

School-wide Positive Behaviour Support (SWPBS)



What is SWPBS?

School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

At Pembroke Primary School, our SWPBS journey began in 2017 with surveys of our school community to establish the core values that were important to us all.

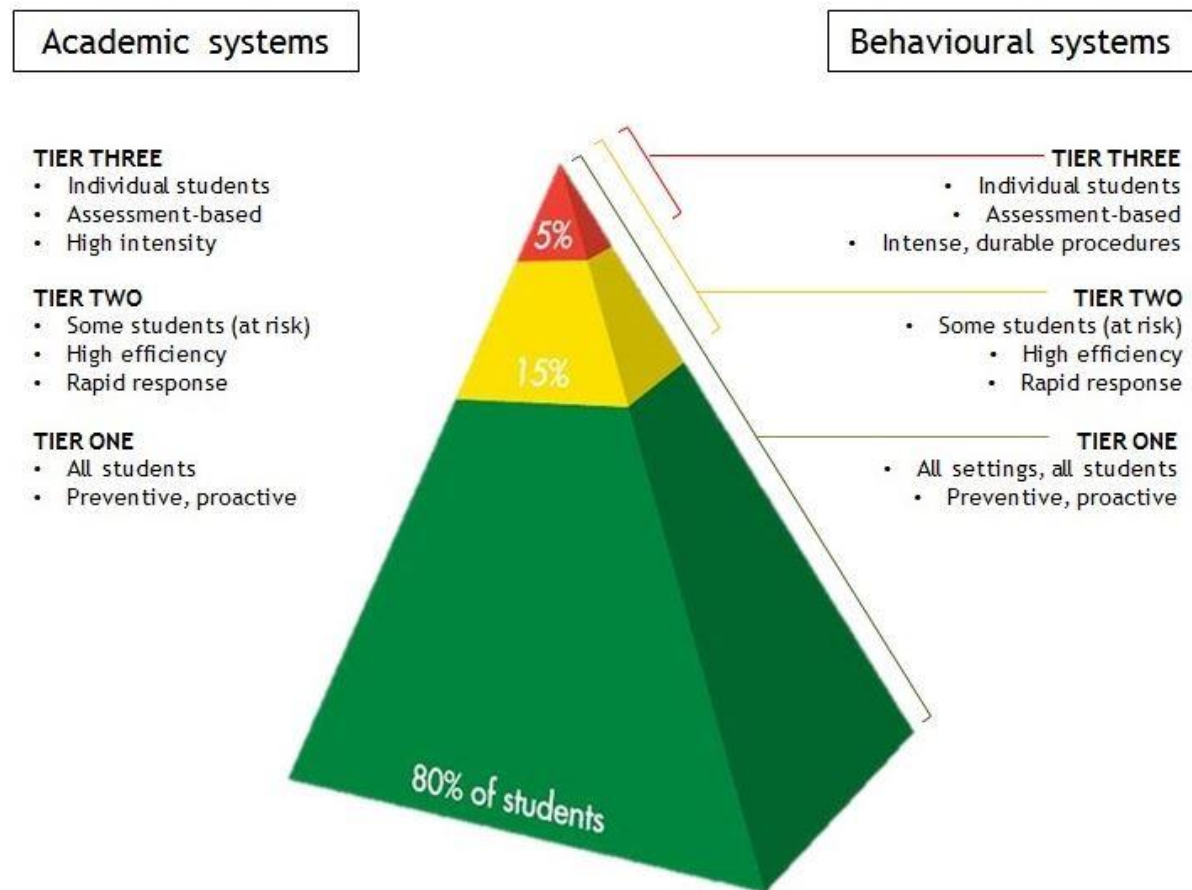
Key features of SWPBS

Implementation of SWPBS requires commitment by the whole school community, particularly from the principal and leadership group. All SWPBS schools implement eight essential features:

- **A common philosophy and purpose:** Staff and students use a common language to discuss behaviour. School philosophy emphasises the need to teach appropriate behaviour much like academic learning.
- **Leadership and school-wide support:** School leaders publicly endorse and support SWPBS. A team at the school leads implementation by creating, reviewing and monitoring an action plan. The work is done in collaboration by the whole staff with input from parents, students and the community.
- **A clearly defined a set of expected behaviours:** The school identifies 3 to 5 behavioural expectations that apply at all times. Clear, positively stated examples are identified and displayed in different school settings.
- **Expected behaviours are taught and practised:** A school-wide plan is developed to ensure behavioural expectations are taught to all students by all staff.
- **Expected behaviours are encouraged and acknowledged:** School-wide systems are developed to acknowledge expected behaviour and promote commitment from all members of the school community.
- **A continuum of procedures to discourage inappropriate behaviour:** Schools clearly define problem behaviours and identify specific strategies and responses to minor and major behavioural infractions.
- **Procedures for record-keeping, decision making and ongoing monitoring:** Schools review data on repeated behaviour issues, the settings in which they occur, and the consequences most likely to be applied for inappropriate behaviours. They correlate these with other sources of data such as academic progress, and analyse this data to make necessary adjustments to school operations in an effort to reduce inappropriate behaviour.
- **Effective classroom practices are supported:** Schools establish systems to support staff to adopt evidence-based instructional practices associated with reductions in inappropriate behaviour.

SWPBS Tiered Intervention Framework

SWPBS builds a **continuum of supports for staff and students**. At each level (or **tier**) there is an emphasis on **outcomes** in the form of agreed expectations for student and staff behaviour, and **data** to guide decision making about what **practices** should be put in place to support student learning and social behaviour.



Tier 1: Universal Prevention (All)

Tier 1 supports serve as the foundation for behaviour and academics. Schools provide these **universal supports to all students**. For most students, the core program gives them what they need to be successful and to prevent future problems.

Tier 2: Targeted Prevention (Some)

This level of support focuses on **improving specific skill deficits** students have. Schools often provide Tier 2 supports to **groups of students with similar targeted needs**. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit from core programs at the school.

Tier 3: Intensive, Individualized Prevention (Few)

Tier 3 supports are **the most intensive supports** the school offers. These supports are the most resource intensive due to the **individualized approach** of developing and

carrying out interventions. At this level, schools typically rely on formal assessments to determine a student's need and to develop an individualized support plan. Student plans often include goals related to both academics as well as behaviour support.

When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

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

Our Values:

Be Responsible Be Trustworthy Be Respectful

The Behaviour Matrix translates our school values into expected behaviours. Expected behaviours are explicitly taught in each classroom and specialist setting. It is referred to and discussed regularly with the students at Pembroke Primary School and forms the basis of our whole school approach.



POSITIVE BEHAVIOURS

	Be Respectful	Be Trustworthy	Be Responsible
Always	I will... <ul style="list-style-type: none"> • Use please, thank you and excuse me • Be an active listener • Be a good sport • Be inclusive • Be kind • Keep my hands and feet to myself • Be helpful • Respect everybody's belongings 	I will... <ul style="list-style-type: none"> • Be honest • Be a good friend • Follow instructions • Co-operate with others 	I will... <ul style="list-style-type: none"> • Be prepared for learning • Look after my belongings • Be safe • Be responsible for my actions • Show pride in my school uniform • Come to school everyday • Walk away from conflict • Inform a teacher about unsafe behaviour
In class	I will... <ul style="list-style-type: none"> • Take turns • Allow others to learn • Encourage others • Be respectful of others' opinions and ideas • Speak with the appropriate volume 	I will... <ul style="list-style-type: none"> • Ask before leaving class • Use ICT appropriately • Do my job • Stay on task 	I will... <ul style="list-style-type: none"> • Participate • Be persistent with my learning • Ask for help • Be ready for a challenge
Out of class	I will... <ul style="list-style-type: none"> • Be patient • Be mindful of others in the broader community • Care for the environment 	I will... <ul style="list-style-type: none"> • Follow directions • Honour the rules of a game • Be safe 	I will... <ul style="list-style-type: none"> • Be sunsmart smart • Be conscious of my actions • Return all borrowed equipment
Movement	I will... <ul style="list-style-type: none"> • Move between classes in a quiet and calm manner • Be aware of people around me • Make way for others using the walkways, doorways and gates • Stay in the play areas 	I will... <ul style="list-style-type: none"> • Always walk with a partner • Carry equipment safely and sensibly • Go directly to where I'm going 	I will... <ul style="list-style-type: none"> • Use music time for toilet and drink • Be lined up when the bell goes • Walk inside the buildings
Toilets	I will... <ul style="list-style-type: none"> • Give others privacy • Be patient even if I have to wait 	I will... <ul style="list-style-type: none"> • Keep the toilet area clean and tidy • Wait nearby for my partner • Use the toilets for their purpose 	I will... <ul style="list-style-type: none"> • Use toilets at recess, lunch & music time • Wash my hands
Cubbies	I will... <ul style="list-style-type: none"> • Respect the cubbies of others • Leave cubby sticks in that cubby • Build with sticks from the ground 	I will... <ul style="list-style-type: none"> • Ask the cubby builder if they have finished with their cubby 	I will... <ul style="list-style-type: none"> • Only use sticks for cubbies • Use sticks that I can carry with one hand • Only build in the cubby area • Build a safe cubby
At Pembroke, we learn with Pride, Passion, Purpose and Persistence.			

Posters have been created to show the expected positive behaviours in each of the school settings, outlined above in the general matrix.

During 2020, two more areas were added to reflect Remote and Flexible Learning – 'Webex Meetings' and 'Home Learning'. These were also translated into Hakha Chin to assist our Chin community.

Posters are displayed in all learning areas and around the school to support students as they interact in each different area of the school.

All students, across all environments and by all staff, are encouraged and taught how to demonstrate our positive behaviours.

Positive Behaviours

	Respectful	Trustworthy	Responsible
Always	<p><i>I will...</i></p> <ul style="list-style-type: none"> Use please, thank you and excuse me. Be an active listener. Be a good sport. Be inclusive. Be kind. Keep my hands and feet to myself. Be helpful. Respect everybody's belongings. 	<p><i>I will...</i></p> <ul style="list-style-type: none"> Be honest. Be a good friend. Follow instructions. Co-operate with others. 	<p><i>I will...</i></p> <ul style="list-style-type: none"> Be prepared for learning. Look after my belongings. Be safe. Be responsible for my actions. Show pride in my school uniform. Come to school everyday. Walk away from conflict. Inform a teacher about unsafe behaviour.
	<p><i>At Pembroke, we learn with Pride, Passion, Purpose and Persistence.</i></p>		

Positive Behaviours

	Respectful	Trustworthy	Responsible
In class	<p><i>I will...</i></p> <ul style="list-style-type: none"> Take turns. Allow others to learn. Encourage others. Be respectful of others' opinions and ideas. Speak with the appropriate volume. 	<p><i>I will...</i></p> <ul style="list-style-type: none"> Ask before leaving class. Use ICT appropriately. Do my job. Stay on task. 	<p><i>I will...</i></p> <ul style="list-style-type: none"> Participate. Be persistent with my learning. Ask for help. Be ready for a challenge.
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Positive Behaviours

	Respectful	Trustworthy	Responsible
Out of class	<p><i>I will...</i></p> <ul style="list-style-type: none"> Be patient. Be mindful of others in the broader community. Care for the environment. 	<p><i>I will...</i></p> <ul style="list-style-type: none"> Follow directions. Honour the rules of a game. Be safe. 	<p><i>I will...</i></p> <ul style="list-style-type: none"> Be Sunsmart. Be conscious of my actions. Return all borrowed equipment.
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Positive Behaviours

	Respectful	Trustworthy	Responsible
Movement	<p><i>I will...</i></p> <ul style="list-style-type: none"> Move between classes in a quiet and calm manner. Be aware of people around me. Make way for others using the walkways, doorways and gates. Stay in the play areas. 	<p><i>I will...</i></p> <ul style="list-style-type: none"> Always walk with a partner. Carry equipment safely and sensibly. Go directly to where I'm going. 	<p><i>I will...</i></p> <ul style="list-style-type: none"> Use music time for toilet and drink. Be lined up when the bell goes. Walk inside the buildings.
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Positive Behaviours

	Respectful	Trustworthy	Responsible
Cubbies	<p><i>I will...</i></p> <ul style="list-style-type: none"> Respect the cubbies of others. Leave cubby sticks in that cubby. Build with sticks from the ground. 	<p><i>I will...</i></p> <ul style="list-style-type: none"> Ask the cubby builder if they have finished with their cubby. 	<p><i>I will...</i></p> <ul style="list-style-type: none"> Only use sticks for cubbies. Use sticks that I can carry with one hand. Only build in the cubby area. Build a safe cubby.
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Pembroke Primary School Positive Behaviours

Respectful	Trustworthy	Responsible
Toilets I will... <ul style="list-style-type: none"> Give others privacy. Be patient even if I have to wait. 	I will... <ul style="list-style-type: none"> Keep the toilet area clean and tidy. Wait nearby for my partner. Use the toilets for their purpose. 	I will... <ul style="list-style-type: none"> Use toilets at recess, lunch & music time. Wash my hands.

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Pembroke Primary School Positive Behaviours

Respectful	Trustworthy	Responsible
Home Learning I will... <ul style="list-style-type: none"> Be respectful and kind to others in my house. Accept feedback in a positive way. 	I will... <ul style="list-style-type: none"> Follow instructions. Check my feedback. Complete my tasks to my best ability. Use ICT appropriately. Look after my school resources. 	I will... <ul style="list-style-type: none"> Be ready to learn by 9am. Come to the classroom every day. Be persistent with my learning. Ask for help with my work. Share how I'm feeling.

Ready Set Go! 9

At Pembroke, we learn with Pride, Passion, Purpose and Persistence.

Pembroke Primary School A thami Ziaza

Upatnak ngeih	Zumhawktlak in um	Tuanvo ngeih
Inn ca cawnnak Ka tuah lai... <ul style="list-style-type: none"> Kan inn i a ummi midang kha upatnak le sawnruatnak ngeih. An ka chimhmi kha a thatnak in ka cohlan. 	Ka tuah lai... <ul style="list-style-type: none"> Cawmpiaknak hna zuhl. Ruahnak cheuhmi kha zoh lengmang. Ka si khawh cugin ka rian lim. Ca cawnnak hmanmi thilri a sining tein hman. Ka sianginn ca cawnnak thilri tha tein zohkhenh. 	Ka tuah lai... <ul style="list-style-type: none"> Zinglei Sml 9am ah ca cawn dinginn timh cia tein um ding. Ca cawnnak ah nifatin i tel. Ca cawnnak ah teimak tein tuah le cawn. Ka tuahmi ah midang bawmh hal. Zeitindah ka um timi kha midang chimh.

Ready Set Go! 9

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Pembroke Primary School Positive Behaviours

Respectful	Trustworthy	Responsible
Webex Meetings I will... <ul style="list-style-type: none"> Be on time for my class meetings. Have my video turned on and my microphone off. Have my camera in the right place. Actively listen and participate. Use my meeting manners. 	I will... <ul style="list-style-type: none"> Sit still. Follow instructions. Ask to leave the meeting if I need to. 	I will... <ul style="list-style-type: none"> Come to our meeting every day. Be prepared for our meeting. Ask questions if I don't understand.

Good morning! Can I ask a question?? May I leave?

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Pembroke Primary School A thami Ziaza

Upatnak ngeih	Zumhawktlak in um	Tuanvo ngeih
Webex meeting caaan ah Ka tuah lai... <ul style="list-style-type: none"> Meeting ah a caan hman tein luh. Ka video on in ka bia chimnak kha phih. Ka camera a umnak a hman maw. Tha tein bia ngaih le tel ve. Meeting chung ah ziaza dawh hman. 	Ka tuah lai... <ul style="list-style-type: none"> Tha tein thut. Hi ti hin tuah ding timi zuhl. Meeting chung in chuah herh tilah chuahnak nawl hal hmasa. 	Ka tuah lai... <ul style="list-style-type: none"> Nifatin meeting ah i tel. Meeting caah timtuahnak ngeih. Lung fiang lomi um ahcun hal.

Good morning! Can I ask a question?? May I leave?

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Positive Acknowledgement System



A whole school positive acknowledgement system is used to reinforce the positive expected behaviours. When a teacher 'catches' a student displaying one of our positive expectations or school values, the student receives a token related to the value, which is added to the collection tubes in the student's classroom.



The value and positive behaviour is reinforced by saying:

'Wow, Tracy, that was so respectful when you waited your turn. Here's a Respect token.'

When a behaviour tube is filled, the class earns a cell for our whole school beehive AND also earns a class reward, decided by the students.



(cells)

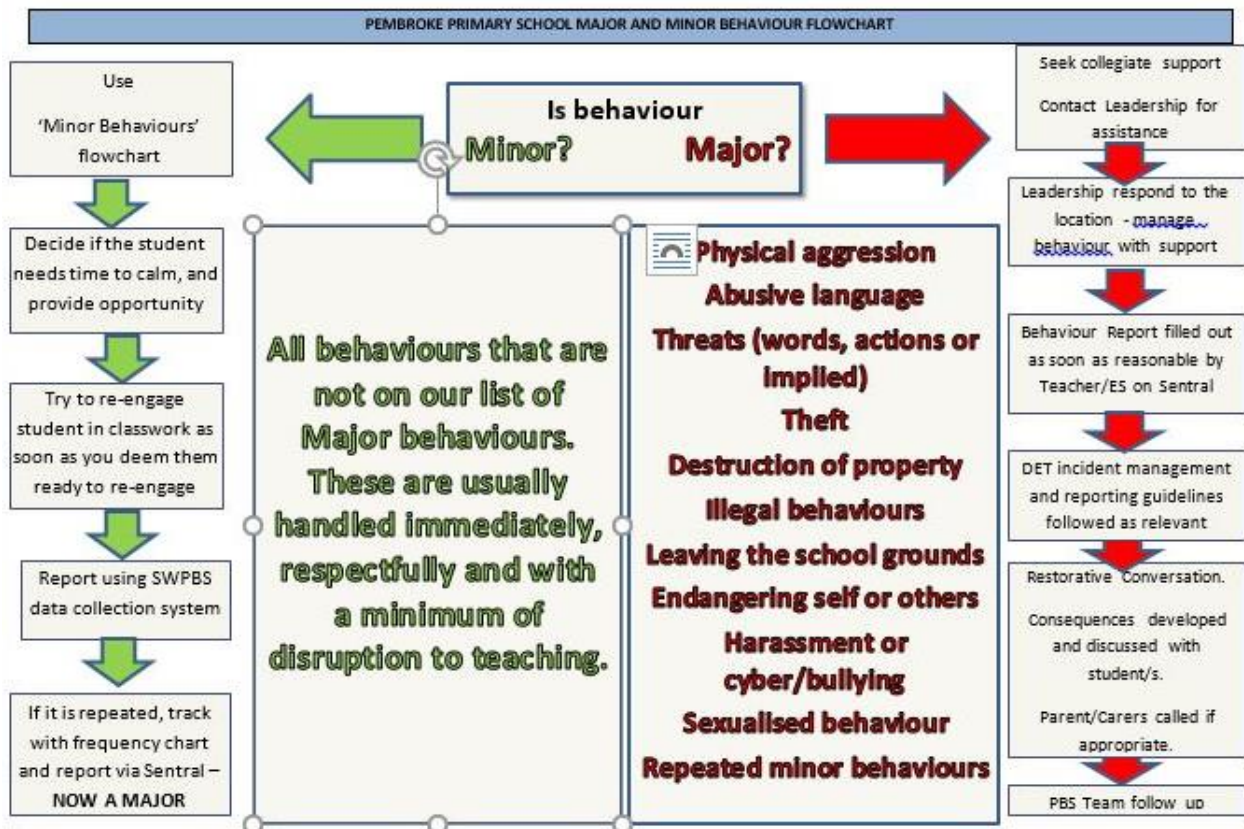


Once the beehive is full, students vote on a whole-school celebration.

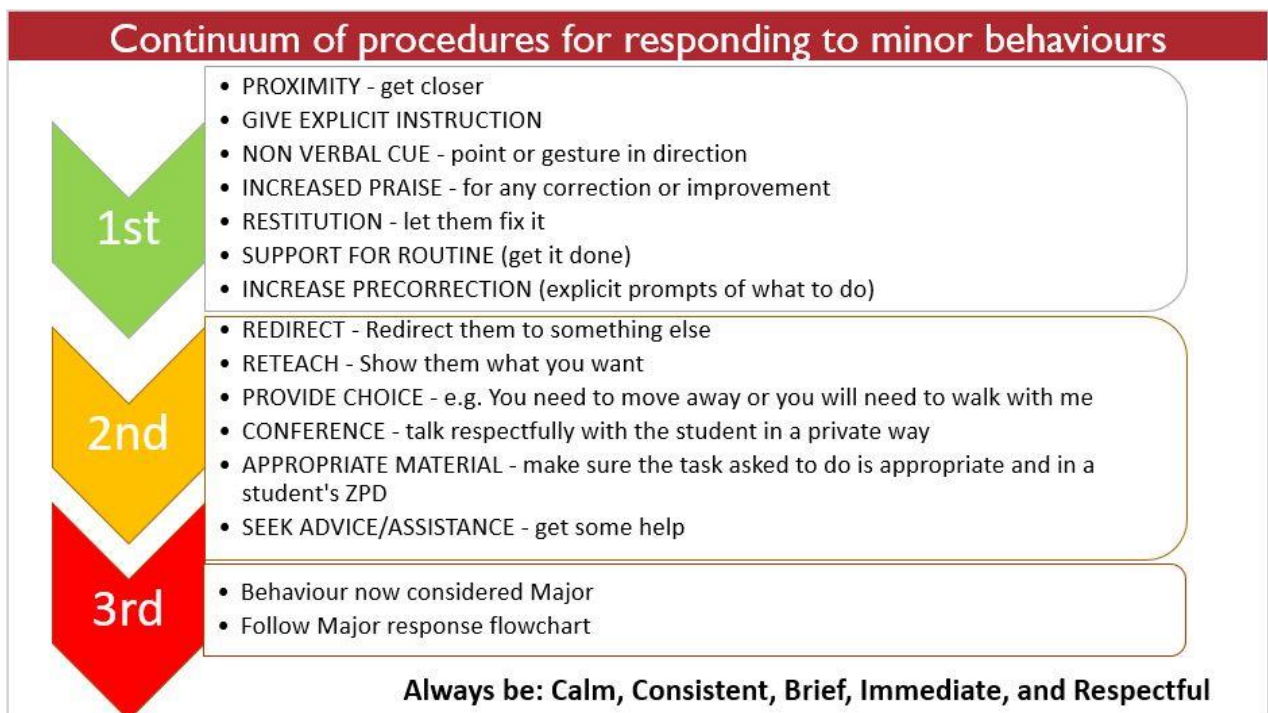
Cells are awarded and celebrated at assembly each week.

Minor and Major Behaviours

Behaviours have been classified by staff as MINOR or MAJOR behaviours.



For quick reference, staff have a minor behaviour flowchart of responses on a lanyard.



1. Classroom Expectations and Rules

To be effective, classroom behaviours/rules need to be student negotiated, clearly posted, explicitly taught, and specifically reinforced.

- *Observable*
- *Measurable*
- *Positively stated*
- *Understandable*
- *Always applicable*



2. Classroom Procedures and Routines

- Clarification of individual classroom routines/activities. Explicitly teach using: **TELL SHOW PRACTISE**
- Prompt or pre-correct regularly for success
- Continuously supported by monitoring & providing specific feedback

3. Encouraging Expected Behaviour

Effective encouragement at a rate of $\geq 4:1$ will increase:

- on task behaviour
- correct responses, work productivity and accuracy
- attention and compliance
- cooperative play
- foster intrinsic motivation.

Components of effective recognition and encouragement of students:

- Adult non-contingent and contingent attention
- Effective specific positive feedback
- Use of a tangible reinforcement system
- A menu or continuum of reinforcers.



4:1

4. Discouraging Unexpected Behaviour

Staff manage MINOR behaviour errors by addressing and correcting just as they would an academic error.

- Consistency
- Pre-corrects
- Specific, yet brief
- Quiet, respectful interaction



Active supervision
Calm, immediate response
Refocus class if needed

5. Active Supervision

- Moving*
- Scanning*
- Interacting*
- Allows for the provision of immediate learning assistance
- Increases student engagement
- Reduces inappropriate and increases appropriate behaviour
- Provides knowledge of students' use of expectations
- Allows for timely correction of learning errors



6. Opportunities to Respond

Verbal Responses – orally answering a question, sharing their ideas, reviewing or summarising prior learning, repeating a new concept. Individual questioning, choral responding

Non-verbal Responses - white boards, response cards, student response systems (technology devices, nonverbal e.g. thumbs up), guided notes

Other practices that increase OTR – computer assisted instruction, class-wide peer tutoring, direct instruction



7. Activity Sequencing and Choice

Empowering students increases student engagement & motivation.

Activity sequencing

- a. task interspersal
- b. behaviour momentum

Choice

- a. order of completion
- b. materials used to complete task
- c. whom they work with
- d. where they will work
- e. what they can when task completed

Choice can be used class wide, to groups or with individual students.



8. Task Difficulty

Many behaviour problems are the result of a mismatch between the task and a student's skills or strengths.

Three fixes:

- Assignment's length or time frame allotted
- The mode of task completion
- The extent of instruction or practise provided



VIC SWPBS ETLPs are evidence-based high engagement practices.

They help schools: - create a positive climate for learning - prevent future unexpected behaviour - increase academic learning time

Resources:

Overview of SWPBS (FUSE)

<https://fuse.education.vic.gov.au/Resource/ByPin?Pin=5ZSFB8&SearchScope=All>

Teaching expected behaviours

<https://fuse.education.vic.gov.au/Resource/ByPin?Pin=LMZY5F&SearchScope=All>

- SEARCH FUSE for further SWPBS resources

DET School-wide Positive Behaviours Support Framework

<https://www2.education.vic.gov.au/pal/behaviour-students/guidance/5-school-wide-positive-behaviour-support-swpbs-framework>