



NARARA PUBLIC SCHOOL
PBL HANDBOOK- FAMILIES

PBL Handbook - Positive Behaviour for Learning

Mission Statement

Narara Public School provides quality education in a supportive and caring environment where we strive to be SAFE, RESPECTFUL LEARNERS at all times. Our aim is to inspire students to succeed, foster high expectations and prepare them for positive participation within the larger community.

Positive Behaviour For Learning (PBL) at Narara Public School is based on the values of:

Be Safe

Be Respectful

Be a Learner

The Narara Public School Community has adopted the PBL approach as the basis for Student Welfare and Discipline throughout our school. The aim of PBL at our school is to:

- ✚ Support the maintenance of a positive attitude and culture within the school;
- ✚ Assist the development of self-discipline, resilience and emotional intelligence in our school community;
- ✚ Explicitly teach the social and interpersonal skills which empower students; and
- ✚ Provide a framework for all student welfare policies and practices.

Student Welfare Support

There are many support services and personnel involved in the student welfare across the school including:

- ✚ Student Wellbeing
- ✚ PBL Team
- ✚ Explicit teaching of behavioural expectations
- ✚ Leadership opportunities via Student Representative Council, School Captains/Vice Captains, Prefects and Sports House Leaders
- ✚ Occupational Health and Safety Committee
- ✚ Child Protection policies
- ✚ Transition Programs (i.e. Step Up Day)
- ✚ Head Start Kindergarten program
- ✚ Year 6 to 7 Transition
- ✚ Individualised programs
- ✚ Learning Support Team
- ✚ Literacy and Numeracy support
- ✚ Priority Schools programs (PSP) focussing on
- ✚ Literacy, Numeracy and Student Engagement
- ✚ Reading Recovery

About PBL

Positive Behaviour for Learning, known as PBL is an evidence-based whole school systems approach that:

- ✚ addresses the diverse academic and social needs of every student to support them to be successful
- ✚ supports students in early childhood settings through to senior years of schooling
- ✚ enables schools to establish a continuum of supports that are intensified to meet the needs of every student
- ✚ is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff
- ✚ establishes positive social expectations for all in the school community
- ✚ provides a framework for the school and its community to collectively support the wellbeing of every student.

When implemented well:

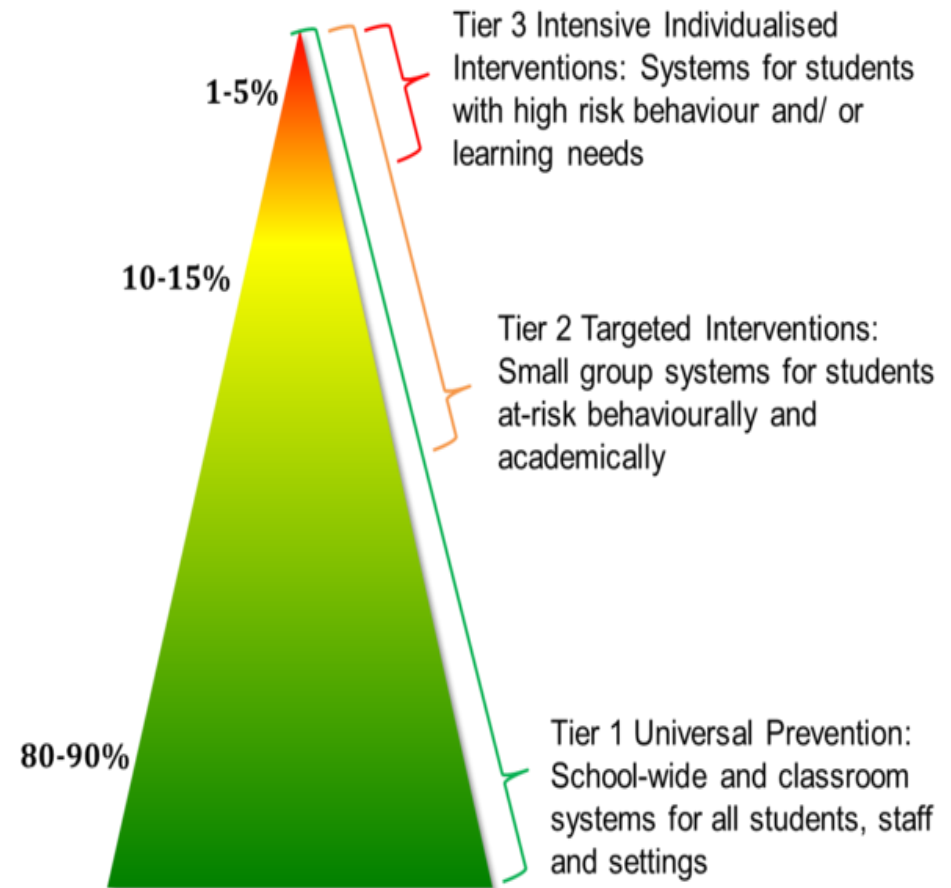
- ✚ students respond positively as they have been taught what is expected of them
- ✚ staff deliver consistent responses to student learning and behaviour
- ✚ students feel safe and cared for at school. Their parents, family and community are more involved in their school
- ✚ unproductive and challenging behaviour can be significantly reduced for most students.

PBL continuum

This diagram shows how the PBL continuum applies to all students. PBL establishes strong school-wide universal systems that promote early intervention, and the teaching and acknowledging of social-emotional skills. PBL helps schools to develop consistent systems to discourage unproductive behaviour.

Tier 2 targeted support is a team driven process. It strengthens and builds upon what has been taught to students at the universal level. Some students, approximately 10-15 per cent, will respond to Tier 1 supports but will continue to exhibit some difficulties. These students may need additional academic and/or social-emotional support.

A smaller group of students, approximately 1-5 per cent, may need individualised and intensive Tier 3 supports as well as universal and targeted support. Schools will build upon the foundations of the school-wide system to support these students. Interventions focus on creating and implementing individualised behaviour support plans that are linked to the universal system.



Tier 1 universal prevention

Universal prevention is the most important and powerful aspects of a whole school systems approach. Universal prevention focuses on preventing problems and creating an environment that supports student learning and wellbeing.

Effective, evidence-based classroom management and instruction are critical components of universal prevention. The school's Learning and Support Teams and/or PBL teams work to prevent problem behaviour and increase the likelihood of academic success by creating positive learning environments for all.

Establishing strong systems of universal prevention for ALL students helps to reduce the number of students who need additional support. This helps the school to work more intensively with students who have additional learning and support needs.

Tier 2 targeted interventions

Some students, approximately 10-15 per cent, will respond to Tier 1 supports but will still need some additional support. These students may have academic and/or social-emotional learning needs that require more targeted supports. As with Tier 1 systems, Tier 2 targeted support is a team driven process designed to enhance and build upon what has been taught to students at the universal level.

Tier 2 interventions address students' social-emotional skills through evidence-based programs delivered to small groups of students or individual students. The involvement of the classroom teacher helps the student to use new skills and builds the teacher's capacity to better understand and effectively respond to students with unproductive and challenging behaviours. Students are taught to self-regulate and learn from natural consequences. Small-group targeted interventions includes a skill building and a self-monitoring process. For example, students may check-in and out at a central location with an adult across the day with the aim of increasing productive behaviours such as attendance, work completion and academic engagement.

Tier 3 intensive interventions

A smaller group of students, approximately 1-5 per cent, may need more individualised and intensive supports, as well as the Tier 1 and Tier 2 supports. In many cases, the problem behaviour has become "chronic" as these students have experienced academic and behavioural difficulties over an extended period of time.

As with the Tier 2 level, schools build on the foundations of school-wide universal prevention to support these students. Using data-based decision making to rapidly support these students is important. Interventions focus on creating and implementing individualised behaviour support plans that are linked to the universal system. For example, the individual plans are based upon the school-wide expectations; the identification of students in need of Tier 3 supports uses the established data decision making framework.

Intensive and individualised behaviour intervention plans are developed and implemented to reduce the intensity and severity of challenging behaviours. These plans are devised using functional behavioural assessment. This assessment looks at contextual, learning and relationship factors to help explain the purpose of the behaviour. The evidence shows that understanding the function of behaviour is essential to make the problem behaviour ineffective, inefficient and irrelevant.

At Narara Public School, we care by being:



SAFE

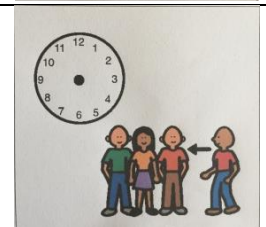
Keep your hands and feet to yourself



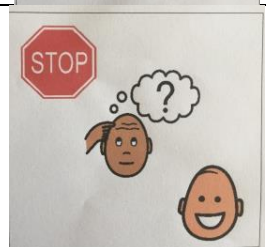
Move safely



Right place, right time



Stop, think, act

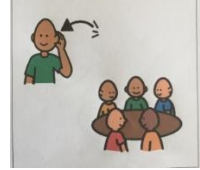


At Narara Public School, we care by being:



RESPECTFUL

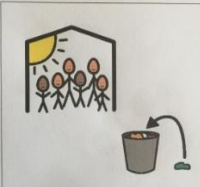
Listen and follow directions



Use manners and a polite voice



Care for our school



Care for the environment



Care for others



Wear your uniform with pride



At Narara Public School, we care by being:



LEARNERS

Always do your best



Be ready



Participate in school activities



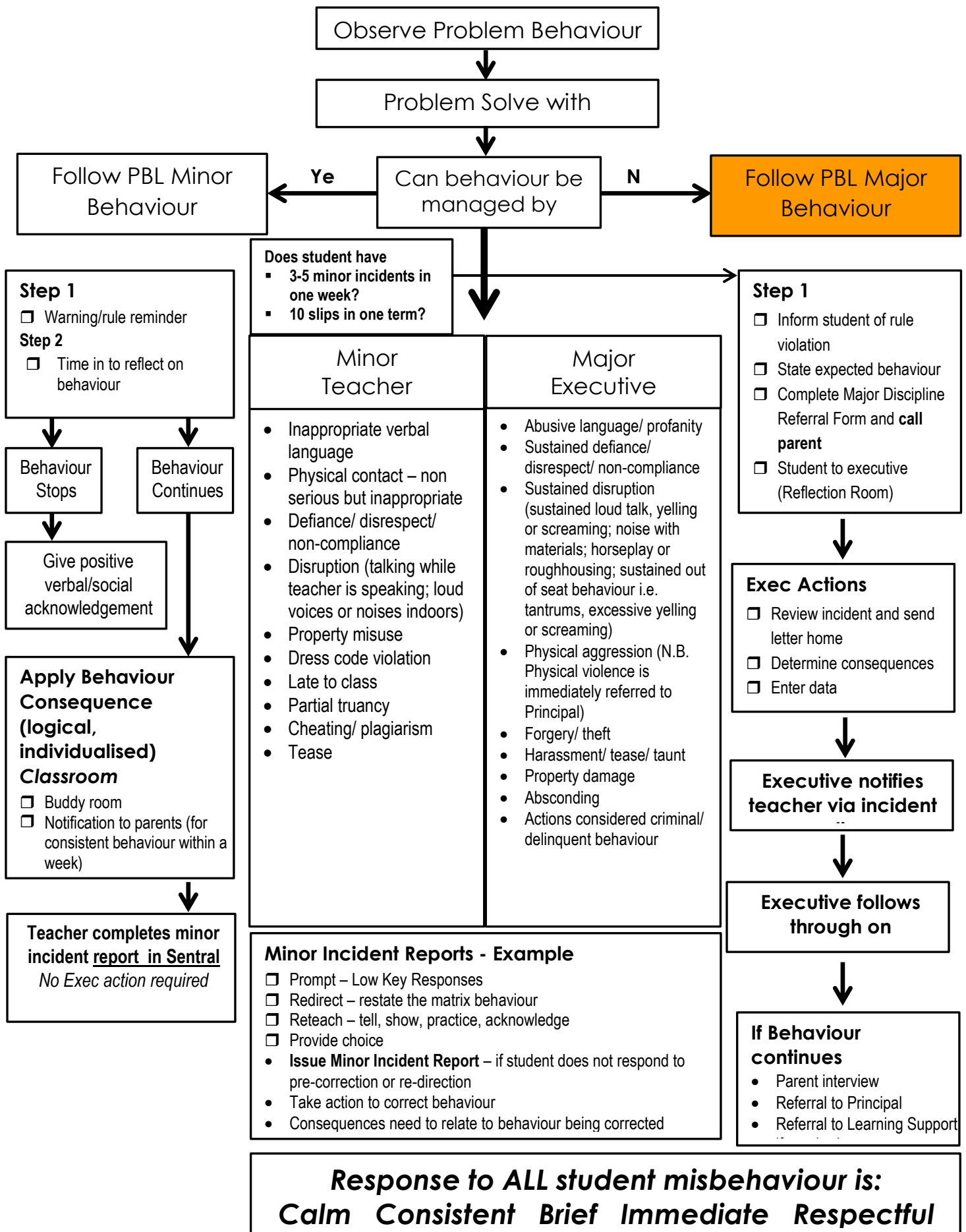
Follow the school rules



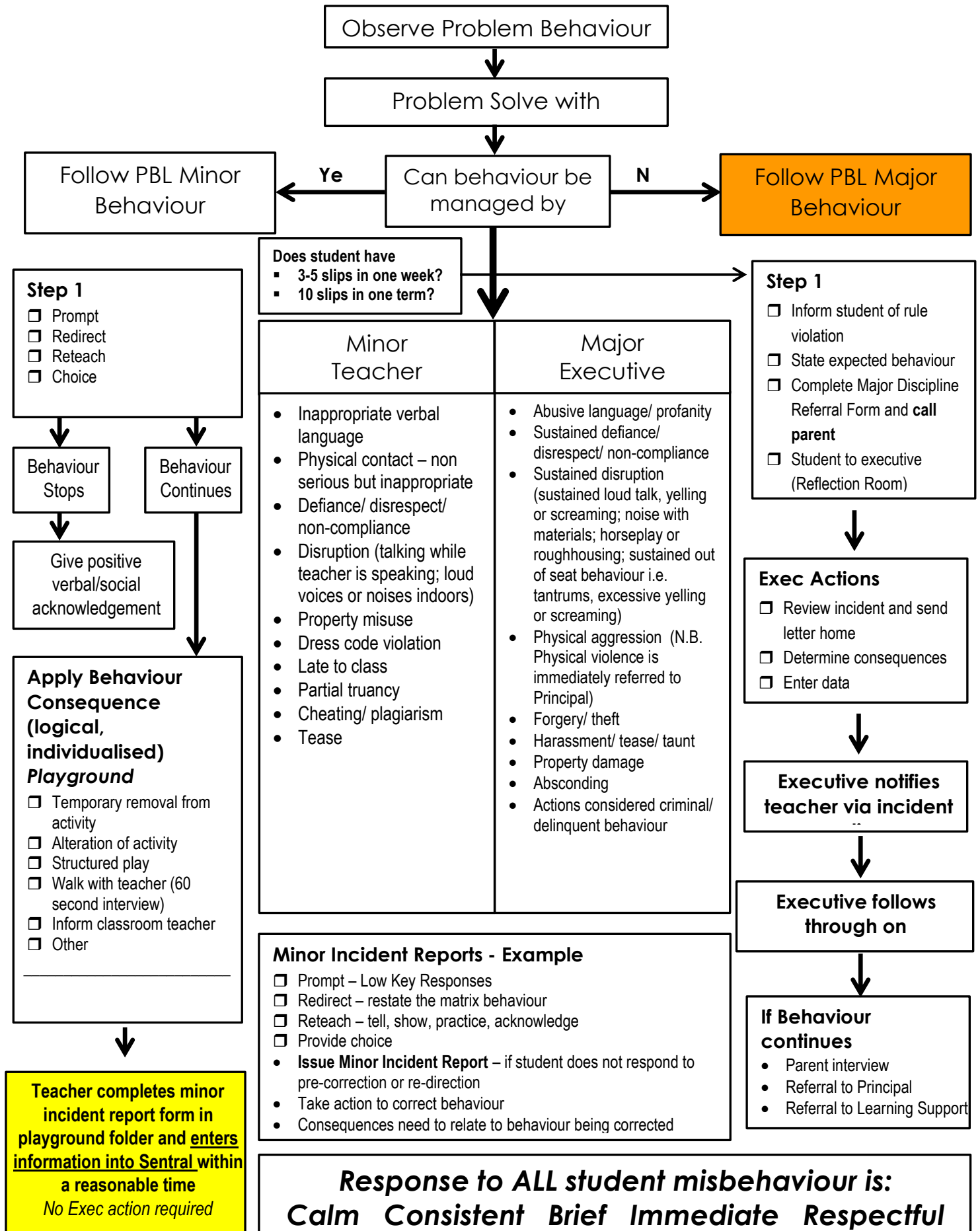
Listen carefully



Narara PS Classroom Behaviour Management Flowchart



Narara PS Playground Behaviour Management Flowchart



Consequences Flowchart – Orange Slip



1st and 2nd Incident

- **ACTION** Record on Sentral and orange buddy slip placed in spotty box on sign in table.
- Letter sent home and a follow up phone call made by reporting teacher within a reasonable period.
- **Consequence for child:** reflection room.



3rd Incident

- **ACTION** Record on Sentral and orange slip placed in spotty box on sign in table and 3rd letter sent home.
- Executive supervisor, classroom teacher and parent/s to schedule interview.
- Executive inform LAST of repeat incidents.
- **Consequence for child:**
 - Reflection room attendance daily (Up to 3 days).
 - Playground plan (mulching and passport)
 - Individual Behaviour Plan created.
 - Student is unable to 'represent' school until advised by the Principal



4th Incident

- **ACTION** Record on Sentral and orange slip placed in spotty box on sign in table and 4th letter sent home.
- Principal to contact caregiver for phone interview or onsite meeting with classroom teacher and executive supervisor.
- Warning of suspension given (Principal to warn of possible exclusion from excursions).
- Executive inform LAST of repeat incidents.
- **Consequence for child:**
 - Reflection room attendance daily.
 - Personal plan/playground plan.



5th Incident

- **ACTION** Record on Sentral and orange slip placed in spotty box on sign in table letter sent home.
- Principal is to intervene enforce suspension as per DEC policy.
- Executive inform LAST of repeat incidents.
- **Consequence for child:**
 - Individual Behaviour Plan
 - Excursion exclusion at Principal discretion
 - Student is unable to 'represent' school until advised by the Principal



Further Incidents

- **ACTION** Record on Sentral and orange slip placed in spotty box on sign in table an orange letter is sent home.
- Executive inform SLST of repeat incidents.
- **Consequence for child:** Principal is to intervene and use discretion as to appropriate actions and consequences.

HELP NEEDED CARD

If a Red Card is sent to the office, an Executive staff member is informed and assistance will come immediately. This card is issued if a child does not return from their buddy class with improved behaviour or they resist leaving the class when given an orange slip/buddy class directive. The HELP NEEDED card, may also be issued, for extreme behaviour that may include damaging property, harming themselves or threatening other students or staff.

***N.B. Physical violence immediately referred to Principal, via executive, to be dealt with at his/her discretion.**