

How parents can support the school

Everyone in a school community has a role to play in helping children become independent, mature, socially competent, emotionally intelligent and successful human beings. School is not the only place where children learn, children still do most of their “learning for life” outside school. In fact, most of their character shaping comes from family influences.

The 5 “Concepts to Live Your Life By” can be applied to everything in life. Talk about these with your children and use the language when real life situations arise. Other suggestions for parents include:

- Teach positive social/emotional behaviour
- Teach children to code-switch e.g. talk about behaviours/etiquette when at home, at a restaurant, playing golf, at the movies etc.
- Hold your children accountable for their behaviour. Encourage and promote self-reflection. Encourage restitution when they misbehave.
- Talk about ‘weak’ and ‘strong’ decision making when your child misbehaves.
- Avoid reliance on rewards to create compliance of known rules.
- Model positive behaviours.

The Play Is The Way ® website provides additional information that may be useful to parents. www.playistheway.com.au



*Research shows that extrinsic motivators such as stickers and stamps elicit only temporary compliance and do not result in sustained changes in behaviour.

The school give awards for competitions such as ribbons at athletics carnivals and prizes at talent shows because they are clearly linked to achievement. End of year class awards are also clearly linked to achievement and are not used to manipulate behaviour.



Positive Behaviour Education at Madeley Primary School

Madeley Primary School seeks to assist students in becoming self-motivated, life-long learners who display resilience, courage and treat others with respect at all times.

Positive social/emotional behaviour is important for personal and social success. Positive behaviour that stems from intrinsic motivation is of greater benefit to an individual because it is likely to be repeated without a need for reward or a fear of punishment. Madeley Primary School will provide all students with the opportunity to learn and model positive behaviour that is intrinsically motivated.

What we believe

- Positive social/emotional behaviour can be taught.
- Social/emotional behaviour should be taught as part of the day to day curriculum.
- Rewards and punishments do not develop intrinsically motivated, positive social/emotional behaviour.
- Students need to receive explicit instruction on the behaviours that are expected.
- The best environment in which to learn expected behaviours is one in which these behaviours are modelled and upheld at both a whole school and classroom level.
- Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful.

What we promote

- The school promotes the Play is the Way ® (PITW) program. PITW provides a practical methodology for teaching social and emotional learning. Games are used as the stimulus for teaching and developing social/emotional understanding and skills. www.playistheway.com.au
- The school provides explicit instruction around 5 key concepts
 1. Treat others as you would like them to treat you
 2. Be brave – participate to progress
 3. Pursue your personal best no matter who you work with
 4. Have reasons for the things you say and do
 5. It takes great strength to be sensible

What we do

- Give students specific feedback about their behaviour (positive and negative).
- We teach students to develop personal and group goals for improvement
- We teach students to 'code-switch' which means to apply known and accepted behaviours to a specific context e.g. behaviours for sitting on the mat, behaviours for independent work, behaviours for playing in the playground etc.
- When approaching negative behaviour we use language that empowers students to reflect rather than react with a focus on restoring relationships. A common language is used across the school:
 - Was that the right thing or wrong thing to do?
 - How has your behaviour affected yourself and others?
 - Did you make a weak decision or a strong decision?
 - Was your thinking or your feelings in charge?
 - Are you going to be your own boss or do you need me to be the boss of you?
 - Are you running away from the problem or dealing with it?
 - Am I trying to hurt you or help you?
- A three step Reflection-Repair-Restitution (3R) process is used which may be either verbal or written (depending on the complexity and severity of the behaviour). The process helps students identify the problem behaviour, repair broken relationships and return to the school community feeling supported and accepted.

What we don't do

- Provide extrinsic motivators for demonstrating expected behaviours e.g. we don't give stickers or certificates in an attempt to manipulate student behaviour.*
- Punish students for negative behaviour. The 3R process provides opportunities for students to make restitution.

Treat Others As You Would Like Them To Treat You

This is the '**Golden Rule**'. If someone is unlike you, seek to understand them.

Be Brave – Participate To Progress

School is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are, the more you learn.

Pursue Your Personal Best No Matter Who You Work With

We don't come to school to be better than others. We come to school to better ourselves by being able to work with others.

Have Reasons For The Things You Say And Do

If you don't know why you are doing something then don't do it because it is most likely wrong.

It Takes Great Strength To Be Sensible

We do the right thing because it's the best thing to do.