

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. Students at Vale Park have opportunities to engage in quality learning experiences and acquire the values of respect, achievement, and participation.

At Vale Park Primary School, we aim to create a supportive environment where students, teachers and staff can resolve conflicts and address behavioural issues through open, honest communication and understanding. These practices aim to be fair and firm with high expectations for all, while building a sense of community, responsibility, and accountability. Through restorative practices, this may include circle discussions, peer mediation, and conferencing to encourage empathy, active listening and collaborative problem solving among all members of the school community.

Roles and Responsibilities

Staff, students, parents, community, and visitors will:

- Act respectfully toward all others on the school ground.
- Follow school's behaviour code (this document and class rules).
- Take responsibility for their own actions.
- Demonstrate persistence to achieve positive outcomes.
- Value diversity.
- Build respectful relationships.
- See your child's teacher when concerns and issues arise (**Appendix C**).

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 on camps and excursions.
- Be vigilant and proactive in addressing behaviour issues as they arise before they escalate.
- Teachers on yard duty, will follow up with classroom teachers.
- 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 in learning new behaviour.
- 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 Restorative Practises program (**see appendix C**).
- Teach and encourage wellbeing strategies in the classroom to promote focus, cognitive engagement and enhanced wellbeing.
- Responding teacher to put incidents on EMS and follow up with Leadership if necessary.

Students will:

- Use behaviour that reflects the school's values – Respect, Participation, and Achievement.
- 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.
- Be upstanders – seek assistance and help others.

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 to liaise with staff, parents/caregivers, students, DfE 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 and throughout the 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 Wellbeing Committee and Staff. (**See appendix A**)
- At the beginning of the school year classes negotiate an agreed classroom approach for managing disruptive class behaviours that align with our school values. This ensures that students have an ownership of their class rules and have a deep understanding of their rights and responsibilities.

- Rules and expectations are consistent across the whole school.
- The use of restorative practices and conferencing scripts will be used by teachers and leadership (if needed) to provide a scaffold for addressing students behavioural growth opportunities. **(See appendix C)**
- The teacher and leadership (if needed) will assess situations and decide an appropriate outcome. Staff consistently reinforce our school values and clearly identify the unhelpful behaviour.
- All incidents to be recorded on EMS by the adult who was present first, they should then follow up with leadership if necessary.

Classroom Outcomes

Reminder/Time outs

- Teachers use a variety of strategies, including individual conference scripts, within the class to re-engage students in their learning. **(See appendix C)**
- Behaviour goals may be set for individual students.
- Movement breaks and sensory tools (e.g., special seating, fidget tools, timers) may be used to support students regulate their behaviour.

Refocus

- If students should continue to display unsafe behaviour, teachers will create a space for students to reflect and refocus through breaks, movement breaks and sensory tools.

Office Time Out

- Students will be returned to the class by a member of the leadership team for re-entry.
- Parents and/or caregivers will be contacted.
- Students who display ongoing unhelpful behaviours may require individual support plans, which are negotiated with the student, class teacher, parents/caregivers, and leadership team. **(See appendix E)**
- EMS data entry documents the incident and is to be completed by the staff member sending child to the office.
- Follow up of incident to be documented on EMS by leadership.

Positive Acknowledgements

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

- Class certificates
- Assembly certificates **(see appendix F)**
- Sports Day Spirit Award for their Team
- Leadership opportunities outside of class
- Values Cup points **(see appendix G)**
- Student Action Teams

Leadership Opportunities

Students can 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.
- Sports Day captain and vice-captain.
- Student initiatives.

Yard Duty Procedures

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. Teachers can check FROG for UV index.

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

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

The Yard Play Program/Student Initiatives are operated in the yard and is managed by the Student Action Team and Pastoral Care Worker. 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 Restorative Conference Scripts where possible. **(See appendix C)**

Values Cup tokens **(see appendix G)** 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 duty teachers are to follow up with classroom teachers for critical or injured students and incidents be recorded on Sentral/EMS.

Yard Outcomes

To foster a safe play environment for all and to help teach students to accept responsibility, Vale Park Primary School will use restorative practices to assist children to restore and reflect on their behaviour **(see appendix C)**. This may mean restorative conversations with individuals or small groups with a solution-based outcome.

If inappropriate behaviour occurs in the yard, the duty teacher will assess the situation and decide with the child how to correct their behaviour with restorative practises:

- Logical consequence will be decided by the teacher or with the children to learn and practice the appropriate behaviour.
- Time out in the yard (in designated areas or walking with the teacher).
- Documented on EMS.
- Practise the behaviour (i.e., stop running – get students to walk).

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

For example:

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

All inappropriate behaviour will be recorded in EMS by the first person at point of call.

Examples of yard time out behaviour:

- Not following teacher instructions.
- Harassment (sexual, racial, physical, verbal).
- Out of bounds (**see appendix D**).
- No hat and not under the veranda of the netball court shelter (**see appendix D**).
- Unsafe use of equipment/environment.
- Running between buildings.

Examples of high-level inappropriate behaviour.

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



Information is to be passed onto the student's classroom teacher by the yard duty teacher and will be recorded in EMS by the teacher who has witnessed the incident or was told about it by students.

Students who are having trouble playing safely in the yard may have a behaviour plan written for them to be monitored by the classroom teacher with support from yard duty teachers (**see appendix E**).

Supported Yard Play

A co-constructed play contract will be established for students who have difficulties after restorative conferences have not been successful. The contract will be a short-term contract and discussed and reviewed with the teacher, parents and students (**see appendix E**).

Further Class or Yard Consequences

Suspensions

- 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 can have an internal suspension.
- Students who have been suspended or have an internal suspension will need a behaviour plan and risk assessment to attend excursions and camps.

Exclusions

- Occur when there are repeated suspensions.
- May occur after one incident, if that incident is considered particularly extreme.
- A child can 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 (CAMHS), DfE Support Services, and Family and Youth Services (FAYS) may need to be contacted 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. This re-entry meeting will be led by a member of leadership. The purpose of this meeting is to ensure that all people involved 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 will be coproduced with the family, outlining the discussions, actions, and the goals to be met is documented and all stakeholders receive a copy. 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 Can We Do?
	<p style="text-align: center;">Walking on the asphalt areas. Eating when sitting in designated areas Sensible play and movements always. Balls must not be kicked in this area.</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. Basketball is not to be played before or after school, except for OSHC students. Follow the teacher's instructions and directions at all times.</p>

<p>Northern Yard</p> 	<p>Walking on the asphalt areas. Eating when sitting in designated areas. Safe play and movements always. Balls must not be kicked in this area.</p>
<p>Playgrounds</p> 	<p>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. Playground equipment should be always used safe and for the purpose it was intended for (e.g., no climbing on top of the equipment). Playing safely and appropriately on the equipment. You may only play on your designated playgrounds Blue shade – Years 3-7 Yellow shade – Years R-2 Orange shade – Years 3-7 Green shade – Years R-2</p>
<p>Nature Play</p> 	<p>All things stay in the nature play area e.g., sand, branches, etc. Play equipment used appropriately, looked after and packed away at the end of lunch. Leave rocks where they are. Chalk to be used to write/draw on the chalk board in the designated area. Water to be used from the water pump located in the nature play area. Mud play and playing in the mud kitchen needs to be done appropriately and being mindful of the people around you.</p>
<p>Gym</p> 	<p>You may not enter the gym until invited by the duty teacher. You may not eat or drink in the gym, besides water. You need to follow the duty teacher's instructions and directions at all times. You may play games as directed by the duty teachers.</p>
<p>Oval</p> 	<p>The oval is out of bounds before and after school. You may play soccer, football, and cricket in the designated areas (as weather permits) Eating is not permitted on the oval. The running track is open for in climate weather.</p>
<p>Library</p> 	<p>Computers are not to be used except with class teacher's verbal or written permission for homework tasks. Quiet activities may be undertaken in the library – including reading, drawing, playing with the games and equipment. Students are not permitted into the library until the yard duty teacher invites them to.</p>
<p>Student Initiatives</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. 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>Toilets</p> 	<p>Toilets are to be always used in a safe and sensible manner. Students are to demonstrate respect for the area and for other students' privacy. Toilets are to be used for intended purposes only. Sensible inside voices are to be always used. Students are responsible for reporting any damage or vandalism they find to their classroom teacher, yard duty teacher or front office staff. Block 2 toilets are closed until 8:30am and after 3pm. Block 1 toilets can be always used. Class teacher is to be notified before students go to the toilet during class times.</p>
<p>Outdoor Classroom</p>	<p>Outdoor classroom is to be used respectfully and in a safe manner. Water is not to be used during recess or lunch. Dirt, sand and sticks are not to be used in the sink area.</p>

2023 Growing for the Future Program Outline

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Classroom expectations and routines to be covered each day.	Getting to know your activities and classroom expectations.	Getting to know your activities.	Getting to know your activities.	Getting to know your activities.	Getting to know your activities.
Getting-to-know-you activities and classroom/team building activities to be carried out across the week.	Classroom and team building activities.	Introduce brain breaks to increase stamina.	Introduce more brain/movement breaks to increase stamina and engagement.	Continued brain breaks and movement breaks.	Continued brain breaks and movement breaks.
Being a Learner – what does this look like at Vale Park Primary School?	School tour: Buddy up new students. Classroom rules and expectations	School values: RESPECT PARTICIPATION ACHIEVEMENT Please discuss the uniform policy with your class.	Growth vs fixed mindset. Growth model: Stuck in the pit Power of YET Bounce back like a ball!	Problem, Solving: STAR thinking model: Sort it out. Think about it. Action. Reflect on.	Revise the week's learning: school values, growth, and fixed mindset, uniform policy, classroom rules, and expectations.
Initial and Pre-Assessments to prepare for teaching and learning 2024.					
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Classroom expectations and routines to be covered each day.	Goal Setting S.M.A.R.T.A.R goals	Bullying: * Not nice * Mean * Ongoing Resilience: * Helpful vs unhelpful thoughts * Turning negative thoughts into positive thoughts * Positive self-talk.	Self-regulation: Strategies to use if you are having difficulty regulating. * 5-point scale • Catastrophe Scale Use Movement and brain break to increase stamina and levels of engagement.	Mindfulness: * Positive primers. * Check-ins for learning and emotions * Developing a sense of self-character strengths	Empath of self and others: * Kindness * Recognize emotions * Respectful relationships Use movement breaks and brain breaks to increase engagement.
Getting-to-know-you activities and classroom/team-building activities are to be carried out across the week.	Use Movement and brain break to increase stamina and levels of engagement.				
Initial and Pre-Assessments to prepare for teaching and learning 2024.					
Posters to support the teaching of the "growing for the future" program. These can be displayed in your classroom: 5-point catastrophe scale Growth model Not nice, mean, bullying STAR model problem solving					

I choose

A

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

B

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

Restorative Practices Detention/Time Out Follow up Script

Use with student after a time out/detention

Ask questions calmly and give student plenty of time to answer questions.

Hello (use student's name). How are you feeling?

- What's your understanding of the reason I issued you a detention / time out?
- What were you thinking when you... (Explicitly and respectfully describe behaviour that led to the detention)?
- Kindly paraphrase "So you think it was... I agree. That's a brave response."
- Who gets affected by this kind of behaviour in our classroom?

Other Resources by Bill Hansberry

available from www.hansberryec.com.au
email - bill@hansberryec.com.au

Restorative Practices Detention / Time out Follow up Script

SCHOOL SUCKS TEACHERS SUCK WHAT EVER...

Bill Hansberry

Restorative Practices Small Group Conference Script

When it's clear who's made the mistake and who's been hurt by the mistake (not often the case)

Connection before correction: show calm and friendliness, trigger affect surprise, interest and enjoyment

Big 5: Be respectful, be honest, take turns to speak, if you can't do this, I will have to deal with this differently

- Ask the mistake-maker:
 - What happened? Watch other student for emotion as this student shares the story - how do they react?
 - How does that sound? Was there anything different from your perspective? What can we agree on?
- Ask the harmed:
 - What were you thinking (feeling) when you...?
 - What do you (think / feel) about that (your choice) now we are having a chat about it? If student is struggling, kindly but firmly ask one or two of the following:
 - Was it a good call or a bad call?
 - Was it fair or unfair?
 - Was it helpful or unhelpful?
 - Did it make things better or worse?
 - Who here has been affected / harmed / upset by what's happened?
 - How do you think... has been affected?
 - Which school rule has been affected? (optional)
- Ask the harmed:
 - What did you think when this happened?
 - How was it / has it been for you?
 - What's been the worst thing? (optional)
 - What needs to happen to make things better?
- Ask both:
 - What is a fair way to deal with it if (mistake-maker) doesn't do what they have agreed to here?
 - So, we have an agreement, is this a verbal agreement, or should it be documented as a formal agreement?
- Closing: Ask both
 - Is there anything else someone needs to say before we finish?
 - Well done on handling this so maturely.
 - I'll catch up with you both to see how things are going (give a time).

More information on using this script can be found in *A Practical Introduction to Restorative Practice in Schools* (Hansberry 2016)

Restorative Practices Individual Conference Script

Teacher respectfully challenging a student's behaviour

Show calm and friendliness, trigger affects of surprise, interest and enjoyment.

Say Hi, introduce yourself, small talk, compliment, comment, question then say: "I noticed / heard just before (describe behaviour), I just wanted a quick chat with you about it."

- What were you thinking when you (describe behaviour)? Only ask 'what happened' if you didn't see or hear it.
- What do you think about that now we are chatting? If student is struggling, kindly but firmly ask one or two of the following:
 - Was it a good call or a bad call?
 - Was it fair or unfair?
 - Was it helpful or unhelpful?
 - Did it make things better or worse?
- Paraphrase their response and agree kindly. That's a brave response.
- Who gets affected by this kind of behaviour?
- How does this affect people?
- Which school rule has been affected? (optional)
- What will fix this?
- How can I help?
- How should I respond if this happens again?

Thank the student for their time and if appropriate, decide when a follow up chat will take place.

Other Resources by Bill Hansberry

available from www.hansberryec.com.au
email - bill@hansberryec.com.au

Restorative Practices Individual Conference Script

Bill Hansberry

Restorative Practices Small Group Conflict Conference Script

When they've all gone wrong and upset each other (Most often the case in schools)

Show calm and friendliness, trigger surprise, interest and enjoyment.

Rules of engagement: Be respectful, be honest, take turns to speak, if you can't do this, I will have to deal with this differently

- Ask each student in turn - order not critical
 - What happened and what was your part in the problem?
 - What were you hoping would happen when you...?
 - What do you (think / feel) about that (your choice) now we are having a chat about it? If student is struggling, kindly but firmly ask one or two of the following:
 - Was it a good call or a bad call?
 - Was it fair or unfair?
 - Was it helpful or unhelpful?
 - Did it make things better or worse?
 - Who here do you think has been affected by what's happened? How?
 - Anybody else you can think of?
 - Which school rule has been affected?
 - What's been the worst of it? (optional)
- Ask the group in general (some or all of these questions):
 - Now we've heard from everyone, what are people thinking? (pause, wait)
 - Does anyone want to say anything? If apologies are made at this point, ask: Apologiser: "What are you apologising for?" Apologise: "Did you hear that apology?"
 - What will stop things getting worse between you?
 - What will help you all to play / work together without any more upsets?
 - Which rule do we need to remember?
 - What have we agreed to?
 - Should this agreement be documented as a formal agreement, or is it just a verbal agreement?
 - What's a fair way to deal with it if people don't do what we've just agreed to? The students may suggest a non-restorative consequence. If this is reasonable, will them that you will make a note of it BUT as well as the consequence, explain that they will also be asked to think about fixing the problem.
- Closing: Ask the group in general
 - Is there anything else someone needs to say before we finish?
 - What a chilled and mature group, well-handled everyone. (optional)
 - I'll check back with you all on... to see how it's going.

What a chilled and mature group, well-handled everyone. (optional)

Early Years Restorative Practices Individual Script

Teacher redirecting a child's behaviour

What happened? OR We need to talk about....

When you (explicitly describe behaviour) was that good choice or a bad choice? If child is struggling to take responsibility or respond, ask: Was it:

- Kind / unkind?
- Friendly / unfriendly?
- Fair / unfair?
- Helpful / unhelpful?

Which one of our rules were broken when you (describe old behaviour)?

How do you think... felt when you...?

OR I think that... is upset because....

Our rule is.....

Next time I want you to....(describe new behaviour)

What do you think will make this better?

OR To fix this up I want you to.....

What can I do to help you?

Early Years Restorative Practices Small Group Script 1

Calm yourself, settle students and acknowledge their feelings. Then remind children of the rules of restorative chats.

Rules of Engagement: Be respectful, be honest, take turns to speak, if you can't do this, I will have to deal with this differently

- Ask the mistake-maker:
 - What happened?
 - Ask the harmed:
 - What happened from your side? If it's the same as (mistake maker's version) just say.
 - Ask mistake-maker:
 - When you (describe behaviour) was that a good choice or a bad choice? (see individual script to determine question)
 - Ask the harmed:
 - How did you feel when (mistake-maker) did (describe behaviour)?
 - Ask mistake-maker - to check their understanding:
 - How did (harmed) feel when you (describe behaviour)?
- Ask the mistake maker (kindly and calmly):
 - At school it's not okay to.... (describe old behaviour)
 - Next time I want you to.... (describe new behaviour)
 - Remember, our rule is.... (Check their understanding - have the child repeat it back to you)
- Ask the harmed:
 - What could (mistake-maker) do to make things better?
- To mistake maker:
 - To make this better (harmed) would like you to....
 - Can you do that or would you like me to help?

If there is anything else that needs fixing, the adult can add: "I think you also need to.... Can you do this on your own or would you like some help?"

Working with Apologies

Mistake-maker: (harmed name) I'm sorry for (describe old behaviour). (optional) I should have (new behaviour).

Harmed: Thank you for your apology. I didn't like it when you.... (describe behaviour). I felt..... Next time I want you to.... (describe new behaviour)

Early Years Restorative Practices Small Group Script 2

Why an Early Years Script?

The scripts inside have been modified from the 'grown up' (standard) restorative conference script for use with young children (ages seven down).

Many younger children have insufficient language development needed to engage with the standard conference script. Younger children need shorter, more concrete questions. They also benefit from sensible guidance from adults to understand what harm has resulted, how others are feeling and what might help fix the problem. These Early Years scripts combine the traditional Socratic questioning style, seen in standard restorative scripts, with explicit teaching of expected behaviours.

Will every child under seven years of age need the Early Years script? No, because no one size fits all. The type of conference script used will depend on the developmental level and cognitive abilities of the children involved.

The Early Years scripts are the result of years of development in Early Years settings and are our best effort to help our Early Years colleagues to develop children's empathic awareness of others, sooner rather than later.

We wish you all the best in developing your restorative practice with the young people you work with.

Jane and Bill

Other Resources by Jane and Bill

Jane - langley.jane@tasnet.com.au
Bill - bill@hansberryec.com.au

Early Years Restorative Conference Scripts


























WOULD YOU LIKE SOME HELP TO FIX THIS UP?

Jane Langley and Bill Hansberry



growing for the future...

Appendix E

Name _____	Supported Yard Plan	Week _____	Term _____	Goal: (e.g., I will play safely and keep my hands and feet to myself.)	
	Monday	Tuesday	Wednesday	Thursday	Friday
Recess					
1 st recess					
Teacher					
2 nd recess					
Teacher					
Lunch					
1 st lunch					
Teacher					
2 nd lunch					
Teacher					

Appendix F

At Vale Park Primary School, we value...

ACHIEVEMENT

This assembly award is presented to:

Reason: _____

Signed: _____



Date: _____

At Vale Park Primary School, we value...

PARTICIPATION

This assembly award is presented to:

Reason: _____

Signed: _____



Date: _____

At Vale Park Primary School, we value...

RESPECT

This assembly award is presented to:

Reason: _____

Signed: _____



Date: _____



VALE PARK VALUES CUP



Whole School Values Cup Information and Guidelines for Staff

- The intention 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 if they are seen doing something such as picking up litter, playing nicely, helping others etc. in the yard and rewarded for class behaviour, bringing back notes, tidy desk, getting their sight words, on task etc. Tokens can be found in yard duty bags.
- All classrooms have a designated tally board/poster for each of the four school teams/houses.
- Teachers give out points in the class and add any yard rewards after break times – *great classroom role of responsibility.*
- The number of points given is at the teacher's discretion. Every two weeks Year 6 students will visit each class to collect the points, which are then given to the front office to be collated and tallied.
- 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.

