



St Andrew's Parish

CORPUS CHRISTI PRIMARY SCHOOL

29 RUSSELL STREET, WERRIBEE VIC. 3030

Restorative Practice Policy

Rationale

At Corpus Christi Primary School, we use Restorative Practice as a whole school approach to promote resilience and the building of positive relationships in our school community. We believe relationship-based education; combined with Restorative Practice, promotes a safe and positive school environment.

Definition

Restorative: to give back; to repair the harm and rebuild; to reintegrate the person(s) who did the harm; restore a sense of wellbeing and connection.

Aims (Principles of Restorative Practice)

- **Foster awareness** in the student of how others have been affected
- **Accept ambiguity.** Often fault is unclear and people can agree to accept the ambiguous situation.
- **Separate the deed from the doer.** We can recognise a student's worth, their virtues and accomplishments while disapproving of their wrongdoing.
- **See all inappropriate behaviour as an opportunity for learning.** Incidents can be used constructively to build understanding, empathy and a sense of community.
- **Use collaborative language** to involve the student actively
- **Joint problem solve** to enhance responsibility for actions and form
- **See incidents as harm to relationships** within the school community; relationships that when repaired can be restored and the person reintegrated into the community.

Implementation

When relationships are harmed, the focus is on helping students become aware of the impact of their behaviour on self and others through personal accountability and learning from the incident. An important component of Restorative Practice is the focus on restoring relationships after harm has been done.

When dealing with inappropriate student behaviour, it is imperative that the supervising teacher refers to the incident charts included to decide if the incident is minor, major or severe.

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Minor Incidents:

- Conflict causing slight distress
- Disagreements
- One-off exclusions
- Inappropriate language/ gestures
- Name calling

Major incidents:

- Deliberate physical or verbal aggression
- Open defiance
- Placing others or self in physical danger
- Inappropriate communication with others (including emails and online communication)
- Continuous exclusion
- Continuous inappropriate language/ gestures
- Bullying (repeated acts of minor or major incidents)

Severe incidents (severe behaviour clause; immediate removal to school office):

- Physical fights
- Deliberately endangering safety of others
- Possession of weapons or harmful objects

The Restorative Process

The Restorative Practice Process includes the use of Restorative Dialogue and Affective Questions. Restorative dialogue:

- Engages the young person with dignity
- De-escalates the behaviour
- Heightens the young person's responsibility
- Provides an opportunity for the young person to be reintegrated into the relationship and/ or community.

In situations where a student's behaviour disrupts the learning of themselves or others; or an incident occurs (as listed above), the supervising teacher will discuss the incident with students involved in the incident and any witnesses to the incident.

Teachers direct discussions using 'affective questions' that focus on the specific behaviours or incidents without blame.

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Affective Questions

AFFECTIVE QUESTIONS P-2	AFFECTIVE QUESTIONS 3-6
<ol style="list-style-type: none"> 1. What happened? 2. What choices did you make? 3. Who else did your behaviour affect (upset)? 4. What can you do to make things right? 	<ol style="list-style-type: none"> 1. What happened? 2. What led to this happening? 3. What choices did you make? 4. Who else did your behaviour affect? 5. How were you affected? 6. What can you do to help make things right? 7. What can you do next time?

Modified Behaviour Procedures

Modified Behaviour Procedure for Minor Incidents
<p>ACTION 1. RESTORATIVE DIALOGUE</p> <p>If the incident is minor in nature, the supervising teacher will engage the student/s in restorative dialogue and the student/s will be informed about the consequence of future inappropriate behaviour.</p>
<p>ACTION 2. CONSEQUENCE</p> <p>If the behaviour continues, the supervising teacher will decide on an appropriate consequence. This could mean walking with the teacher on duty or being redirected to another learning or play area.</p>

Modified Behaviour Procedure for Major Incidents
<p>ACTION 1. ATTEND FORMAL RESTORATIVE SESSION</p> <p>If the incident is major in nature, the supervising teacher will</p> <ul style="list-style-type: none"> • engage the student/s in restorative dialogue • inform students about the inappropriateness of their behaviour • give an official reminder of school expectations relevant to the issue <p>Students will be exited to the ‘Buddy Room’ for 10 minutes to fill out a Reflection Sheet. Students will return to class with a fresh start and the 10 minutes will be paid back at recess in the Restorative Room. The teacher on restorative duty will document the incident in the Restorative Folder on CC Shared and send a copy of the Reflection Sheet home to notify parents of the incident.</p>
<p>ACTION 2. ATTEND FORMAL RESTORATIVE SESSION</p> <p>If a second major incident occurs, the supervising teacher will follow Action 1 above and document in the Restorative Folder on CC Shared. The Reflection Sheet will be sent home to notify parents of second incident.</p>

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ACTION 3. PARENT MEETING

If the inappropriate behaviour continues, the supervising teacher will follow Action 1 above and document in the Restorative Folder. The Reflection Sheet will be sent home to notify parents of the third incident.

In addition to this, the supervising teacher, Wellbeing Leader or Deputy Principal will:

- contact parents to arrange a meeting regarding repeated student behaviour
- collaboratively develop a positive behaviour management plan to help support the student/s in learning about the behaviour concerned.

Confidential school actions to support these students may include:

- school wellbeing team support
- implementation of individual positive behaviour management plan
- learning through a social skills group led by school counsellor, wellbeing leader or teacher
- ongoing collaboration with the student/s, teacher and family through formal support meetings
- school counsellor support
- referrals to outside agencies
- Melbourne Archdiocese Catholic Schools (MACS) support

Parents of students involved will be notified of the school action **specific to their child** and we encourage families to communicate further if required. At times situations occur where a student needs ongoing support in the area of behaviour management and the school will continue to respond using Action 3 processes.

Modified Behaviour Procedure for Severe Behaviour Incidents

ACTION 1. STUDENT IS REMOVED TO THE SCHOOL OFFICE

If the incident is severe, and there is a high risk of danger, the supervising teacher will

- Assertively, tell the student to stop
- If appropriate, inform students about the inappropriateness of their behaviour
- Notify the student they will need to exit the space
- Contact the school office as soon as possible to inform admin and Deputy Principal that the student is being exited and brief statement of reason

Students will be exited to the school office. Depending on the circumstance, the student may walk to the office independently, or be escorted by staff. If the student does not exit voluntarily, a member of the school leadership team or other teacher may be called to remove the student, following Restrictive Intervention and child safety protocols.

ACTION 2. RESTORATIVE and PARENT CONTACT

The follow up for a severe incident begins with ACTION 2 and ACTION 3 of the Procedure for Major Incidents (see above).

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ACTION 3. RE-ENTRY PLAN

After meeting with the Principal and/ or Deputy Principal, the school together with the family will agree on a re-entry plan for the student.

The student will:

- Formally apologise and try to make amends for the severe behaviour displayed
- Have a personalised positive behaviour plan which outlines expected behaviours, goals, and clear rewards and consequences for behaviour
- Meet regularly with the Deputy Principal for follow up restorative conversations, monitoring and positive reinforcement of expected behaviours.

Support Structures

Staff support:

- All staff members will attend Restorative Practice training through regular school PLTs and via MACS when available
- The school provides regular professional learning on Restorative Practice and whole school Behaviour Management processes.
- Staff will seek assistance from the Wellbeing Leader, Deputy Principal, Learning Diversity Leader and/ or Wellbeing Team if and when required.

Student Support:

- Staff will use the language of Restorative Practice to promote shared language and understanding across the school
- The school will collect data from the 'Reflection Sheets', Restorative Folder record and Yard Duty data, to monitor individual students and collective issues
- Teachers will maintain regular contact with families to support the learning, behaviour, social and emotional needs of students.

Related Policies:

- Pastoral Care of Students Policy
- Student Behaviour Policy
- Anti-Bullying Policy

Evaluation

This policy will be reviewed in keeping with the school cyclical review process.

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Policy authorised by: Ms Linda Roynic, Principal

Date reviewed: 2020

Next review: 2024 or sooner if needed

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