

# Rockingham Beach Education Support Centre



## Positive Behaviour Support Policy



Experience  
the  
extraordinary.

Connect and  
Communicate.

Embrace  
individuality.

Embed  
skills for  
life.

## **What is Positive Behaviour Support (PBS)?**

The Positive Behaviour Support (PBS) program helps schools to create positive learning environments by developing proactive whole school systems to define, teach and support appropriate student behaviours.

PBS applies evidence-based approaches, practices, and strategies for all students to increase academic performance, improve safety, decrease problem behaviour, and establish a positive school culture.

PBS places a major focus on prevention and the following key elements help to create a safe, positive, and productive learning environment:

- ***Clearly defined and taught behaviour expectations***  
Staff teach behaviours as they would teach academics or any other skill. Staff repeat this process until students learn from the new behaviours.
- ***Consistent and frequent acknowledgment of appropriate behaviour***  
A school wide focus on all staff giving students high rates of positive performance feedback is important because it can improve the interactions between students and staff and therefore improve the school climate. We want to establish a positive school climate in which compliance receives more attention than non-compliance.
- ***Constructively and specifically addressing problem behaviour***  
Introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.
- ***Effective use of behaviour data to assess and inform decision making***  
PBS is an evidence-based research approach which has resulted in increased time for instruction, an increase in positive behaviours school wide and a decrease in disruptive behaviours. Data is collected ongoing, and this data is used to drive the program.

## **PBS at Rockingham Beach Education Support Centre**

The Rockingham Beach Education Support Centre Positive Behaviour Support team is committed to fostering a calm, safe and positive school community.

We will work together to inspire students, their families, and our staff to implement a consistent whole school approach to positive behaviour and academic success.

Rockingham Beach Education Support Centre follows the Positive Behaviour Support Model (PBS). Positive Behaviour Support is a Western Australian Education Department endorsed program aimed at promoting and supporting positive behaviour choices in schools. A Rockingham Beach Education Support Centre Positive Behaviour support team has been established to create a sustainable and effective school-wide approach to behaviour management and bullying.

### **How does Positive Behaviour Support work?**

- The development and use of consistent whole school approach and common language in regard to behaviour expectations.
- Positively stated expectations for all students and staff.
- Staff collaboratively developed a behaviour matrix which describes the school's behaviour expectations.
- Behaviour expectations are highly visible within the classrooms and throughout the school.
- A behaviour curriculum with lesson plans.
- All staff demonstrate, explain, and provide opportunities for students to practice behaviour skills within and across multiple school settings.
- Classrooms have established visible procedures and routines which have been taught to students.
- A continuum of procedures for encouraging the demonstration of these behaviours.
- Students are given a high ratio of specific, positive, and frequent acknowledgment for displaying expected behaviour.
- An array of procedures for responding to behaviour errors, with a reteaching focus.
- Clearly defined teacher managed, and office referred behaviours.



# Learner Lowen

**we are LEARNERS**

**Always**

- by following instructions
- by making good choices

**In the learning environment**

- by asking questions
- by persevering when it gets hard
- by attending school regularly
- by completing tasks
- by following class routines

**Around the school grounds**

- by allowing others to learn
- by following and listening to all educators' instructions

**In the community**

- by actively participating in activities



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# Resilient Raine



**we are RESILIENT**

**Always**

- by using calming strategies when I am upset

**In the learning environment**

- by giving it a go
- by encouraging others
- by asking for help
- by trying new things

**Around the school grounds**

- by communicating with an adult about a problem
- by seeking out support people when needed
- by helping others in need

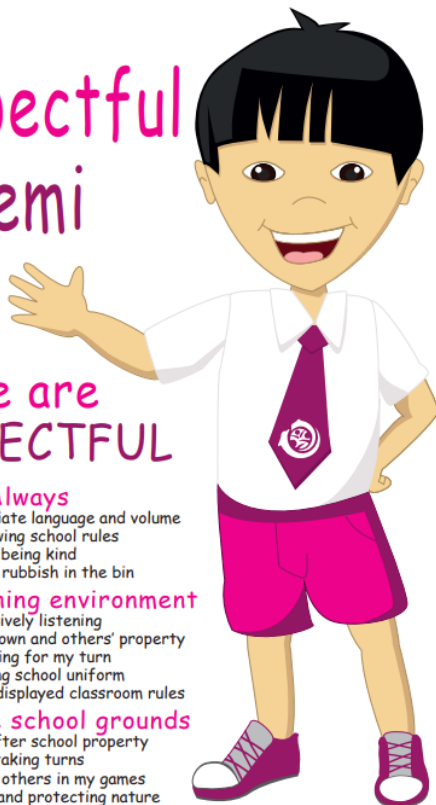
**In the community**

- by having a go at new experiences



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# Respectful Remi



**we are RESPECTFUL**

**Always**

- by using appropriate language and volume
- by following school rules
- by being kind
- by putting rubbish in the bin

**In the learning environment**

- by actively listening
- by caring for my own and others' property
- by waiting for my turn
- by wearing school uniform
- by following the displayed classroom rules

**Around the school grounds**

- by looking after school property
- by taking turns

- by including others in my games
- by caring for and protecting nature
- by maintaining personal space

**In the community**

- by using appropriate language
- by following and listening to staff instructions
- by listening to our community helpers



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# Safe Sallu



**we are SAFE**

**Always**

- by keeping my hands and feet to myself
- by walking on paved areas

**In the learning environment**

- by speaking politely with others
- by using objects for their correct purpose
- by asking to leave the classroom

**Around the school grounds**

- by staying on school grounds
- by using equipment appropriately
- by wearing a hat when outside
- by following playground rules
- by walking bikes and scooters around the school

**In the community**

- by staying with my class
- by observing public and private rules
- by practicing protective behaviours
- by following the rules and expectations of the community

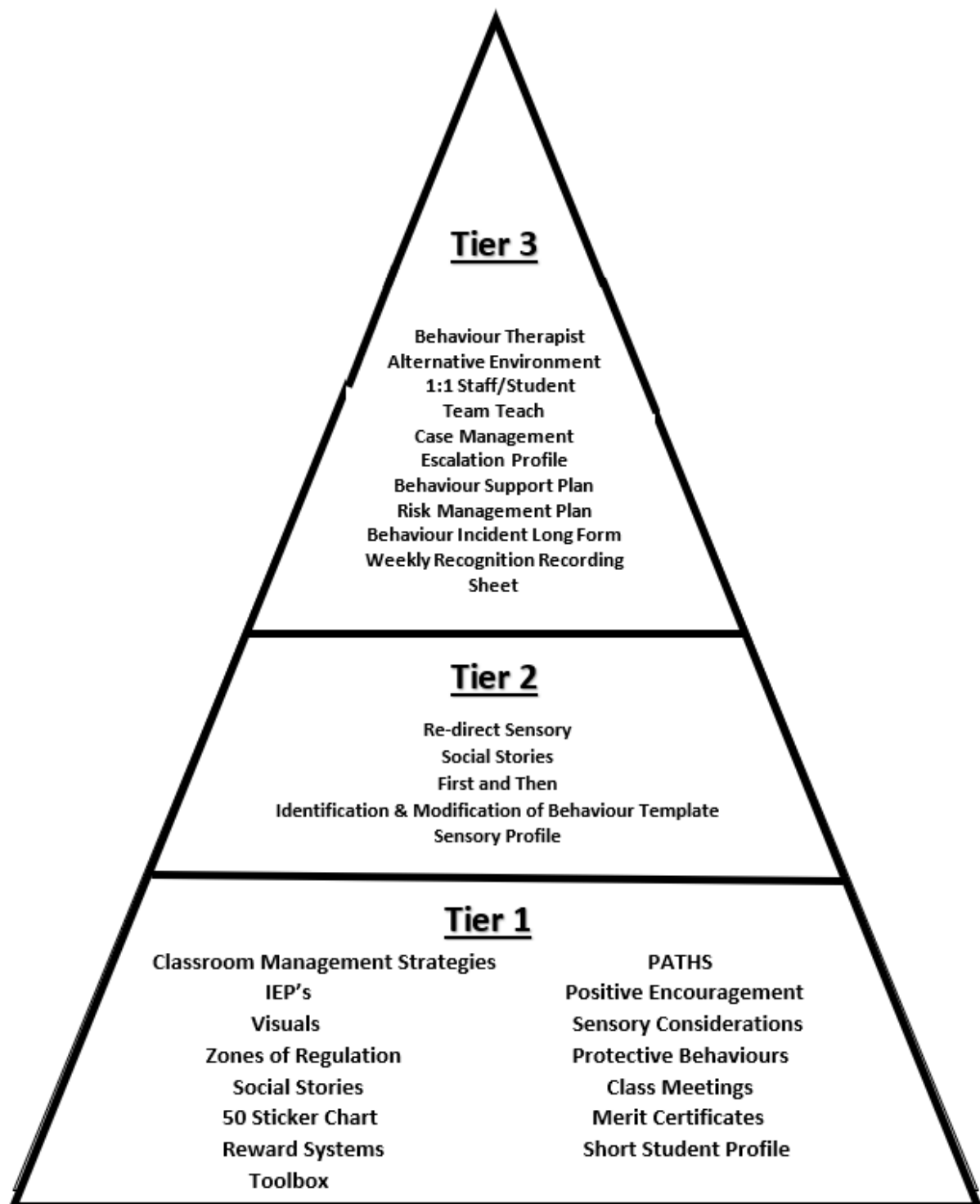


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## Designing a School Wide System for Student Success:

A major advance in school wide discipline is the emphasis on school wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviours. A continuum of positive behaviour support for all students is implemented across the school. Systems of support are implemented by making problem behaviour less effective, efficient, and relevant and making desired behaviour more functional.

### A Continuum of Support for All



**Tier 3** – Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student. Use of Behaviour Procedures Manual as a key support document.

**Tier 2** – Systems for students whose behaviours have been documented as not responsive at tier 1. Identification and Modification of Behaviour sheet will be completed to identify patterns, triggers and contributing factors. Will also investigate the function of these behaviours. Strategies will then be suggested to support effective behaviour modification.

**Tier 1** – Practices and systems for all students and staff implemented across the school.

### Rockingham Beach Education Support Centre Behaviour Matrix

	We are Respectful	We are Resilient	We are Safe	We are Learners
Always	<ul style="list-style-type: none"> <li>• By using appropriate language and volume</li> <li>• By following school rules</li> <li>• By being kind</li> <li>• By putting rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>• By using calming strategies when I am upset</li> </ul>	<ul style="list-style-type: none"> <li>• By keeping my hands and feet to myself</li> <li>• By walking on paved areas</li> </ul>	<ul style="list-style-type: none"> <li>• By following instructions</li> <li>• By making good choices</li> </ul>
In the Learning Environment	<ul style="list-style-type: none"> <li>• By actively listening</li> <li>• By caring for my own and others' property</li> <li>• By waiting for my turn</li> <li>• By wearing school uniform</li> <li>• By following the displayed classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• By giving it a go</li> <li>• By encouraging others</li> <li>• By asking for help</li> <li>• By trying new things</li> </ul>	<ul style="list-style-type: none"> <li>• By speaking politely with others</li> <li>• By using objects for their correct purpose</li> <li>• By asking to leave the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• By asking questions</li> <li>• By persevering when it gets hard</li> <li>• By attending school regularly</li> <li>• By completing tasks</li> <li>• By following class routines</li> </ul>
Around the school grounds	<ul style="list-style-type: none"> <li>• By looking after school property</li> <li>• By taking turns</li> <li>• By including others in my games</li> <li>• By caring for and protecting nature</li> <li>• By maintaining personal space</li> </ul>	<ul style="list-style-type: none"> <li>• By communicating with an adult about a problem</li> <li>• By seeking out support people when needed</li> <li>• By helping others in need</li> </ul>	<ul style="list-style-type: none"> <li>• By staying on school grounds</li> <li>• By using equipment appropriately</li> <li>• Wear a hat when outside</li> <li>• By following playground rules</li> <li>• By walking bikes and scooters around the school</li> </ul>	<ul style="list-style-type: none"> <li>• By allowing others to learn</li> <li>• By following and listening to all educators' instructions</li> </ul>
In the community	<ul style="list-style-type: none"> <li>• By using appropriate language</li> <li>• By following and listening to staff instructions</li> <li>• By listening to our community helpers</li> </ul>	<ul style="list-style-type: none"> <li>• By having a go at new experiences</li> </ul>	<ul style="list-style-type: none"> <li>• By staying with my class</li> <li>• By observing public and private safety</li> <li>• By practising protective behaviours</li> <li>• By following the expectations of the community</li> </ul>	<ul style="list-style-type: none"> <li>• By actively participating in activities</li> </ul>

## The Zones of Regulation

The Zones of Regulation is a program that is implemented from Kindergarten to Year 6 at Rockingham Beach Education Support Centre. It supports the students in learning to self-regulate their emotions and understand their behaviours. The lessons and learning activities are designed to help students recognise when they are in different zones as well as learning how to use strategies to change zones or stay in the green zone.

### ***The Zones:***

The Blue Zone is used to describe when our bodies are running low, such as when our bodies and/or brain are moving slowly or sluggish. These emotions may include sad, sick, tired, or bored.

The Green Zone is used to describe when our bodies are regulated. A person may be described as calm, happy, focused or content when in the green zone. This is our optimal learning zone, as being in the green zone shows we are in control of our emotions.

The Yellow Zone is used to describe when our bodies are running at a heightened state of alertness. A person has some control when in the yellow zone. They may feel frustrated, worried, silly, excited or some loss of control.

The Red Zone is used to describe when our bodies are running at a heightened state of alertness or have very intense feelings. A person may experience anger, terror, yelling, hitting, escalated or a feeling of being out of control. Being in the red zone can be best explained as not being in control of one's body or emotions.

