The Gilles Plains Primary School Student Behaviour Education Policy is underpinned by Restorative Justice principles.

Restorative Justice is a process that advocates that the people most effective in finding a solution to a problem are the people most directly affected by the problem.

Restorative processes create opportunities for those involved in a conflict to work together, with the support of a staff member, to understand, clarify, resolve the situation and work together towards repairing the harm caused to property, people and relationships.

### Purpose

- Teachers at Gilles Plains will support student development through instruction, clear expectations of respectful behaviour and example. This will be done in a happy, caring and constructive environment in order to reinforce school values and to encourage positive attitudes and behaviors so that students develop their own capacity to grow into functioning adults.
- Our goal will be to develop student behaviour which respects the dignity of each individual and helps build each person into a responsible member of the community.

### Action

Restorative Justice processes require the following to occur:

- **Fair Process** *i.e.* the voices of those involved is heard
- **Restoration of** - the harm caused by the action or word - the relationships
- **Appropriate Negotiated Consequences** (*where deemed necessary*) are negotiated amongst those involved.

A critical component of “Appropriate Negotiated Consequences” is the need for students to be given the opportunity to learn about the ripple effect of peoples actions and/or words and develop a range of successful strategies for future actions and/or words, as opposed to a punishment based model (which does not enable future growth and positive relationship building).

### CLASSROOM EXPECTATIONS

The school year will commence with a whole school focus on developing social skills that involves students in learning activities that foster healthy behaviours and build stronger relationships.

It is expected that classroom rules and values be negotiated during this focus period. Every class will display clear classroom rules and expectations and logical consequences displayed and implemented.

School values will be highlighted during focus periods and displayed to for easy referral in classrooms.

Classroom teachers need to use a range of strategies and consequences BEFORE using Formal Conferences such as

- deflect
- diffuse
- redirect using values reflection
- use visual reminders
- change student location in room
- rule reminders
- tactically ignore behaviour
- complete work at recess / lunch
- use of choices
- use humour
- reward positive behaviour

Gilles Plains Primary operates under the principle “Those most affected by the problem are the best to solve the problem.”

The leadership team will provide support to classroom teachers, BUT it is the primary responsibility of teachers to manage relationships within the context of the classroom.
One way that the leadership team will support teachers is to release them from class or yard to allow them to work through issues in informal conferences.

**SCHOOL WIDE CLASSROOM PROCEDURE**
- Give a REMINDER with explanation/clarification of what child is doing wrong
- If not successful give a WARNING with choice given
- If not successful give time out in class away from other students as a way for student to reflect and refocus
- If not successful give time out in another class away from other students as a way for student to reflect and refocus

Documentation needs to be kept by classroom teacher.
If not successful send student to office for Formal Conference.

**YARD DUTY**
Teachers are responsible for managing minor behaviours that require informal intervention. *i.e.*
- excluding unfairly
- ignoring rules
- bullying
- rough play

**FORMAL CONFERENCE**
If inappropriate behaviour occurs and the classroom/duty teacher is unable to resolve the situation through an informal conference, then the students involved will be required to attend a formal conference with the Assistant Principal and they will assist students to:
- identify the harm caused
- repair the damage to property/people
- repair the relationships affected
- negotiate appropriate agreed consequences *should* the behaviour re-occur

Process will be recorded on a Restorative Practice Agreement form and signed by parent and student and filed for future reference if needed.
Before returning to classroom situations student and teacher will be involved in a re-entry process that clarifies the Restorative Process undertaken.

**ACCOUNTABILITY INTERVIEW**
An Accountability Interview will be issued for more serious misdemeanors in the yard or class or after **three** Formal Conferences.
The following list defines (but is not exclusive of) the areas of behaviour to be monitored and gives examples of misdemeanors:
- **Vulgar Language** - swearing with a serious degree of vulgarity (student to student)
- **Offensive Behaviour** - biting, spitting, pinching
- **Harassment** - deliberately creating an attitude of fear in children
- **Vandalism** - willful destruction of school or personal property
- **Sexual Misbehaviour** - inappropriate kissing, fondling
- **Insolence** - swearing at teachers - defiance of instruction

A decision regarding consequences needs to be made concerning the degree of the ripple effect of each incident.

**INTERNAL/EXTERNAL SUSPENSION AND SCHOOL EXCLUSION**
- The school has a responsibility to ensure that all students have the right to learn and are safe. Where this is seriously affected as a result of a student/s behaviour, the school may invoke a suspension for a period of time to be determined.
Parents will be notified immediately. A student returning from a suspension will be required to have a re-entry conference and fulfill Restorative Justice processes and principles before being able to re-enter their classroom environment. A Student Development Plan will be developed with negotiated goals for class re-entry.

**GILLES PLAINS EXPECTATIONS OF PARENTS**

It is expected that parents will support the standards of behaviour required of children in this school and subsequent negotiated outcomes as outlined in the school policy if children fail to meet them. The school will determine the degree of seriousness of the various misdemeanors based on its expectations of children. Where parents feel they cannot support the Student Behaviour Education Policy they have the right to withdraw their children from the school.

**REWARDING POSITIVE BEHAVIOURS**

- verbal comment / praise
- positive charts
- stickers
- rewards
- certificates
- success awards
- values awards
- lining up awards
- Principal’s awards
- sent to office for praise
- positive comments in books / diaries / home to parents
- access to Positive Play Room

**Related items:** To be added

**Review**

Term 3 2012