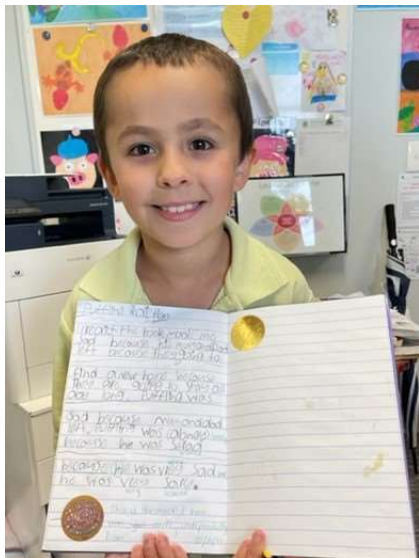# Chipping Norton Public School

Student Wellbeing Policy and School Discipline Code

Document Control

Copies of this document may be made for use in connection with NSW DoE activities on the condition that copies of the material shall be made without alteration and must retain acknowledgement of the copyright.

Any enquiries about alterations, or about reproduction for other purposes, including commercial purposes, should be directed to Chipping Norton Public School on 02 9724 1565 in the first instance.

Release Status

Release Number	Date	Reason for release
Version 2.0	17 October 2016	Annual update; Staff and community consultation regarding embedding the NSW DoE Wellbeing Framework for Schools; "Gemstone" awards-additional levels beyond Principal's Medallion clarified; Brand new school discipline code included (incorporating STEPS and discipline procedures flowcharts).
Version 2.1	13 September 2017	Changed references from "Detention Room" to "Reflection Room"
Version 2.2	20 August 2018	Changed references from "lunch time" to "First Break"; revised Behaviour Matrix included based on staff consultation; Section 2 renamed; "Citizen of the Week" changed to "Citizen of the Month" and is now awarded one per class rather than one per stage; new "Red Slip" template included in Appendices
Version 2.3	10 December 2018	Annual update; comprehensive review of the wording in each section of the policy; addition of new "Diamond Award"; changed references to "Sentral Wellbeing" to "ebs: Ontrack+"; inclusion of references to the DoE's Suspension and Expulsion of Students – Procedures 2011; alignment of playground behaviour/discipline procedures with classroom procedures; redesigned Orange Slip template and included in Appendices; inclusion of Red Slip Reflection Room sheet in discipline procedures and Appendices; removed references to "Fun Hour"; established and included section about leadership roles and discipline; added statement referring to the DoE anti-bullying strategy.
Version 2.4	10 May 2022	

Chipping Norton Public School
Student Wellbeing Policy
Connect, Succeed and Thrive in an Inclusive School Environment

Statement of Principles

Chipping Norton Public School is committed to developing students' ability to connect, succeed and thrive in an enabling school environment, so that they become thoughtful, inclusive, caring and contributing members of society. At Chipping Norton Public School, we promote challenging learning opportunities and encourage excellence through innovative learning experiences.

We believe that successful students learn best in an encouraging, supportive and safe environment where meaningful, engaging and personalised learning takes place with appropriate rules, consequences and recognition for achievement.

When an enquiring mind and creative thinking is valued, student success is achievable for everyone and all members of the school community can contribute to decision making and to school life.

This leads to the firm belief that all community members can make a difference now and in the future. The rights and responsibilities of students, teachers, parents and the community are acknowledged and strategies are developed to enable students to connect, succeed and thrive. We embed the NSW Government's core values in all that we do at Chipping Norton Public School, which are:

- Integrity
- Excellence
- Respect
- Responsibility
- Cooperation
- Participation
- Care
- Fairness
- Democracy

In the context of the Department of Education's *Wellbeing Framework for Schools*, Chipping Norton Public School recognises that wellbeing contributes significantly to the learning and life outcomes of children and young people. We play a very important role in supporting and caring for the wellbeing of every child. In accordance with the Framework, our students will:

- be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community
- be respected, valued, encouraged, supported and empowered to succeed
- grow and flourish, do well and thrive.

The following aim to address student wellbeing needs:
- Learning Support Team
- School Counsellor
- English as an Additional Language / Dialect (EALD)
- Gifted and Talented (GaT)
- Learning and Support Teacher (LaST) program
- Access to other Departmental agencies including vision, hearing, behaviour support and HSLO
- School Discipline Policy
- Student Leadership programs
- Student Representative Council (SRC)
- Anti-bullying plan
- Anti-racism Contact Officer (ARCO)
- Personal Development, Health and Physical Education (PDHPE) programs
- Staff wellbeing programs
- Community and school partnerships
- Social and emotional wellbeing programs
- Speech Therapy
- Mindfulness program
- MiniLit reading intervention programs

STUDENT WELLBEING POLICY and SCHOOL DISCIPLINE CODE

PURPOSE

Chipping Norton Public School's Wellbeing Policy and School Discipline Code encourage a positive approach to discipline. Students are aware of and regulate their own emotions and behaviours. Students demonstrate courtesy, care and respect for each other.

GUIDELINES

The Student Wellbeing Policy will:

- Recognise, encourage and reinforce student success and achievement within the school;

- Provide students with a safe school environment;

- Respect and support students in all aspects of their schooling;

- Provide opportunities for students to contribute towards decision making through structures including Student Representative Council and student leadership programs;

- Provide clear expectations for behaviour which are known by students, staff and parents;

- Promote a tolerant, respectful and cohesive community where individuals take responsibility and work together to ensure individual rights are maintained and valued;

- Encourage a sense of belonging and connectedness that respects diversity and identity;

- Provide opportunities to develop ethical decision-making, self regulation and self determination so that students develop positive self esteem, problem solving, leadership and conflict resolution skills and contribute to building worthwhile relationships with others;

- Provide students and parents with information regarding:

  o School Rules;

  o School Award system;

  o Strategies to promote good discipline and effective learning;

  o Practices designed to recognise and reinforce student achievement;

  o Strategies for dealing with unacceptable behaviour; and

- Allow for regular personal goal setting, review, monitoring and feedback.

School Rules

SCHOOL RULES

Students at Chipping Norton Public School:

1. RESPECT: Show respect for others and their property.

2. are RESPONSIBLE: Work and play fairly and safely.

3. COOPERATE: Be an interested and thoughtful learner.

4. CARE: Show care for others, our school and our environment.

Rights and Responsibilities

All members of the school community, students, teachers and parents have rights and responsibilities. These rights and responsibilities reflect the school behaviour code. Our school rules are derived from the rights and responsibilities of all community members and outline the expected standards of behaviour in the classroom, in the playground, when on school excursions and when travelling to and from school.

I have the right to…	I have the responsibility to show **respect** for others and their property by…
- Be treated with **respect** and consideration - Have conflicts resolved - Be happy with who I am - Be told the truth - Feel safe and not threatened - Take care of my own, other's and school property - Not be bullied	- Treating teachers, peers, parents and visitors with respect, consideration and co-operate with them - Resolving conflicts peacefully - Accepting others and their differences - Always being honest and truthful - Informing a teacher when I feel unsafe or threatened - Expecting my property to be safe and used correctly - Not bullying others

I have the right to…	I have the **responsibility** to work and play fairly and safely by…
- Be safe - Be listened to - Be treated fairly	- Being in the right place at the right time - Following rules for the safe use of equipment - Keeping my hands and feet to myself - Playing gross motor activities only on the grass e.g. soccer, running games, large ball games, equipment - Playing big ball games only on the Back Oval and Games Court - Wearing a hat or playing under the designated shelter - Always seeing a teacher on duty first if injured or sick - Only going to the office area if sent by a teacher - Playing by the rules.

I have the right to…	I am an interested and thoughtful learner and **cooperate** by….
- Be taught and expect that I will learn - Expect others not to distract me while I am working.	- Working to the best of my ability and completing all my class work and homework - Being attentive in the class environment by listening carefully and following instructions, staying on task, being a co-operative learner and following the class and school rules.

I have the right to …	I have the responsibility to show **care** for our environment by…
- A clean and healthy environment - Expect others to clean up their own rubbish - Enjoy a pleasant and aesthetically appealing environment.	- Putting my own rubbish in the bin - Having respect for nature by looking after plants, trees and living creatures found in our school environment.

Strategies to Promote Positive Behaviour and Learning

Strategies are supported through curriculum initiatives and whole school structures. The School's Student Wellbeing team coordinates specific support programs within the school.

In Term One each year, there will be learning and social skills programs designed to develop self discipline, self review, communication and responsible decision making. The programs will clearly set out the school's expectations in relation to behaviour and work standards. These programs include learning about the school's rules and expectations, social and emotional programs.

The NSW Department of Education requires all NSW public schools to have an Anti-bullying plan which details the strategies implemented to reduce student bullying behaviours. This plan supports the implementation of the Student Wellbeing Policy and School Discipline Code. The anti-bullying plan is developed collaboratively with students, school staff, parents/carers and the community, and is reviewed every three years.

At Chipping Norton Public School we will foster good discipline and effective learning in the following ways:

1.	Consistently use good behaviour management techniques such as:
	- Giving simple directions
	- Commending students for following rules and directions
	- Providing opportunities for all students to participate actively in school life
	- Involving all members of the class by directing questions to a full range of students
	- Encouraging on-task learning behaviour by moving around the room and supervising work
	- Refocusing and redirecting attention when students become restless or inattentive
	- Having a plan for managing behaviour disruptions
	- Following up significant behaviour disruptions (see Section 4)

2.	Providing appropriate curriculum to meet the needs of each student by having relevant and up to date programs of work, in all Key Learning Areas, to cater for individual needs.

3.	Supporting students in achieving success in their learning by providing positive learning experiences.

4.	Developing a school discipline code with four, short concise rules that are understood by the whole school community. These rules state expected behaviour that can be monitored and consistently and fairly applied.

5.	Providing programs that develop self discipline, self evaluation, communication and responsible decision making, such as:
	- Student Representative Council
	- School Leaders – captains, vice captains, prefects, house captains and SRC
	- Social and emotional wellbeing programs
	- Personal Development programs - child protection, drug education
	- Peer programs - Kindergarten buddy program, peer reading.

6.	Providing appropriate support, such as Learning Support Team, School Counsellor, LaST and Gifted and Talented programs.

7.   Consistent, caring and controlled behaviour modelled by staff.

8.   Providing appropriate professional learning programs for staff to address relevant needs.

9.   Recognising the responsibility of parents and carers and discussing with them their roles and responsibilities in managing their children's behaviour. Encouraging parent and carer participation in decision making through representation on the P&C and its membership, attendance at parent forums, classroom helpers, school sport, excursions and completing school surveys.

10.   Recognising and understanding the particular needs and pressures experienced in the local community such as:
    - Allowances and consideration for wellbeing
    - Supporting families in financial and emotional need
    - Supporting parents and carers who need the use of an interpreter at parent/teacher interviews.

Practices Designed to Recognise and Reinforce Student Achievement

The use of positive feedback, in most cases, is more effective in the management of behaviour than negative consequences of behaviour. Consistent and caring behaviour by staff and acknowledgement, formally and/or informally when students are doing the right thing is important at Chipping Norton Public School.

Students are recognised in a number of ways for special effort or results across all areas of the curriculum. Whole school assemblies and newsletters are used to recognise and promote achievements. Newsletters, social media posts and local newspapers are also used to promote achievement of Chipping Norton Public School students.

WHOLE SCHOOL AWARDS SYSTEM
Teachers work towards developing students' intrinsic motivation regarding work habits and appropriate behaviour. The school award system is designed to support this:

Merit Awards
"Greens"   - presented by teachers for a variety of reasons
Citizenship Award   - one student from each class chosen for an award at each whole school assembly, based on one of the five You Can Do It keys to success

Bronze Awards   - Certificate of Achievement for receiving ten Green Awards
                               - presented at whole school assembly

Silver Awards   - awarded for three Bronze Awards
                               - presented at whole school assembly

Gold Awards   - awarded for three Silver Awards
                               - presented at whole school assembly

Principal's Medallion   - awarded for three Gold Awards
                               - presented at whole school assembly

Sapphire Award   - awarded for ten Green Awards beyond the three Gold Awards
                               - presented at whole school Assembly

Emerald Award   - awarded for ten Green Awards beyond the Sapphire Award
                               - presented at whole school Assembly

Ruby Award   - awarded for ten Green Awards beyond the Emerald Award
                               - presented at whole school Assembly

Platinum Award   - awarded for ten Green Awards beyond the Ruby Award
                               - presented at whole school Assembly

Diamond Award   - awarded for twenty Green Awards beyond the Platinum Award
                               - presented at whole school Assembly
                               - special lunch with the Principal

NOTE:
Academic, leadership, cultural, sport and citizenship awards are presented to students each year at the annual Presentation Day Assembly.

SCHOOL DISCIPLINE CODE

Students require clear expectations and guidelines to function effectively in our school community and to learn to their full potential in a safe and caring environment.

IN THE CLASSROOM
Teachers ensure a happy, safe and secure learning environment where programs are developed to address the needs of students. Expectations and standards are clearly communicated to all students.

Unacceptable Behaviour in the Classroom
Teachers develop their own classroom behaviour management strategies in line with the strategies of this document. Understanding the purpose of a student's behaviour allows the teacher to make the best decision in managing behaviour.

STEPS
All teachers across all learning spaces in the school use the STEPS chart as a visual representation of the School Discipline Code for students. The STEPS chart (see Appendix 2 on Page 17) is used to give students a visual reminder to make good choices and follow the school rules. The chart contains four (4) steps before they are given a red slip by the class teacher for serious or repeated misbehaviour. Students have the opportunity to change their behaviour and "move back up the steps" if they begin making good choices again. All names are taken off the STEPS chart at the end of each day to allow a fresh start to occur at the beginning of the school day. Please see the ***Classroom Discipline Procedures for Unacceptable Behaviour*** flowchart (on Page 12) for a detailed description of how the STEPS chart is used in each classroom.
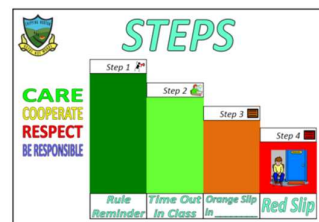
Teachers maintain an individual class record of inappropriate behaviour online through SENTRAL. Anecdotal observations, red slips and orange slips are recorded on SENTRAL.

Recurring Unacceptable Behaviour
Recurring unacceptable behaviour is brought to the Stage Supervisor's attention. Further action is discussed and planned, based on the behaviour and previous dealings with the student. The student's parent or carer is then informed by telephone, letter or in person, of the student's behaviour and the strategies that have been put into place to help the student make positive changes to their behaviour.

IN THE PLAYGROUND
Teachers foster a positive playground environment through positive interactions with students and thorough investigations of incidents. Teachers on duty supervise the playground wearing fluoro-coloured vests, hats and carry a duty bag. They follow the discipline flowchart to eliminate inappropriate student behaviour. Teachers also reinforce positive playground behaviour.

Continuing Unacceptable Behaviour
Unacceptable behaviour that requires follow-up is recorded on an orange or red slip. Teachers investigate any incidents and also record these on ebs: Ontrack+, along with the action taken. Serious or repeated misbehaviour results in a student receiving an immediate red slip.

The following two flowcharts outline the procedures that all teachers follow when dealing with unacceptable behaviour in the classroom or on the playground.

Classroom Discipline Procedures for Unacceptable Behaviour

Warning(s)

SERIOUS misbehaviour
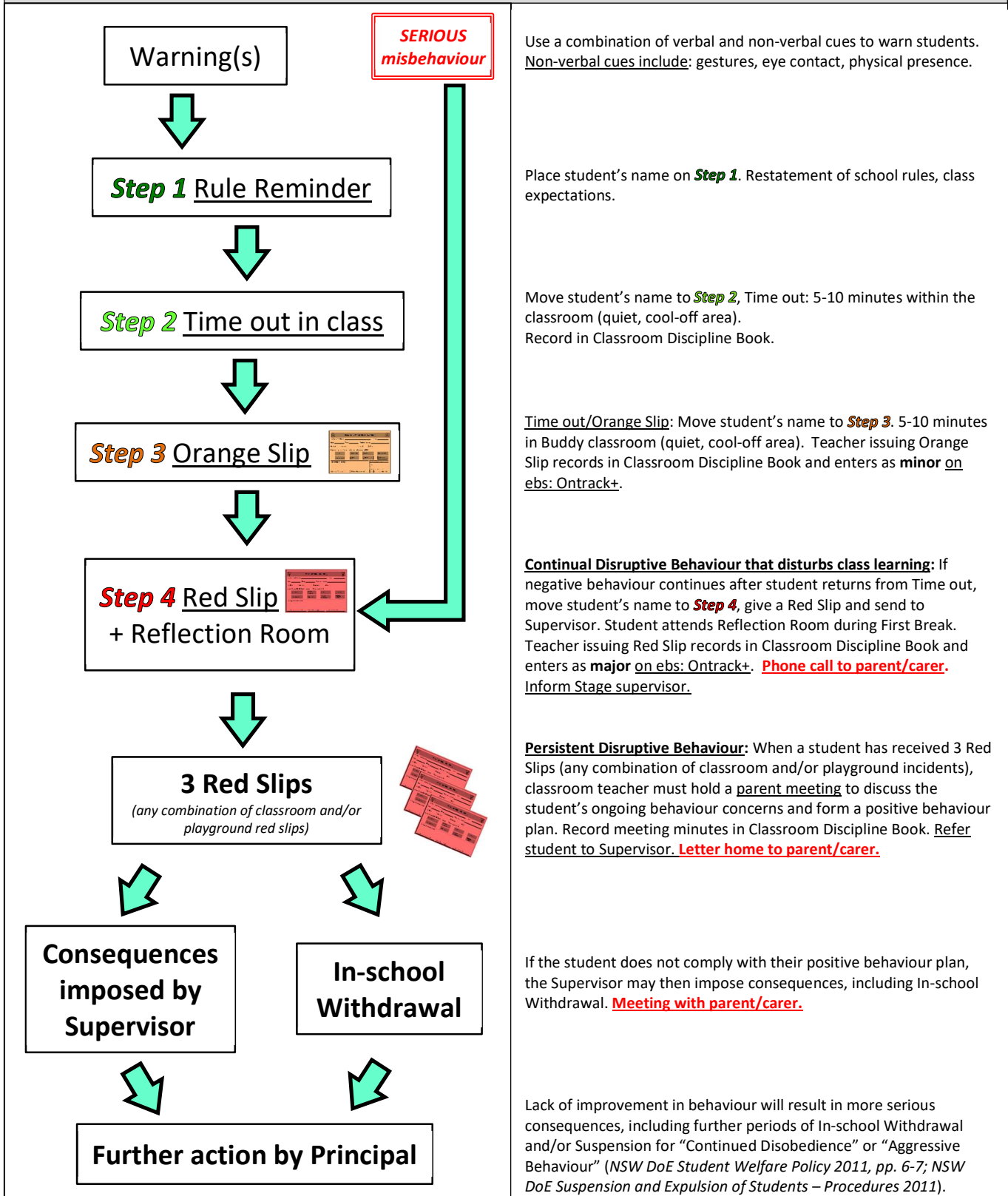
Use a combination of verbal and non-verbal cues to warn students. Non-verbal cues include: gestures, eye contact, physical presence.

Step 1 Rule Reminder

Place student's name on **Step 1**. Restatement of school rules, class expectations.

Step 2 Time out in class

Move student's name to **Step 2**, Time out: 5-10 minutes within the classroom (quiet, cool-off area).
Record in Classroom Discipline Book.

Step 3 Orange Slip

Time out/Orange Slip: Move student's name to **Step 3**. 5-10 minutes in Buddy classroom (quiet, cool-off area). Teacher issuing Orange Slip records in Classroom Discipline Book and enters as **minor** on ebs: Ontrack+.

Step 4 Red Slip + Reflection Room

Continual Disruptive Behaviour that disturbs class learning: If negative behaviour continues after student returns from Time out, move student's name to **Step 4**, give a Red Slip and send to Supervisor. Student attends Reflection Room during First Break. Teacher issuing Red Slip records in Classroom Discipline Book and enters as **major** on ebs: Ontrack+. **Phone call to parent/carer.** Inform Stage supervisor.

3 Red Slips
*(any combination of classroom and/or playground red slips)*

Persistent Disruptive Behaviour: When a student has received 3 Red Slips (any combination of classroom and/or playground incidents), classroom teacher must hold a parent meeting to discuss the student's ongoing behaviour concerns and form a positive behaviour plan. Record meeting minutes in Classroom Discipline Book. Refer student to Supervisor. **Letter home to parent/carer.**

Consequences imposed by Supervisor

In-school Withdrawal

If the student does not comply with their positive behaviour plan, the Supervisor may then impose consequences, including In-school Withdrawal. **Meeting with parent/carer.**

Further action by Principal

Lack of improvement in behaviour will result in more serious consequences, including further periods of In-school Withdrawal and/or Suspension for "Continued Disobedience" or "Aggressive Behaviour" (*NSW DoE Student Welfare Policy 2011, pp. 6-7; NSW DoE Suspension and Expulsion of Students – Procedures 2011*).

Notes: Serious Misbehaviour (i.e. "Big Trouble") may result in placing the student directly on **Step 4** (Red Slip) and being sent to the Supervisor. **Students may be moved back up the steps if they begin to show positive behaviour choices.**

Playground Discipline Procedures for Unacceptable Behaviour
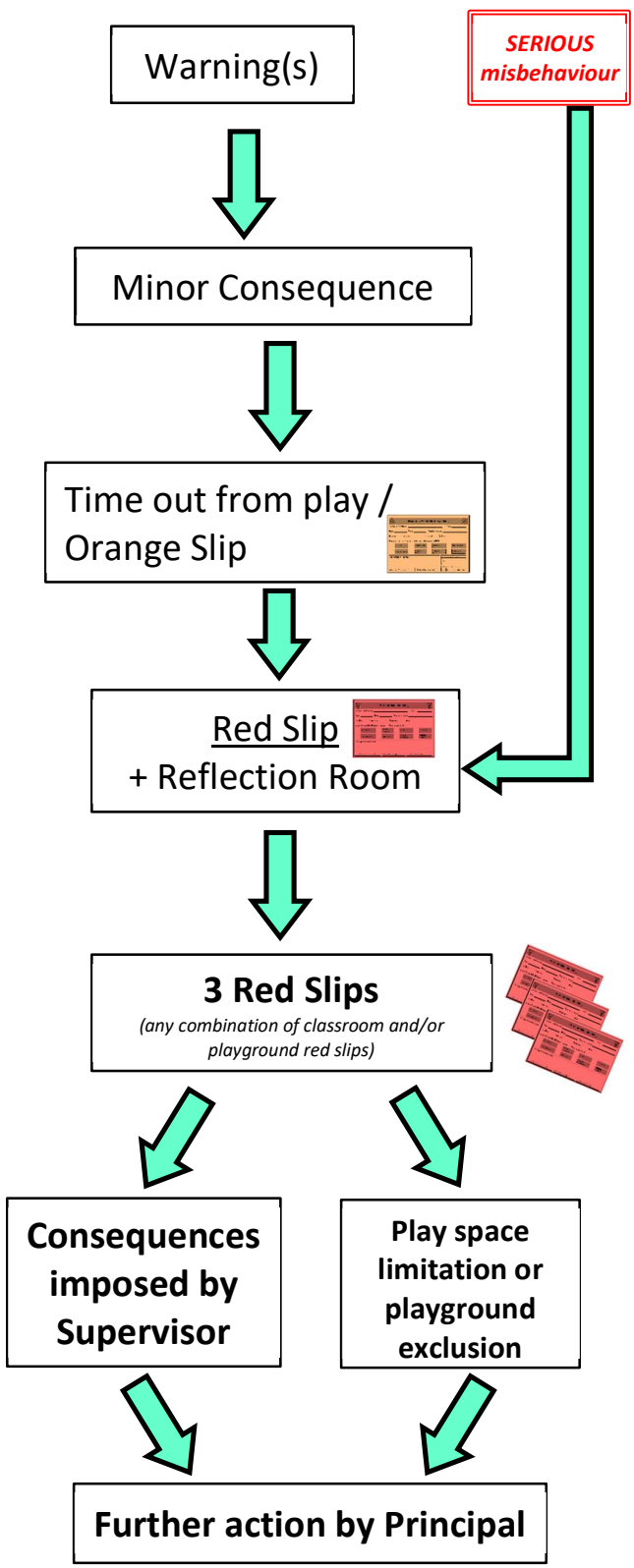
| Warning(s) | **SERIOUS misbehaviour** | Verbally warn students about behaviour choices and consequences. Remind students of playground expectations. |

Verbally warn students about behaviour choices and consequences. Remind students of playground expectations.

Minor Consequence

After verbal warning(s), give students a <u>minor</u> consequence that suits the negative behaviour choice (e.g. picking up papers, walk with teacher for 5 minutes, etc).

Time out from play / Orange Slip

<u>Time out from play</u>: If student is still not following playground expectations, remove them from play for either 5, 10 or 15 minutes. Teacher on duty issues Orange Slip and gives to student's class teacher. Class teacher records in Classroom Discipline Book and enters as **minor** <u>on ebs: Ontrack+</u>.

<u>Red Slip</u> + Reflection Room

<u>Continual negative playground behaviour that impacts on others' wellbeing</u>: Students receive a red slip and attend Reflection Room the following day, during First Break. Reflection Room attendance is monitored using a folder in the staffroom. <u>Executive will enter as</u> **major** <u>on ebs: Ontrack+</u> and pass on to classroom teacher who will record in Classroom Discipline Book. **Phone call parent/carer.** <u>Inform Stage Supervisor if necessary.</u>

3 Red Slips
(any combination of classroom and/or playground red slips)

<u>Persistent negative playground behaviour</u>: When a student has received 3 Red Slips (any combination of classroom and/or playground incidents), classroom teacher must hold a <u>parent meeting</u> to discuss the student's ongoing behaviour concerns and form a positive behaviour plan. Record meeting minutes in Classroom Discipline Book. <u>Refer student to Supervisor.</u> **Letter home to parent/carer.**

Consequences imposed by Supervisor

Play space limitation or playground exclusion

If the student does not comply with their positive behaviour plan, the Supervisor may then impose consequences, including limiting the student's play to one space, removing the student from the playground for a period of time, or In-school Withdrawal for more serious or repeated misbehaviour. **Meeting with parent/carer.**

Further action by Principal

Lack of improvement in behaviour will result in more serious consequences, including further periods of In-school Withdrawal and/or Suspension for "Continued Disobedience" or "Aggressive Behaviour" (*NSW DoE Student Welfare Policy 2011, pp. 6-7; NSW DoE Suspension and Expulsion of Students – Procedures 2011*).

Notes: Serious Misbehaviour (i.e. "Big Trouble") may result in placing the student directly on a Red Slip + Reflection Room and being sent to an Executive.

REFLECTION ROOM PROCEDURES

Reflection Room occurs during First Break. Reflection Room is supervised by a member of the Executive team.

Students placed on Reflection Room go to the Reflection Room during First Break. Students will be engaged in completing a reflection sheet to plan for improvements for their future behaviour choices (see Appendix 4). The Executive member on Reflection Room duty will also counsel the student and revisit school rules. The reflection sheet will be sent to the student's class teacher along with the Red Slip.

Students on Reflection Room will be given time to go to the toilet, wash hands and have a drink before the bell goes. Additional days may be given for missing Reflection Room or further misbehaviour. Reflection Room takes precedence over break time, sport training and performance group rehearsals.

The Executive monitors the Reflection Room register and students' individual behaviour records on SENTRAL to make decisions regarding follow up if needed. This may include withdrawing students from school activities, contacting parents and/or taking further action as per the school's policy, as well as the *NSW DoE Student Welfare Policy* and *NSW DoE Suspension and Expulsion of Students – Procedures 2011*.

Parents/carers are contacted each time their child is placed on Reflection Room. Contact for Reflection Room is generally made by phone call from the Principal, Assistant Principals or by letter home, which parents/carers are asked to sign and return the next day.

Parents/carers are encouraged to speak with a member of the Executive team should further clarification be required.

STUDENT LEADERSHIP POSITIONS AND THE DISCIPLINE CODE

Students elected to leadership positions are held to a higher standard of behaviour expectations, as they have been elected and chosen by their peers and teachers as exemplary role models to hold these positions. Student leadership is a privilege, not a right, and special responsibilities accompany these roles, which include:

- School Captains, School Vice Captains and School Prefects
- Members of the Student Representative Council (SRC)
- House Captains and House Vice Captains
- Library Monitors

If students holding any of the above positions receive a Red Slip, the Principal has the right to withdraw leadership rights and responsibilities, for a period of time at their discretion.

If students holding any of the above positions receive two Red Slips, the Principal has the right to remove the student from the position, and the student will be told to return their badge.

For Year 5 students who wish to self-nominate as school leaders in Year 6, should they receive 3 or more red slips while in Year 5, they will not be eligible for any leadership position in Year 6.

Ongoing Review and Revision of Policy

This school discipline policy is the result of a review undertaken in Semester 2, 2018.The policy needs to be reviewed and revised regularly so that modifications can be made as the needs of our school community change.

Ongoing monitoring of the policy will include regular meetings with staff and the school community to continue to discuss discipline and behaviour management issues.

Fair and consistent discipline and student learning are the responsibility of the whole school community. By working together teachers, students, parents and carers can promote and build positive self-discipline and maximise the opportunities for students to achieve to the best of their ability.

Appendix 1: Student Behaviour Matrix
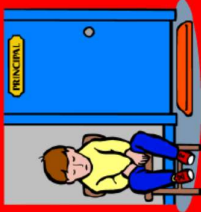
School Discipline Code: Types of Trouble

Learning Space	LITTLE TROUBLE	MEDIUM TROUBLE	BIG TROUBLE
Classroom and Playground	• Taking others' property without their permission • Accidental swearing • Not following the school rules • Inappropriate use of any equipment • Mock fighting • Littering • Hurting or killing creatures • Throwing sand (in the sandpit) • Not keeping hands, feet or objects to yourself	• **Repeated LITTLE TROUBLE** • Swearing at others • Walking on furniture • Teasing • Threatening others • Disobedience • Backchatting/arguing with a teacher • Minor theft • Spitting • Arguing and/or fighting over equipment • Rough play • Lying • Out of class/bounds without permission • Not handing in a mobile phone	• **Repeated MEDIUM TROUBLE** • Violence • Vandalism • Inappropriate touching of others • Racial abuse • Major theft • Defiance of teacher(s) • Strong Swearing • Spitting at someone • Dangerous use of equipment • Bullying • Cyberbullying • Graffiti • Using a mobile phone
Toilets	• Running or playing in the toilets • Unhygienic behaviour	• Locking toilet doors from the inside • Looking underneath or above the toilet stalls	• Throwing wet toilet paper onto walls, ceiling, etc. • Graffiti
Outside school activities	• Going out of bounds while on an excursion or at PSSA sport	• Disobedience while on an excursion • Not following PSSA Code of Conduct (minor) • Using a mobile phone	• Defiance while on an excursion • Not following PSSA Code of Conduct (major)
Consequence	**STEPS** Step 1 – Rule Reminder or Step 2 – Time Out	**STEPS** Step 3 – Time Out in different classroom or Time Out with teacher on playground duty	**STEPS** Step 4 – Red Slip and sent to supervisor (classroom) or Reflection Room (playground)

STEPS

CARE
COOPERATE
RESPECT
BE RESPONSIBLE

Step 1	Step 2	Step 3	Step 4
Rule Reminder	Time Out in Class	Orange Slip in _____	Red Slip

Appendix 3: Behaviour Slips

ORANGE SLIP

ORANGE SLIP (MEDIUM TROUBLE)

Student's Full Name: _____ Class: _____

Date: _____ Time: _____ Teacher's name: _____

Location:

Classroom	Playground	Other:

Incident type (ebs Ontrack+ category—Minor... pick ONE):

	CHEATING /		INAPPROPRIATE		LATE TO CLASS		MILD DISRUPTION
	NON-COMPLIANCE		PHYSICAL CONTACT		PROPERTY MISUSE		OTHER (state): _____

Description of Incident:

Tick the student's goal for time out:

Finish work	
Cool down	
Reflect on actions	

Circle the duration of the time out:

5 minutes	10 minutes	15 minutes	Until end of session/Break	When work is complete

Entered into ebs: ontrack + ? | Reflection Room completed?

RED SLIP

RED SLIP (BIG TROUBLE)

Student's Full Name: _____ Class: _____

Date: _____ Time: _____ Teacher's name: _____

Location:

Classroom	Playground	Other:

Incident type (ebs Ontrack+ category—Major... pick ONE):

	ABSCONDING		ABUSIVE LANGUAGE		DEFIANCE		DISRUPTION
	FORGERY OR THEFT		HARASSMENT		PHYSICAL AGGRESSION		PROPERTY DAMAGE

Description of Incident:

Entered into ebs: ontrack + ? | Reflection Room completed? | Parent/Carer phone call made?

Appendix 4: Reflection Sheet

Red Slip Reflection Form

Name:	Class:	Reflection Room Date:

Where did the behaviour happen? (circle)	classroom	library	playground

What was the problem or inappropriate behaviour? Write the teacher's description here.

_____

_____

What rule(s) did I break? (circle)	RESPECT	BE RESPONSIBLE	COOPERATE	CARE

What happened? *(my own description)*	
How did I feel **before** it happened?	
How did I feel **after** it happened?	
How do I feel **now**?	
What do I need to do differently next time?	
What strategies will I use? *(my own and/or agreed upon with the Reflection Room teacher on duty)*	• • •

Reflection Room Executive teacher's signature:_____   Student signature:_____