

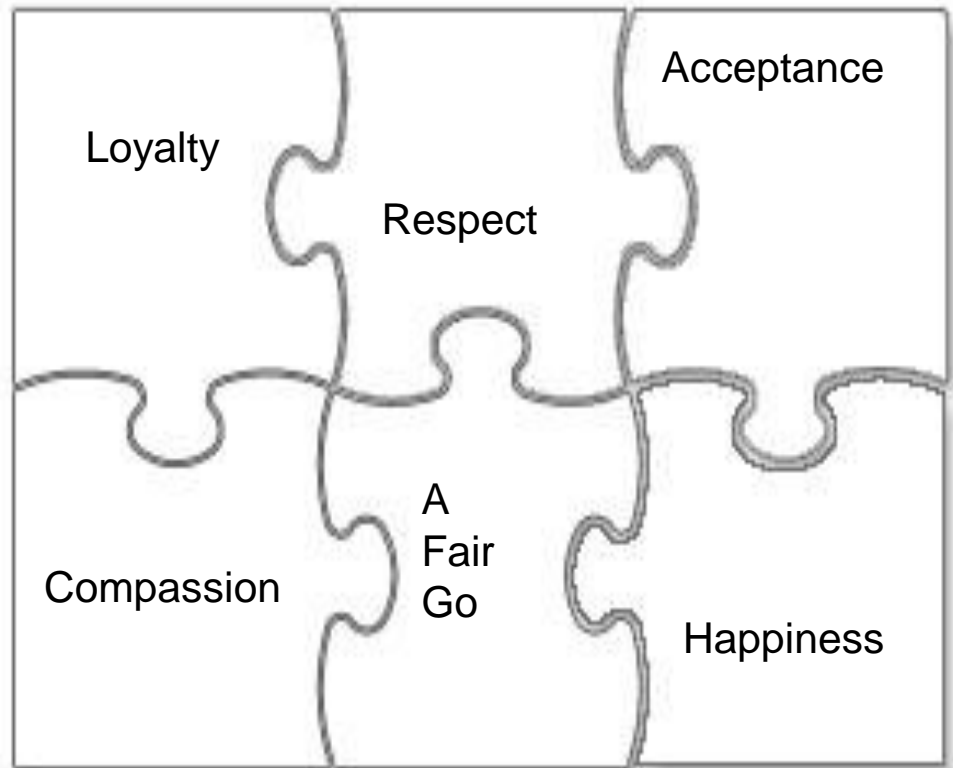


Revised Discipline Practices

Oyster Bay Public School

Core Values

- Loyalty
- Respect
- Acceptance
- A Fair Go
- Compassion
- Happiness



Policy

- Student Wellbeing Policy 2010
- Anti Bullying Policy 2010
- Cyber Bullying Policy 2010
- DEC Suspension Policy

Oyster Bay Public School Core Values

Loyalty	Acceptance	Compassion
Respect	A Fair Go	Happiness

Classroom

See separate sheet for rules

Playground

See separate sheet for rules

Consequences of Following Values	Consequences of Breaking Values	Consequences of Following Values	Consequences of Breaking Values
<ol style="list-style-type: none"> Verbal praise Name on board Name (tick) Name (3 ticks) =1000 house points Name (5 ticks) = Commendation Book) Name in Commendation Book 5 times = Bronze Award (see below) <p>*starts fresh each day</p>	<ol style="list-style-type: none"> Reminder of rule & name recorded (Restorative Session – verbal) Reminder warning & cross name No. 3 crossed No. 4 crossed & 5 minutes time out No. 5 crossed & 10 minutes time out in buddy class Name in Behaviour Book Name in Behaviour Book 5 times = Yellow Behaviour Card (see below) <p>*or equivalent system</p>	<ol style="list-style-type: none"> Verbal praise Name in Commendation Book Name in Commendation Book 5 times = Bronze Wrist Band (see below) 	<ol style="list-style-type: none"> Reminder of value / verbal warning Restorative Session (verbal) Name in Behaviour Book = Time Out Or Community Service Or Restorative Session Name 3 times in Behaviour Book = Yellow Behaviour Card (see below) <p>Step 4 is for years 3-6 only.</p>

Positive Consequences (per semester)	Negative Consequences (per term)
<ol style="list-style-type: none"> 5 Commendation Book entries = Bronze Wrist Band and Certificate + Special reward 10 Commendation Book entries = Silver Wrist Band and Certificate + Special reward 15 Commendation Book entries = Gold Wrist Band and Certificate + Special Rewards <p>All wrist bands and certificates are presented at assembly and written in Principal's Award Book.</p> <ul style="list-style-type: none"> Special rewards may change each year at staff discretion and in consultation with students. Any student, whilst on a coloured behaviour card, will not be eligible to receive any formal school award. 	<ol style="list-style-type: none"> 3 Behaviour Book entries = Yellow behaviour card (12 signatures and 2nd lunch spent with duty teacher). (Years 3-6 only) 6 Behaviour Book entries = Orange behaviour card (18 signatures and 2nd lunch spent with duty teacher + Exclusion from all elective out of classroom activities) (at Principal's discretion). (Years 3-6 only) 9 Behaviour Book entries = Red behaviour card (24 signatures and 2nd lunch spent with duty teacher + Exclusion from all out of classroom activities, including overnight excursions) (at Principal's discretion). (Years 3-6 only) Individual Behaviour Plan developed by the Learning Support Team, class teacher and parents. <ul style="list-style-type: none"> A letter is sent home to parents if a child is on a coloured behaviour card. (Years 3-6 only) At any time the LST may decide that an individual behaviour plan would be more beneficial than a coloured behaviour card. (Years K-6)

The DEC Suspension Policy may be referred to if necessary.

Positive Consequences	Negative Consequences
<p>1. 5 Commendation Book entries = Bronze Wrist Band and Certificate + Special reward</p> <p>2. 10 Commendation Book entries = Silver Wrist Band and Certificate + Special reward</p> <p>3. 15 Commendation Book entries = Gold Wrist Band and certificate + Special reward</p> <p>All wrist bands and certificates are presented at assembly and written in Principal's Award Book.</p> <p>* Special rewards may change each year at the discretion of teachers and in consultation with students.</p> <p>* Any student, whilst on a Coloured Behaviour Card, will not be eligible to receive any formal school award. Until they are off the Card</p>	<p>NB. Steps 1-3 are for years 3-6 only. All K-2 students will be placed on individual behaviour programs only, not coloured behaviour cards.</p> <p>1. 3 Behaviour Book entries = Yellow behaviour card + 12 signatures and 2nd lunch spent with duty teacher.</p> <p>2. 6 Behaviour Book entries = Orange behaviour card + 18 signatures and 2nd lunch spent with duty teacher + Exclusion from all out of classroom activities (at Principal's discretion)</p> <p>3. 9 Behaviour Book entries = Red behaviour card + 24 signatures and 2nd lunch spent with duty teacher + Exclusion from all out of classroom activities, including overnight excursions (at Principal's discretion)</p> <p>4. Individual Behaviour Plan developed by the Learning Support Team, class teacher and parents.</p> <ul style="list-style-type: none"> • Prior to a child moving onto a Coloured Behaviour Card and/or formal Restorative Session, a letter is sent home. • At any time the LST may decide that an Individual Behaviour Plan would be more beneficial than a coloured behaviour card.

Rewards

- Name in Commendation Book for positive classroom and playground behaviour.
- 5 commendations = Bronze Wrist Band, Certificate + Special Reward
- 10 commendations = Silver Wrist Band, Certificate + Special Reward
- 15 commendations = Gold Wrist Band, Certificate + Special Reward

NB. These rewards are once per semester (twice per year), and may change each year at the discretion of teachers and in consultation with students.

Behaviour Book

- Consequences of misbehaviour recorded in right hand side of the Behaviour Book.
- Commendations recorded for positive behaviour choices in left hand side of the Behaviour Book.
- Located in the staffroom or with teacher on duty.



Playground Consequences

- Verbal reminder of school value being broken
- Restorative Session – verbal at the time of incident on the playground
- Entry into Behaviour Book
- Three options for teacher dealing with issue

Time Out
(TO)

Community Service
(CS)

Restorative
(R)

- The Executive staff member is responsible for following up the student until the Coloured Behaviour Card is completed.

Restorative Questions 1

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done?

In what way?

What do you think you need to do to make things right?



These questions are about challenge, story, reflection and reparation and are designed to build a strong basis upon which to foster healthier relationship.

The structure of the questions focus on the past (what happened?), present (reflection on who has been affected and in what way) and future (what needs to be done to make things right?).

The questions therefore emphasis the importance of harm and its impact on relationships..

They are :

- ◆ *open ended*
- ◆ *respectful and not value-laden*
- ◆ *objective meaning it is not about the questioner but rather about leveraging responsibility onto another to tell their story*
- ◆ *thinking questions rather than feeling ones which ironically tend to evoke stronger emotional responses*
- ◆ *have the potential to develop empathy.*

Using these question allows the questioner to be practical and direct.. For example, when you ask the question, 'What happened,' you get the response, 'I don't know.' You simply draw on your experience and explore the question in other ways. For example, 'Tell what your part was in the incident?' If you maintain the basis sequence of questions, they will work in most situations. Another consideration is to view the questions as a 'way of engaging' others.

At all times avoid asking the WHY (why did you do that) question.

Restorative Questions 11

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

The Supplementary Questions create a space for people who have been harmed by the actions of others by helping them gain a sense of justice (validation and understanding).

The questions ask for a factual and non-judgemental response.

The Supplementary questions are sequenced from the past (what happened?); to the effect the action (what has been the impact?); followed by a grounded question that gets to the core of the real emotional and personal impact (what has been the hardest thing?)

This question has the capacity to get to the heart of the matter and offers an avenue to express what has been most difficult. This question will serve you well in situations where someone is experiencing personal difficulties,

e.g. a young person struggling with his/her relationships :

“what is really hard about what is happening for you at this time?”



Data teachers need to record in Behaviour Book

- Date
- Child's name and class
- Inappropriate Behaviour
- Consequence used (TO, CS and R)
- Teacher's name or initials
(not a signature)

Procedures for Major Incidents

- A Restorative session is always completed .
- An offer of a support person if needed (peer or staff member - silent)
- Meet with students and record restorative answers from students involved on proforma noting date, students present and their responses (initials)
- Decide who needs to stay to complete second part of process where the student records or has scribed their responses to issues
- Ensure sheet is signed by student and teacher- send home for parent signature
- Sheet is returned to class teacher
- Class teacher hands to AP for storing
- Students are moved onto applicable coloured behaviour card (Yellow, Orange or Red)
- Coloured Behaviour Card becomes active immediately.
- Signing off Coloured Behaviour Card begins when the signed parent note is returned.



CONSEQUENCES

- Restorative Session
- Behaviour Modification Program
- Up-skilling programs
(anger management, social skills, developing friendships)
- School Welfare Policy
- DEC Suspension Policy



EACH FOR ALL

Oyster Bay Public School

