

## Establish Positive Relationships Through Common Ground

- Know the student.
- Establish clear expectations.
- Encouragement and affirmations.
- Reflective listening.
- Positive correction/language.
- Least intrusive.
- Focus on primary behaviours.
- Partial agreement.
- Positive reinforcement.
- Focus on the positives.

If student moves away from common ground



### Step 1: Repairing & Restoring

Teacher: (In the first instance the teacher will work with the student to resolve the matter).

- Tactfully ignore where possible.
- Take appropriate steps to redirect student's focus to the correct behaviour.
- Speak to the student individually.
- Listen to the student.
- Remind student of common ground.
- Negotiate and restore (Restorative Practice).
- Follow up conversation – Follow Up, Follow Through.

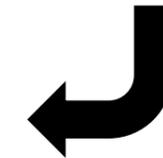
If student continues to move away from common ground



### Step 2: Further Repairing & Restoring Teacher and Home Group Teacher: (will work together to resolve the matter).

- Teacher will speak to student aside from his peers.
- Listen to the student – (Restorative Practice).
- Follow Up & Follow Through – Discussion with Teacher, Home Group Teacher & Student.
- Reinforce common ground / revisit/ compromise (Restorative Practice).
- Communicate with parent by phone.
- Log the behaviour on SEQTA.

If student continues to move away from common ground



### Step 3: Intervention & Restoring Leader of House

- Leader of House and Home Group Teacher/ Class Teacher/ Subject Teacher meet to discuss student behaviour.
- Leader of House will meet with student and arrange a meeting with parent.
- Restorative Conversation continues.
- Consequence to be issued.
- Action Plan/Case Management notes to be established.
- Leader of House may ask student to attend a personal reflection session during lunch time /after school.
- Leader of House may negotiate suitable consequence, in the best interest of assisting the student to improve his behaviour.
- Leader of House to monitor student.
- Leader of House will log behaviour and outcomes on SEQTA, and inform relevant staff of status.

If student continues to move away from common ground



### Step 5: Respite for the Community Deputy Principal / Principal

- Head of Student Development will meet with the Deputy Principal/ Principal and a meeting with parents will be negotiated.
- Student's enrolment will be considered, if the Principal/ Deputy Principal in consultation with Head of Student Development believe that all avenues have been explored to reach a mutual resolution.
- Formal letter will be prepared for parents.
- Deputy Principal will log the behaviour on SEQTA and notify relevant staff.

### Step 4: Further Intervention & Restoring Head of Student Development

- Student, Leader of House and Head of Student Development will meet. (Student may nominate an agreed support person i.e. teacher, parent or counsellor but not a peer).
- Head of Student Development will contact parent and negotiate a meeting.
- Official letter will be prepared for parents.
- After school personal reflection session or Saturday Community Service may be requested by Head of Student Development.
- Consequence designed to assist the student to correct his behaviour will be issued by the Head of Student Development.
- Negotiated expectations to be implemented.
- Log the behaviour on SEQTA.
- Relevant staff will be notified by Head of Student Development.

If student continues to move away from common ground

