

We believe:

- Success comes through strong, caring teacher/learner relationships.
- Everyone should be treated with dignity.
- Students are capable of taking responsibility for their actions.
- Misconduct is a violation of people and relationships.
- Violations create obligations and liabilities.
- Restorative practice seeks to heal and put things right – to restore the mana.

FAQs

Q. Isn't it the easy option? Doesn't it let wrongdoers off the hook?

A. Restorative practice isn't soft or 'fluffy' – it is often harder for a wrongdoer to face up to their victim and put things right than to endure a punishment.

Q. So, all they have to do is apologise and everything is supposed to be all right?

A. Wrongdoers are not told to apologise – they only apologise when they choose to do so in order to put things right. They are expected to demonstrate an understanding of the victim's feelings and the damage they have caused. The victim is not obliged to accept an apology. Often there are consequences to face up to, even when the damage has been repaired.

Q. What if they're not sorry?

A. There is a place for punishment – when wrongdoers do not engage in the restorative process, adults take over and decide on the consequences.

Q. What happens if the wrongdoer offends again?

A. Restorative practice is not about changing behaviour, it is about repairing damage. Hopefully, behaviour change will occur over time, but we are not going to miraculously turn people into angels.



*Manaakitia te tangata,
ahakoa ko wai,
ahakoa no hea.*

Treat people respectfully,
irrespective of who they are
and where they come from.

*Rurea, taitea, kia toitu,
ko taikaka anake.*

Strip away the bark, expose
the heartwood.
Get to the heart of the matter.

Tawa Intermediate School

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Restorative Practice is...

- maximising a learning opportunity
- a healing process
- centred on the victim
- working to make things right
- building relationships
- empowering
- individualised
- collaborative

Restorative Practice is not...

- attacking a person for mistakes & failures
- punishment
- centred on the offender
- focused on the offence
- alienating or isolating
- humiliating
- one size fits all
- lecturing

Restorative Responses

(focus on accountability, healing and needs)

1. Who has been affected?
2. How have they been affected?
3. What needs to be done to put things right?

Punitive Responses

(focus on punishment)

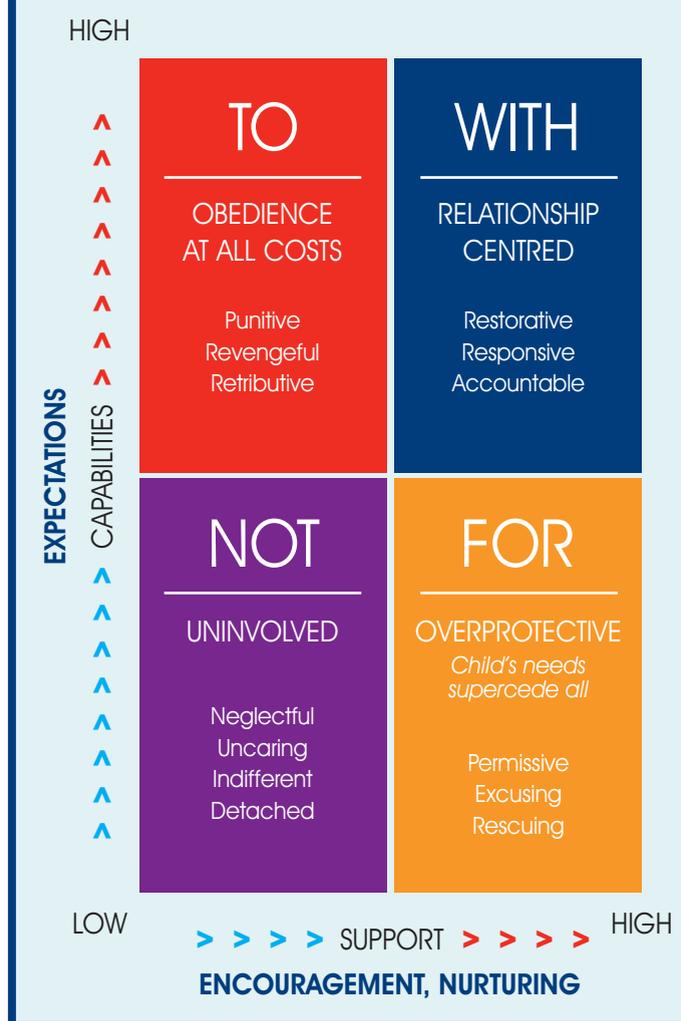
1. What rule has been broken?
2. Who is to blame?
3. What's the punishment going to be?

By working with others we problem-solve together, we are respectful of each other, approaches are collaborative, and involve individuals taking responsibility for their actions.

When consequences are decided for wrongdoers, and punishment is administered to them, the wrongdoer tends to focus on their plight, rather than the human costs or damage they have done.

The Social Discipline Window

Adapted from Wachtel & McCold (2000)



What we are finding:

- Students are more likely to repair relationship damage without adult intervention.
- Students are more honest – in a culture where we fix things up rather than punish, there is no need to lie.
- Victims are not afraid to tell – there is no retaliation or revenge from the wrongdoer.
- Restorative conversations end positively for all involved.

For parents:

This approach may be unfamiliar to many of us. We have grown up in a culture that seeks revenge or punishment, but parents who have been involved in the process have been positive about the outcomes. If you are unhappy about the way an incident was handled at school, or would like more information, do not hesitate to contact us.

"I was very impressed. The teacher met with my child and the other boy involved. He expressed his remorse over his actions and apologised to my son. I know children will be children and sometimes are not aware of the implications of their actions. I am happy that the incident has been resolved. Thank you for your prompt action on this matter."

The most effective changes in behaviour occur when students are in no doubt that the school and parents are working together and have common values and expectations. Even if you handle things differently at home, we anticipate that neither of us will undermine the other.

