



SELBY PS SWPBS STUDENT & FAMILY HANDBOOK



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INTRODUCTION:

‘At Selby Primary School we endeavour to create and maintain a nurturing learning environment which fosters positive student participation through our values of Confidence, Resilience, Respect and Personal Best.’

We use the School-Wide Positive Behaviour (SWPBS) approach to promote positive behaviour at our school.

The SWPBS approach is underpinned by our school values. The following values are explicitly taught and acknowledged while providing a basis for our everyday interactions with each other:

- **Respect** – caring about ourselves, others and the environment in which we live and work
- **Resilience** – bouncing back from setbacks, keeping things in proportion and learning from mistakes
- **Personal Best** – having a go, trying our best at all things and striving to improve in order to achieve personal best
- **Confidence** – developing self-esteem, an open-minded attitude and a positive outlook on life

WHAT IS SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT?

School-Wide Positive Behaviour Support (SWPBS) is a whole school framework which helps schools to create positive learning environments. The approach is evidence-based for supporting situations where there is challenging behaviour. It is a proactive approach and focuses on teaching all students on the agreed expected behaviours and pro-social skills rather than reacting to inappropriate behaviour, creating a enriched learning environment.

Selby Primary School’s values; defined by the community, guide the behaviour of everyone in our school; staff, students, parents and community members. This is achieved through our proactive systems that define, teach and support appropriate student behaviour. At Selby Primary School we strive to show Respect, Personal Best, Resilience and Confidence.

HOW DOES SWPBS WORK AT SELBY PRIMARY SCHOOL?

There is a dedicated SWPBS team appointed in the school which consists of the principal, classroom teachers, Education Support Staff and a SWPBS coach. Alongside the SWPBS team all staff at Selby Primary are committed to working together for the successful implementation of PBS.

A Behaviour Matrix, formulated by the school community, articulates what the school values expectations look like in everyday school life. This Behaviour Matrix is displayed with visual posters throughout the school environment. Students are acknowledged when they demonstrate the school values with verbal, non-verbal and tangibles that align with our school’s acknowledgement system.



THE ACKNOWLEDGEMENT SYSTEM WORKS:

Our acknowledgement system uses values tokens, values stamps, classroom reward charts and a whole school reward train. The whole school reward train includes our four carriages as the PBS mascots. Each carriage represents one of our school values of personal best, confidence, resilience and respect.

When a student is seen demonstrating one of the values from the matrix, they are given a value card “token” which is then added to their individual column on the class chart. Students work to complete their column and earn a whole school reward. When a student receives ten tokens they will fill their column and complete their chart. When students complete their chart, they will receive a certificate to take home and a pom pom which they will use to vote on the whole school reward of their choice by placing it in one of the train carriages at the office which offer 4 different reward options. The four different options for whole school rewards are chosen by the Student School Council and offer the students across the school a choice of reward once the carriage is filled. Once a carriage is filled with pom poms all students in the school get the selected reward.

To see how the SWPBS acknowledgement system works watch this video:

<https://drive.google.com/file/d/15LU4pb2GD8dIUQKPJKvtgZC0wgXSHGu/view?usp=sharing>

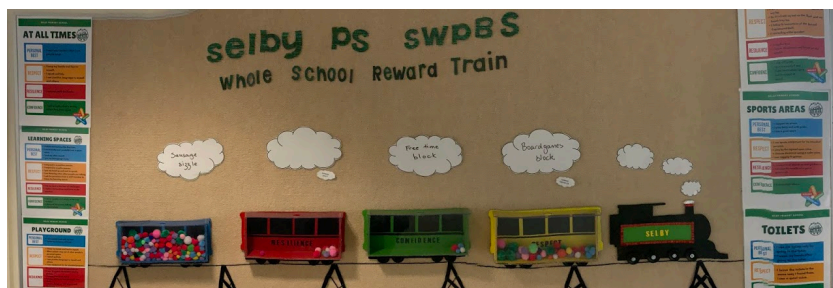
Tokens:



Stamps:



Whole School Reward Train:



THE PBS POSTERS:

For each setting within our learning community we have identified the actions we expect and acknowledge from our students which are displayed on posters throughout the school. Here is an overview of the different posters seen throughout our school.



AT ALL TIMES



PERSONAL BEST

- I seek one teacher when I see people upset.

RESPECT

- I keep my hands and feet to myself.
- I speak politely.
- I use positive language to myself and others.

RESILIENCE

- I accept staff decisions.

CONFIDENCE

- I ask people what's wrong when they look upset.



LEARNING SPACES



PERSONAL BEST

- I follow instructions the first time.
- I work neatly and carefully.
- I use a quiet voice.
- I pick up after myself.
- I put my belongings away.

RESPECT

- I respond in a positive manner.
- I respond in a polite manner.
- I put my hand up and wait to speak.
- I am listening when other people are talking.
- I ask for permission from a staff member to leave the learning space.

RESILIENCE

- I try my best when challenged.
- I ignore distractions and focus on the speaker.

CONFIDENCE

- I move quickly and safely to the next activity.
- I listen to the person talking.
- I concentrate.



SPORTS AREAS



PERSONAL BEST

- I support my peers.
- I play fairly and with pride.
- I am a good sport.

RESPECT

- I use sports equipment for its intended purpose.
- I play by the agreed upon rules.
- I discuss decisions using a calm voice.
- I use tagging in games.

RESILIENCE

- I accept staff decisions and guidance.
- I accept the results of a game graciously.

CONFIDENCE

- I encourage others.



PLAYGROUND



PERSONAL BEST

- I am patient and wait my turn.
- I have an inclusive attitude.

RESPECT

- I keep my hands and feet to myself.
- When asked I stay out of other people's personal space.
- I speak politely.
- I use positive language to myself and others.
- I use equipment for its intended purpose.

RESILIENCE

- I bounce back from disappointment.
- I hear everyone's ideas when playing games.
- I bounce back from injury.
- I accept guidance and decisions from staff.
- I acknowledge my own actions and decisions.

CONFIDENCE

- I sit on the friendship seat when I can't find friends.
- I ask for help when I need it.



TOILETS



PERSONAL BEST

- I use the toilets only for going to the toilet.
- I wash my hands after going to the toilet.

RESPECT

- I leave the toilets in the same way I found them.
- I use a quiet voice.

CONFIDENCE

- I decide what actions I take.



ASSEMBLIES



PERSONAL BEST

- I am quiet when asked by a teacher or school captain.
- I applaud for and encourage others.
- I stay seated.

RESPECT

- I stand with my hands by my side.
- I sit with my legs crossed and my hands in my lap.
- Gr 6: I sit with my feet on the floor and my hands in my lap.
- I follow the instructions of the School Captains and Staff.
- I am looking at the speaker.

RESILIENCE

- I sing the lyrics.
- I ignore distractions and focus on the speaker.

CONFIDENCE

- I sing with pride.
- I give eye contact and shake hands when I give and/or accept an award.

