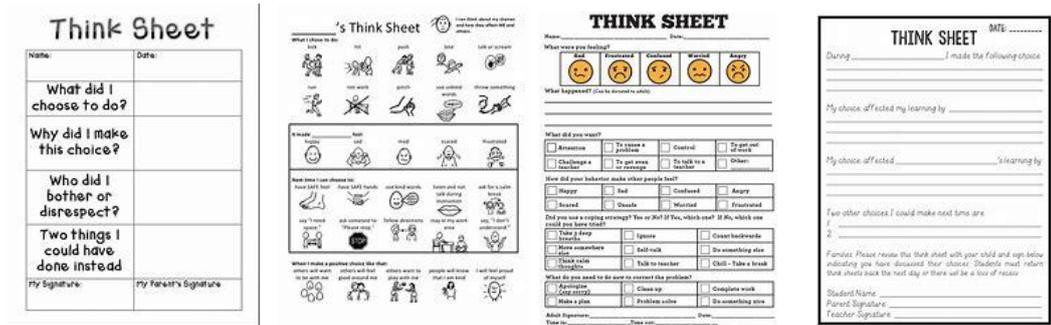


Restorative Practices and Whole School Behaviour Management

At Poowong Consolidated School, we believe in a restorative approach to managing issues in the classroom and in the school yard. It is important that we take the time to listen to both sides of an issue before responding to ensure students have a voice and feel heard. Coming to a common understanding about the impact and what will be done to restore relationships that have been broken by the behaviour, is paramount. We give a “Think Sheet” to students to reflect on their behaviour before engaging in a restorative conversation.

Below are some examples of a think sheet. These are readily available from the office (or included in the Restorative Practices section of your induction folder).



It is important that these “Think Sheets” are discussed with the student/s before a restorative conversation can begin. Students need to enter a Restorative Conversation in a calm manner. If they are still in a heightened state- it is not the right time to start a Restorative Conversation or a Restorative Circle (used for whole class issues), often called Circle Time.

Below is a Restorative Question Prompt Card to use to facilitate a Restorative Conversation:

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?

iirp International Institute for Restorative Practices
canada.iirp.edu/

©2017 IIRP Graduate School

RESTORATIVE QUESTIONS II

When someone has been harmed...

- What did you think when you realized 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?

iirp International Institute for Restorative Practices
canada.iirp.edu/

©2017 IIRP Graduate School

Restorative Practices are based on each party having a “Fair Process” and is made up of three core elements:

Engagement – 2. Explanation – 3. Expectation Clarity

Engagement: Involving individuals in decisions that affect them by asking for their input and allowing them to refute the merit of one another’s ideas.

Explanation: Everyone involved and affected should understand why final decisions are made as they are. Creates powerful feedback loop that enhances learning.

Expectation Clarity: Once decisions are made, new rules are clearly stated, so that everyone understands the new boundaries and consequences of failure.

Essentially, conflict and misbehaviour are inevitable in our classes and schools. When educators strive to “create an environment that maximizes positive affect, minimizes negative affect and allows for the free expression of affect, they will transform their schools into true communities, where conflict can be dealt with effectively, relationships can be maintained and learning can occur.”

Restorative Practice:

- Views misbehavior as opportunities for learning
- Separates person from deed
- Focuses on restoring relationships
- Encourages authentic accountability (active participant)
- Allows for successful reintegration
- The nature of the process, not the outcome, makes a response restorative or not. (p.49)

For those who are unfamiliar with these practices, it is essentially changing the focus of wrongdoing from punitive (such as from a teacher or other authority figure) to restorative (where the person who has committed the wrongdoing takes responsibility for this and makes amends).

Circle Time

In Circle Time, the children of the grade share experiences. These can be positive and uplifting. They can also involve upsets, where a child is distressed by another’s behaviour and seeks help in getting this issue addressed.

This probably doesn’t sound unfamiliar to a lot of you who are reading this. You have probably used this approach throughout your career at some point. So, what is it about these children in this year’s grade and last year’s grade that makes their everyday communication with one another and with other teachers stand out from other grades at the same level? Why do other teachers often state that it is obvious that the grade is involved with Circle Time?

‘Circle Time is an awesome thing. It helps you and your class mates to form a friendship and everyone can get to know each other in a special way. And it doesn’t make you bored. You can actually be interested in it and everyone has right of reply.

Rules of Circle Time:

- *RIGHT OF REPLY*
- *NO-ONE SPEAKS WITHOUT THE STICK*
- *A CIRCLE SO THAT EVERYONE IS EQUAL*
- *HELPS YOU EXPRESS YOUR FEELINGS*
- *STEP IN OTHER PEOPLE’S SHOES*
- *WE HAVE THE POWER’*

Whole School Behaviour Management Agreements

1. Utilise a positive classroom reward system that is consistent, fair and encouraging (eg. behaviour ladder, terrific tickets, raffle tickets etc).
2. Ensure that positive behaviour is the focus of your rewards, stickers etc, reinforcing expected behaviours
3. Negative behaviours are addressed through the following action:
 - First Instance of Breaking Classroom Rule- Verbal warning explaining the rule that was broken and how it has affected the class/you/parents etc and then asking for the desired behaviour
 - Second Instance of Breaking Classroom Rule- Removal to a different part of the room for 5 minutes with a further explanation of what rule was broken and how it has affected the class/you/parents etc and then asking for the desired behaviour
 - Third Instance of Breaking Classroom Rule- Removal to another classroom (pre-decided within the PLT) for 10 minutes with a "Think Sheet" (This is then followed up by a Restorative Conversation at the next recess/lunch break)
 - Any further instances of the behaviour warrant removal from the classroom to the office. Please send a note explaining what happened, what had been put in to place to correct the behaviour and anything that has triggered what has happened. Cate will then follow up with you at the next break before deciding if the student is allowed to re-enter the classroom.

Response to Extreme Behaviour

In exceptional circumstances where a child is unable to manage or change their behaviour, particularly when the behaviour is extreme, violent or unsafe, the following action should be taken:

1. Removal of the student to the PLT leader to address the behaviour with a Think Sheet
2. Time out at recess/lunch for 20 minutes on the seat outside the office with a Think Sheet
3. If a student is behaving in an unsafe manner and putting others in danger, please immediately remove the remainder of the students from the classroom to a neighbouring classroom and send to the office for assistance from Cate
4. For specific behaviours, or behaviours that have begun to affect Teaching and Learning, or are consistent, regular and disruptive, see Cate to arrange a 4 way parent meeting (with Cate, the classroom teacher, parents and the student) to develop communication and a possible Behaviour Management Plan or Individual Learning Plan, as decided as part of this meeting.

Consequences for extreme behaviour are itemised in the Student Code of Conduct policy, in the Code of Conduct section of the induction manual.