

Hauora	2.1 Restorative practice & student behaviour management
Strategic Goal	To improve the understanding and uptake of restorative practices across our kura through deliberate professional learning and teaching for staff, students, and the community.
Desired outcome	Strengthen and upskill teaching staff on 'restorative chats' to help students manage themselves and learn to keep 'the small things small'. This will be delivered through deliberate professional learning and development in 2024, including role plays, a greater awareness of self-regulation, and a deeper understanding of what dysregulation looks like.
Current status	L1 Addressing comprehensively for the first time since? L2 Reviewing and strengthening current practice which is not achieving the desired outcome L3 Reviewing and refining the existing plan L4 Further strengthening sound established practices and ensuring sustainability
Description of current state/current performance data	Relationship breakdowns lead to students being removed from classes, sometimes for extended periods. Relationship breakdowns between students can sometimes mean students do not go to certain classes or, in more severe cases, do not come to school. In all these situations, students miss out on essential learning opportunities.
National comparison data	
Consultation process	HHA will consult with staff about their knowledge and experience with restorative practices (RP). This will inform the professional learning and development types for staff, students and the community.
Target groups	All staff, students and our school community
Outcome targets	Improved relationships across the Kura and our wider school community through better self-awareness, self-management, and strategic and deliberate use of RP.
Plan details	- Plan and deliver deliberate professional learning and development about all aspects of RP to all staff regularly. - This will include role plays for staff. - Plan and deliver targeted professional learning development about RP to new staff. - Plan and deliver deliberate professional learning and development around regulation and what dysregulation looks like - development of greater self-awareness. - Form a committee to develop a mechanism for finding out about our level of success/effectiveness of RP. - Upskilling middle leadership/SLT as a group in all aspects of RP. - Alerting middle leadership/SLT about courses that might be helpful. - Call for student volunteers to train in the basics of RP so they can assist students on the grounds at any time. (They will know what they need to pass on to staff.)