



La Perouse Public School: Positive Behaviour for Learning

(adapted from PBIS – Positive Behavioural Interventions and Support)

Rationale

Positive Behaviour for Learning (PBL) is based on the principles of Positive Behavioural Interventions and Support (PBIS) and is a long-term (3-5 year) process to create safer and more effective schools. It works by re-structuring the learning environment to support the academic and social success of all students.

Positive Behaviour for Learning is intended to support all students and staff across all settings. It incorporates a team-based process that is designed for systemic problem solving, planning, and evaluation. It is an approach to creating an environment within which staff are trained in:

- effective behaviour education principles and practices
- systems change
- the practical application of research-validated instruction and management practices.

Positive Behaviour for Learning is not a program but a process that supports schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and individual student discipline (Sugai & Horner, 2007). Central to this process are the agreements that are established and maintained between adults and students. The explicit teaching of social **and** academic expectations marries with the NSW Quality Teaching Framework and the principles of effective instruction.

Positive Behaviour for Learning is based on the following core principles:

1. We can effectively teach appropriate behaviour to all children.
2. Intervene early. *It is best practice to intervene before targeted behaviours occur.*
3. Monitor student progress to inform interventions.
4. Use data to make decisions.
5. Continually using assessment to re-align the school's behavioural goals.

Some parents and educators believe that students come to school knowing all rules of conduct, and that those who don't follow them simply should be punished. However, research and experience has taught us that systematically teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. Primary prevention also establishes a climate in which appropriate behaviour is the norm.

Primary prevention is significant in that it moves the structural framework of each educational unit from reactive approaches to proactive systems change performance.

This effort cohesively unites all the adults in using

1. common language,
2. common practices, and
3. consistent application of positive and negative reinforcement.

At **La Perouse Public School**, we believe that all students should be given the opportunity to learn and grow in a safe, happy environment. This environment is created and maintained by setting clear rules, routines and expectations and giving appropriate reinforcement for positive behaviour to aid understanding and adherence to the rules. This climate of understanding and consistency also involves maintaining a partnership and commitment to positive behaviour for learning by all members of the school community, including teachers, students and parents.