



ST JOSEPH'S
PRIMARY SCHOOL
QUARRY HILL

Building Communities of Faith



Positive Behaviours Intervention & Support Framework (PBIS)

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What is School-Wide Positive Behaviours Intervention and Support?

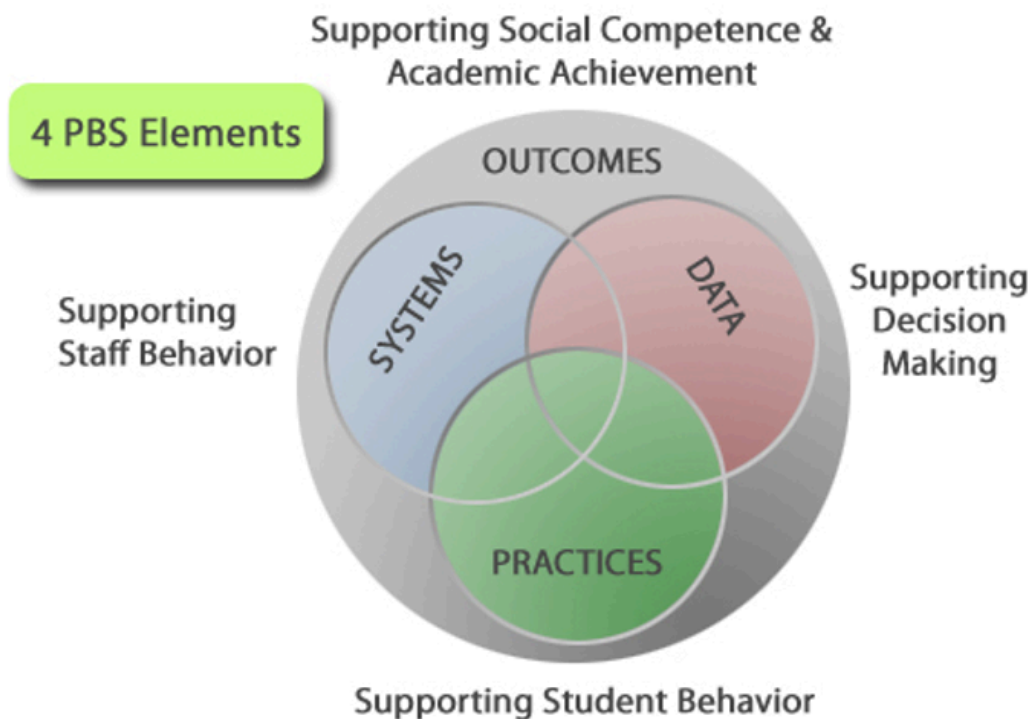
PBIS is a school wide, proactive approach, which emphasises the instruction of social skills, data-based decision making, and the prevention of problematic behaviour. While fostering positive behaviours and interactions, PBIS also improves academic performance.

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 Emphasise?

SWPBIS emphasises 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:-

1. Continue a continuum of scientifically based behaviour and academic Interventions and supports
2. Use Data to make decisions and solve problems
3. Arrange the environment to prevent the development and occurrence of problem behaviour
4. Teach and encourage prosocial skills and behaviour
5. Implement evidence-based behavioural practices with fidelity and accountability.
6. Screen universally and monitor student performance and progression continuously

Why 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 Primary School 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 Statement, the Key Actions from our Strategic Plan and the Catholic Education Sandhurst Values Statements.

School Wide Data Base - Overview

The School-Wide PBIS Social Behaviour Database (SWSBD) is a secure school 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 Data

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

Tracking / Minor & Major Incidents Reports

SWSBD 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. Following this, the database also allows analysis of data, tracks and graphs data over time.

School Wide Expectations

The most important part of PBIS is teaching **expected behaviours**. This is accomplished by utilising **school-wide procedures of behaviours**, which encompasses the three main expectations of St Joseph's Primary School:-

Be Your Best, Help Others Succeed and Be Responsible.



Staff teach the expected behaviours from our school wide behaviour procedures. 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 decides which additional behaviours to reinforce based on the data gathered and feedback from staff.

School Wide Procedures



When eating lunch

- Sit down when eating.
- Put rubbish in the bin.
- Use manners.
- Walk when moving.
- Eat your own food.



School Wide Procedures are developed by the Student PBIS team in consultation with the Staff Well-being team. Procedures are a simple set of positive reminders or expectations for all at St Joseph's Primary School. These procedures are communicated to the school community through role-play (Assembly), visuals in classrooms and play spaces and in the school newsletter.

School Wide Blitzes



SCHOOL WIDE |
BLITZ

Being Respectful of others.

Look, watch and listen to others!



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.

Positive Recognition System



The PBIS Team will on occasion organise a whole-school PBIS challenge and reward initiative to promote Positive Behaviours and target specific behaviours. Students are 'caught' in the act of displaying positive behaviour and following school expectations. Tallies are collated each week and after the milestone is met, students celebrate with a whole-school reward.

Behavioural Flowchart

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

