

# Positive Behaviour for Learning



Living and Learning in Community

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## **Introduction**

Student Welfare encompasses everything that the school community does to meet the personal and social needs of students and enhance their well-being. It involves holding high expectations of student behaviour and recognising, valuing and developing each student as a total and unique person in the context of society.

An important part of this process is that students learn to become responsible for their own behaviour and that the school actively promotes positive behaviour.



## **Positive Behaviour for Learning**

This program focuses on teaching and supporting positive behaviour for all students. It is a program which supports students' own personal development as well as helping them to understand what is required of them in order to create together a peaceful, productive and harmonious learning community.

### **School-wide expectations**

Our PBL program is based on a school-wide set of expectations which apply across the school in every circumstance and setting.

**We are respectful**

**We are on task**

**We are safe**

From these expectations, a set of rules has been developed for each school setting e.g. in the playground, at bus lines, at park, at sport, in assembly. These rules define our expectations for behaviour in our school. You will see these rules posted throughout the school and your child will be learning and practising them with teacher support during their lessons and break times.

## Teaching the expectations and rules

To keep our students mindful of the rules and thus to keep our school a peaceful place where everyone can learn, we do the following things when teaching:

- We teach and refer to our school-wide expectations frequently in the course of our classroom teaching program
- We provide students with opportunities to succeed by pre-correcting and offering praise first for accomplishing new tasks, following rules and meeting school-wide expectations. Correction only occurs where problem behaviour persists.
- We talk to students with respect using a positive voice tone.
- We actively engage everyone in the class during instruction.
- We use pre-correcting, prompting, positive reinforcement and redirection as we teach.
- We look for the positive first, and provide immediate, frequent, specific and positive feedback.



## **Positive reinforcement and rewards**

We use a dual system of rewards in relation to encouraging positive behaviour in all students.

1. *Positive reinforcement.* Teachers issue 'tickets' to reinforce knowledge and successful practice of rules. These will be frequent and tangible rewards, issued with specific verbal praise, to students who are successfully following the rules. These tickets will be placed into a classroom draw each week. Three winners will be drawn out each week from each class and these students will be able to present their ticket to the canteen for a small reward. Whole school rewards will be used to reinforce positive behaviour.
2. *Personal acknowledgement of consistent positive behaviour and citizenship.* This award is in the form of a small certificate called a 'Gotcha!' (doing good things!) which teachers will issue to acknowledge and show appreciation for exemplary personal behaviour.

These will be collected by the students, put into a personal journal and maintained as a record of the positive behaviours they have demonstrated throughout their year/s at school.

Certificates will be presented at assemblies for:

	<u>Infants</u>		<u>Primary</u>
20 Gotchas	Certificate	25 Gotchas	Certificate
40 Gotchas	Certificate	50 Gotchas	Certificate
60 Gotchas	Certificate	75 Gotchas	Certificate
80 Gotchas	Bronze Certificate	100 Gotchas	Bronze Certificate
100 Gotchas	Silver Certificate	150 Gotchas	Silver Certificate
120 Gotchas	Gold Certificate	200 Gotchas	Gold Certificate
140 Gotchas	Diamond Certificate	250 Gotchas	Diamond Certificate
160 Gotchas	Bar	300 Gotchas	Bar
180 Gotchas	Badge	350 Gotchas	Badge
200 Gotchas	Trophy	400 Gotchas	Trophy

Students continue to add to their gotcha tally as they move from Kindergarten to Year 3.

Students begin again in Year 3 and continue to Year 6.

Our system of recognition of positive behaviours will continue to include our Aussie of the Month, weekly certificates at Assembly, participation in the Red Box draw at assembly, and Kindergarten Student of the Month for individual students; and class points and house points for students' collective endeavours.

## Problem behaviours

Problem behaviours are regarded as learning errors. In the event that a student has demonstrated inappropriate behaviour, teachers will support improvement through re-teaching, pre-correction and corrective feedback where necessary.

Where a student fails to respond to teaching and positive reinforcement or to teacher pre-correction or verbal correction and chooses to continue their problem behaviour, we implement a school-wide system of consequences.





## **Consequences for problem behaviours in the classroom**

Classrooms are places for teaching and learning and any disruption to either process has negative consequences for all students in the class.

In the classroom, persistent disruption of teaching or learning may result in the following:

- Isolation within the classroom to complete work at the direction of the classroom teacher.
- Relocation to a buddy classroom to complete work and a reflection sheet on problem behaviours. Where this occurs, parents will be notified by letter.
- Relocation to the Assistant Principal (AP) to complete work. A conference between the AP and the student to correct persistent problem behaviour.
- Relocation to the administration area when students are unable to work in any classroom. This will result in a notification to parents.



## Consequences for problem behaviours in the playground

- In the playground, disruption of others' play or engaging in unsafe play will result in going to a 'Cross Box' for a short period of time. (These are places in the shade where students can sit undisturbed to reflect on their behaviour or, in the event of a conflict they are unable to resolve peacefully, to 'cool off'.)
- Students who engage in bullying, in disrespectful language to staff, students or community who refuse to follow staff instructions, or whose behaviour renders another child unsafe or hurt will be removed to the reflection room to complete one or more sessions of 30 minutes duration under the supervision of executive staff.
- Any serious incident will be dealt with by the principal, or relieving principal, in accordance with Department of Education guidelines and policies.



## Student Leaders

As part of the induction for school captains and prefects, a pledge is taken to; *“be truthful, obedient, well-mannered and kind; to wear my school uniform and badge with pride; and to respect my teachers and fellow mates. I also promise to help others willingly and cheerfully; and to perform my duties and represent my school in the best way I can.”*

All students leaders are expected to uphold this pledge and maintain safe, respectful and on-task behaviour.

If a school leader shows by their behaviour that they are not upholding this pledge and they receive a blue-slip, the following steps are taken:

1. When they receive the first blue slip, they are given an official warning that they are in danger of losing their badge and a letter will be sent home to inform parents/caregivers.
2. If they receive a second blue slip, their badge will be removed for a period set by the principal, according to the severity of the incident. A letter will be sent home to inform parents/caregivers and to invite them to a meeting with the principal.
3. If they receive a third blue slip, their badge will be permanently removed. Parents/caregivers will be notified by the principal.

## **Recording and reporting to parents**

Our school uses a form of recording of student information called a 'Support Planner.' This allows staff to record observations of student behaviour and to plan appropriate support and intervention where a student's pattern of behaviour becomes of concern.

Observations of concern are recorded onto the Support Planner. Information is provided to all staff about the children in their home rooms on a weekly basis. This will allow home class teachers to provide support through conferencing, pre-correction and re-teaching to children in their home class who are having difficulties in staying on task, being respectful or keeping themselves and others safe. Parents will be kept informed of staff concerns by means of letters, phone calls or meetings with staff.

The occurrence of three or more incidents in two weeks for any child will result in a letter home to advise parents that staff are concerned about a developing pattern of problem behaviour.



## **PBL Team**

A team of staff members monitors student incidents on a weekly basis using the information recorded on the Support Planner. When a child's pattern of inappropriate behaviour is becoming a concern, the team will provide information and if necessary, additional support, to the child and the teacher to attempt to re-direct the child. Where the recorded information suggests that there is a need to revisit the rules for particular settings or devise a teaching program for a new issue, the PBL team will take responsibility for responding to student-centred, group-based or whole school based issues.



## Sample lesson outline

High Five Hand	
I am:	This is what it looks like: I
Respectful	<ul style="list-style-type: none"><li>• Use a calm voice and appropriate language when I talk firmly.</li><li>• Keep my body and possessions to myself.</li><li>• Treat others the way I may want to be treated.</li></ul>
On task	<ul style="list-style-type: none"><li>• Attempt to solve the issue myself without escalating the problem.</li><li>• Mind my own business when the issue does not involve me.</li><li>• Am in the right place at the right time.</li><li>• Want to solve the problem.</li><li>• Allow the other students to have a say.</li><li>• Move away if asked.</li></ul>
Safe	<ul style="list-style-type: none"><li>• Keep myself (my voice and actions) calm.</li><li>• Follow the High Five Hand steps and ask for help from an adult at the appropriate time.</li></ul>

Our five steps in saying

# YES

5 Report

4 Walk Away

3 Ignore

2 Talk Firmly

1

Cowra  
Public School  
"High Five Hand"

to  
appropriate talk

The Team:

You

Your Child

The Teacher

