Barton

PRIMARY SCHOOL

اسکول بھر میں مثبت رویے

رویے میں معاونت کی ہینڈ بک

اسکول بھر میں مثبت رویے کے لیے معاونت School Wide Positive Behaviour Support (SWPBS) کیا ہے؟

SWPBS اسکولوں کو تمام طلباء کے لیے ایک مثبت اور معاون جگہ بنانے میں مدد کرنے کا ایک طریقہ ہے۔ یہ اچھے رویے کی تعلیم دیتا ہے اور ان طلباء کو اضافی مدد فراہم کرتا ہے جنہیں اس کی ضرورت ہوتی ہے۔ یہ اسکول کو ہر ایک کے لیے بہتر بناتا ہے اور تمام طلبا کو برتاؤ، تندرست رہنے اور سیکھنے میں اپنی بہترین کوشش کرنے میں مدد کرتا ہے۔ یہ اساتذہ کو ان کے کلاس رومز کو مثبت اور تدریس پر توجہ مرکوز کرنے کے لیے ٹولز دے کر بھی مدد کرتا ہے۔

SWPBS مسائل کو تلاش کرنے اور حل کرنے کے لیے ایک کثیرالدرجہ سسٹم (نیچے دی گئی تصویر) اور ڈیٹا کا استعمال کرتا ہے۔

- درجہ 1: عام تعاون جو زیادہ تر طلباء کو کامیاب ہونے میں مدد کرتا ہے
- درجہ 2: ایسے طلبا کے لیے اضافی مدد جنہیں خطرہ درپیش ہو
- درجہ 3: زیادہ سنگین ضروریات والے طلباء کے لیے بھرپور تعاون
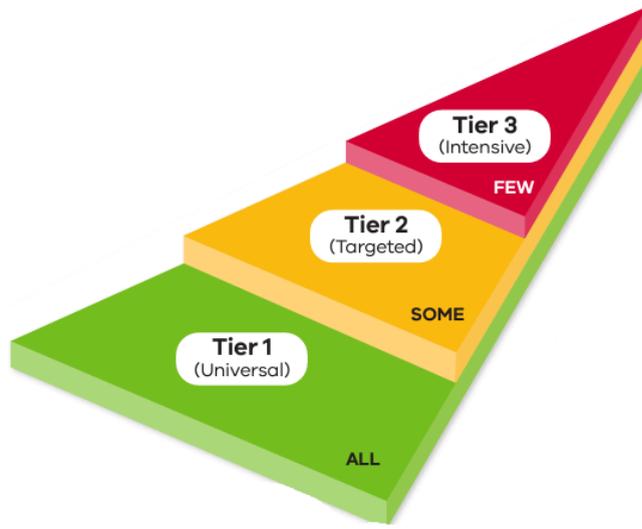
متوقع طرز عمل

اسکول بھر کی توقعات یہ ہوتی ہیں کہ اسکول میں کامیابی کے لیے قابل قدر رویے اور طرزِعمل اپنائے جائیں۔ **Barton پرائمری اسکول** کی اقدار کو عملے، طلباء اور قیادت کی ٹیم کے ساتھ مل کر بنایا گیا ہے تاکہ یہ ظاہر کیا جا سکے کہ ہم بطور اسکول کون ہیں۔

محفوظ رہیں - ہم اس طریقے سے کام کریں جس سے خود کو اور دوسروں کو نقصان سے بچا پائیں

سیکھنے والے بنیں - ہم دوسروں کو اور خود کو اسکول سے لطف اندوز ہونے اور اپنی پوری کوشش کرنے کی اجازت دیتے ہیں۔

احترام کرنے والے بنیں - ہم اپنے آپ سے، ایک دوسرے کے ساتھ، اپنے اسکول، اور کمیونٹی کے ساتھ دھیان اور شائستگی کے ساتھ پیش آئیں۔

مہربان بنیں - ہم دوسروں کے ساتھ دوستانہ اور با مروت رویہ رکھیں

ہم **توقعات کی میٹرکس** (مخصوص اصولوں) کوطالب علموں کو ان اقدار کو ظاہر کرنے کا طریقہ سکھانے کے لیےبھی استعمال کرتے ہیں۔ انہیں تمام کلاس رومز میں تمام طلباء کو پڑھایا جاتا ہے، پریپ سے شروع ہو کر اور اسپیشلسٹ مضامین تک ۔

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کلاس ڈوجو (Dojo)

جب کسی طالب علم کو اچھے رویے کے بعد انعام ملتا ہے، تو ان کی جانب سے اس رویے کو دہرانے کا زیادہ امکان ہوتا ہے۔ اپنے اسکول میں، ہم مثبت رویے کی حوصلہ افزائی کے لیے تعریف اور کلاس ڈوجو پوائنٹس کا استعمال کرتے ہیں۔ ہمارے اسکول کی اقدار پر مبنی متوقع طرز عمل ظاہر کرنے پر طلباء کلاس ڈوجو پوائنٹس حاصل کرتے ہیں۔ یہ پوائنٹس اسکول کے کسی بھی شعبے میں حاصل کیے جاسکتے ہیں اور طلبا اپنے پوائنٹس کا حساب رکھ سکتے ہیں۔ کافی پوائنٹس جمع کرنے کے بعد، طلباء ان کے بدلے انعامات لے سکتے ہیں۔ وہ اپنے انعامات کا انتخاب کرتے ہیں، جن کا جائزہ اور منظوری پھر ٹیم دیتی ہے۔ کلاسیں متوقع رویے دکھانے کے لیے مل کر کام کر کے گروپ انعامات بھی حاصل کر سکتی ہیں۔

والدین کے لیے کلاس ڈوجو ایپ اپنے بچے کے استاد سے بات کرنے اور اطلاعات حاصل کرنے کا ایک بہترین طریقہ ہے کہ وہ اسکول میں اچھا کام کر رہے ہیں۔ اس ایپ کے ذریعے والدین ایک بٹن پر کلک کرکے اسکول سے اعلانات کا بہت سی مختلف زبانوں میں ترجمہ کرسکتے ہیں۔

SWPBS ایوارڈز

Barton پرائمری اسکول میں اسکول کی زندہ اقدار کی اہمیت کو ظاہر کرنے اور ان گروہوں اور افراد کا جشن منانے کے لیے ایوارڈز کا استعمال کیا جاتا ہے جو ان اقدار کو اپنانے کا اظہار کرتے ہیں۔ SWPBS ایوارڈز خاندانوں کے ساتھ "خوشخبری بانٹنے" کا ایک طریقہ ہیں۔ اپنے اسکول میں، ہم کلاس ایوارڈز اور انفرادی ایوارڈ دیتے ہیں۔

غیر متوقع طرز عمل

Barton پرائمری اسکول میں، جب طلباء غلط برتاؤ کرتے ہیں، تو ہم اس رویے کو روکنے کے لیے سب سے پہلے فوری اور آسان ردعمل جیسے آنکھ سے رابطہ اور ہاتھ کے اشارے استعمال کرتے ہیں۔ اگر یہ رویہ جاری رہتا ہے، تو ہم اپنی میٹرکس سے مخصوص زبان کا استعمال کرتے ہوئے، طالب علم سے نجی طور پر بات کرتے ہیں، اور اپنے ردعمل کو اس بات کےموافق رکھتے ہیں کہ یہ سلوک کتنی بار اور کتنی شدت سے ہوتا ہے۔ اساتذہ تدریس اور طرز عمل کے بارے میں ہماری توقعات کو پورا کرنے کے لیے طالب علم کی کوششوں کی تعریف کرنے پرتوجہ مرکوز رکھتےہیں، اور ہمیشہ پرسکون رہتے ہیں۔

اسکول بھر میں چیزوں کو ہموار رکھنے اور اس بات کو یقینی بنانے کے لیے کہ کسی رویے سےایک جیسے طریقے سے نمٹا جائے، ہم نے بنائی ہے **معمولی اور سنگین رویوں کی میٹرکس.** یہ میٹرکس عملے کو یہ فیصلہ کرنے میں مدد دیتی ہے کہ آیا کوئی رویہ چھوٹا (معمولی) ہے یا سنگین (بڑا) اور ان کی رہنمائی کرتی ہے کہ اس کا صحیح نتیجہ کیا ہونا چاہیے۔

رویوں کو دوبارہ سکھانا

Barton پرائمری اسکول میں، اگر کوئی طالب علم متوقع رویے کی پیروی نہیں کرتا ہے، تو انہیں برتاؤ کرنے کا صحیح طریقہ دوبارہ سکھایا جا سکتا ہے۔ استاد مخصوص رویے کی وضاحت کرے گا، یہ دکھائے گا کہ اسے کیسے کرنا ہے، اور طالب علم کو فوری طور پر صحیح طرز عمل اختیار کرنے کی مشق کروائے گا۔ تمام عملے نے سیکھا ہوا ہے کہ رویے کو دوبارہ کیسے سکھانا ہے اور اس پر ہر روز عمل کرنا ہے۔ اگر کلاس روم میں دوبارہ سکھانے سے کام نہیں بنتا یا استاد فوراً ایسا نہیں کرپاتا، تو طالب علم کو اپنے وقفے کے دوران ری ٹیچ (Reteach) روم میں جانا پڑسکتا ہے۔

ری ٹیچ روم میں، عملہ یہ کرے گا:

- جو کچھ ہوا اس کے بارے میں طالب علم سے بات کرنا
- صحیح رویے پر بات چیت کرنا جسے سیکھنے کی ضرورت ہے
- والدین/سرپرستوں کو گھر بھیجنے کے لیے ایک فارم پُر کرنا
- طالب علم کو صحیح طرز عمل پر عمل پیرا ہونے میں مدد دینا
- ایسی کہانیاں پڑھ کرسنانا جو متوقع رویے کو دکھاتی ہوں
- جذبات کو سنبھالنے میں مدد کے لیے سکون آور حکمت عملیوں پر عمل پیرا ہونا

SWPBS دستاویزات

(سادہ زبان نہیں ہے)

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.

	All Areas, All the Time	Learning Spaces (Indoor & Outdoor)	Outside, Oval & Playground	Community Areas & Events	Transitioning	Toilets	Digital/Online Space
Be Safe *We act in a way that prevents harm to ourselves and others*	• 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 *We allow others and ourselves to enjoy school and try our best.*	• 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 *We treat ourselves, each other, our school, and community with consideration and courtesy.*	• 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 *We are friendly and considerate to others*	• 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
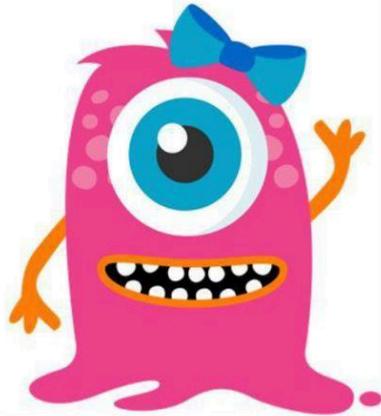
- Call the roll
- Use a special seat for a session
- 10 minutes free time
- 10 minutes play LEGO

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

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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	● 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.
	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	☐ 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.
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.

			Description	Examples	Responses		Expectations
	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.

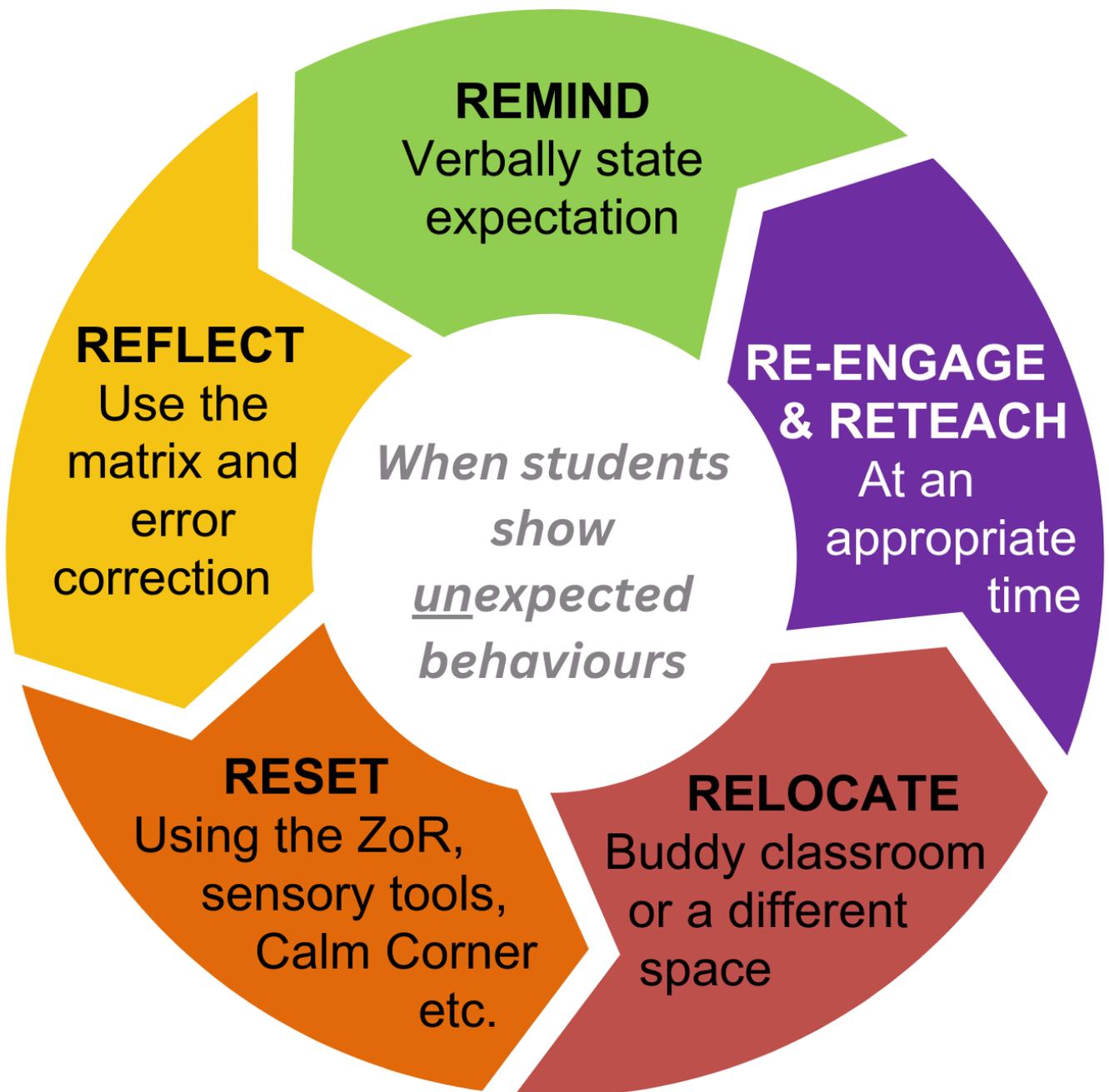|					
	Direct swearing	The use of targeted, offensive language with the intent to offend or intimidate. It is directed at a person or group	• Direct swearing at a student or staff • Swearing to offend someone • Swearing back at a demand • Rude finger	• Written apology • Reteach with focus on phrase 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.

Be Safe   Be Respectful   Be Kind   Be a Learner

When students show expected behaviours

REINFORCE
Use positive reinforcement strategies

Well Done — Verbal Acknowledgement

Be Safe 1

Be Kind 1

Non-verbal Acknowledgement

Dojo Points

Be Respectful 1

Be a Learner 1

REMIND
Verbally state expectation

RE-ENGAGE & RETEACH
At an appropriate time

REFLECT
Use the matrix and error correction

When students show <u>un</u>expected behaviours

RELOCATE
Buddy classroom or a different space

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

Calm   Consistent   Brief   Immediate   Respectful   Specific

Observing teacher	Reteach room teacher	Classroom teacher
☐ **REINFORCE:** Dojo and verbal acknowledgement for students showing <u>expected</u> behaviours. ☐ 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 <u>not</u> 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)."
<u>Give student/s a chance to be heard.</u>
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 <u>option</u>

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)."
<u>Give student/s a chance to be heard.</u>
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

90 Everlasting Boulevard,
Cranbourne West VIC 3977
Tel: 03 8766 4000
Email: barton.ps@education.vic.gov.au
www.bartonps.vic.edu.au

Be Safe   **Be a Learner**   **Be Respectful**   **Be Kind**

تاریخ: _____

محترم والدین/سرپرست،

یہ خط آپ کو مطلع کرنے کے لیے ہے کہ آپ کے بچے، _____ نے آج دوبارہ سیکھنےکے سبق میں حصہ لیا ہے۔ اسبق کی دوبارہ سکھایا جاتا ہے جب طلباء نے ایک سے زیادہ مواقع پر ایسے طرز عمل اور توقعات کا مظاہرہ نہ کیا ہو جو ہمارے اسکول کی اقدار کا حصہ ہیں۔

دوبارہ سبق سکھانےکےوقت موجود استاد/اساتذہ: _____

اسکول کی قدر دوبارہ پڑھائی جا رہی ہے: ☐   محفوظ رہیں

☐ سیکھنے والے بنیں

☐ احترام کرنے والےبنیں

☐ مہربان بنیں

اس واقعے سےمتعلقہ تفصیلات جن کی وجہ سے سبق دوبارہ سکھایا گیا: _____

_____

_____

_____

آپ کے بچے نے جو سبق مکمل کیا ہے وہ اس خطکے ساتھ منسلک ہے۔ آ ہم آپ سے گزارش کرتے ہیں کہ براہ کرم ج رات کسی وقت، اپنے بچے سے اس بارے میں بات کریں کہ اس نے آج کیا سیکھا ہے۔ Barton پرائمری اسکول اپنے اسکول کی اقدار کو برقرار رکھتے ہوئے طلباء کو اپنی پوری صلاحیت تک پہنچنے کی ترغیب دینے پر فخر کرتا ہے۔ ہم اس بات کو یقینی بنانے کے لیے آپ کی مدد کی تعریف کرتے ہیں کہ آپ کے بچے کو اسکول اور گھر- دونوں جگہوں پر ایسا کرنے کے لیے بہترین معاونت حاصل ہے۔

براہ کرم دستخط کریں اور پشت پر کوئی اضافی تبصرہ لکھیں۔ آپ کے بچے کو اگلے دن یہ خط اپنے کلاس روم ٹیچر کو واپس کرنا چاہیے۔ اگر آپ ان کے کلاس روم ٹیچر کے ساتھ فالو اپ فون کال کرکے بات کرنا چاہتے ہیں، تو براہ کرم اس خطکی پشت پر لکھ کر بتائیں۔

ہم آپ کے تعاون کے لیے آپ کا شکریہ ادا کرتے ہیں۔

استاد کے دستخط: _____

طالب علم کے دستخط: _____

والدین کے دستخط: _____

میں فالو اپ کال کی درخواست کرنا چاہوں گا: ☐ نہیں

☐ ہاں   رابطہ نمبر: _____

رائے: _____

_____

_____

_____

_____

_____

_____

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?

_____