



Positive Behaviour Education



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Positive Behaviour Education Policy

Policy Statement

"The development of **personal and social capability** is a foundation for learning and for citizenship."
Melbourne Declaration on the Educational Goals for Young Australians

Positive behaviour is important for personal and social success. We will provide all students with the opportunity to learn and model positive behaviour that is intrinsically motivated. In relation to classroom and playground behaviour, we aim to assist students to 'do the right thing because it is the right thing to do.'


 **Curriculum** – Behaviour education will be built into and not onto the existing curriculum. Specific values and social skills will be taught to students through day to day interactions as well as through explicit lessons.

 **Community** - The School's Positive Behaviour Education policy hopes to strengthen the school community by building and maintaining personal relationship in a proactive way. Classroom behaviour management strategies will reflect the whole school's focus on intrinsic motivation.


 **Care** – The 'golden rule' of **TREAT OTHERS THE WAY YOU WANT THEM TO TREAT YOU** will be established as the guiding concept for behaviour education at the school.

Our Programs:

Play Is The Way Program – The school has adopted the philosophy of the Play is the Way ® (PITW) program. PITW provides a practical methodology for teaching social and emotional learning. Elements of the program employed by the school include:

 **Life Raft Sessions – 5 Concepts to Live your Life By:** Every teacher will provide explicit instruction to students on skills that will improve their chances of success in learning and life. Instruction will be organised around the '5 Concepts to Live your Life By' which are:

1. Treat others as you would like them to treat you
2. Be brave – participate to progress
3. Pursue your personal best no matter who you work with
4. Have reasons for the things you say and do
5. It takes great strength to be sensible

 **Guided Play:** Teachers will conduct PITW games at least once per week. This games session can also be the daily fitness program for students. Teachers will make perceptive observations during games that lead students to a greater awareness of personal and social behaviour. The teacher will employ careful questioning and respectful suggestions when leading game reflection sessions.

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Empowering Reflective Language (Self-Control Checklist): When responding to student behaviour teachers will provide opportunities for student to accept rather than defend their behaviour and use language that promotes student reflection, rather than reaction. A common language 'Self-Control Checklist' (SCC) will be used as outlined below:

- Was that the right thing or wrong thing to do?
- How has your behaviour affected yourself and others?
- Did you make a weak decision or a strong decision?
- Was your thinking or your feelings in charge?
- Are you going to be your own boss or do you need me to be the boss of you?
- Are you running away from the problem or dealing with it?
- Am I trying to hurt you or help you?



YOU CAN DO IT

The You Can Do It! Education Program (YCDI!) for children is taught in Kindy and Pre-Primary to promote social and emotional skills including confidence, persistence, organisation, getting along with others and resilience. It was developed in Australia at the University of Melbourne by psychologist Professor Michael Bernard. It has been used extensively in the US, the UK and across Australia. The program teaches students a number of different skills that they need to know in order to be happy and successful in school and experience positive relationships.



SMILING MIND

This is a mindfulness program that all teachers employ at least once per week. Wellbeing is essential for learning. With mindfulness, students are more focussed and engaged learners. Everyone can access the free app at www.smilingmind.com.au

Rewards – are extrinsic motivators used as an inducement to get a desired outcome. Staff will limit the use of rewards in the classroom and instead promote intrinsic motivation. Staff will teach students to do the right thing because it is right, and not because of a promised reward.

Awards - Teachers will acknowledge the effort, achievement and service of students that is not motivated by the desire for a reward or the pleasure of the reward giver. Acknowledgement can happen daily through various methods such as verbal praise.

1. End of Year Book Awards
 - Classroom teacher will nominate two students for the end of year awards. Awards are given for effort in academic achievement (Curriculum) and values/virtues (Community/Care)
 - Specialist teachers will also nominate one student from Year 1 – 2 and Year 3 – 5
 - Sports Carnival Awards – Students will receive ribbons for running 1st, 2nd, 3rd or 4th in a race. The winning faction will receive the annual shield.
2. Extra-curricular events, incursions/excursions – These activities are a privilege and not a right. Teachers must be confident that all students will behave in an appropriate manner. Only students who have 'good standing' status will be permitted to attend events.
3. Student Leadership Positions – A student ballot will be held to provide students and staff with a voice in the selection process.

Prizes – From time to time the school community will run competitions which involve the giving of prizes. Prizes will be presented at assemblies or other appropriate occasions. Examples of events include: Talent Show, art competitions, chess competitions, Madeley Cup, Fundraising competitions.

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Self-Mastery Checklist - Life Raft

Life Raft	Example Behaviours....there are many more	
Be brave – participate to progress.	<ul style="list-style-type: none"> • Always pursuing your personal best • Speaking up to be heard • Having a go at things that are hard • Working with others even if they are not your friends • Make strong choices no matter what others are doing • Working on strengths as well as weaknesses 	<ul style="list-style-type: none"> • Getting over things and getting on with it • Asking for help when needed • Trying again and again and again • Giving even the things you don't like your best effort • Accepting mistakes and learning from them • Trying new things
It takes great strength to be sensible. Have reasons for the things you say and do	<ul style="list-style-type: none"> • Raising your hand to speak • Actively listening to others • Apologising when you have made a mistake or hurt someone else • Acting and playing fairly • Letting thinking and not feelings be in charge • Making strong choices • Doing the right thing even when no one is watching 	<ul style="list-style-type: none"> • Always using manners and being polite • Not putting people down when they make a mistake • Caring for the physical and emotional safety of other people • Caring for the property of others and the school as if it is your own
Treat others as you would like to be treated	<ul style="list-style-type: none"> • Respecting self and others • Working with others even if they are not your friends • Greeting people when you see them • Choosing to forgive others who hurt you or make mistakes • Getting over things and getting on with it 	<ul style="list-style-type: none"> • Being friendly even to people who are not your friends • Appreciating that everyone is different • Respecting all property • Letting thinking and not feelings be in charge • Smiling and using positive body language
Pursue your personal best no matter who you work with	<ul style="list-style-type: none"> • Ensuring every minute counts • Trying my best and challenging myself • Accepting criticism • Choosing not to catastrophize • Letting thinking and not feelings be in charge 	<ul style="list-style-type: none"> • Getting over things and getting on with it • Regulating your emotions • Having another go • Learning from mistakes and failures • Be proactive – look for ways you can improve or help

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Rights and Responsibilities

Rights		Responsibilities	
Staff			
<ul style="list-style-type: none">• To feel safe in the work environment• To be supported, valued, encouraged• To be respected• To be acknowledged		<ul style="list-style-type: none">• To be self-reflective• To grow and improve as a professional• To be prepared, organised and ready• To proactively promote Madeley Primary School within the community• To collaborate and share• To develop and maintain trusting relationships• To apply strategies that create positive classroom cohesion• To develop the whole student – social, emotional, physical, academic	
Parents			
<ul style="list-style-type: none">• To receive clear and consistent communication• To be consulted and heard• To have opportunities to participate in the process of schooling• To give feedback on the quality of education provided		<ul style="list-style-type: none">• To stay informed• To cooperate with and support staff• To ensure their child/children come to school prepared to do their very best• To proactively promote Madeley Primary School within the community• To encourage resilience in their children• To encourage independence in their children	
Students			
<ul style="list-style-type: none">• To learn in a safe and caring environment• To be consulted and heard• To give feedback on the quality of education provided		<ul style="list-style-type: none">• To use their manners• To be respectful, courteous and honest• To strive for their personal best• To be punctual, prepared and positive• To treat others the way that they would like to be treated	

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Principles and Procedures

(developed using CMS strategies and Play Is The Way*)

Teachers will establish and develop positive relationships with every student using appropriate strategies e.g. meeting students at the door, using student names, talking calmly without shouting, using humour etc.

Teachers will make their expectations for student behaviour explicit and clear. Classroom rules and behaviour expectations will be developed with student input and displayed in the room. Regular and frequent reminders will be given.

Teachers will prepare lessons thoroughly, applying clear lesson design and instructional strategies that suit the specific needs of students in their class e.g.

- Co-operative Learning
- Graphic Organisers
- Concept Attainment
- Inquiry Learning

Teachers will use classroom management strategies that encourage student engagement e.g.

- Framing questions
- Distribution of responses
- Time to rehearse
- Wait time
- Feedback and encouragement
- Hold students accountable for their engagement

Teachers will employ a variety of CMS and instructional strategies (Barrie Bennett) to reduce the likelihood of negative behaviours occurring and/or escalating. These include but are not limited to:

- Daily goal setting – record and reflect e.g. use of post-it notes to tally observed behaviours
- Re-direction
- Low-key responses e.g. eye contact, 'the look', proximity
- Squaring-off
- Offering choices or implied choices
- Techniques to diffuse power struggles e.g. private conversations
- Time out/refocus time – 5 minutes given to calm emotions and self-reflect

Teachers will use the reflective language questions (Self-Mastery Checklist) when counselling students about their behaviour.

- Was it the right thing or wrong thing to do?
- Was it a strong decision or weak decision?
- Were your feelings of thinking in charge?
- Were you being your own boss or asking me to be the boss?
- Are you running away from the problem or dealing with it?
- Am I trying to hurt you or help you?

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Recognising and Encouraging Positive Behaviour and Personal Bests

Madeley Primary School aims to develop positive behaviour that is intrinsically motivated i.e. done because it is the right thing to do and not in order to earn a reward. Positive behaviour and individual/group personal best achievements (behavioural and/or academic) can be acknowledged through verbal and/or written praise that explicitly identifies the demonstrated behaviour/achievement. Teachers may also choose to accompany the verbal/written acknowledgement of personal best achievement with:

- Stickers/stamps
- Letter/email/certificate/phone home to parents
- Choice of an activity
- Referral to Admin staff

Stickers and stamps etc. should not be used as an extrinsic motivator (bribe) for 'being good' or 'doing good' i.e. 'if you do this you will get that.' Behaviour that is clearly known and expected e.g. raising hands to speak, walking on paving, putting rubbish in the bin, ruling up neatly etc. should be recognised verbally without any additional acknowledgements.

Responding to Inappropriate Behaviour (Classroom and Playground)

Student misbehaviour will be, as much as possible, managed within the classroom/playground by the teacher/staff member directly involved. Teachers will consider individual student needs as well as the context of each incident when responding to inappropriate behaviour. Teachers will respond to the behaviour and not the student. Students will be provided with time to reflect and learn from their behaviour and the choices they have made. Teachers will respond to inappropriate behaviour in a calm and controlled manner using language that assists students to reflect on their behaviour (Reflective Language Questions).

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Behaviour Management Flow Chart

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Negative behaviour (general) Violation of school rules/ expectations (once and occasional) Minor acts of verbal aggression Minor acts of physical aggression 	<ul style="list-style-type: none"> Persistent violation of class expectations Persistent violation of playground expectations Persistent acts of verbal aggression Persistent minor acts of physical aggression Bullying Violation of the Acceptable Online Usage Agreement 	<ul style="list-style-type: none"> Abuse, threats, harassment or intimidation of staff and/or students Intentional damage to or theft of property Physical assault of staff or students Possession, use of, supply of illegal substances or objects e.g. weapons Cyber threat during school hours Non-compliant conduct
↓	↓	↓
Responses	Responses	Responses
<ul style="list-style-type: none"> Re-direction Low-key responses Squaring-off Offering choices or implied choices Techniques to diffuse power struggles Use of Reflection – Repair – Restitution process Informal agreement 	<ul style="list-style-type: none"> Techniques to diffuse power struggles Use of Reflection – Repair – Restitution process Time out/refocus time – time given to calm emotions and self-reflect (usually not more than 5 - 10 minutes) Community service tasks Use of personal reflection time (during break periods) Bullying refer to the Bullying Prevention Policy. Development of Behaviour Education Plan. Admin assistance is recommended when developing these plans Possible loss of Good Standing status. Refer to the Good Standing Policy 	<p>Students to be directed to the office for follow up by a member of Admin. Serious behaviours may require additional consequences, which will be determined by the Administration of the school. Consequences may include but not limited to; detention, community service tasks, in/out of school suspension and/or loss of Good Standing.</p> <p>Students who lose their Good Standing status will lose the privileges of holding leadership positions and attending incursions, excursions, interschool events and/ or camps. A Return to Good Standing Plan will be developed with parents and students to assist the student to return to their Good Standing status. Refer to the Good Standing Policy</p>
↓	↓	↓
Communication and Follow Up	Communication and Follow Up	Communication and Follow Up
<ul style="list-style-type: none"> When appropriate, teacher communicates with parents. If applicable Reflection Form, to go home to be discussed and signed by parents and returned to the school 	<ul style="list-style-type: none"> Teacher or Administration to communicate with parents SIS data entry Reflection Form to go home to be discussed and signed by parents and returned to the school Where applicable, Return to Good Standing Plan reviewed Where applicable, Behaviour Management Plan will be reviewed 	<ul style="list-style-type: none"> Administration to communicate with parents SIS data entry Where applicable, Return to Good Standing Plan reviewed Where applicable, Behaviour Management Plan will be reviewed

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Teachers will....

Develop classroom behaviour plans that make classroom rules and behaviour expectations explicit. The plans should outline how positive/personal best behaviour will be recognised and taught and how responses/consequences will be used to redirect and strengthen inappropriate behaviour. Students will regularly be referred to the expectations of The Madeley Way matrixes (Refer to school website).

Community Service Tasks

When counselling students about their behaviour teachers may negotiate an appropriate community service task as a way of making amends. The task should be appropriate for the age of the student and should be completed under the supervision of the teacher. Examples of tasks include:

- Stacking chairs of other students
- Tidying work areas for self and others
- Writing letters of apology

Personal Reflection Time (During Break Periods)

This time is commonly referred to as 'detention'. This time should include reflective language counselling, an informal agreement meeting and/or time for students to complete the agreed community service task or a Reflection – Repair – Restitution Form. Personal reflection time should take place, where possible, immediately after the inappropriate behaviour occurs. All personal reflection time must be supervised by the teacher involved. Students should not be sent to the office or outside the office to complete this time. If a teacher is on duty and cannot supervise students during this time they should seek support from another teacher or administrator.

Behaviour Management Plans (BMP)

A Behaviour Education Plan identifies and defines specific target behaviours that are of concern. Strategies to be used to encourage positive behaviour and manage inappropriate behaviour are also outlined in this plan. Teachers will liaise with parents during the development and review process.

Relevant Documents

- Good Standing Policy
- Bullying Prevention Policy
- Madeley Way Matrices (K-PP, 1-6)

REFLECT AND RESOLVE

Name: _____ Date: _____

ECE

How are you feeling?



disappointed



scared



angry



sad



worried



ashamed

Which principles needed to be demonstrated?

Treat others how you would like them to treat you

Sensible behaviour is strong behaviour, be strong!

Say or do things that are right because it is the right thing to do!

Work to achieve your personal best no matter who you work with

Let your thinking not your feelings be in charge

What happened?

What will you do to make this right?
(Restitution)

What will you do differently next time?
(Resolution)

Teacher signature/comment:

Parent signature/comment:
(Please return to your teacher)

REFLECTION SHEET

Others can make me aware of my behaviours – only I can change it.

Name _____ Date _____ Time _____

Who I am and how I behave are up to me. I am the boss of my actions and decisions.

What happened?

How have my actions affected other people?

How does it affect me?

How can I make it right?

What do I need to work on to make my actions and decisions stronger?

Teacher/Admin signature: _____

Teacher/Admin comment (optional):

Parent signature: _____ Date: _____

Parent comment (optional):
