

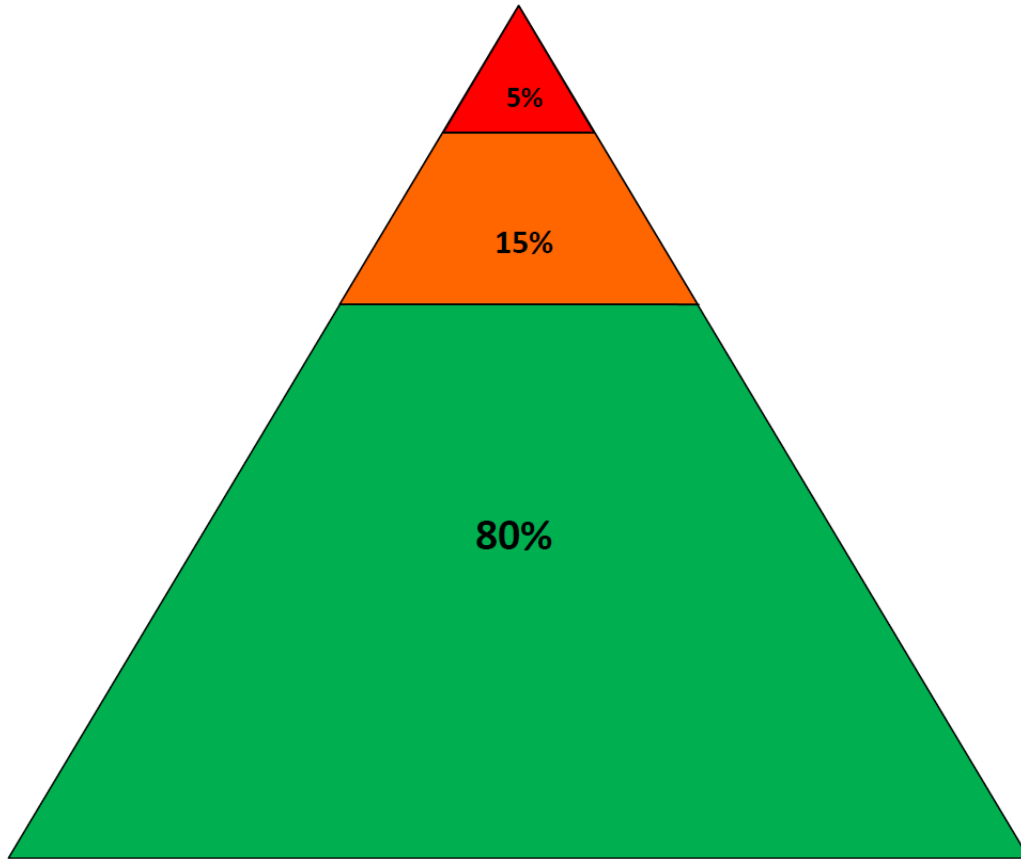


**Behaviour
Management
and Wellbeing
2017**

Contents

Pyramid of Intervention	3
Gray School/Harley the High Flyer	4
You Can Do It!	5
Assembly Awards	6
Merit Certificates	7
Class Behaviour Chart	8
Instant Rewards	9
Minor Behaviours	10
Major Behaviours	11
The Ant and the Elephant	12
Student Behaviour Classroom Flowchart	13
Reflection Sheet	14
Student Referral	15
Parent Letter	16
The Gray Way	17
Behaviour Matrix - YCDI	18
YCDI EC Expectations	19
YCDI UP Expectations	20

Pyramid of Intervention



PROACTIVE PREVENTION

- Teach The Gray Way through our You Can Do It Program
- Positive Reinforcement for all students
- Consistent consequences for problem behaviour
- Effective Procedures and supervision in non-classroom areas
- Effective instruction and classroom management

SUPPORT

- Target social skills instructions
- Increased academic support
- Classroom management support

CONSEQUENCES

- Individual Positive Behaviour Support Plans
- Parent Collaboration
- Academic Support

Gray School

MOTTO



VALUES

Aiming high through

- RESPECT
- ACHIEVEMENT
- RESPONSIBILITY

VISION

*Together, there are no limits
to what we can achieve*

Harley the High Flyer

Harley the High Flyer was developed by students and staff in 2017. He represents the characteristics of an assessment capable learner. He is visible in the classrooms with a small white flying cockatoo. A large cockatoo is given to the best class at assembly. The cockatoo is also the school logo.

PROBLEM SOLVER

- Growth Mindset
- Community Circles/morning meetings/check-ins
- 5 Finger Plan
- Restorative Justice + Powerful Questions
- Self-reflection
- Ant and Elephant problem
- Using common Sense
- Peer support

ASK QUESTIONS

- seeking help when needed
- Students as instructional resources
- Engagement in the classroom
- It is okay to ask for help/questions
- Be curious
- Ask clarifying questions
- Be confident
- Think "BIG" questions
- Ask "wonder why" questions

OWN YOUR LEARNING

- Learning Intentions and Success Criteria
- Students explicitly identify next steps in their learning
- Organised – toolkits
- Self and Peer Assessment
- Being prompt for learning
- Attendance
- On task behavior
- Setting goals/targets
- Feedback
- Take responsibility
- Ready for learning
- Task completion



THE GRAY WAY

- School Values and Vision
- You Can Do It
- SLC
- House Captains
- School Captains
- Pride
- Personal Best

You Can Do It!



The Gray Way

We encourage students' social and emotional wellbeing through positive action, by promoting and instructing our students in our "Gray Way" statements.

I AM GETTING ALONG WITH OTHERS



I AM CONFIDENT

I AM ORGANISED

I AM PERSISTENT

I AM RESILIENT

Assembly Awards




GRAY PRIMARY SCHOOL

ATTENDANCE AWARD
2015

Class: _____

Attendance winners



Teacher: _____

Date: Week 5—27/2/2015

Point system for the Best attendance Award for each fortnight:

Classes that are between 91%-92% receive 2 points

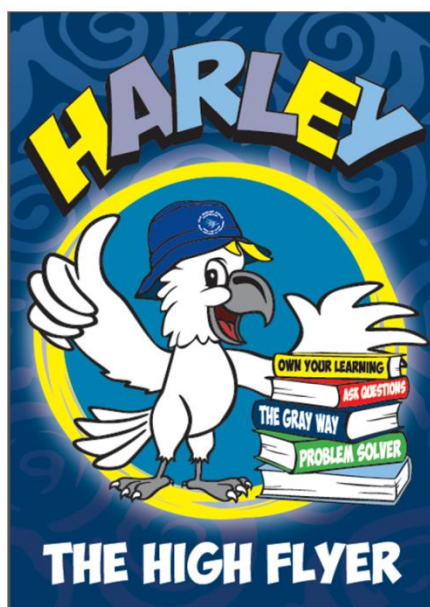
Classes that are between 93%-95% receive 4 points

Classes that are between 96-98% receive 5 points

Classes that are on 99-100% receive 10 points

Aris calculates attendance and points.

The class with the best attendance each fortnight will receive the Attendance Award for their class at EC and Primary assembly presented by the host class. Photo of winning class in newsletter. The class with the most points at the end of each term will get a pizza lunch.



HARLEY
the
HIGH FLYER
GRAY WAY at ASSEMBLY
AWARD

This Certificate is awarded to:

Class: _____

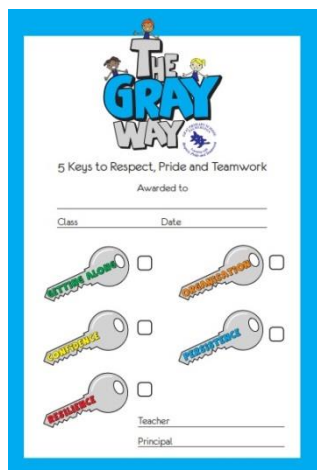
Signature: _____

Date: _____



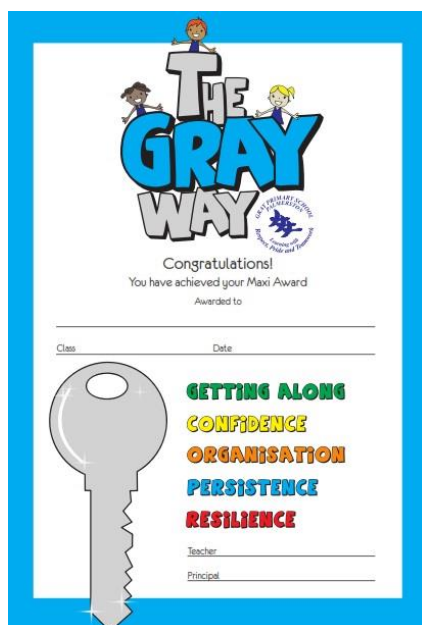
The class who is hosting chooses a class teacher to select the class with best assembly manners. The Award is presented at the end of the assembly by that teacher.

Merit Certificates



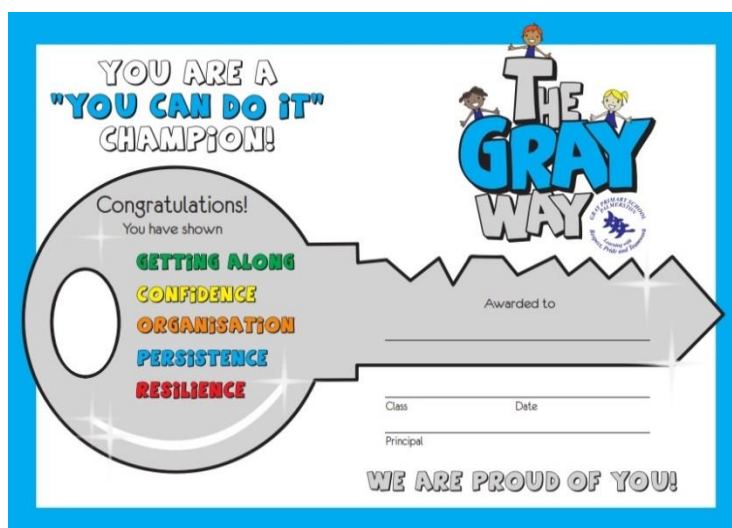
MINI MERIT

- Sent home to parents when children receive it in class
- Teachers must keep a record of number of Mini Merits students receive on a spreadsheet in class to be sent to the front office when the child has received 5.
- When a child receives 5 they will receive a Maxi Merit at assembly which will be presented by the AP or Principal
- Teachers in their professional capacity may also give out Mini Merits for other positive behavior – to be recorded on the Mini Merit record sheet



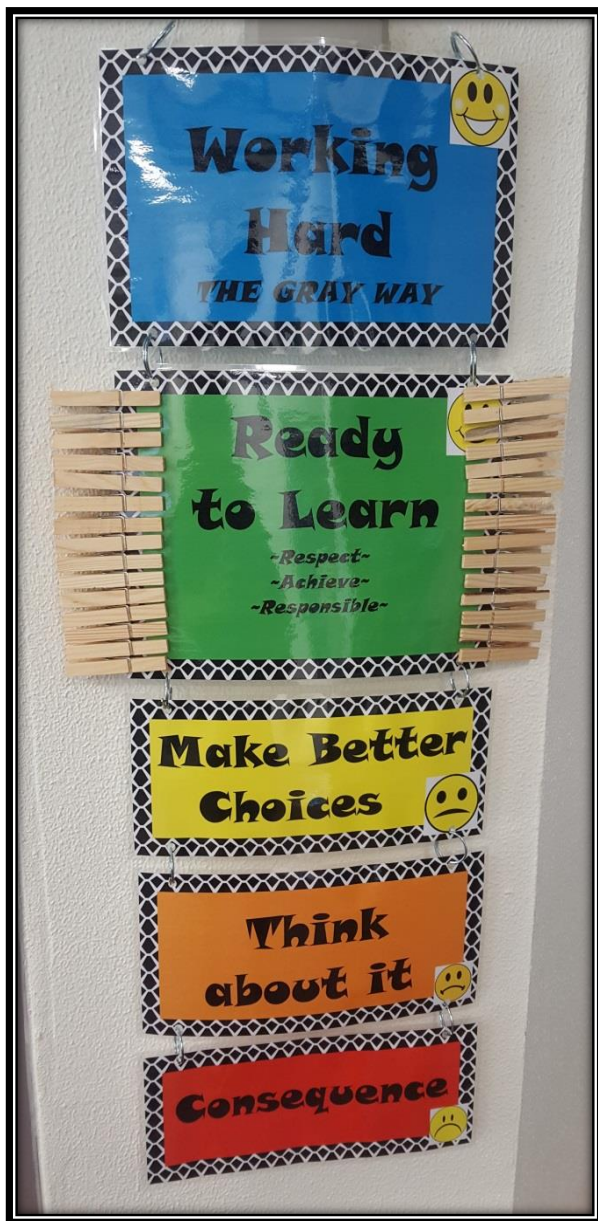
MAXI MERIT

- Class teacher must inform parents that the child is receiving a Maxi Merit at assembly via email, phone or Maxi Merit Parent note.
- Teachers must keep a record of number of Maxi Merits received in GradeXpert
- Presented at assembly by the AP or Principal
- When a child receives 5 they will receive a Principals Merit at assembly



PRINCIPAL MERIT

- Front Office must inform parents that the child is receiving a Principals Merit at assembly
- Presented to students by the Principal at assembly
- Front office to keep a record of students who receive a Principals Merit
- Once students have received the Principals Merit the process starts again with Mini Merits
- Students who receive a Principals Merit will have lunch with the Principal at the end of each term



WORKING HARD

If students are in this box at the end of the day they receive a stamp. When a student receives 10 stamps, they receive a Mini Merit. Example Template saved in Unmanaged, Tch Public, Behaviour, 2015. You can give students stamps randomly for excellent behaviour. You can give students a Mini Merit for outstanding behaviour.

READY TO LEARN

Students start each day in the Ready to Learn box

MAKE BETTER CHOICES

Remind students of behaviour expectations. Remind students of the Gray Way.

THINK ABOUT IT

Remind students of consequences. Remind students where they are on the behaviour chart. Teacher discretion to employ strategies for students to calm down.

CONSEQUENCE

1 – 3 Time Out. Brief restorative conversation upon return.
1 – 3 Buddy Teacher. Brief restorative conversation upon return.

The first time a child goes from yellow to red = Time out in or just outside the classroom. When the child returns from the time out the teacher needs to have a restorative conversation. The child moves back to green.

The second time a child goes from yellow to red = Buddy Teacher. When the child returns from the time out the teacher needs to have a restorative conversation. The child moves back to green.

Instant Rewards

Suggestions Only – also suitable for NCT

Class Dojo

Classroom teachers can choose different behavioural categories for example: The Five Keys, On Task, Teamwork etc. Teachers can give out points using the smart board, IPAD, computer etc.

How students receive points –

Students receive a point whenever they are caught demonstrating the above behaviours. Points can be deducted when a student makes a bad choice.

How different reward systems can be implemented –

- The student/s with the most positive points at the end of each day receives a prize (prize box, merit card, reward time).
- When students reach five points (this may take more than one day depending on class schedule) they are awarded a sticker on their sticker chart and a prize from the prize box.

Raffle Tickets

Can be given to students at the end of a session, during a session or end of the day. A specific number of tickets (teacher discretion) could equal an ice-cup, prize from a prize box, free choice activity.

House Points

House points are ideal for table groups. House points from each class are counted and go towards the total number of house points at assembly. The winning sports team gets to sing a chant at the end of the assembly.

Caught Being Good Tickets

These can be given in the playground or classroom. They must be placed in the early childhood or upper primary 'Caught being Good' box in the front office which is taken to assembly. Two tickets are selected from each box and winners receive a \$2 canteen voucher.

Sticker/Stamp on Mini Merit Record Sheet

Stickers and stamps to earn a Mini Merit can be given throughout the day as an instant reward for positive behaviour. The mini merit record sheet can be found at [Unmanaged, Tch Public, Behaviour, 2015](#). If a NCT gives a student a Mini Merit they must notify the class teacher so it can be recorded on the Mini Merit Record Sheet.

Minor Behaviours

MINOR	POSSIBLE CONSEQUENCES
<p>ATTENTION SEEKING BEHAVIOURS</p> <ul style="list-style-type: none"> • Off task • Out of seat • Chatting • Calling out • Not listening to instructions • Making inappropriate sounds/noises • Talking when they should be listening • Rolling/crawling around the classroom • Lying/cheating • Chewing gum <p>NON COMPLIANCE</p> <ul style="list-style-type: none"> • Leaving the class without permission • Refusing reasonable requests • Refusing to do work • Not following playground rules • Returning to class late after recess/lunch • Littering the class/school • Not completing class work • Play fighting • Climbing trees/fences <p>HARASSMENT</p> <ul style="list-style-type: none"> • Minor teasing • Deliberately spoiling games • Minor disruption to the teaching and learning environment • Pushing others <p>ALL MINOR BEHAVIOURS THAT ARE ON-GOING WILL BE CLASSED AS MAJOR BEHAVIOURS</p>	<ul style="list-style-type: none"> • Peg Chart • Time out in class • Buddy Class time out • Reflection • Solving the Problem • Playground withdrawal • Communication with parents/care givers • Student doing class work in own time • Apologise to victim/staff • Student placed on behaviour plan

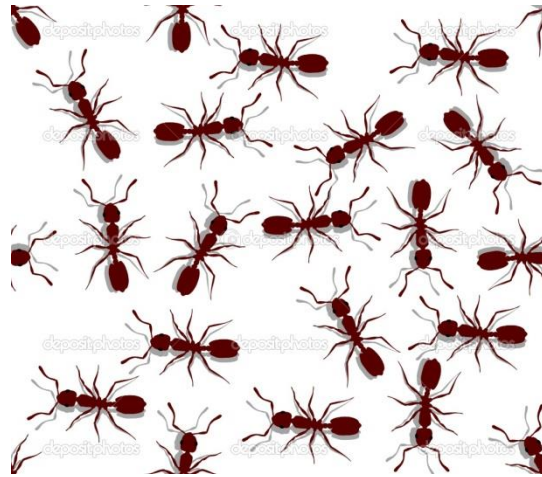
Major Behaviours

MAJOR	POSSIBLE CONSEQUENCES
<p>DISRUPTION TO TEACHING AND LEARNING</p> <ul style="list-style-type: none"> • Constant disruption to the teaching and learning environment <p>ASSAULT</p> <ul style="list-style-type: none"> • Physical assault/violence towards others with intent to hurt • Biting • Spitting at people • Verbal assault including swearing directed at adults • Sexual assault – exposing sexual parts • Racial assault • Obscene or objectionable words/gestures <p>VANDALISM</p> <ul style="list-style-type: none"> • Throwing objects in the classroom/playground • Property damage <p>STEALING</p> <ul style="list-style-type: none"> • Stealing from school, staff or other students <p>BULLYING</p> <ul style="list-style-type: none"> • Stalking with intent • Persistent bullying • Inappropriate communication • Physically or verbally threatening others <p>ABSCONDING</p> <ul style="list-style-type: none"> • Running away from school grounds • Out of class without permission and causing disruption to others • Returning to class late after recess/lunch <p>DEFIANCE</p> <ul style="list-style-type: none"> • Refusing to go to buddy timeout • Continued disruptive/disobedient behaviour in classroom/playground <p>POSSESSION OF WEAPONS OR SUBSTANCES</p> <ul style="list-style-type: none"> • Possession and/or use of dangerous weapons • Possession and/or use of banned substances 	<ul style="list-style-type: none"> • Reflection • Restorative Justice mediation • Repairing vandalism • Paying for vandalism • Loss of privileges such as excursions, sports events, camps and performances • Student placed on behaviour plan • Communication with parents/care givers • Involvement of School Based Constable • Internal Suspension • External Suspension

THE ANT AND THE ELEPHANT PROCESS FOR WORKING THROUGH PROBLEMS

Students are asked if the problem is an “ant” or an “elephant”?

The reason we ask students to identify if the problem is an “ant” or an “elephant” is because we want students to build up the skills to identify when they can be resilient enough to solve the problem and when they need to involve an adult to help them solve the problem. This is an important life skill.



An ant problem is something small that they can work out a solution for themselves – eg student A teases student B is an ant problem because student B should be able to ignore the minor teasing and if it continues then student B informs the teacher.

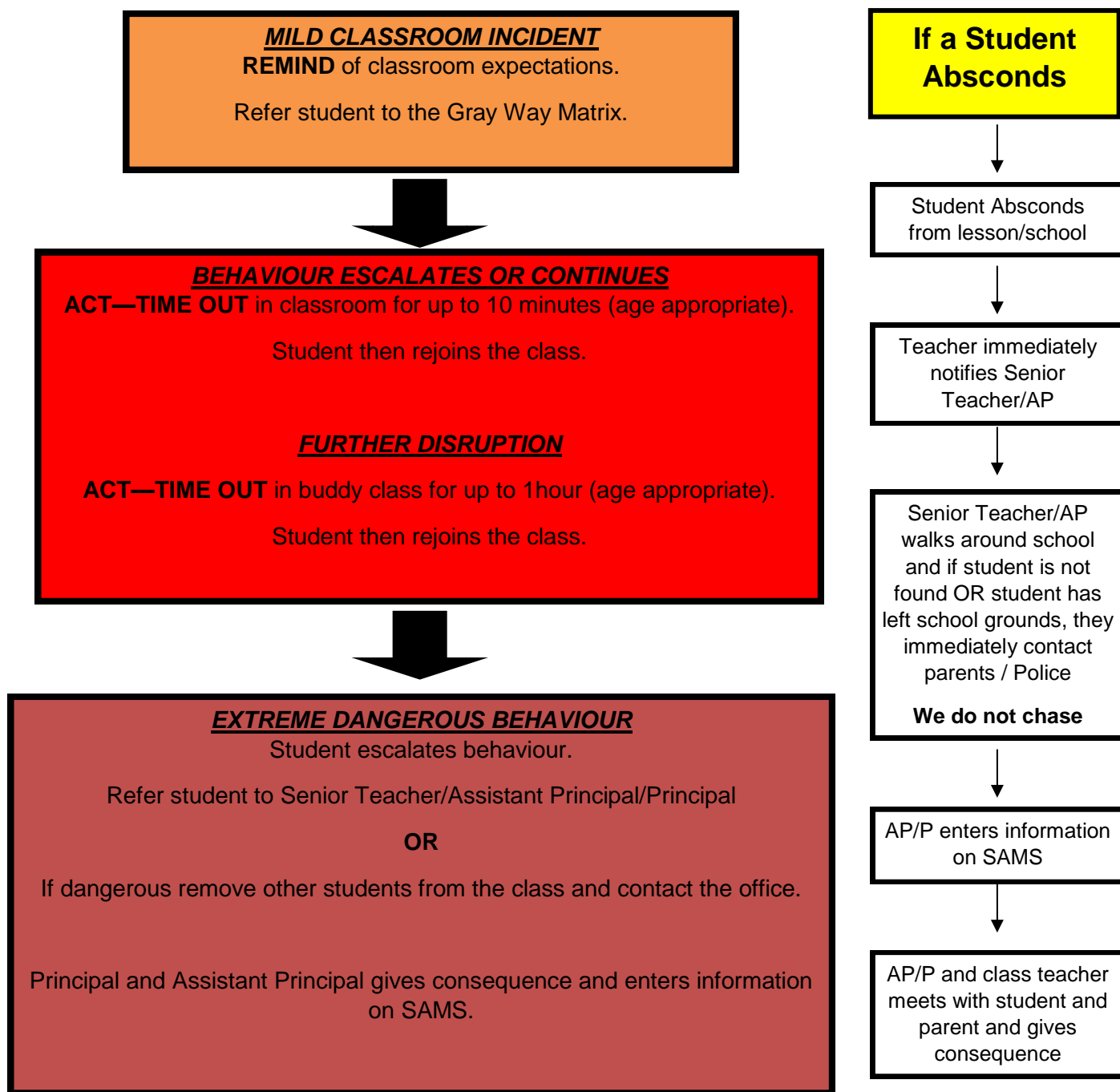


An elephant problem is something much bigger that requires an adult to help the students to work out a solution – eg student A hits student B for no apparent reason and continues to punch student B. In this case student B needs to inform the teacher immediately and ask the teacher to sort it out. The teacher then takes the appropriate action.

Note: You can also refer to the thermometer in the YCDI program

Student Behaviour Flowchart in Classroom

"Rules without Relationships=Rebellion"







The decision to send a student directly to the AP/P should be based on:

- Violent behaviour towards self / others / severe property destruction, unpredictable verbal or physical outbursts ie continuous swearing directly at someone), **extreme** non-compliance, malicious behaviour with deliberate intent.
- Steps of classroom timeout, buddy timeout and sending student to Senior Teacher have been followed and the student is still consistently

Reflection Sheet

Reflection Sheet

Aiming High Through: Respect, Achievement and Responsibility

 <p>What happened? How did you behave?</p>	 <p>Who has been hurt or harmed?</p>	 <p>What were you thinking? How did you feel?</p>	 <p>How are you going to be part of the solution?</p>
Name:	Class:	Date:	Reflection Teacher Sign:

Re-entry Plan: **Next time** how will you behave, what will you do, think and feel? What should happen if this occurs again?

Student's Name: _____

Date: _____ Time: _____

Referring Teacher: _____

Class: _____

	Undercover	Library
	Playground	Toilets
	Classroom/Specialists room	
	Canteen	Basketball Courts
	Line up area	Bubblers

Minor Problem Behaviour	Major Problem Behaviour	Possible Motivation
<input type="checkbox"/> Off task <input type="checkbox"/> Out of seat <input type="checkbox"/> Chatting <input type="checkbox"/> Calling out <input type="checkbox"/> Not listening to instructions <input type="checkbox"/> Making inappropriate sounds/noises <input type="checkbox"/> Talking when they should be listening <input type="checkbox"/> Rolling/crawling around the classroom <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Leaving the class without permission <input type="checkbox"/> Refusing reasonable requests <input type="checkbox"/> Refusing to do work <input type="checkbox"/> Not following playground rules <input type="checkbox"/> Returning to class late after recess/lunch <input type="checkbox"/> Littering the class/school <input type="checkbox"/> Not completing class work <input type="checkbox"/> Play fighting <input type="checkbox"/> Climbing trees/fences <input type="checkbox"/> Minor teasing <input type="checkbox"/> Deliberately spoiling games <input type="checkbox"/> Minor disruption to the teaching & learning environment	<input type="checkbox"/> Constant disruption to the teaching and learning environment <input type="checkbox"/> Physical assault/violence towards others with intent to hurt <input type="checkbox"/> Biting <input type="checkbox"/> Spitting at people <input type="checkbox"/> Verbal assault including swearing directed at adults <input type="checkbox"/> Sexual assault-exposing sexual parts <input type="checkbox"/> Racial assault <input type="checkbox"/> Obscene or objectionable words/gestures <input type="checkbox"/> Throwing objects in the classroom/playground <input type="checkbox"/> Property damage <input type="checkbox"/> Stealing from school, staff or other students <input type="checkbox"/> Stalking with intent <input type="checkbox"/> Persistent bullying <input type="checkbox"/> Cyber bullying <input type="checkbox"/> Physically or verbally threatening others <input type="checkbox"/> Running away from school grounds <input type="checkbox"/> Out of class without permission and causing disruption to others <input type="checkbox"/> Continued disruptive/disobedient behaviour in class/playground <input type="checkbox"/> Possession and /or use of dangerous weapons <input type="checkbox"/> Possession and /or use of banned substances	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Work not at student's level – too high or too low <input type="checkbox"/> Student hungry <input type="checkbox"/> Student tired <input type="checkbox"/> Other

Explanation of the incident:

Entered on SAMS: **YES / NO**

Consequences/strategies used before reflection

- | | |
|--|--|
| <input type="checkbox"/> Verbal warning
<input type="checkbox"/> Time out in class
<input type="checkbox"/> Buddy time out
<input type="checkbox"/> Buddy class for a second time | <input type="checkbox"/> Kept in at recess/lunch by classroom teacher
<input type="checkbox"/> Pick up rubbish
<input type="checkbox"/> Walk with the teacher on duty
<input type="checkbox"/> Other: _____ |
|--|--|

What are some strategies that you could put in place to attempt to change this behaviour (if applicable)?

Gray Primary School



Dear _____,

Gray Primary School follows a Restorative Approach as a way of responding to behaviour matters. As part of this approach, students may attend a Reflection session at lunch time in one of the classrooms. Students are required to reflect on the incident with a teacher and record what he/she needs to do to repair the harm. The student is supported to make a commitment to ensuring their behaviour changes in the future.

As Gray Primary School has made a commitment to keeping parents informed about all matters regarding their child/ren's behaviour at school, you are receiving this letter as notification that your child _____ attended a reflection session on the ____/____/____. This was a result of the following inappropriate behaviour:

☐ Assault (Physical / Verbal)

☐ Harassment / bullying

☐ Inappropriate use of Property

☐ Dangerous Act

☐ Disruptive Behaviour

☐ Other _____

You are encouraged to speak with:

☐ Classroom Teacher

☐ Senior Teacher

☐ Assistant Principal

☐ Principal

Kind Regards,

NAME

DATE

The Gray Way

Getting Along	Confidence	Organised	Persistence	Resilience
<ul style="list-style-type: none"> ❖ Sharing ❖ Kind ❖ Respect others ❖ Play Safe 	<ul style="list-style-type: none"> ❖ I can do it! ❖ Stand up for self & others ❖ Speak clearly 	<ul style="list-style-type: none"> ❖ 5 L's ❖ Be on time ❖ Equipment ready ❖ Pack up 	<ul style="list-style-type: none"> ❖ Keep trying ❖ Stay on Task ❖ Have a go! 	<ul style="list-style-type: none"> ❖ Bouncing Back ❖ Ant or Elephant problems ❖ Ignoring others ❖ Catastrophe Scale 

Behaviour Matrix

I am...	Before Class	During Class	After Class
Getting Along 	<ul style="list-style-type: none"> -Use kind words and actions -Play together and play safely -Respect school and personal belongings -Be responsible, look out for others -Walk into a Learning Zone 	<ul style="list-style-type: none"> -Be aware and act like you are entering a Learning Zone -Be on task and respect the learning of others -Encourage and support peers- team work -Follow teacher and tutor requests- Be a yes person -Sharing is caring -Use kind words and actions -Put your hand up/ wait your turn 	<ul style="list-style-type: none"> -Work together -Ensure the safety of others -Use kind words and actions -Follow teacher instructions when bell sounds -Be a leader -Walk home safely with your family -Keep hands and feet to your self
Confident 	<ul style="list-style-type: none"> -Speak up when others do the wrong thing -Be aware of school rules and expectations -Have a go, join in with others 	<ul style="list-style-type: none"> -3B4Me -Ask questions -Have a go -Speak loud and proud in front of others -Stand tall -Be able to follow class/school routines/jobs 	<ul style="list-style-type: none"> -Speak up in meetings -Take care of younger students -Be aware of school rules and expectations
Organised 	<ul style="list-style-type: none"> -School starts at 8, don't be late! -If late, collect a late pass from the office -Wear appropriate school uniform -Take care of personal and school property -Get to class on time -Go to toilet, have a drink when the music plays -Line up in front of classroom in two quiet lines 	<ul style="list-style-type: none"> -Unpack bag -Place readers in the box -Give money and notes to teacher -Prepare recess/lunch orders -Take part in morning meetings or circle time -Do morning jobs /routine -Prepare for lesson -Be on task -Take a pass when out of class -Complete all set tasks and homework 	<ul style="list-style-type: none"> -Put all belongings and notes in bag -Pack up promptly -Tidy room -Prepare for home time - Do afternoon jobs, e.g. flag, recycling -Take part in afternoon meetings or circle time -Get ready to go home e.g. bus, bikes, scooters etc
Persistent 	<ul style="list-style-type: none"> -Follow rules when others aren't, do follow The Gray Way -Do your best to include others 	<ul style="list-style-type: none"> -Have a go -Do your best to include others -Be a risk taker in your learning -Be patient, wait your turn -Be an active listener 	<ul style="list-style-type: none"> -Do your best to include others -Follow rules when others aren't
Resilient 	<ul style="list-style-type: none"> -Be a problem solver -Walk and talk -Think - is it an Ant or Elephant? -Remain calm -Bounce back -Talk it out and sort it out -Follow directions and routines 	<ul style="list-style-type: none"> -Use a chill out card when needed -Bounce back -Follow directions and routines -Remain calm -Talk it out and sort it out -Get over it -Keep hands and feet to yourself 	<ul style="list-style-type: none"> -Wait patiently for pick up -Bounce back -Talk it out and sort it out -Follow directions and routines -Remain calm -Look after others -Be aware of stranger danger

YCDI - EARLY YEARS Behaviour Expectation Matrix

I am...	All Settings	Library	Walkways	Canteen	Toilets	Playground	Assemblies	Sport	Office
Getting Along with others 	Use kind words and actions Listen to all adults- 'Be a Yes Person' Team play and play safely Tell the truth Accept & Respect others Toilet and drinks before school bells finish Positive communication	Wait your turn to look at a book. Talk quietly Use manners such as please and thank-you Look after the books Walk inside library	Keep hands and feet to yourself Greet others with a smile	Keep hands to yourself Use manners such as please and thank you Greet canteen staff	Respect others privacy Clean up after yourself Toilet block isn't for playing in	Play by the rules Take turns Share equipment Invite others to join in Treat everyone as a "friend" Play safely Playground Monitors	Clap sensibly Raise your hand to share Use Five L's <ul style="list-style-type: none"> – Legs – Lips – Looking – Listening – Laps 	Play by the rules Play safe Be a team player	Use manners such as please and thank-you Wait silently until a staff member talks to you Introduce yourself and give message
Confident 	Don't be shy to speak up or have a go	Know and obey library rules Use browser card correctly	Speak up when others do the wrong thing	Speak your order clearly and loudly. Know what you want to order	Use the toilets on your own	Be a team player. Set up rules for new games.	Sing the national anthem with pride placing right hand on your heart	Be a team player Have a go at new things Be aware of the rules	Communicate your purpose clearly to office staff/ teachers
Organised 	Take care of personal and school property Get to class on time Report accidents and injuries to an adult Take an out of class pass when you leave the room at all times	Bring library bag to school on library days Line up outside the library in two straight, quiet lines Place all returns in return box	Walk on the left-hand side of walkways Line up in front of classroom when the bell finishes Walk in two straight lines with hands behind back	Stand in the right line, e.g. early childhood or primary and exit correctly Line up in single file Have money ready Have lunch orders made/written before recess	Wash hands with soap and water Flush the toilet properly Return to class or playground promptly	Wear a hat and shoes at all times Take out everything you will need during recess or lunch Stay in your designated play area Place rubbish in the bin	Walk in two quiet lines with hands behind back Talk quietly until assembly starts Stand and sit appropriately for national anthem	Bring a hat, shoes & water bottle Get a drink and go to the toilet when the music plays	Enter office quietly Communicate your purpose to office staff Only come with one helper if sick or injured Take your hat off inside
Persistent 	Continue to follow rules when others are not Don't give up, do your best!	Learn where things go and how the library operates	Be strong and don't follow when others run and continue to walk	Wait your turn	Do your best to clean up after yourself and use good hygiene	Do your best to include others	Wait until the end before getting up Be an active listener	Continue to follow rules when others are not	Learn to use eye contact when speaking to others
Resilient 	Ignore off task behaviours Identify Ant and Elephant problems Catastrophe Scale	Follow directions and routines Share books and resources	Follow directions from Playground duty teachers and monitors Respond calmly to incidents Use peaceful solutions	Wait your turn Follow directions from Canteen staff	Follow established routines	Respond calmly to incidents Use peaceful solutions Use kind words and actions	Sit quietly with your class for the length of the assembly	Wait quietly for the game/lesson to start Follow consequences Respond calmly to incidents	Follow directions from office staff

YCDI – PRIMARY Years Behaviour Expectations Matrix

I am...	All Settings	Library	Walkways	Canteen	Toilets	Playground	Assemblies	Sport	Office
Getting Along with others 	Use kind words and actions Follow all adult instruction - 'Be a Yes Person' Team play and play safely Tell the truth Toilet and drinks before school bells finish Positive communication	Wait your turn to look at a book. Talk quietly. Use manners such as please and thank-you. Look after the books. Walk inside library	Keep hands and feet to yourself. Greet others with a smile	Keep hands to yourself. Use manners such as please and thank you. Greet canteen staff appropriately	Respect others privacy. Clean up after yourself Use the toilets only for toileting	Play by the rules. Take turns Share equipment. Invite others to join in. Treat everyone as a "friend". Play safely Playground Monitors	Applaud appropriately to show appreciation. Raise your hand to share. Use Five L's <ul style="list-style-type: none"> – Legs – Lips – Looking – Listening – Laps 	Play by the rules. Play safe	Use manners such as please and thank-you. Wait silently until addressed by a staff member. Introduce yourself and your purpose
Confident 	Express your point of view respectfully and assertively	Demonstrate an awareness of how the library works, e.g. put books back where they came from	Speak up when others do the wrong thing	Speak your order clearly and loudly. Know what you want to order	Use the toilets on your own	Be a team player Establish rules for new games.	Sing the national anthem with pride placing right hand on your heart	Be a team player Have a go at new things. Be aware of the rules.	Communicate your purpose clearly to office staff/ teachers
Organised 	Take care of personal and school property Get to class on time Report disruptions, accidents and injuries to an adult Take an out of class pass when you leave the room	Bring library bag to school on library days Line up outside the library in two straight, quiet lines Place all returns on the library trolley	Walk on the left-hand side of walkways Line up in front of classroom when the bell finishes	Stand in the right line, e.g. early childhood or primary and exit correctly Line up in single file Have money ready Have lunch orders made/written up before recess	Wash hands with soap and water Flush the toilet properly Return to class or playground promptly	Wear a hat and shoes at all times Take out everything you will need during recess or lunch Stay in your designated Play area Place rubbish in the bin	Walk in two straight quiet lines Talk quietly until assembly starts. Stand and sit appropriately for national anthem	Bring a hat, shoes & water bottle Get a drink and go to the toilet when the music plays	Enter office quietly Communicate your purpose to office staff Only come with one helper if sick or injured Take your hat off inside
Persistent 	Continue to follow rules when others are not Don't give up, do your best!	Learn where things go and how the library operates	Be strong and don't follow when others run and continue to walk	Wait your turn	Do your best to clean up after yourself and use good hygiene	Do your best to include others	Wait until the end before getting up Be an active listener	Continue to follow rules when others are not	Learn to use eye contact when speaking to others
Resilient 	Follow directions and established routines in all areas Ignore off task behaviours Identify Ant and Elephant problems	Follow directions and established routines	Follow directions from yard duty teachers Respond calmly to incidents. Use peaceful solutions	Wait your turn Follow directions from Canteen staff	Follow established routines	Respond calmly to incidents Use peaceful solutions Use kind words and actions	Sit quietly with your class for the length of the assembly	Wait quietly for the game/lesson to start Follow consequences Respond calmly to incidents	Follow directions from office staff

