



1. GENERAL

- 1.1 In accordance with the Public Schools Act, school boards are required to ensure that each student is provided with a safe and caring school environment that fosters and maintains respectful and responsible behaviours.
- 1.2 WSD supports Restorative Practices to manage conflict and tensions by focusing on repairing and strengthening student and staff relationships.
- 1.3 The principles of Restorative Practice are based on respect, compassion and inclusivity. The use of Restorative Practices encourages a meaningful engagement, accountability and also provides an opportunity for healing that may take various forms.
- 1.4 WSD believes that alternative measures rather than suspension may be used to address a situation or violation only if it is not inconsistent with the protection of student and staff and the following conditions are met:
 - a) the person accepts responsibility for the act or omission that forms the basis of the violence that the person is alleged to have committed;
 - b) will assist in rehabilitating
 - c) will provide reparations for harm done to students or to the community; and
 - d) will promote a sense of responsibility and acknowledgement of the harm done to students or the school community.
- 1.5 WSD will incorporate a continuum of supports including positive and preventative/intervention approaches and strategies as outlined in the Provincial Code of Conduct and Safe and Caring Schools documents.
- 1.6 WSD shall consider in conjunction with factors such as the overall behaviour management plan of the school, age of the student, the ability of the student to understand the significance of their actions, the welfare of other students and the Individual Education Plan to determine appropriate consequences.

2. DEFINITIONS

- 2.1 Restorative Practice focuses on reconciliation with students and the community at large. It looks at ways of dealing with students by focusing on the harm caused by the incident and resolving the underlying problems that led to the incident instead of simply suspending the student (although Restorative Practice does not preclude other consequences). It also focuses on finding ways that students can make things right for victims and others affected by the incident.

3. RESTORATIVE PRACTICES

- 3.1 WSD shall incorporate Restorative Practices in the classrooms to allow school administrators to exercise flexibility and encourage dialogue between students rather than implementing disciplinary measures. The purpose is to build healthy school communities and restore relationships, and repair harm.



3.2 Restorative Practices may include school or community service, restitution, healing circles and mediation.

4. PREVENTION/INTERVENTION

4.1 WSD will engage in preventative practices and promote social responsibility and positive behavior as outlined in the Provincial Code of Conduct – Appropriate Interventions and Disciplinary Consequences rather than implementing negative consequences.

4.2 WSD will incorporate a continuum of supports including positive and preventative approaches and strategies.

4.3 WSD will use Restorative Practices in determining appropriate consequences for breaches of WSD policies and the Code of Conduct as outlined in the Provincial Code of Conduct.

5. RESPONSIBILITIES

5.1. Chief Superintendent/CEO

The Chief Superintendent/CEO is responsible for the implementation of this policy.

5.2 Superintendent of Education Services

The Superintendent of Education Services shall ensure that Restorative Practices are encouraged as a form of discipline.

5.3 Principal

The Principal is responsible to:

- a) provide training for teacher where necessary in Restorative Practices;
- b) promote a positive climate in the school;
- c) ensure that Restorative Practices are implemented in a fair and consistent manner;
- d) understanding the root causes of the behaviour;
- e) providing counselling and mental health supports (with parental permission);
- f) problem solving with students to identify alternative behavior choices;
- g) communicating and teaching of behavioural expectations;
- h) helping students deal with conflict and learn how to manage emotions;
- i) using Restorative Practices to repair harm to people/ relationships (with parental permission);
- j) resolving conflict through discussion and understanding the harm that has been caused to others because of the student's behaviour;
- k) facilitate family/group conference to discuss the impact the behavior had on others in the school;
- l) in-kind restitution (determined by the Principal) that permits the student to help to restore or improve the school environment by directly addressing the student's behavior (e.g., in cases of vandalism students can work to undo damage they have caused), or by having the student improve the school environment more broadly; and
- m) equip students with the social-emotional and communication skills needed to manage themselves, resolve conflict and develop healthy behavior.



5.4 Teacher

The teacher is responsible to :

- a) support and implement the use of Restorative Practices when appropriate;
- b) promote positive behaviour through effective teaching, an inclusive and engaging curriculum and well managed classrooms;
- c) use of a variety of classroom management techniques such as circle time and peer mediation to sustain student participation and motivation and maximize restorative behaviour;
- d) deal appropriately with misbehaviour using Restorative Practices and appropriate circles;
- e) communicate with parents when necessary and provide reports on matters of mutual concern; and
- f) engaging with in-school reviews of Restorative Practices (e.g. at monthly staff meetings).

5.5 Student

The student is responsible to :

- a) participate in Restorative Practices when appropriate;
- b) show respect for all members of the school community;
- c) respect all school property and the property of other students; and
- d) treat each other and staff members with respect.

5.6 Parents/Guardians

Parents/Guardians are responsible to:

- a) be familiar with Restorative Practices that may be used to address concerns and support its implementation;
- b) cooperate with teachers if their child's behaviour is causing difficulties for others;
- c) communicate with the school regarding any problems that may affect their child's progress or behaviour.

6. APPEAL

Parents/Guardians are encouraged to raise issues/concerns to the Principal or the Superintendent of Education Services. If further assistance is required, where there is no resolution at the school level, parents may contact the Board and Community Liaison Officer.