

Student Engagement Plan



Our community, working together to achieve...

We follow the restorative continuum to elevate student behaviour, empathy and relationships

FORMALITY	Affective Statements We include feelings words in language to address low-level yet high-frequency behaviours.	1-3 seconds	FREQUENCY	TIME INVESTMENT
	Affective Interactions We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future.	1-3 minutes		
	Small Impromptu Conferences We use Restorative Questions to solve problems amongst and between groups.	9-10 minutes		
	Large Group We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.	Under 15 minutes		
	Formal Conferencing For the most serious, high-impact behaviours and ongoing problems.	60 minutes, ↑2 days prep		

We support each other to elevate student behaviour restoratively

- Our approach to solving problems is restorative, through the lens of high expectations and high support.
- Teachers look to address behaviour with affective statements before they escalate, working up and down the restorative continuum.
- Teachers are supported by leadership to embed restorative language in practice.
- We are consistent about the restorative process, but not always consistent about the outcome.
- From time-to-time teachers need to send students from the room with a view to later repairing the harm.
 - School Leaders look for ways to release teachers to repair student-teacher relationship issues as a first response.
 - Students will be exposed to affective interactions facilitated by school leaders when repeated and/or unsafe behaviour occurs.
- We look for ways to include parents in both the positive and negative behaviour patterns of their children.
- We use restorative conferences to return our students from any internal or external suspension that might be required.
- We are embedding the basic restorative principles of focusing on harm caused and restoring relationships in response to all conflict and tension, including bullying behaviours.

Restorative questions

For those who have done the wrong thing

- What happened?
- What were you thinking about 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 again?

For those who have been harmed

- 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?

