

Processes to minimise behaviour management

MAJOR



MINOR

It should be expected that all steps are followed for ongoing behaviour problems. It is also expected that at the satisfactory return to co-operative behaviour at any stage, should be positively recognised.

Agreed classroom strategies

Minimise potential situations

This should include:

- Acknowledge positive behaviours
- Defuse potential problems
- **Follow behaviour plan for targeted students**

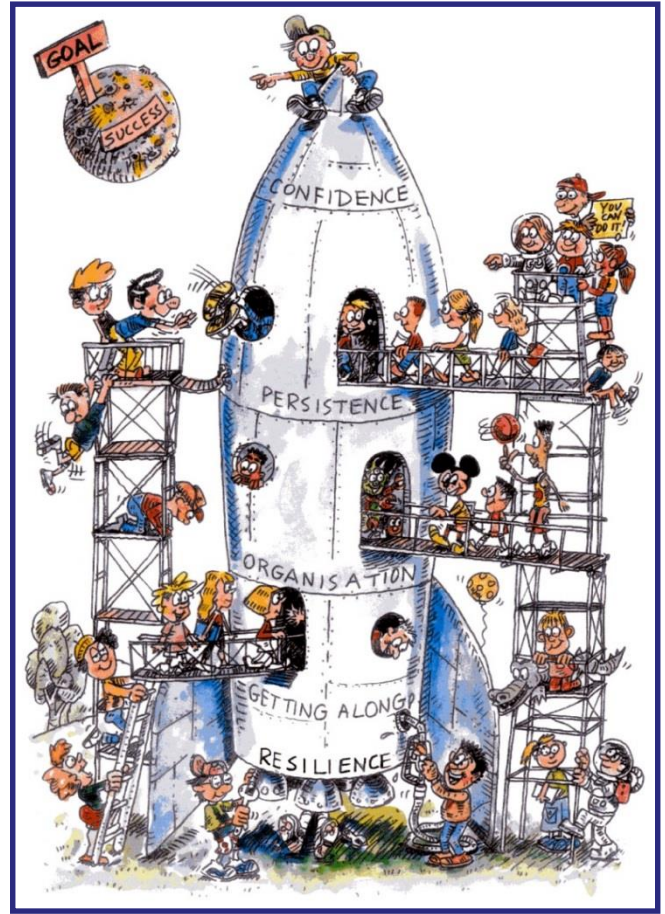
Reminder of expectations	Each Child should be : <ul style="list-style-type: none"> • Reminded of class and school expectations
Choice	The child needs to be given a reminder to demonstrate expected behaviours OR experience time out in the classroom (time out is a chance to "re-set").
Time out 1	In the Classroom (from 10 minutes – up to end of session) <ul style="list-style-type: none"> • Teacher sets appropriate tasks: ie finish set work • Student positively re-integrated back into classroom
Time out 2	In the Buddy Class <ul style="list-style-type: none"> • Home class teacher rings buddy class teacher to inform them of student arriving • 30 minutes or up to end of session as appropriate • Child completes tasks set by their class teacher. • This is recorded as a LTO: will involve further intervention by AP to establish positive strategies to ensure expected behaviour is maintained • Parents informed via email/letter
Office	If a student is persistently disobedient and refuses to follow teacher directions, or their behaviour is aggressive or threatening to the safety of others, the student will be sent to the office, resulting in: <ul style="list-style-type: none"> • Time out in an Executive Office. • Parents contacted by Principal/ Assistant Principal

Time out buddy class is 3H (Mr Hancock)

You Can Do It Education

At Kincumber Public School, our main purpose of introducing **You Can Do It! Education** is to support our learning community (students, parents, teachers) in a collective effort to optimise the social, emotional, and academic outcomes of all young people.

YCDI focuses on developing the social and emotional capabilities that all young people need to acquire in order to be successful. At KPS, we believe that students should experience success not only in their learning, but in positive relationships, developing a sense of wellbeing, and being able to make a positive contribution to others and the community (good citizenship).



The 5 Keys of YCDI! Education

Our core purpose is the development of young people's social and emotional capabilities, including:

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along, and
5. Resilience.

Central to the development of these 5 Key Foundations is instilling in young people 12 Habits of the Mind, including:

1. Accepting Myself
2. Taking Risks
3. Being Independent
4. I Can Do It
5. Giving Effort
6. Working Tough
7. Setting Goals
8. Planning My Time
9. Being Tolerant of Others
10. Thinking First
11. Playing by the Rules, and
12. Social Responsibility

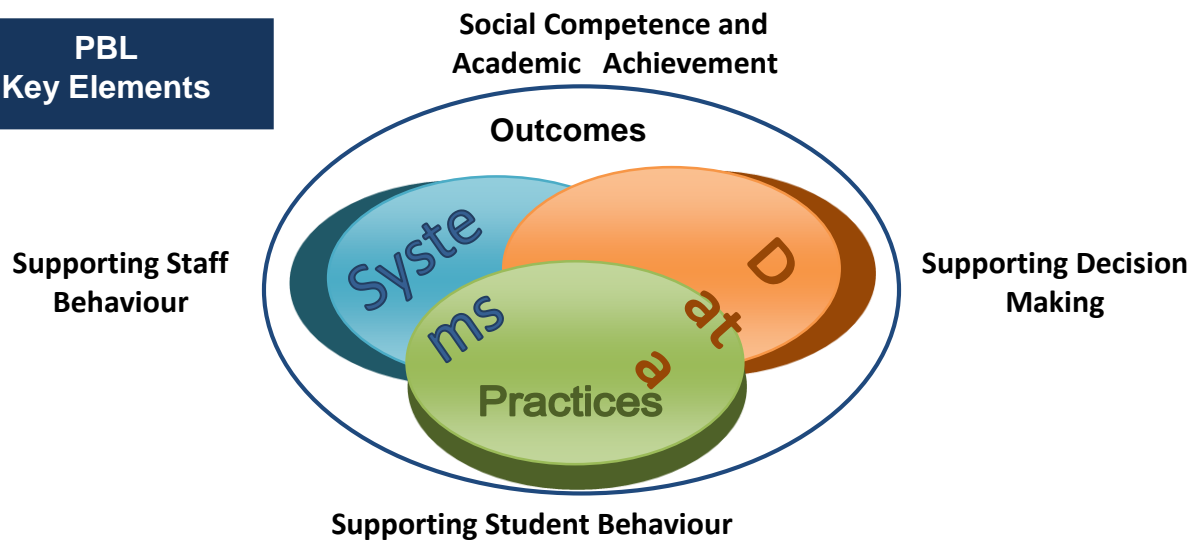


Positive Behaviour for Learning

What is PBL?

PBL is a consistent, school-wide system of support that helps define, teach and support appropriate student behaviours, creating a positive school environment

PBL Key Elements



- PBL is designed to be responsive to individual school's current social and educational challenges and encourages schools to reflect on their systems and practices to determine if they are having a positive impact on student learning
- PBL creates effective teaching/learning environments where students make the positive behaviour choices that support academic success
- PBL focuses on prevention of problem behaviours and instruction in appropriate behaviours

Who is PBL for?

PBL is for all schools. PBL 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 PBL help my child and their school?

- PBL promotes positive student behaviour by building the school's leadership capacity and teachers' knowledge, understanding and skills in applying effective school-wide behaviour systems
- PBL boosts student engagement in learning by increasing attendance and retention, and improving student behaviour.

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



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

- ➔ school-wide discipline practices including establishing clear consequences
- ➔ instruction in social skills
- ➔ helping students regulate their own 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 PBL team to plan and solving problems together
- ➔ external coaching to build capacity and provide consistent, region-wide support for schools

At our school, our PBL expectations are that all students will be safe, respectful learners.

PBL Lessons will be taught each week so that all students will developed a shared understanding of PBL expectations. School routines will also be taught in PBL format. PBL focuses on re-teaching, rather than punishing, a mis-behaviour.

