



<p>Main function of this discipline approach is to repair relationships. It engages all people impacted by an issue or behaviour by using conferences, mediations, and circles.</p>	<p>Main function of this discipline approach is to apply an aversive experience to the wrongdoer. It often includes suspension, expulsion, and other socially negative or shame-based consequences.</p>
<p>Goal is to reintegrate the student into the school community.</p>	<p>Goal is to remove the student from the school community.</p>
<p>Misbehaviour defined as harm done to a person or group by another due to a breakdown in relationships and/or subconscious attempt to meet needs.</p>	<p>Misbehaviour defined as an individual's wilful choice to break school rules or to disregard behaviour expectations.</p>
<p>Focus is on understanding feelings, needs, and responsibilities of all impacted individuals and exploring ways to bring about healing for all.</p>	<p>Focus is on event details, establishing guilt, and punishing the wrongdoer.</p>
<p>Discipline interventions rely on collaboration between victim and offender to understand the root causes of misbehaviour and offer relational supports for positive changes in behaviour.</p>	<p>Discipline interventions rely on eliminating harmful behaviours by using increasingly restrictive, intrusive, and/or exclusionary consequences given by one or more authority figures.</p>
<p>Offender's responsibility defined as understanding impact of actions, taking responsibility for choices, and finding ways to repair harm and prevent future harm.</p>	<p>Offender's responsibility defined as receiving the punishment.</p>
<p>Outcome of this discipline approach offers an opportunity for students who have caused harm to understand the source of their behaviour, take responsibility for their choices, and to learn and grow from the experience, as well as to re-establish belonging in the school community.</p>	<p>Outcome of this discipline approach imposes punitive consequences that have the effect of shaming and stigmatizing students who have caused harm, ensuring the student does not have a sense of belonging in the school community.</p>
<p>Research shows restorative practices decrease school suspensions/expulsions, failing grades, absences, tardiness, incidents and office referrals (Gonzalez, 2015; Baker, 2008; McCluskey et al., 2008). In addition, use of these practices increase conflict resolution skills and positive relationships (Kaveney et al., 2011; Gregory et al., 2014). Restorative practices are specifically beneficial for students within Indigenous communities (McCluskey et al., 2008).</p>	<p>Research shows punitive practices have been linked to an increase in grade retention, dropout, misbehaviour and involvement in the juvenile justice system (Fabelo, 2011; Balfanz et al., 2007). In addition, use of these practices increase higher rates of future antisocial behaviour and future suspensions (Hemphill et al., 2006; American Psychological Association, 2008). Furthermore, punitive practices relate to lower academic achievement and contradict principles of effective behaviour interventions (Hoffman et al., 2014; Krezmien et al., 2006).</p>



Restorative-based practices at school reframe discipline as an opportunity for teaching and dialogue.

When misbehaviour and conflict occur, consider the focus and goals appropriate for the situation, as there may be times when restorative and punitive practices are used together (e.g., a mediation circle following a suspension).

Adapted from: School-wide Restorative Practices: Step by Step. The Denver School-Based Restorative Practices Partnership. 2017. <https://neaedjustice.org/wp-content/uploads/2017/09/Implementation-Guide-2017-FINAL.pdf>

Learn more: Restorative Practice Resource Project Ontario Canada 2017

https://www.iirp.edu/images/pdf/ObqnNj_38e965_ad7507e9e2474f8aaa3b903afcb1ecf7_2.pdf

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