

# The *Second Step* Suite and Restorative Practices in Schools



The *Second Step* Suite and restorative practices in schools share the common goals of supporting the safety, well-being, and success of students by developing positive relationships, fostering school connectedness, and building social-emotional competencies. This document outlines the alignment between the two.

## Restorative Practices in Schools

Restorative practices are a schoolwide approach to creating positive school climate based on building, maintaining, and restoring relationships in the school community. Restorative practices include restorative justice, an approach to wrongdoing and harmful behavior based on repairing the harm that has been done and restoring relationships. Restorative justice includes the active involvement of all involved in resolving the wrongdoing or conflict and in restoring a sense of community, including students, school staff, and (where appropriate) family members. Being able to demonstrate relationship-building actions and respond to restorative questions is important for all involved in restorative practices. *For more information about restorative practices, see the back page.*

## The *Second Step* Suite

The *Second Step* Suite is a research-based, universal prevention program for Early Learning through Grade 8 students. It is designed to promote school success, school connectedness, and a safe, respectful school climate and to prevent problem behaviours. It does this by teaching self-regulation and social-emotional skills and by addressing bullying and unsafe behaviours. It is developmental and sequential, with skills being reviewed and expanded on each year and gradually becoming more complex as students get older. The program provides clear school-wide norms for prosocial behaviour.

Second Step Unit Topics for Student Lessons	
Early Learning	Skills for Learning, Empathy, Emotion Management, Friendship Skills and Problem Solving, Child Protection*
K–Grade 3	Skills for Learning, Empathy, Emotion Management, Problem Solving, Bullying Prevention*, Child Protection*
Grades 4 & 5	Empathy and Skills for Learning, Emotion Management, Problem Solving, Bullying Prevention*, Child Protection*
Grade 6	Empathy and Communication, Bullying Prevention, Emotion Management, Problem Solving, Substance Abuse Prevention
Grade 7	Empathy and Communication, Bullying Prevention, Emotion Management, Decision Making, Substance Abuse Prevention
Grade 8	Empathy and Communication, Bullying Prevention, Emotion Management, Goal Setting, Substance Abuse Prevention

\*Units sold separately

### SCHOOL STAFF (ALL GRADES)

One of the core components of the *Second Step* Suite is that staff model all program skills, remind students to use them, and notice and reinforce skill use in students with specific verbal feedback. All staff are encouraged to do this whether teaching the actual lessons or not.

### FAMILIES (ALL GRADES)

Interactive take-home activities focus on the skills taught at each grade level. These encourage dialogue and engagement between adult family members and students, inform adults about the skills taught in the program, and give students and adults frequent opportunities to practice the skills at home.





		Second Step Skills and Concepts																							
		Respect (All grades)	Safety (All grades)	Skills for Learning (Unit in EL–Grade 5, integrated in Grades 6–8)			Empathy and Compassion (All grades)			Emotion Management (All grades)			Interpersonal Problem Solving (All grades)				Friendship Skills (All grades)		Communication Skills (Grades 5–8)		Bullying Prevention (K–Grade 8)	Child Protection (EL–Grade 5)			
		Respectful behaviors emphasized throughout the suite at all grade levels	Safe behaviors emphasized throughout the suite at all grade levels	Listening	Using self-talk to manage behavior or calm down	Being assertive	Identifying others' feelings	Understanding others' perspectives	Showing care and concern, offering support	Accepting differences	Identifying one's own feelings	Calming down strong feelings	Managing anger to prevent behavior that harms others' bodies or feelings	Identifying the problem without blame; identifying needs and wants	Thinking of solutions that are safe and respectful, consider others' feelings and needs (all grades), and are ethical (Grades 6–8).	Evaluating positive and negative consequences of each solution	Choosing a solution that works for all parties involved	Including others	Making amends	Taking responsibility for actions (either accidental or on purpose)	Respectful disagreement	Handling a grievance	Recognizing, refusing, and reporting bullying; being a supportive bystander; emphasis on safe and respectful behaviors	Recognizing, refusing, and reporting unsafe and sexually abusive situations and touches	
Restorative Practices	Relationship-Building Actions	Create Trust	✓	✓	✓	✓	✓	✓		✓		✓	✓										✓	✓	
		Demonstrate empathy						✓	✓	✓	✓														
		Be respectful	✓	✓	✓		✓		✓	✓	✓		✓	✓					✓				✓		✓
		Use active listening			✓	✓							✓	✓							✓	✓			
		Use affective statements						✓	✓			✓													
		Show care and concern	✓	✓				✓	✓	✓	✓	✓							✓					✓	
	Restorative "Structures"	Community-building circles: all students and a teacher in a classroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓						
		Impromptu restorative conversations: student(s) and teacher	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓		
		Restorative justice circles: students, school staff, and family members	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓		
		Re-entry circles: students, school staff, and family members	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓				
	Restorative Justice Principles	Identifying who has been harmed and how						✓	✓	✓					✓									✓	✓
		Repairing the harm	✓	✓				✓	✓	✓						✓	✓	✓	✓	✓	✓				
		Restoring relationships	✓	✓	✓			✓	✓	✓	✓	✓	✓						✓	✓	✓				
		Engaging all parties in resolving conflict or addressing wrongdoing													✓	✓	✓	✓							
	Restorative Questions	What happened from your perspective?					✓					✓		✓											
		How were you feeling?					✓					✓													
What were you thinking?						✓							✓												
Who has been affected by what happened and how?						✓	✓	✓					✓												
What needs to be done to make things as right as possible?		✓	✓			✓	✓	✓	✓						✓	✓	✓		✓	✓					

# Typical Restorative Practices

## Relationship-building actions

- Create trust
- Demonstrate empathy
- Be respectful
- Use active listening
- Use affective statements
- Show care and concern

## Restorative “structures”

- Community-building circles
- Impromptu conferences to address minor problem behaviours
- Restorative justice circles (repairing harm circles) to address wrongdoing or repair harm, often including family members
- Re-entry circles for students returning from truancy, suspension, or incarceration

## Restorative justice principles

- Identifying who has been harmed and how
- Repairing the harm
- Restoring relationships
- Engaging all parties in resolving conflict or addressing wrongdoing

## Restorative questions to guide restorative justice process

- What happened from your perspective?
- How were you feeling?
- What were you thinking?
- Who has been affected by what happened and how?
- What needs to be done to make things as right as possible?

Build a caring community that improves learning and life with the *Second Step* Suite.