



# **Encouraging Positive Behaviour Student Wellbeing Policy**

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## STUDENT WELLBEING POLICY

***The Student Wellbeing Policy of Gillwinga Public School provides the programs, structures and support to ensure that all students achieve high standards of Respect, Responsibility and Safety.***

***Gillwinga Public School is a “Positive Behaviour for Learning” (PBL) school, taking a school-wide, systemic and proactive approach to explicitly teach expected behaviour.***

### **Introduction**

Student wellbeing encompasses everything the school community does to meet the needs of their students and to enhance their happiness and safety. It is reflected in the way we demonstrate care, ensure safety and provide opportunities for success and recognition of each student. The Student Wellbeing Policy, procedures and programs of this school emphasise the value of prevention and early intervention.

Student wellbeing at Gillwinga Public School will:

- create a safe, caring school environment in which students are nurtured as they learn
- provide honest, open communication across the school community
- provide opportunities for students to enjoy success, make a contribution to the life of the school and derive enjoyment from their learning
- develop leadership and citizenship skills
- include preventative health and social skills programs
- stress the value of collaborative early intervention when problems are identified
- provide ongoing educational accommodations to support student needs
- recognise the diversity within the school community and provide programs and support which acknowledge difference and promote harmony
- recognise the role that the school plays as a resource to link families with community support services
- include effective discipline and behaviour management strategies
- follow a school-wide awards system

## **SCHOOL WIDE EXPECTATIONS**

**At Gillwinga Public School we are:**

▪ ***Respectful***

▪ ***Responsible***

▪ ***Safe***

## **LEARNING PLATFORM:**

Gillwonga Public School community believe that quality teaching and learning will be most effective when:

- students are challenged and extended in a supportive and caring environment
- students are valued and respected as individuals, with positive relationships based on mutual respect and trust fostered in the school community
- an understanding of the learning process is embedded in quality teaching practice
- students are motivated to learn through experiences which are relevant, practical and offer a high level of engagement
- students are provided with clear, explicit instruction and success criteria
- high expectations of students to continually improve as learners
- the teaching and learning process reflects the continual assessment of student learning
- student reflection and meaningful dialogue is promoted in focused, positive classrooms

Our Student Wellbeing Policy aims to promote effective learning and improve the quality of school life.

Our students will:

- Be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.
- Be respected, valued, encouraged, supported and empowered to succeed.
- Grow and flourish, do well and thrive.

*This can only be achieved in partnership with parents and the wider school community.*

## **CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS**

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. Core expectations for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These expectations are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy. The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core expectations and the successful education of their children.

These core expectations are an integral part of our policy and are reflected throughout.

### **THE CORE RULES**

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class expectations, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Our Wellbeing Policy has four sections:-

- Our Code of Behaviour and school wide expectations
- Strategies to promote positive behaviour for effective learning
- Recognising and reinforcing student achievement
- Strategies for supporting/dealing with unacceptable behaviour

# Gillwinga Public School

At Gillwinga Public School we are:

- Respectful
- Responsible
  - Safe

## RECOGNISING AND REINFORCING STUDENT ACHIEVEMENT

All students in our school are expected to cooperate with staff and other students and to achieve work to a high standard. Our school assumes that at the start of each term everyone will have the right to attend the Green Day and receive recognition because they are consistently respectful, responsible and safe both in the classroom setting and non-classroom settings. **Everyone starts at Green level.** Green means you are a fantastic student who is contributing positively to school life. If you choose to misbehave or hurt other students you will be excluded from the benefits of being on Green level. New students automatically start on Green level and are eligible to attend School Day events (e.g. school disco). If you misbehave seriously or frequently you will be placed on Orange or Red levels. If you present good work and achieve, this will be noted and you may receive an award from our three tiered recognition system.

As a PBL school, teachers at GPS explicitly teach expected behaviours covering the many different school settings. This is reinforced by both our formal and informal recognition system outlined below.

### TIER 1: CLASSROOM REWARDS

As developed and implemented by the classroom teacher. These classroom rewards are many and varied and individually designed to complement the teaching style and strategies utilised by the teacher.

#### Student of the Week Award

- student must have displayed respect, responsibility and safe behaviour throughout the week.
- recipient of this award must be recorded on Sentral by class teacher or SLSO.

### TIER 2: Daily Assembly Awards

Each classroom collects PBL tickets that are issued by all staff during the day. They are issued to students who have demonstrated positive behaviour / effort / achievement. This also forms part of the whole school rewards system.

- Each morning assembly 2 students are acknowledged by their peers for showing Respect during the morning Assembly.
- Each morning assembly 2 students are acknowledged by their peers for showing Responsibility during the morning Assembly by dressing in full school uniform.
- Each morning assembly a draw is made from the PBL tickets awarded the previous day and a canteen voucher is awarded.

The purpose of a PBL ticket is to reinforce positive behaviour immediately. Short term casual appointments/canteen manager /scripture teachers are to administer the PBL tickets in their setting.

### TIER 3: SCHOOL AWARDS

The School awards are those given for special effort in various areas of achievement (e.g. academic, social, cultural and sporting). They are to be earned by the students and the;

- students are to realise the hierarchy of awards in the school
- school community should be made aware of the status and importance of the school awards
- students whose behaviour is in question at any given time are to have the presentation of their award delayed until appropriate improvements are made.

#### Merit Award, Triple A Awards and Aussie of the Month Award, Writer and Maths Award, Assembly Award

- To recognise special positive behaviour/effort/achievement and attendance
- Two Merit and 2 Aussie of the Month or 2 Triple A awards for each class at each whole school assembly
- Reason for the Merit Award to be clearly and concisely written on certificate
- One Maths Award and One Writer Award for the Stage running the assembly
- One Assembly Award for the class displaying exemplary behaviour during the assembly

#### Positive Behaviour for Learning (PBL) Awards See Appendix

- Bronze Award 20 PBL tickets for being Respectful, Responsible and Safe
- Silver Award additional 20 PBL tickets for being Respectful, Responsible and Safe (40 in total)
- Gold Award additional 20 PBL tickets each for being Respectful, Responsible and Safe (60 in total)
- Principal award determined by Principal at the last assembly of each semester

The PBL Award System runs each semester.

# SYSTEM OF CONSEQUENCES FOR BEHAVIOUR CHOICES AT GPS

There are two levels:- **Orange**  
**Red**

## GREEN LEVEL

All students at Gillwinga Public School are expected to maintain high standards of behaviour at all times. All students who enrol at the school will start on Green level and they will advance to Bronze, Silver, Gold and Principal Award if they maintain their good behaviour. These levels indicate that the student is consistently **Respectful, Responsible and Safe** and participates in the opportunities provided by the school.

## REFLECTION ROOM

Reflection room provides students with an opportunity to reflect on their behaviour choices and work (Appendix 1 & 2). This is a structured session, the length of which will be determined by the teacher to ensure the student has the appropriate opportunity to learn from the experience. A letter will be sent home by the staff member who dealt with the incident for each time a student is placed in reflection room of a disciplinary matter (Appendix 3).

## Detention

All students placed on detention need to be placed in SENTRAL and names written on the whiteboard in the staffroom by the teacher who put them on detention. It is essential that students are reminded they have detention.

## ORANGE LEVEL

Students can be placed on Orange if they are:

- Placed in Reflection Room for repeated incidents.
- Student continually demonstrates inappropriate behaviour or a behaviour that is unsafe, disrespectful or irresponsible.

## WHAT WILL HAPPEN TO STUDENTS AT ORANGE LEVEL?

- A letter will be sent home by the teacher to parents letting them know that the student's behaviour has been unsatisfactory (Sentral Entry).
- Staff will be notified of any students on orange level in staff communication meeting to ensure that support can be offered in the classroom and playground and transitioning around the school.
- Students will have a conversation with the teacher and told of the consequences of their behaviour.
- Students will be cautioned and parents notified that repeated offences may lead to Red level.
- Continued inappropriate behaviour will result in Red level.

## RED LEVEL

### WHAT WILL HAPPEN TO STUDENTS AT RED LEVEL?

- Parents will be informed and an interview may be requested with school Principal
- A Behaviour Management Plan may be put in place in consultation with parents and the Learning and Support Team
- Loss of play at lunch (number of days to work through reflection sheet determined by Teacher)
- Review of student's Behaviour Management Plan
- Return to Green one week after completion of Reflection Room time with no further indiscretions
- Outside venue attendance negotiated by the Learning and Support Team – should this be here?

**Further indiscretions while on Red level will result in one of the following consequences, to be determined in consultation with the Principal.** Consequences are far more serious and may involve:

- Warning of suspension
- In-school suspension
- Short suspension 1-4 days
- Long suspension 5-20 days

At this level there are no in or out of school privileges. Parents are informed and involved in the review of the Behaviour Management Plan (see suspension policy).

## STRATEGIES/SUPPORT FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

In addition to merits, our level system incorporates negative consequences for students whose behaviour is unacceptable. These consequences result from students making poor choices and resulting in a breach of the school expectations or School Code of Behaviour. A detailed description of the behaviours and consequences applicable to each level described above is included in this policy (Appendix 5). The table also indicates personnel involved.

Whenever possible staff will provide students with regular and ongoing positive feedback through:

- Regular assessment and reporting procedures
- Encouraging comments and non-verbal gestures
- Verbal acknowledgement of effort
- Consistent and caring behaviour

### SUPPORT FOR STUDENTS

Students who have been bullied or harassed are supported through a range of support measures including:

- Student Support Plans
- 1 to 1 Access to Student Support Officer
- Social Skills Programs
- School Counsellor
- Rock and Water Program
- Wellbeing Lessons
- Daily check-ins
- Mindfulness activities
- Zones of Regulation instruction
- Positive Behaviour for Learning instructional lessons

A range of options for managing inappropriate behaviour is used within our behaviour management plan. Some of these strategies are used by teachers at a class level and others are implemented within the levels. Our school adopts the following strategies:

- The Continuum of Response
- Warning/Reprimand
- Loss of privilege
- Time out within classroom
- Time out in buddy class
- Monitor through Sentral
- Reflection Room
- Reclassification on levels
- Counselling
- Social skills training
- Restitution
- Behaviour Management Plan (BMP)
- Suspension
- Expulsion

The school has clearly defined the types of behaviour that are unacceptable and the consequences. They fall into 3 categories:

- Inappropriate classroom and playground behaviour
- Unacceptable behaviour – Reflection Room
- Behaviour of a more serious nature – Reflection Room, level system and suspension

### INAPPROPRIATE CLASSROOM & PLAYGROUND BEHAVIOUR

All teachers are to follow the procedure for managing minor behaviours in the classroom and playground using the Continuum of Response (Appendix 6). These behaviours are to be recorded on the school monitoring system (Sentral) for teachers and the PBL team to monitor for possible trends and follow up.

Teachers will develop strategies to deal with minor misbehaviour in the classroom as part of their classroom management practices. Reflection Room is to be used for clear breaches of the school expectations or the School Code of Behaviour. Reflection Room is not to replace classroom strategies but to support them. It is to be used for serious misbehaviour, continual disobedience or repeated uncooperative behaviour.



At the commencement of the year, class teachers will teach the stage relevant class expectations. These should be used as a basis for counselling students when they misbehave.

Exit strategies (e.g. emergencies to Principal) can be used if a teacher needs support or child needs removing from regular class activities. Only the Principal and executive staff will make the decision to place a student in Reflection Room or on a level following this incident.

#### **UNACCEPTABLE BEHAVIOUR – REFLECTION ROOM**

Students in the Reflection Room will be required to complete a worksheet that focuses on identifying behaviour, restitution and identifying strategies to ensure no repeat of the poor behaviour choice. It will ask students to make judgments about their behaviour in regard to the school expectations and School Code of Behaviour.

#### **BEHAVIOUR OF A MORE SERIOUS NATURE:**

Students who engage in more serious misbehaviour e.g. stealing, defiance, verbal or physical abuse on excursion, will result in a decision being made by the school executive and/or learning support and may result in suspension

#### **OFF SITE ACTIVITIES**

**Sport:** Students who are removed from offsite sport will be required to attend Reflection Room. Appropriate behaviour will allow the student to return to offsite sport the next opportunity. Only school suspension or a decision by the Learning Support Team will result in the inability to participate for the remainder of the term.

**General Excursions:** Only school suspension or a decision by the Learning Support Team will result in the inability to participate.

**Bus Behaviour:** At our school we value and teach safe and sensible bus behaviour. If a notification is received from the bus operator of inappropriate behaviour, then the student(s) involved may be placed in the Reflection Room. If more serious misbehaviours occur the consequences are at the discretion of the principal.

***The Principal, in consultation with attending teachers, has the final veto on student attendance at any school activity – on or off site.***




***If a student is suspended from school they return to green level on the rewards system.***

**NOTE: All behaviours listed in our guidelines are as a guide only and in every case; context, age of the student, special circumstances, any disabilities and other factors will be taken into account.**

**APPENDIX 1**  
**REFLECTION ROOM WORKSHEET – K-3**

You have been placed in the Reflection Room for a mistake you made with your behaviour. Understanding how you came to make this mistake will help in preventing you from making the same mistakes again. We think you are important, so please answer the questions honestly.

NAME: ..... CLASS: ..... DATE: .....

<b>What Happened?</b>	<b>How did you feel?</b>  How do you think the other person felt?  How do you feel now? 	<b>Next time?</b>
Teacher's note:	Teacher's note:	Teacher's note:
my goal is:		

**APPENDIX 2**  
**REFLECTION ROOM WORKSHEET – Senior**

**You have been placed in the Reflection Room for a mistake you made with your behaviour. Understanding how you came to make this mistake will help in preventing you from making the same mistakes again. We think you are important, so please answer the questions honestly.**

NAME : ..... CLASS : ..... DATE : .....

What happened that caused you to be heretoday?

.....  
.....  
.....  
.....

Why did you act in this way?

.....

Who was affected by your behaviour (students/staff)?

.....  
.....

What will you do in the future to act in a safer or more appropriate way?

.....  
.....  
.....

Who did this behaviour affect and how could you make this better?

.....  
.....

**Which ones do you need to work on?**

At Gillwinga we follow a set of expectations. We are:

- Respectful
- Responsible
- Safe

My goal is to .....

.....  
.....

Teacher .....

**APPENDIX 3: REFLECTION ROOM NOTIFICATION TO PARENTS**



Date:

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

\_\_\_\_\_ has attended Reflection Room today due to the following behaviour:

- 

The purpose of Reflection Room is to support your child in making more appropriate choices. This will include a conference with the teacher to discuss strategies for showing responsible behaviour. The planning sheet about this behaviour is available at the school if you would like to discuss it.

This letter is simply to let you know what is happening with your child at school. The tear off form at the bottom of this letter is so we are sure that you know about this recent behaviour. We welcome being able to talk with you about ways we can help your child at school. If you would like to discuss any aspect of the above information please telephone the school on 6642 2344 to speak with the teacher.

Please remember our school believes in keeping parents informed about their child's behaviour while at school. We value your support in providing a safe, caring learning environment for all students.

Yours sincerely,

Teacher  
**Gillwinga Public School**

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**PLEASE SIGN & RETURN NEXT SCHOOL DAY**  
**Student Welfare – Reflection Room**

I have spoken to \_\_\_\_\_ about this matter.

Please tick one of the following and return to school.

- I am aware that my child has attended Reflection Room.
- I wish to discuss my child's behaviour with the class teacher.

Signed: \_\_\_\_\_ Parent/Caregiver      Date: \_\_\_\_\_

**APPENDIX 4: BEHAVIOUR LEVEL NOTIFICATION TO PARENTS**



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

\_\_\_\_\_ has been placed on \_\_\_\_\_ level as part of the Student Wellbeing procedures.  
\_\_\_\_\_ has been placed on this level because of the following behaviour:

Your child has or will be expected to attend reflection room during the lunch session to complete the reflection sheets. This will include a conference with the teacher in the reflection room to discuss strategies for showing responsible behaviour. The planning sheet about this behaviour is available at the school if you would like to discuss it.

This letter is simply to let you know what is happening with your child at school. The tear off form at the bottom of this letter is so we are sure that you know about \_\_\_\_\_ recent behaviour. We welcome being able to talk with you about ways we can help your child at school. If you would like to discuss any aspect of the above information please telephone the school on 6642 2344 to speak with the teacher.

Please remember our school believes in keeping parents informed about their child's behaviour while at school. We value your support in providing a safe, caring learning environment for \_\_\_\_\_ and fellow students.

Yours sincerely,

Teacher

**Gillwinga Public School**

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**PLEASE SIGN & RETURN NEXT SCHOOL DAY**  
**Student Welfare Reflection Room**

I have spoken to XXXX about this matter.

Please tick one of the following and return to school.

- I am aware that my child has been placed on \_\_\_\_\_ Level.
- I wish to discuss my child's behaviour with the class teacher.

Signed: \_\_\_\_\_ Parent/Caregiver      Date: \_\_\_\_\_

## **APPENDIX 5: CLASS MANAGED TO EXECUTIVE MANAGED BEHAVIOURS**

**THIS IS A GUIDE FOR TEACHERS, PLEASE USE YOUR PROFESSIONAL JUDGEMENT AT ALL TIMES**

<b>BEHAVIOURS OF CONCERN</b>	<b>MANAGED BY TEACHER</b> (teacher judgement for Sentral entry)	<b>TEACHER JUDGEMENT</b> (Sentral entry)	<b>REFER TO EXECUTIVE MEMBER</b>
Back-chatting	●		
Bullying		●	
Passing notes	●		
Cyber bullying via emails/texting/SMS			●
Sexual harassment			●
Racism			●
Calling out	●		
Harassing/annoying behaviours	●		
Pushing/shoving	●		
Talking and disturbing	●		
Defacing personal property		●	
Lying	●		
Forging notes	●		
Cheating	●		
Making silly noises/actions	●		
Tapping/stamping	●		
Verbally silly noises	●		
No equipment	●		
Non-compliance to staff	●		
Not attempting task	●		
Out of bounds	●		
Out of seat	●		
Physically aggressive		●	
Pushing with intent		●	
Hitting/punching		●	
Kicking		●	
Spitting		●	
Fighting		●	
Throwing furniture etc		●	
Repeated non-compliance		●	●
Stealing		●	
Swearing	●		
Swearing at other students		●	
Verbal abuse of staff			●
Talking at inappropriate times	●		
Unsafe behaviours		●	
Vandalism of school property		●	
Verbally aggressive		●	
Victim of bullying		●	
Withdrawn/Isolated	●		

## APPENDIX 6

### PBL- Classrooms Systems of Support Responding to Problem Behaviours

#### Techniques to Manage Minor Behaviours

<i>Technique</i>	<i>Explanation</i>
<b><i>Proximity Control</i></b>	The strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of protection and strength, helping the student to control impulses.
<b><i>Signal Non-verbal Cue</i></b>	Non-verbal techniques such as sustained eye contact, hand gestures or finger snap suggest that the teacher is aware of the behaviour and is prepared to intervene if it continues.
<b><i>Ignore Attend Praise</i></b>	Uses the power of praise or positive feedback. The teacher praises an appropriately behaving student in the proximity of the student who is not following expectations. The praise serves as a prompt. When the student exhibits the desired behaviour, attention and praise are then provided.
<b><i>Correct and Replace</i></b>	In the proximity of the student using a low calm tone, identify the inappropriate behaviour of the student and state the correct/expected behaviour

*If the simple techniques above do not result in the desired behaviour, more direct **instructional** approaches can be used.*

#### Minor Behaviours - Continuum of Response





1. ***Calm***
2. ***Consistent***
3. ***Brief***
4. ***Immediate***
5. ***Respectful***

<i>Teacher Response</i>	<i>Words/Actions an adult can use</i>
<b><i>Prompt</i></b>	<ul style="list-style-type: none"> <li>• Provide verbal and/or visual cue</li> </ul>
<b><i>Redirect</i></b>	<ul style="list-style-type: none"> <li>• Brief, clear verbal reminder of the expected behaviour</li> <li>• Restate the expected behaviour from the matrix</li> </ul>
<b><i>Reteach</i></b>	<ul style="list-style-type: none"> <li>• State and demonstrate the matrix behaviour</li> <li>• Have student demonstrate</li> <li>• Provide immediate feedback</li> </ul>
<b><i>Provide Choice (re-engage or have a consequence applied)</i></b>	<ul style="list-style-type: none"> <li>• The statement of two alternatives-the preferred or desired or a less preferred choice (logical consequence)</li> <li>• Give the student a choice and get a response</li> <li>• Apply logical consequence if preferred behaviour not demonstrated</li> </ul>
<b><i>Conference</i></b>	<ul style="list-style-type: none"> <li>• Describe the behaviour of concern</li> <li>• Describe the alternative behaviour\tell why the alternative is better</li> <li>• Practice</li> <li>• Provide feedback</li> </ul>

APPENDIX 7  
PBL AWARDS SYSTEM



# PBL Awards

	<p><b>BRONZE Award</b> 20 PBL cards</p>
	<p><b>SILVER Award</b> 40 PBL cards</p>
	<p><b>GOLD Award</b> 60 PBL cards</p>
	<p><b>PRINCIPAL AWARD</b> Determined by the Principal</p>
	<p>To be acquired over 1 semester Teachers to monitor progress on chart and enter awards on Sentral when achieved If a Child is suspended from school they return to Green Level and start the process from the beginning.</p>



## APPENDIX 8 Whole School Behaviour Matrix

# GILLWINGA WHOLE SCHOOL EXPECTATIONS



	RESPECTFUL	RESPONSIBLE	SAFE
ALL SETTINGS	<ul style="list-style-type: none"> <li>Wear my school uniform with pride</li> <li>Be kind with my words</li> <li>Listen to others</li> </ul>	<ul style="list-style-type: none"> <li>Follow staff instructions immediately</li> <li>Care for yourself, others, property and the environment</li> <li>Stay calm</li> <li>Use appropriate language</li> <li>Wear school uniform</li> </ul>	<ul style="list-style-type: none"> <li>Keep my hands and feet to myself</li> <li>Be in the right place at the right time</li> <li>Walk on the concrete and other hard surfaces</li> </ul>
MORNING ASSEMBLY	<ul style="list-style-type: none"> <li>Sit still on your class lines</li> <li>Allow for personal space</li> <li>Stand and sit quietly</li> <li>Listen to and look at the speaker</li> </ul>	<ul style="list-style-type: none"> <li>Be punctual</li> <li>Stop play on the music</li> <li>Place all possessions in bag before assembly</li> <li>Be seated and quiet by second bell</li> <li>Follow staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Place bags on carefully</li> </ul>
WHOLE SCHOOL ASSEMBLY	<ul style="list-style-type: none"> <li>Sit still in your class lines</li> <li>Allow for personal space</li> <li>Stand and sit quietly</li> <li>Look at and listen to the person speaking</li> <li>Applaud appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions straight away</li> <li>Leave bags and belongings alone</li> <li>Be quiet</li> </ul>	<ul style="list-style-type: none"> <li>Keep my hands and my lap when sitting</li> <li>Keep my hands by my side when standing</li> <li>Be on time</li> <li>Stay in my line</li> </ul>
MOVING AROUND THE SCHOOL	<ul style="list-style-type: none"> <li>Stop and give way to others</li> <li>Consider others when moving around the school</li> </ul>	<ul style="list-style-type: none"> <li>Wait for the teacher's instructions</li> <li>Get ready in lines</li> </ul>	<ul style="list-style-type: none"> <li>Walk sensibly</li> <li>Carry bags and belongings the right way</li> <li>Keep to the left</li> <li>Keep hands, feet and mouth to yourself</li> </ul>
TOILET	<ul style="list-style-type: none"> <li>Use quiet voices</li> <li>One person in the cubicle</li> <li>Close the door of the cubicle</li> <li>Flush the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Return quickly to class</li> <li>Wait for friends outside</li> <li>Use equipment for its correctly</li> <li>Use toilets during the breaks</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands with</li> <li>Walk</li> <li>Keep food outside the toilet area</li> </ul>
EATING AREAS	<ul style="list-style-type: none"> <li>Talk quietly</li> <li>Wait for instructions to leave</li> </ul>	<ul style="list-style-type: none"> <li>Follow staff instructions</li> <li>Sit down while eating</li> <li>Eat your food</li> <li>All rubbish in the bin</li> <li>Make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>Walk sensibly to the eating areas</li> <li>At eating time bags to be put out of the way before play</li> </ul>

<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>• Wait for my turn</li> <li>• Stay calm</li> </ul>	<ul style="list-style-type: none"> <li>• Leave playground equipment when asked</li> <li>• Use equipment in appropriate area</li> <li>• Return equipment correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Only one or two people on the platform</li> <li>• Keep hands and feet to myself</li> <li>• Walk in the fixed area equipment</li> </ul>
<b>PLAYGROUND/ BACKFIELD</b>	<ul style="list-style-type: none"> <li>• Play fairly</li> <li>• Include and encourage others</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all directions immediately</li> <li>• Sticks and stones stay on the ground</li> <li>• Ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in bounds</li> <li>• Wear my school hat and shoes</li> <li>• Keep hands and feet to yourself</li> <li>• Walk on concrete, run on the grass</li> </ul>
<b>SHELTER / COLA</b>	<ul style="list-style-type: none"> <li>• Ask to borrow equipment</li> <li>• Use school talk</li> <li>• Follow the rules of the game</li> <li>• Be aware of the games being played around you</li> </ul>	<ul style="list-style-type: none"> <li>• Use all equipment for its purpose</li> <li>• Share equipment</li> <li>• Return equipment</li> <li>• Follow staff instructions</li> <li>• Put waste in the appropriate bin</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in bounds</li> <li>• Keep hands and feet to yourself</li> <li>• Walk</li> </ul>
<b>BUSES</b>	<ul style="list-style-type: none"> <li>• Listen to the bus driver</li> <li>• Say “please” and “thank you”</li> <li>• Only use kind words</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the bus driver’s instructions</li> <li>• Sit down straight away</li> <li>• Place your bag at your feet</li> </ul>	<ul style="list-style-type: none"> <li>• Walk on and off the bus</li> <li>• Stay in your seat</li> <li>• Wait for the bus to stop, to leave your seat</li> <li>• Walk down the steps</li> <li>• Wait for the bus to move before you cross the road</li> </ul>
<b>CANTEEN</b>	<ul style="list-style-type: none"> <li>• Say, ‘please,’ and, ‘thank you.’</li> <li>• Wait for my turn</li> <li>• Spend my own money</li> </ul>	<ul style="list-style-type: none"> <li>• Put my order in at the beginning of the day</li> <li>• Spend my own money</li> <li>• Wait quietly for my turn</li> <li>• Healthy Choices</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet and mouth to myself</li> <li>• Line up sensibly</li> <li>• Walk to and from the canteen line</li> </ul>
<b>EXCURSIONS</b>	<ul style="list-style-type: none"> <li>• Wear my school uniform with pride</li> <li>• Be kind with my words</li> <li>• Listen to others</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all instructions straight away</li> <li>• Take care</li> <li>• Stay calm</li> <li>• Look after your belongings</li> <li>• Follow staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Wear hat outside</li> <li>• Stay with your group</li> <li>• Keep my hands and feet to myself</li> <li>• Be in the right place at the right time</li> </ul>

<b>TECHNOLOGY USE</b>	<ul style="list-style-type: none"> <li>• Only view and send appropriate messages, images and information</li> </ul>	<ul style="list-style-type: none"> <li>• Take photographs and videos under staff supervision</li> <li>• Ask permission before publishing</li> <li>• Report the misuse of devices</li> </ul>	<ul style="list-style-type: none"> <li>• Personal devices stored at the office</li> <li>• Keep usernames and passwords to yourself</li> <li>• Log out of programs and computers completely</li> </ul>
<b>OFFICE</b>	<ul style="list-style-type: none"> <li>• Use quiet voices</li> <li>• Use school talk</li> </ul>	<ul style="list-style-type: none"> <li>• Follow adult instructions straight away</li> <li>• Be still while waiting</li> <li>• Return quickly to class</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Line up at the office door</li> <li>• Enter and exit through the playground office door</li> </ul>
<b>SICKBAY</b>	<ul style="list-style-type: none"> <li>• Use quiet voices</li> <li>• Be aware of others</li> </ul>	<ul style="list-style-type: none"> <li>• Be honest</li> <li>• Take only one buddy</li> <li>• Follow staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on the bed</li> </ul>
<b>COMPUTER LAB</b>	<ul style="list-style-type: none"> <li>• Only view and send appropriate messages, images and information</li> <li>• Log on and use equipment appropriately</li> <li>• Use quiet voices</li> <li>• Raise your hand to speak</li> <li>• Listen to and look at the speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Take photographs and videos under staff supervision</li> <li>• Ask permission before publishing</li> <li>• Report the misuse of devices</li> <li>• Follow staff instructions</li> <li>• Ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Log out of programs and computers completely</li> <li>• Keep usernames and passwords to yourself</li> <li>• Keep food and drink outside the computer lab</li> <li>• Ask permission to leave the room</li> </ul>
<b>CLUBS</b>	<ul style="list-style-type: none"> <li>• Use the correct voice for the activity</li> <li>• Raise hand and wait your turn to speak</li> <li>• Listen to and look at the speaker or performer</li> <li>• Use school talk</li> <li>• Knock on the door and open, then wait to deliver messages</li> <li>• Listen quietly and be still when others are performing</li> </ul>	<ul style="list-style-type: none"> <li>• Follow staff instructions</li> <li>• Use equipment and furniture for its purpose</li> <li>• Pack up and return equipment</li> <li>• Be ready to learn</li> <li>• Ask for help when needed</li> <li>• Put waste in the appropriate bin</li> </ul>	<ul style="list-style-type: none"> <li>• Ask permission to leave the room/activity area</li> <li>• Keep hands and feet to yourself</li> <li>• Walk</li> <li>• Keep bags in class area</li> </ul>
<b>LIBRARY</b>	<ul style="list-style-type: none"> <li>• Use quiet voices</li> <li>• Hand up to speak and wait your turn</li> <li>• Listen and look at the speaker</li> <li>• Keep silent during quiet reading time</li> </ul>	<ul style="list-style-type: none"> <li>• Follow staff instructions</li> <li>• Be ready to learn</li> <li>• Bring a library bag</li> <li>• Treat all books with care</li> <li>• Put waste in the appropriate bin</li> </ul>	<ul style="list-style-type: none"> <li>• Ask permission to leave the room</li> <li>• Keep hands and feet to yourself</li> <li>• Leave school bags outside</li> <li>• Walking only in the library</li> <li>• Line up quietly</li> </ul>
<b>EARLY STAGE 1</b>	<ul style="list-style-type: none"> <li>• Hand up to speak and wait your turn</li> <li>• Use quiet voices</li> <li>• Listen and look when others are speaking</li> <li>• Use school talk</li> </ul>	<ul style="list-style-type: none"> <li>• Follow staff instructions</li> <li>• Care for and return equipment</li> <li>• Do your best book work</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands and feet to yourself</li> <li>• Walk in, out and around the classroom</li> <li>• Use equipment for its purpose</li> </ul>

<b>STAGE 1</b>	<ul style="list-style-type: none"> <li>• Hand up to speak and wait your turn</li> <li>• Use quiet voices</li> <li>• Listen and look when others are speaking</li> <li>• Use school talk</li> </ul>	<ul style="list-style-type: none"> <li>• Follow staff instructions</li> <li>• Care for and return equipment</li> <li>• Do your best book work</li> <li>• Stay on task and complete your work</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands and feet to yourself</li> <li>• Walk in, out and around the classroom</li> <li>• Six feet on the floor when at your desk</li> <li>• Use equipment for its purpose</li> </ul>
<b>STAGE 2 &amp; STAGE 3</b>	<ul style="list-style-type: none"> <li>• Listen and look when others are speaking</li> <li>• Raise hand and wait your turn to speak</li> <li>• Use school talk</li> <li>• Work quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on task and complete your best work</li> <li>• Care for and return equipment</li> <li>• Follow staff instructions</li> <li>• Only use technology devices for classwork</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in the classroom and hallway</li> <li>• Keep hands and feet to yourself</li> <li>• Use equipment for its purpose</li> <li>• Ask permission to leave the classroom</li> </ul>