

RESTORATIVE PRACTICES

So what does “Restorative Practices” actually look and sound like at ADHS?

It looks like calm and respectful conversations; it sounds like two or more people having a turn to listen and talk.

It looks like a person owning their behaviour; it sounds like a person naming what they have done that has caused harm.

It looks like a person trying to understand someone else’s perspective; it sounds like a person describing how someone has been affected.

It looks like a person making a plan to fix things up; it sounds like an apology and a plan to ensure the same doesn’t happen again.

In cases where the school is harmed Restorative Practices can look like doing a good deed to help the school.

In cases where the incident was deemed sufficiently serious, Restorative Practices may look like loss of privileges or even exclusion. In such an event the school works to ensure there is a learning outcome and the student is welcomed back into the community.

“Restorative Practices”?

ADHS is a ‘Restorative School’.

Restorative Practices is an ethos or way of thinking about relationships and harmful incidents. It is also a raft of practices teachers are expected to use. At ADHS we place a very high value on respectful relationships between all members of the school community. When damage is done to relationships, exploring opportunities to repair the harm is important. We avoid as much as possible doing things to students, this is punitive; and we avoid doing things for students, this is permissive. ADHS staff work with the people involved in an incident. We believe this is the best way to foster respect and responsibility. Another way of putting this is that we view incidents of poor behaviour as a learning opportunity. Our preference is always to approach incidents from a behavioural education angle rather than a behavioural control angle.

