

Key Characteristics of Classrooms That Support Restorative Practices

- The quality of interpersonal relationships and building and maintaining positive classroom and school community is the most important foundational guiding principle in the school/classroom
- School community members, including students and family members are given a strong voice in building relationships/community as well as repairing those relationships and community when harm has been done
- Positive classroom climate inclusive of all students, where students have a strong sense of belonging rather than being at risk for exclusion
- Students experience positive learning relationships with the teacher and with one another, feel safe, have a high regard for their class, and are given the opportunity to make things right when things go wrong
- Culturally responsive pedagogy underpins the teacher's approach to the diversity in the classroom
- The teacher focuses on students' strengths, rejects deficit explanations for failure, and takes agency for successful educational outcomes for children and youth
- Families feel welcomed by the teacher and able to visit the classroom freely, participate in activities designed for them with the teacher, regularly receive information about how their young person is doing, and are involved in supporting their child's education as appropriate, including collaborating actively to address problems
- Average daily attendance is high, all absences must be excused for valid reasons, and there is timely daily follow-up by the teacher and the school when students are absent or tardy
- Students receive support and encouragement to meet their educational and social-emotional needs, including positive classroom relationships with peers, teachers with high expectations, and established pedagogies that enable them to achieve to the best of their abilities
- Reasonable and well-understood behavior expectations for children and youth are agreed, specified, and shared within the classroom
- Restorative Classroom Practices provide clear definitions of behavior and the process for determining appropriate consequences are in place, known to students and communicated with families
- Ongoing back-up supports are in place, including threat assessment, crisis management and in-school locations within the school to deal with serious behavior
- Restorative practices and mutual response are the foundations for interactions within the classroom community, rather than retribution, exclusion and punishment
- Agency is promoted with responsibility to add value to every student's achievement each year without exception or excuses attributed to background characteristics or challenges such as socioeconomic, linguistic or environmental circumstances