

Moorine Rock Primary School

Whole School Behaviour Management Policy

Overview

Moorine Rock Primary School is a small, vibrant school located in the Eastern Wheatbelt, catering for students from Kindergarten to Year 6. We have a strong history, where our school and the community work together to provide an education that meets the needs of individual students, and provides the foundation for each student's future education.

Our vision at Moorine Rock Primary School is to provide an exemplary place of learning that encourages life-long learners who strive for their individual excellence and demonstrate the values of the school.

Our experienced and caring staff are dedicated to providing enriched targeted learning programs for students. The multi-age classes offer a range of programs that enhance student learning, and allow all students to develop the necessary knowledge and skills to become confident, independent and life-long learners. We have developed partnerships with other schools in the area. This benefits students by providing them with opportunities to regularly participate in sporting, cultural and social events that allow them to compete with, and form friendships with, students from other schools.

The school is strongly supported by the school council and an active Parents and Citizens Association. Our parent body is passionate about supporting our students and this is evident with the ongoing, dedicated support they provide in classrooms, at school events and in fundraising events.

Vision

At Moorine Rock Primary School, we provide a respectful and safe learning environment that fosters compassionate, resilient and independent lifelong learners. We challenge students to reach their potential to grow socially, emotionally and academically. We encourage students to think critically about their education and be creative throughout their learning journey.

At Moorine Rock, we focus on the whole child and give students the skills to become active participants and leaders in an ever changing world.

Values

- Learning for life
- Respect
- Responsibility
- Individual Excellence

Aims

- Create a positive school environment so teachers and students can work together in harmony
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected
- Recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment

- Establish a clear set of incentives for students who accept responsibilities and respect school values
- Establish a clear set of consequences for individuals who do not accept their responsibilities and breach rules.
- Establish procedures so that conflicts can be resolved in a positive non-violent manner.

Rights and Responsibilities

Students have the RIGHT to	Students have the RESPONSIBILITY to
<ul style="list-style-type: none"> ▪ Learn in a safe, supportive and caring environment ▪ Be respected as individuals ▪ Grow and develop as a whole person ▪ Be treated with courtesy and respect 	<ul style="list-style-type: none"> ▪ Be prepared for the day ▪ Respect self, staff and peers ▪ Be accountable for their own learning and engage positively in all activities ▪ Be well presented and responsible for their belongings ▪ Be responsible for school property ▪ Ensure their behaviour does not disrupt others ▪ Protect the safety and wellbeing of others
Staff have the RIGHT to	Staff have the RESPONSIBILITY to
<ul style="list-style-type: none"> ▪ Teach in a safe, secure and clean environment ▪ Be respected by colleagues, parents and the community ▪ To build professional skills and learning opportunities 	<ul style="list-style-type: none"> ▪ Model expected behaviours ▪ Show respect to students, staff and community ▪ Ensure school resources and property is well maintained ▪ Be organised and prepared to deliver the days teaching ▪ Report student progress to parent/s and keep accurate and relevant documents
Parents have the RIGHT to	Parents have the RESPONSIBILITY to
<ul style="list-style-type: none"> ▪ Be informed about their child's progress and achievement ▪ Access a meaningful and adequate for their child ▪ Be heard in an appropriate forum on matters relating to the rights of their child ▪ Be informed regarding behaviour management, strategies and curriculum support utilise by the school to educate their child 	<ul style="list-style-type: none"> ▪ Ensure their child is prepared for school by providing the tools necessary ▪ Ensure physical and emotional condition of child is conducive to learning ▪ Ensure child regularly attends school ▪ Supports schools with child's development and education ▪ Support the schools behaviour policy

Tiers of support

The Positive Behaviour Support (PBS) framework supports schools to improve social, emotional, behavioural and academic outcomes for students. Schools can use it to:

- analyse and improve behaviour and learning outcomes
- select evidence-based practices for student support and intervention
- provide support to staff members in maintaining consistent and proactive school-wide and classroom systems and practices.
- PBS provides a model of support for all students, consisting of three tiers of intervention. The tiers represent levels of intervention. They do not represent students and that language should never be used to describe a student, e.g. 'a red zone student'.

Tier 1 'universal' supports

Tier 1 'differentiated and explicit teaching for all students' or school-wide interventions are the critical foundation for PBL. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning.

The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom settings.

Tier 2 'targeted' interventions

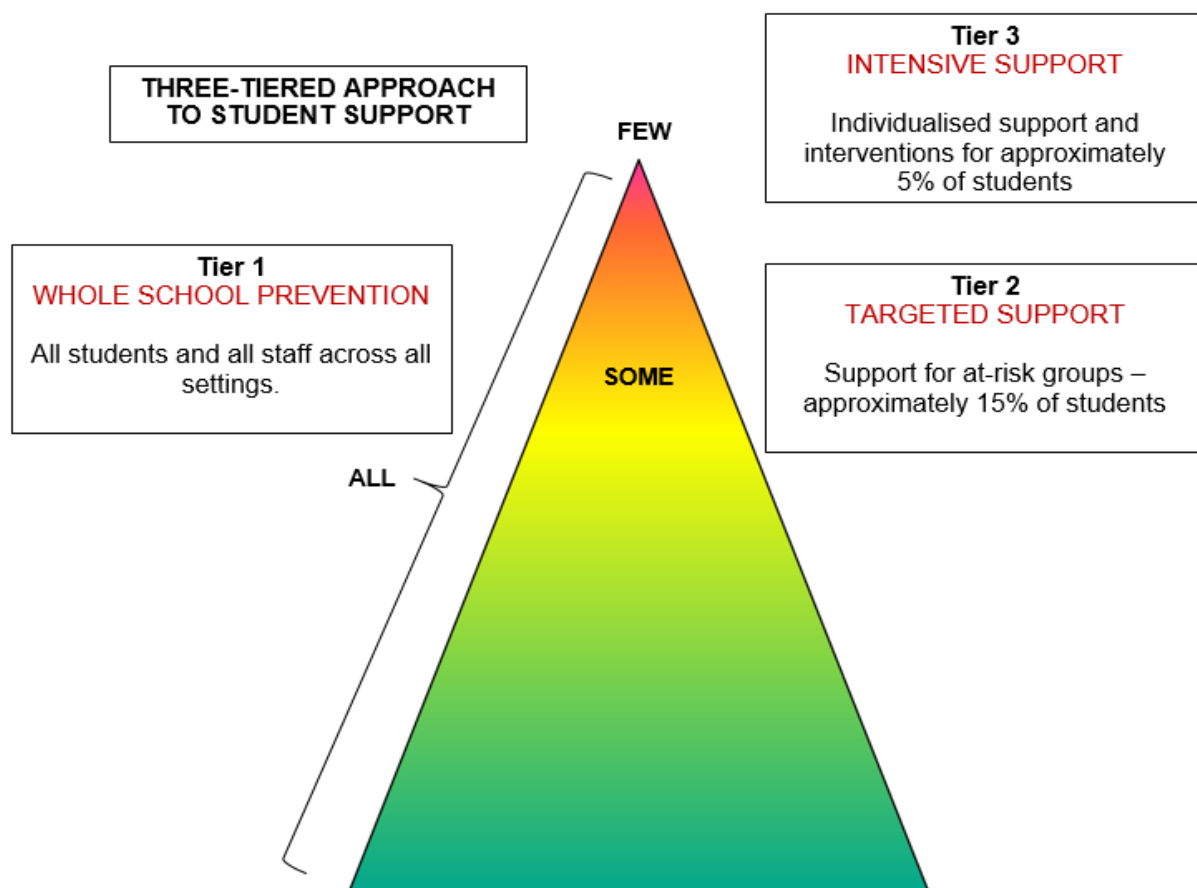
Tier 2 or 'focused' interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or "targeted" level interventions.

The focus of Tier 2 is to reduce the number of existing students requiring additional support.

Tier 3 'intensive' interventions

Tier 3 or 'intensive' interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports, involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support, then more attention has to be paid to Tier 1.



Roles and Responsibilities of Staff

All Staff

- Have clear statements and/or visual representations of whole school and classroom code of conduct and the positive and negative consequences employed by the school.
- Set consistent and achievable standards
- Promote a positive working environment. Give consideration to student seating and classroom arrangements
- Prepare each learning session thoroughly.

Administration

- Provide a link between parents and staff
- Support teacher with behaviour development and management
- Ensure consistency in the implementation and maintenance of behaviour management procedures throughout the school
- Assist with programs for individual children who require support
- Ensure a review process is established to monitor the school behaviour management plans

Teaching Staff

- Develop and maintain a positive classroom environment
- Explicitly teach
 - School values
 - School code of behaviour
 - Playground expectations
 - Classroom rules and expectations
- Document student misbehaviour and correctional strategies using behaviour slip, Integris and buddy class reflection sheet.
- Contribute to a review of the school behaviour management plan
- Include administration staff where appropriate in discussions with parents regarding student behaviour
- Consistently apply the school's behaviour management plan
- Ensure student individual behaviour plans are completed at point of need and a copy of the plan is passed to relief teacher and admin.
- Teachers must
 - Know what they wish to achieve
 - Know their content
 - Have prepared the necessary resources
 - Be punctual
- During the lesson teachers must:
 - Give clear instructions
 - Teach at the students' level of need
 - Choose carefully the purpose of the lesson
 - Use motivational techniques
 - Cater for a variety of interests
 - Be flexible and adaptable
- Use positive reinforcement for appropriate behaviour. Please note:
 - Positive incentives must be earned rather than just given
 - A variety of positive incentives should be used
 - Desired behaviour should be rewarded
 - Every child should be given the opportunity to each and receive acknowledgement.
- Be punctual to duty and be alert to potential situations which infringe upon the ethos of the School Behaviour Management Plan
- All teachers are to establish a classroom code of conduct / behaviour expectations with their class

- All teachers are to use the Moorine Rock positive behaviour matrix to reinforce the school's expectations and ethos.
- Teacher enforce consequences outlined in the Behaviour Management Plan according to the traffic light system
- The classroom code of conduct should be visual to parents and be shared with parents at the information session.
- Be alert to disruptive students and be prepared to utilise the school Behaviour Management Plan to combat inappropriate behaviour
- Undertake playground duty as per the duty roster

The Zones of Regulation

The Zones of Regulation is a program that is implemented from Kindergarten to Year 6 at Braeside Primary School. It supports the children in learning to self-regulate their emotions and understand their behaviours. The lessons and learning activities are designed to help the students recognise when they are in the different zones as well as learn how to strategies to change zones or stay in the green zone.

The Zones:

The Blue Zone is used to describe when are bodies are running low, such as when our bodies and/or brain are moving slowly or sluggish. These emotions may include: sad, tired, sick, hurt, shy, bored, etc.

The Green Zone is used describe a when our bodies are regulated. A person may be described as calm, happy, focused or content when in the green zone. This is our optimal learning zone, as being in the green zone shows we are in control of our emotions.

The Yellow Zone is used to describe when our bodies are running at a heightened state of alertness. A person has some control when in the yellow zone. They may feel stressed, frustration, anxiety, excitement, silliness, nervousness, confusion and many more slightly elevated emotions.

The Red Zone is used to describe when our bodies are running at a heightened state of alertness or have very intense feelings. A person may experience anger, rage, explosive behaviour, panic, terror or elation in the red zone. Being in the red zone can be best explained as not being in control of one's body or emotions.







ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad, Angry Mean Yelling/Hitting Out of Control I Need Time and Space

Moorine Rock Behaviour Matrix

Moorine Rock Primary School staff, students, parents and community members have collaboratively developed a matrix of expected behaviour. This matrix is for staff and students to utilise and know what is expected on school grounds. We have positively stated what we are a school expect from students in the classroom, outside in the playground or playing sport and out in the community.

Students are explicitly taught the expectations by teachers and a common language has been adopted by the school. Staff model the behaviours that are expected and use positive reinforcement strategies to redirect student's behaviour when necessary.

					
	SAFE SAM Everyone has the right to feel safe at all times.	TEAMWORK TRAVIS We work together in the classroom, playground and in the community.	ACHIEVEMENT ANDY We strive to do our best at all times.	RESILIENT RIKKI We build positive beliefs in our abilities.	SOCIAL SANDY We interact positively with our peers, teachers, and community members.
Whole School	I tell a staff member if I see or feel something is unsafe. I walk safely through the school and around the buildings and stay within the boundaries. I can use strategies to calm myself down when I am upset.	I encourage others and celebrate everyone's success. I show kindness through my actions and words. I will follow instructions of all staff.	I will follow the 5 L's of learning. I have a go and do my best at all times. I am on time, organised, and ready to learn.	I have a go and do my best at everything. I am on time, organised and ready to learn.	I use manners to greet and thank people. I respect the ideas and opinions of others. I wear my school uniform with pride.
Classroom and Learning Areas	I move safely through the rooms. I use resources and school equipment carefully and safely.	I am respectful of other's learning. I work with others to complete tasks and jobs.	I take pride in my work. I have a positive growth mindset.	I use 'ask three before me'. I set goals for myself and keep trying when something is challenging. I understand that practice makes progress.	I listen to others when they are talking. I respect and care for myself, others and school property. I ensure my classroom is left clean and tidy.
Play Areas	I play safely in areas where a staff member can see me. I am sun smart. I use equipment correctly and return it to where it belongs.	I am inclusive and encourage others. I follow game rules and play fairly.	I show good sportsmanship. I practice my sports skills to achieve my goals.	I understand that things don't always go my way. I help others when they are upset or hurt.	I respect people's personal space by keeping my hands and feet to myself. I wait quietly outside my classroom until a staff member lets me in.
Assembly, Special Events and Excursions	I am where I should be at all times. I travel safely and sensibly on the bus.	I am aware of and listen to others around me. I listen to the bus driver and work as a team.	I do my best when performing an item. I participate positively in events.	I am a respectful audience member by participating appropriately. I actively listen to others.	I stand and sit quietly without noise. I understand that I am respecting my school when I am in school uniforms.
Eating Areas	I eat my own food. I raise my hand and wait to be released by a staff member. I am allergy aware.	I care for the environment by putting my rubbish in the bin. I use 'please', 'thank you', and 'excuse me' when we are at play time.	I leave the eating area clean and tidy.	I wait patiently until it's time to be dismissed.	I speak kindly to my friends. I line up correctly and wait my turn for my lunch order.

Good Standing

Rationale

In early 2019, a directive was published by the Minister for Education on school violence, 'Let's Make a Stand Together'. This required public schools take action with students who fight, photograph or video any violent actions and/or share them with any media or social media platforms. All public schools are also required to suspend/exclude students who fight or make intentional physical contact with other students or staff or disrupt the good order that is expected in public schools.

The development of a Good Standing Policy is a mandatory requirement for all public schools in response to the increasing incidents of violence in schools. This policy adheres to the Department of Education (WA) 2019 directive issued under section 232 of the School Education Act 1999 by the Director General.

At Moorine Rock Primary School we believe learning is enhanced in a welcoming, inclusive, collaborative, safe and caring environment. Good Standing emphasises the importance of taking responsibility for negative choices students may make and which may ultimately have an effect on their safety and/or learning and the safety and/or learning of others. Good Standing supports and works in conjunction with the MRPS Behaviour Management Policy.

All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour plan.

To maintain Good Standing at Moorine Rock, students must:

- Follow the Moorine Rock Behaviour Management Policy
- Not be involved in any major behaviour breaches including but not limited to:
 - Verbal abuse of students and/or staff
 - Threatening students and/or staff
 - Intimidating other students and/or staff
 - E-breaches (technology misuse)
 - Inappropriate searches (explicit nature)
 - Logging into social media accounts
 - Making inappropriate E- texts (explicit nature)
 - Sharing inappropriate searches, material, E-texts with other students
 - Cyberbullying at school (as stated in Code of Conduct)
 - Fighting (automatic suspension)
 - Damage to property
 - Physical abuse of other students (automatic suspension)
 - Physical abuse of staff (automatic suspension).

Students will lose Good Standing for

- Any breach as listed above
- Three withdrawals to buddy class or office in a semester
- One suspension

Reinstatement of Good Standing

- Students will regain their good standing at the start of the next semester or school year.

Students who maintain their good standing will be eligible for the following whole school rewards

- End of semester whole school reward
- School based social events
- Interschool sporting or academic events
- School camps

Whole School Behaviour Management Plan

Shooting Stars

- Students receive Shooting Star tokens for displaying positive behaviour in the classroom and in the playground, producing good work and demonstrating the values of the school. Shooting star point will be counted before Monday's assembly and the cumulative scores announced and recorded.
- Once students have reached 50 Shooting Stars they will receive a reward chosen from the Moorine Rock Primary School Reward Chart.
- When classes reach 500 points they will receive a prize chosen from the rewards chart.
- Whole school prize will be given when both classes have reach 500 tokens.

Star of the Week

- Each week classroom teachers nominate 1-2 students to receive a Star of the Week certificate at the weekly assembly. Star of the Week will be chosen for their exemplary behaviour or work ethic.
- The star of the week will be presented with a certificate and allow to select a prize from the prize box. They will also explain to all students why they were chosen this week and present the work they receive the star of the week for.
- Star of the Week work will then be displayed in the office for the remainder of the week.
- The star of the week will then be recorded in Integris

Merit Certificates

- Merits certificates are presented to the students at the end of term assembly held in Terms 1, 2 and 3.
- Merits are given to students for academic/social classroom performance.
- Teachers are required to inform parents of impending merit certificate.

Responding to Negative Behaviour – Minor Classroom

All classroom teachers and support staff apply the following procedures in the classroom.

1. When a student displays a red choice, they are given one verbal warning then if not corrected are moved down the traffic light to yellow.
2. If the student continues to make red choices, they are then moved down to the orange traffic light and a period of isolation is undertaken. The time in isolation is determined by the teacher.
3. At any time if the student makes green choices then they are to be moved up the traffic light with the intention of returning to green.
4. If red choices are made in isolation, then the student is sent to buddy class with appropriate work and a reflection sheet. A pink slip is written and sent with the child for the buddy class teacher to see. The time spent in buddy class is at the teacher's discretion but should not exceed one hour.
5. Once a student has been sent to buddy class, the behaviour needs to be logged in Integris and parents are to be notified.

Playground

1. In the playground teachers on duty will utilise the same traffic light system. The teacher on duty will inform the student they have made a red choice and they are on the yellow traffic light. If they continue to show inappropriate behaviour, they are moved to the orange traffic light and sat on the bench for a period of time. If a further breach of rules occurs the student receive a pink slip, parents are notified and behaviour is logged into Integris.

Responding to Negative Behaviour – Major

Sometimes a student's behaviour may be such that moving sequentially through the classroom or

playground consequences are inappropriate. Students may be putting themselves and others at risk. In the case of extreme behaviours, a student will be sent immediately to Administration, bypassing the early consequences, as previously stated. The Red Emergency Card can be used to ensure a prompt response from Admin.

Examples of Actions That Would Warrant Children Being Sent to the Administration:

1. Violent behaviour
2. Physical and verbal attack on teacher or another child (including malicious swearing)
3. Blatant refusal to obey
4. Verbal Abuse
5. Malicious attack on school property
6. As a final step to class consequences
7. Stealing
8. Disruption during time out period
9. Bullying

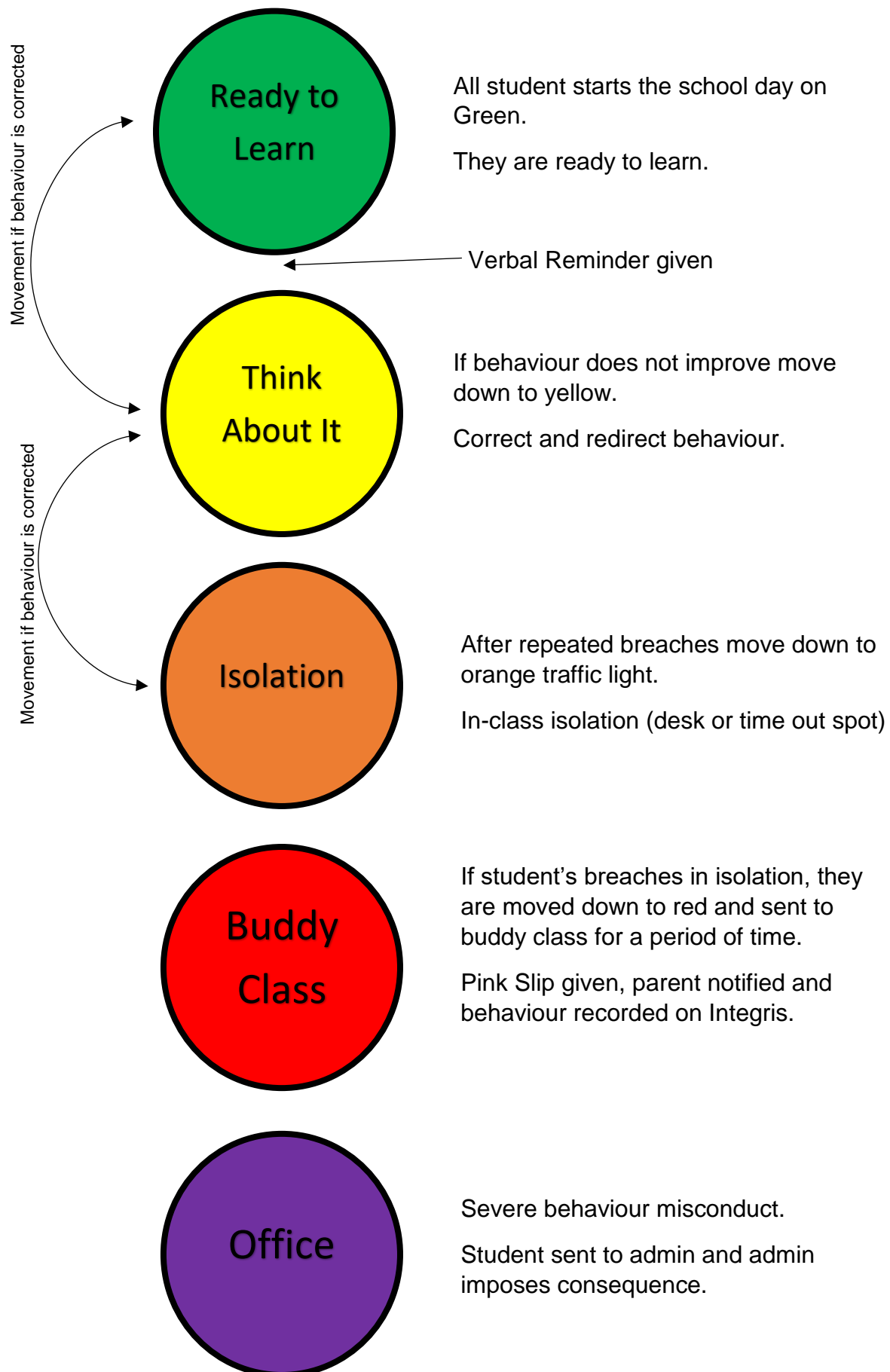
Suspension

The Principal may authorize the suspension of students in cases of either repeated misbehaviour or of serious misbehaviour. Parents will be contacted and notified before a decision of suspension is made, except in exceptional circumstances. Suspension will occur under the guidelines of the policy developed for Behaviour Management in Schools.

Suspension categories

- Category 1: Physical assault or intimidation of staff
Physical intimidation refers to any physically threatening behaviour towards school staff.
- Category 2: Verbal abuse or harassment of staff
Verbal abuse or harassment of staff including offences such as stalking, sexual harassment, sexual innuendo and manipulation.
- Category 3: Physical assault or intimidation of students
Physical intimidation refers to any physically threatening behaviour towards a student.
- Category 4: Verbal abuse or harassment of students
Verbal abuse or harassment of students including offences such as stalking, sexual harassment, sexual innuendo and manipulation.
- Category 5: Wilful offence against property.
A wilful offence occurs when there is intent to deface or cause damage to property. It also encompasses the act of theft.
- Category 6: Violation of school Code of Conduct, behaviour management plan, classroom or school rules.
- Category 7: Substance misuse
Incidents involving substances that are not illegal but threaten the good order and proper management of the school. Substances such as cigarettes, alcohol and misuse of prescribed medicines are covered by this category.
- Category 8: Illegal substance offences
The substances referred to in this category are those deemed illegal under the Criminal Code.
- Category 9: Other

Moorine Rock Behaviour Consequence



Moorine Rock Traffic Light Whole School Language

Green

Students are ready to learn and should be prompted with positive reinforcement.

Praise, praise and more praise! Lots of positive reinforcement to encourage and support good behaviours.

Stickers, dojos, tokens to be given to students (never given for a vague reason like “being good” – always given for very specific behaviours.)

“Well done student you are working following directions quickly. You are ready to learn.”

For students who are off-task or showing negative behaviours:

STAGE	STEP	TEACHER ACTION
1	Verbal warning	No colour change
2	Colour Change - Yellow	Reminder of rules Strategies to improve behaviour
3	Colour Change - Orange and in class isolation	Reminder of rules
4	Colour Change - Red	Isolation in Buddy Room with reflection sheet
5	Detention Recess/lunch	Administration sends notification

1. Children will be asked to follow an instruction.

- *“Student, this is your first reminder to please come and sit on the mat.”*

2. If the student does not comply they will be told to move their colour to yellow.

Yellow

1. If they still not comply.

- *“Student, this your second reminder to please come and sit on the mat.”*

2. Student is to be re-directed to the isolation/ ‘thinking chair’ and placed on **orange**.

Orange

1. Student is placed in isolation and given the reason why

- *“Student, this your third reminder for not sitting on the mat and you are now in isolation.”*

2. Leave student in isolation for a given period and then go to the student and see if they have understood the reason.

- *“Can you tell me why you are in isolation/thinking chair?”*

If the student can tell you why then they need to say:

- *“Sorry for not sitting on the mat.”*

You respond with:

- *“Thank you for saying sorry, but it is not ok to not sit on the mat when I have asked you to.”*

If the student responds with:

- *“I don’t know”*

You then reply:

- *“You did not sit on the mat when I asked you to, you need to sit here and think about what you need to do when you come back to join us.”*

Bullying prevention

Definitions

- Bullying: repeated incidents involving a more powerful child and/or children on another, child and/or children or by a group of children on a single child
- Verbal: name-calling or spreading rumours
- Psychological: exclusion or threatening gestures
- Physical: hitting or kicking
- Power imbalance: by a more powerful individual or group against an individual who is unable to effectively resist
- Bystander: individual/group who witness an incident and don't do anything when bullying occurs.

Bystander behaviour can inappropriately support bullying behaviour in the following ways:

- ignoring or remaining silent about the bullying behaviour
- providing the student who is bullying with social reinforcement such as being friendly to the student bullying and not saying anything about their behaviour
- maintaining the victim's role by avoiding or excluding them
- gossiping about incidents and in the process enhancing the reputation of the student who is bullying
- verbally encouraging bullying behaviour
- laughing or smiling at the bullying
- preventing the student who is being bullied from escaping the situation
- shielding the situation from an adult view or acting as a "look out"
- assisting the student to bully by holding the victim or their possessions
- acting as a messenger for students who are bullying; and
- refusing to give information about the situation when asked

Children observing bullying are encouraged to report it to a teacher

Rights and responsibilities

Students at Moorine Rock Primary School have the right to be an individual, to be respected and treated with kindness, to feel safe and to achieve their personal best. Students, parents and teachers have the responsibility to respect the rights of others and to help make our school a friendly place by being thoughtful, respectful and courteous to others.

They have the responsibility to:

- be observant to signs of bullying
- report incidents of bullying
- treat reports of bullying seriously
- follow the correct procedure in attempting to resolve conflict

Management of bullying

Students

Stop

- What is going on?
- How do I feel?
- Is the situation really bothering me?
- Am I in danger?
- What do I want?

Think

- What can I do?
- Is this a bullying situation?

- What strategies can I use?
- Can I handle this situation myself?
- DO I need to ask for help?

Talk

- Who can I talk to?
- Who is the best person to talk to?
- What do I want from my support person?
- How could I talk about it?

To prevent bullying

- Respect yourself and others
- Be assertive
- Learn to tolerate and accept individual differences

What can you or should you do if you are a bystander?

- Early intervention can defuse a situation before it gets out of hand
- Report it to a teacher

Parents

As a parent you can:

- talk to your child about what is happening at school
- support your child to be assertive but not aggressive in dealing with bullying
- talk to someone at school who can help
- be positive about your child's qualities and what he/she does
- encourage your child to be tolerant, caring and not to use aggression to resolve conflicts
- talk to someone at school who can help, following the procedure below
- be aware of signs of distress in your child
- assist your child to discuss the problem with a teacher
- discourage any planned retaliation either physical or verbal, if your child is bullied
- contact the school if you believe your child is being bullied

Staff

- adopt positive classroom management strategies and incorporate anti-bullying messages in the curriculum, using a variety of strategies such as role plays, individual, group and home based activities
- provide positive role models for students
- actively counteract bullying behaviour
- respond appropriately to any reported incidents of bullying
- be obviously present during recess and lunchtimes when they are on duty, as a deterrent to possible incidents of bullying in the playground
- involve professional help, where necessary
- supply information for parents as required

Reporting bullying

- When you hear of an incident from a sibling or student from the school, try to establish:
- where the incident took place – in the classroom, in the playground, on the way to or from school
- when the incident took place – during class times, during morning or lunch break, before or after school
- who was involved – single student, group of students – any names where possible
- why it took place – money, equipment, friends, power, other

Pass on this information to

- the classroom teacher if it happened during class time, recess times or you are unsure of the time
- the administration if it happened before or after school

If you witness an incident of bullying -

- before or after school, report it to the principal
- during morning or lunch break, report it to the teacher on duty

Consequences

Consequences for the bully will be determined on a case by case situation, however it will involve restorative practice processes (questioning, reflection sheet) and communication with parents and if required, engagement with external agencies.

Prevention programs

The school will ensure that perpetrators are:

- confronted by the evidence
- assisted to develop a personal action plan of non-aggression
- the subject of regular behavioural review
- encouraged to change behaviour through a variety of means (role play, counselling...) and positive affirmation

Appendix 1
Shooting Stars



Everyone has the
right to feel **safe** at
all times.



We work together in
the classroom,
playground and in
the community.



We strive to do our
best at all times.



We build positive
beliefs in our
abilities.



We interact
positively with our
peers, teachers, and
community members.

Appendix 2

Star of the Week Award



A certificate template for a 'Star of the Week' award. The background is orange with a pattern of yellow stars and light rays. The title 'STAR of the WEEK' is prominently displayed in the center. 'STAR' is in green block letters with a dotted pattern, 'of the' is in a black cursive script, and 'WEEK' is in blue block letters with a dotted pattern. Below the title, there are two horizontal lines for the recipient's name, preceded by the text 'Presented to'. Below these lines is another two-line section for the reason, preceded by the text 'For'. At the bottom left, there are two more horizontal lines for a signature and date, preceded by the labels 'Signed:' and 'Date:' respectively.

STAR
of the
WEEK

Presented to _____

For _____

Signed: _____

Date: _____

Appendix 3

Behaviour Slip



Moorine Rock Primary School

Behaviour Referral Slip

Student: _____ Referred by: _____

Year: _____ Room: _____ Date: _____

	Learning for Life	Respect	Responsibility
Minor – Teacher	Disruptive in class	Answering back	Disturbing others
	Did not follow instructions	Teasing another student	Cheating
	Refused to complete work	Calling out	Out of Bounds
	Did not use technology correctly	Showing disrespect to others property	Walking around the classroom
		Made an inappropriate comment to other person	Unsafe behaviour
Major - Administration		Verbally abused a staff member or student	Physically assaulted staff or student
		Vandalised school property	Bullying behaviour
		Did not accept consequences	Threw item at staff member or student
		Racist or inappropriate remark	Threatening behaviour
			Left school grounds

Location _____

Description of Incident

Follow Up					
Parent/Guardian Contacted	Date		Time		
Contact Method	Phone Call	Dojo Message	Integris Letter	In Person	Student Diary
Entered into Integris	Yes		No		

Appendix 4

Junior Think Sheet

Name: _____

Date: _____

Think Sheet

I chose to...



kick

☐


use bad words

☐


not work

☐


tantrum

☐


throw

☐


make a mess

☐


hit

☐


run

☐


be silly

☐


yell

☐

☐

My choice made me feel...



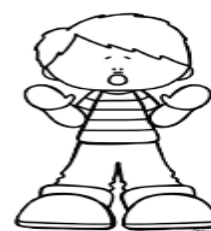
angry

☐


sad

☐


embarrassed

☐


scared

☐


my teacher

☐


other kids

☐


my principal

☐


my parents

☐

☐

My choice made _____ and _____ feel:

(other person's name)

(other person's name)



angry

☐


sad

☐


embarrassed

☐


scared

☐

Next time, I can...

or

Appendix 5

Senior Think Sheet

Name: _____

Date: _____

Think Sheet

From my point of view, here is what happened:

This situation affected (check all that apply):

_____ me	_____ teacher	_____ other students
_____ parents	_____ principal	_____ assistant principal
_____ coach	_____ dean	_____ counselor
_____ police	_____ other: _____	

This situation made me feel (check all that apply):

_____ angry	_____ upset	_____ embarrassed
_____ frustrated	_____ left out	_____ sad
_____ betrayed	_____ confused	_____ guilty
_____ annoyed	_____ hurt	_____ afraid
_____ nervous	_____ other: _____	

(c) One-Stop Counseling Shop

From another person's point of view, here is what happened:

This situation made them feel (check all that apply):

_____ angry	_____ upset	_____ embarrassed
_____ frustrated	_____ left out	_____ sad
_____ betrayed	_____ confused	_____ guilty
_____ annoyed	_____ hurt	_____ afraid
_____ nervous	_____ other: _____	

Here are the consequences of this situation (check all that apply):

_____ detention	_____ suspension	_____ police involvement
_____ hurt a friendship	_____ interrupted class	_____ broke someone's trust
_____ injuries	_____ other: _____	

My plan for making this situation better:

- 1) _____
- 2) _____
- 3) _____

(c) One-Stop Counseling Shop