Positive Behaviour for Learning At Yeppoon State School

INTRODUCTION

At Yeppoon State School we have implemented Positive Behaviour for Learning (PBL). This form of Behaviour Management system varies from many historical behaviour management plans in that Positive Behaviour for Learning operates on the premise that as well as being learners of Literacy and Numeracy, children are also learners of behaviour. Therefore, under this model, it is the role of the teachers (and school community members) to explicitly teach children appropriate behaviours and to set expectations.

In 2015 our school community identified three school expectations:

Be Safe   Be Respectful   Be a Learner

In 2022 the PBL team revisited our systems of process in a collaborative approach. This includes a matrix of expected behaviours, lesson resources for teaching expected behaviour. The sequence for teaching the lessons will be determined from analysis of behaviour data collected from Oneschool. Inappropriate behaviours which are occurring frequently within the school will be addressed as a priority. Examples of behaviour errors and appropriate or suggested responses to these behaviours.

To recognise the positive choices made by students we employ a wide variety of recognition and/or reward strategies (both intrinsic and extrinsic). This year we introduced positive tokens with a whole school reward when the target has been achieved. This is decided on as a consultation process with all students.

When students make a behaviour error we aim is to use teaching and/or response techniques that work within a hierarchy of least intrusive and disruptive to strategies that gradually involve greater intervention depending on the severity and persistence of the undesired behaviour. We use the Essential Skills for Classroom Managements (ESCM) as a tool for guiding these strategies.

Yeppoon State School uses mascots to represent each of the three school expectations.

Be Safe   Be Respectful   Be a Learner

The School mantra for Positive Behaviour for Learning is

"At Yeppoon State School we are safe, respectful learners."

There are TWO distinct SYSTEMS in place within the School:
   1) **Classroom Based** – designed, implemented and managed by the classroom teacher (incentives, rewards, classroom rules, (linked to the Whole School Expectations) and other Classroom Management strategies/ techniques that comply with School and Departmental Policy).

2) **Whole School Based** – implemented consistently across the Whole School by every staff member (PBL, ESCMs, Routines, School/ Department Policy)

Reward Systems

Positive Behaviour for Learning will be supported by a range of reward systems.

Whole school positive awards

Whole school acknowledgement knows as "tokens" is to be provided to students who are demonstrating the YSS Expectations outside of the classroom of 'Be Safe', 'Be Respectful' and 'Be a Learner'. Students will add their tokens to the whole school jar and once a level is reached the whole school will receive a pre agreed award.

Staff members can give out these tokens when they witness students following the expectations before school, during lunchtimes and after school. Classes will collect the token in a box during the week and on a Thursday classes will select a representative to place the tokens in the big jar which is located in the office. On parade on a Friday the jar will be shown for all students to see how they are tracking on receiving the selected activity.

Classroom rewards (Designed by the classroom teacher)
Awards are encouraged to be handed out freely and frequently each day in class to support the classroom teacher's class behaviour system. This system of rewards sits within the PBL structure and allows the teacher to design their own award system within their class that suits the teacher and individual students within the class. Free and frequent awards must comply with both School and Departmental Policies (ensuring that students receive their entitled curriculum time, Smart Choices - no sweets or confectionary, etc.). The teacher may choose to have culminating rewards for their class for free and frequent awards earned such as an end of day award of 5-10 minutes of computer time/ reading/ selected activity, an end of week individual or whole class reward of similar type or an end of term reward such as a lunch time disco.

Student of the Week Class Awards
 A student from each class is selected each week for positively displaying one or all of the three school expectations and a Student of the Week Award certificate is presented to these students on assembly by the Principal.
Specialist Class Awards: A class is selected each week for positively displaying one or all of the three school expectations in specialist lessons and a certificate is presented to these classes on assembly.

Positive Postcards
Teachers are encouraged to sent positive recognition home in the form of a postcard. These are to be specific and personal to congratulate a student for the exceptional behaviour, work ethic or contribution to the classroom.
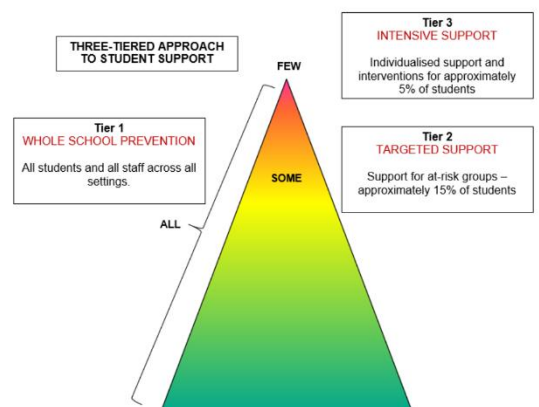
Tiered systems
Why is it so important to focus on teaching positive social behaviours?
Research into PBL indicates that 80% of any group of people make positive behaviour choices all of the time and only 5% of any group of people are those that require major support to make positive behaviour choices. Approximately 15% will occasionally demonstrate positive behaviour choices but may also demonstrate at-risk behaviour.

PBL is a data based programme that is supported through the PBL team.

All students will access explicit teachings for desired behaviours and the current focus for PBL.

At times students (15%) may need more targeted support in the means of tier 2 support systems. Few students (5%) may require

THREE-TIERED APPROACH TO STUDENT SUPPORT

Tier 3
INTENSIVE SUPPORT
Individualised support and interventions for approximately 5% of students

Tier 1
WHOLE SCHOOL PREVENTION
All students and all staff across all settings.

Tier 2
TARGETED SUPPORT
Support for at-risk groups – approximately 15% of students

FEW
SOME
ALL

direct intervention and support this is done via the support of HOSES and Guidance Officer. These processes are currently still under development at Yeppoon State School.

What is Whole School PBL?

A major advance in whole-school discipline is the emphasis on whole-school systems of support that include proactive strategies for defining, teaching and supporting behaviours that create positive school environments. Instead of using a patchwork of individual behavioural management plans, a continuum of positive behaviour support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as in classrooms, playground, toilets). Positive behaviour support is a fundamental aspect of a behaviourally-based systems approach to enhance the capacity of schools, families and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

What is a systems approach in whole-school PBL?

An organisation is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organisation. The whole-school PBL process emphasises the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in PBL and focuses on:

- **Outcomes:** academic and behaviour targets that are endorsed and emphasized by students, families and educators.
- **Practices:** interventions and strategies that are evidence based.
- **Data:** information that is used to identify status, need for change, and effects of interventions.
- **Systems:** supports that are needed to enable the accurate and durable implementation of the practices of PBL.
- **Equity:** all students are provided with tools and strategies to achieve outcome success irrelevant to their diversities.
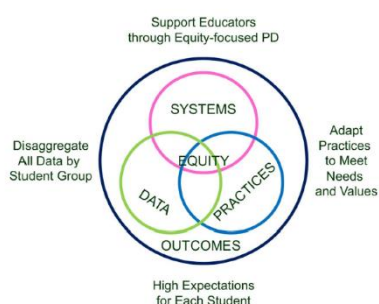
What are the elements of effective PBL?

An effective whole-school system of discipline or positive behavioural intervention and support is only as good as the structures and processes that are in place to support their sustained use. Key components of a PBL system include:

1. Administrator support, participation and leadership.
2. Common purpose and approach to discipline
3. Clear set of positive expectations
4. Procedures for teaching expected behaviours
5. Continuum of procedures for encouraging expected behaviours.
6. Continuum of procedure for discouraging inappropriate behaviours
7. Procedures for ongoing monitoring and evaluating effectiveness of the PBL system.

PBL Lessons

- Each fortnight a new concept of behaviour is covered.
- ALL STAFF are to teach these lessons so that students have a common language and expectation of behaviour. This is to occur Mondays 11:45 with follow up lessons after.
- Teacher aides are expected to use the language and consequences stated in PBL.
- Teachers were originally provided with sample lessons. These can be accessed on G Drive and SharePoint.
- _**ALL CLASS PBL POSTERS**_ of the school expectations and current PBL mission _**must be displayed clearly in the classroom.**_
- The common language of PBL is to be used when discussing behaviour in the school.

Preventing Misbehaviour
- Equity – are all students needs being met within the classroom where possible.
- Get the curriculum right! Stressed students misbehave.
- Differentiate and get the right difficulty level for the child.
- Quantity – Reduce the quantity of work.
- Move - relocate the student to a less stimulating area to do work.
- *Use Essential Skills for Classroom Management for daily classroom behaviours.*
- Selectively ignore negatives – we dig a hole for ourselves with our frequent flyers if we just keep taking rewards – some students need a little room to move.
- Set a goal – how much work in how much time.
- Reward using praise or other appropriate reward.
- Consult with other teaching staff and parents when necessary. Consider yourself the parent of the child – when would you want to know what your child is doing and how would you like the teacher to deliver this information to you?

Consequences for Positive and Negative Behaviours

Behaviour corrections are done by re-teaching/re-stating the school expectations.
Teachers are expected to Oneschool all behaviour errors that cause students to be removed from a classroom, when Administration assistance is required and all major lunchtime behaviours.
Teachers are expected to reward positive behaviour daily using a free and frequent reward system within their own classroom, along with token rewards each day, positive postcards and selecting a Student of the Week each week. Teachers may organize an end of term reward for their class, however, the reward must include all students, be held within the school in the lunch break or in the last hour of the last school day of each term.
Teachers are encouraged to phone two parents or send home a positive postcard each term to share a positive aspect of their child's learning and record as a record of contact on Oneschool.

When it comes to Student behaviour – CELEBRATE the positives and EDUCATE the negatives.