

Student Engagement Plan



We are here to learn · We are becoming our best selves · We coach and support each other · Our voices matter · Our behaviour has an impact

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

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|-----------|--|--------------------------|-----------|-----------------|
| FORMALITY | Affective Statements We include feelings words in language to address low-level yet high-frequency behaviours. | 1-3 seconds | FREQUENCY | TIME INVESTMENT |
| | Affective Interactions We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future. | 1-3 minutes | | |
| | Small Impromptu Conferences We use Restorative Questions to solve problems amongst and between groups. | 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. | Under 15 minutes | | |
| | Formal Conferencing 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 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 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 use restorative circles as a daily pedagogical practice.

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?

