



# ELIZABETH SOUTH PRIMARY SCHOOL

# LEARNING CODE



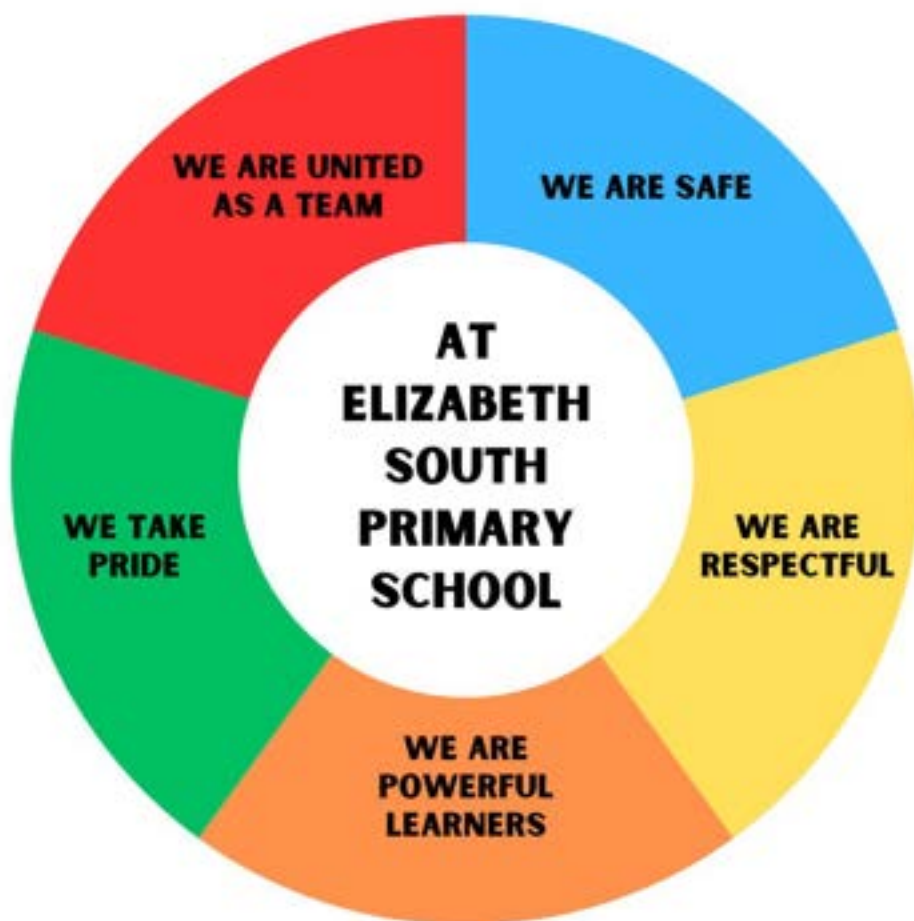
# Elizabeth South Primary School

# Learning Code

## *Statement of Intent*

- 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 and reactive 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** model (**P**ositive Emotion, **E**ngagement, **R**elationships, **M**eaning, **A**ccomplishment) (*Seligman*) is reflected in the Learning Code
- Powerful Learning Dispositions (*Claxton et. al.*) are reflected in the Learning Code

# The 5 Learning Code Statements



# WE TAKE PRIDE

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



# WE ARE POWERFUL LEARNERS

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



# WE ARE SAFE

WE ARE  
SAFE

- \* We move safely
- \* We use our Zone 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



# WE ARE RESPECTFUL

WE ARE  
RESPECTFUL

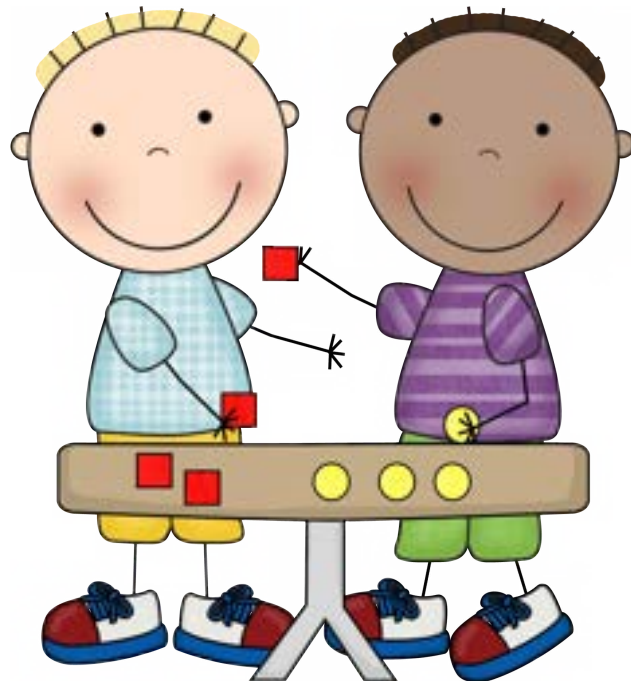
- \* We use kind words when speaking to all people
- \* We use positive language
- \* We take turns to speak during discussions and allow others to have their say
- \* We keep our hands and feet to ourselves
- \* We follow teacher instructions
- \* We ask to borrow other people's things
- \* We are honest
- \* We manage our distractions
- \* We play safely and respect others' boundaries
- \* We respect school property



# WE ARE UNITED AS A TEAM

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







# Behaviour Education

Proactive and Reactive Behaviour Strategies



# Proactive Behaviour Education Strategies

Unconditional Positive Regard

Zen and Empathy

Zones of Regulation

Zone Plans

Validating Student Emotions

One Liners

Conditions for Learning

Golden Statements

Strategies for Low-Level Behaviours

Proactive Phrases to Try (MAPA)

# Berry Street Education Model

## INTRODUCTION

- 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			

# Proactive Behaviour Strategies

## 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 staff 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

# Proactive Behaviour Strategies

## Zones of Regulation

The Zones of Regulation develops self regulation by allowing students to track their emotions and decide on which strategy/ies will help them to de-escalate and re-engage with learning.

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

## Zone Plans

Zone Plans are visuals which support students to identify their current mood as well as strategies to support them. **All** students require a Zone Plan, which should be updated regularly in consultation with the student.

Zone 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.



# 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

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

Chant Learning Code

Today's Expectations

How will you demonstrate the learning code today?

Announcements

Everyone is involved - Track the Speaker

### Afternoon Circle Time

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

## Micro-moments

- Teachers and SSOs observe students and learn their individual micro-moments; subtle changes in behaviour which indicate escalating emotions. **Intervening at this point can prevent behaviours from escalating to crisis point.**

## Visuals and Timers

- Zone Plans developed for all students and displayed
- Daily schedule visible and explained as a part of the morning routine. Include a 'surprise star' in your visual schedule to help condition students for change.
- Use a timer to help students monitor entry and exit points of each task and/or their brain breaks
- Have an explicit and structured routine for predictability. Students become aware of what is happening next and are less likely to melt down.

# Proactive Behaviour Strategies

## Validating student's emotions

One of the most powerful things you can do as a circuit-breaker when a student is heightened is validate their emotions, no matter how unwarranted you may think they are. It acts like a bucket of water on a fire. The student feels seen and heard and feels emotionally safe.

### Examples of validating student's emotions:

- That sounds really tricky
- That must be really hard
- That's a lot
- I can imagine that's really difficult
- I know, I get that
- Yeah, I understand
- It's annoying, hey?
- Wow, you must be (name emotion)
- You sound/seem (name emotion)

Naming the emotion you think the student may be feeling is very powerful. It's not only making them feel seen and heard, but helps the student understand what emotion they may be feeling. You may be able to flesh out the conversation to what Zone they could be in, and how the emotion feels in their body. By connecting them to the sensations in the body, they will be more likely to be able to correctly label the emotions in the future.

# Proactive Behaviour Strategies

## 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. When we express empathy as a 'one-liner,' we are saying: "This is a bad situation, and we are here to help you de-escalate"

"Oh, wow."

"Hey, it's okay."

"Okay."

"Far out."

"I hear you."

"I know, I know."

"That sounds hard."

"Alright."

"I'm here for/with you."





# Proactive Behaviour Strategies

## Routines and Expectations

- Explicit teaching and practice of **class expectations** such as walking from one space to another; opening doors for others; putting hand up for help, etc.
- Include predictable routines and expectations in daily practice and apply them consistently
- Include a '**surprise star**' in your visual schedule to help condition students for change
- Advocate for school rules and values to build collective accountability

## Sensory Strategies

- Allow students to access to the Wellbeing Room with an adult
- Provide fidget tools and sensory seating as required
- Allow students 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 such as meditation, mindful colouring, soothing music
- Calming activities after exercise and transition from one lesson to the next to support students to calmly and successfully move from one task to the next

## Brain Breaks

- Use brain breaks whenever you feel like pressing a restart button on your class. Select the brain break based on the purpose: If you want to lift the mood, select a **Positive Escalation Brain Break**. If you want to calm them down, select a **Positive De-escalation Brain Break**.
- Ideas for brain breaks can be found in the Berry Street Education Model folder on T-Drive and in Google Drive > BSEM

# Proactive Behaviour Strategies

## Conditions for Learning

Positive classroom practices include:

- An effectively designed physical classroom
- Predictable classroom routines
- Varied opportunities to respond
- Acknowledgements for expected behaviour
- Ensuring strategies support all individuals
- Explicitly posting and teaching positively-stated classroom expectations
- Delivering engaging instruction
- Providing prompts and active supervision
- Acknowledging students with specific praise
- Responding to problem behaviour with redirections and corrections

# Proactive Behaviour Strategies

## Golden Statements

Golden Statements build relationships because they keep both the student and the adult in thinking mode. Golden Statements empower students because they can see that the adult is holding the relationship and has clear expectations for the activity at hand.

“I’ll begin when you are seated.”

“I’ll be glad to start as soon as you show me you are ready.”

“I can listen when your voice is as calm as mine.”

“I will take you where we are going when you have walking feet.”



# Proactive Behaviour Strategies

## Proactive Phrases to Try

“You can \_\_\_\_\_ when you \_\_\_\_\_.”

“First \_\_\_\_\_ then \_\_\_\_\_.”

“When \_\_\_\_\_ then \_\_\_\_\_.”

“If you \_\_\_\_\_ then \_\_\_\_\_.”

“Do you want to \_\_\_\_\_ now or in 5 minutes?”

“You can either do \_\_\_\_\_ or \_\_\_\_\_.”

“I’ll begin as soon as you \_\_\_\_\_.”

“I’ll be able to listen to you as soon as your voice is as calm as mine.”



# Proactive Behaviour Strategies

## Strategies to address low level inappropriate behaviours in the classroom

*By Gill Mathieson Behaviour Coach*

### Deliver and Go

Instruction is given to student and then **teacher moves away**; assumes student is responsible for own learning and behaviour

### Take up time – sometimes called Wait Time

Allow time for a student to follow instruction(s) and move away; reinforces who is responsible for learning/behaviour

### Reminder

Students are encouraged to be on task via reflective questions asked in a calm tone such as: ‘What are you meant to be doing?’ or ‘Do you need help with your learning?’ or ‘Do you know what you have to do?’

### First... then

Instead of saying ‘No’ which can trigger students use a **first/then** or **when/then** statement. ‘First we do our writing then we have a break’. ‘When we pack up then we can eat.’

### Visual cues

Digital photos; cartoons/Boardmaker; visual routines or timetables/sequences; words/phrases/signs on laminated cards; use hand signals instead of words.

# Proactive Behaviour Strategies

## Strategies to address low level inappropriate behaviours in the classroom

### Redirecting statement

Off task behaviour is described and reminder of task given in calm tone – i.e. ‘Remember, you have to work hard to manage your distractions so you can do your learning’.

### Partial Agreement

Acknowledge the student’s comment and add a balancing rider;

Student: ‘This is boring’

Teacher: ‘It is a bit, you’re right, but we have to do it because...’

‘Yes, we have had a lot of writing today. When we have finished we can ...’

### Forced choice

Where student is given ‘either----or---’ choice in relation to being on task/stopping an inappropriate behaviour.

### Using thanks

Instead of using ‘please’ (which can place a teacher instruction in a ‘do it for me’ framework), ‘thanks’ is assuming that the instruction will be followed. (e.g. ‘you need to be on task thanks’ **vs** ‘will you get on task please’).

### Cracked record

Repeat instructions several times, usually delivered in same tone with a limit in mind.

# Reactive Behaviour Education Strategies

Adverse Behaviour Cycle

De-escalation Protocol

Triage Conversations  
including HILEFT

Non-Violent Communication

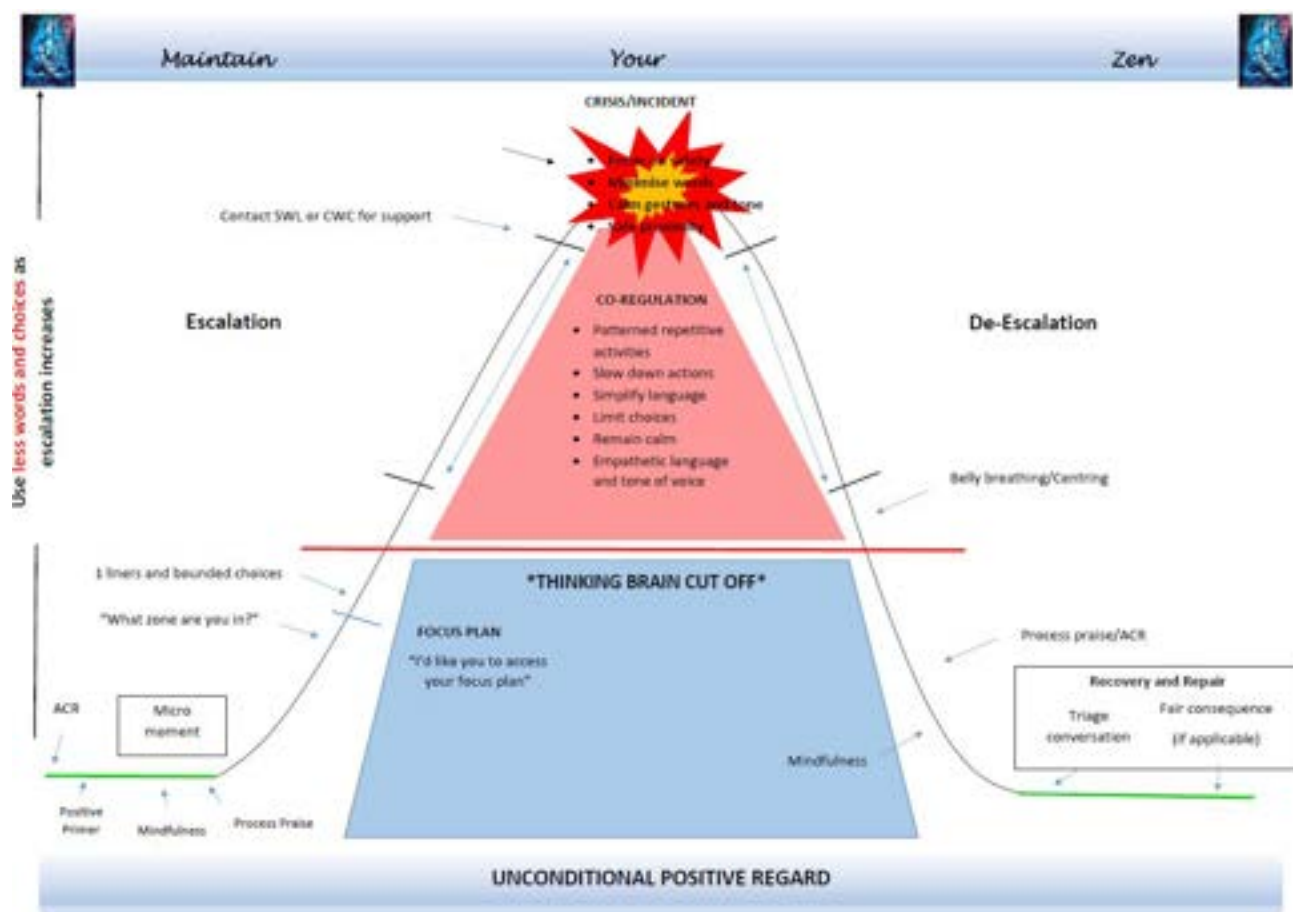
Sanctity of Learning

Consequences

# Reactive Behaviour Strategies

## Adverse Behaviour Cycle

The Adverse Behaviour Cycle demonstrates the progression of escalation and de-escalation in behaviour and the interventions adults can implement at each point in the cycle. It's important for the adult to note whether the student is 'in their thinking brain' or 'not in their thinking brain' as this determines the immediate response. These interventions are general and may not work for all students. The adult must ensure their own and others' safety before engaging with the escalating student.



## De-escalation

The role of the adult during escalation and de-escalation is to co-regulate the student **before** engaging in a triage (restorative) conversation. The following page explains the **de-escalation protocol**.



# 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 Strategies

## De-escalation strategies

### Patterned, repetitive activities:

- Bouncing a ball outside
- Walking outside
- Swing
- Tapping or drumming
- Rocking in a rocking chair



### Energy-expending activities:

- Medicine ball slams
- Running
- Trampoline
- Punching bag
- Whole-body mat work (flopping)



### Sensory activities:

- Wellbeing room
- Fidgets
- Quiet Corner
- Liquid Timers

### Social/Connection activities:

- Board Game
- Card Game
- Empathetic Listening



# Reactive Behaviour Strategies

## 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

# Reactive Behaviour Strategies

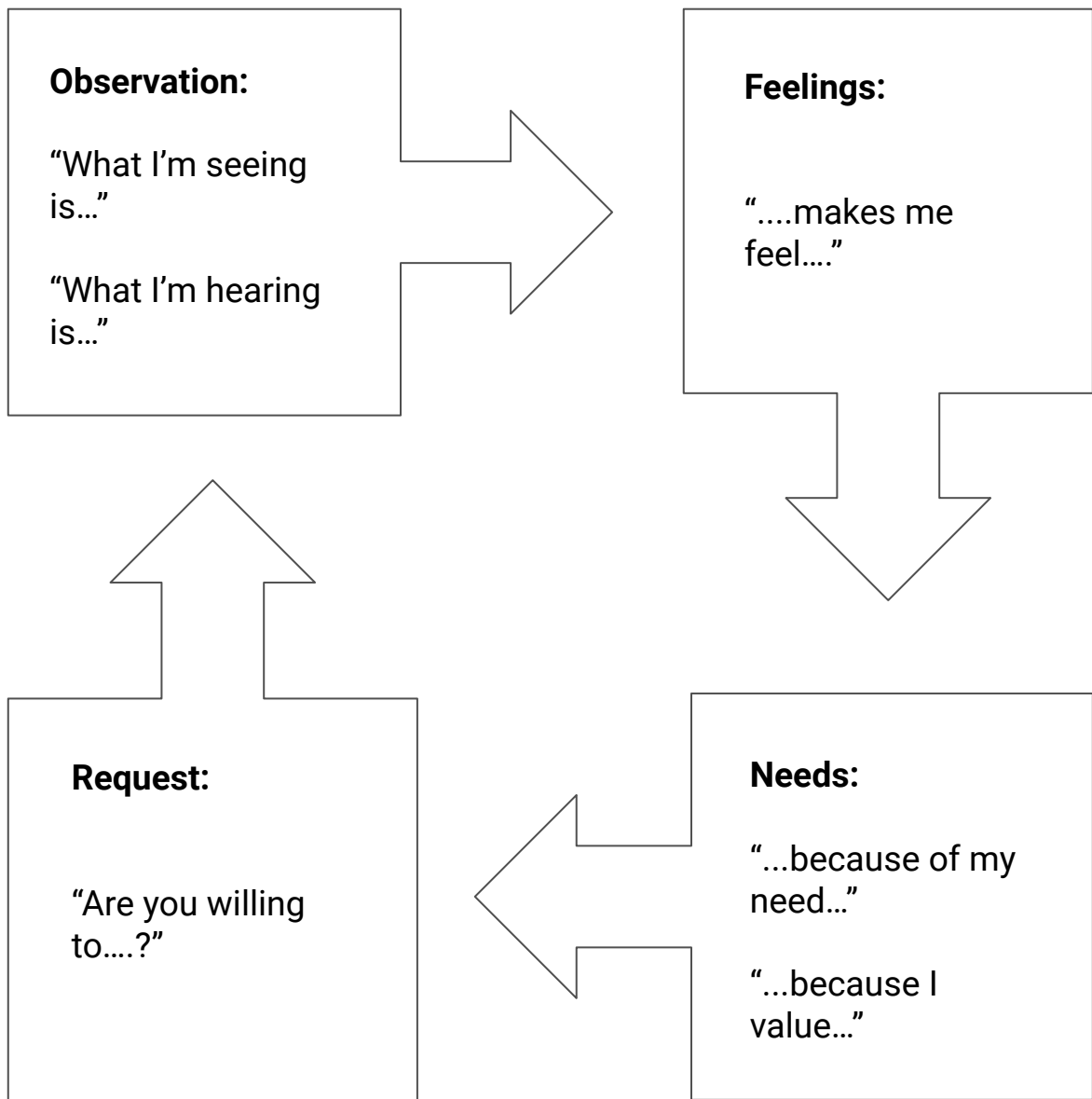
## Triage Conversation - HILEFT

This is a compressed version of the Triage Conversation available on lanyards:

- H**      What **H**appened today?
- I**      **I**'ve noticed that you... (character praise)
- L**      What part of the **L**earning Code was missing?
- E**      What **E**motions were you feeling?  
How do you think the other person was feeling?
- F**      How can we/you **F**ix this? Consequence?
- T**      Thank you for having this conversation with me

# Reactive Behaviour Strategies

## Non-Violent Communication



# Reactive Behaviour Strategies

## Non-Violent Communication

*Clearly expressing how I am feeling without blaming or criticising*

*Empathetically receiving how you are without hearing blame or criticism*

### Observations

---

**What I observe** (see, hear, imagine, free from my evaluations)  
"When I see/hear..."

**What you observe** (see, hear, imagine, free from your evaluations)  
"When you see/hear..."

### Feelings

---

**How I feel** (emotion or sensation rather than thought) in relation to what I observe  
"I feel..."

**How you feel** (emotion or sensation rather than thought) in relation to what you observe  
"You feel..."

### Needs

---

**What I need or value** (rather than a preference or a specific action) that causes my feeling  
"....because I need/value..."

**What you need or value** (rather than a preference or a specific action) that causes your feeling  
"....because you need/value..."

### Requests

---

*Clearly requesting what would enrich my life without demanding*

*Empathetically hearing what would enrich your life without hearing any demand*

**The concrete actions I would like taken:**  
"Would you be willing to..."

**The concrete actions you would like taken:**  
"Would you like..."

# Reactive Behaviour Strategies

## Sanctity of Learning

Teachers employ strategies to minimise disruptions to learning such as directing an SSO to work 1:1 with a disruptive student outside the classroom. When a student misses significant amounts of work, it is expected that they complete the work so as to protect the sanctity of learning. This may be part of the “How will we fix this” strategy during a Triage Conversation. The following are some strategies for ensuring students take responsibility to protect the sanctity of their own learning:

- Students make up missed learning in their own time, for example, part of break times (not a whole break)
- Students make up missed learning during times where reward activities are scheduled for students who have earned it
- Students complete missed work at home
- Restorative conversation with teacher/small group/whole class about the impacts of disruptive behaviours in the classroom

When strategies to protect the sanctity of learning are not successful, reactive consequences may be used.

# Reactive Behaviour Strategies

## Consequences

Where behaviours are violent, intimidating or persistently and willfully non-compliant, reactive consequences may be used. Consequences for behaviours referred to leadership are then at the discretion of the leaders.

### These may include:

- Contact caregiver/s
- Community Service
- Take Home
- Suspension
- Internal suspension
- Exclusion



# Behaviour Education Resources

**Flip Your Lid**  
(Brain Education)

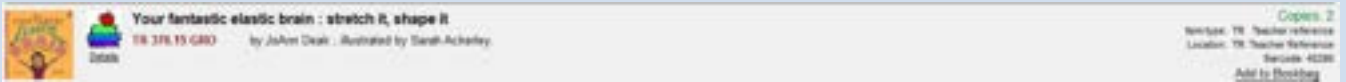
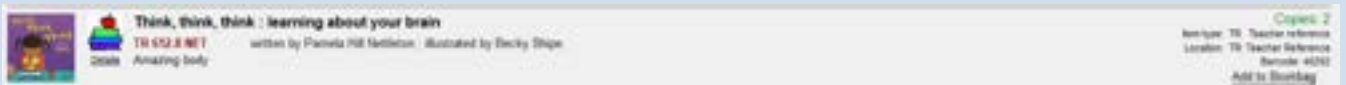
**Bucket Filling**

**Growth Mindset**

# Flip Your Lid

**Websites:** <https://heartmindonline.org/resources/daniel-siegel-flipping-your-lid>

## Library Resources:



## YouTube Videos:

[https://www.google.com/search?q=flip+your+lid+brain+model&rlz=1C1GCEV\\_en&hl=en&source=lnms&tbm=vid&sa=X&ved=2ahUKEwjXsO1zKfxAhVEYysKHe3ABgMQ\\_AUoAXoECAEQAw&biw=1920&bih=937&safe=active&ssui=on](https://www.google.com/search?q=flip+your+lid+brain+model&rlz=1C1GCEV_en&hl=en&source=lnms&tbm=vid&sa=X&ved=2ahUKEwjXsO1zKfxAhVEYysKHe3ABgMQ_AUoAXoECAEQAw&biw=1920&bih=937&safe=active&ssui=on)

## Articles:

**Brain Matters:** [How to Teach Kids About the Brain: Laying Strong Foundations for Emotional Intelligence](#) by Dr Hazel Harrison

**Building Better Brains:** [Using ‘The Hand Model of the Brain’ to Explain our Reaction to Stress](#)

# Bucket Filling

Website: <https://bucketfillers101.com/>

Library Resources:



YouTube Videos:

[https://www.youtube.com/results?sp=mAEB&search\\_query=bucket+fillers](https://www.youtube.com/results?sp=mAEB&search_query=bucket+fillers)

Articles:

We are Teachers: [These 21 Bucket Filler Activities Will Spread Kindness in Your Classroom](#) - Jill Staake

Proud to be Primary: [Bucket Filler Activities: Stellar Ways to Encourage Kindness](#)

Resources:

Google Drive-BSEM-Bucket Filling

# Growth Mindset

**Websites:** <https://www.mindsetkit.org/topics/teaching-growth-mindset>

**Library Resources** - 38 resources - 'Growth Mindset' Key Word Search:

	 <b>Beautiful copal</b> TR 378.15 GR0 Details Barney Saltzberg	<b>Copies: 1</b> Item type: TR Teacher reference Location: TR Barcode: 40304 <a href="#">Add to Bookbag</a>
	 <b>Brave Irene</b> TR 378.15 GR0 Details by William Steig	<b>Copies: 1</b> Item type: TR Teacher reference Location: TR Barcode: 40302 <a href="#">Add to Bookbag</a>
	 <b>Bubble gum brain : ready, get mindset ... grow!</b> TR 378.15 GR0 Details written by Julia Cook ; illustrations by Allison Valentine	<b>Copies: 1</b> Item type: TR Teacher reference Location: TR Barcode: 43326 <a href="#">Add to Bookbag</a>
	 <b>Don't be afraid to drop!</b> TR 378.15 GR0 Details written by Julia Cook ; illustrations by Anita Dufalla	<b>Copies: 1</b> Item type: TR Teacher reference Location: TR Barcode: 43325 <a href="#">Add to Bookbag</a>
	 <b>The dot</b> TR 378.15 GR0 Details Peter H. Reynolds	<b>Copies: 1</b> Item type: TR Teacher reference Location: TR Barcode: 40716 <a href="#">Add to Bookbag</a>
	 <b>Dream on! : a book about possibilities</b> TR 378.15 GR0 Details Chen J. Meyers ; illustrated by Elizabeth Allen Being the best me!	<b>Copies: 1</b> Item type: TR Teacher reference Location: TR Barcode: 42239 <a href="#">Add to Bookbag</a>
	 <b>Everyone can learn to ride a bicycle</b> TR 378.15 GR0 Details Chris Raschka	<b>Copies: 1</b> Item type: TR Teacher reference Location: TR Barcode: 40349 <a href="#">Add to Bookbag</a>
	 <b>Fill a bucket : a guide to daily happiness for young children</b> TR 378.15 GR0 Details by Carol McCloud and Katherine Martin ; illustrated by David Moxing	<b>Copies: 1</b> Item type: TR Teacher reference Location: TR Barcode: 40348 <a href="#">Add to Bookbag</a>

**Articles:**

**Innovative Teaching Ideas:** [Growth Mindset activities for students and teachers](#) - Kevin Cummins

**Khan Academy:** [Growth Mindset](#)

# Mental Health

Be You

<https://beyou.edu.au/>

Headspace

<https://headspace.org.au/>

BeyondBlue

<https://www.beyondblue.org.au/>

Lifeline

<https://www.lifeline.org.au/>

Kids Helpline

<https://kidshelpline.com.au/>

Black Dog Institute

<https://www.blackdoginstitute.org.au/>

Outreach

<https://www.outreach.io/>

SANE Australia

<https://www.sane.org/>

1800RESPECT

SAFE Minds

<https://safeminds.org.au/>

Orygen

<https://www.orygen.org.au/>

Q Life

<https://qlife.org.au/>

# In the classroom

## Yoga and breathing resources

Google Drive-2021-BSEM- Yoga and Breathing

## Trauma informed classroom set up

## Mental Health Continuum

<https://beyou.edu.au/resources/mental-health-continuum>

## Mindfulness Apps/Websites

- Common Ground - First Nation Bedtime Stories
- Dreamy Sleep stories from First Nation Story tellers
- Smiling Mind
- Buddhify
- Dadirri by Miriam-Rose Ungnmerr