



Positive Behaviour for Learning.

“PBL”



What is PBL?

Positive Behaviour for Learning Support is an approach being introduced to help teach our students new social and communication skills. These are based on Ballam Park Primary School's core values of Respect, responsibility, Kindness and Safety.

Evidence shows that teaching, recognising, acknowledging and rewarding positive behaviour helps reinforce these social skills and is an important step in our student's education.

We also know that social and communications skills are learnt and each child will learn these abilities at their own pace. You can help support your child's learning by being aware of PBL and practising these strategies at home.

What is the purpose of PBL

The purpose of PBL is to increase our student's learning opportunities, and prevent or decrease problem behaviours. We can do this by all working as a team using problem solving strategies. We also can't assume that students know these social skills so students must be **explicitly taught** the behaviours we want them to show.

What does PBL look like?

All students will be explicitly taught the behaviour the teacher expects to see (see Matrix below). This can be done during circle time/class meetings and throughout the day.

Staff teach the behaviours as they would teach academics or any other skill.

Staff talk about the expected behaviours and discuss why they are important.

Staff demonstrate and model the social skills.

Staff acknowledge, pre correct, supervise and provide positive feedback.

Staff reflect on what they need to change to ensure each student is successful.



Matrix, acknowledgments and responding to behaviours

Behaviour Expectation Matrix:

The Matrix translates our CORE values (Respect, Responsibility, Kindness and Safety) into behaviours being taught. It is displayed in each classroom around the school and is referred to and discussed regularly with students.

Please see the next page.

Behaviour Matrix BPPS

Expectations ↓		SETTINGS										
		All Settings	Office	Line Up Areas	Boom Boom Room	Playground	Breakfast Club	Corridors	Toilets	Wellbeing Room	Assembly	Bike Shed
We are Respectful		We speak Politely.	We use manners. We wait quietly. We take turns.	We face the front. We keep hands still and empty. We follow teacher instructions. We sit quietly.	We speak politely. We use talking voices. We follow teacher instructions.	We speak politely. We follow teacher instructions. We use polite words to fix problems.	We use manners. We eat with our mouths closed. We wait quietly.	We use quiet voices. We use the nearest door. We follow teacher instructions.	We give people privacy. We use quiet voices.	We use quiet voices. We speak politely. We follow teacher instructions.	We look and listen. We walk in and out silently. We wait to the end of awards to clap. We follow teacher instructions.	We only touch our own belongings. We move out of the way of others.
We are Responsible		We put rubbish in the bin. We wear the correct school uniform.	We need to have a reason to be there. We deliver messages carefully.	We sit in lines. We are in line on time.	We look after equipment. We pack up what we use. We agree on rules.	We leave wrappers inside. We play in the correct areas.	We clean up after ourselves. We sit down to eat. We agree on rules.	We keep lockers clean & tidy. We keep the floor clear.	We head back to class quickly. We leave the toilets clean and tidy. We are in the right reason.	We put things away. We agree on rules. We sit on cushions.	We sit and stand in rows. We clap at the right time, for a short time. We listen to instructions.	We leave the bike shed promptly. We stand our bikes and scooters in the bays.
We are Kind		We keep hands, feet and objects to ourselves. We share and take turns.	We keep hands, feet and objects to ourselves.	We keep hands, feet and objects to ourselves. We share and take turns.	We keep hands, feet and objects to ourselves. We share and take turns.	We show gratitude. We take turns.	We hold doors open for others. We let others past.	We keep hands, feet and objects to ourselves. We share and take turns.	We keep hands, feet and objects to ourselves.	We keep hands, feet and objects to ourselves. We share and take turns.	We keep hands, feet and objects to ourselves.	We speak kind words. We keep hands and feet to ourselves.
We are Safe		We wear our hats and use sunscreen from Sept to May.	We use walking feet.	We use walking feet. We follow the rules when using play equipment. We wear our hats September – May.	We leave sticks on the ground. We follow the rules when using play equipment. We wear our hats September – May.	We use walking feet.	We use walking feet. We wash our hands	We use walking feet. We wash our hands	We use walking feet. We wash our hands	We use walking feet.	We use walking feet.	We wear a helmet when riding to and from school. We check our bikes are safe.

Responding to Expected Behaviour

Ballam Park Primary School has an agreed reward system for reinforcing expected behaviour. Encouragement, guidance and rewards are helpful for students to build their social and communication skills. Rewards are important for building a predictable, positive social culture in a school. By having our expected behaviours clearly defined, and developing formal strategies for acknowledging (rewarding) appropriate behaviour, we will have a safer, more effective learning environment. By rewarding expected behaviour, our children learn that adults are serious about the social and academic goals they are teaching.

Students are motivated by positive rewards, especially when they have had a hand in choosing the rewards themselves.

Students remain engaged when they have a positive incentive and are self-motivated to earn rewards.

PBL Tokens and Value Certificates:

- Show the students that they are progressing and being successful.
- Provide students with positive feedback.
- Reinforce positive behaviours and expectations at a ratio of 6 positives to 1 correction.

Responding to Problem Behaviour

When inappropriate behaviour incidents occur, it is important that consequences are logical, consistent and proportionate to the behaviour.

PBL gets us to think about how to prevent the behaviour from happening again and figure out what skills and supports the child needs to be successful.

PBL talks about the fact that addressing problem behaviour needs to focus on proactive approaches where expected and more socially acceptable behaviours are directly taught, regularly practiced, and followed by frequent positive reinforcement.

If problem behaviour occurs, the School has consistent and predictable procedures to follow to address the behaviour. The focus will be on teaching a more appropriate way to respond, to avoid the behaviour from occurring again. If inappropriate behaviour continues to occur despite these interventions, school and DET discipline processes will be followed.

If a child doesn't know how to swim: we teach.

If a child can't read: we teach.

If a child doesn't know how to multiply: we teach.

If a child doesn't know how to drive: we teach.

If a child doesn't know how to behave: we teach.

How can families help?

Teaching behaviours that we expect to see works best when there is a consistency across home and school settings. PBL is an approach to help all students learn to self-manage behaviour.

Family involvement is a key feature and important in all aspects of PBL. A strong partnership between school and family is important because when families are involved, outcomes for students are better.

You can support PBL in many ways;

- Read information provided by the school.
- Teach your child what behaviour you want to see.
- Verbally acknowledge them and reward them when they meet the expected behaviour.
- Respond consistently and with meaningful consequences when problem behaviour occurs.

There are four important steps to help improve a child's behaviour:

1) Understand why the behaviour occurs

Try to understand the situation and their behaviour from your child's point of view. Children often engage in problem behaviour to **communicate** something. In some cases, a child may not be feeling well ie: ear infections, allergies and illness. At other times, children might have too much energy and need to release it in some way.

Common reasons for engaging in problem behaviour are:

- To get attention (positive or negative)
- To get an activity, toy, or item
- To escape or avoid a person, activity or task
- Due to physical or medical conditions

2) Change routines and settings to prevent problem behaviours

Notice if any routines and settings are triggering problem behaviour. Learn from the past and try to predict these in the future. For example, lollies at the checkout can be difficult if a child often engages in problem behaviour to get something he wants. Finding out ahead of time whether there are checkout lines that don't have lollies could be an easy way to change the situation and avoid problems.

3) Teach a new skill

What would you like your child to do instead of engaging in problem behaviour? Teach your child to learn how to get what he/she wants by communicating instead. A child is more likely to learn new communication skills if these skills are easier to do and have the same result as the problem behaviour. You may need to remind and praise them for communicating. Eg. "Excuse me mum/dad." Or have them stand and wait until you are finished speaking to someone else. These skills need to be taught.

4) Change how you respond to problem behaviour

Research shows that letting your children know what you expect and praising them for demonstrating this positive behaviour is a powerful way to prevent problem behaviour. Think about how you respond to your child and remember, what you say or do can either increase or decrease problem behaviour.

It is easier to give in when a child is screaming and crying and let him have a lolly he wants while you are waiting in the checkout line. However, if you do this, the child will be more likely to cry and scream for lollies in the future, given that it has worked in the past.

When responding, try and keep a calm voice and ignore the problem behaviour if you can. Instead, ask the child to "use your words". Next time, try to work out what the child wants or is avoiding and encourage them to ask for what they want. Sometimes it is impossible to allow a child something he wants because it is unhealthy or dangerous (for example eating lots of lollies every day is not healthy). Instead of saying "No", try to offer a choice between two other (healthier/safer) options.

"We can't hold kids accountable for things we've never told them we expect. Behaviour should be treated like academics. Students have to be taught the skills they need." - Erin Green