



# Lyndoch Primary School

## Student Behaviour Management- The Behaviour Levels

The philosophy behind The Behaviour Levels system is to 'catch students being good'. It is about rewarding the students who always do the right thing and those that work at meeting their behaviour goals, rather than focussing all our energy on the negative side of the behaviour equation. The Behaviour Levels encourage students to take responsibility for their own behaviour and help encourage their peers to do the same. The Behaviour Levels is goal orientated and can differ slightly from child to child; you can modify the program for students with disabilities as their goals would be different from other students. Student behaviour can change from day to day, however it is about the students being consistent with their efforts.

### **Currently, typical behaviour management systems work in this way:**

- Catching those students who are not showing appropriate behaviour and placing them on 'steps' e.g. reminder, warning, time out, buddy class etc
- Rewarding students who make minimal progress with awards, hoping that this will change the behaviour
- Allowing students privileges that they haven't deserved i.e. sitting next to whoever they want, working outside the classroom
- Allowing students many chances

### **How the system works:**

- Middle/Upper Primary- at the beginning each student can be assigned a level or all students can begin on the same behaviour level (Level 2). At the beginning of each term the levels are reset and the process begins again.
- Each JP student begins the week at Level 2. JP teachers keep a record of students and their levels throughout the term. They also have weekly rewards for Level 4 students, but they need to be on level 3 by the end of Monday/Tuesday and remain there to receive this reward.
- Students who get below Level 1 are sent to the office and miss 2 periods of work. Whilst in the office they are not required to do anything, just sit and be bored. At LPS we send 'Level 0' letters home with a tear off slip that needs to be returned to the school. Repeated 'Level 0' will result in a discussion with parents. Once these students return to the classroom they can work on their goal to remain in the classroom.
- Each level has different privileges
- Each level is displayed in the classroom with each student assigned to that level.
- Regular communication needs to occur between all teachers who work with the same group of students

- Each student needs to set themselves a goal related to their behaviour and understand how to achieve it.
- For students with special needs they can work within this system but obviously with goals suited to them. They also need to know the next step forward.
- **“NO student has the right to refuse an instruction.”** They can negotiate but they cannot refuse.
- As behaviour is the student’s responsibility they are encouraged to have discussions with their class teacher about what they need to do to move up to the next level (reinforce their goal). In JP classes students can also have visuals about what showing Level 4 listening, working etc is.
- At the class teacher’s discretion, LPS students may need to fill out a written application to get from Level 3 to Level 4. They are then conferenced about this before a decision is made.
- Coloured indicators are used in classes (red- danger of being moved down, yellow- check behaviour and green- close to next level) and students are only moved from level 2 to 3 and 3 to 4 at the end of the week. Movement between Level 1 and 2 can happen on a daily basis.

### **Basic Building Blocks**

1. Culture of success should be aligned with school values- good starting point for explicit teaching.
2. Teachers need to catch students making strong choices and doing the right thing.
3. Build Level 4 privileges into your structure, lessons, reward programs.
4. Level 1 is only short term- easy to get from Level 1 to Level 2
5. No matter how hard, look for any way possible to get kids off Level 1- Give yourself wriggle room.
6. It gets harder to move from Level 2 to 3 and very hard to get to Level 4.
7. If you have a great majority of Level 4 kids you are either very lucky or you have not set the bar high enough- this is something students need to work very hard to get to.
8. Use visible learning principles- yes we let students know what each level lets you do, but more importantly do they know what that looks like, sounds like and feels like.
9. Make it clear to students about the success criteria- do they know where they are at? Do they know how to get to the next level? They need to be given process feedback.
10. All teachers need to be on the same page, students will quickly pick up inconsistencies.

### **Possible Rewards for Students on Level 4**

1. Work outside the classroom
2. Choose who they work with
3. Choose who they sit with
4. Special cooking times with senior staff
5. Special days
6. Board Games
7. Use of microwave to heat lunch
8. Use of bean bags to work on
9. Special excursion outside the school
10. Jumping castle, ice-cream van etc

### **How do you go about setting this up?**

1. Information to parents giving a rationale- newsletter and information sessions
2. Categorising all behaviour in the classroom in to levels
3. Explicitly teaching these behaviours- looks like, sounds like, feels like
4. Incorporating this structure in to every lesson
5. Working with others to make sure you are all on the same page
6. Whole School discussion about the Levels System at staff meetings- review meetings as part of PLC's
7. Classroom displays, class newsletters
8. Explicitly teach students how to goal set

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