



Learning Behaviour Code and Processes 2015

At Noarlunga Downs P-7 we work together to create a productive learning culture that is safe, inclusive, conducive to learning and free from harassment and bullying.

Behaviour Code = Play is the Way Principles

1. **Treat others as you would like them to treat you.**
2. **Be brave - participate to progress.**
3. **Pursue your personal best no matter who you work with.**
4. **Have reasons for the things you say and do.**
5. **It takes great strength to be sensible.**

To ensure productive learning staff will:

- ◆ Explicitly **teach social and emotional learning skills** through Play is the Way, Restorative Practices and Child Protection Curriculum.
- ◆ **Differentiate the learning** for each student “by having high expectations and guiding each student to achieve their personal best” (TfEL 2.4)
- ◆ Utilise **SMART-er practices** e.g. Use visual timetables, predictable routines, cool-down areas in the classroom, manage students respectfully and calmly.
- ◆ **Build a community of learners:** Creates a culture where everyone inspires and encourages each other's learning. (TfEL 2.2)
- ◆ **Negotiate the learning:** Respond to students' changing needs and involve them in deciding the direction of the curriculum. (TfEL 2.3)
- ◆ Connects learning to students lives and aspirations. (TfEL 4.2)
- ◆ **Implement Effective Classroom Management Strategies to help prevent inappropriate behaviour:**
 - **Proximity**
 - **Tone**
 - **Call to attention**
 - **Managing transitions**
 - **Non-verbal instructions**
 - **Specific instructions e.g.** calling for hands up, no hands up etc.

Strategies for dealing with inappropriate behaviour:

- Utilising **Restorative Practice questions (refer p2)** to teach students responsibility for their own behaviour.
- **Using natural and behavioural consequences** that are
 - Targeted
 - Specific
 - Timed
- **Making up learning time** to be managed by the classroom teacher.
- **Take the student aside** to talk to them at the time or at the next break.
- **Give a verbal reminder** of expected behaviour and giving a specified time to comply.
- Student asked to go to a **re-think spot to rethink behaviour and complete work** for a specified time.
- **Time out class** to refocus learning and for a specified time, with work, accompanied by another student and with a purple note explaining.
- **Informal contract** negotiated at the break.
- **Phone calls or parent meetings.**
- **Students sent to the office.**
 - Student to be accompanied by another student, or adult and with a blue slip explaining details.
 - Students spend 10 min timed cool down in the time out room.
 - Students counselled using the **Restorative Practice questions** and returned to class.
- **Take-home (with pack of work provided by the teacher)** to be returned to teacher on re-entry.
- **Re-entry meetings** include teachers and leadership to help students regain responsibility for their learning behaviour.
- **Student observations.**
- **Group work to teach social and emotional skills** both in class and / or withdrawal groups **e.g.** Whats the Buzz, Lunch Bunch, lunch activities, anger management, anti-bullying.
- **Formal contract, escalation profiles, referrals to support services.**
- **Suspensions** decided by leadership dependent on the severity or repetitions of behaviours.
- **Exclusion when all else has been tried to help students regain appropriate learning behaviours.**
- **Follow-up phone calls to parents of students affected by incidents.**

Strategies for dealing with inappropriate yard behaviour:

- Utilising **Restorative Practice questions** to teach students responsibility for their own behaviour.
- **Using natural and behavioural consequences** that are
 - Targeted
 - Specific
 - Timed
- **Take the student aside** to talk to them.
- **Give a verbal reminder of the expected behaviour.**
- **Walk with the teacher to sort out the issue.**
- **Sit out for 5 - 10 min on closest bench seat.**
- **Students sent to the library out of the yard.**
- **Suspensions** decided by leadership dependent on the severity or repetitions of behaviours.
- **Group work to teach social and emotional skills** both in class and / or withdrawal groups **e.g.** What's the Buzz, Lunch Bunch, lunch activities, anger management, anti-bullying etc.
- **Exclusion when all else has been tried to help students regain appropriate play behaviours.**
- **Follow-up phone calls to parents of students affected by incidents.**

Incidents involving numerous students:

A leadership person may assist in managing the restorative questioning or can assist by releasing the teacher involved to do this.

When students come in from the yard with issues teachers use Restorative Practices to deal with the specific students involved NOT the whole class. It requires respectful taking aside of students.

RESTORATIVE PRACTICE QUESTIONS

For when things go wrong.

What **happened**?

What were you **thinking at the time**?

What have you **thought about since**?

Who has been affected by what you have done?

In what way?

What do you think **you need to do to make things right**?

When someone has been hurt.

What did you **think** when you realised what had happened?

What **impact** has this had on you and others?

What has been the **hardest thing for you**?

What do you think **needs to happen to make things right**?