

Establish Positive Relationships Through Common Ground (Knowing Your Class).

- 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
Class 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

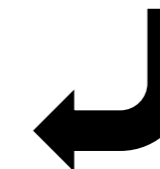
If student continues to move away from common ground



Step 2: Further Repairing & Restoring
Teacher and Primary Leader of Pastoral Care: (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, House 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



If student continues to move away from common ground



Step 3: Intervention & Restoring
Primary Leader of Pastoral Care / Head of Primary

- Primary Leader of Pastoral Care / Head of Primary/ and Class Teacher meet to discuss student behaviour.
- Primary Leader of Pastoral Care 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.
- Primary Leader of Pastoral Care may ask student to attend personal reflection session.
- Primary Leader of Pastoral Care may negotiate suitable consequence, in the best interest of assisting the student to improve his behaviour.
- Class teacher to monitor student.
- Primary Leader of Pastoral Care/ Head of Primary will log behaviour and outcomes on SEQTA, and inform relevant staff of status.

Step 5: Respite for the Community
Head of Primary/Deputy Principal / Principal

- Head of Primary 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 in consultation with Head of Primary 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 Primary and Deputy Principal

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

If student continues to move away from common ground

