2012
Student Engagement 
and 
Well Being 
Essential Agreements
STUDENT ENGAGEMENT AND WELL BEING ESSENTIAL AGREEMENTS

Seabrook Primary School is an internationally minded community that provides a supportive, nurturing and challenging environment that encourages high expectations for success. Our aim is to develop inquiring, knowledgeable and caring young people who are lifelong learners by providing for individual differences and learning styles. We are committed to providing a safe, secure and harmonious school, where each student’s self-esteem is fostered by positive relationships with students, staff and the wider community. We share our cultural diversity to nurture growth, responsibility, and productivity within a positive school-wide atmosphere. We promote sportsmanship, school spirit, and pride in ourselves through our academic, physical, social and emotional accomplishments.

We aim to build strong relationships amongst students, staff, parents and the wider community. We respond to the diverse learning needs of students by encouraging continuous improvement across our learning community and regular evaluation of our school programs.

To improve student engagement and wellbeing Seabrook Primary School has focused on and implemented the following initiatives:

- Owing to the large numbers, a split timetable has been operational so that the P-2 has their own recess and lunch break and year 3-6 have separate break times. This provides a safe and harmonious play environment for all students out in the yard.
- Promoting ‘It's not OK to be away’ approach and monitoring student attendance regularly by following student absentees through the Assistant Principals.
- Constructing and implementing essential agreements and consequences in all areas of the school between teachers and students.
- Developing, where appropriate student behaviour plans.
- Developing, where appropriate individual learning plans.
- Existence of a learning community structure to support all year levels

Rights and Responsibilities of the School Community

Student, staff and parent behaviour contributes to the educational, social, emotional and physical development of all members of the school community.

Rights and Responsibilities of Students

Actively teaching students at Seabrook Primary School whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

Rights and Responsibilities of Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
</tr>
<tr>
<td>• rich and rigorous teaching and learning experiences in an engaging environment which foster life-long learners</td>
<td>• take charge of their own learning (with support) using goal setting processes</td>
</tr>
<tr>
<td>• feel safe and secure without experiencing any level of intimidation, bullying (including cyber-bullying) or harassment</td>
<td>• do their best</td>
</tr>
<tr>
<td>• fully develop their talents and interests with confidence</td>
<td>• take action</td>
</tr>
<tr>
<td>• a differentiated curriculum that meets every individual student’s needs to become inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect</td>
<td>• be lifelong learners</td>
</tr>
<tr>
<td></td>
<td>• attend school on a regular basis</td>
</tr>
<tr>
<td></td>
<td>• display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community</td>
</tr>
<tr>
<td></td>
<td>• demonstrate respect for the rights of others, including the right to learn</td>
</tr>
<tr>
<td></td>
<td>• as students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community</td>
</tr>
</tbody>
</table>
### Rights and Responsibilities of Teachers

<table>
<thead>
<tr>
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<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have a right to</td>
<td>Teachers have a responsibility to</td>
</tr>
<tr>
<td>• expect that they will be able to teach in an</td>
<td>• fairly, reasonably and consistently, implement all</td>
</tr>
<tr>
<td>orderly and cooperative environment</td>
<td>school policies including the engagement policy</td>
</tr>
<tr>
<td>• be informed, within Privacy requirements,</td>
<td>• know how students learn and how to teach them</td>
</tr>
<tr>
<td>about matters relating to students that will</td>
<td>effectively</td>
</tr>
<tr>
<td>affect the teaching and learning program for those</td>
<td>• know the content they teach</td>
</tr>
<tr>
<td>students</td>
<td>• know their students</td>
</tr>
<tr>
<td>• a respectful, safe environment in which to</td>
<td>• plan and assess for effective learning</td>
</tr>
<tr>
<td>teach</td>
<td>• create and maintain safe and challenging learning</td>
</tr>
<tr>
<td></td>
<td>environments</td>
</tr>
<tr>
<td></td>
<td>• use a range of teaching strategies and resources to</td>
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<tr>
<td></td>
<td>engage students in effective learning</td>
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<tr>
<td></td>
<td>• work co-operatively with parents to support student</td>
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<tr>
<td></td>
<td>learning</td>
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<td></td>
<td>• work collaboratively with professional learning teams</td>
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</tbody>
</table>

### Rights and Responsibilities of Parents/carers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>parents/carers have a right to expect that their children will be</td>
<td>Parents/carers have a responsibility to:</td>
</tr>
<tr>
<td>educated in a secure environment in which care, courtesy and respect</td>
<td>• promote positive educational outcomes for their children by taking an active</td>
</tr>
<tr>
<td>for the rights of others are encouraged</td>
<td>interest in their child’s educational progress and by modelling positive</td>
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<td></td>
<td>behaviours</td>
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<tr>
<td></td>
<td>• ensure their child’s regular attendance</td>
</tr>
<tr>
<td></td>
<td>• engage in regular and constructive communication with school staff regarding</td>
</tr>
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<td></td>
<td>their child’s learning</td>
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<tr>
<td></td>
<td>• support the school in maintaining a safe and respectful learning environment</td>
</tr>
<tr>
<td></td>
<td>for all students</td>
</tr>
<tr>
<td></td>
<td>• interact with staff and other parents in a constructive, respectful manner</td>
</tr>
<tr>
<td></td>
<td>• work co-operatively with teachers to support student learning</td>
</tr>
<tr>
<td></td>
<td>• take student related issues to staff members</td>
</tr>
<tr>
<td></td>
<td>• support all school policies and procedures</td>
</tr>
</tbody>
</table>
SHARED EXPECTATIONS

At Seabrook Primary School high expectations are met, valuing intrinsic rewards through actions focused upon the IB PYP attitudes and learner profile.

IB attitudes

- **Appreciation** - Appreciating the wonder and beauty of the world and its people
- **Commitment** - Being committed to their learning, persevering and showing self-discipline and responsibility
- **Confidence** - Cooperating, collaborating and leading or following as the situation demand
- **Creativity** - Being creative and imaginative in their thinking and in their approach to problems and dilemmas
- **Curiosity** - Being curious about the nature of learning and of the world, its people and cultures
- **Empathy** - Imaginatively projecting themselves into another’s situation, in order to understand his or her thoughts, reasoning and emotions
- **Enthusiasm** - Enjoying learning
- **Independence** - Thinking and acting independently, making judgments based on reasoned principles and being able to defend your judgments
- **Integrity** - Having integrity and a firm sense of fairness and honesty
- **Respect** - Respecting themselves, others and the world around them
- **Tolerance** - Feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others.

IB learner profile

- **Inquirers** - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable** - They explore concepts, ideas and issues that have local and global significance. In so doing they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers** - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Communicators** - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled** - They act with integrity and honesty, with a strong sense of fairness, Practice and respect for the dignity of the individual, groups and communities. They take responsibility for their actions and the consequences that accompany them.
- **Open – Minded** - They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
- **Caring** - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and the environment.
- **Risk – takers** - They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced** - They understand the importance of intellectual, physical and emotional balance to achieve personal well being for themselves and others.
- **Reflective** - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
SCHOOL ACTIONS AND CONSEQUENCES

All students have the right to feel safe, secure and included. The school seeks to ensure that all students are expected to take responsibility for their own actions and the resulting consequences. To achieve this, student behaviour is managed through a consistent and fair approach both in the classroom and out in the playground. The management of everyday student behaviour is documented in this plan. This procedural document outlines clear steps for students, parents and teachers to follow everyday and also support the PYP learner profile and attitudes.

Through this whole school approach to student behaviour management, the school provides an environment whereby students:
- Have strong influence and input into their learning experiences
- Behave appropriately when learning and playing
- Possess positive self- esteem
- Demonstrate self-discipline
- Understand the consequences for both good and poor behaviour

Support offered across the school for all grade levels includes:
- Support staff P-2, 3-4 and teacher aides where necessary
- Reading recovery teachers
- DEECD Support Services:
  - Psychologist
  - Social worker
  - Network Community workers
  - Speech therapist
  - Visiting Teacher services – hearing, vision, physical, health
  - Western language school
  - School nursing service

Essential Agreement
To help protect our rights and to encourage responsibility, the school has essential agreements for all of its members for the school community to embrace and adhere to.

Consequences
There are consequences which we follow when our essential agreements are broken and the rights of others are affected by poor behavior.

SELF DISCIPLINE AND RESPONSIBILITY
At Seabrook Primary School we have a consistent and positive approach to behaviour that will foster a school climate where personal responsibility and self-discipline are developed. We are committed to the following strategies:
- Encouraging understanding and awareness of the Essential Agreements and school’s Mission Statement.
- Celebrating success and rewarding positive achievements to improve self esteem e.g. assembly, school newsletter, notes home, portfolios, 3 way conferences.
- Encouraging interpersonal social skills between children driven by promoting the school motto ‘Seabrook Kids are Friendly Kids’.
- Encouraging friendships and positive relationships between all students driven by the learner profile and attitudes.
- Encouraging children to accept responsibility for their actions through a range of strategies such as implementing the ‘Stop, Think, Do’ program with the vision to implement the program.
- Providing a curriculum that is personalised and engaging.
- Providing a year 6 Leadership Program that allows the students to take responsibility for their involvement in the school community and act as positive role models for younger students at the school.
- Training for year 6 students in the art of conflict resolution by providing them with training and support within the Peer Mediation Program.
- Providing a differentiated curriculum across the school using goal setting.
- Providing children with the skills needed to solve problems.
- Providing programs which cater for the ‘Thinking Skills’ of students in the Middle Years such as De Bono’s Six Hats of Thinking and Direct Attention Thinking Tools and Philosophy for Children.
- Providing Individual Improvement Plans that are supported by parents for students who are experiencing difficulties at a class level.
- Providing students who are experiencing significant difficulties with outside agency support.

**Consequences**
Breaches of school rules will incur consequences. Those actions will be a practical consequence of the misbehaviour.

**CLASSROOM**

| There are a range of consequences according to the severity of the behaviour. | Restate the rule. Redirect to task or expectation
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Restorative Practices Principles applied.</td>
<td></td>
</tr>
<tr>
<td>• <strong>What</strong> happened?</td>
<td></td>
</tr>
<tr>
<td>• <strong>What</strong> were you thinking at the time?</td>
<td></td>
</tr>
<tr>
<td>• <strong>What</strong> have you thought since?</td>
<td></td>
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<tr>
<td>• <strong>Did</strong> you make a good choice or a bad choice?</td>
<td></td>
</tr>
<tr>
<td>• <strong>Who</strong> has been affected by what you have done? In what way?</td>
<td></td>
</tr>
<tr>
<td>• <strong>What</strong> do you think you need to do to make things right?</td>
<td></td>
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<tr>
<td>Exclusion from the activity (within the classroom) giving child time to reflect on the behaviour, prior to re-entry</td>
<td></td>
</tr>
<tr>
<td>Exclusion from the classroom (within unit arrangement) allowing time for reflection prior to re-entry</td>
<td></td>
</tr>
<tr>
<td>Excluded from play time activities to complete class work and/or restorative practice, incident documented.</td>
<td></td>
</tr>
<tr>
<td>Meeting with co-coordinator, teacher and student</td>
<td>OR</td>
</tr>
<tr>
<td>Meeting with co-coordinator, teacher, student and parent/s</td>
<td>OR</td>
</tr>
<tr>
<td>Meeting with principal, co-coordinator, teacher, student and parent/s</td>
<td></td>
</tr>
<tr>
<td>Outside support agencies contacted</td>
<td></td>
</tr>
<tr>
<td>Support group established to monitor child’s progress.</td>
<td></td>
</tr>
<tr>
<td>Suspension/expulsion as per DEECD guidelines</td>
<td></td>
</tr>
</tbody>
</table>
There are a range of consequences according to the severity of the behaviour. Restate the rule/safety issues discussed. Restorative Practice Principles applied.

- **What** happened?
- **What** were you thinking at the time?
- **What** have you thought since?
- **Did** you make a good choice or a bad choice?
- **Who** has been affected by what you have done? In what way?
- **What** do you think you need to do to make things right?

Accompany the teacher on duty during recess or lunch break to reflect on and discuss the incident.

Withdrawn from playground and incident documented giving the child an opportunity to reflect and discuss incident and plan future strategies, (counselling) prior to re-entry to the yard. Alternative play structures investigated.

Outside play times reduced, indoor activities enlisted.

Meeting with, teacher, student and parent.  
OR
Meeting with co-coordinator, teacher, student and parent/s  
OR
Meeting with principal, co-coordinator, teacher, student and parent/s

Outside support agencies contacted

Support group established to monitor and support child’s progress.

Suspension/expulsion as per DEECD guidelines

- Children who abuse/swear abusively or their behaviour is dangerous to themselves or other, parent/s will be contacted immediately- children will be excluded from school until they can re-enter complying with the school rules.

- Although these are **general guidelines, flexibility within the discipline procedures for individual students across the school may be necessary** in order to cater for children’s emotional and social needs.

**Diversity in the school community**

Seabrook Primary School values the diversity of the school community. We aim to be respectful and inclusive to ensure that the rights of all individuals are protected. This will be achieved by ensuring open communication, clear expectations and consistency in our dealings with students, parents and staff.
ESSENTIAL AGREEMENT
Our Prep classroom rules reflect the PYP attitudes. Everyone is happy and safe in our classroom when....

We show Respect
- We listen
- We put up our hand
- We take care of our belongings and our classroom

We show Tolerance
- We help others
- We listen

We are Co-operative
- We talk quietly
- We play safely
- We use our manners
- We help others

We show Confidence
- We try
- We smile

We show Commitment
- We try
- We ask for help

We show Appreciation
- We take care of our classroom and our belongings

We show Creativity
- We try
- We smile

CONSEQUENCES

1. Warnings – First, Second

2. Time out- exclusion from the class activity with the room (work alone/ sent to table).

If behaviour persists:
Exclusion from recess or lunch play (5-10 minutes) in the classroom or walk with teacher on yard duty.

If behaviour persists:
Time out- exclusion from classroom (next door or unit leader)

If behaviour persists:
Parent contacted to meet with Student/ Teacher/ Principal
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If behaviour persists:
Parent contacted to meet with Student/ Teacher/ Principal
ESSENTIAL AGREEMENTS
Our Classroom Rules Reflect the PYP Attitudes. The students of 1AH strive to create a positive environment where everyone can work together and cooperate, so our time together at school is both enjoyable and memorable.

The students of 1AH:
- Respect the belongings of others and our own.
- Show commitment to finishing our work.
- Always use our manners.
- Be thoughtful, kind and caring.
- Listen when others are talking.
- Always 'have a go'.
- Ask the teacher for help.
- Making mistakes helps us to learn.
- Put up our hand, if you have something to say.
- We need to help our friends.
- We need to listen carefully.
- Talk quietly inside.
- Take care of our things.
- Keep our room tidy.
- We are still learning.

Everyone is Safe in Our Classroom

CONSEQUENCES

BEHAVIOUR REFLECTIONS
Our Classroom Behaviour Management Plan:
1. Our Classroom is a Positive Environment where everyone is responsible for their own actions.
2. Praise and respect is always evident.
3. We look after each other.
4. We try to intervene to avoid confrontations.

However, if inappropriate behaviour persists we give warnings:
1. First
2. Second
3. (Chat with the Teacher)

If inappropriate behaviour continues to persist:
- Time-Out
  Exclusion from Class Activity (Work alone at desk)

- Restricted Play
  Exclusion from recess or lunch play (10+ minutes)

- Stay in classroom or walk with the teacher on yard duty.

If inappropriate behaviour persists:
- Parents are Contacted
- A meeting will be arranged with Teacher/Parent/Student
- And/or Principal

Everyone has a right to feel safe in our Classroom and Playgrounds.
GRADE 1DT

ESSENTIAL AGREEMENT

In Grade 1DT we agree to:

• Tell people how we feel.
• Help people.
• Work nicely and don’t be silly.
• Work quietly.
• Say nice things to people.
• Co-operate.
• Be nice to each other.
• Take turns and share.
• Play nicely inside and outside.
• Keep our hands to ourselves.
• No fighting.
• Remind people to work quietly.
• Listen to our teachers, our parents and our friends.
• Care for others.
• Do our best work.

CONSEQUENCES

First infringement  Warning – Positive reinforcement, restate the agreement.
If misbehavior persists:  Time out – Exclusion from the activity.
If misbehavior persists:  Time out – Exclusion from the classroom.
If misbehavior persists:  Excluded from play time activities and incident documented.
If misbehavior persists:  Meeting with coordinator, teacher and student.
If misbehavior persists:  Meeting with principal, coordinator, teacher, student and parents.
GRADE 1LG

ESSENTIAL AGREEMENT
In our classroom, we are CARING because we speak to each other nicely and help everyone learn.

We are good COMMUNICATORS because we sit nicely, we put our hands up to talk and we listen to each other.

We are RISK-TAKERS because we are brave and like to try new things.

We are PRINCIPLED because we are honest, we make good choices and we are fair to each other by taking turns.

We are REFLECTIVE because we THINK about our learning and share our ideas.

We show RESPECT by looking after our things and using our manners when we speak to each other.

We are COMMITTED to our learning by always trying our best and finishing our work.

We show COOPERATION by working in a team to make our learning fun.

PYP LEARNER PROFILE and ATTITUDES

Caring
• We help each other

Communicators
• We listen and speak politely to others

Risk-takers
• We have-a-go and like to try new things

Principled
• By making good choices and knowing right from wrong

Reflective
• We think about our learning and share our ideas

Respect
• We take turns and look after our belongings

Committed
• During our learning we pay close attention and try our best to complete our work

Thinker
• We think about our learning and share ideas

CONSEQUENCES
• You will be given TWO warnings by Ms Garro or another teacher in charge
• If you are still not following our Essential Agreement, you will be removed from the group to think about your behaviour.
• If you continue to make the wrong choices, you will leave our classroom and your parents will be called in to have a meeting with Mr Moodley or Ms O’Connor.

REWARDS
• Making good choices and following our Essential Agreement will reward you stickers or points for your table in order to get a prize
• Once you have completed your work for the week, you will get free play on a Friday
• If you show commitment to your learning, you will have playtime outside and be able to join in the fun activities in the classroom.

Let’s have fun at School!
ESSENTIAL AGREEMENT

We show RESPECT:
- We take care of personal and school property.
- We are good listeners.
- We use kind words and actions.
- We wait for our turn.
- We use our manners.

We are RESPONSIBLE:
- We always do our best.
- We always finish our work.
- We are honest.
- We look after our friends and ourselves.

CONSEQUENCES

Warnings
- First
- Second
- Time out- exclusion from the class activity with the room (work alone/ sent to table)

If behaviour persists:
Exclusion from recess or lunch play (5-10 minutes) in the classroom or walk with teacher on yard duty.

If behaviour persists:
Time out- exclusion from classroom (next door or unit leader)

If behaviour persists:
Parent contacted to meet with Student/ Teacher/ Principal
GRADE 1TM

ESSENTIAL AGREEMENT

In our grade we communicate by listening to everyone, showing eye contact with others and using one voice at a time. We show respectful communication by using our manners, acknowledging others and co operating.

In 1TM we are Inquirers because we never give up, we are curious about our learning and always ask questions.

In our class we like to be challenged with our learning and will work towards becoming good thinkers by making decisions and solving problems together. 1TM will show commitment to learning by using the thinking tools.

We try our best to keep healthy, rest and exercise so we can feel balanced and have energy for learning.

In 1TM we become knowledgeable by exploring and showing confidence and enthusiasm with our learning.

We are principled because we are honest. We know right from wrong and we try to be fair.

We care for each other by being kind, being friendly and helping others. We show empathy and tolerance to everyone in our class.

We are always thoughtful and reflect upon our actions and learning by setting personal learning goals and thinking about our behaviour.

In 1TM we will become risk-takers by being confident, brave and trying new challenges.

As a grade we will endeavour to create a classroom that is warm, fun and an exciting place to be and learn.

CONSEQUENCES

POSITIVE

Grade 1 TM Positive Reinforcement of Behaviour in line with our Essential Agreement.

- Stickers in sticker books. Once you have 10 stickers in your sticker book, you get a prize out of the prize box.
- Participating in Fantastic Friday.

NEGATIVE

- You will be given a verbal warning if behavior is not in line with our Essential Agreement.
- If behavior is still unacceptable, you will be asked to sit at your table to think about your behavior.
- If unacceptable behaviour continues, you will leave our classroom and your parents will be called in to have a meeting with Mr. Moodley or Ms. O’Connor.

Let’s have fun at School!
GRADE 1RE

ESSENTIAL AGREEMENT

In our class we will show CREATIVITY by making our work look better, show CONFIDENCE and display COMMITMENT by not giving up to do our best work.

In our class we will show INTEGRITY by telling the truth, taking care of each other to demonstrate EMPATHY & CARING and display TOLERANCE by accepting others.

In our class we will show INDEPENDENCE by working on our own, trying new things and having a go in order to be RISK-TAKERS.

In our class we will be INQUIRERS by wanting to learn more, show CURIOSITY by asking good questions and learn new things in order to be KNOWLEDGEABLE.

In our class we will show CO-OPERATION by working with each other, be OPEN MINDED & COMMUNICATORS by sharing ideas and listening to one another.

In our class we will show RESPECT & APPRECIATION by using our manners, being thankful and being PRINCIPLED by doing the right things.

In our class we will be REFLECTIVE by thinking about how we can improve, work and play hard in order to be BALANCED and be THINKERS.

CONSEQUENCES

NEGATIVE

1. You will be given TWO warnings by Mrs Rima or another teacher in charge.
2. After two warnings you will be removed from the group, to think about your behaviour and have time out.
3. Any class time that you waste will be made up in your own time at Recess or Lunch.
4. If the behaviour continues, you will be sent to Ms O’Connor or Mr Moodley until you can work co-operatively with the class.
5. If you are still not making good choices, your parents will be contacted.

POSITIVE

- Making good choices and following our Essential Agreements will reward you stickers or points for your table in order to get a prize.
- Once you have completed your work for the week, you will get free play on a Friday.
- If you show commitment to your learning, you will have playtime outside and be able to join in the fun activities in the classroom. Let’s have fun at School!
GRADE 1SP

ESSENTIAL AGREEMENT

We show we are **Caring** when we:
- Be kind to our friends.
- Look after our classroom.
- Be kind to ourselves.

We are **Principled** when we:
- Make good choices.
- Do our best work.

If we find we have a problem we can:
- Tell a teacher.
- Stop and think before we do something.
- Ask a friend for help.
- Say ‘Stop! I don’t like it!”

To fix a problem and move on in a friendly way we will:
- Clean up our mess.
- Say sorry to the people we have upset.

CONSEQUENCES

If we follow our Essential Agreement we
- get stickers for our sticker chart.
- receive certificates.
- are given classroom responsibilities such as table leader and lunch order monitor.
- enjoy playtime and work time with our friends.

If we forget the Essential Agreement and make a mistake we
- have time out in the classroom to think about our decision.
- have time out from play to think about our decision.
- explain what happened and why we made that decision.
- apologise to any people we have upset.

If we keep making the same poor decision we might have to
- speak to Mr. Moodley or Ms O’Connor about our choice.
- have more time out from play until we can be sure we will make better decisions.
- have a meeting with mum and/or dad to find a way to make better decision making easier.

We show **Appreciation** by
- Saying ‘thank-you’.
- Telling someone that we like what they have done.
- Saying positive things.
GRADE 1VT

ESSENTIAL AGREEMENT
In Grade 1VT we will demonstrate COMMITMENT by always trying our best, and show CONFIDENCE by always being prepared to have a go.

In our class we will display INTEGRITY by always being honest and telling the truth, demonstrate EMPATHY & CARING by taking care of each other and display TOLERANCE by accepting others.

In our class we will show our INDEPENDENCE by working independently, and demonstrate that we are RISK-TAKERS by trying new things and always having a go.

In 1VT we will be INQUIRERS by exploring new ideas, show CURIOSITY & CREATIVITY by asking meaningful questions and learn new things in order to be KNOWLEDGEABLE.

In our class we will show CO-OPERATION by working collaboratively with others, and demonstrate that we can be OPEN MINDED & good COMMUNICATORS by sharing our ideas, celebrating achievements and differences.

In our class we will show RESPECT & APPRECIATION by listening to others, using our manners, respecting others' differences, and showing that we are PRINCIPLED by consistently doing the right things.

In 1VT we demonstrate we are deep THINKERS when considering our actions, and are REFLECTIVE in our learning, by setting personal learning goals in order to be BALANCED Learners.

CONSEQUENCES

POSITIVE
- Making good choices and following our Essential Agreements will reward you with stickers or points in order to receive a prize.
- Once you have completed your work for the week, you will receive Developmental play for an hour on a Friday.
- If you show commitment to your learning, you will able to join in the fun activities in the classroom.

NEGATIVE
- First – yellow card warning
- Second – orange card warning
- Third – red card warning – chat with the teacher

If inappropriate behaviour persists:

Time out:
Exclusion from class activity (work alone at desk) or have some time in book corner to think about behaviour.

Restricted play:
Exclusion from play (recess or lunch) either stay in classroom or accompany the teacher on yard duty for part of the time.
GRADE 2AS

ESSENTIAL AGREEMENT

In our grade we are RESPECTFUL and CARING when:
- We raise our hands to share our thoughts and ideas.
- We are well mannered by saying ‘please’ and ‘thank you’.
- We work quietly and are considerate of the people who are working around us.
- We listen when someone is speaking.
- We take care of our classroom and our school environment.
- We use appropriate language.
- We do as the teacher asks us.
- We do not talk while others are talking.

We show we are CO-OPERATIVE and TOLERANT when:
- We work together as a team to reach our goals.
- We listen to other people’s opinion.
- We are helpful to others.
- We play with everybody.
- We are patient and wait our turn.
- We accept others and understand that everyone is different.

We show APPRECIATION and CURIOSITY when:
- We come to school with a positive attitude.
- We look after our belongings and take of other people property.
- We appreciate our classmates and teachers.
- We ask questions.
- We try new things and take risks.

We show COMMITMENT when:
- We try our best, even if we make mistakes.
- We never give up.
- We have a go.
- We arrive at school on time with a smile.
- We start work straight away and don’t waste time.

We show that we are INQUIRERS, THINKERS and COMMUNICATORS when:
- We ask questions.
- We try to solve our own problems.
- We always write thoughtful reflections after all our work.
- We keep on writing as much as we can.

We show ENTHUSIASM and CONFIDENCE when:
- We feel good about our work.
- We are proud when we finish our work.
- We are excited to learn and do our work.
- We enjoy reading and know how to choose ‘just right’ books.
- We show confidence by saying “I know I can!”

CONSEQUENCES

When we do not abide by our Agreement:
- A verbal warning is issued.
- The second warning means team points will be lost. This student will miss out on a special activity and/or free time. They may also be kept back during lunch.
- A third warning will mean working in Mr Veale’s room or a visit to the Office to speak to the Assistant Principal.

REWARDS

In this grade we take this essential agreement seriously and rewards are given for those students who strive to follow this agreement by:
- Earning points for your team. The winning teams get prizes every Friday.
- Having free time with a friend.
- Being first to go outside and go home.
- Earning points to be the Star Student of the week.
ESSENTIAL AGREEMENT
In Grade 2SL we use the PYP Attitudes to help us learn, think, take risks and care for the people at our school, including helping them not to be scared to take risks and action.

<table>
<thead>
<tr>
<th>RESPONSIBILITIES</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td><strong>Commitment</strong></td>
</tr>
<tr>
<td>• We put our hand up to speak.</td>
<td>• We are committed to our learning.</td>
</tr>
<tr>
<td>• We speak nicely to each other in the classroom.</td>
<td>• We set and achieve our goals.</td>
</tr>
<tr>
<td>• We listen carefully when our teacher or classmate is speaking.</td>
<td>• We finish our school work and homework.</td>
</tr>
<tr>
<td>• We help and encourage others to do their best.</td>
<td>• We work hard and never give up.</td>
</tr>
<tr>
<td><strong>Cooperation</strong></td>
<td><strong>Independence</strong></td>
</tr>
<tr>
<td>• We cooperate by talking quietly or whispering.</td>
<td>• We try to do things for ourselves.</td>
</tr>
<tr>
<td>• We work together as a team.</td>
<td>• We try to think for ourselves.</td>
</tr>
<tr>
<td>• We take turns at speaking and listening.</td>
<td>• We work quietly on set tasks.</td>
</tr>
<tr>
<td>• We help other people.</td>
<td>• We read quietly during independent reading.</td>
</tr>
<tr>
<td><strong>Caring</strong></td>
<td><strong>Appreciation</strong></td>
</tr>
<tr>
<td>• We treat everyone with respect.</td>
<td>• We value every member of our grade.</td>
</tr>
<tr>
<td>• We care about each other.</td>
<td>• We value others who help us.</td>
</tr>
<tr>
<td>• We play nicely together.</td>
<td>• We apologise when we need to.</td>
</tr>
<tr>
<td>• We keep our environment clean.</td>
<td>• We say please and thank you to everybody.</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td><strong>Integrity</strong></td>
</tr>
<tr>
<td>• We care for each other’s feelings.</td>
<td>• We are honest with other students, teachers and parents.</td>
</tr>
<tr>
<td>• We say sorry when we have done something wrong.</td>
<td>• We tell the truth to others.</td>
</tr>
<tr>
<td>• We play with and help other people.</td>
<td>• We trust other people by sharing our belongings.</td>
</tr>
<tr>
<td>• We care for sick people.</td>
<td>• We trust each other.</td>
</tr>
<tr>
<td><strong>Enthusiasm</strong></td>
<td><strong>Curiosity</strong></td>
</tr>
<tr>
<td>• We show enthusiasm by looking forward to learning new things.</td>
<td>• We ask lots of interesting questions.</td>
</tr>
<tr>
<td>• We enjoy school.</td>
<td>• We want to know and find out about things.</td>
</tr>
<tr>
<td>• We smile and laugh a lot.</td>
<td>• We want to learn more.</td>
</tr>
<tr>
<td>• We can have both fun and work at the same time.</td>
<td>• We will try to bring in interesting artefacts about our inquiry unit.</td>
</tr>
<tr>
<td><strong>Confidence</strong></td>
<td><strong>Creativity</strong></td>
</tr>
<tr>
<td>• We are not afraid to take risks or action.</td>
<td>• We think about new ideas.</td>
</tr>
<tr>
<td>• We will recognise what we are good at and seek to improve.</td>
<td>• We use our imagination.</td>
</tr>
<tr>
<td>• We have a go at difficult things.</td>
<td>• We design and create our own things.</td>
</tr>
<tr>
<td>• We take pride in our work and ourselves.</td>
<td>• We present our work neatly and colourful.</td>
</tr>
</tbody>
</table>

STRATEGIES AND CONSEQUENCES
The strategies that we consistently use in our classroom are:
• A verbal warning from the teacher.
• An apology from the student, verbal or written, depending on the circumstances.
• In class time out- time to reflect upon actions and our class essential agreement.
• We talk about it and discuss ideas on how to fix the problem.
• Moved to another location to complete set tasks.
• Remain inside the classroom at recess or lunchtime to reflect on actions.
• A meeting with the child’s parents.

If inappropriate behaviour continues when these strategies have been used, then the whole school strategies and consequences will take place.
GRADE 2GV

ESSENTIAL AGREEMENT
We come to school to learn and be with our friends.

In our classroom we will -
• Be friendly to everyone, take care of them and treat them with respect.
• Concentrate on our work and work hard showing commitment to our learning.
• Listen to the teacher and each other.
• Follow instructions straight away.
• Show integrity with good behaviour and doing the right thing.
• Work together in a cooperative way.
• Keep our room clean and tidy.
• Have some fun and make everyone happy.

CONSEQUENCES
Sometimes we may need to be reminded of our responsibility to our class. Consequences for not following our agreement are –
1. First warning.
2. Second warning.
3. Sit on the carpet near the step and work until you have finished.
4. Talk with Mr. Veale about your behaviour.
5. Write about your behaviour at playtime or lunchtime.
6. No Golden time for 10 minutes. If you keep on doing it no Golden Time.
7. No computers for 3 days and extra work.
8. Mr. Veale will talk with your parents.

For Mr. Veale breaking the agreement consequences are –
1. First warning.
2. Second warning.
3. Class talk
4. Talk with Mrs. Sacco.
5. Free time for everyone for one day.
ESSENTIAL AGREEMENT
Grade 2KS use the PYP Attitudes and Learner Profile to ensure that we are a friendly and caring grade. We all tried hard to be the best person we can be and to continuing as really good learners.

We show respect when we use good manners.
We show respect when we treat each other well.

We show independence when we solve problems and do things ourselves.
We show cooperation when we help each other complete tasks.
We show cooperation when we play and learn together and work as a team.

We show empathy when we always consider how other people might be feeling.
We show tolerance when we appreciate and understand people’s differences.
We show curiosity when we inquire, think, make, do, look, read, write and talk about things in the world that interest us.

We show enthusiasm when we enjoy learning and being a member of 2KS.
We show enthusiasm when we are excited and eager to learn and grow and find out about the world.

We show creativity when we think up new ideas and different ways of doing things.
We show commitment when we do our best and never give up.
We show commitment when we finish our work.

We show appreciation when we thank people who help us.
We show appreciation when we are happy with all the good things we have in grade 2KS.

We show integrity when we do what is right even when it’s hard to do.
We show integrity when we always tell the truth.
We show confidence when we have a go at doing new things that we haven’t done before.

CONSEQUENCES

POSITIVE
For sticking to our Essential Agreement:
- Name on the ‘caught in the act’ board
- Earn table points
- Share your special work with another class
- Work in the ‘laptop room’
- Free time
- Tell the parents

NEGATIVE
For breaking our Essential Agreement:
- Reminder of our classroom Essential Agreement and time out to think
- Apologise to the person/people being affected by the behaviour
- Lose table points
- Miss out on free time
- Miss out on recess or lunch
- Time out in another classroom
- After school discussion with or without parents
ESSENTIAL AGREEMENT
We show we are RESPECTFUL and CARING when:
• We raise our hands to share our thoughts and ideas.
• We show good manner by saying ‘Please’ and ‘Thank You’.
• We are considerate of the people who are working around us.
• We listen when someone is speaking.
• We wait patiently for our turn to talk.
• We take care of our classroom and our school environment.

We show we are COOPERATIVE when:
• We work together to reach our goal.
• We listen to other peoples’ opinion.
• We are helpful to others.
• We accept people’s differences.
• We are patient.

We show APPRECIATION and CURIOSITY when:
• We walk into school with a positive attitude.
• We look after our belongings and take of other people property.
• We take care of our environment.
• We try to understand different cultures.
• Appreciate the people who help us.
• We ask questions.
• We try new things.

We show COMMITMENT when:
• We try our best.
• We never give up.
• We are focused on our own learning.

We show that we are INQUIRERS, THINKERS and COMMUNICATORS when:
• We ask questions to increase our understanding and to learn more.
• We think of different ways to solve a problem.
• We are enthusiastic about our learning.

CONSEQUENCES
When we do not abide by our Agreement,
• A verbal warning is issued.
• The second warning results in the student being moved to the backroom for 10 minutes.
• Student will miss out on a special activity and/or independent time.
• A third warning will be a visit to the Office to speak to the Assistant Principal.
GRADE 2PT

ESSENTIAL AGREEMENT
Grade 2PT made this Essential Agreement using the Primary Years Programme (PYP) Attitudes because as a grade we understand that \textbf{if we show these attitudes, we can be the Learner Profile}: inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced and reflective.

\textbf{Independence}
- When we are not working in groups we do our work on our own and try our best.
- We are Risk Takers with our learning.

\textbf{Co-operation}
- We work with others
- We help others
- We take turns
- We are polite and show respect by caring for the people we work with

\textbf{Enthusiasm}
- We are excited to learn and do our work
- We feel good about our work
- We are proud when we finish our work

\textbf{Commitment}
- We do not give up
- We try really hard to finish our work

\textbf{Creativity}
- We think of ways to make our work better
- We share and listen to other people's ideas

\textbf{Integrity}
- We are always honest with others and ourselves
- We follow the rules so that we have a calm and happy classroom

\textbf{Appreciation}
- When people are kind to us we show appreciation by saying thank you

\textbf{Tolerance}
- We know that everyone is different
- We are excited about learning new things from different people

\textbf{Empathy}
- We share feelings and try to understand how people feel
- We know that things that we do or say affect the way people might feel
- We try to put ourselves in other people's shoes to think about how they might be feeling

\textbf{Confidence}
- We believe in ourselves and others and always try our best
- We know that it does not matter if you try something and cannot do it the first time- practice makes perfect and we keep trying!

\textbf{Curiosity}
- We are not afraid to ask questions
- We search for information and answers to our questions
Respect
- We are friendly and polite
- We share with others
- We listen to others
- We care for our belongings and our classroom
- We wait our turn to speak
- We do not shout over anyone
- We are patient and wait our turn
- We clean up after ourselves
- We care for our belongings as well as other people’s belongings.

CONSEQUENCES

POSITIVE
In this grade we take this essential agreement seriously and rewards are given for those students who respect and follow this agreement by showing the attitudes and being the learner profile:
- Star on the star chart
- Free time with a friend
- First to go outside at snack/lunch/home time
- Show and tell
- Choose the next game/activity for the class
- Choose a book for the teacher to read

NEGATIVE
We have also agreed on consequences for ‘not so good’ choices and for students who choose to disrespect our essential agreement:
- No free time
- Sit out in the next class game
- A star will be removed from your rewards chart
- You may miss out on your turn during Share Time
- You will be asked to sit in the ‘Thinking Room’ alone to read our essential agreement and reflect on your behavior and talk or write about which attitudes you haven’t shown and why?
GRADE 3RB

ESSENTIAL AGREEMENT
We will show commitment by doing our work, making good choices, trying our best, giving our ideas during class discussion and doing our class jobs.

We respect each other by
- listening when someone is talking
- one person speaks at a time and others listen.
- putting our hand up if we need to ask or say something.
- walking and not running in the classroom

We show enthusiasm and curiosity when
- we look forward to learning and trying new things.
- by asking questions
- by reading and researching using the internet.

We cooperate with each other by
- working together
- helping one another
- sharing ideas and playing together

We show integrity by
- being honest
- telling the truth
- being fair and doing the right thing

We are independent when
- we do things on our own, when we work by ourselves
- we go on with something else when our work is finished
- we make the right choice ourselves without teacher telling us what to do

We show appreciation by
- saying thank you when someone helps us, when we borrow something.
- working with everyone in our class as a team

We show tolerance when
- we do things we don’t want to do
- we play a game that we don’t like
- we share our ideas with everyone in class and not just those we are friends with.

We show empathy by
- treating others the way we want to be treated
- being caring and respectful

We are confident when
- we try new things we haven’t done before.
- we are risktakers

CONSEQUENCES
We are committed to “Making Good Choices independently”

POSITIVE
- Awards
- Rewards from the Mystery bag
- Table points
- House points
- Free/ First Computer Time
- Friday Fun

NEGATIVE
- Verbal warning. (You move from green to yellow circle on the traffic light and you are asked to make a good choice yourself. If you make the right choice you move back up to green), otherwise
- You move from yellow to red circle and you confer with the teacher where you reflect on class essential agreement
- Miss out on recess/lunch or Friday free time (If you play during work time, you work during play time)
- Meet with Mrs. Sacco
- Meet your parents
GRADE 3AO

ESSENTIAL AGREEMENT

Number One: “We respect each other by listening and looking at the speaker”.

PYP Areas
- We respect each other by listening when someone is talking and by using manners such as sorry, please, thank you and excuse me.
- We co-operate with each other by working together, helping one another, sharing ideas and playing together.
- We show empathy when we put ourselves in someone else’s shoes by imagining how they feel.

Number Two: “We co-operate to complete tasks as best we can in class and for home learning.

PYP Areas
- We are curious when we want to find out new things, by asking questions, by reading and researching using the internet.
- We co-operate with each other by working together, helping one another, sharing ideas and playing together.
- We are tolerant when we do things we don’t want to do.
- We are independent when we do things on our own, when we work by ourselves and when we go on with something else when our work is finished.
- We are creative when we add more detail to our work and when we use our imagination to think of new ideas.
- We are confident when we try new things, when we are risk takers and when we are brave by doing something we haven’t done before.
- We are enthusiastic when we do things we want to do and we punch the air and say, “YES!”

Number Three: “We get organised for the day and have toilet breaks at recess times and we take on this responsibility.”

PYP Areas
- We co-operate, collaborate and lead or follow as the situation demands.
- We think and act independently, making our own judgements based on reasoned principles.

Number Four: “We eat quietly at our tables at both snack and lunch times”.
- We show commitment by doing well and what is best for ourselves and others in the class.
- We co-operate with each other, helping one another in order to carry out an objective.

CONSEQUENCES

POSITIVE
- Possibility/Eligibility for tasks of choice, certificates at assembly and for free time.

NEGATIVE
If undesirable behaviour occurs:
- The students is warned and reminded of our Essential Agreement of classroom behaviour.

If undesirable behaviour occurs again:
- The student will be moved and later the student is incited to rejoin the group after reflecting about the behaviour required to be part of the group.

If undesirable behaviour continues to occur:
- The student misses out on fun tasks.
- The student has time out during recess or lunch time.

If undesirable behaviour occurs after student has had time out then:
- The principal and Parents will be contacted.

NB: Some individual Essential Agreements may need to be negotiated in certain cases.
GRADE 3HT

ESSENTIAL AGREEMENT
In Grade 3HT we will show our COMMITMENT to making our classroom a happy and safe place by:

- Showing we have INTEGRITY towards our learning and each other.
- Showing that we are TOLERANT and RESPECTFUL of everyone.
- Showing our APPRECIATION towards learning.
- Showing that we COOPERATE as a team.

CONSEQUENCES

POSITIVE
- Fun Friday-outside game
- Stickers as rewards

NEGATIVE
- 1st Warning: Read and reflect on the Essential Agreement.
- 2nd Warning: Speak with Mrs. Takano.
- 3rd Warning: Miss Fun Friday.
- 4th Warning: Parents will be contacted.
GRADE 3LB

ESSENTIAL AGREEMENT

- We must show tolerance towards each other.
- We use our manners at all times.
- We show our PYP attitudes to our classmates, students, and everyone around us.
- Remember to keep our classroom clean and tidy at all times.
- We must all think before we act.
- We must never call out when someone is speaking.
- We will be truthful and honest to one another.
- We will work together to find solutions to problems and make good choices to help and improve our learning.
- Keep our hands to ourselves.
- We offer help to those who need it.
- We are all responsible for our own actions.
- No bullying at all!
- Take care of our belongings.
- We will always use our time wisely and effectively in class.
- We must not disturb or distract others around us.

CONSEQUENCES

We must always think before we act

POSITIVE

1. Positive feedback
2. Receive stickers for their ‘Reach for the Stars’ chart.
3. Free time
4. Assembly awards
5. Outdoor and indoor games
6. Computer time

NEGATIVE

- 1st warning: Reread the essential agreements and discuss which one(s) they have not followed and agreed to.
- 2nd warning: Thinking and Reflecting time
- 3rd warning: Loose table points or remove stickers from their reward chart.
- 4th warning: Meeting with Ms Sacco or Ms O’Brien
- 5th warning: Meeting with the teacher and your parents.
GRADE 3MS

ESSENTIAL AGREEMENT

In Grade 3MS we will show our COMMITMENT to making our classroom a happy and safe place by:

- Showing we RESPECT others belongings, school grounds, each other and our learning.
- Showing that we are APPRECIATE everyone by listening to others when sharing ideas and using manners.
- Showing TOLERANCE by accepting other’s ideas and cultural backgrounds.
- Showing COOPERATION by helping and caring about others, work as team and don’t leave people out.
- Showing INTEGRITY towards our learning, admit when we are right or wrong towards our behaviour.
- Showing INDEPENDENCE by working quietly alone and trying to solve our own problems.

Have a go at everything!

CONSEQUENCES

POSITIVE

- Fun Friday-outside game
- Stickers as rewards
- Assorted activities negotiated by the teacher and students

NEGATIVE

- 1st Warning: Read and reflect on the Essential Agreement.
- 2nd Warning: Speak with Mrs. Takano.
- 3rd Warning: Miss Fun Friday.
- 4th Warning: Parents will be contacted.
GRADE 3KM

ESSENTIAL AGREEMENT
In grade 3KM we use the PYP Attitudes and Learner Profile to help us be: a friendly class, be the best person we can be and to keep improving our learning.

We show **respect** by using our manners.
We show **respect** by lining up, walking into the classroom quietly, doing our jobs and sitting on the floor.

We show **independence** by working on our own.
We show **independence** by having a go by ourselves.

We show **cooperation** by sharing with our friends.
We show **cooperation** by working, talking and helping each other.

We show **empathy** by caring for other peoples’ feelings.
We show **empathy** by communicating to solve problems.

We show **tolerance** by respecting everyone’s differences.
We show **tolerance** by letting everyone play and learn.

We show **curiosity** by investigating and being inquirers.
We show **curiosity** by asking questions and wondering.
We show **curiosity** by communicating with understanding.

We show **enthusiasm** about learning by being inquirers.

We show **creativity** by using new ideas.
We show **creativity** by decorating with more detail.
We show **creativity** by solving different problems.

We show **commitment** by taking responsibility for our belongings and school equipment.
We show **commitment** by never giving up and having a go.

We show **appreciation** by respecting nature.
We show **appreciation** by being thankful for the things we have.

We show **integrity** by following the rules and essential agreement.
We show **integrity** by being fair, honest and sharing.

We show **confidence** by trying challenging things that we haven’t done before.
We show **confidence** by not giving up and being proud of our efforts.

CONSEQUENCES

1. Go back to the essential agreement. Read the essential agreement, write out part of the essential agreement and or write own essential agreement.
2. Apologise to the person, class or write a note.
3. Have time to reflect on their behaviour. Reflect in free time. Reflect during a fun activity and or reflect in a different spot.
4. Half of recess and or lunch to complete restorative justice to solve the problem.
5. Discuss issue with parents.
GRADE 4JB

ESSENTIAL AGREEMENT
In 4JB we agree to be respectful, caring towards each other and committed to our learning.

Inquirer- In 4JB, we are inquirers by demonstrating curiosity in all areas of our learning. We ask questions to help us understand concepts and create purpose for our learning.

Communicator- In 4JB, we are communicators by listening to and sharing ideas respectfully through our writing and speaking.

Thinker- In 4JB, we are thinkers by confidently using a variety of tools and strategies to gain knowledge. We take initiative with our learning by applying learned skills to complex problems.

Risk-taker- In 4JB, we are risk-takers by trying new activities with confidence and enthusiasm. We ‘have-a-go’ to develop our learning and understanding of the world.

Knowledgeable- In 4JB, we explore new ideas and topics to better appreciate our environment and world. We use our critical thinking skills to research and interpret topics in order to develop our understanding.

Principled- In 4JB, we are principled by always being prepared to explore new concepts. We demonstrate integrity by taking responsibility for our actions.

Caring- In 4JB, we are caring by demonstrating empathy towards other’s feelings and situations. We will be aware of other’s feelings and try to help them out if needed.

Open-minded – In 4JB, we are open-minded individuals by showing tolerance in respecting other’s point of view. We listen to each other with our eyes, ears, mouth and body language.

Balanced- In 4JB, we are balanced because we are enthusiastic about our work and play. We are committed to getting the most out of our learning and enjoying each moment of our day.

Reflective- In 4JB, we are reflective by being thoughtful with our learning and appreciating the skills that we develop. We write about and discuss new ideas and concepts that we learn each day.

CONSEQUENCES
By displaying these attitudes we will be rewarded in a POSITIVE way-
1. Receiving house points
2. Getting bonus free time
3. Playing on the computer
4. Adding minutes to free time for the whole class
5. Watching a movie or playing a game outside

If we break our Essential Agreement we will receive a NEGATIVE consequence-
1. Warning
2. Moving seats
3. Missing half of snack or lunch time and writing an apology
4. Seeing Mrs. Giordimaina, and contacting parents
5. Writing out the Essential Agreement
GRADE 4KW

ESSENTIAL AGREEMENT

4KW is a team of Knowledgeable Winners who strive to kick goals! We aim to work cooperatively as a team to create a positive learning environment that enables all team members to experience success with their learning.

We will show commitment to our learning by enthusiastically participating in classroom activities and using our time effectively to complete set tasks. We will be curious learners by asking questions about ourselves and the world around us, and we will reflect on our learning experiences to celebrate our successes and set new goals for the future. We will also complete homework tasks, including home reading.

By being respectful and tolerant, we will create a caring learning community that looks after each other, encourages participation and celebrates achievements. We will show respect by listening to others when they are talking, waiting our turn and looking after our classroom resources. We will show tolerance by embracing our differences and learning from each other. We will also try to display confidence when presented with new learning situations and support our peers when they ‘have a go’.

We will be good communicators and use appropriate language when talking to others. If conflict arises we will rely on our communication skills to help us solve our problems. We will also be principled by admitting when we have made mistakes and offering apologies when necessary. We will try our best to be empathetic to the needs and feelings of others.

We are a proud team and will work hard to represent 4KW as best as possible both in the classroom and in the school yard.

CONSEQUENCES

We understand that our actions have positive and negative consequences.

POSITIVE
We will be rewarded for displaying the PYP attitudes by receiving stars on the “Rock Star!” chart. Ten stars will give us free time to use our laptops, do something creative, or play a game. We will also receive PYP attitude awards from our peers, which will be displayed in our classroom.

NEGATIVE
If we make poor decisions we will receive:
1. A warning – name is written on the board
2. Cross next to our name – community service
3. Time out in the classroom
4. Time out in the Assistant Principal’s office where we will speak to our teacher about our behaviour
GRADE 4WT

ESSENTIAL AGREEMENT

In Grade 4WT we agree to:

- Do it straight away.
- Be sensible inside our classroom.
- Show respect when sharing.
- Please listen quietly when other people are speaking.
- Please put our dictionaries and our thesaurus away neatly.
- Please put our classroom library books back neatly and exactly where they belong.
- Listen to class discussions.
- If somebody listens to you, listen to them.
- If you are asked to stay inside, stay inside.
- Be gentle with and treat our lovely beanbags and cushions with respect.
- When you are exhibiting an artefact, speak clearly and loudly so everyone can hear.
- Walk quietly when we are moving about the school to show respect to other classes.
- When you have finished a task, check your unfinished work folder; if it is empty then you can read, write or do Mathletics (but not Live).
- Use our learning tools appropriately.
- Move around our classroom carefully and quietly.
- Put your belongings where they go.
- Keep your shoes on at all times.
- Be kind and understanding to each person in our classroom community.
- Show empathy if someone has hurt feelings.
- Say kind things to each other.
- Notice great achievements and acknowledge them.
- Try to achieve your goals.

CONSEQUENCES

If we break our classroom agreement, and we are not sorry for this, Mrs Giordiamaina will be rung. She will come and take our class while our teacher talks to us.

If we still aren’t sorry then our parents or guardian will be contacted and there will be a conference.

We can all work together to recognise how we broke the agreement and how we can develop empathy as to why the other students and our teacher have been affected by our decision to break the agreement.
GRADE 4 AU

ESSENTIAL AGREEMENT

As responsible students we will look after our things and not borrow or break other people’s property.
As respectful students we will not use inappropriate language.
As caring students we will help other students when they need help.
As principled students we know right from wrong and be honest.
As students we will show integrity by telling the truth to others.
As risk-taking students we will try new things and be confident.
As thinkers we will be open minded and come to an advanced conclusions.
As committed students we will be committed to our work at all times.
As students we will treat others how we want to be treated.
As balanced students we will have a balance of work and fun.
As an inquirer I will ask questions to learn new things, facts and to know more.
As reflective students we will learn from our mistakes and do it right the next time.
As open-minded students we will share our ideas and listen to others
As inquirers we will research with laptops, books and by asking questions.
As a communicator we will talk nicely and listen to other people’s ideas.
As good communicators we will not interrupt and listen respectfully.

CONSEQUENCES

1. Notice will be given to students who are not following the Essential Agreement by other students or by the teacher.
2. Read the Essential Agreement and reflect on your behaviour.
3. Clean up the classroom or yard duty with the teacher.
4. Write the Essential Agreement by hand during Developmental Choice.
ESSENTIAL AGREEMENT

In 5AO we show **respect** to our classmates and their feelings, despite our differences in personality, family and culture. We show respect to our teacher and try our hardest to work together as a team by cooperating.

We also show respect for equipment and belongings by taking care of things and putting them back. We appreciate our work and our classmates.

In 5AO we value **honesty**. We are honest with each other. We show honesty when we borrow things and play games, and admit if we are wrong. In 5AO we always tell the truth.

As individuals and members of 5AO, we are **responsible** for our actions and language. We are also responsible for our own and our friend’s property, what our classroom looks like and how our work is presented. We use colour in our work, write neatly, reread what we have written, edit our work and don’t rush.

In our classroom we **care** for each other. We care about other people’s feelings and help them when we can. In our classroom we protect each other and ourselves from bullying.

In our classroom we help and **support** each other. We assist our classmates with their work if they are having trouble. We **encourage** others by telling them positive comments, cheering them on and helping them. We show **empathy** to our classmates to understand their feelings and perspectives. In 5AO we encourage people to contribute and take part in class discussions. We are curious learners by asking questions and looking in books for answers.

We are **Risk-Takers** by contributing to class discussions and trying new and different things. We have a go when completing work, even if we are unsure that we know how to do it, and speak up in front of the class to share our ideas or ask questions.

CONSEQUENCES

**POSITIVE**

When we display these values we can:

- Change our noise meter to a louder volume
- Listen to music in class
- Play a class game
- Have some free time
- Use our laptops for our work

**NEGATIVE**

If we are talking in class or don’t finish our work we will:

- Be moved away from our friends
- Be asked to work in silence
- Stay in class to finish our work
- Be unable to use our laptops

If we are dishonest or do not show respect to our classmates and our teacher we will:

- Stay in at lunch time
- Walk around with a teacher on yard duty
- Pick up rubbish at lunch time
- Miss out on free time and class games
GRADE 5AL

ESSENTIAL AGREEMENT
When I arrive at school I will come organised and ready to learn. I will show that I am organised by independently, quickly and quietly placing my bag where it belongs. Getting any notes and lunch orders and placing my books, pencil case and water bottle on the table, ready for the first lesson.

In 5AL I will be respectful by showing I am ready to learn by sitting nicely, show good listening skills and enthusiastically share my ideas. I know that 5AL is a creative, safe and fun environment where I can be a risk taker, where my ideas will be embraced and where my ideas are appreciated, as they enrich our learning community.

We all recognise that we have a responsibility at school. We have been sharing how we would like our classroom to feel, sound and look. We all accept that we will need to be co-operative to achieve these ideas.

The Teacher
The teacher is welcoming and responsible for providing suitable work for each child and provides help in an empathetic way, so that the student has the best possible chance of achieving. The teacher is responsible for providing an atmosphere that is fun but ultimately a learning environment, where behavior is acceptable, student’s emotions are recognised and where the children feel comfortable in the environment. The teacher will reward the students with praise, stickers and agreed games earned through the marble, point and sticker systems.

The Students
The students are responsible for a number of things as well. These will include-
- Classroom jobs will be allocated by voting each two weeks (trial)
- Children show they are independent by working individually, “Three before me!” access class recourse’s e.g. dictionary’s, atlas, computers, library Jungle, each other,
- The children will be tolerant and respectful of each other’s backgrounds, cultures and property
- The children will work co-operatively in small groups, pairs and with the teacher.
- The children will respect the teacher at all times and the teacher will respect the students.

The classroom will be safe and organised, we will line up in pairs, we will tuck our chairs in at all times, the library corner will be looked after with respect, tables and floor will be left tidy at the end of day, students will go to the toilet at lunch or snack times and only if they are about to burst and are doing a silly wee dance.

During incursions/excursions we will represent Seabrook Primary School and 5AL with pride and respect at all times. We will listen to all adults and guest speakers nicely and empathetically.

Home Learning Agreement
In 5AL we have agreed that each week the home learning will be given out and explained on Friday afternoon. Students have until the following Wednesday to complete and return their home learning. They are welcome to return their home learning before the due date. 5AL will be committed to completing their home learning to the best of their ability every week. They will be independent and neat when setting out their work. Each student will attempt every task with confidence and have a go before seeking help from the teacher. Students can ask for help throughout the week but must not leave all the work to the last day. 5AL will take pride in their home learning and full responsibility to ensure it is finished on time. If it is not finished you will be required to attend the lunchtime finishing session.
PYP learning attitudes and Values
We are an international minded class. We are made up of many different cultures, religions, races and species. We are joined together by embracing, prompting and living the PYP attitudes whenever possible. These attitudes and beliefs are the foundation of positivity and understanding.

CONSEQUENCES

**POSITIVE**
Individual, group and class.
Praise, stickers, positive notes, marbles,

- Individual – 10-sticker chart on display, quite 20-minute free time which can be saved to an hour maximum, at soonest suitable afternoon time, as well as a note home to parent to say well done.
- Table points – anchor with team names and a table trophy as the reward.
- Class Rewards – marbles reward trail (Joel) with an effort to reward the class every two weeks. Class free time, game, 5AL idol, to be decided upon prior to the event as a democracy.

**NEGATIVE**
Unacceptable behavior – calling out, not sitting nicely, disrupting others, talking over others, being disrespectful, being rude, name calling, graffiti, destroying bullying, stealing, swearing, pushing, kicking punching, violence, racism, not being a team player, not talking responsibility, not showing PYP attitudes and learner profile, mucking around, fighting, back chatting, being unfriendly, sneaking marbles will lose of all of them.

- Whole class messing around will cause lose of marbles.
- Individual - Warning, moved to independent area, moved out of the community to the table of shame and write the entire essential agreement and a respect sheet, go to Miss Moore and a parents called, Mrs Giordimaina contacted and parents brought in for a sit down, and finally Principal Lee who will give out a suitable consequence.
- Table can lose points.

Mr. Chaston has the right to review, revoke and rewrite the essential agreement based upon the actions of the learners in order to establish a continuous learning environment.
GRADE 5RM

ESSENTIAL AGREEMENT
In 5RM we work towards creating a peaceful, supportive and welcoming environment where everyone is a valued member of our class. In 5RM we want to feel and be safe. We can do this by:
- Walking in the classroom.
- Being empathetic, encouraging and kind to others.

To make 5RM an energetic, enjoyable and enticing class, we will promote the following values:

Respect:
In 5RM we will show respect and be respected by others. We can do this by:
- Respecting the room and other peoples’ property
- Speaking nicely and calmly to each other
- Showing patience by listening attentively and waiting for our turn to speak
- Being considerate of each other’s feelings and being friendly to all
- Appreciating other peoples’ culture and/or religion
- Being polite, using our manners

Co-operation:
In 5RM we agree to co-operate with each other. When we co-operate, we learn new things from others so next time we can improve. We will share our ideas in a calm and positive manner, treating everyone equally.

Integrity:
In 5RM we will always show integrity by being honest & telling the truth. When you use integrity, you always tell the truth instead of lying. It means you take responsibility for your actions.

Commitment:
In 5RM we will be committed to our work all the time. We can do this by never giving up and putting in our best effort every time.

Enthusiasm
In 5RM we will show enthusiasm towards all learning opportunities. We can do this by:
- Being challenged.
- Attempting all tasks with a positive attitude and to the best of our ability.

Empathy
In 5RM we support each other by showing empathy for one another. We do this by:
- Caring for others.
- Trying to understand how others are feeling and why they feel that way
- Think of ways to help each other feel better.

Risk-taker
In 5RM we are going to be risk-takers by:
- Trying new things
- Pushing ourselves to overcome our fears

We will encourage and support each other to achieve success.

Reflective
In 5RM we will be reflective life long learners by looking back on our learning and striving to reach new standards. We will set new goals for ourselves by reflecting on the things we have done well and the things we can improve on.

Confidence
We will show confidence by believing in ourselves and being brave when trying new things.

Creativity
In 5RM we will show creativity by using lots of colour and putting extra effort into the presentation of our work. We will all try to think in a different way when completing our work. We will be curious learners by asking lots of questions and researching to find answers. We will be responsible workers by working independently and quietly. We believe all these things will make our classroom a super awesome, fun and happy place to be.

CONSEQUENCES
When a student displays all of these values, they will have the honour of having Boof on their table. When the class works together and follows the agreement, they will be rewarded with a class game or a cooking session. If a student does not follow the agreement they will:
- Apologise and stay in
- Lose class and/or friendship points
- Miss a class game
- Write out the essential agreement
- Parents will be contacted.
GRADE 5RR

ESSENTIAL AGREEMENT
In 5RR we care for others by being polite and using our manners. We
- say please and thank you
- raise our hand when we would like to say something or need help
- don’t interrupt when someone is speaking
- tell the truth even if we have done the wrong thing
- pick something up for someone when they drop something
- help others with their work
- hold the door open for others
- push in our chair and other peoples’ chairs so we don’t trip
- cover coughs, sneezes and burps and then wash our hands
- chew our food with our mouths closed
- keep our hands and feet to ourselves to keep everyone safe.

In 5RR we show independence by
- doing our own work without copying others
- completing our classroom jobs without being asked
- making a circle on the floor when asked without being told where to sit.

In 5RR we are open-minded because
- we are willing to consider new ideas and arguments by listening and sharing our thoughts and ideas with each other
- we appreciate our own culture, personal histories, and traditions of others.

In 5RR we show respect by listening to the speaker and making eye contact. We do not use negative comments to make people feel bad.

In 5RR we take responsibility for our learning by not getting distracted by other people because we choose to ignore them, tell them to stop or move away from them. We are also responsible for our belongings and the resources in the classroom.

In 5RR we take pride in our work by making sure our writing is neat, set out in an organised way and does not get wrinkled.

In 5RR we show cooperation by working in groups to discuss and share ideas. We wait for our turn to speak and listen to others.

In 5RR we are thinkers because we think about what we are doing and our actions. We don’t rush our work because we think about the task, ask questions, and concentrate. We reflect on our work because it helps us think about what we’re doing and what we have learnt.

In 5RR we are risk-takers because we try different things even if we have never done them before. We never give up just because it’s too hard because we know that we will not learn unless we give it a go.

We are quiet when we walk around the school because we do not want to disturb others. We also work quietly so we do not disturb other students and the class next door. When we hear announcements on the speaker, we freeze and listen to the speaker.

CONSEQUENCES

POSITIVES for following our Essential Agreement
- Praise and Positive Comments
- Special notes/letters in your tub from Ms Raju
- Certificates
- Positive notes home to parents
- Stickers / Stamps
- Song choice at lunch time
- Pillow on chair or floor
- Indoor and Outdoor Group Games
- V.I.P. Teacher Time— lunch treat with Ms Raju
- Choice of item from Prize Box

NEGATIVES for ignoring our Essential Agreement
1. Warning
2. Move to another spot in the classroom
3. Move to the locker area
4. Move to Mr. Chaston’s classroom

Depending on your actions:
- Contact with parents-note in diary or phone call
- Write out Respect Sheet
- Write out Essential Agreement
- Meeting with Ms Raju/Complete ‘Action Plan’
- Meeting with Mrs. Giordimaina
GRADE 6DT

ESSENTIAL AGREEMENT

As leaders of Seabrook Primary School, we will come to school with a positive attitude, appreciate
every day, and live life to its potential.

We are responsible learners who will be committed to living the PYP attitudes and learner profiles
with pride. We will contribute our knowledge and skills to help each other reach above the
standards. Being life long learners is our aim.

We understand the importance of our leadership role within the school and promise to represent
ourselves above the expectations, showing that we are wonderful role models for the younger
students.

In 6DT, we want to make a conscious effort in all of our work to show that we can make the best
out of learning, take every opportunity and grow up to be responsible adults. We promise to be
well-behaved, mature and trustworthy leaders.

We will not be afraid of who we are and what we can do. We promise to show utmost respect to
ourselves and others at all times.

We want to stand out because we are individuals, we will set our own goals, we will be risk takers
and confident by pushing past our fears.

CONSEQUENCES

- Revisit the attitude, ‘respect’ and verbally apologise when you have hurt someone’s feelings or
  write an apology letter. The class may decide on a further consequence for you.

- If you are unappreciative of what has been given to you, it will be taken away.

- Work that is not your best effort will be restarted.

- If property is vandalised or damaged intentionally, you will be required to pay, replace or clean
  that property. Your parents may be contacted.

- If you display inappropriate behaviour:
  - A written explanation will be requested from you.
  - A meeting will be called concerning all people involved.
  - A written apology will be required.
  - Parents will be contacted.

- Being disruptive or non-productive will result in you being removed from the situation.

- Incomplete homework will result in giving up personal time to complete it e.g.; recess, lunch
time, interschool sport sessions, free time in class, games.

- Any further consequences that have not been included will be resolved through a class
discussion and decision.
GRADE 6RC

ESSENTIAL AGREEMENT

In 6RC all students promise to fulfill our roles as leaders and students with enthusiasm by showing all the PYP attitudes and fulfilling the learner profile. We will show respect to our classmates and the members of our school.

We will be committed to our education by finishing our work to our highest standard and to completing all tasks by the due date.

We will rise up to the challenges and responsibilities of being the new leaders of Seabrook by helping others. We strive to help others in need and be confident role models to the other classes. We will always act maturely during classroom time, when outside, playing games, dealing with problems and when in our leadership groups.

We will represent our school with pride, joy and confidence. When we’re out of the school we will always be on our best behavior. When we’re at sports carnivals we will show confidence and good sportsmanship. When visitors come to visit our classroom we will be well behaved and show respect and appreciation.

As year 6 students we will wear our uniform to represent Seabrook well, because we represent our school even when we are outside of the school grounds. We will treat others how we want to be treated, and we will always be appropriate role models.

CONSEQUENCES

1. Verbal warning
2. Spend 5 minutes in at recess/lunch
3. Be separated from the group
4. Miss out on bonus time or half of recess/lunch.
5. If the behaviour continues, parents will be contacted.
GRADE 6MB

ESSENTIAL AGREEMENT
As grade 6 students, we are leaders of the school. We have looked into what being a good leader means. To be good leaders, we need to…

- Be caring by talking to classmates about how they feel and making them feel better if they are upset. We will always encourage and support our peers. Be risk-takers by trying something new. Be good communicators by working well in groups and speaking clearly and confidently. We will share our knowledge and experiences with our peers. Be respectful to our teachers, parents, family, and peers. Also be understanding of different cultures. Become knowledgeable by learning new things in all classes. Be principled by behaving and respecting our morals and values.

Our ‘common understandings’ of the PYP Attitudes are:
In 6MB, we show appreciation by; always using good manners, appreciating other people’s ideas, never taking things other people do for us for granted, always appreciating yours and other people’s work.
We show commitment by; being committed to our school, Seabrook Primary School, doing our best school work, helping other people, committing to the school’s leadership program, never giving up.
We show confidence by; speaking confidently in front of our class and the school, doing things that we haven’t done before, being a leader.
We show co-operation by; allowing everyone a turn, working well together, listening to other people’s ideas.
We show creativity by; thinking outside the box and new ways to try things, being original, making our work look good.
We show curiosity by; wanting to know about things, asking questions, being determined in looking for ways of finding out about things, reading books, going on the internet.
We show empathy by; looking at things from another person’s point of view, caring for other people, helping others when they are hurt or lonely.
We show enthusiasm by; being enthusiastic and interested about our work, getting ready to start each day and being happy, adding new ideas.
We show independence by; having a go at our work, knowing when to ask for help and knowing what resources to use, doing helpful things without being asked.
We show integrity by; being truthful and honest, being trustworthy and reliable to everybody; other people know they can depend on us.
We show respect by; treating ourselves with respect, treating all others with respect, treating our belongings and environment with respect.
We show tolerance by; accepting other people’s ideas, accepting other people’s cultures and languages, accepting other people’s life styles.

CONSEQUENCES
For behaviour not consistent with Seabrook Primary School’s Attitudes;
1. Verbal warning and first reminder.
2. Second warning and apology by the student who is misbehaving to the children whose learning is being affected.
3. Removal from the group to think about misbehaviour. The child would be spoken to by the teacher and expected behaviour reiterated.
4. Should the behaviour continue the child would miss out on either half of recess, half of lunch or a fun activity.
5. Removal from the class. The child will be sent for time out in another classroom for at least 15 minutes. This child will be spoken to by the teacher or team leader.
6. Parent’s contacted by phone and the child will be taken to Assistant Principals Office.
ESSENTIAL AGREEMENT

Learner Profiles
Welcome to 6GJ's learning community of fantastic learners. We have been investigating the PYP Learner Profiles and we have decided the following are the most important for being great leaders.

As the leaders of the school, we value that being knowledgeable is more than just knowing things but it is using our knowledge to be the best possible people.

In 6GJ we will communicate well with our peers, our teachers, our family and the younger students. We need to show good communication skills in our classroom as well as in the playground. This is important because we need good communication skills to lead the younger students and show them how to get along.

We will aim to be open-minded leaders by listening to our peers ideas and suggestions. As leaders it is important that we remember that everyone’s contributions matter and respond positively.

In 6GJ we will show caring by taking care of everyone’s feelings by being compassionate to each other. We will look out for everyone by asking, “How are you feeling?” and “how can I help?”

As the oldest and wisest students at Seabrook, we will have the courage to try new challenges, even if it is out of our comfort zone. This is so important because we must always improve and change to get better at lots of things.

We are the role models, so we must show that we have the confidence to be risk-takers ourselves. By doing so, in the future, we will be up for any challenge ahead of us in life.

Attitudes
As marvellous members of the 6GJ learning community we demonstrate Seabrook Primary School’s PYP attitudes in the following ways:

We show appreciation by valuing everyone’s ideas and work, appreciating what people do for us and thanking our classmates when they help us. This is important because the way we treat each other positively affects our whole learning community.

We show commitment by not getting distracted by other people in the class, being committed to finishing our tasks and completing unfinished work as homework to the best of our ability. This is important because it will help us to improve ourselves emotionally, mentally and physically.

We show confidence by sharing our ideas and artefacts in front of the class, showing confidence by talking with a loud voice and not to be scared to try something new. This is important because the next time we will have more courage because we have had past experience showing confidence.

We show co-operation by working with others in a fantastic manner. We will communicate well with our teachers, peers and the younger students of our school. We will participate in all of our tasks and activities with team spirit. This is important because we need to use and improve our social skills when we work with others.

We show creativity by creating our own work in a unique way, completing our work to a very high standard, adding detail to our work and being creative with our ideas. This is important because it will develop our imaginations and open our minds to the different ways to do our work.

We show curiosity by asking questions based on our central idea and investigating further into our inquiries. We will research using lots of things like books, the Internet and expert people. This is important because in the future we will know everything about life and the world as we know it.
We show **empathy** by caring for classmates when they are in a difficult position by trying to put ourselves into their 'shoes' to feel what they would be feeling. This is important because it lets us understand what they are going through.

We show **enthusiasm** by putting 100% effort in everything we do, being early and ready to learn. We will be awesome grade 6s by being the best leaders in the history of Seabrook! This is important because the younger students need us to show them how keen and happy we are at Seabrook.

We show **independence** by having the ability to work by ourselves whilst learning and knowing how we are improving in different areas of our learning. We can do things without being told and do our work in our own time without the teachers help. This is important because there isn’t always someone to lean on when things get tough.

We show **integrity** by owning our decisions and choices, always telling the truth to all of our teachers, our peers and our family. We will show respect because we care about other people’s feelings. This is important because if we tell the truth we won’t have any problems in the future.

We show **respect** to our peers and teachers by putting up our hands to answer questions, looking at and listening to the person who is speaking and letting other people have a turn. This is important because we want to be treated with respect, so we show respect to others.

We show **tolerance** by accepting each other's feelings and differences.

Trying to be positive by being compassionate to our peers, considering our own actions. We make sure we are being fair to each other because our actions could affect the feelings of others. This is important because in the future we will become better people, as we will have learnt to tolerate each other and calm our emotions.

**CONSEQUENCES**

Grade 6GJ consequences for behaviour not consistent with Seabrook Primary School's Attitudes are:

1. Verbal warning and first reminder.

2. Second warning and apology by the student who is misbehaving to the children whose learning is being affected.

3. Removal from the group to think about misbehaviour. The child would be spoken to by the teacher and expected behaviour reiterated.

4. Should the behaviour continue the child would miss out on either half of recess, half of lunch or a fun activity.

5. Removal from the class. The child will be sent for time out in another classroom for at least 15 minutes. This child will be spoken to by the teacher or team leader.

6. Parent’s contacted by phone and the child will be taken to Assistant Principals Office.
ESSENTIAL AGREEMENT
During art sessions the students will be expected to display a consistently high standard of behaviour to ensure that all students are able to maximise their learning in a safe, supportive and positive environment.

The students will be encouraged to be *respectful* and *curious* during lesson introductions, listening carefully to others and asking appropriate questions to ensure that they and the group have a clear understanding of the lesson’s objectives.

The students will be expected to take responsibility and care for the equipment and resources in the art room, using tools and materials in a safe manner.

During the activities, students will sit/work in a combination of friendship and non-friendship based groupings, working either independently or cooperatively (depending on the activity) and will be expected to display a *tolerant* and *co-operative* attitude towards their peers at all times.

CONSEQUENCES
Students who have difficulty achieving these high standards of behaviour will work through the following process:

- **First step:** the student will be redirected to behave and work in an appropriate manner, being reminded of the PYP values and attitudes
- **Second step:** the student will be asked to work in a different area of the room
- **Third step:** the student will be given a time out during the lesson that involves a removal to an adjoining classroom or office.
- **In extreme cases,** the student will be removed from the lesson and supervised by an AP or similar.
ART
Teacher: Mrs. Julie Comer

ESSENTIAL AGREEMENT

1. The children will be encouraged to approach their art work with commitment and display confidence and creativity.

2. The children will show respect for all classmates and the teacher.

3. The children will be cooperative and help other people when they can.

4. Everyone will be responsible for looking after all the art works, materials and equipment in the art room.

5. Everyone will think and act safely all the time.

CONSEQUENCES

Children will be reminded of the appropriate behaviour. If the misbehaviour continues the following sanctions apply:

1. The children will be given a warning
2. The child will be removed from the other children and given a time out in the room
3. The children may lose a part of their recess or lunch time
4. The children will be directed to see a member of the principal class.

The child may need to provide a verbal or written apology or undertake some action to rectify the situation.
ESSENTIAL AGREEMENT
In Art sessions we will be given the opportunity to develop a sense of creativity. We will be provided with a learning environment that encourages and promotes us as students, to expand and develop our ‘intelligence’, our love of lifelong learning and our culture of thinking, while exploring different art elements.

The Art Program will assist in enabling us to be RISK-TAKERS, COMMUNICATORS, OPEN-MINDED, PRINCIPLED, KNOWLEDGEABLE, INQUIRERS, THINKERS, WELL-BALANCED, CARING AND REFLECTIVE people. We will be encouraged to understand ourselves and to ask questions to better understand the world around us.

We will be communicators. We will be OPEN-MINDED and RESPECTFUL of other cultures from around the world. When completing tasks, we will be encouraged to approach our work as INQUIRERS, RISK TAKERS and THINKERS.

In Art, we will display the following PYP attitudes…
- Appreciation
- Commitment
- Confidence
- Co-operation
- Creativity
- Curiosity
- Empathy
- Independence
- Integrity
- Respect
- Tolerance

CONSEQUENCES
If we are not behaving in an appropriate manner, the following consequences will apply:
- We will be redirected to behave and work in an appropriate manner – being reminded of the PYP values and attitudes.
- We will be given three warnings.
- We will receive time out within the art room or be asked to work at a different work station within the room.
- We may receive time out that involves removal from the art room to another classroom.
- We may have to spend part of our recess or lunch time as time out.

Depending on the actions of our behaviour, it may also be appropriate for us to:
- Make a verbal or written apology.
- Undertake some action to rectify the situation.
PHYSICAL EDUCATION

Teacher: Mr. Paul Cochran

ESSENTIAL AGREEMENT

During Phys Ed. sessions the students will be expected to display a consistently high standard of behaviour to ensure that all students are able to maximise their learning in a safe, supportive and positive environment.

The students will be encouraged to be respectful and co-operative during lesson introductions, listening carefully to others and asking appropriate questions to ensure that they and the group have a clear understanding of the activity/game and the rules.

The student’s will display positive sporting attitudes at all times, encouraging and supporting other students and following the correct rules of the game/sport being played.

CONSEQUENCES

Students who have difficulty achieving these high standards of behaviour will work through the following process:

- **First step**: the student will be redirected to behave and work in an appropriate manner, being reminded of the PYP values and attitudes
- **Second step**: the student will be given a time out during the lesson that involves a removal to a seat away from the game play
- **Third step**: the student will meet with the teacher at an appropriate time to review behaviour expectations
- In **extreme cases**, the student will be removed from the lesson and supervised by an AP or similar.
PHYSICAL EDUCATION
Teacher: Mr. Blair Ganley & Ms Kelleigh Evans

ESSENTIAL AGREEMENT
During Physical Education sessions, we strive to create a caring environment in which all children are treated equally and fairly. We demonstrate that we are risk takers by participating in all games and having a go at mastering new skills.

We cooperate with others and show good sportsmanship by ensuring that we follow, and accept the game rules. We show cooperation when working in teams and we demonstrate that we are thinkers by thinking about the choices that we make.

We treat our classmates and teachers with respect. We show our listening skills by listening to the teacher when she or he is speaking and to others when they are speaking. We respect the sports equipment by using it appropriately and we ensure that we return all equipment which has been borrowed.

We ensure that everyone feels safe and always work within the boundaries set out by the teacher.

We respect the children that are in their classrooms learning and we will walk to and from our classroom quietly. We value learning so we will be reflective and think about how we can improve our skills. We aim to be balanced by keeping healthy and having fun. This agreement has been contributed to by all grades.

CONSEQUENCES
Students who do not follow the essential agreement will receive a verbal warning by the teacher. In cases where another child is affected, then the student exhibiting the inappropriate behaviour will need to make things right by apologising or talking to the other child about what they did and how they will fix the problem. A verbal or written apology may be required depending on the incident.

Students who continue to misbehave will be required to have some time out. Once a student has had time out and they continue to misbehave, then they may be asked to sit out for the rest of the session.

In the case of a serious incident, children will be removed from the session and either sent to the principal or dealt with at an appropriate time such as recess or lunch time.
ESSENTIAL AGREEMENT

With grade ones, we reflected on how we are going to work over the school year in Italian class. We discussed on rules we need to respect to make our work more efficient and our class a perfect place to learn. The children expressed their ideas and then collected their rules on coloured paper. You can see them turned into beautiful flower at the board in the new building.

In the class -

when we work IN CERCHIO (at the mat, circletime), we need to:
- Sit on the mat
- Cross our legs
- Keep our arms on our laps
- Put up hands and wait for our turn
- Listen to the teacher and to each other

when we work AL BANCO (at the table) we need to:
- Sit properly on the chair
- Be quiet
- Concentrating on our work
- Help each other
- Use our whisper voice

In The Classroom and Outside the Classroom

Sometimes we need to be ready to work
- with the whole class
- in small groups
- with a partner
- by ourselves

Sometimes we will need to work outside the classroom, in the hall or in the courtyard.

When we are going outside we need to:
- Line up at the door
- Walk outside (never run!)
- Be quiet and respectful of other classes working time
- Stay close to the teacher

CONSEQUENCES

If we are not behaving in an appropriate manner, the following consequences will apply:

- We will be redirected to behave and work in an appropriate manner – being reminded of the PYP values and attitudes.
- We will be given three warnings.
- We will receive time out within the classroom or be asked to work at a different work station within the room.
- We may receive time out that involves removal from the classroom to another classroom.
- We may have to spend part of our recess or lunch time as time out.

Depending on the actions of our behaviour, it may also be appropriate for us to:
- Make a verbal or written apology.
- Undertake some action to rectify the situation.
ESSENTIAL AGREEMENT
The Italian sessions this year are taken in the childrens’ classroom, with the Italian teacher teaching the children. Each grade has had formal discussion about the role of the Italian teacher and the expectations of the students in the language classroom. Focus has been on continuing to exercise/model the PYP attitudes and the learner profile in Italian. The children have discussed, written and illustrated various examples of the expected learning environment and behaviour.

Some examples of their work are listed below:

“Io mostro creativita’ in Italiano quando I use new words in a sentence.”
(I show creativity in Italian when I use new words in a sentence)

“Io mostro rispetto I Italiano quando I greet the Italian teacher.”
(I show respect in Italian when I greet the Italian teacher)

“All mostro curiosita’ quando I ask questions about Italy.”
(I show curiosity when I ask questions about Italy)

All the childrens’ examples and responses have been displayed in the classrooms and will be referred to and used to support their classroom Essential Agreement.

CONSEQUENCES
If we are not behaving in an appropriate manner, the following consequences will apply:

- We will be redirected to behave and work in an appropriate manner – being reminded of the PYP values and attitudes.
- We will be given three warnings.
- We will receive time out within the classroom or be asked to work at a different work station within the room.
- We may receive time out that involves removal from the classroom to another classroom.
- We may have to spend part of our recess or lunch time as time out.

Depending on the actions of our behaviour, it may also be appropriate for us to:

- Make a verbal or written apology.
- Undertake some action to rectify the situation.
ITALIAN
Teacher: Mrs. Paula Thomson

ESSENTIAL AGREEMENT
In Italian sessions we will be given the opportunity to develop an appreciation of learning a second language.

We will be provided with a learning environment that encourages and promotes us as students, to expand and develop our ‘intelligence’, our love of lifelong learning and our culture of thinking, while exploring a different culture.

The Italian Program will assist in enabling us to be RISK-TAKERS, COMMUNICATORS, OPEN-MINDED, PRINCIPLED, KNOWLEDGEABLE, INQUIRERS, THINKERS, WELL-BALANCED, CARING AND REFLECTIVE people. We will be encouraged to understand ourselves and to ask questions to better understand the world around us.

We will be communicators. We will be OPEN-MINDED and RESPECTFUL of other cultures from around the world. When completing oral and written tasks, we will be encouraged to approach our work as INQUIRERS, RISK TAKERS and THINKERS.

In Italian classes, we will display the following PYP attitudes…

- Appreciation – Apprezzamento
- Commitment – Impegno
- Confidence – Confidenza
- Co-operation – Co-operazione
- Creativity – Creativita’
- Curiosity – Curiosita’
- Empathy – Immedesimazione
- Independence – Indipendenza
- Integrity – Integrita’
- Respect – Rispetto
- Tolerance – Toleranza

CONSEQUENCES
If we are not behaving in an appropriate manner, the following consequences will apply:

- We will be redirected to behave and work in an appropriate manner – being reminded of the PYP values and attitudes.
- We will be given three warnings.
- We will receive time out within the classroom or be asked to work at a different work station within the room.
- We may receive time out that involves removal from the classroom to another classroom.
- We may have to spend part of our recess or lunch time as time out.

Depending on the actions of our behaviour, it may also be appropriate for us to:

- Make a verbal or written apology.
- Undertake some action to rectify the situation.