

## How can Parents / Carers support young people in our schools?

- \* Listen to the young person but remember there are always two sides to any story
- \* Offer support whether they are the wrongdoer or the victim
- \* Aim to de-escalate the situation
- \* All incidents are an opportunity to learn. Love and support the person not the action or choice.
- \* Show trust in the School's processes and seek clarification if concerned

**Parents can model the process.** These questions give the young person the opportunity to reflect on their actions.

What has happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected? In what way/s?

What needs to be done to make things right?

What can be done to make sure this doesn't happen again?

How can I/we help you?

## Lutheran Education Core Values

*love*

*justice*

*compassion*

*forgiveness*

*service*

*humility*

*courage*

*hope*

*quality*

*appreciation*



## Pastoral and Restorative Practices for Parents and Care-givers

For further information please contact your school or:

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### Connecting Pastoral and Restorative Practice to Lutheran Education's values and practice

Pastoral and Restorative Practice is one of Lutheran Education's essential practices. The importance of relationship building that reflects Christ-centred love, grace, forgiveness and reconciliation is central. Reconciliation is the process through which we receive and seek restoration and healing.

There are **4** main elements:

- 1) **Strong links to learning** to build students' social and emotional competence.
- 2) **School-based structures and processes** seek to grow a sense of belonging and contributing within a community.
- 3) **Care and emotional support is offered** through active networks of care and repair
- 4) When harm happens, **restorative processes are in place to build respect, accountability and responsibility.**

The Outcomes we seek are [3] three-fold

- 1) **Strong relationships** are built
- 2) One's **belonging-to-community** is evident
- 3) **Well-being** flourishes

### The need for a well-rounded education

Learning is central to this work. The Australian Curriculum highlights the importance of developing

- 1) social and emotional competence,
- 2) character and
- 3) resilience.

Academic research notes that cultivating healthy relationships enhances collective responsibility and a relational focus on repairing harm builds social responsibility, community cohesion and personal well-being.

Adams, 2017, Roussouw, 2017, Wachtel, 1999, Thorsborne and Blood, 2013]. In addition, learning is enhanced. [Roussouw, 2017]

### The importance of Restorative Practice skills.

Restorative practices provide opportunities for all to learn and accept responsibility, repair harm and make positive choices for the future. All are encouraged to acknowledge and learn from mistakes, reconcile and resolve problems (whilst learning to manage the underlying causes of behavior).

*"If a child doesn't know how to read... we teach  
 If a child doesn't know how to swim... we teach  
 If a child doesn't know how to behave we... teach?...punish?  
 Why can't we finish the last sentence as automatically as we do the others?"*

Tom Herner

[NASDE president, Counterpoint, 1998, p2]

At all times high behavioural expectations allow individuals and the community to flourish. Lutheran schools work hard to develop efficient and effective classroom and playground routines to maximize positive relationships and learning.

### Restorative Practice Implementation

There are a number of processes based on individual circumstances

- 1) **Restorative Chat** - informal chats with the teacher for low level incidents.
- 2) **No Blame Conference** - for whole-of-class actions that are unacceptable. Follow-up conferences may occur for individuals continuing with inappropriate choices.
- 3) **Circle Time / Class Meeting** - restorative model helping the class to establish good 'boundaries', solve problems.
- 4) **Restorative Conference** - An effective process for more serious incidents. This may involve a neutral or trained facilitator with both the wrongdoer and victim present. Sometimes a more serious conference may include parents and / or other community members.

