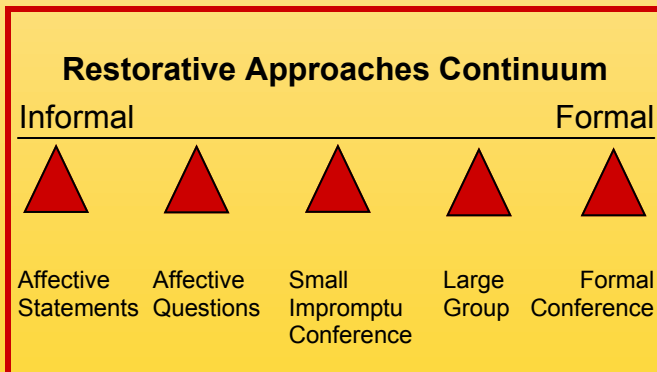


# Restorative Approaches Value:

- Mutual respect
- A belief in people's ability to resolve their own problems given time, support, and a chance to tell their story
- Acceptance of diversity
- An inclusive approach to problem solving, so that feelings, needs and views of everyone in a given community are taken into account.
- Balance between belief and actions
- Explicit character development
- The deliberate creation of safe and supportive school cultures and communities where all are encouraged not only to listen but also to have a voice and make valued contributions



## The Restorative Questions

### When things go wrong...

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you need to do to make things right?

### When someone has been harmed...

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

For more information about Restorative Practices, please contact:

Safe Schools Coordinator  
1.800.267.4350  
or  
613.966.1170  
Extension 2108



Hastings and Prince Edward  
District School Board

# Restorative Practices

## In Our System

Restorative Practices may be found in many places including:

- Character Education
- Progressive Discipline
- Transitions
- Student Success
- Anti-Bullying Initiatives
- Open Communication
- Student Engagement
- Community Relationships
- Inclusion and Diversity
- Shared Solutions

*The roots of restorative practices can be traced back to Aboriginal Peoples of North America, the Maori of New Zealand, and peoples of Japan and Africa.*

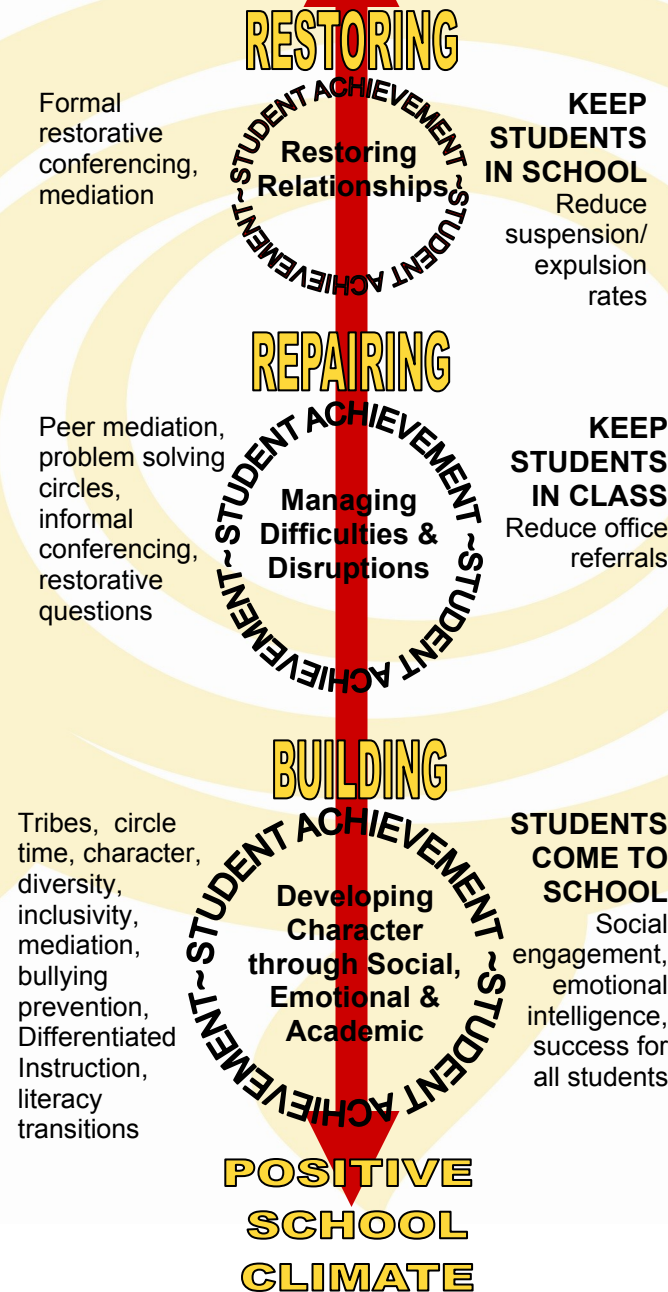
The aim of Restorative Practice is to manage conflict and tension by repairing harm and strengthening relationships as a way of building community.

Restorative Practices focuses on repairing the harm done to people and relationships rather than simply punishing the person who caused the harm. The basic hypothesis is that human beings are happier, more co-operative and productive when those in positions of authority do things **with** them rather than **to** them or **for** them.

Restorative Practice is not a program for addressing any particular problem. Rather, it is a process that gives staff, students and community the knowledge, strategies and skills required to develop and sustain a safe, inclusive learning environment, in which problematic behaviours are less likely to thrive.

The promotion and practice of positive behaviours, by all members of the learning community, are the keys to creating a positive learning environment.

**Restorative Practices:  
A Whole School Approach  
For Safe and Supportive  
School Cultures and  
Communities of Character**



**The goal**

It is a goal of Hastings and Prince Edward District School Board to provide safe, effective and respectful learning environments. Restorative Practices gives all members of the community, staff, students, parents, and guardians a common language with which to build positive relationships and repair harm caused by conflicts. It is our hope that students, staff, parents and guardians will feel a strong connection to their school community which will foster strong relationships and positive learning environments.

**Restorative Practices implementation**

Hastings and Prince Edward District School Board has embraced the Restorative Practice Framework as a part of its Safe Schools strategy to create positive school climates for learning. The district continues to train staff and community members in the philosophy and implementation of Restorative Practices.

