

## APPENDIX 1: RESTORATIVE PRACTICE ACTION PLAN 2017

Term	Discussion and Learning Opportunities	School Community	In Classrooms and the Playground	Programming and Planning
<b>T1 2017</b>	<ul style="list-style-type: none"> <li>Email out the Real Schools Webinar "Individual Behaviour Plans" to be followed up by brief discussion in year level teams.</li> <li>Email out the Real Schools Webinar "Restorative Circles" to be watched as a team (Term 4 2016).</li> <li>Email Teacher Practice article on Affective Statements to staff.</li> <li>Unpack the SEP as a whole staff across approximately 10 minutes at Staff Meeting to break-out and discuss implications.</li> <li>Conduct next Real Schools Professional Learning Day focused on Restorative Practices (Friday 10<sup>th</sup> March).</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Restorative Practices through Newsletter &amp; Website.</li> <li>Presentation of SEP and RP Action Plan to School Council.</li> <li>Student Engagement Plan to be launched and included as part of a newsletter.</li> <li>SEP to be included in school enrolment pack along with a blurb on Restorative Practice.</li> </ul>	<ul style="list-style-type: none"> <li>Class check-in and check-out circles are being implemented.</li> <li>Student Engagement Plan displayed on classroom walls and other prominent places.</li> <li>Affective Language used in interactions with students.</li> <li>Operating Domains posters on classroom walls.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct RP Confidence &amp; Competence survey and review data report.</li> <li>Build our MPPS Student Engagement Plan (SEP).</li> <li>Commence review of Student Engagement &amp; Wellbeing Policy with restorative intent.</li> <li>IBPs established for identified kids.</li> </ul>
<b>T2 2017</b>	<ul style="list-style-type: none"> <li>Establish one whole-staff meeting to view the Real Schools Webinar recording "Restorative Classrooms".</li> <li>Adam to attend to conduct Teacher Coaching (1hr in classrooms &amp; 1 hour presentation on classroom circles).</li> <li>Year level meetings to include agenda items on Real Schools Teacher Practice article or Staff Meeting Conversation Starter.</li> <li>Real Schools In-Class Support Day to be conducted (Date TBC)</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing reference to Restorative Practices in Newsletters &amp; Website.</li> <li>School Leaders to reference Restorative Practices at assemblies.</li> <li>Begin text messaging service or app to communicate restorative snippets.</li> <li>Real Schools Parent Information Session to be conducted – "Bully-Proofing Your Child".</li> </ul>	<ul style="list-style-type: none"> <li>Staff to incorporate an initial selection of Response, Preparation and Learning Circles.</li> <li>Student conflicts in the classroom and playground are consistently addressed by all teachers using restorative methods and natural justice.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct basic Social Outcomes and School Climate surveys.</li> <li>Evidence of time (no more than 15 minute blocks) allocated to various circles in timetables and/or work programs.</li> <li>Evidence of Restorative Practices in developing current School Strategic Plans and Policy.</li> </ul>
<b>T3 2017</b>	<ul style="list-style-type: none"> <li>Develop creative means and roleplays/scenarios/videos for staff to re-visit PL concepts.</li> <li>Year level meetings to address five topics – Circle Time, Firm/Fair, Affective Statements, Resolving Conflict &amp; IBP students.</li> <li>Establish one whole-staff meeting to view the Real Schools Webinar recording "Classroom Management Plans".</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing reference to Restorative Practices in Newsletters &amp; Website.</li> <li>Provide electronic or paper download of Adam's parent sessions to Parents.</li> <li>Michael to include RP concepts with students in the radio show.</li> </ul>	<ul style="list-style-type: none"> <li>Explicit teaching of values and desired behaviours for our classes through Restorative Circles.</li> <li>Explicit teaching of Restorative Practices to students.</li> <li>Preparation and Response Circles being used explicitly in classrooms.</li> <li>Student Leaders to create a video on "How we solve problems at KPS?".</li> </ul>	<ul style="list-style-type: none"> <li>Year Level teams will work together to introduce Classroom Management Plans.</li> <li>Teachers programming for the explicit teaching of Restorative Practices.</li> </ul>
<b>T4 2017</b>	<ul style="list-style-type: none"> <li>Other actions to be determined as a result of Strategic Planning.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing reference to Restorative Practices in Newsletters &amp; Website.</li> <li>Students demonstrating restorative role-plays at assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Student rewards and recognition are linked to values, resilience and appropriate social behaviours.</li> <li>Evidence of student familiarity with restorative language.</li> <li>Regular use of restorative circles for an increasing variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and discussion opportunities exist for Restorative Practices evidence in Classroom Management Plans, in Peer Observations and PLC discussions.</li> <li>Re-survey staff through the Staff Confidence survey.</li> </ul>



# Kananook Primary School Student Engagement Plan

## OUR SCHOOL VALUES

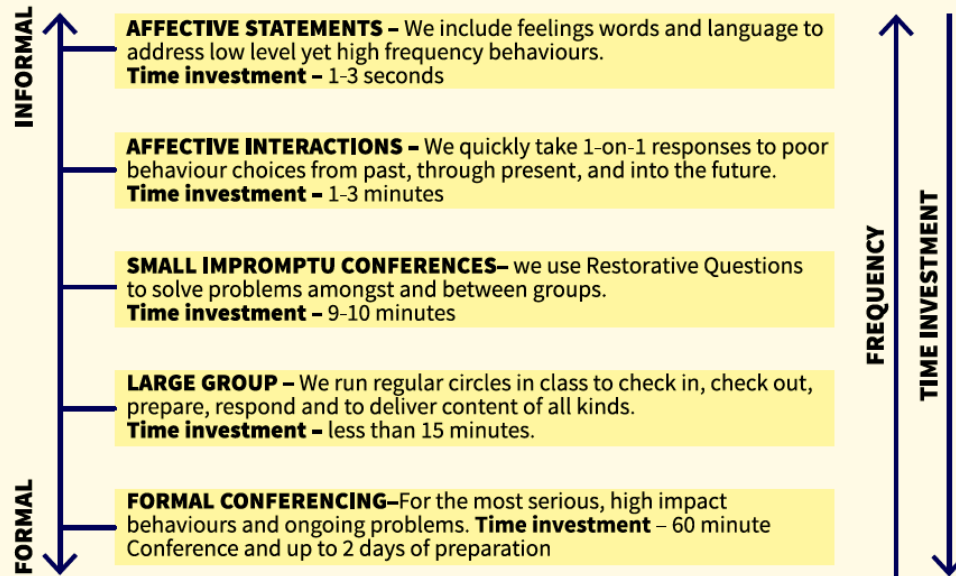
EXCELLENCE

INTEGRITY

RESPONSIBILITY

TOLERANCE

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



### 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 School Leaders, unless otherwise mutually arranged.
- 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?



## APPENDIX 3

