POSITIVE BEHAVIOUR SUPPORT POLICY

Positive Behaviour Support

S. Taylor 2013
Positive Behaviour Support (PBS) is a process for creating safer and more effective schools. It is a **framework or approach** comprised of effective practices, interventions, and systems change strategies for establishing the social culture, learning and teaching environment, and individual behaviour supports needed to achieve academic and social success for all students. Schools implementing PBS build on existing strengths, complementing and organising current programming and strategies. PBS is for all students, all staff and all settings in the school.

**Rationale:-**

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 maths 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.

**Background:-**

PBS methods are research-based, proven to significantly reduce the occurrence of problem 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. |
Whole School Positive Student Management

The Role of the Principal and Deputy Principal
The role of the Principal and Deputy Principals with regard to student behaviour is as follows:

1. Provide a link between parents and staff when necessary.
2. Support teachers with student behaviour development and management.
3. Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school.
4. Facilitate parent/teacher/student case conference when necessary.
5. Design and assist the class teacher with programs for individual children with behaviour problems and contact support services when necessary.
6. Provide relief teachers with guidelines pertaining to behaviour development and management procedures.
7. Supervision of detention and maintenance of records.
8. Develop and maintain reward programs for good behaviour.
9. Induct new staff members into the policy.
10. Prepare and administer suspensions and requests for exclusion.

**Whole School Positive Student Management**

**The Role of the Teacher**

The role of the teacher in securing appropriate student behaviour is as follows:

1. Ensuring that **students understand** the Positive Behaviour Support (PBS) Policy. This includes reinforcing this understanding throughout the year and ensuring that **students can relate** their own behaviour to this policy.
2. **Explicitly teaching the expected behaviours** to students
3. Maintaining the desired behaviours through:
   a. **Belief** in the statement that Yanchep is a good school which can be made even better by whole staff support of our Positive Behaviour Support Policy with all students.
   b. **Encouragement** of all students with regard to the policy; and employment of fair, firm and consistent consequences for those students who do not comply.
4. Maintaining a written record of individual behaviour as required.
5. Teachers must communicate and meet with parents or carers to provide information about student’s behaviour.
Mechanisms for achieving a Positive Learning Environment
and Managing Positive Behaviour

Positive reinforcements, attitudes, body language and role models are important in each individual classroom and in the school as a whole.

Whole School Reinforcements:

- Positive Points
- Merit Certificates
- Mega Reward
- Letters of Commendation
- Assembly recognition
- Newsletter - comments to the community and publication of student work
- Displays of student work and photos around the school
- Library displays of student work
- Publicity in local newspapers
- Visit to other classes to see displays of work

Classroom Reinforcements:

- Verbal praise
- Positive body language
- Stamp/stickers
- Class banking system
- Prizes will be given out for organised events or particular situations.
- Special class duties
- Faction points
- Group competitions
- Sent to Deputy Principal or Principal for reward for super individual effort.
- Expect and model high standards of work
- Highlight examples of work of high standard
- Individual behaviour modification plans
- Whole class incentives
- Individual reward systems
- Letter of Commendation
- ‘Good News’ Phone calls

Low Key Responses
Don’t Talk-Act

Skills a teacher employs when a student first starts to misbehave. They almost invisibly let the students know that what they are doing is having a negative effect on learning. The response is as short, or shorter, than the interruption and the classroom atmosphere stays positive or neutral.

1. Win Students over
   - Meet students at the door
   - Demonstrate personal interest
   - Smile; humour; enthusiasm
   - Politeness
   - Use students names

2. Use a signal to begin
   - Develop a signal or routine that means “quiet please”
   - Pause until silence or near silence is attained
   - Make the pause active-scan the room, move into the students

3. Be on the alert. Stop things before they go too far. (With-it-ness)
   - Eye contact-the look
   - A quiet “no” and nothing else
   - Finger motions
   - Use of students names
   - A shake of the head or a subtle “cough”
   - Model or respond to appropriate behaviour

4. Use proximity
   - Move around the room while teaching or students working
   - Move towards the inappropriate student

5. Deal with the problem NOT the student
   - Eg deal with the objects, do not embarrass the student

6. Plan student movement (transitions)
   - Who does what when

7. Deal with the allies first

8. When asking questions, signal to type of response you want
   - Hands up
   - No hands
   - Call out choral
   - Tell your neighbour
   - Write it down

9. Private discussion
   - A quiet chat with the student to diffuse the unwarranted behaviour

10. Planned Ignore
    - Ignoring the disruptive behaviour
# YDHS Positive Behaviour Expectations

<table>
<thead>
<tr>
<th>I am a Learner</th>
<th>I am Respectful</th>
<th>I am Responsible</th>
<th>I am Safe</th>
<th>I am Emotionally Intelligent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole School, All the Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I follow instructions</td>
<td>• I make up manners and common courtesies</td>
<td>• If I make a mistake, I explain truthfully</td>
<td>• I walk through the school</td>
<td>• I treat others the way I like to be treated</td>
</tr>
<tr>
<td>• I attend school regularly</td>
<td>• I wear the appropriate uniform to school</td>
<td>• I help take care of the school environment</td>
<td>• I stay within the school boundaries</td>
<td>• I consider other people’s feelings and opinions</td>
</tr>
<tr>
<td>• I am punctual to all classes</td>
<td>• I am mindful of other people’s property</td>
<td>• I am prepared for class</td>
<td>• I keep hands, feet and other objects to myself</td>
<td>• I smile and greet people</td>
</tr>
<tr>
<td>• I ask for help when needed</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Classroom</td>
<td></td>
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<tr>
<td>• I have my equipment ready</td>
<td>• I pay attention</td>
<td>• I arrive on time to class</td>
<td>• I am cyber safe</td>
<td>• I encourage my classmates to do their best</td>
</tr>
<tr>
<td>• I hand in work on time</td>
<td>• I raise my hand and wait for my turn to speak</td>
<td>• I help keep the classroom tidy</td>
<td>• I move carefully around the classroom</td>
<td>• I offer help when needed</td>
</tr>
<tr>
<td>• I complete my work to the best of my ability</td>
<td>• I stay in my seat</td>
<td>• I return things to the right place and in the same condition</td>
<td>• I follow all instructions given by the teacher</td>
<td>• I share equipment</td>
</tr>
<tr>
<td>• I ask for help when needed</td>
<td>• I allow others to have their say</td>
<td>• I take care of my belongings</td>
<td>• I keep hands, feet and other objects to myself</td>
<td>• I congratulate my peers for success</td>
</tr>
<tr>
<td>Playground</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• I wait and take turns</td>
<td>• I place rubbish in the bin</td>
<td>• I sit and eat in the correct area</td>
<td>• I wear a hat in the sun</td>
<td>• I include others</td>
</tr>
<tr>
<td>• I learn and follow game rules</td>
<td>• I agree on and follow game rules</td>
<td>• I play in the correct area</td>
<td>• I stay in the school grounds</td>
<td>• I share equipment</td>
</tr>
<tr>
<td>• I ask for help when needed</td>
<td>• I listen to and follow duty teachers’ instructions</td>
<td>• I treat sports equipment with care</td>
<td>• I ask for help when needed</td>
<td>• I apologise when I make a mistake</td>
</tr>
<tr>
<td>Library</td>
<td></td>
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<tr>
<td>• I choose books that are appropriate for me</td>
<td>• I speak politely to the library staff</td>
<td>• I leave my bag outside</td>
<td>• I wear a cloth book bag when borrowing (Primary)</td>
<td>• I I seek help when needed</td>
</tr>
<tr>
<td>• I use resources correctly</td>
<td>• I consider other classes</td>
<td>• I use a cloth book bag when borrowing</td>
<td>• I return all items to the correct place</td>
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<tr>
<td>Transitions</td>
<td></td>
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</tr>
<tr>
<td>• I bring the appropriate equipment to class</td>
<td>• I move quickly to where I need to be</td>
<td>• I am in the right place at the right time</td>
<td>• I walk on the pavement</td>
<td>• I move quietly around the school when others are working</td>
</tr>
<tr>
<td>• I know my timetable</td>
<td>• I speak politely to the canteen helpers</td>
<td>• I keep my hands, feet and objects to myself</td>
<td>• I keep my hands, feet and objects to myself</td>
<td>• I assist others to find where they need to be</td>
</tr>
<tr>
<td>Canteen</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• I make healthy food choices</td>
<td>• I place rubbish in the bin</td>
<td>• I put my rubbish in the bin</td>
<td>• I wait patiently in the canteen line and look out for younger children</td>
<td>• I give other children space to stand in line</td>
</tr>
<tr>
<td></td>
<td>• I speak politely to the canteen helpers</td>
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<tr>
<td></td>
<td>• I place recess and lunch orders before school</td>
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<tr>
<td></td>
<td>• I listen to the speaker</td>
<td></td>
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<tr>
<td>Toilets</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• I use a pass during class time</td>
<td>• I use the toilet at break times</td>
<td>• I use the correct toilets in my area</td>
<td>• I wash my hands after I use the toilet</td>
<td>• I give other people their privacy</td>
</tr>
<tr>
<td>• I return to class promptly</td>
<td>• I use the toilet facility correctly</td>
<td>• I use toilet paper and water carefully</td>
<td>• I walk in the toilet area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I use a toilet paper and water correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gatherings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I sit quietly</td>
<td>• I sing the National Anthem and recite the school creed</td>
<td>• I bring my own mat/chair to and from assembly</td>
<td>• I remain with my class/group</td>
<td>• I listen carefully</td>
</tr>
<tr>
<td>• I listen to the speaker</td>
<td>• I speak politely to visitors</td>
<td>• I wear a clean and tidy uniform</td>
<td>• I walk carefully up and down the stairs</td>
<td>• I give people space to sit</td>
</tr>
<tr>
<td></td>
<td>• I celebrate the achievements of others</td>
<td>• I keep hands, feet and other objects to myself</td>
<td></td>
<td>• I clap, appreciate and compliment people</td>
</tr>
<tr>
<td></td>
<td>• I accept awards politely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before and After School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I arrive on time</td>
<td>• I say “Good morning/afternoon” to others, and smile</td>
<td>• I leave the school grounds promptly after school</td>
<td>• I walk through the school</td>
<td>• I take home what I need (homework)</td>
</tr>
<tr>
<td>• I prepare my equipment for the day</td>
<td>• I follow the drop-off and pick-up rules</td>
<td>• I report to the student services office when I am late</td>
<td>• I look and listen for moving traffic</td>
<td>• I use pathways</td>
</tr>
<tr>
<td>• I come to school after 8.15 am</td>
<td>• I use the bike racks</td>
<td>• I only use school grounds during school time</td>
<td>• I walk my bike or scooter in the school grounds</td>
<td>• I take care of our school’s property</td>
</tr>
</tbody>
</table>
YANCHEP DISTRICT HIGH SCHOOL
Student Behaviour Management Referral Process

Follow SWPBS
Teacher Managed
Behaviour Response

Is behaviour office managed?

Follow SWPBS
Administration Managed

Teacher Managed Minor

Answering back
Cheating/integrity
Disinterested
Disruption
Dress Code
Inappropriate comments
Inattentive
Lateness
Minor dishonesty
Minor physical contact
Out of Area
Out of seat
Property Misuse
Rough Play
Technology misuse
Throwing
Touching
Unprepared
Unsafe behaviour
Work avoidance

Administration Managed Major

Bullying
Defiance/Refusal
Dishonesty/Integrity
Intimidation
- staff
- students
Physical Assault
- staff
- students
Property misuse/damage
Repeated Minors (3-5)
Truancy
Verbal Abuse
- staff
- students

Step 1:
□ Inform student of rule violation
□ State expected behaviour
□ Complete major Office Discipline referral Form
□ Student to Administration

Administration Action
○ Review Incident
○ Determine Consequences
○ Enter Data

Administrator Follows through on Consequence

Administrator Informs Parent/Guardian

Administrator Provides Teacher Feedback

Third Office Discipline Referral
* Parent Interview
* Complete referral for Tier 2 Student Intervention process

Response to All Student Misbehaviour is:-
Calm Consistent Brief Immediate Respectful Private

Teacher Completes Minor Incident Report Form to Office
No Administration Action Required

Minor Incident reports
□ Prompt-Low Key Responses
□ Re-Direct (Restate the behaviour matrix)
□ Provide Choice
□ Issue Minor Incident Report-if student does not respond to pre-correction or re-direction
□ Take action to correct behaviour
□ Consequences need to relate to behaviour being corrected

YANCHEP DISTRICT HIGH SCHOOL
Student Behaviour Management Referral Process

Observe Problem Behaviour

Problem Solve with Student/s

Step 1:-
□ Prompt
□ Re-direct
□ Re-Teach
□ Provide Choice
□ Conference

Do students have 3-5 slips in one week
10 slips in one term

Teacher Managed

Behaviour Stops

Behaviour Continues

Give positive verbal/social acknowledgement

Administer Behaviour
Consequence

Classroom
□ In class time out
□ Buddy Room
□ Reflection Sheet
□ Letter to Parents
Playground
□ Sit out of Play
□ Walk with Teacher
□ Loss of Privilege
□ Conference
□ Other

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Work avoidance

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- students
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