

ST JOSEPH'S PARENTS

POSITIVE BEHAVIOUR FOR LEARNING (PBL) HANDBOOK

GOTCHA!

BEE-ING
RESPECTFUL



GOTCHA!

BEE-ING
RESPONSIBLE



GOTCHA!

BEE-ING
RESILIENT



RESPECT, RESPONSIBILITY, RESILIENCE

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WHAT IS PBL?

PBL (Positive Behaviour for Learning) is an organised, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualised behaviour planning.

By using the most current best practices, strategic teams are trained to positively impact behaviour at three key behavioural tiers: Universal or primary (whole school); Secondary (individual child or group of at-risk children); and Tertiary or Intensive (children with complex needs and behaviours that severely impact the child, school and/or community functioning).

KEY COMPONENTS OF PBL

- **Preventative strategies:** Implementation of evidence informed classroom management and instructional practices. Research has demonstrated that establishing effective classroom systems is integral to the fidelity and sustainability of School-Wide Positive Behaviour Interventions and Supports implementation (Barker, Poed & Whitefield 2022).
- **Clear expectations:** Establishing clear and consistent behaviour expectations for students across various settings within the school.
- **Teaching and reinforcement:** Actively teaching the school's agreed behaviour expectations to students, in a similar manner to academic subjects, and reinforcing them through a system of acknowledgement.
- **Data collection:** Collecting data to monitor and assess student behaviour, which helps identify trends and areas, or students that may need additional support.
- **Tiered support:** Providing a tiered system of support, ranging from universal interventions for all students to targeted interventions for those who need additional help.
- **Family and community involvement:** Engaging families and the broader community in promoting positive behaviour.

WHY IS IT SO IMPORTANT TO FOCUS ON TEACHING POSITIVE SOCIAL BEHAVIOURS?

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behaviour is an important step of a student's educational experience.

Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.




The purpose of school-wide PBL is to establish a climate in which appropriate behaviour is the norm.



ST JOSEPH'S SCHOOL VALUES

Respect
Responsibility
Resilience

ST JOSEPH'S BEHAVIOUR MATRIX

	Classroom/Indoor	Playground/Outdoor	Transitions - including Toilet	Community	Online
Respect 	<ul style="list-style-type: none"> • Respect myself and others • Use whole body listening • Participate appropriately • Look after school, others' and our own equipment 	<ul style="list-style-type: none"> • Respect myself and others • Include others • Look after our school environment 	<ul style="list-style-type: none"> • Respect myself and others • Use inside voices • Keep our spaces clean 	<ul style="list-style-type: none"> • Respect myself and others • Use whole body listening • Use good manners 	<ul style="list-style-type: none"> • Respect myself and others • Use appropriate language
Responsibility 	<ul style="list-style-type: none"> • Move calmly and safely • Follow instructions • Use appropriate voice 	<ul style="list-style-type: none"> • Move safely • Follow the rules of the game • Treat each other kindly 	<ul style="list-style-type: none"> • Move calmly and safely • Follow instructions • Toilet, Wash, Dry, GoodBye 	<ul style="list-style-type: none"> • Move calmly and safely • Follow instructions • Use appropriate voice • Wear appropriate school uniform 	<ul style="list-style-type: none"> • Follow instructions • Use technology for learning purposes
Resilience 	I can do my best I can do things to help myself I can bounce back I can learn from my mistakes I can use my calming strategies				

TEACHING SCHOOL WIDE EXPECTATIONS

Explicit teaching of School wide expectations and behaviours occur fortnightly in the classroom at St Joseph's. There is a fortnightly focus that each class plays close attention too and teachers reward Gotcha's to those displaying that desired behaviour.

PBL - Being Responsible and Respectful in the classroom	
Expectation: Respect and Responsibility in the classroom	
Setting: Classroom	
Year Level: All	
Step 1: Identify the desired behaviour and describe it in observable and measurable terms	
<u>I can be Respectful and Responsible in the classroom by:</u> <ul style="list-style-type: none">• Move calmly and safely• Follow instructions• Use appropriate voice• Respect myself and others• Use whole-body listening• Participate appropriately• Look after school, and others' and own equipment	
Step 2: List a rationale for teaching the behaviour (Why is it important?)	
To display Respect and Responsibility in our classroom, with peers, and teachers.	
Step 3: Identify examples (What would the behaviour look/sound like?) and non-examples (What would the behaviour not look like?) of the desired behaviour.	
Examples	Non Examples
<ul style="list-style-type: none">• I can move calmly and safely in the classroom• I can follow instructions straight away and listen to the full instructions before beginning a task• I can use an appropriate voice in the classroom• I can respect myself and others	<ul style="list-style-type: none">• I won't run around the classroom• I won't ignore my teacher's instructions• I won't scream in the classroom and talk over my peers and teachers• I won't continually touch my peers• I won't talk to my teacher. lay on the ground and call out

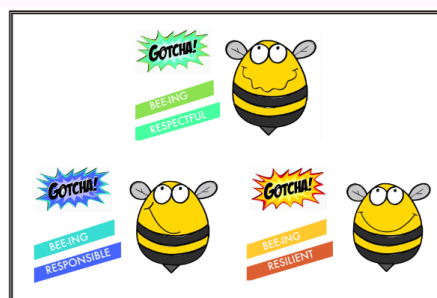
REWARDING EXPECTED BEHAVIOUR

Gotcha's

Gotcha's are given to a student by an adult when the student has demonstrated a specific behaviour from our Behaviour Matrix.

When giving the Gotcha to a student, the adult explicitly tells the student what they are receiving the Gotcha for. Students' write their name and the teacher's name on the back of the Gotcha. The Gotcha is then placed in the Gotcha token jar in the students class.

Each fortnight on a Monday morning, each class empties their Gotcha token jar into the big Gotcha collection jar. At the fortnightly afternoon assembly two Gotchas are chosen out of the big collection jar to win a prize. In the classroom, the teacher picks out a Gotcha token for their class' jar for a classroom reward of their choice.



EXAMPLES OF WHOLE SCHOOL REWARDS

Since starting our PBL journey we have had numerous Whole School Rewards!

Here are a few that we have already had:

- Slushies
- Movie and popcorn
- PJ day
- Disco
- Whole school game and scavenger hunt
- Lollies

ST JOSEPH'S BEHAVIOUR FLOW CHART

Observe Problem Behaviours

Minor Behaviours (Teacher Managed)

Defiance

- Not following instructions
- Attending to activities that sit outside the given instructions
- Not completing set work

Disrespect

- Treating others unequally
- Backchat/ rolling eyes
- Put-downs
- Purposely wearing incorrect uniform

Disruption

- Calling out
- Talking while others are speaking
- Making noises
- (A maximum of 2 incidents with reminders leads to compliance.)

Physical Contact

- The initial touching of others
- Invasion of personal space
- Tackling

Inappropriate Language

- Negative comments- 5/5 is dumb etc
- Bad language- swearing NOT at someone

Property Misuse

- Causing disruptions
- Breaks or damages personal resources (pencils, erasers, workbooks etc)

Technology Violation

- Using tech disrespectfully
- Cause damage to tech
- Not using it as per instructions

Major Behaviours (Leadership Supported)

Defiance

- Leaving the classroom
- Aggression directed to the teacher
- Arguing with teacher

Disrespect

- Bullying
- Intentional discrimination to create isolation

Disruption

- Calling out
- Talking while others are speaking
- Making noises
- (3+ incidents constitute a major behaviour issue.)

Physical Contact

- The violent touching of others (pinching, hitting, kicking etc) with either their own body or objects.

Inappropriate Language

- Offence
- Distress
- Or shows aggression

Property Misuse

- Graffiti
- Causing damage, to shared resources (sports equipment etc)
- Acting violently
- Causing damage to others belongings

Technology Violation

- Bullying
- Causing personal harm or distress
- Accessing explicit material

Step 1: Ensure Safety and Consult Leadership

Minimise risk to students/staff/property- if safe to do so

Leadership member to be called and consult with classroom teacher.

Step 2: Student Exited

If safe to do so- Student exited with their teacher and member of leadership takes their class.

OR

Student exited with a member of leadership. Leadership member will console with the classroom teacher when applicable.

Step 3: Teacher Completes Behaviour Data Form

Teacher completes Behaviour Data Form as soon as possible.

The completed Behaviour Data Form is sent to the member of leadership as soon as possible (same day).

Step 4: Behaviour Response/Intervention

An outcome is decided upon from a member of Leadership with the classroom teacher. This may differ depending on the student and the circumstances.

Leadership completed action is noted on the Behaviour Data Form.

Step 5: Leadership Team to communicate Response

The determined course of action is communicated to relevant staff and parents.

Intervention 1

PROMPT the student to display the expected behaviour.

"Remember Johnny, we are using whole body listening to track the speaker".

Circle 1 on the Minor Behaviour Tracking Form

Praise and reward students when they are displaying the expected behaviour

Intervention 2

REDIRECT the student to the expected behaviour.

"Johnny, you are talking whilst I am. In our class we use whole body to show the speaker we are listening".

Circle 2 on the Minor Behaviour Tracking Form

Praise and reward students when they are displaying the expected behaviour

Intervention 3

RETEACH the expected behaviour.

"Johnny, you are talking whilst I am. Using whole body listening allows you and everyone else around you to understand what we are doing. When someone else is speaking, you need to remember to raise your hand. Let's see if you can show me how to do it".

Circle 3 on the Minor Behaviour Tracking Form

Praise and reward students when they are displaying the expected behaviour

Intervention 4

Provide the student with a CHOICE.

"Johnny, you are still speaking when I am. You have the choice now to raise your hand when you would like to speak, or to sit on the table by yourself".

Circle 4 on the Minor Behaviour Tracking Form

Praise and reward students when they are displaying the expected behaviour

Intervention 5

Advise the student of the CONSEQUENCE

"Johnny, you were provided with a choice and you are still speaking when I am. You will now need to leave the classroom and have some reflecting time about the choices you have made".

[Student is asked to leave the room and sit outside designated classroom. Possible other consequences: Loss of privileges, Parent contact, Behaviour Reflection Sheet, Individualised instructions]

Circle 5 on the Minor Behaviour Tracking Form
Completes the Behaviour Data Form

Praise and reward students when they are displaying the expected behaviour



Respect, Responsibility, Resilience

The Behaviour Flow Chart is displayed in each classroom and details the procedures and forms to be used when observing unacceptable behaviours within the school.

RESPECT, RESPONSIBILITY, RESILIENCE