

The logo for Restorative Justice Week 2023 features a large, stylized purple and blue graphic on the right side, resembling a globe or a sphere with flowing lines. The text "Restorative Justice Week 2023" is written in a bold, serif font, with "November 19-26" below it in a smaller, sans-serif font. The background is white with a subtle grid pattern.

**Restorative  
Justice  
Week 2023**  
November 19-26

Inspiring *innovation*

**Lunch & Learn**

**Presented by Dr. Alana Abramson & Jennifer Jordan**

**November 24, 2023**

# TERRITORIAL ACKNOWLEDGMENT

We work, study, and live in a region south of the Fraser River which overlaps with the unceded traditional and ancestral lands of the Kwantlen, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt and Kwikwetlem peoples.



***RESTORATIVE JUSTICE IS A RESPONSE TO HARM  
THAT SEEKS THE DIRECT INCLUSION OF ALL  
INVOLVED IN EFFORTS TO MEANINGFULLY ADDRESS  
THE HARM, ADDRESS NEEDS, AND FOSTER RENEWED  
RELATIONSHIPS.***



# COMPARING RESPONSES TO HARMFUL BEHAVIOUR

## Typical Responses

- Focuses on assigning responsibility and culpability and administering penalties or educative outcomes
- Affected parties often excluded from process
- Backward-looking: what happened?
- Adversarial
- Deals only with issue at hand; may add to injustices already suffered

## Restorative Responses

- Active accountability
- Focuses on meeting needs of all parties, power with
- Affected parties central to the process
- Forward-looking: what happens now?
- Dialogue-based, relational, voluntary
- Looks at underlying causes; separates the doer from the deed
- Is educative and skill-enhancing, preventative, reparative and reintegrative



# GUIDING PRINCIPLES

- Relationship
- Respect
- Responsibility
- Repair
- Reintegration





## Roots

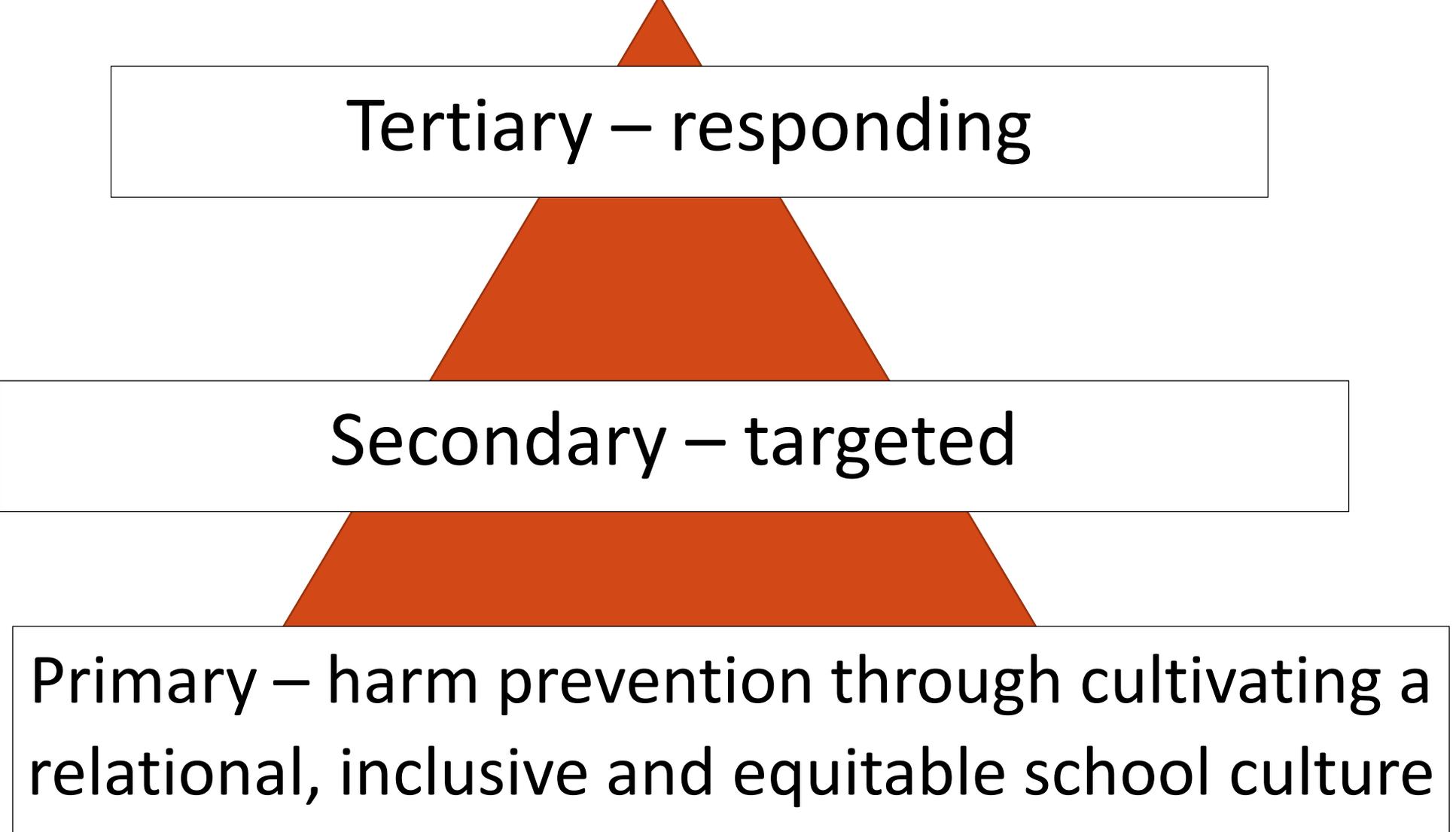
- Indigenous ways of knowing and being from around the globe
- Penal abolition
- Alternative dispute resolution
- Community justice
- Faith traditions
- Research in relation to social and emotional learning

## Branches

- Legal context
- Family systems
- Community
- Truth & Reconciliation efforts
- Schools at all levels



# WHOLE-SCHOOL APPROACH (MORRISON, 2007)



Tertiary – responding

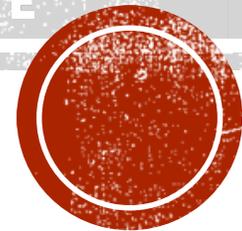
Secondary – targeted

Primary – harm prevention through cultivating a relational, inclusive and equitable school culture



# STUDENT RIGHTS AND RESPONSIBILITIES OFFICE (SRRO)

C O M M U N I C A T E > R E S P E C T > C A R E





Our office works with the KPU community to handle non-academic issues, behaviors of concern, and incidences of sexualized violence and misconduct.

**Our office administers:**

- KPU's Policy (ST7) Student Conduct (Non-Academic)
- KPU's Policy (SR14) Sexualized Violence and Misconduct

**KPU Bylaws and Policies:**

- [kpu.ca/policies](http://kpu.ca/policies)





# Background



**History & development of how SRRO has come to apply RJ to situations of non-academic misconduct**



# POLICY ST7 – STUDENT CONDUCT (NON-ACADEMIC)

**Restorative Justice:** an approach to addressing and preventing non-academic conduct breaches, based on a recognition of the importance of building and repairing relationships and addressing the needs of all key parties.

- 2. Investigating an Allegation
- d. Informal, Alternate and/or **Restorative Justice Resolution**
- ii. At **any stage** of an Investigation, the Director or designate may, if the Director or designate considers it appropriate in the circumstances, recommend that the Respondent, Complainant, and, if applicable, the University enter into an informal, alternate and/or Restorative Justice resolution process. **This option is voluntary and must be mutually and voluntarily agreed upon** by the Respondent, Complainant and the applicable University official on behalf of the University.



When incidents are referred to the SRRO, one of the things we do is assess what has occurred from the perspective of the six guiding questions of RJ (Zehr, 2015):

1. Who was harmed?
2. What are their needs?
3. What obligations does this create and who is responsible to meet these?
4. What are the underlying causes?
5. Who else are stakeholders?
6. How do we involve those stakeholders?

Thinking about an incident from this perspective can guide our response and can also frame how we summarize and communicate about an incident.



# WHAT DOES THIS LOOK LIKE IN PRACTICE?

- Working relationally with the KPU Community
- Wherever possible, giving students voice and choice
- Asking restorative questions of both the person harmed and the person who caused harm
  - What was the harm caused
  - Who was harmed
  - What was the impact
  - What are their needs
  - How can those needs be met
- Focusing on accountability; addressing needs; relationship repair
- Case-by-case basis



## The SRRO's interventions flow along continuum's

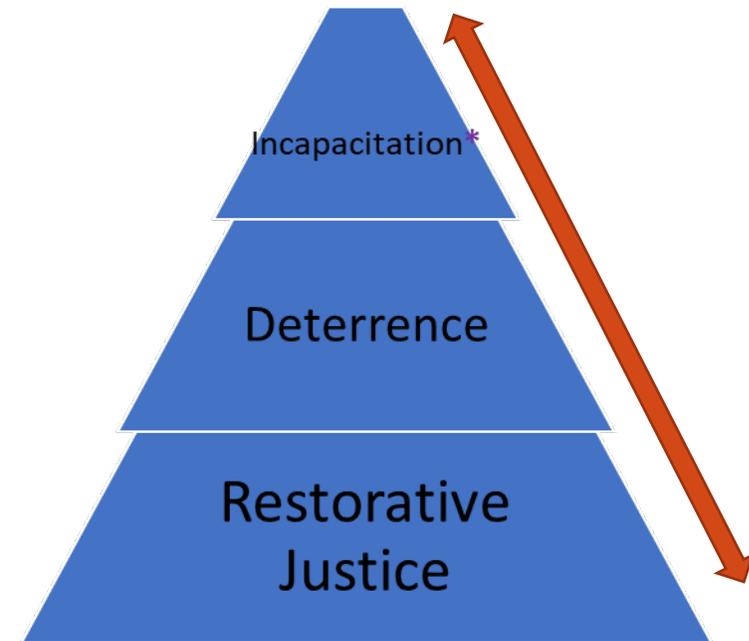
**ZEHR (2015) POSITED THE IDEA OF A RESTORATIVE SYSTEM, WHERE RESTORATIVE JUSTICE PRACTICES ARE ON A CONTINUUM**

### Restorative Justice Practices Continuum (Zehr, 2015)



\*non-restorative & \*Incapacitation =  
Administrative Decision-Making Process

Karp (2015) described a sanctioning pyramid where RJ may be the base-level intervention but recognizing that it does not always work and so the intervention can progressively shift to being less restorative along the continuum by moving up the pyramid to the administrative decision-making process.



**Sanctioning Pyramid (adapted from Karp, 2015)**



# HTTPS://WORDPRESS.KPU.CA/RJPSEC/

## Restorative Justice & Post-Secondary Education Collective

[Academic Integrity](#) [Sexualized Violence](#) [Inventory Tool](#) [Blog](#) [Links](#)



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## Respond / Intervene:

**What does SRRO do when harm has been caused or is about to be caused to respond in a Restorative Justice way?**

Information concerning student behaviours is reported to our office. We respond by working with individuals involved to gather information to determine if harms caused are a violation of our policies. We respond in an RJ way by creating a safe/ brave spaces where we can listen to the individual to determine how best to support them. In applying RJ practices, we believe in "voice" and "choice". For example, we create a space where a student who has been impacted by sexual violence determine what information they want to disclose and choices (or options) on how they want to move forward (or not). Also, our communication including our interview style, set-up, and types of questions are aligned with RJ philosophy and based on trauma/informed theory and practice.

## Maintain

**What does SRRO do to support teachable moments?**

Continue our own learning and understanding (training, researching, reading, creating) Analyze and interpret our departmental practices Discuss ways we can improve upon our practice

**What does SRRO do to maintain Restorative Justice?**

Members of a Community of Practice Participates in RJ training Engages KPU community by offering TED Talk Tuesday (RJ Circle) Shares knowledge and applies RJ philosophy Read and research RJ literature Members of subcommittee (RJ Academic Integrity, RJ Sexualized Violence) RJ KPU Work on tasks contributing to work of subcommittees (read/ research, create infographics, slides) Review policy and procedures with RJ lens Recommend changes to processes with RJ lens

## Prevent & Educate

**What does SRRO do to support RJ in policy development?**

Review policies and procedures Recommend changes in policies, procedures, processes aligned with RJ philosophy Link policies and procedures to RJ

**What does the SRRO do to Prevent harms caused?**

**Education programming** (Bystander intervention, Consent and Healthy Relationships Receiving a Disclosure). **Information and resources** (website that includes links to KPU and community resources) **Training** SRRO provides peer leader training (Orientation Team Leaders, International Peer Support, Athletics/Recreation, Gathering Place) **Events** Information sharing (tabling at KPU events)



# **ACADEMIC INTEGRITY BREACHES**

- Policy ST2
- Associate Dean orientation
- In person training for Faculty
- Moodle course for Faculty (to launch 2024)



- *For students, viewing academic integrity through a relational lens may fortify their connection to knowledge keepers of the past and the future. By honouring and acknowledging that connection in academic work, they prioritise community and demonstrate respect for relationships with others. Likewise, in connecting to those who passed on the knowledge, students create a connection to the knowledge. As the participants explained, it is this ‘relationship with the knowledge’ that actualises learning.*

■ *Cunningham, 2022, 39-40*

