



San Francisco Unified School District Restorative Practice Principles

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Restorative Practices PRINCIPLES

The following principles reflect the values and concepts for implementing restorative practices in SFUSD. Under each principle are some of its important implications.

1. Acknowledges that relationships are central to building community.

- Restorative practices strengthen relationships and build community by encouraging a caring school climate.
- Every student, teacher, administrator, staff member, and parent/family is a valued member of the school community.
- Students should be involved in a process of naming the values and principles to live by within their school community.

2. Builds systems that address misbehavior and harm in a way that strengthens relationships.

- Schools establish policies to provide a safe place for learning by fostering and maintaining caring relationships.
- Policies reflect the values and principles agreed to by the school community.
- Policies address the root causes of discipline problems rather than only the symptoms. The causes of misbehavior may be multiple and each should be addressed.

3. Focuses on the harm done rather than only on rule-breaking.

- Misbehavior is an offense against people and relationships, not just rule-breaking.
- The solution to the offense needs to involve all of those harmed by the misbehavior.
- The person harmed is the center of the primary relationship that needs to be addressed. Secondary relationships might include other students, teachers, parents, the administration, and the surrounding community.
- Discipline processes must leave room for addressing perceptions of injustice.

4. Gives voice to the person harmed.

- The immediate safety concerns of the person harmed are primary.
- Those harmed must be given an opportunity to have a voice in the resolution of the harm.

5. Engages in collaborative problem solving.

- All of us act to satisfy our human needs (for belonging, freedom, power, and fun). Students choose behaviors to meet these underlying needs.
- Family, students, and communities are encouraged to help identify problems and solutions that meet needs.
- Misbehavior can become a teachable moment if everyone is involved.

6. Empowers change and growth.

- For students to change and grow, we must help them identify their needs and assist them in finding alternative, life giving ways of meeting those needs.
- Interpersonal conflict is a part of living in relationship with others.
- Conflict presents opportunity for learning and change if the process includes careful listening, reflecting, shared problem-solving, trust, and accountability structures.

7. Enhances Responsibility.

- Real responsibility requires one to understand the impact of his/her actions on themselves and others, along with an attempt to acknowledge and put things right when that impact is negative.
- Consequences are evaluated on whether they are reasonable, related to the offense, restorative, and respectful.
- Some students choose to resist participation in a process that will allow for change and may need adults to support and guide them in decision-making concerning their accountability.

Amstutz, L., & Mullet, J., (2005), pg 29-32. *The Little Book of Restorative Discipline*, pg 26-28

For additional information on Restorative Practices, contact the SFUSD Restorative Practices Team at (415) 695-5543.