

Elizabeth South Primary School

Challenge Team work Diversity Respect

**WE
TAKE
PRIDE**

**WE ARE
POWERFUL
LEARNERS**

At Elizabeth South
Primary School

**WE
ARE
SAFE**

**WE ARE
RESPECTFUL**

**WE ARE
UNITED AS
A TEAM**

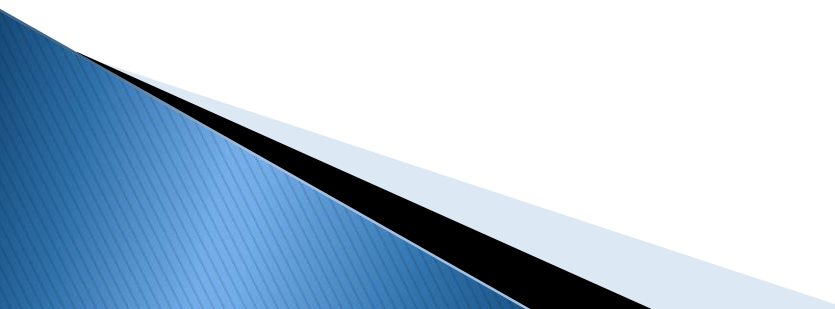
Learning Code

How does a Learning Code work?

- ▶ It provides the school community with a code of behaviour/beliefs to live by.
- ▶ A Learning code will give the school community a common language and a sense of belonging.
- ▶ Our behaviour Education programs will reflect our Learning Code and include explicit teaching and learning opportunities school wide.
- ▶ Classroom and Yard behaviour will be addressed using proactive approaches supported by our Learning Code.
- ▶ The Learning Code will be displayed in all learning spaces and in other prominent positions around the school.
- ▶ The wider school community will be involved in supporting and implementing the learning code.
- ▶ The PERMA model will support the Learning Code using a positive approach.

Elizabeth South PS

Learning code

- ▶ We strive for a safe, caring and supportive environment which promotes and encourages the development of life skills, responsible choices and the acceptance of self and others.
 - ▶ To achieve this together we actively create a positive learning environment through a set of Learning Code behaviours which are explicitly taught and practised across all year levels.
 - ▶ The learning code has been designed and created by staff and students.
 - ▶ Learning is enhanced when students form positive relationships with peers, staff and families, and their voice is heard and respected.
 - ▶ The PERMA Positive Psychology model will support the Learning Code using a positive approach.
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PERMA

What is the PERMA Positive Psychology Model?

P – Positive Emotions

E – Engagement

R – Relationships

M – Meaning

A - Accomplishment

Positive Emotions

- ▶ Positive emotions have an impact that goes far beyond bringing a smile to our faces.
- ▶ Feeling good helps us to perform better at work and study; it boosts our physical health; it strengthens our relationships; and it inspires us to be creative, take chances, and look to the future with optimism and hope.
- ▶ Feeling good is contagious. Seeing smiles makes us want to smile.
- ▶ Hearing laughter makes us feel like laughing.
- ▶ When we share our good feelings with others, they appreciate and enjoy our company.

Engagement

- ▶ When you are lying in bed, it is often hard to convince yourself to throw off the covers and plant your feet on the ground. You worry about the cold. You feel tired and sluggish. You lie in bed, thinking but not getting anywhere. But when you are running, you don't question anything. You are flying through space: one foot goes in front of the other, and again, and again, because it must. You are absorbed entirely in the present moment.
- ▶ Not everyone enjoys running, but perhaps you feel this way when you are playing music, painting, dancing or cooking. If you have a job you love, you probably feel this way at work. We are most likely to fulfil our own unique potential when we are engaged in activities that absorb and inspire us.
- ▶ This is no different for children.

Relationships

- ▶ Humans are social animals. We have a need for connection, love, physical and emotional contact with others.
- ▶ We enhance our own well-being by building strong networks of relationships around us, with family, friends, co-workers, neighbours and all the other people in our lives.
- ▶ Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.

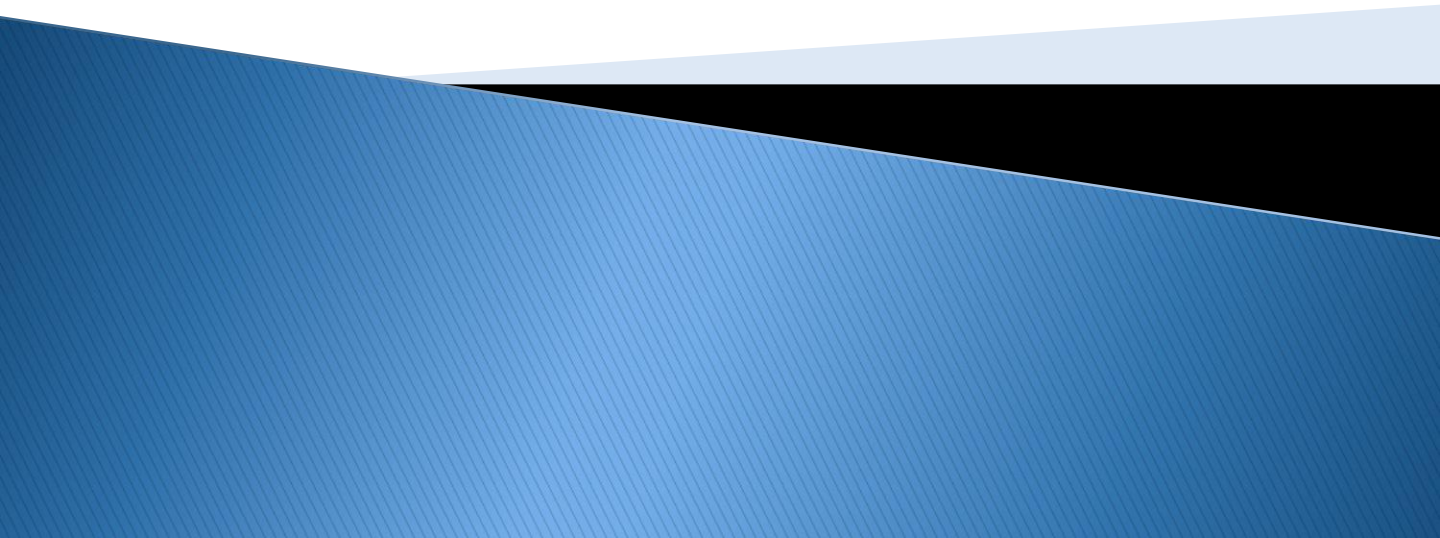
Meaning

- ▶ Studies have shown that people who belong to a community and pursue shared goals are happier than people who don't. It is also very important to feel that the work and learning we do is consistent with our personal values and beliefs.
- ▶ From day to day, if we believe our work is worthwhile, we feel a general sense of well-being and confidence that we are using our time and our abilities for good.

Accomplishment

- ▶ Creating and working toward goals helps us anticipate and build hope for the future.
- ▶ Past successes make us feel more confident and optimistic about future attempts.
- ▶ There is nothing bad or selfish about being proud of your accomplishments. When you feel good about yourself, you are more likely to share your skills and secrets with others.
- ▶ You will be motivated to work harder and achieve more next time. You may even inspire the people around you to achieve their own goals.

The 5 Learning Code Statements



WE TAKE PRIDE



R - Relationships

M – Meaning

Ourselves

- ▶ We accept ourselves for who we are.
- ▶ We keep ourselves clean.
- ▶ We speak using kind words.
- ▶ We try our best.
- ▶ We stick with a task even when it is difficult.

Classroom

- ▶ We keep our classroom clean and tidy.
- ▶ We use our equipment with respect.

Whole School

- ▶ We accept others for who they are.
- ▶ We are friendly and helpful to others.
- ▶ We wear our uniform.

Environment/Community

- ▶ We keep our school clean and tidy.
- ▶ We recycle.

WE ARE POWERFUL LEARNERS



- ▶ **A - Accomplishment**
- ▶ **E – Engagement**
- ▶ **R - Relationships**

The magnificent eight qualities of powerful learners:

- ▶ We are curious .
- ▶ We are confident and courageous.
- ▶ We are good at exploration and investigation.
- ▶ We are experimental.
- ▶ We have imagination.
- ▶ We are creative.
- ▶ We have the virtue of sociability and sharing.
- ▶ We are reflective: what assumptions have we made? how are we going about this? They don't consider themselves with a fixed mindset, as 'good' or 'average'.

WE ARE SAFE



- ▶ **R - Relationships**
- ▶ **M – Meaning**

Classrooms/Whole School

- ▶ We move safely.
- ▶ We keep our hands and feet to ourselves.
- ▶ We think about and consider others.
- ▶ We stay in our own space.
- ▶ We are Bully free.
- ▶ We use a pass to move around the school.
- ▶ We wear a uniform.
- ▶ We take ownership of our behaviour.
- ▶ We move safely both indoors and outdoors (Walking inside and around corners).
- ▶ We get permission before leaving the supervised areas
- ▶ We follow teachers instructions.

WE ARE RESPECTFUL



▶ R - Relationships

▶ M – Meaning

Classroom

- ▶ We use kind words when speaking to all people.
- ▶ We use positive language.
- ▶ We take turns to speak during discussions.
- ▶ We allow others to have their say.
- ▶ We keep our hands and feet to ourselves.
- ▶ We follow teachers instructions.
- ▶ We ask to borrow other peoples things.
- ▶ We tell the truth.
- ▶ We manage our distractions.

Yard

- ▶ We use kinds words when speaking to all people.
- ▶ We allow others to join in our games.
- ▶ We do not use rough play, tackling or play fighting in our games.
- ▶ We keep out hands and feet to ourselves.
- ▶ We follow teachers instructions.
- ▶ We tell the truth.

WE ARE UNITED AS A TEAM



- ▶ **P – Positive Emotions**
- ▶ **E – Engagement**
- ▶ **R – Relationships**

Classroom

- ▶ We are collaborative.
- ▶ We listen with empathy.
- ▶ We problem solve together.
- ▶ We manage our time.
- ▶ We are reflective.
- ▶ We are resilient.
- ▶ We are resourceful.
- ▶ We trust each others honesty.

Responding to Behaviour

- ▶ **The Learning Code** is a guide to using positive language when responding to inappropriate behaviour.

I.e. “Is what you are doing showing pride?”

“What made you think it was a good idea to hit someone because you were angry? When you have used your hands to hit someone, what part of the Learning Code did you forget to follow?”

- ▶ Our goal as a school is to support students to ‘manage their own behaviour’. Many students do not yet have the skills to effectively do this. They require learning and practising responsible behaviour as much as they require learning in other areas such as English and Maths.

Levels of Behaviour

Minor Behaviours		Moderate Behaviours		Severe Behaviours	
<ul style="list-style-type: none"> • Taking too long to come back to class • Running away from teacher • Joining in distractions • Swearing • Interrupting • Off task • Dominating conversation • Anti social behaviours • Talking during quiet times • Laziness • Being bossy • Calling out 	<ul style="list-style-type: none"> • Throwing pencils/erasers to the floor • Disrespecting school property • Niggle teasing • Calling out • Yelling • Not following instructions • Passing notes • Not listening • Being unkind • Refusing to participate 	<ul style="list-style-type: none"> • Not coming back to class • Leaving the room without permission • Disrespecting school property (graffiti) • Throwing books to the floor as a secondary behaviour • On-going verbal harassment 	<ul style="list-style-type: none"> • Targeted bullying • Threatening others • Continual distracting • Escalating anger • Verbally aggressive towards teachers 	<ul style="list-style-type: none"> • Disrespecting school property (wilful damage) • Continual targeted bullying • Unsafe use of property • Physical violence • Continually threatening others 	<ul style="list-style-type: none"> • Verbally aggressive towards teachers • Hitting punching • Kicking • Threatening with weapons • Ongoing physical harm • Throwing/upending furniture
<p>Minor behaviours will be dealt with by the classroom teacher in the classroom/yard at the time of the behaviours occurring with logical consequences.</p> <p><u>Consequences may include:</u></p> <ul style="list-style-type: none"> • Redirection • Conversation about Values and change behaviour • Modify the learning activity • When... Then... (i.e. when you've finished pasting that word in then you can have a break for 5 minutes) • 'Buddy' class • Cool-down card • Working in own time • Warning • Immediate Think Time (time out) • Community Service • Restorative actions • Walking with a teacher • Loss of privileges. 		<p>Moderate behaviours will be dealt with initially by the classroom teacher/yard. Moderate escalation may result in Leadership intervention.</p> <p><u>Consequences may include:</u></p> <ul style="list-style-type: none"> • Take home • Restorative conferences • Office sit outs • Phone call home • Letter to parent • Yard Play program • 3 way conversation • 'Buddy' class • Make up work in own time 		<p>Severe behaviours require Leadership support.</p> <p><u>Consequences may include the following:</u></p> <ul style="list-style-type: none"> • Strong sanctions • Suspension • Exclusion • Police involvement • CARL notifications • Education/Health car interventions • Community Service • Restorative conferences • Yard play plans 	

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