

# Cranbourne Park PS Wellbeing & Inclusion Process



## Reinforce

By positively reinforcing desired behaviour, we **prevent** many disruptive behaviours. Teachers acknowledge and reinforce behaviour that demonstrates our school's values.

## Remind

If a student's behaviour causes disruption to their own or their peers' learning, our first step is to **remind** them of the expected behaviour. Teachers make specific reference to the school values. For example, "We show respect for technology by sitting down while we are using devices."

## Redirect

If a student has been reminded and the behaviour continues, we then **redirect**. We can redirect verbally or using gestures. For example, Making eye contact with the student and nodding toward their learning activity.

## Reset

**Reset** is an opportunity to support the student to regulate their emotions and get back to a state of readiness for learning. This is **not** a negative consequence for behaviour. Reset activities could include; supporting the student to access a calming space in the classroom, asking them to take an item to another teacher, offering a drink break with a partner. If a student has had multiple unsuccessful reset opportunities, they may need time out of the class with the support of leadership.

## Restore

This step focuses on **restoring** the relationship between the teacher and student. We take deliberate steps to acknowledge the student's efforts to regulate and welcome them back into the learning activity. Part of **restore** is strengthening the teacher-student relationship and reassuring the student that they are valued members of the class.