**Restorative Practices – An Overview**

Restorative practice (RP) has deep roots in Native and Indigenous communities.It is now widely used across the educational field. SDUSD, UCSD, SDSU, and UCSF are among the institutions that have adopted it.

At its core, RP is about building strong relationships, aiming to proactively strengthen communities and prevent harm and conflict. When issues arise, RP then can be used to address and attempt to repair harm when it happens, and holding ourselves accountable to each other. That applies to all of us: students, faculty, classified professionals, administrators, and managers alike. In other words, RP isn't just about student accountability.  It's meant for the whole campus.

Restorative practice strengthens relationships proactively and repairs them when harm occurs, so the whole institution becomes a place where people feel they belong and can grow.

**What Does RP Look Like?**

- In classrooms,when conflict arises, community-building circles, co-created class agreements, and restorative conversations help students and faculty feel connected and accountable to one another.
- In conduct situationsfacilitated dialogues or restorative conferences serve as an alternative or complement to traditional sanctions, focusing on repairing harm and reconnecting the student to the campus community.
- Among us employees restorative circles at department, division, or committee meetings build trust. Restorative conversations help resolve workplace conflict and repair relationships after difficult decisions, reorganizations, or tensions between groups.
- In leadership and governance  decisions get made *with* people rather than *to* or *for* them. That means being transparent, including those affected, and listening before acting.

**Potential Impact**

- Relationships are treated as the foundation of our work, not an afterthought.
- When harm happens at any level, we ask the same questions: *What happened? Who was affected? What do we need to do to make it right?*
- Accountability comes with support, not shame.
- Leaders and administrators model the practices; it is not only expected of students and front-line staff.

**Key Boundaries**

- Participation in responses to harm is *voluntary*. This is critical.
- RP works alongside HR processes, union contracts, Title IX, and conduct policies. It does not replace them.
- *RP is not suitable for every situation*, such as safety threats or serious power imbalances.