

School Wide Positive Behaviour Support

St. Mark's Primary School Staff Manual



2018

WHAT IS SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)?

“SWPBS is a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour”

School wide positive behaviour works on the assumption that we can't assume that students know how to behave. Students must be **explicitly taught** the behaviours we want them to demonstrate.

It is important to encourage positive relationships among all members of a school community to enhance learning. SWPBS is a systematic approach for implementing proactive, school-wide discipline. Students are taught the expected behaviours in all areas of the school and are rewarded for demonstrating these throughout the day.

The most common reward should be verbal praise.

In SWPBS there should be **6 positive comments to 1 corrective**.

At St. Mark's we have a token system to reward positive behaviour. Students are given a sticker token to be put on their 'Three I's' chart when they demonstrate the expected behaviour (see behaviour matrices).

We aim to:

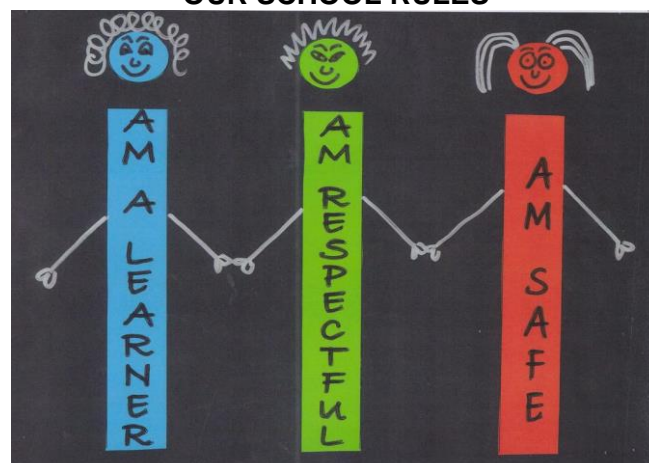
- Build a positive culture that promotes social and academic success
- Identify and prevent problematic behaviour in it's early stages
- Directly teach appropriate social skills to all students
- Provide behavioural support for some students
- Use data to assess and improve the culture of our school

Team Members for 2018

Coordinator: Mr Andrew Davies

- Debbie Darvell (School Principal)
- Pam Ryan (LSO)
- Susie Podesta (Performing Arts teacher)
- Bianca Raux (Year 1/2 teacher)
- Nicola Bailey (STEM Leader)
- Chrissie Flanagan (Year 1/2 teacher)
- Louise Pigott (Year 1/2 teacher)
- Sinead Corduff (Year 3/4 teacher)
- Alison Marantz (Year 5/6 teacher)
- Lili Bui (School Psychologist)
- Gillian Johnston (Intervention teacher)
- Ange Stuart (Year 5/6 teacher)

OUR SCHOOL RULES





OUR BEHAVIOURAL EXPECTATIONS

At St Mark's, we have developed in conjunction with the children a series of behavioural expectations that we have agreed to demonstrate in every area of the school. They encompass the following areas:

- Learning Areas
- Church Gatherings (under construction)
- Lining up After Snack and Lunch
- Moving Around the School
- Canteen
- Toilets
- Whole School Gatherings
- Online
- Office
- Entering and Exiting the School Ground
- Playground
- Bike Area
- Excursions (under construction)

The following is an example of the Learning Areas behavioural expectation matrix:

  <h2 style="margin: 0;">SCHOOL BEHAVIOUR EXPECTATIONS</h2>			
	I AM A LEARNER	I AM RESPECTFUL	I AM SAFE
S E L F & O T H E R S	I can work independently and with others I can follow instructions I can use my time wisely (stay on task, being organised)	I can cooperate with others in all shared spaces I can be considerate of the views and feeling of others I can respect the belongings and personal space of myself and others I can be polite and respectful	I can keep myself and others safe I can be sunsmart
E N V I R O N M E N T	I can be the best person I can be, by making positive choices	I can use equipment responsibly I can follow the expectations of different spaces within the school and wider community	I can move around the school safely and quietly I can report unsafe behaviour to a known adult

SOCIAL AND EMOTIONAL LEARNING

At St. Mark's we aim to include 1 SEL lesson per fortnight in planning. These lessons are based around the differing resources we have available in the school - there is a collection in each level.

We developed a Scope and Sequence using all the resources and Kids Matter to plan SEL lessons. It can be accessed here: https://drive.google.com/drive/folders/1ZYIlnh2soywWz_-VPVglc00xCWITnEC

KIDS MATTER

<http://www.kidsmatter.edu.au/>

We have undertaken training over the last 4 years in the various components of Kids Matter. There are extensive resources available on their website to assist with any student advice and the planning of lessons.

Behaviour Management Flowchart

