



## CHECK

An important aspect of this stage is turning a previously established Stage Two Agreement into a Stage Three Agreement; if a Stage Two Agreement has not been completed, review the relevant details and resources.

## ROLE OF THE LEARNING AREA LEADER AND PARENT

- **LAL:** Lead the restorative conversation between the teacher, parent and the student.
- **LAL:** Consult with teacher regarding outcome of Stage One Agreement.
- **LAL:** Provide Instructional Coaching
- **Parent and LAL:** Provide further support options and contextual information.

## STRATEGIES ALREADY IMPLEMENTED

- CMS Strategies: Winning over, low key skills, safety and accountability.
- CMS Informal Agreement
- Reflection Sheets
- Differentiation and adjustments
- Parent Contact
- Feedback and Praise | PTR
- Positive Commendation and rewards
- Stage One and Two Agreements
- Behaviour Support Techniques
- Functional Behaviour Analysis

## AIM

A restorative conversation aimed at re-establishing a positive working relationship to optimise the student's learning opportunities. The Stage One and Two Agreements will be reviewed and used as a foundation for this agreement.

## IN PREPARATION THE TEACHER SHOULD:

- Schedule a suitable time and place for the conversation to take place. Liaise with Learning Area Leader to ensure all stakeholders are present for the meeting.
- Retrieve and reflect on the Stage One and Two Agreements and have copies available for the conversation.
- Review Compass for student background information.
- Review information about the student's unique strengths, interests, and abilities.
- Reconsider the student's capacity to engage in the curriculum by reviewing and reflecting on any new NAPLAN/OLNA and RTP data.
- Consider the student holistically to gain insight into new factors contributing to their behaviour, and their capacity to engage with this process. This may require a consultation with Student Services.
- Preview the ROAR Matrix, Code of Conduct and Stage Three Engagement Agreement.
- Consider possible solutions and adjustments to propose in the meeting.

## TEACHER FOCUS: BUILDING AND RESTORING POSITIVE WORKING RELATIONSHIPS WHERE STUDENT LEARNING IS OPTIMISED.

- Approach the conversation with a restorative lens viewing all conflict as an opportunity to grow and learn.
- Review your classroom expectations and elaborate *why* these are in place.
- Identify two observable behaviours which are causing the most concern and articulate why this is causing an issue in the classroom. These should relate to our PBS Values and Expectations Matrix and our BSC Code of Conduct.
- Genuinely engage with the student to elicit their perspective of the underlying reasons for their behaviours – what they are gaining or avoiding from the behaviour.
- Collaboratively brainstorm to establish a clear set of solutions that consider the needs of the student, teacher and peers.
- Outline the steps which will be taken if the engagement agreement is not adhered to.
- Commit to the solutions and review process.



RESTORATIVE



EDUCATIVE



UNCONDITIONAL  
POSITIVE REGARD



SOLUTIONS FOCUSED



**CHECKLIST: BY THE END OF THIS STAGE, THE TEACHER WILL HAVE:**

1. Clearly stated both the student and teacher responsibilities.	<input type="checkbox"/>
2. A reward structure and schedule established.	<input type="checkbox"/>
3. Finished the meeting with the student on a positive note which focuses on a joint commitment to resolve the issue	<input type="checkbox"/>
4. Provided the student with a copy of the agreement.	<input type="checkbox"/>
5. A schedule for review calenderised which is discussed with the student.	<input type="checkbox"/>
6. Agreed with the student which data that will be collected and considered during the review and feedback process. This data does not need to be complex but should be a measure of the agreements made in the Stage Three Engagement Improvement Plan.	<input type="checkbox"/>
7. Uploaded a copy of the Stage Three Engagement Improvement Plan to Compass, notifying Learning Area Leader and Student Services Manager.	<input type="checkbox"/>
8. Debriefed the Engagement Improvement Agreement Conversation with a colleague to promote collaboration, reflection and sharing of best practice.	<input type="checkbox"/>
9. Made adjustments to planning to reflect the decisions made within the Engagement Improvement Conversation (seating plans, differentiation, task adjustment, non-verbal cues)	<input type="checkbox"/>

**Notes:**

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**EDUCATIVE**



**UNCONDITIONAL  
POSITIVE REGARD**



**SOLUTIONS FOCUSED**

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**RESTORATIVE**



**EDUCATIVE**



**UNCONDITIONAL  
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**SOLUTIONS FOCUSED**