



Student Engagement Plan

Excellence, Service, Respect, Compassion, Courage

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

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 uphold the dignity of all within our community as God's beloved children. In light of this we follow Catherine McAuley's example to have "compassion as animating principle" as we utilise restorative practices to support improvement in student behaviour, wellbeing and the quality of their relationships.
- By utilising restorative practice as a community we collectively take up the challenge to "be more" in living our school values of Excellence
- Courage - Compassion - Respect and Service
- Staff feel empowered and motivated to take initiative to address behaviours.
- Staff seek ways to regularly communicate with families about the conduct, behaviour and relational commitments of their children - both positive and negative.
- In conjunction with the language of the St Matthews Way we use affective statements and interactions to initially address behaviour.
- We work together to build trusting, supportive and safe classroom communities, where we hold each other accountable for the impact of our behaviour.
- We are consistent about the Restorative process, but outcomes are student and context specific.
- We solve all problems Restoratively, with high expectations and support.

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?

