School Wide Positive Behaviour Plan 2017
PBS definition: ‘a broad range of systemic and individualised strategies for achieving important social and learning outcomes, while preventing problem behaviour with all students.’

- The purpose of PBS is to develop a more positive, engaging and caring school and classroom climate.
- It focuses on developing relationships, increasing positive comments and rewards, and preventing behaviour problems.
- Research shows that traditional ‘firm’ discipline practices and reactive models of getting ‘tough’ do not work in today’s schools.
- PBS is based on the collection of data from surveys, and a review of current strategies.
- PBS is the re-designing of environments, not individuals.

Website  www.pbis.org
Braeside Primary School community (teachers and parents) had shown some concern with emerging behaviour problems and negative attitudes at school.

All teachers at Braeside Primary School attended an initial training day in 2016.

BPS registered our interest with the Wheatbelt Region and made a commitment to the program.

A PBS coach and team were chosen to participate in further training.

The Principal was required to be an active, enthusiastic participant.

An Action Plan is being developed to be implemented over three years.

A new Schoolwide Positive Behaviour Plan is being developed, this includes the discipline system, procedures for students requiring intensive behaviour support and schoolwide rules and procedures.
Processes, Practices and Procedures

- Classroom **routines** are being established and **practices** embedded.
- Teachers constantly refer to **red and green choices** in their interactions with students in the classroom and playground.
- Emphasis is on creating a **positive learning culture**, and preventing or reducing problem behaviours.
- Social, academic, creative and sporting achievements are publically recognised and celebrated.
- Problem behaviours are dealt with promptly, and consequences are consistent. (Traffic light flow chart)
- Teachers need to have a common purpose and approach, and be proactive, fair, consistent, responsive and understanding.
- A **SIS referral** and an online secure site is used to record major (**purple**), and minor (**red**) behaviour problems, analyse data, print reports and identify ‘**high risk**’ and ‘**at risk**’ students.
PBS tiered model

5% ‘HIGH RISK’ STUDENTS

15% ‘AT RISK’ STUDENTS

80% STUDENTS
Prevention and Intervention

- Individual interventions and behaviour management plans for ‘high risk’ students.

- Classroom and small group strategies for ‘at risk’ students.

- School-wide systems of consequences for ‘all’ students.
Positive Rewards ...

- Stickers/stamps
- Compliments / praise
- DOJOS
- Table group points
- Classroom ladder
- Reading certificates
- Competition certificates
- Display of work
- 100 nights of reading

- Placegetter ribbons
- Participation awards
- Messages in diary
- School reps
- Goldies
- Free time
- Monitors
- Newsletter
- Raffle tickets
- Faction points
## Functions of Behaviour

<table>
<thead>
<tr>
<th></th>
<th>What It Does For Me</th>
<th>When Does it Happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Sensory: Provides preferred sensory experiences; behaviour feels good to do</td>
<td>Anytime, even when alone. Especially if I’m anxious</td>
</tr>
<tr>
<td>E</td>
<td>Escape: Removes undesired activities or interactions</td>
<td>When task is too: hard, easy, boring, or scary</td>
</tr>
<tr>
<td>A</td>
<td>Attention: Provides access to people or interactions</td>
<td>When I want social interaction</td>
</tr>
<tr>
<td>T</td>
<td>Tangibles: Provides preferred items or activities</td>
<td>When I want a preferred item or activity</td>
</tr>
</tbody>
</table>

**Legend:**
- S: Sensory
- E: Escape
- A: Attention
- T: Tangibles
Playground Consequences

- Refer to traffic light handouts
Classroom Consequences

- Refer to traffic light handouts
Helping us to define our school behaviour expectations

- As we move in PBS, we need to create our key behaviour expectations
- On post its, please note all the behaviours your children or others exhibit that you do not like. They may exhibit these before school, on the way to school or be things you have observed at school.