



# School Behaviour Agreements

Vale Park Primary

## Beliefs and Rationale

Vale Park Primary School is committed to creating a safe, supportive and respectful teaching and learning community where students have opportunities to engage in quality learning experiences and acquire the values of respect, achievement and participation. Our aim is to support students to develop the skills that will make them successful members of our community for now and for the future.

Vale Park Primary School will work in partnerships with families, the wider school community and service providers to create learning communities that:

- Encourage students to take responsibility for their actions
- Set guidelines which help students, parents, staff and the wider community promote a safe, harmonious and positive environment in which our students can reach their full potential
- Create a learning environment that is safe, supportive, inclusive and free from harassment and bullying

## Roles and Responsibilities

Staff, students, parents, community and visitors will:

- Act respectfully toward all others on the school ground
- Follow school's behaviour code
- Take responsibility for their own actions
- Demonstrate persistence to achieve positive outcomes
- Value diversity
- Build respectful relationships
- Use appropriate grievance procedures to resolve issues and concerns (see appendix)

Staff will:

- Ensure students have a clear understanding of school values, school expectations and procedures
- Teach and reinforce the skills, strategies and language to make appropriate behaviour choices for both social and learning situations
- Teach and reinforce the Child Protection Curriculum and coping strategies including conflict resolution skills and strategies, resilience strategies and grievance procedures
- Uphold high standards in maintaining duty of care in the classroom, yard duty and excursions
- Be vigilant and proactive in addressing behaviour issues as they arise before they escalate

- Model and consistently reinforce the school’s values (participation, achievement and respect) and behaviour code with students and parents
- Communicate concerns about individual student’s behaviour to parents, other staff and leadership so that we can work together to develop special measures to support that student
- Follow behaviour development and management policy and procedures when responding to student behaviour
- Teach the ‘Growing for the Future’ 2 week program **(see appendix A)**
- Model, encourage and reinforce the A + B choices program **(see appendix B)**
- Model, encourage and reinforce the ‘STAR Thinking’ situation solving model **(see appendix C)**
- Teach and encourage mindfulness in the classroom to promote focus, cognitive engagement and enhanced wellbeing

Students will:

- Use behaviour that reflects the school’s values
- Be involved in class discussions about the school’s values and School Behaviour Code
- Transfer positive language and social skills learned in the classroom into social settings
- Take responsibility for their own behaviour by acting within the school values and behaviour expectations and by accepting consequences for inappropriate behaviour
- Use appropriate skills and strategies taught to manage their own behaviour successfully and resolve issues
- Develop a sense of self-worth, identity and resilience
- Not be bystanders to inappropriate behaviour
- Use the Grievance Procedures to seek support

Leadership will:

- Support staff in all aspects of their duty of care for students
- Make the School Behaviour Code available to the school community
- Keep appropriate documentation in order to liaise with staff, parents/caregivers, students, DECD services and other agencies
- Model and positively reinforce the school values and the expectations of the School Behaviour Code



## Classroom Procedures

- At the beginning of the school year all teachers will integrate and implement our 'Growing for the Future' model. This program is integrated during the first two weeks of school to support a successful start to the year and revised throughout the year by all staff. (see appendix A)
- At the beginning of the school year individual classes negotiate an agreed classroom system for dealing with inappropriate class behaviours that are consistent with our school values. This ensures that students have an ownership of their class rules and have a deeper understanding of their rights and responsibilities
- Rules and expectations are consistent across the whole school. The rules involve a class 'step' system, including warning, class time out, refocus and office time out procedures
- If inappropriate behaviour continues to occur during learning time, the teacher and management (if needed) will assess the situation and make a decision about an appropriate logical consequence. Staff consistently reinforce our school values and clearly identify the inappropriate behaviour and support them to positively influence their behaviour

## Classroom Consequences

### Reminder/Time outs

- Teachers use a variety of strategies within the class to re-engage students in their learning
- Behaviour goals may be set for individual students
- Special accommodations (e.g.-special seating, fidget tools, timers) may be used
- Designated spot in classroom away from peers may be used for students to reflect on behaviour and to re-focus to assist their learning

### Refocus

- If students continue to use inappropriate behaviour they may be sent to another class to refocus, reflect upon their behaviour and complete work
- A refocus slip will be sent with the student (**see appendix D**)
- A refocus discussion occurs with the teacher of the class they are sent to
- Communication with parents or caregivers will be initiated by the teacher who sent the student to another class to refocus

### Community Service

- Teachers may choose to ask students to do community service. They will give them a slip to hand to the yard duty teacher (**see appendix E**)

## Office Time Out

- Office time out sheets are used as the last class step system or if a student's behaviour is extreme and needs to be removed from the class immediately **(see appendix F)**
- Students will be returned to the class by a member of the Management for re-entry.
- All office sheets completed by the student will be sent home to parents/caregivers
- Students who display ongoing inappropriate behaviours may require individual development plans, which are negotiated with the student, class teacher, parents/caregivers and management. Someone from Management will be involved through this process.
- Three office visits in ten school days may result in suspension, as per suspension policy

## Positive Acknowledgements

Students have the opportunity to access a variety of awards for outstanding behaviour

- Class certificates
- Assembly certificates **(see appendix J)**
- Yard acknowledgment **(see appendix K)**
- Sports Day Spirit Award (individual and team)
- Leadership opportunities outside of class
- Values Cup points **(see appendices L and M)**

## Leadership Opportunities

Students have the opportunity to practice and further develop leadership skills across the school

- Student Action Teams
- Ambassadors
- Peer Mentoring (e.g. yard play monitors or support)
- Buddy class
- Special roles/monitors – e.g. flags, recycling, bins, assembly sound engineers

## Yard Duty Procedures

The yard duty teacher needs to check rosters, wear the fluoro jacket, take their yard duty bag and be prompt to their location. Hats must be worn by students and teachers in Terms 1, 3 and 4 and in Term 2 when the UV rating is predicted to be 3 or above.

The first duty teacher will provide any relevant information about the duty to the second duty teacher.

Yard duty teachers circulate and are visible while on duty.

Yard duty teachers support students in situations where inappropriate behaviour is happening or could possibly be pending.

Yard duty teachers need to stay in their allocated duty area until a replacement comes. If the replacement teacher is late, send a student runner to the office to follow up.

Yard duty teachers need to remain in duty area and supervise until students leave the area and return to class at the end of play times. Teachers should blow their whistles to alert students at the end of play times if children are not responsive to the bell.

Duty of care requires all teachers to be vigilant of students returning to class in a timely manner.

In case of inclement weather, a bell will sound three times before play if students are to stay inside and again sound three times if it is decided that students can go out to play. If three bells ring during play time, teachers and students walk quickly back to class.

The Yard Play Program is operated in the yard for two sessions per week and is managed by the student action team. Yard Duty teachers should check on these sessions periodically and offer support and intervention as required.

When a yard duty teacher is involved in resolving an issue, use of the STAR model should be modelled and encouraged.

Values Cup tokens (**see appendix M**) are encouraged to be handed out to those students who are promoting our school values out in the yard. Tokens will be taken back to the classroom teacher by the student and points will be awarded to the student's house colour.

## Yard Consequences

In order to foster a safe play environment for all and to help teach students to accept responsibility, Vale Park Primary School has a set of yard consequences in place.

If inappropriate behaviour occurs in the yard, the duty teacher will assess the situation and make a decision about an appropriate logical consequence. Inappropriate behaviour can be responded to with;

- Logical Consequence
- Time out in the yard (in designated areas or walking with the teacher)
- Time out in the office for high level behaviours

When staff members deal with issues in the yard they discuss our school values, use the language of A and B choices, clearly identifying the inappropriate behaviour and each incident is assessed with a logical consequence applied.

For example:

- Carelessly running through other's game – asked to go back and apologise.

All inappropriate behaviour will be recorded on an orange 'Time Out' slip (**see Appendix G**)

Examples of yard time out behaviour;

- Not following teacher instructions
- Harassment (sexual, racial, physical, verbal)

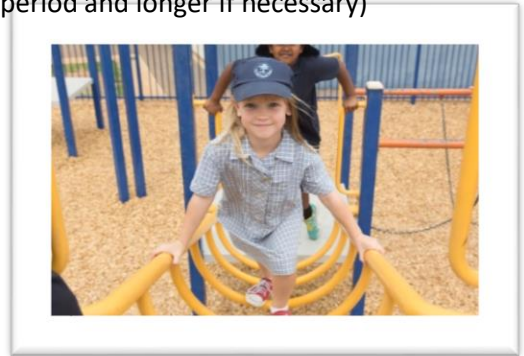
- Out of bounds (**see Appendix H**)
- No hat and not under the veranda near OSHC/kitchen
- Unsafe use of equipment/environment
- Running anywhere in the yard except on the oval

Students will take the slip to the duty teacher who needs to sign the slip and sit quietly in the designated place under the veranda for the recorded time on the slip. (**see appendix H**)

All high level inappropriate behaviour will be recorded on the orange slip and the student will be removed from the yard and taken to the office for 30 minutes (or the remainder of the play period and longer if necessary)

Examples of high level inappropriate behaviour;

- Violence/endangering themselves/others
- Harassment/abuse of students/adults
- Leaving school grounds
- Persistent low level behaviour
- Vandalism



These slips will be passed on to the student's classroom teacher by the yard duty teacher and will be recorded in Sentral.

Students who are experiencing difficulty playing safely in the yard may have special measures put in place for them.

### **Supported Play**

Students who receive 3 time out slips in a fortnight (or as negotiated on an individual basis) in the yard will be placed on Supported Play (**see appendix I**) to help them focus on positive interactions with others. This is a joint class teacher, yard duty teacher and management decision.

Students will be expected to play in a specific area and must spend their time in this part of the school for the whole play period. Students could also be asked to walk by the side of the teacher at all times or be allowed to play with one other friend.

Students will be responsible for:

- Approaching the teacher at the start of break time and showing them the supported play plan
- (If allowed to play) letting the teacher know exactly where they will be playing at all times
- Approaching the second teacher on duty and introducing themselves, letting the teacher know exactly where s/he will be playing
- Being within the sight of the teacher at all times
- Having a successful break (with no additional time outs)
- Reminding the teacher to sign off the appropriate box at the end of each break time

The yard duty teacher will only sign off the box on the supported play plan if the student complies with the above responsibilities. Each blank box will mean an extra day on supported play.

Students must have an opportunity to have a toilet break before returning to class. It is suggested that 5 minutes be allowed for this to happen if kept in during playtimes.

Positive reinforcement for positive yard behaviour will be given using a range of negotiated and student-centred strategies such as recognition in the newsletter, positive yard behaviour awards, recognition at assemblies, the VPPS Values Cup and raffles with token prizes. These strategies will be regularly reviewed by staff and replaced if they become ineffective.

## Further Class or Yard Consequences

### Suspensions

- Teachers should avoid using suspension language as only Principals can suspend students
- Students can be suspended up to a maximum of 5 days according to departmental guidelines.
- Consultation with the class teacher usually takes place, however, leadership make a final informed decision based on the context of the family and the full history of the student involved.
- Students who display ongoing inappropriate behaviours or who are suspended will not be selected to represent the school on external outings within the same term or 5 weeks into the following term if their suspension was after week 8 of the previous term at the Principal's discretion.
- Students can have an internal suspension.

### Exclusions

- Occur when there are repeated suspensions
- May occur after one incident, if that incident is considered particularly extreme.
- A child could be excluded to another school, behaviour centre or home, for a period of up to 10 weeks.

### Extra Assistance

When appropriate, outside agencies such as Child and Mental Health Services (CAHMS), DECD Support Services, and Family and Youth Services (FAYS) may need to be contacted in order to work with the school for the wellbeing of the student concerned. Parent permission is required.

### Returning from suspension or exclusion

Students and their parent/caregiver, when returning from suspension or exclusion, are expected to participate in a re-entry meeting prior to returning to class programs or the yard. The purpose of this meeting is to ensure that all stakeholders have a common understanding of the expectations around student behaviour and to ensure that actions are taken where possible to make the student more successful. A behaviour plan outlining the discussions, actions and the goals to be met is documented and all stakeholders receive a copy. Where possible, the class teacher will attend these meetings. This is to allow for better communication in the student's re-entry to class.

## Student responsibilities in the yard

Where we can be	What we can do
 <p style="font-size: 24pt; font-weight: bold; color: white; background-color: blue; padding: 5px; display: inline-block;">Southern Yard</p>	<p style="text-align: center;">Walking on the asphalt areas.</p> <p style="text-align: center;">Eating when sitting in designated areas</p> <p style="text-align: center;">Sensible play and movements at all times.</p> <p style="text-align: center;">Balls must not be kicked in this area.</p> <p style="text-align: center;">You may use the courts and drawings for the purpose they were intended.</p> <p style="text-align: center;">Handball may be played before school from 8:30 – 8:40 and after school from 3:05 – 3:20 with direct parental supervision.</p> <p style="text-align: center;">The yellow and green coloured handball courts are for Junior Primary student use at all times.</p> <p style="text-align: center;">Basketball is not to be played before or after school, with the exception of OSHC students.</p> <p style="text-align: center;">Follow the teacher’s instructions and directions at all times.</p>
<p style="font-size: 24pt; font-weight: bold; color: orange;">Northern Yard</p> 	<p style="text-align: center;">Walking on the asphalt areas.</p> <p style="text-align: center;">Eating when sitting in designated areas.</p> <p style="text-align: center;">Sensible play and movements at all times.</p> <p style="text-align: center;">Balls must not be kicked in this area.</p> <p style="text-align: center;">You may use the courts and drawings for the purpose they were intended.</p> <p style="text-align: center;">Follow the teacher’s instructions and directions at all times.</p>
<p style="font-size: 24pt; font-weight: bold; color: orange;">Playgrounds</p> 	<p style="text-align: center;">Playgrounds are out of bounds in the mornings and may only be used after school for school aged children with direct parental supervision until 3:20pm.</p> <p style="text-align: center;">Playground equipment should be used sensibly at all times and for the purpose it was intended for (e.g. no climbing on top of the equipment).</p> <p style="text-align: center;">Playing safely and appropriately on the equipment.</p> <p style="text-align: center;">You may only play on your designated playgrounds</p> <p style="text-align: center;">Blue shade – Years 3-7</p> <p style="text-align: center;">Yellow shade – Years R-2</p> <p style="text-align: center;">Orange shade – Years 3-7</p> <p style="text-align: center;">Green shade – Years R-2</p>
 <p style="font-size: 24pt; font-weight: bold; color: orange;">Nature Play</p>	<p style="text-align: center;">All things stay in the nature play area eg sand, branches, etc.</p> <p style="text-align: center;">Play equipment used appropriately, looked after and packed away at the end of lunch.</p> <p style="text-align: center;">Leave rocks where they are.</p> <p style="text-align: center;">No swinging / climbing on bars.</p> <p style="text-align: center;">Walking through garden beds.</p>



	<p>Chalk can only be used to write/draw on the chalk board in the designated area.</p> <p>Water can only be used from the water pump in the nature play area and not from water troughs located around the school.</p> <p>Mud play and playing in the mud kitchen needs to be done appropriately and being mindful of the people around you.</p>
<p><b>Gym</b></p> 	<p>You may not enter the gym until invited by the duty teacher.</p> <p>You may not eat in the gym</p> <p>You need to follow the duty teacher’s instructions and directions at all times.</p> <p>You may play games as directed by the duty teachers.</p>
<p><b>Oval</b></p> 	<p>The oval is out of bounds before and after school.</p> <p>The oval is the only place where you are allowed to run.</p> <p>You may play soccer, football and cricket in the designated areas (as weather permits)</p> <p>Eating is not permitted on the oval.</p>
<p><b>Library</b></p> 	<p>Computers are not to be used except with class teacher’s verbal or written permission for homework tasks.</p> <p>Quiet activities may be undertaken in the library – including reading, drawing, playing with the games and equipment.</p> <p>Students are not permitted into the library until the yard duty teacher invites them to.</p>
<p><b>Yard Program/Play Boxes</b></p> 	<p>If you want to participate in the offered activities, you will need to sign in with your name and room number and tick your name off when you sign out. You will need to follow the instructions and directions given by the leaders in that area.</p> <p>You will need to follow the school rules as well as any additional rules or guidelines that might apply to that area. All equipment must be used in a safe and sensible manner.</p>
<p><b>Toilets</b></p> 	<p>Toilets are to be used in a safe and sensible manner at all times</p> <p>You may not play in the toilets.</p> <p>You may not eat in the toilet.</p> <p>Sensible inside voices are to be used at all times.</p> <p>Students are responsible for reporting any damage or vandalism they find to their classroom teacher, yard duty teacher or front office staff.</p> <p>Block 2 toilets are closed until 8:30am and after 3pm. Block 1 toilets should be used outside of these times.</p>

*Growing for the future.....  
2 week program*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>WEEK 1</b>	<p><b>Getting to know you activities</b></p> <p><u>Public Holiday</u></p>	<p><b>Getting to know you activities</b></p> <p><u>Classroom/school norms</u></p> <ul style="list-style-type: none"> <li>- Classroom expectations</li> <li>- Introduce <b>GROWTH</b> model to tie it in with classroom expectations</li> <li>- Classroom organisation and routines</li> <li>- School tour (identify out of bounds areas, eating areas and no hat areas)</li> </ul>	<p><b>Getting to know you activities</b></p> <p><u>Respect</u></p> <ul style="list-style-type: none"> <li>- <b>Self</b></li> <li>- <b>Property</b> (sports equipment, computers, classroom equipment)</li> <li>- <b>Others</b> (school staff, parents, students and visitors)</li> </ul> <p><b>Harassment And Bullying</b></p>	<p><b>Getting to know you activities</b></p> <p><u>Achievement</u></p> <ul style="list-style-type: none"> <li>- students to create short term personal goals. (this to continue throughout the year)</li> <li>- classroom aims/goals</li> <li>- How do we celebrate achievement?</li> </ul> <p><b>Student Goal Setting and Mindfulness (Smiling Mind)</b></p>	<p><b>Getting to know you activities</b></p> <p><u>Participation</u></p> <ul style="list-style-type: none"> <li>- responsibilities of participation at an individual, classroom and school level</li> <li>- participating in all learning areas</li> <li>- risk taking</li> <li>- being inclusive of other people to participate</li> </ul>
<b>WEEK 2</b>	<p><b>Getting to know you activities</b></p> <p><u>Solving Situations Model</u></p> <ul style="list-style-type: none"> <li>-Revisit <b>GROWTH</b> model to discuss how it ties in with our school values</li> </ul>	<p><b>Getting to know you activities</b></p> <p><u>Growth Mindset</u></p> <ul style="list-style-type: none"> <li>- MPIUP could extend to Innovator's/STEM Mindset</li> </ul>	<p><b>Getting to know you activities</b></p> <p><u>A &amp; B Choices</u></p> <p><u>1-5 Catastrophe Scale</u></p>	<p><b>Getting to know you activities</b></p> <p><u>Thinking Routines</u></p> <ul style="list-style-type: none"> <li>- See, Think, Wonder</li> <li>- What makes you say that?</li> </ul> <p><b>Revise school values</b></p> <p>Teachers to extend covered topics at their own discretion</p>	<p><b>Getting to know you activities</b></p> <p><u>Thinking Routines</u></p> <ul style="list-style-type: none"> <li>- Think, Pair, Share</li> <li>- Used to think, but now I think</li> </ul> <p><b>Revise school values</b></p> <p>Teachers to extend covered topics at their own discretion</p>
<b>WEEK 3</b>	<p><b>Getting to know you activities</b></p> <p>Possible whole school Assembly to showcase what classes have been working on during the first two weeks of school.</p> <p>Staff to discuss</p>	<p><b>CLASSES MUST DISPLAY</b></p> <ul style="list-style-type: none"> <li>-Classroom expectations</li> <li>-Growth Mindset poster</li> <li>-AB Choices poster</li> <li>-Growth Model poster</li> <li>-1-5 Catastrophe Scale</li> </ul>			

**This document is a plan to guide teachers in setting up classroom norms and expectations.  
How this is implemented is decided by individual teachers.**

## Appendix B

I choose

A

B

I am in control.  
An A choice is an intelligent choice.

I am not in complete control of my thoughts and actions.

## Appendix C

STAR THINKING

Do you have a situation that needs solving?  
Then use your **STAR** thinking!

Sort out...

Think about...

Action

Reflect on...

### Solving Situations Model

Do you have a situation that needs solving?  
Then use your **STAR** thinking!

<b>Sort out...</b> 	What is the important information? What do I have to find out? Is there any missing information? Do I understand the meaning of new words? What will the answer tell me?
<b>Think about...</b> 	What do I already know that might help? Have I done a similar problem before? What strategy could I use? What materials/tools/technologies might I need?
<b>Action</b> 	What plan will I choose and carry out? Have I used all the given information? Have I thought my way forward? Have I predicted what the outcome might be?
<b>Reflect on...</b> 	How effective was my strategy? Am I satisfied with my solution? What other problems might I solve in the same way? Does my answer make sense? Were my assumptions valid? Do I need to make any modifications? How would I explain it to someone else? How do I know that my answer makes sense?



## Appendix E

Dear Yard Duty Teacher,

\_\_\_\_\_ needs to pick up litter for all / half of recess / lunch as a service to our community.

Please sign after you have seen their collection.

Thank you

Yard Duty Teacher: \_\_\_\_\_

Issuing Teacher: \_\_\_\_\_

Dear Yard Duty Teacher,

\_\_\_\_\_ needs to pick up litter for all / half of recess / lunch as a service to our community.

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Issuing Teacher: \_\_\_\_\_

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Please sign after you have seen their collection.

Thank you

Yard Duty Teacher: \_\_\_\_\_

Issuing Teacher: \_\_\_\_\_

# Appendix F

VALE PARK  
PRIMARY SCHOOL



## STUDENT REFERRAL TO OFFICE FOR INAPPROPRIATE BEHAVIOUR

### B CHOICE

Name of Student: \_\_\_\_\_ Room No: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

#### FOR IMMEDIATE REMOVAL

What the student did:

- physical violence towards student/teacher
- verbal abuse towards student/teacher
- leaving school grounds/classroom
- major vandalism
- Other \_\_\_\_\_

#### PERSISTENTLY DISRUPTING TEACHING & LEARNING

Action taken by the teacher:

- warning
- time out in own class/refocus class
- parent communication
- counselling
- Other \_\_\_\_\_

What happened and why? (Student to complete)

Next time, what could you do to turn your action/s into an A choice?

Dear Parent/Caregiver,

Your child has spent time out of the classroom/yard today under my supervision. This was a result of inappropriate behaviour.

If you wish to discuss the issue further, please contact the school to arrange a mutually convenient time with either the class teacher or leadership. We will contact you if other issues need to be discussed.

We trust this information can be used to support us working together in helping your child to manage his/her behaviour appropriately.

Supervisor's signature:

Office use only - DECD Policy Behavioural Codes used to enter information

- TA 1 Committed a violent act, (kicked, pushed, hit).
- TA 2 Threatened the good order of the school by refusing to follow the school's behaviour code.
- TA 3 Threatened the safety or well-being of a student, member of staff or other person.
- TA 4 Acted illegally.
- TA 5 Interfered with the rights of other students to learn or teachers to teach.
- TA 6 Shown persistent and wilful inattention or indifference to school work.

growing for the future...



Government of South Australia  
Department for Education and  
Child Development

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## Appendix G

**TIME OUT**

NAME \_\_\_\_\_

CLASS TEACHER \_\_\_\_\_ DATE \_\_\_\_\_

DUTY TEACHER \_\_\_\_\_ TIME \_\_\_\_\_

Southern    Northern    Oval    Library    Gym  
 Discussion                       Community Service  
 15 min Time Out       Office

Violence  
 Disrespecting others  
 Harassment- low level (physical, verbal)  
 Unsafe use of equipment/environment  
 Not following teacher's instructions

Details of Incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time Owing \_\_\_\_\_

Time Out Completed \_\_\_\_\_

**TIME OUT**

NAME \_\_\_\_\_

CLASS TEACHER \_\_\_\_\_ DATE \_\_\_\_\_

DUTY TEACHER \_\_\_\_\_ TIME \_\_\_\_\_

Southern    Northern    Oval    Library    Gym  
 Discussion                       Community Service  
 15 min Time Out       Office

Violence  
 Disrespecting others  
 Harassment- low level (physical, verbal)  
 Unsafe use of equipment/environment  
 Not following teacher's instructions

Details of Incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time Owing \_\_\_\_\_

Time Out Completed \_\_\_\_\_

NAME \_\_\_\_\_

CLASS TEACHER \_\_\_\_\_ DATE \_\_\_\_\_

DUTY TEACHER \_\_\_\_\_ TIME \_\_\_\_\_

Southern    Northern    Oval    Library    Gym  
 Discussion                       Community Service  
 15 min Time Out       Office

Violence  
 Disrespecting others  
 Harassment- low level (physical, verbal)  
 Unsafe use of equipment/environment  
 Not following teacher's instructions

Details of Incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time Owing \_\_\_\_\_

Time Out Completed \_\_\_\_\_

NAME \_\_\_\_\_

CLASS TEACHER \_\_\_\_\_ DATE \_\_\_\_\_

DUTY TEACHER \_\_\_\_\_ TIME \_\_\_\_\_

Southern    Northern    Oval    Library    Gym  
 Discussion                       Community Service  
 15 min Time Out       Office

Violence  
 Disrespecting others  
 Harassment- low level (physical, verbal)  
 Unsafe use of equipment/environment  
 Not following teacher's instructions

Details of Incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time Owing \_\_\_\_\_

Time Out Completed \_\_\_\_\_





# Appendix I

	Date	1 <sup>st</sup> Recess	2 <sup>nd</sup> Recess	1 <sup>st</sup> Lunch	2 <sup>nd</sup> Lunch
MON					
TUE					
WED					
THUR					
FRI					
MON					
TUE					
WED					
THUR					
FRI					



*Please return this to the class teacher when Supported Play is completed so it can be recorded on file. Thank you*

Location: \_\_\_\_\_

Student: \_\_\_\_\_

Room: \_\_\_\_\_

My goal is to: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

F:\supportedplay.doc

## INSTRUCTIONS

To assist you have more successful breaks, you have been placed on supported play. **YOU ARE RESPONSIBLE** to get this form correctly signed. If each box is not completed, it may result in increased time.

You will be on supported play until you have consistently demonstrated you have met your goal and show school values of:

### Respect

- Approach the teacher in the set area at the start of break time and show them your supported play sheet.
- Approach the 2nd teacher on duty, introduce yourself and let them know exactly where you will be playing.
- At the end of play time, report to the yard duty teacher and check they have signed the appropriate box. Show your teacher when you return to class.

### Participation

- Let the teacher know what your goal is and where you will be playing at all times, which must be in eyesight of the teacher on duty.

### Achievement

- Have a successful break (no time outs) and focus on achieving your goal.

F:\supportedplay.doc

To the teacher on duty, this student is on **SUPPORTED PLAY** in this part of the school. They **MUST** play where you can see them for the whole play period.

We are supporting them by making sure they;

- Only play with one other friend
- Walk by your side at all times to observe safe play
- Not play with \_\_\_\_\_
- Other \_\_\_\_\_

Please sign **ONLY** if they have stayed in the area and have abided by our school rules during the entire duration of your duty.

	Date	1 <sup>st</sup> Recess	2 <sup>nd</sup> Recess	1 <sup>st</sup> Lunch	2 <sup>nd</sup> Lunch
MON					
TUE					
WED					
THUR					
FRI					
MON					
TUE					
WED					
THUR					
FRI					

Appendix J

**VALE PARK PRIMARY SCHOOL**  
**VP**

**Assembly Award**  
Presented to \_\_\_\_\_  
For \_\_\_\_\_  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**VALE PARK PRIMARY SCHOOL**  
**VP**

**Assembly Award**  
Presented to \_\_\_\_\_  
For \_\_\_\_\_  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**VALE PARK PRIMARY SCHOOL**  
**VP**

**Assembly Award**  
This certificate is awarded to \_\_\_\_\_  
In recognition of \_\_\_\_\_  
**Keep up the great work!**  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**VALE PARK PRIMARY SCHOOL**  
**VP**

**Assembly Award**  
Congratulations to \_\_\_\_\_  
for \_\_\_\_\_  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix K

**Positive Yard Behaviour Award**  
*Congratulations to:* \_\_\_\_\_

**You have shown our school value of:**  
Respect  
Caring  
Getting Along  
Emotional Resilience  
Confidence

During Playtime on \_\_\_\_\_

Staff Member \_\_\_\_\_

**Positive Yard Behaviour Award**  
*Congratulations to:* \_\_\_\_\_

**You have shown our school value of:**  
Respect  
Caring  
Getting Along  
Emotional Resilience  
Confidence

During Playtime on \_\_\_\_\_

Staff Member \_\_\_\_\_

**Positive Yard Behaviour Award**  
*Congratulations to:* \_\_\_\_\_

**You have shown our school value of:**  
Respect  
Caring  
Getting Along  
Emotional Resilience  
Confidence

During Playtime on \_\_\_\_\_

Staff Member \_\_\_\_\_

**Positive Yard Behaviour Award**  
*Congratulations to:* \_\_\_\_\_

**You have shown our school value of:**  
Respect  
Caring  
Getting Along  
Emotional Resilience  
Confidence

During Playtime on \_\_\_\_\_

Staff Member \_\_\_\_\_

**Positive Yard Behaviour Award**  
*Congratulations to:* \_\_\_\_\_

**You have shown our school value of:**  
Respect  
Caring  
Getting Along  
Emotional Resilience  
Confidence

During Playtime on \_\_\_\_\_

Staff Member \_\_\_\_\_

**Positive Yard Behaviour Award**  
*Congratulations to:* \_\_\_\_\_

**You have shown our school value of:**  
Respect  
Caring  
Getting Along  
Emotional Resilience  
Confidence

During Playtime on \_\_\_\_\_

Staff Member \_\_\_\_\_



# VALE PARK VALUES CUP



## Whole School Values Cup Information and Guidelines for Staff

- The principle is to use team/house points across the whole school as a reward, motivation or positive feedback strategy for students who are seen and caught doing the right thing – both in and out of class.
- The idea is to promote and encourage our school values – ***Respect, Achievement and Participation.***
- Students can be given a token or a slip if they are seen doing something such as picking up litter, playing nicely, helping others etc. in the yard and also rewarded for class behaviour, bringing back notes, tidy desk, getting their sight words, on task etc. Tokens can be found in yard duty bags.
- We want to avoid taking away points for negative behaviour. This is only to be done in very rare circumstances and to be approved by leadership.
- All classrooms should have a designated tally board/poster for each of the four school teams/houses.
- Teachers give out points in the class and also add any yard rewards after break times – *great classroom role of responsibility.*
- The amount of points given is at the teacher's discretion. Every two weeks the sports day captains or ambassadors will visit each class to collate the points (it works on a 4,3,2,1 method, so that the team with the most points earns 4 for the teams total, then 3 for second place etc. so even if one team had 3000 points they are only recorded as a 4 on the record sheet – *this keeps the numbers for the whole school manageable*)
- Team flags are placed at the front of the gym for whole school assemblies. The flags are placed in order from 1<sup>st</sup> to 4<sup>th</sup> and score updates will be announced throughout the assembly. We swap the positions of the flags as the new points are allocated.
- The winner of the Values Cup will be presented at the end of each term and the overall winner for the year will be presented at the final assembly in Term 4.

Values Cup tokens (copy and print on purple coloured paper)



