



**YOS Independent School**  
 YOS Lawnton and Riverview Campuses  
 (A Queensland Non-State Independent School)

<b>Restorative Justice Framework</b>		<b>CODE:</b> RJF2020
<b>Scope of Application:</b>	All staff and volunteers	
<b>Filing Instructions:</b>	F Drive <ul style="list-style-type: none"> <li>- <a href="#">F:\Programs\Independent Schools\Master School Folder\Current Policies and Procedures\Finalised Policies and Procedures</a></li> </ul>	
<b>Related policies / legislation:</b>	<a href="#">YOS Independent School Positive Behaviour Policy</a> <a href="#">YOS Independent School Dispute Resolution Policy and Procedure</a> <a href="#">YOS Independent School Alcohol, Tobacco and Illicit Drugs Policy</a> <a href="#">YOS Independent School Anti Discrimination Policy</a> <a href="#">YOS Independent School Student Bullying Policy</a> <a href="#">YOS Independent School Sexual Harassment Policy</a> <a href="#">YOS Independent School Disability Discrimination Policy</a>	
<b>Forms</b>	<ul style="list-style-type: none"> <li>• <a href="#">Restorative Justice Record Template</a></li> <li>• <a href="#">RJ Pre Conference Interview Form</a></li> <li>• <a href="#">RJ Agreement Form</a></li> <li>• <a href="#">RJ Monitoring Review Form</a></li> <li>• <a href="#">RJ Evaluation Form</a></li> </ul>	

**Change record / revision history:**

Version	Prepared/ reviewed by	Date reviewed	Approved by	Authorised by	Review date
19.1	Helen Boardman	December 2018	Darren McGhee	Thomas Austin	December 2020
19.2	Helen Boardman	Amendments: 09/04/2020			December 2020
19.3	Helen Boardman	08/12/2020	Rish Lefterys	Rish Lefterys	December 2022
19.4	Helen Boardman	25/0/2021	Shontell Dougherty	Rish Lefterys	December 2022

## Purpose

To manage negative behaviour in a positive manner which empowers the student to make positive future choices and recognise the impact actions can have on others.



## Framework

YOS Independent School has a desire for students to learn and to encourage them to move forward in their lives in a positive and constructive manner. YOS Independent School is committed to keep students in school and only use 'Time Out' as an absolute last resort. Therefore, YOS Independent School has a strong focus on Restorative Justice Practices which focuses "on restoring relationships, repairing harm, learning perspective-taking and social responsibility"<sup>1</sup>. Restorative Justice is an evidence-informed positive behaviour management approach and will be explained more in depth throughout this framework. Restorative Practices is a whole school approach and requires the whole school community to be on board and support the system<sup>2</sup>. "The concept that "it takes a whole village to raise a child" is never truer than when we consider the role a school plays in a community in the development of young people into responsible citizens"<sup>3</sup>.

## Definitions

Restorative Justice<sup>4</sup>: Both the theory and practice of Restorative Justice emphasise:

- (1) identifying the harm
- (2) involving all stakeholders
- (3) true accountability
- (4) restoring relationships

Through this process,

- students learn how to interact and manage their relationships with adults and peers
- they become better equipped to understand how their actions impact others and how to monitor future behaviour

Restorative practices also encourage:

- improved school safety,
- strengthened relationships,
- more positive outcomes for students and the school community.

**Principles for Restorative Justice are as follows**<sup>5</sup>;

- **Foster Awareness in the student** of how others have been affected.
- **Avoid scolding or lecturing** - This often results in the student reacting defensively. It distracts from noticing other people's feelings.

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<sup>1</sup> Independent Schools Queensland: Positive Behaviour Policy Fact Sheet

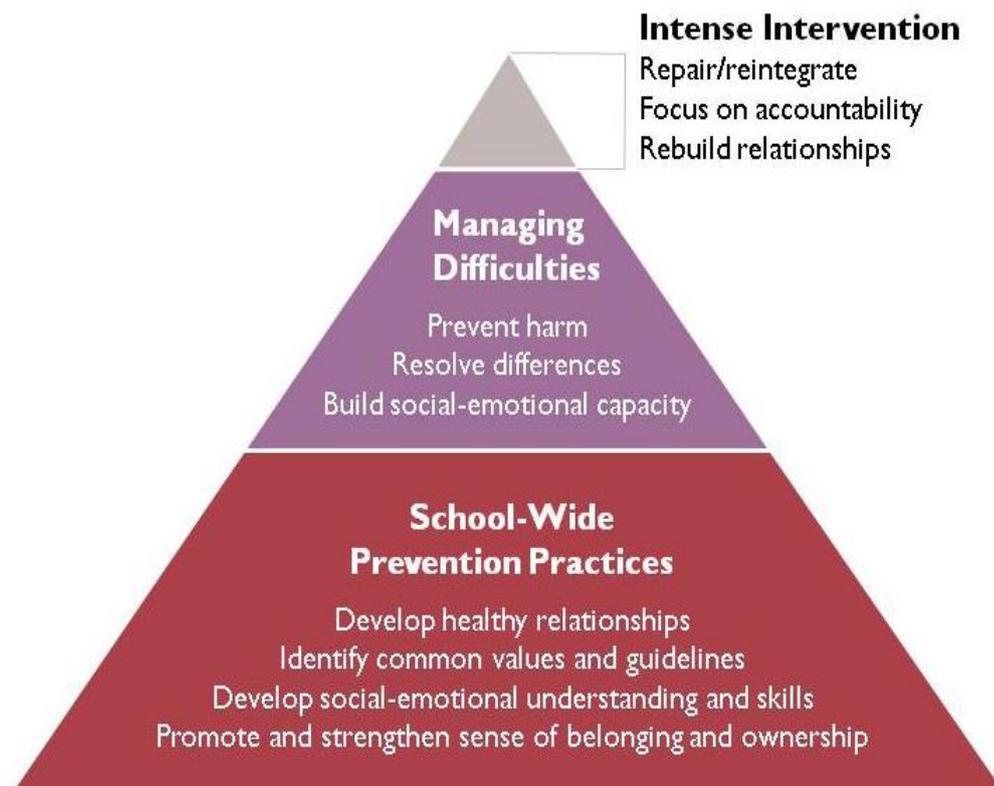
<sup>2</sup> Catholic Education Office Archdiocese of Melbourne (October 2007). *Restorative Practices Research Document 3*. Retrieved from <http://webcache.googleusercontent.com/search?q=cache:HuPgFTotS10J:www.ceomelb.catholic.edu.au/WorkArea/DownloadAsset.aspx%3Fid%3D17199+&cd=1&hl=en&ct=clnk&gl=au>

<sup>3</sup> Behaviour Matters. (2001). *Restorative Practice and Restorative Justice*. Retrieved from [http://www.behaviourmatters.org.au/Restorative\\_Practice.php](http://www.behaviourmatters.org.au/Restorative_Practice.php)

<sup>4</sup> Kidde, J., & Alfred, R. (2011) *Restorative Justice; A Guide for Working Schools*. Retrieved from <http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf>

<sup>5</sup> Catholic Education Office Archdiocese of Melbourne (October 2007). *Restorative Practices Research Document 3*. Retrieved from <http://webcache.googleusercontent.com/search?q=cache:HuPgFTotS10J:www.ceomelb.catholic.edu.au/WorkArea/DownloadAsset.aspx%3Fid%3D17199+&cd=1&hl=en&ct=clnk&gl=au>

- ***Involve the student actively.*** Instead of simply dishing out punishment, which the student is expected to accept passively, a restorative intervention encourages the student to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this. The student is held accountable for their actions.
- ***Accept ambiguity.*** Often fault is unclear, and people can agree to accept the ambiguous situation
- ***Separate the deed from the doer.*** We can recognise a student's worth, their virtues and accomplishments while disapproving of their wrongdoing.
- ***See every serious instance of wrongdoing and conflict as an opportunity for learning.*** Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.
- ***Restorative practices must be systemic, not situational.*** Every attempt on an individual level to use these principles needs to be well supported by the broader system. How can the system be transformed in ways to minimise the chance of further harm?



<sup>6</sup>This pyramid is expanded on in the following section, identifying strategies that can be used at each level.

<sup>6</sup> Kidde, J., & Alfred, R. (2011) *Restorative Justice; A Guide for Working Schools*. Retrieved from <http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf>

## Strategies to Implement

### *Level 1: School Wide Prevention Practices<sup>7</sup>*

Restorative Justice (RJ) is a whole school approach, which when implementing, requires everyone to be on board to “develop a cohesive caring school community that allows for improved and increased communication”.

“RJ is about setting a school climate that promotes healthy relationships, identifies common values and guidelines, develops social-emotional understanding and skills, and promotes a sense of belonging in the school community.”

“Creating the space to explore and understand shared values in the classroom fosters an environment more conducive to establishing and deepening relationships among members of the school community.”

#### *Strategies to implement include:*

- Explain RJ to the students through role play embedded in curriculum
- Establishing guidelines for the classroom for circles
- Having discussions around moral dilemmas/relationship skills/ethics as part of the curriculum and embedded in SEL.
- Discuss current affairs in the classroom to help the students get a “bigger picture”
- Joint contracts between students, school and staff
- Staff model the behaviour that is expected of the students – eg apologising when required
- Staff offering encouragement and commenting on good behaviour
- Set out targets for students to aim towards
- Having a time for sharing of positive stories/ good news stories: What other students have done that is positive?
- Recognising people who are reflecting
  - good relational behaviour
  - educational work Activities recognising positive behaviour eg school work fairy



### *Level 2: Managing Difficulties<sup>8</sup>*

RJ is a shift in thinking and looks at behaviour issues as a way in which we can teach the students. RJ focus is looking at methods that do not punish or exclude students from the learning environment. This behaviour should not need intensive response, but if not dealt with will lead in to the top tier of the pyramid; Intensive Intervention.

Asking Restorative questions helps in this stage and assists the student to take responsibility and understand the harm or potential harm and facilitates self-discipline.

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<sup>7 7</sup> Kidde, J., & Alfred, R. (2011) *Restorative Justice; A Guide for Working Schools*. Retrieved from <http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf>

<sup>8</sup> Kidde, J., & Alfred, R. (2011) *Restorative Justice; A Guide for Working Schools*. Retrieved from <http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf>

The aim is to listen, considering what they think, how they feel and are willing to do.

Restorative Questions may include:

1. Can you explain what happened?
2. How did it happen?
3. What was the harm?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. How do you feel about what happened?
8. What needs to happen to make things right/What would you like to offer and to whom?
9. What were you looking for when you chose to act?
10. What would you like to offer and to whom?
11. What do you need from YOS to achieve your goals?
12. If you find yourself in the same situation again how could you behave differently?



Remember to<sup>9</sup>:

1. Focus on the specific behaviour or incident without blaming
2. Draw out who was affected and how they were affected – Ripple effect
3. Direct questions toward problem solving what needs to happen to 'make things right'
4. Listen to the student and how they are feeling, what they think and are willing to do
5. Respond compassionately and empathetically

**Strategies to implement include:**

*Level 1 Behaviour i.e. – Being disruptive in class*

- Directive Learning – Guiding young people back to the task without being confrontational
- One on one conversations using restorative questions
- Check Ins to see how everyone is travelling for the day and to assist with building relationship and sense of community in the classroom
  - First up in the morning
  - Throughout the day if required

*Level 2 Behaviour i.e. - Behaviour is becoming heightened*

- Hallway conference
  - Using quick conversations to understand how people were affected and take steps to prevent harm
- Peer Mediation
  - Using a peer mediator to help resolve conflict before it becomes harmful
- Whole Group Check In when the class is disruptive
  - Whole class stops what they are doing and address what is happening with a restorative conversation

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<sup>9</sup> Catholic Education Office Archdiocese of Melbourne (October 2007). *Restorative Practices Research Document 3*. Retrieved from <http://webcache.googleusercontent.com/search?q=cache:HuPgFTotS10J:www.ceomelb.catholic.edu.au/WorkArea/DownloadAsset.aspx%3Fid%3D17199+&cd=1&hl=en&ct=clnk&gl=au>

- Problem Solving/Intervention Circles
  - Making space in the classroom to resolve conflict and solve problems – facilitated by the teacher or worker
- Time In
  - Instead of Time Out, bring the student alongside the worker or teacher and involve them in what you are doing and during this time have restorative conversations – Time In can be used in both level 1 and 2

### *Level 3: Intensive Intervention<sup>10</sup>*

Intense Intervention focuses on rebuilding relationships and repairing harm. It looks at including anyone that has been directly harmed and the broader community and how it has been affected. It is a level of facilitated discussion to determine “what the harm was, what needs have arisen in its wake, and who has responsibility to address those needs”.

It is a process that also acknowledges the person who initiated the harm that was caused:

- Identifying how they feel
- If they have a need that has not been met and
- Identifying what can happen so that need is being met

It is important to have daily check-up continually until behavior has been managed.

Intensive Intervention is used when:

- Managing the difficulty has not been successful
- Behaviour heightened quickly and student acted out towards another student or teacher
- Managing issues of harassment, bullying or discrimination
- There is dispute that needs to be addressed
- A student has been given “Time Out”

### *Strategies to implement include:*

This stage is around using restorative conversation and including those involved, to establish what the resolution will be. All those being a part of this process should be informed what the process entails and what the purpose is. Notes are to be kept regarding strategies used in the students file and on SAMIS. Two main strategies to be used at this stage are:

- Intervention Circle
  - Making space in the classroom to resolve conflict and solve problems
- Restorative Conferencing
  - Meeting formally with those involved to repair harm, enable resolution of differences and build social-emotional capacity through empathy.

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<sup>10</sup> Kidde, J., & Alfred, R. (2011) *Restorative Justice; A Guide for Working Schools*. Retrieved from <http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf>

## Restorative Justice Process @ YOS Independent School

- Staff Member/Student/Colleague/Parent/Carer identifies a need for an RJ to take place to:
  - Restore relationships
  - Repair harm
  - Learn perspective taking
  - Develop social responsibility
- **Process if it is an informal RJ:**

- An RJ facilitator is appointed if necessary. This may be the class Youth Worker
- RJ facilitator organises a time and location for an informal chat with all parties involved
- RJ facilitator and all parties involved participate in the informal chat in order to achieve a positive outcome for everybody
- If the outcome is positive, a record of the informal chat is documented on the Informal RJ tab of the **Restorative Justice Record: [Lawnton](#) or [Riverview](#)** (correct year) by the RJ facilitator
- If the outcome is not resolved, then an [incident will be recorded on the TSA Intranet \(SolvSafety WHS Incident and Injury section\)](#), a TSA Incident Number is created and a formal RJ will be commenced

**Time out of school is not usually necessary for an informal RJ chat**

- **Process if it is a formal RJ:**

- Incident is recorded on the [Salvos Central\Applications\Solvsafety](#) and a TSA Incident Number is created
- An RJ facilitator is appointed, along with a suitable panel. This process will be managed by the Head of Student Support Services
- Decision is reached as to whether any time out of school is appropriate
- If time out of school is appropriate, the Pre-RJ Conference Meeting should be completed within 5 school days to minimise the impact on learning
- RJ facilitator organises a time and location for the Pre-RJ Conference and notifies all parties involved
- Pre RJ Conference Meeting is held and RJ facilitator completes [the RJ Pre-Conference Interview Form](#) documenting the background information, people involved, the incident of concern, all courses of action and any additional information
- The RJ facilitator identifies another date and time for the RJ Conference with all parties involved in order to achieve a positive outcome for all parties and to complete the RJ Agreement – this is usually within a couple of days of the Pre-Conference Interview
- RJ Conference is held and RJ facilitator completes the [Restorative Justice Agreement](#) documenting any time outs and return to school dates, how the RJ progressed, the agreed commitments to upholding school principles, any staff actions and agreed review dates and timelines
- A record of the Formal RJ is documented on the Formal RJ tab of the **Restorative Justice Record: [Lawnton](#) or [Riverview](#)** (correct year) by the RJ facilitator
- Once the RJ and all the associated documents have been finalised and saved in the correct location, RJ facilitator to email Head of Student Support Services cc Principal and any other relevant people to advise that the process is complete. The Youth Worker will notify and update parents of the outcomes from the RJ Conference
- RJ Facilitator organises and convenes review meetings according to dates and timelines in the RJ Agreement. The [RJ Monitoring Review Form](#) should be used to record

- There may need to be some flexibility in terms of timelines for formal RJ's to reflect the young person's abilities to acknowledge harm done and to take responsibility for their actions. If a young person is having difficulty accepting responsibility, staff will continue to connect with the young person and there may be a need for several Pre-RJ Conference Meetings
- All forms and templates can be accessed from:  
<F:\Programs\Independent Schools\Master School Folder\Current Forms and Templates\Restorative Justice>
- All completed documentation is to be saved to:

For Lawnton: [F:\Programs\Independent Schools\YOS Lawnton Independent School\Reporting\Restorative Justice Outcomes\Year\) RJ Agreements and Records](F:\Programs\Independent Schools\YOS Lawnton Independent School\Reporting\Restorative Justice Outcomes\Year) RJ Agreements and Records)

For Riverview: [F:\Programs\Independent Schools\YOS Riverview Independent School\Reporting\Restorative Justice Outcomes\Year\) RJ Agreements and Records](F:\Programs\Independent Schools\YOS Riverview Independent School\Reporting\Restorative Justice Outcomes\Year) RJ Agreements and Records)