

Emma H. Galindo Elementary

Restorative Practices Plan Summary

Program Goals

At Galindo, we believe that the best decisions for managing student behavior are based on restorative discipline and a value system that maintains the dignity of each student in all situations.

Our values include:

- ★ empowering responsible behaviors
- ★ encouraging behaviors that enhance student motivation
- ★ implementing best practice that is holistic with discipline as an integral part of the teaching experience.

Our Philosophy

At Emma H. Galindo Elementary, we strive to take a restorative approach. (<https://irjrd.org/restorative-discipline-in-schools>) (Dr. Marilyn Armour)

Restorative discipline is our approach to responding to student needs and behaviors. Traditional modes of discipline focus on punishing bad behavior or offenders. Restorative discipline flips that script, focusing on repairing and restoring the situation and relationships of all involved. It works almost like a mediation or reconciliation strategy.

When done right, restorative discipline is a powerful campus tool. Unlike traditional models of behavior management, restorative discipline has a high level of control and support. A great way to visualize this is by looking at a social discipline window chart.

Many teachers use conferences, groups, circles, and more to respond to student needs and behaviors. However, for something to be truly restorative it has to involve all three primary stakeholders in repairing the situation and relationships of all involved.

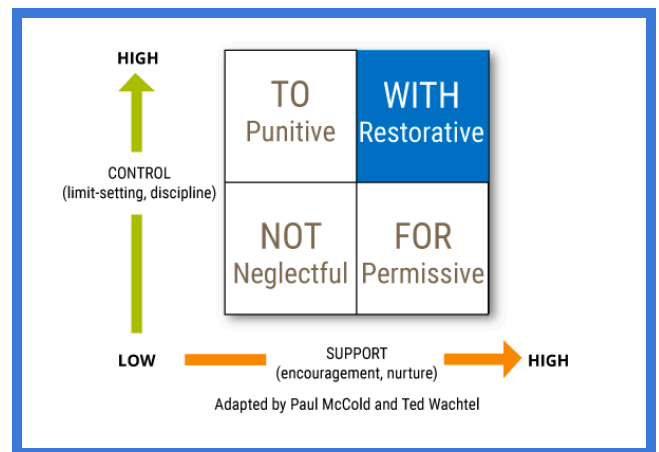
The three primary stakeholders are (a student may identify with the role of victim and offender simultaneously):

1. The Victim(s): this is the person, or persons, who have had harm done to them.
2. The Offender(s): this is the person, or persons, who committed the harm (it is possible the offender identifies as a victim or is unaware of the harm their actions caused).
3. Communities of care: these are the people surrounding both the victim and the offender. These could be family members, support groups, friends, Galindo staff, etc.

Principles of Effective Discipline*

We believe that effective discipline includes:

- Meaningful relationships with students
- Treating children with dignity and respect
- Effective teaching to reduce discipline problems
- Students voice in what happens in the classroom
- Reflecting on how we teach and treat children
- Analysis on the function of the behavior which stem from one of the following reasons – trauma, boredom, attention, revenge, power, lack of their basic needs being met, and/or avoidance of failure

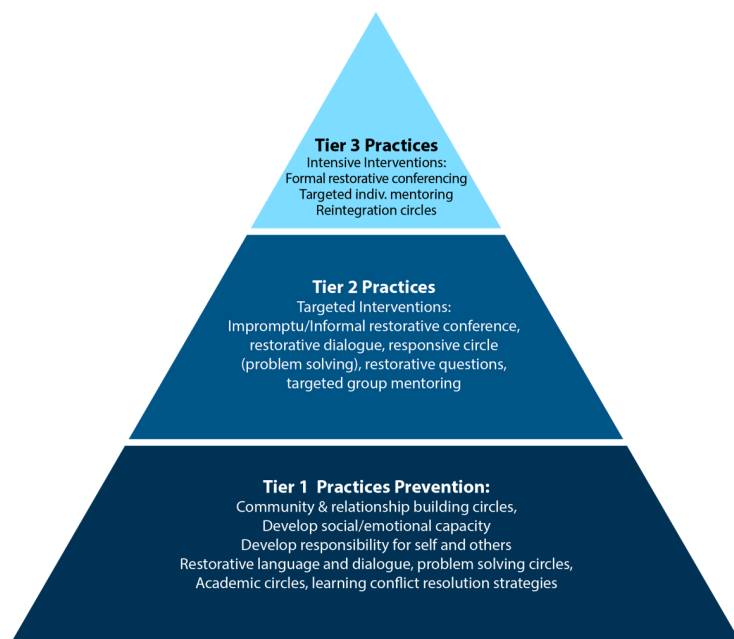


- Consequences that are logical—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity

*Adapted from Gilbert Hicks and the Office of Associate Superintendent

Essential Actions for Effective Classroom Management:

- Make and develop relationships by creating a classroom community
- Maintain relationships through Responsive Classroom strategies such as: morning meetings, interactive modeling, logical consequences, etc.
- Repair harm and relationships by using conferring and problem solving circles.
- The teacher is responsible for facilitating procedures and maintaining relationships.
 - ❖ A procedure is a method or process for how things should be done in the classroom. Consistent procedure and routines can be implemented and maintained through using Interactive Modeling and consistent practice and reinforcement. This benefits all participants within the classroom community.



Paradigm Shift

Traditional Discipline	Restorative Practices
<i>School and rules violated</i>	<i>People and relationships violated</i>
Justice focuses on <i>establishing guilt</i>	Justice identifies <i>needs and obligations</i>
Accountability = punishment	Accountability = understanding impact, repairing harm
Justice directed at offender, while victim is ignored	Offender, victim and school all have direct roles in justice process
Rules and intent outweigh whether outcome is positive/negative	Offender is responsible for harmful behavior, repairing harm and working toward positive outcome
No opportunity for remorse or amends	Opportunity given for amends and expression of remorse