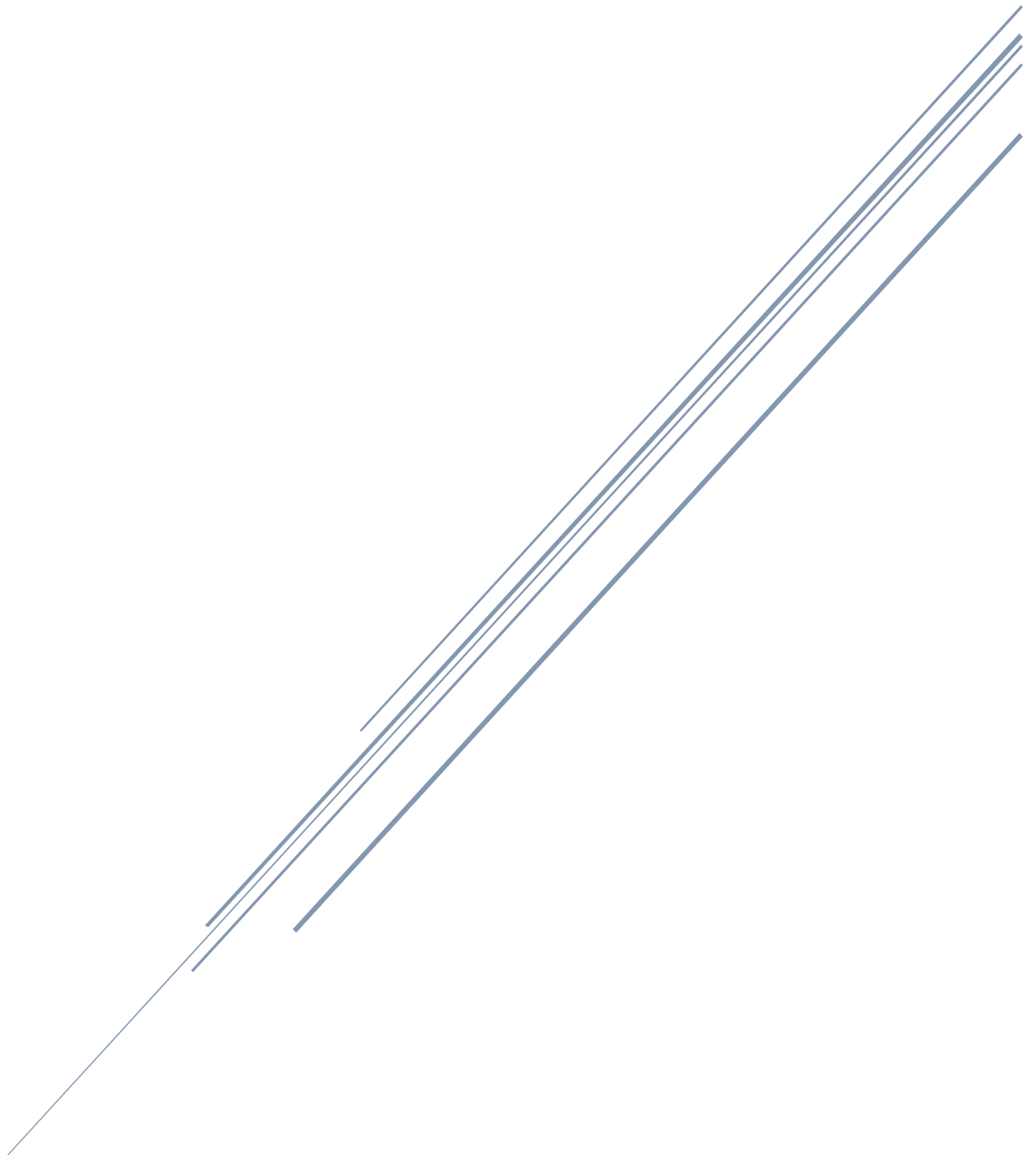




POSITIVE BEHAVIOUR FOR LEARNING

School Policy Documents



Adelong Public School
Health, Safety & Wellbeing

Positive Behaviour for Learning

Rationale

Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists the school to improve social, emotional, behavioural and academic outcomes for children and young people.

When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced problem behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time

The PBL framework supports the school to identify and successfully implement evidenced-based whole-school practices that enhance learning outcomes for children and young people.

This is achieved by using the framework to strengthen systems within the school such as, structures, and processes that underpin ongoing school improvement and the effectiveness of all school members. For example, the school strengthens its uses of school-wide data to identify patterns of problem behaviour, monitor student progress, reflect on teaching effectiveness and inform decisions that strengthen the learning environment.

Adelong Public School PBL Mission Statement

To strengthen our connection with the community by promoting a positive culture through evidence-based practices.



We

- take personal responsibility for our behaviour and actions
- care for self and others
- work together



We

- believe in ourselves
- speak and behave courteously
- value the interests, ability and culture of others



We

- are independent
- are trustworthy
- listen



We

- are curious
- participate
- are focused

Our school-wide expectations are represented with a bee mascot.

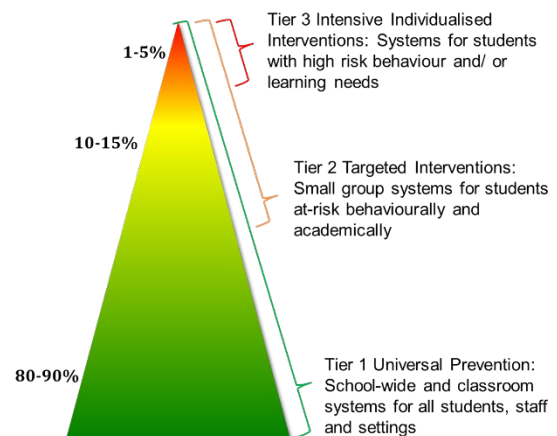
PBL is a data driven program. Therefore, what we learn from the data, such as specific inappropriate behaviour, affects what we do through the school in PBL. The Adelong Public School PBL committee meets regularly to organise the implementation of PBL systems and review data. Teachers and students participate in lessons that involve discussion and role-play.

Our school wide PBL universals define our expectations for all settings at Adelong Public School. For more information, please see the Adelong Public School Expectations matrix.

Positive Behaviour for Learning Continuum

There are three specific aspects to PBL:

- **universal focus** – to create a preventative, positive learning environment for all students
- **targeted interventions** – to improve social-emotional skills for students who need additional support
- **individualised intensive supports** – for students who have experienced academic and behavioural difficulties over an extended period of time



Together, this three-step process is known as developing a continuum of support. PBL uses a tiered intervention framework, which uses varied levels of support for students based on their needs. The tiered approaches addresses these needs through:

- investing in prevention for all students
- identifying and providing targeted supports for individual students who need more support
- providing individualised and intensive interventions for students with significant support needs

Through this framework, student assessment and instruction are linked to inform data-based decision-making. All students receive universal support and instruction. If students need more support, their instructional program becomes more intensive and individualised to target their specific learning needs.

Tier 1 Universal Support

Universal support is the foundation for PBL. The focus is on establishing a whole-school planned approach to wellbeing and strengthening the school learning culture.

Key features of universal support include:

- clear, shared expectations for behaviour that are explicitly taught for different school settings
- consistent positive feedback
- a range of strategies to respond to students who are not following the school's expectations
- continuous collection and use of data for decision making

Crucially all school staff provide universal support for all students across all settings including classrooms and non-classroom areas such as corridors, canteen, oval, school gates and buses.

Tier 2 Targeted Interventions and Support

Some students may need additional support and instruction for their learning. Targeted interventions, support and instruction build upon what has been taught to students at the universal level. The focus of Tier 2 is on staff intervening early to support their students.

Tier 2 provides additional support, instruction and feedback that will help students to effectively engage in learning. To achieve this, the school establishes a process so that targeted supports are available to quickly respond to student need.

Key features include:

- increasing structure and predictability
- increasing opportunities for feedback
- monitoring the progress of students
- linking academic and behavioural performance
- increasing communication between home and school
- collecting and using of data for decision making
- simple function-based support for all teachers to use

Tier 3 Intensive Interventions

A few students may need more intensive support and instruction. The focus of Tier 3 is on staff intervening early to support students. Tier 3 interventions are built upon the foundations of strong universal support.

Key features include:

- team based functional behavioural assessment
- linking academic and behavioural performance
- personalised interventions that focus on prevention
- intensive instruction and support to reduce the frequency of behaviour
- strategies for enhancing specific feedback
- the effective use of consequences
- use of data for decision making



Data Informed Problem Solving and Decision Making

PBL involves using an evidenced-based problem-solving framework. This framework supports the development of a planned whole school approach to wellbeing and a school culture strongly focused on learning.

Student assessment data is regularly used across the school to inform teaching effectiveness and future directions at the school and individual student level.

Data is used to make important decisions to inform the actions of staff to address student needs. It is used to monitor student outcomes following implementation. Using data that is shared with staff, parents and students allows the school community to focus on developing a safe and supportive learning environment. The problem solving process involves the school team implementing four critical and connected features across each tier of the PBL continuum.



- **Outcomes** are locally determined, contextually and culturally relevant and measurable. These include social, emotional, behavioural and academic outcomes for children and young people.
- **Data** includes information that is used to identify the current status, the need for change and the effects of interventions. Data on student behaviour, academic performance, attendance and other key indicators is considered by the team. Data on how well the practices are being implemented is essential. By reviewing data frequently, school teams can make decisions to select, differentiated or discontinue practices based on need.
- **Systems** are staff focused. They include procedures that support all staff to enable the accurate and sustainable implementation of practices to support students.
- **Practices** are student focused. They are the evidence-based interventions and strategies that support students. Practices are selected and adjusted to ensure they are culturally and contextually relevant.

The school team:

- uses data to inform decision making
- establishes systems, plans and procedures that help staff to meet the learning needs of all students
- implements evidenced based practices to support students

Regular evaluation of the school's systems and practices to support student behaviour is important throughout the implementation of PBL. This involves regular analysis of behaviour and learning data and surveys of school staff, students and the school community.



Teams

Positive Behaviour for Learning (PBL) is a team driven process designed to represent the voices of students, families, staff and community.

Our 2020 PBL team is:

Rebecca Marsh	-	PBL Coach
Heidi Casey	-	CRT Representative
Peter Pilgrim	-	Principal
Kadie McDonald	-	Non-Teaching Staff Representative
Kim French	-	Community Member Representative
School Leaders	-	Student Representatives

The key job of the PBL team is to establish, strong, school-wide universal systems. This level is called Tier 1 and it promotes early intervention and support as well as the teaching and acknowledgement of social-emotional skills.

The next level, Tier 2, is all about targeted group interventions. Tier 3 focuses on intensive individualised interventions. Tier 2 and Tier 3 build upon what has been taught to students at Tier 1.

Tier 1 Universal Prevention

The team responsible for Tier 1 universal prevention includes representative of all key stakeholders in the school community.

The team includes:

- Principal
- Learning and Support team representative
- Non-teaching staff (for example, School Learning Support Officer, School Administration Staff)
- Parent representative
- PBL Coach

Team responsibilities are to:

- develop PBL School Vision aligned with School Plan
- schedule/participate in efficient meetings
- use problem solving and data based decision making
- collect, collate, analyse and share data
- develop, implement and evaluate an action plan
- communicate with staff, students, families and community and seek feedback on progress
- build systems for family and community awareness and engagement

Tier 1 systems:

- ensure essential features of school wide universal prevention are in place
- achieve actions through staff collaboration
- communicate school-wide systems and strategies
- ensure effective classroom practices are in place
- school professional learning



Tier 1 practices:

- post, teach, monitor and review expectations
- support quality teaching across all settings
- use data based decision making

Tier 2 Targeted

The school team responsible for Tier 2 targeted interventions address students' social-emotional learning through evidence-based programs, which are delivered to small groups of students or individual students.

The involvement of the classroom teacher helps the student apply their newly learned skills in the classroom and also builds the teacher's capacity to understand and respond to students with unproductive and challenging behaviours. Small group interventions often include skill building and a self monitoring process so that a student can manage their own behaviours. Students are taught to self regulate and learn from natural consequences.

Team Membership includes:

- Principal
- Learning and Support Teacher
- School Counsellor
- Classroom Teachers
- PBL Coach

Team responsibilities are to:

- connect with and build upon the essential features of Tier 1 Universal Prevention
- connect with and build upon systems and practices of evidenced-based effective classroom practices
- develop procedures and data decision rules for student identification
- provide behavioural assessment, interventions and supports
- use data to monitor and evaluate student progress and overall program effectiveness
- communicate to all staff about interventions and responsibilities

Tier 2 Targeted Interventions Systems:

- build upon Tier 1 Universal Prevention Systems
- match students to interventions
- monitor and review to decide whether to fade, maintain or intensify interventions
- communicate with staff and families

Tier 2 Targeted Intervention Practices include:

- Check-In Check-Out (CICO)
- Social skills groups
- You Can Do It Targeted Interventions

Tier 3 Intensive Individualised

Tier 3 Intensive Individualised Intervention action teams are formed when needed. The team focuses on creating and implementing individualised behaviour support plans that are linked to the universal system. Students are identified by the team as being in need of Tier 3 supports using the school's established data decision making framework.



Tier 3 Action Team Membership includes:

- Principal
- Classroom Teachers
- Learning and Support Teacher
- Parent/Carer

Tier 3 Intensive Individualised Systems include:

- coordinating planning and progress monitoring with the team that supports targeted group interventions
- communicating and collaborating with families and carers
- working closely with other service providers
- using data to monitor and evaluate student progress and overall program effectiveness

Tier 3 Intensive Individualised Practices include:

- conducting Functional Behavioural Assessment procedures
- developing, implementing and monitoring behaviour/learning plans

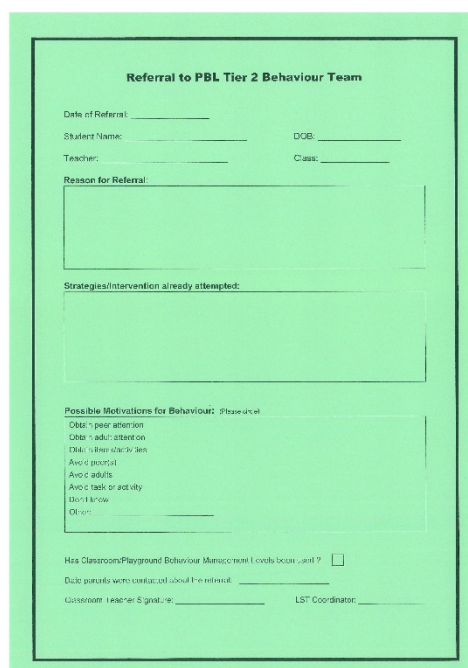
Behaviour Referrals

Data Decision Rule

Students who require additional support to display school expectations are referred to the PBL Tier 2 team. These students are identified by the LST coordinator and referred to the Tier 2 team when they meet the data decision rule. At Adelong Public School, students who receive 3 – 5 Pink and/or Purple Behaviour Cards in one term meet the data decision rule and are referred to the PBL Tier 2 team.

Referral to PBL Tier 2

Once a student meets the data decision rule they are referred to the PBL Tier 2 team by the LST Coordinator. The LST Coordinator will fill in a Referral to PBL Tier 2 Behaviour Team Sheet, with the classroom teacher.



The form is titled "Referral to PBL Tier 2 Behaviour Team" and is set against a light green background. It contains the following fields and sections:

- Date of Referral:** _____
- Student Name:** _____ **DGB:** _____
- Teacher:** _____ **Class:** _____
- Reason for Referral:** [Large empty text box]
- Strategies/Intervention already attempted:** [Large empty text box]
- Possible Motivations for Behaviour:** (Physical)
 - Obtain peer attention
 - Obtain adult attention
 - Obtain peer recognition
 - Avoid punishment
 - Avoid adults
 - Avoid task or activity
 - Don't know
 - Other: _____
- Has Classroom/Playground Behaviour Management Cards been used?**
- Date parents were contacted about the referral:** _____
- Classroom Teacher Signature:** _____ **LST Coordinator:** _____

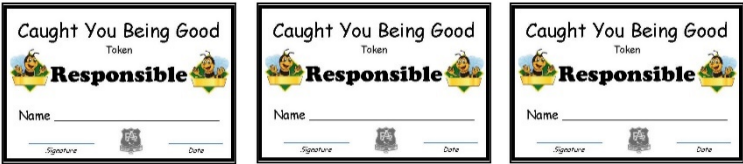









Recognising Student Achievement

At Adelong Public School, we believe that recognising student achievement plays an important part in creating a positive, effective learning environment. Students are recognised for academic achievement and effort, for demonstrating the Positive Behaviour for Learning expectations and for effort and success in extra-curricula activities.

Caught You Being Good Buzz Tokens

Students who are 'caught' following the school rules can be given a 'Caught You Being Good' Buzz Token by any member of staff. These free and frequent tickets are used in the playground and out of class settings, including bus lines and school office. This scheme is cumulative and moves with the student through their infants and primary experience. Students and parents will share responsibility for collecting awards and returning them to the **Caught You Being Good Post Box** when target amounts have been achieved.

<p>3 CAUGHT YOU BEING GOOD BUZZ TOKENS =</p> 	<p>BRONZE AWARD</p> 
<p>3 BRONZE AWARDS =</p> 	<p>SILVER AWARD</p> 
<p>3 SILVER AWARDS =</p> 	<p>GOLD AWARD</p> 
<p>5 GOLD AWARDS =</p> 	<p>MEDALLION</p> 

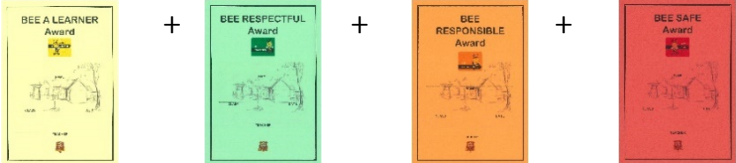










Trading Awards. Students staple awards together and place them in the **Caught You Being Good Post-Box** located out the front of the Kindergarten building. Please remember, it may not always be practical to present awards at an assembly if awards are delivered too close to the next assembly. It is the responsibility of the PBL Awards Coordinator to monitor and organise the printing of awards. The principal is responsible for the special medallions at assemblies.



Assembly Awards

Bee Award Certificates are presented at each fortnightly K-6 assembly for students demonstrating safe, respectful, responsible and learning behaviours. When students have received one of each BEE Award, they are eligible for the **Four Bee's Bronze Award**. Students continue to earn each value certificate until they reach the **Four Bee's Champion Badge**. Refer to matrix below.

Principal Merit Certificate are presented at each fortnightly assembly for academic pursuits.

BEE Awards	FOUR BEES AWARD
	 + Prize Bronze Certificate
 Bronze	 Silver Certificate
 Silver	 Gold Certificate
 Gold	 Diamond Certificate
 Diamond	 Four Bees Champion Badge
Principal Merit Award	
	





NAME	1 st Respectful	1 st Safe	1 st Responsible	1 st Learner	Four Bees Bronze	2 nd Respectful	2 nd Safe	2 nd Responsible	2 nd Learner	Four Bees Silver	3 rd Respectful	3 rd Safe	3 rd Responsible	3 rd Learner	Four Bees Gold	4 th Respectful	4 th Safe	4 th Responsible	4 th Learner	Four Bees Diamond	5 th Respectful	5 th Safe	5 th Responsible	5 th Learner	Four Bees Champion	

Behaviour Management and Major PBL Awards

All teaching and non-teaching staff assume responsibility for implementing our School PBL Values. In each classroom, the four PBL School Values are displayed and these values form the basis of classroom behaviour management.

All students are automatically eligible for the bi-termly PBL Award and are only withdrawn from the award for inappropriate behaviour. Behaviours are categorised into minor or major.

Any student who displays minor behaviour infringements on three occasions in a single term will be excluded from the next upcoming PBL award. Any student who displays a major behaviour infringement in a single term will be excluded from the next PBL award.

PBL Awards are celebrated throughout the school year.





Term 1 PBL Award	Week 6 Week 1 of Term 2
Term 2 PBL Award	Week 6 Week 1 of Term 3
Term 3 PBL Award	Week 6 Week 1 of Term 4
Term 4 PBL Award (only one award)	Week 6

The type of award will vary between terms. Awards may include:

- bowling
- movies at school
- cooking
- excursion
- tabloids and BBQ



Adelong Public School Values Matrix

VALUE	OFFICE	DROP OFF ZONE/BUSES	CANTEEN	CLASSROOM	BREAKFAST CLUB	ASSEMBLY	SCHOOL KITCHEN	LIBRARY COMPUTER ROOM	COLA	TOILETS	PLAYGROUND
	Knock once and enter. Use our manners.	Wait quietly and follow instructions	Use our manners.	Behave politely and courteously. Be an active listener.	Use our manners at all times. Behave politely and courteously.	Show encouragement and appreciation of others.	Behave politely and courteously. Be an active listener.	Shh – Quiet area. Leave the library and computer room tidy.	Respect others around us.	Allow people privacy.	Keep area clean. Share equipment and space.
	Listen to instructions.	Stay inside the fence until collected. Stay seated on the bus and wear our seatbelt.	Wait patiently and move away quickly after being served.	Right place, right time prepared.	Move carefully around the room.	Sit quietly, keep hands and feet to ourselves.	Use utensils and appliances correctly.	Be cyber smart.	Sit quietly in the right place.	Flush and wash.	Keep hands and feet to ourselves. Remain inbounds.
	Wait patiently.	Walk when entering or leaving the school. Arrive on time.	Order lunch on time. Take care with money.	Actively participate in all classroom activities.	Clean up after ourselves.	Listen carefully to information. Follow instructions.	Actively participate in activities and care for equipment.	Take care of books and computers at school and home. Return borrowed books regularly.	Put all rubbish in the bin after eating.	Use the toilets in the correct manner.	Always wear our hat. Look after our equipment.
	Deliver messages promptly.	Follow road safety procedures.	Wait quietly and follow instructions.	Do our best.	Wait patiently.	Actively participate.	Work collaboratively and cooperatively.	Be equipped and follow instructions.	Listen carefully to information.		Play by the rules. Follow our High Five strategies.



Anti-Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying can involve humiliation, deamination, intimidation, victimisation and all forms of harassment. It is ongoing and affects the intended victim in a negative manner.

Bullying isn't the same as a mutual argument, disliking someone or teasing. Bullying is differentiated from teasing because of the bully's intention to do harm or gain power of control over someone else.

At Adelong Public School, all students have a right to learn in an environment where they feel safe, secure and supported in all areas of school life. All students attending Adelong Public School should be free from any form of harassment or intimidation. Any inappropriate behaviour that interferes with the wellbeing of any student cannot and will not be accepted.

The aim of Adelong Public School's Anti-Bullying Plan is to ensure that all students receive an education, which caters to their individual learning needs in a highly supportive, happy and safe environment.

The Adelong Public School Anti-Bullying Plan 2020 can be found on the school website.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Further Information:

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