



Restorative Justice Practices & Bullying



HELLO!

My name is Allison Meier.

I have supported the implementation of restorative practices in schools across Colorado.



Identifying Bullying

Bullying, Mean Moments, & Conflict

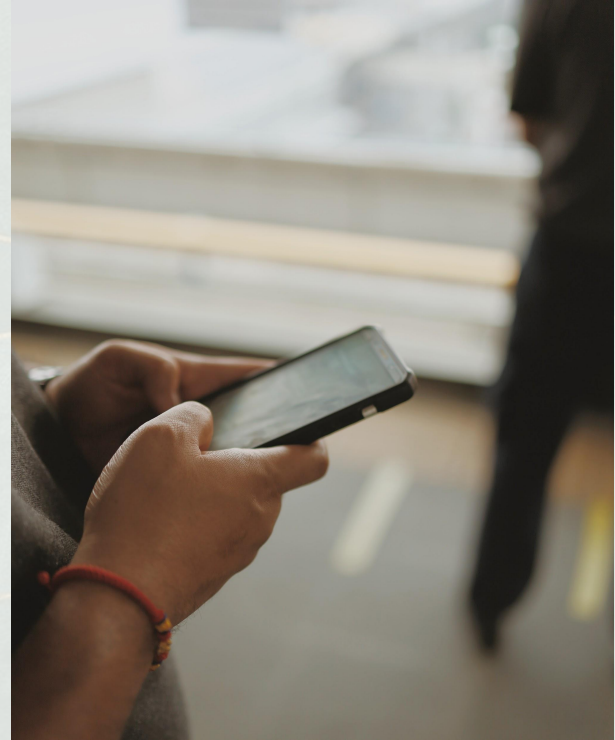
Bullying in Schools

According to the Colorado Department of Education, bullying behavior is defined by:

- Intent to cause harm
- Repeated or likely to be repeated
- An observed or perceived power differential

Bullying can take multiple forms:

- Verbal
- Physical
- Relational



Level of Accountability
Boundaries, Consequences

PUNITIVE



RESTORATIVE



AVOIDANT



PERMISSIVE



Level of Support

Nurturing, Validating feelings, Scaffolded supports



Additional Precautions for RJP & Bullying

Gauging Appropriateness for
Conferences and Harm Circles

Gauging Appropriateness for Formal Conferencing & Harm Circles

Principle	Questions to Consider
If the crime hurts, justice should heal.	Is the purpose of this practice to repair the harm that was caused? Is everyone clear on that purpose? Are any necessary investigations/disciplinary actions completed?
Nothing about us without us.	Do those impacted feel welcome, safe, and empowered to speak and participate? Will they still feel that way when all the parties are brought together?
This can work. I can live with it.	Are the participants aware that any agreements will be made by consensus of all group members? Is that actually the case?
I am willing to do this.	Do participants understand the process? Is their participation voluntary? Are they willing to admit accountability? Are they able to listen to the other person's perspective and practice empathy?

Adapted from Oakland Unified School District's RJ Implementation Guide

Alternatives to Conferences & Harm Circles

Pre-Conferencing

Conduct a pre-conference conversation, even if you have no intention of bringing the parties together

Reflection & learning often happen in those spaces whether or not parties are brought together

Use of a Surrogate (Target) or Mentor (Perpetrator)

Have a student or adult stand in as a surrogate for the target of the bullying behavior

Have a student or adult who has been a perpetrator of bullying behavior serve as a mentor

Focus on Skills

Identify the skill gaps that might be contributing to the bullying behavior (eg: limited ability to build positive friendships) and create an action plan to close those gaps through partnership with mental health providers



Meaningful Ways for Repairing Harm

Consequences & Bullying

Meaningful Repair

When we take a restorative approach to consequencing behavior, we want the student to be involved in the process of identifying their next steps. Adults can support them in ensuring:

- The repair is directly related to the harm caused
- The repair will support the student in learning
- The repair will support the student in feeling connected

Apologies and promises to “never do it again” are rarely effective in changing behavior or in meeting the needs of the target of the behavior.

Meaning Consequences for Bullying

- Repair or replace any property that was damaged through the bullying behavior
- Contribute to a safe & inclusive environment where the behavior occurred - creating visuals, identifying problem areas, being a force for positivity
- Identify and reward prosocial behaviors by peers in the environment where the behavior occurred
- Research bullying and its impacts or the history of privilege & oppression
- Create a lesson or class discussion that would mitigate this behavior in the future
- Write a letter to the target -- not necessary for it to be delivered -- expressing what you've learned from this experience
- Volunteer to serve as a surrogate or to share your story to help others avoid this behavior



Bullying Prevention

Restorative Justice Practices as a
Proactive Tool

Community-Building Circles

Establishing Guidelines

What does respect look like on SnapChat?

We share responsibility for what our culture looks like. Which of our recess guidelines will you be focusing on today?

Sharing Strategies: Upstanders

(Read bullying scenario.) What is something you would do in this scenario to be an upstander?

Self-Awareness

What's one area you want to work on to be a better friend?

What's a strength you have as a friend?

Prosocial Behaviors

What is a strategy you use to build trust with someone?

Problem-Solving: Bystanders

(Describe recent incident.) What's something you did to make things better or worse?

What's a support you need from an adult or peer to be more likely to be an upstander?

Talking about our Boundaries

When have you disagreed with a friend? How did you navigate that conversation?

Skill-Building

“I” Statements

Teach students appropriate ways to express their boundaries with one another and adults, Practice often

Open-Ended Questions

Teach students appropriate ways to use open-ended questions to both build community and navigate conflicts

Healthy Relationships

Develop an age-appropriate understanding of a healthy relationship

Responsible-Decision Making

When to notify an adult versus when to practice these skills on my own;
How to be an upstander

Navigating Technology

For families, students & educators, proactively teach how to navigate the most popular social media apps & sites

Identifying Bullying

Students, staff, and families should all be knowledgeable in how to identify bullying and what to do when they see it

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Bullying **requires** adult intervention.

While it is often inappropriate to use a target-perpetrator dialogue, there are plenty of ways for us to respond restoratively, maintaining a high level of accountability and providing ample support.



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