



Centre for **RESTORATIVE**  
**JUSTICE**

336 South Road St Richmond, SA 5033  
Mob: 0435 355 689  
Email: [crjcontact@restorativejustice.com.au](mailto:crjcontact@restorativejustice.com.au)

*South Australia*

# *“Restorative Practices in Schools”*

*Building Safer Communities by Resolving Conflict and developing positive behaviours*

*Training & Professional Development  
for schools, teachers and communities.  
2022/23*

“It is not small people who ask for forgiveness. It is large hearted, magnanimous courageous people who are ready to say what are some of the most difficult words in any language: ‘I am sorry’. But once uttered, they open the way to a new opportunity, the possibility of a new beginning, the chance to start again having learnt a lesson from the past”  
Archbishop Desmond Tutu

*Leigh Garrett  
Centre for Restorative Justice*

## INTRODUCTION

*The Centre for Restorative Justice is a non-government, not for profit organisation, that works collaboratively with school communities to develop their culture and practice into safer and more inclusive environments for learning. It does this by helping to implement restorative processes as a whole school system. There is significant community feeling that current behaviour and disciplinary systems, rather than solving the problems associated with poor behaviour and crime, actually generate more harm for both victims and offenders. Restorative Practices can be defined as:*

*“processes that advocate that the people most effective at finding a solution to a problem are those most directly impacted by that problem. Opportunities are created for those involved in conflict to work together to understand, clarify, resolve the incident and work together towards repairing harm done”*

*Within the education system, restorative practices provide a cohesive system of conflict resolution, social inclusiveness, values development and community strengthening. Using these systematic techniques, schools can become safer and more productive learning environments, and at the same time better equip students for a lifetime of strong and lasting relationships. Restorative practices can be shown to reduce suspensions, exclusions and expulsions and contribute to educator health and wellbeing by reducing stress.*

### Training Units

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*These units can be booked individually or as a package. Please contact us at [crjcontact@restorativejustice.com.au](mailto:crjcontact@restorativejustice.com.au) to discuss our Partner Package for whole of school cultural change.*

## Unit 1

### Introduction to Restorative Practice

*This Unit provides a broad overview and introduction to the processes known as Restorative Practices in Schools. The session incorporates information about useful tools for building relationships in classes and communities **and is not** sufficient to allow a school to claim to have a Restorative Culture nor is it intended to train staff to deliver the processes.*

*It will generally be held in the format of a staff meeting or short after school training/discussion forum.*

*It is considered that this will be used to promote further discussion around the need for change, and the possible further exploration of Restorative Processes as a means of navigating that change.*

#### Outcomes

- *Understanding of targets of school changes*
- *Basic knowledge of Restorative Practice Principles*
- *Understanding of possible applications*

*Duration 1- hour*

*Max participants - No limit*

“Fairness is what Justice Really is”  
Potter Stewart

## Unit 2

### School Leadership-Change Management & Restorative Practice

*This Unit is designed to broadly describe the basic principles of restorative practice, some basic systems and processes and most importantly how Restorative Practices can be used to effectively facilitate whole of school cultural change.*

*The participants of this unit will be the leadership team of a school, including (if possible) members of the governing body or school council.*

#### *Training Objectives:*

- *Understanding Basic Restorative Practice Principles*
- *Understanding the scope and nature of cultural change required*
- *Evaluation of Potential for Restorative Practices within their school/s*
- *Identification of the change strategies and recognition of barriers to initiate Restorative Practices “Go Ahead” at your school.*

*It is **highly recommended** that leaders from a school attend this unit before the following units can be undertaken by them **or** their staff.*

*Duration: ½ day (3 hours)*

*Maximum Number of Participants 20*

“If you think you are too small to make an impact, try going to bed with a mosquito in the room”

Anita Roddick

## Unit 3 Day 1

### Building Engaged Community Relationships using Restorative Practice - Underlying Theories

*This Unit is offered as a 1 or 2 day workshop. The 1 day program provides a foundation of Restorative Justice Theory and practice in Restorative Practice. It includes some practical experience in the use of Relational teaching in building and maintaining relationships, The use of circles in classrooms for inclusive engagement (Group Discussions) as a pedagogy unites totally with the practices of Restorative Practice and as such, its use in classrooms is strongly encouraged for building relationships, problem solving and social emotional literacy. Through this training we propose to develop the capacity of educators to teach within a relational framework on a daily basis, and thereby build the capacity of the site to strengthen relationships in the classroom and develop the core Social and Emotional Literacy skills in sites at age-appropriate levels.*

*It is recommended that all school staff including principals, coordinators, teachers, support staff, and administration staff undertake this training.*

#### *Training Objectives:*

##### **Day One Unit.**

- *Using the principles of Communication Circles to build, strengthen and repair relationships*
- *Basic Knowledge of the theoretical underpinnings of Restorative Practices.*
- *Basic Foundations of Restorative Processes in daily life*
- *Small amount of practical working.*

*Duration:* 1 day **or** 2 days

*Max participants:* 50 - *Min participants* 20

#### *Resources Provided*

*1 x Box of Question Cards – 50*

“You can not shake hands with a clenched fist”  
Indira Ghandi

## Unit 3 Day 2

### Nurturing our Communities/Fundamental Principles and Practice

*The 2-day program reviews the progress of the implementation of Day 1 practice and a more comprehensive look at the theory and practice, but provides very practical demonstrations of the application of the principles of Restorative Practices within school settings. Teachers find that the theory and description of practice presented on Day 1 is consolidated by having opportunities to try some of the processes for themselves in structured role plays.*

#### *Training Objectives:*

#### **Day Two Unit.**

- *Review progress on implementation of process from Day 1*
- *Implications for classroom management/development*
- *To develop and improve our skills in facilitating restorative chats*
- *Enhanced practical experience through participation.*

*Duration:* 1 day or 3 x 1.5 hr modules delivered over a semester to build on the knowledge and implementation of Unit 3 Day 1

*Max participants:* 50 - *Min participants* 20

“Schools are not buildings, curriculum timetables and meetings.  
Schools are relationships and interactions among people.”  
Johnson & Johnson, 1994

## Unit 4

### Parents and Restorative Practice

*This Unit assists schools inform parents and works towards supporting the work of educators in their roles. Restorative Practices are an inclusive set of processes, and it is important that parents and other relevant carers are aware of the changes taking place within the educational setting*

*Parents and carers will be invited to partake in this session in order to develop their understanding of new policy and any different processes that will be used within classrooms and the school in general. It may also equip them with enough knowledge to reinforce school policy at home. Larger schools may require more than one of these sessions, or smaller schools can cluster to allow maximum participation.*

#### Outcomes

- *Understanding of targets of school changes*
- *Basic knowledge of Restorative Practice Principles*
- *Understanding of possible applications*

*Duration 1 hour*

*Max participants - No limit*

*Additional Option Unit 4A: Once a term or twice per year community based parent sessions can be held for those that wish to learn more about practical behaviour development based on restorative practices for use within their families. These will be charged at \$25 per head and schools may wish to advise parents of this availability.*

“Violence will only increase the circle of Violence”  
The Dalai Lama

## Unit 5

### Restorative Practice for Formal Conference Facilitation.

*This unit is intended to be undertaken by personnel who will be responsible for the facilitation of formal conferences in the event of wrongdoing. As a major objective of Restorative Processes is to reduce or cease expulsions and/or suspensions, this is likely to include year/faculty heads, deputies, wellbeing officers, pastoral workers, etc.*

*The role of full conference facilitator is not suited to all personnel and if any organisation is unsure of the skills required, we will gladly advise them as to suitability, much of which will have been established at Unit 3 level.*

#### *Training Objectives:*

- *Knowledge of Restorative Principles*
- *Assessment skills*
- *Engagement Skills.*
- *Mediation and Conflict Resolution*
- *Basic Evaluation*
- *Facilitation skills*
- *Conference Preparation skills*

*This unit is a two-day course and will look more deeply at the theoretical underpinnings of Restorative Practices and its effectiveness but primarily prepare participants to undertake restorative conferencing processes. It will cover facilitator behaviours, preparation, and practice.*

***All individual participants must have successfully completed and implemented Unit 3 prior to this undertaking this unit.***

*Duration: 2 full days*

*Maximum Number of participants 12*

*Resources Supplied to each participant;*

*These resources will be supplied to each individual participant.*

*1 x Facilitators Handbook*

*1 x Box of Question Cards*

*“If you want to make peace, you don’t talk to your friends. You talk to your enemies”*

*Moshe Dayan*



## Unit 6

### Making Restorative Practice a Permanent part of your school culture-Policy Development & Implementation

*This unit is intended to be undertaken by personnel within schools who will be involved in designing policies, procedures and leading the implementation of Restorative Practices in their schools.*

#### *Training Objectives:*

- *Policy Development & Restorative Practices/Values.*
- *Implementation Plans.*
- *Linking with system Policies.*
- *Change Processes.*

*This unit is intended to be run with representatives from several schools. Sites will work independently and collaboratively towards a future direction for their school.*

*Each school will have the benefit of working towards the development of their own plan but will also have the advantage of interacting with staff from other sites throughout this unit. The sharing of experiences, differing views and challenges can be highly beneficial to all involved.*

*N.B: Larger schools may wish to undertake this module without the inclusion of other schools.*

*Duration: 1 Day classroom learning and up to 2 x half days' onsite support from our experienced facilitators*

*Maximum Number of participants Groups of up to 5 are encouraged from at least 4 schools with a maximum of **20** participants in total.*

“Live so that when your children think of fairness and integrity, they think of you”

Jackson Brown Jnr.