Positive Behaviour for Learning Handbook

I am safe

I am kind

I am a learner
Our Mission
Our Positive Behaviour for Learning Mascots
Our School Values
What is Positive Behaviour for Learning?
Positive Behaviour for Learning Practices
Positive Behaviour Expectations
Classroom Expectations
Classroom Behaviour Continuum
Classroom Behaviour Management
Class Behaviour Continuum – Teacher Prompts
Yard major and minor behaviours
Behaviour Reflection
Positive Acknowledgement system
Data Collection
The school’s mission is to provide students with a strong sense of personal identity, responsibility and positive self-esteem within a caring environment. We aim to develop each student’s unique academic potential to the maximum, preparing children for an increasingly complex and changing world. We foster teamwork, co-operative methods of learning, strong peer support and a high level of parental involvement in all facets of school operation.

At Bonbeach Primary School, we firmly believe that learning occurs in a happy, positive and safe environment that caters for individual needs.

We aim to provide a positive and supportive environment enabling students the opportunity to strive for excellence and develop sound academic, social and emotional wellbeing.
OUR POSITIVE BEHAVIOUR FOR LEARNING MASCOTS

Sunny Seagull
I am safe

Kasey Kookaburra
I am kind

Larry Lorikeet
I am a learner
At Bonbeach Primary School, we use the You Can Do It! Program to promote the following five values.

These values align with our expectations of ‘I am safe’, ‘I am kind’, ‘I am a learner’
School wide Positive Behaviour for Learning is a framework that is supported by the Victorian Department of Education based on evidence based practices. At Bonbeach Primary school, we call this Positive Behaviour for Learning, or PBL for short.

The Department has established a central unit to develop a common Victorian approach to SWPBS based on international best practice.

“School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.”

SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance
All SWPBS schools implement eight essential features.

They will:

**Establish a common philosophy and purpose:** Staff and students use a common language to discuss behaviour. School philosophy emphasises the need to teach appropriate behaviour much like academic learning.

**Establish Leadership and school-wide support:** School leaders publicly endorse and support SWPBS. A team at the school leads implementation by creating, reviewing and monitoring an action plan. The work is done in collaboration by the whole staff with input from the school community.

**Clearly define a set of expected behaviours:** The school identifies 3-5 behavioural expectations that apply at all times. Clear, positively stated examples are identified and displayed in different school settings.

**Establish procedures for teaching and practising expected behaviours:** A school-wide plan is developed to ensure behavioural expectations are taught to all students by all staff.

**Implement a continuum of procedures to encourage expected behaviours:** School-wide systems are developed to acknowledge expected behaviour and promote commitment from all members of the school community.

**Develop a continuum of procedures to discourage inappropriate behaviour:** Schools clearly define problem behaviours and identify specific strategies and responses to minor and major behavioural infractions.

**Use procedures for record-keeping, decision making and ongoing monitoring:** Schools review data on repeated behaviour issues, the settings in which they occur, and the consequences most likely to be applied for inappropriate behaviours. They correlate these with other sources of data such as academic progress, and analyse this data to make necessary adjustments to school operations in an effort to reduce inappropriate behaviour.

**Support staff to use effective classroom practices:** Schools establish systems to support staff to adopt evidence-based instructional practices associated with reductions in inappropriate behaviour.
SWPBS uses a tiered intervention framework which invests in:

- primary prevention (tier 1): supports for all students, staff and settings
- secondary prevention (tier 2): additional specialised group systems for students with at-risk behaviour
- tertiary prevention (tier 3): specialised, individualised systems for students with high-risk behaviour, provided in addition to primary and secondary prevention

**Tier 1: Universal Prevention (All)**

Tier 1 supports serve as the foundation for behaviour and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and to prevent future problems.

**Tier 2: Targeted Prevention (Some)**

This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit core programs at the school.

**Tier 3: Intensive, Individualized Prevention (Few)**

Tier 3 supports are the most intensive supports the school offers. These supports are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student’s need and to develop an individualized support plan. Student plans often include goals related to both academics as well as behaviour support.
SWPBS uses a tiered intervention framework which involves:

**All**
- Effective instruction and classroom management
- Classroom setting
- Effective procedures and supervision in non-
- Consistent consequences for problem behaviors.
- Positive reinforcement of all students.
- Expectations
- Explicit teaching of positive behavior for learning

**Some**
- Support
- Classroom and Word Management
- Behavior Management Plans
- Targeted social skills instruction

**Few**
- Intensive intervention.
- Behavior management plan.
- Services.
- Collaboration with student support
- Assessment based.
- Parent collaboration.
At Bonbeach Primary School, we promote Positive Behaviours for Learning (PBL) by introducing, modelling and reinforcing that positive social behaviours are important components of a student’s educational experience.

PBL at Bonbeach Primary School is used to promote and maintain a reliable and controlled approach to behaviour management and is aligned with the School Wide Positive Behaviour Support framework.

The following practices are used at Bonbeach Primary School:

- Positive Behaviour Expectations and agreed Classroom Expectations are displayed in every classroom.
- Positive Behaviour Expectations posters for non-classroom settings are displayed in their relevant areas.
- All staff acknowledge and positively reinforce expected student behaviours from the behaviour matrix across all levels.
- Positive behaviours are explicitly taught, modelled and practised with students and reinforced throughout the year.
- Whole school acknowledgement token system to reinforce expected behaviours.
- Behaviour Response Continuum utilised to discourage minor inappropriate behaviour whilst promoting the learning of appropriate replacement behaviours.
- Collect data on yard and classroom behaviours which is analysed by the PBL team regularly.
- Collected data is used to inform appropriate intervention.
- Consistent and predictable whole school approach to managing concerning behaviours.
- Teachers strive to use a ratio of 5:1 in the classroom – 5 positives to 1 negative when providing feedback on student behaviour.
Our non-classroom settings expectations are based on several months of data collection and feedback from staff, students and parents. The matrix of expected behaviours is displayed in every classroom and individual posters for each area are displayed in their relevant areas.
Positive Behaviour Expectations

Always

I am safe
- help look after others
- help keep buildings clean
- follow expected positive behaviour
- respect others' space
- obey adults and teachers
- keep my room tidy
- stay in my yard
- play safely
- use the playground
- only play with a partner
- play with supervision
- be on time
- be respectful to others and the property of others
- respect other people's privacy
- keep my hand and feet to myself
- always speak in a calm voice
- use my words to solve problems
- do not push or hit others
- do not shout or yell
- keep the yard tidy
- use adult supervision

I am a learner
- keep my hands and feet to myself
- do not shout or yell
- use my words to solve problems
- do not push or hit others
- keep the yard tidy
- use adult supervision

I am kind
- report any problems or silly behaviour to a teacher
- keep my hands and feet to myself
- do not shout or yell
- use my words to solve problems
- do not push or hit others
- keep the yard tidy
- use adult supervision

Positive Behaviour Expectations

Toilets

I am safe
- go with a partner
- flush the toilet and wash my hands
- understand that toilets are not play areas
- keep the yard tidy
- use adult supervision
- only use toilets when going to the toilet

I am a learner
- keep the yard tidy
- only use toilets when going to the toilet
- keep the yard tidy
- use adult supervision
- only use toilets when going to the toilet

I am kind
- use an appropriate amount of toilet paper and water
- put rubbish in the bin
- respect others' privacy

Positive Behaviour Expectations

Asian Garden

I am safe
- use the playground safely
- do not run or shout in the yard
- keep the yard tidy
- do not leave the yard
- only use toilets when going to the toilet
- keep the yard tidy
- use adult supervision

I am a learner
- keep the yard tidy
- only use toilets when going to the toilet
- keep the yard tidy
- use adult supervision
- only use toilets when going to the toilet

I am kind
- respect others
- do not push or hit others

Positive Behaviour Expectations

Corridors/Breezeway

I am safe
- keep the doorways, stairs, and ramp clear
- keep the yard tidy
- only use toilets when going to the toilet
- keep the yard tidy
- use adult supervision
- only use toilets when going to the toilet

I am a learner
- play away from doorways
- more quietly, respecting other choices
- keep the yard tidy
- only use toilets when going to the toilet
- keep the yard tidy
- use adult supervision
- only use toilets when going to the toilet

I am kind
- respect others
- do not push or hit others
- keep the yard tidy
- only use toilets when going to the toilet
- keep the yard tidy
- respect others
At the beginning of each school year, students and teachers in each class will collaborate to develop their class expectations. This occurs in specialist classes also. Expectations are then displayed in the learning area and revised regularly throughout the year.
A consistent process for responding to behaviour in the classroom is used throughout the school. A student friendly continuum is displayed in every learning area.
At times, particular behaviours may warrant more immediate consequences. Teachers use the Classroom management chart as a guide along with teacher discretion depending on the circumstances.
To ensure consistency of approach when addressing behaviour. The following flow chart is used by staff.

**Step 1 – Non-verbal Prompt**
Action examples:
1. Stand near student.
2. Point to task at hand.
3. Eye contact.

**Step 2 – Ready to learn**
Action examples:
1. “Can you tell me where you are at with this task. How can I help you?”
2. “What do you need from me to be successful?”

**Step 3 – Re-direct/Re-teach Expectation**
Actions:
1. Remind firmly and calmly desired behavioural expectation. Eg. “At Bonbeach Primary we are respectful learners so we stay on task and allow others to learn around us.”
2. Ask the student to re-state behaviour expectation.
3. Offer the student a choice. The choice is straightforward – either stop the unacceptable behaviour or accept an unpleasant and undesired consequence. Eg “Lucy, you have a choice, stop distracting Jane from her learning or you will be seated elsewhere to complete the task.”

**Step 4 – Relocation in the classroom**
Actions:
1. Ask student to relocate to a specified area in the classroom to continue task. Remind the student that the work is not going away, and that each minute they are off task, this time will be made up at recess/lunch.
2. If student complies give immediate positive feedback. To reinforce effort (at least 5min on task), ask student if they would like to move back to their seat to complete the task.
3. If necessary, class teacher to have restorative conference to discuss the behavioural issue with them, remind student again of expected behaviour.
4. Recorded on Compass.

**Step 5 – Time out, 15 minute time out in another classroom**
Actions:
1. Students are sent to another classroom for 15 minutes to continue task. After 15 minutes they return to their classroom and resume their work.
2. At the end of the session, class teacher to have restorative conference to discuss the behavioural issue with them, remind student again of expected behaviour.
3. Student completes reflection sheet at home to be signed by parent. If not completed after 2 days, student completes reflection sheet at lunch (supervised by First Aider at the office).
4. Parent contacted.
5. Recorded on Compass = automatic parent notification.

**Step 6 – student sent to AP or Principal**
Actions:
1. Accompany (if possible) or send student with escort to the office.
2. Ring through to Principal or Assistant Principal to outline behaviour.
3. Parent contacted.
4. Recorded on Compass = automatic parent notification.
5. Consequence determined by Principal.
The following flowchart is used by staff to address behaviour in the yard.
At times, a student may be required to complete a reflection sheet to reflect on their behaviour. A separate reflection sheet is used for Junior and Senior students.

**Junior Reflection Sheet**

Name __________________ Grade __________

What happened? What did YOU choose to do?

I felt.....

Angry  Worried  Shocked  Sad  Embarrassed

What rule or rules did you break?

**Senior Reflection Sheet**

Name __________________ Grade __________ Date __________

Sheet given by: ________________ Parent signature: ________________

What happened?

How were you feeling when this happened?

Angry  Worried  Shocked  Sad  Embarrassed  Other

What rule or rules did you break?
A whole school positive acknowledgement system is used to reinforce the positive expected behaviours. When a teacher ‘catches’ a student displaying one of our positive expectations or school values, they may give them a token to add to their chart in their classroom. Once a student receive 5 tokens, they are able to choose a prize from the list. When total of 10 tokens have been received, they can choose from the 5 or 10 token prizes and so on. All rewards have been chosen and suggested by students.

### Positive Behaviour for Learning

<table>
<thead>
<tr>
<th>Tokens</th>
<th>5 Tokens</th>
<th>10 Tokens</th>
<th>15 Tokens</th>
<th>20 Tokens</th>
<th>25 Tokens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chalk drawing on the ground at lunch.</td>
<td>Choose music for the class to listen to (15 - 30 minutes).</td>
<td>Choose a whole class game inside or outside.</td>
<td>Be the Assistant Principal’s apprentice (1 session).</td>
<td>Be the Principal’s apprentice (1 session).</td>
</tr>
<tr>
<td></td>
<td>Lolly jar.</td>
<td>Use the teacher’s chair (1 session).</td>
<td>Choose the game during PE.</td>
<td>Free lunch Order.</td>
<td>Casual clothes for the day.</td>
</tr>
<tr>
<td></td>
<td>Free five minute physical activity in the class.</td>
<td>Work in the sensory room (1 session).</td>
<td>Rent the Principal’s chair (1 session).</td>
<td>Free time with no device at lunch.</td>
<td>Free time with a device at lunch.</td>
</tr>
<tr>
<td></td>
<td>Free lolly-pole.</td>
<td>No homework day.</td>
<td>Rent the Principal’s chair (1 session).</td>
<td>No homework for a week.</td>
<td>No homework for a week.</td>
</tr>
<tr>
<td></td>
<td>Free lolly-pole.</td>
<td>Help in a lower class (1 session).</td>
<td>Rent the Principal’s chair (1 session).</td>
<td>Free time with a device at lunch.</td>
<td>Free time with a device at lunch.</td>
</tr>
<tr>
<td></td>
<td>Draw on the classroom whiteboard.</td>
<td>No homework day.</td>
<td>Free time with no device at lunch.</td>
<td>Free lunch Order.</td>
<td>Free time with a device at lunch.</td>
</tr>
<tr>
<td></td>
<td>Two lollies from the teacher’s lolly jar.</td>
<td>No homework day.</td>
<td>No homework day.</td>
<td>Free lunch Order.</td>
<td>Free time with no device at lunch.</td>
</tr>
<tr>
<td></td>
<td>Display a piece of work at the teacher’s desk.</td>
<td>No homework day.</td>
<td>No homework day.</td>
<td>Free lunch Order.</td>
<td>Free time with no device at lunch.</td>
</tr>
</tbody>
</table>

### Positive Behaviour for Learning

#### Confidence
- I am Kind

#### Getting Along
- Use the teacher’s chair (1 session).
- Work in the sensory room (1 session).
- Rent the Principal’s chair (1 session).
- Help in a lower class (1 session).
- No homework day.

#### Organisation
- I am Safe

#### Persistence
- I am a Learner

#### Resilience
- Rent the Principal’s chair (1 session).
- Help in a lower class (1 session).
- No homework day.
- Free lunch Order.
- Free time with a device at lunch.
Data is entered into Compass for particular behaviours or levels of the behaviour continuum.

Data collected includes: the student, area/class where the behaviour occurred, day and time of day, behaviour, consequence.

This data is used to identify any trends in behaviours being displayed, ‘problem areas’ in the yard so that lessons or interventions can be put in place and to identify any students requiring Tier 2 or 3 support.

This data is reviewed regularly by the Positive Behaviour for Learning team.