



About Virtue-Based Restorative Discipline™ (VBRD™)

This internationally recognized initiative began in the Archdiocese of St. Louis, and focuses on cultivating the interior qualities of virtue as a way to end bullying behavior. With Virtue-Based Restorative Discipline™ (VBRD™), adults model kindness and justice toward students, which in turn, supports a culture of trust and respect. Relationships are the highest priority within the school community.

Most bullying-prevention programs address the negative behavior. Rather than having rules to stop bullying, what if we had guiding principles for integrating habits for human excellence, the virtues, into everyday life? These principles could be beneficial, particularly in addressing conflict and harm caused by acts of bullying.

When we cultivate virtue, we are forming moral intelligence as a way to guide positive behavior. With restorative discipline, the focus moves from blame to support. In incidents of antisocial behavior, we ask, "Who was harmed here? How can virtue help to make things right again?"

The very act of repairing harm with restorative discipline will also integrate virtue. The behavior we observe among students mirrors the conflict skills adults model for them. For this reason, adults have the primary responsibility to change the culture of our schools. We hold the solution when we commit ourselves to truly living virtues and holding relationships as the highest priority.

Two distinct outcomes:

1. Disruptive/harmful behaviors and bullying are decreasing.
2. The practice of virtue at home and at school is increasing.

Broader Application of Restorative Practices

- ❖ Healing and hope for repairing adult relationships
- ❖ Restoring God's vision of the dignity within each person
- ❖ Finding common ground and positive solutions to conflict

The Restorative Discipline Difference

Traditional discipline is based in fault-finding and punishment, while restorative discipline supports high expectations that allow students to make things as right as possible and create a better future for all who are affected by the harmful behavior.

A quick look at the H.E.L.P. approach:

- H.** Have involved parties do most of the talking; less lecturing from adults.
- E.** Engage all parties; clear expectations and support to achieve them.
- L.** Listening with compassion.
- P.** Possibilities found in inspiring virtue rather than blaming wrong-doers.

VBRD™ Guiding Principles

1. We will dedicate ourselves to living virtue.
2. We will support others in living virtue.
3. We will commit to constructive thoughts, words, and deeds.
4. When faced with challenges or conflict, we will find solutions that cultivate virtue for ourselves and for one another.

Virtues

The virtuous person tends toward the good with all his sensory and spiritual powers; he pursues the good and chooses it in concrete actions. The goal of a virtuous life is to become like God. (CCC 1803)

Virtues can be applied to any circumstance and taught in any setting. They predate Christianity by more than 500 years. Research states that these six core virtues for solving life tasks are necessary for the survival of the human species.*

**Character Strengths and Virtues, Peterson & Seligman, 2004*

Wisdom
Justice
Temperance
Courage
Humanity
Transcendence