

Putting a Restorative Justice Model Into Practice

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The 411 on Restorative Justice



What?

Why?

How?

Share

Share about a time when you were disciplined or admonished in school that has stayed with you because of how you were made to feel?

The 411 on Restorative Justice



What?

From Dr. Marilyn Armour

Restorative Discipline is a whole-school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change because people matter to each other.

Maori Tribe New Zealand: Wiremu's Case Study

Why?

Wiremu was a 15 year old student that teachers and family members were concerned about for increasingly negative attitudes in school and his antisocial activities outside it.

He had been referred to the school administration for classroom behavior and outside of school, he had taken his mother's car several times without her permission despite being unlicensed and under-age.

On the latest outing, Wiremu crashed into the neighbor's fence and damaged the garden including smashing several gnomes.

His mother was upset because of how he showed no remorse, and found humor in the situation.

Maori Tribe New Zealand: Wiremu's Case Study

Step 1

Hui whakatika

Arranged a meeting with him and his wider circle of support at his Rugby Club

Started with praise for his good traits and strengths in the community

Step 2

The Problem is The Problem

His mom spoke of how she needed the car to pay for his school, food, etc.

The neighbor spoke of how he planted the garden with his now deceased wife and what it meant to her and him

Step 3

Acceptance of personal responsibility

Wiremu offered to do better and remembered his neighbor's wife and how she gave him flowers for his mom and that she was always smiling



How?

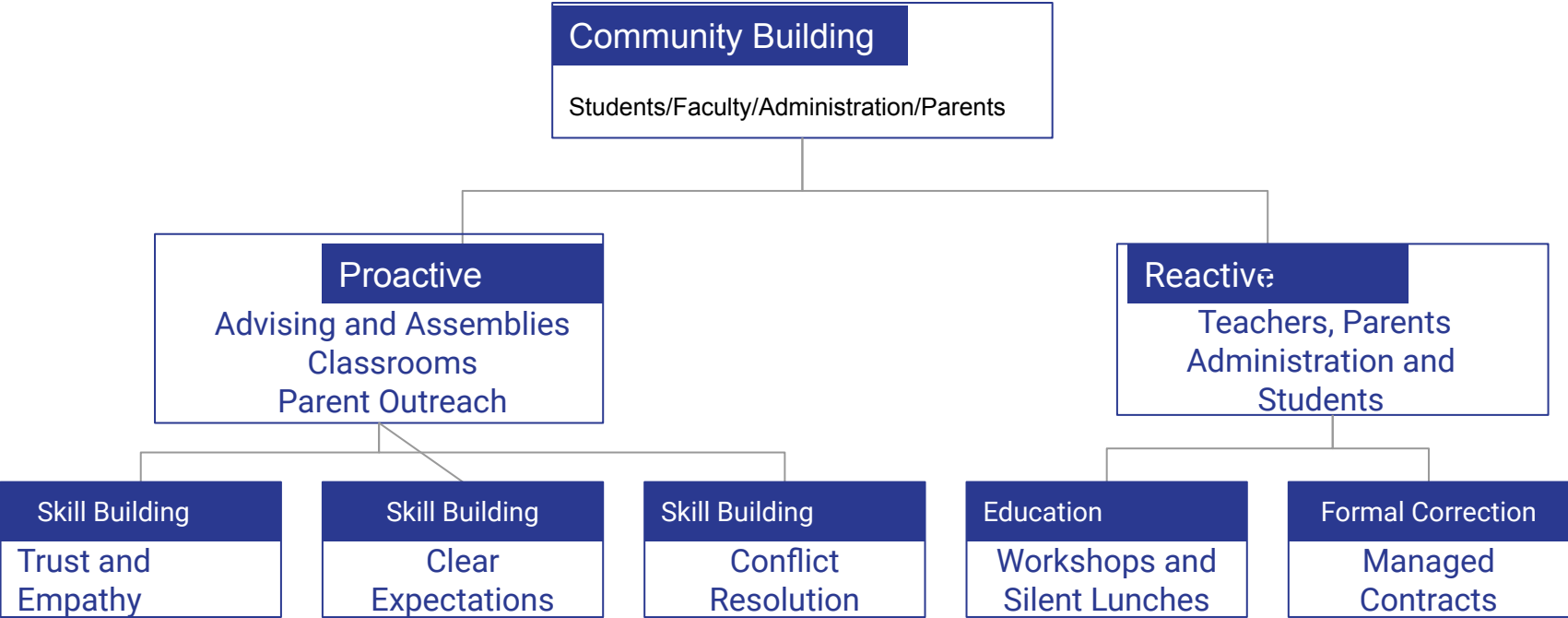
Restoration

Wiremu honoured his promise to his neighbor. He repaired the fence, glued together the garden gnomes and tidied up the garden. He did not fix the car, but he did not take it out joyriding again. There was a substantial improvement in his behaviour at school and his attitude to school work.

“Responses to young people with problems fail because these responses treat young people as isolated individuals and do not operate in the context of the community of people who know and care about a person.”

Braithwaite, J. (1997) Restorative justice: assessing an immodest theory and a pessimistic theory

Restorative Practices



Places to Partner: using relationship-based work to solve conflict

Faculty

- *strong student relationships

- *students often seek out faculty first for guidance

Students

- *a sense of belonging increases academic performance

- *feeling heard and supported fosters goodwill and strengthens bonds

- *forgiveness in practice

Parents

- *open lines of communication engender support and trust

- *cheerleaders of the school and the school's mission

Faculty Concerns

- New Program Fatigue
 - Behavior Contracts done during planning periods
 - Not preparing students adequately for next phase of life
 - Takes too long to see results
 - Teachers should be teaching
 - “Kids these days...”
-

Student Concerns

Fairness

Dealing with “all the feels” over repairing harm

Anxiety/concern about what happens to my friends (or me) when I get in trouble

Parent Concerns

Can I really trust the process?

Will my child be labeled a “bad kid”
and have opportunities narrowed?

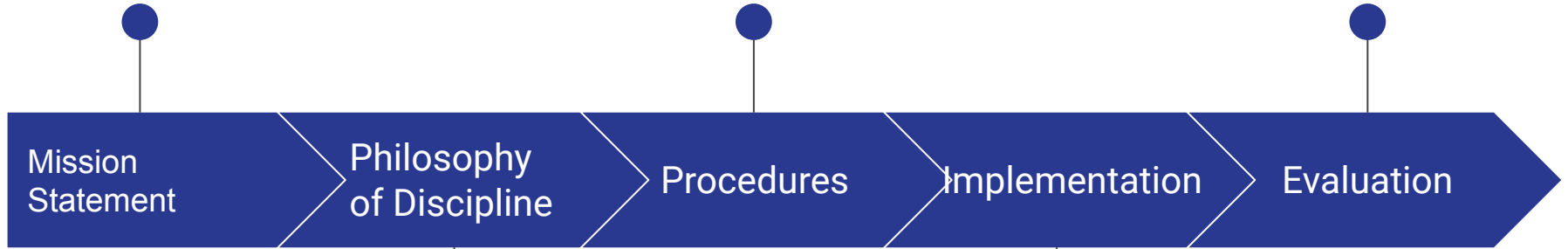


Where to start?

The mission of St. Andrew's is to nurture a diverse community in the Episcopal tradition, fostering spiritual growth, moral responsibility, academic excellence, and artistic and athletic pursuits, while preparing for a life of service to our community and the world.

After a review process, the dean of students and/or division head may assign one or more of the following: restitution, Morning Campus Beautification, community service, loss of extracurricular or other privileges, or suspension from school. Also, a major infraction could result in expulsion from school. The length of punishment will be determined by the division head and/or the dean of students.

Biannual review of the effectiveness of the system including a data collection, feedback from team leads, faculty, and students.



Mission Statement

Philosophy of Discipline

Procedures

Implementation

Evaluation

All students are held accountable for their actions and behavior as individual participants in the community. Care is taken to reinforce learning opportunities and to support students who may feel wronged. The ability for students to learn is at the forefront of our disciplinary process.

The dean of students will review the offenses and make a recommendation. At the end of each quarter there will be an administrative review of students who have a pattern of offenses and a student may be placed on behavioral probation.

Implement first for Major Infractions

Create a Ladder of
Consequences

.Major infractions include, but are not limited to: •

Inappropriate, obscene, or profane language or gestures including racial slurs • A pattern of minor infractions • Verbal abuse or harassment including telephone and computer communications (telephone and/or computer will be confiscated) whether in person or over phone/internet/social media, whether spoken or written in text • Acceptable Use Policy violation • Disrespectful behavior on or off-campus while representing the school • Failure to comply with discipline imposed for previous infraction • Fighting, hazing, or bullying • Skipping class, advisory, Chapel or assemblies • Leaving campus without permission • Possession of fireworks, matches, lighters, realistic-looking toy weapons, or pornographic, obscene materials (these materials will be confiscated)

Consequence Tool Kit

Major Infractions

Meetings with Director of DEI and Research

Meetings with Counselor and/or School Chaplain

Meetings with Dean of Students and Workshops

Meeting with Doctor

Meetings with Larger Community Members

Restorative Circles *

Reflection/Repair

Outreach to younger students *

Campus Beautification

In-school Suspension

Suspension

Separation from the Community

Round 1:

“Pull a thread here and you’ll find it’s attached to the rest of the world.”

— Nadeem Aslam

What is hard about friendship for you?

Round 2:

“Racial healing calls us to be aware of our stories of race and those of others. It calls us to acknowledge the trauma of individuals that affects generations, challenges communities, and becomes woven into the fabric of history. The scars run deep for those who received the bite. However, when we tell our stories, build relationships, stand together, and acknowledge our past...we can dismantle the fear and the pain.” Thomas DeWolf

Think of a time when you felt harmed or hurt by another person. We suggest you might prefer to focus on an experience of hurt that does not currently make you feel upset. Remember that experience and notice the feelings that came up for you after that experience.

Write a list or draw a picture of all the feelings that are associated with that experience of being hurt.

Share the feelings that you wrote or drew. We may all have similar words. That is okay. Say all your words, even if they have already been said. Now go back again in your memory to that time when you were hurt and think about what you needed to feel better after that hurt. Write a list of those needs or draw pictures of what you needed. As we share our responses I will write them on the board.

When you listened to everyone’s list, what did you notice about the feelings and needs of people harmed?

Round 3:

“We have to consciously study how to be tender with each other until it becomes a habit because what was native has been stolen from us, the love for each other.” Audre Lorde

What does it mean to you to “take responsibility for your behavior”?

What might be the needs of someone who is trying to take responsibility and repair the harm or make amends? Accountability in a restorative justice process is not easy. It is quite difficult to take responsibility-- to acknowledge that we caused harm to another person. It takes courage. However, in the process of accountability, we grow and become a better person, more in alignment with our best self. When we take responsibility, we lift a great weight off our own shoulders.

Would anyone like to add any comments about our discussion before we close the circle?

Outreach Presentation

Students complete a relevant section of an existing presentation that they share with other members of the community. Examples include: a group of seniors speaking with a middle school advisory, a group of freshman speaking at the parent luncheon.



Social Media
Kept Me
From...

Case Study: Social Media

Last Thursday night at 11:15 p.m. you realized when your phone dinged that frustratingly you forgot to silence it before going to bed. Now awake, you make what some might say is a rookie misstep, and decide to read the email. Upon opening the parent email with the subject line: “URGENT Meeting Needed,” you ascertain a parent is horrified to have found an Instachat exchange on her child’s phone where classmates are saying mean things, to illustrate the urgency, she attached an offensive Meme and comments she uncovered in her search. The parent is requesting the immediate suspension/expulsion of all the students who responded to the Meme because these comments are not acceptable for students at x school to make. You finish reading the email and open the attachment to see the screenshot. You notice right away that at best the screenshot is medias res, at worst, it is highly redacted. You are just not sure. After forwarding the email and screenshot to the appropriate people on your team, you reset your alarm to make sure you can be at school early to receive the mom’s call/visit.

After conducting your investigation over the next several days, you learn the following things:

*The student whose mom reported the exchange was accused of having a history of using racial slurs in the locker room after track practice. The majority of students in the thread assumed Student A was the one who posted the Meme as a joke because it sounded like them. (Student A)

*The student who actually posted the Meme only did so accidentally by forwarding it to the group chat. They are not willing to share which classmate started the Meme on a different thread, because “they are not a snitch.” They seemed confused on how it made it to this particular group, and thinks it was perhaps a glitch. They suggest that you check the school’s IT system, as this seems like a problem for IT, not them. (Student B)

*While Student C responded to the Meme (they reported that they thought it was funny and a joke when they saw it), they don’t know how they found themselves on the group message and don’t really remember typing anything. However, it is still kinda funny, so *maybe* they did. They are just not sure at all. (Student C)

*It is learned that the chat exchange has been in existence for some time when Student D talks about how they altered a photo of a classmate that got lots of likes and comments. Student D did not realize they were called in to talk about the Meme until after they told on themselves. They happily shared other exchanges where Student A had the most concerning comments posted. It should be noted that Student D’s parents feel their child should not have any consequences at all due to the fact that information was voluntarily turned over including self-incriminating messages. (Student D)

*Student E, who responded inappropriately to the Meme, shared that Student B and Student C were vaping to deflect from their involvement. (Student E)

Background to consider (or not):

*Student C frequently is on the edges of drama, but has had no significant consequences to date.

*Teachers report Student C is often too familiar in class and struggles with some low level behaviors such as not staying in their seat, talking during instruction, etc. This behavior is consistent with the ADHD diagnosis outlined in their Accommodation Plan, but seems to be escalating as of late.

*According to Student B's advisor, Student B and Student C are dating.

*Student C is the child of the Board Chair who has just publicly pledged a large sum to the Capital Campaign.

Implement first for Minor Infractions

Create a Ladder of
Consequences

Minor infractions include, but are not limited to:

Being in off-limits areas (see Restricted Areas) • Buying, selling, or trading personal items • Cellular phone use on campus during restricted school hours (see Prohibited Items) • Eating or drinking at inappropriate times or locations • Disruptive classroom behavior, including excessive noise • Inappropriate display of affection • Inappropriate dress as determined by the dress code (see Dress Code) • Littering • Parking violations (see Parking) • Possession of skate boards, roller blades, or other distracting devices on campus during school hours without prior permission from the school • Use of any device which causes a disturbance to students, faculty, and/or visitors in class, the library, or proctored study halls • Tardiness to class • Tardiness to school • Uncooperative behavior • Dangerous behaviors, such as roughness, pushing, or shoving

Consequence Tool Kit

Minor Infractions

Meetings with Director of DEI and Research

Meetings with Counselor and/or School Chaplain

Meetings with Dean of Students

Workshops *

Meeting with Advisors/Team Lead/Honor Council Sponsor

Student Mentor

Behavior Contract *

Campus Beautification

In-school Suspension

Suspension

Separation from the Community

Behavior Agreement Form



Date:
Participants:

INCIDENT OR CONCERN:

AGREEMENT DETAILS:

- 1.
- 2.
- 3.

MONITORING PLAN:

Tasks

Success is:

Signatures:

I have read the above agreement and understand and agree to all the terms. I intend to fulfill any obligations detailed above for which I am responsible.

Signature of the Person who did the harm

Signature of Circle Facilitator

Signature of Other Participants

Understanding Emotions

Answer the prompt with the first thing that comes to mind. This exercise is for you. You may put down one word or a series of words to remind you how you feel during the discussion section of the workshop.

1. When I can't have my own way, I _____

2. When I fail at something, I _____

3. When I am nervous, I _____

4. When I get angry with my teacher, I _____

5. When my friends make me mad, I _____

6. When I am picked on by others, I _____

7. When I'm bored, I _____

8. When I am embarrassed, I _____



Workshop

Directions: Work through the series of tasks and respond where appropriate. Once all the prompts are completed, you will meet with Ms. Whitt to review your responses.

What would I do the same?

What would I do differently?

What have I learned?

The next time you find yourself in one of these situations, what methods do you think will be easiest for you to use?

Where do you anticipate having some internal conflict or struggle?

What additional resources would help you alleviate some of those concerns?

Student F

Student F arrives thirty seconds late everyday to English class and charms their way out of tardies. Student F forgot their homework two times last week. When the English teacher was giving the class detailed instructions for a difficult writing piece, Student F rolled their eyes and distracted other students with their antics. The English teacher had to stop and repeat several key parts of the directions the class missed. Later that afternoon, Student F was seen by the English teacher eating chips in the library. The teacher marched Student F to the office to be disciplined suggesting in-school suspension.

Student G

Student G forgot to bring in the required permission slip for the class field trip by the deadline. Student G goes to the bathroom frequently enough during class for teachers to notice a pattern. Student G is always chatting during English to Student F, but smiles and says sorry when corrected. Student G was playing football during a free period, dropped the ball and yelled, “*\$%&” in front of an admission tour.

Student H

Student H struggles in math, and is easily frustrated when they can't understand a concept. They are often throwing pencils to the ground and getting up out of their chair. The math teacher frequently sends Student H out of the room. The math teacher is frustrated because they had to take up Student H's phone three times in a month. They want Student H to follow the dress code and listen more.

Pick Your Own Adventure

Dress Code

Attendance

Eating in Library

Dear _____:

I hope you are doing well.

Unfortunately, you have been reported today wearing shorts that do not comply with the dress code due to length. Please retire the item and others that are similar in length from your school wardrobe. The next uniform infraction will result in a Silent Lunch.

If you disagree with the report, you may contact me to discuss. I am happy to talk with you.

Best,

Dean Whitt



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