

PBL

FAMILY HANDBOOK



WE AIM HIGH

WE ARE RESPONSIBLE

WE ARE RESILIENT



WE ARE A COMMUNITY

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PBL at CBPS

Christies Beach Primary School has adopted a Positive Behaviour for Learning (PBL) approach. PBL is a whole school framework which helps schools to create positive and engaging learning environments.

The school community have developed schoolwide behaviour expectations. These are:



WE AIM HIGH • WE ARE RESPONSIBLE • WE ARE RESILIENT

These school expectations guide the behaviour of everyone in our school: staff, students, families and community members.

What does PBL look like at Christies Beach Primary School?

- Behaviour expectations are displayed in every classroom
- Students are able to state the behavioural expectations.
- Positive behaviours are explicitly taught, modelled and practised with students and reinforced throughout the year.
- All staff acknowledge and positively reinforce expected student behaviours.
- Teachers strive to use a ratio of 4:1 in the classroom – 4 positives to 1 corrective when providing feedback on student behaviour.
- Data is collected and used for decision making.
- PBL is a team-based approach.



What is PBL?

PBL is a proactive approach and focuses on teaching all students agreed expected behaviours and pro-social skills, rather than just reacting to behaviour errors. In addition, a small number of students require highly individualised and intensive interventions. PBL provides teachers and students with more time to focus on relationships and classroom instruction.

Why focus on positive social behaviours?

Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. The purpose of school-wide PBL is to establish a climate in which appropriate behaviour is the norm.

PBL is a whole school approach which supports schools to **establish a continuum of behaviour support tailored to address the needs of ALL students** through a range of evidence-based practices. All students and staff members participate in the implementation process.

PBL views inappropriate behaviour in the same manner that problems in reading or maths are viewed... **as a skill deficit** - When a skill deficit exists, we must teach the appropriate skill.

Repetition is the key to learning new skills.



Behaviour Matrix



BEHAVIOUR MATRIX



WE AIM HIGH



WE ARE RESPONSIBLE



WE ARE RESILIENT

Classroom

We take pride in our work
We set goals
We are organised and ready to learn

We keep learning spaces clean
We follow instructions
We ask for permission to leave the classroom

We remain focused through distractions
We are open to new learning spaces and educators
We allow ourselves to be challenged

Yard

We make choices that we know will have positive impacts

We return to class when the break bell has gone
We move appropriately between spaces
We play in safe areas and respect boundaries
We are respectful during huddle and assembly

We are patient and we give others opportunities
We use strategies to resolve issues

Always

We give things a go
We collaborate with others

We are kind and help others
We respect the personal space of others
We use our manners
We actively listen to others
We look after the environment

We ask for help if we need it
We embrace change
We are persistent
We are accountable and own our mistakes



Fortnightly Focuses

Each fortnight the school community will focus on a new behaviour skill. All classes and students will participate in learning that is tailored to their level.

- Posters like the one below will be posted on Seesaw and Facebook
- The fortnightly focus will be mentioned at huddle
- Resources will be provided to staff to adapt for the needs of their students
- Lesson plans can be accessed to teach the content

RETURNING TO CLASS AFTER THE BELL



STOP WHAT YOU ARE DOING AND PACK UP

FINISH UP WITH YOUR ACTIVITY AS SOON AS THE BELL GOES.
PACK UP ANY EQUIPMENT THAT YOU HAVE BEEN USING AND
TAKE IT WITH YOU.



GET A DRINK OR GO TO THE TOILET

MAKE SURE THAT YOU GET A DRINK OR GO TO THE TOILET
BEFORE THE SECOND BELL



MAKE YOUR WAY BACK TO YOUR CLASS

MAKE YOUR WAY BACK TO CLASS AND MAKE SURE THAT YOU
WALK IN THE BUILDINGS



WAIT OUTSIDE YOUR CLASSROOM

QUIETLY WAIT FOR YOUR TEACHER OUTSIDE OF YOUR
CLASSROOM DOOR. MAKE SURE THAT YOU RESPECT THE
PERSONAL SPACE OF OTHERS.



CHRISTIES BEACH PRIMARY SCHOOL



PBL HANDBOOK

CHRISTIES BEACH PRIMARY SCHOOL

ALL DAY
EVERY DAY

Encouraging Expected Behaviour

Positive Reinforcements

Specific Positive Feedback

DEFINITION

A staff member drawing attention to desired behaviours. It can be a verbal statement, gesture or visual feedback that the staff member provides to the whole class, a small group or individual students. The feedback must specifically state the behaviour.

RATIONALE

- Builds positive relationships and learning environments
- Reminds adults to focus on skills they want students to display
- Teaching alone is insufficient for success in learning social behaviour

RECOMMENDED RATE

Research suggests 4 to 7 specific positive feedback statements delivered to individual students or the whole group, in a 10 minute period lead to desired behaviour outcomes.

The ratio of positive acknowledgements to corrections should be at least 4:1

PROVIDING SPECIFIC POSITIVE FEEDBACK IN 3 STEPS

REPORT WHAT YOU SEE

A short objective statement about the behaviour

1

'You stayed on task and finished your work' or 'You lined up quickly and quietly'

*This acknowledges student's efforts and lets them know exactly which action was the correct one

CONNECT IT WITH A SCHOOL EXPECTATION

Use the school/classroom expectations language

2

'You cleaned up the equipment, you are being responsible' or 'You kept trying even though it was difficult, that is showing resilience'

*This links to the big picture of how we support children to be successful by teaching behaviour

EMPHASISE THE IMPACT ON OTHERS

Acknowledge the positive impact

3

'You got off the computer when I asked. Thanks for being responsible, now someone else can have a turn.'

*This teaches the students they can positively impact others by their behaviour



**ALL DAY
EVERY DAY**



Tokens



WHAT	<p>Positive Behaviour (PB) tokens</p> <p>Each token colour links to one of the school universals (see visuals above).</p>
WHY	<p>Giving students when they demonstrate our school universals will reinforce these behaviours.</p> <p>The tokens will also be used to vote on a whole school reward for all students. This means that even though we are acknowledging individual behaviour, all students will be working towards a group goal.</p>
HOW	<p>Staff will provide students with tokens when students demonstrate desired behaviour. They will then encourage students to take their token to the front office to vote for their preferred whole school reward. This can be done immediately or at an appropriate time for the class.</p>

Logical Rewards

WHAT	Logical rewards can be given to students or classes when the opportunity arises.
WHY	Often a reward will naturally occur when desired behaviours are demonstrated.
HOW	Staff will use their own discretion to decide when a logical reward will encourage and reinforce desired behaviours. Some simple examples are listed below.

Behaviour Demonstrated	Logical Reward
Student has worked hard to complete their task	Student can move onto another fun task
Class pack up quickly and effectively	Class can have an early minute to break time
Students work collaboratively with peers	Students can pick their own seats



AT THE DISCRETION OF THE TEACHER



Class Reward Jars

WHAT	Class reward jar and tokens
WHY	These jars can be used to encourage group behaviours. Each class will be able to decide what reward they are working towards and how they will earn them.
HOW	The class reward jars are implemented at a class level. When the class demonstrates desired behaviour(s) the whole class will get a token. Staff decide how often these are given and how quickly the reward is earned.

IDEAS FOR CLASS REWARDS*

HIDE AND SEEK WITH SCHOOL STAFF	SPORTS/GAMES AFTERNOON	BRING A TOY TO SCHOOL DAY	MINUTE TO WIN IT GAMES
MOVIE	PICNIC	DRESS UP DAY	SCAVENGER HUNT
EXTRA BREAK TIME	WORK OUTSIDE	ICECREAM SUNDAES	EXCURSION

**FORTNIGHTLY/
WHEN APPLICABLE**

Huddle Awards & Shout Outs

WHAT	Public recognition at huddle*
WHY	It is important to acknowledge positive behaviours in the community. This will encourage others to do the same.
HOW	1 award per class to be given out on Fridays of even weeks. These awards can be linked to a single universal or all of them. This will be announced at huddle and these students will be given 5 PB tokens. Shout outs can be given at anytime by any staff member for students who have done something that goes beyond basic expectations.

Example:

- AWARD – John has been working hard in class to improve in all learning areas (WE AIM HIGH)
- SHOUT OUT – Lauren has been using her break times to clean up our yard (WE ARE RESPONSIBLE)

**Please notify your child's teacher if your child would not like to be provided feedback publicly*



WEEKLY

Student Mail

WHAT	Mail sent to students to recognise positive behaviour
WHY	This mail provides an opportunity to connect with families when students take it home. It also provides opportunities for students to receive specific written feedback from school staff.
HOW	<p>All school staff can write feedback or letters to students to acknowledge those who have demonstrated expected behaviour. These letters are to be put in the labelled container in the front office. This mail will be sorted and delivered on Thursday afternoons.</p> <p>Staff letters will be put in coloured envelopes so that they are easily recognisable. Student names and class numbers will need to be put on the envelope.</p> <p>Class teachers are encouraged to keep track of who has received mail.</p>

Below is a template that staff can use to send mail to students – however this template does not need to be used.

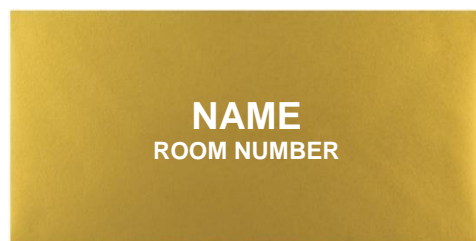
STUDENT SHOUT OUT



NAME	
DATE	

POSITIVE BEHAVIOUR
CBPS UNIVERSAL EXPECTATION DEMONSTRATED
IMPACT ON OTHERS

CBPS STAFF MEMBER		SIGNATURE	
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Whole School Rewards

WHEN APPLICABLE

WHAT	Whole school rewards will be conducted when one of the jars in the front office is filled.
WHY	These whole school rewards are an opportunity for the entire school community to celebrate positive behaviour.
HOW	<p>Details and logistics for these rewards will be communicated when one of the jars in the office are close to full.</p> <p>Students will be asked for suggestions for these whole school rewards.</p>

Assembly Awards

WHAT	Public recognition at assemblies*
WHY	This provides an opportunity for more formal recognition of positive behaviour.
HOW	At each assembly, each class can give out one award to a deserving student. Certificates will be presented to these students and their names will be put in the newsletter/on Facebook.

**Please notify your child's teacher if your child would not like to be provided feedback publicly*

Graduation Award

WHAT	Public recognition at graduation/on plaque
WHY	This award will provide something for students to strive for over time. The award recipients will also be acknowledged across years.
HOW	The award will be explained to students. Award winners will then be chosen in Year 6 before graduation, being presented at the graduation ceremony.



Responding to Behaviour Errors

Even in the most proactive and consistent implementation of schoolwide procedures, some students are likely to make social or behavioural learning errors.

A **continuum** of procedures to respond to behaviour errors refers to a **range of responses** staff can use to correct behaviour. The continuum includes procedures to respond to behaviours that are both minor (staff managed) and major (leadership managed). This increases the probability that all adults will provide clear, consistent, and educative responses to all students who display problem behaviours. Consistent responses from all staff will create a safe and predictable school environment that will enhance learning and teaching outcomes.

THE SCIENCE OF BEHAVIOUR SAYS:

- It is important to respond to behavioural errors the same way you respond to academic errors.
- Responding to problem behaviour must involve teaching the student new ways to behave.
- Students often don't know why they did something – ask what they need to be successful or 'What I can do?' instead of 'Why did you do that?'.

THE POWER OF CORRECTING BEHAVIOUR ERRORS:

- Upholds the importance of expectations
- Interrupts the inappropriate behaviour, preventing practice of that behaviour
- Rewires the brain
- Capitalises on the teachable moment
- Gives the students a chance to learn to be successful
- Increases probability of future correct behaviour
- Decreases time out of learning/instruction
- Demonstrates care and concern
- Builds relationships with students
- Maintains a positive learning climate

At CBPS we aim to use PBL to encourage expected behaviour, however some behaviours will need to be managed in line with the department's suspension and exclusion policy.

