

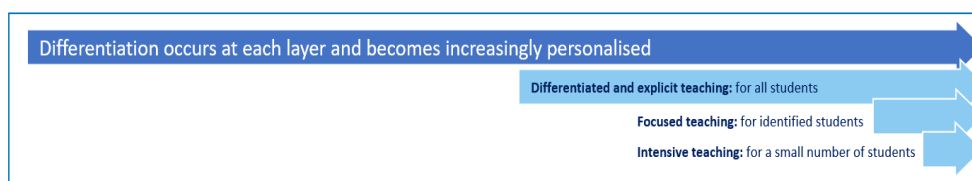
Esk State School is a Positive Behaviour For Learning (PBL) school. Positive Behaviour for Learning (PBL) is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base and is used in many Queensland state schools. PBL is a key strategy in the school and is prioritised through the School's Strategic Planning, the DoE Strategic Plan, Pedagogical Framework, Student Learning and Wellbeing Framework and Inclusive Policies.

PBL schools understand that problem behaviour serves a purpose for their students. The fastest way to turn problem behaviour around is by teaching them acceptable and appropriate ways to get what they need.

PBL is not a program. It is an organisational framework for identifying, adopting and applying evidence-based practices for building and supporting academic and social success for all students. PBL ensures that all students have the social and emotional skills needed to succeed in school and beyond. PBL assists schools to teach students expected social behaviours and, when implemented with integrity, it is an effective strategy for preventing school-based behaviour problems including violence and bullying. Teaching and supporting social behavioural skills creates student mental and behavioural wellbeing and contributes to improving the effectiveness of academic support systems.

PBL applies data-based decision making to improve student discipline, academic and social and emotional learning outcomes. Staff regularly attend professional development regarding different aspects of behaviour management, and participate in regular meetings regarding PBL implementation at the school. In conjunction with the Principal, a teacher takes on the leadership role for PBL implementation within the school. PBL is designed to meet the expectations of schools and the behaviour needs of students through the provision of a continuum of behaviour services (interventions) at three levels or tiers.

The Three Tiers of PBL



Interventions on the continuum range from those designed to:

- promote and teach desired behaviours and prevent the development of problem behaviour in all students (Tier I – differentiated and explicit teaching for all students)
- targeted positive reinforcement and reduce the number of existing cases of problem behaviour in some students (Tier II – Focused Teaching for identified students)
- reduce the intensity of high-risk problem behaviour in a few students (Tier III – Intensive Teaching for a small number of students).

Communicating PBL

Behavioural expectations are communicated to students via a number of strategies, including:

- behaviour lessons conducted by classroom teachers.
- reinforcement on School Assemblies and
- during active supervision by staff
- during classroom and non-classroom activities.

Behaviour expectations are communicated to the school community (staff / parents etc), including:

- A dedicated section of the school newsletter outlining weekly focus
- Photographs of students receiving rewards.
- PBL team members' regular provision of information to staff and parents, and
- PBL team members support to others in sharing successful practices.(PBL coaches)
- Induction programs
- Student Code of Conduct
- on the school website
- through individual support profiles developed for students with high behavioural needs

Clarifying Expectations – Desired Behaviours

School Wide Behaviour Expectations

All areas of Esk State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our school fosters a warm, supportive and inclusive environment where students are accepted and where optimal learning can take place. A major part of the teacher’s role is to ensure that children will learn and develop within their school environment by managing disruptive behaviour that hinders their success and enjoyment of learning. It is also expected that students will respect the teachers’ fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching. We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school. Our strategy is grounded in the belief that the practices and behaviours of teachers and other adults within the school can, and do, influence student behaviours. The systems that constitute our strategy aim towards ensuring that staff practices include a range of approaches and are deliberately chosen in response to data based interpretations about the actual behaviours of students in the school.

An integral facet of Esk State School is the explicit teaching of expected behaviours. Our common values of ‘Safety, Respect, Learning’ have been encapsulated in our school motto ‘Ever Seeking Knowledge’. The school expectations based on these values are detailed across all school contexts within the Behaviour Expectations.

At Esk State School the Behaviour Expectations are:

- Be Safe
- Be Respectful
- Be Responsible
- Be a Learner

The Schoolwide Expectations Teaching Matrix below outlines our specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	EXPECTATIONS	LEARNING SPACE	ONLINE	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	<p>Key Phrases: “Use respectful language and actions.” “Follow the directions of your teacher.”</p>						
				<p>In all settings: Use manners Take turns Wait patiently Whole body listening Follow instructions Greet others respectfully. Wear your uniform with pride Keep a clean and tidy environment Respect others’ right to learn</p>			

POSITIVE BEHAVIOUR FOR LEARNING – A SNAP SHOT OF SCHOOL PRACTICES

		Walk when moving around the room. Enter and exit room in an orderly manner Raise your hand to speak	Participate in use of approved online sites and educational games Be courteous and polite in all online communications	Participate in school approved games Wear shoes and socks	Rails are for hands Wait patiently for others. Carry items	Respect privacy of others	Use own bike/scooter only
BE RESPONSIBLE	Key Phrases: "Be in the right place at the right time, doing the right thing." "Responsibility is following through doing the job that you are supposed to do." "TDL at the bell"	In all settings: Be honest Follow instructions the first time Be a problem solver Report inappropriate behaviour					
		Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Ask permission to leave the classroom Be in the right place at the right time	Post only appropriate content online Only navigate to sources as indicated by teacher. Care for the devices.	Return equipment to appropriate place at the sports bell Be sun safe; wear the broad brimmed school hat Stay in designated play areas TDL* before class.	Move peacefully in single file Walk one step at a time Keep passage ways clear	Use toilets during breaks Dispose of waste handtowels appropriately. Use toilet paper in the manner intended.	Walk bike/scooter in school grounds Have your name marked on the bus roll Leave school promptly
BE SAFE	Key Phrases: "Keep hands, feet and other objects to yourself." "No hat, no play."	In all settings: Use equipment as intended. Keep hands, feet and other objects to yourself. Stay in the school grounds at all times. Remain in designated areas. Walk on concrete and around buildings. Play fairly.					
		Ask permission to leave.	Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites	Play fairly – take turns, invite others to join in and follow rules Care for the environment and gardens Use the pathways Wear your school hat.	Walk quietly and in an orderly way so that others are not disturbed	Use soap appropriately. Straight there, straight back. Wash hands after using the toilet and before eating food	Be road safe. Keep your belongings nearby Board safely.
BE A LEARNER	Key Phrases:	In all settings: Work to stay in the green zone. Whole boy listening. Ask for assistance when required. Accept differences.					

POSITIVE BEHAVIOUR FOR LEARNING – A SNAP SHOT OF SCHOOL PRACTICES

<p>“School is all about teaching and learning.”</p> <p>“Be your best, your very best, and be it every day.”</p> <p>“You got to have a go, you got to have a go, you got to have a go, or you never, never know.”</p>	<p>Have a go!</p> <p>Do your work to your best ability</p> <p>Ask for assistance when required</p> <p>Be an active participant.</p>	<p>Use online time wisely</p>	<p>Learn new games and activities.</p> <p>Be willing to learn from others.</p> <p>TDL* before class</p>	<p>Know and practise good hygiene</p> <p>Learn to go at lunch time.</p>	<p>Healthy food, builds healthy brains and bodies.</p>	<p>Follow rules</p> <p>Make good choices</p>
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School Wide Routines

Before school #1	Tuckshop	Eating Areas
<ul style="list-style-type: none"> ✓ Go to the undercover area ✓ Put on your hat ✓ Sit down ✓ Chat with friends 	<ul style="list-style-type: none"> ✓ Walk to the tuckshop. ✓ Wait quietly and patiently in line. ✓ Say ‘please’ and ‘thankyou’ 	<ul style="list-style-type: none"> ✓ Move purposefully to area ✓ Sit down to eat, and remain seated. ✓ Keep your area clean. ✓ Ask to get a drink. ✓ Keep rubbish with you until the teacher tells you to put it in the bin. ✓ Recycle where possible. ✓ When given permission to leave, walk to port-racks and then to play areas.
Before school #2	Stairs and the Paths	
<ul style="list-style-type: none"> ✓ Walk to your classroom ✓ Bring in your belongings ✓ Get organised for the day ✓ Play inside until TDL 	<ul style="list-style-type: none"> ✓ Walk purposefully ✓ Keep to the left. ✓ Refrain from jumping up to hit the beams. 	
Computers / iPads	School Office	Principal’s Office / Staffroom
<ul style="list-style-type: none"> ✓ Log on quickly. ✓ Be cybersafe ✓ Never share your password. ✓ Log off before you leave. 	<ul style="list-style-type: none"> ✓ Wait at front desk. ✓ Speak politely. ✓ Say ‘please’ and ‘thankyou’ 	<ul style="list-style-type: none"> ✓ Knock on door. ✓ Wait for permission to enter. ✓ Speak politely.
Late to school	Sandpit	Using the Toilets
<ul style="list-style-type: none"> ✓ Get a late slip from the office. ✓ Go to your room, knock and enter. ✓ Give your teacher the late slip. ✓ Apologise for being late and explain your reason. ✓ Get straight to work. 	<ul style="list-style-type: none"> ✓ Share toys. ✓ Ask politely. ✓ Respect others’ space. ✓ Keep sand in the sandpit. ✓ Brush off. ✓ Put toys away. ✓ Cover the pit. 	<ul style="list-style-type: none"> ✓ Line up and wait your turn. ✓ Complete your business. ✓ Close the lid. ✓ Flush the toilet. ✓ Wash your hands. ✓ Walk purposely back to class.
Going to eat	Toilet, Drink, Line up (TDL)	Port Racks
<ul style="list-style-type: none"> ✓ Collect your lunch and water bottle. ✓ Put on your hat. 	<ul style="list-style-type: none"> ✓ Bell song plays. ✓ Leave immediately. ✓ Go to the toilet. 	<ul style="list-style-type: none"> ✓ Wait your turn. ✓ Only touch your bag.

POSITIVE BEHAVIOUR FOR LEARNING – A SNAP SHOT OF SCHOOL PRACTICES

<ul style="list-style-type: none"> ✓ Move directly to the eating area. 	<ul style="list-style-type: none"> ✓ Get a drink of water. ✓ Line up outside your room. 	<ul style="list-style-type: none"> ✓ Put your bag in the correct area. ✓ Put your belonging in your bag. ✓ Zip your bag shut.
Bike Racks	Starting the school day	Going to the toilets during class
<ul style="list-style-type: none"> ✓ Walk the bike from the gate to the bike rack. ✓ Place your bike appropriately in the racks. ✓ Only touch your bike. ✓ Leave your helmet with your bike. ✓ Walk the bike from the rack to the gate. 	<ul style="list-style-type: none"> ✓ Complete TDL. ✓ Walk to your desk and sit down. ✓ Immediately start the task on your desk. ✓ Answer the roll call while you work. 	<p>You should not need to go during class time. If you do:</p> <ul style="list-style-type: none"> ✓ go with a buddy. ✓ check out of the classroom. ✓ move purposely to and back from the toilet block. ✓ check back into the room.
Playground Equipment	Fire Drill & Lockdowns	Lining Up
<ul style="list-style-type: none"> ✓ Line up and wait for your turn. ✓ Select your equipment. ✓ Return your equipment neatly at the end of play. 	<ul style="list-style-type: none"> ✓ Determine if the sound is for lockdown or fire drill. ✓ Be calm and quiet. ✓ Listen to teacher direction. ✓ Listen and reply to your name when roll is called. <p>Remember:</p> <ul style="list-style-type: none"> • Fire drill – long whoops – long walk. • Lock down – short beeps – no peeps! 	<ul style="list-style-type: none"> ✓ Be on time. ✓ Two straight lines. ✓ Allow personal space. ✓ Wait quietly.

Weekly instruction for skill building:

Regular instruction regarding school behaviour expectations will occur on the first teaching day of the school week. These expectations will be reinforced throughout the school week, and reinforced on parade and through other communication networks.

Curriculum Links:

The Personal and Social Capability is a component of the General Capabilities of the Australian Curriculum. As such, Personal and Social Capability is embedded within the content of each of the learning areas and is taught in conjunction with the topic. PBL lessons however, target these elements specifically, and give time to the building of skills such as managing emotions, making friends, dealing with other people, resilience and wellbeing etc.

Use of Tangible Reinforcers:

Attendance Star:

Regular school attendance gives students a better chance at life. Students achieve better when they go to school all day, every school day because:

- they have increased access to learning opportunities
- they maintain friendships

- they stay connected to the curriculum progression
- they develop self-efficacy as a learner
- they have better long term life outcomes.

To encourage and recognise high attendance, the class with the highest attendance rate each week is awarded the “Attendance Star” to hang outside their classroom and brag about. The class also earns a small class reward.

100% attendance is recognised on the final parade of each term, by the giving of a certificate.

Bee Stickers:

When a student is ‘caught’ doing the correct behaviour within the playground, the supervising adult is encouraged to reward the behaviour through the awarding of a ‘BEE’ sticker on the collar of the uniform. This sticker is then transferred to the Bee Sticker Tally chart. The class that has the highest WEEKLY tally (averaged) wins the Queen Bee Award, and is able to select the TDL bell/song for the next week. A packet of shared lollies sweeten the prize.

Gotchas:

When a student is ‘caught’ doing the correct behaviour within the classroom, the teacher reinforces the correct behaviour through the awarding of a Gotcha! What ‘Gotchas’ look like may vary from class to class according to age appropriate pedagogy. However they present, Gotchas are recorded and counted weekly. Teachers are asked to recognize milestone numbers of in-class Gotchas using the Gem Award Cards. Teachers are to draw a gotcha award winner from their class gotchas per week, to receive a (negotiated) reward.

Gem Cards:

Gotchas are recorded and counted weekly. Gem Award Cards are used to recognise milestone numbers of in-class Gotchas. The Gem Award Cards are recognised / presented on parade. Gem Stone Awards are recorded as a positive behaviour on OneSchool.

Gem Card	Gotchas to Collect	Gem Card	Gotchas to Collect	Gem Card	Gotchas to Collect
Peridot	20	Diamond Peridot	220	Double Diamond Peridot	420
Opal	40	Diamond Opal	240	Double Diamond Opal	440
Garnet	60	Diamond Garnet	260	Double Diamond Garnet	460
Amethyst	80	Diamond Amethyst	280	Double Diamond Amethyst	480
Aquamarine	100	Diamond Aquamarine	300	Double Diamond Aquamarine	500
Topaz	120	Diamond Topaz	320	Double Diamond Topaz	520

Sapphire	140	Diamond Sapphire	340	Double Diamond Sapphire	540
Emerald	160	Diamond Emerald	360	Double Diamond Emerald	560
Ruby	180	Diamond Ruby	380	Double Diamond Ruby	580
Diamond	200	Double Diamond	400	Triple Diamond	600

Whole of Class Awards:

The Bee Sticker count and the Gotcha count are recorded together as part of the whole of class tally. Major class milestones (every 1000) are rewarded by a whole of class negotiated reward. These rewards need to be proportionate to number tally, and have minimal cost to teaching and learning time.

Reward Days:

Being a learner is celebrated on the last day of term. These are called Reward Days. Rewards Days may have a theme or focus, and will vary from term to term. The activities are curriculum based, but hands on and designed to be fun.

All students are encouraged to participate in Rewards Days, even those who may have had significant behavioural difficulty throughout the term.

Academic Awards:

The school also likes to acknowledge the effort of being a Learner, and outstanding academic performance through a range of Academic Awards. Additional Information is on the school website. The entire award system is linked to the school's behavioural expectations and values.

Discouraging In Appropriate Behaviours

When responding to problem behaviours, staff members ensure that students understand the mismatch / relationship between the problem behaviour and the expected school behaviour. One method that staff members might use to achieve this is to have students:

- Articulate the relevant expected school behaviour.
- Explain how their behaviour differs from expected school behaviour.
- Describe the likely consequences if the problem behaviour continues.
- Identify what they will do to change their behaviour in line with expected school behaviour.
- Acknowledge attempts towards behaviour rectification.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process, but simply remind the student of the consequences of their problem behaviour.

At Esk State School, staff members are authorised to issue consequences for problem behaviours and are provided with appropriate professional development and/or training. Through training activities, and regular PBL meetings, we work to ensure consistent responses to problem behaviour across the school.

Students also receive teaching around how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

These strategies strive to instil in students:

- Community and school values
- Socially acceptable norms
- Rules and expectations
- Gestural cues and prompts
- Verbal cues and prompts
- Self management strategies

Due to the size of Esk State School and its role in the community, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers may be involved in the support through the classroom teacher.

Strategies used for targeted behaviour support could include:

- Curriculum adjustment/s
- Verbal and non-verbal feedback
- Increased attention on desired behaviours
- Tracking of desired behaviours
- Communication with the school community
- Added responsibilities

Minor Problem Behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is handled by staff members, with referral and support from teachers, and / or the school leadership team.

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour. These consequences are managed by the classroom teacher and may include consequences such as: complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, written or verbal apology, restitution or use of personal time | play time for work completion, loss of privileges, student explaining behaviour to parent, natural justice (clean up the mess, loss of chair for period of time), thinking chair ...
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;

3. states and explains expected school behaviour if necessary; and
4. gives positive verbal acknowledgement for expected school behaviour.

Major Problem Behaviours

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of the school leadership team

Major behaviours reported to the Principal because of their seriousness, though may still be managed by the teacher. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member is responsible for the prompt recording of the behaviour onto OneSchool.

Major problem behaviours may result in the following consequences:

- Level One: Time in buddy class, removal to office by the principal, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times (play only), warning regarding future consequence for repeated offence, detention, parental contact.
- Level Two: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school, behaviour improvement plan, behaviour contract etc. and/or
- Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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