

RESTORATIVE PRACTICES

Procedure Document



**ST FRANCIS
XAVIER'S**
CATHOLIC SCHOOL

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ACKNOWLEDGEMENT OF COUNTRY

St Francis Xavier's Catholic School acknowledges that we are working, learning and worshipping on the traditional country of the Kaurna people of the Adelaide Plains.

We acknowledge and pay our respects to the Elders, past, present and future - for they hold the memories, the traditions, the culture and the hopes of Aboriginal and Torres Strait Islander people.

We also pay respect to the cultural authority of Aboriginal people from other areas of South Australia and Australia and acknowledge their deep feelings of attachment and Spiritual relationship to Country.

CESA LEARNING STATEMENT

To every child in a Catholic School

We are committed to knowing you deeply. We value you as a capable and competent learner and will support your active engagement in the learning process. In partnership with you and your family we commit to high expectations for your learning progress, wellbeing and achievement.

You matter to us.

1. INTRODUCTION

The Student Restorative Wellbeing Policy supports the growth of each child, their dignity, uniqueness and their relationship with others. It focuses on the development of personal and social responsibility in the children at St Francis Xavier's Catholic School. The development of social and emotional competencies and personal and social responsibility contribute to the lifelong learning of all children. When children develop social and emotional competencies and personal and social responsibility, they learn to understand themselves and others, manage their relationships, lives and learning. This policy strengthens the effective teaching and learning practices already occurring at St Francis Xavier's Catholic School that support children's behaviour, learning and wellbeing.

2. PRINCIPLES

This policy is formed within the mission and values of the Catholic social teachings: love, compassion, justice, reconciliation and hope. Every person is part of the Body of Christ and includes physical, spiritual, social and emotional growth. Each child's growth is nourished by the many opportunities to develop positive relationships, build resilience and form deep connections in a learning community. Behaviour is driven by the needs of the individual. The values of justice and reconciliation guide the school community to determine consequences for behaviour. The consequences include the opportunities for learning new behaviours and addressing the underlying needs of children.

3. POLICY STATEMENT

Behaviour education and the development of personal responsibility at St Francis Xavier's Catholic School seeks to protect personal and school community safety, enhance wellbeing, foster responsibility, enable personal growth, inspire positive behaviours, restore relationships and encourage reconciliation. The development of a safe and supportive learning and play environment for all children includes the implementation of curriculum and a variety of practices that aim to build respectful relationships, address bullying and harassment, personal safety, resilience and social skills. St Francis Xavier's Catholic School seeks to respond to behaviour related issues at the earliest opportunity and with regard to the uniqueness of each situation, the stage of development of those involved, the opportunities for continued growth in personal and social responsibility and with an understanding of the cultural and special needs of all members of the school community.

4. RESPONSIBILITIES

All members of the St Francis Xavier's Catholic School community contribute to the development of positive behaviour practices and the successful implementation of related policies.

At St Francis Xavier's Catholic School, we believe it is a shared responsibility of children, staff and families to:

- Uphold the St Francis Xavier's Catholic School Student Restorative Wellbeing Policy.
- Be proactive in promoting positive behaviours and constructive social relationships.

4.1 Responsibilities of Children

- To contribute to a safe and supportive learning and play environment for themselves and others.
- Follow agreed class and yard procedures and expectations.

4.2 Responsibilities of Families

- To act as role models in the development of positive relationships.
- To support and respect school staff in maintaining a safe and supportive learning and play environment for all children.

4.3 Responsibilities of Staff

- To provide a safe and supportive learning and play environment for all children.
- To develop and maintain inclusive and engaging teaching and learning programs and initiatives for all children with a focus on building social and emotional competencies and the development of personal and social responsibility.
- To implement the processes, procedures and practices for the development of behaviour education and personal responsibility.

5. PRACTICES

All staff and students at St Francis Xavier's Catholic School will be encouraged to engage positively with each other and to strive to build meaningful relationships with each other. However, we recognise that at times mistakes are made and poor choices are made. In the event of interruptions to teaching and learning due to a breakdown in relationships staff will follow the following procedure.

5.1 Restorative Plan (Classroom) – See Appendix 1

- Affective Statement
- Affective Questions
- Restorative Visit 1 (to another class or area)
- Restorative Visit 2 (to Leadership)
- Restorative Meeting (with Leadership, Teacher, and Child)
- Conditions of Enrolment Contract (Principal, Parents, and Teacher)

5.2 Extreme Class/Yard Behaviour

Extreme Class or Yard Behaviour, the Restorative Plan **begins at Restorative Meeting** (straight to Leadership in charge)

1. Meeting with Leadership (straight away).
2. Parents from both parties will also be notified by phone by Leadership involved.
3. Student/students will be removed from the yard. Complete the Agreement form *in extreme cases, student may be suspended (Conditions of Enrolment (Contract)).
4. If the agreement is broken within 24 hours, then Conditions of Enrolment applies. Parents called in (Principal discretion).
5. Refer to Restorative Meetings and Conditions of Enrolment.

5.3 Peer Mentors

We all know that conflict is a normal part of life for us. At times, students get involved in disputes and conflicts during Recess and Lunch and sometimes these conflicts can be worked out with the help of Peer Mentors.

Peer Mentors are trained students who help other students in conflict. They are neutral, do not take sides, and they use meditation and restorative processes to help young people listen to one another, understand each other and solve problems together.

Peer mentors work in partnership and with the support of the school's Leadership Team and their classroom teachers.

Responsibility for implementation, monitoring and continuous improvement

Responsibility for implementation, monitoring and review of the procedures is vested at the level appropriate to the following roles:

- Principal
- Deputy Principal
- Assistant Principal – Religious Identity and Mission (APRIM)
- Staff

6. DEFINITIONS

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.

Restorative Justice - can be defined by its fundamental principle, namely that when one person has harmed another, the most useful response is to try to repair the harm done.

Restorative Practice - is a whole school approach to building, maintaining and restoring relationships by ensuring students have the capacity to self-regulate behaviour and contributes to the improvement of learning outcomes.

Restorative conversation - is a process that involves active listening aimed to try and repair relationships that may have broken down. A restorative conversation takes place in a calm and open manner.

Peer Mentors - are trained students who help other students work out conflict situations at Recess and Lunch.

Educators - parents and carers, staff and students.

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APPENDIX 1



EXPLANATION OF THE RESTORATIVE PLAN SYSTEM (CLASSROOM)	
Affective Statement (Teacher-directed)	<ul style="list-style-type: none"> • Affirm the recipient. • State the offending behaviour. • Tell them how you feel (use an 'I' statement). • State the desirable behaviour.
Affective Questions	<ul style="list-style-type: none"> • How is your behaviour affecting the class? • Who is the behaviour affecting? • How is your behaviour affecting teaching? • How is your behaviour affecting learning? • What are you going to do to make things right?
Restorative Visit 1 (to another class or area)	<ul style="list-style-type: none"> • The student is sent to a reflection class (same Year Level) or reflection area to reflect on their behaviour. • The teacher will provide the student with a relevant, restorative reflection sheet (see Appendix 2, 2.1, 2.2). • The classroom teacher to file the reflection sheet. This documentation may be used by Leadership if the student continues the disruptive behaviour.
Restorative Visit 2 (to Leadership)	<ul style="list-style-type: none"> • (Personal Assistant to the Principal and Leadership Team) is called for Leadership support. • The student will stay with Leadership for a period of time to discuss the issue (student to bring in the completed Reflection Sheet). • A restorative conversation will take place between the teacher and student (see Appendix 3). • Teacher involved to email parents (see Appendix 4). • Leadership will record the visit on the Behaviour Tracking One Note. • Serious behaviours will be recorded on SEQTA.
Restorative Meeting (with Leadership, Teacher, and Child)	<p>All serious incidents fast tracked to Restorative Meeting or Conditions of Enrolment (Leadership discretion) - classroom or yard.</p> <p>Restorative Conversation (Appendix 5 or 5.1) and parents will be notified by Leadership.</p>
Conditions of Enrolment Contract (Principal, Parents, and Teacher)	<p>Serious/Extreme/Repeat behaviour (Appendix 6)</p> <p>Level 1: 1-day internal suspension</p> <p>Level 2: 3-day internal suspension</p> <p>Level 3: 2-day external suspension</p> <p>Level 4: CEO intervention about Conditions of Enrolment</p>

APPENDIX 2
REFLECTION SHEET



**ST FRANCIS
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CATHOLIC SCHOOL

Name _____ Class _____

Date _____ Time _____

I feel:

Turn over for more faces.



This is what happened:

Next time I will make a better choice by:

I made someone else feel:

Turn over for more faces.



RESTORATIVE VISIT 1 REFLECTION

I feel:



I made someone else feel:



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APPENDIX 2.1
REFLECTION SHEET



**ST FRANCIS
XAVIER'S**
CATHOLIC SCHOOL

Name _____ Class _____

Date _____ Time _____

What happened?

What could I have
done instead?

What do I need to do
now?

APPENDIX 2.2
RESTORATIVE VISIT 1 REFLECTION SHEET EXAMPLES



**ST FRANCIS
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REFLECTION SHEET

Name _____ Class _____

Date _____ Time _____

INCIDENT

What happened?

AFFECT

Who do you think was affected/hurt in this situation?

How were they affected/hurt?

How were you affected/hurt?

SOLUTIONS

What needs to happen to make things right?

What are you going to do to fix things?

LEARNING

If the same situation happens again, how will you act differently?

What support can the teacher offer you?

Student's signature Teacher's signature Parent/Caregiver's signature

APPENDIX

(Teacher to lead restorative conversation)



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RESTORATIVE CONVERSATION	
Teacher and student	Teacher <ul style="list-style-type: none">• Why were you sent out?• What were you thinking about at the time?• What needs to happen for you to work successfully?
Teacher and students involved	Teacher <ul style="list-style-type: none">• What happened?• Who has been affected/hurt by what happened?• What were you thinking at the time?• What needs to happen to restore the relationship?

APPENDIX
RESTORATIVE VISIT 2

(to Leadership for a period of time and teacher communicates with parents)



**ST FRANCIS
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CATHOLIC SCHOOL

Dear _____

I am writing to inform you that today I have had to ask your child to spend some time in another classroom or area to reflect on our class expectations and norms. ***The teacher to outline the disruptive behaviour.***

After having some reflection time in another classroom or area, your child continued to interrupt the class' learning time and their own learning time. They were then asked to further reflect on their behaviour in the office with the Leadership team.

Upon returning to the class, your child and I have discussed the expectations of learning in our room.

If you wish to speak to me about this, please feel free to contact me.

Working in partnership,

Teacher's name

Insert date

APPENDIX
TEACHER AND CHILD RESTORATIVE AGREEMENT



**ST FRANCIS
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CATHOLIC SCHOOL

Student Name _____ Date _____

I will:

- Pay attention in class
- Put my hand up to speak
- Wait for people to finish
- Commit to doing my work
- Respect myself, my teachers and my peers
- Be honest with myself and be true to myself
- Use safe hands and feet
- Demonstrate behaviour that enables my teacher to teach
- Demonstrate behaviour that enables my peers to learn

Teacher:

- For.....to commit to his/her learning
- For.....to respect me, other teachers, peers, and himself/herself
- For.....to manage his/her own behaviour and become a self-managed learner

If.....goes through this process again and gets up to Conditions of Enrolment, a meeting with his/her parents, teacher and Mr. Mittiga will be organised.

We are here to support and grow together with.....to be the best person he/she can be at St Francis Xavier's Catholic School.

I agree to this Restorative Agreement:
Child

I agree to this Restorative Agreement:
Teacher

APPENDIX 5.1
CHILD AND CHILD RESTORATIVE AGREEMENT



**ST FRANCIS
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CATHOLIC SCHOOL

Date _____

Child 1 _____

Child 1 has decided that:

Example... to play in the nature play area or oval for all of Week 5 - not on the basketball courts.
We will meet again in Week 6 to see how Child 1 is feeling about the situation.

Child 2 _____

Example: Although Child 2 is not happy with the outcome of being removed from the basketball courts, he/she understands why.

Child 2 is not to make contact with Child 1.

Child 2 is not to speak to Child 1 inappropriately or to tease them in any way, shape or form.

If Child 2 does not adhere to this agreement his/her parents will be called in and further suspension will take place.

I agree to this Restorative Agreement:
Child 1

I agree to this Restorative Agreement:
Child 2

Signed: Principal / Deputy Principal

APPENDIX 6
CONDITIONS OF ENROLMENT CONTRACT



**ST FRANCIS
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Conditions of Enrolment for:

Student Name _____

Student name will be internally suspended (for either Level 1 or Level 2, depending on severity of incident) at **Principal discretion**.

Student name (explained incident) and has not displayed our school values and this will not be tolerated at our school.

When **Student name** re-enters the classroom after the suspension he/she will go back to the Restorative System that we have in place at St Francis Xavier's Catholic School.

If **Student name** repeats the behaviour weeks/months down the track for the first time since the initial incident, the Principal will use his discretion to determine what step/level the student goes to depending on the severity of the incident.

Level 1: 1-day internal suspension

Level 2: 2-3-day internal suspension

Level 3: 1-2-day external suspension

Level 4: CEO involvement regarding enrolment

I agree to the processes outlined above and will support the Restorative Wellbeing Policy at St Francis Xavier's Catholic School.

Signed Student _____

Signed Parent/s _____

Signed Teacher _____

Signed Principal _____