



Coledale Public School

Student Welfare, Good Discipline and Effective Learning

2019 Student Welfare Policy



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Student Welfare, Good Discipline and Effective Learning

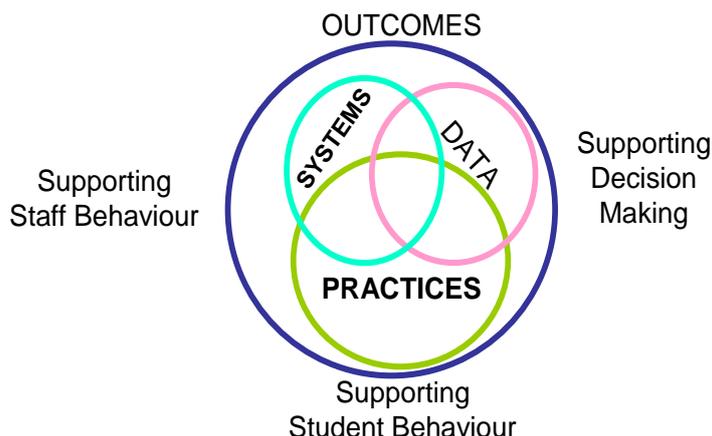
Coledale P.S. is a Positive Behaviour for Learning (PBL) school.

PBL is a school systems approach to address behaviour and promote positive student academic and social outcomes and to enhance the school community as a whole. It encourages positive behaviour from students, which has been shown to improve their self-concept and motivation to learn.

- Data is used to support decision making
- Systems are developed to support teachers
- Practices are implemented to support students

PBL Goals:

- Build systems that make it easier to teach
- Create environments that encourage pro-social behaviour
- Teach all students what is expected of them
- Provide a continuum of behaviour and learning support to students who need more support to be successful



Mission Statement

At Coledale Public School, our mission is to develop students who show respect for others and themselves and are engaged, resilient learners who always act responsibly.

Matrix

The School's Behaviour Matrix is the central framework for the teaching of expected behaviours in non-classroom settings. The expected behaviours listed for individual settings are replacement behaviours and are categorised into three key values. The phrases are stated as simply as possible making expectations easy to remember.

| Coledale Public | All Settings | Playground | Equipment | Toilets | Assembly | Classroom | Pathways/ Hallways | Garden | Transport |
|---------------------|--|---|---|--|--|--|---|---|--|
| Show Respect | <ul style="list-style-type: none"> *Speak politely *Care for others *Listen attentively *Use kind words *Wear school uniform | <ul style="list-style-type: none"> *Hands and feet to yourself *Be friendly *Share the space *Play fairly | <ul style="list-style-type: none"> *Share the equipment Use equipment appropriately *Respect the equipment | <ul style="list-style-type: none"> *Allow privacy *Wash your hands *Keep the place clean *Enter and leave quietly | <ul style="list-style-type: none"> *Show respect *Wait and listen *Applaud the efforts of others *Stay quiet between items | <ul style="list-style-type: none"> *Speak politely *Raise your hand before speaking *Take turns *Use inside voices | <ul style="list-style-type: none"> *Move quietly *Respect other learners | <ul style="list-style-type: none"> *Show respect *Treat plants carefully *Take rubbish | <ul style="list-style-type: none"> *Greet the bus driver politely *Sit quickly and quietly *Place bag on floor *Talk quietly with others |
| Engaged in Learning | <ul style="list-style-type: none"> *Do your best *Be positive *Be friendly *Join in activities *Accept the rules *Never give up | <ul style="list-style-type: none"> *Accept the rules *Be positive *Be patient *Encourage others *Ask for help | <ul style="list-style-type: none"> *Share the equipment *Invite others to play *Participate in games *Have a go *Congratulate others | | <ul style="list-style-type: none"> *Sing with pride *Appreciate the learning and efforts of others | <ul style="list-style-type: none"> *Stay focused and on task *Be ready for the day *Work to the best of your ability | <ul style="list-style-type: none"> *Respect other learners | <ul style="list-style-type: none"> *Care about plant needs | <ul style="list-style-type: none"> *Obey road rules *Think and act safely *Look and wait *Be patient and wait |
| Act Responsibly | <ul style="list-style-type: none"> *Follow instructions *Place rubbish in bins *Speak the truth *Look after property *Invite others to join *Line up on the bell | <ul style="list-style-type: none"> *Play safely *Wear school hat *Move on the bell *Be in the right place at the right time *Be responsible for yourself | <ul style="list-style-type: none"> *Be patient and thoughtful *Play fairly *Display sportsmanship | <ul style="list-style-type: none"> *Flush the toilets *Enter and leave quietly *Eat outside *Use toilets appropriately *Keep toilets tidy | <ul style="list-style-type: none"> *Listen carefully *Hands and feet to yourself *Remove hats *Enter and leave quietly | <ul style="list-style-type: none"> *Follow teacher instructions *Look after classroom and personal property *Pick up after yourself *No bags in class prior to start | <ul style="list-style-type: none"> *Wait quietly *Walk safely *Keep to the left *Place bags on hooks *Keep the doors clear *Move sensibly | <ul style="list-style-type: none"> *Walk on path *Water plants | <ul style="list-style-type: none"> *Talk kindly to others *Keep hands and feet to yourself *Move safely *Walk sensibly to area |

Rewards for Positive Behaviour

The reward system is linked to the school values:

Show Respect, Engage in Learning and Act Responsibly (SEA)

The award system is designed to ensure that all students have the opportunity to be publicly acknowledged and recognised for their efforts. It is written into the schools Behaviour and Welfare program.

Students at Coledale Public School are expected to act according to the schools positive behaviour matrix. Self-discipline in playground behaviour and classroom work habits will be rewarded through the reward system.

Classroom – Merit Certificates:

All students can earn 'Merit Certificates' for behaviours which are consistent with our school values – Show respect, Engage in learning and Act responsibly. The children who are nominated to receive this award will be those who are respectful, helpful, co-operate with others and try to work well with teachers and other students. Merit certificates are awarded in class by teachers. Teachers should record award winners in the google drive folder ready for the newsletter inclusion. Students are selected to receive these awards at the teacher's discretion. Principal Merits will be awarded every 5 weeks in assembly and will be advertised in newsletter.

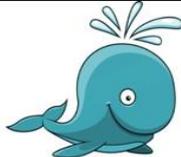
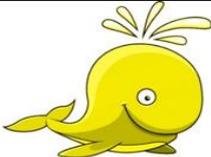
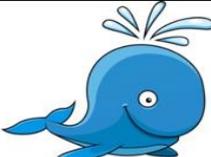
Classroom – Class Awards:

All students can earn 'Class awards'. These awards may be handed out at any time by the classroom teacher in order to reward students for personal achievement or success in any area.

All classroom awards (Merit awards and Class Awards) will be taken home to allow children to share personal success with their family.

Playground – Whaley’s

Whaley’s encourage and acknowledge positive behaviour by students in the playground. Our mission statement at Coledale Public School, is to develop students who show respect for others and themselves and are engaged, resilient learners who always act responsibly.

| | | |
|---|---|---|
|  WHALEY Show Respect Engaged in Learning Act Responsibly Name: |  WHALEY Show Respect Engaged in Learning Act Responsibly Name: |  WHALEY Show Respect Engaged in Learning Act Responsibly Name: |
|---|---|---|

Behaviours to earn Whaley’s:

Students are given Whaley’s when they display positive behaviours such as those indicated in the school’s behaviour matrix. In addition, students may be given a Whaley ticket for citizenship or willingness to help with school responsibilities. Finally, school-wide positive behaviour themes may be chosen each week that students can demonstrate.



Location of Whaley containers:

Students will place the Whaley ticket in a Whaley container. The Whaley containers are located on the wall at both entrances to the main office building.

Whaley Rewards:

Once the Whaley containers are full the S.R.C (Student Representative Council), in consultation with staff, will vote on the school reward which will form part of the P.B.L (Positive Behaviour Learning) Whole School Awards Day. See below.

Whole School Awards

This reward is to be determined by staff and in consultation with Student Representative Council (SRC). If students have been placed on Level 1 (major incident), 2 or 3 in the given term (see ‘Consequence Sequence’ pg.9) they will not be permitted to participate in the school reward or they may miss part of the reward time as a consequence. Each student’s involvement will be determined by the Principal or executive.

Consequences for Poor Behaviour Choices

At Coledale Public School a levelled colour-coded system of discipline operates. Students, parents and teachers work together to maintain high academic and behaviour standards.

Expected Behaviour

Students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Coledale Public School takes a strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Classroom Support

All students are given three warnings in the classroom by the use of the three reminders on the class behaviour chart. If over the course of one day students have received 3 warnings they will be sent to the designated timeout area in the classroom and complete the behaviour reflection. This reflection will be discussed with the class teacher and sent home to be discussed with their parents/carers. If a student continues to make poor behaviour choices over the same day they will be sent to another class for an additional timeout. In the case of continued poor choices the student will be sent to the Principal. All timeouts are to be recorded in Sentral by the referring teacher.

Examples of misbehaviour may include –

- Not complying with teacher's instructions
- Demonstrating disruptive behaviour
- Deliberately neglecting school work
- Showing rudeness to teachers, other staff members or parent helpers
- Lying
- Spreading rumours
- Being out of bounds
- Spitting
- Teasing, name calling or verbal put downs
- Deliberately littering
- Swearing

Playground Support

Students are asked to stop their misbehaviour and rules are discussed with them. Students are given a verbal reminder. If unacceptable behaviour continues, the student will be given timeout for 5 minutes on the silver benches. The incident will be recorded as a timeout in Sentral.

These behaviours may include:

- Any form of violence
- Spitting or throwing objects
- Swearing and /or disrespect
- Rough play
- Disobedience
- Bullying and teasing
- Damaging property
- Theft.

Timeout strategies are not used as punishment or as a means of removing students indefinitely from the classroom. Timeout may be teacher directed, or student selected, as a means of calming during a stressful situation within a safe and predictable environment.

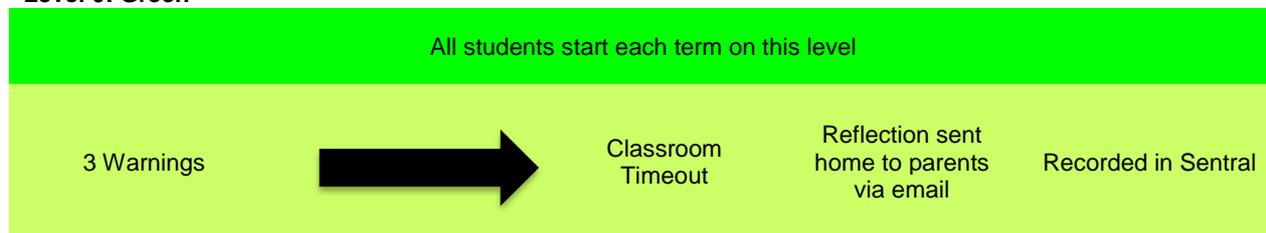
Refer to *Guidelines for the Use of Time-out Strategies including dedicated Time-out Rooms: Student Engagement and Interagency Partnerships 2011*

https://detwww.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/timeout_guide.pdf

Consequence Sequence

The chart below refers to the consequence sequence that is implemented for students who continually exhibit poor behaviour choices.

Level 0: Green



Level 1: Yellow



Level 2: Amber

Warning of Suspension/ Formal Caution Issued



Level 3: Red

Suspension



Placing a student on a Level

The length of reflection will increase each time the student is placed in the Think Tank during a term. All students will commence the beginning of term on the Green level, ready to learn. This provides all students the opportunity to commence with a fresh start and make good behaviour choices for the new term. Kindergarten students are exempt from this consequence sequence until Term 3, for minor behaviours. The focus will be on teaching them the expected behaviours.

Level 0: Green

All students start on Green Level 0, with the expectation that all students will remain on the green level for the term and will be rewarded for doing so. Students' levels will be reset at the beginning of each term.

Level 1: Yellow

Students are placed on this level for consistently not following the behaviour expectations of the school values. This will occur after 3 timeouts for minor incidents or 1 timeout for a major incident have been given.

Students are required to attend the Think Tank for one lunchtime reflection. During this session:

- Student is given the first 10 minutes to eat lunch.
- The student and the Think Tank teacher discuss the behaviour choices that have led to the student being placed on Level 1 Yellow. A plan is then negotiated focusing on developing acceptable behavioural choices.
- The Think Tank Notice 1 will be sent home with student, to be returned signed by parent/carer.
- Students will be monitored through the Check In, Check Out journal.
- Students referred to the Learning Support Team.
- Exclusion from school rewards and inter-school activities on the day of the Think Tank attendance.

Level 2: Amber – (Warning of Suspension/ Formal Caution)

Students are placed on this level for consistently not following the behaviour expectations of the school values. This will occur after 5 Think Tank notices for minor incidents or 2 Think Tank notices for major incidents have been given.

Students may be placed on this level for:

- Aggressive behaviour or violence towards teachers, students and staff
- Continual misbehaviour or non-compliance
- Leaving the school grounds or a school activity without permission
- Continual insolence
- Anti-social behaviour and stealing
- Verbal or physical bullying
- Breaking property and equipment or vandalism
- Exclusion from school rewards and inter-school activities on the days of the Think Tank attendance.

Students are required to attend the Think Tank for three lunchtime reflections. During this session:

- Student is given the first 10 minutes to eat lunch.
- The first day the student and the Think Tank teacher discuss the behaviour choices that have led to the student being placed on Level 2 Amber. A plan is then negotiated focusing on developing acceptable behavioural choices.
- The second day the student and the Think Tank teacher are to go through the school flow chart and expected behaviour matrix and set goals for behaviour intentions.
- The third day the student is to assist in school community service or completion of school work.
- The Think Tank Notice 2 will be sent home with the student, to be returned signed by parent/carer. Parents are to be contacted and an interview arranged with class teacher and an executive.
- Warning of Suspension/Formal Caution letter to be issued at the discretion of the Principal.
- Students will be monitored through the Check In, Check Out journal.

Level 3: Red – (Suspension)

Students are placed on this level for consistently not following the behaviour expectations of the school values. This will occur after 7 time outs for minor incidents or 3 Think Tank notices for major incident have been given.

Students may be placed on this level for:

- Aggressive behaviour or violence towards teachers, students and staff
- Continual misbehaviour or non-compliance

- Leaving the school grounds or school activity without permission
- Continual Insolence
- Anti-social behaviour and stealing
- Verbal or physical bullying
- Breaking property and equipment or vandalism

Students who are regularly being placed on a level

The school will:

- Develop an Individual Behaviour Plan and put in place a long term plan of support for the student in consultation with their parents. This will be reviewed regularly through the journal by executive and the learning support team.
- Involve the Learning Support Team and access resources/support available for the student if there is a considered need.
- Look at what additional support the student/staff may require.

Suspension

Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible.

Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. This may include access to appropriate support staff such as an Aboriginal community liaison officer or learning and support teacher. In some cases suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff. For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future.

Principals have authority, consistent with the provisions of these procedures and associated documents, to suspend or expel a student from their own school. They will exercise this authority having regard to their responsibilities to the whole school community and to the principles of procedural fairness.

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety and welfare of the student, staff and other students in the class and school. The Principal may determine that an in-school suspension is an appropriate consequence.

In-school Suspension

- Student is to report to the office on arrival at school.
- Classroom teacher is to prepare school work to be completed in the Principal's office, under the supervision of the Principal.
- At the end of the day, the student and Principal are to go through the school flow chart and expected behaviour matrix and set goals for behaviour intentions.
- Parents/carers are to be notified of the student's behaviour, and whether the student will be returning to class the following day or not.

School Suspension

Students are placed on suspension according to the guidelines of the Department of Education and Training as per *Suspension and Expulsion of School Students – Procedures 2011 Student Discipline in Government Schools PD 2006 0316*

Short Suspension

In circumstances where the measures taken have been unsuccessful in resolving the inappropriate behaviour, the principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

- **continued disobedience:** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco
- **aggressive behaviour:** This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.
- Where the behaviour involves cyberbullying the school's anti-bullying programs are to be implemented. Advice should be sought from the School Safety and Response Hotline on 1300 363 778 as to whether the police should be informed.

Long Suspension

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider:

- the safety of students and staff
 - the merit and circumstances of the particular case
 - factors such as the age, individual needs, any disability and developmental level of students.
 - **physical violence:** Which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault).
 - **use or possession of a prohibited weapon, firearm or knife.**
When the student:
 - uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. Prohibited Weapons do not include harmless children's toys such as plastic imitation guns that are clearly intended to be toys;
 - uses a knife or possesses a knife (without reasonable excuse* as defined by the Summary Offences Act 1988);
 - uses or possesses a firearm of any type (including live ammunition and replica firearms).
- * Note – "reasonable excuse" includes ceremonial Kirpans carried by Sikhs for religious purposes.
- **possession, supply or use of a suspected illegal substance:** This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.

- **serious criminal behaviour related to the school:** This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

Subject to factors outlined in 6.3.1, principals may also impose a long suspension for:

- **use of an implement as a weapon.** When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made or adapted to cause injury to another person).
- **persistent or serious misbehaviour.** This includes, but is not limited to:
 - repeated refusal to follow the school discipline code;
 - threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
 - making credible threats against students or staff;
 - behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.

Return from Suspension

- Parents/carers will be notified by letter which needs to be signed and returned.
- Parents/carers are required for a Suspension Resolution Meeting (can be done by telephone if necessary).
- Five day Check In/Check Out journal. The student reports to the Principal each lunchtime to discuss their behaviour and have their journal signed. If the student has been behaving well, in class and the playground, the student may go into the playground. If the student has not been behaving well, or has received a timeout they will remain with the Principal.
- Student will return on Green Level 0 after suspension. If during the five day Check In/Check Out the student has not made positive behaviour choices they will go to Yellow Level 1.

Suspension and Expulsion

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the Principal in these situations. Further information regarding this policy can be found at: https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml

Behaviour Definitions

Minor Behaviours: Classroom

| | |
|-------------------------|--|
| Continual Disruption | Student disrupts other students in the classroom, preventing them from learning or completing tasks. Student continually calls out. Student continually gets out of seat. |
| Off task | Student continues to stay off task and not complete the work |
| Inappropriate Language | Low intensity instance of inappropriate verbal message that includes swearing or use of word in an inappropriate way, e.g. student swears as a reaction to a situation. |
| Unsafe in the Classroom | Running in the classroom, swinging on chairs, and inappropriate use of equipment. |
| Lateness | Student continually late to class after break periods. |
| Disrespectful Attitude | Student has a disrespectful attitude towards the teacher and/or other students. |
| Inappropriate Touching | Student touches other students in an intimidating or unwelcome manner. |
| Lying | Student lies to the teacher about their actions. |
| Damaging property | Student damages property belonging to the school, teacher or students. |
| Intimidation | Student intimidates another student or teacher. |

Minor Behaviours: Playground

| | |
|---------------------------|--|
| Out of Bounds | Student leaves the designated play area without permission. |
| Inappropriate Language | Low intensity instance of inappropriate or verbal message that includes swearing or use of word in an inappropriate way e.g. student swears as a reaction to a situation |
| Unsafe Play | Non-serious, inappropriate play e.g. standing on benches, climbing on top of the monkey bars. Use of sticks or other objects |
| Littering | Deliberately leaving, dropping or hiding rubbish |
| Disobedience | Brief or low intensive failure to follow instructions. |
| Fighting/Physical Contact | Student engages in non-serious, but inappropriate physical contact e.g. playfully tackling and handling, pushing, tapping. |

Major Behaviours: Classroom

| | |
|-------|--|
| Lying | Student deliberately lies to a teacher about a serious incident. |
|-------|--|

| | |
|---------------------------------|--|
| Cutting hair | Student cuts another students hair. |
| Intimidation | Student delivers disrespectful message to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. These include negative comments sustained or intense verbal attacks based on: race, religion, gender, sexuality, age, physical appearance, ethnic origin or disabilities. |
| Swearing | Student uses swearing towards either the classroom teacher or another student. |
| Physical contact | Actions and/or threats involving serious physical contact where injury may occur. |
| Deliberate disobedience/arguing | Student is deliberately disobedient to teacher. Student argues with a teacher. |
| Throwing Objects | Student throws an object in or around the classroom, making the environment unsafe. |
| Bullying | Student bullies another student by undertaking repeated and deliberate hostile behaviour, which intends to harm or hurt. |
| Cyber Bullying | Through the use of technology (e.g. email, text message) student bullies another student by undertaking repeated and deliberate hostile behaviour, which intends to harm or hurt. |
| Spitting | Student deliberately ejects liquid from their mouths. |
| Sexualised Behaviours | |

Major Behaviours: Playground

| | |
|-----------------------------|--|
| Out of Bounds | Student leaves the school grounds without permission. |
| Absconding | Student leaves the school grounds without permission. |
| Inappropriate Language | Students uses language intended to cause a student or teacher to feel intimidated, threatened or humiliated. |
| Dangerous Play | Actions involving dangerous play that may result in serious injury |
| Bullying/Harrassment | Student delivers disrespectful message to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. These include negative comments sustained or intense verbal attacks based on: race, religion, gender, sexuality, age, physical appearance, ethnic origin or disabilities. |
| Disobedience | Failure to follow school rules and teacher direction, may be aggressive. |
| Fighting / Physical Contact | Actions and/or threats involving serious physical contact where injury may occur. |

Severe Behaviour Definitions

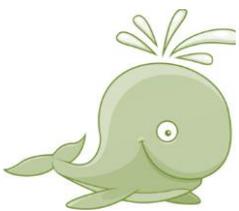
| | |
|-------------------|--|
| Drugs and Alcohol | Student is in possession of illegal drugs or substances. |
|-------------------|--|

| | |
|---------------------------|--|
| Weapon/Dangerous Object | Student is in possession of knives or guns (real or look alike) or other objects readily capable of causing bodily harm. |
| Vandalism/Property Damage | Student participates in an activity that results in destruction or disfigurement of school or others' property. |
| Danger to others | Student participates in activities that are a danger to others e.g. throwing an apple at a passing car. |
| Physical Assault | Extreme violent behaviour or assault on student or teacher. |

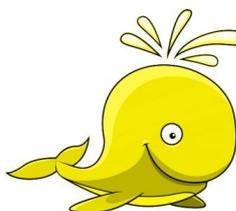


PBL Lesson Plans

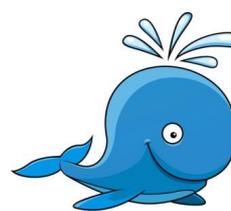
- All Settings
- Assembly
- Buddy Chair
- Kitchen and Garden
- Playground
- Toilets
- Transport



Show Respect



**Engaged in
Learning**



**Act
Responsibly**

| Setting | Expected Behaviour |
|--------------|---|
| All Settings | Be Polite, Be Respectful, Be Friendly, Follow School Rules, Care for Others |

Vocabulary: lonely, shy, happy, friendly, success, resilient, being positive, play kindly, connect with others, share the space, join in, personal space, active listening, talk it through, solve problems, have confidence, polite, responsible, appropriate behaviour, walk sensibly, listen to others, treat others kindly, pride, safety

Expected Behaviours:

- Make a friend
- Play kindly with others
- Share the space and keep it tidy.
- Persist at everything I do. I know that practice makes perfect. If I practice enough, I can master anything.
- Never give up. Maintain a positive attitude no matter what happens.
- Feel like I belong and connect to the school and my peers.
- Be confident and never give up.
- Always be safety conscious.
- Respect others and their property.
- Be on time and be organised.

Lessons:

- Learning to Share – all settings.
- Toilet Etiquette.
- Being a good friend
- Playing by the rules- all settings.
-

Discussion:

- Do we 'get' friends, 'find' friends or 'make' friends? How do we 'keep' friends?
- What is the difference between being a friend and being friendly?
- Discuss the statement "Friends are attracted to kindness. If I am kind, I have kind friends." What other qualities do good friends have? How do they make others feel?
- What does it mean to "Never give up", "Practice makes perfect"?
- How does it make you feel when are alone or don't know what to do?
- How could we turn it around and feel positive?
- The buddy chair is a place where students can go to when they need a new friend to play with, would like to be included in a playground activity, or would like to sit and talk to someone quietly
- All students and teachers will monitor the seats so that anyone sitting on them is included and not ignored

Activities:

- Students trace their hands onto paper. On a finger, they need to write the name of a friend who:

1. is in their class
 2. is younger than them
 3. is older than them
 4. is a girl
 5. is a boy
- These can later be decorated and joined together for a classroom display. Look at including photos or drawings of their friends.
 - In a small group, draw a mind map showing all the things that make a good friend.eg. I am a good friend to myself. I play well with others. I'm a good sport. I share and care. I am a good listener. I am helpful. I am a loving person. I can solve problems. Include affirmations like 'I have lots of friends because...'
 - Discuss any of <http://www.ronitbaras.com/emotional-intelligence/personal-development-c/97-positive-thoughts-for-your-kids/>
 - With the class, brainstorm 'A good friend is someone who ...'
 - Use the brainstorm responses to create slogans and class display to advertise the buddy chair and playground friendships.

Frequency + Duration:

Term 1 Week 2

30mins x 2

| Setting | Expected Behaviour |
|----------|-------------------------|
| Assembly | Safety, Effort, Respect |

Vocabulary: , shy, happy , success, resilient, being positive, connect with others, share the space, join in, personal space, active listening, talk it through, solve problems, have confidence

Expected Behaviour:

Walking quietly in two lines in the hall

Sitting in lines displaying 5'Fs

Staying quiet in transition times

Clapping appropriately without calling out

- Do we 'get' friends, 'find' friends or 'make' friends? How do we 'keep' friends?
- What is the difference between being a friend and being friendly?
- Discuss the statement "Friends are attracted to kindness. If I am kind, I have kind friends." What other qualities do good friends have? How do they make others feel?
- What does it mean to "Never give up", "Practice makes perfect"?
- How does it make you feel when are alone or don't know what to do?
- How could we turn it around and feel positive?
- The buddy chair is a place where students can go to when they need a new friend to play with, would like to be included in a playground activity, or would like to sit and talk to someone quietly
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Learning Experiences

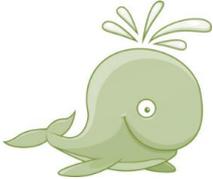
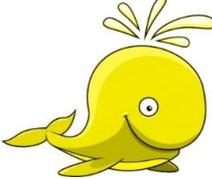
- Discuss the purpose of the School Assembly – discuss your favourite parts of assembly and some parts where you might find it difficult to concentrate.
- Ask the students what showing respect in an assembly would look like / sound like.
- Have students share examples of when and how it would be appropriate to clap/respond.
- Role play different parts of assembly. Students can take turns being the Principal and teachers.
- Practise paying attention in assembly even when the others are trying to distract you:
 - Think about what is bothering you and not letting you pay attention
 - Ask the person to stop
 - Don't look at the person
 - Tell yourself, 'This doesn't bother me!'
- Discuss/offer strategies that students could use when feeling restless. For example, thumb twirling.
- List ways that you could help your class to be the 'Winning Class'

Frequency + Duration:

Every term weeks 5 and 10 for approx. 1 hour.

Reflection

- Discuss ways of demonstrating that you are a good listener.
- Ask students to list ways that they were sensible assembly
- Ask the students in what way have contributed to a safe assembly
- Have students share what they have done in the past to ignore a distracting peer

| | | |
|---|--|--|
|  <p>Show Respect</p> <p>Speak politely Applaud the efforts of others Listen attentively</p> |  <p>Engaged in Learning</p> <p>Sing school song and anthem Appreciate the learning of others</p> |  <p>Act Responsibly</p> <p>Listen carefully Enter and leave quietly Hands and feet to yourself</p> |
|---|--|--|

| Setting | Expected Behaviour |
|-------------|----------------------------|
| Buddy Chair | Be Friendly, Stay Positive |

Vocabulary: lonely, shy, happy, friendly, success, resilient, being positive, play kindly, connect with others, share the space, join in, personal space, active listening, talk it through, solve problems, have confidence

Skills:

- Make a friend
- Play kindly with others
- Share the space
- Persist at everything I do. I know that practice makes perfect. If I practice enough, I can master anything.
- Never give up. Maintain a positive attitude no matter what happens.
- Feel like I belong and connect to the school and my peers.

Lesson:

- The buddy chair is a place students can sit when they don't have anyone to play with
- We all have to work together to make sure that everyone has a friend
- What good friends do for others
- Persist at trying and remain positive towards all that we do

Discussion:

- Do we 'get' friends, 'find' friends or 'make' friends? How do we 'keep' friends?
- What is the difference between being a friend and being friendly?
- Discuss the statement "Friends are attracted to kindness. If I am kind, I have kind friends." What other qualities do good friends have? How do they make others feel?
- What does it mean to "Never give up", "Practice makes perfect"?
- How does it make you feel when are alone or don't know what to do?
- How could we turn it around and feel positive?
- The buddy chair is a place where students can go to when they need a new friend to play with, would like to be included in a playground activity, or would like to sit and talk to someone quietly
- All students and teachers will monitor the seats so that anyone sitting on them is included and not ignored

Activities:

- Students trace their hands onto paper. On a finger, they need to write the name of a friend who:
 - is in their class
 - is younger than them
 - is older than them
 - is a girl
 - is a boy

- These can later be decorated and joined together for a classroom display. Look at including photos or drawings of their friends.
- In a small group, draw a mind map showing all the things that make a good friend.eg. I am a good friend to myself. I play well with others. I'm a good sport. I share and care. I am a good listener. I am helpful. I am a loving person. I can solve problems. Include affirmations like 'I have lots of friends because...'
- Discuss any of <http://www.ronitbaras.com/emotional-intelligence/personal-development-c/97-positive-thoughts-for-your-kids/>
- With the class, brainstorm 'A good friend is someone who ...'
- Use the brainstorm responses to create slogans and class display to advertise the buddy chair and playground friendships.

Frequency + Duration:

Term 1 Week 2

30mins x 2

| Setting | Expected Behaviour |
|----------------|----------------------|
| Kitchen Garden | Be safe, Cooperation |

Vocabulary: plant, grow, water, garden, success, harvest, being positive, share, patience, share the space, have confidence,

Skills:

- Responsibility – caring for plants
- Understanding – learn about cause and effect
- Cooperation – working together
- Nutrition – learning where fresh food comes from.
- Observation- focusing on the growth of the garden.

Lesson:

- The kitchen garden is where students plant, care for and harvest produce.
- Working together we will plant vegetables in the garden and learn how to handle plant starts and how to work in the garden successfully.
- We will need to maintain and water our plants regularly to ensure a successful harvest.
- Persist at trying and remain positive towards all that we do

Discussion:

- What tools do we use in the garden?
- What grows in a garden?
- What do plants need to grow?
- What are some rules that may apply when working in the garden?
- What do we find in the garden?

Activities:

- Class will create a mind map together about what is needed to take a seed from

| Setting | Expected Behaviour |
|------------|---|
| Playground | Be Friendly, Stay Positive, Be Safe, Show Respect |

Vocabulary: lonely, shy, happy, friendly, success, resilient, being positive, play kindly, connect with others, share the space, join in, personal space, take turns, talk it through, solve problems, have confidence, return equipment, accept the rules, maintain a tidy environment, sun safety,

Expected Behaviours:

- Make a friend
- Play kindly with others
- Share the space
- Persist at everything I do
- Maintain a positive attitude no matter what happens
- Feel like I belong and connect to the school and my peers
- Be a positive role model
- Look after school property
- Keep yourself and others safe
- Encourage others
- Play in school boundaries
- Respond to whistles, music and bells correctly

Lesson:

- There are safe boundaries to play in and areas are that are appropriate for games
- The playground is a place students can interact positively with students from all classes
- There are specific whistles, music and bells that indicate different actions

Discussion:

- Why do we need school boundaries?
- What makes a designated area appropriate to one game and not the other?
- Which actions facilitate positive interactions

Activities:

- Create a class discussion to review the expected behaviours (see above). Ask students what roles they play in helping other students to follow these expectations.
- Review with students where play boundaries exist. On the IWB display a map of the school, students come up and highlight play areas in one colour and out of bound areas in another colour. Discuss with students why these areas are important.
- Review the mapped areas of boundaries and use sport icons to label where games should be appropriately played. Encourage discussion on why these choices are being made and the safety implications if they were to be played elsewhere.
- Split the class into groups of 5 or 6 and assign each group a scenario which relates to a specific SEE value and a common incident that happens in all playground areas. In groups, students create a short skit that highlights the scenario but more

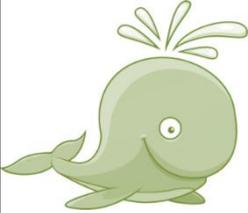
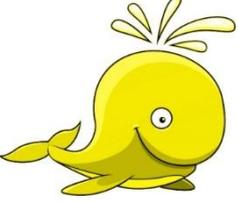
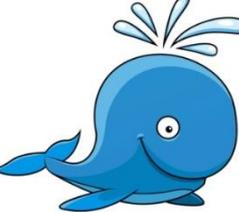
importantly showcases what they would do if they saw it happening to younger students or friends. Allow each group to perform in front of the class. If time, students could guess which scenario each performing group had and identify how the students were helping others.

- Extended options for older classes-use an iPad to film each skit to view or perform at assembly. Alternatively, students could perform these to their buddy class.

Frequency + Duration:

Term 1 Week 2

30mins x 2

| | | |
|---|--|--|
|  <p>Show Respect</p> <p>Speak politely Share the space Respect the equipment</p> |  <p>Engaged in Learning</p> <p>Be friendly Join in activities Accept the rules</p> |  <p>Act Responsibly</p> <p>Play safely Display sportsmanship Wear school hat</p> |
|---|--|--|

| Setting | Expected Behaviour |
|---------|-------------------------------|
| Toilets | Show Respect, Act Responsibly |

Vocabulary:

Privacy, quietly, hygienic, respect, appropriate

Skills:

- Keep own personal space and respect the personal space of other.
- Enter and exit sensibly.
- Wash your hands with soap when you have finished using the toilets.
- Use toilets appropriately and flush when finished.
- Put all rubbish in the bin

Lesson:

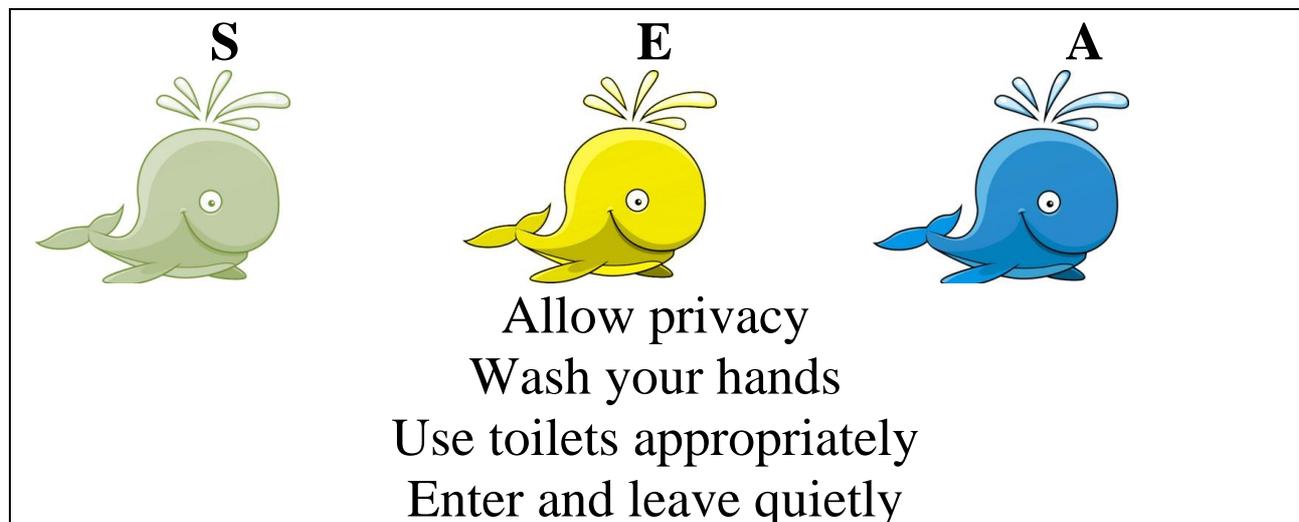
- Ask students to give examples of how they can show respect in the bathroom. For example, keeping personal space while waiting to use the bathroom, talking quietly, keeping the floor clean and dry.
- Students will model appropriate personal space while standing in a line.
- Discuss how and why it's important to wash hands.

Discussion:

- Why do we need to respect others privacy in the toilets?

Activities:

- 123 voice game – The teacher pretends to adjust a volume control knob by telling students that a 3 voice is a loud voice, students will say something in unison in that voice level. The teacher then adjusts the level to a level 2 which is a normal



| Setting | Expected Behaviour |
|-----------|-------------------------------|
| Transport | Show Respect, Act Responsibly |

Vocabulary: politely, sit quietly, place bags, talk quietly, speak, keep hands and feet to yourself,

Expected Behaviours:

- Sit quietly and wait for the bus.
- Walk sensibly to the bus.
- Once on the bus take a seat quickly.
- Place your bag on the floor near your feet.
- Talk quietly to a friend.

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Frequency + Duration:

Term 1 Week 2

30mins x 2