



# Positive Behaviour Support (PBS) Policy

**Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.**

PBS views inappropriate behaviour in the same manner that problems in reading or mathematics are viewed, as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. By doing so, a unified and positive school climate forms. The purpose of PBS is to establish a climate in which appropriate behaviour is the norm.

At Yanchep Rise Primary School, PBS will provide a consistent, whole-school approach with a common language, in regard to positive behaviour expectations. The PBS framework will be developed through a consultative, collaborative community owned process and will be consistently implemented by staff at the school and classroom level.

Development of the framework requires a shared understanding of:

- Unacceptable ('Stop') behaviours – sorted into Low, Medium and High
- Expected ('Start') behaviours
- A set of school values that reflect the expected behaviours
- A matrix which has been developed from the values and expected behaviours, that defines what expected behaviour looks like in the classroom and in the school grounds.
- A consistent process of response to unacceptable behaviours

## **What are some of the outcomes of PBS?**

Students know what is expected of them and choose to do so because they:

- Know what to do
- Have the skills to do it
- See the natural benefits for acting responsibly

Adults and students have more time to:

- Focus on relationships
- Focus on classroom instruction

There is an instructional approach to discipline:

- Instances of problem behaviour are opportunities to learn and practice pro-social behaviour



At Yanchep Rise PS we will ensure the seven components of WA PBS are in place:

1. ***Leadership***

The PBS leadership team will include the Associate Principal and a team that is representative of the school staff.

2. ***Defining Expected Behaviour***

The PBS matrix will provide clear behavioural expectations.

3. ***Teaching Expected Behaviour***

Systematic teaching of the expected behaviours will be a routine part of the school day. This teaching will use the same methods as teaching academic skills, through modelling, practice and feedback.

4. ***Encouraging Expected Behaviours***

Staff will provide regular feedback to students about their behavioural progress. We will create a school culture where expected behaviours are the norm.

5. ***Essential Classroom Practice***

Classroom practices will maximise learning for all students while minimising discipline problems.

6. ***Responding to Misbehaviour***

Inappropriate behaviour will be viewed as a teaching opportunity – a chance to clarify and re-teach expectations. The same calm instructional approach used when students make academic errors, will be used to correct behavioural errors. The development of a continuum of responses to misbehaviour will provide staff with the tools to effectively respond to and change student misbehaviour. 1 – 2 – 3 Magic and Emotion coaching will be a part of this consistent response.

7. ***Ongoing Monitoring***

We will use ongoing data to identify areas in need of improvement as well as those operating well. The leadership team will provide feedback that promotes consistent implementation and renewal. Data will be used to monitor student behaviour and the PBS implementation process.