

School using Positive Behaviour for Learning	School using traditional disciplinary methods
<p>The school spends a significant amount of time each year defining and teaching the social behaviour expectations to students.</p> <p>Example: Three to four social behavioural expectations form the core of the school's PBS model, for example, "Safety, Teamwork, Attitude & Respect. " The expectations are taught to all students over two weeks at the beginning of the year, by their classroom teachers. The expectations are posted all over the school, on the school's website, on newsletters and are sent to parents. They also form the core of the school's <i>Responsible Behaviour Plan for Students</i>, which is sent home to parents in an easy to understand form. The school has expected behaviours of the week and these are discussed at assemblies and in the newsletter. Students behaving in a negative fashion are reminded that their behaviour does not model what it means to a STAR.</p>	<p>The school gives each student and family a copy of the Responsible Behaviour Plan and posts lists of prohibited behaviours in relevant parts of the school.</p> <p>Example: School gives students and parents a copy of the <i>Responsible Behaviour Plan for Students</i> at the beginning of the year, which students and their parents are expected to read and to sign a form stating they have received their copy. The school has 11 rights and responsibilities for teachers and 15 rights and responsibilities for students. Teachers have their own rules for each classroom. A list of prohibited behaviours is posted in all areas of the school.</p>
<p>The school acknowledges and rewards positive behaviour</p> <p>Example: The school introduces a schoolwide positive behaviour acknowledgement system based on STAR. There is a continuum of acknowledgement, beginning with "free and frequent" <i>Good Ones</i> given to any student caught being a STAR. These can be posted into a box in the office and a raffle is drawn once a week at assemblies. Short</p>	<p>Problem behaviour is addressed but positive behaviour is rarely taught.</p> <p>Example: Teachers and administration are consistent in their use of consequences for negative behaviour. Consequences usually begin with a question followed by a punishment, for example, "What did you say? Go to the office." Students who are doing the right thing are not acknowledged because it is believed that responsible behaviour should be its own reward. Students are</p>

<p>term awards are next, with students achieving STAR cards and awards. The long-and-strong award is an medallion, based on discipline records that is awarded at the final end of year celebration</p>	<p>eligible to receive academic awards and sports awards. Often the same students receive these rewards each year, with one or more of them usually receiving the coveted principal's award at the end of the year as well. Students who receive these awards are sometimes victimised by other students, through cyber bullying, harassment or physical aggression.</p>
<p>The school regularly records and analyses discipline data to inform school systems improvement and responses to problem behaviour Example: The principal is informed that the behaviour referral data indicates increased problem behaviour at the school gates. Examination of the data indicates that most of the incidents involve fighting between Year5 and Year 6students, led by one student in particular who has a higher than average number of behaviour referrals from different locations in the school. The principal decides that a "routine and procedures" lesson for arrival at school will be taught to all students. Staff and parent volunteers will actively supervise at the gates, by welcoming students to school and giving positive acknowledgement slips to students appropriately following the routine. The principal notes that the behaviour referrals dramatically decrease. The student with high numbers of behaviour referrals is offered a place on the gate monitoring student team, assisting adults to guide students through the gates in an orderly</p>	<p>The school creates systems and consequences for student behaviour without the use of data. Example: The deputy principal notes that students, staff members and parents are complaining about groups of students obstructing the gates in the morning, using bad language, and fighting. The ringleader appears to be a student with a severe reputation in the office. The deputy principal decides the school needs a new discipline policy to cover arrival at school. Any student involved in an incident at the gates is given a detention referral. At the end of the first week 8 students are suspended for repeat incidents, including the "executive" offender. The school's "adopt-a-cop" police officer is permanently posted at the gates each morning, which prompts the gangs to move their disputes further away, thus causing distress to others elsewhere. One day there is a fight in which the police officer is accidentally pushed by the student with the severe reputation. The student is recommended for exclusion and charged with assault.</p>
<p>fashion. This student's behaviour referrals also dramatically decrease.</p>	
<p>The school has a continuum of individualised support strategies for students with chronic high rates of behaviour referral</p>	<p>The school has no system for providing a continuum of individual support strategies Example: Students who receive three</p>

Example: Students who receive 3 or more office discipline referrals are referred to PBL team of teachers, which collaboratively decide on supportive strategies that can be easily implemented. These strategies include reteaching rules and routines, academic interventions, and increasing the opportunities for these students to receive positive acknowledgement for demonstrating appropriate behaviour. If more support is needed, a student's behaviour is referred to the Social Justice team for more individualised academic and social behaviour support designed to keep the student in school and in classes with increased opportunities for positive acknowledgement of social and academic success.

or more office discipline referrals are suspended. For many of the students, these suspensions are multiple in a term or semester. Their grades are generally suffering as a result. The principal notes that most of the referrals are coming from English classrooms where the students' behaviours are becoming intolerable to their teachers. All of the teachers tell the principal that they will no longer accept these students. The principal agrees. The students are sent to a withdrawal room or to the office without work from their English classrooms. The students do not complete the work and fail their grades.

Adapted from Pennsylvania PAPBS Network: