

مهربان باشید

با احترام رفتار کنید

یاد بگیرید

امن باشید



Barton
PRIMARY SCHOOL

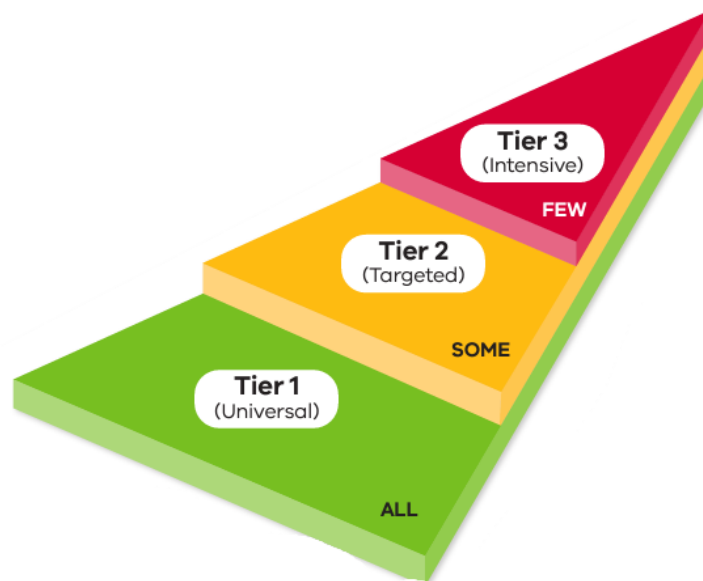
کتابچه حمایت از رفتار مثبت در سراسر مدرسه

حمایت از رفتار مثبت در سراسر مدرسه (SWPBS) چیست؟

SWPBS شیوه ای برای کمک به مدارس جهت ایجاد مکانی مثبت و حمایت کننده برای تمامی دانش آموزان است. این شیوه رفتار خوب را یاد می دهد و کمک بیشتر به دانش آموزانی می کند که نیاز به آن دارند. این کار مدرسه را برای همه بهتر می کند و به تمامی دانش آموزان کمک می کند از نظر رفتار، تندرستی و یادگیری بیشترین تلاش خود را بکنند. این امر همچنین به معلمان این ابزار را می دهد تا کلاس های درس شان را مثبت کرده و بر آموزش تمرکز کنند.

SWPBS از یک سیستم چند لایه و داده ها استفاده می کند (تصویر زیر) تا مشکلات را یافته و حل کند.

- لایه 1: حمایت کلی که به اکثر دانش آموزان کمک می کند موفق شوند
- لایه 2: کمک بیشتر برای دانش آموزانی که در معرض خطر هستند
- لایه 3: حمایت فشرده برای دانش آموزانی که نیازهای جدی بیشتری دارند



رفتارهای مورد انتظار

انتظارات از سراسر مدرسه، رفتارها و نگرش های ارزشمندی برای موفقیت در مدرسه هستند. ارزش های دبستان بارتون (Barton Primary School Values) توسط کارکنان، دانش آموزان و تیم رهبری ایجاد شده اند تا نشان بدهند ما به عنوان یک مدرسه چه کسی هستیم.

امن باشید- ما به شیوه ای رفتار می کنیم که از صدمه زدن به خودمان و دیگران جلوگیری می کند

یاد بگیرید- ما به دیگران و خودمان اجازه می دهیم تا از مدرسه لذت برده و تمام تلاش خود را بکنیم

با احترام رفتار کنید - ما نسبت به خودمان، دیگران، مدرسه ما و جامعه محلی با ملاحظه و مودبانه رفتار می کنیم

مهربان باشید - ما نسبت به دیگران مهربان و با ملاحظه هستیم

ما همچنین از یک ماتریس انتظارات (Matrix of Expectations) (قوانین خاص) برای آموزش نحوه نشان دادن این ارزش ها به دانش آموزان استفاده می کنیم. این ماتریس به همه دانش آموزان در همه کلاس ها، از پیش دبستان تا دروس تخصصی، آموزش داده می شود.

وقتی دانش آموزی در پی رفتاری خوب، پاداش دریافت می کند، احتمال تکرار آن رفتار بیشتر است. ما در مدرسه مان، از تقدیر و امتیازهای Class Dojo برای تشویق رفتار مثبت استفاده می کنیم. دانش آموزان با نشان دادن رفتارهای مورد انتظار بر اساس ارزش های مدرسه مان، امتیاز Class Dojo کسب می کنند. این امتیازها را می توان در هر زمینه ای از مدرسه دریافت کرد و دانش آموزان می توانند امتیازات خود را دنبال کنند. دانش آموزان بعد از جمع کردن امتیازهای کافی، می توانند آن ها را با پاداش معاوضه کنند. آنها پاداش های خود را انتخاب می کنند که سپس توسط یک تیم مورد تجدید نظر قرار گرفته و تایید می شود. کلاس های همچنین می توانند با همکاری با یکدیگر برای نشان دادن رفتارهای مورد انتظار، پاداش های گروهی دریافت کنند.

اپ Class Dojo برای والدین نیز راهی بسیار خوب برای صحبت با معلم فرزندان و دریافت خبر پیشرفت شان در مدرسه است. این اپ به والدین این امکان را می دهد که با کلیک کردن بر روی دکمه ای، اطلاعاتی از مدرسه را به زبان های مختلف ترجمه کنند.

جوایز SWPBS

دبستان بارتون از جوایز استفاده می کند تا اهمیت کاربرد ارزش های مدرسه را نشان بدهد و از گروه ها و افرادی که این ارزش ها را نشان می دهند، قدر دانی کند. جوایز SWPBS راهی برای "به اشتراک گذاشتن اخبار خوب" با خانواده ها است. ما در مدرسه مان جوایز کلاسی (Class Awards) و جوایز فردی (Individual Awards) می دهیم.

رفتارهای غیر منتظره

در دبستان بارتون، وقتی دانش آموزان رفتار نامناسبی می کنند، ابتدا از پاسخ های سریع و ساده مانند تماس چشمی و علائم با دست استفاده می کنیم تا جلوی رفتار را بگیریم. اگر رفتار ادامه پیدا کند، ما سپس با دانش آموز به طور خصوصی صحبت می کنیم، از زبان مخصوص از ماتریس مان استفاده می کنیم و پاسخ مان را با تعداد دفعات و شدت رخ دادن رفتار، مطابقت می دهیم. معلمان بر تدریس تمرکز کرده و از تلاش های دانش آموز برای تامین انتظارات رفتاری ما تقدیر می کنند و همواره سعی می کنند که آرام بمانند.

برای هموار نگاه داشتن موارد در مدرسه و اطمینان از آنکه با رفتار به یک شیوه برخورد می شود، یکماتریس رفتار جزئی و اصلی درست کرده ایم. این ماتریس به کارکنان کمک می کند که تصمیم بگیرند که یک رفتار کوچک (جزئی) یا بزرگ (اصلی) است و به آنها نشان می دهد که پیامد صحیح چه باید باشد.

رفتار تدریس مجدد

در مدرسه بارتون، اگر یک دانش آموز از رفتار مورد انتظار پیروی نمی کند، ممکن است راه درست رفتار کردن به او دوباره آموزش داده شود. معلم رفتار را توضیح می دهد، نشان می دهد که چطور باید آن را انجام داد و به دانش آموز اجازه می دهد که آن را فوراً تمرین کند. تمامی کارکنان یاد گرفته اند که چگونه رفتار را دوباره آموزش داده و هر روز انجام بدهند. اگر تدریس مجدد در کلاس درس موثر نباشد یا معلم نتواند فوراً آن را انجام بدهد، دانش آموز ممکن است طی زنگ تفریح اش به اتاق تدریس مجدد (Reteach Room) برود.

در اتاق تدریس مجدد (Reteach Room)، کارکنان:

- با دانش آموز درباره آنچه اتفاق افتاد، صحبت می کنند
- در مورد رفتار درستی که باید یاد گرفته شود صحبت می کنند
- فرمی را تکمیل می کنند که به والدین/سرپرستان در خانه بفرستند
- به دانش آموز کمک می کنند که رفتار مناسب را تمرین کند
- داستان هایی را می خوانند که رفتار مورد انتظار را نشان می دهد
- از استراتژی های آرام کننده برای کمک به مدیریت احساسات استفاده می کنند

مطالب SWPBS

(به زبان انگلیسی ساده نمی باشد)

انگلیسی ساده نمی باشد)

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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.

 Barton PRIMARY SCHOOL	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 

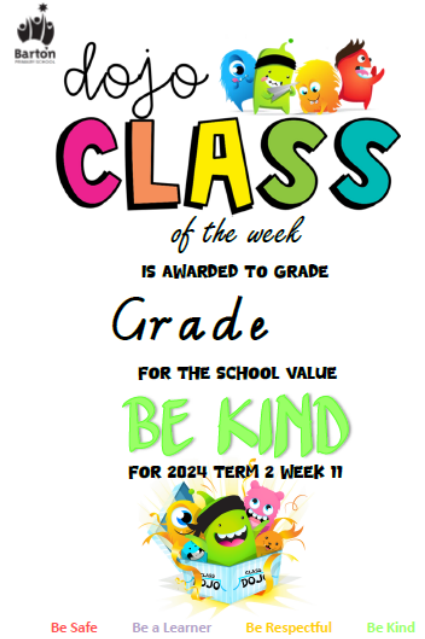
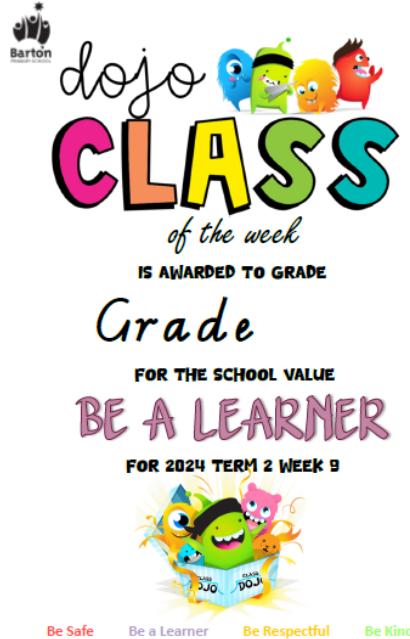
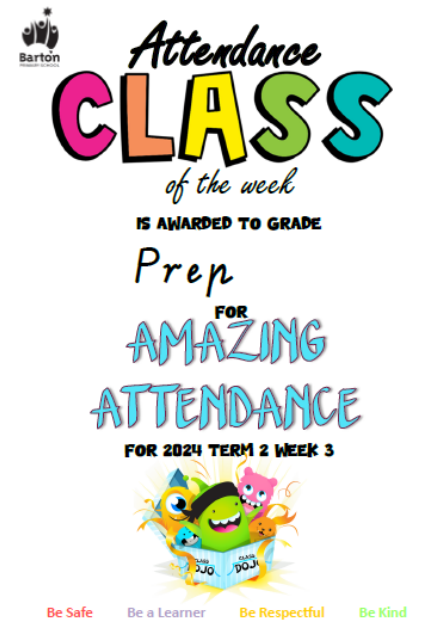
- Show and Share 
- 15 minutes tech-time 
- Lesson in another class 
- Teachers' assistant for the day 



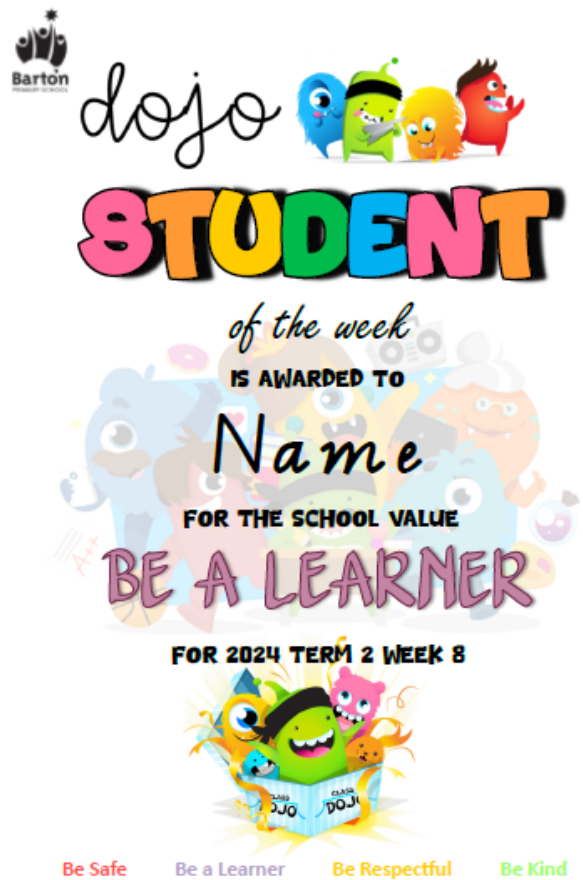
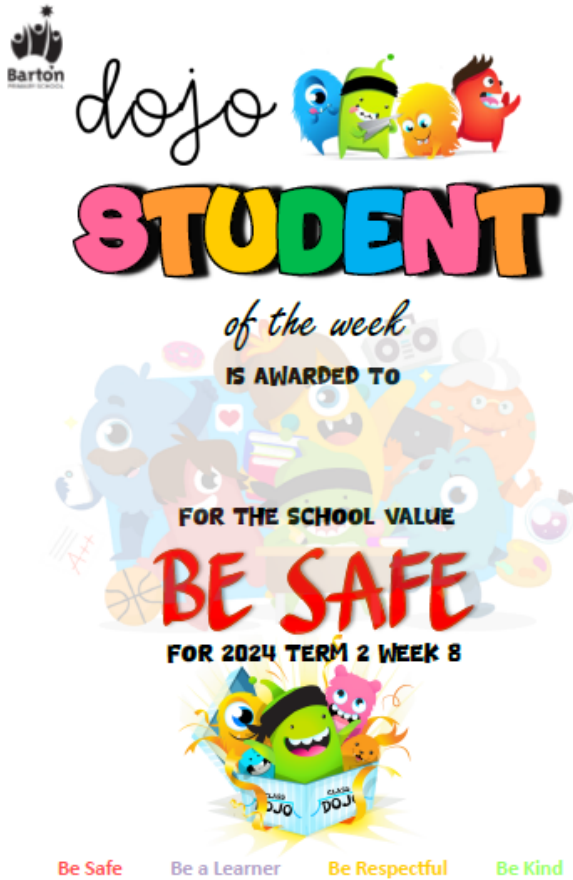
Class Rewards

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





جوایز فردی



*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.

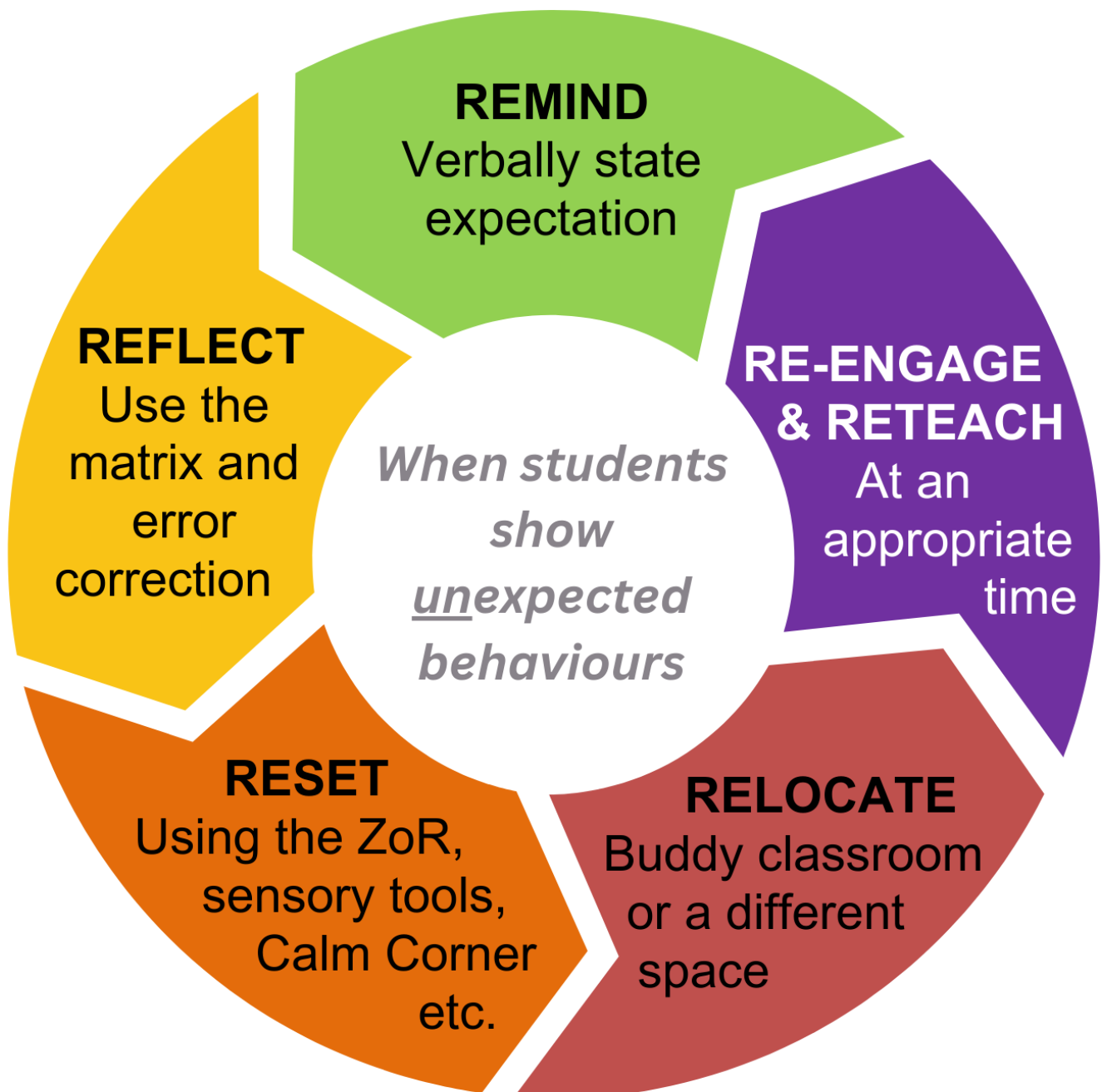
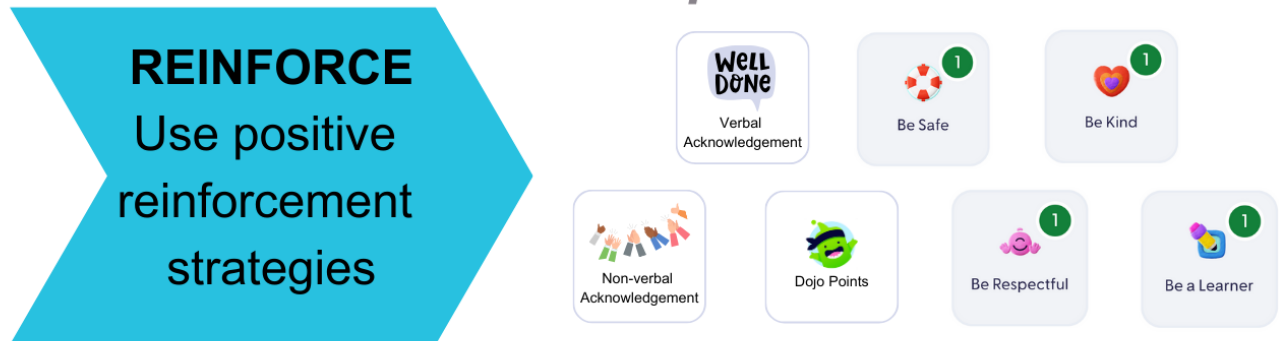
	Repeated minor behaviours of defiance, non compliance or disrespect	Persistent refusal to comply with established routines (classroom, learning, playground) compromising personal safety or that of other students	- Repeated refusal to follow directions after multiple requests - Turning over furniture 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.

When students show expected behaviours



Calm Consistent Brief Immediate Respectful Specific

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



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www.bartonps.vic.edu.au

Be Safe Be a Learner Be Respectful Be Kind

تاریخ: _____

ولی / سرپرست گرامی،

این نامه برای آن است که شما را مطلع کنیم فرزندتان، _____ در درس تدریس مجدد امروز شرکت کرد. درس های تدریس مجدد هنگامی انجام می شوند که دانش آموزان در بیش از یک بار نشان داده اند که نمی توانند رفتار و انتظاراتی را که بخشی از ارزش های مدرسه ما می باشد، نشان بدهند.

معلم/ معلمان حاضر در تدریس مجدد: _____

ارزش مدرسه مورد تدریس مجدد: ☐ امن باشید

☐ یاد بگیرید

☐ با احترام رفتار کنید

☐ مهربان باشید

جزئیات مرتبط با موردی که منجر به این تدریس مجدد شد: _____

یادگیری که فرزندتان انجام داده است به این نامه پیوست شده است. در ساعتی از امشب، از شما می خواهیم که لطفاً با فرزندتان در مورد آنچه امروز یاد گرفته است، صحبت کنید. دبستان بلرتون به خود مفتخر است که با حمایت از ارزش های مدرسه ما، دانش آموزان را تشویق می کنیم تا به پتانسیل کامل خود برسند. ما از کمک تن سپاسگزاریم که اطمینان می یابید فرزندتان به بهترین نحو برای انجام این کار حمایت می شود - هم در مدرسه و هم در خانه.

لطفاً امضا کرده و هر توضیح بیشتری را در پشت برگه بنویسید. فرزندتان باید این نامه را به معلم کلاس شان در روز بعد بدهد. اگر می خواهید معلم کلاس فرزندتان به دنبال این نامه با شما تماس بگیرد، لطفاً به این امر در پشت این نامه اشاره کنید.

ما از شما برای حمایت تن سپاسگزاریم.

امضا معلم: _____

امضا دانش آموز: _____

امضای والدین: _____

من می خواهم یک تماس پیگیری درخواست کنم: ☐ نه

☐ بله

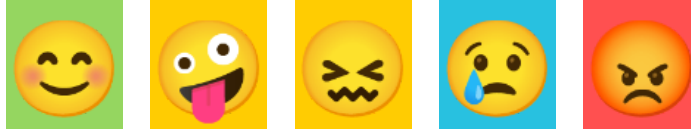
شماره تماس: _____

بازخورد: _____

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?
