

# Student Welfare and Behaviour Policy

## Including Supporting Documents

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## Student Welfare

### Introduction

The NSW public education system seeks to provide quality education for all students, taking account of their age, background, ability and interests. Public schools help students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community.

For this to occur, public schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

School communities have developed their own student welfare policies and practices within the framework of the Student Welfare Policy, introduced in 1986. The policy has now been extensively revised to assist schools to build on existing good practice and to incorporate contemporary educational perspectives.

With the release of the revised Student Welfare Policy it is now timely for each school community to:

- review student welfare, including discipline
- determine key issues for action
- develop action plans relating to student welfare
- implement student welfare actions and the school discipline policy
- review student welfare within the school's ongoing planning and reporting processes.
- Note: Throughout this policy the term parent should be read to include caregiver.

### Context

Student welfare in public schools:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn

- is achieved through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to enjoy success and recognition
- make a useful contribution to the life of the school
- derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents and the wider school community. The objectives and outcomes that follow therefore relate to:

- effective learning and teaching
- positive climate and good discipline
- community participation.

## Effective Learning and Teaching

### Objective

To enhance effective learning and teaching by:

- encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual learning needs of students
- establishing well-managed teaching and learning environments
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- ensuring that gender and equity issues are recognised and addressed across the curriculum.

### Outcomes

- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.

## Results for students

- Students will participate in decisions about their own learning.
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation.
- Students will develop competencies which enhance the quality of their relationships with others.
- Students will feel valued as learners.

## Positive climate and good discipline

### Objective

To enhance school climate and discipline by:

- maximising student participation in decision-making and ensuring that principles of equity and fairness are reflected in school practice
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting gender stereotypes
- incorporating students' views into planning related to school climate and organisation
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

### Outcomes

- The wellbeing, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.

- The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.

## Results for students

- Students will be safe in the school environment.
- Students will know what is expected of them and of others in the school community.
- Students will be able to learn without disruption from unruly behavior.
- Students will be provided with appropriate support programs.
- Students will contribute to decision-making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.
- Students will know and understand their school's organisation and know about student representative councils and other representative bodies such as the School Council.

## Community participation

### Objective

To enhance community participation by:

- building learning communities in which staff, students and parents work together for planned results
- encouraging parents and community members to participate actively in the education of young people and in the life of the school
- acknowledging parents as partners in school education
- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community
- encouraging links between parent and student representative groups
- inviting parents to share their skills and experiences in the school community
- supporting students and their parents in making decisions about learning programs
- recognising students' families, cultures, languages and life experiences.

## Outcomes

- There will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent and community involvement in a range of school activities.

## Results for students

- Students will be supported by parent and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students will be partners with parents and teachers in the teaching and learning processes at the school.

## Responsibilities

### Schools

Principals will ensure that:

- a commitment to student welfare underpins all the policies and activities of the school
- the school community reviews policies and practices related to student welfare
- student welfare is regularly reviewed using appropriate planning processes
- a school discipline policy is developed and regularly reviewed
- the review processes take into account other mandatory policies
- strategic issues identified in reviews are incorporated into the school plan
- students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school
- other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

Teaching and support staff, according to their role in the school, will:

- ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents

- participate in the learning and teaching process in ways which take account of the objectives in this policy
- participate in the school community's implementation of the Student Welfare Policy.

Staff with a specific student support role will ensure that:

- the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Students will be encouraged to:

- act according to the discipline code established by the school community
- contribute to the provision of a caring, safe environment for fellow students, staff and parents
- participate actively in the learning and teaching process
- provide their views on school community decisions, including reviews of student welfare, using agreed upon processes which include student representative councils and school parliaments
- practice peaceful resolution of conflict.

Parents will be encouraged to:

- participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code
- share responsibility for shaping their children's understanding about acceptable behaviour
- work with teachers to establish fair and reasonable expectations of the school.

## Districts and state office

The director, educational leadership will ensure that:

- all staff are familiar with, and implement the Student Welfare Policy
- the implementation of this policy is supported by district office staff
- school programs support student welfare priorities and are responsive to the school community.

State office executive directors will ensure that:

- all staff are familiar with the Student Welfare Policy
- support generated in their directorate is consistent with this policy
- all staff consider the implications of this policy
- Senior Executive is provided with information on system-wide performance and policy advice in relation to student welfare.

# Student Discipline in Government Schools

## 1. Objectives - Policy statement

### 1.1

Good discipline is fundamental to the achievement of government priorities for the public school system. In line with this, schools must have a school discipline policy which is developed in consultation with school community members. The policy must contain four components. These are:

- the discipline code or school rules.
- strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect.
- strategies and practices to recognise and reinforce student achievement.
- strategies and practices to manage inappropriate student behaviour.

### 1.2

The school discipline policy must:

- be consistent with legislation and reflect government and departmental policy.
- incorporate the principles of procedural fairness.
- be developed within a strong student welfare context.
- reflect the identified needs of the community.
- grow from existing policies and practices.
- outline expected standards of behaviour.
- define the responsibilities of teachers, students and parents.

### 1.3

Consistent with the Education Act (1990) and Departmental policy, schools may develop additional components for their school discipline policy to meet local needs.

## 2. Audience and applicability

### 2.1

NSW Government schools.

## 3. Context

### 3.1

Schools and their communities work together to provide quality learning environments which are:

- inclusive.
- safe and secure.
- free from bullying, harassment, intimidation and victimisation.

### 3.2

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

### 3.3

When parents enrol their children at public schools they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline in government schools.

### 3.4

The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

### 3.5

In implementing the school discipline policy, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

### 3.6

This policy is to be implemented consistent with Work Health and Safety (WHS) Policy obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

### 3.7

All schools must develop and implement an Anti-bullying Plan consistent with the Bullying of Students – Prevention and Response Policy



## 3.8

The school discipline policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

# 4. Responsibilities and delegations

## 4.1 Principals

### 4.1.1

Principals are accountable through their Directors, Public Schools for ensuring a safe, secure and harmonious work environment for students and staff.

### 4.1.2

Principals are responsible for the development, implementation and monitoring of the school's discipline policy.

### 4.1.3

Principals are responsible for ensuring that the school's policy is evaluated and reviewed by the school community at least every three years.

### 4.1.4

Principals must ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.

### 4.1.5

Principals must provide a copy of their school discipline policy to their Directors, Public Schools when the policy is developed or whenever it is reviewed. A copy must also be made available to the families of children enrolled at the school.

### 4.1.6

Parents and students are to be given a copy of the discipline code or school rules when the policy is developed or whenever it is reviewed.

### 4.1.7

Principals must ensure that all disciplinary actions involving suspension or expulsion from school are managed consistent with the Suspension and Expulsion of School Students Procedures.

## 4.2 Parents

### 4.2.1

Parents are expected to support the school in the implementation of the school discipline policy.

## 4.3 Teachers

### 4.3.1

Teachers are expected to participate in the development of the school discipline policy and to support its effective implementation.

## 4.4 Students

### 4.4.1

Students are expected to follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour.

### 4.4.2

Students will show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.

## 5. Monitoring, evaluation and reporting requirements

### 5.1

Directors, Public Schools will monitor the local implementation of this policy and will report to their Executive Directors, Public Schools.

### 5.2

The Director, Student Engagement and Interagency Partnerships will monitor the state-wide implementation of this policy.

# Behaviour code for students

***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.

# Barnier Public School Practices

## Our School's Core Values

At Barnier Public School we strive to be:

- Respectful
- Responsible
- Resilient

## Teacher Management

At Barnier Public School, we believe effective Teacher Management Strategies build a professional outlook for teachers and create a positive and safe learning environment for students.

We believe that exemplary Teaching and Learning practice is the 'keystone' to a happy classroom and is strongly supported by Professional Understanding, Organisation, Classroom Management and Behaviour Management.

Whilst some of these areas may not appear to come directly under Welfare, they impact heavily upon it. Teachers need to establish a class group with conscious planning, skill, positive leadership and management and a clear understanding of the school culture and departmental policies.

Teachers need to take specific action in the normal course of their duties to enhance or protect the welfare of their students. Such action is designed to:

- maintain a school and classroom climate conducive to learning
- ensure a safe and secure environment where basic needs are met
- encourage appropriate forms of behaviour
- protect students from harm

These outcomes are more likely to be achieved when those who teach, advise and counsel students:

- provide interesting and challenging learning programs
- model and reinforce the qualities and values which the school aims to develop and foster
- listen with empathy to the cares and concerns of their students
- respond to questions and provide information and guidance as necessary
- offer students genuine opportunities for choice and participation in decision making
- establish a firm code of school behaviour
- caution or constrain students for the sake of their own safety and that of others, and take appropriate disciplinary action when necessary.

## Proactive Teacher Managed Strategies

Teacher managed incidents are to be managed by the classroom teacher in consultation with the stage supervisor. Teacher to make contact with parent after no more than two incidents.

Three teacher managed incidents within a two week period will result in a review with the class teacher and Stage AP and possible Reflection Time.

*Teacher to apply proactive response to behaviour*

- *Prompt - Provide verbal and/or visual cue. Low key responses.*
- *Redirect - Restate the matrix behaviour*
- *Re-teach - State and demonstrate the matrix behaviour. Have student demonstrate. Provide immediate feedback.*
- *Provide Choice - A statement of two alternatives - the preferred or desired behaviour or a less preferred choice.*
- *Logical Consequence - Consequence is applied.*

## Reflection Time

Students may be removed from the playground and placed in Reflection Time. This is a time that students discuss and reflect on the behaviour that breaches the Behaviour Code for Students.

A collaborative approach is adopted where the student is encouraged to accept responsibility for their behaviour and take ownership of the plan to improve. Reflection Time also gives the student opportunities to discuss strategies with a teacher for modifying their behaviour and alternative methods of dealing with problems and or situations.

## Ongoing/Sever breaches of the Student Behaviour Code

If a student displays a sever breach of the Student Behaviour Code or continues to display inappropriate behaviour in the classroom or playground the Deputy Principal/Principal may enforce one or more of the following actions:

- An interview is requested to discuss the inappropriate behaviour by the student.
- A Behaviour Support Plan is completed. The plans can be developed in consultation with the Teacher, Stage Supervisor, Deputy Principal, student and parents.
- The student is placed on a Playground Card to monitor behaviour and this report is signed off by the Teacher and parent each day.
- Removal of student privileges: This may include some playtime and/or participation in PSSA, school events, incursions and excursions.
- A Formal Caution/Warning of suspension may be given to the parent about the student's behaviour.
- Long/Short Suspension of the student from school.

## Suspension

In cases where a range of appropriate student welfare and discipline strategies have been implemented and have been unsuccessful in resolving the inappropriate behaviour or the Principal determines the behaviour of the student is of a type that warrants immediate suspension, the Principal may choose to impose a suspension. In the result of a suspension, a risk management and/or a behaviour support plan will be completed by the classroom teacher in consultation with the Deputy Principal and the Learning Support Team (where appropriate).

### Short Suspensions

In cases where a range of appropriate learning and support strategies have been implemented and been unsuccessful in resolving the inappropriate behaviour, or the principal determines the behaviour of the student is of a type that warrants immediate suspension, the principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

Continued Disobedience - This includes, but is not limited to, breaches of the school discipline code such as: refusals to obey staff instructions, defiance; disrupting other students; use of alcohol or repeated use of tobacco.

Aggressive Behaviour - This includes, but is not limited to, breaches of the school discipline code such as: physical violence and placing students and /or staff in unsafe situations.

### Long Suspensions

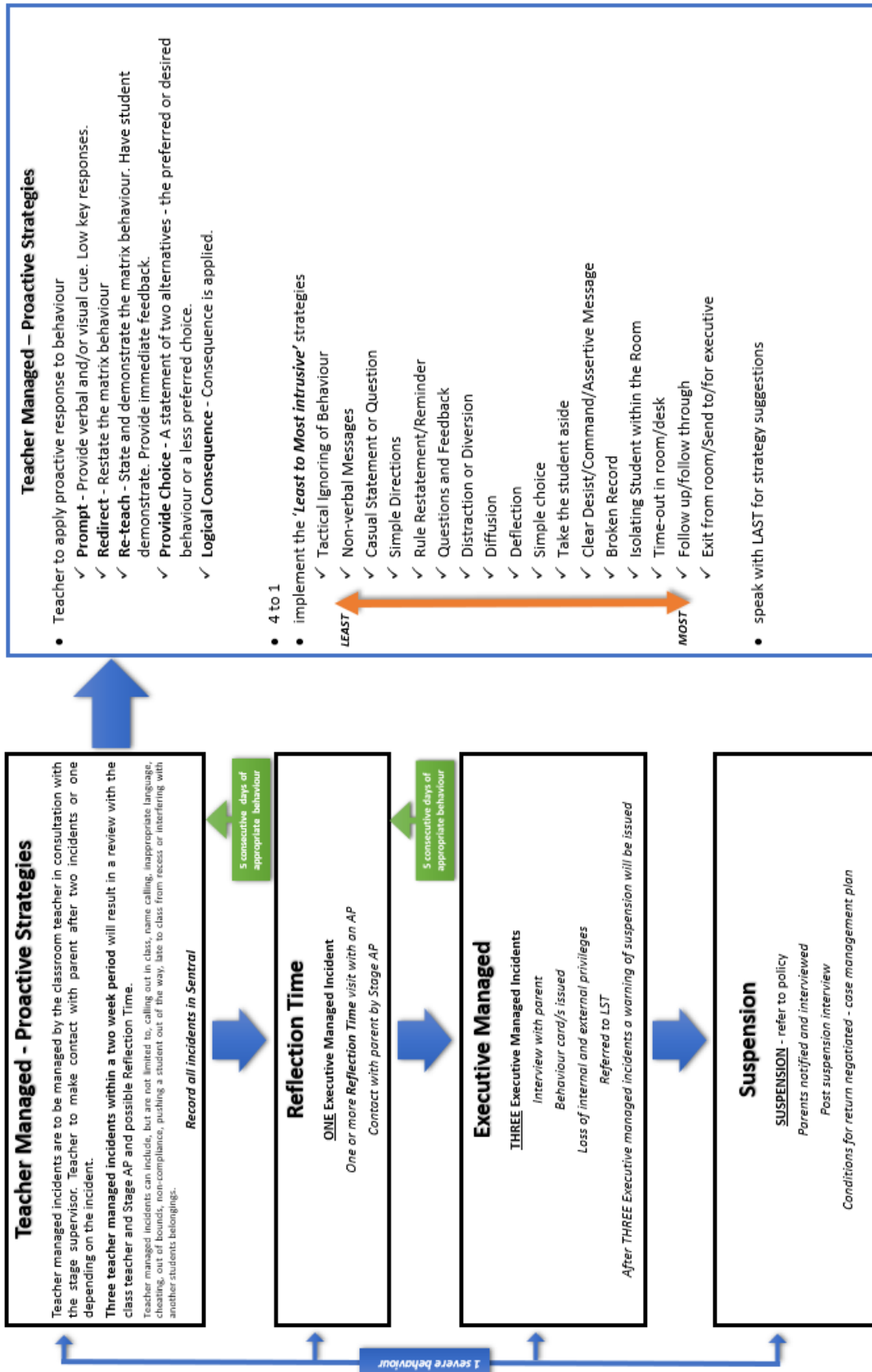
If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days.

For more information on the Department of Education suspension Policy's please visit <https://education.nsw.gov.au/policy-library/policy-library-a---z>



## Barnier Public School - Behaviour Flowchart

Student behaviour will be managed on a case by case basis, with individual needs and circumstances taken into consideration



Updated 1/10/2020

This process is on a term by term basis – subject to severity of behaviour



## Whole School Reward System

Barnier Public School's Merit System recognises a wide range of student achievements and is cumulative.

### Classroom Tokens

Class teachers monitor students' behaviour through a class management system and distribute classroom tokens to students who adhere to the school values and /or personal achievement.

### Bronze Awards

A bronze award is given to a student when they have received 5 classroom tokens or for an outstanding achievement in the classroom .

### Silver Awards

Staff distribute Silver Awards to students who have achieved 5 Bronze Awards by adhering to the school values and /or personal achievement. These awards are presented at fortnightly Stage Assemblies.

Students are responsible for keeping merit certificates safe.

### Gold Awards

When 4 Silver Awards have been collected the student presents these to the Classroom Teacher to receive a Gold Award.

The teacher signs the back of the Silver Awards and enters the Gold Award into Sentral.

The award is presented at a Whole School Assembly.

The student's achievement is displayed in the newsletter.

### Platinum Awards

When 3 Gold Awards have been collected the student presents these to the Classroom Teacher to receive a Platinum Award.

The teacher signs the back of the Gold Awards and enters the Platinum Award into Sentral.

The student's achievement is displayed in the newsletter.

# Barnier Public School

These are the awards that you can receive at Barnier.

When we earn **5 Tokens** we are given a **Bronze Award**

*Bronze Awards will be handed out  
by the classroom teacher, in the classroom when  
5 tokens  
have been achieved.*

When we earn **5 Bronze Awards** we receive a **Silver Award**

*Silver Awards will be handed out at a Stage Assembly when  
5 Bronze Awards  
have been achieved and returned to the classroom teacher.*



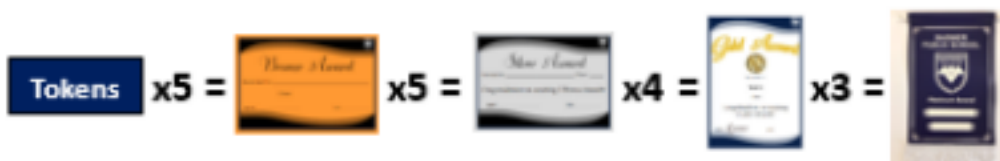
When we earn **4 Silver Awards** we receive a **Gold Award**

*Gold Awards will be handed out at a  
Whole School Assembly by the Principal when  
4 Silver Awards  
have been achieved and returned to the classroom teacher.*



When we earn **3 Gold Awards** we receive a **Platinum Award**

*Platinum Awards will be handed out at a  
Whole School Assembly when  
3 Gold Awards  
have been achieved and returned to the classroom teacher.  
Parents and/or Guardians will be invited to attend.*



## Playground Expectations

In **all areas** we can:

- keep our hands and feet to ourselves
- play safely with others
- be respectful of everyone and their space
- use kind words
- wear a school hat in all areas (except for the COLA)
- start making our way back to class as soon as we hear the music playing or a teacher telling us to go to class
- ask a teacher on duty to help us if we are unsure or need help to resolve an issue
- keep our play areas clean and tidy

### In the morning

If I arrive at school before the 8:15 bell we can:

- sit quietly outside the office building until the bell goes

After the 8:15 bell goes, we can:

- play in the COLA, Quiet Quad or Kindy Passive
- walk in all areas
- play handball until about 8:30 (the teacher will tell me when to stop) in the COLA and Quiet Quad
- keep our bags with us or put them down the designated spot for my class
- talk to my friends

### At Recess and Lunch

In the **bus bay area and around the equipment** we can:

- sit and talk to our friends on the bus bay seats
- Pass a ball to each other (no games)
- run around with our friends
- stay away from the trees near the fence

Along the **hill** we can:

- sit and talk to our friends
- walk up or down it to move between the bus bay and the oval
- stay away from the steep part near the demountables

On the **grass area outside the I Block toilets** we can:

- sit and talk to our friends
- walk only
- all students K-6 may use this area for passive play

On the **equipment** we can:

- Wait at the gate until the duty teacher lets us in
- use this space if we are in K-2 during lunch time only
- use this space if we are in 3-6 during recess time only
- have about 40 students in at one time. Half way through play time the teacher may ask us to leave so that other children who are waiting can have a turn
- make safe choices about the equipment that we use.
- walk between different activities

On the **oval** we can:

- use this space if we are in K-2 during recess time only
- use this space if we are in 3-6 during lunch time only
- play soccer, keeping the ball low and respecting the rules
- play running games

On the **basketball court** we can:

- shoot hoops with our friends
- play handball in the squares at the back of the court
- play basketball if it's safe and if there is enough space

On the **grassed play area next to the basketball court** we can:

- play running games
- play safely on the bridges and obstacles
- play with the musical instruments
- sit and talk to our friends
- pass a ball to each other (no games)

In the **Quiet Quad** we can:

- sit and talk to our friends
- read books, draw or colour in
- walk around
- sit to eat
- use the COLA if we would like to walk to another area (paths next to 5H and also between 5J and 6S are out of bounds after the first 2 minutes of play time. This allows time to get to where you want to go, but if you change your mind the COLA is the safest way to move to another area)

In the **Kindy Passive area** we can:

- Only play here if we are in Kindergarten and Year 1 (this includes the space between KI and KA)
- play respectfully with the toys
- share and take turns
- walk in this area
- sit to eat

In **Owen's playground** we can:

- play respectfully with the chess pieces and sand equipment
- sensibly climb on the stepping stones one person at a time
- try to keep the sand in the sandpits
- Sit at the tables and chairs. We can eat if we are sitting at the tables.
- walk in this area

In the **COLA** we can:

- play without a hat
- sit to eat
- walk in this area
- play handball
- sit and talk to my friends
- play hopscotch on the stage
- use the steps safely and responsibly

At the **canteen** we can:

- line up responsibly and wait our turn
- stay away if we are not buying anything
- use our manners and say please and thank you
- walk in this area

In the **library** we can:

- use this space if we are in K-2 during lunch time
- use this space if we are in 3-6 during recess time
- play quietly with my friends
- play with toys or colour in
- read a book
- follow teacher instructions

On the **paths outside the stage 3 rooms and library and office buildings** we can:

- sit to eat
- sit and talk to our friends
- walk in this area
- sit at the tables and on the silver seats

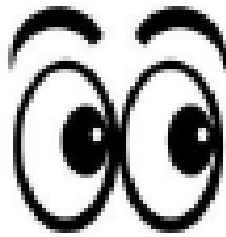
At the **toilets** we can:

- only go in if I need to use the bathroom or wash my hands
- go, wash our hands and leave
- be respectful of other people using the bathrooms
- keep the area clean and tidy

# 5Ls of Listening

1

Look



Eyes looking at the person who is speaking

2

Listen



You're using your ears to listen to the person speaking

3

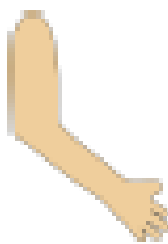
Lips



Your lips are together, there is no sound

4

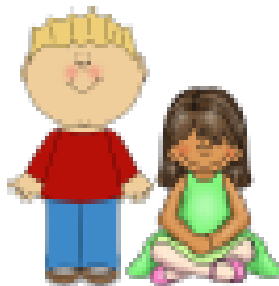
Limbs



Your arms are still, they are not moving

5

Legs



Your legs are still, they are not moving

# Noise Levels

0	Silent	Without any noise
1	Whisper	Very soft voice
2	Small Group Talk	Soft voice
3	Conversation Voice Level	Normal voice that can be used for speaking in the classroom or during play.
4	Presenting Voice	Clear loud voice