

BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES



1. Student Behaviour – Frankston Heights Primary School Context

Frankston Heights Primary School actively seeks to engage with parents and the community to ensure a positive, safe, supportive and inclusive school culture in which every student has the opportunity to succeed. Frankston Heights Primary School works together with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships.

Some students exhibit challenging behaviour and require additional support and interventions to address the behaviour and to develop positive behaviours. There is a 'Behaviour Framework' ([Appendix 1](#)) in place to address inappropriate behaviours which can negatively impact on the learning environment.

Frankston Heights Primary School appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging students in their academic learning. Our Education Support staff work closely with classroom teachers to ensure student literacy and numeracy needs are being addressed. Student leadership capacity is fostered through Respectful Relationships, Restorative Practices ([Appendix 4](#)), the house system and the role of the student leaders.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At-risk students are supported by all staff alongside our Wellbeing Team which includes the Department of Human Services, a Department of Education and Training (DET) Psychologist and Speech Pathologist and Student Support Services. External agencies such as Anglicare, OzChild and Child First work with students and families on a more targeted and individualised level.

FHPS places an emphasis on 100% attendance, and has in place attendance targets.

- Attendance is recorded in the morning and afternoon electronically, and student absences are followed up by an email the first day and a phone call by teachers after two days.

FHPS values input and feedback from the wider community through the Parent Opinion survey, and from parent representatives on School Council.

Note: The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school.

2. Shared Rights and Responsibilities:

At Frankston Heights Primary School we believe that it is the right of all members of the school community to experience a safe, pleasant and supportive learning and teaching environment.

All members have an obligation to ensure school property is appropriately used and maintained.

Staff, students and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber-bullying). Teachers have the right to be informed, within privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

Expectation of parents and carers:

- to take an active interest in their child's educational progress
- to model and reinforce positive behaviours
- to ensure their child's regular attendance
- to ensure their children are at school on time each day
- to support the school in maintaining a safe and respectful learning environment for all students
- to engage in regular and constructive communication with school staff regarding their child's learning
- to inform the school of issues that may affect their child.

Expectations of students:

- to contribute positively to the educational experience for themselves and other students
- to participate fully in the school's educational program without distracting students from their work and teachers from their teaching
- to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- to look after the school property and equipment
- to attend school regularly
- to be punctual each day.

Expectations of all Teachers:

- to be mindful of the physical and psychological wellbeing of each child
- to demonstrate the standards set by the DET

- to know how students learn and how to teach them effectively and use a range of strategies to engage students in effective learning
- to know the content they teach and know their students
- to plan and assess for effective learning
- to create and maintain safe and challenging learning environment
- to consistently implement and follow “Stages of Behaviour”, Restorative Practices (Student Engagement Plan) and Respectful Relationships Curriculum.
- to be familiar with and fairly, reasonably and consistently implement the Student Engagement and Behaviour Policy
- to follow up absences after children have been away from school for two consecutive days
- to document incidents relating to the management of student behaviour to help inform decision making
- to participate in Professional Development opportunities to further develop skills in the area of behaviour management and other welfare related areas
- to give support to fellow staff members as required
- to inform parents of any welfare/behavioural concerns they have about their children
- to develop Individual Behaviour Management plans for identified students
- to liaise with relevant DET Student Support Services Officers (SSSO) regarding students at risk.

Note: In extreme circumstances the behaviour is to be referred immediately to the Principal or Assistant Principal.

Expectations of the Assistant Principal:

- to develop prevention and early intervention programs and strategies that contribute to a positive school culture
- to document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/carers/wellbeing coordinator
- to oversee the implementation of the Attendance and Behaviour Policy
- to support classroom teachers in the overall management of student behaviours
- to monitor the attendance strategy and Behaviour Policy
- the Assistant Principal may also be the Principal's representative at Student Support Group meetings during pre and post suspension conferences.

Expectations of the Principal:

- the ultimate responsibility for decisions regarding behaviour management lies with the Principal
- to provide effective leadership to all staff to establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of school protocols and expectations to improve student behaviour
- to facilitate student suspensions and expulsions and to ensure the Procedures for Expulsion are adhered to.

3. SHARED EXPECTATIONS

| | Students | Parents/Carers | Principals/Teachers & Staff |
|--|---|---|---|
| Engagement (participation in the classroom and other school activities) | <p>All students should demonstrate:</p> <p><u>Willingness</u> to engage in and take full advantage of the school program.</p> <p><u>Effort</u> by doing their very best and taking pride in their work.</p> <p><u>Self-discipline</u> by ensuring a cooperative learning environment and modelling the school values.</p> <p><u>Teamwork</u> by engaging successfully with others in collaborative learning.</p> | <p>Parents/carers are encouraged to:</p> <p><u>Promote</u> positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs.</p> <p><u>Support</u> their child in their readiness for the school day and in the provision of a supportive home environment.</p> <p><u>Monitor</u> their child's school involvement and progress and communicate with the school when necessary.</p> <p><u>Support</u> school programs and actively participate in school events/parent groups.</p> <p><u>Involvement</u> as a parent helper in classrooms where possible.</p> | <p>The school will:</p> <p><u>Comply</u> with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students.</p> <p><u>Provide</u> an appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.</p> |
| Attendance | <p>All students are expected to:</p> <p><u>Attend</u> and be punctual for school every day.</p> <p><u>Participate</u> fully in lessons.</p> | <p>Parents/Carers are expected to:</p> <p><u>Ensure</u> that enrolment details are correct.</p> <p><u>Ensure</u> their child attends regularly.</p> <p><u>Advise</u> the school as soon as possible</p> | <p>In accordance with DET procedures the school will:</p> <p><u>Proactively</u> promote regular attendance.</p> <p><u>Mark rolls</u> accurately each lesson and follow up on absences using Sentral.</p> |

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|------------------|--|--|---|
| | | <p>when a child is absent.</p> <p><u>Account</u> for all student absences</p> <p><u>Keep</u> family holidays within scheduled school holidays where possible.</p> <p><u>Support</u> their child's learning during absences and work with the school to reintegrate students after prolonged absences.</p> | <p><u>Report</u> attendance data in the school's Annual Report.</p> <p><u>Support</u> students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies.</p> |
| Behaviour | <p><i>Students are expected to:</i></p> <p><u>Take</u> responsibility for their learning set high expectations.</p> <p><u>Take</u> responsibility for their behaviour and its impact on others.</p> <p><u>Model</u> the schools core values and endeavour to comply with the school's Behavioural Policy.</p> | <p><i>Parents/Carers are expected to :</i></p> <p><u>Have</u> high expectations of their child's behaviour and an understanding of the school's Behavioural policy.</p> <p><u>Communicate</u> with the school in regards to their child's circumstances.</p> <p><u>Support</u> the school by assisting in the development and enforcement of strategies to address individual needs</p> | <p><i>The school will:</i></p> <p><u>Deliver</u> an inclusive and comprehensive curriculum which promotes positive behaviours</p> <p><u>Focus</u> on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p><u>Consistently</u> apply its Behavioural Policy and only exclude students in extreme circumstances.</p> <p><u>Recognise</u> that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p> |

4. School Action and Consequences

Positive relationships between students, teachers, parents and other members of the school community will be developed by providing a positive, supportive and safe teaching and learning environment where all students will:

- Develop a sense of self-worth and appreciate the worth of others
- Be encouraged to accept responsibility for their behaviour through positive reinforcement and the teaching and learning of social skills
- Develop in each child an awareness that there are logical consequences for socially unacceptable behaviour
- Develop the ability to live and work cooperatively, through understanding and valuing individual differences and becoming more tolerant of others
- Discover and develop their potential in academic, creative, recreational and personal activities.

We strive to develop a positive school culture, where students feel a strong sense of belonging and become confident and resilient. The Frankston Heights Primary School's Student Wellbeing and Behaviour policies are based on the desire to foster a school culture where personal responsibility and self-discipline will be developed.

- All individuals are to be valued and treated with respect
- The physical and emotional development for teaching and learning is to be safe and appropriate for the stage of development of the students
- The school's policies and procedures are to be fair, logical and implemented consistently.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required.

Whole school practices include:

- Establishing classroom values and rules in consultation with students
- Ensuring student ownership of classroom and whole school expectations
- Providing personalised learning programs
- Empowering students by providing opportunities to take responsibility and be involved in decision making
- Providing positive environments to engage learners.

The Frankston Heights Primary School Behaviour Policy will enable staff to:

- Understand the student's background and needs
- Ensure a clear understanding of expectations by both students and teachers
- Provide consistent school and classroom environments
- Scaffold the student's learning program
- Follow Classroom, Information and Communication Technologies (ICT) and Yard Stages of Behaviour, Restorative Practices and Respectful Relationships.

Broader support strategies will include:

- Utilising Restorative Practices to resolve conflict in the yard ([Appendix 2 - Stages of Yard Behaviour](#))
- Involving and supporting the parent/carer
- Referring to external services (e.g. Psychology)
- Developing individualised learning, behaviour or attendance plans
- Involving community support agencies.

School Wide Positive Behaviour Support

At Frankston Heights Primary School we believe that by helping students practise good behaviour, we will build a school community where all students have an environment where they can succeed and grow.

Positive Reinforcement Strategies:

The following encouragement strategies are used at Frankston Heights Primary School to promote and recognise positive behaviour.

- Success Award
Each week, classroom teachers select one student from their class as a form of positive recognition for their behaviour and enthusiasm for learning each week. These students are then acknowledged at Friday afternoon assemblies
- Specialist Awards
Specialists provide awards for those classes who have shown cooperative, responsible behaviours whilst in Specialist lessons, and these are presented at Friday afternoon assemblies
- Yard Behaviour Raffle

Teachers who are on yard duty give raffle tickets to students who are cooperative and caring or pick up rubbish in the yard. A raffle is then drawn each week during assembly and the lucky students whose names are drawn receive an incentive award

- **House Point System**

Students who demonstrate positive behaviours and are caring towards others are rewarded with house points. These are then tallied by our school captains and the winners are announced to classes on Fridays, with the winning team receiving recognition on the house cup

- **Students are encouraged to be Upstanders. National Bullying Day is celebrated every year**

- **Personal Recognition**

Students are regularly recognised for positive behaviours by all school staff through verbal praise, positive reinforcement and prize boxes. Specific effort is made to recognise and acknowledge desired behaviours as opposed to unacceptable behaviours.

Discipline Procedures

Our teachers are skilled in using a wide range of preventative strategies in combination with applying consequences to manage student misbehaviour and often these are effective in preventing student misbehaviour from escalating.

When dealing with unacceptable behaviours our Frankston Heights 'Behaviour Framework' ([Appendix 1](#)) and 'Stages of Behaviour' ([Appendix 2 and 3](#)) are the core documents utilised for managing unacceptable behaviours in both the classroom and yard, and the subsequent consequences of the particular behaviour. As inferred, the Stages of Behaviour are tiered from the least intrusive to most intrusive in terms of managing problematic behaviours.

Steps to Class Removal

A clear and consistent approach using the 'Stages of Behaviour' is implemented by all staff which is outlined below:

1st incident of unacceptable behaviour: A warning.

The teacher will direct the student to behave in a responsible manner and may remind the student of the classroom/school rules.



2nd incident of unacceptable behaviour: Warning



3rd incident of unacceptable behaviour: Reflection within the classroom.

The student will be placed in an isolated area within the classroom.



4th incident of unacceptable behaviour: Removal to another classroom.

If the student does not comply whilst in Reflection within the classroom guidelines, the student will be removed to another classroom. Time missed in their own classroom will have to be made up during recess or lunchtime.

Teachers are able to bypass any of the above steps resulting in immediate removal of the student from the classroom when the student's behaviour is regarded as severely disruptive, offensive or dangerous.

FHPS uses a restorative approach to managing incidents of inappropriate student behaviour from Foundation to Year 6, and as such is an important part of our behaviour management policy.

This approach aims to develop greater responsibility for students' behaviour and reactions, by helping them to understand and be accountable for their own actions. It also encourages students to develop awareness of and acknowledge the implication of their actions and choices on others around them. Refer to Appendix 2 for Stages of Yard Behaviour and Wellbeing Procedures.

Additional measures for dealing with inappropriate behaviour

Positive Behaviour Management Plans

If a student is not responding to the positive behaviour management strategies and the whole school discipline procedures used in the classroom or the playground then teachers will develop an individual positive behaviour management plan to be discussed with parents.

Removal of Privileges

The right to attend school sporting events, excursions, camps etc. may be withdrawn for students who repeatedly show extreme inappropriate behaviour at school. The Principal and Assistant Principal will be consulted in this matter and parents advised.

Suspension and Expulsion

Suspension from school is a serious behaviour consequence which is used when unacceptable student behaviour warrants urgent action or when other measures have not proved satisfactory in attempting to support the student in developing more responsible behaviours.

The Principal will decide in consultation with relevant staff members when a student is to be suspended. Parents will be provided with a notice of the suspension on the day of the student's suspension.

A student may be suspended for up to 5 school days at any one time, but cannot be suspended for more than 15 days in a school year without approval from Regional Office.

A student may be suspended from school in the following situations:

- Where all other measures have been implemented without success
- Where an immediate suspension is the only appropriate course of action

These procedures will be implemented in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

A student may be expelled from school if a student's behaviour is of such a serious nature that suspension is inadequate to deal with that behaviour. The Principal has the authority to permanently exclude a student from school in this case.

When considering suspension or expulsion, Frankston Heights Primary School follows the Procedures for Suspension and Expulsion as outlined in the Education Victoria PAL Suspension and Expulsion Guidance

<https://www2.education.vic.gov.au/pal/suspensions/guidance>

<https://www2.education.vic.gov.au/pal/expulsions/guidance>

Key Links

Education Victoria Student Engagement Guidance

<https://www2.education.vic.gov.au/pal/student-engagement/guidance>

Education Victoria PAL Suspension and Expulsion Guidance

<https://www2.education.vic.gov.au/pal/suspensions/guidance>

<https://www2.education.vic.gov.au/pal/expulsions/guidance>

Ministerial Order 625 Suspensions and Expulsions

<https://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF>

Charter of Human Rights

<https://www.legislation.vic.gov.au/in-force/acts/charter-human-rights-and-responsibilities-act-2006/014>

Child First

<https://services.dffh.vic.gov.au/>

OzChild

<https://www.ozchild.org.au/>

Frankston Heights P.S Behaviour Framework

| Behaviour Code | Level | Consequence | Documentation Required | People Involved |
|---|---|--|--|--|
| Step 1 Warning | <ul style="list-style-type: none"> Mismanaging students own personal learning or the learning environment of others. Not following the values of our school. | <ul style="list-style-type: none"> Reminder Negotiations between student and teacher | No record | Student Teacher |
| Step 2 Reminder | <ul style="list-style-type: none"> Mismanaging students own personal learning or the learning environment of others. Not following the values of our school. | <ul style="list-style-type: none"> Reminder Negotiations between student and teacher | No record | Student Teacher |
| Step 3 Isolation within the classroom. | <ul style="list-style-type: none"> Mismanaging students own personal learning or the learning environment of others. Not following the values of our school. After two warnings, if the student continues to be disruptive they are isolated within the class. | <ul style="list-style-type: none"> Isolation in room should be 10 minutes for Junior Classes and Senior Classes. Have a designated spot in room. Ask students to reflect on their behaviour. (NOT IN WRITING) Student needs to apologise and put things right with others. | No Record | Student Teacher |
| Step 4 Removal from room to another | <ul style="list-style-type: none"> Mismanaging students own personal learning or the learning environment of others. Posing a physical/emotional threat to the safety of others (IT IS AT THE TEACHERS DISCRETION ON WHETHER THE STUDENT JUMPS TO STEP 5 IMMEDIATELY DEPENDING ON THE SEVERITY OF THEIR ACTIONS.) | <ul style="list-style-type: none"> Removal from room to another (Buddy class.) Student is to sit quietly and reflect on their Behaviour. (UNTIL THE END OF THE PERIOD) If the student has not finished their work they will be asked to complete it in their own time under supervision from the teacher with whom they have made poor behaviour choices. IF THE STUDENT DOES NOT VOLUNTARILY GO TO THE BUDDY GRADE THEN THEY WILL AUTOMATICALLY GO TO STEP 5, WHERE THE AP OR PRINCIPAL ARE NOTIFIED. | Recorded classroom incident report on Sentral. | Student Teacher Removal from room to another Buddy Class Preferably the same year level. |
| Step 5 AP OR PRIN CONTACTED | <ul style="list-style-type: none"> Consistently mismanaging students own personal learning or the learning environment of others. Posing a physical/emotional threat to the safety of others | <ul style="list-style-type: none"> Parents contacted by phone and informed of behaviour. A meeting may be held to discuss the student's behaviour and further action may be decided. <p>Principal may need to take further action.</p> | <p>Parents notified Recorded on Sentral</p> <p>Possible suspension/Behaviour Management Plan</p> | Student Teachers Parent If a student has 3 Entries Please notify Assistant Principal. |

Behaviour Management

1. Ensure a set of rules/protocols are developed and displayed in classrooms and Learning Centres as soon as possible. A copy of rules and consequences must be given to the Assistant Principal.
2. Please ensure to follow correct Behaviour Consequences.
3. Make sure Behaviour Charts are placed on the wall for all to see.
4. Remember to record student behaviour on Sentral.

Appendix 2



Frankston Heights Primary School Stages of Yard Behaviour

| Stage one: Yard Duty Teacher | Stage Two: Sent to Assistant Principal (aggressive or violent behaviour only) | Stage Three: Principal Class will determine the consequence. |
|--|---|--|
| <p>Verbal Abuse/Harassment:</p> <ul style="list-style-type: none"> Annoying others, name calling, low level teasing, answering back, not following the rules of the formal game Not following school rules e.g. tackling <p>Physical Abuse:</p> <ul style="list-style-type: none"> Low level physical abuse e.g. pushing, light slapping spitting/spitting water Minor Inappropriate play e.g. playing in the toilets, kissing <p>Security and Safety Breaches:</p> <ul style="list-style-type: none"> Playing in an out of bounds area Coming indoors during recess or lunch without permission or supervision <p>Disrespect of Property:</p> <ul style="list-style-type: none"> Taking something belonging to another student and refusing to return it e.g. hat, toy, sports equipment | <p>Verbal Abuse/Harassment:</p> <ul style="list-style-type: none"> Swearing aggressively and directly at a staff member. Use of words in a derogatory sense to insult or offend others e.g. slut, gay, lesbian, racist comment/sexualized gestures/behaviour <p>Physical Abuse:</p> <ul style="list-style-type: none"> Repeated pushing, hitting, kicking, resulting in injury-aggressive violent behaviour Threatening to physically harm/using an object as a weapon to harm others e.g. throwing a ball in another student's face Severe inappropriate play e.g. throwing toilet paper on the ceiling. <p>Security and Safety Breaches</p> <ul style="list-style-type: none"> Leaving the school ground without permission <p>Disrespect of Property:</p> <ul style="list-style-type: none"> Vandalism: Repeated and deliberate damage of the property of others or the school | <p>In extreme cases of verbal abuse, physical abuse, security and safety breaches, repeated sexual and/or racial harassment, vandalism, disturbing the learning of others and the teacher on duty requires outside support.</p> <p><u>Where any stage two behaviour has been determined at a higher level or the same inappropriate behaviour has been repeated.</u></p> |
| <p>Stage One: Consequences</p> <p>NB: Restorative conversations should focus on positive problem solving and natural consequences For Example:</p> <ul style="list-style-type: none"> Walk with teacher Sit in quiet area. | <p>Stage Two: Consequences</p> <p>Teacher sends student to the Assistant principal at office, with another student with an incident report. The misbehaving student may also bring the incident report if they go willing.</p> <p>Removal from the yard for extended period e.g. Individual yard behaviour agreement</p> <ul style="list-style-type: none"> Assistant principal where deemed appropriate must contact parents. <p>NB: Restorative conversations should focus on positive problem solving and natural consequences, e.g. cleaning graffiti, replacing damaged property Parents must be contacted for incidents of bullying/racial comments (repeated & ongoing harassment of a particular person).</p> | <p>Stage Three: Consequences</p> <p>Assistant Principal to record incident on an incident report. Principal Class to determine course of action following e.g. Suspension</p> <ul style="list-style-type: none"> Parents to be notified by phone Suspension for 1-5 days. Parents to be notified by phone. DET documentation completed and sent home. <p>Restorative conference on return to school. Departmental suspension documentation to be completed by Principal Class Copy to be sent home and original given to Principal/ Assistant Principal NB: Each situation will be considered on its merit and personal/mitigating circumstances may be taken into consideration and alternative arrangements made if necessary.</p> |

Appendix 3



Frankston Heights Primary School

Stages of Behaviour: Information and Communication Technology (ICT)

| Stage one: Class teacher | Stage Two: Class Teacher | Stage Three: Class teacher refers to Principal/AP |
|---|---|---|
| <ul style="list-style-type: none"> - Incorrect website use e.g., on a different website to what was instructed. - Incorrect holding and movement of digital equipment e.g., laptops. - Use of digital technologies without permission. - Food or drink near laptops - Not returning laptops correctly into trolleys. | <ul style="list-style-type: none"> -Purposeful damage to digital equipment e.g., laptops -Using someone else's password -Deliberate deleting of others' files -Use of an unapproved website. -Failure to report known incidences of misuse e.g., being a bystander | <ul style="list-style-type: none"> -Cyber-bullying e.g., Facebook, messenger and other social media -Inappropriate sites such as Facebook, sexually explicit websites, -Deliberate misuse resulting in extensive damage to digital equipment. -Posting personal information of others e.g., full names, addresses, passwords. -Posting or sending messages to hurt, harass or threaten others -Repeated misuse of laptops and equipment |
| Stage One: Consequences | Stage Two: Consequences | Stage Three: Consequences |
| Removal of Digital License for a <u>day.</u> | Removal of Digital License for a <u>week.</u> | Removal of Digital License for <u>more than a week.</u> Length of time will be determined by Principal/AP, based on the incident. Parents may be contacted. |

Appendix 4



FRANKSTON HEIGHTS PRIMARY SCHOOL

STUDENT ENGAGEMENT PLAN

OUR SCHOOL VALUES RESPECT • RESILIENCE • RESPONSIBILITY

WE FOLLOW RESTORATIVE PRINCIPLES TO ELEVATE STUDENT BEHAVIOUR, EMPATHY & COOPERATION.

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| INFORMAL | AFFECTIVE STATEMENTS – We include feelings words in language to address low level yet high frequency behaviours. Time Investment – 1-3 minutes |
| ↑ | AFFECTIVE INTERACTIONS – We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future. Time Investment – 1-3 minutes |
| ↑ | SMALL IMPROMPTU CONFERENCES – we use Restorative Questions to solve problems amongst and between groups. Time Investment – 9-10 minutes |
| ↑ | LARGE GROUP – We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds. Time Investment – less than 15 minutes. |
| ↑ | FORMAL CONFERENCING – For the most serious, high impact behaviours and ongoing problems. Time Investment – 60 minute Conference and up to 2 days of preparation |
| FORMAL | |

WE SUPPORT EACH OTHER TO ELEVATE STUDENT BEHAVIOUR RESTORATIVELY

- Teachers work up and down the continuum as needed.
- Teachers look to address behaviour by starting with Affective Statements before they escalate.
- Teachers are supported by Leadership to embed Restorative Language in Practice.
- We solve all problems Restoratively, through the lens of high expectation & high support.
- We are embedding the basic Restorative tenets of focusing on HARM & RELATIONSHIPS in response to all conflict and tension, including bullying behaviours.
- As a first response, Teachers look for ways to repair Student-Teacher relationship issues themselves.
- We are consistent about the Restorative process, but not always consistent about the outcome.
- From time to time, Teachers need to send Students from the room (TO) with a view later repairing the harm (WITH).
- When removed, all Students will be exposed to Affective Interactions facilitated by available School Leaders.
- We look for ways to include Parents in both the positive and negative behaviour patterns of their children.

RESTORATIVE QUESTIONS

FOR THOSE WHO HAVE DONE THE WRONG THING...

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- What has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

FOR THOSE WHO HAVE BEEN HARMED

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

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| FIRM | TO | WITH |
| NOT | FOR | FAIR |

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| Approved By | School Council May 2022 |
| Responsible for Review | This policy will be reviewed annually as part of school council's cycle of policy reviews. |
| Review Date | May 2023 |