

St. Francis Primary School

Nathalia



Positive Behaviours Intervention & Support (PBiS) Framework



Contents

3. What is School Wide Positive Behaviour Intervention & Support?
4. Rationale for St Francis
5. School-Wide PBiS Database
7. Minor Incidents Definitions
8. Major Incidents Definitions
9. Behavioural Flowchart - Classrooms
10. Behavioural Flowchart - Yard
11. St Francis' Referral Form
12. Behaviours Reflection Form
13. Traffic Light System
14. School Wide Matrices
15. School Wide Blitz
16. Positive Recognition System
17. School Community

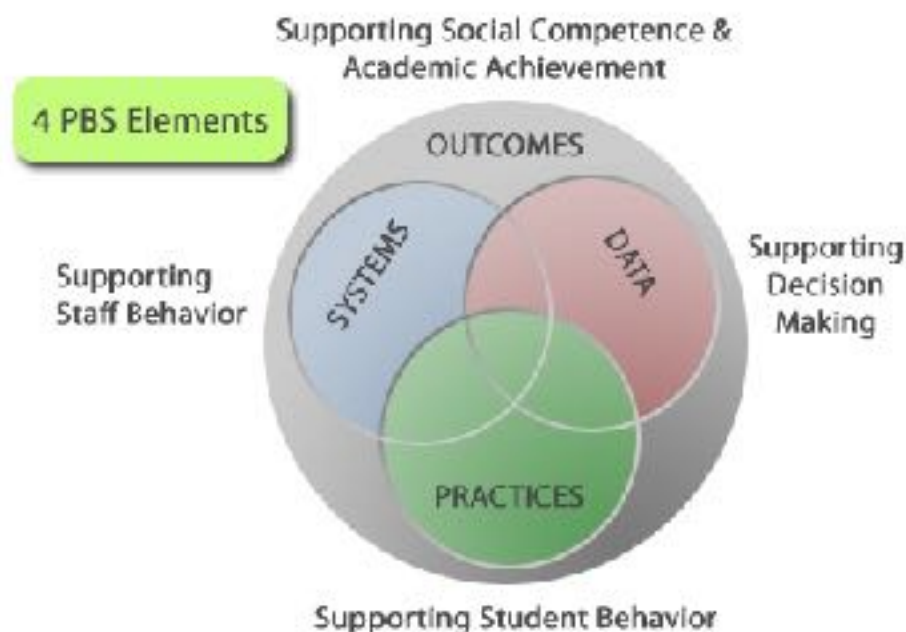
What is school-wide Positive Behaviours Intervention and Supports?

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 Emphasise?

SWPBS 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:

- Develop a continuum of scientifically based behaviour and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behaviour
- Teach and encourage prosocial skills and behaviours
- Implement evidence-based behavioural practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously

Why P.B.i.S at St. Francis?

The pursuit of quality education is based upon the human dignity of each person. The effective implementation of behavioural management practices at St Francis 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

Our Identity:

St Francis' school is a welcoming community striving to follow the Franciscan tradition of Peace and Joy.

Our Vision:

St Francis' Nathalia strives to:

- Provide a positive learning environment with a commitment to being safe, responsible and caring learners

<p>PASTORAL WELLBEING</p> <p>To embed PBIS in our school and ensure the learning environment includes opportunities to build social and emotional (resilience) Competencies.</p> <p>To actively build and promote the wellbeing of all members of the school community.</p>	<p><i>To familiarise and implement the Respectful Relationships guidelines</i></p> <p><i>Refresh the PBIS Framework at St Francis</i></p> <p><i>Continue to adhere to Child Safe practices</i></p>	<ul style="list-style-type: none"> - Establishing our Pastoral Wellbeing team - Embedding teacher practices based PBIS Framework - Provide Respectful Relationship training for staff. - Provide Resilience Program training with NLC schools.
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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 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 analysis data, track and graphs data over time.

Incident Referral Forms



When a student fails to adhere 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, Chinese burn, wrestling
Late – beginning school	Student is late at the start of the school day.
Lying / Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Provocation	Student deliberately provokes another student to gain a negative reaction.
Disruption	Student engages in low-intensity, but inappropriate disruption e.g. calling out, yelling, moving around the classroom inappropriately etc...
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

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, spitting 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.
Provocation	Deliberate and ongoing provocation of another student to gain a negative reaction.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property.
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.

St Francis School Referral Form - PBiS

Add Incident

Students:

Incident Date:

Reported by:

Level:

i * Purpose is to weaken the behaviour, not to punish the child
* Less likely to reduce chances of the behaviour reoccurring

Consequences:

- Conversation with child
- Parent Contacted (ongoing minors)
- Meet with the Parent (Problem solving and plan for student success)
- Meet with Parent and Child (Problem solving and plan for student success)
- Reflection Sheet
- Loss of privilege or time
- Community service
- Alternative learning / break plans

Types:

Incident Title:

Incident Details:

Have you taken any action to resolve this incident?

Do you require assistance to resolve this incident?

Ability to create
Follow-Up Notes
after an incident.

Details **Follow-Up Notes** Assessor Interview Target(s) Interview

Notify Reporting Staff Member

Incident Resolved



Reflection Sheet



What did I choose to do?

What expectation did I not follow?

- Being Safe
- Being Responsible
- Being Caring

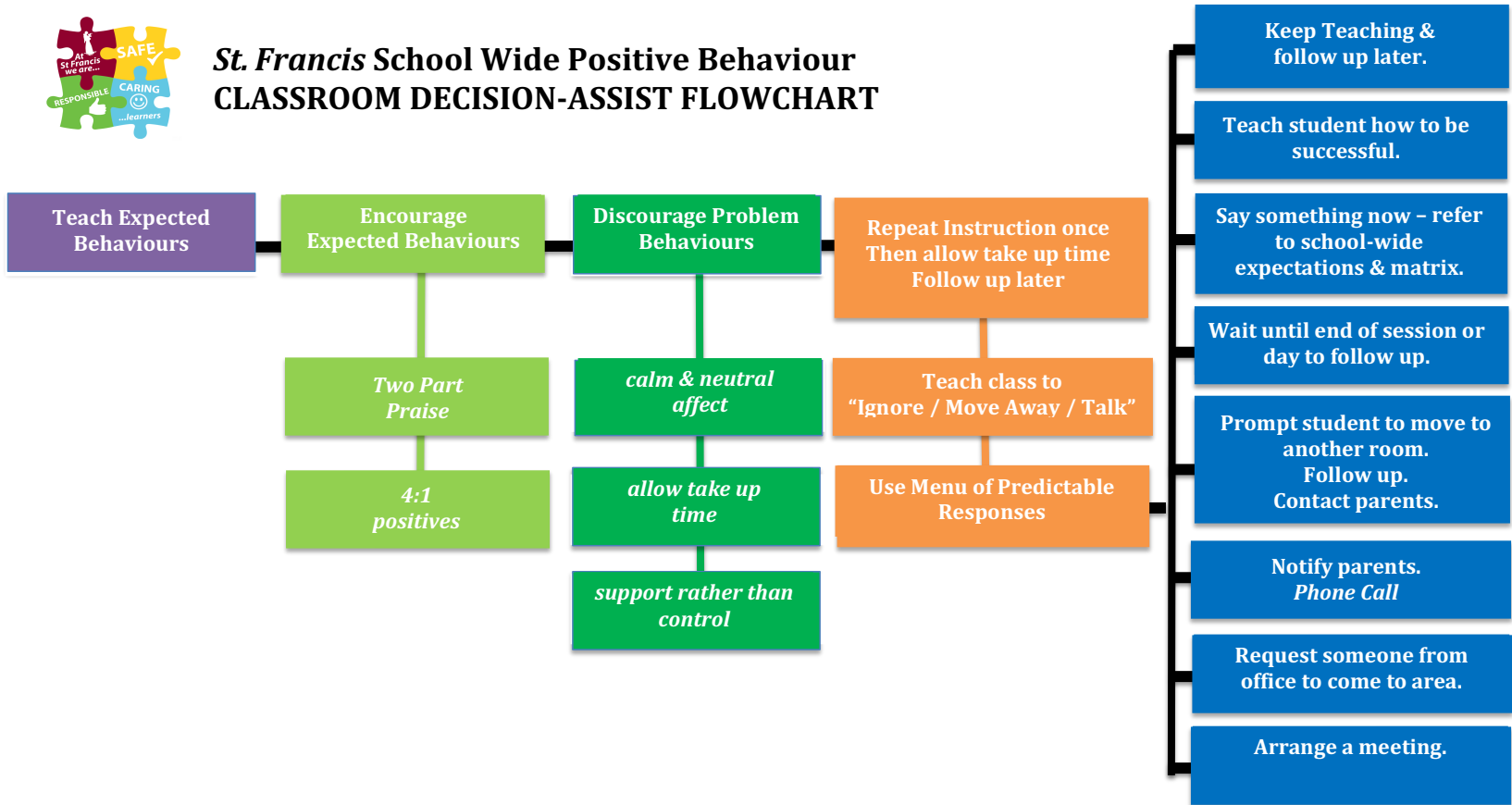
What could I have done differently?

Parent Signature:

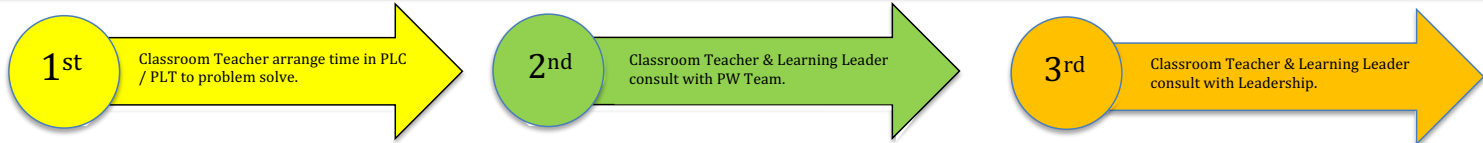
Date:



St. Francis School Wide Positive Behaviour CLASSROOM DECISION-ASSIST FLOWCHART



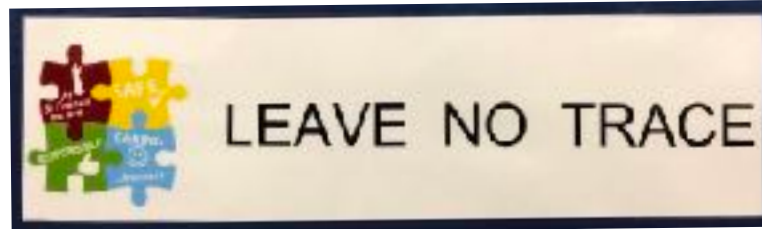
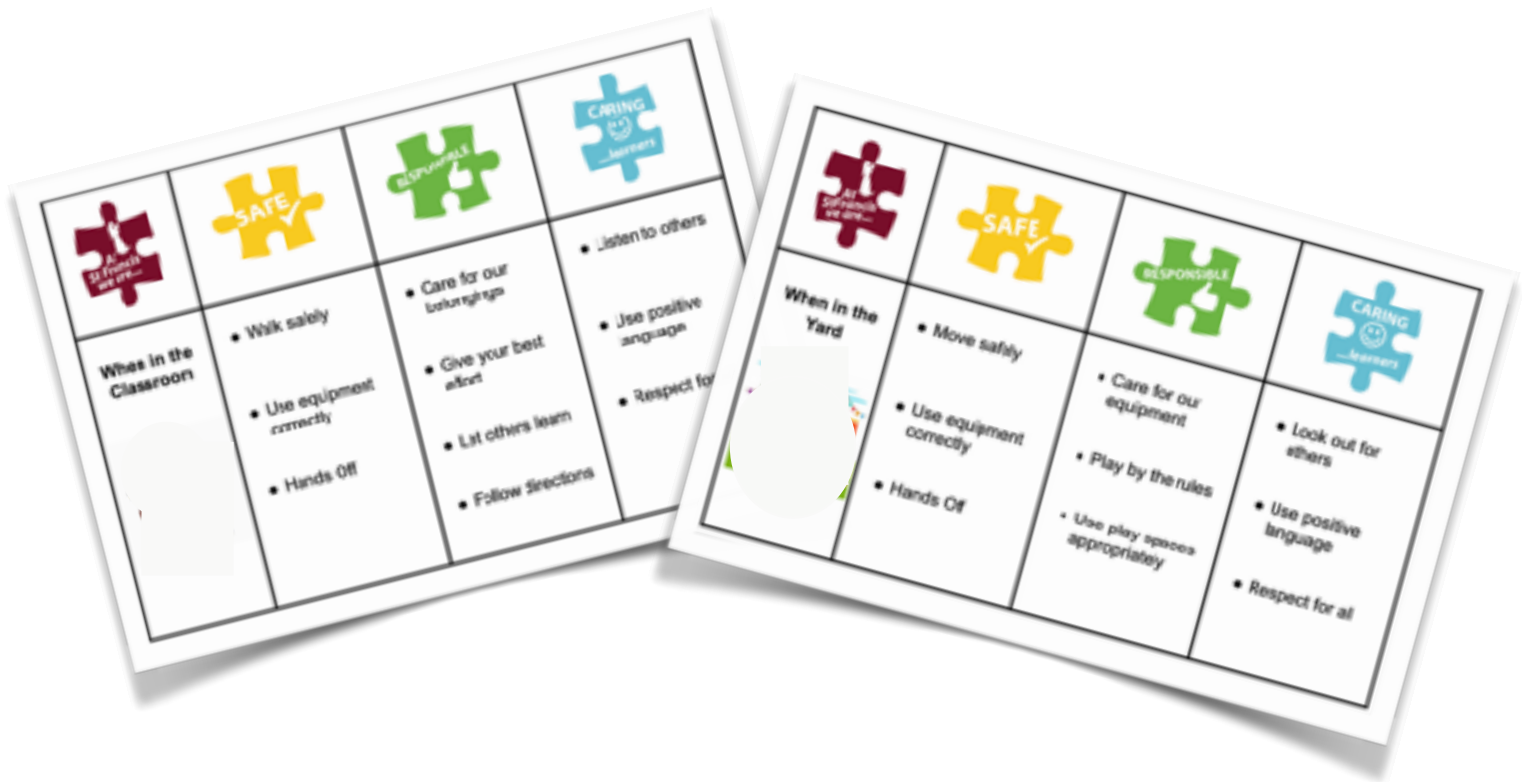
If you are the first staff member who sees the problem behavior, you must follow up and complete related SIMON incident form. If problem behaviour persists and ALL attempts at **DARK GREEN** & **ORANGE** strategies have not prevailed, ensure that **BLUE** responses have been utilised. If further assistance is required, please do so as outlined below...



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.

Behavioural Flowchart

School Wide Matrices, Routines & Mantras



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. Francis; We are Safe, Responsible and Caring learners.

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

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 *Mantras* to reinforce based on the data gathered and feedback from staff.

School Wide Mantras & Blitzes

PBIS

(Positive Behaviours Intervention Support)

Weekly BLITZ...

'Hands off'

PBIS

(Positive Behaviours Intervention Support)

Week 1 BLITZ...

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

PBIS

(Positive Behaviours Intervention Support)

Weekly BLITZ...

Respect others'
personal
S P A C E

Staff use data collated from SIMON behaviour tracking to identify behaviours that need attention throughout the school. With each new PBIS Blitz or Mantra 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.

PBIS

(Positive Behaviours Intervention Support)

Week 5 BLITZ's...

'Welcoming others'
..with a high five

PBIS

Using

Please

&

Thank You

PBIS

(Positive Behaviours Intervention Support)

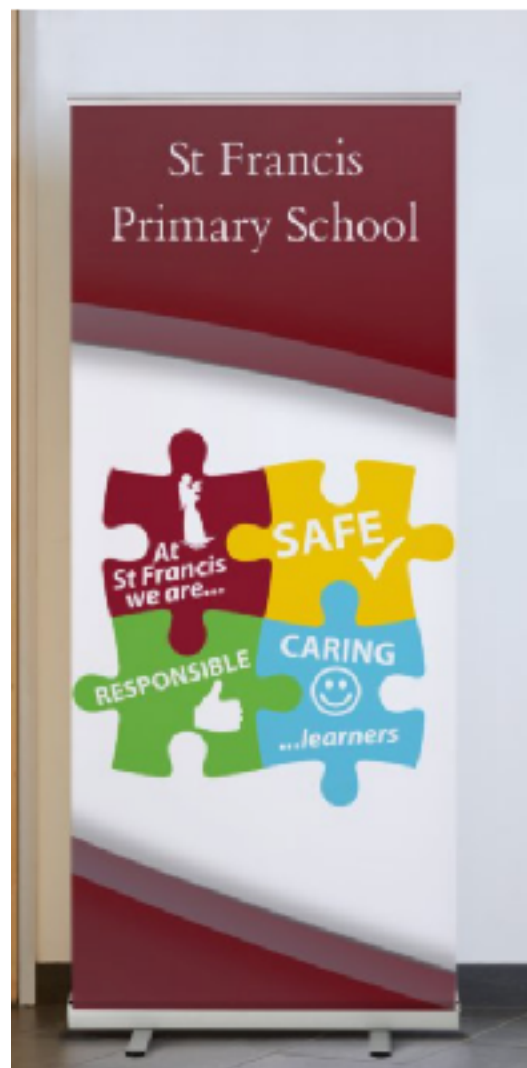
Week 5 BLITZ's...

'Welcoming others'
..with a handshake

Positive Recognition System



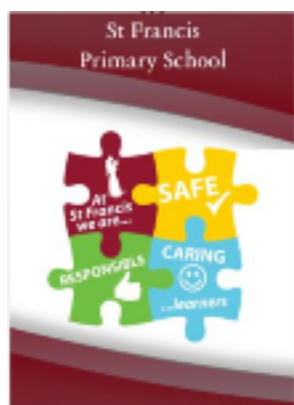
Gotcha Awards



Banners



PBIS Assemblies & School House Awards



Classroom displays

	SAFE	RESPONSIBLE	CARING ...learners
When in the Classroom	<ul style="list-style-type: none"> • Walk safely • Use equipment correctly • Hands Off 	<ul style="list-style-type: none"> • Care for our belongings • Give your best effort • Let others learn • Follow Directions 	<ul style="list-style-type: none"> • Listen to others • Use positive language • Respect for all

Matrix



Stickers

School Community



St. Francis School works in **partnership with the school community** when implementing the PBiS initiative.

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 Francis

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.

