

PB4L Student Handbook



Kura with our CAP on



What is PB4L-SW?

PB4L - SW means POSITIVE BEHAVIOUR FOR LEARNING - SCHOOL WIDE.

This means it is everyone. It is how staff work with each other, how the Principal works with staff, how staff work with parents/whanau and most importantly how staff work with YOU.

Our main focus is a positive approach to behaviour. We will try and focus on what SHOULD be done rather than what is NOT being done. As with everything in life, adults can make mistakes and it is something we have to work on each day. Knowing we have your support in this is really important for us all to enjoy school.



What is PB4L?

The Difference PB4L will Make

- You will be more engaged and will enjoy achieving at school
- Teachers and leaders will spend more time teaching and less time dealing with behaviour
- You will enjoy coming to school and being noticed for displaying our CAP expectations
- Parents and whānau will have more positive relationships with you and will work with the school to use PB4L in the home
- School leaders and Boards will celebrate the learning and achievement of all of their students



What do the Staff have to do?

PB4L is most successful when we all follow the same procedures and routines.

If we do this well you will see us:

- Reinforce and reward appropriate behaviour verbally and using physical rewards
- Use positive behaviour management practices particularly reminding you about what we WANT to see, so there are no surprises
- Follow the discipline procedure (as shown in the flow chart) when dealing with problem behaviour

- Complete ODR/CDR forms promptly, and go over these with you
- Refer to behaviour expectations, that you have decided on, consistently when teaching, reinforcing and rewarding behaviour
- Work with you on setting goals around behaviours you need to work on
- Be out and visible on duty to chat or help you problem solve through situations.
- **ALWAYS LISTEN TO WHAT YOU HAVE TO SAY**



What do staff do in the playground?

All staff do duty and it is your job to treat all staff members the same. We will also treat you all the same.

Talk to teachers on duty and let them know if there is anything that is worrying you or just have a friendly chat.

Duty teachers are there to support you, make sure play is safe and help problem solve through situations that come up.

We are not there to solve everything for you. We will find out both sides of the story before we make decisions and we will pass on information to your teacher if we need to.

Expectation System



CARE

Manaaki helps remind us of the importance of caring for ourselves and caring for others.



ACTIVELY PARTICIPATE

Tarongo helps us to remember that if we want to improve our learning, we have to actively participate in all aspects of school life.



PROBLEM SOLVE

Aranga is a problem solver and is able to work through challenges.



Lesson Plans

A lesson will be taught each Monday at Karakia in the hall. A different teacher will take this each week. During the lesson you will learn which taniwha it relates to, what not to do and then what we want to see. When you go back to class you will go over this lesson each day and think about what this looks like in YOUR class and what YOU need to do.

It is always a good idea to have this on the wall somewhere or in a place you can go back to if you get stuck (if it's not there remind your teacher, or help them set this up)

As the year goes on we will ask you for your help in teaching these lessons and also role modelling for new students. There is a lot to learn about a new school and it's only with your help we can do it all.

If there is a lesson that is not on our matrix but YOU think it should be, please talk with your teacher or anyone on the PB4L team. We would love to have your input.

PB4L Expectations Matrix

Novice	Competent	Proficient	Expert
I keep my hands and feet to myself	I remind others to keep their hands and feet to themselves	I use kind words	I use kind hands, feet, and words.
I put things away when asked	I tidy up after myself, look after my belongings and remind others	I help to reset my things and the space I am in	I totally care for the environment
I can greet others	I can ask questions when I need to	I can listen and respond to others	I can contribute and participate in all conversations
I can use a quiet voice	I remind others to use a quiet/loud voice	I can control the volume of my voice appropriate to the space	I am mindful of others and the space we are in
I can listen to, repeat back and follow one instruction	I can ask for help if unsure	I can help others follow instructions	I follow all instructions correctly
I ask for what I need when I arrive at school	I present clean and tidy	I can manage myself, my body and my belongings	I am proud of myself and my school
I can login correctly	I stay on the apps or sites that I am told to go on	I tell an adult if I need to keep myself safe online	I always use safe procedures online
I participate with the class	I know what to do and can work on task	I am organised for learning, stay focused and complete tasks	I am an independent learner and can discuss my learning
I can ask for help to join in	I ask to join in and take turns (no is okay)	I can tell others how I feel	I accept others' differences
I know there is a problem	I can share my problem	I can ask for help to solve my problem	I identify problems and can find the appropriate solution
I can celebrate others achievements	I know when I have achieved	I can talk about my achievements	I am proud to celebrate my own and others' achievements
I give it a go	I know mistakes are okay	Mistakes help me learn	I persist at everything
I know what a question is	I can initiate questions & respond	I can ask further questions to deepen understanding	I am an inquisitive learner
I am learning to work well with others	I can be part of a team	I make sure everyone is included	I always encourage and include others

Level 1: Free and Frequent - All staff use every day in all school settings

- Tino Kino Te Pai are given out during break times, hall or any full school activity - teachers sign and circle the CAP expectation you showed
- Staff will tell you what you get the dojo's or TKTP for.
- Class Dojo is used with your class group for all expectations shown

Level 2: Short term - Awarded occasionally, may target specific behaviours identified from data

- Weekly at assembly or Karakia. Three draws are done for TKTP. Junior, Middle and Senior draws for a Flip City Voucher or prize

- The weekly winners of the Class Dojo get a certificate and a prize in class.
- The winners are posted on our Facebook page.

Level 3: Strong and Long term - Rewarding specific behaviours/goals

- All students with perfect attendance get to go a movie in the hall with drinks & popcorn.
- No ODRs for two terms = afternoon at Lido or other reward as per student voice
- AWA with the lowest ODRs for a specific behaviour get cake/breakfast. Once per term?
- Achievers assembly. Students who have reached the target number for each Level are rewarded.

Staff - nominate each other for good behaviour and this is drawn at karakia on a Monday and their photos go onto facebook and into our school newsletter.

Minor

Teacher pre-corrects students in regards to our CAPS rules.
PROMPT

Child displays behaviours 2nd time—time out in class, CDR filled in. Integrate child back into class.

Child displays behaviours 3rd time — 2nd time out in class, CDR written. Child integrated back into class, prompt for what you want to see

Child displays behaviours 4th time — child to buddy class 15 mins
CDR written for 3rd time and then ODR written

Major

Teacher fills out ODR form. This is discussed with team leader


Child has consequence that rectifies the action

3 Majors and family meeting for problem solving


If the Major results in a team being called this is immediate removal from the class for time to calm and parents called to tell them what happened and what we have done.

Form used to fill out CDR's

- If you are reminded about behaviour for a 2nd time this this CDR is filled in.
- If you are spoken to again you are given timeout in class to watch others who are able to show the behaviour. Your teacher will do a mini lesson with you about what you **SHOULD** be doing. Then they will watch out to see if you can also do this. Tick goes on this chart under warning 2
- Timeout 3 is where you are really struggling with this behaviour and you and your class need some time apart . You will go next door for the rest of that session.
- Then back for a chat & fix it


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Classroom Disciplinary Referral (CDR) (PDR)



Student Details		Minor Problem Behaviour		Perceived Motivation		Others Involved		Location	
Name:		Inappropriate language		Obtain peer attention		None		Classroom	
Room:		Physical contact/Aggression		Obtain adult attention		Peers		Toilet	
Date:		Defiance		Obtain items/activities		Staff		Junior Playground	
Time:		Disruption		Avoid Peers		Teacher		Rugby Field	
Year Group:		Property misuse		Avoid Adult		Reliever		Walk Ways	
Referred by:		Technology violation		Avoid task or activity		Unknown		Basketball Court	
		Tardy		Don't Know		Other		Turf	
		Other		Other Motivation				Off-site	
								Other	
								Hall	
								Assembly	
								Library	
								Bike Track	
								Swimming	
								Bus	
								Cloak Bay	
								Rugby Field	
								Soccer Field	
								Trip/ Event	
								Garpark	
								Reception	
								Marae	

Minor Consequences	
	Timeout 1 in class
	Timeout 2 in class
	Timeout 3 buddy class



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Office Disciplinary Referral (ODR)



Student Details		Major Problem Behaviour		Perceived Motivation	Location	
Name:		Abusive Language	Property Damage/ Vandalism	Obtain peer attention	Classroom	Bike Track
Room:	Yr:	Defiance/ Disrespect	Inappropriate Location/Out of bounds	Obtain adult attention	Toilet	Swimming
Date:		Gang Affiliation	Technology Violation	Obtain items/activities	Junior Playground	Bus
Time:		Fighting/ Physical Aggression	Inappropriate Display of affection	Avoid Peers	Rugby Field	Walk Ways
Referred by:		Disruption	Substances	Avoid Adult	Basketball Court	Claak Bay
Others Involved		Harassment/ Bullying	Tardy	Avoid task or activity	Turf	Rugby Field
None		Lying/ Cheating	Other	Don't Know	Off-site	Soccer Field
Peers			Forgery/ Theft	Other Motivation	Other	Trip/ Event
Staff						
Teacher						
Reliever						
Unknown				Unknown Motivation		

Form used to fill out ODR's



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Office Disciplinary Referral (ODR)



This is filled in if you display the same undesired behaviour 3 times in a day OR you are involved in any behaviour we have listed as a MAJOR.

This is when we make a phone call home or send a letter out.

Action Taken				Incident	
	Time Out		Detention	What happened?	
	Conference		In School suspension	Child Interview:	
	Loss Privileges		Out of School		
	Parent Contact		Timeout Office	Extra Information	
	Individual Instruction		Expulsion		
	Restorative Chat		Restorative Conference		
	Community Conference		Stand Down		
	Exclusion		No Action		



Positive Reinforcement Builds Relationships



4 Positive statements
to 1 negative
statement
4 : 1