



Mount Claremont Primary School

Positive Behaviour Policy

POLICY STATEMENT

The Mount Claremont Primary School, Positive Behaviour Policy and Guidelines is developed from the Department of Education, Student Behaviour in Public Schools Policy and Procedures (version 3.0).

Creating safe, orderly, inclusive, supportive and culturally responsive environments that enable students to fulfil their learning potential is a responsibility shared by all members of the public schooling system and each school community.

Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

Mount Claremont Primary School has the belief that students and staff have the right to learn and work in a safe learning environment. There is a shared responsibility to create a supportive learning environment through managing positive student behaviour and clear expectations.

PURPOSE

To develop a whole school understanding of expected student behaviours through explicit and clear instructions that is shared by all. This will be easily understood and accepted by all students, teachers and the school community. It is our intention that this will develop a school culture which is positive and consistent, and based on a common language.

OUR MOTTO We Care

OUR MISSION To engage the school community to create a sense of belonging.

OUR VISION To foster an inclusive school community which inspires high quality education.

OUR VALUES

Excellence	We do our best
Integrity	We are fair
Respect	We are respectful
Resilience	We are resilient

CODE OF CONDUCT

We expect everyone to have a positive approach to learning and at the same time encourage others with their learning.

We will provide a safe, caring and inclusive environment that will develop self-disciplined students who are able to interact in the school environment.

We expect everyone to be responsible for their actions and respect the rights of others.

In order to achieve this, we have:

- Established a set of expectations that links to the school values, Excellence, Respect, Integrity and Resilience.
- Established a Behaviour Support Flowchart.
- Developed incentives and consequences for individuals to encourage them to recognise and respect the rights of others.

We will continue to:

- Establish relationships between students, staff and parents that are based on respect and open communication.
- Encourage and support students to make positive resolutions to conflict

CULTURAL RESPONSIVENESS

We interact and communicate effectively and sensitively with people from cultural backgrounds that are different from one's own. Cultural responsiveness is characterised by respect for culture, ongoing self-reflection, expansion of knowledge and commitment to improving practices and relationships, and is responsive to the diverse needs, backgrounds, experiences and knowledge of all students.

SUPPORTING NEURODIVERGENT STUDENTS AND STUDENTS WITH COMPLEX NEEDS

Mount Claremont Primary School is committed to fostering a safe, inclusive, and supportive learning environment for all students, including those who are neurodivergent and those with disabilities. In alignment with the Department of Education WA's Student Behaviour in Public Schools Policy, we recognise and value the diverse strengths, abilities, and needs of our students.

We use and adopt a multi-tiered system of support that is responsive to individual student needs

We aim to:

- Promote positive behaviour through restorative practices and proactive strategies.
- Ensure staff are trained to understand and respond to neurodivergent behaviours and disabilities with empathy and skill.
- Provide individualised support where needed, including case management for students with complex needs and documented plans.
- Engage parents, with lived experience, in the development and review of individualised behaviour support strategies for their child.

- Create culturally responsive and neuro-affirming environments that reduce sensory overload and support emotional regulation.
- Consult with external agencies, including the School of Special Educational Needs: Disability (SSEN-D), and private professionals engaged by families, to ensure coordinated and informed support planning.

We acknowledge that behaviour is a form of communication and commit to understanding the underlying needs of each student. Our approach is strength-based, inclusive, and designed to promote wellbeing, engagement, and safety both at school and at home.

BUILD A CULTURE OF POSITIVE BEHAVIOUR

Through proactive strategies, clear expectations and consistent reinforcements, we aim to develop a culture of kindness, responsibility and resilience. We work collaboratively with students, staff and families to promote respectful relationships and a shared understanding of behavioural expectations. By nurturing a sense of belonging and accountability, we empower students to become confident, compassionate, and responsible members of our school community.

A culture of positive behaviour enables students to:

- Establish and build positive connections with adults and peers
- Develop empathy for others and understand relationships
- Recognise and regulate their emotions
- Make responsible choices and decisions
- Work effectively with others
- Cope with challenging situations constructively

RECOGNITION OF POSITIVE STUDENT BEHAVIOUR

At Mount Claremont Primary School, we recognise and celebrate student achievements, efforts and positive behaviour. Teachers establish a positive and respectful classroom, and expectations of behaviour are clearly communicated. By highlighting and rewarding positive choices, we build students' confidence, strengthen their sense of belonging, and reinforce our shared behavioural expectations.

We use a variety of incentives, including verbal praise, certificates, classroom rewards, leadership opportunities and whole school recognition programs/competitions.

- Whole class incentive systems (all students contribute to class reward) class to vote for reward when target reached.
- Individual Values Awards: '**RESPECT AWARD**', '**INTEGRITY AWARD**', '**RESILIENCE AWARD**', '**EXCELLENCE AWARD**', presented at Community Singing, 2-5 week focus on each value.
- Student Merit Awards presented at school assembly.

BUILD CULTURE OF POSITIVE BEHAVIOUR

RIGHTS and RESPONSIBILITIES

Students have the RIGHT to:	Students have the RESPONSIBILITY to:
• Learn in a purposeful and supportive environment • Have a sense of belonging, feeling safe and included • Be treated with respect and courtesy • Have a voice in decisions that affect them • Work in a clean, safe, secure and friendly environment	• Follow MCPS Expectations and our school values • Listen and respond positively to staff, peers, parents, community members and visitors • Follow school rules to ensure everyone is safe • Ensure their behaviour does not interfere with the learning of others • Ensure they are punctual, polite, respectful • Be prepared and organised for the day • Wear the school uniform with pride • Respect school resources, property, grounds and environment
Staff have the RIGHT to:	Staff have the RESPONSIBILITY to:
• Teach without disruption • Be treated with respect, courtesy and honesty • Work in a clean, safe, secure and friendly environment • Have co-operation and support from parents	• Establish positive relationships with students and parents • Provide a safe, inclusive, empathetic and culturally responsive environment • Model respectful, courteous and honest behaviour • Ensure the environment is clean, safe and friendly • Report student progress to parents
Parents have the RIGHT to:	Parents have the RESPONSIBILITY to:
• Be informed of decisions about their child and their child's progress • Quality education and care for their child	• Respect the school and its policies • Ensure their child's health and welfare is at an optimum level for learning • Ensure their child attends school regularly • Ensure their child has the materials needed to make effective use of school • Support the school and teachers in the education of their child

RESTORATIVE APPROACHES-CONFLICT & RELATIONSHIP BUILDING

Mount Claremont Primary School will use restorative approaches to help students understand how their behaviour affects others and collaboratively discuss with the student what they can do to repair harm and restore relationships. Restorative approaches are proactive and strength-based approach to conflict resolution and relationship building. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm. (Student Behaviour in Public Schools Policy). The Aboriginal Cultural Standards Framework guides what approaches are used to support and or/repair damaged relationships with Aboriginal students and /or their families.

Key Principles	When things go wrong	When someone has been hurt
- Relationship - Respect - Responsibility - Repair - Reintegration	- What happened? - What were you thinking at the time? - What have you thought about since? - Who has been affected by what you have done? In what way? - What do you think you need to do to make things right?	- What did you think when you realised what had happened? - What impact has this incident had on you and others? - What has been the hardest thing for you? - What do you think needs to happen to make things right?

GOOD STANDING

Emphasises the importance of students taking responsibility of the choices they make on a daily basis which impacts academically and socially on themselves and others. Students at Mount Claremont Primary School commence with and retain good standing while exhibiting behaviours that align with the school's values and expectations. Loss of good standing occurs after exhibiting behaviours that do not align with the school's behaviour policy and expectations.

Breach of Good Standing

Any student who is suspended through the course of the term will automatically lose good standing. Any student who has multiple entries in Compass Chronicle due to unacceptable behaviour within a term, as determined by the Principal/Deputy, will have their 'good standing' reviewed.

Consequence

Any student not holding good standing at the time of a school event will not automatically be able to attend. This will be administered on a case-by-case basis. Students who breach the school student behaviour policy will have consequences. This will involve a discussion with the students and their parent or caregiver to highlight the issues that have led to the loss of good standing.

New Term

The intention is for each student to restart each term with good standing. A major suspendable offence in the last two weeks of the previous term may result in the loss of good standing into the following term.

STAGE 1 GOOD STANDING

All students begin the year with **Good Standing** and keep it by:

- Showing respect for themselves, others, and the school
- Following school rules and class rules
- Trying their best at all times

When in Good Standing, students can take part in **all school activities** — including excursions/incursions, sports days, camp and special events

STAGE 2 SUPPORT STAGE- If the goals are met, **Good Standing is Restored**

A student may move to the **Support Stage** if:

- They show repeated low-level behaviours that affect learning or wellbeing (calling out, not following instructions, unkind behaviour)
- They repeatedly don't complete learning tasks without trying

What happens at this stage:

- 1) **Restorative conversation** – The teacher and student discuss what happened, who was affected, and how to make it right
- 2) **Support plan** – Together, they set clear goals and agree on strategies to improve
- 3) **Family involvement** – Parents/carers are contacted to work together on solutions
- 4) **Time for improvement** – Usually at least one week to show positive change

During this stage:

- The focus is on enhancing learning, reducing harm and repairing relationships
- Some privileges may be paused if related to the behaviour (access to technology, missing a sports activity if the issue happened there), but opportunities for repair will be given

STAGE 3-INTENSIVE SUPPORT / LOSS OF GOOD STANDING

A student moves to this stage if:

- They continue the same behaviours after the Support Stage without improvement
- They are involved in serious incidents (physical aggression, bullying, serious defiance)
- They show ongoing refusal to engage with learning
- There is repeated damage to property or unsafe behaviour

What happens at this stage:

- 1) **Restorative meeting** – With the student, teacher, leadership, and family to discuss harm, responsibility, and how to make amends
- 2) **Intensive support plan** – Includes clear strategies, regular check-ins, and agreed actions for repairing relationships
- 3) **Privilege changes** – Student may not attend special events (excursions/incursions, camp) until they demonstrate readiness

Getting Good Standing Back:

- Review period is usually **2–4 weeks** and at the discretion of the Principal/Administration
- Regular feedback is given to the student and family
- Good Standing is restored once goals are met and relationships repaired

Years 5 & 6 LEADERSHIP POSITIONS AND CAMP

- Year 5 & 6 students must have their Good Standing in place weeks prior to camp to be able to attend camp.
- If Year 6 students elected in a Leadership position lose their Good Standing, they are issued with a written warning or may lose their role.
- If Year 6's in a Leadership position lose their Good Standing on a second occasion they lose their position and badge.

KEY PRINCIPLES

- **Teach, don't just punish** – Students are supported to learn replacement behaviours
- **Repair before remove** – Consequences focus on fixing harm, not simply losing privileges
- **Student voice** – Students are part of decision-making and goal setting
- **Partnership with parents** – Families are involved early and positively
- **Fair and consistent** – Expectations apply equally, but support is tailored to each child

MOUNT CLAREMONT PRIMARY SCHOOL EXPECTATIONS

We show

Respect

Polite

Courteous

Inclusive

Integrity

Honesty

Fairness

Responsibility

Resilience

Bounce Back

Persistent

Self -Motivated

Excellence

High Standards

Pride

Effort

Our Learning

Listen to each other
Use kind words
Use people's names
Wait our turn
Consider others
Accept other peoples' thoughts and opinions

Ask for help
Look after your belongings
Be responsible for our actions and accept consequences
Return to class immediately when the siren goes
Be ready to learn & have materials ready

Include others in our activities
Use kind words and actions
Cooperate with others
Overcome setbacks

Have a growth mindset and positive self-talk
Set and work towards our goals
Attempt all tasks set by teachers
Celebrate excellence and effort
Always do our best & take pride in your work

Our School Grounds

Apologise if we hurt others
Take turns & follow rules of games
Return to class on time
Walk on hard surfaces
Put rubbish in the bin

Be honest about our actions
Tidy up after ourselves
Stay in boundaries
Look after peers and seek adult help if needed
Behave & play fairly

Show trust and respect
Build healthy green zone friendships
Understand that Friendships change and that is okay
Cooperate with others

Caring for our environment
Have pride in our school environment

Our School Property

Take care of equipment & return it

Use devices and equipment with care & for intended purpose

Share equipment, be patient and wait your turn
Help pack away

Use technology & equipment appropriately

Our School Community

Keep our environment clean
Greet & address visitors
Be polite to everyone

Come prepared for learning
Stay with our group
Use road safety rules

We support each other
Grow stronger together

Celebrate doing our best
Supportive of others
Participate proudly in school events

POSITIVE BEHAVIOUR SUPPORT FLOWCHART

Classroom and specialist teachers are required to establish clear boundaries and expectations and ensure it is inclusive and age appropriate. Teachers are expected to support students in identifying appropriate and inappropriate behaviours and to encourage ownership and accountability. Mount Claremont Primary School expectations must be clearly displayed in classrooms and referred to when addressing the behaviours. Teachers will support students to meet behaviour expectations. Student behaviour is linked to their emotional regulation and students need to be provided with opportunities to self-regulate to prevent behaviour escalation.

‘IS IT SAFE, IS IT FAIR?’

LEVEL 1: LOW KEY RESPONSE

Teachers reinforce desired behaviours supporting students to identify expectations and modify their behaviour accordingly. Minimal disruption to the teaching and learning program should occur.

LEVEL 2: OPPORTUNITY TO RESET

Teachers continue to reinforce desired behaviours. Students are given a formal warning and encouraged to re-set. Teachers continue to support students to emotionally regulate.

LEVEL 3: IN CLASS REGULATION

Students are removed from class activity and provided with a safe space within the classroom to reflect and regulate their emotions. This may be a quiet place where interaction with peers is removed and may include access to calming activities, sensory tools or Friendology Zones of Regulation. Teachers use age-appropriate strategies to address the behaviour and to support students to reengage in the class activity. If a student refuses to participate in the class regulation, teachers use their discretion and refer students directly to administration for review.

LEVEL 4: REFLECTION

If the behaviour continues, students go to a designated quiet space for age-appropriated period of time. If a student refuses to go to a designated area they are immediately referred to admin. If a student reaches this level, teachers are required to record the behaviour in Compass Chronicles. Teachers are responsible for following up with parents. Administration should be informed if a student is regularly reaching this level. Reflection sheets to be copied and sent home to parents to be signed.

LEVEL 5: ADMINISTRATION REFERRAL

If inappropriate behaviour continues and a student refuses to engage in Level 3 or 4, or a student's behaviour is extreme, they are referred to Admin. If a student refuses to leave the class a Deputy or Principal will assist in the classroom. For urgent assistance from administration, a red card is sent to the office. Administration will record the behaviour and any follow up actions in Compass chronicles and if required supervise their withdrawal. Admin will contact parents in consultation with the class teacher. Students will be returned to class only when administration indicates they are suitably regulated. If a student is required to spend an extended period in the office, classroom activities or tasks may be requested from the classroom teacher.

RESPONDING TO BEHAVIOURS OF CONCERN

'MILD' BEHAVIOURS	Mild disruption of the class/lesson such as calling out, out of seat, off task behaviour etc.	Use low key/ least intrusive strategies such as: • Proximity praise, stand near them etc. • Give rule reminders. • Frequent check-ins and support with work. • Praise appropriate behaviour (i.e., 'catch them being good').
'MODERATE' BEHAVIOURS	Starting to significantly disrupt the lesson/class or nearby students. Says or does things that are unkind or disrespectful but not hurtful, dangerous, or serious. Note: Teacher discretion or judgement required regarding how serious the behaviours are.	Use more direct strategies such as: • Give choices. • Find out what is happening for the student and use restorative steps. • Use short-term isolated seating to help the student to refocus. • Provide the student with a short break to assist with self-regulation. • Use 'Zones of Regulation' chart.
SEVERE BEHAVIOURS	• Severe ongoing disruption of the lesson/class. • Ongoing refusal to follow teacher directions. • Saying or doing things that are significantly affecting the wellbeing of others (e.g., actions or words that may be distressing or hurtful to others). • Physical contact that has hurt others or could hurt others. • Threatening physical/verbal behaviour towards, self, staff or students • Unsafe behaviour that resulted in harm or could result in harm. • Damage to property.	Seek admin support. Admin will use 'restorative' approaches to help the student understand how their behaviour affected others and what they can do to 'make things right' (repair harm) and restore relationships. Consequences may be applied depending on circumstances. Note: Admin discretion or judgement required regarding possible consequences.
SEVERE BEHAVIOURS	• Ongoing severe behaviours Compass Entries: to be recorder as required by the Dept of Education • Physical aggression towards staff and students • Abuse, threats, harassment or intimidation to staff & students • Damage to or theft of property • Violation of Code of Conduct or school/classroom rules • Possession, use or supply of substances with restricted sale • Possession, use or supply of illegal substances or objects • Negative behaviour-other • Students may be suspended if found to be involved in recording, distributing or uploading inappropriate images or videos of students, parents or staff on school premises or at a school event.	• Admin Intervention • Development of Behaviour Support Plan • Class withdrawal in admin • Designated play areas • Case Management Meeting • In school withdrawal • Suspension • Exclusion

RESPONSIBILITIES

Leadership Team	• Raising community awareness on the school's expectations as appropriate, through updates and parent communications. • Communicate shared values, ways of working and expectations of positive student behaviour that includes students' strengths, abilities and diversity • Arranging temporary withdrawal of a student for unacceptable behaviour or suspension of serious offence • Facilitate the development and implementation of individual behaviour/support plans for students experiencing difficulties and students with complex needs • Working collaboratively with SSEND (School of Special Education Needs Disability) consultants & external agencies • Managing referrals to school psychologist/participating in case management meetings • Maintaining records of student behaviour in Compass Chronicle
Teachers	• Ensure MCPS Expectations are communicated to the students and positively reinforced regularly and consistently • Maintain cohesion of behaviour support for students across contexts and teachers • Support the growth of self-regulation • Ensure parents are informed promptly of behaviour issues involving their child, liaising with them to build consistency in behaviour support in and out of school • Maintain appropriate records of student behaviour in Compass Chronicle
School Psychologist	• Work in collaboration with Leadership team and teachers to develop documented plans in relation to significant behaviour/social/emotional concerns and students with complex needs • Participate in case management meetings
School Chaplain	• Provide support with social/emotional and pastoral care • Communicate any concerns to the parent/classroom teachers • Suggest support mechanisms beyond what is available in the school • Referral process and liaising with external agencies
Defence Mentor	• Assists ADF students and families when changing schools • Provide support during parental absences • Suggest support mechanisms beyond what is available in the school
Support Staff, EA's M, SNEA	• Foster positive relationships with students and families • Support teachers with student's behavioural needs
Parents	• Communicate with the school regarding their child's needs

BULLYING

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.

Therefore, we do not accept bullying or harassment in any form. All members of our school community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. We aim to maintain an environment in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted both in the school environment and in cyber space.

Bullying and cyberbullying are pervasive issues for students. Bullying is a learned behaviour that is unacceptable and can have long-term harmful impacts on students' school engagement, academic achievement, and well-being, physical and mental health.

Harassment is any unwanted, unwelcome, or uninvited behaviour which makes a person feel humiliated or offended. Harassment can be seen as one form of bullying.

Discrimination can occur in ways that are either direct or indirect:

- Direct discrimination means treating a person, relative or an associate of the person less favourably than another, because he or she is of a different race (includes descent, colour, ethnic or national origin or nationality), religion or has a disability.
- Indirect discrimination can also occur when a rule or practice exists that appears neutral but in fact has a detrimental effect on persons of a particular race, religion or has a disability.

Teasing or fighting between peers and other forms of conflict or violence are not necessarily bullying. It is important students, as much as possible, learn to solve friendship ups and downs between each other and utilise the skills in Friendology.

Violence is never acceptable, and clear consequences are in place for violence.

SCHOOL STRATEGIES TO PREVENT / MANAGE BULLYING

Targeted Strategies

- Use URSRTONG and Friendology strategies and resources for whole school approach
- raising awareness of and planning around, specific forms of bullying, such as cyberbullying and racism
- identifying individuals and groups at risk that require targeted programs
- teaching effective bystander behaviour to challenge bullying
- teaching pro-social behaviour to identified students and groups
- providing high supervision areas for students with higher support needs
- providing effective options for individual students experiencing safety issues (such as buddy systems, alternative play areas and transition routines)
- providing access to safe places/specialist/pastoral care staff and case-management processes for students at risk of being targeted or those who demonstrate bullying behaviour; and

We utilise the following approaches when dealing with incidents of bullying:

- Restorative practices and shared concerns

BULLYING-MEAN ON PURPOSE

Understanding the Difference Between Bullying and Mean-on-Purpose Behaviour

At Mount Claremont Primary School, we teach students to recognise and understand the difference between normal conflict, mean-on-purpose behaviour, and bullying. While bullying is a serious issue, it is often misunderstood. Bullying is when someone is mean-on-purpose **repeatedly**, and in a way that could cause harm. However, not all hurtful behaviour is bullying. Sometimes children have disagreements or make mistakes that unintentionally hurt others, this is called a Friendship Fire and is a normal part of learning how to get along. The key difference is intent: mean-on-purpose behaviour is when someone is deliberately unkind, even if it only happens once. If it continues over time, it becomes bullying, and adults must step in. By helping students understand this distinction, we empower them with the skills to manage conflict, stand up for themselves, and build respectful relationships. We align our teaching to the Urstrong Friendology program.

Responding to Mean-on-Purpose Behaviour: Action Plan

Student Exhibits Mean-on-Purpose Behaviour

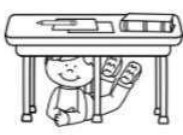
Stage	Response
After 1st Report	No action required if the victim used a Quick Comeback and walked away. The victim has already responded appropriately.
After 2nd Report	- Inform the student exhibiting Mean-on-Purpose behaviour that two reports have been made. - Brief conversation to raise awareness of kind and respectful actions, behaviours and words.
After 3rd Report	- Meet with the student to explore why the behaviour is happening. - Complete a Mean-on-Purpose Think Sheet. - Discuss support strategies (e.g. self-regulation). - Principal, parents, and other key staff informed.
If No Improvement	Refer to School Chaplain or Psychologist for deeper intervention.

Student is a Victim of Mean-on-Purpose Behaviour

Stage	Response
After Any Report	- Congratulate and affirm their courage (e.g. "Good job!" or "Thank you for telling me.") - If they didn't use a Quick Comeback, practice it together and explain why it matters. - Encourage them to seek out friends in the Green-Zone and remind them they deserve love and respect.
Repeated 3+ times	- Meet with the student to explore causes and feelings. IMPORTANT: Frame this meeting as supportive, not a consequence. - Introduce self-worth and compassion-building supports. - Principal, parents, and key staff are informed.
If No Improvement	Refer to School Chaplain or Psychologist for emotional and safety support.

BEHAVIOUR REFLECTION for:

What was my negative behaviour choice?

				
I wasn't being safe	I wasn't being respectful	I wasn't being a learner	I wasn't being kind	I wasn't being responsible

It made _____ feel:

				
Worried	Sad	Embarrassed	Scared	Angry

Next time I can choose to...

Have safe feet 	Have safe hands 	Use kind words 	Use a sensible voice 	Ask for a break 
Say "Can I please have some space?" 	Say "please stop" 	Follow directions 	Stay in my work area 	Ask for help 

When I make positive choices like that....

Others will want to be with me 	Others will feel good around me 	Others will want to play with me 	People will know that I am kind 	I will feel proud of myself 
--	---	--	---	---

© Mrs Learning Bee

Kindy and Pre-Primary Reflection Sheet

BEHAVIOUR REFLECTION for:

What was your negative behaviour choice?

I wasn't safe ☐	I wasn't respectful ☐	I wasn't a learner ☐	I wasn't responsible ☐	I wasn't kind ☐
---	---	--	--	---

What were you feeling?

 Worried	 Sad	 Embarrassed	 Scared	 Angry
--	--	--	---	--

What did you want?

Attention ☐	To cause problems ☐	Control ☐	To get out of work ☐
To challenge a teacher ☐	To get even or revenge ☐	To talk to a teacher ☐	Other: ☐

How did your behaviour make people feel?

Happy ☐	Sad ☐	Confused ☐	Angry ☐
Scared ☐	Unsafe ☐	Worried ☐	Frustrated ☐

Did you try to use a coping strategy? Yes ☐ No ☐

If yes, circle which one you tried. If no, which one could you have tried?

Take 3 deep breaths ☐	Ignore ☐	Count backwards ☐
Self-talk ☐	Do something else ☐	Think calm thoughts ☐
Stretch ☐	Move elsewhere ☐	Take a break ☐

What do you need to do now to correct the problem?

Say sorry ☐	Clean up ☐	Complete work ☐
Make a plan ☐	Problem solve ☐	Do something nice ☐

© Mrs Learning Bee

Years 1 & 2 Reflection Sheet

BEHAVIOUR REFLECTION for:

I wasn't safe ☐ How?	I wasn't respectful ☐ How?	I wasn't a learner ☐ How?	I wasn't responsible ☐ How?	I wasn't kind ☐ How?
---	---	--	--	---

What could you have done differently to avoid a consequence?

e.g. spoken to teacher, asked a friend for help, followed instructions



How can you resolve the situation now?

e.g. verbal apology, written apology, change behaviour in next lesson



When possible, you must apologise to the person you have disrespected. Think about how your actions have impacted them and how you can apologise in a mature and respectful way. A teacher can practise this with you before you leave.

© Mrs Learning Bee

CHECK OUT OUR MEAN-ON-PURPOSE THINK SHEET WHAT ARE YOU GOING TO DO NEXT?

HAVE YOU BEEN IN A CONFLICT AT SCHOOL? OH NO! IT CAN BE SUPER TRICKY WORKING OUT WHAT HAPPENED & TO KNOW WHAT TO DO NEXT.

It's time to reflect with this very clever Think Sheet. By the time you're done, you'll know exactly what to do!

NAME: _____

I was involved in a Mean-on-Purpose moment with: _____

- ☐ I was Mean-on-Purpose.
- ☐ Someone else was Mean-on-Purpose.
- ☐ We were both Mean-on-Purpose!

Briefly describe what happened: _____

If I was a fly on the wall watching this situation, what would I have seen? _____

Was this a Mean-on-Purpose moment or was it a Tricky Situation? Describe why: _____

If you were the one who experienced Mean-on-Purpose moments during this conflict, did you...?

Did you say your Quick Comeback in a strong voice? (e.g. "Not Cool!")

☐ YES ☐ NO

Walk away?

☐ YES ☐ NO

Report it to a trusted teacher or adult?

☐ YES ☐ NO



MEAN-ON-PURPOSE

If you were Mean-on-Purpose during this conflict, describe what you said or did:

.....

.....

.....

Where is this friendship
(or relationship)
on the Friend-o-Meter?
Draw an arrow



Where is this friendship
(or relationship)
on the Friend-o-Cycle?
Draw an arrow



If the Mean-on-Purpose moment happened with a friend,
would treating it like a Friendship Fire® be a good next step?

☐ YES ☐ NO

To get this friendship (or relationship) back in the
Green-Zone on the Friend-o-Meter, I am going to try:

.....

.....

.....

If this friendship (or relationship) is always in the Red-Zone,
I am going to spend less time with this person by:

.....

.....

.....

How to:

TALK-IT-OUT!

When you need to apologise:

1. Find a good time to talk,
just the two of you.
2. In a calm, serious voice,
retell the situation.
3. Then say:
"I'm sorry for...
Instead, I should have..."
4. Listen to their side and
Talk-it-Out until the
Fire-is-Out!

