



Lynwood Park Public School

Child Protection and Wellbeing: School Behaviour Support and Management Policy and Procedures

Last Review Date: December 2024

Next Review Date: December 2025

Rationale

The NSW Department of Education is committed to creating engaging and effective classrooms, and **inclusive and safe school communities** for all NSW public school students and staff. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others.

All students and staff have the right to be treated fairly and with dignity in an environment free from intimidation, harassment, victimisation, discrimination and continued disruption.

All students and staff have a right not to be subjected to racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

In NSW, all children and young people have a right to an education, where students can access and fully participate in learning. To enable staff to create inclusive, engaging and respectful schools, some circumstances exist where behavioural interventions are necessary.

Supporting and enabling positive student behaviour is essential for quality learning, as well as the wellbeing and safety of all students and staff. Inclusive practice must be embedded in all aspects of school life and be supported by school culture and everyday practice.

Procedural fairness will be afforded to all students and staff in implementing this policy. The aim of the policy is that all NSW public school students:

- are supported to participate positively and engage in their learning and in the wider community
- are supported to demonstrate positive and respectful behaviour that will contribute to an inclusive and safe school learning environment, consistent with their responsibilities under the Work Health and Safety (WHS) policy
- have the opportunity to self-advocate as active participants in their own learning and wellbeing
- are encouraged to feel connected and use their social and emotional skills to be respectful, resilient and safe learners in line with the **NSW Department of Education's Behaviour Code for Students**.

Schools are required to develop a School Behaviour Support and Management Plan in line with this policy and the Student Behaviour Procedures. This must also establish and maintain high expectations for student behaviour, in line with the Behaviour Code for Students.

The NSW Department of Education Behaviour Code for Students

The behaviour code for Lynwood Park Public School (LPPS) is based on the Department of Education's Behaviour Code for Students. This code clearly states what is expected of students in NSW Public Schools under the headings of **Respect, Safety and Engagement**. At Lynwood Park Public School, we have embraced these expectations into our Brian the Lion mantra of Be Respectful, Be Safe, Be a Learner.

The Department of Education Behaviour Code is as follows:

Respect (Lynwood Park PS: Be Respectful)

- * Treat one another with dignity
- * Speak and behave courteously
- * Cooperate with others
- * Develop positive and respectful relationships and think about the effect on relationships before acting
- * Value the interests, ability and culture of others
- * Dress appropriately by complying with the school uniform or dress code
- * Take care with property

Safety (Lynwood Park PS: Be Safe)

- * Model and follow departmental, school and/or class codes of behaviour and conduct
- * Negotiate and resolve conflict with empathy
- * Take personal responsibility for behaviour and actions
- * Care for self and others
- * Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement (Lynwood Park PS: Be a Learner)

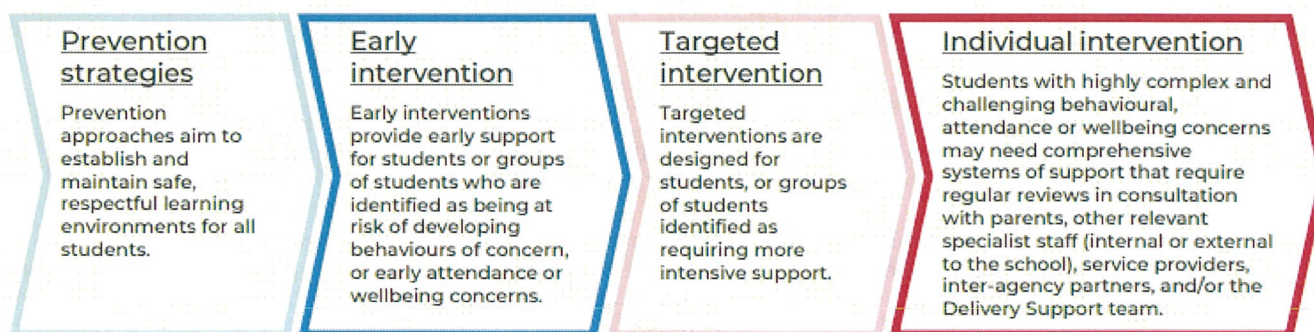
- * Attend school every day unless legally excused
- * Arrive at school and class on time
- * Be prepared for every lesson
- * Actively participate in learning
- * Aspire and strive to achieve the highest standards of learning.

As stated in the Department's Behaviour Code for Students, the Principal and school staff, using their professional judgement, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The Department provides a policy framework and resources to guide Principals in exercising their professional judgement. **In this context the NSW Government and the Department of Education will back the authority and judgement of Principals and school staff at the local level.** Lynwood Park Public School's Behaviour Support and Management Policy and Procedures have been developed aligned to the Department's School Community Charter which outlines the responsibilities of parents, carers and educators to ensure learning environments are collaborative, supportive and cohesive.

Support for Student Behaviour

Just as our school differentiates support for students who exhibit problems in learning to read, we differentiate levels of support for students who exhibit problems in meeting expected behaviours. This does not mean that we lower our expectations. We adjust our level of support.

As part of our Positive Behaviour for Learning (PBL) approach, we layer and refine our expectations and methods of dealing with unacceptable behaviour according to need. At all times with early, targeted and individual interventions, we work with parents and students to achieve positive outcomes.



As part of our prevention strategy, we have core expectations for all settings throughout the school – covering being Safe and Respectful Learners.

These expectations and behaviours are taught regularly throughout the year, and throughout the school from Kindergarten to Year 6.

Core Expectations

Students can demonstrate these expectations in various settings in the following ways.



School Expectations Matrix

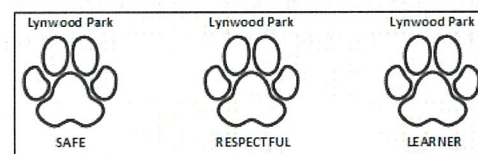
	Be safe	Be respectful	Be a learner
All settings	<ul style="list-style-type: none">- Keep your hands and feet and body to yourself- Move sensibly and safely at all times- Report problems to a teacher- Be in the right place at the right time	<ul style="list-style-type: none">- Listen to and follow instructions- Speak politely to everyone- Use good manners- Be honest- Care for the environment- Respect personal space and property- Look at the person speaking to you- Wear school uniform	<ul style="list-style-type: none">- Make good choices- Show pride in all you do- Be a team player- Be an active participant- Stay on task- Accept different routines
Classroom	<ul style="list-style-type: none">- Walk inside the classroom- Use classroom equipment and furniture correctly- Ask permission to leave the room- Enter and leave quietly and safely	<ul style="list-style-type: none">- Allow others to learn- Be tolerant of others and their opinions- Use a quiet voice- Keep your room tidy- Put your hand up- Wait your turn- Respect belongings of others	<ul style="list-style-type: none">- Be responsible for your own learning- Strive for quality work- Be prepared with all your equipment- Complete your work- Be positively involved

Library	<ul style="list-style-type: none"> - Use equipment safely - Walk inside - Take care around bookshelves - Be careful near cords and cables - No food or drink 	<ul style="list-style-type: none"> - Use a quiet voice - Use library bags - Return books on time - Handle books with care 	<ul style="list-style-type: none"> - Know and follow the library rules - Learn library information skills - Borrow books to read - Return books promptly
Computer Room	<ul style="list-style-type: none"> - Be careful near cords and cables - No food or drink - Use equipment safely - Walk inside 	<ul style="list-style-type: none"> - Treat the computer equipment with care - Help each other - Work cooperatively 	<ul style="list-style-type: none"> - Know how to use computers correctly - Use the internet and intranet appropriately
Office	<ul style="list-style-type: none"> - Use the quickest and safest way to the office - Walk inside 	<ul style="list-style-type: none"> - Only go to the office with permission - Enter quietly - Wait for someone to help you - Be polite to visitors and staff 	<ul style="list-style-type: none"> - Know why you are at the office - Say messages clearly and accurately - Ask to speak to a certain person
Assembly	<ul style="list-style-type: none"> - Enter and leave assemblies quietly and safely - Walk inside - Use stage and steps safely - Stay still when seated 	<ul style="list-style-type: none"> - Look at and listen to each presenter - Celebrate the efforts of others - Use appropriate applause - Sing the National Anthem and School song with pride 	<ul style="list-style-type: none"> - Participate with pride - Listen to announcements - Learn routines and songs

Recognising and Rewarding Positive Behaviour

The underlying premise of PBL (Positive Behaviour for Learning), is to recognise and celebrate positive behaviour. We do this in several ways at Lynwood Park PS:

* Pride Paw Tokens that lead to Pride Paw Awards as determined by the classroom teacher. There is no limit to these tokens, which may be handed out for positive behaviour by any member of staff and in any setting.



* A merit award system issued by classroom teachers at whole school assemblies for various reasons such as Citizenship, Sportsmanship and Value of the Month. Exceptional achievement may result in receiving a Principal's Award.

The accumulation of these awards results in Silver, Gold and Platinum awards. Students achieving a Silver award will receive a certificate. Students earning a Gold award will receive a certificate and badge. Students who earn a Platinum award will receive a certificate and a badge and will be named at the end of year Presentation Day Assembly.

* Attendance awards – for both excellent attendance and improvement in attendance

* Aussie of the Month Award – sponsored by the national Australian of the Year Awards

* PBL Reward Day. This is a day when those students who have done the right thing throughout the term, are rewarded with an extra thirty minute activity chosen by the students eg. mini-disco, free time, board games. It is a fresh start each term for students to be part of the activity.

Consequences for Behaviours of Concern

In NSW, all children and young people have a right to an education, where students can access and fully participate in learning, and teachers have the right to teach the curriculum without disruption and interruption.

To enable staff to create inclusive, engaging and respectful schools, and ensure a safe working and learning environment for everyone at the workplace consistent with the Department's Work Health and Safety Policy, some circumstances exist where behavioural interventions are necessary.

A behaviour of concern is defined as a challenging, complex, racist, bullying or unsafe behaviour that requires more persistent or intensive interventions.

A behaviour of concern also includes low level behaviour that is repeated on a regular basis designed to disrupt the regular conduct of classes or school life. This is considered particularly serious when conducted by senior students who obviously are aware of the consequences of their actions.

A behaviour of concern does not include low-level, developmentally appropriate behaviours, such as testing boundaries and rules, which can be redirected and minimised through universal behaviour support strategies.

All students, regardless of age, are expected to follow the school expectations whether they are in the classroom, in the playground, on an excursion or representing the school in the community. Failure to follow the school's expectations will necessarily lead to consequences.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Behaviour Consequences

When students demonstrate behaviours of concern the following consequences will be applied (dependent on the student's level of need and/or development). For some students, they will follow the school wide consequences for behaviours of concern unless their concerning behaviour escalates dramatically, in which case an executive staff member will follow the child's Behaviour Management Plan (developed in conjunction with the child's parents).

The following step system is applied for each child K-6, and starts afresh each day. Note that consequences that include timeouts, do not impinge upon the child's rights for adequate toilet and food breaks and the duration of time is appropriate to the age and developmental level of the student.

Step System

Step 1: Verbal reminders of acceptable behaviour

Step 2: Name placed on board/chart

Step 3: Time out in own class

Step 4: Time out in Buddy Classroom

Step 5: Time spent with Assistant Principal and loss of playtime at lunch in Reflection Room

Step 6: Time spent with Principal and loss of playtime at lunch in Reflection Room, possibly leading to:

- * Withdrawal from class or playground activities, or excursions
- * Loss of privileges or status (eg. school/sport leadership, participation in PSSA)
- * Suspension (in accordance with DoE policy and guidelines)

The Reflection Room

Following repeated minor or major behaviour incidents, behaviour counselling will occur in the Reflection Room. Behaviours of concern come with an obligation to put things right. Change will only happen when students accept that their behaviour is of concern and reflect on what needs to happen to make things better.

Students attending the Reflection Room will reflect on the behaviour of concern that they have displayed and will determine what positive behaviour they will display in the future, related to our school expectations. In particular, senior students will relate their behaviour to the Department of Education's Behaviour Code for Students.

Depending on their age, students will complete a worksheet about their reflections covering:

What they did

Why they did it

How their behaviour affected others

How they can make things better

How they can do things better in the future

The worksheet will be sent home accompanied by a Behaviour Notification Card. This card is required to be signed by a parent and returned to school.

Repeated Minor Behaviours Leading to Major Behaviour Issues

Repeated minor behaviours can become major behaviours of concern.

When a child repeatedly displays behaviours that disrupt their class, is disrespectful to their teachers or disrupts the teacher's ability to teach – that becomes a repeated behaviour and therefore becomes a major concern. For example, making silly noises while the teacher's back is turned in order to make the class laugh instead of concentrating on what the teacher is saying, can be considered

a prank when done once but can be considered bullying and/or a major disruptive behaviour when done repeatedly.

These behaviours will, if repeated, become major issues to be dealt with by the Assistant Principal at Level 5 or Principal at Level 6 on the Step Behaviour Chart system, possibly leading to a warning of suspension.

Example of the school's definitions of major and minor behaviours

Minor Behaviours	Definition
Disregards staff	<ul style="list-style-type: none"> • does not do as teacher / staff member asks • refuses to speak to a teacher / staff member
Continued disruption	<ul style="list-style-type: none"> • time wasting • calling out • talking in class • inappropriate noises • being the class clown • non-compliance
Inappropriate language	<ul style="list-style-type: none"> • swearing used in a conversation or frustration e.g. stub a toe • mild swearing not specifically directed at anyone
Anti-social behaviour	<ul style="list-style-type: none"> • teasing • name calling • excluding others from games or activities • encouraging misbehaviour in others • lying • cheating • minor stealing - taking small items (e.g. lollies, pencils, hats etc) that do not belong • spitting at ground • annoying another student • invading the personal space of another student
Physical aggression	<ul style="list-style-type: none"> • careless or thoughtless action causing harm or concern to others • pushing, shoving • touching / poking • hitting • tripping / kicking

Major Behaviours	Definition
Continued disobedience	<ul style="list-style-type: none"> • defiance, refusal or non-compliance with teacher instruction; deliberately ignores a staff member • repetitive classroom disruptions – interrupting classroom routines, interfering with learning of others, interfering with the right for teachers to teach • repeated refusal to follow the school expectations • loss of control / meltdown
Absconding	<ul style="list-style-type: none"> • deliberately removing oneself from direct or indirect supervision without permission • leaving the classroom • leaving the school grounds
Verbal abuse	<ul style="list-style-type: none"> • swearing at students, staff or community members • inappropriate language - aggressive, sexual, sexist, threatening • racial abuse
Bullying	<ul style="list-style-type: none"> • continual pattern of minor bullying • physical - repeated hitting, tripping, pushing, standing over people • verbal - repeated name calling, insults, swearing, verbal abuse. • indirect - gestures; graffiti about someone • disrespectful messages - negative comments based on race, religion, gender, age or members of family • cyberbullying - emails, social media, text messages
Aggressive behaviour	<ul style="list-style-type: none"> • hostile behaviour / intimidation towards students, staff or community • uses inappropriate manner (insolence) or tone • speaks disrespectfully

Physical violence	<ul style="list-style-type: none"> intentionally hurting others and selves - hitting, throwing things, punching, pushing, kicking, biting, strangling threatening of violence to do harm fighting physical contact with the intention to intimidate spitting at someone
Uses implement as a weapon	<ul style="list-style-type: none"> Threatened to use an item to cause injury or harm Throwing projectiles at another person eg rocks, furniture Used an item in a way that interfered with the safety and wellbeing of another person
Use or possession of a prohibited weapon	<ul style="list-style-type: none"> Possession of a prohibited weapon eg knife, gun, crossbow etc Uses a prohibited weapon eg knife, gun, crossbow
Illegal substances not permitted on school premises	<ul style="list-style-type: none"> possession of any illegal substance (alcohol, drugs, cigarettes, vapes etc) or suspected illegal substance use of any illegal substance (alcohol, drugs, cigarettes, vapes etc) or suspected illegal substance

Consequences of Repeated Concerning Behaviours

Where a child continually displays minor and/or major behaviours the following may occur:

Occurrence	Consequence	Documentation
Two (2) reflection room incidents in 10 consecutive school days, starting from the first reflection room visit	<ul style="list-style-type: none"> Discussion at the next Learning and Support Team meeting Restitution of damage/action to be made through apology or what is deemed acceptable restitution by school. Exclusion from any 'special activity' e.g. excursion, PSSA, PBL reward day. Removal from playground; Removal from class responsibilities or school activities, such school leadership badges, class jobs or what is deemed acceptable in conjunction with class teacher and AP/Principal for up to 1 week maximum. 	<ul style="list-style-type: none"> Behaviour recorded in School Bytes Parents contacted to inform of continued misbehaviour Behaviour Management Plan created
Three (3) or more reflection room incidents (major) in 10 consecutive school days, starting from the first reflection room visit	<ul style="list-style-type: none"> Restitution of damage/action has to be made through apology or what is deemed acceptable restitution by school. Exclusion from any 'special activity' e.g. excursion, PSSA, PBL reward day Removal from class responsibilities or school activities, such school leadership badges, class jobs or what is deemed acceptable in conjunction with class teacher and AP/Principal for up to 2 weeks and then reviewed. 	<ul style="list-style-type: none"> Behaviour recorded in School Bytes Parents contacted to inform of continued misbehaviour Principal to determine if there is a need for a suspension warning.

School Suspension

Suspension is a serious action and Principals only consider suspension when other appropriate behaviour support options have been attempted or implemented and given time to be effective but have not been successful in resolving behaviours of concern. In some circumstances, the Principal may determine that a student should be suspended as a first response to a behaviour of concern because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be mitigated with the student at school.

When deciding if suspension is an appropriate and proportionate action, Principals need to consider a range of factors, including, but not limited to the following:

- * The behaviour of concern. Is it developmentally appropriate? Does it meet the grounds for suspension?
- * The student. The student's educational and safety needs? Trauma background?
- * Additional Principal responsibilities. Have appropriate personnel been involved?
- * Department of Education policy and guidelines for suspension. Principals must follow DoE policy and guidelines at all times.

Other factors when considering a suspension:

If, after considering all factors above, the Principal determines that a suspension is appropriate, the Principal must also consider:

- the student's wellbeing, risk and potential vulnerability before implementing a suspension
- the timeframe of the suspension (see section 3.5 of Student Behaviour Procedures Kindergarten to Year 12 on the Department of Education's website)
- where feasible, whether students may continue to attend alternate programs while on suspension

Appendices

Further information and clarification can be obtained from the following documents. These are available on request from the school office.

- LPPS Meeting Students' Needs – flowcharts
- NSW Department of Education Behaviour Code for Students
- LPPS CPW: Student Rights and Responsibilities
- LPPS Values Focus
- NSW Department of Education Incident Notification and Response Policy & Procedures
- NSW Department of Education Student Behaviour Procedures Kindergarten to Year 12 – October 2022
 - Suspension and Expulsion – Sections 3 and 4



MEETING STUDENTS' NEEDS

CLASSROOM

Effective teaching/learning environment
"Be Safe, Be Respectful, Be a Learner"

(School Expectations)

STUDENT BEHAVIOUR

Is it appropriate?

NO

POSSIBLE STRATEGIES

- Positive prompts
- Refer to school expectations
- 60 second encounter: *What are you doing? What's the expectation? Is there a better way?*
- Reflection time – in classroom

HAS IT BEEN EFFECTIVE?

NO

POSSIBLE CONSEQUENCES

- Restitution
- Reflection time – buddy class, 10 minutes maximum
- Complete 'Time out' card

HAS IT BEEN EFFECTIVE?

NO

POSSIBLE CONSEQUENCES

- Reflection time – AP / Principal, 10 minutes maximum
- Reflection room at next lunch time
- Loss of privileges
- Community service

POSSIBLE STRATEGIES

- Behaviour counselling with teacher: *What are you doing? Is it getting what you want? What else could you do that would be better? How can you fix this?*
- Supervisor informed
- Parents informed
- Classroom behaviour plan implemented

HAS IT BEEN EFFECTIVE?

NO

SUPERVISOR INTERVENTION

- Further consequences may be necessary eg loss of play, loss of privileges, community service, withdrawal
- Reflection room session required
- Formal classroom behaviour plan completed
- Parents informed and/or interview
- Possible suspension

YES

POSSIBLE STRATEGIES

Positive recognition such as:

- Informal recognition eg praise, stickers
- 'Pride paw' tokens
- class awards
- merit awards

YES

POSSIBLE STRATEGIES

- Congratulate
- Positive recognition
- Return to work

YES

POSSIBLE STRATEGIES

- Congratulate
- Positive recognition
- Return to work

YES

STRATEGIES

- Congratulate
- Follow-up needed
- Teacher and student refer to behaviour plan as required
- Positive recognition



MEETING STUDENTS' NEEDS

PLAYGROUND

Proactive supervision

"Be Safe, Be Respectful, Be a Learner"

(School Expectations)

STUDENT BEHAVIOUR

Is it appropriate?

NO

POSSIBLE STRATEGIES

- Positive prompts
- 60 second encounter: *What are you doing? What's the expectation? Is there a better way?*
- Walk with me
- Reflection time on silver seats – 10 mins max
- Restitution

HAS IT BEEN EFFECTIVE?

NO

POSSIBLE CONSEQUENCES

- Loss of play – stay with teacher or sit in designated area
- Restitution
- Community service
- Withdrawal from playground

HAS IT BEEN EFFECTIVE?

NO

IS IT A CRISIS?

- Unsafe behaviour causing harm to self, others, property that is unable to be contained by duty teacher

NO

SUPERVISOR INTERVENTION

- Further consequences may be necessary eg loss of play, loss of privileges, community service, withdrawal
- Behaviour counselling with supervisor: *What are you doing? Is it getting what you want? What else could you do that would be better? How can you fix this?*
- Reflection room session required
- Formal playground behaviour plan completed
- Parents informed and/or interview
- Possible suspension

YES

POSSIBLE STRATEGIES

Positive recognition such as:

- Praise
- Smiles
- 'Pride Paw' token

YES

POSSIBLE STRATEGIES

- Congratulate
- Return to play
- Positive recognition

YES

STRATEGIES

- Congratulate
- Inform class teacher and stage supervisor about incident
- Positive recognition

YES

SEND FOR HELP NOW

Send RED HELP CARD to Office

- Office staff to locate Executive or staff members to provide assistance in the playground

Harm Reduction for students

- Instruct other students to move away and / or remove offending students from playground

Notification

- Duty teacher remains in playground and completes incident slip
- Incident slip given to stage supervisor
- If duty teacher is unable to continue with duty then a staff member will replace them
- Supervisor will follow up incident
- In **EXTREME** circumstances 'lock down' will be called

Behaviour code for students

NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.



Lynwood Park Public School

Child Protection and Wellbeing: Student Rights and Responsibilities

Last Review Date: June 2023

Student Rights and Responsibilities

A right is something which belongs to you and cannot be taken by anyone. We all have the same rights. Responsibilities are things you should do without being told. Some of these things you should do for others and some of these you should do for yourself.

Rights	Responsibilities
I have the right to be happy and to attend a happy school.	I have the responsibility to be pleasant to others and pleased with myself.
I have the right to be treated with respect and politeness.	I have the responsibility to be polite to others and to treat them with respect.
I have the right to be listened to and believed.	I have the responsibility to listen to others and consider their point of view. If necessary I should disagree without being impolite.
I have the right to be safe at all times.	I have the responsibility not to harm others, do dangerous things or be in unsupervised areas.
I have the right to expect my property to be safe.	I have the responsibility not to interfere with, take, damage or destroy the property of others.
I have the right to expect that educational activities will benefit me.	I have the responsibility to be punctual, to attend school every day and to contribute to educational activities so that they will benefit me.
I have the right to obtain maximum benefit from lessons. Other students will not spoil this by their behaviour. The classroom behaviour should be conducive to learning.	I have the responsibility to cooperate with teachers and other students to ensure that lessons proceed smoothly and that I keep up to date with set work and homework. I will not interfere with other student's right to learn.

Scope and Sequence: PDHPE - Values Focus

Term	Weeks	Value	Objective	Outcome
1	1-5	Caring	Knowledge and Understanding: * demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships	PD-3
			Skills: * develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others	PD-9
			Skills: * develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity	PD-10
	6-10	Positive	Skills: * develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others	PD-9
			Skills: * develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity	PD-10
2	1-5	Fair	Knowledge and Understanding: * demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships	PD-3
			Skills: * develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others	PD-9
			Skills: * develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity	PD-10

	6-10	Knowledgeable	Skills: * develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others	PD-9
3	1-5	Hardworking	Skills: * develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others	PD-9
	6-10	Team Player	Knowledge and Understanding: * demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships	PD-3
			Skills: * develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others	PD-9
			Skills: * develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity	PD-10
4	1-5	Problem Solver	Skills: * develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others	PD-9
	6-10	Good Communicator	Knowledge and Understanding: * demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships	PD-3
			Skills: * develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others	PD-9
			Skills: * develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity	PD-10