

<p><b>INTERLAKE SCHOOL DIVISION</b></p>	<p>Reference Number: D-4(R3)  Title: Behaviour Management Model Restitution Practices  Department: Division Administration  Legal Reference:  Cross Reference:  No. of Related Forms:</p>
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**INTRODUCTION**

The Interlake School Division (ISD) Behaviour Management Model, based on restitution practices, is written with the intent to provide a safe and respectful environment for all students. The ISD has embraced the philosophy of restitution and has implemented restitution strategies to help students make positive behavioral choices. Focusing on helping students learn a better way to be is more effective and sustainable than focusing on misdemeanors and punishment. Developing positive relationships is the foundation for the success of restitution processes. Thus, the ISD is committed to developing a warm, caring environment where positive relationships flourish, and to making a paradigm shift away from punishment focused forms of discipline towards a more positive behavior management system.

**1. WHAT IS RESTITUTION?**

The premise of restitution is to give students the opportunity to fix their mistakes and return them to class strengthened (Gossen, 2004). Restitution is a three step process:

- i) stabilize students’ identity by letting them know that it is okay to make a mistake as that is how we learn,
- ii) validate the need behind the behavior (love and belonging, freedom, power, fun, survival), and
- iii) seek the belief that needs to be upheld (eg. respect, responsibility, safety).

The restitution process teaches students to seek solutions to problems and to consider what kind of person they want to be. The restoration of relationships is pivotal in the restitution process. Ultimately, the goal of the restitution process is to help students make better behavioral choices thereby creating a safe learning environment for all.

**2. SCHOOL BELIEFS AND BOTTOM LINES**

All schools in the ISD have established school beliefs and bottom lines to support restitution practices. School beliefs in all schools are centred on respect,

responsibility, and safety. A bottom line is any action that compromises a school belief, and, as such, bottom lines are established to support school beliefs.

If a student violates a bottom line and is not prepared to fix his/her mistake, then a consequence follows. Consequences may result in, but are not limited to, loss of privileges, community service, an in-school suspension, or an out-of-school suspension.

It is our hope that students will learn to effectively fix their mistakes thereby making their classrooms and schools safe and respectful for all. The establishment of bottom lines and school beliefs are critical for safety and respect to be upheld.

If a suspension is the result of a bottom line violation the following process is to be followed:

Notification of a suspension shall be made to:

- a. the Superintendents Department using the *Notification of Suspension* form D-4(R3-F1) along with a copy of the letter to the parent. In cases where the suspension involves a violent incident a *Violent Incident Report Form* D-4(R3-F2) will also be completed and submitted; and
- b. the parent/guardian and to the student if the student is an adult, verbally and then by letter.

The letter to the parent shall contain the following information:

- a. duration, beginning and ending dates of suspension;
- b. a description of the conduct for which the student was suspended;
- c. any other extenuating circumstances which may exist; and
- d. an explanation that when students are suspended from school, they are also suspended from any school-sponsored activities that occur in any school or on any grounds in the division during school hours and any school-sponsored activity regardless of venue (i.e. hockey rink).

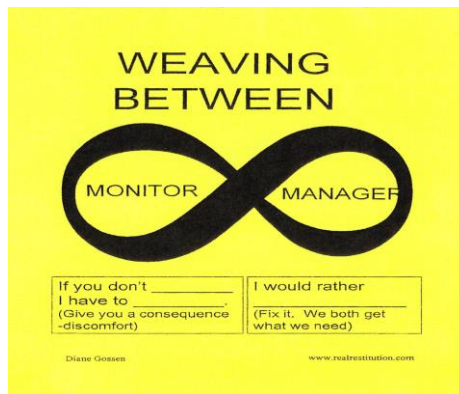
**Appeal of Suspension:**

- a. An appeal of a suspension of five (5) days or less shall only be heard by the school principal.
- b. An appeal of a suspension greater than five (5) days shall be heard by the Interlake School Division Board of Trustees.
- c. The student will be required to remain out of school for the duration of the suspension or until the appeal is satisfied.

### 3. RESTITUTION STRATEGIES

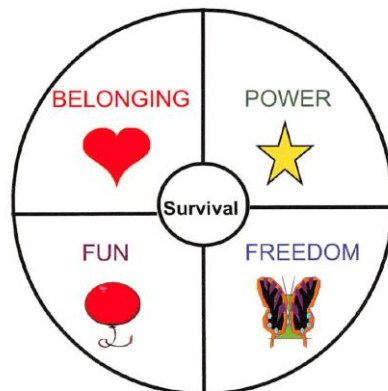
The following are a few restitution strategies that can be used to deal with student behaviour:

- i) **Weaving** - Staff continually weave between monitoring and managing student behavior. In the monitor position, staff enforce rules and use consequences, whereas in the manager position the focus is on school beliefs and fixing the problem. To effect change, staff often have to weave between these two positions.



- ii) **Needs Inventory** – An important part of the restitution process is finding the need behind the misbehavior. The five basic needs are survival, belonging, power, freedom, and fun. All behavior is motivated to meet one or more of these basic needs.

### BASIC NEEDS CIRCLE



A needs inventory helps students understand the needs that motivate their behavior. When these needs have been identified, students can then move forward and find more positive ways to get their needs met.

- iii) **Social Contracts** – Classroom teachers can develop social contracts together with students to identify what a quality classroom looks like, sounds like, and feels like. Social contracts identify classroom beliefs and expectations that need to be upheld.

Gossen, D. (2004). *It's All About We: Rethinking Discipline Using Restitution*. Saskatoon, SK: Chelsom Consultants Limited.