

# RYDE EAST PUBLIC SCHOOL

# - STUDENT ENGAGEMENT PLAN -

**OUR SCHOOL VALUES** 

RESPECTFUL **ENGAGED** PERSONAL BEST • SAFE

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

AFFECTIVE STATEMENTS - We include feeling words in language to address low level yet high frequency behaviours.

Time investment - 1-3 seconds

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

**SMALL IMPROMPTU CONFERENCES** – We use restorative approaches and questions, such as P3-P3-F3, to solve problems amongst and between groups. Time investment - 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. 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 continium 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.
- We solve all problems restoratively, through the lens of high expectation & high support.
- We are embedding the basic restorative tenets of focusing on relationships & harm in response to all conflict and tension, including bullying behaviours.
- As a first response, teachers look for ways to repair student-teacher relationship issues themselves.
- 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.
- When removed, all students will be exposed to affective interactions facilitated by available school leaders.
- We work in partnership with parents and carers to address both the positive and negative behaviour patterns of their children.

# FORMAL

INFORMAL

## **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?



# **TIME INVESTMENT FREQUENCY**