

Willoughby Public School Behaviour Support and Management Plan

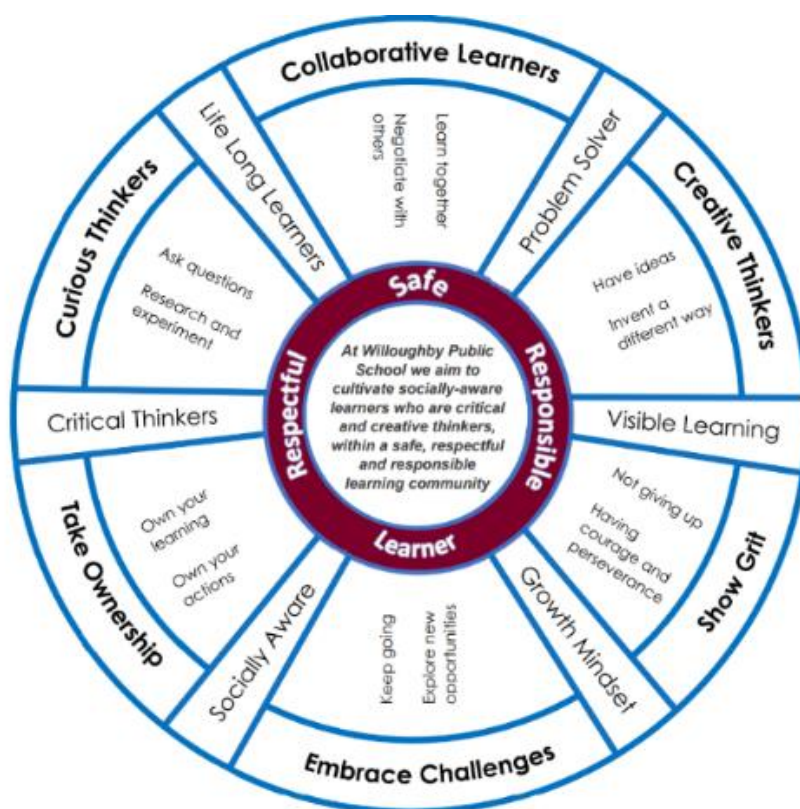
Overview

Willoughby Public School (WPS) is underpinned by a student-driven philosophy wherein each student is perceived as a learner. As our school vision entails, ‘we aim to cultivate socially aware learners who are critical and creative thinkers’. To achieve this vision, we need to work as a community to build a safe, respectful, and responsible learning environment.

At WPS, the Department of Education policies, school-wide systems and bespoke frameworks work cohesively to foster a culture of inclusion and respect. The policies drive our decision-making and philosophical beliefs, while the frameworks of The Disposition Wheel, Positive Behaviour Engaging Learners (PBEL), Case Management and School-based transitions facilitate a systematic and streamlined approach to positive behaviour support and management.

The Disposition Wheel

The Willoughby Disposition Wheel supports the teaching and learning of skills and strategies that foster life long learners. Based on research and built on student, staff and community feedback, The Disposition Wheel was co-developed and co-designed. This collaborative creation forms an integral aspect to the interpersonal, intrapersonal and cognitive component to being a learner who shows the different elements or dispositions. A cohesive attitude to learning underpinned by the school values and school vision statement is the driving force to building knowledge and striving for continuous improvement as a life long learner. Students take ownership towards the acceptance of errors as part of the learning process and welcoming feedback to help them improve. As a result, students, staff and the wider community have the growth mindset towards creating positive, respectful relationships, placing student well being at the forefront to promote optimum conditions for learning across our school.



Positive Behaviour Engaging Learners (PBEL)

PBEL stands for Positive Behaviour Engaging Learners. It is a proactive whole school framework for supporting students with establishing and maintaining positive behaviour expectations across all learning spaces. PBEL is based on a restorative approach to teaching social and behavioural expectations by implementing consistent strategies for taking ownership and responsibility for their actions.

Case Management

Willoughby Public School fosters a culture of inclusion. We aim to establish inclusive learning environments where learners with additional needs flourish cognitively, socially, emotionally, physically, and spiritually. We believe all students will be treated on the same basis as a student without disability and without experiencing discrimination. A case management approach supports reasonable adjustments and personalised support to ensure all students can participate in all aspects of school life.

School-Based Transitions

WPS's transition framework is a model of collaborative practice between teachers, leaders, students, and their families. The strong collaboration between parents, students and the community inform and supports continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. The framework promotes student agency in school-based transitions. Transition points include starting kindergarten, starting high school, transitioning into new grades, and starting at WPS as a new enrolment.

Partnership with parents and carers

Willoughby Public School values parent and carer agency. We partner with parents and carers to establish student behaviour and management expectations to foster a positive school environment. We develop these expectations using the following methods:

- Invitation to parents, carers and students to provide feedback through formal and informal means, such as the annual Tell Them From Me (TTFM) surveys and school-developed surveys.
- Consultation and discussion with the P&C, Inclusion Support Group, and local AECG.
- Concerns raised and resolved through complaints procedures to review school systems and practices.

Willoughby Public School communicates these expectations to parents and carers through the Meet the Teacher Evenings, Term 1 Parent-Teacher interviews, the school newsletter, and visible signage around the school and on the school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and well being.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Parent voice is valued and respected in the planning of personalised learning for students. Utilising the Case Management approach, our learning and support team work in partnership with parents and carers to personalise learning through adjustment plans, Personalised Learning Support Plans (PLSP), individual Behaviour Response Plans (BRP), and Risk Management Plans (RMP). Our outstanding transition programs, involve parent consultation and are targeted and differentiated to meet all students' social and emotional needs.

Willoughby Public School has proactively partnered with the community to form an innovative Inclusion Support Group. The group purposefully creates a culture of inclusion and support within the school community for families of children who need support, have a disability, are neurodivergent or face a barrier to education. They aim to build friendships and positive relationships between parents of these children through sharing stories, exchanging ideas, and empathetic listening. This group makes parents feel welcomed, supported, included, and heard in the school community.

School Community Consultation

The school has invited feedback and consultation with the P&C and the Parent Inclusion and Support Group. A draft has been sent to the wider school community for consultation and feedback.

School-wide expectations and rules

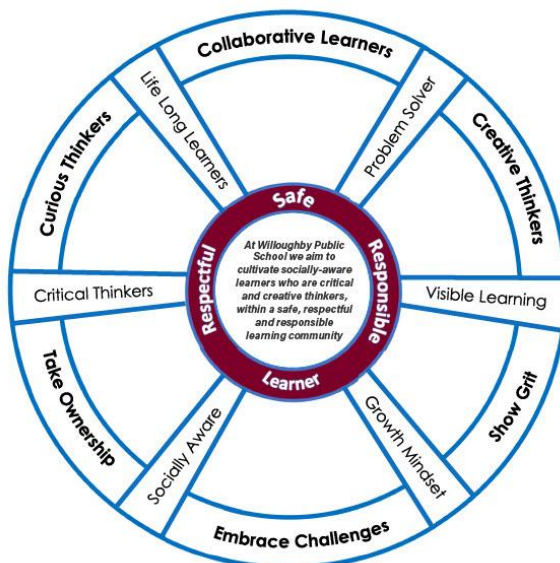
WPS implement consistent school-wide behaviour expectations across all learning spaces. The expectations support students in learning how to make positive choices for their behaviour.

Safe Learners	Respectful Learners	Responsible Learners
- work and play safely	- listen and communicate with courtesy	- actively participate
- follow instructions	- care for ourselves, others and the environment	- look after equipment and personal belonging
- move safely around the school	- show pride in our school	- make appropriate choices
- are sun safe	- celebrate diversity	- ask for help

The PBEL team ensure school-wide consistency through strong embedded communication systems. The community is informed of behaviour expectations through school newsletters, the school’s website and visible signage around the school.

A PBEL staff committee meet fortnightly to ensure the data, behaviours and any student concerns are promptly addressed. The meetings foster discussions to support student behaviours across all learning spaces, both in the classroom and playground. Arising from the data and discussions, the team design school-wide PBEL lessons for explicit teaching of behaviour.

Students engage in the weekly PBEL lessons distributed to teachers by the PBEL team. These lessons proactively and immediately address the behaviours emerging across the school. The behaviour expectations are displayed in all classrooms demonstrating clear communication of behaviour and learning expectations school-wide.



The blank wheels allow class teachers to co-construct behaviour and learning expectations with students.

Behaviour Code for Students

The [Behaviour Code for Students](#) is the Department of Education’s policy for student behaviour. The policy states that 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. This includes behaviour that is considered bullying and cyber bullying. It is the responsibility of schools to design a whole school approach based on [The Care Continuum](#) that supports this policy. Translations of this document in multiple languages is available here: [Behaviour code for students \(nsw.gov.au\)](#)

Whole school approach across the care continuum

Strategies, Approaches and Resources to support students' learning and well being	Prevention	Early intervention	Targeted intervention	Individual intervention
<p>Data informed</p> <p>WPS implement an evidence informed approach to supporting students' learning and well being. Student data is proactively tracked and monitored through the Tell Them From Me surveys, Positive Behaviour for Engaging Learners (PBEL), Nationally Consistent Collection for Data (NCCD), self-assessment against the School Excellence Framework (SEF). Student learning and well being drives the strategic directions of the School Improvement Plan (SIP).</p>	X	X	X	X
<p>Positive Behaviour Engaging Learners (PBEL)</p> <p>PBEL is a school-wide system that explicitly teaches positive behaviour. The system is responsive to school-wide data analysed fortnightly. From the data, lessons are designed for whole school teaching (K-6), targeting student needs.</p> <p>There is a rewards system of behaviour expectations with Caught You Being Good Tokens and the Willoughby Learner Award System whereby students progress through a series of awards to achieve their next Learner Award.</p> <p>The school-wide data is used to identify and inform the need and type of support for individuals.</p>	X	X	X	X
<p>Learning Dispositions</p> <p>Learning dispositions are habits of mind and actions that affect how students approach learning. Learning dispositions are explicitly taught in classrooms and embedded into all aspects of school life.</p>	X	X		

Strategies, Approaches and Resources to support students' learning and well being	Prevention	Early intervention	Targeted intervention	Individual intervention
<p>Explicit Teaching of Social Skills, Relationships, Health and Safety</p> <p>Willoughby has a strong focus on the explicit teaching of student's personal safety and well being. These programs achieve outcomes of the Personal Development Health Physical Education (PDHPE) syllabus. Our programs include Junior Social Skills, URStrong and Smiling Minds. School wide teaching of safety through Child Protection, Road Safety, Drug Education, and the e-safety website are planned over the course of the year. External specialist programs are employed to supplement and enhance learning programs with Online Guardians and Gen Ready. These programs work in tandem with PBEL to proactively support students' learning and well being.</p>	X		X	
<p>Student Leadership</p> <p>The Student Leadership programs give students take active roles in the school community and create a culture of advocacy and responsibility for learning. The student leadership programs include Student Representative Council, Waste Warriors, Tech Team, Service Team, Peer Mentors and Library Monitors.</p>	X	X	X	X
<p>Extra-curricular clubs</p> <p>Extracurricular programs, run by teachers or P&C, cater for students showing an interest or talent in ukelele, choir, drawing, sketch club, gardening, debating, dance, and band.</p>	X	X	X	X
<p>Student Behaviour Policy</p> <p>The school's anti bullying strategies and cybersafety procedures are key components of the DoE Student Behaviour Policy. They provide direction and guidance on supporting and managing safe, responsible, and respectful student behaviour in NSW public schools.</p>			X	X

Strategies, Approaches and Resources to support students' learning and well being	Prevention	Early intervention	Targeted intervention	Individual intervention
<p>Anti-Racism Education</p> <p>The Anti-Racism Policy commits the department to the elimination of all forms of racial discrimination in NSW public schools. It applies to all employees, students attending NSW public schools, parents, carers, volunteers and contractors, and has implications for each school community. This includes the role of the Anti-Racism Contact Officer in providing support to teachers, students and the community around Anti-Racism education.</p>	X	X	X	X
<p>Integration and Reverse integration</p> <p>Integration and reverse integration occur twofold across the school. WPS enjoy an over 30 year partnership with Cromehurst SSP. The program invites interested Year 5 students to participate in joint teaching & learning across our two schools.</p> <p>The WPS IM support class provides personalised instruction to student's level and pace of learning. The class integrates into the mainstream activities and lessons where there is opportunity for success.</p>				X
<p>Learning Support</p> <p>Learning support is a school-wide system of personalised intervention and support. A system of learning adjustments for low level disability and case management for personalised learning.</p>	X	X	X	X
<p>External DoE supports</p> <p>The school's learning and support team collaborates with external DoE supports to access high level intervention. These interventions are delivered through a specialised Team Around the School approach.</p>		X		X

Strategies, Approaches and Resources to support students' learning and well being	Prevention	Early intervention	Targeted intervention	Individual intervention
<p>Hubs</p> <p>The purpose of Hubs is to create a dedicated space where neurodivergent students can access resources and support to effectively regulate themselves, enabling them to fully engage and succeed in their school environment. The main Hub is a classroom transformed into a sensory space with mini hubs located in classrooms and break out spaces.</p>			X	X
<p>Transition Programs</p> <p>Transition programs aim to foster a sense of belonging and inclusion for children moving into new settings. The major transition points include Preschool to Kindergarten and Year 6 to Year 7. In addition, our school innovatively provides a school based transition program for individuals who are challenged by moving into new grades. This personalised program ensures continuity of learning is maintained from grade to grade.</p>	X	X	X	X
<p>Attendance</p> <p>The school follows the DoE's School Attendance Policy. Attendance is recorded daily. Tracking and monitoring of attendance occurs regularly and, where necessary, individualised attendance plans are developed.</p>	X	X	X	X
<p>Individual Intervention</p> <p>This may include developing, implementing, monitoring and reviewing: personalised learning support plans, transition plans, behaviour support, behaviour response and risk management plans. In addition, Student Learning and Support Officers (SLSO) and Itinerant teachers for hearing and vision provide specialised supports.</p>			X	X

Strategies, Approaches and Resources to support students' learning and well being	Prevention	Early intervention	Targeted intervention	Individual intervention
<p>Professional Learning</p> <p>Professional learning is accessed face to face or online, weekly and on Staff Development Days. It is responsive to student/s learning and wellbeing needs. Examples include Yellow Ladybugs understanding autistic girls, co-regulation strategies, and Online Guardians for cybersafety.</p>	X	X	X	X
<p>Community partnerships</p> <p>The Parent Inclusion Group represents families in our community with neurodiverse children. They have a dual purpose of providing care and support for families as well as being an advocate for inclusion in the community.</p> <p>Our community enjoys a warm relationship with our volunteer scripture teachers who are representative of a broad range of religions within our community.</p>	X			
<p>Student Advocacy Group</p> <p>The purpose of the group is to establish a nurturing environment within the school that fosters inclusion and encourages neurodiverse children to advocate for themselves, ensuring they feel supported, valued, and empowered to thrive academically, socially, and emotionally.</p> <p>Neurodivergent students in Years 4-6 meet three times a term to learn to build self-awareness for their advocacy, foster a neurodivergent community, advise school leaders on neuro-affirming environments and to educate their peers on neurodivergences and inclusion.</p>	X		X	X

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

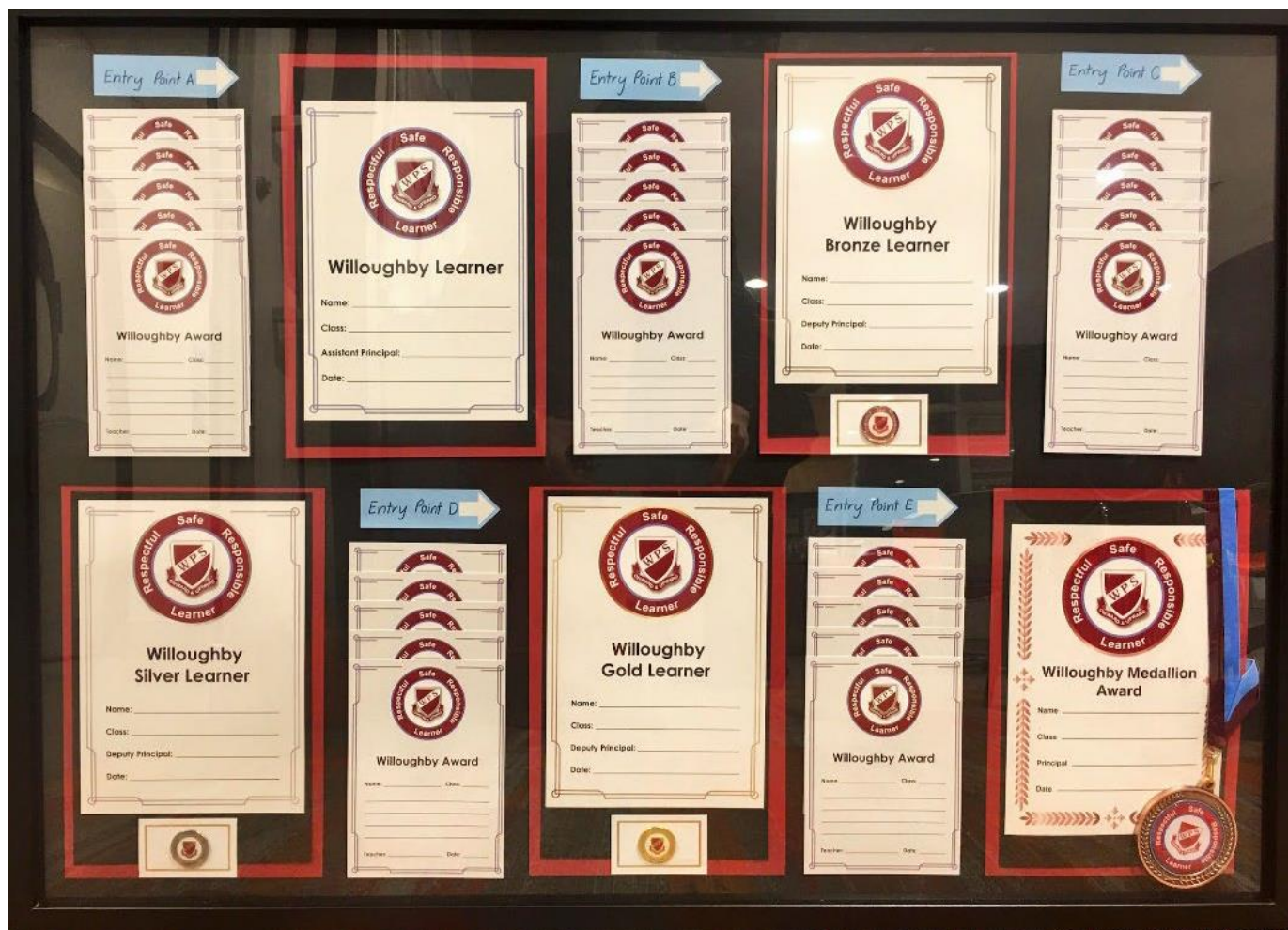
The Willoughby PBEL Values of being a safe, respectful and responsible learner underpin all planned responses (see school-wide behaviour expectations). This approach comprises of dual systems that work in tandem to manage positive and negative behaviour. Each system is broken into a series of components to facilitate an understanding of the behaviours on display. The positive system acknowledges behaviour through the Caught You Being Good Tokens and the Willoughby Learner Award System. Responses to inappropriate behaviour include the Consequences Charts and the Willoughby Reminder / Counted System.

Caught You Being Good Tokens

Caught You Being Good Tokens are a component of our school-wide PBEL system, focusing on a proactive approach to encourage and promote our students' positive behaviours across all settings. This component allows fast and frequent recognition of students' behaviour across different settings, classrooms/ teachers and playground areas. Students place their Caught You Being Good tokens in a barrel. At the weekly assembly, the Caught You Being Good tokens are drawn out as a raffle where the students receive a canteen voucher. The number of vouchers raffled are calculated according to the number of classes per grade.

The Willoughby Learner Award System

This award system allows for an accumulation collection of awards for our students' school life at Willoughby Public School. The Willoughby Awards acknowledge students who demonstrate the school values of being a safe, respectful and responsible learner showcasing the attributes of The Disposition Wheel. The awards are handed out at weekly grade gatherings during the school term. The Willoughby Learner, Bronze, Silver and Gold Awards are handed out at formal assemblies throughout the year. Students are responsible for collecting their 5 Willoughby Awards and handing them to their classroom teacher when they are ready to process them for the next level. The aim is for students to work towards the achievement of their next Learner Award.



Identifying behaviour of concern, including bullying and cyberbullying

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. Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. See Appendix 2.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

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.

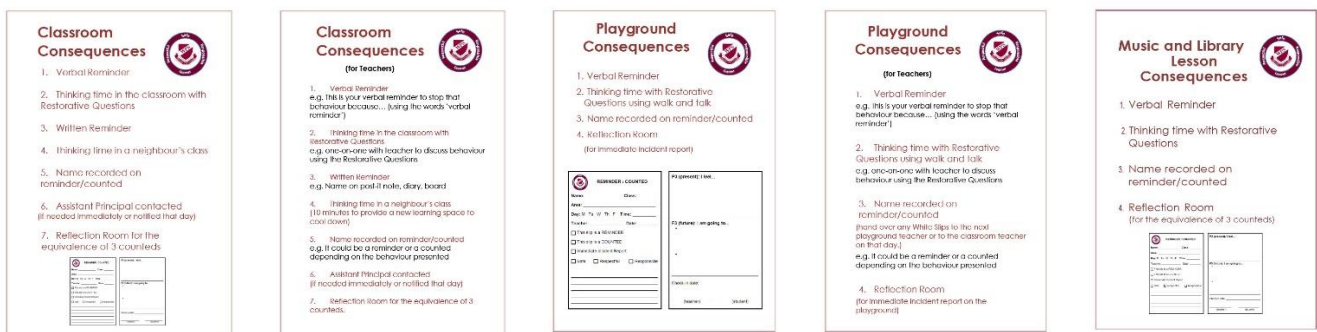
Responses to all behaviours of concern apply to student behaviour that occurs:

- 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.

Preventing and responding to behaviours of concern

Consequences charts (Music and library, classroom and playground)

Our behaviour consequences charts are visible in all classroom settings. The consequences chart clearly communicate to students the process of managing low level classroom negative behaviour. The charts are modified according to the setting and teacher. For example, music and library lessons by specialist teachers engage with students for less class time therefore they use a modified behaviour consequence chart fit for purpose. An A4 version of the Consequences Charts are available in Appendix 5.



Willoughby Reminder / Counted System

Reflective conversations underpin our school-wide PBEL system. Our proactive approach views negative incidents as gaps in learning that need to be taught and applied. The approach includes addressing negative behaviours through teacher to student reflection conversations. See Appendix 1.

The P3, P3, F3 restorative scaffold guides the teacher-student conversation.

P3: spend 3 minutes on discussing the **past** to support the investigation.

P3: spend 3 minutes on discussing the **present** to better understand what happened.

F3: spend 3 minutes on discussing the **future** on how to resolve the issue and how to make better choices in the future. The student and teacher sign and decide on a check in date.

Arising from the teacher-student conversation the teacher has a holistic understanding of the situation. Based on this understanding, a decision is made on whether further intervention is required. For most situations, the conversation is sufficient. When negative behaviours are repeated and there is an accumulation of three Reminder / Counted, the student will attend Reflection Room time with an executive team member. For more information on Reflection Room time see below in the Reflection and restorative practices section.

The teacher-student conversation/s and the outcomes are recorded on a Reminder / Counted. The Reminder / Counteds are entered into a data system that PBEL leaders analyse fortnightly for overall trends within settings, type of behaviour recorded and time of day. The trends then inform the programming of explicit teaching of social skills in classrooms for the week ahead. School leaders access student's incident data to monitor individual's well being.

Responses to serious behaviours of concern

For more serious incidents, depending on the scale and nature of the incident, the decision is made in consultation with the stage supervisor or principal. Intervention may include one or more of the following: a formal incident report, reflection time, suspension, ARCO involvement or a case management referral. In these cases, parents are informed as soon as possible. All these interventions are approached as measures to facilitate reflection and restorative practices.

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on the School Bytes system. See Appendix 2. 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)
- liaise with Department of Education's Team Around a School for additional support or advice through the school's Case Management system (listed below)
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- incident report, formal caution to suspend, suspension or expulsion (listed below)
- Explicit teaching of social skills, relationships, health and safety

Incident Reports

In cases when a student is unsafe to themselves and others, a member of the executive team will intervene and immediately remove the student from the classroom or playground. The executive staff member will support the student to regulate in a safe area. Once the student is regulated, the executive staff member will investigate what happened using the P3, P3, F3 scaffold with all participants involved. The executive staff member will also consult with the class teacher and supervisor to understand the history and circumstances. The behaviour is recorded as an incident report. The executive staff member will communicate with the class teacher and then the parents or carers. The behaviour will be reviewed through the learning and support team. See Appendix 3 Incident Report Procedures.

Formal Caution

There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required. The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies. If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers.

Suspension and Expulsion

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations. Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. The purpose of the suspension is to allow the school

to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours.

[Suspension and expulsion procedures \(nsw.gov.au\)](#)

Case Management: Planning behaviour support for individual students

Behaviour support planning is a continuous cycle of planning and improvement. The process of continuous reflection and improvement is focused on understanding underlying triggers and causes from the perspective of the individual student. Behaviour support planning can assist schools to provide additional support and guidance to identified students. At WPS we work in partnership with students and their families to develop and implement personalised supports for behaviour management. We personalise learning through adjustment plans, Personalised Learning Support Plans (PLSP), individual Behaviour Response Plans (BRP), and Risk Management Plans (RMP). A visual of the DoE's learning and support flowchart is attached in Appendix 4.

[Planning behaviour support for individual students \(nsw.gov.au\)](#)

Department of Education policy and procedures for bullying, cyber bullying and racism

Willoughby Public School is mandated to implement the policies and procedures of the Department of Education.

Bullying and cyber bullying

Bullying is when someone with more power than you deliberately and repeatedly tries to upset or hurt you. Bullying can be face-to-face, covert or online. It can involve one or more of the following:

- the misuse of power in a relationship
- is intentional, ongoing and repeated
- behaviours that can cause harm.

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert). Cyberbullying is online bullying that involves the use of technology such as the internet or mobile devices.

- [Student behaviour \(nsw.gov.au\)](#) provides direction and guidance on supporting and managing safe, responsible and respectful student behaviour. The policy rejects all forms of bullying behaviour including online (or cyber) bullying.
- [Behaviour code for students \(nsw.gov.au\)](#) outlines the inclusive and safe behaviours we need to teach and model to students. A visual of the Bullying Response flowchart is attached in Appendix 2.

Racism

Racism is not tolerated in NSW public schools. Racism at school may be direct or indirect and may manifest through unconscious bias or prejudice. It can occur in obvious as well as subconscious, subtle and subversive ways. Any student, parent, carer, community member or employee who has experienced or witnessed racism at school should report it. All reports of racism are taken seriously and are best resolved at the local level wherever possible.

- [Anti-racism \(nsw.gov.au\)](#) policy provides direction and guidance on preventing and eliminating all forms of racism. The policy rejects all forms of racism.
- The [Anti-racism procedures \(nsw.gov.au\)](#) outlines how we prevent and respond effectively to racism. The school has two trained Anti-Racism Contact Officers (ARCO) who work collaboratively with the principal to promote anti-racism, support the reporting process and maintain records of racism outcomes. A visual of the DoE's managing reports of racism flowchart is attached in Appendix 5.

Reporting and recording behaviours of concern

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

- [Incident notification and response](#)
- [Report online harm | eSafety Commissioner](#)
- [Suspension and expulsion procedures \(nsw.gov.au\)](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [The eSafety Guide](#).

Reflection and restorative practices

Reflection Room

At times, it may be necessary to apply fair, reasonable and proportionate disciplinary strategies such as reflection to address inappropriate student behaviour. The first is an accumulation of three Reminder / Counteds. In this scenario, negative behaviour is repeated three times in a short period of time and the teacher-student conversations are not impactful. Secondly aggressive behaviour such as physical intimidation and aggression requires immediate intervention.

The Reflection Room is located in C Block during second break each day. Class teachers escort the student on reflection to the room and hand over to a member of the executive. During hand over there is clarity between teacher and executive on the purpose of the reflection to ensure the conversation is authentic and accurate. The reflection is of 20 – 25 minutes duration to ensure there is time to eat and toilet before the return to class. The student's reflection is shared with the class teacher and kept as a record. The executive generates a letter for parents confirming the reflection has occurred and the incident is recorded on the internal School Bytes system.

School leaders use the **Restorative Justice Questions** during reflection time to enable students to reflect on their behaviour and learn to make positive choices. These questions are used in conjunction with the Consequences Charts, see Appendix 5.

- **What happened?**
- **How were you feeling at the time?**
- **Who has been affected by what you have done? In what way?**
- **What will you do next time?**
- **What values will help you be a better learner?**

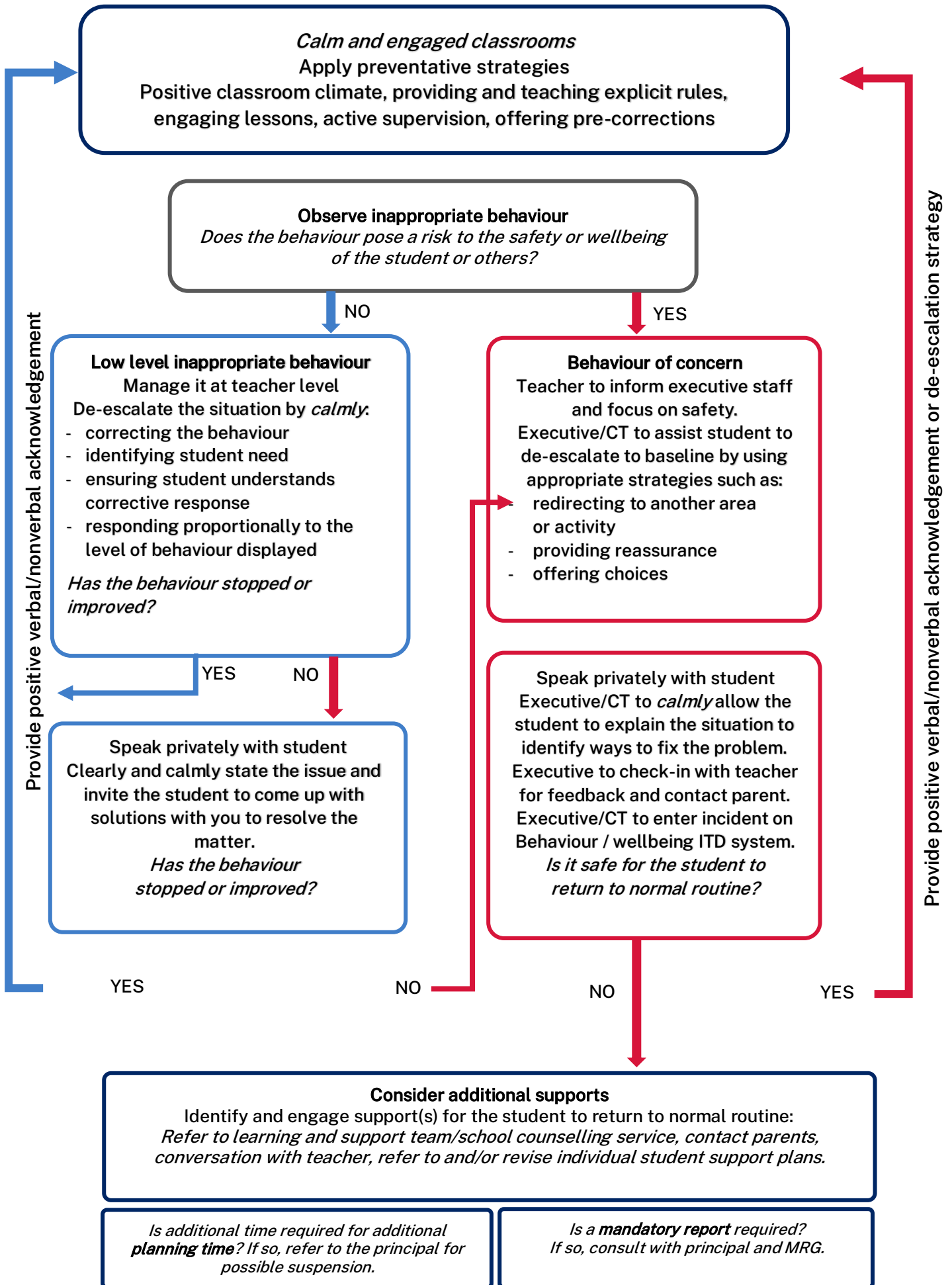
After the reflection, parents or carers receive a letter outlining the incident and a copy of their child's written reflection.

Review dates

Last review date: 14 October, Day 1, Term 4, 2024

Next review date: 22 July: Day 1, Term 3, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

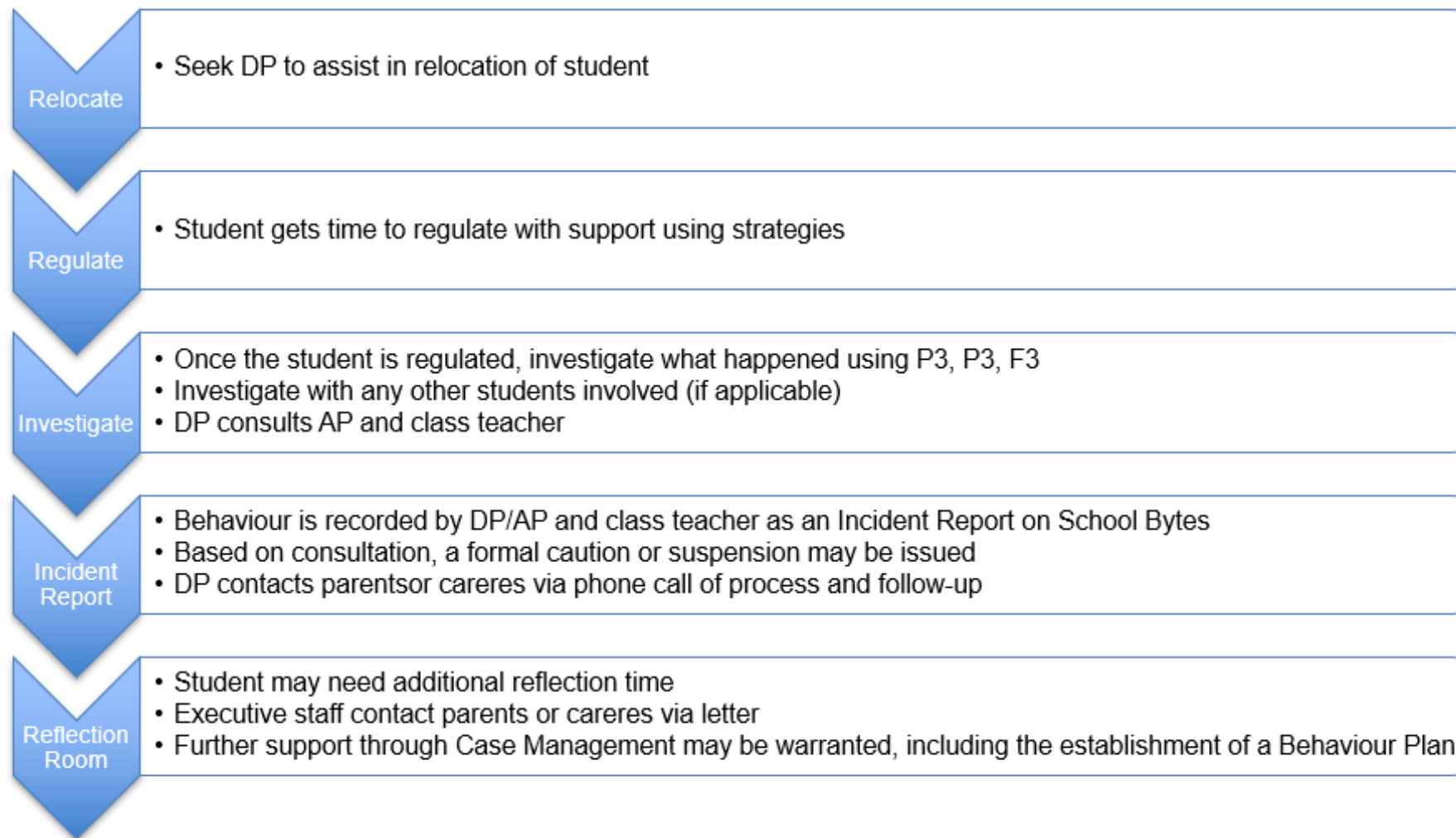
The following flowchart explains the actions Willoughby Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



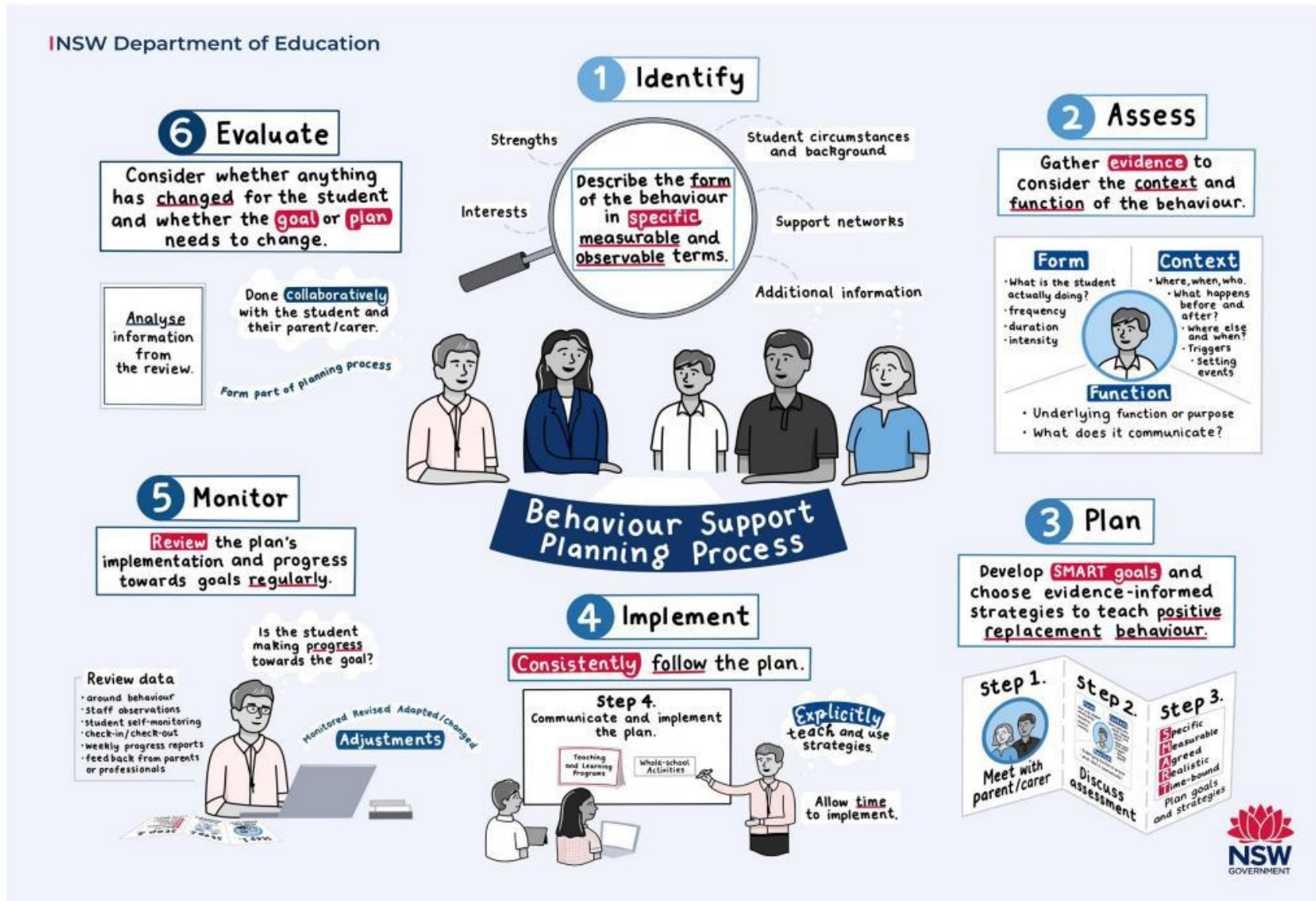
Appendix 3: Incident Report Procedures

Incident Report Procedures

When a student requires intervention in the classroom or playground:



Appendix 4: Behaviour Support Planning Process



Appendix 5: Anti racism flowchart

Managing reports of racism - flowchart



The person receiving the report (teacher, Anti-Racism Contact Officer (ARCO), member of staff, principal or manager) receives and acknowledges the report, identifies concerns, clarifies expectations and provides support.



Appendix 6: Consequences charts



Classroom Consequences

1. Verbal Reminder
2. Thinking time in the classroom with Restorative Questions
3. Written Reminder
4. Thinking time in a neighbour's class
5. Name recorded on Reminder/Counted
6. Assistant Principal contacted
(if needed immediately or notified that day)
7. Reflection Room for the equivalence of 3 Counteds

<div style="text-align: center;"> REMINDER / COUNTED</div> <p>Name: _____ Class: _____</p> <p>Area: _____</p> <p>Day: M Tu W Th F Time: _____</p> <p>Teacher: _____ Date: _____</p> <p><input type="checkbox"/> This slip is a REMINDER</p> <p><input type="checkbox"/> This slip is a COUNTED</p> <p><input type="checkbox"/> Immediate Incident Report</p> <p><input type="checkbox"/> Safe <input type="checkbox"/> Respectful <input type="checkbox"/> Responsible</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>P3 (present): I feel...</p> <p>_____</p> <p>F3 (future): I am going to...</p> <p>• _____</p> <p>• _____</p> <p>_____</p> <p>Check-in date: _____</p> <p>_____ (teacher) _____ (student)</p>
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Classroom Consequences

(for Teachers)



1. Verbal Reminder

e.g. This is your verbal reminder to stop that behaviour because... (using the words 'verbal reminder')

2. Thinking time in the classroom with Restorative Questions

e.g. one-on-one with teacher to discuss behaviour using the Restorative Questions

3. Written Reminder

e.g. Name on post-it note, diary, or board

4. Thinking time in a neighbour's class

(10 minutes to provide a new learning space to cool down)

5. Name recorded on Reminder/Counted

e.g. It could be a Reminder or a Counted depending on the behaviour presented

6. Assistant Principal contacted


(if needed immediately or notified that day)

7. Reflection Room for the equivalence of 3 Counteds

Playground Consequences



1. Verbal Reminder
2. Thinking time with Restorative Questions using walk and talk
3. Name recorded on Reminder/Counted
4. Reflection Room
(for immediate incident report)



REMINDER / COUNTED

Name: _____ Class: _____

Area: _____

Day: M Tu W Th F Time: _____

Teacher: _____ Date: _____

This slip is a REMINDER

This slip is a COUNTED

Immediate Incident Report

Safe Respectful Responsible

P3 (present): I feel...

F3 (future): I am going to...

◆

◆

Check-in date: _____

_____ (teacher) _____ (student)

Playground Consequences



(for Teachers)

1. Verbal Reminder

e.g. This is your verbal reminder to stop that behaviour because... (using the words 'verbal reminder')

2. Thinking time with Restorative Questions using walk and talk

e.g. one-on-one with teacher to discuss behaviour using the Restorative Questions

3. Name recorded on Reminder/Counted

(hand over any Reminder/Counteds to the classroom teacher on that day.)

e.g. It could be a Reminder or a Counted depending on the behaviour presented


4. Reflection Room

(for immediate incident report on the playground)

Music and Library Lesson Consequences



1. Verbal Reminder
2. Thinking time with Restorative Questions
3. Name recorded on Reminder/Counted
4. Reflection Room
(for the equivalence of 3 Counteds)

 REMINDER / COUNTED Name: _____ Class: _____ Area: _____ Day: M Tu W Th F Time: _____ Teacher: _____ Date: _____ <input type="checkbox"/> This slip is a REMINDER <input type="checkbox"/> This slip is a COUNTED <input type="checkbox"/> Immediate Incident Report <input type="checkbox"/> Safe <input type="checkbox"/> Respectful <input type="checkbox"/> Responsible _____ _____ _____ _____	P3 (present): I feel... _____ F3 (future): I am going to... • • _____ Check-in date: _____ _____ (teacher) (student)
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