

Positive Behaviours for Learning



SOMERVILLE RISE

Primary School

SOMERVILLE RISE

Respect, Integrity, Service, Empathy



Parent Information Handbook

Positive Behaviours for Learning

SCHOOL VISION, PHILOSOPHY AND VALUES

Our school's vision is to foster excellence in learning and positive relationships which build the foundations for life success. We aim to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. Somerville Rise Primary School is proud of its achievements in creating a warm, harmonious and caring learning environment where students feel secure, happy and are highly motivated to learn. We aim to make the school a place where every child becomes strong and confident, having high self-esteem and high standards of academic achievement and social behaviour.

At Somerville Rise Primary School we promote 'Learning Together.'

The programs of and the teaching in this school will support and promote the principles and practices of Australian Democracy including a commitment to:

- An elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning.

The school community has developed a set of core values which underpin our relational learning philosophy.

These values are:

- * Respect
- * Integrity
- * Service
- * Empathy

Positive Behaviours for Learning

At Somerville Rise we promote Positive Behaviours for Learning (PBL) by introducing, modelling, teaching and continually reinforcing the positive and social behaviours that are important in order to be a successful learner.

PBL at Somerville Rise is used to improve social, emotional, behavioural and academic outcomes of all students and is aligned with the School Wide Positive Behaviours Support framework. We believe that when PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction.

PBL provides a great number of benefits for both students and staff, these include:

- increased positive and respectful relationships between students and staff
- increased learning time
- improved social and emotional wellbeing
- increased positive and respectful behaviours
- a safe learning environment
- improved attendance

Like with academic skills, social skills must be regularly taught, practised and acknowledged to ensure mastery and sustained use. PBL at Somerville Rise promotes a proactive approach to behaviour management through teaching expected learning behaviours and rewarding students for demonstrating them, rather than waiting for errors to occur before responding. This ensures a consistent approach to behaviour management with clearly defined expectations which are developed by both students and staff.

Positive Behaviours for Learning

Each learning behaviour is explicitly taught, monitored and appropriate behaviours rewarded. Each sub-school has developed in consultation with both students and staff a classroom Learning Behaviour Expectations Matrix which aligns with our school values of Respect, Integrity, Service and Empathy. Expected behaviour matrix are displayed in all learning areas of the school and are continually discussed, modelled and reinforced.

At Somerville Rise we use the 'Clip Up' System to acknowledge appropriate behaviours. The clip chart consists of a chart that has been divided into levels. At the start of each day all students start on Ready to Learn. Then, during the course of the day, the students move their pegs up the chart, based on their academic and behavioural achievements throughout the day. Students are encouraged to develop self-control and to take responsibility for their own choices and actions.



At Break times we have developed Super Hero Awards which are used to acknowledge appropriate behaviours in outdoor areas. Students receive a Super Hero Award to take home and another is placed in a box at the office. At assembly a Super Hero is drawn from the box and the winner selects a prize.

To ensure the successful implementation of PBL, it is expected that all staff be clear and consistent in the language used when addressing behaviours and relate all behaviours (expected behaviours and behaviours of concern) back to the school values and what our school expectations are. Staff are expected to participate in the tracking of both the positive and negative behaviours through the Sentral portal.

SRPS SUPER HERO
Having a positive approach to our playground.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect	Integrity	Service	Empathy

NAME: GRADE:

Through PBL, we aim to create a safe, positive and more effective school environment, improved student social skills and strength positive relationships. More importantly through the implementation of PBL we aim to see a decrease in the incidents of behaviours of concern and improved academic achievement.

Positive Behaviours for Learning

Expected Classroom Behaviours Matrix

Each sub-school have worked collaboratively to develop a Learning Behaviour Expectations Matrix. The expectations are in line with our school values of Respect, Integrity, Service and Empathy and are referred to when required throughout the day.

Somerville Rise Primary School Learning Behaviour Expectations	
Respect	We will ... <ul style="list-style-type: none"> Listen to the person who is speaking Look after classroom equipment allow others to learn use body 'B'
Integrity	We will ... <ul style="list-style-type: none"> be honest own our behaviour make good behaviour choices give others their personal space
Service	We will ... <ul style="list-style-type: none"> clean up after ourselves look after our school take pride in helping others
Empathy	We will ... <ul style="list-style-type: none"> care for others use kind words apologise when feelings are hurt include others when playing

Somerville Rise Primary School Learning Behaviour Expectations	
Respect	We will ... <ul style="list-style-type: none"> wait our turn to speak respect people and property move quietly use people's names allow others to learn give others their personal space
Integrity	We will ... <ul style="list-style-type: none"> own our behaviour be honest with ourselves and others make good choices
Service	We will ... <ul style="list-style-type: none"> clean up after ourselves look after our school environment take pride in helping others
Empathy	We will ... <ul style="list-style-type: none"> consider others feelings "THINK" before we speak use kind words apologise when feelings are hurt include others

Somerville Rise Primary School Learning Behaviour Expectations	
Respect	We will ... <ul style="list-style-type: none"> wait our turn to speak take care of people and property move quietly use people's names allow others to learn give others their personal space
Integrity	We will ... <ul style="list-style-type: none"> take responsibility for our actions be honest with ourselves and others make good behaviour choices
Service	We will ... <ul style="list-style-type: none"> carry out our leadership duties clean up after ourselves take pride in helping others
Empathy	We will ... <ul style="list-style-type: none"> show kindness to others use kind words apologise when feelings are hurt

When students are demonstrating our values and making good behaviour choices, we acknowledge their efforts with a 'clip up'. Once a student reaches outstanding they record this by marking a line on their peg. When they have a total of five lines they receive on gem on their peg. When a student has five gems they ask their teacher to wear their peg. Every outstanding achievement is recorded each time on Sentral.

We explicitly teach the expected behaviours. Each week there is a focus on a specific social skill which is clearly displayed in each learning area and on the daily bulletin.

Somerville Rise Primary School LESSON: "Walking in line" Years 3-6	
Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> Follow the teacher's instructions when walking in line. Use appropriate body language when walking in line.
Specific Behavioural Risk Procedures	Steps for Walking in line: <ol style="list-style-type: none"> The teacher will select two leaders, one for the front of the line and one for the back of the line. Line up quietly, use body language. Wait until the teacher says to move. They will walk with the back of the line. Walk with arms by your side and hands to your knees for safety. Keep looking forward the front. The teacher will stop to register the line. When necessary, use appropriate body language, bending back and forth to pass. Leave the teacher with one constant and one variable instruction.
Lesson	15 Minutes
Resources	<ul style="list-style-type: none"> Line up quietly, use body language. Wait until the teacher says to move. They will walk with the back of the line. Walk with arms by your side and hands to your knees for safety. Keep looking forward the front of the line. When necessary, use appropriate body language, bending back and forth to pass. Leave the teacher with one constant and one variable instruction.
Activities	<ul style="list-style-type: none"> Line up quietly, use body language. Wait until the teacher says to move. They will walk with the back of the line. Walk with arms by your side and hands to your knees for safety. Keep looking forward the front of the line. When necessary, use appropriate body language, bending back and forth to pass. Leave the teacher with one constant and one variable instruction.
Assessment	<ul style="list-style-type: none"> Line up quietly, use body language. Wait until the teacher says to move. They will walk with the back of the line. Walk with arms by your side and hands to your knees for safety. Keep looking forward the front of the line. When necessary, use appropriate body language, bending back and forth to pass. Leave the teacher with one constant and one variable instruction.
Reflection	<ul style="list-style-type: none"> Line up quietly, use body language. Wait until the teacher says to move. They will walk with the back of the line. Walk with arms by your side and hands to your knees for safety. Keep looking forward the front of the line. When necessary, use appropriate body language, bending back and forth to pass. Leave the teacher with one constant and one variable instruction.

Positive Behaviours for Learning

Acknowledgements

At Somerville Rise we have a reward system for reinforcing expected behaviours. Rewards are effective and important for helping motivate a students to build a positive social culture in school. We have clearly defined behavioural expectations, and strategies for acknowledging and rewarding expected behaviour. These acknowledgements ensure that;

- Students remain engaged when they have a positive incentive and are self-motivated to earn rewards
- Show the students that they are progressing and being successful
- Provides students with positive feedback
- Helps reinforce positive behaviours and expectations



Classroom Clip Ups

SOMERVILLE RISE Primary School **Kids Matter**

SRPS SUPER HERO

Having a positive approach to our playground.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect	Integrity	Service	Empathy

NAME: GRADE:

Yard Rewards

Whole Class Reward



Positive Behaviours for Learning

Responding to problem behaviour

When behaviour incidents occur, it is important that consequences are related, respectable, reasonable, predictable, consistent and proportionate to the behaviour.

SWPBS gets us to think about how to you prevent the behaviour from happening again and figure out what else the child needs to be successful.

SWPBS talks about the fact that children are not “born with bad behaviour,” and how they don’t learn better ways of behaving when given consequences for their problem behaviours.

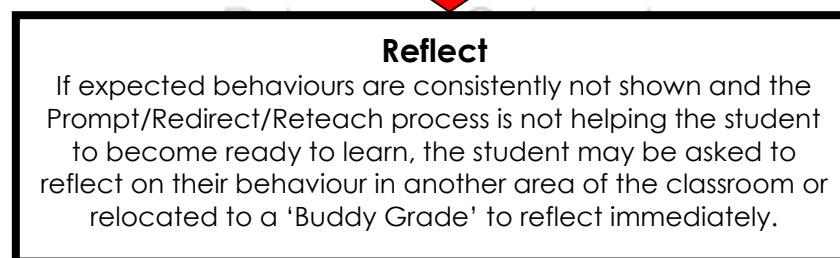
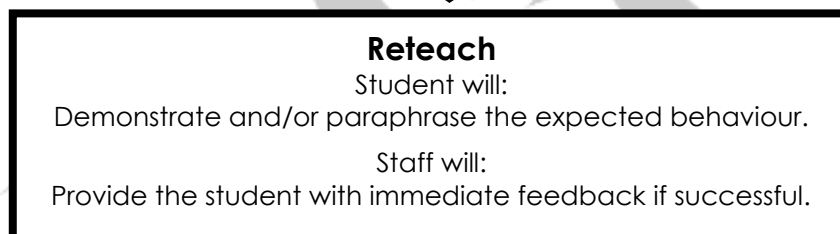
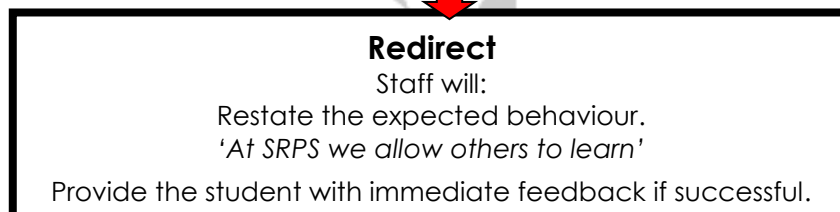
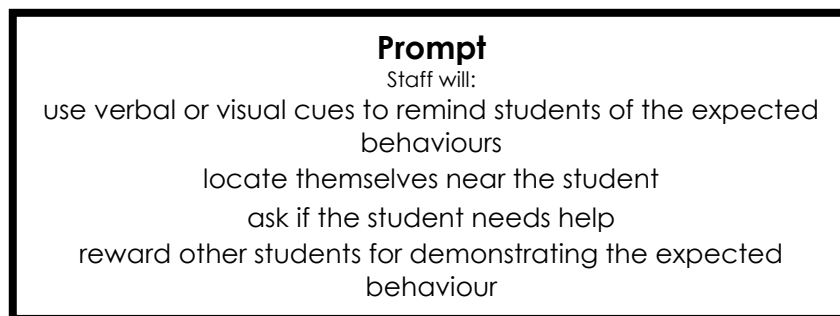
Successfully addressing problem behaviour needs more focus on proactive approaches so expected and more socially acceptable behaviours are directly taught, regularly practiced, and followed by frequent positive reinforcement. If problem behaviour occurs at school, procedures are in place to follow to address the behaviour. The idea is to focus on teaching a more appropriate way to respond, to avoid the behaviour from occurring again.



Positive Behaviours for Learning

Behaviour Response Continuum

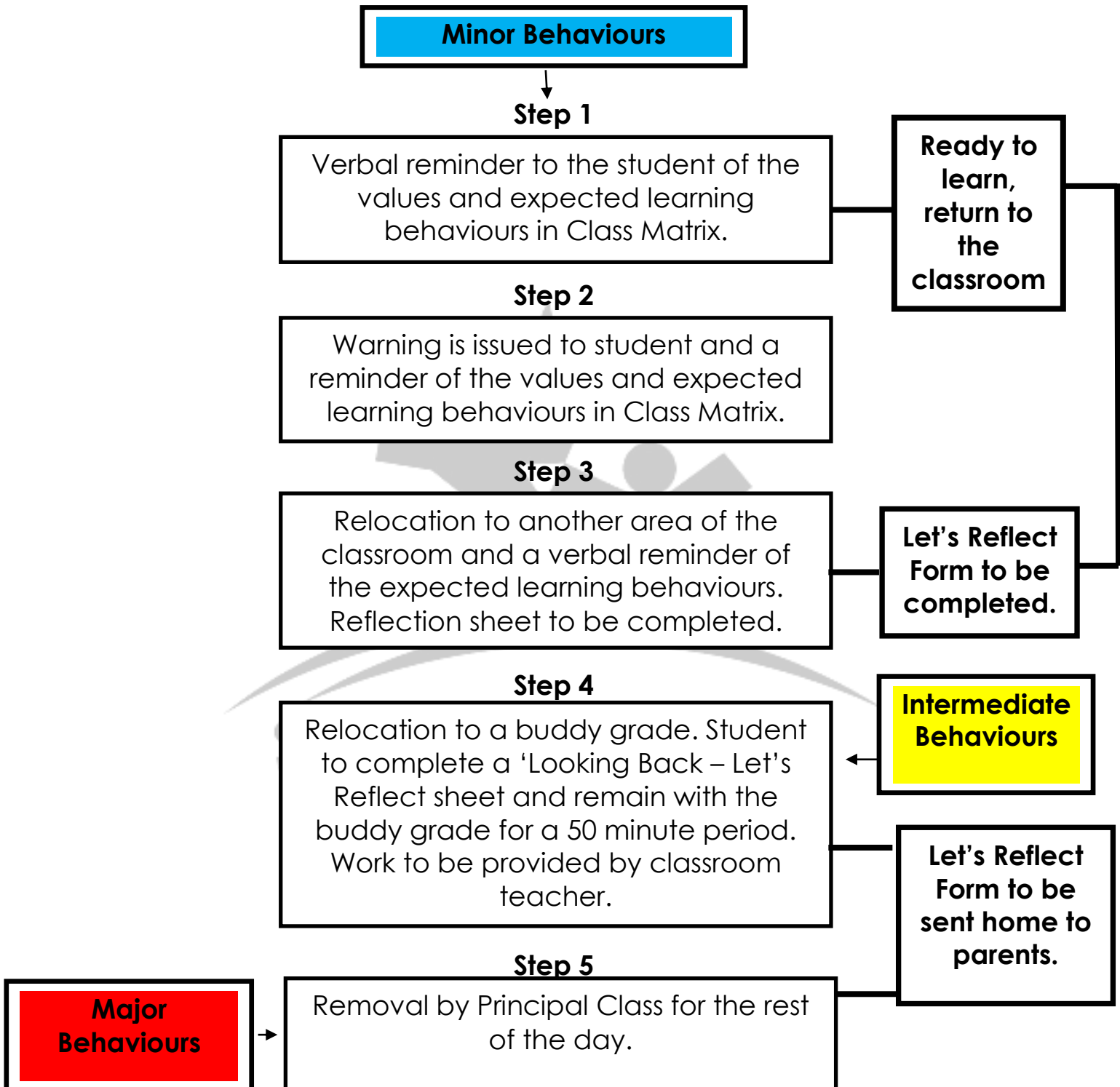
At Somerville Rise, staff will respond to behaviours of concern in a calm and consistent manner with the welfare and learning opportunities of all students at the highest priority.



If a student is relocated to a Buddy Grade, they must complete the classwork sent by the teacher and show that they are ready to learn before returning to their classroom. Classroom teacher to enter on to Sentral.

Positive Behaviours for Learning

Behaviour Flow Chart



Positive Behaviours for Learning

How can families help?

Teaching behaviours that we expect to see works best when there is a consistency across home and school settings. SWPBS is an approach to help all students learn to self-manage behaviour. Family involvement is a key feature and important in all aspects of SWPBS. A strong partnership between school and family is important because when families are involved, outcomes for students are better.

You can be involved in SWPBS in many ways; read materials offered by our school, be part of the SWPBS team, teach behaviour expectations to your children, use and reinforce SWPBS strategies at home for example:

- Teach your child what behaviour you want to see
- Verbally acknowledge and recognise when they meet the expected behaviour
- Respond consistently and with meaningful consequences when problem behaviour occurs

