

Positive Behaviour for Learning



Parents Guide 2012

What is 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.



**GREYMOUTH
HIGH SCHOOL**

Te Kura Tuarua
O Mawhera

Greymouth High School is a place of

- **learning**
- **respect**
- **responsibility**
- **safety**

Rewarding Positive Behaviour

There are many ways that we acknowledge and reward students following the school-wide expectations of learning, respect, responsibility and safety. We have the following reward systems in place in 2012.

Caught in the Act Cards

These cards are handed out in class to recognise the four school-wide expectations. These cards are handed into your student's Whanau teacher and they go into a draw for a prize.



Duty Strips

The school-wide expectations are also recognised and rewarded during intervals and lunchtimes by the duty staff. These duty strips should also be handed into your child's Whanau teacher for entry into prize draws and house points.

Rewarding Effort and Achievement

Classroom Reward Systems

Classroom teachers often have their own reward systems in place to recognise effort and achievement in class during the year.

For example: stickers, positive notes, stamps, phone call or postcard home



Well Done Certificates

Classroom teachers will award well done certificates for substantial academic achievement or effort. These should be kept by your child until they have three and they should then be handed in to their Whanau teacher.

Tohu Kahurangi Awards

When your child receives three well done certificates, these are passed on to the Year level Dean. The Dean will look at your child's pastoral record and decide if he/ she is entitled to receive a Tohu Kahurangi Dean's award.

Principal's Award

When your child receives two Tohu Kahurangi awards, the Dean will again review your child's pastoral record and decide if they are entitled to receive a Principal's award. The names of students who receive Principal's awards are published in our school newsletter.



GHS Behaviour Management System 2012

Our aim is to have a behaviour management system that all students, parents and teachers understand. This involves the school wide expectations, consequences and rewards.

Greymouth High School has the following shared beliefs that have influenced our behaviour management procedure:

- Learning is the priority
- It is the right of every student to learn unhindered by others
- Maintaining positive relationships is important
- Teachers should have high expectations for their students
- Students, teachers and family/ whanau have a shared responsibility for making the system work and upholding the school wide expectations
- Strengthening the contact between home and school is imperative
- Positive behaviour of students should be acknowledged and rewarded
- Consequences should include a continuum of responses to problem behaviours

Our school-wide behaviour management system has been developed to:

- 1. Reduce the number of students choosing inappropriate behaviours*
- 2. Reinforce the fact that students perform better when teachers have high expectations and consequences are clear and consistent*
- 3. Give a consistent approach to classroom management for all staff*

Consequences vs. Punishment

At Greymouth High School, we don't see consequences as punishment, but rather as a process to help students reflect and learn the expected behaviour. These consequences help students develop self control and self-discipline over their behaviour.

<u>A Consequence</u>	<u>Punishment</u>
Emphasises what a student should do	Emphasises what a student should not do
Is an ongoing process	Is a one time occurrence
Sets an example to follow	Insists on obedience
Leads to self control	Undermines independence
Helps students change	Is an adult release
Is positive	Is negative
Accepts student's needs to assert self	Makes students behave
Fosters students ability to think	Thinks for student
Shapes behaviour	Condemns behaviour

Behaviour Management Procedures: In Class

<u>What's happened</u>	<u>Who's involved</u>	<u>Protocol</u>
1 st offence	Classroom Teacher Student	Behaviour is named. Teacher makes it clear that behaviour being portrayed is not appropriate. Expected behaviour stated – refer to school wide expectation Redirect, reteach
2 nd offence	Classroom Teacher Student	Teacher keeps track in roll book (if that is teacher's chosen method or agreed class consequence) Student is warned that repeat of this behaviour will result in a consequence Redirect, reteach
3 rd offence	Classroom Teacher Student	A consequence is issued by the classroom teacher. At this point, the student will be informed that anymore of this particular behaviour will not be tolerated and the only step left is a DRF (discipline referral form).
4 th offence	Classroom Teacher Student Allocated Senior Class Home	Discipline Referral Form (DRF) is issued Students are removed for one of three reasons: 1. Ongoing refusal to follow teacher instructions 2. Unwanted talking 3. Verbal or physical harassment See DRF procedures on page 4
Ongoing, disruptive behaviour	Classroom Teacher Student Year Level Dean Home	Dean initiates home contact based on referral data or classroom teacher refers to Dean for ongoing, disruptive behaviour. Dean may issue appropriate consequences <i>If the issue is based in one particular class, in the interim, the student might have to attend the Student Support Centre during lesson time with particular teacher.</i>
Outrageous Classroom Behaviour See further detail	Classroom Teacher Student SLT / DEAN Home	Teacher will send an Emergency Response Card to the Student Office and a member of SLT will come and collect student. Teacher will be required to fill in an in-depth report. Outside agencies may need to be involved.

Discipline Referral Form (DRF) Procedures

If your student has received a DRF, they have been referred out of their own class and sent to a senior classroom. They will have been removed for one of three reasons:

1. Ongoing refusal to follow teacher instructions
2. Unwanted talking
3. Verbal or physical harassment

By being issued with a DRF, your child will automatically be given a 1 hour after school detention which they must attend the following school day. This will be held from 3.15pm – 4.15pm.



The classroom teacher will phone home on the day the DRF is issued to advise you that a detention has been issued.



Your child will attend the after school detention the following day, run by one of the school deans. Here they will complete a reflective thinking sheet, which will form part of the discussion with their classroom teacher. *The student does not go back to class until this step has been completed. They may need to be placed in the SSC for a period on the day the detention is to take place.*



During the after school detention, the classroom teacher who issued the DRF will arrive. The teacher reviews the completed reflecting thinking sheet and has a restorative chat with your child in an attempt to work the problem out.



If the issue is resolved, your child will be free to leave at 4.15pm and they will return to class the following period. If issue is unable to be resolved after restorative chat with student, then further support will be required from the Dean, where the Dean may call a meeting with teacher, student and parents/ caregivers in an attempt to resolve issue.



On-going disruptive behaviour will involve the Dean contacting home and administering a further Dean's detention/ consequence.

OUTRAGEOUS CLASSROOM BEHAVIOUR

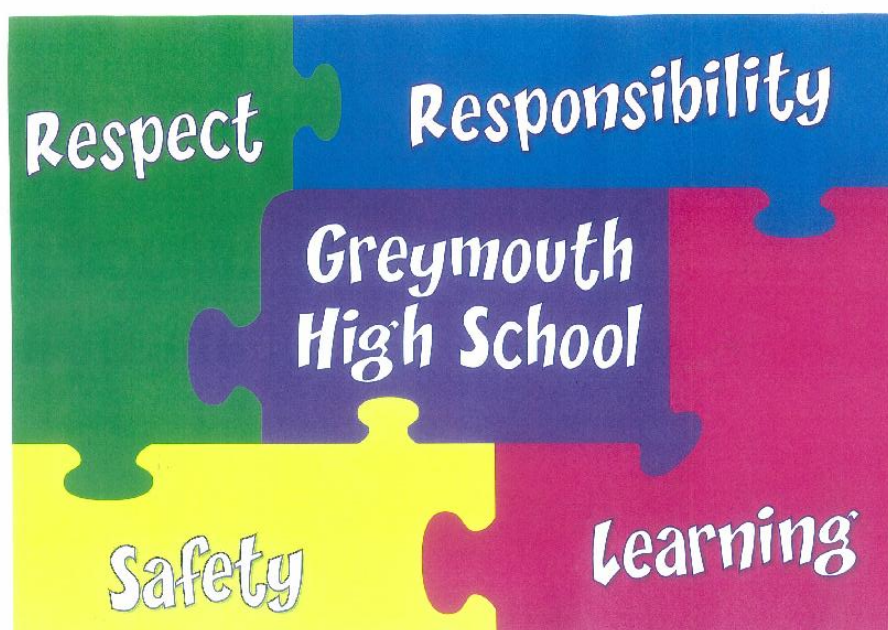
It is the right of every child to learn unhindered by others. Outrageous classroom behaviour is wilful, deliberate and makes continuation of the lesson difficult while the student is still present. The behaviour could include:

- Direct abuse of/ swearing at teacher
- Ongoing defiance of teacher request or instruction
- Endangering the safety of others
- Vandalism
- Total refusal to go to the particular referral room
- Refusing to comply with a teacher's instructions in a referral room

In such instances the student's teacher will send an **Emergency Response Card** to the Student Office and a member of SLT will come and collect student.

The teacher will need to complete an in-depth written account of what happened to the SLT member in charge of the student's house group as soon as is practical after the lesson.

Outside agencies may need to be involved.



Parent/ Caregiver Agreement

Please cut out the box below and return to Greymouth High School Student Office by Friday 3rd February 2012.

I/ We have read and understood Greymouth High School's PB4L Behaviour Management system.

I/We accept that these standards and procedures are in place to encourage all students to achieve the highest possible level of personal success in a safe environment and therefore students are expected to be active and responsible learners, exercising a high level of self discipline while respecting the rights of other learners.

By signing this I/ we confirm that I/ we understand that if my/ our child is issued with a DRF, he/ she will have automatically obtained a 1 hour **after school** detention which he/ she must attend the following school day.

I/ we understand that I/ we will be responsible for arranging transport home for my child after the detention.

Signature:

Signature:

Parent/ Caregiver name(s):

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Name of student(s)	Year Group	Whanau class

We thank you for supporting the Greymouth High School Behaviour Management System. It is our aim that this system will minimise problematic behaviours and will allow Greymouth High School students and staff to maximise and celebrate positive social and academic student behaviours.

Please feel free to contact the PBL team at school if you have any questions or need further information. You can email either of the PBL Team Leaders Nancy Osborn or Neil McKinley at osbornn@greyhigh.school.nz or mckinleyn@greyhigh.school.nz