



MINDARIE PRIMARY SCHOOL

PLAN FOR WHOLE SCHOOL POSITIVE STUDENT BEHAVIOUR SUPPORT POLICY 2021

Revised in 2020

MINDARIE PRIMARY SCHOOL

PLAN FOR WHOLE SCHOOL POSITIVE STUDENT BEHAVIOUR SUPPORT

2021

RATIONALE

We aim to provide a positive environment in which each student is respected and his/her right to learn is encouraged and protected. The discipline procedure provides consistent, logical, clear rules and consequences, made familiar to all involved. The support of parents, teachers and students is needed to ensure the development of self-disciplined students.

At Mindarie Primary School good standing of students is expected. Good standing is earned and retained by students through them striving to achieve the Positive Behaviour Rewards linked to the Whole School Positive Behaviour Program and by them complying with the Whole School Positive Student Behaviour Policy.

POSITIVE CLIMATE

Teachers reduce the incidence of disruptive behaviour by:

1. Providing lessons which are both relevant, inclusive and engaging.
2. Selecting teaching and learning methods which are appropriate for the students.
3. Establishing, teaching and reinforcing behaviours as stated in the whole school PBS matrix.
4. Consistently enforcing the agreed behaviours using low key and positive responses.
5. Establishing connected relationships and positive classroom atmosphere.
6. Teaching *Self-Management Skills* and resilience in Health Programs utilizing programs such as **"Friendly Schools and Families."**
7. Commending and encouraging students who are demonstrating expected behaviours.
8. Modelling appropriate behaviours/values.
9. Referring to the MSB Resource File on the S/drive for ideas and activities.

SCHOOL RULES/EXPECTATIONS:

- **WE ARE RESPECTFUL**
- **WE ARE RESILIENT**
- **WE ARE SAFE**
- **WE WILL LEARN AND ACHIEVE**

Red card system

**Red card in each classroom and duty bag.
These are to be used when urgent assistance is required.**

Yellow card system

**Yellow card in each classroom and duty bag.
These are to be used when assistance is required.**

CLASSROOM WHOLE SCHOOL POSITIVE BEHAVIOUR SUPPORT

It must be stressed that only in exceptional circumstances should a teacher “step it up” by skipping one of the options, unless it has been discussed and ratified by the Administration. The following progressions relate to William Glasser’s “Ten Step Discipline Program.” Everyone has a fresh start each day.

Positive Classroom Environment

- The essential foundation of the WSPBS program is the establishment and maintenance of a classroom environment in which the children and teacher feel safe and work to learn and succeed. Refer to “Friendly Kids Friendly Schools”, a copy of this resource is in each block.
- Class agreements and consequences are established, understood by the class and are inclusive of the school values, code of conduct, behavioural expectations (as per the PBS Matrix) and school rules. Class agreements will be prominently displayed.
- Year six teachers will be very clear with their students in relation to the expected adherence to the school rules, the link to ‘Good Standing’ and the associated privileges students receive at this year level as school leaders.
- Positive feedback to students when they are displaying appropriate behaviour is vital.
- Teacher’s need to enter positive behaviour data such as achievement certificates, PBS awards, positive notes home in SEQTA.

Class Discipline Plan

- Consequences for and discipline of minor breaches of behaviour remain the responsibility of the individual teacher, including specialist staff. Issues that arise away from the mainstream class are not to be left to the student’s classroom teacher to resolve, they **must be** dealt with by the teacher involved in the issue.
- The application of class agreements and consequences is to be maintained in a consistent, systematic manner. Disruption recorded by placing student name on board and agreements broken briefly explained. Minimum interruption to teaching and learning program.
- Each classroom is to establish a **Time Out Area** consisting of an age appropriate desk, seat or mat. Teachers are to ensure Reflection sheets are always available.

Time out within the classroom

- A student who persistently causes disruption to the learning program of other students and interferes with the right of the teacher to teach, is removed from that learning situation and placed in the designated “**Time Out**” area. *The teacher may use the Time Out area but not require the student to complete a reflection sheet (e.g. minor or first incidence).*
- When deemed appropriate by the teacher the teacher discusses the unacceptable behaviour with the student and, if a reflection sheet is used checks that the student has completed the reflection sheet. Reflection sheets are to be completed to the best of the student’s ability.
- Specialist teachers record behaviour breaches in SEQTA and ensure that email advice regarding this is sent to the classroom teacher. If specialist teachers issue a reflection sheet this is to be sent home by the specialist teacher and returned to the specialist teacher.

- The reflection sheet is sent home for signing by the student's parent/caregiver, there is an expectation that these sheets are returned on the next day. They are then to be scanned and saved in SEQTA. **If the sheet is not returned the next day then a phone call to the parents, by the person who issued the reflection sheet, is required to inform them of the incident.**
- Failure to resolve the problem at Stage 3 means the student has chosen to escalate to Stage 4.
- The year level line manager is involved if the classroom or specialist teacher deems their involvement is necessary.

Time Out in "Another" Classroom (Not your positive buddy class)

- The student who persistently repeats unacceptable behaviour or causes disruption whilst in the class Time Out area is removed to that classroom's appointed "**Another Room**" for a period of time deemed appropriate by the teacher, giving due consideration to the circumstances and the age of the child.
- Student completes a "Reflection Sheet", circling "another classroom" at the top of the sheet.
- At a time determined by the class or specialist teacher the behaviour is discussed with the student by teacher who sent them to "Another Classroom". The student may, at the teacher's discretion, resume normal classroom lessons.
- The teacher record details of the behaviour and actions in SEQTA.
- The reflection sheet is sent home to be signed by the student's parent/caregiver, there is an expectation that these sheets are returned on the following day. They are then to be scanned and saved in SEQTA. **If the sheet is not returned the next day then a phone call to the parents, by the person who issued the reflection sheet, is required to inform them of the incident.**
- If a student has repeated Time Outs in another class during a term, the teacher arranges an interview between the student and the Line Manager for the year level. If deemed appropriate the student's caregiver/parent attends the meeting. An individual behaviour plan may be developed following this meeting.

Withdrawal to Administration

- If the student refuses to go when sent to *Time Out in Another Class* or if the student offends in 'Another Classroom' assistance from a member of the Administration staff will be sought either via a phone call or the sending of a yellow card. A member of the Administration will attend the location where the student is and the student will be taken to the *Office*.
- If the student has not modified his/her behaviour, or their behaviour has escalated beyond the previous steps, assistance from a member of the Administration staff will be sought either via a phone call or the sending of a yellow card. A member of the Administration will attend the location where the student is and the student may be taken to the *Office*. This action will be determined by Administration team members.
- The incident will be recorded in SEQTA by an Administration member and the parent/caregiver will be notified of the "Withdrawal from Class". The record will show the authorizing administration team member, the reason for the withdrawal, the date, time and duration of the withdrawal, how the withdrawal time was used and any planned follow up or actions by the school. Parents/caregivers will be advised of the "Withdrawal from Class" either via a phone call or SEQTA. An Administration member will enter the incident.

- If deemed necessary, a parent/carer interview with the class teacher and Administration member may be arranged.
- A student placed in “Withdrawal” will have their needs for hydration, nutrition and toileting met. They will not participate in normal classroom activities and have any contact with other students during the period of “Withdrawal”.
- The student will be provided with class work and private study activities to be completed during the “Withdrawal”. Administrative team members will support students to complete this work.
- The student will be expected to fill out a Reflection sheet.
- The student will be counselled in relation to their behaviour by a member of the Administration team.
- Administration members will decide on the duration of the “Withdrawal”. This consideration will take into account the cultural background, developmental levels and any other circumstances of the student.

Suspension

- The Principal (or relieving Principal as designated by the Principal) may suspend a student from school as part of the school’s behaviour support plan. Suspension is used when the breach of school discipline causes significant disruption to the student or other students or staff.
- As per the requirements of the Minister of Education’s ten-point plan in relation to ‘Let’s Take a Stand Together’ the Principal (or relieving Principal as designated by the Principal) will automatically suspend students who attack other students or instigate a fight. Automatically suspend students who film a fight. Automatically suspend students who physically attack a member of the school staff.
- The Principal (or relieving Principal as designated by the Principal) will assign a provisional suspension period, and shorten or lengthen this period, subject to Regulation 43(1)(b), upon completion of an investigation into the incident.
- The Principal (or relieving Principal as designated by the Principal) will notify students, caregivers/parents of the decision to suspend and the length of the provisional suspension. At this time the parent/caregivers can provide reasons against the decision to suspend. These reasons will be recorded.
- Details in relation to the suspension will be entered by the Principal or delegate into the On Line Incident report form.
- Any meetings required for the student’s re-entry will be conducted prior to the completion of the suspension period.
- Learning activities will be provided for the student to complete whilst on suspension. Details of this educational instruction will be recorded.
- Upon return to school or prior to return to school an Individual Behaviour Support program will be developed for a suspended student.

Permanent Exclusion

- The Principal may recommend to the Director General that a student be excluded from attending the school. Only the Director General may exclude a student.
- After an incident that has involved a student physically attacking a staff member the Principal will enter on the On Line Incident report form a flag in relation to intent to suspend.
- Full documentation of the school’s efforts to effect behaviour modification will be submitted to the Regional Executive Director in support of such a recommendation.

AT A GLANCE PLAN FOR SUPPORTING POSITIVE BEHAVIOUR - Classroom based

Classroom Teacher directed

Positive, inclusive classroom environment established.

Behaviours expected, rules, rewards and consequences clearly explained to the students.

Behaviours as per the Mindarie Primary School Behaviour Matrix explicitly taught, modelled and reinforced.

Positive reinforcement provided as per the whole school positive behaviour program provided.

- CMS - low key strategies in place - including "take - up" time

No cross Verbal warning. Reiteration of expectations.

- CMS - low key strategies

Level One **x** Warning/name on the board.

- CMS - low key strategies

Level Two **Xx** In-class time out. This is to enable the student to consider their behaviour/actions and to enable the class to continue to learn. The student may be required to fill out an in-class reflection sheet. This is at the teacher's discretion.

- CMS - low key strategies

Level Three **Xxx** Time out in Another" class. Student goes to the pre-arranged class for a period of time deemed appropriate by the teacher and completes a reflection sheet or does silent reflection, this is at the supervising teacher's discretion. A parent interview will be arranged after three Buddy Class visits are recorded. Class teacher will enter details on SEQTA, scan reflection sheet onto SEQTA and email parent/caregiver.

- CMS - low key strategies

Level Four **Xxxx** Student does not discontinue behaviour. Send for a member of Administration who will remove the student for a period of time the Administration staff member determines appropriate. The Administration staff will record this in SEQTA. Parents/Carer will be informed by Administration that the student is at this level of the Behaviour Plan by either phone call or email. Student to sit at isolation desk and complete work independently* (to be set by the classroom teacher if possible).

*If student has an Education Assistant allocated to them at that time, they can be supervised by them.

Junior Primary students will have a fresh start following each break period.

Behaviour Management - Administration Staff Process

Unless it is a serious behavioural breach (Red Card or Yellow Card situation) students being taken to the office must have been through the full three step Behaviour Management Process at the classroom level.

Children who have been withdrawn for the first or infrequent times

Step 1: Shown to the time out seat

Step 2: Given time to calm down

Step 3: After ~ 10 mins, the problem will be discussed with them

Step 4: Counselling/further investigation

Step 5: Consequences will be applied. The action taken will depend on the severity and frequency of the offences. They may include:

- Reflection sheet
- Verbal or written apologies
- Recess/lunch reflection
- Withdrawal
- Loss of privilege
- After school detention
- SEQTA Notification of behaviour incident email to parent(s)
- Phone calls to parent(s)
- Parent/teacher/child meeting
- Individual behaviour contract negotiated

Step 6: Child returns to class and recommences at the same behaviour management level at which they left.

Children who have been withdrawn from class on multiple occasions

Step 1: Shown to the time out seat

Step 2: Given time to calm down

Step 3: Timer is set for a staff determined amount of minutes. They are expected to remain in their seat, they may use objects, books etc to help with calming.

If compliant

Step 4: Problem is discussed

Step 5: Consequence is determined

Step 6: Behaviour contract is negotiated with Administration

Step 7: Child returns to class and recommences at the same behaviour management level at which they left.

If non-compliant

Step 4: Timer will be re-set for a staff determined amount of minutes. This process will continue until the child complies. This may take an extended period of time.

When compliant

Step 5: Problem is discussed

Step 6: Consequence is determined

Step 7: Behaviour contract is negotiated with Class teacher and Administration.

If non-compliant

Step 5: If this lasts for the day, or if a child is sent to the office several times during the course of 1 day, a suspension may apply.

Step 6: If suspension occurs a case conference will be conducted during the suspension period.

These students will be supported over the next 5 weeks to modify their behaviour. Specific expected behaviours (as stated in the behaviour matrix) will be taught. The school psychologist, Education Assistants or class teacher may be involved in this process.

Step 8: Child returns to class and recommences at the same behaviour management level at which they left.

Step 7: Child returns to class following suspension and contract negotiation. They will follow the class behaviour management process.

These students will have ongoing support to help them to modify their behaviour. Specific expected behaviours (as stated in the behaviour matrix) will be taught. The school psychologist, Education Assistants or class teacher may be involved in this process.

Students Withdrawn from Class to the Administration Area – Guideline

Students who are taken to the office for a withdrawal will be isolated in a designated area. The student may complete a reflection sheet. Classroom teachers will provide class work for the student. Lunch and recess will be set at different times to the rest of the students.

Administration members will to inform class teacher of the outcome of their intervention and consequences for the students.

Severe or Repeat Behaviour Issues

Students who have severe or repeat behavioural issues will be supported to modify their behaviour through the strategies set down in their individual behaviour support plans. A copy of these will be provided to the office and specialist staff who work directly with these students.

Class teachers will complete an escalation profile for students who have severe or repeat behavioural issues. A copy of these will be provided to the office and specialist staff who work directly with these students.

Teachers need to develop individual behaviour support plans for students whose behaviour continues to require modification to meet the school's expectations and code of conduct. Administration members and the School Psychologist can assist with the development and application of the plan.

Low Key Skills

Low key skills are the things that teachers say and/or do to prevent or respond to unproductive behaviour when it first occurs.

They are used to quickly and efficiently control or diffuse a problem with a minimum of fuss and without interrupting the flow of the lesson.

They involve 'non' or 'minimal verbal' responses. They do not stop the flow of the lesson – they are quick/quiet. They do not invite escalation – low emotional content.

Types of low key skills include:

- **Non-Verbal** – The skill of using body language to communicate that a behaviour is unproductive. They require that the student can see the teacher. Examples include finger motions, a shake of the head.
- **Minimal verbal** – The skill of using as few words as possible to communicate that a behaviour is unproductive. Be aware of the power of intonation and syllable emphasis. Be aware of body language.
- **Modelling Appropriate Behaviour** – The public praising of a specific appropriate behaviour so a student to influence the behaviours of others. Use a friendly and encouraging tone. Overt use of voice so that other students hear it.
- **Responding to appropriate behaviour** – The public praising of a specific appropriate behaviour of a student to reinforce that behaviour for the student. Use a friendly and encouraging tone. Can be delivered as a private dialogue.
- **The Pause** – To deliberately stop speaking to communicate that a specific behaviour is unproductive.
- **Proximity** – When a teacher moves around the room during a task. Involves calm and neutral body language. It is often combined with scanning and private dialogue. Be aware of personal space.
- **The Look** – The deliberate use of extended eye contact towards a specific student. Eye contact with the student that conveys your awareness of their behaviour and a message to stop.
- **Winning Over** - The skills employed to encourage students to bond positively with the teacher. Be sincere. Can be academic, social or personal.
- **Signal to begin** – A routine sequence of teacher behaviours that results in whole class attention on the teacher e.g. cue, active pause and room scan, low key response for non-compliant students, reinforce appropriate student behaviour e.g. thank you.
- **Transition** - A sequence of teacher instructions that create orderly movement of students and/or equipment. This sequence includes; a signal to begin, a statement when the students will move, a statement of what actions are expected of them, a statement of who will move, check for understanding, a statement to move, monitoring and using proximity, provide specific and positive feedback.
- **Planned Ignore** – The intentional ignoring of a low level unproductive behaviour. Involves withholding visual and verbal cues of attention towards the student's behaviour. Only to be used for low level behaviours or if the behaviour is not interfering with the learning of others.
- **Private Dialogue** – A conversation between a teacher and a particular student that is conducted so the audience is reduced to a minimal level. The teacher positions themselves to be physically close to the student/s and drops their voice to an intimate level.
- **Come on Back** – What the teacher says or does to bring the student back into the lesson in a positive way, as soon as possible after an intervention responding to an unproductive behaviour. Deliberate acknowledgement of the efforts of the student, or provision of an opportunity for them to re-engage.

- **Type of response** – To explicitly indicate to the students how they should respond during class interactions e.g. hands up, no hands, I'll choose, tell your partner, think to yourself, write it down etc. This helps to prevent uncontrolled interactions and manage escalation. Reduces opportunities for attention seeking students.
- **Deal with the Problem and not the student** – Where the teacher focuses on the student behaviour rather than on the student intentions or student personality traits. By dealing with the student, we are not being judgemental on a personal level, and this not inviting a power struggle. It is usually an action or minimal verbal request responding to a physical because e.g. 'ruler please'
- **Deal with Allies First** – During an intervention with a student, to first neutralise the involvement of other students who seek to prolong or escalate the initial disruption. This reduces the chance that the situation will escalate by spreading and helps maintain positive cohesion. Use low key skills to shut down the interference before continuing to manage the original student.

MINDARIE PRIMARY SCHOOL
Classroom Behaviour Steps

BUMP 1

verbal warning

BUMP 2

Name on the board
with a cross

BUMP 3

In-class time out. Time determined by teacher.
Reflection sheet can be completed (allow calm
down time prior to giving them the sheet)
(Name 2 crosses)

BUMP 4

Buddy class (time determined by the teacher
sending the student)
Silent reflection or reflection sheet
(at the discretion of the supervising teacher)
(Name 3 crosses)

BUMP 5

Administration time determined by
Administration.
Admin to contact parents
(Name 4 crosses)

BUMP 6

Administration for the
remainder of the day

PLAYGROUND STUDENT BEHAVIOUR SUPPORT PROCEDURE

The slogan for children in the playground is:

“Is it safe? Is it fair?”

School Rules – We are safe, respectful, responsible and we learn and achieve.

Reflection room (front office) is only used for playground breaches of the code of conduct, behavioural expectations and school rules.

Administration members are rostered to this duty.

- (Level 1)** Positive playground environment promoted using playground tokens. These are in the duty teacher files and should be used liberally to reinforce positive behaviour.
- (Level 2)** **Minor Breaches** e.g. running on veranda, littering, one off name calling, boisterous behaviour, wrong play area etc. Sit for five minutes/walk with teacher for a few minutes. Teacher resolves the conflict through discussion or separating children.
- (Level 3)** **Major Breaches** e.g. bullying, fighting, swearing, dangerous actions, orchestrated teasing are considered major breaches.

Child to be sent to the *Reflection* room by the duty teacher to complete a **Playground Reflection Sheet**. The reflection room supervisor will refer to the information that **must be sent** with the child from the duty teacher to determine the length of time the student will be in the reflection room.

If the child arrives at the reflection room at the end of a break period (recess or lunch), they are to return for the next break period to complete their Reflection sheet. Reflection sheet is **scanned to SEQTA and parent/caregiver is emailed or phoned regarding the behaviour**. Class teachers **will also be emailed regarding the behaviour, via SEQTA**.

A series of transgressions may result in the student being involved in

- Parent/Principal or Associate Principal/Student interview
- School psychologist being involved
- Behaviour contract set up whereby the student must earn the right to return to the playground

The Administration is responsible for ensuring reflection sheets are filed, **details recorded on SEQTA** and further action taken if appropriate.

STAFF RIGHTS AND RESPONSIBILITIES REGARDING STUDENT BEHAVIOUR SUPPORT PROCEDURE

ROLE OF THE PRINCIPAL/ASSOCIATE PRINCIPALS

- Inform parents about the Student Behaviour Support policy.
- Make students aware of the school rules and behaviour matrix.
- Ensure each classroom *Teacher's Class agreement* is communicated to the administration.
- Be involved in managing major disruptions (danger) and be responsible for actions beyond level 4.
- Be responsible for reviewing and evaluating the application of the policy.
- Maintain playground *Reflection room files*.

ROLE OF DUTY TEACHER

- Actively attempt to resolve student conflicts.
- Be familiar with teacher guidelines.
- Liberally hand out playground tokens.
- Wear fluorescent jacket so they can be easily seen.
- Move around the whole of the duty area.
- **Fill out slip** for student's being referred to the reflection room.

ROLE OF THE CLASS TEACHER

- Involve students in the creation of class agreements/class incentive schemes.
- Ensure students are aware of the Behaviour Support policy and expected behaviour matrix, especially the steps in the classroom Behaviour Support procedure.
- Complete the "Class Agreement" and forward a copy to line manager. Display agreement in classroom.
- Adhere to the policy.
- Maintain Time Out area within the classroom.

ROLE OF "ANOTHER CLASSROOM"

- Seat student in Time Out area.
- Teacher and class ignore the student unless the need for further action arises.

ROLE OF THE POSITIVE BEHAVIOUR SUPPORT TEAM

MAINTENANCE – RESOURCES

This policy will be discussed at orientation meetings at the start of each school year with staff by a member of the Administration team.

Staff who are new to the school will be informed of the policy during the induction process.

Time will be allotted once a term to discuss and monitor the progress of Whole School Positive Support and Behaviour program in the school.

Administration meetings conducted weekly where individual students and discipline processes are discussed.

Line managers will liaise with staff and inform individual teachers of any procedural breakdowns.

Funds will be allocated to resource the policy.

Policy reviewed annually by staff and School Board.

EVALUATION

How effective is the policy?

Analyse data from reflection sheets each term, to determine the frequency and distribution of students going beyond Level 2.

Review data each semester through discussion with all staff.

Observe student behaviour in the classroom and playground.

Use SIS to provide data reports.

MINDARIE PRIMARY SCHOOL

PLAYGROUND BEHAVIOUR RECORD SHEET
(To be given to the student)

Name: _____

TA: _____ Year: _____ Date: _____

LEVEL 1 - VERBAL WARNING
(or minor consequence)

- A) Playing in the wrong area.
- B) No hat (SIT OUTSIDE THE LIBRARY).
- C) In buildings without permission.
- D) Eating in the wrong area.
- E) Not sitting to eat.
- F) Leaving lunch area early.
- G) Near bikes during school time.
- H) Playing in the toilets.
- I) Playing in the garden.
- J) Running on the path.

LEVEL 2 - REFLECTION ROOM

- A) Using inappropriate language.
- B) Vandalising school property.
- C) Being cheeky/answering back.
- D) Play fighting/unsafe touching.
- E) Out of bounds.
- F) Bullying/teasing.
- G) Other

LEVEL 3 – REFLECTION ROOM
or ADMINISTRATION.

- A) Fighting.
- B) Stealing.
- C) Abusive language.
- D) Refusal to follow the teacher's instructions.
- E) Violent behaviour.

Comments/other-

Reported by Teacher- _____

MINDARIE PRIMARY SCHOOL

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- D) Refusal to follow the teacher's instructions.
- E) Violent behaviour.

Comments/other-

Reported by Teacher- _____

MY REFLECTION SHEET Playground (Yrs 4-6)

NAME _____ CLASS _____ DATE _____

SCHOOL RULES

- WE ARE RESPECTFUL
- WE ARE RESILIENT
- WE ARE SAFE
- WE WILL LEARN AND ACHIEVE

SCHOOL VALUES

- COURTESY
- CONSIDERATION
- COOPERATION
- COMMON SENSE

WORKING IT OUT

1. Circle the school rules/values that have been broken.

2. How do I feel about breaking school rules?

3. Who was involved?

4. What did I do?

5. What could I have done instead?

6. What do I need to do now? (making amends)

7. What will my parents think of my behaviour?

STUDENT SIGN: _____ ADMIN: _____

INTERVIEW REQUESTED: TEACHER

PARENT

MY REFLECTION SHEET (Years 4 -6)

TIME-OUT My Classroom Another Classroom ISSUED BY _____

NAME _____ CLASS _____ DATE _____ TIME IN _____ TIME OUT _____

SCHOOL RULES

- WE ARE RESPECTFUL
- WE ARE RESILIENT
- WE ARE SAFE
- WE WILL LEARN AND ACHIEVE

SCHOOL VALUES

- COURTESY
- CONSIDERATION
- COOPERATION
- COMMON SENSE

WORKING IT OUT

1. Circle the school rules/values that have been broken.

2. How do I feel about breaking the class agreement?

3. What did I do?

4. What should I have done?

5. What do I need to do now? (making amends)

STUDENT SIGN: _____ ISSUING TCH SIGN: _____

INTERVIEW REQUESTED: TEACHER PARENT

MY REFLECTION SHEET: PLAYGROUND (Years 1-3)

NAME: _____ CLASS _____ DATE _____

SCHOOL RULES

- WE ARE RESPECTFUL
- WE ARE RESILIENT
- WE ARE SAFE
- WE WILL LEARN AND ACHIEVE

SCHOOL VALUES

- COURTESY
- CONSIDERATION
- COOPERATION
- COMMON SENSE

WORKING IT OUT

1. Read the school rules and circle the rule broken.
2. How do I feel about breaking the school rules? Circle the face.



Don't Care



Sad



Angry



Confused

3. Who was involved?

4. What did I do?

5. What should I have done?

5. What do I need to do now?

6. What will my parents think about my behaviour?

STUDENT SIGN: _____ ADMIN SIGN: _____

INTERVIEW REQUESTED:

TEACHER

PARENT

MY REFLECTION SHEET (Yrs 1-3)

TIME-OUT My Classroom Another Classroom ISSUED BY _____

NAME: _____ CLASS _____ DATE _____ TIME IN _____ TIME OUT _____

SCHOOL RULES

- WE ARE RESPECTFUL
- WE ARE RESILIENT
- WE ARE SAFE
- WE WILL LEARN AND ACHIEVE

SCHOOL VALUES

- COURTESY
- CONSIDERATION
- COOPERATION
- COMMON SENSE

WORKING IT OUT

1. Circle the class rule / school value that was broken.
2. How do I feel about breaking the school rules? Circle the face.



Don't Care



Sad



Angry



Confused

3. What did I do?

4. What should I have done?

5. What do I need to do now?

STUDENT SIGN: _____ ISSUING TEACHER SIGN: _____

PARENT SIGN: _____

INTERVIEW REQUESTED: TEACHER PARENT

MY REFLECTION SHEET: PLAYGROUND (Years 1-3)

NAME: _____ CLASS _____ DATE _____

SCHOOL RULES

- WE ARE RESPECTFUL
- WE ARE RESILIENT
- WE ARE SAFE
- WE WILL LEARN AND ACHIEVE

SCHOOL VALUES

- COURTESY
- CONSIDERATION
- COOPERATION
- COMMON SENSE

WORKING IT OUT

1. Read the school rules to the student and circle the rule broken.
2. How do I feel about breaking the school rules? Circle the face.



Don't Care



Sad



Angry



Confused

3. Draw a picture showing who was involved and what you did.

4. Draw a picture showing what you should have done.