

# Tregear P.S School Behaviour Support and Management Plan

## Overview

At Tregear Public School the school community works together to ensure every child has a positive, happy and rewarding school experience. Our whole school approach builds a sense of belonging, through positive relationships to maximise authentic student engagement.

Through our strong partnerships with the community and stakeholders our students are provided with wrap-around support to address wellbeing needs, foster connection, empowerment and promote a culturally safe learning environment to enable meaningful engagement in high quality learning.

We are committed to developing a consistent whole school, strategic and planned approach to student wellbeing leading to higher academic success and improved life outcomes. Through our unwavering focus on trauma-informed approaches, positive wellbeing and inclusive practices, our staff create the conditions and support required to optimise learning for all students.

To achieve our mission, key programs prioritised and valued by the school community are:

- PAX Good Behaviour Game
- Berry Street Education Model
- Life Skills

These programs prioritise social and emotional learning which supports self-regulation, good mental health, positive relationships and increased academic engagement.

Tregear Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Our school is aware of the potential harmful effects of bullying on young people and staff take reports of bullying seriously. Our staff ensure our students are heard, their feelings matter, and their issues will be investigated respectfully and with priority. Tregear Public School is committed to establishing preventative, evidence-based approaches and strategies with a focus on developing students' understanding of what bullying is and how to respond effectively.

## Partnership with parents and carers

Positive partnerships with parents and carers are valued and promoted at Tregear Public School. Our school proactively builds collaborative relationships with families and the community to create a shared understanding of how to support student learning, safety and wellbeing. The [School Community Charter](#) informs parents and carers on how to engage with NSW public schools.

Parents and carers contribute to the development and implementation of student behaviour management and anti-bullying strategies, by:

- providing feedback through formal and informal means, such as Tell Them from Me surveys, school meetings.
- raising concerns or complaints to initiate review of school systems, data and practices.

Tregear Public School regularly communicates behaviour expectations to our parents and carers through the school newsletter, at weekly assemblies and other school events. We endeavour to improve consistency across the school and home environment by developing a shared understanding of strategies and tools to respond to student behaviour and approaches to promote positive learning. (PAX Tools)

Parents and carers have a key role in preventing and responding to bullying. Tregear Public School recognises that a shared understanding and working together with families is the best way to respond and resolve bullying issues. Information and resources are shared with parents and carers through our school newsletter each term and as concerns arise.

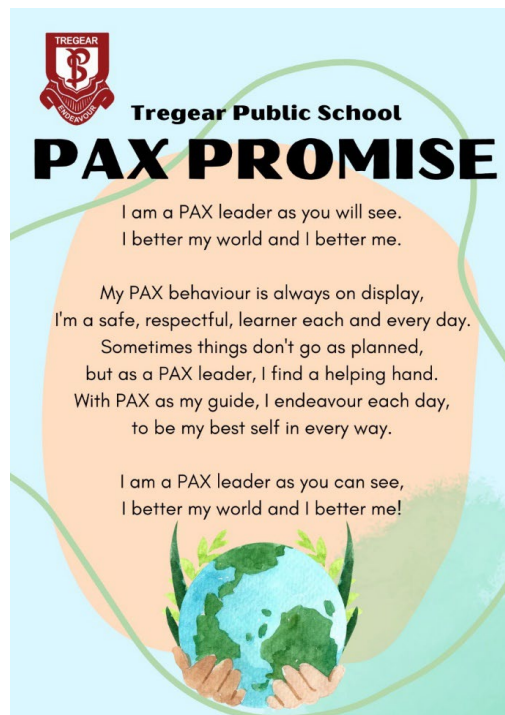
## School-wide expectations and rules

Tregear Public School students are PAX leaders by always displaying safe, respectful, learner behaviours.

Our PAX Promise promotes positive actions and interactions across all school settings to better our world and oneself. Our PAX Promise is recited in classrooms daily by staff and students as part of our Welcome Circle routines and at all school assemblies.

Each year every class develops a PAX Vision. This allows all students to engage in establishing those expectations and ensures everyone is on the same page about what to do and what to avoid. The PAX Vision sets clear expectations for everything we want more or less of in a given activity.

Tregear's Tiger Pins are an award acknowledging our students who demonstrate being a PAX leader and who meet school expectations. Students and teachers engage in reflections of the Tiger Pin criteria to determine whether a student has followed the school expectations and earned their Tiger Pin for the term. Students who have not received a Tiger Pin in Semester 1, will be supported to achieve a pin in Semester 2 using the Tiger Ticket booklets. Students selected for this targeted invention, engage in weekly reflections with their teacher to determine whether they have earned their Tiger Ticket for the week. Eight tickets are required to achieve a Tiger Pin.



### At Tregear Public School, PAX leaders are safe, respectful learners by:

Safe	Respectful	Learner
Be in the right place at the right time	Use appropriate language and speak kindly to others	Always try your best and ask for help when needed
Move safely on all surfaces around the school	Care for the school environment and property	Listen carefully and follow all teachers' instructions
Play safely with others and keep my body to myself	Wear my uniform and hat with pride	Participate actively in school activities
		Attend school regularly and arrive on time

## Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

## Whole school approach across the care continuum

Our school embeds strengths-based and trauma-informed approaches across the care continuum. This promotes positive behaviour and addresses behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- actively engaging students in the construction of a PAX Vision to establish classroom expectations
- explicit teaching of classroom and school expectations
- explicitly teaching desired positive behaviours through the 5 social, emotional core competencies
- establishing consistent, predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement (OK/ Not OK)
- discouraging inappropriate behaviour (Spleems)
- providing active supervision of students and additional support for students with complex needs
- maximising opportunities for active engagement with learning through a range of strategies including Ready to Learn scales, Welcome Circle, Brain breaks, emotion check in
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy Program	or	Details	Audience
Prevention	PAX Behaviour Game	Good	<p>PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus, and strengthen peer networks.</p> <p>Through explicit teaching of proven strategies, students are supported to:</p> <ul style="list-style-type: none"> <li>• Give focused attention</li> <li>• Work as part of a team</li> <li>• Stay on task</li> </ul>	Whole school

Care Continuum	Strategy Program	or Details	Audience
		<ul style="list-style-type: none"> <li>• Limit problematic behaviour</li> <li>• Transition from one task to another</li> <li>• Increase prosocial behaviour</li> </ul> <p>PAX GBG information leaflets and tools are regularly shared with parents and carers through the school newsletter to improve understanding of this approach and enable expansion these self-regulation and pro-social behaviour practices across the school and home environment.</p>	
<b>Prevention</b>	Breakfast Club and Terry's Lunches	<p>School staff run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.</p> <p>Terry's Lunches are available to students on a daily basis to improve attendance and engagement of students with additional wellbeing needs.</p>	Staff, students K - 6
<b>Prevention</b>	National Week of Action (NWA) and Anti-Bullying incursions	<p>Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.</p> <p>In conjunction with NWA, all students participate in an incursion to provide evidence-based information on bullying, the different types of bullying and its impact on young people. Students are also taught a variety of age-appropriate strategies to help them assess and respond to bullying situations, whilst also identifying and understanding the role of bystanders.</p>	Whole school
<b>Prevention/ Early Intervention / Targeted/ Individual</b>	School Awards- Class awards, Tiger Tokens, Pins and Trophies	<p>Positive learner behaviour is promoted and recognised through class awards presented during Weeks 3, 6 and 9 of each term.</p> <p>Tiger Tokens are awarded to students for demonstrating PAX leader behaviour in all school settings.</p> <p>Tiger Pins are awarded at the end of each term to students who maintain positive behaviour by following school expectations. (Tiger Pin criteria)</p> <p>Tiger Tickets are used in Semester 2 as a targeted intervention for students who have not received a Tiger Pin in Semester 1.</p>	Students K-6

Care Continuum	Strategy Program	or Details	Audience
Prevention Early Intervention Targeted Individual	/ Australian eSafety Commissioner / <u>Toolkit for Schools</u> to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	Whole school
Prevention/ Early Intervention/ Targeted/ Individual	Berry Street Education Model	<p>The Berry Street Education Model provides proven strategies for teachers to implement in the classroom to ensure every student is ready to learn and able to thrive. These strategies aim to support students with complex, unmet learning needs and successfully improve all students' self-regulation, relationships, wellbeing, growth, and academic achievement.</p> <p>Our school has identified non-negotiable BSEM strategies which are implemented consistently across all classrooms.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>• Welcome Circle <b>Appendix 3</b></li> <li>• Ready to Learn scales and Emotion Check-in</li> <li>• Positive Primers</li> <li>• Brain Breaks</li> <li>• De-escalation strategies and Calm Corner</li> </ul> <p>School wide implementation of BSEM practices is outlined in our Wellbeing Action Plan, including a focus strategy for Environment, Rhythm and Routines and Staff Wellbeing.</p>	Whole school
Early Intervention/ Targeted/ Individual	Emotion Coaching	Emotion coaching is a targeted intervention designed to develop a students' emotional literacy and capacity for emotional self-regulation. By implementing evidence-based strategies that increase emotional awareness and provide students with essential life skills, this approach supports their ability to manage emotions and aims to result in improved educational, social, and emotional outcomes.	Individual students K-6, teachers, families, other stakeholders

Care Continuum	Strategy Program	or Details	Audience
		<p>The intervention focuses on reducing emotional distress experienced within the school environment. In addition, parent coaching sessions are offered to facilitate a collaborative approach between school and home. These sessions enable families to practice the emotion regulation within the home environment, ensuring consistency and providing a whole family benefit to all family members.</p> <p>Delivered by a clinical consultant, these coaching sessions provide early intervention while also addressing the needs of students with more complex clinical presentations, particularly those without individualised therapeutic or counselling support. In addition, the clinical consultant offers specialised casework interventions, ensuring students and their families can access coordinated, multidisciplinary interventions to ensure the students paediatric and psychiatric needs are more effectively addressed.</p>	
<b>Early Intervention/ Targeted/ Individual</b>	PAX Heroes	PAX Heroes enhances staff knowledge of PAX Good Behaviour Game to identify areas of students' difficulty and implement differentiated PAX strategies to support those needs and increase student success.	Individual students K-6
<b>Early Intervention</b>	Tiger Transition	Tiger Transition program occurs every Friday during Semester 2 to provide opportunities for students commencing Kindergarten at Tregear the following year. This program is aimed at students and their families familiarising themselves with the school setting, routines, and practices. These sessions provide opportunities for key staff to observe and identify any students requiring additional support, prior to commencing for a successful transition and start to their educational journey.	Early Stage 1 teachers, Early years facilitators and community.
<b>Targeted Intervention</b>	Learning Grounds Schools	<p>Learning Grounds is a program offered one day per week to selected students in Years 5 and 6 to support behavioural change and personal management of the change.</p> <p>The methodology is built on:</p>	Selected group of students in Years 5 and 6

Care Continuum	Strategy Program	or Details	Audience
		<ol style="list-style-type: none"> <li>1. Personal (self-respect, identity, enjoyment)</li> <li>2. Empowerment (action, task, purpose)</li> <li>3. Relationship (trust, networking, engagement in education and community)</li> </ol>	
Targeted Individual intervention	/ Learning and Support Team	The LaST works with teachers, students, and families to support students who require personalised learning and support. This team consists of the school executive, school counsellor, clinical consultant and teachers as required.	All
Targeted individual intervention	/ Attendance support	Attendance is monitored by the co-ordinator who will convene a planning meeting with students, families, and teachers to address barriers to improve attendance and set goals for increased engagement (Attendance Passports). Fortnightly meetings are conducted with the Home School Liaison Officer to identify and plan strategies to address attendance concerns. The Aboriginal School Liaison Officer liaises directly with the families identified as attendance concerns and arranges school meetings to plan attendance goals and strategies.	Individual students, attendance co-ordinator, Network personnel
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring, and reviewing behaviour support, behaviour response and risk management plans. A Playground Behaviour Card <b>Appendix 4</b> or Classroom Reward Chart <b>Appendix 5</b> may be utilised to support student behaviour. When required, the school accesses support the Team Around a School and the Complex Case Team to provide advice and guidance.	Individual students, parent/carer, LAST, AP
Individual intervention	Integration Funding Support	This involves support to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs – as defined by the Department's disability criteria.	Individual students, parent/carer, LAST, AP
Early/ Individual intervention	Smith Family Partnership Programs	The On PAR (Participation, Attendance, Retention) program provides an early intervention, child-centred, family-focused, intensive case management approach to improve educational attainment of	Students, Families, LaST, teachers, On PAR Case managers, LFL

Care Continuum	Strategy Program	or	Details	Audience
	On PAR and Learning Life	and for	vulnerable children. The case manager will support the student, the family, and the school to understand the barriers to the child's engagement in school and education attainment.  Learning for Life (LFL) aims to keep students engaged at every stage of their education by providing financial support to help families meet the cost of school essentials, practical and emotional support throughout their education and ongoing access to targeted programs and mentoring.	Coordinators, other stakeholders

## Planned responses to positive appropriate behaviour, inappropriate behaviour, and behaviours of concern, including bullying and cyber-bullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Tregear Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials or drawings)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a student, parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.



## Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. Executive staff should be called to support behaviour when it significantly interferes with the rights of other students to learn, the capacity of a teacher to teach, or where it creates a risk of harm to themselves or others. **Refer to:**

- **Appendix 1: Behaviour management flowchart**
- **Appendix 2: Bullying response flowchart**

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system (Incidents on School Bytes). These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- timeout, playground behaviour card, reflection, and restorative practices (listed below)
- liaise with [Team Around a School](#) and Complex Case Team for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

## Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

## Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p><b>Self-directed time-out</b></p> <p>Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and should be documented as an agreed strategy. Students must remain in a location/ area where they can be supervised by a staff member or are directed to the Office area. This may include students using the Calm Corner to self-regulate. Students may ask for time-out if required, even if it is not documented as part of a student's behaviour plan. The teacher can use their professional judgement for these one-off instances that may occur. In these instances, students should be encouraged to utilise the Calm Corner within the classroom to self-regulate.</p>	<p>As required during the learning session or as agreed in student behaviour plan</p> <p>K-2 students- 1 minute per year (age) Between 5-10mins</p> <p>3-6 students- 1 minute per year (age) No more than 15 mins</p>	<p>Student</p> <p>Class teacher</p>	<p>Student Behaviour Management Plan</p> <p>Incidents on School Bytes</p>
<p><b>Teacher-directed time-out</b></p> <p>Teacher-directed time-out may be used as a de-escalation strategy or to minimise escalation of a behaviour of concern and occurs when a student needs to be directed away from an educational activity, setting or individual. It is used after other de-escalation strategies and teaching practices have been tried. Students may be directed to an area within their class (Calm Corner), a buddy class, an area in direct supervision outside the classroom or the Office area. The School Executive may be called to direct students to timeout when their behaviour significantly interferes with the rights of other students to learn, the capacity of a teacher to teach, or where it creates a risk of harm to themselves or others.</p>	<p>As required during the learning session or as agreed in student behaviour plan.</p> <p>K-2 students- 1 minute per year (age) Between 5-10mins</p> <p>3-6 students- 1 minute per year (age) No more than 15 mins</p>	<p>Class teacher</p> <p>School Executive</p>	<p>Student Behaviour Management Plan</p> <p>Incidents on School Bytes</p>

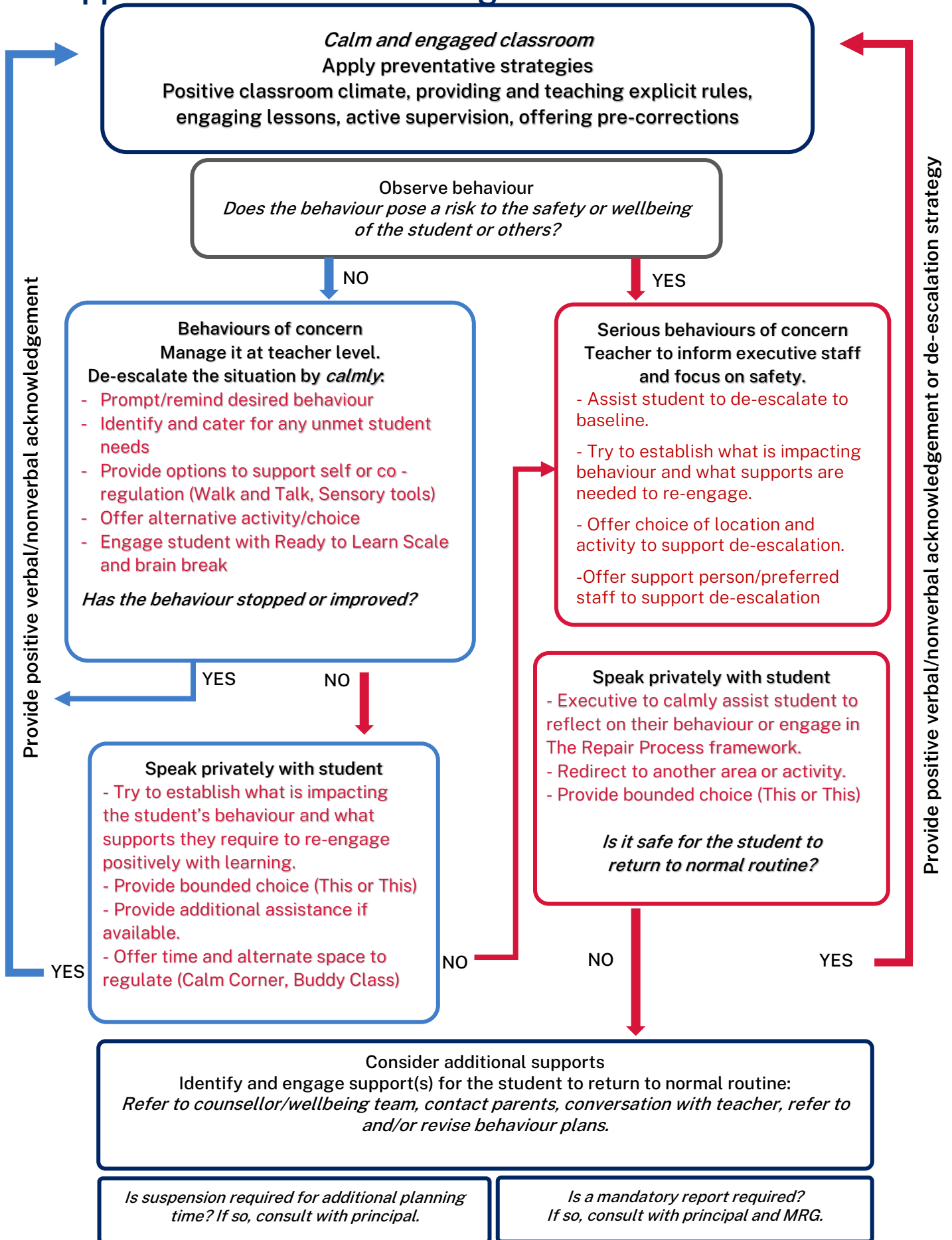
Strategy	When and how long?	Who coordinates?	How are these recorded?
<p><b>Playground Behaviour Card</b></p> <p>Playground Behaviour Cards are used to allocate a specific area of the playground to ensure closer supervision of students can be achieved. This may be used if the student has displayed a behaviour of concern on the playground or specific activities or individuals are likely to increase behaviours of concern if not monitored through the Playground Card. These cards can be implemented as part of the students 'Return to School' plan.</p> <p><b>Appendix 6</b></p>	<p>Developed as required</p>	<p>School Executive</p>	<p>Incidents on School Bytes</p>
<p><b>Behaviour reflection</b></p> <p>Behaviour reflection is used to address inappropriate student behaviour. This involves the classroom teacher or school executive engaging students in a reflective conversation to support students to reflect on their behaviour, identify strategies and make positive choices to achieve the desired behaviour.</p> <p>Please note: Reflection does not include teachers keeping a group of students in class for 5-10 minutes at the start of lunch to complete work, or to discuss behaviours of concern.</p>	<p>Scheduled for either lunch or recess break as required</p>	<p>Classroom teachers School Executive</p>	<p>Incidents on School Bytes</p>
<p><b>Restorative conversation</b></p> <p>A restorative conversation focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.</p> <p>It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.</p> <p>School developed guides and templates aligned to the Kindness on Purpose 'The Repair Process' Framework are used during the restorative conversation.</p> <p><b>Appendix 7 and 8</b> This conversation can be implemented as part of the students 'Return to School' plan.</p>	<p>Scheduled for either lunch or recess break as required</p>	<p>Classroom teachers School Executive</p>	<p>Incidents on School Bytes</p>

## Review dates

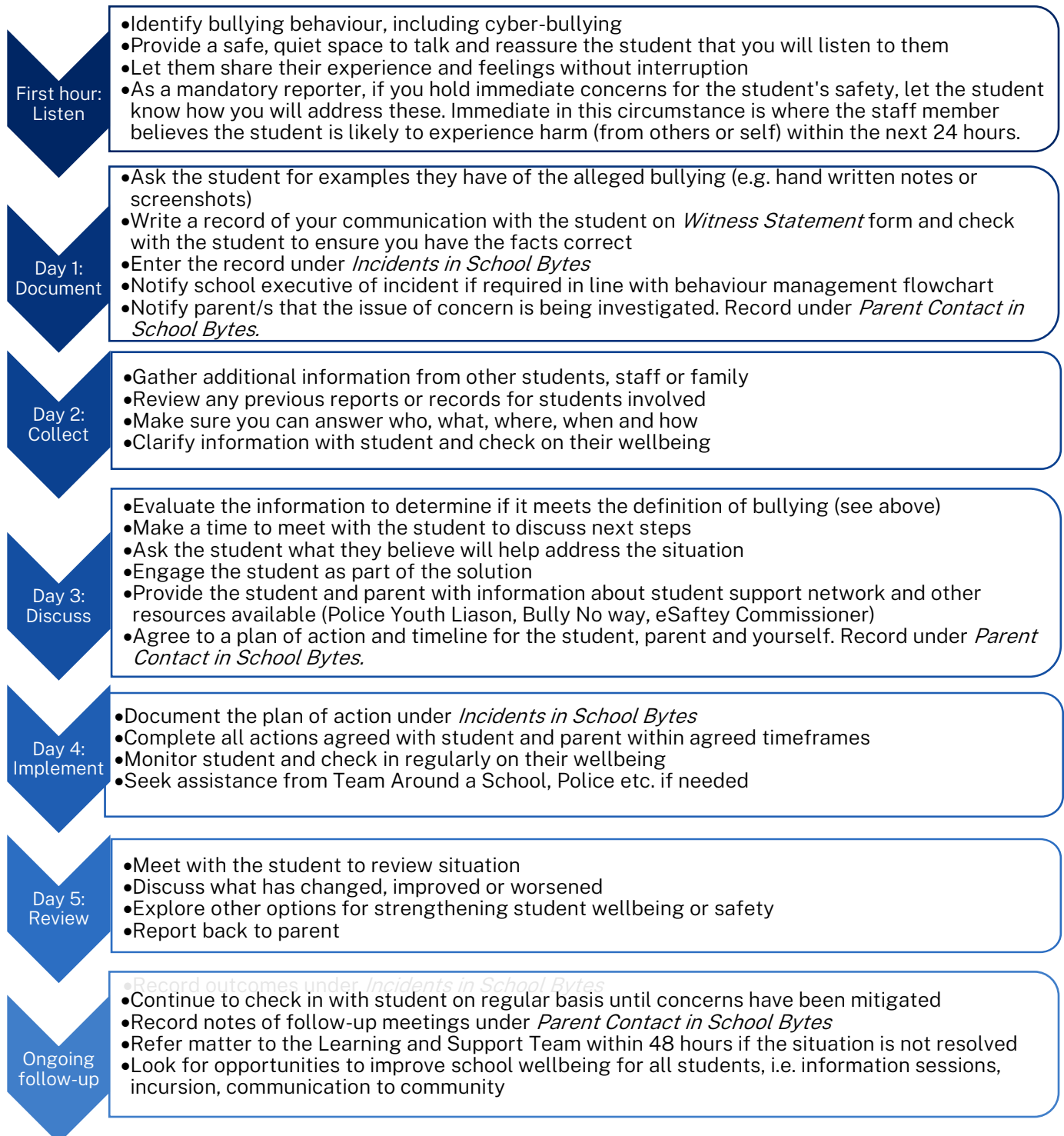
Last review date: Week 4, Term 1, 2025

Next review date: Week 1, Term 1, 2026

# Appendix 1: Behaviour management flowchart



## Appendix 2: Bullying response flowchart



# Appendix 3: Welcome Circle Routine



1



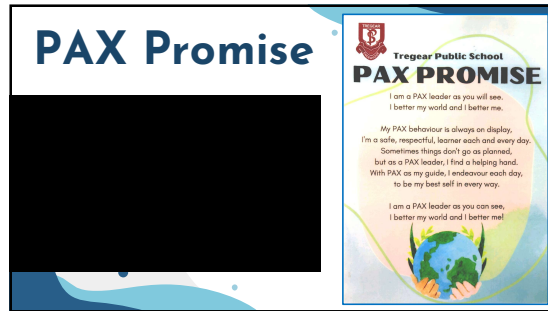
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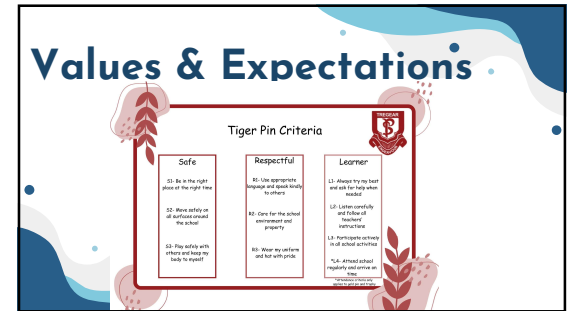
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6



7



8



# Appendix 4: TPS Playground Behaviour Card

## PLAYGROUND CARD

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

<b>First Break</b> 11am-11:30am	<b>Monday</b> <b>Area:</b> <table border="1"> <tr> <td>A</td> <td>B</td> <td>D</td> </tr> </table>	A	B	D	<b>Tuesday</b> <b>Area:</b> <table border="1"> <tr> <td>A</td> <td>B</td> <td>D</td> </tr> </table>	A	B	D	<b>Wednesday</b> <b>Area:</b> <table border="1"> <tr> <td>A</td> <td>B</td> <td>D</td> </tr> </table>	A	B	D	<b>Thursday</b> <b>Area:</b> <table border="1"> <tr> <td>A</td> <td>B</td> <td>D</td> </tr> </table>	A	B	D	<b>Friday</b> <b>Area:</b> <table border="1"> <tr> <td>A</td> <td>B</td> <td>D</td> </tr> </table>	A	B	D
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Duty teacher to sign & comment:	Duty teacher to sign & comment:	Duty teacher to sign & comment:	Duty teacher to sign & comment:	Duty teacher to sign & comment:																
<b>Second Break</b> 1:30pm-2pm	<b>Monday</b> <b>Area:</b> <table border="1"> <tr> <td>A</td> <td>B</td> <td>D</td> </tr> </table>	A	B	D	<b>Tuesday</b> <b>Area:</b> <table border="1"> <tr> <td>A</td> <td>B</td> <td>D</td> </tr> </table>	A	B	D	<b>Wednesday</b> <b>Area:</b> <table border="1"> <tr> <td>A</td> <td>B</td> <td>D</td> </tr> </table>	A	B	D	<b>Thursday</b> <b>Area:</b> <table border="1"> <tr> <td>A</td> <td>B</td> <td>D</td> </tr> </table>	A	B	D	<b>Friday</b> <b>Area:</b> <table border="1"> <tr> <td>A</td> <td>B</td> <td>D</td> </tr> </table>	A	B	D
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Teacher's comment: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_





**Be Safe** – demonstrate safe behaviours in the classroom, playground, sports field and online. Be in the right place at the right time.  
**Be Respectful** – show care and concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion and respect  
**Be a Learner** – strive for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning

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

Class: \_\_\_\_\_

	9am to 10am	10am to 11 am	1 <sup>st</sup> Break	11:30am to 12:30pm	12:30 to 1:30 pm	2 <sup>nd</sup> Break	2-3pm	DAILY REWARD <small>5/7 sessions achieved</small>	Parent Sign-off
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									



I am working towards a weekly reward of: \_\_\_\_\_



## Appendix 6: TPS Return to school plan

# Return to School Plan

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

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

Attendees: \_\_\_\_\_



**Tregear Public School**

## **PAX PROMISE**

I am a PAX leader as you will see.  
I better my world and I better me.

My PAX behaviour is always on display,  
I'm a safe, respectful, learner each and every day.  
Sometimes things don't go as planned,  
but as a PAX leader, I find a helping hand.  
With PAX as my guide, I endeavour each day,  
to be my best self in every way.

I am a PAX leader as you can see,  
I better my world and I better me!



### Agreed Supports and Strategies:

### How will I be successful on my return to school:

### What can I do to restore:

### Plan review:

By signing below, I understand and agree to follow all strategies and actions included in this plan:

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

Parent/carer: \_\_\_\_\_

School staff: \_\_\_\_\_

# Appendix 7: The Repair Process (original)

## THE REPAIR PROCESS

## WHAT HAPPENED?

## WHAT HAPPENED?

- 1 What Happened?
- 2 Feelings Before:  
How were THEY feeling before this happened?  
How were YOU feeling before this happened?
- 3 Feelings After:  
How were THEY feeling after this happened?  
How were YOU feeling after this happened?
- 4 Repair  
Repair for OTHERS  
Repair for YOURSELF

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### FEELINGS BEFORE:

### FEELINGS AFTER:

### REPAIR FOR OTHERS:

How were THEY feeling before this happened?

LIGHT

HEAVY

How were THEY feeling after this happened?

LIGHT

HEAVY

I will repair my relationship with others by:

How were YOU feeling before this happened?

LIGHT

HEAVY

How were YOU feeling after this happened?

LIGHT

HEAVY



### REPAIR FOR OTHERS:

### REPAIR FOR MYSELF:

### REPAIR FOR MYSELF:

- I will repair my relationship with others by:
- Write a sorry note or draw a picture.
  - Give them space.
  - Clean up.
  - Complete tasks to 'repay' the damage.
  - Rebuild or Remake
  - I have my own idea!

I will look after my heavy feelings by:

- I will look after my heavy feelings by:
- Write a kind note to myself
  - Do something kind for a teacher.
  - Calm down time
  - List 3 great things about myself.
  - Do something kind for the planet
  - I have my own idea!



# Appendix 8- The Repair Process (TPS modified version)

I will repair my relationship with others by...



I will repair my thoughts about myself by...



From Kindness on Purpose

Write A Sorry Note or Draw a Picture



Clean Up



Give Them Space



Rebuild or Recreate



Complete Tasks to 'Repay' the Damage



I Have an Idea of My Own



I will repair my relationship with others by...

Write a Kind Note to Myself



Do Something Kind For a Teacher



Spend Time in the Calm Down Pod



List Three Great Things About Myself



Do Something Kind for the Planet

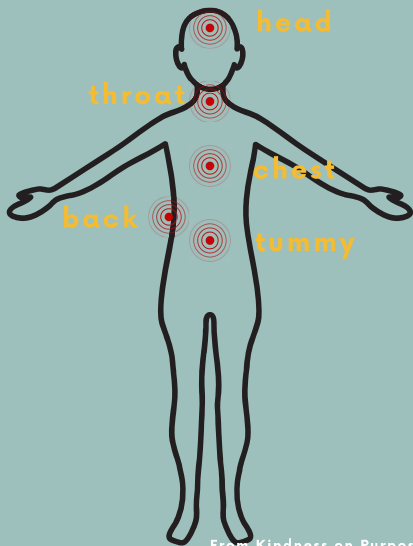


I Have an Idea of My Own



I will repair my thoughts about myself by...

Where are you feeling heavy?



From Kindness on Purpose

Gauge Your Feelings

Draw a line to record how heavy or light your feelings are.

light

heavy



From Kindness on Purpose

The Repair Process

1 What happened?

2 Before the Incident

How were they feeling before the incident?

How were you feeling before the incident?

3 After the Incident

How were they feeling after the incident?

How were you feeling after the incident?

4 We need to repair two things.

Repair for others.

Repair for yourself.

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Looking After My Feelings



WHAT am I feeling?



WHERE am I feeling it?

I CAN look after my feelings.

I WILL be OK again!

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