

RESTORATIVE PHILOSOPHY AND PRACTICES

Relationship Development Philosophy

Underpinning the culture of Melville High School is Restorative Philosophy. This philosophy promotes the importance of values developed within positive relationships, as a fundamental objective in the formation of well-rounded young people. In line with the NZ Curriculum Document (2008) Restorative Philosophy focuses on modelling healthy relationships in order to grow the social and emotional intelligence of young people alongside academic learning. All practices within our school have this philosophy as their guiding principle, therefore behaviour management actually becomes relationship management and development. Melville High is committed to creating a community of learners through building and maintaining good relationships.

Restorative practices ensure that there are opportunities to resolve conflict and damage to relationships in a non-blaming and non-shaming manner. Students are taught how to resolve conflict by rebuilding damaged relationships. While there are more conventional consequences for deliberate misbehaviour, there is a strong emphasis on repairing relationships, either between students or between students and their teachers, so that learning and teaching can continue to be the primary focus.

Staff and Year 13 students undergo extensive training in Restorative Philosophy. Year 13 Peer Support Students assist to teach the junior students about this philosophy which extends to our community through our family meetings and newsletters.

There are no sanctions such as detentions at Melville High, instead students are required to be involved in restorative conversations. This is a process where students are engaged in a dialogue to identify the effects of their behaviour on their learning and the learning of those around them. They also examine places and times where such behaviour is not an issue so that they can connect with their strengths in order to make change happen.

Students whose behaviour has caused conflict with staff will remain behind at 3.15 p.m. for a restorative conversation. The student and that staff member will identify problem issues and resulting effects. They will then develop strategies which will attempt to ensure the problem will not occur again. These conversations may be brief or may take some time, which could result in students being later home than normal. If students are involved in a restorative conversation after school parents will be informed by telephone. Students who are involved in three or more such conversations will be involved in a Restorative Meeting involving their parents and school staff.

Melville High School provides high levels of support to ensure that its community can manage behaviour and relationships in a respectful, collaborative manner. The school appreciates the support of parents and the wider community in its development of a restorative school culture.

Inappropriate behaviours, or gross misconduct, will continue to be responded to in a thorough, deliberate and timely manner where stand-downs will be an essential part of the intervention and time-out process. Such a process would be used for the following behaviours:

- Drugs or alcohol
- Physical Violence or significant abuse/bullying
- Vandalism
- Weapons
- Theft

Staff, students and our community value and celebrate our efforts of care. Restorative Philosophy and Practices has assisted the school in significantly reducing the number of stand-downs and exclusions.