ST JOSEPH'S PARENTS

POSITIVE BEHAVIOUR FOR LEARNING (PBL) HANDBOOK

RESPECT, RESPONSIBILITY, RESILIENCE

CONTENTS

What is PBL? 3

Key components of PBL 4

Importance of teaching Positive Social Behaviours 5

School Values 6

Behaviour Matrix 7

Teaching School Wide Expectations 8

Rewarding Expected Behaviour 9

Behaviour Flow Chart 11

WHAT IS PBL?

PBL (Positive Behaviour for Learning) is an organised, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualised behaviour planning.

By using the most current best practices, strategic teams are trained to positively impact behaviour at three key behavioural tiers: Universal or primary (whole school); Secondary (individual child or group of at-risk children); and Tertiary or Intensive (children with complex needs and behaviours that severely impact the child, school and/or community functioning).

RESPECT, RESPONSIBILITY, RESILIENCE

KEY COMPONENTS OF PBL

- **Preventative strategies:** Implementation of evidence informed classroom management and instructional practices. Research has demonstrated that establishing effective classroom systems is integral to the fidelity and sustainability of School-Wide Positive Behaviour Interventions and Supports implementation (Barker, Poed & Whitefield 2022).
- **Clear expectations:** Establishing clear and consistent behaviour expectations for students across various settings within the school.
- **Teaching and reinforcement:** Actively teaching the school's agreed behaviour expectations to students, in a similar manner to academic subjects, and reinforcing them through a system of acknowledgement.
- **Data collection:** Collecting data to monitor and assess student behaviour, which helps identify trends and areas, or students that may need additional support.
- **Tiered support:** Providing a tiered system of support, ranging from universal interventions for all students to targeted interventions for those who need additional help.
- **Family and community involvement:** Engaging families and the broader community in promoting positive behaviour.

WHY IS IT SO IMPORTANT TO FOCUS ON TEACHING POSITIVE SOCIAL BEHAVIOURS?

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behaviour is an important step of a student's educational experience.

Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBL is to establish a climate in which appropriate behaviour is the norm.

ST JOSEPH'S SCHOOL VALUES

Respect
Responsibility
Resilience

RESPECT, RESPONSIBILITY, RESILIENCE

ST JOSEPH'S BEHAVIOUR MATRIX

	Classroom/Indoor	Playground/Outdoor	Transitions - including Toilet	Community	Online
Respect	• Respect myself and others • Use whole body listening • Participate appropriately • Look after school, others' and our own equipment	• Respect myself and others • Include others • Look after our school environment	• Respect myself and others • Use inside voices • Keep our spaces clean	• Respect myself and others • Use whole body listening • Use good manners	• Respect myself and others • Use appropriate language
Responsibility	• Move calmly and safely • Follow instructions • Use appropriate voice	• Move safely • Follow the rules of the game • Treat each other kindly	• Move calmly and safely • Follow instructions • Toilet, Wash, Dry, GoodBye	• Move calmly and safely • Follow instructions • Use appropriate voice • Wear appropriate school uniform	• Follow instructions • Use technology for learning purposes
Resilience	I can do my best I can do things to help myself I can bounce back I can learn from my mistakes I can use my calming strategies				

RESPECT, RESPONSIBILITY, RESILIENCE

TEACHING SCHOOL WIDE EXPECTATIONS

Explicit teaching of School wide expectations and behaviours occur fortnightly in the classroom at St Joseph's. There is a a fortnightly focus that each class plays close attention too and teachers reward Gotcha's to those displaying that desired behaviour.

PBL - Being Responsible and Respectful in the classroom

Expectation: Respect and Responsibility in the classroom

Setting: Classroom

Year Level: All

Step 1: Identify the desired behaviour and describe it in observable and measurable terms

I can be Respectful and Responsible in the classroom by:

- Move calmly and safely
- Follow instructions
- Use appropriate voice
- Respect myself and others
- Use whole-body listening
- Participate appropriately
- Look after school, and others' and own equipment

Step 2: List a rationale for teaching the behaviour (Why is it important?)

To display Respect and Responsibility in our classroom, with peers, and teachers.

Step 3: Identify examples (What would the behaviour look/sound like?) and non-examples (What would the behaviour not look like?) of the desired behaviour.

Examples	Non Examples
• I can move calmly and safely in the classroom • I can follow instructions straight away and listen to the full instructions before beginning a task • I can use an appropriate voice in the classroom • I can respect myself and others	• I won't run around the classroom • I won't ignore my teacher's instructions • I won't scream in the classroom and talk over my peers and teachers • I won't continually touch my peers • I won't talk to my teacher, lay on the ground and call out

RESPECT, RESPONSIBILITY, RESILIENCE

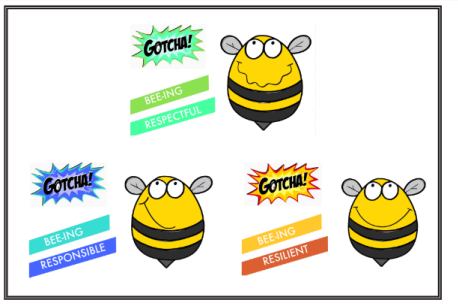
REWARDING EXPECTED BEHAVIOUR

Gotcha's

Gotcha's are given to a student by an adult when the student has demonstrated a specific behaviour from our Behaviour Matrix.

When giving the Gotcha to a student, the adult explicitly tells the student what they are receiving the Gotcha for. Students' write their name and the teacher's name on the back of the Gotcha. The Gotcha is then placed in the Gotcha token jar in the students class.

Each fortnight on a Monday morning, each class empties their Gotcha token jar into the big Gotcha collection jar. At the fortnightly afternoon assembly two Gotchas are chosen out of the big collection jar to win a prize. In the classroom, the teacher picks out a Gotcha token for their class' jar for a classroom reward of their choice.



RESPECT, RESPONSIBILITY, RESILIENCE

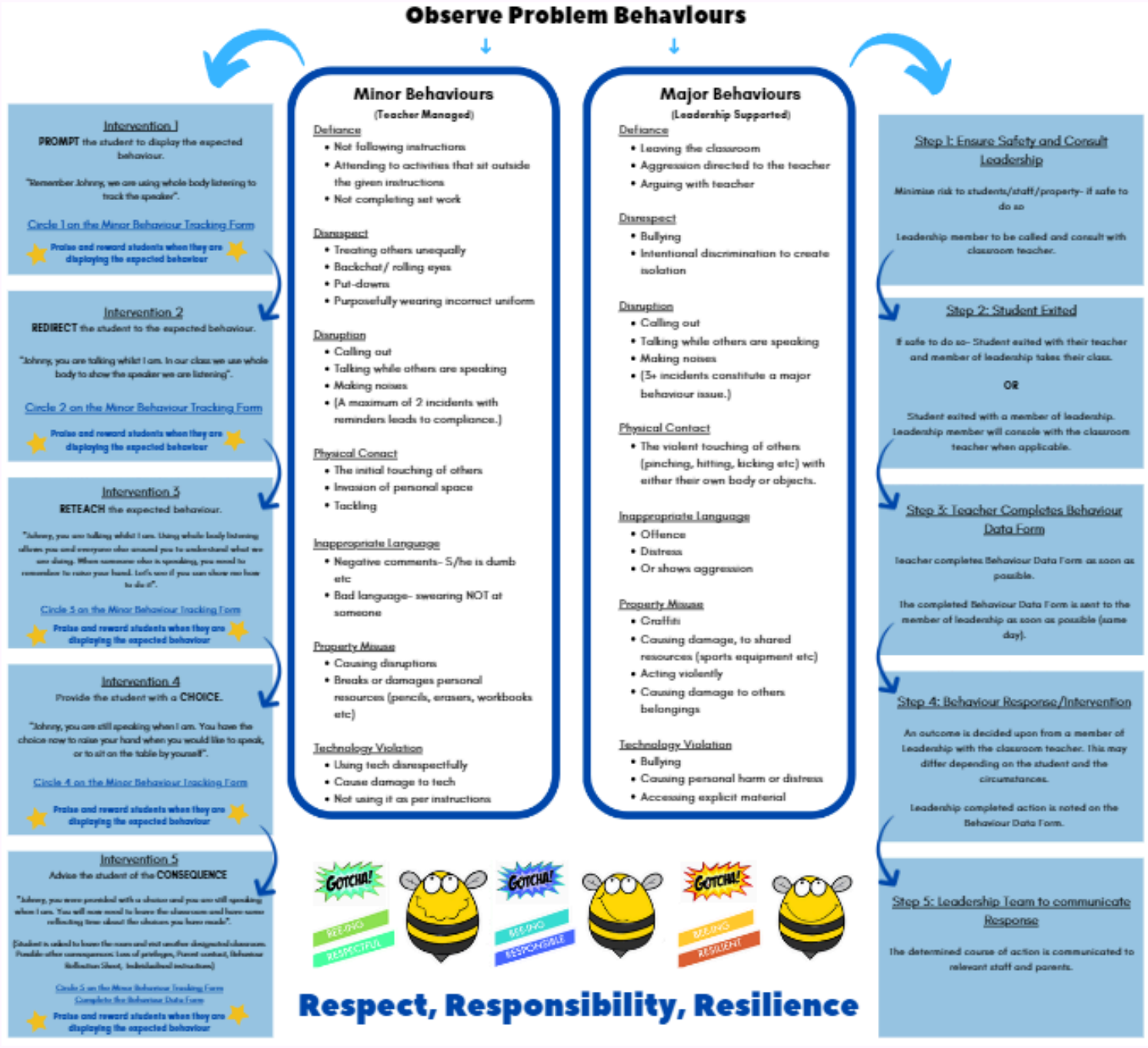
EXAMPLES OF WHOLE SCHOOL REWARDS

Since starting our PBL journey we have had numerous Whole School Rewards!

Here are a few that we have already had:

- Slushies
- Movie and popcorn
- PJ day
- Disco
- Whole school game and scavenger hunt
- Lollies

ST JOSEPH'S BEHAVIOUR FLOW CHART



The Behaviour Flow Chart is displayed in each classroom and details the procedures and forms to be used when observing unacceptable behaviours within the school.

RESPECT, RESPONSIBILITY, RESILIENCE