



Positive Behaviour for Learning (PB4L)

Mount Barker High School's Positive Behaviour for Learning (PB4L) is a school-wide system to help the school community create and maintain a positive school culture and learning environment. It works by explicitly teaching, recognising and celebrating the behaviours identified by teachers, students and families that create a positive learning environment. PB4L aims to increase the opportunities for our students to learn and succeed both socially and academically.

PB4L is underpinned by the following understandings –

- We all come from different backgrounds and have different understandings about what is appropriate behavior – we cannot expect students to *know* what is appropriate behaviour
- Behaviours that create a positive learning environment need to be established and explicitly taught, just as any other skill needs to be taught
- Students who do the right thing should get more attention than students who do the wrong thing
- Positives should be acknowledged and built on
- Negative behavior should be dealt with as quickly and minimally as possible

PB4L is a locally designed program which has been developed in consultation with the staff and students to enable all students to reach their full potential. It is underpinned by the teaching and modeling of appropriate behaviour and expectations of the school community. The school values positive behaviour and explicitly teaches these values and behaviours. Students are acknowledged through a proactive approach.

Our expected behaviours are identified throughout the school and unpacked by each teacher with each class at the start of each semester to ensure that all have a clear, agreed understanding of what the behaviours mean in practice.

In the Classroom -

Students

- Are punctual and prepared for lessons
- Come ready to work
- Take pride in their work and try their hardest
- Use respectful behaviour and language towards peers, teachers and support staff
- Respect the classroom as a place of learning
- Leaving class do so with permission and purpose

Staff

- Are punctual and prepared for lessons
- Are passionate and take pride in their teaching
- Model the behaviour that they want to see – turn mobile phones off or to silent and put them away
- Develop positive, respectful relationships with students
- Encourage students to do their best.

In the Corridor -

Students

- Are pleasant to passing students and teachers and help others if needed
- Use appropriate language and behaviour
- Are mindful of others, walking in a considerate manner and keeping to left
- Only use the corridors to move from one place to another
- Keep the carpets clean and tidy and put rubbish in a bin

Staff

- Are positive and polite
- Model and encourage considerate and respectful behaviour and keep to the left
- Move to one side when speaking to students
- Model and encourage keeping the corridors clean and tidy
- Respectfully encourage students to move on quickly after breaks and during lessons

In the Yard

Students

- Treat others with consideration and respect and cooperate with teacher's requests
- Report all bullying
- Use approved areas of the yard and keep sporting activities in the appropriate places
- Keep the school clean and tidy – put rubbish in the bin
- Remain in school grounds
- Return to class promptly at the end of recess and lunch

Staff

- Are punctual and alert on yard duty
- Model and encourage respectful behaviour to others
- Remain calm and positive whilst dealing with students and respond to any concerns raised
- Model and encourage keeping the yard tidy
- Ask students out of uniform to move to canteen in a respectful, non-confrontational manner



UNACCEPTABLE AND DISRESPECTFUL STUDENT BEHAVIOUR

In order to promote consistency when dealing with behavioural expectations, at Mount Barker High School we use a whole school approach. Behaviour management procedure is a tiered process.

1. Tier One

- a. Minor Infringements

2. Tier Two

- a. More serious or repeated inappropriate behaviour

3. Tier Three

- a. Major behavioural concerns

1. Tier One

Minor Infringements / Community Service:

Students who commit minor infringements (such as lateness to lesson/Care Group without a note, chewing gum/food as they enter class, tardiness in going into class, incomplete diary, not putting chairs up, etc.) may be given a verbal warning and/or they may be given Community Service.

Students then need to report to the designated location at the time specified.

Community Service will be managed by the issuing teacher and may include picking up rubbish, cleaning desks, tidying classrooms etc.

Classroom Management:

Straightforward, minor classroom behaviour problems will continue to be handled by Care Group and Subject teachers through their own regular behaviour management strategies. Common strategies are to get the student to move seats, phone parents, talk to student alone, require the student to attend for extra time with you at lunchtime to do work, pick up papers, notes in diaries, etc. In general, it is NOT a good idea to put students in the corridor as they may continue to "use inappropriate behaviour" and continue to distract others.

See www.pbisworld.com/ for useful suggestions on managing specific types of behaviours.

2. Tier Two

(a) Removal from Class:

When students fail to respond to requests by a teacher to cooperate and they continue to behave in an inappropriate manner that **interrupts teaching and learning** during lessons, they may be withdrawn from the classroom. A member of the leadership team will be called to collect the student. They will either negotiate the student's re-entry to the class without further consequence, negotiate the student's re-entry to the class with a detention or community service to complete or escort them to a *buddy* class.

Buddy Class: The subject teacher will check for a suitable class that is near. The student will be sent to that room, where a desk is set up in the room for the student to continue with their

classwork. When sent to buddy class, the subject teacher will record this through Daymap. Students will be given a detention within 24 hours where it is recommended, they will meet with the subject teacher and discuss how to develop the appropriate behaviours to use whilst in lesson to prevent further removals from class, completing a contract to document this agreement.

When a student is sent to buddy class:

- The student will remain in the buddy class for the duration of that teacher's subject time for that day, unless referred on by the supervisor. They will return to the original subject in the next scheduled lesson.
- While a student is on withdrawal in the buddy class work from their normal lesson will be undertaken in silence. The student will need to have work set by the subject teacher during the withdrawal time. The student brings their books, etc. to the buddy class.
- It is not expected that the buddy class teacher will interact with the student beyond what is absolutely necessary.

After a student has been sent out of a lesson the following events will take place:

- The referring teacher will contact parents within 24 hours outlining the circumstances of the withdrawal.
- Within 24 hours, it is recommended that the subject teacher will meet the student at detention to discuss the incident to ensure they will be settled in class next lesson. AP participation may be requested.

Wellbeing Coach and/or Youth Worker will be kept informed of repeat offenders who are withdrawn from class by the relevant AP so that they may counsel the student for any underlying problems causing the behaviour.

NB: There are no buddy classes for year 12 students. If a year 12 reaches the point that you need to remove them from class, they are to be referred immediately to the Head of Senior Years.

When a student arrives in the buddy class, they will be directed to the single desk to complete their classwork with as little interaction as possible. It is not the buddy class teacher's responsibility to counsel the student about their behaviour.

If they do not attempt to complete work, it is not the buddy class teacher's responsibility to make them. The student should be given as little attention as possible.

By using this withdrawal system, we aim:

- to create a classroom environment where all students are able to achieve their best in a positive learning climate
- to develop self discipline amongst all students by raising their awareness that their actions have consequences
- to reduce the anxiety levels for both teachers and students in the classroom, which are caused by disruptive student behaviour.

Note that withdrawal should be regarded as a **last resort**, NOT as a first resort, and only when the behaviour is disrupting teaching and others' learning. Teachers' own behaviour management procedures need to be tried first.

If a member of leadership is required to remove a student from class, the subject teacher can send a reliable student to the Front Office to notify the appropriate Assistant Principal to come and get the student, or ring the Front Office if you have access to a phone. The extension number is 20 or 61.

(b) Time Out (Cool Off)

In some cases, it may benefit the student to leave the class to go to a designated place as a "Time Out" or "Cool Off" before they run into serious trouble in the classroom. Such a situation is usually organized with the student's teacher(s) beforehand and the student can only leave the class with the subject teacher's permission. Time Out does not usually incur a penalty. Generally, time out only involves a small number of students and such an arrangement is for a short time period, usually until the classroom situation is resolved. These arrangements are negotiated through the relevant Assistant Principal, Deputy Principal, or Wellbeing Coach.

3. General Behaviour Management

Transgressions such as non-attendance to Care Group sessions, incorrect dress code, non-attendance to normal lessons, continual lateness, insolence, smoking of cigarettes, minor graffiti, etc. need to be referred to the relevant Assistant Principal. (Every staff member has access to Daymap to check daily attendance). The Assistant Principal will decide on the appropriate course of action. This could be putting the student on a daily lesson attendance / behaviour / progress sheet, requiring the student to report to them every morning to check dress code, ringing home to inform parents, requiring a parent interview, and so forth. The teacher referring such a student will need to keep a close liaison with the Assistant Principal about the progress of the student.

4. Assistant Principal:

Serious Breaches of School Standards:

The more extreme breaches of school discipline such as drug abuse, bullying, vandalism, fighting, breach of safety rules, misbehaviour in the yard or buildings, etc., will be referred immediately to the relevant Assistant Principal. If possible, the student(s) should be escorted to the Assistant Principal by the teacher and the Assistant Principal informed of the circumstances. Such breaches could result in suspension or exclusion depending on the nature of the offence and the previous behaviour of the student.

Supporting Improved Behaviour

A case management/mentoring approach will be used to support identified students to help improve their behaviour and achievement at school; this approach will be managed by the school's Wellbeing team and other identified teaching staff.