



5.22 STUDENT MANAGEMENT

The culture at Christchurch Girls' High School / *Te Kura o Hine Waiora* aims to prepare students for life by prioritising authentic relationships which enable our learners to flourish. An important component of this is modelling and practising positive behaviours and communication. Every student is given the opportunity to develop the dispositions identified in the student growth profiles and embodied in the school values of aroha, manaakitanga, rangatiratanga and whanaungatanga. The school provides a caring and relational environment where boundaries are set to enable students to develop self-discipline. In situations where students are unable to self-manage their behaviour, the school will follow the restorative practices flow chart (attached) to ensure a consistent and fair process is used to repair the harm or address the issue.

Christchurch Girls' High School aims to:

- Create a relational teaching and learning environment.
- Encourage students to self-manage and be responsible for their behaviour.
- Provide a restorative framework that allows students, whanau and staff to be listened to and worked alongside to create positive outcomes and learning experiences for all.
- Ensure a consistent and fair process is in place that addresses situations where the behaviour of a student impacts on the health, safety or education of another.

GUIDELINES:

1. Teachers are responsible for ensuring boundaries and expectations are set at the beginning of the year for their students in their learning environment/classroom.
2. Teachers are responsible for ensuring that the learning environment/classroom is not affected by the actions of a student and that students are able to have equal access to the teaching and resources required for learning.
3. Teachers are responsible for ensuring students have the ability to own their own learning, take risks, learn from their mistakes, make a difference in their community and develop their curiosity and critical thinking skills (as per the junior growth profile).
4. Teachers are to use the Restorative Practices Toolbox for Classroom Teachers to support them in managing student behaviour.

Responsibility: Senior Leadership Team
Date: June 2021
Review: Term 2 2023
Policy: 5.22 Student Management

Page 1 of 3

5. The restorative framework is known and understood by all staff, community, whānau and students. All members of the school community are expected to follow the restorative approach.
6. Students and Teachers may seek support from their year level Dean, Restorative Culture Coordinator, Guidance Counsellors, Assistant or Deputy Principal to support the facilitation of a restorative conference with the aim of getting the learner back into class.
7. Student pastoral notes and restorative conference outcomes will be recorded on Kamar by the teacher/Dean or the facilitator.
8. Parents are kept informed throughout the restorative process and may be involved in some conferences.
9. All consequences of unacceptable behaviour build towards students developing empathy and understanding of the harm their behaviour may have caused others.
10. The restorative framework outlines the steps taken based on the seriousness of the initial incident and what level of intervention or conference that needs to take place.

A relational culture underpinned by restorative processes is *living our school values*.

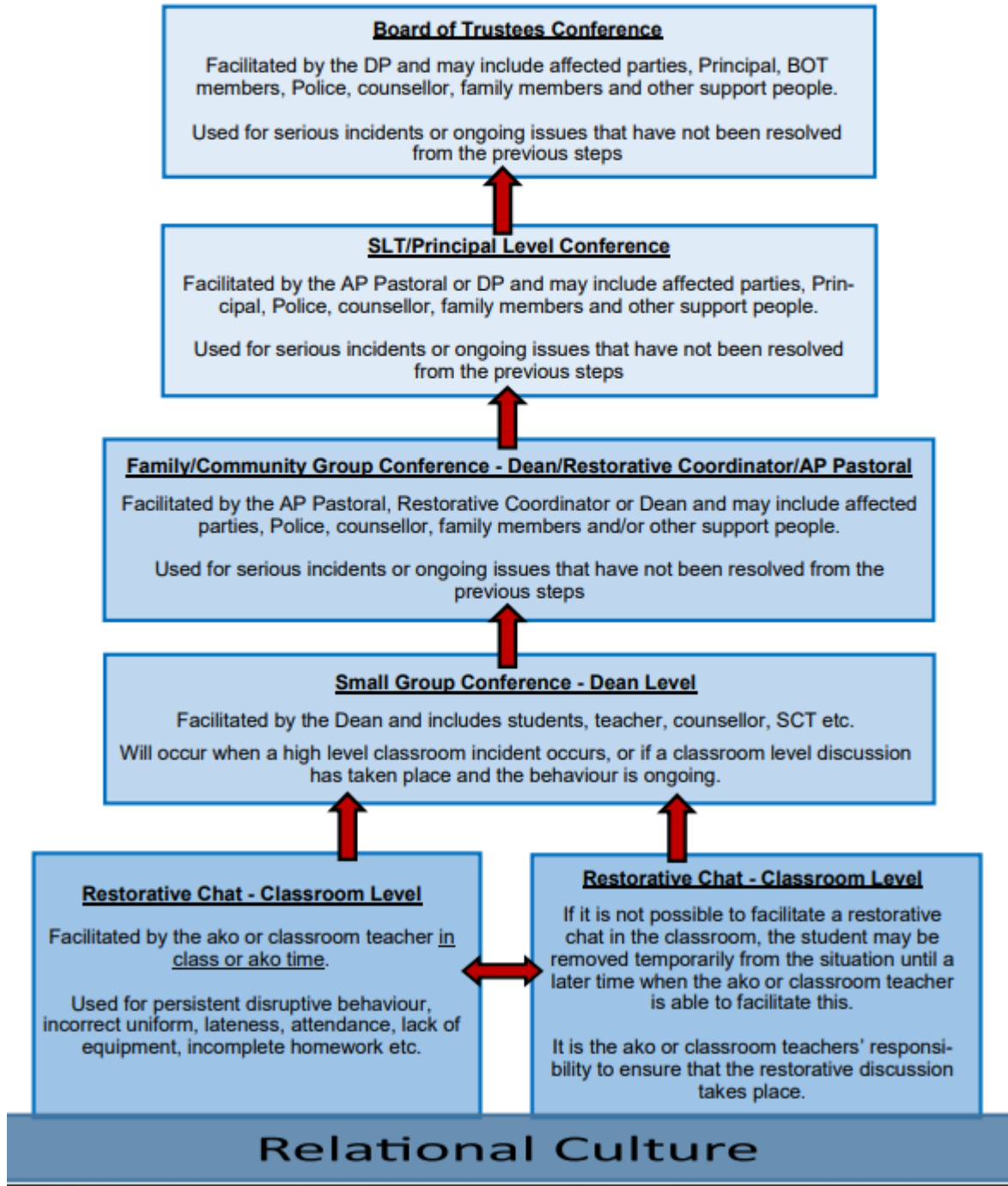
- **Aroha**
 - A **compassionate** and **empathetic** community supports each other to grow and learn from their mistakes.
 - In restorative practice, all parties are supported by a framework that **explores the cause** of harm and provides a safe environment for voices to be heard.
- **Rangatiratanga**
 - A **strong and proud** community enhances mana through individual responsibility and collective leadership.
 - In restorative practice, individuals need to **own their mistakes** and take responsibility to enhance the mana of affected parties, while being supported by the community.
- **Whanaungatanga**
 - A **connected** community is able to thrive.
 - Restorative practice **mends the disconnection**, restoring relationships to and within the community.
- **Manaakitanga**
 - A **caring** community nurtures all.
 - Restorative practice, **maintains and restores dignity** for/to all parties through respect and accountability.

Responsibility: Senior Leadership Team
 Date: June 2021
 Review: Term 2 2023
 Policy: 5.22 Student Management

Page 2 of 3



Restorative Practices Flow Chart



Responsibility: Senior Leadership Team
Date: June 2021
Review: Term 2 2023
Policy: 5.22 Student Management