



INFORMATION SHEET FOR PARENTS & CAREGIVERS: POSITIVE BEHAVIOUR FOR LEARNING (PB4L) SCHOOL-WIDE

As parents/caregivers and teachers, we often assume that kids know what's expected of them and how to behave. When they don't, we notice and we react. When they do behave, we might sometimes notice, but do we say anything to them? To our kids, it can all seem a bit random.

PB4L School-Wide takes the 'random' out of it. When your kids are in school, no matter who is teaching them or where they are in the school, they will know what behaviour is expected of them. They will feel supported to get it right and they will be acknowledged when they do.

WHAT IS PB4L SCHOOL-WIDE?

PB4L School-Wide helps your school to build an environment that encourages and supports positive behaviour and deters bullying. It 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.

So, what can you expect to see?

1. **Information gathering**

Your school will gather information about behaviour incidents in the school and put a School-Wide team together.

2. **Behaviour expectations**

The team will identify 3-5 behaviour expectations (what you might call rules). The school will then get creative and come up with ways to show these around the school. Your child or young person will know very clearly what's expected of them.

3. **Teaching behaviours**

Your child or young person will be taught the behaviours that are expected of them (just as they're taught other subjects).

4. **Recognising positive behaviour**

Your child or young person will be acknowledged (perhaps even rewarded) when they get it right (no doubt you'll hear about this at home).

5. **Responding to unwanted behaviour**

There will be consistent, fair and equitable consequences when your child or young person

HOW YOU CAN BE INVOLVED

doesn't get it right and they will be re-taught the expectations.

Look for regular updates from your school about what they are doing. Look into becoming a parent representative on the School-Wide team

Take up any opportunities to provide input into the values of the school Can you provide rewards or

suggestions of how to praise the students (eg. homemade products or products from a local business)? Take an interest in what your child or young person is learning at school

Give feedback on any surveys or information your school shares with families and whānau about behaviour and PB4L.

IDEAS – SUPPORTING PB4L AT HOME

Ask your school for a parent workshop about PB4L and behaviour

Talk with your family about what the school's values might look like at home

Recognise (praise and encourage) your children when they show these behaviours at home

Tell the school of any changes you see in your children

If your child or young person is still experiencing challenges with their behaviour, your school will look at supports at the next level – for groups of students or individual students. They will look at what might be behind the behaviour and provide more support such as social skills clubs, mentors or behaviour plans.

SOME BASIC PB4L BEHAVIOUR PRINCIPLES

Positive behaviour can be taught

One of the main traps adults fall into when responding to behaviour in children and young people is that we assume they know how to behave. The truth is, they don't. They need us as adults to:

- clearly communicate what we want to see
- recognise them when they get it right (with rewards, encouragement and praise) teach them how to do what is expected of them (tell, show, model, practice, be creative and make it fun)
- use their 'getting it wrong' as an opportunity to re-teach them and support them to get it right.

USEFUL TIP: Start a sentence with what you want your kids to do ("Please do this ... in this way..." rather than not do "Don't do this...").

Behaviour is a form of communication

Behaviour serves a purpose or communicates a need. The two most common purposes of behaviour are to:

1. *get* peer or adult attention, a desired object or activity or sensory stimulation (a behaviour will be more likely to happen again if something [object or event] is given after the behaviour occurs)
2. *avoid* a difficult, boring or easy task, a physical demand, an activity the child or young person doesn't like, or a peer (a behaviour will be more likely to happen again if something [object or event] is avoided, escaped or removed after the behaviour occurs).

Address the need the behaviour is communicating

Too often we try to manage the *what* of the behaviour rather than its purpose - the *why*. If we understand what a child or young person is trying to communicate, we can teach them a different (more positive) way of getting their needs met.

If we can anticipate what it is that they need, we can eliminate the need for the behaviour altogether.

Behaviour is controlled (weakened or reinforced) by what happens after it (consequences)

The way we respond to behaviour makes that behaviour more or less likely to occur again. For example, if we remove a child from the room or an activity when they have tantrums to avoid work, we are increasing the chances of the behaviour happening again.

THE PLACE OF DISCIPLINE IN PB4L SCHOOL-WIDE

You might have noticed the word 'discipline' doesn't feature much in PB4L School-Wide. That doesn't mean we've gone soft on kids. There are still consequences and they are still responsible for their actions. But before the consequences kick in, we give kids a fair chance of meeting our expectations by being clear about what they are, supporting them to get it right, and giving constant reminders, prompts and encouragement. We let them know that we believe in them. It's our job as adults to create an opportunity for them to do it right so that we can praise them for it. Once they get that first 'thanks, well done' from us, they'll want it again and again.