



**POLICY TITLE:** Positive Relationship Policy and Procedures  
**PUBLISHED:** June 2017

## 1. Purpose

Our positive relationship policy aims to provide information on how a safe and supportive environment will be maintained that allows all children and adults to learn and work to their potential. Through the International Baccalaureate Organisation Primary Years Program, Red Hill School aims to develop inquiring, knowledgeable and caring young people. We encourage students to become active, compassionate, internationally minded and lifelong learners.

## 2. Beliefs that support and underpin our Positive Relationship Policy

We believe that young people and adults can only reach their full potential to learn and teach in a positive school environment where everyone feels safe, connected and respected. We believe that the creation of this environment is the shared responsibility of staff, students and families.

### 2.1 The IB learner profile and PYP attitudes

As an International Baccalaureate (IB) world school we aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The philosophy of the Primary Years Program (PYP), as it directly affects the child, is expressed in a series of desired attributes, attitudes and skills – the IB Learner Profile and PYP Attitudes.

IB Learner Profile Attributes		PYP Attitudes and Values	
Inquirers	Caring	Appreciation	Empathy
Communicators	Reflective	Commitment	Enthusiasm
Thinkers	Principled	Confidence	Independence
Knowledgeable	Well balanced	Cooperation	Integrity
Risk-takers	Open-minded	Creativity	Respect
		Curiosity	Tolerance

The IB Learner Profile and PYP attitudes are central to the International Baccalaureate’s definition of internationalism and encapsulate the values of Red Hill School.

The IB learner profile attributes and PYP attitudes are an integral part of daily learning at Red Hill, modelled by both students and teachers. They are explicitly taught and also woven into class discussions, student reflections, learning activities, assessment and communication to parents and carers. When reinforced at home, these attributes become second nature for children.

The IB Learner Profile and PYP attitudes are displayed and explicitly taught in every classroom and throughout the school. The teaching and administration staff use the language of both with students, parents and members of the community.

### 3. Strategies to create a safe and inclusive school environment

We are committed to creating a safe, inclusive school culture free of violence, bullying, harassment, sexism, racism and abuse. We explicitly teach values and social/emotional literacy so that students have the skills to interact appropriately. The use of common language such as that of the IB Learner Profile and the Restorative Practices approach ensures consistency of expectations and behaviour management across the school. As students become more adept at using the common language, they become more empowered. Ultimately, they are able to more effectively resolve their own issues and conflicts without teacher intervention.

#### 3.1 Restorative and Relational Practices

Restorative Practices are a “way of thinking and being that creates a safe environment which builds and sustains relationships”. (Terry O’Connell, Canberra, March 2017)

The school has a relational framework with three clear and very important layers. These include our preventative and support strategies and programs that build sustainable relationships, our repair and management processes and strategies and lastly the reactive layer.

*Restorative Conferencing* is an aspect of the social skills training for students at Red Hill, as shown below:



**Fig 3.1**

The **preventative** layer of the model focuses on the explicit teaching of positive social skills within the class program and through the dedicated Social and Emotional Literacy (SEL) program. This includes the establishment of a positive and supportive classroom culture, the teaching of Learner Profile attributes (and related values and attitudes) and the use of Circle Time to build social and emotional capacity in students and to strengthen and re-affirm relationships.

Restorative Conferencing is part of the **repair and management** layer, which focuses on the building and maintenance of relationships within the whole school community through targeted practices. This supports and reinforces the explicit teaching of social skills which occurs on a daily basis in classrooms. Other techniques include alternate play programs, counselling and a more formal restorative conference for situations of extensive or serious harm.

The **reactive** layer exists to respond to incidents where significant harm has been done, and where more formal restorative processes are required to repair the harm, for example, where physical abuse has occurred. In these situations, a formal or informal suspension may result in order to maintain safety in the short-term and/or a Positive Behaviour Support Plan may be developed to manage specific behaviours. Parents will be involved at all stages of these crisis management procedures. Other professionals may also be consulted.

## 4. Tier 1 Practices

### 4.1 Essential Agreements

Establishing good classroom management is essential to each child's success, confidence and well being. Each child should feel that the classroom environment is safe and secure, free from all threats of physical or emotional harm. It is also important that each child learns to develop self-discipline and good work habits, to resolve conflicts peacefully, and to think independently. Children learn the purpose of classroom agreements and develop the idea that our classroom is a community, with the common purpose of learning, growing and encouraging positive relationships.

Essential agreements are positive instructions, few in number, owned by the students and applicable in a number of contexts, including the playground. By including the students in the process of deciding upon essential agreements to govern and guide behaviour, teachers are able to do the following:

- ensure relevance to student's daily lives
- empower students by giving them ownership of the rules they need to adhere to
- promote collective decision-making, and
- build consistency through signed agreements, photographs and reflections.

### 4.2 Circle Time

*Young people can only begin to take responsibility for each other's wellbeing, and their own behaviour, when adults begin to share this responsibility with them. (Positive Discipline in the Classroom, 1988, J. Nelsen et al.)*

*Circle Time is the bedrock of any restorative and relational environment. It is the mechanism by which social and emotional skills are developed and encouraged .....and helps ensure that teaching, learning and indeed, day to day living and decision-making, are informed by restorative values and principles. (Restorative Classroom Practice, 2011, Belinda Hopkins)*

Circle Time is used successfully in schools worldwide. Circle Time provides opportunities for children to voice concerns and raise issues in a supportive, non-judgmental environment. It provides a forum for discussion, reflection, the development of social and emotional literacy skills and responsible decision making. Exploring relationships, feelings, reflections and emotions lies at the core of Circle Time. Initially it is used to establish a sense of community and identify what everyone needs to give of their best. Later Circle Time can become the way that people reflect on the impact of their own behaviour on others, providing a forum in which issues can be identified,

problems can be solved and conflict can be resolved e.g. regarding unsafe play or disruption to learning. Participants get a chance to talk about their own experiences and perspectives, share their thoughts, feelings and needs and discuss how to meet these needs together. Circle Time can also be used to encourage students to take greater responsibility for their learning. It enables a collaborative approach to finding solutions to problems faced in the classroom, playground or real-world situations, as well as providing children with the opportunity to be involved in the formulation and reinforcement of Red Hill school values.

Circle time has several aims:

- to develop communication skills, including active listening
- to develop social and emotional literacy
- to develop trust
- to build a sense of belonging and cohesion within a group or community
- to promote respect for others
- to develop empathy and promote an ethos of inclusion and acceptance
- to develop and maintain confidence and self esteem
- to promote a sense of shared purpose and accountability, and
- to establish sound relationships.

Circle time also has an important role to play in the prevention of bullying. It is a forum within which the nature and effects of bullying can be considered, and it can be used to develop an anti-bullying code to which all members of the school community have contributed. (*Information on Circle Time* by Mellor and Munn, 2004)

### **What does Circle Time look like?**

Circle Time is a group activity with a structured format involving game-like activities, in which active participation by every member of the circle is encouraged. The teacher and children sit in a circle, either on cushions or chairs. Care is taken so that the circle is as perfect as possible, allowing each face to be seen by all other participants. Often a “talking object” is used to facilitate discussion. The talking object can be anything - a cuddly toy, a cushion or a small soft ball. This talking object is passed around the circle and the only person allowed to speak is the person holding the talking object. Often Circle Time will begin with a fun activity. The teacher acts as facilitator and has a special responsibility to ensure that the agreed rules are kept and that the emotions of individuals are protected. The teacher will close Circle Time if students are persistently breaking the rules.

Four basic rules govern Circle Time.

- *Only one person should speak at once - the talking object helps this rule.*
- *Participants can "pass" if they don't want to speak about something.*
- *Put downs are not accepted.*
- *What is said in the circle stays in the circle.*

## **4.3 Social and Emotional Literacy**

Red Hill School operates within the KidsMatter mental health and wellbeing framework to work with parents, carers, health services and the wider community, to nurture happy, balanced children with strong social and emotional literacy skills.

The *Friendly Schools Plus* classroom teaching resources are used in all year levels K-6 at Red Hill School to deliver the Social and Emotional Learning (SEL) component of KidsMatter. The *Friendly Schools Plus* classroom resources take on a strengths-based approach, designed to improve social and emotional development in areas such as social knowledge and social skills and promoting positive peer relationships and teacher-child relationships. *Friendly Schools Plus* provides schools with the strategies and resources to achieve the vision and all nine elements of the National Safe Schools Framework.

Students participate in weekly SEL lessons, which are often delivered within Circle Time. Teachers may also target areas based on the needs of the class.

#### **4.4 Social Support Programs**

We have a commitment to creating positive social support, building relationships and promoting student agency and voice. Research shows that cross age programs help build social connections. We have a range of programs and activities that help students work with, and get to know, students from across their year level and across the school. These programs/activities include:

- Leadership programs: School Representative Council (SRC), Peer Mediators
- Lunchtime sports mentoring
- Peer tutoring/reading buddies/year five preschool buddies
- Tournament of the Minds
- Music ensembles - bands, choir and drumming
- RHIPP – Red Hill Interests and Pursuits Program (Friday afternoons)

Our commitment to building relationships also extends to families and the wider community. In collaboration with the school's P&C, we provide a range of opportunities annually for the community to come together as a whole, including:

- welcome and "end of year" barbecues
- the Bush Dance
- the Art Show and Music Evening
- assembly breakfasts and afternoon teas
- learning journeys
- three way interviews, and
- parent/carer information sessions and discussion forums.

## 5. Tier 2 and 3 Practices

We have a commitment to setting clear expectations of behaviour that promote being caring and principled, and that enable successful teaching and learning. The table below clearly defines some of the behaviours that are not considered acceptable at school. We expect students to be positive role models in their school community, both by avoiding these behaviours and by speaking up when they observe them.

### 5.1 Descriptive behaviours requiring intervention

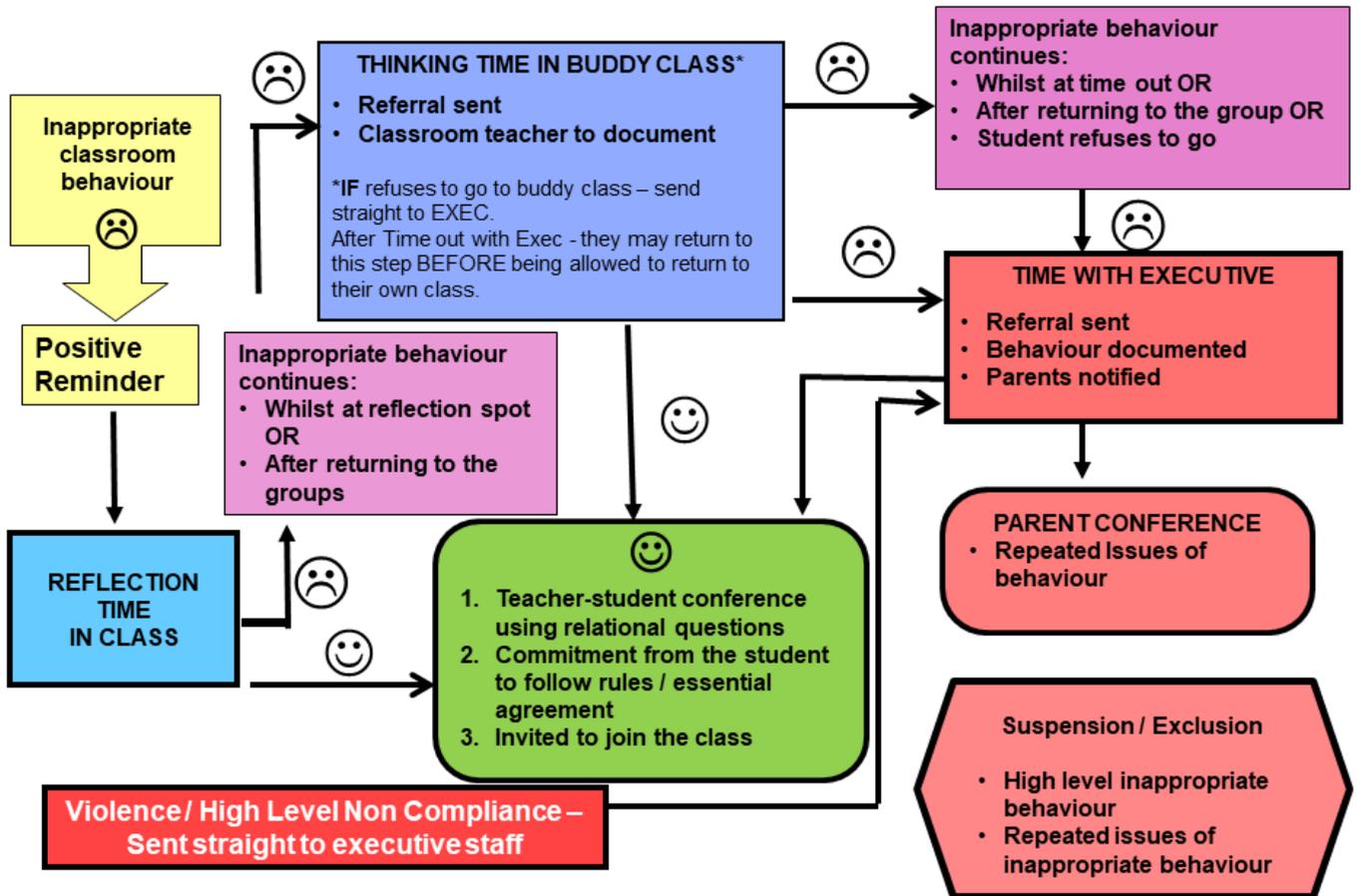
	Direct	Indirect
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Hitting, slapping, punching</li> <li>• Licking</li> <li>• Pushing</li> <li>• Spitting, biting</li> <li>• Pinching, scratching</li> <li>• Throwing things</li> </ul>	<ul style="list-style-type: none"> <li>• Getting another person to harm someone</li> </ul>
<b>Non - Physical</b>	<ul style="list-style-type: none"> <li>• Mean and hurtful name calling</li> <li>• Swearing</li> <li>• Hurtful teasing</li> <li>• Demanding money or possessions</li> <li>• Forcing another to do homework or commit offences such as stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Spreading nasty rumours</li> <li>• Trying to get other students to not like someone</li> </ul>
<b>Non-Verbal</b>	<ul style="list-style-type: none"> <li>• Threatening and/or obscene gestures</li> <li>• Deliberate disruption to teaching and learning</li> <li>• Non-compliance in response to a reasonable adult request/instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberate exclusion from a group or activity</li> <li>• Removing and hiding and/or damaging other's belongings</li> </ul>
<b>Cyber*</b>	<ul style="list-style-type: none"> <li>• Filming someone without their knowledge or permission</li> <li>• Sharing photos and videos including private images and recordings of someone without their knowledge or consent</li> <li>• Updating someone else's social networking status without their permission</li> <li>• Pretending to be someone else on the phone</li> </ul>	<ul style="list-style-type: none"> <li>• Telling someone else the words you want them to type as a message</li> <li>• Explaining to someone how to engage in bullying via a website the other person may not be familiar with</li> <li>• Watching someone engaging in cyberbullying and not trying to stop it</li> </ul>

\* The Office of the eSafety Commissioner is available to support families with cyberbullying. Parents/carers should make a complaint about any cyberbullying which occurs outside school hours through the following web site: <https://www.esafety.gov.au/education-resources/school-policies/complaint-resolution>. The Office of the eSafety Commissioner may then contact the school if the office identifies the need for a collaborative approach. The school acknowledges its responsibility to address cyberbullying when it occurs at school or when it directly impacts student interactions at school.

## 6. Classroom

### 6.1 Classroom Behaviour Flowchart

#### Student Management Flow Chart – Class Time



### 6.2 Reflection sheets

To encourage students to reflect on their behaviour and think about more appropriate behaviour choices in the future they may be asked to complete a reflection sheet when they are sent to another class (“buddy class”). This reflection allows students to think about: what they were doing at the time, who their behaviour may have affected, what they were thinking at the time and what they will do next time.

### 6.3 Referral Sheet

Below is the referral sheet that teachers will use if a student needs to be sent for “thinking time” in a buddy class or with executive staff.

Teachers will also keep clear records of when students have been sent from the class to ensure accurate information is available when communicating to parents and carers.

Students are referred to executive staff members if the behaviour is dangerous and/or serious or if the student is highly non-compliant e.g. refusing to go the buddy class. Students should also be referred to executive staff members if they have been repeatedly disruptive or non-compliant.

 <b>Student Referral for Serious Classroom Issue</b>			
<b>Student/s:</b>		<b>Referring Teacher:</b>	
<b>Date:</b>	<b>Time:</b>	<b>Location:</b>	
<b>Step: (Please TICK one)</b>	<input type="checkbox"/> <b>BUDDY CLASS</b>	<input type="checkbox"/> <b>TIME OUT WITH EXECUTIVE</b>	
<b>Issue:</b>		<b>Strategies tried: Please tick box/es</b>	
		<input type="checkbox"/> Time-out in class	<input type="checkbox"/> Time-out in another class
		<input type="checkbox"/> 1:1 conversation	<input type="checkbox"/> Relational Questions
		<input type="checkbox"/> Other:	
<b>Executive Teacher Action:</b>		<b>The student refused to go to timeout in another class YES /NO</b>	
		<b>Followed up with teacher</b>	
		<b>Parent contacted</b>	

## 7. Playground

### 7.1 Playground Behaviour Flow Chart

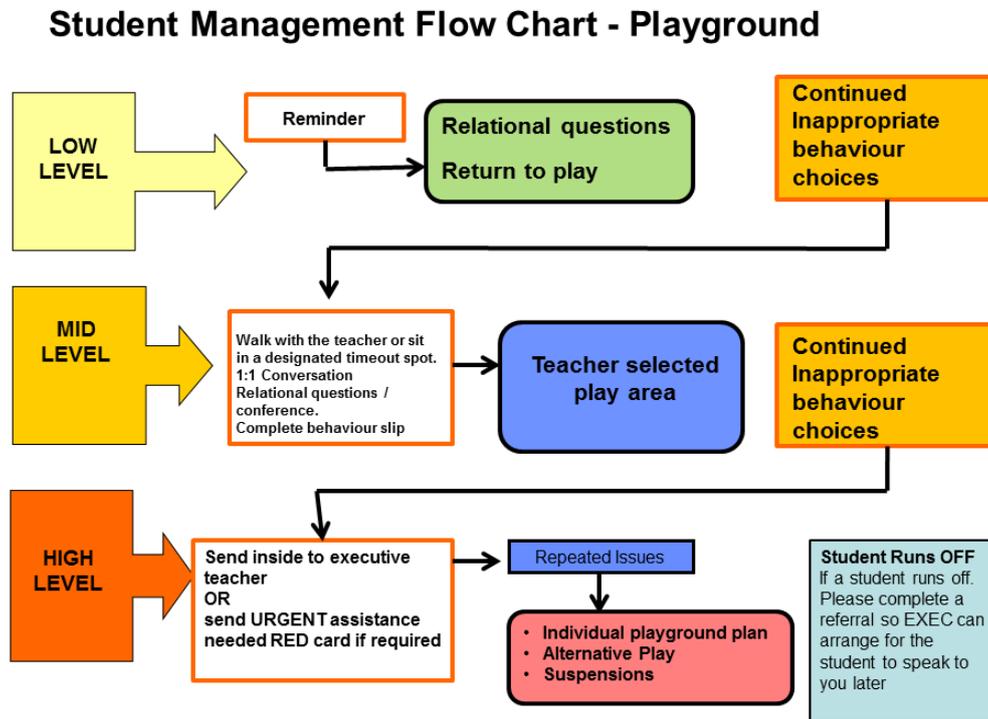


Fig 7.1

## 7.2 Incident Referrals

Playground incidents will be referred to the Executive team. The following form is used to determine how and if incidents need to be followed up and resolved. The forms provide a record for all relevant staff as well as a way to record whether there are recurrent incidents. Appropriate follow up action for each situation will then be decided.

Red Hill School Playground Incident Record						
Student/s and Class:				Teacher on Duty:		
Date:		Time:		Playground Location:		
Behaviour				Strategies Used		
Physical Violence		Intimidating/ threatening behaviour		1:1 conversation	Relational questions	
Verbal Abuse		Out of bounds		Removed to another playground area	Exec staff called to assist	
Non-compliance		Other				
No follow up required	Details of Incident					
Follow up						
Follow up actions by duty teacher or executive						
Relational conference completed by:		Parents contacted:		Classroom teacher/s notified:		

Fig 7.2

### 7.3 Playground Essential Agreement

#### Students agree to:

- move safely by walking on the asphalt
- play ball games on the oval or basketball court, with the exception of handball
- use equipment safely and fairly; follow the equipment roster
- keep hands and feet away from others (“hands off, feet off”): no touching or threatening others in lines, no contact games
- speak to others respectfully
- wear hats at all times except June and July: “no hat, play in the shade”
- only eat and drink on the asphalt area(not on the stairs , in the corridors or on the oval)
- follow the rules about boundaries and not play in the toilets
- tell an adult if they feel unsafe or see something that is unsafe or unkind
- get a corridor pass from the duty teacher to re-enter the building, and
- line up straight away once the bell rings.

#### Teachers agree to:

- wear a yellow vest on duty so they are highly visible
- focus on positive things when dealing with behaviour issues: use ‘high fives’
- deal with all issues firmly but fairly , using active listening and relational questioning
- help students to follow the playground equipment roster
- follow the rules about playground boundaries; make sure the boundaries are clearly defined, marked on a map and displayed in classrooms; help students to remember them by having regular class walks of the boundaries throughout the year
- whenever possible, deal with playground issues on the playground and classroom issues in the classroom
- ensure playground duty issues are consistently followed up by the duty teacher or referred appropriately to the executive staff for follow-up
- offer students a designated ‘calm down’ space within their duty area (e.g. under a tree)
- be on time for duty and meet the class on time at the end of play times, and
- support peer mediators to assist with minor playground issues during play time (identified by orange vests).

**Fig 7.3**

## 7.4 Maps – Playground boundaries and play areas

Below are maps of the school and the oval which show the areas that students are welcome to use during break times as well as areas which are out of bounds for safety reasons.

### Map 1 – Asphalt / Inside Fence Areas



**Fig 7.4**

The buildings and classrooms are out of bounds at break times unless a student has a corridor pass, a referral to first aid or is attending an activity with a teacher.

The boundary lines for the asphalt areas are: the stairs between the hall and the main building and the end where the end of the hall meets the senior primary school building (marked as 1. on the map). The covered areas beyond these lines are out of bounds as they are beyond the sight lines of the teacher on duty in this area.

## Map 2 – Ovals and playground



**Fig 7.5**

The students can use most grassed areas on the ovals and playground. The cricket nets are out of bounds as the fences used are old and may not be safe.

There is a clear fence line on the left side of the oval which students are encouraged to play a few metres away from as they border residences for the elderly.

The tree line on Carnegie street is the border at the far end of the oval and on the La Perouse side the border is the footpath except for the bush area just behind the basketball courts (an area referred to as 'the forest' by students). The front of the bushes becomes the border here as students cannot be seen on the other side.

Although these are the borders, students are encouraged to move in and avoid playing right up to these borders.

## 8. Restorative Conferencing

Restorative conferencing is based on the Restorative Practices approach; aimed at strengthening and repairing relationships. It focuses on problem solving for issues, including playground disagreements, with a clear emphasis on the repairing of harm and the restoration of relationships.

Experiences and research have demonstrated that punishment and exclusion are ineffective strategies for addressing harm in schools. The implementation of restorative and relational practices provides a framework, which improves the effectiveness of conflict resolution strategies being used by students and teachers, and empowers victims and offenders to restore relationships and establish new, supportive alliances with others.

At Red Hill School we operate in the "firm but fair" mode, encouraging all members of our community to recognise unacceptable behaviour, to clarify values, and to seek just resolution of conflict which will meet the needs of the victim, offender and others involved in the conflict.

The Restorative Practices framework provides a simple set of carefully delivered questions for use in informal and formal conference situations where harm has occurred, which will meet the needs of all concerned.

These key restorative questions focus on who has been harmed, and what needs have been created by this harm. These questions are used by staff and students in cases of conflict, both in the classroom and on the playground. Where a more formal approach is required, staff members have been trained to facilitate the restorative process.

During the restorative conference, the stakeholders propose solutions, and agreements are made by the offender, which will, as much as possible, repair the harm done to the victim. Restoration is made "in kind" wherever possible and is relevant to the offence.

**When necessary, to protect the rights and safety of staff and students, students will be removed from the classroom, playground or school immediately, according to the behaviour management stages. In these cases, restorative meetings will be held as soon after the offence and removal have occurred as possible.**

### 8.1 The Conferencing Process

Low level conflict situations on the playground will be dealt with by the teachers on playground duty who will aim to resolve the matter using relational questioning with the students involved.

RELATIONAL QUESTIONS- To the Wrongdoer	RELATIONAL QUESTIONS- To the Person Harmed
<ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought about since?</li> <li>• Who has been harmed by what happened? In what way?</li> <li>• What needs to happen to make things right?</li> </ul>	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• How were you harmed?</li> <li>• What part of this is the hardest for you?</li> <li>• What do you think needs to happen next?</li> <li>• What do you need in order to move on from this?</li> </ul>

**Fig 8.1**

Students who are referred to a Restorative Conference work on solving the issue by talking it through to ensure that the situation is appropriately resolved to the satisfaction of both parties. *The focus is on repairing relationships and repairing the damage that has been done, not on punitive measures or punishments.*

## 8.2 Restorative Conferences - Frequently Asked Questions

**Q: *How will parents know if their child has been involved in a Restorative Conference?***

**A:** Parents of students who are involved in a high level incident requiring a Restorative Conference will be notified by a staff member, either by a note home or telephone call.

**Q: *Why does my child need to attend a Restorative Conference – they didn't do anything wrong?***

**A:** All people involved in an incident deserve the opportunity to tell their story and to have input into the resolution of the problem. All students involved in an incident – the person harmed, the wrongdoer and witnesses – may be asked to attend to ensure that all information is considered in deciding on the follow-up for an incident.

**Q: *What happens to repeat offenders?***

**A:** Incidences will be recorded and closely monitored. Students who are frequently harming others may be supported with a specific series of targeted interventions and may be removed from the playground/classroom into alternate programs.

**Q: *What might happen to fix the problem?***

**A:** Sometimes all that is needed is for a wrongdoer to acknowledge that harm has been caused and that they are sorry for having caused that harm. At other times it may be necessary to put measures in place to scaffold changes to behaviour, such as using a “playground passport” or structured play.

**Q: *Why was my child removed from class/the school before a restorative process had taken place?***

**A:** In some instances, a student’s behaviour is so threatening to the immediate safety of students and staff or to the continuation of teaching and learning, that the most appropriate action is instant removal from the classroom, playground or school. This action also gives the student, class and staff time to calm down, “rest” and reflect on appropriate steps forward. In such a case, a restorative meeting will be held as soon after the offence and removal have occurred as possible to address the harm and repair relationships.

**Q: *Does my child have to participate in a restorative conference?***

**A:** No. Participation in a restorative conference is always voluntary. If a student does not wish to participate in a conference, the school will impose appropriate consequences for the wrong-doer’s behaviour in accordance with this policy. These consequences may include an in-school or out of school suspension.

## **9. Persistent disruptive or inappropriate behaviour**

Teachers are encouraged to speak to their team executive or the deputy principal of student welfare regarding any student who is repeatedly being disruptive or behaving inappropriately towards adults or peers. Teachers are also asked to make a referral to the school's special needs team for any child whose behaviour may be affecting their own or other student's learning.

Teachers and/or executive teachers will contact parents/carers when this is the case, either by phone or in writing. Individual Positive Behaviour Support Plans may be put in place for individual students in consultation with parents.

## **10. Suspensions and exclusion from school**

Where a student continues to repeat inappropriate behaviour, or the level of behaviour is considered to be serious enough, the school principal may choose to suspend a student from school. This is especially the case where there has been physical violence towards another person. This may be an in-school suspension or a formal out of school suspension. Where the principal does decide to suspend a student, it will be done in accordance with the Directorate's 'The suspension, exclusion or transfer of students in ACT public schools' (SETS201010) policy.

A Positive Behaviour Support Plan and Protective Action Plan may be put in place following a suspension, in consultation with parents. Other professionals with appropriate expertise, including school psychologists, the school's Network Student Engagement Team (NSET) and/or other external providers, may be engaged to develop and, where necessary assist, with the implementation of these support plans.

The school principal may choose to suspend a student for the following reasons:

- *failure to properly complete an in-school suspension*
- *extreme violence/verbal abuse*
- *repeated or serious incidences of theft*
- *repeated or severe non-compliance*
- *absconding from school grounds which results in putting themselves or others at extreme risk; and*
- *extremely unsafe behaviour.*

## **11. Monitoring and evaluating**

We are committed to recording all incidents of bullying, harassment and violence and regularly evaluating the effectiveness of our processes, strategies and programs, making modifications and improvements as required. Evaluations will consider evidence such as:

- staff, parent and student perception data
- termly bully and safe play audits
- school based incident reports and referrals, and
- the designated system wide student administration system records.

## **12. Related Policies**

- *Critical/Non-Critical Incident Management and Reporting Policy: CNCIMR201301 (ACT Education, Updated February 2017)*
- *Managing Occupational Violence Policy : MOV201707 (ACT Education, Published: July 2017)*

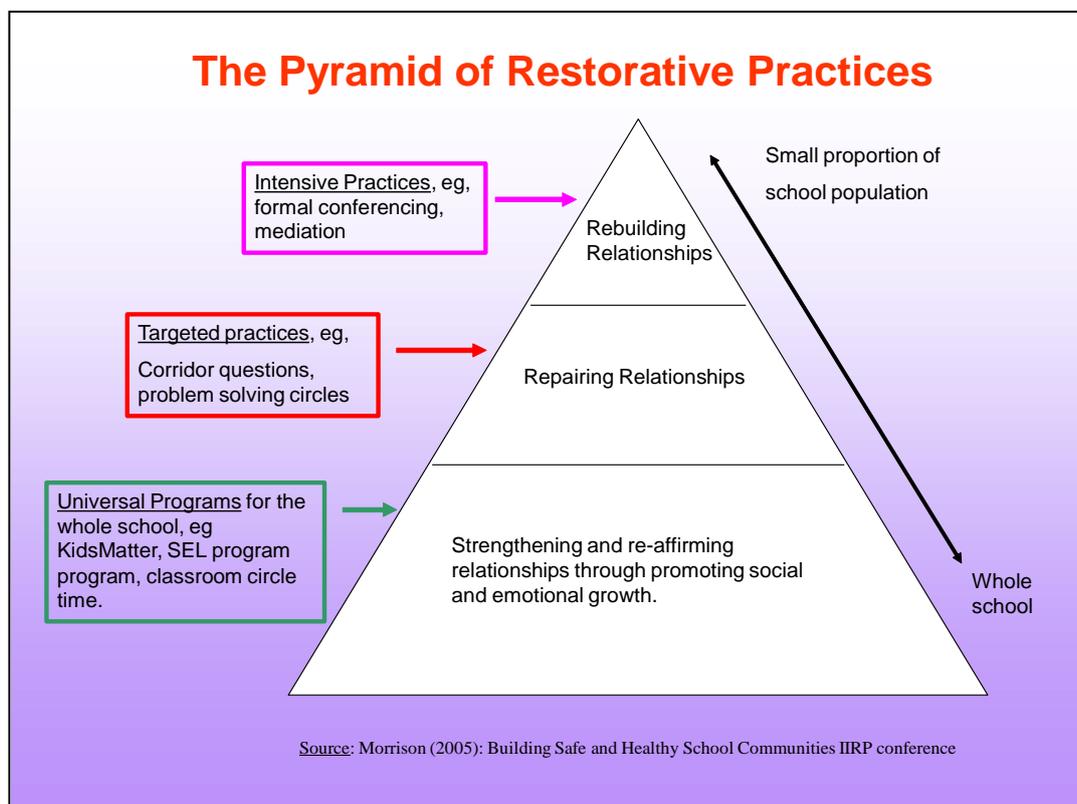
- *National Safe Schools Framework* (Updated October, 2016)
- *Safe and Supportive Schools Policy : SSS201611* (ACT Education, March 2017)
- *Suspension, Exclusion or Transfer of Students in ACT Public Schools Policy: SETS201010* (ACT Education, Updated March 2017)

### 13. References

- *Conferencing Handbook: The New Real Justice Training Handbook* (O’Connell and Wachtel, 1999)
- *Information on Circle Time* (Mellor and Munn, 2004)
- *Just Schools : A Whole School Approach to Restorative Justice* (Hopkins, 2004)
- *KidsMatter Australian Primary Schools Mental Health Initiative* (2014)
- *Positive Discipline in the Classroom* (J. Nelsen et al., 1988)
- *Restorative Classroom Practice* (Belinda Hopkins, 2011)

### 14. Appendices

#### 13.1 Appendix 1



## 13.2 Classroom Essential Agreements Samples

### 3C's Essential Agreement:

In 3C:

- We value being respectful so we agree to use our manners, be kind to each other and look after all equipment in the classroom.
- We value being kind and caring so we agree to help others when they need help.
- We value being creative and colourful so we agree to use our own imagination.
- We value staying on task and being thinkers so we agree to work hard and study well.
- We value being a risk taker so we agree to try new things.
- We value being the best that we can be so we agree to always try our best.
- We value having fun so we agree to be enthusiastic and try to enjoy all activities in class.

We agree to  
always do our best  
(quality) work.



We agree to respect  
and listen to the  
person speaking.



KK's  
Essential Agreement

We agree to have a  
fun classroom where  
we enjoy learning.



We agree to keep  
our classroom a safe  
and tidy place.

