

To learn more about  
**RESTORATIVE PRACTICE**  
in your school board and school, please contact:



# RESTORATIVE PRACTICE



## SUPPORTING WELL-BEING AND STUDENT ACHIEVEMENT IN ONTARIO SCHOOLS

“Children and students who have strong relationships and a positive sense of self – and who can understand and manage their own health and emotions – are in a better position to reach their full potential in the future. Their sense of well-being supports their learning because it makes them more resilient and better able to overcome challenges.

Ontario’s education system needs to help students build the knowledge and skills associated with positive well-being and become healthy, active and engaged citizens.”

– *Achieving Excellence:  
A Renewed Vision for Education in Ontario, 2014*



**RESTORATIVE  
PRACTICE  
CONSORTIUM**



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# WHAT IS RESTORATIVE PRACTICE?

Restorative Practice is a way of thinking and being that **cultivates community**, supporting **well-being and achievement**. Restorative Practice fosters the conditions that promote a positive sense of *self, spirit and belonging*. Restorative Practice provides a framework to **maintain** community when challenges and conflicts arise and to **restore** community when needed.

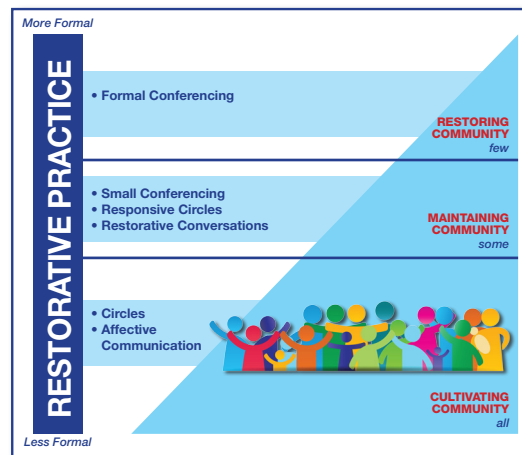


## FOUNDATIONS OF RESTORATIVE PRACTICE

There are nine interconnected elements upon which Restorative Practice is based. These elements provide the foundation to cultivate caring and healthy communities.

## A TIERED APPROACH

A tiered approach to Restorative Practice supports well-being and achievement by, first, **cultivating** a strong, healthy community for all, including students, school staff, parents and the broader school community; second, **maintaining** community when challenges and conflicts arise; and third, **restoring** community when needed.



### Cultivating Community

#### Affective Communication:

Affective communication involves the expression of feelings about things, others and self. This occurs both verbally and non-verbally.

**Circles:** Circles provide the structure by which learning and community-building take place. Circles give participants the opportunity to connect by speaking and listening to one another.

### Maintaining Community

#### Restorative Conversations:

Restorative conversations are impromptu discussions that seek to address concerns using restorative language. Restorative questions, such as those shown here, are often used to guide conversations.

**Responsive Circles:** Responsive circles aim to address concerns that impact members of the community. Responsive circles use specific questions to explore the concern, providing members the opportunity to use their voice to express their feelings and needs, and how they think the group should move forward.

**Small Conference:** A small conference involves bringing together those who have been impacted by an incident, using a structured process based on restorative questions, to determine what is needed to make things right.

### Restoring Community

**Formal Conferencing:** A formal conference often involves more people, planning and preparation than a small conference. Usually reserved for major incidents, those impacted directly and indirectly come together to discuss the incident and what is needed to make things right using a structured process based on restorative questions.

### Restorative Questions

WHEN THINGS GO WRONG	WHEN SOMEONE HAS BEEN HARMED
<ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking of at the time?</li> <li>• What have you thought about since?</li> <li>• Who has been affected by what has happened? In what way?</li> <li>• What do you think you need to do to make things right?</li> </ul>	<ul style="list-style-type: none"> <li>• What did you think when you realised what had happened?</li> <li>• What impact has this incident had on you and others?</li> <li>• What has been the hardest thing for you?</li> <li>• What do you think needs to happen to make things right?</li> </ul>

Modified from: International Institute for Restorative Practices (IIRP)

“To achieve an equitable and inclusive school climate, school boards and schools will strive to ensure that all members of the school community feel safe, comfortable and accepted. We want all staff and students to value diversity and to demonstrate respect for others and a commitment to establishing a just, caring society.”

– *Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy, 2009*