

POSITIVE BEHAVIOUR SUPPORT (PBS)



Positive Behaviour Support (PBS)

Positive Behaviour Support (PBS) is a K – 6 school wide framework aimed at improving the academic and behavioural outcomes of all students. PBS works to establish a climate in which appropriate behaviour is the norm. This occurs through the use of proactive strategies and the explicit teaching of behavioural expectations.

PBS places major focus on prevention and the following key elements create a safe, positive and productive learning environment:

- **Clearly defined and taught behaviour expectations** – staff teach behaviours as they would teach academics or any other skill. Staff repeat this process until students learn the new behaviours.
- **Consistent and frequent acknowledgement of appropriate behaviour** – a school wide focus on all staff giving students high rates of positive performance feedback is important because it can improve the interactions between students and staff and therefore improve the school climate. We want to establish a positive school climate in which compliance receives more attention than non-compliance.
- **Constructively and specifically addressing problem behaviour** – introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.
- **Effective use of behaviour data to assess and inform decision making** – PBS is an evidence-based research approach, which has resulted in increased time for instruction, an increase in positive behaviours school wide and a decrease in disruptive behaviours. Data collected is used in an ongoing process to drive the program.

How does PBS work at Leda Primary School?

- The development and use of a consistent whole school approach and common language in regard to our three behaviour expectations.
- Staff collaboratively developed a behaviour matrix, which describes the PBS Expectations.
- Behaviour expectations are highly visible within classrooms and throughout the school.
- A behaviour curriculum with lesson plans.
- All staff demonstrate, explain and provide opportunities for students to practise behaviour skills.
- Classrooms have established visible procedures and routines, which have been taught to students.
- Students have an active role in the PBS Program through the PBS Student Leader/Representative Team.
- Students are rewarded with PBS Slips for demonstrating the behavioural focus for the fortnight. These slips are to go into a PBS box in blocks. E.g., "Well done John, I really like how you are demonstrating our current expectation and using two hands to carry the iPad to the carry box."
- Five tickets are drawn from each box at fortnightly assemblies. These students will have 10 minutes extended play before recess (supervised by admin team).
- Students are rewarded with PBS Tokens for demonstrating any other behavioural expectations on the matrix.
- Slips and Tokens make up the only Reward System at Leda Primary School.



PBS Leadership Team Members

The Leda Primary School PBS Leadership Team is a representative group of school stakeholders who meet regularly to develop the PBS program. The following members make up the PBS Team:

TBA:	Team Leader
Sarah Hill:	Principal
Jodie Williams	Data Manager & Communication Coordinator
Michelle Lester:	Team Member
Naomi Galbraith	Team Member
Karen Pursell	Team Member

Student Representatives

At Leda Primary School students are seen as valued members of the PBS team. The PBS team includes student PBS Representatives (from Yr 2 to Yr 6).

What are the roles/responsibilities of PBS Representatives?

- Attend a PBS meeting at recess or lunchtime once a fortnight.
- Complete lunchtime duty once a week. Students will work in pairs for this activity and hand out tokens to students who are demonstrating our PBS expectations.
- Report PBS information back to the classroom teacher and other students.
- Demonstrate the PBS expectations and display qualities of a good role model towards other students.
- Support with PBS reward activities under supervision.

Teaching accepted behaviours – matrix

- At Leda Primary School we have a school matrix. This matrix is to be displayed in all classroom and public places. The matrix explains the behaviours we expect under each of the three expectations.

Teaching expected behaviours – scope and sequence

- The Scope and Sequence is a list of behaviours that is explicitly taught to our students.

	Respect	Responsibility	Self-Control	Learner
Whole school and community	<ul style="list-style-type: none"> We celebrate the success of others We use manners, compliments and kind words We use appropriate and respectful language We follow instructions We keep our belongings and school property graffiti-free We consider the feelings of others 	<ul style="list-style-type: none"> We are on time for classes and activities. We look after school property and personal belongings We put rubbish in the bin We are honest We wear correct school colours including a school hat We take responsibility for our behaviour We only keep items that belong to us 	<ul style="list-style-type: none"> We communicate our feelings and needs appropriately We practice strategies to help us regulate our emotions We use the toilets appropriately We keep our hands, feet and objects to ourselves We walk on paths and concrete 	<ul style="list-style-type: none"> We use active listening We demonstrate a positive attitude towards learning We take pride in our work We stay on task and complete our activities in a timely manner We work collaboratively in groups
All classrooms	<ul style="list-style-type: none"> We allow others to learn We talk at appropriate times 	<ul style="list-style-type: none"> We are organised for our lessons We complete our work on time We ask for help when needed 	<ul style="list-style-type: none"> We persevere with challenging tasks We use strategies to solve problems before asking for help 	<ul style="list-style-type: none"> We begin our tasks quickly We use appropriate classroom manners We work independently on set activities
Playground (including oval, basketball courts and play equipment)	<ul style="list-style-type: none"> We include others We play fairly 	<ul style="list-style-type: none"> We report problems to a teacher We play in the appropriate areas 	<ul style="list-style-type: none"> We respond to challenging situations using appropriate strategies We use equipment safely and appropriately 	<ul style="list-style-type: none"> We negotiate the rules of games before participating

RESPECT RESPONSIBILITY SELF-CONTROL LEARNER

Teaching accepted behaviours – teaching schedule (term-by-term breakdown)

Each term, teachers follow the teaching schedule to teach the expected behaviours.

Term 1		
WK		
1	Respect	We use appropriate and respectful language
2	Responsibility	We are honest
3	Self-Control	We communicate our feelings and needs appropriately
4	Learner	We use active listening
5	Respect	We keep our belongings and school property graffiti free
6	Responsibility	We wear correct school colours including a school hat
7	Self-Control	We walk on concrete and paths
8	Learner	We stay on task and complete our work in a timely manner.
9	Responsibility	We take responsibility for our behaviour
10	Learners	We work independently on set activities
Term 2		
WK		
1	Respect	We follow instructions
2	Responsibility	We are on time to class and activities
3	Self-Control	We keep our hands and feet to ourselves
4	Learner	We demonstrate a positive attitude towards learning
5	Respect	We allow others to learn
6	Responsibility	We ask for help when needed
7	Self-Control	We practice our strategies to regulate our emotions
8	Learner	We take pride in our work
9	Responsibility	We report problems to a teacher
10	Respect	We include others
Term 3		
WK		
1	Responsibility	We are organised for our lessons
2	Self-Control	We persevere with challenging tasks
3	Learner	We begin our tasks quickly
4	Responsibility	We play in the appropriate areas
5	Self-Control	We use strategies to solve problems before asking for help
6	Respect	We celebrate the success of others
7	Self-Control	We use the toilets properly
8	Learner	We use appropriate classroom manners
9	Respect	We talk at appropriate times
10	Responsibility	We complete our work on time
Term 4		
WK		
1	Respect	We use manners, compliments and kind words
2	Responsibility	We put rubbish in the bin
3	Self-Control	We use equipment safely and appropriately
4	Learner	We work collaboratively in groups
5	Respect	We play fairly
6	Responsibility	We look after school property and personal belongings
7	Self-Control	We respond to challenging situations using appropriate strategies
8	Learner	We negotiate the rules of games before participating
9	Respect	We consider the feelings of others
10	Responsibility	We only keep items that belong to us

Encouraging social behaviour - our reward system

Purpose: To develop a continuum of encouragement strategies used by all staff with all students in all settings.

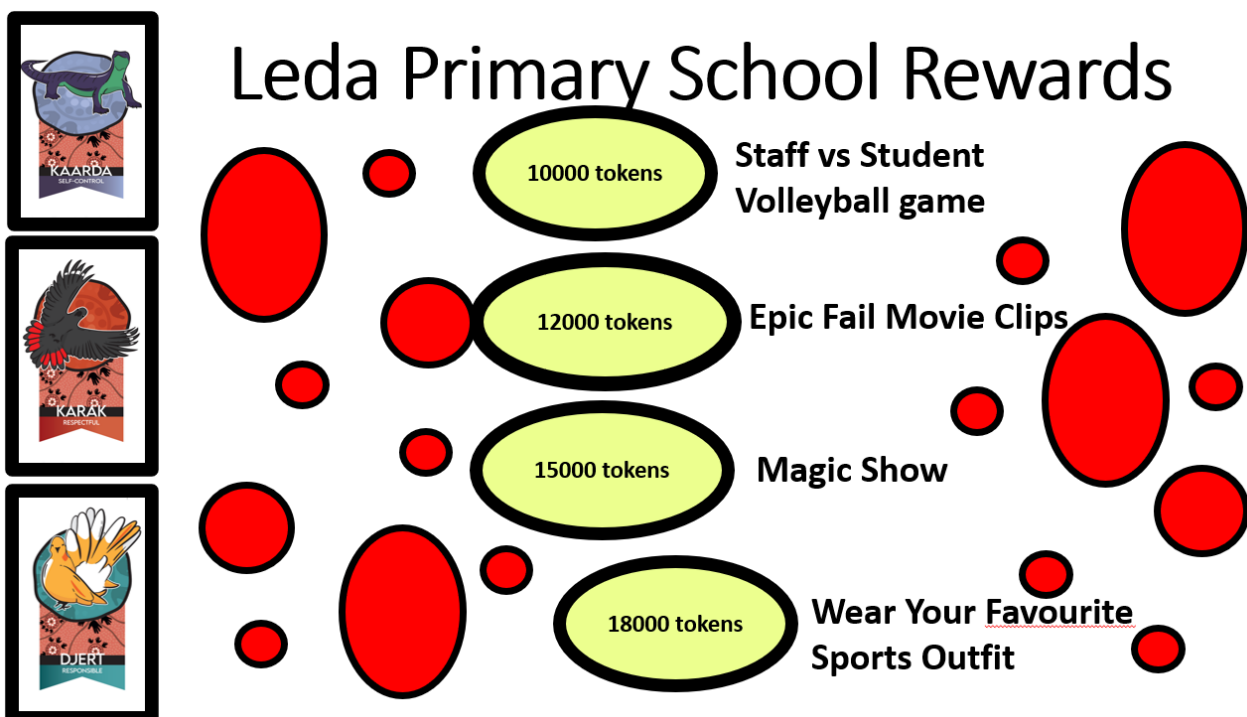
Whole School Reward Model

The whole school reward model is based on generosity. When young people feel like they belong to a community they have the potential to be exposed to the feedback that they are valued and esteemed. In working with others, we are more likely to see that our life has purpose or at least, that some of our efforts are appreciated. In helping others, young people discover they have the power to influence their world in a positive way.

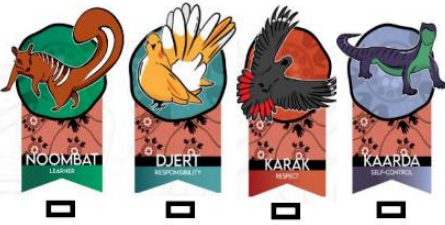
Leda Primary School's reward system operates in three stages:

1. Free and frequent – all staff use every day.
2. Non-contingent attention – winning over.
3. Contingent attention – encouragement and specific positive feedback, using PBS language.
 - PBS slips linked to the behavioural focus of the week - tangible reward – raffle draw – with a reward of an extra 10 minutes of play.
 - PBS tokens linked to all other expectations – tangible reward – short term rewards (awarded occasionally), long term rewards (annual faction celebrations) and ration of reinforcements to corrections 4:1.

A term example:



PBS Slip and boxes

LEDA PRIMARY SCHOOL POSITIVE BEHAVIOUR SLIP		ROOM	
<u>Student Name</u>		1	
<u>Date</u>		2	
<u>Teacher</u>		3	
<u>Location</u>		4	
Playground	Classroom	5	
	Community	6	
<u>Expectations</u>		7	
		8	
		9	
		10	
		11	
		12	
		13	
		14	
		15	
		16	
<u>Comment</u>		17	
		18	
		19	
		20	

PBS tokens – free and frequent

- Tokens are given to all students throughout the day to recognize and acknowledge when they have demonstrated any of the school behaviour expectations from the values respect, responsibility, self-control and learner in any location in the school.
- When a student receives a token they are responsible for placing it into their faction's collection box.
- At the end of each week, each class is responsible for counting their own tokens and teachers will upload the totals on the online spreadsheet located on OneDrive.



We are respectful



We are responsible



We show self-control



We are Learners

What happens when students do not follow the behaviour expectations?

When students make a learning error on an academic task we don't scold or berate them. We give encouragement, show where the error was made, re-teach, give opportunities for practise and then provide immediate feedback.

The same things need to happen when responding to behavioural errors. As a PBS school we aim to provide a consistent, predictable and fair use of consequences for all students. To ensure this, all staff are expected to respond to misbehaviour using the following procedures in accordance with the Procedures for Incident Management.


To effectively correct a behaviour error staff should respond in a way that is:

- **Calm:** using professional and composed voice tone and volume.
- **Consistent:** respond the same way to all students who display minor behaviour errors.
- **Brief:** short and concise response and disengage quickly to get back to learning.
- **Immediate:** respond within a short time after the behaviour error takes place.
- **Respectful:** a private and polite response free of sarcasm or threats.
- **Specific:** tell the student exactly what they are doing incorrectly and state specifically what they should be doing (remember the response to misbehaviour must be focussed on re-teaching the student/s by helping them know what we want them to do instead).


Recording behaviour

If you need assistance from the office, please send the below form with the student or another student, to support the Administration staff in approaching the situation and student.

Classroom:

Behaviour Incident Record – Classroom		
Student:	_____	
Class:	Date:	Time: Location: _____
Comments:	_____ _____ _____	
Action Taken in the Classroom:		
CMS – LKS	<input type="checkbox"/>	Isolation Desk <input type="checkbox"/> Buddy Room <input type="checkbox"/> Sent to the office <input type="checkbox"/>
Other:	_____	
Signed:	_____	

Playground:

Behaviour Incident Record - Playground		
Student:	_____	
Class:	Date:	Time: Location: _____
Comments:	_____ _____ _____	
Action Taken in the Classroom:		
CMS – LKS	<input type="checkbox"/>	Isolation Desk <input type="checkbox"/> Buddy Room <input type="checkbox"/> Sent to the office <input type="checkbox"/>
Other:	_____	
Signed:	_____	

Good Standing Policy



RATIONALE:

Good Standing Policies in schools were introduced by the Department of Education to address ongoing behaviours that disrupt the learning of students. The Good Standing Policy provides a framework and guidelines to assist staff in supporting students to display positive behaviours in line with our expectations of Respect, Responsibility, Self-Control and Learner.

WHAT IS GOOD STANDING:

All students commence the school year with Good Standing status. Maintaining Good Standing requires students to uphold the Leda expectations and display acceptable behaviours in accordance with the positive behaviour matrix.

MAINTAINING GOOD STANDING:

Students with Good Standing are eligible to participate in extra-curricular activities such as whole-school and PBS reward days, performances/visiting performers, excursions, class rewards, interschool sporting events and formal ceremonies. If Good Standing is lost, students will **not** be able to participate in any of these activities.

LOSS OF GOOD STANDING:

Staff use many strategies with students to prevent misbehaviour. We want students to maintain their Good Standing. The loss of Good Standing procedure commences when a student:

- Is referred to the office for a major behaviour which is recorded on a Behaviour Slip
- Is referred to the office for repeated minor behaviours which have been recorded on a Behaviour Slip
- Or has any combination of the above mentioned at the discretion of administration.

Please note, breaches of acceptable standards of behaviour that result in a suspension or in school suspension, leads to an **automatic loss of Good Standing**.

RE-INSTATING GOOD STANDING

Good Standing may be re-instated after two weeks if:

- The student is maintaining appropriate conduct as outlined in our school PBS expectations to the best of their ability.
- Open communication between classroom teachers, specialist teachers, school administrators, parents/carers and students will occur up until Good Standing can be re-instated.

PROCEDURES

There are three stages involved in loss of Good Standing.

STAGE 1 – NOTIFICATION

A Stage 1 Notification message is sent home via Connect by the classroom teacher when a student has:

- Repeated progression through the Whole-School Behaviour Management Flowchart resulting in the student requiring time-out from the classroom
- Displayed negative behaviour that results in a referral to the Administration Team
- Displayed inappropriate behaviour whilst representing the school in extra-curricular activities
- Been referred to the Administration Team by a Specialist Teacher

STAGE 2 NOTIFICATION

A Stage 2 notification letter is sent home by the Classroom or Specialist Teacher when a student has:

- Further referrals for major or repeated minor behaviours

The Classroom or Specialist Teacher will notify Line Manager. Teacher to send Notification letter home to be signed and returned and Teacher to call home to advise the parent/carer that Stage 2 has been reached and discuss behaviour. Behaviour Management Plan to be considered in consultation with parent/carer.

STAGE 3 NOTIFICATION – LOSS OF GOOD STANDING

- Involvement in an incident in the classroom or playground that requires immediate withdrawal by the Administration Team.
- Involvement in a one-off severe behaviour incident in the classroom or playground that results in in-school or out of school suspension.
- Parents/carers will be contacted by the Administration Team to explain the loss of Good Standing, restrictions due to loss of Good Standing and the process for reinstatement. A letter will also be sent home.
- After ten school days, Deputy Principal or Classroom Teacher and student will meet to discuss reinstatement and parents/carers will be notified.

Please note if a child is suspended either in or out of school, this will result in an immediate loss of Good Standing. In this instance, parents will be informed of the loss of Good Standing at the same time as the suspension.

Students who lose their Good Standing twice in a school term will lose the right to attend extra-curricular activities scheduled for the remainder of that term.

Good Standing is restored at the beginning of each term.

Behaviour Management Flow Chart



Examples of low-level Behaviours				Examples of high-level Behaviours			
Respect	Responsibility	Self-Control	Learner	Respect	Responsibility	Self-Control	Learner
<ul style="list-style-type: none"> - Answering back - Inappropriate social interactions - Minor dishonesty - Not following instructions - Out of seat 	<ul style="list-style-type: none"> - Cheating - Inattentiveness - Work avoidance - Unprepared for class 	<ul style="list-style-type: none"> - Physical contact - Out of boundaries - Property misuse - Rough play 	<ul style="list-style-type: none"> - Untidy work - Not working with others - Incomplete work - Not starting set tasks - Interrupting others learning 	<ul style="list-style-type: none"> - Intimidation of staff or students - Inappropriate touching - Verbal abuse of staff and students - Stealing 	<ul style="list-style-type: none"> - Bullying - Defiance (attitude) - Refusal (action) - Refusal (work) - Inappropriate technology use 	<ul style="list-style-type: none"> - Physical assault of staff or students with intent - Property damage - Repeated minor behaviours - Leaving school grounds 	<ul style="list-style-type: none"> - Destroying work - Repetitive work refusal - Refusal to work collaboratively - Repetitive interruption of others learning

Preventing Unproductive Behaviours

Informal Classroom Behaviour Management Strategies: Students receive low key responses to their behaviours. Such examples may include proximity, signal to begin, wait time, redirection, ignore, 'the look' etc.

Student receives verbal warning 1 from the classroom teacher.

Student receives verbal warning 2 from the classroom teacher.

Student receives verbal warning 3 from the classroom teacher. Student will then be directed to an isolation desk in the classroom for a designated period – no reflection sheet needed.

Behaviour Stops
(Give positive verbal)

Behaviour Continues

LPS Good Standing Policy

Maintaining Good Standing: Satisfactory behaviour in the classroom (including specialist classes) and in the playground according to the PBS School values and Behaviour Management Policy expectations maintains Good Standing. When these expectations are not upheld, the following will apply in accordance with the LPS Good Standing Policy:

Stage 1 Notification: Class Teacher or Specialist Teacher to contact parent via phone call to discuss behaviour and inform of first formal warning.

Stage 2 Notification: Class Teacher or Specialist Teacher send a letter home as notification of a second formal warning. Teacher/Specialist Teacher to call parent to discuss behaviour and letter to be signed and returned by parent. Behaviour Management Plan to be implemented in consultation with parents/carers.

Stage 3 Notification (Loss of Good Standing): Class Teacher or Deputy Principal/Principal to inform parent/carer of the loss of Good Standing as the result of receiving three formal notifications. Loss of Good Standing letter sent home. Return to Good Standing contract implemented with student. Students who have lost good standing will be excluded from any whole-school, class rewards or excursions/extra-curricular activities for the period of 10 school days while the students earn Good Standing back.

One-off high-level incidents may also attract immediate loss of Good Standing as determined by the LPS Administration Team. Examples of high-level behaviours are as above.

All Good Standing notifications must be entered into the Good Standing Tracker on One Drive and SIS Behaviour by the reporting teacher. Include all contact or attempted contact with families.

If a student continues to behave inappropriately:

- Student is sent to Time Out class with a Reflection Sheet.
- Parents will receive a copy of the completed Reflection Sheet after school to sign and return.
- Parent will receive Connect or phone call home confirming Reflection Sheet has been received and is to be returned signed.

- If a behaviour continues in time-out class or upon students return to class, the student is sent to the administration office immediately with reflection sheet.
- In the case of extreme misbehaviour, administration may opt to withdraw or suspend a student at the discretion of the principal.

Stage 2 Notification



Date: _____

Dear Parents/Carers,

I wish to inform you that your child _____ has received this Stage 2 Notification letter which places their Good Standing at risk. This is due to the following behaviour:

We have spoken to _____ about the above issues and the consequences of their actions. We will be meeting with them to discuss strategies to maximise the likelihood of their Good Standing being retained. We place a great deal of value on students retaining their Good Standing and look forward to working with you and your child to develop an effective plan to support them.

As noted in our Good Standing Policy, students who have lost their Good Standing are not eligible to participate in extra curricula activities such as whole-school and PBS reward days, performances/visiting performers, excursions, class rewards, camps, interschool sporting events and formal ceremonies.

Yours sincerely

Notice of Stage 2 Notification Acknowledgement Slip

Student: (signature)		Date:
Read by: Parent/Carer (signature)		Date:

Please complete and sign the attached acknowledgement slip and return it to Administration within two days.

**** Letters and completed acknowledgement slip to be stored in student files.**

LOSS OF GOOD STANDING LETTER TO PARENTS/CARERS



Date: _____

Dear Parents/Carers,

I wish to inform you that your child _____ has lost their Good Standing, due to:

As noted in our Good Standing Policy, students who have lost their Good Standing are not eligible to participate in extra curricula activities such as whole-school and PBS reward days, performances/visiting performers, excursions, class rewards, camps, interschool sporting events and formal ceremonies.

After ten school days of positive behaviour that will be monitored, your child's Good Standing will be reinstated.

During this period, your child will not be permitted to attend any activities, rewards or events.

If you wish to discuss this matter, please do not hesitate to contact the school to arrange a suitable time.

Yours sincerely

Notice of Loss of Good Standing Acknowledgement Slip

Student: (signature)		Date:
Read by: Parent/Carer (signature)		Date:

Please complete and sign the attached acknowledgement slip and return to Administration within two days.

**** Letters and completed acknowledgement slip to be stored in student files.**

PBS Reflection Sheet

Name:

Room:

Teacher:

Date:



Reflection:

What happened:

Next time my goal is to:

I can achieve this by:

I understand that if I continue to show behaviours that do not align with our school values of Respect, Responsibility, Self-Control and Learner, I may lose my Good Standing.

Student Signed:

Date:

Admin/Teacher Signed:

Date:

Parent Signed:

Date: