



Kingsville Primary School

Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand this policy, please contact our school office via email: Kingsville.ps@education.vic.gov.au or phone: (03)9314 5869

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Kingsville Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

1. School profile
2. School values, philosophy, and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

Kingsville Primary School, situated in the Yarraville/Kingsville area in the inner city west of Melbourne, opened its doors on August 1, 1919, and has provided a caring and stimulating learning environment for the children of Yarraville and its surrounding area for over 100 years.

The school's buildings are significant and include the original historic two-storey brick structure, library, visual arts centre, a new permanent classroom block, school kitchen, extensions to the hall and separate out of hours facilities. The grounds are extensive with established shaded areas, play equipment and an oval and court area and kitchen garden.

Kingsville is a vibrant school with an increasing student enrolment, currently at 528 in 2022. There is a rise in socio-economic profile over the last decade and a decrease in levels of students with English as their second language. This significant change in demographic has seen more families taking their children out of school for extended family holidays both interstate and overseas. Whilst this is viewed as a learning experience from the parents perspective it does impact on the student attendance data.

Kingsville is an authorised Primary Years Programme School of the International Baccalaureate Organisation. The students and staff are supported in their work by an active school community. Kingsville sees its purpose as being responsible to ensure optimum achievement for all students and to provide them with the knowledge, skills and attitudes to provide for a lifetime of learning and discovery, as well as the ability to be effective, confident members of a global society.

Work in the area of student welfare and wellbeing, is comprehensive and there is a strong collaborative approach in place to ensure children gain extra support, assistance or intervention to ensure access and in turn their greater success.

2. School values, philosophy, and vision

Kingsville's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is to build a purposeful community of active learners who can meet the challenges of a rapidly changing world and become responsible global citizens.

Our school's mission acknowledges our school's direction, Strategic plan, core values and beliefs. It encompasses our desire to build active, engaged compassionate lifelong learners. We view the purpose of our school to be the provision of a safe, nurturing and challenging learning environment, which works to ensure students optimum participation, engagement, achievement and success.

Our school values are guided by the International Baccalaureate (IB) Learner Profile. The IB Learner Profile describes a broad range of human capacities and responsibilities that go beyond academic success.

IB Learners strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Courageous (Risk-takers): We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

3. Engagement strategies

Kingsville Primary School has developed a range of strategies to promote engagement, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional, or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- As an authorised IB World School teachers at Kingsville Primary School deliver the Victorian Curriculum through the lens of the inquiry-based, Primary Years Programme, to ensure

learning is authentic and aligned with current events of local, national and international importance

- teachers at Kingsville Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values, aligned with the IB Learner Profile, are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School and other forums including class and year level meetings, assemblies and through daily interactions with their teachers. Students are also encouraged to speak with their teachers, Assistant Principals and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through events and programs such as athletics carnivals, our Amici (buddy) program, share and connects, and assemblies.
- all students are welcome to self-refer to the Student Wellbeing Coordinator, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as Bully Stoppers and Respectful Relationships
- opportunities for student inclusion (i.e. clubs, recess and lunchtime activities)
- use of Restorative Practices techniques across all levels of the school
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Educational Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait

Islander culture and will have an Individual Educational Plan and a Student Support Group (SSG)

- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- a shared understanding of referrals procedures to student support officer
- Meetings arranged with parents to address issues of concern in a timely manner

Individual

Kingsville Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring

4. Identifying students in need of support

Kingsville Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Kingsville Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student, staff and parents rights, responsibilities and expectations

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Rights:

Staff have the right to:

- respect, courtesy and honesty
- teach in a safe, secure and clean environment
- teach in a purposeful and non-disruptive environment
- cooperation and support from parents and other staff

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Parents have the right to:

- be informed of curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare
- be informed of their child's progress
- access for their child to a meaningful and adequate education
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education

Responsibilities:

Staff have the responsibility to:

- model respectful, courteous and honest behaviour.
- ensure that the school environment is kept neat, tidy and secure
- establish positive relationships with students
- ensure good organisation and planning
- report student progress to parents
- consistently implement school policy

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn
- ensure that their behaviour is not disruptive to the learning of others
- ensure that the school environment is kept neat, tidy and secure.
- ensure that they are punctual, polite, prepared and display a positive manner
- behave in a way that protects the safety and well being of others

Parents have the responsibility to:

- ensure that their child attends school.
- ensure that their child is provided with appropriate materials to make effective use of the learning environment
- support the school is providing a meaningful and adequate education for their children

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

At Kingsville Primary School it is expected that all members of our community work together to provide a safe, caring and supportive learning environment. Our school community includes principals, teachers and school staff, students and parents/carers. All Kingsville Primary School members share high expectations that are:

- jointly negotiated, owned and implemented by all members of the school community
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences.

Schools - principals, teachers and school staff

All staff have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

Expectations of the principal include:

- professional leadership
- promoting a positive and inclusive school culture

- ensure the right of every child to receive an education that meets their needs
- promote positive and respectful relationships between all members of the school community, particularly all school staff, students and parents
- establishment of shared vision and goals
- delivery of facilities, resources and equipment to staff and students to ensure exemplary teaching and learning
- high expectations of all members of the school community

Expectations of the school staff include:

- promoting and supporting the school's values explicit in the PYP Learner Profile and attitudes
- recognising students as individuals, not just as learners, acknowledging and valuing the diversity of the student population
- establishing a learning environment that provides multiple and diverse opportunities for students to experience success
- setting high expectations for all students, challenging and extending their learning
- the ability to adapt current pedagogical knowledge and thinking
- modelling and reinforcing positive social and learning behaviours
- encouraging active and meaningful participation of all students, including involvement in decisions about what and how they learn, and how their learning is assessed
- promoting parent participation and listening to parents' insights into their children's learning

Expectations of students are based on upholding the school's values explicit in the PYP Learner Profile and attitudes. These include:

- displaying positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- developing as individual learners who increasingly manage their own learning and growth by setting goals, managing resources to achieve these goals and reflecting on their learning
- participating fully in the school's educational program and attending school punctually and regularly

Expectations of parents/carers include:

- taking an active interest in their child's educational progress by
- promoting positive educational outcomes for their children

- building a positive, supportive relationship with the school
- regular and constructive communication with the school regarding their child's learning and wellbeing, attending school events such as 3 Way conferences, student led conferences, parent information nights, special celebrations
- modelling positive behaviours
- supporting their child's learning by ensuring punctual and regular attendance at school

6. Student behavioural expectations and management

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole school strategies supported by targeted and individualized support when required. Actions and consequences are developed consultatively and foster a cohesive and consistent response to poor attendance and inappropriate behaviour.

These actions and consequences are incremental (a staged response) and applied fairly and consistently, increasing the likelihood that student connection to school is maintained. Equal emphasis is placed on positive consequences for meeting high expectations.

Actions and consequences have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate a student from learning are avoided where possible.

Student engagement, regular attendance and positive behaviours are supported most effectively through relationship based whole school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments eg essential agreements
- ensuring student participation in the development of classroom and whole school expectations eg House Captains
- providing personalised learning programs eg reading conferences, mixed ability groups, open-ended problem solving, individual learning plans, student goal setting
- consistently acknowledging all students eg Kingsville awards
- empowering students to take responsibility and be involved in decision making eg student voice opportunities
- providing physical environments conducive to positive behaviours and effective engagement in learning
- school wide positive behaviour support strategies
- providing physical environments conducive to positive behaviours and effective engagement in learning
- implementing the Restorative Approach to Behaviour Management (see appendix 2)

Inappropriate behaviours, including poor attendance have a data focus. Action for prevention support and early intervention is supported by:

- understanding the student
- ensuring a clear understanding of expectations by both students and parents
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies include:

- involving and supporting parents/carers
- involving the Student Wellbeing coordinator
- mentoring and/or counselling
- convening student support group meeting
- developing individualized, flexible behaviour or attendance plans
- involving community support agencies.

A variety of measures may be used when a student's behaviour or attendance does not comply with the Student Engagement and Wellbeing Policy. These measures should vary to consider individual needs of students and the nature, frequency, and seriousness of the behaviour.

Essential agreements and rules must be clearly explained so students understand why they have consequences. The emphasis should be on student's being accountable and learning to take responsibility for their behaviour.

At times, schools enrol students who have lived through very difficult or traumatic life circumstances and as a result, present with very challenging behaviours at school

These students may need significant help with managing relationships within the school setting. They may also need help with their emotional self-regulation as they may have a very strong fight/flight or freeze response when they feel anxious or threatened.

With this type of support, crisis events can be minimised. However, one or more crisis events still may occur during the school year. During crisis, the emotional and physiological response of these students can be beyond control and the planned and calm response of key adults from this school will be required to manage the event both during and after it occurs.

NOTE; Research has shown that during and after a crisis, the best emotional, rational and behavioural outcomes can occur for a student when this event is viewed as a learning opportunity, rather than an event that needs a disciplinary response.

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Kingsville Primary School's Bullying Prevention policy.

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Kingsville Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. Engaging with families

Kingsville Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students

8. Evaluation

Kingsville Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Kingsville Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

- *Statement of Values and School Philosophy*
- *Bullying Prevention,*
- *Child Safe Standards*

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2022
Consultation	School Council – June 2022 School community via newsletter – July 2022
Approved by	Principal
Next scheduled review date	June 2024

The following is a step by step approach to school actions and consequences. This is a fluid approach and the entry point of the approach will be different for different children and different situations and circumstances.

Step 1 Teacher Chat (this may include support of Restorative Chat. See appendix 3)

- Open minded approach where everyone has an opportunity to tell their story
- Reminder of school/class essential agreements
- Ensure student is clear about inappropriate behaviour and acknowledges what they have done wrong
- Apology if appropriate

Step 2 Withdrawal from class program or play situation

- Timeout in classroom to reflect on behaviour/or quiet play area
- Moved to another classroom
- 'Let's Make It Right' given (see appendix 4&5 Student Engagement and Wellbeing Policy)

Step 3 Discuss with Principal, Welfare Coordinator, or leadership members

- Immediate withdrawal from class or playground to supervised area outside the office
- Staff member records incident
- Incident form completed

Step 4 Following actions taken by principal or delegate in conjunction with staff involved:

- Parents informed/meeting arranged
- Counselling/restorative justice action taken

Step 5 Serious Breaches of Student Behaviour

Principal, staff involved will follow DET guidelines for Student Engagement Policy

1. Behavioural contract meeting with parents and principal. Parents and principal to sign. Student warned that if contract is broken they are suspended (level of suspension depends on severity of behaviour)
2. Student breaks contract. Parent informed.
3. Student suspended (school follows course of action signed off by parents and the principal in contract)
4. Students who continue to break behavioural contracts will be considered for Expulsion.
5. Expulsion will follow the guidelines set out by DET in the student engagement handbook.

Appendix 1

PYP Learner Profile

What we want our learners to be? –IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

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Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Courageous (Risk-takers): We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development

Appendix 2

A Restorative Approach to Behaviour Management

What are Restorative Practices?

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

Restorative Practices refers to the way the school works in promoting genuine relationships which result in better behaviour and learning at school. It also refers to the way in which young people are asked to think about, and take responsibility for, their behaviour and its effects on others. This approach endeavours to build a caring community around students whilst not accepting harmful behaviour. When conflicts occur, the restorative approach involves all those affected to find a way forward.

The fundamental concepts of Restorative Practice include an understanding of violation of people and relationships, resultant obligations and liabilities, restorative justice to heal and put things right and seeking to heal and put things right. Restorative Practice is based on an old common sense understanding of wrongdoing and the underlying need in all of us to be connected. Wrongdoing is therefore damage to the connection, and restorative justice seeks to understand, make amends and put things right. The healing of the relationship invariably concerns all those connected to or affected by the wrongdoing thus allowing everyone to begin their "journey to belonging."

The rationale behind this approach is that when offenders reflect upon their harm to victims:

- They become remorseful and act restoratively.
- Practitioners can focus on the unacceptable behaviour of offenders rather than their moral character
- This can lead to healthier interpersonal relations among members of the school community and more effective learning
-

How are conflicts solved using Restorative Practices?

The students involved agree that a conflict or argument has taken place and agree to repair the harm or damage done. All those involved have a chance to give their point of view and say how things can be fixed in the future. In this way, an agreement is reached - it still may involve specific consequences or discipline procedures, depending on the circumstances. Importantly, relationships are healed wherever possible and any contributing problems are identified for follow up.

- An important Restorative Practice at Kingsville Primary School is the Restorative Chat.

Application

1. Restorative practices can be undertaken in a variety of forums. It may be conducted with varying degrees of formality and may include just those students most directly involved in bullying or in some circumstances a whole class. 'Community Conferences' include supportive third parties such as friends, families and possibly a community figure such as a police community liaison officer. This forum is used to address concerns of both individuals and the wider community.
2. The work in schools with cases of bullying is commonly guided by a script which direct practitioners to ask the bully to describe what happened and to reflect on what harm it has done. The victim is asked to say how she or he has been affected and what needs to be done to put things right.
3. Feelings of shame that are elicited need to lead to re-integration into the community rather than a sense of being alienated and stigmatised.

4. In the spirit of personal responsibility, forgiveness and commitment to positive future behaviour, both the target and the bully express their acceptance of the proposed solution/s and discuss what can be done to prevent a recurrence.
5. The situation is then monitored by school staff and further intervention occurs if the situation does not improve.
6. In some cases considerable work is done behind the scenes to prepare the participants including bystanders and others to ensure a positive outcome.

A continuum of restorative practice

In the school context there is a continuum of restorative strategies ranging from informal uses of restorative language in conversation and classroom meetings to the more formal conference. Each of these strategies shares a common theme of enhancing or restoring a sense of connection and wellbeing through respectful and democratic dialogue.

Restorative Language

Schools adopting a restorative philosophy use relational language that demonstrates respect, care and mutual responsibility. Feelings are shared and explored through affective statements and affective questions. Conversations about misbehaviour provide opportunities for students to consider how their behaviour impacts on others and how things can be put right. Students are supported to accept responsibility for their actions. A teacher using this approach would talk through what has happened using a restorative chat.

A typical "Restorative Chat" (appendix 3)

This might take place informally in the classroom, corridors or playground when children have caused some harm or significant disruption. For more serious situations, a similar outline of questions is used but in a more formal setting. A written agreement might then be completed and signed at the conclusion of the meeting or conference. (Refer to "Let's Make it Right" appendix 4 & 5)

Appendix 3

Restorative Chat seeks to understand, make amends and put things right. At Kingsville it looks like this:

To the person(s) who caused harm:

We're here to talk about.....

Can you tell us what happened?

What were you thinking? What was in your head/in your mind?

Was it the right thing/wrong thing to do?

Who has been affected/upset/harmed by your actions?

In what ways?

How has this affected you?

To the person(s) harmed:

What did you think when it happened?

What have you thought about since?

How has it affected/upset/hurt/harmed you?

What has been the worst thing?

What is needed to make it right/to make you feel better?

To the person who caused harm:

Is that fair? Can you do that?

What else do you need to do to make things better? How can you fix this?

To the person(s) harmed:

Is that okay/Do you agree?

Is that fair?

To both:

How can we make sure this doesn't happen again?

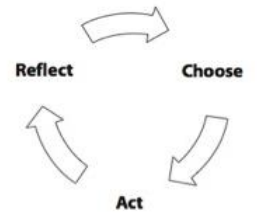
Is there anything I can do to help?

Is there anything you would like to say?

Formally record agreement/congratulate them for working it out. Arrange a time to follow-up/meet again to see how things are going.










Appendix 4

I Want to Make It RIGHT!



Name: _____ Date: _____ Grade: _____

Evaluated with: _____

1. Act (This is what I did!)	2. Reflect (I need to be...)
	Balanced  Open-minded 
	Caring  Principled 
	Communicator  Reflective 
	Inquirer  Knowledgeable 
	Thinker  Risk-taker 