



ATWELL COLLEGE

Embracing the Future

Positive Behaviour Support (PBS) Parent Handbook



www.AtwellCollege.wa.edu.au

We provide high quality teaching and learning experiences that empower our students to thrive, be successful lifelong learners and resilient, prosocial citizens.

*If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, weteach?.....punish?*

Why can't we finish the last sentence as automatically as we do the others?
— Tom Herner, 1998.

What is Positive Behaviour Support?

Positive Behaviour Support (PBS) is a whole-school framework that focusses on teaching students how to behave appropriately and rewarding them when they do so.

The fundamental PBS philosophy is that positive social behaviour is learned and therefore can be taught. Students can be taught socially acceptable ways of behaving just as one would teach any academic subject. Teaching self-discipline employs the very same instructional concepts used to facilitate academic learning.

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

- Clearly defined and taught behaviour expectations.
- Consistent and frequent acknowledgement of appropriate behaviour. - Constructively and specifically addressing problem behaviour.
- Effective use of behaviour data to assess and inform decision making.

At Atwell College, we achieve this by teaching, encouraging, and rewarding students for exhibiting our three Positive Behaviour Matrix expectations:

- **Show Respect**
- **Strive to Achieve**
- **Be Responsible**

PBS operates on a Multi-Tiered System of Supports (MTSS) to assist students.

Atwell College PBS Team Vision Statement

The Atwell PBS team drives our college values and expected behaviours, by supporting consistent practices and positive relationships. We foster a positive learning environment wherein our students can thrive, and we all feel a sense of safety, belonging and acceptance.

Multi-Tiered System of Supports (MTSS)

A MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

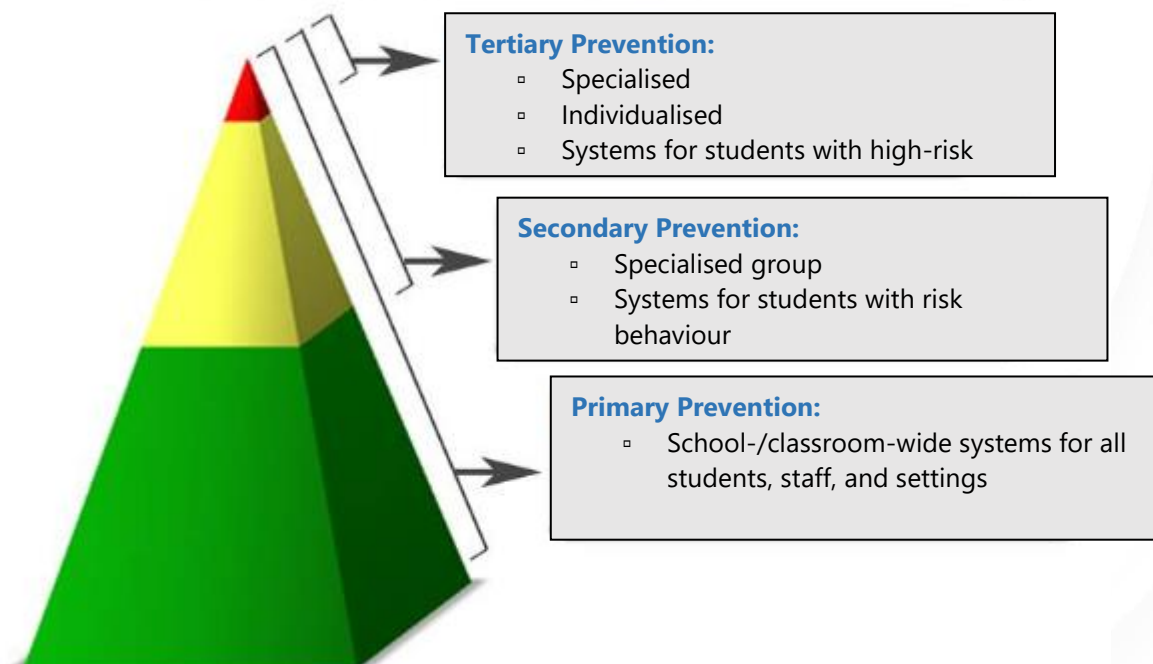
The framework of MTSS is a “way of doing business” which utilises high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

A Multi-Tiered System of Supports helps schools to organize resources through alignment of academic standards and behavioural expectations, implemented with fidelity and sustained over time, to accelerate the performance of every student to achieve and/or exceed proficiency (www.cde.state.co.us/mtss/whatismtss).

Research has shown that the effective implementation of PBS can achieve:

- An increase in attendance
- Students viewing school as a more positive and calm environment
- Teacher’s reporting better relationships with students
- A reduction in the number of behaviour-caused disruptions
- An increase in academic performance

Continuum of School-Wide Instructional & Positive Behavior Support



Multi-Tiered System of Supports (MTSS) continued

Tier 1 Universal / All

School-wide practices and systems for preventing the development and occurrences of academic and behaviour problems using evidence-based practices and high-quality instruction. Typically, 80% or more of students will be successful with Tier 1 supports only.

Tier 2 Targeted / Group

More specialised, intensive practices, and systems for supporting students who have demonstrated risk for future failure and/or whose academic progress or unexpected behaviours have been documented as unresponsive to Tier 1 practices and systems. Typically, 10-15% of students will be successful with the additions of Tier 2 supports.

Tier 3 Intensive / Individualised

Highly specialised, individualised practices, and systems for supporting students who have demonstrated high risk for future failure and/or whose academic progress or unexpected behaviours have been documented as unresponsive to Tier 1 and Tier 2 practices and systems. Typically, 3-5% of students will require individualised supports to be successful.



The Atwell College Behaviour Matrix

Behaviour Expectations



ATWELL COLLEGE

	SHOW RESPECT	STRIVE TO ACHIEVE	BE RESPONSIBLE
LEARNING AREAS	<p>We</p> <ul style="list-style-type: none"> • Demonstrate mutual respect and use appropriate language at school. • Allow others to learn without disruption. • Create and maintain a safe learning environment. • Use manners. 	<p>We</p> <ul style="list-style-type: none"> • Strive to improve. • Actively engage in all learning activities. • Complete and submit all tasks by the due date. • Celebrate progress and achievement. 	<p>We</p> <ul style="list-style-type: none"> • Use equipment and facilities safely and appropriately. • Arrive at class on time. • Attend all classes every day.
SCHOOL GROUNDS	<p>We</p> <ul style="list-style-type: none"> • Follow staff instructions. • Take care of our college grounds and facilities. • Treat others with kindness and care. • Are accepting of others. 	<p>We</p> <ul style="list-style-type: none"> • Support our peers to be their best. • Maintain good standing. • Use the college resources to enhance learning. • Seek support when needed. 	<p>We</p> <ul style="list-style-type: none"> • Wear the college uniform correctly. • Report any damage to college grounds or facilities. • Work with others to resolve conflict without aggression. • Act safely with self and others.
COMMUNITY	<p>We</p> <ul style="list-style-type: none"> • Represent our college positively. • Treat members of the community respectfully. • Take care of community property. • Are polite and well mannered. 	<p>We</p> <ul style="list-style-type: none"> • Are leaders in the community. • Participate in college and community programs to the best of our ability. • Represent our college with pride. 	<p>We</p> <ul style="list-style-type: none"> • Follow society's rules and laws. • Demonstrate appropriate social behaviour. • Act in a safe manner in the community.

We provide high quality teaching and learning experiences that empower our students to thrive, be successful lifelong learners and resilient, prosocial citizens.

All stakeholders in our school community have responsibilities and expectations

Responsibilities and expectations of students

- Acknowledge, understand, and follow the school's expectation and guidelines for Good Standing: Attendance, Behaviour, Uniform, and device use.
- Uphold our three PBS Matrix expectations: *Show Respect, Strive to Achieve, Be Responsible*.
- Communicate any concerns with staff and/or parents.

Responsibilities and expectations of school staff

- Encourage, teach, and support the correct behaviour using Matrix expectations.
- Educate students to make correct choices about their behaviour.
- Communicate and work with parents to support student learning and the College's expectations.
- Actively teach expected behaviours and teach PBS lessons when required.

Responsibilities and expectations of parents

- Encourage positive student behaviour and support our three PBS Matrix expectations.
- Contact the College with any concerns or issues that may arise.
- Support students in accepting and fulfilling any consequences, interventions or plans that may be put in place.

PBS lessons: What is a behaviour lesson?

PBS lessons need to be short and focussed on one key point. Teachers will deliver whole school and year group lessons that have been prepared by the PBS Team.

Lessons occur fortnightly each term on a rolling timetable. Additionally:

- They may be either a lesson or a focus. A focus involves a discussion or review of the lesson previously taught.
- These lessons can be repeated at point of need if the class is displaying undesirable behaviour.
- All lessons follow the same format. (Tell, show, practice.)
- The PBS Team analyse behaviour data is analysed each term to determine areas requiring improvement.

Rewards for positive behaviour

We use Compass PBS Points as our acknowledgement system. Staff award points when they see the desired behaviour.

- PBS points are to be used fast and frequently. They are awarded on Compass.
- Staff will state what behavioural expectation from the matrix they were addressing and rewarding. E.g. Thanks for showing respect by raising your hand.

Staff also nominate students who exemplify the College values for 'RAR certificates' for the assemblies held twice per term.

What do students do with PBS points?

- Students use their accrued PBS points to redeem prizes at assemblies.
- The PBS team are currently organising prizes include sporting equipment, stationary, food or vouchers which students can buy from a PBS shop.
- PBS points can also be used in competitions between classes.

An accumulative yearly total of your child's PBS points can be found on the top right of their profile in Compass. (Below.)



Recent PBS points, with details of the reason and which staff member awarded the points can be seen on your child's Compass page under recent entries. An example is provided below.

#102758
PBS +
Recorded by Chelsea Packer - S625

PBS behaviours:
Achieve: Yes

Date: 12/10/2023
Period: P2
Details: For attempting all of the group activities in HASS class today.
Recorded a few seconds ago, Occurred Thursday at 10:35am

Enter a comment...

The Atwell College Behaviour Management Flowchart



ATWELL COLLEGE

Levels of Behaviour Support and Intervention

NB: This flowchart is a summary of the Supporting Positive Student Behaviors: Prevention and Intervention Procedures Policy (updated 2023)

Level 1: Establishing a Positive Classroom and School Environment

Establish clear expectations and implement consistently and fairly (PBS Matrix)
Build positive relationships
Create appropriate and differentiated curriculum
Create a cohesive, safe, and accountable environment
Transparent communication with parents and carers
Implementation of Low-Key Responses to reengage students
Recognise positive behaviour - letters of commendation, distribution of PBS points

Level 2: Classroom Intervention

Sample Behaviours:

Late to class, inappropriate comments, not following instructions, work avoidance, disruptions, property misuse, unprepared for class

Responses:

Reinforce whole school expected behaviours
Familiarise yourself with Student Profiles & Documented Plans
Confiscation
Choice Statements
Lead restorative conversations with students
Parent Contact – Phone call / email
Formal Contracts
Buddy class
Behaviour tracking language

Level 3: HoLA Intervention

Sample Behaviours:

Repetitive/unresolved behaviours from level two, continued disruption to the learning of others, property damage in classroom, swearing at staff, continued defiance

Responses:

Withdrawal
Learning Area Detention
HOLA lead restorative between teacher and student
Behaviour contracts facilitated by HoLA
Parent meeting
Suspension
Lead restorative at RFS with parent

Level 4: Student Services Intervention

Sample Behaviours:

Case managed students and crisis response to unsafe or destructive behaviour

Response:

Withdrawal
Case Conferences
Suspensions
Develop behaviour, risk, attendance, safety, or transition plan
Consult with multi-disciplinary team

Level 5: Shared Case Management

Sample Behaviour:

Issues requiring referral to outside agencies

Response:

Referral to appropriate programs or educational pathways
Interagency support and consultation
Regional Office Support

NB: In order to obtain support, the college must have documented interventions at every level that are followed.

Document behaviour and actions on COMPASS

Fast Track Serious Breach
Eg. Violence, abusive behavior, substance abuse, theft, vandalism, illegal activities

PBS Team Members



Emily Scott
Team Leader



Fiona Hart
Internal coach



Kolin van der Wal
Principal



Nicole Richardson
DP Student Services



Chelsea Packer
Head of Humanities



Vanessa Patrick
Education Support



Steve Francis
English/Y10 Coordinator



Ashleigh Laing
Education Assistants



Linda Potter
HASS/ Y12 Coordinator



Michaela Turner-Wallace
Health & PE



Rachel Dyball
The Arts



Narelle Miller
Home Economics



Ash Miragilotta
Program
Coordinator
Education Support



Clayton van Dijk
HASS/Y9
Coordinator