



Be Safe



Be Friendly

Mingenew Primary School  
Positive Behaviour Support (PBS)  
Parent Handbook



Be Respectful



Be An Achiever

## What is Positive Behaviour Support (PBS)?

### 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 facilitated when all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. At Mingenew Primary School, PBS provides an operational framework for achieving these outcomes. It is a decision making framework that guides selection, integration and implementation of the best evidence based practices for improving academic and behaviour outcomes for all students. Schools implementing PBS build on existing strengths, complementing and organising current programming and strategies.

In general, PBS emphasises four integrated elements:

- Data for decision making
- Measurable outcomes supported and evaluated by data
- Practices with evidence that these outcomes are achievable
- Systems that efficiently and effectively support implementation of these practices

### In our school, PBS aims to develop:

- a consultative, collaborative community owned process which is facilitated through a representative PBS leadership team
- a consistent, whole-school approach with a common language in regard to positive behaviour expectations

- an array of procedures for responding to behaviour errors, with a re-teaching focus
- clearly defined teacher-managed and office-referred behaviour
- the use of discipline data to help track progress and identify areas to target for intervention and the effectiveness of selected interventions

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).

## Visibility

- All classrooms display the school's four Expectations and Behaviour Matrix.
- Teaching, non-teaching and administration staff refer to these when presented with behavioural learning opportunities
- Students receiving achievement awards or in-class awards, receive feedback in the form of PBS language taken from the matrix.
- At play-time, duty teachers seek opportunities to reward positive behaviour using PBS tickets. These tickets display the school values and teachers or students can highlight the behaviour expectation shown by students.
- Students can enter their PBS tickets into a raffle and can win prizes at assembly if their ticket is selected. All PBS tickets contribute towards whole school award points.

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the likelihood of their academic and social behaviour success. Implementing the framework is a process that starts with universal practices for all staff and all students at school and classroom level. There are seven essential components that later form a foundation for more individualized interventions

## **The PBS seven essential components are:**

### **1. Leadership**

The PBS leadership team includes the principal and a team that is representative of the school staff. The team leads the school through a process of developing and gaining consensus on beliefs, expectations and procedures along with a written plan. This full staff involvement in the process is crucial.

### **2. Defining Expected Behaviour**

Just as schools rely on the direction provided by their academic curriculums, success with student discipline begins with clear behavioural expectations- a behavioural curriculum. These expectations are a vision of responsible student behaviour and social competence.

### **3. Teaching Expected Behaviour**

Systematic teaching of the expected behaviours must be a routine part of the school day. This teaching uses the same methods as teaching academic skills, through modelling, practice and feedback.

### **4. Encouraging Expected Behaviours**

Staff provide regular feedback to students about their behavioural progress. Creating a school culture where expected behaviours are the norm requires that staff interact with students four times more frequently when they have engaged in appropriate behaviour than when the student is misbehaving.

### **5. Essential Classroom Practice**

These practices impact academic learning time and ultimately student achievement while ensuring a positive and welcoming learning environment. They represent the facets of classroom teaching under the teacher's control that have been identified as evidence based practices to maximise learning for all students while minimising discipline problems.

### **6. Responding to Unproductive Behaviour**

Unproductive behaviour also requires feedback and should be viewed as a teaching opportunity – a chance to clarify and re-teach expectations. The same calm instructional approach used when students make academic errors should be used to correct behavioural errors. The development of a continuum of responses to unproductive behaviour provides staff with the tools to effectively respond to and change student behaviour.

## 7. Ongoing Monitoring

The use of data focuses a schools efforts by identifying areas in need of improvement as well as those operating well, and keep the effort alive by providing feedback or knowledge of results that promote consistent implementation and renewal. Data is used to monitor student behaviour and the PBS implementation process.

### How is PBS educative?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

PBS views inappropriate behaviour in the same manner that problems in reading or math are viewed...as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. By doing so, a unified and positive school climate forms. This informs students and staff that appropriate behaviour is a priority in our school. The purpose of PBS is to establish a climate in which appropriate behaviour is the norm.

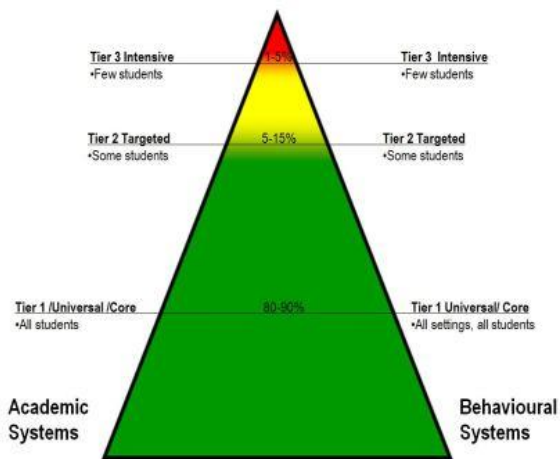
### How does PBS provide support for all students?

PBS methods are research-based, proven to significantly reduce the occurrence of unproductive behaviours in schools and supported by a three-tiered model. The image below illustrates the continuum of support for PBS and its academic counterpart. The three-tiered model organises practices and systems along a continuum of increasing intensity and/or complexity. Although the continuum is dynamic and blended the three tiers are generally described as follows:

**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.



## What are some of the outcomes of PBS?

Students know what is expected of them and choose to do so because they:

- Know what to do
- Have the skills to do it
- See the natural benefits for acting responsibly

Adults and students have more time to:

- Focus on relationships
- Focus on classroom instruction

There is an instructional approach to discipline:

- Instances of problem behaviour are opportunities to learn and practice pro-social behaviour

## PBS at Mingenew Primary School

Mingenew Primary School is currently a Tier 1 PBS trained school. The purpose of the PBS team at Mingenew Primary School, is to develop and implement a consistent, whole school approach to explicitly teach and model social and behavioural skills using a common language. We are committed to fostering a safe, respectful, friendly and positive school community, and we strive to achieve and maintain high standards of academic success for all.

Our school values; *Be Safe*, *Be Respectful*, *Be Friendly* and *Be An Achiever*, guide the behaviour of everyone in our school; staff, students, parents and community members. A matrix of expected school-wide behaviours has been developed and a proactive approach to defining, teaching and supporting appropriate student behaviour has been adopted by all staff. The PBS Matrix articulates what the expected behaviours look like in our school setting.



Be Safe



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## Rewarding Positive Behaviour

Students are praised with a number of verbal, non-verbal (gestures) and tangible responses to reinforce students who display the desired school-wide behaviours and expectations.

Staff are expected to use the expectations language from the matrix when verbally rewarding desired behaviours each time, both in the classroom and in the playground.

Example: “Thank you for *Being Safe* by keeping your workspace organised.” Or “Thank you for *Being Friendly* and including others in your game.”

### In the Classroom

Staff use **Class Dojo** as a way of tracking and recording desired student behaviours in the classroom.

Students are rewarded using a points system, based on Mingenew Primary’s four expectations; *Be Safe*, *Be Respectful*, *Be Friendly* and *Be An Achiever*.

Classroom teachers are also responsible for administering tangible rewards at point increments within the classroom.

### In the Playground

Staff use a paper ticketing system to award desired student behaviours in the playground.

Students are rewarded based on Mingenew Primary’s four expectations; *Be Safe*, *Be Respectful*, *Be Friendly* and *Be An Achiever*.

Students write their names on the piece of paper, circle the expectation they received the ticket for, and place it in the corresponding expectation box at the front office.

At each fortnightly assembly, a raffle is drawn, one ticket from each expectation box and students choose from the PBS Prize Box.

Both classroom and playground points are then tallied together and go towards a whole school points total, working towards reward days and special events. (eg, colour fun runs, movie afternoons, pizza lunch).

## Responding to Unproductive Behaviours

Unproductive behaviours are those behaviours not desired to be seen, and are not on the matrix. Unproductive behaviours fall under two categories, minors and majors.

Minor - Teacher Managed	Major - Administration Managed
<p><b>Be Safe:</b></p> <ul style="list-style-type: none"> <li>• Equipment misuse</li> <li>• Touching others</li> <li>• Running</li> <li>• No hat</li> <li>• Rough play</li> <li>• Leaving the classroom</li> <li>• ICT breach (minor)</li> </ul> <p><b>Be Respectful:</b></p> <ul style="list-style-type: none"> <li>• Not following instructions</li> <li>• Not wearing school uniform</li> <li>• Swearing (low level)</li> <li>• Calling out</li> <li>• Constant talking</li> </ul>	<p><b>Be Safe:</b></p> <ul style="list-style-type: none"> <li>• Excluding others</li> <li>• Teasing and unkind words</li> <li>• Not following game rules</li> <li>• Yelling at others</li> </ul> <p><b>Be an Achiever:</b></p> <ul style="list-style-type: none"> <li>• Lateness</li> <li>• Off task/ task refusal</li> <li>• Not being prepared</li> <li>• Distracting others</li> </ul> <p><b>Be Safe:</b></p> <ul style="list-style-type: none"> <li>• Physical altercations (eg punching, hitting, kicking, spitting)</li> <li>• Leaving the school grounds without permission</li> <li>• Substance abuse</li> <li>• Weapon use</li> <li>• ICT breach (major)</li> </ul> <p><b>Be Respectful:</b></p> <ul style="list-style-type: none"> <li>• Verbal abuse towards staff and students including swearing</li> <li>• Aggressive refusal to follow instructions</li> <li>• Purposeful damage of equipment and property/ vandalism</li> <li>• Stealing property</li> </ul> <p><b>Be Friendly:</b></p> <ul style="list-style-type: none"> <li>• Bullying and targeted put downs</li> </ul> <p><b>Be an Achiever:</b></p> <ul style="list-style-type: none"> <li>• Repeated minor referrals (3+ in a day)</li> </ul>



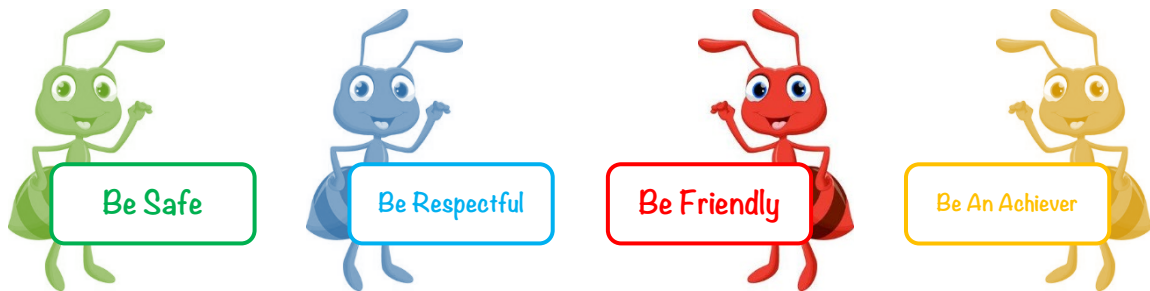
## Critical Incidences

Each classroom is equipped with red emergency cards as the exit doors for teachers to send a student to the office to immediate Administration assistance with a student/s major behaviours if the student is not willing or cooperative.

## Behaviour Consequences

Consequences given to students are to be age appropriate, and relevant to each individual student, their needs and their actions.

At the teacher and principal's discretion, some students have their own behaviour management plans and consequences which are specific to their needs. These identified students have plans which include escalation profiles, trigger warnings, appropriate staff responses and modified consequences. Behaviour Management Plans are developed in consultation with parents.





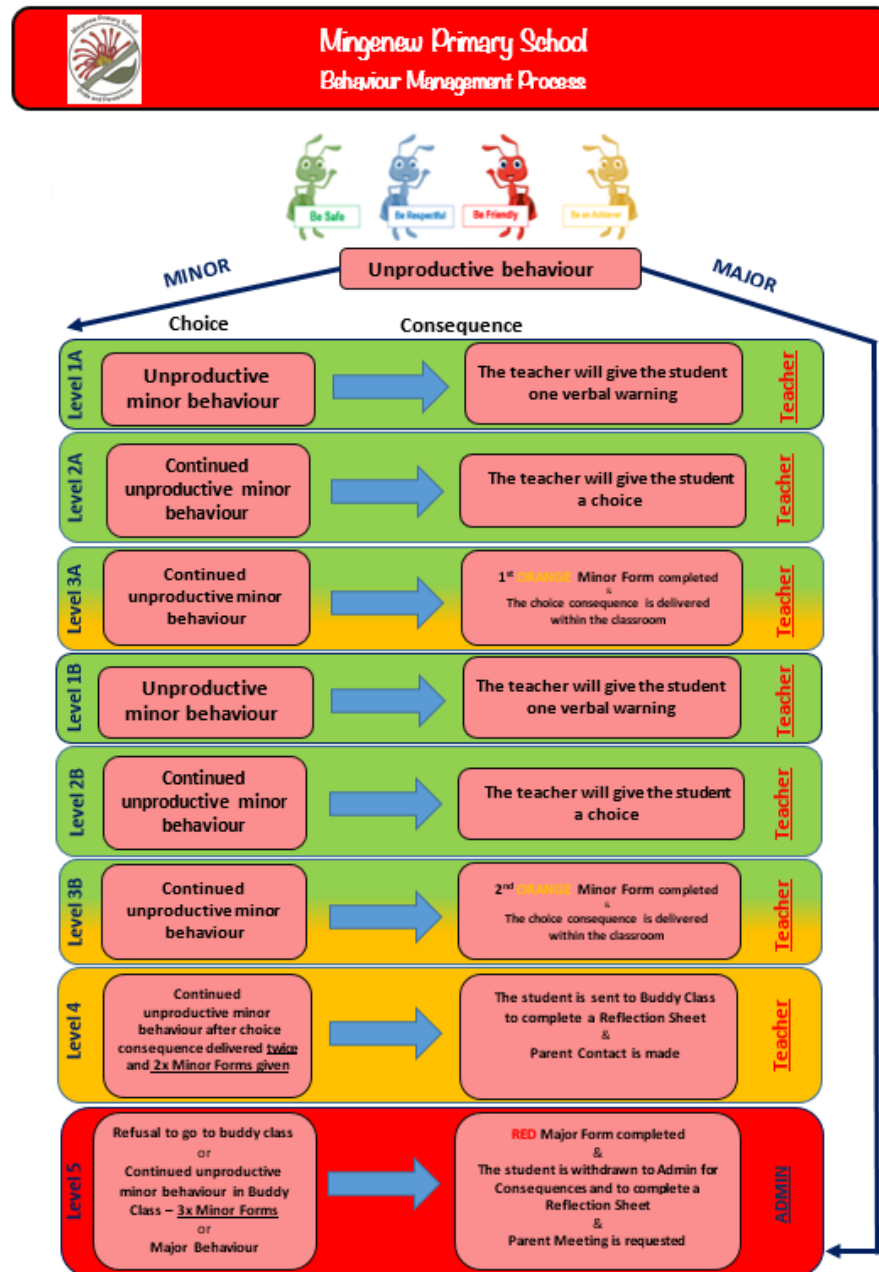
# Mingenew Primary School

PBS Matrix



	Be Safe	Be Respectful	Be Friendly	Be an Achiever
Whole School	<ul style="list-style-type: none"> <li>I follow school procedures.</li> <li>I use equipment safely and in the intended areas.</li> <li>I keep my hands, feet, and objects to myself.</li> <li>I walk my bike to the bike stand.</li> <li>I keep my valuables at home.</li> </ul>	<ul style="list-style-type: none"> <li>I follow instructions promptly.</li> <li>I speak politely and say please, thank you, sorry and excuse me.</li> <li>I code switch and use school language.</li> <li>I respect others' personal space and belongings.</li> <li>I take care of school property.</li> <li>I wear my school uniform.</li> </ul>	<ul style="list-style-type: none"> <li>I greet people by saying hello and using their proper name.</li> <li>I use kind words when speaking to others.</li> <li>I help others when they are hurt.</li> <li>I include others.</li> <li>I congratulate and cheer for others.</li> <li>I am patient with others.</li> </ul>	<ul style="list-style-type: none"> <li>I always strive to achieve and try my best.</li> <li>I am an active problem solver.</li> <li>I work cooperatively with others.</li> <li>I make green choices.</li> <li>I encourage others to make green choices.</li> <li>I attend school regularly.</li> </ul>
Classrooms	<ul style="list-style-type: none"> <li>I walk at all times.</li> <li>I keep my workspace organised.</li> <li>I keep the classroom tidy.</li> </ul>	<ul style="list-style-type: none"> <li>I use "Whole Body Listening".</li> <li>I get to class on time.</li> <li>I allow others to learn and complete tasks.</li> </ul>	<ul style="list-style-type: none"> <li>I help and encourage others in their learning.</li> <li>I am welcoming to class visitors.</li> <li>I take turns.</li> <li>I demonstrate positive body language.</li> </ul>	<ul style="list-style-type: none"> <li>I focus on my work.</li> <li>I present my work to a high standard.</li> <li>I set goals and work hard to achieve them.</li> <li>I "have a go".</li> <li>I ask for help when needed.</li> <li>I persist when faced with challenges.</li> <li>I learn from my mistakes.</li> <li>I contribute to class discussions.</li> </ul>
Eating Area	<ul style="list-style-type: none"> <li>I sit down while eating.</li> <li>I always eat my own food.</li> </ul>	<ul style="list-style-type: none"> <li>I put my hand up and wait quietly before moving to the playground.</li> <li>I pick up and dispose of my rubbish.</li> <li>I only touch my own food and lunchbox.</li> </ul>	<ul style="list-style-type: none"> <li>I allow others to sit with me.</li> <li>I help others open eating containers and packages.</li> </ul>	<ul style="list-style-type: none"> <li>I make healthy food choices.</li> <li>I take my uneaten food home.</li> </ul>
Playground	<ul style="list-style-type: none"> <li>I stay within the school boundaries where I can be seen by the duty teacher.</li> <li>I walk on paths.</li> <li>I wear my hat, otherwise I play in the undercover area.</li> </ul>	<ul style="list-style-type: none"> <li>I am considerate of other people, their equipment and their games.</li> <li>I give way to others and keep to the left.</li> <li>I keep out of garden beds and take care not to damage plants.</li> <li>I keep outside areas clean.</li> <li>I make sure all equipment is packed away before going to class.</li> </ul>	<ul style="list-style-type: none"> <li>I play fairly.</li> <li>I help and encourage others in game play.</li> <li>I am a proactive bystander.</li> <li>I speak using appropriate language and volume of voice.</li> </ul>	<ul style="list-style-type: none"> <li>I follow game rules.</li> <li>I demonstrate good sportsmanship.</li> <li>I am graceful if I lose.</li> </ul>

# Flow Chart for Staff Responses to Unproductive Behaviour of Students





## Student Behaviour Referral Process: Mingenev Primary School

