Positive Behaviour *for Learning*

RESTORATIVE PRACTICE KETE

BOOK ONE
Introduction

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Introduction

Welcome to the Positive Behaviour for Learning Restorative Practice kete. This kete supports schools to implement a restorative practice model that builds inclusive networks of positive, respectful relationships across the school community. In particular, it provides information and support for Restorative Practice coaches, principals, and other leaders in schools.

RESTORATIVE PRACTICE WITHIN POSITIVE BEHAVIOUR FOR LEARNING

Positive Behaviour for Learning (PB4L) in the Ministry of Education supports school communities to improve children's well-being, increase educational achievement, and address problem behaviour. The Restorative Practice (RP) project is one of a range of initiatives within PB4L.

The kete provides RP coaches with a model, tools, and professional learning resources to develop a Restorative Practice programme that is specific to their school's needs. Professional learning within the programme is supported both by external providers and by school PLD (professional learning and development) programmes, which reinforce the external PLD, deepen knowledge, and provide best-practice opportunities for all staff.

Schools that have adopted the Ministry of Education's PB4L School-Wide programme will already have an established framework that the PB4L RP model can fit into. School-Wide and RP complement each other in the way they build on school values and make expectations of behaviour explicit across the school community.

PB4L School-Wide consists of practices and systems that help schools create positive learning and teaching environments. It looks at behaviour and learning in terms of the whole school as well as of the individual student. To implement this approach schools set up a School-Wide team that includes representatives from across the school and the board of trustees. It is recommended that the RP coaches become part of this team to ensure that the RP

model is implemented in a consistent and practical way. If a school is not involved in PB4L School-Wide, or its roll is very large, the RP coaches can assemble a Restorative Implementation Team of staff.

For more information on PB4L visit the Ministry of Education website at www.minedu.govt.nz/PB4L.

STRUCTURE OF THE PB4L RESTORATIVE PRACTICE KETE

The PB4L RP kete is made up of five books.

Book One consists of four sections:

- The first section introduces the concept of restorative practice, gives an overview of the PB4L RP model, describes the positive outcomes for schools of implementing the model, and outlines the support provided to schools in the course of the three-year implementation.
- The second describes the roles and responsibilities of the various sections of the school community in implementing the programme.
- The third provides an overview of how schools grow their capability in restorative practice, from mapping their current position, through using the conceptual model and tools from the kete, to using data on student engagement and achievement to inform and sustain changes.
- The final section introduces and explains the PB4L Restorative Practice process and its three phases.

Book Two focuses on the PB4L Restorative Essentials and how RP coaches can support staff to use them to build positive and respectful relationships across the school community.

Book Three provides information and support for Restorative Circles.

Book Four provides information and support for Restorative Conferencing.

Book Five consists of resources to support the programme, including a range of templates and recommended readings.

The PB4L Restorative Practice model

Restorative practice is a relational approach to school life grounded in beliefs about equality, dignity, mana and the potential of all people. The PB4L RP model focuses on building and maintaining positive relationships across the school community and offers school staff best-practice tools and techniques to restore relationships when things go wrong.

FROM RESTORATIVE JUSTICE TO RESTORATIVE PRACTICE

Internationally, restorative practice principles have their roots in restorative justice, a formalised, relational response to offending and victimisation in the criminal justice system.

Restorative justice is a movement away from a traditional retributive focus (on wrongdoing and punishment) towards a 'restorative' approach that seeks to repair the harm caused by crime through coordinated conferencing. Processes such as family group conferences came about as an alternative response to the exponential increase in the number of people being imprisoned for recidivist offending.

TABLE 1: RESTORATIVE JUSTICE

RETRIBUTIVE JUSTICE	RESTORATIVE JUSTICE
Crime and wrongdoing are violations against the laws/rules: what laws/rules have been broken?	Crime and wrongdoing is a violation of people and relationships: who has been harmed and in what way?
Blame must be apportioned: who did it?	Obligations must be recognised: whose are these?
Punishment must be imposed: what do they deserve?	How can the harm be repaired?

Thorsborne and Blood, 2013 (adapted from Zehr, 2002)

In a similar way, the RP approach to problem solving recognises that misconduct harms people and relationships and that those involved in the problem also need to be involved in finding a solution.

TABLE 2: RESTORATIVE PRACTICE

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 is the punishment going to be?	What needs to be done to put things right?

Adapted from Jansen and Matla, n.d. (adapted from Zehr, 2002)

New Zealand schools have been using RP approaches in varying forms since family group conferences were introduced in 1989 as part of the Children, Young Persons and Families Act. RP in its initial stages was a response to the huge increase in the numbers of students who were being suspended or excluded from schools and, in particular, to the large ethnic disparity in suspension rates across a range of deciles. In 2001, the Ministry of Education launched the Student Engagement Initiative to encourage schools to find ways to reduce suspensions.

The PB4L action plan was developed in 2009, at the Taumata Whanonga behaviour summit in response to concerns about student behaviour. The plan included various programmes and practice-based initiatives for whānau,[1] staff, and schools to encourage pro-social behaviour in all students in New Zealand schools. PB4L is built on the foundation that positive behaviour can be learnt and that environments can be changed to improve behaviour and support effective teaching and learning. It also reflects the belief that schools play a major role in creating safe, healthy societies.

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[1] Note that throughout the Restorative Practice kete, 'whānau' is used in place of the full expression 'parents, families, and whānau'.

Andrew Becroft, Principal Youth Court Judge, quoted in Boyle, 2014

Restorative Practice was established as a PB4L initiative in 2011. Its value was evidenced in research commissioned by the Ministry of Education in 2012 on RP's impact on student engagement and the stand-down and suspension rates in New Zealand secondary schools.

The current PB4L RP model encourages and supports schools to analyse their existing values and practice and evaluate how effective their current strategies are for building and managing relationships and resolving differences and conflict.

After all, peace is not about everyone agreeing – it is about having processes for getting through when we do not agree – even when we do not understand the other at all

Drewery, 2013, page 13

FOUR UNDERLYING PRINCIPLES

The PB4L RP model is underpinned by four key principles:

- 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.

Positive interpersonal relationships are a major influence on behaviour

One of the ways in which people learn from their interactions with others is by monitoring their own behaviour and by observing the reactions they get from others. This provides critical feedback that lets them know whether they are socialising in an acceptable or unacceptable manner (Macready, 2009).

Fostering positive, respectful relationships with young people can have a profound impact on their overall behaviour, learning, and achievement outcomes. By viewing 'problems as problems' rather than 'people as problems', people can talk with each other in a respectful manner, and talk with themselves in ways that support their responsibility and their accountability (White, 1989).

Evidence from practice suggests that the quality of staff–student relationships has a major influence on student engagement and learning. Te Kotahitanga studies in New Zealand focused on changing the ways teachers, in particular, use authority and the way they form relationships with students. The PB4L RP model supports schools to develop an effective approach to building and maintaining positive relationships.

A culture of care supports the mana of all individuals in the school community

Schools that create a culture of care recognise the importance of preserving the mana and integrity of all members of the school community. Developing a culture of care creates a sense of unity and inclusiveness characterised by mutual trust and respect. A school that fosters a culture of care celebrates diversity.

Manaakitia te tangata, ahakoa ko wai, ahakoa no hea.
Treat people respectfully, irrespective of who they are and where they come from.

The PB4L RP model seeks to provide best-practice strategies for schools to build inclusive and respectful communities that give students the best opportunity to get the education they need and deserve. When students and whānau feel that they belong to and contribute to the life and culture of their school environment, students are more likely to enjoy their experience of school as a whole.

Cultural responsiveness is key to creating learning communities of mutual respect and inclusion

In all restorative approaches – conversations, circles, and conferences – both practice and process must be culturally responsive. From the outset, all situations need to be approached and worked through in a culturally appropriate way.

PB4L views tamariki as a priority and provides schools with frameworks that support staff, students, and whānau to:

- work collaboratively and inclusively
- be actively involved in discussions on learning and behaviour
- co-construct and agree on proposed solutions
- monitor progress.

To ensure that PB4L RP is culturally responsive to Māori, the needs of tamariki have been considered in the way RP resources are designed, developed, delivered, and evaluated. This approach complements the Ministry's Ka Hikitia – Accelerating Success strategy. More specifically, it aligns with the eight key principles of kaupapa Māori research identified by Māori theorists – in particular, Ata, the principle of growing respectful relationships, Ako Māori, the principle of culturally preferred pedagogy, and Whānau, the principle of extended family structure (Rangahau, n.d.).

Working in a culturally responsive way has wide implications that take in belief structures (for example, Christian, Muslim, atheist), ethnicities, gender, socio-economic factors, and the past experiences of individuals. Each of these elements will have further considerations of their own that also need to be taken into account.

Using a culturally responsive process within RP can include:

- considering how the PB4L RP processes align with the cultural traditions of those involved
- acknowledging the tikanga/kawa of the local iwi (those with mana whenua status) and those involved in an RP conversation, circle, or conference
- incorporating cultural and religious practices, such as mihimihi, karakia, or readings
- choosing an appropriate venue (for example, a marae, wharenui, church, or community centre)
- involving significant people (such as ministers of religion, elders, kaumātua, Pasifika community leaders, sports coaches) in the preparation, participation, and follow-up phases (these phases are explained in the final section, "The PB4L Restorative Practice process")
- giving all those involved a full and clear explanation of the process, the rationale behind it, and the expectations for the meeting
- ensuring that facilitators are able to work cross-culturally and have mana and respect in the eyes of participants.

In a nutshell, to be culturally responsive is to listen attentively, question curiously, and presume nothing.

A restorative approach leads to individuals taking responsibility for their behaviour

A key aspect of the PB4L RP model is that restorative practice is more than making use of tools that have a restorative component and is not limited to any one activity. For many schools, restorative practice has become a way of being:

> We have come to think that restoration is not only about resolving conflict; it is about maintaining the basic values of a diverse and civil society, including generosity, care, and respect for difference.

Drewery and Kecskeméti, 2010, page 103

A restorative approach focuses on accountability and meeting the needs of those involved rather than on blame and punishment. By working **with** students

and each other, staff and school communities collaborate and problem-solve together, are respectful of diversity, and take responsibility for their own behaviour.

Restorative practice has been described as doing things 'with' people rather than 'to' or 'for' them. The idea is that if people are part of a process, they are happier, more cooperative and productive, and more likely to make positive changes.

The fundamental unifying 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, 2009, page 7

Hence a restorative approach must always reflect fair process:

What do we mean by fair process? Put simply: It's a process that engages the people who have the problem in the problem solving. It meets people's need to be heard and understood and to be part of the decision making. Fair process is underpinned by values such as:
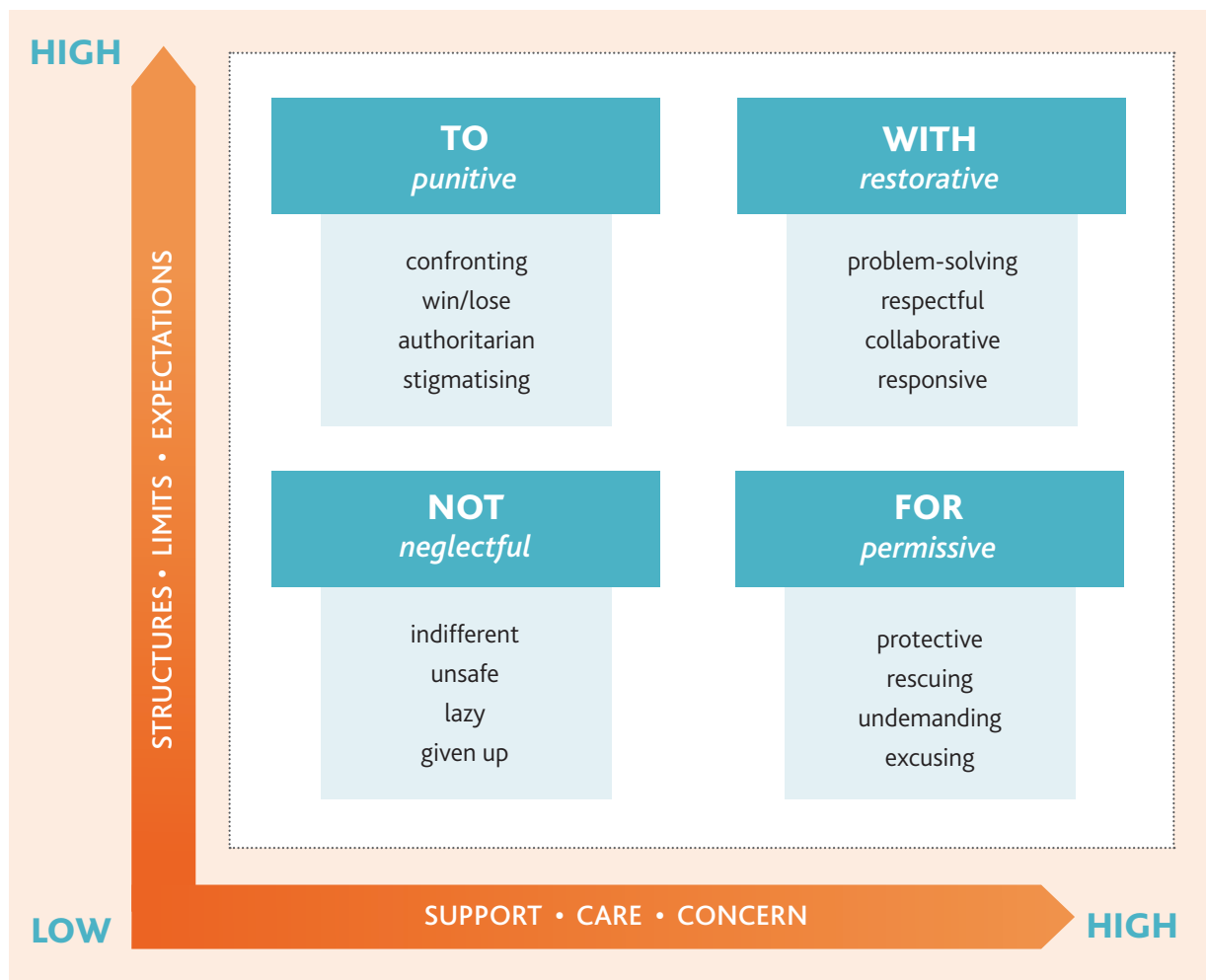Respect, safety, participation, cooperation, empowerment, equality, collaboration, inclusion.
Fair process can help turn any incident into a 'teachable moment' and hopefully contribute to the development of social and emotional competencies. It can also reinforce expectations, limits, and the school's values.

Thorsborne and Vinegrad, 2009, page 31

THE RESTORATIVE APPROACH COMPARED TO OTHER APPROACHES

A useful way of looking at how the restorative approach works within a school community is the Social Discipline Window (Figure 1). This model's four quadrants identify four sets of attitudes and responses to behaviour.

FIGURE 1: THE SOCIAL DISCIPLINE WINDOW

STRUCTURES • LIMITS • EXPECTATIONS

HIGH

TO *punitive*

confronting
win/lose
authoritarian
stigmatising

WITH *restorative*

problem-solving
respectful
collaborative
responsive

NOT *neglectful*

indifferent
unsafe
lazy
given up

FOR *permissive*

protective
rescuing
undemanding
excusing

LOW — SUPPORT • CARE • CONCERN — HIGH

Adapted from Wachtel and McCold, 2003 (adapted from Glaser, 1964)

The top left quadrant is high on structure and expectations but low on support and care. This results in a punitive and authoritarian approach in which actions are done **to** others.

The bottom right quadrant is high on support and care but low on structure and expectations, resulting in approaches that appear permissive and rescuing and that do things **for** others.

The bottom left quadrant is low on both expectations and care. It is inherently neglectful and does **not** do much at all.

The top right quadrant is high on both structure and support. This approach most often results in respectful problem solving, collaboration, ownership of issues, and restoration **with** others.

School staff and whānau can use this window to reflect on their existing approach and to recognise where on the quadrant their responses to particular behaviours may sometimes lie.

THE CORE COMPONENTS OF THE PB4L RESTORATIVE PRACTICE MODEL

The PB4L RP model has three key interrelated components – Restorative Essentials, Restorative Circles, and Restorative Conferences. The first and most fundamental component is Restorative Essentials, which is built on and further developed in the use of Restorative Circles and Restorative Conferences.

FIGURE 2: THE PB4L RESTORATIVE PRACTICE MODEL
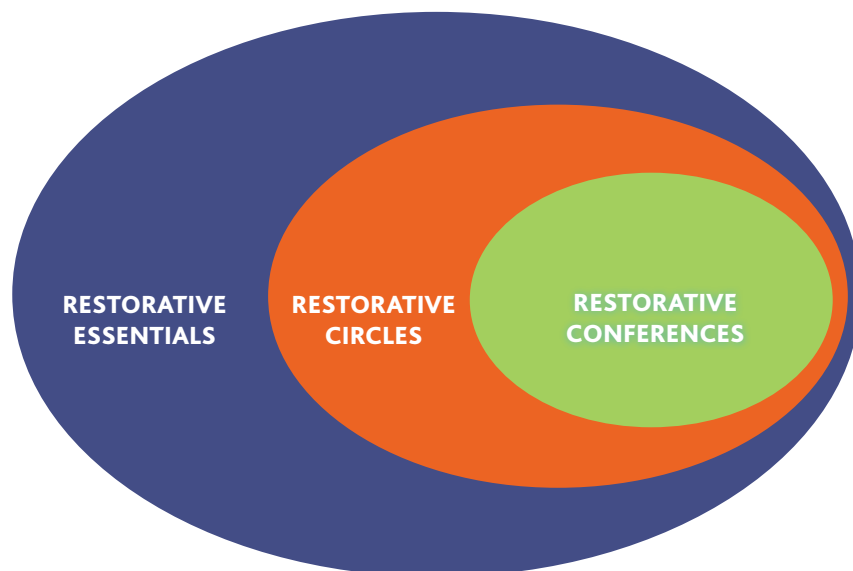
The **Restorative Essentials** embody the approach of the PB4L RP model at the grassroots level – the everyday, informal actions that place emphasis on relationships, respect, empathy, social responsibility, and self-regulation. Restorative Essentials 'keep the small things small'.

The Restorative Essentials are a relational approach to Restorative Conversations and effective communication skills. A relational approach is grounded in relational theory (Downie and Llewellyn, 2011) and aligns with the five key competencies of *The New Zealand Curriculum*. Staff and other adults play a vital role in modelling the relational approach within their school community.

Restorative Conversations use a scripted set of questions to explore and resolve a problem in a respectful way. Following a restorative script reduces the risk that the conversation will wander off track. The script may vary according to circumstances; it is explained in Book Two.

The Restorative Essentials are covered in detail in Book Two.

Restorative Circles support all staff and students to develop and manage relationships and to create opportunities for effective teaching and learning time. They are a semi-formal practice requiring some preparation. They provide schools with a range of processes to build relationships with and between all people in a school community, maintain those relationships, and enhance positive communication.

Restorative Circles also provide learning opportunities and strategies to repair relationships and support ongoing positive connections. They operate on a continuum from low-level community building and promotion of mutual understanding all the way to healing or conflict resolution circles[2] that can be used to repair serious situations among people, creating whole new ways of being.

Restorative Circles can provide a platform for staff to deliver curriculum content through collaboration. They support students' use and development of the key competencies of *The New Zealand Curriculum*, particularly thinking, contributing and participating, relating to others, and managing self.

Restorative Circles are covered in detail in Book Three.

[2] Note that this type of Restorative Circle is run by a trained facilitator.

There are three types of **Restorative Conferences** in PB4L RP: Mini Conferences, Classroom Conferences, and Formal Restorative Conferences. Although they differ in formality, numbers participating, and the severity of the related incident, all three types require the phases of preparation, participation, and follow-up, and all three use restorative scripts and fair process.

Restorative Conferencing is a process that provides schools with ways to repair harm and restore relationships. It uses the stories of those involved in an incident and the people close to it – students, staff, and whānau – to:

- explore what has happened and who has been affected
- hold those who have caused harm accountable for their actions
- provide support to those involved.

A strength-based approach is used to negotiate action plans and to follow up on agreements, in order to repair the harm that was caused and reduce the likelihood of the issue arising in the future. Conferencing is most often used by a school's senior leadership, syndicate leaders, heads of department, and pastoral staff. Like Essentials and Circles, it supports students' use and development of the key competencies of *The New Zealand Curriculum*.

Restorative Conferences are explained in detail in Book Four.

See Appendix 1 for a more detailed version of the PB4L Restorative Practice model.

POSITIVE OUTCOMES FOR SCHOOL COMMUNITIES

Evidence from practice suggests that by implementing the PB4L RP model, schools can expect:

- improvements in attitudes and relationships across the whole school community
- an increase in the engagement and learning of students in the classroom
- growth in relational and problem-solving skills, both for adults and students across the school community

- a calmer school environment, with less classroom disruption and more time for teaching
- a consistent best-practice approach across the whole school community that aligns with the school's shared values.

SUPPORT FOR SCHOOLS

A range of support is available for schools over the three-year implementation period of the PB4L RP programme:

- RP coordinators, provided by the Ministry of Education
- RP coaches, appointed by and based in their schools
- external PLD (professional learning and development), provided by the Ministry
- digital and hard copy resources and materials, provided by the Ministry.

Information on resources and funding support is available at www.minedu.govt.nz/PB4L.

Working together within PB4L Restorative Practice

This section outlines how:

- the Restorative Practice programme relates to the PB4L School-Wide programme
- various sections of the school community are involved in implementing the Restorative Practice programme.

This section identifies the key roles in PB4L Restorative Practice and describes their responsibilities. It also provides suggestions for creating connections with whānau and the community.

THE RELATIONSHIP BETWEEN PB4L RESTORATIVE PRACTICE AND SCHOOL-WIDE

Table 3 shows how the essential components of PB4L School-Wide correspond with Restorative Practice programmes.

TABLE 3: PB4L SCHOOL-WIDE'S RELATIONSHIP TO RESTORATIVE PRACTICE

ESSENTIAL COMPONENTS OF PB4L SCHOOL-WIDE	PB4L RESTORATIVE PRACTICE
1. Support, participation, and leadership by principal	The principal and senior leadership team lead RP from the front.
2. A common purpose and approach to discipline	A best-practice approach to managing behaviour restoratively becomes the norm.
3. A clear set of positive expectations for all students and staff	School values and expectations of behaviour and learning are supported through the RP best-practice approach.
4. Procedures for teaching expected behaviour	The focus is on building and managing positive, respectful relationships that encourage student engagement, allowing for more teaching time and improved learning and achievement outcomes.
5. A continuum of procedures for encouraging expected behaviour	Staff, whānau, and the school community model a consistent best-practice approach to relational/restorative behaviour.
6. A continuum of procedures for discouraging inappropriate behaviour	There is a best-practice systematic approach to Restorative Conversations, Circles, and Conferencing.
7. Procedures for the ongoing monitoring and evaluation of the effectiveness of the PB4L School-Wide system	Staff surveys are given before and after PLD. Data is collected from student management systems. The emphasis is on developing systems that encourage and support best practice across the school community.

PB4L RESTORATIVE PRACTICE ROLES AND RESPONSIBILITIES

Table 4 outlines the key roles and responsibilities in RP for school staff. It is followed by a description of the important roles that the RP coordinator and students play in Restorative Practice.

TABLE 4: ROLES AND RESPONSIBILITIES WITHIN PB4L RESTORATIVE PRACTICE FOR SCHOOL STAFF

TITLE	ROLE	KEY RESPONSIBILITIES
Restorative Practice coaches	RP coaches are appointed by the school and lead the planning and implementation of RP principles and best practice within the school. They also work collaboratively with the RP coordinator to develop a relevant professional learning programme for their school. Having several RP coaches per school helps foster a consistent approach to the RP implementation across the school and ensures sustainability, shared responsibility, and opportunities for reflection. Ideally, the RP coaches are members of the School-Wide team. If the school is not a School-Wide school, it is recommended that the RP coaches assemble a team of staff interested in implementing the PB4L RP model.	Consult with school's senior leadership team, the PB4L School-Wide team, and the RP coordinator about planning for professional learning, implementation, and sustainability. Attend ongoing PLD to increase their knowledge of the RP model and associated skills and tools. Plan PLD activities for staff to expand their knowledge and expertise in RP processes. Collect and collate staff feedback from PLD sessions to inform future planning and evaluation within the school. Act as a point of contact for school staff and the RP coordinator. Model best practice and support staff with advice and guidance. Oversee the collection and evaluation of data to inform the principal and external providers.
School-Wide team	The School-Wide team consists of a range of school staff who are responsible for implementing PB4L School-Wide (SW). It plays an integral role in the planning and implementation of RP across the whole school. In particular, it ensures that implementation is supported from the front by the school's leadership team and that it maintains a consistent best-practice approach. The school's RP coaches work within (or collaborate with) the SW team to coordinate the school's implementation of the RP model. The RP coordinator is not part of the team but provides guidance and support to schools where needed.	Review implementation progress. Review key messages. Review practice and progress. Problem-solve any issues and risks. Gather baseline and progress data. Support staff and the school community.
Principal	The principal plays a key role in the implementation of PB4L RP in their school. They plan an initial approach to the implementation of RP with the RP coordinator, and they lead and support the school's RP approach to relationships and expectations for behaviour and achievement.	Provide ongoing support for RP coaches. Attend PLD to build their knowledge of the RP model and associated skills and tools. Provide leadership through regular supportive messages. Attend and participate in Restorative Conferences where serious harm has been caused within the school community. Take data into account when planning strategic next steps. Involve new staff with the school's RP approach, values, and expectations of best practice. Allocate funding and reasonable time for ongoing RP PLD.

ROLE OF THE RESTORATIVE PRACTICE COORDINATOR

The RP coordinator is the support person for a school that is implementing PB4L RP. It is fundamental to implementation that the RP coordinator fosters ongoing relationships with the RP coaches and the external SW practitioner. This helps to ensure that the school successfully embeds a sustainable cultural shift across its community.

The RP coordinator's responsibilities include to:

- work with the school to help identify suitable RP coaches
- ascertain the existing professional learning structure of the school
- support the school to understand the change process and what to expect
- support the school with advice and guidance on planning and implementing the RP model
- support the school RP coaches with advice and guidance to build their capability
- work closely with the school's external SW practitioner
- organise external PLD for staff.

ROLE OF THE STUDENTS

The RP coaches can collaborate with students as part of the whole-school approach to implementing the Restorative Essentials (see Book Two).

This could include engaging the following groups in developing RP across the school:

- prefects
- peer mentors
- house and sports captains
- cultural groups and clubs
- year level councils.

Senior students can play a strong role in RP. For example, they can mentor, participate in, or co-facilitate classroom circles. Senior Māori students may adopt the tuakana-teina buddy system, in which older siblings or cousins (tuakana) mentor younger ones (teina). In a learning environment, the roles within the buddy system may at times be reversed, so the teina have an opportunity to become the tuakana. In this context, there are many possibilities for students to become actively involved in implementing the Restorative Essentials and to model the values that underpin them, as well as kaupapa Māori.

Research has found that positive relationships among students contribute significantly to their overall achievement. In a New Zealand study, Hill and Hawk (2000) found that where positive peer relationships were present, student motivation and attitudes towards learning improved. Students felt safer to contribute, take risks with their learning, and learn from each other. Australian studies reach similar conclusions:

> The building of more unified student groups through a shared commitment to values and agreements about how we treat one another … creates a healthy sense of shared responsibility and required helpfulness among students.

Hansberry Educational Consulting, n.d.

CREATING WHĀNAU AND COMMUNITY CONNECTIONS

There are many opportunities for a school's RP programme to connect with the wider school community. For example:

- New enrolments offer an opportunity for introducing RP concepts and policies. School staff responsible for introducing new students and their whānau to the school community can explain to them the school's RP approach to relationships, behaviour, and achievement expectations.
- Student cohorts transitioning from year 8 to year 9 can be introduced to the RP model through school assemblies and form class (home room) activities.
- The school's board of trustees, the local community constable, health providers, RTLBs, and social workers could be invited to attend a Restorative Essentials whole-staff PLD day.
- With the support of the school's senior leadership team, whānau leaders and leaders of ethnic groups within the school community could introduce Restorative Essentials to the wider community and provide opportunities for others to develop restorative skills.

UNDERSTANDING WHAT A SCHOOL IS ALREADY DOING RESTORATIVELY

Table 5 shows three levels of restorative practice in schools. The RP coordinator begins a PB4L RP programme by working with a school's senior leadership team to identify the level or levels at which the school is working, using the key indicators for restorative practice in schools (Table 6).

This process helps the school to gauge where the school is already working restoratively across a range of areas. For example, it may show that in some areas the school is working at a 'Foundational' level but in others at a 'Progressing' or 'Well established' level. It will also inform the design of the school's ongoing PLD programme to ensure that it meets the needs of the school.

TABLE 5: THE THREE LEVELS OF RESTORATIVE PRACTICE IN SCHOOLS

LEVEL 1 FOUNDATIONAL	LEVEL 2 PROGRESSING	LEVEL 3 WELL ESTABLISHED
A foundational school has limited knowledge of the RP principles. There may be individual staff members who have received RP PLD in a previous school.	A progressing school has embedded some key principles of RP and is practising them across the school. Some staff members have had formal PLD in RP, and the school has pockets of best practice. There is general consensus among staff that RP should operate consistently across the school. However, links with the overall culture, values, and policies of the school have yet to be made explicit.	RP is embraced by the whole school community. The restorative approach is embedded in school policies and documentation, and RP principles are evident in the school's values and expectations. The school has established a system for addressing all issues, from moderate behaviour problems to incidents of severe harm, with a view to restoring relationships.

TABLE 6: KEY INDICATORS FOR RESTORATIVE PRACTICE IN SCHOOLS

	LEVEL 1 FOUNDATIONAL	LEVEL 2 PROGRESSING	LEVEL 3 WELL ESTABLISHED
School values and expectations	School values and expectations are not explicit or do not align with current school practice; there is little consistency in terms of a whole-school approach.	School values and expectations are established and reflect some aspects of a restorative approach.	School values and expectations incorporate a restorative approach and are made explicit across the school as well as in the school's policies and charter.
Staff understanding of RP	The school has pockets of understanding and awareness, but these are not made explicit across the learning community.	Most teaching staff in the school have a clear understanding of the principles and process of RP and their relevance to the learning community.	All adults in the school have a clear understanding of the principles and process of RP and their relevance to the learning community.
Staff willingness and commitment	Staff responses are diverse; opinions range from keenness and openness to "Why change?" and "This is just another new fad!"	Most staff see the need for a relational response, but pockets of reluctance are still apparent.	Staff recognise the effectiveness of RP in their school and actively work on developing their skills and understanding.
Professional learning and development	There is an inconsistent approach to PLD in restorative practice.	Structured PLD is in place, mainly with a 'one size fits all' approach.	PLD is targeted to individual, department and school needs; resources and time are invested regularly.
School systems	RP systems in the school are inconsistent; messages and processes vary.	There is an established system, not yet consistently applied and with pockets of best practice.	A clear system is implemented and applied consistently across the school.
Staff capability and proficiency	There is a mixture of RP approaches and consistency across the school, with a tendency to refer issues on too quickly.	Some high-level RP skills are shown by some staff; behavioural issues are often left to be dealt with by one or two key staff.	Staff show a high level of competency and skill, actively seeking feedback to improve their confidence and practice.
Whānau and wider community	Whānau and the community have a limited understanding of RP, sometimes likening it to "A slap with a wet bus ticket!"	Some whānau know about RP, but the school has no clear process to inform and upskill whānau and the community.	Whānau and the wider community are introduced to RP and are regularly informed of RP initiatives and developments.
Explicit links with learning and engagement	There is a perception that RP is only about fixing challenging behaviour.	There are some links between RP and learning.	There are explicit links between RP and student engagement and achievement.
Induction of staff and students into RP	Induction is limited and inconsistent.	An induction process is in place but is not always used consistently.	There is a well-developed consistent induction process for staff, students, and whānau.
Students' understanding of RP	Students have limited or no exposure to RP and its relevance to the learning community.	Some students have knowledge of RP, although not through explicit role modelling from all staff.	Students are actively involved in the restorative approach and understand their role in it.

PROFESSIONAL LEARNING AND DEVELOPMENT IN PB4L RESTORATIVE PRACTICE

It is important when developing and embedding a professional learning programme that PLD sessions are relevant to all staff and that, for teaching and pastoral staff, they enhance what is successful in their current pedagogical approaches.

Table 7 provides an overview of RP PLD. In the first stage, external providers deliver PLD to all school staff, including non-teaching staff, on the Restorative Essentials. Following this, the RP coordinator supports the RP coaches to plan and run relevant, dynamic, and regular Essentials PLD for their school, using the planning templates and modules in Book Two.

PLD in Restorative Circles is structured like Essentials PLD: an introductory session by an external provider followed by in-school sessions by the RP coaches. Because Restorative Conferences are more intensive and specialised, PLD in them is fully covered by Ministry-endorsed external providers. Schools that are interested in developing their skills in Restorative Conferencing as a next step after Restorative Essentials may choose to do so before undertaking the Restorative Circles PLD.

Once PB4L RP is established in a school, ongoing PLD sessions on Restorative Essentials should continue while Restorative Circles and Conferences are being introduced. This is particularly important for new teachers coming into the school, especially provisionally registered teachers.

> The day we take Restorative Essentials off our PD plans is the day we start going backwards.

Andy Fraser, Principal, Otaki College

TABLE 7: OVERVIEW OF RESTORATIVE PRACTICE PROFESSIONAL LEARNING AND DEVELOPMENT

	RESTORATIVE ESSENTIALS Book Two	RESTORATIVE CIRCLES Book Three	RESTORATIVE CONFERENCES Book Four
Participants	All staff, including non-teaching staff RTLB BOT members Others as appropriate – for example: • representatives from feeder schools • community leaders (e.g., kaumātua, Pasifika leaders) • community constable • CYF social workers working with the school	Teaching staff (including RP coaches and house/form teachers) Senior leadership team Middle management Syndicate leaders, heads of department Guidance counsellors Others as appropriate	RP coaches Senior leadership team Middle management Syndicate leaders, heads of department Guidance counsellors Others as appropriate
Programme structure	Introductory day by Ministry of Education external provider 'Next step' PLD sessions run by school RP coaches	Introductory day by Ministry of Education external provider 'Next step' PLD sessions run by school RP coaches	Introductory two days by Ministry of Education external provider Follow-up sessions by Ministry of Education external provider

USING DATA TO INFORM AND SUSTAIN PB4L RESTORATIVE PRACTICE IN SCHOOLS

The PB4L RP model aligns with PB4L School-Wide. PB4L School-Wide supports schools to collect and analyse data on student engagement and achievement by monitoring student attendance, changes in student achievement levels, and the frequency of behavioural incidents. This data will support the developmental and systemic changes required when implementing RP across the school community over a three-year period. Schools not in PB4L School-Wide can still collect data in relation to their RP programme from sources such as the student management system, student and staff surveys, and attendance records.

Data on PB4L RP will be of interest to a school's senior leadership team, RP coaches, RP coordinator, and external PLD providers. The purpose of collecting it is twofold:

1.　to inform the school's planning for staff PLD and its briefing of external providers
2.　to evaluate the success of the implementation of RP.

INFORMING SCHOOL PLANNING FOR PLD

All staff at a school complete a survey[3] before and after they attend the Restorative Essentials PLD day. The survey data are aggregated and then used by RP coaches (with support from the RP coordinator) when designing PLD in RP. If a school is already in School-Wide, data from that programme can also be used to inform the implementation of RP across the school and to identify and meet the specific needs of the school.

EVALUATION

The evaluation of the RP PLD programme and change process in a school draws on data from a variety of sources, including surveys completed by staff after PLD sessions. The purpose of this evaluation is to measure the extent to which the expected benefits and success of RP are being realised.

PB4L RESTORATIVE PRACTICE RESOURCES

RP coaches can use the Essentials modules in Book Two and templates and recommended readings in Book Five to create PLD resources for use with staff and the school community. These resources should address the needs of staff identified by the surveys discussed above, through both their content and the PLD approaches taken.

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[3]　"How restorative am I?" (Module 1 from Book Two)

The PB4L Restorative Practice process

THE THREE PHASES OF THE PB4L RESTORATIVE PRACTICE PROCESS

There are three phases that are essential for all components of the PB4L RP model to ensure that the process is robust, genuine, and effective. These phases are **preparation**, **participation**, and **follow-up**. They function as both a planning tool for a Conversation, Circle, or Conference and a vehicle for reflection and feedback on the effectiveness of the process. The times they require vary considerably for the PB4L RP components – a Restorative Conversation may be as simple as a two-minute interaction in the classroom; a Restorative Conference is a formal process that may take several hours.

FIGURE 3: THE THREE PHASES OF PB4L RESTORATIVE PRACTICE
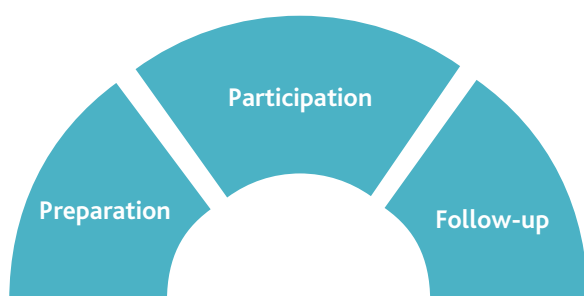
Adapted from Jansen and Matla, 2011

The **preparation phase** lays the groundwork for action. It can include:

- establishing the extent of the issue or the details of an incident
- establishing the reasons for using a restorative approach
- exploring who has been affected and how
- communicating with all the people involved
- setting up the protocols and environment for the Conversation, Circle, or Conference
- where appropriate, beginning to explore how things can be put right.

For Circles and Conferences, all parties are fully prepared so that they understand the process and what their role will be.

The **participation phase** involves the facilitation and running of the Conversation, Circle, or Conference. It requires the active participation of all those affected by an issue or incident. It focuses on facts, accountability, needs, and healing, and follows a five-step restorative dialogue (adapted from Thorsborne and Vinegrad, 2008):

- tell the story
- explore the harm
- repair the harm
- reach an agreement
- plan follow-up.

For Circles and Conferences, one or two facilitators may be required, depending on the number of participants.

The **follow-up phase** closely monitors the progress of any agreement or outcome. This phase is vital in maintaining the integrity of the RP process. If an agreement is reached but there is little or no follow-up, the process will feel staged and ineffective.

USING THE PROCESS EFFECTIVELY

The RP process serves as both a planning and a reflective tool. As a planning tool, it can help to ensure robust practice; as a feedback tool, it can help identify where a Conversation, Circle, or Conference has lost its way or when the outcomes have been less than satisfactory.

Almost all effective RP practice will have the three phases present in some form. In ineffective practice, at least one of them will be poorly undertaken or even completely missing.

In the **preparation** phase of a Circle or Conference, ground rules and expectations need to be made explicit. This can be done by preparing participants' thinking and letting them know the types of questions they will be asked. If this process is not followed accurately, the dialogue may digress and add to the harm already caused. If there is still too much heat or raw emotion at the time of a Conversation, Circle, or Conference, it is an indication

that the participants have not been prepared adequately. If the meeting proceeds, there is a risk of an unsafe environment in which participants do not feel free to speak openly.

Participation uses a scripted structure. A script assures both the facilitator and participants that they are in a controlled environment where they are safe to explore the harm without creating uncertainty or anxiety. It also ensures that the process will not be undermined by one or more of the participants.

Follow-up is equally vital. If this phase of the process is done poorly, it becomes ineffective and may lead participants to believe that a Restorative Conversation, Circle, or Conference is a meaningless formality and that they can avoid accountability just by saying the right things, rather than following through with actions. For Conferences, once an agreement is reached, an adult is nominated to follow up on the agreement to ensure that the process remains robust.

EXAMPLES OF THE PROCESS IN USE

Below are some examples of the RP process in use. The times given for the phases are indicative only, as the amount of time needed for each varies according to the depth of the issues involved.

Preparation phase: Am I ready to have the conversation? Are the participants ready? Do I know what I will ask them? Where is an appropriate place to hold the conversation? (30 seconds)

Participation phase: The conversation takes place and follows a restorative script. (1–3 minutes)

Follow-up phase: The facilitator touches base with the participants, checking that agreed undertakings have been carried out. (30–60 seconds)

RESTORATIVE CONVERSATIONS

Participation
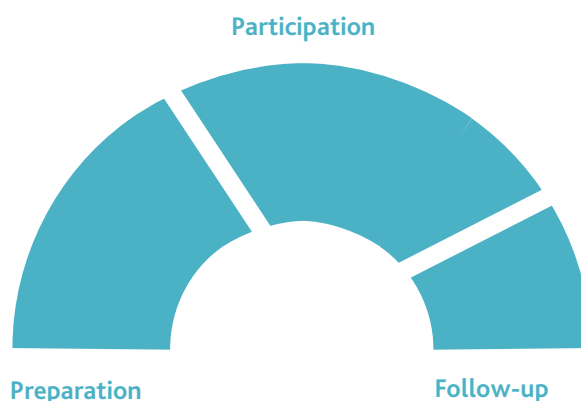
Preparation   Follow-up
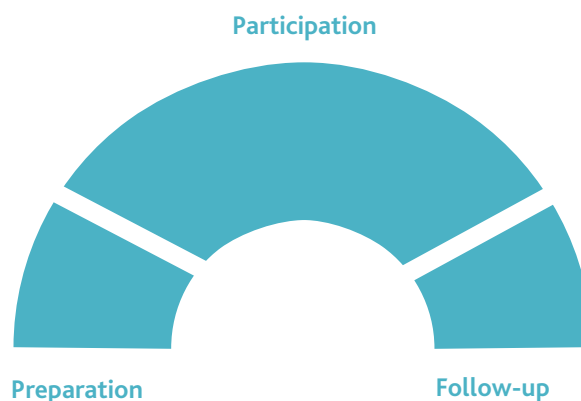
Preparation phase: What type of circle best suits the intended behavioural and learning outcomes? What are the possible risks? How will I manage the environment and the equipment? (15–45 minutes)

Participation phase: A facilitated process follows standard protocols determined by the intended outcomes. (10–60 minutes)

Follow-up phase: The facilitator touches base with the participants to ensure that the intended outcomes have been achieved. (5–10 minutes)

RESTORATIVE CIRCLES

Participation

Preparation   Follow-up

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Preparation phase: Interviews engage all participants and identify risks. The conference only proceeds after risks are resolved and all participants confirm they are ready. (3–6 hours)

Participation phase: A facilitated process follows standard protocols. (1–2 hours)

Follow-up phase: The group nominates an adult responsible for sustained monitoring and guidance in relation to a significant contract or agreement. (2–4 hours)

FORMAL RESTORATIVE CONFERENCES

Participation

Preparation   Follow-up
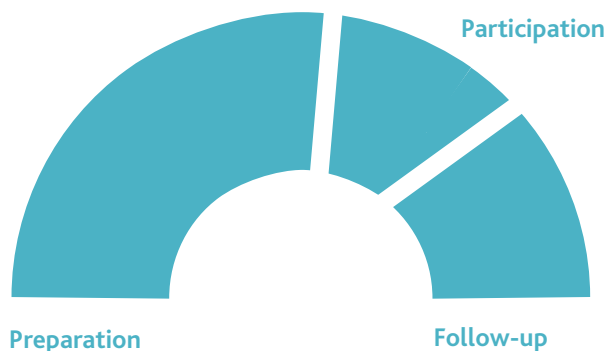
Appendix 1: The PB4L Restorative Practice model

The diagram below shows the complete PB4L RP model. This book introduces the model and provides an overview. Restorative Essentials are explained in detail in Book Two. Book Three covers Restorative Circles, and Book Four deals with Restorative Conferences.

FIGURE 4: THE PB4L RESTORATIVE PRACTICE MODEL
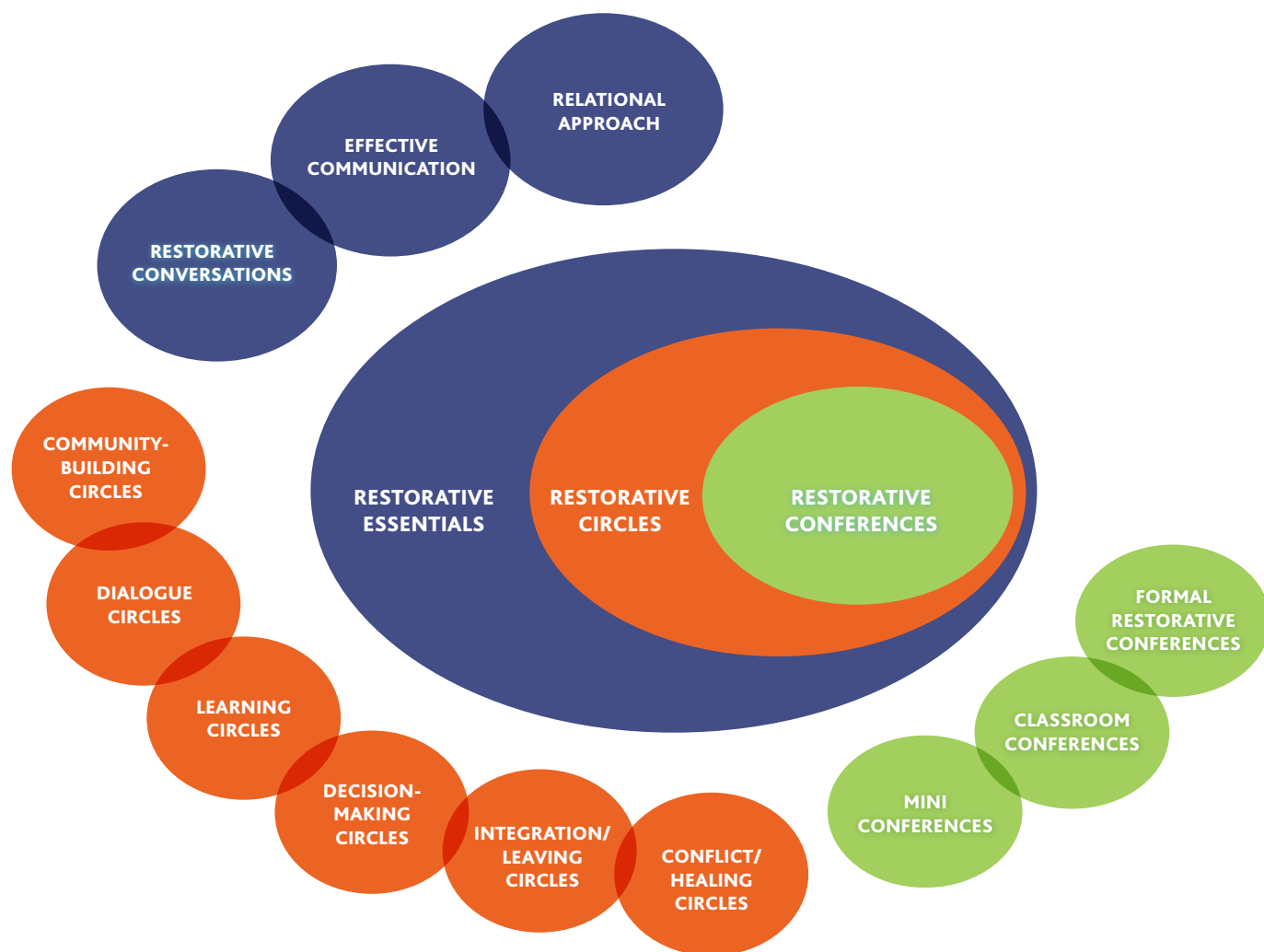
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