

ST MARY'S COLLEGE

EST.1869

RESTORATIVE PRACTICES PROCEDURE

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This procedure is under review during 2027 for alignment with the Veritas Way Framework.

Building a strong culture of student wellbeing, positive relationships and social and emotional development.

1. PURPOSE

Building a strong culture of student wellbeing, positive relationships and social and emotional development.

The procedure statement outlines the implementation of restorative practices for St Mary's College.

Our restorative practices philosophy underpins:

- Our approach to the development of personal responsibility for each student.
- The support we provide in managing relationships in and beyond the classroom.
- Working through student grievance.
- Responding to bullying and harassment.

2. STUDENT LEARNING AND WELLBEING MAP

The Student Learning and Wellbeing Map outlines the elements of building a strong culture of student wellbeing, positive relationships and social and emotional development.

Each of the elements is outlined below:

Building Relationships

This is the foundational component of student wellbeing. There is a rich array of relationships in the classroom including:

- teacher - whole class;
- teacher – individual student;
- teacher – family;
- student – student;
- student – self;
- and within the year level and sub-school team.

Positive School Culture

Articulates how students will demonstrate respect for themselves, each other, the teacher, learning and the environment in every class.

Guidelines can be developed collaboratively with the students and is the primary point of reference for resolving conflicts when they arise.

Social and Emotional Learning

Captures the programs to support and develop the social and emotional learning of students in each of the five core competencies:

1. Self-awareness
2. Social awareness
3. Self-management
4. Relationship skills
5. Responsible decision making

This is developed in age appropriate ways through the R–12 WRAP program.

The Learning Environment

The Learning Environment details how the various environments within the school are set up to enable positive relationships.

Encouragement and Re-Directing Strategies

Captures all of the strategies teachers use to encourage positive behaviour and re-direct behaviour that is disruptive to learning and relationships.

The Social Discipline Window

Reminds us that we strive to work in a high support (fair) and high challenge (firm) environment. This provides the supportive conditions that young need to thrive.

The Restorative Plan

Outlines the increasing levels of intervention when relationships breakdown and harm is caused.

Further Support

Further Support applies where students need a higher level of intervention or support in their social and emotional learning.

3. THE RESTORATIVE PLAN

Affective Statements

An Affective Statement is three simple statements:

1. State the offending behaviour.
2. Name how you are feeling about the behaviour.
3. State the desirable behaviour.

Restorative Chat

A restorative chat is a short conversation in the moment conducted by those involved.

Hear from all parties involved:

1. What happened? What is the harm caused?
2. Who has been hurt/affected by what happened?
3. What were you thinking about at the time?
4. What needs to happen to restore the relationships?

The restorative chat can be hosted by an adult. Students can also learn to independently problem solve using this simple conversation process.



Restorative Conversation

A restorative conversation will occur for more serious behaviours. Often one or both parties need time to calm down and the person facilitating the conversation needs to gather information from people involved in the incident.

The restorative conversation follows a script such as the one outlined in the appendix. The script is designated according to perpetrator (P) and victim (V) but we do not use these labels with students.

Our language is modified according to the age of those involved. The script can also be adapted to facilitate group conversations.

The restorative agreement is recorded in SEQTA and the staff member responsible will follow up with the students involved. In some cases, where a restorative conversation has happened, parents need to be notified.

Where parties do not feel safe or comfortable about meeting, it is possible to negotiate agreements with individual parties.

Restorative Conference

For more serious relationship breakdowns, a restorative conference is necessary. This is a higher level of intervention that involves more extensive preparation with the individuals affected. Only staff trained in full conference facilitation will conduct interventions at this level.

Examples of where a conference is necessary would including long term relationship breakdown between two parties or in response to serious behaviour issues such as cyber bullying.

Community Conference

Where the breakdown in relationships has been extensive and/or impacted many students, a community conference may be necessary.

A community conference will involve parents and all parties impacted by a conflict. It may also involve a community engagement officer from SAPOL where that is applicable. This is the highest level of intervention that involves extensive preparation and scripting with the individuals affected. Only staff trained in community conference facilitation will conduct interventions at this level.

Examples of where a conference is necessary would include issues that have developed beyond school in social settings or involving social media.

4. RESTORATIVE PROBLEM SOLVING

Definition

A grievance is a reason for making a complaint. A grievance can result from:

- Being unhappy about treatment from another person.
- Conflict with another person or group of people.
- Feeling unsafe.
- A disagreement that is causing stress.

Responding to Student Grievance

At St Mary's College each student is a member of a Care Group Class. Students and their Care Group Teacher meet each day and every Wednesday afternoon.

The Care Group Teacher would usually be the first point of call for a student who is seeking assistance with a grievance or if they are feeling troubled by any aspect in their life.

For many day-to-day minor issues, students usually seek the advice of their peers and parents. As such, peers and parents are asked to assist in developing skills and strategies that promote a lasting resolution and healing of relationships.

In the event of a minor grievance, students are encouraged to resolve it by talking to the other student/s on a one-to-one basis. If needed, a restorative conversation or conference with all people concerned may be held and will result in a restorative agreement. All parties will be expected to abide by the agreement which will be monitored. If no resolution is achieved, further meetings will be held. These can involve outside agencies.

St Mary's College utilises a range of appropriate initiatives and programs to develop personal responsibility, resilience and problem solving. This includes developing the skills, language and resilience to respond to minor conflicts and issues that arise.

Students will be explicitly taught:

- How to resolve issues.
- How to get help if needed.
- How to differentiate between issues that require adult intervention and those that can be solved independently.
- The difference between asking for help and reporting something that is serious or may cause harm to self or others.

Grievance Process for Students

Student friendly flowcharts have been included in the appendices.

When a conflict involving students occurs the following process is implemented.

1. Where it is reasonable to do so, students are encouraged to respond to the issue themselves by:

- Using affective statements.
- Ignoring it.
- Saying 'no' in an assertive manner.
- Telling the other person to stop.
- Walking away when things are face to face.
- Moving away from or switching off their phone/device when online.
- Block and report things that are happening online.

2. If the issue persists or the student is still concerned by it, they need to talk to someone in their support network (e.g. friend, staff member, parent)
3. If the problem cannot be solved, or if it is a complex problem, then the student will need to speak to their care group/subject teacher or someone in school leadership.
4. If the matter is personal, and the student wishes to gain some greater insight into the issue by talking with somebody in a confidential setting, they will be encouraged to talk the matter through with one of the College Social Workers.
5. If the student does not wish to discuss the grievance with their Care Group Teacher then they should be directed to take the matter to the appropriate person with responsibility for pastoral care such as the Year Level Coordinator or Sub-school Director.
6. Should the matter be of a more serious nature, or if the grievance should exist with a particular member of staff, then the student is encouraged to raise the matter with more senior leaders.
7. Ordinarily matters would not need to exceed beyond this point, although matters of a serious nature would be drawn to the attention of the Principal. Any student who does not feel as though their grievance has been attended to in an appropriate manner has the right to take the matter to the Principal.

When behaviour from others raises issues about immediate safety, students need to contact a Counsellor, Sub School Director or Director of Student Wellbeing immediately.

5. THE RESTORATIVE PROCESS AND CONSEQUENCES

When held within the Social Discipline Window framework of high support and high challenge, a restorative environment is a culture with clear boundaries. Students are supported to develop healthy relationships, be respectful, and make responsible choices. They will learn to:

- Become conflict competent.
- Understand that everyone makes mistakes; the key is to repair harm when it has been caused.
- Take responsibility for their own behaviour and its impact on others.

Within the restorative practices framework, all parties involved when harm has been caused, need to meet with an adult in the community to discuss their role in what has happened. In some instances, parents will also be contacted. Where all parties agree, and when the time is right, a restorative conversation or conference will occur. This is a consequence; those involved need to speak honestly about what has happened, be honest about their own behaviour and witness the impact it has had on others involved. As humans it is hard to bring ourselves face to face with someone we have harmed; it is hard to own our mistakes.

Part of the restorative process is the creation of an agreement. This will also outline expectations, boundaries, new standards of behaviour or consequences that are designed to repair harm.

6. DOCUMENTATION AND COMMUNICATION

There are different types of documentation kept by the school including:

- A classroom teacher's own reporting and communication with parents documented on SEQTA.
- Restorative conversation records including a copy of the restorative agreement recorded on SEQTA.
- Restorative conference records including background research, the conference outline and the agreement recorded on SEQTA.

Managing relationships and knowing how to respond to conflict is part of student learning at school. We want to support students to be independent, resilient and confident problem solvers. Parent contact in relation to student wellbeing is considered on a case by case basis; it is very dependent on the student involved and the nature of the concerns.

In the following cases parents can expect contact from the classroom teacher or a member of the leadership team in person, by phone or via email:

- Where a child has been seriously hurt or is distressed by the situation that has occurred.
- When there has been a breach of the school ICT policy.
- The outcomes and agreements of a restorative conference.

Parents can always contact school if they are concerned about anything that is reported at home.

7. REVISION RECORD

DOCUMENT TITLE	Restorative Practices Procedure
DOCUMENT TYPE	Procedure
POLICY OWNER	St Mary's College
CONTACT	**Principal** 8216 5700 principal@stmarys.sa.edu.au
APPROVAL AUTHORITY	Principal
REVIEW DATE	Created April 2021 Updated August 2022
REVIEW PERIOD	3 Years
REVISION HISTORY	-

APPENDICES

APPENDIX 1: RESTORATIVE CONVERSATION SCRIPT

Facilitator - The Introduction

In the role of Facilitator, work hard to stay out of the conversation. The facilitator's role is to guide the participants through the questions so that those involved in the conflict are active in repairing the harm and working towards a solution.

- Thank the participants for coming and remind them of the following:
  - » Participation is voluntary.
  - » The conversation is not about blame it is about listening to others and working towards a solution to resolve the conflict that has occurred.
  - » There is no punishment waiting at the end.
  - » There will be an agreement that may outline boundaries, changes in behaviour or other consequences connected with the harm that has been caused.
- Share the rules for conversations:
  - » Only one person speaks at a time and the other(s) listens.
  - » Be attentive and open with your body language.
  - » Everyone will have an opportunity to speak.

The Conversation

P – What happened?

V – What did you think when you realised what happened?

P – What were you thinking at the time?

V – What has been the hardest thing for you since the incident?

P – Who has been affected by what you did?

V – How has this affected you and others?

V – What do you think needs to happen to make things better?

P – What do you need to do to make things better?

The Conclusion

1. Thank the participants for their efforts to resolve the conflict.
2. State the agreement.
3. Record the agreement in SEQTA.
4. State the monitoring process and/or offer continued support.
5. Share the agreement with the relevant staff.
6. For higher level concerns share the agreement with parents/carers.

APPENDIX 2: STUDENT GRIEVANCE PROCEDURE

LEARNING AND WELLBEING MAP

Building Relationships

How do you explicitly build and maintain positive relationships?

Teacher – Class

Teacher – Individual Student

Student – Student

Student – Self

Teacher – Family

Year Level Team – Sub-school

Student Code of Conduct

How do we show respect for self, other, teacher, learning and the environment?

Encouragement Strategies

What strategies support a positive school culture and responsible behaviour choices? (E.g. positive feedback, affirmation, 5-point scale).

Re-Directing Strategies

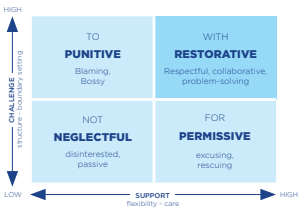
What strategies do you use when behaviours are not respectful?(E.g. tactical ignoring, proximity, affective statements).

The Learning Environment

How do our inside and outside spaces promote learning and positive relationships with each other and with our earth?

Social Disipline Window

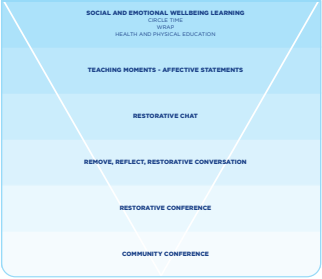
At the heart of a restorative culture, we are working in a high support and high challenge way. Use this as a barometer to check your response.



Social and Emotional Learning

What programs and strategies support and develop the social and emotional learning of students in each of the five core competencies? (Self-awareness, social awareness, self-management, relationship skills, responsible decision making).

Restorative Plan



RESTORATIVE PLAN

Type of intervention	Who is involved?	Level of intervention	What happens?
SOCIAL AND EMOTIONAL WELLBEING LEARNING CIRCLE TIME WRAP HEALTH AND PHYSICAL EDUCATION	• Students • Teachers • Parents/Carers • ESOs • School Social workers • Sub-School Directors • Year level coordinators	• Part of what we do as a school community • Includes Learning and Wellbeing Map	• WRAP curriculum mapped for each year level • Weekly circle time (R-6) • Targeted programs to meet particular needs
TEACHING MOMENTS - AFFECTIVE STATEMENTS	• Students • All staff	• In the moment response to behaviour • All staff use affective statements • Teach students to use affective statements	• State the offending behaviour • Name how you are feeling about the behaviour • State the desirable behaviour
RESTORATIVE CHAT	• Staff member and students involved as it happened	• Use restorative language to repair relationships • Dealing with issues in the moment as they arise	• What happened? • Who has been affected? • What were you thinking at the time? • What needs to happen to restore relationships?
REMOVE, REFLECT, RESTORATIVE CONVERSATION	• Staff member and students involved as it happened • Support from leadership team or colleague	• Time to calm down and reflect • Gather information from individuals • Release or support from leadership team • Discern need for parent contact	• Restorative conversation • Document the plan • Follow up with those involved • Re-visit if plan not followed
RESTORATIVE CONFERENCE	• Trained conference facilitator • Leadership • All parties involved	• Gather information from all parties involved either directly or indirectly • Restorative conference • Parents contacted before/after	• Document the plan • Follow up with those involved • Re-visit if plan not followed
COMMUNITY CONFERENCE	• Trained Community Conference Facilitator • All parties impacted including parents/teachers • SAPOL where applicable	• High level conference for serious matters • Extensive preparation • Work through timeline of events • Parents involved	• Facilitator prepares conference script • Conference after hours • Attention to set up and hospitality • Documented agreement • Long term follow up

STUDENT GRIEVANCE PROCEDURE: R–YEAR 3

If you feel unsafe or scared about something that has happened ask a trusted adult for help straight away.

What is a grievance?

A grievance is when you might feel upset or feel that someone is treating you unfairly, and you feel that you need to make a complaint by telling a trusted adult.

If you feel...

- unhappy or sad about how another person has treated you
- worried or uncomfortable about a disagreement
- angry about a disagreement or fight with another person or a group of people

Start by trying to resolve the problem yourself

- say "stop it, I don't like it when you...I would like you to..."
- walk away or ignore the person or group of people
- ask a friend to help you

If these strategies don't help, talk to a trusted adult.

What can school do to help?

We will support you to work things out with the people involved.

RESTORATIVE CHAT
This is quick chat!

REMOVE, REFLECT, RESTORATIVE CONVERSATION
After some time to calm down, the teacher will help.

RESTORATIVE CONFERENCE
This is for bigger problems.

STUDENT GRIEVANCE PROCEDURE: YEAR 4–12

If you feel unsafe or scared about something that has happened it's important that you ask a trusted adult for help straight away.

What is a grievance?

A grievance is a reason for making a complaint.

A grievance can result from being unhappy about treatment from another person, conflict with another person or group of people, feeling unsafe or a disagreement that is causing stress. You do not need to manage a grievance on your own.

What can you do?

You might want to start by resolving things yourself. You can:

- use an affective statement
- ask for it to stop and say what you want to have happen
- walk away, block, unfriend, report
- ask a friend to help you

Who can help you?

Grievance procedure flow chart for students



What can school do to help?

If trying to resolve it yourself doesn't work, or if the grievance is serious and causing you distress, there are different kinds of support. A teacher will help you work out the best approach.

Our restorative response at St Mary's has different levels. We start at whatever level best fits the grievance. If you are not comfortable with a face to face conversation there are other ways we can help make your voice heard. Just ask for help.

RESTORATIVE CHAT
Ask an adult to help you restore the relationships that have been affected. This is a quick conversation.

REMOVE, REFLECT, RESTORATIVE CONVERSATION
After some time to think/calm down, a teacher will help you restore relationships that have been affected.

RESTORATIVE CONFERENCE
This will need some time to prepare as we speak to everyone involved before we meet.

COMMUNITY CONFERENCE
This process involves parents and other community members.