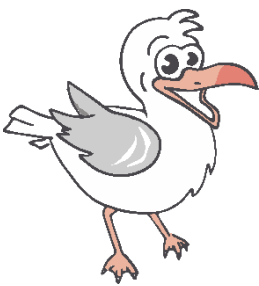




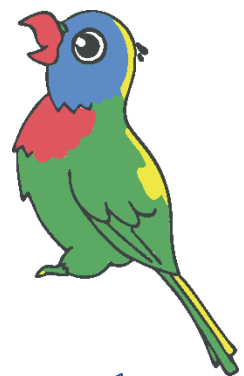
Positive Behaviour for Learning Handbook



I am safe



I am kind



I am a learner

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OUR MISSION

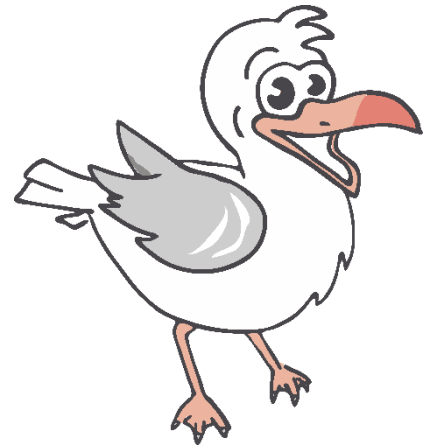
The school's mission is to provide students with a strong sense of personal identity, responsibility and positive self-esteem within a caring environment. We aim to develop each student's unique academic potential to the maximum, preparing children for an increasingly complex and changing world. We foster team work, 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.

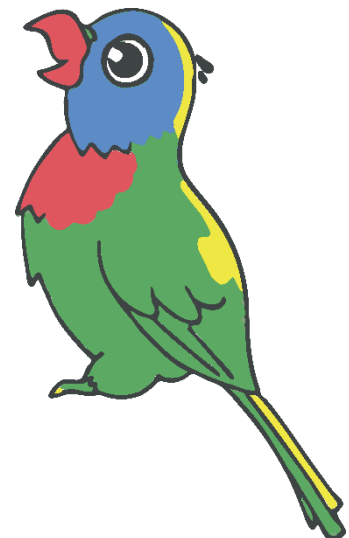
OUR POSITIVE BEHAVIOUR FOR LEARNING MASCOTS

Sunny Seagull
I am safe



Kasey Kookaburra
I am kind

Larry Lorikeet
I am a learner



OUR SCHOOL VALUES

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'

Confidence

Getting Along

Organisation

Resilience

Persistence

WHAT IS POSITIVE BEHAVIOUR FOR LEARNING?

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.

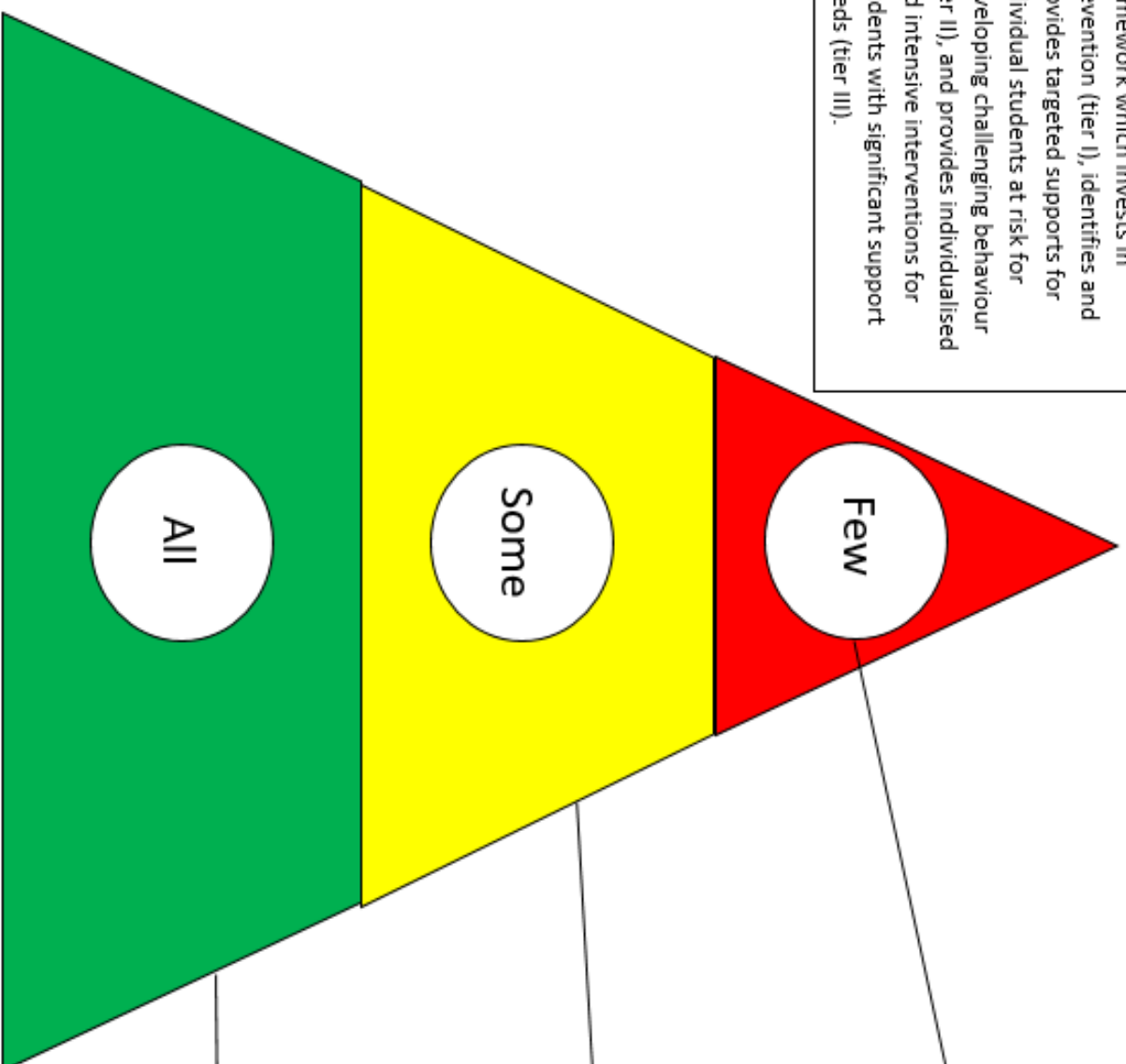
Tier 2: Targeted Prevention (Some)

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 invests in prevention (tier I), identifies and provides targeted supports for individual students at risk for developing challenging behaviour (tier II), and provides individualised and intensive interventions for students with significant support needs (tier III).



- Parent collaboration.
- Assessment based.
- Collaboration with Student Support Services.
- Behaviour management plan.
- Intensive intervention.

- Targeted social skills instruction
- Behaviour management plans
- Classroom and yard management support

- Explicit teaching of Positive Behaviour for Learning expectations
- Positive reinforcement of all students.
- Consistent consequences for problem behaviours.
- Effective procedures and supervision in non-classroom settings.
- Effective instruction and classroom management

POSITIVE BEHAVIOUR FOR LEARNING PRACTICES

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.




POSITIVE BEHAVIOUR EXPECTATIONS

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.

|  | | <h2 style="text-align: center;">Positive Behaviour Expectations</h2> | | | | | |
|--|--|--|--|---|--|---|--|
| | Confidence | Getting along | Organisation | Persistence | Resilience | | |
|  <p>I am safe</p> |  <p>Always</p> |  <p>Play areas</p> |  <p>Asian Garden</p> |  <p>Corridors/ Breezeway</p> |  <p>Car park</p> |  <p>Toilets</p> | |
| <p>I will:</p> <ul style="list-style-type: none"> • lead by example. • report problems to a teacher. • follow expected positive behaviours • be positive when learning new things • give my best effort to achieve my goals • ask questions to help me learn • keep my hands and feet to myself • encourage and support others • use kind words with others • use an inside voice in buildings • always tell the truth • be responsible for my own actions • be mindful of people around me • use my manners • be respectful of my property and the property of others • only climb on the play equipment | <p>I will:</p> <ul style="list-style-type: none"> • be sun smart • be mindful of others when playing • stay in the school grounds • play ball games in the designated areas • ask permission before going into a building at Recess or Lunch time • leave sticks and tanbark on the ground • use the 'Five Finger Solution' to solve problems • use an inside voice • play safely • follow game rules | <p>I will:</p> <ul style="list-style-type: none"> • use garden tools safely • Walk • use the logs for sitting or stepping • leave any sticks, logs or rocks where I found them. • place any found garden tools by the garden shed. • Stay out of the garden beds. | <p>I will:</p> <ul style="list-style-type: none"> • walk • keep the doorways, stairs and ramp clear | <p>I will:</p> <ul style="list-style-type: none"> • walk with my class between the hall and the main building • stop at the zebra crossing when moving between the hall and the main building • I will meet mum/dad at the Kiss & Go Zone | <p>I will:</p> <ul style="list-style-type: none"> • go with a partner • flush the toilet and wash my hands • use toilets appropriately • Understand that toilets are not play areas | | |
| <p>I am a learner</p>  | <p>I will:</p> <ul style="list-style-type: none"> • be responsible for my own actions • be respectful of people around me • use my manners • be respectful of my property and the property of others • only climb on the play equipment • always walk bikes, skates and scooters when inside the school grounds. • stay in school boundaries • respect other's feelings | <p>I will:</p> <ul style="list-style-type: none"> • line up when the music goes • have a plan for what I am going to do at break times | <p>I will:</p> <ul style="list-style-type: none"> • put tools away | <p>I will:</p> <ul style="list-style-type: none"> • play away from doorways • move quietly, respecting other classes | <p>I will:</p> <ul style="list-style-type: none"> • obey road rules and look before I cross the road • stop and wait at the zebra crossing • stop, look, listen, think | <p>I will:</p> <ul style="list-style-type: none"> • report any problems or silly behaviour to a teacher • return to class as soon as possible • keep quiet and consider classrooms nearby | |
| <p>I am kind</p>  | <p>I will:</p> <ul style="list-style-type: none"> • always walk bikes, skates and scooters when inside the school grounds. • stay in school boundaries • respect other's feelings | <p>I will:</p> <ul style="list-style-type: none"> • share play equipment • agree to and follow the rules of games • put rubbish in the bin • play for the fun of it | <p>I will:</p> <ul style="list-style-type: none"> • respect others • share garden tools with others | <p>I will:</p> <ul style="list-style-type: none"> • wait my turn and allow others to pass • always walk to the left • go around the building and not through the Prep area • talk quietly | <p>I will:</p> <ul style="list-style-type: none"> • stay on the left of the path when others are coming towards me | <p>I will:</p> <ul style="list-style-type: none"> • use required amount of toilet paper and water • put my rubbish in the bin • respect other's privacy | |

Always



| | |
|--|---|
| <p>I am safe</p>  | <p>I will:</p> <ul style="list-style-type: none"> • lead by example. • report problems to a teacher. • follow expected positive behaviours. • be positive when learning new things. • give my best effort to achieve my goals. • ask questions to help me learn. |
| <p>I am a learner</p>  | <p>I will:</p> <ul style="list-style-type: none"> • keep my hands and feet to myself. • encourage and support others. • use kind words with others. • use an inside voice in buildings. • always tell the truth. |
| <p>I am kind</p>  | <p>I will:</p> <ul style="list-style-type: none"> • be responsible for my own actions. • be mindful of people around me. • use my manners. • be respectful of my property and the property of others. • only climb on the play equipment. • always walk bikes, skates and scooters when inside the school grounds. • stay in school boundaries. • respect other's feelings. |




Play areas



| | |
|--|---|
| <p>I am safe</p>  | <p>I will:</p> <ul style="list-style-type: none"> • be sun smart. • be mindful of others when playing. • stay in the school grounds. • play ball games in the designated areas. • ask permission before going into a building at Recess or Lunch time. • leave sticks and tanbark on the ground. • use the Five Finger Solution to solve problems. • play safely. • follow game rules. |
| <p>I am a learner</p>  | <p>I will:</p> <ul style="list-style-type: none"> • line up when the music goes. • have a plan for what I am going to do at break times. |
| <p>I am kind</p>  | <p>I will:</p> <ul style="list-style-type: none"> • share play equipment. • agree to and follow the rules of games. • put rubbish in the bin. • play for the fun of it. |




Toilets



| | |
|---|---|
| <p>I am safe</p>  | <p>I will:</p> <ul style="list-style-type: none"> • go with a partner. • flush the toilet and wash my hands. • use toilets appropriately. • Understand that toilets are not play areas. |
| <p>I am a learner</p>  | <p>I will:</p> <ul style="list-style-type: none"> • report any problems or silly behaviour to a teacher. • return to class as soon as possible. • keep quiet and consider classrooms nearby. |
| <p>I am kind</p>  | <p>I will:</p> <ul style="list-style-type: none"> • use an appropriate amount of toilet paper and water. • put my rubbish in the bin. • respect others' privacy. |




Asian Garden



| | |
|---|--|
| <p>I am safe</p>  | <p>I will:</p> <ul style="list-style-type: none"> • use garden tools safely. • walk. • use the logs for sitting or stepping. • leave any sticks, logs or rocks where I found them. • place any found garden tools by the garden shed. • Stay out of the garden beds. |
| <p>I am a learner</p>  | <p>I will:</p> <ul style="list-style-type: none"> • put tools away. |
| <p>I am kind</p>  | <p>I will:</p> <ul style="list-style-type: none"> • respect others. • share garden tools with others. |

Corridors/Breezeway




| | |
|--|--|
| <p>I am safe</p>  | <p>I will:</p> <ul style="list-style-type: none"> • Walk. • keep the doorways, stairs and ramp clear. |
| <p>I am a learner</p>  | <p>I will:</p> <ul style="list-style-type: none"> • play away from doorways. • move quietly, respecting other classes. |
| <p>I am kind</p>  | <p>I will:</p> <ul style="list-style-type: none"> • wait my turn and not push past others. • always walk to the left. • allow adults to go first. • go around the building and not through the Prep area. • talk quietly. |




CLASSROOM EXPECTATIONS

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.

**Positive Behaviour
Expectations**



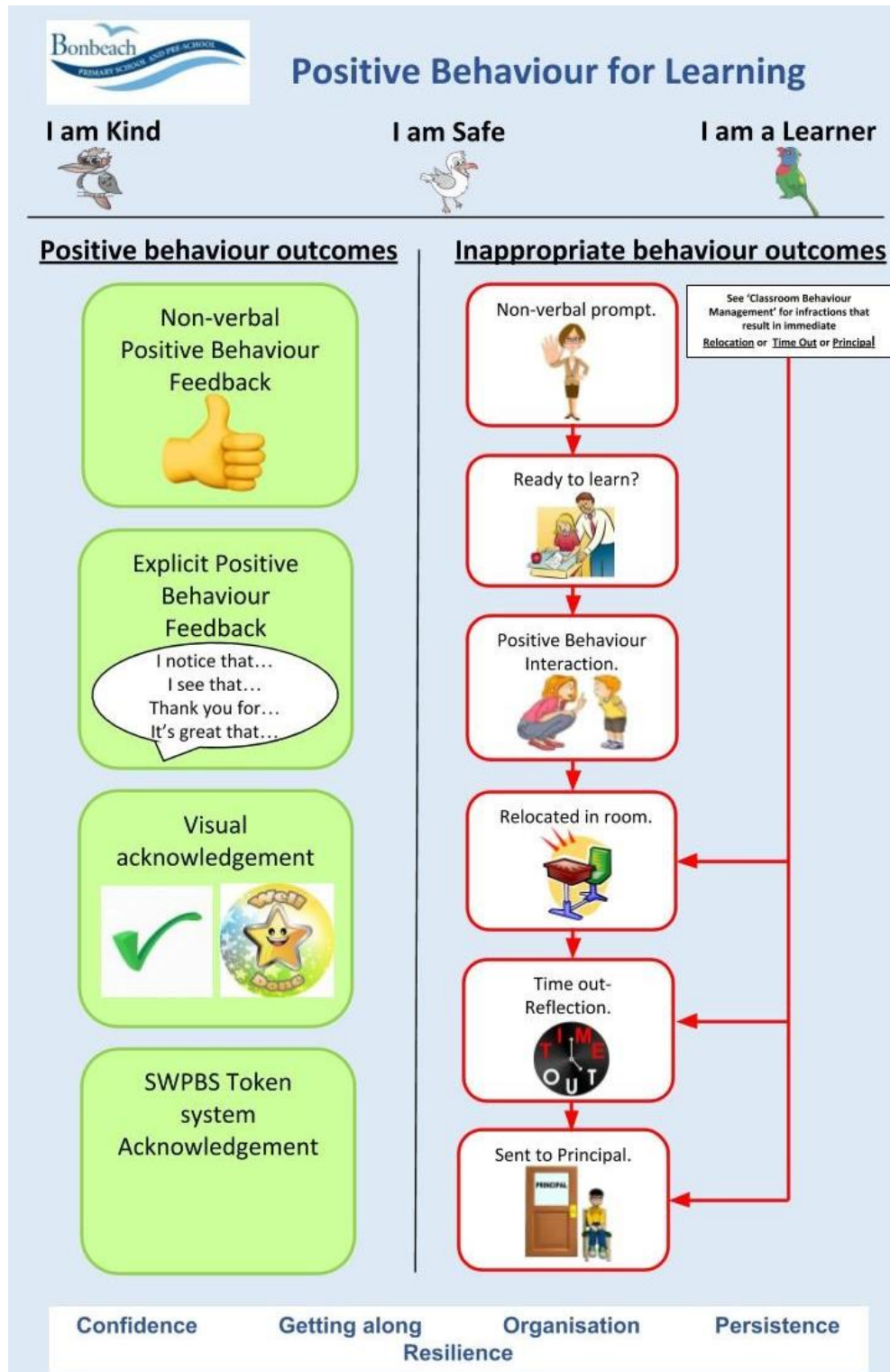
Learning Areas

| | |
|--|---|
| <p>I am kind</p>  | <ul style="list-style-type: none">• |
| <p>I am a safe</p>  | <ul style="list-style-type: none">• |
| <p>I am a learner</p>  | <ul style="list-style-type: none">• |

Confidence Getting along Organisation Confidence Persistence Resilience


CLASSROOM BEHAVIOUR CONTINUUM

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.



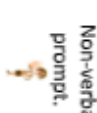





CLASSROOM BEHAVIOUR MANAGEMENT

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.



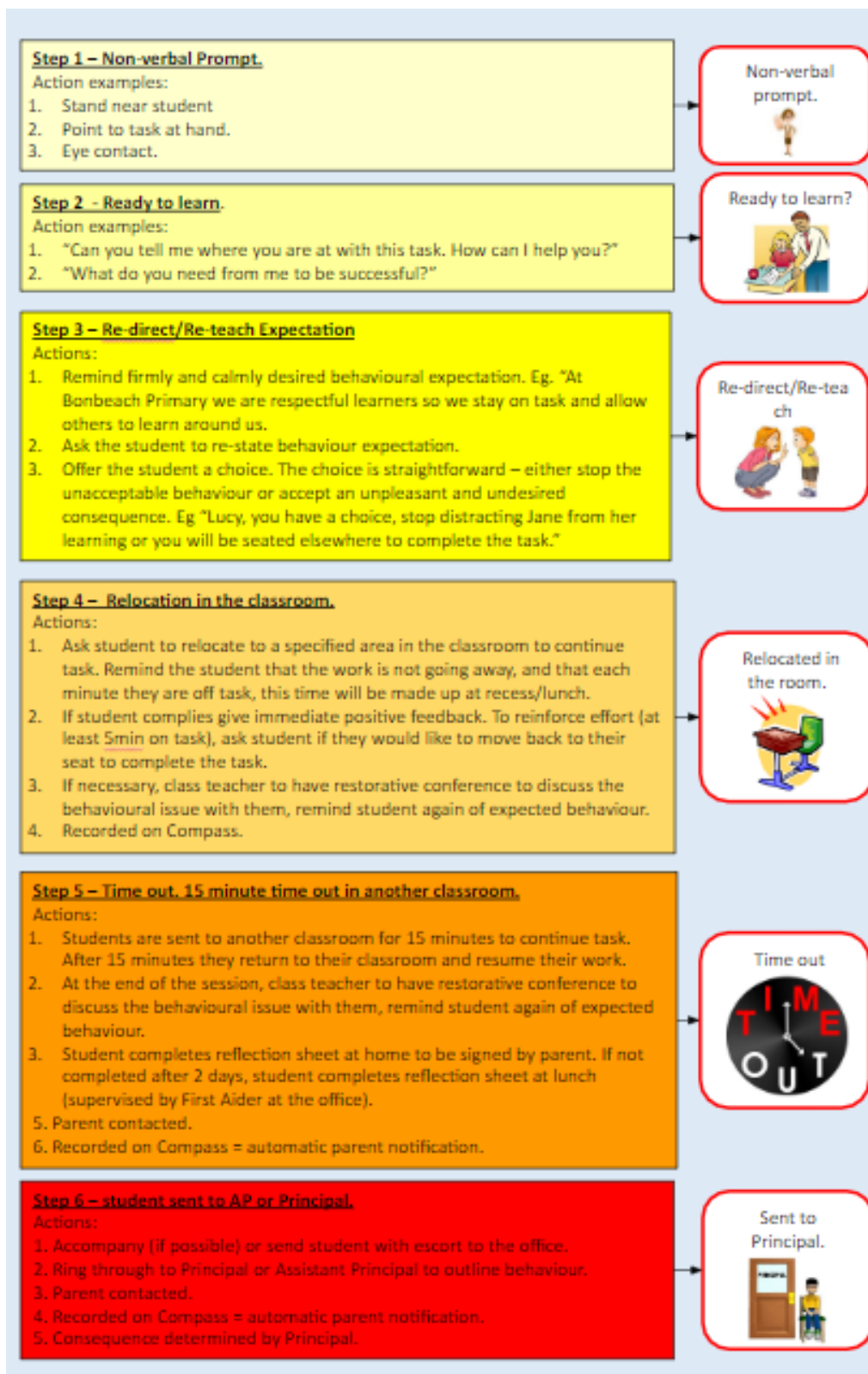
**Positive Behaviour for Learning –
Classroom Behaviour Management**

NB Note!! The below table is a guide. Please use your professional teacher judgement. Consider all variables such as context and the student/s involved.

| | | |
|---|--|---|
| <p>Follow the steps on the behaviour flow chart for low level infractions such as -</p> | <ul style="list-style-type: none"> • Off task • Task avoidance • Distracting others/self • Moving around the room unnecessarily • Disrupting lesson • Talking out of turn | <div style="border: 1px solid red; border-radius: 15px; padding: 5px; text-align: center;">  <p>Non-verbal prompt.</p> </div> <p style="text-align: center;">→</p> <div style="border: 1px solid red; border-radius: 15px; padding: 5px; text-align: center;">  <p>Ready to learn?</p> </div> <p style="text-align: center;">→</p> <div style="border: 1px solid red; border-radius: 15px; padding: 5px; text-align: center;">  <p>Re-direct/Re-teach</p> </div> |
| <p>Immediate relocation in the room – (Recorded on Compass)</p> | <ul style="list-style-type: none"> • Cheating • Throwing items • Running • Name calling/verbal abuse • Pushing/pulling/vouching others • Lack of effort/poor attitude | <div style="border: 1px solid red; border-radius: 15px; padding: 5px; text-align: center;">  <p>Relocated in the room.</p> </div> |
| <p>Immediate Time Out in a 'buddy' room - (Parent contacted, Recorded on Compass = automatic parent notification)</p> | <ul style="list-style-type: none"> • Disrespecting staff (e.g. back chat, mumbling, 'under breath', eye-rolling) • Refusal to action a staff request • Lying to staff • Rude gestures • Spreading rumours • Interfering with others' property • Inappropriate use of ICT • Swearing - not directed at a person • Defacing student work • Deliberately failing to finish a task | <div style="border: 1px solid red; border-radius: 15px; padding: 5px; text-align: center;">  <p>Time out</p> </div> |
| <p>Straight to Leadership – (Parent contacted, Recorded on Compass = automatic parent notification)</p> | <ul style="list-style-type: none"> • Violence • Verbal abuse of staff • Vandalism • Stealing • Forgery • Bullying • Racist/homophobic/disability slurs • Swearing - directed at a person • Harassment • Leaving school grounds | <div style="border: 1px solid red; border-radius: 15px; padding: 5px; text-align: center;">  <p>Sent to Principal.</p> </div> |

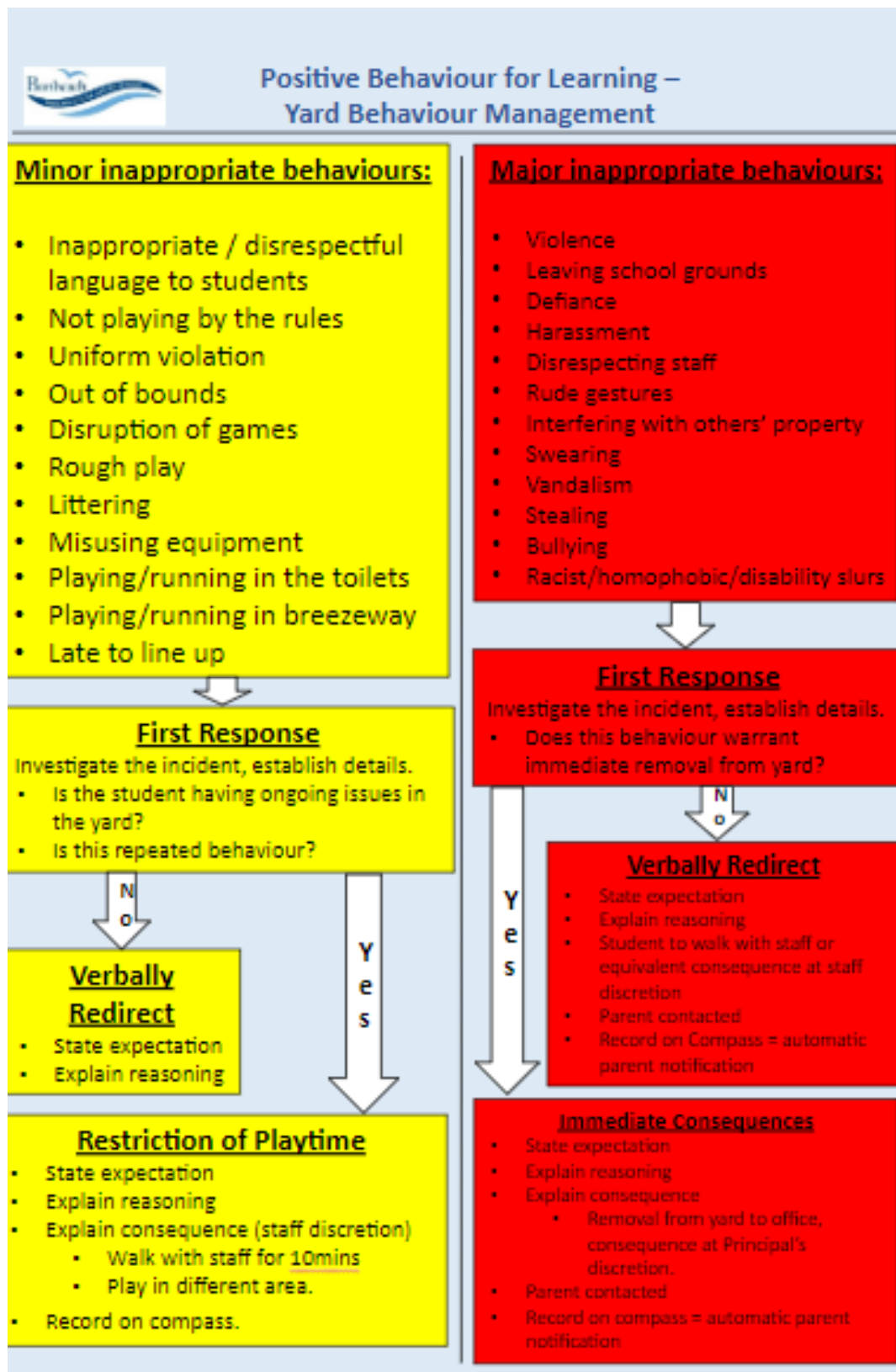
CLASSROOM BEHAVIOUR CONTINUUM – TEACHER PROMPTS

To ensure consistency of approach when addressing behaviour. The following flow chart is used by staff.



YARD MAJOR AND MINOR BEHAVIOURS

The following flowchart is used by staff to address behaviour in the yard.



BEHAVIOUR REFLECTION

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?

Draw who was affected

How did you make them feel?

Angry Worried Shocked Sad Embarrassed Other

Draw yourself making a better choice

What can you do or say to make things right?

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?

Reflection Sheet

What did you do?





Who was affected by this?

What will you do differently next time?

What can you do/say to make things right?

POSITIVE ACKNOWLEDGEMENT SYSTEM

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 REWARDS | | | | |
|---|---|---------------------|--------------------|-------------------|
|  I am Kind | | | | |
| 5 Tokens Chalk drawing on the ground at lunch. Dance to your favourite song in the classroom. Draw on the classroom whiteboard. Free icy pole. Lolly from the teacher's lolly jar. Five minutes physical activity for the class. | 10 Tokens Choose music for the class to listen to (15 - 30 minutes). Display a piece of work at the office. Two lollies from the teacher's lolly jar. Sit at the teacher's desk (1 session). Use the teacher's chair (1 session). | | | |
|  I am Safe | | | | |
| 15 Tokens Choose a whole class game inside or outside. Choose the game during PE. Help in a lower class (1 session). No homework day. Work in the sensory room (1 session – BER students). Free time 0.5 session. Hot chocolate with a friend. | 20 Tokens Be the Assistant Principal's apprentice (1 session). Free time on a device at lunch outside Principal's office. Free time with no device (1 session). Rent the Principal's chair (1 session). Whole class games outside and run it. | | | |
|  I am a Learner | | | | |
| 25 Tokens Be the Principal's apprentice (1 session). Casual clothes for the day. Free Lunch Order. Free time with a device (1 session). No homework for a week. Plan a lesson with your teacher and replace the teacher. Bring your pet to class. | | | | |
| Confidence | Getting along | Organisation | Persistence | Resilience |

DATA COLLECTION

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.

