

# Student Engagement Plan

Safe, Respectful, Successful Learners



## We follow the restorative continuum to elevate student behaviour, empathy and relationships

FORMALITY	<b>Affective Statements</b> We include feelings words in language to address low-level yet high-frequency behaviours.	1-3 seconds	FREQUENCY	TIME INVESTMENT
	<b>Affective Interactions</b> We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future.	1-3 minutes		
	<b>Small Impromptu Conferences</b> We use Restorative Questions to solve problems amongst and between groups.	9-10 minutes		
	<b>Large Group</b> We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.	Under 15 minutes		
	<b>Formal Conferencing</b> For the most serious, high-impact behaviours and ongoing problems.	60 minutes, ↑2 days prep		

## We support each other to elevate student behaviour restoratively

- We work together restoratively through the lens of high expectations and high support.
- We look to proactively address behaviour by starting with affective statements before behaviours escalate.
- We build trusting, supportive classroom communities where we find effective ways to respectfully hold ourselves and one another accountable for the impact of our behaviour.
- We create safe, supportive spaces in our school where we learn to bravely engage in and learn from crucial, honest, and sometimes difficult conversations.
- We recognise that all student behaviour is a form of communication. We seek to understand the cause, not react to the symptom.
- We use restorative circles as a pedagogical practice.
- We consistently use the restorative process to solve problems and differentiate the outcome to meet student need.
- We empower children to use their skills and knowledge to build trusting relationships and repair harm.
- We look for ways to include and communicate with parents and carers as valued partners in learning focused on ongoing school improvement.

## 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?

