# Newport Public School
## Anti-Bullying Policy

## Our School Anti-Bullying Plan

The NSW Department of Education rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the department.

We take our responsibilities in relation to bullying behaviour very seriously and we have more success when parents work with the school to solve the bullying problem and see the school as an ally.

This Anti-Bullying Plan has been developed, implemented, evaluated and reviewed by the Newport Public School whole school community and was ratified by all parties in June 2018.

## Statement of Purpose

Staff, students and parents work together to promote a positive school environment for all. Quality education is provided for students to meet their learning needs in a secure, ordered and supportive school environment.  Teachers, students, parents, caregivers and members of the wider school community have a responsibility to model positive behaviour and to work together to address bullying. We continue to build a strong, supportive culture, so that bullying and anti-social behaviours are not acceptable under any circumstances.

Newport Public School should be a safe and happy environment for all.

## Identifying Bullying

*Bullying is:*

- Deliberately hurtful either physically or psychologically;
- Misuse of power in relationships; and
- Repeated over time.

*Bullying behaviour can be:*

- **Verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- **Physical** e.g. hitting, punching, kicking, scratching, tripping, spitting;
- **Social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures;
- **Psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions; and/or
- **Cyber** eg. malicious SMS and email messages, inappropriate use of camera phones.

## Why Do People Bully?

People bully for a wide variety of reasons.  These reasons could be feeling they don't fit in, disliking themselves, peer pressure, wanting to show off, feeling upset or angry or having a fear of being bullied themselves.

# Responsibilities of staff, students and parents

## Staff will:

- recognise bullying as unacceptable behaviour;
- look for early warning signs that students are being bullied in the classroom and the playground;
- encourage open communication with students and staff in regard to bullying;
- listen to students' concerns about bullying;
- teach non-aggressive strategies to students such as problem solving and conflict resolution skills (Newport RAISES – (Resilient, Academic, Independent, Intrapersonal, Social, Emotional, Safety) Wellbeing Program; and
- teach and reinforce Newport School Code (See Appendix 1).

## Students will:

- recognise bullying as unacceptable behaviour;
- openly discuss bullying;
- learn strategies and appropriate language to promote communication, problem solving assertiveness and conflict resolution;
- comply with Quality Behaviour Program;
- ask for help if needed;
- report all incidents of bullying;
- abide by Newport School Code (See Appendix 1); and
- students will recognise the need to take responsibility for their own behaviour.

## Parents will:

- see bullying as unacceptable behaviour;
- support a non-bullying environment;
- support the anti-bullying program in the school;
- look for early warning signs that their child is being bullied and report it as soon as possible;
- encourage open communication with students, staff and parents in regard to bullying
- listen to their child's concerns about bullying; and
- assist their child to recognise the need to take responsibility for their own behaviour.

# Programs and Procedures

The school has a four-point plan to implement anti-bullying which includes;

- Protection and Prevention;
- Early intervention;
- Intervention; and
- Response.

## *Protection and Prevention:*

Maintenance of a positive school climate acknowledges that while bullying does occasionally happen; it will not be tolerated within the school community. A focus will be maintained with:

**Whole School Strategies:**

- Newport RAISES Wellbeing Program;
- Newport School Code (Appendix 1);
- Intervention programs;
- Whole school behaviour management tools/strategies. (See Appendix 2);
- Surveys to identify existence of bullying;
- Co-operative learning techniques within the classroom;
- Teaching of appropriate playground activities;
- Active identification of students requiring intervention;
- Discussion of bullying in assemblies through our values program and Positive Behaviour Engaging Learners (PBEL);
- Regular articles in the newsletter;
- Buddy program.  All classes are 'buddied' throughout the school;
- The Principal has an open door policy;
- Anti-bullying policy is distributed annually; and
- All reported bullying recorded and monitored – students are encouraged to report bullying.

**Classroom Strategies:**

- Regular classroom discussions about respect and responsibilities;
- Explicit teaching of what constitutes bullying;
- Maintenance of records detailing students' behaviour; and
- Newport RAISES Wellbeing Program K-6 and Newport School Code.

## *Early Intervention:*

- Students are to be encouraged to report bullying incidents involving themselves or others;
- Teachers to regularly remind students to report incidents;
- Reporting is not dobbing;
- Parents are encouraged to contact the school immediately if they become aware of a problem;
- Students are recognised for positive behaviours;
- Teachers may use a class and playground management plan if an incident of bullying occurs;
- All staff are alerted to incidents of bullying at staff meetings; and
- Bullying survey conducted as needed.

## Intervention:

- Once identified, the bully, victim and witnesses are spoken to, all incidents or allegations of bullying will be fully investigated/documented;
- Consideration as to why the bullying occurred will be investigated. (e.g. the bigger picture or contributing factors);
- Both bully and victim are to be offered school based assistance and support. Outside school resources through counselling may be utilised if deemed necessary; and
- A meeting of relevant persons is to be convened following identification of on-going bullying behaviour (Principal, class teacher, parents, students, Learning Support Team, School Counsellor). All issues relevant to the behaviour of the student are considered.

## Response:

- Class teacher and student deal with minor issues;
- Parent and staff work with students to look at underlying problems and seek solutions;
- Principal or staff member works with individuals to develop strategies which empower students to resist bullying;
- Regional support staff involved with pro-social programs if required;
- Issues are resolved in a calm manner with time given to listen to each student and assist all students to cope appropriately;
- Restitution is enacted when required so that students have the notion of rights and responsibilities reinforced and the requirement to take responsibility for their own actions;
- Staff will note incidents of bullying. When an incident involves bullying the word 'bullying' should be used. Details of bullying incidents will be communicated to parents; and
- Ongoing monitoring of all students involved.

**Supportive Intervention may involve:**

- Warning;
- Removal to the DP;
- Parental contact;
- On-going monitoring;
- Timeout from the class/playground;
- Development of an Individual Behaviour Program;
- Time in Planning Room to discuss restorative and "Thinking Time" questions and solutions;
- Community service within the school;
- Mediation sessions with the victim to reconcile differences;
- Referral to external agencies;
- Behaviour guidance programs (e.g. anger management, social skills, Choice Theory, Got it!);
- Suspension of school privileges (e.g. sport, excursions); and
- Short / long suspension.

# Procedures for Managing Reported Incidents

## *Notification:*

Teacher becomes aware of an incident by:
- student approaching teacher to inform them of an incident or;
- teacher observing an incident or;
- another student observing an incident and reports to a teacher; or
- a parent reporting an incident with a child.

It is essential that all bullying incidents are recorded into the Sentral Bullying Register.

## *Investigation:*

The incident is investigated by the staff member who saw the incident or to which the incident has been reported to establish:

- What was said/done to the student?
- The date, time and place when the incident occurred;
- The reaction of the student; and
- Witnesses to the incident.

When it is established that a minor incident of bullying has occurred, this is recorded in the Sentral Bullying Register to enable repeated occurrences to be tracked and followed up. A student who has repeatedly bullied or who has engaged in a serious act of bullying will be referred to the DPs.

## *Intervention:*

The teacher, at times in consultation with other staff and the grade supervisor, decides on the course of intervention where one or more of the following strategies may be used. Consideration of the student's age, stage of development, disability and contextual circumstances will be considered.
This will be enacted by:

- Communicating the school message of the CARE Code and not accepting any bullying behaviour (zero tolerance);

- Engaging in restorative questioning, directed at increasing empathy and having the student who bullies take responsibility for his/her actions;

  - Who has been affected by what you have done?
  - How has the person been affected by your behaviour?
  - What do you need to do to make things right?

- Recording the incident;
- Reminding the perpetrator of the consequences for continued misbehaviour or bullying behaviour;
- Parental contact;
- Ongoing monitoring;
- Time out from the classroom/playground;
- Behaviour contract;
- Mediation sessions with the victim to reconcile the differences;
- Referral to Learning Support Team;
- Inform DP of the incident if it is required;
- Suspension; and
- Consequences if the bullying behaviour is repeated.

*Response:*

When bullying behaviour persists or a serious incident of bullying occurs, the DP may implement one or more of the following practices in an attempt to educate and support the bully and the victim:

- Behavioural Management Plan - Student who has bullied meets with DP to develop a system that outlines a plan of positive action that helps student move towards acceptable and responsible behaviour;
- Social and Emotional Education – Victim of the bullying and/or the student who has bullied meets with DP who provides social and emotional learning experiences and skill building in empathy, conflict resolution and resilience;
- Non-Punitive Problem-Solving Meetings - Problem-solving meetings can be held with the target of bullying as well as the student who has bullied to provide support and to develop empathy, resilience and conflict resolution skills; and
- Parent Conferencing – In depth sessions with parents covering different issues and topics may occur.

## Support

*Advice to be given to students who are being bullied:*

- Use I statements; "I don't want to be … I want to be left alone.  I want to play with my friends."
- Tell the bully to stop.  State that the behaviour is unwelcome;
- Don't retaliate;
- Consider putting on a 'protective shell' by acting unimpressed. If you feel up to it, make a funny comment;
- Seek help.  Talk about the experience to someone who is trustworthy (teacher, parent, peer); and
- Report the bullying to a member of staff and feel confident that it can be resolved satisfactorily.

*Advice to be given to students who know someone else who is being bullied:*

Students need to be made aware through the anti-bullying program, that witnesses or bystanders to bullying have a very powerful role to play.  Early intervention can defuse conflict situations before bullying sets in or gets out of hand.

- Intervene as the bullying occurs by telling the bully to stop. (Be an 'Up-stander');
- Refuse to join in;
- Support students who are being bullied by standing by them;
- Tell an adult; and
- It is every student's right and responsibility to report bullying whether is happens to oneself or someone else.

*Questioning techniques to be used with students who have bullied:*

- Is that acceptable behaviour at our school?
- What could you have done better?
- Would you like this to happen to you?
- Who have you affected? Who is involved?
- I am going to ask you two questions. What were you doing? What should you be doing?
- What do you think your choice should have been?
- Your behaviour towards _____  does not reflect our school's values.
- Are you aware of how your behaviour towards _____ is making him/her feel?

## Advice for parents if their child has been bullied:

- Listen and understand. Ask them directly about it;
- Listen carefully to what their children have to say without interrupting;
- Show concern and support by letting their child know that they understand how distressing it is for them to be in this situation;
- Reassure the student that it is normal for them to feel hurt, lonely, scared, angry and lost;
- Congratulate their child for having the courage to confide in them;
- Emphasise that all students at school have the right to be treated with respect and be safe from bullying;
- Reassure your child that you will focus on solving the problem rather than trying to get anyone in trouble;
- Discussing the bullying with the child's teacher is usually an important step in the process. However, in some situations parents can start with some good advice and support, and then monitor the outcomes;
- Parents can ask questions such as "What have you tried so far to stop the bullying?" and "How well have these actions worked so far?"
- Do not encourage children to fight back, as it will probably increase the level and duration of the bullying, lead to the involvement of more students and result in injuries and repercussions;
- At home, parents can help their child to develop these positive strategies:
  - practise saying "Leave me alone!" and then calmly walking away;
  - problem-solve ways to avoid people situations that might expose them to further bullying;
  - discuss ways in which they can make new friends;
- Encourage children to continue to talk with parents about all bullying incidents. Stay calm and focus on solving the problem with your child;
- Trying to keep an open mind is important; parents should remember that they are hearing only one part of the story;
- Work with the school to solve the problem;
- Parents are asked not to directly approach any other students who they believe may have been involved in bullying their child. Parents should also avoid trying to sort the issues out with the family involved. This usually doesn't work and may make the situation much worse; and
- Encourage your child to report any further bullying incidents to a teacher they trust at the school.


## Advice for parents if their child is involved in bullying:

- Acknowledge the possibility that your child may be involved in bullying another student; and
- Respond calmly and non-defensively, and commit to working with the school to manage the problem in a helpful way. A situation may be made worse for a child if parents directly approach the bullied student or their family or try to get other parents to take your child's side. Parents should see the situation as an opportunity for their child to learn important developmental lessons.


## What parents can do to reduce bullying at school:

- Let children know how much parents disapprove of bullying and why;
- Any type of bullying at home should be avoided, and respect for others should be modelled and encouraged;
- Discussion should focus on empathy, seeing things from another child's point of view. Supporting any other child who is being bullied should be encouraged;
- It is helpful for the school if parents report all incidents of bullying that they are aware of at the school, not just incidents that happen to their own child;

- Differences should be respected and embraced rather than ridiculed; and
- Parents can talk to their child about the qualities associated with caring friendships and discourage them from staying in 'friendships' where they are mistreated or not respected.

# Procedures for reporting to other agencies

The following list provides points of contact and further information.

Police Assistance Line (131444)

If you are a victim of a crime, other than life threatening or time critical emergency situations, you should contact the Police Assistance Line (131 444).

Child Wellbeing Unit (9269 9400)

Departmental Appeal Procedures for Students, Consumers, Members of Community and Staff

These guidelines provide information for handling complaints including how to make a complaint, how to deal with a complaint and how to support persons involved.

https://education.nsw.gov.au/policy-library/policies/complaints-handling.policy

# Evaluation

Newport Public School's Anti-Bullying Plan will be available to parents and other members of the school community.

- The executive staff will review discipline levels each term to analyse trends in student behaviour. They will implement strategies to address any identifiable patterns;
- Newport Public School will conduct surveys as needed, to collect information about bullying at the school; and
- The school Anti-bullying Plan will be monitored and amended, where appropriate, to reflect changes in the school and current teaching and learning practices on a yearly basis.

*Additional Information:*

The Police Youth Hotline can be accessed via local police stations

**Kids Helpline**

**http://www.kidshelp.com.au/**

If you need to speak to a counsellor, call 1800 55 1800, 24 hours a day, 7 days a week.

Student Welfare (NSW Department of Education 2018).

A framework for school communities to review student welfare, determine key issues for action and develop and implement student welfare actions and initiatives. It contains sections on effective learning and teaching, positive climate and good discipline, community participation and responsibilities of school personnel, regional office and state office staff.

www.bullyingnoway.gov.au

The 'Bullying. No Way!' website has been developed in collaboration with other government and non-government authorities from the Commonwealth, States and Territories. It showcases strategies that have

proven to be successful in increasing safety and reducing bullying and harassment in schools throughout Australia. NSW schools are featured on this site.

Our schools @ a glance

The NSW Department of Education and Training provides information and examples of what schools are already doing to address bullying behaviour on its website. The content is located under Public Schools NSW – Supporting Students – Bullying.

www.kidscape.org.uk/

Kidscape provides practical skills and resources to prevent bullying for children and young people under the age of 16.


**Newport Public School Wellbeing Committee**

| | | | |
|---|---|---|---|
| Natalie Baldi | Principal | Adam Hearne | Deputy Principal |
| Deborah Deratz | Deputy Principal | Sharon Smithies | Assistant Principal |
| Julie Parker | Assistant Principal | Nicola Elliott | Stage 2 Supervisor |
| Jill Matthews | Wellbeing Team Leader | Madeline Borrowman | Teacher |
| Marianne Gutherson | Teacher | Verity Holland | Teacher |
| Linda MacLaurin | Teacher | Sandra Nicol | Teacher |
| Eleanor Pretty | Teacher | Sarah Smit | Teacher |
| Melissa Moss | Counsellor | | |


*School contact information:*

Newport Public School

Stuart St, Newport

Ph: 9999 3588

Fax: 9979 6928

Email: newport-p.school@det.nsw.edu.au

Web: http://www.newport-p.schools.nsw.edu.au

# Positive Behaviour Management

## *Newport CARE Code* (Appendix 1) *and Reward Flowchart* (Appendix 2)

Our School Code outlines the standard of behaviour expected by the students at Newport Public School.
At Newport we:        *Cooperate* by being polite, acting safely and being in the right place.
        *Achieve* by listening and following instructions, doing our personal
        best, being organised and prepared and allowing others to learn
        without distraction.
        *Respect* by accepting others differences, helping each other, looking
        after our school environment and taking pride in ourselves.
        *Engage* by learning all we can at school and at home, asking for help
        when we need it, being responsible for our own actions, accepting
        challenges and being persistent.

The **Newport RAISES (Resilient Academic Independent Intrapersonal Social Emotional Safety) Wellbeing Program** seeks to explicitly teach positive habits to develop academic, emotional and interpersonal potential. These values underpin our **School Code**.

The **Newport RAISES Wellbeing Program** is designed to optimise the social, emotional and academic development of our students. The program combines *Digital Citizenship – Staying Safe on Line* and *Bullying. No Way!* - with *Program Achieve* by Michael E. Bernard, Ph.D.

*Digital Citizenship - Staying Safe On Line* is about confident and positive engagement with digital technology. A digital citizen is a person with the skills and knowledge to effectively use digital technologies to participate in society, communicate with others and create and consume digital content. It is a series of Cyber Safety lessons to develop students' understandings and safe practices when learning and communicating online.

*Bullying. No Way!* - Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

*Program Achieve* combines:
- the nine values of good character as outlined in the National Framework for Values Education in Australian Schools: Care and Compassion, Doing Your Best, Fair Go, Honesty and Trustworthiness, Freedom, Integrity, Responsibility, Respect and Understanding, Tolerance and Inclusion;

- the 5 Foundations; Getting Along, Persistence, Confidence and Resilience; and Organisation.

- the 12 Habits of the Mind; Accepting Myself, Taking Risks, Being Independent, I Can Do It, Giving Effort, Working Tough, Setting Goals, Planning My Time, Being Tolerant of Others, Thinking First, Playing by the Rules and Social Responsibility.

## CARE Awards

In 2014, a new whole school award system was introduced. In 2016 a review of this system was conducted. There are three awards (Bronze, Silver and Gold) plus a CARE Banner that a student may earn.
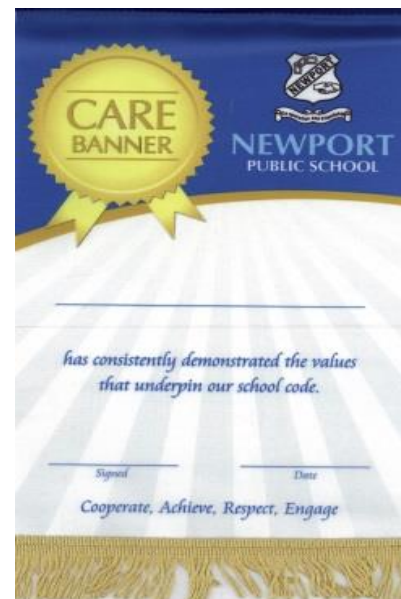
**Bronze CARE Awards**
- Awarded in class
- Each class receives 3 per week
- May be awarded on a daily basis or at the end of the week
- Must be recorded in Sentral

**Silver CARE Awards**
- Automatically awarded when a student earns 3 Bronze CARE Awards
- Awarded in Assembly once per week

**Gold CARE Awards**
- Automatically awarded when a student achieves 3 Silver CARE Awards
- Awarded in Assembly once per week

**CARE Banner**
- Care Banner automatically awarded when a student achieves 3 Gold CARE Awards
- Awarded in Assembly once per term
- Parents invited to assembly

Whilst there are a number of awards, the only ones that class teachers need to complete and register are the Bronze CARE Awards. All others will be automatically generated and distributed at assembly.

## Chook Lotto

From K-6, teachers award "chook lottos" to students who demonstrate the expected values and behaviours of our school code. Chook lotto tickets provide immediate positive reinforcement for students who are 'caught' doing the right thing. They are typically used as free and frequent lower level rewards.

## Individual Class Behaviour Management

In addition to CARE Awards and Chook Lotto tickets, each class teacher will have his or her own methods to assist with classroom behaviour management within the classroom. These may include stickers, awards, point scoring, names on the board, a three strikes warning system, above/below the line chart, etc. CARE Code Rewards and Consequences flowcharts are displayed in each classroom. A consistent whole school approach is set out in these flowcharts to promote consistent behaviour expectations across the school.

If the classroom behaviour does not improve, the teacher refers to the Consequences flowchart. Newport has a "teacher buddy system" where a child can be withdrawn from the teaching/learning environment for a period of time. Upon re-entry to his/her classroom, a discussion around the restorative questions (*Appendix 4*) would occur. This "teacher buddy system" is established at the beginning of each year.

## Negative Behaviour Management   *See Consequence Flowchart* (Appendix 3)

For minor behaviour difficulties, students will be encouraged to correct the negative behaviour and where necessary, strategies such as time out for a short period will be implemented. Communication with parents is essential and parents will be informed as soon as it is felt necessary.

### Sentral Behaviour Record

Major Incidents will be entered into **Sentral** where student behaviour can be monitored and tracked.

For more serious incidents, such as violent behaviour, an Incident Report will be filled out and given to the Grade Supervisor/Deputy Principal who will follow up the incident immediately. Children may be required to attend the Planning Room where they will reflect and plan alternative behaviours with a Grade Supervisor. We encourage school and home to work together to support each other at all times.

### Planning Room

For serious misdemeanours students will be referred to the **Planning Room.** The **Planning Room** removes a student from the playground for thinking time. The student is expected to reflect on his/her behaviour, using **Restorative Questions** (Appendix 4) in a supervised environment using tools such as 'Thinking Time' (Appendix 5).

### The Referral System

When required, Grade Supervisors may refer students to the Deputy Principals.  The deputies will contact parents to discuss the referral and again the student is counselled.  A variety of management strategies and/or consequences may be implemented. At any step, the student may have certain privileges withdrawn e.g. sporting representation, excursions, leadership badges etc.  Consequences will be decided on an individual basis. All inappropriate behaviour is dealt with in a professional manner.

### Suspension and Expulsion

Repeated referrals and extreme misdemeanours will result in the implementation of Departmental policy relating to **Suspension and Expulsion of Students**.  These processes will be applied in situations where previous intervention has proven unsuccessful or in cases where the behaviour is significant enough to require the suspension or expulsion of students.

Repeated referrals to the **Planning Room** and extreme misdemeanours will result in the implementation of Departmental regulations relating to **Suspension and Expulsion of Students**.  At any step, the student may have certain privileges withdrawn e.g. sporting representation, excursions, leadership badges, etc. Cases will be given individual consideration.
At all times, the age/stage of the student must be considered and students with special needs will be handled with sensitivity.

# NEWPORT PUBLIC SCHOOL CARE CODE

## At Newport we....

| | |
|---|---|
| **C**ooperate<br><br>by | • Being polite<br>• Acting safely<br>• Being in the right place at the right time<br>• Being truthful |
| **A**chieve<br><br>by | • Listening and following instructions<br>• Doing our personal best<br>• Being organised and prepared<br>• Allowing others to learn without distraction |
| **R**espect<br><br>by | • Accepting others differences<br>• Helping each other<br>• Looking after our school environment<br>• Taking pride in ourselves |
| **E**ngage<br><br>by | • Learning all we can at school and at home<br>• Asking for help when we need it<br>• Being responsible for our own actions<br>• Accepting challenges and being persistent |

*School Code*

When parents enrol their children at Newport Public School they enter into a partnership with the school staff.

This partnership is based on shared responsibility for creating in children an understanding of appropriate public behaviour and the development of self-discipline. We strive to encourage our students to develop responsibility for their own behaviour.

*Appendix 2     Reward Flowchart*

*Appendix 3    Consequence Flowchart*

# Newport Public School Consequence Flowchart

## Minor Incident

Classroom code violation
No Hat
Out of Bounds
Playground Disagreement

↓

Rule Reminder

↓

Greater or repeated offence

↓

Teacher records in Sentral

↓

Investigation and monitoring by Grade Supervisor

↓

Repeated Offence

## Major Incident

Violence
Unsafe behaviour
Bullying

↓

Investigation and monitoring by Grade Supervisor/DP

↓

Planning room and thinking time (Parents Informed)

↓

Repeated Offence

↓

Principal Involvement
Parents Informed
Suspension Warning

↓

Suspension

# Newport Public School

# CARE Code

## Minor Incident

- Out of bounds
- Playing with no hat
- Playground disagreement
- Rudeness
- Lack of respect for peers
- or adults
- Mean or unkind words
- Not following the teachers instructions
- Spitting
- Swearing
- Lying
- Unsafe play
- Breaking playground rules
- Littering
- Late to class
- Sharing food
- Missing park with no reason
- Not in school uniform
- Playing in the toilet/bubbler area

## Major Incident

- Aggression with intent
- Bullying
- Unsafe behaviour
- Leaving school grounds unattended or without permission
- Breaking the technology agreement
- Abusive language
- Multiple, repeated minor incidents
- Graffiti/vandalism
- Stealing

# Restorative Questions

| | |
|---|---|
| Tell me what happened | Who has been affected by what you have done? How? |
| What was the problem with what you did? | What part of our CARE code was not followed? |
| What could you have done differently? | What do you need to do to make things right? |

# Thinking Time

Student's Name: _____     Class: _____     Date: _____

Teacher's Name: _____

School Code

| Cooperate | Achieve | Respect | Engage |
|---|---|---|---|
| ♦ Being polite<br>♦ Acting safely<br>♦ Being in the right place at the right time<br>♦ Being truthful | ♦ Listening and following instructions<br>♦ Doing our personal best<br>♦ Being rganized and prepared<br>♦ Allowing others to learn without distraction | ♦ Accepting others differences<br>♦ Helping each other<br>♦ Looking after our school environment<br>♦ Taking pride in yourself | ♦ Learning all you can at school and at home<br>♦ Asking for help when you need it<br>♦ Being responsible for your own actions<br>♦ Accepting challenges and being persistent |

This is what happened:

_____

_____

This is the part/s of the CARE Code that I wasn't following:

_____

_____

This person/people were affected by what I did (write their name/s):

_____

_____

This is what I need to do to make things right:

_____

_____

_____

Next time I will:

_____

_____