## Restorative Management Procedure

### Level 1
**Low Level non-cooperation**

(Mini Chat)

1. **Teacher** uses affective statement to remind **student** that he/she is important but their behaviour is unacceptable or unhelpful (Max 2).
2. **Student** sent out of room or isolated within room for a short time (3 mins).
3. **Teacher** describes required behaviour in a supportive way.
4. **Student** re-enters during lesson.
5. Make a **Brief note on U – Link of the ‘Mini Chat’**

### Level 2
**Repeated low level non-cooperation or breach of community expectations**

(‘Mini Conference’)

1. **Teacher** relocates student to the ‘Reflection’ room to complete a ‘Reflection Sheet’ which obliges the student to be reflective of their behaviour.
2. **Student** returns the ‘Reflection Sheet’ to the **teacher** at the end of the lesson or break.
3. **Student** and **teacher** to negotiate a time for a restorative talk about the behaviour.
4. At the end of the ‘Mini Conference’, if the **student** and **teacher** agree that the issue has been resolved and there has been a restoration of relationships, the student is entitled to re-enter the next class or break period.
5. ‘Reflection Sheet’ is then given to the **Year Level Leader**.
6. The **teacher** then makes a brief note of the conference on U Link.
7. Teacher calls parents to advise them of the ‘Mini Conference’.

### Level 3
**Unsuccessful Resolution of a Mini Conference**

(‘Extended Mini Conference’)

1. If either the **student** or **teacher** does not believe that the issue has been resolved a ‘Mini Conference’ is held between **teacher** and **student**, facilitated by **Year Level Leader**.
2. Once the relationship has been restored, issue is logged in **student’s file** (Monitored by the **Year Level Leader**, **PC Teacher** informed, and **subject teacher** contacts parents).

### Level 4
**Continuing non-cooperation / neglect of studies / infringement of teacher’s right to teach and other student’s right to learn / significant breach of community expectations**

(‘Group Conference’)

1. **Student** is withdrawn from subject lessons or if necessary, the community.
2. **Year Level Leader** to arrange and facilitate a ‘Group Conference’ with **student**, **parents**, **subject teacher(s)** and **PC Teacher**.
3. **Head of School** to determine the involvement of others affected by the behaviour.
4. **Year Level Leader** to inform those involved in the conference of restorative practices.
5. ‘Group Conference’ conducted.
6. All participants sign the ‘Group Conference’ document, which includes the expectation clarification, and is then logged in **student’s file** (Monitored by the **Year Level Leader**).
7. Once the facilitator is satisfied that all participants are in agreement student returns to subject lesson and the school community.

Possible expectations may include:
- Contextual consequences
- Progress check to monitor behaviour
- Behaviour Management Card
- Re-signing Enrolment Agreement
- Suspension and re-entry meeting
- Counselling (Internal / External assessment)
- This process may need to be repeated.

### Level 5
**Significant breakdown of relationship with the College community**

(‘Formal Conference’)

1. **Head of School** in consultation with the **Year Level Leader** to arrange a ‘Formal Conference’ with the **Principal**, **student** and **parents**.
2. **Principal** informs **staff** of action as soon as possible.
3. Prior to any formal announcement, **Principal** communicates to **PC Teacher**, **Subject Teachers** and **Year Level Leader** of the action.

### Successful Resolution - Relationship Restored

**NOTE:** In a severe, threatening or dangerous situation the teacher should send a reliable student to **Student Reception**, or to a nearby **Staff Workroom**, alerting for immediate assistance.