

LEICHHARDT STATE SCHOOL – STRATEGIES FOR CLASSROOM AND PLAYGROUND

Leichhardt State School has embraced a school wide approach to discipline. This is called School wide Positive Behaviour Support (SWPBS) often referred to as PBS. As the name suggests it relies primarily on positive approaches implemented consistently by all staff.

PBS is the redesign of environments not of individuals. It is about adjusting systems and settings and improving skills.

- Problem behaviours have clear consequences
- Student behaviour is monitored and staff receive regular feedback
- Strategies are implemented at the school-wide, non-classroom setting, classroom and individual student level.
- Positive Behavioural Support strategies are designed to meet the needs of all students.
- Appropriate student behaviour is taught.
- Positive behaviours are publicly acknowledged.

At Leichhardt we have a common purpose and approach to discipline. We define, teach and support expected behaviours.

Our students know the school rules and what these rules look like, sound like and feel like. All staff teaches this explicitly. Our school rules are:

- **Be Safe**
- **Be Kind**
- **Be Responsible**
- **Be Ready to Learn.**

Procedures for teaching expected behaviours are in place and are being written/reviewed and developed by teachers in an ongoing capacity.

Classroom Setting System

These procedures are a crucial part of successful classroom behaviour management and all teachers consistently teach our students classroom routines and expectations.

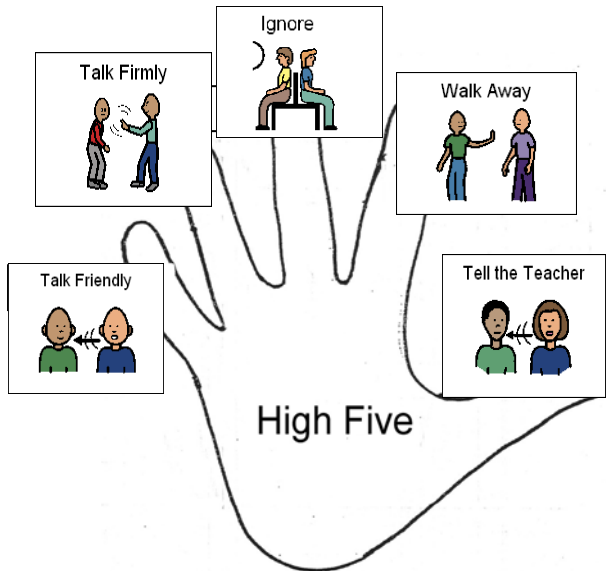
Our teachers focus on positive reinforcement, redirecting students for minor, infrequent behaviour errors.

Our classroom behaviour procedure is based on a Traffic Light system. The traffic lights are present in every classroom from Prep to Year 7. The process incorporates 5 steps with the focus on positive reinforcement and multiple opportunities for students to think, decide and act responsibly.

Monitoring Sheets provide a positive framework specific to individual need and allow the student to earnback their Green behaviour status.

The following provides more detailed information on our classroom behaviour processes.

LEICHHARDT BEHAVIOUR PROCESS Classroom Setting System



THE QUESTIONS

What are you doing?

(e.g. Calling out, out of seat)

What are the rules?

(Child says the 4 rules)

What happens when you break the rules?

(I go to.....)

Is that what you want to happen?

("No" –Praise/Redirect to task)

("Yes" e.g. "You have chosen to go to Yellow")

What do you need to do now?

(e.g. Finish my work, put my hand up)

What will happen if you break the rules again?

(I go to.....") (If child breaks rule again say "I see you have chosen to.....").

At Leichhardt we deal with disruptive behaviour by asking THE QUESTIONS.

We ask them calmly and we ask them in order whenever a student chooses not to follow instructions. They are asked the questions and the process below followed:

STEP 1 – THE TRAFFIC LIGHTS



Green – is great
Yellow – is warning
Red – is time for Break Space.

STEP 2 – BREAK SPACE

Children are directed to Break Space when they are on the Red Traffic Light and need a break. They rejoin the class (5- 10 mins later) and have their peg moved back to green as quickly as possible.



STEP 3 – BUDDY CLASS



If the child persists with disruptive behaviour at Break Space they are directed to Buddy Class (next door). Send work with the child to complete.

STEP 4 – DETENTION (DONE WITH TEACHER).

If the child returns from Buddy Class and continues to disrupt they are told they will have detention at the next break. This could be staying in to finish work, picking up rubbish etc.



STEP 5 – OFFICE REFERRAL/ AFTERSCHOOL DETENTION



If the child continues with disruptive behaviour and or unsafe behaviour write out a YELLOW OFFICE REFERRAL and PHONE THE OFFICE to notify Admin. of the referral.

Rewards Day is greatly anticipated by the students each term and we average 98% of students achieving Green Behaviour and participating in this event.

Rewards Day happens every term to celebrate the great behaviour of the students who do the right thing. The criteria for the categories are related to a decided number of Office Referrals (classroom) and Reflection Room Referrals (playground). The categories align with the traffic lights system used in the classroom and are:

Green Behaviour Students - these are students who have done the right thing all term. These students celebrate with a pool party (summer), Jumping Castle, trip to Queens Park, discos etc. Green Behaviour Students receive a special silicone green wristband also.

Yellow Behaviour Students – are students who have made a mistake but chosen to change their behaviour and demonstrated this. These students celebrate by watching a DVD or similar.

Red Behaviour Students – are students who have had suspensions either in-school or out of school. They complete the normal work program on the day.

House Cup

We have 3 houses – Acacia (yellow), Banksia (blue) and Kurrajong (red). After each play break the students can earn house points by being seated quietly on the parade ground in house areas.

Buzz tickets earned during playtime attract house points also.

The teacher in charge issues points to the houses in order of merit and readiness.

At the end of the term the winning house is presented with the House Cup.

Nonclassroom Setting System

These are areas that are not in the classroom. These include areas such as the playground, library, excursions, pool etc.

As with the classroom all staff focuses on the positive expectations for that particular setting providing active supervision, precorrections and reminders.

In the playground students are positively reinforced with Buzz Tickets, which they receive when they demonstrate behaviours reflecting the school rules. Buzz tickets are collected and each week the class with the most buzz tickets is rewarded and 5 individuals are also rewarded for great behaviour.

Class groups are also rewarded for Parade behaviour and can earn class parties and special celebrations.

Individualised Student System

At Leichhardt we take a team approach to creating positive behavioural intervention plans and support for the small number of students that demonstrate ongoing disruptive behaviour. Intervention into problem behaviour begins with looking beyond the misbehaviour and uncovering the underlying causes. This can provide the

information necessary to develop effective strategies to address those behaviours that interfere with learning and teaching.

Behaviour Support Plans devised in collaboration with the students parents/carers often include strategies, program modifications and links to outside behaviour services such as Intervention Centres, Alternative Programs and Advisory Behaviour teacher support.

Student Centred Programs – A Proactive Approach

Providing focussed programs that target and build the necessary skills for students to experience success within the school community, are imbedded in the Leichhardt curriculum. These programs include:

Game Factory (a classroom program taught by all teachers)

Cool Kids – An Anger Management Program

Protective Behaviours Program – Feeling Safe

Social Skills Programs

PCYC Programs

The Shine Program – Self Esteem and Wellbeing.

Staff at Leichhardt believes in giving every child the chance to be the best they can be. Through sound teaching and learning practices that are challenging and student-centred, students have opportunity to achieve their best.