



Completing the Circle: Linkages Between Restorative Practices, Socio-Emotional Well-Being, and Racial Justice in Schools.

SUMMARY

The authors propose a three-part model to implement restorative practices in schools with efficacy. First, they recommend **targeting student and faculty behaviors through restorative practices** to help reduce stress, foster trust between students and teachers, & increase classroom engagement. Second, the authors argue for the **integration of tier three mental health supports** within restorative practices through community partnerships and collaboration. Finally, the authors highlight the importance of school staff recognizing and understanding the **impact of structural and interpersonal racism**, particularly for Black and Latinx youth. They recommend schools take a **trauma-informed approach** to bolstering student mental health supports and services. By focusing on these three actions, schools can better ensure restorative practices are benefiting students in an equitable way.

IMPORTANCE

School mental health professionals must be cognizant and actively combat ways institutionalized racism impacts students, such as exclusionary discipline. When students are suspended they are not able to engage in school, maintain academic achievement, and have positive associations with their school community.

EQUITY CONSIDERATIONS

The article fails to address implications for students with disabilities, various socio-economic statuses, or English language learners. This Western perspective is not explicitly addressed and raises concerns about whether or not restorative practices are culturally relevant or appropriate for all students.

PRACTITIONER TIPS

Schools should emphasize **strengthening the tier 1 socio-emotional climate** within the school. This approach supports students and staff, **builds community**, and **strengthens relationships** within schools.

Fostering a positive school climate and using a **trauma-informed lens** to support students is an important step to creating a **positive school culture**.

Ensure **acute mental health needs** of students **are addressed** through services and resources to allow for true restoration to take place.

Address systemic and interpersonal racism within schools (past and present) to ensure restorative practices benefit students equitably.

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