

مهربان باشید

مودب باشید

یادگیرنده باشید

ایمن باشید



**Barton**  
PRIMARY SCHOOL

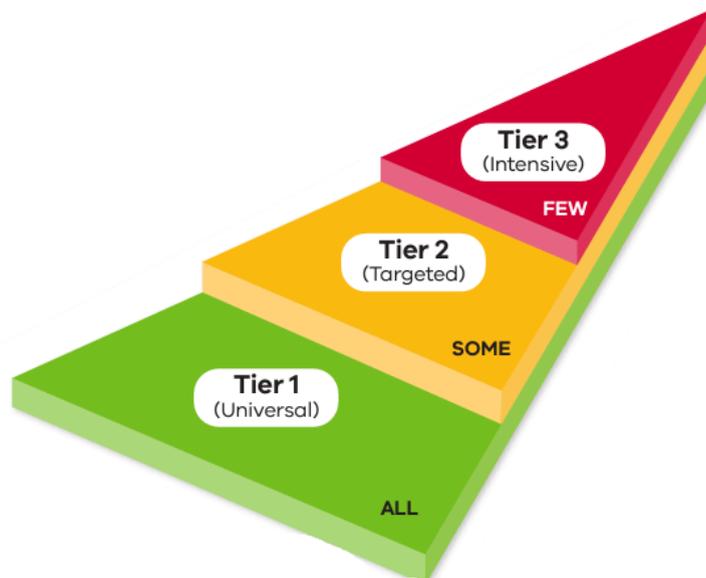
**مثبت بودن در سرتاسر مکتب  
جزوه حمایت از رفتار**

## ● حمایت رفتار مثبت در سطح مکتب (SWPBS) چیست؟

SWPBS طرزی برای کمک به مکاتب برای ایجاد یک مکان مثبت و حمایتی برای همه شاگردان است. این طرز رفتار خوب را آموزش می دهد و به شاگردانی که به آن نیاز دارند کمک بیشتری فراهم می کند. این طرز مکتب را برای همه بهتر نموده و به همه شاگردان کمک می کند تا بهترین عملکرد خود را در رفتار، رفاه و یادگیری انجام دهند. این طرز همچنین با دادن ابزارهایی به معلمین کمک می کند تا صنف درسی خویش را مثبت و متمرکز بر تدریس بسازند.

SWPBS از یک سیستم چند-ردیفی (تصویر زیر) و معلومات برای یافتن و حل مسائل استفاده می کند.

- ردیف 1: حمایت عمومی که به موفقیت بیشتر شاگردان کمک می کند
- ردیف 2: کمک اضافی برای شاگردانی که در معرض خطر قرار دارند
- مرحله 3: حمایت فشرده برای شاگردان با نیازهای جدی تر



## رفتارهای مورد انتظار

انتظارات در سطح مکتب، رفتارها و نگرش های ارزشمند برای موفقیت در مکتب میباشند. ارزش های مکتب ابتدائیه پارتون با کمک کارمندان، شاگردان و تیم رهبری ایجاد شده است تا نشان دهد که ما منحیث یک مکتب چه کسانی هستیم.

**ایمن باشید -** ما به گونه ای عمل می کنیم که از آسیب به خود و دیگران جلوگیری کنیم

**یادگیرنده باشید -** ما به دیگران و خودمان اجازه می دهیم از مکتب لذت ببریم و بهترین تلاش خود را به خرچ دهیم

**مودب باشید -** ما با خود، همدیگر، مکتب و جامعه خود با ملاحظه و مودبانه رفتار می کنیم

**مهربان باشید -** ما با دیگران دوستانه و با ملاحظه هستیم

ما همچنین از یک قالب انتظارات (قوانین خاص) برای آموزش نحوه نشان دادن این ارزش ها به شاگردان استفاده می کنیم. این به همه شاگردان در تمام صنوف درسی آموزش داده می شود، که از صنف آمادگی شروع شده و تا مضامین تخصصی گسترش می یابد.

## صنف دوجو (Dojo)

وقتی از رفتار خوب یک شاگرد با جایزه استقبال شود، بیشتر احتمال می رود که آن رفتار را تکرار کند. در مکتب خود ما از تمجید و نمره صنف دوجو برای تشویق رفتار مثبت استفاده می کنیم. شاگردان برای نشان دادن رفتارهای مورد انتظار از خودشان براساس ارزش های مکتب، نمره صنف دوجو را کسب می کنند. این نمرات را می توان در هر منطقه ای از مکتب به دست آورد و شاگردان می توانند نمرات خود را پیگیری کنند. پس از جمع آوری نمرات کافی، شاگردان می توانند آنها را با جایزه مبادله کنند. آنها جایزه های خود را انتخاب می کنند، که سپس توسط یک تیم بررسی و تایید می شود. صنف ها همچنین می توانند با همکاری یکدیگر برای نشان دادن رفتارهای مورد انتظار، جوایز گروهی کسب کنند.

برنامه کاربری Class Dojo برای والدین نیز یک طریقه عالی برای صحبت با معلم فرزندشان و دریافت اعلامیه هایی است که آنها در مکتب خوب تلاش می کنند. این برنامه به والدین اجازه می دهد تا با کلیک کردن روی یک دکمه، اعلامیه های مکتب را به زبان های مختلف ترجمه کنند.

## جوایز SWPBS

مکتب ابتدائیه بارتون از جوایز برای نشان دادن اهمیت ارزش های زنده مکتب و تجلیل از گروه ها و افرادی که این ارزش ها را از خود نشان می دهند استفاده می کند. جوایز SWPBS یک طریقی برای «به اشتراک گذاشتن خبرهای خوب» با خانواده ها می باشد. در مکتب خود، ما جوایز را به صورت صنفی و فردی به شاگردان می دهیم.

## رفتارهای غیر منتظره

در مکتب ابتدائیه بارتون، زمانی که شاگردان بد رفتاری می کنند، ابتدا از جواب های سریع و آسان مانند تماس چشمی و تکان دادن دست جهت جلوگیری از این رفتار استفاده می کنیم. اگر این رفتار ادامه پیدا کرد، سپس ما با استفاده از زبان خاصی از قالب خود، با این شاگرد به طور خصوصی صحبت می کنیم و جواب خود را با تعداد دفعات و شدت بروز رفتار مطابقت می دهیم. معلمین بر آموزش و تمجید از تلاش های شاگرد برای برآورده نمودن انتظارات رفتاری ما تمرکز می کنند و همیشه تلاش می کنند آرام بمانند.

برای آرام نگه داشتن همه چیز در سراسر مکتب و اطمینان از اینکه رفتار به همان شیوه انجام می شود، ما یک قالب رفتار جزئی و عمده را ایجاد کرده ایم. این قالب به کارمندان کمک می کند تا تصمیم بگیرند که آیا یک رفتار کوچک (جزئی) یا بزرگ (عمده) است و به آنها نشان می دهد که پیامد درست چگونه باید باشد.

## بازآموزی رفتار

در مکتب ابتدائیه بارتون، اگر یک شاگرد رفتار مورد انتظار را از خودش نشان ندهد، ممکن است شیوه صحیح رفتار دوباره به وی آموزش داده شود. معلم رفتار را توضیح داده، نحوه انجام آن را نشان می دهد و به شاگرد توصیه میکند که بلافاصله آن را تمرین کند. همه کارمندان یاد گرفته اند که چگونه رفتار را دوباره آموزش دهند و هر روز آن را انجام دهند. اگر تدریس مجدد در صنف درسی کارساز نباشد یا معلم نتواند فوراً آن را انجام دهد، شاگرد ممکن است در جریان ساعت تفریح خود به اتاق بازآموزی برود.

در اتاق بازآموزی، کارمندان موارد ذیل را انجام خواهند داد:

- در مورد آنچه اتفاق افتاده است با شاگرد صحبت میکنند
- در مورد رفتار درستی که باید یاد گرفت بحث میکنند
- یک فرمه را برای روان کردن به خانه برای والدین/سرپرست خانه پری میکنند
- به شاگرد کمک میکنند تا رفتار درست را تمرین کند
- داستان هایی را میخوانند که رفتار مورد انتظار را نشان می دهد
- برای کمک به مدیریت احساسات، استراتژی های آرام بخش را تمرین میکنند

# اسناد SWPBS

(به زبان ساده نیست)

5	بیانیه ارزش ها
6	قالب انتظارات
7	صنف دوجو - نمونه جایزه های فردی
8	صنف دوجو - نمونه جایزه های صنفی
9	جوایز به سطح صنفی
9	جوایز انفرادی
10	قالب رفتارهای جزئی و عمده
15	چارت جریان جواب رفتار - نسخه شاگردان ردیف 1
16	اتاق بازآموزی - پروسس ارجاع
17	اتاق بازآموزی - ارتباط حاضری
19	سند بازآموزی - نمونه P-2
20	سند بازآموزی - نمونه 6-3



# Barton SWPBS Values

At Barton Primary School we are committed to fostering an environment where our values empower our students to excel academically and personally while becoming responsible, compassionate, and engaged members of society.

## Be Safe

We act in a way that prevents harm to ourselves and others.

## Be a Learner

We allow others and ourselves to enjoy school and try our best.

## Be Respectful

We treat ourselves, each other, our school, and community with consideration and courtesy.

## Be Kind

We are friendly and considerate to others.



**Be Safe**

*We act in a way that prevents harm to ourselves and others*

	 <p><b>All Areas, All the Time</b></p>	 <p><b>Learning Spaces (Indoor &amp; Outdoor)</b></p>	 <p><b>Outside, Oval &amp; Playground</b></p>	 <p><b>Community Areas &amp; Events</b></p>	 <p><b>Transitioning</b></p>	 <p><b>Toilets</b></p>	 <p><b>Digital/Online Space</b></p>
<p><b>Be Safe</b></p> <p><i>We act in a way that prevents harm to ourselves and others</i></p>	<ul style="list-style-type: none"> <li>We keep our hands and feet to ourselves.</li> <li>We use equipment and resources correctly.</li> <li>We stay in the learning space.</li> <li>We tell a trusted adult when something is wrong.</li> </ul>	<ul style="list-style-type: none"> <li>We walk inside.</li> <li>We ask permission before entering the space.</li> <li>We keep chair legs on the floor when sitting.</li> </ul>	<ul style="list-style-type: none"> <li>We wear hats from September to April.</li> <li>We ask an adult before entering an out-of-bounds area.</li> <li>We give people personal space.</li> <li>We play gently.</li> </ul>	<ul style="list-style-type: none"> <li>We wear helmets when riding to and from school.</li> <li>We use the school crossings.</li> <li>We stay with our group and adults.</li> </ul>	<ul style="list-style-type: none"> <li>We stay with our class.</li> <li>We walk between spaces.</li> <li>We walk our bikes/scooters from the gate into school.</li> <li>We walk in a straight line behind our teacher.</li> </ul>	<ul style="list-style-type: none"> <li>We wash our hands using one pump of soap.</li> <li>We keep water in the sink.</li> <li>We immediately report problems to an adult.</li> <li>We sit on the toilet.</li> </ul>	<ul style="list-style-type: none"> <li>We protect our personal information.</li> <li>We keep our usernames and passwords private.</li> <li>We ask permission before using a device.</li> <li>We follow our digital learning agreement.</li> </ul>
<p><b>Be a Learner</b></p> <p><i>We allow others and ourselves to enjoy school and try our best.</i></p>	<ul style="list-style-type: none"> <li>We allow others to learn.</li> <li>We ask for help.</li> <li>We use positive coping strategies.</li> <li>We participate and try our best.</li> <li>We are positive role models.</li> </ul>	<ul style="list-style-type: none"> <li>We follow instructions.</li> <li>We complete our work to the best of our abilities.</li> <li>We reset our learning space.</li> </ul>	<ul style="list-style-type: none"> <li>We play by the rules.</li> <li>We teach others the rules so they can join in.</li> <li>We invite others to join in games.</li> <li>We play fair and take turns.</li> </ul>	<ul style="list-style-type: none"> <li>We have a go at all learning opportunities.</li> <li>We are open to new experiences.</li> <li>We encourage others.</li> </ul>	<ul style="list-style-type: none"> <li>We are on time for lessons.</li> <li>We bring all our belongings with us.</li> <li>We move through the school quietly and calmly.</li> </ul>	<ul style="list-style-type: none"> <li>We use the toilet during break times.</li> <li>We leave the toilets as soon as we are finished.</li> </ul>	<ul style="list-style-type: none"> <li>We stay on task.</li> <li>We only use school-approved websites.</li> <li>We leave our phone at the office when we arrive at school.</li> <li>We log off when we are asked to.</li> </ul>
<p><b>Be Respectful</b></p> <p><i>We treat ourselves, each other, our school, and community with consideration and courtesy.</i></p>	<ul style="list-style-type: none"> <li>We wear the correct uniform.</li> <li>We treat others how they want to be treated.</li> <li>We use peoples' preferred names.</li> <li>We take care of our spaces and belongings.</li> <li>We take turns.</li> <li>We follow instructions.</li> </ul>	<ul style="list-style-type: none"> <li>We demonstrate active listening when others are speaking.</li> <li>We raise our hands to share.</li> <li>We use an appropriate volume when working.</li> </ul>	<ul style="list-style-type: none"> <li>We share equipment with others.</li> <li>We use paths for walking.</li> <li>We throw rubbish in the bin.</li> <li>We use appropriate language towards others.</li> </ul>	<ul style="list-style-type: none"> <li>We leave places as we found them.</li> <li>We represent our school with pride.</li> <li>We follow bus rules.</li> </ul>	<ul style="list-style-type: none"> <li>We line up quietly and wait patiently for our teacher.</li> <li>We move between learning spaces quickly, quietly and safely.</li> <li>We arrive at the learning space 'Ready to Learn'.</li> </ul>	<ul style="list-style-type: none"> <li>We give others privacy.</li> <li>We use a quiet voice.</li> <li>We only put toilet paper in the toilet.</li> <li>We enter and exit through the same door.</li> </ul>	<ul style="list-style-type: none"> <li>We use appropriate language.</li> <li>We only use our own logins.</li> <li>We ask peoples' permission before we take their photos/videos.</li> <li>We are careful with devices.</li> </ul>
<p><b>Be Kind</b></p> <p><i>We are friendly and considerate to others</i></p>	<ul style="list-style-type: none"> <li>We include others.</li> <li>We use our manners.</li> <li>We ask others if they're okay.</li> <li>We acknowledge our mistakes.</li> <li>We ask for permission to use things that are not our own.</li> <li>We are upstanders against bullying.</li> </ul>	<ul style="list-style-type: none"> <li>We do our part when working with our partner/group.</li> <li>We welcome others.</li> <li>We celebrate our differences.</li> <li>We listen to others' opinions.</li> </ul>	<ul style="list-style-type: none"> <li>We all help to pack up.</li> <li>We win with humility.</li> <li>We lose with grace.</li> <li>We celebrate others' achievements.</li> </ul>	<ul style="list-style-type: none"> <li>We listen to the presenters and their instructions.</li> <li>We are quiet on the bus.</li> <li>We allow others to enjoy the experience too.</li> </ul>	<ul style="list-style-type: none"> <li>We greet teachers as we enter the space.</li> <li>We share the space with other students.</li> </ul>	<ul style="list-style-type: none"> <li>We stay in our own cubicle.</li> <li>We wait quietly for others.</li> <li>We keep the toilets clean and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>We help others use ICT.</li> <li>We charge our devices for the next person.</li> </ul>

# 20 POINTS



- Call the roll 
- Use a special seat for a session 
- 10 minutes free time 
- 10 minutes play 

# 30 POINTS



- Eat lunch with another class 
- Go through morning calendar 
- Prize box 
- Game with a friend from your class 

# 40 POINTS



- Phone a friend 
- Visit another teacher and show your great work 
- Assist in another class
- Use an iPad for learning for a session 

# 50 POINTS



- Show and Share 
- 15 minutes tech-time 
- Lesson in another class 
- Teachers' assistant for the day 

## Class Rewards

50 points	100 points
Karaoke/rap battle/dance party (during eating time) Class drawing contest	15 outside time
200 points	500 points
Game outside Class vs class game 1 session free time	Movie and popcorn Free dress day





*Attendance*  
**CLASS**  
*of the week*  
IS AWARDED TO GRADE  
*Prep*  
FOR  
**AMAZING**  
**ATTENDANCE**  
FOR 2024 TERM 2 WEEK 3



Be Safe Be a Learner Be Respectful Be Kind



*dojo*  
**CLASS**  
*of the week*  
IS AWARDED TO GRADE  
*Grade*  
FOR THE SCHOOL VALUE  
**BE A LEARNER**  
FOR 2024 TERM 2 WEEK 9



Be Safe Be a Learner Be Respectful Be Kind



*dojo*  
**CLASS**  
*of the week*  
IS AWARDED TO GRADE  
*Grade*  
FOR THE SCHOOL VALUE  
**BE KIND**  
FOR 2024 TERM 2 WEEK 11



Be Safe Be a Learner Be Respectful Be Kind



*dojo*  
**STUDENT**  
*of the week*  
IS AWARDED TO  
FOR THE SCHOOL VALUE  
**BE SAFE**  
FOR 2024 TERM 2 WEEK 8



Be Safe Be a Learner Be Respectful Be Kind



*dojo*  
**STUDENT**  
*of the week*  
IS AWARDED TO  
*Name*  
FOR THE SCHOOL VALUE  
**BE A LEARNER**  
FOR 2024 TERM 2 WEEK 8



Be Safe Be a Learner Be Respectful Be Kind

\*This is a working document. The most current version can be found here: [Minor & Major Behaviours matrix](#)

CATEGORY	BEHAVIOUR	DEFINITION	EXAMPLES	LOGICAL CONSEQUENCES	EXPECTATIONS TO RE/TEACH
Disruption	Disruption	Talking while the teacher is speaking, calling out, loud noises, noises indoors	<ul style="list-style-type: none"> <li>Talking while the teacher is speaking</li> <li>Calling out</li> <li>Loud noises</li> <li>Distracting others</li> <li>Out of seat behaviour</li> <li>Yelling/out of seat on a bus</li> <li>Interrupting learning of others</li> <li>Entering another class' learning spaces</li> </ul>	<ul style="list-style-type: none"> <li>Complete unfinished learning during break time</li> <li>Goal setting activity</li> <li>Relocation for following session</li> <li>Practice self-regulation strategies</li> </ul>	<input type="checkbox"/> We ask permission before entering the space. <input type="checkbox"/> We keep chair legs on the floor when sitting. <input type="checkbox"/> We walk inside. <input type="checkbox"/> We allow others to learn. <input type="checkbox"/> We participate and try our best. <input type="checkbox"/> We are positive role models. <input type="checkbox"/> We follow instructions. <input type="checkbox"/> We complete our work to the best of our abilities. <input type="checkbox"/> We move through the school quietly and calmly. <input type="checkbox"/> We demonstrate active listening when others are speaking. <input type="checkbox"/> We raise our hands to share. <input type="checkbox"/> We use an appropriate volume when working. <input type="checkbox"/> We take turns. <input type="checkbox"/> We follow bus rules. <input type="checkbox"/> We use a quiet voice. <input type="checkbox"/> We arrive at learning spaces 'Ready to Learn'. <input type="checkbox"/> We acknowledge our mistakes. <input type="checkbox"/> We listen to the presenters and their instructions. <input type="checkbox"/> We are quiet on the bus.
	Persistent disruption	Behaviour causing significant interruption to a class or activity (monitored over a two week period)	<ul style="list-style-type: none"> <li>Sustained loud talk</li> <li>Yelling or screaming</li> <li>Noise with materials</li> <li>Horse play or rough housing</li> <li>Sustained out of seat behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Reset day in alternate hub</li> <li>Parent meeting to discuss support strategies</li> <li>Discussion with Wellbeing/Leadership</li> <li>Practice self-regulation strategies</li> <li>Reteach room referral</li> </ul>	<input type="checkbox"/> We use equipment and resources correctly. <input type="checkbox"/> We wear helmets when riding to and from school. <input type="checkbox"/> We wear hats from September to April. <input type="checkbox"/> We participate and try our best. <input type="checkbox"/> We are positive role models. <input type="checkbox"/> We follow instructions. <input type="checkbox"/> We complete our work to the best of our abilities. <input type="checkbox"/> We have a go at all learning opportunities. <input type="checkbox"/> We are open to new experiences. <input type="checkbox"/> We wear the correct uniform. <input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We follow instructions.
Defiance	Defiance	Low-intensity failure to respond to adult requests (defiance/disrespect/non-compliance)	<ul style="list-style-type: none"> <li>Responding "No" when asked to do something</li> <li>Ignoring simple requests/instructions from staff (i.e. asked to relocate)</li> <li>Work refusal</li> <li>Disrespect towards staff or other students</li> <li>Tipping over a chair</li> <li>Throwing an object (not at others)</li> <li>Non-verbal responses like folding arms/rolling eyes</li> <li>Walking off from an adult when being spoken to</li> <li>Out of uniform (non-wellbeing related issue)</li> <li>Refusal to wear school hat</li> </ul>	<ul style="list-style-type: none"> <li>Classroom reteach following return from relocation</li> <li>Withdrawal from class</li> <li>Relocation for following session</li> <li>Class meeting</li> <li>Complete unfinished learning during break time</li> <li>Practice self-regulation strategies</li> </ul>	<input type="checkbox"/> We use equipment and resources correctly. <input type="checkbox"/> We wear helmets when riding to and from school. <input type="checkbox"/> We wear hats from September to April. <input type="checkbox"/> We participate and try our best. <input type="checkbox"/> We are positive role models. <input type="checkbox"/> We follow instructions. <input type="checkbox"/> We complete our work to the best of our abilities. <input type="checkbox"/> We have a go at all learning opportunities. <input type="checkbox"/> We are open to new experiences. <input type="checkbox"/> We wear the correct uniform. <input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We follow instructions.

	Repeated minor behaviours of defiance, non compliance or disrespect	Persistent refusal to comply with established routines (classroom, learning, playground) compromising personal safety or that of other students	<ul style="list-style-type: none"> <li>Repeated refusal to follow directions after multiple requests</li> <li>Turning over furniture aggressively</li> <li>Yelling at adults</li> <li>Running away from an adult after repeated instructions (putting others or self at risk)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with Wellbeing/Leadership</li> <li>Time off the yard</li> <li>Parent meeting to discuss support strategies</li> <li>Reteach room referral</li> </ul>	<input type="checkbox"/> We listen to others' opinions. <input type="checkbox"/> We use our manners. <input type="checkbox"/> We do our part when working with our partner/group.
Location	Absconding from the learning space	Leaving the learning space where visibility is impacted.  Leaving the directed space on a camp or excursion.	<ul style="list-style-type: none"> <li>Not returning to class</li> <li>Not attending specialist (without permission)</li> <li>Exiting the classroom</li> <li>Moving away from Hub location</li> </ul>	<ul style="list-style-type: none"> <li>Classroom reteach following return from relocation</li> <li>Identification of safe spaces</li> </ul>	<input type="checkbox"/> We stay in the learning space. <input type="checkbox"/> We tell a trusted adult when something is wrong. <input type="checkbox"/> We ask an adult before entering an out-of-bounds area. <input type="checkbox"/> We stay with our class. <input type="checkbox"/> We stay with our group and adults. <input type="checkbox"/> We move between learning spaces quickly, quietly and safely. <input type="checkbox"/> We are on time for lessons.
	Entering an out of bounds area	Playing, or frequenting areas identified as being out of bounds.	<ul style="list-style-type: none"> <li>Jumping over the fence</li> <li>Walking the boundary of the school</li> <li>Playing in out of bounds area</li> </ul>	<ul style="list-style-type: none"> <li>Immediate reteach around safety</li> <li>Walk with Yard Duty teacher while reteaching in-bounds areas</li> </ul>	
	Absconding from the school	Leaving the boundaries of the school with no intent to return.	<ul style="list-style-type: none"> <li>Leaving the school and walking away</li> </ul>	<ul style="list-style-type: none"> <li><b>Contact Leadership</b></li> <li>Time off the yard (if lunch time incident)</li> <li>Parent meeting</li> <li>Modification of adjustments</li> </ul>	
Physical Misconduct	Physical contact without intent to harm	Non-serious, but inappropriate, <b>unwanted</b> or reckless, accidental physical contact.	<ul style="list-style-type: none"> <li>Unwanted patting/tapping</li> <li>Accidental/reckless touching of inappropriate area</li> <li>Hitting with hats</li> <li>Rough/unsafe play</li> <li>Pushing someone causing no harm</li> <li>Throwing items into open space</li> </ul>	<ul style="list-style-type: none"> <li>Classroom reteach following return from relocation</li> <li>Restorative Conversation</li> <li>Social Story</li> <li>Separate from peers</li> <li>Practise expectation as a whole class, group or individual</li> <li>Practice self-regulation strategies</li> </ul>	<input type="checkbox"/> We keep our hands and feet to ourselves. <input type="checkbox"/> We give people personal space. <input type="checkbox"/> We play gently. <input type="checkbox"/> We ask others if they're okay.
	Physical contact with intent to harm	Deliberate actions involving serious physical contact when injury may occur.	<ul style="list-style-type: none"> <li>Kicking</li> <li>Hitting</li> <li>Punching</li> <li>Hair pulling</li> <li>Scratching</li> <li>Spitting</li> <li>Strangling</li> <li>Biting</li> <li>Throwing items directly at a person</li> <li>Spitting directly towards a person</li> <li>Physically assaulting/harming a person using an object</li> </ul>	<ul style="list-style-type: none"> <li>Removal from classroom space or yard</li> <li>Restorative conversation</li> <li>Contact with parents</li> <li>Reteach room referral</li> <li><b>Contact Leadership</b></li> </ul>	
Misconduct Involving Possessions	Taking things without permission	Taking something as a joke or "borrowing" without asking first	<ul style="list-style-type: none"> <li>Taking someone's hat and wearing it</li> <li>Taking stationary to use</li> <li>Forgetting to return borrowed items</li> <li>Hiding people's belongings</li> <li>Kicking away another's sport equipment</li> </ul>	<ul style="list-style-type: none"> <li>Practise expectation as a whole class, group or individual</li> <li>Restorative conversation</li> <li>Classroom reteach following return from relocation</li> </ul>	<input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We ask for permission to use things that are not our own.

	Stealing	Purposely stealing others belongings	<ul style="list-style-type: none"> <li>• Student is in possession of, or has passed on, an item that they intentionally took</li> <li>• Student is responsible for removing someone else's property</li> <li>• Theft from local stores</li> </ul>	<ul style="list-style-type: none"> <li>• Parent contact</li> <li>• 1:1 reteach</li> <li>• Withdrawal from class – use of buddy class</li> <li>• Withdrawal from playground</li> <li>• <b>Contact Leadership</b></li> </ul>	
Misconduct Involving Property	Misuse of property	Any form of damage caused to the property, due to negligence or intentionally by the person who is not the owner of the property.  Students deliberately destroy another students' equipment/possession or work in an inappropriate way (low-intensity incident).	<ul style="list-style-type: none"> <li>• Scribbles on another student's work</li> <li>• Snaps a pencil</li> <li>• Ripping up another student's work or book</li> <li>• Using scissors to cut hair or clothing</li> <li>• Throwing sensory toys or fidget items</li> </ul>	<ul style="list-style-type: none"> <li>• Written or verbal apology</li> <li>• Repairing the damage, where possible</li> <li>• Practise expectation as a whole class, group or individual</li> <li>• Classroom reteach following return from relocation</li> </ul>	<input type="checkbox"/> We keep water in the sink. <input type="checkbox"/> We sit on the toilet. <input type="checkbox"/> We reset our learning space. <input type="checkbox"/> We leave places as we found them. <input type="checkbox"/> We take care of our spaces and belongings. <input type="checkbox"/> We all help to pack up.
	Destruction or vandalism of property	Intentional property damage to technology, furniture or other items not belonging to the offending person	<ul style="list-style-type: none"> <li>• Damaging property such as laptops, computers, buildings</li> <li>• Throwing furniture</li> <li>• Destruction of a learning space or office</li> <li>• Intentionally littering</li> <li>• Writing on walls/property/resources</li> <li>• Flushing/sticking foreign objects in the toilets/sinks</li> <li>• Damaging trees/the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Apology letter in own time or teacher scribe</li> <li>• Restorative conversation</li> <li>• Contact parents/caregivers</li> <li>• Picking up rubbish in the school yard</li> <li>• <b>Contact Leadership</b></li> </ul>	<input type="checkbox"/> We leave the toilets as soon as we are finished. <input type="checkbox"/> We are careful with devices. <input type="checkbox"/> We only put toilet paper in the toilet. <input type="checkbox"/> We throw rubbish in the bin. <input type="checkbox"/> We use paths for walking. <input type="checkbox"/> We keep the toilets clean and tidy.
Misconduct Involving Technology	Misuse of ICT/mobile phone	Using ICT/Mobiles	<ul style="list-style-type: none"> <li>• Playing an unapproved online game</li> <li>• Not following class lesson plan</li> <li>• Using mobile phone during school hours</li> </ul>	<ul style="list-style-type: none"> <li>• Use break time to make up lesson</li> <li>• Handing phone into office-student must agree</li> <li>• Practise expectation as a whole class, group or individual</li> <li>• Classroom reteach following return from relocation</li> </ul>	<input type="checkbox"/> We ask permission before using a device. <input type="checkbox"/> We follow our digital learning agreement. <input type="checkbox"/> We leave our phone at the office when we arrive at school <input type="checkbox"/> We stay on task. <input type="checkbox"/> We log off when we are asked to. <input type="checkbox"/> We charge our devices for the next person.
	Breach of ICT code of conduct	The use of ICT will align with the Digital User Agreement	<ul style="list-style-type: none"> <li>• Impersonating someone else or the school online</li> <li>• Sharing derogatory or offence material</li> <li>• Bullying or harassment online</li> <li>• Sharing or viewing adult material</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to external agencies for support</li> <li>• Parent meeting</li> <li>• Removal from school devices for a set time</li> </ul>	<input type="checkbox"/> We only use school approved websites. <input type="checkbox"/> We ask peoples' permission before we take their photos/videos. <input type="checkbox"/> We only use our own logins. <input type="checkbox"/> We use appropriate language towards others.
Verbal/Non Verbal Misconduct	Indirect swearing	The use of inappropriate language with no intent to offend or intimidate. It is not directed at a person or group.	<ul style="list-style-type: none"> <li>• Swearing in response to an event</li> <li>• Using it as everyday vocabulary</li> <li>• Name calling</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary replacement</li> <li>• Apology to those offended</li> <li>• Practise expectation as a whole class, group or individual</li> <li>• Create a list of alternative words to use</li> <li>• Classroom reteach following return from relocation</li> </ul>	<input type="checkbox"/> We use positive coping strategies. <input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We use appropriate language towards others. <input type="checkbox"/> We use peoples' preferred names. <input type="checkbox"/> We lose with grace.

	Direct swearing	The use of targeted, offensive language with the intent to offend or intimidate. It is directed at a person or group	<ul style="list-style-type: none"> <li>• Direct swearing at a student or staff</li> <li>• Swearing to offend someone</li> <li>• Swearing back at a demand</li> <li>• Rude finger</li> </ul>	<ul style="list-style-type: none"> <li>• Written apology</li> <li>• Reteach with focus on phrase replacement</li> <li>• Discussion with Wellbeing/Leadership</li> <li>• <b>Reteach room referral</b></li> </ul>	
Harassment	Teasing	Intended to provoke or make fun of someone. Includes instances where there is no power imbalance or precedent.	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Inappropriate joke at someone's expense</li> <li>• A single act of social rejection</li> <li>• Isolated incidents of aggression, intimidation or violence</li> <li>• One-off acts of meanness or spite</li> </ul>	<ul style="list-style-type: none"> <li>• Practise expectation as a whole class, group or individual</li> <li>• Restorative conversation</li> <li>• Conflict resolution reteach</li> <li>• Written apology</li> <li>• Classroom reteach following return from relocation</li> </ul>	<input type="checkbox"/> We encourage others. <input type="checkbox"/> We play by the rules. <input type="checkbox"/> We teach others the rules so they can join in. <input type="checkbox"/> We invite others to join in games. <input type="checkbox"/> We play fair and take turns. <input type="checkbox"/> We use peoples' preferred names. <input type="checkbox"/> We share equipment with others. <input type="checkbox"/> We win with humility. <input type="checkbox"/> We celebrate others' achievements. <input type="checkbox"/> We welcome others. <input type="checkbox"/> We share the space with other students. <input type="checkbox"/> We allow others to enjoy the experience too.
	Harassment	It is language or actions that are demeaning, offensive or intimidating to a person, or that breaches their rights	<ul style="list-style-type: none"> <li>• Targeted physical, verbal, psychological or sexual violence</li> <li>• Racism</li> <li>• Sexism</li> <li>• Ableism</li> <li>• Heterosexism</li> <li>• Religious discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contact Leadership</b></li> </ul>	<input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We celebrate our differences.
Bullying	Bystander behaviour	Being present/witness to another who is perpetrating bullying behaviour	<ul style="list-style-type: none"> <li>• Watching a friend make poor choices</li> <li>• Laughing while someone is teasing or bullying another student</li> <li>• Participating in the exclusion of others</li> <li>• Not holding others accountable to the school expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Practise expectation as a whole class, group or individual</li> <li>• Restorative conversation</li> <li>• Conflict resolution reteach</li> <li>• Upstander reteach</li> <li>• Written apology</li> <li>• Classroom reteach following return from relocation</li> </ul>	<input type="checkbox"/> We immediately report problems to an adult. <input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We include others. <input type="checkbox"/> We are upstanders against bullying. <input type="checkbox"/> We ask others if they're okay.
	Bullying	Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm	<p>Repeated:</p> <ul style="list-style-type: none"> <li>• Name calling</li> <li>• Targeted exclusion</li> <li>• Physical and verbal abuse</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contact Leadership</b></li> <li>• Removal from learning space</li> <li>• Designated yard spaces</li> <li>• Parent meeting</li> <li>• Intervention groups</li> </ul>	<input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We celebrate our differences.
Sexualised behaviour	Sexualised behaviour	Normal sexual behaviours for the age of the student - age appropriate, context inappropriate	<a href="#">Refer to SECASA matrix</a>	<ul style="list-style-type: none"> <li>• <b>Contact Leadership</b></li> </ul>	<input type="checkbox"/> We give others privacy. <input type="checkbox"/> We stay in our own cubicle.

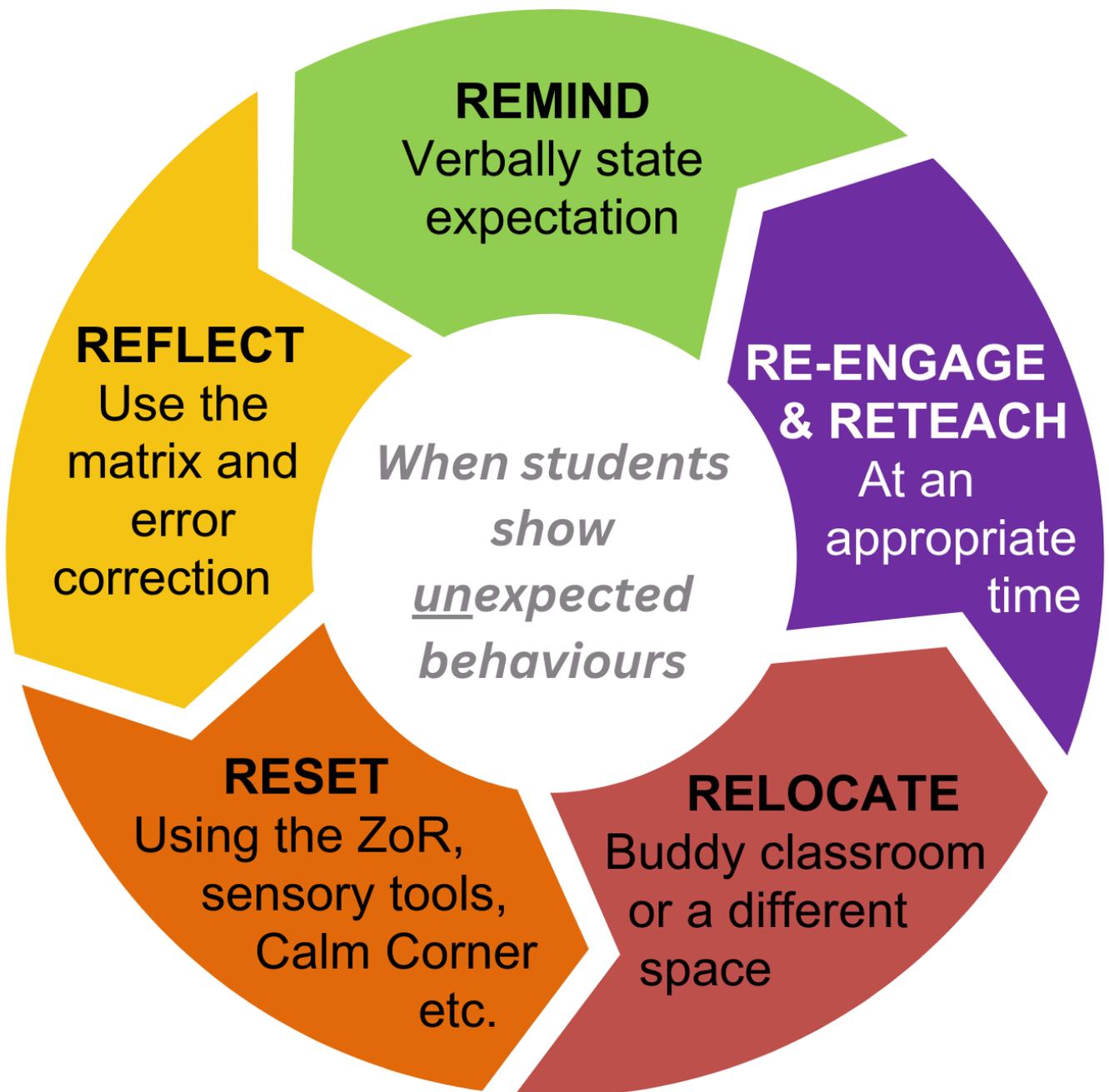
	Sexual behaviour	Concerning or very concerning sexual behaviours for the age of the student - age inappropriate, context inappropriate	<a href="#">Refer to SECASA matrix</a>	<ul style="list-style-type: none"> <li>• <b>Contact Leadership</b></li> </ul>	<ul style="list-style-type: none"> <li>• Contact Leadership</li> </ul>
Other	Illicit substances	The possession and/or use of illegal drugs, pharmaceutical drugs, or alcohol	<ul style="list-style-type: none"> <li>• Self-administering drugs</li> <li>• Vaping/smoking</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contact Leadership</b></li> </ul>	<ul style="list-style-type: none"> <li>• Contact Leadership</li> </ul>
	Possession/ use of weapon	The possession and/or use of an object/weapon with the intent to cause destruction or inflict cause harm	<ul style="list-style-type: none"> <li>• Using everyday objects (scissors, pencils, chairs, etc.) to harm others</li> <li>• Bringing a weapon to school</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contact Leadership</b></li> </ul>	<ul style="list-style-type: none"> <li>• Contact Leadership</li> </ul>
	Privacy breach	When another person/s encroaches on someone's personal boundaries, either physically or online	<ul style="list-style-type: none"> <li>• Looking under toilet doors</li> <li>• Taking and/or sharing photos/videos of someone without their permission</li> <li>• Accessing school documents without permission</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contact Leadership</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> We protect our personal information.</li> <li><input type="checkbox"/> We keep our usernames and passwords private.</li> <li><input type="checkbox"/> We give others privacy.</li> <li><input type="checkbox"/> We stay in our own cubicle.</li> </ul>



Be Safe Be Respectful Be Kind Be a Learner

## When students show expected behaviours

**REINFORCE**  
Use positive reinforcement strategies



Calm Consistent Brief Immediate Respectful Specific

Observing teacher	Reteach room teacher	Classroom teacher
<input type="checkbox"/> <b>REINFORCE:</b> Dojo and verbal acknowledgement for students showing <u>expected behaviours</u> . <input type="checkbox"/> Follow script below when addressing unexpected behaviours <input type="checkbox"/> Record incident on Compass <input type="checkbox"/> <b>Tag classroom teacher</b>	<input type="checkbox"/> Debrief with student <input type="checkbox"/> Support completion of reflection <input type="checkbox"/> Complete parent letter <input type="checkbox"/> <b>Scan QR code to record student attendance</b> <input type="checkbox"/> Send student back to class with reflection and parent letter	<input type="checkbox"/> Check in with student who has a reteach reflection <input type="checkbox"/> Familiarise yourself with Compass entry <input type="checkbox"/> <b>Conduct and Chronicle any requested follow up from parent</b> <input type="checkbox"/> Give returned forms to Hugh

### Script for Acknowledging unexpected behaviours

For a **minor behaviour** - referral to the reteach room is not necessary

Observe unexpected minor behaviour.

Ask student to come over to speak with you away from their peers or address entire group

→ “One of our school values is (insert value). We can (insert value) by (insert expectation). I saw (describe observable behaviour).”

**REMIN**  
Verbally state expectation

Give student/s a chance to be heard.

Select from the following scripts based on :

1. “This is your **reminder** that I want to see you (insert expectation), because that (insert value explanation).”
2. Can you **reflect** with me about why it is important to (insert expectation)? (i.e. because that prevents others and yourself from harm).
3. I would like you to have a break and **reset** before you keep playing. You could go for a walk, go to the toilet or go and grab a drink. When you come back I want to see you (insert expectation), because that (insert value explanation).”

**REFLECT**  
Use the matrix and error correction

**RESET**  
Using the ZoR, sensory tools, Calm Corner etc.

For a **major behaviour** - referral to the reteach room is an option

Observe unexpected major behaviour.

Ask student to come over to speak with you away from their peers or address entire group

→ “One of our school values is (insert value). We can (insert value) by (insert expectation). I saw (describe observable behaviour).”

**RELOCATE**  
Buddy classroom or different space

Give student/s a chance to be heard.

Use the following scripts based on :

1. “What I saw was behaviour that is harmful to others and or/yourself. Our school focus is (insert value) and you need some time to think about how to make (insert value) choices next time. You now need to go to Miss Denny’s room for a **reteach**. You’ll be there for the rest of the break. Do you know where that room is? Let me show you/find someone to show you.”

**RE-ENGAGE & RETEACH**  
At appropriate time



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Be Safe Be a Learner Be Respectful Be Kind

تاریخ: \_\_\_\_\_

والدین/سرپرست محترم،

این نامه به اطلاع تان می‌رساند که فرزند شما، \_\_\_\_\_ امروز در یک درس بازآموزی شرکت کرده است. آموزش مجدد زمانی انجام میشود که شاگردان در بیشتر از یک بار نشان داده باشند که قادر به نشان دادن رفتارها و انتظاراتی نیستند که بخشی از ارزش های مکتب ماست.

معلم/های حاضر در آموزش مجدد: \_\_\_\_\_

- ارزش مکتب که در حال تدریس مجدد هست:
- مهربان باشید
  - یادگیرنده باشید
  - مودب باشید
  - مهربان باشید

جزئیات مربوط به حادثه ای که منجر به این آموزش مجدد شد: \_\_\_\_\_

یادگیری تکمیل شده فرزند تان به این نامه ضمیمه شده است. در سر فرصت امشب، از شما می‌خواهیم که لطفاً با طفل خود راجع به آنچه که امروز آموخته است، صحبت کنید. مکتب ابتدائیه بارتون به تشویق شاگردان برای دستیابی به پتانسیل کامل خود با حفظ ارزش های مکتب افتخار می‌کند. ما از کمک شما در حصول اطمینان از اینکه فرزند شما برای انجام این کار به بهترین شکل - هم در مکتب و هم در خانه حمایت می‌شود، قدر دانی می‌کنیم.

لطفاً امضا نموده و هر گونه نظر اضافی خود را در پشت صفحه بنویسید. فرزند تان باید این نامه را روز بعد به معلم صنف خود برگرداند. اگر مایل به تماس تلفونی با معلم صنف فرزند خود هستید، لطفاً در پشت این نامه ذکر کنید.

از حمایت شما سپاسگزاریم.

امضاء معلم: \_\_\_\_\_

امضاء شاگرد: \_\_\_\_\_

امضاء والدین: \_\_\_\_\_

من میخوام هم یک تماشای پیگیری را درخواست کنم:  نه

بله

شماره تماشای: \_\_\_\_\_

نظریات: \_\_\_\_\_

## Be Safe Be a Learner Be Respectful Be Kind

Circle the school value being retaught today

1. How were you feeling at the time?



2. Draw or write what happened:

3. Draw or write what you will do next time:

4. Write the name of the School Value you will work hard to show:

Be



## Be Safe Be a Learner Be Respectful Be Kind

*Circle the school value being retaught today*

A teacher listened to me talk about what happened: Yes No

1. Why is it important for students to demonstrate all the school values?

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2. When students are showing this particular value, what does it look like/sound like/feel like?

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3. Why is it important to demonstrate this school expectation?

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4. What are 3 strategies that could help you to live this school expectation better?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

5. What is the school value that you will work to improve?

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