

## Restorative Practices

- Is a way of viewing conflict and wrong-doing that focuses on
  - the harm these cause to people and to relationships, and
  - the obligation to repair that harm
- Is an approach to behaviour management and discipline that emphasises the importance of relationships.
- Is a way for students to develop better understanding of, and empathy with, others.



Introducing Restorative Practices into the College has been part of the **Villanova Schooling Project**, one of the key projects in our current Strategic Plan.

For more information on Restorative Practices at Villanova, our Schooling Project, or to obtain your own copy of the Strategic Plan, please contact the Curriculum Office.

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## Restorative Practices

**Villanova College**



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 the College.

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

## Our Aims are:

- To educate students towards self-directed right behaviour
- To promote, nurture and protect healthy relationships among members of the community
- 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

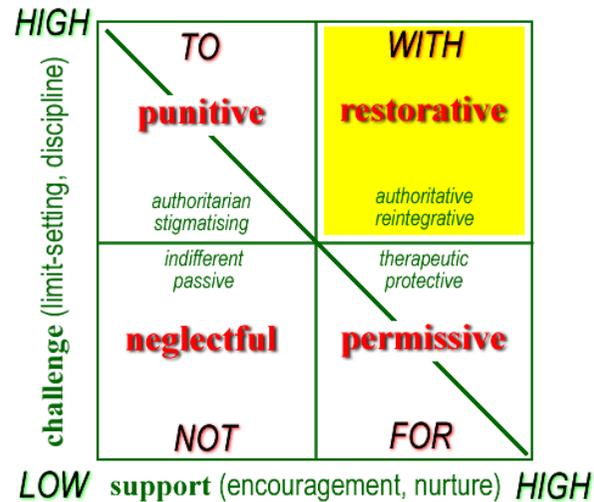
Students perceive this approach as being 'firm, but fair'

## Being 'firm, but fair' involves...

- 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

## The 'Social Discipline Window'

At the heart of Restorative Practices is an understanding of the Social Discipline Window which depicts the possible ways in which teachers (or parents) could respond to undesirable behaviours in young people.



In a primarily punitive response, the wrongdoer is held to high standards, but without the support necessary for him 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 he needs without being held to account for his actions.

It is the aim of the Restorative approach to be operating in the top right pane of the window - 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 to right behaviour.

In this way, a Restorative approach is perceived as being authoritative, rather than authoritarian.

## A Restorative approach...

- encourages students to appreciate the consequences of their actions for others
- enables students to make amends where their actions have harmed others
- requires students to be accountable for their actions
- encourages respect for all concerned

## ... is an Augustinian approach

In our Augustinian tradition, our primary aim in behaviour management is the development of self-discipline. A major focus of Restorative Practices is the development of this self-discipline through acknowledging the consequences of one's actions and then making amends. It is an educative approach.

A Restorative approach values the person while challenging negative behaviour, echoing Augustine's call to 'love the sinner, hate the sin.'

The Restorative approach also reflects the central value our Augustinian community places on relationships - among students, and between teachers and students.

