Positive Behavioural Interventions and Supports

Family Handbook

Table of Contents

UNDERSTAND AND USE THE PBIS FRAMEWORK 4

What does PBIS look like at Caritas College? 4

Guiding Beliefs 4

What is PBIS? 4

Why focus on positive social behaviours? 5

The Multi-Tiered Prevention Logic 6

DEFINING EXPECTED BEHAVIOUR 7

Teaching Matrix 7

Procedures 10

Routines 10

TEACHING EXPECTED BEHAVIOUR 11

Why is it important to focus on teaching social behaviours? 11

Teach Social Behaviour Like Academic Skills 11

Tips for implementing behaviour lessons outside of school 12

ENCOURAGING EXPECTED BEHAVIOUR 12

Encouragement Guidelines: 13

Encouraging Expected Behaviours at Caritas College 13

How is the system implemented at Caritas College: 14

Schoolwide System to Encourage Expected Behaviour 14

Intrinsic and Extrinsic motivations 14

RESPONDING TO BEHAVIOUR ERRORS 15

Student conference 18

Additional Teaching 18

Buddy Class 18

Restorative & Corrective Conversation with class / subject teacher 18

Using Additional Corrective Consequences 18

Consequence Menu 19

ONGOING MONITORING 20

Data-Based Decision-Making Process 20

Additional Resources 20

What is the family role in PBIS? 20

Supporting families with PBIS at home 20

10 tips for PBIS at home 20

UNDERSTAND AND USE THE PBIS FRAMEWORK

Caritas College has adopted a Positive Behavioural Interventions and Supports (PBIS) approach. PBIS is a whole school framework which helps schools to create positive and engaging learning environments.

The school community have developed three schoolwide behaviour expectations. These are:

SAFE

RESPONSIBLE

RESPECTFUL

These school expectations guide the behaviour of everyone in our school: staff, students, parents and community members.

What does PBIS look like at Caritas College?

- Behaviour Expectations and agreed Classroom Expectations are displayed in every classroom.
- Procedures for non-classroom settings are displayed in their relevant areas.
- Students are able to state the behavioural expectations.
- Positive behaviours are explicitly taught, modelled and practised with students and reinforced throughout the year.
- All staff acknowledge and positively reinforce expected student behaviours.
- Teachers strive to use a ratio of 5:1 in the classroom – 5 positives to 1 corrective when providing feedback on student behaviour.
- Data is collected and used for decision making on our learning management system – SEQTA.
- It is a team-based approach.

Guiding Beliefs

The following beliefs reflect current literature and the best practices that guide Caritas College's approach to student behaviour. These beliefs provide a foundation of thinking to guide our PBIS decision making at Caritas College.

- We should not assume students know the behaviours and social skills required for success at school and in life. Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline is a shared responsibility and requires the combined effort by all staff. All staff must work together, developing consensus on procedures and consistent implementation.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.

What is PBIS?

PBIS is a proactive approach and focuses on teaching all students agreed expected behaviours and pro-social skills rather than just reacting to behaviour errors. In addition, a small number of students who may require highly individualised and intensive interventions.

PBIS aims to provide teachers and students with more time to focus on relationships and classroom instruction.

All students, teachers and staff will benefit from:

- increased positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- a safe and predictable learning environment, and
- increased adoption of evidence-based instructional practices

Why focus on positive social behaviours?

Traditionally, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions.

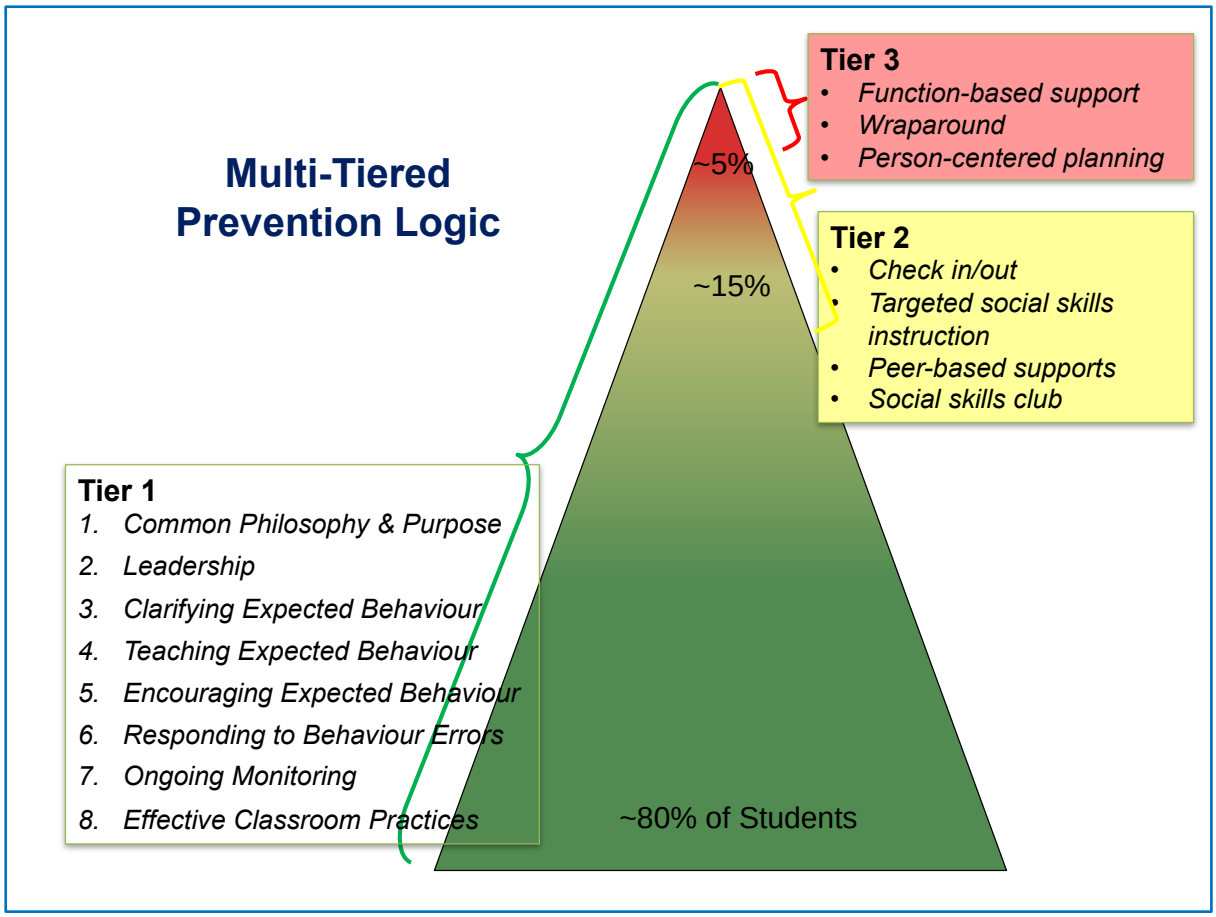
Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies is ineffective. ***Introducing, modelling and reinforcing positive social behaviour is an important aspect of a student's educational experience.***

Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for a misbehaviour to occur then responding.

The purpose of school-wide PBIS is to establish a climate in which appropriate behaviour is the norm.

The Multi-Tiered Prevention Logic

PBIS is a whole school approach which supports schools to **establish a continuum of behaviour support tailored to address the needs of ALL students** through a range of evidence-based practices. All students and staff members participate in the implementation process.



All staff "do" Tier 1 Practices with all students in all contexts.

Tier 1 emphasises arrangement of high-quality teaching and learning environments by:

- direct and explicit teaching of social skills
- continuous progress monitoring
- multiple opportunities to practice in applied settings
- specific and contingent encouragement and recognition when social skills are used,
- constructive re-teaching when behaviour errors occur

DEFINING EXPECTED BEHAVIOUR

Teaching Matrix

At Caritas College our Behaviour Matrix was developed in consultation with staff and students. The teaching matrix of expected behaviours is displayed in the staff room with classroom matrix's every classroom and individual posters for each procedure are displayed in their relevant areas.

The Matrix reflects the language and culture of Caritas College. It is the language all staff use when they teach students the expectations. Additionally, it is the language used when they remind students, when they recognise students and when they correct students.

The teaching matrix:

- Enhances communication and creates common language among staff and between students and staff.
- Creates the "curriculum" that will guide the teaching of expected behaviours.
- Creates a picture of a successful student.
- Provides a guideline for students to monitor their own behaviour and they remind and motivate students to meet certain standards.
- Aligns staff by providing a framework to guide decisions about discipline.
- Validates and supports individual teachers' procedures and requests.
- Should be displayed prominently in all learning areas.

Caritas COLLEGE

RECEPTION -> YEAR 4 SCHOOL-WIDE EXPECTATIONS MATRIX

Caritas College – A place where we can grow in love, wonder and understanding when we:

	Safe. Responsible. Respectful
All the time	➢ Are ready to learn and try our best. ➢ Wear correct school uniform. ➢ Demonstrate whole body listening, following instructions and raising our hand to ask for help. ➢ Use safe hands, safe feet and safe words. ➢ Wear our hats all year round when not in the shade. ➢ Support and help each other, be kind and include everyone. ➢ Allow everyone to learn and focus on ourselves. ➢ Use things for what they are meant to be used for. ➢ Follow all safety instructions. ➢ Move calmly, watching where we are going. ➢ Allow people to access toilet comfortably.
When we LEARN *In class, out of class, excursions, camps & incursion*	➢ Use an inside voice. ➢ Look after our property, other people's property and school property. ➢ Welcome visitors, volunteers, and special guests to our school following the same expectations as we would with a teacher. ➢ Have in control bodies. ➢ Keep our learning areas tidy. ➢ Report issues with equipment and furniture straight away.
When we MOVE *Between lessons, back from breaks, in and out of the school*	➢ Walk calmly to our location. ➢ Use walking paths to allow things to grow. ➢ Walking in and out of school with our belongings.
When we PLAY *Nature play, playground, oval, courts, inside & outside*	➢ Choose to play with people our own age, using allocated play areas. ➢ Look after and return play equipment. ➢ Make safe choices with others. ➢ Follow the agreed rules so everyone can join in. ➢ Accept that play time is for everyone.
When we GATHER *Assemblies, Liturgies and Mass & events*	➢ Stay in our seats until we are told to move. ➢ Ask an adult to go to the toilet. ➢ Follow instructions and listen carefully to speakers. ➢ Use safe hands and feet while we sit in our seats.
When we USE *Toilets, IT, library, office*	➢ Keep our area clean and tidy. ➢ Look after our library books.

Caritas COLLEGE

IN ALL THINGS LOVE

YEAR 5-12 SCHOOL WIDE BEHAVIOUR EXPECTATIONS

Caritas College – A place where we can grow in love, wonder and understanding when we:

Safe. Responsible. Respectful.	
All the time	➢ Support student's right to learn and teacher's right to teach. ➢ Demonstrate whole body listening, following instructions, and asking for help when we need it by raising our hand. ➢ Care for our common home, walking on footpaths, leaving areas tidy and moving calmly and sensibly to our destinations. ➢ Prepare and organize with a ready to learn attitude. ➢ Use positive language when talking about ourselves and others, including our manners. ➢ Take care of our own, other's and the school's learning and play equipment, using equipment and facilities for their intended use. ➢ Focus on our circle of control demonstrating safe hands, safe feet, and safe words. ➢ Follow school policies and procedures.
When we LEARN ***In class, out of class, Excursions, Camps & Incursion***	➢ Take ownership of our behaviours, keep workspace and materials in order and submitting work on time. ➢ Communicate with teachers regarding daily administration. ➢ Welcome visitors, volunteers, and special guests to our school following the same expectations as we would with a staff member from Caritas College. ➢ Report any issues with equipment or furniture immediately.
When we MOVE ***Between lessons, back from breaks & in and out of the school***	➢ Allow space for people to walk to their destination, leaving pathways clear. ➢ Keep materials and resources for other lessons safe. ➢ Walk to our destination with purpose, respecting shared movement areas. ➢ Safely moving to our entry and exit points at the start and end of each day.
When we PLAY ***Nature play, playground, ovals, courts, inside & outside***	➢ Use allocated areas for play, respecting other people's right to feel safe. ➢ Are fair, inclusive, playing in the spirit of the game, following agreed modified rules to ensure safe participation. ➢ Acknowledge and accept differences in ability and choices of play.
When we GATHER ***Assemblies, Liturgies, Mass & school events***	➢ Choose appropriate seats to support engagement in the school event. ➢ Acknowledge the values of the school and agreement of being part of the Caritas College community. ➢ Respect each other's differences in culture and faith. ➢ Engage and actively participate in the event. ➢ Take and return any necessary furniture to the event with our class groups.
When we USE ***Toilets, IT, library & office***	➢ Ensure laptop is charged, protected and ready for use, storing chargers in our laptop case. ➢ Make environmentally friendly choices when printing. ➢ Look after our library borrowings. ➢ Leave the area and/or equipment better than we found it. ➢ Listen to and follow instructions when using specific equipment. ➢ See the yard duty teacher before going to the office to report any issues. ➢ Allow others to use the toilet comfortably.

Procedures

In addition to expectations and rules, procedures have been defined for non-classroom events and areas.

Procedures are the methods or process for how things are done. Procedures break down process into teachable steps. When procedures are taught to mastery, they help students form routines to efficiently and smoothly accomplish tasks.

Routines

The goal of procedures is to create routines. When the procedure has been identified, taught, and practiced, it becomes a routine which has a clear meaning for all students.

Many procedures that may be cumbersome or time consuming at the beginning of the year become second-nature after a few weeks: the procedure for entering the building, the procedure for entering the classroom and preparing for instruction, the procedure for gathering materials for a science lab, the procedure for waiting in line at the canteen.

Example procedure:

TEACHING EXPECTED BEHAVIOUR

Why is it important to focus on teaching social behaviours?

- ☺ Students in our schools come from many different backgrounds and cultures that view "behaviour" differently; thus, we cannot *assume* that students know how to behave appropriately when at school.
- ☺ Some students have learnt to manage behaviour in their home setting, success in a school environment requires students to learn a new set of skills specific to the classroom and playground environment.
- ☺ *National Safe Schools Framework (2011)* Literature review found that when teachers use behaviour management strategies that are based on dominance and submission, they model this type of behaviour for students.

Teach Social Behaviour Like Academic Skills

- ☺ PBIS 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. By doing so, a unified and positive school climate forms informing students and staff that appropriate behaviour is a priority in our school.
- ☺ 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.
- ☺ The purpose of school wide PBIS is to establish a climate in which appropriate behaviour is the norm.

Repetition is key to learning new skills:

For a child to learn something new, it needs to be repeated on average ***8 times.***

For a child to unlearn an old behaviour and replace with a new behaviour, the new behaviour must be repeated on average ***28 times.***

Harry Wong

Tips for implementing behaviour lessons outside of school

When developing lessons adults should utilise preferred teaching practices that:

- "tell" the young person what is expected
- "show" them what the skill looks like
- "practise" the skills through role plays and in context situations

By teach we mean show, as in model, demonstrate or role play.
Young people should be shown examples and non-examples of the behaviour skill. **NB: Only adults are to demonstrate non examples of behaviour.**

Have your young person get up and practise what you have shown them. Have fun with it! Give lots of encouragement and positive feedback.

Teaching Behaviour Expectations

Like academic skills, behaviour skills must be practised regularly and acknowledged/reinforced frequently. If a student has firmly learned problem behaviour, then formally and continually prompting, practising, and reinforcing the desired alternative becomes especially important and necessary.

ENCOURAGING EXPECTED BEHAVIOUR

Most teachers agree it is important to give students specific feedback about their academic work. Without specific feedback young people would not be able to discern the "right" answer from the "wrong" answer. Giving positive performance feedback is equally important to help students learn the social behaviour skills expected in school and for life.

Although there are no universal reinforcers that will increase the likelihood that all students will repeat the social skill in the future, adult attention is reinforcing for most students.

- ☺ School wide PBIS includes a continuum of procedures for encouraging behaviour because we know teaching alone is not sufficient for success in learning social behaviour. We need to follow the desired behaviour with consequences that are reinforcing to most students such as adult attention and recognition.

- ☺ A schoolwide 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.

- ☺ P*ositive* refers to a change in focus from reactive:

    - focusing on what students do wrong to proactive teaching and recognising what students do right.

- ☺ It refers to an overall change in the school climate to a learning environment where students and teachers feel appreciated, safe, and respected.

We want to use ***positive, specific, contingent feedback*** when students display the expected social behaviour to increase the likelihood students will display the desired behaviour again in the future.

Encouragement Guidelines:

These relate to **how** to give encouragement:

- **Clear and Specific:** Simply describe the skill observed to make the feedback clear and specific. Do not add any references to past mistakes the young person has made or wishes for future behaviour.

- **Sincerely and Appropriate for Student's Age**: A genuine response to the desired behaviour that is appropriate for the situation and the individual.

- **Genuine:** The adult needs to find their own style to communicate sincere encouragement. This is especially important when working with older people.

These relate to **when** to give encouragement:

- **Contingent on Desired Behaviour**: The desired behaviour must be observed before acknowledgement is provided.

- **Immediate:** Must immediately follow desired behaviours rather than be applied as a general motivator.

- **Frequent During Acquisition:** At a high enough rate to change/maintain skills.

What to encourage:

- Rules and behaviours from the schoolwide expectations matrix / home expectations.

The strategies listed above help us to remember that "good job" is not a sufficient method of giving performance feedback or encouragement.

Example:
Matrix Behaviour: *Follow instructions the first time.*
When staff see a student following directions they say,
"Jack, thank you for being respectful and getting your book out straight away."

Encouraging Expected Behaviours at Caritas College

WHY:
To support the staff in being mindful that all children in our school demonstrate SAFE, RESPONSIBLE and RESPECTFUL behaviours, as well as acknowledging the positive behaviours to our students, as outlined by our behaviour matrix, in order to engrain these behaviours to support the success of our students long-term.

HOW:
We are ensuring that all staff are giving consistent, regular, specific positive feedback to students.

1. Describe the behaviour (always)
2. Link to the expectations (sometimes)
3. Emphasise the impact on others (often)

Example:

1. You are showing great listening skills.
2. You have your eyes on me, that is being respectful.
3. You showed great listening skills. Thank you for being respectful, now we can continue to learn.

How is the system implemented at Caritas College:

- All classroom reward systems, including specialist areas, will be based around House Points.
- The House Points are handed out for a specific positive behaviour related to being Safe, Responsible and Respectful.
- Only 1 House Point per behaviour.
- The total number of House Points for each student/class is recorded by the classroom teacher on SEQTA– whole school achievement recognition will be given for pre-determined milestones.

Schoolwide System to Encourage Expected Behaviour

<table>
<tr><th></th><th>R-6</th><th>7-12</th></tr>
<tr><td>LEVEL 1 – INDIVIDUAL</td><td>House Point + sticker</td><td>House Point</td></tr>
<tr><td rowspan="2">LEVEL 2 – INDIVIDUAL / CLASS / COHORT</td><td>Individual menu – individual encourager when reached certain amount of house points.</td><td rowspan="2">7-9 & 10-12 Assembly random draw for canteen voucher</td></tr>
<tr><td>Class menu options
Class DJ
Free time
Flexible seating
Prize box</td></tr>
<tr><td>LEVEL 3 – WHOLE SCHOOL</td><td colspan="2">House Cup – team with most points
Whole school events</td></tr>
</table>

PBIS Lead team will establish House Point goals for each level of encourager.
R-6 class teachers will be provided with a prize box for their classrooms to ensure consistent experiences for students.
7-9 and 10-12 assemblies will have a canteen voucher ready for random selection.

Intrinsic and Extrinsic motivations

Intrinsic motivation is the motivation to do something for the fun and enjoyment if the activity itself, compared with extrinsic motivation which is the motivation to get something to happen. Extrinsic motivation has a place in support teachers and students to change students' behaviour and reinforce expectations. Using extrinsic motivation helps to build a send of belonging and relatedness, improves social skill development, and provides voice and choice (autonomy) to students. Extrinsic motivation or encouragers are initially used frequently to reinforce a new expectation of skill and is slowly moved toward intermittent and occasional encouragers as the skill is leant and maintained.

RESPONDING TO BEHAVIOUR ERRORS

Even in the most proactive and consistent implementation of schoolwide procedures, some students are likely to make social behavioural learning errors.

- A continuum of procedures to respond to behaviour errors refers to a range of responses staff can use to correct behaviour. The continuum includes procedures to respond to behaviours that are both minor (staff managed and major (office managed).

- This increases the probability that all adults will provide clear, consistent, and educative responses to all students who display problem behaviours. Consistent responses from all staff will create a safe and predictable school environment that will enhance learning and teaching outcomes.

Schools must respond to social behavioural errors for the same reason we must respond to academic errors. When students make academic learning errors teachers respond by reteaching, providing guided practice and then allowing the student independent practice with frequent monitoring.

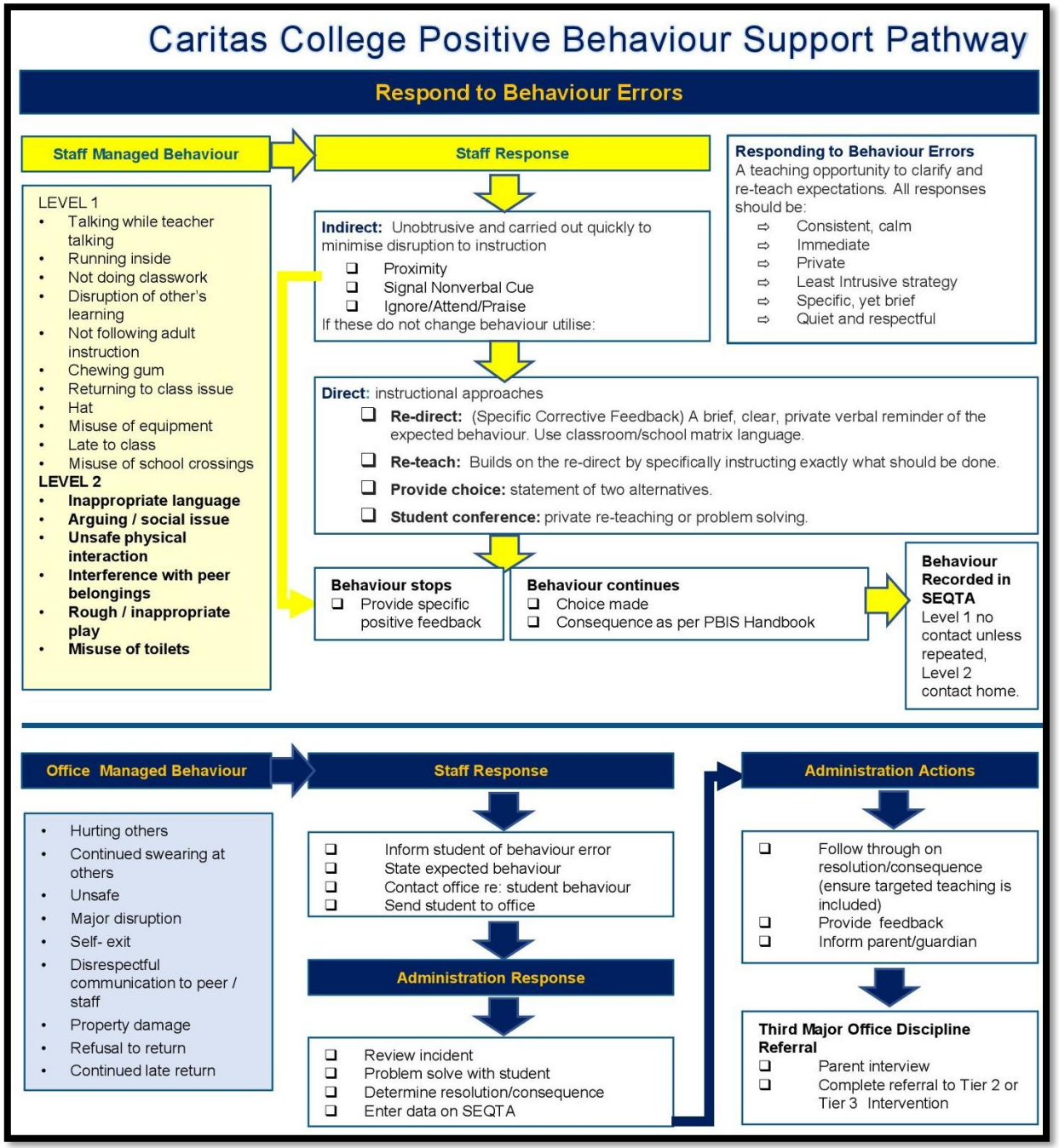
- Additionally, we must correct social behavioural learning errors so that we reduce the number of times the student will practice the incorrect behaviour. Again, this is just as we correct errors the student makes in calculating a math problem so that the student will not repeatedly practise an incorrect math procedure. We must respond so we can teach the child the correct replacement behaviour.

- Our responses must have a range or continuum of responses that are focused on teaching, reteaching, and practicing the expected behaviour.

- This increases the probability that the student will exhibit the appropriate behaviour in the future.

- An efficient response will also decrease the time students are out of instruction.

	MINOR				MAJOR		
	Classroom managed				Office managed		
Behaviour	**Definition**	**SEQTA**	**Examples**	**Non-Examples**	**Definition**	**SEQTA**	**Examples**
Disruption to other's learning	*Student engages in low intensity disruptive behaviours that impact the classroom environment and learning of others.*	Talking while teacher is talking. Disruption of other's learning Disruption of teaching Interference with peer's belonging Arguing / social issue	Continuing conversation when teacher has started instruction. Trying to talk to peers while they are doing their own work. Walking around unnecessarily. Hiding items, taking things without asking. Excluding peers.	Blurting out an answer in excitement. Asking someone if they are okay. Sneezing or coughing during instruction. Accidentally bumping someone's things off their desk. Asking someone to give them space.	*Student engages in repeated low impact and/or high intensity disruptive behaviours that impact the classroom environment and learning of others.*	Major disruption to learning	Ignored repeated requests by adult. Throwing items. Yelling excessively. Students evacuated from class. Emotionally heightened, unable to be calmed.
Verbal misconduct	*Student engages in low intensity use of inappropriate language.*	Inappropriate language	Swearing at someone. Sexualised language.	Reaction to own actions.	*Student engages in repeated use of inappropriate language towards others.*	Continued swearing at others. Disrespectful communication	Intentional / targeted swearing. Intentional / targeted harmful comments.
Disruption to own learning	*Student engages in behaviour that impacts own learning.*	Not doing class work Not following adult instruction Chewing gum Return to class issue Hat Late to class Extended time in toilet. Not prepared for learning	Technology misuse. Ignoring direct instruction. Denying they have chewing gum. Continue to play after bell. Not wearing hat while out of the shade. Walking slowly to class / non-direct route. Talking to friends in the toilet during lesson times. Didn't bring resources to school.	Work needs further modification. Could not hear the instruction and started doing what they thought they heard. Regulation strategy as per PPL. In the sick room / meeting with leadership. Stolen hat/ sitting in shaded area with hat ready to return to class. Bus is late. Illness. Change of timetable / schedule.	*Student knowingly engages with high intensity behaviours that impact own learning.*	Self-exit Refusal to return to class. Continued late return to class. Refusal / Defiance	Exit classroom without permission. Hides / runs away from adults. Continually takes extended time to transition to class. Will not engage in learning activity. Withdrawal from peers / adults when challenged.
Physical misconduct	*Student engages in non-serious, but inappropriate behaviour that may cause harm to self, others or equipment.*	Inappropriate physical interaction Running inside Rough / inappropriate play Misuse of equipment Misuse of toilets	Pushing, kicking, tripping, hitting, wrestling. Running inside, games of chasey inside. Tackles, play fighting, pushing, pulling off equipment. Destroying stationary, kicking sports equipment onto roof. Wastage of resources, leaving facility messy and unsafe.	Brushing past someone when walking by. Walking quickly but safely during emergency. Accidental contact, falling on someone after tripping. Misunderstanding instruction when using equipment. Accidentally missing the toilet, blood nose not cleaned up properly.	*Student deliberately impairs usefulness of property or intentionally engages in physical contact where injury may occur.*	Property damage Hurting others Unsafe physical behaviour Unsafe misuse of equipment	Intentional damage caused to equipment and/or property. Intentional physical contact with the aim of causing harm. Throwing items resulting in damage / physical harm to others. Using equipment not under supervision or under instruction.


Caritas College Positive Behaviour Support Pathway
Respond to Behaviour Errors
Staff Managed Behaviour
Staff Response
Responding to Behaviour Errors
A teaching opportunity to clarify and re-teach expectations. All responses should be:
Consistent, calm
Immediate
Private
Least Intrusive strategy
Specific, yet brief
Quiet and respectful
LEVEL 1
Talking while teacher talking
Running inside
Not doing classwork
Disruption of other's learning
Not following adult instruction
Chewing gum
Returning to class issue
Hat
Misuse of equipment
Late to class
Misuse of school crossings
LEVEL 2
Inappropriate language
Arguing / social issue
Unsafe physical interaction
Interference with peer belongings
Rough / inappropriate play
Misuse of toilets
Indirect: Unobtrusive and carried out quickly to minimise disruption to instruction
Proximity
Signal Nonverbal Cue
Ignore/Attend/Praise
If these do not change behaviour utilise:
Direct: instructional approaches
Re-direct: (Specific Corrective Feedback) A brief, clear, private verbal reminder of the expected behaviour. Use classroom/school matrix language.
Re-teach: Builds on the re-direct by specifically instructing exactly what should be done.
Provide choice: statement of two alternatives.
Student conference: private re-teaching or problem solving.
Behaviour stops
Provide specific positive feedback
Behaviour continues
Choice made
Consequence as per PBIS Handbook
Behaviour Recorded in SEQTA
Level 1 no contact unless repeated, Level 2 contact home.
Office Managed Behaviour
Staff Response
Administration Actions
Hurting others
Continued swearing at others
Unsafe
Major disruption
Self- exit
Disrespectful communication to peer / staff
Property damage
Refusal to return
Continued late return
Inform student of behaviour error
State expected behaviour
Contact office re: student behaviour
Send student to office
Administration Response
Review incident
Problem solve with student
Determine resolution/consequence
Enter data on SEQTA
Follow through on resolution/consequence (ensure targeted teaching is included)
Provide feedback
Inform parent/guardian
Third Major Office Discipline Referral
Parent interview
Complete referral to Tier 2 or Tier 3 Intervention

Student conference

Process for student conference includes;

1. Purpose for conference
2. Defining problem behaviour
3. Clearly define expected behaviour
4. Problem solving
5. Setting goals
6. Determine reinforcements / consequences
7. Follow up

Additional Teaching

Buddy Class

- R-6 student may be directed to buddy class as a circuit breaker after indirect and direct strategies have not been successful in behaviour correction.
- Student will be expected to spend quiet time in the buddy classroom until directed to return to their own classroom.
- Return to classroom and may engage in restorative conversation with teacher before re-engaging in learning activity.

Restorative & Corrective Conversation with class / subject teacher

1. What happened?
2. How did it happen?
3. How did you act?
4. Who was impacted?
5. How were you impacted?
6. How can you make things right?
7. If the same situation was the happen again, what choices could you make?

Using Additional Corrective Consequences

It is important to use consequences that have educational relevance and reflect logical, setting-specific responses to social behavioural errors.

Consequence Menu

If minor behaviour persists staff may engage a consequence along with re-teaching expected behaviours.

Minor behaviour	Consequence option
Talking while teacher is talking	• Move seats / location in learning area. • Yard duty – walking quietly with teacher.
Disruption of other's learning	• Move seats / location in learning area. • Remove from learning area.
Disruption of teaching	• Move seats / location in learning area. • Removal from learning area. • Teacher-student conversation before entry into next lesson.
Interference with peer belongings	• Clean / tidy the area. • Yard duty – walking quietly with teacher / R-6 time out. • Apologise and replace belongings if applicable.
Arguing / social issue	• Removal from situation. • Conference with students involved. • Allocated play areas / seats. • Office time / Yard Duty – walking quietly with teacher.
Inappropriate language	• Yard duty - picking up rubbish. • Miss play time / time out.
Not doing class work	• Move seats / location in learning area. • Set for homework. • Set for break time / during fun activity.
Not following adult instruction	• Complete work during break time. • Yard duty – walking quietly with teacher. • Time out in office.
Chewing gum	• Confiscation of gum packet. • Yard duty – picking up rubbish. • Clean surfaces with gum on them.
Return to class issue	• Make up time at break time – yard duty – quietly walking with teacher / time out. • Make up learning in office at break time.
Hat	• Must stay in shade at all times. • Confiscate hat when wearing consistently indoors, student must collect hat on exit.
Late to class	• Make up time missed at break times. • Yard duty – walking quietly with teacher.
Extended time in toilet	• Make up time during break times – yard duty walking quietly with teacher / time out. • Make up learning in office.
Not prepared for learning	• Time spent during break times organising learning materials.
Inappropriate physical interactions	• Removal from lesson / play time. • Office time. • Restorative process with other students if applicable.
Running inside	• Student directed to cease movement and to demonstrate correct behaviour. • Last to leave at conclusion of lesson
Rough play	• Removal from area • Office time • Yard duty – walking quietly with teacher/ time out. • Allocated play area
Misuse of toilets / equipment	• Confiscation • Loss of privileges • Remuneration of damages (if applicable) • Yard duty – picking up rubbish.
Unsafe before / after school	• Yard duty – walking quietly with teacher/ time out

ONGOING MONITORING

Data-Based Decision-Making Process

The ongoing Data-Based Decision-Making process for PBIS is similar to most school improvement, problem-solving, or decision- making models and includes collecting data to identify current status, analysing data, identifying expected outcomes, developing an implementation plan including selecting strategies, determining indicators of results, and establishing an evaluation plan. This thinking is paramount for any improvement effort and remains at the heart of your school's PBIS work.

Additional Resources

What is the family role in PBIS?

Supporting families with PBIS at home

10 tips for PBIS at home