

**SCHOOL WIDE
POSITIVE BEHAVIOUR SUPPORT
STUDENT & PARENT
HANDBOOK**



RIPPONLEA PRIMARY SCHOOL

*“If a child doesn’t know how to read, we teach.
 If a child doesn’t know how to swim, we teach.
 If a child doesn’t know how to multiply, we teach.
 If a child doesn’t know how to drive, we teach.
 If a child doesn’t know how to behave, we... teach?.. punish?
 Why can’t we finish the last sentence as automatically as we do the others?”*

Tom Herner, 1998

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POSITIVE BEHAVIOUR SUPPORT AT RIPPONLEA PS

Purpose Statement

At Ripponlea PS we care about ourselves, others, our learning and our school; we create an environment where we can grow and learn; we connect our actions with outcomes which helps us make good decisions.

Our Values

Students and staff selected three **key values** to underpin all the expected positive behaviours we expect to see within our school:

- Respect
- Pride
- Safety

An Overview of PBS

In order to develop a positive, safe, supportive learning culture, Ripponlea PS is committed to implementing the **School Wide Positive Behaviour Support (SWPBS)** approach to teaching expected behaviours from Foundation to Year 6. The SWPBS framework enables us to improve the social, emotional, behavioural and academic outcomes for all our students.

The goal of PBS (a shortened abbreviation we have chosen) at Ripponlea PS is to create and maintain a positive and safe learning environment that enhances our school culture and our community. Our approach aligns academic and behavioural systems to create an emphasis on explicitly teaching, monitoring, and acknowledging appropriate behaviour.

PBS provides teachers and students with more time to focus on relationships and classroom instruction. All students, teachers and staff will benefit from:

- increased respectful and positive behaviour;
- increased time focused on instruction;
- improved social-emotional wellbeing;
- positive and respectful relationships among students and staff;

- increased adoption of evidence-based instructional practices; and
- a predictable learning environment with improved perceptions of safety.

The PBS approach is comprised of evidence based behavioural interventions and practices that can be implemented by staff to effectively address and support the socially and educationally important behavioural needs of students and their families.

PBS has its conceptual foundations in:

- Behavioural Theory – Behaviour is learned, lawful and malleable.
- Applied Behaviour Analysis – Behavioural theory, principles, and practices are applied to socially important observable behaviours in the applied settings in which they are observed.
- Positive Behaviour Support – Behavioural supports are considered in the larger context of improving quality of life.

Through the implementation of PBS, school wide systems are aligned to create an inclusive environment where there is:

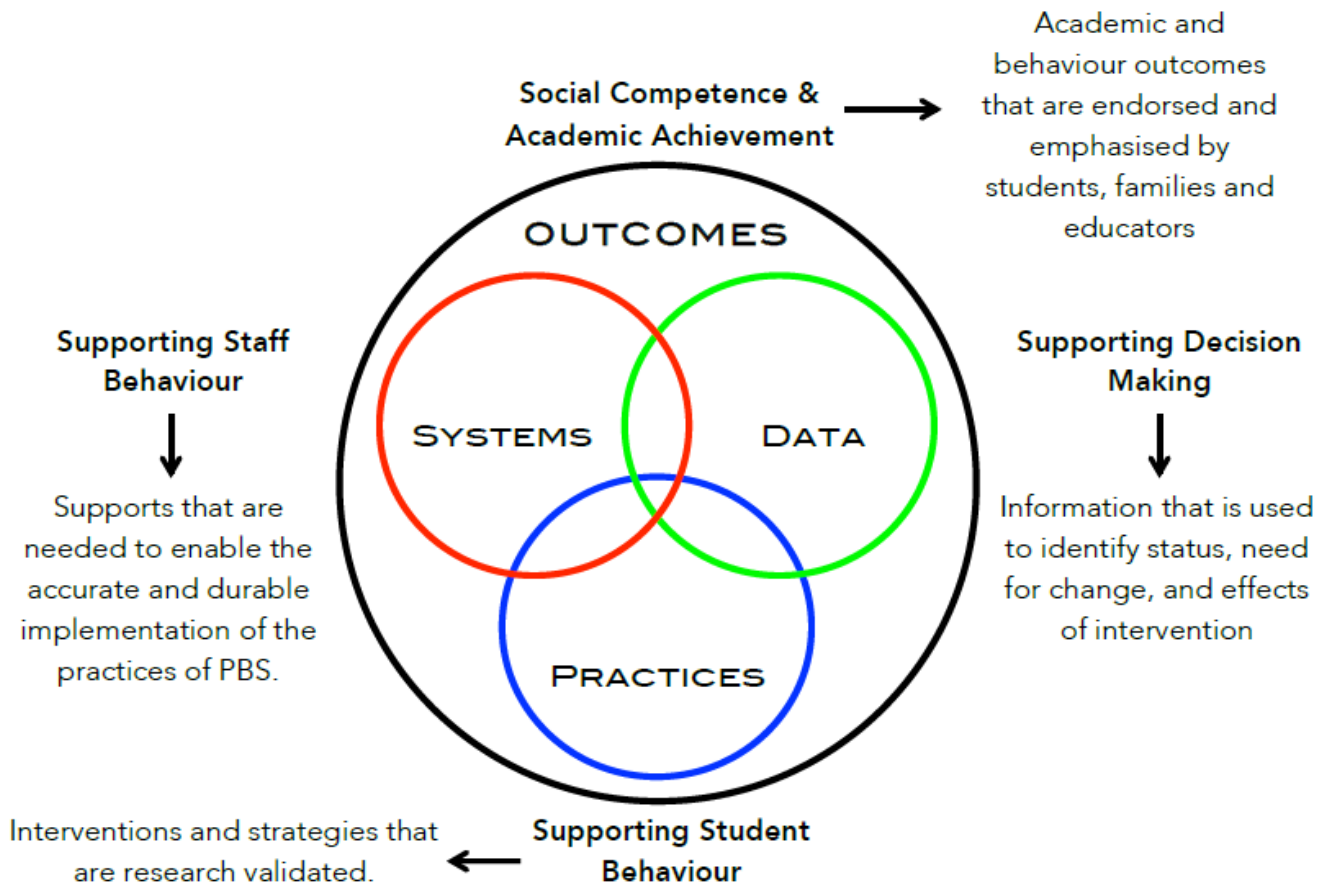
- An instructional approach to behaviour management;
- An emphasis on prevention;
- A clear set of positive expectations and behaviours;
- Procedures for teaching expected behaviour;
- Continuum of procedures for encouraging expected behaviour;
- Continuum of procedures for discouraging inappropriate behaviour; and
- Procedures for data collection - used to drive decision making, ongoing monitoring and continual evaluations.

PBS is “...a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students.”

George Sugai & Tom Herner, 2002

PBS Process Overview

Effective, efficient, and relevant school-wide discipline is based on a balance of four key interactive elements: Outcomes, Systems, Data and Practices.



Outcomes

Clearly specified outcomes are linked to students' academic achievement and social competence.

Data

Data-based decision making guides the selection and modification of curricula and practices, evaluation of progress, and enhancement of systems.

Practices

Evidence-based practices have a higher probability of outcome achievement for our students.

Systems

Systems support adoption of processes and procedures by staff, high fidelity implementation, and allow for the sustained use of effective practices.

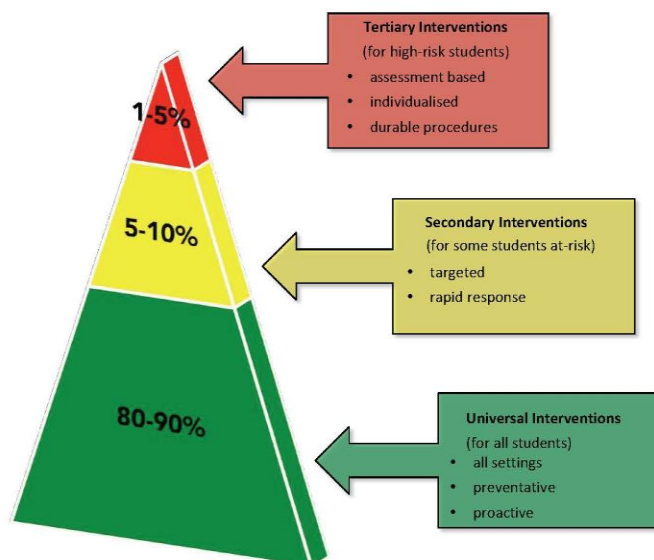
A Tiered Response to Supporting Positive Behaviour

PBS uses a tiered intervention framework:

- Primary prevention (tier 1): supports for all students, staff and settings;
- Secondary prevention (tier 2): additional specialised group systems for students with at-risk behaviour; and
- Tertiary prevention (tier 3): specialised, individualised systems for students with high-risk behaviour, provided in addition to primary and secondary prevention.

At Ripponlea PS, these tiers are the foundations for supporting the majority of students while preventing the development of chronic problem behaviour for some students displaying at-risk or high-risk behaviours. By providing more specialised and individualised behaviour supports we can address the needs of the small amount of students with high intensity, difficult to change, problem behaviours.

DESIGNING SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS




Strategies to Support and Teach Behaviour




















It is essential that a consistent approach to discipline and acknowledgement is maintained and that clearly defined rules, routines and physical arrangements are developed and taught by school staff to prevent initial occurrences of inappropriate behaviour. Our PBS approach aligns academic and behavioural systems so that there is an emphasis on explicitly teaching, monitoring and acknowledging appropriate behaviour.

Positive Behaviour Expectations Matrix

Our shared values and expected behaviours are clearly identified in the Ripponlea PS Positive Behaviour Expectations Matrix. This matrix was created with input provided by all our students, Foundation through to Year 6, teachers and staff. You will find this document on display in classrooms and learning areas of the school. Teachers and staff use the language of the matrix when proactively identifying desired behaviour and when acknowledging students for their actions and the values shown when doing so.



POSITIVE BEHAVIOUR EXPECTATIONS

	Learning Spaces	In All Areas
Respect	I use my inside voice: discussion, whispering, thinking 	I speak to others in a kind and friendly way 
	I allow others to learn 	I use my manners: I say please, thank you and excuse me 
	I am an active listener 	I follow staff instructions 
Pride	I encourage, cooperate and include everyone 	I look after my property and the property of others 
	I am responsible for my own learning 	I have a growth mindset 
	I ask questions when unsure or need help 	I wear the school uniform with pride 
	I pack up and leave areas ready for others to use 	I use positive body language 
Safety	I move quickly, quietly and carefully 	I give other people space and keep my hands to myself 
	I ask for permission to leave the space 	I keep myself and others safe 
	I follow my technology agreement 	I eat only my own food 

Explicit Teaching of Behaviours

Of the range of strategies used to support student knowledge and understanding of our Positive Behaviour Expectations Matrix, the most important is explicit teaching. When a behaviour of the month is introduced during assembly, it is followed by targeted teaching in the classroom. Teachers support this by proactively pre-correcting students, reminding them of when and how to successfully demonstrate the desired behaviour in different settings.

Positive Behaviour Acknowledgement System

Ripponlea PS' positive behaviour acknowledgment system is often referred to as PBS tickets. These tickets are awarded to students during learning time, recess and lunchtime. Teachers present these, clearly identifying the value and positive behaviour that the student has demonstrated. In addition, each week students exhibiting positive behaviours are selected by leadership for the PBS Principal's Award. All PBS tickets are placed in jars in the school foyer, with four students from Foundation, Year 1/2, Year 3/4 and Year 5/6 randomly drawn each fortnight during assembly, by the School Captains. Selected students are provided with a certificate and are featured on our PBS Bravo Wall.

Respect	Pride	Safety
<input type="checkbox"/> I follow staff instructions	<input type="checkbox"/> I pack up & leave the area tidy	<input type="checkbox"/> I move QQC
<input type="checkbox"/> I use my manners	<input type="checkbox"/> I take responsibility for my learning	<input type="checkbox"/> I keep myself & others safe
<input type="checkbox"/> I use my inside voice	<input type="checkbox"/> I encourage, cooperate & include others	<input type="checkbox"/> I follow my ICT agreement
<input type="checkbox"/> I allow others to learn		

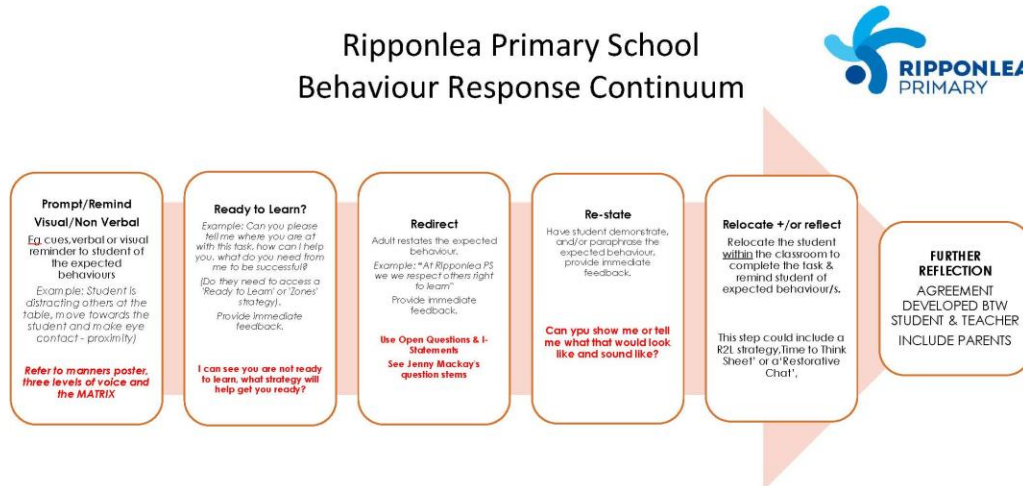
Name.....
Teacher..... Class.....

I was spotted doing something good Found good



Behaviour Response Continuum

At Ripponlea our continuum of behaviour support clearly defines problem behaviours and identifies the specific strategies and responses that teachers will use to address minor and major behavioural infractions. This continuum ensures consistency of response by all staff in all areas of the school and emphasises the importance of prevention.



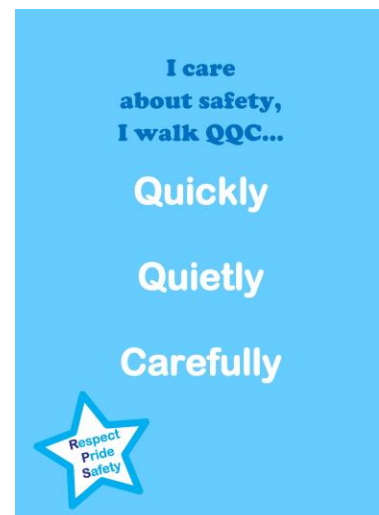
At our school, our response (adults) to **All** student misbehaviour is;

Calm Consistent Brief Immediate Respectful Private

For a child to **learn something new**, it needs to be repeated on **average 8 times**. For a child to **unlearn an old behaviour** and replace it with a new behaviour, the new behaviour must be repeated on **average 28 times**." Harry Wong.

PBS Signage

Visual reminders of PBS positive behaviours are placed prominently in classrooms, corridors, learning spaces and outdoor settings around the school.



PBS at home

We encourage all our parents and members of the Ripponlea PS community to discuss the PBS values and positive behavioural expectations with your children. Some of you may wish to adopt some of the language used, in order to create a link between your family's expectations and those of our school.

Information nights will be advertised early in the school year, all are welcome to attend.



“Every organisation has a culture, that history and underlying set of unwritten expectations that shape everything about the school. A school culture influences the ways people think, feel and act.”

Terrence E. Deal & Kent D. Peterson, 1999

“The purpose of schoolwide recognition is to acknowledge and show appreciation to students who have provided positive demonstrations of the school wide behavioural expectations.”

Geoff Colvin, 2007

“Behaviour and academics are two sides of the same coin. We need to better understand how the two are connected.”

George Sugai & Rob Horner, 2009

APPENDIX











1.1 School Wide Positive Behaviour Matrix



POSITIVE BEHAVIOUR EXPECTATIONS

	Learning Spaces	Outdoor Areas	Corridors & Walkways	Toilets	Snack Shack	Library	Assembly	In All Areas
Respect	I use my inside voice: discussion, whispering, thinking	I play fairly and follow the rules	I use my inside voice	I use my inside voice	I wait in the line	I use my inside voice	I sit quietly	I speak to others in a kind and friendly way
	I allow others to learn	I look after plants and gardens	I keep to the left when I walk	I close the door when in the toilet	I wait patiently for my turn	I use computers for searching books	I am an active listener	I use my manners: I say please, thank you and excuse me
	I am an active listener	I invite others to join my games	I give others privacy in the bathroom	I give others privacy in the bathroom	I have my money ready		I celebrate others and clap respectfully	I follow staff instructions
Pride	I encourage, cooperate and include everyone	I am a good friend	I walk very quietly past the kinder	I make sure the taps are turned off	I place my rubbish in the bin	I treat books, equipment and games carefully	I make good seating choices	I look after my property and the property of others
	I am responsible for my own learning	I look after my belongings and sports equipment		I flush the toilet	I return cups after use	I put books where they belong	I sing with pride	I have a growth mindset
	I ask questions when unsure or need help	I place rubbish in the bin		I pick up paper I drop on the floor		I neatly pack away and return games		I wear the school uniform with pride
Safety	I pack up and leave areas ready for others to use	I line up when the music plays		I try to use the toilet at break times				I use positive body language
	I move quietly and carefully	I am sunsmart	I move quietly and carefully	I wash my hands with soap	I give others space	I wait for a teacher before I enter the library	I enter and exit quickly, quietly and carefully	I give other people space and keep my hands to myself
	I ask for permission to leave the space	I use sports and play equipment safely	I keep my bag on the hook	I only put toilet paper in the toilet	I leave the area when I have my food		I give way to parents and relatives	I keep myself and others safe
	I follow my technology agreement	I stay away from out of bounds areas	I keep my belongings in my bag	I go to the toilet in pairs			I leave my belongings in my bag	I eat only my own food

POSITIVE BEHAVIOUR EXPECTATIONS

	Learning Spaces	In All Areas
Respect	I use my inside voice: discussion, whispering, thinking 	I speak to others in a kind and friendly way 
	I allow others to learn 	I use my manners: I say please, thank you and excuse me 
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Safety	I move quickly, quietly and carefully 	I give other people space and keep my hands to myself 
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	I follow my technology agreement 	I eat only my own food 

1.3 Behaviour Response Flowchart



BEHAVIOUR RESPONSE FLOWCHART

