



# Resurrection Primary School

## Positive Behaviour Support

**2010**

*We Care*

*We Share*

*We are always Fair*

# PART 1

## School Rules

*The staff will use consistent language, 'Affective Questions' and a positive approach to managing student behaviour.*

### Follow Instructions

#### We will:

- Listen to the instructions given
- Follow all directions and instructions, e.g.
  - Wear the correct uniform at all times unless accompanied by a note
  - Follow school routines
- Obey the rules at all times, when engaging in school activities
- Seek clarification of any instruction not understood the first time

### Speak Appropriately

#### We will:

- Use appropriate language with peers, teachers and the community
- Not use another language to exclude others
- Raise their hand when wishing to speak
- Not use put-downs or insults
- Address a person by their name
- Not swear or yell
- Always use their manners
- Allow others the right to speak without interruption
- Use appropriate tone and volume:
  - Inside and outside voice
  - In corridors
  - For assembly and church
  - On buses, excursions and incursions.

## **Listen to the Speaker**

*A speaker can be an adult, staff member, presenter, other students or a person of the community.*

### **We will:**

- Listen to what others have to say
- Not interrupt, call out or make noises whilst others are speaking
- Not fidget, distract or disrupt others
- Allow the others the right to be heard
- Abide by the teacher/staff decisions.

## **Move Safely**

### **We will:**

- Move safely and carefully in all areas of the school and on excursions
- Walk on the left side of corridors and in public spaces to allow others to pass
- Stay with their teacher at all times unless otherwise instructed
- Consider others' safety when moving around the school
- Use equipment safely, both inside and outside
- Enter and leave all areas in an orderly fashion
- Always take a partner and walk when needing to go on a message or to the toilet
- Walk to their class line promptly when the music is playing, ready for the bell to sound
- Will get a drink or go to the toilet before school, at recess or at lunch, not once the bell has sounded.
- Play safe and friendly games both in the classroom and in the playground. This includes
  - We decide on the rules before the game begins
  - Everyone needs to play by these rules
  - We allow others to join in our games.
- Sit and eat their lunch or snack inside their classroom before the bell, any student who does not finish their lunch will need to eat in Area 2
- Get the permission of a staff member to enter an out of bounds area
- Not kick balls on Area 2
- Report anything hazardous to a staff member without touching it, e.g. glass or needles.

## **Hands off**

### **We will:**

- Always ensure themselves and others have enough personal space
- Keep hands, feet and objects to themselves at all times
- Not intentionally hurt others
- Know that it is okay at times to touch others in particular activities, e.g. dancing, sport
- Not kick, tackle, push, punch, hit, spit, squeeze or lift (piggy back) any other person, etc.

## **Care for all Property**

### **We will:**

- Not touch others' property unless given permission
- Take care of personal belongings and school equipment
- Clean up after themselves (after eating and activities)
- Flush the toilets after use
- Not eat food in the toilets
- Use the drinking taps appropriately
- Put all litter in the bin
- Report problems/concerns to staff about the misuse of school or personal property
- Care for their school by picking up rubbish, inside and outside
- Take turns when using equipment
- Let the staff know if equipment is broken or damaged
- Return all items borrowed and in the same condition as they first received them.

# **PART 2**

- **Assertive Teachers**
  - **Limit Setting**
  - **Assertive Statements and Techniques**
  - **An Engagement Plan**
  - **Positive Reinforcement**
  - **Positive Skill Techniques**
  - **Classroom Consequences**
  - **Playground Consequences**
  - **Severe Clause Criteria**
- **Appendix**

## **ASSERTIVE TEACHERS**

- Assume compliance and have positive expectations about their ability to manage classroom behaviour
- Clearly and firmly communicate their wants and needs to students and are prepared to back their words with actions
- Have a plan for classroom management
- Expect support from other staff and parents
- Take a leadership role in the classroom
- Possess key skills in:
  - Setting clear classroom rules
  - Effective limit setting
  - Effective positive support for students
- Maximise teaching and learning
- Model respect

### **Limit setting when students don't follow directions:**

Differentiate between disruptive and low –level, off- task behaviour

- Disruptive behaviour requires firm intervention and consequences
- Low level behaviour is when the student is not necessarily disturbing others but is not paying attention or following instructions.

### **Limit setting to address low level disruptive behaviour:**

**Redirection** is the art of behaviour management.

Less disruptive/ off task behaviour can be successfully redirected by:

- Scanning the classroom
- The “Look”
- Using the students name
- Asking non-attending student a question
- Proximity praise ( others near student)
- Physically moving near/ beside the student

Redirect, **once**, using the technique that will be most effective.

## Assertive statements

Say in a calm, firm tone of voice:

*Michael, you need to.....”*

(Give a positive statement if the student complies)

### Broken Record technique:

If the student doesn't comply or if the behaviour begins to escalate:

1. Use the students name and give the instruction –

*“Michael, you need to .....*”

2. Repeat the same instruction –

*“Michael, you need to .....*”

3. Repeat the instructions and state the consequence and the choices he has:

*“Michael, you need to ..... or .....  
You make the choice”.*

### PARAPHRASE with EMPATHY:

If the student is very upset or angry, it may be helpful to use empathy at step 1 or 2.

*“Michael I can see that you are very angry, but you need to .....*”

# An Engagement Plan

An engagement plan provides clear guidelines regarding the teachers' expectations of students' behaviour. It creates a predictable learning environment in which students feel safe.

An engagement plan:

- Protects rights of students/teachers
- Allows for a consistent approach
- Helps ensure parental support

An engagement plan consists of three elements:

- 1. Rules** that students need follow at all times.
- 2. Positive recognition** that students will receive for following the rules.
- 3. Consequences** that result when students choose not to follow the rules.

## **POSITIVE REINFORCEMENT**

- Use positive recognition to encourage students to behave appropriately.
- Increase a student's self-worth through consistent, meaningful positive recognition of their efforts.
- Create a positive classroom environment for you and your students through the use of consistent positive reinforcement.
- Consistent positive reinforcement will help you teach appropriate behaviour and establish positive relationships with your students.
- Praise students often. It's the most powerful, effective positive recognition that you can give and shows students that you care about each as an individual.
- Set a goal each week to send a specific number of positive notes/make phone calls to parents.
- Recognise students' responsible behaviour through awards, e.g. assembly Principal Awards.
- Motivate students through special privileges such as extra computer time or free time.
- Use classwide and individual positive recognition as a means to motivate all students to learn to make positive choices about their behaviour.

# POSITIVE SKILL TECHNIQUES

Positives should be:

- Specific feedback about appropriate behaviour
- Age appropriate
- Something the student wants and is meaningful
- Planned

## **1. Non-verbal**

For example, a smile, nod, “thumbs up”, wink, etc.

## **2. Verbal**

Every student is praised at least once per day.

Give a direction > Praise two children who are following the rules > Limit-set if necessary.

## **3. Material/Individual**

Senior students may prefer free time, notes home to parents, food rewards.

## **4. Class wide**

Thematic, marble or whiteboard system. When someone is following a direction, a marble goes into a jar.

Problem children get more marbles than average.

A goal is set, e.g. 50 marbles. When this goal is reached the class will get, for example, 15 minutes free time.

# Classroom consequences

The following procedure is to be used for students in the classroom exhibiting unacceptable behaviour. Each step is to be considered carefully, but not necessarily followed in this order depending on the severity of the student's behaviour.

***For effective communication use 'Affective Questions' at all times.***

**NOTE:** At the end of each stage, **reconnection** with the student is essential.

## **1. Warning**

## **2. Removal from focus group, but to remain in classroom**

## **3. Time Away in designated area or seat/desk in classroom**

Years P-2 3-5 min

Years 3-6 5-8 min

Time to be made up over lunch or walking with a staff member on duty

## **4. Students sent to another classroom**

Teacher to be notified

Reflection sheet to be completed

Time taken to be recorded

## **5. Supervised Time Away: Lunch/Recess**

**Location- LOTE room**

The 'Time Out' time in the classroom, needs to be added to the time spent in another classroom. The classroom teacher is required to fill out a slip with the students name and allocated time and work to be completed.

Student is required to complete classroom work for designated time during recess or lunch. Student is supervised by leader.

Classroom teacher to ensure the student understands what work is to be completed during the time away.

***The classroom teacher needs to meet with the student following the designated time and collect work.***

## **6. Parents are notified**

Reflection sheet signed by principal/leader and photocopied. The original copy is sent home to be signed by parent/guardian. Parent meeting can be arranged if required.

***All names of students supervised and the photocopied reflection sheet must be recorded in the school's, 'Positive Engagement' folder.***

# **Playground Consequences**

The following procedure is to be used for students in the playground exhibiting unacceptable behaviour. Each step is to be considered carefully, but not necessarily followed in this order depending on the severity of the student's behaviour.

***For effective communication use 'Affective Questions' at all times.***

**NOTE:** At the end of each stage, **reconnection** with each student is essential

## **1. Warning**

## **2. Walk with teacher on duty**

Prep-2	(three minutes)
Year three-6	(five minutes)

## **3. Time away:**

Area 1- Car park curb

Area 2- near drink fountain (outside room 20)

Area 3-Area 2 brick divider wall, adjacent to PE storeroom

## **4. Loss of Right to the Playground**

Student has lost privilege to use the playground for one- three days depending on severity of issue. For each of those days the student will miss half of the allocated time for recess and lunch.

- Student will be monitored in LOTE classrooms by a leader.
- A student behaviour sheet to be filled in by staff member on duty
- Student is required to complete a reflection sheet

## **5. Parents are notified**

Behaviour management task (reflection sheet) signed by principal/leader and photocopied. The original copy is sent home to be signed by parent/guardian. Parent meeting can be arranged if required.

***All names of students supervised and the photocopied reflection sheet must be recorded in the School's, 'Positive Engagement' folder.***

# Severe Clause Criteria

## ❖ Use the **Severe Clause Criteria** when a student:

- Wilfully hurts another child
- Wilfully destroys property
- Overtly refuses to do what he/she is told to do
- Engages in any behaviour that stops the class from functioning

## Consequence

### **New hierarchy becomes:**

1. **Inform principal**
2. **Loss of Right to the Playground**

**Supervised Time Away: Lunch/Recess    Location: LOTE room**

Student has lost privilege to use the playground for one- three days depending on severity of issue. Student will be monitored in LOTE classrooms by a leader.

- A green student behaviour sheet to be filled in by teacher on duty
- Student is required to complete a consequence sheet

### **3. Parents are notified**

Behaviour management task (consequence sheet) signed by principle/leader and photocopied. The original copy is sent home to be signed by parent/guardian. Parent meeting can be arranged if required.

***All names of students supervised and the photocopied consequence sheet must be recorded in the school's, 'Positive Engagement' folder.***

# APPENDIX

i. Reflection Time Record Slip

(Learning and teaching/ADMIN/Positive Behaviour Management/  
Reflection Time Record Slip)

ii. Reflection Sheets

(Learning and teaching/ADMIN/Positive Behaviour Management/  
Reflection Sheets P-2)

(Learning and teaching/ADMIN/Positive Behaviour Management/  
Reflection Sheets 3-6)

iii. P-2 School Rules Poster Template

(Learning and teaching/ADMIN/Positive Behaviour Management/  
School Rules P-2)

iv. 3-6 School Rules Poster Template

(Learning and teaching/ADMIN/Positive Behaviour Management/  
School Rules 3-6)

# Resurrection Catholic Primary School



## REFLECTION TIME RECORD SLIP

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Room No: \_\_\_\_\_

Work to be completed:

Allocated time: \_\_\_\_\_ Student Monitor: \_\_\_\_\_

*Teachers need to record students name in attendance book located in the LOTE room.*

# Reflection Sheet



Name \_\_\_\_\_ Year \_\_\_\_\_

Staff Member \_\_\_\_\_ Rm \_\_\_\_\_ Date \_\_\_\_\_

**What happened? What did YOU choose to do?**

**I felt...**



Angry



Worried



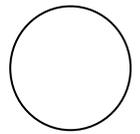
Shocked



Sad



Embarrassed



Other

Circle the rule or rules you broke

**1. Follow Instructions**

**4. Move Safely**

**2. Speak Appropriately**

**5. Hands Off**

**3. Listen to the Speaker**

**6. Care for all property**

**Draw who was affected**

**How did you make them feel?**



Angry



Worried



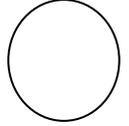
Shocked



Sad



Embarrassed



Other

**Draw yourself making a better choice**

**What can you do or say to make things right?**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Principal/Leadership: \_\_\_\_\_

**Required to attend Time Away Program**

Lunch

Recess

Date \_\_\_\_\_

# REFLECTION SHEET

Name: \_\_\_\_\_ Year and room number: \_\_\_\_\_

Sheet given by: \_\_\_\_\_

What happened?

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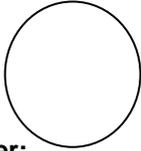
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How were you feeling when this happened?

 Angry       Worried       Shocked       Sad       Embarrassed       Other: \_\_\_\_\_

Circle the rule(s) you broke:

1. Follow instructions.
2. Speak appropriately.
3. Listen to the speaker.
4. Move safely.
5. Hands off.
6. Care for all property.

## REFLECTION SHEET:

**What did you do?**

I chose to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Who was affected by this?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What will you do differently next time?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What can you do/say now to try to make things right?** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Signed:**

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Principal/Leadership:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_

**Required to attend Time Away Program**

Lunch  Recess

YES  NO

**Date of attendance:** \_\_\_\_\_

**Number of days:** \_\_\_\_\_