

Restorative practice

We have an expert team to support our students.

Our pastoral care team includes junior and senior deans, a behavioural psychologist, specialist guidance counsellors, and youth workers from Kahu Youth and 24-7.



Our team of guidance counsellors
Victoria Stewart, Michael Multhaup and Holly McDiarmid

How to contact our guidance counsellors

E: dept-guidance@mtaspiring.school.nz

T: 020 404 94623 or 03 443 0496

The restorative practice model focuses on building and maintaining positive, respectful relationships across the school community.



— TE KURA O TITITEA —
MOUNT ASPIRING COLLEGE

INFORMATION SHEET

What is restorative practice?

The Positive Behaviour for Learning (PB4L) restorative practice model focuses on building and maintaining positive, respectful relationships across the school community. The practice is grounded in beliefs of equality, dignity and mana that recognise the potential of all people. Its four underlying principles are:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports the mana of all individuals in the school community.
- Cultural responsiveness is key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

What is its purpose?

The purpose of restorative practice is to establish:

- what harm was caused
- why it was done
- the wider emotional context
- how the situation caused harm
- what is needed to put things right.

What the research says

Internationally, restorative practice has its roots in restorative justice, a formalised response to offending and victimisation in the criminal justice system that seeks to repair the harm caused by crime. PB4L restorative practice is used in more than 300 schools in New Zealand.

Feedback from an [evaluation of PB4L Restorative Practice \(2018\)](#) found that:

- The approach was viewed positively by students.
- School environments were calmer.
- The use of punitive measures decreased.
- The programme is culturally responsive.
- The programme is effective across a range of school types.

INFORMATION SHEET

How restorative practice works at MAC

We use restorative practice in a range of situations, including:

- dealing with negative behaviours, such as bullying
- after an altercation or conflict between students or groups of students
- in response to conflict between a student and a teacher
- when school rules are broken.

The process

When a situation arises, we focus on gathering information from everyone involved and then arrange a hui (meeting) in which a facilitator (such as a guidance counsellor) uses the PB4L restorative script as a framework to guide participants at the hui. The hui is made up of five steps:

1. **Tell the story.**
2. **Explore the harm.**
3. **Repair the harm.**
4. **Reach agreement.**
5. **Plan follow up.**

Both the person who has caused harm, and those who have been harmed, have an opportunity to answer questions and share their reflections.

Tips for parents

- **Share this information sheet with your child** if they are dealing with conflict at school.
- Encourage your child to **see things from other people's point of view.**
- Teach your child that **restorative practices can help them learn and grow** from their mistakes.
- If you attend a restorative practice hui, **be prepared to let the staff facilitator run the hui.** They have been especially trained in running these meetings.
- **Be patient with the speaking order** as parents are usually the last to speak.
- Try to **keep an open mind** as your child may have only told you their side of the story.
- When you speak, **use respectful language and behaviour.**
- Keep the details of the meeting **confidential.**

Resources

[Ministry of Education PB4L restorative practice](#)

[Ministry of Education evaluation of restorative practice \(2018\)](#)

Questions to those who have caused harm

- Can you tell us what happened?
- What were you thinking or feeling at the time?
- Looking back on what you did, how do you think or feel now?
- Who do you think has been affected by your actions?
- Was this the fair thing or unfair thing to do?
- What could you do to start to put things right?
- What would you do differently next time?
- How can we make sure this doesn't happen again?
- What support could help you with this?

Questions to those who have been harmed

- Can you tell us what happened?
- When this happened, what were you thinking or feeling?
- What was it like for you when ... ?
- How have you felt since this happened?
- What's been the hardest thing about it for you?
- To restore this relationship, what needs to happen for you?
- What support and help would you like or need?
- When is a good time to catch up on the progress of this agreement?

We find that our Māori students benefit from the restorative approach which aligns with the hui whakatika process, allowing them the space to incorporate their ways of knowing and learning.

