

Create the "Restorative Centre Team"

Assess your RP reference point

Map the problems

Identify stakeholders

Develop an Action Plan

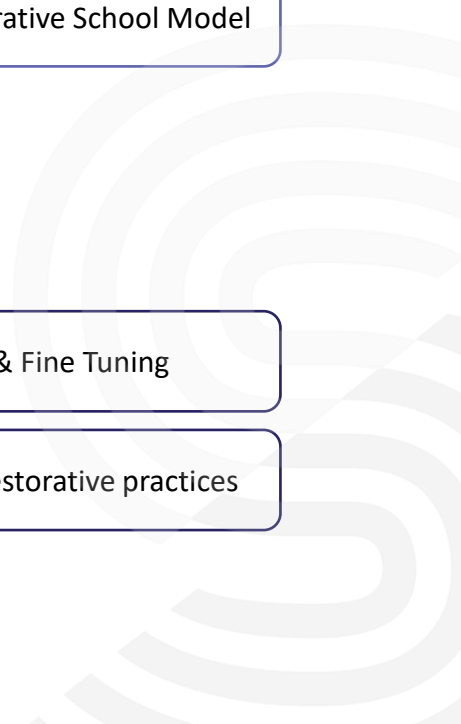
School community mobilization

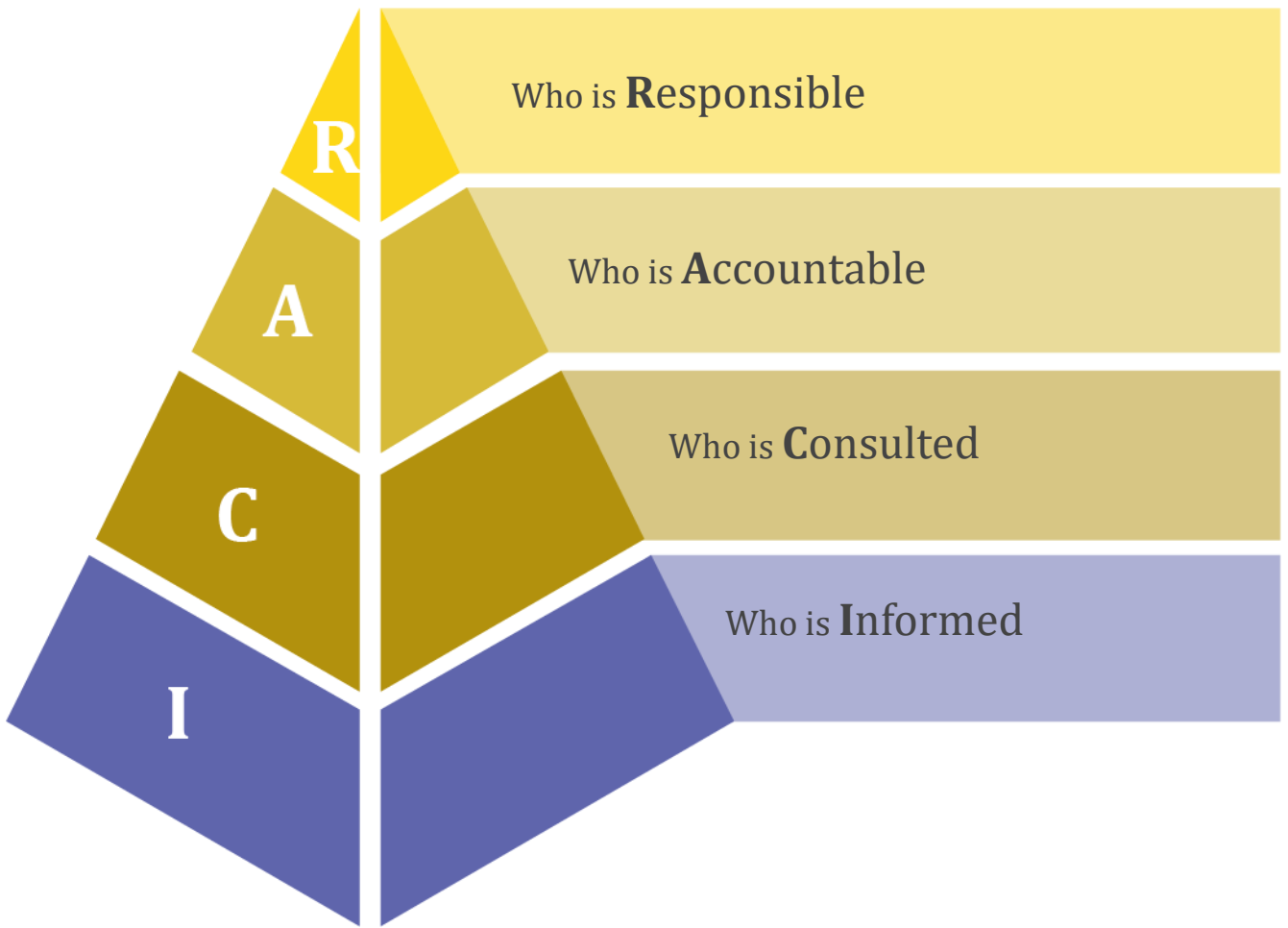
Communication Plan

Schools&Solutions Restorative School Model

Impact Evaluation & Fine Tuning

Strategies to maintain restorative practices





	In this school...	1	2	3	4	5
I. School Climate	1. The students and their caregivers are invited to contribute to resolve school-based behavioural problems that affect them.					
	2. When students, staff and/or parents/carers are in conflict, everyone's views are listened to.					
	3. Students are given opportunities to make amends if they are responsible for causing harm.					
	4. When a student causes harm, the main response by the school is a sanction or punishment.					
II. Discipline Procedures and Protocol	5. Teachers/staff communicate with students in a manner that reinforces positive and de-escalates negative behaviour.					
	6. All classrooms have established explicitly clear guidelines, procedures, and expectations of behaviour.					
	7. Students learn how to solve problems among themselves within the school community.					
	8. Discipline procedures address the root causes of behaviours.					
	9. Students learn how their actions impact the school community and take responsibility for their actions.					
	10. School and/or community members who are harmed are given opportunities to voluntarily participate in a restorative process.					
	11. School and/or community members who are harmed are given opportunities to voluntarily participate in a restorative process.					
	12. Students feel comfortable reporting harassment, bullying, and racial slurs/abuse to school officials.					
III. Systems, Structures and School Community	13. Written protocols are in place for inviting and engaging students to participate in a restorative intervention (i.e., voluntarily).					
	14. Teachers/Staff have a system for tracking and following up on agreements made by participants during restorative interventions.					
	15. Teachers/Staff regularly uses data (e.g., surveys of students, staff, and parents/carers) to assess effectiveness of restorative practice efforts.					
	16. Procedures are in place for staff, students, and parents/carers to request restorative interventions.					
	17. A restorative culture prevails and there are explicit reminders of restorative practices throughout the school (e.g. posters).					
	18. When a behaviour incident arises, staff use restorative questions ("Who has been affected by your actions?") to promote conflict resolution.					

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IV. General Impact						
Relevance To what extent did the RP match the stated priorities of the school community and intended participants?		Effectiveness Did the RP produce the intended impacts in the short, medium and long term? If so, for whom, to what extent and in what circumstances?				
Impact What unintended impacts, positive and negative, did the RP produced? What helped or hindered the intervention to achieve these impacts?		Sustainability Are impacts likely to be sustainable? How can they be sustained?				