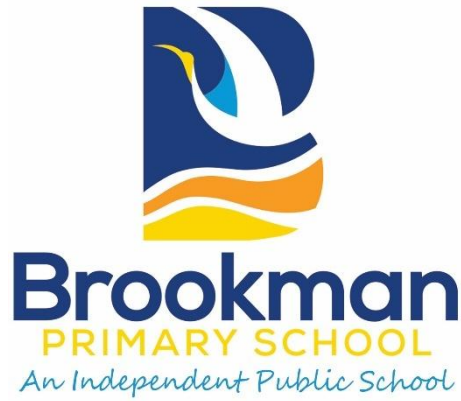




BUILDING POSITIVE BEHAVIOURS AND ATTENDANCE GUIDELINES 2026



*This is a working document that is continually revised in consultation with staff.
These guidelines are based on the Education Department Student Behaviour Policy, the Quality Teaching Strategy,
Classroom Management Strategies, and publications by School Behaviour Advisor Tom Bennett.*

Developed by staff in 2025

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Overview

At Brookman Primary School, we aim for students to achieve to the best of their potential and develop a love of learning within a safe, positive environment. Students take pride in what they do, value cultural diversity, and enjoy active engagement in a supportive community.

Brookman's Building Positive Behaviour and Attendance Guidelines outline clear and consistent expectations and support frameworks for staff and families to ensure that all students experience optimal engagement in their educational and social-emotional learning journey. We view behaviour as something that can be explicitly taught, modelled, and practised, just like any other part of the curriculum.

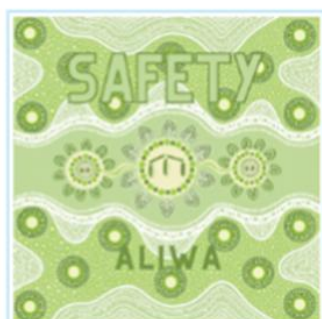
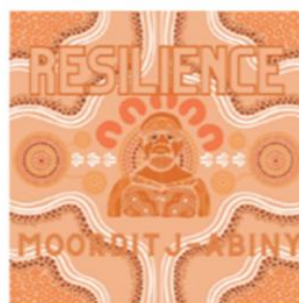
Our goal is to create calm, safe, and inclusive classrooms where all students can learn effectively and feel valued. A clear set of behaviour expectations has been developed around key school values to provide a safe, supportive environment.

These are: **Respect, Resilience, Safety, and Teamwork.**



We treat ourselves,
others and our
environment in a caring
and positive way.

We bounce back from
challenges and continue
to try, even when things
get difficult.



We protect ourselves and
others from danger,
resolving differences in a
constructive way.

We work together and
help each other to
ensure success for all.



Principles of Positive Behaviour

Behaviour Is Taught, Not Caught

We teach students how to behave just as we teach reading or mathematics. Expectations and routines are made explicit and practised regularly.

Consistency Builds Safety

Students thrive when all staff apply the exact expectations, routines, and language. Consistency across classrooms and shared spaces creates a predictable, supportive environment.

Positive Relationships Matter

Respectful, calm, and caring relationships between staff and students form the foundation for positive behaviour.

Prevention Over Reaction

We prioritise proactive and preventative approaches—teaching, reminding, and reinforcing desired behaviours before issues occur.

Staff Responsibilities

Set Clear Expectations and Routines	
Explicitly teach and model school and classroom expectations.	Begin each term with lessons on the school values and demonstrate what “safe walking” or “respectful listening”, etc., looks like
Revisit and practise routines regularly.	e.g. Before assemblies or transitions, review expectations for lining up and walking quietly.
Maintain accurate attendance and behaviour records.	Record incidents promptly in Chronicle, note follow-up actions and contact parent/carer.
Display expectations visibly in the classroom.	Post visual reminders such as “Class Expectations” charts or the school behaviour matrix.

Focus on Strengths	
Create a positive, safe, and inclusive environment.	Use inclusive language and display student work proudly.
Build on students’ strengths and interests to encourage engagement and positive behaviour.	Link lessons to individual interests such as technology, sport, or animals to increase motivation.
Provide encouragement , opportunities for success and recognise effort.	Set achievable goals and celebrate progress along the way to achievement.

Build Skills	
Teach self-regulation and social skills.	Use role-play to practise interacting positively and problem-solving with peers. Teach calming strategies and Zones of Regulation.
Develop individual behaviour plans for students needing additional support.	Collaborate with leadership, school Psych, specialist staff and parent/carer to create clear, achievable targets and review progress regularly.
Use a range of strategies to support students with complex behaviour or attendance concerns.	Implement check-ins, visual schedules, or calm/cool-down (reflection) areas in plans.

Use Positive Reinforcement	
Reinforce desired behaviour through specific praise, encouragement, and reward systems.	Instead of general praise, say <i>"Thank you for putting your hand up—that helps everyone take turns"</i> . Whole school rewards - raffle tickets, Admin visits.
Explain the 'why' by emphasising the reason behind the behaviour expectation.	<i>"When we walk quietly, everyone can hear the instructions."</i> <i>"We take turns, so everyone gets a fair chance to share."</i>

Model Desired Behaviour	
Demonstrate calm, respectful conduct.	Use a calm tone when redirecting behaviour or managing conflict. <i>"I can see you're upset. I'm here to help you make a better choice."</i>
Use professional language and tone.	Maintain composure and avoid sarcasm or public criticism. <i>"That behaviour isn't safe. Let's talk about what you can do differently."</i>
Share behavioural information appropriately.	Communicate behaviour concerns through the correct reporting channels (pink slip/chronicle, case conference) with leadership, specialist teachers, and parents.

Be Proactive and Preventative	
Plan ahead for transitions and challenging times.	Give five-minute warnings before changes in activity. <i>"In five minutes, we'll be packing up—start finishing off your work."</i> <i>"Before we start group work, let's talk about how we share materials respectfully."</i>
Use reminders and reteaching instead of immediate correction.	<i>"Let's try that again, the safe way."</i> <i>"Remember, we use inside voices so everyone can hear."</i>
Support each other to apply school behaviour expectations consistently.	Reinforce the same language and expectations used by colleagues across the school. See Behaviour matrix <i>"At Brookman, we use equipment safely and respectfully - show me how you can do this."</i>

Effective Classroom Management Strategies (CMS) Low-Key Responses

- 1. Use positive praise**
- 2. Win students over**
 - Meet students at the door
 - Smile, humour, enthusiasm
 - Demonstrate personal interests
 - Politeness, use names
- 3. Use a signal to begin**
 - Develop a signal or routine that means “quiet, please”
 - Pause until silence is attained
 - Make a pause active – scan the room, move to the students
- 4. Be on alert. Stop things before they go too far (With– it–ness)**
 - Eye contact – ‘the look’
 - Use of students’ names
 - A quiet ‘no’ and nothing else
 - A shake of the head or subtle ‘cough’
 - Finger motions
 - Know when to ignore
- 5. Use proximity**
 - Move about the room while teaching or while students are working
 - Move toward the inappropriate behaviour
 - Use a tap on the desk and avoid eye contact at this time
- 6. Deal with the problem, not the student**
 - Deal with objects, do not embarrass the student or back them into a corner
- 7. Plan student movement (transition)**
 - Who does what by when
- 8. Deal with the allies first**
 - Ask bystanders to move away
- 9. When asking questions, signal the type of response you want**
 - Hands, no hands
 - Think pair share
 - Call out, choral
 - Write it down
- 10. Come on back**
 - Praise when right
 - Low-key questions
- 11. Private dialogue**
 - Respond or prevent

Responding to Behaviour: Consequences and Restorative Practice

Key Principles

- Consequences are **fair, consistent, and proportionate**.
- Responses are delivered **calmly and respectfully**.
- The goal is always **learning and restoration**, not punishment.

Tiered Approach - Refer to Behaviour Flow Chart in the Appendix

1. **Reminder:** Restate the expected behaviour clearly.
"Remember, we walk inside to stay safe." or "When I'm speaking, I expect everyone to be listening with their eyes on me and their voices off."
2. **Warning:** Acknowledge the choice and remind them of the next step.
"This is your warning—please make a better choice so we can continue learning."
3. **Choice and Reset:** Give a clear choice and outline what will happen.
"You can choose to listen quietly, or you can take a break to reset. What do you choose?"
"You can rejoin the group when you're ready to follow instructions."
4. **Think sheet or Reflection:** Provide a brief, calm opportunity for the student to reset or think.
"You need more time. Please complete the think time sheet, and we will discuss learning expectations at break time."
5. **Detention: (when behaviour persists):** If the student repeatedly disregards expectations and disrupts learning, a detention is given. Record the incident in Chronicle or pink slip and notify the parent.
"You'll attend detention at lunch to discuss your choices and our behaviour expectations."
6. **Withdrawal to Admin (for major or ongoing behaviour):** Student completes work in Admin for a set time. Record the incident on pink slip and notify the parent. Deputy to record in Chronicle.
7. **Follow-Up and Repair:** Discuss what happened and how to make it right.
Restorative conversation

Restorative Questions

Questions to guide students through a process of *Reflection and Repair*:

- **What happened?** (Focuses on understanding the event)
- **What were you thinking and feeling at the time?** (Encourages reflection of thoughts and emotions during the incident)
- **What have you thought about since?** (Promotes deeper reflection of the incident and its impact)
- **Who has been affected by what you did, and in what way?** (Helps students understand the impact on others)

- **What do you think needs to happen to make things right?** (Empowers students to take responsibility and propose solutions)
- **What could you do differently next time?** (Focuses on future behaviour and prevention)

If Behaviour Persists or Escalates:

- Develop and implement an **Individual Behaviour Plan (IBP)**. *Example: Repeated Detention (x2), Withdrawal (x2), Suspension.*
- **Communicate with parents** regarding ongoing concerns or support strategies.
- **Seek Support**

Critical Incident – Red Card Procedure

A **Red Card** is used to signal an **urgent need for support** when:

- There is a **medical emergency** requiring immediate assistance.
- A student is displaying **harmful, aggressive, or dangerous behaviour** posing a risk to themselves or others.
- The situation cannot be safely managed by the staff member alone.

Procedure:

1. **Send the Red Card** to the administration office for immediate assistance.
2. **If necessary, remove other students to a safe space** to minimise risk and ensure supervision.
3. **Remain with the class** and maintain Safety while waiting for support.
4. An **Administrator will attend promptly** to assist and assess the situation.
5. Depending on the circumstances, the Administrator may:
 - **Remove the student** until the incident can be discussed and consequences decided, or
 - **Supervise the class** so the teacher can follow up or de-escalate the situation.
6. The incident will then be **recorded** (Chronicle) **and reviewed**, and appropriate follow-up actions or consequences applied.

Bullying

Brookman promotes a safe and respectful environment through clear expectations that encourage positive behaviour, supported by our Social Decision Making and Problem-Solving Program. Students are explicitly taught social skills, including how to respond to bullying as a target or bystander.

Understanding Bullying

- Bullying is an **ongoing** and **deliberate** misuse of power in relationships that is used to cause physical, social and/or psychological harm.
- Bullying behaviour is **repeated**.
- It can be verbal, physical and/or social behaviour.
- It can involve an individual or a group misusing their power over someone who feels unable to stop it.
- Bullying can happen in person or online.
- It can be obvious or hidden.
- Not all conflicts are bullying; a single disagreement or fight between students of equal power is treated as a conflict, not bullying.

For Staff

If a student reports bullying to you

- **Reassure** them that you will do your best to **help them**.
- **Avoid minimising** the issue or saying dismissive things that imply the issue is not important.
- Find a **suitable place** to talk or make a time to discuss the problem privately.
- Ensure that your **voice is calm** and your body language is open as you listen.
- **Listen** without interrupting, using only encouraging questions or sounds to show you are listening.
- Only after you have **heard their whole story** should you ask specific questions if you need more details.
- If they haven't already told you, ask the student **when, how and where** the bullying happens, including:
 - What words have been said or written
 - Has anyone been physically hurt, and how
 - Who is usually around
 - Who else have they told about this
 - If it is happening online? Ask if there is any evidence of what has happened.
- Ask questions to help you **distinguish** between single incidents of conflict and an ongoing pattern of bullying.
- **Write down** the information, or ask an older student to write the details themselves and give them to you.
- **Reassure** the student that it's never okay to be bullied.

- Reassure the student that it is **not their fault** that the other person is behaving in such a way.
- **Praise** the student for speaking out, and acknowledge that talking about it takes a lot of courage.
- Ask the student what **they want you to do** and whether they want you to do anything at this stage.
- If they want your assistance to stop the bullying, tell them you will investigate and respond to their report.
- Reassure them that the school takes this seriously and **advise when you will get back to them**.
- Ask the student whether they feel safe in the short term, in case you need to take preventive safety measures.

For students

- **Recognise:** Understand that bullying is repeated, intentional behaviour that can be physical, verbal, social, or psychological.
- **Report:** Share your feelings with others. Tell a teacher, Deputy, or other trusted adult if you are being bullied.
- **Refuse/Respond:** Tell them that their actions are unwanted and are against school expectations. Use a strong, confident voice to say "Leave me alone" and walk away. Avoid getting into a physical or verbal argument with the bully.
- **Avoid:** Ignore it. Show that it does not upset you. Stay away from places or people where you have been bullied. Go to a safe place or see a teacher.

Attendance

Maintaining Positive Attendance

Attendance is a shared responsibility. To support student wellbeing and strong communication with families, classroom teachers will update **Compass Lesson Attendance** daily by 9.00 am. This enables the system to automatically notify parents/carers at 9.30 am if a student has an unexplained absence.

When a student has two days of unexplained absences, teachers will follow up by contacting parents/carers. All attempts and successful contacts are recorded in Chronicle under **Parent Communication** to ensure accurate and consistent records.

Each Term:

- **From Week 1 onwards**, AIEOs make phone calls and home visits to Aboriginal families who have not yet attended school. Deputy Principals to call and make home visits to all other families.
- **By the end of Week 4**, the Deputy will email letters to families where students' attendance rate is under 80%.
- **By the end of Week 7**, the Deputy will email letters to all families where students' attendance is under 60%
- **At the End of Week 9**, the Deputy will send a positive email letter to parents/caregivers for students with 100% attendance.
- **At the Beginning of Weeks 5 and 9**, the front office will send home letters generated in Compass requesting that all unexplained absences be accounted for.

Persistent Student Absence

Class teacher to complete an **Attendance Referral** and forward to their line manager to assist in developing and implementing an attendance improvement plan consisting of:

- a consultation phase;
- a formal meeting phase if attendance is not successfully restored through actions taken as a result of consultation; and
- a process to monitor and review engagement with any plan or agreement developed in the formal meeting.

Where absence persists, the principal will offer the parent the option of an attendance panel, whose purpose is to provide advice and assistance to restore regular attendance (refer to *Guidelines for Attendance Panels*).

For extreme attendance issues, Admin is to contact the District Office or Student Tracking.
Telephone: (08) 9264 8101

Attendance Rewards

Merit Certificates can be awarded at each assembly for high individual attendance and for a "Beat the Bell" class award for punctuality. A whole-class reward will be awarded at assembly to the class with the highest attendance over the term.

Attendance Referral Form

Student Name:	
Referring Teacher:	Year Level:
Room No:	Date:

Reason for Referral: (please tick)

Non-Attendance		Unusual attendance pattern	
Irregular Attendance		Regular late arrival	
Unexplained absences		Other	

Please explain your concerns:

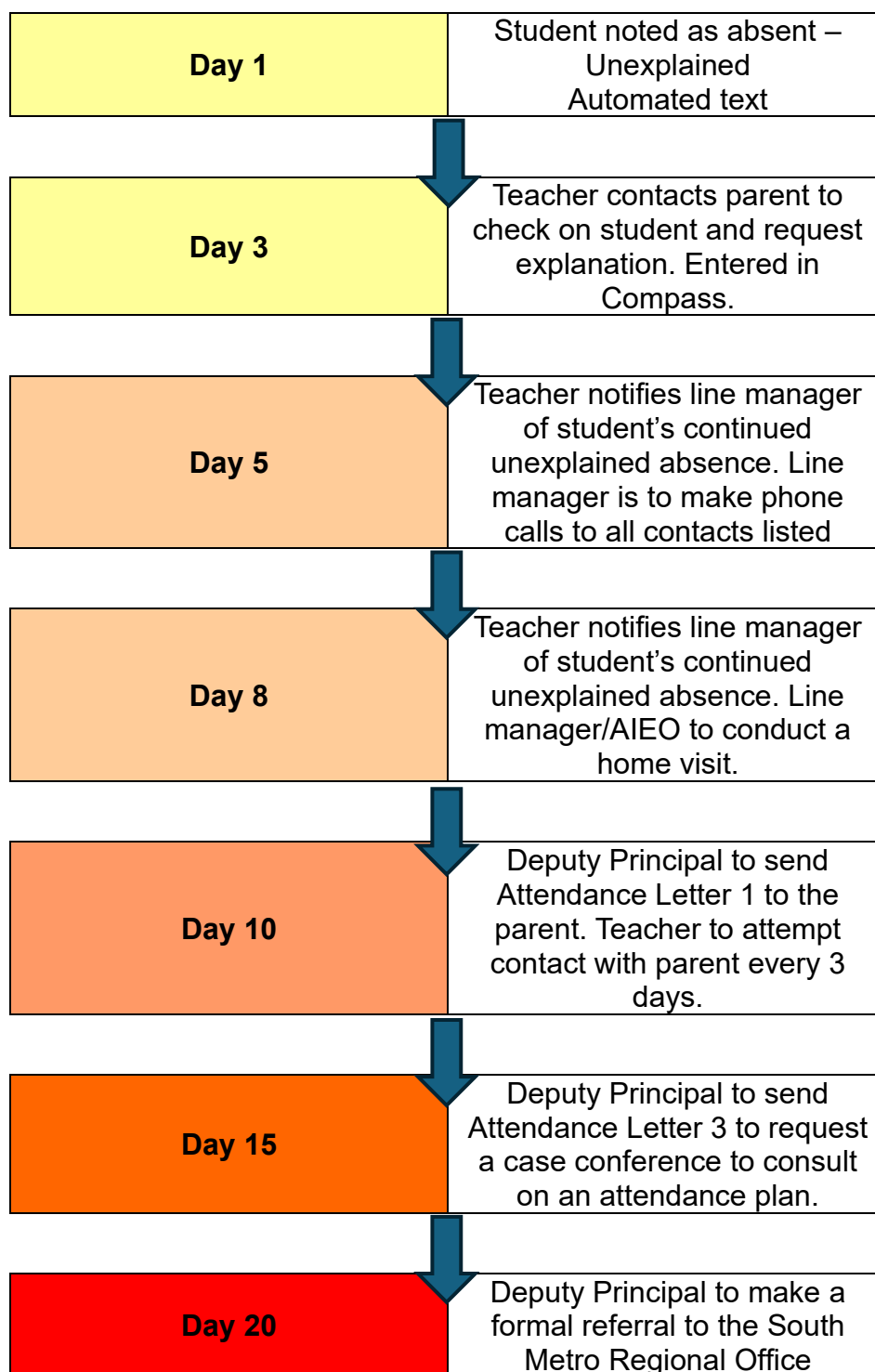
Actions already taken:

Phoned family		Attendance plan	
Connect messages		Reward system in class	
Formal letter		Other	

Please briefly explain your actions to date:

BROOKMAN PRIMARY SCHOOL

UNEXPLAINED ATTENDANCE CONCERN PROCEDURES



Good Standing

At Brookman Primary, we have high behaviour expectations. **Good Standing** recognises and supports students who consistently demonstrate the school values of **Respect, Teamwork, Safety, and Resilience**. Maintaining Good Standing reflects a student's commitment to positive behaviour, active participation, and regular attendance.

Students maintain *Good Standing* by consistently:

- Showing **Respect** through courteous, kind, and considerate behaviour toward others.
- Demonstrating **Teamwork** by cooperating, including others, and contributing positively in class and playground activities.
- Displaying **Safety** by following instructions, using equipment appropriately, and acting responsibly in all areas of the school.
- Showing **Resilience** by managing challenges calmly, persisting with learning tasks, and accepting feedback.
- Maintaining **regular attendance and punctuality**, with absences explained that align with the Department of Education policy, and minimal disruptions to learning due to lateness.

Students with Good Standing are viewed as positive role models who uphold the school's Learning and Behaviour expectations.

Students may **temporarily lose Good Standing** if they:

- Receive repeated **detentions** (x2 in a two-week period or 1x detention+1withdrawal), **withdrawals** (x2 in a five-week period) **or a suspension** for displaying ongoing disrespectful, unsafe, or uncooperative behaviour.
- Fail to follow through with agreed **restorative or reflective actions**.
- Have **unexplained attendance** (below 90%).

The teacher will inform the student and parents of the loss of Good Standing, outlining the reasons and the steps required for reinstatement.

Regaining Good Standing

Students can regain Good Standing by:

- Reflecting on their behaviour and taking steps **to make things right**.
- 'Good Standing' to be reinstated for all students at the beginning of each term, after a 5-week period within a school term or if on a Personal Plan, after demonstrating consistent improvement over an agreed period.
- Showing positive effort and cooperation across school settings.

Privileges Linked to Good Standing

Students with Good Standing may:

- Participate in **special events**, excursions, and reward activities.
- Hold **leadership roles** and represent the school in external events.

Students who temporarily lose Good Standing may not participate in these activities until reinstated.

Recording and Monitoring

Teaching staff will:

- Record detentions and withdrawals in Chronicle behaviour tracking system.
- Monitor attendance regularly and follow up on unexplained absences in line with school procedures.
- Check that students have good Standing before special events, reward activities and excursions.
- Inform the student/parent/carer of the loss of Good Standing due to behaviour and/or attendance.

Appendix

Students are taught clear expectations in the classroom and are given a set of expectations for common areas. Setting expectations reduces cognitive load for children by creating a sense of routine and certainty. Teachers have been compiling guidelines in this area, and as such, this section will be added to over time.

Included in this appendix are resource documents, templates and whole school expectation examples. Teachers create their own classroom expectations based on the information in the Building Positive Behaviours and Attendance Guidelines.

Behaviour Flowchart

Classroom

Behaviour Flowchart

Teach Behaviour Expectations

Respond to the Behaviour:

CALMLY CONSISTENTLY BRIEFLY IMMEDIATELY RESPECTFULLY

Step 1 Initial Behaviour
Teacher to state expected behaviour—**Reminder** "When I'm speaking, I expect everyone to be listening with their eyes on me and their voices off."
Use low-key strategies - Proximity Eye contact Non verbal clues

Focus on the Positive

Step 2 Repeated unproductive behaviour
Teacher to continue positive redirection
Verbal **Warning** redirect with choice "You can choose to listen quietly, or you can take a break (in clam area). What do you choose?"

Behaviour Stops

Step 3 Repeated unproductive behaviour
Teacher to continue positive redirection
Reflection time - **Reset**
"It seems you need a break. Please move to (clam area)"
Repeated unproductive behaviour
Reflection Sheet issued - **Think sheet/ ECE Restorative Conversation** "You need more time, please complete the think time sheet and we will discuss learning expectations at recess."

Provide specific positive feedback
"Thank you for following our learning expectation by listening"

Step 4 Repeated unproductive behaviour
Office Referral - **Detention** - ECE Buddy Class
Teacher to fill in pink slip send to admin, contact parent, or record on compass/chronicle. Student to attend next detention.

MAJOR BEHAVIOUR RED CARD to ADMIN
Harmful or dangerous behaviour where there is a risk to child or adult safety. Respond Calmly and Immediately.

BEHAVIOUR RECORD

Physical aggression towards staff or students.
Abuse, threats, harassment or intimidation to staff or students.
Damage to or theft of property.
E Breaches.
Violation of Code of Conduct or school/classroom rules.
Negative behaviour - other

Step 5 Repeated unproductive behaviour
Teacher to fill in pink slip, contact admin and parent
Student **Withdrawn**
Admin to conference student, determine if further consequence
Restorative conversation on return to class. (teacher, student)
Record in compass/chronicle.

Step 6 Repeated Detention (x2), Withdrawal (x2), Suspension
Teacher to develop and implement a Behaviour Plan and share with relevant staff— E.g. specialists/duty teachers.
Conduct a parent meeting to discuss plan.
Request support from Student services if required.

Playground

Step 1 Initial Behaviour
Duty Teacher to state expected behaviour - **Reminder** "Remember no tackling— we need to keep everyone safe."
Use low-key strategies—Proximity Eye contact Non verbal clues

Step 2 Repeated unproductive behaviour
Duty Teacher to continue positive redirection
Verbal **Warning** redirect with choice "You can choose to play safely and stay in the game, or take a break. What do you choose?"

Step 3 Repeated unproductive behaviour
Duty Teacher to continue positive redirection
Reflection time - Sit out 5 minutes **Reset**
"It looks like you need a break from the game. Please move to ..."
Repeated unproductive behaviour
Reflection **Think Time** - Walk with Duty Teacher
Discuss behaviour "Sam you were not following our safety expectation. Think about how your actions may affect others. What can you do differently to keep play safe?"

Step 4 Repeated unproductive behaviour
Office Referral - **Detention** -
Duty Teacher to fill in pink slip send to Admin, or record on compass/chronicle, contact parent, inform class teacher.
Student attends next detention

MAJOR BEHAVIOUR
Suspension. Principal to authorize, set suspension duration, notify parent, complete CIMS.

Behaviour Expectations Matrix

Behaviour Matrix

	Learning Areas	Playground	Community	Technology
 We show respect when...	- we use whole body listening and follow staff instructions. - we speak politely and use good manners. - we care for school property and our belongings. - we keep our areas tidy. - we move quietly.	- we speak kindly to others. - we take turns and accept our mistakes. - we use equipment safely and respectfully. - we place litter in the bin. - we eat in the right place and only touch our own food.	- we look after community property and areas. - we wear our uniform with pride. - we politely welcome visitors and special guests.	- we take care of all devices. - we communicate kindly and respectfully online. - we ask before taking or sharing photos. - we log out and return devices to correct areas when finished.
 We show resilience when...	- we focus on the positives, even when things are hard. - we have a go and understand it's okay to make mistakes. - we persevere and keep trying, even when it's challenging.	- we explore new games and activities. - we make new friends. - we try again if things don't go our way and accept when we don't win. - we manage our emotions and use strategies to calm down. - we stand up for ourselves and others.	- we do the right thing wherever we are, even when no one is watching. - we care for property, even if it's not ours.	we problem-solve and try to troubleshoot issues before asking for help.
 We show teamwork when...	- we listen to others and take turns to share ideas and resources. - we help and encourage others. - we give helpful feedback in a kind and positive way. - we include others and value everyone's contributions.	- we include others and follow team and game expectations. - we share and respect equipment. - we help others make good choices and speak up when something isn't right. - we help pack away equipment.	- we work together to keep our community areas clean and safe. - we engage positively with our wider school community.	- we support and help others. - we return and charge equipment for the next person.
 We show safety when...	- we use equipment safely. - we walk indoors and respect everyone's personal space. - we push in chairs and keep areas clear. - we ask for help when unsure.	- we play in our year level, supervised areas. - we keep our hands and feet to ourselves. - we wear a hat outside. - we walk on concrete paths and undercover areas. - we report unsafe behaviour or damage to equipment to the duty teacher.	- we stay with our group and follow adult instructions during excursions and community events. - we follow road safety rules. - we wear helmets and seatbelts.	- we keep passwords private. - we only use approved sites and apps. - we report unsafe online behaviour. - we use devices in a safe space.

Year 1 – 3 Think Sheet

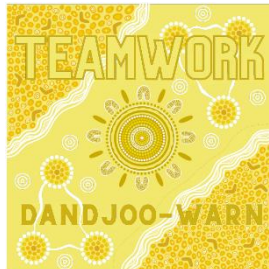
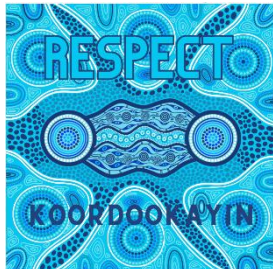
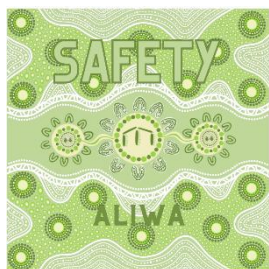


NAME: _____ YEAR: _____

ROOM: _____ DATE: _____

What happened?

What behaviour expectation wasn't followed?



Who was impacted by your behaviour?

What would be a better choice next time?

Communicated to Parent:

Verbal _____ Written _____ Date _____ Teacher _____

Year 4 – 6 Think Sheet



NAME: _____ YEAR: _____ ROOM: _____ DATE: _____

What happened?

What behaviour expectation wasn't followed? (Safety, Respect, Teamwork, Resilience)

Who was impacted by my behaviour?

Next time I will...

Communicated to Parent:

Verbal _____ Written _____ Date _____ Teacher _____

Playground Expectations - Kindy & Pre Primary

Eating Time:

- We sit still, quietly and eat
- We eat our own food
- We eat our fruit first at morning tea
- We wait until we are told we can go to play
- We put our rubbish in the bin

Play Time:

- We walk on the concrete
- We must wear a hat
- We play respectfully with others (see Matrix)
- We respect and look after the equipment
- We follow the playground rules that we are taught
- We share with others
- We allow everyone to join in
- We are friendly with our peers
- We ask for help when we need it
- We help pack away



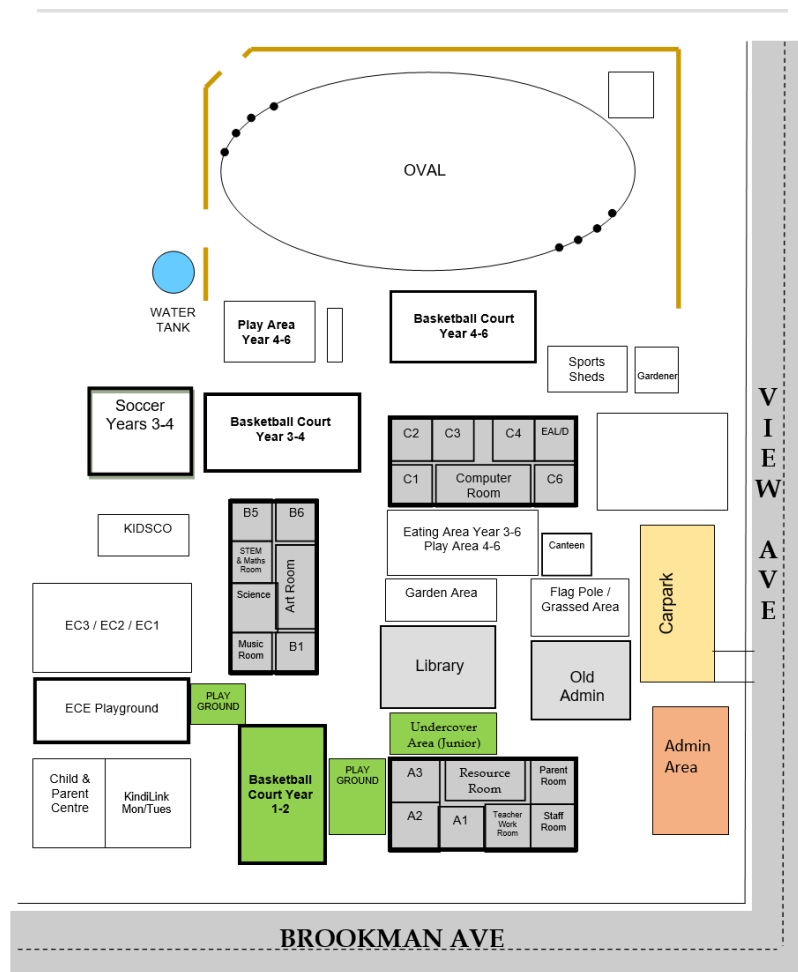
Playground Expectations - Area A

Eating Time:

- All Year 1s and 2s eat in Area A (Undercover and spring onwards grassed area)
- We sit down while we are eating
- We put our hand up and wait to be dismissed before going to play
- Our lunch boxes go on the benches when we are finished eating
- We eat our own food, drink from our own water bottles, and only touch our lunch box.

Play Time:

- We use the equipment responsibly
- We always wear a school hat if we are outside of the Undercover Area
- We look after each other and include everyone when playing
- We pack away the equipment at the end of lunchtime (1:22 pm) by putting it on the shelves in the designated area.
- Line up immediately when the bell/siren rings
- Only enter buildings when the duty teacher gives permission.



Playground Expectations - Area B

Eating Time:

- We remain seated while we eat
- We eat our own food
- Hold rubbish between 12:50 and 1 pm until we are dismissed to put it in the bin
- We put our hand up and wait to be dismissed before going to play at lunchtime
- We eat in our designated areas in the Undercover Area and in the outdoor area between B and C block
- We hold any equipment still while we are eating
- We always wear a school hat when sitting outside to eat
- We sit in a space away from the toilets and leave the stage clear
- We move to the edge of the Undercover Area at 1.00 pm if we are not finished eating
- We clean up our own space and get a dustpan if necessary
- Lunchboxes are put in class trolleys

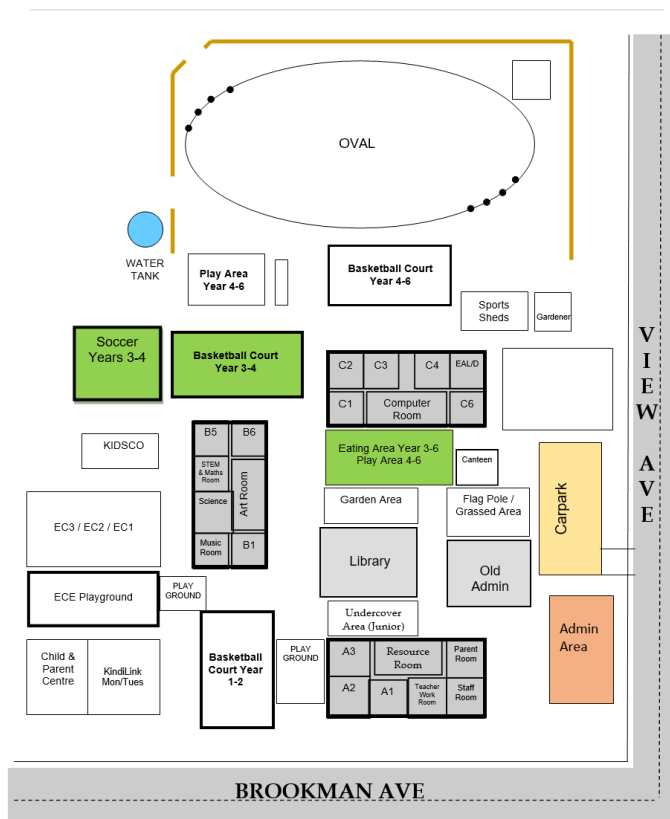
Play Time:

Undercover Area:

- Only years 4-6 play a quiet game in the Undercover Area (no hat)
- Years 3-4 in outdoor Maker Space (no hat)
- We walk on the concrete areas
- We stay out of the toilets when playing
- Sports equipment must be taken to the outdoor spaces.
- Only enter buildings when the duty teacher gives permission.

Outdoor Area:

- We always wear a hat
- We play kindly with others
- We treat blocks and equipment with Respect
- We pack away the equipment that we have played with in the Makerspace area
- Follow the rules set by the duty teacher for specific games, e.g. soccer.
- The gazebo is a quiet space



Playground Expectations - Staff

- Arrive at assigned duties on time.
- Model wearing a broad-brimmed hat
- Wear a high-vis duty vest
- Carry a duty bag (located in each block), which has first aid supplies
- Walk around and be proactive in supporting positive student behaviour
- Staff may use their phones for emergencies, to time special needs students, or to contact the office, but should not be distracted by personal devices.
- First aid is recorded in books held in each block or on Compass for parents who have needed to be contacted. Admin to be notified of any significant injuries.
- Staff to inform class teachers of concerns involving their students.



Note: Students with particular special needs may wear a vest to improve visibility to staff. Students with extreme medical conditions, such as epilepsy, may be required to wear a fluoro ribbon on their hat to alert staff who are unknown to them. Ice packs are located in the freezers of each block. Please note that Stingoes now requires parental permission to administer. Band aids are in the duty bag.

Extreme weather conditions eg heat or thunder storm, will be declared by the Principal for inside lunch.

Bus Procedure - Getting On the Bus for a School Excursion

1. Pre-Departure Preparation

- Class teachers ensure they know who has returned permission slips and payments have been collected from students.
- Roll is marked to confirm students are present.
- Distribute any required items (e.g., name tags, lunches, itinerary).
- Brief students on expected behaviour, safety rules, and emergency procedures e.g. when on the bus, the seat stays in position.
- Assemble in the designated area for a check on numbers.

2. Line Up in an Orderly Manner

- Instruct students to form two lines in pairs in the designated area (assembly area for going to swimming. Line up on left of swimming back door to go home. Students to have towels and goggles around their neck)
- Group students by class or assigned groups (if applicable).
- Assign chaperones or staff members to supervise each group/class.

3. Boarding the Bus

- Supervisor to lead the lines to the bus in an orderly fashion.
- A teacher or designated adult boards first to supervise inside the bus.
- Supervisor conducts a headcount as students board the bus.
- Students board one at a time, using the handrail and watching their step.
- Students fill seats from front to back, starting with the youngest class. Exception to this rule would be a student with needs or on a risk plan.
- Staff member on bus already ensures seatbelts are fastened.
- Staff are seated throughout the bus for supervision.

4. Final Checks

- Confirm that all belongings are accounted for (eg first aid kit, medication, mobile phone).
- Ensure all students are seated facing the front and quiet before departure.

5. Departure

- Once safety checks are complete, give the signal to the driver that the group is ready.
- Remind students to remain seated and follow the safety rules during the ride.

Bus Procedure - Getting Off the Bus on a School Excursion

1. Listen for Instructions:

- Students remain seated and pay attention to any announcements or instructions from the teacher or bus supervisor about when and where to get off the bus.

2. Prepare to Disembark:

- Ensure you have all your belongings (goggles, towels, etc.).
- Make sure your seat area is clean and tidy.

3. Stay Seated Until It's Your Turn:

- Remain seated until the bus has fully stopped, and the teacher or supervisor gives the signal to get off.
- Wait for your teacher to give directions for orderly departure. One staff member off the bus first to direct students and one to remain until the end.

4. Exit the Bus in an Organised Manner:

- If the bus doors open, wait until the seat in front is moving off before getting up.
- Follow any special rules (e.g., exiting by the front or back door).
- If exiting at the front, stand up and move calmly toward the front door.
- If the bus is parked in a location with limited space, wait for the person in front of you to get off before you move.

5. Be Mindful of Others:

- Be aware of other students getting off the bus. Maintain a calm and respectful demeanour as everyone exits.
- Keep hands to yourself.
- Thank the bus driver

6. Follow the Teacher or Supervisor:

- Once off the bus, follow the teacher or bus supervisor to the designated area for the excursion (eg. Swimming – pool door).
- Stay in a group and keep to the designated path, avoiding wandering off.

7. Once Off the Bus:

- Ensure you are standing in the safe area as directed by the teacher (e.g., on the sidewalk, away from traffic).
- Wait for further instructions about the next steps in the excursion (e.g., moving to a different location, following the group, etc.).

8. Safety First:

- Always look around for any potential hazards (such as cars or other obstacles) before moving away from the bus.
- Follow all safety rules set by the teacher or excursion supervisors.