



# BERKELEY WEST PUBLIC SCHOOL

## POSITIVE BEHAVIOUR FOR LEARNING



TEACHER HANDBOOK

***BE RESPECTFUL***

***BE RESPONSIBLE***

***BE SAFE***

# Contents

- Mission Statement.....3
- Behaviour Matrix.....4
- Student Welfare & Discipline Policy.....5
- PBL Scope & Sequence.....30
- PBL Lesson Plans.....32

## Rationale

This resource has been developed by the Berkeley West Public School Positive Behaviour For Learning Team. Its purpose is to provide all staff with the information they require to successfully implement lessons and strategies that will foster positive behavior in all students. It has an emphasis on explicitly teaching expected behaviours in non-classroom settings. It is hoped that by building an environment of Respect, Responsibility & Safety that our school will continue to be a positive place for all students to learn.

Teachers should refer to this handbook when unsure on the any of the schools welfare, discipline or rewards systems.

# Mission Statement



BWPS community work together as a team to deliver quality education through valuing our core goals of RESPECT, RESPONSIBILITY and SAFETY in order to achieve our personal best.

## School Values

- Be Respectful
- Be Responsible
  - Be Safe

# Matrix- Expected Behaviours

The school's Behaviour Matrix is the central framework for teaching the expected behaviours in non-classroom settings. The expected behaviours listed for individual settings are categorised into our 3 core values of Respect, Responsibility and Safety. The phrases are stated simply to make expectations easier to remember.

<b>BERKELEY WEST PUBLIC SCHOOL BEHAVIOUR MATRIX</b>			
<b>VALUES</b>	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be safe</b>
<b>All Settings</b>	<ul style="list-style-type: none"> <li>*Follow teacher instructions</li> <li>*Wait quietly</li> <li>*Use friendly words</li> <li>*Care for others</li> </ul>	<ul style="list-style-type: none"> <li>*Report problems</li> <li>*Move on the bell</li> <li>*Follow the rules</li> <li>*Tell the truth</li> </ul>	<ul style="list-style-type: none"> <li>*Walk on the concrete</li> <li>*Keep hands and feet to yourself</li> <li>*Stay in bounds</li> </ul>
<b>Fixed Equipment</b>	<ul style="list-style-type: none"> <li>*Share the space</li> </ul>	<ul style="list-style-type: none"> <li>*Wait your turn</li> <li>*Watch for others</li> </ul>	<ul style="list-style-type: none"> <li>*Play safely</li> <li>*Walk</li> <li>*Keep hands on equipment</li> </ul>
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<b>Canteen</b>	<ul style="list-style-type: none"> <li>*Say please and thank you</li> <li>*Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>*Buy only for yourself</li> <li>*Return to the play area promptly</li> </ul>	<ul style="list-style-type: none"> <li>*Stay in line</li> </ul>
<b>Eating Areas</b>	<ul style="list-style-type: none"> <li>*Follow instructions</li> <li>*Quiet talking</li> </ul>	<ul style="list-style-type: none"> <li>*Sit while eating and drinking</li> <li>*Put rubbish in bin</li> </ul>	<ul style="list-style-type: none"> <li>*Sit on seats</li> </ul>
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<b>Corridors / Stairwells / Pathways</b>	<ul style="list-style-type: none"> <li>*Move Quietly</li> </ul>	<ul style="list-style-type: none"> <li>*Keep belongings in bags</li> <li>*Keep walkways clear</li> </ul>	<ul style="list-style-type: none"> <li>*Walk at all times</li> <li>*Keep to the left</li> <li>*Line up</li> </ul>
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# **Berkeley West Public School**

## **Student Welfare and Discipline Policy**

Last updated October 2017

# **CONTENTS**

- 1) SCHOOL RULES/DISCIPLINE CODE
- 2) GENERAL SCHOOL PROCEDURES AND ROUTINES
- 3) GENERAL REMINDERS
- 4) ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR
- 5) STRATEGIES TO PROMOTE EFFECTIVE LEARNING AND SOUND DISCIPLINE WITHIN THE SCHOOL
- 6) PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT
- 7) STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

# **Student Welfare & Discipline Policy**

## **Section 1-**

### **School Rules or Discipline Code**

# **Berkeley West Public School Rules or Discipline Code**

## **PRINCIPLES**

Berkeley West Public School has adopted the three overriding priorities of the NSW public school discipline policy:

- raising standards and levels of educational achievement
- the provision of quality education for all, and
- the care and safety of the students, staff and parents.

This document provides a framework for Student Welfare that ensures a safe, caring learning environment for all students at Berkeley West Public School.

It is aligned with the 'Good Discipline and Effective Learning Statement', published by the Minister of Education in 1995.

It promotes a philosophy of guiding students toward responsible self-direction while executing moral responsibilities for their own behaviour.

Berkeley West Public school promotes a philosophy of guiding students towards taking responsibility for their own behaviour through

- building positive self esteem
- being tolerant and respectful of others
- being a co-operative group member
- using skills in conflict resolution
- taking pride in themselves and the environment
- valuing individual achievement
- developing a behaviour code that is consistent with social expectations
- implementing core school rules for students

## **OUTCOMES**

All students will:

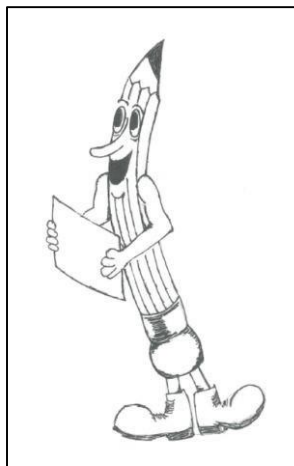
- display acceptable and responsible behaviour
- understand and accept the consequences of their behaviour
- show respect to, and for members of the school community

## **SCHOOL MISSION STATEMENT**

At Berkeley West Public School community work together as a team to deliver quality education through valuing our core values of RESPECT, RESPONSIBILITY and SAFETY in order to achieve our personal best.

## **SCHOOL VALUES**

- BERESPECTFUL
- BERESPONSIBLE
- BE SAFE





# MATRIX

	Be Respectful	Be Responsible	Be safe
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# School Discipline Code

**Teachers, parents and students working co-operatively together towards achieving a positive school environment.**

## **Student Rights:**

Students have the right to:

- be cared for, and treated equally as individuals by the whole school community
- free of violence, victimisation, harassment and bullying.
- work in a safe and peaceful environment with clearly structured and appropriate routines.
- learning activities, which meet their needs and encourage them to maximise their potential
- have the opportunity to be involved in making decisions within the school.

## **Student Responsibilities:**

Students have a responsibility to:

- obey the school discipline code and accept school discipline
- be prepared for all lessons and complete all required work to the best of their ability
- show respect for themselves and the rights of others
- encourage others to do their best
- respect and care for school buildings, school property and the property of others.
- observe the general dress standards and uniform requirements of the school.
- participate constructively as members of the school community.
- work towards problem solving without violence, intimidation, harassment or bullying.
- allow others to learn without interference.
- to be tolerant of differences in others
- play and behave in a safe manner at all times

## **Strategies designed to recognise and reinforce student achievement**

### **School Responsibilities**

The school will recognise and reinforce appropriate behaviour and achievement through a range of strategies. This may include

- encouragement and praise
- modelling of consistent and caring behaviour by staff
- communicating student achievement to families and community through commendation at assemblies, school newsletter and the promotion of public performances and displays of work through media
- the school Merit Award Scheme and Levels System promoting special activities and excursions for appropriate behaviour
- implementing the “Positive Behaviour for Learning (PBL)” program through explicit teaching in all classrooms
- short student role plays at school assemblies demonstrating appropriate behaviours
- improved playground resources and usage

### **Family Responsibilities**

Parents and carers will work in partnership with the school to recognise and reinforce appropriate behaviour and student achievement through:

- encouragement and praise
- ensuring students have necessary equipment to participate in daily lessons
- regular discussion of student concerns through parent-teacher meetings and interviews
- attending formal assemblies, performances, sporting events and exhibitions
- making use of school programs to support staff, parents and students
- providing and encouraging a positive environment for home study.

# **Student Welfare & Discipline Policy**

## **Section 2-**

### **General School Procedures and Routines**

# Berkeley West Public School General School Procedures and Routines

Pupils at Berkeley West Public School will be happy, safe and secure if they keep to the following procedures; “No hat, Play in the Shade” / “Lightning and Storms - Get undercover”

## **Before Lessons (Morning 8.30 am-8.55 am)**

- students remain on concrete area in Primary playground
- only K-2 students may play on fixed equipment
- handball with a tennis ball and skipping is permitted
- line up in designated areas at the 8.55am bell. i.e. spots are painted on primary basketball court for classes to assemble 2 bells - 8.55am & 8.57am. Students cease talking on second bell and all sing National Anthem.

## **1<sup>st</sup> Half Lunch (11.00-11.25am)**

- students take all required personal items when leaving classroom
- students remain seated while eating lunch in view of the teacher on duty
- students remain seated whilst eating/drinking and only stand to place rubbish in the bin or see the teacher
- at 11.05am, teachers call for students to line up for the canteen in one line. Students walk to the canteen, remaining in line order
- from 11.10am duty teacher will begin dismissing students to play. Students remain seated until the teacher has checked they have finished eating, checked their area for rubbish and dismissed them to play
- at the 11.25am duty teachers change for 2<sup>nd</sup> half lunch. The computer lab and library is open on designated days during the week at 2<sup>nd</sup> half lunch. If students choose to attend, they should walk quietly to these areas and line up outside the building for the teacher supervising these areas.

## **2<sup>nd</sup> Half Lunch (11.25am-11.50am)**

- students should go to the toilet and return all sporting equipment before the 11.50am bell
- on the 11.50am bell (whilst music is playing), students to return play equipment and move promptly to line up area and wait for teacher instructions
- after the line-up music has finished and the 2<sup>nd</sup> chime has sounded at 11.52am, students wait quietly in designated lines for their class teacher with the teacher on duty

## **Afternoon Recess (1.50-2.10pm)**

- students remain seated whilst eating/drinking and only stand to place rubbish in the bin or see the teacher
- students only go to the canteen to collect food at 1.50pm if they have pre-ordered food (the canteen supervisor should send back to the lunch area those who have not pre-ordered)
- at 1.55pm, teachers call for students who have not pre-ordered to line up for the canteen in one line. Students walk to the canteen, remaining in line order
- from 2.00pm, duty teacher will begin dismissing students to play. **Students remain seated until the teacher has checked they have finished eating, checked their area for rubbish and dismissed them** to play
- skipping ropes and tennis balls may be used to play handball, throw/catch etc, grass area may be used (no equipment on the grass)
- students go to the toilet before the 2.10pm bell.
- move to lines immediately when the 2.10pm bell rings.

## **Home Time (3.00)**

- after the 3pm bell students are dismissed by the class teacher to collect their belongings and leave the school grounds safely and promptly through the front gate on Nolan street where they cross the road under the supervision of the crossing supervisor and follow all instructions
- students may also exit from the **Gallop Street** pedestrian gate at 3pm, they should make their way to the infants lunch seats and sit until the teacher rostered on for Gallop Street gate duty arrives to walk them all out together. Students exit through the single pedestrian gate not the car park gates. Students who need to cross Gallop St are required to wait for the teacher to place the crossing flags in position first. The teacher on duty also brings the crossing flags back in for storage once all students have left the vicinity of the crossing. It is recommended that the teacher rostered on for Gallop St gate duty take their class out to the infants lunch seats just before the 3pm bell sounds so that they are ready to provide active supervision as students arrive just after the bell. Teachers are then available to ensure students do not leave the grounds and cross the road unsupervised.

# **Student Welfare & Discipline Policy**

## **Section 3-**

### **General School Reminders**

# Berkeley West Public School General Reminders

## **Out of Bounds Areas**

### **Students are not permitted to be**

- in any classroom without the teacher being present
- playing in and around the toilet facilities
- playing on steps and/or verandahs
- climbing on buildings or in trees

## **Unsafe and hurtful practices**

### **Students will comply with rules regarding**

- fighting, tackling, pushing or other forms of rough play
- playing games with hard balls such as cricket balls/basketballs/footballs
- no teasing, harassing or bullying
- no riding of bikes, roller blades or skateboards unless invited by a supervising teacher, or on special occasions
- not taking and or throwing of students hats
- not taking or using other students property without their permission

## **When using specialised rooms such as the Library, Computer room and toilets**

### **Students will**

- enter these rooms only under the supervision of a staff member (library and computer room)
- enter only after food and drink has been consumed and hands washed and dried
- will go with a “buddy” to the toilet if required to do so during class time
- use any computer only when given permission by the supervising teacher
- be asked to leave the room if behaviour is inappropriate

## **Items banned from being brought onto school premises**

### **It is departmental policy that the following items are not permitted in the school grounds**

- glass of any kind
- knives, weapons of any description or bullets
- cigarettes, matches and lighters
- illegal drugs
- **apart from asthma puffers, all prescription medication must be handed in at the front office on arrival, and a Prescribed Medicine form must be completed**

### **The following items are discouraged by the school and the school will accept no responsibility for losses or damage if a child fails to comply**

- toys
- electrical and other equipment including MP3 players, Gameboys, iPods etc
- jewellery other than sleepers, studs, watches and cygnet rings (see uniform regulations)
- any type of trading cards or items
- Chewing gum or bubble gum are also banned items within the school grounds.
- Mobile phones - students are responsible for the safe keeping of a phone at school. They must be turned off during lessons. If confiscated for inappropriate use, will be kept at Principal’s office and signed out when picking up. Phones only used under teacher supervision.
- cosmetics/make-up

# **Student Welfare & Discipline Policy**

## **Section 4-**

### **Acceptable and Unacceptable Behaviour**

# Acceptable and Unacceptable Behaviour

Listed below is the Code of Behaviour expected from students attending Berkeley West Public School. Teachers, parents and students are all well aware of the school and community expectations but this section of the policy documents these in detail, remembering that the purpose of the school is to direct students towards self-discipline.

Acceptable Behaviour	Unacceptable Behaviour
<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• being polite, caring and cooperative</li> <li>• being honest and fair</li> <li>• sharing school equipment</li> <li>• supporting younger students</li> <li>• respect and care for others and their property</li> </ul>	<p><b>The following behaviours are unacceptable in school or at school sanctioned events, as well as on the way to and from school.</b></p> <ul style="list-style-type: none"> <li>• rudeness</li> <li>• threats</li> <li>• bullying</li> <li>• mental/physical maltreatment</li> <li>• disrespect of people or property</li> <li>• interference in others games and activities</li> <li>• teasing</li> <li>• lack of co-operation</li> <li>• disruption in lessons</li> <li>• calling out in class</li> <li>• offensive noises, comments and gestures</li> <li>• interrupting</li> <li>• excessive noise when moving around the school</li> <li>• damaging school property or equipment</li> <li>• out of bounds</li> <li>• obstruction to others</li> <li>• running on concrete and pathways</li> <li>• pushing, shoving, kicking or punching</li> <li>• disturbance of others</li> <li>• bad language</li> <li>• trespassing</li> <li>• spitting</li> <li>• playing dangerously</li> <li>• rough play</li> <li>• rugby type tackling</li> <li>• tripping</li> <li>• climbing on buildings and/or trees</li> <li>• wrestling or martial arts games</li> <li>• eating in library or computer rooms</li> <li>• stealing</li> <li>• lying</li> <li>• abuse transmitted electronically eg sms, e-mail</li> <li>• poor behaviour on buses</li> </ul>
<p><b>Classroom Behaviour</b></p> <ul style="list-style-type: none"> <li>• follow classroom rules</li> <li>• being polite to teachers, visitors and other students</li> <li>• be co-operative with teachers, visitors and other students</li> <li>• sharing school equipment</li> <li>• supporting younger students</li> <li>• respect and care for others and their property</li> <li>• quiet movement</li> <li>• pride in work</li> <li>• paying attention and following instructions</li> <li>• correct use of furniture</li> <li>• provision of necessary material and equipment</li> <li>• cleanliness</li> </ul>	
<p><b>Assembly</b></p> <ul style="list-style-type: none"> <li>• punctuality</li> <li>• face the speaker</li> <li>• respect</li> <li>• participation</li> <li>• paying attention and following instructions</li> <li>• show appreciation and interest</li> </ul>	
<p><b>Movement around the School</b></p> <ul style="list-style-type: none"> <li>• punctuality</li> <li>• moving in an orderly, quiet manner with as little disturbance as possible to other classes</li> <li>• polite and well mannered, knocking before entering rooms</li> <li>• queue where necessary</li> </ul>	
<p><b>Playground Safety</b></p> <ul style="list-style-type: none"> <li>• enter the school grounds no earlier than 8.00 am</li> <li>• remain in designated areas at all times</li> <li>• enter classrooms only with teacher present</li> <li>• eat food at appropriate times and places</li> </ul>	
<p><b>Travelling to and from School</b></p> <ul style="list-style-type: none"> <li>• come to school by the quickest and safest route</li> <li>• respect the rights of others using the bus/footpath, road etc.</li> <li>• return home by the quickest, safest route</li> <li>• display sensible and responsible behaviour at all times</li> <li>• obey the crossing supervisor at all times when crossing the road</li> </ul>	



# **Student Welfare & Discipline Policy**

## **Section 5-**

**Strategies to promote  
Effective  
Learning and Sound  
Discipline  
within the School**

# **Strategies to promote Effective Learning and Sound Discipline within the School**

**Responsibilities lie with the whole school community in encouraging all students to work toward attaining academic excellence. Berkeley West Public School provides strategies to promote effective learning and sound discipline through:**

## **School Responsibilities**

**The school will work to ensure positive attitudes and behaviour by:**

- developing clear and consistent school rules in consultation with staff, students and community
- showing genuine concern for all students as individuals
- providing clearly structured and appropriate school routines
- offering procedural fairness and a right to “fair say” to all students and parents on school related matters
- implementing appropriate teaching and behaviour programs
- insisting on high standards
- encouraging student leadership and participation through an active Student Council
- developing student communication skills in a variety of social situations
- implementing comprehensive health education programs
- encouraging and rewarding appropriate student behaviour
- having high expectations of student application and behaviour in all school activities
- insisting on regular attendance and punctuality
- communicating student concerns to families
- providing counselling services
- providing training and development for staff and community in teaching and student management
- promoting a sense of pride in the school community
- promoting fair treatment for the whole community
- developing partnerships through school and community including Parents and Citizens Association, parent teacher functions, sport, business and cultural groups.

## **Family Responsibilities**

**Parents and carers should work in partnership with the school by:**

- encouraging achievement
- providing their children with an adequate breakfast, recess and lunch to facilitate effective learning
- encouraging adherence to the school’s core rules
- ensuring consistent, regular attendance
- supporting the school’s teaching and welfare programs
- providing a supportive and caring home study environment
- communicating reasons for absences and other matters that affect student performance
- working with the school to promote self discipline and respect for the rights of others
- participating in decision making processes through appropriate representation on school committees
- respond promptly and appropriately to contact from the school
- ensuring their children arrive safely to and from school each day

# Strategies to promote Effective Learning and Sound Discipline within the School

## Consultation/Communication with Parents and Carers

The strategies implemented by Berkeley West Public School have been developed through a process of ongoing discussion and consultation between all stakeholders, particularly parents. Regularly, parents are asked for their views and input both verbally and in writing regarding any alterations that may enhance this policy. This policy is provided to parents of Kindergarten students and parents of all new enrolments. It is also freely available upon request to any student or parent.

Both positive student behaviour and student behaviour causing concern is reported to parents in a number of ongoing and structured ways either verbally, by telephone or in writing. These are described throughout this policy and may include:

- **behaviour warning letters** to be signed by the parent/carer and returned to school
- **interviews** initiated by:
  - class teachers if progress or behaviour of a student becomes an issue
  - parents with any concerns or information that may assist the teacher in class
  - the Assistant Principal (AP) responsible for overall monitoring of classroom and playground behaviour

## Consultation/Communication with Students

This process is considered vital in promoting co-operative management regarding behavioural problems and fostering self-discipline. It is addressed through:

- listening to the opinions and views of students (individually or through the SRC) about the school's welfare and discipline procedures and considering them for inclusion in this policy
- effective classroom management strategies and consistency in applying class and core school rules using a system of ticks or crosses (visual prompts) in the room
- through the implementation of the Playground Behaviour Management Model (2013) (P.24)
  - warnings, reprimands or supervised 'thinking time-out' to sit and reflect away from peers in the playground
  - discussion of behaviour and requesting that it ceases, counselling to help modify behaviour
  - after consulting all views of students involved, persistent or concerning behaviours referred to the AP through the 'Behaviour Referral Slip' who records the incident and takes necessary action
- a commitment to procedural fairness where every student has a right to have their say in a reasonable and respectful manner

## Staff Communication and Consultation

Staff contributions are integral in the effective running of the school and staff are continually involved in the decision making process and implementation of strategies through:

- discussions with students
- staff and grade meetings, and informal peer discussions of related issues
- their involvement in rewards and detention systems
- advice by AP of detention level placements of students
- advising the AP of special home factors relevant to behavioural issues
- use of "Behavioural Referral Forms" to elaborate on poor classroom behaviour to the AP

## Student Welfare Programs

Existing programs at Berkeley West Public School are reviewed and updated constantly and play a major role in building self-esteem and self-discipline in order to guide individual development towards perceptive understanding, mature judgement and responsible self-direction. Current programs include:

- "Come to Read" breakfast program
- Anti-Bullying program
- Stop, Think, Do
- Positive Awards Program
- Positive Behaviour for Learning (PBL)
- Student leadership initiatives
- Great Attendance at School (GAS) Awards
- Uniform Awards program

**Assessment and introduction of additional/alternative welfare programs which are constantly being reviewed.**

## **Discussions with students**

Discussions within classes, Student Representative Council and assemblies ensure clarification and support at the appropriate group level.

### **Positive behaviour is continually reinforced:**

- in class with qualifiers and merit awards,
- at assemblies with qualifiers, merit awards, canteen vouchers and Principals awards
- while playing in the playground
- through school initiatives e.g. 'PBL' awards and lessons, Anti Bullying
- through informal and formal acknowledgement of academic and sporting achievements
- during excursions
- publication in newsletters (eg. Student of the Fortnight)

### **Inappropriate behaviour is dealt with by:**

- assertive discipline strategies, warnings, reprimands, supervised 'thinking time out'
- counselling
- interviews/phone calls with parents/carers
- "Behavioural Referral (minor)" for persistent disruption to classroom or in the playground (see explanation following)
- "Behavioural Referral (major)" for inappropriate behaviour inside/outside the classroom (see explanation following)
- For more serious breaches of the school's discipline code or when repeated "Behaviour Referrals" (major) have been accrued (see explanation below). Subsequently a Level 3 detention will be determined by the AP as the appropriate strategy, a letter of notification is sent to the parent/carer giving the reason for detention. This should be signed by the parent and returned as soon as possible. When a student has received their 10<sup>th</sup> Major Behaviour Referral form (and not necessarily culminated in a detention, a letter is sent home/or phone call made to parents to inform them of persistent breaches of the school's discipline code).
- School support through strategies provided by Learning and Support Teacher

**\*Detention periods (2nd half of lunch) involve students being withdrawn from the playground for counselling and engagement in conflict resolution strategies with the supervising staff member for the set detention period (usually 3 days – longer if need arises or student misbehaves on detention).**

### **Inappropriate classroom and playground behaviours - Behaviour Referral (minor)**

Behaviour Referral (minor) outlining the student's inappropriate behaviour and subsequent disruption to classroom learning and/or disruptive playground behaviour are entered into Sentral by teachers. This is done so only after the student has failed to modify his/her behaviour after being given several opportunities to do so. The student is given the opportunity to respond and if necessary the incident is recorded in the AP's behaviour book. Several Behaviour Referrals (minor) will result in the student being issued with a Behavioural Referral (major). It should be emphasised that students can receive an immediate Behavioural Referral slip or suspension if the classroom/playground behaviour is determined a more serious breach of the school's or NSW Department of Education.

### **Level 1 behaviours – [Minor Behaviour Referral (BR)]**

BR – minor are reviewed by the APs from teachers who consider the student's behaviour to be a Level 1 breach of the school discipline code that warrants recording. In some cases, rather than complete a BR- minor the teacher on duty will immediately employ behaviour modification strategies in the playground such as "time out" or "Walk with Me" according to 'Stage 1' of the Playground Management Model (2013) (P.24). Warranted BR – minor are recorded next to the student's name by the AP only after the incident/s are investigated and the student offered a chance to appropriately respond. Students receiving a BR – minor are informed that it has been filed by the AP. Several BR – minors in a calendar month will result in the student receiving a BR – major.

### **Level 2 behaviours [Major Behavioural Referral (BR)]**

BR - major are reviewed by the APs from teachers who consider the student's behaviour to be a Level 2 breach of the school discipline code that warrants recording. In all cases teachers will complete a BR – major. The teacher on duty will immediately employ behaviour modification strategies in the playground such as "time out" or "Walk with Me" according to 'Stage 2' of the Playground Management Model (2013) (P.24). All BR - major referrals are recorded next to the student's name by the AP only after the incident/s are investigated and the student offered a chance to appropriately respond. Students receiving a BR - major are informed that it has been recorded by the AP. Repeated BR - majors in a calendar month will result in the student receiving a Detention and subsequently a parent notification letter to take home.

### **Level 3 - Detention (3 days detention)**

A teacher or AP will complete a Behaviour Referral form if the student's behaviour is a Level 3 breach of the schools discipline code. The AP will complete the Executive Managed Behaviour section of the Behaviour Referral form if a student has received several BR - majors in the last calendar month. The AP will inform the student that he/she has attained a Level 3 and organise detention periods. A detention notification letter is also generated and sent to parents. The purpose of the notification letter is to keep parents informed about their child's behaviour at school and allow them to work together with the school in resolving the inappropriate behaviour with their child. The school does not require the parent's permission for a student to be placed on detention.

**\* Level 3 students are removed from the playground for 3 days detention. Detention may be longer if need arises. If a student receives a BR - major while on detention he/she will be given an extra day's detention. Further deterioration in behaviour could result in suspension. The Principal has the authority to suspend student from school for unacceptable behaviour.**

### **Suspension**

Suspension highlights for students and parents or carers the unacceptability of the student's behaviour, and draws attention to the parent's responsibility for remediation of that behaviour in cooperation with the school. The school will work in partnership with parents to assist the student to take responsibility for his/her progress and behaviour in order to rejoin the school community.

The principal may apply for school expulsion or expulsion from the Government school system when this is deemed necessary.

Warning letters (re suspension) will be sent home if the Assistant Principal or Principal feels that the child's behaviour is deteriorating, eg. several BR - majors in a short period of time.

### **Reviewing the Document**

1. There is ongoing review of the current policy by staff and school community
2. Input or suggestions sought by staff and school community either in person or in writing
3. Suggestions considered by Student Welfare Committee
4. Amendments made to policy and presented to students and school community
5. Policy implemented
6. Information sessions to be conducted on the policy for staff, students and parents if necessary
7. Placement of small sections and issues to be included in newsletters when required
8. Copies of the Student Welfare Policy are made readily available from the front office upon request

# **Student Welfare & Discipline Policy**

## **Section 6-**

### **Practices Designed to Recognise and Reinforce Student Achievement**

# **Practices designed to recognise and reinforce Student Achievement**

## **SCHOOL MERIT SYSTEM**

### **Level 1- Free and Frequent (Sketchies)**

*In recognition of being 'caught' displaying behaviours in line with our 3 school values, students will be rewarded as follows;*

1. Teachers and staff hand out "Sketchies" to students for displaying expected behaviours (as in Matrix). Students write their name and class on the Sketchie and enter it in the class draw box.
2. At designated times for Primary and Infants classes, a name is drawn out of the class box to win a either a values wristband or values pencil. (prizes may vary according to demand)
3. All Sketchies are collected in the Sketchie bin, located in the school office foyer. At each whole school assembly another draw takes place and the winner receives a prize. Once the bin is filled the whole school receives an award determined by staff.

### **Level 2- Intermittent**

*To recognise and encourage good work habits, high standards of behaviour and/or high levels of academic achievement in the classroom, the following merit system is used;*

1. For each instance of meritorious work or behaviour, one Qualifier is presented to the student.
2. For 5 Qualifiers- one Merit Award is presented to the student.
3. For 5 Merit Awards- one large Merit Certificate is presented at the whole school fortnightly assembly by an Assistant Principal.
4. For 5 large Merit Awards- one canteen voucher is presented at the whole school fortnightly assembly by an Assistant Principal.

### **Level 3- Long and Strong**

*This level of reward is in place to commend those students who continually display exemplary behaviour for extended periods of time and therefore have not been placed on a Level 3 Detention for 1 term.*

Each term, all students who do not receive a detention are eligible to participate in the Reward Day at the end of that term. Examples of these reward days are: bouncy castle, in school movie day, water fun day, picnic in the park and Ten Pin Bowling. This list is not exhaustive

### **'Second Chance'**

Students who are placed on a Level 3 Detention in any term have the opportunity to attain the appropriate Level Award if they are then not placed on a further Level 3 Detention in the following Term.

Example: If a student is placed on Detention during a Term they would not be eligible to attend the Reward Day that term. If however they do not receive a detention in the following term they are eligible to attend that term's Reward Day.

This 'Second Chance' applies to all levels of the Positive Behaviour Reward System.

## **Whole School**

The position of Captain, Vice-Captain and four Prefects are elected and allocated responsible roles at fortnightly assemblies and in the day to day running of the school to:

- provide a behavioural role model for other students
- provide practical experience in leadership roles A Student Council has been formed as:
- a practical role in receiving and providing student feedback on school related issues
- additional leadership training
- assisting in raising funds for school related projects Awards or recognition from the Principal include:
- a Principal's Morning Tea held once a Term where Principal's Awards are presented to selected students who have shown exemplary work habits, behaviour or improvement in class work
- a Principal's Award is awarded each fortnight at the whole school assembly by the Principal to a student who has demonstrated outstanding classwork, behaviour or citizenship
- a "Student of the Fortnight" award for one student from each class for effort or application in the classroom as nominated by their class teacher

Other awards presented to acknowledge achievement in areas that are a current school focus may include:

- Great Attendance at School (GAS) Awards recognising attendance
- Uniform Awards for effort in wearing full school uniform
- "Sketchy" PBL award

Presentation Day at the end of the school year is planned to recognise students from across the school for achievements in the academic, sporting and citizenship areas.

The fortnightly school newsletter regularly recognises the achievements of students. Media releases are issued from time to time regarding special school activities and student achievement

- classroom as nominated by their class teacher

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# **Student Welfare & Discipline Policy**

## **Section 7**

### **Strategies for Dealing with Unacceptable Behaviour**

## Strategies for dealing with Unacceptable Behaviour

All students have the right to be treated fairly in an environment free from disruption, intimidation, harassment and discrimination. To achieve this Berkeley West Public School maintains high standards of student behaviour through positive and consequential behaviour systems. The Level system and cases of unacceptable behaviour are dealt with in the following manner:

Reason for Level	Consequence of not following rules
<p><b>Level 0</b></p> <ul style="list-style-type: none"> <li>• All children commence at this level</li> </ul>	<ul style="list-style-type: none"> <li>• unacceptable behaviour could result in withdrawal from sport or other curricula or school activities</li> </ul>
<p><b><u>Level 1 (Minor)</u></b>  <b>[Minor Behavioural Referral]</b></p> <ul style="list-style-type: none"> <li>• continued disruption to games or playground harmony</li> <li>• out of bounds, in or around buildings</li> <li>• continued running on concrete</li> <li>• uncooperative behaviour</li> <li>• repeated disruption to classroom learning</li> <li>• repeated littering classrooms or playground</li> <li>• climbing trees or on school buildings</li> <li>• playing on equipment unsupervised</li> <li>• trespassing on school grounds out of school hours</li> <li>• being rude and disobedient to staff or visitors</li> <li>• playing/loitering in the toilets</li> <li>• lying or spitting (Level 2 after repeated warnings)</li> <li>• rude gestures or body language</li> <li>• isolated incident of bullying or teasing</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher on duty employs immediate strategies such as supervised time-out or “Walk with Me” according to the Playground Behaviour Management Model ‘Stage 1’ (2013) (P.24)</li> </ul> <p><b><u>Minor Behavioural Referral</u></b></p> <ul style="list-style-type: none"> <li>• Teacher completes a BR - minor and lodges with AP for review</li> <li>• AP reviews incident/s with all parties</li> <li>• AP makes determination to file or not file referral slip and informs student (remove)</li> <li>• n.b. several BR - minors will result in the student receiving a BR - major</li> </ul>
<p><b><u>Level 2 (Major)</u></b>  <b>[Major Behavioural Referral]</b></p> <ul style="list-style-type: none"> <li>• repeated disrespect of others or school rules</li> <li>• continued disrespect as outlined in Level 1</li> <li>• swearing or bad language among peers or in presence of staff</li> <li>• minor damage to school or another students property</li> <li>• open defiance toward a teacher</li> <li>• rough and dangerous play</li> <li>• inadvertent/unintentional dangerous behaviour or play</li> <li>• leaving the school grounds without permission</li> <li>• any Level 1 or 2 misbehaviours on the way to or from school</li> <li>• Repeated bullying or teasing – level 2 or 3</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher on duty employs immediate strategies such as supervised time-out or “Walk with Me” according to the Playground Behaviour Management Model ‘Stage 2’ (2013) (P.24)</li> </ul> <p><b><u>Major Behavioural Referral</u></b></p> <p>Teacher completes a BR - major and lodges with AP for review</p> <ul style="list-style-type: none"> <li>• AP reviews incident/s with all parties and makes determination to file or not file slip then informs student</li> <li>• n.b. repeated BR - majors will result in the student receiving a Detention</li> <li>• AP/teacher initiates contact with parents or Principal if a behaviour pattern causing concern is becoming apparent (letter sent or phone call made indicating concern and raising parent awareness of breaches/ BR - majors)</li> <li>• A playground communication book may be established for students causing concern</li> <li>• A student may, at the AP’s discretion, receive a ‘Detention Warning’, this is followed by phone call to a parent to alert them of the behaviour causing concern</li> </ul>

## **Strategies for dealing with Unacceptable Behaviour**

### **Level 3**

#### **Aggressive physical and verbal behaviour towards others**

- inappropriate behaviour of a severe nature
- continued inappropriate behaviour as set out in Level 2
- repeated or persistent bullying or teasing
- threatening another student with physical harm
- aggressive intentional behaviour towards others including - fighting, pushing, shoving, tripping, tackling or wrestling
- repeated and deliberate rudeness, defiance or disrespect to a teacher
- smoking on the school grounds
- physical retaliation without approaching a teacher when there was a prior opportunity
- major damage to school or another person's property
- stealing – low key (Level 2). Stealing will be a level 3 offence but low key issues (eg. Claiming a “lost” item without informing a teacher etc will result in a Level 2).
- Student removed from the playground 2nd half of lunch while on Level 3.

### **Level 3 Detention- 3 days**

- AP interviews student concerned and counsels accordingly. Discipline strategies to assist and improve self-discipline provided to student
- loss of privileges - 3 days detention (removal from playground 2nd half of lunch)
- letter informing parents of level and reason for detention, to be signed and returned the next day (student may delay the return to playground until letter is returned or acknowledgement supplied by parent/carer)
- **No** representative sport and the possibility of exclusion from excursions for 10 school days from the day the offence was committed (unless is first Level 3 Detention or only 1 per semester)
- An extra day's detention if student receives a BR - major whilst on detention
- AP initiates contact with parents or Principal if a behaviour pattern causing concern is becoming apparent
- A playground communication book/ISTB may be established for students causing concern

### **Level 4- Suspension**

**In accordance with DET policy, the Principal may choose to impose suspension for:**

#### **1. Continued Disobedience**

This includes but is not limited to:

- breaches of the school discipline code
- refusal to obey staff instructions: defiance
- disrupting other students
- minor criminal behaviour related to the school
- use of alcohol or persistent use of tobacco

#### **2. Aggressive Behaviour**

This includes but is not limited to:

hostile behaviour directed towards students, staff or other persons, including verbal abuse and abuse transmitted electronically

### **Level 4**

- All general principles and procedures will be followed as set out in the Department of Education's suspension and expulsion policy for both long and short suspension of school students.
- Warning letter will be sent by Principal if behaviour is boarding on suspension, eg. several Behaviour Referral Forms in a short period of time.

**\*If a student breaches the code of conduct whilst on detention an additional day will be added to the current detention.**

**\*A student may be placed on any Level according to the severity of the behaviour at the school Executive's discretion.**



# Berkeley West P.S. Behaviour Management Flowchart

**Response to ALL student misbehaviour is:**  
**Calm Consistent Brief Immediate Respectful Private**



## **BWPS Playground Behaviour Management Model-2013**

**For minor, teacher managed breaches of school rules and discipline code including-**

### **Stage 1 (isolated instance of minor misbehaviours)**

- Verbal or non-verbal warning/reprimand---emphasise replacement behaviours and get child to repeat
- Consequence that fits the undesirable behaviour e.g. sit in the shade, pick up papers, play another game
- Playground time out in designated time out area (if student is independent enough)
  - Walk with me



### **Stage 2 (repeated instances of minor misbehaviours after repeated Stage 1 strategies employed or refusing to walk with teacher)**

- Yellow Card--- Student takes card (with another student) to take a time out in the K---2 or 3---6 playground for rest of play period (**Cards in "Bum bag" hanging on hooks in Kinder hat room and primary foyer**)
- Playground teacher completes white slip and files with AP at end of session outlining recount of behaviours and strategies used



### **Stage 3 (disobedience in time out playground or refusal to comply with Yellow Card)**

- **Red Card**--- Send reliable student to office with Red Card to get assistance from a member of the executive team (**Cards in "Bum bag" hanging on hooks in Kinder hat room and primary foyer**)
- Playground teacher completes white slip and files with AP at end of session outlining recount of behaviours and strategies used

N.B. **Behaviour Slips** are recorded electronically in Sentral (computer data base) for minor breaches of the school's values and discipline code, as well as for aggressive physical and verbal behaviour towards others as outlined in the school's welfare and discipline policy. AP's monitor the input of data daily.

## Berkeley West Public School: PBL Scope & Sequence

### **Term 1**

	<u>LessonFocus</u>	<u>Expected Behaviour</u>
Week 1	All Settings- Teaching the Values	
Week 2	All Settings- Respect 1	Being polite, Care for others
Week 3	All Settings- Respect 2	Use friendly words
Week 4	All Settings- Respect 3	Follow teacher instructions
Week 5	All Settings- Responsibility 1	Tell the truth
Week 6	All Settings- Responsibility 2	Report problems
Week 7	All Settings- Safety 1	Keep hands and feet to yourself
Week 8	All Settings- Safety 2	Stay in bounds
Week 9	All Settings- Being Responsible	Move on the Bell
Week 10	Review	

### **Term 2**

	<u>LessonFocus</u>	<u>Expected Behaviour</u>
Week 1	Playground- Fixed Equipment	Share the space, wait your turn, watch for others, play safely, walk, keep hands on equipment
Week 2	Playground- Being Responsible	Play by the rules
Week 3	Playground- Safe Play	Safe Play
Week 4	Assembly	Look and listen, clap sensibly
Week 5	Assembly- Be Safe	Enter and exit with care
Week 6	Lining Up	Quiet on the signal, look at the speaker, listen to the speaker, follow instructions, leave space
Week 7	Eating Areas	Sit on seats while eating and drinking, talk quietly, put all rubbish in bins
Week 8	Eating areas- Dismissal Procedure	Follow instructions
Week 9	Corridors/Stairwells/Pathways- Be Safe	Walk at all times, keep to the left, line up
Week 10	Office	Wait quietly, say please and thank you, have permission, know your message, enter and exit with care

## Berkeley West Public School: PBL Scope & Sequence

### Term 3

	<u>LessonFocus</u>	<u>Expected Behaviour</u>
Week 1	Playground- Be Responsible with equipment	Return equipment after play
Week 2	Playground-Respecting Others	Share the space, share equipment
Week 3	Playground- Playing handball and Newcombe Ball	Play by the rules
Week 4	Playground- Sun Safety	Wear your hat
Week 5	Corridors/Stairwells/Pathways- Respecting Others	Move quietly, respect other learners
Week 6	Corridors/Stairwells/Pathways- Be Responsible	Keep belongings in bags, keep walkways clear
Week 7	Toilets- Staying Safe & Being Responsible	Keep them clean
Week 8	Toilets- Be Responsible	Report problems
Week 9	Canteen- How to Shop	Line up, buy for yourself, return promptly to play area
Week 10	Canteen- Be Respectful	Wait your turn, say please and thank you

### Term 4

	<u>LessonFocus</u>	<u>Expected Behaviour</u>
Week 1	Toilets- Toilet Routine	Flush toilet, wash hands, walk
Week 2	Toilets-Respecting others	Keep them clean, allow privacy
Week 3	Breakfast Club- Be Responsible	Place dirty dishes in sink, sit while eating and drinking, put books on shelves
Week 4	Breakfast Club- Be Respectful	Read then eat, say please and thankyou
Week 5	Breakfast Club- Be Safe	Enter and exit with care, place bags in bag room
Week 6-10	Review Values and Expected behaviours as necessary	

# All Settings - Teaching The Values

Setting	Expected Behaviour
All Settings	
<b>Vocabulary:</b> Respect, Responsibility, Safety	
<b>Skill:</b> <ul style="list-style-type: none"><li>• Learning the new values</li><li>• Displaying the new values</li></ul>	
<b>Lesson:</b> <ul style="list-style-type: none"><li>• Introduce the three values to the class.</li></ul> <b>Discussion</b> <ul style="list-style-type: none"><li>• Have you seen these values in or around the school?</li><li>• What do they represent?</li><li>• What do the signs have written on them?</li></ul> <b>Activities</b> <ul style="list-style-type: none"><li>• In pairs, write a list of words that you have seen that are associated with each value.</li><li>• Take students outside to find signage and add to their own listing.</li><li>• Discuss why each sign is in a particular area.</li></ul>	



# All Settings - Respect 1

Setting	Expected Behaviour
All Settings	Being Polite, Care For Others
<b>Vocabulary:</b> polite, caring	
<b>Skill:</b> <ul style="list-style-type: none"> <li>• Being polite to others</li> <li>• Caring for others</li> </ul>	
<b>Lesson:</b> <ul style="list-style-type: none"> <li>• Encouraging politeness and caring towards others</li> </ul> <b>Discussion</b> <ul style="list-style-type: none"> <li>• What does respect mean?</li> <li>• What does being polite mean?</li> <li>• Who can you care for?</li> <li>• Who can care for you?</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>“ Draw a chart of people that are connected to your world with you in the centre.</li> <li>“ Interview a partner to find out what they think being polite looks like. What does caring for others look like?</li> <li>“ Look through dictionaries and online resources for meanings for each of the values and skills.</li> <li>“ Find the antonyms for each of the values (St 2&amp;3)</li> </ul>	

## All Settings - Respect 2

Setting	Expected Behaviour
All Settings	Use Friendly Words
<b>Vocabulary:</b> ask, respond, react, appropriate	
<b>Skill:</b> <ul style="list-style-type: none"><li>• Using friendly words with each other</li></ul>	
<b>Lesson:</b> <ul style="list-style-type: none"><li>• Defining Friendly words and how to use them</li></ul>	
<b>Discussion</b> <ul style="list-style-type: none"><li>• Has someone ever been friendly to you? What did it feel like?</li><li>• How can you be nice to someone? How can someone be nice to you?</li></ul>	
<b>Activities</b> <ul style="list-style-type: none"><li>• List the friendly things that people have done for you.</li><li>• Role play with a partner showing how to be friendly towards each other.</li><li>• Make a cloud of friendly words and make a storm cloud of their opposites.</li><li>• Design a card to give to someone just to be friendly.</li></ul>	

## All Settings - Respect 3

Setting	Expected Behaviour
All Settings	Follow Teacher Instructions
<p><b>Vocabulary:</b> ask, respond, react, appropriate, 5 Star listener</p>	
<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Responding appropriately when a teacher asks you to do something</li> </ul>	
<p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>• reacting appropriately to teacher instructions</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Why do we need to do as we are asked?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>▮ Review previous lesson and how to use friendly/respectful words.</li> <li>▮ List some of the fun things we are asked to do at school? At home? Share with a partner or group.</li> <li>▮ List some of the things we are asked to do that we do not enjoy.</li> <li>▮ Role play how you should respond when a teacher asks you to do something. Use a range of examples:               <ul style="list-style-type: none"> <li>✓✓ When being disciplined</li> <li>✓✓ When whole class instructions are given</li> <li>✓✓ When group instructions are given</li> <li>✓✓ Be a 5 Star Listener</li> </ul> </li> </ul>	

# All Settings - Responsibility 1

Setting	Expected Behaviour
All Settings	Tell the Truth
<b>Vocabulary:</b> truth, honesty, dishonesty	
<b>Skill:</b> <ul style="list-style-type: none"><li>• Telling the truth at all times</li></ul>	
<b>Lesson:</b> <ul style="list-style-type: none"><li>• Telling the Truth</li></ul> <b>Discussion</b> <ul style="list-style-type: none"><li>• What does truth mean? Why do we need to tell the truth?</li><li>• What are some of the consequences for being dishonest?</li></ul> <b>Activities</b> <ul style="list-style-type: none"><li>• Read then discuss the story of Pinocchio.</li><li>• In a group write why honesty is important.</li></ul> <b>Other Ideas</b> <ul style="list-style-type: none"><li>• The Boy Who Cried Wolf story</li><li>• Discuss consequences of lying.</li></ul>	

## All Settings - Responsibility 2

Setting	Expected Behaviour
All Settings	Report Problems
<p><b>Vocabulary:</b> solve, assist, answer, help, directions, instructions, report problems</p>	
<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Help solving problems by assisting and reporting to teacher</li> </ul>	
<p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>“ To help solve problems in all settings</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>“ What can we do to help when there is a problem?</li> <li>“ What are ways of making the solution simpler?</li> <li>“ What can make the problem harder to solve?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>“ Role play a problem in the classroom. Discuss how we should help.</li> <li>“ Role play a problem in the library. Discuss how we should help.</li> <li>“ Role play a problem in the playground. Discuss how we should help.</li> </ul>	

# All Settings - Safety

Setting	Expected Behaviour
All Settings	Keep hands and feet to yourself
<b>Vocabulary:</b> hands, feet, hit, touch, hurt, personal space	
<b>Skill:</b> <ul style="list-style-type: none"><li>• Refrain from touching other people and their property</li></ul>	
<b>Lesson:</b>  <b>Discussion</b> <ul style="list-style-type: none"><li>• Why isn't hurting people allowed at school? At home?</li><li>• Why do we look after our things? Can we take other people's property?</li></ul> <b>Activity-</b> <ul style="list-style-type: none"><li>• Revise school wide values: point out the behaviour, location &amp; signage<ul style="list-style-type: none"><li>- What do they mean?</li><li>- Why are the values important in the playground?</li></ul></li></ul> <b>Discussion</b> <ul style="list-style-type: none"><li>• Why are rules important?</li><li>• Why is it important that everybody follows the rules?</li><li>• It is your responsibility and it is respectful and safe.</li></ul> NB: If it is appropriate for your class at the time, link this lesson to PD lessons on appropriate/inappropriate touching.	

# All Settings - Safety

Setting	Expected Behaviour
All Settings	Stay In Bounds

**Vocabulary:** out of bounds, follow rules

**Skill:**

- Remain in all areas that you are permitted

**Lesson:**

**Discussion**

Why are rules important?

- Why is it important that everybody follows the rules?
- It is your responsibility and it is respectful and safe.
- Why do we need to be in the right place?

**Activity-**

- Revise school wide values: point out the behaviour, location & signage
  - What do they mean?
  - Why are the values important in the playground?
  - Shade the areas on a school map that are out of bounds at all times/during playtime/without a teacher.
  - Colour and draw our school uniform

# All Settings - Being Responsible

Setting	Expected Behaviour
Playground	<b>Move on the Bell</b>

**Vocabulary:** Move on the bell, line up, walk don't run

**Skill:**

- Moving out of the playground as soon as the bell goes
- Being ready for class as soon as possible

**Lesson:**

- Revise school wide values: point out the behaviour, location & signage
  - What do they mean?
  - Why are the values important in the playground?

**Discussion**

- What are the different bells we hear in the morning, at recess and at lunch.
  - 8:30am - Morning Play (students must sit on the seats until teacher arrives)
  - 8:55am - Morning Assembly
  - 11:00am- Lunch
    - " Eating Lunch 11:00-11.10am-Play
    - " Play 11.10 to 11.50
  - 11.50- Bell. End play. Line up.
  - 1:50-Recess
    - " Eat recess 1.50-2.00pm
    - " Play 2.00 to 2.10
  - 2:10- Bell. End Play. Line up
  - 3:00 Home Time
- Why we move as soon as the bell goes?
  - Safety - Students need to be supervised.
  - Responsibility - Maximise learning time in the classroom.
- Where do you go when the class bell rings?
  - Return Equipment, Lines
- How do we move when the bell goes?
- Where should we be by the time the music finishes?
  - Quickly, without running

**Activity- Practice moving on the bell**

- As a class take the students out into the playground. Explain to them that you will let them play, but as soon as they hear a whistle that they have to move to class.
- Explain that the whistle represents the bell, and that this exercise is practice for the real bell.
- Reward students who do the right thing with "Sketchies"



# Playground - Respecting Others

Setting	Expected Behaviour
Playground	<p style="text-align: center;"><b>Share the Space</b> <b>Share Equipment</b></p>
<p><b>Vocabulary:</b> play nice, share the space, personal space, talk it through, share equipment</p>	
<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• playing nice with others</li> <li>• Sharing the space</li> <li>• Share the equipment</li> </ul>	
<p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>• Revise school wide values: point out the behaviour, location &amp; signage               <ul style="list-style-type: none"> <li>- What do they mean?</li> <li>- Why are the values important in the playground?</li> </ul> </li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Types of games that can be played in different parts of the playground               <ul style="list-style-type: none"> <li>✓✓ Handball only before school.</li> <li>✓✓ Larger balls used for kicking games on grass area only</li> <li>✓✓ Newcombe Ball, Handball and basketball on asphalt</li> </ul> </li> <li>• Why are some games suited to certain areas and not to others</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• During PE time, take class out and play specific games suited to certain areas of the playground.</li> <li>• Brainstorm and create a list of where and when games can be played.</li> </ul> <p><b>Possible role play scenarios</b></p> <ul style="list-style-type: none"> <li>• Two groups playing ball games near each other. The ball from one group comes into other game.....</li> <li>• A group is already playing handball in your group's favourite spot.....</li> <li>• Your group wants to play soccer, but another group has already organized a game of touch.....</li> </ul>	

# Playground Being Responsible

Setting	Expected Behaviour
Playground	Play by the rules
<b>Vocabulary:</b> play by the rules, fair, fun	
<b>Skill:</b> <ul style="list-style-type: none"> <li>• Playing by the rules</li> <li>• Being fair</li> </ul>	
<b>Lesson:</b> <ul style="list-style-type: none"> <li>• Revise school wide values: point out the behaviour, location &amp; signage               <ul style="list-style-type: none"> <li>- What do they mean?</li> <li>- Why are the values important in the playground?</li> </ul> </li> </ul> <b>Discussion</b> <ul style="list-style-type: none"> <li>• Why are rules important?</li> <li>• Why is it important that everybody follows the rules?               <ul style="list-style-type: none"> <li>- It is your responsibility and it is respectful and safe.</li> </ul> </li> <li>• Why do we need to be honest? What happens if we are not honest?</li> </ul> <b>Activity- Role Play</b> <ul style="list-style-type: none"> <li>• In small groups (senior) or as a whole class (infants) role play the following scenario, or others similar to this one.               <ul style="list-style-type: none"> <li>➤➤ You are playing tip/hide and go seek with a group of friends. You are in and you touch one of your friends but they say you didn't.....</li> </ul> </li> <li>• Discuss with the class the pros and cons of the scenario:               <ul style="list-style-type: none"> <li>- How does it make you feel?</li> <li>- How did you react?</li> <li>- Were you being respectful?</li> <li>- How could you do better?</li> <li>- How could you respond in a more positive way?</li> </ul> </li> </ul>	

# Play Ground - Safety in the Playground

Setting	Expected Behaviour
Playground	Wear your hat
<p><b>Vocabulary:</b> No hat play in the shade. Suitable shoes are to be worn at all times. Are you dressed for the playground?</p>	
<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Wearing your hat in the playground at all times</li> </ul>	
<p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>Revise school wide values: point out the behaviour, location &amp; signage               <ul style="list-style-type: none"> <li>What do they mean?</li> <li>Why are the values important in the playground?</li> </ul> </li> </ul>	
<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>The purpose of wearing hat and shoes anytime at school.</li> <li>Why is it important to wear hats in the playground?</li> <li>Where do you go when you don't have a hat?</li> </ul>	
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Photograph of a group of children wearing hats and suitable shoes in the playground. Print photo with a large tick. Photograph of a group of children wearing no hats and inappropriate shoes in the playground. Print photo with a large cross (X) beside it. Display in classroom with a sign "Are you dressed for the playground?"</li> </ul>	
<p>Brainstorm why hats are and suitable shoes are necessary in the playground? (all stages)</p>	

# Playground Be Responsible with Equipment

Setting	Expected Behaviour
Basement/ storage	Return equipment after play
<b>Vocabulary: pack up, basement, return, store, tidy, care</b>	
<b>Skill:</b> <ul style="list-style-type: none"> <li>• Returning and packing up equipment when you have finished playing with it.</li> </ul>	
<b>Lesson: The importance of returning equipment after play.</b> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Talk about what equipment is made available to the students to use at playtime.</li> <li>• Recognise whose job it is to set up equipment and put it away.               <ul style="list-style-type: none"> <li>➤➤ Infants- SLSO (set up) Yr 2 (put away)</li> <li>➤➤ Primary-Year 6</li> </ul> </li> <li>• Distinguish between "returning equipment" and "putting it away"</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• During PE lessons, use equipment and focus specifically on returning it to the appropriate storage facilities.</li> </ul>	

# Playground

## Playing Handball and Newcombe Ball

Setting	Expected Behaviour
Playground	Play by the Rules
<b>Vocabulary: rules, fair, fun</b>	
<b>Skill:</b> <ul style="list-style-type: none"> <li>• Playing by the rules</li> <li>• Being fair.</li> <li>• Having fun.</li> </ul>	
<b>Lesson:</b> <p>Revise school wide values: point out the behaviour, location &amp; signage</p> <ul style="list-style-type: none"> <li>• What do they mean?</li> <li>• Why are the values important in the playground?</li> </ul> <b>Discussion:</b> <ul style="list-style-type: none"> <li>• Brainstorm a list of games played at school that require specific rules.</li> <li>• List what rules the students are already familiar with for those specific games.</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>• <b>Role play-</b> You are playing handball with your friends. One of your friends plays a "full-ball". Everybody watching agrees that the ball was a "full-ball", but the person starts to argue, saying that it wasn't full....</li> <li>• View Social Story for Following the Rules of handball and Newcombe Ball. (found in Teacher Resources)</li> <li>• Devise a list of 'modified' rules for other games; such as, touch football, soccer and cricket.</li> <li>• The SRC can review rules and in consultation with staff will devise a set of acceptable rules for these 3 sports.</li> </ul>	

# Playground- Safe Play

Setting	Expected Behaviour
Playground	<b>Safe Play</b>
<b>Vocabulary: share, safe play, rules, fun, look out for others</b>	
<b>Skill:</b>	
<ul style="list-style-type: none"> <li>• Choosing appropriate games.</li> </ul>	
<b>Lesson:</b>	
Revise school wide values: point out the behaviour, location & signage <ul style="list-style-type: none"> <li>• What do they mean?</li> <li>• Why are the values important in the playground?</li> </ul>	
<b>Discussion:</b>	
<ul style="list-style-type: none"> <li>• What types of games can we play on the concrete areas?</li> <li>• What types of games can we play on the grassed areas? Eg football, soccer</li> <li>• Discuss how following rules keeps our playground safe.</li> </ul>	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>• Brainstorm a list of games students like to play in the playground.</li> <li>• Distinguish between primary and infants. (no football in infants)</li> <li>• Group games into appropriate areas for play.</li> </ul>	

# Corridors/Stairwells/Pathways Respecting Others

Setting	Expected Behaviour
Stairwells	Move quietly Respect other learners

**Vocabulary:** walking, left, right, doorways, stairs, corridors, concrete areas, path, lining up, polite, sensible

## **Skill:**

- Moving around the playground/ school

## **Lesson:**

- Revise school wide values: point out the behaviour, location & signage
  - What do they mean?
  - Why are the values important when moving around the school?

## **Discussion**

- Revise school wide values: point out the behaviour, location & signage
  - What do they mean?
  - Why are the values important when moving around the school and lining up for the bus?
- Why is it important to walk on the left?
- How do you decide who walks through doorways first?
- Why is it important to follow teachers instructions?
- Why do we need to walk on all concrete areas to keep us safe? (eg injuries from tripping, falls, collisions etc)

## **Activities**

- " Students role play various scenarios involved in moving around the school:
  - Students moving through doorways - who goes first?
  - Walking around corners - not running, staying to the left etc
  - Use of stairs, particularly around toilet blocks in buildings
  - Demonstrate and practice walking on the concrete areas.

# Corridors/Stairwells/Pathways Be Responsible

Setting	Expected Behaviour
Corridors	<b>Keep belongings in Bags</b> <b>Keep walkways Clear</b>
<b>Vocabulary:</b> bags against wall, bags on hooks, close bags	
<b>Skill:</b> <ul style="list-style-type: none"> <li>• To pack bags, place them in the correct place to keep pathways free from obstacles.</li> </ul>	
<b>Lesson: How to pack your bag and store it correctly.</b>	
<b>Discussion:</b> <ul style="list-style-type: none"> <li>• Discuss the need to keep corridors free from obstacles.</li> <li>• Talk about what might be in a school bag.</li> <li>• As a class decide where hats should be stored while students are in class.</li> </ul>	
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Create obstacles that the students have to navigate to get through the class door and around the room in order for them to get to the floor or their desks.</li> <li>• Show students where to place their bags. If appropriate have name tags for students to place their bags in the same spot each day. Older children could decorate their own.</li> <li>• Spend time teaching students how to pack their bags. The younger students in particular require this explicit teaching.</li> <li>• Role play packing bag. Have a selection of items, some of which are not needed in a school bag. Have students select which items are necessary for school and pack into bag.</li> </ul>	



# Corridors/Stairwells/Pathways

## Be Safe

Setting	Expected Behaviour
Walking in lines	Walk at all times Keep to the left Line up
<b>Vocabulary:</b> keep to the left, walk, watch out for others, stay together, "walk, don't talk", look where you are going	
<b>Skill:</b> <ul style="list-style-type: none"><li>• To walk in a class line/group/individual around the school in a safe manner</li></ul>	
<b>Lesson:</b> Walking in lines, either as a whole class or a small group.  <b>Discussion:</b> <ul style="list-style-type: none"><li>• Talk about the need for safety. Discuss the expected behaviour whilst walking as a group around the school.</li></ul> <b>Activities:</b> <ul style="list-style-type: none"><li>• Watch social story about 'keeping to the left' (available on Teacher Resources)</li><li>• Design own signs to be placed around the school.</li><li>• Practise, practice, practise walking as a class to different places around the school.</li></ul>	
<b>Frequency and Duration:</b> As often as required. This is a skill the students will need reminding of often, so whenever they need a quick check, practise, practise, practise!!	

# Playground- Fixed Equipment

Setting	Expected Behaviour
Fixed Equipment	Share the space Wait your turn Watch for others Play safely Walk Keep hands on equipment
<b>Vocabulary:</b> respect, responsibility, safety	
<b>Skill:</b> <ul style="list-style-type: none"> <li>• Be aware of others playing on and around the equipment</li> <li>• Keep a space between you and others on the equipment</li> <li>• One at a time on slide and monkey bars</li> <li>• Only play on parts you can reach</li> <li>• Hold on at all times with your hands</li> <li>• Walk on and around equipment</li> </ul>	
<b>Lesson:</b> Why our values are important when playing on fixed equipment.  <b>Discussion:</b> <ul style="list-style-type: none"> <li>• Review expected behaviours from matrix for the fixed equipment.</li> <li>• Why are these behaviours important?</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>• Visit equipment with your class</li> <li>• Practice skills listed above</li> <li>• Reward with Sketchies</li> </ul>	

# Eating Areas

## All Values

Setting	Expected Behaviour
Seats	<ul style="list-style-type: none"><li>• Sit on seats while eating and drinking</li><li>• Talk quietly</li><li>• Put all rubbish in bins</li></ul>
<b>Vocabulary:</b> clean area, pick up rubbish, quiet talk, sit, eat	
<b>Skill:</b> <ul style="list-style-type: none"><li>• Use the time to eat your food</li><li>• Stay on your seats while eating and drinking</li><li>• Only move to put rubbish in the bin or to go to the toilet</li><li>• Sit in designated areas</li><li>• <u>Infants</u>- hands up to ask for help or to ask permission to go to the toilet</li></ul>	
<b>Lesson:</b> <p>Using eating areas and keeping them free of rubbish</p> <b>Discussion:</b> <ul style="list-style-type: none"><li>• Revise school wide values and point out behaviours, location and signage.</li><li>• What do they mean?</li><li>• Why are they important in the eating areas?</li><li>• Why should you eat quietly? To hear teacher instructions. To create a pleasant and relaxed eating environment.</li></ul> <b>Activities:</b> <ul style="list-style-type: none"><li>• Take students to eating areas and show designated eating area for each class. Infants also to show where to eat food purchased from canteen. (around garden bed near equipment)</li><li>• View Social Story available on Teacher Resources</li></ul>	

# Be Respectful

## Eating Areas- Dismissal Procedure

Setting	Expected Behaviour
Seats	Follow instructions
<b>Vocabulary:</b>	
<b>Skill:</b> <ul style="list-style-type: none"><li>• Be quiet on the signal</li><li>• Follow teacher instructions</li></ul>	
<b>Lesson:</b> <p>Be familiar with the whole school dismissal instructions</p>	
<b>Discussion:</b> <ul style="list-style-type: none"><li>• Revise school values.</li><li>• Why do we need to be quiet on the signal?</li><li>• What are the teachers looking for so we can dismiss you? Rubbish in bins, silence so you can be dismissed.</li><li>• Why will only one class at a time be dismissed? Safety</li></ul>	
<b><u>DISMISSAL PROCEDURE</u></b> <ul style="list-style-type: none"><li>• "Are you listening?"</li><li>• "Arewever.3,2,1Zip!"</li><li>• Call for and dismiss Canteen line.</li><li>• Dismiss one class at a time to play.</li></ul>	
<b>Activities:</b> <ul style="list-style-type: none"><li>• Practice procedure with own class.</li><li>• Organise a time for all Infants/Primary classes to practise procedure together while ALL teachers are there.</li><li>• Reward with Sketchies.</li></ul>	

# Office

Setting	Expected Behaviour
Office/ Sick bay	<ul style="list-style-type: none"><li>• Wait quietly</li><li>• Say please and thank you</li><li>• Have permission</li><li>• Know your message</li><li>• Enter and exit with care</li></ul>
<b>Vocabulary:</b> please, thank you, excuse me	
<b>Skill:</b> <ul style="list-style-type: none"><li>• Ring bell once and wait quietly for office staff</li><li>• Practise saying your message clearly</li><li>• Ask request clearly using your best manners</li><li>• Present sick bay card to show you have permission to be there</li><li>• Walk into office and walk out to leave</li><li>• Wait your turn if other people are speaking to the office staff</li><li>• Collecting folders in the morning</li></ul>	
<b>Discussion:</b> <ul style="list-style-type: none"><li>• What are some of the reasons we might need to go to the office?</li><li>• Who do we go with?</li><li>• Do we need teacher permission to be there during class and play times?</li></ul>	
<b>Activities:</b> <ul style="list-style-type: none"><li>• Role play delivering message</li><li>• Role play scenarios for going to the office<ul style="list-style-type: none"><li>➤➤ Sick bay- have card if coming from playground or note if from class</li><li>➤➤ Red card- needing executive assistance in playground</li><li>➤➤ General message/ request with teacher permission</li><li>➤➤ Collecting folders in the morning</li></ul></li><li>• View social story available in Teacher Resource folder.</li></ul>	

# Be Responsible- Breakfast Club

Setting	Expected Behaviour
Community Room	<ul style="list-style-type: none"><li>• Place dirty dishes on tray</li><li>• Sit while eating and drinking</li><li>• Put books on shelves</li></ul>
<b>Vocabulary:</b> read, eat, tidy	
<b>Skill:</b> <ul style="list-style-type: none"><li>• Place books neatly on the shelves</li><li>• When you have finished eating and drinking, place dirty dishes on the red tray next to the sink.</li><li>• Push your chair under the table when you leave the table.</li><li>• Sit on the chair at the table to eat your breakfast.</li></ul>	
<b>Activities:</b> <ul style="list-style-type: none"><li>• Discuss behaviours expected for being responsible in the Breakfast room.</li><li>• Visit room with class and role play a variety of situations. Students could take on the role of helper.</li></ul>	

# Be Respectful- Breakfast Club

Setting	Expected Behaviour
Community Room	Read then eat Say please and thankyou
<b>Vocabulary:</b> please, thank you, read, eat	
<b>Skill:</b> <ul style="list-style-type: none"><li>• Sit and read a story by yourself or to an adult.</li><li>• Wait your turn to receive your food.</li><li>• Say please when asking for breakfast</li><li>• Say thank you when you receive your food.</li></ul>	
<b>Activities:</b> <ul style="list-style-type: none"><li>• Discuss how to be respectful in the Breakfast room.</li><li>• Role play scenarios if appropriate.</li><li>• Visit the Breakfast room.</li><li>• View Social Story available in Teacher Resources on <i>Saying Please and Thankyou</i></li></ul>	

# Be Safe- Breakfast Club

Setting	Expected Behaviour
Community room	<ul style="list-style-type: none"> <li>• Enter and exit with care</li> <li>• Place bags in bag room</li> </ul>
<b>Vocabulary:</b>	
<b>Skill:</b>	
<ul style="list-style-type: none"> <li>• Keep to the left</li> <li>• Walk into, around and out of room</li> <li>• Sit bags along the wall in the hat room</li> </ul>	
<b>Lesson: How to use the Breakfast room safely</b>	
<b>Discussion:</b>	
<ul style="list-style-type: none"> <li>• Ascertain who goes to breakfast Club.</li> <li>• Have a brief discussion about what happens in there.</li> <li>• Talk about the need to keep bags out of the way, as with lessons relating to "keeping walkways clear"</li> </ul>	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>• Visit Breakfast room, possibly with one of the parent helpers, to talk about the expectations while they are visiting and using the breakfast room.</li> </ul>	



# Lining Up

<b>Setting</b>	<b>Expected Behaviour</b>
Lines Assembly Hall	<ul style="list-style-type: none"><li>• Be quiet on the signal</li><li>• Look at the speaker</li><li>• Listen to the speaker</li><li>• Follow instructions</li><li>• Leave space</li></ul>
<b>Vocabulary: listen, look, stand quietly</b>	
<b>Skill:</b> <ul style="list-style-type: none"><li>• Stop talking when you hear the signal</li><li>• Respond to the signal</li><li>• Be a 5 star listener</li><li>• Do what the teacher says</li><li>• Leave a space between you and the next person</li></ul>	
<b>Activities:</b> <ul style="list-style-type: none"><li>• Discuss values important to lining up.</li><li>• Social Story - Be quiet on the signal (this is found in Teacher Resources)</li><li>• Practice Lining Up with own class</li></ul>	

# Canteen - Be Respectful

Setting	Expected Behaviour
Canteen	<p>Wait your turn</p> <p>Say please and thank you</p>
<p><b>Vocabulary:</b> wait patiently, move sensibly, hands to yourself, pushing in, purchase, serve, stay in lines</p>	
<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Line up at canteen lines and do not move to counter until person in front has moved away</li> <li>• Wait sensibly in line and keep hands and feet to self</li> </ul>	
<p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>• Revise school wide values: point out the behaviour, location &amp; signage               <ul style="list-style-type: none"> <li>- What do they mean?</li> <li>- Why are the values important at the canteen?</li> </ul> </li> </ul> <p>Discussion</p> <ul style="list-style-type: none"> <li>• Revise school wide values: point out the behaviour, location &amp; signage</li> <li>• What do they mean?</li> <li>• Why are the values important at the canteen?</li> <li>• Why is it important to line up behind the painted lines?</li> <li>• Why should you not push people waiting in the canteen lines?</li> </ul> <p>Activities</p> <ul style="list-style-type: none"> <li>• Photograph of a group of children lining up sensibly and in correct place (behind lines) and then photograph a group of children crowding at the counter. Print them off and get children to discuss which one is safer and the reasons.</li> <li>• Go to canteen and practice.</li> </ul>	

# Toilets - Staying Safe & Being Responsible

Setting	Expected Behaviour
Toilets	Keep them Clean
<p><b>Vocabulary:</b> toilet, cubicle, urinal, hygiene, cistern, hands, wash, toilet paper, wash basin, taps, flush, clean, dry, privacy, soap, running</p>	
<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Use, flush and leave</li> <li>• Wash hands with soap and water</li> <li>• Use during breaks – take friend during class time</li> </ul>	
<p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>• Revise school wide values: point out the behaviour, location &amp; signage               <ul style="list-style-type: none"> <li>- What do they mean?</li> <li>- Why are the values important in the toilet?</li> </ul> </li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Revise school wide values: point out the behaviour, location &amp; signage               <ul style="list-style-type: none"> <li>• What do they mean?</li> <li>• Why are the values important in the toilet?</li> </ul> </li> </ul> <p><b>Activities.</b></p> <ul style="list-style-type: none"> <li>" Discuss how to keep toilets safe/ clean, always turn taps off, no water on floor, make sure there is soap to use, use/flush/leave, report any damage or unsafe situations immediately.</li> </ul>	

# Toilets

## Be Responsible

<b>Setting</b>	<b>Expected Behaviour</b>
Toilets	Report problems
<b>Vocabulary: talk to a teacher</b>	
<b>Skill:</b> <ul style="list-style-type: none"><li>• Tell a teacher if there are problems in the toilets</li></ul>	
<b>Lesson:</b> <p>Revise school wide values: point out the behaviour, location &amp; signage</p> <ul style="list-style-type: none"><li>• What do they mean?</li><li>• Why are the values important in the toilet?</li></ul> <b>Discussion:</b> <ul style="list-style-type: none"><li>• Talk about what problems the children may have occurred while using the toilets. Some examples; no toilet paper, graffiti, children misbehaving, the list is endless!</li><li>• Talk about the need to approach the duty teacher or SLSO to report problems.</li><li>• Who should you report any problems/damage to?</li><li>• Discuss why you would take a class mate during class time.</li></ul> <b>Activities:</b> <ul style="list-style-type: none"><li>• Role play a situation where the student must report a toilet problem to the teacher.</li></ul>	

# Toilets - Toilet Routine

## Be Safe

Setting	Expected Behaviour
Toilets	Flush toilet Wash Hands Walk
<p><b>Vocabulary:</b> toilet, cubicle, urinal, hygiene, cistern, hands, wash, toilet paper, wash basin, taps, flush, clean, dry, privacy, soap, lather</p>	
<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Use, flush and leave</li> <li>• Wash hands with soap and water</li> </ul>	
<p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>• Revise school wide values: point out the behaviour, location &amp; signage               <ul style="list-style-type: none"> <li>- What do they mean?</li> <li>- Why are the values important in the toilet?</li> </ul> </li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Revise school wide values: point out the behaviour, location &amp; signage               <ul style="list-style-type: none"> <li>• What do they mean?</li> <li>• Why are the values important in the toilet?</li> </ul> </li> <li>• Discuss meanings of terms – cubicle, urinal, wash basins, cistern</li> <li>• Brainstorm appropriate ways of using the toilet</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>▮ Take students to toilets and show what stages use what toilets</li> <li>▮ Write up and display „The Toilet Routine“               <ol style="list-style-type: none"> <li>1. Walk at all times</li> <li>2. Before entering toilet leave food/toys with responsible friend</li> <li>3. Respect others privacy at all times</li> <li>4. Enter cubicle and close door, sit on seat, use a reasonable amount toilet paper and put it in bowl, flush, wash hands, leave sensibly</li> <li>5. For urinal, stand close to urinal, aim at bottom of urinal, when finished dress yourself and flush, wash hands, leave sensibly</li> <li>6. To wash hands, wet both hands, apply a small amount of soap, lather front and back and between fingers for 10secs at least, rinse hands</li> </ol> </li> </ul>	

# Toilets - Respecting Others

Setting	Expected Behaviour
Toilets	<b>Keep them clean</b> <b>Allow privacy</b>

**Vocabulary:** respect, privacy, toilets, door, urinal, cubicle, toilet paper, clean, hygiene,

**Skill:**

- Respecting other children's privacy when using the toilet
- Flush/Keep toilets clean

**Lesson:**

- Revise school wide values: point out the behaviour, location & signage
  - What do they mean?
  - Why are the values important in the toilet?

Discussion

- Revise school wide values: point out the behaviour, location & signage
- What do they mean?
- Why are the values important in the toilets?
- Should children be able to use the toilets in private?
- Would you like someone to annoy you while you are using the toilet?
- Who cleans our toilets and how could we make their job easier?

Activities

- Brainstorm ways we can keep our toilets clean - flush, after washing hands, shake hands over wash basin, leave food and rubbish outside the toilets, don't put anything in toilet other than toilet paper, don't leave toilet paper unrolled on floor, turn taps off, report any problems immediately.
- Discuss ways of keeping privacy in toilet - no looking over/under doors, make sure you shut door properly, dress quickly after using urinal, report problems immediately

# Assembly

Setting	Expected Behaviour
Hall	Look and Listen Clap sensibly
<b>Vocabulary:</b> "Five Star Listener", "Is everybody listening?" legs crossed, sit still, look, listen	
<b>Skill:</b> <ul style="list-style-type: none"><li>• Respecting those talking in assembly, whether they are other students or teachers.</li><li>• Respond to achievements by clapping sensibly.</li></ul>	
<b>Lesson:</b> How to be respectful and responsible during assembly.  <b>Discussion:</b> <ul style="list-style-type: none"><li>• Review what a "5 Star Listener" looks like.</li><li>• Discuss how this applies to assemblies as well as classroom.</li><li>• Discuss ways of recognising achievements and the appropriate way to respond by clapping sensibly.</li></ul> <b>Activities:</b> <ul style="list-style-type: none"><li>• View Social Story in Teacher Resources on being a <i>5 Star Listener</i>.</li><li>• Have a "clap sensibly day" in class where the children can practise the skill of clapping sensibly.</li><li>• Infants have the extra opportunity of practising these skills during Infants assemblies.</li></ul>	

# Assembly

## Be safe

<b>Setting</b>	<b>Expected Behaviour</b>
Hall	Enter and exit with care
<b>Vocabulary:</b> look out for others, walk, stay in line, quiet	
<b>Skill:</b> <ul style="list-style-type: none"><li>• To enter and exit the hall safely</li></ul>	
<b>Lesson:</b>  <b>Discussion:</b> <ul style="list-style-type: none"><li>• Review the expected behaviours for walking as a class group and relate to entering the hall.</li></ul> <b>Activities:</b> <ul style="list-style-type: none"><li>• During non-assembly times, take class into hall to practise these skills.</li></ul>	



# Canteen- How to Shop

## Be Responsible, Be Safe

Setting	Expected Behaviour
Canteen	Line up Buy for yourself Return promptly to play area
<b>Vocabulary:</b> manners, please, thank you, line up, buy for yourself, money, wait your turn, use a quiet voice, line up	
<b>Skill:</b> <ul style="list-style-type: none"><li>• Spend you own money</li><li>• Always use your manners</li><li>• Buy for yourself</li><li>• Know what you want to buy when you get to the counter</li><li>• Stand behind the yellow line until it is your turn</li></ul>	
<b>Lesson:</b> <ul style="list-style-type: none"><li>• Revise school wide values: point out behaviour, location and signage</li></ul> <b>Discussion:</b> <ul style="list-style-type: none"><li>• What do they mean?</li><li>• Why are the values important at the canteen?</li><li>• Why is it important to use your manners?</li><li>• Why is it important to only spend your own money?</li></ul> <b>Activities:</b> <ul style="list-style-type: none"><li>• Take students to the canteen and show where to stand behind the yellow line.</li><li>• Role play using manners</li><li>• Show children what is available from the canteen.</li><li>• Encourage children to know what they are buying before getting to the counter.</li><li>• Remind children that they must leave immediately and return to the playground after they have purchased their food.</li><li>• Reinforce spending OWN money.</li></ul>	