

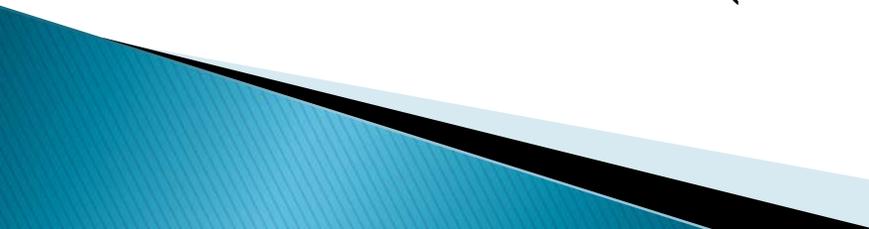
Restorative Justice P³ Philosophy, Principles, and Practices

Michigan Department of Education
Segment 4: RJ Practices Overview

Training Goals

1. Introduce the range of Restorative Justice (RJ) Practices included in the RJ Continuum.
 2. Show examples of students and educators using RJ practices in school.
 3. Provide opportunities to use RJ practices.
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Restorative Justice Philosophy

- ▶ Restorative Justice has deep roots in ancient cultures around the world.
 - ▶ In western societies, RJ emerged in the 1970s in criminal justice settings and was quickly adapted to education (Zehr, 1990; Umbreit, & Armour, 2011)
 - ▶ Its emphasis on respect and accountability to others helps educators address misconduct productively while building empathy and life skills in their students and strengthening school climate (Stutzman, Amstutz & Mullet, 2005).
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Restorative Justice Principles

- ▶ Human development and a number of academic theories support discipline that addresses conflict and misconduct by focusing on healing rather than punishment and engages those directly affected in addressing the misconduct.
- ▶ RJ assumes that misconduct and conflict injure those directly involved (victims and offenders) as well as the broader community to which they belong.
- ▶ Rather than relying on punishment, RJ expects those who cause injuries to make things right with those they've harmed and with their community.

(Zehr, 2002; Umbreit, 2011)

Remember this comparison slide from Segment 2?

The Restorative Philosophy

Restorative justice IS NOT:

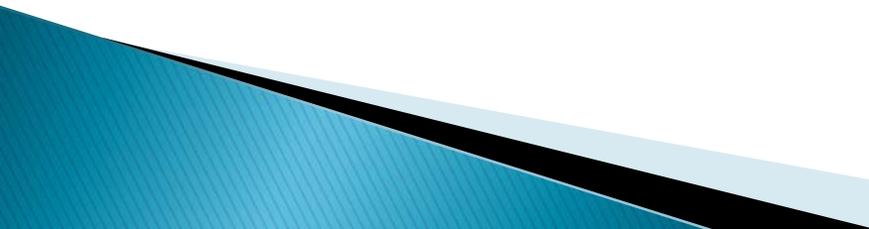
- ▶ a program that can be bought and implemented
- ▶ a training to take and never bother with again
- ▶ words to be said while continuing to suspend and expel students for minor infractions

Restorative justice IS:

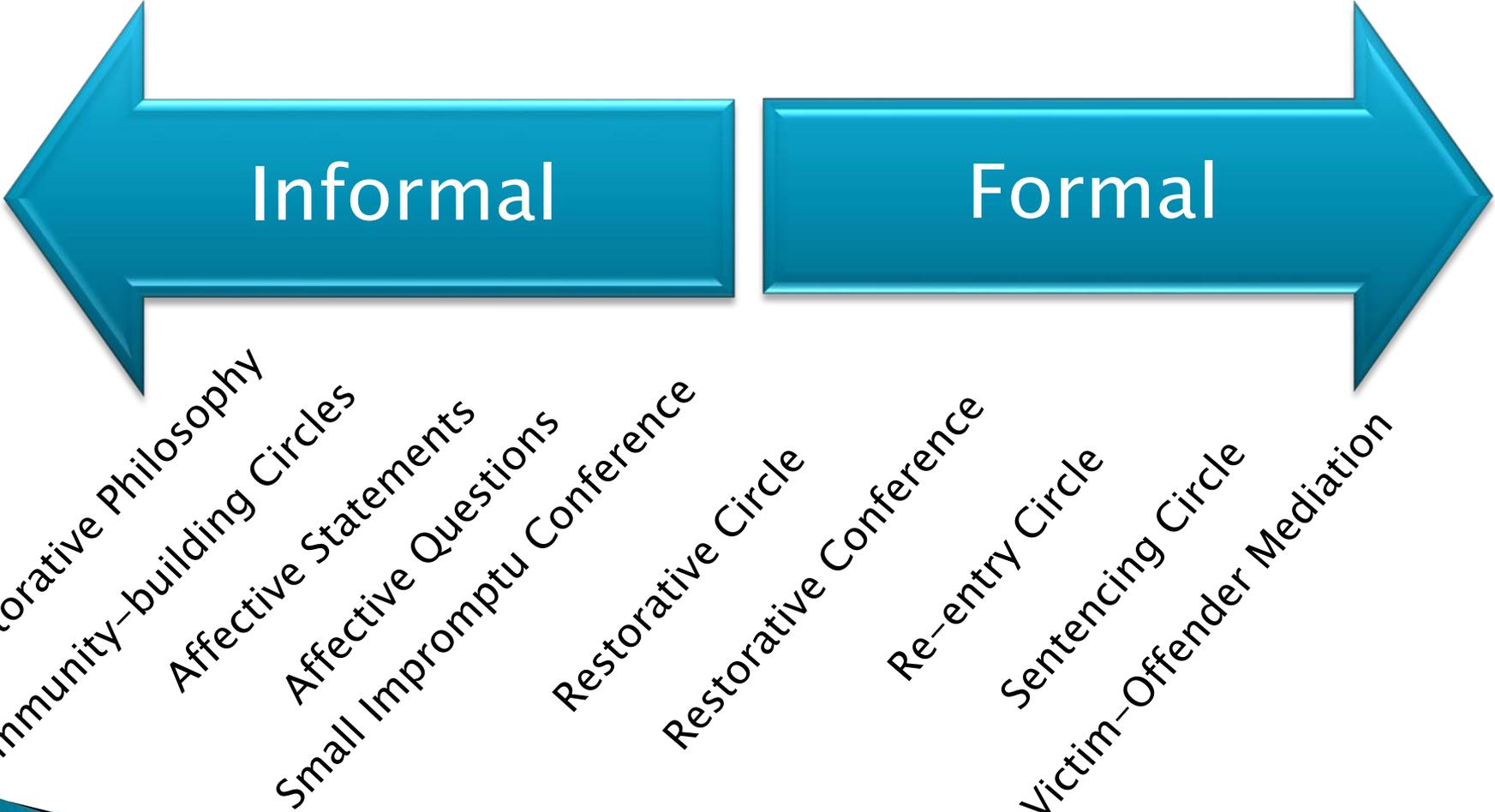
- ▶ a way of approaching misconduct and conflict that values healing the harm over punishment
- ▶ a discipline process that builds community instead of relying on exclusion
- ▶ a development process that prioritizes empowerment over centralized authority

Make it the way your school does business every day.

Make it The Way you Do Business

- ▶ RJ philosophy is foundational to each of the actions on the RJ Practices Continuum and holds the key to their successful use.
 - ▶ When applied with respect, working toward the goal of accountability and engagement, RJ Practices can open new learning opportunities that traditional, zero-tolerance discipline preclude.
 - ▶ The RJ Practices Continuum (Costello, Wachtel, Wachtel, 2009) on the next slide offers gateways to achieving some of these benefits.
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Restorative Justice Practices Continuum



Informal

Formal

Restorative Philosophy

Community-building Circles

Affective Statements

Affective Questions

Small Impromptu Conference

Restorative Circle

Restorative Conference

Re-entry Circle

Sentencing Circle

Victim-Offender Mediation

A Note of Caution

- ▶ The informal actions listed above are innate to many and can be highly effective when used with a restorative philosophy undergirding attitudes and applications.
- ▶ In upcoming segments of this training we will practice many of the tools on the informal part of the continuum. The more formal interventions, however, require training and practice.
 - ▶ **Before facilitating more complex restorative circles or any restorative conferences, please seek more in-depth training.**

Restorative Justice Bottom Line

- ▶ Nancy Schertzing, Restorative Justice practitioner, trainer and author boils it all down:

When you adopt the restorative philosophy you are on your way to opening possibilities for learning in your work, your life and the lives of those around you.

“RJ is an ancient process practiced by parents and caring adults throughout the ages and more recently affirmed by academic studies in a variety of fields. But to use RJ effectively you have to start by embracing the restorative paradigm.”

- ▶ [LINK TO VIDEO INTRODUCING THE RJ Principles.](#)

Circle Closing

- ▶ If you are taking this training alone, skip to the bolded questions at the bottom of this slide and think about their answers. If you are in a group, arrange your chairs in a circle with everyone facing into the center.
- ▶ Taking turns so that only one person speaks at a time, go around the circle so that each person answers the first question listed in bold below.
- ▶ Once everyone has answered the first question, follow the same process to answer the remaining two questions. Keep track of the time you have—if necessary apply time limits to each answer so everyone has the same amount of time to speak.
 - **What is one way the RJ paradigm differs from the traditional way schools handle discipline?**
 - **Please name one example of a situation in your school that might benefit from a RJ approach.**
 - **What is one step you are willing to take toward adopting a RJ paradigm in your work?**