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| **Punitive Approach to Discipline** | **Accountable and Restorative Approach to Discipline** |
| Punishment is an end in itself intended to inflict sufficient discomfort, unpleasantness, or undesired consequence in order to decrease or eliminate the unwanted behavior. | A restorative intervention is an intentional learning opportunity in which a student must account for his/her behavior and take some action to repair the harm done, make amends, self-correct, right oneself, problem solve, learn new behaviors, or restore one’s good standing. |
| Actions are done to a student through external control and authority. The needs and feelings of those harmed in an incident are often ignored. Blame and faultfinding are central. Perceived as confrontational or adversarial and win-lose. | Actions are done by a student with the support of caring adults. When and incident has harmed others, their needs and feelings are central to the process. Problem analysis and problem solving are central. Perceived as supportive, collaborative and learning-focused. Perceived as win-win and using fair process. |
| Primary focus on the past (What did you do?). | Primary focus on the present (What are you thinking now?) and the future (What can you do to make it right? When a situation like this comes up again, what actions might you take?). |
| Involves “doing time” through the assignment of a punishment or penalty. | Involves “owing time” to account for one’s actions, take personal responsibility, reflect on the impact of one’s behavior, and engage in some action to make it right. |
| Tends to encourage lying, blame, and defensiveness, intensify feelings of anger, resentment, hostility, and alienation resulting in low motivation to change. | Tends to encourage candor and truthfulness, defuse upset feelings, generate feelings of being cared for and respected, and support personal agency, insight, and competence, resulting in greater motivation to change. |
| Relationships tend to worsen or remain adversarial. | Supports maintenance and/or repair of relationships.  Supports restoration of one’s good standing in the community. |
| Planned re-entry is often absent. | Re-entry to school community involves consistent protocols, and processes that are carefully planned and monitored. |
| Student and district authority or school administrator are often the only people involved in the response. | Student, administrator, a student support coach, and parties affected by the incident are involved the response. |

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| **Intention** | **Accountability** |
| **The Process** | **Effects on the Student** |
| **Parties Involved** | **Effects on Relationships and Community** |
| **Focus** | **Re-entry if Exclusionary Sanctions are Still in Use** |