



School Wide Positive Behaviour Support (PBS)

What is Positive Behaviour Support?

Victoria Road Primary School has adopted a SWPBS framework. This is also known as Positive Behaviour Support or PBS. PBS involves the establishment of a Continuum of Behaviour Support that considers all students and emphasises prevention.

It is a proactive approach and focuses on teaching all students agreed expected behaviours and pro-social skills rather than reacting to inappropriate behaviour. This in turn creates a safer and more effective school environment.

The primary prevention aspect of PBS consists of values which are explicitly taught and modelled by school staff to encourage appropriate behaviour. Teaching behavioural expectations and acknowledging students for meeting them is a much more positive approach than waiting for misbehaviour to occur before responding.

PBS is not a program or a curriculum. It is a team based process for systemic problem solving, planning and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach, and all students can learn.

Behaviour Purpose Statement

Our Behaviour Purpose Statement acknowledges that parents and school staff are strongly motivated to support every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together. As members of the VRPS community we support the school's values in the following ways:

VRPS is committed to providing a learning environment that is positive, inclusive, supportive and safe so that students are able to be confident and capable members of our community. We aim to support all students to care for themselves, others, their learning and their school.

Our school values:

The students at VRPS collectively agreed that the following three values are important:

1. Be Respectful Towards Others
2. Be Respectful Towards Yourself
3. Be Respectful Towards Your Learning

Why focus on positive social behaviours?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment- based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. 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, modelling and reinforcing positive social behaviour is an important aspect of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behaviour is the norm.

Tier 1 of PBS has four core elements:

(1) Teaching school-wide expectations

All students at Victoria Road engage in weekly PBS lessons where there is a strong emphasis on student voice. They engage in activities and collectively develop an understanding of how we can make their chosen values a reality. This process is a long one, with the intent that it will have a lasting effect. Posters are made based on the ideas collected in the Behaviour Matrix. These are displayed in all classrooms and are used as a teaching reference.

 Victoria Road Primary School  <i>Working together for a bright future</i>					
	Classroom	Playground	Toilets	Line Up	Online
 Respect for Others	 Always try your best Help pack up  Put your hand up if you have something to say. Ask for help & feedback	 Include people Share  Keep your hands & feet to yourself  Use a friendly voice and think about your tone	 Give people privacy Use school toilets like your home toilet  If you go to the toilet with someone, return with them	 Stay with your partner Line up behind the people who are already there	 Put yourself in other people's shoes Only comment if it's positive  Stand up for your friends
 Respect for Self	 Have a positive mindset & be nice to yourself Eat healthy foods Get a good night's sleep	 Get plenty of exercise Look after the environment If you're angry give yourself some space	 Wash your hands  Be safe and sensible	 Stop if things are getting out of hand	 THANK YOU PLEASE EXCUSE ME Use appropriate language
 Respect for Learning	 Respect others ideas & opinions Respect your own property and the property of others	 Be flexible & work with everyone Support your classmates Allow everyone to contribute & share ideas	 Speak quietly Straight there, Straight back Try to go outside of learning time	 Line up as soon as you hear the music  Look at and listen to the teacher	 CAUTION Think before you do anything and be cautious

(2) Acknowledging appropriate behaviour

Recognition and feedback allows reinforcement of the desired actions.

We have in place an acknowledgement system, whereby students receive bees, stickers and Student of the Week awards specific to the value they've been spotted upholding. These acknowledgements help to promote discussion about respect, friendship and teamwork and encourage the children to notice such acts amongst their peers.

In the Classroom: Teachers, and other support staff, have received training around effective practices in positive feedback. Recognition and feedback allows reinforcement of the desired actions



Every time someone gets a positive acknowledgement we put a bee in our classroom jar



When we get 10 bees we swap it for 1 honeycomb to put on the PBS Bee Wall



When our school gets 100 honeycombs we swap it for 1 piece of the honey bucket



We've made it when we have 10 pieces of the honey bucket!



Name: _____

Grade: _____



Awarded for: _____

Student of the Week

Child: _____

Teacher: _____

Class/Team: _____



Thank you to

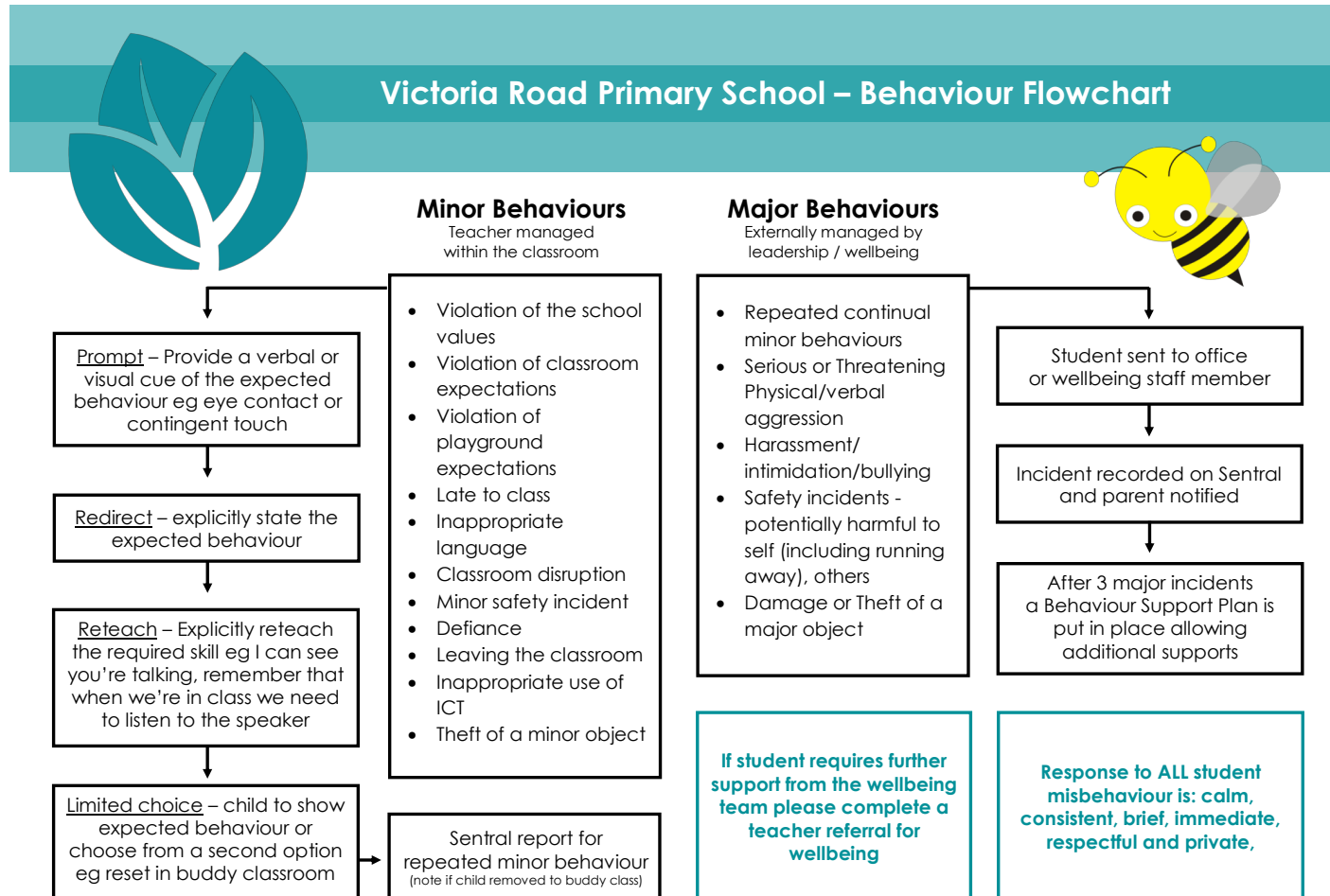


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for sponsoring us through
the printing of these
certificates

(3) Correcting errors

Whilst we have a proactive approach to supporting positive behaviour, there is an inevitable need for relevant and consistent consequences. These consequences support the development of student understanding.



(4) Requesting assistance

Tier 1 whole school initiatives are for all students all of the time.

Extra support is put in place for selected students who engage in small group supports to assist with positive behaviour management. These students are selected by teachers and the wellbeing team. Some of these supports include Nurture Groups, Friendship Groups, Mindful Drumming, Victorian Police – Police in Schools Program etc.

Intensive individual support is put in place for selected students displaying ongoing behaviours of concern. This support is given by Lisa, Jane, Narelle, Bec and Leanne and the support is often offered alongside external supports.

