



**Tai Tapu School**

Restorative Practices

## **The overall aim in developing Restorative Practices at Tai Tapu School is to ensure the school:**

- Builds positive relationships
- Builds caring communities
- Maintains safe and happy learning environments
- Reduces bullying
- Builds personal sense of identity, self-reliance and self esteem
- Supports students and their families
- Builds classrooms as communities
- Builds social and emotional competencies
- Ensures our young people are accountable to each other and own their behaviour

## **Our Approach:**

Tai Tapu School believes that our school should be a positive and enjoyable experience, free from all forms of negative conflict.

With this in mind, we have adopted a restorative approach to behaviour management.

Restorative practices are innovative ways to:

- Build caring communities around students whilst not accepting harmful behaviour. In other words, supporting people to take responsibility for their actions and repair any harm that's been done.
- Involve all those affected by the conflict to find another way forward, reducing anger and resentment.
- Recognise and encourage the contributions that staff, parents, carers and the community make in promoting great relationships that enable better behaviour and better learning at Tai Tapu School.

## Benefits of the restorative approach:

- Makes school a safer, happier place where students' talents are recognised and rewarded.
- Raises attendance levels.
- Reduces incidences of bullying.
- Provides greater opportunities for support and mediation when conflict occurs.

## Linking the Restorative Approach to the Restorative Values, Tai Tapu School Values and with Key Competencies.

### Restorative Values:

- **Respect** is the foundation of trust and goodwill. It is about being non-judgmental. Irrespective of age, gender, culture, race, actions or status, all human beings have inherent and equal worth.
- **Participation** is about inclusiveness for everyone and working collaboratively. all those involved in restorative process have something valuable to contribute.
- **Honesty** is required when working together and meeting the needs of each other. Those involved must be committed to nurturing relationships, act with integrity, and seek to clarify and understand issues.
- **Humility** is being aware of our limits and vulnerabilities. It is about respecting others, acknowledging self-doubt and recognising that we may not know what others need. empathy, impartiality and mutual care are manifestations of humility.
- **Interconnectedness** is understanding that all things are connected, especially within the web of relationships. The focus of the restorative process is on reconnection and nurturing relationships. It is about using those individuals who are connected to the wrongdoing and bringing them together with their victims to address the repair that is need.
- **Accountability** is responding appropriately to the moral obligation to accept responsibility. Taking responsibility is about acknowledging the truth and supporting and assisting with repairing and problem-solving. Recognising responsibility also involves taking responsibility to care for others.
- **Empowerment** sets an expectation that all participants are active in their role, with an opportunity to express their thoughts and feelings about an incident and find an appropriate response to the situation. They can tell their stories and have their concerns heard. Empowerment involves a non-judgmental attitude, flexibility and active listening.

## **Tai Tapu School Values – Making a difference – self, others and our environment**

- **Manaaki – Respect - Be kind to all!**
- **Hononga – Connection – Connect to ‘OUR’ HAUORA**
  - emotional
  - physical
  - spiritual
  - social
  - the land
- **Māia - Courage ‘Have the courage to make a difference.’**
- **Tipu - Growth – Knowledge, Achievement, Creative Learning and Personal Best**

### **Key Competencies:**

#### **Relating to others:**

- Is about interacting with people in a variety of situations by recognising and accepting different points of view, through negotiation and sharing of ideas.

#### **Managing Self:**

- Is about making conscious choices of what we do and understanding the effects. It requires an understanding of personal identity, self-awareness and the ability to reflect.

#### **Thinking:**

- Is using creative, critical and logical processes to make sense of concepts ask and answer questions and develop ideas.

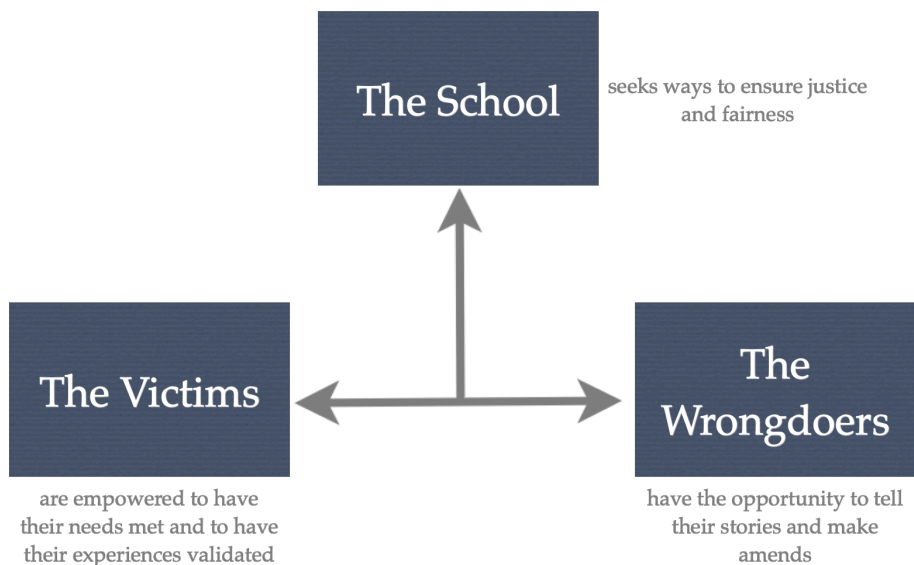
#### **Using Language, Text & Symbols:**

- Is an essential and complex competency which is vital for representing, communicating information, experiences and ideas.

#### **Participating and Contributing:**

- Is to be an active member of Tai Tapu School and the wider community by using real problems or needs to drive change and further learning.

# Community



## Our key principles:

- Those who have done harm face up to the people they have harmed.
- Those who have been harmed have a say in how they harm is repaired.
- Those who have done harm are enabled to make amends and to find a way to continue their positive engagement in school life.

## School Organisation:

- Restorative Team - One person from each team, Year 1-4 and Year 5-8, both Team Leaders and Deputy Principal/Principal
- Teachers will be on duty every day.
- Restorative notebooks will be followed up at the end of each week by the Deputy Principal as part of the Pastoral Care Programme.

## Positive Relationships

The Tai Tapu School Learning Community feels that when students have made the right choices and demonstrate the appropriate behaviour, they deserve to be recognised. Here is a list of some of the positive consequences.

Praise  
House Points  
Certificates  
Principal Awards  
Free time

<h3>High priority Conferencing</h3>	<p>Dangerous refusal to follow instructions Physical abuse of staff and students Bringing weapons to school Bringing drugs to school Vicious kicking Vandalism Sexualised Behaviour Computer misuse Extortions Swearing at staff Verbal abuse of staff damage to property Ongoing Bullying</p> <p>Any <b>moderate</b> behaviour that occurs frequently or chronically</p>	<ul style="list-style-type: none"> <li>- High level conferencing</li> <li>- * Deals with very serious incidents</li> <li>- is run by a skilled facilitator</li> <li>- requires detailed preparation</li> <li>- involves family, community members, teachers</li> <li>- Outcome is formal – Stand-down, Suspension, Safety Plan, Referral</li> </ul>	<p><b>Principals</b> Because of the behaviour <b>Deputy Principals</b> High need for a facilitator Parental discussion Agency</p>
<h3>Mid-level priority Conferencing</h3>	<p><b>Moderate Incidents</b> Leaving school grounds - into another property. Uncooperativeness Lying Stealing Ongoing Refusing to do work Inappropriate touching Bullying</p> <p>Any <b>minor</b> behaviour that occurs frequently or chronically.</p>	<p><b>Moderate Incidents</b></p> <ul style="list-style-type: none"> <li>- Mid-level conferencing</li> <li>- *deals with moderately serious incidents</li> <li>- can be done with small groups and classes</li> <li>- requires careful pre-conference preparation</li> <li>- follows a clearly scripted formula</li> <li>- behaviour plan</li> </ul>	<p><b>Classroom Managers</b> <b>Senior Teachers</b> intervene <b>Principals</b> The school time. Classroom control Parental</p>
<h3>Low level priority Conferencing</h3>	<p><b>Low level Incidents</b> Pushing Telling tales Being cheeky Wasting time Being noisy Kicking Horseplay Using swear words Eating in class Play-fighting Name calling Attention seeking Avoiding work Hitting back Being rude Out of bounds</p>	<p><b>Low level Incidents</b> * Deals with relatively minor incidents is often referred to as a chat may involve two people or three can be conducted in classroom or playground Follows a sequence of restorative questions Teacher or Teacher's Aide can complete this work.</p>	<p><b>Classroom Managers</b> Classroom by using spot</p>

# Y Restorative Practice

## Looks Like:

All affected parties come together in a conference when there has been a conflict or argument in the process of problem solving.

## Restorative Practice

### Sounds Like

Everyone involved can tell their story.

All victims have a say in how to make things right (within the school rules).

All parties who have done wrong are given a chance to make amends and to suggest solutions to fix the situation.

### Feels Like

Everyone is important and is treated fairly.

Opportunities will be created for all parties to understand, reflect on and learn from the experience in a respectful way.

Agreements reached may still involve discipline procedures.

Relationships are healed wherever possible.

Resources you may like to use in the Learning Hubs and in the Playground.

## The Restorative Chat

### To the person who has done the harm:

What happened?

Who else was there/around when it happened?

What were you thinking at the time?

Who has been affected/upset/harmed by your actions?

How do you think they have been affected?



### To the person who has been affected:

What was your reaction at the time of the incident?

How do you feel about what happened?

What did you think at the time?

What have you thought about since?

How has it upset/hurt/harmed you?

What has been the worst or hardest thing for you?

What is needed to make it right/to make you feel better?



### To the person who has done the harm:

Is there anything else you want to say?

### To each person including any observers:

What would you like to see happen to repair the harm?

Is that okay? / Do you agree? Is that fair?

Is this realistic and achievable?

How can we make sure this doesn't happen again?

Is there anything I can do to help?

Is there anything else you would like to say?



### Conclusion:

*Formally record the agreement.*

*Congratulate the students for working it out.*

*Arrange time to follow-up / meet again to see how things are going.*



### To each person

Is there anything else you would like to say?





## The Restorative Circle

A large part of the restorative process is building relationships within the group of students and classroom. One of the many valuable activities to assist with this process is the use of '**Circle Time**'.

CIRCLE TIME:

There are many different types of circles. The main aim of circle time is to promote positive relationship building and problem solving.

Circles are a great way to involve all students in a structured way facilitating self esteem, confidence and oral language.

Circles can be held for sharing purposes: like morning talk, games which involve building interpersonal skills, and for sorting out some difficult situations involving inappropriate behaviour.

## What is bullying?

Bullying is defined as 'an aggressive behaviour that has the intent to hurt a person targeted as weaker by another person.' Bullying may be verbal, physical, or psychological in nature and include the threat of future attack. It is a deliberate and repeated abuse of power.

## Types of bullying

**Physical Bullying** (hitting, tripping, and pushing or damaging property)

**Verbal Bullying** (name calling, insults, racist remarks, gender insults/taunts, verbal abuse)

**Social Bullying** (ignoring, excluding and encouraging others to socially exclude someone, alienating)

**Psychological Bullying** (lying and spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, stalking, dirty looks, hiding or damaging possessions)

**Cyber Bullying** (use of email, text messages or chat rooms to humiliate and distress)

**\*\*\*Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.**

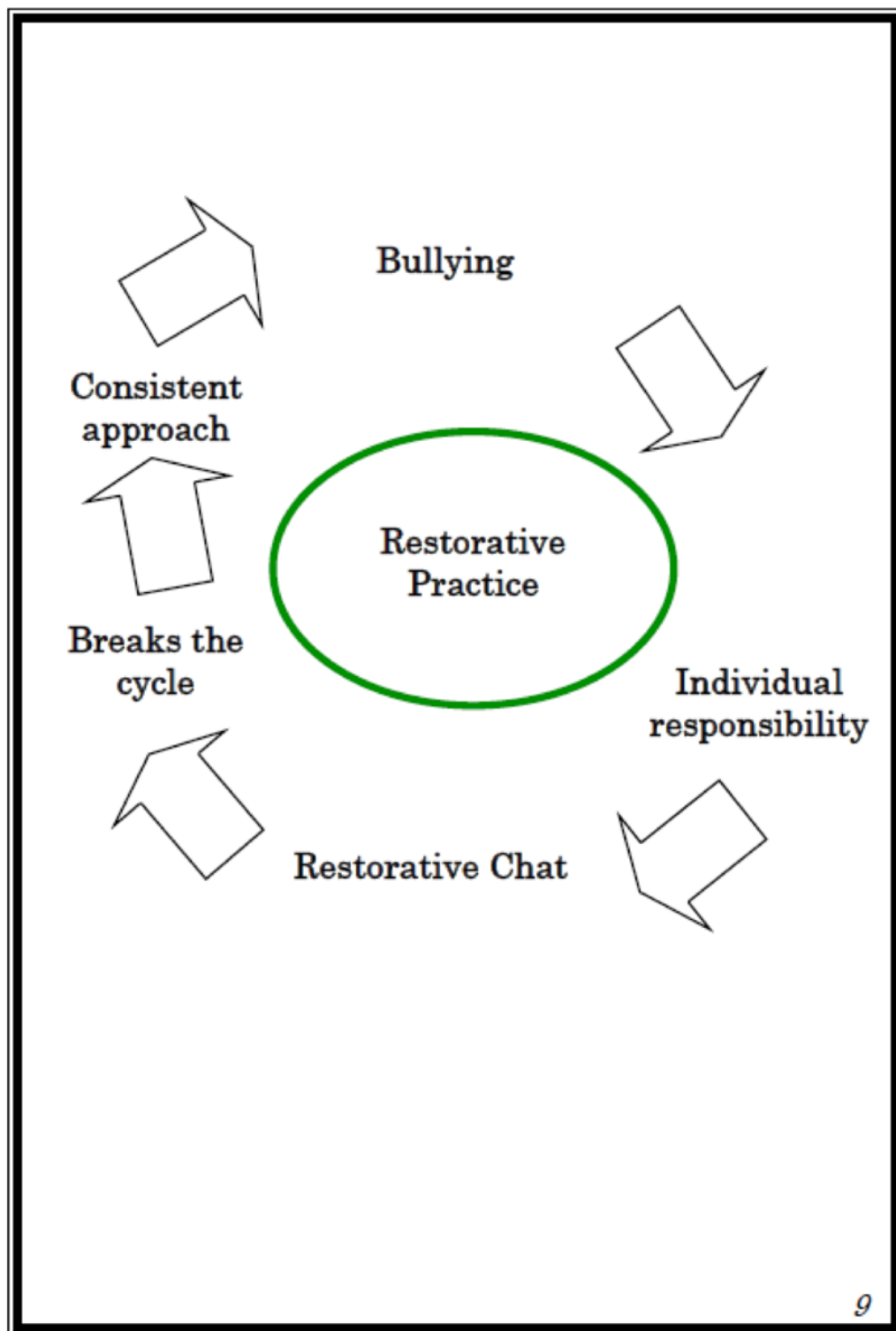
## Bullying is not!

**Mutual conflict:** where there is an argument or disagreement between both students but not an imbalance of power. Both parties are upset and usually want a resolution to the problem.

**Social rejection or dislike:** unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

**Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation:** Single episodes of nastiness or physical aggression are not the same as bullying. If a student is being verbally abused or pushed on one occasion they are not being bullied.

**Nastiness or physical aggression that is directed towards many different students is not the same as bullying:** Even though nastiness or physical aggression that is directed towards many different students is not bullying, the school still assists students and treats these situations most seriously.



## Playground Supervision

The purpose of duty at break times is to ensure that the play environment is physically and emotionally safe for all students at all times.

The duty teacher must deal with issues raised by students while on duty. Students need to feel that their complaints and concerns will be taken seriously, and that they will not be refused support.

The deputy principal administers playground duty. A rostered timetable is displayed in the staffroom and issued to each teacher and teacher aide at the start of the year, and updated as required.

The following guidelines ensure effective playground supervision.

- Two teachers and one support staff member are rostered to cover all supervision duties.
- Relievers are required to do duty for the teacher they replace.
- Each duty teacher wears a high visibility vest.
- Teachers and teacher aides report on duty in a timely fashion.
- Teachers are alert to problems in the playground, using the school rules as a guide. Teachers patrol proactively, moving around their designated area.
- Treat injury or illness in the playground according to the school's procedures for [minor/moderate](#) or [serious injuries](#).
- Students involved in violent playground behaviour are managed with the school's [behaviour management procedure](#).
- On wet days (declared by the senior teacher in charge of duty), duty is as normal for duty staff, but senior students help supervise junior classes.
- Students are required to sit and eat their lunch for fifteen minutes at the start of lunchtime.

## Managing Minor/Moderate Injury

Before any treatment is given, check the student's medical notes.

Always follow the correct procedure for [dealing with blood and other body fluids](#).

### Minor injury

If a student sustains a minor injury, send or take them to the sick bay and inform the office. After treatment the student can return to their activity. Record the injury and any treatment in the first aid log or student management system (SMS).

If it is a head injury, you must contact the parent/s and notify the principal. The student will need to be monitored for delayed concussion.

### Moderate injury

Take the student to the sick bay and inform the office. Administer [first aid](#) as appropriate. Collect the names of any witnesses to the incident.

If it is a head injury, you must contact the parent/s and notify the principal. The student will need to be monitored for delayed concussion. Moderate injuries require [parents to be notified](#).

If the student requires attention from a doctor, or to rest for an extended period, ask the parent/s to collect the student. A staff member may need to take the student to a doctor or medical centre if the parents cannot be contacted.

No student is sent home unless a caregiver has been contacted and permission given for the student to leave. The office staff or principal is informed in every case, and the teacher if one of their students is sent home.

The school will not administer medication to a student without formal parental consent. Paracetamol may be given with verbal consent and instruction on the appropriate dosage from a parent.

Record the injury and any treatment in the first aid log or student management system (SMS).

Any bite inflicted by a student must be washed, and seen by a doctor as soon as possible if the skin has been punctured. Contact the bitten student's parents.

## Managing Serious Injury

1. Comfort the patient but **do not** move them, or leave them unattended. Assess the scene to ensure your own safety and that of the first aiders. Keep calm.

Always follow the correct procedure for [dealing with blood and other body fluids](#).

2. Ask for help to:
  - summon the trained first-aiders
  - call an ambulance, if necessary. **Do not hesitate to do this.**
  - prevent further injury if a hazard was involved, for example, direct traffic away
  - notify the principal
  - secure the scene
  - record names of witnesses
  - keep unnecessary people away from the site.
3. Contact parents/caregivers or emergency contact.
  - If the injured person is a student, contact their caregivers as soon as possible.
  - If the injured person is an adult, inform a suitable emergency contact as soon as possible.
4. [Record and report](#) as appropriate.

## Transporting an injured or ill person

If a person suffers a [medical emergency](#), call an ambulance immediately. If you are not sure if the situation is an emergency, you can still call 111 and the responder can help you decide how to best to help the person, and can give advice on transport options.

It may be unsafe to transport people with certain injuries/illnesses in a private vehicle, e.g. head injuries, open wounds, fractures, breathing difficulties, and unconsciousness.

If the situation is not an emergency but you would still like advice, call Healthline on 0800 611 116 where registered nurses can advise on where to take the injured or ill person, and by what means.

If an ambulance is required, contact the person's caregivers/emergency contact as soon as possible.

Parents are reminded to keep their [contact details](#) up to date. If the patient is a student and their caregiver has not arrived, they may benefit from having a familiar staff member travel with them.

Ambulance staff will advise what is possible and appropriate for the situation. The principal, or available senior staff member, should take into account the operational requirements of the school when releasing a staff member to travel with the patient.

## Preserving the site of a notifiable event

The board must take all reasonable steps to keep the site undisturbed until authorised by WorkSafe. This doesn't prevent assisting an injured person, making the site safe to avoid further injury, or removing a deceased person.

Actions done or directed by a member of the police performing their duties are allowed, and any actions WorkSafe has given permission for.

The board chair must be notified as soon as possible in the event of a death or [notifiable injury](#). Depending on the seriousness of the accident, and its effect on the school community, the school may need to employ the [Crisis Management Plan](#).

**Restorative Resources for Learning Hubs and Playground**  
**For use with years 5-8**



*For use in grades 3– 6*

**Restorative Reflection Sheet**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Things to think about????**

Who was there? \_\_\_\_\_

What do you think happened? \_\_\_\_\_

How did you feel? \_\_\_\_\_

What did you do? What was your part in it? \_\_\_\_\_

Who has been hurt or affected? How? \_\_\_\_\_

How do you think we can fix this? \_\_\_\_\_

# Picture Restorative Reflection Sheet

*For use in grades P-6*

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Who was there?	What do you think happened?
How did you feel?	What did you do? What was your part in it?
Who has been hurt or affected? How?	How do you think we can fix this?
How can we make sure this doesn't happen again?	What do you think you can or should do now?

For use with junior students

## Picture Restorative Reflection Sheet

*For use in grades P-2*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

