Restorative Justice Practices

Safe Schools Healthy Students

MILWAUKEE PUBLIC SCHOOLS

School-Based Restorative Justice

Jacqueline Mann
Project Director, Safe Schools/Healthy Students
Milwaukee Public Schools

Restorative Justice

- Philosophical approach

- A set of practices, processes, & strategies

- Discipline in the context of:

    harm to relationships

    rather than violation of a rule

Restorative Practices

- Rooted in the ancient tradition of native and aboriginal peoples, and adopted more recently in parts of the criminal and juvenile justice system,

- Restorative Practice in school settings seeks to:
  - build respectful and caring relationships between everyone in the school community
  - hold people accountable for their actions in supportive ways that focus on <u>repairing harm</u> caused to the school community
  - <u>restore</u> both those harmed and those causing harm to the school community in safe and thoughtful ways

Restorative Justice

- ## How to Start A Movement

http://www.youtube.com/watch?v=V74AxCqOTvg&feature=related

http://www.youtube.com/watch?v=V74AxCqOTvg&feature=player_detailpage
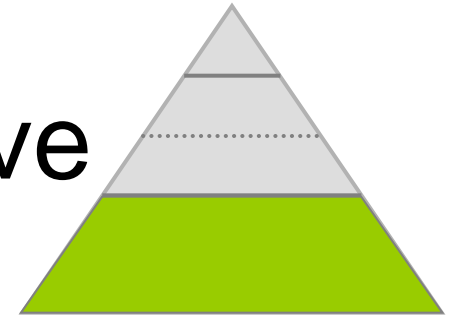
School-Based Restorative Justice

Aims to:

- – create healthy, relationship-based environments where harm and wrongdoing is minimized

- – repair relationships where harm or wrongdoing has occurred while strengthening and transforming a sense of community

Restorative Justice: Supports and Accountability
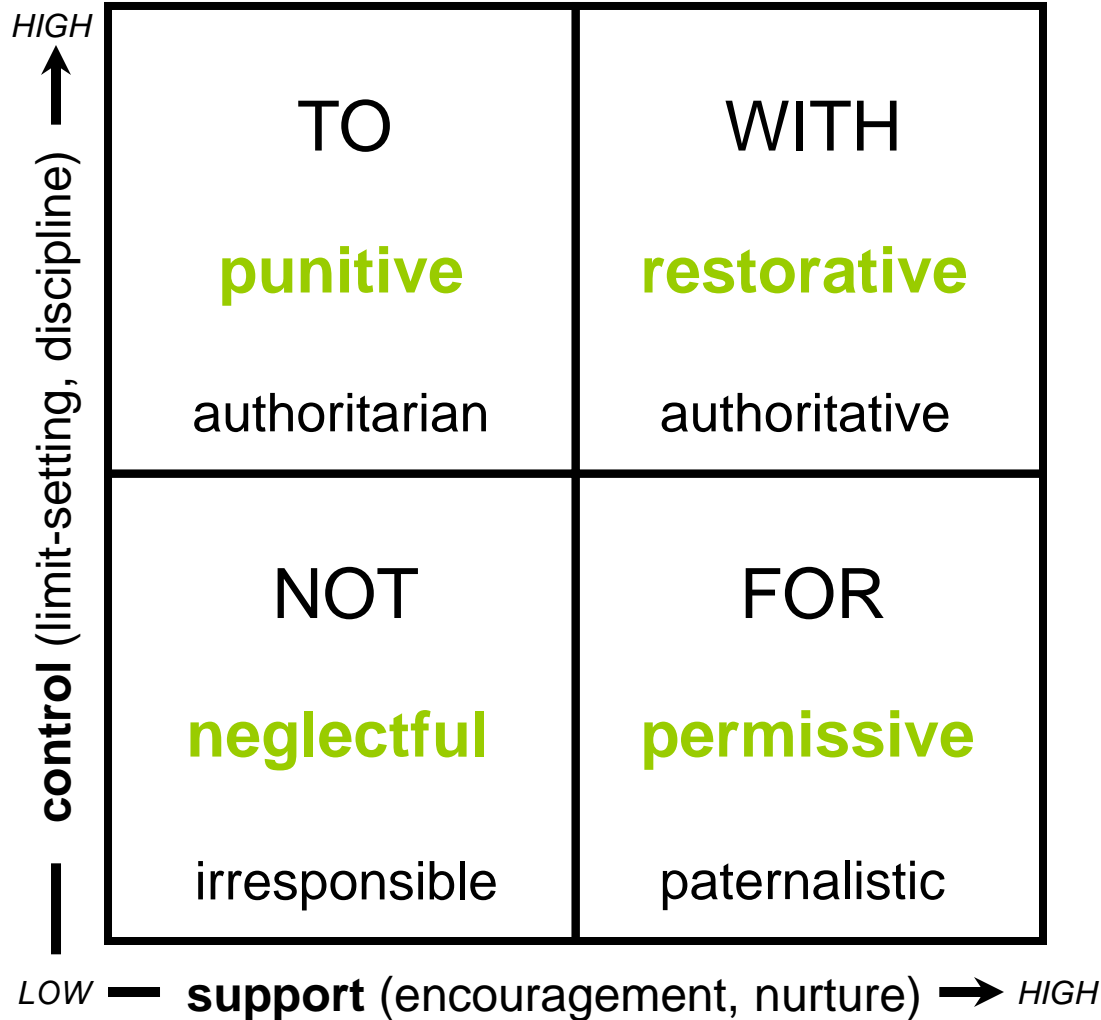
Ways to Integrate Restorative Justice Practices

- ❑ Relational practices
- ❑ School/ classroom policies
- ❑ Restorative Approaches to Curriculum
- ❑ Social skills
- ❑ Restorative language
- ❑ Adult modeling
- ❑ Support for staff emotional health and well-being
- ❑ Systems that support parent/ career involvement
- ❑ Repairing Harm Circles
- ❑ RJ Practices Academic Course

MPS Implementation Process
I: Planning and Leadership

Coordinate, Cooperate, Collaborate, Co-Create, Co-Initiate, Co-Evolve

- MPS Strategic Planning: *Working Together—Achieving More* (2007-2012)
- Restorative Justice Research: Literature Review & Site Visit
- Building the Partnership: MPS Milwaukee DA's office
- Know People & Understand History & Know District's Current Mental Models
- DATA Assessment of District
- Needs Assessment for each school site

MPS Implementation Process

II: Building Capacity:
Buy In – Investment – Ownership

Train, Model, Learn, Respond, Support and REPEAT

- Assess the Paradigm:
  Does school really want to become restorative?
- Train and support Adult facilitators
- Train and support Student facilitators
  … then let Students take the LEAD!
- Troubleshoot, Problem solve, Evaluate, Learn, Grow, PR & REPEAT

Rebuilding Relationships:
3 Types of Circles in MPS
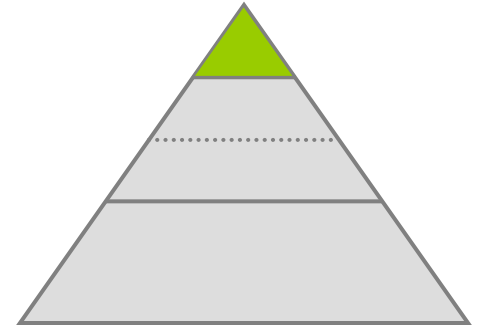
1. **Community Building Circles**
Students, Teachers, Leadership, Staff, Parents

2. **Repairing Harm (conflict resolution) Circles**
Individual Interventions for Students

3. **Curriculum Circles**
Classroom Teaching & Student Involvement

1. Community Building Circles
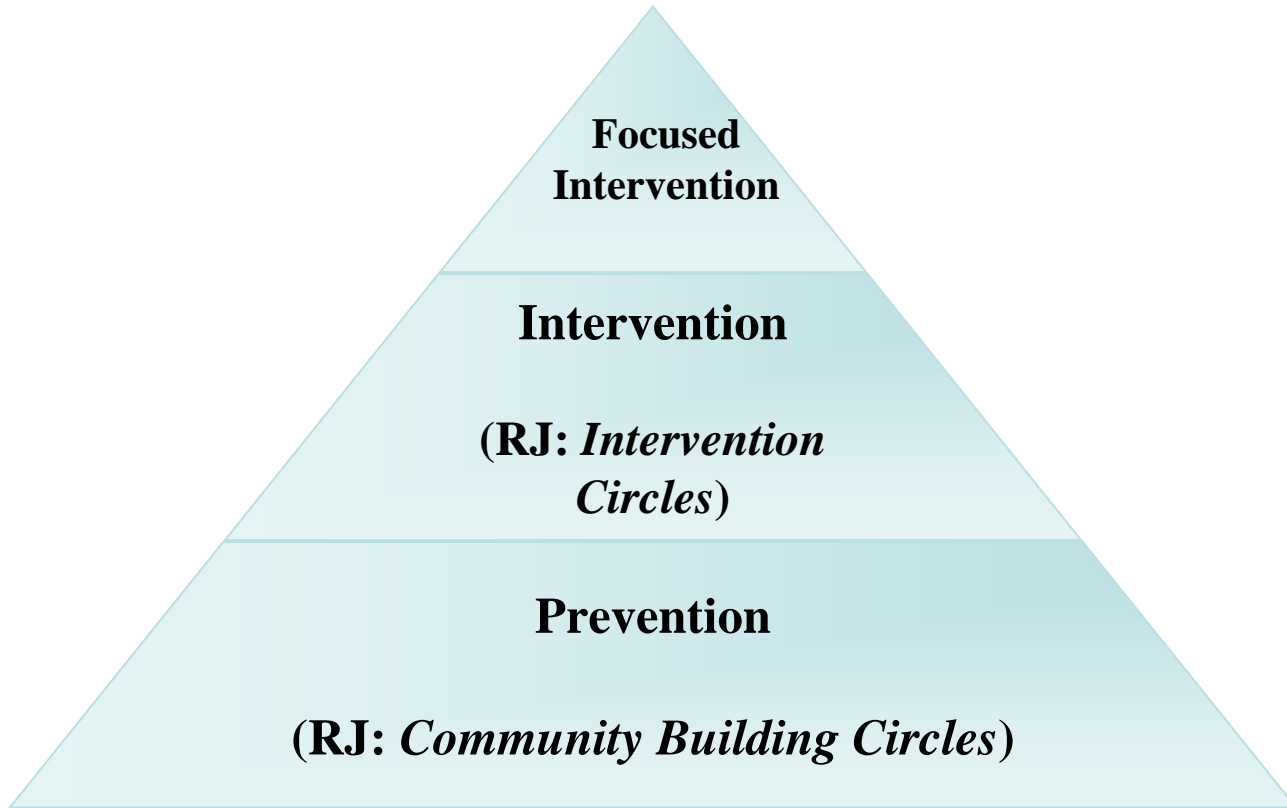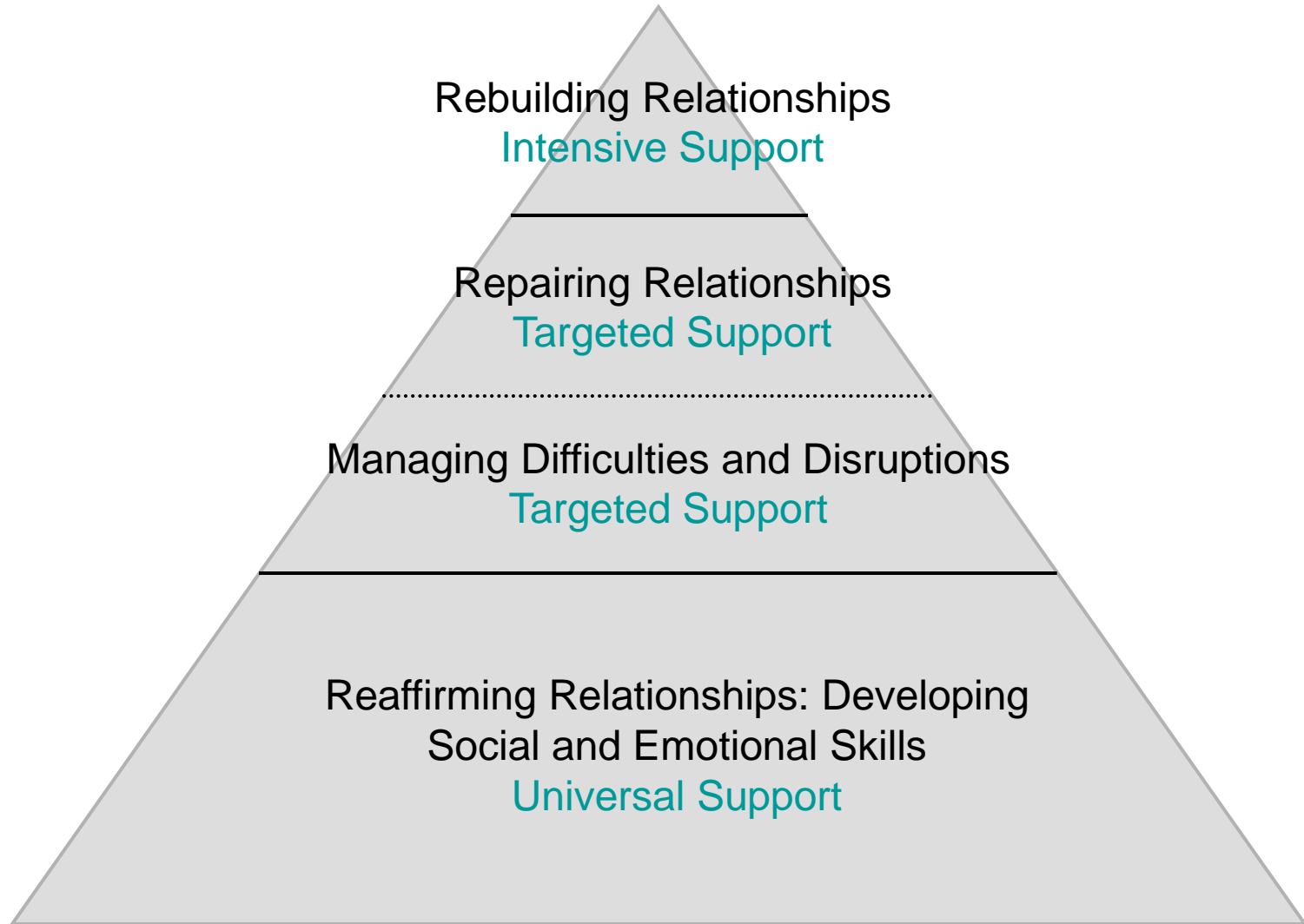Students, Teachers, Leadership, Staff, Parents

COMMUNITY

RELATIONSHIPS

TRUST

PBIS Pyramid of Behavioral Programs

Focused Intervention

Intervention

(RJ: *Intervention Circles*)

Prevention

(RJ: *Community Building Circles*)

Whole-School Approach

Rebuilding Relationships
Intensive Support

Repairing Relationships
Targeted Support

Managing Difficulties and Disruptions
Targeted Support

Reaffirming Relationships: Developing
Social and Emotional Skills
Universal Support

B. Morrison, 2007

Restorative Practices Continuum

Informal   Formal

| affective statements | affective questions | small impromptu conference | large group | formal conference |
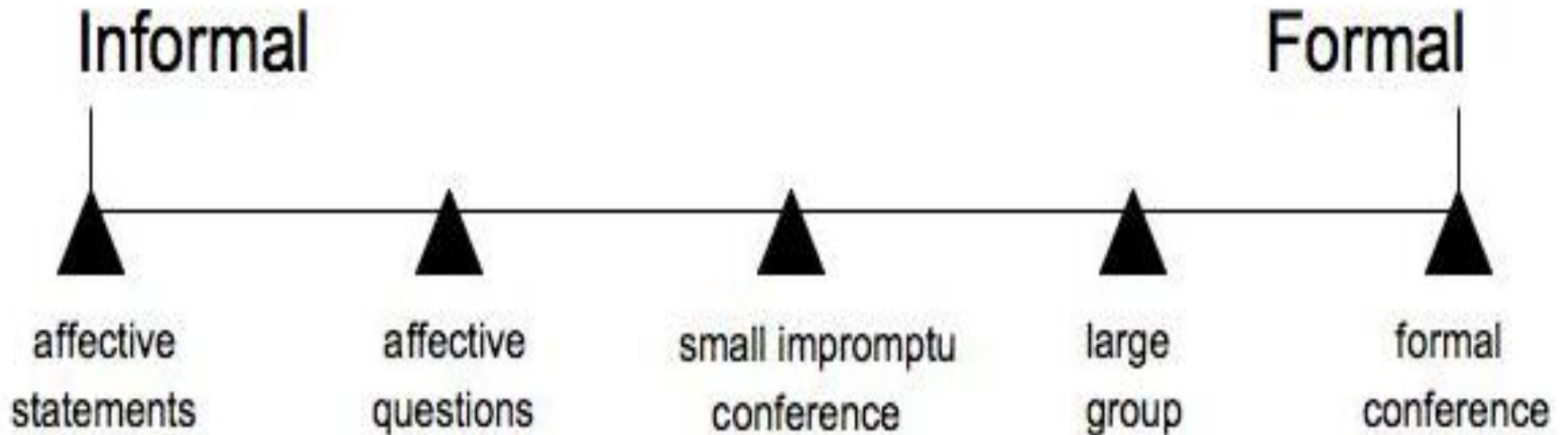
2. Repairing Harm (conflict resolution) Circles
Individual Interventions for Students

Balance In The Process

Views on Misconduct and Discipline

Punitive Discipline

- Misconduct = violation of rules and authority

- Violations create guilt/shame

- Justice = school authority determines blame and imposes punishment in hierarchical fashion

- Central focus: those who misbehave get what they deserve

Restorative Discipline

- Misconduct = violation of people and relationships

- Violations create obligations

- Justice = efforts of those harmed, those responsible for harming another, and school members to make things right

- Central focus: the needs of those harmed/ offender responsibility

Those who **do harm (offenders)**:

- ❑ Have a **chance to be responsible** for their actions

- ❑ Have opportunity to **right their wrongs**
  & Have a chance to **be part of the solution**

- ❑ Can **learn** from what happened
  & Have an opportunity to **develop empathy**

- ❑ Can get assistance to alter or **change behavior**

Those who **are harmed / victimized**:

❑ Have a **choice** in how they want to proceed

❑ Have an **opportunity** to talk about what happened

❑ Have a **voice** in how to right wrongs done to them

❑ Have a way to feel some **power**, **safety** or reassurance

3. Curriculum Circles
Classroom Teaching & Student Involvement

Experiential Learning Processing

"Learner as Participant" vs. "Spectator in Learning"

1 **Experience:** Activity or exercise

2 **Reflection =** **What?** (Different Perspectives: saw/observed, feeling/emotion, thought/ judge-ment)

3 **Generalization =** **So What?** (How was the information learned? How do we apply the information & transfer it to our lives)

4 **Application =** **Now What?** (How can we look to the outside world & make the learning practi-cal, meaningful & relevant?

Borton, Terry; Knapp, Clifford; Frank, Laurie

"The challenge is to be in circle when you are not in circle"

-ROCA

Restorative Justice

Overall Sanctions Avoided by Participation in Restorative Practice Circle (September 2010 – February 2011)		
Type of Sanction	Number	Days Avoided
Suspension	113 (72.0%)	223 (89.6%)
Detention	17 (10.8%)	8 (3.2%)
Pending Suspension	11 (7.0%)	13 (5.2%)
Other	16 (10.2%)	5 (2.0%)
Total	157	249

Assumption #1:

Misbehavior/ Misconduct = Attempts by students to get their **NEEDS** met.

Assumption #2:

NEEDS:

1) **Inclusion** (acceptance & belonging)

2) **Competence** (success/failure themes)

3) **Control** (power, freedom, fun, creativity)

4) **Nurturance / Affection**
   (love, friendship, generosity = giving/receiving)

William Glasser, Betty Geddes, and Brendtro, Brokenleg & Van Bockern

Assumption #3:

Core Emotions:

Mad

Glad

- - - - - - - - - -

Sad

Scared

Shame

Repairing Harm Circles

Restorative Justice Questions:

1) **Facts:** What happened?

2) **Harm:** Who was harmed and how?

3) **Feelings/Empathy:** What are your personal feelings? Whom do you identify with or relate to?

4) **Repair the Harm:** What should be done to fix the problem or repair the harm?

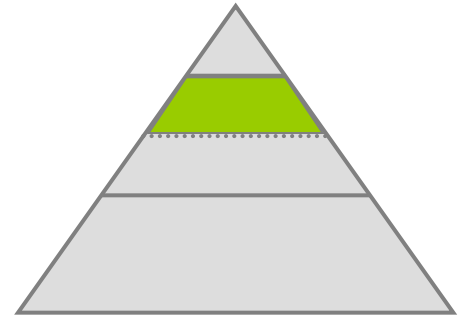5) **Community:** What can you contribute to support repairing the harm?

Ways to Integrate & Manage Difficulties and Disruptions
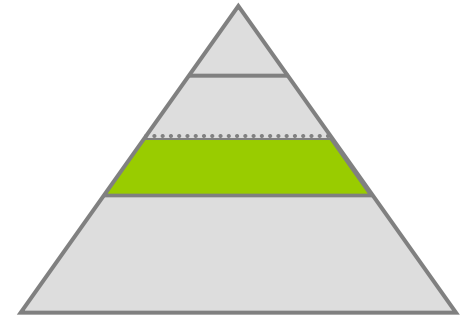
❑ Positive relationship building and rule enforcing in

- Hallways
- Cafeteria
- Playground
- Outside School

Ways to Integrate & Repair Relationships

❑ Harm/Justice circles

❑ Community-bldg circles

❑ Small group support

❑ Reconnection meetings

❑ Restorative thinking plans

❑ Reintegration circles

- THANK YOU!!