

St Joseph's Primary School Rochester



School Wide Positive Behaviours Intervention and Support (PBIS) Framework



CONTENTS

| | |
|----|--|
| 2 | What is School Wide Positive Behaviour Intervention and Support? |
| 4 | Elements of School Wide PBIS |
| 6 | Why School Wide PBIS at St Joseph's? |
| 8 | School Wide PBIS Database (SWPD) |
| 10 | Minor Incidents - Definitions |
| 11 | Major Incidents - Definitions |
| 12 | Incident Form - SIMON |
| 14 | Decision Assist Flowchart |
| 15 | Menu of Responses |
| 16 | SRR System |
| 16 | Consistent PBIS Language |
| 17 | School Wide Matrices |
| 17 | School Wide Blitzes |
| 18 | Positive Recognition and Incentive System |
| 19 | PBIS and the St Joseph's Community |

What is School Wide Positive Behaviour Intervention and Support?

School-wide PBIS is a multi-tiered framework to make schools more effective places. It establishes a social culture and implements behaviour supports needed to improve social, emotional, behavioural, and academic outcomes for all students. PBIS is flexible enough to support school, student, family, and community needs.

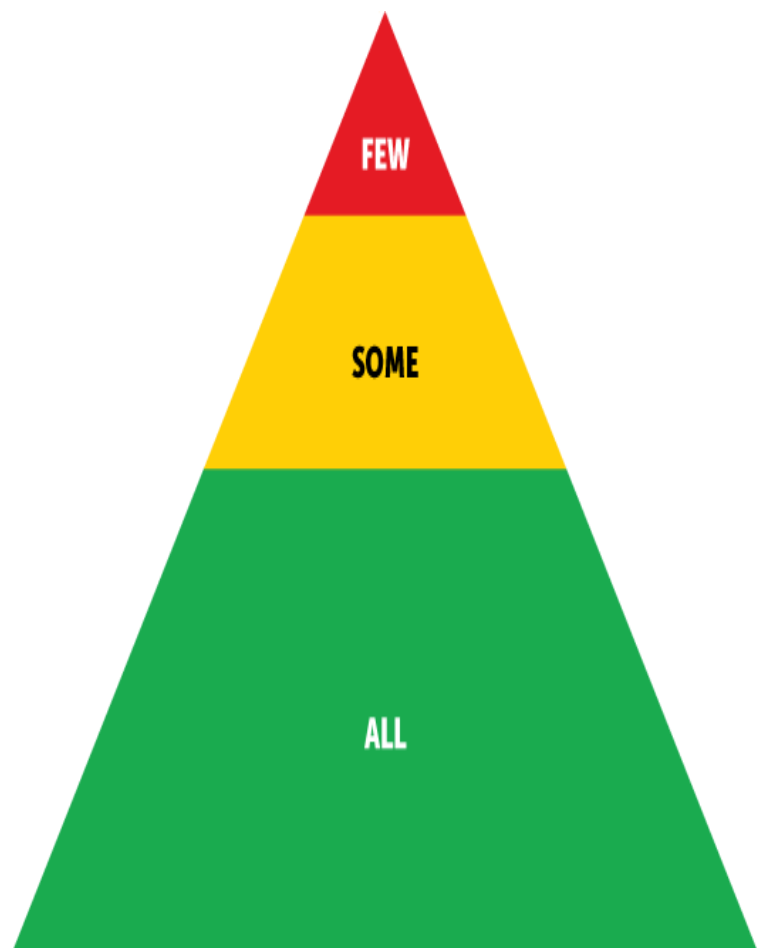
PBIS is an evidence based practice that enhances the capacity of schools to educate all students, especially children with challenging behaviours. It is a proactive system approach to school wide discipline that responds to the current social and / or educational challenges through three levels of intervention: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

Tiers of SWPBIS: Continuum of Support

The type and level of behaviour support provided for any student must match the intensity of his or her needs. Student responsiveness to academic and behavioural supports must guide instructional and intervention decisions. St Joseph's implements PBIS school-wide and organizes behaviour support across multiple tiers which increase in intensity as students' needs dictate.

Tier 1: Universal

Tier 1 supports are delivered to all students and emphasize teaching prosocial skills and behaviour expectations. Schools acknowledge appropriate student behavior across all school settings. Tier 1 PBIS builds a social culture where students expect, prompt, and reinforce appropriate behaviour for each other. When implemented with fidelity, Tier 1 PBIS systems and practices meet the needs of 80% or more of all students' needs.



Tier 2: Targeted

Tier 2 supports focus on students who are not successful with Tier 1 supports alone. Students receiving Tier 2 support require additional teaching and practice opportunities to increase their likelihood of success. Tier 2 supports are often successful when provided within groups. At this level, systems and practices are efficient. This means they are similar across students and can be quickly accessed. Schools monitor fidelity and outcome data regularly to adjust implementation as needed. The typical range of Tier 2 supports include:

- Self-management
- Check-In, Check-Out
- Dealing with behaviours away from all students
- Small group social skill instruction
- Targeted academic supports.
- Typically, schools deliver Tier 2 supports to 5-15% of the student body.

Tier 3: Intensive, Individualized

Tier 3 are more intensive and individualized. Schools use more formalized assessments to match interventions to the behaviour's function. They create individualized plans incorporating the student's academic strengths and deficits, physical and medical status, mental health needs, and family/community support. Support plans emphasize:

- Prevention of problem situations
- Active instruction of new, replacement, and adaptive behaviors
- Formal strategies to acknowledge desired behaviour
- Systematic procedures to reduce the likelihood problem behaviors are reinforced
- Safety routines
- Accurate and sustained implementation
- Data collection procedures to measure fidelity and impact
- Coordination of family, agency, and other systems of care.

Tier 3 supports target the 3-5% of students with the highest support needs in the school.

Elements of School Wide PBIS

The four critical features of SW-PBIS include:

- Locally-meaningful and culturally-relevant **outcomes**
- Empirically-supported **practices**
- **Systems** to support implementation
- **Data** to monitor effective and equitable implementation and to guide decision making.

Outcomes

Setting observable and measurable goals helps schools hold themselves accountable to creating the kind of place where every student succeeds. Schools select the outcomes to target based on data they find meaningful, culturally equitable, and centered on students' achievements or school-level implementation.

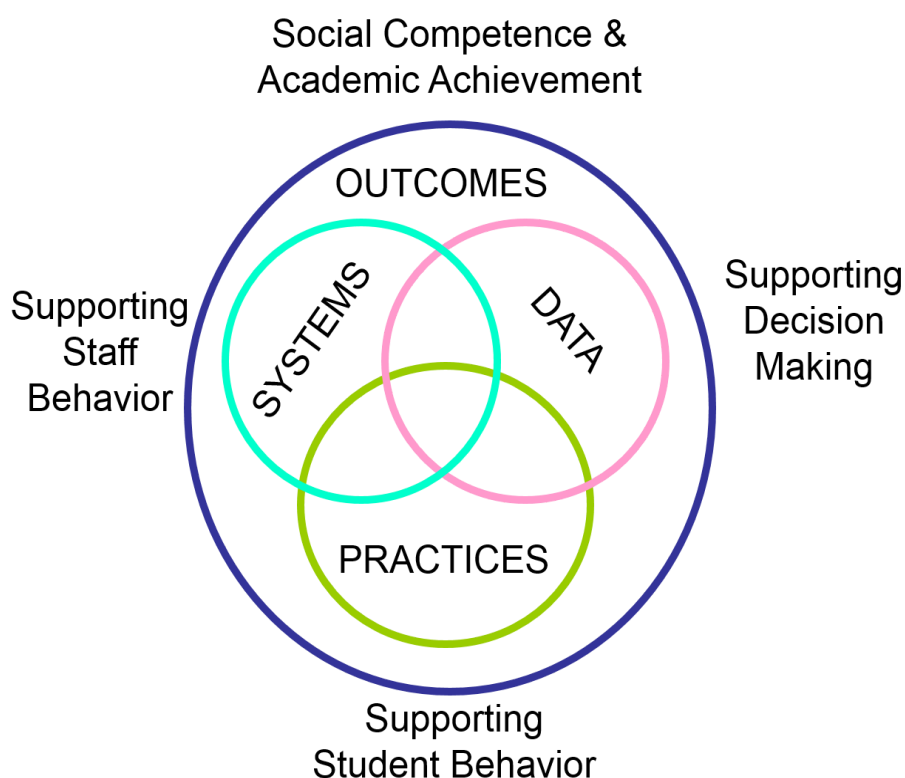
Practices

Schools implementing PBIS select, implement, monitor, evaluate, and adapt the evidence-based practices they use in their settings.

Specifically, they invest in practices that are:

- Defined with precision
- Documented with how and for whom to use them
- Documented with specific outcomes
- Demonstrated through research to be effective

Because PBIS is not a packaged curriculum or intervention, schools implement the core features of evidence-based practices in a way that fits with the schools'



cultural values.

When it comes to school-wide practices, all schools:

- Document a shared vision and approach to supporting and responding to student behavior in a mission or vision statement.
- Establish 3-5 positively-stated school-wide expectations and define them for each school routine or setting.
- Explicitly teach school-wide expectations and other key social, emotional, and behavioral skills to set all students up for success.
- Establish a continuum of recognition strategies to provide specific feedback and encourage contextually appropriate behavior.
- Establish a continuum of response strategies to provide specific feedback, re-teach contextually appropriate behavior, and discourage contextually inappropriate behavior.

Systems

Schools invest in the administrative, professional, and organizational systems critical to sustain PBIS implementation. These systems create the ability to deliver Tier 1, Tier 2, and Tier 3 practices. They also serve as the foundation to establish

- Teaming structures
- Scheduling practices
- Staff selection
- Training and coaching procedures
- On-going data-based problem-solving routines

Data

School-wide PBIS schools collect and use data to guide their implementation and evaluate outcomes. It is critical to consider the local culture and context throughout the decision-making process to ensure equitable outcomes for all students and staff.

Why School Wide PBIS 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 Intervention and Support 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 Statement & Graduate Outcomes and the Sandhurst Schools Values Statements.

Vision Statement

At St Joseph's Primary School we strive to be a community where;

- Students have the right to be treated with respect and will be protected from harm
- Students develop a meaningful relationship with God that inspires social justice and compassion
- Students have a responsibility to care for and sustain our natural environment.
- Authentic Learning experiences & celebrations inspire student success
- Parents, students and staff value our school's charism and partnerships with local community

St Joseph's School Values

At St Joseph's Primary School, we promote students to be people who are:

- Confident – take risks and believe
- Collaborative – build on one another's strengths
- Inclusive – welcome and respect all
- Compassionate – consider others
- Courageous – think big and be brave

SANDHURST CATHOLIC SCHOOLS

OUR VALUES

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.

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.



School Wide PBIS Database (SWPD)

OVERVIEW OF SWPD

The School-Wide PBIS Database (SWPD) is accessed through SIMON (Behaviour Tracking): a 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 maximise 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 SIMON 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 incident forms. Following this, the database also allows the Pastoral Wellbeing team to analyze data, track and graph data over

time.

INCIDENT REFERRAL FORMS

Create Incident

General

Who

Information / Notifications

Level:

Select a level... ▼

Type:

Select a type... ▼

Incident Title:

↺

Reported By:

Carmichael, Jessica ▼

Social Indicator Value:

–

0

+

Incident Date:

20 Jul 2020

⌵

↵ Cancel

Next →

When a student displays behaviours of concern in context to the school behaviour expectations, staff enter an incident form outlining the student's behaviour through SIMON.

Once the incident 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 weekly 'PBiS Blitzes', work with teachers to create student Personal Learning Plans (PLPs), support teaching practices or monitor the wellbeing of both staff and students in both the classroom or yard settings.

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 |
| Lying / Cheating | Student delivers message that is untrue and/or deliberately violates rules. |
| Provocation | Students deliberately provokes another student to gain a negative reaction eg; <i>Indirect name calling e.g that was stupid why did you throw the pencil</i> |
| 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 a disrespectful message (verbal or gestural) to another person. <i>Eg: personalised name calling, threats, intimidation and provocation, obscene gestures, pictures or written notes.</i> |
| 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 person's name without that person's permission. |
| Damage / Vandalism | Student participate in an activity that results in destruction or disfigurement. |
| Violation | Student engage 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 | Students are unexcused as absent for half day or more. |

Incident Referral Form - SIMON

Creating an incident visual

Notes

Create Incident

General Who Information / Notifications

Level: Minor

Type: Inappropriate location

Suggested Responses: [Reporting Teacher]

- * Behavioural Reflection Form
- * Yard time-out
- * Apology Restitution
- * Conference with student
- * In class time out
- * Written Contract
- * Parent Contact
- * Lose of Privilege
- * Conference with Parent

No additional information

Incident category: **Pastoral**

Incident Title: Recess (second half yard duty), behind year 3/4 classrooms

Reported By: Carmichael, Jessica

Social Indicator Value: 0

Incident Date: 20 Jul 2020

Cancel Next

Incident title:

- time
- location

Create Incident

General Who Information / Notifications

Instigators

Select student to add...

Add

| Student Name | Year Level | Homeroom | House |
|-------------------|------------|----------|------------|
| Carmichael, Logan | 1 | 12SK | Delany-Red |

Cancel Back Next

Remember to select the student and then push 'add'.

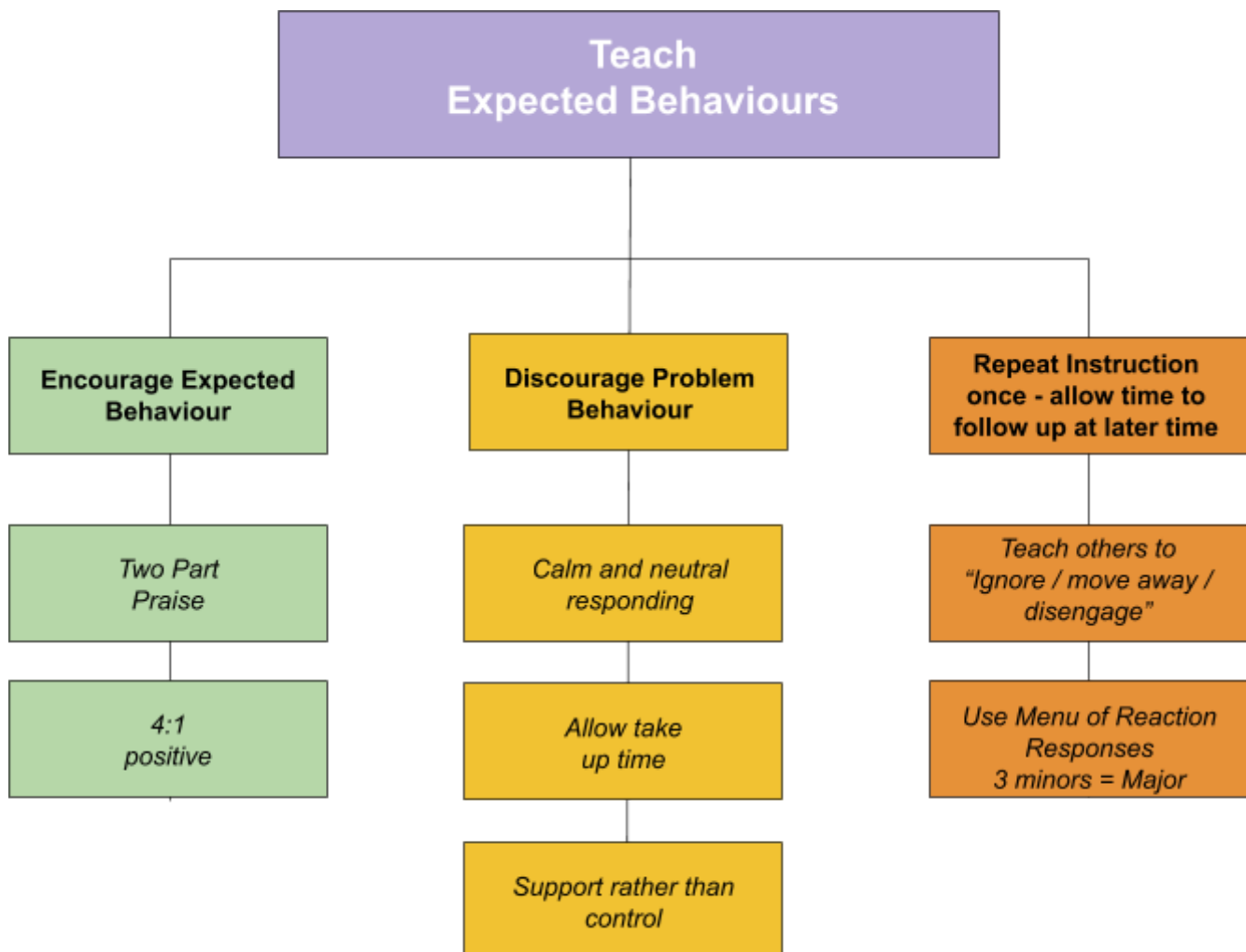
If there is more than one student involved others may be added.

| | |
|--|--|
| <div> <div>Create Incident</div> <div> <div>General</div> <div>Who</div> <div>Information / Notifications</div> </div> <div> <div>Incident Details:</div> <div>Playing in an out of bounds space.</div> </div> <div> <div>Action Taken:</div> <div>Reminded of SAFE expectation to play where a teacher can see you.</div> </div> <div> <div><input type="checkbox"/> Assistance Required</div> <div></div> </div> <div> <div>People To Notify (2 Roles, 0 Individuals)</div> <div></div> </div> <div> <div>Cancel</div> <div>Back</div> <div>Save - Resolved</div> </div> </div> | <p>Keep brief.</p> <p>Avoid 'he said, she said'.</p> <p>Include EXPECTATION that was not being followed.</p> <p>Dot points if required.</p> <p>Select classroom teacher and others to notify.</p> <p>SAVE.</p> |
| <div> <div>Add Follow-Up Note</div> <div> <div>Incident Instigator:</div> <div>Carmichael, Logan</div> </div> <div> <div>Incident Title:</div> <div>Recess (second half yard duty), behind year 3/4 classrooms</div> </div> <div> <div>Incident Date:</div> <div>20 Jul 2020</div> </div> <div> <div>Incident Reported By:</div> <div>Carmichael, Jessica</div> </div> <div> <div>Incident Status:</div> <div>Resolved</div> </div> <div> <div>Note: (4000 chars remaining)</div> <div> <div>B I</div> <div></div> </div> <div></div> </div> <div> <div><input checked="" type="checkbox"/> Notify Reporting Staff Member</div> <div>People To Notify (2 Roles, 1 Individual)</div> </div> <div> <div>Cancel</div> <div>Save & Close</div> </div> </div> | <p><i>Follow up notes:</i></p> <ul style="list-style-type: none"> - When more details emerge after an incident is logged, you can add to the original report. |

Decision Assist Flowchart

The **DECISION-ASSIST FLOWCHART** is used and implemented by teachers as a guide for student management in all learning spaces and yard. All staff are expected to use a uniform approach to behavioural management based on the agreed processes as explained in the flowchart.

When all aspects of the flowchart have been utilised teaching staff are to refer to the menu of responses based on the individual student.



If you are the first staff member who sees the problem behaviour, you must follow up and complete related SIMON incident form and all other responses (eg; conversation with classroom teacher, phone call to parents)

Menu of Responses

MINOR

Move peg to expectation which needs to be displayed.

Keep teaching and follow up at an appropriate time.

Prompt student to move away from undesirable position.

Community service

Designated time off yard

MAJOR

Written contract

Loss of privilege(s)

Community service

Removal from classroom/ yard

Conference with student and/or parent

Restorative justice conversation

Note: Teacher discretion at order of response given.

SRR System (Safe, Responsible, Respectful)

The SRR System (Safe Responsible Respectful) is used by teachers in learning spaces across our school to remind students of expected behaviours at St Joseph's. Staff use the two-part reminder to re-establish expectations they need to adhere to and then allow them to demonstrate this behaviour.

All students' name pegs are placed on the 'PBIS logo'. When required, students are guided through the two-part reminder by teachers and asked to move their name peg onto the corresponding expectation. (specialists to use white board to record names)

A students peg is reset to the PBIS logo when they have shown a consistent change in behaviour. Teachers will use the two-part praise to support and demonstrate positive behaviour throughout the day.



Consistent PBIS Language

- **SAVE METHOD**...it looks like *"Please be SAFE/ RESPONSIBLE/ RESPECTFUL.*
Save the _____ for _____. For example: *"Please be SAFE. Save the running for recess.* Using this method eliminates the negative (stop / don't / no) impacting on a more positive response.
- **2 PART PRAISE:**
 - Thank you for ____ (specific behaviour). It shows that you have been (safe/responsible/respectful).
 - Thank you for _____ (specific behaviour). That's a great example of being (safe/responsible/respectful)
 - I really appreciate how you ____ (specific behaviour). That's a wonderful example of being (safe/responsible/respectful)
 - By being _____ (specific behaviour) in the library/hallway/classroom, you show a good example of being (safe/responsible/respectful)
 - Thank you, _____ (name of student) for _____ (specific behaviour). That's showing (safe/responsible/respectful).
 - Thank you, _____ (name) for _____ (specific behaviour). You're showing a good example of being (safe/responsible/respectful)
- **2 PART REMINDERS:**
 - _____ (name) our school expectation is to be _____ ((safe/responsible/respectful) please _____ (desired behaviour).

School Wide Matrices


A fundamental 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; SAFE, RESPECTFUL AND RESPONSIBLE.

Staff explicitly 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 PBIS Team decide which additional *matrices* are required to reinforce desired behaviours based on the data gathered and feedback from staff.

| Our ST JOSEPH'S community is... | SAFE | RESPECTFUL | RESPONSIBLE |
|--|--|---|---|
| School gatherings...  | <ul style="list-style-type: none"> • Walk into and leave space quietly • Sit in allocated area • Be aware of personal space | <ul style="list-style-type: none"> • Use 5Ls during gathering • Applaud and respond appropriately • Remain focused | <ul style="list-style-type: none"> • Use 5Ls during gathering • Join in when asked • Be prepared |

| Our ST JOSEPH'S community is... | SAFE | RESPECTFUL | RESPONSIBLE |
|---|---|--|---|
| When in the Pavilion...  | <ul style="list-style-type: none"> ▪ Use equipment correctly ▪ Beware of others using the space ▪ Play 'hand only' ball games (football on the oval) | <ul style="list-style-type: none"> ▪ Share space with all ▪ Be a good sport during games ▪ Use appropriate language | <ul style="list-style-type: none"> ▪ Put equipment away after use ▪ Include others in games ▪ Move to class on music |

School Wide Blitzes



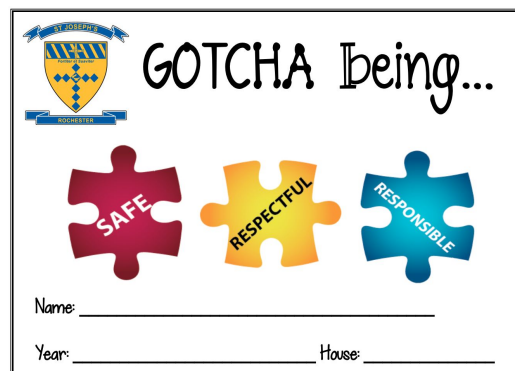
Staff use data collated from SIMON behaviour tracking to identify behaviours that need attention throughout the school. With each new PBIS Blitz comes new ways of reminding our students of our school expectations. Staff and students discuss and model these continually and reinforce behaviours whenever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

Positive feedback is used constantly as we challenge ourselves to use the '4:1 positive comments' model. Posters are a great visual to show students, teachers and parents how to act appropriately at school.

Positive Recognition and Incentive System

GOTCHAS

- Used to recognise students when they are displaying school expectations.
- Collected and tallied in classrooms for whole class incentives (list provided)



Assembly raffle draw

GOTCHAS are transferred to House colour GOTCHA jar and one person per house colour (F-6) will be drawn out of the jar.



House colour incentive

GOTCHAS are calculated at the end of each assembly and accumulate to an end of term total. The house team with the most GOTCHAS earns an afternoon of team sports.

PBIS and the St Joseph's community

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 and the PBiS Framework, so that children have consistency between schools and home environments.

Each fortnight the school **newsletter** acknowledges the PBiS Blitz and provides ways to ensure families are aware of the school's focus.

We have **banners displayed prominently** around the school as visual reminders to all students and their families of our expectations at St Joseph's.

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

Positives behaviours is a product of the whole. St Joseph's PBIS Initiative is inclusive of all stakeholders within the school community; students, staff and families, working together to achieve the same positive outcomes.

The table below outlines our PBIS Behavioural Intentions and practices.

| Behavioural Interventions and Practices | |
|---|---|
| Students | <ul style="list-style-type: none"> - Common understanding of Behavioural Expectations - Targeted social and self management skills - Data based decision making |
| Staff | <ul style="list-style-type: none"> - Common understanding of Behavioural Expectations - Explicit teaching of social and self management skills - Positive reinforcement - Consistent school wide approach - Monitoring behaviours and implementing intervention strategies - Acknowledgement of x school expectations |
| Families | <ul style="list-style-type: none"> - Common understanding of Behavioural Expectations - Frequent, regular and positive contacts, communications and acknowledgments - Reinforce positive behaviours in all environments |