



ST JOHN'S SCHOOL

## ST JOHN'S SCHOOL BEHAVIOUR MANAGEMENT POLICY

Policy No:

Policy Area: **Community**

Date Developed: **2010**

Date for Reviewed: 2012, 2016

Date for review: 2018

### 1.0 RATIONALE

The St John's School Behaviour Management Policy and practices emerges from our School Mission to:

1. Provide a Catholic, caring, supportive environment in which students can grow in God's likeness
2. Develop each individual spiritually, academically, physically, socially and emotionally to his or her full potential
3. Assist the development of self-esteem and respect for others, so that each of our students becomes a positive, contributing member of the community.

St John's School has adopted a whole school approach to developing and maintaining positive behaviour. This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support which promote an awareness of positive behaviours and encourages students to focus on their interactions with others. St John's School aims to provide a safe and supportive environment in which learning takes place. This Policy recognises that we (staff, students and parents) all share the responsibility for Behaviour Management, with a positive and pastoral outlook for all.

The Behaviour Management and Bullying Policies at St John's School are based on the premise that:

1. All members of the school community have the right to feel safe
2. All members of the school community have the right to be treated courteously and with respect
3. Learning is a cooperative activity
4. Every student has the right to learn without being disturbed
5. Every teacher has the right to teach without being disrupted.

The Behaviour Management Policy affirms each child's dignity and worth and provides structures in which students can accept responsibility for his/her education and behaviour, learn from their decisions and develop an awareness of the consequences of their decisions.

The Behaviour Management Policy aims to:

1. Provide an environment where the Gospel values are enacted
2. Develop the understandings that:
  - a. Each child has a right to learn to the best of his/her ability
  - b. The teacher has a right to be respected.
3. Provide structures through which the child can develop the understanding that decisions and behaviours have consequences
4. Encourage positive behaviours and attitudes
5. Provide procedures for addressing inappropriate behaviours.

Based on Restorative Practice, the Behaviour Management Policy incorporates the Pastoral Care philosophies that:

1. Place value on respect, honesty, humility, mutual care and respect
2. Share feelings and viewpoints truthfully
3. Build a sense of citizenship and community along with healthy equitable and just relationships
4. Promote accountability, wellbeing, healing and connectedness

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5. Bring together those affected by a wrongdoing in a safe and controlled environment
6. Restore dignity and wellbeing of those that may have been harmed
7. Work together to determine how best to deal with the incident.

Each element of the Behaviour Management Policy aims to foster the total development of the child spiritually, emotionally, physically and educationally in a safe and caring environment.

The Behaviour Management Policy should be read in conjunction with the St John's School Bullying and Harassment of Students Policy.

## **2.0 PRINCIPLES**

1. "Children will be encouraged both by our example and instruction to share with others within the community the Christian values of respect, care, love and forgiveness. The Catholic School must develop persons who are inner directed, capable of choosing freely and in conformity with an informed conscience." (The Catholic School: Article 31)
2. Behaviour Management in the school will reflect Gospel values.
3. St John's School owes a duty of care to all members of the school community.
4. St John's School is committed to developing responsible, self-disciplined students by:
  - a. Providing opportunities for students to display initiative and responsibility
  - b. Providing opportunities for students to develop positive and appropriate interpersonal and social skills
  - c. Rewarding and encouraging students for the effort they are making in the following areas: academic; sporting; social or behaviour
  - d. Providing opportunities for students to learn decision-making skills
  - e. Raising the awareness that every individual is responsible for his/her own actions and choices
  - f. Recognising that inappropriate behaviour results in certain consequences
  - g. Developing the understanding that disruptive behaviour and irresponsible attitudes are unacceptable, as they are destructive to a happy and safe learning environment.
5. All teachers strive to create a positive, rewarding and enriching learning environment. This remains the single most significant opportunity to influence cooperative behaviour and underlies all actions in this policy.
6. While rules are necessary, they do not change behaviour like positive action does. By valuing and developing positive relationships and responsible behaviours, and by implementing behaviour management procedures effectively, we can improve that interaction.
7. The school's Restorative Practice approach to managing student behaviour is based upon agreed-on basic principles, including fairness, equity, justice, integrity, honesty and trust.

It is important that the Behaviour Management policy reflects the **values** of:

- a. **Respect** is the foundation for trust and goodwill. It is about being non-judgemental of age, gender, culture, race, actions or status. All humans have inherent and equal worth.
- b. **Participation** is about being inclusive of everyone and working collaboratively. All those involved in Restorative Practice processes have something valuable to contribute
- c. **Honesty** is required when working together and meeting the needs of each other. Those involved must be committed to nurturing relationships, act with integrity and seek to clarify and understand issues.
- d. **Humility** is being aware of our limits and vulnerabilities. It is about respecting others, acknowledging self-doubt and recognizing that we may not know what others need. Empathy, impartiality and mutual care are manifestations of humility.

- e. **Interconnectedness** is understanding that all things are connected, especially within the web of relationships. The focus of the Restorative Practice process is on reconnection and nurturing relationships. It is about involving those individuals who are connected to the wrongdoing and bringing them together with the victims to address the repair that is needed to be done
- f. **Accountability** is responding appropriately to the moral obligation to accept responsibility. Taking responsibility is about acknowledging the truth, and supporting and assisting with repairing and problem solving. Recognising responsibility also involves taking responsibility to care for others.
- g. **Empowerment** sets an expectation that all participants are active in their role, with an opportunity to express their thoughts and feelings about an incident and find an appropriate response to the situation. They can tell their stories and have their concerns heard. Empowerment involves a non-judgemental attitude, flexibility and active listening.

### 3.0 **PROCEDURES**

#### 3.1 **Positive reinforcement**

1. Research shows a strong correlation between the teacher-student relationship and relationship within the school/classroom and positive school/classroom atmosphere and behaviour. As such, teachers need to develop strong positive relationships with their students and develop a strong understanding of each child, their needs and motivations.
2. All staff at St John's School are responsible for recognising and reinforcing children who consistently and continually behave appropriately, as well as those students who make an effort to manage their own behaviour.
3. Staff reinforce the positive behaviour and choices students make daily. Throughout the school day many opportunities arise for recognising a child's effort in the classroom or in the playground.
4. Positive reinforcement is used to reinforce appropriate behaviour. Positive incentives should be earned rather than just given and verbal encouragement/feedback should be the most used incentive.
5. St John's School has a number of positive incentives in place to thank and celebrate students who display positive attitudes or desired behaviours in the classroom and in the playground. The incentives listed below represent only a sample of those used within the school:
  - a) A smile
  - b) Verbal positive feedback
  - c) The three levels of feedback
  - d) Positive written and oral comments of encouragement or appreciation
  - e) High fives
  - f) Students encouraged to take items of work home to show parents and/or to another teacher/class
  - g) Visits to the Principal for positive acknowledgement.
  - h) Free time on completion of set work in the classroom
  - i) Allowing student to choose own reward or activity from a list compiled by teacher/class
  - j) Sending home positive messages in the student's diary or letters of commendation to parents/carers
  - k) Earning individual, group or class points, with class negotiation of positive rewards
  - l) Immediate social reinforcers: including rewards, stickers, privileges, Dojo points
  - m) Merit certificates, including Fruit of the Spirit certificates which are presented at the school assemblies
  - n) Aussie of the Month, Junior and Senior presented at school assemblies.

These incentives occur at an individual, class and whole school level.

### **3.2 Teaching appropriate choices, decision making and social skills**

1. St John's School uses Restorative Practice, Fruits of the Spirit, West Australian Health Curriculum, as well as the Western Australian Religious Education Guidelines, to meet the social/emotional and developmental needs of the students. These resources and teaching programmes have been developed and plotted into a social development matrix. Through these programmes the children are taught appropriate social skills, decision making strategies, behaviour and responses to everyday situations.
2. St John's School recognises that many students need to be taught social skills and appropriate behaviour. The following initiatives are implemented at St John's School to establish and maintain the students' positive behaviour:
  - a) Fruit of the Spirit programme
  - b) Consistent expectations throughout all classrooms regarding student behaviour and procedures
  - c) Teaching pro-active social behaviours on a whole school level (See point 3)
  - d) Positive classroom teacher/staff attitudes
  - e) Incentive programs in the classroom which acknowledge appropriate student behaviour  
Teachers design their own programs, including the use of Dojo programme
  - f) Individual behaviour programs to meet individual student's needs, as required.
3. To foster independence and resilience, students within the school are trained to take the following steps should they believe another student speaks or deals with them in an inappropriate manner:
  - a. Name the student and the action of the student/perpetrator and tell them to stop the action, e.g. "Name, stop tapping me, I don't like it."
  - b. Should the action continue the student again names the student/perpetrator, the undesirable action and tells the student/perpetrator they will report the matter to the teacher, e.g. "Name, stop tapping me. I don't like it and if you do it again I will tell the teacher".
  - c. If the student/perpetrator continues the inappropriate action/behaviour the student locates and informs the teacher of what has happened.
4. St John's School implements the Restorative Practices, with the visual posters displayed within each classroom and around the school and cards within teachers' duty pouches. (See Appendix 3)

### **3.3 School rules reflective of our School Mission, values and beliefs**

1. The school rules are:
  - Follow Directions**
  - Respect Others**
  - Respect Property**
  - Think Safety**
2. It is essential that a consistent and united approach to the management of students' behaviour applies at all times and that the Behaviour Management Policy, school rules and student behaviour expectations are applied consistently throughout the school. As such, the staff are required to acquaint themselves with the Behaviour Management Policy, School rules and Student Behaviour Expectations. As a staff, teachers revisit from time to time and on a needs basis.

3. Relief staff to be made aware of the school rules. A copy of the rules and consequences are included in the relief file.
4. Children must become familiar with the "School rules" and the "Student Behaviour Expectations" and which details the code of behaviour required for St John's School.
5. All teachers teach rules and expectations to their class over the first two weeks of the school year. Teachers revisit the School Rules from time to time and on a needs basis.
6. The school rules and consequences are prominently displayed within each classroom and around the school.
7. School rules apply to all members of the school community. It is therefore important that staff members model appropriate behaviours.
8. Staff are required to be alert to disruptive students and be prepared to use the School Behaviour Management Plan to combat inappropriate behaviour.

#### **3.4 Playground behaviour management: before school, recess, lunch, outside behaviour**

1. Teachers on duty are required to move throughout their teaching/duty area being vigilant to observe the behaviour of students and to intercede if behaviour is seen to be inappropriate or to follow up report of inappropriate behaviour reported by students.
2. Constructive social behaviour occurs when students know that staff are proactive in observing and are taking steps to avert a possible problem.
3. Staff on duty will;
  - a. Arrive at the duty location on time.
  - b. Wear the yellow duty jacket to be easily identified as a duty teacher.
  - c. Wear a hat on duty.
  - d. A teacher on duty will carry a Duty Pouch with basic first aid items plus student need information cards
  - e. Be active and walk around the duty area.
  - f. Actively look at play and behaviour and be a physical presence to support children in making good decisions.
  - g. Remove students from play who are not following rules.
  - h. Inform the class teacher about any student that had issues.
  - i. Remain in duty area until all students have moved to class. Duty teachers are to be the last off the play ground.
  - j. At the end of recess and lunch teachers must be at their door when the second buzzer sounds and covering the classes of other teachers coming off duty. Ensure that students are standing quietly at the second buzzer.
4. Should an incident or inappropriate behaviour occur during Recess or Lunch, it is the responsibility of the teacher on duty to determine the appropriate response based on the situation and behaviour. This may be something they have seen, had reported to them, spoken to with students or investigated with a group of students.
5. When inappropriate behaviour takes place or there is a dispute between two or more students the duty teacher will engage in Restorative Practice conversations for low level class disruption, both as a preventative and early intervention action.

Restorative Practice conversations model respectful dialogue and include the language of restorative enquiry at time of disruption.

6. Teachers ask the Restorative Practice questions:

<b>When things go wrong.</b>
What happened?
What were you thinking at the time? (Middle and Upper Primary)
Who or what has been hurt
How can we fix it ?
What do you need to do to fix it? (Middle and Upper Primary)

7. The staff member on duty determines the appropriate responses to behaviour and ensures any consequence is relevant and appropriate.

This may include:

- a. an apology from the offender to the relevant party
  - b. a verbal warning
  - c. talking through social situations with groups of students using the Restorative Practices to resolve disputes
  - d. walking with the teacher
  - e. sitting out of play in a location which can be monitored by the duty teacher
8. Should the behaviour continue, the teacher on duty will determine a further appropriate consequence. This may include one of the consequences mentioned above and/or informing the class teacher.
9. Should a **Major Misbehaviour or continued misbehaviour** occur, the duty teacher will direct the student to complete a 4W Thinking Sheet. (NB An Education Assistant will seek assistance from the nearest duty teacher and/or Assistant Principal.)

***Examples of Major Misbehaviours related to each school rules are outlined on the back of the 4W sheet ( see Attachment 1 for the Junior Primary and Attachment for the Middle and Upper Primary students 2)***

- a. When the student completes the 4W Thinking Sheet, the teacher on duty discusses the student's behaviour with the student and signs the 4W Thinking Sheet. In addition to the 4W Thinking Sheet, consequences may be given by the duty teacher and/or Assistant Principal.
- b. The student is then sent to the Assistant Principal with an Education Assistant or a responsible student.
- c. The student discusses the 4W Thinking Sheet with the specified Assistant Principal who also signs the sheet:  
Years 1 – 3 Assistant Principal Religious Education  
Years 4 – 6 Assistant Principal Administration.
- d. The student may remain in the office until the end of recess/lunch before returning to the normal classroom situation.
- e. A copy of the 4W Thinking Sheet is taken for the class teacher and the Assistant Principal before it is sent home for the parent/carer to sign.
- f. The 4W Thinking Sheet is taken home by the student and returned to the classroom teacher the following day, signed by the student's parents/carer.
- g. The signed 4W Thinking Sheet will be forwarded to Assistant Principal Administration who will maintain the school's Behaviour Management File as The Principal's delegate. The file

is located in the Assistant Principal's Office. The previous unsigned copy of the 4W Thinking Sheet is then destroyed.

- h. Students from St John's School often have the opportunity to represent their school in "away" situations. To be considered for this privilege students must have "good standing" before they will be eligible to represent the school. To have "Good Standing", students will have consistently demonstrated a positive attitude and observable expected behaviour. Respect will have been clearly demonstrated.

### **3.5 Classroom Behaviour Management**

1. Research shows a strong correlation between the teacher student relationship and relationship within the classroom and positive classroom atmosphere and behaviour. As such teachers need to develop strong positive relationships with their students and a strong understanding of each child, their needs, and motivations.
2. At St John's School we believe teachers can only provide a good education in a positive working environment where the staff implements the behaviour management policy consistently.
3. A positive classroom environment in which students are effectively engaged is facilitated by strong classroom management, effective pedagogy and consistent and achievable standards which are known to the students.

At St John's School Visible Learning processes are implemented in which the learning intentions and success criteria are made visible and explicit to students.

Classroom curriculum and lessons are thoroughly prepared by the teacher. This includes: knowing the content; knowing what is to be achieved; preparing the necessary resources and being punctual for the commencement of the lesson.

During each lesson teachers:

- a) Give clear instructions
- b) Teach at the students' level
- c) Use motivation techniques
- d) Cater for a variety of abilities and interests
- e) Are flexible
- f) Have early finisher/extension activities available and
- g) Carefully time each lesson.

Consideration is given to the grouping structures, student seating and classroom arrangement.

4. The use of positive reinforcement for appropriate behaviour and the three levels of feedback are in the process of being embedded. Verbal encouragement is the most used incentive.
5. At the beginning of each year, teachers work with their class to develop a code of conduct/class rules which outlines specific examples of the school rules as they apply within the classroom. The class teachers will adapt the Behaviour Management Plan to suit the developmental needs of their class.

The classroom rules need to be able to cater for students who have special behavioural needs and allow for a fresh start every day. The plan needs to encompass the normal range of student infringements.

6. The classroom rules/code of conduct:
  - a. sets a high standard for responsible behaviour
  - b. outlines the expected behaviour and
  - c. outlines the consequences of inappropriate behavioural choices.
7. The class Behaviour Management Plan should reflect a direct link between the child's actions, how this breaches the classroom Behaviour Management Plan and the consequences. The consequences will also be reflective of the child's developmental stage.
8. Once developed, the code of conduct/class rules are to be consistently enforced and reinforced so that every student has the opportunity to develop an understanding of what the rule means and is clear about which behaviours are acceptable and which are not.
9. Class rules and consequences are clearly displayed in the classroom.
10. Relief staff are made aware of the classroom rules. A copy of the rules and consequences are included in the relief file.
11. Disruptive and inappropriate behaviour is addressed promptly via the Class Behaviour Management Plan.

If a student displays undesirable behaviours listed in the class code of conduct/class a series of known steps and consequences will be enforced until the student chooses to return to appropriate behavioural choices

- a. The first expected step is that the student's attention is brought to the fact that they are not conforming to the expected behaviour. This may be:
  - i. A Non-verbal reminder, e.g. look, signal
  - ii. A verbal warning given **and/ or**
  - iii. A first response to inappropriate behaviour.
- b. If disruption continues the teacher will apply the known series of class consequences. These may include:
  - i. the use of strategies, such as one-to-one conferencing using the Restorative Practice questions
    - What are you doing?
    - What is the rule about that?
    - How is it affecting others?
    - What is the best choice you can make now?

The teacher allows student time for thinking and self-correction in the classroom.

*(The Restorative Thinking Programme (RTP) assists teachers with the management of disruptive behaviour in the classroom by supporting students rethink, plan and restore their working relationship with the teacher. Through the transparent RTP process, both student and teacher can resolve difficulties and gain an insight into each other's perspective.*

*RTP supports all participants and enhances collaboration and the development of the school community as a whole. )*

- ii. **Warning Recorded:** this may be on a Stop and Think chart, name visibly evident, spotlight poster

- iii. **In Class Consequence-** developed as part of the class code of conduct/class rules

**iv. In Class Time Out**

**v. Time Out in another class**

***It is an expectation that this step will only occur after a series of known consequences has been enforced.***

***It is also expected that parents/carers are informed via the student's diary or a phone call if this step is enacted.***

12. If **misbehaviour continues or if a major misbehaviour** occurs the student is to complete a 4W Thinking Sheet.
  - a. When the student completes the sheet, the teacher discusses the student's behaviour with the student and signs the 4W Thinking Sheet
  - b. The student is then sent to the Assistant Principal with an Education Assistant or a responsible student. The student discusses the sheet with the specified Assistant Principal who also signs the sheet.  
Years 1 – 3 Assistant Principal Religious Education  
Years 4 – 6 Assistant Principal Administration
  - c. A copy of the 4W Thinking sheet is taken for the Class Teacher and the Assistant Principal before it is sent home for the parent/carer to sign
  - d. The student may stay in the office until the end the teaching period, be sent to another class or return to the normal classroom situation, as deemed appropriate by the Assistant Principal
  - e. The 4W Thinking Sheet is taken home by the student and returned to the classroom teacher the following day, signed by the student's parents
  - f. The 4W Thinking Sheet is kept in the 4W file located in the Assistant Principal's Office. The previous unsigned copy of the 4W Thinking Sheet is then destroyed.
13. If a student receives four 4W Thinking Sheets within a term, a compulsory interview between the Principal/Assistant Principal, Teacher, Parent/Carer and student takes place in order to develop a Behaviour Management Plan.
14. If the student continues to behave in an inappropriate way, In School Suspension and Out of School Suspension may occur.
15. Managing student behaviour is the responsibility of ALL staff; therefore all staff should be active partners. A staff member who needs support in the area of managing student behaviour is encouraged to consult a peer or the Principal in the spirit of mutual support and with open communication in order to ensure the best outcome.

### **3.6 Catering for individual needs**

1. The Behaviour Management Policy and processes also provides for those students who need additional support and direction.
2. Some students due to medical, emotional or pastoral needs, such as previous trauma or processing difficulties may require the development of a specific Pastoral, Behaviour or Social Emotional Management Plan and processes to cater for their specific needs.

The plans are developed in collaboration with the Principal, Leadership team, class teachers, parents/carers the student and where appropriate consultants from CEWA, who may include the Catholic Education Regional psychologist.

3. Some children require additional support to stabilise their emotional well-being and behaviour, including regular support and check-ins with appropriate members of staff.

### **3.7 Repeated or Serious Behavioural breaches**

1. The consequences for repeated or serious misbehaviour may result in consequences including, but not limited to:
  - a. Being sent to the Principal, or their delegate
  - b. The Principal, or their delegate, will meet with the child to seek a resolution
  - c. Parental meeting with the Principal, or their delegate
  - d. A letter to parents
  - e. A Behavioural contract is established
  - f. Recess and/or lunch spent in the office or alternative times for Recess and Lunch
  - g. In-school detention, where the child remains in the school office block for a set number of days to complete their school work and alternative times for Recess and Lunch are given
  - h. Out of school suspension: suspension from attending school for a set period.
2. Parents are partners in the education of their children and where possible will be notified of serious breaches of this policy and the consequences discussed.
3. The Principal, or their delegate, the class teacher, parents and child will meet to establish a resolution and to plan a way forward. Inquiries and investigations shall respect the principles of natural justice and take into account the developmental stage of the student/s.
4. **Each incident and the behavioural consequence will be determined by the merits of the case** and in accordance with processes outlined in this policy.

### **3.8 Severe Behaviour clause**

1. **The Principal and/or the Administration Team reserve the right to deal with instances of severely disruptive behaviour on their individual merits.** As such, this policy maybe varied at the discretion of the Principal.

A severe clause will apply for instances of wilful, persistent, malicious or dangerous behaviour, which threatens the safety of people and/or property, or disrupts the normal teaching and/or working environment of the school.

Any consequences resulting from a severe clause will be discussed with the parents of the child.

2. A severe behaviour may occur when a student behaves in a manner – physically or verbally, that is a threat to either themselves or others.

If required the following procedure will be enacted:

- a. Each class has a class telephone and a red laminated card in the class and duty pouches. A phone call will be made to the office or a student will be sent to the office with this card and a member of the Leadership team will respond to the location of the incident
- b. The student will be removed immediately and escorted to the office  
Leadership team member removes student from the situation
- c. Leadership team member arranges to speak with the teacher to collate details
- d. Restorative Practice actions are put in place

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- e. Written report by witnesses, teacher and Leadership team member will be collected and placed in student's SEQTA pastoral care file
  - f. Parents of the student will be contacted to discuss the severe breach and the resulting consequences which will be enforced.
3. In keeping with Catholic Education Office policy the Principal reserves the right to exclude a student from school for extremely serious or repeated instances of gross misconduct, serious infringement of school rules, behaviour that is persistently disruptive or contrary to the mission statement of the school. It is hoped that this final step would be used very rarely if ever.

Exclusion (Expulsion) of a student can only occur with the approval of the Executive Director of Catholic Education and must be supported by documented evidence. This consideration is at the discretion of the Principal, in consultation with the Leadership Team and the relevant CEWA Consultants.

**Reviewed: April 2016**



### 4 W Thinking Sheet: Junior Primary

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a picture of what happened.

Teacher's Narration (from child's words):

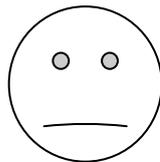
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How did this make you feel?



How did this make the other person feel?



What rule did you break? (See over the page)

- 1. Follow rules \_\_\_\_\_
- 2. Respect others \_\_\_\_\_
- 3. Respect Property \_\_\_\_\_
- 4. Think Safely \_\_\_\_\_



## Appendix 2



### 4 W Thinking Sheet: Middle and Upper Primary

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

**What happened?**

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**What rule did you break? (See over the page)**

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**What is your explanation?**

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**What do you need to do to fix it?**

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**Teacher's Comment:**

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**Student's Signature:** \_\_\_\_\_

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal/Assistant Principal

\_\_\_\_\_  
Parent

**Parent's Comment:**

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**Major Misbehaviours:**

**1. Follow rules**

- a) Leaving class/area to avoid consequences

**2. Respect others**

- a) Verbal abuse to teacher or student
- b) Crude/racist remarks or gestures
- c) Gender remarks or gestures
- d) Swearing
- e) Spitting
- f) Stealing

**3. Respect Property**

- a) Vandalism/Graffiti

**4. Think Safely**

- a) Physical harm/abuse of teacher or student
- b) Throwing objects
- c) Physical fighting
- d) Putting own or others safety at risk

## Appendix 3

### A Restorative Practice School

#### Restorative Practices takes a new look at traditional processes of educating:

‘Restorative Practice is based on the philosophy of Restorative Justice. This philosophy provides us with a framework which is underpinned by values and beliefs that asks us to approach wrongdoing differently. This approach is called Restorative Practice and the focus is about community, relationships and healing. This Restorative Justice framework is also about real accountability; according to people and their needs, rather than accountability according to rules and codes of conduct.

For some schools this will be a very different model of justice in comparison to what they have been using. This more traditional model of justice is about wrongdoers getting their just desserts sometimes from a zero tolerance position.

Restorative Practice, the hands on element to Restorative Justice, assists schools to put into practice important values and beliefs that emphasize rights and responsibilities, positive relationships, productivity and cooperation and at the same time meeting individual needs within their community .’

(Taken from [http://www.behaviourmatters.org.au/Restorative\\_Practice.php](http://www.behaviourmatters.org.au/Restorative_Practice.php))

	Traditional	Restorative
Approach	What happened? Who's to blame? What's the punishment?	What happened? Who has been affected and how? How can we put it right? What have we all learned so as to make different choices the next time?
Emphasis	Inadequate focus on those harmed or affected by the wrongdoing Decides what must be done to the wrongdoer Focus on broken rules Separates wrongdoer and victim Focus on punishment and blame	Greater consideration of the feelings of those harmed Involves the wrongdoer Focus on responsibility Brings everyone together Focus on reasons, causes, feelings

(Taken from <https://www.google.com.au/search?q=restorative+practices+in+school&espv=2&biw=1366&bih=643&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwj-pePk36bMAhUBKqYKHeOzB6UQ7AKiOw&dpr=1#imgrc=2PArbqZBh7LTbM%3A>)

‘Restorative Practices assist teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self regulate behaviour and contributes to the improvement of learning outcomes.’

(Taken from: <http://www.restorativepractices.org.au/>)

### Restorative Practices enable

- Appreciation, alternative possibilities and hope to take central ground, displacing judgement, deficit and failure.
- The school to address issues rather than punishing students.
- Teachers to see themselves as relating with students, not as authorities over them.
- The focus to be on restoring order through restoring relationships rather than through authority, when discipline offences occur,
- The manner of individual statements to be maintained and nurtured.
- People to speak respectfully of one another in all situations.
- Teachers and students to look forward to the challenges they meet at school.
- The voice of every student to be heard rather than being drowned out by the noise of the loudest.

**A restorative school seeks excellence in respectful relationships by valuing everyone in the school community.**

### **A restorative school has hospitable practices because:**

- The communities of care around the school and its students become very visible.
- Students learn that living in a complex community is more than possible – It can be enjoyable.
- There are fewer referrals for bad behaviour.

***PEACE BREAKS OUT!***

