



Overview

Positive Behavior Systems and Restorative Practices

As part of our mission to empower students to make healthy and responsible choices, we are adopting the PBIS system to encourage positive behavior and restorative practices for making amends when harm has been done.

What is PBIS?

PBIS stands for Positive Behavior Intervention Systems and is an “implementation framework for increasing effectiveness of efforts to promote respectful, responsible, and safe teaching and learning environments.” PBIS is a research-based practice that gives positive acknowledgements for behavior, and includes a social emotional learning component and provides consistent expectations across the school.

Our expectations matrix is based on our four pillars of Sisterhood, Scholarship, Service, and Safety. Our expectations matrix (virtual; hybrid; on-campus) will be taught and reviewed throughout the school year.

What are Restorative Practices?

“Restorative Practices is a set of philosophies and approaches to building community and responding to harm with roots in indigenous traditions.” Students who commit a behavior infraction apologize to their classmates (and often teachers, families or other community members), explain their actions, and listen to feedback and observations about how their behavior affected others. Restorative practices include restorative circles which support repairing harm. The circles could be whole class or small circles with just the parties involved.

We believe that these circles may have a preventative use as well—students can see how their actions affect others and will be less likely to repeat the same poor choices and/or will be less likely to commit the behavior infraction themselves. Restorative practices also build the skill of apologizing, making amends, listening, accountability and empathy, positive behaviors that may enable students to think twice before they commit

a negative behavior. The focus is on building relationships and community, and on creating positive change. Restorative practices allow students to be reflective (engendering self-awareness), make responsible choices, and think about how individual behavior affects others and the community as a whole (social awareness). Students feel that they are part of a supportive community (a sisterhood) that they would not want to “let down.” Restorative practices also serve as a healing process and to re-integrate students into the community.

You can also find this information in our discipline policy.