

RESTORATIVE JUSTICE

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# PRINCIPLES TO PRACTICE

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### OPENING

- ▶ Consider (1) the values you uphold when you are at your best and (2) the values you want to embody but struggle with.
- ▶ Introduce yourself to the person next to you; share one value you uphold when you are at your best and one value you want to embody but struggle with.
- ▶ Introduce yourself to the full group by sharing one value and in one sentence why it is important to you.

## VALUES WHEN WE ARE AT OUR BEST



# WORKSHOP OBJECTIVES

By the end of this workshop you will have:

- ▶ Identified personal values and compared them to restorative justice.
- ▶ Defined restorative justice in your own words and in a way that is relevant for people you work with.
- ▶ Considered how examples from multi-tiered RJ Approach can inform practice in your context.
- ▶ Named individual next steps to apply something from today's workshop.

# WHY ARE WE TALKING ABOUT RESTORATIVE JUSTICE?



### OUTCOMES & INDICATORS (SCHOOLS)

- ▶ Reduced suspensions and expulsions
- ▶ Reduced behavioral referrals
- ▶ Reduced racial disparities in exclusionary discipline.
- ▶ Reduced absenteeism and tardiness
- ▶ Increased academic performance
- ▶ Increased parental satisfaction with school response
- ▶ Identified increased social emotional capacity

See: <http://www.greenomegal3c.org/2016/restorative-justice-in-schools-outcomes-and-indicators/>

SO,  
WHAT IS



RESTORATIVE  
JUSTICE?

# “RESTORATIVE JUSTICE IS A COMPASS NOT A MAP”\*

- ▶ Is not necessarily new.
- ▶ Is NOT a program.
- ▶ Is a way of thinking, a philosophical framework.
- ▶ It is a way of responding relationally to wrong doing in our schools, justice system, workplaces, and communities.
- ▶ In schools, workplaces, and communities, it has evolved beyond responding to wrongdoing.

**\*(ZEHR, 2002)**



## QUESTIONS WE ASK ABOUT WRONGDOING?

- ▶ What law or rule was broken?
- ▶ Who did it?
- ▶ What consequences do they deserve?

### RJ GUIDING QUESTIONS (ZEHR)

- ▶ Who has been harmed?
- ▶ What are their needs?
- ▶ Whose obligations are they?
- ▶ What are the causes?
- ▶ Who has a stake in this?
- ▶ What is the appropriate process?

### PRINCIPLES (ZEHR)

- ▶ **ENGAGEMENT**: involves those impacted, including the community, in the resolution.
- ▶ **RESPONSIBILITY**: encourages appropriate responsibility for addressing needs and repairing the harm (Accountability);
- ▶ **RESTORATION**: acknowledges and repairs the harm caused by, and revealed by, wrongdoing;

Excerpted and adapted from: <http://emu.edu/now/restorative-justice/2009/04/20/restorative-justice-and-peacebuilding/>

## STANDARD VS. RESTORATIVE

- ▶ What rule was broken?
- ▶ Who did it?
- ▶ What's the punishment?
- ▶ Who has been affected?
- ▶ What are their needs?
- ▶ How do we address them?

## PRIMARY CONCERN

- ▶ Rules have been violated
- ▶ People and relationships have been harmed

## STANDARD VS. RESTORATIVE ASSUMPTIONS

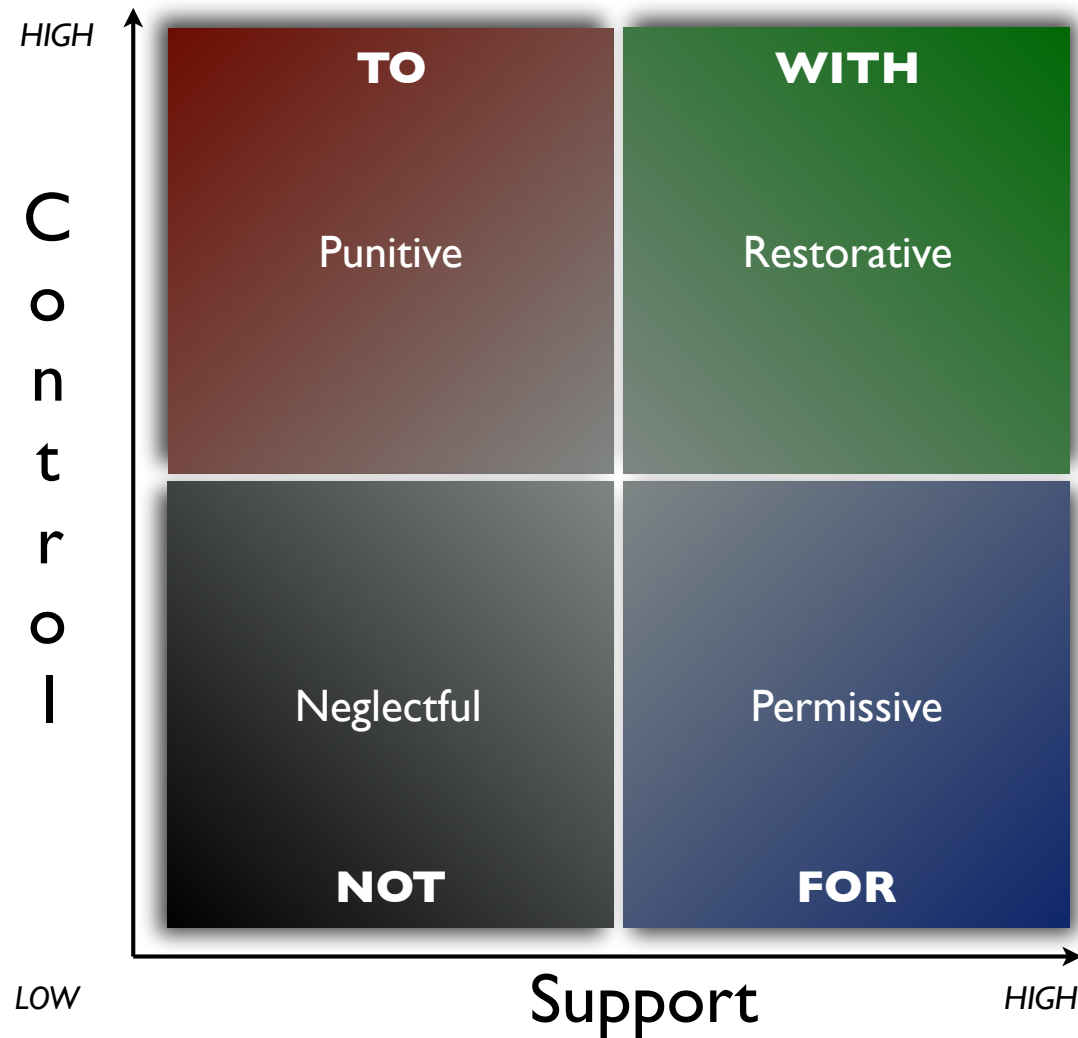
- ▶ Rule violation is paramount
- ▶ Response targets offender
- ▶ Punishment is just
- ▶ Wrongdoing harms people and relationships
- ▶ Harm creates needs
- ▶ Obligation is to heal and “put right” the harms

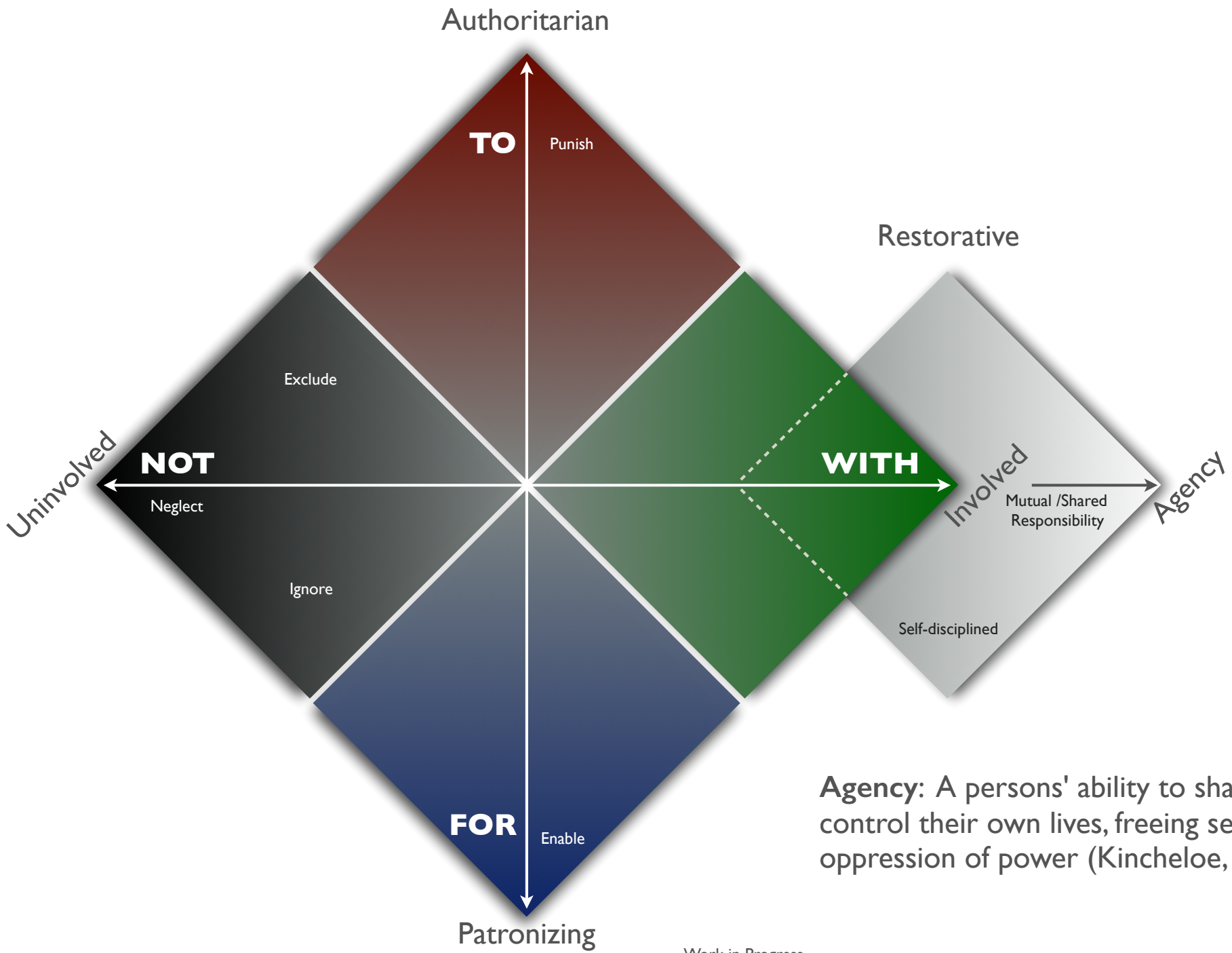
## WORLDVIEW

- ▶ **SOCIAL CONTROL**
- ▶ **SOCIAL ENGAGEMENT**

# SOCIAL DISCIPLINE WINDOW

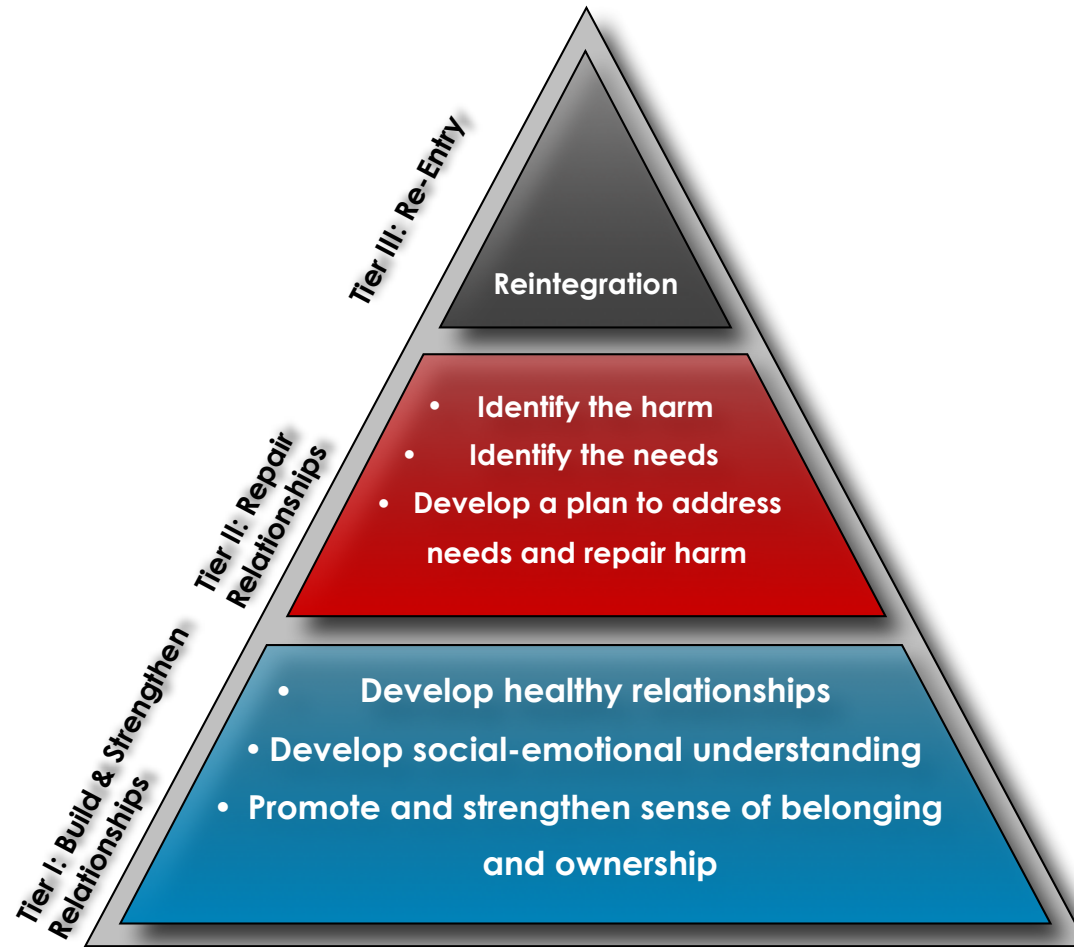
(McCold & Wachtel, 2003)





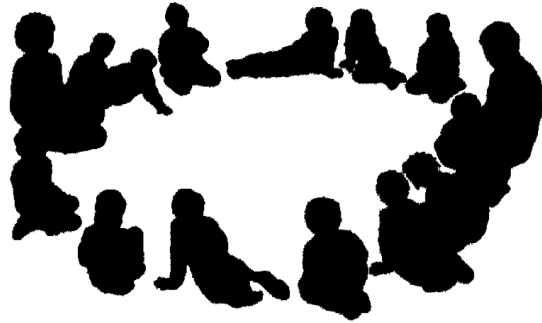
**Agency:** A persons' ability to shape and control their own lives, freeing self from the oppression of power (Kincheloe, 2008)

# WHOLE SCHOOL APPROACH





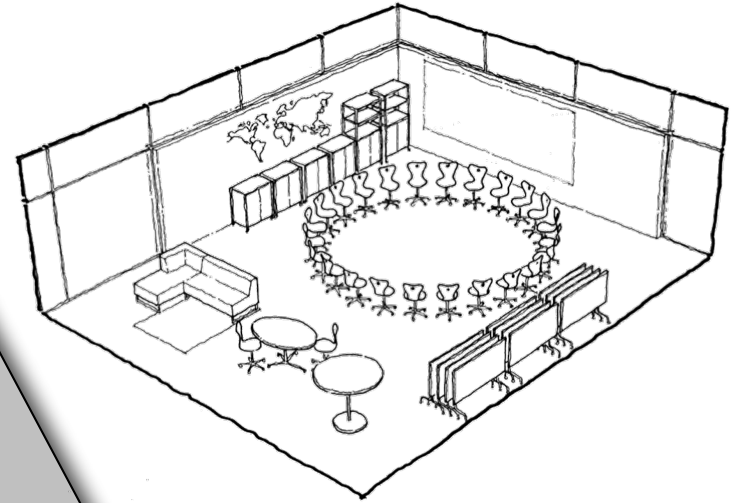
## TIER I: BUILD & STRENGTHEN RELATIONSHIPS



Values Circles

Celebrate

- Develop healthy relationships
- Develop social-emotional understanding
- Promote and strengthen sense of belonging and ownership



Check-in

Learning

Issues

Decisions

## TIER II: REPAIR RELATIONSHIPS



**Conferencing**

- Identify the harm
- Identify the needs
- Develop a plan to address needs and repair harm



**Peer Mediation**



**Circles**

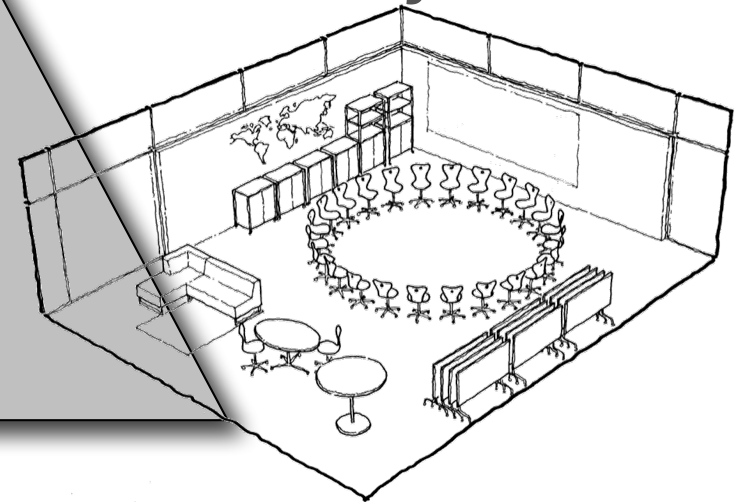
## TIER III: RE-ENTRY



**Circles of Support**

**Reintegration**

**Discipline  
Re-entry Plan**



**Welcome Circles**

# DEFINING RESTORATIVE JUSTICE IN A SCHOOL

- ▶ Reflect on your previous knowledge, the introduction to restorative justice you just heard, and the handouts.
- ▶ In groups of 3 - 5, develop a “hallway definition” of restorative justice in schools.
- ▶ Write key points on easel pad paper.

### A BROAD DEFINITION

“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, particularly 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.”

Lorraine Stutzman Amstutz and Judy H. Mullet, (2005) *The Little Book of Restorative Discipline* (p.15)

# EXAMPLES OF RESTORATIVE JUSTICE IN PRACTICE

- ▶ As you watch the video highlighting restorative justice in action, consider how can you use or build on what you see and hear.
- ▶ Take time to jot notes to yourself. What do you find that is relevant to you and your context?
- ▶ After the video, pair up with a person next to you and share your reflections and if there is anything you might use.



# ENSURING THINGS GO RIGHT

**Community Building Circle**





# RESPONDING WHEN THINGS GO WRONG

**Welcome and Re-Entry  
Circle**



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**THANK YOU!**