

WHOLE SCHOOL APPROACH TO DISCIPLINE



Underpinned by strong, respectful relationships founded in unconditional positive regard

Teacher Commitment: ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT

Establishing expectations: Clearly articulate and demonstrate the boundaries of pro-social behaviour	Giving instructions: Give clear directions about what students are to do	Waiting and scanning: Wait and look at students for 5–10 seconds after instructions are given	Cueing with parallel acknowledgment: Acknowledge students' on-task behaviour with the intention of encouraging others to copy	Body language encouraging: Intentionally use proximity, gestures and facial expressions to encourage students to REACH
Descriptive encouraging: Encourage students to become more aware of their competence by describing exactly what we see or hear from them, to encourage this behaviour	Selective attending: Deliberately give minimal attention to safe, off-task or inappropriate behaviour	Redirecting to the learning: Respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning: verbal or non-verbal	Giving a choice: Respectfully provide the student, who is disrupting others, with the available choices and their logical consequences	Following through: Planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment

SETTING STUDENTS UP FOR SUCCESS:

R: Respectful: Through our words, attitudes and actions, we respect: Self, Others, Property, The Environment.

E: Empowered: Empowered students are ready to learn, Have a Go, Push Through the Pit, Feedback and Grow.

A: Accepting:

- Accept yourself: dare to be different, dare to be unique.
- Accept others: diversity enriches our world.

C: Collaborative: We work with others to succeed.

H: Honourable: We have the courage to do the right thing and we have the courage to encourage.

SUPPORTED BY:

- Pedagogical Approaches: Visible, Experiential, Collaborative
- Differentiated teaching and learning
- Transitional and flexible learning spaces
- Visual Timetable in each classroom
- Rocky's Routines—explicitly taught
- REACH targeted acknowledgement—free and frequent
- Weekly Social Emotional Lessons (SEL) with a REACH focus
- Clear and consistent whole school processes
- Relentless use of our school metalanguage
- Consistent signage throughout the school
- Classroom Behaviour Walls
- First Five: Roll and Rocky's Reminder each morning
- Consistent Communication with the school community: Parades, Newsletters, Social Media
- Buddy Benches across play areas
- Zones of Regulation including on entry Zones Check In with students
- Essential Skills for Classroom Management by all staff members
- Active supervision—walk around, look around, talk around

REWARDED BY:

- REACH targeted praise/ recognition—free and frequent
- Rocky's Rockstar Rock Jar:
 - Classroom Rewards
 - Administration Celebration
 - Administration Rewards

LEARNING AREAS

ROCKY'S BIG ROCKS: When we are not REACHing...

Room Zoom Student moves to a new spot in the learning area	My 3 to Support Me Student self regulates with a supportive peer: <ul style="list-style-type: none"> Proximity: sitting with Asking for help Working with 	Movement Break Teacher leads movement breaks based on whether students require calming or activating	Rock It Student feels they need to connect with the teacher. They put their name on Rocky's ROCK IT Cave so the teacher knows they need to connect at the next possible opportunity during learning
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ROCKY'S REBOOT: In the Learning Area

Rocky Retreats... to the reboot space <ul style="list-style-type: none"> Move to the green beanbag 	Rocky Resets... using our strategies <ul style="list-style-type: none"> Set the timer: 5 minutes Use your strategies <ul style="list-style-type: none"> Breathing lanyard Breathing patterns: Six sides and figure of eight Finger challenges (Thumb to finger and hand tracing) 	Rocky Returns... to the learning <ul style="list-style-type: none"> Reconnect with the adult Return to the learning, ready to REACH
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ROCKY'S REFRESH: Out of the learning area (have a break from the area)

Drink Break Walk Leave the room to get a drink and fresh air <i>Return and Re-Connect</i>	Toilet Break Walk Leave the room to go to the toilet and get fresh air <i>Return and Re-Connect</i>	Responsibility Walk Leave the room to do a job/ run an errand and get fresh air <i>Return and Re-Connect</i>	REFRESH ROUTINE Complete a set of physical challenges that are marked outside the classroom <i>Return and Re-Connect</i>
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REFLECT: Administration

Walk and Reflect with an Administration member <ul style="list-style-type: none"> How are you feeling? What ZONE are you in? What were you doing that doesn't meet expectations? What did that look like/ sound like? How did it make others feel? What do you need to do now? What do you need to be able to turn this around? Why is it important to turn this around? 	Could include: <ul style="list-style-type: none"> Relationship connection with home Turn around conversation with home Space for quiet calm down time 	Return to the learning area	Re-Connect, Rebuild and Restore <ul style="list-style-type: none"> Low level repeated behaviours: A reconnect conversation with the adult High level behaviours: A restorative conversation with the adult
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REFER

Administration REACH conversation with student by administration team representative.	Parent Conversation Administration informs parent. Requests a REACH conversation at home to support child to REACH.	Parent and Child conversation: Administration facilitates telephone conversation between parent and student to support student to turn their behaviour around and REACH.	Could include: <ul style="list-style-type: none"> Request for parent support on school grounds Consequence—time out, missed play, suspension
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REVIEW

Teacher telephone call For repeated patterns of behaviour that do not meet our REACH Expectations, the teacher will contact the family via telephone	Teacher family meeting If the patterns of behaviour continue, the teacher will request a meeting with a parent to discuss behaviours and strategies to support the student to REACH.	Student support family meeting If the patterns of behaviour continue, a meeting will be requested with a parent/s with administration team representative present to discuss behaviours and strategies to support the student to REACH	Outcomes of meeting could include: <ul style="list-style-type: none"> Playground Support Plan Behaviour Support Plan Individual Support Plan Risk Management Plan Referral to support services
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REVISE

Ongoing Case Management led by administration team representative with regular review intervals.	Regular Student Support Family Meetings to review progress and adapt plans to set student up to REACH.
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PLAY AND EATING AREAS

ROCKY'S REBOOT: In the play or eating area

Rocky Retreats... to the reboot space <ul style="list-style-type: none"> Move to the green reboot space 	Rocky Resets... using our strategies <ul style="list-style-type: none"> Set the timer: 2 minutes Use your strategies <ul style="list-style-type: none"> Breathing patterns Finger challenges 	Rocky Returns... to the area <ul style="list-style-type: none"> Reconnect with the adult Return to the area, ready to REACH
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ROCKY'S REFRESH ROUTINE:

Move to ROCKY'S REFRESH Sign and complete routine

TMTO: TWO MINUTE TIME OUT OF PLAY:

Two minute time out of play seated at direction of adult

RELINQUISH:

Student trusted to move out of the current play area when asked by an adult

Asked to move to an alternative play area by adult	Adult informs via Walkie Talkie student is on RELINQUISH and moving to area
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REFER: To administration for action

Record Refer Form on One School and Refer to DP and P.

Could look like:

- Direct administration support in area
- Telephone contact with family
- Turn around telephone contact with family
- Request for family support at school
- Consequence eg. Time out next play time, play area allocation
- Support plan eg. Playground area plan for break times
- Next step conversation with family

ROCKY'S ROUTINES

Consistent whole school routines which are part of every school day

Attention Grabber: Castanet Clicks

Entering a Space/ Room

Rocky's Rows: Lining Up and Transitioning

Morning Arrival

End of Day

Zones Check In

Play Time (Exiting & Playing)

Eating Time

Discovery Centre Visit

Parade Time