

STUDENT WELLBEING GUIDELINES

Reviewed 2025

Statement of Purpose

We believe that every child in our school has the right to learn, create, play and express him/herself without fear of unnecessary disruption or ridicule. We believe that we must provide a safe and supportive environment and that our discipline must at all times be fair and consistent. Kurnell Public School is committed to enhancing student achievement and wellbeing through a strong focus on social and emotional learning. We encourage students to make thoughtful and responsible behaviour choices, helping them to become self-aware individuals who respect the rights of others. This guideline emphasises building positive and respectful relationships, integrating the principles of Restorative Justice and Positive Behaviour for Learning. We consider each student's individual needs when applying this guideline.

Aims

The Kurnell Public School Student Wellbeing Policy encompasses the following expectations of all staff

- To ensure that each child can learn in a safe and stable environment.
- To ensure that each child will give and receive respect, trust and appreciation.
- To encourage self discipline.
- To provide a discipline code which is both fair and consistent.

Implementation

- Student wellbeing is a shared responsibility between school, home and the community.
- The school will appoint a staff member who will co-ordinate student wellbeing across the school.
- The school will implement wellbeing support structures and programs that prioritise and address the identified needs of individual students and the school as a whole.
- The school will endeavour to implement and maintain programs such as
 - Student Representative Council (SRC)
 - Students Awards
 - Anti Bullying (refer to separate policy)
 - Peer Support
 - Child Protection
 - Transition To School
 - Kindergarten Buddy System
 - Kurnell Carers
 - Shine and Strength
- The school will provide the following support structures based on student need:
 - School Counselling Service

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- School Chaplaincy/ wellbeing officer
- Learning Support Team (LST)
- Learning assistance support teacher (LaST)
- English as an Additional language or dialect teacher (EAL/D)
- Anti-racism contact officer (ARCO)
- The school will also access outside services, as necessary, to provide support to students and staff
 - Behaviour support
 - Learning assistance team
 - Speech therapy/ Occupational therapy
 - Mental health team
 - Department of Communities and Justice (DCJ)
 - Youth Police Liaison Officer
 - Employment Assistance Program (EAP)
 - Kids Hope
- The school will endeavour to cater for children identified with specific welfare issues by creating support groups, developing appropriate individual programs that include goals, monitoring performance and behaviour and providing ongoing support.
- The school will comply with all privacy issues in accordance with current legislation and departmental requirements.

School Expectations

1. Be Safe
2. Be Respectful
3. Be an Active Learner

Care and Supervision of Students

School Procedures

- The school operates between the hours of 9.10 am and 3.10 pm.
- Formal supervision of the playground operates from 8.40 am.
- Supervision of students leaving school by the crossing operates till 3.20pm.

Before school

- Students arriving to school before 8.50am are to sit on the silver seats and under the COLA area till the bell rings.
- No big balls are to be used before school.
- Bikes and scooters are to be walked through the school grounds. Helmets are to be worn.
- Children are to only enter the school through the two pedestrian gates on Dampier St or the one pedestrian gate on Torres St. Children with bikes may enter through pedestrian gate at driveway.
- Students are to leave their bags outside classrooms when they arrive at school. They are not to enter school buildings.
- At 9.10am when bell rings students are to line up at class steps, except Tuesday when all children are to line up under COLA area for morning assembly.

Recess

- All children to sit on the asphalt to eat their recess.
- No children are to play until they have finished eating.
- All children are to wear a school hat. If no school hat they are to play in a shaded area
- No big balls at recess on asphalt area but they may use on basketball court/oval after finished eating.
- All children must have been to the toilet before the end of recess.
- At the end of recess all students are to line up and sit outside their classroom and wait for their teacher.
- The teacher on duty is to stay on duty till all teachers have collected their class.

Lunch

- From 1.05pm till 1.15pm all students are to eat in their room. If they are to eat outside **they must be supervised by their class teacher.**
- Children play on the asphalt for first and second half lunch. Children can play on the oval for first and second half only after the teacher on duty on the oval has rung the bell.
- No big balls on the asphalt
- At the end of lunch all children line up and sit outside their classroom and wait for their teacher.
- The teacher on duty is to stay on duty till all teachers have collected their class.

Canteen

- Students are permitted to use the canteen at recess and lunch.
- Class monitors collect lunches by 1pm.
- Students are not permitted to go to the canteen before 1.15pm.
- Students to line up in two lines, K-2 and 3-6.
- No students are to be in the canteen. Unless approved by the Principal

Library

- The library is open from 1.35pm on designated library days
- Children are to line up and wait quietly on the ramp.

After School

- All students are to leave the school in an orderly way via the school pedestrian exits.
- Students are not to exit the school via car park gate.
- Students are to walk bikes and scooters from the school grounds and along Dampier street footpath (high traffic area).
- The principal or other nominated teacher to supervise crossing.

Wet Weather procedures

Before School

- It is to be decided by the teacher on duty if children can wait under the COLA or if very wet weather students go to classrooms from 8.40am where class teachers will supervise.
- See wet Weather Roster for wet weather duties.

Reminders

- Students are not to be released onto the playground without a teacher on duty.
- Duty teachers must be punctual and wear hi-vis vest while on duty.
- Teachers must stay on duty until relieved, or until all classes have been collected.
- No school hat no play under shade areas.
- No handball/ balls under the COLA.
- In an emergency send for help. Do not leave the playground.
- An incident report must be completed for all serious accidents by the teacher on duty in the area where the accident occurred. Phone call to Incident Report and Support line.

Good Discipline and Effective Learning

Classroom Rules

- Classroom rules are established in all classes, with the involvement of students, in the first weeks of the school year.
- Rules will be displayed in classrooms.
- All teachers are to develop a positive rewards system that is in line with their class rules and the school rules. Stickers, stamps, Chance cards, Do Jo and any other acceptable program can be used.

Excursions, Cultural Performances, Sport, School Activities

- Excursions, Cultural Performances, School Activities are part of the enrichment program of the school, and children are encouraged to attend all such activities arranged by teachers. Full school uniform, unless otherwise stated must be worn on these occasions.
- Parental permission is required for attendance at all these events.
- Electronic devices, including mobile phones, are not to be taken on excursions
- Any student representing the school is expected to do so in a manner that will be a credit to themselves and the school.

School Uniform

- The wearing of the school uniform is strongly encouraged as per the guidelines of the School Uniform Policy. If a student is unable to wear the school uniform due to unforeseen circumstances, a note should be written to the class teacher to explain the reason.
- The wearing of school hats is compulsory.
- Jewellery is not to be worn to school except watches, sleeper earrings or studs and signet rings.

Prohibition of Drugs and Weapons

- Students are prohibited from smoking, consuming alcohol, or using illegal drugs within the school premises, while engaged on teacher-organised activities outside the school or going to and from school.
- Possession of certain weapons is a criminal offence under the provisions of the Prohibited Weapons Act 1989.

Mobile Phones

- Children are discouraged from bringing mobile phones to school.
- Any mobile phones and smart watches brought to school are to be kept in the office during school hours and signed in and out each day by the student.
- Mobile phones and other devices are not to be taken on school excursions or camps. Any phones taken are to be given to the class teacher.
- The school takes no responsibility for the care of mobile phones or devices brought to school.

Toileting

Children are encouraged to go to the toilet before school and during recess and lunch. During class time students are to be sent to the toilet in groups of three.

Use of Technology in the classroom

- Student use is intended for research and learning and communication only.
- Students have the responsibility to report inappropriate behaviour and material.
- Students must abide by the conditions of acceptable usage.

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- Students must never knowingly initiate or forward emails that contain computer virus, unacceptable or unlawful materials, threaten, bully, or harass another person.
- Students must never damage or disable computers.
- Students to be made aware that a breach of policy may result in disciplinary action.
- Students ensure privacy and confidentiality is maintained.
- Students never plagiarise information.
- Students are made aware that any material published on internet/intranet must have approval of the principal and appropriate copyright clearance.
- Students will be made aware that:
 - their emails and web browsing is logged for two years and use can be audited and traced
 - the email and web browsing logs are considered official documents
 - they need to be careful about putting personal information on websites
 - these records may be used in investigations, court proceedings

Strategies to Promote Good Discipline and Effective Learning

Positive discipline is an essential part of the school's behaviour management plan. We acknowledge the following practices to foster good discipline.

- The provision of appropriate curriculum to meet the needs of each student.
- Supporting students in achieving success in learning.
- The consistent use of good behaviour management techniques such as:
 - Giving simple instructions
 - Expecting students to comply and follow directions
 - Praising and rewarding positive behaviour
 - Regularly noticing and commending students for complying with the expectations and directions
 - Avoiding the use of ridicule, embarrassment and put downs
 - Having a plan for managing behaviour disruptions
- Staff modelling consistent, caring, and controlled behaviour.
- The development of a school discipline code.
- The provision of appropriate support programs.
- The use of positive feedback, in most instances is more effective in the management of behaviour than negative comments or consequences.
- Appropriate rewards and consequences form an essential component of a school behaviour plan. They should be consistently and fairly applied, avoiding any gender or cultural bias.

Our Values

The values of Kurnell Public School have been developed in consultation with the community and staff they are:

- Caring
- Inclusion
- Doing your best
- Respect
- Responsibility

Assembly Award Guidelines

Principal's Award - One student in the school will be awarded the Principal's award. This award is for a student who has demonstrated an outstanding effort in all areas of schooling. The student will be presented with a Principal's Award certificate and a book voucher.

Student of the Week – One student per class is awarded Student of the Week. The student will be presented with a ribbon at assembly and hold the Student of the Week trophy at their desk for the fortnight.

Merit Award – One award per class will be awarded a Merit Certificate. This award recognises work the student has been doing in the classroom and gives them the opportunity to showcase their work at assembly. The student will receive a certificate of achievement.

Expectations Award – One award per class will be awarded to a student who has demonstrated one of the school's expectations during the fortnight (Safe, Respect and Active Learner). The student will receive a certificate of recognition.

Class of the week - The class of the week will be recognised based on their combined class points. Points are awarded based on students receiving an expectations token during the fortnight.

Merit Award Scheme

Kurnell Public School is committed to promoting student achievement and recognising positive behavior among its students. To support this initiative, a Merit Award Scheme has been established to acknowledge and celebrate positive actions. This scheme is designed to be cumulative, accompanying students throughout their primary school journey. Both students and parents will play a role in collecting awards and returning them to the classroom or school office once the target amounts have been reached.

- Class teacher's role – Class teachers carefully monitor and support students to earn/gather assembly awards. Class teachers may develop their own system so that awards are given consistently.
- Monitoring awards - It will be the responsibility of the class teacher to monitor and organise the printing of awards. Bronze, Silver and Gold Badges will be presented by the principal/executive teacher at assemblies.

5 Assembly Awards - Certificate of Achievement

10 Assembly Awards - Certificate of Achievement

20 Assembly Awards - Bronze Badge

35 Assembly Awards - Silver Badge

50 Assembly Awards - Gold Badge

Wellbeing Guidelines - Restorative Justice

Kurnell Public School uses Restorative justice approach to modify student behaviour. This approach focuses on repairing harm and restoring relationships rather than punishing students for misbehaviour. It emphasises understanding the impact of one's actions, fostering accountability, and promoting healing for all parties involved.

Key components of restorative justice include:

1. **Dialogue and Communication:** Encouraging open conversations between students, teachers, and affected parties to discuss the incident, its impact, and how to make amends.
2. **Accountability:** Students are encouraged to take responsibility for their actions and understand the consequences of their behaviour on others.
3. **Repairing Harm:** The focus is on finding ways to repair the damage done, whether through apologies, restitution, or other means of making amends.
4. **Building Community:** Restorative practices aim to strengthen relationships within the school community, fostering a sense of belonging and mutual respect.
5. **Prevention:** By addressing underlying issues and promoting positive behavior, restorative justice seeks to prevent future conflicts and build a more supportive school environment.

Restorative justice often involves specific questions that guide the dialogue and reflection process when dealing with a student incident. These questions help students understand the impact of their actions and facilitate healing. The structure of the questions focus on the past (what happened?), present (reflection on who has been affected and in what way) and future (what needs to be done to make things right?). Common restorative justice questions include:

1. **What happened?**
This question encourages the student to share their perspective on the incident.
2. **What were you thinking/feeling at the time?**
This helps the student reflect on their motivations and thought process behind their actions.
3. **Who has been affected by what you did?**
This question prompts the student to consider the broader impact of their behaviour on others, including peers, teachers, and the school community.
4. **How have they been affected?**
This encourages the student to empathise with those impacted and recognise the emotional or physical harm caused.
5. **What do you need to do to make things right?**
This question focuses on accountability and encourages the student to think about how they can repair the harm done.
6. **What can we do to prevent this from happening again? Who can you go to for help?**
This encourages problem-solving and proactive thinking to avoid future incidents.

On the playground the questions are used verbally by the teacher on duty to discuss the behaviour. During class, the students respond to the questions through writing. The questions can be used by teachers and students to resolve any issues, however minor, to ensure students feel they have been heard.

By using these questions, staff can guide students through a reflective process that promotes understanding, accountability, and the opportunity for reconciliation, ultimately contributing to a positive school environment.

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Wellbeing Guidelines - Classroom levels

	Level of teacher intervention		Examples of Behaviour
Level 1 – Verbal Redirection	<ol style="list-style-type: none"> 1. Direct student to start doing the desired behaviour 2. Use vicarious praise 3. Increase ratio of praise (positive or neutral) 4. Give positive feedback 		<ul style="list-style-type: none"> • Insolence • Disrupting learning of others • Not completing work • Refer to Behaviour Expectation Matrix for acceptable behaviour
Level 2 – Reminders	<ol style="list-style-type: none"> 1. If a student does not comply with an instruction, they will be given a reminder. 2. The second time they do not comply they will get another reminder. 3. If they still do not comply, they will be directed to the classroom 'reflection time' area (teacher's discretion maximum of 15 minutes) 		
Level 3 – On return from 'reflection time'	<ol style="list-style-type: none"> 1. If a student does not comply with an instruction, they will be given a reminder. 2. The second time they do not comply they will get another reminder. 3. If they still do not comply, they will be directed to 'reflection time' in a different class for the rest of the session where they will be required to reflect on their behaviour and fill in the Reflection Section of the Reflection Reminder Card. 4. On return to class, the teacher will conference with the student and then complete the Reflection Reminder Section of the Reflection Reminder Card. The sheet will then be sent home, and it will need to be signed by parent/carer and then returned to school. 5. Teacher to record incident on Schoolbytes Wellbeing and contact parent/carer if this is the second Reflection Reminder Card for the term. 		
Level 4 – On return to the classroom	<ol style="list-style-type: none"> 1. If non-compliance continues, the student will be given only one reminder. If misbehaviour continues after this, they will be sent to the Assistant Principal for further reflection time. 2. Student will receive a second Reflection Reminder Card. 3. Mini-Team (Principal, Assistant Principal, classroom teacher, LaST) discusses further action 4. Assistant Principal to call parent/carer. 5. Incident to be recorded on Schoolbytes Wellbeing by Assistant Principal. 		<u>Instant Classroom Reflection Reminder:</u> <ul style="list-style-type: none"> • Verbal abuse • Aggressive Behaviour • Extreme Insolence • Absconding • Unsafe use of equipment • Inappropriate language • Misuse of school technology or social media
Level 5 – Suspension/ Behaviour Contract	<ol style="list-style-type: none"> 1. If a student receives three Reflection Reminder Cards (classroom and playground combined) or the student is physically violent, in one term, the student, parent/carer, Assistant Principal, Principal will have an interview and the principal will use their discretion to exercise the DEC Suspension and Expulsion Procedures (part of Student Behaviour policy) 		
	If student is suspended: <ol style="list-style-type: none"> 1. The school will put in place strategies to support the student on return to school 2. On return to school, the student, parent/carer, Assistant Principal and Principal will attend a Return from Suspension meeting to discuss strategies and behaviour expectations. 3. Student will be placed on a Behaviour Contract (see next column) 		If student is not suspended: <ul style="list-style-type: none"> • Student will be placed on a Behaviour Contract which is signed by the student, parent/carer, teacher and Assistant Principal. The aim of the contract is to provide positive feedback to the child to support them to achieve the desired behaviour. The contract will be monitored by the Assistant Principal for a pre-determined time (5-10 school days) • The student will be required to have "Reflection Time" in another classroom. (Students will complete classwork in the reflection classroom) • The time spent in the other classroom will be determined by the Executive. Students will still be on a behaviour contract during this time. • Student may be excluded from the classroom, playground, excursions, camps and school functions. This will be at the discretion of the Executive and with parental consultation. • Suspension from school may be implemented after this period if behaviour has still not improved. Individual student needs will be considered.
	If a student does not respond to the levels above, a negotiated personalised behaviour support plan will be implemented with all relevant stakeholders. Strategies such as the 'Traffic light system' will be included. The 'Traffic light system' clearly identifies positive and negative behaviours using green, orange and red indicators, with clear outcomes at each level.		

FOR ALL SITUATIONS THERE EXISTS A CLAUSE WHICH MAY SEE A STUDENT BYPASS EARLIER LEVELS AND PROGRESS STRAIGHT TO ANOTHER LEVEL. THE PRINCIPAL RESERVES THE RIGHT TO MAKE THE DECISION TO SUSPEND IF AND WHEN ACTS OF INAPPROPRIATE BEHAVIOUR ENDANGER THE HEALTH AND SAFETY OF THE STUDENT, OTHER STUDENTS, STAFF OR PARENTS.

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Wellbeing Guidelines - Playground Levels

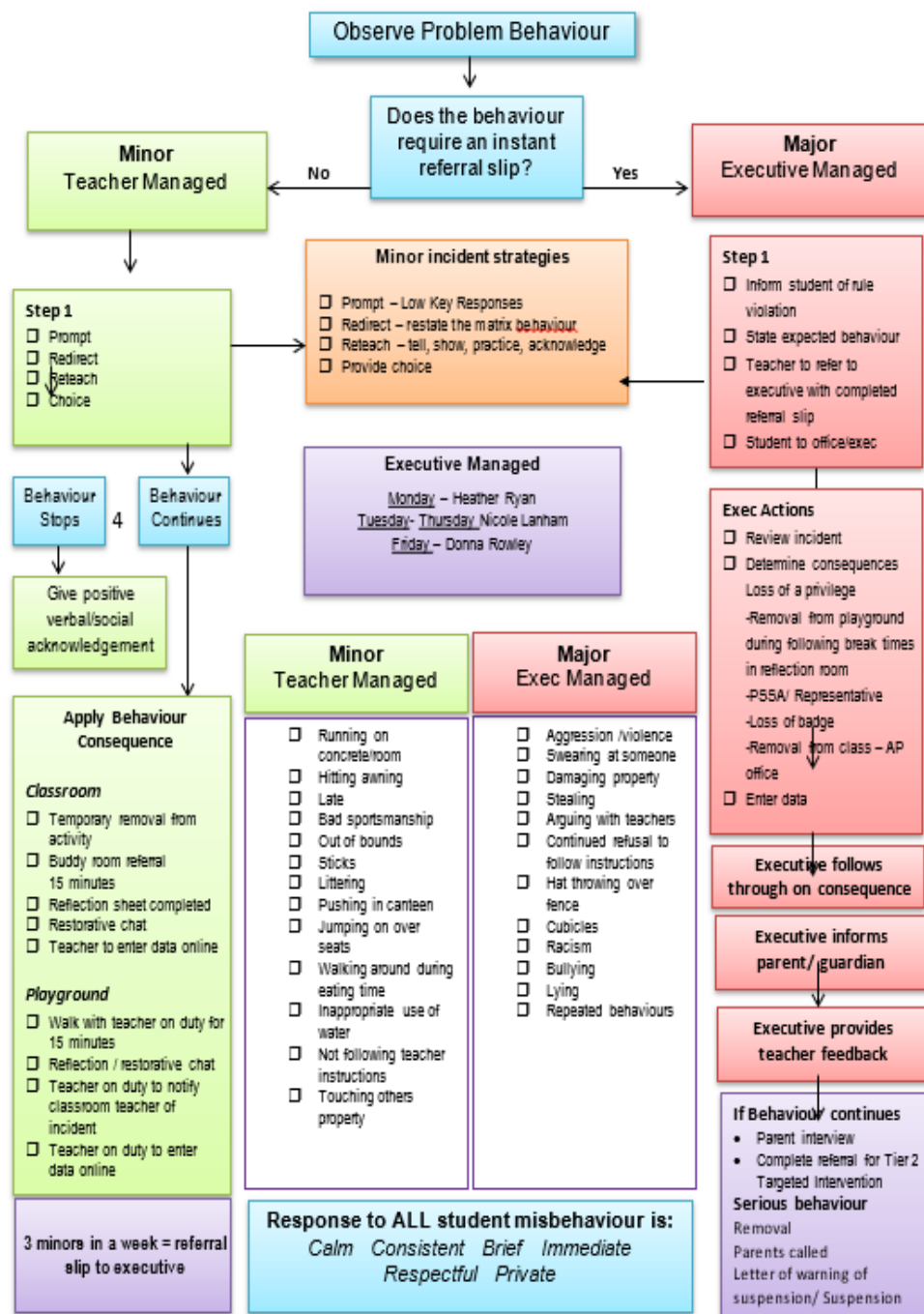
	Level of teacher intervention	Examples of Behaviour
Level 1 – Verbal Redirecti on	<ol style="list-style-type: none"> 1. Direct student to start doing the desired behaviour 2. Use vicarious praise 3. Increase ratio of praise (positive or neutral) 4. Give positive feedback 5. Student shadows teacher especially if student is agitated and may not be able to control their own behaviour 	<ul style="list-style-type: none"> ● playing out of bounds ● running dangerously ● unsafe play on equipment ● Refer to Behaviour Expectation Matrix for acceptable behaviour
Level 2 – Reminders	<ol style="list-style-type: none"> 1. Students receive two reminders 2. Students are reminded that if unwanted behaviour continues they will receive a 'reflection-time' 3. Inform next teacher on duty of incidents 	
Level 3 – On return from 'reflectio n time'	<ol style="list-style-type: none"> 1. Students are given 'reflection-time' on silver seats for a maximum of 10 minutes 2. Inform next teacher on duty of incidents 	
Level 4 – Playgrou nd reflection card	<ol style="list-style-type: none"> 1. If unwanted behaviour continues on return from 'reflection-time', student will receive a Playground Reflection Reminder Card 2. Teacher to discuss the Restorative Justice questions with the student 3. Teacher on duty who issues the Playground Reflection Reminder Card must enter details on Schoolbytes Wellbeing and inform the class teacher 4. Teacher on duty may issue Playground Reflection Reminder Card instantly 	<u>Instant Playground Reflection Reminder:</u> <ul style="list-style-type: none"> ● Verbal abuse ● Aggressive Behaviour ● Absconding ● Unsafe use of equipment ● Inappropriate language
Level 5 – Serious/viole nt behaviour	<ol style="list-style-type: none"> 1. Teacher sends for a member of the Executive to collect the student 2. Playground Reflection Reminder Card issued, and Reflection Section completed by student 3. Mini-Team (Principal, Assistant Principal, classroom teacher, LaST) discusses further action and the principal will use their discretion to exercise the DEC Suspension and Expulsion Procedures (part of Student Behaviour policy) 4. Assistant Principal to call parent/carer. 5. Incident to be recorded on Schoolbytes Wellbeing by Assistant Principal. 	<ul style="list-style-type: none"> ● Targeted / Extreme verbal abuse ● Targeted / Extreme physical violence/abuse ● Targeted / Extreme insolence
Level 6 – Suspension/ Behaviour Contract	<ol style="list-style-type: none"> 1. Refer to Level 5 of Wellbeing Policy - Classroom 	

FOR ALL SITUATIONS THERE EXISTS A CLAUSE WHICH MAY SEE A STUDENT BYPASS EARLIER LEVELS AND PROGRESS STRAIGHT TO ANOTHER LEVEL. THE PRINCIPAL RESERVES THE RIGHT TO MAKE THE DECISION TO SUSPEND IF AND WHEN ACTS OF INAPPROPRIATE BEHAVIOUR ENDANGER THE HEALTH AND SAFETY OF THE STUDENT, OTHER STUDENTS, STAFF OR PARENTS.

Strategies for dealing with unacceptable behaviour

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

At Kurnell Public School we have developed a discipline code to consider appropriate consequences, which include negative as well as positive consequences.



Unacceptable Behaviour

In case of extremely dangerous, violent or anti-social behaviour by a student the following procedures will take place.

1. Student will be immediately placed under the principal's supervision or the student may be suspended.
2. The committee will have an extraordinary meeting and the student may be placed on a high level without working through the Levels system.

KPS Reflection Card - 3-6 -

Name: _____ Class: _____ Date: _____

Circle any KPS Expectation you have not followed.

Safe

Respect

Active Learner

Reflection Section - 3-6

1. What happened? Explain how you were involved and what you did?

2. What were you thinking/feeling at the time?

3. Who has been affected by what you did? In what way?

4. What have you thought about since? What do you need to do to make things right?

5. What can we do to prevent this from happening again? Who can you go to for help?

Wellbeing Guidelines - Classroom levels

	Level of teacher intervention	Examples of Behaviour
Level 1 – Verbal Redirection	<ol style="list-style-type: none"> Direct student to start doing the desired behaviour Use vicarious praise Increase ratio of praise (positive or neutral) Give positive feedback 	<ul style="list-style-type: none"> Insolence Disrupting learning of others Not completing work Refer to Behaviour Expectation Matrix for acceptable behaviour
Level 2 – Reminders	<ol style="list-style-type: none"> If a student does not comply with an instruction, they will be given a reminder. The second time they do not comply they will get another reminder. If they still do not comply, they will be directed to the classroom 'reflection time' area (teacher's discretion maximum of 15 minutes) 	
Level 3 – On return from 'reflection time'	<ol style="list-style-type: none"> If a student does not comply with an instruction, they will be given a reminder. The second time they do not comply they will get another reminder. If they still do not comply, they will be directed to 'reflection time' in a different class for the rest of the session where they will be required to reflect on their behaviour and fill in the Reflection Section of the Reflection Reminder Card. On return to class, the teacher will conference with the student and then complete the Reflection Reminder Section of the Reflection Reminder Card. The sheet will then be sent home, and it will need to be signed by parent/carer and then returned to school. Teacher to record incident on Schoolbytes Wellbeing and contact parent/carer if this is the second Reflection Reminder Card for the term. 	
Level 4 – On return to the classroom	<ol style="list-style-type: none"> If non-compliance continues, the student will be given only one reminder. If misbehaviour continues after this, they will be sent to the Assistant Principal for further reflection time. Student will receive a second Reflection Reminder Card. Mini-Team (Principal, Assistant Principal, classroom teacher, LaST) discusses further action Assistant Principal to call parent/carer. Incident to be recorded on Schoolbytes Wellbeing by Assistant Principal. 	Instant Classroom Reflection Reminder: <ul style="list-style-type: none"> Verbal abuse Aggressive Behaviour Extreme Insolence Absoconding Unsafe use of equipment Inappropriate language Misuse of school technology or social media
Level 5 – Suspension/ Behaviour Contract	<ol style="list-style-type: none"> If a student receives three Reflection Reminder Cards (classroom and playground combined) or the student is physically violent, in one term, the student, parent/carer, Assistant Principal, Principal will have an interview and the principal will use their discretion to exercise the DEC Suspension and Expulsion Procedures (part of Student Behaviour policy) <p>If student is suspended:</p> <ol style="list-style-type: none"> The school will put in place strategies to support the student on return to school On return to school, the student, parent/carer, Assistant Principal and Principal will attend a Return from Suspension meeting to discuss strategies and behaviour expectations. Student will be placed on a Behaviour Contract (see next column) <p>If a student does not respond to the levels above, a negotiated personalised behaviour support plan will be implemented with all relevant stakeholders. Strategies such as the 'Traffic light system' will be included. The 'Traffic light system' clearly identifies positive and negative behaviours using green, orange and red indicators, with clear outcomes at each level.</p>	<p>If student is not suspended:</p> <ul style="list-style-type: none"> Student will be placed on a Behaviour Contract which is signed by the student, parent/carer, teacher and Assistant Principal. The aim of the contract is to provide positive feedback to the child to support them to achieve the desired behaviour. The contract will be monitored by the Assistant Principal for a pre-determined time (5-10 school days) The student will be required to have 'Reflection Time' in another classroom. (Students will complete classwork in the reflection classroom) The time spent in the other classroom will be determined by the Executive. Students will still be on a behaviour contract during this time. Student may be excluded from the classroom, playground, excursions, camps and school functions. This will be at the discretion of the Executive and with parental consultation. Suspension from school may be implemented after this period if behaviour has still not improved. Individual student needs will be considered.

FOR ALL SITUATIONS THERE EXISTS A CLAUSE WHICH MAY SEE A STUDENT BYPASS EARLIER LEVELS AND PROGRESS STRAIGHT TO ANOTHER LEVEL. THE PRINCIPAL RESERVES THE RIGHT TO MAKE THE DECISION TO SUSPEND IF AND WHEN ACTS OF INAPPROPRIATE BEHAVIOUR ENDANGER THE HEALTH AND SAFETY OF THE STUDENT, OTHER STUDENTS, STAFF OR PARENTS.

Reflection Reminder Section - Classroom

Name: _____ Class: _____ Date: _____

Details:

Indicate any KPS Expectation that has not been followed.

Safe
 Respect
 Active Learner

Student Signature

Teacher Signature

AP Signature

Parent Signature

Parent / Carer to sign and return to school. Class teacher to enter student's behaviour onto 'Schoolbytes Wellbeing'.

KPS Reflection Card - K-2

Name: _____ Class: _____ Date: _____

Circle any KPS Expectation you have not followed.

Safe

Respect

Active Learner

Reflection Section - K-2

1. Draw or write about your behaviour. Explain why you have been sent to 'Reflection time' in another room.

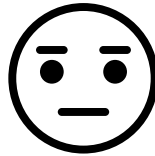
2. What were you thinking/feeling at the time? Colour in the face.



Excited



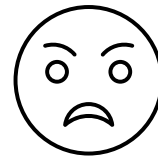
Happy



Unsure



Sad



Angry

3. Draw or write what you need to do to improve your behaviour. Explain what you can do differently.

Wellbeing Guidelines - Classroom levels

	Level of teacher intervention	Examples of Behaviour
Level 1 – Verbal Redirection	<ol style="list-style-type: none"> Direct student to start doing the desired behaviour Use vicarious praise Increase ratio of praise (positive or neutral) Give positive feedback 	<ul style="list-style-type: none"> Insolence Disrupting learning of others Not completing work Refer to Behaviour Expectation Matrix for acceptable behaviour
Level 2 – Reminders	<ol style="list-style-type: none"> If a student does not comply with an instruction, they will be given a reminder. The second time they do not comply they will get another reminder. If they still do not comply, they will be directed to the classroom 'reflection time' area (teacher's discretion maximum of 15 minutes) 	
Level 3 – On return from 'reflection time'	<ol style="list-style-type: none"> If a student does not comply with an instruction, they will be given a reminder. The second time they do not comply they will get another reminder. If they still do not comply, they will be directed to 'reflection time' in a different class for the rest of the session where they will be required to reflect on their behaviour and fill in the Reflection Section of the Reflection Reminder Card. On return to class, the teacher will conference with the student and then complete the Reflection Reminder Section of the Reflection Reminder Card. The sheet will then be sent home, and it will need to be signed by parent/carer and then returned to school. Teacher to record incident on Schoolbytes Wellbeing and contact parent/carer if this is the second Reflection Reminder Card for the term. 	
Level 4 – On return to the classroom	<ol style="list-style-type: none"> If non-compliance continues, the student will be given only one reminder. If misbehaviour continues after this, they will be sent to the Assistant Principal for further reflection time. Student will receive a second Reflection Reminder Card. Mini-Team (Principal, Assistant Principal, classroom teacher, LaST) discusses further action Assistant Principal to call parent/carer. Incident to be recorded on Schoolbytes Wellbeing by Assistant Principal. 	Instant Classroom Reflection Reminder: <ul style="list-style-type: none"> Verbal abuse Aggressive Behaviour Extreme Insolence Absoconding Unsafe use of equipment Inappropriate language Misuse of school technology or social media
Level 5 – Suspension/ Behaviour Contract	<ol style="list-style-type: none"> If a student receives three Reflection Reminder Cards (classroom and playground combined) or the student is physically violent, in one term, the student, parent/carer, Assistant Principal, Principal will have an interview and the principal will use their discretion to exercise the DEC Suspension and Expulsion Procedures (part of Student Behaviour policy) <p>If student is suspended:</p> <ol style="list-style-type: none"> The school will put in place strategies to support the student on return to school On return to school, the student, parent/carer, Assistant Principal and Principal will attend a Return from Suspension meeting to discuss strategies and behaviour expectations. Student will be placed on a Behaviour Contract (see next column) <p>If a student does not respond to the levels above, a negotiated personalised behaviour support plan will be implemented with all relevant stakeholders. Strategies such as the 'Traffic light system' will be included. The 'Traffic light system' clearly identifies positive and negative behaviours using green, orange and red indicators, with clear outcomes at each level.</p>	<p>If student is not suspended:</p> <ul style="list-style-type: none"> Student will be placed on a Behaviour Contract which is signed by the student, parent/carer, teacher and Assistant Principal. The aim of the contract is to provide positive feedback to the child to support them to achieve the desired behaviour. The contract will be monitored by the Assistant Principal for a pre-determined time (5-10 school days) The student will be required to have 'Reflection Time' in another classroom. (Students will complete classwork in the reflection classroom) The time spent in the other classroom will be determined by the Executive. Students will still be on a behaviour contract during this time. Student may be excluded from the classroom, playground, excursions, camps and school functions. This will be at the discretion of the Executive and with parental consultation. Suspension from school may be implemented after this period if behaviour has still not improved. Individual student needs will be considered.

FOR ALL SITUATIONS THERE EXISTS A CLAUSE WHICH MAY SEE A STUDENT BYPASS EARLIER LEVELS AND PROGRESS STRAIGHT TO ANOTHER LEVEL. THE PRINCIPAL RESERVES THE RIGHT TO MAKE THE DECISION TO SUSPEND IF AND WHEN ACTS OF INAPPROPRIATE BEHAVIOUR ENDANGER THE HEALTH AND SAFETY OF THE STUDENT, OTHER STUDENTS, STAFF OR PARENTS.

Reflection Reminder Section - Classroom

Name: _____ Class: _____ Date: _____

Details:

Indicate any KPS Expectation that has not been followed.

Safe

 Respect

 Active Learner

Student Signature

Teacher Signature

AP Signature

Parent Signature

Parent / Carer to sign and return to school. Class teacher to enter student's behaviour onto 'Schoolbytes Wellbeing'.

Kurnell Public School

KPS Reflection Reminder Card – Playground		
Name:		
Class:	Date:	Time:
Duty Teacher:		
Location		
<input type="checkbox"/> Asphalt	<input type="checkbox"/> Oval	<input type="checkbox"/> Basketball Court
<input type="checkbox"/> Play equipment	<input type="checkbox"/> Toilets	<input type="checkbox"/> Canteen
<input type="checkbox"/> COLA	<input type="checkbox"/> Library	
Expectation		
<input type="checkbox"/> Safe	<input type="checkbox"/> Respect	<input type="checkbox"/> Active Learner
Negative Behaviour		
<input type="checkbox"/> Inappropriate language		
<input type="checkbox"/> Physical aggression		
<input type="checkbox"/> Targeting other students		
<input type="checkbox"/> Insolence		
<input type="checkbox"/> Harassing other student		
<input type="checkbox"/> Other		

Details

Restorative Justice Questions
<i>What happened?</i>
<i>What were you thinking/feeling at the time?</i>
<i>Who has been affected by what you did?</i>
<i>What have you thought about since</i>
<i>What do you need to do to make things right?</i>
<i>What can we do to prevent this from happening again?</i>
Student signature:
AP signature:
Class Teacher signature:
Parent signature:
<input type="checkbox"/> Incident entered on Schoolbytes Wellbeing