

## Information for teachers

### Rules and directions at school and in the classroom

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Students need to be aware of the rules expected by the class or the subject teacher. These should be discussed, formulated and established at the beginning of the school year by both the teacher and the class working together. Rules are important for safety and the smooth operation of the classroom. Students need to be reminded on a regular basis what these rules are, and if there is a need to review, change or adapt a rule, due to changing circumstances in the classroom. Establishing boundaries helps to create an environment where learning is more likely to occur.

- Class rules should be kept simple and should be written and displayed so all students and teachers can read and see them. If possible, illustrate important rules and display them in a key place in the classroom.
- Keep rules short and to the point and make sure rules can be enforced.
- When compiling rules, be aware of the developmental stage or age of the students. What is acceptable behaviour of a kindergarten class may not be acceptable for a Year 6 class.
- Write rules using positive language.
- If a student breaks a rule, go over with that student what the rule is and why it was written. Make sure the student realises the consequence of breaking the rule a second time and follow through on the consequence if an infringement occurs.
- Many students with learning difficulties have difficulty understanding how to apply some rules and they may need to have expected behaviour demonstrated or modelled.
- Some students with a disability may not always understand what they have done wrong. A student's impulsive behaviour may be thought of as disruptive by a teacher and therefore may be commented upon unnecessarily. Teachers need to ask a student

why he or she has acted in a particular way and then explain to the student what would be appropriate classroom behaviour.

- Use hand signals or a facial expression to indicate to students that they are displaying inappropriate behaviour. A red or green card that can be turned from one side to the other, indicating if a student is on or off task can be used to indicate inappropriate behaviour without disrupting the flow of the lesson. The use of an orange card to indicate the student is on warning may also be used to bring the student back on task.

Students need to be aware of rules for the following tasks or activities:

- Where are they supposed to sit? Are seats assigned or may they sit next to a friend?
- Where are they expected to keep personal belongings and when will they be able to access these belongings?
- What equipment are they allowed to keep on their desk or table top? Does this equipment change with different lessons? In maths lessons are they required to have geometric instruments on the table?
- What behaviour is expected when they leave the class? Are chairs supposed to be tucked in behind a desk? Are computers supposed to be shut down or should they just log off?
- How and when are they expected to hand in class or homework? Is this collected at the beginning of the lesson or just when the teacher asks for it?
- Are they allowed to leave the classroom to go to the toilet or have a drink of water? What are the rules for requesting such a leave of absence?
- If a visitor comes into the room, are students expected to stand or just go on working until the teacher gives a direction?



- How can a student ask for assistance or indicate help is required?
- What is the expected procedure for asking and responding to questions in class?
- Who takes lunch orders to the tuck shop and who is responsible for collecting lunch orders prior to lunchtime?
- Where are musical instruments and sports bags kept?
- What are the rules when using the playground at recess and lunchtime? Where is equipment kept and stored? What happens when the bell is rung. How long do we sit to eat our lunch before being allowed to play?

### For more Information

If you require further information please contact:

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