AN EXPLORATION OF THE IMPLEMENTATION OF RESTORATIVE JUSTICE IN AN ONTARIO PUBLIC SCHOOL

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Abstract

This qualitative case study explores the implementation of restorative justice within one Ontario Public School. Restorative justice is a philosophy and a process for dealing with harmful behaviour, viewing such behaviour as a violation of relationships, not rules. My research seeks to present how restorative justice has been implemented in one school, reaching beyond an examination of the effectiveness of restorative justice to an exploration of how teachers and administrators think and feel about, and actually employ, restorative justice practices. My findings suggest that while there is a personal commitment to the practice of restorative justice on the part of both teachers and administrators, if necessary structures and cultural systems are not in place, then it is difficult to sustain the restorative justice program. This study identifies factors needed to sustain a transformative reform such as restorative justice.