



**Kahibah Public School**

# **School Behaviour Support & Management Plan**

**POSITIVE RELATIONSHIPS FOR POSITIVE LEARNING**

Updated July 2022

## STATEMENT OF PURPOSE

Kahibah Public School aims to be a place of peace, joy and learning. Solid foundations of strong relationships within our community underpin our school philosophy.

If we can all work and play together in harmony, with a deep understanding of each other, then academic performance and appropriate behaviour will follow.

School is a place where the whole community works collaboratively to provide; quality literacy and numeracy programs; innovative technologies to meet the needs of 21<sup>st</sup> century learners; differentiated learning to cater for student's individual needs; explicit teaching and modelling of the school's Core Values and principles for Choice Theory and Restorative Practices; and inspired programs that embed responsible attitudes and develop active and informed citizens.

When parents/carers enrol a child at Kahibah Public School they enter into a partnership within the school that is based on mutual respect, shared responsibility and striving for excellence. This will enable all members of our school community to interact in ways which teach and model the values of Public Education.

## NSW PUBLIC SCHOOLS BEHAVIOUR CODE FOR STUDENTS

NSW public schools are committed to providing, safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

All students in government schools are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- Not bully, harass, intimidate or discriminate against anyone in our schools.

Kahibah Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

## **Behaviour Code for Students: Actions**

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### **Respect**

- Treat one another with dignity.
- Speak and behave courteously.
- Cooperate with others.
- Develop positive and respectful relationships and think about the effect on relationships before acting.
- Value the interests, ability and culture of others.
- Dress appropriately by complying with the school uniform or dress code.
- Take care with property.

### **Safety**

- Model and follow departmental, school and/or class codes of behaviour and conduct.
- Negotiate and resolve conflict with empathy.
- Take personal responsibility for behaviour and actions.
- Care for self and others.
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

### **Engagement**

- Attend school every day (unless legally excused).
- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

## KAHIBAH PUBLIC SCHOOL CORE VALUES

Our core values of *Respect, Responsibility and Excellence* underpin all aspects of school life.

- **Show respect** – for yourself, others, property and the environment.
- **Accept responsibility** - for all you say and do.
- **Strive for excellence**

## STRATEGIES & PRACTICES TO PROMOTE POSITIVE STUDENT WELLBEING & BEHAVIOUR

- Values in Action (Respect, Responsibility, Excellence)
- Explicit teaching and demonstration of School Core Values
- Visual cues to reinforce school core values
- School Rules
- Student Leadership

## STRATEGIES & PRACTICES TO RECOGNISE & REINFORCE STUDENT ACHIEVEMENT

- Newsletters
- Display of Quality Student Work
- Personalised Goal Setting
- Reporting on Student Effort and Academic Achievement
- Awards
- High Potential & Gifted Opportunities and Programs
- Honour Boards

## STRATEGIES & PRACTICES TO SUPPORT STUDENT WELLBEING & BEHAVIOUR

- Learning Support Team (LST)
- Restorative Practices
- Choice Theory
- National School Chaplaincy Program
- Support for Victim of Incidents
- Anti-bullying Plan
- School Behaviour Support & Management Plan

# Strategies & Practices To Promote Positive Student Wellbeing & Behaviour

## VALUES IN ACTION

	ALL SETTINGS	INSIDE ENVIRONMENTS	OUTSIDE ENVIRONMENTS
RESPECT	<ul style="list-style-type: none"> <li>Be polite</li> <li>Be honest</li> <li>Be kind</li> <li>Be caring</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Value the right of others to learn</li> <li>Work cooperatively</li> <li>Care for property and the classroom environment</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly</li> <li>Care for equipment and the environment</li> </ul>
RESPONSIBILITY	<ul style="list-style-type: none"> <li>Follow core rules and values</li> <li>Accept consequences of choices and actions</li> </ul>	<ul style="list-style-type: none"> <li>Come prepared</li> <li>Complete all set tasks</li> <li>Look after belongings</li> <li>Use time effectively</li> </ul>	<ul style="list-style-type: none"> <li>Be in the right place at the right time</li> <li>Play safely</li> <li>Be sun smart</li> </ul>
EXCELLENCE	<ul style="list-style-type: none"> <li>Wear your uniform</li> <li>Try your best</li> </ul>	<ul style="list-style-type: none"> <li>Be punctual</li> <li>Be attentive</li> <li>Take pride in your work</li> </ul>	<ul style="list-style-type: none"> <li>Actively participate</li> <li>Have a go</li> </ul>

## EXPLICIT TEACHING AND DEMONSTRATION OF SCHOOL CORE VALUES

At Kahibah Public School the core values of respect, responsibility and excellence influence all actions and decisions, not only in the classroom, but also in the wider school community. Staff implement programs to explicitly teach each of the Core Values and embed strategies that highlight them within all lessons. Students also learn the Core Values by observing the good models provided to them by teachers and members of the school community.

## VISUAL CUES TO REINFORCE SCHOOL CORE VALUES

The school Core Values of Respect, Responsibility and excellence are displayed in a visible manner to all who enter Kahibah Public School. These values are displayed at the front office, in every classroom, and other areas across the school to serve as a constant reminder of the values that the Kahibah Public School community shares.

## SCHOOL RULES

### GENERAL

1. It is our responsibility to use the COLA area for quiet activities.
2. We demonstrate safe practices by walking on hard surfaces.
3. We play safely and keep our hands and feet to ourselves.
4. We understand that all seats are for sitting only.
5. It is the responsibility of all students to sit in the COLA and handball court areas when eating or drinking. Food or drink is only consumed in these areas.
6. It is understood that no student is to enter the inside of the canteen.
7. Students understand and take responsibility for wearing a school hat in the playground at lunch and recess. No hat means playing in the shade.
8. Bike riders cooperate by walking their bikes in the school grounds. We apply legal requirements by wearing approved helmets.
9. We respect school property by using it in an acceptable and appropriate manner. This includes not eating or drinking in toilets.
10. It is understood that football/soccer ball games are to be played only on the oval; and that only handballs are to be used on the handball courts while larger balls can be used with the basketball post.
11. Students must hand mobile phones to the school office and they should not be used during school hours.

### PLAYGROUND RULES

#### MORNING

1. It is our responsibility to remain seated under the COLA.
2. We demonstrate care by walking to place bags on pegs before returning to the playground.
3. We accept and understand that the oval is out of bounds unless accompanied by a teacher.
4. It is understood that handballs are the only sports equipment to be used before 9.00am.

#### LUNCH

1. It is our responsibility to cooperate by sitting in the COLA area to eat lunch and remain seated until dismissed.
2. We are responsible for cooperative behaviour and manners at the canteen.
3. It is understood that no food or drink is to be consumed at assemblies.
4. We respect our environment by placing all rubbish in the bins.
5. We understand that no hard balls are to be used in the playground including the cricket nets.
6. We accept and understand that the verandahs and steps are not play areas.

## RECESS

1. It is our responsibility to cooperate by sitting in the COLA area when eating recess.
2. We respect our environment by placing all rubbish in the bins.
3. We understand that hand balls are the only sports equipment to be used at recess.
4. We accept and understand that the verandahs and steps are not play areas.

## AFTER SCHOOL

1. We understand that bus children and walkers without parents (to exit via Frith Street) are to wait at the first large tree at the top of the driveway until a teacher arrives.
2. It is understood that bike riders must wait behind walkers and then walk to the Frith St gate when directed by the teacher on duty. No cyclists leave via Symes Ave.

## OUT OF BOUNDS

It is our responsibility to cooperate by understanding that the following areas are out of bounds;

1. Under or on top of buildings
2. In rooms without teachers
3. In gardens
4. Behind classrooms
5. Down the Frith Street driveway
6. Down the Symes Ave driveway
7. Behind the hall
8. Up trees
9. Teachers' car park

## OPPORTUNITIES FOR STUDENT LEADERSHIP

Student Leadership is promoted throughout Kahibah Public School in varying areas and contexts. Leadership is enhanced by providing opportunities for individuals and groups to support others in the accomplishment of tasks.

### **School Executive**

- Leaders holding these positions are elected by their fellow students and staff. Student executive are supported within their roles of captain and prefects, allowing each to grow and develop their individual leadership characteristics. Active participation within Kahibah Public School Student Council ensures all have solid foundations in valuing our Australian democratic processes.

### **Student Council**

- Kahibah Public School Student Council meets on a regular basis. This is a meeting where students are able to express their thoughts and concerns about how we can improve our school, and acts as a forum for decision making and leadership training. Each prefect is responsible for a class. Each class has two student council representatives. Council representatives help to run monthly class meetings. The prefects then take these concerns to a Student Council meeting where all representatives attend. Matters are then taken to staff for further approval.

### **Sport House Captains**

- Non-student executive Year 6 students are eligible to be elected as captains and vice captains of sport houses. They are elected by their house members (Years 2-6) and are responsible for sport leadership. They are given the role and responsibility to unite the members of their sporting house.

### **Library Monitors**

- Students submit an application to the librarian to be considered for a Library monitor position. Library monitors assist the teacher librarian, during lunchtimes, with borrowing and returning resources using the school's library database; re-shelving books; setting up and packing up laptops; as well as helping with day to day minor administrative tasks.

### **Buddy Mentors**

- When children enroll in Kindergarten they are assigned a Year 5 buddy. The older buddy remains a role model and "critical friend" for the younger child for two years. The buddy helps the new kindergarten person in the transition to school by looking after them in the first few weeks and also partners them in the Easter Hat Parade.

# Strategies & Practices To Recognise & Reinforce Student Achievement

## NEWSLETTERS

Newsletters are used to recognise students who have achieved quality class work and demonstrated the school core values. Additional acknowledgement of achievement for individual students will be published in the school newsletter and on the school website.

## DISPLAY OF QUALITY STUDENT WORK

Quality student work samples are displayed in the foyers, in the hall and on the school website to recognise efforts of individual students and to celebrate their success.

## PERSONALISED GOAL SETTING

Our school teach and encourage personalised goal setting for all students. Personal 'SMARTER' goals are created, reflected upon and adjusted to suit the changing needs of students. Students are supported by teachers and caregivers throughout the year with goal setting being an integral part of 3-Way-Conferences and updated goals shared via Seesaw.

## REPORTING OF STUDENT EFFORT AND ACHIEVEMENT

Our school reports on student academic progress and effort with a written report twice a year, and provides ongoing detail through interviews or meetings when required.

## AWARDS

Our school recognises students who demonstrate the school core values via student awards which are presented each fortnight and at the end of year Presentation Day ceremony to celebrate the highest academic, cultural, sporting and community achievements of students at class and whole school levels.

## HIGH POTENTIAL & GIFTED OPPORTUNITIES & PROGRAMS

Our school promotes *Excellence* through a variety of High Potential and Gifted opportunities and programs based on the learning characteristics; intellectual, social-emotional, physical, creative and across domains.

## HONOUR BOARDS

Our school maintains long term records of *Excellence* via our Honour Boards which are on display in school corridors.



# Strategies & Practices To Support Student Wellbeing & Behaviour

## LEARNING SUPPORT TEAM

Our school Learning Support Team monitor and support students with identified learning, welfare, social and behaviour needs. This team includes the School Counsellor, Learning and Support Teachers, Assistant Principal and Principal who meet regularly during the school term. Parents, classroom teachers and regional support officers and community specialists may be invited to attend these meetings to make recommendations and ensure the best support for individual students.

The Learning Support Team prepares individual student plans, access support resources and monitor students who have a disability, are on an individual learning program, have a special placement, are transitioning to or from another school or require a formal educational or health assessment. Students may be referred to the Learning Support Team by class teachers, a school executive or by their parent(s)/caregiver(s).

Some students may never require a Learning Support Team meeting while others may require several during their school years.

## RESTORATIVE PRACTICES

Restorative Practice in Kahibah Public School is a whole school approach to promote resilience and aims to contribute to the building of positive relationships between all members of the school community. It gives opportunities for people to take responsibility for their behaviour and learning. It is focused on helping young people become aware of the impact that their behaviour has on others through personal accountability and learning from a conflict situation. Restorative Practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying.

## CHOICE THEORY

Choice Theory states that almost all behaviour is chosen, and that we are driven by our genes to satisfy five basic needs: survival, love and belonging, power, freedom and fun.

Teachers explicitly embed the principles of Choice Theory as a productive, classroom model of team learning with emphasis on satisfaction and excitement. Working in small teams, students find that knowledge contributes to power, friendship and fun. Skills that encourage student collaboration are taught, to assist students to use this model successfully

## NATIONAL SCHOOL CHAPLAINCY PROGRAM

A school chaplain's role is to support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community regardless of faith or beliefs. The school chaplain does not teach or advocate any religious beliefs. A chaplain has been appointed to our school for one day per week courtesy of a grant from the Australian Government.

## SUPPORT FOR VICTIMS OF INCIDENTS

The schools discipline policy includes support for the victim not just perpetrator. Restorative practices support victims through acknowledgement by the perpetrator that harm has been inflicted on others and needs to be addressed to right the situation. It also gives victims a voice in resolving the problem. Victims are offered support from teachers, the school counsellor, school chaplain, the executive staff and the LST team as needed or requested. The school endeavours to reduce risk factors and increase protective factors for students this includes the teaching of resilience and values in all classrooms. Victims are encouraged to report incidents and teachers have a responsibility to investigate, intervene, and monitor the situation to reduce the possibility of further harm.

## PROMOTING A POSITIVE CLASSROOM CLIMATE

A positive classroom climate is characterised by warm, respectful and sensitive interactions between students and their peers, and between students and their teacher. Establishing and maintaining a positive classroom climate is an important preventative classroom management strategy because it encourages students to be engaged in learning. It can also reduce the frequency and severity of disruptive and antisocial student behaviours in classrooms. The classroom climate is impacted by the quality of the relationships teachers have with each of their students and the social and emotional competence of students. The most effective preventative strategies:

- Positive classroom climates, with high quality student-teacher relationships and explicit teaching of social and emotional skills.
- Structured instruction to engage and motivate students in learning.
- Providing and explicitly teaching effective rule and routines.
- Offering pre-corrections to remind students of expectations.
- Using active supervision to help students stay on task.

## STRATEGIES AND PRACTICES TO SUPPORT STUDENT WELLBEING AND BEHAVIOUR

The Kahibah PS Anti-bullying Plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education. This plan was initially developed in collaboration with staff and the P&C of the Kahibah Public School community. The Kahibah Public School Anti-bullying plan is made available to the school community via the school website; alternatively a copy is available upon request from the front office.

## CARE CONTINUUM

Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the Care Continuum. The care continuum includes intervention for:

- All students – creating a safe and respectful learning environment.
- Some students – providing early intervention and targeted support for students at risk of developing negative behaviours.
- A few students – supporting students with complex and challenging behaviour needs through intense, individual interventions.

The care continuum is a whole-school system that can assist schools to adopt a prevention focused approach and help to address the full spectrum of student needs including:

- Prevention
- Early Intervention
- Targeted intervention
- Individual Intervention



## WHOLE SCHOOL APPROACH

Below is a summary of the programs and strategies Kahibah Public School uses that support student behaviour at each stage of the care continuum (prevention, early intervention, targeted intervention and individual intervention).

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention Strategies</b>	Classroom Management	Strong teacher/student relationships & highly visible classroom rules.	Students & Teachers
	Communication with parents/carers	Open 2-way communication as noted in our <a href="#">Communication Procedures &amp; Protocols</a>	Parents/Carers & Staff
	Restorative Practice & Choice Theory	Build, maintain and restore positive relationships. Restorative Conversations	Students & Teachers
	Core Values	Explicit teaching & modelling of respect, responsibility & excellence.	Students & Staff
	Student Support Officers	Support the wellbeing and learning outcomes of students.	Students & Staff

	Movement Breaks & Brain Breaks	Activities to support, focus & engage students.	Students & Teachers
	Social/Emotional Learning	Including Mindfulness, Social Skills and Zones of Regulation programs.	Students & Staff
	PDHPE Programs	Focusing on social and emotional skills.	Students & Teachers
Early Intervention	Classroom Management	Explicit teaching & modelling of specific skills.	Students & Teachers
	School Chaplain	Support the social & emotional wellbeing of students & school community.	Students & School Community
	School Counsellor	Support students to thrive & succeed. Observations	Students & Parents/Carers
	Learning Support Team	Review student information & provide recommendations for teachers of students who need adjustments.	LST, School Counsellor, Principal, Assistant Principals, Teachers & Parents/Carers.
Targeted Intervention	Modified individual expectations & goals	Focusing on positive behaviour with targeted support.	Students & Teachers
	Transition Strategies	Class to playground, lesson to lesson, grade to grade, school to school with personalised support.	Students, Staff & Colleagues.
	School Chaplain	Implementing social & emotional & wellbeing programs across the school.	Students
	Behaviour Monitoring Cards	Supporting positive behaviour choices in the classroom and/or playground.	Students, Teachers & Assistant Principals.
	School Counsellor	Providing psychological counselling, assessments, reports & intervention service.	Students & Parents/Carers

<b>Individual Intervention</b>	Delivery Support Team	Other stakeholders & external agencies.	Wellbeing personnel & external agencies.
	Specialist Allied Health Services	Support from other stakeholders	Specialists
	Check-In Check-Out	Daily communication, conversations &/or signals.	Identified trusted adult & student.

## PROFESSIONAL LEARNING

Teachers at Kahibah Public School participate in professional learning that will build capacity and deepen knowledge and understanding of student wellbeing and behaviour.

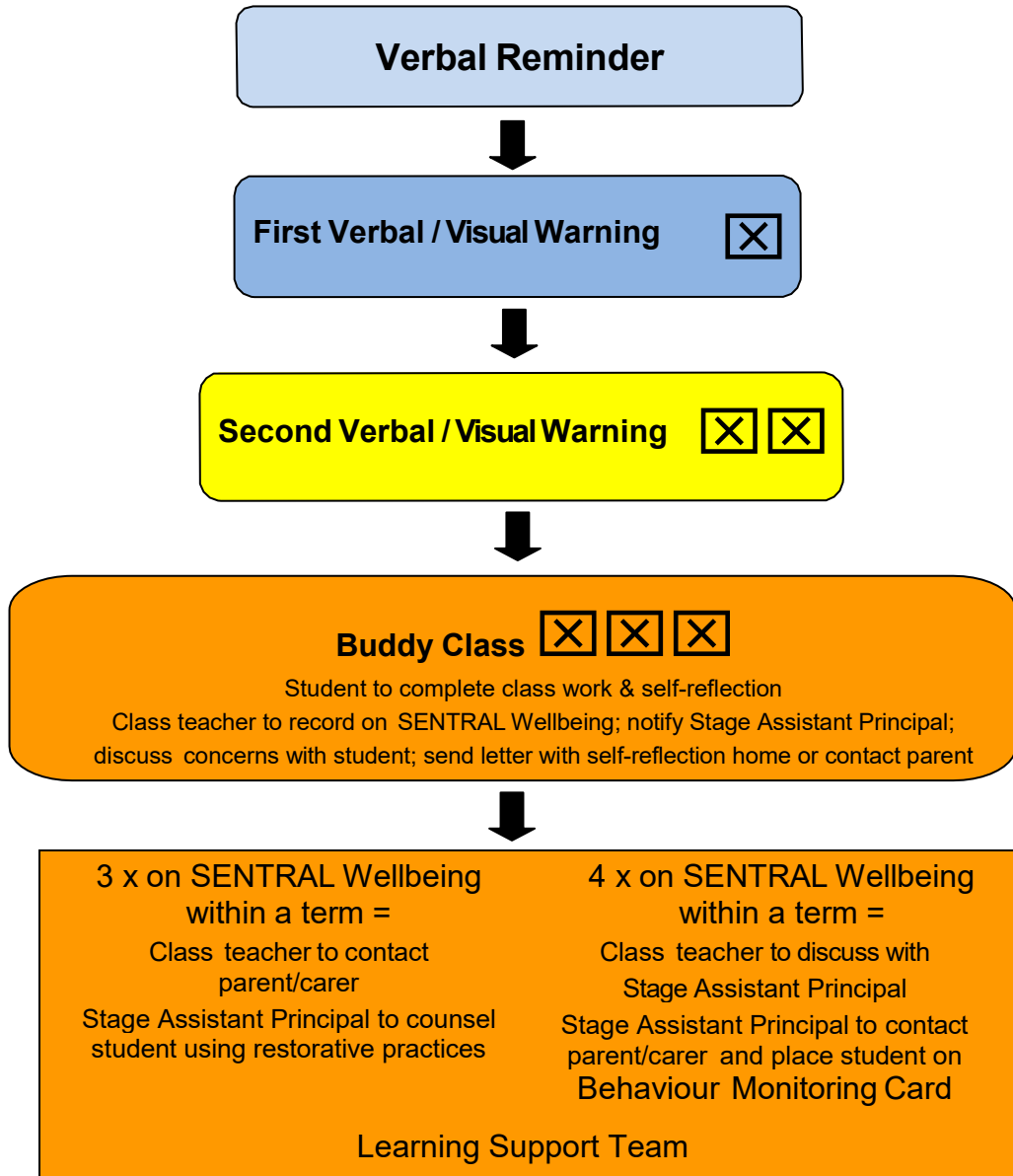
PROGRAM	DETAILS	AUDIENCE
Staff Induction	During the school induction process led by the Principal, casual and new staff will be informed about mandatory professional learning requirements.	New staff members & the Principal.
Child Protection Update	This course focuses on recognising and responding to suspected risk of harm to children and young people resulting from problematic and/or harmful sexual behaviour. It also clarifies staff obligations under the reportable conduct scheme in NSW to ensure appropriate, caring and supportive relationships between adults (working in schools) and students.	All Staff
Anti-Racism Policy Training	This training aims to increase staff understanding of the nature and impact of racism, familiarise staff with the revised Anti-Racism Policy and increase staff understanding of their responsibilities in implementing the policy.	All Staff
Aboriginal Cultural Education	This professional learning provides staff with foundational information on various historical and contemporary aspects of Aboriginal and Torres Strait Islander peoples and cultures.	Staff
Using the Wellbeing Framework for School Excellence	Develop an understanding that learning and wellbeing are inextricably linked and that it is everyone's responsibility to support this across the school.	All Staff
Management of Actual or Potential Aggression	Training course provides staff members with a framework for decision making, recognition and problem solving to prevent, de-escalate and safely respond to challenging or assaultive and physical behaviours that may be encountered by a small number of students.	Staff

## SCHOOL DISCIPLINE PROCEDURES

The staff at Kahibah Public School aim to implement a consistent approach in line with the Department of Education (DoE) policies and procedures. Refer to the flowcharts on the following pages for the procedures used to manage inappropriate behaviour across a variety of school settings. Please note, Sentral is an internal school management platform that is used to record and monitor each student's positive and negative incidents.

Students at Kahibah PS are taught to make good choices; show RESPECT; accept RESPONSIBILITY for what they say and do; and strive for EXCELLENCE.

## CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR INSIDE / CLASSROOM



**SERIOUS BEHAVIOURS**

### **SERIOUS BEHAVIOURS** (Referred to Principal)

Parent/Carer Contacted

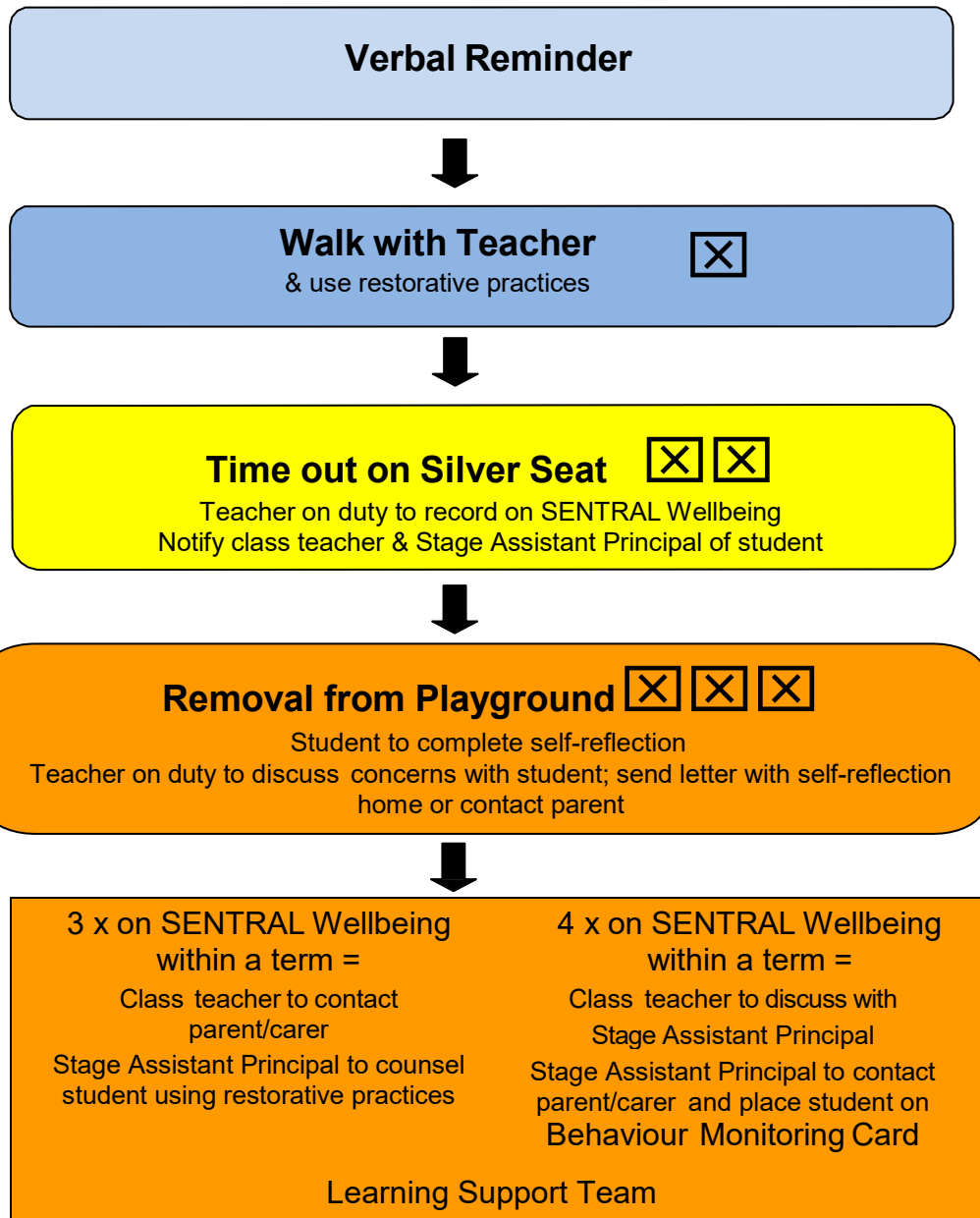
Caution of Suspension

Notice of Suspension

Learning Support Team  
(Not necessarily in this order)

Students at Kahibah PS are taught to make good choices; show RESPECT; accept RESPONSIBILITY for what they say and do; and strive for EXCELLENCE.

## CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR OUTSIDE / PLAYGROUND



### **SERIOUS BEHAVIOURS** (Referred to Principal)

Parent/Carer Contacted

Caution of Suspension

Notice of Suspension

Learning Support Team  
(Not necessarily in this order)

# EXAMPLES OF INAPPROPRIATE BEHAVIOUR

Inappropriate Behaviour	Classroom Consequence	Playground Consequence
<b>Rudeness:</b> not following directions, not doing set work, interfering with others, talking while the teacher is talking, interrupting others, making noises <b>Not following rules:</b> out of bounds, playing when I should be working, not complying with bell	Verbal Reminder	Verbal Reminder
<b>Rudeness</b> <b>Not following rules</b> <b>Disrespect:</b> telling lies, misuse of school property, minor graffiti, inappropriate use of electronic devices (Refer to <a href="#">BYOD Strategy</a> )	First Verbal / Visual Warning ☒	Walk with Teacher ☒ & use restorative practices
<b>Rudeness</b> <b>Not following rules</b> <b>Disrespect</b> <b>Verbal Aggression:</b> speaking loudly and with a threat to a teacher or student, aggressive / repeated swearing, <b>Physical Aggression:</b> pretending to hit, punch, by physically shaping up, throwing projectiles <b>Harassment:</b> stalking, bullying, teasing, name calling	Second Verbal / Visual Warning ☒ ☒	Time Out on Silver Seat ☒ ☒ Teacher on duty to record on SENTRAL Wellbeing Notify class teacher & Stage Assistant Principal of student
<b>Rudeness</b> <b>Not following rules</b> <b>Disrespect</b> <b>Verbal Aggression</b> <b>Physical Aggression</b> <b>Harassment</b>	Assistant Principal Level Buddy Class ☒ ☒ ☒ Student to complete class work & self-reflection Class teacher to record on SENTRAL Wellbeing; notify Stage Assistant Principal; discuss concerns with student; send letter with self-reflection home or contact parent/carer	Assistant Principal Level Removal from Playground ☒ ☒ ☒ Student to complete self-reflection Teacher on duty to discuss concerns with student; send letter with self-reflection home or contact parent/carer
	3 x on Sentral Wellbeing = Class teacher to contact parent/carer Stage Assistant Principal to counsel student using restorative practices. 4 x on Sentral Wellbeing = Behaviour Monitoring Card Learning Support Team	
<b>Verbal Aggression:</b> after consequence issued continuing to speaking loudly and with a threat to a teacher or student, repeated aggressive swearing <b>Harassment:</b> after consequence issued continuing to bully, tease and name call because of race or difference <b>Physical Aggression:</b> Pushing, kicking, hitting, slapping, punching, spitting, play fighting. <b>Stealing:</b> Lunch boxes, backpacks, school/classroom supplies, small amounts of money <b>Persistent Misconduct:</b> Habitual rudeness, horseplay, incidental swearing, disrespect	Principal Level Parent/Carer Contacted Caution of Suspension Notice of Suspension Learning Support Team	Principal Level Parent/Carer Contacted Caution of Suspension Notice of Suspension Learning Support Team



Name: \_\_\_\_\_

Date: \_\_\_\_\_

I will try my best by:

- *Insert desired goal here.*
- *Add or delete goals as required.*




When I have 10 boxes filled I can:

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I will try my best by:

- *Insert desired goal here.*
- *Add or delete goals as required.*




When I have 10 boxes filled I can:

\_\_\_\_\_



Name: \_\_\_\_\_

Class: \_\_\_\_\_

### CLASSROOM BEHAVIOUR MONITORING CARD

Core Values to be practiced:

- Show respect** – for yourself, others, property and the environment.
- Accept responsibility** - for all you say and do.
- Strive for excellence**

Date: \_\_\_\_\_

Term: \_\_\_\_\_

Week: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
9-10am					
10-11am					
<b>LUNCH</b>					
11:50am-12:50pm					
12:50pm-1:40pm					
<b>RECESS</b>					
2-3pm					

1 - Improvement needed 2 - Good 3 - Excellent

Comment:

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Parent Signed: \_\_\_\_\_ Date: \_\_\_\_\_



Name: \_\_\_\_\_

Class: \_\_\_\_\_

### PLAYGROUND BEHAVIOUR MONITORING CARD

Core Values to be practiced:

- Show respect** – for yourself, others, property and the environment.
- Accept responsibility** - for all you say and do.
- Strive for excellence**

Date: \_\_\_\_\_

Term: \_\_\_\_\_

Week: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup> LUNCH					
2 <sup>nd</sup> LUNCH					
RECESS					

1 - Improvement needed 2 - Good 3 - Excellent

Comment:

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Parent Signed: \_\_\_\_\_ Date: \_\_\_\_\_



## STUDENT SELF - REFLECTION LETTER

Date: \_\_\_\_\_

Dear \_\_\_\_\_

The Core Values of our school are RESPECT, RESPONSIBILITY and EXCELLENCE, which underpin all appropriate behaviour.

Your child \_\_\_\_\_ in class \_\_\_\_\_ has chosen not to:

- Show respect** – for yourself, others, property and the environment.
- Accept responsibility** - for all you say and do.
- Strive for excellence**

Your child was removed from a situation for displaying inappropriate behaviour; where they were given time to reflect on their behaviour. Your child's response to what happened, and their thoughts and feelings regarding how they can change this behaviour in the future can be found overleaf.

Please refer to the Core Values when you discuss with your child the importance of choosing to behave appropriately at all times.

Regards,

\_\_\_\_\_  
(Teacher's signature)



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(Please complete and return this slip to your child's class teacher)

Dear \_\_\_\_\_,

I have read this letter and I have discussed this matter with my child, \_\_\_\_\_ of class \_\_\_\_\_.

Signed \_\_\_\_\_

Date \_\_\_\_\_



# Kahibah Public School

## Student Self-Reflection Sheet Early Stage 1 & Stage 1

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Draw what happened.

### How did you feel?

Angry



Sad



Frustrated



Scared



Silly



Happy



### How you think others felt?

Angry



Sad



Frustrated



Scared



Silly



Happy



What could you do differently next time?

How can you help fix what you did?



# Kahibah Public School

## Student Self-Reflection Sheet Stage 2 & Stage 3

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

You have been sent to time out.  
Please complete the reflection sheet.

**1. What did you do?**

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**2. What did you want at the time? What were you thinking?**

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**3. Has anyone been hurt by what you did? How?**

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**4. What could you do differently next time?**

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**5. How can you fix what you did?**

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Discuss this plan with your teacher and your parents/carers.  
Can they help in any way? Ask them to sign it.

Student Signature: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

