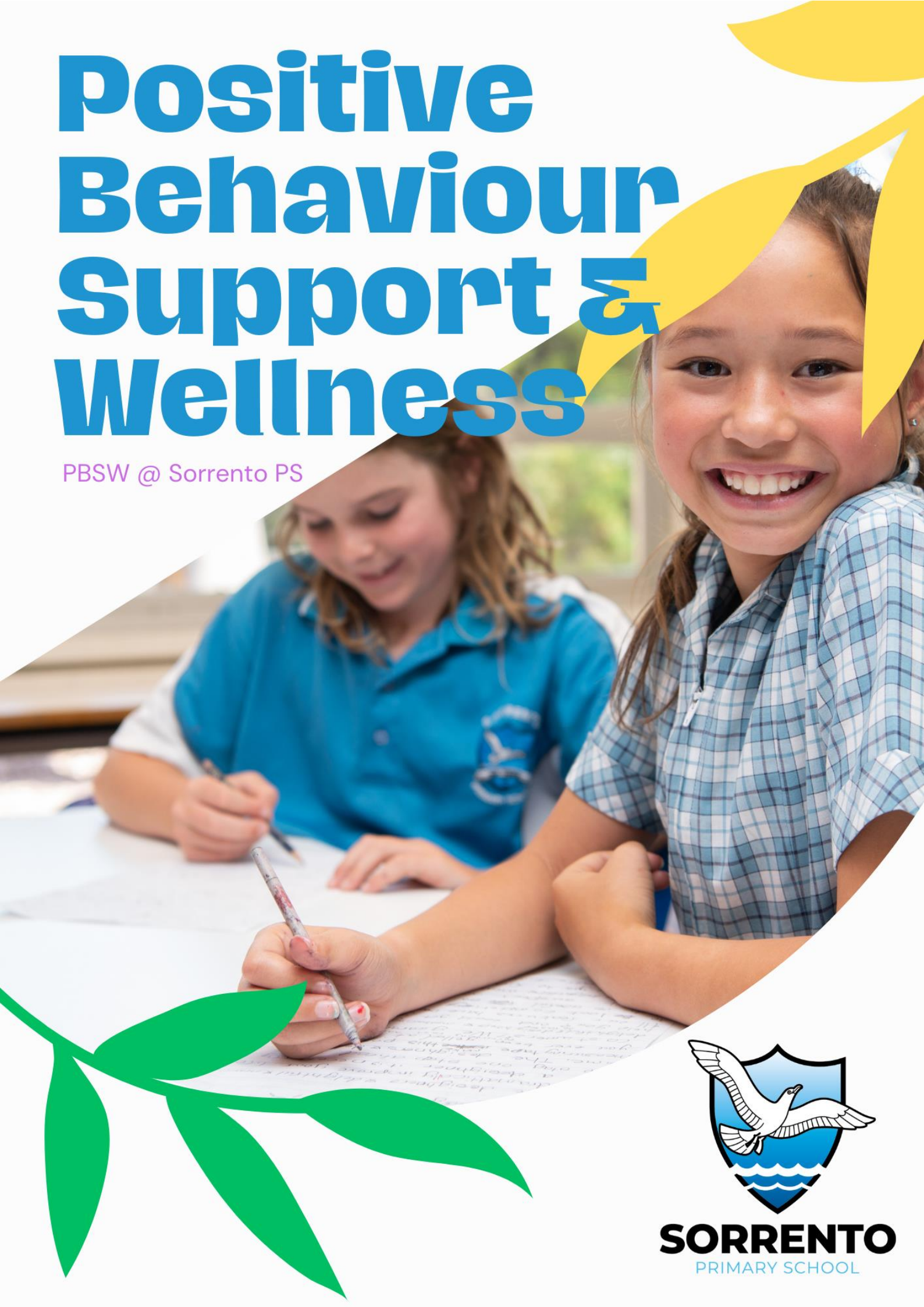


Positive Behaviour Support & Wellness

PBSW @ Sorrento PS



SORRENTO
PRIMARY SCHOOL

History of Change

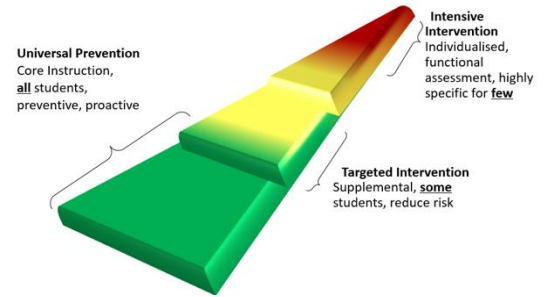
Effective Date	Version	Notes
28 February 2024	V2024.1	Transfer of information from Staff Handbook.
1 May 2024	V2024.2	Update of PBS Behaviour flowchart and procedures

PBS Values and Behavioural Norms

BE TRUE At Sorrento Primary School, our four expected values are the basis for our behaviour expectations. We view behaviour infractions as errors requiring teaching, rather than character faults to be fixed by punishment.

- **Be Tolerant**
- **Be Respectful**
- **Be United**
- **Be Excellent**

PBS stands for Positive Behaviour Support and is an operational framework that aims to improve student academic and behaviour outcomes by ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. PBS is a research based process that, when correctly implemented, is proven to create safer more effective schools.



PBS builds a continuum of supports for staff and students. At each tier there is an emphasis on outcomes in the form of agreed expectations for student and staff behaviour. Data is used to guide decision-making about what practices should be put in place to support student learning and social behaviour. There is equal emphasis on the system supports that will be needed to build fluency with new or revised practice among all teachers and staff within the school. The process deeply embeds Classroom Management Strategies (CMS).

Students in our school come from many different backgrounds and cultures that view behaviour differently. Consequently, we must teach our students how to behave at school to ensure that they do make better choices. PBS views inappropriate behaviour in the same manner that problems in reading or maths are viewed as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. We view behaviour infractions as errors requiring teaching, rather than character faults to be fixed by punishment.

At Sorrento Primary School, our Positive Behaviour Expectation matrix is what informs teachers. The Positive Behaviour Matrix guides the behaviours that are taught and reinforced across all year levels.

PBS Leadership Team

The PBS Team's purpose is to develop a sustainable, effective and efficient PBS team, who use data and a consultative, collaborative process to guide the PBS implementation through the school. Any staff member is welcome to join the PBS Team, who meet once a term to review PBS processes within the school.

Zones of Regulation

We use the Zones of Regulation toolkit to assist our students to manage their emotions. These are displayed visually in classrooms, and referred to regularly when discussing student behaviours.

PBS Reward System

A points system is used to track the number of positive behaviours that are identified within each class. Blue tokens are given to students, which are then transferred to Class Dojo. When classes earn 300 points, they collect a *surfboard* from the front office to be displayed in the library and have a small in-class celebration. Once all classes have collected their *surfboard*, a whole-school reward will be held. The school aims to have a whole-school reward roughly every five weeks, which at a classroom level equates to approximately 60 tokens a week per class, or approximately 10-15 tokens per day.

Positive Commendations





Teachers are encouraged to regularly send a "positive commendation" home highlighting the positive contributions students are making to the classroom and school environment.

Timetabled PBS and Wellness lessons

Tuesday afternoons (1:20pm to 1:55pm), have been quarantined in the timetable for all classes to deliver PBS and Wellness lessons, alternating each week. A scope and sequence can be found in the *SPS Resource Bank* on Microsoft Teams.

PBS Matrix

All students are expected to display the following behaviours at all times at Sorrento Primary School. All rules and expectations are covered by these four values on the SPS Behaviour Matrix.

	BE TOLERANT	BE RESPECTFUL	BE UNITED	BE EXCELLENT
	Be understanding Be encouraging Be accepting	Be responsible Be polite Be kind	Be helpful Be collaborative Be trustworthy	Be organised Be persistent Be exemplary
 ALL TIMES	<ul style="list-style-type: none"> We accept differences in others We listen with empathy We accept mistakes and learn from them We encourage others We use our 'Zones of Regulation' toolkit to manage our emotions We celebrate others' achievements We demonstrate sportsmanship 	<ul style="list-style-type: none"> We use manners and greet others We care for personal, others' and school property We put our rubbish in the bin We wear our school uniform correctly to represent our school positively We follow instructions and directions 	<ul style="list-style-type: none"> We are inclusive of others We are good friends We cooperate with others We help others in need We wear our school uniform with pride 	<ul style="list-style-type: none"> We embrace new challenges We strive for excellence We set SMART goals We reflect and respond to feedback We are organised and prepared We are punctual
 SCHOOL TIMES	<ul style="list-style-type: none"> We show patience towards others We tolerate differences in abilities We share play spaces and equipment 	<ul style="list-style-type: none"> We believe teachers have the right to teach and learners have the right to learn We show 'Whole Body Listening' We move around the school safely and respectfully We sit down to eat and wait to be released 	<ul style="list-style-type: none"> We include everyone We share equipment We are 'Waste Wise' 	<ul style="list-style-type: none"> We are role models We have a go at all set tasks We take pride in the presentation of our work We wear our hat every day
 DIGITAL CITIZENSHIP	<ul style="list-style-type: none"> We accept others' digital choices 	<ul style="list-style-type: none"> We respect others' digital rights We use technology appropriately We are aware of what we say online and how it affects others We make informed decisions about what information we should share 	<ul style="list-style-type: none"> We ask others' permission before sharing online We help others in need We report online anti-social behaviour 	<ul style="list-style-type: none"> We follow Sorrento's 'Digital Guidelines' We stay on task when using digital tools We maintain our digital reputations



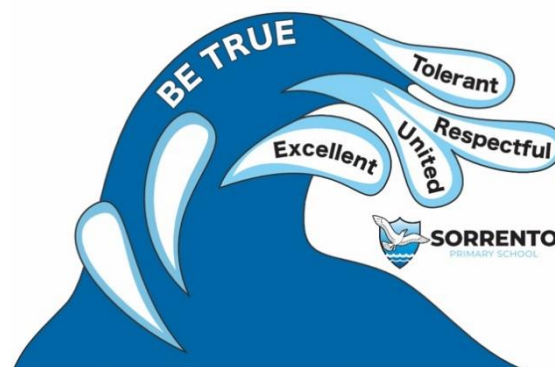
We use consistent language to reinforce the positive behaviours students are displaying, and address the negative behaviours that need to change, for example:

REINFORCING A POSITIVE BEHAVIOUR

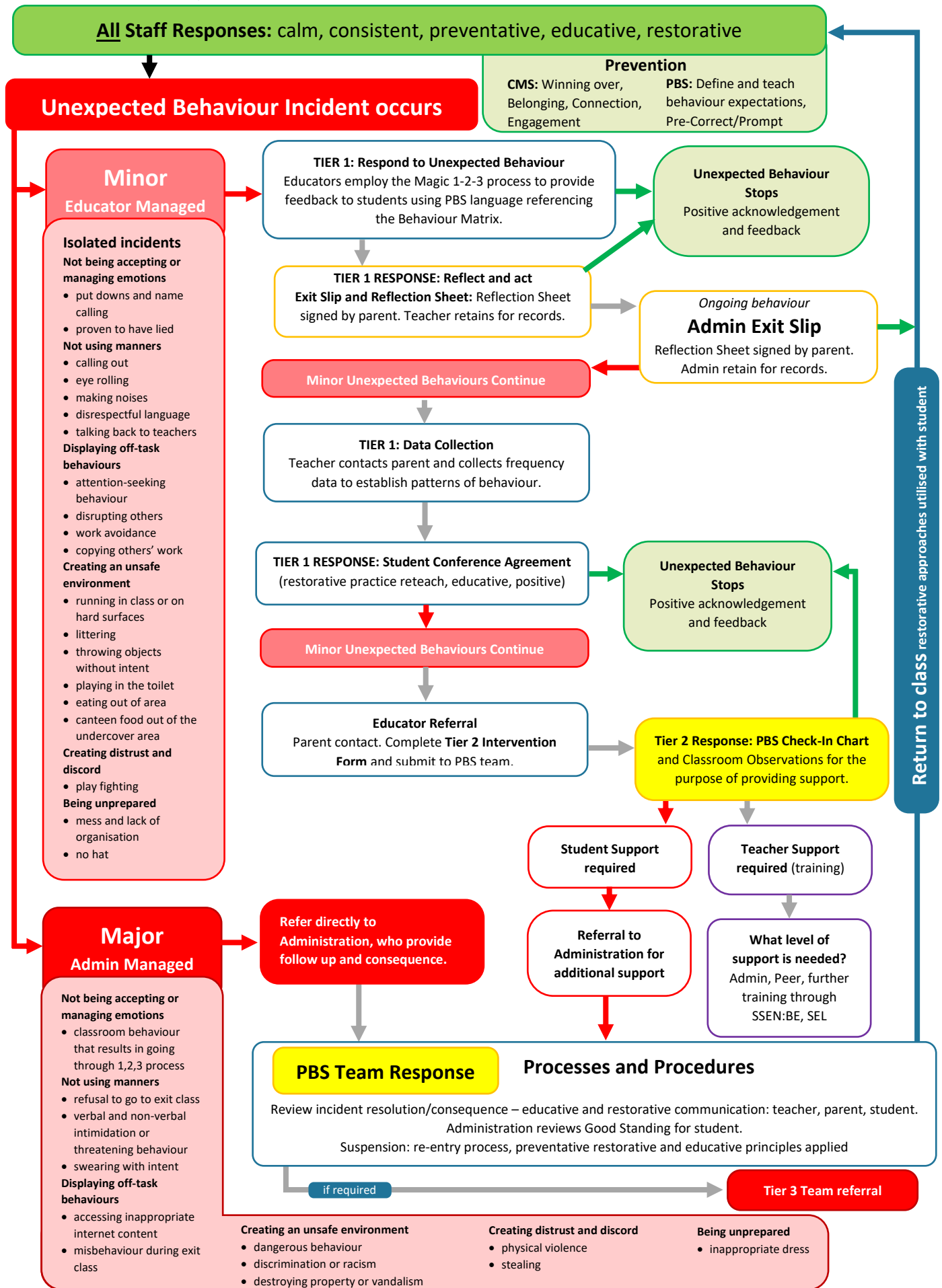
"I really like the way you are organised for this lesson with your book ready to go. What a great example of Being Excellent!"

ADDRESSING A NEGATIVE BEHAVIOUR

"At Sorrento Primary School, we move around the school safely and respectfully. Please walk silently to our next class so we do not interrupt other learners."



Behaviour Response Flowchart



An example of our PBS process

Mr Jones is presenting a daily review in vocabulary when Billy begins to make a humming noise that distracts the students either side of him. Mr Jones uses proximity as a low-key response as he continues the flow of the daily review. Billy continues humming, so Mr Jones places a hand on Billy’s desk and says, “Thanks Billy”. Billy stops humming.

Two minutes later, Billy starts humming again. Mr Jones stops momentarily, and says, “That’s one, Billy. Thank you.” As the students begin engaging in a pair-share, Mr Jones approaches Billy and says quietly to him, “Your humming was distracting me from teaching, and your peers from learning. Thank you for stopping.”

Later in the lesson, Billy begins continually tapping his knee under the desk, causing students to stop their work and look over. Mr Jones again uses a low-key response strategy by catching Billy’s eye and gently shaking his head. A moment later, Billy begins tapping his pencil on the desk. Mr Jones stops and says, “That’s a two, Billy. What you are doing is stopping others from learning. You can choose to complete your work quietly, or you can be placed somewhere else to work. Please make a decision.” Billy stops tapping, and turns his attention to his work.

After recess, Mr Jones is completing the I Do aspect of a mathematics lesson. Billy begins whispering to the student next to him. Mr Jones uses a pause strategy, however Billy continues to whisper to his partner, despite his partner nudging him to be quiet. Mr Jones then says, “That’s three, Billy. At Sorrento, we show respect by making sure we listen when other people are talking. Please move over to the spare seat and I’ll chat with you shortly.”

Billy moves to the spare seat, and Mr Jones completes the section of his lesson. He checks in with Billy, and asks if there is something that he can help Billy with as he appears distracted today. Billy says he is fine. Mr Jones reminds him that we want to be displaying both respect and excellence.

Shortly after that, Billy begins tapping his pencil on the desk again in a drumming pattern. Mr Jones approaches Billy and says, “I’d like you to go to exit class and reflect on the ways you have been distracting others from learning today. You have ten minutes there, and when you come back we will take a look at your reflection sheet.”

Billy goes to their class’s agreed exit class with the PBS Exit Slip, a pencil and a PBS Reflection Sheet. He hands the exit slip to the teacher at that class and sits to complete his reflection. After 10 minutes, the teacher sends him back with the exit slip.

When he returns, Mr Jones motions Billy to his seat to continue with the work he had left. After a few moments, he approaches Billy to complete a check in. They read through the reflection sheet, and Mr Jones focuses on the future actions for Billy, and an informal agreement is made about behaviour for the rest of the day. Billy works relatively quietly for the remainder of the session.

Upon returning from lunch, Billy appears hot, flustered and agitated. Mr Jones sees this, and offers Billy an opportunity to read quietly for a few moments to cool down, which Billy accepts. During this time, however, Billy begins making mock snoring noises from the quiet corner. Mr Jones approaches Billy and says, “You are being disrespectful to your peers and myself by making those noises. Please take this exit slip to the office.”

Billy goes to the office, where the deputy, Mrs Smith, conferences with Billy via another PBS Reflection Sheet.

PBS Exit Slip
 Tier 1 and Tier 2 Intervention Strategy: Reflect and Act

STUDENT NAME: _____ FROM ROOM: _____ Entered: Integris Behaviour

TEACHER EXIT CLASS

Time Sent to Exit Class: _____ in Room: _____

Can you please supervise the student for: **5** **10** minutes

Reason / Notes: _____

Referring Teacher: _____ Date: _____

ADMIN FAST TRACK

- Specialist or Support
- Culmination of Minor Behaviours
- Major Behaviour

PBS Reflection
 Tier 1 and Tier 2 Intervention for Middle and Upper Students

MY NAME: _____ ROOM: _____ YEAR: _____ DATE: _____

WHICH VALUE DO I NEED TO BETTER DEMONSTRATE? Tolerance Request Shiny Excellence

What did I do? _____
 Think about a specific action or words you used that might have hurt someone or disrupted our community. Did you exclude someone, use unkind words, or act without thinking about others? Use the Behaviour Matrix to help you describe what happened.

What did I affect, and how did I affect them? _____
 Consider who was around you at the time and how they might have felt about what happened. It could be a classmate, teacher, or anyone else. How do you think your actions made them feel? What impact did your actions have on them?

What can I do next time? _____
 Imagine a similar situation happening in the future. What could you do differently to better demonstrate our values of the Treaty? Maybe you could use kind words, ask for help, or take a moment to think before you act. Be specific to this situation.

What can I do to repair this? _____
 Think about a way to make things right with the person or people affected. Could you apologise, help them to calm down, or show kindness to them? Do they need help? Does it need to be repaired? Discuss your ideas with a teacher if you're unsure.

Teacher Signature: _____ Entered: The Bee Check is completed
 Parent/Carer Signature: _____

SORRENTO PRIMARY SCHOOL **RESPONDING TO UNEXPECTED BEHAVIOURS CLASSROOM TEACHERS**

Aim to PREVENT misbehaviour

Use Low-Key Responses:
 Proximity Use Student's Name Use a clear signal to begin.
 Gesture The Look Use a clear transition sequence.
 The Pause Planned Ignore When, What, Who

Major Breach: Fast Track Complete Fast Track form and refer student immediately to Administration.

1 MAGIC 1
 The student has chosen not to respond to low-key responses.
 "That's one. You know we value respect, please stop calling out. Thank you."
 Student moves their name to Magic 1.

2 MAGIC 2
 The student has chosen not to respond to a clear and direct instruction.
 "That's two. What you are doing is stopping others from learning. You can choose to complete your work quietly, or you can be placed somewhere else to work. Please make a decision."
 Student moves their name to Magic 2.

3 MAGIC 3
 The student continues the misbehaviour once a choice has been executed.
REFLECT AND ACT Classroom withdrawal.
 ECE/Junior: 5-10min
 Middle/Upper: 10min
 Return with check-in
...or requires Fast Track
 Complete Fast Track form and refer student to Administration
 Student moves their name to Magic 3.

2 MAGIC 2
 Following a reminder about expected behaviours, student continues with misbehaviours.
 "That's two. What was the expected behaviour we agreed upon? Make a choice, please. Thank you."
 Student moves their name to Magic 2.

1 MAGIC 1
 Following consequence, student continues with misbehaviours.
 "That's one. We agreed on expected behaviours, please demonstrate them. Thank you."
 Student moves their name to Magic 1.

3 MAGIC 3
 The student continues the misbehaviour once a choice has been executed.
REFLECT AND ACT Exit Class
 ECE/Junior: 5-10min
 Middle/Upper: 10min
 Return with check-in
...or requires Fast Track
 Complete Fast Track form and refer student to Administration
 Student moves their name to Magic 3.

2 MAGIC 2
 Following a reminder about expected behaviours, student continues with misbehaviours.
 "That's two. That's two. What was the expected behaviour we agreed upon? Make a choice, please. Thank you."
 Student moves their name to Magic 2.

3 MAGIC 3
 The student continues the misbehaviour once a choice has been executed.
REFLECT AND ACT Requires Fast Track
 Complete Fast Track form and refer student to Administration
 Student moves their name to Magic 3.

SORRENTO PRIMARY SCHOOL **RESPONDING TO UNEXPECTED BEHAVIOURS SPECIALIST TEACHERS AND SUPPORT GROUPS**

Aim to PREVENT misbehaviour

Use Low-Key Responses:
 Proximity Use Student's Name Use a clear signal to begin.
 Gesture The Look Use a clear transition sequence.
 The Pause Planned Ignore When, What, Who

Major Breach: Fast Track Complete Fast Track form and refer student immediately to Administration.

1 MAGIC 1
 The student has chosen not to respond to low-key responses.
 "That's one. You know we value respect, please stop calling out. Thank you."
 Student moves their name to Magic 1.

2 MAGIC 2
 The student has chosen not to respond to a clear and direct instruction.
 "That's two. What you are doing is stopping others from learning. You can choose to complete your work quietly, or you can be placed somewhere else to work. Please make a decision."
 Student moves their name to Magic 2.

3 MAGIC 3
 The student continues the misbehaviour once a choice has been executed.
REFLECT AND ACT Requires Fast Track
 Complete Fast Track form and refer student to Administration
 Student moves their name to Magic 3.

HIERARCHY OF PREVENTATIVE STRATEGIES IMPLEMENTED TO AVOID ESCALATION

- Consistently build and maintain a productive and supportive learning environment
- Consistently build and maintain positive and safe relationships with students
- Establish classroom rules, routines and expected standards, including the Behaviour Matrix.
- Revise and consolidate relevant classroom expectations and routines frequently.
- Model expected standards
- Constant monitoring and active scanning of the working classroom
- Provide relevant feedback to students regarding the expected Behaviour Matrix using the language of the Matrix and Four Behaviours
- Provide opportunities for students to be rewarded individually with Tokens
- Employ strategies when a student is in the second 1,2,3 stage such as:
 - Proximity
 - A pause
 - Use the student's name
 - Non-verbal cues
 - Eye contact "The look"
 - Praise students modelling correct behaviour
 - A signal e.g. click fingers
 - I message "I like the way....."
 - Deal with the behaviour not the student

CHECK IN 🙄 What happened? 🤔 Who has been affected by your behaviour and how? 😞 Where does your behaviour show on the Behaviour Matrix? 🤔 What behaviour is expected? 😊 What do you need to do now to make things right?

Wellness and the Resilience Project

Our whole school wellbeing program teaches and supports positive mental health in the classroom, staffroom and wider community.

Through presentations, student curriculum, teacher resources and digital content, The Resilience Project's Education Programs support mental health in the classroom, staffroom and family home.

The research is clear; the more positive emotion you experience, the more resilient you will be. For that reason we focus on three key pillars that have been proven to cultivate positive emotion; Gratitude, Empathy and Mindfulness (GEM), with Emotional Literacy being a foundational skill to practise these strategies.

GRATITUDE

EMPATHY

MINDFULNESS

**EMOTIONAL
LITERACY**

Gratitude

Paying attention to the things we have right now, and not worrying about what we don't have. We practise gratitude by noticing the positives around us.

Empathy

Putting ourselves in the shoes of others so we feel what they are feeling. We practise empathy by being kind and compassionate towards other people.

Mindfulness

Our ability to be calm and in the present moment. We practise mindfulness by slowing down and concentrating on one thing at a time.

Emotional Literacy

Our ability to label our emotions, which helps us to soften negative emotions and find positive emotions. We practise emotional literacy by labelling our emotions as we experience them.