

Reboot Whole-of-School Audit (initial)

Does your school have students who:	Yes/No
React negatively to changes in routine or staff?	
Show physically or verbally aggressive behaviour to staff or other pupils?	
Show aggressive or disruptive behaviour in response to classroom pressures or new tasks?	
Become excessively withdrawn in reaction to any of the above?	
React inappropriately to correction or praise, or positive teacher-student relationship?	
Have a poor ability to make or sustain relationships with peers?	
Persistently break the school rules, despite a range of interventions?	
Exhibit constant low levels of off-task behaviours or apathy?	
Exhibit excessive mood swings?	
Go to extreme lengths to attract attention or lie excessively?	
Provoke the adults around them or peers to behaviour in anti-social ways?	
Distract other pupils from their work?	
Persistently truant?	
Display extreme anxiety, depression or fear for the future?	
Present behaviour likely to injure themselves, other pupils, staff or damage equipment?	
Create drama where none exists?	
React as victims in situations and feel persecuted unfairly?	
Display sporadic engagement and responsiveness to interventions?	
Are highly sensitive to the behaviours of the adults around them?	
Display a lack of resilience or lots of 'giving up' and self-sabotaging behaviours?	

Reboot Whole-of-School Audit (initial)

Do some of your school staff display the following behaviours/attitudes:	Yes/No
Take student behaviours and reactions personally?	
High occupational stress levels and/or higher than average sick leave?	
Focus repeatedly on the problems without a solution-orientation?	
Blame factors beyond their control (families, the education system etc.) and feel at times hopeless?	
React emotionally to student defiance or reactive student behaviours?	
Want certain students removed from their classes or the school?	
Feel overwhelmed and experience reduction in their normal standards for innovation and creativity?	
Experience high staff turnover?	
Feel bewildered and at times incompetent when facing student and family behaviours?	
Experience breakdowns in collegial relationships or factions within a school?	
Feel excessively tired or exhausted at the end of each term?	
Have experienced changes in their personal and professional relationships and everyday routines due to occupational stress?	
Feel unsupported by management?	
Use bullying, threats and attempts at intimidation to 'get what they want'?	

Reboot Whole-of-School Audit (initial)

Have individual staff members complete the Reboot School Audit and gather together to discuss results. Answer Yes (Y) in cases where there is extensive and consistent evidence of this action or behaviour, No (N) where there is no evidence of this action or behaviour, and Somewhat (S) where there is some evidence or growing evidence of this action or behaviour.

Step	Y/N/S	Actions to be taken
1. Create Calm		
Our school has a daily, regular and consistent routine that is infrequently altered.		
Changes to routine are communicated to staff and students effectively and any disruptions addressed in a clear and successful manner.		
Our school day is highly predictable, structured and routine with clear allocation of time, space, tasks and relationships management: people know their roles and expectations.		
Students and staff presenting in escalated states are quickly identified and practical strategies for de-escalation are employed immediately.		
Other students and staff are protected from escalating incidents where possible.		
All staff and students have an affective 'go to' person for when they are feeling stressed or anxious.		
Our staff and students share a clear intention and point of focus.		
Our classrooms share a routine and clear structure that establishes the conditions for calm work time.		
We have an effective system to support highly stressed, anxious and reactive students/staff which over time reduces reactivity.		
We approach highly stressed, anxious and escalated students/staff with a long-term restorative plan (3-6 months).		
Each staff member has a range of 'de-escalation' strategies for individual and group concerns.		
We promote stress-awareness in our classrooms/staff meetings and can identify early signs of stress in individuals.		
Our staff are regularly provided with ideas/training on strategies to create calm classrooms and have opportunities to share these ideas.		
All areas of the school are considered 'safe' by all staff and most students.		
There are quiet/calming spaces/options available for students in class and during break times.		
Our staff proactively employ stress management techniques for themselves and support colleagues to do so.		
Our school has a systemised, appropriate debrief, and/or grief and loss measures for staff and students following an escalated incident.		

Reboot Whole-of-School Audit (initial)

Step	Y/N/S	Actions to be taken
2. Connect + Belong		
Our school recognises is built on relationships: recognises all learning and cooperation		
We have a clear, positive school identity that is frequently referred to and relevant to students.		
Our students know they can depend on staff for support and care.		
Our staff know that they can depend on management for support and care.		
Staff and students feel safe in our school.		
We promote a clear vision of the unique nature of our school.		
Our students are proud to attend our school.		
There is a strong sense of belonging among students at our school (school pride).		
Our staff are proud to work at our school.		
There is a strong sense of team collegiality here at school.		
We have a strong ethos of caring for one another here at school.		
Difficulties in student, staff, collegial and peer relationships are identified quickly and openly discussed: formal and informal mediation process		
Staff and students feel 'seen' as individuals.		
We have a clear strategy to proactively foster positive relationships.		
Our staff have tools to manage and build relationships with insecurely attached young people.		
Staff spend an appropriate amount of time building relationships with students: intentional time invested		
Our staff are aware when a young person is more task or more teacher focused.		
Our staff and management model relationship repair where required.		
Our staff are regularly prompted to, and provided ideas/strategies for creating a sense of connection and belonging in their class and have opportunities to share these strategies with one another.		

Reboot Whole-of-School Audit (initial)

Step	Y/N/S	Actions to be taken
3. Get Centred!		
Teaching and support staff understand the importance of being centred, grounded and present in all class situations.		
We use strategies, routines and language to centre and ground students and staff.		
Staff are self-aware when 'uncentred' and seek support as required.		
Students are supported to find and maintain their centre using explicit lessons and reminders.		
As a school we are aware that 95% of communication is nonverbal and many of our young people are 'non-verbal radars'.		
Staff encourage young people to ground when they can see a young person is not 'in the room' or before all behaviour management/discipline processes.		
Our school uses sport, movement (in class and outside) and self-awareness (language, mindfulness etc.) to encourage people to be grounded and centred.		
Staff support each other when they notice a colleague is 'uncentred' or heightened when working with a student.		
Our school provides (or encourages) regular opportunities for staff to learn new techniques to assist themselves and students to get their centre and have opportunities to share these techniques.		
Appropriate 'brain breaks' or changes in classroom activities are used to keep students grounded, centred and present.		

Reboot Whole-of-School Audit (initial)

Step	Y/N/S	Actions to be taken
4. Self-regulate		
Our school has a clear system of self-regulation that is used explicitly and implicitly with students and staff.		
Students participate in classes to improve emotional literacy and self-management. These same tools/language are also used in individual interventions and behaviour management processes.		
Highly escalated, anxious and reactive students have a clear plan to guide staff responses and options when escalated.		
All staff and students participate in a morning check-in process and highly escalated, anxious and reactive students have multiple daily check-in options.		
Recognising the true impact of emotions on learning, we consciously build emotional literacy and self-management strategies into our classes and curriculum.		
Self-regulation processes and skill building are fundamental in all justice/discipline actions.		
Our staff know how to co-regulate students and use these skills in the classroom.		
Staff monitor peer interactions at break times.		
Self-regulation tools are used in staff meetings.		
There are clear 'time-out' options and 'go to' people for elevated students/staff.		
We have clear referral pathways (both in school and external) to support students/staff develop self-regulatory skills where required.		
Our school has a clear system of self-regulation that is used explicitly and implicitly with students and staff.		

Reboot Whole-of-School Audit (initial)

Step	Y/N/S	Actions to be taken
5. Grow Well		
Our school recognises the power of emotions in creating success or sabotage.		
Our students and staff are encouraged to be emotionally literate and able to self-manage anxiety, fears and doubt. (Our school norm is one of personal responsibility and safety)		
We have an explicit goal-setting process used by all students at least once each 6 months that clearly identifies realistic and measurable goals and accompanying strategies to support success.		
Our support staff actively seek to understand the fears motivating self-sabotage.		
We have a clearly stated vision of personal achievement that is reiterated to students and staff on a daily basis.		
Students feel safe to ask for help or express fears (evident in self-initiated referrals and help-seeking behaviour).		
We encourage all parents/carers to be aware of students' goals and intentions.		
Our social and emotional curriculum is designed specifically to address the needs of our student cohort and focuses on key personal skill building (including perceptions and character development).		
Our staff are aware and have the language and tools to support a young person's fears and/or emotional stumbling blocks.		
Young people are given evidence of their successes to build their confidence to engage in growth.		
We support young people to recognise and endure the vulnerability that growth and learning entail.		
We encourage a Growth Mindset at school.		
We have a clear school-wide goal setting and problem solving system that has clear tools to help a young person understand the change process.		
We are aware of the need to build life skills for students to successfully engage and maintain employment.		
School management have a clear strategy to build a positive engaged educational environment.		

Reboot Whole-of-School Audit (initial)

Step	Y/N/S	Actions to be taken
6. Engaged Learning		
Our school focuses on creating a learning environment relevant to a students' life experiences.		
Staff are aware of student attendance rates, favoured school days and activities and strategies to encourage full attendance are implemented.		
Initial indicators of disengagement (poor attendance, sick days, drop in class performance, behavioural change) are quickly identified and addressed through targeted individual intervention.		
New students are questioned regarding past patterns of non-attendance (reasons, feelings about school, fears, relevance of school, parental enabling, etc.) and individual plans are put in place.		
We encourage staff to create a class with an anticipation of pleasure in learning.		
Our pedagogy encourages a lesson structure that is built on the neuroscience of learning and is emotionally engaging.		
All classes in our school use the same pedagogical structure: students know what to expect in each class.		
Lessons in our school are appropriately stimulating: incremental, relevant (big picture to small picture learning with this also), differentiated (middle pitch with extension and support).		
Teachers use emotion-evoking and anticipatory tools to enhance learning anticipation.		
All classes end with reflection and summary: what is being learnt, what has been learnt (both the task and the ready-to-learn skills) and why we have learnt this.		
All students' literacy and numeracy levels have been assessed at intake and appropriate support operates in school.		
Staff are aware and compensate for students' missed learning or skill sets.		
Staff have tools to regularly reflect on levels of engagement in the classroom.		
Learning content is delivered in the 3 key learning styles with an emphasis on experiential learning.		
Collaboration and a peer observation system is enthusiastically used by staff.		
Staff are given time to brainstorm and reflect with colleagues on effective teaching practices that engage students.		
We intentionally seek to regularly inspire our staff to greatness.		
Classes incorporate a learning apprenticeship focus: meta-skills and abilities beyond content considerations (e.g. concentration, exploration, attention etc.)		
Our school celebrates effort and mistakes as steps toward learning.		
We have clear student support processes and pathways for young people having learning difficulties.		
Narrative, visuals and unexpected stimuli are used in classes to encourage curiosity at the beginning of classes.		

Reboot Whole-of-School Audit (initial)

Class goals are in incremental steps and there is regular celebration of all successes.		
Students who can benefit from additional programs or support are referred where possible.		
Staff and student effort and engagement are celebrated and rewarded.		
Students and staff feel comfortable asking for help: there is trust between staff, students admin.		
Step	Y/N/S	Actions to be taken
7. Find Meaning + Purpose		
School activities and classroom content is linked to subjects and topics with relevance to the students.		
We encourage staff to extend current knowledge into areas of interest and incite questions and the curiosity of the student.		
We are a team of passionate teachers who are inspired to teach.		
Our students feel inspired and excited to learn: they can see meaning and purpose in education.		
Class content is linked to purpose and life beyond school.		
Class content is given context and alternative interpretations etc. where possible.		
Students are supported to discover what matters to them personally.		
We provide links at the beginning and end of each staff meeting and/or class as to why we are doing this work.		
As a team we encourage people to feel that their work is meaningful.		

Reboot Whole-of-School Audit (initial)

Reboot School Audit Delivery Guide

The Reboot School Audit is a tool that helps to locate moments in the school day that support students to engage and staff to flourish and the areas in which students are more reactive and less settled. The Reboot School Audit is guided by the 10 Steps of Reboot:

1. De-escalate
2. Grounded, Centred and Present
3. Connect and Belong
4. Self-regulate
5. Build Positive Intention
6. Transform Fear
7. Engage in Learning
8. Strengthen Skills and Worth
9. Inspire
10. Create Meaning and Purpose

The findings of the School Audit support schools to identify the priority areas for change each term. It is also a monitoring tool that helps to locate points of celebration and positive change and to bring awareness to the significant changes that may result holistically across a school due to small interventions.

It is recommended that the Audit be conducted in the following way:

- Once per term for a day (or number of days in a week) by 2-3 staff members and 2-3 students if applicable
- Group discussion and reflection on the results
- Identification of the 3 priority areas for change per term with emphasis on the initial phases of the 10 Steps of Reboot
- Design, implement and evaluate the impact of interventions and assess if modifications or additional work must be done
- Conduct the Reboot School Audit again the following term to see if the interventions have been effective

Reboot Whole-of-School Audit (initial)

Reboot School Audit (3-6 months)

This Reboot School Audit can be used on completion of 3-6 months of the Reboot program to identify progress and areas for ongoing development. Have individual staff members complete this Reboot School Audit and discuss their findings together. Answer Yes (Y) in cases where there is extensive and consistent evidence of this action or behaviour, No (N) where there is no evidence of this action or behaviour, and Somewhat (S) where there is some evidence or growing evidence of this action or behaviour. Mark Yes or No in the Improved column as warranted.

Step	Y/N/S	Improved	Actions to be taken
1. Create Calm			
We consciously consider and 'feed' the needs of the Wild Brain in our school.			
Our school has a daily, regular and consistent routine that is infrequently altered.			
Changes to routine are communicated to staff and students effectively and any disruptions addressed in a clear and successful manner.			
Our school day is highly predictable, structured and routine with clear allocation of time, space, tasks and relationships management: people know their roles and expectations.			
Our school feels 'calmer' and has fewer recorded escalated incidents.			
Students and staff presenting in escalated states are quickly identified and practical strategies for de-escalation are employed immediately: we have a clear list of de-escalating activities.			
We have a clear process to isolate escalating incidents where possible from other students and staff.			
All staff and students have an affective 'go to' person for when they are feeling stressed or anxious.			
Our staff and students share a clear intention and point of focus.			
Our classrooms share a common routine and clear structure that establishes the conditions for calm work time.			
All students and staff have a morning check-in procedure before school and through-out the day for escalated students.			

Reboot Whole-of-School Audit (initial)

Step	Y/N/S	Improved	Actions to be taken
Each of our highly stressed, anxious and reactive students/staff has a clear safety plan and a long-term, restorative plan (3-6 months) to build self-regulation skills, relationship skills and school engagement developed through escalation mapping.			
All of our staff are stress-aware in the classroom, can identify early signs of stress in students and colleagues and promote stress-awareness in the classroom: through the use of the Stress Arousal Curve and stress-aware lessons, and de-escalation strategies.			
Our staff are regularly provided with ideas/training on strategies to create calm classrooms and have opportunities to share these ideas: e.g. strategy of the week etc.			
All areas of the school are considered 'safe' by all staff and most students. 'Unsafe' areas are being closely monitored and we have plans to address these concerns.			
There are quiet/calming spaces/options available for students in class and during break times.			
Our staff proactively employ stress management techniques for themselves and others.			
Our school has appropriate, systemised debrief, and/or grief and loss measures for staff and students following an escalated incident: e.g. 3 Brains discussion, counselling and referrals.			
2. Connect + Belong			
We regularly remind all staff (at least once weekly) that all learning and cooperation is built on relationships and effectively 'feeding' the Emotional Brain.			
We have a clear, positive school identity and strategy to build an engaged learning culture that is frequently referred to (at least once weekly) and relevant to students.			
Our students know they can depend on staff for support and care.			
Our staff know that they can depend on management for support and care.			
Staff and students feel safe in our school: they feel comfortable asking for help, support and acknowledging difficulties.			
There is a strong sense of belonging among students at our school (school pride).			
Our staff are proud to work at our school and of our future vision.			

Reboot Whole-of-School Audit (initial)

Step	Y/N/S	Improved	Actions to be taken
There is a strong sense of team collegiality here at school.			
We have a strong ethos of caring for one another here at school.			
Difficulties in student, staff, collegial and peer relationships are identified quickly and openly discussed through mediation and restorative justice practices.			
Staff and students feel 'seen' as individuals: their history, motivations and needs are validated.			
We have a clear strategy to proactively foster positive relationships among staff.			
Our staff have tools to manage and build relationships with insecurely attached young people: Reboot scripts, 3 Brains awareness and strategies to work with task-orientated and staff-orientated students.			
Staff prioritise the development of relationships with students: greeting each student by name before a class, knowing 1 fact about a student, conversing with students about their intrinsic goals, acknowledging the impact of the personal on school engagement, spending non-lesson time together, facilitating team building games as breaks during class etc.			
Our staff and management model relationship repair where required and do not take student conflict personally.			
3. Get Centred!			
We use language such as "have you got your power or did you give it away?" to encourage students to be less reactive and more self-responsible.			
Teaching and support staff understand the importance of being centred, grounded and present in all class situations and use strategies to centre and ground themselves and students every day.			
Staff are self-aware when 'uncentred' and seek support as required.			
We recognise that 95% of communication is nonverbal and many of our young people are 'non-verbal radars'.			

Reboot Whole-of-School Audit (initial)

Step	Y/N/S	Improved	Actions to be taken
Students are supported to find and maintain their centre using explicit lessons and reminders , especially when they can see a young person is not 'in the room' or before all behaviour management/discipline processes.			
Our school intentionally uses sport, movement (in class and outside) and self-awareness (mindfulness etc.) to encourage people to be grounded and centred.			
Staff support each other when they notice a colleague is uncentred or heightened when working with a student: we have a set question to support one another.			
Our school provides (or encourages) regular opportunities for staff to learn new techniques to assist themselves and students to get their centre and have opportunities to share these techniques: e.g. yoga, martial arts, tai chi, bush walking, mindfulness practices etc.			
Appropriate 'brain breaks' or changes in classroom activities are used to keep students grounded, centred and present: i.e. 'feeding the Wild and Emotional Brains.			
4. Self-regulate			
Our school has a clear system of self-regulation that is used explicitly and implicitly with students and staff in classes, individual intervention and staff meetings: e.g. 5 Faces, 3 Brains, Stress Arousal Curve etc.			
Students participate in classes to improve emotional literacy and self-management that is trauma-informed. These tools/language are also used in individual interventions and behaviour management processes: e.g. 5 Faces, 3 Brains, Stress Arousal Curve etc.			
Highly escalated, anxious and reactive students have a clear Safety Plan to guide staff responses and options when escalated and this is shared with all relevant staff.			
It has become easier to identify students needing support and self-referrals have increased (healthy help seeking behaviour and improved self-awareness.)			

Reboot Whole-of-School Audit (initial)

Step	Y/N/S	Improved	Actions to be taken
All staff and students participate in a morning check-in process and highly escalated, anxious and reactive students have multiple daily check-in options: e.g. 5 Faces, 3 Brains, Stress Arousal Curve etc..			
Recognising the true impact of emotions on learning, teachers and support staff consciously build emotional literacy and self-management strategies into our classes and curriculum, especially in subjects where students feel anxiety.			
Self-regulation processes and skill building are fundamental in all justice/discipline actions and support restorative justice processes: e.g. 5 Faces, 3 Brains, Stress Arousal Curve etc.			
Our staff know how to co-regulate students and use these skills in the classroom regularly resulting in fewer referrals to the office.			
Staff monitor peer interactions at break times and help students co-regulate in the playground.			
Self-regulation tools are used in staff meetings: e.g. 5 Faces, 3 Brains, Stress Arousal Curve etc.			
There are clear 'time-out' options and 'go to' people for elevated students/staff and these are written into the Safety Plan.			
We have clear referral pathways (both in school and external) to support students/staff develop self-regulatory skills where required and some co-deliver programs in school.			
Our staff know how to co-regulate students and use these skills in the classroom regularly resulting in fewer referrals to the office.			
Staff monitor peer interactions at break times and help students co-regulate in the playground.			
5. Grow Well			
We use the Positive Change Highway or an equivalent tool to resource students in problem solving, self-sabotage and strategies for success. It is taught explicitly and used in classrooms.			
Our school is Emotional Brain literate and recognises the power of emotions in creating success or sabotage. (Our school norm is one of personal responsibility and safety)			

Reboot Whole-of-School Audit (initial)

Step	Y/N/S	Improved	Actions to be taken
Our students and staff are encouraged to be emotionally literate and able to self-manage anxiety, fears and doubt.			
We have an explicit goal-setting process used by all students at least once each 6 months that clearly identifies realistic and measurable goals and accompanying strategies to support success.			
Our support staff actively seek to understand the fears motivating self-sabotage.			
We have a clearly stated vision of personal achievement that is reiterated to students and staff on a daily basis.			
Students feel safe to ask for help or express fears (evident in self-initiated referrals and help-seeking behaviour).			
We encourage all parents/carers to be aware of students' goals and intentions.			
Our social and emotional curriculum is designed specifically to address the needs of our student cohort and focuses on key personal skill building (including perceptions and character development).			
Our staff are aware and have the language and tools to support a young person's fears and/or emotional stumbling blocks.			
Young people are given evidence of their successes to build their confidence to engage in growth.			
We support young people to recognise and endure the vulnerability that growth and learning entail.			
We encourage a Growth Mindset at school.			
We have a clear school-wide goal setting and problem solving system that has clear tools to help a young person understand the change process.			
We are aware of the need to build life skills for students to successfully engage and maintain employment.			

Reboot Whole-of-School Audit (initial)

Step	Y/N/S	Improved	Actions to be taken
School management have a clear strategy to build a positive engaged educational environment.			
6. Engaged Learning			
Our school focuses on creating a learning environment relevant to a students' life experiences.			
Staff are aware of student attendance rates, favoured school days and activities and strategies to encourage full attendance are implemented.			
Initial indicators of disengagement (poor attendance, sick days, drop in class performance, behavioural change) are quickly identified and addressed through targeted individual intervention.			
New students are questioned regarding past patterns of non-attendance (reasons, feelings about school, fears, relevance of school, parental enabling, etc.) and individual plans are put in place.			
We encourage staff to create a class with an anticipation of pleasure in learning.			
Our pedagogy encourages a lesson structure that is built on the neuroscience of learning and is emotionally engaging.			
All classes in our school use the same pedagogical structure: students know what to expect in each class.			
Lessons in our school are appropriately stimulating: incremental, relevant (big picture to small picture learning with this also), differentiated (middle pitch with extension and support).			
Teachers use emotion-evoking and anticipatory tools to enhance learning anticipation.			
All classes end with reflection and summary: what is being learnt, what has been learnt (both the task and the ready-to-learn skills) and why we have learnt this.			
All students' literacy and numeracy levels have been assessed at intake and appropriate support operates in school.			
Staff are aware and compensate for students' missed learning or skill sets.			

Reboot Whole-of-School Audit (initial)

Step	Y/N/S	Improved	Actions to be taken
Staff have tools to regularly reflect on levels of engagement in the classroom.			
Learning content is delivered in the 3 key learning styles with an emphasis on experiential learning.			
Staff are given time to brainstorm and reflect with colleagues on effective teaching practices that engage students.			
We intentionally seek to regularly inspire our staff to greatness.			
Classes incorporate a learning apprenticeship focus: meta-skills and abilities beyond content considerations (e.g. concentration, exploration, attention etc.)			
Our school celebrates effort and mistakes as steps toward learning.			
We have clear student support processes and pathways for young people having learning difficulties.			
Narrative, visuals and unexpected stimuli are used in classes to encourage curiosity at the beginning of classes.			
Class goals are in incremental steps and there is regular celebration of all successes.			
Students who can benefit from additional programs or support are referred where possible.			
Staff and student effort and engagement are celebrated and rewarded.			
Students and staff feel comfortable asking for help. There is trust between staff, students and admin.			
Collaboration and a peer observation system is enthusiastically used by staff			
7. Find Meaning + Purpose			
School activities and classroom content is linked to subjects and topics with relevance to the students.			
We encourage staff to extend current knowledge into areas of interest and incite questions and the curiosity of the student.			
We are a team of passionate teachers who are inspired to teach.			

Reboot Whole-of-School Audit (initial)

Step	Y/N/S	Improved	Actions to be taken
Our students feel inspired and excited to learn: they can see meaning and purpose in education.			
Class content is linked to purpose and life beyond school.			
Class content is given context and alternative interpretations etc. where possible.			
Students are supported to discover what matters to them personally.			
We provide links at the beginning and end of each staff meeting and/or class as to why we are doing this work.			
As a team we encourage people to feel that their work is meaningful.			
Our staff meetings are joyous and productive.			