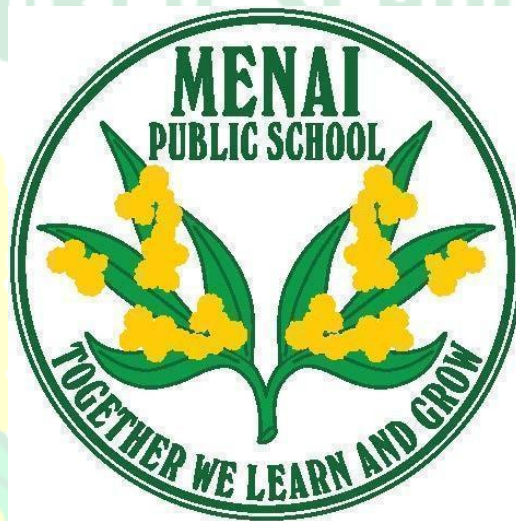


# **Menai Public School**

## **Positive Behaviour for Learning (PBL) Policy**



**Together We Learn and Grow**

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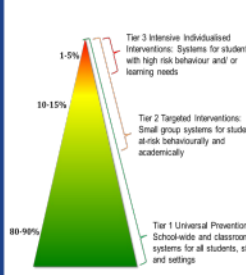
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# Promoting Positive Student Behaviour

Research suggests classroom management is most effective when teachers use preventative and responsive strategies to encourage appropriate (on task, motivated to learn, and prosocial) behaviours and reduce instances of inappropriate (disengagement from learning and disruptive) behaviours (CESE). Effective preventative strategies include creating and maintaining a positive classroom climate, using structured instruction to engage and motivate students in learning, explicitly teaching students rules and routines, using pre-corrections to remind students of appropriate behaviours, and actively monitoring the classroom. Effective responsive strategies require correcting inappropriate behaviours in a way that addresses the student's needs, is understood by the student, is consistent, expected, calm, and proportionate to the level of inappropriate behaviour displayed.

Classroom management strategies are supported by a whole school PBL approach, the matrixes that explicitly teach the positive behaviours the children are to display and develop a consistent language across the whole school between students and staff, access to professional learning, and proactive wellbeing support for teachers.

<p><b>Leadership</b></p> <p><b>Common language, vision and experience</b></p> <ul style="list-style-type: none"> <li>Statement of purpose</li> <li>Whole school engagement</li> <li>Consistent staff modelling of expectations</li> <li>PBL visibility</li> </ul> <p><b>Principal support, participation and leadership</b></p> <ul style="list-style-type: none"> <li>Align to the strategic improvement plan and department priorities</li> <li>Regularly attends meetings</li> <li>Sustains PBL leadership team</li> <li>Budget to support implementation, professional learning and systems</li> </ul> <p><b>PBL leadership team</b></p> <ul style="list-style-type: none"> <li>Work with staff, students, family and community</li> <li>Representation from across school community and stakeholders</li> <li>Decision-making processes adopted</li> </ul> <p><b>Operating procedures</b></p> <ul style="list-style-type: none"> <li>Roles and responsibilities</li> <li>Scheduled meetings</li> <li>Staff professional learning</li> <li>Action planning</li> <li>Working smarter</li> </ul> <p><b>Communication system</b></p> <ul style="list-style-type: none"> <li>Presenting data</li> <li>Analyse feedback</li> <li>Disseminating information</li> </ul>	<p><b>Defining Expected Behaviour</b></p> <p><b>Defining school-wide expectations</b></p> <ul style="list-style-type: none"> <li>Socially, culturally, contextually appropriate and positively stated</li> <li>3-5 expectations</li> <li>1-3 words per expectation</li> <li>Developed/reviewed by all stakeholders</li> <li>All encompassing</li> <li>Supportive of academics</li> </ul> <p><b>Defining specific rules for all settings</b></p> <ul style="list-style-type: none"> <li>School expectations matrix</li> <li>Linked to school-wide expectations</li> <li>Linked to social culture of school</li> <li>Positive, age appropriate, action-based language</li> <li>Agreement by &gt; 80% of staff</li> <li>Visible for specific settings</li> </ul> <p><b>Defining specific behaviours</b></p> <ul style="list-style-type: none"> <li>Observable</li> <li>Measurable</li> <li>Positively stated</li> <li>Understandable</li> <li>Always applicable</li> </ul> <p><b>Procedures and routines for non-classroom aligned with school expectations matrix</b></p> <ul style="list-style-type: none"> <li>Teach/model</li> </ul>	<p><b>Teaching Expected Behaviour</b></p> <p>Teach behaviour skills like academics. Teach positive social culture.</p> <p><b>Lesson content</b></p> <ul style="list-style-type: none"> <li>Derive from the matrix</li> <li>Non-classroom procedures</li> <li>Classroom procedures</li> </ul> <p><b>Define/tell</b></p> <ul style="list-style-type: none"> <li>Matrix expectation</li> <li>Specific skill</li> <li>Context</li> </ul> <p><b>Teach/show</b></p> <ul style="list-style-type: none"> <li>Show and model</li> <li>Non-example/examples</li> <li>Check for understanding</li> </ul> <p><b>Practise</b></p> <ul style="list-style-type: none"> <li>Monitor</li> </ul> <p><b>Re-teach</b></p> <ul style="list-style-type: none"> <li>Booster lessons</li> </ul> <p><b>School-wide lesson schedule</b></p> <ul style="list-style-type: none"> <li>Scope and sequence</li> <li>Responsive to data</li> </ul> <p><b>Informal teaching and monitoring</b></p> <ul style="list-style-type: none"> <li>Pre-correct/remind</li> <li>Active supervision</li> <li>Provide feedback</li> <li>Re-teaching</li> </ul>	<p><b>NSW GOVERNMENT</b></p> <p><b>Positive Behaviour for Learning Tier 1 Universal Prevention Essential Features Framework</b></p> 
 <p>1-5% Tier 3 Intensive Individualised Interventions: Systems for students with high risk behaviour and/or learning needs</p> <p>10-15% Tier 2 Targeted Interventions: Small group systems for students at-risk behaviourally and academically</p> <p>80-90% Tier 1 Universal Prevention: School-wide and classroom systems for all students, staff and settings</p> <p>NSW Department of Education Adapted from Missouri University SWPBS</p>	<p><b>Responding to Inappropriate Behaviours Minor (Teacher Managed)</b></p> <p><b>Preventative strategies</b></p> <ul style="list-style-type: none"> <li>Active supervision</li> <li>Pre-correct</li> </ul> <p><b>Indirect instructional strategies</b></p> <ul style="list-style-type: none"> <li>Proximity control</li> <li>Signal, non-verbal cue</li> <li>Ignore/attend/praise</li> </ul> <p><b>Direct instructional strategies (order)</b></p> <ol style="list-style-type: none"> <li>Redirect</li> <li>Re-teach</li> <li>Provide choice</li> <li>Student conference</li> </ol> <p><b>Apply logical consequences</b></p> <ul style="list-style-type: none"> <li>Instructional</li> <li>Consistent</li> <li>Individually determined</li> <li>Restorative</li> <li>Promote motivation to learn</li> </ul>	<p><b>Responding to Inappropriate Behaviours Major (Executive Managed)</b></p> <p><b>Further support and consultation</b></p> <ul style="list-style-type: none"> <li>Parent/carer contact/consultation</li> <li>Tier 2/Tier 3 LST based intervention</li> <li>Multidisciplinary teams</li> <li>Interagency support</li> </ul> <p><b>Clear referral pathways</b></p> <ul style="list-style-type: none"> <li>Behaviour referral form, data decision rules</li> </ul> <p><b>A School-wide behaviour system has:</b></p> <ul style="list-style-type: none"> <li>Minor and major categories with defined behaviours</li> <li>Behaviour referral forms (BRFs)</li> <li>A behaviour consistency flowchart or continuum</li> </ul> <p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>Consistency</li> <li>Use least intrusive strategy</li> <li>Specific yet brief</li> <li>Quiet, respectful interaction with student</li> <li>Use a positive neutral tone</li> <li>Clear and explicit instructions</li> <li>Consider function of behaviour</li> </ul>	<p><b>Encouraging Expected Behaviour</b></p> <p>Positive reinforcement is a powerful tool for change</p> <p><b>Adult attention</b></p> <ul style="list-style-type: none"> <li>Non-contingent</li> <li>Contingent</li> <li>Building relationships</li> </ul> <p><b>Effective positive feedback</b></p> <ul style="list-style-type: none"> <li>Specifically describe the behaviour</li> <li>Provide a rationale</li> <li>Can include a positive and motivating consequence</li> <li>4 positives to 1 correction (minimum)</li> <li>Timing and frequency</li> <li>Contingent on demonstration</li> <li>Menu of reinforcers that fade over time</li> </ul> <p><b>Continuum of reinforcement</b></p> <ul style="list-style-type: none"> <li>Free and frequent – all staff, every day</li> <li>Intermittent – delivered semi-regularly</li> <li>Long and strong – Term/Semester/Year-long</li> </ul> <p><b>Data and Ongoing Monitoring</b></p> <p>"The use of data increases the likelihood of effective action steps taken in the problem-solving process"</p> <p><b>Data for decision making</b></p> <ul style="list-style-type: none"> <li>Frequently communicate data with staff</li> <li>Outcome data</li> </ul> <p><b>Decision making process</b></p> <ul style="list-style-type: none"> <li>Collect and chart data</li> <li>Analyse and prioritise</li> <li>SMART goals</li> <li>Select strategies</li> <li>Determine results indicators</li> <li>Evaluate action plan</li> </ul> <p><b>Data management systems</b></p> <ul style="list-style-type: none"> <li>Data collection-behaviour referrals</li> <li>Big 5 data-based decision-making model and referral solution plan</li> </ul> <p><b>Evaluation tools</b></p> <ul style="list-style-type: none"> <li>Self-Assessment Survey (SAS)</li> <li>Tiered Fidelity Inventory (TFI)</li> <li>Benchmark of Quality (BoQ)</li> <li>School-wide Evaluation Tool (SET)</li> <li>Triangle Data Tool</li> </ul> <p><b>Effective Teaching and Learning Practices</b></p> <p><b>Environmental Management</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Positive climate</li> <li>Positive relationships</li> </ul> <p><b>Classroom environment</b></p> <ul style="list-style-type: none"> <li>Organisation of space</li> </ul> <p><b>Behavioural Management</b></p> <p><b>Classroom expectations</b></p> <ul style="list-style-type: none"> <li>Purpose</li> <li>Translating school-wide expectations</li> <li>Using classroom data</li> </ul> <p><b>Classroom procedures and routines</b></p> <ul style="list-style-type: none"> <li>Clear and functional</li> </ul> <p><b>Encouraging expected behaviour</b></p> <ul style="list-style-type: none"> <li>Classroom continuum of acknowledgement</li> <li>Focus on feedback</li> <li>High rates of positive reinforcement</li> </ul> <p><b>Responding to inappropriate behaviour</b></p> <ul style="list-style-type: none"> <li>Staff managed minor errors taught like academic</li> </ul> <p><b>Instructional Management</b></p> <p><b>Active supervision</b></p> <ul style="list-style-type: none"> <li>Moving</li> <li>Scanning</li> <li>Interacting</li> </ul> <p><b>Opportunities to respond</b></p> <ul style="list-style-type: none"> <li>Tracking students</li> <li>Choral response</li> <li>Response cards</li> <li>Response devices</li> <li>Direct instruction</li> </ul> <p><b>Activity sequence and choice</b></p> <ul style="list-style-type: none"> <li>Varying intensity or degree of difficulty of tasks</li> <li>Materials</li> <li>Type of task</li> <li>Placement and with whom</li> </ul> <p><b>Task Difficulty</b></p> <ul style="list-style-type: none"> <li>Differentiation of the curriculum</li> <li>Reasonable adjustments</li> <li>Scaffolding learning</li> </ul>

# Menai Positive Behaviour for Learning (PBL)

## Core Values

Menai Public School places student wellbeing as the highest priority. Menai Public School teaches the values of Cooperate, Achieve, Respect, Encourage and Safe (C.A.R.E.S). These values underpin all aspects of our school motto 'Together We Learn and Grow'.

# C.A.R.E.S

<b>C</b> ooperate	We are all learners and work together to achieve our best.
<b>A</b> chieve	We strive towards personal improvement.
<b>R</b> espect	We are considerate of others. All people belong at MPS.
<b>E</b> ncourage	We support others' efforts and contributions.
<b>S</b> afe	We create safe and positive learning environments.

## Social and Emotional Wellbeing Programs

Various evidence-based programs are incorporated to assist with our students' social and emotional wellbeing such as Positive Behaviour for Learning (PBL), CARES Club, Lunch Bunch and Open Parachute. MPS wellbeing initiatives include Peer Support, Buddies, SWEEPS Program, Mentor Teachers and Lunchtime Clubs.

## Positive Behaviour for Learning

Positive Behaviour for Learning is a whole-school framework that promotes positive behaviour across the school and helps schools develop safe and supportive learning environments.

At Menai Public School, all students are explicitly taught the expected behaviours, and clear and consistent boundaries are established. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school.

## Menai PS School-wide Expectations

Our school is a Positive Behaviour for Learning (PBL) school. PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists our school to improve social, emotional, behavioural and academic outcomes for students.

Our school-wide expectations are clear, positively stated and easy for the whole school community to understand. The core values of the school are Cooperate, Achieve, Respect, Encourage and Safe (C.A.R.E.S). These values influence how students communicate, work together, make decisions and how they learn. These values underpin all aspects of this policy.

## Menai PS Reward System

Our whole school Reward system focuses on our school values (C.A.R.E.S). Students are responsible for keeping and trading in their awards at the office to achieve the next level of achievement.

- **Sports House Tokens** - Students are assigned a sports house upon enrolment: Giba, Badu or Bamul. During whole school carnivals and sporting events, participation is rewarded with a point system. Participation is worth one point, with placing in events given more points. These points are transferred into Sport House Tokens and displayed in the front office. At the end of the year, the Sports House with the most tokens is declared the winner, and a mufiti day occurs where students of all houses wear the colour of the winning house; Blue for Badu, Green for Bamul, and Red for Giba.
- **Mini Tokens** - Students receive a Mini token when they demonstrate a particular C.A.R.E.S value. There are five different tokens; one for each of the C.A.R.E.S values. These tokens are issued across all of the school environments by all members of staff, including staff on playground duty, School Administration Team and visiting teachers/casual staff. Students collect and store their Mini in their C.A.R.E.S pocket within their classroom. These tokens are given fast and frequently.
- **Mini Tub Draw** - Students collect and turn in their Minis to their classroom teacher in groups of 5. Trades are recorded by their classroom teacher. Minis must have a first name/initial and teacher signature to be traded. The traded Minis are collected in the class Mini Tub. At each fortnightly assembly, one mini token is drawn from each class Mini Tub. Successful students will receive a gift from PBL Prize Box.

- **Bronze Award** - When students trade 25 Minis in total, they will receive a Bronze Merit Certificate presented in the classroom.
- **Silver Award** - When students trade 50 Minis in total, they will receive a Silver Award at a Special Assembly (held at least twice a term).
- **Gold Award** - When students receive 100 Minis in total they will receive a Gold Award at a Special Assembly. Their names will also appear in the Menai Mag.
- **Principal Award** - When students receive 150 Minis or more in total they will receive a Principal's Award at a Special Assembly. Their names will appear in the Menai Mag and be rewarded personally by the principal.
- **Gold and Principal's Award morning tea** - Students who have received a Gold Award or higher are invited to a morning tea with the Principal during Term 4.
- **Term Attendance Recognition Award** - At the beginning of each term, students who have achieved 95% attendance the previous term (or 90% during Term 2 and 3) receive a Golden Mini and a Attendance Award certificate. The Attendance Award certificate has no Mini value.
- **Golden Mini** - This is a gold-coloured Mini token. It is worth 5 Mini Tokens. Golden Minis are given by members of the MPS Executive Team in recognition of exceptional achievement.
- **Mini C.A.R.E.S Award** - At Mini Assemblies, teachers nominate students to receive a Mini C.A.R.E.S award. This will be awarded to students who have displayed their C.A.R.E.S values. Students should receive at least one Mini C.A.R.E.S Award and/or a Special C.A.R.E.S Award across the year.
- **Special C.A.R.E.S Award** - At Special Assemblies, teachers nominate students to receive a Special C.A.R.E.S award. Each Special Assembly matches one of the C.A.R.E.S values, with the Special C.A.R.E.S Award linked to that value. The award is presented to two students from each class who consistently demonstrate the assigned Menai C.A.R.E.S value.
- **Attendance and Uniform Encouragement Awards** - Across each term, students' attendance and uniform is tracked using a monitoring booklet. For each five instances of a student presenting to school in full school uniform, they receive one Uniform encouragement ticket. The attendance tickets are earned for five days of attendance, including arriving on time. These tickets are collected and stored in lottery barrels in the front office. At each assembly, one ticket is drawn from each barrel and the recipients receive a canteen voucher worth \$2.

# Menai PS Student Management and Support Flowchart

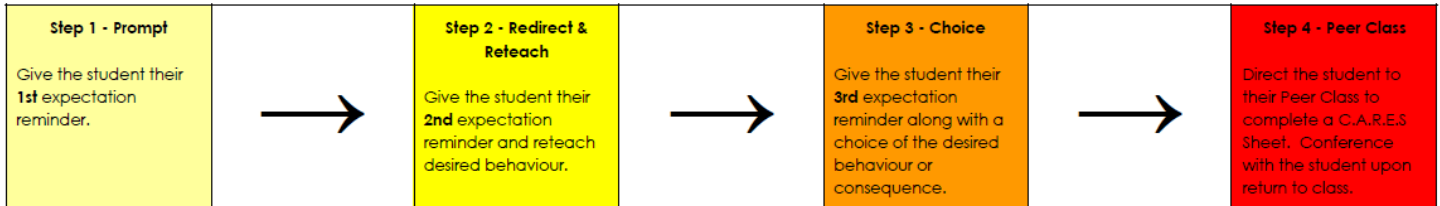


## Menai Public School Student Management and Support Flowchart

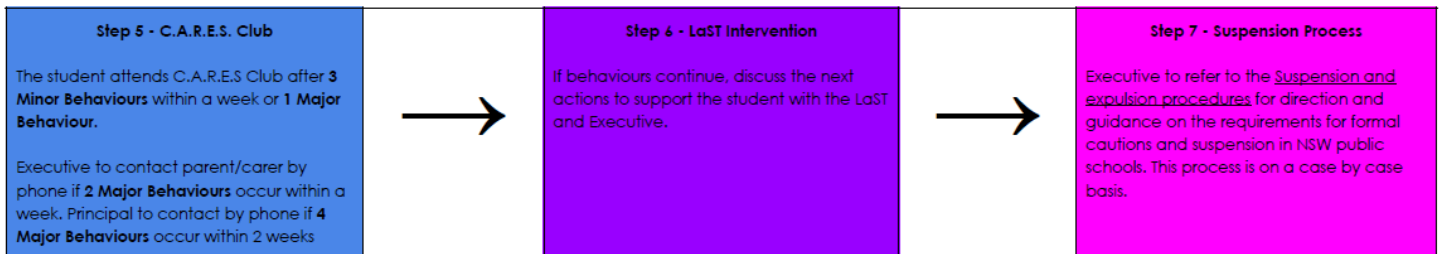


### Ready to learn: Student is demonstrating their C.A.R.E.S values

<i>Minor Behaviours - Teacher managed</i>		
<ul style="list-style-type: none"> <li>Defiance, disrespect or disruption to learning</li> <li>Swearing at school</li> <li>Inappropriate physical contact</li> </ul>	<ul style="list-style-type: none"> <li>Unsafe behaviour</li> <li>Property misuse</li> <li>Out of bounds</li> <li>Teasing and taunting</li> </ul>	<ul style="list-style-type: none"> <li>Refusal to take responsibility for self</li> <li>Inappropriate behaviours in toilets</li> </ul>



<i>Major Behaviours - Executive managed</i>		
<ul style="list-style-type: none"> <li>Refusal to follow teacher instructions</li> <li>Swearing towards another person</li> <li>Aggression directed at another person</li> <li>Deliberate property damage</li> </ul>	<ul style="list-style-type: none"> <li>Absconding</li> <li>Truancy</li> <li>Stealing another person's property</li> <li>Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Racism</li> <li>Misuse of technology</li> <li>Child protection issues</li> </ul>



<b>Additional considerations:</b> <ul style="list-style-type: none"> <li>Identify and engage support(s) for the student to return to normal routine</li> <li>Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans</li> <li>Is suspension required for additional planning time? If so, consult the principal</li> <li>Is a mandatory report required? If so, consult with the principal and MRG</li> </ul>
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# Menai PS Minor and Major Behaviours



## Minor and Major Behaviours 2024



Minor	Major
<ul style="list-style-type: none"><li>• Defiance, disrespect or disruption to learning (e.g. not following instructions, talking back, talking while others are speaking, calling out)</li><li>• Swearing at school (e.g. inappropriate language)</li><li>• Physical contact that is non-serious but inappropriate (e.g. shoving or slide tackling in soccer)</li><li>• Unsafe behaviour</li><li>• Property misuse</li><li>• Out of bounds at anytime</li><li>• Teasing and taunting</li><li>• Refusal to take responsibility for self</li><li>• Inappropriate behaviours in toilets (e.g. slamming doors, littering, looking under doors).</li></ul>	<ul style="list-style-type: none"><li>• 3 Minors within a 1 week period</li><li>• Refusal to follow teacher instructions (e.g. non compliance)</li><li>• Swearing towards another person</li><li>• Aggression directed at another person (e.g. hitting, kicking, punching, slapping)</li><li>• Deliberate property damage (e.g. buildings, sport equipment, technology, other students belongings)</li><li>• Absconding from supervising teachers (e.g. from classroom or outside learning activities)</li><li>• Truancy from school grounds</li><li>• Stealing of another person's property</li><li>• Bullying (e.g. harassment, repeated threats, exclusion, physical contact and verbal abuse including online platforms)</li><li>• Racism</li><li>• Misuse of technology (e.g. inappropriate websites, phones or videos and having mobile phones/smart watches in bags/pockets)</li><li>• Child protection issue (report to Exec immediately - Use MRG).</li></ul>



# Menai PS Student Management and Support Plan



## Menai Public School Student Management and Support Plan



<b>Ready to learn</b>	<p>The student will be:</p> <ul style="list-style-type: none"> <li>Demonstrating all C.A.R.E.S values</li> </ul>
<b>Minor Behaviours - Teacher managed</b>	
<b>Step 1: Prompt</b>	<p>The student will be:</p> <ul style="list-style-type: none"> <li>Failing to demonstrate a C.A.R.E.S value</li> </ul>
<b>Think About It</b>	<p>The supervising teacher will:</p> <ul style="list-style-type: none"> <li>Provide the student with their 1st verbal cue. For example: <i>"Name, you need to be a Cooperative Cockatoo."</i></li> </ul>
<b>Step 2: Redirect and Reteach</b>	<p>The student will be:</p> <ul style="list-style-type: none"> <li>Failing to demonstrate a C.A.R.E.S value after 1 verbal cue</li> </ul>
<b>Think About It</b>	<p>The supervising teacher will:</p> <ul style="list-style-type: none"> <li>Provide the student with their 2nd verbal cue and restate the expected behaviour. For example: <i>"Name, you need to be a Cooperative Cockatoo by following my instructions the first time."</i></li> <li>Provide an opportunity for the student to demonstrate the desired behaviour and provide immediate positive feedback</li> </ul>
<b>Step 3: Choice</b>	<p>The student will be:</p> <ul style="list-style-type: none"> <li>Failing to demonstrate a C.A.R.E.S value after 2 verbal cues</li> </ul>
<b>Make Better Choices</b>	<p>The supervising teacher will:</p> <ul style="list-style-type: none"> <li>Provide the student with their 3rd verbal cue by giving them a choice. Apply a logical consequence if the preferred behaviour is not demonstrated. For example: <i>"Name, you need to be a Cooperative Cookative and follow my instructions or you will be asked to move seats."</i></li> <li>Record the incident as a Minor Behaviour and set consequence as the incident outcome on School Bytes</li> </ul> <p><b>Consequences in the classroom may include:</b></p> <ul style="list-style-type: none"> <li>Change seating position</li> <li>Classroom service e.g. reorganising classroom resources</li> <li>Completing schoolwork with supervising teacher during a break</li> <li>Restorative discussion with supervising teacher during a break</li> </ul> <p><b>Consequences on the playground may include:</b></p> <ul style="list-style-type: none"> <li>Loss of playground privilege during a break</li> <li>Restorative discussion with supervising teacher on playground duty</li> </ul>
<b>Step 4: Conference</b>	<p>The student will be:</p> <ul style="list-style-type: none"> <li>Failing to demonstrate a C.A.R.E.S value after 3 verbal cues and a logical consequence</li> </ul>
<b>PeerClass</b>	<p>The supervising teacher will:</p> <ul style="list-style-type: none"> <li>Inform the student that they will be attending their Peer Class for reflection. For example:</li> </ul>

	<p style="text-align: center;"><i>"Name, you have chosen to continue with your behaviour so now you need to complete a Peer Class C.A.R.E.S Sheet."</i></p> <ul style="list-style-type: none"> <li>● Send the student to their Peer Class with the 'Peer Class C.A.R.E.S Sheet'</li> <li>● When the student returns to class, the supervising teacher needs to unpack their learning goal and reteach the desired behaviour</li> <li>● Record the incident as a Minor Behaviour and set 'Peer Class - C.A.R.E.S Sheet' as the incident outcome on School Bytes</li> <li>● Manually file the Peer Class C.A.R.E.S Sheet for personal data</li> </ul> <p><b>Consequences in the classroom will include:</b></p> <ul style="list-style-type: none"> <li>● Student must attend their Peer Class for 10 minutes and identify the C.A.R.E.S value that is not being met using the 'Peer Class C.A.R.E.S Sheet'</li> <li>● Student must conference with the supervising teacher upon return to class</li> </ul> <p><b>The Peer Class teacher will:</b></p> <ul style="list-style-type: none"> <li>● Direct the student where to sit and start the 10 minute sand timer</li> <li>● Monitor the student to ensure they are engaging in the reflection process</li> </ul>
<b>Major Behaviours - Executive managed</b>	
<p><b>Step 5:</b> C.A.R.E.S Club</p>	<p><b>How do students get here?</b></p> <ul style="list-style-type: none"> <li>● Persistent (3 or more) Minor Behaviours within 1 week</li> <li>● 1 Major Behaviour</li> </ul> <p><b>What do supervising teachers need to do prior to C.A.R.E.S Club?</b></p> <ul style="list-style-type: none"> <li>● Record all Minor and Major Behaviours on School Bytes</li> <li>● Assign C.A.R.E.S Club as an incident outcome on School Bytes for the next available session (Monday, Wednesday or Friday)</li> <li>● Inform the student that they will be required to attend C.A.R.E.S Club and explain why</li> </ul> <p><b>What is the student expected to do?</b></p> <ul style="list-style-type: none"> <li>● Report to C.A.R.E.S Club in the Library on the designated day</li> <li>● Complete a C.A.R.E.S Sheet independently, demonstrating that they are compliant and accept responsibility for their actions</li> <li>● Engage meaningfully with the Executive staff member and the restorative conference</li> </ul> <p><b>What are the consequences for the student?</b></p> <ul style="list-style-type: none"> <li>● The student will remain off the playground whilst they are engaging in the restorative conference</li> <li>● The student will be required to attend Quiet Play in the Library once they have completed their restorative conference</li> <li>● If the student does not engage meaningfully in the initial C.A.R.E.S Club, they will be off the playground for 1st Lunch the following day and must attend the next C.A.R.E.S Club session</li> </ul> <p><b>What do Executive staff members need to do?</b></p> <ul style="list-style-type: none"> <li>● Mark the roll for each C.A.R.E.S Club session and reschedule any student who is absent/unable to attend</li> <li>● Engage in a restorative conference with the student, explicitly highlighting the C.A.R.E.S value that has been broken and establishing strategies for the student to use in the future</li> <li>● Copy and attach the completed C.A.R.E.S Sheet to the incident recorded on School Bytes and mark as 'Resolved'</li> <li>● Place a copy of the completed C.A.R.E.S Sheet in an envelope and give to the classroom teacher to ensure the student takes it home for their parent/carer</li> </ul> <p><b>When are parents/carers contacted?</b></p> <ul style="list-style-type: none"> <li>● Executive to contact parents/carers by phone if 2 Majors occur within 1 week</li> <li>● Principal to contact parents/carers by phone if 4 Majors occur within 1 fortnight</li> </ul>

<p><b>Step 6:</b></p> <p><b>Learning and Support Team Intervention</b></p>	<p><b>What do the supervising teachers need to do?</b></p> <ul style="list-style-type: none"> <li>● Identify student with additional needs</li> <li>● Read relevant LST notes for the student on School Bytes and/or LST student file</li> <li>● Complete a Menai Public School General Adjustment sheet</li> <li>● Discuss identified recurring behaviour with your supervisor</li> <li>● Plan and implement reasonable adjustments for 3 weeks</li> <li>● Identify and provide evidence of strategies that have been implemented in class to the LaST</li> <li>● If required, develop a PLaSP / PLP with SMART Goals with parent consultation</li> </ul> <p><b>What do LaST and Executive staff members need to do?</b></p> <ul style="list-style-type: none"> <li>● If behaviours continue, discuss the next actions and support the classroom teacher to plan and implement. For example: <ul style="list-style-type: none"> <li>○ Referral to LST, School Counsellor, WHIN or Team Around the School (APLaS)</li> <li>○ Develop a Risk Management Plan with parent consultation</li> </ul> </li> </ul>
<p><b>Step 7:</b></p> <p><b>Suspension Process</b></p>	<p><b>How do students get here?</b></p> <ul style="list-style-type: none"> <li>● Refer to the <u>Suspension and expulsion procedures</u> for direction and guidance on the requirements for suspension in NSW public schools</li> <li>● This process is based on a case by case basis</li> </ul> <p><b>Formal caution to suspend:</b></p> <ul style="list-style-type: none"> <li>● <i>'There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required</i></li> <li>● <i>If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers</i></li> <li>● <i>There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school</i></li> </ul> <p><b>A formal caution to suspend must:</b></p> <ul style="list-style-type: none"> <li>● be in writing, via email or post, on school letterhead</li> <li>● be provided to the student and their parents or carers</li> <li>● outline the behaviour/s of concern</li> <li>● provide clear behavioural expectations for the student consistent with the <u>Behaviour code for students</u></li> <li>● clearly outline the timeframe/expiry date for the formal caution</li> <li>● highlight the importance of parents or carers in working with the school when managing student behaviour</li> <li>● provide parents or carers the opportunity to meet with appropriate school staff and a key contact</li> <li>● advise that the student and parent or carer has the right to a support person in any meeting with the school</li> <li>● outline the positive behaviour support and strategies in place as a result of the unacceptable behaviour</li> <li>● indicate if the caution applies to more than one educational setting</li> <li>● be documented on the department's in-house data system or approved third-party system'</li> </ul> <p><b>Suspension:</b></p> <ul style="list-style-type: none"> <li>● <i>'There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations</i></li> <li>● <i>The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students</i></li> <li>● <i>When assessing grounds for suspension, principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and</i></li> </ul>

circumstances

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion
- disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in [Legal Issues Bulletin 22 – Knives in schools](#)) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others'

**Resolving the suspension:**

- 'Principals must attempt to resolve the suspension and return the student to school on or before the concluding date of the suspension
- Wherever possible, a face-to-face meeting should be held to resolve the suspension and return the student to school. Other meeting formats may be appropriate in some situations. This must include the principal or their delegate, the student and a parent or carer. The principal, or their delegate, may invite other key personnel. The student and/or parents or carers may also invite a support person.
- The purpose of the meeting is to discuss the student's behaviour and plan supports and management strategies to enable the student's successful return to school
- A successful return to school will involve:
  - documenting outcomes from the meeting, with a copy provided to the student and parent or carer, to support the student's ongoing wellbeing and learning needs, including regular monitoring and mentoring, with clear goals and explicit strategies
  - where required, a risk assessment to minimise and manage the physical and psychological hazards that the student may pose to themselves, students, staff, or other persons'

**What is the student expected to do?**

- Report to the Principal
- Complete the suspension
- Attend a resolution meeting with their parent/carer
- Re-earn classroom privileges

**What are the consequences for the student?**

- Parent/carer to be notified and a meeting arranged to discuss the plan
- Alternate playground program may be implemented
- Participation in excursion,s caps and performances subject to risk assessment
- May not be able to represent the school in activities pending risk assessment

**What do Executive staff members need to do?**

- Principal to update School Bytes and behaviour database
- Principal to communicate outcomes of intervention to staff
- Application for Team Around the School intervention program behaviour plan / risk assessment

## Menai PS Bullying Response Flowchart

The following flowchart explains the actions Menai Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.





**Cooperative Cockatoo**



**Achieving Anteater**



**Respectful Ringtail Possum**



**Encouraging Emu**



**Safe Shark**





## C.A.R.E.S Matrix's








# MENAI C.A.R.E.S

	<u>CLASSROOM / LIBRARY</u>	<u>ASSEMBLY</u>	<u>PLAYGROUND Big Back</u>	<u>PLAYGROUND Cola</u>	<u>CANTEEN</u>	<u>OFFICE / STAFFROOM</u>	<u>TRANSITIONS</u>	<u>TOILETS</u>
 <b><u>WE COOPERATE</u></b>	<ul style="list-style-type: none"> <li>Share equipment</li> <li>Look after the classroom</li> <li>Take responsibility for our learning</li> </ul>	<ul style="list-style-type: none"> <li>Clap sensibly</li> <li>Sing the Anthem and school song to the best of your ability</li> </ul>	<ul style="list-style-type: none"> <li>Show you care by playing nicely</li> <li>Care for the environment</li> <li>Get along with and include others</li> </ul>	<ul style="list-style-type: none"> <li>Play by the rules</li> <li>Listen to teacher's instructions</li> <li>Play fair</li> </ul>	<ul style="list-style-type: none"> <li>Start at the back of the line</li> <li>Wait your turn</li> <li>Report bullying</li> </ul>	<ul style="list-style-type: none"> <li>Have a blue pass for sick bay</li> <li>Wait at the staffroom door for a teacher</li> </ul>	<ul style="list-style-type: none"> <li>Wait patiently for the teacher</li> <li>Be ready to participate and learn</li> </ul>	<ul style="list-style-type: none"> <li>Follow toilet procedures</li> <li>Keep walls free of graffiti</li> </ul>
 <b><u>WE ACHIEVE</u></b>	<ul style="list-style-type: none"> <li>Try your best</li> <li>Engage your brain</li> <li>Participate in all lessons</li> <li>Do your homework</li> </ul>	<ul style="list-style-type: none"> <li>Offer sensible answers during teachers address</li> <li>Listen to all items and announcements</li> </ul>	<ul style="list-style-type: none"> <li>Learn the rules of the game</li> <li>Be a problem solver</li> <li>Show you care for others</li> </ul>	<ul style="list-style-type: none"> <li>Listen politely</li> <li>Sit in lines after the bell</li> <li>Congratulate others</li> </ul>	<ul style="list-style-type: none"> <li>Make healthy choices</li> <li>Make your purchase decision in the line</li> <li>Have your money read</li> </ul>	<ul style="list-style-type: none"> <li>Put all money in the silver box</li> <li>Return all icepacks</li> <li>Speak sensibly</li> </ul>	<ul style="list-style-type: none"> <li>We go to the right class</li> <li>We have the right book</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands after using the toilet</li> <li>Use the toilet appropriately</li> </ul>
 <b><u>WE ARE RESPECTFUL</u></b>	<ul style="list-style-type: none"> <li>Listen to the teacher</li> <li>Take turns to speak</li> <li>Care for your property</li> <li>Speak properly</li> <li>Use manners</li> <li>Put your hand up</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the speaker</li> <li>Sit quietly</li> <li>Enter and leave in a calm manner</li> <li>Be patient</li> <li>Be courteous</li> </ul>	<ul style="list-style-type: none"> <li>Care for the environment</li> <li>Speak nicely to your friends and peers</li> <li>Play in a right area</li> <li>Put your rubbish in the bin</li> <li>Report any damage to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Listen to your teachers instructions</li> <li>Put rubbish in the bin</li> <li>Eat your own lunch</li> </ul>	<ul style="list-style-type: none"> <li>Use manners</li> <li>Take turns</li> <li>Use your own money to buy food</li> </ul>	<ul style="list-style-type: none"> <li>Use manners</li> <li>Wait your turn</li> <li>Walk around the office when entering and exiting the school</li> <li>Knock on the office and staffroom door before entering</li> </ul>	<ul style="list-style-type: none"> <li>Walk sensibly and quietly</li> <li>Leave bags outside room</li> </ul>	<ul style="list-style-type: none"> <li>Respect others privacy</li> <li>Turn the tap off when finished</li> <li><b>Food remains outside</b></li> </ul>
 <b><u>WE ENCOURAGE</u></b>	<ul style="list-style-type: none"> <li>Be a problem solver</li> <li>Let others learn</li> </ul>	<ul style="list-style-type: none"> <li>Clap sensibly</li> <li>Give your peers a chance</li> </ul>	<ul style="list-style-type: none"> <li>Include others</li> <li>Accept others difference and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Play safe games</li> <li>Be friendly and kind</li> <li>Include others</li> </ul>	<ul style="list-style-type: none"> <li>Be honest with money</li> <li>Help juniors</li> </ul>	<ul style="list-style-type: none"> <li>Ignore inappropriate behaviour</li> <li>Be honest with money, notes and injuries</li> </ul>	<ul style="list-style-type: none"> <li>Stay in 2 lines</li> <li>Consider other classes</li> </ul>	<ul style="list-style-type: none"> <li>Leave the toilet clean for the next person</li> </ul>
 <b><u>WE ARE SAFE</u></b>	<ul style="list-style-type: none"> <li>Walk</li> <li>Keep your hands and feet to yourself</li> <li>Sit sensibly on your chair – 4 on the floor</li> <li>Hang your bag on the hook</li> </ul>	<ul style="list-style-type: none"> <li>Move in quietly</li> <li>Sit in your line</li> <li>Keep your hands and feet to yourself</li> <li>Leave rocks and sticks on the ground</li> </ul>	<ul style="list-style-type: none"> <li>Stay in bounds</li> <li>Keep away from the mulch</li> <li>Be fair in games</li> <li>Use equipment properly</li> <li>Trees are for birds</li> <li>Sticks and rocks stay on the ground</li> </ul>	<ul style="list-style-type: none"> <li>Walk safely on the concrete</li> <li>Use the stairs to move from one place to another, not for jumping</li> <li>Play with the right equipment at the right</li> </ul>	<ul style="list-style-type: none"> <li>Keep your hands and feet to yourself</li> <li>Line up in the right place and stand quietly</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Push on the office door using the handles</li> <li>Keep your bags on your back</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Walk safely</li> <li>Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment properly</li> <li>Report any damage</li> <li>Move away from the toilets block after use</li> <li>Use doors properly</li> </ul>



# MENAI C.A.R.E.S






All students at Menai Public School show they CARE by:

	<u>Classroom / Library</u>	
	<u>We Cooperate</u>	<ul style="list-style-type: none"> <li>• Making good choices</li> <li>• Looking after the classroom</li> <li>• Taking responsibility for learning</li> </ul>
	<u>We Achieve</u>	<ul style="list-style-type: none"> <li>• Being a responsible learner</li> <li>• Participating in all lessons</li> <li>• Completing homework</li> </ul>
	<u>We Are Respectful</u>	<ul style="list-style-type: none"> <li>• Listening to and following teacher's instructions</li> <li>• Caring for our property</li> <li>• Speaking properly and using manners</li> <li>• Putting hands up</li> </ul>
	<u>We Encourage</u>	<ul style="list-style-type: none"> <li>• Letting ourselves and other learn</li> <li>• Being a problem solver</li> <li>• Taking turns to speak</li> </ul>
	<u>We Are Safe</u>	<ul style="list-style-type: none"> <li>• Looking after ourselves and school property</li> <li>• Keeping hands and feet to ourselves</li> <li>• Sitting sensibly</li> <li>• Hanging bags on hooks</li> </ul>



# MENAI C.A.R.E.S






All students at Menai Public School show they CARE by:

	<u>Assembly</u>	
	<u>We Cooperate</u>	<ul style="list-style-type: none"> <li>• Clap sensibly</li> <li>• Sing the National Anthem and school song the best of your ability</li> </ul>
	<u>We Achieve</u>	<ul style="list-style-type: none"> <li>• Offer sensible answers during teachers address</li> <li>• Listen to all items and announcements</li> </ul>
	<u>We Are Respectful</u>	<ul style="list-style-type: none"> <li>• Listen to the speaker</li> <li>• Sit quietly</li> <li>• Enter and leave in a calm manner</li> <li>• Be patient</li> <li>• Be courteous</li> </ul>
	<u>We Encourage</u>	<ul style="list-style-type: none"> <li>• Clap sensibly</li> <li>• Give your peers a chance</li> </ul>
	<u>We Are Safe</u>	<ul style="list-style-type: none"> <li>• Move in quietly</li> <li>• Sit in your line</li> <li>• Keep your hands and feet to yourself</li> <li>• Leave rocks and sticks on the ground</li> </ul>



# MENAI C.A.R.E.S





All students at Menai Public School show they CARE by:

	<u>Playground – Big Back Oval</u>	
	<u>We Cooperate</u>	<ul style="list-style-type: none"> <li>• Show kindness by playing fairly</li> <li>• Care for the environment</li> <li>• Get along with everyone in games</li> <li>• Include others</li> </ul>
	<u>We Achieve</u>	<ul style="list-style-type: none"> <li>• Learn and follow the rules of the game</li> <li>• Be a problem solver</li> <li>• Take a break if needed</li> <li>• Show you care for others</li> </ul>
	<u>We Are Respectful</u>	<ul style="list-style-type: none"> <li>• Care for the environment</li> <li>• Speak nicely to your friends and peers</li> <li>• Play in the right area</li> <li>• Speak properly to each other</li> <li>• Put your rubbish in the bin</li> <li>• Report any damage to the teacher</li> </ul>
	<u>We Encourage</u>	<ul style="list-style-type: none"> <li>• Include others in games</li> <li>• Accept others differences and opinions</li> <li>• Cheer on your friends</li> </ul>
	<u>We Are Safe</u>	<ul style="list-style-type: none"> <li>• Stay in bounds</li> <li>• Keep away from the mulch/bush area</li> <li>• Keep your hands and feet to yourself</li> <li>• Use equipment properly and return</li> <li>• Trees are for birds</li> <li>• Sticks and rocks stay on the ground</li> </ul>



# MENAI C.A.R.E.S






All students at Menai Public School show they CARE by:

	<u>Playground – Cola</u>	
	<u>We Cooperate</u>	<ul style="list-style-type: none"><li>• Play by the rules</li><li>• Listen to teacher's instructions</li><li>• Play fair</li></ul>
	<u>We Achieve</u>	<ul style="list-style-type: none"><li>• Listen politely</li><li>• Sit in lines after the bell</li><li>• Congratulate others</li></ul>
	<u>We Are Respectful</u>	<ul style="list-style-type: none"><li>• Listen to your teachers instructions</li><li>• Put rubbish in the bin</li><li>• Eat your own lunch</li></ul>
	<u>We Encourage</u>	<ul style="list-style-type: none"><li>• Play safe games</li><li>• Be friendly and kind</li><li>• Include others</li></ul>
	<u>We Are Safe</u>	<ul style="list-style-type: none"><li>• Walk safely on the concrete</li><li>• Use the stairs to go from one place to another</li><li>• Play with the right equipment at the right time</li></ul>



# MENAI C.A.R.E.S






All students at Menai Public School show they CARE by:

	<u>Canteen</u>	
	<u>We Cooperate</u>	<ul style="list-style-type: none"> <li>• Start at the back of the line</li> <li>• Wait your turn</li> <li>• Report bullying</li> </ul>
	<u>We Achieve</u>	<ul style="list-style-type: none"> <li>• Make healthy choices</li> <li>• Make your purchase decisions in the line</li> <li>• Have your money ready</li> </ul>
	<u>We Are Respectful</u>	<ul style="list-style-type: none"> <li>• Use manners</li> <li>• Take turns</li> <li>• Use your own money to buy food</li> </ul>
	<u>We Encourage</u>	<ul style="list-style-type: none"> <li>• Be honest with money</li> <li>• Help juniors</li> </ul>
	<u>We Are Safe</u>	<ul style="list-style-type: none"> <li>• Keep your hands and feet to yourself</li> <li>• Line up in the right place and stand quietly</li> <li>• Walk</li> </ul>



# MENAI C.A.R.E.S






All students at Menai Public School show they CARE by:

	<u>Office and staff room</u>	
	<u>We Cooperate</u>	<ul style="list-style-type: none"> <li>• Have a blue pass for sick bay</li> <li>• Knock politely and wait at the staffroom door for a teacher</li> </ul>
	<u>We Achieve</u>	<ul style="list-style-type: none"> <li>• Put all money in the silver box</li> <li>• Return all <u>icepacks</u></li> <li>• Speak sensibly and appropriately</li> </ul>
	<u>We Are Respectful</u>	<ul style="list-style-type: none"> <li>• Use manners</li> <li>• Wait your turn</li> <li>• Walk around the office when entering and exiting the school</li> <li>• Knock on the office and staffroom door before entering</li> </ul>
	<u>We Encourage</u>	<ul style="list-style-type: none"> <li>• Ignore inappropriate behaviour</li> <li>• Be honest with money, notes and injuries</li> </ul>
	<u>We Are Safe</u>	<ul style="list-style-type: none"> <li>• Push on the office door using the handles</li> <li>• Keep your bags on your back</li> <li>• Walk</li> </ul>



# MENAI C.A.R.E.S

All students at Menai Public School show they CARE by:






	<u>Transitions</u>	
	<u>We Cooperate</u>	<ul style="list-style-type: none"><li>• Wait patiently for the teacher</li><li>• Be ready to participate and learn</li></ul>
	<u>We Achieve</u>	<ul style="list-style-type: none"><li>• We go to the right class</li><li>• We have the right book</li></ul>
	<u>We Are Respectful</u>	<ul style="list-style-type: none"><li>• Walk sensibly and quietly</li><li>• Leave bags outside room</li></ul>
	<u>We Encourage</u>	<ul style="list-style-type: none"><li>• Stay in 2 lines</li><li>• Consider other classes</li></ul>
	<u>We Are Safe</u>	<ul style="list-style-type: none"><li>• Walk safely</li><li>• Keep your hands and feet to yourself</li></ul>





# MENAI C.A.R.E.S






All students at Menai Public School show they CARE by:

	Toilets	
	<u>We Cooperate</u>	<ul style="list-style-type: none"><li>• Follow toilet procedures</li><li>• Keep walls free of graffiti</li></ul>
	<u>We Achieve</u>	<ul style="list-style-type: none"><li>• Wash your hands with soap after using the toilet</li><li>• Use the toilet appropriately</li></ul>
	<u>We Are Respectful</u>	<ul style="list-style-type: none"><li>• Respect others privacy</li><li>• Turn the tap off when finished</li><li>• Food remains outside</li></ul>
	<u>We Encourage</u>	<ul style="list-style-type: none"><li>• Leave the toilet clean and tidy for the next person</li></ul>
	<u>We Are Safe</u>	<ul style="list-style-type: none"><li>• Use equipment properly</li><li>• Report any damage</li><li>• Move away from the toilets block after use</li><li>• Use doors properly</li></ul>



# Menai C.A.R.E.S.

## POSITIVE REWARD SYSTEM

 <p>Menai C.A.R.E.S! <b>I am achieving</b></p> 	<p>Students will receive a Mini token when they are able to demonstrate a C.A.R.E.S value. These will be issued across all of the school environments. Students will place their Mini in their C.A.R.E.S pocket within their classroom.</p>	
	<p>When students receive 5 Minis they will trade them in to the classroom teacher to be recorded. Minis must have a first name/initial and teacher signature to be traded.</p> <p>Students will then place their traded Mini's into the <b>class mini tub</b> for the draw at assembly. Successful students will receive a gift from PBL Prize Box.</p>	
<p>25 Minis = <u>Bronze Award</u></p>		<p>When students receive 25 Minis in total they will receive a Bronze Merit Certificate presented in the classroom.</p>
<p>50 Minis = <u>Silver Award</u></p>		<p>When students receive 50 Minis in total they will receive a Silver Award at a Special Assembly.</p>

100 Minis = Gold Award



When students receive 100 Minis in total they will receive a Gold Award at a Special Assembly. Their names will appear in the Menai Mag.

150 Minis = Principals Award



When students receive 150 Minis or more in total they will receive a Principals Award at a Special Assembly. Their names will appear in the Menai Mag and be rewarded personally by the Principal.



At Special Assemblies, students will be nominated to receive a Special C.A.R.E.S award. This will be awarded to students who consistently demonstrate the Menai C.A.R.E.S values.



At Mini Assemblies, students will be nominated to receive a Mini C.A.R.E.S award. This will be awarded to students who have displayed their C.A.R.E.S values.



Cooperative  
Cockatoo



Achieving  
Anteater



Respectful  
Ringtail Possum



Encouraging  
Emu



Safe  
Shark

# Menai PS C.A.R.E.S Minis

Menai C.A.R.E.S!



**I am cooperative**



Menai C.A.R.E.S!



**I am achieving**




Menai C.A.R.E.S!




**I AM Respectful**



Menai C.A.R.E.S!



**I am encouraging**



Menai Cares!



**I AM SAFE**





# Menai C.A.R.E.S. Teachers Award

Presented to:

Class:

For demonstrating the following school values:



Cooperate



Achieve



Respect



Encourage



Safe

Teachers Comments

Signature

Date

/ /

Special C.A.R.E.S Award - Cooperate



# MENAI C.A.R.E.S. VALUES AWARD



**PRESENTED TO**

**CLASS**

**TEACHERS COMMENTS**

**SIGNATURE**

**DATE** / /

**COOPERATION**

Special C.A.R.E.S Award - Achieve



# MENAI C.A.R.E.S. VALUES AWARD



**PRESENTED TO**

**CLASS**

**TEACHERS COMMENTS**

**SIGNATURE**

**DATE / /**

**ACHIEVE**

# Special C.A.R.E.S Award - Respect



## MENAI C.A.R.E.S. VALUES AWARD



**PRESENTED TO**

**CLASS**

**TEACHERS COMMENTS**

**SIGNATURE**

**DATE** / /

**RESPECT**



Special C.A.R.E.S Award - Encourage



# MENAI C.A.R.E.S. VALUES AWARD



**PRESENTED TO**

**CLASS**

**TEACHERS COMMENTS**

**SIGNATURE**

**DATE** / /

**ENCOURAGE**

Special C.A.R.E.S Award - Safe



# MENAI C.A.R.E.S. VALUES AWARD



**PRESENTED TO**

**CLASS**

**TEACHERS COMMENTS**

**SIGNATURE**

**DATE** / /

**SAFE**

# Award Tracking – School Bytes

Create wellbeing record



## Step 1: Student wellbeing

Student \*

Year group \*

Category \*

Type \*

Date \*

Notifications

Location

Other location

Link to incident

Documents

Browse ...

Uploaded documents

No documents uploaded

Note

Use editor

Close

Prev

Next



# Peer Class C.A.R.E.S Sheet

## K-6 'Peer Class' C.A.R.E.S Sheet

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

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

1) What C.A.R.E.S Value are you not following?

Cooperate	Achieve	Respect	Encourage	Safe
				

2) Write or draw how you can follow the C.A.R.E.S Value.

**Supervising Teacher Comment:**

*I have completed a restorative conference with the student.*

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

# K-2 C.A.R.E.S Sheet



**Menai Public School**

Together We Learn and Grow

## C.A.R.E.S Club – Reflection Sheet

C.A.R.E.S. value broken:

Cooperate	Achieve	Respect	Encourage	Safe
				

My learning goal is:

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Before you act, THINK about your choices and 'check in' with how you are feeling. You always have a CHOICE and can get help at school.

How were you feeling at the time? \_\_\_\_\_



To be used with The Zones of Regulation™ curriculum  
Reproducible E

## The ZONES of Regulation™

							
							
<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>				
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control				

Student name: \_\_\_\_\_ Completed with: \_\_\_\_\_ Date: \_\_\_\_\_

# 3-6 C.A.R.E.S Sheet



## Menai Public School

Together We Learn and Grow

### C.A.R.E.S Club - Reflection Sheet

Today I received a reflection sheet for not following the C.A.R.E.S values.

Why were you asked to do some reflecting? What happened?

During this time, I was not...



Co operative - Achieving - Respectful -  
Encourage - Safe

Who did my actions affect?

- Myself
- Classmates
- The teacher
- Other: \_\_\_\_\_

What were you wanting to achieve?

How were you feeling at the time of the incident?

- |                                  |                              |
|----------------------------------|------------------------------|
| <input type="radio"/> Frustrated | <input type="radio"/> Happy  |
| <input type="radio"/> Sad        | <input type="radio"/> Scared |
| <input type="radio"/> Annoyed    | <input type="radio"/> Calm   |
| <input type="radio"/> Angry      | <input type="radio"/> Silly  |

To prevent this from happening again, I will...

Name: \_\_\_\_\_ Completed with: \_\_\_\_\_ Date: \_\_\_\_\_

# Behaviour Tracking – School Bytes

Create incident



## Step 1: Incident details

Incident

Minor Behaviour

Created by \*

[Redacted Name]

Date of incident \*

01/01/2024

Time details  Use periods

[Empty field]

Location

[Empty field]

Back

Notifications

Additional recipients

Documents

[Empty field]

Uploaded documents

No documents uploaded

Incident description \*

[Empty text area]

Incident is confidential

