



RESTORATIVE PRACTICES POLICY

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 our relationships of cooperation and partnership.

At Queen of Peace we have implemented a Restorative Practices approach to assist with behaviour support.

A restorative practice focuses on restoring the relationships that have been damaged by conflict and misbehaviour. Restorative practice aims to "engage students in meaningful dialogue, in order to change behaviour." (Thorsborne & Vinegard, 2006 p.11)

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 our relationships of cooperation and partnership.

Aims:

At Queen of Peace we:-

- Explicitly teach, model and actively promote appropriate behaviour in all situations.
- Encourage students to learn from their mistakes, reconcile and resolve problems.
- Recognise and manage the underlying causes of behaviour.
- Facilitate a repair process using restorative language.
- Maintain healthy relationships within the school community.
- 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 develop into conflicts 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 need 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 Restorative Practices 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...

1. **Safety:** therefore we “Move and play safely”
2. **Respect:** therefore we, “Keep hands, feet and objects to yourself”
3. **Responsibility:** therefore, “Look after all property and the environment”
4. **Courtesy:** therefore we, “Listen to the speaker”
5. **Potential:** therefore we, “Follow instructions”
6. **Dignity of the person:** therefore we, “Speak appropriately and use manners”

Implementation

The Leadership Team oversees the implementation of Restorative Practice with the support of the Student Wellbeing Leader and all staff members.

Key Messages for the Restorative Philosophy

1. We need to *take responsibility* for the wrong things that we do.
2. We need to *think* about why we do wrong things when we do them.
3. We need to *understand how other people* are affected by our wrong doing.
4. We need to *fix things up* after we have done something wrong.

Three goals of behaviour support are to:

1. Keep children safe.
2. Teach children social competence.
3. 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 broken. 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 want 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

Teaching Staff will:

- Facilitate discussions and provide learning opportunities that enhance the personal and social competencies of children e.g. circle time, collaborative problem solving and conferencing.
- Use "Circle Time" as a strategy to support children and provide an opportunity to 'voice' their feelings and issues.
- Use collaborative 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.
- Use reflection sheets as necessary.
- Be responsible for tracking an individual child's classroom behaviour.
- Record incidents and areas of concern on "nWellbeing".

- Liaise with the Principal and Student Wellbeing Leader.
- Contact parents when necessary.

Restorative Practices in the Playground

The Yard Duty teachers will:

- Use restorative language when addressing the choices children make.
- Work through the restorative practice process as needed.
- Direct the children involved in incidents that require more time to the Deputy Principal, Principal, class teacher or Student Wellbeing Leader.
- Direct any children who are unable to work restoratively to the Deputy Principal, Principal or Student Wellbeing Leader or a member of leadership.

The Principal Deputy Principal and / or Student Wellbeing Leader will:

- Work through more in depth incidences as required, enabling for more detailed information to be gathered.
- Work in consultation with the classroom teacher and other relevant staff to decide when a child's behaviour needs to be managed differently.
- Contact and arrange meetings with parents when needed.
- Record incidents in "nWellbeing" – an nForma program.
- Ensure that all members of staff receive Professional Learning in the effective use of Restorative Practice strategies, especially new staff members.

Resources

Bounce Back,
Friendly Kids Friendly Classrooms,
Stop Think Do
Healthy Relationships
Behaviour Matters – David Vinegrad

Programs Implemented

Cool Kids
CAMHS and Schools Early Action (CASEA)

References

Catholic Education Melbourne:

<http://web.spgwww.catholic.edu.au/documents/policies/restorativejusticeresearch.pdf>

Guidelines for Behaviour Support; Catholic Education Melbourne 2016

WHOLE-SCHOOL APPROACHES TO Supporting Positive Student Behaviour;
Catholic Education Melbourne 2015

David Vinegrad: http://www.behaviourmatters.org.au/Restorative_Practice.php

Thorsborne, M. & Vinegrad, D. (2006). Restorative Practices in Classrooms:
Rethinking Behaviour Management. Second Edition

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Behaviour, accessed 29 April 2016 www.education.vic.gov.au/school/principals/participation/Pages/respondingtobehaviour.aspx

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

Supporting Restorative Practices: www.mauriziovespa.com