

# *Student Engagement Guidelines*



**Beaumaris**  
Primary School

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# Student Engagement Plan

## Rationale

The rationale for the Student Engagement Plan at Beaumaris Primary School is to establish a clear and consistent set of expectations and guidelines for staff and students. These guidelines are aimed at promoting students' engagement in their education and upholding the school's core values. The plan draws inspiration from various programs, including the Zones of Regulation and Behaviour Tonic's 1-2-3 Magic and Emotional Coaching, to create a comprehensive approach to classroom management and behaviour development.

The Student Engagement Plan has several key objectives:

1. **Consistency:** It seeks to ensure that a consistent approach is taken in managing student behaviour throughout the school.
2. **Positive Behaviour:** The plan aims to help students develop positive behaviour skills, enabling them to make better choices and contribute positively to the school community.
3. **Acknowledgment:** The plan encourages the practice of recognising and rewarding students when they exhibit positive behaviour.



## Beaumaris Primary School Expectations


The school's expectations for student behaviour are based on four core principles:

- **We Do Our Best:** Encouraging students to put forth their best effort in all they do.
- **We Are Responsible:** Teaching students to take responsibility for their actions and decisions.
- **We Are Respectful:** Promoting respect for others, their ideas, and contributions.
- **We Are Safe:** Emphasising the importance of creating a safe environment for everyone in the school community.

These expectations reflect the school's commitment to fostering not only academic growth but also the development of essential life skills, values and supports students to contribute positively to the overall school tone and culture.

The Beaumaris Primary School Student Engagement Plan is a comprehensive strategy that provides a framework for promoting positive behaviour, character development, and an inclusive respectful school community. It's designed to ensure consistency in approach and expectations, with a focus on nurturing well-rounded individuals who not only succeed academically but also exhibit positive behaviour and values.

# Beaumaris Primary School Behaviour Expectations

 Beaumaris Primary School	<p>We are</p> <h2>Respectful</h2> <p>"I think about others"</p>	<p>We are</p> <h2>Responsible</h2> <p>"I pay attention to what is going on around me"</p>	<p>We do our</p> <h2>Best</h2> <p>"I practise, practise, practise and try my best."</p>	<p>We are</p> <h2>Safe</h2> <p>"I feel good about myself and who I am becoming."</p>
<b>Strengths</b>	Friendliness, Caring, Loyalty, Orderliness, Modesty, Unity, Kindness, Compassion, Forgiveness, Patience, Gentleness, Thankfulness, Consideration, Humility, Tact and Integrity.	Cleanliness, Orderliness, Purposefulness, Commitment, Helpfulness, Diligence, Service, Moderation, Truthfulness, Trustworthiness, Honour and Justice.	Excellence, Idealism, Flexibility, Determination, Commitment and Integrity.	Confidence, Courage, Enthusiasm, Creativity, Joyfulness, Detachment, Love, Forgiveness, Patience, Trust, Tact, Peacefulness and Thankfulness.
<b>Whole School</b>	<p>We:</p> <ul style="list-style-type: none"> <li>• Use our manners and speak kindly to each other</li> <li>• Follow instructions from staff and visitors</li> <li>• Move around the school quietly and calmly</li> <li>• Care for equipment</li> </ul>	<p>We:</p> <ul style="list-style-type: none"> <li>• Arrive on time to all classes</li> <li>• Take care of all belongings</li> <li>• Report problems to the teacher straight away</li> <li>• Solve problems calmly</li> <li>• Help each other</li> <li>• Are honest and truthful about our actions</li> <li>• Take ownership for our actions</li> <li>• Regulate our emotions in a positive way</li> </ul>	<p>We:</p> <ul style="list-style-type: none"> <li>• Have a positive attitude</li> <li>• Celebrate our own success and the success of others</li> <li>• Understand success looks different for everybody</li> <li>• Take pride in our work</li> <li>• Regulate our emotions in a positive way</li> </ul>	<p>We:</p> <ul style="list-style-type: none"> <li>• Walk on hard surfaces</li> <li>• Keep our body and objects to ourselves</li> <li>• Sun smart</li> <li>• Play within others limits</li> <li>• We eat our own food</li> <li>• Show good sportsmanship</li> <li>• Care about ourselves</li> <li>• Report unsafe situations including bullying</li> </ul>
<b>Learning Areas</b>	<ul style="list-style-type: none"> <li>• Show whole body listening</li> <li>• Value the contributions of others</li> <li>• Use an appropriate volume</li> </ul>	<ul style="list-style-type: none"> <li>• Have a go and attempt all tasks</li> <li>• Ask for help when we need it</li> <li>• Learn from our mistakes</li> <li>• Take pride in our work</li> <li>• Tell the truth</li> <li>• Share our equipment</li> <li>• Report problems to the duty teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Produce work we are proud of</li> <li>• Strive to achieve our goals</li> <li>• Actively participate</li> <li>• Use time effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• Keep learning areas clean and tidy</li> <li>• Use resources correctly</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>• Speak kindly to others online</li> <li>• Care for our resources</li> </ul>	<ul style="list-style-type: none"> <li>• Report inappropriate use and damage of technology to staff</li> <li>• Truthful and honest</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT responsibility to enhance our learning</li> <li>• Stay on task when using devices</li> <li>• Innovate – create new ways to do things</li> </ul>	<ul style="list-style-type: none"> <li>• Access, use and save only appropriate learning material</li> <li>• Keep passwords private</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Polite and courteous</li> <li>• Care for our natural and man-made environments</li> <li>• Treat others the way we would like to be treated</li> </ul>	<ul style="list-style-type: none"> <li>• Do the right thing, even when no one is looking</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in fundraising and community events</li> </ul>	<ul style="list-style-type: none"> <li>• Road safe</li> <li>• Watch out for each other</li> </ul>

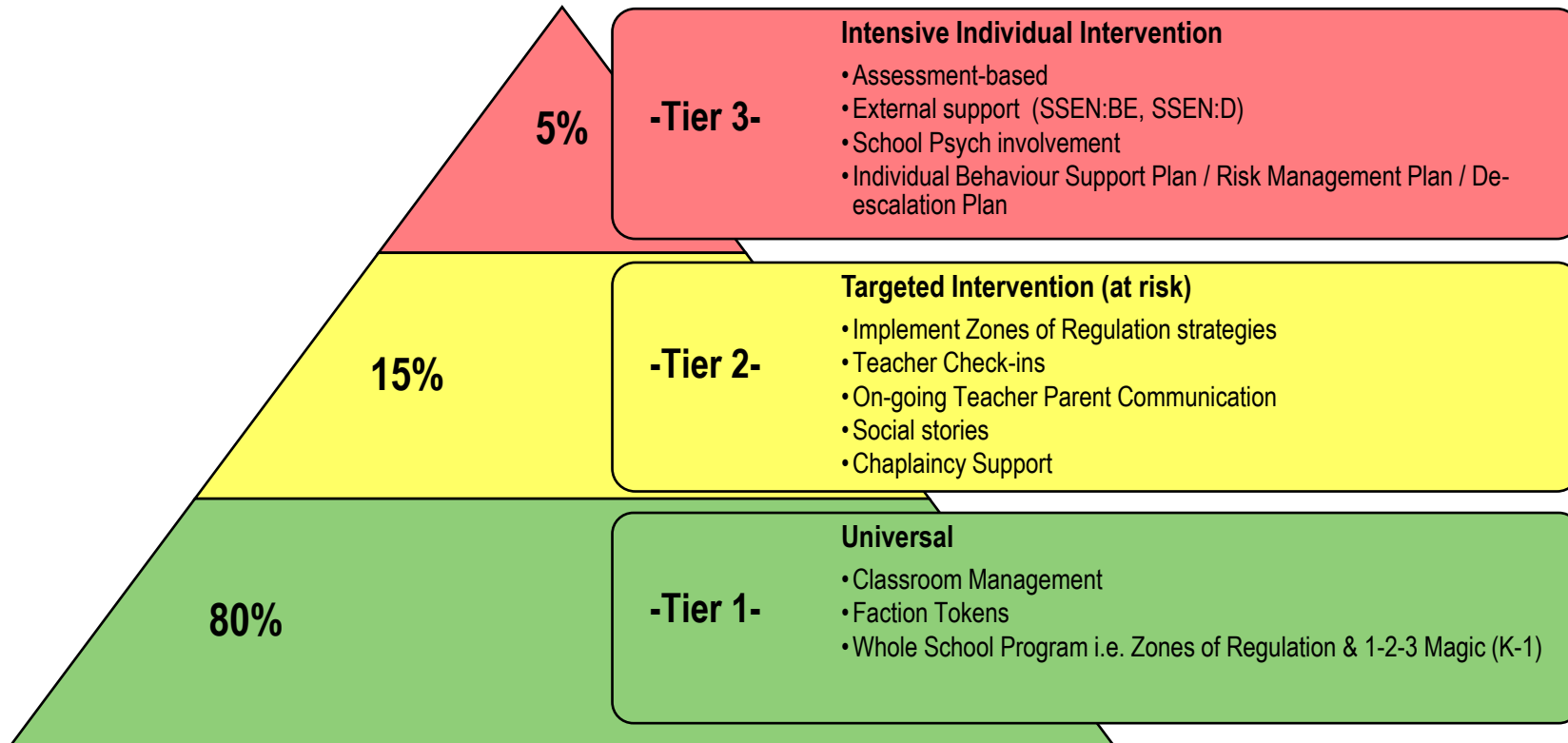
## Virtues Yearly Planner

**Core Virtues: Respect, Assertiveness, Confidence, Co-operation, Honesty, Tolerance, Self-discipline, Understanding**

Timeframe	K-P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	<b>Understanding</b>						
Weeks 1-5	Thinking of Others	Peaceful	Humility	Thankfulness		Integrity	
Term 1	<b>Honesty</b>						
Weeks 6-9	Truthfulness	Trust	Trustworthiness	Honour		Justice	
Term 2	<b>Self-discipline</b>						
Weeks 1-5	Willpower	Patience		Gentleness		Moderation	
Term 2	<b>Tolerance</b>						
Weeks 6-9	Kindness	Compassion	Service	Love	Forgiveness	Idealism	
Term 3	<b>Co-operation</b>						
Weeks 1-5	Helpfulness	Flexibility		Diligence		Unity	
Term 3	<b>Assertiveness</b>						
Weeks 6-9	Determination	Purposefulness	Commitment	Joyfulness		Detachment	
Term 4	<b>Confidence</b>						
Weeks 1-5	Confidence	Courage	Enthusiasm	Modesty		Creativity	Excellence
Term 4	<b>Respect</b>						
Weeks 6-9	Friendliness	Cleanliness	Caring	Generosity	Loyalty	Orderliness	

# Multi-tiered System of Support at Beaumaris Primary School

Implementing a Multi-tiered System of Support (MTSS) framework at Beaumaris Primary School aims to create a supportive, inclusive, and responsive educational environment that addresses the unique needs of each student. This tiered approach allows for early identification of issues and timely interventions, fostering academic success and positive social-emotional development for all students. The key components of MTSS include three tiers: Tier 1 Universal support, Tier 2 Targeted support, and Tier 3 Intensive support. Below are examples of what the MTSS looks like at Beaumaris Primary School.



## Zones of Regulation

The Zones of Regulation is a well-established approach used to support the development of self-regulation in children. This framework categorises the different ways children feel and their states of alertness into four coloured zones, allowing them to self-identify their emotional and alertness states and learn strategies to manage them effectively.

**Blue Zone:** This zone represents feelings of sadness, boredom, tiredness, or feeling "low." Children in the Blue Zone might need calming strategies to help them return to a state of alertness and emotional balance.

**Green Zone:** The Green Zone is associated with a calm and focused state. Children in this zone feel happy, content, or ready to learn. This zone is where children are most effective in managing their emotions and tasks.

**Yellow Zone:** The Yellow Zone indicates a heightened state of alertness and a less regulated emotional state. Children in this zone may feel anxious, excited, frustrated, or stressed. It's a sign that they need strategies to help them manage their emotions and return to the Green Zone.

**Red Zone:** The Red Zone represents an intense state of heightened emotions and alertness. Children in this zone may feel angry, anxious, out of control, or overstimulated. The Red Zone signals a need for urgent intervention and strategies to help children calm down and regain self-regulation.

The Zones of Regulation curriculum teaches children to better understand their emotions, sensory needs, and thinking patterns. It provides strategies to help children cope with and manage their emotions based on the zone they find themselves in. This empowers children to develop self-regulation skills and make appropriate choices to move toward the Green Zone when needed.

The program also helps children recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more aware of how their actions affect others. This not only benefits their self-regulation but also enhances their social and emotional intelligence.

Students learn to identify and use "tools" or strategies that help them transition from one zone to another. For example, a student in the Yellow Zone might use deep breathing techniques (like figure-eight breathing) to move to the Green Zone. These tools empower children to take an active role in their self-regulation.

## 1-2-3 Magic and Emotional Coach

At Beaumaris Primary School, the 1-2-3 Magic and Emotional Coaching program is used from Kindergarten through to Year 1 and is designed to provide a consistent and effective approach to setting limits and managing disruptive behaviour in the school environment. It focuses on creating a positive learning atmosphere while nurturing positive relationships among students and staff.

- 1 The program encourages children to develop emotional self-regulation skills, helping them manage their emotions and responses more effectively.
  - 2 It sets clear expectations for behaviour in the classroom and provides a systematic way of addressing misbehaviour.
  - 3 Effectively addresses disruptive behaviour, the program aims to maximise the amount of time dedicated to teaching and learning.
- Staff members support students in reflecting on their emotions and guide them through emotional coaching strategies. This helps students better understand and manage their feelings.
  - When minor disruptive behaviour occurs, staff members calmly determine an appropriate response using the choice model. They may choose to ignore certain behaviours, count, or provide emotional coaching, depending on the situation.
  - Students who accumulate counts for minor behaviour issues are directed to a reflection class where they can reflect on their behaviour (3-5 mins).
  - The school's day is divided into multiple sessions, and counts are reset at the beginning of each new session.
  - Minor incidents are recorded on Chronicle, which serves as a documentation system to track behaviour incidents and trends over time.
  - Major behaviour issues, including physical and verbal abuse to staff or students, damage to school property, and E-breaches, are addressed separately and referred to the administration.

## Classroom Management Strategies (CMS)

Classroom Management Strategies (CMS) are essential techniques and practices employed by teachers to establish and maintain a positive learning environment conducive to academic growth and social development. These strategies encompass various aspects of classroom organisation, behaviour management, and instructional design to optimise student engagement and achievement. All staff at Beaumaris Primary School are trained in CMS and use Low Key Responses to deal with low level behaviour. The BUMPS chart below outlines how BPS staff implement classroom management strategies.

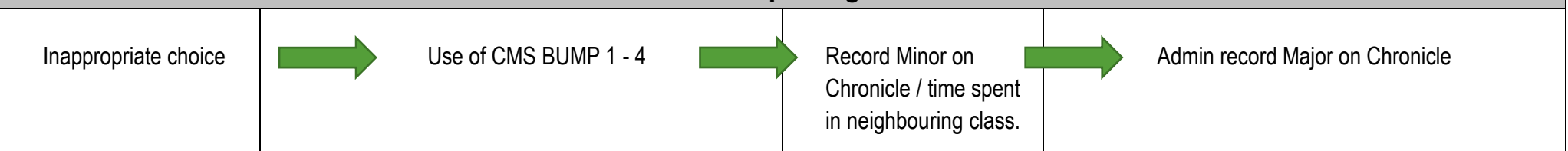


## BUMPS at BPS (Yr. 2 – Yr. 6)

Positive relationships with teacher / EA Consistency of communication and expectations. Structured classroom management minimises frequent behaviours.	Student background / home life well known by teacher. Timetabling for effective teaching and learning. Bystander behaviour dealt with swiftly
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BUMP 1	BUMP 2	BUMP 3	BUMP 4	BUMP 5	Discussion
Low key Responses	Squaring Off	Student Choice	Teacher Choice	Power Struggle	
<ul style="list-style-type: none"> <li>Winning students over.</li> <li>Greet at the door.</li> <li>Show interest.</li> <li>Classroom attention signals.</li> <li>Teacher is mobile in classroom.</li> <li>Teach smart ignoring.</li> <li>Use gestures i.e. the look, eye contact and wait time.</li> <li>Transition expectations and understood.</li> <li>Whole class positive goal.</li> </ul>	<ul style="list-style-type: none"> <li>Pause lesson.</li> <li>Turn body directly to student (this is called squaring off)</li> <li>Use minimal verbal response.</li> <li>Complete interaction with 'thank you'.</li> </ul>	<ul style="list-style-type: none"> <li>Stop.</li> <li>Squaring Off again.</li> <li>Intensify eye contact.</li> <li>Provide either / or statement with a firm neutral voice.</li> <li>Restore calm in the room as needed.</li> <li>Give choice related to the behaviour 'You can choose to . . . or . . .'</li> <li>Ask for student response.</li> <li>Complete interaction with 'thank you'.</li> </ul>	<ul style="list-style-type: none"> <li>Follow through on BUMP 3. 'You have not made a choice so I will make it for you. Could you please . . . Thank you'.</li> <li>This applies for any student that hear the choice.</li> <li>Move straight to BUMP 4 for any student who heard the choice.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the move to power.</li> <li>Respond calmly.</li> <li>By ignoring it.</li> <li>Provide a choice.</li> <li>Ask student to leave depending on severity and inform admin/line manager.</li> </ul>	<ul style="list-style-type: none"> <li>Statements made <b><u>MUST</u></b> be free of Judgement.</li> <li>Describe the behaviour not the student's character.</li> <li>Deal with the present situation - the past is not relevant.</li> <li>Admin involvement either removal to office or take over class at teacher's discretion.</li> </ul>

### Incident Reporting Process



## Recognising Positive Student Engagement

The acknowledgment system at Beaumaris Primary School is designed to commend behaviours that meet or exceed expectations and operates across three distinct stages: free and frequent, short term, and long term.

Acknowledgments/Dialogue:

- Specific encouragement, feedback, and reinforcement of strengths and/or behaviours aligned with the school's expectations matrix.
- Faction Tickets:
  - Staff members award faction tickets to students demonstrating positive behaviours aligned with the school's expectations. Students write their names on tickets and submit them to the classroom teacher where they are counted and added to overall faction total each fortnight. Tickets are drawn during each student communication meeting for a chance to spin the wheel. The wheel offers prizes for the entire class, reinforcing and acknowledging behavioural expectations. 2 winners are drawn, 1 from K - 2 and 1 from 3 – 6.
- Double Green Certificates:
  - Aligned with The Zones of Regulation program, Double Green Certificates are awarded to students who assist others in returning to the Green Zone without being prompted, acknowledging students using initiative and integrity to help others and being a positive influence on peers/students. Public acknowledgment occurs at Student Communication assemblies, and recipients receive points for their faction and entered into a draw for a prize at the end of each term.

Additionally, personal goals achieved by students are publicly recognised at assemblies, including:

- Shout Outs are given by classroom teachers and linked to personal strengths and progress, Shout Outs are presented at assemblies. All students receive a Shout Out annually, with parents notified for the opportunity to attend. These recognitions are documented on Chronicle by teachers.
- Badges are awarded once a term, badges for Personal Best, Wellbeing, and Sense of Community go to two recipients from each class. Specialist badges are presented to two students per class per term. Parents are notified in advance, and the badge presentations occur at school assemblies. All badge awards are recorded on Chronicle by teachers There are no repeats from Learning Areas in each phase. Red = Yr. 1 – Yr. 2, Yellow = Yr.3 – Yr. 4 and Green = Yr. 5 - Yr. 6.

The acknowledgment system at Beaumaris Primary School not only celebrates positive behaviours and achievements but also encourages a sense of community and individual goal setting among students.

# Good Standing

The Good Standing framework serves as a comprehensive guide for all staff and students, fostering a culture of pride, respect, and consideration for the school, oneself, and others. At the onset of each school year, explicit instruction on Good Standing and Loss of Good Standing is provided to all students.

## Definition of Good Standing

All students begin with Good Standing status, maintaining this standing by consistently exhibiting behaviours aligned with the school's values and principles. Students in Good Standing enjoy eligibility for extracurricular activities, access to school technology, participation in fundraising initiatives, and involvement in public acknowledgments. Loss of Good Standing restricts students from engaging in these activities, fundraisers, or acknowledgments.

## Requirements for maintaining Good Standing include:

- Behaviour: Aligning with the BPS four Behavior Expectations, adhering to acceptable standards of behaviour, attitude, and effort outlined in the Beaumaris Behaviour Expectations.

## Loss of Good Standing

The following behaviours, but not limited to, lead to loss of Good Standing:

- Overtly starting a fight.
- Swearing at any member of the school staff, including relief staff;
- Making physical contact with the intention to harm another student or staff member;
- Consistent targeting of other students with the intent to cause social or emotional harm;
- Videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.

Please note breaches of acceptable standards of behavior (See DoE Behaviour Education Policy) result in suspension and lead to a loss of Good Standing.

## Reinstating Good Standing

Good standing may be reinstated after:

- The student is participating or performing consistently to the best of their ability.
- Issues relating to suspension/behavioural breaches are resolved in accordance with the schools "Student Engagement Guideline".
- Develop an individual behaviour management plan focusing on the identified areas for improvement citing strategies, milestones and desired outcomes.

Re-instating a student's Good Standing is decided by the principal in consultation with the class teacher / specialist teacher.

Good Standing is a framework and guideline to assist all staff and help students to achieve pride, respect and consideration for school, self and others. Good Standing and Loss of Good Standing is explicitly taught and communicated to all students at the beginning of each school year.

# Incident Reporting Guidelines

All incidents require attention and intervention to address the severity of the behaviours exhibited. Documentation on Chronicle ensures transparent communication, collaboration, and appropriate follow-up actions to address and rectify the situation.

## Minor Incidents

Documented on Chronicle include incidents, but are not limited to:

- Answering Back: Responding disrespectfully or inappropriately to authority figures or peers.
- Inappropriate Comments: Making remarks that are disrespectful, offensive, or socially inappropriate.
- Minor Dishonesty: Engaging in small acts of dishonesty or deceit.
- Not Following Instructions: Failure to comply with given directions or guidelines.
- Out of Seat/Area: Moving away from the designated area without permission.
- Name Calling: Using derogatory or offensive language to address others.
- Cheating: Engaging in dishonest practices during assessments.
- Uncooperative: Displaying resistance or unwillingness to collaborate or participate.
- Misuse of Materials: Handling classroom resources or materials inappropriately.
- Work Avoidance: Deliberately avoiding or procrastinating on assigned tasks.
- Technology Misuse: Inappropriate use of technology, violating school guidelines.
- Inattentive: Demonstrating a lack of focus or attention during instructional periods.
- Lateness: Arriving after the designated time.
- Unprepared: Not having the required materials or completing assignments.
- Minor Physical Contact (Pushing): Engaging in light physical contact that may be disruptive or disrespectful.
- Out of Boundaries Recess & Lunch: Straying beyond designated play areas during recess and lunch.
- Misuse of Property: Using school or personal property inappropriately.
- Rough Play: Engaging in physical activities that exceed acceptable play boundaries.

## Major Incidents

Documented on Chronicle with parental notification by the school administration. These incidents encompass, but are not limited to:

- Intimidation: Engaging in behaviour intended to instill fear or distress in others.
- Verbal Abuse: Using aggressive, harmful, or offensive language towards others.
- Bullying: Repeated, intentional acts of aggression, intimidation, or harassment towards others.
- Stealing: Taking someone else's property without permission.
- Major Misuse of Technology: Engaging in severe violations of technology usage guidelines.
- Major Dishonesty: Involvement in significant acts of dishonesty or deceit.
- Refusal (Action):
  - Actively resisting or refusing to comply with instructions or directives.
- Defiance (Attitude): Displaying a confrontational or resistant attitude towards authority figures.
- Leaving Class Without Permission: Departing from the classroom or designated area without authorization.
- Property Damage/Vandalism: Deliberate destruction or defacement of school or personal property.
- Physical Assault (or Intent): Engaging in physical harm or demonstrating the intent to cause harm.
- Substance Misuse: Involvement in the inappropriate use of substances, including drugs or alcohol.
- Inappropriate Touching: Engaging in unwarranted or inappropriate physical contact with others.
- Inappropriate Sexual Comment: Making explicit or offensive comments of a sexual nature.

## Incident Consequences

Consequences for incidents at Beaumaris Primary School are designed to address and rectify inappropriate behaviours effectively. The severity of consequences varies based on the nature of the incident. The following outlines potential consequences for both minor and major incidents.

### Reset – neighboring class:

When a student is asked to "take 3" in the classroom, a neighbouring class (reflection class) provides students with an opportunity to cool off, engage in self-regulation, or 'reset.' In certain situations, students may have tools during "take three" to assist with resetting.

### Formal Withdrawal:

The Principal or Deputy Principals may initiate the withdrawal of a student from class, breaks, or other school activities to:

- Calm down in situations where the student is unable to self-regulate.
- Reflect on and learn from behaviour, including, when appropriate, engaging in restorative processes.

When a student is withdrawn, the school will inform parents.

- Always ensure that the location and supervision arrangement account for duty of care.
- Provide the student with the opportunity to complete schoolwork.
- Document the details of the withdrawal.

### Suspension:

The Principal, or the Associate Principal in the Principal's absence, is authorised to suspend a student as a legal process to prevent attendance for a limited period if behaviour is not conducive to the good order and proper management of the school. Suspension results in an automatic loss of Good Standing.

In cases of repeated or serious breaches of the Code of Conduct recorded on Chronicle, the Principal may authorise suspension for a limited period. The process includes:

- Contacting and notifying parents when suspension is imposed. The reason for suspension will be discussed with the parent.
- Entering the suspension details into Integris and Chronicle.
- Providing the student with learning activities if the suspension lasts for three or more consecutive days or totals more than five days in the school year.

- Notifying parents or guardians of the need for a re-entry meeting to ensure appropriate behaviour for the reinstatement of Good Standing upon the student's return.

#### Physical Restraint:

The Principal will only authorise a plan for the ongoing application of restraint for a student when developed in consultation with, and agreed upon by, the parents/guardians and documented in the student's plan.

The Principal ensures that physical restraint of a student is used:

- In circumstances where the student's emotional or behavioural state hinders other strategies to maintain the order of the learning environment from being successful.
- When the emotional or behavioural state poses an imminent risk of harm to self, others, or significant damage to property.
- For the minimum amount of time needed for the student to recover to an emotional or behavioural state where less restrictive strategies may be successful.

## Appendix A

### We all start the year with Good Standing.

**Good Standing means** I can take part in:

- Incursions
- Excursions
- Extra-curricular activities
- Special events
- Represent my school at sport or in choir
- Participate in faction rewards
- Participate in class rewards
- Participate in school rewards

**I keep Good Standing by** following the Beaumaris PS behaviour expectations:

- We are respectful
- We are responsible
- We are safe
- We do our best

If I lose Good Standing I may get it back by:

Consistently making good choices and giving my best effort over 2 weeks or a time determined by the Principal or Admin.



# Appendix B: Reflection Sheet ECE

What happened?



hit someone



kicked someone



yell at someone



shouted in class



used a swear word



spoiled someone's work



was nasty



ignored someone

How did you feel?



angry



frustrated



embarrassed



out of control

How did they feel?



afraid



sad



hurt



angry

Who did you impact?



my friend or another student

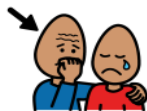


an adult in my class



teacher

How can you fix it?



say sorry



ask for help



listen to the teacher



sit nicely



speak to an adult



keep my feet to myself



keep my hands to myself



keep personal space

# Appendix C: Reflection Sheet 3-6

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Year: \_\_\_\_\_

Date: \_\_\_\_\_

## Everything Can Be Fixed

Why are you here? \_\_\_\_\_

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Who, if anyone, was affected by your actions? \_\_\_\_\_

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What Zone did



I put them in?

How were they affected? \_\_\_\_\_

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How do I fix it? What do I need to do? \_\_\_\_\_

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## Appendix D: Reflection Class Referral

Child's name \_\_\_\_\_ Date \_\_\_\_\_

Referring teacher \_\_\_\_\_

Neighbouring class teacher \_\_\_\_\_

**What happened? (tick one or write a brief explanation)**

- Making silly noises in class even after being asked repeatedly to stop
- Not following instructions, even after being reminded
- Not sharing, even after being reminded of how we share
- Deliberately ignoring others, even after being reminded that this is unkind
- Invading personal space of others, even after being reminded
- 
- 

Time child arrived at reflection class \_\_\_\_\_

Time child left reflection class \_\_\_\_\_

Stay for:  
10 mins

-----  
Child's name \_\_\_\_\_ Date \_\_\_\_\_

Referring teacher \_\_\_\_\_

Neighbouring class teacher \_\_\_\_\_

**What happened? (tick one or write a brief explanation)**

- Making silly noises in class even after being asked repeatedly to stop
- Not following instructions, even after being reminded
- Not sharing, even after being reminded of how we share
- Deliberately ignoring others, even after being reminded that this is unkind
- Invading personal space of others, even after being reminded
- 
- 

Time child arrived at reflection class \_\_\_\_\_

Time child left reflection class \_\_\_\_\_

Stay for:  
10 mins