

RELATIONAL & RESTORATIVE APPROACH 2025



KINROSS WOLAROI
SCHOOL

1. RATIONALE

At Kinross Wolaroi School (KWS), we believe that everyone has the right to feel safe and happy while at school or travelling to and from school. Students are expected to demonstrate reflective behaviour that aligns with the School's values, ensuring it is safe, respectful, and responsible.

Students at KWS have the right to:

- learn, work, and socialise in a friendly, safe, and supportive school environment
- feel valued, respected, and heard
- work toward academic, personal, and social success at an age-appropriate level
- express ideas and opinions appropriately

All students have the right to learn in a safe and enjoyable environment, with the assurance that they will not be ridiculed or belittled by peers, teachers, or other adults. No student should ever feel at risk from physical, emotional, psychological, or sexual harm.

Inappropriate behaviour, poor choices, and bullying undermine an individual's self-confidence and self-respect, which are essential for reaching one's potential. In contrast, respect and care for others foster a positive learning environment.

Despite this, KWS acknowledges that all students may encounter situations where they make poor choices or become involved in conflicts or bullying. Any form of bullying is unacceptable, and the School is committed to addressing it thoroughly.

Reports of relational conflicts, poor behaviour choices, and bullying incidents will be taken seriously and investigated thoroughly.

2. AIM

KWS staff will address issues related to unexpected inappropriate behaviour, misconduct, and bullying within the School. These guidelines have been developed in alignment with the KWS Student Code of Conduct and Anti-Bullying Policies, the National Safe Schools Framework, and in consultation with KWS staff.

3. IMPLEMENTATION

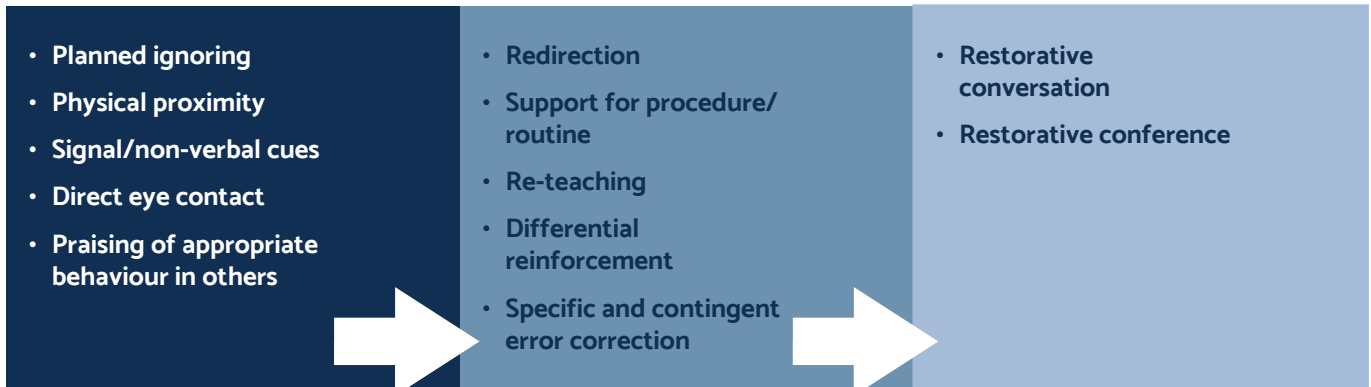
To promote KWS as a safe, supportive, and predictable environment where every student can thrive, a range of approaches is used. These include, but are not limited to:

- logical consequences
- restorative practices
- formal discipline

These approaches are visible both inside and outside the classroom through various practices, such as:

- collaborative establishment of class expectations
- restorative dialogue and conversations
- individual goal-setting
- joint setting of logical consequences
- teachers actively recognising students for "doing the right thing"
- class meetings to discuss progress and challenges
- teachers providing clear instructions, expectations, and boundaries
- emphasising encouragement of effort and process over mere achievement
- supporting personal growth through wellbeing

Staff use a range of strategies to respond to inappropriate behaviours. These include, but are not limited to:



Staff use restorative conversations and restorative conferences to build understanding, foster accountability, and strengthen relationships by addressing conflicts in a respectful and supportive manner.

The format for conducting restorative conversations and restorative conferences is to use **WARM** conversations:

W	What happened? The student tells the story
A	Affect: Who was affected, how does that align with our School values or class expectations? Explore the context.
R	Repair and Restore: What needs to happen to repair, re-set and restore? Can I help?
M	Move Forward: Affirm, encourage, record and set a follow-up.

Appendix 1 – Managing Oppositional Classroom Behaviours – provides additional information on how staff support students who display challenging and oppositional behaviours.

4. PROCESS FOR MANAGING AN INCIDENT

When an incident occurs, gathering as much information as possible about the situation is essential. Incidents will be documented throughout the whole process.

Initial documentation:

Details of the incident will be documented, including information on the alleged victim, perpetrator, and any bystanders. The documentation process may be led by a teacher, middle leader, senior leader, or executive leader, depending on the severity of the incident. Once the incident is closed and signed off by the relevant staff member, the completed documentation must be uploaded to the Hub.

Investigation and Response:

KWS takes all incidents very seriously. Any allegations of inappropriate or bullying behaviour will be thoroughly investigated. Depending on the investigation’s outcome, consequences may vary. A restorative approach will form an essential part of any follow-up actions taken after the investigation.

Follow-up Process:

The process for addressing a report may include some or all the following steps:

EFFECTIVE COMMUNICATION & DOCUMENTATION	1. Receive complaint or concern
	2. Interim measures
	3. Gather evidence
	4. Obtain response
	5. Make findings
	6. Decide outcomes

If inappropriate behaviour or bullying is found to have occurred:

In certain situations, a punitive response may eventually be needed to address bullying, but an approach that fosters empathy and understanding in students who bully is more likely to change their behaviour. Many students avoid reporting bullying due to fear of retaliation or social exclusion when classmates face punishment.

The following restorative and positive practices can empower students and build resilience:

- use restorative dialogue
- recognition and acknowledgement of positive behaviours
- regular change of groupings and seating arrangements
- appointment of various roles to students in the class
- acknowledgement of persistence and effort
- use of stories to address social issues
- open conversations about behaviour
- student reflection on their actions and impact
- active listening to students and validation of their feelings
- modelling positive interactions as a teacher
- creation of social stories to prevent and resolve bullying
- discussion of acceptable behaviours
- engagement of students in discussions on School values
- celebration of individual differences and highlight positive behaviour
- setting and reflection of personal and class goals

5. SUPPORT

KWS is committed to creating a supportive and inclusive environment that fosters academic, social, and emotional growth for every student, including those who may make choices that don't align with our School values. We offer comprehensive support through key staff members, including Head Mentors, Wellbeing Mentors, two school psychologists, and a Student Support Officer. Our approach integrates targeted support programs, personalised interventions, and clear referral pathways, ensuring each student has access to the guidance and care they need. Whether through our Counselling and Psychological Services (CAPS) team or Learning Enhancement Team, we strive to provide a positive, nurturing school experience tailored to each student's unique needs.

Students supports include, but are not limited to:

- Restorative conferencing
- Character Strengths & Behaviour Book
- Behaviour Management Plan
- Individual Education Plan (IEP)
- House plan
- Individual Wellbeing Plan (IWP)
- School Psychologist
- Student Support Officer
- Wellbeing Mentor and Head Mentor check ins
- Maximising Academic and Personal Success Guide (MAPS Guide) for senior student
- Recommendations for external support/telehealth

OUTCOMES OR CONSEQUENCES

If, through the investigative process, a student is found to have breached behavioural expectations or engaged in bullying, appropriate consequences will be applied. Potential actions resulting from this process may include:

- counsel and caution with a warning regarding future behaviour
- student-teacher restorative conversation
- restorative conferences
- withdrawal from School-based activities
- school detention
- suspension (internal or external)
- probation period
- meeting with the Heads of School or Principal, along with parents
- recommendation for counselling support
- withdrawal or expulsion from school

This range of responses allows for a graduated and supportive approach to discipline, emphasising accountability and opportunities for personal growth.

Further detail relating to possible outcomes and consequences is outlined in the KWS Positive Behaviour Policy.

6. KEY RELATED DOCUMENTS

- Boarding Handbook

Boarding Handbook can be found at kws.nsw.edu.au/resources/new-student-information

- Positive Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy
- Complaints Handling Procedures Policy
- ICT Acceptable Use Policy
- Mobile Phone Policy
- Uniform Policy

All policies can be found here kws.nsw.edu.au/resources/policies

APPENDIX 1

MANAGING OPPOSITIONAL CLASSROOM BEHAVIOURS

When dealing with challenging and oppositional behaviours in the classroom, it is crucial to adopt a behaviour as communication approach. Rather than viewing disruptive behaviours as mere defiance, try looking at them as signs of underlying needs or struggles. By approaching the behaviours with curiosity and empathy, teachers can uncover the root cause and provide appropriate support.

Students may exhibit these behaviours in the classroom:

- become easily angered, annoyed or irritated
- have frequent temper tantrums
- argue frequently with adults, particularly the most familiar adults in their lives such as parents
- refuse to obey rules
- seem to deliberately try to annoy or aggravate others
- have low self-esteem
- have a low frustration threshold
- seek to blame others for any accidents or bad behaviour.

Students need structure: rules, laws, rewards, punishment, love, guidance, and a sense of safety. School based support for a child with challenging behaviours revolves around consistency of care.

Behaviours to avoid when dealing with a student with challenging behaviours include but are not limited to:

- threatening the student
- responding emotionally (i.e. getting angry or being sarcastic)
- confronting the student near their peers
- responding quickly
- remaining in the interaction too long
- bribing
- trying to “convince”
- belittling the student

Strategies that may reduce power struggles in the classroom include:

- providing the student with simple directives and choices
- stating pre-determined consequences clearly before problems occur
- Listening to the student before reacting
- giving brief and direct instructions in a calm tone
- discussing the problem privately with the student

School-based strategies include:

- pre-determining consequences and then following through
- deciding which rules are negotiable and which are non-negotiable
- using “walk-by” reinforcements. These should be brief, even non-verbal, and minimal attention should be drawn to the situation
- defining the desired behaviours. Students with challenging behaviours may search for the ‘grey’ area to justify their actions
- defining the consequences of compliant and non-compliant behaviour
- being firm and consistent
- staying calm, if you are angry the student will sense they are in control and their behaviour will escalate