



## Steps for Success

In 2023, our school was working on reviewing our behaviour processes in line with up to date research and evidence, and Department for Education policies.

We want to make sure our processes align to our values, are consistent, fair and reasonable, easy to understand, and focused on learning and positive relationships. If things aren't going well, we want to be clear about how students can have an opportunity to make things right.

This week we have been talking to students about our new processes, called Steps for Success. These processes have a restorative practices approach and embed "positive behaviours for learning" strategies to support all students to thrive in the school environment.

As part of these new processes, we will be working with students, teachers and caregivers to understand some of the key concepts, including regulation and restorative practices/conversations, through our home group program, staff professional learning and parent/caregiver resources and information evenings.

One important change to be aware of is the change to Extended School Days (ESDs). These will now be called After School Catch Ups (ASCUs) and are a reasonable response that teachers may implement to support students to make up for learning they have missed or to help make things right, as part of a restorative agreement. These will run from 3.45pm to 4.30pm Monday, Wednesday or Thursday. Teachers will contact caregivers if a young person has been assigned an ASCU.

## School Values





# Steps for Success

## REASONABLE RESPONSES

I will be acknowledged for my positive choices and personal successes through Notice of Success and house points

## THRIVING

I am adding value to my learning and the school community

## REASONABLE RESPONSES

I will be acknowledged for my positive choices and personal successes

## GOING WELL

I am positively participating in my learning and school community

## REASONABLE RESPONSES

I will be reminded of classroom commitments and school expectations  
I will be supported to use regulation strategies  
I may be asked to move spaces so I can refocus (e.g within class, buddy class)  
I may be issued a yard duty or asked to catch up on learning that I missed in my own time  
My teacher may use other classroom management strategies to support me  
My caregivers may be contacted to help identify strategies that will support me

## GETTING IN THE WAY OF LEARNING

I am causing problems for myself or others in a way that stops the teacher from teaching and students from learning

## REASONABLE RESPONSES

A school leader will come to help so that I can regulate away from the situation and help the class to refocus on learning  
I will return to class once I am regulated and ready to focus on learning, which may not be the same lesson  
I will be involved in a restorative conversation with my teacher and/or a leader that will be documented as an agreement and shared on Daymap, with my caregivers and with my Year Level Leader  
I will have the opportunity to do something to help make things right and/or make up for learning that I missed (e.g After School Catch Up)

## CROSSED THE LINE

I am continuing to make choices that cause problems for myself or others in a way that stops the teacher from teaching and students from learning

## REASONABLE RESPONSES

A school leader will come to help me regulate away from the situation to allow the class to refocus on learning  
The school will follow the Department for Education's Behaviour Support Policy to identify a reasonable response for my actions  
I will be involved in a restorative conversation with my teacher and a leader and/or caregivers that will be documented as an agreement and shared on Daymap, with my caregivers and with my Year Level Leader, before I return to class  
I will have the opportunity to do something to help make things right and/or make up for learning that I missed

## UNSAFE CHOICES

I have caused emotional or physical difficulty or harm to others