

# Westport North School

## ‘Getting back on track’



Coral Potter  
Nick Machin

**Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou  
waka e ū ki uta.**

**Don't paddle out of unison; our canoe will never reach  
the shore.**



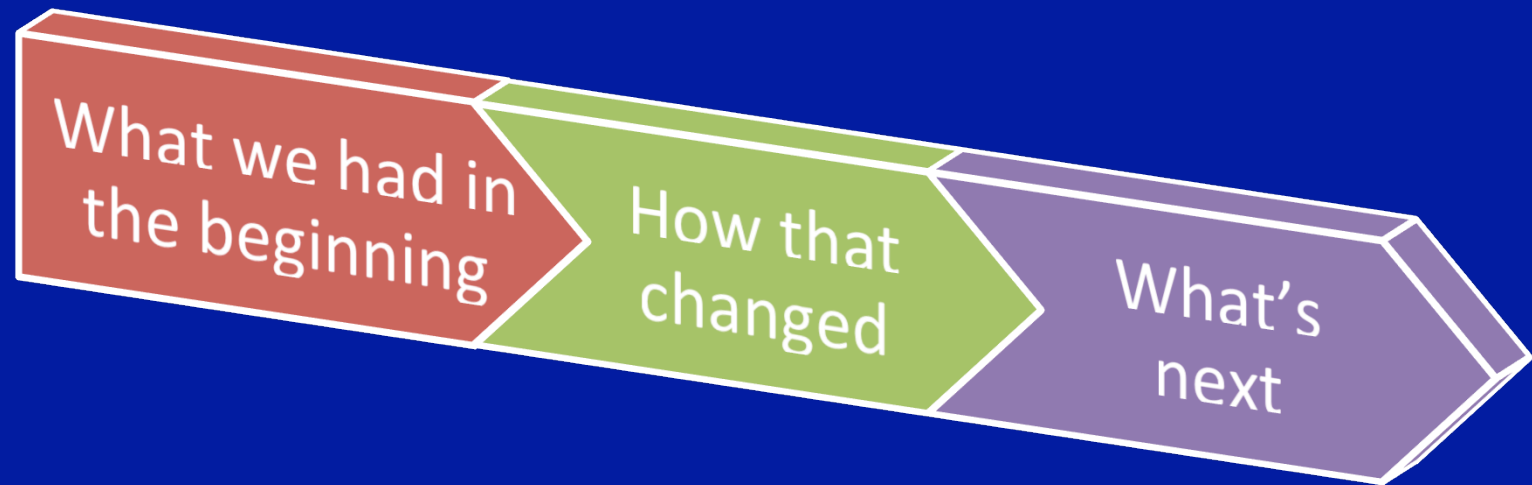
# Where's Westport?















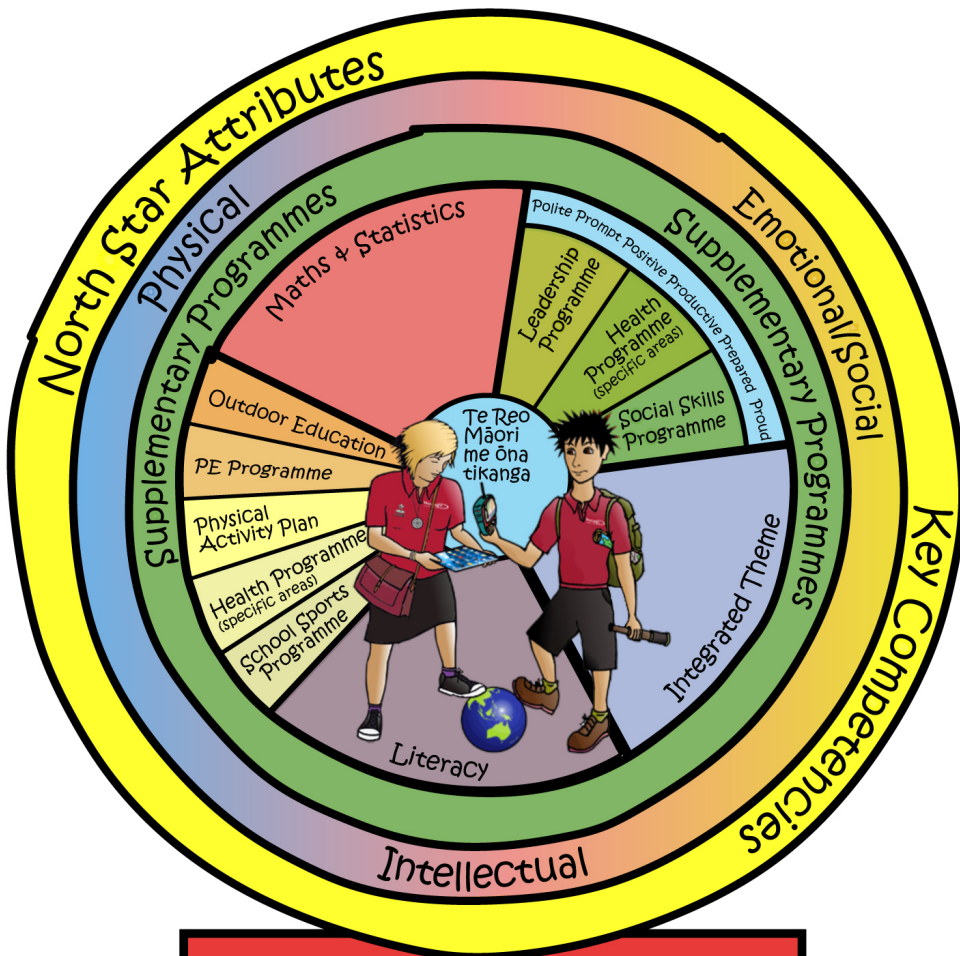






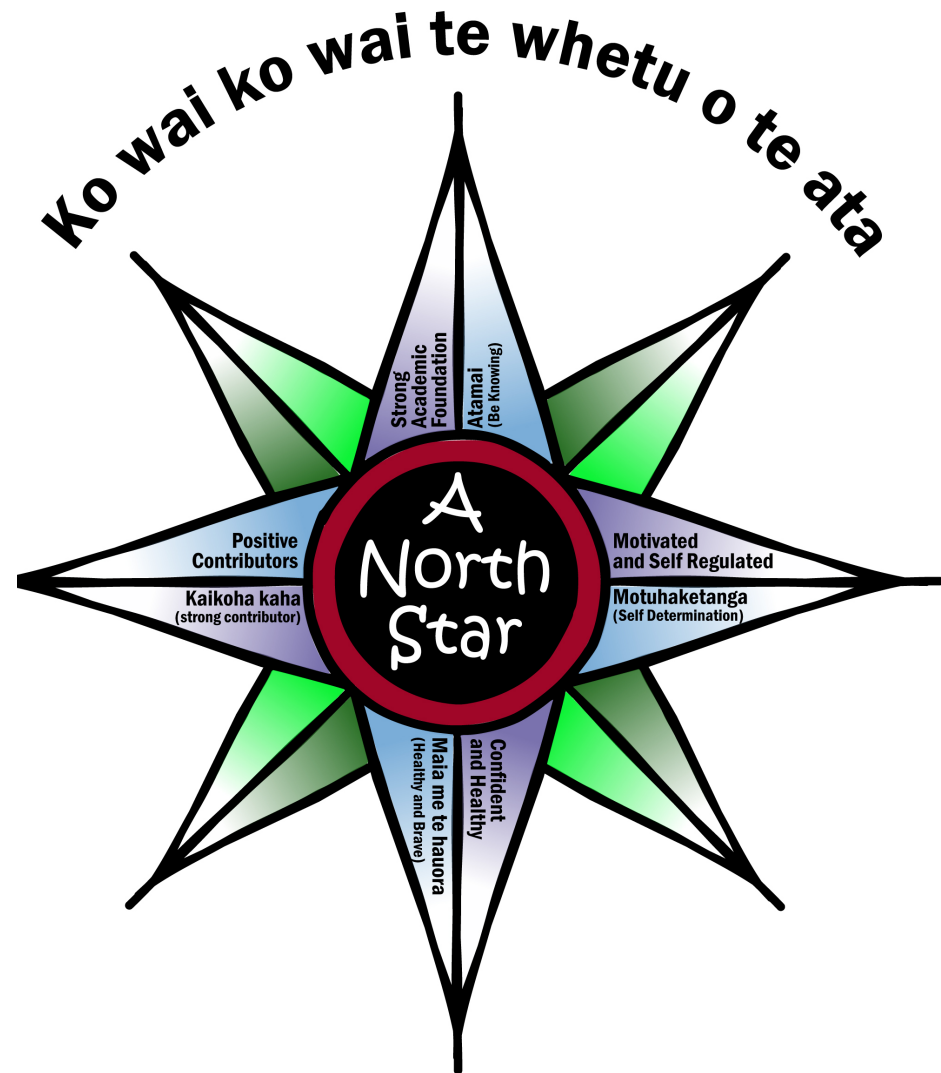
I would like a <sup>horse</sup> house  
for three gold nuggets.  
It would be nice to ride  
to school! ✓





RESPECT  
RESPONSIBILITY  
RELATIONSHIPS

MANAAKITANGA  
KAITIAKITANGA  
TOHUNGATANGA  
RANGATIRATANGA





# PB4L Lesson Plan Template

## Matrix Expectations

**RESPECT / RESPONSIBILITY / RELATIONSHIPS**

## Matrix Rule and Steps

Enter & leave quietly.

Respect the award recipients.

Contribute positively to school singing.

Be prepared and practiced when presenting.

Attend to the speaker.

## Context

**ASSEMBLY**

## Tell

Today we are going to review our assembly expectations. We use these because they; acknowledge this is a 'formal' occasion, help our assemblies to run smoothly and they ensure everyone enjoys assemblies.

## Show

Teacher demonstrates or models the rule. Teacher models non-examples

- Lining up outside door. (not pushing)
- Moving to seating area. (not talking loudly or touching anyone else)
- Giving attention to the front – responding when someone stands in front.
- Being a speaker.
- Listening to speaker.
- Clapping appropriately and at the right time. (not calling out / whistling / stamping etc)
- Following the words to the song on the screen.
- Singing tunefully and at the correct volume (not shouting)
- Waiting quietly between items and at end.
- Standing up and leaving hall quietly as a class.

## Practice

Give students opportunities to role play the rule across all relevant settings

- in class / in hall
- practice assembly songs prior to assembly
- roleplay different roles

Students PRACTICE when presenting, demonstrating, listening, singing, and leaving.

**Tell**

**Show**

**Practice**

**Remind**

**Supervise**

**Feedback**

**Re-teach**

## What's in your teacher Behaviour Management Toolbox?



- Planned Ignoring
  - Eye Contact
  - Proximity – Proximal praise
  - Neutral Contact
  - Restorative Justice
  - Prompts / reminders
  - Modified seating or class set up
  - Positive Praise
  - Pause - Redirection
  - Choice offered
  - Contract
  - Sticker charts
  - Rewards – individual or for class
  - Thinking Chair / Think Sheet
  - Making up of time misused in class
  - Humour / Fun
  - Non-verbal cues
  - Refer to Circle Time discussion / Bubble Time
  - Allow 'Take Up' time
  - Diversion tactic
- + many more...



## STEP System

At this point the IBP sets out the 'steps' for this student until their return to the usual step system.



### Step 4 - Behaviour meeting – Indiv. Behav. Plan (IBP)

Teacher: Multiple strategy failure multiple times  
Student: "I am not able to do this."  
Response: Meeting with parents to plan interventions / supports to help student develop skills. Plan given to teacher.

### Step 3 – 'Referred' to Principal / DP

Teacher: Despite multiple strategies and use of withdrawal student is still consistently not engaging or has engaged in defined 'Major' behaviour.  
Student: Continually disrupting own & others learning – making no effort to change behaviours at previous steps.  
Response: Sent to complete a behaviour plan form that is sent home and signed by parents then returned next day. Recorded in SMS.

### Step 2 – Timed Out to designated 'buddy class'

Teacher: Multiple strategies have failed to ensure student is engaging and is on task.  
Student: Continues to disengage and is interfering continually with others learning opportunities. "I need time out to help me get back on track."  
Response: Use of time out in designated 'buddy class'  
Student sent WITH a time out card indicating time to be sent back to room. Student completes the 'Reflection Sheet' with the time out teacher. Classroom teacher is to follow up with the child before the next break is completed. Recorded in SMS.

### Step 1 – Warning

Teacher: Needs to signal that he/she requires a more determined response to strategies. "This is your 'warning'. You need to get back on task and stay on task to avoid being sent out."  
Student: Needing constant reminders within short periods of time.  
"I need a visual reminder that I need to stay on task."  
Response: Name is written on whiteboard – remains there until after next break. Recorded in SMS.

### Ground Level – Every day operation of the classroom

Teacher: Multiple tools used to engage students and manage off-task behaviour –*Teacher Toolbox*  
Student: Responding to teacher & peer prompts to stay on task and manage own behaviour.  
"I am in charge of my own behaviour."

Principal / DP Managed

Teacher Managed

# INDICATIVE BEHAVIOUR DESCRIPTORS

Teacher managed	Referred - Principal / DP Managed	Crisis – immediate response required
<ul style="list-style-type: none"> <li>Lying</li> <li>Inappropriate Language</li> <li>Disruption to class</li> <li>Non-serious technology violation</li> <li>Late to class</li> <li>Incorrect uniform</li> <li>Brief, low-intensity Defiance – Disrespect – Non compliance</li> <li>Non-serious physical contact / aggression</li> <li>Out of bounds</li> </ul>	<ul style="list-style-type: none"> <li>Fighting</li> <li>Harassment / Bullying</li> <li>Inappropriate physical contact</li> <li>Forgery / Theft / Fraud</li> <li>Use / Possession of Tobacco</li> <li>Vandalism</li> <li>Serious technology violation</li> <li>Serious physical aggression</li> <li>Leaving class/grounds without teacher knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Use/possession of combustibles with criminal intent.</li> <li>Bomb Threat / False Alarm raised</li> <li>Arson</li> <li>Use / <u>possession</u> of illegal drugs or substances</li> <li>Use / possession of weapons (real or look alike)</li> <li>Use / possession of alcohol.</li> </ul>



## Step 2 Behaviour Reflections

Reasons for  
My Behaviour

Name: \_\_\_\_\_

Consequences of  
My Behaviour

Date: \_\_\_\_\_

Description of my behaviour








Plan for Improvement:

Student: \_\_\_\_\_

Time Out Teacher: \_\_\_\_\_

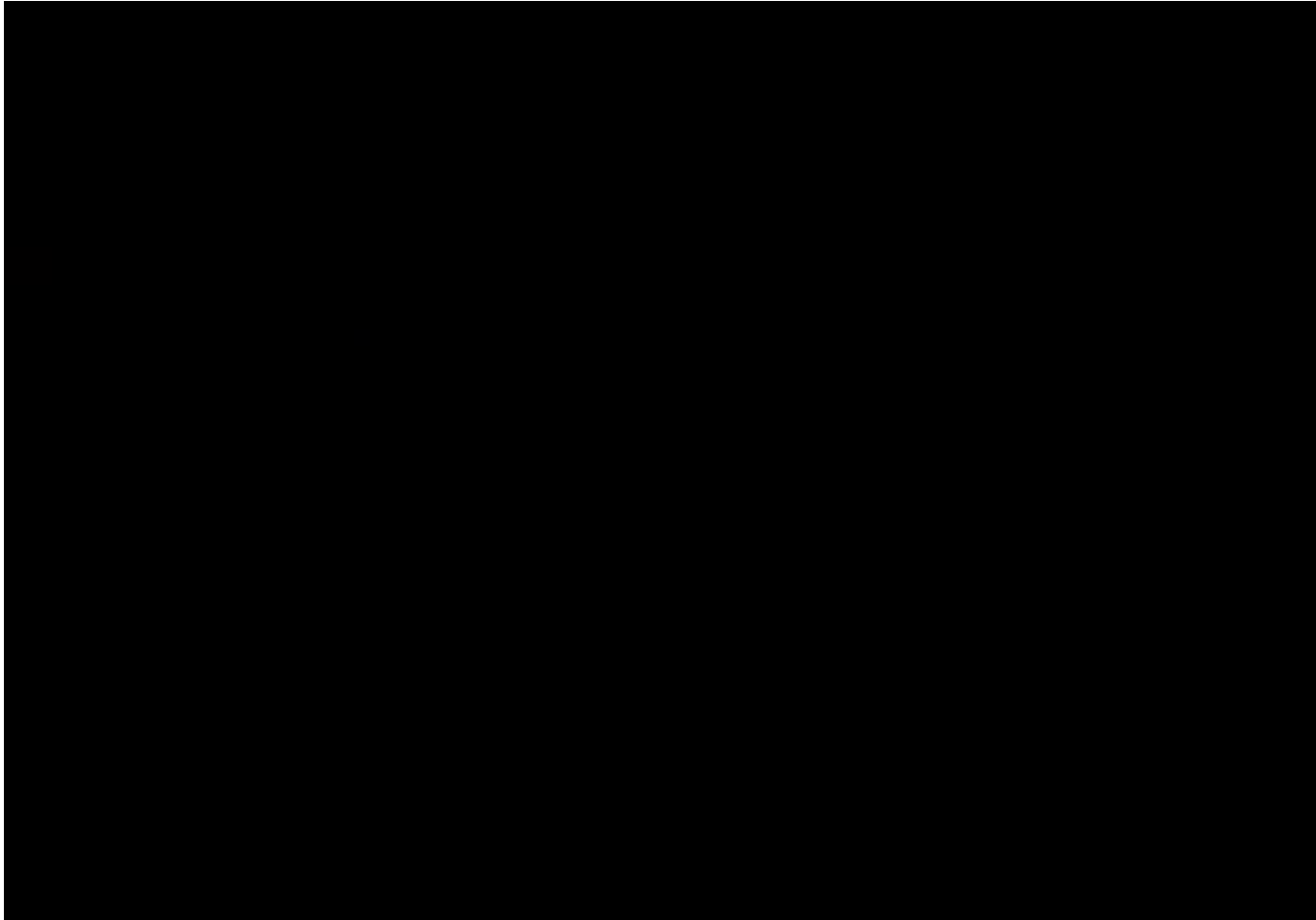
Class Teacher: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_

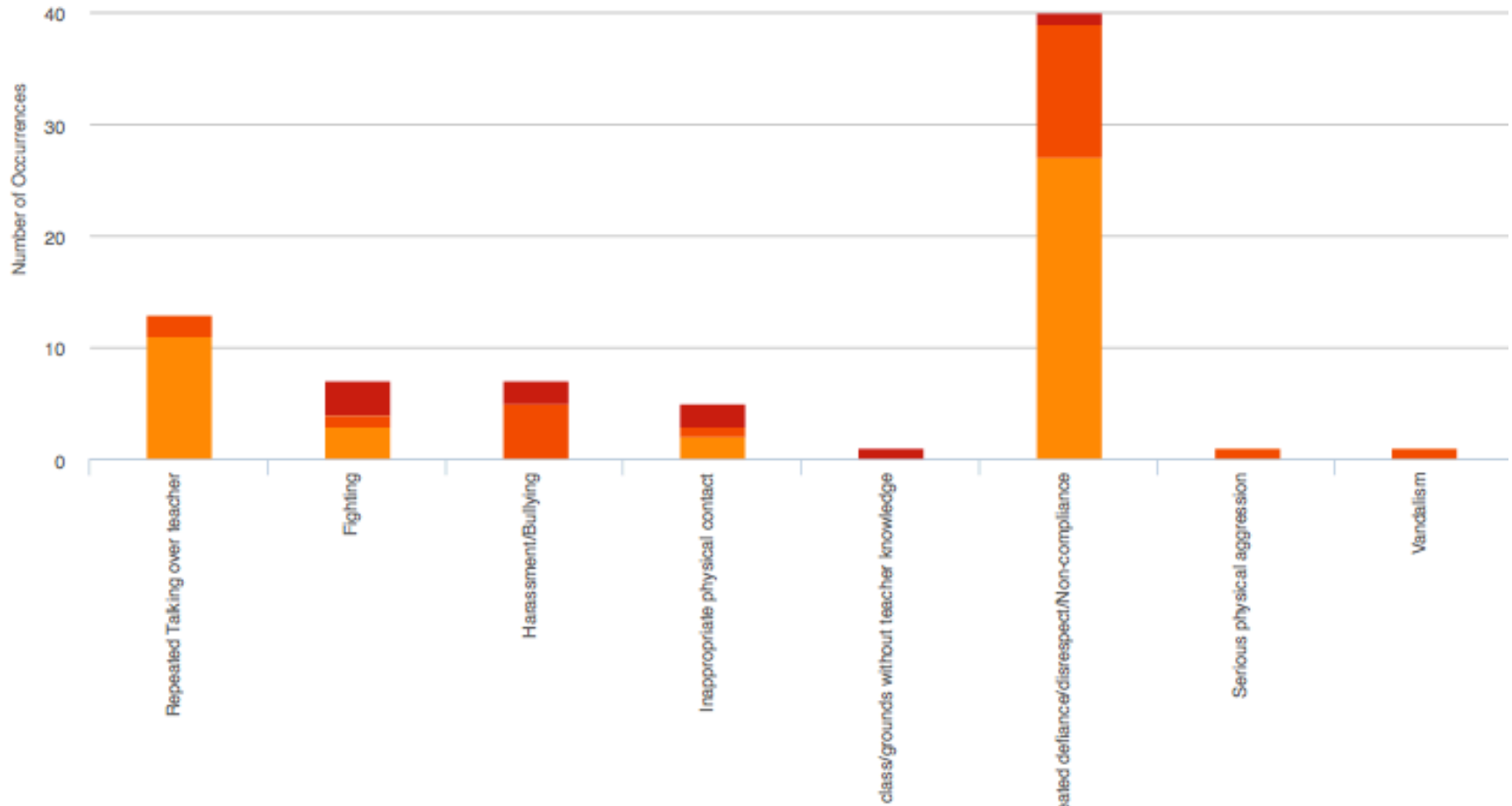


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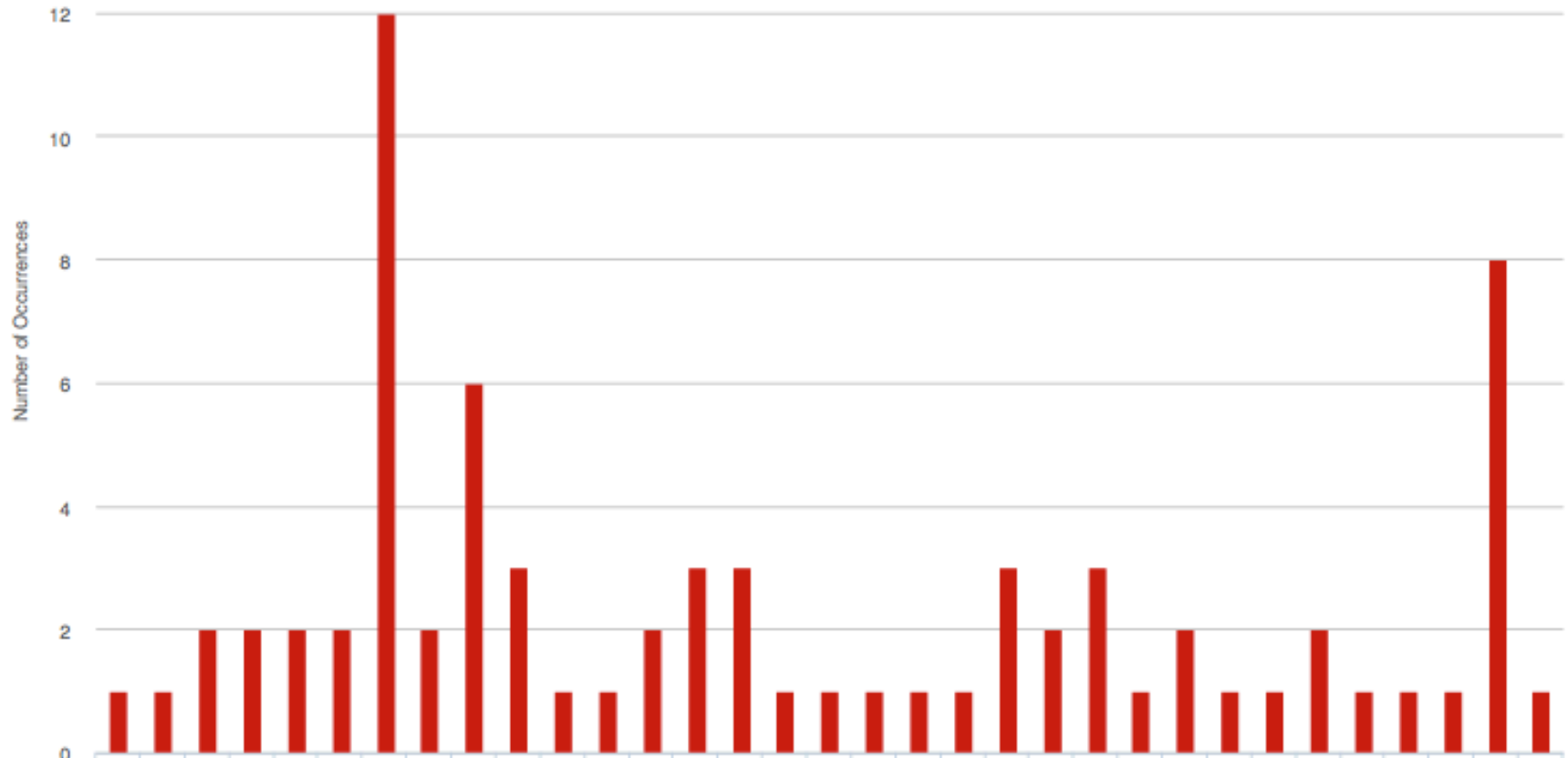
OLD SCHOOL TEACHER CERTAINLY  
NOT PB4L-Kes



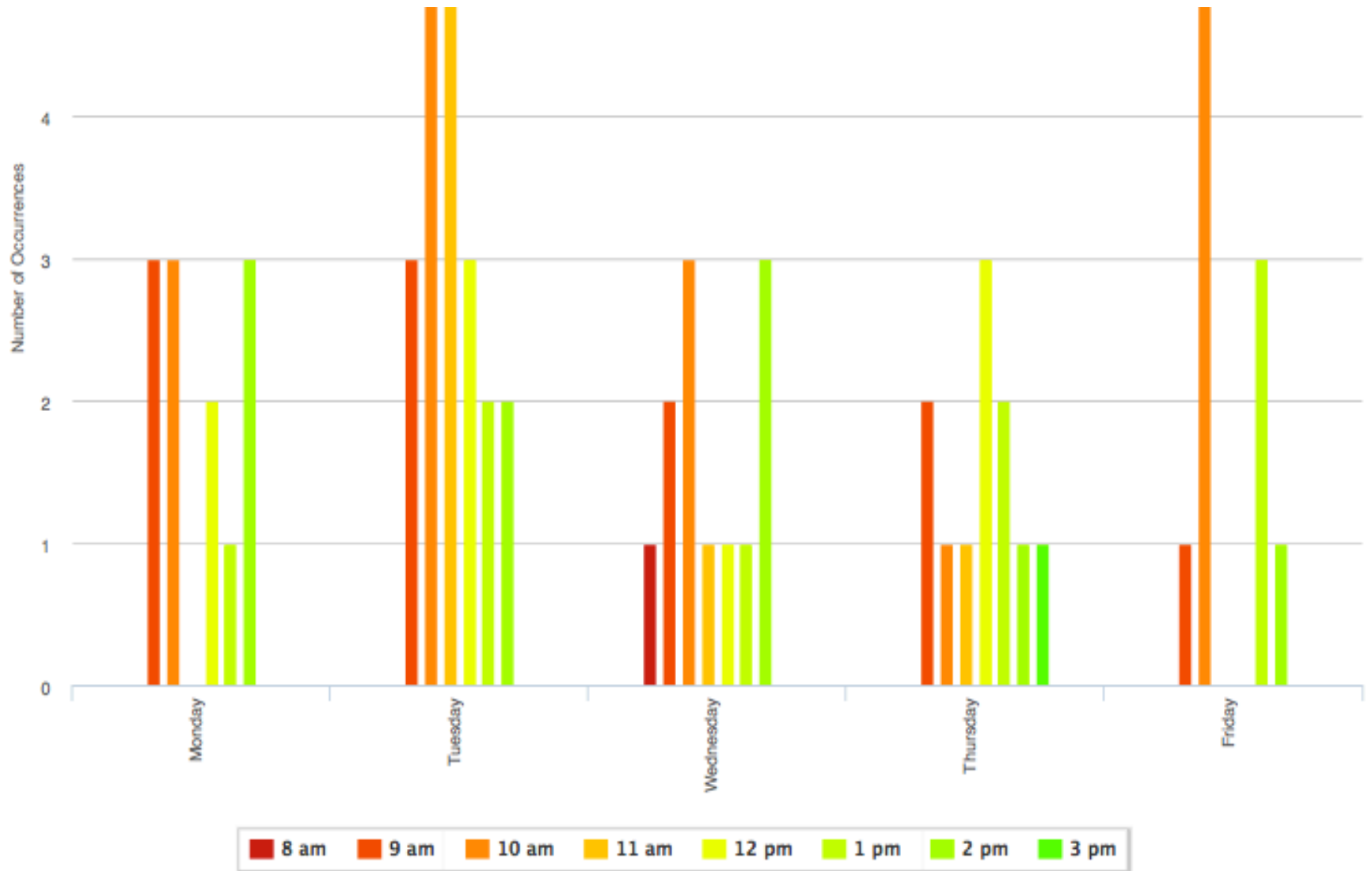
# TYPES OF NEGATIVE BEHAVIOUR



# INDIVIDUAL NEGATIVE BEHAVIOURS

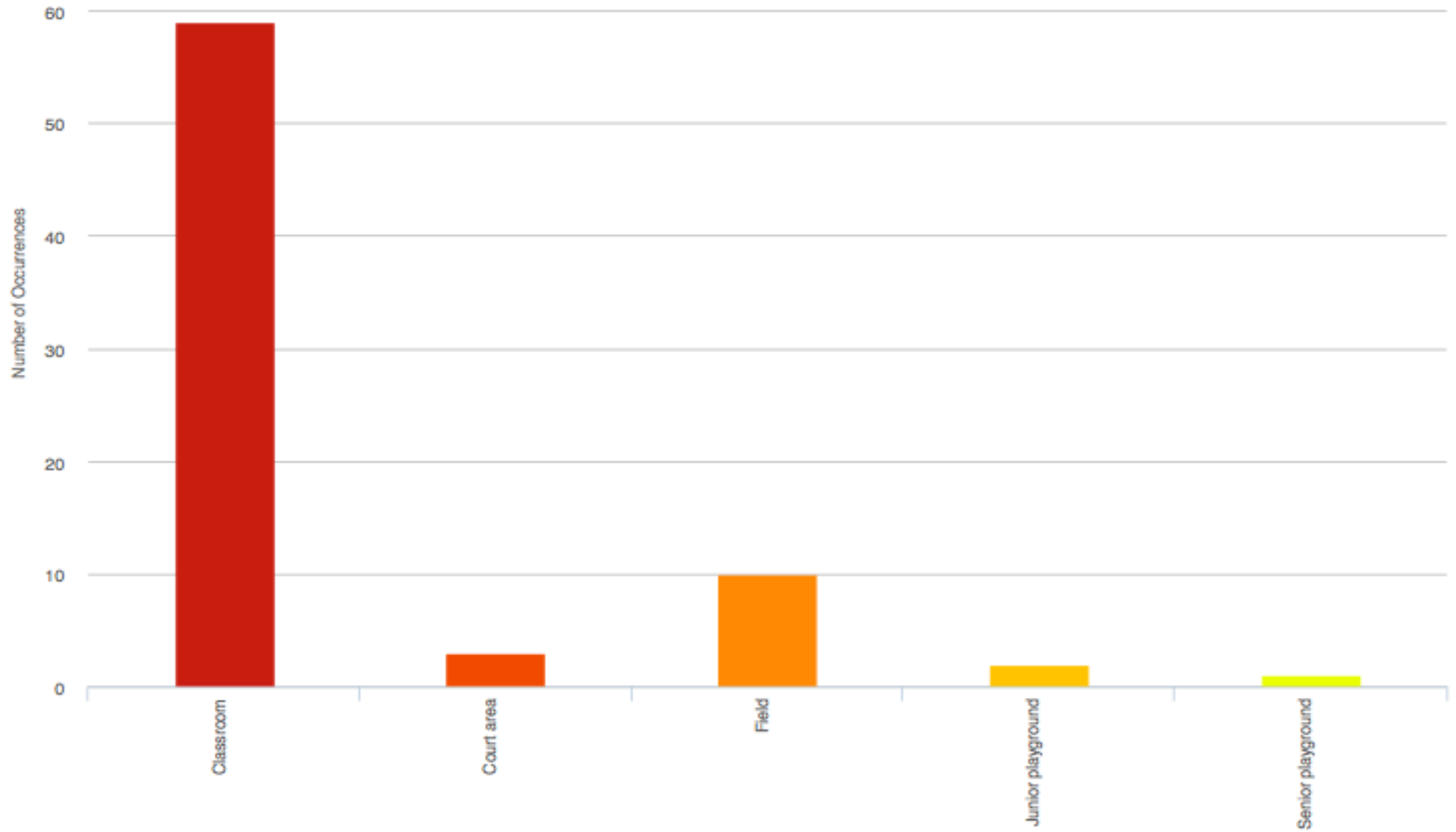


# TIMES

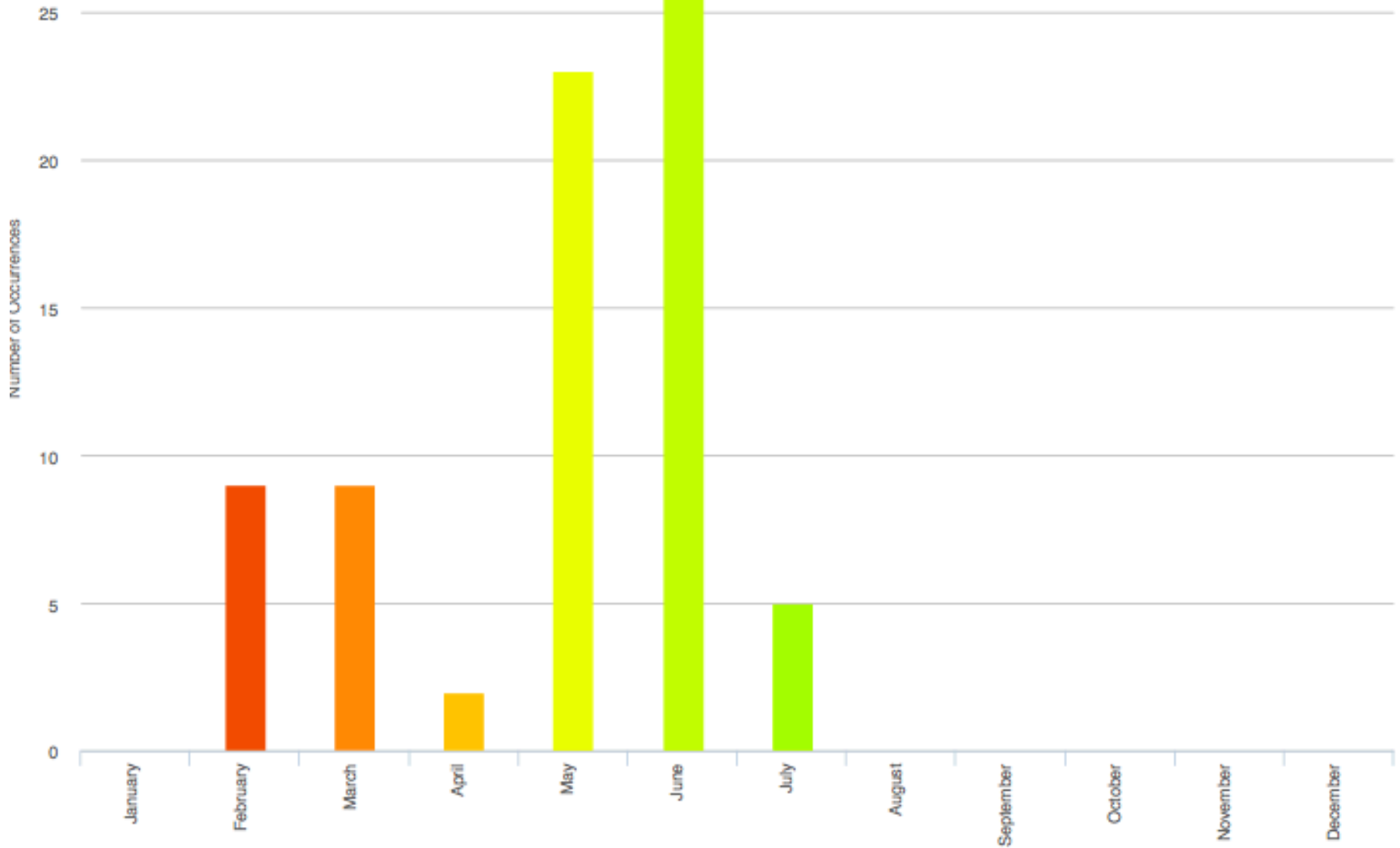




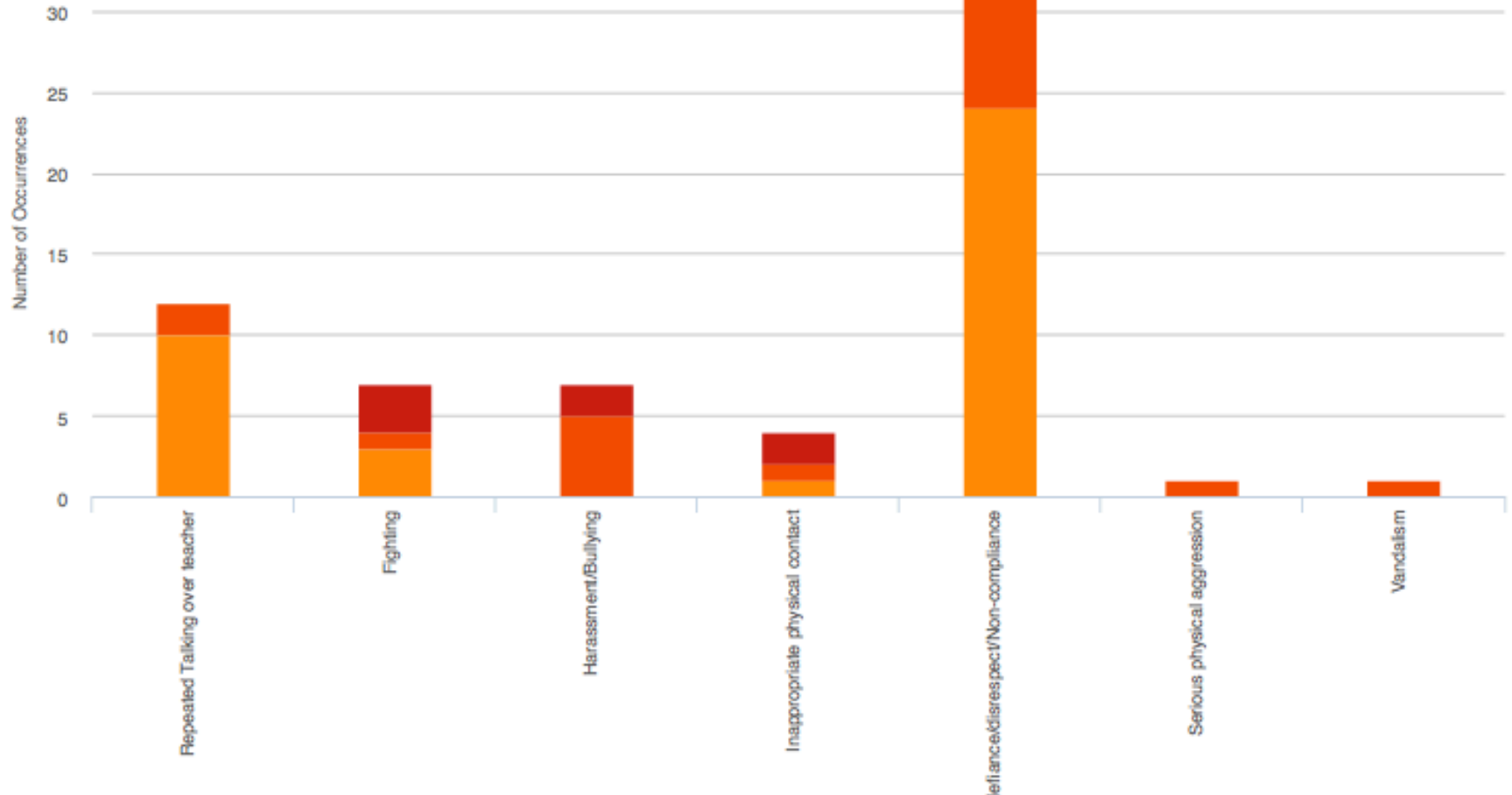
# LOCATION



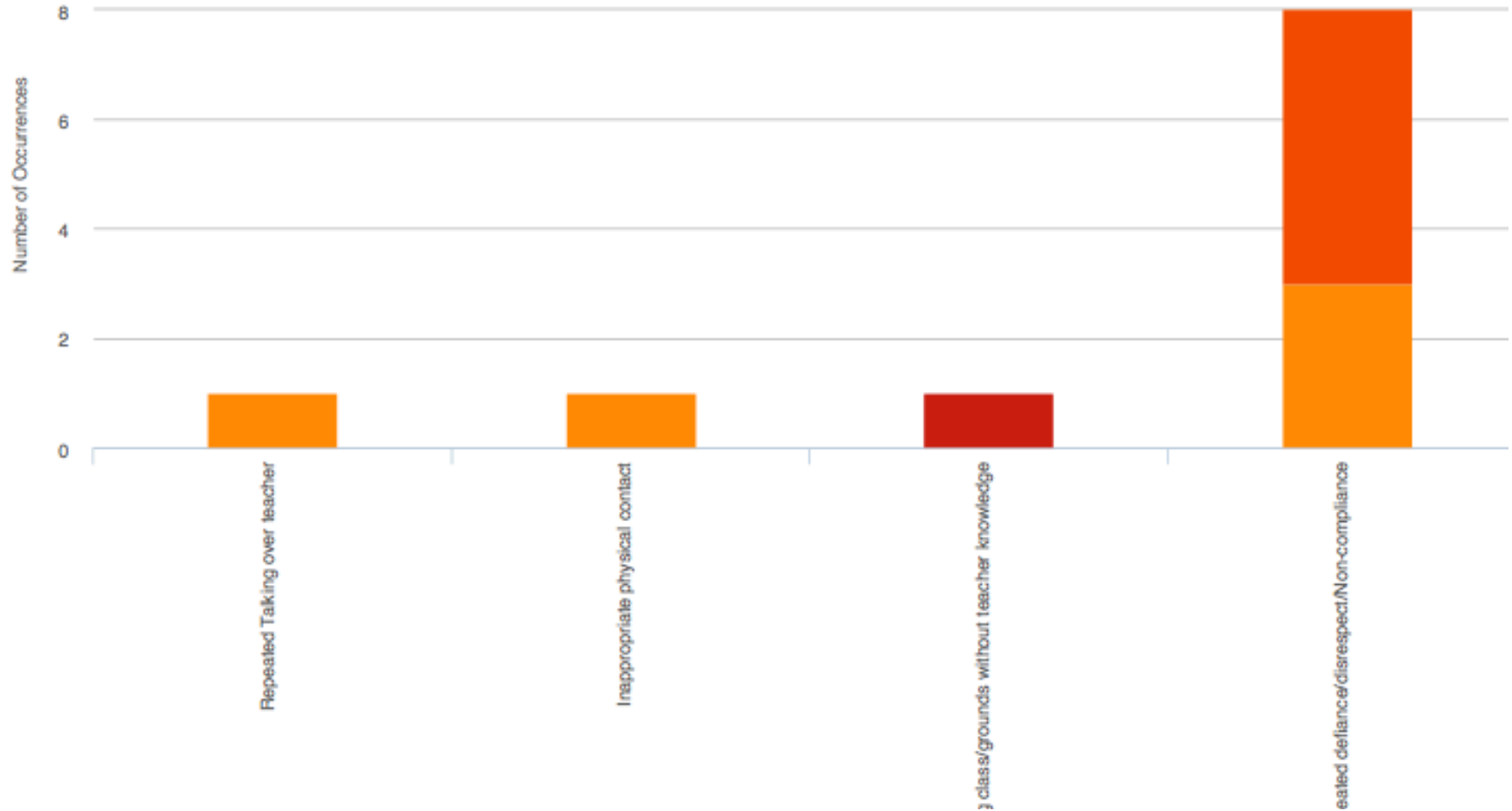
# NEGATIVE BEHAVIOUR MONTHS



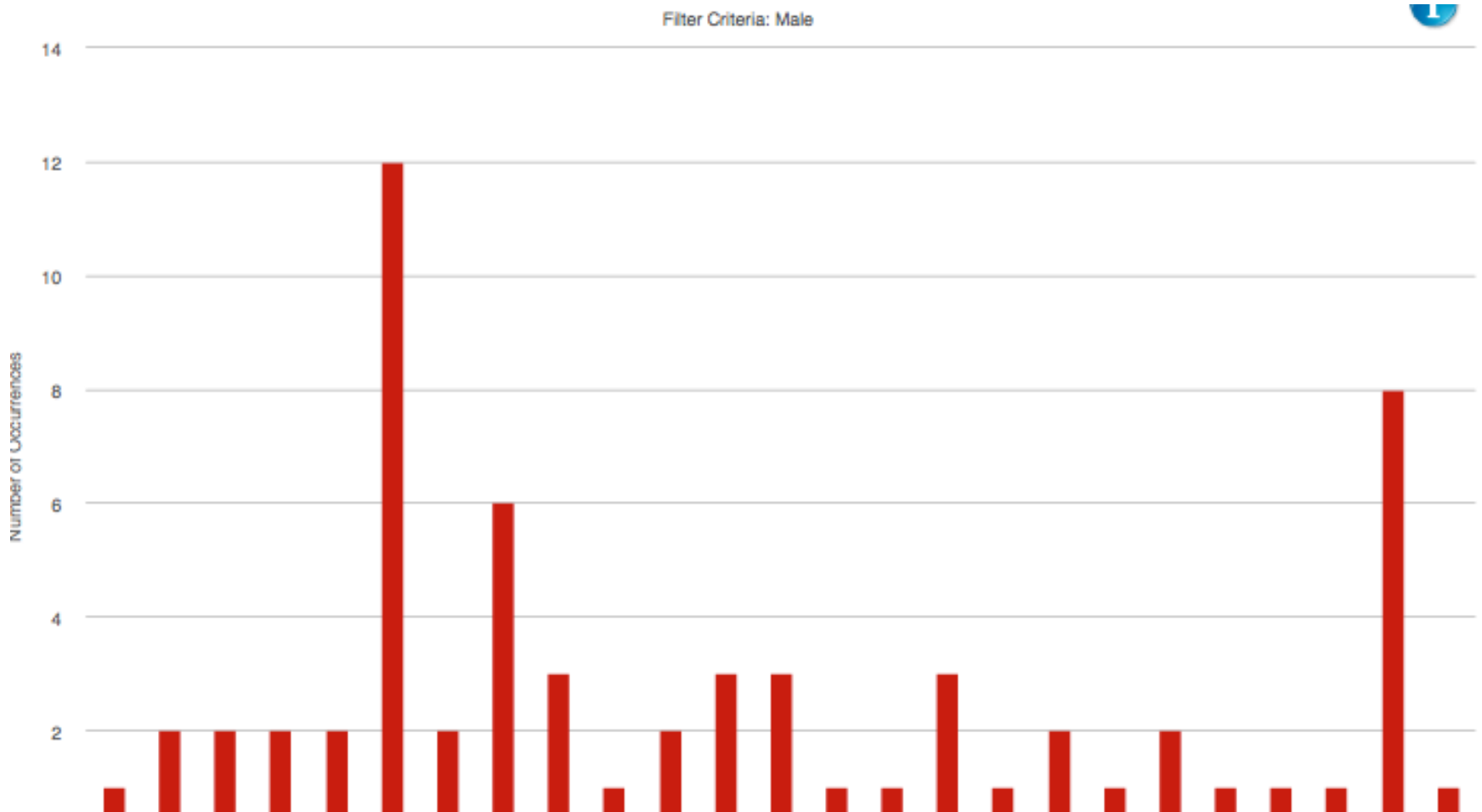
# MALE NEGATIVE BEHAVIOURS



# FEMALE NEGATIVE BEHAVIOUR

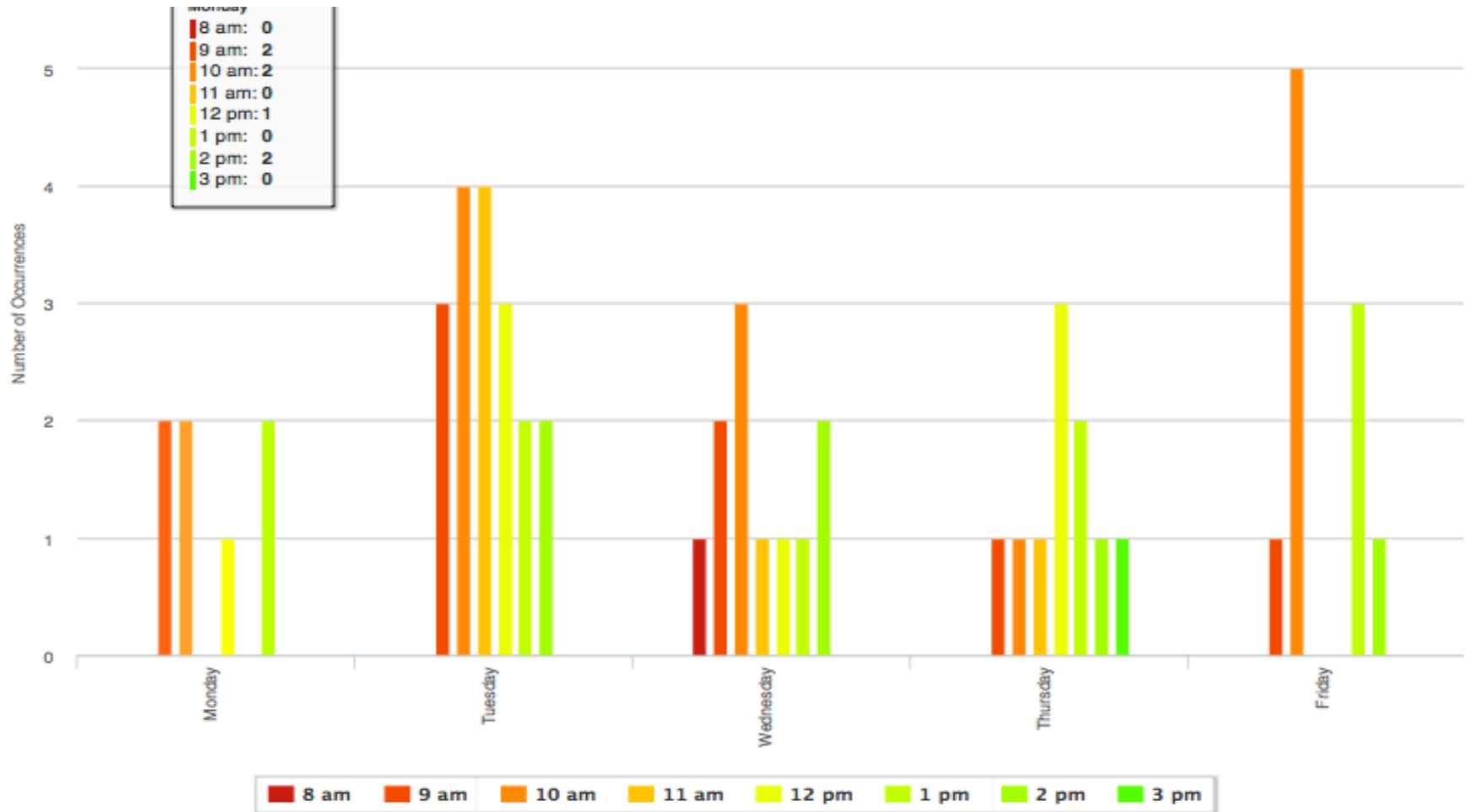


# MALE NEGATIVE BEHAVIOURS

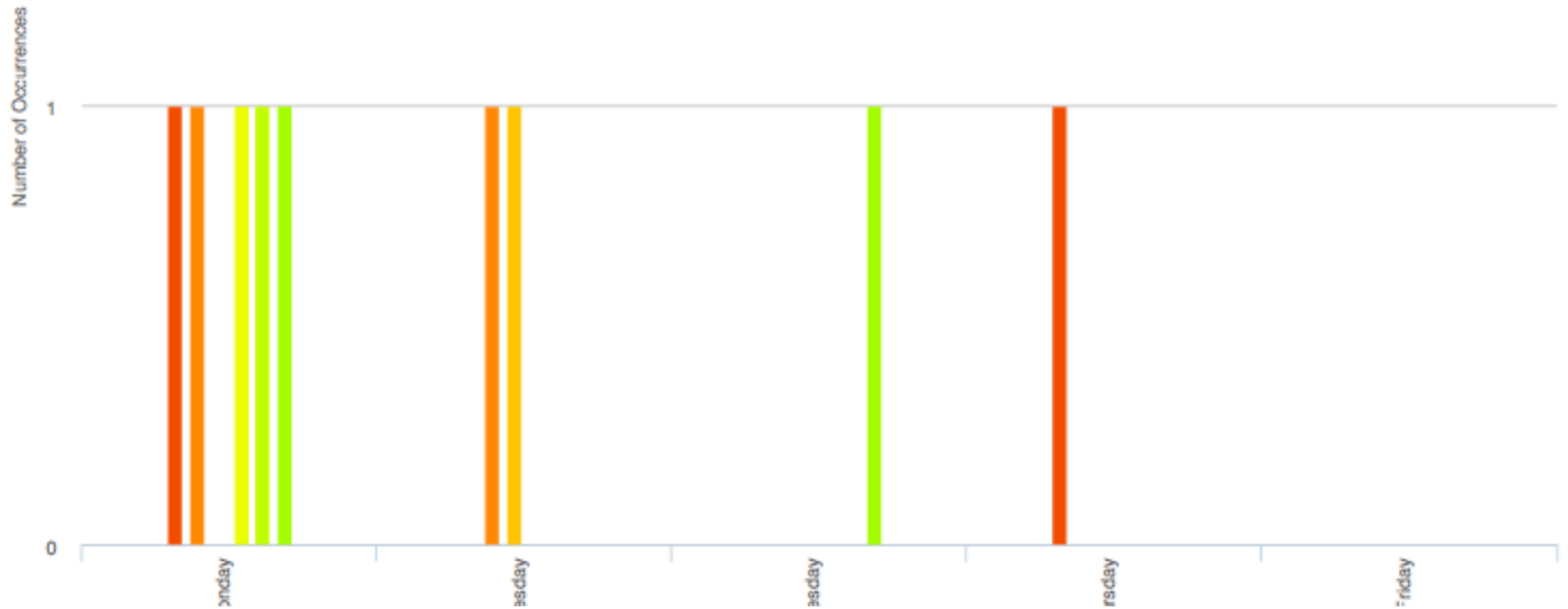




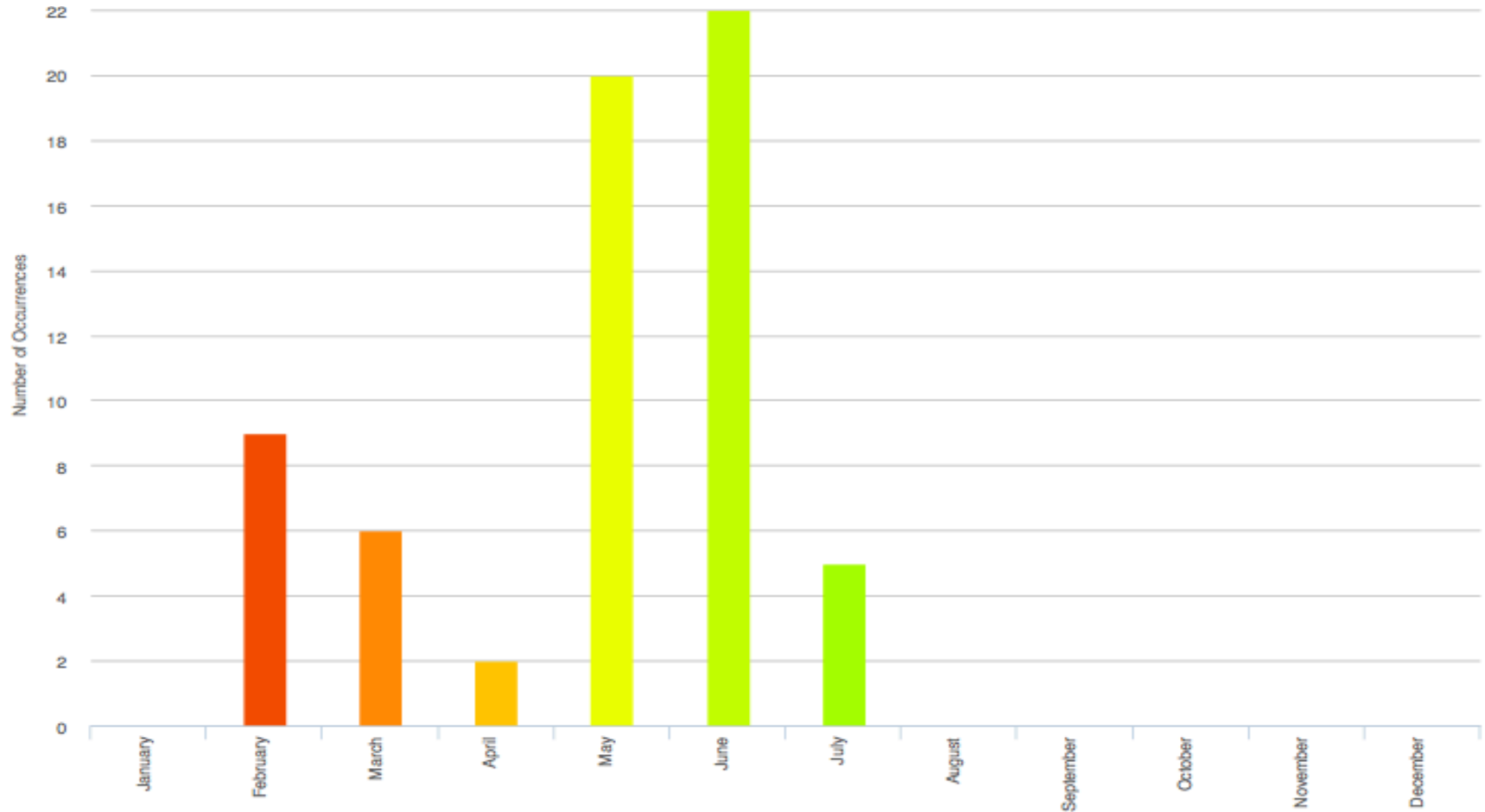
# MALE TIMES OF DAY



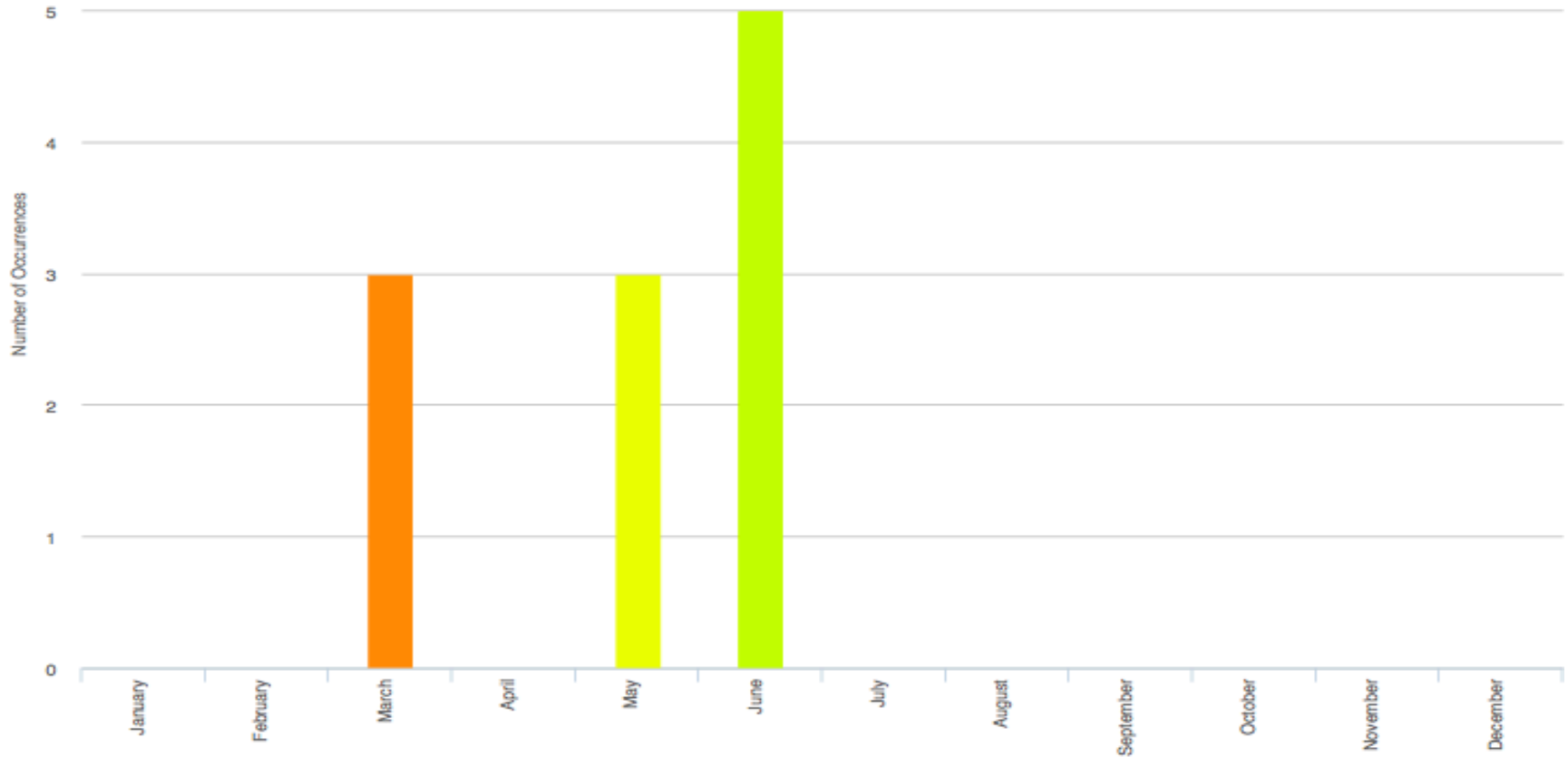
# TIMES OF DAY FOR FEMALE



# DATE OF NEGATIVE BEHAVIOUR (m)

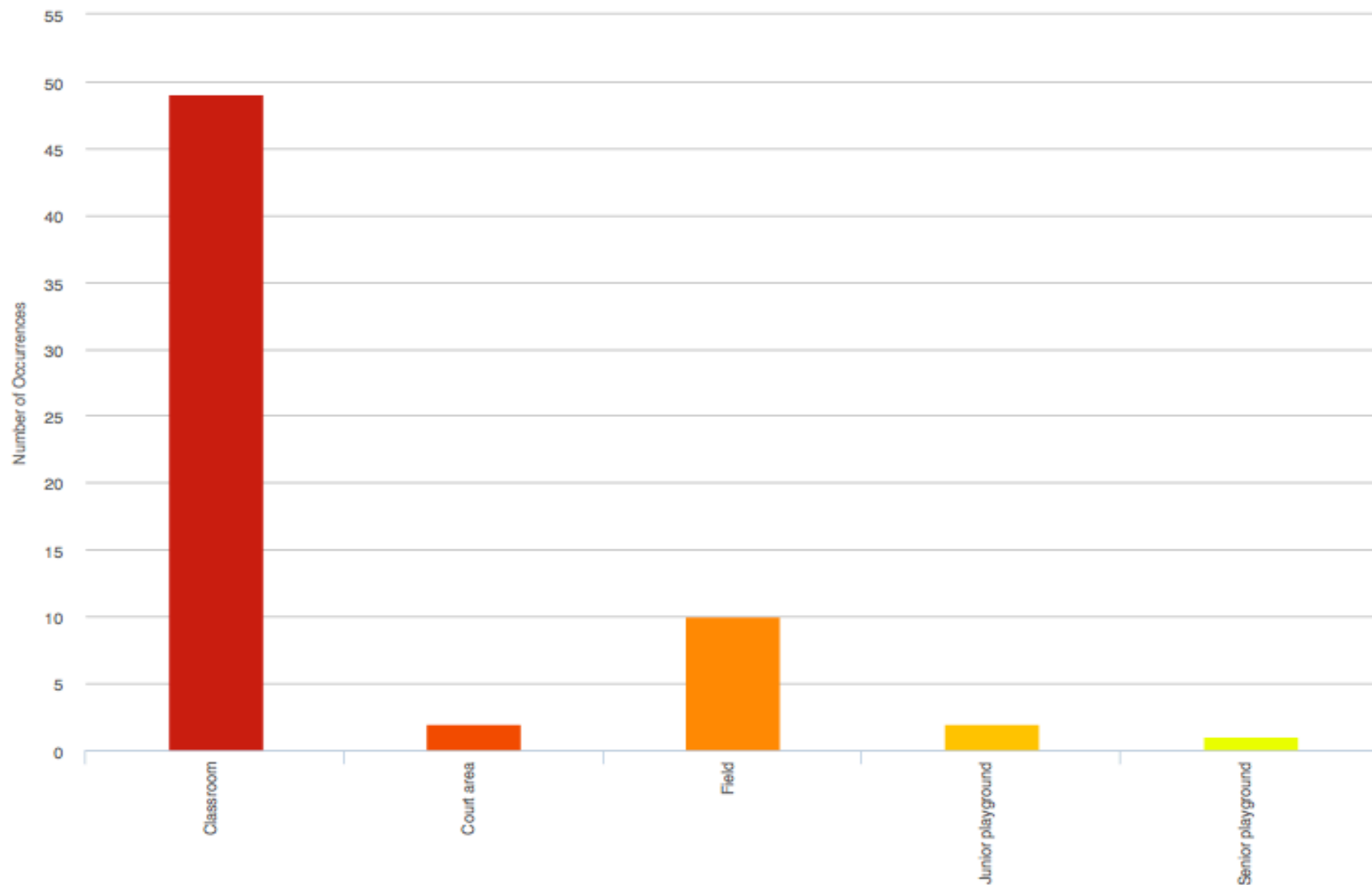


# DATE NEGATIVE BEHAVIOURS (F)



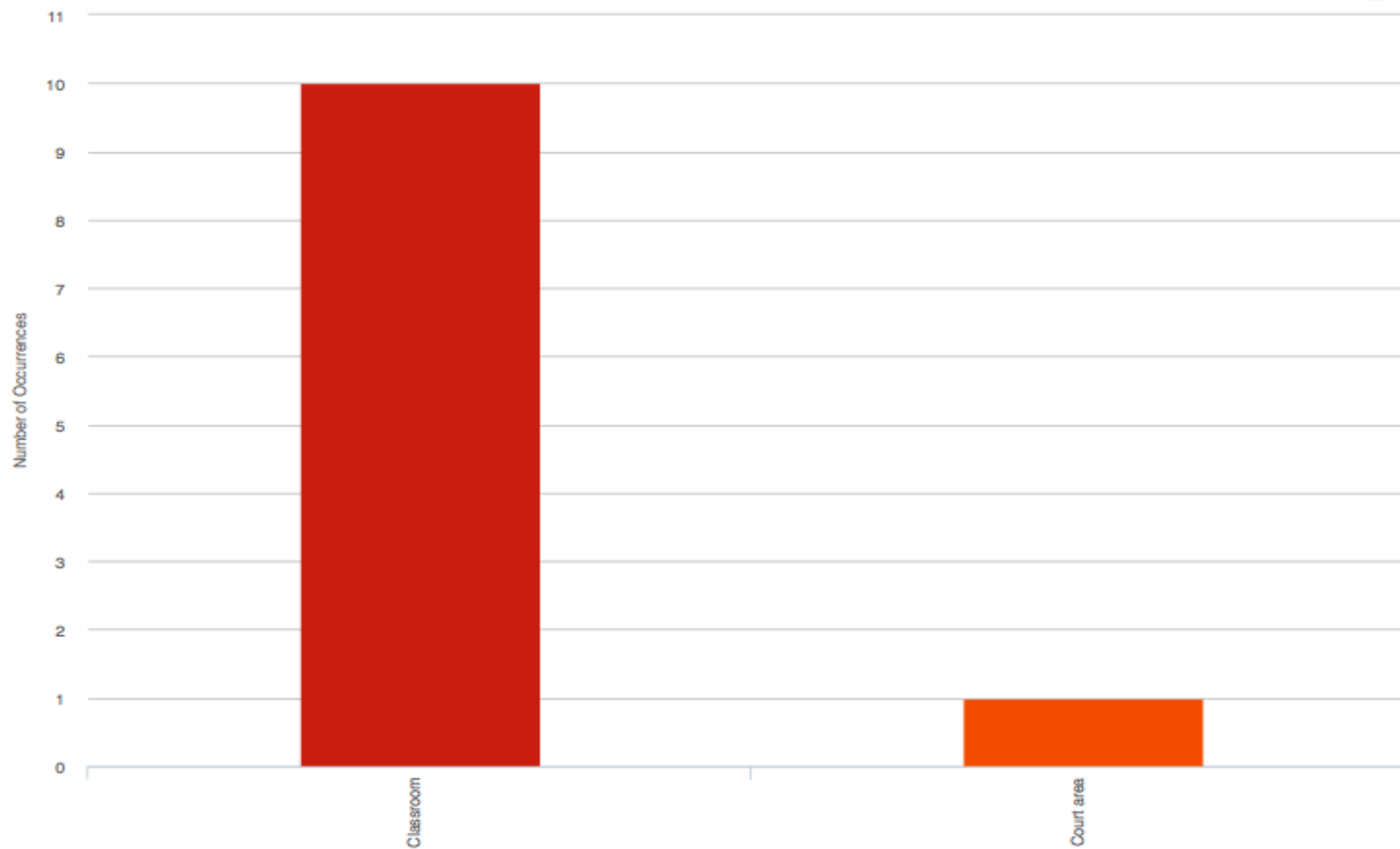
## Pastoral Problem Behaviour Overview from 1/01/2015 to 2/08/2015

Filter Criteria: Male



## Pastoral Problem Behaviour Overview from 1/01/2015 to 2/08/2015

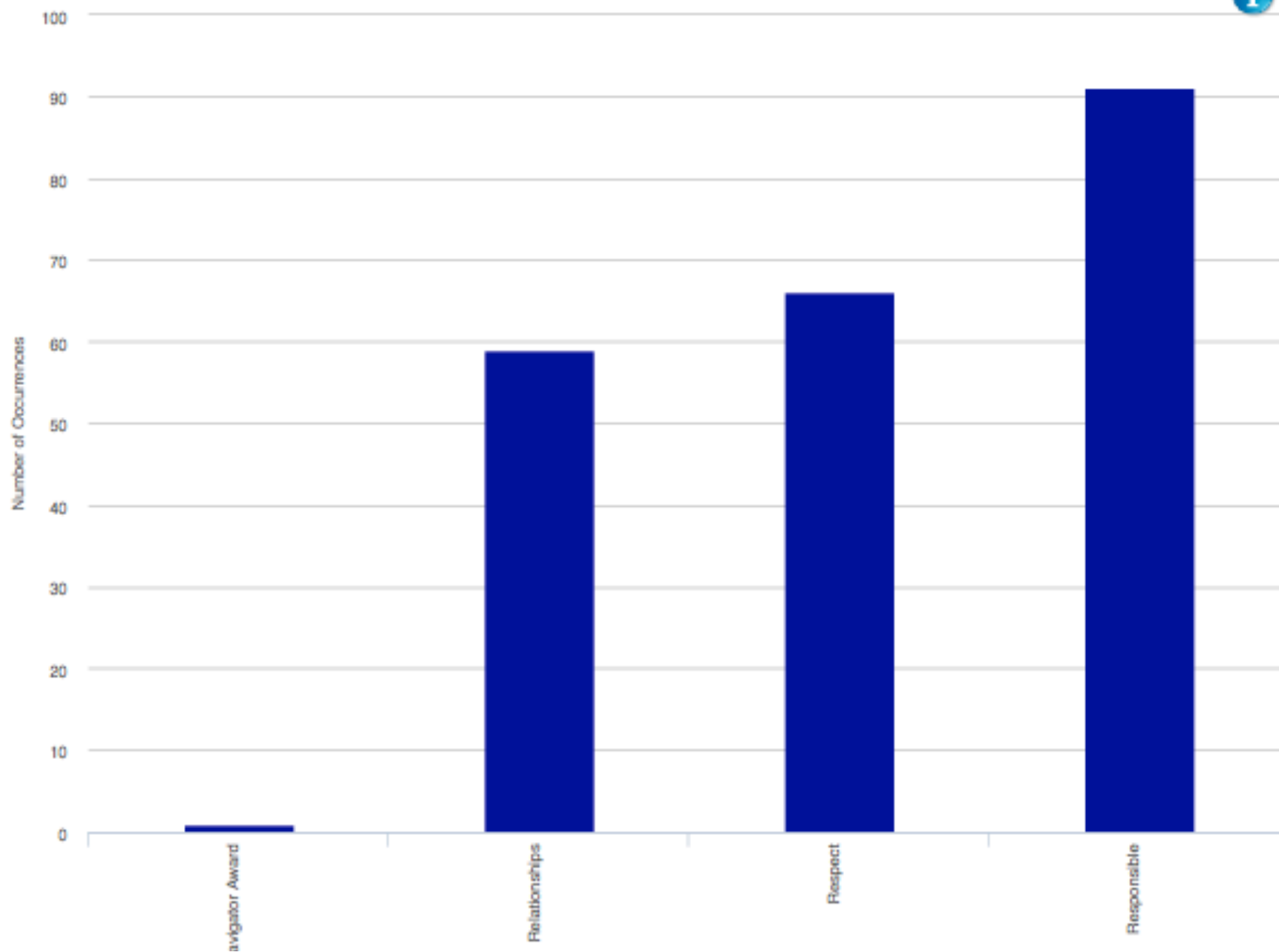
Filter Criteria: Female



It wasn't me Miss!!

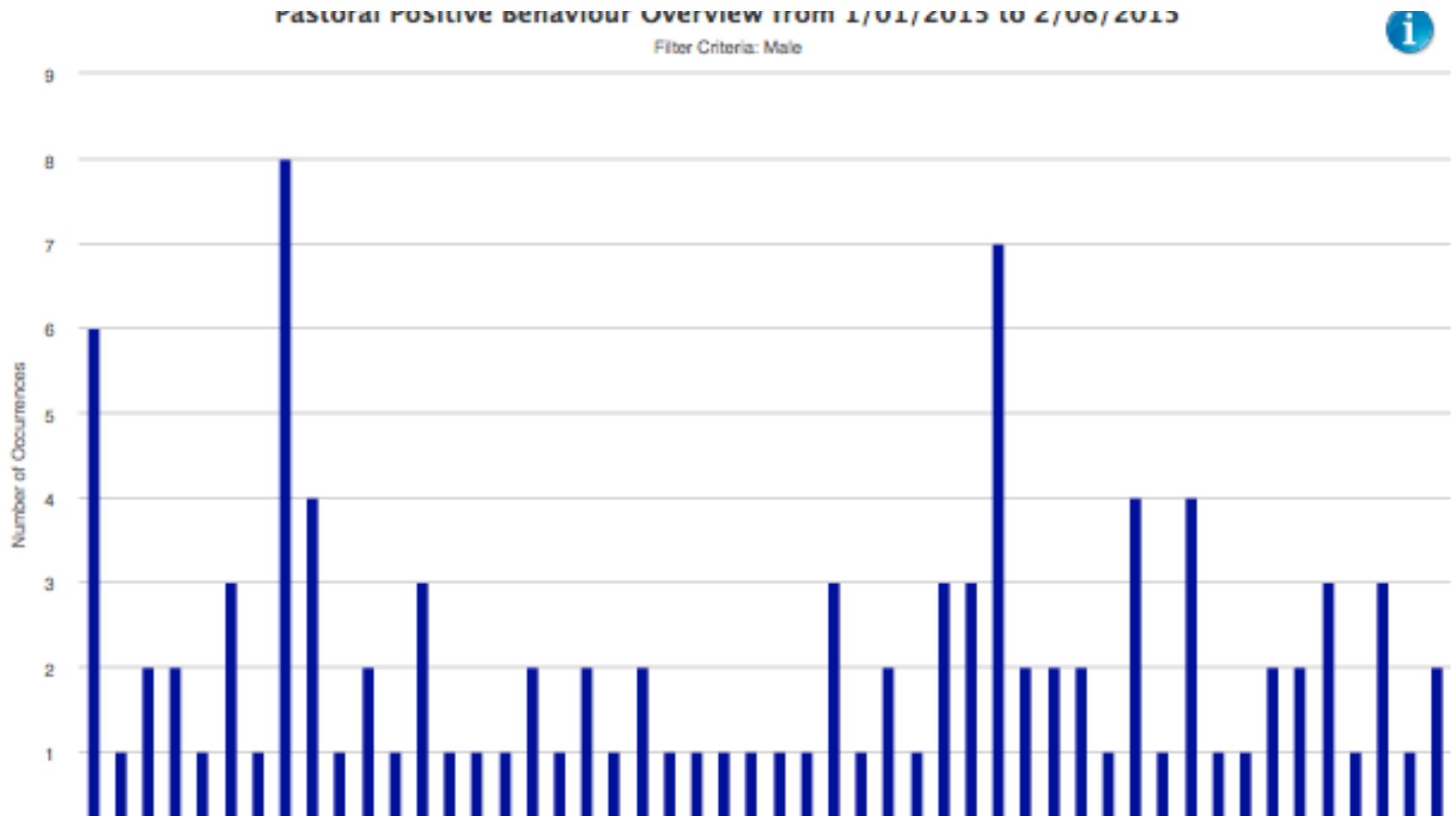


## Pastoral Positive Behaviour Overview from 1/01/2015 to 2/08/2015

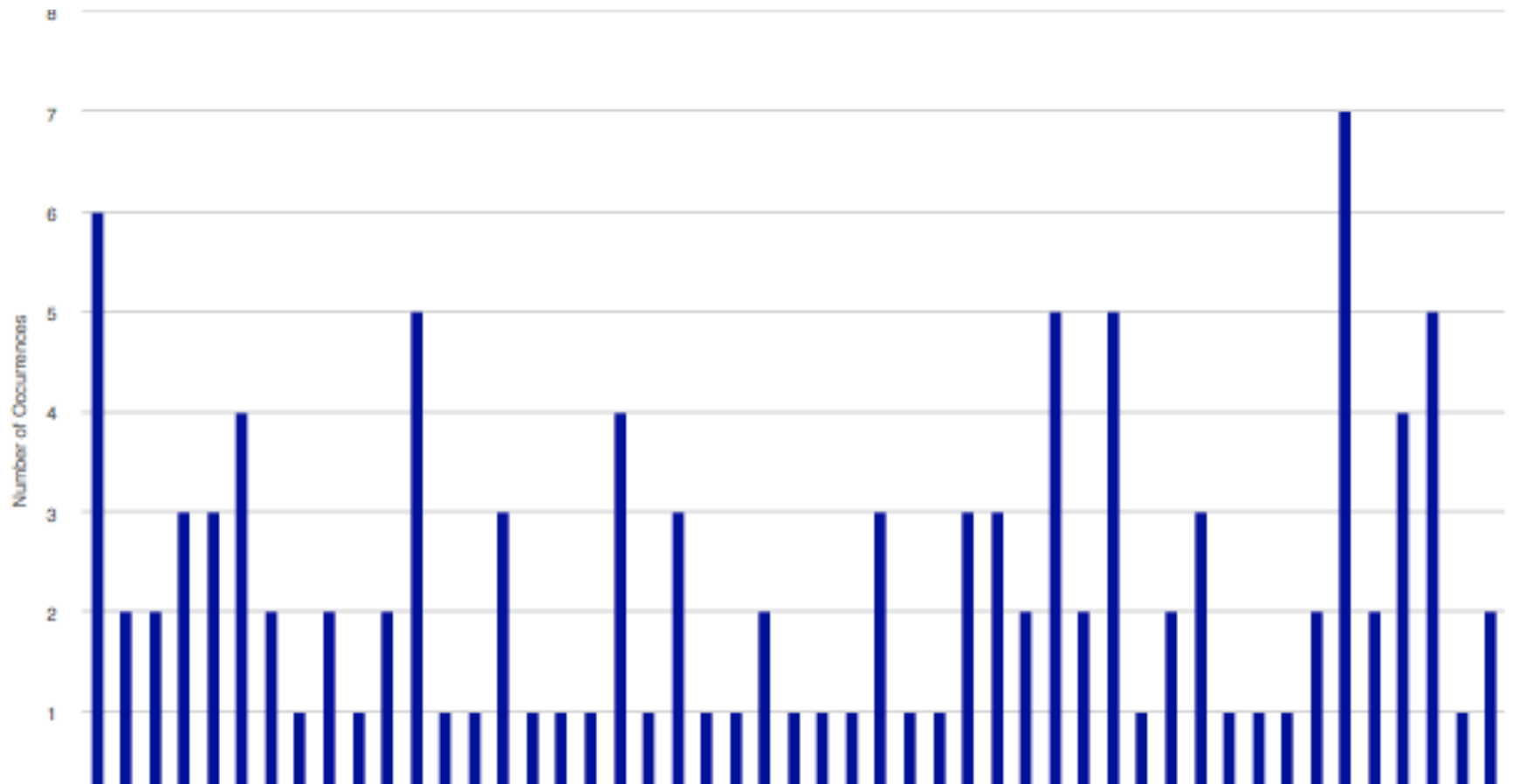




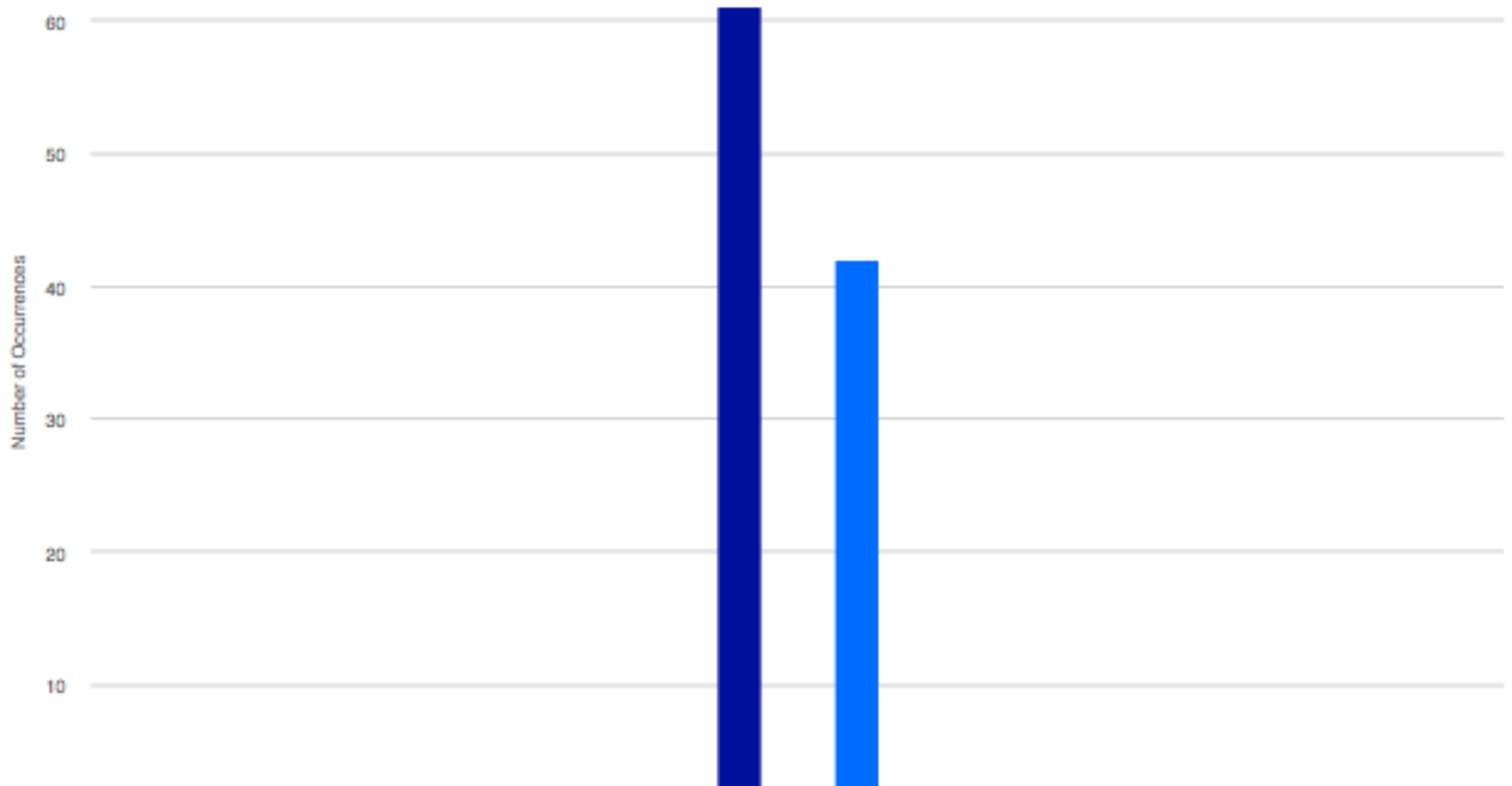
# MALE POSITIVE BEHAVIOUR



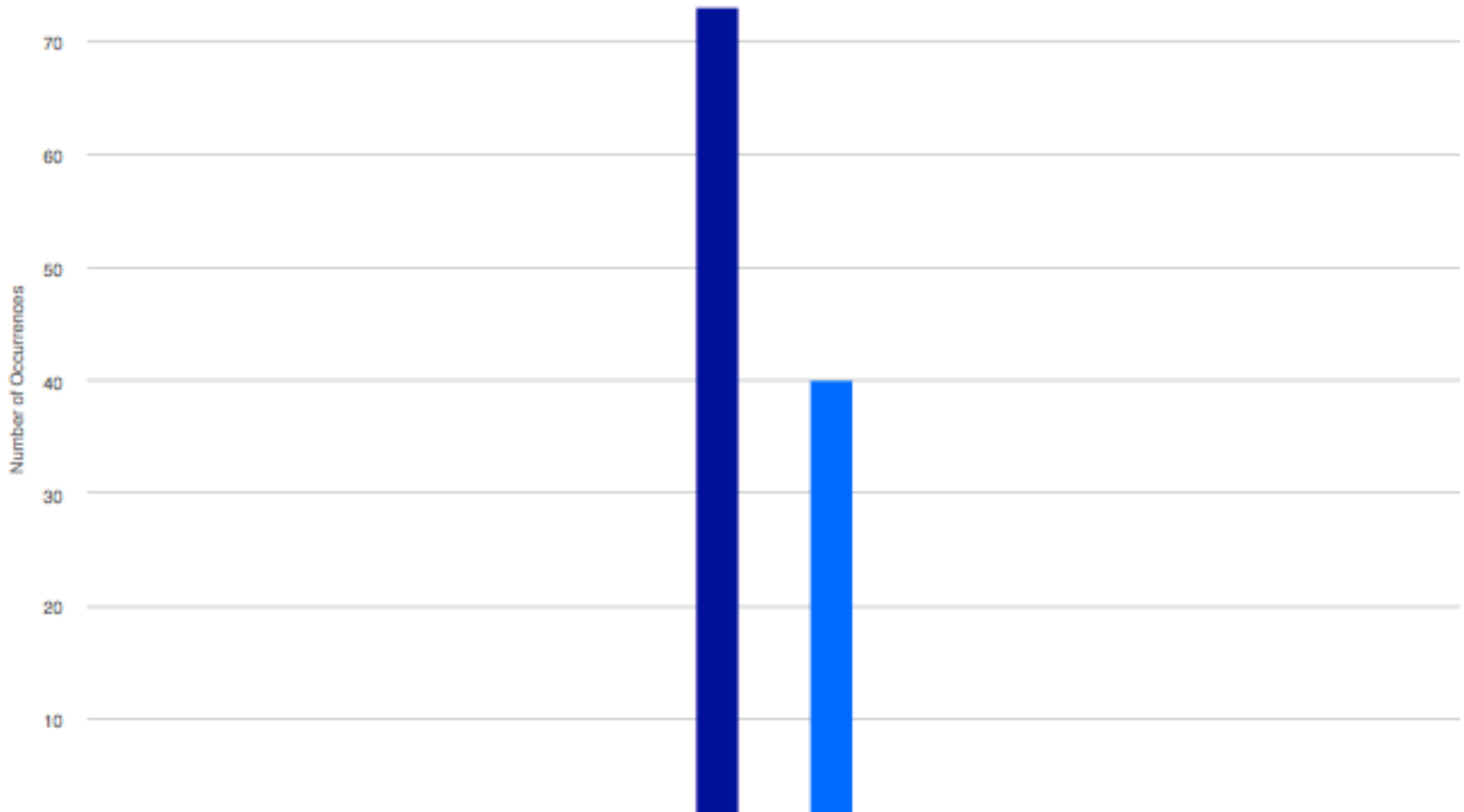
# FEMALE POSITIVE BEHAVIOUR



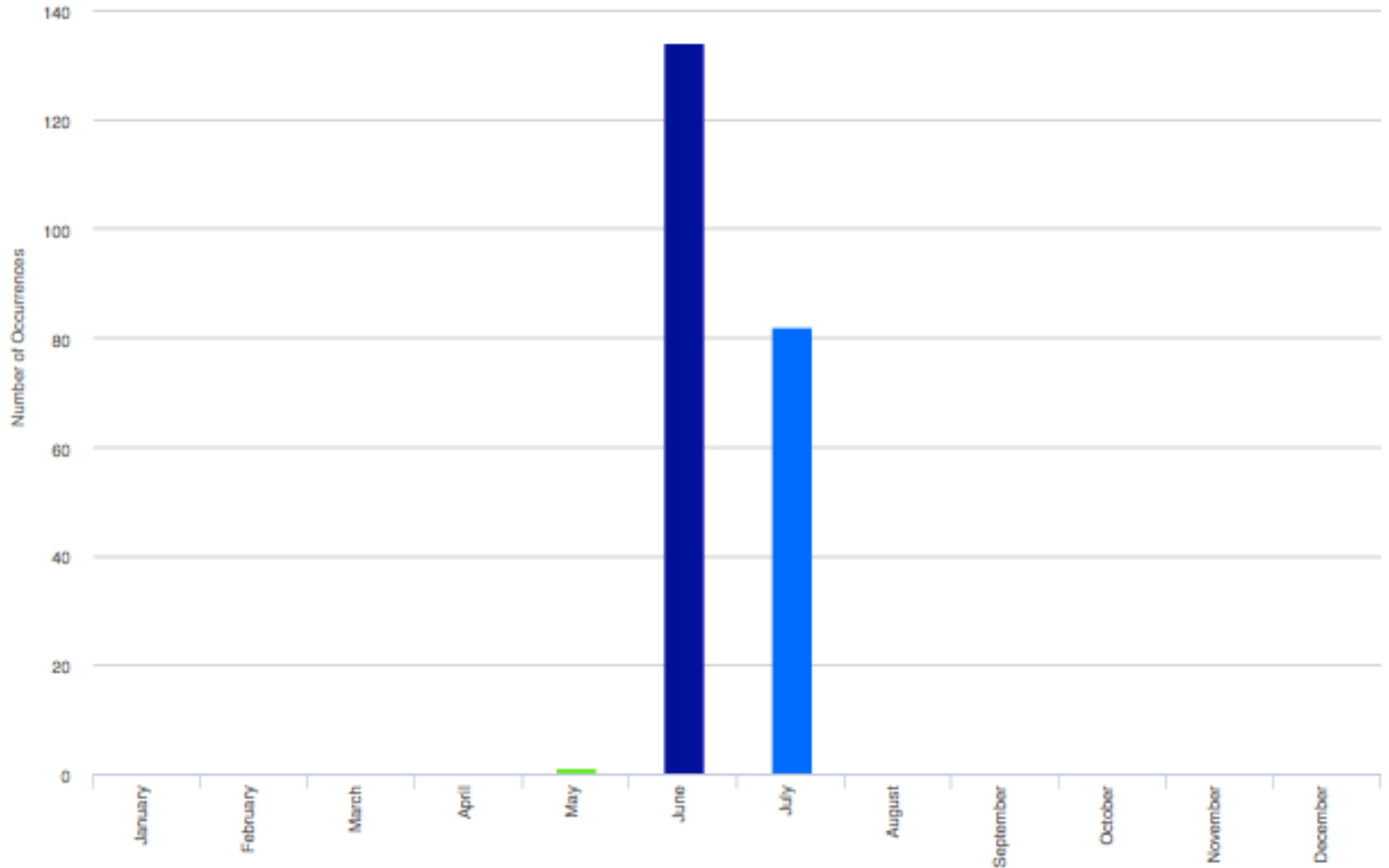
# MALE POSITIVE BEHAVIOUR



# FEMALE POSITIVE BEHAVIOUR

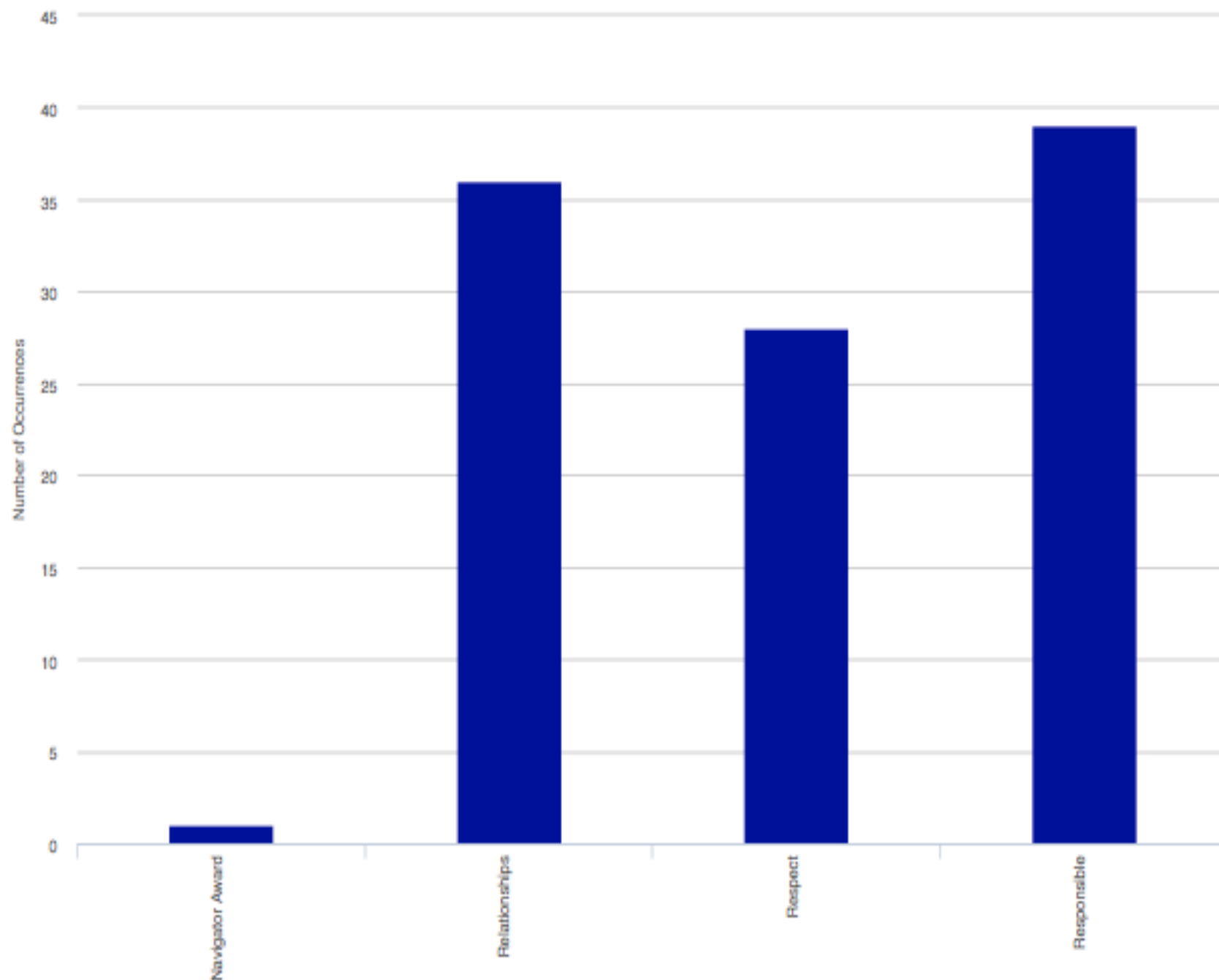


# OVERALL POSITIVE BEHAVIOUR



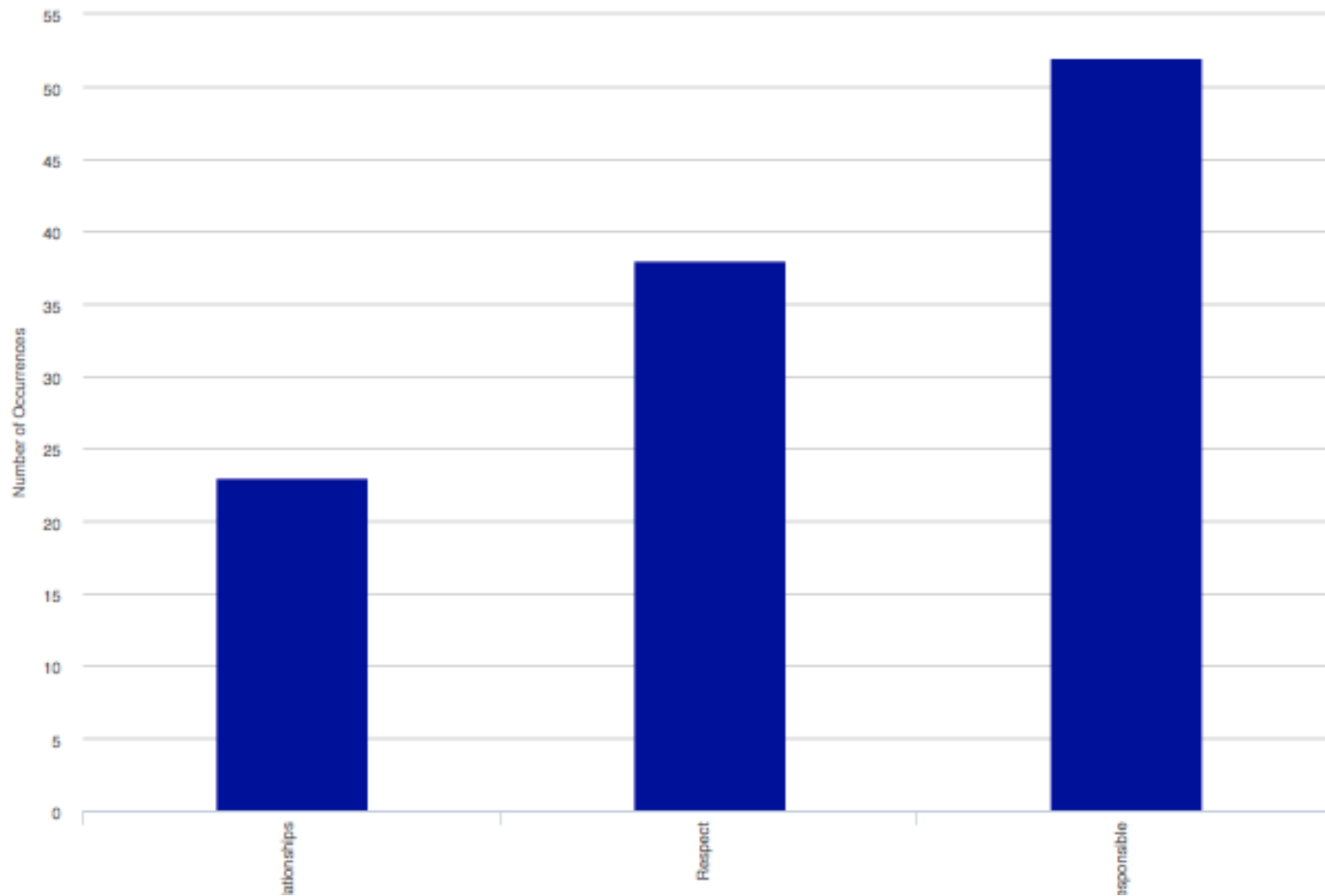
# Pastoral Positive Behaviour Overview from 1/01/2015 to 2/08/2015

Filter Criteria: Male



## Pastoral Positive Behaviour Overview from 1/01/2015 to 2/08/2015

Filter Criteria: Female



# OVERALL POSITIVE BEHAVIOUR

