'There is a growing consensus that whatever else is done schools must also become places where it is easier for students and teachers to know one another well and for students to connect to the school and its purposes. Schools in other words must be caring and learning communities'. (Sergiovanni 2000)

Rationale: We, at Christ our Holy Redeemer, believe that “Effective Schools are Engaging Schools” We believe that all members of our community have shared expectations of our own and others rights. We believe that learning should take place in a safe and inclusive environment. We believe “Children learn to be responsible for their choices sooner when adults, wherever possible, try to do things ‘WITH’ them, rather than ‘TO’ them or ‘FOR’ them.” Our Student Engagement Policy is built around our Code of Respect – Respect for Self, Respect for Others, Respect for the Community. (see attached)

Goals:
- All staff will have high expectations that students will be actively encouraged to follow the school culture at all the times.
- Students will consistently receive supportive feedback for following the expectations.
- Restorative conversations will be used consistently when students choose not to follow the expectations agreed to by all of the community.
- Staff will work with students to problem solve wrongdoing and actions to follow that heal the harm done and provide an outcome that is fair for all.

Our student engagement plan intends to:
- Make managing student behaviour more consistent.
- Focus on prevention
- Establish predictable, fair and democratic classrooms and school culture
- Protect students’ rights.
- Help enlist parental support
- Help enlist leadership support

Our student engagement plan:
- Will be reviewed often by students and staff
- Displayed visually around the classroom and school and through the newsletter

The art of teaching is the ability to blend learning and behaviour management into a cohesive whole.

Behaviour management must be integrated into all your interactions with your students.
Being honest, respectful and safe will be rewarded
**Restorative Practices**

At Christ Our Holy Redeemer restorative practices are embedded into our Student Engagement Policy. We manage any harm caused to another person with a restorative justice approach. This means that the harm done to people and relationships needs to be explored and that harm needs to be repaired. (Cameron & Thorsborne – 1999)

**At COHR we do not use Traditional Discipline which focuses on:**
- What rules have been broken?
- Who did it?
- What do they deserve?

**At COHR we use Restorative Discipline which focuses on:**
- Who has been hurt?
- What are their needs?
- Whose obligations are these?

**At COHR we use the Affective Questioning which focuses on three areas:**
- Focus on specific behaviours or incident without blaming
- Use ‘relational questions’ to draw out who was affected and how they were affected
- Direct questions toward problem solving what needs to ‘make things right’?

**The Restorative Practices Questions used are:**
- What happened?
- What were you thinking?
- How did you act in this situation?
- Who do you think was affected?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- If the same thing happened again how could you behave differently?

**Restorative Questions for the Early Years**

Teachers should understand the RP script for older students

- What happened?
- When you .......... What were you thinking?
- When you ..........

Did you do the right thing or the wrong thing? OR You did the wrong thing.
- When you ........ How did .......... feel? OR you made ...... feel ......
- At school it’s not OK to ........

What can you do differently next time? OR Next time I want you to ......
- What do you need to do or say to fix things up? OR To fix things up you need to say sorry and ..........
<table>
<thead>
<tr>
<th>Non Actions for Staff</th>
<th>Recommended Actions</th>
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| Sending a student out of the class into another class  
  - often only interrupts the learning culture of another room  
  - lowers the profile of the student in their own class and in the class/classes they are sent to  
  - does not change behaviour | • Move to another part of the room so they are still engaged and then they can come back to join the class  
• Walk a few laps of the oval, or pick up papers – pay a lunch debt!  
• Complete missed work at home with a note to parent. This is where email communication would be helpful.  
• Students be given responsibility to help with PMP, set up listening posts, re-shelving books etc  
• Community based action that demonstrates the positive rather than the negative e.g. cleaning, paper, delay to start eating etc  
• **Restorative conversation must accompany any consequence so that learning can take place and behaviour can change over time.** |
| Rare Actions for staff |  |
| Excluding students from special activities.  
The students excluded are often the ones that need time away from the structure of the classroom | • Let them miss a small amount of time but then rejoin the group  
• Give notice of expectations before activity starts  
• Students without hats sit on the tennis court seats |
| When is Principal called in? This is a time when the behaviour significantly affects the rights of others. It is a ‘cooling–off’ time to re–think behaviour and re–negotiate entry back to class via reflection.  
• For unsafe behaviour – physical, verbal mental abuse  
• Bullying  
• When the learning or wellbeing of another student/s is being effected | • Use the school/Family communication letter. Student writes note to parents. It includes – What I did, What I should have done, Next time I will. Signed by student, principal and parent.  
• Next step – |
| When are parents notified and how?  
Parents need to know what we are working on in order to change behaviour within the school culture.  
Parents need to know and see what support is being given to the harmed and the wrongdoer. | • Letter home  
• Phone call  
• Meeting  
• email |
| Keeping students in at recess or after school is only for a restorative conversation not to do work, Students are not to miss all of their recess time. Two minutes then out to recess. | • Use restorative questions  
• If needed have student formulate an appropriate action or consequence for now or if behaviour occurs again |
**Bullying**

At Christ Our Holy Redeemer we have a duty if care to protect the welfare of every person in our school community. Christ Our Holy Redeemer is committed to providing a safe, harmonious and supportive environment. Bullying has no place in our school.

Bullying is a sustained act that causes hurt of fear in another person. These are broad headings that bullying behaviours occur:

- Physical bullying is ongoing, unwanted touching that hurts or offends
- Exclusion bullying is continually leaving someone out to hurt their feelings
- Verbal bullying is the ongoing use of language to offend or hurt another’s feelings
- Gesture bullying is the ongoing use of body language to offend or hurt others
- Extortion bullying is the ongoing use of stand over tactics to control others

**Cyber Bullying**

Bullying that is carried out through an electronic service, such as email, chat room, discussion group or instant messaging. It can also include bullying through the use of mobile phone technology such as SMS. The broad headings for cyber Bullying are:

- Teasing and being made fun of
- Spreading of rumours online
- Sending unwanted or inappropriate messages or images
- Defamation

At Christ Our Holy Redeemer we will:

- Work with the child and his/her parents to support and assist with his/her on-going safety and wellbeing at school
- Support the victim
- Help the bully identify the harm done, and work with the bully to modify bullying behaviour
- Put in place corrective actions to support the bully
- Work with the parents of the bully to establish joint strategies to modify the behaviour

**Evaluation**

This policy will be reviewed annually as part of the school’s four year review cycle. We will also continue to monitor the implementation of ‘Restorative Practices’ and seek CEO accreditation as a Restorative Practice school.
Code of Respect – Respect for Self, Respect for Others, Respect for the Community.
Embedded School Wide Expectations – Building a COHR Culture

Respect for Self
- Taking responsibility for own choices, actions, and learning
- Own up when it is your fault – honesty!
- Using the Habits of the Mind
- Ask questions for clarification
- Manage time well and stay on task
- Organisational skills – tubs, pencils etc
- Move away from distractions
- Waiting your turn to speak, not interrupting
- Use your initiative
- Become independent
- Wear your uniform with pride
- Eat well, exercise and get plenty of sleep
- Always try to improve yourself and your work
- Be on time
- In the morning get to independent reading quickly

Respect for Others
- Manners, greeting, body language, eye contact
- Empathy
- Tolerance & acceptance of individual difference
- Be aware of how others are feeling
- Open classroom doors slowly
- Stand back for others
- Line up quietly outside
- Listen when someone else is speaking
- Allow others to learn
- Include other in play and work
- Speak in an appropriate manner and tone
- Share
- Allow others to finish in their own time
- Accepting we all make mistakes
- Use people’s names
- Walking in the corridors
- Praise the work of others
- Take turns
- If the person next to you is away put their chair down and up, and put any notes or work in their tub

Respect for the Environment
- Taking responsibility for belongings especially your uniform
- Packing and unpacking bags and equipment, lunch boxes etc
- Use school equipment as if it was your own
- Keep your tub, bag area and classroom tidy
- Put things back where they belong in all working areas of the school
- Be environmentally conscience
- Turn taps off
- Turn lights off
- Turn computer screen off
- Pick up papers
- Recycle paper
- Clean up especially after art
- Put chairs up and down
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