

Restorative practices at each level along the care continuum

Morrison, Thorsone and Blood (2005) cited in Oassarella (2017) use a hierarchical, whole-school approach with steps moving from proactive to reactive. These have been aligned to the [care continuum](#) of interventions aimed at supporting student behaviour from prevention to individual support. Restorative practices can align to each level of the care continuum. This is highlighted by how the Oakland Unified School District in the US implements their restorative approach.

Prevention

School-wide prevention practices include:

- reaffirming relationships through developing social and emotional skills
- identifying common values and guidelines
- promoting and strengthening students' sense of belonging and ownership
- developing social-emotional understanding and skills to build healthy relationships
- using class circles to practice their social emotional skills.

Early intervention and targeted support

Managing targeted difficulties and repairing relationships through:

- preventing harm
- resolving differences with restorative intervention
- building social-emotional capacity
- using harm circles, mediation and family group conferencing to address the causes of harm, focus on who is accountable and repair any harm.

Individual interventions and supports

Intense interventions and rebuilding relationships through:

- focusing on accountability
- organising resources to address behavioural and academic support needs
- one to one support and successful reintegration for youth in crisis or those returning from suspension or incarceration.