

The Rivers Secondary College Kadina Campus



Restorative Behaviour Practices

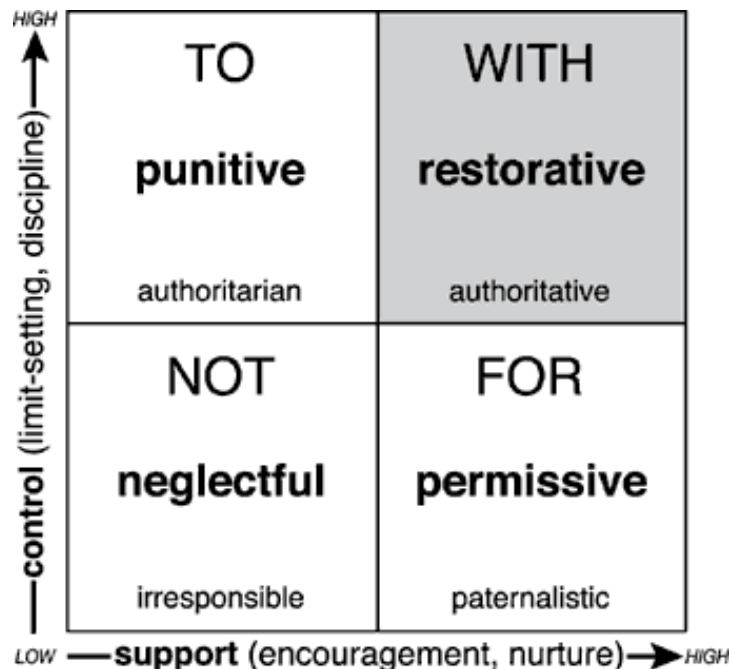
RESTORATION AND BUILDING RELATIONSHIPS

We aim to: RESPECT, RELATE, REFLECT & RESTORE

Statement of Purpose

The focus of our wellbeing and discipline practices will be to repair harm, restore relationships and maintain positive connections within the school and our community.

The fundamental purpose of restorative practices is that individuals are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things **WITH** them, rather than **TO** them or **FOR** them. Our approach to wellbeing and discipline is based on the premise that using a punitive and authoritarian approach is not as effective as the restorative, participatory and engaging **WITH** approach.



Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Restorative Practice recognises that the ability to manage relationships is central to lifelong learning and success. The Socratic Method encourages self-reflection, creates the space to be heard and challenges negative behaviour in the context of its impact on others. This process cultivates the capacity to build and maintain significant relationships.

AIM:

Restorative Practice is a positive approach that:

- aims to work with students, rather than doing things to them or for them.
- Ensures schools are safe places where young people can learn and thrive in a supportive, enriching environment.
- builds and maintains positive relationships across the whole school community.
- creates an ethos of respect, inclusion, cooperation, accountability and responsibility.

OUTCOMES

1. Increasing safety through reductions in misbehaviour, violence and bullying.
2. Enhancing social and emotional learning for students, staff and parents.
3. Reducing student suspensions, exclusions and absenteeism.
4. Reducing teacher absenteeism.
5. Optimising instructional time, improving teaching and learning environments.
6. Repairing relationships and improving attitudes among students, staff and parents.
7. Empowering leaders to emerge through pedagogy, practice and proficiency.

The policy can be divided into 4 main areas.

1. Strategies to promote Positive Behaviours and productive learning
2. Strategies to recognise student achievement
3. Strategies for restorative intervention
4. Strategies for dealing with non compliant behaviours

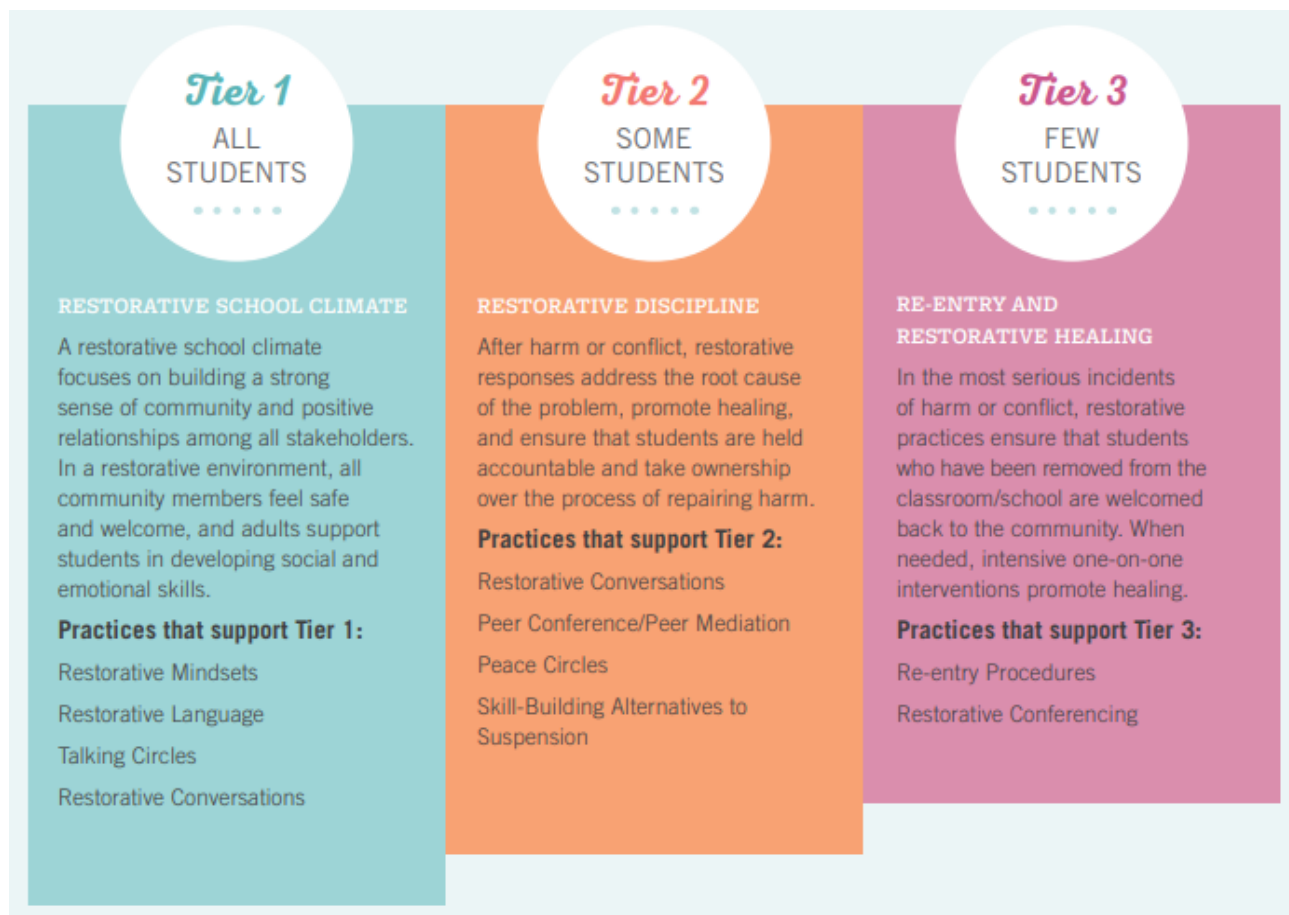
What are the key elements of restorative practice:

(see table below)



Restorative Practices in a Multi-Tiered System of Support Restorative

Practices fit into a Multi-Tiered System of Support, proactively supporting all students and providing targeted and intensive interventions for students with higher levels of need.



STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR AND PRODUCTIVE LEARNING

Restorative justice is a whole-school, relational approach to building school climate and addressing student behaviour that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change because people matter to each other. Students, staff and our community will actively participate in and support restorative practices.

The opportunities available for students to achieve their best possible outcomes include:

- Individual Education Plans
- Extra-curricular and leadership opportunities
- Personalised Learning Plans
- A variety of teaching and learning opportunities
- STEM enrichment program

These opportunities exist within a framework of restorative principles to maximise students' ability to connect to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

One of the fundamental areas of restorative practices is developing healthy and collaborative relationships across the wider school community. The opportunities for parents and carers to support students in achieving the best possible outcomes include:

- Informing the school of student needs
- Informing school of student well-being concerns
- Involvement in parent and community forums
- Participation in extracurricular activities
- Building partnerships with school staff to maintain fair and reasonable expectations
- Familiarity with school expectations

Under the Disability Standards for Education 2005 there are obligations associated with the education of students with disabilities. As such consideration and structured support needs to be provided to these students.

STRATEGIES TO RECOGNISE STUDENT ACHIEVEMENT

The emphasis at Kadina High Campus is on positive reinforcement and recognition of student achievement and appropriate behaviour. This ranges from the classroom level where teachers are encouraged to recognise student achievement/appropriate behaviour with verbal praise, merits, end of term celebration afternoons and awards for formal recognition at assemblies where parents are invited to attend award ceremonies. Kadina High Campus uses the Growth mindset, Respect, Organised learner and Wellbeing (G.R.O.W) approach to positively acknowledge student behavior.

Growth mindset, Respect, Organised learner and Wellbeing (G.R.O.W)



The aim of this approach is to focus on and encourage positive student behaviour and nurturing relationships between students, teachers and community. This is achieved by providing an opportunity for regular reflection and positive reinforcement on a consistent basis. There will be merit draws at weekly assemblies and celebration afternoons at the end of each term.

Student results are gathered across all subjects and collated to produce a total score for each student. The SMS system is used to communicate the students 'GROW' score to families each term. Students who are at the green (top) level will receive a postcard home at the end of each term.

The below table sets out the three tier system used to acknowledge positive restorative behaviours demonstrated by students. The GROW approach encourages students to behave in a **respectful, safe** and **engaged** way.

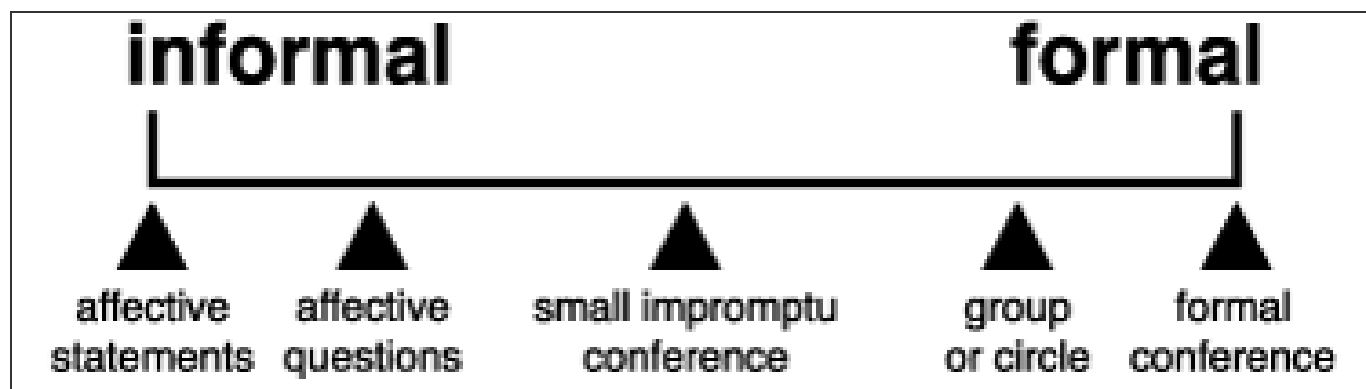
STRATEGIES TO RECOGNISE STUDENT ACHIEVEMENT

Growth mindset, Respect, Organised learner and Wellbeing (G.R.O.W)				
DOMAINS	STUDENT ACTIONS	ALWAYS Gold	USUALLY Silver	SOMETIMES Bronze
RESPECTFUL	<ul style="list-style-type: none"> - Respect yourself, others (rights & property) and the environment - Cooperate & follow instructions & classroom/school guidelines 			
RESPONSIBLE	<ul style="list-style-type: none"> - Engage in safe behaviour for yourself and others - Engage in restorative practices and consider the impact of your actions on others 			
READY	<ul style="list-style-type: none"> - Attend class, be on time & be organised ('right place, right time & right equipment') - Actively engage in lesson (listen & learn) 			

Students who are sitting at the gold level at the end of term will be invited to the celebration afternoon to acknowledge their achievement. Parents and community will be invited to share in the celebration afternoons.

STRATEGIES FOR RESTORATION AND INTERVENTION

Restorative practices continuum



The International Institute for Restorative Practices outlines a continuum of five strands of restorative practices:

Step 1	Affective Statements which are brief comments about how others were impacted by the person's behaviour.
Step 2	Affective Questions which are one step further, asking the wrongdoer questions like who was affected, how they were affected, etc.
Step 3	Small Impromptu Conference where you bring together a few people to talk about the incident, its impact and what to do next
Step 4	The Large Group or Circle which allows everyone to have some say in what should happen as a result of the wrongdoing and...
Step 5	The Formal Conference which involves more planning and preparation and tends to be more structured and complete.

Restorative intervention will be actioned if the below behaviour expectations in line with the Department of Education Core Rules are not met.

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-code>

DOMAINS	STUDENT ACTIONS
RESPECTFUL	<ul style="list-style-type: none"> - Respect yourself, others (rights & property) and the environment - Cooperate & follow instructions & classroom/school guidelines
RESPONSIBLE	<ul style="list-style-type: none"> - Engage in safe behaviour for yourself and others - Engage in restorative practices and consider the impact of your actions on others
READY	<ul style="list-style-type: none"> - Attend class, be on time & be organised ('right place, right time & right equipment') - Actively engage in lesson (listen & learn)

Students who do not meet the **RESPECTFUL**, **RESPONSIBLE** and **READY** expectations will engage in restorative conversation with the classroom teacher.

Classroom Teacher Intervention

Step 1: Teacher engages student in impromptu conversation

Step 2: Teacher engages student in restorative conversation (following **restorative script**)

Step 3: Record any actions of positive or non compliant behaviour on Sentral. As SENTRAL is a legal document, all entries need to be objective, factual, non emotive and professional.

Step 4 : Refer to HT if necessary and contact parent.

Head Teacher Intervention

Step 1: HT engages teacher and student in a restorative conversation following the restorative script.

Step 2: Record any actions of positive or non compliant behaviour on Sentral. As SENTRAL is a legal document, all entries need to be objective, factual, non emotive and professional.

Step 3 : Refer to the Deputy if necessary and contact parent.

Deputy Principal Intervention

Step 1: DP engages group conferencing (with teacher, student, HT, Deputy and community/parent advocates)

Step 2: Record any actions of positive or non compliant behaviour on Sentral. As SENTRAL is a legal document, all entries need to be objective, factual, non emotive and professional.

Step 3: Collaborative development of school contract

Step 4 : Refer to the Principal if necessary and contact parent.

If the School Contract is deemed unsuccessful other options will be considered. These options include but are not limited to:

- Alternate programs
- Offers of specialist support programs
- Mentoring
- Online options
- Peer mediation
- Suspension (according to the [Department of Education Suspension and Expulsion of School Students- Procedures 2011.](#))

Prior to return from suspension, the expectation is that students will engage with Deputy Principal restorative interventions.

Students who have received a suspension from school **may not** be allowed to take part in school events, incursions or excursions (with the exception of mandatory curriculum). This decision will be made at the discretion of the Senior Executive and the Event Coordinator.

[Department of Education Suspension and Expulsion of School Students-Procedures 2011](#) outlines that a student will be immediately suspended if they are found in possession of, using or distributing any illegal substance, cause injury or threaten violence against another student, staff member or visitor; possess a weapon or engage in criminal behaviour. Students will be referred to the Principal if it becomes necessary to involve authorities outside the school.

The Deputy Principal and Head Teachers will maintain SENTRAL records for student placement and removal from School Contracts.

FACULTY CONTRACT

SELF REGULATION CARD - SUSPENSION WARNING

The purpose of the self regulation card is to repair harm, restore relationships and maintain positive connections within the school and community. The DP will be working with the student in order to ensure a collaborative development of the self regulation card which draws upon the restorative practice model to repair harm and build relationships.

DOMAINS	STUDENT ACTIONS	ALWAYS	USUALLY	SOMETIMES
RESPECTFUL	<ul style="list-style-type: none"> - Respect yourself, others (rights & property) and the environment - Cooperate & follow instructions & classroom/school guidelines 			
RESPONSIBLE	<ul style="list-style-type: none"> - Engage in safe behaviour for yourself and others - Engage in restorative practices and consider the impact of your actions on others 			
ENGAGEMENT	<ul style="list-style-type: none"> - Attend class, be on time & be organised ('right place, right time & right equipment') - Actively engage in lesson (listen & learn) 			

PROCESS FOR DEALING WITH NON COMPLIANT BEHAVIOURS

Student

- Step 1: Student identifies noncompliant behaviour
- Step 2: Student communicates needs or concerns to staff
- Step 3: Student acts upon teacher reminder to meet behaviour expectations

Teacher

- Step 1: Teacher engages student in impromptu conversation
- Step 2: Teacher engages student in restorative conversation (following restorative script)
- Step 3: Record any actions of positive or non compliant behaviour on Sentral. As SENTRAL is a legal document, all entries need to be objective, factual, non emotive and professional.
- Step 4 : Refer to HT if necessary and contact parent.

Head Teacher

- Step 1: HT engages teacher and student in a restorative conversation following the restorative script.
- Step 2: Record any actions of positive or non compliant behaviour on Sentral. As SENTRAL is a legal document, all entries need to be objective, factual, non emotive and professional.
- Step 3 : Refer to Deputy if necessary and contact/parent.

Deputy

Step 1: DP engages group conferencing (with teacher, student, HT, Deputy and community/parent advocates)

Step 2: Record any actions of positive or non compliant behaviour on Sentral. As SENTRAL is a legal document, all entries need to be objective, factual, non emotive and professional.

Step 3: Collaborative development of school contract

Step 4 : Refer to the Principal if necessary and contact/parent.

If the School Contract is deemed unsuccessful other options will be considered. These options include but are not limited to:

- Alternate programs
- Offers of specialist support programs
- Mentoring
- Online options
- Peer mediation
- Suspension (according to the [Department of Education Suspension and Expulsion of School Students- Procedures 2011.](#))

Prior to return from suspension, the expectation is that students will engage with Deputy Principal restorative interventions.

SELF REGULATION CARD Suspension Warning

Student: _____

Date: _____

RESTORATIVE QUESTIONS

When things go wrong	When someone has been hurt
What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right?	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?

ACTIONS/ GOALS TO MAKE THINGS RIGHT:

1. _____
2. _____
3. _____

TEACHER ACTION:

PERIOD	RESPECTFUL	RESPONSIBLE	READY
2	✓ ✗	✓ ✗	✓ ✗
Teachers comments:			
3	✓ ✗	✓ ✗	✓ ✗
Teachers comments:			
4	✓ ✗	✓ ✗	✓ ✗
Teachers comments:			
5	✓ ✗	✓ ✗	✓ ✗
Teachers comments:			

6	✓ ✗	✓ ✗	✓ ✗
Teachers comments:			
7	✓ ✗	✓ ✗	✓ ✗
Teachers comments:			
Parent/carer signature:			

DOMAINS	STUDENT ACTIONS
RESPECTFUL	<ul style="list-style-type: none"> - Respect yourself, others (rights & property) and the environment - Cooperate & follow instructions & classroom/school guidelines
RESPONSIBLE	<ul style="list-style-type: none"> - Engage in safe behaviour for yourself and others - Engage in restorative practices and consider the impact of your actions on others
ENGAGEMENT	<ul style="list-style-type: none"> - Attend class, be on time & be organised ('right place, right time & right equipment') - Actively engage in lesson (listen & learn)



SELF REGULATION CARD
Return from suspension

Student: _____

Date: _____

RESTORATIVE QUESTIONS

When things go wrong	When someone has been hurt
What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right?	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?

ACTIONS/ GOALS TO MAKE THINGS RIGHT:

1. _____
2. _____
3. _____

TEACHER ACTION:

PERIOD	RESPECT	SAFETY	ENGAGED	TEACHER NOTES
2	✓ ✗	✓ ✗	✓ ✗	
3	✓ ✗	✓ ✗	✓ ✗	
4	✓ ✗	✓ ✗	✓ ✗	
5	✓ ✗	✓ ✗	✓ ✗	
6	✓ ✗	✓ ✗	✓ ✗	
7	✓ ✗	✓ ✗	✓ ✗	
Parent/carer signature:				Deputy Principal signature:



THE RIVERS
SECONDARY COLLEGE
KADINA HIGH CAMPUS

The heart of secondary education for Lismore

SUSPENSION RESOLUTION CONVERSATION

Student:

Date of resolution:

Reason for suspension:

Present for conversation:

1. What happened?

1. What were you thinking at the time?

2. What have you thought about since?

3. Who has been affected by what you have done? In what way?

4. What do you think you need to do to make things right?

Student signature

Parent signature

Principal/Deputy signature

Restorative Questions I

When Things Go Wrong

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

Restorative Questions II

When Someone Has Been Hurt

- 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?