



Overview

At Hanwood Public School (HPS), our aim is to develop deep knowledge, understanding and ownership of learning. We strive to enhance engagement to develop the skills of our students to thrive into the future. Hanwood Public School is committed to explicitly teaching and modelling positive student behaviour and school-wide expectations that support all students to develop a strong sense of belonging and to be engaged with their learning at school. There is a strong focus on implementing the principles of inclusive practices in all areas of our school environment, systems and procedures. In 2024, HPS implemented the Resilience Project and its principles into our wellbeing procedures and management. Our School Behaviour Support and Management Plan aligns with our HPS Wellbeing Policy.

Partnership with parents and carers

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing. Parents and carers play an important role in the school community. The [School Community Charter](#) informs parents and carers on how to engage with NSW public schools. Hanwood Public School will partner with parents/carers in establishing expectations and developing and implementing student behaviour management strategies by:

- Reviewing our whole School Behaviour Support and Management Plan each year in consultation with the broader school community
- Seeking feedback from parents and students through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- Case management meetings with key stakeholders including parents or carers, students, class teacher, support teachers, principal, executive staff and interagency support networks
- Three-way goal setting meetings between the student, parent or carer and class teacher held twice per year

Hanwood Public School will communicate these expectations to parents/carers by presenting our plan at P&C meetings, publishing details of our plan on our school website and in the Hanwood Newsletter. Individual meetings, letters and phone calls will be made, when appropriate, as outlined in the HPS Wellbeing Policy.

School-wide values and expectations

Hanwood Public School is guided by our school values and rules that explicitly teach, support and encourage positive behaviour. Emotional Literacy is a key focus of the school wellbeing framework with Resilience Project lessons and strategies being taught and reinforced throughout the school year. All staff explicitly teach, model and discuss these values and the school rules with students and they are communicated to parents and community members regularly. Executive staff reinforce these values when supporting students to demonstrate positive behaviour.

Expectation – Be Safe	Expectation – Be Respectful	Expectation – Be Resilient
Hands and feet to yourself	Respect and care for others	Practise Gratitude
Stay safe	Do as you are asked	Show Empathy
Look after our school	Right place, right time	Practise Mindfulness

Hanwood Public School is guided by our school rules to support and encourage positive behaviour. The school rules that support the wellbeing of all students are:

1. Look after our school
2. Respect and care for others
3. Do as you are asked
4. Right place, Right time
5. Stay safe
6. Hands and feet to yourself

We are teaching The Resilience Project values of:

Gratitude
Empathy
Mindfulness

Key policies and programs prioritised and valued by the school community are:

- positive, inclusive, respectful and safe practices for supporting positive student behaviour in accordance with the following policy documents - Student Behaviour Policy, Inclusive Education for Students with Disability Policy, Policy for the Elimination of Restrictive Practices, School Community Charter
- universal, preventative, proactive and protective behaviour strategies and programs that help support positive behaviour for all students
- targeted and early intervention programs to identify and support students who are at risk
- immediate response strategies and programs for individual students demonstrating complex and challenging behaviour
- complex Case Management for individual students, when required

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.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>.

This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Hanwood Public School uses a whole-school approach that incorporates a multi-tiered care continuum to provide support to all students based on individual need. We work in partnership with our community and engage external agencies when appropriate. Additional departmental resources are utilised when needed, including the use of the Team Around a School.

The care continuum has a prevention-focused approach and helps to address the full spectrum of student needs including:

- prevention
- early intervention
- targeted intervention
- individual intervention

Care Continuum	Strategy or Program	Details	Audience
Prevention	Provide clear, consistent and well communicated expectations for behaviour in all classrooms and the around the school.	<ul style="list-style-type: none"> • Consistent school-wide behavioural expectations • Positive, safe and inclusive behaviour among students • School-wide planned and consistent pro-social and positive behaviour reinforcement using verbal and non-verbal praise, as well as extrinsic rewards • Explicit instruction of expected behaviour • Modelling of school rules and values by all staff at all times • Peer support • Positive relationship between staff and students • Classroom expectations and rules clearly and positively stated, displayed in classroom and supported by visuals • Consistent use of assertive discipline practices when needed • See HPS Wellbeing Policy 	Students K-6
Prevention	Assertive Discipline	<ul style="list-style-type: none"> • School-wide behavioural expectations • School-wide planned and consistent response to behaviour • Consistent recording of negative behaviour incidence • See HPS Wellbeing Policy 	Students K-6
Prevention	Whole school awards system	<ul style="list-style-type: none"> • Whole school assemblies held fortnightly • Merit Awards to be given to students from each class for following school and classroom rules and displaying positive learning habits • HPS Award is given by the principal to one 	Whole School Community

Care Continuum	Strategy or Program	Details	Audience
		<p>student at each assembly who has displayed positive learning behaviours</p> <ul style="list-style-type: none"> • Presentation Night: a list of awards presented can be found in the HPS Wellbeing Policy • The Hanwood Way tokens are given to students who are seen following school rules or displaying school values on the playground. They go into a treasure chest in the front office for a weekly draw. Two names are drawn out of the treasure chest at morning lines on Monday mornings and the students receive a small prize, such as an ice-block or hot chocolate 	
Prevention	Student Leadership	<ul style="list-style-type: none"> • Students are provided with the opportunity to apply for student leadership positions. These positions include: <ul style="list-style-type: none"> • Student Representative Council (years 1 – 6), with two representatives from each class • School Captains (Year 6 students, one boy and one girl) • School Vice-Captains (Year 6 students, one boy and one girl) • Sports House Captains (two Year 6 students for each of the three houses) • Year 6 Committees • Information about the selection criteria and process can be found in the HPS Wellbeing Policy 	Students 1-6
Prevention	Student wellbeing external programs – Resilience Project	<ul style="list-style-type: none"> • Teaches and supports positive mental health in the classroom, staffroom and wider school community • Staff professional development • Evidence-based teaching and learning curriculum 	Whole School Community
Prevention	Student Voice	<ul style="list-style-type: none"> • The Student Representative Council (SRC) is elected by students each year. The SRC empowers students to express their opinions, develops leadership skills, promotes school spirit and build positive relationships, responds proactively to student concerns and needs and facilitates positive change in our school and the wider community • Student leadership positions for Year 6 students including School Captains, Vice-Captains and Sports House Captains • Three-way goal setting meetings held twice per year with student, parent/carer and class teacher to create and review learning goals • Student involvement in personalised learning support plans, behaviour support plans and 	Students K -6

Care Continuum	Strategy or Program	Details	Audience
		behaviour response plans <ul style="list-style-type: none"> • Student involvement in class rules and rewards system development • Restorative practices and part of the Assertive Discipline process outlined in the HPS Wellbeing Policy 	
Prevention/ Early/ Targeted/ Individual	Learning Support Team	<ul style="list-style-type: none"> • Personalised Learning Support Planning • Program and resource differentiation support • Allocation of school support staff • Additional support for class teacher • Liaise with external support providers 	Students K-6
Prevention/ Early/ Targeted/ Individual	School Counsellor	<ul style="list-style-type: none"> • Individual student counselling • Student assessment • Support and training for staff 	Students K-6
Prevention/ Early/ Targeted/ Individual	Verbal Intervention/ Safety Interventions (VISI)	<ul style="list-style-type: none"> • Whole-school training in behaviour support and management • Trauma informed approach to behaviour support • Staff and student safety 	Staff
Prevention/ Early/ Targeted/ Individual	Anti-racism	<ul style="list-style-type: none"> • Hanwood Public School has an Anti-Racism Contact (ARCO). Please contact the school for more information. The school follows the DEC anti-racism policy and anti-racism procedures 	Whole School Community
Prevention/ Early/ Targeted/ Individual	Attendance	<ul style="list-style-type: none"> • Hanwood Public School follows the Department guidelines on monitoring and managing school attendance using the Attendance Matters resources • Procedures for monitoring attendance can be found in the HPS Wellbeing Policy 	Whole School Community
Prevention/ Early/ Targeted/ Individual	Interpreting and Translations	<ul style="list-style-type: none"> • Phone or face-to-face translation organised when needed • Translation of notes and key information • Interagency support when available 	Whole School Community
Prevention	Child protection	<ul style="list-style-type: none"> • Teaching child protection education is a mandatory part of the syllabus 	Students K - 6
Prevention	National Day of Action against Bullying	<ul style="list-style-type: none"> • Our school participates in the annual National Day of Action against Bullying in August each year. 	Students K- 6
Prevention	Anti-Bullying	<ul style="list-style-type: none"> • Curriculum programs in Personal Development address issues such as bullying and appropriate and positive use of social media • Teachers plan and implement anti bullying units 	Whole School Community

Care Continuum	Strategy or Program	Details	Audience
		<p>of learning as part of their PD/H/PE program</p> <ul style="list-style-type: none"> Incursions - Eg Police Youth Liaison Officer visits to discuss appropriate use of social media with senior students 	
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	<ul style="list-style-type: none"> Curriculum programs in Personal Development address issues such as bullying and appropriate and positive use of social media The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents 	Individual and small groups of students K - 6
Targeted / individual intervention	Classroom and Playground Support	The school executive and the Learning Support Team allocate School Learning Support Officers to support the positive engagement of students in the classrooms and playground. Targeted support may be provided to students in the classroom to address areas of academic and social need and in the playground to support positive play. This caseload is managed by the Learning Support Team and parent consultation and permission will always be sought before students are supported in this way.	Individual and small groups of students K - 6
Targeted / individual intervention	Integration Funding Support	Individual Funding Support (IFS) is provided by the department so that students will be supported in their mainstream classroom. If your child qualifies for IFS, the school plan additional resources to provide adjustments to personalise learning and support for your child. This may include an extra teacher support and/or School Learning Support Officer if this is the most appropriate resource to help your child.	Individual students, their families and relevant staff
Targeted / individual intervention	School Case Management - Individual Behaviour Management Plan	Strategies for students with highly complex and challenging behaviours require individual assessment, implementation, monitoring and review. We build the capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop an individual student support plans and risk management plans for individual students, in collaboration with parents and other department staff. Our system supports students to maintain positive behaviour and make progress towards the goals in their individual behaviour plan.	Individual students, their families and relevant staff

Planned responses to inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Hanwood Public School supports and implements Assertive Discipline practices and procedures. With this approach, expectations of students are explicitly taught in a positive, pro-active manner so that disruption to learning is minimised.

Behaviours of Concern:

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Inappropriate behaviours and behaviours of concern have been categorised as minor or major and are summarised into a table (see appendix 1).

Minor behaviour incidences are typically managed by the class teacher or teacher on duty. These are recorded in a printed playground incident log which is entered on to Sentral weekly by a SAO. Classroom incidences are recorded in a printed class behaviour log with only incidences resulting in two or more crosses being recorded on Sentral by the class teacher.

Major behaviour incidences are typically managed by the school executive. Serious behaviour incidents in the playground or the classroom that pose a risk to the safety or wellbeing of the student or others result in a school executive member being contacted immediately to manage the situation. These incidences are also recorded on Sentral by the class teacher or school executive.

Positive Reinforcement:

Playground: The Hanwood Way tokens are given to students who are seen following school rules or displaying school values on the playground. They go into a treasure chest in the front office for a weekly draw. Two names are drawn out of the treasure chest at Morning Lines on Monday mornings and the students receive a small prize, such as an ice-block or hot chocolate.

Classroom: Positive behaviour is reinforced with the use of Class Dojo points in all classrooms. All classrooms have class points, where class rewards are negotiated between students and teachers. All staff at Hanwood Public School implement other positive rewards/incentives at their discretion.

Class Dojo Points: Class Dojo points are used in all classrooms to promote positive, on-task learning. Students earn Class Dojo points for an array of positive reasons. Rewards for Class Dojo points are:

Points	K/1/2	3/4	5/6
100	Lollipop	Lollipop	Lollipop and Bookmark
200	Ice-Cream	30 Minutes Free Time	Invited to Attend End-Of-Year Event and Ice-Block
300	Hanwood Way Badge	Hanwood Way Badge	Hanwood Way Badge

Class Points: All classrooms have class points, where class rewards are negotiated between students and teachers. All staff at Hanwood Public School also implement other positive rewards/incentives at their discretion (separate to whole school policy expectations i.e. Class Dojo Points and Class Points).

Response to Inappropriate Behaviours and Behaviours of Concern	
Classroom	Non-classroom setting
non-verbal prompt or cue rule reminder re-direct offer choice error correction prompts verbal warning – recorded in behaviour book seat change – one x recorded in behaviour book stay in at break to discuss/ complete work for maximum of ten minutes– two crosses recorded in behaviour book student-teacher conference reflection and restorative practices – three crosses recorded in class behaviour board, reflection recorded on Sentral communication with parent/carer severe clause – student sent to executive staff member	non-verbal prompt or cue rule reminder re-direct offer choice error correction prompts verbal warning – recorded on playground board student-teacher conference time out from play – 10 minute maximum, recorded in Sentral by SAO repeated minor incidence or major behaviour of concern results in student receiving a reflection and restorative practices repeated major behaviour of concern or a severe incident may result in a level or suspension- see HPS Wellbeing Policy communication with parent/carer

Responses to serious behaviours of concern

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

Responses for serious behaviours of concern, including students who bully or are victims of bullying (**see appendix 2**) or racism (**see appendix 3**), are recorded on the school Sentral Wellbeing System. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school Learning and Support Team

- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below and on the following page)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion

Hanwood Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency
- wellbeing data entered on Sentral

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

[Incident Notification and Response Policy](#)

[Incident Notification and Response Procedures](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#)

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Student directed Time-Out in the classroom or playground</p> <p>A student may make a verbal or non-verbal request to leave the classroom, learning space or area of playground that may be causing stress or be triggering. It is used as a self-regulation tool and has been previously taught and planned.</p> <p>A teacher may prompt the student to use the student directed time-out strategy when needed as a regulation tool.</p> <p>There will be management systems in place to ensure the safety of the student.</p>	<p>The student will return to the learning space as soon as they are able to or within an individual agreed timeframe</p>	<p>Class teacher, Learning Support Team, Executive Staff as needed</p>	<p>Self-regulation tool recorded in student planning documentation.</p>
<p>Teacher directed Time-Out within the classroom</p> <p>Students who have displayed repeated inappropriate behaviours in the classroom and have not responded to prior attempts of positive re-engagement will have a time-out. This is a punitive action that is recorded by the student receiving two crosses in the class behaviour book.</p> <p>The students will sit outside the staffroom area within the playground or on the library steps.</p> <p>Student-teacher conferencing will occur prior to or immediately following the time-out.</p> <p><i>NB students may be asked to complete unfinished learning tasks in the classroom. This is not considered time-out.</i></p>	<p>Maximum of ten minutes.</p> <p>During the lunch or recess break</p>	<p>The class teacher will walk them to the assigned area. The teacher on duty will tell the student when they can go</p>	<p>Class Behaviour Book</p> <p>Sentral – wellbeing module</p>
<p>Teacher directed Time-Out in the playground</p> <p>Students who have displayed repeated inappropriate behaviours in the playground and have not responded to prior attempts of positive re-engagement will have a time-out. This is a punitive action that is recorded in the playground behaviour book.</p> <p>The students will sit outside the staffroom area within the playground or on the library steps.</p> <p>Student-teacher conferencing will occur prior to or immediately following the time-out.</p>	<p>Maximum of ten minutes.</p> <p>During the lunch or recess break</p>	<p>The teacher on duty will direct the student to the allocated area. They will tell the student when they can go</p>	<p>Playground Behaviour Book</p> <p>Sentral – wellbeing module</p>
<p>Reflection</p> <p>Reflection is held daily in a designated classroom. Students visiting the reflection</p>	<p>Maximum of twenty minutes in one day. Held</p>	<p>An executive member of staff</p>	<p>Sentral – wellbeing module</p>

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>room are to go to the reflection room with their lunch. Students will have 20 minutes in the reflection room, as they have displayed a major behaviour in either the classroom or the playground. During reflection time, the student completes a restorative practices reflection (see appendix 4) with the executive staff member on duty to plan for future positive behaviour.</p> <p><i>Parents are notified that the student has had a reflection via an automated letter generated through Sentral.</i></p>	<p>during the lunch break. Students eat their lunch at the reflection room and can go to the bathroom when needed</p>	<p>typically takes the reflection duty.</p>	
<p>Principal's Detention</p> <p>If students receive three 20-minute reflections in one term, they will receive a one-day Principal's Detention. This means that the student is not allowed on the playground for the morning, lunch, recess, and bus times. Students will be given break time to eat and use the bathroom.</p> <p><i>Parents will be notified by a letter or phone call home from an executive staff member.</i></p>	<p>Both break times for one full day. Students are given time to use the bathroom and eat their lunch and recess</p>	<p>Principal or relieving executive staff.</p>	<p>Sentral – wellbeing module</p>
<p>Level</p> <p>A student will be placed on a level if they reach a Principal's Detention, or by a major incident determined by an Assistant Principal or Principal. Students will be placed on a behaviour card (see appendix 5) which is to be signed in class or by a teacher on duty. Once students earn five days of ticks total (classroom and playground), they are off the level. When students are on a level, leaving the school grounds is "at-risk" and will be principal determined.</p> <p><i>Parents will be notified by a letter or phone call home from an executive staff member. A meeting will be held involving the student, parent or carer and executive staff member to discuss expectations and identify strategies to support future positive behaviour.</i></p>	<p>Students are required to show five days of positive behaviour choices to be taken off the level. These do not need to be consecutive</p>	<p>Principal or relieving executive staff.</p>	<p>Sentral – wellbeing module</p>

Review date

First published: November 2024

Next review date: July 2025

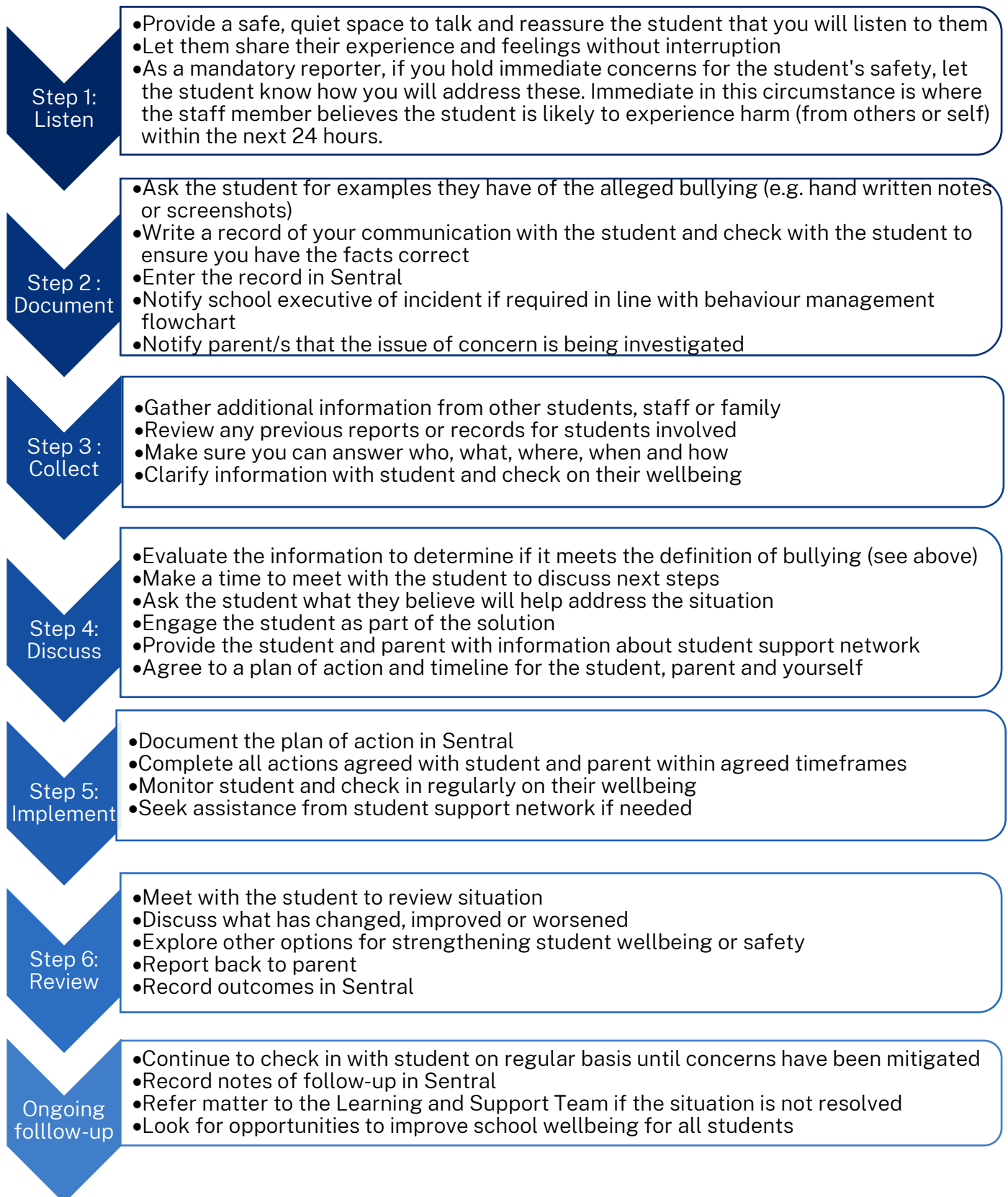
Appendix 1:

Student Wellbeing Policy – Minor and Major Behaviours of Concern

Hanwood Public School Minor and Major Behaviours of Concern

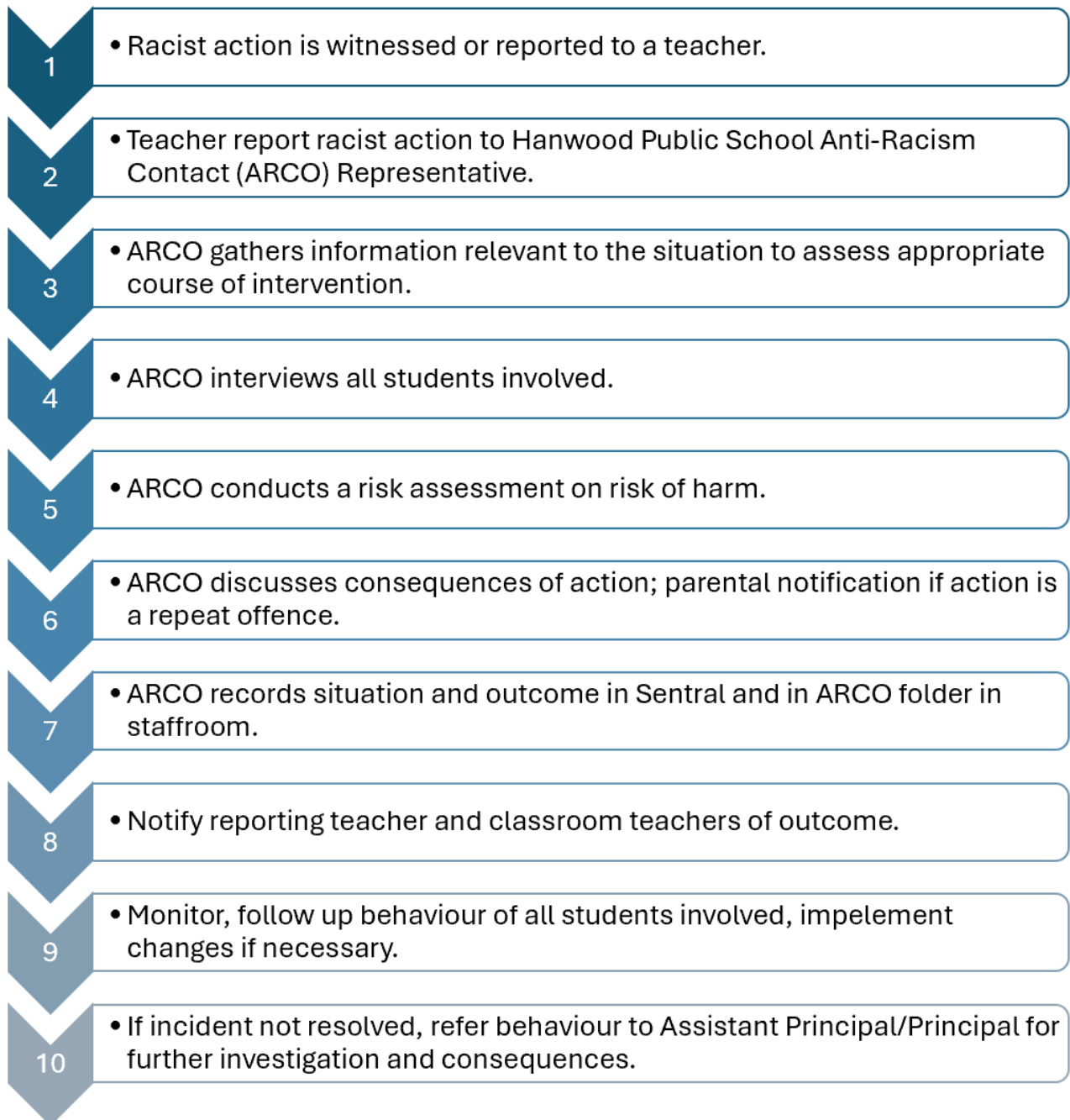
	Minor Misdemeanour– Teacher managed Action (dependent on incident)		Major Misdemeanour– Executive managed Action (dependent on incident)	
Behaviour	Playground	Classroom	Playground	Classroom
	Warning (still record on playground board) Conference – with on duty teacher Time out – 10 min max from play <i>Continued behaviour results in a major</i>	Warning (record on behaviour board) X = student moves to another place in the classroom XX = Time out – 10 min max from play at following break <i>Continued behaviour results in a major</i> XXX = 20 minutes reflection the following day	Teacher to call/send for executive Reflection Level Suspension	Severe clause = student sent to Executive Staff member Reflection Level Suspension
Physical Conduct	Engages in non-serious but inappropriate physical conduct: - Annoying hands on - Play fighting - Body contact and rough play, without intent to hurt (e.g. pushing others in lines) - Hitting with hats - Unsafe classroom behaviour e.g. swinging on chair.		Actions involve serious, dangerous and intentional physical contact where injury may occur: - Intentional, dangerous and/or forceful physical contact (including throwing objects) e.g. pinching, punching, hitting, kicking, fighting, tackling, scratching, biting, spitting, pushing, shoving, pulling, tripping or slapping etc - Inappropriate touching	
Inappropriate Language	Student uses low intensity but inappropriate language: - Low level name calling in the heat of the moment - Inappropriate tone/phrasing - Swearing in conversation		Verbal messages are inappropriate and/or abusive: - Swearing directed at students and/or staff - Using words that are of a racial, sexual or embarrassing nature - Writing offensive words or drawing offensive pictures	
Bullying/ Harassing	Engages in low-level one-off isolated incidents: - Name calling, teasing and low level put downs - Bystanders encouraging anti-social behaviour - Poor sportsmanship, unfair play		Engages in repeated serious, abusive and deliberate bullying behaviours (written, verbal or non-verbal): - Repeated name calling, teasing and/or put downs - Consistently excluding others - Continual spreading of rumours - Intentional intimidation of others - Inciting others to behave inappropriately	
Disruption	Engages in one-off, but inappropriate disruption: - Talking while others are speaking - Inappropriate sounds and actions - Intentionally interfering with games/ activities/ learning		Persistent behaviour causes interruption to playground activities: - Repeatedly/deliberately interrupting and/or annoying others	
Defiance/ Non-Compliance, Disrespect	Engages in brief or low intensity disrespectful behaviours: - Rude gestures, e.g., eye rolling - Comments under breath - Poking out tongue - Out of bounds (including toilets without permission) - Running on the concrete or footpaths - Littering - Lying to a teacher - Disrespect to a teacher - Playing without a hat - Bouncing balls in lines - Eating in Area B or the play equipment - Refusal to complete tasks		Repeated refusal and/or ignoring of staff directions or school expectations: - Threatening staff and others - Repeated refusal to comply with instructions from staff - Arguing with staff - Hiding from staff - Leaving school grounds - Leaving the 'time out' area without permission	
Property Misuse	Engages in low-level misuse of school/student property: - Inappropriate use of equipment and belongings eg: snatching, throwing, flicking hats, pulling clothes, books or sports equipment, drawing on property - Throwing sand, bark, stones, etc - Unsafe use of classroom materials e.g. ruler, scissors		Deliberately damages/misuses another student's/school property: - Destruction or permanent disfigurement of property (including graffiti) - Stealing - Intentionally destroying and damaging school property and/or property belonging to others - Use of an implement as a weapon - Possession of a prohibited weapon	

Appendix 2: Bullying Response



Appendix 3: Response to Racism Flowchart

Hanwood Public Response to Racism Flowchart



Appendix 4 – Restorative Practices Reflection

Restorative Practices Reflection

Name: _____ Date: _____

What happened:

How were you feeling at the time?

What were you trying to get?

Attention

Revenge

Fun

Control

Avoidance

Other

Who has been affected by my behaviour?	How did my behaviour make them feel?
Myself	<div><div></div><div></div><div></div><div></div></div>
My friends / classmate	<div><div></div><div></div><div></div><div></div></div>
My teacher	<div><div></div><div></div><div></div><div></div></div>
My parents	<div><div></div><div></div><div></div><div></div></div>

How will you make it right?

Restorative Practices Reflection

Name: _____ Date: _____

What happened:

How were you feeling at the time?

What were you trying to get?

Attention

Revenge

Fun

Control

Avoidance

Other

Who has been affected by my behaviour?	How did my behaviour make them feel?
Myself	
My friends / classmate	
My teacher	
My parents	

How will you make it right?

Appendix 5 – Level Card

Level Card

Present this card to your teacher or the teacher on duty in Area A at the beginning of the session or playtime. The supervising teacher will sign your card if you display respectful behaviour. Once you have reached 5 days of respectful behaviour your level will be complete.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Duty					
Morning Session					
Lunch 1					
Lunch 2					
Middle Session					
Recess					
Afternoon Session					
Bus					

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