



## INFORMATION SHEET FOR BOARDS OF TRUSTEES POSITIVE BEHAVIOUR FOR LEARNING SCHOOL-WIDE

*Reducing individual behaviour problems in schools can only be achieved if a school is operating a well-managed and effective whole-school behaviour management system. This information sheet explains how Positive Behaviour for Learning (PB4L) School-Wide can help your school develop a social culture that supports learning and positive behaviour.*

### WHAT IS PB4L SCHOOL-WIDE?

PB4L School-Wide is made up of practices and organisational systems that help schools create positive learning and teaching environments. Based on international evidence, it looks at behaviour and learning from a whole-of-school as well as an individual child perspective. School-Wide takes the approach that opportunities for learning and achievement increase if:

- the school environment is positive and supportive
- expectations are consistently clear
- children and young people are consistently taught desired behaviours
- children and young people are consistently acknowledged for desired behaviours
- children and young people are consistently responded to in a fair and equitable way.

PB4L School-Wide takes 3-5 years to put in place, but once the planning is done, you'll start to see small changes in the way things work that will have a big impact.

### WHAT CAN YOU EXPECT TO SEE?

#### 1. **Setting up a team**

A PB4L School-Wide team will lead your school's activities. The team will include representatives from across the school and will appoint a coach. A regional School-Wide practitioner from the Ministry of Education will train the team in the content and processes of School-Wide and provide ongoing support.

#### 2. **Information gathering**

The School-Wide team will analyse and report on information about behaviour incidents around the school.

#### 3. **Behaviour expectations**

The team will lead your school to identify 3-5 behaviour expectations. They will then get creative and come up with ways to show these around the school and make sure everyone within your school knows what they are.

### YOUR ROLE AS A BOARD

PB4L School-Wide success relies on strong leadership and a clear vision for your school. Your buy-in as a board is essential. As a board you will:

- need to agree that PB4L School-Wide is a priority for your school
- provide support for your principal to lead a PB4L School-Wide school
- ensure PB4L School-Wide goals are reflected in your school planning and Charters
- if possible, have a representative on the School-Wide team and attend the training
- be consulted in identifying behaviour expectations and responses and clarifying your school values
- approve any resourcing required to implement School-Wide activities and support the use of the Government contribution for implementing School-Wide
- require your School-Wide team to report on progress and issues
- monitor and report on your school's progress
- proactively engage and involve your community to participate in implementing PB4L School-Wide eg, parent updates or seminars.

#### 4. **Teaching behaviours**

Children and young people will need to be taught behavioural expectations in the same manner as any core curriculum subject. Your school coach will have access to lesson plans and other ideas to support teaching staff to do this.

#### 5. **Recognising positive behaviour**

Your team will consult with staff about a system for acknowledging, rewarding and encouraging the behaviours the school would like to see.

#### 6. **Responding to unwanted behaviour**

Your team will talk with staff about a system for responding to unwanted behaviours – agreeing minor and major misbehaviours, what gets responded to in class, what gets referred on and how staff can be supported to respond appropriately.

Once the above foundations are in place, there will be groups of students or individual students for whom the above approach will still not be enough. Tiers 2 and 3 of PB4L School-Wide look at increased levels of support for these students (and their teachers), including understanding what might be behind the behaviour and what further support might be needed such as social skills clubs, mentors or behaviour plans.

## WHAT'S INVOLVED IN SETTING UP YOUR SCHOOL?

From the start of 2014 the Ministry of Education provides \$10,000 per school per year for training and coaching support for the first two years of School-Wide. When the school is ready and begins Tier 2 training, an additional \$10,000 will be provided.

Your school will be supported by a Regional School-Wide Practitioner from the Ministry of Education. You will need to set up your School-Wide team and identify a school coach. These people will be trained by the Ministry of Education.

To sustain PB4L School-Wide over time, your school needs to:

- establish a representative team with strong senior management presence and support
- embed activities into your strategic planning
- establish a system for gathering behavioural data and using it to guide behaviour supports.

## WHY A WHOLE-SCHOOL APPROACH MATTERS

The overseas research behind PB4L School-Wide shows that:

- school-wide discipline is not achieved one student at a time
- safe and orderly schools are not accidents, but the result of planning informed by data
- successful individual student behaviour support is linked to schools that are consistent, effective, efficient, relevant, and durable.

## THE PROVEN BENEFITS OF SCHOOL-WIDE

Overseas research shows that when PB4L School-Wide is implemented in an effective way over 3 to 5 years:

- incidents of problem behaviour in the school decline
- the behaviour of students improves
- teachers spend more time teaching
- students are more engaged and are achieving.



Schools interested in adopting School-Wide should contact the Regional PB4L Co-ordinator through their local Ministry of Education Office. Priority will be given to secondary schools, low-decile schools with high numbers of Māori and Pacific Island students on their roll and schools that can be part of a School-Wide cluster.