Student Behaviour at Baynton West Primary School Policy

Baynton West
PRIMARY SCHOOL

An Independent Public School

Policy Statement

Baynton West Primary School is committed to creating and maintaining a safe, orderly, inclusive, supportive, and culturally responsive learning environment for all members of the school community.

Cultural Responsiveness

Cultural Responsiveness is the ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different from one's own. It is characterised by respect for culture, ongoing self-reflection, expansion of knowledge and commitment to improving practices and relationships, and is responsive to the diverse needs, backgrounds, experiences and knowledge of all students. In our context, this is first and foremost for Aboriginal students.

We believe that positive student behaviour is essential to promote engagement and to maximise opportunities for students to engage in high impact classroom teaching.

Positive Behaviour

A student's competence and capacity in their context of the school community's expectations and values to:

·Establish and build positive connections with adults and peers
·Develop empathy for others and understand relationships
·Recognise and regulate their own emotions
·Make responsible decisions
·Work effectively with others
·Cope with challenging situations constructively.

Our school views the promotion of positive student behaviour as everyone's responsibility and embeds a whole school approach.

Children Are at the Heart of Our School. At Baynton West Primary School our moral purpose aligns with this vision. We provide educational opportunities to build on individual strengths in a safe, inclusive environment, which is engaging and pursues high academic performance. Our school community works together to build lifelong learners who are socially and emotionally responsible and responsive, capturing the child-centred nature of our positive behaviour approach.

The key foundations of our school's commitment to supporting student behaviour are:

·Our staff engage the school community in establishing and maintaining a culture of positive behaviour that values all students and considers their strengths, abilities, and diversity
·A commitment by all school staff for the development, implementation, and monitoring of the whole school approach to positive behaviour support that includes:

1. identifying and communicating the rights and responsibilities of all students and staff to engage in positive behaviour building
2. incorporates restorative practices
3. utilises multi-tiered support that are responsive to individual student need

4. builds staff capacity through training, coaching, and mentoring to teach and sustain positive behaviour
5. seeks support for students with complex needs.

Fostering positive relationships with parents and students through regular communication creates connection and belonging for children and supports a positive school culture.

Restorative approaches view conflict as learning opportunities at all levels and focus on the need to repair and restore relationships after an incident.

At Baynton West Primary School we:
1. apply procedural fairness to decision making, ensuring responses to behaviour are fair and proportionate
2. prioritise safety and wellbeing of all members of the school community
3. provide opportunity for student and family voice
4. use collaborative problem solving for behaviours of shared concern
5. promote personal responsibility and accountability for behaviours across our school community
6. implement responses to behaviours of concern that are solution focused and which seek to repair damaged relationships.

Rights and Responsibilities

At Baynton West Primary School, we promote a school culture where students:
- are welcomed, safe and experience a sense of belonging
- feel their unique strengths and talents are understood, valued, and nurtured
- see their culture represented and valued, and are encouraged to express their cultural identity
- have a voice in decision making
- take responsibility for their actions
- are not discriminated against based on behaviour as a manifestation of disability.

Appendices:

Baynton West
PRIMARY SCHOOL

5 Step Behaviour Management Plan

Step One: Warning (ie. Name on board)

Praise another student who is close by displaying the correct behaviour. Praise the misbehaving student immediately they do something appropriate.

Severe Clause: Send Straight to office

Step Two: Warning (ie X Cross next to name)

Reinforce the classroom rules with the student.

Examples of Severe Clause offences

Physical assault of a student or teacher.

Verbal abuse of a teacher or student.

Damage to property.

Intimidating behaviour.

Step Three: (ie. XX next to name)
Cooling off / Isolate in the classroom.

Teacher to discuss ways to solve behaviour with student after 'cool off' period.

Step Four: Removal to another class

Work provided and note for class teacher. Classroom teacher may inform parents via note and/or contact parents by telephone.

Please Note: Please ensure you have an effective positive acknowledgement system in your classroom

Step Five: Administration involvement

Parents contacted. Student completes work supplied by teacher and/or Think Sheet.

Appendix B

We strive to follow the... Baynton West Positive Behaviour Matrix

Baynton West PRIMARY SCHOOL

Area	Be Safe "Be Safe!"	Be Your Best "Be Your Best!"	Be Responsible "Be Responsible!"	Be Resilient "Be Resilient!"
Whole School	• Walk on the concrete and in the classroom. • Be allergy and asthma aware. • Stay inside the school grounds. • Alert adults to danger. • Listen to your early warning signs. • If you feel unsafe, worried or unsure, talk to a trusted adult from your safety network.	• Follow instructions. • Be punctual and aim to get to class on time. • Attend school every day. • Be organised and prepared for learning. • Work with your teacher to set personal goals to achieve your best. • Wear correct uniform. • Ask for help when needed. • Address people by their correct name.	• Follow school procedures. • Keep your hands and feet to yourself. • Pick up after yourself. • Use equipment appropriately. • Walk quietly in line. • Take ownership if you make a mistake. • Where possible, respect and include everyone. • Follow trusted adults directions. • Follow library procedures.	• Continue to try on any task, even if you think you can't. • Bounce back. • Talk through problems and accept the outcome. • Keep your eyes open to opportunities.
Classroom	• Ask your teacher before leaving the classroom. • Follow the ICT terms and conditions to be cyber safe.	• Take pride in your work. • Be attentive when people are speaking. • Participate consistently. • Stay on task to complete quality work. • Aim high and do your personal best.	• Use recycling and composting bins correctly. • Take turns. • Before the second bell line up at your classroom and wait quietly.	• Follow class rules and teacher expectations. • Be okay with making mistakes. • Have a go at challenging tasks. • Accept constructive feedback.
Playground/ Outside Area	• Wear a sun smart hat. • During recess and lunch, seek help from adults on duty.	• Demonstrate good sportsmanship. • Be kind and considerate to everyone.	• Play in the correct area. • Play fairly and follow the game rules, if you get out its okay. • Follow nature playground procedures. • Pack away the equipment.	• Accept responsibility and the consequences for unacceptable behaviour when you play inappropriately. • Decide when it is time to move away and choose someone else to play with. • Share all the nature playground equipment.
Eating and during recess and lunch	• Eat only your own food. • Wait to be dismissed before playing by putting your hand up.	• Eat healthy food where possible.	• Remain seated while eating. • Put rubbish in the bins. • Eat recess and lunch that is provided for you. • Make good food choices when helping pack your lunchbox.	• Accept the food you have been given to eat.
Before and After school	• Arrive at school between 8.05 and 8.20am. • Wear your helmet when riding to and from school. • Walk your bike and scooter on school grounds. • Enter and leave the school grounds safely. • Stop, look, listen and think before you cross the street.	• Take home what you need to complete your homework and bring it back on time.	• Sit outside your classroom until your teacher opens the door. • Represent our school positively whilst wearing school uniform.	• Say good bye to parents/caregivers with a smile. • It's okay to dislike doing homework, but it is important to do it anyway.

Low Key Skills

Low Key Skills

Definition

The things that teachers say and/or do to prevent or respond to unproductive behaviour when it first occurs.

Rationale

Used to quickly and efficiently control or diffuse a problem with a minimum of fuss and without interrupting the flow of the lesson.

Critical Elements

- They involve 'non' or 'minimal verbal' responses
- They do not stop the flow of the lesson - quick/quiet
- They do not invite escalation - low emotional content

Winning Over	Signal to Begin
Transition	Minimal Verbal
The Pause	The Look
Non-Verbal	Proximity
Deal with Allies First	Planned Ignore
Responding to Appropriate Behaviour	Come on Back
Private Dialogue	Deal with the Problem, Not the Student
Modelling Appropriate Behaviour	Dealing with Call Outs
Type of Response	

Winning Over

Definition

What the teacher does and says to establish and maintain a positive relationship with a student and/or a group of students.

Rationale

The more the student perceives that a teacher cares about them and their learning the less likely it is that they will misbehave.

Develops a positive working relationship and positive cohesion in the group. Students are more likely to accept low key intervention from the teacher.

When

Day in day out demonstration

Critical Elements

- Be sincere
- Can be academic, social or personal
- Greet the students at the door
- Use names
- Be polite
- Demonstrate personal interest
- Use humour, smiles and enthusiasm

Signal to Begin

Definition

A routine sequence of teacher behaviours that results in whole class attention on the teacher.

Example:

1. Signal
2. Active pause and room scan
3. Apply low key responses to the non-compliant students
4. Reinforce appropriate student behaviour, e.g. "Thank you"

Rationale

By using a procedure to efficiently bring a class to quiet the teacher is increasing the opportunity for academic engagement and reducing the opportunity for unproductive student behaviour. The class will focus or refocus on the learning process quickly and the tone remains positive or neutral.

When

Whenever the class is off task and needs to be refocused

Signal

Scan
Low
Key

100%   Focus
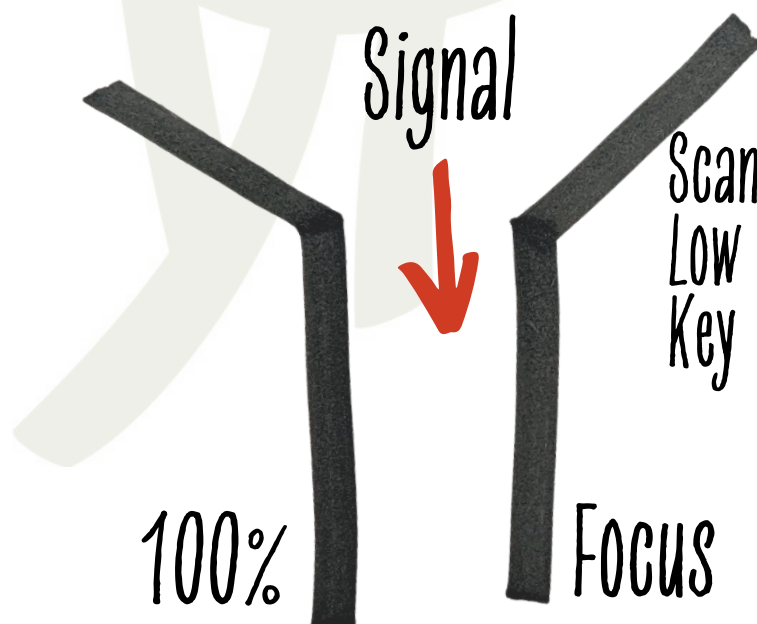
Transition

Definition
A sequence of teacher instructions and behaviours that ensure orderly and efficient movement of students through a change of activity.

Rationale
To increase the chance that student movement is orderly and efficient.

When
Anytime student movement or change in activity is required.

Critical Elements
When, What, Who

Transition Sequence
1. Signal to begin
2. A statement when the students will move
3. A statement of what actions are expected of them
4. A statement of who will move
5. A statement to move
6. Monitoring and using proximity
7. Proved specific and positive feedback

A check for understanding will occur at some point in the transition.

Minimal Verbal

Definition

The skill of using a few words as possible to communicate that behaviour is unproductive.

Rationale

To communicate to a student that the behaviour is unproductive in a way that causes minimal disruption to the lesson. It addresses the behaviour without inviting escalation.

When

As soon as an unproductive behaviour occurs.

Critical Elements

- Use the student's name to let them know they are not anonymous
- Use a short statement to alert them to the behaviour they need to stop or start
- Use neutral language
- Be aware of body language
- Follow up with a thank you when the student complies

The Pause

Definition

To deliberately stop speaking to communicate that a specific behaviour is unproductive.

Rationale

This signals to a student or students that the teacher is aware of the unproductive behaviour and it is a cue for them to cease with minimum disruption to the flow of the lesson.

When

As soon as unproductive behaviour occurs.

Critical Elements

Stop speaking for a brief period often mid delivery

The Look

Definition

The deliberate use of extended eye contact towards a specific student.

Rationale

To communicate to a student or group of students, that the teacher is aware of their behaviour, without stopping the flow of the lesson.

When

As soon as unproductive behaviour occurs.

Critical Elements

Eye contact with the student that conveys your awareness of their behaviour and a message to stop.

- Eye Contact
- Preventative Scan

Proximity

Definition

Movement around the classroom or towards specific area where misbehaviour is occurring or is likely to occur.

Rationale

Moving near students increases the chances that they will participate. Reduces the potential for inappropriate behaviour and communicates to the students that the teacher is aware and ready to act.

When

Can be preventative, or as a response to a specific behaviour.

Critical Elements

- Move calmly towards students in a calm and neutral manner
- Stay where the trouble is
- Use scanning to spot where to go
- Can be used with minimal verbal to maximise effect
- Can be preventative or responding

Caution

Don't invade personal space of the student, this may escalate a situation.

Deal with Allies First

Definition

During an intervention with a student, to first neutralise the involvement of other students who seek to prolong or escalate the initial disruption.

Rationale

Breaks the line of connectedness between the allies in order to maintain positive cohesiveness in the classroom and reduces the chance of escalation.

Critical Elements

- When student A misbehaves and student B joins in, the teacher immediately   deals with student B, without engaging in argument
- When the student is silenced, the teacher deals with student A

Caution

Deal with the interruption, not the students who caused it. When there are allies, don't be caught up in sorting out who is responsible.

Planned Ignore

Definition

The intentional ignoring of a low level unproductive behaviour

Rationale

Used to not attend to a behaviour for which a student is seeking attention to discourage the student from continuing

When

Only useful for low level behaviours or if the behaviour is not interfering with learning of others.

Critical Elements

- Used when the teacher thinks that the student is seeking attention inappropriately
- Teacher continues the lesson, ignoring the behaviour

Caution

If the student has an ally or the behaviour stops the teaching or learning, don't ignore.

Private Dialogue

Definition
A conversation between a teacher and a particular student that is conducted so that the audience is reduced to a minimal level.

Rationale
Enables the teacher to discuss issues with a student while minimising the engagement with allies. Students will model their voice on the teachers tone and volume.

When
When more public interventions will interrupt the flow of the lesson.

Critical Elements
- Short conversation with student about the inappropriate behaviour
- Can be done inside or outside the classroom
- Confined to the teacher and the student involved in the behaviour

Come on Back

Definition

What the teacher says or does to bring the student back into the lesson in a positive way, as soon as possible after an intervention responding to an unproductive behaviour.

Rationale

Acknowledges the student and invites them back as a positive and active classroom participant. Prevents a student from feeling excluded from a group or lesson

When

After an intervention for unproductive behaviour

Critical Elements

- Deliberate acknowledgement of the efforts of the student, or provision of an opportunity for them to re-engage
- Use a low level question so the student can answer successfully, therefore regaining status

Type of Response

Definition

To explicitly indicate to students how they should respond during class interactions.

Rationale

Helps to prevent uncontrolled interactions (calling out). Reduces opportunities for attention seeking behaviour.

When

When you requires a response from students.

Critical Elements

Types of responses

- Hands up
- No hands
- I'll choose
- Call out
- Choral
- Tell your partner
- Think to yourself
- Write it down

Deal with the Problem and Not the Student

Definition

Where the teacher focuses on the student behaviour rather than on student interactions or student personality traits.

Rationale

By dealing with what the student is doing and nothing else, we are not being judgemental on a personal level, and thus not inviting a power struggle.

When

All the time

Critical Elements

- Usually an action or minimal verbal request responding to a physical behaviour, e.g. "Phone Please"
- Follow with thank you when student complies

Modelling Appropriate Behaviour

Definition
The public praising of a specific appropriate behaviour of a student to influence the behaviour of others.

Rationale
To indicate to the whole class what is expected and valued without giving non-complying students the chance of a confrontation by calling attention to their inappropriate response.

When
When groups of students are off task and you want to engage them without drawing direct attention to their unproductive behaviour.

Critical Elements
- The teacher spots a student who is responding in a good way
- Other students may not be doing the right thing but rather than focussing on the negative, the teacher praises the good and ignores the bad
- Use a friendly and encouraging tone
- Use a loud voice so that other students hear it

Responding to Appropriate Behaviour

Definition

The public praising of a specific appropriate behaviour of a student to reinforce that behaviour for the student.

Rationale

By giving positive attention to a student doing the right thing is more likely to encourage a repetition of appropriate behaviour if the student values the relationship.

When

When a student who does not normally behave, is doing the right thing.

Critical Elements

- Catch a student doing the right thing and acknowledge it
- May be private or public depending on the nature of the student
- Be genuine
- Use a friendly and encouraging tone

Dealing with Call Outs

Definition

What the teacher says or does to prevent call outs. Call outs are any audible response from a student that is not invited from the teacher that interrupts the lesson.

Rationale

Retains a structure for discussion and distributes input to more students. It creates and maintains a more positive class tone and gives everyone a chance to be heard.

Critical Elements

- Use low key responses to stop students from making inappropriate noise, answers or comments
- Use minimal verbals, non-verbals, planned ignore, modelling appropriate behaviour and respond to appropriate behaviour to let students know you want a particular type of response or no response at all

Children
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Bullying Prevention and Intervention Policy

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Statement on Bullying

At Baynton West Primary School, we aim to establish a community in which everyone feels valued, respected and safe, and where individual differences are appreciated, understood and accepted. Everyone has a right to enjoy their time at school.

Bullying is:

- A targeted, repeated, unjustifiable behaviour that may be physical, verbal, sexual and/or psychological
- Intended to cause fear, distress or harm to another
- Conducted by an individual or group in an attempt to assert power
- Against an individual or group who is unable to effectively resist

Baynton West Primary School Bullying Prevention Policy
Examples of Repeated Bullying Behaviours (Please note, this is not an exhaustive list)

	Direct	Indirect
Physical	- Hitting, slapping and punching - Kicking - Pushing, strangling - Biting - Pinching, scratching - Throwing things, e.g. stones - Tripping	Getting another person to harm someone
Verbal	- Mean and hurtful name-calling - Hurtful teasing - Demanding money or possessions Forcing another to do homework or commit offences like stealing.	- Spreading nasty rumours - Trying to get other students to not like someone - Cyber bullying - Written notes
Non-Verbal	Threatening or obscene gestures	- Deliberate exclusion from a group or activity - Removing and hiding and/or damaging others' belongings

This school believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind, as this infringes on our fundamental rights to safety and fair treatment.

Baynton West Primary School will not tolerate such behaviour, and with the collaborative support of the whole of its community has developed an action plan.

This plan recognises that stopping bullying is everyone's responsibility and that the problem lies with the bullying behaviour, not the victim.

The Baynton West Primary School community is committed to supporting and empowering students who are being bullied by using the following prevention and early intervention strategies:

- The Positive Behaviour Curriculum is taught explicitly.
- Bullying Education is taught to upskill students about how to respond to bullying behaviour
- Modelling of respectful, courteous and ethical behaviour by all staff;
- Treating bullying behaviour seriously and investigating the facts of any incident;
- Recording incidents of bullying in a consistent way that allows for monitoring i.e. using *Integris Behaviour Module;*
- Discussing Baynton West Primary School's Code of Behaviour and school rules with all students;
- Implementing social skills and anti-bullying programs, (i.e. Positive Behaviour Support), to improve students' interaction with others. These will be linked with relevant curriculum;
- Making classrooms and the playgrounds supportive and safe environments where learning takes place free of put downs, harassment and isolation;
- Organising whole school special days, where students can work in different environments and with other students, e.g. School Culture Days;
- Providing parents with information about bullying;
- Using the Pilbara Education Regional Office Students Services team where appropriate.

Resolution of bullying incidents will involve:

- Mediator led discussions; - This is a mediator led discussion with students involved in an incident; we use the method of shared concern and restorative practice approaches.
- Contacting Parents/Caregivers to notify them of the incident if it goes to step 5 of the 5 Step Behaviour Management Plan or to a severe clause. See Parent Information Booklets;
- Recording such incidents in Integris and using Integris to monitor student behaviour over time;
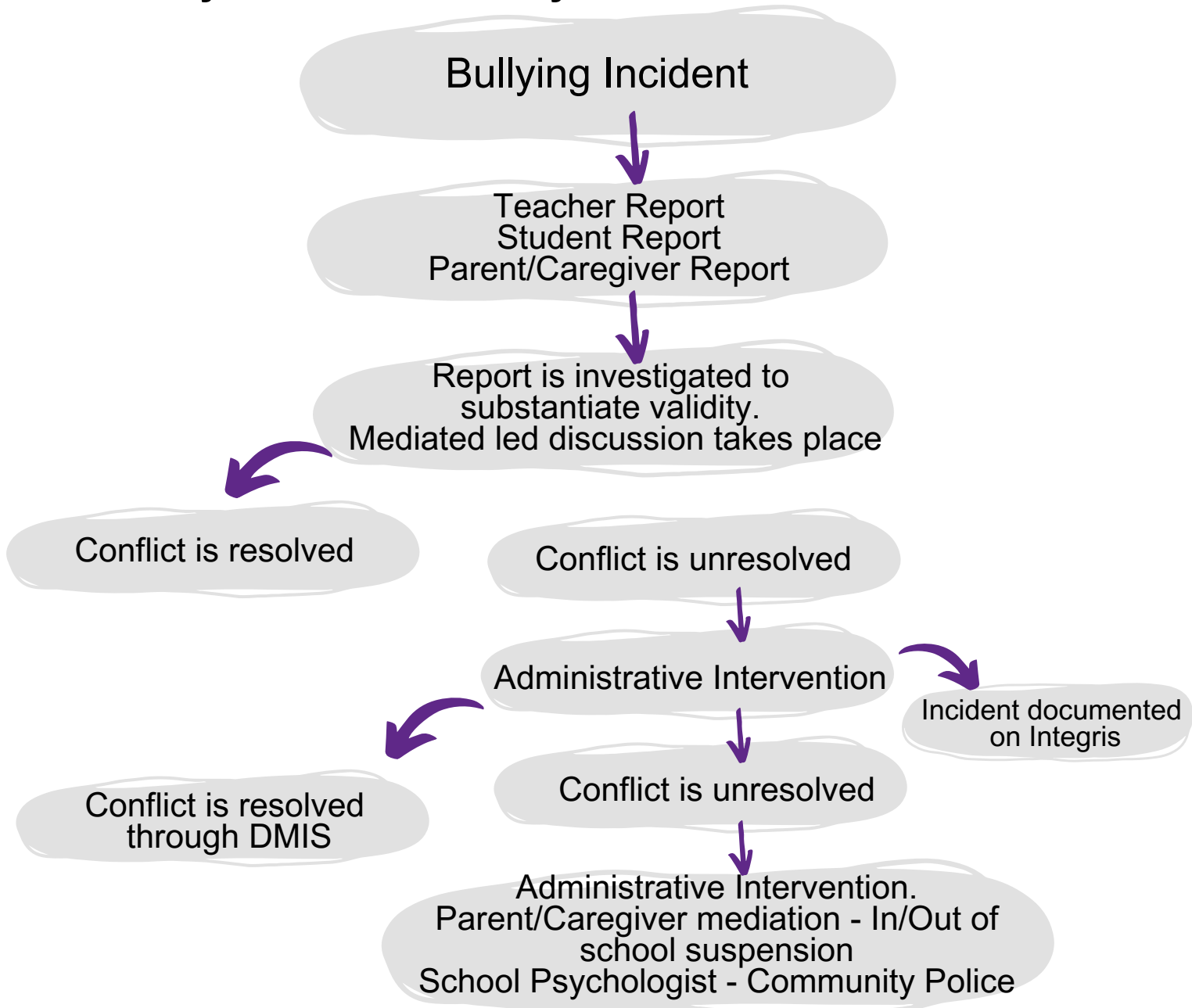- Referral to school psychologist for support if required;

Please note: Parents/Caregivers should not approach those involved in alleged bullying incidents. These should be referred to the school leadership team.

Baynton West Primary School encourages its teachers to incorporate a whole-school anti-bullying program into their classrooms and to react promptly and firmly when bullying occurs.

The key aims of the intervention plan are to:
1. Stop the immediate behaviour or harassment;
2. Ensure the person involved in the bullying action, changes his or her behaviour.
3. Ensure that all parties feel supported.

Baynton West Primary School Resolution Chart

Bullying Incident

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Teacher Report
Student Report
Parent/Caregiver Report

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Report is investigated to substantiate validity.
Mediated led discussion takes place

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Conflict is resolved

Conflict is unresolved

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Administrative Intervention

→ Incident documented on Integris

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Conflict is resolved through DMIS

Conflict is unresolved

↓

Administrative Intervention.
Parent/Caregiver mediation - In/Out of school suspension
School Psychologist - Community Police

Moral Purpose

Baynton West Primary School provides educational opportunities to build on individual strengths in a safe, inclusive environment, which is engaging and pursues high academic performance. Our school community works together to build lifelong learners who are socially and emotionally responsible and responsive, captures the child centred nature of our positive behaviour approach.

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Good Standing Policy

Good Standing Policy

At Baynton West Primary School, the Good Standing Policy supports values of Growth and Inspiration by acknowledging and rewarding exemplary behaviour and work ethic. It is also reinforced by our Positive Behaviours Support program which explicitly reinforces and teaches Resilience, Being Your Best, Safety and Responsibility within the school as a whole.

We believe that learning is enhanced in a welcoming, inclusive, collaborative emphasises the importance of students taking responsibility for the choices that they make on a daily basis, which impacts academically and socially on themselves and others.

The Good Standing Policy is a part of and works in conjunction with the whole school Behaviour Management Plan and the Department of Education's Keeping our Workplace Safe initiative.
It aims to provide regular acknowledgment/recognition for the majority of students who consistently behave and act according to Baynton West Primary School values.

T**o Maintain 'Good Standing' students must:**
- Follow Baynton West Primary School's Positive Behaviour Support Matrix

It is the responsibility of each student to maintain their 'Good Standing' in order to be included in extra curricular activities including after school programs and sporting events held during school hours

Students who lose their 'Good Standing' may lose the privilege to participate in various events throughout the school year. Examples : - excursions, camps, inter-school sporting events and sports days.

Students will lose the privilege to participate in activities where the safety of other students is a concern.

Good Standing Policy

A student's 'Good Standing' status will be withdrawn following consultation with the Leadership Team, Specialist Staff and Classroom Teacher for the following reasons:

Students may lose their 'Good Standing' as a consequence of:
- Three office referrals. This will be entered on Integris by a member of the Leadership Team with parents/caregivers notified
- Suspension

Parents and Caregivers of students 'at risk' of losing their 'Good Standing' will be contacted by Teacher or the Leadership Team. This will be through a phone call and then formally via letter.

Severe Clause:
- Students may lose the privilege to participate in activities where the safety of other students is a concern. Any form of violence will result in the loss of "Good Standing'
- Students who are involved in a 'one off' severe behaviour incident in the classroom or playground may automatically lose their 'Good Standing'

Regaining 'Good Standing':
All students will regain 'Good Standing' at the beginning of each 5 week period.

The Good Standing Policy is provided to maintain consistency in our decision making processes. It is important to note that these are guidelines and if :
- There are extenuating circumstances that have resulted in the negative behaviours
- There is a significant period of positive behaviour since the previous negative behaviour

Cultural Responsiveness

Cultural Responsiveness is the ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different from one's own. It is characterised by respect for culture, ongoing self-reflection, expansion of knowledge and commitment to improving practices and relationships, and is responsive to the diverse needs, backgrounds, experiences and knowledge of all students. In our context, this is first and foremost for Aboriginal students.

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Detention Procedure

Detention is to be used at teacher and school leader discretion. It is a strategy to enrich the Behaviour Management Policy at Baynton West Primary School.

The goal of the detention strategy is to provide time and opportunity for students to reflect on behaviours that are not aligned with our Positive Behaviour Matrix. Work and social stories are provided for students to complete in detention, with little engagement with adults until the process is near completion.

Important points:
- Classroom behaviours leading to repeated 'time out' or 'buddy class' visits over the course of a week;
- Severe clauses not requiring suspension (school leader discretion);
- Playground behaviours that involve fighting, non-compliance, swearing, destructive behaviour;
- Please fill in the office referral form and send to detention room with student (these will be in each duty bag).
- A detention record is filled in by referring teachers or school leader (See File in Board Room).
- An informing phone call must be made by referring teacher or school leader to make parent aware of behaviour.

Detention will be communicated to students and their parents/caregivers as a natural consequence for inappropriate behaviour NOT as a punishment.

Suspension Procedure

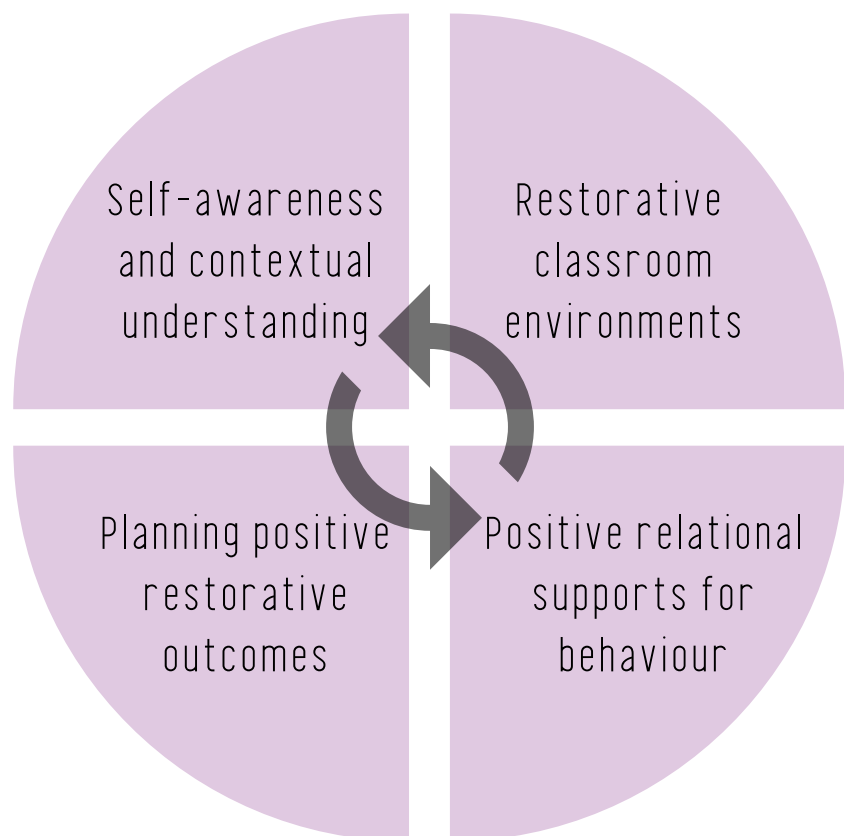For any suspension that occurs the following is to happen:

- A phone call must be made to the parents/caregivers advising of the impending suspension.

- A work pack is to be sent home with the students of approximately 5-6 pages. This is to be compiled by the classroom teacher and there is no onus on the teacher to mark this work.

- When the student is collected or at the end of the day the student will take with them their suspension letter, loss of Good Standing letter, a copy of the Good Standing Policy and their work pack.

- An email is to be sent to all staff who are involved in extracurricular Art, Sport or Music groups, along with the classroom teacher. This email will include the date that the Good Standing will be reintroduced for the student.

- Record dates on the Good Standing Chart in the Boardroom. This is to be done with the student present and note who dealt with the suspension.

- A brief re-entry meeting is to be held with the parent/caregiver and the student on the morning that they are returning to school. This is to reiterate the school values and expectations of the students that attend Baynton West Primary School. If a Year 4-6 Aboriginal boy is involved, please include Clontarf in the re-entry meeting.

- An email is to be sent to all staff who are involved in extracurricular Art, Sport or Music groups, along with the classroom teacher that the Good Standing time has been completed and the student is able to join into activities.

- The student is to be advised by the person who dealt with the original suspension that they are now able to participate in extracurricular activities.

- Clean the names from the Good Standing list in the Boardroom.

Restorative Practice

Restorative Practice Procedure

At Baynton West Primary School, we utilise restorative approaches to promote positive student behaviour, create safe and supportive environments, and enable students to meet their learning potential.

Self-awareness and contextual understanding

Restorative classroom environments

Planning positive restorative outcomes

Positive relational supports for behaviour

A restorative approach includes proactive and preventative strategies as well as more targeted and individual interventions to support positive behaviour and strengthen students' personal and social capabilities.

We understand that positive engagement of students is relational and needs to be at the heart of all interactions. We promote interactions that are firm, safe and caring and place relationships and fairness at the heart. Our engagement with Restorative Practice assists students to build connections and accountability safely.

We are committed to establishing and maintaining meaningful and nurturing relationships with our students and use restorative strategies to assist us to teach positive behaviour.

We use the following restorative approaches to maintain relationships and to rebuild them when harm has occurred in the relationship:

Restorative Practice Procedure

- Affective Statements (I-statement)
- Affective Questions
- Restorative Conversations
- Fair Process

Affective statements (I-Statements)

What: A statement that describes how you feel about a specific behaviour. It places emphasis on the impact of a behaviour without applying blame.

Why: Affective statements separate the behaviour from the person, shows students the impact of their behaviour on others, and show that you care about your relationship with the student by giving them opportunity to change their behaviour.

When: May be positive or negative and used at any time, but particularly useful to redirect and re-engage **students in learning.**

How: Use the following formula to make affective statements:

'I feel…'

'When…'

Why do you keeping talking over me?
I feel valued when you listen to me/ I feel frustrated when you talk over me

Affective questions

What: Gentle questions about how other students may be impacted by a behaviour, asked in a nonjudgmental and non-blaming way.

Why: Encourages the person who caused the harm to stop and reflect on who was affected and how they were affected. They focus on the behaviour, not the person, and the impact of the behaviour, and encourages students to take accountability for their actions.

When: Used in response to any behaviour that impacts others.

How: Ask a simple question about how the student thinks another person (or group of people) feels about their actions. Ensure that your tone is calm and does not convey judgement or blame.

For example:

'How do you think Erin feels when you talk over her?'
'What do you think is going on for the rest of the group?'
'What do you think is Tom is feeling right now?'

Restorative Practice Procedure

Restorative conversations - example questions

Question/statement	Purpose
'What happened?' 'What did you want?' 'Did what you do work for you?'	Identify the events, triggers and needs from the student's perspective without blame or judgement.
'I can see this has really upset you' 'It is ok to want…'	Show understanding and validate the need/feelings underlying the behaviour.
'Who has been impacted by what happened?' 'How have they been affected?	Key question to trigger empathy & remorse. Consider personal impacts as well as 'ripple effects'.
'What could you do to make things right?' If the same thing happened again, what would you do differently?'	Identify actions to repair the harm. Model problem solving and identify agreed, realistic, and meaningful resolutions.

Effective questions elicit empathy, remorse and learning. It is important to:

- Create opportunity for the conversation to be private.
- Ask open-ended questions that encourage self-reflection and problem-solving.
- Be empathetic. Students are often distressed during conflict and their actions were trying to meet a need.
- Give students an opportunity to share their perspective and listen to understand what happened for them.
- Avoid interrogation, personal judgments and blame. This can cause defensive responses.
- Recognise that in some situations there are no 'quick fixes' and it may require further intervention or support to see positive behaviour change.

Fair process

What: applying procedural fairness to resolution of behavior incidents and ensure consequences are proportional and fair.

Why: individuals are more likely to trust and cooperate if they know that they are being treated fairly.

When: Following any behavior that requires application of consequences.

How: Fair process involves:

- Engagement – allow the student an opportunity to have a say. Ask them what harm their behavior caused and what they think a fair consequence is.
- Explanation – give an explanation for the consequence you choose to apply to allow the student to understand the reasons for the decision.
- Expectation clarity – explain the expectations for behaviour going forward to give a shared understanding of what is expected in terms of behavior and rules

At all times the behaviour (action) needs to be separated from the student (person) and consequences need to be proportional and fair.

Baynton West
PRIMARY SCHOOL

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