Behaviour policy and statement of behaviour principles

Murray Bridge South Primary School

Be Safe. Be Kind. Be Ready to Learn.

Government of South Australia
Department for Education

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

Education and Children's Services Act 2019
Disability Discrimination Act 1992

3. Definitions

Misbehaviour is defined as:

- Persistent disruption in lessons, in transition between lessons, and at break times
- Persistent non-completion of classwork
- Persistent poor attitude
- Persistent incorrect uniform / equipment.

Serious misbehaviour is defined as:

- Refusal to follow school rules
- Any form of bullying
- Sexual harassment, which involves any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - o Knives or weapons
  - o Alcohol
  - o Illegal drugs
  - o Stolen items
  - o Tobacco
  - o Pornographic images
  - o Any object a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

4. School Creed

At Murray Bridge South Primary School, we believe that all scholars have the right to:

1. Have adults take a genuine interest in their strengths, perspectives, and concerns, and to have these viewed as legitimate, important, and worth listening to.
2. Learn in a positive, invitational learning environment, fostering a high level of respect and care for all students, encouraging high classroom cohesion, stressing collaborating and cooperation rather than competition.
3. Be engaged in a rigorous, intentional and explicitly taught curriculum that is differentiated to cater for all students in an academically diverse classroom.
4. Have all classroom experiences oriented toward improvement and growth, creating situations and opportunities for all students to succeed.
5. Be educated by teaching professionals who consistently set high expectations for personal and classroom performance, demonstrate high efficacy, and who regularly use reflection to improve practice.
6. To be challenged by clearly articulated high expectations, aligned with challenging goals, which stress student accountability and personal responsibility.
7. To have adults understand that the primary goal of intervention is to collaboratively solve problems in a way that is realistic and mutually satisfactory so that they don't precipitate problems further.
8. Learn in a safe, hazard free environment, which is clean and fit for purpose.

5. Bullying

Bullying is defined as the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and / or social behaviour that intends to cause physical, social and / or psychological harm.

Bullying is, therefore:
- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against.

Cyberbullying is bullying behaviour which is done online; it can be a single occurrence, or ongoing. Verbal and social bullying can be cyberbullying when it occurs online. Cyberbullying often occurs in addition to face-to-face bullying.

Cyberbullying includes:

- manipulation of peer group
- gossip and rumours
- humiliating others
- creating sites that mock others or starting social exclusion campaigns on social network sites
- repeatedly, and for no strategic reason, attacking players in online gaming
- sharing someone's personal or embarrassing information online
- inappropriate image tagging
- making demands of giving harmful instructions
- sending abusive messages, hurtful photos or videos
- altering images to create hurtful memes or fake images of someone
- creating fake accounts in someone's name to trick and humiliate them
- forcing, threatening or being manipulative to obtain nude or nearly nude photos
- non-consensual sharing of nude or nearly nude images.

At Murray Bridge South Primary School (MBSPS), we use the **South Australian Bullying Prevention Explanatory Model** as our approach to prevent and address bullying:

- modelling positive, respectful and inclusive behaviours
- challenging exclusionary, disrespectful and aggressive behaviours
- teaching skills to improve problem solving, conflict resolution and resilience
- promoting inclusive environments and communities around children and young people
- reducing power inequalities in children's social groups.

6. Roles and responsibilities

6.1 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal, in conjunction with the Deputy Principal, will ensure that the school environment encourages positive behaviour and that staff deal effectively with misbehaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.2 Staff

Staff are responsible for:

- implementing the behaviour policy and promoting the strategies within the Berry Street Education Model and Positive Behaviour For Learning frameworks
- modelling positive behaviour
- providing a personalised approach to the specific behavioural needs of individual students
- recording behaviour incidents

The Leadership team will support staff in responding to behaviour incidents.

6.3 Parents/Carers

Parents/Carers are expected to:

- support their child in adhering to the student code of conduct
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behaviour concerns with the classroom teacher promptly.

7. Behaviour Expectations

Whole School Expectation	Expectations of Students	Expectations of Staff
We track the speaker	Our students should demonstrate respect through; positive body language and active listening	Our staff will create a positive learning environment and model positive body language and active listening.
We follow instructions immediately	Our students should be committed to follow all instructions from any member of staff	Our staff will be clear with instructions and be committed to having high expectations
We focus on our own learning	Our students should engage in all aspects of their learning	Our staff will provide well planned and engaging lessons
We move safely at all times	Our students should speak and behave in a safe and respectful manner to all staff and each other	Our staff will model examples of respect and safety to all students to ensure an effective rapport between staff and students

8. Rewards and consequences

8.1 List of rewards and consequences

Positive behaviour will be rewarded through:

House points

- each student is allocated to one of the 4 houses:
  - Murray-Kukaki (yellow), Barker-Ponde (blue)
  - Sturt-Wanggammi (red), Hindmarsh-Thukubi (green)
- each member of staff allocated to a house
- students can earn house points through good work and positive contributions to school life.

Principal's Success Morning Tea

- Students can be invited to attend morning tea with the Principal three times per term
- Classroom teachers have the opportunity to nominate up to two students per class who have demonstrated excellence in following whole school classroom expectations, certificates will be presented at assemblies.

Assembly Awards

- Two students from each class will be nominated by their teachers to receive a Super Star award at assembly, in recognition of their effort in learning and positive contribution to school life.

The school may use one or more of the following consequences in response to unacceptable behaviour:

- verbal warning
- behaviour logged into EDSAS
- contact with parents / carers
- sit out of play during recess and / or lunch time.

We may use isolation in response to serious or persistent breaches of this policy. Students may be sent to members of leadership during lesson time, and they will be expected to complete the same work as they would in class.

High level misbehaviour may also result in a student being sent home in accordance with the Suspension, Exclusion, and Expulsion policy.

8.2 Off-site behaviour

Consequences may be applied where a student has engaged in inappropriate behaviour off-site:

- when representing the school, such as on an excursion or on the bus on the way to or from school
- where the inappropriate behaviour has an impact on students within the site.

9.   Behaviour Management

9.1 Classroom management

Teaching and support staff are responsible for creating positive learning spaces.

Teachers will:

- teach social and emotional learning programs in accordance with our whole school program
- display and explicitly teach site wide classroom expectations
- plan lessons appropriately to support all learners, using prior attainment / student data for lesson planning
- proactively communicate with parents / carers regarding any concerns
- inform line managers of any concerns
- utilise School Services Officer (SSO) support appropriately
- adhere to the whole school behaviour process when managing misbehaviour
- complete internal Student Review Team (SRT) referral documentation when they have ongoing concerns
- apply for additional resourcing if appropriate; leadership will provide support with this process
- implement class based positive reinforcement system, ensuring alignment with Positive Behaviour for Learning principles. Teachers are encouraged to seek support from the Wellbeing Leader.
- teach classroom entry and exit routines. See Creating Classroom Communities for details
- teach behaviour removal and re-entry routines. See Creating Classroom Communities for details.

9.2 Physical restraint

The use of restraint/restrictive practices may only be used in situations where the safety of others is threatened or to prevent injury.

The restraint must be reasonable in the particular circumstances and must be in proportion to the circumstances of the incident. It must always be the minimum force needed to achieve the desired result, and take into account the age, stature, disability, understanding and gender of the child.

Staff may make legitimate use of physical restraint based on best practice if all non-physical interventions have been exhausted or are impossible in the circumstances and a child or young person is:

- attacking another child or young person or adult
- posing an immediate danger to themselves or others.

Staff must only use physical restraint only as last resort and not as a response to:

- property destruction
- disruption to the education or care activity
- refusal to comply
- verbal threats
- leaving an education care setting
- a need to maintain good order.

Staff are not expected to place their own safety at risk when responding to violence or aggression in others and are supported by workplace health and safety legislation in making this judgement.

9.3 Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students. SAPOL will be contacted in the event a student brings an illegal / dangerous object.

9.4 Student support

At Murray Bridge South Primary School, we recognise our legal responsibility under the Disability Discrimination Act 1992, and Disability Standards for Education 2005, to ensure that students are not disadvantaged on the basis of disability. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of a student.

The school's Intervention, and Wellbeing Leaders will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Support and advice will be sought from Student Support Services, and relevant Allied Health Professionals, to support specific identified needs.

Where there are external support agencies involved, we will liaise with the external providers to plan support programs for that child, collaborating with parents / carers to create the plan and review on a regular basis.

10. Student transition

10.1   Transition from Pre-school to Reception

To ensure a smooth transition into Reception, students attending the co-located Tinyeri Children's Centre will be invited to participate in significant events happening throughout the year such as: Book Week, NAIDOC Week, Sports Day, and Science Week. Additional visits may be arranged in collaboration with the Tinyeri Director throughout the year.

All students who have enrolled to commence at Murray Bridge South Primary School term 1 of the following year will be invited to participate in a graduated transition program in weeks 6 to 8 of term 4.
Parents/Carers of new students are provided with an opportunity to tour the school and meet key staff.

10.2   Transition within site

Where possible, to ensure a smooth transition to the following year for existing students identified as having complex additional needs, transition opportunities will be arranged, with SSO support.

10.3   Transition to High School

To ensure a smooth transition to high school, students have transition sessions at their enrolling high school in term 4. In addition, staff members from the enrolling high school are invited to Murray Bridge South Primary School to gather information that will support this process.

To ensure appropriate supports are put in place, information related to student behaviour issues may be transferred to relevant staff at the new setting.

11. Training

Staff are provided with ongoing training on managing behaviour, classroom engagement strategies, and establishing positive learning environments.

12. Links with other policies

Disability Standards for Education
Bullying Prevention Strategy
Wellbeing for learning and life
Protective practices for staff in their interactions with children and young people
Behaviour support policy

Appendix 1   Theoretical Foundations

Positive Behaviour for Learning

Positive Behaviour for Learning is an approach to children's behaviour that is built on the principles that positive behaviour can be learnt and that environments can be changed to support effective teaching and learning for every child.

Behaviour Support Toolkit – Assists staff to identify possibly antecedents for misbehaviour and collaborate with others to develop Positive Behaviour for Learning frameworks.

Berry Street Education Model

The Berry Street Education Model provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs, and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement.

Interoception

Interoceptive awareness can be broadly defined as the conscious perception of an internal bodily state, for example, one's heart beating and breathing. These senses are related to emotional experiences. Awareness of both biological and emotional internal body cues are impacted in individuals who are affected by trauma, including intergenerational trauma, and neurodevelopmental disabilities including the autism spectrum (Schauder, Mash, Bryant, & Cascio, 2015, Mahler, 2016).

Incredible 5 Point Scale

The Incredible 5 Point Scale is a teaching tool that provides a visual representation of emotions, used to develop social understanding. The scale visually breaks down a spectrum of emotional states by labelling each state with what the behaviour looks like, what it feels like, and what regulatory exercise or routine can be used to reduce escalation. In conjunction with **Interoception**, students are taught how to recognise their own internal emotional states and then to practice successful responses to those emotions.

Child Protection Curriculum

Keeping Safe: Child Protection Curriculum is mandated in all Department for Education sites for children and young people from age 3 to year 12. This curriculum teaches children from a young age to:

- recognise abuse and tell a trusted adult about it
- understand what appropriate and inappropriate touching is
- understand ways of keeping themselves safe.

Appendix 2   Behaviour Process

Murray Bridge South's
Student Behaviour Management Process

Teach and practice expectations.

Step 1:
- Teach
- Prompt
- Re-direct
- Model

Step 2:
- Provide choice
- Conference

✓ Give positive acknowledgement of correction

☞ Apply behaviour consequence if no change

Classroom context:
- Class timeout
- Buddy
- Recess/lunch sit out supervised by teacher
- Conference
- Parent contact

Playground context:
Walk with teacher
Sit out on bench

Minor Teacher Managed	Major Leadership Managed

• Answering back
• Disruption in the yard
• Inappropriate comments
• Inattentive
• Minor dishonesty
• Not following instructions
• Out of seat
• Minor property misuse
• Inappropriate unsafe behaviour
• Technology misuse
• Work avoidance
• Disrupting the class
• Calling out
• Inappropriate language
• Minor physical contact
• Out of class without permission
• Passive defiance
	• Verbal abuse
	   ○ Staff
	   ○ Students
	
	• Intimidation
	   ○ Staff
	   ○ Students
	
	• Physical assault
	   ○ Staff
	   ○ Students
	
	• Bullying
	• Leaving school grounds
	• Property damage or vandalism
	• Repeated minors (3-5)
	• Theft
	• Drugs and alcohol

Reinforce and practice expectations.

- Discuss which expectation was not followed.
- Advise behaviour that is expected.
- Set consequence.
- Add to EDSAS.
- Follow through consequence.
- Advise parent / carer.
- Teacher feedback and support.

Third office referral:
- Parent interview.
- Intervention referral process.

Minor Incident Reports

Prompt – what is the expected behaviour?
Re-direct – brief reminder of expected behaviour from expectations chart/matrix
Teach – tell, show, practice skill, acknowledge
Provide Choice – state alternatives – make them of equal value
Student Conference – discuss & plan desired behaviour

- Act to correct behaviour.
- Consequences/teaching needs to relate to behaviour being corrected.

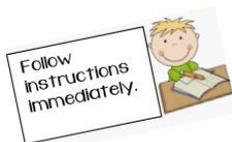## Repair and rebuild after every consequence.

Classroom Expectations

We track the speaker.

We follow instructions immediately.

We focus on our own learning.

We move safely at all times.

Yard Expectations

We eat in the Lunch Shed.

We follow instructions immediately.

We move safely at all times.

We wear a hat or stay under a covered structure.

Appendix 4   Internal Referral for Support

Teacher:	Class:	Date:

Name:		ED ID number:	
DOB:		Year Level	
A/TSI:	☐ Yes ☐ No	Child In Care:	☐ Yes ☐ No
EALD:	☐ Yes ☐ No	Home Language: _____ Country of Birth: _____	
SWD:	☐ Yes ☐ No		

Has the student been diagnosed with a specific learning difficulty (eg dyslexia, dyspraxia, etc)?	☐ Yes ☐ No Details: _____

Services/ Agencies Involved: *(Current and previous)*	☐ DCP	☐ CAMHS	☐ Paediatrician	☐ NDIS
	☐ Psychologist	☐ OT	☐ Private Speech Pathologist	☐ Special Ed (Hearing)
	☐ Child Wellbeing Practitioner		☐ PCW	
	☐ Other (please specify): _____			

Current concerns

Select all that apply:

☐ Behaviour (internalising/externalising)   ☐ Speech (speech clarity, articulation)   ☐ Hearing

☐ Numeracy   ☐ Fine/gross motor   ☐ Vision

☐ Literacy   ☐ Social and emotional i.e. wellbeing   ☐ Attendance _____ %

☐ Language (comprehension, expressive skills)   ☐ Other – Comment:

Please attached examples / evidence

Student is currently accessing:

Category of funding: ☐ **None**   ☐ **Level**: _____ (if known)   **Length of time**

Data Information:

Current Reading Level:	PAT R:
Phonics Screen Check:	PAT M:
Other Assessment(s):	NAPLAN Results:

EALD Language and Literacy Level:	PLD:

Intevention/Strategies:

List differentiation and interventions that have been implemented, the length of time, and outcome.
Attach diagnostic evidence if available.

Appendix 5   **Behaviour Slip**

Murray Bridge South Primary School
Behaviour Slip

Student Name:_____   Date:_____ Class_____

Teacher Name:_____   Location:_____

During lesson: BS / 1 2 3 4 5 6 / Recess / Lunch time / AS Time:_____

Moving Safely at all times	**Tracking the speaker**	**Following instructions immediately**
☐ I was not being safe with my hands and feet	☐ I was not looking at my teacher when talking	☐ I did not follow instructions
☐ I was involved in rough play	☐ I was talking when the teacher was talking	☐ I have shown repeated negative behaviour choices
☐ I was swearing	☐ I was not demonstrating positive body language	☐ I was not eating in the lunch shed
☐ I vandalised school property, classroom damage		
☐ I was late to class	**Focussing on my own learning**	My behaviour was unsafe because...
☐ I did not respect others personal property	☐ I was disturbing others	_____
☐ I walked out of class	☐ I was disruptive	_____
	☐ I refused to complete my learning	_____
	☐ I was calling out	_____
		_____
		_____

Entered into EDSAS: Y / N

Some behaviours will require more severe consequences, where the leadership team will be in contact.

Parent/caregiver must be informed the same day

Appendix 6   Reconnection Meeting Plan Proforma

Reconnection Plan

My name: My class: Date:

My suspension was for not:	Expectations	Details

Classroom
• Tracking the Speaker
• Moving Safely at all times
• Following instructions immediately
• Focus on own learning
 	
Yard
• Being safe
• Being kind
 	
Other
•
•
	I agree to:
	• Follow instructions immediately
	• Focus on my own learning
	• Track the speaker
	• Move safely at all times
	   o Walk away from confrontation
	   o Seek adult support with a problem	

I understand that if I do not follow this agreement I am making choices about the consequences that may include in-school time out, suspension, or a directions meeting with possible exclusion.

Students have the right to work, play and learn in a friendly, safe and supportive school environment. Students know they have the right to ask an adult if they are unsure of the rules and routines in our school.

A right to learn means that we all have responsibility to support learning for everyone here. The responsibility to learn means working hard and following adult instructions.

All staff have the right to work in a pleasant and safe environment with appropriate support and co-operation from students and families.

Parents have the right to know that their child is safe and supported at school and that the treatment they receive is fair and appropriate. They have the right to feel welcome at school. They have the responsibility to support the school's teaching and learning and behaviour management policy.

Signed:

Student: _____   Parent/Career: _____   School Leader: _____

Appendix 7 SEL Program Timeline

Term 1 Social and Emotional Learning Timetable

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Week 1	**Creating Classroom Communities** BSEM: D1 FA1 L1	**Creating Classroom Communities** CPC – FA1 1.3 BSEM: D1 FA1 L1	**Creating Classroom Communities** CPC – FA1 1.3, 1.4 BSEM: D1 FA1 L1	**Creating Classroom Communities** BSEM: D1 FA1 L1	**Creating Classroom Communities** BSEM: D1 FA1 L1	**Creating Classroom Communities** BSEM: D1 FA1 L1	**Creating Classroom Communities** BSEM: D1 FA1 L1
Week 2	**Creating Classroom Communities** BSEM: D1 FA1 L2	**Creating Classroom Communities** CPC – FA1 2.2 BSEM: D1 FA1 L2	**Creating Classroom Communities** CPC – FA1 3.1, 3.2, 3.3 BSEM: D1 FA1 L2	**Creating Classroom Communities** CPC – FA1 1.1 BSEM: D1 FA1 L2	**Creating Classroom Communities** CPC – FA1 1.2 BSEM: D1 FA1 L2	**Creating Classroom Communities** BSEM: D1 FA1 L2	**Creating Classroom Communities** CPC – FA1 1.1 BSEM: D1 FA1 L2
Week 3	BSEM: D1 FA1 L3	CPC – FA1 2.3 BSEM: D1 FA1 L3	CPC – FA1 2.3 BSEM: D1 FA1 L3	CPC – FA1 1.3 BSEM: D1 FA1 L3	CPC – FA1 1.3 BSEM: D1 FA1 L3	CPC – FA1 2.1 BSEM: D1 FA1 L3	CPC – FA1 1.2 BSEM: D1 FA1 L3
Week 4	CPC – FA1 1.1 BSEM: D1 FA2 L2	CPC – FA1 3.1 BSEM: D1 FA2 L2	CPC – FA1 4.3 BSEM: D1 FA2 L2	CPC – FA1 2.1 BSEM: D1 FA2 L2	CPC – FA1 2.1 BSEM: D1 FA2 L2	CPC – FA1 1.3 BSEM: D1 FA2 L2	CPC – FA1 1.4 BSEM: D1 FA2 L2
Week 5	CPC – FA1 1.2 BSEM: D1 FA2 L3	CPC – FA1 3.2 BSEM: D1 FA2 L3	CPC – FA1 4.4 BSEM: D1 FA2 L3	CPC – FA1 2.3 BSEM: D1 FA2 L3	CPC – FA1 2.2 BSEM: D1 FA2 L3	CPC – FA1 2.1 BSEM: D1 FA2 L3	CPC – FA1 2.1 BSEM: D1 FA2 L3
Week 6	CPC – FA1 2.1 BSEM: D1 FA2 L5	CPC – FA1 3.3 BSEM: D1 FA2 L5	CPC – FA1 4.5 BSEM: D1 FA2 L5	CPC – FA1 2.4 BSEM: D1 FA2 L5	CPC – FA1 2.4 BSEM: D1 FA2 L5	CPC – FA1 2.4 BSEM: D1 FA2 L5	CPC – FA1 2.2 BSEM: D1 FA2 L5
Week 7	CPC – FA1 2.2 BSEM: D1 FA4 L1	CPC – FA1 4.1 BSEM: D1 FA4 L1	CPC – FA1 4.6 BSEM: D1 FA4 L1	CPC – FA1 3.1 BSEM: D1 FA4 L1	CPC – FA1 3.3 BSEM: D1 FA4 L1	CPC – FA2 3.2 BSEM: D1 FA4 L1	CPC – FA1 3.1 BSEM: D1 FA4 L1
Week 8	CPC – FA1 3.1 BSEM: D1 FA4 L2	CPC – FA1 4.2 BSEM: D1 FA4 L2	CPC – FA2 1.2, 1.3 BSEM: D1 FA4 L2	CPC – FA1 3.4 BSEM: D1 FA4 L2	CPC – FA1 3.4 BSEM: D1 FA4 L2	CPC - FA1 3.5 BSEM: D1 FA4 L2	CPC – FA2 1.1 BSEM: D1 FA4 L2
Week 9	CPC - FA1 3.3 BSEM: D3 FA1 L1	CPC – FA1 4.4 BSEM: D3 FA1 L1	CPC – FA2 2.2, 2.3 BSEM: D3 FA1 L1	CPC – FA1 3.4 BSEM: D3 FA1 L1	CPC – FA2 1.2 BSEM: D3 FA1 L1	CPC – FA2 1.2 BSEM: D3 FA1 L1	CPC – FA2 1.2 BSEM: D3 FA1 L1
Week 10	BSEM: D3 FA1 L2	CPC – FA2 1.2 BSEM: D3 FA1 L2	CPC – FA2 3.3 BSEM: D3 FA1 L2	CPC – FA2 1.1 BSEM: D3 FA1 L2	CPC – FA2 2.2 BSEM: D3 FA1 L2	CPC – FA2 2.2 BSEM: D3 FA1 L2	CPC – FA2 2.1 BSEM: D3 FA1 L2
Week 11	BSEM: D3 FA2 L1	CPC – FA2 1.3 BSEM: D3 FA2 L1	CPC – FA2 3.5 BSEM: D3 FA2 L1	CPC – FA2 2.1 BSEM: D3 FA2 L1	CPC – FA2 2.3 BSEM: D3 FA2 L1	CPC – FA2 2.4 BSEM: D3 FA2 L1	CPC – FA2 2.2 BSEM: D3 FA2 L1

Term 2 Social and Emotional Learning Timetable

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Week 1	BSEM: D3 FA2 L2	CPC – FA2 2.2 BSEM: D3 FA2 L2	CPC – FA2 3.6 BSEM: D3 FA2 L2	CPC – FA2 2.4 BSEM: D3 FA2 L2	CPC – FA2 2.4 BSEM: D3 FA2 L2	CPC – FA2 3.1 BSEM: D3 FA2 L2	CPC – FA2 3.1 BSEM: D3 FA2 L2
Week 2	BSEM: D3 FA2 L3	CPC – FA2 2.3 BSEM: D3 FA2 L3	CPC – FA2 4.1 BSEM: D3 FA2 L3	CPC – FA2 3.1 BSEM: D3 FA2 L3	CPC – Topic 2.2 BSEM: D3 FA2 L3	CPC – FA2 3.3 BSEM: D3 FA2 L3	CPC – FA2 3.6 BSEM: D3 FA2 L3
Week 3	CPC – FA2 1.1 BSEM: D3 FA2 L4	CPC – FA2 3.1 BSEM: D3 FA2 L4	CPC – FA2 4.2, 4.3 BSEM: D3 FA2 L4	CPC – FA2 3.4 BSEM: D3 FA2 L4	CPC – FA2 3.1 BSEM: D3 FA2 L4	CPC – FA2 3.5 BSEM: D3 FA2 L4	CPC – FA2 3.9 BSEM: D3 FA2 L4
Week 4	CPC – FA2 2.1 BSEM: D3 FA2 L5	CPC – FA2 3.2 BSEM: D3 FA2 L5	CPC – FA2 4.4 BSEM: D3 FA2 L5	CPC – FA2 3.5 BSEM: D3 FA2 L5	CPC – FA2 3.2 BSEM: D3 FA2 L5	CPC – FA3 4.2 BSEM: D3 FA2 L5	CPC – FA2 4.1 BSEM: D3 FA2 L5
Week 5	CPC - FA2 2.2 BSEM: D3 FA2 L6	CPC – FA2 3.4 BSEM: D3 FA2 L6	CPC – FA3 1.3 BSEM: D3 FA2 L6	CPC – FA2 4.1 BSEM: D3 FA2 L6	CPC – FA2 3.3 BSEM: D3 FA2 L6	CPC – FA2 4.3 BSEM: D3 FA2 L6	CPC – FA2 4.2 BSEM: D3 FA2 L6
Week 6	CPC – FA2 4.1 BSEM: D3 FA3 L1	CPC – FA2 4.1 BSEM: D3 FA3 L1	CPC – FA3 4.4 BSEM: D3 FA3 L1	CPC – FA2 4.2 BSEM: D3 FA3 L1	CPC – FA2 3.4 BSEM: D3 FA3 L1	CPC – FA3 1.1 BSEM: D3 FA3 L1	CPC – FA3 1.1 BSEM: D3 FA3 L1
Week 7	CPC – FA2 4.2 BSEM: D3 FA3 L2	CPC – FA2 4.2 BSEM: D3 FA3 L2	CPC – FA3 1.5 BSEM: D3 FA3 L2	CPC – FA2 4.3 BSEM: D3 FA3 L2	CPC – FA2 4.2 BSEM: D3 FA3 L2	CPC – FA3 1.2 BSEM: D3 FA3 L2	CPC – FA3 1.3 BSEM: D3 FA3 L2
Week 8	CPC – FA2 4.4 BSEM: D3 FA3 L3	CPC – FA2 4.3 BSEM: D3 FA3 L3	CPC – FA3 1.7 BSEM: D3 FA3 L3	CPC – FA3 1.1 BSEM: D3 FA3 L3	CPC – FA2 4.3 BSEM: D3 FA3 L3	CPC – FA3 1.3 BSEM: D3 FA3 L3	CPC – FA3 2.1 BSEM: D3 FA3 L3
Week 9	BSEM: D3 FA3 L4	CPC – FA2 4.4 BSEM: D3 FA3 L4	CPC – FA3 2.2 BSEM: D3 FA3 L4	CPC – FA3 1.2 BSEM: D3 FA3 L4	CPC – FA3 1.1 BSEM: D3 FA3 L4	CPC – FA3 1.4 BSEM: D3 FA3 L4	CPC – FA3 2.2 BSEM: D3 FA3 L4
Week 10	BSEM: D3 FA3 L5	CPC – FA3 1.2 BSEM: D3 FA3 L5	CPC – FA3 2.3 BSEM: D3 FA3 L5	CPC - FA3 1.3 BSEM: D3 FA3 L5	CPC - FA3 1.2 BSEM: D3 FA3 L5	CPC – FA3 2.2 BSEM: D3 FA3 L5	CPC – FA3 2.3 BSEM: D3 FA3 L5

Term 3 Social and Emotional Learning Timetable

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Week 1	Creating Classroom Communities BSEM: D3 FA3 L6	Creating Classroom Communities CPC – FA3 1.3 BSEM: D3 FA3 L6	Creating Classroom Communities CPC – FA3 2.4 BSEM: D3 FA3 L6	Creating Classroom Communities CPC – FA3 1.4 BSEM: D3 FA3 L6	Creating Classroom Communities CPC – FA3 1.3 BSEM: D3 FA3 L6	Creating Classroom Communities BSEM: D3 FA3 L6	Creating Classroom Communities BSEM: D3 FA3 L6
Week 2	BSEM: D3 FA3 L7	CPC – FA3 1.4 BSEM: D3 FA3 L7	CPC – FA3 2.5 BSEM: D3 FA3 L7	CPC – FA3 2.1 BSEM: D3 FA3 L7	CPC – FA3 1.4 BSEM: D3 FA3 L7	CPC – FA3 2.3 BSEM: D3 FA3 L7	CPC – FA3 2.4 BSEM: D3 FA3 L7
Week 3	CPC – FA3 1.1 BSEM: D4 FA2 L3	CPC – FA3 1.5 BSEM: D4 FA2 L3	CPC – FA3 2.6 BSEM: D4 FA2 L3	CPC – FA3 2.2 BSEM: D4 FA2 L3	CPC – FA3 2.2 BSEM: D4 FA2 L3	CPC – FA3 2.5 BSEM: D4 FA2 L3	CPC – FA3 2.5 BSEM: D4 FA2 L3
Week 4	CPC – FA3 1.3 BSEM: D4 FA2 L4	CPC – FA3 2.1 BSEM: D4 FA2 L4	CPC – FA3 2.7 BSEM: D4 FA2 L4	CPC – FA3 2.3 BSEM: D4 FA2 L4	CPC – FA3 2.4 BSEM: D4 FA2 L4	CPC – FA3 2.7 BSEM: D4 FA2 L4	CPC – FA3 2.7 BSEM: D4 FA2 L4
Week 5	CPC – FA3 1.5 BSEM: D4 FA2 L5	CPC – FA3 2.2 BSEM: D4 FA2 L5	CPC – FA3 3.2 BSEM: D4 FA2 L5	CPC – FA3 2.6 BSEM: D4 FA2 L5	CPC – FA3 2.7 BSEM: D4 FA2 L5	CPC – FA3 2.8 BSEM: D4 FA2 L5	CPC – FA3 3.1 BSEM: D4 FA2 L5
Week 6	CPC – FA3 1.6 BSEM: D4 FA2 L6	CPC – FA3 3.2 BSEM: D4 FA2 L6	CPC – FA3 3.3 BSEM: D4 FA2 L6	CPC – FA3 2.7 BSEM: D4 FA2 L6	CPC – FA3 2.8 BSEM: D4 FA2 L6	CPC – FA3 3.2 BSEM: D4 FA2 L6	CPC – FA3 3.2 BSEM: D4 FA2 L6
Week 7	CPC – FA3 3.1 BSEM: D4 FA7 L1	CPC – FA3 3.3 BSEM: D4 FA7 L1	CPC – FA4 1.2 BSEM: D4 FA7 L1	CPC – FA3 2.9 BSEM: D4 FA7 L1	CPC – FA3 3.2 BSEM: D4 FA7 L1	CPC – FA3 3.4 BSEM: D4 FA7 L1	CPC – FA3 3.5 BSEM: D4 FA7 L1
Week 8	BSEM: D5 FA1 L1	CPC – FA4 1.2 BSEM: D5 FA1 L1	CPC – FA4 1.3 BSEM: D5 FA1 L1	CPC – FA3 3.1 BSEM: D5 FA1 L1	CPC – FA3 3.3 BSEM: D5 FA1 L1	CPC - FA3 3.5 BSEM: D5 FA1 L1	CPC – FA3 4.1 BSEM: D5 FA1 L1
Week 9	BSEM: D5 FA1 L2	CPC – FA4 1.3 BSEM: D5 FA1 L2	CPC – FA4 1.4 BSEM: D5 FA1 L2	CPC – FA3 3.3 BSEM: D5 FA1 L2	CPC – FA3 3.4 BSEM: D5 FA1 L2	CPC – FA4 1.3 BSEM: D5 FA1 L2	CPC – FA3 4.4 BSEM: D5 FA1 L2
Week 10	BSEM: D5 FA1 L4	CPC – FA4 1.4 BSEM: D5 FA1 L4	CPC – FA4 1.6 BSEM: D5 FA1 L4	CPC – FA3 3.5 BSEM: D5 FA1 L4	CPC – FA3 3.5 BSEM: D5 FA1 L4	CPC – FA4 1.4 BSEM: D5 FA1 L4	BSEM: D5 FA1 L4

Term 4 Social and Emotional Learning Timetable

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Week 1	BSEM: D5 FA1 L5	CPC – FA4 1.5 BSEM: D5 FA1 L5	CPC – FA4 1.7 BSEM: D5 FA1 L5	CPC – FA3 3.6 BSEM: D5 FA1 L5	CPC – FA4 1.2 BSEM: D5 FA1 L5	CPC – FA4 1.5 BSEM: D5 FA1 L5	CPC – FA4 1.1 BSEM: D5 FA1 L5
Week2	BSEM: D5 FA1 L6	CPC – FA4 1.6 BSEM: D5 FA1 L6	CPC – FA4 1.8 BSEM: D5 FA1 L6	CPC – FA4 1.1 BSEM: D5 FA1 L6	CPC – FA4 1.4 BSEM: D5 FA1 L6	CPC – FA4 1.7 BSEM: D5 FA1 L6	CPC – FA4 1.2 BSEM: D5 FA1 L6
Week 3	CPC – FA4 1.1 BSEM: D5 FA1 L7	CPC – FA4 1.8 BSEM: D5 FA1 L7	CPC – FA4 1.10 BSEM: D5 FA1 L7	CPC – FA4 1.4 BSEM: D5 FA1 L7	CPC – FA4 1.5 BSEM: D5 FA1 L7	CPC – FA4 2.1 BSEM: D5 FA1 L7	CPC – FA4 1.6 BSEM: D5 FA1 L7
Week 4	CPC – FA4 1.2 BSEM: D5 FA2 L1	CPC – FA4 1.9 BSEM: D5 FA2 L1	CPC – FA4 2.1 BSEM: D5 FA2 L1	CPC – FA4 1.5 BSEM: D5 FA2 L1	CPC – FA4 1.6 BSEM: D5 FA2 L1	CPC – FA4 2.2 BSEM: D5 FA2 L1	CPC – FA4 1.7 BSEM: D5 FA2 L1
Week 5	CPC – FA4 1.4 BSEM: D5 FA2 L2	CPC – FA4 2.2 BSEM: D5 FA2 L2	CPC – FA4 2.3 BSEM: D5 FA2 L2	CPC – FA4 2.1 BSEM: D5 FA2 L2	CPC – FA4 2.1 BSEM: D5 FA2 L2	CPC – FA4 2.3 BSEM: D5 FA2 L2	CPC – FA4 2.1 BSEM: D5 FA2 L2
Week 6	CPC – FA4 1.8 BSEM: D5 FA2 L3	CPC – FA4 2.4 BSEM: D5 FA2 L3	CPC – FA4 2.4 BSEM: D5 FA2 L3	CPC – FA4 2.3 BSEM: D5 FA2 L3	CPC – FA4 2.3 BSEM: D5 FA2 L3	BSEM: D5 FA2 L3	CPC – FA4 2.4 BSEM: D5 FA2 L3

BSEM – Berry Street Education Model

D – Domain

FA – Focus area

CPC – Child Protection Curriculum

Appendix 8   Creating Classroom Communities

MURRAY BRIDGE SOUTH PRIMARY SCHOOL

A Government School in the traditional lands of the Ngarrindjeri People

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Government
of South Australia
Department for Education

<u>Creating Classroom Communities</u>

This integrated program is designed to support students to develop skills and teach routines / expectations that promote positive foundations for the coming year.

Week 0/1

Task	✓
Familiarise yourself with Creating Classroom Communities expectations.	
Two sets of Classroom Expectations displayed in classroom so that they are clearly visible from all locations.	
Familiarise yourself with all lesson plans associated with Classroom Expectations.	
Set up a regulation space in your classroom.	
Read *Behaviour and Relationships* section in Teaching Walkthrus (pp 32 – 46)	
Familiarise yourself with the SEL timetable, and the resources for term 1.	
Check to see if students have One Plans - goals, adjustments, strengths, perspectives.	
Look through student files - any recent allied health reports.	
Collect book pack from Cathy: Brain Breaks 1 & 2, Walkthrus, PLD, BSEM set & Kilpatrick if required	

Weeks 3 – 4 (Explicit teaching, with continual revision and practice through the year)

Explicit teaching of:	✓
Routines and Procedures	
Entering classrooms • Students line up outside of classroom in alphabetical order • Teacher greets each student in threshold of classroom with appropriate greeting • Students enter class silently	
Exiting classrooms • The teacher will tell students to pack up at the end of the lesson. • Students tidy and clean their workspace. • Students stand behind their workspace silently. • Teacher to let out students in small groups at a time. • Students exit the room in a safe and quiet manner.	
Behaviour removal routine • Teacher to clearly warn student that their X behaviour will/may result in them being removed from the class if it continues. • Leadership or teacher will use scripted language to remove a student, for example: We need to achieve a positive learning environment, but your X behaviour is preventing that, therefore response Y (removal) must occur to stop the X behaviour, restoring the positive learning environment. • Student to calmly walk out of the room to buddy class or removal space.	
Behaviour re-entry routine • Student will walk into the classroom and complete any restorative task deemed necessary. • Teacher to welcome and support the student in rejoining the class. • Student to take any missed work home for completion.	
Time Out Rules • Teachers send student/s to time out room (Activity Room) during eating time • Students line up outside Activity Room (COLA side) • Staff member will tell student where to sit • Student will be silent for the whole time • Student will complete an activity or complete a period of reflection	
Transitioning to different areas of the school • Students to move single or double file, safely and quietly	
Circle time. • To be explicitly taught and then participated in daily. If you have high level lateness, you may wish to run Circle Time later in the morning e.g., before or after recess	
Transition from mat to table	
Asking permission to move around room	
Classroom behavior processes • Classroom Expectation posters, including lesson plans to be explicitly taught and continuously revisited • Student Behaviour Management Process flow chart	

Lining up end of recess and lunch (Cola) • Lining up in a single or double line, safely and quietly • Teachers will be at the designated area to meet their class when the bell signals the end of break time	
Use of classroom regulation space • Set and explicitly teach the expectations around how the space will be used	
Whole School Expectations	
School uniform requirements	
Mobile phone policy	
Library use and behaviour	
Working with Relief Teachers	
Yard expectations – areas of play, out of bounds areas, eating areas • Yard Expectation posters to be revisited on a regular basis	
Canteen use and behaviour	
Interoception	
Interoception and its importance	
Use of the Interoception room • Teachers must complete a referral slip prior to the student leaving for the Interoception Room	
Five-point scales • Individual 5-point scales • The Voice Level Scale • The Touching and Talking Scale	
Anti-Bullying and Harassment	
Student knows what bullying/incident/bystanders are	
Students know what to do and who to tell if they are being bullied	
Students can identify processes and strategies to manage problems in the classroom and yard and is familiar with the restorative conference process.	