



Information sheet:

Promoting positive behaviour and learning in non-classroom settings

Why things can go wrong in common areas

- Expectations are unclear.
- Supervision is insufficient.
- Supervision is inconsistent.
- Supervision is ineffective.
- The menu of consequences is insufficient.
- There is a lack of recognition of positive behaviour.
- Expectations have not been taught.

Creating safe and caring common areas in your school

Enquire

All staff identify problems:

- student to adult
- student to student
- student to system.

Plan

- Choose the smallest change that will have the biggest impact.
- Generate a list of replacement behaviours (what do you want the students to do in the context you have chosen for change?) Frame these in positive, observable terms.
- Identify the school systems and processes that could be changed to promote positive behaviour in the context you have chosen.
- Create a plan to teach expectations throughout the school.
- Develop protocols for consistent reinforcement and consequences.

Inspire

- Teach behaviour expectations.
- Change systems and processes.
- Train staff in active supervision.
- Recognise and reward positive behaviour.
- Respond with consistent consequences for undesired behaviour.
- Ensure behaviour support is a permanent routine for all staff in the school, not just duty teachers.

Review

- Regularly review your progress through ongoing data gathering.

What makes good active supervision

- **Move around** – avoid standing in one place.
- **Look around** by scanning all areas, near and distant.
- **Interact** with students effectively and efficiently:
 - greet students – be brief
 - positively reinforce students who are following expectations (be explicit)
 - positively correct students who are breaking expectations (state the expectation, give choices, then put it back on the student).
- **Look the part.** Be highly visible and easily identifiable with a bright vest, hat or folder.

The key to student interaction

High rates of positive contact with individuals or groups of students can be expected to significantly reduce student problem behaviour for up to 90% of students.

Positive contacts should be:

- friendly, helpful and open
- proactive and not contingent on a behaviour
- short (5-10 seconds)
- with groups of students over individuals so more students are affected.

Guidelines for effective positive reinforcement

- Look for appropriate behaviour – always.
- Provide acknowledgement immediately.
- State the appropriate behaviour (“You’re keeping to the left, that’s what I call Being Safe”).
- Vary statements of acknowledgement.
- Avoid giving praise continually without reason.
- Be sincere and smile.

T

his information is taken from New Zealand's Positive Behaviour for Learning (PB4L) School-Wide framework. This framework has been adopted from the Positive Behavioral Interventions and Support (PBIS) framework in the United States.

Remember that single, unplanned interventions on their own may not be effective. They need to be:

- in response to an identified need (enquire and gather data)
- supported by effective systems and be part of an overall plan
- delivered within the context of clearly identified whole-school expectations, reinforcements, and responses
- reviewed regularly.

For more information about the American foundations of the New Zealand PB4L School-Wide framework, visit www.pbis.org.