Restorative Practices

Integrating it into everyday school life
Dr Deborah Trengove – Director of Pastoral Care
Ms Lydia Chisholm – Deputy Head of Middle School

“Schools are not buildings, curriculum timetables and meetings. Schools are relationships and interactions among people.”

Johnson & Johnson, 1994
St Leonard’s College
1400 students
Approximately 350 staff
ELC to year 12
Relationships...
What does this mean?
How are we going to do it?

A protective factor for all young people is a relationship with an adult other than a family member. This is often a teacher.
Early Stages

Present to Pastoral Care and establishment of working party

Executive discussion

Commitment to PL budget and time for trainings

Restorative Practices Leader role
Plan

Year 1 – introduction to senior staff: Principal, Deputy Principal, Heads of Section, coordinators, counsellor, year 7 teachers, primary teachers, parents of those age groups

Year 2 – Year 8 teachers, senior school pastoral staff, corporate staff

Year 3 – all others who have not been trained
Public Documents and Statements

Restorative Practices Pamphlet

Parent Information session

Website Information

Policies
Circle Time

Circle time is the basis for developing relationships between students and teachers and between students and students. It needs to be at the core of the classroom process.
Circle time is:

- A regular, ongoing activity
- An opportunity to develop a sense of belonging and connectedness with the group
- Where people learn about each other and the things they have in common
- Students have fun together as a group

Circle time is not:

- Used only when there is an issue
- Used to deal with ‘heavy stuff’
- Something classes do every now and then
Circles
Junior School
Middle School
Upper School
Personal Development Program (PDP)

Goal Setting

Communication

Cyber education

Listening

Individuality

Emotions

Leadership

Friends and Friendship

Risk taking

Resilience

Peer pressure

Conflict resolution

Civics and Citizenship

Tolerance
Integrating Circles into the PDP

The circle formation is expected to be at the core of the PDP sessions. Circles are an outstanding way to build an inclusive group culture, to teach emotional literacy and to promote healthy social and moral development. They are a democratic structure which offers everyone a chance to be heard and strengthen students’ sense of belonging.

Circle Basics

1. Everyone has a turn – and is listened to by all others
2. Anyone may pass
3. There are no put-downs (verbal or non-verbal)
Teaching students
Restorative philosophy and language

SCOPE

PEER support

Leadership – student councils
Teaching students through activities

Cyber scenario – Years 10, 11, 12

Different roles allocated:
Students, teachers, parents, school, friends, teacher’s family

Restorative Questions:
What were you thinking? Who was impacted?
Have you tried to repair the harm?
What should happen in the future to prevent this?
## The Early Years Script

<table>
<thead>
<tr>
<th>The Original Script</th>
<th>EY Modification</th>
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</thead>
<tbody>
<tr>
<td>What happened ?</td>
<td>What happened ?</td>
</tr>
<tr>
<td>What were you thinking about when you ?</td>
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</tr>
<tr>
<td>What have you thought about since ?</td>
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<tr>
<td>Did you make a good choice or a bad choice ?</td>
<td>When you _______ was that a good choice or a bad choice ?</td>
</tr>
<tr>
<td>Who’s been affected by your behaviour ?</td>
<td>How did you make _____ feel when you _______ ?</td>
</tr>
<tr>
<td>At school it’s not okay to ____ next time I want you to</td>
<td></td>
</tr>
<tr>
<td>What do you need to do to fix things up ?</td>
<td>To fix this up you need to _________</td>
</tr>
</tbody>
</table>
Behaviour Policy

7.1. Outline of the Restorative Practices approach

7.1.1. Important principles of Restorative Practices

7.1.2. Specific Restorative Practices

7.1.2.1. Conversation

7.1.2.2. Conferences

7.2. Expectations of behaviour

7.2.1. General expectations of behaviour

7.2.2. Specific expectations of students

7.2.2.1. General conduct

7.2.2.2. Use of electronic devices

7.2.2.3. Early Leavers

7.2.2.4. In the School Buildings

7.2.2.5. In the Yard

7.2.2.6. Cocurricular activities

7.2.2.7. Sport

7.2.2.8. Excursions, camps and trips

7.3. In the classroom

7.4. Teachers’ approach

7.4.1. General guidelines
Physical classroom
Classroom Management

Relationships

Conversations
Classroom Strategies

Good Teaching
- Firm but fair
- Clear expectations
- Logical consequences
  - Follow through
  - Be consistent
- Natural and logical consequences
  - Be prepared
  - Establish routines
  - Feedback
- Non verbal redirections and responses
ST LEONARD’S COLLEGE

RESTORATIVE PRACTICES CONTINUUM

**Incident occurs**

- **Relaxed Vigilance** – good teaching practice when dealing with minor distractions – eye contact; facial expressions; gestures; using student name, class norms etc.
  *Remain calm and non-judgemental; avoid public humiliation and sarcasm*

- **Restorative Chat** – can be 1–1 or 2–1 Private conversation

- **More formal Restorative meeting** – usually 2–6 students over a more serious issue
  *May involve YLC/DHOS/HOS*

- **Restorative Conference** (classroom conference) e.g. 'no blame’ conference
  *Trained facilitator*

- **Community Conference** – students, parents, teachers
  *Trained facilitator*

**Restorative Practice Continuum**

- Reflection sheet completed by wrongdoer/student-parent signature required (to be used at discretion of staff member)
- Agreement reached/proforma completed and signed
- Agreement placed in student file and copy sent home

**Trained facilitators:** Individuals who have completed the two day Restorative Conferencing Facilitator Training.
7X Essential agreement
2013

We make this agreement to ensure that we have positive relationships with other students and our teachers, and to give us the best chance of doing our best when learning.

Communication
We will put up our hand when we want to ask a question or contribute in class.
We will try to talk quietly when we are working at our seats.
We will listen when someone is talking.
We will use appropriate language at all times.

Learning
We will respect the rights of students to learn.
We will respect the right of the teacher to teach.
We will respect the opinions of others.

Movement
We will walk when we are in the classroom and corridors.
We will be organised for lessons and get to class on time.
We will push our chairs in when we leave the room.

Problem solving
If we have a problem, we will try to talk it over quietly.
If we can’t fix it, we will ask the teacher for help.

Treat each other fairly.
We will look out for one another and actively support our peers.
No put downs or bullying behaviour will be accepted.
We will think and act positively to help promote a happy environment.

Equipment
We will look after all of our belongings.
We will care for all equipment lent to us and return it promptly.
We will care for our classroom and surroundings.
Resources
Towards a Self Managing Student
Years 9 - 10

Students, teachers and parents working together

Community
Community

Towards A Self Managing Student: Years 9 - 10

Attitudes to Learning

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<thead>
<tr>
<th>Student Role</th>
<th>Teacher Role</th>
<th>Parent Role</th>
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<tbody>
<tr>
<td>Be positive and challenge self</td>
<td>Encourage positive learning, especially the teaching of others</td>
<td>Support all active efforts in learning</td>
</tr>
<tr>
<td>Follow up areas of difficulty</td>
<td>Active role of pastoral staff in preparing students for study: timetables, time management</td>
<td>Be aware of learning and progress; keep good contact with teacher and communicate concerns</td>
</tr>
<tr>
<td>Understand the difference between study and homework</td>
<td>Promote Upper School mentor system to model senior study to year 10 students</td>
<td>Encourage child's organisation and allow them to earn time away from study, discuss attendance, procrastination</td>
</tr>
<tr>
<td>Use the school diary daily</td>
<td>Discourage passivity</td>
<td>Encourage child to connect their learning to your world</td>
</tr>
<tr>
<td>Develop positive study skills</td>
<td>Teach learning as much as content</td>
<td>Attend parent information evenings; share vision, study demands, clear expectations</td>
</tr>
<tr>
<td>Use class time effectively: listen, take notes, ask questions, participate in discussions</td>
<td>Provide brief and clear instructions; both oral and visual</td>
<td>Undertake quizzes for understanding; have them explain tasks</td>
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Goal Setting

Set clear goals relating to short and medium term aims; Work Experience planning; Big Experience organisation

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<tr>
<td>Start setting goals for learning: academic, goals, exam goals</td>
<td>Encourage expectations as realistic: maturity, ability, aspirations</td>
<td>Attend subject information sessions</td>
</tr>
<tr>
<td>Use opportunities to be informed about future options</td>
<td>Teach thinking and time management skills</td>
<td>Appreciate inconsistency in adolescent behaviour, recognise factors which influence behaviour and development</td>
</tr>
<tr>
<td>Review exam performance and semester results to establish goals</td>
<td>Appraise inconsistency in adolescent behaviour, recognise factors which influence behaviour and development</td>
<td>Attend big Experience information session</td>
</tr>
<tr>
<td>Aim to contribute to the College community through leadership and extra-curricular programs</td>
<td>Role model and reinforce proper ethical/moral behaviour and attitudes</td>
<td>Encourage child to take responsibility for Big Experience and Work Experience organisation</td>
</tr>
<tr>
<td>Initiate Work Experience decisions in consultation with the Careers Office</td>
<td>Discuss appropriate goals and strategies to achieve them</td>
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</tr>
<tr>
<td>Participate fully in QJE/Big Experience/Work Experience; take responsibility for organisation and success of experiences</td>
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Examination Skills

Exam preparation: commitment to mid-year and final exams as important assessment element.

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<tr>
<td>Develop capacity for sustained study</td>
<td>Advertise due dates and be fair in expectations</td>
<td>Be aware of dates, expectations and assess with long term planning</td>
</tr>
<tr>
<td>Use study planner</td>
<td>Model use of study planner</td>
<td>Planner on fridge of school dates, including exam period</td>
</tr>
<tr>
<td>Optimise learning in class: active listening, understanding exam topic and following up with teacher after you have tried revising yourself</td>
<td>Identify differences between study and homework</td>
<td>Discuss issues and planning with child</td>
</tr>
<tr>
<td>Use positive reinforcement</td>
<td>Use positive reinforcement</td>
<td>Encourage planned revision as part of homework schedule</td>
</tr>
<tr>
<td>Ensure assessment is both formative and summative</td>
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<tr>
<td>Thoroughly cover knowledge and skills to be tested</td>
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<tr>
<td>Underline techniques over time</td>
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<tr>
<td>Underline all assessments thoughtfully and with care</td>
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<tr>
<td>Develop ability to work under pressure of time constraints; a learned ability improving over time</td>
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Homework

Routine of homework is established: Year 9 – homework for each subject on the day it is taught (1-1.5 hours per night); Year 10 – 10 hours a week

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<tr>
<td>Develop study groups; teach and learn with peers</td>
<td>Set meaningful tasks; reinforce concepts, practice, completion and extended writing</td>
<td>Provide effective homework environment</td>
</tr>
<tr>
<td>Write vocabulary lists for subjects</td>
<td>Monitor task completion</td>
<td>Consider technology free bedroom</td>
</tr>
<tr>
<td>Set time aside for regular homework</td>
<td>Communicate with parents if requested accommodation</td>
<td>Limit distractions</td>
</tr>
<tr>
<td>Commit to homework of personal best</td>
<td>Provide feedback regarding quality of homework</td>
<td>Require your child to take responsibility for completion of homework</td>
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<tr>
<td>Speak to teachers if having difficulty with homework</td>
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Reading

Active independent reader

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<tr>
<th>Student Role</th>
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<tbody>
<tr>
<td>Maintain regular (daily) reading to enhance progress in all subjects</td>
<td>Encourage reading, model good habits</td>
<td>Model good reading habits</td>
</tr>
<tr>
<td>Define key and/or unfamiliar words</td>
<td>Give students several examples of types of texts</td>
<td>Create quiet reading times</td>
</tr>
<tr>
<td>Take notes, make sub headings or questions out of reading material</td>
<td>Provide approaches to deconstruct a text</td>
<td></td>
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Future Direction

Staff in Leadership roles – level of training

Reinforcement and support

Keep growing

Opportunities