

Overview

Watsonia North Primary School (WNPS) is committed to providing a safe and caring environment which is conducive to positive relationships being formed between student, staff and parents. Our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

We work collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the individual and others.

WNPS has adopted Restorative Practices as a whole school behaviour management approach. Restorative Practices is a methodology for managing student behaviour and developing and maintaining positive healthy and respectful relationships. The approach encourages those involved to accept that harm has been done to people and relationships. Restorative Practices acknowledges obligations and responsibilities, with a focus on repairing the harm and making things right. Restorative Practices provides a caring, stimulating and dynamic learning environment which engages students, supporting and encouraging them to achieve their personal best, at all times.

The Code of Conduct for students at Watsonia North Primary School has been formulated within and is consistent with Department of Education and Training (DET) guidelines and regulations.

Purpose

The key principles of student engagement and inclusion are:

- To maximise self-worth and strengthen student's sense of connectedness to the Watsonia North Primary School community.
- To promote positive relationships between people who make up a community- students/teachers/support staff/parents/visitors to the school.
- To promote a stronger sense of engagement for all students.
- To develop healthy social and learning environments in the school which reflect a commitment to social fairness and equality.
- To foster social competence and peer relations of students through the consistent use of restorative language.
- To foster socially acceptable goals, values and attitudes in students.
- To develop self-confidence and self-worth in students through the achievement of social goals.
- To empower children to take more control, purpose and responsibility for their personal well-being, academic and social success.
- To develop positive social relations between teachers and students through effective behaviour management techniques and shared social skills modelling
- To encourage the involvement of parents to utilise the Restorative Practices methodology through skills transfer outside of the classroom.

Aims

To utilise the following social skills and attitudes:

- Restorative Practices is practised daily by all staff and students and maintains a consistent language and simple strategies.
- Social awareness, particularly listening to and looking carefully at others to recognise individual differences and similarities and to take the perspective of others.
- Communication skills, particularly recognising, naming and expressing feelings appropriately.
- Verbal and non-verbal behavioural skills including friendly approach behaviours, conversational, self-protective and assertive skills.

Implementation

In keeping with the positive restorative approach, exemplary behaviours are recognised through approaches that include:

- Continued reinforcement, modelling and acknowledgement of positive behaviours
- High behavioural and academic expectations.
- Development of authentic relationships.
- Student Achievement Awards.
- Selection of students for School Leadership roles.
- Inclusion in extra- curricular activities.
- Other acknowledgements that reflect student successes.

At WNPS everyone has rights and responsibilities as a school community member. These are based upon *The Charter of Human Rights and Responsibilities Act 2006 (VIC)*, *The Disability Standards for Education 2005*, and *The Education and Training Reform Act 2006 (VIC)*.

RIGHTS	RESPONSIBILITIES
<p>Everyone has the right to:</p> <ul style="list-style-type: none"> • Be valued and respected as an individual. • Learn in a friendly, co-operative environment. • Be safe, clean and happy. • Express themselves without ridicule. • Have school and personal property respected. • Privacy and confidentiality. 	<p>Everyone has the responsibility to:</p> <ul style="list-style-type: none"> • Treat others with care and consideration. • Follow school values. • Assist others to learn. • Be tolerant of others. • Behave safely and appropriately. • Listen and respect the opinions of others. • Strive for personal best with genuine effort. • Show respect for personal property of own and others. • Be punctual and prepared for all classes. • be worthy role models for the school.

Implementation *(continued)*

School Community Promise:

In light of these rights and responsibilities, students, staff and parents at WNPS are required to demonstrate the following well defined school values. Collectively, these are known as the **Watsonia North PS Community Promise.**

EXCELLENCE

- Aim high, never give up
- Be the very best I can be at all times
- Challenge myself

RESPECT

- Be an active listener
- Support everyone's right to learn
- Promote a safe learning environment

INTEGRITY

- Choose to do the right thing
- Be a great role model for others

UNDERSTANDING

- Be tolerant and considerate towards others
- Show empathy towards others
- Accept that we learn through making mistakes

RESPONSIBILITY

- Take pride in our school
- Look after personal property
- Respect the property of other students/ teachers and the school
- Be organised and prepared for the day

Support for the WNPS Community Promise may be demonstrated by:

- Students, staff and parents demonstrating exemplary actions and behaviours that are reflective of the school's values.
- Students being a positive role model for others.
- Parents giving ongoing support for the school.
- Teachers ensuring that their teaching practice reflects all aspects of the School Community Promise.

Implementation *(continued)*

Student Engagement Strategies

WNPS will implement a range of whole-school, targeted group and individual engagement strategies.

Watsonia North Primary School strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • WNPS will deliver a broad curriculum embedded in the Victorian Curriculum. • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students. • WNPS will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families. • WNPS will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. • All students will have the opportunity to participate in social and emotional learning curriculum programs. • Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other less formal mechanisms. • Whole school promotion of cultural safety, participation and empowerment of all children and in particular Aboriginal children, children with a disability and children from culturally and/or linguistically diverse backgrounds as these individuals are deemed to be high risk. 	<ul style="list-style-type: none"> • All students, and all Aboriginal students, will be assisted to develop an Individual Learning Plan/ KELP. • Students in Out of Home Care will be provided with a mentor and an Individual Learning Plan will be devised. • All students on the PSD program will have a Student Support Group in conjunction with the Individual Learning Plan. • Wellbeing staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. • Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatised Children, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care. • Implementation of Child Safe Standards. 	<ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to talk about how best to help the student engage with school. ○ Establish a Student Support Group. ○ Seek extra resources under the Program for Students with Disabilities for eligible students. ○ Develop a Behaviour Support Plan and/or Individual Education Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services eg: Student Wellbeing Coordinator or Student Support Services. ○ Refer to external support services including ChildFirst, Local Government Youth Services, local Community Agencies.

Implementation *(continued)*

Engaging with Families

Watsonia North Primary School values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

The school will support families to engage in their child's learning and build their capacity as active learners. Our school provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement & Inclusion Policy.
- conducting effective school-to-home and home-to-school communications.
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities.
- involving families as participants in school decision-making.
- coordinating resources and services from the community for families, students and the school.
- involving families in Student Support Groups.

Parents are responsible for supporting their child's attendance. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. This is outlined in the school's *Statement of School Values and Philosophy*.

Implementation *(continued)*

Engaging with Families

	Students	Parents/Carers	Principal/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: <ul style="list-style-type: none"> • Preparedness to engage in and take full advantage of the school's programs. • Effort to do their very best – <i>Aim High and Never Give Up!</i> • Self-discipline to ensure a cooperative learning environment and model the school values. • Team work to work and collaborate productively as a unit 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs. • Support their child in their preparedness for the school day and in the provision of a supportive home environment. • Monitor their child's school involvement and progress and communicate with the school when necessary. • Are informed and supportive of school programs and actively participate in school events/parent groups. 	<ul style="list-style-type: none"> • WNPS will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students. • WNPS will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success. • WNPS will implement the Child Safe Standards.
Attendance	All students are expected to: <ul style="list-style-type: none"> • Attend and be punctual for all timetabled classes every day that the school is open to students. • Be prepared to participate fully in lessons. • Provide communication (eg: written note/email/phonecall from their parents/carers explaining an absence/lateness). 	Parents/Carers are expected to: <ul style="list-style-type: none"> • Ensure that their child's enrolment details are correct. • Ensure their child attends regularly. • Advise the school by 10:00 am at the latest when a child is absent. • Account for all student absences. • Keep family holidays within scheduled school holidays. • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences. 	In accordance with DET guidelines & procedures the school will: <ul style="list-style-type: none"> • Proactively promote regular attendance. • Mark rolls accurately am/pm. • Follow up on any unexplained absences promptly and consistently. • Identify trends via data analysis. • Report attendance data in the school's Annual Report. • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies.

Implementation *(continued)*

Engaging with Families *(continued)*

	Students	Parents/Carers	Principal/Teachers & Staff
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Model WNPS core values of diversity, achievement, responsibility and endeavor. • Always treat others with respect. • Never physically or verbally abuse others. • Take responsibility for their behaviour and its impact on others. • Obey all reasonable requests of staff. • Respect the rights of others to learn. No student has the right to impact on the learning of others. • Respect the property of others. • Bring correct equipment to all classes. • Comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes. 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> • Have high expectations of their child's behaviour and an understanding of the schools behavioural expectations. • Communicate with the school regarding their child's circumstances. • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs. 	<p>WNPS will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child.</p> <p>WNPS will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.</p> <p>WNPS will consistently apply its Student Engagement & Inclusion Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>WNPS recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.</p>

Implementation *(continued)*

Breaches of the Community Promise

We aim to maintain a positive approach at all times. However, should the WNPS Community Promise be breached, the Restorative Practices continuum will be followed and a variety of consequences applied. These may include:

- Apologising.
- Being asked to stand aside in a group or being placed in a supervised alternative area, like the Restorative Room.
- Walk around with a yard duty teacher during Recess or Lunch.
- Being asked to do extra tasks or duties- Community service.
- Discussing the behaviour with:
 - (a) a teacher;
 - (b) a teacher and the students involved;
 - (c) a teacher and parents.
- Cleaning up or fixing what has been damaged (this may include paying for the loss or damage to property or equipment).
- Loss of privileges.
- Referral to Leading Teacher, Assistant Principal or Principal, which means that:
 - (a) any of the above may be applied;
 - (b) parents may be contacted to discuss the situation.

Restorative Continuum



Implementation *(continued)*

Breaches of the Community Promise *(continued)*

Challenging behaviours can generally be understood as something that either interferes with the safety or the learning of the student or other students, or interferes with the safety of school staff. For high level or serious misbehaviours, a behaviour management procedure has been devised. Examples of these types of misbehaviours are:

High level misbehaviour are defined by the following:

- Refusing a request or following instructions.
- Anti-social play.
- Back chatting to a teacher or adult.
- Inappropriate language.
- Tantrums.

This behaviour is monitored by the classroom teacher and other relevant staff members, who may allocate walking with the yard duty teacher at Recess or Lunchtime as an appropriate consequence for this type of behaviour.

Serious misbehaviours are defined as the following:

- Bullying/teasing.
- Fighting.
- Harassment/discrimination.
- Other behaviour considered dangerous.
- Stealing.
- Swearing.
- Running away.
- Throwing stones/sticks.
- Vandalism.
- Inappropriate touching.
- Continuously repeated misdemeanours.

Process for implementing consequences where serious misbehaviour has occurred:

The discipline procedure involves time away in the Restorative Room. Tasks need to be completed during recess or lunchtime or a combination of both. For repeated breaches of the student code of conduct, after school detention will apply and meetings with parent/s or carers will be held, to discuss future action including the possibility of suspension, if the behaviour continues.

Only the Principal and/or Assistant Principal can extend the number of days allocated for attendance in the Restorative Room depending on the nature and frequency of the misbehaviour. This can also involve walking with the Yard Duty teacher for the remainder of recess/lunchtime.

Implementation *(continued)*

Breaches of the Community Promise *(continued)*

First Offence: Reflective time in the Restorative Room and tasks completed during recess (10mins) and lunchtime (30mins). If there has been a breach of the Code of Conduct (as per definition of serious misbehaviour), ***Pink slip issued, after consultation with classroom teacher and endorsement by Leading Teacher, Assistant Principal and/or Principal.*** Parents/carers are notified by the classroom teacher the same day and a detention warning is given.

Second Offence:

Reflective time in the Restorative Room and tasks during recess (10mins) and lunchtime (30mins).

Pink slip issued (if serious misbehaviour as per definition), after consultation with classroom teacher and endorsement by Leading Teacher, Assistant Principal and/or Principal. Parents/carers are notified by the classroom teacher the same day with after school detention given the following day.

Third Offence:

Reflective time in the Restorative Room and tasks during recess (10 mins) and lunchtime (30mins).

Parents are notified by the classroom teacher the same day and asked to meet with the Principal and/or Assistant Principal and the relevant teachers, to discuss future action including the possibility of suspension if the behaviour continues. Detention is given the following day.

Note: Three offences can be one of the above serious misbehaviours or a combination of any of the above serious misbehaviours over any period of time, so that patterns of repetitive serious misbehaviour can be monitored and judged accordingly.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the school under any circumstances. At ***Watsonia North Primary School*** corporal punishment does not align with and is ***not*** part of the school's policy and practises.

Implementation *(continued)*

Suspension and Expulsion

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion guidelines have been met. Suspension and expulsion can only be approved by the Principal and Watsonia North Primary School will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Policy.

Information on grounds and processes for suspension and expulsion that our school will adhere Department of Education policies and procedures.

The school may use suspension, but only when all other measures have failed and only for the shortest possible time.

Expulsion is a measure of last resort and DET guidelines must be followed to ensure ongoing schooling is provided. The right of appeal by parents is acknowledged.

Ministerial Order 1125 (Procedures for Suspension and Expulsion) took effect on 16 July 2018. The Order defines the grounds and process for suspensions, expulsions and appeals relating to expulsions of students in government schools.

Only the Principal has authority to make the final decision to expel a child. This authority cannot be delegated.

If a child has challenging behaviour or attendance issues, a Support Group will be formed. The role of the Support Group will be to better understand and provide for the child's needs including an Individual Learning Plan which may state behavioural goals.

Further Information and Resources

- DET Student Engagement Policy
- DET Suspension & Expulsion Policies
- *WNPS School Values and Philosophy Statement*

Evaluation and Review

Evaluation of the *Student Engagement and Inclusion Policy* will occur every two years as stipulated in the *Watsonia North PS Policy Review Cycle* document.

This policy was endorsed by School Council on 17 October 2017 and updated in September 2018 due to change in Ministerial Order 1125. It is scheduled for review in 2019.



APPENDIX 1:

Summary of Procedure for Dealing with Children's Serious Misbehaviour

Step 1. **Serious Misbehaviour** occurs – as per the serious misbehaviour definition.



Step 2. **Behaviour Incident Slip** (Pink Slip) issued by staff member (*in consultation with Principal, A.P or Leading teacher*) who first deals with the child/children.



Step 3. Initial **Restorative Room** given for recess and lunchtime.



Step 4. All appropriate paper work (**Behaviour Incident Sheet, Restorative Room Task Sheet and Apology Sheet/s** to be given to student offender's classroom teacher).



Step 5. Classroom teacher completes the appropriate **Offence Notice: same is signed by Principal/Assistant Principal: note sent home to parent/guardian.**



Step 6. Parent/Guardian returns completed **Offence Notice.**

APPENDIX 2:

STEP BY STEP PROCEDURE FOR DEALING WITH SERIOUS MISBEHAVIOUR

STEP 1 – Incident occurs

- Serious Misbehaviour occurs – as per the definition. Staff member is to liaise with classroom teacher in relation to issuing of Pink Slip. **Staff member directly involved is to have a restorative conversation.**
- Behaviour Incident form (Pink Slip -copies attached) issued by staff member (in consultation with Principal, Assistant Principal or Leading Teacher) who first deals with the student/students.
- Student to attend Restorative Room and supervised by duty teacher.
- Referral to Leading Teacher, Assistant Principal and/or Principal re issuing of Pink Slip, completion of Notification Form and signature by relevant staff.



STEP 2 – Action

Dependent on the time of the offence occurring:

Restorative Room duty teachers must be available in the Staffroom during their rostered duty time.

In the playground

- If at Recess or Lunchtime- a phone call is made to the staffroom to the Restorative Room Duty staff member to report the name of the student and the incident that has occurred. The student will then be withdrawn from the playground and sent to meet the Restorative Room Staff member. They then take the student to Restorative Room for reflection and apology sheets.
- The Staff member who reported the incident will fill out the Behaviour Incident form (pink slip) and liaise with the classroom teacher.
- Incident and documentation is referred to Leading Teacher, Assistant Principal and/or Principal.

In the classroom/specialist area

- If during class time – the student will be told when they are to attend the Restorative Room and the staff member will post this information on SharePoint.
- The class teacher will ensure that the Behaviour incident form is in Restorative Room for the RR teacher to follow the process in Step 3.
- Incident and documentation is referred to Leading Teacher, Assistant Principal and/or Principal.

The copies of the Incident forms will be placed into a plastic pocket (provided in the Behaviour Management tub in Restorative Room). This pocket will be handed to the classroom teacher- who is responsible for the issuing of the copies to the relevant people and places.

Note: If a student is sent in during recess time, they remain inside for half of recess (or the remaining part of recess time if less than half) and then complete the time at lunchtime and/or the following day. In this case the Recess duty staff member would fill in the relevant section of the Restorative Room reflection sheet indicating time during recess spent inside.



STUDENT ENGAGEMENT & INCLUSION POLICY

STEP 3 – Restorative Room Process

- Initial time given in the Restorative Room for recess and/or lunchtime is posted on SharePoint **by teacher who initially deals with incident**. Student will be reminded by classroom teacher prior to recess or lunchtime.
- Restorative Room duty teacher reads the Behaviour Incident form and gives the student a reflection sheet and the appropriate number of Apology forms as required.
- A restorative conversation is held with the student to verify the incident and discuss a variety of future strategies as well as feelings that others may have had as a result of the incident.
- The student then completes all the necessary documents. All documentation is kept in the Behaviour Management Tub in the Restorative Room. The duty teacher supervises the student's work and signs the reflection sheet when completed.
- All documentation to be placed in a plastic pocket, this will be handed on to the classroom teacher.
- If the tasks are not completed in the time allocation, the student must complete them at another assigned time.
Restorative Room documentation carried over until the next session must remain in the Behaviour Management tub for the next duty staff member. The same thing applies if a student is sent in during lunchtime. Their Restorative Room time is carried over into the next day, when he/she would complete their remaining time during recess and/or lunchtime. **If is DET policy that a student can only be kept in for half of any recess or lunchtime.**
- **The classroom teacher/s must make a phone call to families of all students involved in incident (offender & victim/s) on the day the incident occurred.** If the classroom teacher is unable to make the phone call, the call would be made by the Assistant Principal.



STEP 4 – Distribution of forms

- At the end of the Restorative Room period the duty teacher collects all forms (Behaviour Incident form (pink slip), Restorative Room Reflection form and Apology form/s), sends the student back outside or to their class, if at the end of the break, and passes all information in a plastic pocket to the classroom teacher.
- The **classroom teacher** coordinates the dissemination of apology form/s and a formal verbal apology by the student to the appropriate person/s.
- 1 x copy (original) of Behaviour Management form to student to take home to family- to be signed and returned the following day.
- 1 x copy in student's Individual file.
- 1 x copy to Principal's file.

STEP 5 – The Final Stage

- The classroom teacher receives the acknowledgement slip returned by parents.
- This is copied for the student's Individual File and the original is sent to the Principal for the office file.
- Any further follow up is coordinated by the classroom teacher dependent on need and severity of offence.

The above procedures represent a restorative management strategy designed to prevent students repeating serious misbehaviours. The long term solution is prevention through the Restorative Practices approach. The record keeping procedure above in conjunction with the Student Behaviour Database, allows staff and leadership to monitor more efficiently and consistently, a child's high level and serious misbehaviour throughout the whole school, particularly in regard to bullying/teasing.

DETENTION:

After the first offence, all subsequent offences result in an after school detention. Parents will be alerted to this via the phone call made from the classroom teacher. Students required to attend detention will be supervised by the Principal/Assistant Principal or a Leading Teacher. Detention takes place the day after the misbehaviour between 3.30-4.00pm.

A student attending detention needs to report to the Office immediately after school on the day concerned. Whilst in detention the student completes an **After School Detention Task** (copy attached). This sheet becomes a Behaviour Contract for the child in the future. If the child fails to complete the task during their detention period, he or she is required to take it home to complete and return it to the Principal the next day. Two copies are made, one for the child's Individual File and one for the central file. The original form is sent home to parents.

PARENT MEETING:

A third offence may require a meeting with the parent/guardian. This meeting would be attended by the Leading Teacher, Assistant Principal and/or Principal, classroom teacher and the child (if considered appropriate). At this meeting a joint home/school strategy would be agreed to correct the behaviour with the understanding that future serious misbehaviour may lead to suspension.

APPENDIX 3: STUDENT CODE OF CONDUCT

I am expected to...

Uphold the Community Promise by displaying the school values:

Excellence: Aim high and never give up.

Respect: Be considerate.

Responsibility: Be in charge of your actions.

Integrity: Always strive to do the right thing.

Understanding: Treat everyone equally.

- Be safe no matter where I am.
- Move around the school in a safe and orderly manner.
- Make responsible decisions.
- Demonstrate respect for adults (for example: stand aside for adults in doorways).
- Knock before entering a classroom or office area.
- Never be in a classroom that is not supervised by a teacher/adult.
- Refer to staff member's name when spoken to (for example, Mrs Jones).
- Keep our school clean and orderly by placing rubbish in the bin.
- Use respectful language and be polite when speaking to others.
- Be confident and show pride in everything I do.
- Be a role model to others.
- Compete fairly and always display good sportsmanship.
- Respect allocated play areas.
- Play in a friendly, inclusive and safe manner.
- Respect the privacy of others and not share confidential information and inappropriate material.
- Apply the Restorative Practices approach when resolving conflict.

APPENDIX 4: DOCUMENTATION FOR RESTORATIVE ROOM

BEHAVIOUR INCIDENT PINK SLIP

Child's Name:..... Date:.....

Class Teacher's Name:..... Year Level: Room No:.....

Description of Behaviour
(include name/s of children affected by the behaviour)

.....
.....

Name of child/children who witnessed the incident (if any):

Name Year Level Teacher

Name Year Level Teacher

Name Year Level Teacher

Signed:..... (By reporting Teacher)

APPENDIX 4: DOCUMENTATION FOR RESTORATIVE ROOM



**Watsonia
North
Primary
School**

RESTORATIVE ROOM TASK SHEET

DATE:

YOUR NAME		YOUR YEAR LEVEL	
YOUR CLASS TEACHER'S NAME:			

* RESPONSES TO BE WRITTEN OR DRAWN (AGE APPROPRIATE)

WHAT DID YOU DO?

WHO GOT ANGRY OR HURT BY WHAT YOU SAID OR DID?

WHAT SHOULD YOU HAVE DONE?

NOW (on an Apology Sheet) WRITE AN APOLOGY TO ANY PERSON YOU HAVE TREATED BADLY

Time spent inside at Recess Time: (min) Time spent inside at lunchtime (min)

Child's Signature or Name:

Restorative Room or Class Teacher's Signature:

APPENDIX 4: DOCUMENTATION FOR RESTORATIVE ROOM



**Watsonia
North
Primary
School**

AFTER SCHOOL DETENTION TASK SHEET

Date:

YOUR NAME		YOUR YEAR LEVEL	
YOUR CLASS TEACHER'S NAME:			

FIRST LOOK AT OUR DISCIPLINE POLICY (CHILDREN'S EDITION), NOW WRITE DOWN/DRAW* THE SCHOOL RULE YOU HAVE BROKEN:

NOW WRITE DOWN/DRAW* HOW YOU ARE GOING TO BEHAVE IN THE FUTURE:

I AGREE TO BEHAVE THIS WAY IN THE FUTURE. IF I DON'T, I UNDERSTAND THAT MY PARENT/S WILL HAVE TO COME TO SCHOOL TO DECIDE WHAT IS GOING TO HAPPEN TO ME.

Child's Signature or Name:

Detention Staff Member's Signature:

Class Teacher's Signature:

* Age appropriate