Developing ACCOUNTABILITY THROUGH Restorative Disciplining
Overview

Developing Accountability Through Restorative Disciplining is a supplementary handbook that highlights the use of restorative values and practices across various settings. Restorative Disciplining is adapted from the principles of Restorative Justice.

The handbook is divided into three segments - Understanding Restorative Justice, Values into Action, Resources and aim to assist those who are keen to apply the values in disciplining youths.
Understanding Restorative Justice
Restorative Justice

“... a process whereby all the parties with a stake in a particular offence come together to resolve collectively how to deal with the aftermath of the offence and its implications for the future”

The Pillars

Restorative Justice

- Focuses on harms and needs
- Obligations (to put right)
- Engagement (of stakeholders)

Zehr & Gohar (2003)
## The Values

<table>
<thead>
<tr>
<th>Respect</th>
<th>Responsibility</th>
<th>Restoration</th>
<th>Reintegration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth accepted</td>
<td>Responsibility of youth, victim,</td>
<td>Restore relationships and harm done to</td>
<td>Opportunity for youth to be forgiven and accepted</td>
</tr>
<tr>
<td>as an individual</td>
<td>parents and residential care staff</td>
<td>victim</td>
<td>back into the community</td>
</tr>
<tr>
<td>To rebuild youth’s</td>
<td></td>
<td></td>
<td>Greater accountability for youth to refrain from</td>
</tr>
<tr>
<td>self-esteem</td>
<td></td>
<td></td>
<td>allowing incident to reoccur</td>
</tr>
<tr>
<td>To reintegrate</td>
<td>Youth to make an effort to understand impact of incident on victim</td>
<td>Acceptance of youth back into community</td>
<td></td>
</tr>
<tr>
<td>youth back into</td>
<td>Youth to try to rectify situation</td>
<td>Peacemaking and dispute resolution</td>
<td></td>
</tr>
<tr>
<td>community</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Restorative Practices

Restorative practices are based on a restorative justice view that offenses represent **conflict between people** that is best addressed by working to **restore relationships and making things right**, not by blaming and punishing that is focused on retribution.

Zehr (1990)
Restorative Disciplining

Restorative school discipline is a whole-school ethos or culture comprising *principles* and *practices* to support *peacemaking* and *solve conflict* through *healing* damaged *relationships* and *making amends* where harm has been done while preserving the *dignity* of everyone involved.

Source: McCluskey, Lloyd, Kane, Riddell, Stead & Weedon (2008); Varnham (2008); Zehr (1990)
Establish strong relationships between parents and youths, staff and youth.

(Wachtel, 2013)
The level of formality of restorative disciplining is employed according to severity of the incident.
Restorative Disciplining
Principle 3

Effective and timely intervention.

Restorative disciplining must be used as immediate as possible.

Parties involved are sufficiently calm and willing to engage in conversations to resolve the issues.

(Wachtel, 2013)
Values into Action
“I didn’t realise that waking up late affected so many people...”

Applying RJ Values For Parents

RJ values can be applied during times of disagreement, regardless of the nature of the incident.
Values in Action

All parties – both the parents and the youth – should be sufficiently calm before engaging in conversation concerning the incident. Parents can role model by taking the first step to apply respect as the first value. This provides the opportunity to explain the situation to the youth.

Showing respect provides the opportunity for the other RJ values to be used.

The youth may still be angry, but it is important for parents to remain calm.
Values in Action

It is important that the youth is not judged for his past behaviour. Parents can facilitate reintegration by trusting the youth and consistently keeping him accountable for his actions.
It is relationships, not programmes that change children... Young people thrive when adults care about them on a one to one level and when they have a sense of belonging to a caring community.

– Bill Milliken, Founder of Communities In Schools

**Respect**

Respect involves valuing and maintaining the resident’s self-esteem. This can be done by ensuring that he has a chance to explain themselves.
Responsibility
In this case, the residential care staff reflected upon the processes and practices in the residential facility and found a potential area of improvement that could be further strengthen and aligned with restorative disciplining.
Restoration
This comic depicts the aftermath of a discipline committee meeting for a conflict between the resident and a staff. After actions were taken to address the incident, the staff attempted to repair the harm that might have been done to their relationship. The staff took the first step in engaging the resident. It is important to note that the engagement should be focused on reparation of the relationship and on blaming any parties.
Reintegration
It is important that the resident is not continuously judged based on past incidents. The resident can be better reintegrated into the community when he is given the opportunity to participate or rejoin the activities at the residential facility. This facilitates his sense of belonging to the community and his adherence to the rules. The residential facility ought to model an environment that provides residents with opportunities to grow and be accountable for their actions. This includes accepting residents as they are, in spite of past incidents.
Resources
Intensive intervention

Hostel-wide prevention practices

Problem-solving

Restorative Disciplining: Resolving Conflicts

- Repair harm done
- Focus on accountability
- Rebuild relationships and reintegrate

- Prevent harm
- Resolve differences
- Build social-emotional capacity

- Develop and strengthen positive relationships
- Common values and guidelines
- Develop social-emotional understanding and skills
- Sense of ownership and belonging to community

Intensive intervention

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The RJ values – respect, responsibility, restoration, and reintegration – need to be translated into action. Whenever an incident occurs, it is the responsibility of the youth’s parents, the residential staff, and/or his probation officer to address the incident with him using the framework. Restorative disciplining involves everyone who has a stake in the youth’s rehabilitation process.
Restorative Disciplining: Key Questions

Here are some of questions that parents or residential care staff can ask the youth to help facilitate restorative disciplining through application of RJ values.

### When things go wrong
- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

### When someone has been hurt
- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Source: [www.iirp.org](http://www.iirp.org)
Useful References

http://www.realjustice.org
*International Institute for Restorative Practices*

The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators
*by Bob Costello, Joshua Wachtel & Ted Wachtel*

Restorative Justice Conferencing: Real Justice & The Conferencing Handbook
*by Ted Wachtel, Terry O'Connell & Ben Wachtel*
Restorative justice is not a map but the principles of restorative justice can be seen as a **compass** pointing a direction. At minimum, restorative justice is an invitation for dialogue and exploration.

Zehr & Gohar (2003)
The Restorative Team

For any feedback or suggestions, feel free to contact our advisor from Probation Service at Razwana_Begum_ABDUL_RAHIM@msf.gov.sg

Special thanks to BitStrips for the comics (:}