

SOUTH LAKE PRIMARY SCHOOL PLAN FOR WHOLE SCHOOL POSITIVE BEHAVIOUR SUPPORT (PBS) 2022



CONTEXT

At South Lake PS, Positive Behaviour Support is used as a framework that creates a consistent language and approach to teaching and managing behaviour. We strive to provide a positive learning environment where every student feels safe, heard, respected and encouraged. Unproductive behaviours are viewed in the same manner as learning errors - a skill deficit. When a skill deficit exists, we teach the appropriate skill. Staff understand that all behaviour is learned and influenced by situations and environments that may occur outside the school setting. They recognise that all behaviour serves a purpose, and by identifying the function of these behaviours, are able to address underlying issues, modify their teaching practice and learning environments to cater to the needs of individual students. We aim to provide all students with an understanding of how to behave in and out of school through the explicit teaching and modelling of expected behaviours.

The PBS Team assist and guide staff in developing and maintaining a positive school environment where students demonstrate expected behaviours as outlined in the SLPS Behaviour Matrix. Staff are provided with positive behaviour strategies, tools and resources to manage behaviour, reviewing existing procedures, and developing more effective evidence based practices and policies.

WHAT IS POSITIVE BEHAVIOUR SUPPORT (PBS)

PBS is a research-based framework that is proven to create safer and more effective schools. PBS relies on organisational change strategies to improve the social culture, learning and teaching environment in schools, and to provide the individual behaviour supports needed to achieve academic and social success for all students. It is a prevention model, based on the premise that all students can benefit from well-implemented, evidence-based practices for improving student behaviour.

PBS provides an organisational approach for:

- Improving the social behavioural climate of schools
- Supporting or enhancing the impact of academic instruction on achievement
- Increasing proactive/positive/preventive management while decreasing reactive management
- Integrating academic and behaviour initiatives
- Improving support for all students, including students at risk and students with emotional behavioural disabilities (EBD)

**Additional resources and support documents are accessible on the shared drive under PBS.*

POSITIVE BEHAVIOUR SUPPORT TEAM

Team Leader: Josh D'Vauz

Coach: Kylee Martin

Team Members: Leigh Liley, Dean Smart, Nicola Shepherd, Brooke Webber, Shelby Fletcher, Amista Nielson, Gayna Panther and Nicole King.

The PBS Team aims to:

- Support all staff in the implementation of PBS and the explicit teaching of expected behaviours across all year levels and classrooms;
- Ensures staff are familiar with the SLPS Behaviour Matrix and other PBS plans and procedures;
- Involve staff in PBS decision making, organisation and lesson planning;
- Plan strategies to increase student engagement and school community;
- Monitor, analyse and share behavioural data to inform decision making and future planning;
- Meet at least twice a term with a set agenda.

Expectations

- Be Respectful: Polite; Courteous
- Be Resilient: Accountable; Perseverance
- Be Safe: Care for Ourselves; Care for Others
- Be Your Best: Do Your Best; Aim to Do Better

See Appendix A: SLPS Expectations

Behaviour Matrix

The SLPS Behaviour Matrix outlines expected behaviours of students at South Lake PS across all school settings. It creates a common language between staff and students, directs the teaching of expected behaviours and assists staff in recognising, acknowledging and providing feedback of student behaviour. See Appendix B: SLPS Behaviour Matrix

PROCESSES

Acknowledgement System: Turtle Tokens (Free and Frequent)

Turtle Tokens representing each SLPS behavioural expectation are used to acknowledge and reinforce positive behaviours. Staff distribute Turtle Tokens along with a brief reason at the time a positive behaviour occurs as a means of providing behavioural feedback. Turtle Tokens are counted and recorded on a weekly basis onto GradeXpert and class, faction and individual student data is used to inform reward systems to assist PBS planning.

See Appendix C: Turtle Tokens and Appendix D: SLPS Acknowledgement Systems

PBS Lesson Schedule/Planning

The PBS Team attain staff feedback in developing a termly PBS Lesson Schedule that outlines the behaviour expectations to be explicitly taught. Behaviour expectations being taught are clearly displayed across the school, in the newsletter, school website and on the SLPS Focus poster in all learning areas.

Weekly PBS Lesson

During the weekly allocated PBS time, staff deliver a planned lesson (stored on the shared drive) where students are explicitly taught an expected behaviour outlined in the SLPS PBS Behaviour Matrix, the South Lake PS Focus. These weekly lessons involve students completing an activity in their PBS Books.

Weekly PBS Assemblies

Every Monday, a whole school PBS assembly is conducted to communicate the South Lake PS Focus and other relevant PBS messages. During these assemblies, eight (four for each block) Turtle Tokens are drawn out for students to win \$2 PBS Canteen Vouchers. In addition, a PBS Turtle Award for classes demonstrating SLPS expected behaviours (determined by the PBS committee) will be announced. Students reaching certain milestones for the number of Turtle Tokens received will also be recognised during this time with wristbands.

MANAGING BEHAVIOUR

Behaviour Referral Process

Both Low Key Responses and the SLPS 123 System are used to prompt students displaying unproductive behaviours and to direct them to the expected behaviour. Staff use In-Class Reflection areas and linked Think About It (TAB) Rooms as needed. Staff respond to unproductive behaviours in a way that is:

- Calm: Professional and composed voice tone and volume
- Consistent: Respond each time a behaviour error takes place
- Brief: Short and concise response - disengage quickly
- Immediate: Respond within a short time after the behaviour
- Respectful: Respond politely - free of sarcasm and given in private
- Specific: Identify the associated expected behaviour from the SLPS Behaviour Matrix

Low Key Responses (Classroom Management Strategies - CMS)

Low key responses are used when students are demonstrating unproductive behaviours. The response is quick and quiet – not stopping the flow of a lesson, does not allow for escalation – low emotional response and involves minimal to no verbal contact - the classroom atmosphere remains positive or neutral. See Appendix G: CMS Strategies

Office Referrals

Office Referrals are used when administrative support is required to address major behaviours. Admin determines appropriate consequences as required. If necessary, admin may follow department procedures to: See Appendix H: SLPS Office Discipline Referral

Implement Good Standing

In accordance with the Minister for Education's statement on school violence, "Let's Take a Stand Together," South Lake PS has implemented Good Standing. All students maintain Good Standing by demonstrating expected behaviours as outlined in the SLPS PBS Matrix. Admin may apply a strike against a students' Good Standing as a consequence to Office Referrals or other unproductive behaviours. A loss of Good Standing will occur if a student is suspended, in-school suspended or if a student receives three strikes against their Good Standing. A student losing their Good Standing will have privileges removed for two weeks (privileges may include, but are not limited to: Ripper Recess, Incursions/excursions, Choir, Interschool Sports Carnivals, Graduation Activities, Water Fun Day and School Disco). Students regain their 'Good Standing' after two weeks of continuous expected behaviour and return to 'Good Standing' at the commencement each school term.

In-School Withdrawal

- A student who has not modified his/her behaviour, or whose behaviour has escalated, may be withdrawn to the Office area. This action is determined by Administration team members.
- The duration of the withdrawal is dependent on the behaviour with considerations of the student's developmental level and any other relevant factors.
- Data is recorded onto Integris/GradeXpert and is communicated to the students' parent and teacher as needed (this may include an interview with the parent/teacher, phone calls or letters sent home).
- Students are supported by administration and will not participate in classroom/whole school activities. The student may be conferenced by a member of the administration team, chaplain or the school psychologist.

Suspension

- It is the principal's responsibility, as site manager to manage suspension implementation. This does not mean the principal must personally undertake the duty. The principal is responsible for what must happen but has discretion over how it happens on site (i.e. if both the principal and the associate principal are absent a teacher relieving in an administrative role is authorised to suspend)
- The principal or relieving principal will assign a provisional suspension period, and shorten or lengthen this period, subject to Regulation 43(1) (b), upon completing an investigation into the incident.
- The principal (or relieving principal) will notify students, caregivers/parents of the decision to suspend and the length of the provisional suspension. At this time the parent/caregivers can provide and give reasons against the decision to suspend, these reasons will be recorded.
- Upon returning to school or prior to return to school, a documented plan may be developed for the student.

Permanent Exclusion

- The Principal may recommend to the Director General that a student be excluded from attending the school. Only the Director General may exclude a student.
- Full documentation of the school's efforts to effect behaviour modification will be submitted to the Regional Executive Director in support of such a recommendation.

EMERGENCY SUPPORT

Emergency support from Admin is provided when the safety of students or staff members are at risk or if serious damage to equipment/resources are expected. During an emergency, Admin will be contacted for immediate support in a safe and necessary manner (including the use of a Red Card (in classrooms and staff duty bags), phone call or supporting staff members).

Emergency support may be required if:

- Disruptive parents/carers/community members are on school grounds;
- Physical or verbal aggression occurs (student to student or student to teacher);
- Students leave the classroom without teacher permission.

**For additional information, see Emergency and Critical Incident Management Plan*

RESTORATIVE APPROACH/CORRECTING BEHAVIOUR - CONFERENCING STUDENTS

Staff respond to unproductive errors by reteaching, guided practice and independent practice with frequent monitoring. In addition to explicitly teaching expected behaviours, students who are not demonstrating expected behaviours are conferenced in order to address the behaviour and to teach what is expected. Staff at SLPS use a restorative approach when addressing students not demonstrating expected behaviours.

Correcting Behaviour Errors:

- Uphold the importance of expectations
- Increases probability of future correct behaviour
- Restores order to the learning environment
- Decreases time out of learning/instruction
- Interrupts the inappropriate behaviours, preventing practice of that behaviour
- Demonstrates care and concern by the adult
- Builds relationships with students
- Capitalises teachable moments
- Maintains a positive learning environment
- Gives the chance for the student to learn to be successful

ABC of Behaviour

Antecedent (A)	<ul style="list-style-type: none"> • Conditions and circumstances that increase the probability of a behaviour occurring (what happens/happened before the behaviour occurs?)
Behaviour (B)	<ul style="list-style-type: none"> • Observable (what the student says and does in response to the antecedent)
Consequence (C)	<ul style="list-style-type: none"> • The resulting event or outcome that occurs immediately following the behaviour. • A consequence either increases or decreases the likelihood of the behaviour occurring again in the future
Example:	
Antecedent (A)	<ul style="list-style-type: none"> • Expectations clearly displayed on the SLPS Behaviour Matrix (We line up calmly, quietly and sensibly) • Behaviour is clearly defined and taught (SLPS Focus poster, PBS Assemblies, PA announcements and weekly PBS lessons). • Teacher clearly defines expectations/gives a pre-correct: "When I say go, we are going to move outside and line up calmly, quietly and sensibly" • Staff actively supervise
Behaviour (B)	<ul style="list-style-type: none"> • Students move outside the classroom and line up calmly, quietly and sensibly
Consequence (C)	<ul style="list-style-type: none"> • Teacher provides class and individual students with specific feedback and encouragement. "... thank you for lining up calmly, quietly and sensibly." Acknowledge expected behaviour with verbal recognitions and Turtle Tokens

**Staff use the ABC of behaviour to assist in understanding why students are not demonstrating expected behaviours and use this process when conferencing with students.*

SUPPORTING PLANS AND POLICIES

- SLPS PBS Behaviour Matrix
- Students at Educational Risk (SAER)
- Emergency and Critical Incident Management Plan
- Health & Well Being Plan
- Aboriginal Education Plan
- Aboriginal Cultural Standards Framework
- Attendance Plan
- Bullying Policy
- Mobile Phone Policy
- Classroom Management Strategies
- Office Discipline Referrals
- Documented Plans
- Implementation of Chaplaincy Program 3 days a week
- Protective Behaviours Program
- School Drug Education Program
- PATHS, Rocketeers, Clubs