

Repairing Harm in Schools

A Tier 3 Restorative Strategy

Goals of the Process to Repair Harm

- **For the person who caused harm:**
 - Understand the impact of their behavior on others (empathy)
 - Take accountability for their role (self-reflection and responsibility)
 - Repair the harm (active role in making things as right as possible)
 - Reintegration into the community, with supports to address root causes of behavior (prevent recurrence of the behavior)

- **For the person who was harmed:**
 - Share the impact the behavior had on them (empowerment)
 - Ask questions and get answers (access to information)
 - Express needs for healing and safety and have those needs met (restitution)

- **For the community:**
 - Share impact and needs
 - Sense of safety
 - Access to information

Elements of a Restorative Process

- Participant Driven
- Voluntary
- Inclusive
- Primarily Dialogical

Step 1: Listen to the person who caused harm

- **Mindset of the Interviewer:** Calm, curious, non-judgmental, willing to listen, open-minded, aware of biases and triggers

- **Guiding Questions:**
 - What happened?
 - What were you thinking/feeling at the time?
 - Why did this happen?
 - Who was impacted?
 - What needs to be done to make things right? What are you willing to do?
 - How can you/we prevent this from happening again?

Step 2: Identify who was impacted or harmed

- Students, administrators, teachers, other staff, parents, entire class, entire school, community-members

Step 3: Listen to the people who were impacted or harmed

- **Mindset of the Interviewer:** Calm, curious, non-judgmental, willing to listen, open-minded
- **Guiding Questions:**
 - What happened?
 - How did this impact you?
 - What information do you need?
 - What do you want the person who caused harm to know?
 - What needs to happen to make this as right as possible?
 - What do you need to feel safe?
 - What questions do you have?

Step 4: Choose and Facilitate Restorative Interventions

- **Participant-Driven:** The impacted people must determine which interventions should guide the repair.
- **Conditions:** Safe and private space, ample time, trusted neutral adult facilitating, support people available to participants
- **Timing:** Interventions can occur in lieu of exclusionary discipline, during the exclusionary period, or upon re-entry to school
- **Types of Restorative Interventions:**
 - Facilitated Repairing Harm Conference – sharing of perspectives, impact, needs; may or may not result in an agreement.
 - Facilitated Repairing Harm Circle – Same purpose as above, but with multiple parties
 - Apology letters, Restitution Agreements, Community Service, Agreements to participate in programming/supports to address root causes (treatment, counseling, etc)