Restorative Practices
LEOPOLD PRIMARY SCHOOL POLICY

Definition:
- 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.
- The Philosophy and practice of restorative justice in schools is to promote resilience in both the person who is harmed and the person who causes harm. It is about assisting and enabling young people to become aware of the impact of their behaviour through personal accountability and learning from conflict situations. In doing this we guide and teach our students to think, empathise, show respect and take responsibility for their words and actions.

Rationale:
- Leopold Primary School has adopted a whole school approach to promoting resilience. The restorative approach is a philosophy and a continuum of processes that is based on the premise that repairing harm done to people and relationships is an effective way to resolve conflict, influence positive behaviour and build a safe, productive and caring community.
- Restorative Practices at Leopold PS encourages a profound culture of fairness, inclusion and accountability across our school community. It is based on our four core values; honesty, kindness, respect and responsibility and assists students to build their social and emotional capabilities.
- This policy is a compendium to the Leopold PS ‘Student engagement and wellbeing policy’.

Aims:
- To implement a whole school restorative approach to effective behaviour management at Leopold PS.
- To develop a sound understanding of restorative justice and learn life-long social skills.
- To represent a philosophical shift in whole school culture, moving from the punitive model to the restorative model.
- To build positive relationships within the school community and to restore relationships that have been harmed for effective learning.

Implementation:
- All staff have attended Professional Development in order to gain the knowledge and skills required to implement a restorative practices approach.
- There is a common understanding of what ‘Restorative Practices’ is and what it looks like at Leopold PS. Staff regularly discuss and refer to the restorative model with students.
- Staff have ongoing support from Adam Voigt of Real Schools. www.realschools.com.au
- Communication with school community via newsletter, leaflets, school bag app and the opportunity for parents to attend the parent information session as presented by Adam Voigt.
- Consistently involve parents/careers when students’ welfare or behaviour management issues arise.
- Provide opportunities for formal and informal interactions when issues arise, through the use of restorative questions;

Restorative Questions

To respond to challenging behavior...
- What happened?
- What were you thinking 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?

To help those harmed by other’s actions...
- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

School Policy & Advisory Guide:
www.education.vic.gov.au/about/contact/parentcomplaint.htm
• Consistently reinforce positive behaviour and strive to ensure that consequences for inappropriate behaviour are fairly administered and follow due process. This process involves students filling out personal restorative reflection charts that encourages them to think about their actions and how they have impacted on other people.

• Opportunity for students to utilise the ‘Reflection Room’ in order to spend time thinking about their actions and how they can repair the damaged relationships as a result of these actions.

• Frequent use of restorative classroom circles including preparation circles, check in circles, check out circles, response circles and learning circles.

• Staff strive to work in the ‘with’ box of the social discipline window (below), offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour.

### Social Discipline Window

<table>
<thead>
<tr>
<th>TO</th>
<th>WITH</th>
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<tbody>
<tr>
<td>punitive</td>
<td>restorative</td>
</tr>
<tr>
<td>authoritarian</td>
<td>authoritative</td>
</tr>
<tr>
<td>NOT</td>
<td>FOR</td>
</tr>
<tr>
<td>neglectful</td>
<td>permissive</td>
</tr>
<tr>
<td>irresponsible</td>
<td>paternalistic</td>
</tr>
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• Adopt the three principle of a fair process including:
  - engagement (involving all participants in the process),
  - explanation (shared understanding between all parties involved) and
  - expectation clarity (clear vision for the future).

• Develop a bank of affective statements to assist staff in managing conflict situations and working towards resolution.

• Develop students’ understandings of their emotional state and relevant language to describe their feelings and consequent actions.

### APPENDIX 1 – Communication Strategy

### APPENDIX 2 – Behaviour Elevation Plan

#### Evaluation:

This policy will be reviewed as part of the school’s review cycle.

Signed: School Council President

Signed: School Council Executive Officer (Principal)

This policy was ratified by School Council in.... 16/08/2016

School Policy & Advisory Guide:
[www.education.vic.gov.au/about/contact/parentcomplaint.htm](http://www.education.vic.gov.au/about/contact/parentcomplaint.htm)
<table>
<thead>
<tr>
<th>Term</th>
<th>Discussion and Learning opportunities</th>
<th>School Community</th>
<th>In Home spaces and the playground</th>
<th>Programming and Planning</th>
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</table>
| Background 2015- commencing the journey | • PD with Adam Voigt 2015  
• Confidence survey with Restorative Practice undertaken  
• Adam-Work with mentoring staff in Restorative practices, circle time and addressing behavioural issues | • Evening with Adam Voigt for parents  
• Discussion about Restorative Practices with newsletter and on website  
• Discussion at school council | • Say “No” to bullies- whole school activity/ photo shoot on oval | • AIP  
• Working on Values and restorative language- staff making affective statements  
• Understanding what our school continuum could look like.  
• Safety surveys  
• YCDI- Bullystoppers concert (T3) |
| T1/2016                   | • Adam- Full Day professional development with staff for teaching and non-teaching staff  
• AIP meetings | • Communication with school community around what school is trying to do  
• Development of Facebook page and skoolbag app to promote and communicate information to parents. | • Use of circles in the classrooms  
• Use of affective statements | • Staff meeting – looking at affective statements and emotions  
• Leap into Leopold program- Agents of change with values revisit |
| T2/2016                   | • AIP meetings  
• Adam- Working with SEW team/communication  
• Adam-Work with mentoring staff around key concerns – see sheet | • Evening with Adam Voigt for parents  
• Use of circles in the classrooms  
• Use of affective statements | • Use of circles in the classrooms  
• Use of affective statements | • Work on Student Engagement and Wellbeing policy- ensuring it is documenting what we are doing |
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</thead>
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<tr>
<td>T3/2016</td>
<td>• AIP meetings&lt;br&gt;• Staff meeting- familiarisation of process to be followed in Semester 2&lt;br&gt;• Team Meetings- SEW reps to discuss the RP process and implementation&lt;br&gt;• Class level- use of circles and discussion around feelings and emotional descriptive language with students</td>
<td>• Ongoing reference to Restorative Practices in newsletters/school facebook&lt;br&gt;• Provide parents with school’s Restorative practices resources&lt;br&gt;• Links to webinars in newsletter and Facebook.</td>
<td>• Use of restorative processes in playground.&lt;br&gt;• Increase use of restorative language in school grounds and classrooms.&lt;br&gt;• Use of reflection sheets&lt;br&gt;• Use of reflection room&lt;br&gt;• Develop understandings around students familiarity with restorative language&lt;br&gt;• Regular use of restorative circles</td>
<td>• Provide draft of SEW to staff and SC for approval&lt;br&gt;• Implementation of RP in class and playground- teachers to implement process and report back to SEW reps&lt;br&gt;• Development of Reflection room – with emotions/booking sheet&lt;br&gt;• Staff to trial and implement reflection sheets to support Restorative process.&lt;br&gt;• Notification of processes undertaken by staff- to support record keeping</td>
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<tr>
<td>T4/2016</td>
<td>• AIP meetings&lt;br&gt;• Staff Meeting&lt;br&gt;• Team meetings&lt;br&gt;• Class level support and consolidation</td>
<td>• Explanation of Reflection room to school community&lt;br&gt;• Use of Reflection room to be established.</td>
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<td>Consideration of planning for 2017</td>
<td>Practice of “circles” within school adopted in all classrooms&lt;br&gt;AIP team (SEW) to lead Restorative Process</td>
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<td></td>
<td>Publish SEW policy to school community&lt;br&gt;YCDI/Bully stoppers concert- Oct 12&lt;br&gt;Publication of supporting policies&lt;br&gt;Publication of Behaviour Elevation Chart</td>
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Big School Event Leap into Leopold Theme:

U: School Policies 2016 – Appendix 1 communication Strategy Restorative Practices
Leopold Primary School

OUR SCHOOL VALUES

RESPECT

RESPONSIBILITY

HONESTY

KINDNESS

WE FOLLOW RESTORATIVE PRINCIPLES TO ELEVATE STUDENT BEHAVIOUR, EMPATHY & COOPERATION.

INFORMAL

AFFECTIVE STATEMENTS - We include feelings, words and language to address low level yet high frequency behaviours.
Time investment - 1-3 seconds

AFFECTIVE INTERACTIONS - We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future.
Time investment - 1-3 minutes

SMALL IMPROMPTU CONFERENCES - We use Restorative Questions to solve problems amongst and between groups.
Time investment - 9-10 minutes

FORMAL

LARGE GROUP - We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.
Time investment - less than 15 minutes.

FORMAL CONFERENCING - For the most serious, high impact behaviours and ongoing problems. Time investment - 60 minute Conference and up to 2 days of preparation

WE SUPPORT EACH OTHER TO ELEVATE STUDENT BEHAVIOUR RESTORATIVELY

- Teachers work up and down the continuum as needed.
- Teachers look to address behaviour by starting with Affective Statements before they escalate.
- Teachers are supported by Leadership to embed Restorative Language in Practice.
- From time to time, Teachers need to send students from the room (TO) with a view later repairing the harm (WITH).
- When removed, all Students will be exposed to Affective Interactions facilitated by available Staff or School Leader.
- School Leaders look for ways to release Teachers to repair Student-Teacher relationship issues as a first response.
- 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 solve all problems Restoratively, through the lens of high expectation & high support.
- We are embedding the basic Restorative tenets of focusing on HARM & 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 again?

FIRM

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WITH