

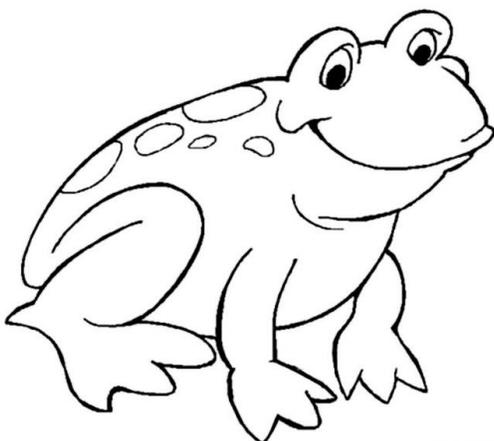
Purnululu Aboriginal Independent Community School

Written Feb 2015

Revised: Apr 2016

Next Review: July 2016

2016 Positive Behaviour Plan



Be a learner

Be Safe

Be a friend

A Guide for Staff

What is a Positive Behaviour Plan?

A Positive Behaviour Plan (PBP) is a set of strategies and systems to help develop a school culture where all members of the community (students, staff, parents/guardians and visitors) feel safe, valued, happy and motivated to learn and give their best.

A good PBP should:

- Have a clearly defined vision and set of behaviour expectations
- Be backed by research-validated practices that are school wide and are clearly communicated and used **CONSISTENTLY** by staff
- An acknowledgement & counselling/consequences system
- Be supported by reliable administrative systems that are updated with relevant information

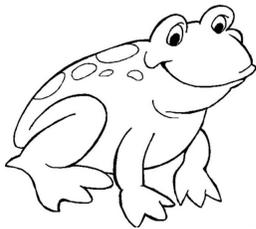
What does a PBP school like?

- Whole school routines for behaviour and learning have been established.
- Teachers know their students and how they learn ensuring lessons are targeted and engaging.
- Positive, organised and safe teaching environments have been established that support learning success.
- Staff serve as models of positive behaviour.
- Staff explicitly teach a whole school program focused on social and emotional wellbeing (one lesson a week with daily 5 minute links is a good starting point).
- Systems are in place for providing **regular** positive feedback – non-verbal, verbal and in the form of rewards.
 - Teachers use a 6:1 ratio when highlighted student behaviour. 6 represents positive behaviour and 1 represents inappropriate behaviour.

PAICS School-Wide Positive Behaviour Guide

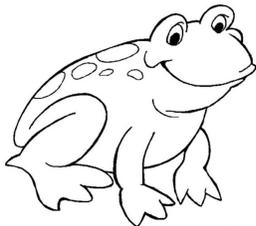
This guide provides the school's vision, behavioural expectations, teacher and staff responsibilities, strategies for acknowledgement and procedures for handling infractions of behavioural expectations.

PAICS' vision is that each of its students will learn lifelong values, understandings and skills such as:



- Respecting themselves, others and property
- Self-regulation
- Protective behaviours
- Leadership

PAICS expects each of its students to:



Be a learner

Be safe

Be a friend

Teacher & Staff Responsibilities

- ✓ Teachers and staff will put the school's vision into everyday practice.
- ✓ Teachers and staff will teach, model and practice each of the behavioural expectations throughout the year.
- ✓ Teachers and staff will REGULARLY and specifically acknowledge student behaviours that meet the school's expectations (Be a learner, be safe, be a friend).
- ✓ Teachers and staff will share information (background knowledge & successful strategies) about particular students or classes.

- ✓ Teachers and staff will implement I–HUM strategies that make sure students are safe and focused on their learning:
 - I – interact with students
 - HU – heads up, always looking around at students
 - M – moving constantly in and around students
- ✓ Teachers and staff will ALWAYS follow through with counselling & consequences for inappropriate behaviour. This should be done in a way that supportive & positive way so that relationships between staff and students continue to build.
- ✓ Teachers will lead a process of intervention for students exhibiting challenging behaviour so that they are adequately supported.
- ✓ Teachers will keep a record of certificates given, individual behaviour support plans and yellow and red cards issued.

Acknowledgment System

The acknowledgement system is a feature of the PAICS PBP. It focuses on acknowledging students who demonstrate expected positive behaviour. This program operates in every classroom and every other area of the school.

Specific verbal feedback

- ✓ When you observe students being a learner, safe or a friend acknowledge them by giving specific positive verbal feedback that incorporates the language of the school rules such as:
 - “That was being a friend when you held the door open for your classmates.”
 - “Fantastic work – you are being a great learner!”
 - “Great to see you walking with that iPad – that’s being safe!”

Certificates

- ✓ In assemblies, students can be awarded either an academic or PATHS certificate to acknowledge consistent meeting or exceeding of expected behaviours. Usually one of each for each class. Each week or fortnight, PATHS has a different whole school focus (being a good friend in the playground for example). The PATHS certificate is awarded to the student who staff deemed was the best role model for this focus across the week.

Newsletter

- ✓ The above students (or others who have produced exceptional work) can be written about in the school newsletter that goes out every 2-3 weeks.

Tokens

- ✓ Students are awarded a token if they arrive at school before 8am. Bus children need to be ready for the bus when it arrives in order to receive a token. 5 consecutive early starts enables students to pick a number of the hundred chart.

At the end of the term, a number is drawn and the winning student will receive a significant prize (students vote for potential prizes at the beginning of the term).

Frog Dollars

- ✓ Teachers can acknowledge students who are exhibiting positive behaviours by giving them specific positive feedback along with a frog dollar. Consistency and moderation are CRUCIAL – it is advised that teachers give no more than 15 frog dollars to **one student per week** and no less than **5 frog dollars to one student per week**. ONLY the principal can take frog dollars away from students. Teachers must use an in class consequence system to deal with inappropriate behaviour (ie 3 crosses = relocation within the room or picking up rubbish at recess).

- ✓ The teacher can offer all sorts of rewards that students can buy with their frog dollars. These might include extra iPad time, sitting in the teacher’s chair or a shopping spree at the Frog Hollow Shop. Students can also choose to bank their dollars. Frog dollars will be recorded each day and rewards can be made available (depending on what they are) each day, week or month.

How should I handle challenging behaviour?

- **Prevention is the key** – have you developed healthy, positive relationships with your students? Do you know relevant information about their background and home life? Do you know how they learn and what their interests and dreams for the future are? Are you modelling and teaching positive behaviours?
- **Focus on the behaviour, not the student** It works against the PBP system to see students as being bad rather than concentrating solely on their behaviour. It can cloud a teacher's judgement. It can damage a student's confidence and self-image. It damages the teacher-student relationship. It can also negatively affect the class and school environment.
- **Stay calm** – we all get stressed. Teaching has many demands. Remember though, that letting students see this stress too often can work against a PBP and negatively affect the relationship you have with your students. Don't see bad behaviour as a personal attack or reflection on you as a teacher. Be kind to yourself and if you don't know how to already, learn to SELF-REGULATE! The system below will also help you 'detach' yourself from the situation – internalize it!

PBP level system of unacceptable behaviour

PAICS will maintain a level system for handling violations of behavioural expectations. Outlined below is the level system along with the instructions for handling such behaviours:

Level 1 behaviours include:

- Inappropriate language (cursing)
- Physical aggression (pushing, shoving)
- Defiance, disrespect, insubordination, non-compliance
- Lying, cheating
- Harassment, teasing, taunting (physical and/or verbal)
- Disruption, excessive talking
- Dress code violation

Step 1: Level 1 behaviours are to be handled by the classroom teacher or staff member witnessing such behaviours. Give the student a clear verbal reminder of the school expectations.

Step 2: If this behaviour persists, the student should be relocated to a time out area WITHIN the classroom or in the playground.

Step 3: If the behaviour persists after the student has been relocated to the classroom time out space, they will need to be sent to a buddy classroom (either with an ACT or a responsible student). A yellow card (checklist explaining behaviour) needs to be completed by the teacher and sent to buddy teacher (with ACT/responsible student).

During the student's relocation, they will need to complete a 'thinking time' sheet which asks them to reflect on their behaviour (ACT/Teacher assistance may be required for this). This must ONLY be done ONCE the student has calmed down (self-regulation prompts should be visible in the classroom). The teacher or ACT (without blaming/shaming/casting judgement) can talk to the student about what happened. The purpose of this is for the student to practice what they are going to say when they negotiate re-entry to their classroom. It is at the teacher's discretion as to when the student can re-enter the classroom. If, however, the buddy teacher feels that the student is not ready, they can keep them until they are (a responsible student or an ACT can inform the student's teacher of this decision). Re-entry needs to be done in the form of a negotiation between the teacher and the student BEFORE the student has physically re-entered the classroom. The student needs to acknowledge their behavior and its effects on their learning and the learning of others. They need to apologise and clearly verbalise what they will do to meet expectations again. This is a good opportunity to remind the student about self-regulation strategies.

Step 4: If the student continues to misbehave during the lesson, they will need to be sent to the principal's office (either with an ACT or a responsible student). A red card needs to be completed by the teacher and sent to the principal (with ACT/responsible student). The Principal (or other staff member) supervises the student and when they are calm, counsels them. When the principal feels the student is ready to re-enter the classroom, they accompany them back and the student negotiates re-entry (with the help of the principal). Refer above for steps on correct re-entry.

Step 7: If level 1 behaviour/s continues to persist, the classroom teacher should return directly to step 4. The teacher will need to contact the student's parents/guardians/guardians ASAP to advise them of their child's behaviour and that a goal setting meeting will need to be arranged with the student (parents/guardians/guardians don't need to be present). In a comfortable environment, calmly discuss their behaviour with the student, explaining the effect it has on their learning and wellbeing and the learning and wellbeing of others in the class. Give them opportunities to reveal why they have chosen to behave this way. Set SMART (Specific, Measurable, Attainable etc.) goal/s with the student and brainstorm/suggest strategies that will help the student achieve these goals. An appropriate consequence should be negotiated with the student. The classroom teacher should make a follow up phone to parents/guardians(s) informing them of the goal(s) sheet and the chosen consequence. An e-mail or note may be sent if unable to reach parents/guardians by phone. After two weeks, parents/guardians(s) should be contacted with a follow up. This process needs to be documented by the classroom teacher.

Step 8: If level 1 behaviour/s have not improved after 2 weeks, a face-to-face meeting is required with the student's parents/guardians. The student should be placed on a daily report (which relates to their SMART goal/s). They should also be given a daily or weekly consequence until they are off the report. The teacher informs parents/guardians of the student's behaviour on a weekly basis.

Step 9: If the student is continuing to exhibit level 1 behaviours after one week of being on daily report, a further meeting with their parents/guardians will need to be organised and the consequence of either internal or external suspension will be tabled.

Level 2 behaviours include:

- Abusive language (threat of physical harm, offensive racial/sexual comments)
- Bullying (ongoing harassment in any form)
- Fighting (resulting in harm that requires first aid treatment)
- Forgery
- Theft
- Deliberate property damage or vandalism
- Violation of technology guidelines

Step 1: Students exhibiting Level 2 behaviours will need to be sent DIRECTLY to the principal's office (either with an ACT or a responsible student). A red card needs to be completed by the teacher and sent to the principal (with ACT/responsible student).

Step 2: The Teacher will be required to document the violation.

Step 3: Any other students with relevant information are asked to provide it in writing (teacher documents this if necessary).

Step 4: On the same day the student is sent to the office, the student's teacher or Principal should communicate the details to the parents/guardians by phone. Also advise them of Step 7 further on (goal-setting meeting).

Step 5: The student exhibiting level 2 behaviours completes a 'thinking time' sheet. After reading the incident report(s) & 'thinking time' sheet completed by all relevant parties, the principal then meets with the student to discuss further, including giving appropriate consequences.

Step 6: When/if the principal feels it is safe and reasonable for the student to go back to the classroom, they accompany them back. If the level 2 behaviour occurred in the classroom the student negotiates reentry (with the help of the principal). Refer above.

Step 7: Arrange a goal setting meeting with the student, to be held ASAP. In a comfortable environment, calmly discuss their behaviour with them, explaining the effect it has on their learning and wellbeing and the learning and wellbeing of others in the class. Give them opportunities to reveal why they have chosen to behave this way. Set SMART (Specific,) goal/s with the student and brainstorm/suggest strategies that will help the student achieve these goals. An appropriate consequence should be negotiated with the student. The classroom teacher should make a follow up phone to parents/guardians(s) informing them of the goal(s) sheet and the chosen consequence.

An e-mail or note may be sent if unable to reach parents/guardians by phone. After two weeks, parents/guardians(s) should be contacted with a follow up.

Step 8: If the student again exhibits level 2 behaviour, a further meeting with their parents/guardians will need to be organised and the consequence of either internal or external suspension will be tabled.

Level 3 behaviours include:

- Arson
- Bomb threat, false alarm
- Use, possession of alcohol
- Use, possession of prescription or non-prescription drugs
- Use, possession of tobacco
- Use, possession of weapons

Step 1: Students exhibiting Level 3 behaviours will need to be sent to the principal's office (either with an ACT or a responsible student) directly. A red card needs to be completed by the teacher and sent to the principal (with ACT/responsible student).

Step 2: The teacher will be required to document the violation.

Step 3: Any other students with relevant information are asked to provide it in writing (teacher documents this if necessary).

Step 4: The Principal will need to have their own policy to follow if/when this type of incident occurs, however the student should not be allowed back in the classroom and should be kept under extremely close supervision.

General Guide to Teaching PAICS Expected Behaviours

When introducing behavioural expectations, follow four basic steps:

Step 1: Access prior knowledge of the three expected behaviours (Be a learner, Be Safe, Be a friend) for specific locations and events that are relevant to school (including excursions).

Step 2: Highlight location and event specific expected behaviours that the students haven't acknowledged themselves.

Step 3: Model and explicitly teach expected behaviours for specific locations and events.

Step 4: Provide students with a user-friendly and engaging guide (a poster, booklet, website etc) that explains expected behaviour and also offers strategies for social and emotional wellbeing.

Step 5: Review behavioural expectations for specific locations and events when required.

Example: Dining Area Expectations

Safe in the dining area:

- Wash hands thoroughly
- Hands, feet & objects to self
- Eat your own food
- Walk

Accountable in the dining area:

- Focus on eating first
- Follow kitchen staff's directions
- Clean up after yourself
- Use table manners

Respectful in the dining area:

- Wait your turn
- Use a soft voice
- Give your attention and use manners when kitchen staff are serving you
- Respect others' personal space