



YOUR RIGHTS AND RESPONSIBILITIES

Students have the right to pursue learning in a safe and respectful environment, therefore, everyone has the responsibility to ensure this occurs.

Being a part of an adult ethos campus encompasses the following rights and responsibilities:

| | RIGHTS | RESPONSIBILITIES |
|----|--|---|
| 1. | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Everyone has a right to learn and work without being disrupted by others. </div> | <ul style="list-style-type: none"> - Follow instructions. - Respect others' property. - Participate fully in your educational program. - Attend classes regularly and be on time. - Take responsibility for your own learning. |
| 2. | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Everyone has a right to be treated respectfully. </div> | <ul style="list-style-type: none"> - Be polite. - Speak to others respectfully. - Resolve conflicts appropriately |
| 3. | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Everyone has right to work in a clean, safe, and harassment free environment. </div> | <ul style="list-style-type: none"> - Keep the campus grounds and facilities clean. - Always act safely. - Respect the privacy and feelings of others. - Respect individual and cultural differences |

Our campus has an expectation that these rights and responsibilities will be embraced by all members of the campus.

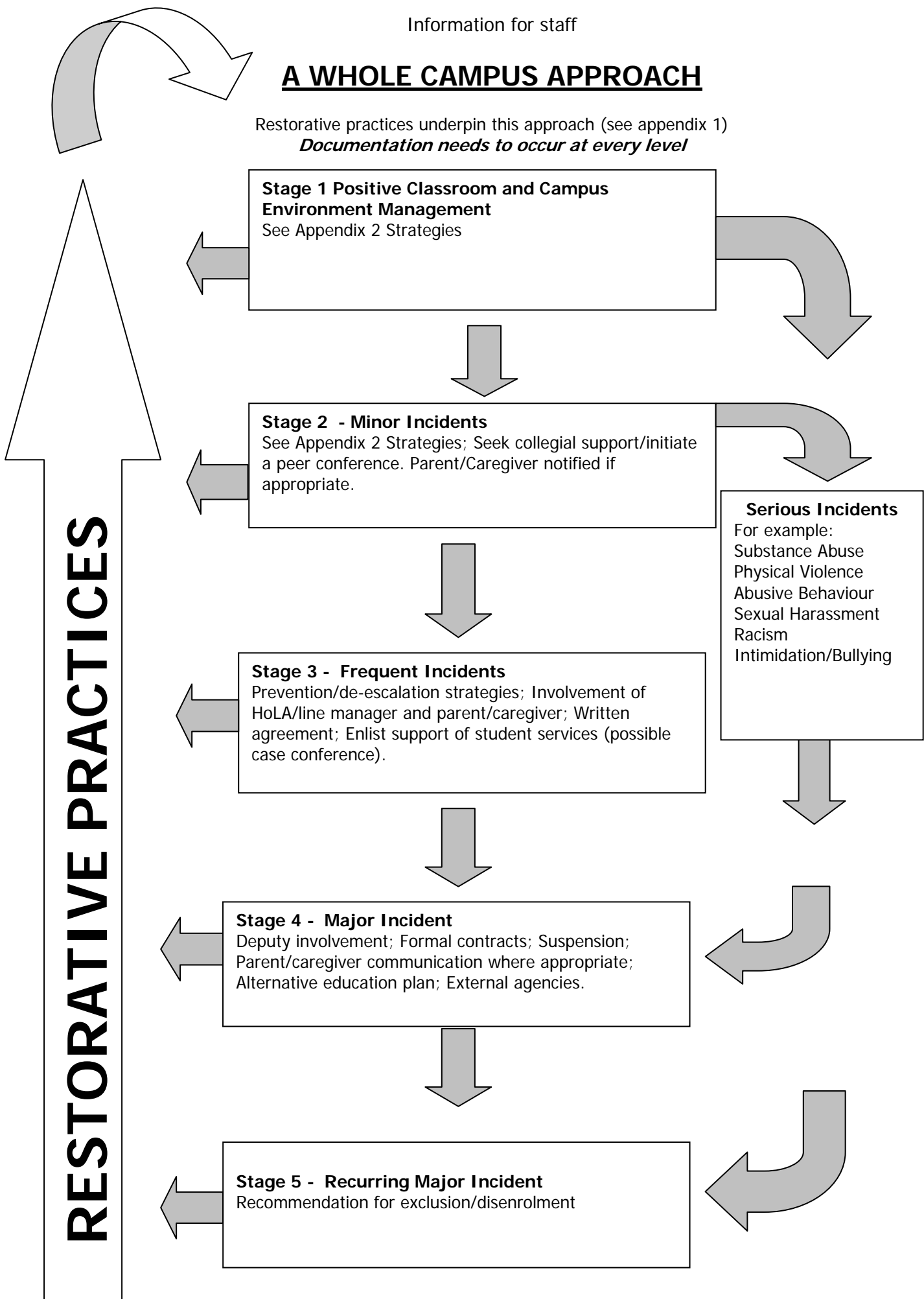
See Student Management Policy Appendix 3 for a detailed explanation of unacceptable behaviours (also on www.cyriljackson.wa.edu.au)

While the campus has an adult ethos it is recognised that some students may need support and guidance to attain the skills to be a success in this environment.

Procedures are in place that will endeavour to ensure the preservation of the rights of others. Please refer to the Intranet for further information regarding these policies and procedures.

A WHOLE CAMPUS APPROACH

Restorative practices underpin this approach (see appendix 1)
Documentation needs to occur at every level



Appendix 1: RESTORATIVE PRACTICES – THE FUNDAMENTALS

Restorative practices is the science of building social capital and achieving social discipline through participatory learning and decision-making. The fundamental basis of restorative practices is disarmingly simple: people are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things *with* them, rather than *to* them or *for* them.

In schools restorative practices supports teachers to provide opportunities for students to share their feelings, build relationships and problem solve, and when there is wrongdoing, to play an active role in addressing the wrong and making things right.

The social discipline window (Figure 1) is a simple framework which describes four basic approaches to maintaining social norms and behavioural boundaries. The four approaches are represented as different combinations of **high or low control** and **high or low support**. The

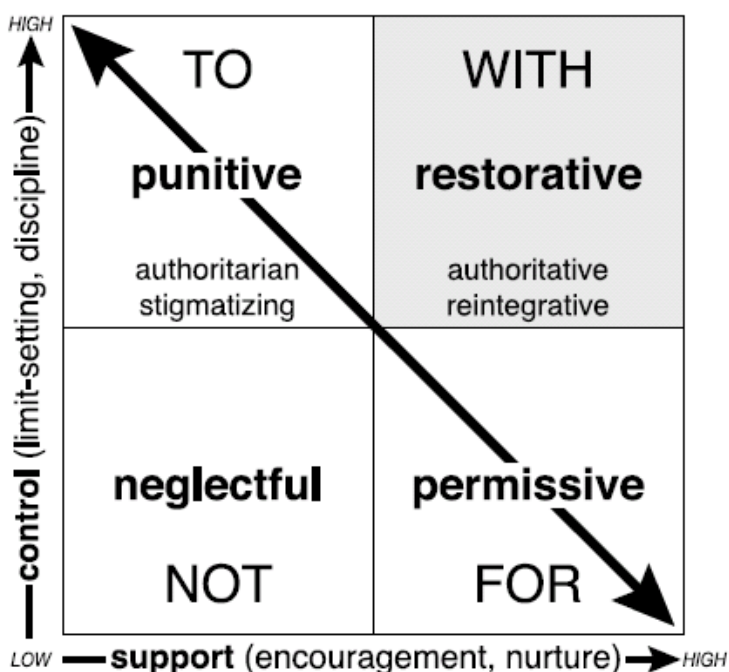


Figure 1: Social Discipline Window

restorative domain combines both high control and support and is characterised by doing things with people, rather than to them or for them.

Restorative practices range from informal to formal (Figure 2). The informal practices include affective statements that communicate teacher's feelings, as well as affective questions (see next page) that cause students to reflect on how their behaviour has affected others. As restorative practices become more formal they involve more people, require more planning and time, and are more structured. Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday school life.

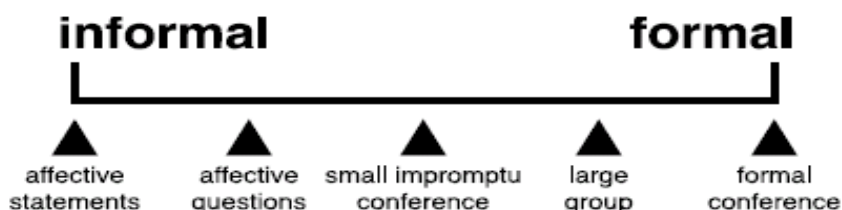


Figure 2: Restorative Practices Continuum

When teachers do things fairly with students, whether reactively—to deal with crisis, or proactively—in the normal course of the school day, the results are almost always better. The central idea of fair process is that “...individuals are most likely to trust and cooperate freely with systems—whether they themselves win or lose by those systems— when **fair process** is observed.”

The three principles of fair process are:

- **Engagement** — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account;
- **Explanation** — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it;
- **Expectation clarity** — making sure that everyone clearly understands a decision and what is expected of them in the future.

Summarised from the IIRP website, www.iirp.org/whatisrp.php

Restorative Questions

When things go wrong

What happened?

What were you thinking 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?

When someone has been hurt

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?

Appendix 2: POSITIVE MANAGEMENT STRATEGIES

| CONTENT | INSTRUCTIONAL STRATEGIES |
|--|--|
| <ul style="list-style-type: none"> • Be prepared. • Know your course content thoroughly • Make sure the curriculum is relevant and engaging • Consider variety, interest and motivation • Provide lessons suited to all student's needs and abilities • Review curriculum material/resources for trauma triggers • Set aside class time and support material to assist EAL/D learners with subject specific vocabulary • Be aware of differing starting points and gaps in background knowledge, especially where culturally specific • Understand all teachers teach literacy and numeracy skills and embed these in your subject • Consider the range of media available to teach content, beyond the written word | <ul style="list-style-type: none"> • Use the learners rather than the 'content' as the focus of planning • Draw on a range of instructional strategies, eg. <ul style="list-style-type: none"> ❖ Direct instruction ❖ Co-operative learning ❖ Concept attainment ❖ Inquiry ❖ Memory models ❖ Simulations ❖ Mind Matters • Consistently use and model the use of graphic organisers • Encourage students to talk about their own learning |
| <p>The major way of preventing conflict is to create a positive learning environment. This feeling should exist both in the classroom and around the campus.</p> | |
| INSTRUCTIONAL SKILLS | CLASSROOM/CAMPUS MANAGEMENT |
| <ul style="list-style-type: none"> • Share lesson outcomes and purpose • Teach to the outcome • Affirmatively involve all students and value contributions from diverse linguistic and cultural backgrounds • Monitor and adjust • Frame questions • Encourage thinking at various levels • Provide wait time • Give clear directions in oral and written forms to aid EAL/D learners • Model including when setting written assessment tasks • Provide appropriate practice • Hold students accountable • Give knowledge of results • Stimulate interest • Make learning meaningful • Structure success • Promote retention and transfer of knowledge • Provide Set for learning (Anticipatory Set) • Facilitate closure • Accommodate / stretch learning styles • Dignify all students • Specify the purpose of reading (ie for specific details or main ideas) and conduct pre and post reading activities | <ul style="list-style-type: none"> • Make a prompt start to lessons • Build a positive relationship with students • Win students over • Teach appropriate behaviours • Teach social skills needed in Australian contexts, including school and work • Be aware of cross cultural communication issues and the needs of newly arrived ESL/EAL/D learners • Provide clear directions • Establish routines • Use Low Key Responses • Encourage students and praise work and behaviour, both as individuals and as a group • Provide choices • Defuse power seeking behaviours • Teach students to resolve conflicts • Use consistent consequences • Be friendly, firm and fair • Teach study skills • <i>Respect one another</i> |

Adapted from: Bennett, B., Rolheiser, C. & Stevahn, L. (1991) *Cooperative Learning: Where Heart Meets Mind*. Educational Connections

Appendix 3: EXPLANATION OF UNACCEPTABLE BEHAVIOURS

CONFLICT

Involves a disagreement where one or both party's needs are not being met. It does not involve an abuse of power, even if the parties do not have perceived equal power.

HARRASSMENT

Offensive, humiliating, threatening, abusive or intimidating behaviour that is directed at individuals or group/s for either perceived or real attributes. It includes gender, religious, age, race and sexually based harassment.

BULLYING

When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion.

This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

BYSTANDER

Bullying also involves students who may not be directly involved in the bullying nor are they directly bullied, these individuals are referred to as 'bystanders'. A bystander is someone who sees the bullying or knows that it is happening to someone else.

CYBER BULLYING

This involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

VIOLENCE

Incidents where a person is intimidated, threatened, physically assaulted or where property is deliberately damaged by another individual. It is an extreme use of force often resulting in injury or destruction. Violence does not necessarily involve an imbalance of power and can be a one-off incident.