

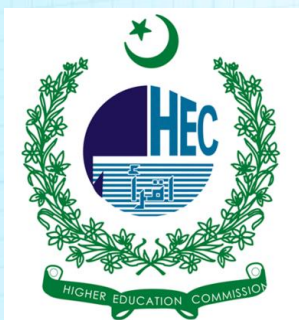
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**Efficacy Of Restorative Classroom Practices Training On  
Secondary And Higher Secondary School Teachers Of Karachi,  
Pakistan: A Mixed Method Study**



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## **Abstract**

School is the earliest institution in the lives of many people. It affects every psychological axis in an individual's development, impacting not only the child but their families, schools and communities as well. The teachers in school are facilitators of these developments and lack of good teachers has been linked to academic difficulties; absenteeism; school dropout; school disengagement; attachment issues; and emotion regulation challenges. The present research aimed to explore the Efficacy of Restorative Classroom Practices Training on Secondary and Higher Secondary School Teachers of Karachi. Participants for this research were selected using purposive sampling from a population of private secondary and higher secondary school teachers with a minimum of two years of experience. A semi-structured interview was conducted to explore the existing practices of Classroom Restorative Practices. The interview was followed by training on Classroom Restorative Practices, and feedback was collected from the teachers for the same. The findings of this research revealed that Classroom Restorative Practices are not widely practiced in these schools even though some teachers are aware of them. The main reason for this was the lack of time, as teachers found themselves under pressure to complete the curriculum on time. Moreover, it was also found that the lack of resources and support from the management were also one of the reasons why teachers were not able to implement these practices. To explore the efficacy of the training the teachers were interviewed two weeks after the training. Majority of the teachers were in favor of Restorative Classroom Practices and were using different strategies in their classrooms and wanted to implement it fully if they were provided with training, resources and support from the school management. The present study highlighted the need for Restorative Classroom Practices to be implemented for better maintenance and management of discipline and any other issues that may be caused by the same.

## **Introduction**

Restorative justice originates from indigenous communities and is rooted in the belief that we are all connected through a complex web of relationships. When any wrongdoing occurs, the web is torn (Zehr, 2002). The web denotes how communities flourish with the help of infinite relationships; however damaged relationships are both causes and effects of wrongdoing (Zehr, 2002). As an old saying goes, harm to one individual is harm to all individual. Since such tear damages the entire web, restorative justice emphasizes making things right and repairing the damage (Zehr, 2002). It views crime as harm done to people and our communities as a whole (Zehr, 2002).

Schools, are a social arenas, which function as micro-societies that reflect the goals of different sub-cultural groups. There must be a balance between the needs of victims and offenders, even if the offense is emotional (Payne & Welch, 2018). Schools are not only educational institutions but is also a site where social issues emerge, bringing administrators to action for implementation strategies to promote social healing (Faradova, 2020). However, the schools often rely on strict discipline policy. Losen, as cited in Sullivan et al. (2013), defines discipline as an important dimension in school quality and student outcomes. Disciplinary actions usually evolve from social interactions—student-to-student or student-to-adults. Discipline is often seen negatively, and can foster growth and emotional literacy, according to Vygotsky's views on development.

In traditional discipline students are punished without teaching them better behavior (Amstutz & Mullet, 2005), which causes shame rather than remorse (Hall, 2013). Zero Tolerance policies don't allow students to express remorse or understand the effects of offense (Toner, 1986). Schools are looking for the alternate of Zero Tolerance Policy (American Psychological Association Zero Tolerance Task Force, 2006). Restorative Practices, rely on relationships and instruction to promote equity, improve discipline, and build emotional competence in children (Wearmouth et al., 2007). This approach counter exclusionary discipline and enhance classroom equity (Klien, 2016), gaining popularity due to their effectiveness (Diliberti et al., 2019). Morrison (2007) describes that restorative processes are powerful due to participants' emotional engagement, unlike traditional legal approaches building guilt. Such

practices help interrupt cycles of violence and replace punitive resolutions with peace-building methods (Morrison, 2007). Teachers, traditionally seen as disciplinarians and content deliverers, often struggle to implement restorative practices (Russell & Crocker, 2016). Daily reports of disruptive behavior not only affect school climate, teacher effectiveness, job satisfaction, but also hinders student development (Musu et al., 2019). Though some restorative initiatives foster fairness and social engagement, others may unintentionally reinforce racial hierarchies and do not encourage socially transformative journey (Lopes-Cardozo et al., 2015).

Many teachers tend to avoid conflict management to prevent problems from getting out of hand. Be it responsive peacemaking or proactive education. Instead, they revert to peacekeeping based on control, remit student discipline to administration, or avoid complex issues in the curriculum that is being implemented (Parker & Bickmore, 2012). This is intensified when students face an issue which require unique solution by teacher (Schiff, 2018). Punitive or avoidant approaches oppress students and limit their social-emotional learning (Osher et al., 2010).

Implementation of restorative practices are limited by multiple factors like lack of PD, rigid schedules, mandated curricula, and existing discipline policies (Evans & Vaandering, 2016). Winn (2018) postulated a philosophical paradigm shift in schools to promote equity through restorative education. As institutions move away from punitive approaches, many adopt restorative practices (Fronius et al., 2019).

Single-group studies has shown drastic reduction in disciplinary referrals after implementing restorative methods (Gregory & Clawson, 2016). In Denver, researchers (Gregory et al., 2017) found students who participated in restorative mediation had fewer disciplinary referrals than who didn't participated. Stronger social-emotional skills and improved staff-student relationships likely prevented further disciplinary issues.

Teachers implementing restorative practices in schools report improved interpersonal dynamics and environments. In Oakland, California, 70% of staff saw climate improvements in school. Further better work conditions and learning environments were reported in Pittsburgh, educators and restorative schools. The rate of graduation increased to 60% in restorative schools versus 7% in others (Jain et al., 2014). Two-thirds of staff noted better student relationships.

Similarly students also reported benefits from restorative processes together with circles and conferences, which improved emotional and social skills (McCluskey et al., 2008). Schumacher found adolescent girls developed better anger management, listening skills, and empathy through circles (Schumacher, 2014). Ortega et al. (2016) highlighted that restorative circles not only helped resolve conflict but also improved relationships. A survey in Oakland found many students found these initiatives to improve adult and peer relations (Sumner et al., 2010).

Despite these findings, recent RCTs offer mixed results. Bonell et al. (2018) reported less bullying in schools with restorative and social-emotional curricula. However, Acosta et al. (2019), reported no significant changes in school attachment or bullying in a similar trial. Both questioned whether restorative initiatives added value beyond existing student engagement strategies or not.

In Pakistan, there's limited data on Classroom Restorative Practices. These strategies help teachers promote equitable communication and conflict resolution. A pilot study conducted in Swat, KP showed 78% success with classroom-based restorative interventions (Din et al., 2021). This highlights implementation strategies for diverse student populations, balancing fairness with institutional demands needs to be explored (Cubano, 1998). This study adds to the limited research on teachers' strategies for applying restorative and dialogic pedagogies.

### **Problem Statement**

The prevalence of RCT practices in the East, especially Pakistan is less given that the nation is still struggling in regard to its literacy rates. Education and literacy both plays a leading role in the socioeconomic progress and prosperity of any state (Alwi et al., 2021). Primary education is responsible for building a strong foundation. This denotes that Education for All (EFA) is the primary concern for the Government of Pakistan and it is (EFA) one of the main tasks of the Government of Pakistan in this decade (Zakar et al., 2020). The present research is aimed to explore the efficacy of Classroom Restorative Practices Training, which will create awareness and highlight the need to implement Restorative Practices in Classrooms for the overall betterment of the coming generation.

### **Hypotheses**

1. To explore the existing restorative practices, used by teachers to address any issues

that may arise in the classroom.

2. To investigate the efficacy of Classroom Restorative Practices training on teachers.

### **Significance of the Study**

The future of any society is dependent on its aptitude to provide for the healthy development of its children. One of the most important needs to thrive in today's world is the effective management of educational systems and the settings via the application of innovative regulatory policies. Educators' training plays an important role in delivering quality education and molding the students according to the required competencies of the society. The findings of this research will help scholars in bridging the gap that has been created by the lack of use of Restorative Classroom Practices. Researchers exploring this domain may also highlight the lack of teachers' expertise in addressing the classroom associated challenges (weakness in school system) that affect the quality of education to a significant extent. Exploring the efficacy of restorative classroom practices training will be supportive for policymakers and regulators and may aid them in designing policies promoting the training of teachers and learning of restorative classroom practices.

### **Methodology**

#### **Research Design**

A qualitative approach was used to explore the pattern of RCT approach used in different schools of Karachi.

#### **Participants**

The population from which the sample of participants for this research was drawn from middle level, private secondary schools and higher secondary schools located in Karachi, Pakistan. Out of the three selected schools two were following the Higher Secondary (Matric and Intermediate) model of examination board, whereas one was following both Higher Secondary (Matric and Intermediate) and Cambridge International Education (CIE) examination board. A sampling frame of 90 participants was chosen to ensure data saturation would be reached. Participants were selected from this population by means of purposive sampling. Due to the overall small number of teaching staff from the population sample that regularly incorporates restorative circles into their teaching practices, candidates were purposely chosen based on having practiced teaching for at least two years.

### **Pilot Study**

A pilot study was conducted before the selection of the present aim of this research. The researcher explored the existing practices being implemented in Pakistan with the help of informal interviews with teachers. It was observed that Restorative Practices are being implemented by teachers, however, they are not aware of the proper names or procedures for these practices. Further exploration with the help of probing questions revealed that teachers have learned Restoratives Practices mostly from senior teachers or through experimentation and were not formally trained for the same.

### **Inclusion and Exclusion Criteria**

The inclusion criteria for this research are:

- The participant must be an individual who has a formal degree in teaching
- The participant can be of any gender, caste, race, or religion
- The participant should have at least two years of teaching experience.
- The participant should be teaching in Karachi, Pakistan for a minimum of two years.
- The participant should be teaching secondary or higher secondary sections of their respective schools.

The exclusion criteria for this research are:

- Participants who do not have a formal degree in teaching.
- Participants who have a teaching experience of less than two years.
- Participants who are not teaching in Karachi, Pakistan.
- Participants who are not teaching secondary or higher secondary sections of their respective schools.

### **Measures**

Face to face, semi-structured interviews were conducted with each of the participants in this research, following the semi-structured questions detailed in the interview protocol (Appendix B). After the interview, the participants were provided with a survey questionnaire comprising of 10 questions. Each of these questions were scored on a 5-point Likert Scale, and was designed to gauge the present understanding of Classroom Restorative Practices. This questionnaire was created based on the understanding of the present knowledge and prevalence of Restorative Practices from the pilot study.

After the survey questionnaire had been filled the teachers were provided training regarding Restorative Practices. The training was adapted from a training manual 'Teaching Restorative Practices with Classroom Circles' by Amos Clifford. The training's duration was 3-4 hours including breaks and question/answer sessions. The training covered the basic concept of classroom restorative practices and entailed activities and strategies that could be implemented by teachers easily. The participants were made to construct a plan to introduce each strategy in their classrooms so they would be fully equipped to implement the practices.

Two weeks after the training the participants were requested to fill the survey questionnaire again to gauge the difference in knowledge and understanding of Restorative Practices before the training. The participants were also interviewed again to collect their feedback regarding the implementation of these practices.

### **Procedure**

A list of potential teacher participants was formulated using purposive sampling to ensure all participants have been teaching for at least two years. Once qualified participants were identified, the researcher contacted the school principal of the participants in their respective schools to obtain consent for their involvement in the research. As the consent was granted, participants were emailed a formal invitation letter to participate.

Once the potential list of participants developed from the individuals who indicated an interest in participating in the research was generated. The researcher arranged to meet each of them at their respective school sites. Before beginning the interviews, a careful review was done of the Informed Consent approximate length of the interview, identification of a suitable location at the school to conduct the interview, reservation of meeting space requirements, and information regarding how the interview will be recorded, and how the resulting information will be stored and analyzed. Once the participants understood the expectations of the project and committed to the proceeding, the Informed Consent Agreement (Appendix A) was signed, and the participants were provided with a copy of the same.

The semi-structured interview was followed by a survey questionnaire that also had to be filled by the participants. A training based on Restorative Practices adapted from a training manual 'Teaching Restorative Practices with Classroom Circles'



by Amos Clifford was then conducted. The participants were asked to implement the strategies that they had learned in the training. After two weeks, the researcher revisited the schools to take feedback from the teachers who were also asked to fill out the survey questionnaire. In this manner, both qualitative and quantitative data were collected.

The researcher adopted a mixed methodology for this study involving the collection of both qualitative and quantitative data from the same sources.

### **Ethical Considerations**

The participants were asked for their consent and were given the complete right to withdraw from the research when/if they begin to feel uncomfortable. The participant's confidentiality was also be maintained. Their names were changed if they did not wish to disclose their identity.

### **Results**

**Table 1: *Demographic Characteristics of Respondents (N=90)***

| <b>Variables</b>               | <b>F</b> | <b>%</b> |
|--------------------------------|----------|----------|
| Age                            |          |          |
| 20 – 30                        | 21       | 23.3%    |
| 31 – 40                        | 35       | 38.9%    |
| 41 – 50                        | 20       | 22.2%    |
| 50 above                       | 14       | 15.6%    |
| Gender                         |          |          |
| Male                           | 16       | 17.8%    |
| Female                         | 74       | 82.2%    |
| School/College                 |          |          |
| Shaheed Benazir Bhutto College | 35       | 38.9%    |
| L2L Academy                    | 29       | 32.2%    |
| The Smart School               | 26       | 28.9%    |
| Education                      |          |          |
| Bachelors                      | 5        | 5.6%     |
| Masters                        | 67       | 74.4%    |
| Double Masters                 | 13       | 14.4%    |
| Ph.D                           | 5        | 5.6%     |

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|                    |                    |    |       |
|--------------------|--------------------|----|-------|
| Experience in the  | 0-2 years          | 9  | 10.0% |
| field of Education |                    |    |       |
|                    | 3-5 years          | 30 | 33.3% |
|                    | 6-8 years          | 41 | 45.6% |
|                    | 8+ years           | 10 | 11.1% |
| Certification      | to                 |    |       |
| teach              |                    |    |       |
|                    | Mathematics        | 6  | 6.7%  |
|                    | Urdu               | 6  | 6.7%  |
|                    | Physics            | 7  | 7.8%  |
|                    | English            | 9  | 10.0% |
|                    | Economics          | 5  | 5.6%  |
|                    | Chemistry          | 7  | 7.8%  |
|                    | Sindhi             | 5  | 5.6%  |
|                    | Pak studies        | 4  | 4.4%  |
|                    | Biology            | 5  | 5.6%  |
|                    | Geography          | 6  | 6.7%  |
|                    | Accounting         | 5  | 5.6%  |
|                    | Sociology          | 7  | 7.8%  |
|                    | Islamiyat          | 5  | 5.6%  |
|                    | Arts               | 3  | 3.3%  |
|                    | Psychology         | 1  | 1.1%  |
|                    | Computer science   | 9  | 10.0% |
| Current Position   | Lecturer           | 18 | 20.0% |
|                    | Senior Lecturer    | 17 | 18.9% |
|                    | Facilitator        | 14 | 15.6% |
|                    | Senior Facilitator | 15 | 16.7% |
|                    | Teacher            | 13 | 14.4% |
|                    | Senior teacher     | 12 | 13.3% |
|                    | Coordinator        | 1  | 1.1%  |
| Discipline Issues  | Behavioral Issues  | 16 | 17.8% |

|                                      |    |       |
|--------------------------------------|----|-------|
| Conflict between students (bullying) | 19 | 21.1% |
| Lack of time                         | 20 | 22.2% |
| Lack of resources (Technology, TA)   | 19 | 21.1% |
| Cultural Diversity                   | 10 | 11.1% |
| Disciplining Students                | 6  | 6.7%  |

Table 1 shows the demographic of the participants. The study included 82% females and 17.9% males among which were 23.3% 20-30 years old, 38.9% were 31-40 years old, 22.2% were 41-50 years old and 15.6% were 51-year-old and above. The most common frequent issues that participants faced were issues of lack of time (22.2%), conflict between students (21.1%), lack of resources (21.1%), and behavioral issues (17.8%) more often.

**Table 2**

| Variables     | N  | M    | SD   | SK   | K    | <u>Range</u> |           |
|---------------|----|------|------|------|------|--------------|-----------|
|               |    |      |      |      |      | Actual       | Potential |
| Pre-Training  | 90 | 42.8 | 1.94 | 0.98 | 0.42 | 15-50        | 11-55     |
| Post-Training | 90 | 44.2 | 2.05 | 0.97 | 0.46 | 18-55        | 11-55     |

Table 2 shows the descriptive statistics of research variables.

### **Content Analysis**

A semi-structured interview was conducted with the participants in order to gain an understanding of the prevailing Restorative Practices if any. The participants were asked a series of open-ended questions that did not only reveal the current practices being used to deal with issues in their educational institution but also brought into light the issues that may not be noticed and need to be addressed at the earliest. The interviews were analyzed using qualitative content analysis in order to gain a better understanding and identify key concepts.

### **Thoughts on Restorative Practices**

Given that there is little prevalence of Classroom Restorative Practices, some participants were not aware of them. They expressed that they do not get the time or resources to implement any sort of practice as they are pressured to make sure that the curriculum is completed before time. One of the respondents said *"We can do extra things when the curriculum is completed. No extra things until that is done."* The respondents were also uncertain of the impact of Classroom Restorative Practices on

their students and persisted that their recent practices were best suited to discipline their students and address classroom issues.

In another school, it was quite the opposite, and the teachers were well aware of Classroom Restorative Practices. Moreover, they were also very keen on practicing the same. However, they were also concerned about the pressure of completing their curriculum in time. They further shared how they try to find ways to implement these practices amidst their busy schedule and how effective it has been for both the teacher and the students alike.

### **Problems Related to Establishing and Maintaining Discipline**

While the teaching approaches used by teachers were not the same, the problems they faced in establishing and maintaining discipline were quite similar. The most common issue faced was the student's lack of interest in studies. Most teachers were concerned about how technology and overuse of social media has spoiled the children and they are not interested in studies anymore. This is why they also exhibit behaviors such as disobedience and disrespect. And as they attempt to teach them, they feel very demotivated as students' behavior shows disinterest and lack of zest for knowledge. One teacher said *"I feel like I am teaching the walls. I come to the class and leave and no student asks a question or even shows interest in what I am saying."* Another teacher responded, *"I have stopped making an effort, I come to the class, cover the topics that have been covered by the school administration and leave."* A few other teachers gave similar responses, thereby denoting that they're demotivated and hence have stopped making efforts that only go in vain.

### **Role of School Management**

The school management and the teachers share a bittersweet bond, while some policies help them do their job more efficiently, there are policies that tend to make their job challenging. Most of the teachers shared how the school management is more focused on the well-being of their students instead of the teachers. Therefore, most policies are in the best interest of the student instead of the teachers. One of the teachers said *"A student or their parents complain is taken more seriously than the teachers. While our opinions are taken into consideration during disciplinary issues, there are very policies that are devised to make teachers feel a little relaxed."*

It was also observed that the teachers who did not have any issue with the policies of

the school were the ones whose children were also enrolled in the same school. They expressed how there were no issues with the policies and that the school's main concern should only be the students.

### **Schools' Current Approach to Discipline**

Discipline needs to be maintained not just inside the classroom but also outside it. Teachers and school management both strive to maintain discipline and minimize any disciplinary issues. When the school's approach to discipline was discussed, most of the teachers shared that the school's approaches to establishing and maintaining discipline restrict them to implement their own ways. Since the teachers should also follow the policies devised by the school, they are unable to do things that the school management does not approve of. A teacher shared, *"I think of many other ways to discipline students but the amount of time it takes to get approval from the school management negatively impacts my motivation. I eventually end up letting go of the idea."*

### **Out / In School Suspension**

Suspensions have been one of the most common methods to discipline students. According to the teachers, the threat of suspension is one of the most effective ways to discipline students who frequently indulge in activities characterized as undisciplined acts. Some teachers also shared that it is only out-of-school suspension that intimidates the students. Out of class suspension is often seen as a way to get away from studies and spend some time outside the classroom. Moreover, some teachers also highlighted that behaviors that can cause out of class suspension are more frequently observed in boys as compared to girls. One of the teachers who believed that the concept of out/in-school suspensions is highly effective said, *"In my 10 years of experience I have not seen a single student not intimidated by the threat of suspension."*

### **Philosophy for School Wide Discipline**

Making learning fun and creating a trusting environment was the most common philosophy that teachers suggested for school wide discipline. They believe that discipline can only be maintained when students are interested in expanding the horizons of their knowledge and are able to develop a bond of trust with their environment. They even suggested further strategies to make learning an enjoyable

endeavor. Some teachers were in the favor of implementing strict policies against bullying, as an attempt to maintain discipline in the school. One of the teachers said, *“I believe that bullying is a very common practice in our schools and students are bullied in one way or the other. By creating an environment in which bullying comes with serious consequences we will be able to keep the students disciplined.”*

#### **Post – Training Survey**

The teachers were asked to use Restorative Practices in their classrooms to deal with the issues that they may come across. After two weeks the participants were asked to fill in a questionnaire regarding the efficacy of the workshop. All the teachers who were a part of the training exhibited a readiness to implement Classroom Restorative Practices. While they could not fully do so, they adapted the various strategies that were taught during the training including the circle, talking piece, class agreements, and usage of high-quality questions. However, most of the teachers were concerned regarding support from the school management. While some of them feared that their management would not allow it, some needed the school management to provide them with the resources to conduct activities, more training and flexibility in the management of workload.

#### **Discussion**

As per the finding of the current research conducted in secondary and higher secondary schools in Pakistan, data was collected from teachers with formal teaching degrees and a minimum of two years' experience. Multiple challenges were faced by participants, such as lack of time, preventing them from implementing their ideas and innovations. Similarly due to limited timings student-focused strategies remain unexpressed.

Around 22.2% of participants reported inadequate time for effective restorative teaching preparation. Simila finding was reported by (Shaw, 2021) that teachers lacked planning time, which limits their ability to meet students' needs. Time constraints not only affect day planning, assignment organization, and but also affects student focus. Another identified issue was student conflict arising from differing opinions, overlapping priorities, and poor communication—factors that impact both students and teachers, such common challenges were experience by 21.1% of participants. The research also examined lack of classroom resources, which (Presley,

2021) found causes stress for both teachers and students and hinders full academic potential. It is reported that even dry subjects can be made engaging to improve performance by the help of resources. Another concern was behavioral issues, risking student failure and academic decline. (Kelley, 2022) linked academic outcomes to prosocial behaviors and peer problems, influencing habits, classroom conduct, and peer interaction. The study's T-test on a self-developed scale showed statistical significance, supporting rejection of the null hypothesis.

Findings suggest that schools with limited staff often need continued training and implement small, local innovations like pastoral or thematic programs. Restorative practices are often presented as skill-building tools, not just new initiatives. In high schools with already positive environments, these practices complemented existing values and broadened institutional goals.

The important factors for success includes openness to change and flexibility in goal-setting, supported by leadership and quality training. Success was more likely in schools committed to building positive relationships. Even schools with limited goals showed progress when participants felt ownership and agency to improve conditions.

Classroom Restorative Practices had the most impact when staff reflected on school culture and saw the project as an opportunity to shape how they related to students. Restorative practices are said to be most effective when behavior was seen as an issue to be addressed through school-wide techniques promoting learning and mutual understanding. School management's visible commitment, enthusiasm, and investment in staff development significantly influenced outcomes. Positive impacts included improved staff-student relationships, fewer incidents, fewer referrals and exclusions, and reduced need for external intervention. Restorative practices foster social-emotional skills, accountability, empathy, and improved behavior. Teachers using these methods help students build prosocial skills and correct misbehavior through dialogue.

Restorative practices also promote teacher-student conversations to understand problems and explore solutions effectively. These conversations, are most valuable for online learners, to privately foster trust and respect among them. The study found restorative practices not only improved discipline, culture, but also changed the

climate of the school. Proactive community circles led to measurable gains in academics and discipline. Through changing behavior and fostering friendships, school culture is reshaped. Educators not only support academics but also create a sense of belonging through restorative techniques (Abbasi et al., 2020).

This research highlighted varying perceptions of Classroom Restorative Practices. It showed how lack of time and limited awareness restrict their implementation. Curriculum pressures often prevent teachers from incorporating such activities. Still, some teachers were familiar with restorative methods and used them regularly. Differences in results, despite a common population, were attributed to students' low interest, negative behavior, and social media distractions, which led to demotivation and reduced learning.

The study also examined the role of school management in supporting such strategies. Without administrative backing, teachers cannot implement these practices effectively. Strict policy enforcement is needed to ensure positive outcomes. Discipline should be upheld both in and outside school. When institutions restrict teacher autonomy, implementation becomes difficult. Suspension, both in and out-of-school, was highlighted as a common disciplinary method. Suspension remains an effective tool, but positive learning activities also help build trust and engagement, fostering mutual interest and cooperation between teachers and students.

### **Conclusion**

The educational environment is rife with issues that do not only pertain to the academics of the students. Schools are responsible for imparting formal education along with values and morals that help individuals thrive and survive in the community. In order to make sure that students are being provided with all of these, schools have created structured environments that can help discipline students. While most disciplinary policies are the same, some may differ based on cultural differences. There is a global trend in educational institutions to adhere to zero-tolerance policies and to practice exclusion. However, schools have adopted them as a response to student behavior. In education, a method called Classroom Restorative Practices has gained increasing importance. The principles of restorative practices include respect, dignity, and mutual concern. In a safe and caring environment, conflicts can be transformed and damage repaired. Students learn skills to participate as integral social



members in the learning community.

### **Implications**

Students entail a unique approach to instruction and discipline. The one size fits all approach cannot be used to discipline the students in these modern times. The findings of the present study denote the same, and thereby highlighted the need to change the present punitive policies and practices to ones that are better suited to the needs of students. Moreover, due to lack of literatures in relevance to our culture, this research will also act as a cornerstone for future researchers looking to explore the same. For educators and policy makers, seeking guidance and knowledge to make their processes better, this study will act as a source of insight into the alternative options and achieving optimum results. The increasing prevalence of restorative practices in school populations is forcing schools to consider adaptive and multilayered responses to this growing phenomenon. Therefore, it is safe to predict that the findings from this qualitative research will generate a wide range of implications for professional practice in schools.

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