

# Dubbo South Public School



## Positive Behaviour for Learning Booklet 2018



**Care, Responsibility,  
Cooperation and Respect.**

## **Introduction**

Student Welfare encompasses everything that the school community does to meet the personal and social needs of students and enhance their well-being.

It involves holding high expectations of student behaviour and recognising, valuing and developing each student as a total and unique person in the context of society.

An important part of this process is that students learn to become responsible for their own behaviour and that the school actively promotes positive behaviour.

## **Positive Behaviour for Learning**

In 2010 our school embarked on a new program called *Positive Behaviour for Learning* (PBL).

This program focuses on explicit teaching and supporting positive behaviour for all students. PBL is a program that supports students' own personal development as well as helping them to understand what is required of them in order to create together a peaceful, productive and harmonious learning community.

## **School-wide expectations**

Our PBL program is based on a school-wide set of expectations which apply across the school in every circumstance and setting in which students are learning.

**We are Caring**

**We are Respectful**

**We are Responsible**

**We are Cooperative**



From these expectations, a matrix of positive behaviours has been developed for each school setting, e.g. In the playground, at bus lines, at sport, in assembly.

These rules define our expectations for behaviour in our school. You will see these rules posted throughout the school and your child will be learning them and practising them with teacher support during their lessons and break times. A matrix will be sent

home.

## Teaching the expectations and rules

To keep our students mindful of the rules and thus to keep our school a peaceful place where everyone can learn, we do the following things when teaching:

- We teach and refer to our school-wide expectations frequently in the course of our classroom teaching program.
- We provide students with praise first for accomplishing new tasks, following rules and meeting school-wide expectations, and then correction only where problem behaviour occurs.
- We talk to students with respect using positive voice tone.
- We actively engage everyone in the class during instruction.
- We use pre-correcting, prompting, positive reinforcement and redirection as we teach.
- We look for the positive first, and provide immediate, frequent, specific and positive feedback (a ratio of 4:1 positive reinforcements or higher).

## Positive reinforcements and rewards

Dubbo South Public School uses a system of tangible acknowledgments and whole-stage celebrations to encourage positive behaviour in all students.

1. *Tangibles and celebrations.* Teachers will issue PBL Ollie tokens to reinforce knowledge and successful practice of rules. These will be frequent and tangible rewards issued with verbal reinforcement of positive behaviours displayed, to students who are successfully following the rules. These Ollie tokens are collected in PBL Stage tubs which are used for PBL raffle prize draws at Stage and whole-school assemblies. When tubs are filled with tokens, this also leads to a whole-stage PBL celebration event to be scheduled and negotiated by stage staff and students.
2. *Personal acknowledgement of consistent positive behaviour and citizenship.* Achievement Awards are collected by the students, put onto a personal chart and maintained as a record of the positive behaviours they have demonstrated throughout the year. Students' progress through the following levels until they reach Principal's level.

5 Achievement awards earn a merit certificate

10 Achievement awards earn a credit certificate

15 Achievement awards earn a distinction certificate



## 20 Achievement awards earn an honour certificate

At each level, students receive a letter home, and name in the newsletter. At the Principal's level which is attained after a banner, students are rewarded by doing an activity with the Principal. Our system of recognition of positive behaviours will also include; individual class reward systems, student of the week awards and recognition of outstanding children with principal letters sent home.

## Problem behaviours

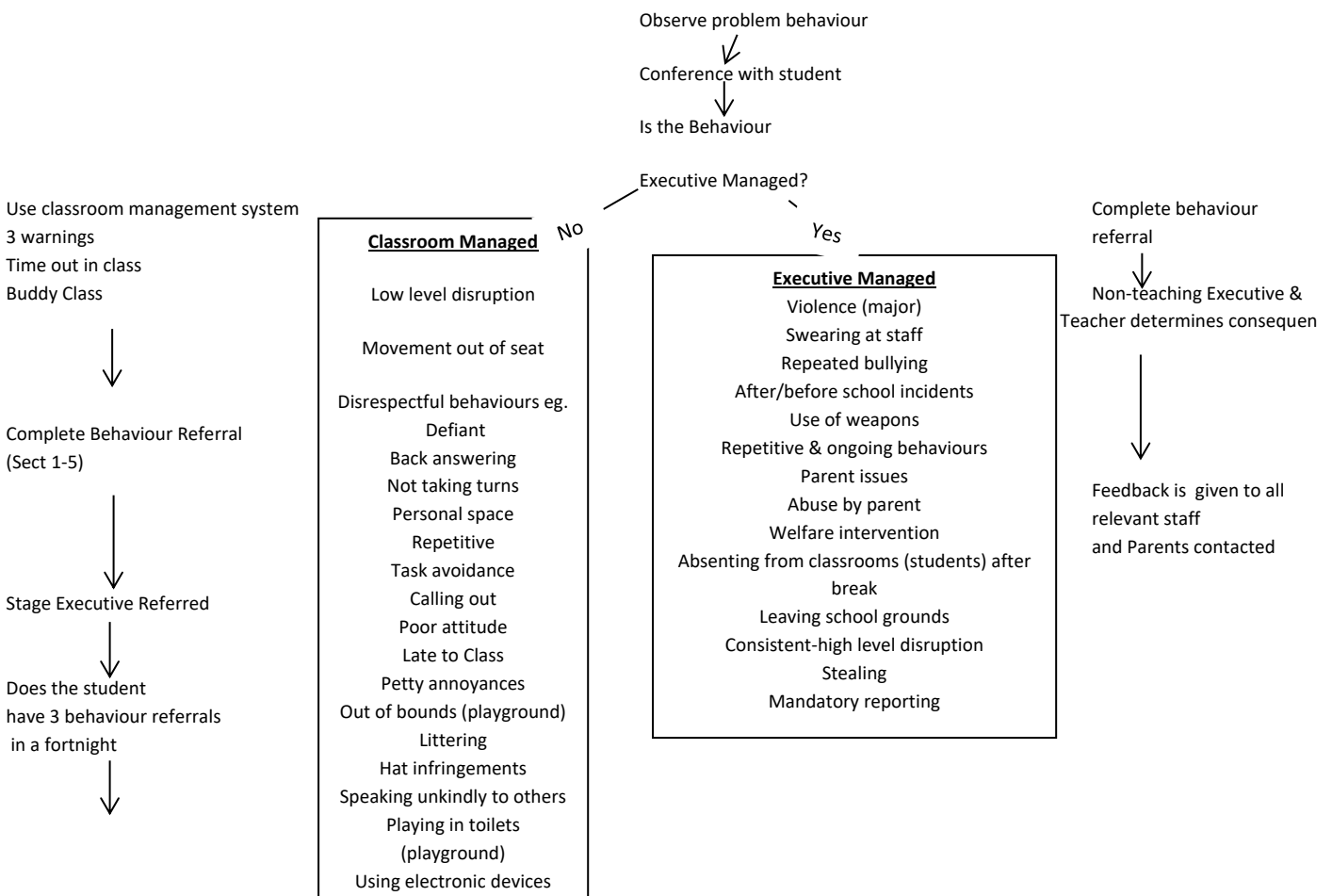
Appropriate behaviour is expected at all times. In the event that a student has demonstrated inappropriate behaviour, teachers will support involvement through re-teaching, pre-correction and corrective feedback where necessary.

Where a student fails to respond to teaching and positive reinforcement or to teacher pre-correction or verbal correction and chooses to continue their problem behaviour, we will also implement a school-wide system of consequences.

The following flowchart is used as a guideline when **dealing with problem behaviours in** either the classroom or playground. Behaviours classified as '**MINOR**' on the Office Discipline Referral (ODR) form are teacher-managed. Behaviours classified as '**MAJOR**' are referred to Executive staff for management-

### Dubbo South Public School Behaviour/PBL

#### Dealing with Behaviour FLOWCHART



**Dealing with problem behaviours-Behaviour monitoring cards**

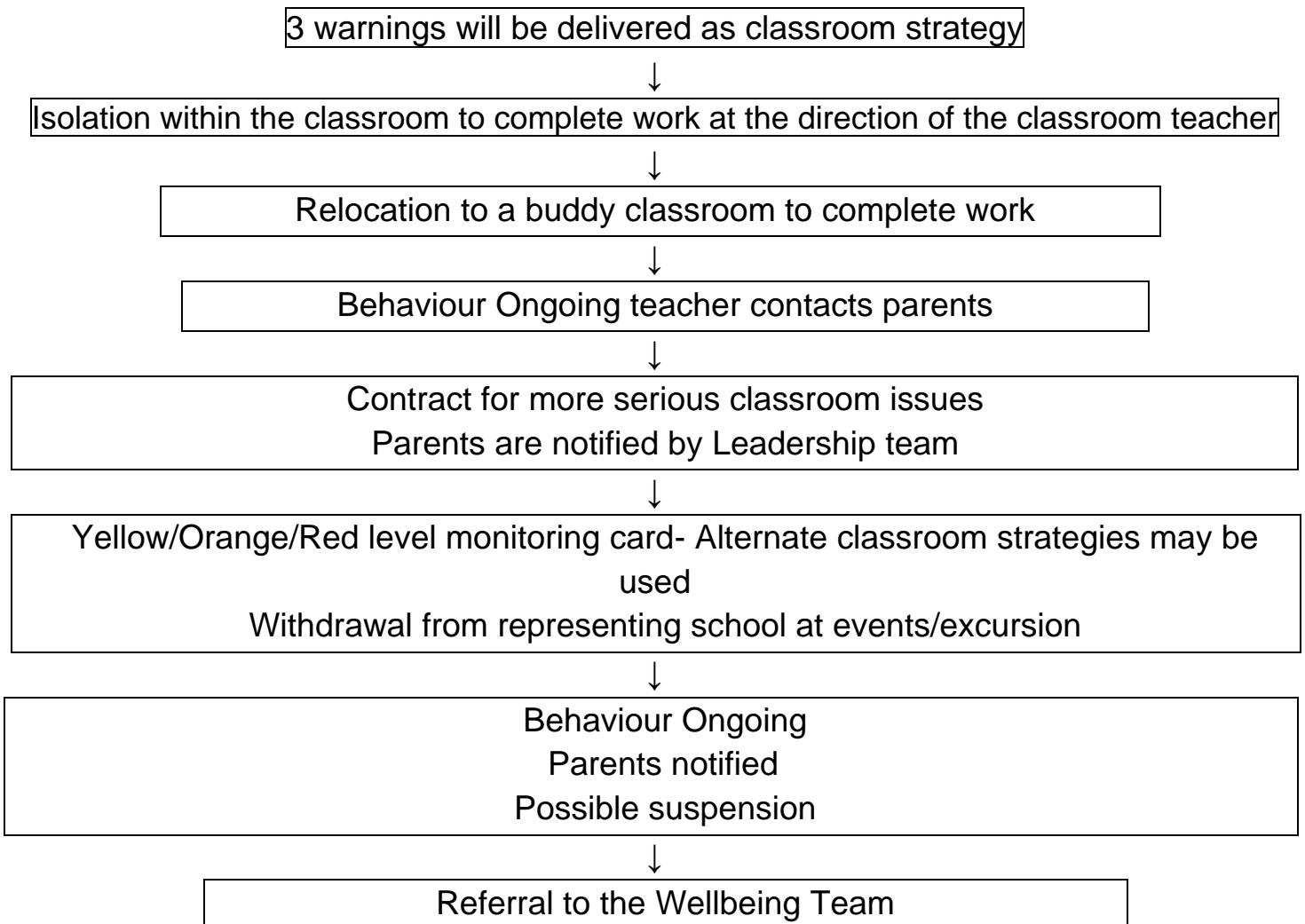
Students on Yellow, Orange or Red level will have this behaviour-tracking card for 2 weeks. At the end of each session (classroom and playtime) student behaviour is recorded by the supervising teacher with either 'S' (satisfactory) or 'U' (unsatisfactory). Unsatisfactory is given if the student has a MAJOR incident (see Glossary of Behaviours- major/minor document). If a 'U' is recorded for any session, the same flowchart procedures are followed as seen on this document. The incident must be referred to Executive staff using an ODR (including Planning Room at the next lunchtime break). The reporting teacher must also log this incident on Sentral.

**Consequences for problem behaviours in the classroom**



Classrooms are places for teaching and for learning and any disruption to either process has negative consequences for the teacher and all students in the class. Teachers use many strategies to engage students.

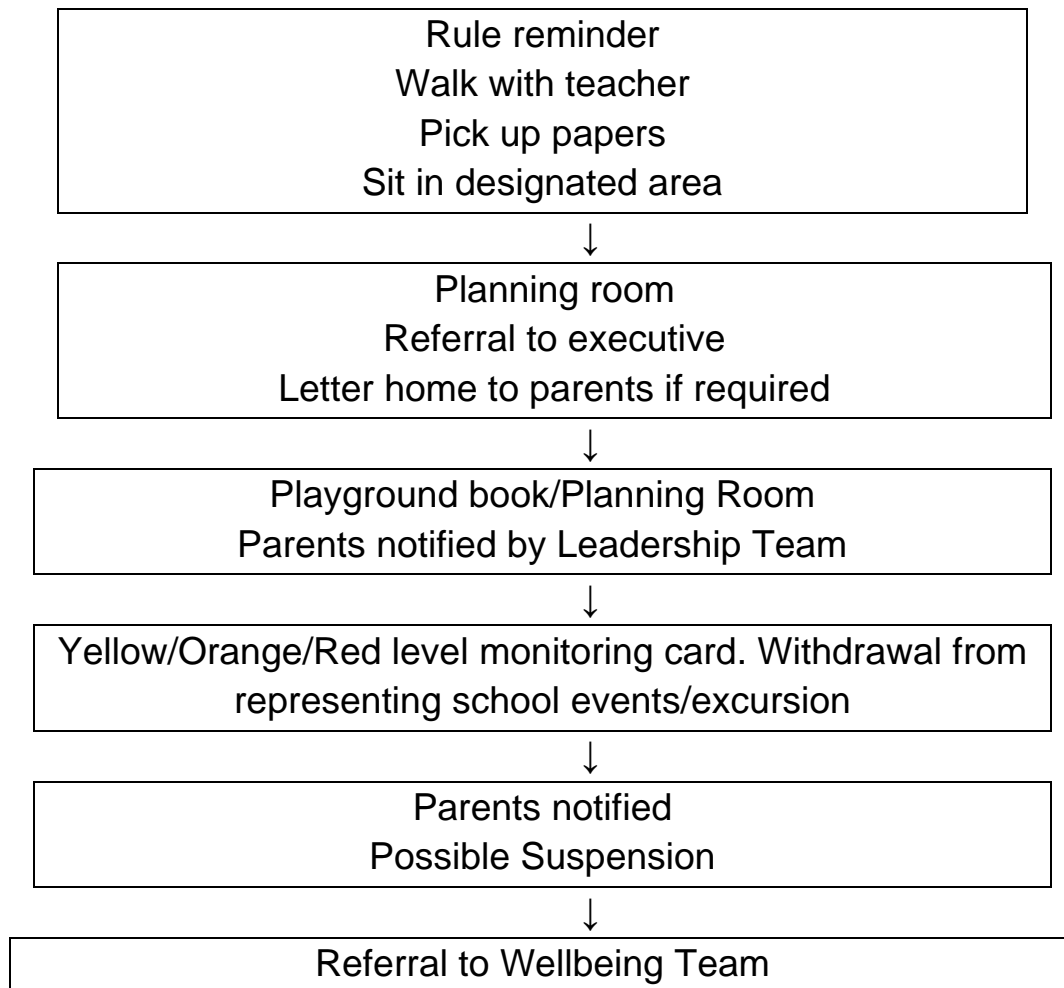
In the classroom, persistent disruption of teaching or learning may result in the following:



- At all levels staff are communicated to about issues regarding their students.

### Consequences for problem behaviours in the playground

In the playground, disruption of others' play or engaging in unsafe play may result in the following:



**Please note as stated in the ‘Suspension and Expulsion of Students procedures 2010’ Principals must suspend children for having weapons, using violence, use of illegal substances, ongoing non-compliance.**



## **The PBL Leadership Team**

The Leadership teams (PBL and Wellbeing Teams) monitor student behaviour incidents on a fortnightly basis using the information recorded on the Sentral database.

When a child's pattern of inappropriate behaviour is becoming a concern, the Wellbeing team will provide information and if necessary, additional support, to the child and the teacher to attempt to redirect the child.

Where Sentral data reports indicate a school-wide behaviour deficit, the PBL Leadership team will respond with a whole-school teaching focus of positive behaviour for the data-informed area of concern.

### The **2018** PBL Leadership Team consists of:

Sharon Murray (Principal)

Renae Giddings (Assistant Principal Learning and Support)

Natalie Robson (Internal coach)

Wayne Garraway (External coach- Orana Heights PS)

Lincoln McBroom (Chairperson/ executive rep)

Emma Dickson (Data Manager)

Kristy Rich (Secretary/ data manager/ sentral communications)

Sue Buttrey and Tim Cassel (Time keepers)

Tara Hicks, Mel Puckeridge, Madison Gobbert (Communications and Publicity)

Alana Wheeler (Archiver)

Megan Kitcher (SLSO rep)

## Recording and reporting to parents

Our school uses a database logging system of student information entitled “Sentral”. This allows staff to record observations of student behaviour and to plan appropriate support and intervention where a student’s pattern of behaviour becomes of concern.

Staff using an Office Discipline Referral (ODR) form record incidents of negative behaviour, and this is then logged onto Sentral. School-wide behaviour data is communicated to all staff by the PBL Leadership Team on a fortnightly basis, along with teaching materials on focus areas. Class teachers provide behaviour support through conferencing, pre-correction and re-teaching to children in their home class to sustain an school environment which is Respectful, Caring, Responsible and Cooperative.

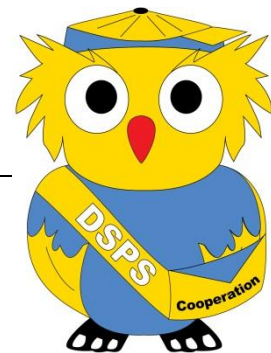
Parents are kept informed of behaviour concerns by means of letters, phone calls or meetings with staff.

The occurrence of three or more major incidents in a fortnight for any child will result in parents contact. This can lead to a child being placed on a Traffic Light monitoring card (Yellow level- warning, Orange Level- off playground, Red Level- executive managed in alternative classroom setting).

	All Settings Matrix
Respect	<ul style="list-style-type: none"><li>• I will be honest</li><li>• I will use appropriate and polite language</li><li>• I will keep my hands and feet to myself and maintain my personal space</li></ul>
Care	<ul style="list-style-type: none"><li>• I will look after the school environment</li><li>• I will show empathy to others</li><li>• I will use equipment safely</li></ul>
Responsibility	<ul style="list-style-type: none"><li>• I will be in the right place at the right time</li><li>• I will participate in all learning</li><li>• I will accept consequences for my actions</li></ul>
Cooperation	<ul style="list-style-type: none"><li>• I will listen to and follow instructions the first time</li><li>• I will work willingly with others</li></ul>



	Assembly
Respect	<ul style="list-style-type: none"> <li>• speak nicely to each other</li> <li>• listen to others</li> <li>• wear school uniform</li> <li>• use manners</li> </ul>
Care	<ul style="list-style-type: none"> <li>• take care of our environment</li> <li>• look out for one another</li> <li>• help visitors/new students in our school</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• keep school grounds clean and tidy</li> <li>• attempt all tasks</li> <li>• return to class promptly</li> <li>• use equipment safely</li> <li>• think before you act</li> <li>• take care of your belongings</li> </ul>
Cooperation	<ul style="list-style-type: none"> <li>• follow instructions when asked</li> <li>• work willingly with others</li> <li>• keep hands and feet to yourself</li> <li>• be helpful</li> </ul>



	Moving Around the School
Respect	<ul style="list-style-type: none"> <li>• listen to teacher instructions</li> </ul>
Care	<ul style="list-style-type: none"> <li>• stay on paths</li> <li>• watch where you walk</li> <li>• move quietly</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• be quiet around classrooms</li> <li>• return to class as quickly as possible</li> <li>• walk when on concrete areas</li> </ul>
Cooperation	<ul style="list-style-type: none"> <li>• walk in 2 lines</li> <li>• stay as a class group</li> <li>• keep your hands and feet to yourself</li> <li>• listen to and follow teacher instructions</li> </ul>

	Playground
Respect	<ul style="list-style-type: none"> <li>• think about others when using equipment</li> <li>• be aware of other people's space and games</li> <li>• sit down before 9am</li> <li>• listen to the teacher on duty</li> </ul>
Care	<ul style="list-style-type: none"> <li>• walk on concrete</li> <li>• put rubbish in bins</li> </ul>

	<ul style="list-style-type: none"> <li>• care for trees and gardens</li> <li>• look after your friends</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• stay in-bounds</li> <li>• use play equipment safely</li> <li>• ask before using other people's things</li> <li>• wear a hat</li> </ul>
Cooperation	<ul style="list-style-type: none"> <li>• be aware of others when playing</li> <li>• ask to join games</li> <li>• include others in games</li> <li>• be considerate of visitors – prams, toddlers etc</li> </ul>

## Classrooms Matrix



	Entering Room
Respect	<ul style="list-style-type: none"> <li>• Respect personal space</li> <li>• Follow Teacher Directions</li> <li>• Put hats in bag before entering room</li> </ul>
Care	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Enter room quietly</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Walk sensibly</li> <li>• Arrive on time</li> <li>• Put bags in designated area and move to play area/classroom</li> <li>• Get out the equipment you need for the day</li> </ul>
Cooperation	<ul style="list-style-type: none"> <li>• Line up in two lines</li> <li>• Finish games on bell and move straight to class</li> </ul>

	Morning Routine
Respect	<ul style="list-style-type: none"> <li>• Follow Teacher direction</li> <li>• Say good morning as mark roll</li> </ul>
Care	<ul style="list-style-type: none"> <li>• Cough and blow and put tissue in the bin</li> <li>• Wash hands quickly and carefully</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Have money/note diary ready to collect</li> <li>• Listen to daily messages and follow up your jobs</li> <li>• Hand in homework</li> <li>• Do home reading</li> </ul>

Cooperation	<ul style="list-style-type: none"> <li>• Bring Fruito to school and eat sensibly</li> </ul>
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	Classroom Routines
Respect	<ul style="list-style-type: none"> <li>• Follow Teacher direction</li> <li>• Respect personal space</li> <li>• Respect other people's property</li> </ul>
Care	<ul style="list-style-type: none"> <li>• Keep hands and feet to yourself</li> <li>• Stay in your seat</li> <li>• Speak nicely to others</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Work quietly</li> <li>• Ignore distractions</li> <li>• Stay on task</li> </ul>
Cooperation	<ul style="list-style-type: none"> <li>• Put your hand up and wait until asked to speak</li> <li>• 5'Fs</li> <li>• Move quietly and safely around the room</li> </ul>

	Using Equipment
Respect	<ul style="list-style-type: none"> <li>• Return school equipment in same condition</li> </ul>
Care	<ul style="list-style-type: none"> <li>• Use equipment safely</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Bring own equipment and use appropriately</li> <li>• Label your belongings</li> <li>• Put your own equipment away</li> </ul>
Cooperation	<ul style="list-style-type: none"> <li>• Share school equipment</li> </ul>

	Packing up & Exiting Room
Respect	<ul style="list-style-type: none"> <li>• Follow teacher direction</li> <li>• Say good afternoon and wait to be dismissed</li> </ul>
Care	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Organise chairs safely</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Pack up quickly and quietly</li> <li>• Exit classroom in orderly fashion</li> </ul>
Cooperation	<ul style="list-style-type: none"> <li>• Help your classmates keep the room clean</li> <li>• Leave room neat and tidy</li> </ul>

# School Exits/After-School routines

Afternoon Routines	Fitzroy Street	Dalton Street
Bus	<ul style="list-style-type: none"> <li>All students line up in bus lines under Fitzroy St COLA area</li> <li>All students line up behind coloured labels</li> <li>2 Bus Monitors with megaphones 1 inside 'bus' gate &amp; 1 near air conditioner</li> <li>Teacher on duty walks bus lines to bus and monitors the students catching the bus safely</li> <li>Executive to monitor students in Fitzroy St playground until 2<sup>nd</sup> teacher returns from Dalton Street duty</li> <li>Students may play under the COLA area once instructed</li> </ul>	<ul style="list-style-type: none"> <li>All Bus 13 students seated under tree near bottom gate (weather permitting under 4D and 3/4F veranda)</li> <li>If there are Eschol bus students that day, these students present to Dalton St duty teacher to inform them they are to catch Eschol that afternoon. Eschol students then sit with Bus 13 students</li> <li>When Bus 13 arrives, teacher on duty walks Bus 13 line to bus gate and monitors the students catching the bus safely</li> <li>Dalton St duty teacher returns to Fitzroy St to assist with remaining bus students after Bus 13/Eschol students have been collected</li> </ul>
Walkers	<ul style="list-style-type: none"> <li>All walkers (students &amp; parents) to exit through middle 'pedestrian' gate (near rocks)</li> <li>Cross Fitzroy St at crossing with RTA supervisor</li> </ul>	<ul style="list-style-type: none"> <li>Walk down ramp areas through double gate</li> <li>Stop at gate and watch traffic movement for safety</li> <li>Cross Dalton St at crossing with RTA supervisor</li> </ul>
Parent Pick up	<ul style="list-style-type: none"> <li>Students wait for parents under Fitzroy St COLA</li> <li>Exit through middle 'pedestrian' gate (near rocks)</li> <li>Cross Fitzroy St at crossing with RTA supervisor</li> <li>If not collected by the time the bus 7 goes, go to the top office</li> </ul>	<ul style="list-style-type: none"> <li>Sit inside school gates on designated seats and wait until parents arrive and car is parked/stopped</li> <li>Exit through walker/parent pick-up double gates</li> <li>Cross Dalton Street at crossing with RTA supervisor</li> <li>If parent pick-up students have not been collected by the time the bus 13 goes, go to the top office</li> </ul>
Bikes and scooters	<ul style="list-style-type: none"> <li>All bikes to exit through front gate outside office</li> <li>Scooters can be walked through pedestrian gates</li> <li>Helmet to be put on before walking bike through side gate-out front gate</li> <li>Push bike to Fitzroy Street crossing and cross with RTA supervisor if crossing Fitzroy St</li> </ul>	<ul style="list-style-type: none"> <li>Scooters can be walked through pedestrian double gates</li> </ul>
After School Care	<ul style="list-style-type: none"> <li>Kinder students collected from classrooms</li> <li>Other students walk to canteen area wall and sit down under supervisors instructions</li> </ul>	