

Behaviour Management Guidelines



Positive Behaviour Support (PBS)

Wickham Primary School has chosen a Positive Behaviour Support framework for managing student behaviour, in line with our school's strong focus on developing a positive culture.

A review of literature conducted by Peter Hamilton, Director, Behaviour Standards and Wellbeing, and presented to the Department of Education and Training State Executive (2005) identified ten key elements apparent in schools that are effective in managing behaviour and in *teaching positive behaviour*.

These elements are that schools:

- Adopt a whole school approach rather than an individual classroom approach.
- Are proactive rather than only reactive.
- Respond by helping students reflect and learn rather than relying on punishment alone.
- Have teachers who act with authority in and outside the classroom rather than being endlessly flexible.
- Emphasize self-discipline rather than compliance with rules.
- Have good support systems for teachers that keep them responsible for managing the behaviour of their students.
- Have good support systems for individual students who need them.
- Are proactive in terms of parent involvement.
- Use evidence in planning to improve student behaviour.
- Use outside help to build the capacity of the school to solve problems more skilfully rather than simply to fix the immediate problem.

As our plan is implemented over time, guided by a **Positive Behaviour support team**, we will move towards creating a positive school culture. We will be able to demonstrate evidence of the ten points above, apparent in schools effectively managing behaviour.

Aims

Wickham Primary School behaviour management guidelines aim to:

- Preserve the rights of staff and students by implementing a policy which is positive, supportive, preventative and corrective.
- Create a positive environment within the school and classroom so that teachers and students can work together in harmony.
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Recognise those members of the school community who exemplary behavior promotes a positive and caring school environment.
- Establish a set of rules that protect the rights of individuals.
- Establish a clear set of consequences for individuals who do not accept their responsibilities; and establish procedures so that conflicts can be resolved in a positive manner.

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Behaviour Curriculum: Essential Classroom Practices

At Wickham our approach to managing student behaviour is based upon a Positive Behaviour Support model. Our 3 agreed behaviour expectations form the heart of our behaviour matrix. These are known as "HRS":

- **High Expectations**
- **Respect**
- **Safety**

These three positive behaviour expectations have been used to create the behaviour matrix (Appendix A) that states the behaviour expected from the students in various contexts throughout the school. This behaviour matrix forms the behaviour curriculum, which will be explicitly taught through using a behaviour lesson plan template (Appendix B).

Procedures for Encouraging Positive Behaviour

Wickham's positive behaviour support requires free and frequent acknowledgement of those students demonstrating expected behaviours. This is done through:

Active Supervision

Moving

- Constant
- Randomised
- Using proximity with problem areas

Scanning

- All students
- Eye contact

Interact frequently

- General positive contacts (winning over)
- Positive reinforcement (4 to 1 ratio of positive corrections)

The following positive reinforcements are used at Wickham Primary School:

Class rewards

- Faction tokens
- Class incentive programs such as stickers, tokens and Classdojo
- Class certificates
- Email, video, phone call or a note home to parents (Classdojo)

School rewards

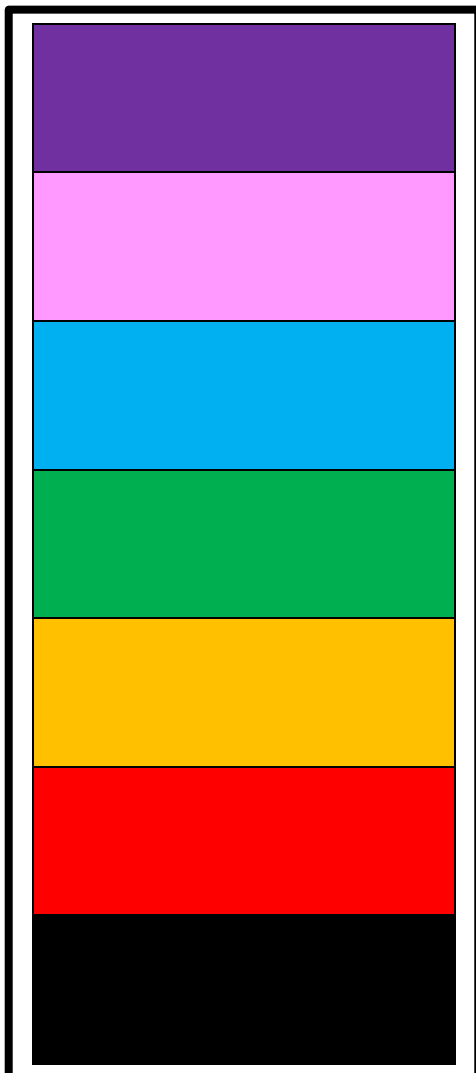
- Stickers, praise from Principal, Deputies or other teachers (Not all the time and same students)
- Merit certificates presented at school assemblies (Not every student needs to receive a merit certificate)
- Positive behaviour prize draws (Factions)
- Possibility of end of term certificates (gold/silver/bronze) with badge.

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Procedures for Inappropriate Behaviour

Wickham utilises a "7 step" behaviour system across the whole school. All staff are expected to follow this procedure as shown below:

The "7 step" system is used to monitor and re-teach minor negative behaviours. These are to be managed by the teacher.



Students are placed on green at the beginning of each school day.

Student is given a verbal/non-verbal prompt as a warning.

Student is moved to orange for not correcting their behaviour.

For example "Blake I am moving your name to orange as you are not being respectful by allowing others to work independently. Please change your behaviour to move back to green."

Student is given a verbal/non-verbal prompt as a warning.

Student is moved to red if they have repeated the minor behaviour after a verbal prompt from being on orange. Student moved to time out in class

Student is given a verbal/non-verbal prompt as a warning. Reminding them of the expected behaviour

Student is moved to black if they have repeated the minor behaviour after a verbal prompt from being on red.

The student is now issued with a Yellow slip for repeated minor behaviours and sent to Buddy Class. Following Buddy Class if behaviour continues student is sent to Administration.

The chart above is to be displayed in every classroom and followed. The blue, pink and purple are for positive behaviours. The orange, red and black are the negatives.

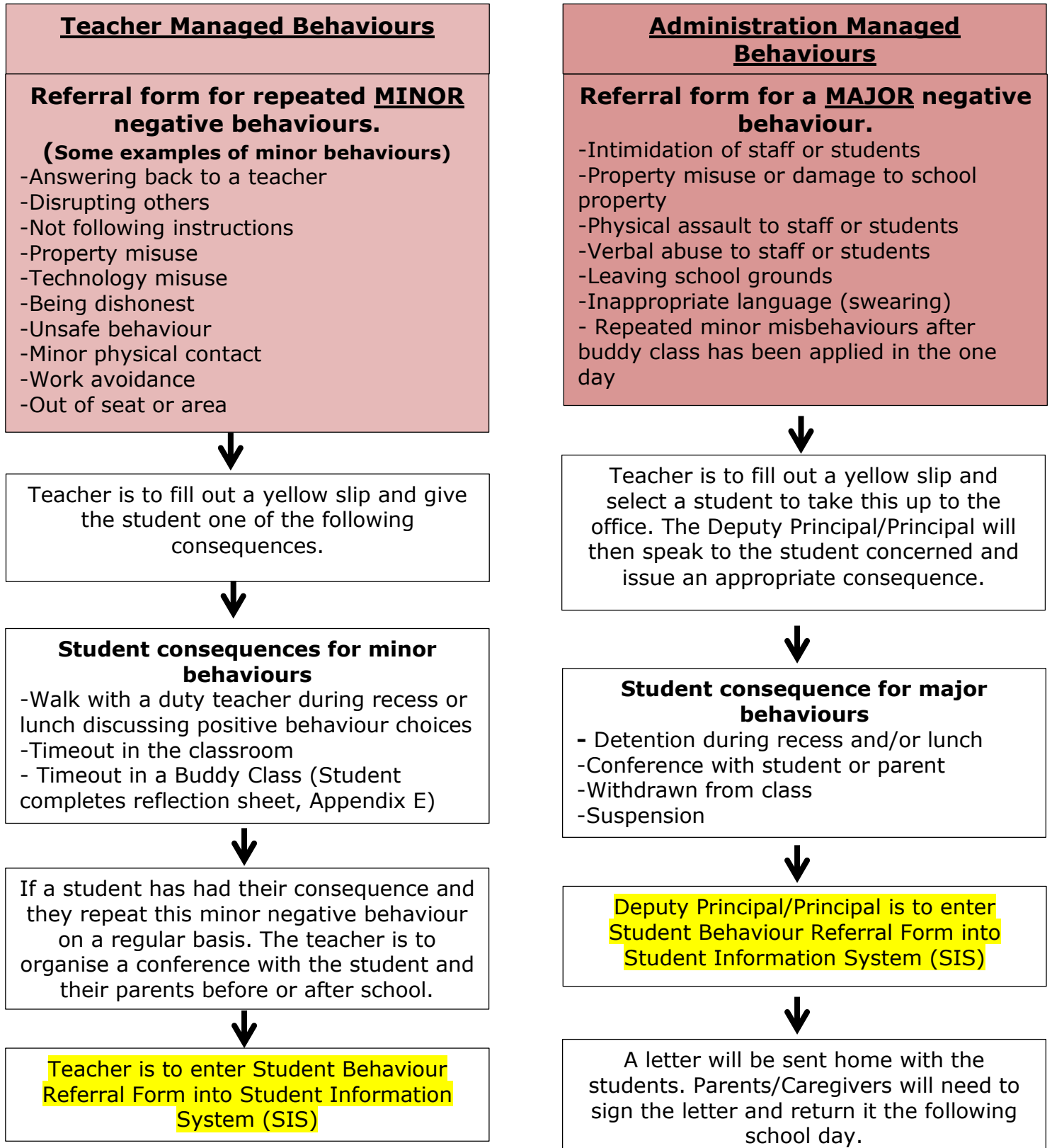
If a student displays a major negative behaviour. Please complete a yellow slip (Appendix C) and refer to the Student Behaviour Referral Form Flow Chart.

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Student Behaviour Referral Form Flow Chart

Follow the process below when filling out a Student Behaviour Referral Form.
(Also known as a yellow slip)



NOTE: Yellow slips are to be kept by teachers & Admin for collection each FORTNIGHT. This data will be used by the PBS team to plan hot spot focuses OR to discuss & plan behaviour plans for individual students.

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Appendix A: Wickham Primary School Behaviour Matrix

|  WICKHAM <small>PRIMARY SCHOOL</small> | H High Expectations We aim high (Academic/personal best) | R Respect We are respectful (Way we are with other people/encourage & care) | S Safety We are safe (Responsibility, our environment together, social, emotional, physical) |
|--|--|---|--|
| Outside (Playground) | <ul style="list-style-type: none"> Stay in bay/playground areas | <ul style="list-style-type: none"> Agree on game rules before starting | <ul style="list-style-type: none"> Walk on concrete Wear a sun smart hat |
| Outside (School) | <ul style="list-style-type: none"> Follow and listen to staff instructions Representing the school/community | | |
| Whole School | <ul style="list-style-type: none"> Listen attentively Wear your uniform correctly Be on time - arrival | <ul style="list-style-type: none"> Choose and use kind words and actions Include others Use manners Follow staff instructions Keep school clean and tidy Ask others to borrow equipment | <ul style="list-style-type: none"> Follow school procedures Use equipment correctly and safely Keep body parts and objects to yourself Wear enclosed shoes |
| Classroom Learning Areas | <ul style="list-style-type: none"> Line up in timely manner (Lining up procedure) Set personal goals Stay on task Ask for help when needed | <ul style="list-style-type: none"> Raise hand to speak Follow class instructions Wait your turn to speak Use inside voices | <ul style="list-style-type: none"> Ask permission to leave and enter the classroom |

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Appendix B: Behaviour Lesson Plan Template

| Lesson Structure | Lesson Activity | Resources |
|---|-----------------|-----------|
| <p>'I' Do: (5 minutes)</p> <ul style="list-style-type: none"> Define the expectation in terms that are specific observable skills The location where the skill is expected Provide a rationale for why behaviour is important Demonstrate the expected behaviour | | |
| <p>'We' Do: (6 minutes)</p> <ul style="list-style-type: none"> Give students opportunities to role play the behaviour expectation across all relevant settings Aim to use a variety of teachings strategies to assist in building fluency with the skill Playing games that include the use of the skill Creating class graphic organizers (e.g. Y-chart, posters, placemat, PMI) Watching videos of examples | | |
| <p>'You' Do: (10 minutes)</p> <ul style="list-style-type: none"> Independent activity displaying the behaviour focus (writing letters, poster competitions, oral presentations, Power Points) | | |
| <p>Review: (5 minutes)</p> | | |
| <ul style="list-style-type: none"> Practice throughout the day/week/fortnight in context <ul style="list-style-type: none"> Provide additional opportunity to practise skill Hand out faction tokens to those who display the appropriate behaviour focus <ul style="list-style-type: none"> Provide a high ratio of specific positive feedback to build fluency | | |

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Appendix C: Student Behaviour Referral Form (Yellow Slip)

| | | | |
|---|--|---|---|
| Student: | | Referred by: | |
| Room: | Year: | Date: | Data entered |
| Location of Incident: Classroom Junior Playground ECE Playground Excursion Art Room Senior Playground Wet Area Walkways Science Room Toilets Oval Basketball Court Library Bike Racks Alcove Undercover Area Phys Ed Transition Office Other | | Time of incident Before School While Teaching Recess 8.20 – 10.20 Lunch Eating 10.40 – 12.40 Lunch Play 1.20 – 2.30 After School Assembly Time | |
| Minor – Teacher Managed Behaviours | | | |
| High Expectations | | Be Respectful | Be Safe |
| Answering back Disrupting others Inappropriate language Work avoidance Inattentive | Poor work standards Unprepared for class Out of seat Dress code | Not following instructions Property misuse Technology misuse Being dishonest | Unsafe behaviour Minor physical contact Out of area Bullying (Verbal) |
| Major – Office Managed Behaviour | | | |
| High Expectations | | Be Respectful | Be Safe |
| Intimidation of • Staff • Students | | Repeated Minor misbehaviours Property misuse/damage | Physical Assault • Staff • Students Verbal Abuse • Staff • Students Leaving School Grounds |
| Teacher Actions | Behaviour Consequences | | |
| Prompt – Low Key Re-direct – State Behaviour Re-teach – Tell, Show, Practise, Acknowledge Provide Choice Private Conference | Classroom Isolation/time out Buddy Class for _____ minutes Parent contact | Playground Sit out of play Walk with teacher Loss of privilege | Administration Conference with student Conference with parent Loss of privilege Detention • Recess • Lunch Withdrawn from class Suspension |
| Staff Member Comments: | | | |
| ----- | | | |
| ----- | | | |
| ----- | | | |
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| ----- | | | |

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Appendix E: Student Reflection Sheet A

Name: _____ Date: _____ Time: _____

Teacher's Signature: _____ Partner Class Signature: _____

Tick which behaviour expectation you did not meet below:

High Expectations Respect Safety

Draw a picture to show what happened

What did you look like while this was happening?

What could I have done?

The choice I made was:



What will you do now?

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Appendix E: Student Reflection Sheet B

Name: _____ Date: _____ Time: _____

Teacher's Signature: _____ Partner Class Signature: _____

Tick which behaviour expectation you did not meet below:

High Expectations

Respect

Safety

What did you do?

Why was that the wrong thing to do?

How did your behaviour impact others?

What were you trying to accomplish?

Next time you have that goal, how will you meet it without disrupting others?
