

Scottsdale High School

Supportive School Community



Ratified by School Association
16th October 2013

Think Positive, Be Positive

TAKING RESPONSIBILITY FOR BUILDING A SUPPORTIVE SCHOOL COMMUNITY

Our aim is to foster a learning community built upon respectful caring relationships in which each person accepts responsibility for his/her behaviour and its effects on others. We aim to support and encourage students to become independent, responsible and resilient citizens who are able to relate effectively to others in a variety of settings.

The following values underpin our work:

Learning

- We value an enthusiastic, innovative and engaged approach to learning and the development and support of the uniqueness of each individual.

Excellence

- We pursue excellence through the provision of opportunities to assist each learner to reach their potential.

Respect

- We respect every member of our school community, our environment and resources and acknowledge that they are an integral part of our learning and development.

Relationships

- We value a safe learning and working environment.

Equity

- We value the right of all students to challenging, engaging and meaningful learning opportunities.

The Scottsdale High School **Supportive School Community Policy** is developed through community consultation with school staff, students, parents and friends of the school.

Our shared values in practice are:

- **Learning**

- Every member of the school community sees themselves as a learner
- Value every opportunity as a learning experience
- Persevere when you find things challenging
- Be an active participant in your own learning and that of your peers

- **Excellence**

- Aspire to excellence
- Celebrate success and be proud of your achievements
- Seek, value and act on feedback
- Support our school expectations to enable us to work and learn together

- **Respect**

- Behaviour needs to reflect the school as a workplace
- Recognise that individual differences make our community a richer place
- Take care of your own property and equipment
- Do your part to look after our school environment and equipment

- **Relationships**

- Restorative practice is used by the school community to build positive relationships
- Take an active role in the school community by reporting and being willing to resolve issues as they arise
- Behave in a safe, responsible and considerate manner

- **Equity**

- Understand that you are important because you have the capacity to influence and affect others
- Learning and participation is aligned to individual needs

The development and maintenance of a supportive school community depends on:

- Positive behaviour expectations to apply to ALL people when they are at Scottsdale High School, or engaged in school activities. Positive role modelling is critically important as respect is a two-way street.
- Behaviour expectations being taught explicitly and applied consistently;
- Behaviour supports being personalised.
- Clearly defined, shared and accepted positive expectations being recognised and celebrated regularly
- The use of restorative conversations to maintain healthy relationships;
- Clear channels of communication between all members of the school community
- A clearly defined framework of consequences, including more intensive support for those in need, when unacceptable behaviours occur.
- A consistent practice by all adult members of our school community.

RESTORATIVE PRACTICE AT SCOTTSDALE HIGH SCHOOL

At Scottsdale High School we are committed to building a restorative culture. Restorative practice places an emphasis on:

- a) Developing the social and emotional skills of all our students through understanding and practicing the skills required to enjoy positive relationships linked to our school vision
- b) Building and sustaining effective relationships through respectful interactions
- c) Restoring and repairing broken or hurt relationships through a collaborative and reflective process
- d) Creating teaching opportunities out of traditional behaviour management situations.

The **fundamental difference** between traditional approaches to behaviour management and restorative practice is the notion of doing things **"with"** the students rather than **"to"** or **"for"** them. Working **"with"** the parties involved to reach a mutually acceptable outcome is at the core of restorative practice and links directly to Scottsdale's relationships focus.

This **does not** mean that:

- There is no follow-up
- There are no consistent consequences for behaviour
- It is a soft option.

This **does mean** that:

- The focus is on the "process"
- Issues are resolved through a restorative process. This involves talking with the parties involved and supporting students to reflect on their actions, particularly in relation to the harm they may have caused
- Consequences are arrived at through the process of reflection, and responsibility is taken by those who have done harm
- Consequences are agreed upon by all involved, and documented
- There may be times when we have to do things **'to'** students in situations where there is a danger to the safety of the student or other students, or where the behaviour has been extreme. Consequences such as external suspensions, however, should then be followed up with a restorative process
- Behavioural learning is seen in the same light as academic learning: we work through the mistakes (misbehaviours) and provide specific feedback to students, and consciously teach them alternatives
- Where there is evidence of a pattern of behaviour, we work to understand the purpose of the behaviour and teach more appropriate replacement behaviours to meet the student's need in a more acceptable way.

Students' learning occurs through:

- The process of reflecting on one's behaviour
- Explicit teaching and learning opportunities
- Appropriate behaviour support.

*Restorative practice requires students to **"buy in"** to the process of problem resolving and show empathy to others. It is important to acknowledge that this approach will not meet the needs of all of our students, and that when students are unable to work restoratively we may need to revert to a more traditional behavioural approach.*

Please contact a member of your child's grade leadership team if you have any queries.