

*Be Respectful,  
Be Responsible,  
Be Your Best*

# 2020 BEHAVIOUR MANAGEMENT

Vasse Primary is a Positive Behaviour Support (PBS) school. We focus on giving feedback to kids at a rate of at least four positives to every negative a child receives



# Positive Behaviour Support Information Booklet

**Vasse Primary School began implementing PBS in 2012 with the purpose of *establishing a safe, supportive and positive learning environment.***

## What is PBS?

School Wide Positive Behaviour Support (PBS) places a major focus on prevention of negative behaviour's. PBS applies evidence-based approaches, practices and strategies for all students to increase academic performance, improve safety, decrease problem behaviour, and establish a positive school culture. PBS places a major focus on prevention and the following key elements help to create a safe, positive and productive learning environment:

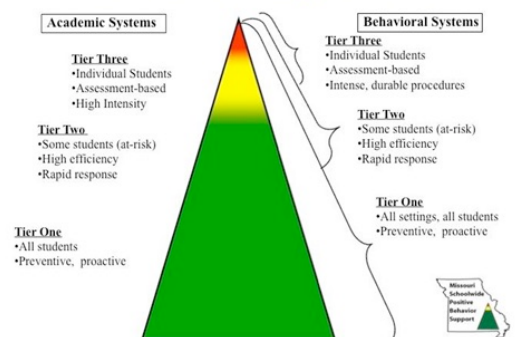
- Clearly defined (behaviour matrix) and taught behaviour expectations (weekly)
- Consistent and frequent acknowledgment of appropriate behaviour (Superslips in the playground, Dojo points in the classroom)
- Constructively and specifically addressing problem behaviour
- Effective use of behaviour data to assess and inform decision making

PBS is an evidence research based approach which has resulted in increased time for instruction, an increase in positive behaviours school wide and a decrease in disruptive behaviours.

**Tier 1 PBS** is for **all** students in **all** settings and is made up of 7 components managed by the Tier 1 PBS leadership team:

1. Leadership
2. Defining expected behaviors
3. Teaching expected behaviors
4. Encouraging expected behaviors
5. Engagement
6. Responding to unproductive behaviour
7. Ongoing monitoring

### A Continuum of Support for All



**Tier 2 PBS** is for some students (at risk) made up of 7 components managed by the Tier 2 PBS team:

1. Foundation Knowledge
2. Leadership
3. Student Identification
4. Data Based Decision Making, Selecting and Monitoring Function Based Interventions
5. Plan and implement Interventions
6. Monitoring Tier 2 Implementation
7. Professional Learning

***“We can’t ‘make’ students learn or behave but we can create environments to increase the likelihood.”***

## 1. Leadership



The representative PBS leadership team leads the planning for systems, practices and data at Vasse. The team uses an action planning process and operating procedures to inform implementation. Self-assessment and discipline data is used to inform implementation process. The Tier 1 team meets twice a term (week 3 and 7) to discuss actions, data and future directions. The PBS team is made up of reps from each sub-school (foundation, Junior, middle, Senior, Specialist, EA) and includes a Deputy, Principal and Parent. Team reps feed back information to their sub-schools. Data is analysed by the team and fed back to the whole staff. Tier 2 team meet fortnightly and is represented by Deputies, Chaplain, Psych and a classroom teacher.

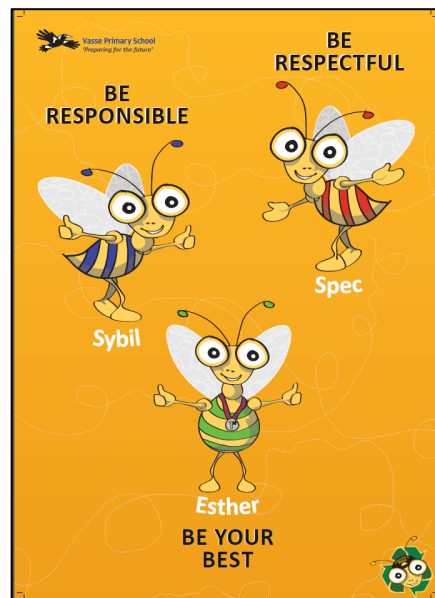
## 2. Defining Expected Behaviours.

There are three behaviour expectations: Be Respectful, Be Responsible, Be Your Best. A matrix of agreed behaviors was collaboratively developed by students and staff from commonly occurring problem behaviors across the school. This is reviewed for each new business plan.

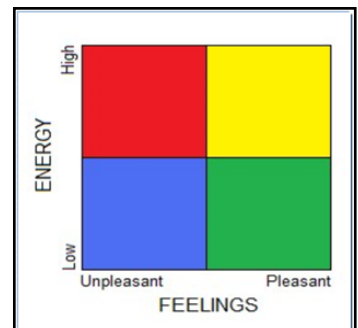
## 3. Teaching Expected Behaviours.

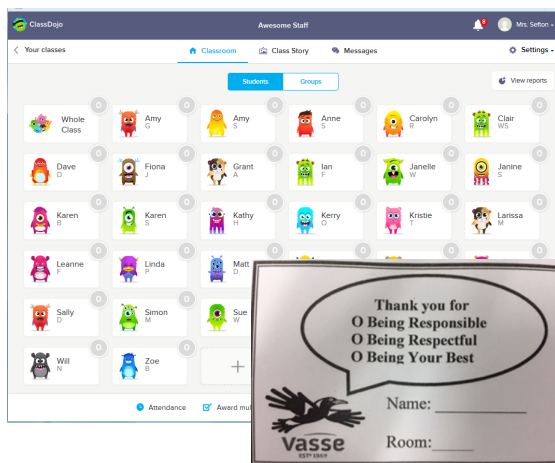
A behaviour curriculum with lesson plans has been developed. All staff are expected to demonstrate, explain, and practice social skills across multiple school settings. Vasse has a focus expectation each week. This is incorporated into the positive rewards system, is presented at the weekly assembly and is taught in class once a week and as needed when problems arise.

A whole school Emotional Intelligence program- RULER- is used at Vasse. All teachers are expected to adopt the RULER principles (Recognising Emotions, Understanding Emotions, Labelling Emotions, Expressing Emotions, Regulating Emotions) and to teach it in their classrooms. All classes develop their 'Class Charter' at the beginning of each year and refer regularly to the 'Mood- Meter' to help students manage their emotions. There are **4 Anchors** to teach: **Charter- Establishes an agreement about how students want to feel in the classroom and how this can be done**, **Mood-Meter- Increase self/ social awareness and regulate emotions**, **Meta-Moment- Managed response when triggered** and **Blueprint- looking at perspective**. Scope and sequence and info can be found on the 'Daily Notices' RULER link.



Behaviour Expectations			
	Be RESPONSIBLE	Be RESPECTFUL	Be your BEST
Whole School	<ul style="list-style-type: none"> <li>Be on time</li> <li>Look after equipment</li> <li>Play safely</li> <li>Put rubbish in the correct bin - general rubbish, food waste, plastics, paper/cardboard/ metal, worn food bucket.</li> <li>Use your own food and be neat</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Whole body listening</li> <li>Use good manners - Please, thank you, excuse me</li> <li>Treat others as you would like to be treated</li> <li>Take turns</li> <li>Use kind words</li> <li>Be aware of other people's moods and emotions</li> </ul>	<ul style="list-style-type: none"> <li>Set and work towards goals</li> <li>Resolve conflicts sensibly</li> <li>Be honest</li> <li>Refrain, Reuse, Recycle</li> <li>Be emotionally and self-aware</li> </ul>
Classrooms	<ul style="list-style-type: none"> <li>Be organised and ready to learn</li> <li>Start work quickly</li> <li>Be tidy</li> <li>Monitor your mood/emotions</li> <li>Ask for permission before entering a classroom and enter calmly</li> </ul>	<ul style="list-style-type: none"> <li>Co-operate</li> <li>Get permission to use equipment belonging to others</li> </ul>	<ul style="list-style-type: none"> <li>Ask for help when needed</li> <li>Stay on task and aim to finish your work</li> <li>Save energy and turn off lights when leaving a room</li> <li>Recognise the best emotion for the learning outcome</li> </ul>
Outside Areas	<ul style="list-style-type: none"> <li>Stay in school boundaries</li> <li>Follow the rules of the play areas</li> <li>Share and put away equipment</li> <li>Wear a school hat</li> <li>Seek rain-made shelter when it's raining</li> <li>Make appropriate emotional decisions</li> </ul>	<ul style="list-style-type: none"> <li>Include others in games and their games</li> <li>Be respectful of others and their games</li> <li>Walk around gardens, use paths and look after plants</li> <li>Only Year 6 students in the Secret Garden</li> </ul>	<ul style="list-style-type: none"> <li>Sit in eating area at lunchtime and reduce plastic in your lunch box</li> <li>Walk on the bricks</li> <li>Leave rollers clean and visit in breaks (turn off dripping taps)</li> <li>Take 3 for the Sea</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Keep personal passwords safe</li> <li>Print with permission</li> <li>Use appropriate sites</li> <li>Look after devices</li> </ul>	<ul style="list-style-type: none"> <li>Follow the technology agreement that was signed</li> </ul>	<ul style="list-style-type: none"> <li>Take personal technology to the office</li> </ul>
Before and After School	<ul style="list-style-type: none"> <li>Go to the Under Cover area before 8.30am</li> <li>Stay seated in your bus line</li> <li>Wear school uniform</li> </ul>	<ul style="list-style-type: none"> <li>Walk bikes, scooters etc. on school grounds and store at the bike racks</li> <li>Wear your helmet</li> </ul>	<ul style="list-style-type: none"> <li>After school go straight to where you need to be</li> </ul>



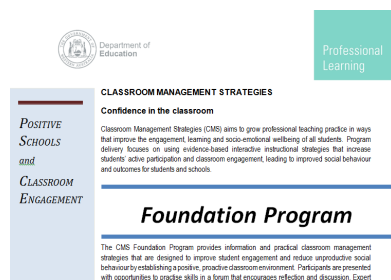


## 4. Encouraging Expected Behaviours

Students and staff are given specific, positive and frequent acknowledgement of desired social behavior. When encouraging desired behaviours teachers give feedback immediately, are clear and specific and use a ratio of 4 positives to 1 negative. Dojo points are used in the classroom and Superslips in the playground (see cheat sheet). Short term reward systems are used in classroom (Teacher discretion) and longer term via faction rewards, Superslip draw at assemblies and top Dojo winner reward day at the end of the year. Dojo certificates and bands are given when students reach 250, 500, 750, 1000 etc points. A student selected certificate is given in term 4.

## 5. Effective Classroom Practices

Evidence based classroom management practice is used. All staff are expected to use **active supervision; movement, scanning, interacting frequently** and **relationship building** with students. Staff increase student engagement through Inquiry/ Walker approaches, framing questions and opportunities to respond. Classrooms have **visible procedures and routines** and develop a 'Class Charter' with their students each year that is referred to regularly. Response strategies and error corrections are calm, consistent, brief, immediate, respectful and private. Staff are trained in CMS and this is revisited by a conferences when needed. **People, Place, Pedagogy** are the priorities for the 2019- 2021 Business plan with Walker/ Inquiry, PLD, Learning Environments as focuses.



## 6. Responding to Unproductive Behaviour

An array of procedures for responding to negative behaviours, with a re-teaching focus, is continually reviewed and implemented. Minor/major behaviours are clearly defined and a classroom consequences pathway is followed by all teachers. Response strategies are **calm, consistent, brief, immediate, respectful and private**. Logical consequences including- reflection sheets- are used in classrooms. Consequences for minor behaviours are managed by classroom teachers and parents are informed when necessary. Major behaviours are managed by Admin/ Tier 2 team. **White slips** are used in the playground, are tracked by classroom teachers and then referred onto admin once students get two and every one after that (see cheat sheet). These reset each term. Bullying behaviours are monitored closely by the classroom teacher and a member of the Admin or PBS Tier 2 team. **RULER strategies- Recognise, Understand, Label, Express and Regulate Emotions** and **Anchors** such as 'Mood Meter', 'Blueprint' and 'Meta Moments' are also used by classroom teachers to help students to recognize and manage their emotions.

### PLAYGROUND BEHAVIOUR TRACKING SLIP

Child's Name: \_\_\_\_\_

Year: \_\_\_\_\_ Room: \_\_\_\_\_ Location: \_\_\_\_\_

Stay in school boundaries.	Solve conflicts sensibly.
Follow the rules of the play area.	Share and put away equipment.
Include others in games.	Sit and eat in eating area.
Be respectful of others and their games.	Be respectful of teachers.
Wear your uniform.	Let our plants grow.
Play safely.	Walk on the bricks.
Other: _____	
Bystanders: _____	

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

### Minors Operationally Defined

Minor Problem Behaviour	Definition
Arresting lock	Student engages in brief, inappropriate, low intensity response.
Cheating/lying	Student engages in minor lying, cheating and tampering with other persons.
Disruption	Student engages in low intensity, non-inappropriate disruption.
Defiance/refusal (Minor)	Student engages in brief or low intensity, but inappropriate comment, body language, disruption.
Disrespectful	Student doesn't comply with school rules (e.g. Not wearing hat, school uniform etc).
Inappropriate comment/language	Student engages in low-intensity instance of inappropriate or unkind language.
Interfering with other's game	Student engages in 1.
Minor disruption/behaviour	Student engages in 1.
Minor physical contact	Student engages in 1.
Not using materials	Minor form of disruption.
Not walking in period area	Low speed running.
Not following instructions	Student engages in 1.
Property misuse	Student engages in 1.
Pushing	Student engages in 1.
Technology misuse	Student engages in 1.
Unsupervised	Student arrives with 1.
Unkind comment	Student engages in 1.
Work violation	Student engages in 1.
Behaviour	Repetitive, disruptive, or defiant behaviour.
Intimidation Staff/Students	Threatening or using verbal comments.
Leaving School Grounds	Student knowledge.
Physical Assault: Staff/Students	Student engages in 1.
Property misuse/damage	Student engages in 1.
Verbal Abuse	Student engages in 1.



Straight to office to be managed

### Majors Operationally Defined

Major Problem Behaviour	Definition
Physical Assault: Staff/Students	Student engages in actions involving serious physical contact where injury has occurred (eg kicking, punching, hitting with an object, hitting, scratching, hair pulling, etc)
Verbal Abuse	Repeated verbal messages that include swearing, name calling or use of words in an inappropriate way (verbal comments regarding race, religion, gender, ethnicity or disability) particularly directed at an adult or student that cannot be managed at a classroom level.
Use of Weapon	Weapon brought to school with the intent to injure/assault a student or staff member.
Intimidation Staff/Students	Threatening or intimidating/harmenting others. <b>Vicious</b> teasing, using influence to control others. Relentless name calling, gestures or verbal comments regarding race, religion, gender, ethnicity or disability.

### Behaviour Reflection Sheet

Which of the 3 expectations do you think your behaviour has let down?

**BE RESPECTFUL** **BE RESPONSIBLE** **BE YOUR BEST**

Explain what happened.

	Me	Other Person/People
<b>Recognise and Label Your Emotions</b>	When it happened I felt:  Colour the quadrant that your feeling is in.	When it happened the other person felt:  Colour the quadrant that your feeling is in.
<b>Understand Your emotions</b>	Why were you feeling like that when it happened?	Why do you think the other person felt like that?
<b>Express your emotions</b>	I showed my feelings by?	How did the other person show their feelings?
<b>Regulate your emotions</b>	What strategies can you try next time?	How can you be your best next time?



### Classroom Consequence Pathway

*Be Your Best, Be Respectful, Be Responsible*

Student: \_\_\_\_\_ Referred by: \_\_\_\_\_ Date: \_\_\_\_\_

Room: \_\_\_\_\_ Year: \_\_\_\_\_

**Positive Environment**

**Teacher Actions**

- 1 Prompt - Low Key skills: Non Verbal, warnings, Proximity, Minimal verbal, private dialogue, look, gesture, pause, deal with allies, deal with the problem not the student.
- 2 Re-direct - State behaviour: Restate the matrix behaviour.
- 3 Re-teach - Tell, Show, Practice, Acknowledge: Demonstrate the matrix behaviour, Have student demonstrate/practise the behaviour, Provide immediate feedback.
- 4 Provide Choice - Provide student with a logical choice related to the behaviour "Work quietly at your desk quietly at the front of then room".
- 5 Student Conference - Lengthier re-teaching or problem solving. Discusses the behaviour of concern, teaches the desired behaviour, provides reasons why it is important, and a plan is made for future use. Can include role-play or practice.

Comment/ Reason for the form: \_\_\_\_\_

Period **1 2 3 4 5**

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**Behaviour Consequences**

☐ Time out in class

☐ Recess/lunch time skill practise (teacher supervision)

☐ Parent Contact

☐ Partner Room Referral and Reflection \_\_\_\_\_ minutes

☐ Reflection sheet completed

☐ Sit out of play

☐ Walk with teacher

☐ Loss of Privilege

☐ Other \_\_\_\_\_

**Not Being Respectful**

☐ Verbal harassment

☐ Unhelpful bystander

☐ Indirect Threat

☐ Direct Threat

☐ Purveyor of Misinformation

☐ Exclusion of Peer

☐ Teasing

☐ Inappropriate language

**Not Being Responsible**

☐ Negative Behaviour

☐ Classroom avoidance

☐ Unsafe behaviour

☐ Assault / Intimidation

☐ Non contact

☐ Contact

☐ Weapon

**Not Being Your Best**

☐ Violation of school code

☐ Passive Non-compliance

☐ Disruptive

☐ Offence

☐ Willful Damage

☐ Willful Theft

☐ Willful Damage

Comment/ Reason / others involved: \_\_\_\_\_

Period **1 2 3 4 5**

Signed (Teacher): \_\_\_\_\_ Signed (Parent/ Caregiver): \_\_\_\_\_

Parent/ Caregiver comments: \_\_\_\_\_

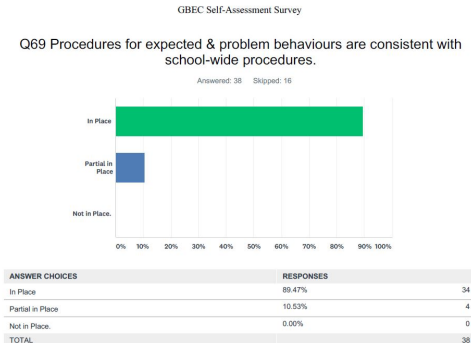
☐ I would like an appointment to see you

☐ Thanks for informing me, but there is no need for an appointment yet

Please sign and return this form to school as soon as possible.

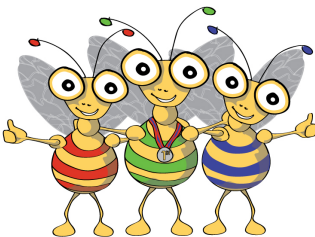
## 7. Ongoing Monitoring

Data is collected on an ongoing basis. Positive and negative behavior is recorded via integris and the PBS Tier 1 and 2 teams share/ make decisions based on behavior data. Classroom Consequence Pathway sheets are sent to the office to be entered into the system. It is entered by the school data person (Joan) in the front office and monitored via the Data manager (PBS Deputy). It is presented at PBS meetings and fed back to staff a number of times a year. School process self-assessments are administered annually.



## From the Department of Education

PBS is an approach to behaviour management that aims to prevent and reduce anti-social and challenging behavior's by: rearranging the student's learning environment so that factors that have been identified as maintaining inappropriate or unacceptable behaviors are removed; teaching pro-social skills; providing positive consequences for pro-social behaviour, and minimising the use of negative strategies such as punishment (p.47, MCEEDCYA).



These elements have been incorporated into the Department's BMIS policy. The policy states that principals are responsible for developing behaviour management approaches which: are preventative in nature; promote pro-social behaviour, student wellbeing and the development of self-discipline; and focus on early intervention. It also states that schools need to develop a whole school approach to behaviour management that is underpinned by the following additional principles: appropriate curriculum and learning programs will encourage engagement; restorative and educative practices promote positive behaviour; student behaviour must not be viewed in isolation but as part of an interaction; and evidence-based decision making, reporting, recording and appropriate referral are vital. Establishing a positive, proactive school wide discipline plan is a necessary first step for enabling schools to achieve their goals and responsibilities for all students. PBS supports the development of these approaches and underlying principles.

*"If a child doesn't know how to read, **we teach**.*

*If a child doesn't know how to swim, **we teach**.*

*If a child doesn't know how to multiply, **we teach**.*

*If a child doesn't know how to behave, **we punish? We teach.**"*

**4 positives to every negative.**