

**ST JOSEPH'S**

**Catholic Primary School**



**POSITIVE BEHAVIOUR FOR  
LEARNING**

**A WHOLE SCHOOL APPROACH TO BEHAVIOUR SUPPORT**



# ST JOSEPH'S

## POSITIVE BEHAVIOUR FOR LEARNING FRAMEWORK

### **1. School Mission Statement**

At St Joseph's School we will bring our vision alive by working together as a welcoming community which reflects Franciscan values and traditions.

We celebrate and value the gifts and talents of all students, parents and staff.

We strive to provide an inclusive and rich learning environment which gives opportunities and experiences to all students.

We believe that God has given us the responsibility of stewardship through respect and care of Creation.

We dare to live with love, joy and humility.

As a Christ centred learning community, inspired by the Franciscan values of humility, respect and care, St Joseph's strives for equity and excellence in education.

### **Behaviour Policy Vision Statement**

At St Joseph's School, all members of the school community will actively promote and encourage caring interaction through staying safe, taking responsibility, actively learning, and respecting self and others to build a Christian atmosphere where Gospel values are upheld. This is supported by personal development education, personal safety, resilience and anti-bullying measures.

#### **Stay Safe**

- Each person has the right to be safe at all times
- Each person has a responsibility to maintain safe behaviours throughout the school environment

#### **Take Responsibility**

- Each person has the right to be accepted and to belong and has a responsibility to accept others and help them to belong
- Each person will accept responsibility for their own behaviour
- Each person will be responsible for their own belongings and environment
- Each person will work to promote a sense of compassion in all relationships that develop within the community



### **Actively Learning**

- Each person has the right to learn
- Each person will work to the best of their ability and position to enable their own and the success of others
- The teaching staff will promote and encourage student learning and behaviour outcomes

### **Respect Self and Others**

- Each person will recognise others' need for privacy of property, person and information
- Each person has the right to be respected and treated with dignity
- Each person will be addressed by their correct name
- Each person will use words and actions that promote and display good manners

The Student Behaviour Support Policy focusses on enhancing a positive school ethos and promoting effective learning by establishing:

- Clearly stated expectations of what constitutes acceptable behaviour
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour
- Processes, rules and sanctions to deal with unacceptable behaviour and a way to monitor the needs of students who seek attention through negative behaviour.

The policy began its development in 2013 and continued through 2014 and 2015, by a team of teachers, STIE, GC, APRE and Principal. A review of school data relating to behaviour incidents informed the process. Data gathering will continue to influence the procedures and policies with annual updates.

## **2. Profile of school**

St Joseph's is a co-educational Catholic primary school in Bardon, in Brisbane's western suburbs. The school has three classes in each year level from Prep to Year 4 and single classes in Year 5 and 6 with a total enrolment of approximately 395 students. St Joseph's School is part of the Jubilee Catholic Parish which comprises 3 other catholic primary schools.

Our dedicated staff includes: 26 teaching staff (including music, LOTE and PE specialist teachers, support teachers, and members of the leadership team); 11 school officers; 2 cleaners, grounds person; tuckshop convenor and Guidance Counsellor.

St Joseph's Bardon is situated in a catchment area where the majority of our students come from high socio-economic, English speaking families. Although the majority have been born in Australia, many have had the opportunity to travel or live overseas and bring with them a wide range of experiences and talents to our school.



Our students are fortunate to have families and a community that nurtures and values the importance of developing the skills to become lifelong learners. They are co-operative and enthusiastic learners with many demonstrating excellence in academic pursuits, sport and the arts.

Extracurricular activities are prevalent among the student body with many private music and tennis lessons. The majority of our students continue their secondary education at local private schools with most boys and some girls leaving St Joseph's at the end of Year Four

### **3. Consultation and data review**

St Joseph's School developed this plan in consultation with our school community. The revised policy was presented to staff, parents and students. Consultation occurred through staff meetings, meetings with our school board and combined schools board, and Brisbane Catholic Education, and distribution of the draft plan for comment and review. A review of school data relating to behaviour incidents also informed the plan. The plan was endorsed by the Principal, the school board, and the Area Supervisor, and will be reviewed at least every 5 years.

### **4. Beliefs about learning and behaviour**

Student behaviour support is a priority for all teachers. Effective Learning and Teaching is supported by a safe, positive and productive learning environment, based on the principles of consistency, fairness, and engagement. This starts in the classroom, with each individual student. At St Joseph's School, we believe that there are five conditions for quality learning outcomes:

- 1) There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.
- 2) Students should actively engage in the work provided for them by their teachers. Students should seek to understand how learning material would benefit them. That is not to say that it must always be of immediate practical use, but may be of some future aesthetic, intellectual, artistic, or social use.
- 3) Students are always asked to do the best they can. The teacher's role is to facilitate this behaviour.
- 4) Students are asked to evaluate their own work and to improve it. It is our belief that all students can be taught to be self-regulated, self-directed learners.
- 5) Quality work should feel good. Recognition and encouragement should be given to those students who have done their best.



## Code of Conduct/Whole School Expectations

As a school community, we follow these four STAR Rules

*Stay Safe*

*Take Responsibility*

*Actively Learn*

*Respect Self and Others*

We do this by:

- Using the St Joseph's School Rules Matrix which articulates examples of the expected behaviours applied to each school rule in various settings across the school environment
- Using our STAR jingle as a prompt for remembering and using our school rules (Jingle words)
- Explicitly teaching expected behaviours using consistent approach across the school- e.g. Behaviour Matrix Lesson Plan
- Using the 10 Essential Skills of Classroom Management training to develop positive responses to behaviour

## **5. Roles, Rights and Responsibilities of School Community Members**

At St Joseph's School we expect that

<p><b>Students will</b></p>	<ul style="list-style-type: none"> <li>• <b>Participate actively in learning</b></li> <li>• <b>Take responsibility for their own behaviour and learning</b></li> <li>• <b>Demonstrate respect for themselves and others</b></li> <li>• <b>Behave in a manner that respects the rights of others, including the right to learn</b></li> <li>• <b>Co-operate with teachers and other adults</b></li> </ul>
<p><b>Parents/Caregivers will</b></p>	<ul style="list-style-type: none"> <li>• Show an active interest in their child's schooling and progress</li> <li>• Cooperate with the school to achieve the best outcomes for their child</li> <li>• Support school staff in maintaining a safe and respectful learning environment for all students</li> <li>• Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing, and behaviour</li> <li>• Contribute positively to behaviour support plans that concern their child.</li> </ul>



<b>Staff will</b>	<ul style="list-style-type: none"> <li>• Provide safe and supportive learning environments</li> <li>• Provide inclusive and engaging curriculum and teaching</li> <li>• Initiate and maintain constructive communication and relationships with students and parents/carers</li> <li>• Positively reinforce the whole school behaviour expectations with students</li> </ul>
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## **6. Whole school behaviour support (proactive/preventative strategies)**

At St Joseph's School, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur. Our focus is on proactive and preventative whole of school approaches.

### **a. Establishing Behaviour Expectations**

At St Joseph's Catholic School there are several ways in which our staff establishes the behaviour expectations of our students, including the following:

- Explicit teaching and consistent follow-up of STAR school rules using the behaviour matrix
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Displaying photos of positive behaviours
- Displaying the school and classroom rules clearly
- Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like)
- Applying appropriate consequences for not meeting behaviour expectations
- Explaining why a behaviour is expected or a consequence is necessary
- Being flexible to allow for unforeseen circumstances or children with needs
- Maintaining effective communication and sharing a common language about behaviour in our school community
- Transitioning students to a new year level and new teachers at the end of the school year for the following year.

In doing this we are empowering students to take responsibility for their actions

### **b. Positive School Culture**

Every week, our school community gathers together for school assembly. During these times, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, rule and anti-bullying reminders and by raising awareness of



current school events. We use our STAR rules jingle and actions to reinforce our STAR behaviour rules. Each fortnight an aspect of our matrix is introduced to the whole school to be explicitly taught during the following week.

The “You Can Do It – Program Achieve” Social Emotional Program supports the creation of a positive whole school culture through the development of the five foundation keys- confidence, persistence, organisation, getting along and resilience.

The “Daniel Morcombe Child Safety Curriculum” supports the creation of a positive whole school culture through teaching the Child Safety message of the curriculum which has been endorsed by BCE for use in all schools and supports the Personal and Social Capability aspect of the Australian Curriculum.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including

- Praise/encouragement (verbal/non-verbal/written)
- Class level reward systems
- Individual/group goal-setting
- Public display of work (classroom, library, office foyer)
- Whole class rewards
- Class responsibilities (messenger, teacher’s helper, library monitor, tuckshop)
- Phone calls, emails, or communication to parents
- Sharing work with others (Principal, APRE, other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Acknowledgement of student achievements, involvement in extra-curricular activities at assembly
- STAR of the Week- award recipients published in our weekly St Joseph’s Newsletter

### c. Rewards

We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school. The following Table of Awards outlines the awards available for teachers and other staff to use when acknowledging the achievements of students in our school.

STAR Awards	
At St Joseph’s, we believe that every child is worthy of receiving a STAR of the Week Award to celebrate and acknowledge significant positive learning dispositions, behavioural, personal, or social	<ul style="list-style-type: none"> <li>• Acknowledge achievements made by students in a public forum.</li> <li>• Could be for displaying positive learning dispositions, behaviour, or</li> </ul>



<p>achievements. Each week at assembly, teachers and specialist teachers have the opportunity to give a student from their class/es a St Joseph's STAR Award.</p>	<p>personal or social development areas, as per our STAR rules.</p> <ul style="list-style-type: none"> <li>• Award a Student of the Week award to one child from every class and specialist areas each week on assembly.</li> </ul>
<p><b>Special Awards</b></p>	
<p>For exceptional or outstanding achievement in a school cultural activity. This could include camps, choir, excursions, sporting achievements or special event participation. Any teacher or specialist teacher or staff member can acknowledge a student/staff member for a STAR award or other special award.</p>	<ul style="list-style-type: none"> <li>• Whole group acknowledgement of participation in a school activity or competition.</li> <li>• To be completed by the teacher in charge of the group</li> <li>• The teacher responsible for the group activity or competition can distribute the Special Awards.</li> </ul>

## **7. Targeted Behaviour Support**

Targeted strategies are implemented for students who are at risk, and may include intervention programs involving support and specialist staff. Communication between parents/caregivers and staff will take place before, during, and after additional supports are implemented. Some of these interventions may include the following:

- Rocket room- Withdrawal from playground/classroom for major or repeated inappropriate behaviour. Discussion about behaviour. Reflection worksheet to reflect on behaviour and make plan for future.
- Resilience and Social Emotional program - "You Can Do It- Program Achieve" and other support resources.
- Student Protection- "Daniel Morcombe Child Safety Curriculum"
- Social Skills programs- Friendship groups (Guidance Counsellor)
- Adjustments to Curriculum
- Social/Personal Capabilities (Australian Curriculum)
- Year 6 Peer Mediator program

## **8. Individual Behaviour Support**

Strategies to support individual students may require specialised services and alternative pathways of care. Individual supports may include

- Curriculum Access Plans (CAP)
- Individual Education Plans (IEP)
- Individual behaviour plan based on Functional Behaviour Assessment





- Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor)
- Education Adjustment Plans (EAP)

We welcome the involvement of other professional personnel who have a vested interest in the student's welfare.

Note: Teachers and administration staff are not psychologists/psychiatrists and therefore, we may at times request that professional personnel be engaged to assist the school.

## **9. Consequences for inappropriate student behaviour**

<b>BEHAVIOUR MAY INCLUDE</b>	<b>POSSIBLE CONSEQUENCE</b>	<b>MANAGED BY</b>
<p><b>Minor incidents of inappropriate behaviours may include;</b></p> <ul style="list-style-type: none"> <li>- Ignoring instructions and directions</li> <li>- Disrespectful behaviour</li> <li>- Lateness to class</li> <li>- Littering</li> <li>- Swearing defiance</li> <li>- Uniform/hat/jewellery transgressions</li> <li>- Dangerous behaviour</li> <li>- Playing in inappropriate areas</li> <li>- Disrespect for school resources</li> <li>- Disruption of teaching and learning (calling out, interrupting)</li> </ul>	<p><b>Staff responses may include;</b></p> <ul style="list-style-type: none"> <li>- Reminder of expectations</li> <li>- Send student to "Buddy Class"</li> <li>- Verbal negotiation</li> <li>- Withdrawal from playground</li> <li>- Consultation and reflection with teacher</li> <li>- Contact with parents</li> </ul>	<b>Teacher</b>
<p><b>Inappropriate behaviours at this incident level may include;</b></p> <ul style="list-style-type: none"> <li>- Continued minor behaviours above</li> <li>- Repeated defiance</li> <li>- Inappropriate use of technology (school internet, mobile phones, and other electronic devices)</li> <li>- All forms of harassment, such as repeated name</li> </ul>	<p><b>Staff and support staff responses may include;</b></p> <ul style="list-style-type: none"> <li>- A monitoring program developed and implemented between teacher, student and parent</li> <li>- Parent contact</li> <li>- Student, parent, teacher meeting</li> <li>- Peer mediation</li> </ul>	<b>Teacher Parent</b>



<p>calling, teasing, ostracising, derogatory comments (including through the use of technology; emails, social pages)</p>	<ul style="list-style-type: none"> <li>- Referral to student support for assessment and support from specialist staff (Individual Behaviour Support Plan)</li> <li>- Restitution</li> <li>- Non-attendance at extra-curricular activities</li> </ul>	
<p><b>Inappropriate behaviours at major incident level include;</b></p> <ul style="list-style-type: none"> <li>- Continued behaviours above</li> <li>- Strong verbal abuse towards students and staff</li> <li>- Major directed swearing</li> <li>- Stealing</li> <li>- Truancy</li> <li>- Physical and/or verbal aggression towards students and staff</li> <li>- Smoking</li> <li>- Intimidations and/or harassment of staff (including through the use of technology)</li> <li>- Pornography</li> <li>- Vandalism,</li> <li>- Sexual harassment/misconduct</li> </ul>	<p><b>Responses may include;</b></p> <ul style="list-style-type: none"> <li>- Parent interview</li> <li>- Review of Individual Behaviour Support Plan (IBSP)</li> <li>- Non-attendance at off campus and/or extra-curricular activities (at Principal's discretion)</li> <li>- Referral to outside agency</li> <li>- Police notification</li> <li>- Suspension</li> <li>- Restorative conference on return from suspension</li> </ul>	<p><b>Teacher</b> <b>Parent</b> <b>Principal</b> <b>Other Support Staff</b></p>
<p><b>Inappropriate behaviours at extreme incident level include;</b></p> <ul style="list-style-type: none"> <li>- Extreme or continued behaviours above</li> <li>- Possession of drugs</li> <li>- Supply of drugs</li> <li>- Possession of a weapon/use of a weapon</li> <li>- Violent assault</li> </ul>	<p><b>Responses may include;</b></p> <ul style="list-style-type: none"> <li>- Parent interview</li> <li>- Review of IBSP</li> <li>- Non-attendance at off-campus and/or extra-curricular activities (at Principal's discretion)</li> <li>- Police notification</li> <li>- Suspension</li> <li>- Recommendation for exclusion</li> </ul>	<p><b>Teacher</b> <b>Parent</b> <b>Principal</b> <b>Other Support Staff</b></p>



## **10. Process for appeals**

Parents who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal. Parents may appeal a suspension of longer than three days to the Area Supervisor. Parents may appeal exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent who requires assistance to participate in the inclusive community will have access to help with the appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options for responding will be considered if a written appeal is not possible.

### **Appeals should be made to**

- The Principal of the school, about a decision to suspend a student for less than three days
- The Area Supervisor, about a decision to suspend a student for more than three days from a particular school
- The Executive Director, about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

## **11. Bullying and Cyber Safety**

### **a. Definition**

Bullying is the *“repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons”* (Rigby, 1996).

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional, and involves an imbalance of power. Bullying is continuing to 'pick on' someone, torment them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MMS, social networking, photographs, and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At St Joseph's, we agree that, if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, your behaviour is considered to be bullying.

### **Bullying may include**

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone



- Emotional: excluding, tormenting, ridiculing, humiliating, intimidating
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

## **b. Response**

**At St Joseph's, we follow our school "Anti-Bullying Policy" which states that we will:**

- Openly talk about bullying – what it is, how it affects us and what we can do about it.
- Teach our children skills which will build their self-esteem and empower them to take the responsibility for themselves and their actions to reduce opportunities for bullying behaviours.

**Responsibilities of staff to reduce opportunities for bullying behaviour:**

- To model appropriate behaviours at all times
- To deal with all reported and observed incidences of bullying
- To ensure that children are supervised at all times
- Staff to be punctual to classes and duties
- Classroom rules and expectations clearly stated and reinforced
- To report incidences of bullying to the relevant person if this is warranted.

**Responsibilities of children to reduce opportunities for bullying behaviour:**

- To show support for a person being bullied i.e. take action as bullying occurs by saying 'leave him / her alone'
- Report the incident to a member of staff as soon as you can
- Enlist the help of older students if needed
- Refrain from bullying students

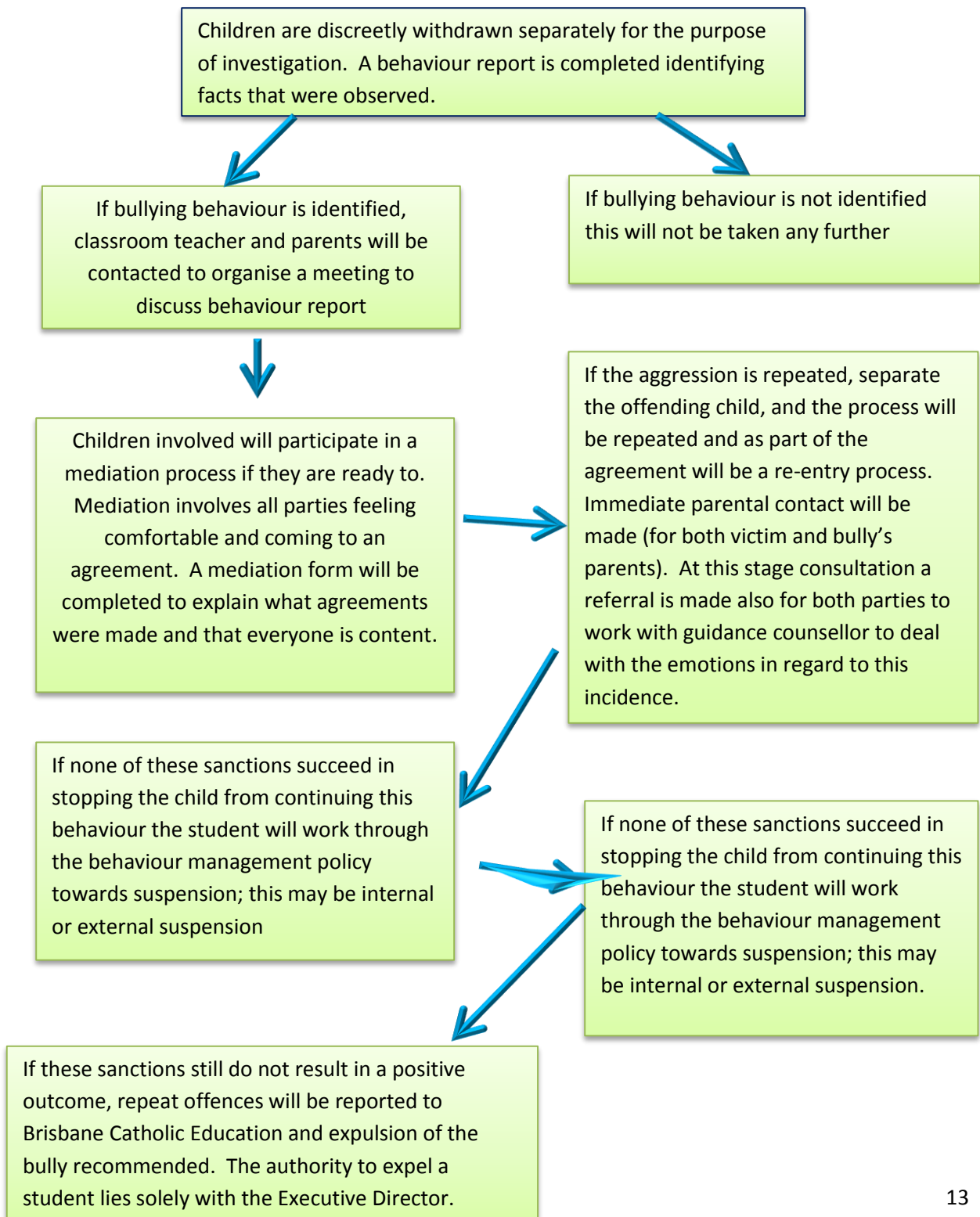
**Responsibilities of parents to reduce opportunities for bullying behaviour:**

- To watch for signs that their child may be bullied or is being bully
- To speak to someone on staff at the school if their child is being bullied, or if they suspect that it is happening
- To instruct their children to tell a trusted adult if they are bullied



## Investigating Potential Bullying

### What happens when a bullying incident is reported?





## Support for the target and perpetrator

### ***We support the target in the following ways:***

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of administration;
- Informing the child's parents;
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
- Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and
- Taking necessary actions to prevent more bullying.

### ***We support the perpetrator in the following ways:***

- Talking immediately with their class teacher, another teacher, or member of administration about what has happened and the behaviours the child has been displaying;
- Informing the child's parents;
- Continuing to monitor the child's behaviour and offering appropriate support; and
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.

## **c. Positive, Proactive Anti-bullying Approaches at St Joseph's School**

The St Joseph's School community strives to promote healthy relationships among all members of the school community. There are times though, when people's behaviour does not reflect the mission of our school and our Christian values. On occasions people display behaviours of varying degrees, which show a lack of respect towards others and can if continued on a regular basis harm relationships within and outside the school community. To ensure that the school community promotes positive relationships, there is a need for the establishment of an anti-bullying behaviour policy to compliment the school behaviour support plan.

Anti-bullying strategies are taught to all students. The strategies are as follows:

- ***Ask them to stop***
- ***Walk away***
- ***Ask a teacher for help***
- ***Ignore***
- ***Try to make friends***



Further information, strategies and ideas to use to address bullying and prevention can be found at the ***Bullying No Way*** website.

## **12. Data Collection**

- ❖ Student behaviour data is kept using office referral forms, SBS Incident Report forms, student reflection forms (Early Years and whole school), parent/teacher conversations records. These are kept in student files in the office.
- ❖ Student behaviour data is recorded via the BCE SBS Database.
- ❖ Whole school data is recorded via data recording forms. Forms are completed by staff and sent to Therese Beavis for input into SBS and collation.

## **13. Some related resources**

- ❖ [School Wide Positive Behaviour Support](#)

## **14. Appendices**

- ❖ Behaviour form- Reflecting, Learning, Action
- ❖ Behaviour form- Reflecting, Learning, Action- Early Years
- ❖ Rocket Room Parent letter



# Appendices





## ROCKET ROOM visit at St Joseph's Bardon.

\_\_\_\_/\_\_\_\_/201

Dear \_\_\_\_\_,

Your child \_\_\_\_\_ has spent \_\_\_\_\_ minutes in the ROCKET room today at \_\_\_\_\_ break working with me on more appropriate ways to behave at St Joseph's. We have completed a "Reflection Sheet" to identify and help your child take ownership of his/her inappropriate behaviour, to consider the impact of this behaviour on others and how to make amends to those who have been affected by his/her poor choices.

Please find attached a copy of this "Rocket Room" reflection sheet completed for your information.

Your child has responded appropriately and made amends and I am satisfied that this issue has been resolved. Please sign the return slip and return it to the class teacher to acknowledge that you have been informed of the situation.

Yours sincerely,

Time out in the ROCKET room was for the following behaviours that don't follow our school rules:

✂-----

### ROCKET ROOM - PARENT ACKNOWLEDGEMENT FORM

**Student Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_/\_\_/201

I have received the note about my child going to the ROCKET room:  
(please tick the option you prefer)

- I have discussed the inappropriate nature of this behaviour with my child and it requires no further discussion.
- I would like to be contacted to discuss this further. Contact number: \_\_\_\_\_

Parent name: \_\_\_\_\_ Signature: \_\_\_\_\_



## BEHAVIOUR FORM- REFLECTING AND LEARNING

Name \_\_\_\_\_ Date \_\_\_\_\_

Time of incident \_\_\_\_\_ Time of discussion \_\_\_\_\_

Referring Teacher \_\_\_\_\_

Person supervising Behaviour Form \_\_\_\_\_

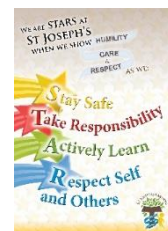
Student signature: \_\_\_\_\_

### **Reflecting**

STAY SAFE	TAKE RESPONSIBILITY	ACTIVELY LEARN	RESPECT SELF AND OTHERS
Draw or write what happened:			
Do I know why I did this?			

### **Learning**

Circle the behaviour expectations/rule I need to work on from this situation.			
STAY SAFE	TAKE RESPONSIBILITY	ACTIVELY LEARN	RESPECT SELF AND OTHERS
Draw or write what I could do differently next time.			
Do I need help with this rule? _____			
Who could help me? _____			
What is the consequence if I break this rule again (My own thoughts)			
<p><b>Action</b> What am I going to do to repair the situation/relationship?</p>			





## BEHAVIOUR FORM- REFLECTING AND LEARNING- Early Years

Name \_\_\_\_\_ Date \_\_\_\_\_

Time of incident \_\_\_\_\_ Time of discussion \_\_\_\_\_

Referring Teacher \_\_\_\_\_

STAY SAFE	TAKE RESPONSIBILITY	ACTIVELY LEARN	RESPECT SELF AND OTHERS
<p><b>Reflecting</b> (What did I do/which rule did I break?)</p>          		<p><b>Action</b> (What am I going to do to repair the situation/relationship?)</p>          	
<p>Do I know why I did this?</p>          			

**Learning** (Colour the rule I need to work on from this situation)

STAY SAFE	TAKE RESPONSIBILITY	ACTIVELY LEARN	RESPECT SELF AND OTHERS
<p>What is the consequence if I break this rule again (My own thoughts)</p>          			

