

# TORONTO PUBLIC SCHOOL

## WELLBEING PROCEDURES 2020



*We believe all students can be successful*



## OUR VISION

*We believe all students can be successful*

### At Toronto Public School -

- Provide diverse, engaging learning opportunities to empower students.
- Focus on building teacher capacity and expertise to meet the needs of all students.
- Encourage authentic leadership opportunities and value the contributions of all stakeholders.

## SAFETY LEARNING RESPECT

These core values underpin our quality learning environment

## RIGHTS AND RESPONSIBILITIES

Rights	Students' Responsibilities	Teachers' Responsibilities	Parents' Responsibilities
Learning	To learn, participate and allow others to do the same.	To facilitate learning so that students develop their potential	To support children and be involved in their learning.
Respect	To respect others and their property.	To treat others with respect and fairness.	To treat others with respect and fairness.
Safety	To keep themselves and others safe	To promote a happy and safe environment.	To ensure children are safe, clean, nourished, punctual and dressed in uniform

# BEHAVIOUR CODE FOR STUDENTS

## DEPARTMENT OF EDUCATION

Toronto Public School is committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

Teachers are familiar with and adhere to the practices as outlined in the DoE policies:

*“Student Welfare, Good Discipline and Effective Learning Student Welfare Policy”*

as located at:

[https://www.det.nsw.edu.au/policies/student\\_serv/student\\_welfare/stude\\_welf/PD20020052.shtml?level=Schools&categories=Schools%7cwellbeing%7cbehaviour+%26+discipline](https://www.det.nsw.edu.au/policies/student_serv/student_welfare/stude_welf/PD20020052.shtml?level=Schools&categories=Schools%7cwellbeing%7cbehaviour+%26+discipline)

*“Bullying: Preventing and Responding to Student Bullying in Schools Policy”*

as located at:

[https://www.det.nsw.edu.au/policies/student\\_serv/discipline/bullying/PD20100415.shtml?level=Schools&categories=Schools%7cwellbeing%7cbehaviour+%26+discipline](https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/PD20100415.shtml?level=Schools&categories=Schools%7cwellbeing%7cbehaviour+%26+discipline)

*“Suspension and Expulsion of School Students Procedures”*

as located at:

<https://online.det.nsw.edu.au/policiesinter/category/search.do;jsessionid=C47TrVZd93MgVnTeTfM1161J.pu0000jbos1001:wis-301?level=Schools&categories=Schools%7cstudent+administration%7cdiscipline+%26+behaviour>

Toronto Public School responds to student behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning, in alignment with DoE policies.

## Behaviour Code for Students at TPS

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- ❖ Value the interests, ability and culture of others
- ❖ Dress appropriately by complying with the school uniform or dress code
- ❖ Take care with property

### Safety

- ❖ Model and follow departmental, school and/or class codes of behaviour and conduct
- ❖ Negotiate and resolve conflict with empathy
- ❖ Take personal responsibility for behaviour and actions
- ❖ Care for self and others
- ❖ Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

### Learning

- ❖ Attend school every day (unless legally excused)
- ❖ Arrive at school and class on time

- ❖ Be prepared for every lesson
- ❖ Actively participate in learning
- ❖ Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgement, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The Department of Education provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgement. In this context the NSW Government and the Department of Education will back the authority and judgement of principals and school staff at the local level.

Teachers are expected to use their own professional judgement when dealing with students' inappropriate behaviour. The school has a structure in place to deal with repeat offenders. It is expected that teachers will model correct behaviour to students at all times.

## Positive Behaviour for Learning

***Positive Behaviour for Learning (PBL) is a whole school framework that actively promotes positive behaviour.***

***PBL enables us to work with the community to create a positive, productive and harmonious environment.***

***PBL is far reaching and involves everyone across all environments promoting positive behaviours.***

### All Settings Matrix

<b>Respect</b>	Be an active listener (including 6Ls) Follow instructions Be polite Care for Property and Environment	
<b>Learning</b>	Be a team player Be an Active Participant Be Prepared Achieve your goals	
<b>Safety</b>	Be in the right place at the right time Move Safely High Five / Report to teacher Respect Personal Space	

*Everyone, Everywhere, Every time.*

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# Strategies to Promote PBL

At Toronto Public School we recognise positive student behaviour by utilising:

- Ladder of Success - PBL Awards
- Class Dojos
- Individual Class Awards
- Assembly Merit Awards
- Presentation Day Awards
- Public recognition of achievement at assemblies and in newsletters.
- Leadership roles e.g. captains and prefects

## *Ladder of Success*

In 2020 we are continuing the Ladder of Success in our classrooms to promote positive behaviour.

There are 40 steps on our ladder and every week students move up one step.

The Ladder of Success will start in week 2 for students in Years 1-6. Kindergarten and our support unit will have their own reward day in Term 1 and start the Ladder of Success at level 10 in Term 2

Students who go to planning room or reach orange or red plate will not move for the week.

At the end of each term, there is a PBL reward day celebrating students who have reach a certain step on the ladder.

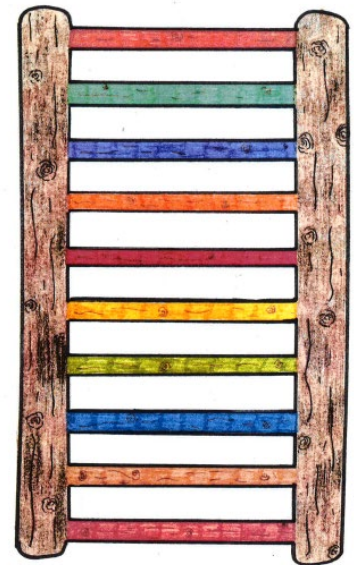
## *In 2020 PBL Reward Days*

Step 10 on Ladder – Movie and Popcorn

Step 20 on Ladder – Sausage Sizzle /Disco and games

Step 30 on Ladder – pending due to COVID

Step 40 on Ladder – pending due to COVID



# Additional Rewards

In addition to our PBL Reward Days, students also earn the following rewards when they reach a certain step on the Ladder of Success.

Kindergarten	Year 1
Step 30 on the Ladder of Success = Drink bottle	Step 30 on the Ladder of Success = Safety wristband
Step 40 on the Ladder of Success = Gold Award	Step 40 on the Ladder of Success = Safety Bluey Pin

Year 2	Year 3
Step 30 on the Ladder of Success = Respect wristband	Step 30 on the Ladder of Success = Learning wristband
Step 40 on the Ladder of Success = Respect Badge	Step 40 on the Ladder of Success = Learning Bluey Badge

Year 4	Year 5
Step 30 on the Ladder of Success = Bronze wristband	Step 30 on the Ladder of Success = Silver wristband
Step 40 on the Ladder of Success = Bronze Bluey Badge	Step 40 on the Ladder of Success = Silver Bluey Badge

Year 6
Step 30 on the Ladder of Success = Gold wristband
Step 40 on the Ladder of Success = Gold Bluey Pin

# Classroom Expectations – Plate System

## AGREED PRACTICES 2020

All classes at TPS will implement the plate system to support classroom management.

1. Each class will have a designated “chilli zone” and buddy chill zone”.
2. The plate system will operate in the following ways:
  - Students will be explicitly taught classroom behaviour expectations and consequences (respect, learning, safety)
  - All students will begin the day on the green plate (ready to learn)
  - A student’s peg will be moved if they do not meet school expectations (purple, orange, red)
  - Gold plate = role model behaviour, Green plate = ready to learn, Purple plate = fix it and a reminder to get behaviour back on track, in class chill, buddy class chill, Orange plate = Sentral entry and go to the AP, Red plate = Serious incident. Office/Principal managed behaviour.
  - The student can remain in the “in class chill” until:
    - ❖ Student is settled and ready to work
    - ❖ Student has had restorative chat with classroom teacher
  - The student can remain in “buddy class chill” for 10-15 minutes or until:
    - ❖ Student is settled and ready to go back to class.
  - When a student returns to class their peg stays on the same plate for the rest of the day.
  - All student pegs to return to green plate at the beginning of each day.
  - Second “time out” in a day AP room / Planning room
  - Third “time out” in a week = refer to AP or Principal for phone call home/meeting – Planning Room referral and possible warning of suspension.
  - Red cards issued to each class for exec support (office).
  - Classroom teachers have individual reward systems if a student achieves gold plate













The Principal reserves the right to make adjustments to this system as required, dependent on individual student need.

Toronto Public School teachers are bound by Department of Education policies, such as the Code of Conduct Policy. Which is located at:

[https://www.det.nsw.edu.au/policies/staff/ethical\\_behav/conduct/PD20040020.shtml?level=Schools&categories=Schools%7cpersonnel%7ccomplaints+%26+conduct](https://www.det.nsw.edu.au/policies/staff/ethical_behav/conduct/PD20040020.shtml?level=Schools&categories=Schools%7cpersonnel%7ccomplaints+%26+conduct)



# Behaviour Consistency Guide

	Bluey's 5 helps us to be... <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">I can listen </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">I can follow instructions </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">I can work quietly </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">I can control what I do and say </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">I can raise my hand and wait </div> </div>		
	SAFETY	LEARNER	RESPECT
<b>GREEN</b>  	<ul style="list-style-type: none"> <li>•Walk sensibly.</li> <li>•Move sensibly.</li> <li>•Walk silently in lines.</li> <li>•Stay supervised.</li> <li>•Wear your hat in the sun.</li> <li>•Use the toilets and bubblers safely and sensibly.</li> <li>•Keep my hands and feet to myself.</li> </ul>	<ul style="list-style-type: none"> <li>•Work hard</li> <li>•Have a go</li> <li>•Choose active listening.</li> <li>•Work quietly</li> <li>•Take my time to complete quality work.</li> <li>•Co-operate with others.</li> <li>•Challenge myself as a learner.</li> <li>•Follow instructions properly! Everywhere, every time, everyone.</li> </ul>	<ul style="list-style-type: none"> <li>•Look after classroom items.</li> <li>•Use kind and calm words.</li> <li>•Think twice, say it nice!</li> <li>•Treat others how I would like to be treated.</li> <li>•Respect peoples' personal space.</li> <li>•Respect the learning rights of others.</li> <li>•Choose respectful body language.</li> <li>•Use my manners!</li> <li>•Be a good sport!</li> <li>•Look after the environment.</li> <li>•Clean up after myself.</li> </ul>
<b>PURPLE</b>  	<ul style="list-style-type: none"> <li>•Playing in the toilet.</li> <li>•Running on concrete.</li> <li>•Walking away from teacher when being spoken to.</li> <li>•Playing out of bounds.</li> <li>•Accidental injury to someone.</li> <li>•Storming out of the room, but chilling out while staying in supervision (e.g. on veranda) and re-entering by themselves when calm.</li> <li>•Playing without a hat.</li> </ul>	<ul style="list-style-type: none"> <li>•Ignoring the teacher's instruction.</li> <li>•Distracting others during work time.</li> <li>•Wasting time in class.</li> <li>•Completing work that is not to my true ability.</li> <li>•Wasting time instead of following instructions.</li> <li>•Choosing not to follow instructions.</li> <li>•"Shutting Down" in class for an activity or part of a session.</li> <li>•Using technology inappropriately.</li> </ul>	<ul style="list-style-type: none"> <li>•Accidental/isolated swearing</li> <li>•Isolated name calling.</li> <li>•Back chatting</li> <li>•Arguing</li> <li>•By-stander bullying.</li> <li>•Speaking disrespectfully to others</li> <li>•Yelling at others.</li> <li>•Choosing disrespectful body language.</li> <li>•Showing poor Sportsmanship.</li> <li>•Damaging classroom items from misuse.</li> <li>•Drawing on classroom items.</li> <li>•Littering or leaving area untidy.</li> </ul>
<b>ORANGE</b>  	<ul style="list-style-type: none"> <li>•Invasion of privacy in toilet (minor).</li> <li>•Climbing on buildings/structures and refusing to get down.</li> <li>•Intentional hiding from supervision.</li> <li>•Storming out of area and remaining out of supervision.</li> <li>•Physical violence to others (minor).</li> <li>•Injury to a person as a result of being unsafe (minor).</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated ignoring or refusal of teacher instruction after <u>"In class Chill"</u> and <u>"Buddy Class Chill"</u> has been used.</li> <li>•Repeated distracting others after <u>"In Class Chill"</u> and <u>"Buddy Class Chill"</u> has been used.</li> <li>•Refusing to complete task after <u>"In Class Chill"</u> and <u>"Buddy Class Chill"</u> has been used.</li> <li>•"Shutting down" in class for a large period of time.</li> </ul>	<ul style="list-style-type: none"> <li>•Repeated swearing.</li> <li>•Repeated bullying.</li> <li>•Repeated back chatting/ answering back after <u>"In Class Chill"</u> and <u>"Buddy Class Chill"</u> has been used.</li> <li>•Arguing with another person after <u>"In Class Chill"</u> and <u>"Buddy Class Chill"</u> has been used.</li> <li>•Refusal to follow instructions after <u>"In Class Chill"</u> AND <u>"Buddy Class Chill"</u> has been used.</li> <li>•Inappropriate/rude gestures/signals.</li> <li>•Deliberately breaking school property (minor).</li> </ul>
<b>RED</b>  	<ul style="list-style-type: none"> <li>•Physical aggressive violence to others.</li> <li>•Fighting.</li> <li>•Invasion of privacy in toilet (major)</li> <li>•Continual unsafe climbing on structures and refusing to get down.</li> <li>•Continuously running away from / leaving supervision.</li> <li>•Leaving the school.</li> <li>•Intentionally throwing large items at a person or object.</li> </ul>	<ul style="list-style-type: none"> <li>•Continual refusal to complete task after <u>"Time Out with AP"</u> has already been used.</li> <li>•Continual disrupting the learning within the classroom after <u>"Time Out with AP"</u> has already been used.</li> </ul>	<ul style="list-style-type: none"> <li>•Continual swearing.</li> <li>•Continual bullying.</li> <li>•Verbal aggression.</li> <li>•Making threats to others.</li> <li>•Continual inappropriate gestures.</li> <li>•Intentional aggressive damage/ breaking of property.</li> <li>•Continual refusal to follow instruction after <u>"Time out with AP"</u> has already been used.</li> <li>•Cyberbullying</li> </ul>

# PBL Flowchart

## Safety Learning Respect

### TPS K-6 Behaviour Flow Chart in classroom settings



Student not displaying GREEN face behaviours



Teacher moves peg and tactically ignores to follow up later, praises others, gives student options and any other behaviour management tool that can keep the class engaged in learning at that time.

Successful:

Yes

No

Teacher will follow up with student at the next available time with a chat/consequence. Revise BCG together, shadow teacher at next break. Entered on Sentral as neutral behaviour if required.

"In Class Chill"

10 minutes in designated area within the classroom. After 10 minutes they are expected to join the class again.

Successful

Yes

No

"Buddy Class Chill"

10-15 mins and then return to home class.

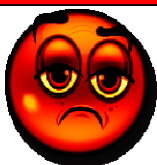
Successful

Yes

No

NB:

If the behaviour is severe/dangerous to student or others, call the office who will contact the Principal.



Student has returned from Buddy Class Chill and is displaying continual/escalated behaviours. AP to be called to collect student from classroom and form to be written before the next break. AP to then follow appropriate consequence protocol.

## PBL Buddy Class Chill Areas

Class	Buddy Class Chill Area
KF	5/6R
K/1T	3/4E
1/2W	5/6F
2I	3/4N
3/4E	K/1T
3/4N	2I
3/4M	1/2W
5/6C	KF
5/6F	1/2W
K/6C	In class chill and SLSO support
K/6G	In class chill and SLSO support

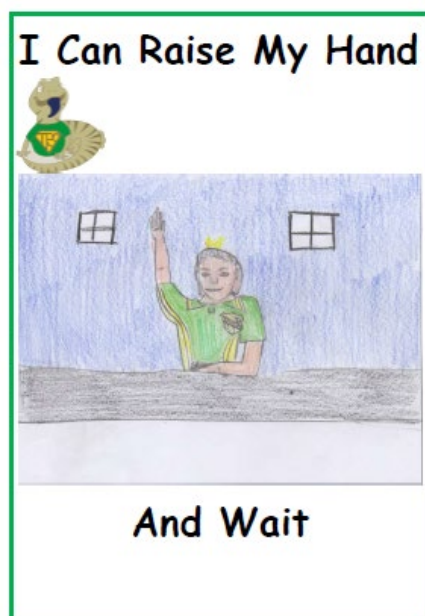
### Helpful Hints

- Staff need to keep their classroom behaviour management skills tight, with strong follow up between teacher and students rather than straight to AP and students.
- Go over this with students WITH the BCG and your matrixes daily in the first couple of weeks.
- If you feel students are over using the “In Class Chill”/”Buddy Class Chill” – at the end of each day, give a DoJo (class reward) to all those that haven’t used the in class option that day.
- Daily push the wording that IN CLASS CHILL means THINK, not IN TROUBLE/NAUGHTY. BUDDY CLASS CHILL is a positive chance for them to stop and think about their behaviour and return with their Bluey’s 5.
- It is a good idea to have some worksheets set up in your buddy class at the start of each term for kids to complete when they enter the room. It is also wise for the whole class to be taught Chill Out in buddy class protocol so it does not disturb the buddy class i.e. they know to knock and wait, be invited in by teacher and then they quietly get something to do for 10-15minutes and go to the designated space. The sheets may be PBL related or a quiet book to read. Speak to your Stage AP about what is appropriate.

# Bluey 5

Bluey's 5 helps us to be **SAFE, RESPECTFUL LEARNERS.**

Classroom Teachers are to work with students to create their own set of Bluey 5 posters for display and reference in their room. Below is an example set of posters. Teachers may choose to use photos of students in their class following the Bluey 5 to make their posters.



# Whole School Expectations – Playground Duty

Morning Duty
<ul style="list-style-type: none"> <li>✓ Students place bag in class lines in Red Zone</li> <li>✓ students are to sit quietly on the silver seats before 8:35</li> <li>✓ students walk to Green Zone after 8:35 or play in Red Zone</li> <li>✓ Equipment free zone (handballs &amp; skipping ropes allowed)</li> <li>✓ be considerate of others</li> <li>✓ students without hats play in the 'Hat Free Zone'</li> <li>✓ students to stay in bounds</li> <li>✓ only students with permission can enter the hall</li> </ul>
Daily Assembly
<ul style="list-style-type: none"> <li>✓ When music starts, students end play and line up in two straight class lines (yrs 5 &amp; 6 in three lines)</li> <li>✓ Students to be seated before the music finishes</li> <li>✓ Students are to use the 6Ls</li> <li>✓ Students to stand when concrete is wet</li> <li>✓ When leaving assembly, students are to walk in two straight lines with role models at the front with teacher leading from the back.</li> <li>✓ Staff to be positive role models.</li> </ul>
Red Zone
<ul style="list-style-type: none"> <li>✓ Walk, Walk, Walk</li> <li>✓ Students to be seated when eating</li> <li>✓ Basketballs and handballs only</li> <li>✓ Skipping ropes can be used (teacher discretion)</li> <li>✓ students without hats play in the 'Hat Free Zone'</li> <li>✓ 'Hat Free Zone' is under the COLA</li> <li>✓ Students to stay in bounds.</li> <li>✓ Students to stay off retaining walls</li> </ul>
Yellow Zone
<ul style="list-style-type: none"> <li>✓ Students line up at the northern end of Red Zone and wait for the teacher</li> <li>✓ Teacher to be prompt and walk students to Yellow Zone</li> <li>✓ students without hats play in the 'Hat Free Zone'</li> <li>✓ Hat Free Zone – under the shade cloth and on equipment</li> <li>✓ Care for equipment</li> <li>✓ Year 6 to get equipment out. Staff to ensure that it is put away at the end of lunch</li> <li>✓ Sand to stay in the sandpit and the cover to be put on at the end of lunch</li> <li>✓ Students to line up 5 minutes before the bell</li> </ul>
Green Zone
<ul style="list-style-type: none"> <li>✓ Students to substitute rolling for kicking (no kicking)</li> <li>✓ Students to play soccer and other kicking games sensibly on the netball court. Teacher to monitor.</li> <li>✓ Students to stay in bounds, away from the tank and marble tree.</li> <li>✓ students without hats play in the 'Hat Free Zone'</li> <li>✓ 'Hat Free Zone' is under the hall COLA</li> <li>✓ Aerobics music etc only to happen if aerobics teacher is in attendance.</li> <li>✓ Touch football may be played on oval area (must be supervised)</li> <li>✓ Students who want to eat at play-time must sit in Red Zone to eat.</li> </ul>
Supervised Games
<ul style="list-style-type: none"> <li>✓ Teacher to actively provide games/competitions</li> <li>✓ Teacher to target students of need</li> <li>✓ Focus on sportsmanship, fair play, respect for rules and respect for other students</li> </ul>
Adventure Playground
<ul style="list-style-type: none"> <li>✓ Students must wear a hat</li> <li>✓ Students to line up and wait for teacher at the hall</li> <li>✓ Walk, walk, walk to the Adventure Playground</li> <li>✓ Students must go up and then down the ladder</li> <li>✓ Be considerate of others</li> <li>✓ Students must play appropriate games on equipment (no tips)</li> </ul>

# Whole School Expectations – Playground Duty

Quiet Zone
<ul style="list-style-type: none"> <li>✓ Students from Year 5-6 can access quiet zone (teacher discretion)</li> <li>✓ Students to ask permission off teacher in Red Zone</li> <li>✓ Students to sit quietly and sensibly</li> <li>✓ Students to have quiet and respectful conversations</li> <li>✓ Teacher in Red Zone to actively supervise students in Quiet Zone</li> </ul>
Canteen
<ul style="list-style-type: none"> <li>✓ Students to line up sensibly</li> <li>✓ Students wait their turn</li> <li>✓ Students use manners.</li> </ul>
Eating Time – Infants (Red Zone)
<ul style="list-style-type: none"> <li>✓ Students to be seated by the end of the music</li> <li>✓ Students must sit in the same place for the whole of eating time.</li> <li>✓ Students to maintain a respectful noise level</li> <li>✓ If students need to use toilets or get a drink, they must put their hand up and wait patiently</li> <li>✓ Students to remain seated until the teacher informs them it is time to put rubbish in the bin.</li> <li>✓ When teacher is speaking students to use 6Ls</li> <li>✓ Delegated students from each class collect class lunch orders</li> <li>✓ Teacher to hand out lunch orders</li> <li>✓ Lunchboxes must go in the tubs</li> <li>✓ Students to eat their own food</li> <li>✓ Teacher to use microphone to give students instructions for sitting down and lining up.</li> </ul>
Eating Time – Primary (Outside Hall)
<ul style="list-style-type: none"> <li>✓ Students to be seated by the end of the music</li> <li>✓ Students must sit in the same place for the whole of eating time.</li> <li>✓ Students to maintain a respectful noise level</li> <li>✓ Students to remain seated until the teacher informs them it is time to put rubbish in the bin.</li> <li>✓ If students need to use toilets or get a drink, they must put their hand up and wait patiently</li> <li>✓ When teacher is speaking students to use 6Ls</li> <li>✓ Lunchboxes must go in the tubs</li> <li>✓ Delegated students from each class collect class lunch orders</li> <li>✓ Teacher to hand out lunch orders</li> <li>✓ Students to eat their own food</li> <li>✓ Teacher to use microphone to give students instructions for sitting down and lining up.</li> </ul>
Library
<ul style="list-style-type: none"> <li>✓ Line up in two straight lines at the bottom of the stairs</li> <li>✓ Leave food and drink outside</li> <li>✓ Enter quietly</li> <li>✓ Care for school property</li> <li>✓ Use technology in an appropriate manner</li> <li>✓ Library teacher to collect class from classroom.</li> </ul>



# Whole School Expectations – Playground Duty

## Hall Assembly

- ✓ Teachers to give explicit instructions i.e. use 6Ls, to students before they enter the hall
- ✓ During National Anthem students are to stand quietly with their hands by their side
- ✓ Students to applaud in an appropriate manner
- ✓ Students to enter and exit the hall quietly in line.
- ✓ Prefects are to sit on chairs and award the class trophy winner.
- ✓ Class trophy winners sit on chairs the next week.
- ✓ One person to be allocated as audio person
- ✓ Year 6 sit on chairs (teacher discretion)
- ✓ Students are to remove their hats and beanies.
- ✓ Staff are to be positive role models.

## Office

- ✓ Greet staff using their names eg Mr. Mrs
- ✓ Use manners
- ✓ You must only enter the office with teacher permission
- ✓ Money and notes go in the post box outside the hall
- ✓ Walk, walk, walk
- ✓ Students to use side door to the office during school hours
- ✓ Students to collect photocopying from front office

## Gardening

### Lunchtime:

- ✓ Students ask the teacher on Duty in RED ZONE if they can go and work in the garden.
- ✓ Minimum of 2 students and no more than 4 students to be in the Garden area.
- ✓ 15 minutes of Gardening time.
- ✓ Main duties include, but not limited to: watering, weeding and general maintenance of garden beds and plants.
- ✓ Teacher on Duty blows the whistle at 11:15am.
- ✓ Gardeners tidy up and put all gardening tools away properly and neatly.
- ✓ Gardeners go and play for the remainder of the lunch play period.

### Recess:

- ✓ Students ask the teacher on Duty in RED ZONE if they can go and work in the garden.
- ✓ Minimum of 2 students and no more than 4 students to be in the Garden area.
- ✓ 15 minutes of Gardening time.
- ✓ Main duties include, but not limited to: watering, weeding and general maintenance of garden beds and plants.
- ✓ Teacher on Duty blows the whistle 5 minutes before the end of recess
- ✓ Gardeners tidy up and put all gardening tools away properly and neatly.
- ✓ Gardeners go and play for the remainder of the recess play period

## Afternoon Procedures

- ✓ Posters outlining procedures to be posted in classroom
- ✓ Ensure students are ready to leave the classroom on the bell.
- ✓ Students to line up in 2 lines ie bus line and Quiet zone line
- ✓ One teacher takes one line and the other takes the other.
- ✓ Students to walk in two straight lines
- ✓ Teacher to remain in quiet zone until all students are sitting quietly until they have been collected
- ✓ Teacher to remain with students in bus lines until duty teacher arrives and make sure students are sitting in lines

# Planning Room Procedures

***Students may be referred to the Planning Room for both classroom and playground incidents.***

1. An Assistant Principal may refer students who display orange or red behaviours (according to the TPS Consistency Guide) to planning room.
2. Teachers will place all negative incidences in Sentral in the wellbeing section and notify an AP.
3. Teachers need to record period, location, type of incident and write a description of the incident. Teachers to include the full name of all students involved and select 'further action required'
4. AP will review incident and determine if it requires planning room or an alternate consequence.
5. The teacher who is responsible for planning room will print out a list of students who are referred in the morning before 9am.
6. Students who are referred to planning room need to be there at the beginning of lunch.
7. During a student's referral to planning room:
  - Students will fill out a reflection sheet.
  - The teacher and student will discuss strategies and put a success plan together. Success plans are behavioural agreements between the student and referring teacher. An opportunity for discussion is provided, where the student identifies the behaviour/s that do not follow TPS values of respect, learning and safety.
  - Together the teacher and student agree on strategies to be more successful in the future. Each plan is shared and signed by the student's classroom teacher and executive staff and sent home in an envelope. Parents/guardians are to sign and return the letter to school with the student.
  - Major behaviours, such as bullying, harassment, physical aggression, stealing, swearing, vandalism and cheating, result in an immediate Planning Room Referral. If within 30 days the student repeats one of our major behaviours it will result in a referral to the Principal and a possible warning of suspension or suspension.

***Classroom interventions prior to planning room referral include:***

- Explicit teaching of classroom behaviour expectations and consequences (respect, learning, safety).