

GRANVILLE EAST PUBLIC
SCHOOL

Behaviour Policy



<https://granville-p.schools.nsw.gov.au/>



2022

Updated 2023



Granville East Public School




210 The Trongate

GRANVILLE NSW 2142

Phone: 9637 1562

Fax: 9897 3857

PB4L: All Learning Spaces

GEPS expects that...	Classroom	Library	Tech Cave	Office Block	Hall	Garden	Green
We are proud  'Padma'	<ul style="list-style-type: none"> Be a positive role model Try my best in all learning tasks Recognise my own achievements Strive towards achieving my goals Take pride in our learning space 	<ul style="list-style-type: none"> Be a positive role model Enjoy the library as a learning resource Bring a library bag 	<ul style="list-style-type: none"> Be a positive role model Enjoy the Tech Cave as a learning resource 	<ul style="list-style-type: none"> Be a positive role model Share my achievements with others 	<ul style="list-style-type: none"> Be a positive role model Share my achievements Be aware of my body language 	<ul style="list-style-type: none"> Be a positive role model Enjoy the garden as a learning space Wear my school hat 	<ul style="list-style-type: none"> Be a positive role model Enjoy the green as a learning space
We are courageous  'Caleb'	<ul style="list-style-type: none"> Be a contributor to learning Recognise others' achievements Be responsible for my own actions Accept different opinions 	<ul style="list-style-type: none"> Be a contributor to learning Read widely Use time wisely Be responsible for my own actions 	<ul style="list-style-type: none"> Be a contributor to learning Use the internet responsibly (online safety) Share technology with each other 	<ul style="list-style-type: none"> Walk calmly Use the space for the right reasons Use the office passes appropriately 	<ul style="list-style-type: none"> Be responsible for my own actions Acknowledge others' achievements 	<ul style="list-style-type: none"> Be a contributor to learning Use the space for the right reasons 	<ul style="list-style-type: none"> Be a contributor to learning Use the space for the right reasons Be responsible for my own actions and learning
We are respectful  'Raby'	<ul style="list-style-type: none"> Follow all staff instructions Use kind words Keep hands, feet and objects to myself Listen to others Be aware of the rights of others Use equipment appropriately 	<ul style="list-style-type: none"> Follow all staff instructions Use kind words Keep voices low Respect and return books and materials Be in the right place at the right time 	<ul style="list-style-type: none"> Follow all staff instructions Use kind words Handle the technology with care Pack up and return all technology appropriately 	<ul style="list-style-type: none"> Follow all staff instructions Keep voices low Knock on doors before entering Use good manners Be mindful of others space and privacy 	<ul style="list-style-type: none"> Follow all staff instructions Use kind words Enter the hall quietly Be in the right place at the right time Leave the hall clean and tidy 	<ul style="list-style-type: none"> Follow all staff instructions Use kind words Leave the garden clean and tidy Care for flora and fauna Use equipment appropriately 	<ul style="list-style-type: none"> Follow all staff instructions Use kind words Keep voices low Respect and return all materials Be in the right place at the right time



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PB4L: Playground Expectations

GEPS expects that...	CANTEEN	COLA	ASPHALT	TOLIETS	GREEN	NOBBS	HALL COLA	VILLAGE	NATURE PLAY
We are proud  'Padma'	<ul style="list-style-type: none"> Put rubbish in the bin Be a positive role model 	<ul style="list-style-type: none"> Put rubbish in the bin Move immediately when the music plays 	<ul style="list-style-type: none"> Put rubbish in the bin Wear my school hat Move immediately when the music plays 	<ul style="list-style-type: none"> Keep toilets tidy Leave when finished Be a positive role model 	<ul style="list-style-type: none"> Put rubbish in the bin Wear my school hat Move immediately when the music plays 	<ul style="list-style-type: none"> Finish eating before playing on Nobbs Wear my school hat Move immediately when the music plays 	<ul style="list-style-type: none"> Put rubbish in the bin. Wear my school hat Move immediately when the music plays 	<ul style="list-style-type: none"> Put rubbish in the bin. Wear my school hat Move immediately when the music plays 	<ul style="list-style-type: none"> Finish eating before playing Know when it is my class's turn Wear my school hat Move immediately when the music plays
We are courageous  'Caleb'	<ul style="list-style-type: none"> Share the space Wait my turn in line Be ready to order Order at least 10 minutes before the bell 	<ul style="list-style-type: none"> Use equipment appropriately Use the teacher on duty for support 	<ul style="list-style-type: none"> Use the teacher on duty for support Play games appropriately and fairly Stay in bounds 	<ul style="list-style-type: none"> Wait my turn Use the toilet and bubblers appropriately 	<ul style="list-style-type: none"> Use the teacher on duty for support Play games appropriately and fairly Use strategies to calm down Stay in bounds 	<ul style="list-style-type: none"> Use the teacher on duty for support Play games appropriately and fairly Use strategies to calm down Share the space 	<ul style="list-style-type: none"> Use the teacher on duty for support Stay in bounds Use tennis balls and hand balls 	<ul style="list-style-type: none"> Using equipment appropriately Use the teacher on duty for support Stay in bounds 	<ul style="list-style-type: none"> Share the space Take turns Use the teacher on duty for support
We are respectful  'Raby'	<ul style="list-style-type: none"> Use good manners Follow all staff instructions 	<ul style="list-style-type: none"> Move safely Follow all staff instructions 	<ul style="list-style-type: none"> Use kind words Keep hands, feet & objects to myself Follow all staff instructions Follow game rules 	<ul style="list-style-type: none"> Use the toilet and wash hands Use toilets at the right time Follow all staff instructions Be mindful of privacy 	<ul style="list-style-type: none"> Use kind words Keep hands, feet & objects to myself Follow all staff instructions 	<ul style="list-style-type: none"> Use kind words Keep hands, feet & objects to myself Follow all staff instructions Follow game rules 	<ul style="list-style-type: none"> Use kind words Keep hands, feet & objects to myself Follow all staff instructions Follow game rules 	<ul style="list-style-type: none"> Use kind words Keep hands, feet & objects to myself Follow all staff instructions 	<ul style="list-style-type: none"> Use kind words Think before I act Follow all staff instructions Follow game rules

Behaviour code for students

NSW public schools

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

In NSW public schools students are expected to:

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

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

Behaviour Code for Students: Actions

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

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

Respect

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

Safety

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

Engagement

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

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

School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

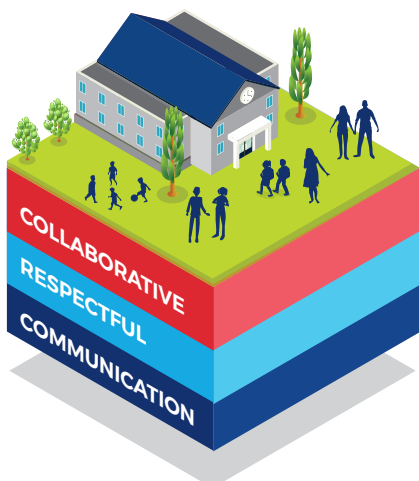
We treat
each other
with
respect

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We
prioritise
the wellbeing
of all students
and staff

**Unsafe
behaviour**
is not acceptable
in our schools

We work
together
with the
school

Ensuring respectful learning environments for all members of NSW Public Schools communities.



We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

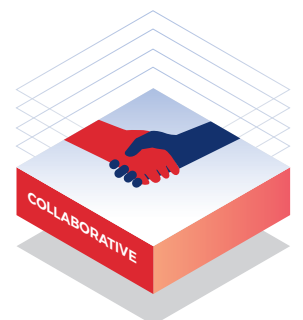
Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:
education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



Collaborative.
Respectful.
Communication.

School Community Charter

education.nsw.gov.au



Code of conduct



This code of conduct aims to ensure that the rights and responsibilities of students, parents and staff are respected and upheld in a safe, supportive and inclusive environment. Every member of the GEPS community deserves to be treated with respect and dignity. All students have the right to access high quality schooling providing them with opportunities to be proud, respectful and courageous.

Students rights and responsibility

Rights

You have the right to:

- Be listened to
- Be given support and advice
- Be spoken to politely
- Be part of the GEPS community
- Make my own choices
- Be shown respect, courtesy and honesty
- Feel safe
- A safe, secure and clean environment
- Be treated fairly no matter what
- Be supported and challenged in my learning

Responsibility

You have the responsibility to:

- Follow all staff instructions
- Use the teacher for support
- Use kind words
- Wear my uniform
- Be responsible for my own actions
- Treat people with respect and dignity
- Behave in a way that makes others feel safe
- Care for our environment
- Act appropriately within and outside of school including online
- Try my best in all learning tasks

Parents rights and responsibility

Rights

You have the right to:

- Be informed about your child's learning and wellbeing
- Expect a safe and fair environment for your child to work and play in
- Quality education for your child
- Be included as part of the GEPS community
- Request a meeting to discuss concerns about your child
- Be shown respect, courtesy and honesty

Responsibility

You have the responsibility to:

- Ensure your child is at school, on time, daily.
- Ensure your child's in full school uniform
- Be a partner in your child's learning
- Model positive interactions with all members of the school community
- Stay connected and informed through the school's online platforms
- Regularly communicate with your child's teacher
- Support the school in maintaining a safe and respectful learning environment for all students

Staff rights and responsibility

Rights

You have the right to:

- Safe, secure and fair working environment
- Be treated with respect and courtesy
- Be informed about student welfare issues
- Access relevant professional learning
- Be given appropriate support
- Be included as part of the GEPS community
- Be listened to

Responsibility

You have the responsibility to:

- Be conscious of your duty of care to students
- Develop positive and respectful relationships with students and parents
- Value the interests, ability and culture of their students
- Create and maintain supportive and safe learning environments
- Provide learning opportunities to meet a range of student needs
- Improve practice through professional learning
- Assess and provide feedback on student learning



Granville East Public School

We show Respect, Pride, Courage

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Behaviour Contract

Rights

I have the right to:

- Be listened to
- Be given support and advice
- Be spoken to politely
- Be part of the GEPS community
- Make my own choices
- Be shown respect, courtesy and honesty
- Feel safe
- A safe, secure and clean environment
- Be treated fairly no matter what
- Be supported and challenged in my learning

Responsibilities

I have the responsibility to:

- Follow all staff instructions
- Use the teacher for support
- Use kind words
- Wear my uniform
- Be responsible for my own actions
- Treat people with respect and dignity
- Behave in a way that makes others feel safe
- Care for our environment
- Act appropriately within and outside of school, including online
- Try my best in all learning tasks

✂-----

Student Name: _____

Class: _____

Student Agreement 2023:

I _____ have read and understand my rights and responsibilities at Granville East Public School. I agree to my rights as a learner and to uphold my responsibilities inside and outside of the school grounds. I commit to being a respectful, proud and courageous member of my GEPS community.

Sign: _____

Date: _____

Parent Agreement 2023:

I/ we _____ understand the rights and responsibilities of students at Granville East Public school and have discussed these with my child.

Sign: _____

Date: _____

AT GEPS, WE ARE...

RESPECTFUL



Our Rights

- To be valued as an individual;
- To learn without being judged;
- To feel safe;

Our Responsibilities

- To treat people with respect and dignity;
- To be fair, considerate and accepting of others;
- Keep myself safe and care for others;

PROUD



Our Rights

- To feel that GEPS is my school;
- To be supported and given opportunities to achieve my goals;
- To feel confident and happy about my learning;

Our Responsibilities

- To act appropriately within and outside of school;
- Strive towards achieving my goals;
- To recognise my own and others achievements;

COURAGEOUS



Our Rights

- To learn in an encouraging, peaceful environment;
- To be challenged in my learning;
- To stand up for what I believe in;

Our Responsibilities

- To behave in a way that makes others feel safe;
- To persevere when things get tough;
- Lift others up when they are down;

GEPS WHOLE-SCHOOL AWARD SYSTEM

Officially Launched 14 August 2017

GEPstars

was reaching for the stars!!

They were showing respect

GEPSTAR GRINNER! AWARD

NAME: _____
CLASS: _____
FROM: _____

For displaying Respect, Pride or Courage in the playground.

x 10 =

x 3



x 3



x 2



x 2





ES1 & Stage 1 Behaviour Management Plan

Reminder

...to make better choices.

Chance

...to make better choices.

Little Classroom Reset

...to think about behaviour.
(5 minutes)

Big Classroom Reset

...to change behaviour.(e.g.
15 minutes)

Office Timeout (Behaviour Communication Record)

...to take responsibility
for choices with
executive staff
member (up to 30
minutes)

- If applicable, follow Individual Behaviour Plan.
- Aggressive behaviour will not be tolerated in any setting. Any student who displays aggressive behaviour will be removed from the setting immediately and appropriate consequences will be issued.
- If student is sent to the office (timeout) twice in a day, the student will remain in a different class or with an executive class member for that day and complete class work.
- Non-compliance with Big-timeout (i.e. second office timeout) student is sent home.



Stage 2 Behaviour Management Plan

Reminder

Language: This is your reminder because/for ... give reason.

Reminder to be given for students not following behaviour/ class expectations such as:

Being unsafe, inappropriate language, being in the wrong place at the wrong time, arguing, calling out, off task behaviour etc

WORDS MATTER: Swearing, put downs and threats not tolerated.

Warning

Language: This is your warning because/for ... give reason.

Warning to be given for students not following behaviour/ class expectations such as:

Being unsafe, inappropriate language, being in the wrong place at the wrong time, arguing, calling out, off task behaviour etc

WORDS MATTER: Swearing, put downs and threats not tolerated.

Classroom Reset

Language: Please go to classroom reset because/ for ... give reason.

You Need: A reset spot, sign, and timer. Reset goes for 10 minutes and needs to be supervised by the teacher.

(10 Minutes)

Office Timeout (Behaviour Communication Letter)

Language: Please go to time out because...

Send the student with a model class member and your completed behaviour monitoring slip to the office.

(20 Minutes)

Behaviour Communication Letter

These are completed by the classroom teacher and signed by the Assistant Principal. Behaviour Communication Records need to be numbered and saved in the behaviour folder (Faculty - Teacher - Stages - Behaviour - Year - Class), Keep a copy of Behaviour Communication Letter in your behaviour folder and send home to parent on the day.

Continued misbehaviour (after AP time out) send immediately for Assistant Principal. **Do not** restart the procedure. The student will stay with the AP or be sent to another class for the rest of the day (with work).



Stage 3 Behaviour Management Plan

Warning

Language: This is your warning because/for ... give reason.

Warning to be given for students not following behaviour/ class expectations such as:

Being unsafe, inappropriate language, being in the wrong place at the wrong time, arguing, calling out, off task behaviour etc

WORDS MATTER: Swearing, put downs and threats not tolerated.

Classroom Reset

Language: Please go to classroom rest because/ for ... give reason.

You Need: A classroom rest spot, sign, and timer. Reset goes for 10 minutes and needs to be supervised by the teacher.

(10 Minutes)

Office Timeout (Behaviour Communication Letter)

Language: Please go to office timeout because ...

Send the student with a model class member and your completed behaviour monitoring slip to the office.

(20 Minutes)

Behaviour Communication Letter

These are completed by the classroom teacher and signed by the Assistant Principal. Behaviour Communication Records need to be numbered and saved in the behaviour folder (Faculty - Teacher - Stages - Behaviour - Year - Class), Keep a copy of Behaviour Communication Letter in your behaviour folder and send home to parent on the day.

Continued misbehaviour (after AP time out) send immediately for Assistant Principal. **Do not** restart the procedure. The student will stay with the AP or be sent to another class for the rest of the day (with work).

PB4L Scope & Sequence 2023

Lessons are taught over 2 weeks

Term 1 Lessons

Week 3 & 4– Wear our School Hat

Week 5 & 6 – Follow staff instructions

Week 7 & 8 – Classroom Reset

Week 9 & 10 – Stay In Bounds

Week 11 – Catch Up of lessons missed or lessons that need reviewing

Term 2 Lessons

Week 2 & 3– Be Responsible for my own Actions

Week 4 & 5 – Contribute to Learning

Week 6 & 7 – Follow Game Rules

Week 8 & 9 – Be in the Right Place at the Right Time

Week 10 – Catch Up of lessons missed or lessons that need reviewing

Term 3 Lessons

Week 1 & 2– Use Kind Words

Week 3 & 4 – Use toilets appropriately

Week 5 & 6 – Put Rubbish in the Bin

Week 7 & 8 – Use Good Manners and Wait My Turn

Week 9 & 10 – Keep Hands, Feet and Objects to Myself

Term 4 Lessons

Week 1 & 2– Accept Different Opinions

Week 3 & 4 – Think Before I Act

Week 5 & 6 – Be a Good Role Model

Week 7 & 8 – Use Equipment Appropriately

Week 9 & 10 – Catch Up of lessons missed or lessons that need reviewing

TEACHING FRIENDOLOGY 101 >>> FOR EARLY YEARS

Follow this annual plan to shine the light on friendship skills all year long!

TERM 1

FRIENDOLOGY 101: FRIENDSHIP SKILLS CURRICULUM

This knowledge-transfer creates a framework and common language at the start of the school year to support a whole-school friendship strategy.

S:01 INNER NINJA

S:02 TRUE COLOURS

S:03 MAKING FRIENDS

S:04 FRIENDSHIP FACTS

S:05 FRIEND-O-METER

S:06 FRIENDSHIP FIRES®

S:07 TRICKY SITUATIONS

S:08 KIND + STRONG

TERM ONE

TERMS 2-4

WEEKLY FRIENDSHIP LESSONS

Using a student-centred approach with a focus on skills-development, lessons found in **Related Resources** continue expanding and strengthening friendship skills throughout the school year.

S:01 Be Your Own BFF

S:02 Big Emotions Snow Globe

S:03 Making New Friends

S:04 4 Friendship Facts Poster

S:05 Make A Friend-DOUGH-Meter

S:06 FF Obstacle Course

S:07 Secret Ninja School

S:08 Colourful Mindsets

TERM TWO

LOG-IN FIRST! THIS DOCUMENT IS INTERACTIVE!

Click straight through to the lessons. Pop back often because new lesson plans and activities are added all the time!

If you want to create your own annual plan, use the next page to type directly into the fields. Or, grab a pencil and write them in yourself. It's up to you!

S:01 URSTRONG Colouring Sheet

S:02 Colourful Feelings

S:03 Be A Magnet

S:04 Friendship Fact Song

S:05 Natural Friend-o-Meter

S:06 FF: Bigger Or Smaller?

S:07 QT: How To Say No

S:08 'Strong Self' Letter

TERM THREE

S:01 Ninja Headbands

S:02 Make A Calm Down Kit

S:03 Chat Mats

S:04 We're All Potatoes At Heart

S:05 Green-Time Scavenger Hunt

S:06 Collections & Connections

S:07 Superhero Cape

S:08 Ice Creams & Ninjas

TERM FOUR

URSTRONG




TEACHING FRIENDOLOGY 101 >>> FOR YEARS 1&2

Follow this annual plan to shine the light on friendship skills all year long!

TERM 1

FRIENDOLOGY 101: FRIENDSHIP SKILLS CURRICULUM

This knowledge-transfer creates a framework and common language at the start of the school year to support a whole-school friendship strategy.

S:01

INNER NINJA

S:02

TRUE COLOURS

S:03

MAKING FRIENDS

S:04

FRIENDSHIP FACTS

S:05

FRIEND-O-METER

S:06

FRIENDSHIP FIRES®

S:07

TRICKY SITUATIONS

S:08

KIND + STRONG

TERM ONE

TERMS 2-4

WEEKLY FRIENDSHIP LESSONS

Using a student-centred approach with a focus on skills-development, lessons found in **Related Resources** continue expanding and strengthening friendship skills throughout the school year.

S:01

Be Your Own BFF

S:02

Colourful Feelings

S:03

Making New Friends

S:04

4 Friendship Facts Poster

S:05

Make A Friend-DOUGH-Meter

S:06

FF: Scenarios

S:07

QT: How To Say No

S:08

Friendship Is Like A Dance

TERM TWO

LOG-IN FIRST! THIS DOCUMENT IS INTERACTIVE!

Click straight through to the lessons. Pop back often because new lesson plans and activities are added all the time!

If you want to create your own annual plan, use the next page to type directly into the fields. Or, grab a pencil and write them in yourself. It's up to you!

S:01

I AM Artwork

S:02

Big Emotions Snow Globe

S:03

Secret Ninja School

S:04

Friendship Fact Song

S:05

Natural Friend-o-Meter

S:06

FF: Bigger Or Smaller?

S:07

RDF: Rainy Day Friends

S:08

Kind-on-Purpose

TERM THREE

S:01

URSTRONG Colouring Sheet

S:02

Colourful Mindsets

S:03

Chat Mats

S:04

We're All Potatoes At Heart

S:05

Green-Time Scavenger Hunt

S:06

FF: Obstacle Course

S:07

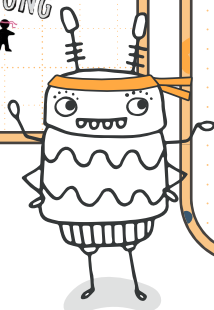
QT: Sleep On It!

S:08

Superhero Cape

TERM FOUR

URSTRONG



TEACHING FRIENDOLOGY 101 >>> FOR YEARS 3&4

Follow this annual plan to shine the light on friendship skills all year long!

TERM 1

FRIENDOLOGY 101: FRIENDSHIP SKILLS CURRICULUM

This knowledge-transfer creates a framework and common language at the start of the school year to support a whole-school friendship strategy.

S:01

INNER NINJA

S:02

MAKING FRIENDS

S:03

FRIENDSHIP FACTS

S:04

FRIEND-O-METER

S:05

FRIENDSHIP FIRES®

S:06

MEAN-ON-PURPOSE

S:07

TRICKY SITUATIONS

S:08

KIND + STRONG

TERM ONE

TERMS 2-4

WEEKLY FRIENDSHIP LESSONS

Using a student-centred approach with a focus on skills-development, lessons found in **Related Resources** continue expanding and strengthening friendship skills throughout the school year.

S:01

Script: Mindful Me

S:02

Making New Friends

S:03

Friendship Mapping

S:04

Deal-Breakers & Ice-Cream

S:05

Ninja Headbands

S:06

Mean-on-Purpose Plan

S:07

Friendship Sandwich

S:08

Friendology Pop Quiz

TERM TWO

LOG-IN FIRST! THIS DOCUMENT IS INTERACTIVE!

Click straight through to the lessons. Pop back often because new lesson plans and activities are added all the time!

If you want to create your own annual plan, use the next page to type directly into the fields. Or, grab a pencil and write them in yourself. It's up to you!

S:01

Butterflies: Tame Or Release

S:02

Friendship Handshake

S:03

4 Friendship Facts Poster

S:04

Natural Friend-o-Meter

S:05

FF: Bigger Or Smaller?

S:06

FF Or MOP: Interactive

S:07

QT: Sleep On It!

S:08

Friendship Goals

TERM THREE

S:01

Colourful Feelings

S:02

Friendship Bingo

S:03

What Is Trust?

S:04

Friend-o-Meter Poster

S:05

FF: Scenarios

S:06

FF or MOP: Scenarios

S:07

Friend-of-a-Friend Challenge

S:08

Friendship Is Like A Dance

TERM FOUR

URSTRONG




TEACHING FRIENDOLOGY 101 >>> FOR YEARS 5&6

Follow this annual plan to shine the light on friendship skills all year long!

TERM 1

FRIENDOLOGY 101: FRIENDSHIP SKILLS CURRICULUM

This knowledge-transfer creates a framework and common language at the start of the school year to support a whole-school friendship strategy.

S:01

INNER NINJA

S:02

FRIENDSHIP FACTS

S:03

FRIEND-O-METER

S:04

FRIENDSHIP FIRES®

S:05

MEAN-ON-PURPOSE

S:06

TRICKY SITUATIONS

S:07

FRIENDSHIP GROUPS

S:08

KIND + STRONG

TERM ONE

TERMS 2-4

WEEKLY FRIENDSHIP LESSONS

Using a student-centred approach with a focus on skills-development, lessons found in **Related Resources** continue expanding and strengthening friendship skills throughout the school year.

S:01

Building An A.N.T. Farm

S:02

Friendship Mapping

S:03

Boundary Building!

S:04

Friendship Fire Scenarios

S:05

FF or MOP: Scenarios

S:06

The Texting Game

S:07

Cliques & Fitting In

S:08

Strong Self Letters

TERM TWO

LOG-IN FIRST! THIS DOCUMENT IS INTERACTIVE!

Click straight through to the lessons. Pop back often because new lesson plans and activities are added all the time!

If you want to create your own annual plan, use the next page to type directly into the fields. Or, grab a pencil and write them in yourself. It's up to you!

S:01

Character Strengths

S:02

4 Friendship Facts Poster

S:03

Deal-Breakers & Ice-Cream

S:04

Write An Apology Letter

S:05

FF or MOP: Interactive

S:06

Boundary Building!

S:07

A Little Help From My Friends

S:08

Friendship Ninja Academy

TERM THREE

S:01

Inner-Critic DJ

S:02

Insta-Friends

S:03

Self-Regulation

S:04

Forgiveness

S:05

Friendship Coach In Training

S:06

Spreading Kindness Online

S:07

10 Friendship Tips For Kids

S:08

Friendology Pop Quiz

TERM FOUR

URSTRONG