



Rationale

'It is not small people who ask for forgiveness. It is large hearted, magnanimous, courageous people who are ready to say what are some of the most difficult words in any language: "I am sorry". But once uttered, they open the way to a new opportunity, the possibility of a new beginning, the chance to start again, having learnt a lesson from the past'.

- Archbishop Desmond Tutu (1998)

Education in schools is largely about relationships, which can often develop into conflicts, which require resolution, forgiveness and healing. Restorative practices help students learn from their mistakes and reconcile and resolve problems with others. St Therese's School aims to develop understanding of restorative justice and learn skills and practices for use in the learning environment.

It is acknowledged that these prevention measures may lead to and / or require the use of interventions for more serious offences. It is hoped that consistent use of restorative practices in our school setting will change attitudes and represent 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.

Definition

Restorative: to give back; to repair the harm and rebuild; to reintegrate the person(s) who did the harm; restore a sense of wellbeing and connection. The philosophy and practice of restorative justice in schools is to promote resilience in both the one who is harmed and the one who causes harm.

It is about helping young people become aware of the impact of their behaviour on others through personal accountability and being open to learning from conflict situations

Marist Youth Care, Sydney (2004).

Restorative Practices

Restorative Practices is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in school communities. It is focused on helping young people become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation. An important component of restorative practices is the focus on restoring relationships after harm has been done.

Since 2002, Catholic schools across the Archdiocese have been supported through professional learning opportunities and the CEM has provided training to implement, embed and sustain restorative practices within and across schools. In addition, many presentations have been made to leadership teams in schools as part of the initial phase of introducing restorative practices. Support from the CEM is seen as a critical factor in maintaining restorative practices in Catholic schools.

The Principles of Restorative

- Foster awareness in the student of how others have been affected.
 - Avoid scolding or lecturing. This often results in the student reacting
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Practice

- defensively. It distracts from noticing other people’s feelings.
- Involve the student actively. Instead of simply doling out punishment, which the student is expected to accept passively, a restorative intervention encourages the student to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this. The student is held accountable.
- Accept ambiguity. Often fault is unclear and people can agree to accept the ambiguous situation.
- Separate the deed from the doer. We can recognise a student’s worth, their virtues and accomplishments while disapproving of their wrongdoing.
- See every serious instance of wrongdoing and conflict as an opportunity for learning. Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.

Affective Questions

These questions are fundamental to assist in managing conflicts or potential conflict situations and working towards resolution. Our school has adopted the use of restorative practices strategies & produces these questions and focus areas on small palm cards and on lanyards for easy accessibility, particularly while on yard duty.

Affective Questions	Focus Areas
1. What happened? 2. How did it happen? 3. How did you act in this situation? 4. Who do you think was affected? 5. How were they affected? 6. How were you affected? 7. What needs to happen to make things right? 8. If the same situation happens again how could you behave differently?	Focus on the specific behaviour or incident without blaming. Draw out who was affected and how they were affected. Direct questions toward problem solving what needs to happen to ‘make things right’.

Affective Statements

- Reflect on the impact that the behaviour or incident has had on you and others
- This may include you as a teacher, Deputy Principal or Principal
- Consider the effect on other students, the class, the year, other teachers, parents or the school community as a whole

Evaluation

This Policy will be reviewed as part of a cyclical process in accordance with the School Improvement Plan (SIP).

Document Control

Version	Author	Purpose/Change	Date
0.1	Various STS L’ship Members	Initial policy drafting	Pre 2018

1.0	STS Leadership Team	Various updates throughout policy	Mid 2019
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