

सुरक्षित रहें

शिक्षार्थी बनें

सम्मान करें

दयाभाव रखें



Barton
PRIMARY SCHOOL

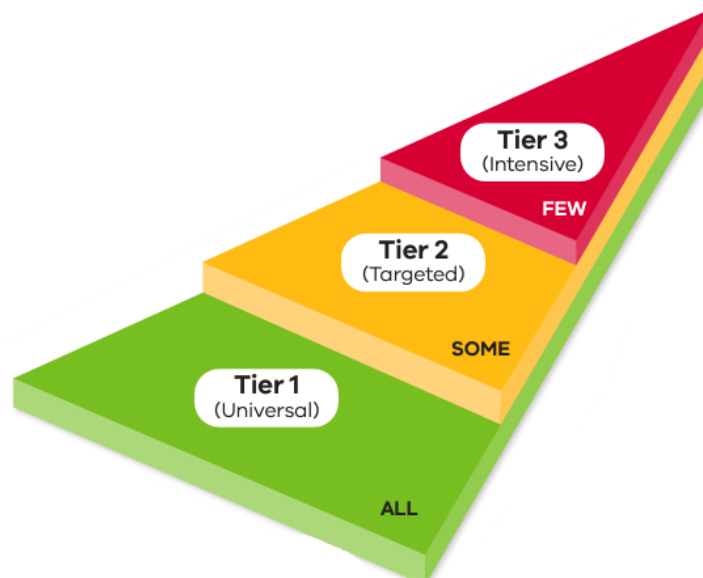
स्कूल वाइड पॉज़िटिव
बिहेवियर सपोर्ट हस्तपुस्तिका

स्कूल वाइड पॉजिटिव बिहेवियर सपोर्ट (SWPBS) क्या है?

SWPBS स्कूलों को सभी विद्यार्थियों के लिए सकारात्मक और समर्थक स्थल बनाने में सहायता देने का एक तरीका है। यह अच्छा व्यवहार सिखाती है और उन विद्यार्थियों को अतिरिक्त सहायता देती है, जिन्हें इसकी आवश्यकता है। यह स्कूल को सभी के लिए बेहतर बनाती है और सभी विद्यार्थियों को व्यवहार, सकुशलता और सीखने में अपना सबसे अच्छा प्रदर्शन दिखाने में सहायता करती है। यह शिक्षकों को अपनी कक्षाओं को सकारात्मक बनाने और शिक्षण पर ध्यान केंद्रित करने के लिए उपकरण प्रदान करके भी सहायता देती है।

SWPBS समस्याओं को खोजने और हल करने के लिए एक बहु-स्तरीय प्रणाली (नीचे चित्रित) और डेटा का उपयोग करती है।

- स्तर 1: सामान्य समर्थन, जो अधिकांश विद्यार्थियों को सफल होने में सहायता देता है
- स्तर 2: ऐसे विद्यार्थियों के लिए अतिरिक्त समर्थन, जो खतरे में हैं
- स्तर 3: अधिक गंभीर आवश्यकताओं वाले विद्यार्थियों के लिए गहन समर्थन



अपेक्षित व्यवहार

स्कूली अपेक्षाएँ स्कूल में सफलता के लिए मूल्यवान व्यवहार और दृष्टिकोण होती हैं। बार्टन प्राइमरी स्कूल मूल्यों को कर्मचारियों, विद्यार्थियों और नेतृत्व टीम के साथ मिलकर यह दिखाने के लिए बनाना गया है कि हम एक स्कूल के रूप में कौन हैं।

सुरक्षित रहें - हम इस तरह से काम करते हैं, जो हमें और दूसरों को नुकसान से बचाता है

शिक्षार्थी बनें - हम दूसरों और खुद को स्कूल का आनंद उठाने और अपनी पूरी कोशिश करने देते हैं

सम्मानजनक बनें - हम अपने, एक-दूसरे, अपने स्कूल और समुदाय के साथ विचारपूर्वक और शिष्टाचार से व्यवहार करते हैं

दयाभाव रखें - हम दूसरों के प्रति दोस्ताना और विचारपूर्ण हैं

हम विद्यार्थियों को ये मूल्य प्रदर्शित करने का तरीका सिखाने के लिए मैट्रिक्स ऑफ एक्सपेक्टेडनेस (विशिष्ट नियमों) का उपयोग भी करते हैं। इसे सभी कक्षाओं में सभी विद्यार्थियों को पढ़ाया जाता है, जो प्रेप से शुरू करके विशेषज्ञतापूर्ण विषयों तक फैला हुआ है।

क्लास डोजो

जब किसी विद्यार्थी के अच्छे व्यवहार के बाद उन्हें पुरस्कृत किया जाता है, तो इस बात की अधिक संभावना होती है कि वे इसे दोहराएंगे। हम अपने स्कूल में सकारात्मक व्यवहार को बढ़ावा देने के लिए प्रशंसा और कक्षा डोजो अंकों का उपयोग करते हैं। विद्यार्थी हमारे स्कूल के मूल्यों के आधार पर अपेक्षित व्यवहार प्रदर्शित करने के लिए क्लास डोजो अंक अर्जित करते हैं। ये अंक स्कूल के किसी भी क्षेत्र में अर्जित किए जा सकते हैं और विद्यार्थी अपने अंकों को खुद ट्रैक कर सकते हैं। विद्यार्थी पर्याप्त अंक एकत्र करने के बाद उन्हें पुरस्कारों के साथ बदल सकते हैं। वे अपने खुद के पुरस्कार चुनते हैं, जिनकी एक टीम द्वारा समीक्षा और अनुमोदन किया जाता है। अपेक्षित व्यवहार प्रदर्शित करने के लिए कक्षाएँ भी साथ-मिलकर सामूहिक पुरस्कार अर्जित कर सकती हैं।

माता-पिता के लिए उपलब्ध क्लास डोजो ऐप भी आपके बच्चे/बच्ची के शिक्षक के साथ बात करने और इस बारे में नोटिफिकेशन्स प्राप्त करने का एक शानदार तरीका है कि वे स्कूल में अच्छा प्रदर्शन कर रहे हैं। यह ऐप माता-पिता को एक बटन क्लिक करके स्कूल से मिलने वाली घोषणाओं का कई अलग-अलग भाषाओं में अनुवाद करने की अनुमति देती है।

SWPBS पुरस्कार

बार्टन प्राइमरी स्कूल जीवंत स्कूल मूल्यों के महत्व को दिखाने और ये मूल्य प्रदर्शित करने वाले समूहों और व्यक्ति-विशेषों को सम्मानित करने के लिए पुरस्कारों का उपयोग करता है। SWPBS पुरस्कार परिवारों के साथ "खुशखबरी साझा करने" का एक तरीका है। हम अपने स्कूल में कक्षा पुरस्कार और व्यक्ति-विशेष पुरस्कार देते हैं।

अनपेक्षित व्यवहार

बार्टन प्राइमरी स्कूल में, जब विद्यार्थी खराब व्यवहार करते हैं, तो हम इस व्यवहार को रोकने के लिए सबसे पहले आँखों से संपर्क और हाथों से संकेत जैसी तुरंत और आसान प्रतिक्रियाओं का उपयोग करते हैं। यदि यह व्यवहार जारी रहता है, तो हम अपने मैट्रिक्स से विशिष्ट भाषा का उपयोग करके विद्यार्थी के साथ निजी तौर पर बात करते हैं, और अपनी प्रतिक्रिया का मिलान इस बात से करते हैं कि व्यवहार कितनी बार और कितने गंभीर रूप से होता है। शिक्षक हमारी व्यवहार अपेक्षाओं को पूरा करने के लिए विद्यार्थी के प्रयासों के बारे में पढ़ाने और उनकी प्रशंसा करने पर ध्यान केंद्रित करते हैं, और हमेशा शांत बने रहने की कोशिश करते हैं।

पूरे स्कूल-भर में स्थिति को सुचारू बनाए रखने और व्यवहार का प्रबंध इसी तरह से सुनिश्चित करने के लिए हमने एक माइनर एंड मेजर बिहेवियर मैट्रिक्स बनाया है। मैट्रिक्स कर्मचारियों को यह तय करने में सहायता देता है कि क्या कोई व्यवहार मामूली (माइनर) या प्रमुख (मेजर) प्रकृति का है और उन्हें दिखाता है कि इसके सही परिणाम क्या होने चाहिए।

व्यवहार को फिर से पढ़ाना

बार्टन प्राइमरी स्कूल में, यदि कोई विद्यार्थी अपेक्षित व्यवहार का पालन नहीं करता है, तो उन्हें व्यवहार करने का सही तरीका सिखाया जा सकता है। शिक्षक व्यवहार के बारे में समझाएँगे, इसे प्रदर्शित करने का तरीका दिखाएँगे, और विद्यार्थी को तुरंत इसका अभ्यास करने देंगे। सभी कर्मचारियों ने सीखा है कि व्यवहार के बारे में फिर से कैसे पढ़ाना है और इसे हर दिन कैसे करना है। यदि कक्षा में इसके बारे में फिर से पढ़ाया जाना कारगर नहीं होता है या शिक्षक ऐसा तुरंत नहीं कर सकते हैं, तो विद्यार्थी अपने अंतराल के दौरान रीटीच रूम में जा सकता है।

रीटीच रूम में, कर्मचारी:

- विद्यार्थी से बात करेंगे कि क्या हुआ
- सीखने के लिए आवश्यक सही व्यवहार के बारे में बातचीत करेंगे
- एक फॉर्म भरेंगे, जिसे घर पर माता-पिता/अभिभावकों को भेजा जाएगा
- विद्यार्थी को सही व्यवहार का अभ्यास करने में समर्थन देंगे
- अपेक्षित व्यवहार प्रदर्शित करने वाली कहानियाँ पढ़ेंगे
- भावनाएँ प्रबंधित करने में सहायता के लिए शांत बनाने वाली कार्यनीतियों का अभ्यास करेंगे

SWPBS दस्तावेज (सादी भाषा में नहीं)

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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.

मैट्रिक्स ऑफ एक्सपेक्टेडेशंस



	All Areas, All the Time 	Learning Spaces (Indoor & Outdoor) 	Outside, Oval & Playground 	Community Areas & Events 	Transitioning 	Toilets 	Digital/Online Space 
Be Safe <i>We act in a way that prevents harm to ourselves and others</i>	- We keep our hands and feet to ourselves. - We use equipment and resources correctly. - We stay in the learning space. - We tell a trusted adult when something is wrong.	- We walk inside. - We ask permission before entering the space. - We keep chair legs on the floor when sitting.	- We wear hats from September to April. - We ask an adult before entering an out-of-bounds area. - We give people personal space. - We play gently.	- We wear helmets when riding to and from school. - We use the school crossings. - We stay with our group and adults.	- We stay with our class. - We walk between spaces. - We walk our bikes/scooters from the gate into school. - We walk in a straight line behind our teacher.	- We wash our hands using one pump of soap. - We keep water in the sink. - We immediately report problems to an adult. - We sit on the toilet.	- We protect our personal information. - We keep our usernames and passwords private. - We ask permission before using a device. - We follow our digital learning agreement.
Be a Learner <i>We allow others and ourselves to enjoy school and try our best.</i>	- We allow others to learn. - We ask for help. - We use positive coping strategies. - We participate and try our best. - We are positive role models.	- We follow instructions. - We complete our work to the best of our abilities. - We reset our learning space.	- We play by the rules. - We teach others the rules so they can join in. - We invite others to join in games. - We play fair and take turns.	- We have a go at all learning opportunities. - We are open to new experiences. - We encourage others.	- We are on time for lessons. - We bring all our belongings with us. - We move through the school quietly and calmly.	- We use the toilet during break times. - We leave the toilets as soon as we are finished.	- We stay on task. - We only use school-approved websites. - We leave our phone at the office when we arrive at school. - We log off when we are asked to.
Be Respectful <i>We treat ourselves, each other, our school, and community with consideration and courtesy.</i>	- We wear the correct uniform. - We treat others how they want to be treated. - We use peoples' preferred names. - We take care of our spaces and belongings. - We take turns. - We follow instructions.	- We demonstrate active listening when others are speaking. - We raise our hands to share. - We use an appropriate volume when working.	- We share equipment with others. - We use paths for walking. - We throw rubbish in the bin. - We use appropriate language towards others.	- We leave places as we found them. - We represent our school with pride. - We follow bus rules.	- We line up quietly and wait patiently for our teacher. - We move between learning spaces quickly, quietly and safely. - We arrive at the learning space 'Ready to Learn'.	- We give others privacy. - We use a quiet voice. - We only put toilet paper in the toilet. - We enter and exit through the same door.	- We use appropriate language. - We only use our own logins. - We ask peoples' permission before we take their photos/videos. - We are careful with devices.
Be Kind <i>We are friendly and considerate to others</i>	- We include others. - We use our manners. - We ask others if they're okay. - We acknowledge our mistakes. - We ask for permission to use things that are not our own. - We are upstanders against bullying.	- We do our part when working with our partner/group. - We welcome others. - We celebrate our differences. - We listen to others' opinions.	- We all help to pack up. - We win with humility. - We lose with grace. - We celebrate others' achievements.	- We listen to the presenters and their instructions. - We are quiet on the bus. - We allow others to enjoy the experience too.	- We greet teachers as we enter the space. - We share the space with other students.	- We stay in our own cubicle. - We wait quietly for others. - We keep the toilets clean and tidy.	- We help others use ICT. - We charge our devices for the next person.

20 POINTS



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

- 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 

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

50 POINTS

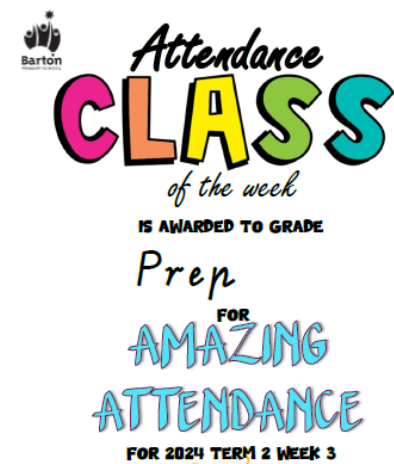


Class Rewards

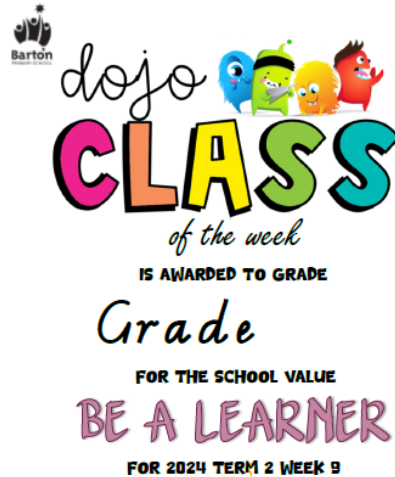
50 points	100 points
Karaoke/rap battle/dance party (during eating time) Class drawing contest	15 outside time
200 points	500 points
Game outside Class vs class game 1 session free time	Movie and popcorn Free dress day



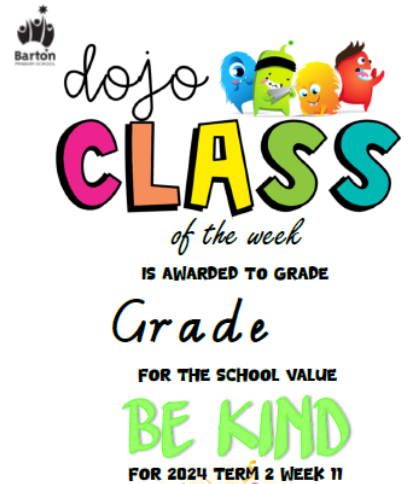
कक्षा स्तर के पुरस्कार



Be Safe Be a Learner Be Respectful Be Kind



Be Safe Be a Learner Be Respectful Be Kind

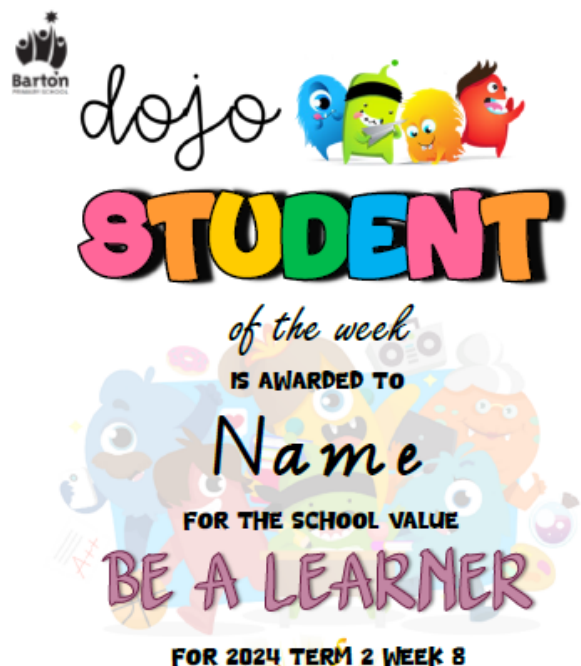


Be Safe Be a Learner Be Respectful Be Kind

व्यक्ति-विशेष पुरस्कार



Be Safe Be a Learner Be Respectful Be Kind



Be Safe Be a Learner Be Respectful Be Kind

माइनर एंड मेजर बिहेवियर मैट्रिक्स

*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	- Talking while the teacher is speaking - Calling out - Loud noises - Distracting others - Out of seat behaviour - Yelling/out of seat on a bus - Interrupting learning of others - Entering another class' learning spaces	- Complete unfinished learning during break time - Goal setting activity - Relocation for following session - Practice self-regulation strategies	☐ We ask permission before entering the space. ☐ We keep chair legs on the floor when sitting. ☐ We walk inside. ☐ We allow others to learn. ☐ We participate and try our best. ☐ We are positive role models. ☐ We follow instructions. ☐ We complete our work to the best of our abilities. ☐ We move through the school quietly and calmly. ☐ We demonstrate active listening when others are speaking. ☐ We raise our hands to share. ☐ We use an appropriate volume when working. ☐ We take turns. ☐ We follow bus rules. ☐ We use a quiet voice. ☐ We arrive at learning spaces 'Ready to Learn'. ☐ We acknowledge our mistakes. ☐ We listen to the presenters and their instructions. ☐ We are quiet on the bus.
	Persistent disruption	Behaviour causing significant interruption to a class or activity (monitored over a two week period)	- Sustained loud talk - Yelling or screaming - Noise with materials - Horse play or rough housing - Sustained out of seat behaviour	- Reset day in alternate hub - Parent meeting to discuss support strategies - Discussion with Wellbeing/Leadership - Practice self-regulation strategies - Reteach room referral	
Defiance	Defiance	Low-intensity failure to respond to adult requests (defiance/disrespect/non-compliance)	- Responding "No" when asked to do something - Ignoring simple requests/instructions from staff (i.e. asked to relocate) - Work refusal - Disrespect towards staff or other students - Tipping over a chair - Throwing an object (not at others) - Non-verbal responses like folding arms/rolling eyes - Walking off from an adult when being spoken to - Out of uniform (non-wellbeing related issue) - Refusal to wear school hat	- Classroom reteach following return from relocation - Withdrawal from class - Relocation for following session - Class meeting - Complete unfinished learning during break time - Practice self-regulation strategies	☐ We use equipment and resources correctly. ☐ We wear helmets when riding to and from school. ☐ We wear hats from September to April. ☐ We participate and try our best. ☐ We are positive role models. ☐ We follow instructions. ☐ We complete our work to the best of our abilities. ☐ We have a go at all learning opportunities. ☐ We are open to new experiences. ☐ We wear the correct uniform. ☐ We treat others how they want to be treated. ☐ 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	- Repeated refusal to follow directions after multiple requests - Turning over furniture aggressively - Yelling at adults - Running away from an adult after repeated instructions (putting others or self at risk)	- Discussion with Wellbeing/Leadership - Time off the yard - Parent meeting to discuss support strategies - Reteach room referral	☐ We listen to others' opinions. ☐ We use our manners. ☐ 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.	- Not returning to class - Not attending specialist (without permission) - Exiting the classroom - Moving away from Hub location	- Classroom reteach following return from relocation - Identification of safe spaces	☐ We stay in the learning space. ☐ We tell a trusted adult when something is wrong. ☐ We ask an adult before entering an out-of-bounds area. ☐ We stay with our class. ☐ We stay with our group and adults. ☐ We move between learning spaces quickly, quietly and safely. ☐ We are on time for lessons.
	Entering an out of bounds area	Playing, or frequenting areas identified as being out of bounds.	- Jumping over the fence - Walking the boundary of the school - Playing in out of bounds area	- Immediate reteach around safety - Walk with Yard Duty teacher while reteaching in-bounds areas	
	Absconding from the school	Leaving the boundaries of the school with no intent to return.	Leaving the school and walking away	- Contact Leadership - Time off the yard (if lunch time incident) - Parent meeting - Modification of adjustments	
Physical Misconduct	Physical contact without intent to harm	Non-serious, but inappropriate, unwanted or reckless, accidental physical contact.	- Unwanted patting/tapping - Accidental/reckless touching of inappropriate area - Hitting with hats - Rough/unsafe play - Pushing someone causing no harm - Throwing items into open space	- Classroom reteach following return from relocation - Restorative Conversation - Social Story - Separate from peers - Practise expectation as a whole class, group or individual - Practice self-regulation strategies	☐ We keep our hands and feet to ourselves. ☐ We give people personal space. ☐ We play gently. ☐ We ask others if they're okay.
	Physical contact with intent to harm	Deliberate actions involving serious physical contact when injury may occur.	- Kicking - Hitting - Punching - Hair pulling - Scratching - Spitting - Strangling - Biting - Throwing items directly at a person - Spitting directly towards a person - Physically assaulting/harming a person using an object	- Removal from classroom space or yard - Restorative conversation - Contact with parents - Reteach room referral - Contact Leadership	☐ We keep our hands and feet to ourselves. ☐ We play gently. ☐ We ask for help. ☐ We use positive coping strategies.
Misconduct Involving Possessions	Taking things without permission	Taking something as a joke or "borrowing" without asking first	- Taking someone's hat and wearing it - Taking stationary to use - Forgetting to return borrowed items - Hiding people's belongings - Kicking away another's sport equipment	- Practise expectation as a whole class, group or individual - Restorative conversation - Classroom reteach following return from relocation	☐ We treat others how they want to be treated. ☐ We ask for permission to use things that are not our own.

	Stealing	Purposely stealing others belongings	- Student is in possession of, or has passed on, an item that they intentionally took - Student is responsible for removing someone else's property - Theft from local stores	- Parent contact 1:1 reteach - Withdrawal from class – use of buddy class - Withdrawal from playground Contact Leadership	
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).	- Scribbles on another student's work - Snaps a pencil - Ripping up another student's work or book - Using scissors to cut hair or clothing - Throwing sensory toys or fidget items	- Written or verbal apology - Repairing the damage, where possible - Practise expectation as a whole class, group or individual - Classroom reteach following return from relocation	☐ We keep water in the sink. ☐ We sit on the toilet. ☐ We reset our learning space. ☐ We leave places as we found them. ☐ We take care of our spaces and belongings. ☐ 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	- Damaging property such as laptops, computers, buildings - Throwing furniture - Destruction of a learning space or office - Intentionally littering - Writing on walls/property/resources - Flushing/sticking foreign objects in the toilets/sinks - Damaging trees/the environment	- Apology letter in own time or teacher scribe - Restorative conversation - Contact parents/caregivers - Picking up rubbish in the school yard Contact Leadership	☐ We leave the toilets as soon as we are finished. ☐ We are careful with devices. ☐ We only put toilet paper in the toilet. ☐ We throw rubbish in the bin. ☐ We use paths for walking. ☐ We keep the toilets clean and tidy.
Misconduct Involving Technology	Misuse of ICT/mobile phone	Using ICT/Mobiles	- Playing an unapproved online game - Not following class lesson plan - Using mobile phone during school hours	- Use break time to make up lesson - Handing phone into office-student must agree - Practise expectation as a whole class, group or individual - Classroom reteach following return from relocation	☐ We ask permission before using a device. ☐ We follow our digital learning agreement. ☐ We leave our phone at the office when we arrive at school ☐ We stay on task. ☐ We log off when we are asked to. ☐ 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	- Impersonating someone else or the school online - Sharing derogatory or offence material - Bullying or harassment online - Sharing or viewing adult material	- Referral to external agencies for support - Parent meeting - Removal from school devices for a set time	☐ We only use school approved websites. ☐ We ask peoples' permission before we take their photos/videos. ☐ We only use our own logins. ☐ 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.	- Swearing in response to an event - Using it as everyday vocabulary - Name calling	- Vocabulary replacement - Apology to those offended - Practise expectation as a whole class, group or individual - Create a list of alternative words to use - Classroom reteach following return from relocation	☐ We use positive coping strategies. ☐ We treat others how they want to be treated. ☐ We use appropriate language towards others. ☐ We use peoples' preferred names. ☐ 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	• Direct swearing at a student or staff • Swearing to offend someone • Swearing back at a demand • Rude finger	• Written apology • Reteach with focus on phrase replacement • Discussion with Wellbeing/Leadership • Reteach room referral	
Harassment	Teasing	Intended to provoke or make fun of someone. Includes instances where there is no power imbalance or precedent.	• Name calling • Inappropriate joke at someone's expense • A single act of social rejection • Isolated incidents of aggression, intimidation or violence • One-off acts of meanness or spite	• Practise expectation as a whole class, group or individual • Restorative conversation • Conflict resolution reteach • Written apology • Classroom reteach following return from relocation	☐ We encourage others. ☐ We play by the rules. ☐ We teach others the rules so they can join in. ☐ We invite others to join in games. ☐ We play fair and take turns. ☐ We use peoples' preferred names. ☐ We share equipment with others. ☐ We win with humility. ☐ We celebrate others' achievements. ☐ We welcome others. ☐ We share the space with other students. ☐ 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	• Targeted physical, verbal, psychological or sexual violence • Racism • Sexism • Ableism • Heterosexism • Religious discrimination	• Contact Leadership	☐ We treat others how they want to be treated. ☐ We celebrate our differences.
Bullying	Bystander behaviour	Being present/witness to another who is perpetrating bullying behaviour	• Watching a friend make poor choices • Laughing while someone is teasing or bullying another student • Participating in the exclusion of others • Not holding others accountable to the school expectations	• Practise expectation as a whole class, group or individual • Restorative conversation • Conflict resolution reteach • Upstander reteach • Written apology • Classroom reteach following return from relocation	☐ We immediately report problems to an adult. ☐ We treat others how they want to be treated. ☐ We include others. ☐ We are upstanders against bullying. ☐ 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	Repeated: • Name calling • Targeted exclusion • Physical and verbal abuse	• Contact Leadership • Removal from learning space • Designated yard spaces • Parent meeting • Intervention groups	☐ We treat others how they want to be treated. ☐ We celebrate our differences.
Sexualised behaviour	Sexualised behaviour	Normal sexual behaviours for the age of the student - age appropriate, context inappropriate	Refer to SECASA matrix	• Contact Leadership	☐ We give others privacy. ☐ We stay in our own cubicle.

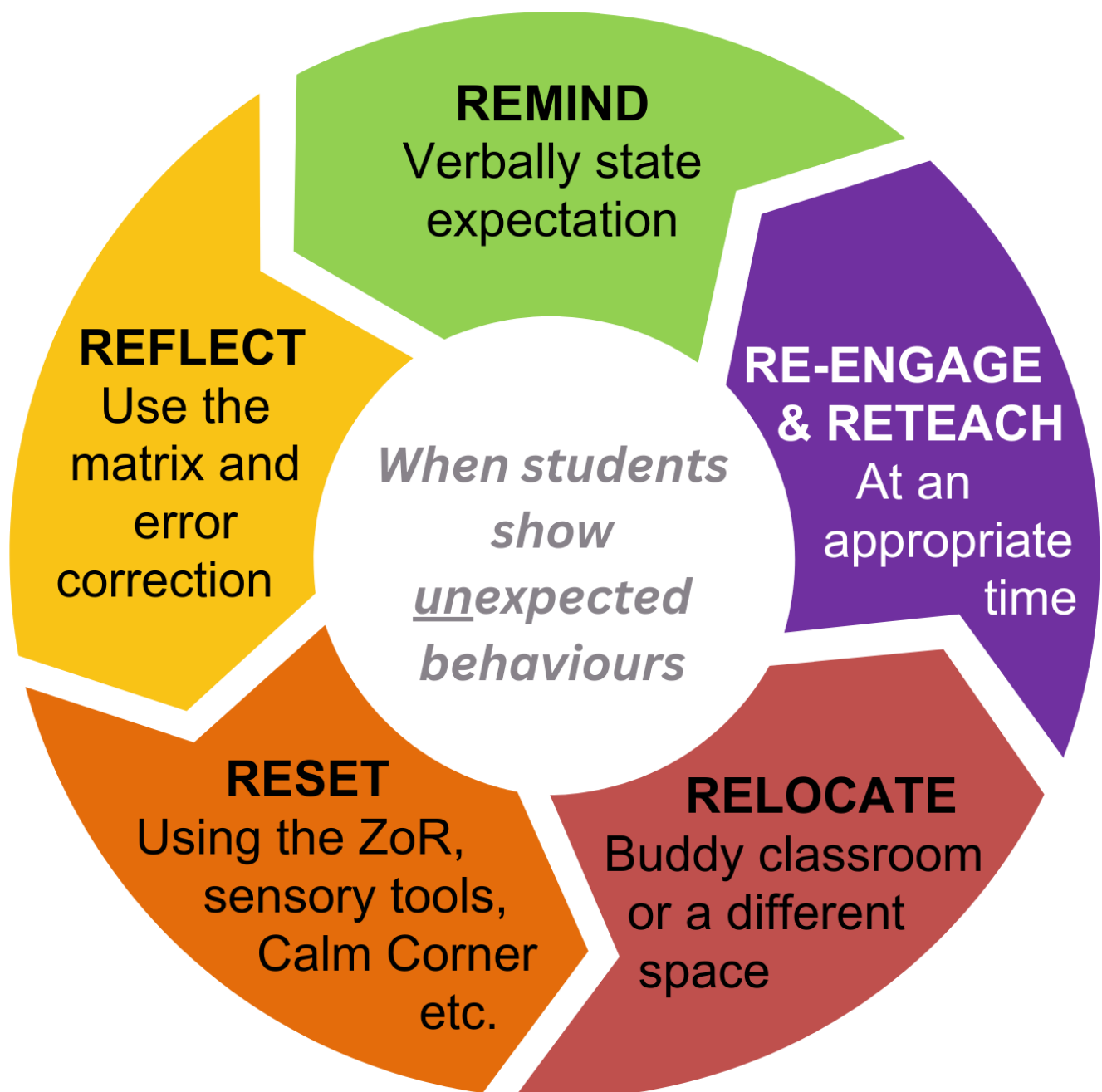
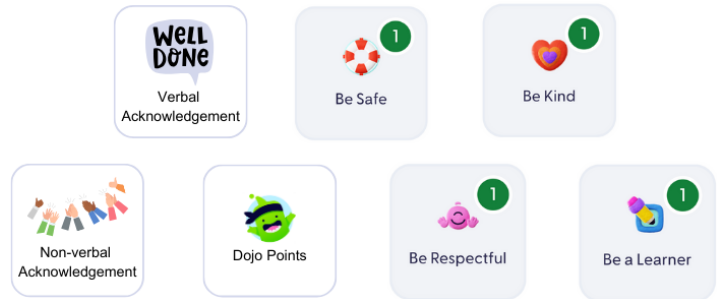
	Sexual behaviour	Concerning or very concerning sexual behaviours for the age of the student - age inappropriate, context inappropriate	Refer to SECASA matrix	• Contact Leadership	• Contact Leadership
Other	Illicit substances	The possession and/or use of illegal drugs, pharmaceutical drugs, or alcohol	• Self-administering drugs • Vaping/smoking	• Contact Leadership	• Contact Leadership
	Possession/ use of weapon	The possession and/or use of an object/weapon with the intent to cause destruction or inflict cause harm	• Using everyday objects (scissors, pencils, chairs, etc.) to harm others • Bringing a weapon to school	• Contact Leadership	• Contact Leadership
	Privacy breach	When another person/s encroaches on someone's personal boundaries, either physically or online	• Looking under toilet doors • Taking and/or sharing photos/videos of someone without their permission • Accessing school documents without permission	• Contact Leadership	☐ We protect our personal information. ☐ We keep our usernames and passwords private. ☐ We give others privacy. ☐ We stay in our own cubicle.

व्यवहार प्रतिक्रिया फ्लोचार्ट - स्तर 1 विद्यार्थी संस्करण



Be Safe Be Respectful Be Kind Be a Learner

When students show expected behaviours



Calm Consistent Brief Immediate Respectful Specific

रीटीच रूम - रेफरल प्रक्रिया

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

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).”

REMIND

Verbally state expectation

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).”

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.”

RELOCATE

Buddy classroom or different space

RE-ENGAGE & RETEACH

At appropriate time

रीटीच रूम - उपस्थिति सं



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Be Safe Be a Learner Be Respectful Be Kind

तिथि: _____

प्रिय माता / पिता / अभिभावक,

इस पत्र के माध्यम से आपको सूचित किया जाता है कि आपके बच्चे/बच्ची _____ ने आज एक रीटीच कक्षा में भाग लिया है। रीटीच कक्षाएँ तब आयोजित की जाती हैं जब विद्यार्थियों ने एक से अधिक अवसरों पर दिखाया है कि वे हमारे स्कूल के मूल्यों में शामिल व्यवहारों और अपेक्षाओं को प्रदर्शित करने में सक्षम नहीं हैं।

रीटीच में उपस्थित शिक्षक/शिक्षकों के हस्ताक्षर: _____

स्कूल के कौन से मूल्य फिर से पढ़ाए जा रहे हैं: ☐ सुरक्षित रहें

☐ शिक्षार्थी बनें

☐ सम्मानजनक बनें

☐ दयाभाव रखें

इस रीटीच के लिए घटना के बारे में विवरण: _____

आपके बच्चे/बच्ची ने जो सीख पूरी की है, वह इस पत्र के साथ संलग्न है। हम यह आग्रह करते हैं कि आप कृपया आज रात किसी समय अपने बच्चे/बच्ची से इस बारे में चर्चा करें कि उन्होंने आज क्या सीखा। बार्टन प्राइमरी स्कूल विद्यार्थियों को अपने स्कूल के मूल्य बरकरार रखते हुए अपनी संपूर्ण क्षमता हासिल करने के लिए उन्हें प्रोत्साहन देने पर गर्व करता है। हम यह सुनिश्चित करने में आपकी सहायता की सराहना करते हैं कि आपके बच्चे/बच्ची को ऐसा करने के लिए सबसे अच्छा समर्थन दिया गया है - स्कूल और घर, दोनों स्थानों में।

कृपया हस्ताक्षर करें और पीछे की तरफ कोई भी अतिरिक्त टिप्पणियाँ लिखें। आपके बच्चे/बच्ची को अगले दिन अपने कक्षा शिक्षक को यह पत्र वापस देना चाहिए। यदि आप उनके कक्षा शिक्षक के साथ फॉलो-अप फोन कॉल करना चाहते/ती हैं, तो कृपया इस पत्र के पीछे की तरफ लिखें।

हम आपके समर्थन के लिए धन्यवाद देते हैं।

शिक्षक के हस्ताक्षर: _____

विद्यार्थी के हस्ताक्षर: _____

माता-पिता के हस्ताक्षर: _____

मैं एक अनुवर्ती कॉल का अनुरोध करना चाहूंगा: ☐ नहीं

☐ हाँ

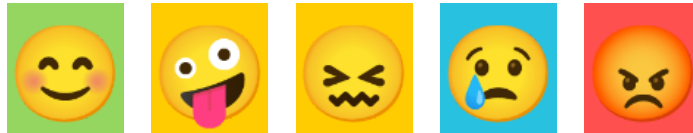
संपर्क संख्या: _____

टिप्पणियाँ: _____

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?

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

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

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?
