Restorative Practices in Schools

Restorative practices are a schoolwide approach to creating a positive school climate that’s based on building, maintaining, and restoring relationships in the school community. Restorative practices include restorative justice, an approach to wrongdoing and harmful behavior based on repairing the harm that has been done and restoring relationships. Restorative justice includes the active participation of all involved—including students, school staff, and (where appropriate) family members—in resolving the wrongdoings or conflict and restoring a sense of community. Being able to demonstrate relationship-building actions and respond to restorative questions is important for all involved in restorative practices. For more information about restorative practices, see the back page.

Second Step

Second Step is a research-based program for Early Learning through Grade 8 students. It’s designed to promote school success, school connectedness, and a safe, respectful school climate, while also addressing problem behaviors. It does this by teaching self-regulation and social-emotional skills and by addressing bullying and unsafe behaviors. Second Step is developmental and sequential, with skills being reviewed and expanded on each year and gradually becoming more complex as students get older. The program provides clear schoolwide norms for prosocial behavior.

School Staff (All Grades)

One of the core components of Second Step is that staff model all program skills, remind students to use them, and notice and reinforce skill use in students with specific verbal feedback. All staff are encouraged to do this, whether teaching the actual lessons or not.

Families (All Grades)

Interactive take-home activities focus on the skills taught at each grade level. These encourage dialogue and engagement between adult family members and students, inform adults about the skills taught in the program, and give students and adults frequent opportunities to practice the skills at home.
### Second Step Skills and Concepts for Early Learning Through Grade 5

<table>
<thead>
<tr>
<th>Respect</th>
<th>Safety</th>
<th>Skills for Learning</th>
<th>Empathy and Compassion</th>
<th>Emotion Management</th>
<th>Interpersonal Problem Solving</th>
<th>Friendship Skills</th>
<th>Bullying Prevention</th>
<th>Child Protection</th>
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#### Respective behaviors emphasized at all grade levels:
- Respectful behaviors
- Safe behaviors
- Listening
- Using self-talk to manage behavior
- Calming down
- Identifying others’ feelings
- Calming down others’ feelings
- Managing anger
- Managing differences
- Identifying needs and feelings
- Accepting differences
- Identifying strategies
- Choosing strategies
- Identifying needs
- Identifying perspective
- Choosing solutions
- Evaluating solutions
- Choosing one solution
- Choosing alternatives
- Making amends
- Taking responsibility
- Recognizing bullying
- Recognizing harassment
- Recognizing safety
- Recognizing empathy
- Recognizing respect
- Recognizing trust
- Recognizing support
- Recognizing friendship
- Recognizing prevention
- Recognizing safety

#### Safe behaviors emphasized at all grade levels:
- Assertive behaviors
- Respectful behaviors
- Safe behaviors
- Calming down
- Accepting differences
- Choosing solutions
- Evaluating solutions
- Choosing one solution
- Using strategies
- Identifying strategies
- Choosing alternatives
- Making amends
- Taking responsibility
- Recognizing bullying
- Recognizing harassment
- Recognizing safety
- Recognizing empathy
- Recognizing respect
- Recognizing trust
- Recognizing support
- Recognizing friendship
- Recognizing prevention
- Recognizing safety

### Mindsets & Goals

<table>
<thead>
<tr>
<th>Mindsets &amp; Goals</th>
<th>Recognizing Bullying &amp; Harassment</th>
<th>Thoughts, Emotions, &amp; Decisions</th>
<th>Managing Relationships &amp; Social Conflicts</th>
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#### Recognizing bullying & harassment:
- Recognizing bullying
- Recognizing harassment
- Recognizing safety
- Recognizing empathy
- Recognizing respect
- Recognizing trust
- Recognizing support
- Recognizing friendship
- Recognizing prevention
- Recognizing safety

#### Thoughts, Emotions, & Decisions:
- Recognizing bullying
- Recognizing harassment
- Recognizing safety
- Recognizing empathy
- Recognizing respect
- Recognizing trust
- Recognizing support
- Recognizing friendship
- Recognizing prevention
- Recognizing safety

#### Managing relationships & social conflicts:
- Recognizing bullying
- Recognizing harassment
- Recognizing safety
- Recognizing empathy
- Recognizing respect
- Recognizing trust
- Recognizing support
- Recognizing friendship
- Recognizing prevention
- Recognizing safety

### Restorative Practices

#### Community-building circles: all students and a teacher in a classroom
- ✔️

#### Impromptu restorative conversations: student(s) and teacher
- ✔️

#### Restorative justice circles: students, school staff, and family members
- ✔️

#### Reentry circles: students, school staff, and family members
- ✔️

#### Identify who has been harmed and how
- ✔️

#### Repair the harm
- ✔️

#### Restore relationships
- ✔️

#### Engage all parties in resolving conflict or addressing wrongdoing
- ✔️

### Restorative Questions

<table>
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<th>What happened from your perspective?</th>
<th>How were you feeling?</th>
<th>What were you thinking?</th>
<th>Who has been affected by what happened, and how?</th>
<th>What needs to be done to make things as right as possible?</th>
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### Typical Restorative Practices

#### Relationship-Building Actions
- Create trust
- Demonstrate empathy
- Be respectful
- Use active listening
- Use affective statements
- Show care and concern

#### Restorative Structures
- Community-building circles
- Impromptu conversations to address minor problem behaviors
- Restorative justice circles (repairing harm circles) to address wrongdoing or repair harm, which often include family members
- Reentry circles for students returning from truancy, suspension, or incarceration

#### Restorative Justice Principles
- Identify who has been harmed and how
- Repair the harm
- Restore relationships
- Engage all parties in resolving conflict or addressing wrongdoing

#### Restorative Questions to Guide Restorative Justice Process
- What happened from your perspective?
- How were you feeling?
- What were you thinking?
- Who has been affected by what happened, and how?
- What needs to be done to make things as right as possible?

Second Step, a program rooted in social-emotional learning (SEL), helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive.

By offering the research-based Second Step SEL curriculum for Early Learning through Grade 8 in combination with our Bullying Prevention and Child Protection Units, we’ve formed an integrated, comprehensive program that makes a difference in children’s lives. It’s a difference you can feel the moment you open the doors to a Second Step school—a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

Learn more at SecondStep.org or call us at 800-634-4449, ext. 1.