

## Using Restorative Justice practices and Positive Behavior Interventions and Supports (PBIS) together

Both Restorative Justice practices and PBIS are school-wide approaches that seek to:

- Engage parents, students, teachers, school staff, and administrators
- Enforce positive behavior
- Avoid labeling of students
- Uplift students' strengths
- Establish a routine

*PBIS requires teaching social skills with an equal emphasis as academic skills. Restorative Practices supports this goal. The practice of sitting in circle teaches the entire school community the skills to resolve and prevent conflict in a peaceful, positive, and respectful way.*

*Restorative Justice practices use Circles as the primary tool to:*

- Build positive campus communities
- Prevent conflict
- Replace punitive and isolationist discipline policies such as detention, suspension, and expulsion

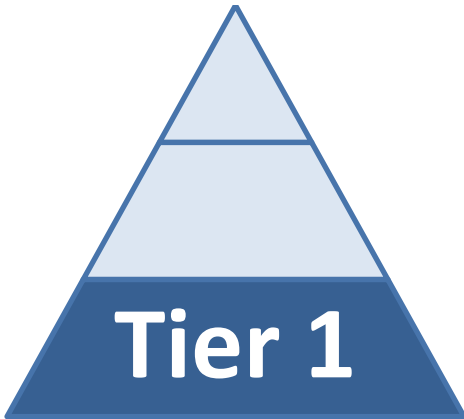
### Community Building Circle Process:

- Opening
- Introduction of talking piece
- Establish circle guidelines
- Check-in
- Discussion Rounds (ex: how was your weekend? what values are important to you? what do you see for your future?)
- Check-out
- Closing

### Harm/Conflict Circle Process:

- Each person involved in the harm/conflict is met with individually to prepare for the circle
- The responsible person comes **face-to-face** with the person/people they harmed
- The responsible person takes **true responsibility** for their actions
- The responsible person and the person harmed create a plan for what the responsible person will do to **make it right**
- The plan is managed to **ensure follow through** by the circle-keeper

# PBIS Three-Tiered Approach



**Tier 1: School/classroom-wide systems for all students & staff.**

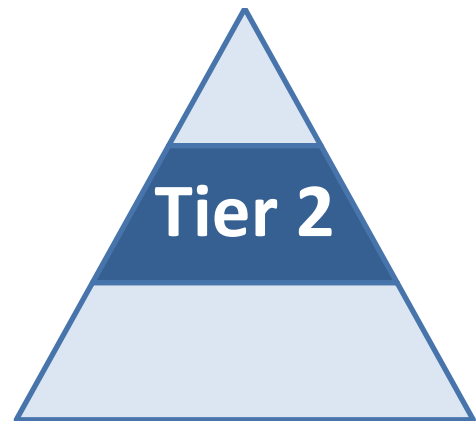
**Restorative Justice Tools:** Community building circles with staff and students to:

- Get to know each other
- Set community guidelines
- Understand behavioral expectations
- Reflect on a section of the curriculum
- Address issues of oppression and “isms”
- Teachers can discuss successes and frustrations

**Tier 2: Specialized group systems for students with “at-risk” behavior.**

**Restorative Justice Tools:** Circles targeted for specific interventions such as:

- Truancy/tardy circles
- Circles of support and accountability for drug use
- Re-entry circles (for new students, those coming back from out-of-school suspension or incarceration)



**Tier 3**

**Tier 3: Specialized Individualized Systems for Students with “High-Risk” Behavior**

**Restorative Justice Tools:** Harm/Conflict circles to respond to incidents

- Conflict circles to address issues of bullying, harassment, teacher-student problems
- Harm circles to address fighting, stealing, threats, destruction of property

**“I do believe that the circle is a good way to help solve conflict because if I had a problem with somebody in the group, then you could just sit down and talk about it in a controlled environment, where it would be easier for us to express our feelings instead of having us turn to violence.”**

*—12<sup>th</sup> grade student from Reid High School, Long Beach, California*