



Welcome to Aria School

ARIA SCHOOL



RESTORATIVE PRACTICES HANDBOOK 2015

Location Address: Barclay Road, Aria
Phone: 07 8777857
Fax: 078777578
email: ariaschool@xtra.co.nz

TABLE OF CONTENTS

| | |
|--|----|
| MISSION STATEMENT, VISION STATEMENT AND GOALS..... | 3 |
| SCHOOL BEHAVIOUR MANAGEMENT POLICY | 4 |
| BEHAVIOUR MANAGEMENT CIRCLE PLAN | 5 |
| COMPLAINTS PROCEDURE | 6 |
| VALUES CHECKLIST | 9 |
| EXAMPLES OF RESTORATIVE APPROACHES TO BEHAVIOUR..... | 18 |
| RESTORATIVE COVNERSTATION PROMPTS..... | 21 |
| TIPS ON MANAGING CHILDREN’S BEHAVIOUR..... | 24 |
| INCLUSIVE PRACTICES | 25 |

Mission Statement

"Be the Best We Can Be"

Vision

Aria School will be a place where students realise their full potential in all aspects of school life. Learning is a partnership between family, school life and community.

Values

At Aria School we value:

Learning

Respect

Community and Participation

Safety

Goals

At Aria School we aim to:

- Provide excellence in all classroom programmes (through effective Professional Development) with an emphasis on **literacy and numeracy**.
 - Promote health and wellbeing (including **quality physical activity**).
 - Through **effective assessment** practises, evaluate student achievement and programmes of learning.
- Create a culture of **inclusive** education – the provision of strong support for children with **special needs/abilities**.
- Develop plans and targets for improving achievement and success of Maori students in consultation with the Maori community.
 - Through programmes of work promote all school values listed above.
 - Provide a safe learning environment.
- Engage in and develop a productive partnership with the community maximizing the use of community resources.

ARIA PRIMARY SCHOOL

Procedure - Discipline/Behaviour Management

Nag 5: Health & Safety

Rationale:

This school believes in a positive, restorative approach to behaviour management.

We actively seek to provide an environment that is safe from all forms of intimidation (bullying).

We actively seek to provide an environment where -

- expectations are clear
- staff are positive, yet firm and consistent
- children achieve success from an interesting programme
- children are engaged in constructive play at breaktimes.

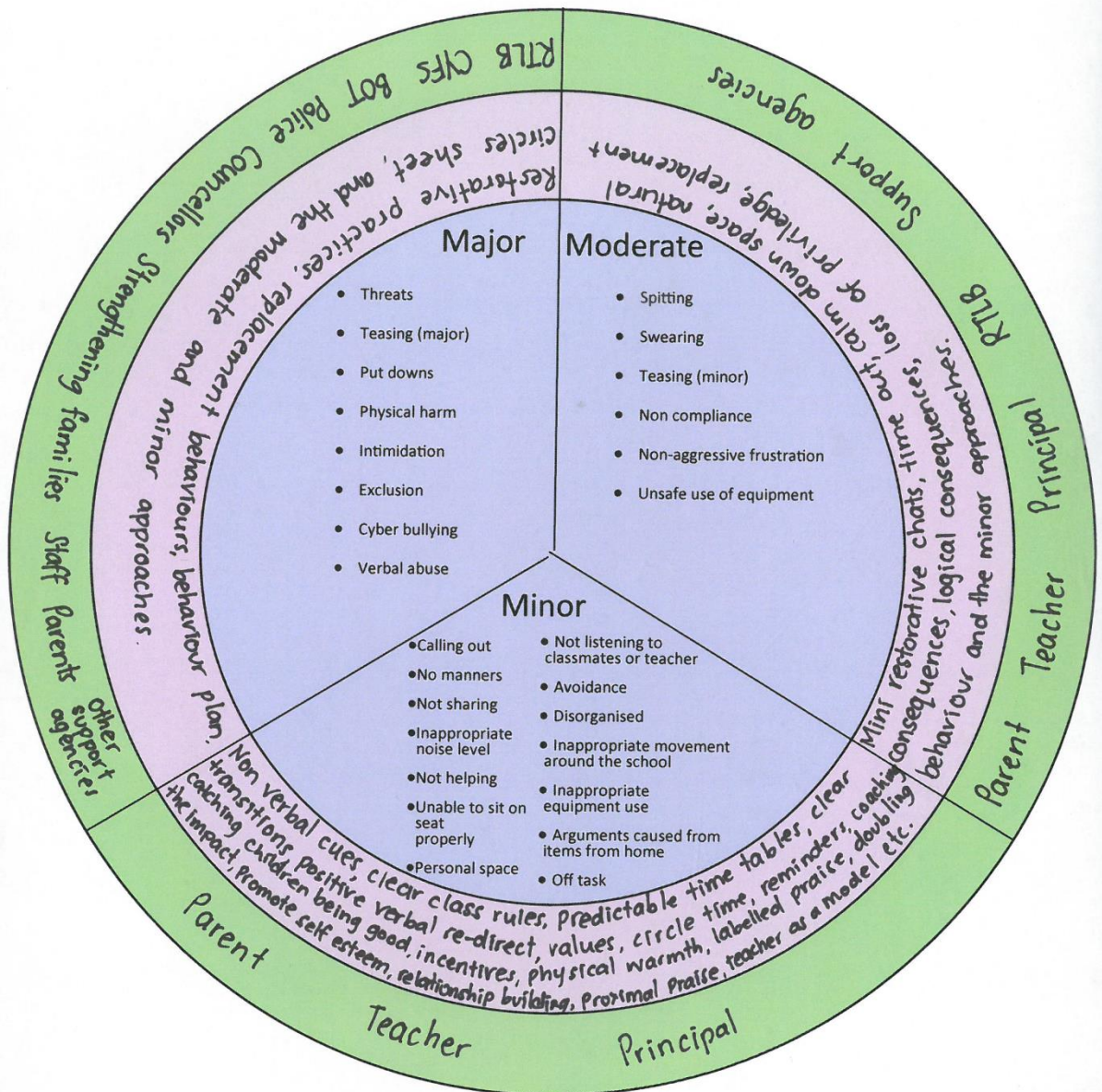
Purpose:

1. To provide clear guidelines for students.
2. To ensure all students, staff and caregivers know the expected standards of behaviour.
3. To encourage a positive, problem solving restorative approach to behaviour management.
4. To encourage students to accept, practise and internalise acceptable standards of behaviour.
5. To outline strategies for all members of the school community to combat social, emotional, physical and all other forms of intimidation (refer Bullying definition below).
6. To involve parents and caregivers in ensuring acceptable standards of behaviour.
7. Consequences will be fair, reasonable and appropriate.
8. Parents/Caregivers will be consulted if their child's behaviour at school is causing concern and their support enlisted.
 - Refer to Behaviour Management Guidelines which include the procedures /process for restorative practice conversations etc.
 - Bullying definition –
 - it is deliberate
 - It is repeated over a period of time
 - It is difficult for those being bullied to defend themselves
 - It is difficult for those who bully to learn new social behaviours
 - those who bully have, and exercise power over others.

There are four main types of bullying –

- physical, verbal, indirect (excluding, nasty stories), cyberbullying.

Behaviour Management Circle Plan



Glossary:

- **Positive verbal re-direct** – redirecting the child to the task they should be doing eg: "what should you be doing?"
- **Circle time** – a discussion about behaviours as a class, where the problem behaviours are discussed.
- **Labelled praise** – where the praise is labelled so students know what it is that they are doing well and receiving praise for eg: "well done for picking up that piece of rubbish!"
- **Doubling the impact** – where more than one person praises the student.
- **Proximal praise** – praising students (within close proximity to a student who is not doing the required task) who are doing the right thing.
- **Non-verbal cues** – reminders of behaviour where there are no spoken words, for example, raised eyebrows.

ARIA PRIMARY SCHOOL

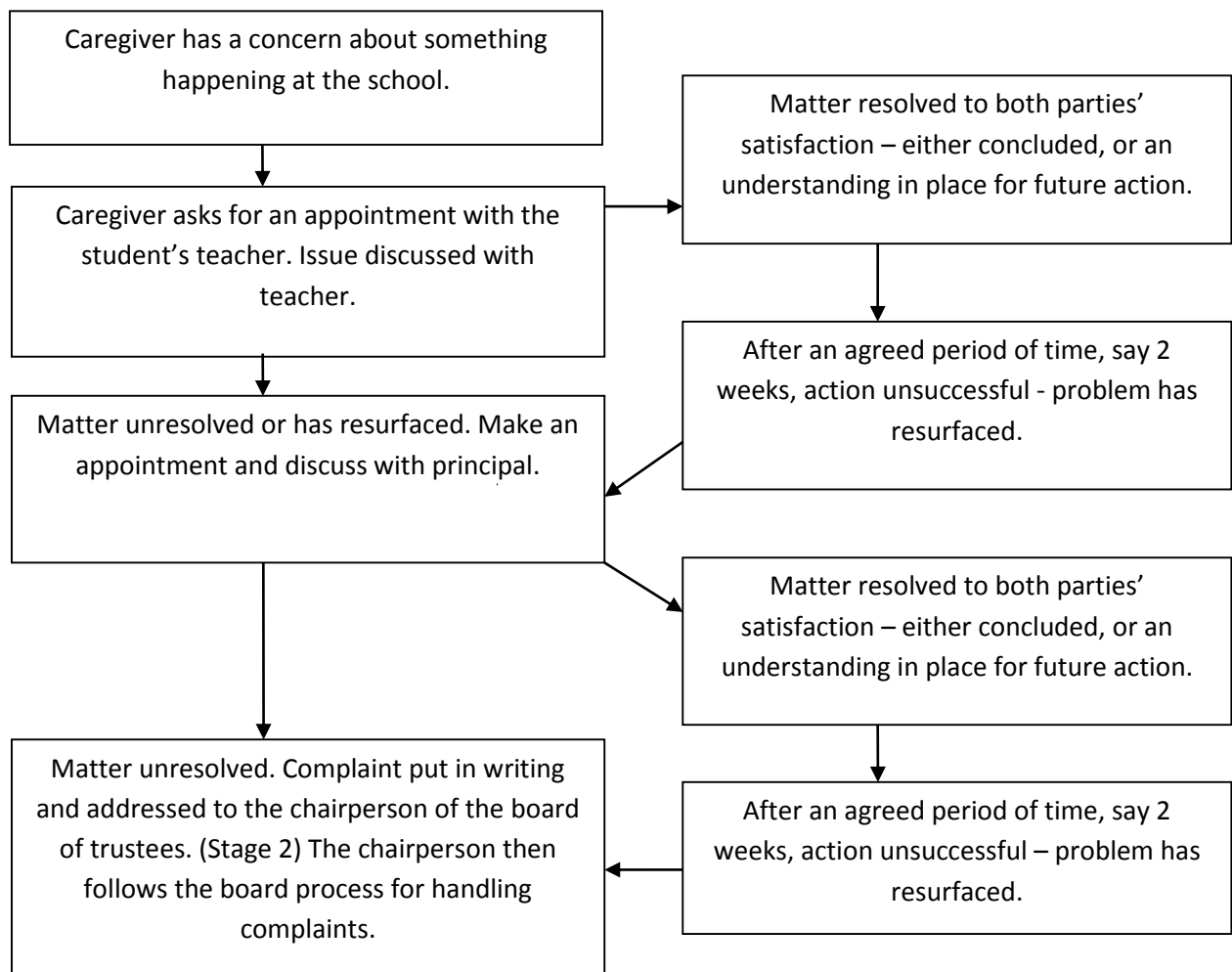
Policy Statement: CONCERNS AND COMPLAINTS

Nag 3: Employer (Personnel) Responsibility

The school responds to complaints in a fair and consistent manner.

Complaints Procedures:

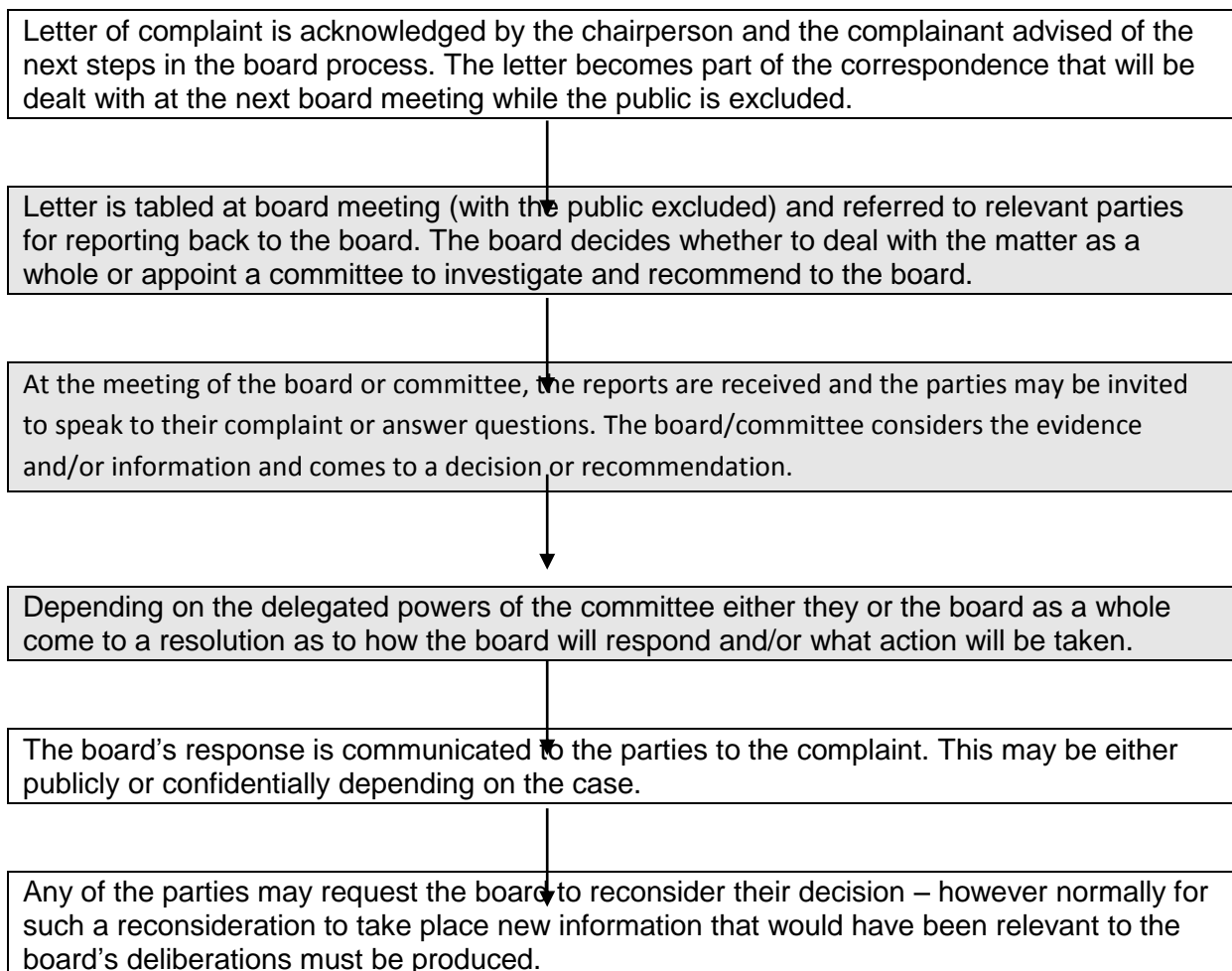
Any concern or complaint is treated as strictly confidential.



Stage one: School community process

1. While minor issues may be able to be discussed in a quick informal chat with a staff member, normally in order for both parties to give the matter full attention, arranging a time to discuss the matter is the preferred option.
2. If the complaints procedure has not been followed, the board will normally return any letter of complaint to the writer and ask that they follow the procedure first.
3. The board needs to formally receive a complaint in order to act on it. If a complaint is serious enough for the board to deal with, it is serious enough to be put in writing. If you have concerns about expressing the matter clearly in writing, please discuss the matter in confidence with the board chair (or another delegated board member) to enable them to assist you with this.
4. All parties to a complaint may bring a support person to any meeting where the issue is to be discussed.
5. Any complaints regarding the principal may be made to the principal or the BOT Chairperson.

Board of trustees complaints procedure for Aria School



- shaded area denotes “public excluded” meetings
- shaded area denotes “public excluded” meetings

Stage two: board process

1. Issues of a serious matter, such as allegations of physical abuse, may require a special meeting of the board.
2. All letters addressed to the chair of the board are for the *whole board*. The chair cannot decide independently what action will be taken unless the board has delegated them authority to do so.
3. Resolution or dismissal of the complaint must not be discussed before all the information is to hand.
4. Conflict of interest will be determined on a number of issues, including whether the complaint involves the actions of any trustee.
5. The board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and the principles of natural justice. It is advisable to contact the regional NZSTA personnel/industrial adviser in such cases. The board will need to consider the relevant staff disciplinary policies, employment agreements, and expert advice from the NZSTA adviser.
6. The board recognises that not all complainants will be satisfied with the outcome of a complaint. After *one* reconsideration, the board, will refuse to enter into further discussion or correspondence. The NZSTA helpdesk can help with such a decision by giving an objective assessment of a board's processes in dealing with the complaint.
7. A complaint regarding lack of compliance in relation to an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than as a reconsideration of the previous issue.
8. Trustees need to be clear in their mind of the difference between a complaint they have as a parent (that is, regarding their own child) and a complaint they have as a trustee (for example, obstruction of staff preventing them carrying out board work). In the first instance they are required to follow the normal procedures and are excluded from decision making due to conflict of interest. The latter case is dealt with as an agenda item for the whole board (possibly with the public excluded).

Reviewed by: Aria Board of Trustees

September 2013

Next Review: May 2016

Aria School Values

| | |
|--|--|
| <p style="text-align: center;">Learning</p> <ul style="list-style-type: none"> • I 'be the best I can be'. • I persevere with tricky tasks. • I take pride in my work and the work of others. • I am an active listener to classmates. • I am an active listener to the teacher. • I follow our classroom rules. • I stay on task and focus for an appropriate time. • I am prepared for school and learning activities. | <p style="text-align: center;">Respect</p> <ul style="list-style-type: none"> • I am respectful of people and their rights. • I take responsibility for looking after the school environment. • I look after my property and the property of the school. • I am courteous towards others. • I use my manners. • I am fair towards others. • I am respectful of people's personal space. • I understand that spitting and swearing are not acceptable at school. |
| <p style="text-align: center;">Community and Participation</p> <ul style="list-style-type: none"> • I help organise my groups equipment and resources. • I support others and their learning. • I participate in all activities in all activities to the best of my abilities. • I realise I am part of our school community, district and nation. • I can work well with others. • I use partner voices when working with others. • I share with others. • I will respect others as individuals among a diverse group. | <p style="text-align: center;">Safety</p> <ul style="list-style-type: none"> • I take responsibility for my actions at school. • I settle problems/ disputes peacefully. • I discuss difficult problems with my teacher and class mates. • I can express frustration without being aggressive. • I use positive language with others. • I have thoughtful reasons for my actions. • I use equipment safely and appropriately. • I think about possessions I bring to school and check they are safe and appropriate. • I understand that intimidation of any kind is totally unacceptable at our school. • I stay inside the school grounds. • I move around the school safely. • I understand that deliberate physical harm is totally unacceptable. • I do my best to keep myself and others safe within the e-learning environment. |

RESTORATIVE PRACTICES AT ARIA SCHOOL

What Is A Restorative School?

Aria School is committed to looking at traditional processes of educating and nurturing the people in its care. It is committed to using a set of core philosophies to guide and operate its people and management systems by adopting the following core principles of Restorative Practices:

- The centrality of judgement, deficit and failure is displaced by appreciation, alternative possibilities and hope.
- Issues are addressed rather than students/taura punished.
- Teachers/kaiako see themselves as in relation with students/taura, not as authorities over them.
- When disciplinary offences occur, the focus is on restoring order through restoring relationships rather than restoring authority.
- The mana of individual students is maintained and grown.
- People speak respectfully of one another, including staff, students and their families, recognising that all families want success for their children.
- Teachers/kaiako and students look forward to the challenges they meet at school.
- The voice of every student is heard rather than being drowned out by the noise of the loudest or weightiest.

Aria School as a Restorative school:

- seeks excellence in respectful relationships by valuing everyone in the school community.
- has hospitable practices because:
 - The communities of care around the school/ kura and its students/ taura become very visible.
 - Students learn that living in a complex community is more than just possible – it can be enjoyable.
 - There are fewer referrals for bad behaviour.

“Restorative schools are places where relationships are as important as academic outcomes, where misbehaviour and wrongdoings are opportunities for learning and where classrooms are living, breathing democracies where life-long learners emerge.”

Marg Armstrong

Underpinning Philosophies of Restorative Practices

Restorative Practices:

- Promote the importance of relationships
- View wrongdoing as damaging of people and relationships
- Focus on the need to rebuild damaged relationships
- Seek to make amends and return mana and dignity to all
- Provide the opportunity for those affected to tell their stories
- Validates and acknowledges the pain of others
- Assists people to understand the impact of their action on others
- Creates a climate for healing and forgiveness
- Builds accountability
- Engages students in meaningful dialogue
- Empowers students to act in socially responsible ways

“Restorative practices focus our attention on the quality of relationships between all members of the school community.”

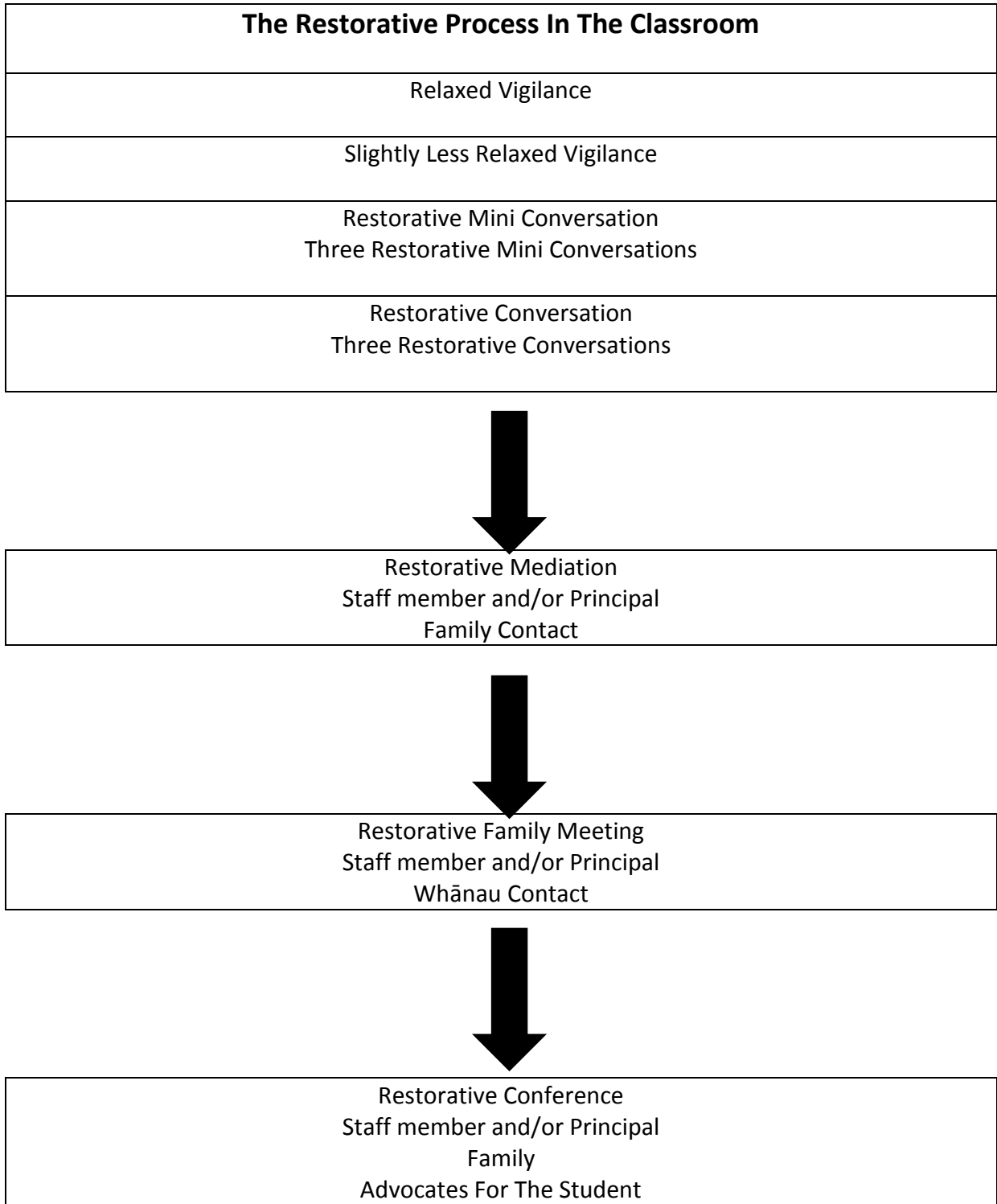
**Thorsborne And Cameron
2001**

What Is A Restorative Conversation?

A Restorative Conversation is a structured meeting between offender and offende, in which they deal with the consequences of a problem and decide how best to repair the harm.

**Rurea, taitea, kia toitu ko taikaka anakē
Strip away the bark, expose the heartwood, get to the heart of the matter.**

| Progression Of Restorative Conversations | |
|---|---|
| Relaxed Vigilance | <ul style="list-style-type: none"> • in class • one to one |
| Slightly Less Relaxed Vigilance | <ul style="list-style-type: none"> • in class • one to one |
| Restorative Mini Conversation | <ul style="list-style-type: none"> • out of normal classroom time • one on one • immediate intervention |
| Restorative Conversation | <ul style="list-style-type: none"> • in designated area • one teacher • one student |
| Restorative Mediation | <ul style="list-style-type: none"> • in designated area • one kaiako • one taura • Senior staff member or Principal |
| Restorative Family Meeting | <ul style="list-style-type: none"> • one teacher • one student • Senior staff member or Principal • whānau • If this meeting comes after a stand down, it may include RTLB and/or Guidance Staff |
| Restorative Conference | <ul style="list-style-type: none"> • one teacher • one student • Senior staff member or Principal • family/whānau • advocates for the student • community supporters – social worker, truancy officer, police, youth worker |



The Restorative Process In The Classroom

Relaxed Vigilance

Relaxed vigilance strategies are those that are delivered low key and go virtually unnoticed by other students. They are brief, subtle reminders of expectations. Many of the most effective are non-verbal.

- Make eye contact with the students who are off task.
- State the obvious and use fast factual sweep technique. State four positive statements before a negative.
- Move near to the students who are misbehaving. Establish eye contact and say nothing.
- Check misbehaviour with facial expression – a very straight faced shake of the head, a frown.
- Use gestures – palm out (stop), finger to lips (quiet).
- Use the student's name.
- Tactically ignore.

These strategies intentionally aim to minimise drawing attention to misbehaviour and place responsibility back onto the student. This encourages respect and personal responsibility. Please note that these low level strategies are designed to deal with learning disruptions.

Be culturally sensitive in dealing with all students. A Māori student who feels whakama about their behaviour often will not look you in the eye. If you do make eye contact, look down as soon as you have established this contact as this will indicate to the student that you are aware that they are not behaving as they should be.

**The Restorative Process In The Classroom
Slightly Less Relaxed Vigilance**

The following strategies can be used to give assertive verbal messages when unacceptable behaviour persists.

- Continue to reiterate clearly the behaviour(s) that you are expecting in the lesson.
- Positively acknowledge in a relaxed way those who are clearly showing the expected behaviour(s). (Proximal praise)
- Appropriately support by non-verbal actions, for example a held up open hand, not pointing and keep a metre's distance.
- Calm, clear, matter of fact tone.
- If possible deliver the message privately by speaking quietly or taking the student aside.
- Keep focus on the primary misbehaviour and do not allow the student's conversation to move on to side issues and secondary behaviours and therefore possibly into public arguments.

| | |
|---------------------------------------|---|
| Strategy One I Messages | The key words are, I want. "I want you to look this way now thanks." |
| Strategy Two Expectation | The key word is "thanks." Use language and tone of expectation that are required to be obeyed. The word thanks communicates expectation rather than please which is a request. "Maybe you were, but I want you to go back to your seat now thanks." |
| Strategy Three Expectation | State clearly what behaviour is required and if the student argues, continue to calmly focus on the initial request. The more upset the student becomes the calmer you must become to diffuse the student's anger. The broken record should be repeated a maximum of three times. If the student continues to argue move through the strategies. "I want you to return to your seat and complete your work. I want you to return to your seat thanks." |

The Restorative Process In The Classroom
Slightly Less Relaxed Vigilance

| | |
|--|--|
| <p>Strategy Four Tune In</p> | <p>The key words are, maybe...but, good...but, you're right...but. You tune in to or acknowledge that you have heard the side issue raised by the student, but you have retained your focus on the primary behaviour.</p> <p>"Back to your seat thanks." "I was discussing my work." "Maybe you were, but I want you to go back to your seat now thanks." "You can't make me move." "You're right, but I want you to go back to your seat now, thanks."</p> |
| <p>Strategy Five Rule Reminders</p> | <p>The key words are, you know our rules about... The teacher refers to established class rules to remind students about acceptable behaviour. The word, our, is used to reinforce that the rule was agreed upon and is not worded as a question so there is no opportunity for debate.</p> <p>"You know our rule about listening to others. Use it now thanks."</p> |
| <p>Strategy Six Limited Choices</p> | <p>The key word is, or. Limited choices avoid confrontation by providing the student with some control. If there is an argument then the broken record is used. There should be no threat or sarcasm.</p> <p>"I want you to put the iPod onto my desk." "Do you want to go back to your desk or sit at this one by me?"</p> |
| <p>Strategy Seven Direct Questions</p> | <p>The key words are, what, followed by you are, followed by what are you supposed to be doing? Use the broken record with the second question if the student attempts to bring in side issues.</p> <p>"What are you doing?" "Nothing." "You are out of your seat talking to.....What are you supposed to be doing?"</p> |

The Restorative Process In The Classroom Slightly Less Relaxed Vigilance

Strategy Eight

The key words are if you choose...you will be choosing ...
This emphasises that the consequences are the student's choice and effectively acts as a last warning.

"If you choose to leave your seat again then you will be choosing to be put in another seat/ stay back after class..."

These strategies should be used several times throughout the lesson, but all need to have been used before a student receives a Restorative Conversation.

"The essence 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 and for them."

**Wachtel
2004**

A Restorative Approach To Late To Class

- If the student is late, welcome them to class and get them started.

- Then:
 - Put their name on the board to interview later in the lesson when it is convenient to you and the class so the flow of the lesson is not interrupted.

 - Interview the student if the problem continues. Once the student has described their actions, what they were thinking, what impact it has had and what they are thinking now, agree on a consequence. This may be:
 - Agreeing to meet expectations and getting it right from now on
 - Catch up time with the classroom teacher

- If the student does not complete the catch up time or continues to arrive late after carrying out the agreed consequence, a formal Restorative Conversation is put in place.

A Restorative Approach To Having No Equipment

- Have clear expectations of what students need to bring.
- Store equipment and books in class where appropriate.
- Have replacement equipment or books in class and exchange for collateral. If used the following procedures still apply:
- Use relaxed vigilance strategies:
 - Give pack up time so that students have the opportunity to return all of the equipment
 - Regularly monitor who is and is not bringing equipment
 - Acknowledge those who always have the correct gear
- Use slightly less relaxed vigilance strategies for an on-going problem. After two to three repetitions within a short time frame:
 - Contact home
- Interview the student if the problem continues. Once the student has described their actions, what they were thinking, what impact it has had and what they are thinking now, agree on a consequence. This may be:
 - Agreeing to meet expectations and getting it right from now on
 - Catch up time to complete work
- If the student does not complete the catch up time or complete the work or continues to not bring equipment after carrying out the agreed consequence, a formal Restorative Conversation is put in place.

A Restorative Approach To Continual Disruption

- Use relaxed vigilance strategies:
 - Acknowledge and reward those who are doing the right thing
 - The look
 - Stand beside
 - Name the student and give a calm, but clear warning
- Use slightly less relaxed vigilance strategies:
 - Move in and speak quietly to the student and give a calm, but clear second warning
 - Stop.....and listen to what I am telling you. This is your last warning.
- Interview the student if the problem continues. Once the student has described their actions, what they were thinking, what impact it has had and what they are thinking now, agree on a consequence. This may be:
 - Agreeing to stop and apologising
 - Making up time
 - Completing work and returning by.....
 - Changing position in class
 - A contract
- If the student does not complete the catch up time or continues to disrupt after carrying out the agreed consequence a formal Restorative Conversation is put in place and a plan is formulated.
- If the student does not comply with the plan then the Board of Trustees and other agencies will be involved in further Restorative Conversations.

A Restorative Approach To Swearing

- Use relaxed vigilance strategies to identify breaches:
 - Eye contact
 - Raised eyebrow
 - Rule reminder
 - Lesson goal setting from time to time

- Use slightly less relaxed vigilance strategies:
 - Quiet reminder
 - Firm reminder

- Interview the student if the problem continues. This may be at the end of a lesson or at the beginning as a reminder to a consistent transgressor. If it is necessary to do this during the lesson do it when the class is in a working state so as to not disrupt the lesson
 - Student apologises and commits to improve
 - Apology to affected student(s)
 - Teacher/student contract

- If the student does not complete the catch time or continues to swear after carrying out the agreed consequence a formal Restorative Conversation is put in place. Teachers may, however, choose to follow the above process a few times as it will most often take several interventions to change some habits.

“Restorative justice strategies that emphasise finding positive, negotiated solutions provide staff and students with the opportunity to reflect on and take responsibility for their behaviour.”

National ERO Report July 2007

The problem is the problem

The person is not the problem

Me ata tirohia ki te take

Restorative Conversation
Questions To Assist When Mapping The Problem Story

| | |
|--|---|
| <p>Phase One Name The Problem Tell The story</p> | <p>Mapping the problem</p> <ul style="list-style-type: none"> • Tell me about the problem – anger, depression, attitude..... • What makes...a problem for you? • How did it come about? • When did...become a problem for you? • What areas in your life is...most affecting? • What does it make others think about you? • Does...give you a reputation? • Where does it have the greatest hold on you? • When is...at its worst? • When is it around most? • What encourages it? • Are there any other things you notice about it? |
| <p>Phase Two Examining Its Effects Explore The Harm</p> | <p>Tell me the effects this problem is having on:</p> <ul style="list-style-type: none"> • you? • your family? – name members • your teachers, classmates? • your relationships with your friends? • your plans for the future? • your learning? • how people talk to you? • how others look at you? • your reputation? • What is it like for you seeing these effects on...? • What is it like for you seeing the effects of...? |

| | |
|---|---|
| <p>Phase Three Re-Storying Repair The Harm</p> | <p>Examining times when and places where the problem is not present</p> <ul style="list-style-type: none"> • When is the problem not around? • Are there places where the problem is less strong? • What places, times, subjects, activities and/or interests make it possible for the problem not to be present? • Are there certain people who help the problem not be present? • What else have you done that does not fit within the problem story? |
| <p>Phase Four Restorative Alternative Story</p> | <p>Making visible, positive qualities</p> <ul style="list-style-type: none"> • What qualities do we notice about you when the problem is not present? • What strengths have you drawn on in the past in order to beat the problem? Would these help now? • What qualities does the problem prevent us from noticing and appreciating? • What strengths do you notice when the problem is not around? • What new description of you can we see emerging as we speak about the times and places where the problem is not happening? |
| <p>Phase Five Plan</p> | <p>Move Forward</p> <ul style="list-style-type: none"> • What needs to happen to make things right? • How can we make it possible for you to move forward? • Are there things you need to do to put things right, or make amends, between you and...? • How can we restore everyone's mana? • What will a plan for the future have to include? • Who needs to be involved in formulating this plan? • Who will do what? • When will the plan be reviewed? |

TIPS ON EVALUATING AND MANAGING CHILDREN'S BEHAVIOUR

- Avoid threats
- Respond, do not react (count to ten)
- Be consistent, what you said today you will maintain tomorrow
- If you say it you have to deliver it, don't make comments you can't or don't back up
- Sometimes children get it wrong with humour. Try to focus on the intent and don't over react
- When working with children, make your instructions clear and short
- Be aware that there are factors which contribute to the way children behave. These include personal factors (like illness), school factors (like class work), home factors (like family stress) and community factors (like support from agencies)
- Behaviour is something children learn through who they are with, what happens, and watching what others do. Taiohi/young people basically "learn what they live with"
- Use positive approaches and strategies to promote the kinds of behaviour you want. If you are always criticising and telling children off, it's as if you are wanting to catch them doing something wrong. Catch them being good instead
- Proactive is better than reactive, every time. Being reactive can mean that you act inconsistently and that you don't lose your cool
- Remember that managing crises requires a proactive plan
- Any rules must be reasonable, enforceable and consistently applied. Don't ever make a threat if you can avoid it, but if you do make one, be sure it's both an appropriate one and also one you can carry out
- Use praise to encourage and reinforce the behaviour you desire

MOST OF ALL, TRY TO CATCH CHILDREN BEING GOOD

- Praise behaviour you want to see more of. "You're getting on nicely with your work, Pete."
- Praise it the minute you see it
- Describe exactly what the rangatahi has done well
- Focus on the behaviour ("I liked the way you contributed in that group") rather than the child in general ("Good girl")
- Praise often when teaching something new. As the children get the idea, require them to achieve more before you praise them.
- Praise steps in the right direction. "Good try!"
- Praise attempts, or making a start. "Ah! You've started, John – good!"
- Different children like different kinds of praise. "Way to go Fred!"
- You can praise with a smile or by joining in with what young people are doing

INCLUSIVE PRACTICES AT ARIA SCHOOL

Aria School prides itself on being an inclusive school/ kura. All students deserve a sense of belonging and a sense that who they are and the life journey they have had is welcomed, valued and understood.

The principle of inclusion is one of the foundation stones of “Todays Schools”.

A parent’s perspective on disability and inclusion:

Inclusion is vital for the child with special needs, their family, and the society that they live in, because our children will never belong to society if they grow up in a separate world.

Inclusion is not always sunshine because children with special needs are not always sunshine. However, nor are other children. For inclusion to be successful, inclusion has to be experienced, shared, and embraced by all.

To me the most important thing of all is that children with special needs are always children first, and that all children are always more alike than they are different. Children with special needs have many of the same needs as other children, such as having friends, having fun, and feeling success.

In an inclusive environment we must strive to welcome, appreciate, respect and accommodate diversity – this should happen as much for the child with special needs as it does for his/her peers.

As a parent of a child with special needs, I want my child to be able to experience life to the fullest. For her to be loved, have friends, and to be her own person. I want her to be seen as an individual first and her disability to be seen as a special part of who she is. Inclusion allows this to happen for her.

Roz Crotty (Member of the Waikato Inclusive Services Parent Reference Group)

In an inclusive school every student is included in learning with their peers. All students belong are welcomed, are accepted by their peers, and the full school community.

The class teacher has the key role and ultimate responsibility for ensuring the inclusion of all students in the class.

“You must be the change you wish to see in the world.”

Mahatma Gandhi

SUPPORTING LITERATURE

- Cronin-Lampe, K and R. (2010) Developing A Restorative School Culture
- Cronin-Lampe, K and R. (2007) Pastoral Care And Restorative Practices: Developing A Culture Of Care And Restoration
- Ministry Of Education. (2012) Restorative Practices In New Zealand: The Seven Restorative Practices
- The University Of Waikato. (2003) Restorative Practices For Schools

ACKNOWLEDGEMENTS

Ngā mihi nui and special thanks to:

- Ron and Kathy Cronin-Lampe
- Lesleigh Henderson - RTL
- Staff/ BOT of Ōtorohanga College

for the ideas contained in these pages about Restorative Practices

