

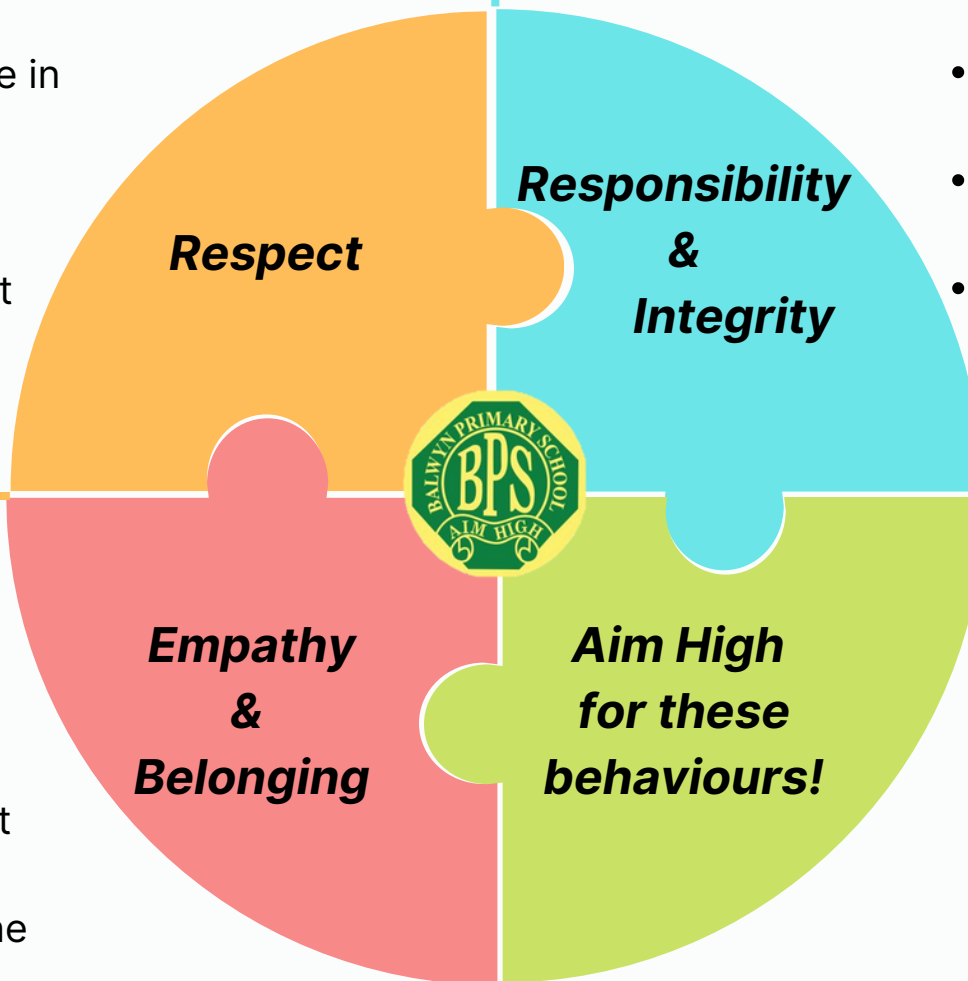
Positive Behaviour Expectations

WE:

- Allow everyone to do their best learning
- Keep the spaces we are in tidy
- Are kind all the time, in person and online
- Keep our materials neat and useable

WE:

- Are mindful of others' personal space
- Move efficiently and quietly through the school
- Arrive at our learning ready to do our best
- Play fairly so we can all enjoy ourselves



WE:

- Always consider the feelings of others
- Work together to find the best outcomes
- Use our strengths to lift others up
- Value and learn from the contributions of everyone
- Celebrate others!

- Learning spaces
- Outside (playground, yard, play time)
- Transitions
- ICT/ Internet
- Toilets
- Assembly

Learning Spaces Behaviour Expectations

We keep the spaces we are in tidy

(we push chairs in, put rubbish in the bin, return stationary and materials where they belong)

We are considerate of the materials we use

(we keep materials neat and tidy, ask permission before using materials)

We are kind and consider feelings of others

(we have positive intent, use kind words and actions at all times)

We are mindful of others' personal space

(we move around the room in calm way and keep our hands and feet to ourselves)

We work together to find the best outcome

(we discuss and compromise)

We use our strengths to lift others up

(we teach others, we offer support, we listen, we act)

We value and learn from the contributions of everyone

(we know that our voices are different but important)



*Empathy & Belonging,
Responsibility &
Integrity, and Respect*

Outside Behaviour Expectations



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We play fairly so that we can all enjoy ourselves
(we give people chances, set and follow norms/expectations)

We keep the spaces we are in tidy
(we dispose of rubbish properly)

We are kind and consider feelings of others
(we speak and act in a positive way)

We are mindful of others' personal space
(we act safely, look and listen when moving)

We work together to find the best outcome
(we compromise, share and listen in games and play)

We use our strengths to lift others up
(we help each other enjoy our play time and learn)

Transitions Behaviour Expectations

We allow other classes to do their best learning
(we respect that learning time is important)

We move quietly and efficiently
(we line up as a class, we walk and whisper if we need to speak, eyes forward and stay together)

We keep the spaces we are in tidy
(we leave the space better than we found it)

We respect the shared areas
(we appreciate others' belongings and classroom displays in corridors with our eyes, not our hands)

We are mindful of others' personal space
(we keep our hands and feet to ourselves)

We arrive at our learning ready to do our best
(we enter the room with a calm energy and open mind)



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ICT/ Internet Behaviour Expectations



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We only use the iPads when we are asked to
(we keep our iPads face down until we have permission)

We are kind online and consider the feelings of others
(we use ICT to add value to our learning and world)

We protect the iPads
(we carry with two hands, keeps lids closed when walking, carry no more than two)

We consider our digital footprint
(we contribute to making our learning on the Internet a positive space)

We return and charge the devices after using them
(we are considerate of the next learners who will use them)

We are safe online
(we keep our passwords and personal information to ourselves)

Toilets Behaviour Expectations

We keep the bathrooms tidy

(we keep the toilets, sinks and floors clean)

We use the resources for their intended use

(we use a reasonable amount of toilet paper, soap and paper towel, we turn taps off when we are done)

We consider others need to use the facilities

(we want people to feel comfortable and safe)

We are mindful of others' personal space

(we use the bathrooms for going to the toilet and we give other people privacy and respect)

We keep each other safe

(we go, wait and return with our toilet buddies)



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Assembly Behaviour Expectations



*Empathy & Belonging,
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We show whole body listening
(we give eye contact, sit still, voices off)

We arrive at assembly ready to do our best
(we enter the room with a calm energy and open mind)

We value and learn from the contributions of everyone
(we support the presenters to do their best)

We are mindful of the personal space of others
(we sit close together but keep hands to ourselves)

We celebrate others!
(we encourage and are happy for our peers in a sensible way)