LAWRENCE AREA SCHOOL

Restorative Practice

The Core Elements of using a Restorative Approach:

- Aim for all processes to align with our school values:

  Whakaute – Respect

  Kawenga - Responsibility

  Manawa - Motivation

  Pononga - Honesty

- We work with those involved to problem-solve. We undertake to not do the process "to" or "for" them but 'with' them.
- The process always covers the following steps for those whose behaviour has impacted others, and those who have been impacted by someone's behaviour:

  1. What happened (tell the story)?
  2. Who has been affected?
  3. What needs to happen to put things right?
  4. How do we make sure this does not happen again?

- Teacher actions recognised to support this approach include:

  Remaining calm during a conversation, listening to what a student is saying, exploring the school values in relation to the problem, agreeing on appropriate consequences.

  There are three different levels of restorative intervention:

- **Level One: Restorative Chat**: A respectful conversation, short in duration, collaborative problem solving of a small issue. Usually one student.
- **Level Two: Restorative Meeting/Circle**: A more structured meeting which could involve two or more students. Where some level of harm has been caused to one party. It may require some investigation of an incident and some preparation for a meeting (usually a circle). Agreements that are monitored.
- **Level Three: Full Restorative Conference:** For ongoing behaviour issues or where serious harm has been caused to students, staff, or the school. Takes time to prepare for and could be used in conjunction with a stand down/ suspension. A formal accountability agreement follows the conference.