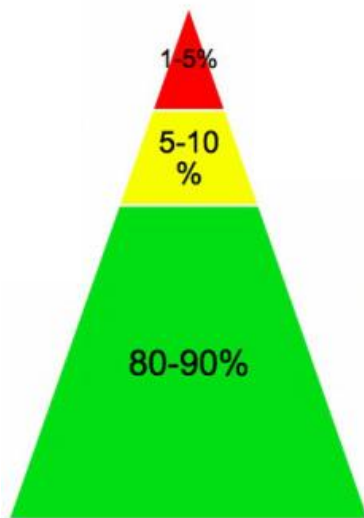


Positive Behaviour Plan



What is Positive Behaviour Support (PBS)?

Positive Behaviour Support (PBS) is a research-based, whole school framework which helps schools to create positive learning environments, aims to improve student's academic and behavioural outcomes, and is proven to significantly reduce the occurrence of problem behaviours in schools and is supported by a three-tiered model. The image below illustrates the increased intensity and/or complexity of behaviour support. At each tier there is an emphasis on **outcomes** in the form of agreed expectations for student and staff behaviour, **data** to guide decision making about what **practices** should be put in place to support individual student learning and social behaviour.



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 views unproductive behaviours 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.

PBS at Yuna Primary School

The purpose of the PBS team at Yuna 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 expectations: **Be Safe, Be Responsible, Be Respectful, Be Resilient**, guide the behaviour of everyone in our school; staff, students, parents and community members. A matrix of expected school-wide behaviours is developed and a proactive approach to defining, teaching and supporting appropriate student behaviour is adopted by all staff. The PBS Matrix articulates what the expected behaviours look like in different school settings.

Yuna PS Behaviour Matrix

At Yuna PS we are	Responsible	Respectful	Resilient	Safe
Always	<ul style="list-style-type: none"> Follow instructions. Be careful and safe with others property. 	<ul style="list-style-type: none"> Speak kindly to others. Use manners. Treat others how we like to be treated. Be willing to share. 	<ul style="list-style-type: none"> Give it our best go. Challenge ourselves. Set goals and strive to achieve them. 	<ul style="list-style-type: none"> Use equipment safely as instructed. Respect others personal space. Wash hands thoroughly with soap.
Learning Time	<ul style="list-style-type: none"> Stay focused and on tasks. Use a quiet, inside voice. Walk in the classroom. Remain seated unless instructed otherwise. 	<ul style="list-style-type: none"> Listen actively while others are speaking. Keep hands and feet to selves. Be mindful of others while they work. Ask for permission to leave the room. 	<ul style="list-style-type: none"> Respond positively to feedback. Ask questions if unsure or needing help. Complete work to the best of our ability. Take responsibility for your actions. 	<ul style="list-style-type: none"> Adhere to internet safety expectations. Obey the pool rules.
Break Time	<ul style="list-style-type: none"> Walk on the footpath. Place sports equipment in the appropriate space. Sit whilst eating. Put your rubbish in the bin. 	<ul style="list-style-type: none"> Include others. Follow the rules of games. Be tolerant. Demonstrate good sportsmanship. 	<ul style="list-style-type: none"> Accept the rules of the game. Be open to playing different games. 	<ul style="list-style-type: none"> Be snake aware. Wear shoes. Wear a hat. Apply sunscreen. Keep the toilet doors closed. Flush the toilet after use.

In the **TOILET BLOCK** we are...
Safe by...

- Shutting the doors when entering or leaving
- Washing our hands with soap before leaving



In the **TOILET BLOCK** we are...
Responsible by...

- Hanging our clothes on the hook
- Flushing the toilet after using it
- Using the toilet block appropriately and promptly



In the **TOILET BLOCK** we are...
Respectful by...

- Giving others their personal space
- Using an inside voice to speak to others
- Only touching our own clothes and bathers unless given permission



In the **TOILET BLOCK** we are...
Resilient by...

- Getting dressed independently to the best of our ability



In the **LIBRARY** we are...
Safe by...

- Shutting the door when entering or leaving
- Always walking
- Keeping books and bags off of the floor



In the **LIBRARY** we are...
Responsible by...

- Lining up to borrow a book
- Using a ruler when getting a book from the shelf
- Returning books to their correct spots
- Putting library books in our bag when we are finished



In the **LIBRARY** we are...
Respectful by...

- Using an inside voice to speak to others
- Reading silently or quietly when we have chosen a book



In the **LIBRARY** we are...
Resilient by...

- Choosing another book if we can't get the one we want
- Being open to reading different types of books
- Asking for help to find a book if we need it



*In the POOL we are...
Safe by...*

- *Waiting for a pool check before getting in*
- *Staying in our swimming area*
- *Entering the pool as instructed*
- *Always waking*



*In the POOL we are...
Responsible by...*

- *Following instructions*
- *Putting our towels, hats and shoes in a dry space*
- *Getting out of the pool promptly when instructed to*



*In the POOL we are...
Respectful by...*

- *Keeping our hands and feet to ourselves*
- *Giving others their personal space*
- *Sharing pool equipment with others*



*In the POOL we are...
Resilient by...*

- *Choosing something else to play with if we don't get the pool equipment that we want*
- *Completing activities to the best of our ability*
- *Persevering when the activity is difficult*



*In the PLAYGROUND we are...
Safe by...*

- *Watching where we are walking*
- *Wearing shoes and hat when outside*
- *Keeping all doors closed*
- *Staying inside the playground boundary*



*In the PLAYGROUND we are...
Responsible by...*

- *Returning play equipment at the end of break time*
- *Sitting whilst eating*
- *Putting rubbish in the bin*
- *Using play equipment correctly*



*In the PLAYGROUND we are...
Respectful by...*

- *Including others in playtime activities*
- *Following the rules of the game*
- *Speaking kindly to others*
- *Keeping hands and feet to ourselves*



*In the PLAYGROUND we are...
Resilient by...*

- *Accepting the rules and decisions of the game*
- *Being open to playing different games*



*In the CLASSROOM we are...
Safe by...*

- *Following the iPad Promise*
- *Always walking*
- *Use school equipment as instructed*



*In the CLASSROOM we are...
Responsible by...*

- *Following instructions*
- *Staying focused when completing activities*
- *Remaining seated unless instructed otherwise*
- *Using an inside voice to speak to others*



*In the CLASSROOM we are...
Respectful by...*

- *Raising our hand to speak*
- *Asking for permission to leave the room*
- *Speaking kindly to others*
- *Listening actively while others are speaking*



*In the CLASSROOM we are...
Resilient by...*

- *Responding positively to feedback*
- *Asking questions when help is needed*
- *Persevering when the work is difficult*
- *Completing work to the best of our ability*



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 showing *Respect* by *following staff instructions promptly.*” Or “Well done for demonstrating *Responsibility* by *staying on task.*” Or “I like the way you *show resilience* by *using Growth Mindset to persevere with challenging tasks.*”

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

Students are rewarded using a points system, based on Yuna Primary’s four expectations;

Students place their name on their ticket and place them in the corresponding container. These go towards the school tally and assembly PBS raffle.

Classroom Dojos and/or tickets are used for randomly selected class rewards and are tallied together as a whole school for working towards reward days and special events. (e.g. movie afternoons, pizza lunch).

Student Behaviour Referral Process



Yahoo Tickets and Whole School Rewards

Acknowledge School Wide Behaviour Expectations

Follow PBS **MINOR** Behaviour Responses

Teacher Response:

- Low Key Responses (CMS Strategies)
- Re-direct (state the expected behaviour using PBS common language)
- Other classroom de-escalation strategies (e.g. break cards)

Behaviour Stops

Behaviour Continues

Positive Reinforcers

- Yahoo Ticket
- Verbal praise

Choice Made

- Warning
- Timeout
- Timed reset

Minor or Major Behaviour?

Response is: Calm, consistent, brief and respectful

Minor (Teacher Managed)

- Not following instructions
- Not actively listening
- Not using manners or speaking unkindly to others
- Excluding others
- Off task
- Lateness to class
- Not persevering with work
- Task refusal
- Being unprepared
- Not being ready to learn
- Distracting others

Staff Records Behaviour as Chronicle Entry on Compass
(NO ADMIN ACTION REQUIRED)

Behaviour Continues

Major (Admin Managed)

- Verbal abuse/threats towards staff and students including swearing
- Purposeful damage of equipment and property
- Stealing property
- Bullying and targeted abuse
- Physical fighting
- Leaving class to avoid consequences
- Repeated minor referrals

3 Repeated Minors in a Day

Behaviour Continues

Behaviour Continues

Follow PBS **MAJOR** Behaviour Responses

Teacher Response:

- Major Incident Response Chronicle Entry
- Send for Admin support

Administration Actions:

- Investigate incident
- Problem solve with student
- Follow through on resolution/consequence
- Inform parent/guardian
- Report actions to teacher

Additional Consequence:

- Suspension
- Formal Parent Interview
- Behaviour Contract

Good Standing Policy

The Good Standing Policy emphasises the importance of students taking responsibility for the choices that they make daily, which impacts academically and socially on themselves and others. The Good Standing policy is a part of and works in conjunction with the whole school Behaviour Management Plan and the Department of Education's Keeping our Workplace Safe initiative. It aims to provide regular acknowledgement and recognition for the majority of students who consistently behave and act according to Yuna Primary School's policies.

To Maintain 'Good Standing' students must:

- Follow Yuna Primary School's Positive Behaviour Plan and Whole School Expectations.

'Good Standing' is a status all Yuna Primary School students are granted at the start of each term.

- It is the responsibility of each student to maintain their 'Good Standing'.
- Students with 'Good Standing' are eligible to participate in reward activities of approximately 1- 2 hour's duration, every 5 weeks.

Students who lose their 'Good Standing' may lose the privilege to participate in various events throughout the school year.

Examples: - excursions, camps, interschool sporting events and sports days

Students may lose the privilege to participate in activities where the safety of other students is a concern.

A student's 'Good Standing' status will be withdrawn following consultation with the Administration and the classroom teacher for the following reasons and as a consequence of:

- Three classroom withdrawals to buddy class. This must be entered on Compass by the Principal with parents notified.
- Three classroom referrals to the Principal. This must be entered on Compass by the Principal with parents notified.
- Three detentions for playground referrals which have been entered on Compass by the Principal. This must be entered on Compass by the Principal with parents notified.
- Suspension. This must be entered on Compass by the Principal with parents notified.
- If a Year 6 leader loses their "Good Standing", they will lose their badge and their right to represent the school for a period of five weeks.

Parents and Guardians of students 'at risk' of losing their Good Standing will be contacted by Teachers or the Principal.

- This will be through a phone call followed by a formal letter acknowledging loss of Good Standing.

Severe Clause

- Students may lose the privilege to participate in activities where the safety of other students is a concern. Any form of violence will result in the loss of 'Good Standing'.
- Students who are involved in a 'one off' severe behaviour incident in the classroom or playground may automatically lose their 'Good Standing'.

Regaining 'Good Standing'.

- All students will regain their 'Good Standing' at the beginning of each five-week period.

• The ‘Good Standing’ Policy aims to maintain consistency in the school’s decision making processes. It is important to note that these are guidelines and that if:

1. There are extenuating circumstances that have resulted in negative behaviours,
2. A student has special needs and / or;
3. There is a significant period of positive behaviour since the previous negative behaviour,

Then, these factors will be taken into account and any decision to withdraw or maintain ‘Good Standing’ will be at the discretion of the Principal.

Bullying

The school will not tolerate behaviour that causes intimidation, threat or harassment. Bullying is a conscious desire to hurt, threaten or frighten another person. It can be physical or verbal in nature. All students and parents are encouraged to report bullying incidents so it can be dealt with appropriately.

	DIRECT	INDIRECT
PHYSICAL	<ul style="list-style-type: none"> • Hitting, Slapping, Punching • Kicking • Pushing, Strangling • Spitting, Biting • Pinching, Scratching • Throwing things (e.g. stones) 	<ul style="list-style-type: none"> • Getting another person to harm someone
NON-PHYSICAL	<ul style="list-style-type: none"> • Mean & Hurtful Name Calling • Hurtful Teasing • Demanding Money, Food or Possessions • Forcing another to do homework or commit offences such as stealing 	<ul style="list-style-type: none"> • Spreading nasty rumours • Trying to get other students to not like someone • Bystanding – watching and doing nothing
NON-VERBAL	<ul style="list-style-type: none"> • Threatening and/or obscene gestures 	<ul style="list-style-type: none"> • Deliberate exclusion from a group or activity • Removing, hiding and/or damaging others’ belongings
CYBER (Through SMS, Social Networking)	<ul style="list-style-type: none"> • Mean & Hurtful Name Calling • Demanding Money, Possessions or Favour • Threatening and/or obscene gestures 	<ul style="list-style-type: none"> • Spreading nasty rumours • Trying to get other students to not like someone • Deliberate exclusion from a group or activity