

School Based Restorative Practices as Alternative to Punitive Practices in Influencing Positive Behaviour in Deviant Pupils in Zambia

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Abstract

This paper explores school based restorative practices as alternative to punitive practices in influencing the behaviour of deviant pupils in selected secondary schools in Kabwe District. A qualitative case study with Unstructured Interviews and Focus Group Discussions were conducted among thirty-six (36) participants consisting of two (2) school administrators, ten (10) teachers and twenty-four (24) pupils. The findings revealed that the main restorative practices used in schools include manual work, detention, dialogue with parents, counseling, and suspension. The study further revealed that the restorative practices were not helping in influencing positive behaviour in pupils but rather making them more stubborn and repeating offensive behaviors. This is contrary to the general perspective that restorative practices in schools create a positive school culture and climate that helps pupils to reintegrate into the learning environment. It is therefore imperative for education leaders to invest in sensitizations of pupils and training of teachers in restorative practices in order for them to understand and appreciate the logic behind adopting these approaches for ease of implementation and achievement of the desired result.

Key words: Restorative Practices; Alternatives; Punitive Practices; Behaviour; Deviant Pupils

1.1. Context

Schools are usually systematic in the manner they manage the behaviour of deviant pupils. They have well-articulated school based policies of discipline that are applied towards pupils that exhibit negative behaviour. These policies and practices include categories ranging from simple discussions to suspensions or even expulsions. School administrators and staff have historically relied on this process to deter or change obnoxious behaviour in pupils. These systems have, however, been adulterated because of limited knowledge in child rights and poor teacher attitude towards child rights as they argue that promotion of these rights is resulting in high cases of indiscipline among pupils (Lambert *et al.*, 2011 & Kapembwa, 2018). Kapembwa (2018) contends that the benefits of using corporal punishment have many negative consequences. Among these are increased negative attitudes of pupils towards school and members of staff. This in the long run leads to even more serious behavioural and anti-social acts and several mental problems. On the other hand, the use of restorative practices in schools was found to create a positive school culture and climate. This also helped to reintegrate pupils into the learning environment (Lambert, *et al.* 2011). Additionally, the need for Civic Education becomes an imperative motivation for the young ones as they would be informed accordingly on their responsibilities and rights. This argument is supported in some of the recent works done by Kasenge and Muleya (2020); Muleya (2017a); Bergersen and Muleya (2019) just to mention a few.

Marg Thorsborne, an Australian educator was the first person to use restorative practices in a school in 1994. Initially, many schemes were tailored towards early crime prevention and ensuring that today's children

become more familiar with restorative justice than adults. School managers and teachers have become more interested in using principles of restorative justice in solving internal problems and improving the school's education performance. Restorative justice principles were applied to problems such as bullying, truancy and disruptive behaviour in where exclusionary and punitive measures were initially applied (Siankweleku, Simuyaba and Haambokoma (2020).

The rationale for the introduction of restorative practices was to reduce incidents of unwanted behaviour without resorting to harmful policies such as exclusion to help create a positive school culture (Lambert et al, 2011). Restorative practices also referred to as positive discipline or the responsive classroom therefore provide an opportunity for pupils to share their feelings, build relationships and solve problems, and play an active role in addressing wrongs and making things right (Lambert et al, 2011).

1.2. The Problem

Despite positive action by the government to abolish punitive action in schools as it was a violation of pupils' rights, there been mixed feelings on the restorative approaches among teachers and other stakeholders in the education sector. There are claims that there has been an increase in indiscipline among pupils since restorative approaches to discipline were introduced (Zambia Daily Mail, 2017). There is belief that pupils need to learn right from wrong by experiencing unpleasant consequences that should be imposed on them by their teachers through punishment or beating (Kapembwa, 2018). Studies have further shown that the predominant teacher response to disruptive pupil behaviour is reactive and punitive rather than proactive and positive (Molnar-Main, S. (2014); Jain, et.al (2016) & Kapembwa (2019). Reactive approach, however, does little to decrease disruptive pupil behaviour as they foster resentment and increase violence, aggression and truancy. It is therefore argued that if this disposition on restorative practices is left, there is a possibility that many deviant pupils will continue to suffer punitive consequences leading to increased negative attitudes of pupils towards the school and members of staff leading to even more behavioural problems, anti- social acts and several mental problems (Skiba et al, 1997). In any case, limited theoretical and empirical studies exist on the influence that the use of restorative practices has on deviant pupils' behaviour. Thus, the current study explored the school based restorative practices teachers and administrators use to influence positive behaviour in deviant pupils in selected secondary Schools in Kabwe district in Zambia.

1.3. Theoretical Foundation

The theory that underpins this study is the 'social discipline window'. The social discipline window designates four basic methods to maintaining social norms and behavioural boundaries. The four are represented as different combinations of high or low control and high or low support A restorative approach allows those in authority to address the problematic behaviour while practicing empathy and maintaining a strong relationship (Costello et al, 2009). The social discipline window defines restorative practices as a leadership model for parents, teachers, administrators and managers in organizations, police and social workers in communities and judges and officials in government. The fundamental unifying 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 position of authority do things with them rather than to them and for them". (Strang & Braithwaite, 2001). The theory is helpful to the administration of restorative practices as an alternative to traditional discipline.

2.1. The Concept of Restorative Practices

Restorative practice is a broad term that encompasses a growing social movement to institutionalize peaceful and non-punitive approaches for addressing harm, responding to violations of legal and human rights, and problem solving. (Hinchey and Konkol, 2018). Further, the International Institute for Restorative Practices (IIRP) has defined restorative practices as a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making (Fronius et al, 2016).

Restorative practice in a school setting serves as an alternative to traditional discipline, in particular exclusionary disciplinary actions such as suspension or expulsion (Hinchey and Konkol, 2018). Proponents of restorative practices like Losen (2014) often turn to restorative practices out of concern that more exclusionary disciplinary actions tend to be associated with harmful consequences for children.

The definitions above invoke the use of formal and informal approaches in proactively building relationships and a sense of community in the prevention of conflict and wrong doing. They describe the many different programmes that schools have adopted ranging from informal restorative dialogue techniques between teachers and pupils to formal restorative conferencing involving pupils, staff and often community members including family. (Fronius et al, 2016).

2.2. School Based Restorative Practices

According to Karp and Breslin (2001), School staff needs to be aware of issues that have negative impact in a school community, such as bullying among pupils and disparity in application of discipline; and develop effective strategies to reduce or eliminate these. In accordance to restorative practices proponents, these can be achieved by adopting policies and practices that integrate restorative approaches. For example, when the school rules are broken, harm is defined not in terms of the technical infraction but by the effects on other members of the community.

Voight, Austin, and Hanson (2013) indicated that education leaders and teachers are being responsive towards creating a safe and supportive community that is built around fair, equitable, and transparent rules, healthy relationships between pupils and adults that support the growth of pupils, and avoiding disparity in punishment for minority groups of pupils. Furthermore, a study conducted by Naong (2007) in Kenya revealed that schools that relied on punitive practices of discipline have devised alternative practices to discipline after the ban of corporal punishment.

Mweemba (2011) established that most of the teachers in Zambia do not have alternatives to punitive practices and as such they overload the offices of the head teachers with all manner of offenses by pupils. However, a study conducted by Mtonga (2016) involving government secondary schools in Lusaka district critiqued Mweemba's (2011) findings and argued that there were some practices which have continued after the abolishment of corporal punishment in Zambia such as sweeping, paper picking, and watering of plants. Mtonga's (2016) findings were in line with Phiri's (2012) findings on the study conducted in Solwezi district in selected secondary schools stating the various alternative practices were being used. Restorative sanctions could include such things as community service, restitution, apologies, or specific behavioural change agreements, such as the offender agreeing to comply with certain conditions, sometimes in exchange for incentives (Stinchcomb, Bazemore, and Riestenberg, 2006). Ndembu's (2013) study conducted in Kenya identifies involvement of pupils in decision making, improving on extra curriculum studies, delegating responsibilities to deviant pupils as some of the restorative practices being implemented. It can however be acknowledged that restorative practices vary from one school to another both at local and international levels. Dealing with offenders also varies just as the nature of offenses varies.

2.3. Benefits of Restorative Practices

Researchers such as Losen (2014), Skiba (2004), and Pestronisino (2012) have identified various reasons as to why schools have opted to embrace restorative justice practices. According to Losen (2014), the use of zero tolerance policies leads to a lot of youths to be pushed out of school (suspended or expelled) without evidence of positive impact on school safety. Pestronisino *et.al* (2012) further argue that handing over school misbehaviour to the police leads to more youth getting involved with official legal systems thus contributing towards the trend of school to prison pipeline.

Zehr (2002) suggests that restorative practices require society to move away from a system that emphasizes traditional retributive practices (an eye for an eye). Restorative practices are therefore meant to bring

together all stakeholders to resolve issues and build relationships rather than control pupil misbehaviour through punitive action. The restorative practice opens the door to more communication as it involves the victim and the community hence is devoid of exclusionary punishment which can leave the victim vulnerable to a harmful situation where he remains deviant.

Zehr (2002) pointed out that holding on to authoritative and exclusionary approach to dealing with discipline eliminates the pupil in body and voice from the decision making and the school's procedural justice system. Morrison and Vaandering (2012) indicate that discipline policies based on zero tolerance often mandate harsh penalties such as suspension for misbehaviour that could be addressed using non-exclusionary punishments. Talking disrespectfully to a teacher, disrupting class with talking, and "willful defiance" are examples of behaviour resulting in suspension in some schools and districts. Restorative practices proponents indicate that they do not intend to minimize the harm caused by this behaviour but argue that restorative practices response would bring together the offender and the harmed parties to talk about the harm caused and what can be done to repair the harm and restore the status of the offending pupil within the school rather than excluding the pupil from the school setting (Morrison and Vaandering, 2012).

Phiri (2012) indicates that indiscipline among pupils in government secondary schools in Zambia has increased after the abolishment of corporal punishment. However, Soneson (2005) in his study maintained that pupils learn well in violent free environments where corporal punishment is not used as a method of correcting offending pupils. Her study revealed that pupils would rather talk to them and advise them rather than using corporal punishment.

Reports by Mirsky and Watchel (2007) also indicate that the use of restorative practices results in an improved school climate. This can be attributed to González (2012) assertion that restorative practices lead to increased pupil connectedness, greater community and parent engagement, improved pupil academic achievement, and improved support to pupils by staff. In addition, several descriptive reports like Suvall (2009); Armour (2013); Baker (2009) highlighted decreases in discipline disparities, fighting, bullying, and suspensions as a result of a restorative practices.

Improving Implementation of Restorative Practices at a Secondary School Level

Regardless of the program type or name, studies suggest that for the restorative practices program to be effective, it should be embedded within the school culture. The most common goals in embedding restorative practices in the overall school culture are to create an environment that is respectful and tolerant (González, 2012).

Ashley and Burke (2009) have argued that restorative approaches are perceived to work best when it is integrated into the school's overall philosophy. No matter how extensive the program, administrators and teachers need to have access to the tools and resources necessary to successfully implement, and evaluate their restorative program (Fronius, 2016).

Kidde and Alfred (2011) add that critical driver to long-term sustainability is a School's ability to integrate the restorative approach into its formal policy and procedures. A school should ensure that decisions about discipline and the policymaking process consider multiple stakeholders (teachers, administrators, youth, parents, and community members) to ensure buy-in from all drivers of change. As with recommendations for other school programs, teachers and administrators need to be supportive of restorative practices for them to be successfully sustained. There is therefore need for a strong professional development programmes for teachers and administrators, as they must be trained to understand specific restorative techniques and the reasoning behind the shift from traditional punishment approaches to restorative practices. The underlying assumption of professional development is that when teachers participate in restorative approaches and understand its potential for effectiveness, they can facilitate pupils doing the same (Fronius, 2016).

Furthermore, Kindiki (2009) asserts that routine inspection of effective implementation of alternative practices in schools by quality assurance and standards officers is cardinal in the implementation of restorative practices.

It is clear from the reviewed literature that school based restorative practices have not been explored adequately in Zambia. For example related studies such as Simango's (2012) study was on effects of corporal punishment ban in high schools; Mweemba (2011) studied on the effectiveness of punishment in suppressing deviant behaviour among pupils. Similarly Phiri's (2012) study was on the impact of abolishing corporal punishment in Zambian schools. However, this study focuses on school based restorative practices as an alternative to punitive practices in influencing positive behaviour in deviant pupils. The strength of this paper therefore is that it builds on the work of other researchers by looking at the efficacy of the school based restorative practices as an alternative to punitive practices in influencing positive behaviour in deviant pupils. It brings out the views of the implementers and the beneficiaries of these practices.

3.Methodology

To address the research problem, a qualitative approach was undertaken to explore the experiences of school administrators, teachers and pupils regarding the school based restorative practices as an alternative to punitive practices in influencing positive behaviour in deviant pupils with a view to further informing the research agenda and policy debates. A case study design was adopted and a variety of data-gathering methods, including in-depth interviews, focus group discussions and document analysis to understand the school based restorative practices as an alternative to punitive practices in influencing positive behaviour in deviant pupils in secondary schools in Kabwe District. For the purpose of this study, the research population was comprised of a group of individuals that had the same attributes from which the sample was drawn. This study had a total sample of 36 respondents which comprised of two (2) school administrators and ten (10) teachers that were interviewed individually and the twenty-four (24) pupils that formed two focus groups comprising six (6) participants in each of the focus group. This study's data was thematically analyzed by taking note of the major subjects that emerged in discussions. The data was then reduced by establishing connections and clustering them appropriately into themes and sub themes. A narrative was then produced based on the themes and included in the context of the paper.

4. The Findings

The presentation of findings displays the answers to the research questions from the three categories of respondents namely; the school administrators, teachers and pupils. Qualitative data was collected from the three categories of respondents. The findings have been presented in free text and tables with each objective being the heading for concerned findings.

4.1. School Based Restorative Practices used in Zambia

As per the information obtained from the study, bullying, vandalism of school infrastructure, theft, substance use and abuse, absconding from classes, reporting late for classes and noise making have been identified as some of the most common offenses arising in this Manual work, detention, counselling, and dialogue with parents and suspension study are the restorative approaches that have been used instill discipline in deviant pupils. It was further revealed though specific offences call for specific disciplinary measures based on the intensity of the offense. The table below displays the various offenses and the specific disciplinary measures enforced on each particular offense as obtained during the interaction with the schools during the study.

It should be noted that this distribution of responses is only for documented cases and therefore the pupil had undergone counselling but did not change. Disciplinary hearing for the pupil is arranged where the decision on what punishment to enforce is made. According to availed information the disciplinary committee comprises of the Deputy Head Teacher who happens to be the chair person, 1 representative from the School Council, 1 representative from the school, 1 representative from the Parent Teachers Association (P.T.A), the

guidance and counselling teacher. Once the verdict is agreed upon and period in which to execute the punishment is given, the case is then recorded in the punishment book. The child counter signs in the punishment book upon completion of the punishment. The whole punishment process is monitored by the Deputy Head Teacher

Manual Work

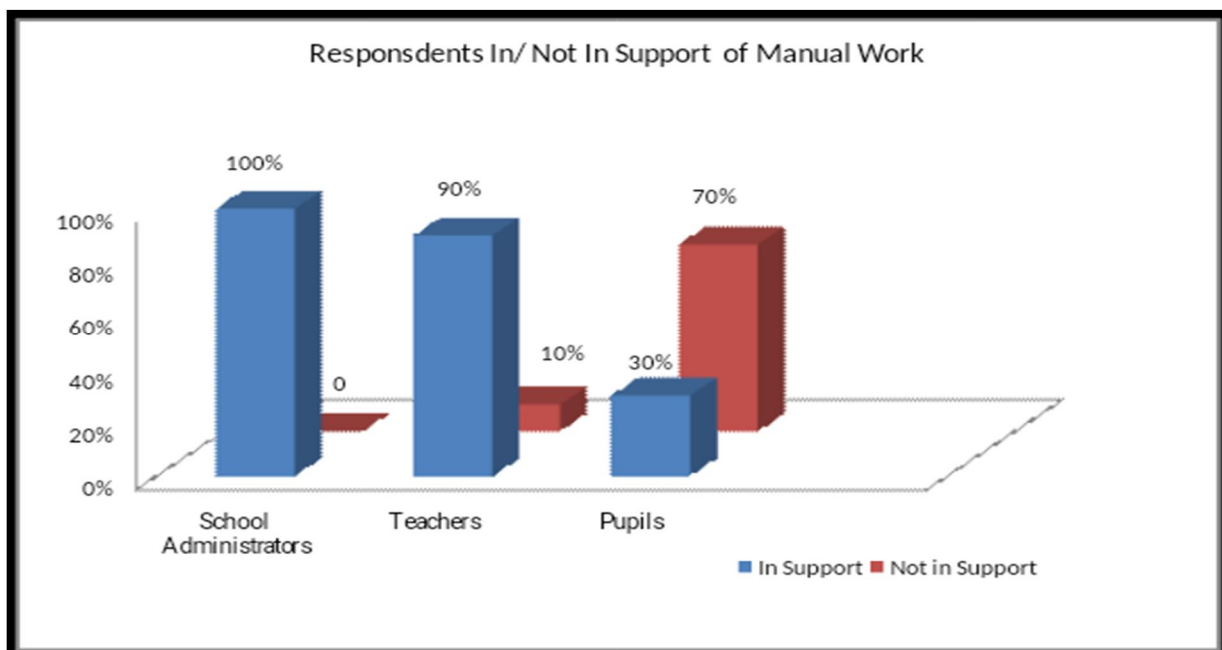
The study also revealed that the most common mode of disciplinary action is manual work. This involves digging rubbish pits, sweeping, slashing, ferrying black soil and weeding. All these forms of manual work are meted on the offender depending on the gravity of the offence and only the Head Teacher or the Deputy Head Teacher are mandated administer these. Ideally, the pupil on punishment is supposed to be monitored by the Deputy Head Teacher during the punishment but this role is sometimes delegated to the teacher who ends up delegating to prefects due to other demanding responsibilities. However, should anything go wrong in the punishment process, the Head Teacher is the one responsible for giving any explanations being the overall authority.

Whereas manual work is a kind of restorative action, some people perceive it as a violation of to offending pupils claiming that their children are being abused by being given manual work. Further, when asked whether manual work help to change the behaviour of deviant pupils, the response from the teachers was that behavioural problems were caused by many factors that could be out of the school settings and it was impossible a teacher to get to the root cause of that behaviour given the number of pupils. Manual work only deals with the effects and not the causes of behaviour and hence pupils end up committing the similar offenses because the root causes were not addressed.

“Our main concern as teachers is that pupils behave according to the expected standards while they are in school. Anything to the contrary attracts punishment and the punishment is done to instill and maintain discipline in school”, Amos, Teacher

Distribution by support/non-support of Manual Work

Figure 1



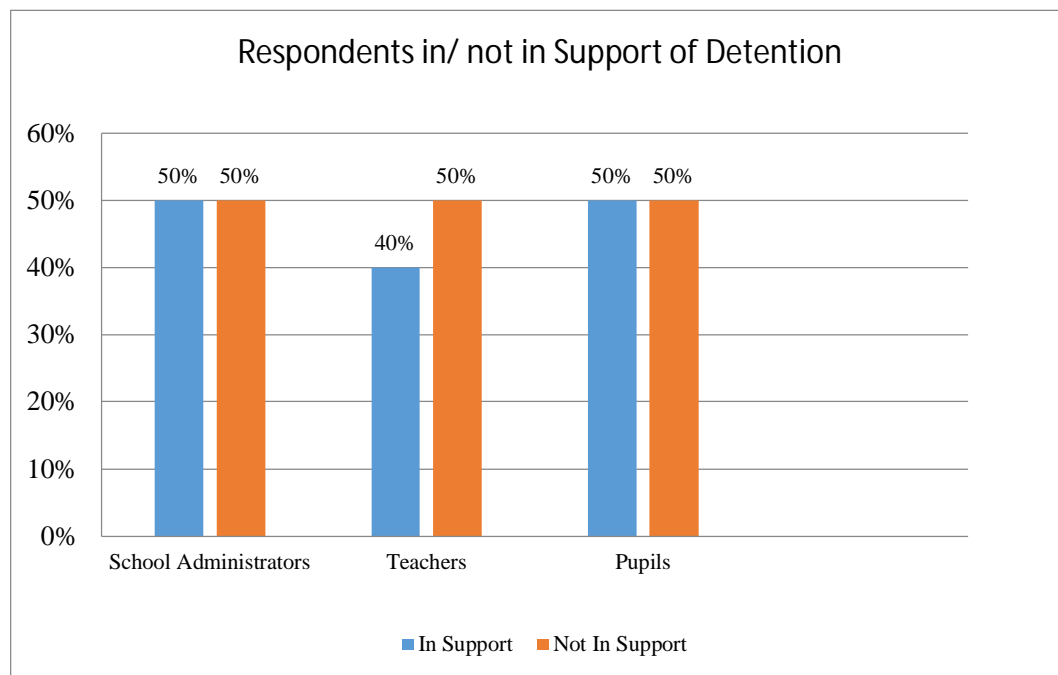
Detention

An enquiry into whether detention was a preferred mode of restoration approach to discipline, neither the teachers/administrators nor the pupils were not in full support of the mode. Only 40% of the pupils supported detention with one pupils indicating that:

“I hate detention because I walk home alone after class, my friends would have already knocked off” Naomi, Grade 11 pupil.

Figure 2

Distribution of by Un/supported of Detention



Dialogue with Parents

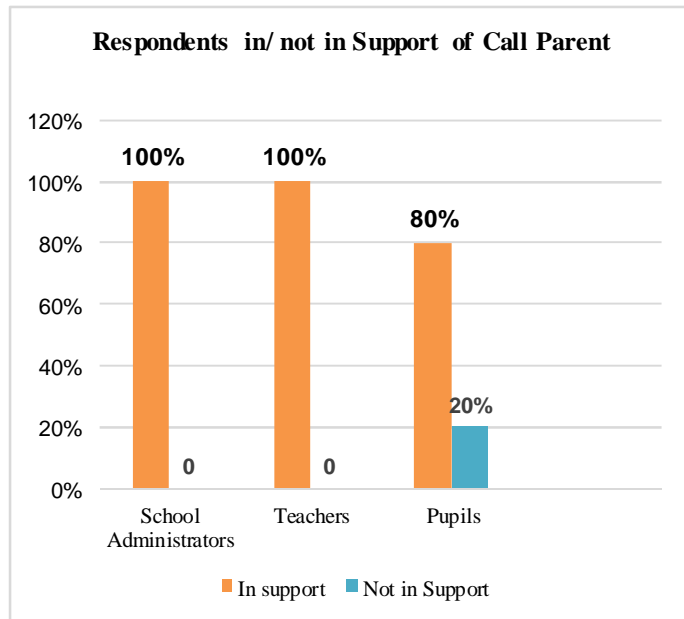
Dialogue with parents also known as “call parents” entails summoning parents with deviant pupils to school by school authorities to discuss the child’s behaviour at school and understand his/ her behaviour at home. Though not fully supported by the pupils, both the school administration and the teachers are in full support of this. One teacher from the school under study had this to say:

“Call parents” works well to change the behaviour of a deviant pupil because teachers work in collaboration with the parents/ guardians of the pupil and both parents and the pupil know that any more offenses will call for suspension”, Mutale, Teacher

The general picture on the stakeholder views on call parents as a restorative measure to attending to disciplinary on deviant pupils is outlined in the table below:

Figure 3

Distribution of Respondents in/ not in Support of 'Call Parent'



Suspension

It was noted that after several attempts of correct the deviant pupil through none exclusionary action, suspension was the next step towards meting discipline for the pupils. The study also revealed that some offenses like vandalism and substance use and abuse call for instant suspension and the Drug Enforcement Commission (DEC) is engaged to help counsel the pupil.

The findings on whether suspension was supported as a restorative measure in administering discipline were highly supported by all the stakeholders. One teacher in support of the measure stated that,

“Suspension helps pupils to reflect on the offenses they commit and makes them to refrain from such behaviour. This is the best option we have left since we are not allowed to beat the pupils and manual work is usually a debatable issue”, Dainess, Teacher.

Speaking on the issues of suspension, one learner had this to say:

“Pupils fear suspension because of the stigma attached to it. I remember my parents telling to stop playing with one of my friends because he was suspended from school and that he is a troublesome boy. Nobody wants that kind of treatment”, James grade 12 pupil.

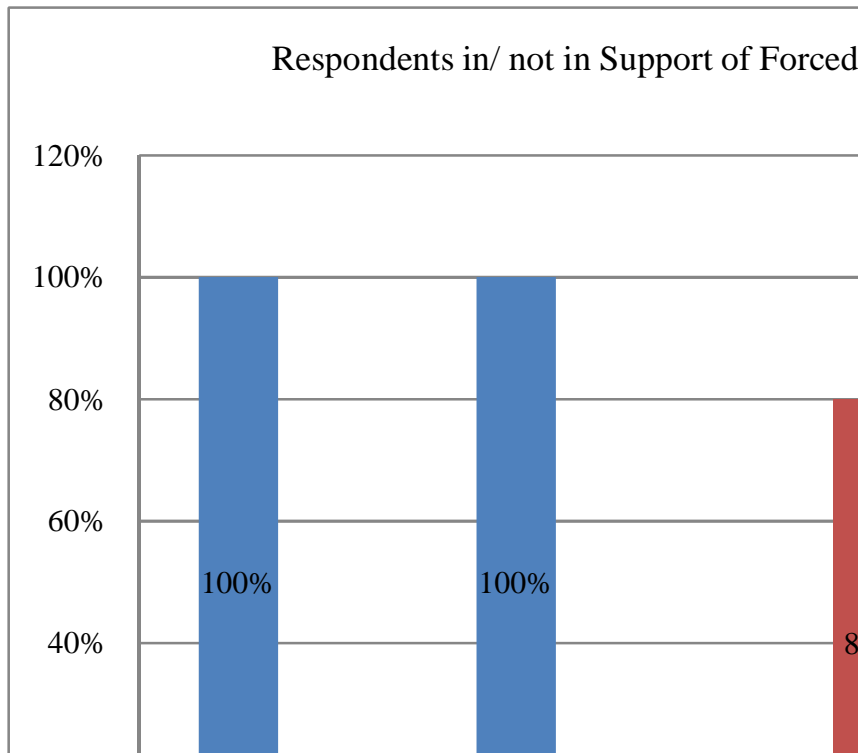
Forced Transfer

Forced transfer is a technical dismissal from school. It is viewed as a problem being transferred to another school.

This disciplinary measure is given as last option after suspension. The decision to transfer is made by the head teacher after consultations with the disciplinary committee. The measure is highly supported by the school administration and the teacher although 20% of the pupils feel that it is an inappropriate measure towards discipline. The table below gives a snap short of reaction of stakeholders towards forced transfer.

Figure 4

Distribution of Respondents in/ not in Support of Forced Transfer

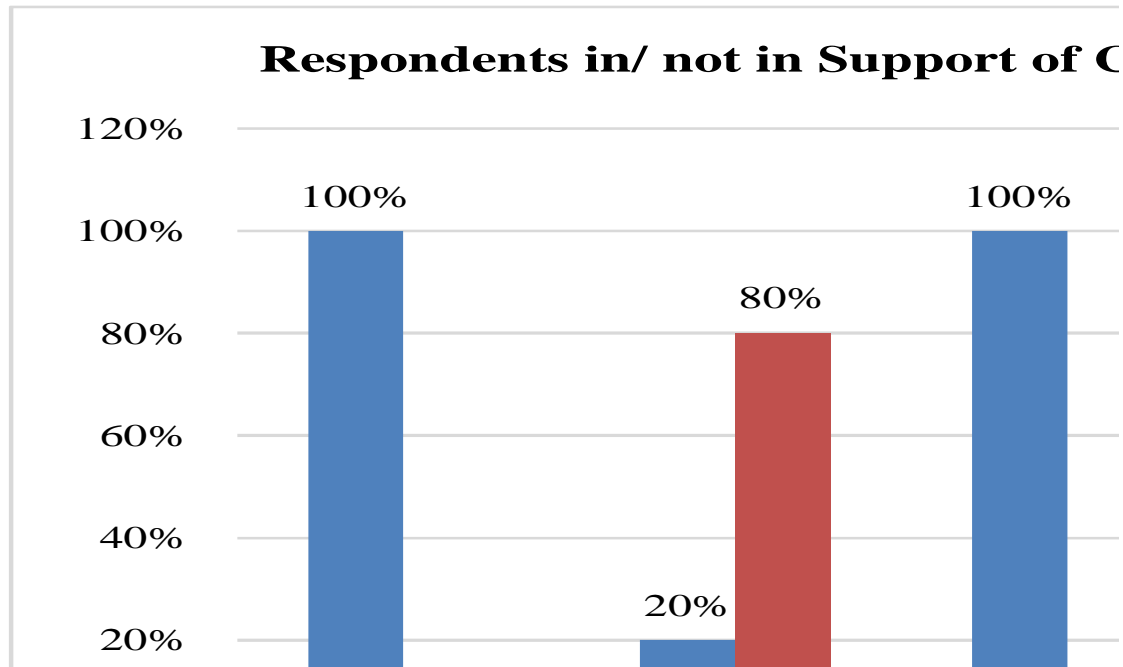


Counselling

Although this mode of restorative action did not come out amongst pupils, teachers and school administrators indicate that it is implemented almost all the time through Guidance and Counseling Teachers who are tasked to counsel deviant pupils and monitor behavioural change and make progress reports are shared with the Deputy Head Teacher who is the custodian of disciplinary issues.

Figure 5

Distribution of Respondents in/ not in Support of Counselling



The finding however, indicate that apart from the guidance and counselling teacher, other teachers lacked counselling skills hence making the work of the guidance and counselling teacher overwhelming because each one has to attend an approximately 1, 500 pupils.

Perceptions of Teachers and Pupils on Perceived Benefits of Restorative Practices

Pursuant to the main research objective of establishing whether school based restorative practices as alternative to punitive action influence the behaviour of deviant pupils in selected secondary schools in Kabwe District, various school based restorative practices were used. This was achieved by crafting a sub-objective which was to analyze the perspectives of teachers and pupils on the perceived benefits of restorative practices.

Perceptions of Teachers on Perceived Benefits of Restorative Practices

Arising from the study it was noted that teachers had mixed feelings about restorative practices being implemented. They argue that offending pupils should be punished to avoid repetition of the same offence. Much as restorative practices are meant to help learners realize their wrong and commit to change, punitive factors should apply refrain them from repeating offensive behaviour. Teachers hence feel that their work to discipline pupils is made difficult under restorative approaches to discipline even though these in line with children's rights. They perceive this as giving more power to the pupil over the teacher

Perceptions of Pupils

Some pupils interviewed feel restorative practices are not working in influencing positive behaviour in deviant pupils while others have contrary views. One pupil interviewed argued that:

"I think restorative practices are not helping deviant pupils in any way because pupils get used to the punishments and make it their way of life" Rosemary, Grade 12.

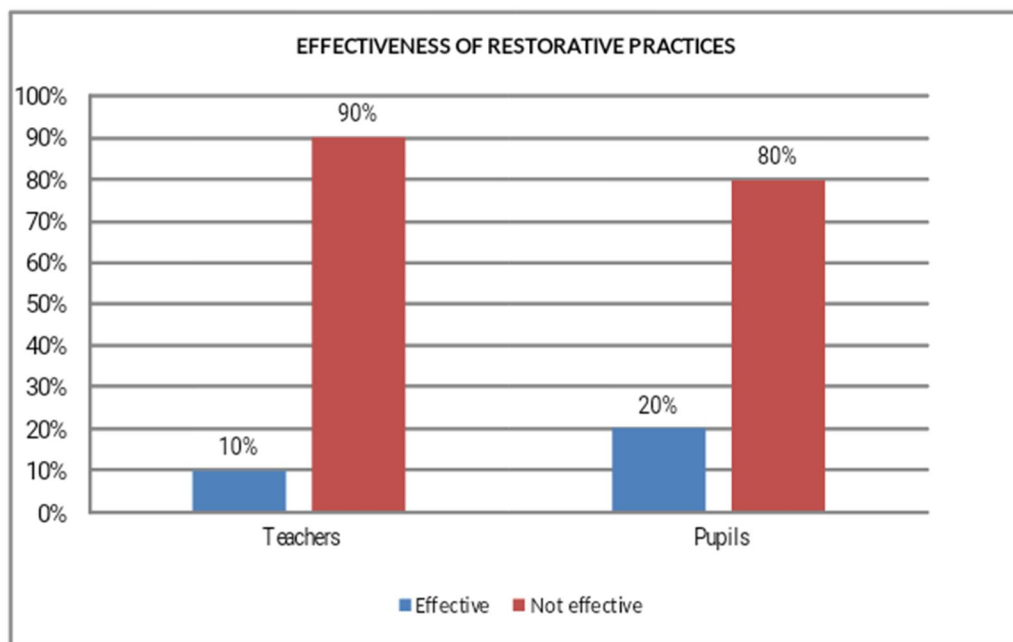
On the other hand, some pupils feel that restorative practices are in line with children's rights because they put children first. The biggest problem according to them is that pupils don't want to be responsible.

"We have been taught that children's rights come with responsibilities but pupils just want to sing about their rights without practicing responsibility" Merciful, Grade 12.

Of the twenty-four pupils interviewed, seventeen(17) pupils felt that restorative practices were in line with children's rights while seven (7) did not agree with this notion.

The graph below summarizes the findings on the perception on the effectiveness of restorative practices.

Figure 8 : Summary of Findings on Effectiveness of Restorative Practices



The table above shows that most of the participants are of the view that restorative practices were effective in influencing positive behavior in the selected secondary schools.

On whether restorative practices help in dealing with bullying, the table below presents a summary of findings on the perceptions of teachers and pupils on the perceived benefits:

Table 4 Summary on Benefits Related to Dealing with Bullying

Categories	Number of Respondents	Restorative Practices Help Deal with Bullying	Restorative Practices Don't Help Deal with Bullying
Teachers	10	7	3
Pupils	24	19	5
Totals	34	26	8

Source: Field data

The finding were that out of a sample of thirty four (34) twenty, (26) feel that restorative practices help to deal with bullying while eight (8) don't agree with the perception.

The opinion of the other eight (8) however, is that bullying requires stiff punishments equivalent to corporal punishment to enable the pupil a lesson and never repeat that form of offense. According to them, the effects of bullying are grave on the victim and can even affect the victim's concentration in class to extent of hating school and as such the villain should not be treated kids' groves.

Table 5. Summary on Benefits Related to Improving Class Attendance

Categories of Respondents	Number of Respondents	Restorative Practices Help to Improve Class Attendance	Restorative Practices Don't Help Improve Class Attendance
Teachers	10	10	0
Pupils	24	24	0
Totals	34	34	0

Source: Field data(2018)

As to whether restorative practices on school disciple have positive impact on teachers and pupils' class attendance the general response was that this has a positive influence because pupils are motivated to attend class.

Summary on Benefits Related to Creating a Positive School Climate

Category of Respondents	Respondents	Restorative Practices versus Positive School Climate	Restorative Practices negative School Climate
Teachers	10	8	2
Pupils	24	18	6
Totals	34	26	8

Source: Field data

The data summary above shows that most respondents perceive restorative practices as being influential in maintaining a conducive school environment and hence a safe place to be and hence pupils want to be and thus participate in various school activities.

“I think they make us feel free and happy at school”, Theresa, Grade 10 Pupil.

Summary on Benefits Related to Improving Academic Outcomes

Category	Respondents	Restorative Practices versus Improved Academic Outcomes	Restorative Practices versus declined Academic Outcomes
Teachers	10	10	0
Pupils	24	24	0
Totals	34	34	0

Source: Field data(2018)

The findings displayed above can be attributed to the impact on attendance. It is believed that underperforming pupils begin to perform well as they consistently attend school. Unfortunately this was no data available to authenticate this assertion.

6. Discussion of Findings

This section discusses the findings of the study whose purpose was to evaluate restorative practices and their influence on the behaviour of deviant pupils in selected secondary schools in Kabwe District. The study identifies the school based restorative practices used by teachers and administrators and their influence on the behaviour of learners and; analyzes the perceptions of teachers and pupils on the perceived benefits of restorative practices in influencing positive behaviour of deviant pupils.

6.1. Restorative Practices used in Schools

As the findings of whether restorative approaches to discipline have a positive influence on the behaviour of deviant pupils are discussed, it is worth noting that the deviant behaviour in question include but not limited to bullying, vandalism of school infrastructure, theft, substance use and abuse, absconding from classes and noise making. With the abolishment of punitive approaches to correcting wrong, government secondary schools have employed restorative approaches to addressing these offences. The discussion of finding borders around the support restorative practices draws from a selected number of respondents that include head teachers, teachers and pupils. The main restorative practices used in schools include manual work, detention, dialogue with parents, counseling, and suspension. This is in agreement with the findings of Skiba (2004); Losen (2012), and Pestronisin (2012) from other contexts.

6.2. Support for restorative practices

a) Manual Work

Manual work has been identified as one of the corrective measures in handling deviant behaviour in schools. 100% of the school administrators, 90% of teachers and 70% of pupils supported the use of manual work as corrective measure for deviant behaviour. However, it has been argued that this measure deals with the effects and not the causes of deviant behaviour and hence offenders are likely to repeat similar offenses

unless the root causes addressed. In supporting the measure, one of the teachers argues that it is an effective tool towards discipline as most pupils dread it and as such would most likely not commit an offence where this is administered. This finding resonates well with the findings of Skiba (2014) and Siankweleku (2019) who acknowledged that manual work was a corrective strategy used by teachers on the Copperbelt province. Manual work therefore is an appropriate measure in attending to restorative approach to discipline. Though widely accepted, some participants however, argued that the measure creates animosity between teachers and pupils and sometimes with parents as they view it a violation of child rights.

b) Detention

Detention as a restorative deterrent measure doesn't seem to be popular with only 50% of both the school administrators and teacher; and only 40% pupil in support of it. Pupils hated being left alone for detention way after their friends had knocked off as specified by one pupil. Further, teachers felt that it is a waste of their time as it required them to stay in school longer than normal. Teachers need to build relationships with offending pupils for them to view punishment as fair. As Tyler (2006) states, when pupils are engaged, there is a shift in how discipline is applied which increases pupils perception about fairness of educator actions thereby leading to greater compliance as pupils see the school order as one having legitimacy. Detention is therefore an inappropriate measure as it may perpetuate deviance behaviour.

c) Dialogue with Parents

Call for dialogue with parents is a well-supported restorative measure with 100% from school administrators and teacher and 80% support from pupils. The measure is viewed very effective in the teachers collaborate with the parents to in correcting the deviant behaviour of the pupil and it is a final deterrent measure leading to suspension of a pupil. As Morrison & Vaandering (2012) argue, teachers need to engage with parents to deviant pupils early enough to gain insights of factors that could be causing the behaviour and for continued support during the time that child is at home. Bringing up a well-disciplined pupil is not only the responsibility of the teacher but calls for consented efforts with both the teacher and parents. This measure therefore is highly supported.

d) Suspension

Suspension as a restorative measure is fully supported by all categories of respondents. Proponents of restorative practices like Losen (2014) often turn to restorative practices out of concern that more exclusionary disciplinary actions tend to be associated with harmful consequences for children. Some proponents of suspension argue that schools are a good place to begin early intervention with restorative approaches because they represent a smaller society within the larger community, offering greater ability to integrate and nurture individuals within that society. It is in this view that the researcher encourages school authorities and teachers to determine reasonable restorative sanctions.

e) Counseling

Counseling was also fully supported by the school administrator and the pupils, the teachers' support for counseling is 80% and this is attributed to being too much work by fewer teachers who carry out counseling. There is therefore need to put adequate resources to train more counselors to help deal with pupils in secondary schools. In any case there is always positive behavioural change arising from counseling.

6.3. Perceptions of Teachers and Pupils on Restorative Practices

Although there are a lot of positive attributes toward restorative approaches to discipline, there seems to be mixed feelings about this amongst teachers. Restorative measures have helped improve pupils' academic performance as per respondents' views counts for 100% in support. This is further, attributed to an increase in class attendance by 100% due to restorative measures. Because restorative measures call for a wider range of the community to attend to issues, instead of cases like bullying just ending up with corporal punishment,

under this measure, the bully is brought before the person he bullied and asked to apologise. This cements the relationship between him and the other pupils. In this case, there is high improvement in school environment as supported by 70% of the respondents. The support of restorative approach towards reduction of bullying is at 70%.

Contrary to these positive perceptions, the teachers argue that the implementation of restorative measure has in actual fact taken away their authority to deal with the pupils. Under the restorative approaches, the pupils cry blue murder that their rights are being abused each time the teacher wanted to discipline them. This according to the teachers has not been very helpful in correcting deviant behaviour and has left teachers devastated. This finding corroborate with Kapembwa (2019) s findings that there seems to be a development of power dynamics between the teachers and the pupils. Interestingly, even pupils themselves feel that restorative practices alone are not working. This is because pupils get used to the light punishments that are routine. They, however did acknowledge that restorative practices are in line with child rights but are only seemingly ineffective because deviant pupils don't want to be responsible.

7.0. Conclusion and Recommendation

7.1. Conclusion

This paper explored school based restorative practices used by teachers and administrators as an alternative to punitive action in deviant pupils. The paper identified restorative practices such as manual work, detention, dialogue with parents/ guardians, suspension and counselling as some of the alternatives to punitive actions on deviant pupils. All these measures are administered to offending pupils based on the intensity of the offence.

Arising from the study, it is evident that schools have put in place clear disciplinary measures for each offense and these measures are well known by the pupils. However, the administration of the same leaves much to be desired. Monitoring of pupils during punishment is very critical in practicing restorative approaches but this role is left to prefects and as such there is not much seriousness attached to the punishment making pupils to repeat the same offence. Further, teachers need to interact more with pupils to explain to them on why they were being punished. In the absence of this, restorative practices will not be appreciated and the policy initiative won't produce desired results as has been observed.

Teachers argued that restorative practices give more power to pupils over teachers and this was making the work of teachers in disciplining pupils difficult. Accordingly, teachers felt that a punitive action needed to be maintained to a certain level while restorative approaches are being implemented. Their argument stems from the fact that certain restorative actions makes pupils stubborn and bound to repeat similar offence after action has been taken on them. This was confirmed by the pupils who argued that restorative practices are not effective because pupils don't want to be responsible as they are used to the light punishments.

Despite their argument, it was noted that there is apathy by the teachers to engage in supervising and monitoring deviant pupils in the administration of restoration approaches. This could probably be attributed to inadequate orientation to these restorative approaches. More importance has to be attached to these approaches if they are to be appreciated. The lack of appreciation of restorative practices by both teachers and pupils stems from lack of training and sensitization on this approach. If the implementers are trained on how to go about restorative practices then it will be easy for them to administer them correctly and appreciate the processes and benefits. This has impacted negatively on the behaviour of most pupils that has gone unchecked and not monitored during and after punishment and hence a tendency of repeating the same offensive behaviours. Also, if beneficiaries are made to understand why restorative practices are used, they are going to appreciate the approaches and practice responsibility.

7.2. Recommendations

The study recommends that the government and various stakeholder including education administrators to promptly engage with school authorities in helping them to appreciate the logic behind adopting the restorative approaches.

To address the aspect of poor implementation of restorative practices by teachers and school management, education leaders need to invest in sensitizations of pupils and training of teachers in order to realize the desired results of restorative practices. If this is done, teachers will know and appreciate the processes of these approaches and positive results will start being realized.

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