

The Social Capital Model

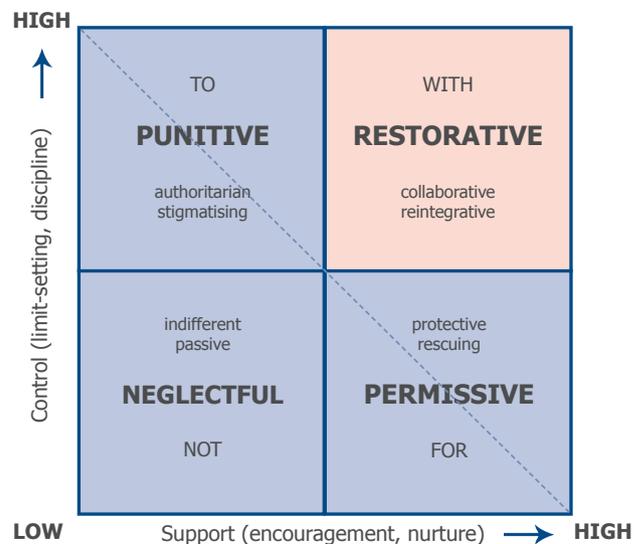
At the heart of Restorative Practices is an understanding of the Social Capital Model, which depicts the possible ways in which teachers or parents could respond to behaviour from young people.

In a primarily punitive response, the wrongdoer is held to high standards, but without the support necessary for him/her to reach them. Such a response can be alienating and stigmatising. It can also fail to effect any real change in behaviour.

In a more permissive response, the wrongdoer may find the support they need without being held to account for their actions.

It is the aim of Restorative Practices to be operating in the top right quadrant of this model - holding students to high standards of behaviour while at the same time providing the support and encouragement necessary for them to meet these expectations.

The Restorative approach emphasises working with students to educate them about their behaviour. In this way, a Restorative approach is perceived as being authoritative, rather than authoritarian.



How can parents help?

- Listen to your child
- Support your child regardless of whether they are the victim or the wrongdoer in the situation
- Remember – there are always two sides to the story
- Understand and trust the RP process
- Seek clarification from the relevant College staff if you have concerns or questions
- Learn about your child's growth and development by attending parent workshops and seminars

Restorative Practices



Through Restorative Practices we seek to enhance relationships among students, and between students, teachers, and parents, so as to nurture our sense of community at Discovery College.

A positive school climate, in which young people feel connected, is the best environment for learning.



At Discovery College, we use Restorative Practices to manage student behaviour with the intention of resolving issues through a no blame approach. This approach is supported by our College Vision and guiding statements.

Our Vision

Grow.
Be passionate about being the best we can be.

Discover.
Find wonder in the world around us.

Dream.
Dare to make a difference for yourself, humanity and our planet.

Student Voice

"It felt so good to speak about what happened. When I owned up to what I did I felt nervous, but I knew it was the right thing. I felt good about making a solution to a problem I was involved with."
- Year 5 student

"I think the Restorative Practice is an excellent way and system of correction, as it allows for individual change to be made through self reflection and discussion. It gives us all a good second chance, as we all make mistakes."
- Year 10 student

Restorative Practices

This approach is a way of viewing conflict and wrongdoing that focuses on:

- the harm caused to people and to relationships, and
- the obligation to repair that harm.

This is an approach to behaviour management and discipline that emphasises the importance of relationships. It is a way for students to develop better understanding of, and empathy with, others.

Restorative Practices means that for any situation requiring intervention of staff and/or student mediators, we are working to ensure that all parties:

- acknowledge their role in the incident;
- take responsibility for their actions;
- understand the impact of their actions; and
- are part of the solution (where possible).

Our aims are:

- to educate students towards self-directed right behaviour;
- to promote, nurture and protect healthy relationships among members of the community; and
- to enable students to be accountable for the real consequences of any wrongdoing.

We do this by:

- having high expectations and insisting upon high standards of behaviour, and
- providing high levels of support and care for individuals.

Students perceive this approach as being 'firm, but fair.' Being 'firm, but fair' means:

- clearly articulating and reinforcing expectations;
- adhering to fair process in dealing with all cases of conflict and wrong-doing; and
- recognising that wrong-doing primarily causes harm to relationships, and that this harm must be repaired in order to move forward.

Restorative Practices in action

There are a variety of ways that you will see and hear Restorative Practices in action across the College:

- Restorative conversations
- Class meetings
- Family Group conferences
- Peer support



We encourage a consistent line of questioning, which may differ slightly for primary and secondary students (in language only):

To the wrong doer

We're here to talk about...

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- What do you think has been affected by what you did?
- In what way?
- What do you need to do to make things right?
- How can we make sure this doesn't happen again?
- What can I do to help you?

To the victim

- What did you think when it happened?
- What have you thought about since?
- How has it affected you?
- What's been the worst of it?
- What's needed to make things right?
- How can we make sure this doesn't happen again?

When stuck

- Was it the right or wrong thing to do?
- Was it fair or unfair?
- What exactly are you sorry for?
- You didn't answer my question.