Bellingen Public School
Welfare Policy

Revised 2016
Bellingen Public School is committed to supporting its students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

Our shared understanding of wellbeing:

- is that it is dynamic and integral to learning
- focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities
- recognises the importance of developing and shaping the character of the individual
- is multidimensional and interrelated
- takes into account the context of children’s and young people’s lives and uses both objective and subjective measures
- incorporates the views and perspectives of children and young people themselves throughout the different stages of development
- considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes
- acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities.

The Wellbeing Framework for Schools

- Connect: 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.
- Succeed: Our students will be respected, valued, encouraged, supported and empowered to succeed.
- Thrive: Our students will grow and flourish, do well and prosper.
Achieving school excellence in wellbeing

- Bellingen Public School has a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning.
- Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- Individuals care for self, and contribute to the wellbeing of others and the wider community.
- The resources and expertise of the system at every level are targeted to meet the wellbeing needs of all students.
- Quality teaching and effective professional practice are evident in every learning environment.
- Teaching and learning occurs in environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background.

The values, which we strive to develop, reflect those of the Department of Education and have been agreed upon by staff, community and students.

Bellingen Public School values ~

- **INTEGRITY.** Being honest and trustworthy.
- **EXCELLENCE.** Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and lifelong learning.
- **RESPECT.** Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
- **RESPONSIBILITY.** Being accountable for your individual and community’s actions towards yourself, others and the environment.
- **COOPERATION.** Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
- **PARTICIPATION.** Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
- **CARE.** Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.
- **FAIRNESS.** Being committed to the principles of social justice and opposing prejudice, discrimination, dishonesty and injustice.
- **DEMOCRACY.** Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

The staff at Bellingen Public School believe in their vital role of modeling these key values when working with all students, and expect these values to be demonstrated by everyone connected with our school.
Core Values
Each fortnight a value will be highlighted at Monday morning assembly, in the school newsletter and taught explicitly within classrooms. Students will be recognised for their positive demonstration of these core values.

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1,2</td>
<td>Excellence</td>
<td>Care</td>
<td>Respect</td>
</tr>
<tr>
<td>Week 3,4</td>
<td>Participation</td>
<td>Fairness</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Week 5,6</td>
<td>Respect</td>
<td>Democracy</td>
<td>Cooperation</td>
</tr>
<tr>
<td>Week 7,8</td>
<td>Cooperation</td>
<td>Integrity</td>
<td>Participation</td>
</tr>
<tr>
<td>Week 9,10</td>
<td>Responsibility</td>
<td>Excellence</td>
<td>Care</td>
</tr>
</tbody>
</table>
SCHOOL RULES
(Incorporating Behaviour Code for students in NSW public schools.)

Follow instructions  
Be in the right place at the right time  
Keep hands, feet, mouth and objects to yourself  
Raise your hand and wait permission to speak  
Attempt/completen all work

Class rules are prominently displayed in all classrooms and learning areas of the school.

<table>
<thead>
<tr>
<th>In NSW public schools students are expected to:</th>
<th>Bellingen Public School Rules</th>
<th>Code of conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect other students, their teachers and school staff and community members</td>
<td>GREEN - raise your hand and wait to be asked to speak.</td>
<td>• Be courteous and considerate.</td>
</tr>
<tr>
<td></td>
<td>YELLOW - follow instructions.</td>
<td>• Speak to others politely.</td>
</tr>
<tr>
<td>Strive for the highest standards in learning</td>
<td>ORANGE attempt / complete all work.</td>
<td>• Follow instructions.</td>
</tr>
<tr>
<td>Comply with the school's uniform policy or dress code</td>
<td></td>
<td>• Show dignity and respect to all students, school staff and visitors.</td>
</tr>
<tr>
<td>Follow school and class rules and follow the directions of their teachers</td>
<td>BLUE - keep hands, feet, mouth &amp; objects to yourself.</td>
<td></td>
</tr>
<tr>
<td>Resolve conflict respectfully, calmly and fairly</td>
<td>YELLOW - follow instructions.</td>
<td></td>
</tr>
<tr>
<td>Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend school every day (unless legally excused)</td>
<td>PINK - be in the right place at the right time.</td>
<td>• Know my out of bound areas.</td>
</tr>
<tr>
<td>Respect all property</td>
<td></td>
<td>• Arrive at lessons on time.</td>
</tr>
<tr>
<td>Not bully, harass, intimidate or discriminate against anyone in our schools</td>
<td></td>
<td>• Come regularly to school at the right time.</td>
</tr>
<tr>
<td>Be constructive not destructive.</td>
<td></td>
<td>• Move quickly when the bell rings.</td>
</tr>
<tr>
<td>Take care of school property.</td>
<td></td>
<td>• Be prepared to learn.</td>
</tr>
<tr>
<td>Ask permission before using the property of someone else</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind will not be tolerated, and will be dealt with under the schools’ Anti-bullying and Suspension and Expulsion Policies.

SCHOOL RULE VISUALS
AWARDS

Awards will be value based to align with our fortnightly "focus" value and will be handed out at stage assemblies. These awards aim to give specific feedback and acknowledgement to the students of how they have demonstrated one of our 9 Core Values. We have 9 Core Values at Bellingen Public School which we encourage our students, teachers and parents to live by. Our nine Values are: Respect, Responsibility, Cooperation, Care, Fairness, Integrity, Excellence, Participation, and Democracy.

If your child receives a Values Award it is important to “Open up and talk about it with them at home.” You can ask your child when they receive their award ~ What value were you demonstrating to receive your award? How were you showing that value? How do you think that made others feel?

STUDENT OF THE MONTH (SOM)

Class teachers recognise the special qualities in students and nominate two students per month for this award. Student of the Month Certificates will be awarded at the Whole School Assembly and the successful students' photos will be published in the School Newsletter.

Criteria - consistent demonstration of School Values and adherence to Code of Conduct across all school environments.
BELLINGEN STUDENT WELFARE PROGRAMS

- **Live Life Well** - whole school program looking at nutrition, exercise and healthy living.

- **Student Leadership** - through programs such as Better Buddies, Student Representative Council, Peer Support and Community of Schools events.

- **Structured Play** – games on the oval group for Early Stage 1/Stage 1 students. 1st half lunch

- **Tools4Learning** - a program that teaches students to self-regulate their alertness states (ENGINE LEVELS) using a range of sensory-motor strategies thus enhancing and promoting student engagement and learning.

- **Rock and Water** - a hands-on program of challenging activities that teach students resilience, inner strength, fitness compassion and solidarity

- **Bus Safety K-6** Teaching safe bus travel and good bus behaviour

- **Sun Safety K-6** - teaching how to avoid skin cancer - various strategies.

- **Water Safety 2-6** - incorporated in Learn to Swim Program conducted at the end of each year.

- **Child Protection K-6** - teaches protective behaviours to all students.

- **Drug Education** - defines what drugs are, their uses and associated dangers.

- **Personal Development** - a specific program for Years 4, 5 and 6 focussing on the stages of development as puberty approaches, within the framework of the Personal Development, Physical Education and Health Syllabus.

- **Peer Support** - Creates connections between students for friendship and support, giving students a sense of belonging and developing leadership skills for senior students.

- **Buddies**
<table>
<thead>
<tr>
<th>LEVEL 0</th>
<th>STRIKE/LEVEL 1</th>
<th>STRIKE/LEVEL 2</th>
<th>STRIKE/LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REASONS FOR BEING ON THIS LEVEL</strong></td>
<td>• You are co-operative</td>
<td>• Some of your teachers are concerned about your behaviour or effort inside and/or outside class.</td>
<td>• There has been no improvement in your behaviour or effort.</td>
<td>• You have failed to respond to Level 2.</td>
<td>• Your behaviour is completely unacceptable/has not improved.</td>
</tr>
<tr>
<td>• You respect the rights of others</td>
<td>• You are not co-operating</td>
<td>• You are causing problems in the class and/or around the school.</td>
<td>• You have not been able to do anything about your problems by yourself.</td>
<td>• You have received a further Communication Slip while on Level 2 OR your behaviour warrants an immediate Strike 2.</td>
<td>• You have received a further Communication Slip while on Strike 3</td>
</tr>
<tr>
<td>• You try to work to the best of your ability.</td>
<td>• Your parents will be informed by phone, and posting of Communication (Green) Slip, that you have been placed on this Level.</td>
<td>• You have received a second Communication Slip in a ten day period OR your behaviour warrants an immediate Strike 2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• You respect the School Code of Behaviour.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• You obey the school rules.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| BEHAVIOUR WHICH MIGHT BE SHOWN | Unacceptable behaviour. This may include: | Failure to improve Strike/Level 1 behaviour. | Continued poor behaviour. | Failure to improve behaviour. | Failure to improve behaviour. |
| • Class Work | • Bullying | • Persistent serious disobedience. | • Have continued to ignore the rights of others in the school. | • Continuing to ignore the rights of others. | • An extremely serious or very dangerous violation of the School Code of Behaviour. |
| • Leadership | • Disobedience | • Repeatedly causing disruptions in school. | • Student has ignored any attempts to help. | • A very serious or dangerous violation of the School Code of Behaviour. | • |
| • Initiative | • Breaking school/class rules | | | | • |
| • Sport | • Disrupting learning of others | | | | • |
| • Attendance | • Leaving school without permission | | | | • |
| • Improvement | • Unco-operative behaviour. | | | | • |
| • Co-operative Behaviour | • Rudeness and insolence. | | | | • |
| • Manners | • Spitting or swearing. | | | | • |
| • Effort | • Abuse of property. | | | | • |
| | • Playing unsafely | | | | • |
| | • Stealing | | | | • |
| | • Fighting (one off) | | | | • |

| WHAT HAPPENS TO STUDENTS AT THIS LEVEL | You will be rewarded for: | You will be told about the problems you are causing. | Your parents will be informed by phone, and posting of Communication Slip, that you have been placed on this Level. | Your parents will be asked to come to the school to discuss your behaviour. | You have been suspended from the school |
| • Class Work | | • You will be required to go to two Time Out sessions | • You may be isolated from your class and a place will be made for you elsewhere within the school. | • You will go to 6 Time Out Sessions | • Before you return to school you and your parents will attend a meeting with the Principal. At this meeting a Behaviour Management Plan will be negotiated. |
| • Leadership | | • You will receive an appropriate punishment. | • You may be placed on a playground or classroom monitoring card | • You may be excluded from extra-curricular activities and school representation. | This may include: |
| • Initiative | | • Your misdemeanour is recorded. | | • After 2 weeks on this Level you will return to Level 0. | - on return to school, you will have 2 days in-school suspension, spending the first half of lunch in Time Out and second half of 'tagging' a designated teacher on the playground. You will report to the office before school and at recess. |
| • Sport | | • After 10 days on this Level and no further problems you will return to Level 0. | | • You will return to Level 0. | - you will then return to Level 2 for two weeks, subject to Level 2 conditions. |
| • Attendance | | | | | |
| • Improvement | | | | | |
| • Co-operative Behaviour | | | | | |
| • Manners | | | | | |
| • Effort | | | | | |

*The Principal reserves the right to vary implementation of the levels of discipline as deemed necessary**When a student is assigned to a level, the student will remain on this level for 10 days of incident free behaviour. Should a Communication Slip be issued during this period, the two weeks will restart from the date of issue of this card.*
LEVELS OF DISCIPLINE

Students who fail to cooperate and follow school and class rules or bully others, will be issued with a Communication (Green) Slip. A strike does not carry over school vacation periods and each new term is seen as a fresh start.

Incidents of bullying will be resolved according to the Bellingen Public School Anti Bullying Plan. Appendix D - available as a separate booklet on request.

All incidents will be thoroughly investigated by the supervising teacher or executive before consequences are put in place.

WARNING LEVEL

Students will be issued with a Communication (green) Slip with the warning level indicated to inform parents of a breach of school and/or class rules. This does not necessitate a further consequence. Parents are required to sign and return the communication slip within 3 days.

STRIKE/LEVEL 1

Students issued with Communication Slip with Strike 1 Level indicated to inform parents of inappropriate or unacceptable behaviour by their child. This will also incur 2 Time Out sessions. Parents are required to sign and return the Communication Slip within 3 days and work cooperatively with the school to help the child.

STRIKE/LEVEL 2

Issued if a student receives a second green slip within ten school days of Strike 1. It can also be issued if a student’s behaviour is deemed to be unacceptable by the team leader or principal.

The team leader and issuing teacher will confer about the student’s behaviour. The consequences will be four Time Out sessions, possible placement in another class for a short time and/or withdrawal from extra curricula activities.

STRIKE/LEVEL 3

Issued if a student receives a third green slip within ten days of Strike 2. It can also be issued if a student’s behaviour is deemed to be severe by the team leader or principal.

The consequences will be six Time Out sessions, a playground or classroom monitoring card and/or withdrawal from extra curricula activities.

Parents will be contacted by phone by the team leader to arrange an interview with the child, class teacher and team leader, where a behaviour management plan will be negotiated as deemed appropriate.

TIME OUT

Time Out (detention) will occur in the Library from 11:15 - 11:40am each day, under the supervision of an executive staff member. A Time Out register will be kept to record all students involved and the reason for the Time Out.
SUSPENSION
In accordance with the NSW Department of Education and Training “Suspension and Expulsion of School Students Procedures” (2004), principals must suspend immediately any student who:

- is physically violent. Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and wellbeing of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to the police.
- is in possession of a firearm, prohibited weapon, or knife. The matter must be reported to the NSW police immediately.
- uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.

Short suspension may be imposed for:

1. **Continued Disobedience.** This includes but is not limited to, breaches of the school discipline code such as: refusal to follow staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.

2. **Aggressive Behaviour.** This includes but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

Principals will impose a long suspension for:

1. **Physical Violence:** Which results in pain or injury, or which seriously interferes with the safety and wellbeing of other students and staff;

2. **Use or possession of a prohibited weapon, firearm or knife;**

3. **Possession or use of a suspected illegal substance:** Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs;

4. **Serious criminal behaviour related to the school:** This includes malicious damage to property (school or community), or against the property of a fellow student or staff member;

5. **Use of an implement as a weapon;**

6. **Persistent or serious misbehaviour.** This includes, but is not limited to:
   - repeated refusal to follow the school discipline code;
   - threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
   - making credible threats against students or staff;
   - behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.

RETURN TO STUDENT STARTING LEVEL
Students will be monitored for a period of 10 school days after the issue of a strike or suspension before being returned to their previous level.

PRINCIPAL’S DISCRETION
The principal may impose special sanctions or vary these procedures to respond appropriately to special or emergent situations that may develop with regard to a student’s behaviour. This will take the form of a negotiated behaviour plan. The development of the behaviour plan is done in consultation with all relevant stakeholders, including the student and their parent /caregiver, the school Learning Support Team and Stage Leader.
NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.
Teachers will use a variety of appropriate management procedures (see ‘Teacher Toolkit’) in class to ensure teaching and learning programs are not disrupted by inappropriate student behaviour.

At times these ‘Toolkit’ strategies do not work and a child may continue to demonstrate unacceptable behaviour. The Class Behaviour Management System (see below) should then be followed.
The majority of students will consistently demonstrate being Ready to Learn & will strive to work beyond this. They can be proud of their efforts to be inspirational, awesome, fabulous, outstanding, excellent, great etc. These students are also consistently demonstrating our Core Values - Responsibility, Care, Excellence, Integrity, Participation, Cooperation, Fairness, Democracy, Respect.

Ready to Learn is our expectation of every student, every day. It could encompass being equipped, well rested & fuelled, actively listening, participating & doing their best.

Think About It – a gentle reminder to students, verbal or non-verbal, to think about their actions and behaviour.

Unacceptable behaviour will not be tolerated. It will result in a consequence aligned to the School Welfare Policy or individual teacher’s classroom plan.

Continued unacceptable behaviour will result in the student being exited from the classroom or playground and being sent to another room or to the Principal. Parents will be informed either by phone or a Communication Slip. Serious consequences (eg: time out/suspension) will result.

Students with additional needs
Staff acknowledge and respect the fact that all children have individual learning needs. The Learning Support Team (LST) addresses the learning needs of students with identified disabilities/learning needs. Accommodations and adjustments will be included in students’ Personalised Learning Plans (PLPs) reflecting specific social and/or behaviour requirements.
APPENDIX A

VALUES EXPLAINED

Integrity
Being consistently honest and trustworthy
In school communities, evidence of this value includes:
• open and transparent decision making processes
• consistent school policies and actions.

In classrooms, evidence of this value includes:
• trusting others to work independently
• doing what you say you will do
• teachers mark students work consistently to agreed standards
• clearly explaining and enforcing rules about plagiarism.

Excellence
Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning
In school communities, evidence of this value includes:
• giving recognition to students achieving high standards
• frequently encouraging and acknowledging individual improvement
• celebrating school community achievements
• encouraging students' awareness of broader life opportunities.

In classrooms, evidence of this value includes:
• reaching personal best performance
• maintaining high learning expectations
• setting and meeting high standards
• persisting through challenges and difficulties in learning.

Respect
Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views
In school communities, evidence of this value includes:
• regarding as important the opinions of parents
• implementing government education policy

In classrooms, evidence of this value includes:
• accepting the right of others to hold different views to your own
• listening to others without interrupting
• obeying school rules
• acknowledging the strengths and abilities of students
• affirming cultural diversity within the school community.

Responsibility
Being accountable for your individual and community’s actions towards yourself, others and the environment
In school communities, evidence of this value includes:
• reflecting policy and school community needs in school rules
• supporting the decisions of the school
• accepting responsibility for the school's involvement in community activities
• including in school rules strategies to reinforce appropriate behaviour as well as consequences for breaking rules.

In classrooms, evidence of this value includes:
• self-discipline
• modelling expected behaviours
• involvement in strategies to encourage compliance with school rules.

Cooperation
Working together to achieve common goals, providing support to others, and engaging in peaceful resolution of conflict
In school communities, evidence of this value includes:
• working together to plan a school function
- addressing issues through consultation and negotiation
- initiating change by involving consultation with and the representation of all stakeholders
- working together to address a school issue.

**In classrooms, evidence of this value includes:**
- accepting class protocols for group work and working with others
- working well with others outside immediate friendships
- initiating problem solving
- identify issues and possible solutions to help resolve conflict.

**Participation**

*Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation*

In school communities, evidence of this value includes:
- communicating openly within and between different groups in the school community
- encouraging and considering new ideas
- forming partnerships with business and community organisations.

**In classrooms, evidence of this value includes:**
- contributing to class discussion
- encouraging creative thinking about issues and problems
- accepting roles in group activities.

**Care**

*Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion*

In school communities, evidence of this value includes:
- providing early notice of students, parents and teachers experiencing difficulties
- volunteering to assist in school activities
- programming to actively counter bullying and harassment
- implementing responsive student support systems being in place.

**In classrooms, evidence of this value includes:**
- maintaining friendly relationships
- making constructive and encouraging comment about other people’s work
- listening to others
- modelling skills for positive and caring relationships.

**Fairness**

*Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice*

In school communities, evidence of this value includes:
- addressing bullying and harassment through effective whole school programs
- challenging cultural stereotypes
- communicating accurately on school reports to parents about their children's progress.

**In classrooms, evidence of this value includes:**
- maintaining high expectations of everyone
- encouraging and participating in open discussions about fairness and justice
- planning to ensure that teaching and learning is meaningful and relevant to everyone
- accepting other people and their backgrounds.

**Democracy**

*Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen*

In school communities, evidence of this value includes:
- listening to different views on school related issues
- consulting parents, staff and students about major changes
- ensuring that minority groups have a voice in decision making processes
- choosing appropriate processes for decision making.

**In classrooms, evidence of this value includes:**
- consulting and negotiating assignment timelines
- respecting the rights and responsibilities of others
- accepting responsibility for one’s own learning.  

(https://portalsrvs.det.nsw.edu.au/)
THINKING TIME – Year 1/2

Name: ........................................ Date: .........................

1. What happened? Draw a picture

Examples: Calling out being silly disrupting others off task

2. Circle the value you didn’t use?

Respect Responsibility Care Fairness

3. What should you have been doing?

☐ following instructions ☐ working by myself
☐ working quietly

4. What are you going to do now?

☐ work quietly ☐ work alone
☐ follow class rules ☐ apologise to the people involved
☐ make up some time during recess/lunch to finish my work

Circled
THINKING TIME – Year 3/4

Name…………………………………………………………………………….. Date:……………….

1. What happened? What did you do?
   Example: calling out off task being silly disrupting others

2. What value didn’t you use? Circle
   Respect Responsibility Care Fairness Democracy
   Excellence Participation Cooperation Integrity

3. What should you have been doing?
   Example: Working Sitting Being quiet

4. What will you do in future to work successfully in the classroom?
THINKING TIME 5/6

Name: ................................................. Date: .................................

1. What happened?
Examples: 🗣 calling out 🎈 being silly 🚨 disrupting others ☓ off task

2. What **value** didn’t you use? Circle
Respect Responsibility Care Fairness Democracy
Excellence Participation Cooperation Integrity

3. What could you have done differently?
☐ think before I act ☐ follow instructions ☐ work alone ☐
☐ stay on task ☐ work quietly ☐ other

4. Where to now? *What are you going to do now?*
☐ re-enter the classroom and work quietly ☐ work alone ☐
☐ follow class rules ☐ apologise to the people involved ☐
☐ make up some time during recess/lunch to finish my work ☐
☐ other
‘TIME OUT’ Response Sheet K-2

Name:………………………………………          Date: ……………………….

1. Circle the school value you didn’t follow.
   Respect        Fairness         Cooperation         Responsibility

2. Circle the school rule you didn't follow.
   Yellow  Pink   Green   Blue   Orange

3. What has stopped you from achieving your goals?
   ____________________________________________
   ____________________________________________
   ____________________________________________

Draw a picture of how your behaviour has affected others?

Draw a picture of how you are going to improve your behaviour.

Who do you need to apologise to?
   ____________________________________________________________________
   ____________________________________________________________________

_________________  __________________  _________________
Student     Parent                 Executive
1. Circle the school value didn’t you follow.
   
   Respect   Honesty   Teamwork   Responsibility

2. Circle the school rule you didn’t follow.
   
   Yellow   Pink   Green   Blue   Orange

3. What happened?
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What do you need to do next time?
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. What will it... look like, ........sound like,........feel like?
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Who do you need to apologise to?
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Name: ............................................... Date: .........................

1. What school value didn’t you follow?  Circle
   Respect        Honesty        Teamwork        Responsibility

2.  Circle the school rule you didn’t follow.
   Yellow        Pink        Green        Blue        Orange

3. What has stopped you from achieving your goals?
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

4. What do you need to do now that you are here?
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

5. Record three things you will do next time.
   a) ______________________________________________________________
   b) ______________________________________________________________
   c) ______________________________________________________________

6. Are there any apologies that you need to make?
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

________________          ________________  _________________
Student                                      Parent    Executive
This is available as a separate document on request.