Restorative Practices in NZ: The Evidence Base

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MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

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1.0 Executive Summary

Restorative Practice (RP) is a philosophy, in action, that places the relationship at the heart of the educational experience. Restorative work in school communities builds and maintains inclusive networks of positive relationships. A range of specific restorative tools are used to restore these relationships where harm and misconduct occur.

The purpose of this paper is to identify and define the evidence for the efficacy of restorative practices in schools. The intent is to use this as an evidence base to inform the development of a RP model within the Positive Behaviour for Learning (PB4L) framework.

The evidence identifies significant problems with punitive systems of behaviour management. These approaches have not brought about widespread reductions in misconduct, but are associated with harm to engagement and learning, especially among students from minority cultures. In many studies, RP is associated with lower levels of student misconduct, fewer stand-downs and suspensions, reduced ethnic disparities arising from stand-downs and suspensions, and calmer school environments. This paper also explores the connections between effective teaching and learning and RP's effects on classroom relationships. This is shown through the association between restorative work in samples of NZ schools and improving rates of students' achievement of a NCEA Level 2 qualification or better.

Findings from studies of formal restorative conferences indicate high levels of participant satisfaction with the outcomes. There are indications RP is most effective where there is a positive school culture and staff use a range of formal and informal restorative tools.

The report concludes that there is a body of local and international evidence to support the development of a restorative practice model within the PB4L framework.

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2.0 Restorative Practices in Schools: Definitions and Background

"The overall aim [of RP] is to change the school climate and culture to a more supportive learning environment. Leadership… values the relational focus…, resolving conflict in a respectful, inclusive and caring manner, acknowledging that this provides a foundation to prevent and reduce high-end wrongdoing." Jan Daley, (2011)[1]

"Restorative Practices are efforts that build, maintain, and restore communities around inclusive networks of positive relationships. **Restorative Processes** (or tools) bring people together to repair harm when relationships are damaged by the specific actions of one or more people."[2]

RP is a philosophy, in action, that places the relationship at the heart of the educational experience. Definitions typically emphasise:
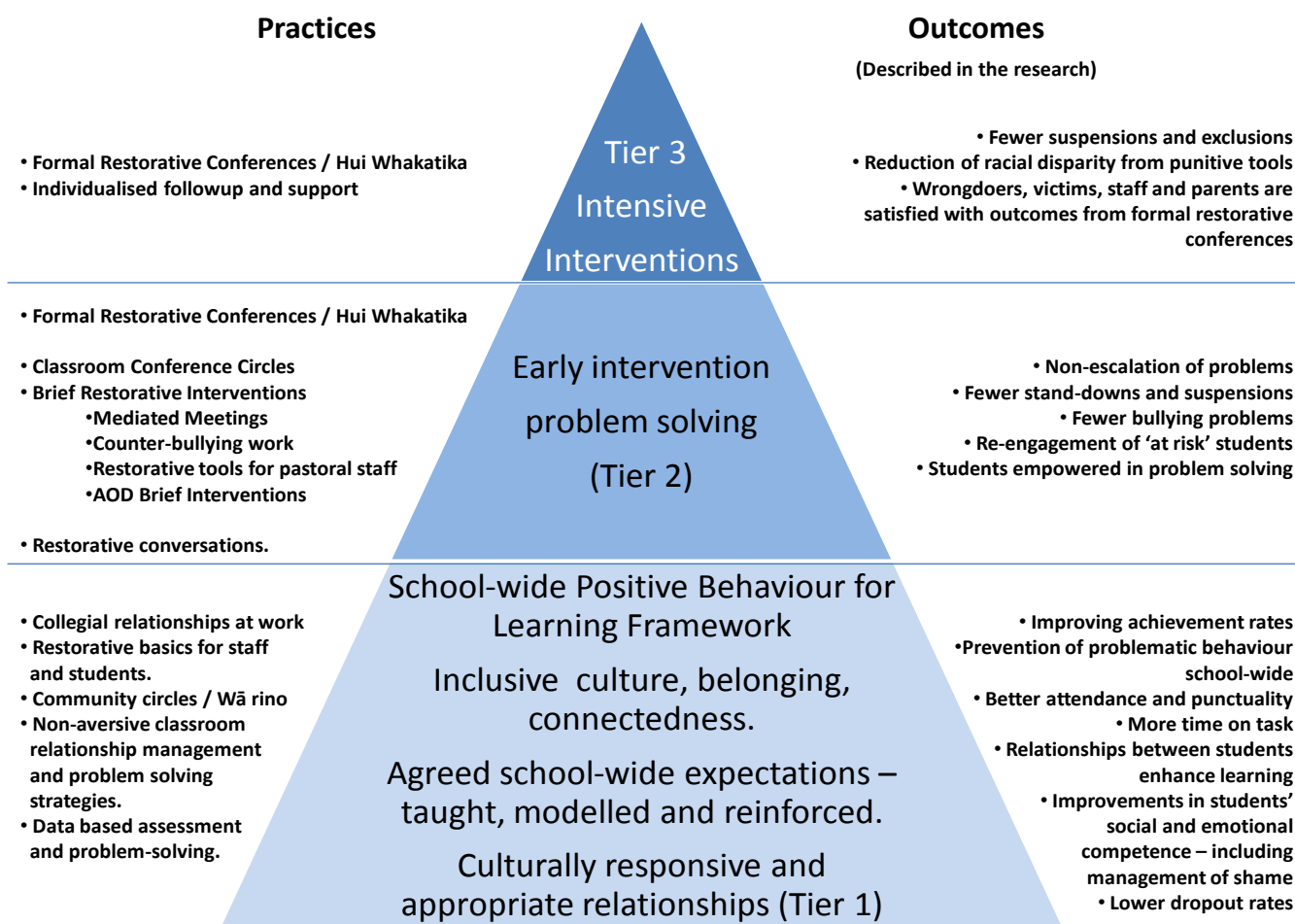- a restorative school-wide culture with agreed values and expectations;
- inclusive, culturally appropriate relationships school-wide;
- a move away from reliance on punitive strategies, control and compliance;
- teachers' authoritative relationships with students;
- the value of regular use of specific restorative tools (restorative conversations, class circles and conferences, brief restorative interventions, and formal restorative conferences.)

RP has its roots in Māori and other indigenous approaches to wrongdoing and in modern restorative work in the justice system. RP adapts the philosophy and tools for use in school communities. Because of the benefits of positioning RP within a school-wide framework, the NZ Ministry of Education decided to develop a RP model within the PB4L framework.

Many traditional Māori ideas and practices inform restorative work in New Zealand and around the world. Gregory (2007)[3] describes the relational nature of mana and authority, which exist for the benefit of the collective rather than the individual. He describes the relational tikanga of whanau and of the marae. In strong whanau, people are connected and committed, provide for each other's physical needs and nurture emotional and spiritual wellbeing. The duties of whanau include upholding the mana and identity of the group, protection of the group from attack and insult, care for the young and old, and resolving problems while preserving relationships.

Berryman and Macfarlane (2008)[4] describe Phinney and Rotherham's (1987) work on ethnically-linked ways of thinking and acting. They link this with Mason Durie's work on pōwhiri as a metaphor for a Māori model of engagement, relationship building and problem solving. This involves traditional Māori notions of space, boundaries and time. Ideas about space, boundaries and time informed traditional forms of restorative justice and community building. Marae pōwhiri provide spaces for engagement, for creating safety for all parties, for framing discussions, speaking without interruption, consensus decisionmaking, accountability, for restoration of the mana of the people involved, and for muru[5]. Berryman, Macfarlane (2008) and Gregory (2007) all argue that these restorative tikanga have not been erased by colonisation and can inform culturally responsive work in schools today.

Figure 1: Overview of RP in a PB4L School-wide Context

Practices		Outcomes
		(Described in the research)

Tier 3 Intensive Interventions

Practices:
• Formal Restorative Conferences / Hui Whakatika
• Individualised followup and support

Outcomes:
• Fewer suspensions and exclusions
• Reduction of racial disparity from punitive tools
• Wrongdoers, victims, staff and parents are satisfied with outcomes from formal restorative conferences

Early intervention problem solving (Tier 2)

Practices:
• Formal Restorative Conferences / Hui Whakatika
• Classroom Conference Circles
• Brief Restorative Interventions
  • Mediated Meetings
  • Counter-bullying work
  • Restorative tools for pastoral staff
  • AOD Brief Interventions
• Restorative conversations.

Outcomes:
• Non-escalation of problems
• Fewer stand-downs and suspensions
• Fewer bullying problems
• Re-engagement of 'at risk' students
• Students empowered in problem solving

School-wide Positive Behaviour for Learning Framework

Inclusive culture, belonging, connectedness.

Agreed school-wide expectations – taught, modelled and reinforced.

Culturally responsive and appropriate relationships (Tier 1)

Practices:
• Collegial relationships at work
• Restorative basics for staff and students.
• Community circles / Wā rino
• Non-aversive classroom relationship management and problem solving strategies.
• Data based assessment and problem-solving.

Outcomes:
• Improving achievement rates
• Prevention of problematic behaviour school-wide
• Better attendance and punctuality
• More time on task
• Relationships between students enhance learning
• Improvements in students' social and emotional competence – including management of shame
• Lower dropout rates

3.0 The Problems of Punition

"Before implementing restorative practices, we had a lot of issues of violence, fires, kids misbehaving in class, disrespect. What restorative practices does is change the emotional atmosphere of the school. You can stop guns, but you can't stop them from bringing fists or a poor attitude. A metal detector won't detect that."
—*Russell Gallagher, assistant principal, West Philadelphia High School*

Punition[6] is defined as the reliance on control and compliance strategies, including punishment, to achieve a sense of order in a school. It includes an authoritarian mindset and the use of a range of punitive tools. Discipline schemes based on punition are often labelled "Zero Tolerance" policies, which are seen as a cost effective "quick fix" in the short term.[7] Punition has been seen as the dominant traditional discourse for school discipline in NZ and elsewhere.[8]

The problems with punition in schools, though, can be summarised as follows:

- Punition and zero tolerance policies seem not to decrease or deter misconduct.[9]

- Punition is associated with damage to the learning process for students at risk. "Suspended students typically become less bonded to school, less invested in school rules and course work, and subsequently, less motivated to achieve academic success. Students who are less bonded to school may be more likely to turn to lawbreaking activities and become less likely to experience academic success. Consistent findings highlight the importance of school bonding for reducing the risk of delinquency."[10] Time engaged in academic learning is strongly associated with achievement. "Time away from instruction (via punition) lowers academic performance among the group of students in greatest need of improvement."[11]

- Students from "culturally and linguistically diverse backgrounds experience disproportionate disciplinary consequences."[12] In NZ secondary schools, Māori students are 3.4 times more likely to be suspended than non-Māori.[13] Similarly, in the USA, black students are 2 to 4 times more likely to be suspended than white students, and "black students tend to receive more severe punishments than white students."[14]

- Punition seems to harm school-wide student achievement through inhibiting students' disposition to take risks in their learning.[15]

- Zero tolerance policies tend to relocate problems into other schools, and into police and youth justice systems. This escalates long term costs.[16] After controlling for a range of variables, (including previous violent and aggressive behaviour, negative peer group and low grades), school suspension increases the risk of antisocial behaviour a year later.[17] As a group, students who drop out early earn 12-14% less income each year than similar peers, show higher criminality, have poorer mental health and have lower self rated happiness.[18]

- Automatic sanctions sometimes cause victims and staff to under-report misconduct. On their own, sanctions against the wrongdoers do not make victims safer.[19]

- Punition sometimes serves to expose young people to multiple aversive interactions with police for non-criminal behaviour.[20] Suvall and Skiba[21] describe the "school to prison pipeline", which includes "all school and criminal justice policies that speed the removal of students from schools and their entry into the juvenile and criminal justice systems."

Researchers and practitioners have therefore sought restorative ways to counter wrongdoing and build safe, inclusive, and academically effective schools.

4.0 RP, Better School-wide Behaviour, and Reduced Punitive Interventions

"The (parenting) principles of nurturing and caring and building positive relationships with children work well across all cultural groups."
PB4L Action Plan 2011.

The international and local research is awash with studies showing:

- Fewer punitive interventions in restorative schools, relative to baseline periods;
- Lower levels of misbehaviour and disruption across the school;
- An increased sense of belonging and connectedness among students.

Studies typically include interesting and compelling staff, student and parent narratives about the impact of RP.

The "Respectful Schools" (2005) study[22] found schools which were responsive to Māori students, reduced suspensions, and lower absenteeism[23]. The work of the Restorative Practices Development Team at Waikato University (2001)[24] also saw reduced suspension rates in target schools after the introduction of conferencing. In Jude Moxon's (2002) study[25] of RP in the context of a large multi-cultural secondary school, all teachers reported less classroom disruption. She found that 73% of teachers were spending less time managing disruptive behaviour. Liz Gordon's (2011) research[26] for PB4L took a case study approach to examining RP in 10 NZ schools, including 7 secondary schools. Most of these schools previously had many discipline problems and high levels of suspensions. Her study emphasised the need for a whole-school approach to RP, and found calm, engaging schools with dramatically lower suspension and exclusion rates.

Table 1: Suspension Rates in Liz Gordon's Sample: Pre and Post RP Intervention.[27]

Suspension Rates Pre- and Post RP Work	Baseline Suspension Rate (Av rate in the three years prior to introducing RP)	RP Era Suspension Rate (Av of the years since implementation. 2011 counts as half year.)	%age Reduction in Suspensions	Number of years doing RP work
SI primary	8.3	2.2	74%	5.5
NI Primary	3.7	4.0	-9%	3.5
All New Zealand Primary Schools	1 (2004-5)	1 (2009-10)	-0.02%	n/a
SI secondary	23.0	9.4	59%	3.5
NI integrated	10.0	0.0	100%	0.5
City secondary	33.7	16.8	50%	8.5
Rural secondary	33.0	0.4	99%	5.5
Regional secondary	20.3	5.2	74%	2.5
SI integrated	14.3	3.1	78%	4.5
Provincial secondary	28.3	14.7	48%	1.5
All New Zealand Secondary	14 (2004-5)	14 (2009-10)	0%	n/a
SI Intermediate	4.7	2.9	39%	3.5
All New Zealand Intermediate Schools	6.5 (2004-5)	7 (2009-10)	-8%	n/a
Average Reduction in Suspensions Across the Ten Schools			61.2%	

Suspensions of Māori students in these schools reduced by 81% from the baseline period.

Similar reductions in suspensions have been seen in schools working with the Ministry as part of the Student Engagement Initiative (SEI). These schools are typically targeted for attention because of their high suspension and exclusion rates. The following graphs[28] show suspensions in 27 Central South[29] schools increasing prior to their entry to SEI. Interventions typically introduced schools to restorative practices. Eight of the schools had also started PB4L School-wide work by 2011. The graphs show suspensions reducing for Māori and for all students.
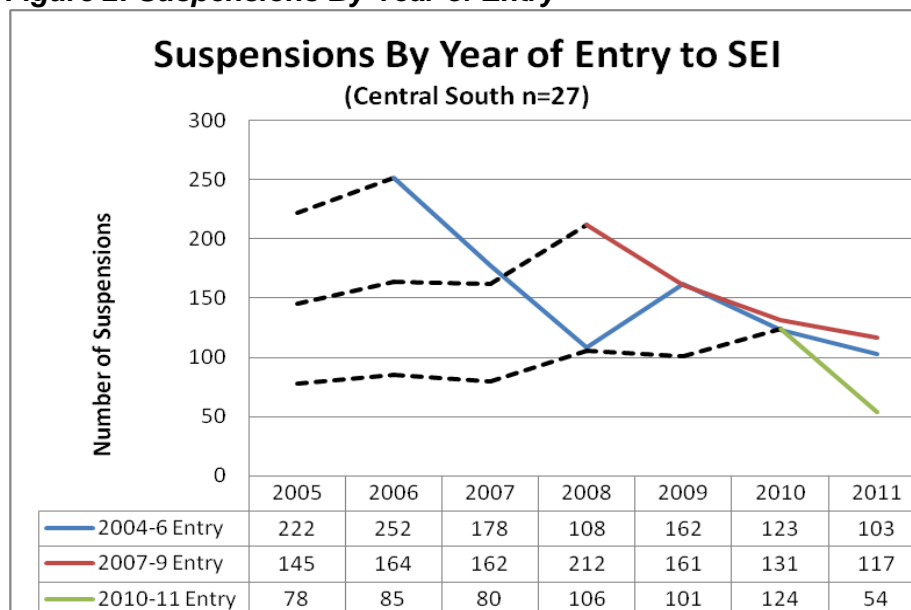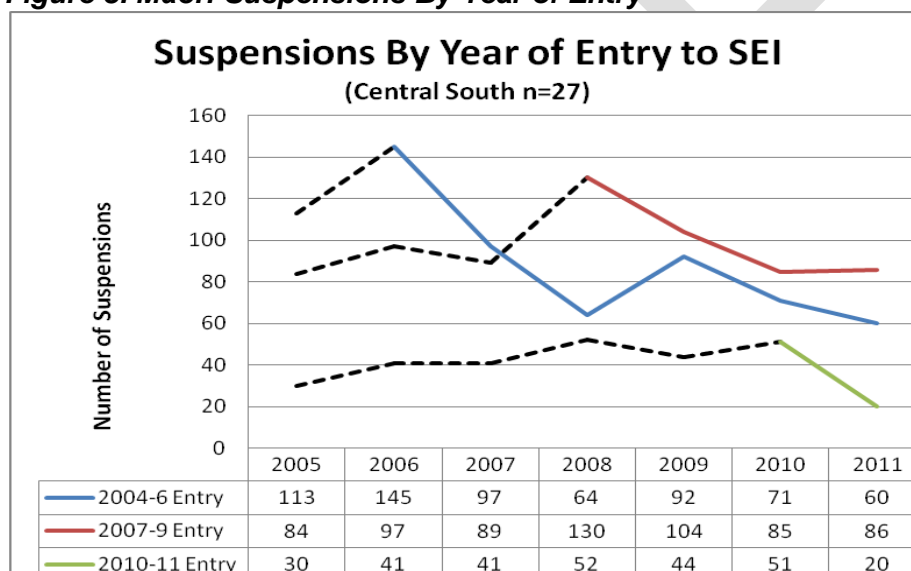
Figure 2: Suspensions By Year of Entry

Suspensions By Year of Entry to SEI
(Central South n=27)

	2005	2006	2007	2008	2009	2010	2011
2004-6 Entry	222	252	178	108	162	123	103
2007-9 Entry	145	164	162	212	161	131	117
2010-11 Entry	78	85	80	106	101	124	54

Figure 3: Māori Suspensions By Year of Entry

Suspensions By Year of Entry to SEI
(Central South n=27)

	2005	2006	2007	2008	2009	2010	2011
2004-6 Entry	113	145	97	64	92	71	60
2007-9 Entry	84	97	89	130	104	85	86
2010-11 Entry	30	41	41	52	44	51	20

Exclusions of Māori and non-Māori students across all 27 schools in the cluster had halved in 2011 from the 2005-6 baseline.

Self assessment data[30] from these schools indicates not only a change in thinking and practice around punition, but also:

- Reductions in the volume of student misconduct;
- Calmer schools and improved relationships among staff and students;
- Use of a range of restorative tools.

In an article on culture and school-wide positive behaviour support, George Sugai (2011)[31] suggests that a measure of culturally effective school-wide work is that the racial disparity in punitive interventions reduces. The following tables show the ratio of Māori to NZ European suspensions as a measure of racial disparity before and after the introduction of restorative practices. The first group (Table 2) is the sample from Liz Gordon's research. The group in Table 3 is from SEI schools in Central South.

Table 2: Punitive Disparity - Liz Gordon's Sample: Pre and Post RP Intervention.[32]

Disparity Ratio: Suspensions	Maori Suspension Rate Av in 3 year Baseline Period	NZE Suspension Rate Av in 3 year Baseline Period	Maori Suspension Rate Av Post RP Implementation	NZE Suspension Rate Av Post RP Implementation	Baseline Ratio: Maori Suspensions to NZE Suspensions	Post RP Ratio: Maori Suspensions to NZE Suspensions	Notes
SI secondary	74.0	16.3	23.0	8.0	4.5	2.9	Four years post RP period.
NI integrated	26.0	11.0	0.0	0.0	2.4	n/a	One year post RP. No suspensions.
City secondary	75.3	27.0	41.7	11.3	2.8	3.7	Post RP taken as last 3 years. RP seen to lack a "whole school" focus.
Rural secondary	42.7	12.7	0.3	0	3.4	n/a	Six years post RP. No NZE suspensions.
Regional secondary	30.0	14.0	6.3	4.7	2.1	1.4	Three years post RP period.
SI integrated	40.3	7.0	4.0	2.6	5.8	1.5	Five years post RP. Low numbers of Maori students.
Provincial secondary	54.0	7.7	19.5	8.5	7.0	2.3	Two years post RP. Small roll size.
All NZ Secondary Schools	**31.7**	**8.5**	**28.6**	**8.4**	**3.7**	**3.4**	Baseline 2006-8. Post period taken as 2009-11 for this analysis.

Schools in this sample generally had higher than average disparity ratios prior to RP, and lower rates of disparity in the post-period. The same pattern is seen, perhaps more strikingly, in stand-downs and exclusions. These tables are attached in the endnotes.[33]

The reduced disparity ratios in Central South schools below are associated with effective staff development programmes and an emphasis on school-wide restorative work.

Table 3: Punitive Disparity - Central South SEI Schools: Pre and Post RP Intervention.

Disparity Ratio: Suspensions	Maori Suspension Rate Av in 3 year Baseline Period	NZE Suspension Rate Av in 3 year Baseline Period	Maori Suspension Rate Av Post RP Implementation	NZE Suspension Rate Av Post RP Implementation	Baseline Ratio: Maori Suspensions to NZE Suspensions	Post RP Ratio: Maori Suspensions to NZE Suspensions	Notes
School 1	10.3	5.3	22.3	7.3	1.9	3.1	
School 2	45.7	34.7	25.0	2.7	1.3	9.4	Only 1 NZE suspension in post period.
School 3	34.0	11.7	4.3	2.8	2.9	1.5	
School 4	40.3	3.3	37.3	9.3	12.2	4.0	
School 5	100.3	25.7	12.0	8.0	3.9	1.5	
School 6	23.0	6.7	3.7	2.0	3.4	1.9	
School 7	38.7	6.7	31.0	5.5	5.8	5.6	
School 8	53.0	15.7	40.0	18.0	3.4	2.2	
School 9	209.7	65.0	8.3	3.0	3.2	2.8	
School 10	38.0	92.0	24.3	14.3	0.4	1.7	Few NZE students. 1 NZE susp in post period.
School 11	71.0	22.0	16.3	2.0	3.2	8.2	Only 1 NZE suspension in post period.
School 12	47.3	19.7	38.0	13.0	2.4	2.9	
School 13	28.7	14.0	6.0	4.3	2.1	1.4	
School 14	47.3	9.7	55.0	23.0	4.9	2.4	
School 15	116.3	29.6	60.0	15.3	3.9	3.9	
All NZ Secondary Schools	31.7	8.5	28.6	8.4	3.7	3.4	

Table 4: Summary of a Sample of Studies: Impact of School-wide Restorative Work.

Author and Year	Summary
Sharon Lewis, Improving School Climate: Findings from Schools Implementing Restorative Practices. A Report from the International Institute for Restorative Practices (IIRP) Graduate School, 2009[34]	Studies of IIRP's work with: 6 Philadelphia Schools in the most economically deprived areas. 96% black students; 2 Canadian School districts (21 high schools, 98 Primary schools); 1 English Special School; 7 Schools in economically deprived areas of Hull, UK; 8 alternative school/day treatment programs, 15 foster group homes in Philadelphia and Pennsylvania. Reduced suspensions[35], reduced incidents of misconduct across all behaviour types, reduced detentions, less racist incidents, reduced continual disobedience, reduced classroom disruption, and reduced **staff** absenteeism across the clusters of schools. Lower youth offending in Hull. IIRP trains and coaches schools using their "11 Essential Items" as a practice framework to ensure broadly consistent practice across schools. Includes student and teacher narratives.
Collaborative for Academic, Social and Emotional Learning (CASEL), 2008[36]	A meta-analysis of Social and Emotional Learning (SEL) programs in 207 studies, focused upon school-based interventions. Overall, their research found that there was a 9% decline in conduct problems within schools and an eleven percent improvement in test scores from such programs. Programs had an effect upon students' outlook upon school and themselves. There was a 10% decrease in emotional distress, and a twenty-three percent improvement in social and emotional skills. "Implementing a program of social and emotional learning shows that students can thrive in such environments." Found peer to peer interaction, restorative circles, and social emotional skill building can all help students develop relationships for learning and succeed both in and out of school.
Stinchcomb, Bazemore, & Reistenberg, (2006).[37]	One school case study. Decrease in behavioral referrals and an increase in attendance. Behavioral referrals 1,143 (baseline), but decreased to 407 post RP. Attendance increased from 85% to 95%.
David Karp, Beau Breslin, (2001), Restorative Justice in School Communities[38]	Four school districts in Minnesota, 15 schools in Denver, 6 schools in Pennsylvania. Focus on school-based restorative programs responding to drug and alcohol problems. Decreases in suspensions, expulsions and violence. Reductions in BOTH detentions and out of school suspensions (indicating changes were not just procedural.)
Michael Sumner, Carol Silverman, Mary Louise Frampton, University of California, Berkeley, School of Law, (2010).[39]	Study of school-wide RP at Cole Middle School, using circles as a primary tool. Suspensions declined by 87 percent and expulsions declined to zero. "Restorative justice served as a practical alternative to zero-tolerance disciplinary policies, strengthened relationships in the school, and helped students and adults deal with violence in their community… Students assumed greater responsibility and autonomy because of restorative justice, potentially challenging traditional roles and relationships in a school community." Student voice included.
Mc Garrigle, Meade, and Santa-Maria Morales, National University of Ireland, (2006)[40]	Seven post-primary schools, co-ordinated and funded by the health sector. Found "A restorative approach is beneficial to the mental health of both students and staff." Decreased suspensions, office referrals and detentions ($p<0.05$). Perceptions of the outcomes of restorative conferences: staff 42.5 "very satisfactory" plus 32.5% "satisfactory". For wrongdoers 62.5% very satisfactory plus 35% satisfactory. For those who were harmed, 42.5% very satisfactory.
McCluskey, Lloyd, Kane, Riddell, Stead and Weedon, (2008), University of Edinburgh[41]	Pilot project with 18 Schools (inc 10 secondary schools) over 4 years, focussed on conferencing tool. No systematic implementation support. Aims: reduce offending, bullying, victimisation. Improve attendance. Found significant impact schoolwide in all primaries and 2/10 secondary schools. Found RP easier to implement in primary schools, because of the compatible value base/school culture. Impressive changes were associated with: a school-wide approach, the "readiness" of the school, good school leadership, staff agency.

These and other studies clearly show that where schools use restorative tools in a school-wide effort to improve connectedness and relationships, they don't just reduce suspensions, they get better behaviour across the school.

5.0 The Formal Restorative Conference

"We all told the truth. I think it was because we were all in the room together and listening to what everybody was saying. It made it harder not to tell the truth. I'm glad I didn't tell fibs because it was all sorted out in the end."
Conference Participant

The Queensland Education Department[42] trialled formal restorative conferences in 1996 and 1998. Nearly 300 participants from 31 formal restorative conferences were interviewed. Table 5 summarises the responses against a 5 point scale:

Table 5: Satisfaction of Participants with Restorative Conferences, Qld 1996[43]

Statement	Strongly agree or agree
Procedural Satisfaction	
a. Participants had a chance to have their say	96%
b. Participants felt satisfied with the way that agreements were reached and that any pressure to reach those agreements was fair	87%
Psychological Satisfaction	
c. Participants were treated with respect	95%
d. Participants were taken seriously	98%
e. The impact of the incident on them was understood by others	99%
f. Participants perceived remorse on the part of the wrongdoers	77%
g. Wrongdoers only: reported feeling remorse	81%
h. Wrongdoers only: were affected by the emotions of those who had been hurt and this made them feel bad	80%
i. Wrongdoers only: felt cared about during the conference	98%
j. Wrongdoers only: felt those closest to them loved them afterwards	95%
Substantive Satisfaction	
k. The terms of the agreement was fair (sample group includes wrongdoers)	91%
l. Victims only: got what they needed out of the conference	89%
m. Wrongdoers only: would be likely to re-offend	6%
Reintegration (Wrongdoers only)	
n. Believed their misdeeds would not be held against them	67%
o. Believed they were treated as if they were likely to commit offenses	71%
p. Able to make a fresh start after the conference	80%
q. Believed they would not be able to live the incident down	58%
Effects after 4 Months	
r. Victims: felt safer and more confident following the conference	94%
s. Victims: felt more confident in handling similar situations	65%
t. Victims: the wrongdoer's behaviour towards them improved after the conference	77%
u. Wrongdoers: better relationships with other participants since the conference	87%
Compliance and Reoffending	
v. Wrongdoers: reoffended within 4 months of the conference	6%
w. Caregivers and school staff: wrongdoers had not reoffended	83%
x. Caregivers and school staff: where reoffending had occurred, it was less serious than the original incident.	91%
y. Victims and school staff: satisfied with the way the agreement was carried out	90%
z. The agreement was not carried out at all	4%

All school administrators believed conferencing reinforced school values. Nearly all schools in the trial reported they had changed their thinking about managing behaviour from a punitive to a more restorative approach.[44]

The Youth Justice Board of England and Wales (2004) [45] reported on 26 schools using restorative conferencing. It found 92% of conferences resulted in agreement. Two to three months following the conferences, 96% of agreements had been upheld. Eighty-nine percent of students were satisfied with the outcomes, and 93 percent reported that the process was "fair" and "justice had been done." Other studies find similar results.[46]

Conferencing in Australia, UK, USA, Hong Kong and Canada has drawn from Māori traditional knowledge and family group conferencing in NZ.[47] Ross Gregory[48], Luanna Meyer[49], Angus Macfarlane[50], and Mere Berryman and Sonja Macfarlane[51], and have all documented traditional and contemporary Māori knowledge of conferencing. They and others have defined culturally responsive practices that support the effectiveness of the tool for Māori participants and facilitators.

Evaluation data from restorative conferences has been collected in common formats by seven schools in the Central South region. These schools have been part of the SEI work.

Table 6: Satisfaction of Participants with Restorative Conferences, NZ[52]

	Question:	Strongly Agree	Agree	Disagree	Strongly Disagree	Sample size		Overall mean score
1	I was well prepared for the hui / conference and knew what to expect	49%	44%	6%	1%	230		1.59
2	I was treated with respect by the school staff involved	73%	27%	0%	0%	225		1.27
3	I said what I needed to say and was listened to	83%	15%	1%	1%	455		1.20
4	The hui / conference was a fair way to deal with the situation	82%	17%	1%	0%	463		1.19
5	I was satisfied with the agreement at the end of the hui / conference	80%	19%	0%	1%	458		1.22
6	The plan is easy to understand	68%	31%	0%	0%	220		1.34
7	I think the plan will work well	58%	39%	3%	1%	440		1.46
8	The hui / conference helped repair the harm that was done	52%	44%	3%	0%	225		1.51
9	I think the relationships between school staff and the students at the hui will become stronger	56%	40%	4%	0%	227		1.50
10	I think the relationships between school staff and the adults at the hui will become stronger	56%	42%	2%	0%	223		1.46
11	I think the hui and the plan will help the student(s) be more successful at school	53%	45%	2%	0%	226		1.50
12	It was helpful to hear other people's stories	94%	3%	2%	1%	233		1.11
13	I think things will change for me in future as a result of the conference.	66%	28%	4%	2%	185		1.42
14	I think conferencing is a good way to sort out problems	91%	6%	0%	0%	232		1.11
		1: Very Good	2: Good	3: OK	4: Not so Good	5: Very Poor	Sample size	
15	On a scale of 1 - 5, what was the conference like for you?	56%	32%	10%	1%	1%	228	1.59

The NZ Ministry of Justice (2011)[53] published outcome data from 154 adult participants in restorative justice meetings facilitated by NGO members of Restorative Justice Aotearoa. More than 80% of victims of crimes were "highly satisfied" or "satisfied" with their experience and would recommend RJ to others. The study found lower re-offending rates: offenders who participated in RJ conferences were 20% less likely to reoffend in the following year. Where reoffending occurred, it was likely to be less severe. These findings are typical of international research on YJ and adult RJ conferences,[54] though Gluckman believes RJ is not an established treatment for conduct disorder in adolescents.[55]

The data shows that restorative conferences are highly likely to improve the engagement and achievement of the students involved, but, on their own, are unlikely to improve school-wide behaviour. Good conferences are also a dramatic source of learning for school leaders, and this learning may then be applied to whole-school work.

6.0 Brief Restorative Interventions

"The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things WITH them, rather than TO them or FOR them."
Ted Wachtel, President, International Institute for Restorative Practices (IIRP)

Classroom conferences, community circles, and brief restorative interventions are regularly reported as being part of the early intervention problem solving toolkit in restorative schools. These are typically claimed to prevent escalation of problems which would result in stand-downs and suspensions. The following is a sample of the literature.

Table 7: Summary of a Sample of Studies: Impact of Early Intervention Tools.

Author and Year	Summary
Laura Mirsky, (2009), Hull, UK: Toward a Restorative City, IIRP E Forum[56], and Hull Centre for Restorative Practice News at School.[57]	Linking the use of problem solving and community circles to lower levels of physical and racial abuse, lower exclusions, and improved social and emotional skills across a cluster of 7 schools. Found students regularly ask for circles to challenge inappropriate peer behaviour and support vulnerable students. Students seem empowered in their problem solving. Community circles are used for planning classroom learning, negotiating goals and establishing expectations.
Christian Isaac, (2011), Restorative Justice in Schools[58]	Quotes Stinchcomb's (2006) study of a Minnesota Junior High School, where students were actively requesting peace circles and which attributed the decrease in out of school suspensions to these circles. Attributes some gains quoted by IIRP work (Lewis, Mirsky) to circles.
Alyssa D Steiger, (2011) Solution Team: A program evaluation of an anti-bullying intervention[59]	Study of an anti bullying programme using restorative tools. Sample of 32 students who reported being the targets of bullying and asked for a Solution Team. Based on pre- and post-test data, found the frequency of students being targeted for bullying significantly decreased within 1 week of the intervention and remained lower for up to 3 months following the intervention.
Velma McClellan, (2006) Evaluation of High on Life: A secondary school-based alcohol and other drug intervention initiative.[60] Whanganui High on Life Evaluation Working Group (2009), Evaluation of the High on Life Project in Two Whanganui Schools.[61] Tio Rose (2009), High on Life Taranaki High Schools 2008-9 Evaluation.[62]	The High on Life work is an example of an intersectoral and whole school approach to alcohol and other drug (AOD) issues. Because most drug incidents happen in the cannabis harvest season, schools offer drug education early in the year. Health promoters work with schools to engage students in discussing AOD issues. Schools distribute a wallet card promoting the offer of help, without punishment, for any students worried about their AOD use (or their friends' or family's AOD use). AOD early intervention workers or school guidance staff offer small group brief early interventions on the school site, during school time. Students "caught" with AOD issues may also be referred to this service. Results from the evaluations found the health promotion approach to be effective in reducing the frequency of AOD incidents in schools. Students reported high levels of satisfaction from the brief intervention groups: 90%+ agreed "it gave me a good chance to change my drug use" and that they'd recommend it to friends. About 80% of participants agreed they were getting into less trouble, school was going better, they are happy with the changes they made, and that they have more hope for the future. Studies found senior school staff were satisfied with the effectiveness of the approach.
Wong, Cheng, Ngan, & Ma (2008), Effectiveness of Restorative Whole-School Approach (RWsA) in Tackling Bullying.[63]	Summarises the research on features of whole-school anti-bullying work anti-bullying programs which might create a counter culture to school violence. The study worked with 4 schools in a 2 year longitudinal study. One school (A) fully adopted implementation of the RWSA; two schools were assessed to have partial implementation (Schools B, C), and one school did not implement RWSA so was taken as the control group (D). The pre-study baselines of bullying behaviour were more or less similar among the four participating schools (p>0.01). School A showed significant decrease in bullying behaviour (p<0.001) and higher self esteem (p<0.001) after the study. Mixed results were found in Schools B and C: No significant effects were found in self-esteem, lack of empathy, and harmony, while caring behaviour as well as positive perception was significantly lowered. Harmful behaviour continued to be a problem in both schools. It was evident that without whole-school participation, the effects of intervention program were reduced markedly. In School D, bullying was getting worse (p<0.01) and all positive behaviours (except caring behaviour) were significantly lowered in the post-study measurement (p<0.001). The group that received the RWSA treatment exhibited a significant reduction of bullying, higher empathic attitudes, and higher self-esteem in comparison to the partial intervention and the control group.

The studies on brief restorative interventions rely mainly on narratives from staff and students, and on linking early intervention to fewer stand-downs and suspensions. Since the mediated meetings are based on the scripts for formal restorative conferences and rely on the same psychology, this link seems reasonable. Jude Moxon's (2002)[64] study found the brief restorative interventions helped students and teachers solve their problems and enjoy calmer classrooms. Of staff at Bream Bay College[65], 95% reported agreement or strong agreement that teacher-student relationships are more positive after brief restorative work. There are many how-to manuals and narratives about this tool, but there don't appear to have been studies that have specifically tested a script-based tool for deans or pastoral staff.[66] Its effectiveness may be inferred from decreased escalation of behaviour problems, and from any evidence of school-wide improvements in learning outcomes.

7.0 Curriculum, Learning and Achievement

"You can't coerce people to grow, learn and change."
Jon Bailie, Director of Continuing Education, IIRP

Sheridan Gray's (2011)[67] study of a Porirua secondary school examined classroom circles as a way to teach the core competencies of the NZ Curriculum, moving the context of RP "away from a focus on the disciplinary aspects of a school and… into the realms of the classroom – teaching and learning, cultures of care and co-construction." The study showed progress in students' ability to demonstrate the competencies of "relating to others" and "contributing and participating". It suggested "RP can be a tool for teaching and learning of key competencies, while also improving the relationships and the learning environment in the classroom."

In the AIMHI research (2002),[68] Hill and Hawk found that improved relationships among students (peers), contributes to gains in student achievement. "Where positive peer relationships were present, students felt safer to contribute, take risks with their learning, and learn from each other… group dynamics of the classroom make a difference to student motivation and attitudes towards learning." Tom Cavanagh's (2009)[69] study found relationships were the primary reason students attended and strived to do well in school. The Te Kotahitanga[70] studies focussed on changing the ways teachers use authority and the way they form learning relationships with students. Changes in teacher positioning – towards their Effective Teaching Profile – saw improvements in Māori student attendance, engagement and achievement.[71] Hill and Hawk's other major finding was that, in low decile multicultural secondary schools, the relationship with the teacher is a prerequisite to learning. Effective teachers enjoyed power "with" their students, rather than power "over" their students. RP shares this basic understanding of authoritative and effective teaching.[72]

The PISA (2009)[73] research found that students perform better where there are few disciplinary problems in their classes. Further, students in countries with improving classroom discipline between 2000 and 2009 were also the countries where students reported better relations with their teachers. These links between relationships, engagement and achievement prompted the question of whether there might be observable or significant gains in achievement in NZ schools using restorative practices. The following analysis tests for a correlation between RP and improving achievement.

Table 8: NCEA Achievement in Sample Schools[74]

	Baseline L2+ Completion Rate (Av rate in the three years prior to introducing RP)	RP Era L2 Completion Rate (Av of the years since implementation)	%age Change in L2+ Completion	Full Years in RP work (since baseline)	Av Change in L2+ per year
SI secondary	33%	62%	87.3%	3	29.1%
NI integrated	78%	n/a	n/a	0	
City secondary	47%	71%	49.7%	5	9.9%
Rural secondary	51%	62%	20.8%	5	4.2%
Regional secondary	53%	63%	17.6%	2	8.8%
SI integrated	61%	72%	17.9%	4	4.5%
Provincial secondary	56%	60%	8.1%	1	8.1%
All NZ Secondary	57%	68%	18.3%	5	3.7%
Average Improvement in L2+ Leavers per year in the RP sample					10.8%

The table above shows a gain of 3.7% per year across all secondary schools in the average rate of NCEA leavers with level 2+ over the 2005-6 baseline. The average annual improvement from their pre-RP baseline among the schools in the RP cluster was 10.8%.

Table 9: NCEA Achievement in Sample of CS SEI Schools[75]

	Baseline L2+ Completion Rate (Av rate in the three years prior to introducing RP)	RP Era L2 Completion Rate (Av of the years since implementation)	%age Change in L2+ Completion	Full Years in RP work (since baseline)	Av Change in L2+ per year
School 1	48%	65%	34.7%	2	17.3%
School 2	51%	70%	36.2%	2	18.1%
School 3	50%	72%	44.1%	2	22.0%
School 4	46%	61%	31.4%	3	10.5%
School 5	59%	69%	17.3%	3	5.8%
School 6	38%	50%	32.0%	2	16.0%
School 7	52%	60%	15.5%	3	5.2%
School 8	44%	63%	42.6%	3	14.2%
School 9	44%	52%	17.8%	3	5.9%
School 10	77%	79%	3.2%	1	3.2%
School 11	17%	46%	165.5%	3	55.2%
School 12	53%	64%	20.3%	2	10.1%
School 13	54%	64%	18.5%	3	6.2%
School 14	54%	63%	17.4%	2	8.7%
School 15	52%	58%	11.7%	2	5.9%
All New Zealand Secondary Schools	**57%**	**68%**	**18.3%**	5	3.7%
		Median Annual Change in RP Schools			10.1%
		Average Annual Change in RP Schools			13.6%

There is also an association between Māori achievement progress and schools with restorative work. Across both of the above clusters combined, the average annual improvement in Māori leavers with L2+ is 15.4%, compared with the national average annual improvement of 13.4% against the relevant baselines.[76]

The New York Civil Liberties Union (2009)[77] studied 6 "successful" schools serving "at risk urban populations" which built safe schools through inclusive and restorative school-wide strategies. They compared these schools to 89 similar schools which relied on metal detectors and in-school policing, and to a further 12 "impact schools" that were targeted for a state government programme of increased policing. Successful schools had "significantly higher than average attendance, student stability and graduation rates, as well as a dramatically lower than average incidence of crime and school suspensions." The charts below illustrate some of their findings relating to engagement and achievement.

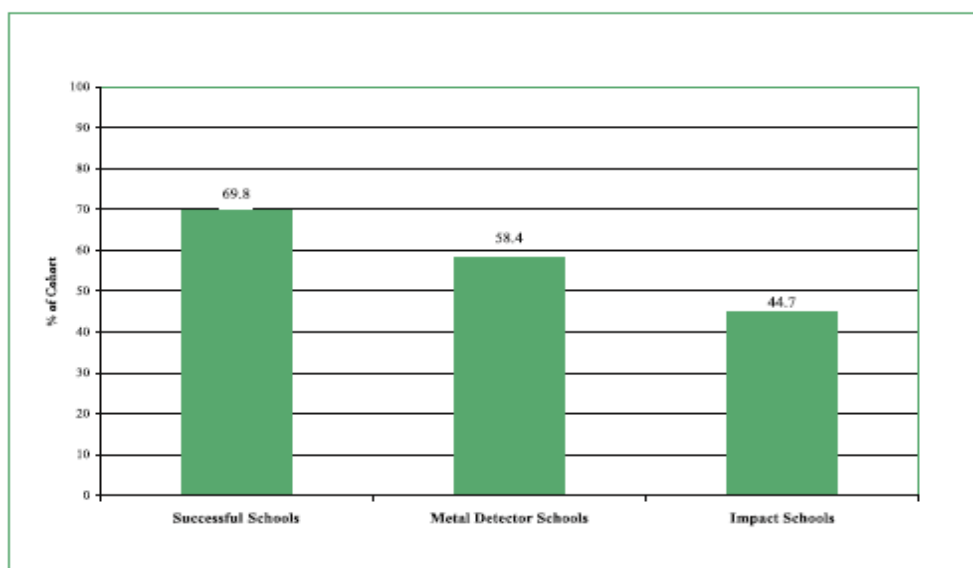## *Figure 4: Proportion of Students Planning to Attend a Four- or Two Yr College Programme 2006-7*

Table 10: Indicators of Success: Successful Schools vs. Metal Detector and Impact Schools

	SUCCESSFUL SCHOOLS	METAL DETECTOR SCHOOLS	IMPACT SCHOOLS
% 4-Year Graduation	61.6	54.5	51.2
% Dropped Out	12.2	17.0	18.5
% 7-Year Graduation	80.2	72.6	70.1/ 75.2
Average Daily Attendence	82.0	79.6	74.0
% Student Stability	82.1	77.1	74.8
% Planning 4-Year College	42.6	39.0	29.1
% Planning 2-Year College	27.1	19.4	15.6
# Violent Incidents Per 100	0.12	0.40	0.11
# Property Crime Incidents Per 100	0.11	0.27	0.04
# Other Crime Incidents Per 100	0.53	2.92	0.85
# Non-Criminal Police Incidents Per 100	1.00	12.40	4.89
# Suspensions Per 100	4.01	7.06	6.25

The report recommended the Department of Education should mandate trainings on restorative practices, peer mediation, and conflict resolution for all staff, and should also mandate implementation of a face-to-face resolution process as a first step when addressing disciplinary problems.[78]

Student and teacher narratives in many of the studies quoted above refer to gains in learning and achievement. The correlation between RP school-wide work and gains in student achievement may be caused by the changes in the nature of teacher-student relationships, the more orderly classrooms, and better co-operation among peers.

8.0 The Psychology of the Restorative Tools

"Perhaps the strongest message to emerge from the AIMHI research was in relation to the affective qualities these (effective) teachers possessed…. The affective qualities contributed to the development of strong and positive teacher-student relationships. It was these relationships that the researchers identified as crucial to students' learning."
Jill Bevan-Brown[79]

The formal tools of RP are strengths based narrative tools. They support students and teachers, wrongdoers and victims to co-construct the story of what happened, to consider who has been affected, and to formulate their own plans to put things right. Restorative tools use "the psychology of mana" (Macfarlane, 1998)[80] to enhance the dignity and agency of all parties involved.

Much of the psychological basis for RP is centred on Affect Script Psychology and the work of Sylvan Tomkins[81], Vick Kelly[82], John Braithwaite[83] and Don Nathanson[84]. Ted Wachtel[85] summarises their body of work in the context of RP:

"The most critical function of restorative practices is restoring and building relationships. Because informal and formal restorative processes foster the expression of affect or emotion, they also foster emotional bonds. Tomkins (1962, 1963, and 1991) asserts that human relationships are best and healthiest when there is free expression of affect—or emotion—minimizing the negative, maximizing the positive, but allowing for free expression. Donald Nathanson… adds that it is through the mutual exchange of expressed affect that we build community, creating the emotional bonds that tie us all together (Nathanson, 1998). Restorative processes such as conferences and circles provide a safe environment for people to express and exchange intense emotion.

Tomkins identified nine distinct affects to explain the expression of emotion in all human beings. Most of the affects are defined by pairs of words that represent the least and the most intense expression of a particular affect, (figure 4).

Shame is worthy of special attention. Nathanson explains that shame is a critical regulator of human social behaviour. Tomkins defined shame as occurring any time that our experience of the positive affects is interrupted (Tomkins, 1987). So an individual does not have to do something wrong to feel shame. The individual just has to experience something that interrupts interest-excitement or enjoyment-joy (Nathanson, 1997). This understanding of shame provides a critical explanation for why victims of crime often feel a strong sense of shame, even though the offender committed the "shameful" act.

Figure 5: The Nine Affects

Nathanson (1992)… developed the Compass of Shame to illustrate the ways that human beings react when they feel shame…. RP, by its very nature, provides an opportunity for us to express our shame, along with other emotions, and in doing so reduce their intensity. In restorative conferences, for example, people routinely move from negative affects through the neutral affect to positive affects.

Because the restorative concept has its roots in the field of criminal justice, we may erroneously assume that restorative practices are reactive, only to be used as a response to crime and wrongdoing. However, the free expression of emotion inherent in restorative practices not only restores, but also proactively builds new relationships and social capital. Social capital is defined as the connections among individuals (Putnam, 2001), and the trust, mutual understanding, shared values and behaviours that bind us together and make cooperative action possible (Cohen and Prusak, 2001)."

It's important to understand that the work on shame described above does not suggest that teachers should "shame", belittle or "whakaiti"[86] students in any way. Shame is simply the term used to describe an interruption or impediment to a positive and enjoyable relationship.

Nathanson's and Tomkins' work helps us understand healthy ways to manage the affects caused by difficult events or interactions. These healthy and functional ways can be taught to teachers and students. From a theoretical perspective, this enables members of school communities to maintain healthy bonds and, if they are interrupted, repair them quickly.

There is some evidence that students in restorative schools might develop functional ways to process shame.[87] Morrison's[88] study used "Ahmed's (2001) scale, which measures students' use of adaptive and maladaptive shame management strategies. The results showed a small overall increase in students'… adaptive shame management skills… The more interesting finding was that the use of maladaptive shame management skills decreased significantly, in terms of both feelings of rejection by others and displacement of wrongdoing onto others. In other words, students' use of strategies became less characteristic of victims (who typically feel they would be rejected by others following wrongdoing), and less characteristic of bullies (who typically displace their shame and anger onto others)."

George, Tangey and others have linked these adaptive strategies to development of thoughtfulness, empathy and authentic pride in students.[89] Through teachers using these adaptive ways, they are able to confront unwanted behaviour with disapproval, within a continuum of respect and support. In Jill Bevan Brown's words, these skills develop positive teacher-student relationships and are crucial to students' learning.

9.0 Restorative Practices and Mental Health Outcomes

Government priorities for youth mental health include building resilience among young people, reducing bullying, and offering better early intervention.[90] Evidence indicates that RP in schools will contribute to these outcomes.

Mental health risk factors and protective factors are well documented in primary mental health literature. They can be listed under the headings of individual, family, school, and community risk factors.[91] The school-based risk factors can be summarised as follows:

Table 11: School Based Mental Health Risk Factors and Protective Factors

Risk Factors	Protective Factors
Poor attachment and relationships in school	School achievement
Bullying	Sense of belonging at school
Peer rejection	Positive school climate
Inadequate behaviour management	Pro-social peer group
Deviant peer group	School norms against violence
School failure	School provides clear rules and boundaries
Suspensions or frequent school transitions	Child receives support from adults other than parents

School-wide RP work aims to embed and strengthen each of the protective factors. The kind of effective RP work described above will, on a population basis, improve mental health outcomes for the school community.[92] School-wide RP work can also be seen to reduce specific risk factors arising from suspensions, poor relationships, and school cultures which are not resistant to bullying[93]. School-wide work to teach social and emotional intelligence is likely to decrease conduct problems and also build students' skills to manage problems when they do occur.[94] An example of this in a New Zealand context is Trident High School's use of the Student Wellbeing professional development to strengthen the Mental Health of the school community.[95]

Targeted restorative tools such as restorative conferences, class conferences, support groups and brief restorative interventions are likely to reduce deviance among peers and improve connectedness to other students. In a project to build resilience among teenage girls in an "at risk" community, a school in New Delhi used a primary mental health assessment tool prior offering RP circles-based support groups. Each weekly, one hour, teacher-facilitated group had 10 – 12 members. After 12 weeks of the support groups, the screening tool indicated rapid improvements in mental health indicators.[96]

Evidence from the most targeted restorative tools indicates that forgiveness, and being forgiven, has mental health benefits for wrongdoers and victims.[97] Truth and Reconciliation Commissions have been held after civil wars and/or human rights violations in South Africa, Northern Ireland, Liberia, Rwanda and elsewhere. In these countries, the mental health benefits of truth, forgiveness and reconciliation are clear among those who participate in "hearings".[98] Public awareness and satisfaction with the hearings seems to have spread the mental health benefits across much of the population – giving a targeted intervention the kind of effects we might expect from health promotion.

10.0 Conclusion

Reliance on punition in NZ schools has not brought about the expected safe and on-task learning environments. Reducing suspension rates, and their associated ethnic disparities, has been a long-standing government priority. The evidence in literature supporting RP as an approach is strong with a growing body of New Zealand literature.

RP is a philosophy, in action, that places the relationship at the heart of the educational experience. Local and international evidence highlights the school-wide effects of RP in building an inclusive learning community and reducing levels of misconduct. RP is also associated with lower suspensions, reduced ethnic disparities, improvements in learning and a more caring and supportive school culture. New Zealand literature indicates Māori students also experience these positive learning and achievement outcomes.

This evidence base will be used to draft a restorative practice model with a range of formal and informal tools; initially for intermediate and secondary schools. The model will include a focus on gathering data to contribute to a national body of evidence for PB4L Restorative Practice.

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[9] Skiba , Russell J. Suzanne E. Eckes , and Kevin Brown, (2010), African American Disproportionality in School Discipline: The Divide Between Best Evidence and Legal Remedy, New York Law School Law Review, Vol 54. Also Cecil Reynolds (chair) and APA (American Psychological Association) Zero Tolerance Task Force, "Are Zero Tolerance Policies Effective in the Schools? An evidentiary review and recommendations". American Psychologist, December 2008; Also: "Zero Tolerance Policies: no substitute for good judgment" Summary of the APA Task Force Report at everydaypsychology.com

[10] Anne Gregory, Russell J. Skiba, and Pedro A. Noguera, The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin?, Educational Researcher 2009, at http://www.aera.net/uploadedfiles/publications/journals/educational_researcher/3901/059-068_02edr10.pdf. Last retrieved Feb 2012.

[11] Gregory et al (2009). See also George Sugai, Brenda O'Keeffe, and Lindsay Fallon (2011), "A Contextual Consideration of Culture and Schoolwide Behavior Support", Journal of Positive Behavior Interventions.

[12] Sugai et al, (2011).

[13] Mark Corrigan, Ministry of Education, Unpublished analysis from data in the Ministry's Stand-downs and Suspensions database, February 2012. This figure refers to NZ schools' practice in the 2011 school year.

[14] Sugai et al, (2011)

[15] David Karp and Beau Breslin, (2001) Restorative Justice in School Communities, 33 YOUTH & SOC'Y 249, 250 (2001); also Suvall, Cara. Restorative Justice in Schools: Learning from Jena High School. Harvard Civil Rights-Civil Liberties Law Review.

[16] Stinchcomb, J. B., Bazemore, G., & Reistenberg, N. (2006). Beyond zero tolerance: Restoring justice in secondary schools. Youth Violence and Juvenile Justice 2006.

[17] Gregory et al, quoting Hemphill, Toumbourou, Herrenkohl, McMorris, and Catalano, (2006).

[18] Corrigan, M. (2006). Downstream from an early-leaving exemption: Outcomes for early leavers going into youth training. Unpublished manuscript.

[19] Suvall, Cara. Restorative Justice in Schools: Learning from Jena High School. Harvard Civil Rights-Civil Liberties Law Review. 44(2):547-570. 2009

[20] New York Civil Liberties Union, "Safety With Dignity: Alternatives to Over-Policing of Schools", 2009.

[21] Suvall, Cara. Restorative Justice in Schools: Learning from Jena High School. Harvard Civil Rights-Civil Liberties Law Review (2009); Also Skiba (2000).

[22] Buckley and Maxwell, (2007), Respectful Schools: Restorative Practices in Education, A Summary Report.

[23] Absenteeism has been particularly hard to measure across many NZ studies. This is because of the variable reliability of staff processes to input the data, and the many categories of justified, unjustified, and intermittent absences.

[24] Restorative Practices Development Team, (2001), Unpublished Report for Ministry of Education. One of the team, Wendy Drewery, warns in a later report that conferencing can be used a means of control and compliance without a mindshift towards an inclusive school. "Restoration is not centrally about discipline, however. It is about building community. We have found as our projects have gone on that when a school takes on the idea of restorative conferencing, it is by implication embracing in some cases a very different approach to relationships between staff and students." See Wendy Drewery, (2007), Restorative practices in schools: Far-reaching implications.

[25] Jude Moxon (2002), A Study of the Impact of the 'Restorative Thinking Programme' Within the Context of a Large Multi-Cultural New Zealand Secondary School.

[26] Liz Gordon, (2011), A Preliminary Evaluation of Restorative Practices in NZ Schools, forthcoming.

[27] Ibid.

[28] Mark Corrigan, Ministry of Education, unpublished analysis, 2012

[29] I understand similar results are being achieved across NZ regions by similar means, but I don't have nationally aggregated data. I offer the Central South data as an example which is likely to be representative of work across the country.

[30] See the 2010 and 2011 End of Year Self Review documents from the CS SEI Schools at http://www.surveymonkey.com/MySurveys.aspx

[31] Sugai et al, (2011)

[32] Mark Corrigan, Ministry of Education, unpublished analysis, 2012. A score of 4.5 means that 4.5 Māori students were suspended for every one NZ European student on a rate per 1000 basis. This can be called a disparity ratio of 4.5:1. Therefore a lower disparity ratio can be seen as an indicator of more culturally responsive practice.

[33] Mark Corrigan, Ministry of Education, unpublished analysis, 2012. The stand-down and exclusion tables are as follows:

Disparity Ratio: Stand Downs	Maori Stand Down Rate Av in 3 year Baseline Period	NZE Stand Down Rate Av in 3 year Baseline Period	Maori Stand Down Rate Av Post RP Implementation	NZE Stand Down Rate Av Post RP Implementation	Baseline Ratio: Maori Stand Downs to NZE Stand Downs	Post RP Ratio: Maori Stand Downs to NZE Stand Downs	Notes
SI secondary	174.0	46.0	52.8	26.3	3.8	2.0	Four years post RP period.
NI integrated	91.7	43	0.0	1	2.1	0.0	One year post RP. No stand-downs for Maori students.
City secondary	168.3	74.7	239.0	83.0	2.3	2.9	Post RP taken as last 3 years. RP seen to lack a "whole school" focus.
Rural secondary	141.3	45.0	16.0	10.0	3.1	1.6	Six years post RP.
Regional secondary	223.3	90.3	54.0	37.0	2.5	1.5	Three years post RP period.
SI integrated	20.3	25.7	4.0	3.2	0.8	1.3	Five years post RP. Low numbers of Maori students.
Provincial secondary	222.3	127.7	110.0	26.0	1.7	4.2	Two years post RP. Small roll size.
All NZ Secondary Schools	**339.0**	**125**	**307.0**	**115**	**2.7**	**2.7**	Baseline 2006-8. Post period taken as 2009-11 for this analysis.

Disparity Ratio: Exclusions	Maori Exclusion Rate Av in 3 year Baseline Period	NZE Exclusion Rate Av in 3 year Baseline Period	Maori Exclusion Rate Av Post RP Implementation	NZE Exclusion Rate Av Post RP Implementation	Baseline Ratio: Maori Exclusions to NZE Exclusions	Post RP Ratio: Maori Exclusions to NZE Exclusions	Notes
SI secondary	22.3	3.0	11.5	2.3	7.4	5.1	Four years post RP period.
NI integrated	6.7	3.7	0.0	0.0	1.8	n/a	One year post RP. No suspensions.
City secondary	22.0	7.0	22.7	5.0	3.1	4.5	Post RP taken as last 3 years. RP seen to lack a "whole school" focus.
Rural secondary	11.7	0.0	0.0	0.0	n/a	n/a	Six years post RP. No NZE suspensions.
Regional secondary	4.7	1.3	1.7	1.7	3.5	1.0	Three years post RP period.
SI integrated	0.0	0.0	4.0	1.0	n/a	4.0	Five years post RP. Low numbers of Maori students.
Provincial secondary	12.7	1.7	4.0	4.5	7.6	0.9	Two years post RP. Small roll size.
All NZ Secondary Schools	**31.0**	**7.4**	**31.0**	**7.7**	**4.2**	**4.0**	Baseline 2006-8. Post period taken as 2009-11 for this analysis.

[34] http://www.iirp.edu/article_detail.php?article_id=NjM1

[35] Suspension in the USA is roughly equivalent to stand-down in NZ. Different school districts have different processes for school removal, and these are not collected or reported in any standard format.

[36] CASEL; Collaborative for Academic, Social, and Emotional Learning, (2008), Social and emotional learning (SEL) and student benefits: Implications for the safe schools/healthy students core elements. From http://www.casel.org/downloads/EDC_CASELSELResearchBrief.pdf

[37] Beyond zero tolerance: Restoring justice in secondary schools. Youth Violence and Juvenile Justice 2006.

[38] David Karp, Beau Breslin, (2001), Restorative Justice in School Communities, Skidmore College, http://www.skidmore.edu/~dkarp/Karp%20Vitae_files/Restorative%20Justice%20in%20School%20Communities.pdf

[39] Michael D. Sumner, Carol J. Silverman, Mary Louise Frampton, School-based restorative justice as an alternative to zero-tolerance policies, University of California, Berkeley, School of Law, (2010).

[40] Mc Garrigle, M., Meade, K. and Santa-Maria Morales, A. Pilot implementation of Restorative Practices in Post-Primary Schools in the Northwest Region (2006) Health Promotion Research Centre and National University of Ireland, Galway (2006).

[41] Gillean McCluskey, Gwynedd Lloyd, Jean Kane, Sheila Riddell, Joan Stead and Elisabet Weedon, (2008), Can restorative practices in schools make a difference? University of Edinburgh.

[42] Margaret Thorsborne, Queensland Department of Education, (1996), Community Accountability Conferencing: Trial Report. The 1998 report remains unpublished.

[43] Ibid. Adapted by Mark Corrigan, Feb 2012, with author. Sample size 295, including 49 wrongdoers.

[44] This may indicate that introducing schools to the tool of formal restorative conferencing is a good place to start an intervention; enabling the learning to spread to school-wide practices. Others disagree, stating that the conferencing tool needs to be seen as one tool in a school-wide strategic approach. Cameron and Thorsborne, authors of the QED study, report their frustration that many incidents which appeared suitable for conferencing were still dealt with in a punitive way by the schools they were working with.

[45] Youth Justice Board for England and Wales, "Restorative Justice in Schools," 2004. At http://www.yjb.gov.uk/publications/Resources/Downloads/nat%20ev%20of%20rj%20in%20schoolsfullv.pdf

[46] For example, New York Civil Liberties Union, (2009), "Safety With Dignity: Alternatives to Over-Policing of Schools" refers to "a similar experiment in two Colorado school districts in 2002 found that following 95 percent of the restorative conferences, the offender completed the terms of the agreement. Moreover, 92 percent of participants felt that the restorative process helped to create a safer school, 91 percent indicated that the process helped to hold offenders accountable for their actions and 96 percent felt satisfied with the outcome of the process." The study can be found at: http://voma.org/docs/connect13insert.pdf

[47] The work of Fred McElrea and Mason Durie is often referred to.

[48] Ross Gregory, Whakaora Te Mauri, for Ministry of Education, 2007

[49] Luanna Meyer, Catherine Savage, & Rawiri Hindle, (2011), Research and Evaluation of Kaupapa Māori Behaviour Programme: Hui Whakatika Final Report (for Ministry of Education.)

[50] For example, Macfarlane, A., & Margrain, V. (Eds.). (2011). Restorative realities: Pathways to practice. Wellington: NZCER Press.

[51] Berryman, M. & Bateman, S. (2008). Claiming space and restoring harmony within hui whakatika. In Levy, M., Nikora, L.W., Masters-Awatere, B., Rua, M. & Waitoki, W. (Eds). Claiming Spaces: Proceedings of the 2007 National Māori and Pacific Psychologies Symposium 23rd-24th November 2007 (pp. 111-122). Hamilton, New Zealand: Māori and Psychology Research Unit, University of Waikato.
Also Berryman, M. and Macfarlane, S. (2011) Hui whakatika: Indigenous contexts for repairing and rebuilding relationships. In V. Margrain and A. Macfarlane (Ed.), Responsive pedagogy. Wellington: NZCER.
Also Tom Cavanagh, Angus Hikairo Macfarlane, Ted Glynn, Sonja Macfarlane, (2010), Creating Peaceful and Effective Schools Through a Continuity of Relationships. At http://www.restorativejustice.com/Recent%20Publications.html

[52] Mark Corrigan, Ministry of Education, unpublished analysis, November 2011. These conferences were convened for the most serious wrongdoing in schools, and typically involved gross misconduct. Parents, students, and school staff were always involved. The "overall mean score" was calculated by assigning number values to responses: 1 for "strongly agree" through to 4 for "strongly disagree". A score close to 1 indicates very good practice.
This data has been further analysed to show the relative satisfaction of different participant groups. School teachers and management are highly satisfied with the process, and reasonably confident of improved relationships and plans working well. Students and whanau feel less well prepared, but more confident/optimistic about the plans working and the relationships improving. Outcomes are much better for all categories of participants who strongly agree that they've been well prepared for the conference.

[53] NZ Ministry of Justice, (2011) at http://www.justice.govt.nz/policy/criminal-justice/restorative-justice/restorative-justice-research

[54] Lawrence Sherman and Heather Strang, (2007), Restorative Justice: The Evidence. Smith Institute, London.

[55] "Improving the Transition: Reducing Social and Psychological Morbidity During Adolescence, (2011). A report from the Prime Minister's Chief Science Advisor at: http://www.rethinking.org.nz/assets/Newsletter_PDF/Issue_87/Improving_the_Transition_Report.pdf The Chief Science Advisor's position on this issue has been clarified in subsequent correspondence recorded at: http://www.rethinking.org.nz/assets/Print_Newsletters/Issue_87.pdf This clarifies that RJ is not primarily a method for treating adolescent conduct problems (which was Gluckman's research question) and that the evidence base for RP is "promising." The report did not attempt to evaluate evidence about RP in schools.

[56] Mirsky, (2009), Hull, UK: Toward a Restorative City, IIRP E Forum, at http://www.iirp.edu/iirpWebsites/web/uploads/article_pdfs/hull09.pdf

[57] Hull Centre for Restorative Practice News at School article http://www.hullcentreforrestorativepractice.co.uk/school-news.php, retrieved Feb 2012.

[58] Christian Isaac, (2011), Restorative Justice in Schools http://www.rit.edu/cla/cpsi/WorkingPapers/2011/2011-05.pdf

[59] Alyssa Steiger, (2011) Solution Team: A program evaluation of an anti-bullying intervention

[60] Velma McClellan, (2006) Evaluation of High on Life: A secondary school-based alcohol and other drug intervention initiative, at http://www.alac.org.nz/sites/default/files/research-publications/pdfs/HighOnLife-AL534.pdf

[61] Whanganui High on Life Evaluation Working Group (2009), Evaluation of the High on Life Project in Two Whanganui Schools. Unpublished manuscript.

[62] Tio Rose (2009), High on Life Taranaki High Schools 2008-9 Evaluation. Unpublished manuscript.

[63] Wong, Cheng, Ngan, & Ma, (2010), Program effectiveness of a restorative whole-school approach for tackling school bullying in Hong Kong. *International Journal of Offender Therapy and Comparative Criminology*

[64] Jude Moxon (2002), A Study of the Impact of the 'Restorative Thinking Programme' Within the Context of a Large Multi-Cultural New Zealand Secondary School.

[65] Bream Bay College, Restorative Practice Questionnaire (as part of the SEI work), 2009, www.breambaycollege.school.nz/rjSchool_support_survey_Public.doc

[66] This may be seen as a gap in the research and a high priority for further study. As part of the PB4L work, we have arranged to test a kaupapa Māori brief intervention tool in at least 4 schools during 2012. This will generate data in a common format.

[67] Sheridan Gray and Wendy Drewery (corresponding author), (2011), Restorative Practices Meet Key Competencies: Class Meetings as Pedagogy, International Journal of School Disaffection.

[68] Hill, J & Hawk, K (2000) Making a Difference in the Classroom – Effective Teaching. Practice in Low Decile Multi-Cultural Schools, at http://www.educationcounts.govt.nz/publications/schooling/5459

[69] Tom Cavanagh, (2009) Restorative Practices in Schools: Breaking the Cycle of Student Involvement in Child Welfare and Legal Systems, at http://www.restorativejustice.com/Recent%20Publications_files/PC24%204-CavanaghArticle.pdf, quoted by Gray.

[70] R.Bishop, M.Berryman, J.Wearmouth, M.Peter, S.Clapham, T.Cavanagh L.Teddy, A. Powell, S. Tiakiwai and C. Richardson, (various years), Te Kotahitanga, at http://www.educationcounts.govt.nz/publications/series/9977

[71] The TK work did not see reduced suspensions across the clusters. Perhaps this is because the PD projects did not directly challenge punition as the dominant discourse around school discipline. Source: unpublished Ministry of Education analysis, circa 2007.

[72] Refer to Liz Gordon's (2011) study, which found that "by giving up the power of the top-down approach, they reap the rewards of better relationships."

[73] OECD, PISA 2009 Results. At http://www.oecd.org/dataoecd/34/60/46619703.pdf. This is comparative to students who reported that a lack of discipline in class disrupts learning.

[74] Analysis by Mark Corrigan, Ministry of Education, for Liz Gordon's forthcoming Preliminary Evaluation of RP in NZ Schools. The percentage of school leavers with NCEA Level 2 or better was taken as the indicator to be measured. The 3 years prior to each school's restorative work is taken as the baseline. The average since RP implementation is taken as the post-period. Please note pre 2005 data is not comparable to post 2005 data and has not been used. Massey and Opotiki baseline period should ideally include years prior to 2005, but the data does not allow this. The 2005 year has been taken as the baseline. The National baseline period is also taken as 2005. This data uses MOE data rules rather than NZQA rules.

[75] Mark Corrigan, Ministry of Education, unpublished analysis. The sample is of SEI schools in the CS region who have most of the traits effective restorative work and which have been doing this work for a significant period of time. The analysis used the same methodology as described above.

[76] Mark Corrigan, Ministry of Education, unpublished analysis, as above.

[77] New York Civil Liberties Union, (2009), "Safety With Dignity: Alternatives to Over-Policing of Schools".

[78] The report continued: "Moreover, students should receive credit for taking classes that educate them on restorative practices and for participation in conflict resolution boards. Evidence strongly suggests that such a mandate will decrease the number of incidents in schools, while at the same time improving student attendance and encouraging closer relationships between students, teachers and authority figures such as police personnel." The report's other recommendations were:

Discourage the use of metal detectors, Adopt a school governance structure that restores discipline responsibilities to educators, Place fewer School Safety Agents in city schools, Mandate alternatives to harsh discipline, Institute transparency and accountability in school safety practices, and Provide support services for students' non-academic needs."

[79] Jill Bevan-Brown, (2006), Teaching Māori Children With Special Needs, in Kairaranga, vol 7, 2006.

[80] Macfarlane, A.H. (1998). "Hui: A process for Conferencing in Schools." Paper presented at the Western Association for Counsellor Education and Supervision Conference, Seattle, U.S.A. Quoted in Winslade, Drewery and Hooper, Restorative Practices Toolkit (2000), Ministry of Education and Waikato University.

[81] Tomkins, Silvan S. (1962, 1963 and 1991)), Affect Imagery Consciousness: Volumes I – III.

[82] Kelly, Vick, (2010), A Blueprint for Emotion: Why Relationships Matter, Heartspeak Productions

[83] J. Braithwaite, (1989). Crime, Shame and Reintegration (Cambridge University Press)

[84] Nathanson, Donald, (1994) Shame and Pride: Affect, Sex, and the Birth of Self.

[85] Ted Wachtel and Paul McCold (2004), From Restorative Justice to Restorative Practices: Expanding the Paradigm, Paper from "Building a Global Alliance for Restorative Practices and Family Empowerment, Part 2," the IIRP's Fifth International Conference on Conferencing, Circles and other Restorative Practices, August 5-7, 2004, Vancouver. At http://www.iirp.edu/article_detail.php?article_id=Mzk5

[86] Literally: to make small, or to take someone down.

[87] Remembering that shame is defined here as the interruption of a positive affect, and that this use is different to the common everyday use of the word shame.

[88] Brenda Morrison, (2002), Bullying and Victimisation in Schools: A Restorative Justice Approach, Australian Institute of Criminology, Trends and Issues in Crime and Criminal Justice, Feb 2002.
The proportion of students reporting using adaptive shame management strategies increased from 83% to 87%. Students' feelings of safety within the school were measured on a four-point scale, and increased significantly over the course of the year (from 2.9 to 3.8).

[89] For an interesting and compelling summary of this work, see Graeme George, "Navigating Beyond the Compass: Shame, Guilt and Empathy in RP in the School Setting", RPI/RJA Conference, 2011.

[90] New Zealand Government (2012), Prime Minister's Youth Mental Health Project, at http://www.beehive.govt.nz/feature/prime-minister%E2%80%99s-youth-mental-health-project

[91] For example: Students First Project, (2012), Risk & Protective Factors, at http://studentsfirstproject.org/childadolescent-mental-health/risk-protective-factors/

[92] Kutash, K., Duchnowski, A. J. & Lynn, N, (2006). School-based mental health: An empirical guide for decision-makers. University of South Florida. Also: Mc Garrigle, M., Meade, K. and Santa-Maria Morales, A. Pilot implementation of Restorative Practices in Post-Primary Schools in the Northwest Region (2006), Health Promotion Research Centre and NUIreland, Galway.

[93] John Winslade and Michael Williams, (2012), Safe and Peaceful Schools: addressing conflict and eliminating violence, Sage Publications, pages 121 – 127.

[94] CASEL; Collaborative for Academic, Social, and Emotional Learning, (2008), Social and emotional learning (SEL) and student benefits: Implications for the safe schools/healthy students core elements. From http://www.casel.org/downloads/EDC_CASELSELResearchBrief.pdf; See also Brenda Morrison, (2005) Restorative Justice in Schools: International Perspectives, Persistently Safe Schools 2005: *The National Conference of the Hamilton Fish Institute on School and Community Violence 2005.*

[95] Promoting Healthy Lifestyles, Student Well-being Case Studies, http://healthylifestyles.tki.org.nz/Student-well-being-case-studies/Trident-High-School

[96] Corstone: Fostering Emotional Resilience for Challenge, Conflict or Crisis, (2009), Exciting results. Measurable impact. Latest on our Children's Resiliency Program in India, at http://corstone.wordpress.com/2010/05/14/childrens-resiliency-program-in-new-delhi-exciting-results-hot-off-the-presses/
The school works with adolescent girls from a Muslim village. Poverty, health problems, and cultural views about girls' education are all challenges.

[97] Harris, A.H, Luskin, F.M., Benisovich, S.V., Standard, S., Bruning, J., Evans, S. and Thoresen, C. (2006), Effects of a group forgiveness intervention on forgiveness, perceived stress and trait anger: A randomized trial. *Journal of Clinical Psychology*. 62(6) 715-733.
 John Maltbya, Liza Dayb, Louise Barber, (2004), Forgiveness and mental health variables: Interpreting the relationship using an adaptational-continuum model of personality and coping.

[98] This is especially evident for participants who end the process with high "forgiveness scores". See Debra Kaminer, (2000), The Truth and Reconciliation Commission in South Africa: relation to psychiatric status and forgiveness among survivors of human rights abuses. Also (about the Liberian experience): Agnes Umunna, (2011), And Still Peace Did Not Come, Hyperion Books.