Information sheet:

Essential elements of a successful whole-school approach to promoting positive behaviour and learning

Things to remember about whole-school approaches to promoting positive behaviour and learning

- There is no quick fix. A whole-school approach to promoting positive behaviour and learning is a long term (three-to-five-year) process.

- Almost everyone needs to be on board. You need 80% of buy-in from all school staff (including teaching and support staff, administration, cleaning, and maintenance staff) to be successful and to achieve consistency across your school.

- It's a team effort.

- Students need to be involved and have a say about how things work – school is their space, after all.

- Family matters – involve parents, family, and whānau and you increase your chances of success.

Essential elements of a successful whole-school approach to promoting positive behaviour and learning			
	Element	Description	Tips
1	Ensure there is strong support, participation and leadership from the principal.	Leaders in high-performing schools establish a clear vision and goals for their school and work to establish consensus about those goals among staff. They model desired behaviours and successfully establish clear and consistent social expectations and a safe and supportive environment for staff and students. Effective leaders also work collaboratively through taking part in professional learning with staff and promoting collective responsibility for student achievement and wellbeing through mechanisms such as professional learning communities.	The principal needs to develop a high trust and collaborative learning culture, to maintain standards, make a public statement of support, establish a leadership team, support the team members, guide the decision-making process, take a leadership role in problem-solving, support team meetings, recognise the team for their work, serve as the point person for school-related group activities, monitor implementation activities and provide feedback, review data, ensure innovation is sustained, and recognise the time commitment required to sustain a long-term approach.
2	Set up a data-based decision-making process	All decisions about positive, proactive whole-school initiatives are driven by data and initiatives are monitored and evaluated regularly.	- Review current school data management system and investigate other systems. - Develop/review current Office Discipline Referral form (identify number of incidents per day per month, location, behaviour, student, time). - Analyse your suspension/exclusion, attendance and lateness data. - Collect and analyse data monthly. - Report quarterly to staff.

3	Identify a common purpose and approach to discipline	Staff align school mission, goals, and behaviour goals, use a leadership team to lead the planning for systems, practices, and data, and use an action planning process to establish and maintain ongoing communication.	• Establish a school-wide team. • Review operational/strategic plan. • Develop a statement of purpose – ask staff for words to describe their beliefs around behaviour and formulate these into a statement that is communicated and visible throughout the school.
4	Set up good systems of communication.	Systems exist for disseminating information, presenting data, and receiving feedback from staff, students, families, and community.	• Develop a communications plan and share it with staff. • Set up a staff notice board.
5	Generate and communicate a clear set of positive expectations (for all students and staff).	A list of expected behaviours for students and staff is collaboratively developed from commonly occurring problem behaviours across school settings.	• Consult with staff and students, and use your data to identify important values. • Three to five behavioural expectations that are positively stated, easy to remember, and significant to the climate are best. At the end of the year, a researcher should be able to walk into the school and ask 10 random students to name the behavioural expectations and 80% or more of the students should be able to tell the researcher what they are and to give examples of what they look like in action. • 'Brand' them and promote them by thinking about what is special about your school, what is your school spirit? Branding possibilities include using your school logo, school badge, traditions, and treasures. • Identify how the expectations will look in all classroom and non-classroom settings (for example, respect in the classroom, on the bus, in the school café, in the playground, in walkways). • Create visual reminders around the school
6	Develop procedures for teaching expected behaviours.	All staff demonstrate, explain, and practise social skills within and across multiple school settings.	• Establish a team to develop teaching plans. • Identify key student and staff routines. • Identify when behaviour teaching will occur – place and day. • Teach staff at staff meetings how to use the teaching plans. • Provide training at staff meetings in teaching classroom and non-classroom routines and in encouragement techniques and language. • Establish a common area for teaching resources.

7	Develop and communicate a continuum of procedures for encouraging expectations	Students and staff are given specific, positive, and frequent acknowledgements that are clearly linked to identified behaviour expectations.	• Identify recognitions that are free and frequent (for example, stickers), intermittent (for example, monthly rewards) and long term (for example, celebrations). • Decide the type of tangible items that will be used and how they'll be disseminated – remember they can be free. • Compliance needs to receive more attention than non-compliance. • Combine tangible rewards with positive language from staff. • Balance your praise of academic and social behaviours. • Remember to also have a recognition system for staff. • Make sure rewards are valued by staff and students. • See the information sheet on rewards, encouragement and praise.
8	Develop and communicate a continuum of procedures for discouraging inappropriate behaviour.	An array of procedures for responding to social behavioural learning errors, with a re-teaching focus, is developed and implemented.	• As a staff, brainstorm behaviours of concern. Define 'minor' and 'major' behaviours. • Decide how staff will respond to minor and major behaviours. • Review and have in place an Office Discipline Referral form. • Consider a system for supporting teachers to work through minor misbehaviours one-on-one with a student, to maintain the teacher-student relationship. • Have a crisis management plan and display it in all classrooms.
9	Develop procedures for ongoing monitoring and evaluating effectiveness of whole-school approaches.	Information is used to assess the effectiveness of procedures.	• Review monthly and annually – both positive and negative elements. • Monitor teaching lessons. • Monitor teaching effectiveness.

This information is based on New Zealand Positive Behaviour for Learning (PB4L) School-Wide framework.

If you're interested in implementing this framework in your centre or school, contact your local Ministry of Education office.

You can find more information about PB4L School-Wide on www.pb4l.tki.org.nz