



The Westbridge Way

***Simple** to understand*

***Responsive** to the needs of all our students*

***Flexible** enough to change and modify as needed*

Updated March 2018



Our Mission

In collaboration with the IWS and whanau, to provide educational programmes for our students that will enable them to:

- Maximise their learning, strengths and potential and develop positive and pro-social behaviours
- Enhance their cultural identity and self-efficacy
- Successfully transition back to their whanau, school and community

Our Values

- **Whakaute:** To be respectful of people and property
- **Manaakitanga:** To care for others' needs: their feelings, dignity, safety and wellbeing
- **Whanaungatanga:** To work in partnership and reflective collaboration with others to strengthen connections and trust
- **Pono:** To work with honesty and integrity in all of our interactions with others
- **Taha Wairua & Taha Tinana:** To observe spiritual and physical practices that enhance wellbeing and identity
- **Taha Hinengaro:** To nurture individuals' mental and emotional wellbeing

Underpinning Beliefs

We Believe

- *All behaviour serves a function*
- *Everyone is capable of learning new behaviours*
- *All young people deserve to be treated with respect and to be seen as the positive change they can be*

This means...

- *We seek to understand our learners needs and challenges*
- *We promote and support positive behaviour*
- *We talk in a hopeful way about our students*



Setting the Scene

"I have come to a frightening conclusion.

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher, I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humour, hurt or heal.

In all occasions it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or dehumanised."

Hiam Ginot

The best strategies are proactive ones. If the programme is pitched at the right level, has high rates of positive reinforcement and a student is engaged then they are likely to be behaving appropriately. If a student is misbehaving, you need to first look at the programme and proactively change what you the adult can be doing differently.

- Ensure class and behavioural routines are well established and expectations are consistent and clear.
- Ensure appropriate behaviour is modelled and rewarded. Ensure programmes and activities are planned and organised so that problems are less likely to occur.
- Safe space: Students are encouraged to make good choices. Students may choose to take themselves to an agreed space to calm themselves down. If a student has made such a choice, they may return at any time.
- Decide as a team what behaviours can be ignored.
- Use visual prompts.
- Use positive, proactive language (e.g. instead of 'stop yelling' try something like 'speak quietly').
- Remind student of their goals and encourage them to make good choices.
- Remind the student of positive consequences for making good choices.
- Redirect the student and secure the response with high rates of positive reinforcement.
- Give the student a choice within a parameter (e.g. either you can put that in your desk or give it to me to put in my desk).
- Remind the student of natural justice and logical consequences.
- Give high rates of reinforcement to all students who are engaged and behaving appropriately.

Positive Behaviour 4 Learning



Westbridge is a positive behaviour for learning school. This means that we aim for positive behaviour and learning to be a part of the Westbridge Way of life. As a whole school we have adopted agreed expectations which guide the way we interact with one another. We think about how those expectations can be lived throughout our day, for instance, how respect is shown in the classroom, playground and in the afternoon programme. We utilise our PB4L Matrix to help us envisage what this looks like in each setting. We believe in using restorative essentials practice to resolve any matter arising between staff and student or student and student. Restorative conversations allow for all involved to express concerns in a safe, respectful manner.

Respect

Responsibility

Safety

As a whole school team we also teach routines that happen across the school so that everyone understands and is clear about what is expected. PB4L encourages us as a team to build relationships and ways of working together that encourage our young people to use these same positive ways in their school and home lives. This supports our young people to Whakarangatirahia—'be the best that they can be'.

Whakarangatirahia - To be the Best that you can be!

SETTING											
TEACHING MATRIX		ALL SET-TINGS	LEARN-ING SPACE	LIBRARY /RAINBOW READING	SWIM-MING POOL	TRANSP ORT	ASSEMBLY /HUI	WHARE KAI	PLAY- GROUND	HALLWAYS	BATH- ROOM
EXPERIENTIAL	RESPECT	Communicating pleasantly and politely	Raise hand & wait quietly to be called on One person speaking at a time	Use a quiet voice Look after the books Use all resources appropriately	Listen to the adults	Keep vehicle clean Listen to adult	Sing Shake presenter's hand/raise hand and make eye contact Clap appropriately	Using table manners Karakia	Include others in games Sharing equipment	Keep your hands by your sides Walk quietly in line	Aim at the stainless steel Leave the bathroom the way you would like to find it
	SAFETY	Follow adult instructions straight away Keeping hands and feet to myself	Sitting in your place properly Maintain personal space	Use all furniture appropriately Lining up to enter/exit the library	Following pool rules Look & listen for the whistle Always walk around the pool	Keep yourself inside the vehicle at all times Stay seated & seat belt buckled at all times Unbuckle when adult gives the instruction	Walk in a line with class/cottage & staff entering Line up with class/cottage when called for exiting	Use cutlery appropriately Sitting around table Washing hands with soap & water	Wear hats Wear Sun-screen	Walk safely Maintain personal space in line	Wash your hands with soap & water
	RESPONSIBILITY	Do my best work and ask for help when I am stuck	Complete tasks to the best of your ability Focus only on your work Listening	Wait for adult to check out/in books Put all books back where you found them Read silently to yourself	Wear correct swim wear Wear sun-screen	Walk with adult to bag room to pick-up/drop-off bag(s) Remove bag(s) with adult supervision	Sit with class/cottage in rows Follow assembly leaders' instructions	Clean up your space Complete allocated chores	Joining in the activity Return equipment to trolley when asked Play within the rules of the activity	Walk quietly in line	Flush the toilet after use Put used toilet paper in toilet

Promoting & Supporting Positive Behaviour

The 2018 Westbridge Model to promote and support positive behaviour is based on a similar structure to computer 'Gaming'. Students unlock privileges and rewards as they increase in levels. Levels are identified with wristbands which the students wear at all times.

- All students upon entry to Westbridge are introduced to the Band System.
- Students accrue points each day based on their achievement of behavioural goals.
- The minimum number of days before a student can progress through each level range from 10 to 30 according to the level they are trying to move up to.
- Students first progress level is Kakariki/Green and they move through each band until they reach Koura/Gold Level.
- If the target of consecutive days in a row is reached, the student moves into that band level.*

WESTBRIDGE SOCIAL SKILLS PROGRAMME	
GOALS	
<u>Goal 1:</u> Doing what the teacher tells me straight away	<i>Kakariki—Green Level—Achieved after 10 days of 80% in a row</i>
	<i>Mā-White Level – Achieved after 10 days of 85% in a row</i>
<u>Goal 2:</u> Communicating pleasantly and politely	<i>Kōwhai—Yellow Level - Achieved after 15 days of 90% in a row</i>
<u>Goal 3:</u> Doing my best and asking for help	<i>Rauwhero Neon Level – Achieved after 20 days of 92% in a row</i>
	<i>Hiriwa-Silver Level – Achieved after 25 days of 95% in a row</i>
<u>Goal 4:</u> Keep my hands and feet to myself	<i>Kōura-Gold Level – Achieved after 30 days of 97% in a row</i>

WESTBRIDGE SOCIAL SKILLS PROGRAMME—Band Privileges

Goal 1: Doing what the teacher tells me straight away

Kakariki—Green—After 10 days in a row at 80% or above, students enter the Band level system.

Privileges: three books for bedtime overnight



Mā-White Level – Achieved after 10 days in a row at 85% or above.

Privileges at School: drawing at your desk, drawing on the white board at reinforcement time

Both skateboard use **Cottage** a toy or activity for bedtime overnight



Goal 2: Communicating pleasantly and politely

Kōwhai—Yellow Level - Achieved after 15 days in a row at 90% or above.

Privileges at school: help hand money out **Both** bike use **Cottage** 8.15 bedtime, pencils/activity books for bedtime overnight,



Rauwhero Neon Level – Achieved after 20 days in a row at 92% or above.

Privileges at school: unaccompanied toilet breaks, bell monitor rotation, fortnightly reward trip, help the TA/teacher/Youth Worker with data, helping caretaker, select lunch games, being a messenger, unaccompanied travel to the office & sick bay **Cottage** 8:30 bedtime, watering the gardens, cooking breakfast or dinner



Goal 3: Doing my best and asking for help

Hiriwa-Silver Level – Achieved after 25 days in a row at 95% or above.

Privileges at school: can choose a different learning station in the classroom, clip board rotation, leading social games in class, school photography, reward computer time, taking rubbish independently, delivering lunches **Both:** IPAD time **Cottage:** 8:45 bedtime, gym use, taking cooks dishes, lap top time in the cottage, play on the playground for 20 minutes with 2 friends of your choice



Goal 4: Keep my hands and feet to myself

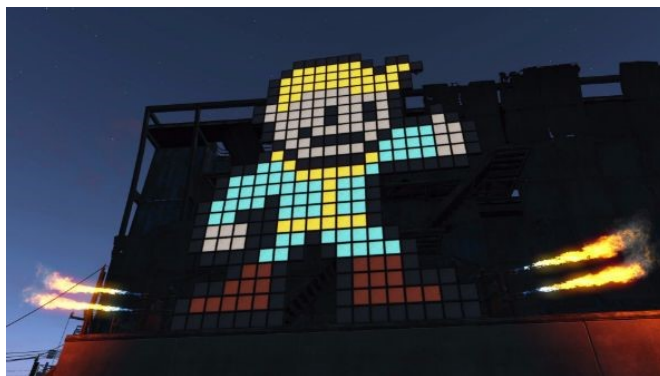
Kōura-Gold Level – Achieved after 30 days in a row at 97% or above.

Privileges at school: Gold uniform, comfy chairs, leading lunchtime games, personal assistant to the teacher, can come down to school at 9am and back to cottage at 3pm unaccompanied, personal email address, taking a mentoring role **Cottage:** weekly bubble bath, running and allocation of kitchen duties, sleep over at a cottage, 9pm bedtime, PS3/4 use in the cottages, unaccompanied visiting privileges to other cottages/play areas, clock



On weekends bedtimes, laptops and Ipads are negotiated as a reward for all levels instead of being a privilege for specific levels.
No more than 1 hour per day for computers.

Goals and Points and Band Progression



Each student has four goals they are working on at one time and can accrue a total of 16 points in each block or a total of 208 points per day during the week and 96 per day on Saturday and Sunday. There are 13 blocks each day across the school and residence Monday to Friday and 6 blocks in the weekend days. The goals differ for each band, as get progressively harder goals. The points tell us how well the student is achieving these goals and whether they have mastered these and are now ready for harder goals.

GOALS	POINTS FOR GOAL ACHIEVEMENT WEEK		
<u>Goal 1:</u> Doing what the teacher tells me straight away	Residential Morning	12.00am-8.00	16 points
		8.00-8.45	16 points
<u>Goal 2:</u> Communicating pleasantly and politely	School Block 1		16 points
	School Block 2		16 points
	Morning Tea		16 points
	School Block 3		16 points
	School Block 4		16 points
	Lunch		16 points
	School Block 5		16 points
	School Block 6		16 points
<u>Goal 3:</u> Doing my best and asking for help	Residential Afternoon	3.00pm-5.25	16 points
		5.25pm-6.45	16 points
		6.45-12.00am	16 points
	TOTAL POINTS		

POINTS FOR GOAL ACHIEVEMENT WEEKEND	
12.00am-11.00	16 points
11.00-1.00	16 points
1.00-3.00	16 points
3.00-5.25	16 points
5.25-6.45	16 points
6.45pm-12.00am	16 points
TOTAL POINTS	96 POINTS

Goals and Points across School & Residential

Students start with 0 at the beginning of each block and earn points during the block by demonstrating that they are working on the goals set. The Goal Points Values awarded are:

- 4 - Always achieving their goal
- 3- Often achieving their goal
- 2- Sometimes achieving their goal
- 1- Seldom achieving their goal
- 0-Never achieving their goal

SCHOOL GOALS:

Student Name: _____

Goal 1:
"Doing what staff tells me to do straight away"

Goal 2:
"Communicating pleasantly and politely"

Goal 3:
"Doing my best and asking for help when needed"

Goal 4:
"Keeping my hands and feet to myself"

TERM: _____ WEEK: _____ TOTAL WEEKLY%: _____		KAKARIKI 90% 10 DAYS		MA 95% 10 DAYS		KOWHAI 90% 15 DAYS	
ROOM: _____		BAND COLOUR: _____					
BLOCK:	Block 1 Check Goals	Block 2 Check Goals	Block 3 Check Goals	Block 4 Check Goals	Block 5 Check Goals	Block 6 Check Goals	Overall Daily %
MONDAY							
GOAL 1	/4	/4	/4	/4	/4	/4	/32
GOAL 2	/4	/4	/4	/4	/4	/4	/32
GOAL 3	/4	/4	/4	/4	/4	/4	/32
GOAL 4	/4	/4	/4	/4	/4	/4	/32
TOTAL	/16	/16	/16	/16	/16	/16	/128
TUESDAY							
GOAL 1	/4	/4	/4	/4	/4	/4	/32
GOAL 2	/4	/4	/4	/4	/4	/4	/32
GOAL 3	/4	/4	/4	/4	/4	/4	/32
GOAL 4	/4	/4	/4	/4	/4	/4	/32
TOTAL	/16	/16	/16	/16	/16	/16	/128
WEDNESDAY							
GOAL 1	/4	/4	/4	/4	/4	/4	/32
GOAL 2	/4	/4	/4	/4	/4	/4	/32
GOAL 3	/4	/4	/4	/4	/4	/4	/32
GOAL 4	/4	/4	/4	/4	/4	/4	/32
TOTAL	/16	/16	/16	/16	/16	/16	/128
THURSDAY							
GOAL 1	/4	/4	/4	/4	/4	/4	/32
GOAL 2	/4	/4	/4	/4	/4	/4	/32
GOAL 3	/4	/4	/4	/4	/4	/4	/32
GOAL 4	/4	/4	/4	/4	/4	/4	/32
TOTAL	/16	/16	/16	/16	/16	/16	/128
FRIDAY							
GOAL 1	/4	/4	/4	/4	/4	/4	/32
GOAL 2	/4	/4	/4	/4	/4	/4	/32
GOAL 3	/4	/4	/4	/4	/4	/4	/32
GOAL 4	/4	/4	/4	/4	/4	/4	/32
TOTAL	/16	/16	/16	/16	/16	/16	/128

School Goal Chart

Kakariki Green - 90% 10 Days					Kowhai Yellow - 90% 15 Days					Maui Silver - 95% 10 Days										
Maui/White - 85% 10 Days										Rauwhera/Neem - 92% 20 Days					Kowhai/Gold - 97% 30 Days					
WEEK:	8:00 AM - 9:00 AM	9:00 AM - 10:00 AM	10:00 AM - 11:00 PM	11:00 PM - 12:00 PM	12:00 PM - 1:00 PM	1:00 PM - 2:00 PM	2:00 PM - 3:00 PM	3:00 PM - 4:00 PM	4:00 PM - 5:00 PM	POINTS	TOTAL COTTAGE POINTS	DAILY %								
MONDAY													Cottage % (Cottage Points / Daily %)							
GOAL 1	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 2	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 3	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 4	/4	/4	/4	/4	/4	/4	/4	/4	/4											
TOTAL	/16	/16	/16	/16	/16	/16	/16	/16	/16			/160								
TUESDAY																				
GOAL 1	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 2	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 3	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 4	/4	/4	/4	/4	/4	/4	/4	/4	/4											
TOTAL	/16	/16	/16	/16	/16	/16	/16	/16	/16			/160								
WEDNESDAY																				
GOAL 1	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 2	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 3	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 4	/4	/4	/4	/4	/4	/4	/4	/4	/4											
TOTAL	/16	/16	/16	/16	/16	/16	/16	/16	/16			/160								
THURSDAY																				
GOAL 1	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 2	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 3	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 4	/4	/4	/4	/4	/4	/4	/4	/4	/4											
TOTAL	/16	/16	/16	/16	/16	/16	/16	/16	/16			/160								
FRIDAY																				
GOAL 1	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 2	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 3	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 4	/4	/4	/4	/4	/4	/4	/4	/4	/4											
TOTAL	/16	/16	/16	/16	/16	/16	/16	/16	/16			/160								
SATURDAY																				
GOAL 1	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 2	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 3	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 4	/4	/4	/4	/4	/4	/4	/4	/4	/4											
TOTAL	/16	/16	/16	/16	/16	/16	/16	/16	/16			/160								
SUNDAY																				
GOAL 1	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 2	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 3	/4	/4	/4	/4	/4	/4	/4	/4	/4											
GOAL 4	/4	/4	/4	/4	/4	/4	/4	/4	/4											
TOTAL	/16	/16	/16	/16	/16	/16	/16	/16	/16			/160								

Cottage Goal Chart

The only exception is keeping my hands and feet to myself. If a student physically harms another person then the points scored for this goal are zero for this block.

Points Accrued when students use a 'self calming' strategy



We do not want to discourage students from making good choices and using an agreed 'self-calming' strategy when they require it. However, we also want them back in the programme as quickly as possible where they can receive high rates of positive reinforcement for their good choices.

If a student is using an agreed upon 'self-calming' strategy for:

Less than 10 minutes: Can earn full points

Between 10-20 minutes: Can earn up to 3 points per goal

Between 20-30 minutes: Can earn up to 2 points per goal

Between 30-40 minutes: Can earn up to 1 point per goal

40+ minutes: PNE

*If a student does not go to an agreed safe space, PNE.

Make up learning tasks



The purpose of make up learning task is to encourage students to persist with and successfully complete any missed learning opportunities. Their learning is important and their time at Westbridge is an opportunity for them to accelerate their learning progress.

When to Use Make Up Learning Tasks

Time is allocated for students to 'make up missed learning' between 3-5pm each day after school . When a student misses out on learning or completing a task due to their behavioural choices, the teacher will put that task aside for them to complete in the make up learning time. Educators will be available to assist the student with their learning where required. As soon as the missed work has been completed, the student is able to re-join the residential programme and earn points.

When it is not Appropriate to Use Make Up Learning Tasks

Make up learning is not used when a student is slow to finish their work or does not complete their work. It is not a punishment but an opportunity for a student to make a good choice and complete a missed learning task at another time.

Assisting Students Back on Track

Our aim is to have the student complete the task with the least amount of stalling and procrastination. The quicker the student completes the learning task, the more points they can earn in the residential programme.

3.00-3:30pm	Can earn up to full points back in residential
3.30-4.00pm	Can earn up to 3 points per goal
4.00-4:30pm	Can earn up to 2 points per goal
4.30-5.00pm	Can earn up to 1 point per goal
After 5.00pm	No points earned for that block

The same rule applies for students who are late to school because of their behavioural choices.

9.00--9.10am	Can earn up to full points in school
9.10-9.20am	Can earn up to 3 points per goal
9.20-9.30am	Can earn up to 2 points per goal
9.30-9.40am	Can earn up to 1 point per goal
After 9.40am	No points earned for that block.

Social Skills and Key Competencies

To help students to achieve their goals we teach social skills that build their NZC Key Competencies. We know when students are working at Kōura-Gold, they need to learn more complex skills than when they were at Kakariki-Green. Youth Workers will therefore tailor their lessons to the needs of the group from 5.40pm to 6.00pm each evening. The school team will reinforce these skills during students' learning programmes.

GOALS	SOCIAL SKILLS TAUGHT	KEY COMPETENCIES				
		Managing Self	Participating & Contributing	Relating to Others	Using Language Symbols & Text	Thinking
Goal 1: Doing what the teacher tells me straight away Goal 2: Communicating pleasantly and politely Goal 3: Doing my best and asking for help Goal 4: Keep my hands and	<i>Mā-White Level – Achieved after 10 days in a row at 85% or above</i>					
	Listening					
	Following instructions					
	Introducing yourself					
	Asking for help					
	Saying thank you/please					
	<i>Kōwhai–Yellow Level – Achieved after 15 days in a row at 90% or above</i>					
	Contributing to discussions					
	Asking permission					
	Accepting no					
	Taking turns					
	Sharing					
	Being honest					
	<i>Rauwhero Neon Level – Achieved after 20 days in a row at 92% or above</i>					
	Accepting consequences					
	Dealing with wanting something that isn't yours					
	Apologising					
	Asking a question					
	Cooperating					
	Accepting a compliment					
	<i>Hiriwa-Silver Level – Achieved after 25 days in a row at 95% or above</i>					
	Dealing with Embarrassment					
	Avoiding trouble					
	Responding to teasing					
	Offering help					
	Being a good sport					
	<i>Kōura-Gold Level – Achieved after 30 days in a row at 97% or above</i>					
	Reacting to failure					
	Dealing with group pressure					
	Problem solving					
	Dealing with accusations					
	Negotiation					

Token Economy

A 'Token Economy' is also part of the Westbridge Behaviour Programme. This is a system for providing specific praise and attention (positive reinforcement) to a learner by giving them 'recognition/encouragement' for completing tasks and goals and behaving in other desired ways. It helps us as educators to remember to reward positive behaviour and helps students to stay motivated to achieve their goals in each block.

School Reinforcement

In school, positive and pro-social behaviours are rewarded with bonus point 'Westbridge money' which students accumulate and spend at an 'Auction' at the end of the week. Students also receive 10 minutes of 'reward/reinforcement' time if they achieve a certain number of goal points during a block of time.

30+ 10 minutes Reinforcement on screen

28 10 minutes Reinforcement (no screen)

<28 Keep working

Independence points: 2 minutes reinforcement on screen

GOALS	POINTS FOR GOAL ACHIEVEMENT		
<u>Goal 1:</u> Doing what the teacher tells me straight away	Residential Morning	12.00am-8.00	16 points
		8.00-8.45	16 points
<u>Goal 2:</u> Communicating pleasantly and politely	School Block 1		16 points
	School Block 2		16 points
	Morning Tea		16 points
	School Block 3		16 points
	School Block 4		16 points
	Lunch		16 points
<u>Goal 3:</u> Doing my best and asking for help	School Block 5		16 points
	School Block 6		16 points
	Residential After-noon	3.00pm-5.25	16 points
		5.25pm-6.45	16 points
6.45-12.00am		16 points	
<u>Goal 4:</u> Keep my hands and feet to myself	TOTAL POINTS		208 POINTS

10 minutes Reinforcement

10 minutes Reinforcement

10 minutes Reinforcement

Residential Reinforcement

Positive and pro-social behaviours are rewarded with bonus points 'Westbridge money' which students accumulate and spend at an 'Auction' once a fortnight. Students also receive two weekly rewards from the list dependent on their weekly percentage.

REWARDS

Residential Reinforcement

90% - 100%

20 Minutes Extra on Bed
20 Minutes sleep in
30 Minutes IPAD/laptop time
Supper Milo + 4 biscuits
Visit another cottage for dinner
Invite a friend for dinner
No chores for a day
Serve dinner
Extra phone call home
Give bonus points to peers for an hour.

70% - 89%

15 minutes extra bed time
15 minutes sleep in
Supper Milo + 3 biscuits
Breakfast in front of T.V.
Dinner in front of T.V
Radio in room
Bubble Bath by candlelight
Footbath
Beauty Parlour (makeup+hair)
Manicure/Pedicure
Remote master (for an evening)

50% - 69%

10 minutes extra bed time
Supper Milo + 2 Biscuits
Write Afternoon/ Morning Programme on white board

Questions about Levels



What happens if a student's daily percentage drops below the target percentage?

- The student will reset consecutive days in a row to 0 days towards the next level.
- The student will remain on the level achieved.
- The student is still entitled to privileges strictly on the level they are working on.

For example: if a student has achieved silver level band, but their daily percentage drops to 87%, they are still entitled to silver level privileges. The consecutive days count will reset back to 0 days and the student must begin accruing 30 new successful days in a row at 97% in order to move up to gold level.

What happens if a student is absent for a block of time?

- If a student is with an adult at an appointment, school visit or completing a task, then the adult responsible for them will score that block.
- When a student is home for the weekend or away from school for a period of time, their parent/caregiver is responsible for allocating them a score and giving it to a staff member on return. Every weekend day score contributes to the consecutive days that help to decide if a student is ready to move levels.
- If a score is not possible then the block is taken off and the percentage calculated from the total amount of time scored. This includes if a student is unwell or goes to bed early to sleep.

For example: If a student is only present and scored for 11 blocks. Then they will be scored out of a total of 176 points. This way a fair percentage can be calculated.

Time Out Process

If the programme is pitched at the right level, has high rates of positive reinforcement and a student is engaged then they are likely to be behaving appropriately. If a student is misbehaving, we need to first look at the programme and proactively change what we as adults can be doing differently.



However, if a student is disrespectful, does not follow an instruction is disruptive, or behaving in a risky manner, staff will address this behaviour.

1. Ensure there is a high rate of reinforcement for the students doing the right thing.
2. Cue the student misbehaving in by giving them a clear, firm instruction “e.g. you need to speak pleasantly and politely”.
3. Give students thinking space.
4. Students will be instructed to use ‘safe space’ by staff for reasons around safety.
 - Students will be reminded to make a good choice and use ‘safe space’ and a learning conversation will be had before student re-enters programme around why they were asked to go to ‘safe space’.
 - Students that refuse to use ‘safe space’ when instructed will earn a PNE for the block.

Purpose of Time Out

The purpose of time out is to allow students time to calm, reconsider their behaviour choices and make a better choice upon returning to their learning. Time out will be used in accordance with a students individual safety plan.

Supporting students to recognise when they are ready to return to the classroom

Student will be supported by an adult when returning from time out or calming time to gauge how they are feeling and if they are ready to return to the classroom. Strategies for managing behaviour will be discussed ongoing in PPP's, IEP's, daily meetings and behaviour meetings and utilised by the adults working with our students.

Feelings Thermometer – How am I feeling now?



J Tzakos

Bullying is a repetitive behaviour that is deliberate, harmful and involves a power imbalance. It might be obvious like hitting, or subtle like whispering in people's ears, or standing in people's space. The chart below is a good guide to determine the differences between bullying and conflict.

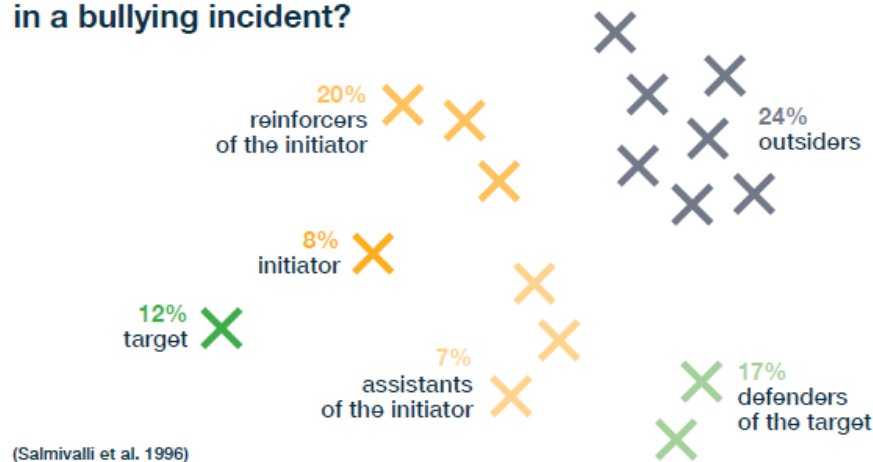
CONFLICT	BULLYING
Equal power between participants	Unequal power between perpetrator and victim
Issue or problem at centre of conflict	No apparent issue or contention between perpetrator and victim
Often one or isolated incident	Pattern of behaviour
Usually not a targeted action toward hurting someone	Victim is selected by perpetrator
Does not produce great fear and anxiety	Victim experiences fear and anxiety
Each person involved can defend or protect himself or herself	Victim can lack skills, resources, relationships for defending/protecting himself or herself
Goal of actions is not to control or intimidate another	Goal of action is to control or intimidate another
Issues are between participants Audience is not a key factor	Goal of action is to control or intimidate another
Willingness to solve problems	Reduced desire to solve problem
Participants usually want resolution to conflict	Perpetrator denies that there is a problem or claims it was just a 'joke'

Dillon, J. (2012). *No place for bullying: Leadership for schools that care for every student*. Australia: Corwin Press.

Responsibility for Bullying

All people in Westbridge have a role to play in preventing and responding to bullying, including the students. These roles include reinforcing, being an outsider, initiating the bullying, assisting the initiator, being the target, or defending the target.

Who's typically involved in a bullying incident?



Children's Responses to Bullying

Assistants are children who join the ringleader bullies

Reinforcers provide positive feedback to bullies (e.g., by laughing or cheering)

Outsiders withdraw from bullying situations

Defenders take sides with the victims, comforting and supporting them

What is it that bullies want? Bullying behaviour is often motivated by the bullies' pursuit of high status and a powerful, dominant position in the peer group

Bullies not only perceive themselves as dominant but also have high ideals concerning dominance — they want to be even more dominant than they are, and believe others expect them to be dominant.

Salmivalli, C., Lagerspetz, K., Björkqvist, K., Österman, K., & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behavior*, 22, 1–15

Key actions that Westbridge takes to Increase School Safety and Prevent Bullying

- Teaching social and emotional skills to students so they can engage positively in groups and thereby experience the rewards this brings
- Procedures to discourage bullying and help victims such as Westbridge's bullying policy
- Logging Bullying Incidents detailing who, where and how often through our E Tap system and discuss these at meetings
- Identifying patterns through analysing ETAP data and our student wellbeing survey and addressing these
- Adopting a culture of safe telling which is encouraged through our consistent responses to bullying
- Upskilling students to confront bullying (with adult support) through our social skills programme and teaching in the classroom
- Reducing the time within minimal supervision—Westbridge students are accompanied by adults throughout all peer interactions.

Carroll-Lind, J. (2010). *Responsive Schools*. <http://www.occ.org.nz/assets/Uploads/Reports/Education/Responsive-schools.pdf>

Staff Response to Bullying

If they see a student being bullied, they will address the behaviour at the time

- ✦ Label the behaviour and state what they expect
- ✦ Remove the student bullying from the group using verbal instruction
- ✦ Reinforce the student who was bullied for managing themselves positively & positively reinforce students displaying expected behaviour
- ✦ Check they are okay, and follow up if needed
- ✦ Cue the instigator back into the expected behaviour before they return to the group
- ✦ Reflect the incident in the student's points
- ✦ E tap the incident for both students

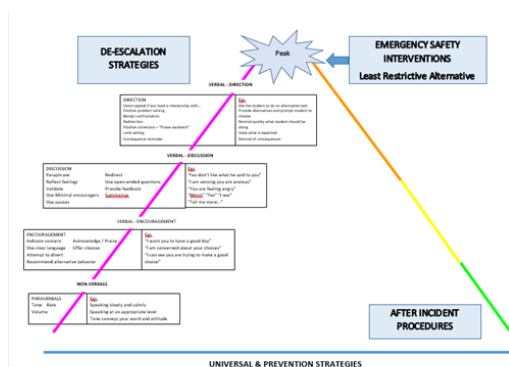
If a student reports being teased or bullied, they will

- ✦ Listen to the student and validate their feelings
- ✦ Tell them they did the right thing by letting an adult know
- ✦ Explain that you will keep an eye on this behaviour
- ✦ Move closer to the student who it has been alleged is bullying as this communicates that something is being done
- ✦ Positively reinforce students engaged in expected behaviours
- ✦ E tap the incident for both students

All staff working at Westbridge are trained in Safe Crisis Management techniques. The philosophy of Safe Crisis Management is:

- We are COMMITTED to the welfare & positive growth & development of students
- We CARE about students
- We know CONSISTENCY achieves better outcomes & growth of individuals
- We believe staff must be COMPETENT when working with individuals
- We believe in professional COURAGE: “Doing what’s right, even when it’s difficult”

When students behaviour escalates staff will use de-escalation strategies. They include:



VERBAL DIRECTION Direct appeal if you have a relationship with... Positive problem solving Benign confrontation Redirection Positive correction – “Praise sandwich” Limit setting Consequence reminder		Egs Ask the student to do an alternative task Provide alternatives and prompt student to choose Remind quickly what student should be doing State what is expected Remind of consequences
VERBAL DISCUSSION Paraphrase Reflect feelings Validate Use Minimal encouragers Use pauses	Redirect Use open-ended questions Provide feedback Summarise	Egs ‘You don’t like what he said to you’ “I am sensing you are anxious” “You are feeling angry” “Mmm” “Yes” “I see” “Tell me more...”
VERBAL ENCOURAGEMENT Indicate concern Use clear language Attempt to divert Recommend alternative behavior	Acknowledge / Praise Offer choices	Egs “I want you to have a good day” “I am concerned about your choices” “I can see you are trying to make a good choice”
USE OF PARAVERBALS & BODY LANGUAGE Tone Rate Volume Body/facial posture and positioning		Egs Speaking slowly and calmly Speaking at an appropriate level Tone conveys your word and attitude Having open body posture & calm facial features

As a last resort, in an emergency situation when behaviour poses an imminent danger of physical injury, and if less restrictive interventions and techniques have been tried, SCM restraint will be used to ensure safety.

One to One Programme



One to One Learning Programme is a short term intervention where a student's needs to be away from other students for their safety or the safety of others. The student is removed from the school/residential programme and has an adult monitoring them at all times. The decision to place a student on an One to One Learning Programme at Westbridge is made as a school/residential leadership team and the purpose is to secure safety while we look at what is required to be put in place to support the student to be safe and successful back in the programme. In the residential and school programme the call for a One to One Learning Programme needs to be made by the senior on shift in consultation with either the Residential Manager, Principal or Deputy Principal. The programme will consist of individualised academic, social and emotional learning.

When a student is placed on a One to One Learning Programme there will be a meeting within 24 hours where key staff members meet to look at what is happening for that student and to put a plan in place to ensure that the student is successfully reintegrated back into the programme. When a student is placed on a One to One Learning Programme, the IWS psychologist is also informed and a request is made for support from them. Reintegration timetables are set during the meeting and will vary depending on the student and situation. Students may be on a One to One Learning Programme for different reasons and it is possible that two students may do the same thing, but only one student be placed on a One to One Learning Programme. This is because a One to One Learning Programme is not a punishment. It is a strategy to secure safety.

For example: two students may abscond. One student absconds because he/she is running away from Westbridge. The other student may abscond because they have been told they are transitioning back to mainstream and don't want to leave. On returning, it is felt the first student is at high risk of absconding again and is placed on a One to One Learning Programme. The second student is not and so they return back into the classroom.

The reintegration timetable will provide students with set times where they are practicing their goals in the programme. This allows staff to look at whether what they are doing is working or what they need to do differently if the student was not successful. If a student is in a One to One Learning Programme, then they are still practicing their goals and earn points to transition their way back into the programme. However, their points are not calculated in their daily percentage and cannot be counted towards their consecutive days in a row. A student may be in a One to One Learning Programme in either residential or school or both depending on the student and the situation. If a student is on a One to One Learning Programme in one setting and not the other, their consecutive days in a row cannot be earned until they are successfully reintegrated back into the setting they were needing more support in.

“ If a child doesn’t know how to read, we *teach*.

If a child doesn’t know how to swim, we *teach*.

If a child doesn’t know how to multiply, we *teach*.

If a child doesn’t know how to drive, we *teach*.

If a child doesn’t know how to behave,

we..... *teach*? *punish*?

Why can’t we finish the last sentence as automatically as we do the others?”

Herner 1988

To support students towards positive change

At Westbridge we utilise incentives and positive reinforcement to create change and provide extrinsic motivation to help student learn new skills

