



Preparing Today's Learner for Tomorrow

Administrative Procedure 3040

Behaviour Management Model - Restitution

Board Governance Policy Cross Reference: [1, 7, 12](#)

Administrative Procedures Cross Reference:

[Code of Conduct](#)

Form Cross Reference:

Legal/Regulatory Reference:

The Interlake School Division strives to provide a safe and respectful environment for all students. To this end, the Division embraces the philosophy of restitution into its Behaviour Management Model with the intent 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 Division is committed to developing a warm, caring environment where positive relationships flourish, and shift away from punishment focused forms of discipline towards a more positive behavior management system.

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:

1. Stabilize students' identity by letting them know that it is okay to make a mistake as that is how we learn;
2. Validate the need behind the behavior (love and belonging, freedom, power, fun, survival);
3. Seek the belief that needs to be upheld (e.g. 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.

School Beliefs and Bottom Lines

All schools in the Division 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. See [Code of Conduct](#).

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.

Restitution Strategies

The following restitution strategies can be used to deal with student behaviour:

1. **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.



2. **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.

3. **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.