



BEHAVIOUR MANAGEMENT POSITIVE BEHAVIOUR FOR LEARNING (PB4L)

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Newton International Academy
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Newton International Academy

Doha, Qatar

“An international community of learners striving for excellence and celebrating success.”

Newton International Academy – Primary section.

Positive Behaviour for Learning

Building supportive and effective learning environments for all students

Who is PB4L for?

PB4L is for all schools. PB4L helps to make schools better places to live, work and learn. It does so by giving schools the tools to build comprehensive, school-wide systems that support academic and behavioural learning for all students.

How will PB4L help my child and their school?

- PB4L promotes positive student behaviour by building the school's leadership capacity and teachers' knowledge, understanding and skills in applying effective school-wide behaviour systems.
- PB4L boosts student engagement in learning by increasing attendance and retention, and improving student behaviour.
- PB4L helps schools deliver highest quality learning programs to improve student academic and behavioural learning

PB4L

Positive Behaviour for Learning is a continuum of evidence based practices that include:

A consistent school-wide system of support that helps define, teach and support appropriate student behaviours, creating a positive school environment.

- School-wide discipline practices including establishing clear consequences
- instruction in social skills helping students regulate their own behaviour
- a focus on the prevention on problem behaviours and instruction in appropriate behaviour
- helping teachers intervene effectively to manage behaviour in the classroom and other school environments
- active supervision in all areas of the school
- enabling the learning support team and PB4L team to plan and solve problems together
- external coaching to build capacity and provide consistent, region-wide support for schools.

PB4L

The acronym PB4L stands for Positive Behaviour for Learning. It is a school wide integrated initiative which aims to promote appropriate behaviour in a positive manner that is non-threatening and supportive of all students and staff. It aims to minimise problematic behaviours and maximise and celebrate positive social and academic student behaviours. Positive Behaviour for Learning is based on more than twenty years research in creating positive school cultures, and is supported by research which describes the success of thousands of schools across Canada, Norway, Iceland, USA and Australia.

It is about:

- establishing a school environment that supports long term success
- integrating positive academic and social behaviour expectations
- teaching desirable behaviours
- improving behaviour support systems for students
- increasing positive interactions with students
- using data for decision making
- decreasing reactive management
- maximising academic achievement

Our School-Wide Expectations

We will establish clear expectations for the behaviour we expect in all areas of our school.

We will teach those expectations to the students and reward them frequently with our in-class and out of class rewards systems. The expectations for all student behaviour will be clear throughout our learning and social areas. Each week, there will be a different PB4L focus related to a social skill. The focus for each week will be mentioned in assemblies, discussed in registration time and will be visible on homework booklets for all parents to see.

Our Vision

An international community of learners striving for excellence and celebrating success.

Our Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and the wider community to achieve our vision.

The values for Newton International Academy are;

RESPECT	Self- respect, respect for students/ staff/ parents and respect of personal and community property
HONESTY	Honesty in all our actions
TRANSPARENT COMMUNICATION	Open and effective communication among students, staff and parents
EMPATHY	Understanding and appreciation of the feelings of others
SUPPORT	Support the development of each individual to his/her fullest potential
DIVERSITY	Appreciation of all languages, traditions, religions and cultures
SOCIAL RESPONSIBILITY	Development of responsible citizens through community service
PERSONAL ACCOUNTABILITY	Highest personal commitment to taking responsibility for our actions
ENVIRONMENTAL AWARENESS	Respect our environment

In order to help our children to remember these values we have simplified them into

Be Honest, Be responsible, Be respectful, Be a Learner

Research shows for a positive learning environment there needs to be at least 5 positives for every negative;

Rewarding Positive Behaviour

There are many ways that we acknowledge and reward students following the school-wide expectations of learning, respect, responsibility and safety. We have the following reward systems in place:

Weekly Certificates for students who have been recognised for following the PB4L school focus are given out at the weekly assembly. Star of the week certificates are also given, as well as stars from specialist lessons.

Recognition Board where students will be acknowledged for going above and beyond. The recognition board is visible in the reception area for all visitors of the school to see.

House Points

Each student is placed in a house – Currie, Bell Wright or Edison. At the weekly assembly the points are shared and a running total displayed. Some teachers use this also as an in-class reward system and these are used for events such as sports days.

Classroom Reward Systems

Classroom teachers often have their own reward systems in place to recognise effort and achievement in class during the year.

For example: class dojos, stickers, positive notes, stamps, phone calls.

Well Done Certificates

Classroom teachers will award well done certificates for substantial academic achievement or effort.

Head of Primary Award

These are awarded at a celebratory assembly, 1 child is selected per week from the whole of primary. The criteria is someone who has had an exemplary attitude.

Analysing Data and Incident Reports

The primary tool for evaluating the effectiveness of school-wide PB4L approaches has been the PB4L Incident report forms designed by the school to match expectations, definitions of behaviour and consistent consequences.

Information gathered from this reporting of data helps to support interventions school wide and disciplinary practices. Data provided from Incident/Referral reports are shared monthly pastoral meetings and regularly with the staff. This data can also be used if referrals are needed to other agencies.

At times there will be a **specific focus relating to behaviour data** e.g. increased incidents of swearing/physical violence. This will be taught in conjunction with the weekly focus.

Weekly year group assemblies are also used to reinforce and introduce the PB4L focus to all students.

PB4L Support at Year Group Meetings.

As part of each meeting students causing concern will be discussed and possible actions/procedures for preventative behaviour support will be shared. **Team leaders record the minutes of these discussions and email these as pastoral minutes for the year group to the Head of Primary.**

Attached is a copy of the school behaviour plan.

An incident form is filled in for a behaviour that is deemed to be over and above what the teacher would realistically be expected to deal within usual classroom management – see behaviour plan.

It is expected that the teacher will:

Firstly – give a reminder of the expected behaviour.

If behaviour continues;

Secondly – remind and explain consequence (possibly move child to work on their own at this stage to an area within the classroom).

If behaviour continues;

Thirdly -Send child to work in their buddy class until the next break. They will have to fill in a restorative questions sheet whilst there.

For a severe incident i.e. a physical altercation – you can jump straight to step three. – see behaviour tracker and behaviour plan.

Incident forms are filled in and given to the team leader, with the consequence detailed and followed through. The team leader forwards these to the Deputy Head.

These are subsequently recorded by the Deputy so a record can be kept and trends analysed.

Discussion and strategies are discussed to support students and teachers as needed.

If there is a need to place a student in the time out/detention room there is a timetable to cover supervision of the student for a specified period of time at either interval or lunch to complete Restorative Tasks related to behaviour. Years 3 and 4 and 5 and 6 have their own rosters for supervision. Once a child receives three detentions, they will have a formal meeting with the DHOP.

Taking Responsibility for Actions.

A restorative approach is encouraged. All staff have attended professional development using the restorative methodology. Each teacher has wallet card of suggested restorative chat processes and supporting ideas when discussing behaviours and choices with individual students.

<p>Corrective Consequences</p> <p>Level 1.</p> <p><u>Take the student(s) aside</u></p> <p>Name the problem behaviour you saw and/or heard: "You used a swear word when you asked your friends to wait for you; in our school we speak to each other respectfully."</p> <p>Ask the student to demonstrate the correct behaviour: "show me how you ask your friends to wait for you respectfully"</p> <p>When the student demonstrates the correct response, say "thank you for... (being respectful)"</p> <p>Move on.</p> <p>Level 2 (example) – 2 minutes max!</p> <p><u>Take the student(s) aside</u></p> <p>Avoid embarrassing the student in front of others</p> <p>Review what you saw with the student(s) in a calm, impersonal matter</p> <p>Don't argue – don't allow yourself to be drawn into an argument</p> <p>Define the inappropriate behaviour – state the rules or expectations that were violated</p> <p>Ask the student to state the appropriate, expected behaviour for the situation - if they can't or won't then you state the appropriate, expected behaviour and ask them to repeat it to you</p> <p>Remind the student what the school prescribed consequence for the particular behaviour is</p> <p>Use the least aversive consequence allowed – follow school guidelines concerning repeated or chronic violations</p> <p>Apply the consequence immediately</p>
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1. **Children do well if they can.... if they could do well, they would do well.** (Dr. Ross Greene)
Behaviour is a skill. When a child struggles with reading, we provide interventions and differentiation to support and teach. When a student struggles with behaviour, we also need to support and **teach**... and then we teach some more. Many students do not do well living in a grey world so, as with all learning, students need **clear** models and criteria (ex. criteria) of what effective behaviour looks like. By focusing on skills, I am not saying that we do not use consequences; however, when we use consequences, they must be logical and not punitive. We must be investigators of the skills that students lack to be successful and then work to teach those skills. (See video below from Greene. <https://www.youtube.com/watch?v=jvzQQDfAL-Q>) [Create the conditions for student success.](#)
2. **Start with strengths.** We must create the conditions for students to see and feel real success. We cannot wait until a student is on a long string of setbacks before we talk about what the students strengths and interests are... include these in their learning from the start! These strengths should be embraced and never used as a carrot to be dangled or taken away. If a child's strength is working with younger students, put it in their schedule. This will help build confidence and give them a sense of purpose and positive identity at school.
3. **Students need to belong.** We ALL need to belong. If a student is consistently being sent out of class or moved from school to school, how can we expect a sense of belonging? I realize that there are some students whose behaviours can pose a safety concern and we must look at and balance each student's needs... but we must maintain the goal of creating a sense of belonging in the classroom.
4. **Students need to know they matter.** Take the time to connect with kids. Find out their strengths and interests. Find out who they are. Take the time to show the students that you do care about their life beyond the classroom. Differentiation is not just about teaching at a child's level, it is also about including their strengths and interests.
5. **Focus on self-regulation and self-control skills.** If a student cannot sit still, they are telling us they need to move. Yes, sitting still is a skill but it is also developed more easily for some. If a student has meltdown, there are likely many opportunities to intervene (that occur prior that point) to help teach the student the skills needed to self-regulate his/her emotions. We also need to reflect on if our classroom environments help or hinder a child lacking self-regulation skills. Do our classrooms have a calming sense (as Shanker asks... have we removed some of the "visual clutter" in our classrooms?)? Do we provide opportunities for students to move as needed?
6. **We cannot motivate students. We can only create the conditions for students to motivate themselves.** (adapted from Ed Deci and Richard Ryan) The use of carrots and sticks will help students to become good at... getting carrots and avoiding sticks. Students should learn to do the right thing... just because it is the right thing to do. Carrots and sticks are effective in the short term but ineffective in the long term. Teaching the needed skills and creating the conditions for students to motivate themselves takes a lot of time but it is worth it in the end.
7. **Students make mistakes... and they need to make things right.** Every student will make a poor choice, an error in judgment, or react inappropriately at some point. When this occurs, it is important that we look to restitution to help make things right (ex. doing something meaningful for the person that was hurt – see the work of Diane Gossen). Some view this as "letting him/her off the hook to do something positive" when what it is really doing is helping a child FEEL what it is like

to do something positive and then creating a moment to reflect on the difference between what it FELT to do something negative.

8. **We need to move from MY students to OUR students.** We need to tap into the many relationships and resources in our school. If there is an education assistant or former teacher that has a positive relationship and can help, embrace this. If the teacher across the hall can offer a quiet area when needed (for self-regulation), explore this idea.
9. **“How we teach becomes what we teach.”** (Larry Cuban) If we want to see it... model it. If we want children that are caring, kind, empathetic, inclusive, etc, we need to model this at all times. We are not perfect and we make mistakes but it is how we respond to these mistakes that teaches our students how to respond to theirs. Whenever we have that opportunity to discipline and “teach the child a lesson”, we need to be reflective on what that lesson is. Even at the most challenging times, we must do our best to remain respectful as our actions teach so much. Being respectful, kind and caring does not mean we need to be permissive. A teacher once told me that when we are working with students with challenging behaviours, we need to be kind and firm.
10. **“The students who need the most love will ask for it in the most unloving ways.”**(unknown) We must seek to understand. We often hear that we should “send kids home” when they misbehave. There are many problems with this but the main one is that for many (not all) students who struggle, life outside of school is not filled with love and care. Sending a child home to a stressful, uncaring situation can make matters worse. In addition, if the goal is to teach a child to behave at school and in life, when we send him/her home we are crossing our fingers and hoping for change... which rarely (never) happens when he/she returns to school. As stated, kids need to feel they belong and they are cared for... sending a child home can escalate behaviours in the long term.

Children need us. For students who struggle with behaviour challenges, it is never a simple solution.

Teaching 30 students (with a variety of academic, social and emotional needs) for an entire day can be completely exhausting. When discussing solutions, though, we need to ask the question: who is this about – the teachers/admin? or the student? It likely falls somewhere in the middle but it is important to keep in mind the needs of everyone. In the end, it is our job as admin, teachers, and staff to create the conditions for student success. Meet students where they are and teach the needed skills from there.

At Newton International Academy we will teach the desired behaviours and follow the behaviour plan as needed

Newton International Academy School-Wide Behaviour Management Plan

Be Honest, Be responsible, Be respectful, Be a Learner



<u>Rewards for Acceptable Behaviours</u>	<u>Unacceptable Behaviours</u>	<u>Consequences</u>	<u>Restorative Practice</u>
<p>Self satisfaction</p> <p>Uninterrupted learning/ playtime</p> <p>Specific Praise, smile, thanks from others</p> <p>Stickers/Behaviour charts</p> <p>Class awards/Rewards</p> <p>Gladitude Cards</p> <p>Certificates at assembly</p> <p>Praise notes sent home</p> <p>House Points</p> <p>Remember; 5 positives to 1 negative</p>	<p>Defiance/Disrespect</p> <p>Out of Bounds</p> <p>Inappropriate Language</p> <p>Disruption</p> <p>Time Wasting/work avoidance</p> <p>Property Misuse/Damage</p> <p>Put Downs/Name Calling</p> <p>Interfering/Excluding Others</p> <p>Fighting/Physical Aggression</p> <p>Abusive Language</p> <p>Inciting Violence</p> <p>Bringing forbidden items such as cigarettes, weapons and so on.</p>	<p><i>For low level incidents, use regular class management strategies—remind students of acceptable behaviour, if it continues warn them of consequences and follow up if it recurs</i></p> <p>Conference/Mediation with Student</p> <p>Loss of Privilege</p> <p>Detention—parents need to sign the slip and return it. Number of detentions will be recorded by DP.</p> <p>Third detention = Green Behaviour monitoring card. Some behaviours may lead straight to a monitoring card.</p> <p>Parent Contact this can be at anytime deemed appropriate—the earlier the better.</p> <p>Further misbehaviour following a green card= orange card. Further parent meeting</p> <p>Further misbehaviour following orange card = red card and possible exclusion</p> <p>Other (as may be deemed appropriate) e.g. suspension.</p> <p><i>For serious incidents or recurrences (where the teacher has to spend time sorting beyond regular class management strategies, the teacher is to complete an incident report.</i></p>	<p><i>Students need a chance to learn from their mistakes and to put things right. The school will support this by providing opportunities for:-</i></p> <p>Self-Reflection</p> <p>Peer Mediation</p> <p>Restorative Conversation/Meeting</p> <p>Class Meeting/circle time</p> <p>Teaching of Appropriate Behaviour</p> <p>Leadership Opportunities</p> <p>PSCHE programmes</p> <p>Professional Development for Staff</p> <p>Review of Policies and Procedures</p>

MAJOR vs MINOR

Each team has discussed what they believe to be minor or major. If in doubt discuss with your team leader or the DP.

Example for inappropriate physical contact:

- MINOR – any action that invades a person's space (speak with the team leader for strategies only if inappropriately repetitive, non-responsive to teaching, and interrupting classroom processes).
- MAJOR –intentional actions involving serious physical contact where injury may occur (eg, fighting, hitting, punching, hitting with an object, kicking, hair pulling, scratching). Deliberate touching to annoy or harass. This definitely requires an incident report.

For any behaviours that require intervention over and above usual classroom management (i.e. a major) an incident form as well as the behaviour tracker will be filled in.

Consequences at Newton International Academy - Primary

If a situation can be resolved with a warning, restorative conversation, withdrawal of privilege (i.e. doing the missed work in their break time), teaching of appropriate behaviour etc record as such on incident form and no detention needed.

Detention/Incident – this is only for major behavior issues

Teacher fills in the form, and gives a copy to the child to get signed by their parent and informs the head of year as soon as possible. The teacher supervises the detention as close to the issuing of the detention as possible and records it as complete on the incident form and passes this form to the Head of Year.

Parents are notified via form going home. The child returns the form to the issuing teacher. Or if the form has not been returned to the head of year within two days the head of year will follow up with the teacher who rings the parents if necessary. Detention records will be checked regularly by the Deputy.

In all situations encourage reflection and restorative practice.

How can we put this right?

3 detentions within one half term = Green card- parents brought in for meeting Green card will be accompanied by a letter which will go in the student's file and recorded. Primary Head involved.
Can incur a suspension if required

1 behavior is still ongoing = Orange card and another parent meeting
Primary Head involved, possibly Principal
Probable suspension

Subsequent incidents = red card and possible exclusion
Primary Head involved as well as the Principal

Nothing precludes jumping straight to a behavior card or suspension should the leadership team decide.



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Incident form

Name:

Date:

Class:

Subject:

Location:

Behaviour Problem	Possible Motivation	Behaviour Standard Violated:	Consequence Decision
<ul style="list-style-type: none"> Defiance/disrespect Out of Bounds Disruption Property misuse/damage Put downs/verbal bullying Inciting others Racism violence Interfering with or excluding others Abusive language/ Inappropriate language Other _____ 	<ul style="list-style-type: none"> Obtain peer attention Obtain adult attention Obtain items/activities Avoid peer(s) Avoid adults Avoid task or activity 	<ul style="list-style-type: none"> Be honest Be responsible Be respectful Be a learner 	<ul style="list-style-type: none"> mediation with student(s) Loss of privilege Parent contact Restorative conversation

Detailed description of incident:

Signature of parent/acknowledgment on DOJO

Signature of staff

Date of acknowledgement:



Newton International Academy Think Sheet

Student's Name: _____ Teacher: _____

Reason: _____

How can I improve my thinking:

Caring thinking The way I show that I care about others and treat them with respect.	Critical thinking The way I explore and test my ideas and make decisions.
Collaborative thinking The way I support other's thinking and build on other's ideas.	Creative thinking The way I think of fresh ideas and different ways of looking at things.

Goal: To confront your unacceptable behaviour and assume responsibility for it.

1. What happened?

2. What were you thinking about at the time?

3. What have you thought about since the incident?

4. Whom do you think has been affected by your actions? In what ways?

5. What do you think you need to do to make things right?

5. What do you think needs to happen next?

Example Grid of Expectations.

	Expectations	Classroom/ learning environment	Eating Areas	Moving around the school	School entrance/ bus lines/lining up – office hall	Excursions	Toilets	Play areas
Be Honest	Follow the school expectations. Take ownership for your actions and always be true to yourself. Treat others as you expect to be treated. Help others to also follow the expectations.							
Be Responsible	1. Use and handle equipment appropriately. 2. Move and act sensibly 3. Follow directions and report incidents 4. Be hygienic 5. Be in the right place for the right activity at the right time.	- Keep hands and feet to yourself. - Use equipment carefully - wear appropriate footwear. - Sit on chairs properly - push chairs in at the end of the lesson	- Sit to eat for the first ten minutes. - Wear a sun hat Go to the allocated area if you don't have a hat. - Put rubbish in the bin	- Walking when moving from one area to another walk sensibly, - Stay to the right	- Wait in the designated areas. - Stay inside the gate. - Line up quietly. - Look where you are going.	- Follow the teacher /adults directions - stay with your group. - Wear appropriate clothing and footwear as informed.	- Wash your hands - Request permission and have a hall pass if in class time. - Keep floor dry. - Behave sensibly in toilet areas. - Inform office of unsafe incidents.	- Use the equipment as it was intended. - Watch out for other people. - Play in the assigned areas. Let the duty teacher know of any incidents.
Be Respectful	1. Be on time. 2. Be prepared to learn. 3. Own your actions. 4. Set a good example. 5. Care for self and others and the environment. 6. Thoughtful and caring actions. 7. Thoughtful and caring language.	- Be on time. - respect others right to learn. - Follow instructions. - Complete all your work. - Listen actively. - Respect other people's property. - Keep the room tidy. - Greet the teacher. - Say please and thank you. - use a quiet hand up to ask a question. - Say excuse me and wait for your turn. - Use positive language. be courteous to everyone. - Have good eye contact.	Use the bins Be a good role model. Follow directions Use equipment and the environment appropriately. Speak nicely to others. Be kind to others.	Use pathways. Keep to the right. Move quickly and quietly to classes. Be polite when passing people. Help others. Give way.	Follow directions. Act orderly and safely. Be where you are supposed to be. Be patient – wait quietly. Be courteous to everyone. Line up.	Pay fees. Promote positive school image Be where you are supposed to be. Follow the leader's instructions immediately. Leave the environment as you found it or better. Stay with the group. Be polite to everyone. Say please and thank you. Be patient.	Use toilets appropriately. Leave the area clean and tidy. Flush the toilet. Wash your hands. Check it is okay for you to leave the room with your teacher first. Be considerate to the cleaners. Wait your turn.	Play games and sports in the appropriate areas. Be courteous to others. Share the equipment fairly. Be a good winner and loser.
Be a Learner	1. Attend school 2. Join in 3. Contribute positively 4. Do your best and encourage others 5. Actively participate.	Get involved. Contribute Ideas. Challenge yourself. Ask Questions Be a positive group member.	Pick up litter Sit in the right place	Encourage others to do the right thing	Model appropriate behaviour and remind others to do the same. Help others	Ask appropriate questions Complete all tasks Assist others if required.	Do the right thing in the toilet area.	Participate in positive lunchtime and playtime activities. Play in the correct area.

Example lesson plans

Teachers can draw upon the example plans when teaching students about the PB4L focus of the week or when teaching the school values.

Step 1: Review and Recite the 5 Behaviour Standard's

Be Honest, Be Responsible, Be Respectful, Be compassionate, Make informed decisions – with whole school kinaesthetic actions (chant/sing)

Step 2: Explain Rationale

Avoid accidents, avoid disruptions to other classrooms, move around the school safely, swift and smooth transition, which increases learning time.

Step 3: Introduce Rule

Teacher Model (I do):

- Teacher says, "Being honest means to inform a teacher, if you notice anyone not following the behaviour rules, telling the truth, if you have broken one of the behaviour rules and handing money or valuables to a teacher, if you find them in the hall"
- Teacher models expected behaviour
- Teacher says, "Being responsible means to walk silently in a straight line facing forward, if you are with your class, quiet conversation if in 2s or 3s (maximum group size 3). If in small groups, walk individually without holding hands or touching others"
- Teacher models expected behaviour
- Teacher says, "Being respectful means to go directly to your destination and hold the door open for others and to say thank you if someone holds the door open for you"
- Teacher models expected behaviour
- Teacher says "Being compassionate means to help others who might be upset, direct younger children that, who look lost and greet people with a smile
- Teacher models expected behaviour
- Teacher says "Making informed decisions means to follow the behaviour rules, move bags to the side, if they might be a danger to others and stick displays up that have fallen down

Step 4: Demonstrate Rule

* Students or teachers will *always* demonstrate the example and teachers *always* demonstrate the non-example.

	Example	Non-Example
Be Honest	Walk sensibly down the hallway, find some money and hand it in to a teacher	Teacher runs, skips, etc. in hallway, finds money and puts it in pocket, after another child tells a 'teacher', lie and pretend that you did not take it

Be Responsible	Walk sensibly in a straight line facing forward AND In a small group, speaking quietly of no more than 2/3, if not with whole class	Walk out of a straight line, teacher does not face the correct direction and bumps into the person in front of her AND In a large group, with hands round shoulders, making noise and disrupting learning
Be Respectful	Teacher models going directly to destination quietly, without disturbing other peoples learning and models holding the door open for others and child says thankyou	Teacher models hanging around and making noise on the corridor, while other children model being in a test. Close the door in front of someone.
Be Compassionate	Be friendly, smile to greet people, direct a younger child who is lost, help someone who is upset	Walk with a grumpy face, laugh at someone who is upset and ignore/push past a younger child who is lost
Make informed decisions	Move bags to the side so nobody trips on them and stick up wall displays, which have fallen	Leave a bag in the middle of the hall so someone trips and steal some blue tac from a wall display

Step 5: Student Practice and Feedback		
<ul style="list-style-type: none"> Have students recite 5B's and identify the expectations and practice Teacher guides students through examples and non-examples (role-play, skit or icon) Students practice meeting the expectations in the hallway Teacher provides specific feedback, "Nice job walking with your eyes forward in the hallway! Thank you for being responsible, you have earned a House Point!" 		

PB4L Hallway Lesson Plan

Be Honest	Be Responsible	Be Respectful	Be compassionate (show love)	Make Informed (good) Decisions
<ul style="list-style-type: none"> Inform a teacher, if you notice anyone not following the behaviour rules 	<ul style="list-style-type: none"> Walk in a straight line facing forward, if you are with your class 	<ul style="list-style-type: none"> Go directly to your destination Hold the door open for others Say thank you if someone holds 	<ul style="list-style-type: none"> Help others who might be upset Direct younger children that, who look lost 	<ul style="list-style-type: none"> Follow the behaviour rules Move bags to the side, if they might be a danger to others

<ul style="list-style-type: none"> • Tell the truth, if you have broken one of the behaviour rules • If you find money or valuables, hand them to a teacher 	<ul style="list-style-type: none"> • Walk silently in lines or quiet conversation if in 2s or 3s (maximum group size) • If in small groups, walk individually without holding hands or touching others 	<p>the door open for you</p> <p>-</p>	<ul style="list-style-type: none"> • Greet people with a smile 	<ul style="list-style-type: none"> • Stick displays up that have fallen down
<p>Routine: Walk quietly in a straight line, follow directions, wait patiently.</p>				

* Teacher may modify lessons to make it age appropriate

PB4L Playground Lesson Plan

Be Honest	Be Responsible	Be Respectful	Be compassionate (show love)	Make Informed (good) Decisions
<ul style="list-style-type: none"> • Tell a teacher if you see anyone misusing the playground equipment • Tell a teacher if you see anyone being unkind to others • Tell the truth, if you have done something wrong • If you find money or valuables, hand them to a teacher 	<ul style="list-style-type: none"> • Use the equipment correctly • Return equipment to the playground boxes 	<ul style="list-style-type: none"> • Take turns • Keep your hands and your feet to yourself • Say sorry, if you accidentally hurt someone <p>-</p>	<ul style="list-style-type: none"> • Share • Play with people who are lonely • Smile and be kind to people 	<ul style="list-style-type: none"> • Play in the correct area at all times • Play different games in the correct areas • Follow directions • Freeze when you hear the whistle
<p>Routine: Freeze when the whistle is blown, walk quietly and quickly to line up.</p>				

Step 1: Review and Recite the 5 Behaviour Standard's

Be Honest, Be Responsible, Be Respectful, Be compassionate, Make informed decisions – with whole school kinaesthetic actions (chant/sing)

Step 2: Explain Rationale

To avoid people from being hurt, lonely or bullied

Step 3: Introduce Rule

Teacher Model (I do):

- Teacher says, "Being honest means to tell a teacher if you see anyone misusing the playground equipment, tell a teacher if you see anyone being unkind to others, tell the truth, if you have done something wrong, if you find money or valuables, hand them to a teacher"
- Teacher models expected behaviour
- Teacher says, "Being responsible means to use the equipment correctly and to return equipment to the playground boxes"
- Teacher models expected behaviour
- Teacher says, "Being respectful means to take turns, keep your hands and your feet to yourself, say sorry, if you accidentally hurt someone"
- Teacher models expected behaviour
- Teacher says "Being compassionate means to share, play with people who are lonely, smile and be kind to people"
- Teacher models expected behaviour
- Teacher says "Making informed decisions means to play in the correct areas, follow directions, freeze when the whistle blows"
- Teacher models expected behaviour

Step 4: Demonstrate Rule

* Students or teachers will *always* demonstrate the example and teachers *always* demonstrate the non-example.

	<i>Example</i>	<i>Non-Example</i>
Be Honest	Tell a teacher if you see anyone misusing the playground equipment, tell a teacher if you see anyone being unkind to others, tell the truth, if you have done something wrong, if you find money or valuables, hand them to a teacher	Teacher models watching others misusing the equipment and being unkind to others and laughing and finding money and putting it in your pocket
Be Responsible	Use the equipment correctly and to return equipment to the playground boxes	Teacher models misusing the playground equipment and leaving it on the ground when the bell goes
Be Respectful	Take turns, keep your hands and your feet to yourself, say sorry, if you accidentally hurt someone	Teacher models grabbing equipment, hurting someone and

		pushing past someone and running off
Be Compassionate	Share, play with people who are lonely, smile and be kind to people	Teacher models not letting people play with you and being grumpy and rude to people
Make informed decisions	Play different games in the correct areas, follow directions, freeze when the bell rings	Teacher models playing football in the wrong area and hurting someone, not listening to instructions and running when the whistle is blown

Step 5: Student Practice and Feedback

- Have students recite 5 Behaviour Standards and identify the expectations and practice
- Teacher guides students through examples and non-examples (role-play, skit or icon)
- Students practice meeting the expectations in the stairway
- Teacher provides specific feedback, "Well done for putting your playground equipment away! That was really responsible"

* Teacher may modify lesson to make it age appropriate

Step 1: Review and Recite the 4 Behaviour Standard's

Be Honest, Be Responsible, Be Respectful, Be a learner – with whole school kinesthetic actions (chant/sing).

Step 2: Explain Rationale

To avoid being unsupervised, hurt or bullied.

Step 3: Introduce Rule

Teacher Model (I do):

- Teacher says, "Being honest means tell a staff member, if anyone is in the incorrect area, tell a staff member if anyone misbehaves, if you find money or valuables, hand them to a teacher"
- Teacher models expected behaviour
- Teacher says, "Being responsible means to always stay within the school grounds until you are collected by a parent, walk quietly, always stay in the correct area, where you are supervised by an adult"
- Teacher models expected behaviour
- Teacher says, "Being respectful means to hold the door open for people
- Say thank you, if someone holds the door open for you and follow the teaching assistants instructions in aftercare"

- Teacher models expected behaviour
- Teacher says “Being a learner means to keep your bag with you, make sure your bag is zipped up, always make sure you are signed in and out of aftercare, staying in the correct area”
- Teacher models expected behaviour

Step 4: Demonstrate Rule

* Students or teachers will *always* demonstrate the example and teachers *always* demonstrate the non-example.

	<i>Example</i>	<i>Non-Example</i>
Be Honest	Tell a staff member, if anyone is in the incorrect area, tell a staff member if anyone misbehaves, if you find money or valuables, hand them to a teacher	Teacher models watching people in the wrong area and misbehaving and not reporting it and pocketing money found on the floor
Be Responsible	Always stay within the school grounds until you are collected by a parent, walk quietly, always stay in the correct area, where you are supervised by an adult	Teacher models running out of the school grounds in front of a car, playing football outside in an unsupervised area and a fight occurring/someone hurting themselves/being picked on by a Secondary child
Be Respectful	Hold the door open for people, say thank you, if someone holds the door open for you and follow the teaching assistants instructions in aftercare Be polite to the teaching assistants in aftercare	Teacher models closing the door (to aftercare) in someone’s face, running into aftercare and talking, when asked not to by a TA
Be a learner	Show people the correct place to wait if they are upset. Keep your bag with you, make sure your bag is zipped up, always make sure you are signed in and out of aftercare, stay in the correct area	Teacher models stomping into school, leaving a younger child who is upset and unsupervised and ignoring the TAs in aftercare Teacher models leaving your bag somewhere and it getting lost, leaving bag unzipped and dropping things/people taking things out, not signing in or out of aftercare and parents not knowing where you are

Step 5: Student Practice and Feedback

- Have students recite 4 Behaviour Standards and identify the expectations and practice
- Teacher guides students through examples and non-examples (role-play, skit or icon)

- Students practice meeting the expectations in the classroom
- Teacher provides specific feedback, “Well done for sitting quietly in aftercare! That was really respectful, you have earned a Gladitude Card!”

PB4L After School Lesson Plan

Be Honest	Be Responsible	Be Respectful	Be a learner
<ul style="list-style-type: none"> • Tell a staff member, if anyone is in the incorrect area • Tell a staff member if anyone misbehaves • If you find money or valuables, hand them to a teacher 	<ul style="list-style-type: none"> • Always stay within the school grounds until you are collected by a parent • Walk quietly • Always stay in the correct area, where you are supervised by an adult 	<ul style="list-style-type: none"> • Hold the door open for people • Say thank you, if someone holds the door open for you • Follow the teaching assistants instructions in aftercare • Say good bye to people • Be polite to the teaching assistants in aftercare 	<ul style="list-style-type: none"> • Show people the correct place to wait, if they are upset • Keep your bag with you • Make sure your bag is zipped up and your belongings are safe • Always make sure you are signed in and out of aftercare

Dismissal Routine: Parents inform the class teacher on DOJO when they arrive at school. Each year group has ‘runners’ collecting the children from the classroom and taking them out to meet their parents at the allocated gates.

Year 1: Leave at 1:20 from Gate 5

Year 2 and 3: Leave from Gate 5

Year 4-6: Leave from Gate 4

Bus: Students who take the bus home have received a bus tag with their name, class, bus number as well as photograph on. These students will be collected by a member of staff and are escorted to the school buses.

Walking home: Students from Year 3-6 who live in Barwa City are allowed to walk home if they have permission from the Deputy Head of Primary (Pastoral). These students have received a Walking Pass which must be shown at the gate when they leave. The Deputy Head of Pastoral has a record of all the children with walking passes as well as their parent contact details.

Primary sibling collection: Parents inform the teacher on DOJO if they give permission for their Primary child to collect their sibling. The older sibling collects the younger sibling from their class. As soon as the younger sibling's teacher receives a message on DOJO, both siblings may leave from the youngest sibling's gate.

Secondary sibling collection: Primary parents inform the teacher on DOJO if they give permission for their Secondary child to collect their sibling. The secondary sibling has received a tag with their name and photograph as well as the Primary sibling's name and class. Both siblings leave from the youngest sibling's gate.

If any student's parent arrives late, they will be kept in class until 1:50 where they will be taken to reception to wait for their parents under supervision.

Step 1: Review and Recite the 4 Behaviour Standard's

Be Honest, Be Responsible, Be Respectful, Be a learner – with whole school kinesthetic actions (chant/sing).

Step 2: Explain Rationale

To avoid food being lost, the canteen becoming untidy and other learners being distracted.

Step 3: Introduce Rule

Teacher Model (I do):

- Teacher says, "Being honest means to ensure that lunchboxes are untouched on the way to the canteen, tell your teacher, if anyone removes anything from the large plastic lunch box outside of class"
- Teacher models expected behaviour
- Teacher says, "Being responsible means to walk straight to the canteen, walking out to the playground through the correct exit, and walking back to class after break time is over"
- Teacher models expected behaviour
- Teacher says, "Being respectful means to say please and thank you to the canteen staff and to wait for your turn"
- Teacher models expected behaviour
- Teacher says "Being a good learner means to walk sensibly without disturbing other classes when going to and from the canteen and to show people the correct way to wait to be served"
- Teacher models expected behaviour

Step 4: Demonstrate Rule

* Students or teachers will *always* demonstrate the example and teachers *always* demonstrate the non-example.

	Example	Non-Example
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Be Honest	Tell a staff member if anyone is in the incorrect area, tell a staff member if anyone misbehaves, if you find money or valuables hand them to a teacher. Tell the teacher if anybody takes anything from the large plastic lunch box.	Teacher models misbehaving and throwing children's lunchboxes from the large plastic lunch box.
Be Responsible	Sit quietly while you're eating your lunch. Clean your table and put any rubbish in the bin. Push in your chair making sure your area is tidy before leaving through the correct exit.	Teacher models making a mess with food, not pushing in their chair, and running out the wrong exit.
Be Respectful	Say please and thank you to the canteen staff and to wait for your turn.	Teacher models shouting orders to the canteen staff and barging in front of somebody else.
Be a learner	Walk sensibly without disturbing other classes when going to and from the canteen. Show people the correct way to wait to be served.	Teacher models running into canteen making lots of noise, shouting at the canteen staff, then running out from the canteen shouting which disturbs other classes.

Step 5: Student Practice and Feedback

- Have students recite 4 Behaviour Standards and identify the expectations and practice
- Teacher guides students through examples and non-examples (role-play, skit or icon)
- Students practice meeting the expectations in the canteen
- Teacher provides specific feedback, "Well done for sitting quietly in the canteen! That was really respectful, you have earned a Gladitude Card!"

PB4L Canteen Lesson Plan (Years 5 and 6)

Be Honest	Be Responsible	Be Respectful	Be a learner
<ul style="list-style-type: none"> • Tell a staff member, if anyone is in the incorrect area • Tell a staff member if anyone misbehaves • If you find money or valuables, hand them to a teacher • Tell your teacher, if anyone removes anything from the large plastic lunch boxes 	<ul style="list-style-type: none"> • Walk sensibly from your class to your room in the canteen • Do not push in when you are waiting to be served • Sit quietly while you're eating your lunch • Clean your table and put any rubbish in the bin • Push in your chair making sure your area is tidy before leaving 	<ul style="list-style-type: none"> • Say please and thank you to the canteen staff • Wait for your turn • Smile and be polite to the canteen staff 	<ul style="list-style-type: none"> • Walk sensibly without disturbing other classes when going to and from the canteen • Show people the correct way to wait to be served

<p>Canteen Routine: Walk quietly from your classroom to the canteen. A class member needs to bring the big plastic lunchbox, leaving it outside the canteen. If you are buying food, wait until it is your turn. After eating, clear your table and surrounding area, putting all rubbish in the bin.</p>			

* Teacher may modify lesson to make it age appropriate