



# RULE OF 5



Linking home, school and communities



**SAFE**  
**SENSIBLE**  
**HAVE A GO**  
**KEEP <sup>the</sup> SPACE**  
**RESPECT**

You can use our school rules at home to encourage positive behaviour

## Language - what words to use

Use **THANKS** instead of please - please sounds like you are pleading.  
**STATE** the behaviour you want, not what you don't want.

'We walk inside the house thanks!'  
**NOT**

'Stop running in the house please!'

And remember it's important to model the appropriate behaviours you want to see.

## Acknowledge positive behaviour

When giving praise **DESCRIBE** the behaviour not just 'good boy/girl'.  
Give most attention to the **POSITIVE** behaviour to encourage it.  
Give **SMALL** rewards - a smile, thumbs up, a game, etc.



# RULE OF 5



## Key aspects of this rule SAFE

### REDIRECT

ANY DANGER - say 'STOP' with hand signal in a strong loud voice.

'Are you being safe?'

'Show me the safe way to do it. Thanks!'

'We walk at the pool ... it keeps us safe.'

'Hat on ... it keeps us safe from the sun.'

Thanks for that.'

### TONE OF VOICE

A loud forceful voice is only used when there is danger.

Your voice should be controlled and not threatening.

A high pitched friendly voice for praise.



### EMOTION

Focus on showing self control and manage your own emotional outbursts

### MODEL

Show and explain when you are being safe.

'This is the safe way to have a saucepan on the stove'.

'Waiting for the green man is the safe way to cross the street'.

### POSITIVE WORDS

Praise is related to the appropriate behaviour.

'Great ... you are being safe'.

'That was a really safe way to carry the knife'

'You made a safe choice to walk away from the fight'.



# RULE OF 5



## Key aspects of this rule **SENSIBLE**

### REDIRECT

DANGEROUS silly - 'STOP!' in a loud voice with hand gesture.

'Is that being sensible?'

'Show me how you can sit sensibly together thanks.'

'I can't take you in until you choose to do sensible behaviour.'

'Being sensible means you sit quietly on the train.'

### TONE OF VOICE

The higher and more silly the students voice the more calming and lower the tone of your voice. (exception is DANGER)

Refrain from having your voice match a loud shrill voice.



### EMOTION

Remain controlled and unemotional when dealing with situations. Excitement can be increased with praise.

### MODEL

Help your child distinguish between safe silly and unsafe silly behaviours.

'This is fun but we need to calm down now and not be too silly.'

### POSITIVE WORDS

'Not being silly like the others is a very sensible choice.'

'How sensible are you ... Well done!'

'Thanks for using your sensible voice!'



# RULE OF 5



## Key aspects of this rule **HAVE A GO**

### REDIRECT

'Are you giving it a go?'

'Give it a go now ... thanks'

'Be brave and strong and give it a go!'

### MODEL

Model trying new things/ going to new places.

'I am feeling a bit embarrassed/ scared/ confused/ shy but I will try anyway.'

### TONE OF VOICE

A non-demanding voice for redirections

A higher pitched voice with good eye contact for praise.

### POSITIVE WORDS

'Well done ... you gave it a go!'

'I am proud of you for giving it a go'  
'I know you felt scared but you gave it a go anyway ... good on you!'



### EMOTION

Remain in control (modelling adult behaviour) but always speak honestly about your feelings.



# RULE OF 5



## Key aspects of this rule

# KEEP *the* SPACE

### REDIRECT

'STOP (hand gesture) Keep the space thanks!'

'You need to keep the space thanks!'

'Hands to yourself thanks!'

'We use handshakes or high 5's!'

'Hands down thanks!'

### MODEL

Model the appropriate behaviour yourself.

### TONE OF VOICE

Use a loud demanding voice only when there is DANGER.

Use a low, firm friendly voice when redirecting and a high pitched tone when praising.



### EMOTION

Remain unemotional

### POSITIVE WORDS

Catch them keeping the space and acknowledge often.

'Nice hands!'

'You are keeping the space, well done!'

'Great shaking hands!'



# RULE OF 5



## Key aspects of this rule **RESPECT**

### REDIRECT

'Can you ask me again in a respectful tone of voice'.

'Show me the respectful way to give out the equipment'.

'Is that being respectful?'

'Having eye contact when you say hello is a way of showing respect'.

### TONE OF VOICE

Use a low, firm friendly voice when redirecting and a higher pitched tone when praising.



### EMOTION

Remain controlled and unemotional when dealing with situations. Excitement can be increased with praise.

### MODEL

All interactions with others is watched by students.

Your posture, tone of voice, body language and how you treat others/ handle conflict/ respond to others is being watched. Modelling respectful interactions is important.

### POSITIVE WORDS

'You are showing respect when you shake hands when meeting people'.

'That was a respectful tone of voice'.  
'Tidying your room shows me you respect your property'.