ELIZABETH SOUTH PRIMARY SCHOOL

LEARNING CODE

We Take Pride

We are Safe

We are Powerful Learners

At Elizabeth South Primary School...

We are United as a Team

We are Respectful

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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 are Safe

We are Powerful Learners

At Elizabeth South Primary School...

We are United as a Team

We are Respectful

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

CLEAN WIPES

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 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 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 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
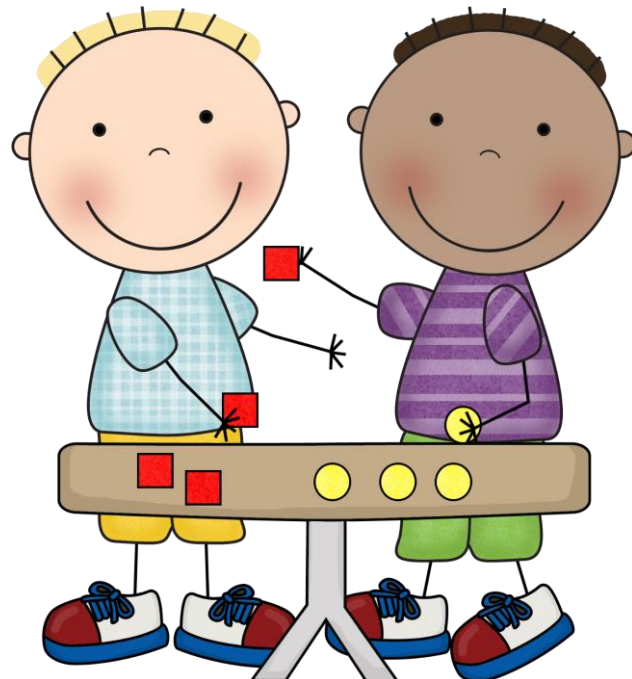
Reactive Behaviour Strategies

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