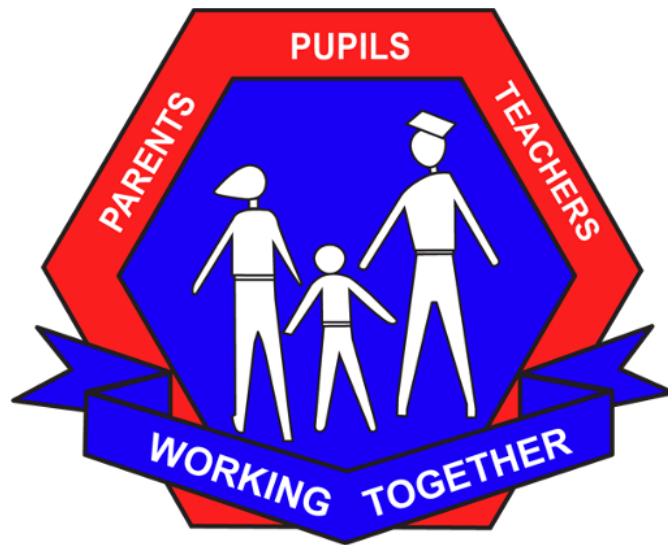


School Wide Positive Behaviour Support Handbook



2026

Learning Together, Thriving Together

Positive Behaviour Support

What is Positive Behaviour Support (PBS)?

PBS is a framework of support that incorporates evidence-based strategies to prevent and address challenging behaviour throughout the school. PBS places an emphasis on proactive and preventative approaches to behaviour support through producing positive learning environments that encourage appropriate behaviour.

Rather than using a patchwork of different reactive individual behaviour management plans and strategies in each classroom, a continuum of positive behaviour support for all students within a school is implemented. This continuum includes features like consistent expectations, a consistent reinforcement system, and consistent response strategies that extend across all areas of the school including all classroom and non-classroom settings (such as the playground, canteen, and office).

PBS provides a framework to design effective school environments that link research validated practices and the settings in which teaching and learning occurs. Interventions and strategies become more individualised as students require a higher level of support to meet their academic and social goals.

Introduction of PBS at BHPS

At Barrack Heights Public School (BHPS) we implement a School-Wide Positive Behaviour Support (PBS) system. PBS is an evidence-based approach that is effective in preventing and addressing challenging behaviour in the classroom, as well as improving academic and social outcomes for students. PBS operates on the premise that as well as being learners of literacy and numeracy, students are also learners of behaviour and social skills.

Under this approach, it is the role of educators (and school community members) to explicitly teach, model and reinforce appropriate behaviours for students and to set clear and consistent behaviour expectations. We understand that students come to school with differing levels of academic, behavioural and social skills. To support all students, a continuous system of support (see page 9) is implemented across the school to ensure students are receiving the instruction and adjustments needed to achieve academic and social outcomes. Within this approach all students are known, valued and cared for.

Our school community has identified and defined three core school values:

RESPECTFUL

SAFE

ENGAGED

We have created a matrix of expected behaviours that reflect these three values throughout the school. This matrix outlines behaviours that show how students can display the three values at BHPS.

At BHPS, we use a behaviour skills training approach (instruction, modelling, practice, and feedback) to explicitly teach behaviour expectations. It is important that students are provided continual opportunity to practise and receive feedback on behavioural expectations in different environments across the school. In addition, we teach a Social and Emotional Learning program named Grow Your Mind. This curriculum provides students with the opportunity to develop the interpersonal and social skills required to achieve success in academic and social outcomes.

To recognise the positive choices made by students we employ a wide range of reinforcement strategies. Our educators receive ongoing training in the science of Behaviour Analysis so they are equipped with a number of preventative and response techniques to encourage appropriate behaviour and effectively manage challenging behaviour.

Finally, we use data and feedback to prioritise our areas of focus, and to guide the interventions and supports that are implemented throughout the school year. Annual reviews and surveys are conducted on our PBS systems and the following years action plan is based on the results of this data.

**At Barrack Heights Public School, we believe that social, emotional, and behaviour support:
is a community approach...**

- All stakeholders must work together, striving for consensus on procedures and consistent implementation.
- Behaviour support is a shared responsibility and requires a combined effort by the school community. We are all jointly committed to a student's success.

should be supported by a school-wide system...

- Successful change in behaviour support practices requires building proactive and preventative school-wide systems that are evidence-based.
- Maintaining high expectations for behaviour requires teaching and staff consistency.
- For long term behaviour change to occur, we must use positive approaches that strengthen educator-student relationships.

needs to be taught...

- We can not assume that students know the behaviours and social skills that lead to success at school and in life.
- Behaviour is learned; therefore, responsible, or appropriate behaviour can be taught using the same strategies used to teach academics, such as ongoing instruction, modelling, practice opportunities and performance feedback.

Vision and Values

Vision

At Barrack Heights Public School, we aspire to create a highly supportive and inclusive environment that empowers students to unlock their full potential and develop lifelong skills. Our commitment is to equip students with the skills needed to overcome challenges and make a positive, lasting impact on their communities.

Values

Respectful: I think and act in a way that shows I consider myself and the feelings of others in the school community.

Safe: I am considerate and care for the wellbeing of others. I help to create a space where my needs and the needs of others are met.

Engaged: I care about my learning and continue to persist despite challenges and obstacles. I belong and have an active voice within my school community.

Our Character

As staff, we are:



Professional



Respectful



Communicative

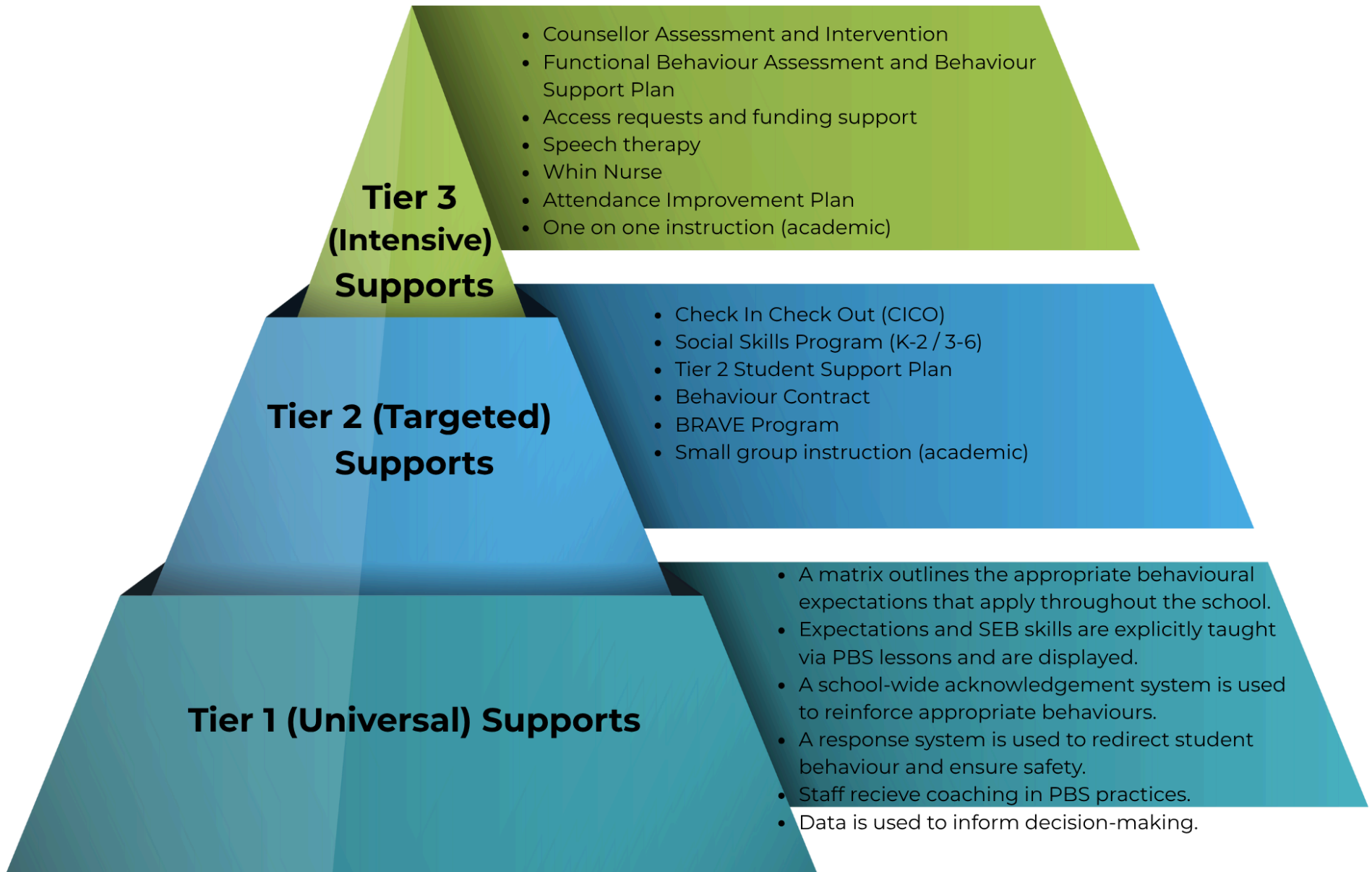


Learners



Collaborative

The Continuum of Support at BHPS



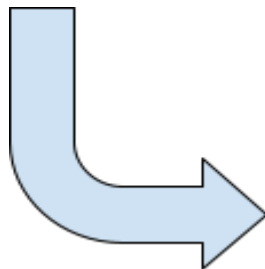
Behaviour Expectations Matrix

The matrix below explicitly outlines the behaviour expectations that are taught and reinforced at Barrack Heights Public School. The expectation matrix ensures that all staff and students are using the same language and have the same expectations of behaviour throughout the school. The matrix outlines the behaviours that reflect our three school values.

Teaching the BHPS expectations

Every week, educators will teach an explicit lesson on the PBS focus. A PBS lesson is sent out the week prior to class teachers. It is the responsibility of the class teachers to ensure that the lessons are taught and differentiated to their class. The PBS focus should also be taught and prompted via micro teaching moments throughout the week.

Front page of a PBS
lesson plan



PBS Lesson Plan												Barrack Heights Public School												
FEEDBACK																								
Term	1	2	3	4	Week	1	2	3	4	5	6	7	8	9	10	11	Year							
	x										x							2024						
Value					Respectful				Safe				Engaged											
Expectation	Focus: We accept and act on feedback.																							
Context	☐ Classroom ☐ Eating Time ☐ Play Areas ☐ Library				☐ Assembly ☐ Transitions ☐ Sports shed ☐ Canteen				☐ Office ☐ Toilets ☐ Excursion ☐ Bus lines															
Explicit Teaching																								
Talk Introduce the expectation and why it is important.					Discuss the following (small group, turn and talk, mind map) What is feedback? Why do we receive feedback? How do we act on feedback?																			
Show Demonstrate and model the expectation (include examples and non-examples).					Brainstorm and display examples and non-examples: Examples: - Thanking someone for giving helpful feedback. - Asking clarifying questions to better understand the feedback. - Reflecting on feedback and making positive changes. - Changing behaviour based on the feedback. Non-examples: - Rolling eyes or sighing when receiving feedback - Making excuses or shifting blame instead of taking responsibility. - Dismissing feedback with rude remarks or disrespectful behaviour - Ignoring feedback altogether and continuing with the same behaviours. Use role play scenarios to illustrate appropriate behaviours. Some examples are provided below:																			

BEHAVIOUR EXPECTATIONS MATRIX

AT BARRACK HEIGHTS WE:

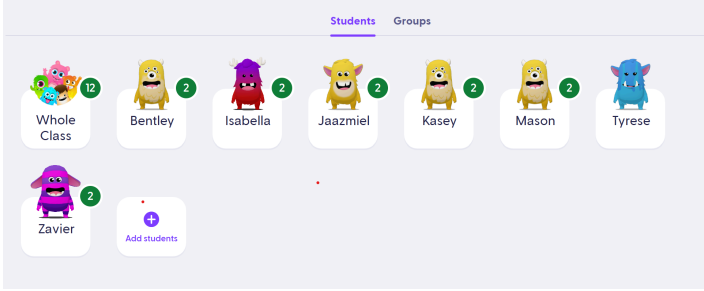
Values	All Settings	Classroom/ Library	Playground	Toilets	Hallways	Community
RESPECTFUL	- use our manners - communicate positively with others - dress with pride in our full school uniform - take care of personal and school property - listen to and respect others during play - speak up for ourselves in an appropriate way.	- engage respectfully in dialogue with the class (for example, hands up or using hand symbols) - listen and follow instructions the first time they are given - allow ourselves and others to learn.	- use positive communication towards ourselves, the ref, the opposition, and our team - include others in games - ask politely to join in on games - put rubbish in the bin.	- are considerate of others' privacy - use the toilets for their proper purpose - are water wise - wait our turn.	respect others' personal space	- represent the school with pride. - keep to the left-hand side of the pathway when walking or riding a bike or scooter - use appropriate language
SAFE	- report problems to the educator on duty - use safe hands and feet - are in the right place at the right time and an educator knows where I am - move quietly and carefully around the school - are honest when interacting with others - use equipment appropriately.	- move carefully from one activity to the next - remain in the learning space unless given permission to leave.	- wear a school hat - play in supervised areas - report problems to the educator on duty - walk on the concrete - eat in the designated area (silver seats) - play under the cola when we don't have a hat.	- wash our hands - tell an educator if we see something that is not right - use soap and toilet paper appropriately - shut the toilet door - walk inside the toilets.	keep to the left	- walk and stay with our group - follow road safety rules - follow the expectations of the venue - walk bikes and scooters along the path - use the pedestrian crossing to cross the road - look left and right before crossing the road.
ENGAGED	- listen and follow fair and reasonable instructions the first time they are given - participate in all learning opportunities to the best of our ability - embrace challenges - attend school every day (unless legally excused) - leave toys at home.	- follow classroom routines - accept and act on feedback - place equipment back where it belongs.	- play by the rules of the game - respond to the bell by lining up promptly. - use strategies to solve conflict	- are organised and go to the toilet at the correct time - return promptly - leave equipment outside of the toilets (for example, soccer and footballs) - flush the toilet - turn off the taps.	walk in class lines	- display sportsmanship - try our best. - are alert and aware of our surroundings when near traffic.



Positive Reinforcement System

Interactions not transactions. When reinforcing student behaviour, ensure to provide the student with behaviour specific feedback, and then pair that with tangible reinforcement if applicable. The positive reinforcement system is outlined below.

Fast and Frequent

Classroom Settings - DOJO Points	Non-classroom settings - Kudos
	
- Dojo points are provided under six categories (Respectful, Safe, Engaged, Kudos, Attendance, PBS focus). - Students earn points for themselves and for their class. - Once a particular number of points are earned, students unlock the reinforcers at that level. - Once a student returns a Kudos card to the teacher, a point is added to their DOJO.	



REINFORCEMENT MENU K-6			
INDIVIDUAL		CLASS	
POINTS	REINFORCERS	POINTS	REINFORCERS
10	- Change Dojo Monster - Positive message home - Take a colouring in home	100	10 minutes of extra play time
20	- Sit next to a friend for a session - Borrow a book from the library - Change Dojo Monster		
35	- Free drawing instead of reading - Positive phone call home - Choose a friend to eat lunch with 5 minutes early	200	Class games 15 minutes
50	- Eating time with friend from another class - Have a school toy/teddy watch you work for the day - Receive a PBS award		
70	- Prize from the PBS prize box 10 minutes of free time - Sit in a different chair for the session	300	Extra sport OR Craftanoon
90	- Hire a fidget for a day 10 minute early mark to eating time (outside classroom) - Work outside for a session		
115	15 minutes free time - Prize from the PBS Prize Box 15 minutes extra play time with a friend	400	Microwave Popcorn OR Class Disco
140	- Free ice block - Have lunch with a staff member - Receive a PBS award		

NOTE: THE CLASSROOM TEACHER WILL HAVE THE FINAL SAY ON WHEN REINFORCEMENT IS GIVEN.

Classroom tokens
For every Kudos card, the student places a token in their classroom token container. 



School-wide Reinforcement System

During the Monday morning assembly, a representative from each class will place their tokens in the school-wide PBS containers. If all four of the school-wide PBS containers are filled before the end of the term (as shown in the image) then students will be provided with a special event or activity (for example, extra play, mufti day, etc).



All resources for the PBS Acknowledgement System can be found in the [PBS shared drive](#).

Responding to Contextually Inappropriate Behaviour

Overview

There are two systems used at BHPS to respond to challenging behaviour. These systems are the Classroom and Executive system.

All educator interactions within either system should follow these four principles:

- Use **specific** language: be explicit about the behaviour expectation, instruction, or replacement behaviour that the student should engage in.
- Keep interactions **brief**: be concise with the re-direction or instruction, avoid engaging in back and forth escalation with a student.
- **Neutral** tone of voice: model the behaviour you want to see whilst avoiding escalations in behaviour by keeping interactions safe and respectful.
- **Calm** body manner: be aware of your own body language and what message you are communicating.

Classroom system

This system is for challenging behaviour of low-moderate intensity and low-moderate frequency. If the behaviour does not pose a significant safety risk for staff and students, and educators have the resources to manage the situation, then the classroom system is most suitable.

Key purposes of classroom system:

- 1) To use effective behaviour support strategies to prevent challenging behaviour from escalating, and to redirect towards more appropriate replacement behaviours.
- 2) To decrease the likelihood of challenging behaviour, and increase the use of more appropriate behaviour in the future.

Executive system

This system is for challenging behaviour of high intensity and/or high frequency. If the behaviour poses a significant safety risk to staff and students, and/or the educator needs more resources to manage the situation, then the executive system is most suitable.

Key purposes of executive system:

- 1) Ensure safety of staff and students
- 2) Facilitate de-escalation of student behaviour
- 3) Work with the student and educator to prevent future occurrences of the behaviour (consider function).

Classroom and Executive Managed Behaviour

Ongoing **Teaching and Reinforcing** of Expectations.
Relationship building.
 Maintaining **high praise to correction** ratios.

Use
Classroom
Managed
Interventions

No

Does the behaviour pose a **significant risk** to
safety and/or the learning environment?

Yes

Contact
Executive or
Wellbeing
Phone

Investigate/analyse the
possible function/s of
behaviour

Classroom Managed

Examples

- Talking out of turn
- Out of seat
- Refusal to begin work (head down, pushing materials away)
- Refusal to follow a reasonable request
- Late to class
- Inappropriate communication (talking about topics that may be considered rude or disrespectful)
- Swearing (non-directed)
- Insolence (e.g., sticking up rude finger, name calling)
- Swiping objects off desk
- Physical misconduct (low-level push, hit, kick)
- Inappropriate use of technology

Executive Managed

Examples

- Absconding (beyond talking distance)
- Physical misconduct (high-intensity hits, kicks, strikes)
- Vandalism
- Bullying
- Theft/Stealing
- Sexual Misconduct
- Directed verbal misconduct (swearing at educator)
- Possession of prohibited item (weapon/illicit substances)

Investigate/analyse the
possible function/s of
behaviour

Adjust environment to
facilitate de-escalation

Student conference/
Parent communication

Support follow-through
procedures

Liaise with school
personnel to ensure
adequate supports are
in place

Reteach and prompt the
expected behaviour

Student conference/
Parent communication

Proximity

Increase use of
precorrections for
appropriate
replacement behaviour

Pivot Praise

Movement breaks

Build behaviour
momentum

Non-verbal
cues/prompts

Positive practise

Increase/vary
opportunities to
respond

Restorative practice

Ensure material is at
appropriate
level/clarification

Setting limits



Responding to Challenging Behaviour

Ongoing Teaching and Reinforcing of Expectations.

Relationship building.

Maintaining high praise to correction ratios.

Challenging Behaviour Occurs

Safety Concern

If any behaviour indicates that the child, other students, or staff are in danger then:

Contact Wellbeing Phone
0457 117 849

Function-Based Thinking

Identify the function of the behaviour and target support strategies, such as:

- Increase use of pre-corrections for replacement behaviour
- Pivot praise
- Build behaviour momentum
- Proximity
- Non-verbal cues/prompts
- Increase opportunities to respond
- Positive practise
- Planned ignoring
- Ensure material is at appropriate level/clarification
- Restitution
- Setting limits

Reminder One

Re-teach the expected behaviour
Set improvement goal

Reminder Two

Re-teach the expected behaviour
Set improvement goal

Time-Out / Positive Practise

Time-out: student completes 5 or 10 minute time-out to calm down/reflect.

Positive Practise: student completes activity or instruction before transitioning to a more reinforcing activity.

Buddy Class

- Educator completes handover sheet/contacts buddy teacher.
- Educator supervises or ensures the student arrives at the buddy class.
- Student completes 5 or 10 minute time-out to calm down/reflect.
- Buddy teacher reiterates expectations and sends student back to class.

Executive

If behaviour is significantly disrupting the learning of others despite continued re-direction strategies, or if behaviour is significantly unsafe to self or others, then contact Wellbeing phone.



School Bytes

Upon Return

- Welcome student back into the classroom.
- Instruct them to return to current activity.
- Work or activity missed during time away from learning will be completed before the student returns to more reinforcing classroom routines.



Responding to Challenging Behaviour

Executive System

This system is for challenging behaviour of **high intensity** and/or **high frequency**.

There are two main reasons as to why this system is used as a responsive approach to challenging behaviour:

- 1) The behaviour poses a significant safety risk to staff and students.
- 2) The behaviour poses significant and ongoing disruption to the learning environment.

Handover

Educator completes ABC handover sheet, or conducts verbal handover with executive upon arrival, **in private**.



Executive Support

- 1) Ensure **safety** of students and staff.
- 2) Implement strategies to **de-escalate** target student/situation (for example, student removal, proximity, student conference).
- 3) Once de-escalated, **conference** with the student.



Phone Call

Executive to call home:

- If there is a significant and/or continued risk to staff or student safety. The purpose of the phone call would be to send the student home.
- If the student is engaging in behaviours to be sent home, then the purpose of the phone call can be to inform the parents so it can be addressed at home. Where possible, the student will remain in an alternate learning space or return to class if applicable.



Returning to Class

- Executive to walk with the student back to class.
- Educator to welcome the student back to class and direct them to the classroom activity.
- Executive uses fading procedure: 1 minute in the classroom, 1 minute by the door, 1 minute outside of the classroom.

Incident Records

Barrack Heights Public School is required to document and manage behaviour trends as well as instances of severe infractions. Educators should document instances of challenging behaviour as immediately as possible onto SchoolBytes. Documentation is required and compulsory under Department Guidelines.

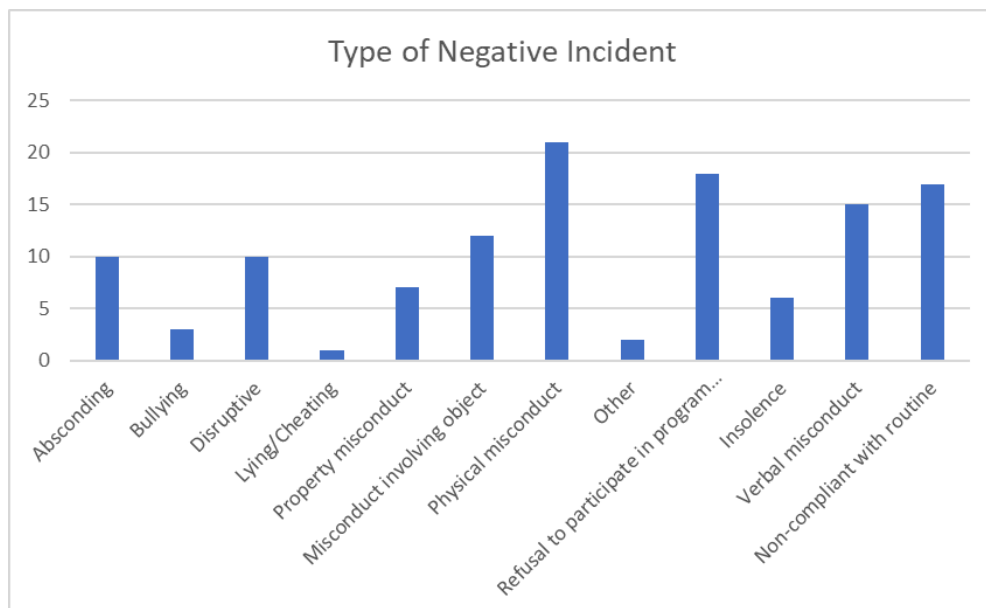
An incident **MUST** be recorded onto SchoolBytes if the student has reached the level of **time-out or beyond** on the 'Responding to Challenging Behaviour' system. It is the responsibility of the educator who witnessed the incident, or who it was originally reported to, to document it onto SchoolBytes. If there was further follow-up or executive involvement, then this information needs to be added in addition to the original incident information.

Casual teachers without SchoolBytes access who observe a behaviour incident should use the paper referral form (Record of Behaviour Incident Form) and leave it with the class teacher of the students involved in the incident. It is the responsibility of the class teacher to enter the incident in SchoolBytes on behalf of the referring casual teacher.

Using Data to Inform School-wide Planning

The PBS team meets every three weeks to analyse the behaviour data from School Bytes to identify any trends and to plan for intervention. The team will look at the type of incidents that have been occurring, where they have been occurring, and if there were any major fluctuations in the data in comparison to previous weeks. From this data, the team will decide what the value and behaviour focuses will be for the following three-week cycle. These focuses will then be explicitly taught within the classroom and reinforced on a denser schedule (if students are displaying behaviours that align with the focus, they receive 2 Dojo points).

An example of the data that the PBS team will analyse can be found below:



Using Data to Identify At-Risk Students

Data on 'Active students' will also be collated and analysed over the three-week cycle. If a student has been involved in 6 or more negative incidents on SchoolBytes over the three-week period then an email will be sent to the Classroom Teacher and Stage Assistant Principal to notify them. The Classroom Teacher in collaboration with the Stage Assistant Principal can then consider accessing formal (via the Learning and Wellbeing Team) or informal supports to assist the student. This notification will be sent if the student is receiving Tier 1 support alone.

Accessing the Learning and Wellbeing Team

