



RESTORATIVE JUSTICE AND RESTORATIVE PRACTICE

A NON-PUNITIVE ALTERNATIVE TO SANCTIONS

- Restorative justice:

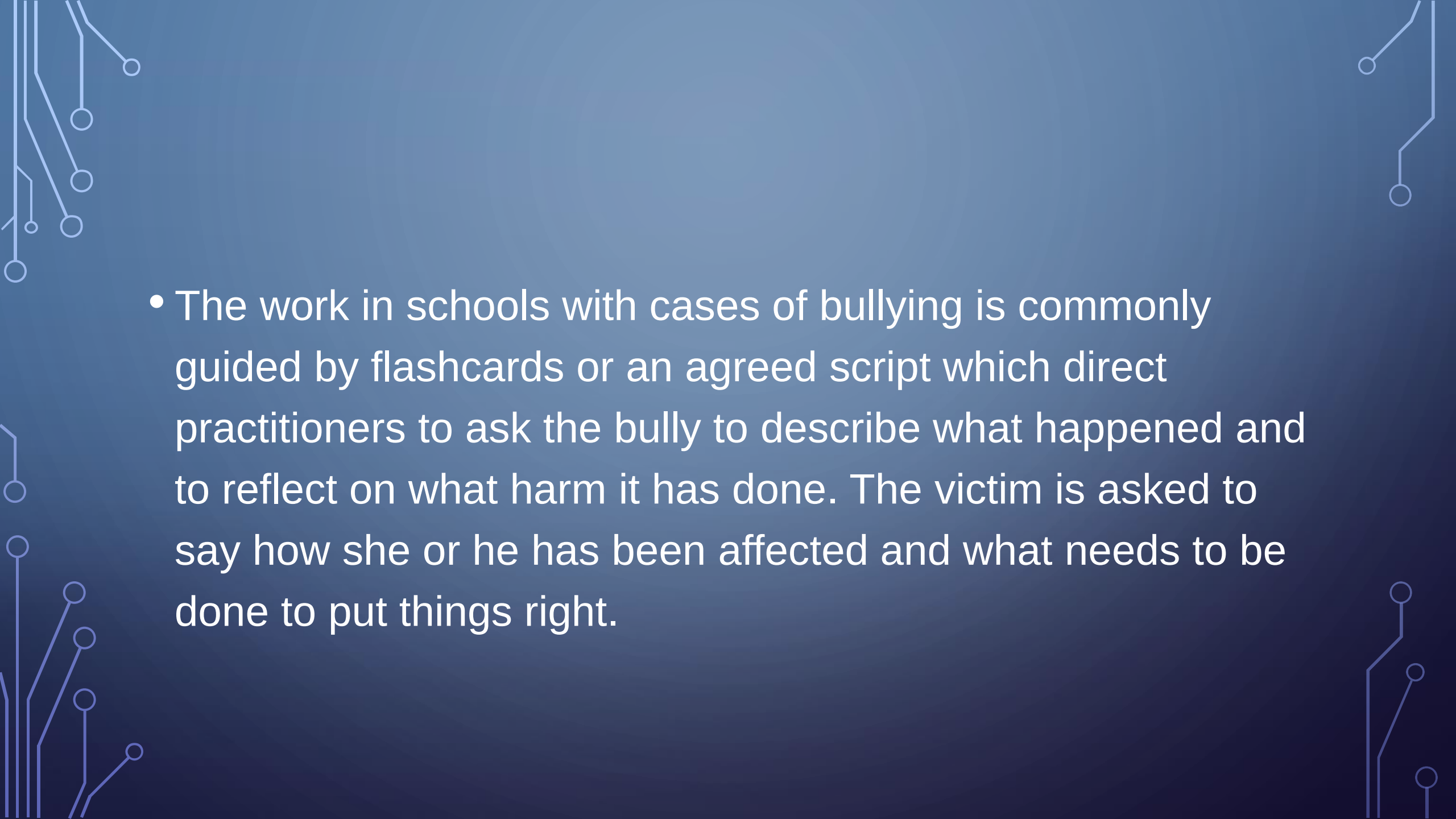
- Restorative justice seeks to hold offenders accountable for their crimes through direct contact with the people they have harmed.
- focuses on the rehabilitation of offenders through reconciliation with victims and the community at large
- “‘restorative’ means to believe that decisions are best made and conflicts are best resolved by those most directly involved in them.” (Costello, Wachtel and Wachtel, 2009)
- The rationale behind this approach is that when offenders reflect upon their harm to victims they become remorseful and act restoratively.
- Practitioners can focus on the unacceptable behaviour of offenders rather than their moral character.

RESTORATIVE PRACTICE

- The term was derived from the field of criminal justice's 'restorative justice'.
- 'Restorative practices' seek to repair restore relationships that have been damaged – in justices systems, families, places of work, communities, education establishments etc.
- Restorative practices are seen increasingly in schools and in particular in relation to bullying.
- This can lead to healthier interpersonal relations among members of the school community and more effective learning.

APPLICATIONS AND METHODS

- Restorative practices can be undertaken in a variety of forums. It may be conducted with varying degrees of formality and may include just those students most directly involved in bullying or in some circumstances a whole class.
- ‘Community Conferences’ include supportive third parties such as friends, families and possibly a community figure such as a police community liaison officer. This forum is used to address concerns of both individuals and the wider community.

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- The background is a dark blue gradient. In the corners, there are decorative white line art elements resembling circuit boards or neural networks, with lines and small circles connecting them.
- The work in schools with cases of bullying is commonly guided by flashcards or an agreed script which direct practitioners to ask the bully to describe what happened and to reflect on what harm it has done. The victim is asked to say how she or he has been affected and what needs to be done to put things right.



TOOL BOX

- **Informal:**

- Affective questions
- Affective statements
- Small impromptu conference

- **Formal**

- Group or circle
 - Formal conference
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LIMITATIONS

- Inadequately trained practitioners or badly executed procedures may make matters worse. Any perceived personal hostility on the part of the practitioner can result in the offender feeling resentment rather than contrition and incline him or her to act anti-socially. Strong support in the school community for this approach may sometimes be lacking.
- Some offenders may pretend to be remorseful and deceive the practitioner into thinking the matter has been resolved.
- Being integrated into the school community may have little appeal to some children who bully, especially when their own social network provides them with more attractive support.