



RESTORATIVE PRACTICES POLICY 2016

Next policy review: 2020.

ABSTRACT

At Queen of Peace School, each person's self-worth, dignity, and potential are of fundamental importance. Therefore the school has in place structures that offer support to all members of the community. We are committed to the values of compassion, justice, forgiveness and reconciliation. This is reflected in relationships of trust, cooperation and partnerships.

At Queen of Peace we have implemented a Restorative Practices approach to assist with behavior support. Restorative Practices aims to *restore relationships* that have been damaged by a wrongdoing: be it a playground conflict, bullying or misbehaviour. It also aims to 'engage students in meaningful dialogue' in order to change behaviour (Thorsborne & Vinegrad, 2004).

RESTORATIVE PRACTICES POLICY

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Rationale:

At Queen of Peace School, each person's self-worth, dignity, and potential are of fundamental importance. Therefore the school has in place structures that offer support to all members of the community. We are committed to the values of compassion, justice, forgiveness and reconciliation. This is reflected in relationships of trust, cooperation and partnerships.

At Queen of Peace we have implemented a Restorative Practices approach to assist with behavior support. Restorative Practices aims to *restore relationships* that have been damaged by a wrongdoing: be it a playground conflict, bullying or misbehaviour. It also aims to 'engage students in meaningful dialogue' in order to change behaviour (Thorsborne & Vinegrad, 2004).

Aims:

- To explicitly teach, model and actively promote appropriate behaviour in all situations.
- To encourage students to learn from their mistakes, reconcile and resolve problems.
- To recognise and manage the underlying causes of behaviour.
- For teachers to facilitate a repair process using restorative language.
- To maintain healthy relationships within the school community.
- To support the development of a positive learning environment within the classroom as well as a happy and safe playground.

Beliefs:

Education is largely about relationships. In the course of any school day, students and teachers, experience and negotiate many relationships, sometimes with ease, sometimes not. When relationships experience conflict they require resolution, forgiveness and healing. Restorative practices help students learn from their mistakes and reconcile and resolve problems with others.

We believe that students require language and social skills to express and handle conflict and to become emotionally intelligent young people.

We believe that Restorative Practices needs to be embedded within all levels of relationships across the school. We view inappropriate behaviour not just as school rule breaking, but also as harm to relationships within the school.

We believe it encourages children to

1. understand the choices they make
2. take responsibility for their behaviour
3. repair any damage and / or harm

Principles

The underlying principles of a restorative approach to student behaviour include:

- Separating the deed from the doer - focusing on the behaviour not the person.
- Focusing on making amends.
- Forgiveness takes time.
- Both parties in dispute need to be involved in the restoration of the relationship.
- Every instance of wrongdoing or conflict is seen as an opportunity for learning.

It is hoped that consistent use of these practices in our school setting will change attitudes and promote a philosophical shift in thinking about students and problem behaviours: away from the use of punishment to the management of situations using a restorative approach.

At Queen of Peace we value..

Safety, therefore we Move and play safely

Respect, therefore we Keep hands, feet and objects to yourself

Respect, therefore we Look after all property and the environment

Respect, therefore we Listen to the speaker

Potential, therefore we follow instructions

Dignity of the person, therefore we Speak appropriately and use manners

Implementation

The Leadership Team will oversee the implementation of Restorative Practice with the support of the Student Wellbeing Coordinator and all staff members.

Key Messages for the Restorative Philosophy

1. We are encouraged to *take responsibility* for the wrong things that we do.
2. We are supported to *think* about how we make mistakes and why some choices are wrong.
3. We have the responsibility to *understand how other people* are affected by our wrong doing.
4. We are supported to *fix things up* and to repair relationships.

Three goals of behaviour support are:

1. To keep children safe.
2. To teach children social competence.
3. To teach children to take responsibility for their actions.

The Restorative Practices Script

When working in a restorative approach there are a series of questions that the children are asked to assist in repairing the relationship that has been harmed. This is called the Script and each teacher should be familiar with this script and how to conduct a restorative meeting.

Original Script:

1. What happened?
2. How did it happen?
3. How did you act in this situation?
4. Who do you think has been affected?
5. How were they affected?
6. What needs to happen to make things right?
7. If the same situation happens again how could you behave differently?

Early Years Modified Script

- What happened?
- When youwas that a good choice or a bad choice?
- How did you make feel when you..... ?
- At school it's not okay to ... next time I need you to
- To fix this up you need to

Giving an Apology

- (Wrongdoer)I'm sorry for(I will show you that I'm sorry by.....)
- (Those affected) Thank you for your apology. I didn't like it when you it made me feel

Restorative Practices in the Classroom

The Classroom teacher will:

- Provide activities and discussions that enhance the personal and social competencies of children eg circle time, collaborative problem solving and conferencing.
- Use "Circle Time" as a strategy to support children and provide an opportunity to 'voice' feelings and issues.
- Use cooperative learning strategies to teach and develop team work, respect and supportive relationships within a positive learning environment in their classroom.
- Use resources that promote resilience, optimism and coping strategies.
- Use restorative language when addressing the choices children make.
- Be responsible for tracking an individual child's classroom behaviour.
- Liaise with the principal and student wellbeing coordinator.
- Contact parents when necessary

Restorative Practices in the Playground

The Yard Duty teachers will:

- Use restorative language when addressing the choices children make.
- To work through the restorative practice process as needed.
- To direct the children involved in incidents that require more time to the principal, class teacher or Student Wellbeing coordinator or at a later time.
- Direct any children who are unable to work restoratively or have been involved in serious incidents to the Principal or Student Wellbeing coordinator.

The Principal and / or Student Wellbeing Coordinator will:

- Work through more serious or in depth incidences as required, allowing for more detailed information gathering.
- In consultation with the classroom teacher and other relevant staff decide when a child's behaviour needs to be managed differently.
- Record incidents in NWellbeing - Nforma program
- Contact and arrange meetings with parents when needed.
- Ensure that all members of staff receive PD in the effective use of Restorative Practice strategies, especially new staff members.

Resources

Bounce Back,
Friendly Kids Friendly Classrooms,
Stop Think Do
Healthy Relationships

Programs Implemented

Cool Kids
CAMHS and Schools Early Action (CASEA)