



LEARNING CODE

**WE
TAKE
PRIDE**

**WE ARE
POWERFUL
LEARNERS**

**WE ARE
SAFE**

**At Elizabeth
South
Primary School**

**WE ARE
RESPECTFUL**

**WE ARE
UNITED AS
A TEAM**

Elizabeth South Primary School

Learning Code

- ▶ The Learning Code provides the school community with a code of behaviour/beliefs to live by
- ▶ The Learning Code gives the school community a common language with which to discuss both positive and negative behaviours
- ▶ Our Behaviour Education programs reflect our Learning Code and include explicit teaching of desired behaviours and expectations
- ▶ Classroom and yard behaviour will be addressed using proactive approaches structured around our Learning Code
- ▶ The Learning Code will be displayed in all learning spaces and in other prominent positions around the school
- ▶ The Positive Education PERMA* (**P**ositive Emotion, **E**ngagement, **R**elationships, **M**eaning, **A**ccomplishment) model supports the Learning Code
- ▶ Powerful Learning dispositions** support the Learning Code

*See Appendix 1

**See Appendix 2

The 5 Learning Code Statements

WE TAKE PRIDE



- ▶ We accept ourselves for who we are
- ▶ We use kind words
- ▶ We try our best
- ▶ We keep our school and learning area clean and tidy
- ▶ We use our equipment with respect
- ▶ We accept others for who they are
- ▶ We are friendly and helpful to others
- ▶ We wear our uniform
- ▶ We recycle

PERMA

Relationships

Meaning

Learning Dispositions

Planning

Imitation

Empathy & Listening

Collaboration

Perseverance

Absorption

Managing Distractions

Reasoning

WE ARE POWERFUL LEARNERS



- ▶ We notice and ask questions
- ▶ We are confident and courageous
- ▶ We explore and investigate
- ▶ We solve problems
- ▶ We use our imagination
- ▶ We are creative
- ▶ We collaborate and share
- ▶ We are reflective
- ▶ We have a growth mindset towards learning
- ▶ We stick with a task even when it is difficult

PERMA

Positive Emotions

Engagement

Relationships

Meaning

Accomplishment

Learning Dispositions

All 17 learning dispositions

WE ARE SAFE



- ▶ We move safely
- ▶ We use our Focus Plan to self-regulate
- ▶ We keep our hands and feet to ourselves
- ▶ We consider others' safety and wellbeing
- ▶ We stay in our own space
- ▶ We are bully free
- ▶ We take ownership of our behaviour
- ▶ We move safely both indoors and outdoors
- ▶ We get permission before leaving the supervised areas
- ▶ We follow adult instructions that are fair, reasonable and safe

PERMA

Relationships

Meaning

Learning Dispositions

Making Links

Questioning

Reasoning

Noticing

Planning

Distilling

Revising

Interdependence

Collaboration

Empathy & Listening

Imitation

WE ARE RESPECTFUL



- ▶ We use kind words when speaking to all people
- ▶ We use positive language
- ▶ We take turns to speak during discussions and allow others to have their say
- ▶ We keep our hands and feet to ourselves
- ▶ We follow teacher instructions
- ▶ We ask to borrow other people's things
- ▶ We are honest
- ▶ We manage our distractions
- ▶ We do not use rough play, tackling or play fighting in our games
- ▶ We respect school property

PERMA

Relationships

Meaning

Learning Dispositions

Making links

Interdependence

Collaboration

Empathy & Listening

Imitation

Managing Distractions

WE ARE UNITED AS A TEAM



- ▶ 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 other

PERMA

Positive Emotions

Relationships

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Interdependence

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Imitation

Managing distractions

Absorption

Perseverance

Capitalising

Questioning

Planning

Behaviour Education

Proactive and Reactive Behaviour Strategies

Berry Street Education Model

- ▶ The Berry Street Education Model is a Trauma-Informed Positive Education approach to behaviour education
- ▶ It is expected that all students are explicitly taught the BSEM Curriculum's five domains and Focus Areas
- ▶ The BSEM books provide clear guidance around how to teach the curriculum
- ▶ Teachers re-visit the five domains regularly and on an as-needed basis

Body	Relationship	Stamina	Engagement	Character
De-escalation	Attachment	Growth Mindset	Flow	Values
Present. Centred. Grounded	Unconditional Positive Regard	Emotional Intelligence	Willingness	Character Strengths
Mindfulness	Redefining Power	Resilience	Positive Emotions	Community Strengths
Self-Regulation	Empathy & Zen Mind	Stamina for Independent Learning	Positive Movement & Rhythm	Hope
	Golden Statements		Play, Humour, Fun	Gratitude
	Process vs Person Praise		Physical Theatre & Clowning Around	
	Active Constructive Responding		Cultivate Wonder	
	Whole School Relationships			
	Teacher Self-Care			

BSEM Fundamentals

Unconditional Positive Regard

*Unconditional positive regard is the **basic acceptance and support of a person regardless of what the person says or does.***

Teachers and SSOs must demonstrate non-possessive caring and acceptance at all times.

Four steps to help teachers stay in a relational space with a defiant or struggling child:

1. **Separate the student from the behaviour**
2. **Maintain a vision of the child's wholeness**
3. **Recall thwarted pathways of child development**
4. **Call them out! (with love in your voice)**

BSEM Relationship pg. 16

Zen and Empathy

Trauma-informed practitioners practice maintaining zen at all times. This means adults remain in their thinking brain and demonstrate a calm demeanour regardless, maintaining attachment, attunement and unconditional positive regard for students.

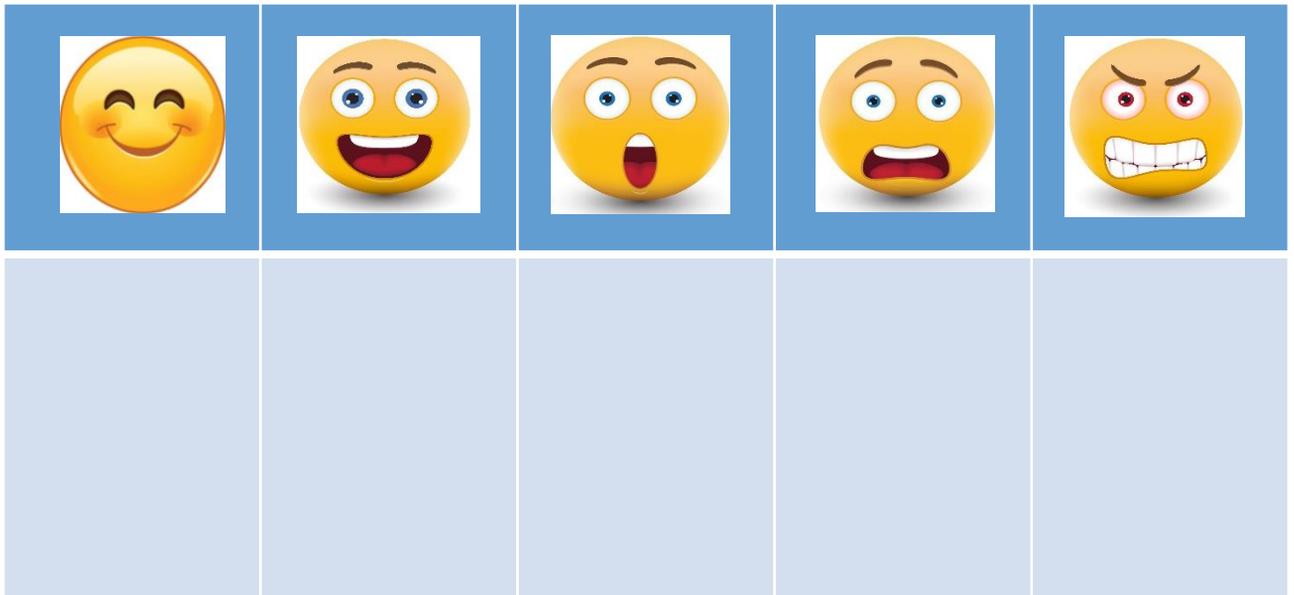
Empathy builds connection. There are four qualities to empathy:

1. **Empathy is perspective taking** – taking the perspective of another and seeing the world as they see it, or recognising their perspective as their truth
2. **Staying out of judgement**
3. **Understanding the emotions and feelings of others**
4. **Communicating that understanding with people**

BSEM Relationship pg. 21

Ready to Learn Scale

The Ready to Learn Continuum develops self regulation by allowing students to track their emotions and decide on which strategy will help them to re-engage with learning. The following behaviours and strategies have been identified by students as what you might see from them based on where they are on the continuum and strategies to support:



Focus Plans

Focus Plans are visuals which support students to identify their triggers as well as strategies to de-escalate. **All** students require a Focus Plan, which should be updated regularly in consultation with the student.

Focus Plan folders are created for each class and are taken to NIT subjects to ensure consistent practices and messages are enacted. TRTs also have access to this folder.

Focus Plan

This happened:	I Feel:	They Feel:



To de-escalate I will:	For:

I am now ready to learn!

Proactive Behaviour Strategies

Morning and Afternoon Circle Time

Some children have minimal positive interactions outside of school. Morning and afternoon circles allow for students to be acknowledged by name as well as creating a predictable and positive start and end to the day.

At ESPS we use the following as a guide:

Morning Circle Time ESPS

Positive Primer
Turn and say good morning with a hand shake, fist pump or high 5.

Chant Learning Code
We are respectful
We take Pride
We are safe
We are powerful learners
We are united as a team

Today's Expectations
Which/how will you demonstrate the learning code today?
Announcements

Afternoon Circle Time ESPS

What went well (WWW) today?
Today's Expectations
How did you demonstrate the learning code today?
Positive Primer
Turn and say good afternoon with a hand shake, fist pump or high 5.

Everyone is involved - Track the Speaker

Everyone is involved - Track the Speaker

Communicate calmness

- ▶ It is important that the adult remain calm and gives the appearance that they are in control of their emotions
- ▶ Your temperament has a strong impact on student behaviour and wellbeing

Micro-moments

- ▶ Teachers learn individual students' micro-moments – subtle changes in behaviour which indicate escalating emotions. **Intervening at this point can prevent behaviours from escalating to crisis point.**

Visuals

- ▶ Focus Plans developed for all students
- ▶ Explicit teaching of how to use Focus Plans to self-regulate
- ▶ Use of a timer to help students monitor entry and exit points of each task

Routines

- ▶ Have an explicit and structured routine for predictability. Students become aware of what is happening next and are less likely to melt down
- ▶ Explicitly teach negotiation skills to support students who struggle to verbalise their frustrations

One Liners

- ▶ One liners express empathy to the student and can help to de-escalate situations. One liners need to be said in a calm, sincere way. This communicates to the student that you are attached to them and have high expectations for them in the classroom. See *BSEM Relationship* pg. 23

Proactive Behaviour Strategies

Ready to Learn Continuum (page 12)

- ▶ Use the Ready to Learn Continuum as a self regulating tool. It can be used collectively or individually.

Provide clear, explicit but concise instructions and reminders

- ▶ Explicit practice of **class routines** such as walking from one space to another; opening doors for others; putting hand up for help, etc....and being consistent in your expectations. Do this with the whole class
- ▶ Use of a timer and make up time
- ▶ Use a verbal instruction to help students re-engage in the learning program **“Jordan, when you’re ready come and sit back at your table for lunch”**. It is important to disengage after the instruction to provide the student with some time to process what has been asked of them (take-up time)

Focus Plans

- ▶ See page 12
- ▶ See Focus Plan – BSEM Body

Sensory strategies

- ▶ Allow student access to the Wellbeing Room with an SSO
- ▶ Provide fidget tools
- ▶ Allow student to ‘crash and bash’ in a safe place with an SSO if that is what they need to de-escalate

Relaxation/Mindfulness

- ▶ De-escalation activities after each break
- ▶ Calming activities after exercise and transition from one lesson to the next supports students to stop a task and begin a new one
- ▶ Meditation, mindful colouring, soothing music

Breaks

- ▶ Use brain breaks whenever you feel like pressing a restart button on your class. They’ll shake things up, calm things down, and get students back ready to learn.
- ▶ Ideas for brain breaks can be found in the Berry Street Education Model folder on T-Drive
- ▶ There are two types of brain breaks: **Positive Escalation** (to ‘lift the mood’) and **De-escalation** (to ‘calm down’). The teacher monitors the climate in the classroom to determine the appropriate type of brain break.

De-escalation Protocol

Student is NOT in their thinking brain

Focus Plan has NOT worked

CO-REGULATE the student

Simplify your language

Slow down your actions

Position yourself in a non-threatening way

Remain calm at all times

Use empathetic language and tone of voice

Distract the child away from unsafe situations

Patterned Repetitive Activities

Big or small movements to mimic heartbeat/rhythm

CRISIS > FOCUS ON SAFETY

Minimal words, use gestures, tone of voice and safe proximity

CO-REGULATE the student

Patterned Repetitive Activities

Mindfulness and Belly Breathing

Process Praise

Triage Conversation

Reactive Behaviour Strategy

Triage Conversations

At ESPS we have unconditional positive regard for all and so we use triage conversations to discuss incidents using a strength-based approach.

Student is FULLY de-escalated

Student in IN THEIR THINKING BRAIN

I know you are really good at... I know you value...

What happened today?

You had a wobbly moment today... Which part of the Learning Code was missing?

Let's talk about what we need to do to fix the relationships that have been challenged today

How were you feeling? How do you think they felt?

How can you/we fix this?

You have missed some learning time.
Are you ready to learn now?

OR

We will need to decide on a consequence for today's problem.

Thank you for having this conversation with me today

Appendices

- #1 Positive Psychology PERMA Model
- # 2 Powerful Learning Dispositions

Appendix #1

PERMA

What is the PERMA Positive Psychology Model?

P = Positive Emotions

E = Engagement

R = Relationships

M = Meaning

A = Accomplishment

P = Positive Emotions

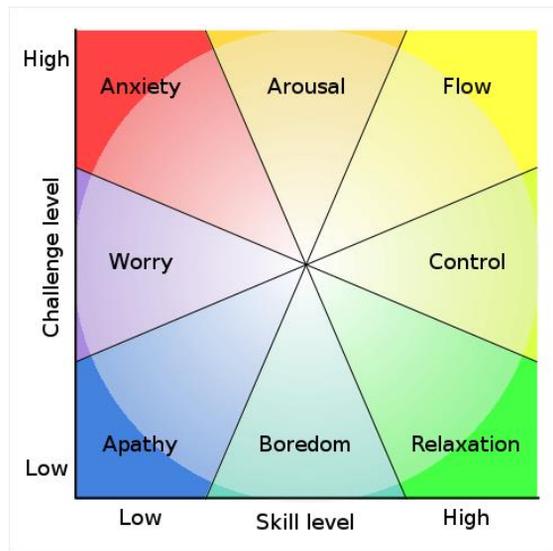
- ▶ Positive emotions help us to perform better at work and study; they boost our physical health; they strengthen our relationships; and they inspire us to be creative, take chances, and look to the future with optimism and hope
- ▶ Make gratitude a habit by noticing things around you that you are grateful for
- ▶ Practice mindfulness
- ▶ Use Specks of Gold (What Went Well) on a daily basis

E = Engagement

- ▶ We are most likely to fulfil our own unique potential when we are engaged in activities that absorb and inspire us.
- ▶ Learning tasks should be designed for intellectual stretch
- ▶ Teacher engagement and enthusiasm encourages 'flow' for students
- ▶ Being in a state of 'flow' is associated with increased positive emotions

Flow: States of Engagement

'Flow' is achieved when the perceived level of challenge is matched with the level of skill



R = Relationships

- ▶ Humans are social animals. We need connection, love, physical and emotional contact with others
- ▶ We enhance our own wellbeing by building strong networks of relationships around us
- ▶ Positive relationships with students has important, positive and long-lasting implications for both students' academic and social development.

M = Meaning

- ▶ Studies have shown that people who belong to a community and pursue shared goals are happier than people who don't
- ▶ It is very important to feel that the work and learning we do is consistent with our personal values and beliefs

A = 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
- ▶ Feel proud of your accomplishments. When you feel good about yourself, you are more likely to share your skills and secrets with others
- ▶ Foster a growth mindset in yourself and others
- ▶ Role of feedback: Constructive praise and constructive criticism (process praise instead of personal praise)
- ▶ Praise the effort/strategy, not the intelligence

Character Strengths

Each one of us possess all 24 of the VIA character strengths in varying degrees making up our own unique profiles. The VIA Classification of Character Strengths is comprised of 24 character strengths that fall under six broad virtue categories: wisdom, courage, humanity, justice, temperance and transcendence. They are morally and universally valued, encompass our capacities for helping ourselves and others and produce positive effects when we express them. Knowing your constellation of character strengths is the first step towards living a happier, more authentic life.

1. Wisdom and Knowledge – Cognitive strengths that entail the acquisition and use of knowledge

Creativity [originality, ingenuity]: Thinking of novel and productive ways to conceptualize and do things; includes artistic achievement but is not limited to it

Curiosity [interest, novelty-seeking, openness to experience]: Taking an interest in ongoing experience for its own sake; finding subjects and topics fascinating; exploring and discovering

Judgment [critical thinking]: Thinking things through and examining them from all sides; not jumping to conclusions; being able to change one's mind in light of evidence; weighing all evidence fairly

Love of Learning: Mastering new skills, topics, and bodies of knowledge, whether on one's own or formally; obviously related to the strength of curiosity but goes beyond it to describe the tendency to add systematically to what one knows

Perspective [wisdom]: Being able to provide wise counsel to others; having ways of looking at the world that make sense to oneself and to other people

2. Courage – Emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal

Bravery [valor]: Not shrinking from threat, challenge, difficulty, or pain; speaking up for what is right even if there is opposition; acting on convictions even if unpopular; includes physical bravery but is not limited to it

Perseverance [persistence, industriousness]: Finishing what one starts; persisting in a course of action in spite of obstacles; "getting it out the door"; taking pleasure in completing tasks

Honesty [authenticity, integrity]: Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one's feelings and actions

Zest [vitality, enthusiasm, vigor, energy]: Approaching life with excitement and energy; not doing things halfway or halfheartedly; living life as an adventure; feeling alive and activated

3. Humanity - Interpersonal strengths that involve tending and befriending others

Love: Valuing close relations with others, in particular those in which sharing and caring are reciprocated; being close to people

Kindness [generosity, nurturance, care, compassion, altruistic love, "niceness"]: Doing favors and good deeds for others; helping them; taking care of them

Social Intelligence [emotional intelligence, personal intelligence]: Being aware of the motives and feelings of other people and oneself; knowing what to do to fit into different social situations; knowing what makes other people tick

Character Strengths (continued)

4. Justice - Civic strengths that underlie healthy community life

Teamwork [citizenship, social responsibility, loyalty]: Working well as a member of a group or team; being loyal to the group; doing one's share

Fairness: Treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others; giving everyone a fair chance.

Leadership: Encouraging a group of which one is a member to get things done, and at the same time maintaining good relations within the group; organizing group activities and seeing that they happen.

5. Temperance- Strengths that protect against excess

Forgiveness: Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful

Humility: Letting one's accomplishments speak for themselves; not regarding oneself as more special than one is

Prudence: Being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted

Self-Regulation [self-control]: Regulating what one feels and does; being disciplined; controlling one's appetites and emotions

6. Transcendence - Strengths that forge connections to the larger universe and provide meaning

Appreciation of Beauty and Excellence [awe, wonder, elevation]: Noticing and appreciating beauty, excellence, and/or skilled performance in various domains of life, from nature to art to mathematics to science to everyday experience

Gratitude: Being aware of and thankful for the good things that happen; taking time to express thanks

Hope [optimism, future-mindedness, future orientation]: Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about

Humor [playfulness]: Liking to laugh and tease; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes

Spirituality [faith, purpose]: Having coherent beliefs about the higher purpose and meaning of the universe; knowing where one fits within the larger scheme; having beliefs about the meaning of life that shape conduct and provide comfort

Appendix #2

POWERFUL LEARNING DISPOSITIONS

Resilience

The emotional aspects of learning

Feeling

Resourcefulness

The cognitive aspects of learning

Thinking

Reflectiveness

The strategic aspects of learning

Managing

Reciprocity

The social aspects of learning

Relating

The Learning-Power Capacities

Absorption

Being able to lose yourself in learning – becoming absorbed in what you are doing; rapt and attentive, in a state of 'flow'.

Managing Distractions

Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning.

Noticing

Perceiving subtle nuances, patterns and details in experience.

Perseverance

Keeping going on in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.

Questioning

Asking questions of yourself and others. Being curious and playful with ideas – delving beneath the surface of things.

Making Links

Seeing connections between disparate events and experiences – building patterns – weaving a web of understanding.

Imagining

Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering *What if...?*

Reasoning

Calling up your logical and rational skills to work things out methodically and rigorously; constructing good arguments, and spotting the flaws in others'.

Capitalising

Drawing on the full range of resources from the wider world – other people, books, the Internet, past experience, future opportunities ...

Planning

Thinking about where you are going, the action you are going to take, the time and resources you will need, and the obstacles you may encounter.

Revising

Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.

Distilling

Looking at what is being learned – pulling out the essential features – carrying them forward to aid further learning; being your own learning coach.

Meta-learning

Knowing yourself as a learner – how you learn best; how to talk about the learning process.

Interdependence

Knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in debate.

Collaboration

Knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strength of teams.

Empathy and Listening

Contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.

Imitation

Constructively adopting methods, habits or values from other people whom you observe.

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