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**Can we call ourselves a Restorative School yet?  
Report on an Innovations Project in Restorative  
Practices.**

A thesis

submitted in partial fulfilment

of the requirements for the degree

of

**Master of Education**

at

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by

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## Abstract

This report will discuss the impact of an Innovative Restorative Practices professional development of three years, 2009-2011, introduced to a mid-decile, urban, multi-cultural, New Zealand secondary school.

There are a number of reasons that a school might choose to commit to a restorative model and at the heart of this professional development (PD) was a belief that implementing Restorative Practices (RP) would have a positive impact on the well-being of teachers and students. In 2008 the school successfully won funding for a three year professional development and the project began in 2009. One of the challenges of Restorative Practices is the adaptation of the practices so that they can be utilised on a daily basis by teachers to deal with issues that arise each day, that impact both teaching and learning. The school developed a model of classroom meetings and taught teachers to use a discursive process of inquiry. This process and these skills were used to challenge poor learning behaviours by students and difficulties in relational dynamics in classrooms.

This report analyses data that is collected as a matter of course by the school to consider whether or not the introduction and implementation of Restorative Practices has had an impact. It discusses evidence that this adaptation of RP for daily use has made any difference to the school and explores the implementation of Restorative Practices by considering various data: stand down, suspensions and exclusions, referrals from class and the student management records that record student behaviour. It also explores the self reported impact of the professional development on participants.

The data show decreased involvement of Senior Leaders in various behaviour situations and increased contribution from the deans, form teachers and classroom teachers in the management of student behaviour. This suggests that teachers/ staff are more able to de-escalate behaviour situations and that behaviour management is better aligned with staff roles and/ or expectations. Feedback from participant teachers suggest that learning the new skills and the regular discussion

meetings have positively impacted their classroom management and their mental well being.

The teachers' self-reported sense of competency in using the skills and processes introduced/ taught to participants is analysed and it is apparent that some of the skills are more readily utilised than others. It appears that the use of a discursive process, and the regular opportunity to discuss issues of learning and teaching, have provided teachers with an opportunity to better understand both themselves and their students, enhancing their professional identity. Restorative practices at this school have been utilised in both a proactive and reactive way. It seems that the practices have much potential as an everyday tool, rather than just a reactive device. This report sought to answer the question "*Is the school able to call itself restorative yet?*" but argues that perhaps the concern should be "*Are we restorative enough?*"

## Acknowledgements

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## Preface

“Restorative practice in schools includes a less confrontational discipline and a focus on relational practices earlier in the chain ... Restorative practices lie across the boundaries between discipline and care” (Drewery, 2007, p. 207).

As a Deputy Principal in charge of pastoral care in a secondary college I am immersed in a role that traverses the boundaries of discipline and care. This positioning initially provided the motivation to learn more about restorative practices and I embarked on university work, completing a Restorative Practice paper through Waikato University. The college itself had already begun an investigation of restorative practices, contracting Group Special Education (GSE) to facilitate some training for designated staff in 2007. At this time the college was also looking to appoint two new Assistant Principals (AP) and as part of the appointment process, applicants were asked to write on the topic “What would a restorative school look like?”

As one of the successful applicants to the position I began my tenure with the understanding that this was a college that wanted to move forward, to embrace a restorative culture within the school. Further personnel changes meant that in 2008 I was joined by a colleague who had expertise in this area. Our fortuitous ‘meeting of the minds’ provided the impetus to apply for funding from the Innovations Pool of the Ministry of Education (MOE). We proposed an innovative Restorative Practices professional development at the college with a view to continuing the school’s restorative journey.

A successful application was made to the 2008 Innovations Pool, however, a change of government meant a change of funding, and subsequently the professional development was supported and funded by the Student Engagement Initiative. This meant that suspension and exclusion reductions were a target of the PD as well as the development of restorative conferencing. Preventative strategies for everyday use in the classroom and teacher practice and reflection remained at the core of the PD which was facilitated over three years (2009-2011) and involved over 50 staff members in the training.

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## Section 1: Introduction

### Rationale

The rationale for the Restorative Practices professional development in this report was remarkably simple: to reduce teacher stress and improve relationships within the classroom and the school. The facilitators believed in the positive benefits of restorative practices and felt that if the practices were strong in the college, teachers would see proof that Restorative Practices works.

Apart from the ongoing commitment of the school to restorative practice, as presented in the Preface, the focus on the teachers derived from the perceptions of the newly appointed assistant principals, of the significant demands to teacher workload from behaviour management issues in the classroom. The APs agreed that these issues were constant and increasing in the daily life of the classroom teacher. The Post Primary Teachers' Association (PPTA) had noted increased incidents of challenging behaviour in New Zealand (NZ) secondary classrooms (PPTA, 2006) and Towl (2007) highlighted that there is a clear link between student behaviour and teacher stress.

While behaviour incidents leading to stand down and suspensions often characterise the extremes of behaviour management in a school, they account for small numbers of the student population of NZ, at 2.2 % for stand downs and 0.6 % for suspensions (MOE, 2010). A further rationale of the described Restorative Practices professional development was a focus on supporting and managing the behaviour and relationships inclusive of the other 98% of the student population with behaviours, which are equally important, time consuming, energy sapping and daily in occurrence.

Towl (2007) considers that managing challenging student behaviour is not about personal competence; rather it is about school culture and professional development. The restorative practice described in this study is based on the work of The Restorative Practice Development Team (2003), which addressed 'whole school culture' and relationships as part of its professional development initiative.

This Waikato University model also had a strong narrative approach and influenced the considerable focus on language of the reported PD.

## **Background and Context**

Drewery and Kecskemeti (2010) suggest that “the origins of restorative practices in schools are linked with behaviour management and school discipline” (p. 102) due to their association with government initiatives such as the Suspension Reduction Initiative (SRI) and Student Engagement Initiative (SEI). These initiatives have targeted schools with high numbers of stand downs and suspensions, encouraging uptake of professional development in restorative practices, with the hope of reducing the need for and use of stand downs and suspensions. Restorative conferencing in schools developed from these initiatives, as a counter to suspension or stand down also, and many professional development opportunities continue to focus on conferencing models in particular (Drewery & Kecskemeti, 2010).

The school which is the subject of this report did not have stand down and suspension rates that exceeded the national average, and so had not been invited to participate in Restorative Practices PD through the various government initiatives (SEI/ SRI). It is well accepted, however, that restorative practice can have a far greater impact than reducing stand down and suspensions (Morrison, Blood & Thorsborne, 2005; The Restorative Practices Development Team, 2003). This greater impact was of interest to the school.

The aims, ideals and use of restorative practices in education are varied and have been widely written about in the NZ context (Buckley & Maxwell, 2007; Cavanagh, 2003; Drewery 2004, 2007; Drewery & Winslade, 2003, 2005; Kecskemeti, 2011; Macfarlane 1997; MacFarlane & Margrain 2011). Cavanagh (2007), for example, believes that a school climate based on the principles of RP will help create a culture of healthy relationships and for Drewery (2007) the restorative process is “transformative of relationships, builds identity and community, and is therefore profoundly educational” (p. 205). Morrison, Blood and Thorsborne (2005) claim that “restorative practices, proactive or reactive, emphasise the importance of relationships, in other words social capital” (p. 338)

and they believe that these proactive practices can de-escalate situations before more serious incidents arise.

Common to these three examples is the importance of relationships in the classroom/ school/ world. Kecskemeti (2011) acknowledges that for many, the principles and processes of RP offer a significant contribution to relationship practices but she suggests that the real challenge is their “adaptation for everyday classroom use” (p. 3). Building on the research of the newly appointed Head of Guidance (Kecskemeti, 2011) this adaptation of RP for daily use was a major component of the PD at this school. Kecskemeti’s findings suggested that the use of restorative practices in a school had significant benefits for the well being of teachers; particularly stress reduction, as well as positive outcomes for students. These findings fore-grounded the importance of teacher practice and reflection and so teacher practice and reflection were also a major innovative component and focus of the PD.

A teacher’s mental wellbeing is negatively impacted by stress and research highlights the significance of stress (Howard & Johnson, 2004; Whitehead, Ryba & O’Driscoll, 2000). Milfont, Denny, Ameratunga, Robinson & Merry (2007) confirm other findings that show high levels of stress and burnout among NZ secondary teachers and Whitehead et al (2000) also found burn-out to be an issue in primary teaching, indicating that there are differing perceptions of the pastoral role of teachers between the USA and NZ. They suggest that “in NZ considerable emphasis is placed on the responsibility of the teacher for facilitating a caring and supportive relationship with students” (p. 8) and that this requirement is less evident in the USA. Glynn and Berryman (2005) consider that “through their own behaviour, teachers exert a major influence for better or for worse on the behaviour of their students” (p. 302) and so deem teachers to have major responsibility for classroom relationships. Cavanagh (2004a) suggests that it is not supportive teachers that we lack, but rather supportive schools that nurture and support those teachers.

Behaviour and circumstances of children in their classes impact teacher stress but Howard and Johnson (2004) found that for all their respondents, “it was remarkable that all of them highlight dealing with aggressive, abusive parents as

the major stressor” (p. 402). Howard and Johnson (2004) believe that “in individual human terms, the costs of teacher stress can be huge and include impaired health, reduced self confidence and self esteem and damaged personal relationships” (p. 401). Evers, Tomic and Brouwers (2004) also found that teachers, in particular, experience many stressful events in their careers. They argued that the role of teachers in helping young people grow up is so valuable, that “any opportunity to promote physical and mental well being [of teachers] should be seized” (p. 2).

Morrison et al (2005) claim that RP must be embedded within the culture of the school as a continuum of practices, such that “conflict escalation is minimised when conflict arises” (p. 353). These practices are about working with people in seeking resolution for any conflict or difference that has arisen. The school in this report sought to build positive relationships, improve teacher well-being and student outcomes through embedding RP within the school culture.

## **Purpose**

This Report considers the effectiveness of the Innovations Project by exploring and analysing the data collected by the school throughout the time of the PD. In particular, it analyses both qualitative and quantitative data to consider the effectiveness of the project, by consideration of the following factors: use of the strategies by teachers, indications of de-escalation, stand down, suspension and teacher well-being. Overall, the Report seeks to answer the question “Is the school able to call itself ‘restorative’ yet?”

## **Evaluation Approach**

This report has utilised predominantly quantitative data that has been collected in the normal course of the life of the school and in the course of the PD. There is a small amount of qualitative data included. Other data could have been collected e.g. attendance data but attendance is not the focus of this research. This research describes the professional development undertaken but is not a study of the PD itself, rather the effect of the professional development on teacher reflection/ practice and management of the situations encountered daily in a school setting.

## School Context

“School cultures are produced through a complex interweaving of socio-cultural, political, economic and organisational factors, together with a constellation of class/race/gender factors. School cultures are not the prerogative or domain of any one group – teachers, students, parents, politicians, the business community or policy makers.” (Smyth & Hattam, 2004, p.157)

It is the diversity and complexity of school culture that the school in this study is trying to handle restoratively. The teachers manage a myriad of relationships, cultural values and/ or beliefs possibly quite different from their own in the daily negotiations that take place in their classrooms and school grounds. Incidences of behaviour that impact learning are part of the daily management of a classroom and ensuring these incidences are positively dealt with, de-escalated rather than escalated, is of benefit to all involved in the learning environment.

The college in this study is indeed diverse; it is a mid-decile, urban, co-educational New Zealand (NZ) secondary school of approximately 950 students representing a wide range of ethnicities. The school population is made up of, on average, 6% Asian, 40% NZ/ European, 26% Māori, 2% Other, 26% Pasifika with a gender mix of 47% girls: 53% boys. The socio-economic backgrounds of the students are varied and comprise those from the most economically advantaged to the most disadvantaged. The staff is approximately 70, possibly representative of the average age of NZ teachers (49years) but not representative of the college’s diverse student body. The teaching staff includes: two Pasifika, four Māori and one Asian teacher, the rest a mix of NZ European and/or other European and a gender balance that favours women.

## **The Professional Development Programme**

An outline of the Professional Development Programme is presented in Appendix 1a and 1b and details the regularity of the teacher withdrawal for the PD and gives an outline of the sessions. This section presents a brief overview of the theoretical positioning of the professional development and distinguishes the “innovations” aspect of it.

This Restorative Practices PD focussed on relationships as a key to managing diversity and improving the culture of the school, with a major emphasis on preventative strategies at the classroom level. The ‘practice’ of the PD centred on improving teachers’ questioning techniques: the use of curious questions, de-constructive questions, and the way they talk with students, such as avoiding totalising language and using externalising language. In dialogue, the participants were encouraged to take a ‘not knowing’ stance (Anderson & Goolishian, 1992) into their interactions. This conversational mode is widely used in narrative therapy and requires the development of genuine (respectful) curiosity. Respectful curiosity is about finding out what is going on whilst recognising that one’s own assumptions may not always be correct (Drewery & Kecskemeti, 2008).

Participants were expected to make use of these questioning techniques in the restorative conversations they conducted. These conversations could/ should occur at various levels throughout the school, in the classroom, by teachers in one to one chats, by deans and senior leaders in mini-chats, small groups or if required, the full restorative conference. Classroom meetings focusing on barriers to learning were encouraged, as the most appropriate restorative practice for staff and students to become competent in ‘ways of speaking’ and respectful dialogue as well as providing opportunities for voicing issues, finding collaborative re/solutions and accepting diversity of opinion/views. The development of the class meeting process, with strong links to the key competencies of the New Zealand curriculum (Gray & Drewery, 2011; Kaveney & Drewery 2011), has become a distinctive and integral component of the school’s restorative practice and over 200 class meetings have been held throughout the three year PD.

The innovation of the project was the use of a supervision model for teachers based on counselling principles of practice discussion and reflection, to aid development of teachers' professional identities and skills. Throughout the training sessions participants were encouraged to reflect and de-construct their teaching and classroom practice. The use of this discursive process in conversations between teachers and students in classrooms was a further innovation of the PD and involved identifying ideas [helpful and unhelpful] that shape the relationships in the classroom and/ or the school. Drewery & Kecskemeti (2008) think that “an habitual stance of deconstructive reflection supports teachers to engage with their own moral and ethical positions on a daily basis” and helps teachers to manage difference and reduce stress (p. 24).

Restorative practices can be viewed as a continuum and include some or all of peer mediation, classroom circles (meetings) to resolve problems, restorative conferencing, restorative chats, reflection room, student leadership training and parent education (Armstrong, 2007). As with other models, this Restorative Practices professional development was underpinned by the Restorative Justice principles: awareness of impact on others, effectiveness of interpersonal communication, personal accountability and acceptance of ambiguity, separating deed from doer, learning from conflict as well as being inclusive and satisfied with the process (Harney, 2005).

## **Structure of this Report**

The remainder of this report is set out as follows:

- Section 2 provides a detailed description of the research methods used to generate insights about RP at this school
- Section 3 outlines the main findings of the quantitative data
- Section 4 outlines the findings of the qualitative data
- Section 5 provides a comprehensive discussion of the findings and highlights some of the limitations of the report. It draws overall conclusions, with some recommendations to inform the development of good restorative practice guidelines for the school.

## **Section 2: Methods and methodology**

### **Research Approach**

This research has used a mixed methods approach that includes the use of quantitative as well as qualitative data. This approach was undertaken in an attempt to counter some of the criticisms of RP: a lack of quantifiable evidence (MOE presentation to principals, 2009) and the need to expand the evidence base through empirical studies of the efficacy of the interventions (Mirsky & Watchel, 2007). A mixed methods approach allows for triangulation of the various data and ensures robust and rigorous analysis of the information gathered.

### **Operationalising Restorative Practices**

In order to consider whether the Innovations Programme has been successful, and whether the school has made any progress towards becoming a restorative school, it was necessary to make some decisions about what, among the plethora of data available, would “count” as indicative of becoming a restorative school.

As part of the Professional Development Programme, data were gathered regularly throughout the project from the participants. These included mid and end of year evaluations of teacher progress and feedback on the professional development. The aim of this data collection was to inform the Programme leaders about how the innovations project was going, and to enable matters arising to be discussed with participants. Some of these data are reported here because the interpretations and meaning given to the outcomes of the project by the teachers themselves provide a relational dimension which is congruent with the anticipated outcomes of all restorative practice. The central effect which was the focus of this project, namely, teacher well-being, is measured here by self report. No other empirical measures of teacher well being in the school were available at the start of the Programme. Such evaluation would have been costly, and thus, outside the scope of the funding. Appendices 5-7 present the instruments developed to collect this data from the participants.

In the general course of school life, the college collects other forms of data. The overarching research objective was to examine the normal behavioural data recorded by the school in order to determine whether there had been progress towards its restorative goals. Quantifiable data considered relevant to this current project include the stand down and suspension figures that are kept by the school and reported to the Ministry of Education on a regular basis, as required by law. Reducing the number of stand down and suspensions is considered to be an indicator of successfully implementing RP (SEI contract, 2009-2011). The Reflection Room data is pertinent to this research as this provides evidence of the types of behaviour that contribute to teacher stress and cause disruption to learning. Of particular interest to this project is the student behaviour data, recorded on the standard programme SM6 (Student Management System 6). This is important data as it gives a comprehensive picture of the amount and type of behaviour issues dealt with by staff throughout the school year and changes in the management and/ or effect of behaviour can be seen.

## **Presentation of Qualitative Data**

Two major evaluations of the PD programme completed by participants are presented in graph and table form. A mid year evaluation (Appendix 6) used by the 2009 group (mid 2009 and 2010) and the 2010 group (mid 2010) has been collated as well as the final evaluation (Appendix 7 and 8) given to participants from all Restorative Practice groups at the end of 2011.

Samples of student management and reflection room entries as well as excerpts of stand down and suspension reports are interspersed throughout the data presentation. These are intended to give the reader a sense of what the analysed data represent in the lives of students, teachers and management.

## **Presentation of Quantitative Data**

Stand down and suspensions can only be given as per MOE guidelines (Appendix 2). A stand down requires that a student not be at school for a specified number of days (maximum of 5 days per term, 10 days per year). The family have responsibility for the student during the school day. A suspension is a more serious discipline action; the student may not be at school and must appear before the Board of Trustees, who decides if the student can return to school. Exclusion means the student cannot return to the school and is removed from the school roll. There are various regulations to be considered in all parts of the decision making around these discipline actions, which are not taken lightly by schools (Appendix 2). There have been concerted government efforts to reduce the number of stand down/ suspensions and exclusions (SRI/ SEI).

Statistical information for the school's stand down/ suspension and exclusions has been collated in various ways and are presented in graph form. There is much concern expressed for the over representation of Māori and Pasifika students, particularly male, in the stand down and suspension data throughout NZ. It was therefore considered important to analyse the data by these categories. Graphs are presented showing the number of stand downs/ suspensions and exclusions for the years 2008-2011, by gender and ethnicity. Particular year levels appear to receive proportionately more stand down and suspensions and so graphs are also presented by year level. Apart from reduced numbers, there are other possible indicators of an impact of RP on stand down and suspension figures, for example, reductions in the specified number of days given per stand down or a reduction in the cumulative total of days lost to these discipline actions. Graphs are presented which highlight this information as well as the number of individual students who are stood down and/ or suspended. MOE suspension, exclusion and stand down national averages have been used as a further comparison to the rates of this school.

At this school a reflection (referral) room has been in place for the three years of the Restorative Practices professional development (2009-2011). It has been staffed and teachers send students who are disrupting the learning of the class, to have time out. Students fill out a reflection room sheet as to why they have been

referred, with questions based on the restorative process i.e. what has happened and who has been impacted, what effect their behaviour has had, when is this problem/issue not around and what needs to be done to resolve things. The student should reflect on their behaviour and meet with the referring teacher to resolve the behaviour issues.

Referring a student out of the classroom is not best practice for a restorative practitioner, who would seek to deal with issues themselves, within the classroom setting, however many schools do initiate a referral room. At this school referrals prior to having a reflection room were being made to other colleagues, Heads of Department (HOD) and/ or the senior leadership team (SLT), and the introduction of a reflection room enabled this process to be more transparent and did provide a support function for staff. It also allowed the rostered staff covering the room, the opportunity to have restorative chats with the students who had been referred.

The reflection (referral) room data is also presented in graph form with similar categories used, as per the stand down and suspension data. This was to ensure some consistency in analysing the data that may also indicate changing patterns of behaviour. The graphs demonstrate types of behaviour leading to referral, number of individuals referred by ethnicity, year level and gender, number of referrals given per teacher, referrals by period of the school day, week and term.

Some aspects of the Student Management System (SM6) data are presented in both graph and table form. The large quantity and variability of entries on SM6 required that the researcher develop a systematic approach to analysis of this data. The total entries per year was approximately 8000 with the smallest number of entries 6595 for 2008 (pre- PD) and the largest number of recorded entries 8881 for 2011 (final year of the PD). There were a number of issues that had to be resolved in order to make the data manageable and ensure consistency of data categorisation.

The Total entries were categorised into three broad categories: Behaviour, Support or Positive entry (Appendix 3). Positive entries record positive student behaviour and entries are made by any staff member. These entries usually generate a 'blue' (positive) letter home to families. Support entries are defined as

support because they indicate an issue that required support for a student e.g. counselling, help with reading, organisation of a careers interview. These entries are designated to staff fulfilling a supportive role in the management of student behaviour: the guidance counsellors, learner support, youth workers, careers advisor and resource teachers learning and behaviour (RTLb).

Behaviour entries are about behavioural issues affecting the classroom and/ or wider school. These entries are made by teaching staff. All staff provides a care and support function in some area and these actions are recorded as Pastoral. They include actions to connect home and school: letter/s sent, phoning and/ or emailing families as well as those aimed at improving behavioural situations (meeting student/s, parent/s and caregiver/s as well as various community groups).

The Behaviour category was of particular interest for this research as the impact of RP for teachers was likely to be reflected in their approach to recording behavioural issues. Of the Total SM6 entries, Behaviour entries made up the majority of entries in each of the four years analysed; approximately 50% in 2008, 65% in 2009, 60% in 2010 and 65% in 2011. One of the major aims of RP in a school setting is to empower teachers to deal with behaviour issues themselves rather than handing them on to someone else. In order to capture this information it was important to understand who (that is, the role of the person in the school) had made a behaviour entry. This detail also provides evidence of escalation and/ or de-escalation of behaviour incidents. This research considered that a reduction in the number of entries by members of SLT indicated that they were less involved in behaviour management issues and that situations had not been escalated to that level.

Appendix 3 highlights how the researcher categorised behaviour entries by role: SLT (senior leadership team who deal with serious incidents of student behaviour), Deans (manage the student/ behaviour at a particular year level), Form teachers (handle the behaviour of a particular group of students within their form class), Classroom teachers (deal with student behaviour within their classroom). In the normal course of a school day, behaviour incidents also occur outside of the classroom, predominantly at break times and these have been categorised as Outside Classroom.

A further important aspect of the data for this research was the sub- categorisation of a behaviour issue. A teacher (utilising the RP principle of dealing with their own issues) immediately addressing truancy is seen as more effective than the form teacher following up the 'absence' at a later date; the truancy is more likely to reduce with immediate follow up action. There were, however, a number of issues with the recording of behaviour incidents which were not systematic and/ or generically recorded. Absence is a major behaviour category which some teachers then further categorise as truancy or lateness. This level of detail (truancy or lateness) is helpful in trying to quantify the impact of RP on teacher behaviour. The researcher resolved this issue by creating a table of major issues and sub-categorising as necessary. All entries were checked and recorded appropriately, as shown in Appendix 4. In this way it is possible to ascertain if there have been reductions within the various categories of behaviour over time.

Restorative practices may have more impact on particular types of behaviour than others e.g. improved relational practices may lead to decreased incidents of bullying, violence and/ or swearing. However teachers made varied entries to describe these types of incidents. Report entries for swearing may have been entered as foul/ offensive/ inappropriate language. These differences in understanding and descriptions are reflected in the Common descriptors word chart (Appendix 5) developed for this analysis. The chart was used to capture and consistently categorise as many similar types of behaviour as possible.

Another issue faced by the researcher was that in any of the categories the same incident may have been recorded by more than one person or a single incident may generate entries in more than one category e.g. a fight at lunchtime could be referred to SLT and may generate a further discipline action (stand down or suspension) and/ or a supportive action (restorative meeting and/ or return from stand down meeting). If the young person/s was/ were then referred e.g. to the guidance counsellor or youth worker, the meeting would be recorded as a support also. For the purposes of this study, every record of the same incident was counted in the totals. A further issue was that many of the entries referred to more than one issue, e.g. absence and lateness concerns or truancy, lack of equipment and/ or

defiance. The researcher read each entry and made as consistent a judgement as possible as to the major issue (analysed) and/ or minor issues (not analysed).

In the normal course of school life this student management (SM6) data is utilised in a number of ways. Teachers enter data as a record of interactions and/ or as a referral for further action. The pastoral team (SLT, deans, guidance) regularly review entries to ascertain students/ behaviour issues that need to be followed up. It provides a record of actions taken by/ for staff with identified support functions e.g. learner support. The information is used for record purposes in discipline situations such as suspension and/ or stand downs. An important consideration for this research was the employment of this type of authentic school data that captures the details of daily behaviour occurrences, in order to establish the success or not of RP in the management of student behaviour and teacher stress reduction.

## **Ethical Considerations**

There were a number of ethical considerations in undertaking this research. The Principal, Board of Trustees and teachers were requested (Appendix 9 and 11) and approved informed consent (Appendix 10 and 12), for use of the teacher/ student reflection/ evaluation material completed and gathered as part of the professional development as well as the use of school data: Student Management System (SM6), stand down and suspension data and reflection room records.

Permission to conduct the research was also sought and approval given from the University of Waikato School of Education Research Ethics Committee. Ethical considerations included maintaining the anonymity of the teachers and individual students. To address these issues the school has not been named and only a generic description has been given, without any geographical references. No teacher names have been used or comments that may identify them. Student records are used without individual names or descriptions that would make identification possible.

A conflict of interest was acknowledged; the researcher is also one of the deputy principals at the school and so there is a power relationship involved. This power relationship is reduced with teachers' involvement in the professional development being voluntary and reflections/ evaluations also voluntary and anonymous. There is no assessment of teacher competence in this activity. A report on the effect of Restorative Practice professional development for the college was provided for the Principal and BOT and comments were invited and considered before the report was finalised. The report will be available for interested staff to read.

## **Data Presentation**

The findings are presented as follows:

A) Quantitative data:

Stand down and suspensions

Reflection room referral data

Student Management (SM6) entry data

This data is presented in both graph and table form.

B) Qualitative Data:

Teacher evaluation responses and feedback

Teacher thoughts and responses are presented in table form. Teacher feedback of skill/ development and practice change is presented as graphs. Samples of student management and reflection are interspersed throughout both the quantitative and qualitative presentations.

## Section 3: Findings of the Quantitative Data

This section presents the findings from the suspension, exclusion and stand down figures, the reflection room referrals and the student management system data on student behaviour. In addition this section outlines the findings of behaviours that contribute to teacher stress and impact the learning in a classroom as well as indicators of positive impacts of RP on de-escalation of behaviour and changing patterns in the approach to stand down/ suspension and exclusion actions.

### A. Suspension and Exclusion and Stand Down Data 2008-2011 Inclusive

*“Suspended for supply and smoking of cannabis.” - BOT returned with conditions*

As a signatory to a Student Engagement Initiative, the implementation of RP in this school had a target of reducing suspensions and exclusions to ‘at’ or ‘below’ the national average. One of the findings of this research is that the school had mixed success in achieving this aim for suspensions. The national average for suspensions is 13 per 1000 (0.013) students but for Māori students it is 25 per 1000 (0.025) and Pasifika 19 per 1000 (0.019) students (MOE, 2007a). The school did achieve a suspension rate below the national average for 2008 and 2011 (Table 1), however in 2009 the number of suspensions (21) escalated to a rate of 0.022. In 2010 there were 13 suspensions which contributed to a suspension rate of 0.014 which was just above the national average.

*“Suspended for behaviour: Science incident of spraying chemical at reliever, repeatedly wagging, abuse of staff both in and out of school.”  
-Excluded*

The table suggests that the school had more success in attaining exclusion figures that were less than the national average (an objective of SEI). The national average exclusion rate for secondary schools is 6 per 1000 (0.006) and the government has an

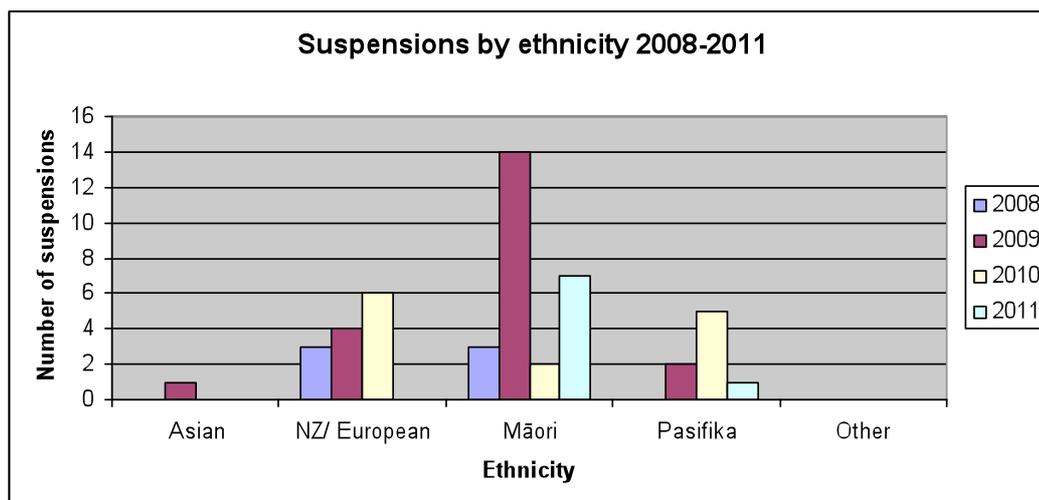
objective to reduce the exclusion rate for Māori and Pasifika students to the national average (MOE, 2007b). This school maintained an exclusion rate well below the national figure (including for Māori and Pasifika) for all years except 2009 when the rate was 0.007, exceeding this average slightly (Table 1).

<b>Table 1: Number of suspensions and exclusions with comparable rate per 1000 (2008-2011)</b>								
Type	2008	Rate	2009	Rate	2010	Rate	2011	Rate
Suspension	6	(0.006)	21	(0.022)	13	(0.014)	8	(0.008)
Exclusion	2	(0.002)	7	(0.007)	3	(0.003)	3	(0.003)
July 1 roll	946		957		948		945	

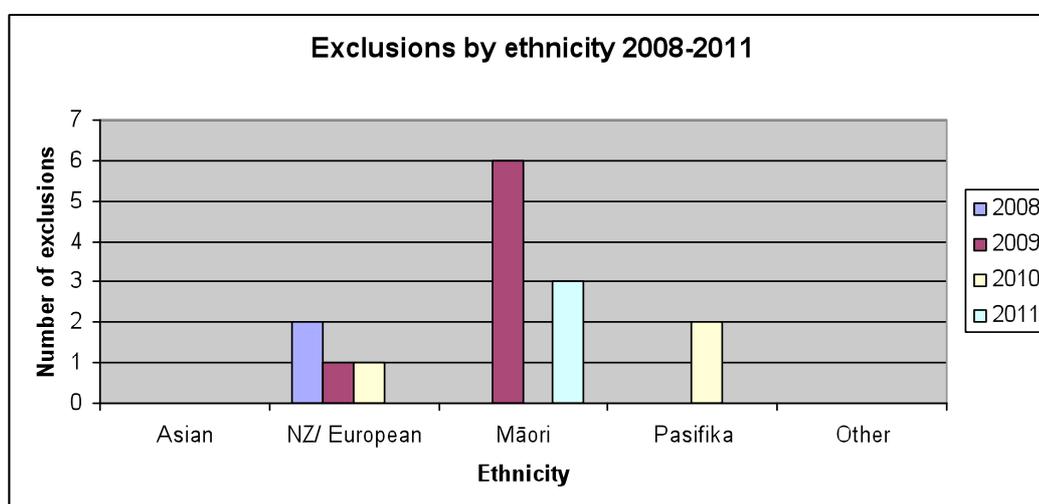
Ethnicity is a particularly important consideration in suspensions and stand downs, as both Māori and Pasifika students are over represented in these figures nationally (particularly boys). At this school there is variation in the ethnicity of students suspended (Graph 1), however Māori as an ethnic group are represented each year with particularly high numbers in 2009 (14/21). Asian and Other ethnicities are seldom represented in the suspension figures.

Exclusions by ethnicity (Graph 2) have varied. There were disproportionately more exclusions for Māori (6/7) in 2009 when the exclusion rate exceeded the national average and all exclusions in 2011 (3) were for Māori students. However, in 2008 and 2010 no Māori students were excluded. Of concern for the school is the fact that in the last four years 9 of the 15 exclusions (60%) have been for Māori students. Asian and Other ethnicities do not feature in exclusion data.

**Graph 1: Suspension data by ethnicity**



**Graph 2: Exclusion data by ethnicity**



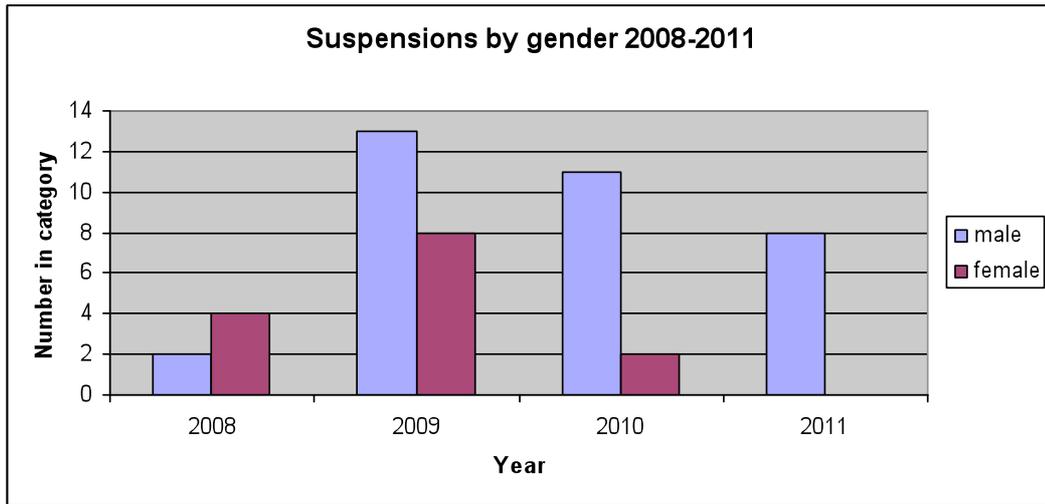
*“She was involved in a violent incident to-day at lunch between two Yr 9 girls who she encouraged to fight. She had to be restrained by a teacher. She has verbally abused a number of teachers over the course of the last few days.”*

*-Suspended, 2009*

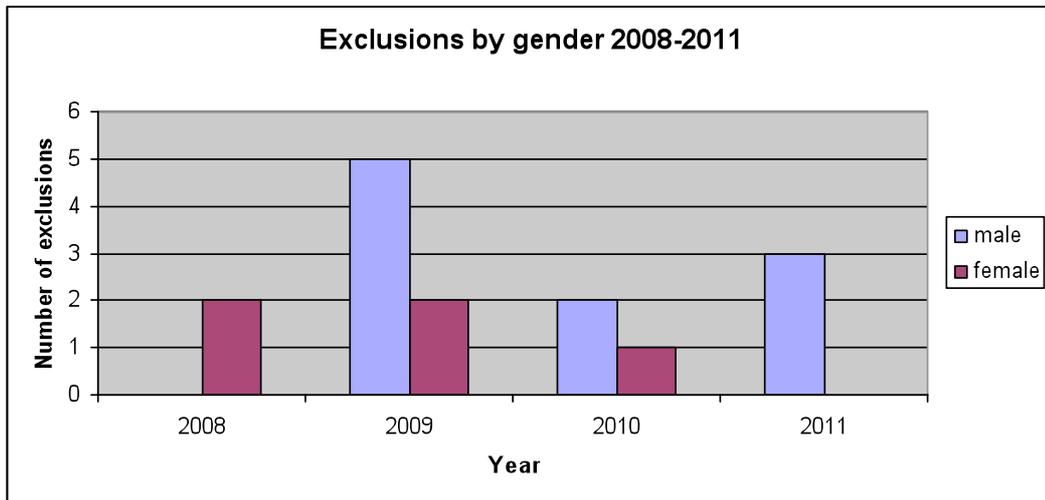
Gender is a further consideration in presenting suspension and exclusion findings. The data illustrate the disparity between genders; boys have been suspended in far greater numbers than girls (Graph 3) and boys have also been excluded more often than girls (Graph 4). In 2008 there is an anomaly to this trend, with the two exclusions in that year being given to females. The gender discrepancy has been stark in the last two years,

with five of the six exclusions for males. These trends are evident nationally (MOE, 2010). Suspensions and exclusions are the result of significant acts of misconduct and it seems that boys are more involved in these activities than girls.

**Graph 3: Suspensions data by gender**

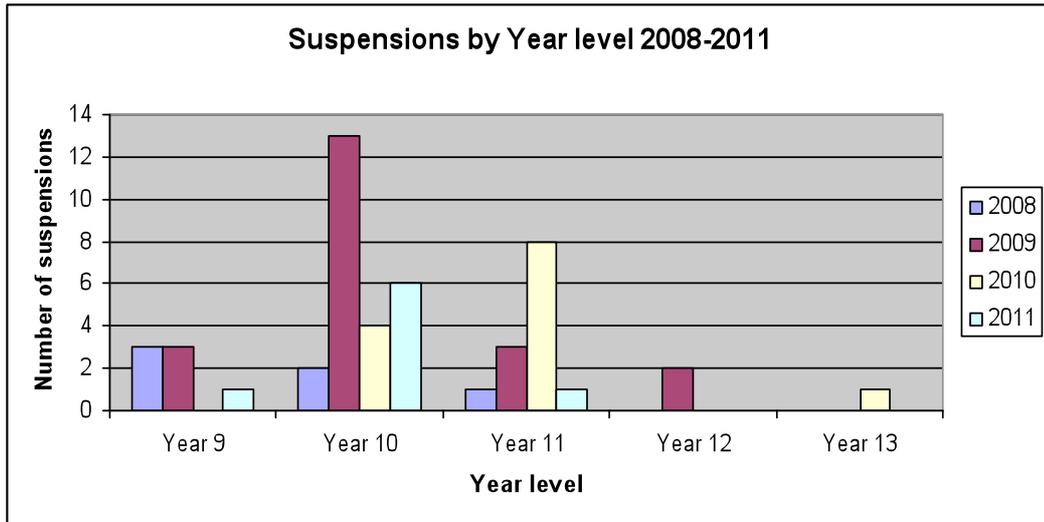


**Graph 4: Exclusion data by gender**

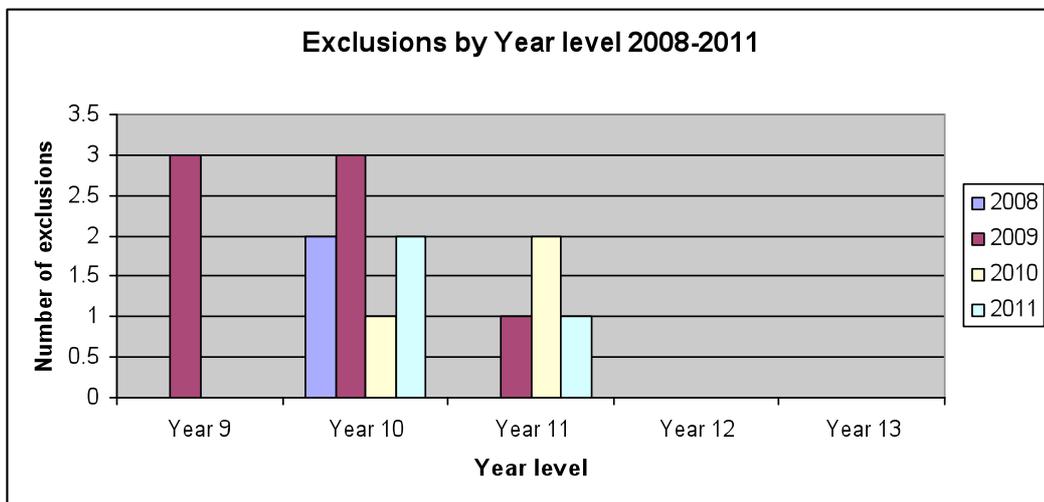


When viewing the suspension data by Year level it is clear that Year 10 is a time of higher likelihood of suspension (Graph 5). Year 10 have the highest number of suspensions for all years, except 2010 when it was Year 11 with the greatest number of suspensions. It appears that maturity does improve behaviour as seen in the small number of Year 12 and 13 students suspended over this four year period. This tendency is also evident in the exclusion data where Year 10 students are the group who have had the most exclusion over the period 2008-2011 (Graph 6).

**Graph 5: Suspension data by Year level**



**Graph 6: Exclusion data by Year level**

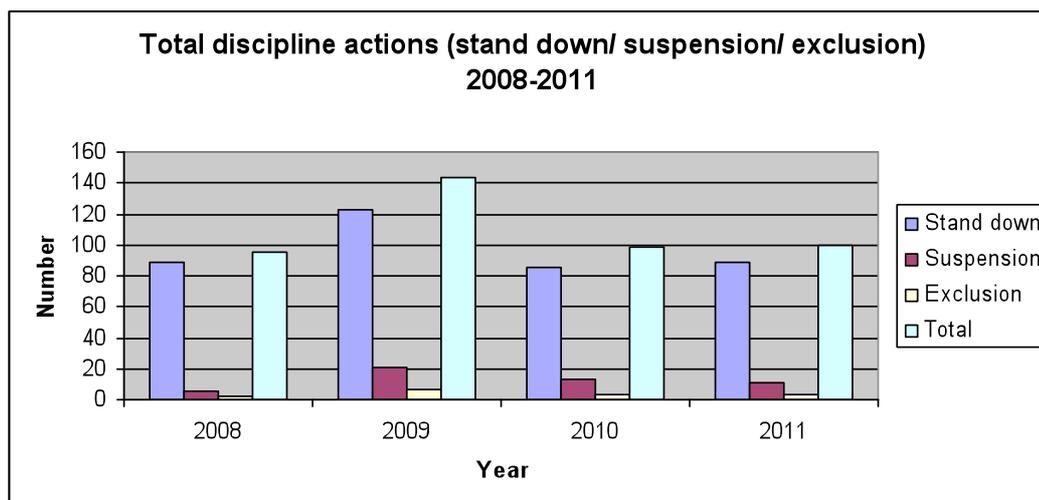


*“Recommended stand down for continual disobedience, following uniform defiance, incident in deans’ room, wandering, behaviour in art, lack of ‘daily’ completion and in DP office without permission and with door closed.” -SLT*

When considering all the discipline actions (suspensions, exclusions, stand downs) used by the school throughout 2008-2011, it is clear (Graph 7) that stand downs are the major discipline action, given 90% (average) of the time (Table 2). This school’s rate of stand down exceeds the national average which in 2009 was 28.2 students per 1,000 (MOE, 2010). However decile 2-5 schools (this

school is decile 5) make up the bulk of schools standing down students (MOE, 2007a) with rates in excess of this national average.

**Graph 7: Total discipline actions**



**Table 2: Stand down, suspension and exclusion data (2008-2011)**

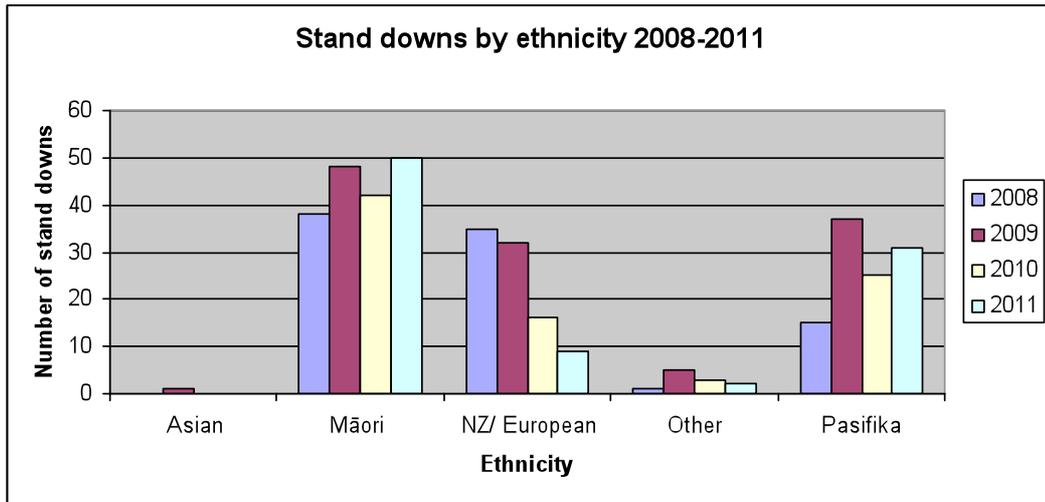
Year	2008	2009	2010	2011
Stand downs	89	123	86	92
Suspensions (- exclusions)	4	14	10	5
Exclusions	2	7	3	3
Total discipline actions	95	144	99	100

*“During Period 3 (11.15am-12.15pm) on Thursday, November, a fight broke out in a Year 10 class. Student A threw a chair that hit Student B in the side of the face. It transpired that Student B was under the influence of alcohol and had been constantly disrupting the class.....”*  
 -Suspension report 2009

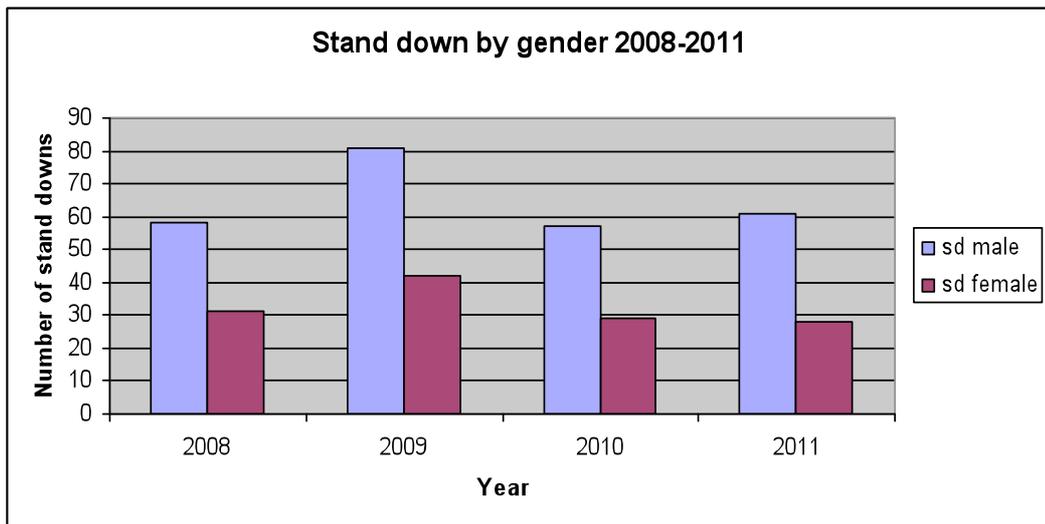
As with the suspension and exclusion figures it is apparent that this school reflects the national situation of Māori in particular being over represented in the stand down figures (Graph 8). Māori (26% of roll) received the highest portion of the discipline actions, with 40% in 2008 rising to 57% in 2011. Discipline actions for NZ/ European (40% of roll) have reduced from 40% in 2008 to 9% in 2011. Pasifika (26% of roll), apart from 2008 when greatly reduced, have been approximately

30% of the discipline actions. Asian and Other ethnic groups do not make a significant contribution to the statistics for discipline actions at this school. There are (Graph 9) disproportionate levels of stand downs for boys who make up 67% of the numbers.

**Graph 8: Stand downs by ethnicity**



**Graph 9: Stand downs by gender**



*“Deliberately turned on fire alarm at friend’s bidding and caused whole school to have to evacuate. First day and period of ERO visits to staff. Cost to school of fire department call out and repair of broken fire alarm.”*

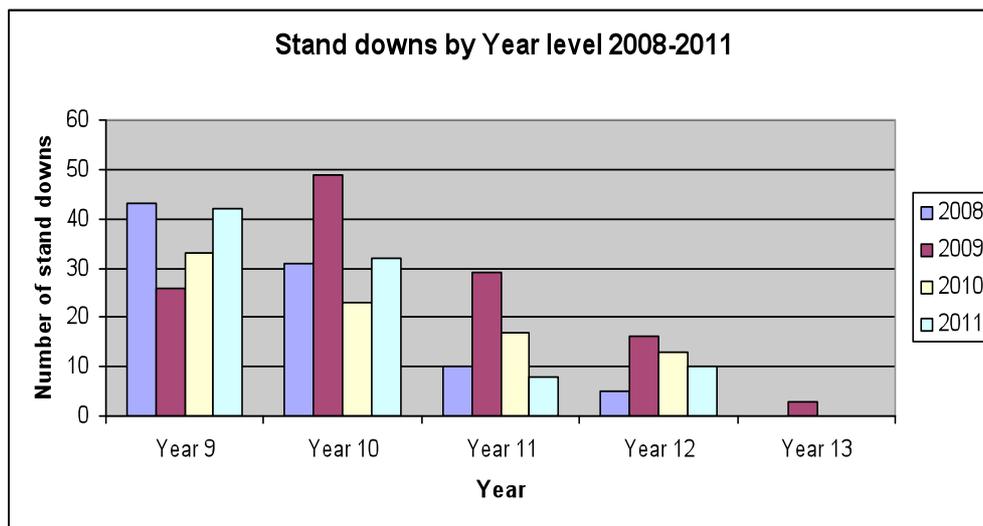
*-Gross misconduct stand down*

For all years 2008-2011 junior students (Year 9 and 10) are stood down in greater numbers than senior students (Year 12 and 13). Year 13 students are minimal in the stand down data (Graph 10), a further indication of the positive effect of maturity. Of interest to this research is the Year 9 cohort of 2008 (blue), which received the largest number of stand downs in 2008, became the Year 10 cohort of 2009 (maroon) and

also had the highest number of stand downs. This cohort participated in a

considerable number of restorative class meetings throughout 2009 (the first year of the PD) to address behaviour issues within classes (Kaveney & Drewery, 2010). It is reasonable to think that this may have had a positive impact given the significant reduction in stand downs for this cohort in 2011, their Year 11 (yellow).

**Graph 10: Stand downs by Year level**



*“At regional touch rugby tournament, he used obscene language to teacher. He told the teacher ‘to f--- off’ and twice told him that he ‘was a f---en faggot’”.*  
*-Stand down gross misconduct*

It is important to remember that students involved in stand downs are a minority of the student population, 2% nationally (MOE, 2010). Thrupp and Lupton (2006) indicate that schools from lower socio- economic areas have to deal with many more behaviour situations than schools in higher socio-economic areas. At this school the

number of individuals receiving stand downs has varied but is well above the national average, with a high of 99 (10%) in 2009 to a low of 59 (6%) in 2008 (Table 3). On average 72% of these individuals have only one stand down, with 90% equal to or less than two. The national average is, however, 78.7% of stand-downs being single instances (MOE, 2010).

**Table 3: Individuals involved in stand downs**

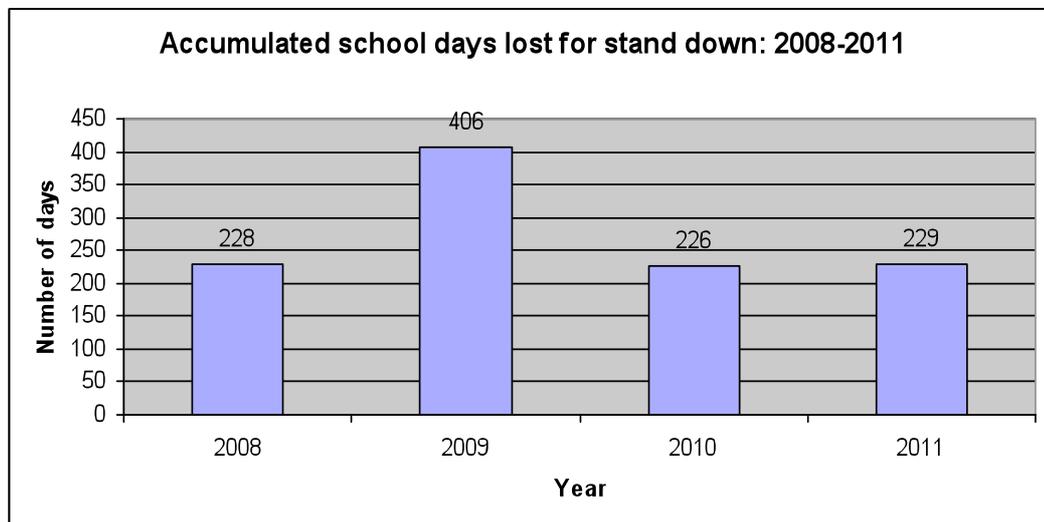
Year	Individuals with stand down					
	1 stand down	2 stand downs	3 stand downs	4 stand downs	5 stand downs	Total individuals
2008	34	16	7	2	0	59
2009	71	14	11	3	0	99
2010	63	9	2	3	0	77
2011	45	15	6	1	1	68

*"Has been at school each day of his stand down. He was smoking out of bounds, identified as the stone thrower that hit duty teacher, ran away from SLT."*  
*-Stand down continual disobedience.*

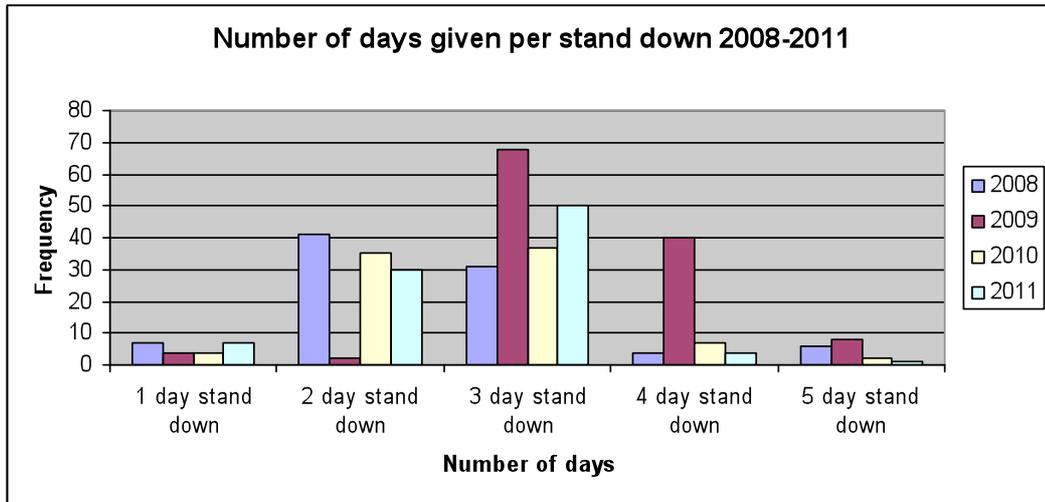
The decision to take discipline action is serious for a school as missed days do have an impact on a young person's learning. It is interesting to note that the accumulated number of days lost to stand downs has remained fairly constant at approximately 240, apart from 2009 when there was a significant increase to over 400 (Graph 11).

The findings suggest there have been some changes to the way stand downs are used by the school. There has been a decrease in the use of five day stand downs which is of benefit to young people. A five day stand down in a term means that a young person has reached the maximum number of days per term and any further discipline action later in the term would become a suspension. There is increased use of three day stand downs over this time (Graph 12) which possibly allows the school more flexibility in dealing with serious behaviour issues.

**Graph 11: Total number of student days lost by stand downs**



**Graph 12: Number of days given per stand down**



## B. Reflection Room Referral Data 2009-2011 Inclusive

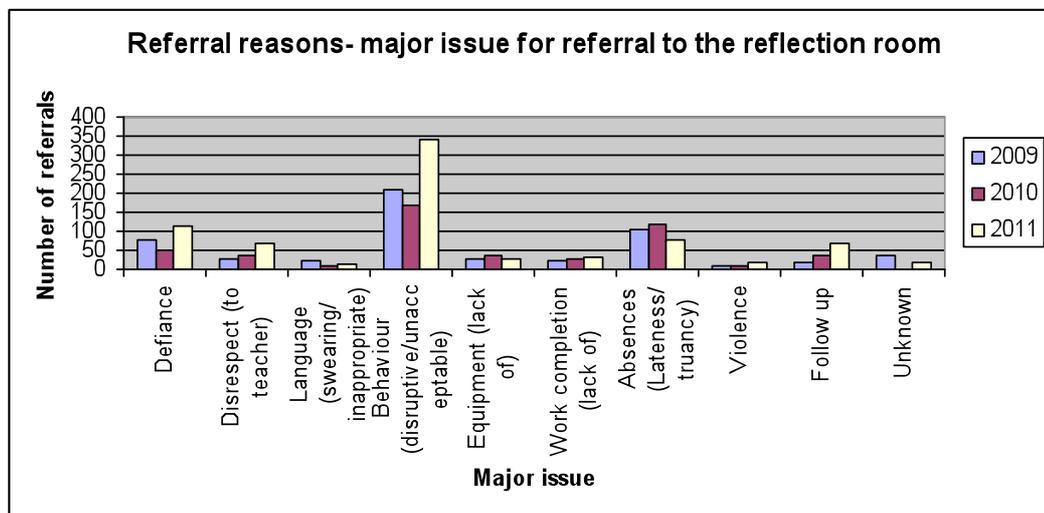
*"The teacher said if you don't want to learn, there's the door"*  
 -Student on arrival at the reflection room

There are varied reasons as to why a young person is referred from class to the reflection room and Graph 13 illustrates the impact of inappropriate and/ or unacceptable behaviour as

considerable. This category of behaviour accounts for approximately 30% of referrals, consistent over the three years (Table 4). Defiance is given as the reason for up to 15 % of the referrals, with absences (truancy and lateness) contributing 10- 20% of the referrals.

The reflection room was increasingly utilised for 'follow ups' which rose from 3% of referrals in 2009 to 9% in 2011. This indicates that the room did provide a support function for the pastoral team (Deans and SLT) who are the teachers responsible for the chase up of behaviour issues within the school (Table 4).

**Graph 13: Referrals reasons: major issue for referral to the reflection room.**



Reasons for referrals	2009	2010	2011
Defiance	14%	10%	15%
Disrespect to teacher	5%	8%	9%
Language (swearing/ inappropriate)	4%	2%	2%
Disruptive behaviour	30%	31%	30%
Unacceptable behaviour	7%	4%	14%
Equipment (lack of)	5%	7%	3%
Work (lack of work)	4%	5%	4%
Absences -Lateness	15%	21%	6%
Absences -Truancy	4%	3%	4%
Violence	2%	2%	2%
Follow up (on incident)	3%	7%	9%
Unknown	7%	0%	2%

*“The teacher said I wasn’t doing my work and I said she was wrong”*  
 - Referred

The findings suggest that the reflection room also functioned as a support for teachers. It was well utilised over the three years (2009-2011) with between 54 and 61 classroom teachers referring a

student/s throughout this time (Table 5) which means that 77-87% of the staff made referrals. For the 80% (on average) members of staff who made use of the reflection room there was considerable variation in how frequently they referred students. The research found that approximately 50% of these teachers only refer between 1-5 times throughout the year (Table 5). There has however been an increase in the number of teachers utilising the room more frequently, with those referring 10-14 students rising from 5% in 2009 to 21% of teachers referring to the reflection room by 2011.

There is a small number of teachers who refer in far greater numbers than the average (Table 5). Use of the room by an individual teacher more frequently than their colleagues could be considered an indicator of teacher stress. Table 5 shows that referrals from those referring the ‘most’ in a year have doubled over the time, from between 30-39 referrals in 2009 to 60-69 referrals in 2011.

Teacher referrals	2009	2010	2011
less than 5	30 (54%)	28 (52%)	28 (46%)
5 to 9	10 (18%)	12 (22%)	8 (13%)
10 to 14	3 (5%)	7 (13%)	13 (21%)
15 to 19	6 (11%)	4(7%)	3 (5%)
20 to 29	5 (9%)	2 (4%)	5 (8%)
30 to 39	2 (4%)	1 (2%)	2 (3%)
40 to 49	0	0	1 (2%)
50 to 59			0
60 to 69			1 (2%)
Number of teachers	56	54	61

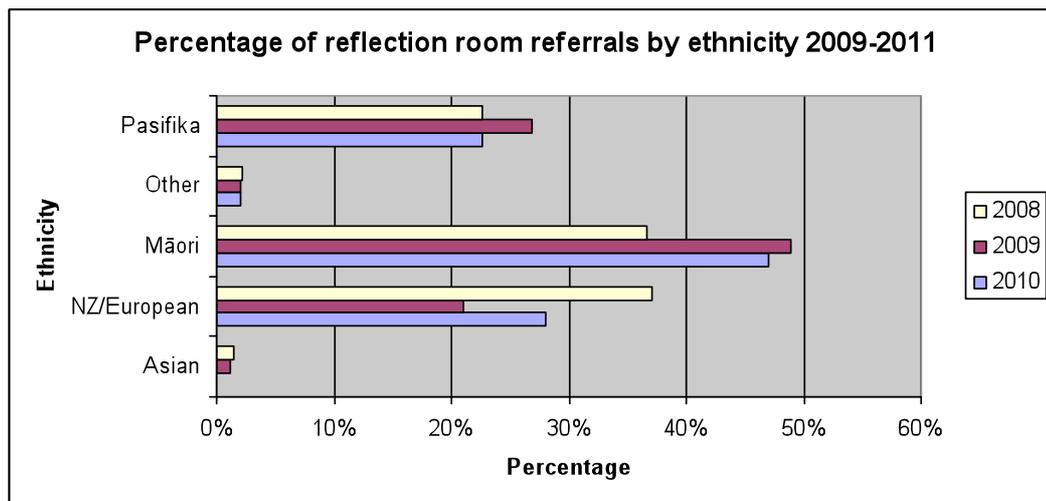
*“Sent to Reflection room for ongoing defiance. Climbing in and out of the window, hurting others in the class with a rubber band thing.”*  
*-Classroom teacher SM6 entry.*

The data indicate that year level is a major factor in referrals. Seen as percentage of total referrals (Table 6) Year 9 and 10 referrals are significant: 83% in 2009, 65% in 2010 and 80% in 2011. Year 12 and 13 students are seldom referred, further reinforcing the finding that maturity has a positive impact on behaviour. There are indications of challenging cohorts e.g. Year 10 in 2009 generated 51% of the referrals and in their Year 11 (2010) were 31% of the referrals which was double the previous and subsequent Year 11 statistics.

Year	2009	2010	2011
Year 9	177 (32%)	160 (33%)	361 (46%)
Year 10	287 (51%)	156 (32%)	266 (34%)
Year 11	76 (14%)	150 (31%)	95 (12%)
Year 12	19 (3%)	25 (5%)	53 (7%)
Year 13	1 (0%)	0 (0%)	3 (0%)
Total	560 (100%)	491 (100%)	778 (100%)

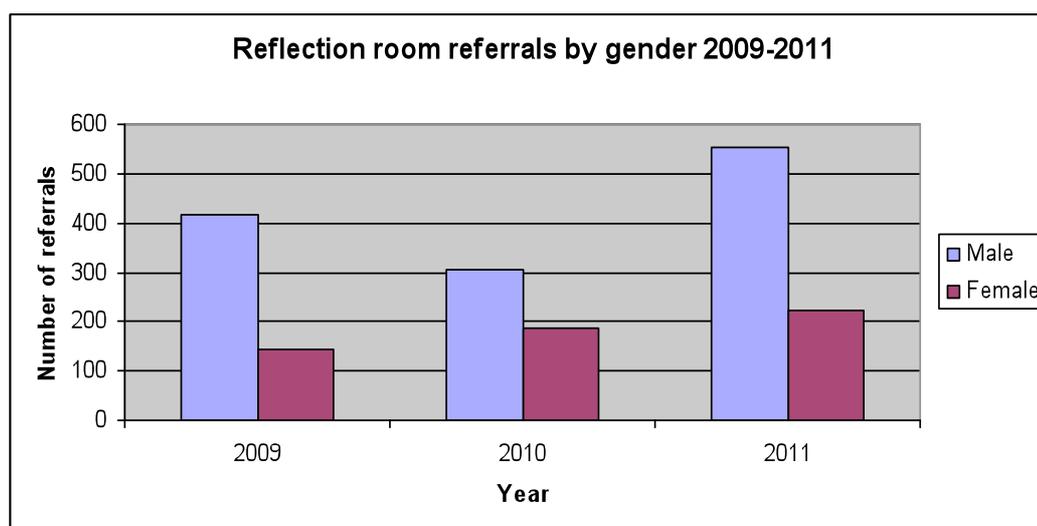
As with stand down and suspension data it is important to consider ethnicity as an aspect of referrals. The data illustrate that Māori student referrals have increased from 37% in 2009 to 47% in 2011 while NZ/ European referrals have reduced from 39% in 2009 to 28% in 2011. Referrals for Pasifika students have remained at approximately 24% for the three years (Graph 14) and Asian and Other ethnicity groups are seldom referred.

**Graph 14: Percentage of referrals to the reflection room by ethnicity.**



There is a gender imbalance that mirrors stand down and suspension data; an average of 68% of the referrals is for males and 32% for females (Graph 15). In 2010 there was a reduction, with 41% referrals of females and 59% males. When considering this data with ethnicity and gender combined (Table 7) the discrepancy between genders is greatest for NZ/ Europeans. In 2009 referrals for this ethnic group where 94% male, reduced to 74% male in 2010 and increased again in 2011 to 90%. Challenging behaviour seems not to be an issue for NZ/ European females or Asian and Other students.

**Graph 15: Reflection room referrals by gender**



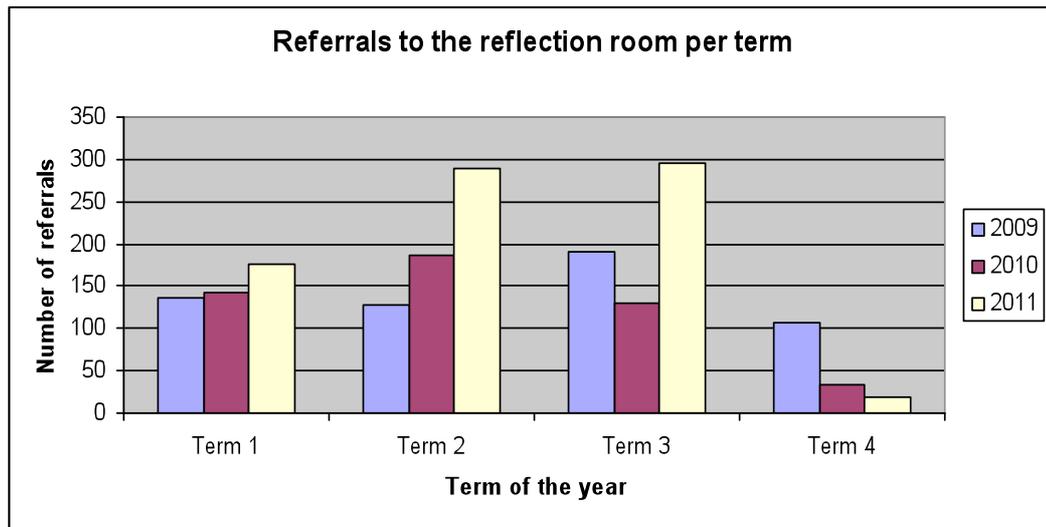
**Table 7: Referrals to the reflection room by ethnicity and gender.**

<b>2009 Referrals</b>	<b>Ethnicity male</b>	<b>Ethnicity female</b>
Asian	3 (37%)	5 (63%)
NZ/ European	200 (93%)	16 (7%)
Māori	135 (65%)	71 (35%)
Other	3 (100%)	0
Pasifika	75(59%)	53 (41%)
<b>2010 Referrals</b>	<b>Ethnicity male</b>	<b>Ethnicity female</b>
Asian	3 (50%)	3 (50%)
NZ/ European	76 (74%)	27 (26%)
Māori	139 (58%)	101(42%)
Other	10 (100%)	0 (0%)
Pasifika	62 (47%)	70 (53%)
<b>2011 Referrals</b>	<b>Ethnicity male</b>	<b>Ethnicity female</b>
Asian	1 (33%)	2 (67%)
NZ/ European	192 (90%)	22 (10%)
Māori	241 (65%)	127 (35%)
Other	11 (92%)	1 (8%)
Pasifika	109 (60%)	72 (40%)

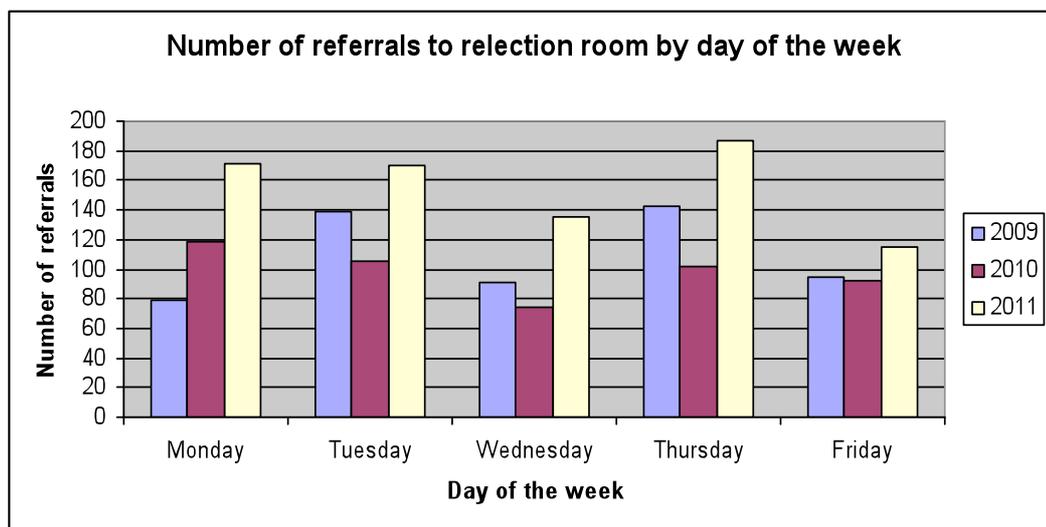
There are a number of other factors that affect the learning environment e.g. time of the day, week of the term. Investigation as to any difference in the number of referrals by day, period or term (Graph 16 to 18) revealed variation in the number

of referrals by these categories, nonetheless, it is not clear that a particular day, period or term is more difficult than another. Period one does appear to have the least referrals and Term 4 does not feature as frequently, but for various reasons the reflection room was less available during term 4 and a late room was in operation for parts of 2010 and 2011 so the number of referrals could have been reduced by this.

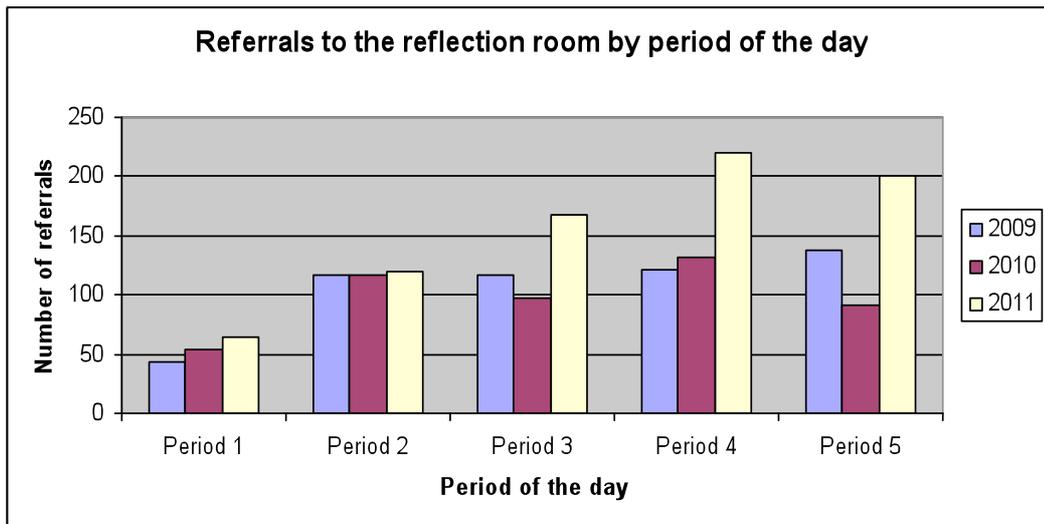
**Graph 16: Referrals to reflection room by term**



**Graph 17: Referrals to reflection room by day of the week**



**Graph 18: Referrals to reflection room by period of the day**



## C. Student Management System Data (SM6) 2008-2011

### Inclusive

*"X and another student were wagging class during the Performing Arts performance for students from our contributing school, with jerseys that said I love penis!"*  
*-SM6 classroom teacher entry*

The student management system (SM6) is a major information source about student and teacher behaviour at this school and provides a comprehensive picture of the amount and type of behaviour issues dealt with in a school year.

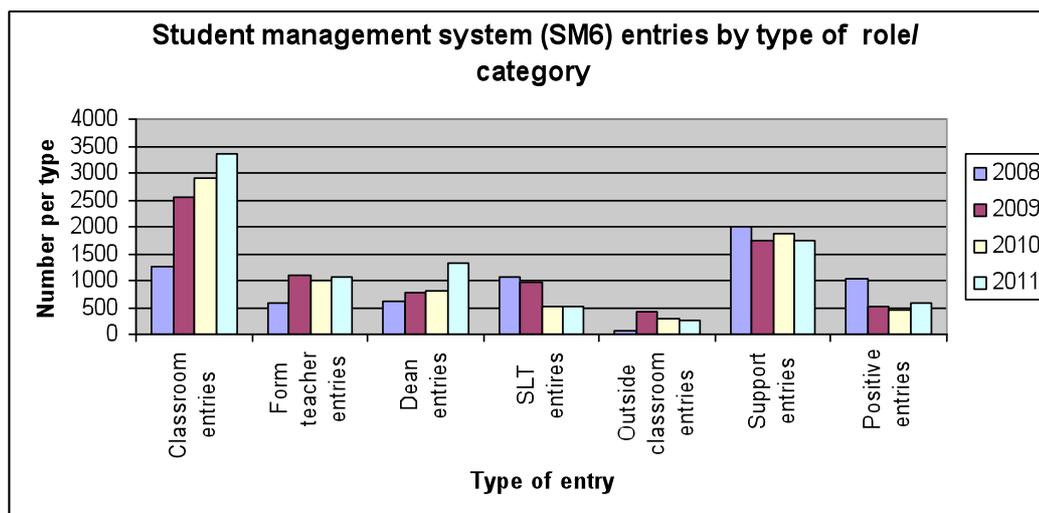
Changes in the management and/ or effect of behaviour can also be identified and as the entry

shows, the information is varied, actions taken are not always revealed nor the key issue always explicitly stated. The research found that SM6 is well utilised with entries increasing throughout the time period (2008-2011); approximately 6600 entries in 2008 increased to almost 9000 by 2011. On average 91% of the student population has at least one SM6 entry. The number of staff making the SM6 entries, as a percentage of total staff, increased from 71% in 2008 to 87% in 2011 (Table 8).

	2008	2009	2010	2011
Total SM6 entries	6595	8031	7879	8881
No. of individuals with entries	863	833	839	894
Individuals with entries as % of roll	92%	87%	90%	96%
No. of staff who make SM6 entries	50	63	58	61
No. of staff as a percentage of total staff	71%	90%	83%	87%

The major categories of SM6 entries are illustrated in Graph 20 and the definition for each category can be found in the methodology. There were increased numbers of entries in the categories Classroom, Form teacher, Dean and Outside classroom and decreased entries for the SLT, Support and Positive categories (Graph 19). These individual categories are significant to this research as changes reveal possible impacts of the PD on teacher behaviour and student behaviour management. Each category of entry is presented in this part of the findings.

**Graph 19: Student Management System entries by category/ role**



### Classroom entries

*“Assignment and class work not completed in English. 'The Outsiders' unit assessment response to text essay has not been completed and handed in. Extra time has been given in class and homework time.”*

*-Learning issue SM6 2011*

Classroom entries are the prerogative of the classroom teacher and are records of behaviour incidents and teacher concerns related to learning. As previously stated total Classroom entries on SM6 have increased, quite dramatically from 1243 in 2008 to 3363 by 2011 (Table 9). This could mean that behaviour and/ or learning issues

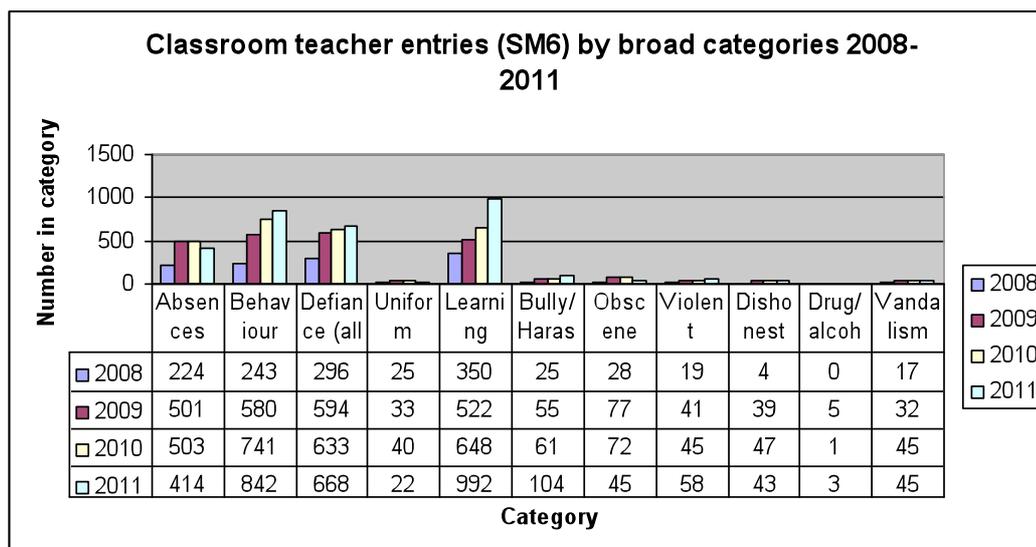
in the classroom have escalated, however, the researcher considers it more likely the result of increased noticing of behaviour as a result of PD and/ or adherence to the expectation that incidents will be recorded.

Graph 20 reveals that for classroom teachers the issues recorded the most frequently are: learning, unacceptable behaviour, defiance and combined absences. Learning issues (lack of equipment and non-completion of assignments/ work) and unacceptable behaviour entries have almost tripled and defiance and absence entries have doubled over the time period 2008-2011. Improving the learning culture of the classroom is an aim of the Innovations project so the finding of increased focus on learning issues is positive as is attention to absences.

If we accept that entries are an indicator of concern for a particular issue, it is interesting to note variation in concerns as a percentage of the total classroom teacher entries (Table 9). Defiance as a percentage of the total has reduced for each of the four years and combined absences have gone from 18% of entries to 12%. This seems significant to RP as improved relationships (an aim of the PD) could positively impact attendance and defiance. Other improved relationship indicators are the increased number of pastoral actions (contact with home, meetings with parents/ students etc) and the drop, albeit it small, in swearing (2% to 1%) (Table 9).

<b>Table 9: Number of Classroom entries per category as a percentage of total entries.</b>				
Classroom entries major issue	2008	2009	2010	2011
Absences -General	109 (9%)	129 (5%)	158 (5%)	109 (3%)
-Lateness	49 (4%)	255 (10%)	224 (8%)	193 (6%)
-Truancy	66 (5%)	117 (5%)	121 (4%)	112 (3%)
Learning Issues (equipment/ assignment)	350 (28%)	522 (21%)	648 (22%)	992 (29%)
Defiance (general/cell/detention/ uniform/leaving class)	321 (26%)	627 (25%)	673 (23%)	690 (21%)
Unacceptable behaviour	243 (20%)	580 (23%)	741 (26%)	842 (25%)
Harassment (Bully/teacher/sexual)	25 (2%)	55 (2%)	61 (2%)	104 (3%)
Abuse- Swearing	28 (2%)	77 (3%)	72 (2%)	45 (1%)
Abuse- Violent incident	19 (2%)	41 (2%)	45 (2%)	58 (2%)
Dishonesty	4 (0%)	39 (2%)	47 (2%)	43 (1%)
Drugs and alcohol	0 (0%)	5 (0%)	1 (0%)	3 (0%)
Vandalism	17 (1%)	32 (1%)	45 (2%)	45 (1%)
Pastoral actions	12 (1%)	58 (2%)	54 (2%)	127 (4%)
Totals	1243 (100%)	2537 (100%)	2890 (100%)	3363 (100%)

**Graph 20: Classroom teacher entries on SM6 by broad category**



**Form teacher entries**

*“Was caught yet again smoking near the workshop area, this time by duty teacher. Spoke with Dean and we are going to refer matter to Guidance counsellor as concerned phoning home again will merely provoke a hiding and not help matters...”*

*“Very tearful in form time, told me Dad had moved out of the family home...”*

*“Is continuously having a number of days off school. These are often justified by Mum e.g. sick, funerals...”*  
*-Form teacher entries SM6*

Form teachers in a secondary school fulfil an important pastoral role of care and support and oversight of a particular student group. At this school the form classes are banded horizontally i.e. by Year level. The form teacher entries on SM6 have approximately doubled from 586 in 2008 to 1056 in 2011 (Table 10). Absence follow up is a major part of the form teacher role and its impact is highlighted in Graph 21. Absences (general/ lateness and truancy) make up approximately 60% of the form teacher entries. General absence follow up has increased from 38% of form teacher entries to 46% (Table 10). The link to attendance and academic success (Sanka & Teague, 2011) is strong so this increased attention is encouraging.

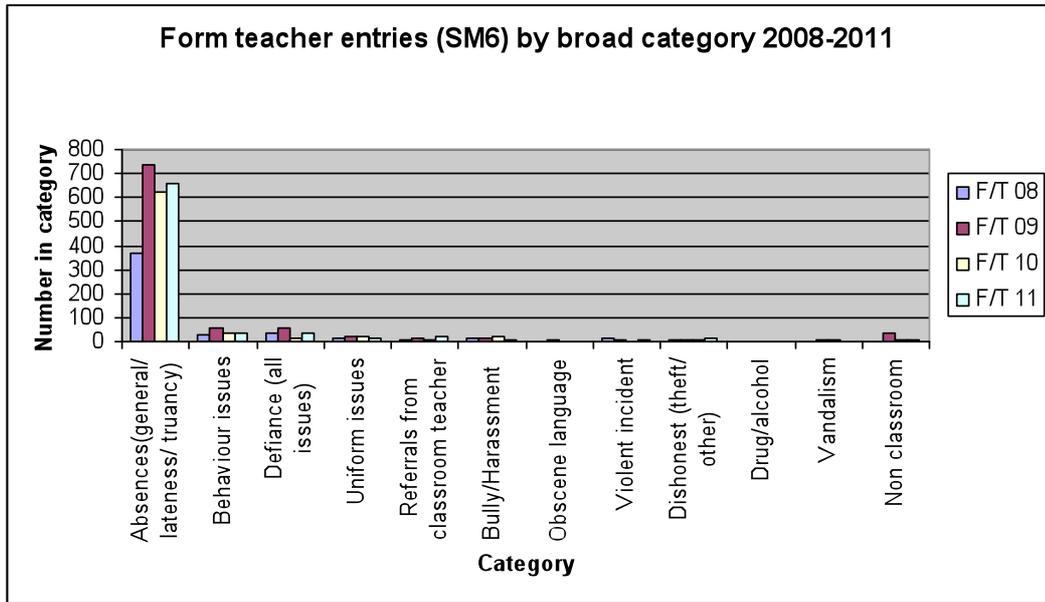
*“Followed up on subject teacher's entry. D was very apologetic and says she had not intended to forge a note to get another girl out of class, states that she had written the addition on the note from herself so that she did not interrupt the lesson...”*

*SM6 Form teacher entry: follow up to classroom referral*

The small increase in referrals to the form teacher from classroom teachers (9 in 2008 to 24 in 2011) is of note as it may indicate increased capacity of form teachers to help their colleagues deal with behaviour issues (Table 10). The increased pastoral actions (contact with home etc.) are also positive as RP encourages relationship development and building the connections between home and school is of great importance.

	2008	2009	2010	2011
Absences	220 (38%)	381 (35%)	453 (45%)	484 (46%)
Lateness	71 (12%)	172 (16%)	45 (4%)	78 (7%)
Truancy	75 (13%)	183 (17%)	128 (13%)	93 (9%)
Referrals	9 (2%)	11 (1%)	5 (0%)	24 (2%)
Uniform	47 (8%)	78 (7%)	37 (4%)	49 (5%)
Unacceptable Behaviour	29 (5%)	56(5%)	3(3%) v	32(3%)
Harassment-	15 (3%)	15(1%)	20 (2%)	9 (1%)
Swearing	2 (0%)	7(1%)	3 (0%)	0 (0%)
Violent incident	17 (3%)	7(1%)	2 (0%)	4 (0%)
Dishonesty	5 (1%)	5(0%)	4 (0%)	11 (1%)
Drugs and alcohol	0 (0%)	2(0%)	0 (0%)	2 (0%)
Vandalism	2 (0%)	6 (1%)	7 (1%)	2 (0%)
Non classroom	2 (0%)	33 (3%)	10 (1%)	8 (1%)
Pastoral actions	92 (16%)	127(12%)	266 (26%)	260 (25%)
Totals	586 (100%)	1083(100%)	1015(100%)	1056(100%)

**Graph 21: Form teacher entries on student management system**



**Dean entries**

*“Have been in touch with E’s mother with regards to her truancy. She has been placed on daily and had an after-school detention issued.”*

*“A small incident last week involving F slipping over, escalated over a week into a confrontation in the girls’ changing room. G went home upset and a request was put in for mediation.”*

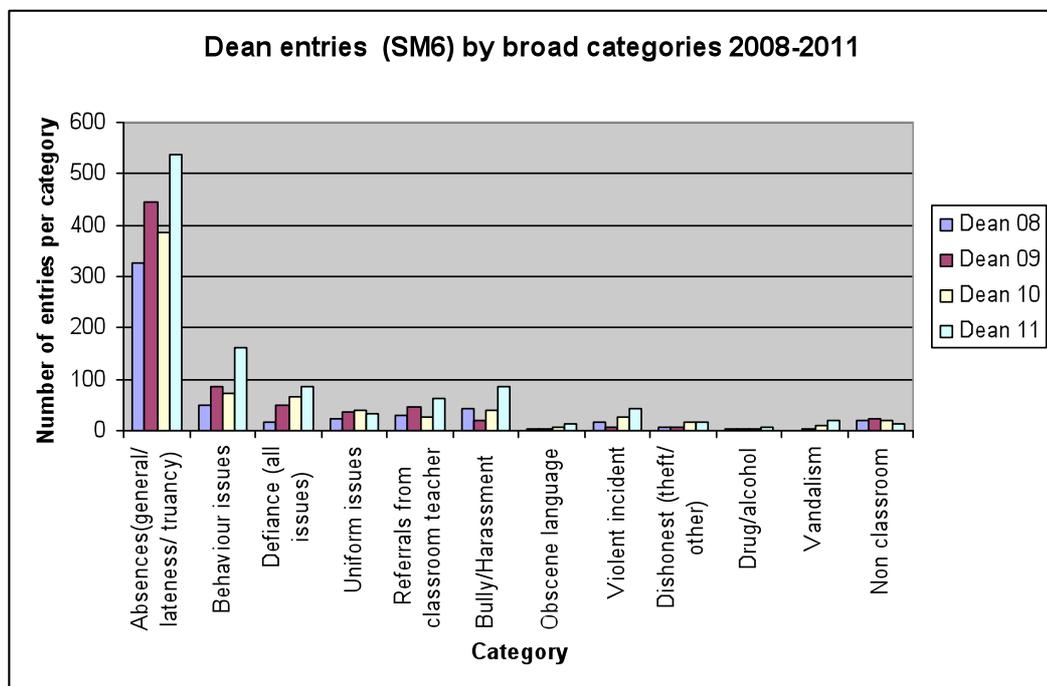
*“He threw nails at the teacher who feels unsafe with him in class and as she is in the process of using carving tools feels that he should be given another option. I have changed his option to Creative writing. HOD rang home and spoke to mother.”*  
*-Dean Entries SM6.*

Deans are pivotal members of the pastoral team in secondary schools, with oversight of particular Year level cohorts. At this school there are 10 Deans, two at each year level, with the responsibility for management of the student group and support/ liaison for their form teachers (approximately 8-10 with each Year group). There have been a number of changes/ developments in the Dean entries on SM6 (Graph 22).

Absences (combined absence/lateness and truancy) have consistently been the largest category of entry for the Deans and these have increased from 325 in 2008 to 536 in 2011. The dean entries for unacceptable behaviour have tripled from 49

in 2008 to 161 in 2011 and harassment entries have risen from 44 in 2008 to 85 in 2011 (Table 11). These findings could be concerning, particularly if harassment issues, for example, have doubled. This escalation in behaviour is not evident in the stand down/ suspension statistics and the researcher believes these changes indicate development of capacity for the deans. The deans were major participants in the RP professional development and it would appear from this data that they are dealing with greatly increased incidents of behaviour perhaps indicating increased capability as a result of the PD.

**Graph 22: Dean Entries on student management system**



	Dean 08	Dean 09	Dean 10	Dean 11
Absences	221 (37%)	297 (38%)	216 (26%)	263 (20%)
Lateness	20 (3% )	50 (6%)	22 (3%)	37 (3%)
Truancy	84 (14%)	99 (13%)	148 (18%)	236 (18%)
Referrals	29 (5%)	47 (6%)	28 (3%)	63 (5%)
Uniform	37 (6%)	85 (11%)	106 (13%)	120 (9%)
Unacceptable Behaviour	49 (8%)	86 (11%)	74 (9%)	161 (12%)
Harassment (bully/sex/teach)	44 (7%)	21 (3%)	40 (5%)	85(6%)
Swearing	3 (1%)	2 (0%)	6 (1%)	12 (1%)
Violent incident	16 (3%)	7 (1%)	25 (3%)	43 (3%)
Dishonesty	7 (1%)	6 (1%)	18 (2%)	18 (1%)
Drugs and alcohol	4 (1%)	2 (0%)	3 (0%)	5 (0%)
Vandalism	0 (0%)	3 01%)	10 (1%)	19 (1%)
Non classroom	19 (3%)	22 (3%)	19 (2%)	14 (1%)
Pastoral actions	66 (11%)	46 (6%)	105 (13%)	241 (18%)
Total entries	599(100%)	773(100%)	820 (100%)	1317 (100%)

*“It came to my attention that the form teacher was having problems contacting mum and, at the same time, another caregiver told me the student was wagging at the lagoon with H. It seems both students may have been calling in for each other and wagging together...”*

*-Dean’s absence (truancy) entry SM6 2011*

As a percentage of Deans’ entries, absences have varied, with general absences making up the largest portion of the absence entries, 37 % in 2008 reducing to 20% in 2011 (Table 11).

Truancy appears to be an increasing focus for the Deans with entries for this category rising significantly from 3% in 2008 to 18% in 2011.

In a well functioning pastoral system, absence follow up should be done with immediacy and at

the form teacher level rather than escalated to the dean. The statistics presented seem to show this development although the speed of action is not apparent. Truancy follow up is often a function of deaning; however, restoratively it is better done at the source (i.e. the classroom). Table 9 showed that the number of truancy entries for classroom teachers has doubled in this time period (2008-2011) perhaps indicating more follow up at this level. Pastoral action entries have

increased as a percentage of the total for Deans' entries, 11% in 2008 to 18% in 2011 (Table 11), a further possible indication of improved relational practices.

## Senior Leadership Entries

*"Spoke to I about some absences. He appeared very stressed. Have referred him to the guidance counsellor for follow up..."* -SLT absence entry 2010

*"He pushed another Yr 12 student over in C block corridor causing facial lacerations. then failed to turn up to a meeting which had been arranged with him 30 minutes beforehand and then wagging...."* -SLT bullying entry 2009

A senior leadership team comprises of the principal, deputy principal/s and/ or assistant principal/s. The actual composition of the team at this school has changed throughout the period of this research, with resignations reducing numbers and changes in status i.e. the AP's were promoted to DP's in a flatter management structure. SM6 entries made by SLT members are predominantly about behaviour issues that have escalated and require senior management input. The SLT members also make pastoral entries of contact with home, meetings with staff/ students and their families.

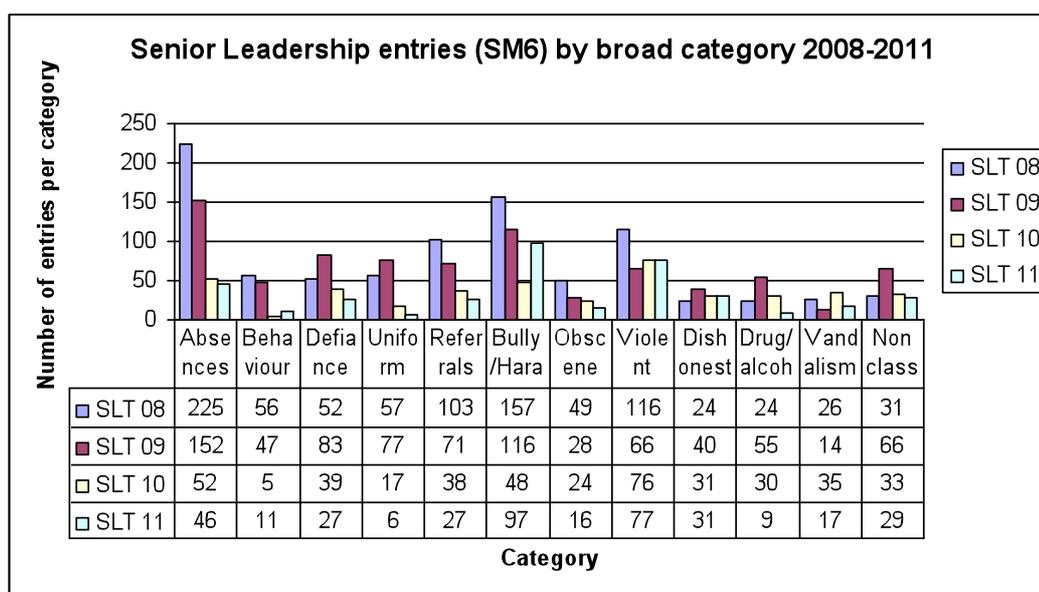
### *Senior leadership and behaviour*

The research found the changes in SM6 entries for the SLT category to be of considerable significance. The SLT SM6 entries have halved from approximately 1000 in 2008 to 500 entries in 2011. Graph 23 shows that in each of the broad Behaviour categories, the number of entries has reduced to below the 2008 levels. Particularly significant for RP are the decreased absence entries [general/ lateness/ truancy], which dropped from 225 in 2008 to 46 in 2011 and decreasing referrals from classroom teachers with 103 in 2008 reducing to 27 in 2011 (Graph 23).

This seems to be important evidence of increased capacity of staff to deal with issues themselves. Referrals from classroom teachers to SLT are an escalation of a behaviour situation. Reduced numbers of classroom referrals is perhaps an example of RP proactive practices de-escalating situations (Morrison et al, 2005). Other heartening results, that may further demonstrate improved relational

practices in the school, are the decreased entries by SLT for obscene language, bullying/ harassment, and defiance issues. Data presented earlier has shown that these types of incidents have continued within the school and classroom but it would seem the management of these types of behaviour is not escalating to the SLT level (Graph 23).

**Graph 23: Senior leadership SM6 entries by broad behaviour categories**



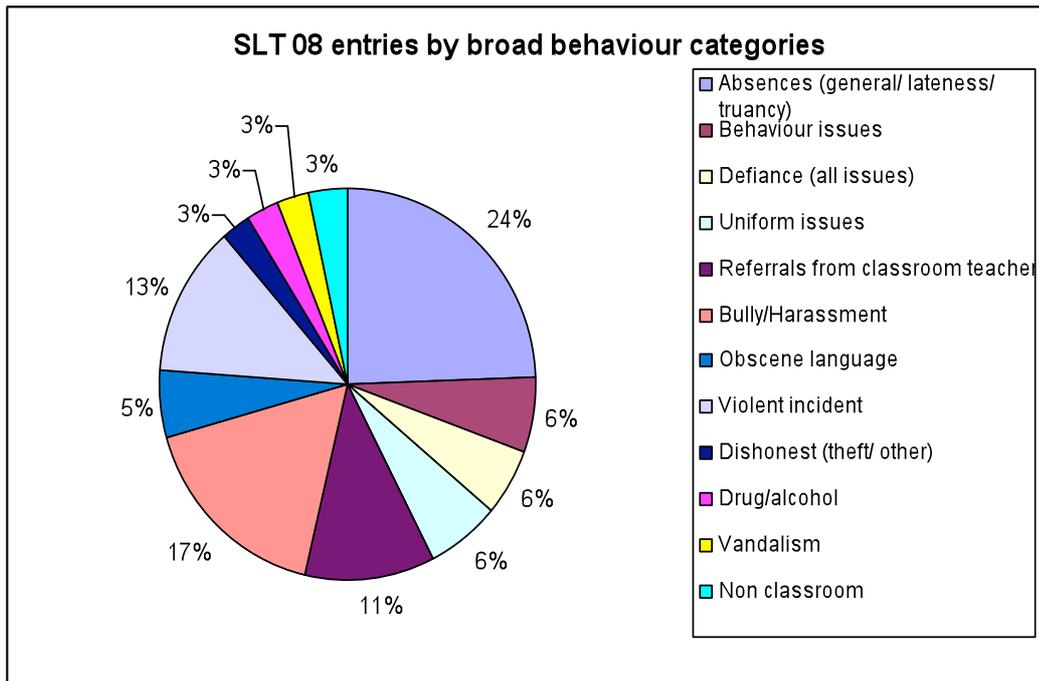
*“Meet with J, K and L re: assault of J by L in PE. K reacted to perceived assault of him by ball thrown by J. Had discussion around racist slurs of J to K (Jew hater) and affect of these. L commented that he had noticed these racist slurs. J made apology and both boys agreed to not harass each other.”*

*“Received report that he had urinated into bottle and pretended it was drink and made girls drink it. One girl went home sick on hearing this. The drink had actually been a mixture of Myzone, Raro, salt and water which had been mixed up to get back at the girls...”*

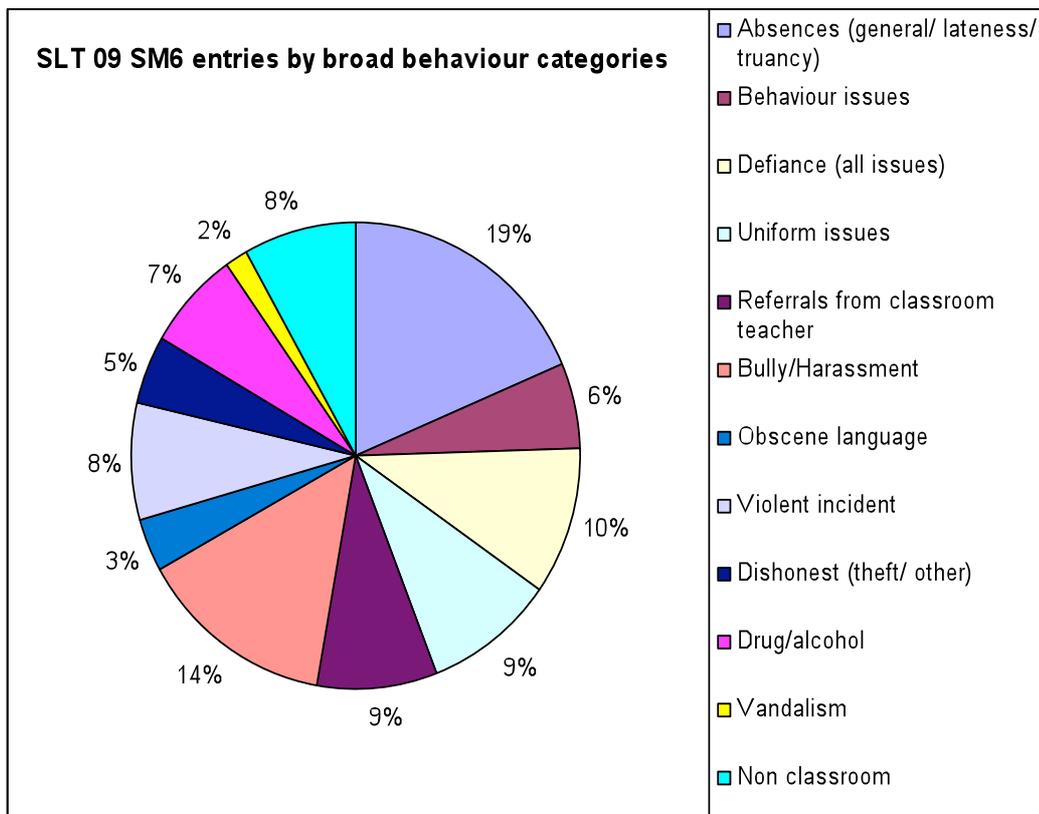
*-Harassment entries SLT SM6*

Changing management of student behaviour is perhaps demonstrated when viewing the SLT entries as a percentage of the total. Absences, harassment and violence have consistently represented the greatest percentage of SLT entries on SM6. Absences entries have reduced from 24% in 2008 to 12%, harassment [bully/ teacher/ sexual] has increased from 17% to 24 % and violence 13% in 2008 has increased to 20% (Graph 24-27). For the researcher this suggests improved balance; issues of harassment and/ or violence are serious and likely to require SLT input.

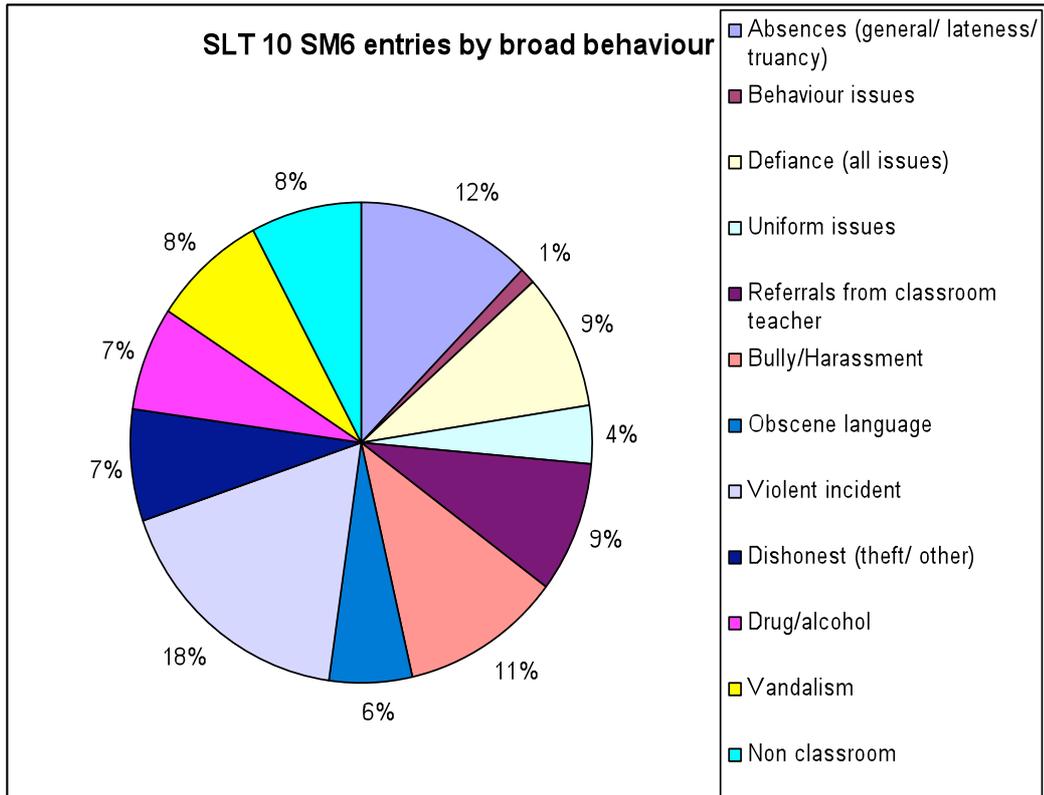
**Graph 24: SLT 2008 entries on SM6 by broad behaviour categories**



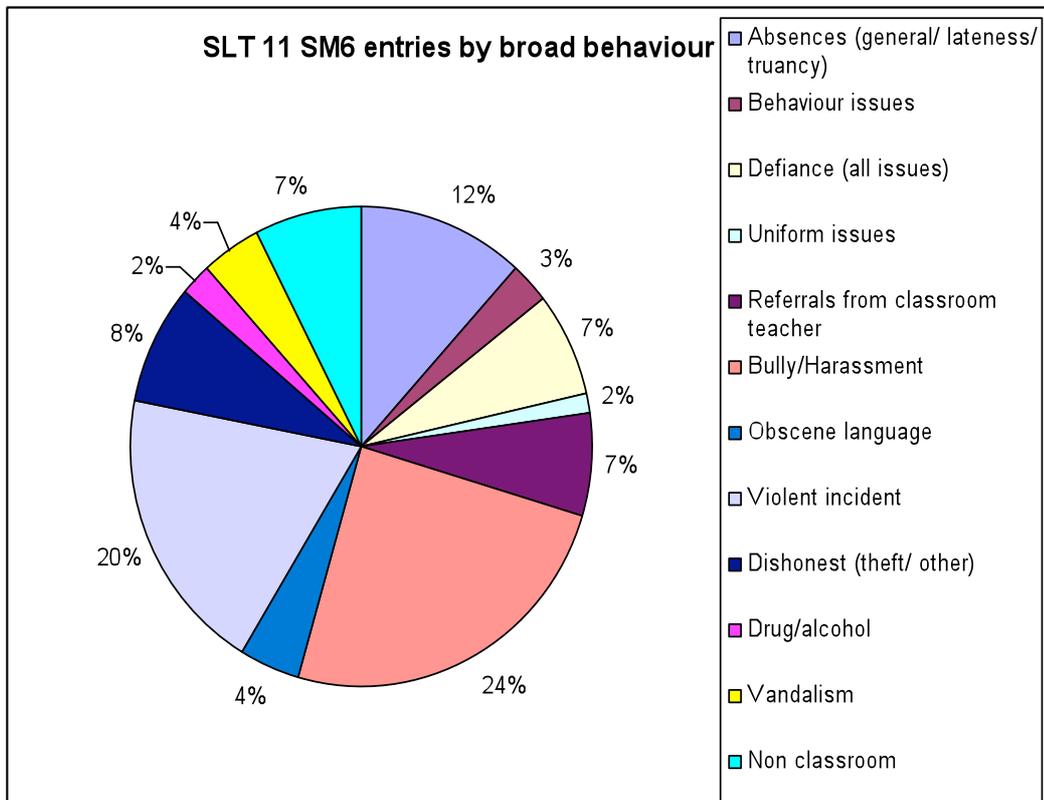
**Graph 25: SLT 2009 entries on SM6 by broad behaviour categories**



**Graph 26: SLT 2010 entries on SM6 by broad behaviour categories**

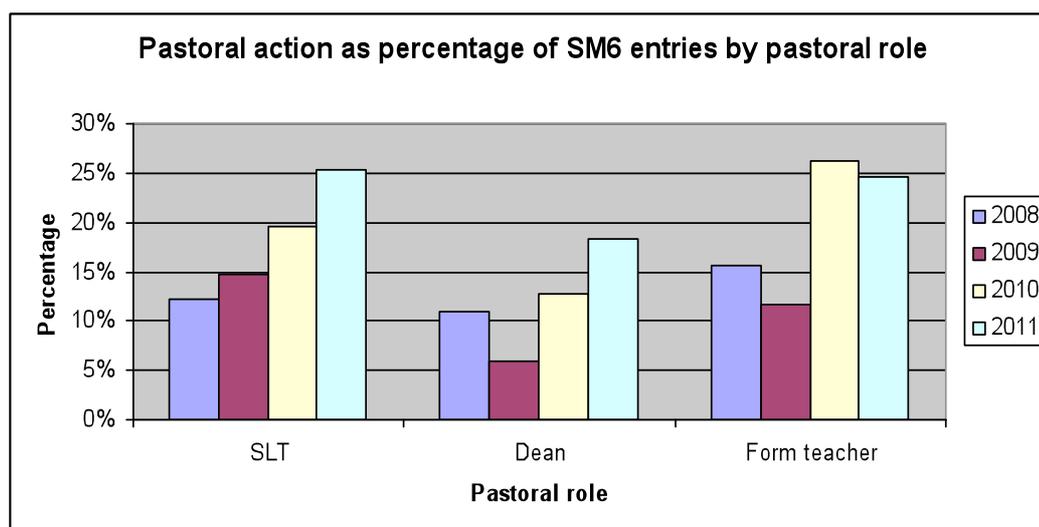


**Graph 27: SLT 2011 entries on SM6 by broad behaviour categories.**



Pastoral entries of the SLT (contact with home, meetings etc.) have increased as a percentage of the total SLT entries, from 12% 2008 to 25% in 2011. The pastoral actions have also increased for both deans and form teachers (Graph 28) which seems encouraging as better home/ school connections have positive outcomes for learning.

**Graph 28: Percentage of pastoral action entries on SM6 by role**



### Senior Leadership and discipline actions

*“Incident in English class. N used offensive language to the teacher and threatened to slap his face. Stood-down - two days.”*  
 - SLT entry 2009

Stand down and suspensions represent the most serious consequence of poor student behaviour. The school may not have decreased the levels of stand down and/ or suspension over this time but it is promising to find that despite greatly increased entries related to behaviour issues, there

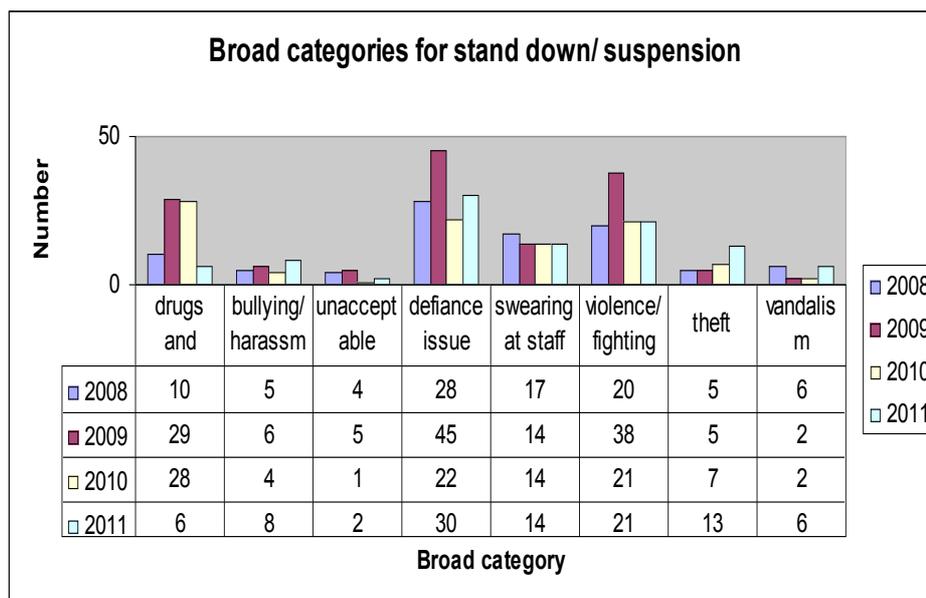
has not been a greatly increased number of stand down and/ or suspensions (seen in Table 1).

Viewed in relation to the broad Behaviour categories of SM6, Graph 29 shows variation in the reasons given for stand downs. Better relational practices could possibly impact defiance, violence and bullying issues, yet these have remained at similar levels over the four years. However, the number of SLT recorded incidents for this type of behaviour (Graph 23), is considerable. In 2011 for example the

SLT have recorded 77 involvements with violence issues and 97 for harassment. Stand downs for this type of behaviour were 21 and 8 respectively (Graph 29). This finding suggests that the SLT manage a great deal more serious behaviour without resorting to discipline action, particularly with harassment issues.

An example of possible improvements in de-escalation of behaviour is stand downs for swearing at staff. These have decreased from 17 in 2008 to plateau at 14 for the past three years (Graph 29). The SLT entries for obscene language have dropped from 49 in 2008 to 16 in 2011 and it remains approximately 5% of the entries (Graph 23). SM6 entries indicate that abusive language is an issue being increasingly dealt with by classroom teachers and deans (Table 9 and 11). It would seem that those incidents deemed particularly serious are moved to the SLT and in this case a stand down has often been given.

**Graph 29: Comparison of major issue for stand down and suspension data**



## Behaviour entries

*“Went to leave the classroom, claiming she had a split lip. Teacher asked her to sit down. Later when he was dealing with a student in the corridor she stacked chairs against the door so that he could not get back in. He pushed hard and shifted the chairs....”*

*“O was caught chasing P with a knife outside the classroom. He claims that P poked him with a knife first and he retaliated. I spoke to both of them and escorted O to RTLB office.”*  
*-Behaviour incident reports SM6*

It is perhaps important to emphasise Behaviour entries as distinct in the analysis of the SM6 data. These entries only include behaviour incidents whereas the Total SM6 entries are inclusive of Behaviour, Supports and Positive entries. This PD hoped to reduce teacher stress by impacting positively the management of negative student behaviour. It was hoped that teacher capacity would build and that the increased use of the proactive RP strategies would benefit both teachers and students. Behaviour entries have therefore been investigated as a separate category. The entries are a combination of the SM6 entries from the classroom teacher and the pastoral team (form teacher/ dean/ SLT).

### *Gender, ethnicity and behaviour*

*“Spoke to mum re: Q feeling teacher was racist in singling out Pasifika kids...”*  
*-SM6 Dean’s Behaviour entry 2011*

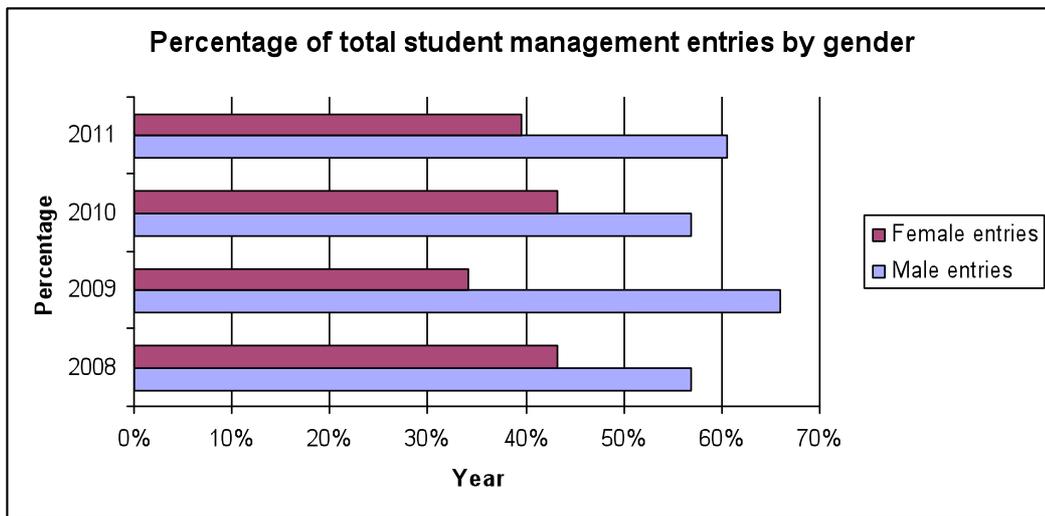
Gender and ethnicity have appeared as issues in Sections A and B, and some similarities are found in the SM6 findings. Boys have generated more Total SM6 entries (60%) than girls (40%)

for each of the four years (Graph 30). The total number of SM6 entries by gender and ethnicity (Graph 31) shows that females of Māori, Pasifika and NZ/ European ethnicity have a comparable number of Total entries, approximately 1000. There has been a decline in the total number of SM6 entries for NZ/ European males and a rise in Māori and Pasifika male entries (Graph 31).

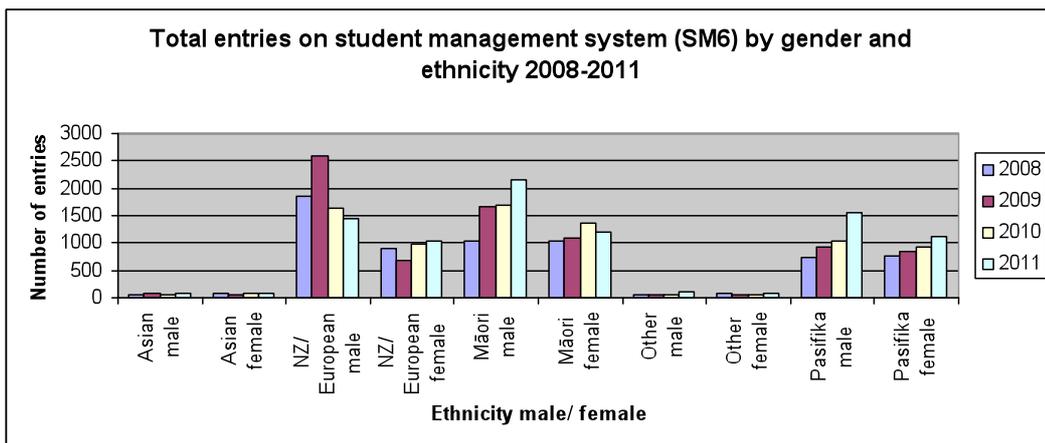
Gender and ethnic differences appear greatest when Behaviour SM6 entries are viewed separately. Māori and Pasifika male Behaviour entries have increased, significantly in 2011 and NZ/ European male entries have varied over this time. There have been increased behaviour entries for all female ethnic groups, with Māori and Pasifika entries similar in 2011 and almost double NZ/ European

(Graph 32). Asian and Other ethnicities of both genders are minor entries in total and behaviour entries on SM6 (Graph 30-32).

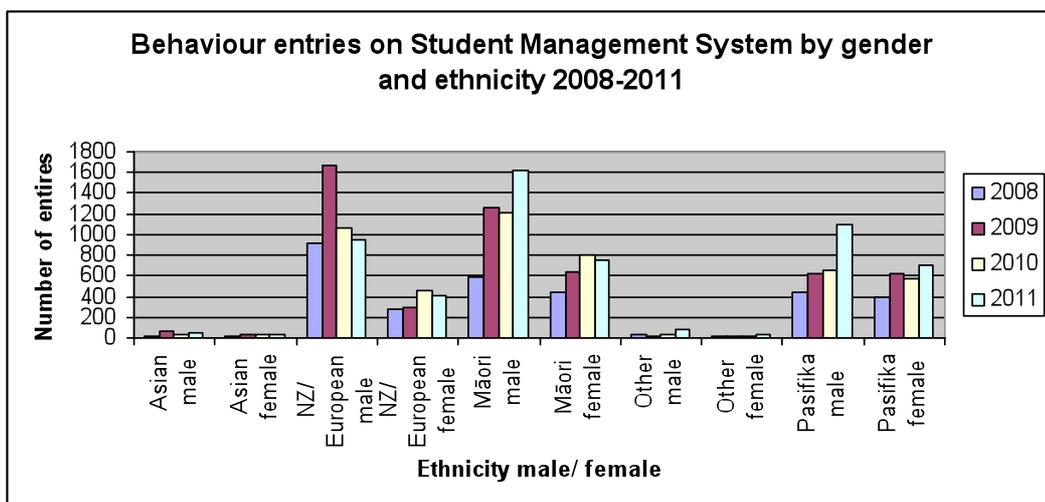
**Graph 30: Total entries on SM6 by gender**



**Graph 31: Total entries on SM6 by gender and ethnicity**



**Graph 32: SM6 Behaviour entries by gender and ethnicity**



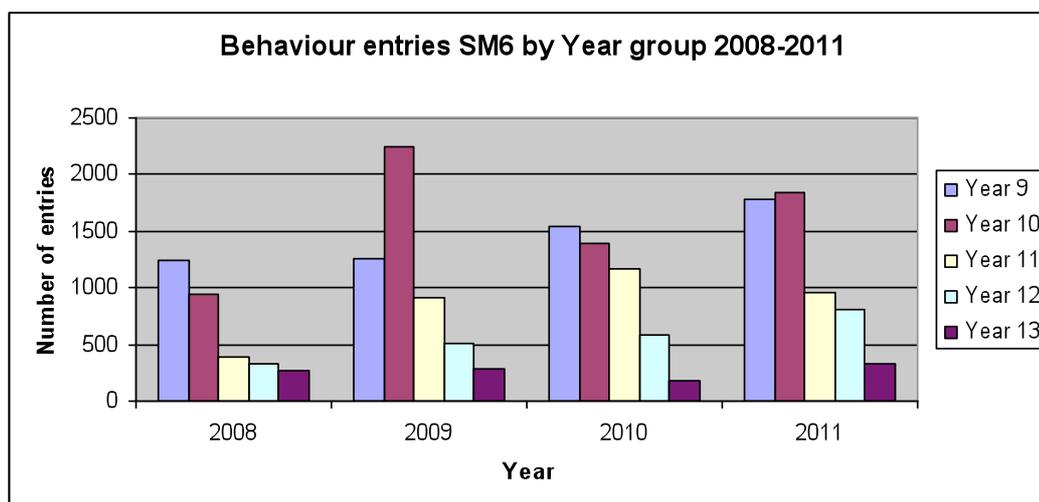
## Year level and behaviour

*“Wrote all over desks during form time. When I tried to get her to clean up at lunchtime, she ran away.”*  
-Year 10 form teacher entry

*“During Period 3 R (10XX) held up his cell phone camera, above a cubicle in the boy’s toilet. Inside was S (10ZZ). Both boys had teacher permission to go to the toilet. R did not know who was in said cubicle...”*- SLT harassment entry

Year level (maturity) has been signalled previously (Section A and B) as a possible influence on behaviour. Behaviour entries on SM6, for all Year groups, have increased from 2008 levels (Graph 33) but the Year 9 and Year 10 Behaviour entries are the largest component of entries. As a percentage of the Behaviour entries however, the Year 9 and 10 combined Behaviour entries have reduced from 69% in 2008 to 62% in 2011 (Table 12). This possibly indicates a change in teacher practice of greater use of SM6 to record student behaviours. Given that teachers are recording more on SM6 overall, it can be seen in Table 12 that as a percentage of the total entries made about behaviour there may have been a reduction in the impact of behaviour at junior levels.

**Graph 33: Behaviour entries on Student Management System by Year Group**

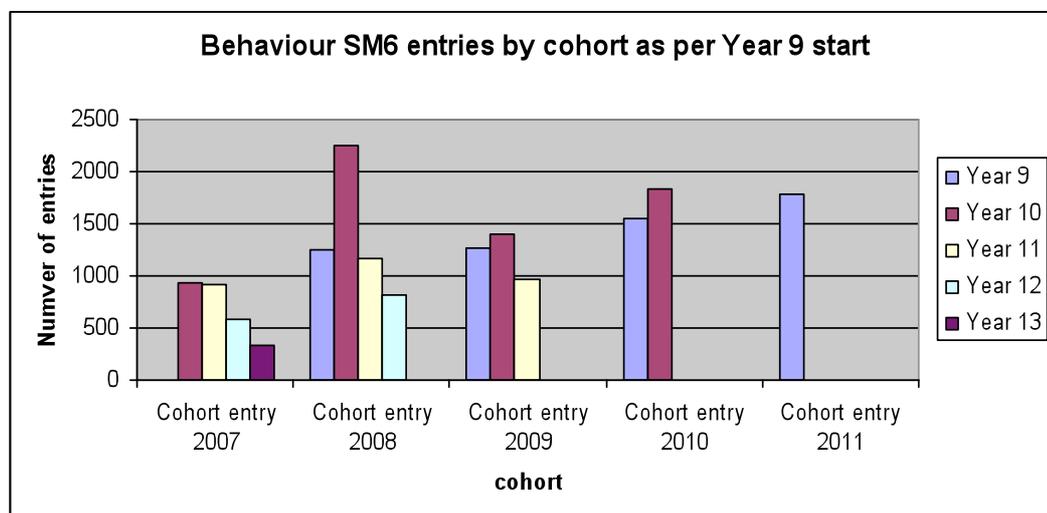


Level	2008	2009	2010	2011
<b>Year 9</b>	39%	24%	32%	31%
<b>Year 10</b>	30%	43%	29%	32%
<b>Year 11</b>	12%	18%	24%	17%
<b>Year 12</b>	10%	10%	12%	14%
<b>Year 13</b>	9%	5%	4%	6%
	100%	100%	100%	100%

### *The effect of cohort*

Analysis of the Year level data (Graph 34) by cohort as defined by their Year 9 entry appears to provide evidence of the effect of cohort on behaviour. The 2008 cohort did have notably more behaviour entries than the previous cohort, particularly as Year 10. The subsequent cohorts do have more entries in some years but this is possibly a feature of more recording rather than problematic groups. The 2008 cohort also featured notably in the stand down and suspension data and referrals and as previously explained was the subject of the greatest number of class meetings as Year 10 and these continued in Year 11. The reduced SM6 behaviour entries in their Year 11 will have been impacted by maturity but as earlier suggested, it is hoped the RP interventions also positively influenced their behaviour.

**Graph 34: Behaviour entries on Student Management System by Year Group**



### *Individual student behaviour*

*“Was asked to take a hoody off by reliever. He refused to hand it over. When told that the deans would be called he threw the hoody on the floor beside her. Continued to disturb the class and accused the reliever of stealing his hoody.”*

*“Ms was relieving: R was defiant about beginning work, communicating with S across the room, S was not talking to her, R was trying to get S to read something “just read it”, R then left, calling Ms a ‘fat bitch’ by which time Ms had sent for the dean.”*  
*-SM6 entries for individual students*

Behaviour entries are greatly varied, ranging from classroom teachers ringing home about missed assignments, form teachers following up in absences, deans dealing with issues of bullying to SLT handling of violence and disputes that may have arisen. The behaviour entries are generated by a significant percentage of individuals on the roll, 66% in 2008 which increased to 73% by 2011 (Table 13). It must be noted however, that the great majority of students have only a small numbers of entries. Most students only generate between 1 to 5 entries throughout a school year; 72% in 2008 which dropped to 55% in 2011. In the last three years approximately 78% of individual students have generated less than 10 entries over the year (Table 13).

<b>Table 13: Number of individual students with behaviour entries as per groupings</b>				
Entries	2008	2009	2010	2011
1 to 5	448 (72.1%)	407 (61.9%)	426 (64.2%)	371 (54.6%)
6 to 10	93 (15.0%)	107 (16.3%)	109 (16.4%)	144 (21.2%)
11 to 20	59 (9.5%)	72 (10.9%)	69 (10.4%)	96 (14.1%)
21 to 30	11 (1.8%)	39 (5.9%)	25 (3.8%)	31 (4.6%)
31 to 40	8 (1.3%)	15 (2.3%)	22 (3.3%)	24 (3.5%)
41 to 50	1 (0.2%)	10 (1.5%)	10 (1.5%)	5 (0.7%)
51 to 60	1 (0.2%)	5 (0.8%)	1 (0.2%)	6 (0.9%)
61 to 120	0	3 (0.5%)	2 (0.3%)	2 (0.3%)
Total Behaviour entry	3174	5221	4870	5731
No. of individuals	621	658	664	679
Individuals as % of roll	66%	69%	71%	73%

### Outside classroom entries

*“Was trying to hide in the bushes in the out of bounds area by the bottom field. As there was smoke and the smell of fire I called everyone out and asked him along with the other four Y9's to wait outside the SLT office. He never arrived and was absent from class the following period.”*

*-Duty teacher and Dean entry*

The entries for incidents that happen outside of the classroom are a small part of the total SM6 entries (Graph 19). All staff could make entries related to situations that happen beyond the four walls of the classroom though they are predominantly entered by duty teachers, deans and/ or SLT. The number of SM6 entries attributed to the Outside classroom category has increased over the

four year period. This is of interest as it could provide some evidence of increasing teacher competence to deal with issues themselves, further supported by teacher responses in the final RP evaluation that they were more likely to deal with outside classroom incidents as a result of RP participation (to be seen in Graph 45).

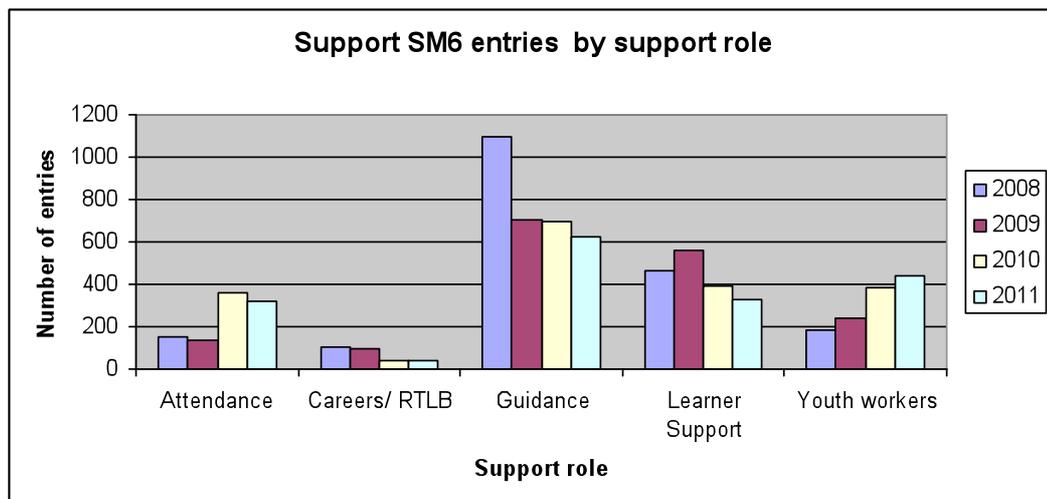
## Support entries

*“He got angry with his Maths teacher period 2 and came to our room. Reminded him he was doing the right thing, coming for time out as part of the anger management course he took last year.”-Youth worker Support entry*

*“Seen for Assessment by Ed. Psych. to confirm need for Special Assessment conditions.”  
-Learner Support entry*

The SM6 Support entries are made by staff with a predominantly supportive role in the school (see methodology for details) and they provide details of support actions needed and/ or given to various individuals and/ or groups of students. Graph 19 showed variation in the Support entries with an overall decrease in entries from 2004 in 2008 to 1758 for 2011. In particular, Guidance and Learner support SM6 entries have decreased over this time; however, Youth worker entries have increased (Graph 35). The statistical drop in Support entries could be a concern, however it may imply that improved teacher capacity in dealing with behaviours and relationships means that less learner support/ counselling/ mentoring and/ or careers advice is required by the student body. It possibly also reflects the focus on the class meetings which could be having an effect of enabling students to discuss issues that could otherwise have manifested as personal difficulties with school and learning, requiring other forms of support.

**Graph 35: Support entries on SM6 by support role.**



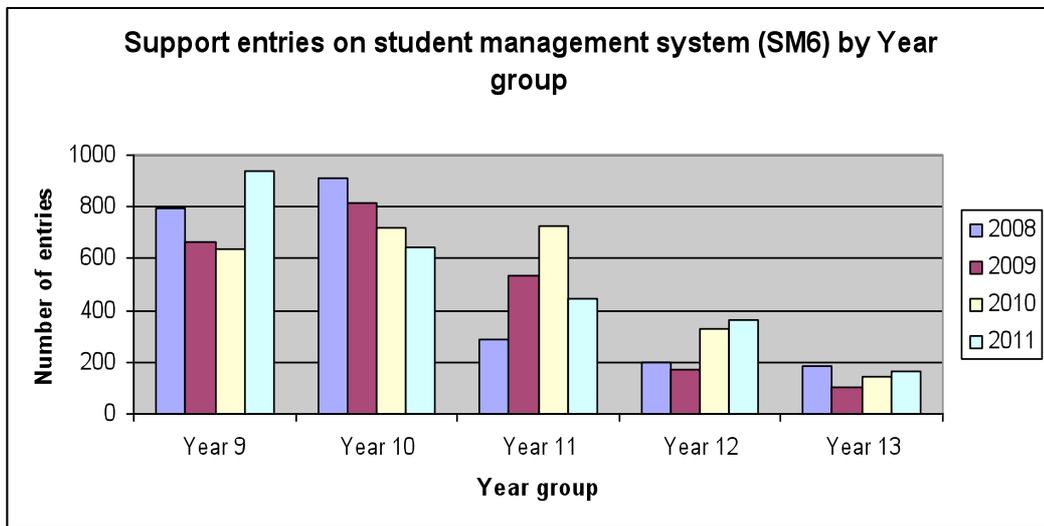
*“Has been referred to mentor from Youth Transition for motivation, goals, etc”*

*-Careers Support entry SM6*

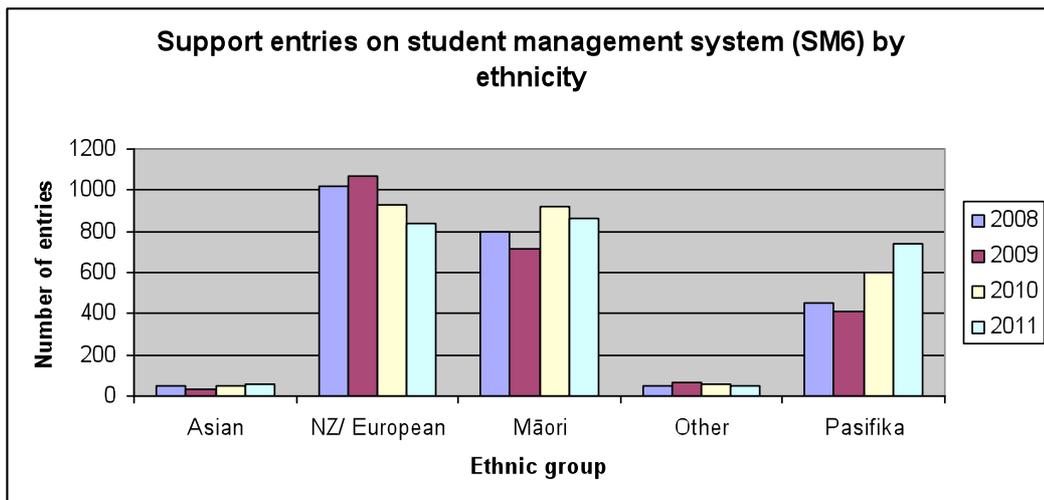
There is variation in the Support entries by Year level (Graph 36). The findings reveal that significantly more Support entries are made for junior students (Year 9 and 10) and that entries decrease in the senior years (Year 12 and 13).

Given the negative stand down and reflection room statistics for particular ethnic groups (Graph 1, 2 and 8), it is of note that Support entries have increased for both Māori and Pasifika ethnic groups in this four year period. Support entries have decreased for the NZ/European ethnic group (Graph 37).

**Graph 36: Support entries on Student Management System by Year Group**



**Graph 37: Support entries on Student Management System by ethnicity**



## Positive entries

*“Consistent positive attitude in Maths. Is to be commended for consistent, focussed efforts in class this term, is showing considerable self belief and thereby demonstrating increased mathematics confidence.”  
-Positive entry*

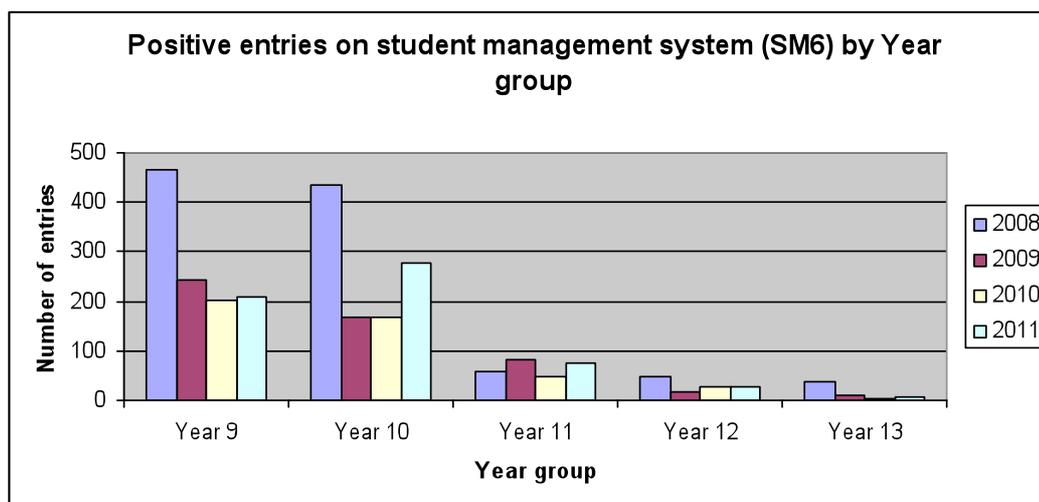
Positive entries as a category seem self explanatory; entries that acknowledge positive behaviour of students in or out of the classroom. The entries can be made by any staff member. Graph 19 revealed that positive entries have declined over the time period (2008-2011) from approximately 1000 entries in 2008 to 600 in 2011. This could have connotations for RP as a

focus on behaviour should include ‘noticing’ the positives as a way to build an alternative identity story. Perhaps more attention is required in this area, although support commentary is built into the classroom meeting process, so positive feedback may happen as part of this process.

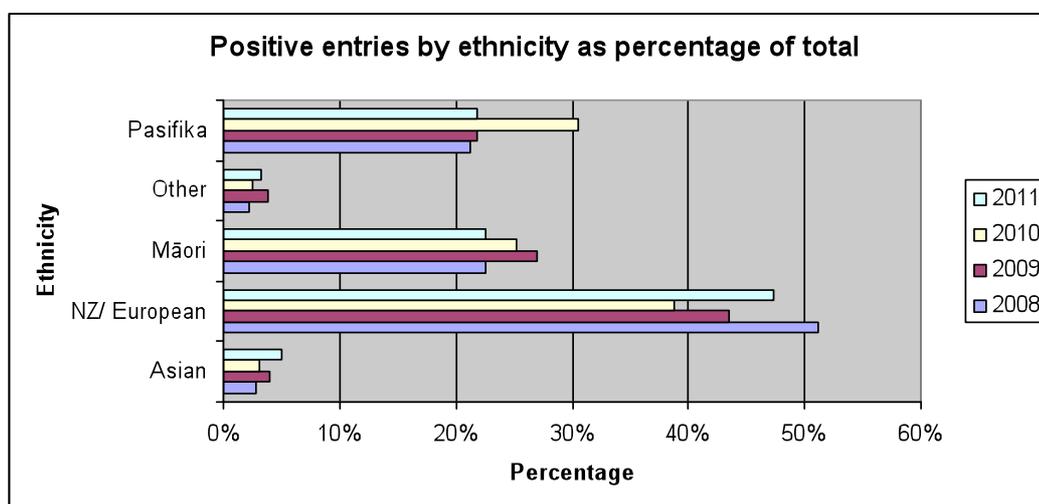
*“Emailed home to congratulate her on a great Media assignment for which she gained an excellence.”  
-Year 11 positive entry*

Graph 38 demonstrates however, that despite the reduction in entries, Year 9 and 10 students consistently receive the most Positive entries. This may be because teachers utilise the positive letters (that result from the entries) as a formative tool, rather than as a record of behaviours requiring supportive noticing. At the Year 12 and 13 levels the Positive entries have dropped to small numbers, especially for Year 13. There has been variation in the entries by ethnicity with a decline in Positive entries for all ethnic groups. The various ethnic groups do receive positive entries at commensurate levels to their percentage of the student population, slightly under for Māori and Pasifika groups and more for the NZ/ European ethnic group (Graph 39).

**Graph 38: Positive entries on Student Management System by Year Group**



**Graph 39: Positive entries on SM6 by ethnicity as percentage of total.**



### Teacher behaviour and practice

*“Called home to include parent in conversation regarding online behaviour and cell phone bullying, in preparation for class meeting Friday morning.”*

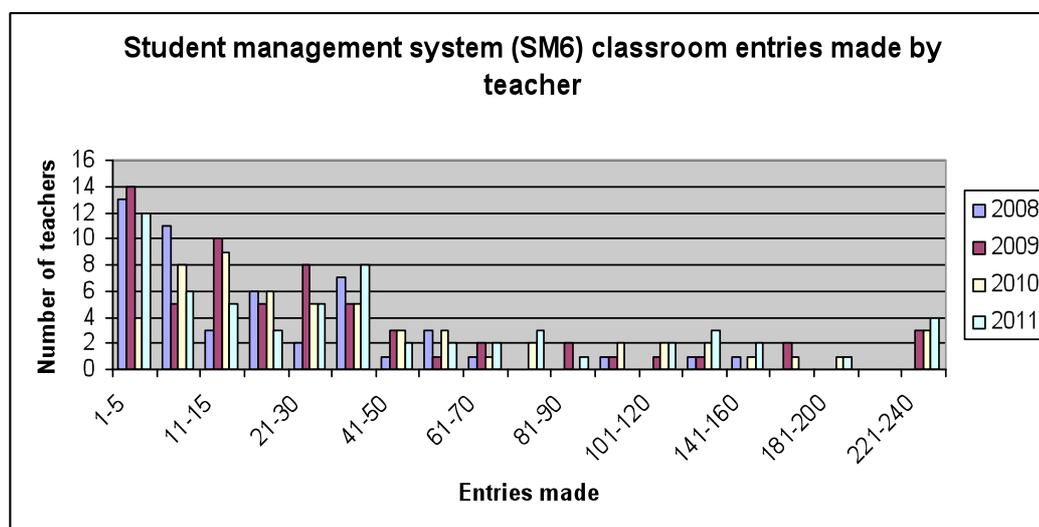
Teacher behaviour is a key element in the successful implementation of RP so data shedding light on this is valuable for the research. One finding is that the number of teachers recording entries on SM6 has risen from 50 (71% of staff) in

2008 to 61 (87% of staff) in 2011 (Table 14). Teachers are putting more entries onto SM6; in 2008 for example 48% of the teachers made between 1 and 10 SM6 entries but in 2011, only 30% of the teachers made 1-10 entries, with the rest recording more than 10 entries. The number of teachers making 21-30 entries has doubled from 4% in 2008 to 8% in 2011 and those making 61-80 entries increased

from 2% of staff making the entries in 2008 to 8% in 2011. The teachers who make the most entries are small in number (approximately 5% of the total staff) but increasing; two teachers made more than 120 entries in 2008, three in 2009, five in 2010 and six in 2011 (Table 14). Graph 40 depicts the spread of teacher entries as well as the increase in total entries by the individual teacher.

Entry grouping	2008	2009	2010	2011
1-10	24 (48%)	19 (30%)	12 (21%)	18 (30%)
11-20	9 (18%)	15 (24%)	15 (26%)	8 (13%)
21-30	2 (4%)	8 (13%)	5 (9%)	5 (8%)
31-40	7 (14%)	5 (8%)	5(9%)	8 (13%)
41-60	4 (8%)	4 (6%)	6 (10%)	4 (7%)
61-80	1 (2%)	2 (3%)	3 (5%)	5 (8%)
81-100	1 (2%)	3 (5%)	2 (3%)	1 (2%)
101-120	0	1 (2%)	2 (3%)	2 (3%)
121-140	1 (2%)	1 (2%)	2 (3%)	3 (5%)
141-180	1 (2%)	2 (3%)	2 (3%)	2 (3%)
181-220	0	0	1 (2%)	1 (2%)
221-260	0	3 (5%)	3 (5%)	4 (7%)
Total teachers, % of staff	50 (71%)	63 (90%)	58 (83%)	61 (87%)

**Graph 40: Number of student management entries made per teacher**



## Section 4: Findings of the Qualitative Data

### Participant Response/s to Restorative Practice PD.

Three groups of RP participants voluntarily completed various evaluations and reviews throughout the PD and a mid year and end of year evaluation have been closely analysed for this research. The mid year evaluation was completed by 7 of the first RP group (2009) midway through that year and then 21 participants of the same group completed it mid 2010. It was also completed by 17 participants of the second (2010) RP group mid 2010. The final evaluation was completed in December 2011 and comprises 28 responses from participants of all three restorative groups (2009-2011). Expanded examples of the survey responses by teachers are in italics and have been chosen to highlight differing responses/ themes/ criticisms and/ or issues.

#### *Ways of speaking*

*“Deconstructing my own communication with students and learning to actively externalise have been most beneficial.”*

*“It made me more aware of how I say things to students and the effect that has especially using externalising language and avoiding totalising language.”*

Improving the ‘ways of speaking’ has been integral to this PD and four skills have been emphasised; the use of curious questions and externalising language, the non use of totalising language and the development of deconstruction and discourse recognition. Both evaluations sought feedback on these skills. The combined group responses of the mid year survey Graph 41 (n=45) indicate that all participants had tried the

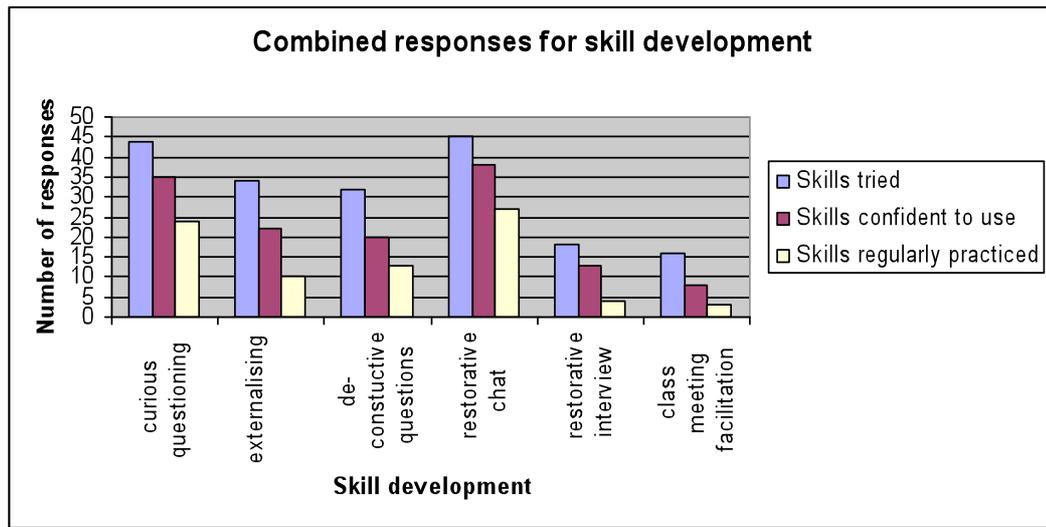
various skills. Most participants were confident in their use of curious questions and the restorative chat and both of these were the most practised skills.

Respondents felt least confident of the restorative interview (often done in more serious discipline situations) as well as facilitation of a class meeting and these skills were tried by the least number of participants.

Findings from the end of year participant responses suggest participants had made progress and that the skills of curious questioning, externalising and non-totalising

were being readily utilised. Discourse recognition and use of de-construction appear to be the skills respondents were least confident to utilise (Graph 42). Facilitation skills were another key component of the PD and the end of year responses indicate that participants very readily have one to one chats and readily facilitate small group meetings. There is still less readiness to facilitate the larger restorative meeting and/ or the class meeting (Graph 43).

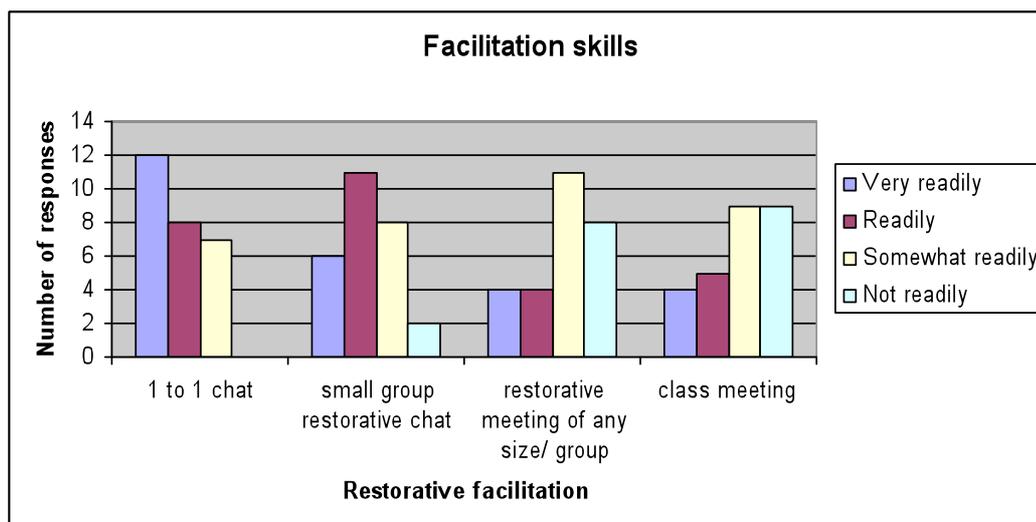
**Graph 41: Combined responses for skill development**



**Graph 42: Utilising the skills of Restorative Practice**



**Graph 43: Facilitation skills combined group responses**



**Teacher practice**

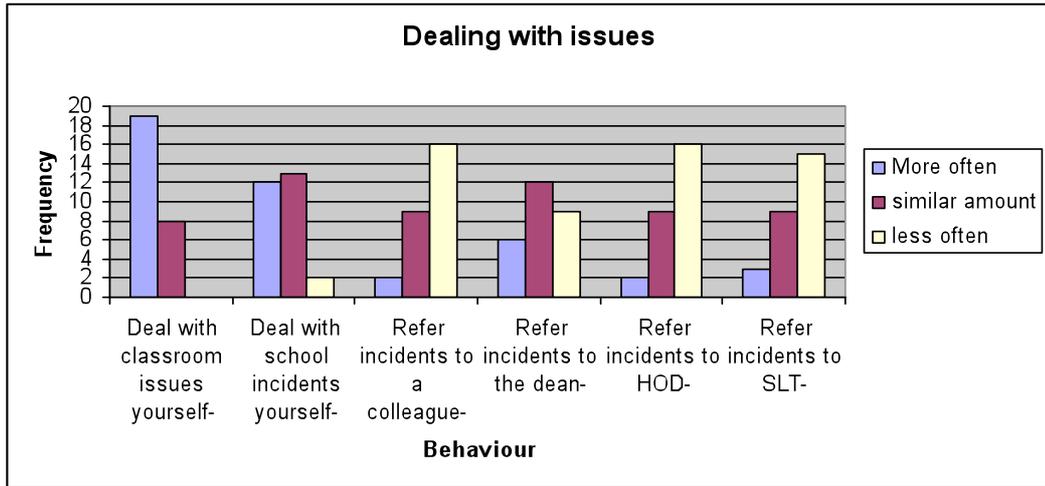
*“I am constantly having restorative chats with students, 1 to 1, pairs, groups, you name it.”*  
*“RP takes a lot of time and often you don’t get a solution.”*

One of the beliefs at the heart of this PD is that relationships are improved and/ or maintained when the issues that inevitably arise are dealt with by those directly involved. It was hoped that as participants became more skilled they would deal with their own issues. Graph 44 suggests that

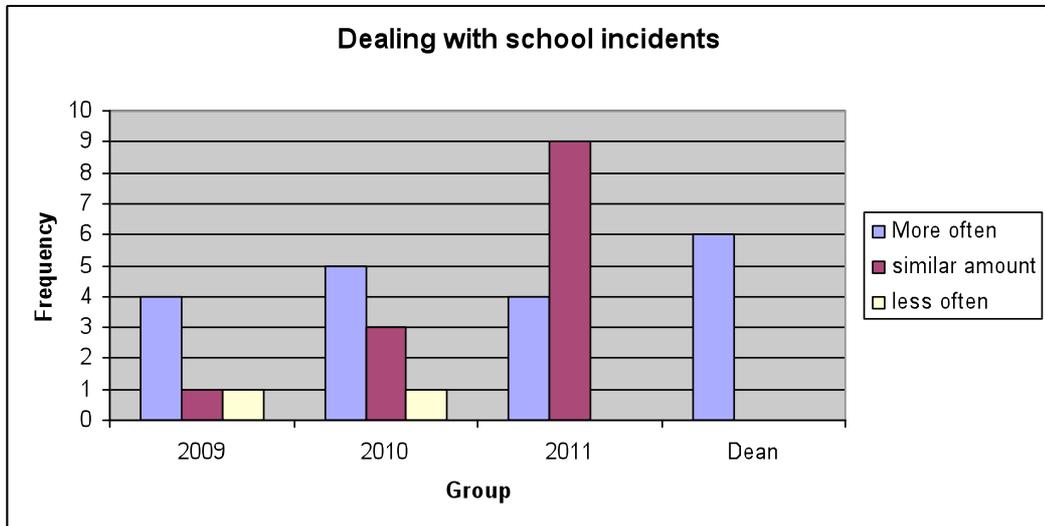
there has been success in this area with a majority of respondents indicating that they did more often deal with classroom issues themselves and referred less often to colleagues, HOD’s and SLT. Referral to deans varied with similar numbers referring to deans more and less often.

Confidence in dealing with a school incident is varied (Graph 45). When the four groups are separated: 2009 RP (n=6), 2010 RP (n=9), 2011 RP (n=13) and Deans (n=6) it is clear that the Deans in particular have gained confidence to deal with school issues. Many of the 2009 and 2010 respondents felt that they dealt with school incidents more often, however less confidence is shown by the 2011 group. These 2011 participants had less time and practice of RP skills and it would seem there were benefits from maintaining the PD over a number of years as confidence develops over time. As with earlier findings (Table 14) 50% of respondents felt they made more use of SM6 (Graph 46).

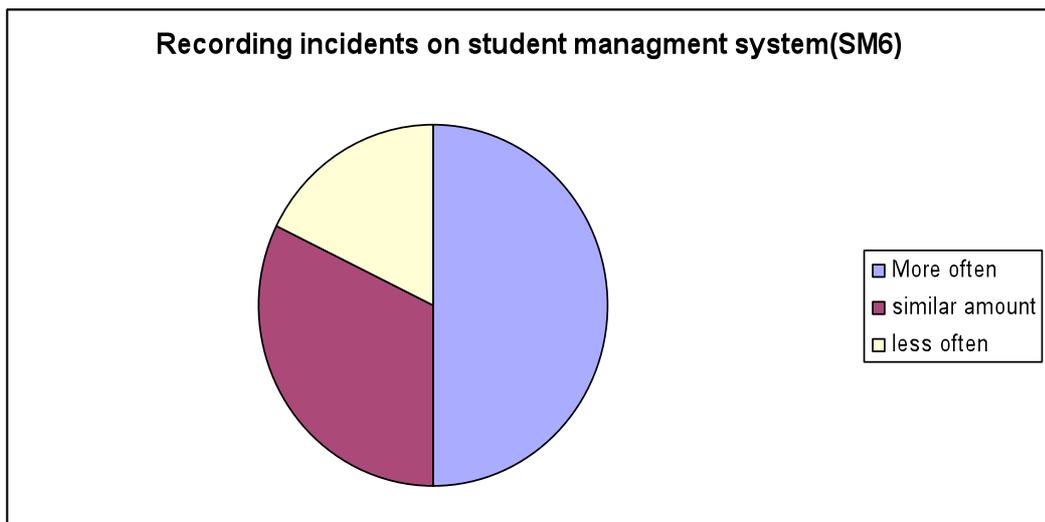
**Graph 44: Referring incidents-combined responses**



**Graph 45: Dealing with school incidents**



**Graph 46: SM 6 recording of all categories of incidents**



*Personal responses: Mid and end of year evaluation feedback*

*“I feel I have made progress with RP – I am more confident at using curious questioning and positive about developing my skills.”*

In the mid year evaluation (2009 and 2010) the majority of participants felt that they were making progress in the development of their restorative skills. More people in the 2009 RP group felt they were making good to steady progress than the

2010 respondents which is understandable as the 2009 group were in their second year of RP. The groups were asked about their level of commitment to RP and 83% of respondents felt they had a high to very high commitment. Table 15 provides a summary of the typical responses to the question: Where are you at with Restorative Practices? The group responses are presented separately (2009 and 2010). Indicators of steady improvement in skills begin at the top of the list, while comments signifying a lack of progress in skill development are towards the bottom.

**Table 15: Participant mid year evaluation responses: Where are you at with Restorative Practices?**

2009 RP group responses

Steadily improving my skills through to not progressing my skills  
 Practising class meetings, co-facilitation of meetings  
 Made progress with RP –more confident at using curious questioning and positive about developing my skills  
 Extra study done, awareness is growing  
 Restorative conversations with referred students  
 I use ‘the language’ at times, yet to organise meeting  
 Not been to many class meetings, but suggest/support as dean  
 Not focussed on RP as much as curriculum and assessment

2010 RP group responses

Steadily improving my skills through to not progressing my skills  
 Constantly have restorative chats with students (1 to 1, pairs).  
 Use practices daily in student/ staff interactions (helpful).  
 Am practising skills/ developing/improving on discourses/ reflection/ obtaining knowledge/supporting others  
 Understand the process and value of the RP approach  
 Think carefully before responding in conversations  
 Need to use them more to get used to using and confident  
 Ups and downs, not automatic yet  
 Need more time thinking about, doing meeting/ interviews  
 Not a top priority due to pressure of work

*“Other commitments stand in the way of my utilising the PD.”*  
*“I am committed but not always available or as prepared as I should be.”*

Table 16 gives feedback to the question: What is your level of commitment to Restorative Practices? Comments show that progress and enthusiasm is varied. The participants who spoke of committing time and effort to practising the skills felt better about their progress. Lack of time

and pressure of work are offered as reasons for a lack of skill development. The responses for both groups indicate a good deal of positive feeling for both the practices and the PD itself. Important for this research are the comments that the process improves relationships, enables teachers to deal with conflict situations and reduces stress. There seems a distinction between those participants indicating high levels of commitment. They talk of participating and practising in class/ meetings and have an awareness of developing their skills while those indicating a lesser commitment, lack practice and feel pressured for time.

**Table 16: Mid year evaluation Commitment level Responses: What is your level of commitment to Restorative Practices?**

**2009 RP group responses mid 2009 and mid 2010**

Very high to very low  
 Part of my 'armoury' or 'vocabulary' of skills  
 Use the skills in my teaching/ counselling practice  
 Know it works for students and teachers/ enjoy and improved relationships/  
 communication with students/ important for teacher for building relationships  
 Helps teacher-students/ important to teach students ways to deal with issues  
 Lowers my stress/ Good way to combat anger  
 Brilliant process to de-escalate conflict/ gentle resolution/ positive  
 Good research of theory and practice  
 Easier to understand students/ways forward/ deal with diversity  
 Want it to become natural way of addressing problem  
 Haven't had much time and am concerned about that/need to spend time  
 reflecting/ reading/learning on own/ RP takes a lot of time and often you don't  
 get solution

**2010 RP group responses mid 2010**

Very high to very low  
 Plan to become a competent facilitator/ support other teachers/ aim to develop/  
 implement them  
 Had successful/lots restorative chat/ positive confirmation  
 Valuable tools as dean, moved to facilitating meetings  
 Seen/ spoken of positives of RP on school/classes  
 Believe in/ want to try/ need to practise/ / haven't attended any class meetings  
 Limited by TIME to practise/ read/ revise, lack of resolution/ other  
 responsibilities/ commitments take up my time/ haven't started

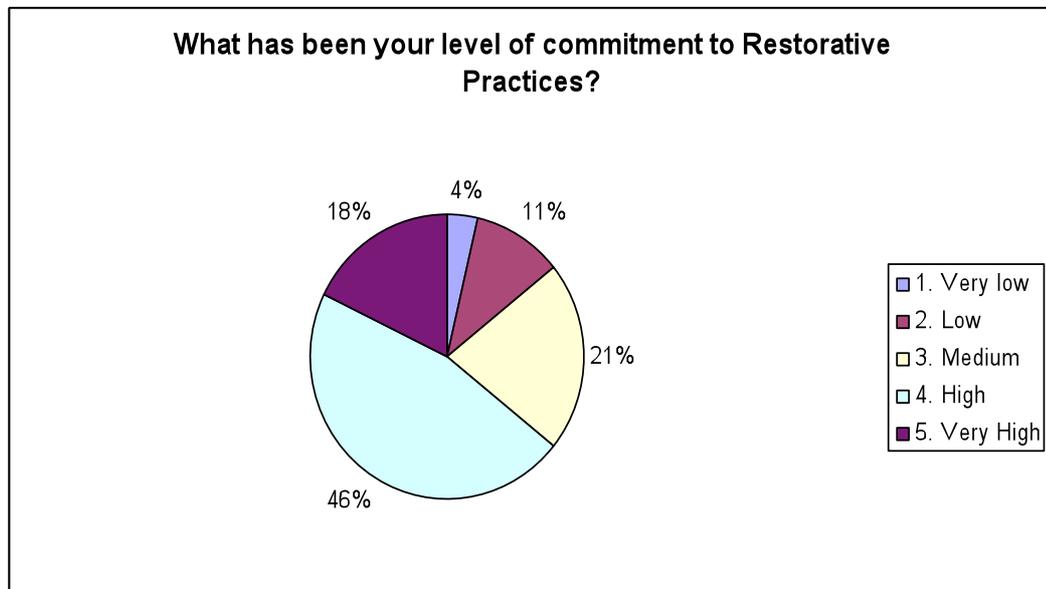
*“I have found the theorising and identity work very engaging. I’ve seen clear improvement in my practice and it’s transferable outside of work.”*

*“I feel that I have not only engaged but RP has been my main tool and the vehicle that I use to conduct myself as a dean.”*

The end of year evaluation was completed in December 2011 by 28 of the teacher participants. The evaluation sought feedback on commitment levels, the PD itself, as well as impact on teacher practice. Graph 47 indicates that commitment to the RP professional development remained high for the majority of respondents through to the end of 2011. 64% of the respondents felt they had high to very high levels of commitment and the

teachers’ explanation (Table 17) vary. Those respondents identifying higher levels of commitment also comment on being committed and practising the skills to make them part of their repertoire. Lack of time (again) and/ or confidence in the use of skills was reasoning given for a lesser commitment to RP. A positive finding is that participants are using of the skills, with 49% stating they use RP daily, a further 36% using the skills weekly and no one ‘never’ using RP (Graph 48). It seems the PD has enabled the development of useful practices.

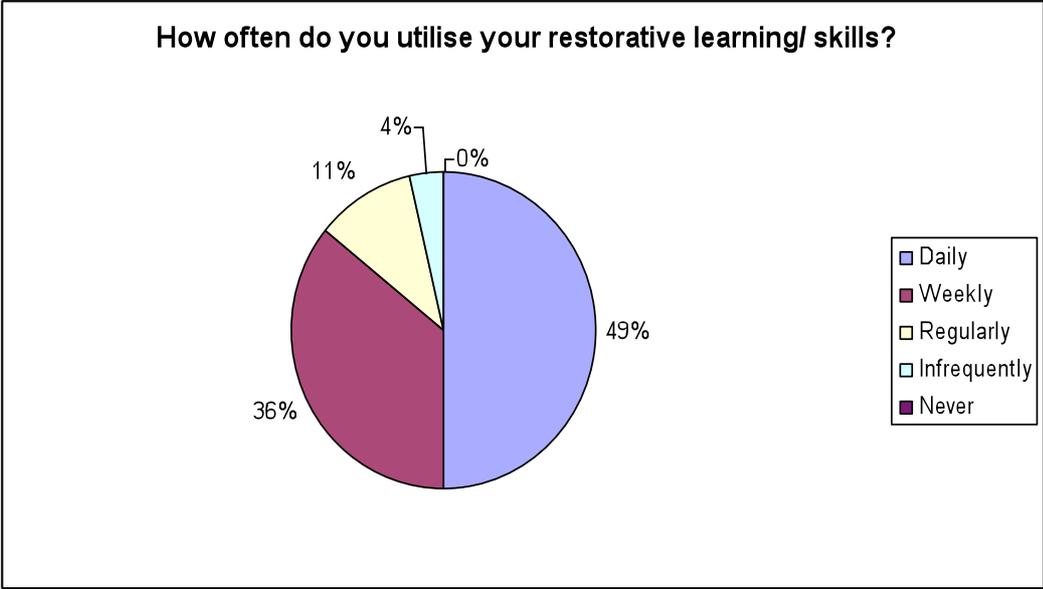
**Graph 47: Commitment to Restorative Practices, End of year evaluation 2011**



**Table 17: Restorative Practice end of year evaluation: Commitment level**

Question	Summary of teacher responses
What has been your level of commitment to Restorative Practice? Explain your response	Regularly/daily/try use skills when dealing with students, deaning situations Committed to use, attend meetings etc Believe it a positive practice for the school Like the idea of a restorative school Have used the language, lead class meetings Gives me confidence in difficult conversations Transferable out of work Still learning Committed but not always prepared Let others lead the way Not always aware of what terms mean Lack confidence to use it in class Limited by time and classroom pressures

**Graph 48: Use of Restorative Practices, End of year evaluation 2011**



## *Participation benefits*

*“Did not achieve my goal to facilitate a class meeting, but am applying it not only in the classroom but also as a coach to improve relationships.”*

Teachers had a variety of responses for what they found most and least beneficial in participating in this PD (Table 18). The least beneficial aspects of participation in RP varied, however 18% of respondents felt that the theory was not as beneficial as practice and 18% felt that the time commitment to the PD days impacted their own classes. There was concern expressed for the “*lack of support from some, negative attitude of others.*” This perception/ concern is found in other research of RP implementation. Kane, Lloyd, McCluskey, Macguire, Riddell, Stead and Weedon (2009) found wider apathy, even hostility to be an issue.

The most common response (40%) was appreciation of the time to talk and reflect with colleagues as well as work with them. 40% of teachers also expressed appreciation for being able to practise the skills/ techniques and strategies as well as participate in class/ meetings. This affirmation of the value of reflection is important as the PD model used by this school was innovative in its use of a reflective framework and these findings provide some validity for the approach.

The use of a deconstructive model was also a feature of the PD and there are a number of remarks that indicate the usefulness of this skill. Deans commented on the applicability of the practices for their deaning. The focus on language seems to be a strength of the PD and participants felt students benefitted from teachers’ improved awareness of language use and ability to help students understand its effects. It is heartening to find that participants have developed confidence to have/stay with difficult conversations and that the process itself provides a worthwhile structure for the conversations. There are responses that confirm the findings of Keckskemeti (2011) with participants attributing to RP lowered stress levels and improved relationships.

<b>Table 18: Teacher response to most/ least benefits of RP participation</b>
What has been the most beneficial aspect of participating in the PD?
<p>Reflection</p> <p>Time to talk/ reflect/ work with colleagues/ Reflection on practice</p> <p>Intellectual stimulation/ theory/ academic learning / Idea of resolution vs punishment</p> <p>Focus on relationships</p> <p>Practical</p> <p>Being able to practise the skills/ strategies/ meetings</p> <p>Practical/ useful nature of the course/ Has given me a process to work through</p> <p>Identifying discourses/ Applying principles beyond classroom</p> <p>Personal benefits</p> <p>Helped/ see it applied with deaning/ Lowering work stress</p> <p>Confidence/ to deal/ stay with difficult conversations/ Facilitators great</p> <p>Students</p> <p>Improving relationships in class/ year group</p> <p>Better awareness of my use of language with students</p> <p>Deconstructing my communication with students</p> <p>Getting students to recognise effects of their behaviour on others</p> <p>Better understanding with students/ look beyond silliness</p>
What has been the least beneficial aspect of participation in the PD?
<p>Theory not as beneficial as practice/ Some of the readings language</p> <p>Time commitment – out of classes</p> <p>Negative attitude/ Infrequency of practice by some, others not stepping up</p> <p>Top down support not always evident/ Lack of support from some /</p> <p>Feeling one can't say things unconditionally, "What's on top"</p>

## Section 5: Discussion of Findings

*“T has been very disorganised and often forgets to bring basic equipment. We discussed this and that maybe a daily might help him.”*

*“U punched P for sitting in his seat and P reacted. Both deans met with the students and had a restorative conversation. They apologised to each other and homes will be contacted...”*

It seems clear that the introduction of RP has had an impact at this school. The findings suggest that teachers are making use of the restorative strategies and there are indications of de-escalation in addressing behaviour incidents and improved relational practices. The RP participants spoke of a positive affect to their well-being through involvement in the PD and implementation of the practices in their work. The impact on stand down and suspensions appears to have been minimal.

### **De-escalation and capacity in addressing behaviour**

The overall behaviour data visibly indicates that a de-escalation of behaviour incidents is occurring. In particular the decreased number of entries by the SLT (which have halved), alongside significantly increased entries by Deans and Form teachers suggests that behaviour incidents are not escalating to the point that they require the intervention of senior leaders. However those that do move to SLT are still being managed with similar numbers of discipline actions (stand down and suspension). These have not reduced over the four years (2008-2011).

The Deans in particular appear to have increased capacity to deal with a significant number of the issues that arise on a daily basis in this school. This is evidenced by the increased dean entries about unacceptable behaviour, which have tripled from 2008-2011. Issues of harassment seem also to be increasingly addressed at the deans' level. In 2008 the majority of SM6 entries for this category were made by SLT but by 2011 deans were making more entries than SLT. Deans are also dealing with double the numbers of defiance issues (general, uniform, cell etc.).

A further sign of de-escalation is Referrals where a classroom teacher refers a behaviour incident/ issue to another person to deal with. These referrals have decreased to the SLT and increased to deans and form teachers. This appears to indicate increased capacity at these levels; generally staff trust the capabilities of the person they refer to. Classroom teachers themselves are making more entries on SM6, with entries having almost tripled. The entries in all categories have increased but most notably for unacceptable behaviour and learning issues.

There are various possibilities for increased recording of incidents: the greater focus on behaviour as a result of participation in the PD, heightened awareness of effect and perhaps more readiness to address issues and/ or less willingness to put up with poor behaviour. Given that there are more referrals to deans and form teachers, this increased recording of unacceptable behaviour does not obviously suggest improved teacher capacity. However the data does show that the majority of entries remain at the classroom level.

In 2011 classroom teachers made over 800 entries of unacceptable behaviour but the combined entries of referrals to SLT, Deans and Form teachers and their unacceptable behaviour entries totalled only 318. This would seem to indicate that the unacceptable behaviour is most often being addressed by the classroom teacher. Classroom teachers have also tripled their entries for learning related issues and it appears that they are contacting home more frequently about these issues of non- completion of home/work, lack of equipment etc, a further possible demonstration of increased relational capacity and better practice.

Further indications of de-escalation and/ or improved teacher capacity are Absence entry changes. The decreased entries for absences by the SLT and a corresponding increase in entries for both deans and form teachers point to follow up being done at more appropriate levels. The form teacher entries are predominantly general absences, the chasing up of unexplained and long term absence. These have increased to be 46% of form teacher entries by 2011. SLT involvement in truancy has reduced but increased for the dean which again is behaviour management at an appropriate level.

There is some contradictory evidence of increased capacity of staff to deal with behavioural situations. The number of referrals to the reflection room increased over the three years but particularly in 2011. 80% of the total staff did refer a student but 50% of these did not do so often; only 1-5 times in the year. A minority of staff (some of these RP participants) referred students in greater numbers than the average staff member perhaps suggestive of higher levels of stress. Disruptive behaviour and defiance fairly consistently provided almost 50% of referrals to the reflection room and are behaviours that cause significant disruption to learning and teacher wellbeing.

### **Relational practices**

Many of the above indicators are also suggestive of improved relational practices. Increased follow up by Deans is also likely to improve relationships between colleagues who are competently supported. The increased follow up of absences by form teachers is an acceptable pastoral practice that is likely to improve relationships between home and school, especially since lower levels of intervention are less threatening for families. The greatly increased entries detailing pastoral actions: ringing home, meeting with students and/ or their families, consulting other agencies and/ or colleagues, seem further evidence of improved relational practices. Parental involvement in the education of their children correlates strongly with academic performance (Braithwaite, 2004) and is therefore profoundly positive for a school. The pastoral action entries have increased each year for most roles (SLT, Dean, Form and classroom teacher).

Some encouraging relational practices have decreased over this time. The Positive entries on SM6 have halved and it is difficult to attribute this to the implementation of RP. There are other factors that affect this practice, for example a number of staff who made large numbers of Positive entries left the school and it appears to be a practice that is not consistently highlighted each year. There were decreased entries from staff that provide a Support function at the school both in number and as a proportion of entries, falling from 30% of Total SM6 entries in 2008 to 20% in 2011.

There are indications that students may have been supported differently. The entries from the counsellors, careers advisor, RTLB and Learner Support decreased, however the youth worker entries increased. The guidance counsellor figures reduced from 1100 in 2008 to 621 in 2011, however the HOD Guidance co-facilitated the great majority of class meetings and so students were getting a different kind of opportunity to process their personal issues. The increased capacity of those in pastoral roles (Deans, Form teachers) and their increased pastoral entries indicates that supportive actions were in fact given by a larger group of staff.

### **Use of the practices and teacher well being**

Qualitative feedback from restorative practitioners has been that the professional development has increased their skills and confidence and they have increasingly dealt with issues themselves. Quantitative indications of this can be seen in the increased SM6 entries in most areas of the records, particularly dean/ form and classroom teacher entries and pastoral actions.

A number of the RP participants were deans and as previously highlighted there is quantifiable evidence of greatly increased input from deans in the management of student behaviour. The deans' qualitative responses were that they found the restorative skills improved deaning situations and provided a structure and way of operating that was useful and effective. This group displayed the most confidence in dealing with school wide issues suggestive of improved abilities beyond their own classroom. They are also the group that was able to practise the most, given that the dean role requires daily interactions with and follow up of many students.

The qualitative feedback provides the best evidence of a positive impact of the PD on teacher well being. Teachers self reported that involvement in the PD, learning and using the practices had improved their confidence and that it had lowered stress levels and improved relationships/ understandings within their classrooms. The 'innovative' aspects of the PD appear to have been particularly successful. When teachers do not have strategies to deal with behaviour issues, 'their well-being is undermined' (Kecskemeti, 2011, p.274). Participants did identify that

having a structure for conversations and/ or a process to work through was beneficial.

Many of the respondents commented positively on the reflective framework, valuing reflection of practice and improved collegial relationships. Rundell (2007) considers that restorative practitioners have a responsibility to reflect on their own practice and should have an awareness of their own principles in their work. Towl (2007) proposes that the most effective PD is collegial and establishes relationships within a supportive learning community. It seems that the reported PD is able to fulfill these requirements for participants. Time to reflect and/ or practice, facilitate meetings, build relationships is highlighted as an issue in other RP research (McGuire, 2007; Armstrong, 2007) and there were some similar findings in this report. Various respondents indicated that time pressures had stopped them committing fully to RP, although others commented appreciatively of being able to have regular time and support for the PD.

There were indications that the deconstructive process was helpful “*to understand students and where they were coming from*” as well as the greater focus on language and its effects. The deconstructive skills do however emerge as the most challenging to become confident in. Drewery and Kecskemeti (2008) suggest that “to do this, [deconstructive reflection] teachers need to learn to use a conceptual framework that helps them identify and name at least some of those hidden rationalities, values or discourses” (p. 24). The discursive skill requires conscious practice and theoretical understanding and for some respondents’ time was a problem and others did not value theory, particularly over practice. By contrast, the qualitative data imply that the use of curious questions and the restorative chat are readily accessible practices.

### **Gender, ethnicity and year level**

Gender and ethnicity appear as problematic in the various data. There is a predominance of boys in the stand down, suspension and exclusion data. Boys also feature too often in the referrals from class and they contribute the greatest number of SM6 entries in Total entries but particularly in Behaviour records.

The findings also show that ethnicity is an issue in behaviour. Māori in particular appear too often in the stand down, suspension and exclusion data and are being increasingly referred from class (particularly Māori boys). Pasifika students are also well represented in the discipline actions and referrals from class; SM6 Behaviour entries are increasing for both ethnic groups. Asian and Other ethnicities by contrast, barely feature in all these types of data. The disproportionately high figures for particular ethnic groups is unfortunately not isolated to NZ, other researchers highlight this as a problem also e.g. black youth in the USA (Skiba, Reynolds, Graham, Conoley & Garcia-Vasquez, 2006).

Gray (2012) suggests that the statistical overrepresentation of Māori and Pasifika students from low socio-economic backgrounds, in disengaged and early leaving (at risk) data, can lead to negative assumptions by teachers; of the students, their families and/ or their capacity. MacFarlane, Glynn, Cavanagh and Bateman (2007) state that “often educators who are members of the dominant and more powerful culture may hold impositional attitudes towards students who belong to non-dominant less powerful cultures, and towards their ethnic and cultural communities” and they reason that this mode of thinking impacts student performance as educators focus on the less positive indices of Māori achievement (p. 66). It is not clear whether the teachers at this school hold ‘impositional’ attitudes but the staff themselves represent the dominant culture given that approximately 63/70 (90%) are identified as NZ/European and they are referring out many more Māori and Pasifika students than other ethnicities.

If complex school communities are to be peaceful places for all, Kecskemeti (2011) believes that at the cultural level this requires “awareness of the power differentials that different discourses reproduce and to challenge those” (p. 281). The school data showing ethnic and gender inequality could suggest that more ‘challenge’ is required to develop culturally inclusive classrooms at this school. The findings of a number of NZ research projects (Hill & Hawk, 2005; Bishop, Berryman, Cavanagh, Teddy, 2007; Bishop, Berryman, Tiakiwai, Richards, 2003) highlight the importance of relational practices for Māori and subsequent benefits for all ethnic groups and Gray (2012) found that attention to the quality of relationships could have positive outcomes for the retention and engagement of

‘at risk’ students. It is hoped that the negative figures could be improved with a continued focus on RP, its relational dimension and the discursive skills.

In terms of Year level all data seems to show that behaviour improves with maturity; senior students (Year 12 and 13) are under represented in all of the data groupings. Year 10 students (particularly Māori boys) have the highest chance of referral from class, stand down, suspension and exclusion, based on the analysed data. This variation between the genders and year levels is reflected in the national figures. MOE (2010) findings indicate that male students consistently received stand-downs far more frequently than female students (2.4 times more for males in 2009). The majority of stand-downs occurred for students aged 13 to 15, peaking at 14 years [Year 9 and 10] and were 62.5% of total stand downs at 84.1 students per 1,000.

The impact of year level is very apparent to beginning teachers who it appears are more likely to be teaching Year 9 and 10 (Renwick, 2001). Renwick (2001) points out that initial teacher education programmes can not fully prepare a beginning teacher for the realities of a classroom. Although not individually identifiable, a number of beginning teachers participated in this PD. The qualitative feedback given is that the PD enabled teachers to build relationships with their students which improved their own well being. This was also a finding of previous research at this school, particularly the positive benefits of RP for beginning teachers, with their junior classes (Kaveney & Drewery, 2010).

It is not clear how much restorative practices can specifically impact these multifaceted issues (gender, ethnicity, maturity) but McCluskey, Lloyd, Stead, Kane, Riddell and Weedon (2008b) argue that “restorative practices admit to the centrality of power relations and the complexity of social structures” (p. 213), important components of these unfavourable statistics. Restorative practices, its structure and processes possibly provide a best way forward in addressing these difficult concerns.

## **Stand down, suspensions and exclusions**

Suspensions and exclusions appear to have been minimally impacted by the introduction of RP at this school. This is, however, consistent with other research that found little impact on exclusions as an outcome measure of RP (Chmelynski, 2005; Drewery, 2004). It is important to remind the reader that the level of these discipline actions was not high at this school, nonetheless, it was hoped that the figures could be further reduced and kept below the national average.

Unfortunately for two of the years the suspension rate was above the national average of 0.013, in 2009 it was 0.022 and 0.014 in 2010. The exclusion rate remained below the national average for all but 2009 when at 0.007 it crept above the national average of 0.006. Stand down figures were not reduced over the four years.

The use of stand down, suspensions and exclusions is perhaps a fraught measure of successful implementation of RP. Currently in NZ the media have given considerable attention to issues of bullying and/ or harassment in the school ground. A recent high profile case taken to the Ombudsman resulted in a report that made a number of recommendations to/for the MOE and schools. The report recommended that “schools should be given more specific guidelines on levels of punishment [use of stand down/ suspension] that should be given for various infringements” and suggested that “lack of appropriate sanctions can contribute to and risk normalisation of a culture of violence” (McGee, 2011, p. 39). This view could be seen as in contention with the SEI contract objective of reducing suspensions and exclusions. The MOE (2010) does recognise that stand-downs can reduce tension, allow for the opportunity of reflecting on the action/s and advises that at times it may be a useful discipline measure.

While research points to exclusions as ineffective in changing behaviour and/ or sending a message (McClusky, Kane, Lloyd, Stead, Riddell & Weedon, 2011), the Ombudsman’s report argued that damage is inflicted on ‘victims’ and/ or the wider student population if serious behaviour situations are not properly addressed. These factors highlight the problems principals face in determining discipline actions. There are also differing views amongst teachers. In other

evaluations of RP implementation in schools, researchers found that “staff in the trial schools were keen to see how RP could support their day-to-day work with pupils, but were often unsure about its use in more serious situations” (McCluskey, Lloyd, Stead, Kane, Riddell & Weedon, 2008a, p. 413). Given the discussion above it is perhaps understandable that teachers may have ambivalence as to appropriate use of RP in serious discipline situations.

Interestingly some NZ principals who have implemented RP are recorded as saying they no longer give suspensions as the school culture has improved so that they are less necessary and/ or discipline situations are handled with a restorative solution (MOE 2009). There is also some use made of section 27 of the Education Act, as a “non- punitive time out practice” (Abraham, 2009), where students are sent home with the agreement of their families. Although most schools still utilise stand downs, the non-transparent use of other options means that comparing schools by stand down, suspension and exclusion data is not entirely fair. It is apparent from the findings at this school that poor behaviour still continues and that it needs to be addressed in some way.

Restorative conferencing is often seen as an alternative to the stand down, suspension and /or exclusion of a student and the SEI initiative has supported schools to increase their use of restorative conferences. There is research showing it to be a satisfactory practice (Blood, 2005) and the school in this research has itself held a small number of successful conferences. McCluskey et al (2008b), however, state that “the successes of conferencing had minimal impact on the school community as a whole” (p. 206). Satisfying the needs of the many is a further tension in principals’ decision making around stand downs and suspensions.

Ethnicity has been consistently highlighted as a particular concern, in the area of stand down and suspensions. MOE (2010) findings are that schools continue to stand-down, suspend and exclude more Māori students than any other ethnic group. The MOE identifies the link between the socio-economic mix of the school and stand-down rates, Māori are well represented in the lower socio- economic mix and lower decile schools (with the highest degree of socio-economic disadvantage) have stand down rates almost four times more than high decile

schools. The playing fields are not level in education and the disparity between high and low decile schools, mirrored in the stand down and suspension figures, demonstrates this.

Thrupp and Lupton (2006) emphasised that higher socio-economic status (high decile) schools had less pressured guidance and discipline systems, with higher levels of student compliance and fewer very difficult guidance or discipline cases (p. 309). In overseas research Harris and Chapman (2004) found that “students from low income families did not on average overcome attainment hurdles and improving schools and raising standards in disadvantaged areas remains both an aspiration and expectation among policy makers” (p. 418). The school in this study has been identified as mid-decile but with a diverse student population representing a community that draws from the lowest degree of socio-economic disadvantage through to the highest. It seems to the researcher that reducing the rates of stand down, suspension and exclusions and improving the academic outcomes requires an economic policy that is currently beyond the control of schools.

Smyth (2006) talks of relational power (the building of trust within and across a range of groups in schools) as the “capacity that inheres in relationships to begin to address and re-dress social and structural inequality in terms of who succeeds and who fails” (p. 3). Restorative practice, which is embedded with relational power, can be considered an appropriate path to begin to reduce/ understand/ highlight/ address the many issues implicated in stand down, suspensions and exclusions in our schools but there is a great deal more complexity involved than measuring success or failure by reduced or increased discipline actions. The issues raised here with regard to the use of stand downs and suspensions, are perhaps indicative of the reasons for a minimal impact on the statistics of Restorative Practice implementation.

## **Limitations**

McCluskey et al (2011) claim that the most successful approach to the implementation of RP in a school is “whole school ethos building encompassing preventative and educative aims at all levels” (p. 109). There was a preventative

and educative aim of the PD but the implementation at this school was not done 'whole school'. The facilitators chose to introduce the practices progressively, with voluntary participants, rather than follow a 'whole school' approach. It seemed to these facilitators that imposing a 'whole school' initiative on the staff was counter to the underlying aims of a restorative approach: inclusion and doing with, rather than to (IIRP, 2007). It is, however, a limitation of the study that it is not based on whole school PD.

Another restriction is that the views expressed are only from participants of the PD. Staff who chose not to participate or could not participate (new to the school, on leave etc) would possibly have views that are counter to those presented. A further constraint is that the research is centered on teacher/ staff experience of restorative practices and the views of the student body have not been sought. Kohn (2006 as cited in McCluskey et al, 2008a) argues that the "language of behaviour can be seen to be part of a wider discourse of obedience" (p. 414). There is much talk of behaviour in this research and it would be interesting to have student voice on the issue of unacceptable and/ or problematic behaviour. Their 'discourse' could be very different from that of their teachers.

It is also a limitation of the study that some of the behaviours have remained broadly categorized. Towl (2007) points out that there is "little information on working with extreme behaviour in the general classroom setting" (p. 41). This research provides a clue as to the amount of behaviour teachers at this school deal with in a year and gives some idea of the behaviours that are of concern, through the frequency of recording. However, it does not provide detailed information on extreme behaviour. Towl (2007) found that behaviour management experts often gave advice about dealing with difficulties one to one, and these findings may give the reader some idea of how often teachers have to deal with a number of incidents, all disruptive and often at the same time. It must be acknowledged that all behaviour incidents that occurred in the year would not have been recorded, but the vast majority have been.

An added constraint was that the researcher was also one of the facilitators of the professional development. Participating teachers may have found it difficult to offer criticisms of the process and/ or their skill development because of this. The

comment “*Not feeling one can say things unconditionally*” may be a reference to this difficulty. Other limits to this research were in the methodology adopted by the researcher. There is considerable focus on the student management system (SM6) data in the findings. It is a limitation that the researcher alone decided the categories and system used to make sense of the data; other researchers would perhaps categorise differently and/ or utilise altered groupings if they were to analyse the same data. The researcher has had to make a number of judgement calls as to what category a particular behaviour incident would be categorised as and it is entirely feasible that other researchers would have made very different choices.

This restorative practice PD had a particular emphasis on ‘ways of speaking’ and used a discursive approach that provided a forum for gaining information about the school culture, popular ideas and underlying themes/ discourse that were affecting relationships within the classroom, school and/ or community. Hoffman (2009) advises that cultures interpret emotional experience differently and that they do not “assign the same kinds of regulatory or expressive responses (such as talk) commonly shared by the White, American middle class [and New Zealand]” (p. 178). It is therefore possible that this RP approach had more appeal to participants as they were predominantly representative of a middle class, NZ/ European culture.

Another limitation/ observation of the research is the relativity of the findings. Burr (1995) considers that “all understandings are historically and culturally relative” (p. 4). These findings are historically located from 2008- 2011, a time of increased ethnic, social and gender complexity in schools. The findings are relative to a mid-decile, urban, co-educational secondary school that has differing issues / needs to other high / low decile schools. The mixed gender of the student body is important to the findings and urbanisation is relevant also. The educational context is a New Zealand school, which locates the various cultural issues discussed within a national framework.

Finally, a further limitation of the study is that the researcher chose to use the ethnic categorisation utilised by the MOE. This gives a priority to the various ethnic groupings. A student who identifies as both Māori and Pasifika, is reported

as only Māori. Leather (2010) believes that ethnic counting is laden with challenges. The 26% Pasifika population at this school for example are actually representative of all the nations that make up this category (Tongan, Cook Islands, Samoan etc.) and any differences that may typify one of these nations is missing as they are grouped together. It is a convenience for the researcher to use this grouping but it is possible that important data are lost or understatements are made (Leather, 2011).

## **Suggestions for Further Research**

The analysis of the various data for this research suggests a number of possibilities for further research. The identified tension between ‘punishing appropriately’ and being ‘restorative’ is an area worthy of further investigation. Are they mutually exclusive? There was a good deal of discussion as to problematic behaviours in the classroom framed around impact of these behaviours on teachers. McCluskey et al point out that “the relationship between pupils who disrupt and those disrupted is complex” (2008b, p. 204) and this is perhaps an area needing further research.

One of the hopes of SEI initiatives is that there will be a positive impact on student achievement and internationally there have been some improvements in achievement identified as a result of instigating RP (Ashworth, 2008; Mirsky, 2003). New Zealand research of the impact of Restorative Practices on attainment would be a worthy area of study. Hattie (2003) found that students account for 50% of the variance of achievement and that their homes accounted for 5-10% of the variance. Given that these two factors together contribute more to the classroom dynamic than the teacher (30% of the variance) it would be important to focus on students and their families, as major contributors to improved attainment levels.

Restorative practices can give skills and increase community capacity to deal with various issues (Bazemore, 2001) and future research could look at ways to further engage the community in developing a restorative culture that is visible and effective for all groups. The ethnicity issues raised certainly require more, in-

depth investigation and surely need community, family and student involvement to address sensitively.

## Conclusion

The research highlights that there has been considerable success in this ‘innovative’ project and that the implementation of RP has had an impact. The evidence provided in this study suggests that RP has had a noticeable effect on teacher well-being and there are indications of improved teacher capacity in dealing with behaviour situations that are part of everyday school life. There are a number of indicators of de-escalation of behaviour situations and there seem to be more appropriate levels of dealing with behaviour management and reduced need for external supports. Rodman (2007) asserts that more children will have better life outcomes if proactive strategies are added to reactive ones in assisting children and youth. The reported RP has focussed on preventative and proactive strategies that can be used on a daily basis in classrooms and so continued use of these practices, to improve students’ life outcomes is highly desirable.

There are indications that RP have been effectively applied by particular groups of teachers. The Deans seem to be utilising the skills often in their interactions with young people and appear confident in their developing skills. The potential benefits of a reflective approach to student behaviour have been noted by teachers, who claim to have more understanding of the effects of language and more care is taken in the way they respond to situations that arise. The potential of using a discursive framework to address underlying issues, to surface ideas that are not helpful to the development of learning culture has been highlighted. Various restorative skills appear more readily accessible to practitioners, particularly the restorative chat and use of curious questions. Certainly much positive feedback as to the usefulness of RP has been presented by participants.

Important issues remain in the performance of RP, which this school and others are grappling with in their ‘restorative journeys’. There is a tension around the use of stand down and suspensions that goes beyond ‘the strongly embedded will to punish’ (McCluskey et al, 2011). Schools such as the one in this report are wrestling with issues of harm, consideration of the needs of the individual as well as the community, contrasted with the desire to be restorative and promote learning from discipline situations. This research has acknowledged a lack of

understanding as to the relationship and/ or effects of the behaviour of the ‘disruptor’ and the ‘disrupted’ in classrooms.

A number of challenges are apparent for the school, particularly the disproportionate level of behaviour issues linked to gender and ethnicity. The fundamental test is to reduce discipline actions and referrals from class for Māori students and for the most part boys. This is a challenge facing many schools throughout NZ and is a concern and focus for the NZ government. It seems to this researcher however, that there is a ‘problematic’ discourse operating in education. The focus on reducing stand downs and suspensions and raising academic results seldom addresses cultural disparity within the education system itself. Macfarlane (2007) points out that in NZ, to a great extent, the curriculum, teacher training and methodologies of schools are based on a world view that does not always recognise and/ or acknowledge the importance of Māori concepts.

There is also the challenge of data: the purpose and use of the information collected about student behaviour. As detailed in this report, there is much important and valuable information contained in the student management system utilised by the school, which could be useful in identifying and/ or confirming trends, highlighting problems and addressing issues that arise consistently and/ or at levels of concern. Extraction of this kind of information was not easy for the researcher as the makeup of the entry categories and/ or the recording practices of the staff were not always systematic. It is not clear if this is isolated to the school or an issue shared by other educational institutions but it is nonetheless a challenge to be dealt with. Improving the clarity of the data would make it more immediately manageable, and hence, more useful.

Finally there is the ever present concern with time (or lack of), to practise skills, implement practices, and embed culture change. Is it possible to become ‘restorative’ in three years? Other research would suggest that major change requires at least five years to be sustained (Blood & Thorsborne, 2005; McCluskey et al, 2008a) and it seems almost premature to consider the Restorative Practices implementation complete.

Overall, this Report sought an answer to the question, *Is the school able to call itself 'restorative' yet?* Certainly many aspects of the reported data and practices of the school demonstrate that it indeed has the capacity to be 'restorative'.

However, as with the practices themselves, the researcher believes that 'restorative' schools can be viewed as on a continuum, one that is never static. It seems likely, then, that the journey to become 'restorative' is not about reaching the destination, rather it is a way of 'being'. Perhaps a better question is, *Are we restorative enough?*

## Section 6: Appendices

### Appendix 1a: Restorative Practices Professional Development Programme Proposal and Overview

#### Outline of the Innovations programme

The purpose of our programme is to improve student engagement at our school. We wish to enhance relationships: student/ teacher, student/ student, teacher/ teacher, school, home and community. Our innovation is the use of a supervision model for teachers that will enable them to utilise a reflective framework in reflecting on their classroom/ teaching. We take a theoretical position that underlying issues (discourses) affect classroom relationships and will use a discursive approach in the PD.

#### Methodology:

Our programme will provide in-service, role modelling and support for teachers involved. Over the three years, we will train most of our staff in restorative practices (RP) that can be used in the classroom (relationship principles, restorative chats, circle time, curious questioning, classroom meetings, the importance of language, short interviews). We will involve the deans in practices they would use on a regular basis (short interviews, classroom meetings and small group conferences) and train a group to be able to facilitate a full restorative conference. We do not envisage the full restorative conference as a major part of our programme and want to concentrate on preventative strategies at the classroom level as this is a key to improving student engagement. We want to explore a reflective framework that can be used to counter increasingly unhelpful cultural ideas that negatively affect teacher/student and student/ student relationships. By 2011 the great majority of staff will have been trained in restorative classroom practices and supported to implement these strategies in their practice.

We envisage that all teachers taking part agree to apply restorative relationship principles and to be aware of the consequences of how they use language. We

want participants to use restorative chats and curious questions as a major part of their teaching, and use circle time for relationship building and classroom meetings to address repetitive disruptions and conflict in the classroom. We consider the restorative conference to be most useful for more serious relationship breakdowns. All participants will have an initial two day workshop then meet regularly (approximately x3 per term) for skill practice/ supervision/ support and a full day restorative conference training in term four.

#### Time commitment for participation

##### **2009**

Term One- two day, RP introductory training, for all participants. Three days per term training/ support/supervision sessions (participants are in 3 groups of 5, that will rotate in 2 hours sessions throughout a PD day

Term Two-Three- further 3 days per term training/ support/ supervision sessions

Term 4- further 2 days per term training/ support/ supervision sessions and one full day for restorative conferencing training. Staff selected for training/support/supervision for 2010.

##### **2010 and 2010**

Continued support for the 2009/ 10 teacher group via a once per term training/ supervision/ support day (half day sessions). Teachers will also have RP as their chosen professional learning group (PLG) and these will provide some supervision and support.

Support and development for a new group of identified, volunteer participants involves:

- the two day RP training at the start of the year,
- two day per term training/ supervision/ support days. Half day sessions
- support via the Tuesday afternoon PD time.

Feedback to the whole staff from the evaluation of 2009 work, and participants sharing. Continued data gathering and evaluation of restorative interventions.

## Appendix 1b: Restorative Practices PD Outline

Example of Restorative Practices PD Programme over view for Year 1

Training 2 days	February- introduction to RP, concepts/ issues/ data
Session 1-	Skill development: curious questions/ externalising. Class meeting practice “What is learning?”
Session 2	Skill development: curious questions/ deconstructive questions. Class meeting planning.
Session 3	Skill development: recap of curious questions/ Externalising. Feedback from participation in class meetings, expectations and outcomes. Group class meeting practice
Session 4	Review of Curious questions/ Externalising/ Deconstructive questioning/ Restorative chats/ Restorative interview. Introduction to supervision, discourse, clarification of meaning
Session 5	Class Meeting- facilitated from the group/ Speaking differently to young people/ Restorative conversations- examples from ER
Session 6	Concept of agency explored/ Practise restorative conversations (interview format)/ Class meetings link to key competencies.
Session 7	Review restorative school ideal. Deconstruction of messages recurring in class meetings. Responses of teachers explored. Data analysis of class meetings. Binary introduction
Session 8	Reflection and evaluation/ Confidentiality and supervision implications/ Discourses and deconstruction/ Binary activity
Full day	Shame/ punishment and accountability Restorative conferencing- discussion, modelling and scenario practice

## **Appendix 2: Link to Stand down, Suspensions and Exclusion Regulations and Advice to Parents**

These are a number of resources that detail the regulations and give advice to schools and principals about the use of stand down, suspensions and exclusions. There are also resources for the parents/ caregivers of students facing one of these discipline actions. The links to the sites are detailed below:

[MOE\\_SuspParentInfoBro\\_web\\_updateSept2011.pdf](#)

[MOEStanddwnParentFinal2.pdf](#)

[SuspensionLegalGuideWEB.pdf](#)

### Appendix 3: SM6 Broad Categories and Incident Recording by Role

Student Management entries by broad category and role		
Behaviour entries: Also categorised by job/ role of staff.	Support Entries: Attributed to staff fulfilling a support role function within the school	Positive entries Entry for positive behaviour by any staff member
Senior Leadership team (principal, deputy/ assistant principals )	Guidance counsellors	Blue slip entries generate positive letter home
Dean entries- teachers in charge of a specific cohort, two at each Year level (9-13)	Youth workers	General positive behaviours
Form teacher (F/T) entries- approximately 45	Learner Support	
Classroom entries- any teacher/staff member for a class/ subject, 70+ staff	Resource Teachers of learning and behaviour (RTLB) Careers Advisor/s	
Outside classroom	Attendance support: Absence follow up (RAAYS)	

#### **Appendix 4: Table of Major Behaviour Categories and Sub-Categories Recorded**

Major behaviour category (issue)	Sub-category (specific to behaviour issue)
Absences-	General and Truancy and Lateness
Abuse-	Violence and Language
Defiance (Non-compliance with rules/ expectations)	General Uniform and Smoking Cellphone and Detentions
Dishonesty	General and Theft
Drugs and alcohol	
Harassment	Bullying Teacher harassment Sexual harassment
Learning issue	Lack of equipment Non-completion of assignment or work.
Non-classroom related	Out of bounds and Outside of school
Referrals	Student/ behaviour referred to another person with a pastoral role (SLT, Dean, Form teacher)
Pastoral actions	Meetings with students/ families/ various agencies/ letters, emails, contact with home
Uniform	General and Defiance
Unacceptable behaviour	General and Misconduct
Vandalism	Destructive behaviour

## Appendix 5: Common Descriptors/ Words Chart for SM6

### Behaviour Entries

Behaviour categories: actions/ common words/ descriptors of behaviour.				
Abuse- Violent incident	Abuse- Language	Defiance	Harassment Bullying teacher/ sexual	Learning issues
Fight Scuffle Violent Violence Punch/ed Hit/ Slap Assault Gun Weapon Fire light/lit	Swear/ing Swore Abusive/ Offensive/ Inappropriate Language Foul/ F--off Fuck/ you/off	Defiant Defiance Refuse/d/s Repeated/ly Ignore/s Failed to Continuous/ly Despite... Without permission ongoing	Shove/d Push/ed Bully/ing Bullied Threaten/ed Scare/d Bullying Harass/ed/ing Sexual Inappropriate/ Touching Teacher	No gear Lack of gear Without gear No equipment Not bringing uniform No pe gear No/homework Assignment/ incomplete. Not done Failed to
Dishonesty Stole/n Steal Theft Lied Dishonest	Referred Refer/red Removed Withdrawn Referral/ room ER/ room Sent out/ to	Truancy Truant/ed Wag/ged/ing Left class Disappeared Saw [earlier, before] but	Vandalism Vandal/ised Deliberately Smash/ed Broke/n Tag/ged/ging graffiti	Unacceptable behaviour Unacceptable/ Conduct/ behaviour Disruptive Disrespect/ful Absence of

## Appendix 6: Mid- year Evaluation of Restorative Practices

### Involvement

Reflecting on your involvement in the RESTORATIVE PRACTICES PD to date

1. Where are you at with RESTORATIVE PRACTICES

Not progressing      1      2      3      4      5      steadily improving  
skills

Explain your response:

2. What skills have you tried? (Circle as appropriate)

curious questioning      externalising      de-constuctive questions  
restorative chat      restorative interview      class meeting facilitation

3. What skills do you feel confident using? (Circle as appropriate)

curious questioning      externalising      de-constuctive questions  
restorative chat      restorative interview      class meeting facilitation

What skills have become part of your regular practice? (Circle as appropriate)

curious questioning      externalising      de-constuctive questions  
restorative chat      restorative interview      class meeting facilitation

What is your level of commitment to RESTORATIVE PRACTICES?

Very low      1      2      3      4      5      Very high

Explain your response:

## **Appendix 7: Final Evaluation of Restorative Practices and Skills 2011 for all Participants**

Reflecting on your involvement in the RESTORATIVE PRACTICES PD 2011

1. Participant information: Please circle the appropriate category- 2009/2010/2011

2. Dealing with issues in the classroom/ school environment.

Please circle as appropriate. As a result of participating in RP do you:

Deal with class issues yourself-	More often/ similar amount/ less often
Deal with school issues yourself-	More often/ similar amount/ less often
Refer incidents to a colleague-	More often/ similar amount/ less often
Refer incidents to the dean-	More often/ similar amount/ less often
Refer incidents to HOD-	More often/ similar amount/ less often
Refer incidents to SLT-	More often/ similar amount/ less often

3. Recording of issues in the classroom/ school environment.

Please circle the appropriate category. As a result of participating in RP do you:

SM6 classroom incidents:	More often/ similar amount/ less often
SM6 form class incidents:	More often/ similar amount/ less often
SM6 supports:	More often/ similar amount/ less often
SM6 positives:	More often/ similar amount/ less often

4. Utilising my restorative skills.

Please circle as appropriate. As a result of RP participation how readily can you:

a) Use curious questioning:

Very readily/ Readily/ Somewhat readily/ Not readily

b) Use externalising language:

Very readily/ Readily/ Somewhat readily/ Not readily

c) Recognise discourse and use de-construction questions to unpack

Very readily/ Readily/ Somewhat readily/ Not readily

d) Avoid totalising language:

Very readily/ Readily/ Somewhat readily/ Not readily

5. Restorative capabilities.

Please circle as appropriate. As a result of RP how confidently can you:

a) Facilitate a 1 to 1 restorative chat

Very confidently/ Confidently/ Somewhat confidently/ Not confidently

b) Facilitate a small group restorative chat

Very confidently/ Confidently/ Somewhat confidently/ Not confidently

c) Facilitate a restorative meeting of any size/ group

Very confidently/ Confidently/ Somewhat confidently/ Not confidently

d) Facilitate a class meeting

Very confidently/ Confidently/ Somewhat confidently/ Not confidently

6. How often do you utilise your restorative learning/ skills, circle as appropriate:

Daily/ weekly/ regularly/ infrequently/ never

7. What has been your level of commitment to RP? Explain your response-

Very low      1      2      3      4      5      Very high

8. What has been the most and least beneficial aspect of RP participation?

## **Appendix 8: Final Evaluation of Restorative Practices and Skills 2011 for Deans**

Reflecting on your involvement in the RESTORATIVE PRACTICES as a dean

1. Deaning level Y9/ Y10/ Y11/ Y12/ Y13      Gender-Male / Female  
RP Group-      2009/2010/2011

2. Dealing with issues in the classroom/ school environment.

Please circle as appropriate. As a result of participating in RP do you as a dean:

Deal with class issues yourself-	More often/ similar amount/ less often
Deal with school issues yourself-	More often/ similar amount/ less often
Refer incidents to a colleague-	More often/ similar amount/ less often
Refer incidents to the dean-	More often/ similar amount/ less often
Refer incidents to HOD-	More often/ similar amount/ less often
Refer incidents to SLT-	More often/ similar amount/ less often

3. Recording of issues in the classroom/ school environment.

Please circle the appropriate category. As a result of RP do you as a dean:

SM6 classroom incidents:	More often/ similar amount/ less often
SM6 form class incidents:	More often/ similar amount/ less often
SM6 supports:	More often/ similar amount/ less often
SM6 positives:	More often/ similar amount/ less often

4. Utilising my restorative skills.

Please circle as appropriate. As a result of RP how readily can you, as a dean:

a) Use curious questioning:

Very readily/ Readily/ Somewhat readily/ Not readily

b) Use externalising language:

Very readily/ Readily/ Somewhat readily/ Not readily

c) Recognise discourse and use de-construction questions to unpack

Very readily/ Readily/ Somewhat readily/ Not readily

d) Avoid totalising language:

Very readily/ Readily/ Somewhat readily/ Not readily

5. Restorative capabilities.

Please circle as appropriate. As a result of RP how confidently can you as a dean:

a) Facilitate a 1 to 1 restorative chat

Very confidently/ Confidently/ Somewhat confidently/ Not confidently

b) Facilitate a small group restorative chat

Very confidently/ Confidently/ Somewhat confidently/ Not confidently

c) Facilitate a restorative meeting of any size/ group

Very confidently/ Confidently/ Somewhat confidently/ Not confidently

d) Facilitate a class meeting

Very confidently/ Confidently/ Somewhat confidently/ Not confidently

6. As a dean how often do you utilise your restorative learning/ skills?

Daily/ weekly/ regularly/ infrequently/ never

7. What has been your level of commitment to RP? Explain your response-

Very low      1      2      3      4      5      Very high

8. What has been the most and least beneficial aspect of RP participation?

## Appendix 9: Letter of Invitation to Principal and BOT

Department of Human Development and Counselling Nga Pumanawa School of Education	Wendy Drewery, PhD Associate Professor Chairperson of Department	 THE UNIVERSITY OF <b>WAIKATO</b> <i>Te Whare Wānanga o Waikato</i>
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11 July 2011

Dear Principal and BOT

A Restorative Practice professional development Initiative at this school has been run from 2009-2011. As part of that initiative staff has voluntarily participated in a number of reflections on aspects of the professional development e.g. class meetings and evaluations of the professional development and/ or progress. I would now like to use this material in my research into the outcomes of the restorative practices professional development for the college and/ or the participants of the professional development. I would also like to use the school's SM6 data, suspension and stand down data and reflection room records.

This research will be written up for a three paper dissertation towards a Masters degree through the University of Waikato. After analysis of various data and material, I will write a report about what the effect of Restorative Practices has been for this school. I will also write about the practices that have become embedded into the culture of the school and whether the restorative practices professional development initiative has been successful in addressing conflict and/ or difference.

When I have a draft analysis of my findings, I will offer the opportunity for you to read the draft and make comment. At that time you will be able to ask for any changes or corrections, and make suggestions. The report will not use individual names, information or descriptions, and any identifying details will be disguised to preserve anonymity. However, it is possible that those who know different classes/ practices may still be able to identify an individual response. I will do

everything possible to ensure that identification is not likely, and that it is never likely to be harmful. At the end of the research I make the final report available for participants of the Restorative Practices PD and the staff and BOT of the school.

If you have any questions or concerns, please contact me at school on: \_\_\_\_\_ or by email at \_\_\_\_\_. If you have any concerns with the process undertaken, please contact the school acting Principal or (preferably) my university supervisor Wendy Drewery at the address given in the letterhead.

I would greatly appreciate if you could fill in the following consent form and return it to my pigeonhole. I will contact you to follow up if I have not received a return within the week. If you do not want to give permission for use of the data, I will not question your decision.

Yours sincerely

Kathleen Kaveney

## Appendix 10: Informed Consent: Principal and BOT

I \_\_\_\_\_ consent/do not consent to the use of any reflection and/ or evaluation forms completed as part of the Restorative Practices professional development, the school's SM6, suspension and stand down data as well as the reflection room records being used by Kathleen Kaveney in the research being conducted titled: Can we call ourselves a restorative school yet? Report on an Innovations project in Restorative Practices.

I understand that the research will involve either:

- i) The use of evaluations completed by participants in the Restorative Practices Professional Development
- ii) The use of the school's SM6, suspension and stand down data as well as the reflection room records

I understand that I will be able to read the findings of the research. I understand that the research will not use any names or discuss individuals. Under no circumstances will names, identities or any personal details be disclosed.

I consent to the data gathered being used in the research for Kathleen Kaveney's research project and subsequent presentations or publications if these arise.

Contact Details Kathleen Kaveney

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

My name: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 11: Participant Letter of Invitation

Department of Human Development and Counselling Nga Pumanawa School of Education	Wendy Drewery, PhD Associate Professor Chairperson of Department	 <p>THE UNIVERSITY OF <b>WAIKATO</b> <i>Te Whare Wānanga o Waikato</i></p>
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24 May 2011

Dear

You have voluntarily been part of a Restorative Practice professional development Initiative at this school, in one of the years from 2009-2011. As part of that initiative you have also voluntarily participated in a number of reflections on aspects of the professional development e.g. class meetings and evaluations of the professional development and/ or progress. I would like to use this material in my research into the outcomes of the restorative practices PD for the school and/ or the participants.

This research will be written up for a three paper dissertation towards a Masters degree through the University of Waikato. After analysis of various data and material, I will write a report about what the effect of Restorative Practices has been for the school. I will also write about the practices that have become embedded into the culture of the school and whether the restorative practices professional development initiative been successful in addressing conflict and/ or difference.

When I have a draft analysis of my findings, I will offer the opportunity for you to read the draft and make comment. At that time you will be able to ask for any changes or corrections, and make suggestions. The report will not use individual names, information or descriptions, and any identifying details will be disguised to preserve anonymity. However, it is possible that those who know different classes/ practices may still be able to identify an individual response. I will do everything possible to ensure that identification is not likely, and that it is never

likely to be harmful. At the end of the research I make the final report available for participants of the Restorative Practices professional development and the staff and BOT of the school.

If you have any questions or concerns, please contact me at school on \_\_\_\_\_ or by email at \_\_\_\_\_. If you have any concerns with the process undertaken, please contact the school principal or (preferably) my university supervisor Wendy Drewery at the address given in the letterhead.

I would greatly appreciate if you could fill in the following consent form and return it to my pigeonhole. I will contact you to follow up if I have not received a return within the week. If you do not want to give permission for use of the data, I will not question your decision.

Yours sincerely

Kathleen Kaveney

## Appendix 12: Informed Consent: Participant

I \_\_\_\_\_ consent/do not consent to the use of any reflection and/ or evaluation forms completed as part of the Restorative Practices professional development, being used by Kathleen Kaveney in the research being conducted titled: Can we call ourselves a restorative school yet? Report on an Innovations project in Restorative Practices.

I understand that I will be able to read the findings of the research. I understand that the research will not use any names or discuss individuals. Under no circumstances will names, identities or any personal details be disclosed.

I consent to the data gathered involving me being used in the research for Kathleen Kaveney's research project and subsequent presentations or publications if these arise.

Contact Details Kathleen Kaveney Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

My name: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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