Positive Behaviour Framework, Procedures and Strategies
(Middle and Senior Schools)

Preamble

These procedures, strategies and guidelines adopted by St Andrews Lutheran College assist us to reflect the love of God through the way we seek to provide a safe and caring environment for all adults and children involved in our College community. They also align with our legislative requirements.

Foundational frameworks and legislation

Building a Safe and Caring Community (BSCC) policies and procedures incorporate:
- *Child Protection Policy including LEA Valuing Safe Communities a framework of policies relating to the behaviour of adults in Lutheran Schools.*
- *National Safe Schools Framework (Australian Government)*
- *Principles of Restorative Practices and The Round Table Policy (St Andrews Lutheran College)*
- *Positive Behaviour Framework, Procedures and Strategies*
- *Other relevant state and national legislation including Child Protection Legislation.*

Underlying Principles

The Gospel: *'In the Lutheran school the gospel is to inform all programs, relationships and activities (LCA and Its Schools statement). The love of God in Jesus Christ is to govern all that is done and, in response to this love, people in the school community are directed to their fellow human beings. When they love others, they love him. Christ's promise is that whatever is done for others is done for him. Informed and transformed by God's creative, redemptive and sanctifying love, God's people are concerned with the total needs of their fellow human beings.' (Industrial Relations and the Lutheran school).*

Lifelong Learning: *The framework, Lifelong Qualities for Learners, defines the ethos of Lutheran schools: 'As central to their mission and ministry, Lutheran schools seek to nurture individuals who are aware of their humanity, open to the influence of the Holy Spirit and growing in and living according to a cohesive worldview while living in community and reflecting characteristics of God through core values, especially love, justice, compassion, forgiveness, service, humility, courage, hope, quality, appreciation and restoration'.*

Restorative Practices: *At St Andrews we use Restorative Practices based on biblical principles (Matthew 18:15-17; 1 Corinthians 6:1-11) to help to create a safe, fair, harmonious and productive learning environment. We also employ Restorative Practices to settle differences, resolve issues and restore relationships whilst also meeting the requirements of the law of the land.*

Scope

These procedures and guidelines relate to:
Staff: *all employees, paid workplace participants and volunteers;*
Students: *all children and young people enrolled at or attending the sites defined under school;*
Parents: *guiding the conversations of concern with our parent community.*

Section 1: Positive Behaviour Framework – Underpinnings

Through an emphasis on student welfare and positive attitudes and behaviour in relationships, St Andrews aims to promote the emotional, social and spiritual development of the student as an individual within the community. At St Andrews we are committed to the following underpinnings in relation to management of student behaviour:

1. ***PASTORAL CARE***

   We strive to show care and support equally to every student and parent regardless of their personal beliefs, abilities, behaviour or circumstances. *This derives from our belief that, because God loves us regardless of who we are or what we do, so we should love others. This commitment is the basis of our Student Welfare and Behaviour Management policies and programs. It also underpins our Pastoral Care programs for parents.*

2. ***CELEBRATION***

   We provide many opportunities for students to experience the joy of life, learning and relationships. *Because we are thankful for the wonderful gifts God has given us, we frequently have special times of celebration, both formal and informal. These occasions affirm our vision and values, and enhance our sense of community.*

3. ***CHRISTIAN VALUES***

   In the lives of students and staff we value and promote the qualities of forgiveness, reconciliation, humility and self-sacrifice. *Jesus Christ modelled these qualities in his life and death. The "good news" of the gospel of Jesus is the means and motivation for inviting, encouraging and developing healthy relationships within the school community.* **In particular, we emphasise the need to create peace by repairing harm (see Restorative Practices)** *and where our College values are lived out in community.*

4. ***PARTNERSHIP WITH PARENTS***

   We consistently involve parents when student welfare or behaviour management issues arise *because students benefit most when there is a strong partnership between the school and the families of students. Behavioural change is most likely where parents and the school have shared expectations.*

5. ***RELATIONSHIPS WITH STAFF AND STUDENTS***

   We provide many opportunities for formal and informal social interactions among staff and students. *We want students to enjoy school, to develop friendships and thus to grow in self-esteem and self-discipline. Positive relationships with peers and adults are a key to healthy social and emotional development.*

6. ***TRAINED and SPECIALISED PERSONNEL***

   College staff are involved in specialist training with Restorative Practices and Positive Psychology. Our Pastoral Care Team; Pastor, Chaplain, Counsellors, Heads of Sub school and Year Level Coordinators coordinate welfare and behaviour management programs. The Deputy Principal and Head of Sub-School are responsible for Behaviour Management in their areas, assisted by Key teachers and Year Level Coordinators.

7. POSITIVE PSYCHOLOGY - PREVENTION IS BETTER THAN CURE

We maintain a strengths based approach and provide a number of programs to assist students to develop personal character and positive behaviours. *We adopt the the principles of positive psychology (PERMA model) and the Australian Student Wellbeing Framework. https://www.studentwellbeinghub.edu.au/docs/default-source/aswf_booklet-pdf.pdf?sfvrsn=0*

8. HIGH STANDARDS OF BEHAVIOUR

We present and uphold high expectations of behaviour *for staff and students based on Christian values derived from the Bible and the normal rules of conduct required for an orderly society. These expectations are clearly communicated to all members of the community.*

9. A PRODUCTIVE LEARNING ENVIRONMENT

We are committed to creating a secure, success-oriented, empowering learning environment. *We insist that students have the right to learn and teachers the right to teach: both parties should treat each other with dignity and respect. We aim to ensure that all students have the opportunity to be happy and successful - to be able to participate, to be heard and to work harmoniously with others. (See Anti-Bullying Policy) and Positive Learning Framework.*

10. AN EFFECTIVE BEHAVIOUR MANAGEMENT PROCESS
We apply clear and fair procedures to manage student behaviour, *recognising that individuals are imperfect, even in a Christ-centred community. Behaviour is managed in a loving and caring environment that promotes faith, hope, justice and reconciliation. A consistent philosophy of behaviour management underpins procedures P-12, but specific rules and guidelines are determined for students of different ages with regard to their different developmental needs.*

11. APPLICATION OF CONSEQUENCES
We consistently reinforce positive behaviour and strive to ensure that consequences for inappropriate behaviour are fairly administered and follow due process. *Consequences are applied in an attempt to support behavioural change and enhanced relationships. Corporal punishment is not permitted to be used in Lutheran schools; indeed, any physical interaction between teacher and student when implementing disciplinary measures is unacceptable.*

A student who chooses to engage in behaviour which places the community at risk, or wilfully rejects advice and opportunities to change unacceptable behaviour, may forfeit his or her right to be part of the community.

12. EVERYONE IS SOMEONE
We ensure that each student at St Andrews has at least one staff member who knows them well, cares for their welfare and monitors their learning needs. *In the Junior School this is the class teacher, and in the Middle and Senior School the Learning Advisor. This person is the first staff member who should be contacted by the parent if there is a question or concern relating to their child. At St Andrews, each child is a person, not a number.*

Section 2: Positive Behaviour Framework – Aims

The aims of this college's Behaviour Management Framework are:
- To assist students to develop their own inner, self-motivating behaviour regulation. This will enable them to become lifelong learners with the skills to understand themselves and others and to change the way they live, behave and relate
- To serve the central purpose of the College - education - by providing an orderly environment where everyone can be happy and safe and learn effectively
- To ensure we authentically deal with matters that arise in a restorative manner.
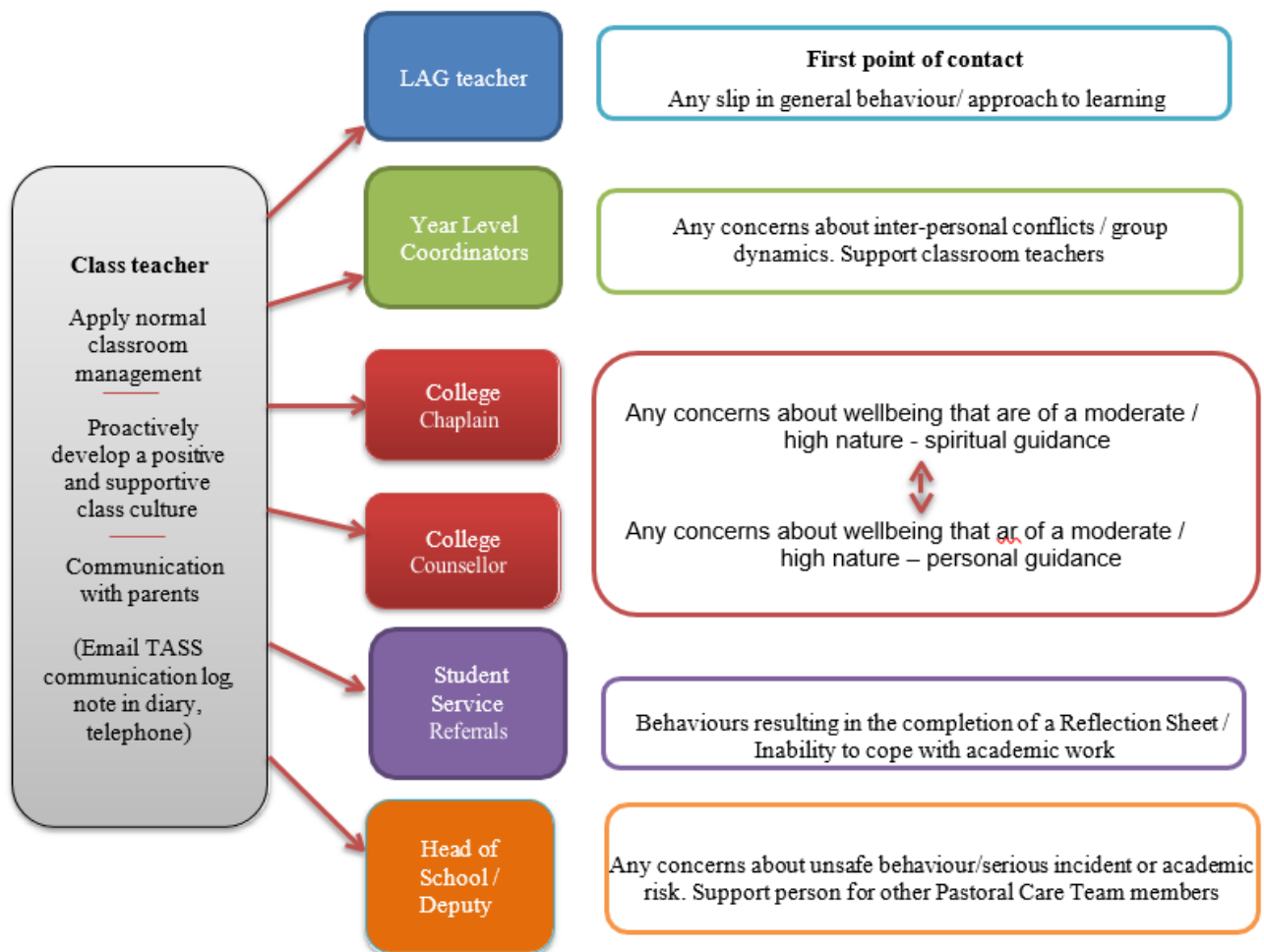
Section 3: Positive Behaviour Framework – Who is Responsible for What?

ROLE	RESPONSIBILITIES
Subject Teacher	- Maintaining a safe and supportive classroom environment. - Minor classroom behaviours e.g. talking, use of phones and technology, calling out, failure to submit homework or assignments. - Minor, incidental, class related conflict between students. - Keeping classroom tidy *RP approach to building Positive Community* *Contact with parents*
Learning Advisor	- Care of the "whole" child by: - Knowing their strengths, goals and motivation - Gaining information regularly from subject teachers - Keeping tabs on student's overall academic progress - Gaining information about student's co-curricular - Activities - Knowing about student's health and wellbeing - Talking with, listening to, guiding, helping students with above - Advising Year level Coordinators of students of concern (referral process) - Student lateness and absences - Student uniform - Student use of the diary *RP approach to building Positive Community.* *Contact with parents*
Coordinator Student Services	- Assists Learning Advisor Group subject teachers with care/management of students with special behavioural, social or academic needs by: - helping to coordinate these needs through discussion with parents, referral to specialists, putting in place management plans (e.g. behavioural reports) and individual educational plans (IEPs). - Teachers' referral point for academic concerns and NCCD support. - Implementing Restorative Practices to promote reflection - Member of Student Welfare Action Team (SWAT).
Head of Sport	Management of behaviour related to sporting program e.g. absenteeism, uniform issues, sportspersonship, awards
Heads of Department	Academic behavioural issues e.g. plagiarism, cheating, late assignment submissions, awards
Chaplains	- Offers spiritual and pastoral care to all students and staff. - Staff members should refer to him students who: - Are undergoing spiritual or personal crises - Have spiritual questions the staff member feels they cannot answer - Have undergone strong disciplinary measures so that the forgiveness of Christ can be offered - May be involved, at the request of staff members, in parent or student interviews where he could offer pastoral support - Member of Student Welfare Action Team (SWAT).

ROLE	RESPONSIBILITIES
Counsellor	- Offers specialised individual counselling to students with personal or family problems - Coordinates Risk Management Plans for students at significant risk - Staff members should refer students who: - Have need of specialised training e.g. in anger management, - Response to bullying, inter-personal skills - Need to speak confidentially to a neutral party about Significant issues - Member of Student Welfare Action Team (SWAT). - Offers group therapy sessions for students with related needs – e.g. Seasons of Growth program for those suffering grief and loss. - Co-ordinates peer support activities. - Implementing high-level Restorative Practices. - Member of Student Welfare Action Team (SWAT).
Year Level Coordinators **Director of Student Development (DSD)** **Head of Middle School (HOMS)** **Head of Senior School (HOSS)**	- Supports students to ensure they achieve personal excellence. This includes monitoring students' progress/performance and behaviour with a focus on developing and implementing appropriate goals, personal best targets and interventions where necessary. - Promotes the structures, practices and processes that support a safe and supportive learning environment including the use and monitoring of the behavioural card system. - Management of low to medium level student behavioural issues. - Monitor the general wellbeing of students at the year level and offer support to students when needed, including referral to other key people when required. - Engage parents in a meaningful partnership regarding the welfare and education of students and communicating regularly with parents to discuss issues and progress. - Monitor standards of behaviour, appearance and dress. - Utilization of and promotion of Restorative Practices and Positive Psychology in student/staff welfare and behaviour management contexts - Assist, empower and support colleagues to implement positive behaviour management strategies. - Regularly communicate behavioural expectations to students. - Involvement in regular behaviour management/pastoral meetings with relevant personnel. - HOMS and HOSS are members of Student Welfare Action Team (SWAT).
Deputy Principal	- Oversees Behaviour Management Policy and procedures in MS/SS - Deals with major disciplinary events - Case manages most difficult students in conjunction with the counsellor - Makes recommendations to Principal about action to be taken in severe disciplinary events - Works in cooperation with the Pastoral Care Team to develop the cohesiveness of the sub-school through meetings, social activities, service opportunities etc. - Member of Student Welfare Action Team (SWAT).
Principal	- Makes decisions about suspensions for significant time frames and exclusions. - Manages disciplinary situations with significant legal ramifications. - Approves major policy changes. - Makes decisions about personnel involved in Behaviour Management and their roles.

Class teacher

Apply normal classroom management

Proactively develop a positive and supportive class culture

Communication with parents

(Email TASS communication log, note in diary, telephone)

LAG teacher

First point of contact

Any slip in general behaviour/ approach to learning

Year Level Coordinators

Any concerns about inter-personal conflicts / group dynamics. Support classroom teachers

College Chaplain

Any concerns about wellbeing that are of a moderate / high nature - spiritual guidance

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Any concerns about wellbeing that ar of a moderate / high nature – personal guidance

College Counsellor

Student Service Referrals

Behaviours resulting in the completion of a Reflection Sheet / Inability to cope with academic work

Head of School / Deputy

Any concerns about unsafe behaviour/serious incident or academic risk. Support person for other Pastoral Care Team members

SECTION 5- POSITIVE BEHAVIOUR FRAMEWORK – POSITIVE COMMUNITY STUDENT BEHAVIOUR LEVELS

These procedures should be closely adhered to in order to ensure teachers are supported in their efforts to assist students to manage their behaviour appropriately.
DP (Deputy Principal), HOMS/HOSS (Head of Middle School/Head of Senior School), LA (Learning Advisor), HOD (Head of Department)

POSITIVE BEHAVIOUR STUDENT LEVELS	POSSIBLE CONSEQUENCES	TEACHER ACTION – PROMOTE 'POSITIVE CHOICES'
POSITIVE BEHAVIOURS Effective relationships for learning and living in community. Student accepts ownership for their behaviour and makes positive decisions/choices. Respects the rights of self and others.	• Achievement • Learning • Recognition • Sense of • Rewards wellbeing • Success • Mastery	Encourage, Acknowledge and Celebrate - Positively reinforce behaviour • Letters of commendation • Formal/informal awards - 'Spirit of St Andrews' **Support: Learning Advisor / Class teacher share good news**
LEVEL 1 **MINIMAL DISRUPTIONS** Examples: Disrespectful comments/actions, Off task, home work or assignments not completed, punctuality problems, disruptive or poor attitude in class, poor playground behaviour, uniform/hair issues, poor work ethic.	• Reflective practices. • Completion of appro-priate consequence: change of seats, lunchtime detention, litter duty **Note in Diary and TASS**	**MICRO SKILLS** – See Section 6 Build relationship to connect with students. Reminders of Code of Conduct / Essential Agreement RP Questions "Who do you think has been affected by... " SUPPORTIVE TEACHERS: 1. **Seek** solution to concern with student. Build relationship. 2. **Interview student**. Discuss with parents (call or meet) 3. **Plan** discuss and set up a plan with the student 4. **Apply** consequences (Address the issue) study room if repetitive (no homework) 5. **Harness peer power** positively through class meetings. 6. Use reliable students to mentor/support disruptive student. 7. **Refer** - Seek help of HOD or Student Services if academic problems 8. **Restore/Reinforce** success, use diary to communicate with home. 9. **Record** the incident and follow up on TASS **Support: If situation becomes worse, proceed to next stage and see/ refer to (LAG/HOD or YLC)**
LEVEL 2 **PERSISTENT MINIMAL DISRUPTIONS** Student has been engaged in a number of ongoing, Level1 misbehaviours for which consequences have been applied with no improvement Persistent disruptions impacting the rights of others to learn and feel safe. in a minor way, Eg. Disrespectful comments/actions, poor attitude to learning, home-work not completed, punctuality problems, disruptive, unresponsive in class, uniform/hair issues, poor work ethic, wilful disobedience.	• Restorative Chat/Class Meeting RP Chat • Contact Parent • Written Reflection – Student Services • Completion of appropriate consequence (Friday afternoon detention / apology)	SUPPORTIVE TEACHERS: 1. **Notify** YLC (seek support where needed) 2. **Gather Information:** from other staff through report form and meeting, interview student 3. **Plan** Consult parent (call or meet) , set up home school plan. Student may go "on a positive behaviour card" monitored by HOMS or HOSS, Copy of written reflection sent home. 4. **Apply** Strategy and consequences for specific incidents - e.g. withdrawal of minor privileges, afternoon detention, study room, 5. **Refer** to Counsellor and/or Chaplain, HOMS, HOSS or Student Services for Reflection 6. **Restore/Reinforce.** Arrange for student to be reconciled to students or teachers he/she has hurt. Reinforce success, evaluate strategy, notify parents via email or phone. 7. **Record** the incident and follow up on TASS **Support:Referral to (YLC, Counsellor, Student Services or (HOMS/HOSS) for follow up intervention.**

POSITIVE BEHAVIOUR STUDENT LEVELS	POSSIBLE CONSEQUENCES	TEACHER ACTION - PROMOTE 'POSITIVE CHOICES'
LEVEL 3 **CONTINUED DETERIORATION OF BEHAVIOUR, PERSISTENT BREACHES OF EXPECTATIONS AND VALUES OR SERIOUS ONE-OFF BREACH OF EXPECTATIONS AND VALUES** Eg: Serious breach – (violence, physical or verbal aggression, assault, vandalism, theft) Continued deterioration – (continued bullying/harassment, online conduct, ongoing disruption and defiance of expectations) Eg. Disrespectful comments/actions, poor attitude to learning, home-work not completed, punctuality problems, disruptive, unresponsive in class, uniform/hair issues, poor work ethic, wilful disobedience.	• Restorative Conference – Round table or Class conference • Parent contact - Meeting with parent • Referred to HOMS/HOSS for daily monitoring - individual manage-ment plan • Negotiated Behaviour contract - (HOMS/HOSS to monitor) • Internal or External suspension (HOMS/HOSS – Deputy discretion) • Referral to Counsellor / Chaplain / Student Services / (HOSS / HOMS) • Meeting with HOSS/HOMS, Deputy Principal or Principal • Police contact (Discretion of Principal / Deputy Principal)	SUPPORTIVE TEACHERS: 1. **Notify** Student sent to Administration. Record of Incident sent to HOMS/HOSS or Deputy. They will assume responsibility for follow up. 2. **Interview** student and meet with parents face to face. (Recommend Teacher and LA also involved). 3. **Parent Meeting** held to reinforce partnership. 4. **Class or Year Level Meeting** depending on impact of the behaviour. 5. **Plan.** Set up Behaviour Management Plan. Student may go "on a card" monitored by HOMS or HOSS for a period of time. 6. **Apply** consequences for specific incidents based on policy. 7. **Refer** to Counsellor and/or Chaplain. Outside referral to psychologist highly likely. 8. **Restore/Reinforce.** After consequences, reconciliation with those hurt. 9. **Re-entry interviews** and plan of repair formulated. 10. **Record** the incident and follow up on TASS 11. **Follow Up.** Weekly feedback to parents for a period of time. Monitor and at the one month mark, reward any approximations towards positive behaviour. **Support: Management by a Senior leader and communication to staff and students as transparent as possible.**
LEVEL 4 **SERIOUS BEHAVIOUR BREACH OF EXPECTATIONS AND VALUES OR LACK OF IMPROVEMENT** **SERIOUS Breach** Seriously violates the rights of others and shows no signs of wanting to change e.g. abusive, dangerous, uncontrollable, and uncooperative behaviour Or Very serious breach of school rules and policy - e.g. drugs, sexual misconduct, pornography, criminal conduct	• Referred to Deputy Principal or Principal • Parent Meeting with Head of School, Deputy and/or Principal • Provisional Ongoing Enrolment Contract put in place (Negotiated with Parent / Student) • Extended External suspension • External program / help / support • Review of Enrolment • Exclusion • Police contact (Discretion of Principal / Deputy Principal)	Supportive teachers: 1. **Notify** Student sent to Administration. Record of Incident sent to HOMS/HOSS or Deputy. They will assume responsibility for follow up. 2. **Interview** student and meet with parents face to face. (Recommend Teacher and LA also involved). 3. **Parent Meeting** held to reinforce partnership. 4. **Class or Year Level Meeting** depending on impact of the behaviour. 5. **Plan.** Set up Behaviour Management Plan. Student may go "on a card" monitored by HOMS or HOSS for period of time. 6. **Apply** consequences for specific incidents based on policy. 7. **Refer** to Counsellor and/or Chaplain. Outside referral to psychologist highly likely. 8. **Restore/Reinforce.** After consequences, reconciliation with those hurt. 9. **Re-entry** interviews and plan of repair formulated. 10. **Record** the incident and follow up on TASS 11. **Follow Up.** Weekly feedback to parents for a period of time. Monitor and at the one month mark, reward any approximations towards positive behaviour. **Support: Management by a Senior leader and communication to staff and students as transparent as possible.**

RESTORATIVE PRACTICES

PERMA (Positive emotions, Engagement, Relationships, Meaning and Accomplishment)
COLLEGE VALUES (FAITH and GRACE, LEARNING, PERSONAL BESTS, GROWTH, INTEGRITY, SERVICE and COMMUNITY)

Note: A student with ongoing problems will NOT progress to the next level (i.e. for specific management by next level of Senior teacher) unless the required steps have been taken at the lower levels. The exception is the student who has committed a serious, isolated breach of the rules.

Section 6: Positive Behaviour Framework – Micro skills

MICROSKILLS – A QUICK GUIDE FOR TEACHERS ON THE RUN		
Establishing Expectations	Clearly articulate and demonstrate the **boundaries** of pro-social behaviour. **Regularly reinforce and revisit** teacher **expectations (during lessons & start of each term)**.	**As a class** - simple, positive, clear, visible, referred to, followed up and enforced. **Focus** - Learning, Respect, Responsibility, Safety and Environment.
Instruction Giving (Clarity)	Give a **clear** direction about what to do. Helps students understand your expectations, organise themselves and begin work/task ASAP.	Relaxed body posture and in one **spot** (avoid wandering) where whole class can focus on you – avoid folded arms, hands on hip etc. Keep it **short/clear**. **Use thanks** at the end of an instruction eg 'Pens down and eyes this way, **thanks**' (assumes that request will be done).
Waiting and Scanning	Wait 5-10 sec after you have given an instruction. **Why?** Gives students' time to process the direction, avoid filling time with excess talk - trains them to stop listening to your voice.	**How?** Get their attention first, be still and assertive, use a descriptive encourager. Eg "Yr 8, hands off keyboards and diaries open **thanks** - wait and scan – **descriptive encourage** – "I have eyes on me, well done back row who are sitting quietly with diaries open".
Cueing with Parallel Acknowledgement	Acknowledge **on task behaviour** to cue another to follow suit. (Verbal or non-verbal). **Why?** Cues others in a positive way, an alternative to a redirection.	**How?** Scan regularly and when someone is off task choose to **acknowledge another who is close by and on task**. Acknowledge that student loudly (group or individual). Eg's – I like the way this group is.., This group has started their work, Lisa's books are open.
Body Language Encouraging	Intentionally use your body language to encourage students to remain on task. **Why?** It's easy, promotes a positive tone, communication is affected by body language messages.	**How?** Walk near on task students and use the **'Triple P'** – Praise, Prompt what to do next and Push Off. Eg's touch student work, smile, make eye contact, nod - have your own signals eg thumbs up and then walk away.
Descriptive Encouraging	Encourage students to become more aware of their competence by commenting on their behaviour. **Why?** Describes the behaviour you want (positive training), reinforces rules, promotes a positive/supportive environment, and strengthens relationships, **catch them being good**.	**How?** Describe exactly what you see or hear that you want to see or hear more often – **STATE THE OBVIOUS**. Eg – "Most people have moved quickly to their seats, Bob has his book open" etc. Tone is respectful, use individually or to groups, use frequently, send positive notes home at least once per term. **Practice it – it requires sustained intentional practice**.
Selective Attending	Intentionally give minimal attention to off task behaviour. **Only use if student is not seriously disturbing others or safety is not compromised. Gives you time** to think...	**How?** Keep an eye on them so you can give an encourager when they get back on task or give choice/follow through if they start to disturb others.
Verbal or Non-Verbal Redirection	To redirect student behaviour using positive and non-confrontational methods. **Why?** Increases likelihood of compliance and decreases likelihood of confrontation occurring.	**How?** Choose an approach that will be least intrusive. Eg's. Non-verbal, proximity, pause in talk, individual close talk (focus on behaviour, give a choice, refer to expectations, redirect to task at hand), curriculum redirection – Mark, have you finished Q5?, questioning to redirect – What are you meant to be doing? Would you like some help?, Humour – **avoid sarcasm**
Giving Choice	To **respectfully** confront the student who is disrupting others with choices and their natural consequences. **Why?** It provides the student, or group with information about your expectations and the likely consequences of the choice. Puts the responsibility for decision-making onto the student.	**How?** *Steven, the choices are, start your work now or you will be in here with me at morning tea, make your choice now.* • Use a firm and measured tone in close proximity to student; Walk away straight afterwards and scan back intermittently, allow 15 sec for the student to make their choice then follow up; Ensure when giving choice that consequences are named and defensible; Follow through if behaviour continues.
Follow Through	Resolute, planned action due to ongoing disruptive behaviour that is disturbing the learning environment. **SEVERITY V CERTAINTY**, ie not the severity of the consequence; it's the certainty that it will occur.	**How?** Use "cool-off" time if necessary before dealing with the situation. Use the phrase: *"I'll speak with you when I am ready"*. Detention, post-class discussion, removal from class, referral to HOSS/HOMS, Friday, contact parent. Ensure the follow through is part of the expectations that have been established and agreed to by the class.

Basic Procedural Matters

1. Follow the RP guidelines for interventions (1:1 chats, restorative chats, circle work)
2. Notify Head of School/Counsellor if the matter is of a serious nature or you are working your way through a tricky situation. (Professional Discretion)
3. Records of conversations are to be logged through TASS.
4. Should you need to hold a circle time, please seek time release from Deputy and keep the Head of School in the loop regarding the situation (The Head of School may have background information that will be helpful to you).
5. Communicate with parents of students involved in a timely and sensitive manner. A telephone call is always more personal and is well received if it precedes a written note.

Core Beliefs of Restorative Practices:

- **Conflict causes harm.** Misbehaviors that bring disruptions to classrooms and the hurtful behaviors that are often associated with conflict are not just "breaking rules" but actually result in harm to our school community.
- **Fight or flight are generally inappropriate responses to conflict.** Conflict needs to be addressed by all parties, preferably face-to-face, in a structured, safe environment.
- **People involved in a conflict, wrongdoing or misbehavior need to be actively involved in the process of resolution.** Imposed solutions or punishments can be less effective and less educative.
- **Using Restorative Practices is not a "soft option".** Core values include respect, inclusion, accountability and commitment to relationships.
- **Students learn social and emotional skills they will use throughout their lives** such as: active listening, facilitating dialogue, problem-solving, expressing emotion appropriately, developing personal awareness, empathy and taking responsibility.
- **Logical consequences and sanctions (e.g. detentions, suspensions) are still used** but in the context of RP (e.g. "what can you do to make things right?").
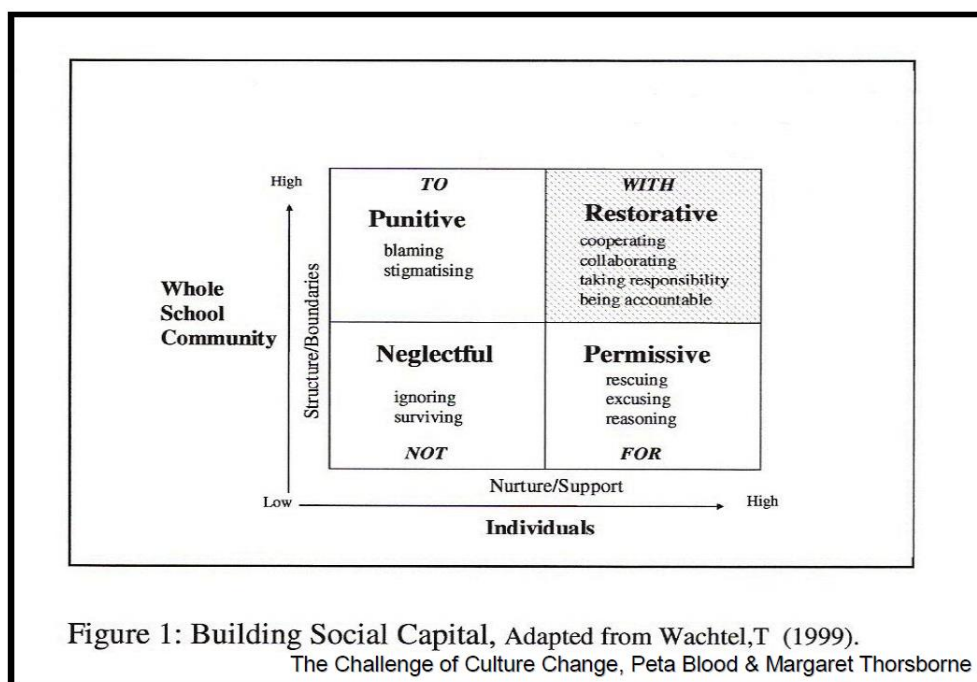

Figure 1: Building Social Capital, Adapted from Wachtel,T (1999).
The Challenge of Culture Change, Peta Blood & Margaret Thorsborne

Responsibilities:

All teachers are responsible for:
- building positive culture in their classroom/area of work
- explicitly teaching Restorative Practices (RP)
- practicing circle time and other restorative classroom management activities
- promoting the use of RP in all interactions with members of the community
- facilitating restorative conversations/chats between members of the community when required
- Logging conversations and response to situations of conflict/poor behaviour choices in TASS.

Positions of added responsibility (in addition):
- Approach all behaviour-related issues that are forwarded to them in a manner that is restorative.
- Promote the training and equipping of staff, students and parents in Restorative Practices.

Counsellors/Chaplains/Pastor (in addition):
- Responsible for facilitating formal restorative conferences within the College community as required
- Responsible for ensuring that appropriate training and information about a Restorative Practices is made available to all members of the community on a regular basis.

Restorative Practices: RECOMMENDED QUESTIONS (Staff may wish to revisit the RP Staff Manual)	
Identify and/or clarify	*What happened?* *What were you thinking at the time?* *What should you be doing?* *Who do you think has been affected by what you did? In what way?*
Reflect	*What do you need to do to make things right?* *How could you have done that differently?* *What could you have done differently?* *If you could have made a different choice, what would it be?* *How can we make sure this doesn't happen again?*
Direct attention to peers / staff	*How has your action impacted on others?* *How would you feel if …..?* *How do you imagine it feels for …?* *Was it helpful or unhelpful?*
Impact of behaviour on work	*How is your behaviour affecting your learning?* *Is what you are doing helping you complete your work?* *What can you do right now to ensure your work is completed?*
Role of teacher	*What can I do to help you?* *Do you need me to manage your behaviour or can you manage your own choices?*

At the base level, restorative chats between teacher and student should be happening whenever a teacher *or* student feels like the learning relationship has been harmed.

This can happen in many ways but examples of this may look like:
- Student has embarrassed a teacher (deliberate or unintentional).
- Teacher has embarrassed a student (deliberate or unintentional).
- Student's continual inability to follow teacher instructions.
- Student has shown disrespect to the teacher's classroom / work space.

In essence, any time one party has felt that the other party has acted in a way that has affected the ability for the student to be taught or teacher to be able to teach then a RP chat is required.