



# POSITIVE BEHAVIOUR SUPPORT POLICY

Brookton District High School

Last Reviewed: July 2020



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# Brookton District High School

## Positive Behaviour Support Policy

This student Positive Behaviour Support policy has been developed in consultation with the PBS committee and staff to establish a supportive and caring learning environment for all students at Brookton District High School. The policy is consistent with the guidelines detailed in the Western Australian Department of Education Student Behaviour Policy, last updated in July 2020.

The plan will be reviewed at least annually.

### **Brookton District High School aims to:**

- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected;
- Act collaboratively with consistency to establish appropriate normative behaviour;
- Establish a culture of high performance and expectations for every student to achieve their best.

### **Related Department of Education documents:**

[Duty of Care for Students](#)

[Mandatory reporting](#)

[Students online](#)

[High performance high care](#)

[Suicidal behaviour and non-suicidal self injury](#)

[Staff code of conduct](#)

[Physical contact](#)

[Guidelines for first aid](#)

[Student health care](#)

[Mental health first aid guidelines](#)

### **Code of Conduct**

We are respectful and cooperative.

- We are polite at all times.
- We follow staff instructions.
- We respect school property.
- We are honest and reliable.
- We listen to others.
- We speak kindly.
- We accept others and tolerate differences.
- We wear school uniform and we always wear a hat in the playground.
- We only use electronic devices for school purposes when appropriate.

We are responsible.

- We strive to do our best.
- We walk quietly on pathways and verandahs.
- We (Years 1 - 6) eat food in the undercover area.
- We (Years 7 - 10) eat food on the secondary verandah.
- We put our rubbish in the bin.
- We stay in the quadrangle before school and refrain from playing with sports equipment.
- We return equipment to its rightful place.

### **The BDHS Creed (New as from 2020)**

In our lives as students at this school,

We behave towards others as we would like them to behave towards us.

We are safe, organised, achievers and respectful at all times.

We value the school motto and strive to do our best, every day,

And by doing so,

We will grow up to be active citizens of our country.

## Positive Behaviour Support (PBS)

Brookton District High School has implemented a School Wide Positive Behaviour Support program to ensure that expected behaviours are explicitly taught, modelled and reinforced. With the contributions of students, staff and community members, four expectations were developed in 2018 to help every student “SOAR” to achieve their greatest potential.

- We are **Safe**
- We are **Organised**
- We are **Achievers**
- We are **Respectful**



## Class Dojo

Class Dojo is a digital platform allowing all staff to give students feedback, share achievements and communicate with parents. Class Dojo is our whole school approach to acknowledge positive behaviour in our school. It is important that each classroom only uses our 4 SOAR values of Safe, Organised, Achievers and Respectful as positive point feedback to every student. Teachers can base accumulative points on Classroom rewards.

Feedback may be given by any staff member throughout the day, with an emphasis on the feedback being immediate and positive. Where possible, staff will give students exhibiting desired behaviours positive points rather than removing points from individuals, or they can use a zero point option for first warnings.

Each week there will be a specific positive Dojo expectation being targeted by staff. At the end of each week, the student council and Deputy Principal will look at who has accrued the most positive Dojo points for the targeted expectation, per class. These students will be announced at the weekly operational assembly and awarded a Dojo certificate. Weekly winners are then able to choose a prize from the prize box and have their name go in the draw to win a canteen voucher at the end of the term.

## PBS Behaviour Matrix

It is important all staff and students are familiar with our PBS Behaviour Matrix. If teachers see students not adhering to these expectations, it is then an opportunity to explicitly teach what it looks like to S.O.A.R at our school. Positively recognising students demonstrating these behaviours using Class Dojo is highly encouraged and expected. This behaviour Matrix needs to be clearly displayed in every classroom and referred to when discussing behaviour expectations in our school.

	<b>S</b>	<b>O</b>
	<b>We are SAFE</b>	<b>We are ORGANISED</b>
<b>LEARNING AREAS</b> <ul style="list-style-type: none"> <li>➤ Classrooms</li> <li>➤ Library</li> <li>➤ Oval (Sport)</li> <li>➤ Art/Music Room</li> <li>➤ D&amp;T Workshop</li> <li>➤ Home Ec.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to instructions carefully.</li> <li>• Use equipment properly.</li> <li>• Use safety equipment in sport, D&amp;T, Home Ec.</li> <li>• Ask for permission to leave the class.</li> <li>• Stay calm.</li> <li>• Know it is ok to ask for help.</li> <li>• Move around safely &amp; carefully.</li> <li>• Keep our hands &amp; feet to ourselves.</li> </ul> <a href="#">K-10 Lesson</a>	<ul style="list-style-type: none"> <li>• Bring what is needed for all classes.</li> <li>• Are on time for all classes.</li> <li>• Finish all work on time.</li> <li>• Make sure your desk is tidy &amp; ready for learning.</li> <li>• Put things back where they belong.</li> </ul> <a href="#">K-10 Lesson</a>
<b>SCHOOL GROUNDS</b> <ul style="list-style-type: none"> <li>➤ Oval</li> <li>➤ Undercover Area</li> <li>➤ Playground</li> <li>➤ Toilets</li> <li>➤ Verandahs</li> </ul>	<ul style="list-style-type: none"> <li>• Are Sun Smart.</li> <li>• Are hygienic.</li> <li>• Use equipment co-operatively.</li> <li>• Walk on the verandas.</li> <li>• Stay within the school grounds.</li> <li>• Keep our hands &amp; feet to ourselves.</li> <li>• Sit on the benches in the undercover area.</li> <li>• Use water fountains for drinking only.</li> <li>• Open &amp; close all doors safely.</li> </ul> <a href="#">K-10 Lesson</a>	<ul style="list-style-type: none"> <li>• Always wear our hat.</li> <li>• Are on time.</li> <li>• Go to the toilet &amp; get a drink during breaks.</li> <li>• Bring a water bottle.</li> </ul> <a href="#">K-10 Lesson</a>
<b>USE OF TECHNOLOGY</b> <ul style="list-style-type: none"> <li>➤ Online</li> <li>➤ Computer Room</li> <li>➤ iPads</li> <li>➤ Art/Music Room</li> <li>➤ D&amp;T Workshop</li> <li>➤ Home Ec.</li> </ul>	<ul style="list-style-type: none"> <li>• Are Cyber Safe.</li> <li>• Access the right websites.</li> <li>• Keep our passwords safe.</li> <li>• Wear protective equipment.</li> <li>• Follow instructions for the safe use of equipment.</li> </ul> <a href="#">K-10 Lesson</a>	<ul style="list-style-type: none"> <li>• Remember our passwords.</li> <li>• Remember our iPad number.</li> <li>• Bring the required equipment to class.</li> <li>• Remember to log on &amp; off properly.</li> </ul> <a href="#">K-10 Lesson</a>
<b>SPECIAL EVENTS</b> <ul style="list-style-type: none"> <li>➤ Incursions</li> <li>➤ Excursions</li> <li>➤ Assemblies</li> <li>➤ Carnivals</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in our designated area.</li> <li>• Are Sun Smart.</li> <li>• Listen to &amp; follow all instructions.</li> <li>• Stay with our class or buddy.</li> <li>• Wear correct school uniform.</li> </ul> <a href="#">K-10 Lesson</a>	<ul style="list-style-type: none"> <li>• Get permission slips &amp; payments in on time.</li> <li>• Bring the required clothing &amp; equipment.</li> <li>• Go to the toilet before a bus trip.</li> <li>• Are on time.</li> <li>• Are prepared for assemblies.</li> </ul> <a href="#">K-10 Lesson</a>

	A	R
	We are <b>ACHIEVERS</b>	We are <b>RESPECTFUL</b>
<b>LEARNING AREAS</b> <ul style="list-style-type: none"> <li>➤ Classrooms</li> <li>➤ Library</li> <li>➤ Oval (Sport)</li> <li>➤ Art/Music Room</li> <li>➤ D&amp;T Workshop</li> <li>➤ Home Ec.</li> </ul>	<ul style="list-style-type: none"> <li>• Always strive to do your best.</li> <li>• Work hard.</li> <li>• Support other people.</li> <li>• Listen.</li> <li>• Ask questions.</li> <li>• Work together.</li> <li>• Keep trying until we get it, even if it's hard.</li> <li>• Set personal goals &amp; work towards achieving them.</li> </ul> <a href="#">K-10 Lesson</a>	<ul style="list-style-type: none"> <li>• Work quietly.</li> <li>• Raise our hands to speak.</li> <li>• Listen to the person speaking.</li> <li>• Always speak kindly to others.</li> <li>• Work our hardest.</li> <li>• Accept the rights &amp; opinions of others.</li> </ul> <a href="#">K-10 Lesson</a>
<b>SCHOOL GROUNDS</b> <ul style="list-style-type: none"> <li>➤ Oval</li> <li>➤ Undercover Area</li> <li>➤ Playground</li> <li>➤ Toilets</li> <li>➤ Verandahs</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all school expectations.</li> <li>• Are nice to others.</li> <li>• Share all equipment.</li> <li>• Are inclusive of others.</li> <li>• Follow the rules of all games.</li> <li>• Have fun &amp; enjoy ourselves.</li> </ul> <a href="#">K-10 Lesson</a>	<ul style="list-style-type: none"> <li>• Put all rubbish in the bin.</li> <li>• Help people who are hurt or upset.</li> <li>• Use the toilets properly.</li> <li>• Use things for their intended purposes.</li> <li>• Consider the cleaners.</li> <li>• Use the verandahs correctly.</li> <li>• Stay within school boundaries.</li> </ul> <a href="#">K-10 Lesson</a>
<b>USE OF TECHNOLOGY</b> <ul style="list-style-type: none"> <li>➤ Online</li> <li>➤ Computer Room</li> <li>➤ iPads</li> <li>➤ Art/Music Room</li> <li>➤ D&amp;T Workshop</li> <li>➤ Home Ec.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the correct websites.</li> <li>• Listen to &amp; follow all instructions.</li> <li>• Meet deadlines.</li> <li>• Use our time productively.</li> <li>• Respect all equipment.</li> <li>• Do our own work.</li> <li>• Follow the procedure carefully.</li> </ul> <a href="#">K-10 Lesson</a>	<ul style="list-style-type: none"> <li>• Respect the privacy of others.</li> <li>• Use headphones when required.</li> <li>• Use all equipment correctly.</li> <li>• Ask politely for equipment.</li> <li>• Follow the classroom expectations.</li> <li>• Listen to instructions.</li> </ul> <a href="#">K-10 Lesson</a>
<b>SPECIAL EVENTS</b> <ul style="list-style-type: none"> <li>➤ Incursions</li> <li>➤ Excursions</li> <li>➤ Assemblies</li> <li>➤ Carnivals</li> </ul>	<ul style="list-style-type: none"> <li>• Practise to do our best.</li> <li>• Always try our hardest.</li> <li>• Complete all required tasks when on excursions.</li> <li>• Listen attentively.</li> <li>• Are helpful.</li> <li>• Join in with all activities.</li> </ul> <a href="#">K-10 Lesson</a>	<ul style="list-style-type: none"> <li>• Actively listen to others.</li> <li>• Encourage &amp; support others.</li> <li>• Show good sportsmanship.</li> <li>• Celebrate the efforts of others.</li> <li>• Always use our manners.</li> </ul> <a href="#">K-10 Lesson</a>

## Classroom Management Strategies

We strongly recommend when working in a classroom at Brookton DHS that you use effective Classroom Management Strategies to keep students engaged with their learning. Before referring students to Admin, please use these strategies when dealing with inappropriate behaviours

### Prompt - Low Key Response

Proximity	Pause	The Look
Send a quiet and effective message about behavioural expectations by moving around the classroom while teaching and stopping for a moment near specific students. Standing near a student who is engaged in disruptive and/or attention-seeking behaviour is often enough to end the behaviour.	A pause can effectively draw students' attention back to the task at hand. If after four or five seconds the pause has not helped the students refocus, try other strategies.	Eye contact lets students know the teacher is aware of what they are doing. Eye contact with a smile that says "thank you" will often stop problem behaviour and allow learning to continue without disruption.
Use Students Names	Planned Ignore	Private Dialogue
Using students' names intentionally and positively lets them know they are not anonymous. (This is particularly important at the secondary level.) As a Relief teacher this can be challenging. Using name tags or names on desks is highly recommended.	Ignoring students who engage in attention-seeking behaviour but are not interfering with teaching or learning usually causes the behaviour to stop.  Carry on as if nothing has happened and avoid any indication of annoyance or frustration, which would give the student the attention he or she is seeking.	Have a quiet conversation with the student away from the main group to clearly articulate the issue you have with their behaviour and your expectations moving forward.  This allows the student an opportunity to save face without the issue potentially leading to further conflict.

### Steps to resolve unproductive behaviour

1. Re-direct	Brief, clear, private verbal reminder of the expected behaviour. A re-statement of school-wide and non-classroom behaviour, or classroom procedure.
2. Re-teach	Builds on the re-direct by specifically instructing the student on exactly what should be done.
3. Provide Choice	Can be used when a re-direct or re-teaching have not worked. A statement of two alternatives-the preferred or desired behaviour or a less preferred choice.
4. Consequence	Green form is filled out by the teacher and students take this to the bench at recess or lunchtime. This provides time for them to reflect on their behaviour.



## Green Reflection Sheets

If after going through the steps to resolve unproductive behaviour proves unsuccessful then students will need the consequence of going to the bench to complete a Green Reflection Sheet.

The front of the Green Reflection Sheet needs to be completed by the teacher. This information provides data for the PBS committee to review the unproductive student behaviours.

1	Tick or highlight which low key prompts and steps to responding to Unproductive behaviours have been completed.	<div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="background-color: #2e8b57; color: white; padding: 5px; text-align: center;">TEACHER ACTIONS</div> <div style="border: 1px solid black; padding: 5px;"> <b>Prompt (Low Key Responses)</b>  <input type="checkbox"/> Proximity      <input type="checkbox"/> Use Students Name  <input type="checkbox"/> Pause        <input type="checkbox"/> Planned Ignore  <input type="checkbox"/> The Look      <input type="checkbox"/> Private Dialogue         </div> <div style="border: 1px solid black; padding: 5px;"> <b>Responding to Unproductive Behaviour</b>  <input type="checkbox"/> Re-direct  <input type="checkbox"/> Re-teach  <input type="checkbox"/> Provide Choice  <input type="checkbox"/> Consequence         </div> </div> </div>																								
2	Provide student information and tick or highlight where and when the incident happened.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Student:</td> <td colspan="2">Referred by:</td> </tr> <tr> <td>Room:</td> <td>Year:</td> <td>Date:</td> <td>Data entered by admin:</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Location of Incident</b></td> <td colspan="2" style="text-align: center;"><b>Time of Incident</b></td> </tr> <tr> <td style="vertical-align: top;">           Art room            Breakfast Club            Bus line            Classroom            Computer lab            Daily fitness            Excursion            Incursion            Library            LOTE            Science/Art            Early Childhood         </td> <td style="vertical-align: top;">           Playground A            Playground B            Playground C            Early Childhood Playground         </td> <td style="vertical-align: top;">           Playground (Oval)            Nature Playground            Phys Ed            Quadrangle            Sport            Toilets (Jnr)            Toilets (Snr)            Undercover            Verandah            Other         </td> <td style="vertical-align: top;">           Before school            Recess            Lunch            After school  <b>Teaching</b>            Session 1            Session 2            Session 3            Session 4            Session 5            Session 6            Transition         </td> </tr> </table>	Student:		Referred by:		Room:	Year:	Date:	Data entered by admin:	<b>Location of Incident</b>		<b>Time of Incident</b>		Art room Breakfast Club Bus line Classroom Computer lab Daily fitness Excursion Incursion Library LOTE Science/Art Early Childhood	Playground A Playground B Playground C Early Childhood Playground	Playground (Oval) Nature Playground Phys Ed Quadrangle Sport Toilets (Jnr) Toilets (Snr) Undercover Verandah Other	Before school Recess Lunch After school <b>Teaching</b> Session 1 Session 2 Session 3 Session 4 Session 5 Session 6 Transition								
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3	Tick or Highlight the behaviour expectation the student has not been following.	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="4" style="background-color: #2e8b57; color: white;">MINOR Teacher Managed Behaviours</th> </tr> <tr> <th style="background-color: #2e8b57; color: white;">We are SAFE</th> <th style="background-color: #2e8b57; color: white;">We are ORGANISED</th> <th style="background-color: #2e8b57; color: white;">We are ACHIEVERS</th> <th style="background-color: #2e8b57; color: white;">We are RESPECTFUL</th> </tr> <tr> <td>1. Not following teacher's instructions.</td> <td>5. Being late to class without explanation.</td> <td>8. Refusing to complete set tasks.</td> <td>11. Calling out and disrupting the class.</td> </tr> <tr> <td>2. Leaving class without permission.</td> <td>6. Not returning items to their correct location.</td> <td>9. Refusing to join in group activities.</td> <td>12. Being Disrespectful.</td> </tr> <tr> <td>3. Not using school equipment properly</td> <td>7. Refusing to return to the undercover area for not wearing a hat.</td> <td>10. Preventing others from doing their best.</td> <td>13. Teasing others or using putdowns.</td> </tr> <tr> <td>4. Not keeping hands and feet to oneself.</td> <td></td> <td></td> <td>14. Leaving school boundaries.</td> </tr> </table>	MINOR Teacher Managed Behaviours				We are SAFE	We are ORGANISED	We are ACHIEVERS	We are RESPECTFUL	1. Not following teacher's instructions.	5. Being late to class without explanation.	8. Refusing to complete set tasks.	11. Calling out and disrupting the class.	2. Leaving class without permission.	6. Not returning items to their correct location.	9. Refusing to join in group activities.	12. Being Disrespectful.	3. Not using school equipment properly	7. Refusing to return to the undercover area for not wearing a hat.	10. Preventing others from doing their best.	13. Teasing others or using putdowns.	4. Not keeping hands and feet to oneself.			14. Leaving school boundaries.
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Students then need to go to the bench at recess or lunch and fill out the reflection sheet which will be signed off by a supervisor.

**Expert Tip!** – Teachers have effectively used this form as a visual reminder to students who are on the cusp of going to the bench.

By half filling the student details out and having it on the board as a visual reminder, sometimes that is enough for the student to turn it around and engage in the lesson.

**SOAR Reflection Sheet**

Name \_\_\_\_\_

Year \_\_\_\_\_ Date \_\_\_\_\_

How do I feel now?

😊 Happy
😡 Angry
😞 Sorry
😢 Sad

In your own words, why are you on the bench?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In the future I will work hard to: (circle your answer)

Be SAFE
Be an ACHIEVER

Be ORGANISED
Be RESPECTFUL

Student signature \_\_\_\_\_

Teacher signature \_\_\_\_\_

## Blue Behaviour Monitoring Cards

A Blue Behaviour Monitoring Card is issued to a student returning from a suspension or for repeated visits to the bench for unacceptable behaviour. Behaviour Targets are set on the card and points are awarded by teachers on how well the student is achieving these targets. Targets will relate to the schools Behaviour Expectations of Safe, Organised Achievers, Respectful and expected student academic achievement.

A points target is set and students cannot complete the card until their points target is achieved. Blue Behaviour Monitoring Cards are set in consultation between Parents, Students and the Principal/Deputy Principal. Once the points target on the card is achieved then the students Good Standing is reinstated. It is hoped the time spent on the Blue Card will allow students to reflect on the correct behaviours that are expected at school and help build positive relationships between staff and students.

**Brookton DHS**  
**Behaviour Monitoring Card**

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

Date issued: \_\_\_\_\_ Manager: \_\_\_\_\_

Please sign and rank the students behaviour, attitude, application, effort, etc in your lesson using the following scale:

3	Excellent
2	Satisfactory
1	Needs improvement
0	Failed targets

An extra 3 points can be earned for signatures from Carer and/or Manager.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
Man.					
TOTAL					

Daily Target: \_\_\_\_\_

**NB If a student receives a 0 they must be sent immediately to the Deputy Principal or Principal.**

To fulfil this contract you must reach a weekly target of \_\_\_\_\_ points by/over \_\_\_\_\_.

Three ways I can make sure I achieve this are:

- 1.
- 2.
- 3.

☐ Contract fulfilled. Congratulations! Date: \_\_\_\_\_

☐ Contract not fulfilled.

PTO

# Roles and Responsibilities of Staff

## Roles of Staff

All staff play a role in contributing to a caring school environment where the rights and responsibilities of the individual are recognised and respected;

## Responsibilities of Staff

### All staff have the responsibility to:

- Take reasonable care to minimize the risk of harm, to ensure the safety and welfare of students so far as that can be reasonably done.
- Model professional, respectful, courteous and honest behaviour;
- Ensure that the school environment is kept neat, tidy and secure;
- Establish positive and constructive relationships with students;
- Ensure good organization and planning that reflects the needs of the students, aligns with school priorities *and meets the requirements of the Department*
- Encourage and involve parents/guardians in the educational process.
- Communicate and collaborate with other staff regularly to facilitate the maintenance of a consistent approach to behaviour support throughout the school.

### Administration staff have the responsibility to:

- Support teachers with behaviour management;
- Ensure consistency in the implementation of the behaviour management procedures throughout the school;
- Facilitate parent/teacher/child conferencing;
- Assist with the design and implementation of programs for individual children with behaviour and learning problems;
- Provide relief teachers with guidelines pertaining to behaviour development and management procedures;
- Elicit support of outside agencies in collaboration with parents;
- Document significant student misbehavior and corrective strategies and inform parents as necessary;
- Provide a link between parents and staff.

### In order to support Relief Teachers, Class teachers will:

- Leave detailed lesson plans or daily work pads that are easy to follow;
- Leave work that is achievable for students, and requires minimal preparation by relief teachers;
- Leave a copy of class expectations and consequences;
- Identify students who will require additional assistance or are working toward individual goals;
- List key behaviours that can be awarded Dojo points and have the relief teacher record them;
- Print a current class checklist;
- Follow up on feedback from relief teachers on student behaviour.

# Teaching and Classroom Management Strategies

## Managing the school environment - Playground Areas:

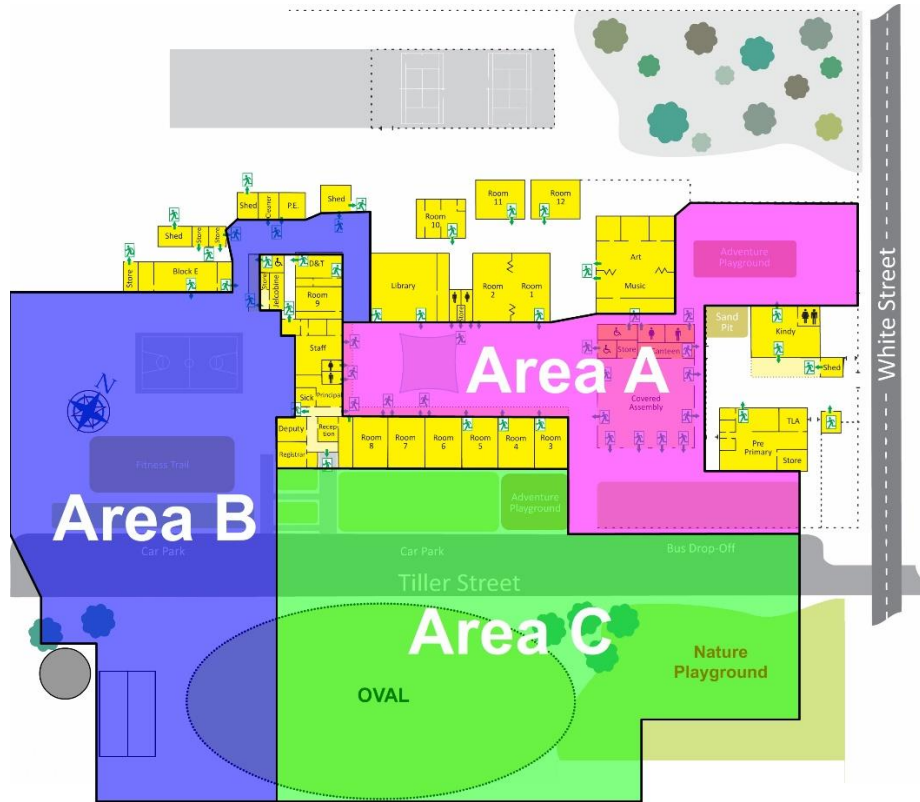
- Before school, students are to remain in the quadrangle, unless otherwise supervised by a staff member (classrooms with teacher, undercover area for breakfast club).
- The lawn and play equipment east of the music/art room, is for Lower Primary only.
- The tennis courts are out of bounds unless under the direct supervision of a staff member.
- For recess and lunch, the basketball court is a high school only area; the quadrangle is primary only.
- The verandah outside of Room 9 and D&T is for secondary students only.
- During the first 10 minutes of lunch, Years 1 - 6 must eat their lunch while seated in the undercover area; Years 7 - 10 must be seated on the secondary verandah in front of the D&T room or the new undercover area near Room 13.
- A school hat must be worn when playing during recess and lunch. Students without a hat must remain on the verandah (secondary), in the library or in the undercover area.
- All areas to the north of Room 14, the gardener's shed, Home Ec, Teacher Prep Room and Reading Rooms are out of bounds (refer to map on next page).
- Students are allowed to play on the oval at recess and lunch within the boundary of the goals, the line of shrubs/bushes, and the cricket nets.
- In the case of rain at lunch or recess students will be required to remain in their classrooms, the library or the undercover area.
- Students travelling home on the bus must go directly to their line.

## Playground Duty:

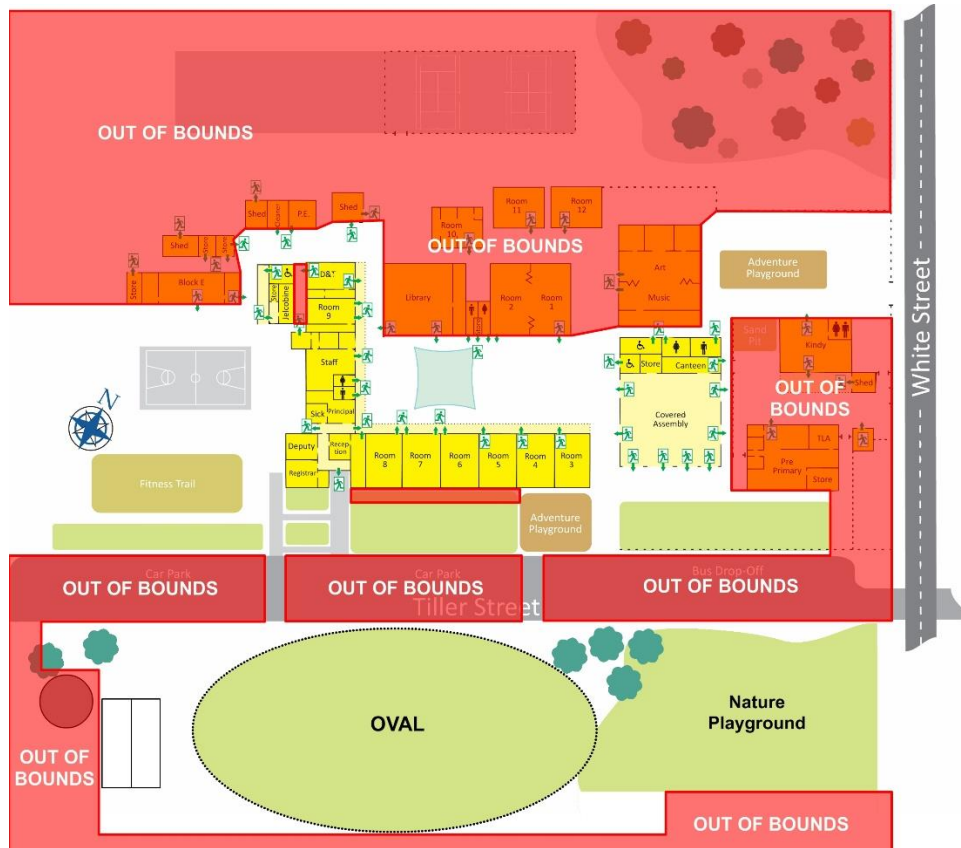
- Morning duty 8:30 - 8:45 on the front lawn and in the quadrangle will be conducted by Administration unless otherwise specified.
- Duty Area A: Front lawn, the lower primary playground, undercover area and quadrangle.
- Duty Area B: Basketball court, exercise equipment, lawns and the western end of the oval (refer to map overleaf).
- Duty Area C: Nature Playground, lawn between the rose garden and the eastern end of the oval (refer to map overleaf).
- 1<sup>st</sup> Lunch Duty is 12:40pm to 1:00pm; 2<sup>nd</sup> Lunch Duty is 1:00pm to 1:20pm.
- 1<sup>st</sup> Lunch Duty in Area B to supervise secondary students on verandah, reminding them to sit while eating, rubbish in bins etc. before moving to the undercover area until the hand bell.
- Students in the undercover area will only be released to play after the hand bell once they have finished eating and all rubbish is in the bin.
- Bus Duty commences when the siren sounds for the end of school, and finishes when all buses have departed. Bus Duty staff must ensure that all students are accounted for before releasing bus lines to their buses.
- If a teacher is going to be absent without a relief teacher, they must organise a duty swap.



## Duty Areas



## Out of Bounds Areas



## Wonderful Workers

Students who have produced outstanding work may be sent to Administration for ‘*Wonderful Workers*’ who will award SOARing Dojo Points (4 points), as well as having their name placed in the hat for the chance to win prize at the next operational assembly.

## Golden Rocket Award

Every week classes participate in the Golden Rocket award. This award recognizes the class with the highest Dojo point average for the week. The winning class is presented the Golden Rocket Trophy which is awarded at the weekly operational assembly. The purpose of the award is to allow teachers to build a sense of team work amongst each class so students can work together to increase the amount of Dojo’s awarded, and intern increase the amount of positive interactions between staff and students in the school.

## Double Dojo Days

Normally twice a term the PBS committee will nominate a random day in the term calendar for the school to have a Double Dojo Day. All points earned by students will be worth double for the entire day. Teachers will all wear Double Dojo Shirts. The day will be announced to students and happen quite randomly. The Purpose of Double Dojo Day is to stimulate students to SOAR at school and reengage with our Behaviour expectations. These days generally happen words the end of term.

## Attendance Awards\*

Regular attendance at school is encouraged through the 100%, Consistent (over 90%) and Most Improved Attendance awards, twice a term announced at major assemblies

## Communicating to Parents/Guardians

Each class teacher will establish regular communication with the parents/guardians of all their students. This could include:

- Class Dojo messages
- Class Dojo portfolios
- Telephone contact
- Emails
- Communication books
- Class newsletters and notes

Staff may choose which of these methods they wish to use if communication is required to alert parents/guardians of the positive or negative behaviour of their child. If a serious breach of the school Code of Conduct has occurred and the student needs to be suspended, Administration staff will contact the parent/guardian.

## Application of Disciplinary Measures

Administration should be notified immediately for severe violations of the school Code of Conduct. These violations include:

- Physical assault of a student or staff member,
- Verbal abuse of a student or staff member,
- Aggressive and threatening behaviour
- Damage to or theft of property
- E-Breaches (Misuse of Mobile Phones, computers or Digital Technology)
- Drug or alcohol misuse or possession
- Possession of weapons
- Destruction of property

An Integris entry must be made as soon as possible by staff members who were present at the time of the violation. Administration will determine the disciplinary measures to be applied, including suspension, based on the severity of the behaviour.

Where necessary, teachers will use one or more of the following strategies:

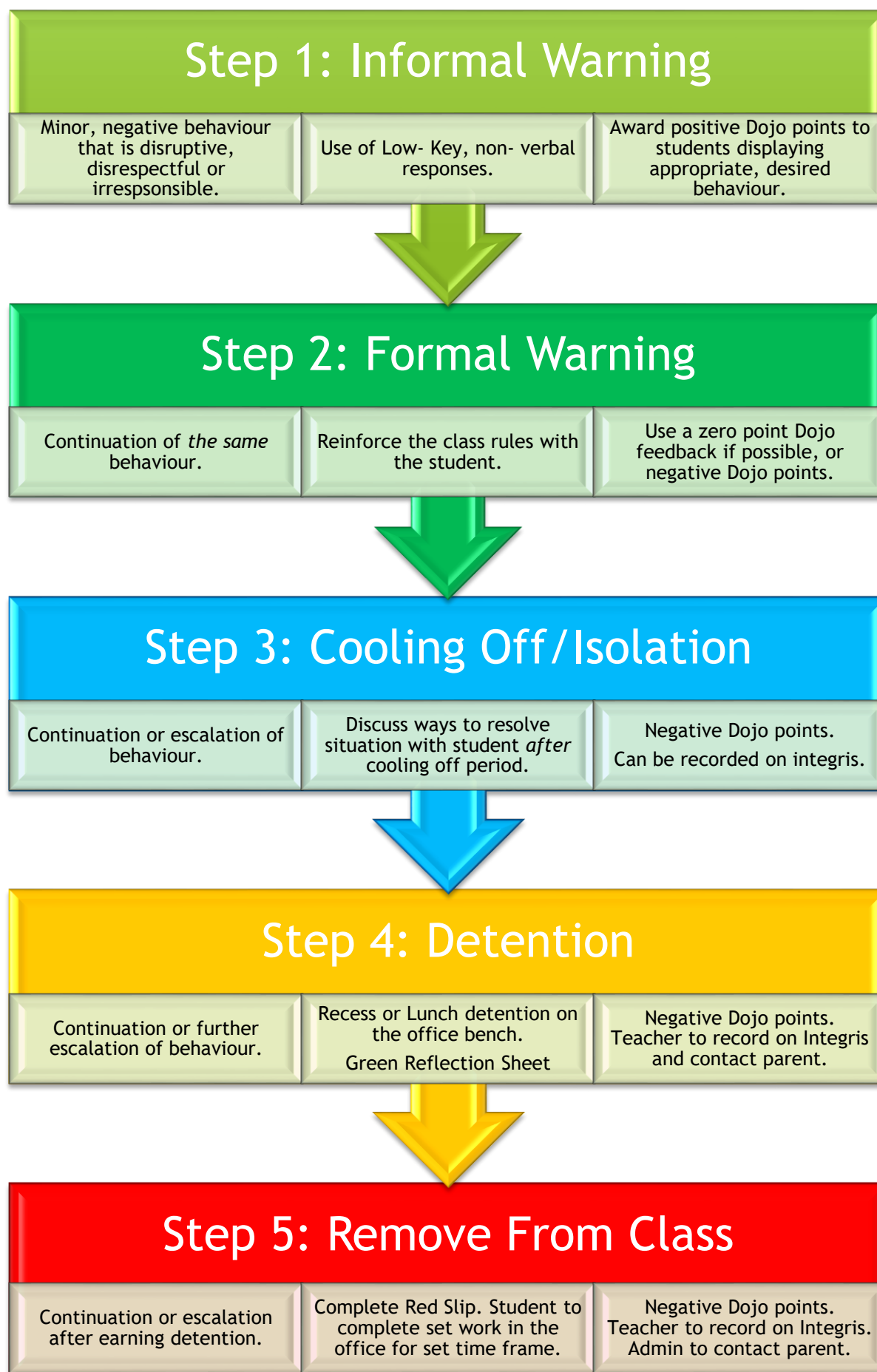
- Develop an Individual Behaviour Management Plan in partnership with parents, EA's and any relevant external agencies;
- Develop an 'informal contract' in consultation with the student;
- Teach the expected behaviours around "SOAR" to reinforce the desired positive behaviours expected.
- Teach the skills of "Protective Behaviours" if deemed necessary.

For student behaviour in classrooms or in the playground that does not align with the schools Behaviour Expectations, the supervising teacher will endeavour to use the least severe disciplinary measure required to resolve the situation with minimal disruption.

The flow chart on the following page outlines the steps to be taken when dealing with undesired student behaviours.

*\* To be revised*

# Behaviour Management Procedure



For physical or extreme verbal abuse towards staff and students – immediately remove to the office.



## Attending / Inclusion in Special Events

Attendance or inclusion in a wide range of special events (incursions/excursions) is strongly encouraged and supported at Brookton DHS.

To attend/be considered for a special event a student must have an agreed amount of Dojo Points. Teachers will set and clearly communicate the agreed amount of Dojo points well before the special event being conducted. This will need to be stated in the pre-planning documents for the special event and outlined in the permission slip.

An example of an agreed amount of Dojo's for a class could be: Students must be at 50% positive dojo points to attend excursions within Brookton. Students must be at 75% to attend excursions beyond Brookton.

For an individual student on and IBMP, an example of an agreed amount of Dojo's could be: The student must have more positive dojo points than negative to attend excursions within Brookton. The student must have twice more positive dojo points than negative to attend excursions beyond Brookton. i.e. 60 positive / 20 negative.

In order to meet the Dojo point requirements, students will need to be:

- Adhering to School Wide Behaviour Expectations of Safe, Organised, Achieving and Respectful.
- Meeting curriculum requirements/outcomes to the best of their ability,
- Wearing school uniform and,
- Attending regularly and being punctual to classes.

The requirements to attend a pre-planned special event must be clearly outlined and communicated to students and parents well before the event.

The Teacher in charge of the special event, in consultation with the Principal, may choose to allow or disallow a student to attend a special event right up to the day before the special event. This decision would consider the social and emotional benefits to the student and the safety to all students, staff and parent helpers attending the special event.

## Coordinating with External Agencies

Forms for referral to external agencies, such as School Psychologist, CAMHS etc. can be found in the Room 11 Teacher Prep & Resource Room.

## Mandatory Reporting

Staff will complete the “*Child Protection and Abuse Prevention*” course available online through the portal.

Uncontrolled when printed

30 Effective: 8 April 2009

### APPENDIX D REPORTING PROCESSES FOR ALL STAFF

Staff	Reporting sexual abuse	Reporting physical, psychological, emotional abuse or neglect	Reporting allegation of abuse perpetrated by staff (non-sexual)	Reporting allegation of sexual abuse perpetrated by staff
<b>Teaching Staff (Mandatory reporters)</b>	<b>Mandatory Reporting Requirements</b> <b>Step 1 Suspicion of sexual abuse</b> <ul style="list-style-type: none"> <li>Document observations, information and/or disclosures on School Recording Form and provide to principal for storage.</li> <li>May consult prior to reporting.</li> </ul> <b>Step 2</b> When a belief is formed on reasonable grounds: <ul style="list-style-type: none"> <li>Make verbal report to Mandatory Reporting Service (MRS) Ph: 1800 708 704 - note receipt number as proof of reporting <b>AND</b></li> <li>Verbal report must be followed by written report to MRS as soon as practicable <b>OR</b></li> <li>Provide principal with the written report to send to MRS <b>OR</b></li> <li>Make written report direct to MRS by faxing or posting form in Appendix C (Facsimile: 1800 610 614) <b>OR</b></li> <li>Report online <a href="http://www.mandatoryreporting.dcp.wa.gov.au">www.mandatoryreporting.dcp.wa.gov.au</a></li> <li>Inform principal that a report has been made and provide receipt number.</li> <li>Inform principal of MRS feedback letter advising of DCP action.</li> </ul>	<b>Step 1 Suspicion of abuse</b> <ul style="list-style-type: none"> <li>Document observations, information, disclosures on School Recording Form and provide to principal for storage.</li> </ul> <b>Step 2</b> When a belief is formed on reasonable grounds: <ul style="list-style-type: none"> <li>may consult prior to reporting;</li> <li>report to principal/manager.</li> </ul>	<b>Step 1 Suspicion of abuse</b> <ul style="list-style-type: none"> <li>Document observations, information, disclosures on School Recording Form and provide to principal for storage.</li> </ul> <b>Step 2</b> When a belief is formed on reasonable grounds: <ul style="list-style-type: none"> <li>May consult with Standards and Integrity Directorate (SID) prior to reporting. T: 9264 4740 1800 791 197 (24 hours)</li> <li>Report to principal/manager or SID.</li> <li>If allegation concerns principal, report to Director Schools.</li> <li>Complete School Reporting Form for Abuse.</li> </ul>	<b>Step 1 Suspicion of sexual abuse</b> <ul style="list-style-type: none"> <li>Document observations, information, disclosures on School Recording Form and provide to principal for storage.</li> </ul> <b>Step 2</b> When a belief is formed on reasonable grounds: <ul style="list-style-type: none"> <li>May consult with Mandatory Reporting Service (MRS) or Standards and Integrity Directorate (SID) prior to reporting.</li> <li>Report to MRS.</li> <li>Report to principal/manager or SID.</li> <li>If allegation concerns principal, report to Director Schools.</li> </ul>
<b>Non-Teaching Staff (Non Mandatory reporters)</b>	<ul style="list-style-type: none"> <li>Document observations, information, disclosures on School Recording Form and provide to principal for storage.</li> <li>May consult before reporting to your principal/manager.</li> <li>Principal/manager to follow mandatory</li> </ul>	<ul style="list-style-type: none"> <li>Document observations, information, disclosures on School Recording Form and provide to principal for storage.</li> <li>May consult prior to reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Document observations, information, disclosures on School Recording Form and provide to principal for storage.</li> <li>May consult with SID prior to</li> </ul>	<ul style="list-style-type: none"> <li>Document observations, information, disclosures on School Recording Form and provide to principal for storage.</li> <li>Report to principal/manager or SID</li> <li>If allegation concerns principal,</li> </ul>

*Child Protection*

*All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees.*

See also [Mandatory reporting](#)

The Principal or Deputy Principal coordinate communications with police, DCPFS and other external agencies. The Principal or Deputy Principal is to complete the *online incident notification* when required.

## Measures to Address Bullying

Targeted early intervention strategies include:

- Raise awareness and plan around specific forms of bullying, such as cyber-bullying and racism;
- Identify and target early signs of problematic peer relationship issues within the school community;
- Identify individuals and groups at risk that require targeted programs;
- Teach effective bystander behaviour to targeted groups or for specific situations;
- Teach pro-social behaviour to identified students and groups;
- Provide high supervision areas for students with higher support needs;
- Provide effective options for individual students experiencing safety issues (such as buddy systems, alternative play areas and transition routines);
- Provide access to specialist/pastoral care staff and case management processes for students at risk of being targeted or those who demonstrate bullying behaviour; and
- Promote the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.

Intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem solving, are used for responding to bullying incidents. These include:

- The Method of Shared Concern
- Group Support Approach (formerly referred to as the No Blame Approach)
- Social problem solving approaches
- Community conferences
- Small group and individual conferences
- Motivational interviewing
- Cooperation circles

Bullying incidents and interventions are recorded and monitored on Integris, by the supervising teacher, and administration. Bullying results in referral to administration and negative consequences as outlined in disciplinary measures.

Bullied students are provided with supports to promote recovery and resilience.

Case management of students involved in persistent bullying is implemented in collaboration with administration, all relevant teachers and education assistants.

## Aggression and Violence

1. Report all incidents to the Principal.
2. Follow Risk Management Plan, Emergency and Critical Management plan if an incident occurs.
3. Do not place yourself at risk.

In the case of a potentially violent incident, the following is a simple guide:

- Stay calm
- Let the person vent their feelings
- Respond to criticism non-defensively
- Avoid trigger phrases or words that could agitate
- Set limits gently with abusive people
- Delay action - ask for more information
- Where the person is unable to restrain their aggression terminate the meeting.

A staff member who feels threatened in any way should leave the room if possible and contact the nearest member of the school administration team, if one is not already in attendance.

## Weapons, Drugs and Alcohol

If a staff member has reason to believe that a student is in possession of a hazardous item such as a weapon or drugs they should notify the Principal immediately who may conduct a search, confiscate the item and/or contact parents or police.

If a staff member has reason to believe that a student is under the influence of drugs or alcohol they should notify the principal immediately.

## Risks of Suicidal Behaviour

Any evidence of suicidal behaviour or Non Suicidal Self Injury (NSSI) should be taken seriously and followed up appropriately.

### ***Student directly discloses suicidal behaviour or NSSI to staff member:***

1. Listen and respond to the student in a calm, caring and non-judgemental way.
2. Protectively interrupt any disclosure in front of peers.
3. The staff member must inform the student that they cannot keep the information confidential and must pass it on to the nominated staff member so they can be supported.

#### ***IMMINENT RISK***

The staff member keeps the student safe and informs the principal (or nominee) **immediately**.

The staff member remains with the student.

The principal or nominee contacts the parent/guardian and if necessary emergency services, and follows emergency management procedures.

4. In all other cases, the staff member manages the student's safety by taking the student to first aid if required
5. Linking the student to the nominated staff member, whether immediately or after class, on the same day.
6. Where there is an existing Risk Management Plan, follow the actions as outlined.
7. Identify and support peers who may have been impacted by the disclosure.
8. Confirm/ follow school's documentation processes.

### ***Indirect disclosure - by a third party (No imminent Risk):***

1. Advise the information cannot be kept confidential.( as above)
2. Check that the individual who made the disclosure is alright, offer support and provide emergency contact details.
3. Reassure the individual that they have taken the right action by informing a staff member.
4. Check the student is at school and in class.
5. Inform the nominated staff member as soon as possible.
6. Where there is an existing Risk Management Plan, follow the actions as outlined.
7. Confirm/ follow school's documentation processes.

# Risk Management Plan Template

<i>Header: Confidential</i> <b>Brookton District High School</b>		
<b>Student Details</b>		
Student name:	Year:	
DOB:	Principal:	
Parent / Guardian:	Contact:	Teacher / Year Coordinator:
Parent / Guardian:	Contact:	Deputy / Manager:
Date:	Review date:	
<b>Nominated Staff Member/s</b>		
Title (Mr, Mrs, Miss, Ms):	Contact:	
Title:	Contact:	
<b>Support Contacts</b>		
<b>Emergency: 000</b>	<b>Response Line: (ART/MHERL/RuralLink)</b>	<b>External agency: #</b>
<b>Environment/ situation</b>	<b>School-based strategies to reduce risk at school</b>	<b>Home-based strategies to reduce risk at school</b>
<b>SIGNATURES:</b> _____ (Parent / Guardian) _____ (Student, where appropriate) _____ (Administration) _____ (Student Services) _____ (Teacher/s) _____ (Support Staff)		

## Electronic Devices Policy

This policy assists in addressing issues of cyber-bullying, theft or damage. The school will not be held responsible for the loss or damage of personal electronic devices brought to school by students.

The rationale of the Electronic Devices Policy is to ensure that school is a happy, safe environment where we counter any potential for cyber-bullying. Current technology enables people to capture images and upload them to the World Wide Web via social media sites immediately, and this has potential to cause distress. Furthermore, due to the invasive nature of electronic devices, such technology and their attachments if misused are considered a distraction in the learning environment.

Therefore, personal electronic devices are not to be used at school. Any personal electronic device eg a mobile phone needs to be “off and away all day”. If a student misuses a personal electronic devices or a staff member hears the device operating, then it will be confiscated until the end of the day. Students may pick up their device from the front office if they have given their device over without incident. If a student makes an issue with handing over the device, then Administration will deal with it and at the end of the day, a parent will be called to pick up the device. A letter will be sent home to parents/carers to notify them that their child has misused a device at school and the consequences of further breaking the policy.

Consequences under the policy:

- |                                       |   |
|---------------------------------------|---|
| 1 <sup>st</sup> Offence:              | Device confiscated until the end of the day. If handed over without incident, it can be picked up by the student at the end of the day from the front office. If a student argues or doesn't hand the device over immediately when requested by a staff member, parents will be called and the device will be picked up by the parents at the end of the day. |
| 2 <sup>nd</sup> Offence:              | Device confiscated and parent picks it up at the end of the day.  |
| 3 <sup>rd</sup> and Further Offences: | Students will be dealt with through the Behaviour Management Policy for refusing to follow instructions. They will have a withdrawal from class for half a day in the first instance, which is to be doubled in each subsequent occurrence.   |

Parents and guardians will receive a copy of the above policy and return a signed copy to Administration at the commencement of each school year.

## Record Keeping

Class Dojo can be useful for keeping track of daily, frequent feedback.

For more significant incidents and events involving student health and wellbeing, teachers should:

Keep detailed notes in their teacher diary and daily workpad, being mindful of confidentiality.  
Use orange and red slips for negative behaviour, in the immediate instance to communicate with admin.  
Teachers should later record orange slips on integris, red slips to be entered by the deputy principal or principal.  
Keep a copy of parent contact, this can also be recorded on integris.  
Integris can also be used to record positive behaviour.

See also [Records Management Policy and Procedures](#)

Staff may also access the “*Recordkeeping Awareness Training*” professional learning course available online through the portal.

## Good Standing

In order to go on any school excursions, including camps, attend school visits or participate in reward activities, each student will need to maintain a “Good Standing” rating with regards to their behaviour, attitude and effort.

Good Standing:

Good Standing provides a system that assists in ensuring students maintain a satisfactory level of attendance, punctuality, class participation and behaviour. It also aims to help our students take responsibility for their actions. Good Standing encourages students to establish positive relationships with others and through their attitudes and efforts, to reach their educational potential. One of the most important reasons for promoting a Good Standing Policy, is to allow students the time to self-reflect and develop the capacity to understand the need for everyone to give of their best and to treat each other and the school’s rules with the respect our school community requires.

### **How Does It Work?**

All students commence the year with the status of Good Standing.

Maintaining Good Standing requires:

- Acceptable behaviour adhering to the schools Behaviour Expectations of Safe, Organised, Achievers and Respectful.
- Satisfactory academic performance - i.e. working to capacity and doing their personal best at all times.
- Satisfactory attendance and punctuality.

There are two phases of status for students. The school reserves the right to place students at any point in the process as it sees fit. The phases are:

### **Good Standing**

The place where all students begin and are expected to remain.

### **Loss of Good Standing**

This may occur after a suspension or major breach of school rules, poor attendance or consistent lateness to class and/or continued non-completion of class work and/or homework, despite teacher intervention and support.

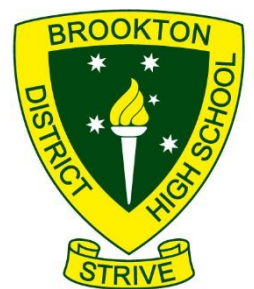
Students who attain Loss of Good Standing are not permitted to attend any school excursions, including camps, attend school visits or participate in reward activities. In order to get their Good Standing back, students would need to complete a “Blue Behaviour Monitoring Card” at school.

### **Blue Behaviour Monitoring Cards**

A Blue Behaviour Monitoring Card is issued to a student returning from a suspension or for repeated visits to the bench for unacceptable behaviour. Behaviour Targets are set on the card and points are awarded by teachers on how well the student is achieving these targets. Targets will relate to the schools Behaviour Expectations of Safe, Organised Achievers, Respectful and expected student academic achievement. A points target is set and students cannot complete the card until their points target is achieved. Blue Behaviour Monitoring Cards are set in consultation between Parents, Students and the Principal/Deputy Principal. Once the points target on the card is achieved then the students Good Standing is reinstated. It is hoped the time spent on the Blue Card will allow students to reflect on the correct behaviours that are expected at school.



# Positive Behaviour Support Teaching Curriculum





## Overview

The PBS committee has worked together to create a series of SOAR Screencast lessons that explicitly teach the schools expectations for being Safe, Organised, Achievers and Respectful. The lessons follow the explicit instruction sequence of:-



- **Tell (I do)** – Outlining the places in the school students need to be Safe, Organised, Achievers and Respectful.
- **Show (We do)** – Showing how students can be Safe, Organised, Achievers and Respectful. Examples of the student councillors acting out scenarios modelling behaviours will be presented here.
- **Practice (You Do)** - Provides activities that are teacher led in the class that gives students an opportunity to share these expectations and possibly act them out.
- **Monitor** – Possibly the most important aspect of the lessons. Teachers are asked to monitor students throughout the week and reward them with Dojo points for achieving the focus behaviour . It is hoped that by continually recognizing focus behaviours, students will choose to SOAR rather than display any negative behaviours that may prevent student learning.
- **ReTeach** – If students need a reminder on the expectations around behaviours, revisit the screencast lessons at any stage throughout the week. The PBS committee may also recommend specific groups of students or classes revisit the lessons based on data collected through the Green Slips.

Points to consider: -

- Each screencast only goes for 5-7 minutes. The whole lesson should take no longer than 20 mins.
- These lessons would be better conducted earlier in the week, preferably Monday. This way monitoring expected behaviours can happen throughout all lessons for the rest of the week.
- Activities the students practice often use our pre-existing explicit instructions resources and routines ie. Whiteboards, popsticks, random selectors etc.
- Many of the activities will require students to use the Think/Pair/Share teaching strategy. Having strong routines with this strategy will be beneficial.
- Many of the activities involving secondary students will ask them to compare SOAR behaviours with behaviours in the workplace. A link here to careers may be beneficial. Secondary students will also be asked to discuss how to role model SOAR behaviours so catching secondary students being SOAR role models to primary students is highly recommended.

## PBS SOAR Screencast Lessons

SAFE	ORGANISED	ACHIEVERS	RESPECTFUL
In Learning Areas <a href="#">K-10 Lesson</a>	In Learning Areas <a href="#">K-10 Lesson</a>	In Learning Areas <a href="#">K-10 Lesson</a>	in Learning Areas <a href="#">K-10 Lesson</a>
On School Grounds <a href="#">K-10 Lesson</a>	On School Grounds <a href="#">K-10 Lesson</a>	On School Grounds <a href="#">K-10 Lesson</a>	On School Grounds <a href="#">K-10 Lesson</a>
Using Technology <a href="#">K-10 Lesson</a>	Using Technology <a href="#">K-10 Lesson</a>	Using Technology <a href="#">K-10 Lesson</a>	Using Technology <a href="#">K-10 Lesson</a>
At Special Events <a href="#">K-10 Lesson</a>	At Special Events <a href="#">K-10 Lesson</a>	At Special Events <a href="#">K-10 Lesson</a>	At Special Events <a href="#">K-10 Lesson</a>



# Lesson 1 - **Safe** in Learning Areas

**Lesson Video Link** - <https://youtu.be/55Gu68bbGds>

## **Tell – I do**

At Brookton DHS we are always SAFE in our learning areas.  
These learning areas could be

- Classrooms
- Library
- Oval (sport)
- Art/music room
- Home EC / D&T room.

## **Show – We do**

We can **show** that we are safe in Learning Areas when we...

- Listen to instructions carefully.
- Use equipment properly.
- Use safety equipment in sport, D&T, Home Ec.
- Ask for permission to leave the class.
- Stay calm.
- Know it is ok to ask for help.
- Move around safely & carefully.

### **Practice – You Do – K-2's**

#### **Pop stick's!**

Students get in pairs and share one way they can be safe in class. You have 2 minutes!

Your name might then be called out to tell the class the answer.

### **Practice – You Do – 3-6's**

#### **Brainstorm**

In Groups of 3 Brainstorm a way a student could earn 5 Dojo points in class for being safe before school has started.

Groups will have to present back to the class in 5 minutes time.

### **Practice – You Do – 7-10's**

#### **Classroom/Workplace**

Discuss in pairs ways being safe in the classroom might relate to being safe in a work place.

Pairs will have to present back to the class in 5 minutes time.

## **Monitor**

Pre-correct/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

## **Re-teach**

Practice throughout the week.

Revist Video Lesson at any time if you need. - <https://youtu.be/55Gu68bbGds>



## Lesson 2 - **Safe** in School Grounds

**Lesson Video Link** - <https://youtu.be/MGyigeuDjhs>

### **Tell – I do**

At Brookton DHS we are always SAFE in our school grounds.  
These areas could be

- Oval
- All Undercover Area's
- Playground
- Toilets
- Verandas

### **Show – We do**

We can **show** that we are safe in our school grounds when we...

- Are Sun Smart.
- Are Hygienic – Wash our Hands
- Use equipment co-operatively.
- Walk on the verandas.
- Stay in your area to play.
- Keep our hands & feet to ourselves.
- Sit on the benches in the undercover area.
- Use water fountains for drinking only.
- Open & close all doors safely.

### **Practice – You Do – K-2's**

#### **Picture Draw**

On your whiteboards draw a picture of you and your friends being safe in the playground.

### **Practice – You Do – 3-6's**

#### **SOARing silent ball**

Students play a game of silent ball in the class and when the teacher calls out "SOAR!", the student has to name a way they can be Safe in the playground.

### **Practice – You Do – 7-10's**

#### **Pop sticks/Dojo Random Picker –**

Students need to identify an area that is out of bounds when their name is called out.

### **Monitor**

Precorrect/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

### **Re-teach**

Practice throughout the week.

Revist Video Lesson at any time if you need. - <https://youtu.be/MGyigeuDjhs>

**Additional Resources:** Cover Cough and Sneeze Poster / Duty Area Map / Out of Bounds Map - [S:\AdminShared\All Staff\850 STUDENTS\865 Managing Student Behaviour \(MSB\)\PBS\Resources\Safe](#)



# Lesson 3 - **Safe** Using Technology

**Lesson Video Link** - <https://youtu.be/1g3sxsD0uvA>

## **Tell – I do**

At Brookton DHS we are always SAFE when using technology.

The places we use technology could be

- Online
- Computer Room
- iPads
- Art/Music Room
- D&T Workshop / Home Ec.

## **Show – We do**

We can show that we are safe in our school grounds when we...

- Carry our computers and iPads carefully.
- Are Cyber Safe.
- Access the right websites.
- Keep our passwords safe.
- Wear protective equipment.
- Follow instructions for the safe use of equipment

## **Practice – You Do – K-2's**

### **Stand Up/Sit Down**

Your teacher will give you some examples of being safe using technology.

- Stand Up! If it is Safe
- Sit Down! If it is Unsafe!

### **Teacher Questions**

Tell an adult we are online – Safe  
Share our password – Unsafe  
Use the correct website – Safe  
Talk online to a stranger – Unsafe  
Keep our passwords private – Safe.

## **Practice – You Do – 3-6's**

### **Live from the News desk! –**

Students get into groups of 3 and have to prepare a quick interview of a student using technology safely at school.

The interviews script is as follows:-

Teacher - "Live from the news desk we now cross to Group 1 with their using technology safely interview. Over to you...."

Student -" Yes we are live in the classroom with (student name)... . Use these 3 questions

1. Rumor has it that you have been safe with technology today, how did you do that?
2. Why is being safe with technology such a good idea?
3. And how did "being safe with technology" make you feel?

## **Practice – You Do – 7-10's**

### **E Safety Continuum –**

Teachers give "safe using technology" examples and have students stand on a unsafe to safe continuum and discuss as a class. Do you consider a scenario the same way as others?

### **E Safety Scenarios: -**

1. Student spends 1-2 hours on social media in their bedrooms whilst parents are home.
2. Student shares their Instagram account login with 2 of their closest friends.
3. Student uses "Password 1" for their school login.
4. Student cannot be bothered logging off their computer at the end of a lesson.
5. Student strikes up a friendship with someone they've chatted with on messenger.
6. Student uses Mathletics with their own login during Maths on an iPad.

		<p>7. Student takes a photo on a mobile phone of and posts it on social media without permission.</p> <p>8. Student gives their mobile phone number to a person they only just met on messenger.</p> <p>9. Student takes a video of another student at a sleep over and sends it to a friend.</p> <p>10. Student changes login every 3 months when prompted to do so by the Education Department.</p>
<p><b>Monitor</b>          Precorrect/Remind - Anticipate and give students a reminder to perform behaviour          Supervise - Move, scan and interact with students          Feedback - Observe student performance &amp; give positive, specific feedback to students whilst giving Dojo's.</p>		
<p><b>Re-teach</b>          Practice throughout the week.          Revist Video Lesson at any time if you need. - <a href="https://youtu.be/1g3sxsD0uvA">https://youtu.be/1g3sxsD0uvA</a></p>		
<p><b>Additional Resources:</b> E Safety Commissioner Being Safe Online <a href="#">S:\AdminShared\All Staff\850 STUDENTS\865 Managing Student Behaviour (MSB)\PBS\Resources\Safe</a></p>		



# Lesson 4 - **Safe** at Special Events

**Lesson Video Link** - <https://youtu.be/CHML1UCd4Fo>

## **Tell – I do**

At Brookton DHS we are always SAFE at special events.

These special events could be

- Incursions
- Excursions
- Assemblies
- Carnivals

## **Show – We do**

We can show that we are safe at special events when we...

- Stay in our designated area.
- Are Sun Smart.
- Wear correct school uniform.
- Stay with our class or buddy
- Listen and follow instructions
- Wear correct school uniform

### **Practice – You Do – K-2's**

#### **Quick Draw**

On a piece of paper students draw 1 way to be safe at a special event. Teachers will get students to reveal their pictures at the end.

### **Practice – You Do – 3-6's**

#### **3-2-1**

First, have your students write three facts on being Safe at special events. Next, have students write two questions they still have about being safe at special events that wasn't covered or discussed in class.

Finally, have your students write one opinion about safety at special events. Class then discusses.

### **Practice – You Do – 7-10's**

#### **Give One / Get One**

Students divide a piece of paper into 2 columns. On the left side they title it "Give one" on the right they write "Get one". Students then write 1 way to be Safe at special events under the Give one title.

Students then safely walk around the room for 5 minutes collecting as many Get one scenarios as they can. The class then debriefs together at the end.

## **Monitor**

Pre-correct/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

## **Re-teach**

Practice throughout the week.

Revisit Video Lesson at any time if you need. <https://youtu.be/CHML1UCd4Fo>



# Lesson 5 - Organised in Learning Areas

**Lesson Video Link** - <https://youtu.be/emLmklv3mQk>

## Tell – I do

At Brookton DHS we are always ORGANISED in our learning areas.

These learning areas could be

- Classrooms
- Library
- Oval (sport)
- Art/music room
- Home EC / D&T room.

## Show – We do

We can show that we are organised in learning areas when we...

- Bring what is needed for all classes.
- Are on time for all classes.
- Finish all work on time.
- Make sure your desk is tidy and ready for learning
- Put things back where they belong

### Practice – You Do – K-2's

#### SOARing Spys

Students think about a classmate who is organized at school and what that looks like.

They then share with the class who they have seen being organized and why.

This could also be a nice end of day activity as a continual reminder on who is organized at school. Teachers could then issue Dojo points to these students.

### Practice – You Do – 3-6's

#### Snowball

Students get a post-it note. They then write one person in class to is organized in class and why. Students then crunch up the post-it note into a ball and throw it into the middle of the room, or into a basket.

Students then get a random snowball and read out the organized example to the class. (Or the teacher reads them out to eliminate inappropriate examples).

### Practice – You Do – 7-10's

#### Graffiti

In groups of 3 students write down ideas on a shared piece of paper as a response to the question "How will being more organized help me in the future".

Groups then share their responses to help highlight the importance of being organized.

An alternative question might be "Why is being "on time" an important life skill to have?"

## Monitor

Pre-correct/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

## Re-teach

Practice throughout the week.

Revisit Video Lesson at any time if you need. - <https://youtu.be/emLmklv3mQk>



# Lesson 6 - Organised in School Grounds

**Lesson Video Link** - <https://youtu.be/GMxpQd5lV8c>

## Tell – I do

At Brookton DHS we are always ORGANISED in our School Grounds.

These areas could be

- Oval
- Undercover Area
- Playground
- Toilets
- Verandahs
- 

## Show – We do

We can show that we are organised in our School Grounds when we...

- Always wear our hat.
- Are on time.
- Go to the toilet & get a drink during breaks.
- Bring a water bottle

### Practice – You Do – K-2's

#### Think-pair-share / Pop sticks

Students have to think about 1 way you can be organised in the playground.

Then they share it with a partner.

Pairs get ready to share your ideas with the class when your teacher picks your name from the class Pop sticks.

### Practice – You Do – 3-6's

#### Placemat

Students need to get into groups of 3 and divide a piece of paper into 3 sections.

Groups need to write 3 areas they can be organised in school grounds at school. I.e. oval / playgrounds / undercover.

Groups then answer this question "List as many ways you can be organised in these areas that make you a good role model to our Pre-Primary students".

Groups then share their answers.

### Practice – You Do – 7-10's

#### Exit Tickets

Note: this activity is best conducted at the end of a lesson before recess or lunch.

Students get a post-it note and have to write 1 way they can model being organised in the playground to Primary students. Work in pairs if it helps.

The post-it note and answer is then the students exit ticket. It will need to be shared with the class as well before exit!

## Monitor

Pre-correct/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

## Re-teach

Practice throughout the week.

Revist Video Lesson at any time if you need. - <https://youtu.be/GMxpQd5lV8c>





# Lesson 7 - Organised using Technology

**Lesson Video Link** - <https://youtu.be/BfGVqADFCMU>

## Tell – I do

At Brookton DHS we are always ORGANISED using technology.

These areas we use technology could be

- Online
- Computer Room
- iPads
- Art/Music Room
- D&T Workshop
- Home Ec.

## Show – We do

We can show that we are organised using technology when we...

- Remember our passwords.
- Remember our iPad number.
- Bring the required equipment to class.
- Remember to log on & off properly.

### Practice – You Do – K-2's

#### K-2's Stand Up/Sit Down

Teachers will call out some ways to be organised using technology.

Organised - Stand up  
Unorganized – Sit Down.

Scenarios

- A student pushes their chair in after logging off.
- A student leaves an iPad out on the mat.
- A student logs onto the computer using the correct password.
- Student brings their pencil case to the computer room
- Student plays on another students iPad.
- Student pushes in their chair after computer class.

### Practice – You Do – 3-6's

#### Think-pair-share

Students think about how to be organised in a digital technologies class.

Pair up with someone to discuss your ideas.

Groups share their answers with the class when teacher calls their name using popsticks or Dojo random selector.

### Practice – You Do – 7-10's

#### SOARing Quiz

Students in groups of 3 take an Organised using Technology Quiz

Scenarios are either Organised or Unorganized.

Organised dojo points will be awarded to students who get all questions correct.

Groups share responses at the end.

Questions

- A student asks for help after being logged out of the computer because they've put their password in 3 times incorrectly.
- A student saves their work every 5 minutes to ensure they don't lose any of their work.
- A student brings a container to cooking class so they can take their food home.
- A student leaves their chopping board on their stations' counter top after the lesson.
- A student asks a friend to log off for them as they leave the classroom.

		<ul style="list-style-type: none"> <li>•A student calculates the total grams used in their recipe using their personal mobile phone.</li> <li>•Student forgets a calculator for a Maths test.</li> <li>•A student completes a PowerPoint for a project and hands it in on time using the "hand work in" folder on the shared drive, or on connect or emails it to the teacher.</li> </ul>
<b>Monitor</b> Precorrect/Remind - Anticipate and give students a reminder to perform behaviour Supervise - Move, scan and interact with students Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.		
<b>Re-teach</b> Practice throughout the week. Revist Video Lesson at any time if you need. - <a href="https://youtu.be/BfGVqADFCMU">https://youtu.be/BfGVqADFCMU</a>		



# Lesson 8 - **Organised** at Special Events

**Lesson Video Link** - [https://youtu.be/eg6RfluJ\\_gA](https://youtu.be/eg6RfluJ_gA)

## **Tell – I do**

At Brookton DHS we are always ORGANISED at special events.  
The areas we could be Organised at Special Events are:

- Incursions
- Excursions
- Assemblies
- Carnivals

## **Show – We do**

We can show that we are Organised at special events when we...

- Get permission slips & payments in on time.
- Bring the required clothing & equipment.
- Go to the toilet before a bus trip.
- Are on time.
- Are prepared for assemblies.

### **Practice – You Do – K-2's**

#### **K-2's School Creed**

Students will practice saying the school creed repeating each sentence after the teacher.

Perhaps the teacher might record it on an iPad to show Mr. Simpson how great you are at saying the School Creed!

### **Practice – You Do – 3-6's**

#### **SOARing Hopscotch**

Students need to get into groups of 3 and memorise 3 ways they can be organised at a school Athletics carnival.

They then compete against teams on the Tri-hopscotch course. When they reach 10 each team member has to call out a different way to SOAR. Teachers will be the judge on the winner.



### **Practice – You Do – 7-10's**

#### **3-2-1**

First students in groups write three facts about being organised at special events.

Next, have students write two questions they still have about being organised at special events that wasn't covered or discussed in class.

Finally, have your students write one opinion about SOAR. Class then discusses.

## **Monitor**

Precorrect/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

## **Re-teach**

Practice throughout the week.

PBS Explicit Lesson on Behaviour Expectations



## Lesson 9 - Achievers in Learning Areas

**Lesson Video Link** - <https://youtu.be/YvODfUS5I00>

### Tell – I do

At Brookton DHS we are always ACHIEVERS in our Learning Areas.

The learning areas we could be Achievers are:

- Classrooms
- Library
- Oval (sport)
- Art/music room
- Home EC / D&T room.

### Show – We do

We can show that we are ACHIEVERS in our Learning Areas when we are...

- Always strive to do your best.
- Work hard.
- Support other people.
- Listen.
- Ask questions.
- Work together.
- Keep trying until we get it, even if it's hard. Perseverance.
- Set personal goals & work towards achieving them.

### Practice – You Do – K-2's

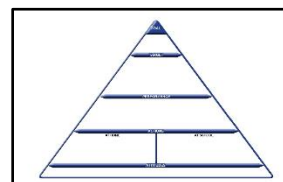
1. Think Pair Share on being an achiever in the classroom.
2. **2 Stars and a Wish** – Students identify 2 things they do well in the classroom and then a wish on what they want to improve on.

### Practice – You Do – 3-6's

1. Think Pair Share on being an achiever in the classroom.
2. **My Goal Ladder** – Students identify a goal they want to achieve and then work on the steps they need to do in order to achieve it.

### Practice – You Do – 7-10's

1. Think Pair Share on why being an Achiever is considered a valuable attribute for employers.
2. **My Goal Ladder / Goal Pyramid** – Students identify a goal they want to achieve and then work on the steps they need to do in order to achieve it.



### Monitor

Pre-correct/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

### Re-teach

Practice throughout the week.

PBS Explicit Lesson on Behaviour Expectations



# Lesson 10 - **Achievers** in School Grounds

**Lesson Video Link** - <https://youtu.be/22WzbG6-3is>

## **Tell – I do**

At Brookton DHS we are always ACHIEVERS on our school grounds.

These areas could be

- Oval
- Undercover Area
- Playground
- Toilets
- Verandas

## **Show – We do**

We can show that we are ACHIEVERS on our school grounds when we...

- Follow all school expectations.
- Are nice to others.
- Share all equipment.
- Are inclusive of others.
- Follow the rules of all games.
- Have fun & enjoy ourselves.

## **Practice – You Do – K-2's**

### **Stand Up/Sit Down**

Teachers will call out some examples of achieving in the school grounds.

Students then will have to

- Stand up – If students **are** achieving.
- Sit down - If students **are not** achieving.

Examples:

- Not sharing a Soccer ball
- Helping a friend to SOAR at school.
- Being nice by helping a friend
- Arguing over a rule
- Including someone who wants to play
- Having lots of fun

## **Practice – You Do – 3-6's**

### **SOARing Silent Ball**

Students have 1 minute to "Think/Pair" on ways to be achievers in school grounds.

Students play a game of silent ball in the class and when the teacher calls out "SOAR!", the student has "Share" a way they can be an Achiever in school grounds.

## **Practice – You Do – 7-10's**

### **Snowball**

Students get a post-it note each and write one way they can model being an Achiever on school grounds.

Students then crunch up the posit note into a ball and throw into a basket.

Teachers then read the notes and the class discusses.

## **Monitor**

Precorrect/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

## **Re-teach**

Practice throughout the week.

Revist Video Lesson at any time if you need. - <https://youtu.be/22WzbG6-3is>



# Lesson 11 - **Achievers** using Technology

**Lesson Video Link** - <https://youtu.be/7NF9WL0p8vc>

## **Tell – I do**

At Brookton DHS we are always ACHIEVERS using technology in the classroom.

These areas could be

- Online
- Computer Room
- iPads
- Art/Music Room
- D&T Workshop / Home Ec.

## **Show – We do**

We can show that we are ACHIEVERS using technology when we...

- Use the correct websites.
- Listen to & follow all instructions.
- Meet deadlines.
- Use our time productively.
- Respect all equipment.
- Do our own work.
- Follow the procedure carefully.

### **Practice – You Do – K-2's**

#### **White Boards**

Students need to draw a picture of how students can be Achievers using an iPad at school.

- What is the right app to use?
- How to you use the iPad Respectfully?

### **Practice – You Do – 3-6's**

#### **White Boards**

Students need to list 3 ways you can be an Achiever in the classroom

- Discuss options with a partner.
- Get ready to "Chin it" in 5 minutes.

### **Practice – You Do – 7-10's**

#### **Graffiti**

- In groups of 3 students write down ways to be an achiever in the Home Economics room on a shared piece of paper.
- Groups will be asked to present to the class in 5 minutes.

## **Monitor**

Precorrect/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

## **Re-teach**

Practice throughout the week.

Revist Video Lesson at any time if you need. - <https://youtu.be/7NF9WL0p8vc>



# Lesson 12 - **Achievers** at Special Events

**Lesson Video Link** - <https://youtu.be/yZzq4wFR7kw>

## **Tell – I do**

At Brookton DHS we are always ACHIEVERS at Special Events.

These special events could be-

- Incursions
- Excursions
- Assemblies
- Carnivals

## **Show – We do**

We can show that we are always ACHIEVERS at Special Events when we

- Practise to do our best.
- Always try our hardest.
- Complete all required tasks when on excursions.
- Listen attentively.
- Are helpful.
- Join in with all activities.

### **Practice – You Do – K-2's**

#### **Think-pair-share**

Students think about a way to be an achiever at an assembly

Then pair up with someone sitting next to you to share your idea.

Students then share their idea on being an achiever at an assembly with the class when their name is pulled out of the pop sticks container.

### **Practice – You Do – 3-6's**

#### **3-2-1**

In groups of 3 students write three facts they learnt about being an achiever on an excursion.

Next, have students write two questions they still have about being an achiever on an excursion that wasn't covered.

Finally, have students write one opinion about being an achiever at an excursion.

### **Practice – You Do – 7-10's**

#### **Give One Get One**

Students divide a piece of paper into 2 columns. On the left side they title it "Give one" on the right they write "Get one".

Students then write 1 way to be an Achiever on a school excursion under the "Give One" title.

Students then safely walk around the room for 5 minutes collecting as many Get one scenarios as they can. The class then debriefs together at the end.

## **Monitor**

Precorrect/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

## **Re-teach**

Practice throughout the week.

Revist Video Lesson at any time if you need. - <https://youtu.be/yZzq4wFR7kw>



# Lesson 13 - Respectful in Learning Areas

**Lesson Video Link** - <https://youtu.be/GwJtu0DHS5k>

## Tell – I do

At Brookton DHS we are always RESPECTFUL in our learning areas.  
These learning areas could be-

- Classrooms
- Library
- Oval (Sport)
- Art/Music Room
- D&T Workshop
- Home Ec

## Show – We do

We can show that we are always RESPECTFUL in our learning areas.

- Work quietly.
- Raise our hands to speak.
- Listen to the person speaking.
- Always speak kindly to others.
- Work our hardest.
- Accept the rights & opinions of others.

## Practice – You Do – K-2's

### Role Play

Teachers talk to students about speaking respectfully to each other in the classroom.

In pairs, students have to say a respectful thing to each other.

Teachers will listen in and give Dojo Points to students for being respectful.

## Practice – You Do – 3-6's

### Role Play

In groups of 3, students act out a quick 2-minute scenario on how many ways you can be respectful in the classroom.

The audience has to calculate a total amount of Dojo points they could earn in the scenario.

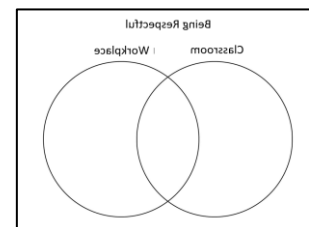
Class discussion could then ensue on how more or less dojo points could be earned in the scenario.

## Practice – You Do – 7-10's

### Venn Diagram

Students create a quick Venn Diagram and have to compare examples of being respectful in the classroom and the workplace. It may help to discuss what this looks, sounds and feels like.

This could be done in groups or as a whole class.



## Monitor

Pre-correct/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

## Re-teach

Practice throughout the week.

Revist Video Lesson at any time if you need. - <https://youtu.be/GwJtu0DHS5k>





# Lesson 14 - Respectful on our School Grounds

**Lesson Video Link** - <https://youtu.be/yuVXJQQ0YC4>

## Tell – I do

At Brookton DHS we are always RESPECTFUL on our school Grounds.  
These learning areas could be-

- Oval
- All Undercover Areas
- Playground
- Toilets
- Verandas

## Show – We do

We can show that we are always RESPECTFUL in our school Grounds.

- Put all rubbish in the bin.
- Help people who are hurt or upset.
- Use the toilets properly.
- Use things for their intended purposes.
- Consider the cleaners.
- Use the verandahs correctly.
- Stay within school boundaries.

## Practice – You Do – K-2's

### Whiteboards

Students have to draw what it looks like to be respectful in the playground.

As a group think about how being respectful in playground makes you feel. What might it sound like as well?

## Practice – You Do – 3-6's

### Y Chart

In groups of 3, students have to complete a Y chart on what it looks, feels and sounds like to be respectful in the playground.

Once complete groups have to present back to the class.



## Practice – You Do – 7-10's

### Y Chart (Model behaviours)

In groups of 3, students have to complete a Y chart on what it looks, feels and sounds like to **model respectful behaviours in the playground.**

Once complete groups have to present back to the class.



## Monitor

Pre-correct/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

## Re-teach

Practice throughout the week.

Revist Video Lesson at any time if you need. - <https://youtu.be/yuVXJQQ0YC4>



# Lesson 15 - Respectful using Technology

**Lesson Video Link** - <https://youtu.be/hJgaCLynWuM>

## Tell – I do

At Brookton DHS we are always RESPECTFUL using technology.

The areas we use technology could be

- Online
- Computer Room
- iPads
- Art/Music Room
- D&T Workshop / Home Ec.

## Show – We do

We can show that we are respectful using technology when we...

- Respect the privacy of others.
- Use headphones when required.
- Use all equipment correctly.
- Ask politely for equipment.
- Follow the classroom expectations.
- Listen to instructions.

## Practice – You Do – K-2's

### Think-pair-share

Students think about a way to be respectful using technology

Students then pair up and discuss their ideas.

Students then share their ideas with the class when the teacher pulls their name out of the popsticks.

## Practice – You Do – 3-6's

### SOARing Silent Ball

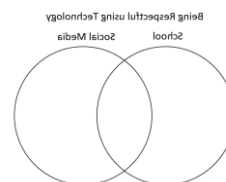
Students play a game of silent ball in the class and when the teacher calls out "SOAR!", the student has to name a way they can be Respectful using technology at school.

## Practice – You Do – 7-10's

### Venn Diagram

Students create a quick Venn Diagram and have to compare examples of being respectful using technology at school and on social media. It may help to discuss what this looks, sounds and feels like.

This could be done in groups or as a whole class.



## Monitor

Pre-correct/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

## Re-teach

Practice throughout the week.

Revist Video Lesson at any time if you need. - <https://youtu.be/hJgaCLynWuM>

# Lesson 16 - Respectful at Special Events



**Lesson Video Link** - <https://youtu.be/H5hu5NhVucw>

## Tell – I do

At Brookton DHS we are always RESPECTFUL at special events.

These special events could be

- Incursions
- Excursions
- Assemblies
- Carnivals

## Show – We do

We can show that we are respectful at special events when we...

- Actively listen to others.
- Encourage & support others.
- Show good sportsmanship.
- Celebrate the efforts of others.
- Always use our manners.

## Practice – You Do – K-2's

### SOARing Spys

Students think about a classmate who has been Respectful at an assembly.

They then share with the class who they have seen SOARing and why.

## Practice – You Do – 3-6's

### Snowball

Students get 2 post-it notes.

On one they write a special event (Excursion, Carnival, Assembly).

On the other they write a way they can be respectful at that special event.  
i.e. Postit 1 – Assembly  
Postit 2 – Actively listen to others

Students then crunch both of them up into a ball and into a basket. Students then get 2 random snowballs and then have to swap notes to get a matching pair.

## Practice – You Do – 7-10's

### SOARing silent ball

Students do a quick Think/Pair/Share on how to be respectful at a special event.

Students then play a game of silent ball in the class and when the teacher calls out "SOAR!", the student has to name a way they can be Respectful at a special event.

## Monitor

Precorrect/Remind - Anticipate and give students a reminder to perform behaviour

Supervise - Move, scan and interact with students

Feedback - Observe student performance & give positive, specific feedback to students whilst giving Dojo's.

## Re-teach

Practice throughout the week.

Revist Video Lesson at any time if you need. - <https://youtu.be/H5hu5NhVucw>