



Some principles of restorative practices

Solidarity – to support, to protect and to understand each other.

Respect - to show respect for the dignity of everyone in a restoration process.

Involvement / Dialogue - each participant to be active, to participate in the process.

Truth – during the restorative process, all parties should tell the truth.

Justice – The restorative process should be fair and not be dominated by any party.

Voluntariness – All parties voluntarily accept to be part of a restorative process.

Safety- all parties should feel safe in a restorative environment.

Confidentiality – Everything that will be said during the restorative process should remain confidential.

Transformation – to provide opportunities to change the attitude.

Dignity- respect that both parties have for themselves and each other, which leads to understanding.

Repair- at the end of every restorative process, the relationship between two parties will be repaired.

Strengthening – We need to make both parties feel important, so empower them with confidence by giving them control over their problem.

Responsibility – Each party must be held accountable for the commitment it has made to resolve the dispute.



The restorative practice in school premises intends to repair the damage caused by a conflict/dispute.

The use of restorative practices in cases of bullying, violence, discrimination helps us to repair the damage caused to the victimized children.

Sometimes, in the process of repairing things that are broken, we actually create something more uniquely beautiful and resilient.

How to use the restorative practices to resolve a conflict by assisting the perpetrators and the victims?

- To not focus on identification of the perpetrator and the punishment, but rather moving toward the understanding who (or that) has been harmed, how they have been harmed and what they need to feel safe again.

- Creating positive relationships between all actors involved in a conflict situation.

- Restoring the need of victimized children, meeting their needs through the involvement in the restorative justice process.

- Increase the peer responsibility about the perpetrators in order to make them aware of some behaviors are unacceptable in school premises.

- Ask the perpetrators of inappropriate behaviours to give their opinions about the harm they caused and to discuss with the victimized child about what makes him/her feel good.

- Use of meetings with family members, peers and teachers in common peace circles helps us in resolving conflicts.

Arti Kintsugi





We, the members of Child Advisory Board are trained to use restorative practices and we will be here to hear you, to understand, to advice and to find a solution for your problem and your concern.
Together we can overcome any difficulty.



Do not forget, you are IMPORTANT!

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