

Myths About Restorative Practices And How To Address It

When held by members of the school community, the following myths can ultimately undermine any progress made by RP in changing school climate.

Myth	Reality
RP will eliminate "misbehavior"	RP, if implemented properly, will reduce discipline issues in the building.
RP will be successful with every student	RP should be attempted with every student, but some students may require additional social-emotional or mental health supports. Victim-offender mediation is not recommended for bullying or sexual harassment.
RP will work immediately and every time	RP are social skill building strategies that take time and practice.
RP are only used to address student "misbehavior" and conflict	RP should be used to address any conflict among students and educators in the building.
RP are too soft. There are no consequences and no one is accountable.	There are consequences, but those consequences are unique to each conflict and may not always be publicly known. In a restorative meditation, both parties are held accountable for their actions.
RP are just the RP Coordinator's responsibility	Creating and sustaining restorative culture requires active participation from all educators in the building.

How to Address Myths:

- Ensure a space for educators to voice concerns to an expert in RP who can be part of the process to dispel myths by countering with realities.
- Provide training "booster sessions" periodically, but especially when the goals of RP become unclear.
- Be transparent about the ladder of interventions used for students when they are referred to a restorative process. At the conclusion of a mediation, be sure any involved parties are aware of the repair pieces being completed.
- Be clear about the expectations of RP from the beginning-- do not promise a fix to all school problems, but instead explain the purpose and realities of restorative practices.