

CRC's Glossary of Restorative Practices for Schools

Community-Building Circles

An essential building block to create a caring school community where each member has support to develop the social emotional skills and relationships necessary to succeed. Community-building circles create a school culture where each person is an essential and valuable member of the community, and provide a forum to discuss expectations for the community. It is a place to introduce restorative circles, key elements of the circle process (the talking piece and center piece, community values and agreements), build relationships, learn more about each other and one another's cultures, develop social emotional skills, and discuss issues of concern.

Conflict Circle (Based on Kay Pranis' approach)

A conflict circle is used, when things go wrong, to help us understand how our behavior affects others, to learn to take responsibility, and to restore the positive quality of the relationship(s). The process includes preparation, such as a restorative chat with those involved in the conflict, and explaining the goals and process to each person that will be part of the circle. Careful preparation is important for planning a circle that will effectively address the needs of the circle participants and the roots of the conflict. Once in the circle, the circle-keeper reviews the circle structure, takes time to build relationships in the circle, and explores the issue that brought the circle about and the concerns and feelings arising from the conflict. S/he identifies ways to move forward that address the needs of those harmed and those causing harm by supporting them to agree on how to repair the harm done and prevent future incidents. (Some restorative practitioners refer to this as a *harm circle*.) For complex situations, the circle may need to be convened several times.

Content Circles

Teaching and learning in circles shifts the dynamic of teacher-student relationship to one in which each member of the circle is seen as having wisdom to contribute to the learning. Classroom curriculum can often be taught in a circle. Using circles, teachers can determine students' knowledge of a subject beforehand, what the group wants to know and explore, and comprehension after a lesson. Content circles can include social and emotional skills in the following CRC themes: communication, affirmation, cooperation, conflict-resolution, bias awareness, and bullying prevention and intervention.

Mediation

A process in which a neutral person helps those in conflict solve a problem. Most school mediations use a *facilitative mediation* model, the goal of which is to solve the problem. Other forms of mediation include *transformative mediation*, the goal of which is to transform the relationship and *narrative mediation*, the goal of which is having the stories be heard.

No Excuses Intervention (Matthew Gulden's No XQzz Mediation)

This is a mediation model that follows a restorative chat, in which people involved begin by taking responsibility and apologizing for their role in the conflict or incident. Parties to the conflict discuss how they felt, why they reacted the way they did, and make agreements on how to avoid a similar situation in the future.

Peer Mediation

An application of mediation in which students, who are trained in a facilitative model of mediation, help their peers resolve conflicts. They introduce the process and act as a neutral person to help the disputants reach an agreement that meets their needs to resolve the issue. Peer mediators lay out guidelines for the mediation, ask for disputants' commitment to the guidelines, and help them define the conflict and their feelings related to it. They support the disputants in generating possible solutions, choosing the solution they want, and making an agreement that will solve the problem. The agreement is written up and signed.

Re-Entry Circle

This is a circle designed to welcome a student back into the school community after a suspension. A re-entry circle looks at the student's strengths and challenges in school, and develops a plan to support that student in succeeding as well as stop the problem from reoccurring. Ideally the student has already taken responsibility for repairing the harm from the incident leading up to the suspension.

Restorative Chat

The practitioner talks individually with all people involved in an incident or conflict to prepare for a mediation or other restorative process. These conversations help the restorative practitioner understand what happened, why it happened, and who was impacted, and assess the readiness of those involved to take responsibility. These chats also help prepare those involved for a collaborative process to repair the harm. (Matthew Gulden calls this "the talk". Some restorative practitioners call it a "reflective conference".)

100% Respect

A robust process involving every member of the school brainstorming and discussing what 100% respect looks like (staff to students, students to staff, and students to students) and establishing a community agreement based on this. The results of this process are summarized in a document and actively approved by the whole school community. The community agreement is posted prominently throughout the school. It can be referred to in re-directing behavior and everyone in the school is accountable to and expected to uphold the agreement.