

Using Restorative Practices with Students (2)

Tonic	Competency	Self-Rating 1=Aspirin 7=Wiz
Impromptu circles To respond to Misbehaviour	<p>Uses small impromptu circles to respond to misbehaviour involving multiple students. Invites all stakeholders to participate. Sets up circle appropriately. Establishes clear understanding of purpose and processes. Uses a talking piece effectively. Encourages uses of affective statements by those impacted by misbehaviour. Uses Affective/restorative questions to effectively guide circle process. Identifies and clearly documents agreements made within the circle. Helps the circle come to agreement on accountability to agreements, And support for success where needed.</p>	1-2-3-4-5-6-7
Creating Agreements	<p>Elicit ideas from students on how to make things right. Attends to Appropriateness of agreements to ensure that they are related to the offense and are realistic. Restrains circle from overdoing things by heaping on agreements that are disproportional or unrelated to the incident. Includes natural consequences in agreements. Helps make agreements Specific and concrete (e.g. how many of what by when). Ensures that A clear understanding exists of what will happen if agreements are not kept.</p>	1-2-3-4-5-6-7