

# **Burrendah Primary School**

## **Positive Behaviour Support Policy**

### **Purpose**

Our purpose is to implement Positive Behaviour Support (PBS) to develop a whole school understanding of expected behaviour through explicit and clear instructions of expectations, language and actions. We aim to foster and build a common and consistent Positive Behaviour culture that is supported by students, staff, parents and the wider community. Together we grow through the Burrendah Way.

### **What is Positive Behaviour Support?**

Positive Behaviour Support (PBS) provides an operational framework aligned to the Department of Education Policy. It builds a continuum of support for staff and students with an emphasis on building relationships. It is a decision-making framework that guides selection, integration and implementation of the best evidence practices for improving academic and behaviour outcomes for all students. Schools implementing PBS build on existing strengths, complementing and organising current programming and strategies.

### **We do this by:**

- Improving the social behavioural climate for 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)

### **Staff Support**

The school's focus is on the prevention of student misbehaviour. To enhance the positive behaviour culture within the school, staff will be supported through professional learning. With this in mind, the school will, as need arises, seek external support through the Classroom Management Strategies (CMS) program and internally from experienced staff members. In conjunction with this support, the school will continue to look at aspects of student engagement within its school business plan and through PBS professional learning modules that focus on engagement strategies.

- For further information, see S:\All Staff\Positive Behaviour Support\CMS & PBS professional Learning Modules

### **Our behaviour expectations are RESPECT, RESPONSIBILITY, RESILIENCE and REACH**

The behaviour expectations are clearly defined in the Burrendah Primary School Behaviour Matrix which provides a list of specific behaviours/skills that relate to the 4R's (Respect, Responsibility, Resilience & Reach). As a result of the consistent language used amongst students and staff, students will develop a clear understanding of the school's behavioural expectations. It also creates a "curriculum" which will guide teaching of expected behaviours through weekly lessons, visuals and drama.

- For further information, see BPS Behaviour Matrix – Appendices 1.1

## **Three Tier Continuum of Behaviour Support**

The Three Tier Continuum of Behaviour Support model organises practices and systems along a continuum of increasing intensity and/or complexity. This model of support views students displaying inappropriate behaviours as having a skill deficit which needs to be taught. By doing so, a unified positive school climate is formed which eventually becomes the norm.

- For further information, see Three Tier Continuum of Behaviour Support – Appendices 1.2

## **Student Misbehaviour Referral Process**

The Student Misbehaviour Referral Process is designed to ensure consistent practice across the whole school and to identify the specific parts of the process that are managed by teachers and administration. In addition, it aims to provide a link to our Good Standing Policy which may need to be enacted when misbehaviour is repeated and does not respond to Tier 1 or 2 intervention strategies. In addition to this, it aims to record and promote the application of the Three Tier Continuum of Behaviour Support model and effective Classroom Management Strategies.

- For further information, see Student Misbehaviour Referral Process – Appendices 1.3

## **Student Minor and Major Misbehaviour Recording Sheet**

The Student Minor and Major Misbehaviour Recording Sheet is a communication tool for the Time Out Class teacher or Administration for students who misbehave. Its secondary function is to ensure accurate data collection over time.

- For further information, see Positive Behaviour Support – Appendices - Student Minor and Major Misbehaviour Recording Sheet

## **Reward Systems**

To acknowledge and reinforce the 4 R's, and following student feedback, the school has established both in-class and whole-school reward systems.

### **In Class Reward System**

- Rewards for demonstrating behaviour expectations in class. These are to be given on a frequent basis.
- Rewards systems are based on teacher's preference. Examples are Class Dojo, ..... etc.

### **Whole School**

- GROW Awards – based on the 4 R's – Respect, Responsibility, Resilience & Reach.
- Four GROW Awards will be allocated to each classroom and specialist area per week. The number of GROW Awards given out per week is at the discretion of the teacher.
- GROW Awards are to be recorded on the GROW Award Recording Sheet.
- Each GROW Award is worth one faction point. Student Leaders will gather weekly class points and the total for each faction will be announced during the Weekly Webex.
- The Faction with the most points at the end of a term will be participating in a Term Reward. The reward will need to be suitable for students Pre Primary – Year 6. Alternatively, 2 separate rewards PP – 2 and Years 3 – 6.
- GROW Award stickers can be used by teachers to acknowledge students exhibiting the 4 R's within or outside of their classroom.