm has happened.....those harmed become the first point of exploration for figuring out how to make things right.*

# Exploring What “Taking Responsibility” Means and “Making things Right”

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What does it mean to you to “take responsibility for your behavior”?

How might **taking action to repair the harm** of your behavior be different from **taking responsibility for the harm** of your behavior?

What might be the needs of someone who is trying to take responsibility and repair the harm or make amends?

*Think of a time when you caused harm and then took responsibility and made it right. Remember that time and notice the feelings you had. What were they?*

*Briefly share an example of an action you did to make things right after you had done something that hurt someone else.*

# Accountability in Restorative Justice Process

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It's difficult to acknowledge that we caused harm to another person, it takes courage.

# Engaging the Restorative Process to Form a Plan to Repair the Harm

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- ▶ When you are at your best, what values define you?
- ▶ Please tell us about a time when you had to use a lot of courage to do the right thing?
- ▶ **Based on what you know what happened in this incident? Ask the person harmed first**
- ▶ What were your thoughts and feelings when this happened or you first heard about it?
- ▶ Who has been affected by what happened and how?
- ▶ What has been the hardest part for you?
- ▶ What are your thoughts and feelings about the incident now?
- ▶ What are your strengths?
- ▶ **What do you need so things can be put right and you can move on from this?**
- ▶ What could happen now to meet these needs and repair the harm? **Take down suggestions**
- ▶ **What else needs to happen to make sure it does not happen again? Keep notes**
- ▶ **What should our plan look like? Start with the person who committed the harm first**
- ▶ **Summarize the agreements- ask, Do you agree with this plan? Can you sign your name to the agreement?**
- ▶ **What can you do to make sure these agreements are followed?**

# Engaging the Restorative Process to Move Past a Conflict

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- ▶ Introduce yourself and tell us how long you have been at this school or in this community?
- ▶ What value can you bring that would help us work through this conflict?
- ▶ ***Go over basic circle guidelines***
- ▶ Based on what you know about this situation, what happened?
- ▶ What has been the hardest part for you?
- ▶ Have you done anything to make the situation worse?
- ▶ Have you done anything to make the situation better?
- ▶ What do you need to do to repair any harm from this conflict and move past the conflict?
- ▶ What do you need from others to move past this conflict?
- ▶ **Summarize ideas that seem broadly suggested for moving past the conflict.**
- ▶ Can you agree to support these ideas for moving past the conflict?
- ▶ How will you know if things are getting better?
- ▶ **Participants sign agreement**

# Using Journaling to Defuse and Resolve Conflict

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What has been going on these last few weeks that has made you angry or upset?

What did you do to contribute to the problems?

What can you do to make things better in the next two weeks?

***Collect written responses and read back to the students without identifiers and ask after hearing the responses, what commitments can you make out loud to each other?***

# To Address a Harm within a Positive Frame

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What do you think we have all done well today?

What happened today that did not go well? Or, what happened today that hurt a classmate(s)?

How are you feeling about what happened?

How can we support our classmate(s) who has been hurt?

What can each of us do to make our classroom safe and happy and to take care of each other?

# Reintegrating the student in an affirming way that also addresses what happened

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- ▶ Introduce yourself and tell us how you know ( name of student)
- ▶ Please think of a value that is important for the well-being of ( name of student) and the school community.
- ▶ ***Community agreements***
- ▶ What are the strengths or capacities of ( name of student) that s/he can bring to this school?
- ▶ What strength or gift do each of you bring to support ( name of student)'s success in school?
- ▶ Are there lingering concerns about what happened before ( name of student) was sent away that we need to talk about?
- ▶ Is there any harm that needs to be repaired regarding this situation?
- ▶ What steps are necessary for ( name of student) and the school community to come together in the way that our values describe?
- ▶ What are your hopes or wishes for ( name of student), and what can you do in the next two weeks to make those hopes a reality?
- ▶ What are your last thoughts as we close this circle?



# Closing Ceremony

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Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

Margaret Mead

Thank you to everyone!