St. Joseph's Primary School Rochester

Positive Behaviours Intervention & Support (PBiS) Framework

At St Joseph's we are...

SAFE
RESPECTFUL
RESPONSIBLE

...learners

PBIS
POSITIVE BEHAVIOR
INTERVENTION AND SUPPORT

Contents

What is school-wide Positive Behaviours Intervention and Supports?

PBIS is a school wide, proactive approach, which emphasises the instruction of social skills, data-based decision making, and the prevention of problematic behaviour. While fostering positive behaviours and interactions, PBIS also improves academic performance.

PBIS is an evidence based practice that enhances the capacity of schools to educate all students, especially children with challenging behaviours. It is a proactive system approach to school wide discipline that responds to the current social and / or educational challenges through three levels of intervention: universal, targeted-group, and individual intensive.

What Does School-Wide PBIS Emphasize?

SWPBS emphasizes four integrated elements: (a) *data* for decision making, (b) measurable *outcomes* supported and evaluated by data, (c) *practices* with evidence that these outcomes are achievable, and (d) *systems* that efficiently and effectively support implementation of these practices.
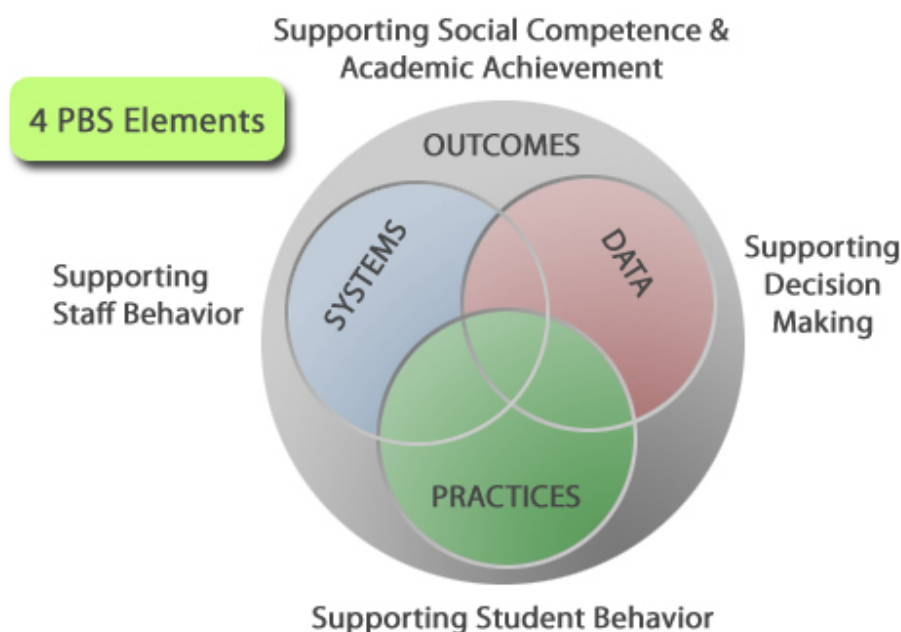
These four elements are guided by six important principles:
- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage prosocial skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously

Why P.B.i.S at St. Joseph's?

The pursuit of quality education is based upon the human dignity of each person. The effective implementation of behavioural management practices at St Joseph's should occur as a consequence of its Catholic Ethos and be in line with our School-wide positive behaviour framework. We acknowledge the necessity of creating an environment which is conducive to promoting the social and emotional wellbeing of the whole school community. When formulating this framework we held true to our beliefs as expressed in our School Vision & Mission Statement, the Key Actions from our School Improvement Plan and the Sandhurst Schools Values Statements.

Vision and Mission Statement

At St. Joseph's Rochester we believe:
Every person is valued and respected, with individuality promoted and celebrated within a positive, enriching environment.

Because we firmly believe in our Vision Statements we are committed to:

- Celebrating achievements within the school community.
- Supporting individual learning and providing opportunities for individuals to reach their full potential.
- Acknowledging individual differences and promoting social skill development.

School Improvement Plan 2013 – 2015

	Pastoral Wellbeing	Stewardship of Resources	Leadership
Strategic Directions:			
ic	Nurturing a positive outlook, rich relationships and the dignity of all.	Enhancing responsibility, accountability and sustainability for our earth, facilities and our resources.	Providing courageo leadership and serv to the Catholic Community.
Key Actions:			
ity nity ct	To develop pastoral wellbeing skills and practices, which ensure success and inclusion for all. The explicit teaching of social and emotional skills in the context of Catholic education.	To ensure appropriate stakeholders have the required knowledge in financial management, accountability and compliance matters. To ensure that the effective provision and use of resources are	To build the capaci leaders throughout school community. To empower paren genuine partners in learning.

## SANDHURST CATHOLIC SCHOOLS OUR VALUES

Respect and Responsibility
We strive to build a community committed to personal and communal growth, founded on justice where we take responsibility for each other, and we are accountable for our own actions.

Understanding and Inclusion
We promote the God-given dignity of each person, honouring the cultures and faith traditions of all. We value the richness of diversity and difference.

School-Wide PBiS Database (SWPD)

Overview of SWPD
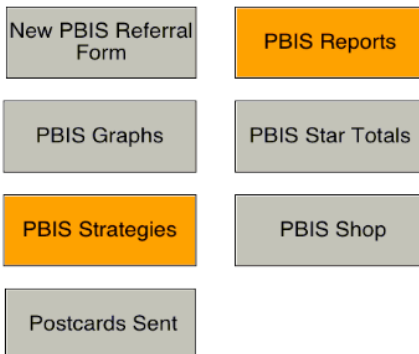
The School-Wide PBiS Database (SWPD) is a FileMaker Pro and Web Based information system designed to help our staff use referral data to design school-wide and individual student interventions. The three primary elements of SWPD are:

- An efficient system for gathering information
- A web-based computer application for data entry and report generation
- A practical process for using information for decision making

These three elements give school personnel the capability to evaluate individual student behaviour, the behaviour of groups of students, behaviours occurring in specific settings, and behaviours occurring during specific time periods of the school day. SWPD reports indicate times and/or locations prone to elicit problem behaviours, and allow teachers and school staff to shape school-wide environments to maximize students' academic and social achievements.

Accessing SWPD

The system uses a menu-based data entry process that makes data entry and report generation easy and efficient. Data entry is via an internal website.

The data entered into SWPD is protected to ensure that only approved individuals from the school may access the database. Information about the SWPD and opportunities for modifying the SWPD are discussed by the Wellbeing team.

How does SWPD work?

SWPD is broken into a number of areas to ensure accurate data collection and analysis occurs. The primary function of the database is to track school wide student behaviours through referral forms. Following this, the database also allows analysis of data, tracks and graphs data over time, while also tracking STAR awards and PBiS Postcards given out by staff.

Referral Forms

When a student reaches the Intervention level of the Traffic Light System, staff enter a referral form outlining the student's behaviour and their failure to adhere to school expectations. Once the referral form is entered, the data is used to generate reports and track behaviour of individual, year level and student groups over time. The Wellbeing team may use this data to generate a weekly 'PBiS Blitzes', work with teachers to create student Individual Learning Plans (ILPs), support teaching practices or monitor the wellbeing of both staff and students.

Major & Minor Incident Report

Grade	Minor	Major	Date	Term	Week
A Student	Physical Contact / Aggression		1/08/2012	2	6
B Student		Physical aggression	30/07/2012	2	4
D Student	Lying / Cheating		28/07/2012	2	5
A Student		Harassment/bullying	28/07/2012	2	4
A Student	Defiance / Disrespect		28/07/2012	2	4
B Student		Abusive language / Innaprop. language	28/07/2012	2	5
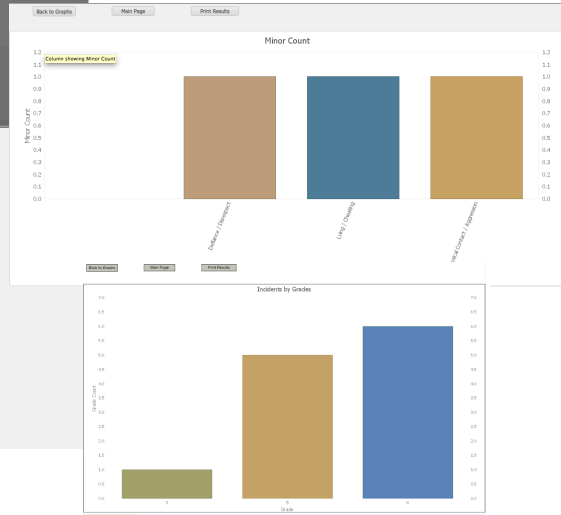
Star Tracking

The PBiS Stars given to students for demonstrating behaviours in line with our school expectations are tracked within the SWPD.
Staff record the number of stars handed out weekly to ensure a consistent school approach when rewarding students for following school expectations.

Staff star totals are graphed during the term to encourage staff to:
- Continue to acknowledge positive student behaviours throughout the school
- Promote accurate data collection statistics of student acknowledgement through the reward system.

New Stars Total   Back to Main Page

This weeks stars

Monday	Thursday
Tuesday 10	Friday
Wednesday 4	

Weekly Stars 14

Date 28/11/2012   Week 8   Term 4

Staff Member Matt Knight

This weeks stars

Monday 6	Thursday 7
Tuesday 25	Friday
Wednesday	

Weekly Stars 38

Date 11/12/2012   Week 10   Term 4

Staff Member Matt Knight

This weeks stars

Monday 9	Thursday
Tuesday	Friday
Wednesday	

Weekly Stars

Star Tracking

Postcards are tracked in the SWPD to ensure that all students have an opportunity to be acknowledged for following school expectations, and they can share this success with their family. Tracking postcards encourages staff to record data consistently and continue to build and follow the PBiS framework.

Minor Incidents - Definitions

Dress code violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school
Late – during school	Student arrives to class after the bell (or signal that class has started)
Inappropriate locations / out of bounds area (out of bounds)	Student is in an area that is outside of school boundaries (as defined by the school)
Physical contact / aggression	Student engages in non-serious, but inappropriate physical contact e.g. hair pulling, spitting, Chinese burn, wrestling
Late – beginning school	Student is late at the start of the school day. Contact parents upon three cases.
Lying / Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Provocation	Students deliberately provokes another student to gain a negative reaction
Disruption	Students engages in low-intensity, but inappropriate disruption e.g. fidgeting with pens/pencils/rulers, rocking on chairs
Property misuse	Student misuses property eg; throwing rubbers, snapping rulers, throwing sports equipment into other parts of school
Defiance / Disrespect/ Non-compliance	Student fails to respond to adult requests
Technology violation	Student engages in non-serious, but appropriate (as defined by school) use of camera and/or computer e.g. on wrong application using laptops or taking silly photos of self

Major Incidents - Definitions

Physical aggression	Student engages in actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, scratching etc)
Disruption	Student engages in behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; rough and/or sustained off task behaviour.
Abusive language / Inappropriate language / Profanity	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.
Harassment / Bullying	Student delivers disrespectful message (verbal or gestural) to another person that includes threats, intimidation and provocation, obscene gestures, pictures or written notes.
Inappropriate display of affection	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student or adult, either consensual or non-consensual.
Forgery / Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a persons name without that person's permission.
Damage / Vandalism	Student participates in an activity that results in destruction or disfigurement.
Technology Violation	Student engages in inappropriate (as defined by school) use of mobile phone, music/video players, camera and/or computer.
Skipping class	Student leaves or misses class without permission
Defiance / Disrespect / Non-compliance	Student engages in refusal to follow directions, talking back and/or socially rude interactions
Truancy	Student receives an unexcused absence for half day or more.

St Joseph's School Referral Form - PBiS

Student:		Referring Person:	
Date:		Time:	Grade:

Location					
	Loading Area/Bus		Other location		Special Event
	Corridor		Office		Assembly
	Classroom		Pick-up area		Excursion
	Sandpit		Junior playground		Pavilion
	Library		Senior playground		Oval
	Hall		Amphitheater		Crossing
	Senior Toilets		Junior Toilets		

	Minor (1,2,3)		Major (all)		Possible Motivation
	Dress code		Physical aggression		Obtain peer attention
	Late - during school hours		Disruption		Obtain adult attention
	Inappropriate locations		Abusive language/ inappropriate language/ profanity		Avoid peers
	Physical contact/aggression		Harassment/bullying		Avoid adult
	Late - beginning school		Inappropriate display of affection		Avoid task or activity
	Lying / Cheating		Theft / forgery		Unsure
	Provocation		Damage / vandalism		Other - describe
	Disruption		Technology violation		
	Property Misuse		Missing class		
	Defiance/disrespect/non-compliance		Defiance/disrespect/non-compliance		
	Technology Violation		Truancy		

Consequences (Interventions)					
1	Behaviour reflection form	4	Conference with student	7	Parent contact
2	Yard time-out	5	In class time-out	8	Loss of privilege
3	Apology restitution	6	Written contract	9	Conference with parent

Whole School Procedure: 1. REMINDER (yellow)   2. WARNING (orange)   3. CONSEQUENCE (red)

Behaviours Reflection Form
(for Major Incidents)

Name:_____   **Date:** _____

1.   **Which of our school expectations was violated?**

     Be Safe   **Be Respectful**   **Be Responsible**

2.   **What will you do differently next time?**

_____

_____

_____

_____

3.   **Student signature:** _____

4.   **Adult signature:**_____

Parent Contacted   Yes   No

Behavioural Flowchart - Classrooms

The Classroom Behavioural Flowchart is used as a guide for students and teachers when indoors. All staff are expected to use a uniform approach to behaviour management based on the agreed actions as explained on the flowchart.
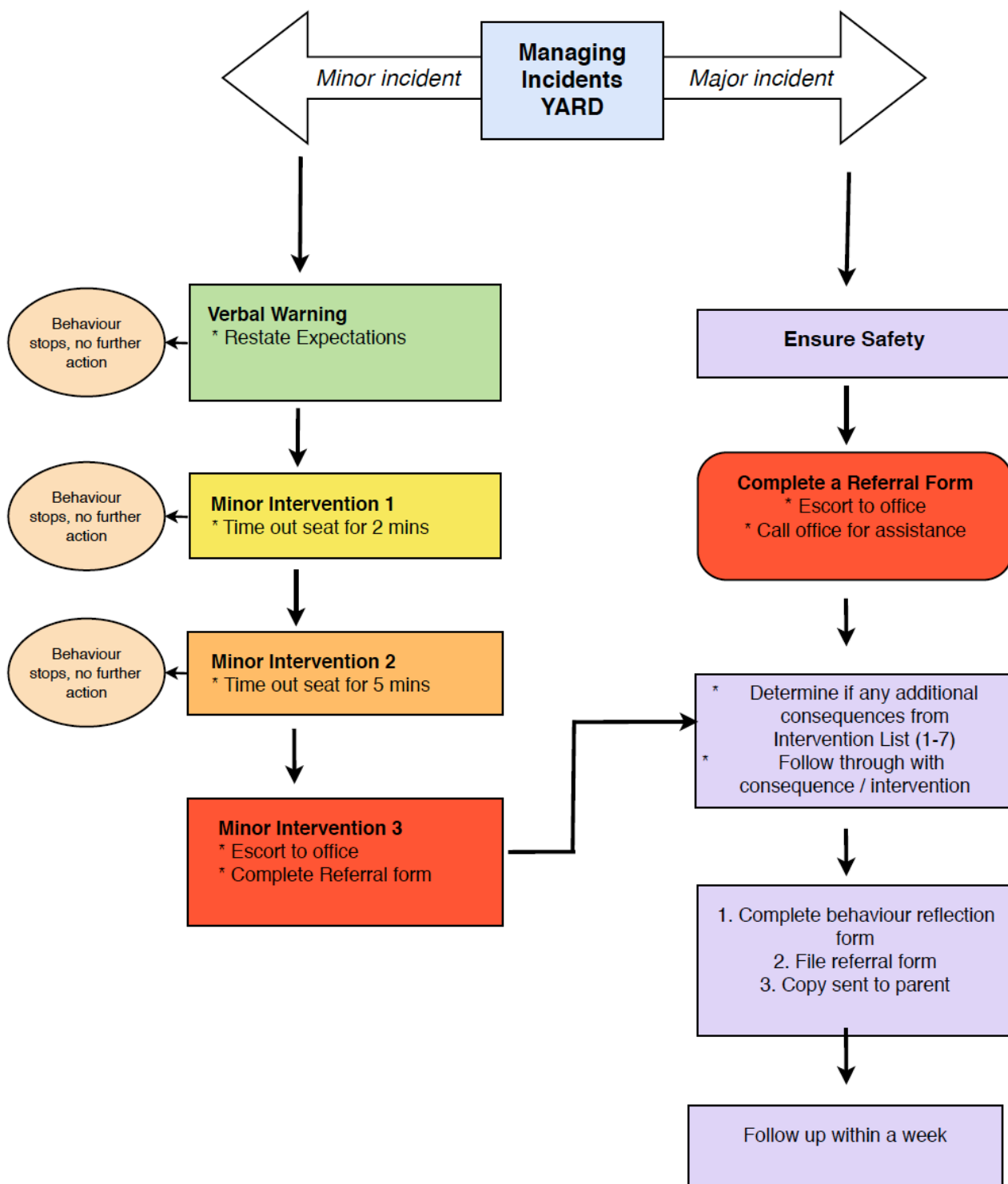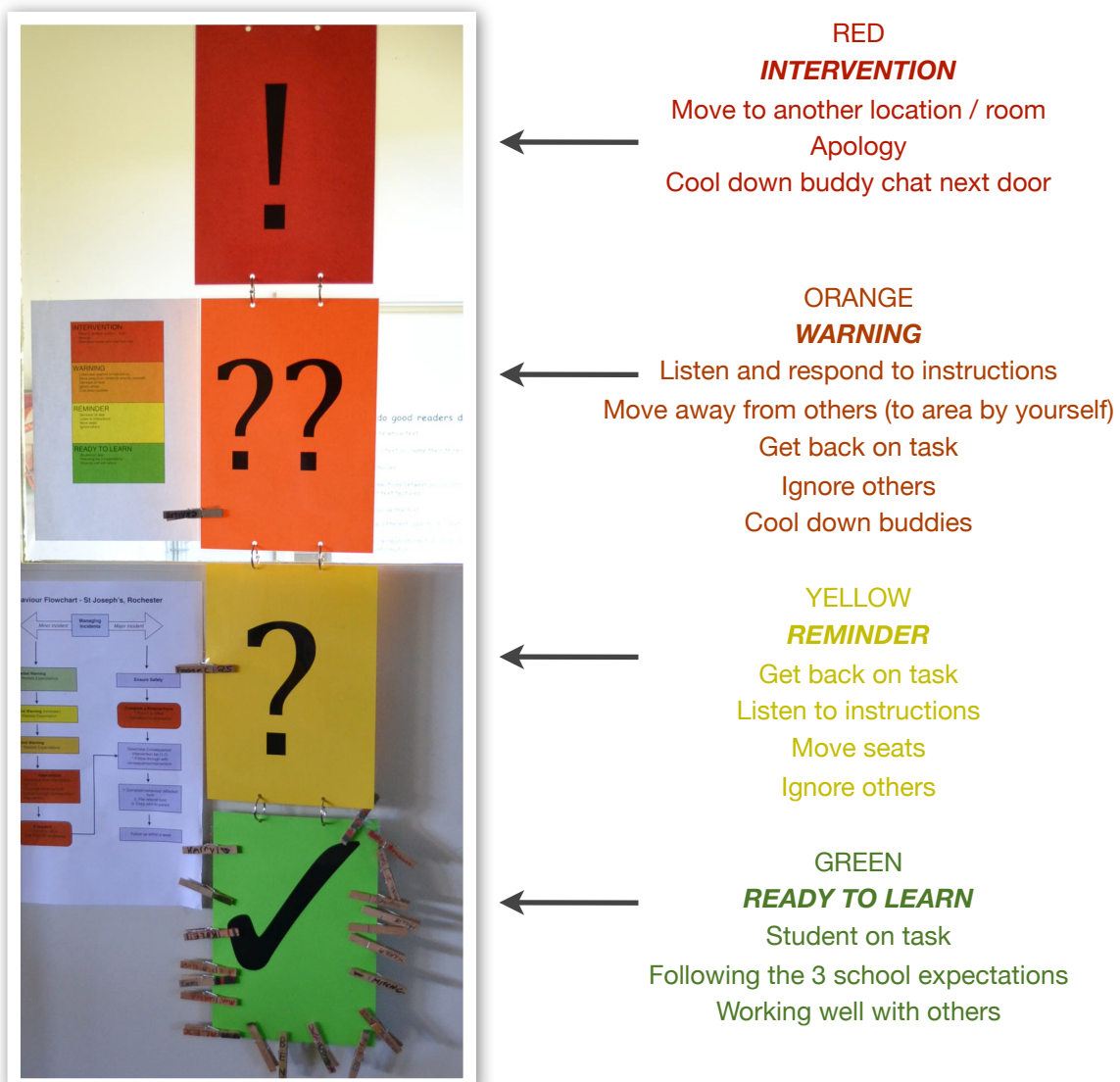
Behaviour Flowchart - St Joseph's, Rochester

Managing Incidents

Minor incident ←

Major incident →

Minor incident

Verbal Warning
* Restate Expectations

(Behaviour stops, no further action)

↓

1st Warning (reminder)
* Restate Expectation

(Behaviour stops, no further action)

↓

2nd Warning
* Restate Expectations

(Behaviour stops, no further action)

↓

Intervention
* Determine from Intervention list (1-3)
* Complete Referral form
* Follow through consequence/ Intervention

(Behaviour stops, no further action)

↓

If required....
* Escort to office
* Call office for assistance

Major incident

Ensure Safety

↓

Complete a Referral Form
* Escort to office
* Call office for assistance

↓

Determine Consequence/ Intervention list (1-7)
* Follow through with consequence/intervention

↓

1. Complete behaviour reflection form
2. File referral form
3. Copy sent to parent

↓

Follow up within a week

Behavioural Flowchart - Yard

The Yard Behavioural Flowchart is used as a guide for students and teachers outside the classroom. All staff are expected to use a uniform approach to behaviour management based on the agreed actions as explained on the flowchart.

Behaviour Flowchart - St Joseph's, Rochester

Managing Incidents YARD

Minor incident →

Major incident →

Verbal Warning
* Restate Expectations

Behaviour stops, no further action

Minor Intervention 1
* Time out seat for 2 mins

Behaviour stops, no further action

Minor Intervention 2
* Time out seat for 5 mins

Behaviour stops, no further action

Minor Intervention 3
* Escort to office
* Complete Referral form

Ensure Safety

Complete a Referral Form
* Escort to office
* Call office for assistance

* Determine if any additional consequences from Intervention List (1-7)
* Follow through with consequence / intervention

1. Complete behaviour reflection form
2. File referral form
3. Copy sent to parent

Follow up within a week

Traffic Light System - Behavioural Management in classrooms

The Traffic Light System (TLS) is used in classrooms and across specialist areas in our school as a visual representation of the behavioural flowchart. Each student has their own peg which begins in the GREEN section of the chart. Student(s) are asked to move their peg up a colour if they choose to breach a school expectations. Teachers discuss with the student(s) the expectation they need to adhere to and then allow them to demonstrate this behaviour. When the behaviour follows the school expectation, the student moves their peg back into the GREEN section of the chart. If the student(s) continues to ignore expectations, they continue to escalate up the Traffic Light System. When a student reaches the RED section of the Traffic Light System a referral form is generated by the teacher using the SWPD.

After each teaching block, all children return to the GREEN section of the chart, regardless of what stage they are currently on.

**No information is recorded using the SWPD unless the student reaches the RED section of the Traffic Light System.

RED
INTERVENTION
Move to another location / room
Apology
Cool down buddy chat next door

ORANGE
WARNING
Listen and respond to instructions
Move away from others (to area by yourself)
Get back on task
Ignore others
Cool down buddies

YELLOW
REMINDER
Get back on task
Listen to instructions
Move seats
Ignore others

GREEN
READY TO LEARN
Student on task
Following the 3 school expectations
Working well with others

NOTE: the above process is used in the senior classes.
Interventions vary in the junior classes as stated on their Traffic Light System.

School Wide Matrices

	Safe	Respectful	Re...
When in **Assemblies**	- walk - sit in one spot - keep hands and feet to self	- Listen / watch - Use appropriate applause / responses - be aware of others personal space	- En... res... - Jo... - b...

	Safe	Respectful	Resp...
When in the **Toilets**	- wash hands - wait your turn - use toilet, then leave	- flush after use - keep tidy for all - maintain privacy for all - use paper appropriately	- conserv... - report r... breakag... - use app... toilets

The most important part of PBIS is teaching *expected behaviours*. This is accomplished by utilising a *school-wide matrix of behaviours*, which encompasses the three main expectations of St. Joseph's; to be Safe, Respectful & Responsible learners.

Staff teach the expected behaviours from our school wide behaviour matrix.

Students are taught using examples taken from classroom and non-classroom settings and situations.

Staff members model and role play in order to teach new skills and reinforce expected behaviours. Throughout the year the Wellbeing Team decide which additional behaviours to reinforce based on the data gathered and feedback from staff.

	Safe	Respectful	R...
When using the **Corridors**	- walk - Respect others space - sporting equipment to be used outdoors only	- Store bags in bag boxes - Use inside voices - Respect others belongings - use appropriate language	- Ea... - Pic... - pack... belong... bags

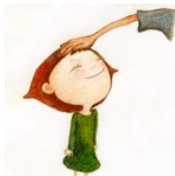|	Safe	Respectful	Resp...
Eating Times	- Remain seated	- Eat your own food - Eat in correct areas (not corridors)	- Place r... bins - Place l... containe... provided

School Wide Blitz

PBIS

(Positive Behaviours Intervention Support)

Week 8/9 BLITZ...
'Complementing others'
..let others know how well they are working, how nice they look & what they do well.

PBIS

(Positive Behaviours Intervention Support)

Our new BLITZ...
'Keeping your Cool'
..remember; keeping cool, calm and collected makes S Jo's a better place.

PBIS

(Positive Behaviours Intervention Support)

Week 1 BLITZ...
'Welcoming others'
visitors to the school, parents staff and fellow students

Staff use data collated from our School-Wide PBiS Database to identify behaviours that need attention throughout the school. With each new PBIS Blitz comes new ways of reminding our students of our school expectations. Staff and students discuss and model these continually and reinforce behaviours whenever possible.

Positive feedback is used constantly as we challenge ourselves to use the '6:1 positive comments' model. (6 positive comments to 1 negative). Posters are a great visual to show students, teachers and parents how to act appropriately at school.

PBIS

(Positive Behaviours Intervention Support)

Week 5 BLITZ's...
'Welcoming others'
..with a high five

Please and Thank You

ARE STILL MAGIC WORDS.

PBIS

(Positive Behaviours Intervention Support)

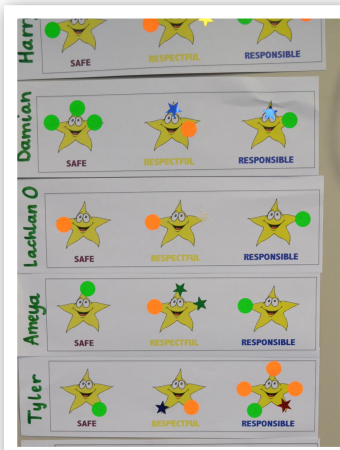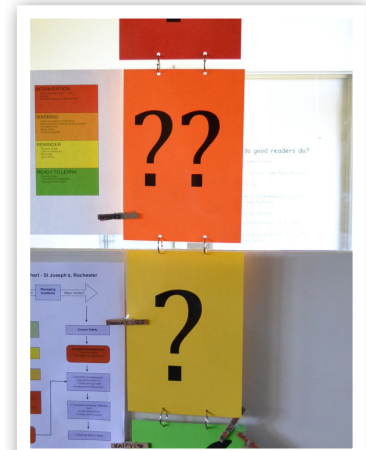**Week 5 BLITZ's...**
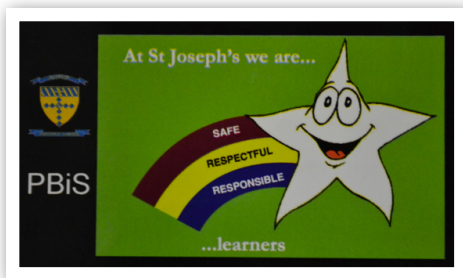'Welcoming others'
..with a handshake
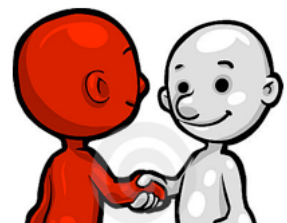
Positive Recognition System

Star System

Visual Reminders
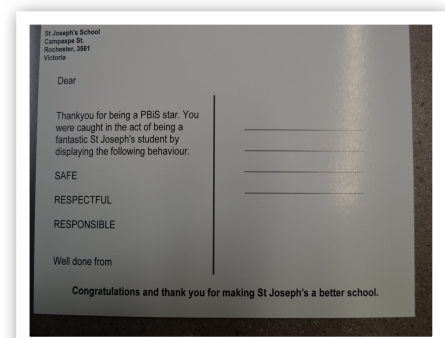

Traffic Light System

Fridge Magnets

Banners

Stars awarded

Matrix

Wristbands

Postcards

School Community

Student Quotes about PBiS

'It makes the school better because people are nice'

- Noah Martin

'It is good because you have to earn your rewards'

- Stephanie Crouch

'It is good because everyone has to work together'

- Ella Kerlin

'PbiS is not just for school, it can be used anywhere'

- Charlie Shorthouse

'It just makes you stop and think about what you are doing'

- Harry Ward

St. Joseph's School works in **partnership with the school community** when implementing the PBiS initiative.

New parents are briefed at the beginning of the year on the systems put in place throughout the school. Families receive a **PBiS Information Pack** which includes a fridge magnet, postcard and the PBiS Framework, so that children have consistency between schools and home environments.

Each week the school **newsletter** acknowledges the children who have received PBiS awards at assembly and highlights the school wide 'Blitz' focus.