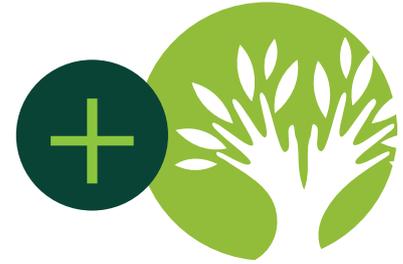




Positive Behaviour Support

Handbook

A world of opportunity through the power of learning



Beliefs

1. Relationships are the foundation for social and academic achievement.
2. Student achievement is maximised when staff develop positive classroom cultures where caring teacher-student relationships and student - student relationships:
 - promote and exemplify positive student behaviour and interactions
 - make students feel that they are both cared for and supported to succeed.
3. One size does not fit all. Positive behaviour is learnt and consideration needs to be given to the individual needs of students. Just like every class has students on individualised learning plans because they require additional support and guidance in curriculum areas, some students benefit from individualised behaviour plans developed by parents, school staff and the school psychologist.

Positive Behaviour Support (PBS)

Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. PBS provides an operational framework for achieving these outcomes.

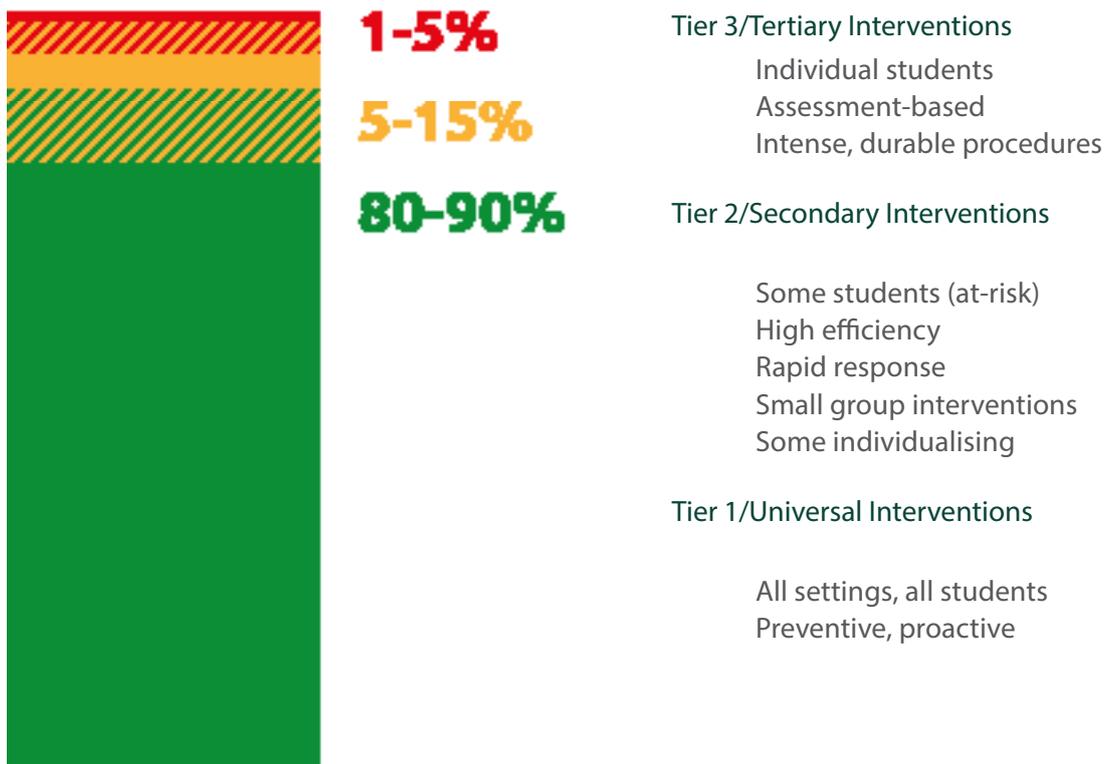
PBS builds a continuum of supports for staff and students. At each level (or tier) there is an emphasis on outcomes in the form of agreed expectations for student and staff behaviour, and data to guide decision-making about what practices should be put in place to support student learning and social behaviour. There is equal emphasis on the system supports that will be needed to build fluency with new or revised practice among all teachers and staff within the school. The process deeply embeds Classroom Management Strategies (CMS).



Positive Behaviour Support

PBS is supported by a three-tiered model as follows:

Behavioural Systems



Tier 3:	Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student.
Tier 2:	Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
Tier 1:	Practices and systems for all students and staff implemented across all school settings.



PBS at Woodlands

Positive Behaviour Support (PBS) is a whole school framework which helps schools to create positive learning environments. Our school values, defined by the community, guide the behaviour of everyone in our school: staff, students, parents and community members. This is achieved by developing proactive systems to define, teach and support appropriate student behaviour. At Woodlands we strive to show Humanity, Belonging, Possibilities and Respect.

A Behaviour Expectation Matrix, formulated by the school community, articulates what these expectations look like in everyday school life. A number of verbal, non-verbal and tangible responses are used to reinforce students who display the desired behaviour.

There is a dedicated PBS team appointed in the school which consists of the administration, classroom teachers, specialist teachers, education assistants and community members. However, the entire staff at Woodlands Primary is committed and involved in the design and implementation of PBS.

The team meet on a regular basis. Team leader is Danielle Rees and internal coach is Dee Kitson.





Woodlandians

At Woodlands Primary School our four expected values are Belonging, Humanity, Possibilities and Respect. These are the basis for our behaviour expectations.



Belonging is welcoming, caring and values teamwork.



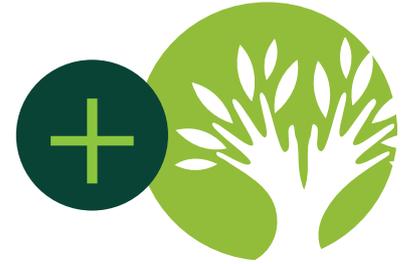
Humanity is kind, thoughtful, nurturing, fair and humane.



Possibilities is interested in discovering talents and exploring opportunities.



Respect is courteous and believes that everyone and everything has value.



Behaviour Matrix

At Woodlands Primary School, our Positive Behaviour Expectation matrix is what informs teachers. The Positive Behaviour Matrix guides the behaviours to be taught across all year levels.

	Everywhere All The Time	Learning Areas	Outside Areas	Transitions	Toilets	Assemblies
Humanity	<ul style="list-style-type: none"> Be supportive of others Celebrate successes and differences Be kind and considerate Be honest Look for solutions Be a positive role model 	<ul style="list-style-type: none"> We include others in learning activities and games We speak kindly We say please, thank you and excuse me 	<ul style="list-style-type: none"> We show good sportsmanship We take turns and share We don't waste food We find a duty teacher or peer mediator if needed We line up at the canteen 	<ul style="list-style-type: none"> We help others if they are struggling We suggest helpful ideas 	<ul style="list-style-type: none"> We get adult help if needed 	<ul style="list-style-type: none"> We clap appropriately after performances and achievements
Belonging	<ul style="list-style-type: none"> Participate Be accepting of others' ideas Be prepared to negotiate Be cooperative & collaborative 	<ul style="list-style-type: none"> We follow class charters We participate in all activities We encourage team members We keep our hands and feet to ourselves 	<ul style="list-style-type: none"> We sit or play together in the right area We help to get equipment ready and pack away We pick up litter we see We play safely 	<ul style="list-style-type: none"> We walk in a group or line We make sure our team is ready We carry chairs safely 	<ul style="list-style-type: none"> We tell someone about a problem in toilets We play in other places, not the toilets 	<ul style="list-style-type: none"> We sing the school song and National Anthem appropriately
Possibilities	<ul style="list-style-type: none"> Listen actively Follow instructions Ignore distractions Strive to improve Have a go & learn from mistakes Be reflective Take responsibility 	<ul style="list-style-type: none"> We do our best We have a go We keep transition time short We keep our equipment organised We wait for, listen to and follow instructions 	<ul style="list-style-type: none"> We show and teach others new games We listen to instructions 	<ul style="list-style-type: none"> We listen to and follow instructions We keep equipment organised and ready We walk quickly to the next lesson 	<ul style="list-style-type: none"> We leave the toilets promptly and return to class quickly 	<ul style="list-style-type: none"> We share our own talents in assemblies
Respect	<ul style="list-style-type: none"> Use manners Show respect for all adults and children Be responsible for all property Be responsible for your own behaviour Act in a safe way Be punctual Respect our school at all times 	<ul style="list-style-type: none"> We use whole body listening We sit appropriately We use our own equipment We mark items with our names We look after school equipment 	<ul style="list-style-type: none"> We put our rubbish in the bin We sit to eat or drink in eating areas We wait to be dismissed from lunch We wear hats when the UV rating is over 3 We walk our riding and skating equipment through the school 	<ul style="list-style-type: none"> We go straight to the next activity We walk quietly We stay in our line, with a partner or in a group as directed by our teacher We are aware of people around us 	<ul style="list-style-type: none"> We walk into and out of the toilets We give people privacy and use inside voices We keep soap and water in the sinks We wash and dry our hands We flush the toilet 	<ul style="list-style-type: none"> We listen to performers We look at performers We sit up straight and still We sit quietly We arrive on time

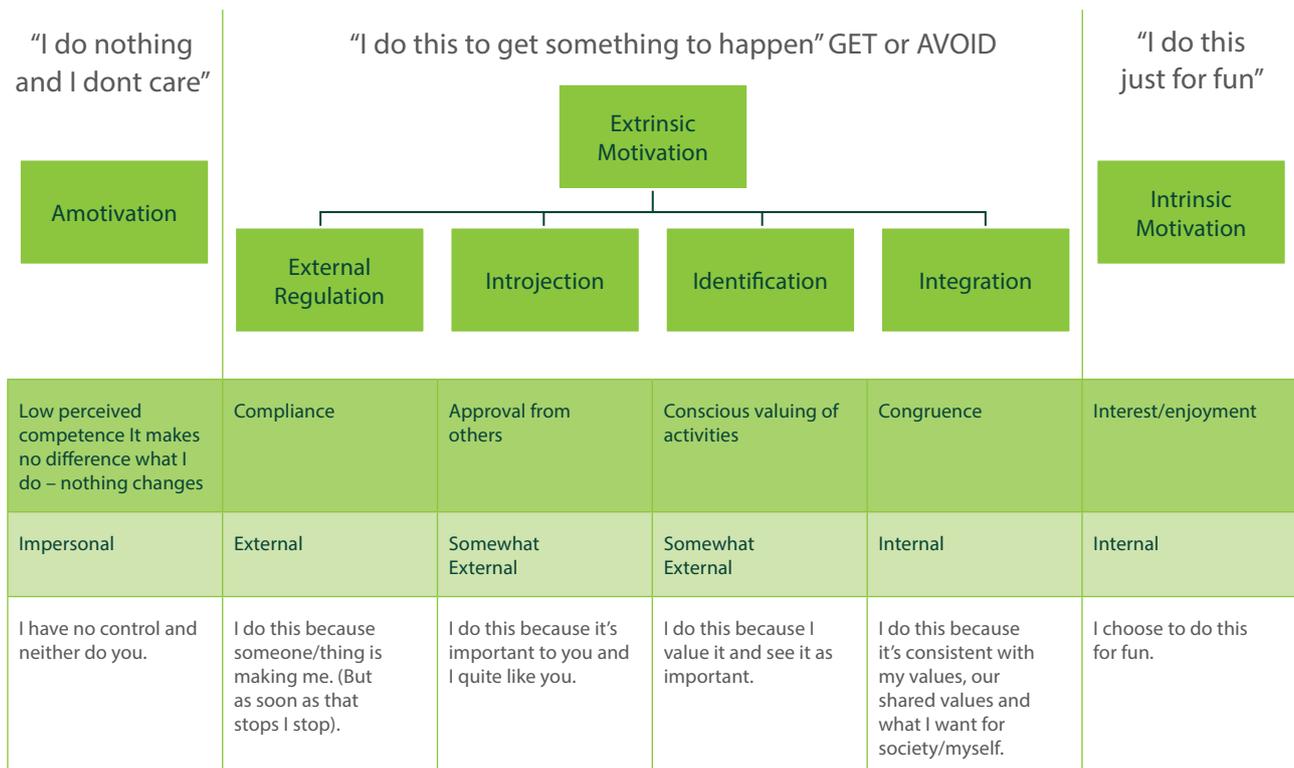


Feedback & Encouragement

At Woodlands Primary School feedback is important to improve student outcomes. Specific and detailed feedback can tell the learner exactly what they are doing correctly (e.g. a video-tape replay and tied to the school expectations by using the language on the school behaviour matrix). It is crucial that staff provide a rationale, explain the reason why the behaviour is important and teach the benefits of the behaviour and the impact it has on them and others.

At Woodlands Primary School we use rewards (reinforcers) to support and assist students develop and demonstrate the desired behaviour. The technical definition of a reward (reinforcer) always adopts the view of the learner, not the intentions of the person giving the reward. If it results in increased likelihood of that behaviour then the consequence was a reward. It is the effect on future behaviour that determines if that consequence is a reward. This reward may include a tangible and at Woodlands Primary School we use the Woodlandian tokens. These are provided to teachers on a regular basis and collected before each assembly. Tokens are regularly drawn out for individual or class prizes. Using tokens as rewards, we aim to move students along the motivation continuum.

Ryan and Deci Self Determination theory

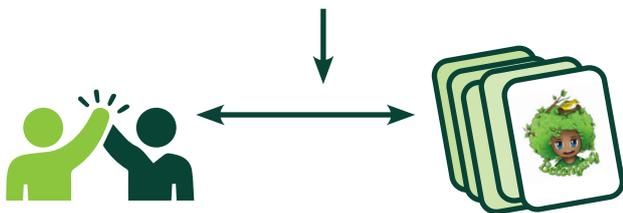


Positive Behaviour Reward System: Kindy – Yr 6



PBS Matrix

Teach and model expected behaviours to all students

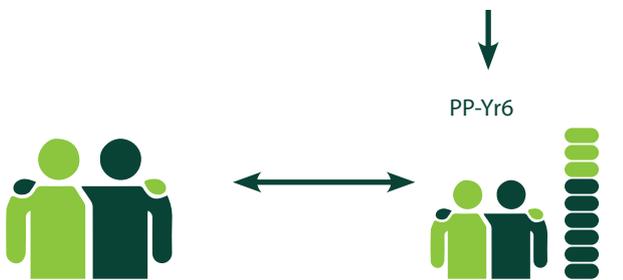


Verbal and Non-Verbal Free and Frequent

- Building Rapport
- Praise
- High Fives
- Feedback
- Humour
- Body Language

Tokens Free and Frequent

- 1) All staff to be provided with tokens to hand out including:
 - 1 x all values
 - 1 x value focus
- 2) Students to place into classroom PBS box



Buddy Class Time

- Building relationships
- Mentoring
- Caring for others
- Working towards common goals

PP-Yr6

Buddy Class Short Term/Occasionally

- 1) Individual tokens from class PBS box are counted by student leaders
- 2) Total contributes to 'Buddy Class Reward Thermometer'

Kindy

Class Building Short Term/Occasionally

- 1) Name draw out of class PBS box, that person can choose a class building activity for all students to enjoy



Individual Rewards Strong and Long Term

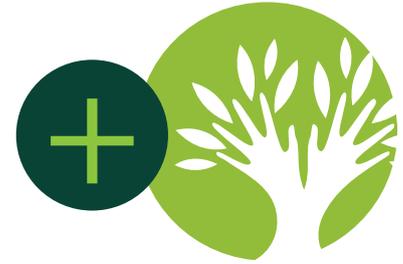
- 1) Individual tokens are put into barrel draw by leaders
- 2) Merit awards decided upon by teachers (entered into behaviour integris)



Individual Rewards Strong and Long Term

- 1) Individual tokens are drawn out for a special PBS sticker
- 2) Remaining tokens are handed back to students

Positive Behaviour Expectations



Responsibility of all to display: **Humanity** • **Belonging** • **Possibilities** • **Respect**

Calm	Consistent	Brief	Immediate	Respectful	Private
Minor Response		← MINOR or MAJOR? →		Major Response	
<p>Step 1: Completed at all consequent steps Prompt low key response Re-direct State expected behaviour Re-teach, tell, show, practise, feedback and encourage</p>		<p>MINOR</p> <p>Humanity: Distracting others Rough play Lying Negative bystanding Unsafe play</p> <p>Belonging: "Dobbing" Not taking turns Not engaging with group Refusal to resolve issues Bossiness in group tasks and games Negative language about or to peers</p> <p>Possibilities: Off task Moving around classroom without reason Fidgeting Slow transitions</p> <p>Respect: Talking out of turn Answering back No hat Not listening to instructions Equipment carelessness</p>	<p>MAJOR</p> <p>Humanity: Physically hurting others Aggressive play Bullying</p> <p>Belonging: Swearing & degrading language Spitting Malicious exclusion of others</p> <p>Possibilities: iPledge breach Refusal to follow instructions</p> <p>Respect: Out of bounds Inappropriate use of facilities</p> <p>Repeated Minor Process: Data shows ongoing or increased frequency of behaviour Multiple times in one term</p>	<p>Step 1: Student given time to cool down Outline specific behaviour State expected behaviour from matrix Review incident and severity Resolution and problem solving Loss of privilege over time Enter data and inform Caregiver</p>	
Choice: Behaviour stops	Choice: Behaviour continues			Choice: Behaviour stops	Choice: Behaviour continues
<p>Step 2: Specific positive feedback</p>				<p>Step 2: Specific positive feedback</p>	
<p>Step 2: Consequence and Action Classroom: Island reflection Playground: Walk with teacher</p>				<p>Step 2: Repeat Step 1 Review Good Standing Policy</p>	
Choice: Behaviour stops	Choice: Behaviour continues	Choice: Behaviour stops	Choice: Behaviour continues		
<p>Step 3: Specific positive feedback</p>		<p>Step 2: Specific positive feedback</p>			
<p>Step 3: Consequence and Action Think Time in another classroom Caregiver notification and data entry Informal contract</p>		<p>Step 3: Repeat Step 1 Review Good Standing Policy Case conference Teacher initiates development of Positive Behaviour Support plan</p>			
Choice: Behaviour stops	Choice: Behaviour continues	Choice: Behaviour stops	Choice: Behaviour continues		
<p>Step 3: Specific positive feedback</p>		<p>Step 2: Specific positive feedback</p>			
<p>Step 4: Administration Referral Teacher completes Behaviour Referral to Administration form Loss of privilege Teacher initiates development of Positive Behaviour Support Plan (formal), enters data and notifies Caregiver</p>		<p>Step 3: Repeat Step 1 Review Good Standing Policy Case conference Teacher initiates development of Positive Behaviour Support plan</p>			
Choice: Behaviour stops	Choice: Behaviour continues	Choice: Behaviour stops	Choice: Behaviour continues		
<p>Step 3: Specific positive feedback</p>		<p>Step 2: Specific positive feedback</p>			
<p>Step 4: Administration Referral Teacher completes Behaviour Referral to Administration form Loss of privilege Teacher initiates development of Positive Behaviour Support Plan (formal), enters data and notifies Caregiver</p>		<p>Step 4: Case conference Suspension Loss of Good Standing Planned intervention and re-entry</p>			

* Some students will have individualised plans that may result in a different, negotiated process