# FOOTSCRAY PRIMARY SCHOOL
## Positive Behaviours
## Essential Agreement

## Rationale

At Footscray Primary School we believe all students, staff and parents have the right to feel safe. Our school believes that all members of the school community have a right to be:

- treated with dignity and justice;
- safe and secure;
- learn and develop to their full potential unhindered by anti-social behaviour;
- and made aware of the consequences for their actions.

## Purpose

To provide the school community with guidelines which promote and support safe playground and learning environments.

## Objectives

1. Students behave positively when they know what is expected of them, and when they feel safe, and know that someone believes in them and cares about them and their learning. Great teachers and great teaching make a significant difference to how students behave and learn.
2. Positive behaviour doesn't just happen. Students need to know the expectations and what positive behaviour looks like. These expectations will be displayed in every classroom for the classroom and playground.
3. Effective consequences have been agreed upon by staff and are gradual, natural and logical and maintain the dignity of the students.
4. Footscray Primary School is an internationally minded community that promotes positive and inclusive relationships. Social and emotional learning skills are explicitly taught to support our students to develop positive and caring relationships in order to support them to become responsible global citizens. The elements of the Primary Years Programme (P.Y.P attitudes, Learner Profile and Transdisciplinary Skills) provides a framework for an authentic context to teach these skills.

## Implementation

1. At the beginning of every school year teachers develop essential agreements with their students. See Appendix 1A for examples of the process used to develop these across the school. As a class we need to revisit essential agreements regularly with our students. Included is a list of effective classroom management strategies to support positive behaviours at F.P.S in Appendix 1B.
2. Teachers at our school have provided some examples of effective strategies to track classroom behaviour and where a student is on the hierarchy of consequences. Students are more motivated to behave well when they know what is expected of them and when they can track this against a goal based on high expectations.
3. Teachers in every classroom unpack with their students: What does it mean to be safe? What does it mean to be responsible? What does it mean to be respectful? What does it mean to be a learner? In 2014 this was done with every student at every year level. Staff brought what the students identified and analysed and synthesised to develop 'The Positive Behaviours Matrix'. This is revisited at the start of every school year. See Appendix 2
4. In establishing consequences at F.P.S, you will want to take into account what characteristics make some consequences more effective than others. First the degree of consequences should increase gradually progressing from less severe to more severe as the misbehaviour is repeated. Consequences should also be natural and/ or logical. Consequences should also

maintain the dignity of the student. See Appendix 3 for examples developed by teachers in 2015.

5. F.P.S is a KidsMatter school. We understand that social and emotional learning skills can be taught and learnt through a whole school approach. In 2015 we will build an understanding of the five social and emotional competencies and the best way for students to learn these skills. A scope and sequence will be developed to support staff will identifying essential skills for students to learn.

## Evaluation

- Staff reflect on the teaching of social and emotional learning through their reflections when completing the P.Y.P planner.
- Students and parents will complete surveys their perceptions about whether our school is a safe environment.

**Appendix 1A:      Examples of Essential Agreements developed at Footscray Primary School**



In a P.Y.P school every class, every team and the whole school has an essential agreement. The essential agreement sets the tone for collaboration and teamwork.

**10 ways to create a meaningful class agreement...**

1.  Don't start till you've spent some time establishing your own **beliefs about learning**.
2.  Have the kids consider **what helps them learn and what hinders their learning**. (Details here)
3.  Begin with **what the learners value** or the **school values.** (Example here)

4. Have kids unpack your school's **learning principles** as a starting point. (I haven't tried that yet, but here are ours.)
5. Base it on a common set of qualities, such as the **IB Learner Profile.** (Staff example here)
6. Use a 'place mat' activity so students have time to **think individually, before seeking consensus**. (Details here)
7. Have kids think about what learning '**looks like**', **sounds like**' and '**feels like'**.
8. **Take your time**. Build the agreement gradually, to ensure understanding and ownership.
9. Include photos and descriptions for younger learners, to elaborate on the words.
10. **Live it, don't laminate it.** Revisit the agreement often and adjust as required.

**An example from Year 5-6**
Flat chat around 'Be statements'

What do these statements mean to you?
Use learner profile and attitudes to assist you with you
BE RESPECTFUL
BE RESPONSIBLE
BE SAFE
BE A LEARNER



) LI: What does an effective and inclusive learning environment need?
Re visit F.P.S Positive behavior matrix
Use individual responses and peer responses from the flat chat and the statements from the F.P.S behavior matrix to document five main ideas that fit under each 'Be statement'



2b) In groups students combine their statements to complete one description for each 'be statement.'

2c) Whole class – combine 'Be statements' from all groups and agree on our class descriptor for what it means to be respectful, be responsible, be safe, be a learner. (This forms Part A of the essential agreement)
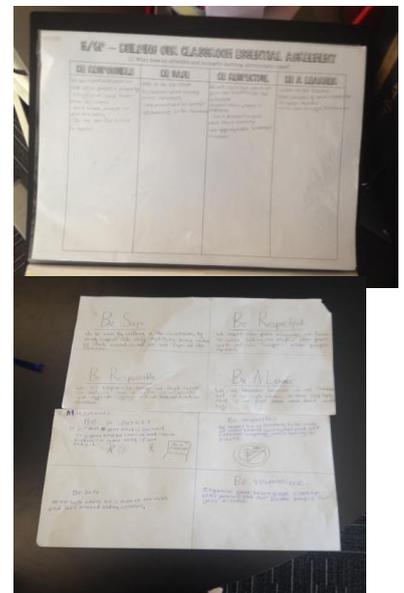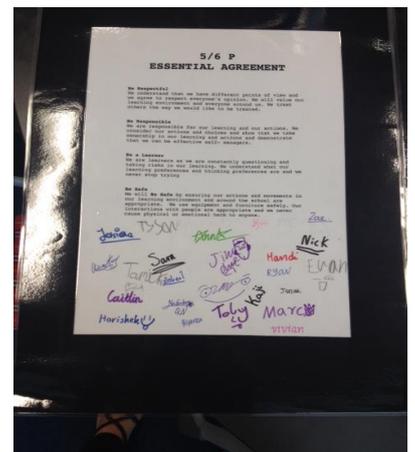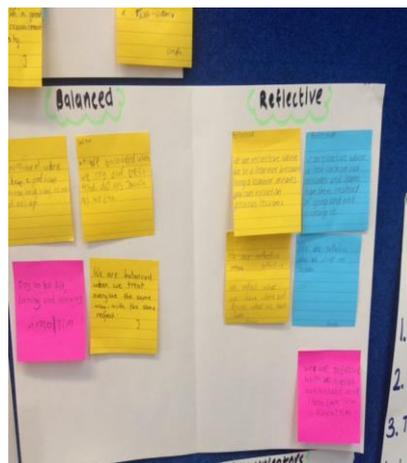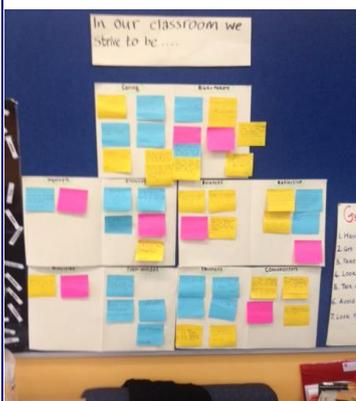


**PART B – Linking our Essential Agreement to the Learner Profile**

3a) In our classroom we strive to be…
Students unpack what each of the learner profile attributes are.
What does it mean to be Caring, Reflective Open- minded, an Inquirer, Knowledgeable, Balanced, and Principled?
Document student responses on sticky notes.







3b) Collate responses and use under learner profile descriptors in our essential agreement. (Part B – In our classroom we strive to be)

**Appendix 1B:** **Classroom Strategies that should be emphasised in every classroom.**

**15 Classroom Management Strategies that should be emphasised in every classroom.**

| Strategy | Description |
|---|---|
| 1. Increase ratio of positive to negative teacher to student interactions. | • At least 4 to 1<br>• Positive interaction every 5 minutes<br>• Follow correction for rule violation with positive reinforcer for rule following |
| 2. Actively supervise at all times | • Move continuously<br>• Scan consciously and overtly, even when you are conferring<br>• Interact positively and frequently<br>• Positively reinforce rule following behaviours. |
| 3. Positively interact with all students during the lesson. | • Make physical, verbal and visual contact. Eg. scan faces in classroom, make eye contact, move towards the student<br>• Group vs individual<br>• Instructional vs social |
| 4. Manage minor (low intensity/frequency) problem behaviours positively and quickly. | • Signal occurrence<br>• State correct response<br>• Ask student to restate or show<br>• Disengage quickly and early |
| 5. Follow school procedures for problem behaviour | • Be consistent<br>• See consequences section of appendix for guidelines and examples<br>• Develop a management plan to support positive behaviour |
| 6. Conduct smooth and efficient transitions between activities. | • Teach the routine for movement around school or packing up to be ready for the next session.eg (move in a safe, calm and quiet manner)<br>• Engage student immediately |
| 7. Be prepared and organised for each session | • Differentiate our practice so children are challenged.<br>• Provide time for extra practise if needed and a challenge there for students who need this.<br>• Know desired learning intentions<br>• Have materials readily available for students |
| 8. Begin every lesson with clear explanation of learning intention | • Set learning objectives that are specific but not restrictive<br>• Communicate the learning objective to students<br>• Connect the learning objective to previous and future learning.<br>• Engage students to set personal learning objectives. |
| 9. Provide Quality Feedback | • Provide feedback that addresses what is correct and elaborates with regard to providing feedback<br>• Provide feedback appropriately in time to meet student's needs.<br>• Provide feedback that is criterion referenced<br>• Engage students in the feedback process. |
| 10. Success Criteria | • Develop with the students through inquiry the success criteria for students.<br>• Identify the knowledge, skills and understandings students need to develop to be successful.<br>• Models of exemplars for student analysis are presented. Develop checklists for students to use to monitor and track their success. |
| 11. Engage students in active learning | • Write<br>• Verbalise through strategies such as turn and talk.<br>• Participate through cooperative learning<br>• Use tools such as technology so students create, analyse, evaluate and inquire. |
| 12. End activity with specific feedback | • Follow the lesson structure and reflect on the learning.<br>• Provide specific feedback around key strategies, observations what you saw to promote good learning (connect to learner profile and PYP Attitudes.) |
| 13. Develop a visual tracking system to support students to | • Traffic Lights |

| | |
|---|---|
| track and monitor their behaviour. | |
| 14. Routines established so students understand the expectations | • Entering and exiting classrooms<br>• Working in groups<br>• Working independently<br>• Use of anchors charts as a reference for learning.<br>• Locating and using equipment |
| 15. Positive climate | • Communicate expectations for effort and achievement<br>• Safe, orderly and focused classroom environment for learning<br>• Essential Agreement developed collaboratively with students (stated positively, succinctly and in observable terms); made public , enforced and taught)<br>• High expectations for student learning |

**Helping students to track and monitor their behaviour.**

**Traffic Lights**
A popular system in the primary classroom is the traffic light system, the green, yellow and red regions of the traffic light represent different levels of behaviour. Students names are placed on a clothes peg and the teacher moves the peg up and down according to behaviour. Green= excellent behaviour. Yellow= warning Red= consequence. After the students have completed the consequence, the teacher should move the student's clothes peg back to yellow and then to green with continued appropriate behaviour. Students should be granted a fresh start at the beginning of the next day

**Setting learning Goals with Students and supporting them to track and monitor their goals**

|  | Classrooms Essential Agreement | Play Spaces | Walkways and Hallways | Toilets |
|---|---|---|---|---|
| Be Responsible | • Manage our own learning<br>• Look after equipment<br>• Follow instructions<br>• Take care of belongings and pack up | • We include others in our games<br>• Use equipment responsibly<br>• Listen to the bell<br>• Show integrity<br>• Care for our environment<br>• Care for belongings | • Follow instructions and routines<br>• Hands and feet to yourself | • Flush the toilet<br>• Wash your hands<br>• Leave the toilet the way you would like to find it. |
| Be Respectful | • Respect the right of everyone to learn<br>• Accept everyone's ideas<br>• We take turns<br>• We listen to each other<br>• Include others | • Use kind and encouraging words<br>• Follow instructions<br>• Respect our equipment<br>• Keep our hands and feet to ourselves | • Hold the doors open for each other<br>• Walk on the left side and step aside for others | • Respect the privacy of everyone |
| Be safe | • Sit safely<br>• Walk<br>• Push chairs in<br>• Hands and feet to yourself<br>• Think before you act<br>• Keep it clean and recycle | • Talk to the teacher if you are hurt<br>• Take care with our words and actions.<br>• Stay inside the school ground<br>• Be sunsmart | • Stay in line when moving | • Keep it clean and tidy<br>• Wash your hands<br>• Leave the classroom and return with your partner |
| Be a Learner | • Be persistent and not give up<br>• Ask questions<br>• Best effort<br>• Respect others' right to learn<br>• Try new things and be curious | • Learn from your mistakes by not repeating them<br>• Be a problem solver | • Walk quietly in single file | • Use the toilet at break times |

## Appendix 3: Consequences for Major and Minor Behaviour at F.P.S

At Footscray Primary School we want to empower our students to see their behaviour as their choice. When developing essential agreements with our classrooms we want to clearly understand what the expected consequences will be. At a staff meeting teachers worked in teams to develop the following as examples of behaviour and what appropriate consequences would be.

Comsequences should be/maintain:
- Gradual- This sends the message that students have the potential to behave and simply need to understand and choose to follow the expectation. When they repeat the misbehaviour, they choose the more severe consequence.
- Natural/ logical- Logical consequences are structured learning opportunities arranged to teach appropriate behaviour.
- Dignity- Consequences should be consistent from student to student, and delivery of the consequence should address the particular behaviour in question, not the student and his or her behaviour history.

| Examples | Example to follow |
|---|---|
| 1. Physical or emotional harm of another person (Major) | 1. Removal from classroom or the playground immediately. Complete Yard/ Classroom slip.<br>2. Go to office with another student to cool down.<br>3. Complete Restorative Practice Reflection Sheet.<br>4. Develop strategies to improve the situation and put into action.<br>5. Both parties of parents are contacted.<br>6. Repeat offense- Suspension/ Detention |
| 2. Refusal to follow a teacher's instructions (Major) | 1. Remind at school we follow instructions. Naming behaviour<br>2. Warning if you don't follow instruction you will have time out on your own.<br>3. Time out in class. Complete yard /classroom slip<br>4. Repeat: -Student complete a reflection sheet and meeting with parent to develop a behaviour plan. |
| 3. Disrespecting property in a deliberate manner(Major) | 1. Student completes reflection sheet about the incident.<br>2. Teacher reads through reflection and asks further questions if more details are needed.<br>3. Repair damage to property if possible. Clean up or replace<br>4. Agreement is reached with family how property can be repaired. Meeting with teacher, student and family. |
| 4. Theft (Major)<br>Think about the child and why they may be stealing | 1. Return or replace property<br>2. Student completes reflection sheet about the incident.<br>3. Teacher reads through reflection and asks further questions if more details are needed.<br>4. Agreement is reached with family how property can be replaced. Meeting with teacher, student and family. |
| 5. Being disruptive<br>-Banging on furniture<br>-Loud voices<br>-Calling out | 1. Reminder about agreement and name the behaviour.<br>2. Second reminder with natural consequences. Move closer to the teacher, isolate to work in a part of the room on their own.<br>3. Repeated- Move out of the classroom to complete work in another classroom.<br>4. Behaviour continues- Meeting with parents to develop behaviour plan. Student attends this meeting. |
| 6. Bullying that is targeted and ongoing (Major)<br>- Social rejection<br>- Being mean verbally<br>- Mutual conflict<br>- Random acts of aggression and intimidation | 1. Student completes reflection sheet about the incident.<br>2. Bystanders also complete a reflection sheet.<br>3. Teacher meets with students to discuss incident using a restorative practices approach.<br>4. Develop strategies with parents and child with a behaviour plan<br>5. Both parties of parents are contacted.<br>6. Repeat offense- Suspension/ Detention |
| 7. Going to toilet frequently during class time. | 1. Remind student about wise use of classroom time.<br>2. Teacher monitors and tracks use of classroom time.<br>3. Repeated- Student will make up time at recess or lunch. |
| 8. Stopping other children | 1. Isolated/minor- Name the behaviour, visual warning |

| from learning. | and 3 strikes means a consequence. Remove from group and work in a buddy classroom. |
| | 2. Major- Students complete a behaviour reflection. Parents are contacted to range a meeting and a plan is development to support improvement. |