WELCOME TO THE

RESTORATIVE JUSTICE WORKSHOP
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and
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www.YouthTransformationCenter.org
PLAN FOR THE DAY

- Demonstrations of 3 models: formal; informal, and circles)
- Video of New Orleans Rethinkers
- Formal model process
- Informal process
- Circle questions
- Video of West Philadelphia High School
- Q&A.
How can you create the **worst** possible school (or juvenile detention centre) environment in order to **prevent** youth from being successful?

Answers from Maltese youth: no discipline, no rules, no caring attitude, teachers bullying the students, teacher who feels inferior to students, aggressive attitudes, forced discipline, favoritism, not showing that you’re doing things for the common good, yelling, teachers abusing authority, students disrespecting authority.
VIDEO

New Orleans
“Rethinkers”

http://www.youtube.com/watch?v=mVxfJjEugZQ&feature=player_embedded
You will find all information in this workshop covered in detail in:

Taking RESTORATIVE JUSTICE to Schools
A Doorway to Discipline
J. Holtham

Page references will be seen on each slide
Model #1

FORMAL
RESTORATIVE JUSTICE
PROCESS
Maltese Youth Leaders Demonstrate
The Formal RJ Circle Dialog
There are three key stakeholders in any offense or crime, the offender, the victim (person harmed), and the community. Restorative justice brings them together to repair the harm to the greatest extent possible.

In the conventional punitive system the state government steps in as the pseudo victim which fails to address the needs of the real victim(s) and the community that has been harmed.
THE OFFENSE
THE REFERRAL
(for example from the school principal, or the judge, or a probation officer, a correctional officer, or a parent)
THE TELEPHONE CALL TO THE OFFENDER
THE "PRE-CONFERENCE"
WITH THE OFFENDER
(and perhaps a parent or teacher or coach)
THE TELEPHONE CALL TO THE VICTIM (THE PERSON THAT HAS BEEN HARMED OR OFFENDED)
THE

“PRE-CONFERENCE”

WITH THE VICTIM

(and a parent, or teacher, or supporter)
THE FORMAL CIRCLE DIALOG
(“RESTORATIVE JUSTICE CONFERENCE”)

Includes the “Confidentiality Agreement” and the “Agreement” to be signed regarding consequences
PUNITIVE VS RESTORATIVE CONSEQUENCES

Must be specific, meaningful, relevant, achievable, and measurable
THE FOLLOW-UP

(check in with the offender and victim to see how things are going mid way)
THE WRITTEN REPORT
(back to the referring agency: the school, the judge, etc.)
THE EVALUATION

Provide a satisfaction survey at the end of the RJ Conference

Collect empirical data to prove beneficial results
Model #2

INFORMAL
RESTORATIVE JUSTICE
PROCESS
(for less serious incidents such as classroom disruption)
3 PRIMARY QUESTIONS USED IN THE RESTORATIVE JUSTICE CIRCLE DIALOG “CONFERENCE”

What happened?
Who did it affect and how?
What can be done to repair the harm?
Model #3

CIRCLES

(to build community; create bonding; reduce discipline problems through connectivity)
VIDEO

W. Philadelphia High School
TEACHERS SAY
“ I DON’T HAVE TIME”
How much time is taken away from learning for discipline?
If you could reduce discipline by 60-95%, how much time could then be devoted to teaching?
To be fully successful, restorative justice MUST NEVER be used as a “punishment”!
It should be introduced as an OPPORTUNITY!
SHAME

The goal is to keep youth accountable, not to damage their spirits.

*Shame is translated ‘There’s something wrong with me’ rather than ‘I did something wrong.’ When we shame children, we offer them no way out.*

~H. Van Scoy, Ph.D

There is a vast difference between stigmatizing shame and reintegrative shame. One leaves a child hopeless, the other hopeful and more able to make amends.

~John Braithwaite, new Zealand Criminologist (*Crime Shame and Reintegration*)

*Shame is used as a tool of cruelty, and its victims often become cruel themselves.*

~David Hawkins (*Power vs Force*)
The most successful restorative justice schools use BOTH the formal process and CIRCLES.

The investment of time in circles will reduce the need for the formal RJ process.
YOUTH make the ideal RJ facilitators in schools

Their peers listen to them!
Believed that increasing punishment to deal with students’ accelerating confrontations, but, instead it made things worse. After a costly increase in broken windows, the sense of community eroded and staff-pupil relations turned to an “us vs them” environment. After instituting a restorative justice approach, they found students letting go of their angry and abrasive behaviors and even encouraging their peers to take ownership of their behaviors.
ACADEMICS

You cannot separate behavior from academics. When students feel good and safe and have solid relationships with teachers, their academic performance improves.

~David Piperato
(former principal Palisades High School, Pennsylvania)
BOOMERANG

Is particularly effective in schools as well as youth detention centres (prisons) for youth that are transitioning back to community

For more information: www.YouthTransformationCenter.org
“Taking Restorative Justice to Schools: A Doorway to Discipline”

Available on Amazon.com or Barnesandnoble.com

$19.95 ~ €15.50
THANK YOU!

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