School Wide positive behaviour support at Churchill primary school

What is Positive Behaviour Support?

School Wide Positive Behaviour Support for Engagement and Learning (SWPBSEL) provides educational leaders with a school improvement framework for ensuring that the learning environment of the school is focused on creating and maintaining a culture based on positive regard and engagement. The framework requires the establishment of school wide expectations that are developed in collaboration, explicit taught and reinforced with all community members. SW PBSEL focuses on data and inquiry to drive continuous improvement in the schools behaviour management processes and policies.

What does this mean for Churchill Primary School?

It means that Churchill Primary School (CPS) does not focus on a system of rules but instead on expected behaviours. An expected behaviours matrix was developed with students for students. It focuses on the school values - be respectful, be responsible, be understanding and be your best in all areas of the school and the broader community.

It means staff explicitly teach these behaviours to students to ensure that all students are fully aware of the expectations and what they look like and mean. Even in the toilets. These behaviours are consistently reinforced and revisited.

It means CPS staff positively acknowledge students expected behaviour. The most common reward used in verbal praise. In PBS there should be 5 positive comments to 1 corrective comment. CPS also has other reward systems such as “Bee” tickets for prizes and “Good News” postcards to be sent home with messages outlining the appreciated and acknowledged behaviour.

It means that the PBS core team consisting of staff, students and community members (?), continually refer to data to determine areas of the school which require further focus and improvement. Data is gathered from many sources including Attitudes to Schools surveys, Bullying surveys, student behaviour referral forms and PBS specific data surveys.
The three tiered approach

Positive Behaviour Support is a three tiered model. Tier one involves the universal whole school approaches to encouraging and reinforcing the correct behaviour. Tier two makes up 15% of a typical school's student numbers. These are students with at least 4 referrals to the office. The students in this group require some special programs and support in order to ensure they don't move into the third tier, which is typically 5% of a school population. The students in this tier require intensive support, intervention programs, and student management plans.

Goal for Tier 3 - Reduce intensity and severity of chronic problem behaviour and/or academic failure.

Goal for Tier 2 - Reduce current cases of problem behaviour and/or academic failure.

Goal for Tier 1 - Reduce new cases of problem behaviour and/or academic failure.