

School Safety & Restorative Justice

By: Brian Mannas MEd

Project Specialist II: Martin Middle School

***Community and Social Change Consultant:
Intentional Connections***



After Lunch Check-In



 **HOW ARE YOU FEELING
RIGHT NOW?**

				
Terrible	Not Good	So-So	Good	Great



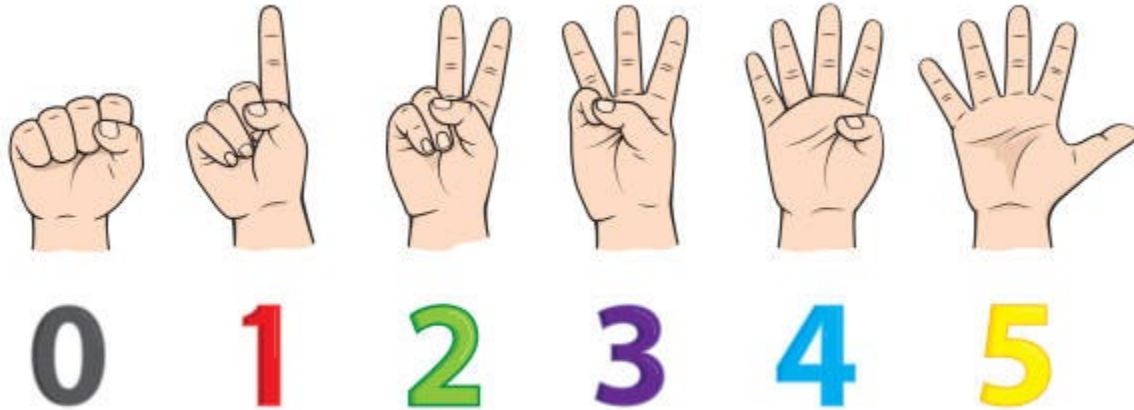
Table Activity

Find something you all have in common



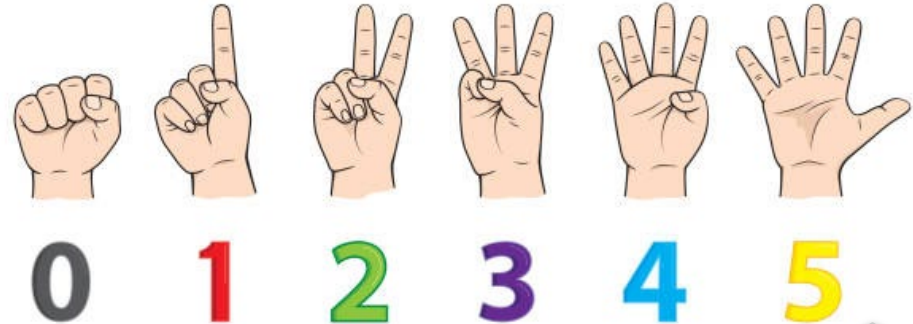
Knowledge of:

Restorative Practices & Restorative Justice



Restorative Practices:

Practices that build, maintain and repair relationships to foster a sense of community and address harm.



Restorative Practices:



Repair relationships when harm is done.



Me reading my list

of takeaways
from this session.





As we discuss restorative justice and discipline, we are going to learn how we can achieve justice by...



Connect Consequences

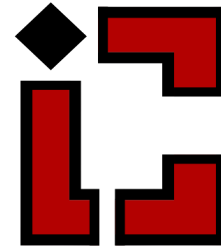




About Me: Brian Mannas



VISTA
Volunteers in Service to America



Restorative Practices Tiers



**Restore
Relationships**

Tier 3: **Responding** to harm done and restoring relationships. (Restorative Justice)
Goal: Restore harm and relationships.

**Reduce
Negative
Behaviors**

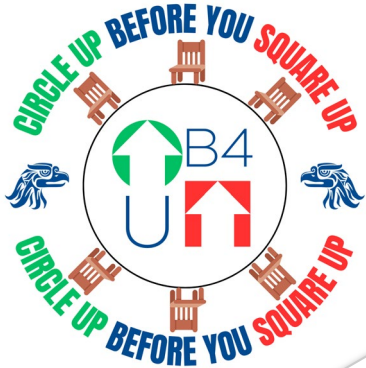
Tier 2: Strategic **Intervention** with targeted populations.
Goal: Reduce crime and antisocial behavior.

Build Community

Tier 1: **Prevention** strategies that build and strengthen relationships.
Goal: Build healthy community.



Martin Middle School RP Tiers

<u>Tier 1</u>	<u>Tier 2</u>	<u>Tier 3</u>
<ul style="list-style-type: none">• Staff Restorative Circles During PD• SEL and CP&I, PBIS• Check-ins• The FIRST Five• Treatment Agreements• Restorative Language• Active Listening• Creating Safe Spaces• Greeting students at door	<ul style="list-style-type: none">• CIS (Communities in Schools)• CARY (Council on at-risk Youth)• Small Groups• Reflection Sheets• Restorative Justice Circles• Student Support Services	<ul style="list-style-type: none">• Restorative Justice Circles• Re-Entry Circles• Reflection Sheets  <p>The logo is a circular emblem. The outer ring contains the text 'CIRCLE UP' in green and 'BEFORE YOU SQUARE UP' in red, separated by small icons of chairs. In the center, there is a stylized 'UB4' where the 'U' is blue, the 'B' is green, and the '4' is red, with a house icon integrated into the '4'.</p>
Building	Maintaining w/ Interventions	Restoring



Teachers

- Restorative language (e.g., using “I” statements, empathetic listening)
- Relationship-building conversations with students
- Collaborative classroom agreements
- Community-building circles (e.g., daily or weekly check-ins)



School Counsellors

- Teaching self-regulation and communication skills
- One-on-one relationship-centered check-ins
- Creating safe spaces for student voice and reflection
- Supporting transitions (e.g., new students, returning from suspension)



School Social Workers

- Family engagement circles or meetings
- Building partnerships with students and families
- Trauma-informed relationship practices
- Small group circles for social-emotional support



Administrators

- Leading community circles with staff and students
- Modeling restorative language and leadership
- Building school-wide relational culture
- Creating systems that prioritize connection over compliance



Tier 3



A word cloud illustrating concepts associated with Tier 3 restorative justice. The words are arranged in a cloud shape, with 'restorative justice' being the largest and most central. Other prominent words include 'mediation', 'collaborative', 'victim', 'offender', 'healing', 'active role', 'reconciliation', 'resolution', 'community', 'restitution', 'reparation', 'redeem', 'meaningful', 'humanizing', 'indigenous', 'accountability', 'responsibility', 'meet needs', 'participants', 'inclusive', 'reintegration', 'conflict', 'system', 'holistic', 'voluntary', 'satisfaction', 'make amends', 'relationships', 'constructive', 'negotiate', 'address conflict', 'justice', 'social movement', 'criminal justice', 'rehabilitation', and 'restoration'.

restorative justice

mediation

collaborative

victim

offender

healing

active role

reconciliation

resolution

community

restitution

reparation

redeem

meaningful

humanizing

indigenous

accountability

responsibility

meet needs

participants

inclusive

reintegration

conflict

system

holistic

voluntary

satisfaction

make amends

relationships

constructive

negotiate

address conflict

justice

social movement

criminal justice

rehabilitation

restoration



Traditional vs. Restorative

Traditional, Punitive Justice	Restorative Justice
What rules have been broken? <ul style="list-style-type: none">• Harm outweighs opportunity to heal• Rules are created to react to and match harm without nuance or context	Who/what has been hurt? <ul style="list-style-type: none">• People, relationships, and healing outweigh broken rules• All parties involved have a voice
Who is to blame? <ul style="list-style-type: none">• Justice is achieved through guilt• Directed towards perpetrator, with no acknowledgement of the victim	What are their needs? <ul style="list-style-type: none">• Justice is achieved by identifying needs and repairing harm• Acknowledges the victim and is collaborative
What consequences should be given to them? <ul style="list-style-type: none">• Accountability is equivalent to punishment• No opportunity for amends, repair, or healing	Who is obligated to fulfill these needs? <ul style="list-style-type: none">• Accountability is equivalent to understanding impact• Opportunity for repair and positive outcome



How is justice achieved?



Martin Middle School Discipline Statistics



	Discipline Count	Discipline Count	Discipline Count	Discipline Count
<u>Discipline Type</u>	<u>2020</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
FIGHT	83	69	56	8
ASSAULT INJURY	10	23	7	6
DISRUPT	38	33	36	9



Undesired Behavior



DESIRED OUTCOME

Does traditional discipline and justice achieve this?



Undesired Behavior



DESIRED OUTCOME

Does traditional discipline and justice achieve this?





Suspended a 4th time for fighting

“In order to teach a child,
you must first reach the child”



Teaching \neq Learning



“The risk is too great for our students not to learn these lessons we are trying to teach them in the safety and security of a safe space like school.”



School-to-Prison Pipeline



Zero-Tolerance Policies

**Racial Disparities and
Discrimination**

**Lack of Access to
Resources and Support**

Dropout Rates

**Underfunded Schools and
Inequitable Educational
Opportunities**

Mental Health Issues and Trauma

**Lack of Restorative Justice
Practices**



Teaching \neq Learning

CONNECT
CONTENT





Justice That Promotes Healing

(Empathy, understanding impact, accountability, amends)



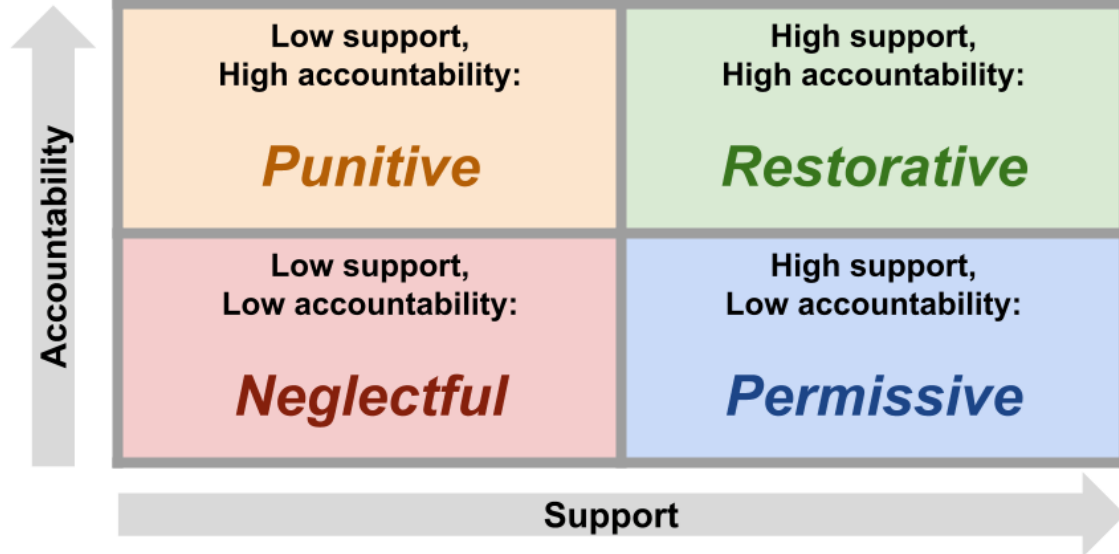
The Restorative Approach



"Social Discipline Window"

TO

NOT



WITH

FOR



How does restorative justice work?

It starts with how we approach discipline.

Beginning with the conversations we have and the questions we ask.

Restorative Questions



Restorative Questions

To respond to challenging behavior...

- What happened?
- What were you thinking 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?

To help those harmed by other's actions...

- What did you think when you realized 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?

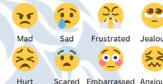
Name: _____ ID: _____ Date: _____

Reflection Questions

What Happened?

What were you thinking at the time?

What were you feeling? Circle all that apply



What have you thought about since?

Who was affected by what happened? How?

What do you need to do to make things right?

What else do you need to move forward and feel supported?

Student: _____

Parent/Guardian: _____



Last week I learned milk can fly



Restorative Questions

1. Who or what has been hurt?
2. What are their needs?
3. Who is obligated to fulfill them and how can they make it right?



Table/Group Discussion:



*Using the milk can fly example...
What could each system of justice look like?*

Traditional

1. What rules have been broken?
2. Who is to blame?
3. What consequences should be given to them?

Restorative

1. Who or what has been hurt?
2. What are their needs?
3. Who is obligated to fulfill them and how can they make it right?



How did they make it right?



I am sorry for breaking your trust. I know it will take time to earn it back, but I am willing to do whatever it takes

WISHGRAM



DESIRED OUTCOME

Less likely to repeat offense?



Restorative Questions

To respond to challenging behavior...

- **What happened?**
- **What were you thinking 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?**

To help those harmed by other's actions...

- **What did you think when you realized 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?**



Mr. Brian's Circle Space



When might we use a circle?



When more than a conversation is needed and two people need to express their viewpoints.

- One girl makes her best friend choose between her and someone else.
- Rumors are starting to spread that one student is saying bad things about another.
- A student feels like the teacher is singling him out and he is unwilling to go to class.
- A student throws a rock and hits a teacher in the head sending him to the hospital.
- A teacher's car window gets broken.
- Someone starts dating their friend's ex.
- Circle is a safe space where healthy conflict resolution occurs and healing can happen.



Any room will work! It just needs to be a circle.



Skills Practiced During Restorative Circles

Having a Conversation	Negotiating	Dealing with Someone Else's Anger
Asking a Question	Using Self-Control	Accountability
Empathy Towards Others	Avoiding Trouble with Others	Rewarding Yourself
Asking for Help	Keeping Out of Fights	Expressing Affection
Following Instructions	Knowing Your Feelings	Gathering Information
Apologizing	Responding to Failure	Getting Ready for a Difficult Conversation
Convincing Others	Dealing with Contradictory Messages	Setting a Goal
Responding to Persuasion	Deciding What Caused a Problem	Dealing with an Accusation
Understanding the Feelings of Others	Dealing with Group Pressure	Deciding on Something to Do
30+ Social and Emotional Skills	Arranging Problems by Importance	Reflective Thinking
	Listening to Others	Asking Permission



Restorative Questions

To respond to challenging behavior...

- What happened?
- What were you thinking 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?

Name: _____ ID: _____ Date: _____

Reflection Questions

What Happened?

What were you thinking at the time?

What were you feeling? Circle all that apply



Mad



Sad



Frustrated



Jealous



Hurt



Scared



Embarrassed



Anxious

What have you thought about since?

Who was affected by what happened? How?

What do you need to do to make things right?


What else do you need to move forward and feel supported?

Student: _____

Parent/Guardian: _____



Circle Guidelines

speak from the heart 

Your truth, your experiences, your perspective



listen from the heart

Let go of stories that make it hard to hear others

Trust that you'll know

what to say



No need to rehearse



say just enough

Without feeling rushed, be concise and considerate
of the time of others





Individual Preparation

- Facilitator meets individually with each person involved in or impacted by the harm



Restorative Circle

- The person(s) harmed and the person(s) who harmed meet in a circle discussion centered around addressing the harm, its impacts, and the needs of each person to restore justice



Accountability Agreement and Follow-Up

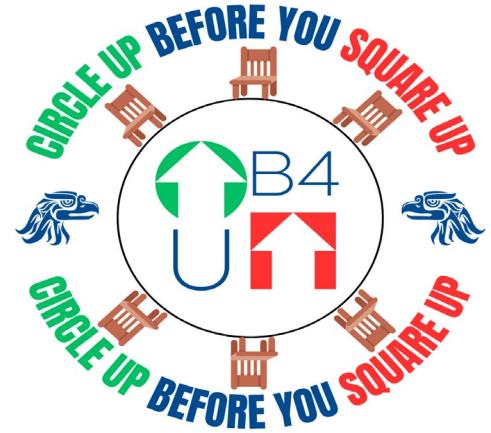
- The person(s) harmed and person(s) who harmed co-create an agreement that defines the steps toward address the needs of the person(s) harmed



1. What happens if they don't want to circle?

1. Circle is not mandatory we don't force this process.

1. Wait till they are ready and swap reflection sheets if they never are.



Balancing Safety and Restorative Practices



Stay Calm, Keep It Safe

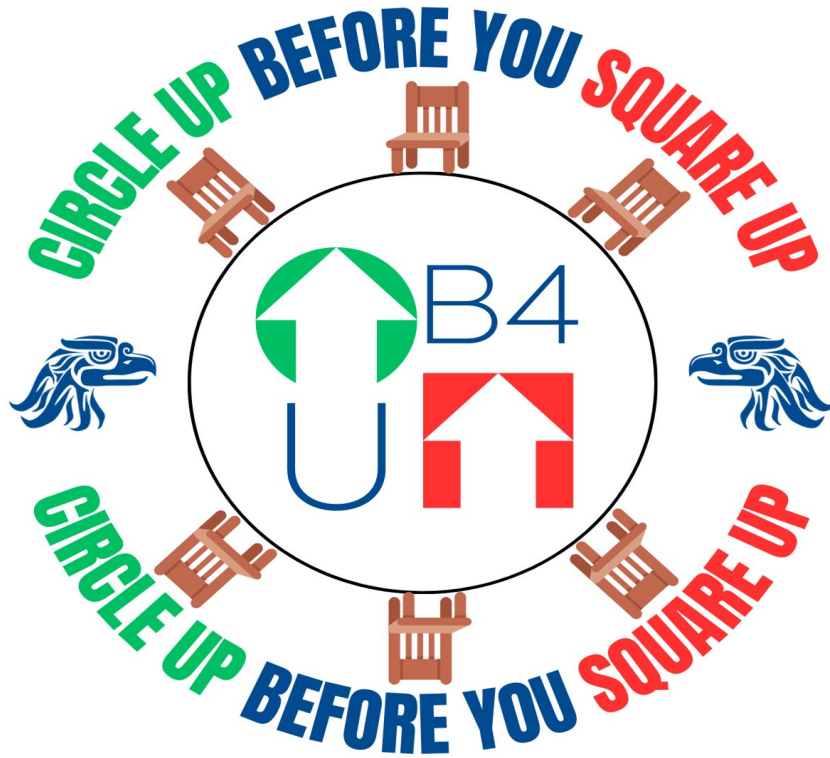
In tough moments, speak calmly, listen actively, and avoid raising your voice. Help students feel heard and reduce tension before anything else.

Example: When conflict happens, adults should stay calm and give students space to express themselves respectfully.

Safety First, Restorative Second

Make sure everyone is safe first. Once things settle, use restorative practices to rebuild trust and strengthen relationships.

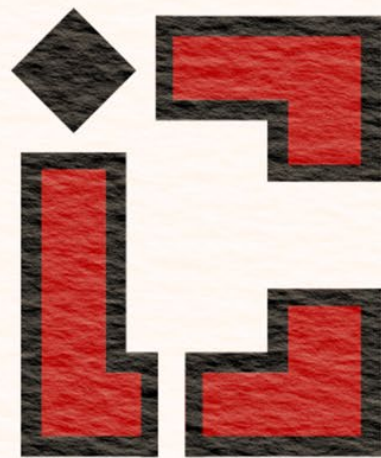




Building a
restorative culture
takes time.

But you can start
with these
intentional questions
and conversations.





INTENTIONAL CONNECTIONS

“LINKING PEOPLE AND IDEAS, UNLOCKING POTENTIAL”



BRIAN MANNAS, MSED.

COMMUNITY AND SOCIAL CHANGE CONSULTANT

TRAININGS

CONSULTING



WORKSHOPS

TEAM BUILDING



BRIANMANNAS@GMAIL.COM



(512) 207-0370



Affective “I” Statements Practice

Affective statements express how someone's behavior impacts you, either positively or negatively. They provide a non-judgmental alternative to comments that could lead to confrontation or conflict.

Below is a sentence frame that can help formulate an affective statements:

I feel (state the impact)

When (identify the behavior)

Because (the effect on you)

What I'd like is (state the preferred action)

Example: I feel hurt when I hear people speak unkindly to each other. What I'd like is for all of us to be mindful of our words and speak respectfully to each other.

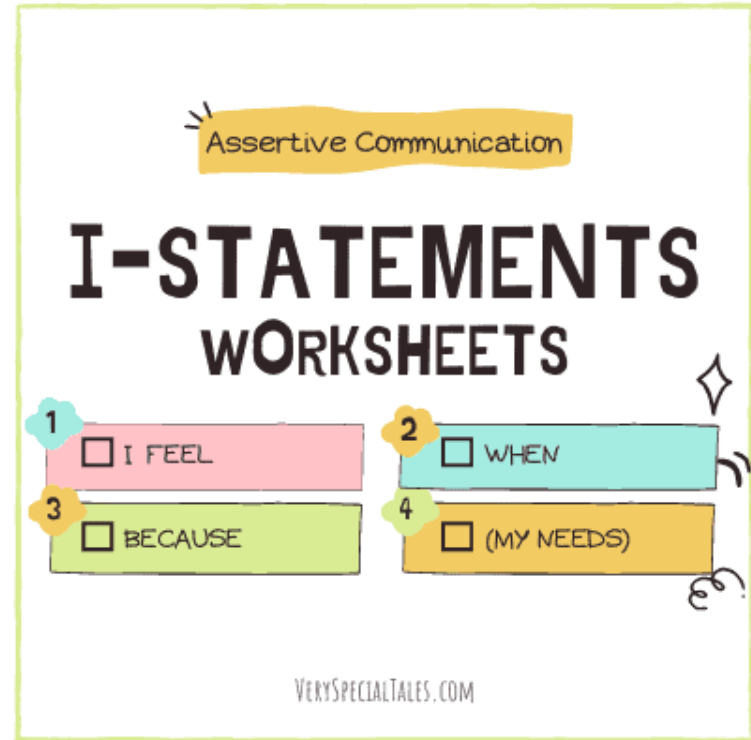
I will give an example of a “You” statement
vs an “I” statement. I need a volunteer.



Using "I" Statements

I statements allow individuals to express their own feelings and needs without blame, improving communication and relationships.

"YOU" STATEMENT		"I" STATEMENT
"You always forget to take out the trash"	VS	"I feel frustrated when the trash isn't taken out on time"
"You're always late"	VS	"I feel disrespected when you're consistently late for our plans"
"You're always on your phone"	VS	"I feel ignored when you're on your phone during our conversation"
"You never listen to me"	VS	"I feel invisible when you don't take the time to hear how I feel"
"You're so lazy"	VS	"I feel disappointed when things aren't done on time"



Building Empathy and Active Listening Skills, Victim-Centered Approaches, Offender Accountability and Responsibility, Restorative Conferencing and Circles, Conflict Resolution Techniques, Trauma-Informed Approaches, Community Engagement and Collaboration, Alternatives to Punitive Measures.

