Restorative Readiness Checklist

Before introducing anything new in schools it is imperative that the school climate is examined for readiness and that school leadership understand and can articulate reasons why the change is important to maximise community buy-in. This checklist is a tool for school leaders to explore the current climate and to begin to formulate restorative conversations with their community.

Current practices	We have good practices which we need to maintain	We could make significant progress here	This is not a priority area for us
Staff are aware of current student data pertaining to school and peer connectedness, feelings of safety and belonging at school, disciplinary matters (referrals, etc) and the like			
We have agreed upon relational values and discipline practices			
Our discipline practices are delivering the types of outcomes we want			
Our school has a universal and consistent positive approach to behaviour management			
We have procedures in place to ensure all staff receive adequate training to handle wrongdoing effectively			
Our school has strategies in place to develop relationships among and between students, staff and the wider community			
Our school has bullying prevention strategies in place			
We have effective procedures in place to handle issues of bullying			
We have a program that delivers social and emotional learning			
Our staff have respectful, collegiate relationships			
Our parent community is supportive of our discipline and relationship management practices			
Our staff believe they play a vital role in helping students manage behaviour and conflict			
Our staff are consistent in their approach to wrongdoing and misbehaviour			
School leaders have a good understanding of the philosophy of restorative approaches to relationship management			

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