



Peterborough Primary School Student Behaviour Education Policy

STATEMENT OF BELIEF

Behaviour education is the bedrock of academic learning and it must be recognised that any student effectively applying him or herself to the daily demands of a school curriculum is expressing in part or whole:

- Self-motivation
- Self-regulation
- Independence
- Creativity when problem solving

Students make errors of judgement in behaviour; they can fail to understand the necessity for and the means by which to manage their behaviour. In these instances, they need to have their social and emotional needs met – not punished.

In these situations, intervention and assistance at the point of need (usually the classroom) helps the student; it also reinforces for the student and his or her class community that behaviour education is of concern because behaviour education supports all learning.

AGREED PROGRAM

“**PLAY IS THE WAY** is a practical methodology for teaching social and emotional learning using guided play, classroom activities and an empowering language.” <https://www.playistheway.com.au/>

Peterborough Primary School uses the Play Is The Way program and it is seen as the cornerstone of our **Behaviour Education** program. “Play Is The Way” has three key elements.

1. PHYSICALLY INTERACTIVE GAMES

(that both require and develop personal and social capabilities).

Students play the games throughout the week. The games are fast paced and often require great concentration. The games may cause students to experience feelings of frustration or anger when they cannot succeed immediately so students have to develop strategies to persevere and cope when things are difficult. Acknowledging the range of emotions that may be experienced allows students to see that many people feel like they do and we learn how to manage our feelings so that we can stay in control of our own behaviour.

2. FIVE KEY CONCEPTS

(that serve as a moral compass and are embedded through classroom activities).

The key concepts offer guidance in relation to interactions with others and are relevant both at school and in the broader community. The classroom activities (Life Raft Activities) are designed so that students can examine the key concepts that guide "Play Is the Way."

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

3. A SELF-REFLECTIVE LANGUAGE

(that helps children to master their behaviour).

The self-reflective language is empowering because it works so well in giving the students a shared understanding and this allows for meaningful discussions to be held in relation to behaviour education and self-regulation.

Be the master, not the victim of your feelings

- Am I doing the right thing or the wrong thing?
- Am I making a strong decision or a weak decision?
- Are my feelings in charge of my actions or is my thinking in charge?
- Am I running away from the problem or am I dealing with it?
- Am I being my own boss or am I inviting my teachers to be my boss?
- Is my teacher trying to help me or hurt me?

PLAY IS THE WAY invites teachers to guide children using wisdom and not force. It believes in behaviour education not behaviour management.

AGREED SCHEDULE OF GAMES

The Games Program Timetable provides whole school agreement concerning which game to play and what key concept reflect.

We agree R-3 and 4-7 to teach the same game and may be part of daily fitness program. At the same time each week the whole school will engage in the weekly game (if it is appropriate to do so) to provide support and encouragement for each other and for all students to understand that the games are a vehicle for behaviour learning.

(The resource for **Games** is *Play is the Way* Vol 2)

LANGUAGE

We agree to use *Play is the Way* language to connect to students; it's simple, to the point and helps them to work through the clutter and see things clearly.

We agree to ensure that the language of ***Play is the Way*** through the ***five key concepts*** becomes an integral part of our teaching practice. This will be taught in an explicit way in conjunction with the Social Emotional Learning program and through daily interactions in the classroom and school yard.

We agree that the ***self-mastery checklist*** is used throughout the school to support students to take control of their actions through their thinking rather than their feelings. We agree to ask students the appropriate question (one of six) and support and encourage them to take responsibility for their own actions and be accountable for the consequences of their choice.

(The resource for **Language** is *Play is the Way* Vol 1)

POSITIVE LANGUAGE

Use the language of *Play is the Way Key Concepts* and acknowledge when students are;

- Being brave and participating
- Treating others as you would like them to treat you (GOLDEN RULE)
- Using great strength to be sensible
- Be able to give a valid reason for what has been said and done.
- Pursuing personal best.

If all of this is achieved, then the school values are being demonstrated and also need to be acknowledged

Building Relationships

CLASSROOM STRATEGIES

Self-Mastery Check List

- Am I doing the right thing or the wrong thing?
- Am I making a strong choice or a weak choice?
- Am I running away from the problem or am I dealing with it?
- Am I being the boss or am I inviting my teacher to be the boss?
- Is my teacher trying to help me or Hurt me?

STRENGTHENING RELATIONSHIPS THROUGH SELF-REFLECTION TIME

- sit out at desk
- on step / in porch
- buddy class
- make up lost learning time during free time-NEVER after school
- *These strategies will depend on individual needs of the child & the teacher*
- Leadership assistance is used as required eg take the class, remove child.

If students need extra time to develop Self-Regulation and require teacher support...these steps maybe required.

BUILDING POSITIVE CLASSROOM CLIMATE

“I see you and you matter to me” approach to all students

Positive support values are taught through programmes such as:

- Play is the Way (Life Raft Activities)
- Keeping Safe (R-7 Curriculum)
- Peer Support (Building Relationships R-7 through peers)
- Bounce Back and other similar programs (Support concepts being taught)

PRO- ACTIVE STRATEGIES INCLUDE

- Assembly Awards
- Student voice, and negotiation through class meetings and SRC
- Circle time
- Class meetings
- Negotiated class rules
- Individual programmes and counselling
- Individual student development plans
- Individual class behaviour management strategies
- Feedback which is frequent and constructive
- Routines visual, clear and consistent
- Cross age tutoring.

Policy Updated 2015

_____ (date_____)

Policy Review 2018

Chair Governing Council

_____ (date_____)

Chair SRC