



Restorative Practice

St Hilda's is committed to building and growing healthy relationships between all members of our school community. We believe that positive relationships and a culture of care are vital to the creation of a strong and supportive learning environment where collaboration, cooperation and negotiation are fundamental components. The use of a restorative practices methodology when resolving conflict, restoring relationship difficulties, or repairing harm reflects a commitment to the core value of respect, a belief in accountability and an acceptance of responsibility for our actions.

Restorative practice is underpinned by the following core tenets:

- Wrongdoing is harmful to people and to interpersonal relationships
- Damage to people or to interpersonal relationships creates responsibilities
- Responsibilities for one's wrongful actions means putting right the wrongs, of fixing the harm that has been done

Restorative practices can operate as a continuum within schools from high-end conferencing around serious misconduct and harm through to the very low level everyday interactions students and teachers have with one another. This school wide approach is fostered by a culture of care and an outworking of the values that the school stands on.

How can parents assist?

- Support your child regardless of whether they are the victim or the wrongdoer in the situation.
- Remember – there are always two sides to the story.
- Incorporate the restorative questions within your own problem-solving
- Model a restorative, collaborative, conciliatory approach in your daily life
- Support your daughter and the school through engagement in this process, should the circumstance arise
- Seek support from key members of Pastoral staff in relation to the process

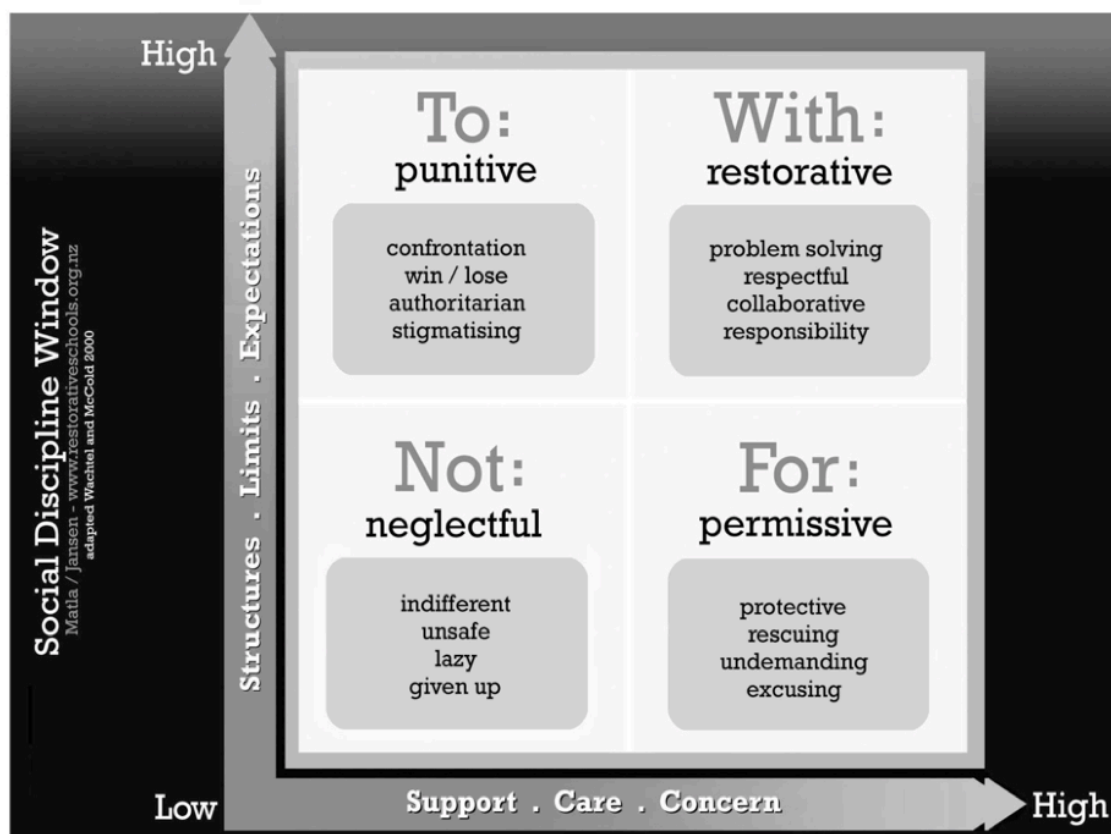
ST. HILDA'S COLLEGIATE SCHOOL

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The Restorative Matrix



The fundamental hypothesis of restorative practices is disarmingly simple: that human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things *with* them, rather than *to* them or *for* them.

Wachtel



Punative and Restorative Responses

Punitive Responses (focus on punishment)	Restorative Responses (focus on accountability, healing and needs)
What rule has been broken?	What happened?
Who is to blame?	Who has been affected? How?
What's the punishment going to be?	What needs to be done to put things right? What do we need to do to move forward?

Jansen / Matla (www.restorativeschools.org.nz) adapted Zehr

Restorative Practice - Question Guide

Person Responsible

- Tell us what happened? How did this unfold?
- What were you thinking when you ?
- What have you thought about since?
- What do you think it was like for ?
- Was anyone else affected? In what way?

Person harmed

- What did you think when happened?
- What have you thought about since?
- How has this affected you?
- How did your parents/friends/classmates react when you told them?
- What was the worst/hardest/most difficult part of it?

Support person

- What did you think when you heard/saw?
- How do you feel about what has happened?
- What changes have you seen in ?
- What has this been like for you?
- What has been the worst/hardest/most difficult part for you?

Adapted from Margaret Thorsborne and Associates, 2011

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