CANLEY HEIGHTS PUBLIC SCHOOL

POSITIVE BEHAVIOUR FOR LEARNING

LOCAL IMPLEMENTATION PLAN

CONTENTS

PBL Mission Statement 3

Positive Behaviour for Learning 3

Continuum of support 3

Tier One – Universal Prevention 4

Tier Two – Targeted Interventions 4

Tier Three – Intensive Interventions 4

School-Wide Expectations 5

Canley Heights Public School Rules 5

Specific Playground Area – Routines for Staff Consistency 7

Teaching Expected Behaviours 7

Encouraging and Rewarding Expected Behaviours 8

Effective Verbal Feedback 8

Playground Reward System 8

Classroom Reward System 9

Responding to Problem Behaviour 11

Consistent Practices 11

Active Supervision 11

Major and Minor Problem Behaviours 11

Major and Minor Problem Behaviours Matrix 12

Responding to 'Minor' Problem Behaviour on the Playground 13

Responding to 'Major' Problem Behaviour on the Playground 14

Consequences and Responses to Repeated Misbehaviour on the Playground 14

Reflection Room 14

Behaviour Management Plans and Social Skills Group Proceedures 15

Responding to Problem Behaviour in the Classroom 16

PBL MISSION STATEMENT

At Canley Heights Public School we are dedicated to providing students with the skills to lead and succeed in the school and broader community. We are committed to promoting a safe, respectful and responsible school community. We are dedicated to creating a school community that harbours tolerance and respect for one another.

The Canley Heights Public School PBL team are working with the school community to:

- Build effective environments where positive behaviour is more effective than problem behaviour
- Build systems that support teaching, learning and leading
- Create learning environments that encourage pro-social behaviour
- Teach all students what is expected of them
- Provide a continuum of learning and wellbeing support for students who need more support

POSITIVE BEHAVIOUR FOR LEARNING

PBL is an evidence-based, whole school systemic approach that:

- addresses the diverse academic and social needs of every student to support them to be successful
- supports students in early childhood settings through to senior years of schooling
- enables schools to establish a continuum of supports that are intensified to meet the needs of every student
- is team driven, using a problem-solving approach (data, systems and practices) that engages students, parents and all school staff
- establishes positive social expectations for all in the school community
- provides a framework for the school and its community to collectively support the wellbeing of every student.

When is it implemented well:

- students respond positively as they have been taught what is expected of them
- staff deliver consistent responses to student learning and behaviour
- students feel safe and cared for at school. Their parents, family and community are more involved in their school
- unproductive and challenging behaviour can be significantly reduced for most students.

CONTINUUM OF SUPPORT

Each school develops a continuum of support that promotes student learning and wellbeing for all students. Importantly, students have access to more support when they need it. The continuum emphasises prevention and early intervention and includes:

- Tier 1 Universal prevention: school-wide and classroom systems for all students, staff and settings
- Tier 2 Targeted interventions: small group systems for students at-risk behaviourally and academically
- Tier 3 Intensive interventions: systems for students with high-risk behaviour and/or learning needs.

TIER ONE – UNIVERSAL PREVENTION

Universal prevention is the most important and powerful aspects of a whole school systems approach. Universal prevention focuses on preventing problems and creating an environment that supports student learning and wellbeing.

Effective, evidence-based classroom management and instruction are critical components of universal prevention. The school's Learning and Support Teams and/or PBL teams work to prevent problem behaviour and increase the likelihood of academic success by creating positive learning environments for all.

Establishing strong systems of universal prevention for all students helps to reduce the number of students who need additional support. This helps the school to work more intensively with students who have additional learning and support needs.

TIER TWO – TARGETED INTERVENTIONS

Some students, approximately 10-15 per cent, will respond to Tier 1 supports but will still need some additional support. These students may have academic and/or social-emotional learning needs that require more targeted supports. As with Tier 1 systems, Tier 2 targeted support is a team driven process designed to enhance and build upon what has been taught to students at the universal level.

Tier 2 interventions address students' social-emotional skills through evidence-based programs delivered to small groups of students or individual students. The involvement of the classroom teacher helps the student to use new skills and builds the teacher's capacity to better understand and effectively respond to students with unproductive and challenging behaviours. Students are taught to self-regulate and learn from natural consequences. Small-group targeted interventions includes a skill building and a self-monitoring process. For example, students may check-in and out at a central location with an adult across the day with the aim of increasing productive behaviours such as attendance, work completion and academic engagement.

TIER THREE – INTENSIVE INTERVENTIONS

A smaller group of students, approximately 1-5 per cent, may need more individualised and intensive supports, as well as the Tier 1 and Tier 2 supports. In many cases, the problem behaviour has become "chronic" as these students have experienced academic and behavioural difficulties over an extended period of time.

As with the Tier 2 level, schools build on the foundations of school-wide universal prevention to support these students. Using data-based decision making to rapidly support these students is important. Interventions focus on creating and implementing individualised behaviour support plans that are linked to the universal system. For example, the individual plans are based upon the school-wide expectations; the identification of students in need of Tier 3 supports uses the established data decision making framework.

Intensive and individualised behaviour intervention plans are developed and implemented to reduce the intensity and severity of challenging behaviours. These plans are devised using functional behavioural assessment. This assessment looks at contextual, learning and relationship factors to help explain the purpose of the behaviour. The evidence shows that understanding the function of behaviour is essential to make the problem behaviour ineffective, inefficient and irrelevant.

SCHOOL-WIDE EXPECTATIONS

Expectations are the overarching values and desired behaviours that encapsulate what is expected of staff, students and the community.

Through a collaborative whole school process, three core behavioural expectations were developed. All members of the Canley Heights Public School community are expected to:

Be Respectful

Be Safe

Be Responsible

CANLEY HEIGHTS PUBLIC SCHOOL RULES

Rules are the specific behaviours that are expected of students. They link directly to the school-wide expectations and clearly convey to students what the teachers and school community expect from them in different settings.

The Canley Heights Public School rules are designed to be:

- Observable
- Measurable
- Positively stated
- Understandable
- Always applicable

New rules for the playground have been established through a collaborative process with staff and the community. New rules for the classroom are to be devised next, for implementation once the playground rules have been explicitly taught to all students. School rules for additional settings will be devised and implemented progressively.

Canley Heights Public School

PBL Expectation Matrix

Area	Be Respectful	Be Safe	Be Responsible
Classroom	• Be a good listener • Use manners • Follow teacher directions • Use appropriate language	• Hands and feet to yourself • Walk • Use equipment appropriately • Be in the right place	• Be on time • Bring your own equipment • Make good choices • Be a learner • Keep the area tidy
Playground	• Be kind to others • Be a good friend • Take care of all equipment • Use manners • Stop, Go, Tell	• Hands and feet to yourself • Be in the right place • Wear a hat • Use equipment safely • Play appropriate games	• Be on time • Make good choices • Follow teacher directions • Put rubbish in the bin • Look after your belongings
Bubblers	• Be water wise • Use bubblers properly	• Walk in the area • Turn bubblers off when finished	• Take turns • Line up
Hall	• Listen attentively	• Walk • Hands and feet to yourself	• Follow teacher directions
Canteen	• Wait for your turn • Use good manners • Follow directions	• Walk up and down the stairs • Line up sensibly	• Buy for yourself • Have your money and order ready
Office Area	• Speak politely • Wait quietly	• Stay seated • Listen to the office staff	• Use your manners • Follow staff directions
Library	• Speak quietly • Wait for your turn	• Walk in the area • Use your manners	• Return books to their proper places
Toilets	• Respect others privacy • Keep area clean	• Keep your hands and feet to yourself • Use facilities safely • Walk • Stop, Go , Tell	• Wash hands with soap
Computer Lab	• Follow teacher instructions • Keep room clean and tidy	• Use equipment correctly • Walk	• Use computers appropriately

SPECIFIC PLAYGROUND AREA – ROUTINES FOR STAFF CONSISTENCY

The following playground routines are to be enforced by all staff.

AREA A	AREA B	AREA C
• Years 3-6 students only • No bull rush games • No hat = play in the shade	• Years 3-6 students only • Half court netball and basketball games allowed • No hat = play in the shade	• Years 2-6 students only • Half court netball and basketball games allowed • No hat = play in the shade

AREA D	AREA E
• K-2 students only • Soccer games allowed if under control (soft balls only) • No hat = play in the shade	• K-2 students only • Students sit on veranda to eat • No playing on the veranda • No hat = play in the shade

AREA A JACARANDA TREE
• This is a quiet play area - no active games to be played. • K-6 students allowed here • No hat = play in the shade

MORNING DUTY	
Infants • Students play in Area D and E or eat their breakfast club food under the Hall COLA. No students to play on grass • No 'big balls' in the morning as the area is more crowded with parents and students than at recess and lunch.	**Primary** • Students play in Area A, Area B or the on the basketball courts. • Students eat their breakfast club food under the Hall COLA.

TEACHING EXPECTED BEHAVIOURS

PBL lessons are a core feature of successful PBL implementation. Lessons are given regularly to explicitly teach the school rules. This ensures the school rules are transparent and well understood by all students. Following the lesson each Monday, all school staff are responsible for:

- **Reminding** students of the school expectations and rules
- **Actively supervising** all students by moving, scanning and interacting frequently
- Providing **positive feedback** to students through the recognition of good behaviour using specific verbal feedback (precisely stating the skill the student is displaying)
- **Reteaching** the rule through additional instruction and practise to correct problem behaviour

Each term a weekly overview of lesson focus areas will be developed. The teaching focus is determined by needs identified through data and feedback. The weekly focus area will be communicated to the school community via Sentral and Seesaw.

ENCOURAGING AND REWARDING EXPECTED BEHAVIOURS

Behaviour that is acknowledged is more likely to occur again. Appropriate behaviour should receive more attention than inappropriate behaviour. This establishes a predictable, positive environment.

Positive reinforcement is the most powerful behaviour change tool teachers have to:

- Increase the likelihood desired behaviours will be repeated
- Focus staff and students' attention on desired behaviours
- Decrease inappropriate behaviour

EFFECTIVE VERBAL FEEDBACK

Verbal reinforcement is a form of social reinforcement that provides information on successful behaviour while reinforcing or increasing the likelihood that behaviour will be repeated. When giving verbal feedback, staff need to:

Describe the Behaviour
- Be specific
- Express using words of rules and expections

Provide a Rationale
- Explain why the behaviour was important, e.g. safe, respectful or responsible

Give a Positive Consequence
- Positive feedback may be verbal praise or use of the merit system

PLAYGROUND REWARD SYSTEM

Playground Tokens
- Awarded frequently by teachers on duty for following the playground rules
- Tokens are placed into the collection tub
- 3 tokens drawn in a raffle at each weekly assembly and students will select a PBL themed prize

Termly Reward Events
- Students who have not been referred to the reflection room that term are invited to attend a celebration event e.g. disco afternoon, movie in the hall
- Term reward days are determined by student vote at the beginning of each term

CLASSROOM REWARD SYSTEM

Bronze

- Students place PBL stickers on ***bronze merit chart***
- When ***bronze merit chart*** is complete, a bronze award is generated by the classroom teacher and presented in class, by the classroom teacher.
- Student commences using a ***silver merit chart*** in class
- Teacher records student's name on SENTRAL.

Silver

- Students place PBL stickers on ***silver merit chart***
- When ***silver merit chart*** is complete, the chart is sent to the Assistant Principal
- A silver award is generated and presented at the weekly assembly by the Assistant Principal
- Student commences using a ***gold merit chart*** in class
- Assistant Principal records student's name on SENTRAL

Gold

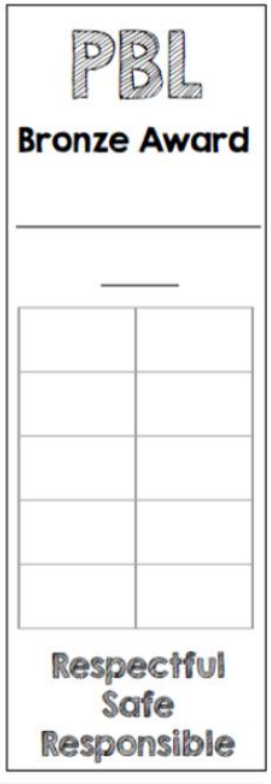
- Students place PBL stickers on ***gold merit chart***
- When ***gold merit chart*** is complete, the chart is placed in the office collection box
- A gold award is generated and presented at the weekly assembly by the Deputy Principal
- Student commences using a ***Principal's merit chart*** in class
- Deputy Principal records student's name on SENTRAL
- .

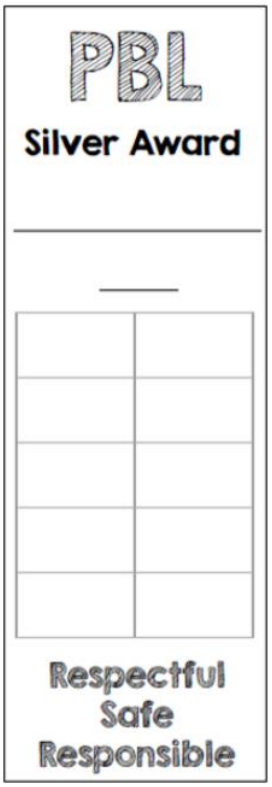
Principal

- Students place PBL stickers on ***Principal's merit chart***
- When ***Principal's merit chart*** is complete, the chart is placed in the office collection box
- A ***Principals award*** is generated and presented at the weekly assembly by the Principal.
- Students attend a ***Principal's Celebration Morning Tea*** with parents invited to attend.
- Principal records student's name on SENTRAL.

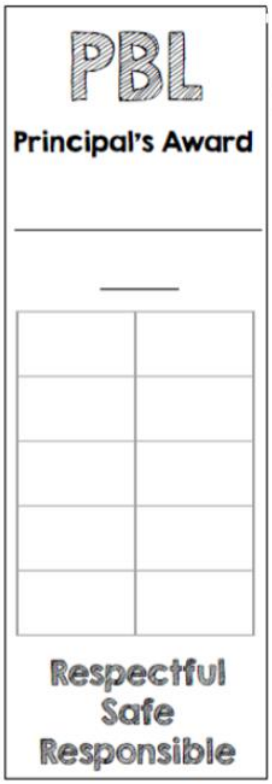
Notes:

- 'Star of the Week' awards are awarded weekly as an additional opportunity to recognise positive efforts and achievement across all school areas.
- 'Principal's Celebration Morning Tea' to be scheduled on the basis of need.
- RFF and Specialist Support staff issue PBL stickers to promote positive behaviour in their setting. These stickers count towards achievement of bronze, silver, gold and Principal's awards. Students are responsible for taking their stickers back to their classroom.
- A review of the overall Reward System will occur in Term 3, 2023 with necessary alterations to be made for the future.


PBL
Bronze Award
Respectful
Safe
Responsible


PBL
Silver Award
Respectful
Safe
Responsible

PBL
Gold Award
Respectful
Safe
Responsible


PBL
Principal's Award
Respectful
Safe
Responsible

Bronze Award
Presented to
for
Signed
Date

Silver Award
Presented to
for
Signed
Date

Gold Award
Presented to
for
Signed
Date

RESPONDING TO PROBLEM BEHAVIOUR

All students at Canley Heights Public School have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. It is necessary to maintain high standards of behaviour in order to achieve this. Procedures for dealing with problem behaviour are outlined below.

CONSISTENT PRACTICES

A whole school approach to managing problem behaviour ensures expectations are consistent and transparent for students, staff and the community. A whole school approach supports the development of a safe and secure environment where students know what to expect. Through the implementation of a whole-school approach to responding to problem behaviour, students will know the consequences for problem behaviour and that behavioural expectations will be upheld by all members of staff.

Throughout the school day students interact with a range of environments (playground, home classroom, library, RFF rooms, office, computer lab etc.) and are instructed and supervised by a range of staff (including support staff, RFF teachers, and casual teachers). It is therefore important that all staff members are aware of and implement the whole school approach.

ACTIVE SUPERVISION

Active supervision verbally and non-verbally communicates to students that expected behaviour is being monitored. There are three key components:

1. ***MOVING*** through the classroom or playground area allowing proximity and visibility to all students.
2. ***SCANNING*** all areas of the classroom or playground area to observe all students on a regular basis. Make brief eye contact with students in all areas of the playground or classroom space.
3. ***INTERACTING*** with students in a positive and proactive manner. Positive reinforcement is delivered frequently to praise students meeting behavioural expectations.

Active supervision is the first strategy used to encourage expected behaviour and prevent problem behaviour.

MAJOR AND MINOR PROBLEM BEHAVIOURS

Possible problem behaviours have been determined to be either **major** or **minor**.

- Major problem behaviours are cause for immediate removal from the playground and referral to the executive team.
- Minor problem behaviours can be addressed by the supervising teacher.

The Major and Minor Problem Behaviours Matrix is on the next page.

All problem behaviours requiring time out [either removal from the playground (major) or time on the reflection seats (minor)] are to be recorded on the ‘Playground Behaviour Referral” slip. Slips are kept in the playground duty clipboards and are to be returned to the labelled box in the staffroom the day they are completed. The PBL Data Manager is responsible for entering playground behaviour referrals.

MAJOR AND MINOR PROBLEM BEHAVIOURS MATRIX

Minor – Teacher Managed	**Major –** Executive Managed
• **Defiance/non-compliance**– Refusal to follow directions, talking back and/or socially rude interactions • **Physical contact/aggression**– Student engages in non-serious, but inappropriate physical contact. • **Inappropriate display of affection**– Student engages in inappropriate verbal and/or physical gestures/contact to another person, either consensual or non-consensual. • **Abusive/inappropriate language**– Low intensity verbal messages that include accidental swearing not directed at an individual or group, low level name calling or use of words in an inappropriate way • **Misuse of information and other electronictechnology** – Student engages in non-serious but inappropriate use of mobile phone, music/video players, computer, internet or email. • **Lying/cheating**– Student delivers a message that is untrue and/or deliberately violates rules • **Partial truancy**– Student intentionally leaves class without permission or stays out of class without permission. • **Out of bounds (within school)**– Student is in an area that is marked/described as an unsafe area within the school grounds. • **Property misuse**– Student engages in low-intensity misuse of property. • **Minor property damage**– Student deliberately impairs the usefulness of basic/cheap property e.g. smaller, non-electronic class supplies. ***Please note: Repeated and ongoing instances of the defined 'Minor Problem Behaviours' may warrant Executive consultation.***	• **Disruption** – persistent behaviour causing an interruption in class or activity e.g. sustained loud talking or yelling, noise with materials and or sustained out of seat behaviour. • **Intentional theft**– Student possesses or is responsible for removing someone's property with malicious intent. • **Vandalism/graffiti**– Significant destruction of property e.g. furniture, electronic items or illegal defacement of school property and surrounds with markings or graphics. • **Fighting/physical violence**– Actions involving serious physical contact where injury may occur e.g. hitting, punching, kicking, hair pulling, scratching. • **Abusive/inappropriate language**– Aggressive verbal messages that include swearing, name calling or use of words to threaten or abuse others. • **Harassment/bullying**– Student delivers disrespectful messages (verbal or gestural) including threats, intimidation, pictures or written notes. • **Misuse of information and other electronic technology**– Inappropriate use of mobile phone, music/video players, camera, computer, internet or email. • **Weapons/combustibles**– In possession of knives, guns (real or imitation), aerosols, matches, lighters, petrol etc. • **Student off school location** • **Truancy**– Absent without parent or caregivers permission • **Student in possession or under the influence of drugs, alcohol or tobacco** • **Misuse of medication**– Inappropriate use or distribution • **Arson** • **Bomb threat/false alarm**– Student intentionally falsely warns of immediate fire or bomb.

RESPONDING TO 'MINOR' PROBLEM BEHAVIOUR ON THE PLAYGROUND

Rule Reminder

"Remember you need to be (expectation) by (rule)"
E.g. "Remember you need to ***be safe*** *by* ***keeping your hands and feet to yourself****".*

Verbal Warning

"This is your final warning. You have already been reminded of the rules. You will need to have reflection time on the red and silver seats if you don't be (expectation) by (rule)"

Reflection Seat

Time out on reflection (red and silver) seats for **no more than half of the break** (15 mins)
The incident must be recorded on SENTRAL. The classroom teacher and Assistant Principal should be included in the notifications.

Conference with Student

Conference with student following the reflection period, to ensure the student has regained enough composure to be able to return safely to the playground, with an understanding of the school expectations. If the student completes the reflection time before the end of a break, then the conferencing must occur before the student returns to class.

Notes:

- In the event that an incident happens during the final minutes of recess or lunch, it is the teacher's responsibility to follow up on the reflection and conferencing time with the student at the next break. It is advisable to notify the teacher on duty in that area of why the student on the reflection seat.
- Relevant class teachers need to inform the parents of all students involved that an incident has occurred.
- All students on the reflection seats must be provided with time for toileting before the bell.
- Assistant Principals will receive an alert through SENTRAL when a student has three minor behaviour entries. The executive involved may make the decision to escalate the matter, particularly if the behaviour incidents are ongoing. This includes time in the reflection room.

The "Detention and Time-out Guidelines" informs the use of time out (reflection seat) procedures. This implementation plan should be read in conjunction with this DoE policy.

RESPONDING TO 'MAJOR' PROBLEM BEHAVIOUR ON THE PLAYGROUND

Removal from Playground

Removal from Playground - Student to be taken to an executive. If needed, an executive can be requested using the cards contained in playground bum bags.

Referral to Senior Executive

Executive determines next cause of action in accordance with department guidelines.
Deputy Principal or Principal are informed of the incident.
The teacher who requested assistance records details of incident **on SENTRAL as a major incident** and includes classroom teachers and relevant executive in notifications. Senior executive adds additional notes as required.

Seeking Additional Support

If urgent assistance is required, additional staff can be summoned to the playground by sending students to the office with one of the following cards (located in playground bag):

EXECUTIVE NEEDED – AREA A — *Emergency (Assistant Principal, Deputy Principal or Principal required)*

SUPPORT NEEDED – AREA A — *Additional support needed (Any teacher required)*

Note:

- Assistant Principals will receive an alert through SENTRAL after **three minor** incidents and every subsequent incident.
- Assistant Principals and Deputy Principal will receive an alert through SENTRAL after **one major** incident and every subsequent incident.
- Responses to Repeated Misbehaviour on the Playground
  1. When three behaviour referrals are recorded in one term, an executive will generate a letter to parents in accordance with *"Detention and Time-out Guidelines."*
  2. Student is directed to attend the "Reflection Room" with a member of the Executive Team at the next available lunchtime. Reflection room attendees are recorded on the Sentral reflection room roll.

REFLECTION ROOM

- The Reflection Room will be staffed by an executive at all times.
- The Reflection Room will be located in a designated classroom.
- Students will attend at lunch time, following eating time. Students will be provided with toileting time before the bell.
- Parents will be contacted by telephone or Seesaw for each referral to the Reflection Room.
- Lessons and reflection on school expectations are conducted in the reflection room.

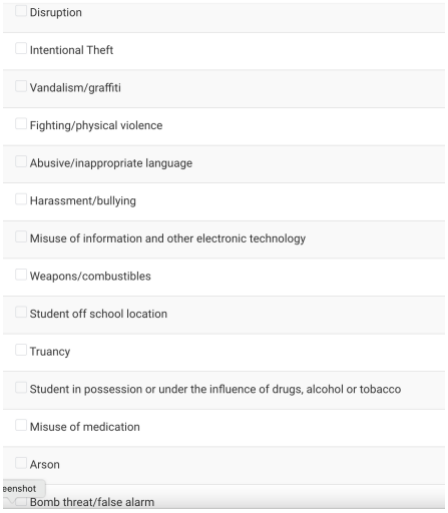
- Supervising executive team member enters a record of the reflection process and outcomes in the Follow-up Actions of the behaviour referral.
- Students who are repeatedly referred to the Reflection Room may be referred to the Learning and Support Team in order to develop a Behaviour Management Plan.

BEHAVIOUR MANAGEMENT PLANS AND SOCIAL SKILLS GROUP PROCEEDURES

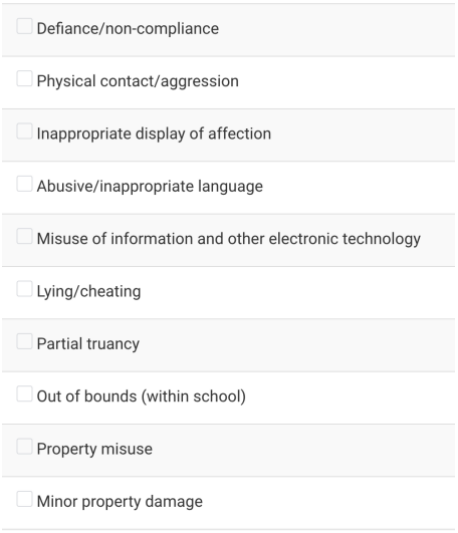
- Behaviour Management Plans will be developed by the Learning Support Team in collaboration with the senior executive, parents or carers and other necessary parties.
- The Behaviour Management Plan will have a review period of 2-4 weeks (maximum).

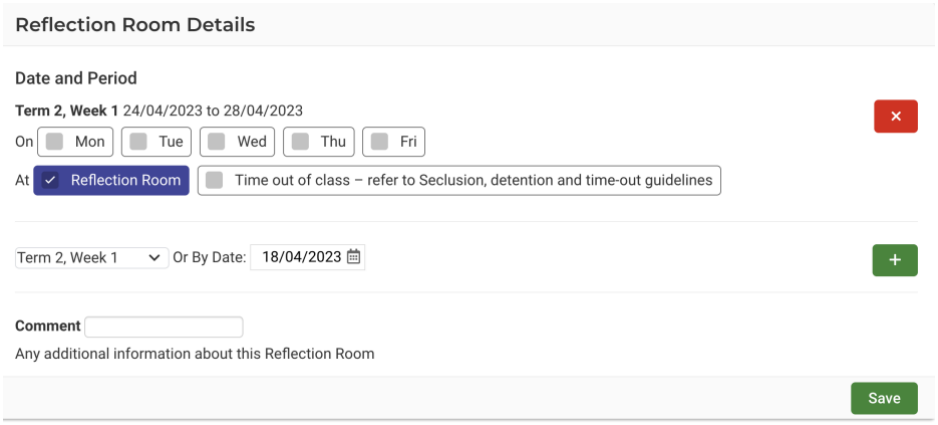
The "Guidelines for the Use of Time-out Strategies Including Dedicated Time-out Rooms" informs the use of Reflection Room procedures. This implementation plan should be read in conjunction with this DEC policy.

Sentral Major



Sentral Minor





RESPONDING TO PROBLEM BEHAVIOUR IN THE CLASSROOM

The following steps are to be followed when responding to **minor problem behaviour**. In the event of **major problem behaviour**, the student must be **referred to an executive immediately**.

Quality Learning Environment	• Teacher establishes a **positive, inclusive classroom environment,** drawing on knowledge of the NSW Quality Teaching Framework and Australian Professional Teaching Standards. • Instruction is **differentiated** and all students are challenged academically. • Expectations, rules, rewards and consequences are clearly explained to children. • Teachers use **positive feedback** to reinforce expected behaviour e.g. positive praise, reward activities or privileges, tangible items including merit chart stickers. • Teacher makes **adjustments** to support individual student's needs, to support positive behaviour and engagement in accordance with any IEPs, PLPs, Individual Behaviour Management or Risk Assessment Plans.
Rule Reminder	• Student is **reminded of school expectations and rules.** • Positive feedback provided when student modifies behaviour to meet expectations
Verbal Warning	• Student is reminded of school expectations and rules. • Student is **reminded of consequences** for continued problem behaviour (class time out).
Class Reflection	• **Student moved to a different classroom area** to complete work alone, until they are ready to return to normal groupings. This time is used to allow students time to regain composure and reflect on the school expectations. • **Teacher conferences with student** following the time out period, using CHPS Reflection Questions. • **Teacher records details of ongoing, class managed problem behaviours on SENTRAL as under Data Records: Other** as evidence for potential future LaST actions.
Buddy Class Reflection SENTRAL	*If the student's behaviour is expected to cause excessive disruption to the buddy class, skip to executive support instead.* • **Student moved to a buddy class** to complete work. • Student is counselled by class teacher on return. • Teacher enters on **SENTRAL under Behaviour Referral: Minor**. Casual staff – leave detailed notes of incident for classroom teacher to enter upon return. • When student receives their second buddy class time out in a term, the classroom teacher informs their supervisor to discuss strategies and meet with parents as needed.
Executive Support SENTRAL	• If problem behaviour is continued in the buddy class, or the student is unable to successfully return to class following buddy time out without disruption, **executive assistance is sought**. • Executive staff member determines further action. • Teacher enters a **behaviour referral on Sentral** (if not already done from the buddy class time out).

Seeking Additional Support

If urgent assistance is required, additional staff can be summoned to the classroom by using the intercom phones located in each learning space.