CUST SCHOOL

POSITIVE BEHAVIOUR FOR LEARNING

"BE YOUR BEST"

Cust School Values

PIKO'S TIPS

Thinking	be **I**ndependent	**P**articipation	**S**olving Problems
Set goals	*Resilient*	*Cooperate*	*Persistent*
Use knowledge	*Organised*	*Share/Care*	*Effort*
Communicator	*Confident*	*Including others*	*Taking action*

Positive Behaviour for Learning

Building supportive and effective learning environments for all students

Who is PB4L for?

PB4L is for all schools. PB4L helps to make schools better places to live, work and learn.

It does so by giving schools the tools to build comprehensive, school-wide systems that support academic and behavioural learning for all students.

How will PB4L help my child and their school?

 - PB4L promotes positive student behaviour by building the school's leadership capacity and teachers' knowledge, understanding and skills in applying effective school-wide behaviour systems.

- PB4L boosts student engagement in learning by increasing attendance and retention, and improving student behaviour.

- PB4L helps schools deliver highest quality learning programs to improve student academic and behavioural learning.

PB4L
Positive Behaviour for Learning is a continuum of evidence based practices that include:

- a consistent school-wide system of support that helps define teach and support

  appropriate student behaviours, creating a positive school environment.

- school-wide discipline practices including establishing clear consequences

- instruction in social skills helping students regulate their own behaviour

- a focus on the prevention on problem behaviours and instruction in appropriate behaviour

- helping teachers intervene effectively to manage behaviour in the classroom and other school environments

- active supervision in all areas of the school

- enabling the learning support team and PB4L team to plan and solve problems together

- external coaching to build capacity and provide consistent, region-wide support for schools

PB4L

The acronym PB4L stands for Positive Behaviour for Learning. It is a school wide integrated initiative which aims to promote appropriate behaviour in a positive manner that is non-threatening and supportive of all students and staff.
It aims to minimise problematic behaviours and maximise and celebrate positive social and academic student behaviours.
Positive Behaviour for Learning is based on more than twenty years research in creating positive school cultures, and is supported by research which describes the success of thousands of schools across Canada, Norway, Iceland, USA and Australia.

It is about:
- ➢ establishing a school environment that supports long term success
- ➢ integrating positive academic and social behaviour expectations
- ➢ teaching desirable behaviours
- ➢ improving behaviour support systems for students
- ➢ increasing positive interactions with students
- ➢ using data for decision making
- ➢ decreasing reactive management
- ➢ maximising academic achievement

Our School-Wide Expectations
We will establish clear expectations for the behaviour we expect in all areas of our school. We will teach those expectations to the students and reward them frequently with our in-class and out of class rewards systems. The expectations for all student behaviour will be clear throughout our learning and social areas.

Cust School Behaviour Expectations Matrix

Statement of Purpose At Cust School we are all responsible for developing a safe, respectful and inclusive community to support our quality learning environment.

School motto - "Be Your Best"	TIPS **Thinking** **Set Goals** **Use Knowledge** **Communicate**	TIPS **Be Independent** **Resilient** **Organized** **Confident**	TIPS **Participation** **Co-operate** **Share/Care** **Include others**	TIPS **Solving Problems** **Persistent** **Effort** **Taking Action**
Places	Observable, Measureable Behaviors/Actions			
Classrooms **Teaching and Learning Areas**	Raise hand Use a quiet voice Listen while teachers / others are speaking Use please and thank you. Use equipment carefully Keep hands and feet to yourself.	Complete tasks to the best of your ability Prepare yourself for learning Take ownership of learning Have a go Use positive language. Be courteous to everyone.	Follow instructions Show initiative Look after yourself, others and the environment	Wait quietly for teachers after breaks Push through when things get tough Get involved. Contribute ideas. Challenge yourself. Ask questions Be a positive group member.
Play ground	Use polite and appropriate language Watch out for others Let duty teacher know of any incidents	Use the equipment as instructed Stay in the approved areas	Take turns Share equipment Be a gracious winner / loser Participate positively in appropriate lunchtime and playtime activities	Put rubbish in bins/green waste/worm farm Take care of the school environment
Bus	Stay in seat while the bus is moving Any concerns tell the bus driver	Put bag on the floor or on my knees	Sit quietly in my seat	Wait until the bus stops before I leave my seat Walk quietly from the bus when I get off.
Offsite	Use technology appropriately Be polite to everyone Say please and thank you Be patient	Try new experiences Be a school ambassador Stay with group Promote a positive school image Be where you are supposed to be	Respect others/environments Leave the environment as you found it or better	Follow teachers / adults instructions Bring / wear all appropriate gear Ask appropriate questions Complete tasks to the best of your ability Assist others Participate positively
All Settings	Use respectful language - manners Listen to others Be considerate towards others and their property Be prepared to learn Own your actions Set a good example	Be on time Be positive Use and handle equipment appropriately Move and act sensibly	Keep hands and feet to myself Be kind Share with others Be in the right place for the right activity at the right time	Follow directions Be an Upstander Care for others and the environment Actively participate Encourage others
ICT	Computers used under the direction of teachers. Get teachers permission before printing.	Computer use is to be: Purposeful Meaningful Honest Fair	Treat gear with respect Keep food/drinks away from ICT equipment	Used for school work only Ask for help

Minor and Major Behaviour Definitions at Cust School

Minor misbehaviours are managed when and where they occur by the adult present at the time.

Minor Problem Behaviour	Definition	Example	*Best-practice, non-explicit strategies for responding to minor problem behaviour*
Defiance/Non Compliance	Student fails briefly or in minor way to respond to adult requests.	Rolls eyes and sighs loudly after being given a request	
Disrespect	Student briefly or in a minor way uses words or a tone of voice that undermines others.	Does not follow directions for a task	*Proximity control*
Inappropriate language	Student engages in low intensity instance of rude or insulting language.	Calls other students names Uses swear words, but not directed at others	*Signal or non-verbal cue* *Ignore, attend, praise (proximity praise)*
Lateness to class	Student arrives at class after the bell		*Prompt*
Physical contact/Aggression	Student engages in non-serious but inappropriate physical contact.	Pushes and shoves, play fights, or bumps into others without causing harm	*Redirect* *Reteach*
Property misuse	Student misuses property in a minor way.	Breaks pencils, tears paper, drops books, drops or throws playground equipment without intending to hurt others	*Provide choice* *Conversation*
Technology Violation	Student engages in non-series but inappropriate use of technology	Breaks Computer Rules in classes	
Uniform violation	Students wears clothing that is near, but not within the uniform guidelines of the school.		
Lying /Cheating	Student delivers a message that is untrue and/or deliberately violates school rules	Lying about getting someone in trouble	

Major misbehaviours are managed beyond the context in which they occur, often by a senior leader within the school. Three minor misbehaviours by the same student can trigger a major misbehaviour response, depending on the timespan in which the behaviours occur and their intensity.

A major misbehaviour generally requires the student to be removed from the setting. All major incidents must be recorded.

Major Problem	Definition	*Best-practice strategies for responding to major problem behaviour*
Abusive or inappropriate language / profanity	Student delivers verbal messages that include swearing, name calling, or other offensive words.	*De-escalation*
Fighting	Student participates in an incident involving relatively minor physical violence.	
Displaying gang affiliation	Student uses gesture, dress, and/or speech to display affiliation with a gang.	
Harassment / bullying	Student delivers disrespectful messages (e.g., negative comments, notes, posts, pictures, or gestures), sustained or intense verbal attacks, threats, unwanted physical contact, or intimidation to another person based on race, religion, gender, age, national or ethnic origin, disabilities, or other personal matters.	*Conference*
Inappropriate display of affection	Student engages in inappropriate, consensual (as defined by the school) verbal and/or physical gestures or contact of a sexual nature with another student.	*Conference and consequence*
Out of bounds	Student is in area that is outside the school boundaries	
Physical aggression	Student engages in actions involving physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching).	
Property damage / vandalism	Student participates in an activity that results in destroying or disfiguring property.	
Skipping class	Student leaves or misses class without permission	
Theft / forgery	Student is in possession of someone else's property, has passed it on or is responsible for removing it, or has signed a person's name without that persons permission.	
Use / possession of minor combustibles	Student has or uses substances or objects capable of causing minor bodily harm and/or property damage (e.g., matches, lighters, firecrackers).	
Use / possession of drugs	Student has or uses illegal drugs or substances or imitations of them.	

Crisis incidents, which are a type of major misbehaviour, require an immediate response.

Crisis Problem Behaviour	Definition
Arson	Student plans or participates in malicious burning of property
Bomb threat/false alarm	Student delivers a message about possible explosive materials being on or near the school grounds and/or about a pending explosion.
Use / possession of major combustibles	Student has or uses substances or objects capable of causing major bodily harm and/or property damage (e.g., gasoline).
Use / possession of weapons	Student has or uses knives or weapons or other objects readily capable of causing bodily harm.

Rewarding Positive Behaviour

There are many ways that we acknowledge and reward students following the school-wide behaviour expectations of:
Thinking, be Independent, Participation and Solving Problems.

We have the following reward systems in place:

- Classes continue with their own systems
- Tier two and three children put onto individual behaviour plans with own reward system
- Continue to give out certificates at weekly assembly related to the Behaviour Matrix
- Year 8 children give out well done certificates for behaviour related to the matrix as they see it happen - managed through Principal
- Robert gives out special principal awards
- Each term have an incentive from week 7 to get children to the end of the term e.g. Easter Egg Hunt. If children do a major incident or have two minor incidents then they miss out.

Analysing Data and Incident Reports
The primary tool for evaluating the effectiveness of school-wide PB4L approaches has been the PB4L Incident report forms designed by the school to match expectations, definitions of behaviour and consistent consequences.
Information gathered from this reporting of data helps to support interventions school wide and disciplinary practices. Data provided from Incident/Referral reports are shared monthly at PB4L team meetings and regularly with the staff. This data can also be used if referrals are needed to other agencies.

At times there will be a **specific focus relating to behaviour data** e.g. increased incidents of swearing/physical violence. This will be taught in conjunction with the weekly focus.
There is a school-wide expectation that all teachers to introduce and reinforce social/behavioural expectations each Monday morning for 10 - 15 minutes and then reinforce and incorporate the focus in the daily teaching programme.
Weekly school assemblies (9.55 am – 10.15 a.m.) are also used to reinforce and introduce the PB4L focus to all students.

Attached is a copy of the school behaviour plan. (Behaviour Flowchart)
An incident form is filled in for a behaviour that is deemed to be over and above what the teacher would realistically be expected to deal within usual classroom management – see behaviour plan
It is expected that the teacher will
Firstly – give a reminder of the expected behaviour.
If behaviour continues;
Secondly – remind and explain consequence (possibly move child to work on their own or to an area within the classroom).
If behaviour continues;
Thirdly -Send child to work in another room until the next break.
For a severe incident i.e. a physical altercation – you can jump straight to step three. – see behaviour plan.

Incident forms are filled in and given to DP / Principal, with the consequence detailed and followed through.
These are subsequently entered into the computer usually by a teacher aide (ETAP?)
Monitoring of Incident forms is via the student management system

Discussion and strategies are discussed to support students and teachers as needed.
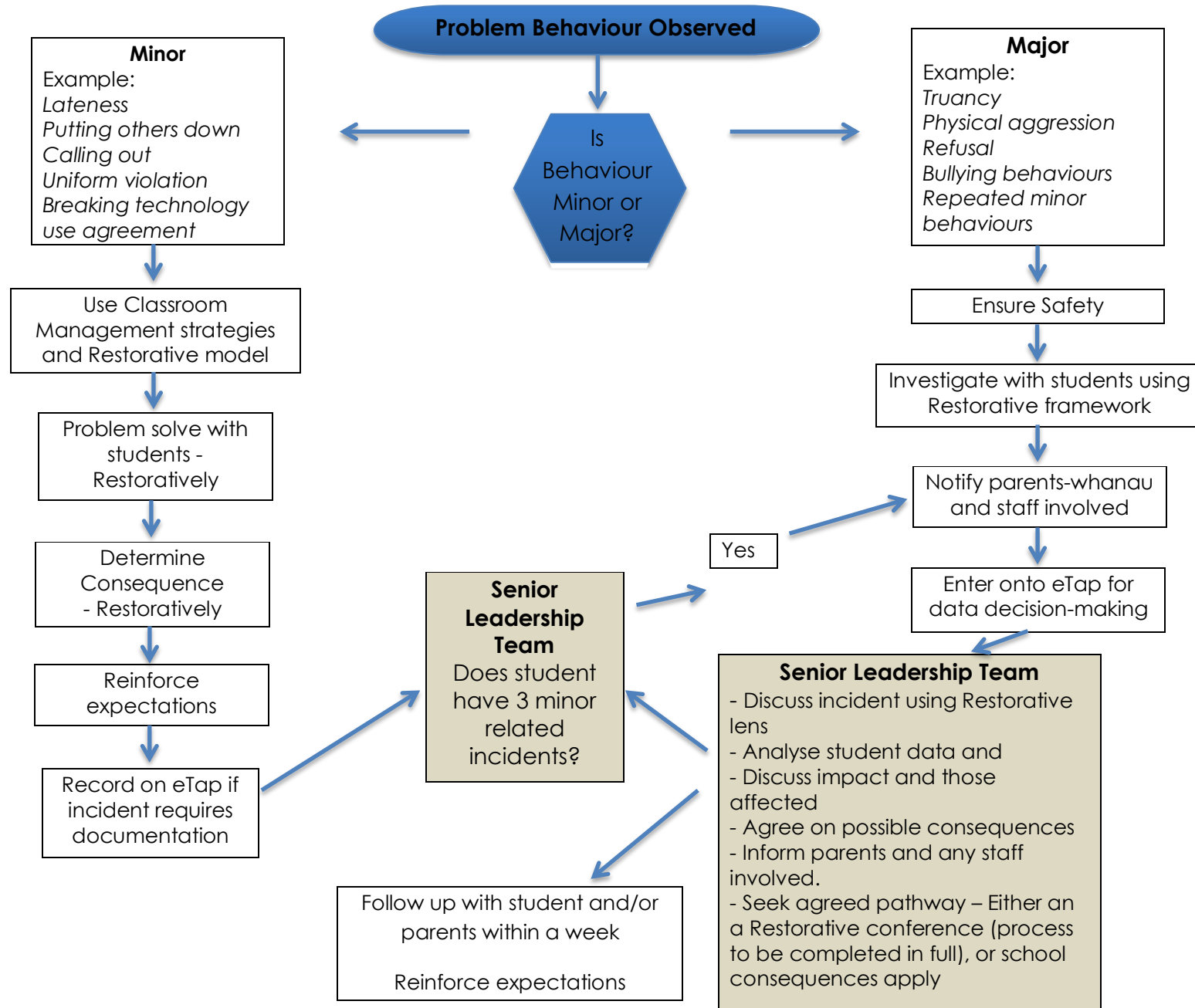
If there is a need to place a student in the time out area, there is a timetable to cover supervision of the student for a specified period of time at either interval or lunch to complete Restorative Tasks related to behaviour.

Taking Responsibility for Actions.
A restorative approach is encouraged. All staff have attended professional development using the restorative methodology. Each teacher has wallet card of suggested restorative chat processes and supporting ideas when discussing behaviours and choices with individual students

Problem Behaviour Observed

Is Behaviour Minor or Major?

Minor
Example:
Lateness
Putting others down
Calling out
Uniform violation
Breaking technology use agreement

Use Classroom Management strategies and Restorative model

Problem solve with students - Restoratively

Determine Consequence - Restoratively

Reinforce expectations

Record on eTap if incident requires documentation

Senior Leadership Team
Does student have 3 minor related incidents?

Yes

Follow up with student and/or parents within a week

Reinforce expectations

Major
Example:
Truancy
Physical aggression
Refusal
Bullying behaviours
Repeated minor behaviours

Ensure Safety

Investigate with students using Restorative framework

Notify parents-whanau and staff involved

Enter onto eTap for data decision-making

Senior Leadership Team
- Discuss incident using Restorative lens
- Analyse student data and
- Discuss impact and those affected
- Agree on possible consequences
- Inform parents and any staff involved.
- Seek agreed pathway – Either an a Restorative conference (process to be completed in full), or school consequences apply

Corrective Consequences

Level 1.

- **Take the student(s) aside**

- **Name the problem behaviour you saw and/or heard: "You used a swear word when you asked your friends to wait for you; in our school we speak to each other respectfully."**

- **Ask the student to demonstrate the correct behaviour: "show me how you ask your friends to wait for you respectfully"**

- **When the student demonstrates the correct response, say "thank you for… (being respectful)"**

- **Move on.**

Level 2 (example) – 2 minutes max!

- Take the student(s) aside

    - Avoid embarrassing the student in front of others

    - Review what you saw with the student(s) in a calm, businesslike, impersonal matter (this takes practice for some!)

    - Don't argue – don't allow yourself to be drawn into an argument

    - Define the inappropriate behaviour – state the rules or expectations that were violated

    - **Ask** the student to state the appropriate, expected behaviour for the situation - if they can't or won't then you state the appropriate, expected behaviour and ask them to repeat it to you

    - **Remind** the student what the school prescribed consequence for the particular behaviour is

    - **Use** the least aversive consequence

    - allowed – follow school guidelines

    - concerning repeated or chronic

    - violations

    - **Apply** the consequence immediately

Community Conduct Expectations – Positive Behaviour

Cust School is committed to providing a safe and healthy environment for students, staff, and visitors.

Our Code of Conduct serves as a reminder to all parents, caregivers, and school visitors that their conduct must support everyone's emotional and physical wellbeing, and not harm it in any way. The school's board has set this Code of Conduct as a condition of entry.

The Code of Conduct applies:

- to all conduct, speech, and action, and includes emails, texts, phone calls, social media, or other communication
- while on school grounds or at another venue where students and/or staff are assembled for school purposes (such as a camp or sports match).

Standards of conduct

Cust School expects parents, caregivers, and visitors to:

- treat everyone with respect
- work together in partnership with staff for the benefit of students
- respect and adhere to our school values
- set a good example for students at all times
- follow school procedures to handle any complaints
- adhere to school policies and procedures (such as those listed below), and any legal requirements.

Examples of unsuitable conduct include:

- threats, bullying, harassment
- profanity/offensive language
- insulting, abusing, or intimidating behaviour
- discrimination (e.g. based on ethnicity, religion)
- physical aggression
- deception/fraud
- damaging school property
- smoking, possessing or using alcohol/drugs/other harmful substances on school premises or at another venue where students and/or staff are assembled for school purposes (except possession or use of alcohol in accordance with school policy)
- placing unreasonable and excessive expectations on staff time or resources
- pursuing a complaint or campaign, or making defamatory, offensive, or derogatory comments, regarding the school, its board, or any staff or students on social media or other public forums
- wearing gang insignia on the school grounds. (This is not allowed under the Prohibition of Gang Insignia legislation, and anyone wearing it will be asked to leave.)

Dealing with breaches of the Code of Conduct

How Cust School deals with breaches of our Code of Conduct depends on the nature of the incident and its seriousness, and the process any witness or victim of the behaviour feels most comfortable with. Examples include:

- documenting each instance of behaviour, including the date, time, place, who was present, what was said (verbatim if possible), how any witness or victim felt and/or responded
- holding a meeting with the relevant person, the principal, and/or board chair (or their delegate) or appropriate staff member to discuss the problem and possible resolution
- issuing a warning letter that outlines the problem and required resolution, and reminds them of the possible outcomes of repeated conduct
- arranging a meeting, which may include restorative practices, as an alternative or in addition to the processes above.

Outcomes of breaching the Code of Conduct

If a parent, caregiver, or visitor acts or speaks in a way that contravenes the Code of Conduct, possible outcomes may include:

- The school (principal, board member, or staff member) may ask a person to leave the school premises by revoking their permission to be on the school grounds, then asking them to leave under section 3 of the Trespass Act 1980.
- Unacceptable behaviour of a criminal nature may result in the police being informed. For example, under section 139C of the Education Act 1989, it is a criminal offence to assault, abuse, or intimidate a staff member within the presence or hearing of any student while on school premises or in any other place where students are assembled for school purposes. Other instances of criminal offending may occur where drugs are involved, an assault has occurred, or a person persists after being trespassed off school grounds.
- In the case of behaviour amounting to **harassment**, a restraining order may be sought.
- In some instances, it may be appropriate to refer behaviour to a third party for resolution. For example, a Facebook comment that contravenes this policy may result in a report to Facebook. If unacceptable behaviour occurs at a sports event or sports venue, then it may be appropriate to involve the governing body of that sport, event, or venue.