

APPENDIX:

Wheelers Hill Primary School



School-Wide Positive Behaviour
Support (SWPBS)

Handbook

School-Wide Positive Behaviour Support (SWPBS)

SWPBS is a framework that brings together school communities to develop positive, safe, supportive learning cultures. 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 well-being
- 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.

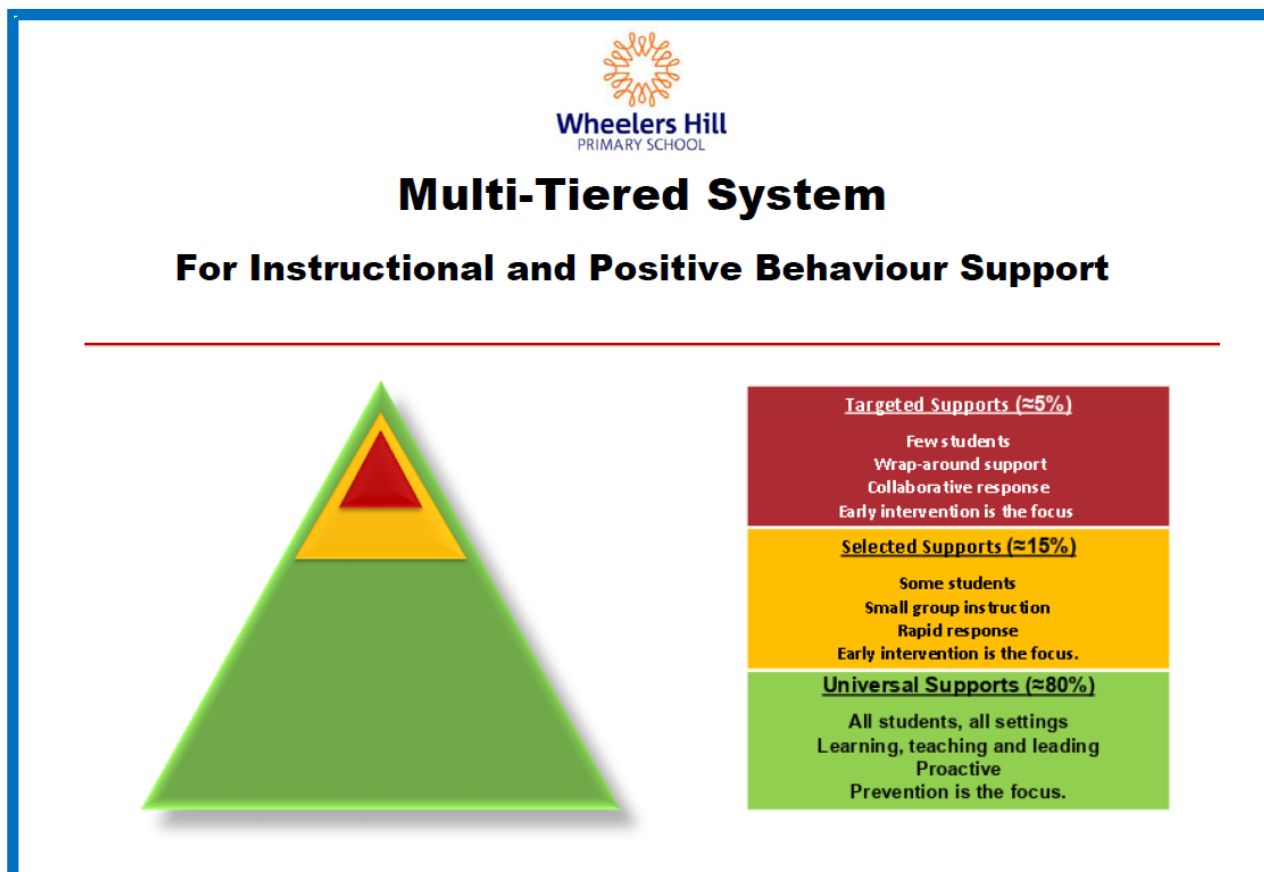
Multi-Tiered Systems of Support

SWPBS uses a tiered intervention framework which invests in:

Tier 1: Primary Prevention - Universal Supports. These supports cater for 80% of students' needs. These universal supports are provided to all students, all staff, school wide. E.g. Positive Behaviour Expectations Matrix, circle time, whole-class instruction.

Tier 2: Secondary Prevention - Selected Supports. These supports cater for 15% of students' needs. Provided in addition to Tier 1. E.g. small group instruction, restorative practices.


Tier 3: Tertiary Prevention - Targeted Supports. These supports cater for 5% of students' needs. Provided in addition to Tier 1 and Tier 2. E.g. Individual Learning Plans, Behaviour Support Plans, individualised one-on-one support programs.



Matrix of Positive Behaviour Expectations

The matrix of Positive Behaviour Expectations clearly articulates the expected behaviour of students in all settings around the school. This matrix is to be displayed in all settings and should be referred to regularly by teachers and other staff within the school.

Edited versions of the matrix have been placed in different settings around the school, to clearly articulate the positive behaviour expectations for each of the different zones / settings within the school.


 WHEELERS HILL PRIMARY SCHOOL POSITIVE BEHAVIOUR EXPECTATIONS			
	ACCEPTANCE / RESPECT	HONESTY / RESPONSIBILITY	RESILIENCE
ALWAYS	<ul style="list-style-type: none"> We are polite and use manners We are kind, helpful and mindful of others We look after other people's belongings We include everyone We put our waste in the correct bin 	<ul style="list-style-type: none"> We are organised and prepared We co-operate with others We work to the best of our ability We tell the truth We make good choices We show empathy and care for others 	<ul style="list-style-type: none"> We are positive We are grateful We are patient We try even when it's hard We are happy for other people's successes
CLASSROOMS	<ul style="list-style-type: none"> We listen to our teachers and our classmates We put our hand up when we wish to speak We follow instructions We work well with others and let others learn 	<ul style="list-style-type: none"> We use equipment correctly We keep our classrooms tidy 	<ul style="list-style-type: none"> We put in our best effort We bounce back from challenges We take risks and challenge ourselves
ICT	<ul style="list-style-type: none"> We follow school ICT Guidelines We treat ICT equipment with respect 	<ul style="list-style-type: none"> We take care of all ICT equipment We make good choices when interacting online 	<ul style="list-style-type: none"> We understand that technology sometimes has problems and we try to find solutions
WALKWAYS & CORRIDORS	<ul style="list-style-type: none"> We walk with quiet voices and quiet feet 	<ul style="list-style-type: none"> We keep corridors tidy We line up quickly and quietly 	
PLAYGROUNDS	<ul style="list-style-type: none"> We share equipment and play areas We eat in the Eating Area We look after the environment 	<ul style="list-style-type: none"> We return any sports equipment we use We agree upon the rules before starting a game and we stick to those rules; if we are 'out' in a game, then we go 'out' 	<ul style="list-style-type: none"> We accept and follow the rules of games, even if it doesn't go our way We understand that sometimes we win, sometimes we lose
TOILETS	<ul style="list-style-type: none"> We give others privacy and use the toilets appropriately We wash our hands with soap and we dry our hands We use quiet voices 	<ul style="list-style-type: none"> We report problems to a teacher 	
ASSEMBLY	<ul style="list-style-type: none"> We sing the National Anthem and recite the school pledge with respect 	<ul style="list-style-type: none"> We sit quietly and actively listen to all speakers 	

Agreed Major and Minor Behaviours

In 2019, the staff agreed upon the following list of minor and major behaviours.

This is not a definitive list, but it does give us some clarity as to what constitutes Minor and Major Behaviours.

Minor Behaviours are dealt with by teachers, Major Behaviours are referred to School Leadership (Assistant Principal responsible for Welfare and Wellbeing).


 Wheeler's Hill PRIMARY SCHOOL WE ARE ALWAYS: CALM CONSISTENT BRIEF IMMEDIATE RESPECTFUL	WHPS Minor Behaviours Dealt with by Teachers	WHPS Major Behaviours Dealt with by Leadership	
	<ul style="list-style-type: none">• Copying or cheating• Late to class after breaks• Low-level bullying or teasing• Mild disruption• Minor physical contact• Non-compliance• Property misuse• Swearing	<ul style="list-style-type: none">• Criminal behaviour or significant theft• Deliberate property damage or vandalism• Deliberate, inappropriate use of technology• Leaving the school without permission• Serious or sustained highly disruptive behaviour• Serious or sustained physical aggression, bullying or harassment	

This is by no means a definitive list, but it does provide us with some clarity around what constitutes minor and major behaviours.
To prevent minor behaviours from escalating to major behaviours, staff use the *Continuum of Response for Minor Behaviours*.
Major Behaviours are referred directly to School Leadership, who then follow the *Continuum of Response for Major Behaviours*.

Continuum of Response to Minor Incidents

The Continuum of Response to Minor Incidents is the agreed procedure for staff to follow when managing minor incidents, with the intention of preventing minor incidents from becoming major incidents. The Continuum of Response should be displayed in every classroom and regularly used and referred to by teachers.

CONTINUUM OF RESPONSE TO MINOR INCIDENTS

 Wheeler's Hill PRIMARY SCHOOL WE ARE ALWAYS: CALM CONSISTENT BRIEF IMMEDIATE RESPECTFUL	PHASE 1	Maintain the flow of the lesson <ul style="list-style-type: none"> NON VERBAL CUE eg. proximity, expression, gesture PROMPT... give prompts of what to do, check for understanding PRAISE... for any improvement or positive behaviour of others RESTORE... let them fix it 	NO RECORD REQUIRED
	PHASE 2	Create a teachable moment <ul style="list-style-type: none"> REDIRECT... to something else RETEACH... show them what to do, private discussion, give opportunity to respond PROVIDE CHOICE... e.g. you need to walk away or you need to walk with me DIFFERENTIATE... modify the task on the fly to allow success 	RECORD AS A MINOR INCIDENT ON COMPASS <small>(Use Professional Judgement)</small>
	PHASE 3	Escalate if required <ul style="list-style-type: none"> Behaviour is now considered major SEEK ADVICE or ASSISTANCE. Get some help. Referral to Leadership / Wellbeing AP Restorative approach to conflict resolution 	RECORD AS A MAJOR INCIDENT ON COMPASS

Continuum of Response for Major Incidents


The Continuum of Response to Major Incidents is the agreed procedure for staff to follow when managing major incidents.

The Continuum of Response should be displayed in every classroom and regularly used and referred to by teachers.

CONTINUUM OF RESPONSE FOR MAJOR INCIDENTS

Major incidents include:

Criminal behaviour or significant theft. Deliberate property damage or vandalism. Deliberate, inappropriate use of technology. Leaving the school grounds without permission.
 Serious or sustained highly disruptive behaviour. Serious or sustained physical aggression, bullying or harassment.

 Wheeler's Hill PRIMARY SCHOOL	STEP	ACTION
WE ARE ALWAYS: CALM CONSISTENT BRIEF IMMEDIATE RESPECTFUL	1	Seek advice or assistance from a colleague.
	2	Refer to Leadership – Assistant Principal for Wellbeing / Principal.
	3	Leadership will conduct a Restorative Approach to conflict resolution.
	4	Parents may be notified at the discretion of the Assistant Principal / Principal.
	5	Parent meeting may be held and potential actions agreed upon.
	6	Information about the incident: timing, location, individuals involved, actions etc. to be recorded on Compass by Leadership.
	7	The following may be considered: Outside agencies such as police, counsellor etc Notify DET Incident reported to Emergency Services.
	8	If behaviour is considered extreme, actions such as internal suspension, suspension or expulsion from school may be considered. These actions must involve consultation with Principal and must follow Departmental procedures.

Explicit Teaching of Expected Behaviours

Children do not automatically know the behaviours that are expected of them. Students learn appropriate behaviour in the same way a child who doesn't know how to read learns to read—through instruction, practice, feedback and encouragement.

If a child makes a mistake with their speaking, we teach them the correct way.

If a child makes a mistake with their reading, we teach them the correct way.

If a child makes a mistake with their mathematics, we teach them the correct way.

If a child makes a mistake with their behaviour... of course, we should teach them the correct way!

Each week, the whole school focuses on one behaviour from the Positive Behaviour Expectations matrix. This behaviour must be explicitly taught to the students.

Each year level creates a lesson for each behaviour, and this lesson will be implemented in every classroom in that year level. This will ensure consistency of practice.

These lessons will be compiled into a resource document which will be available to all staff.

Non-Negotiables

- It is expected that all staff in the school use the free and frequent tokens system to acknowledge positive behaviours.
- SWPBS lessons must be included in team planning documents and individual work programs.
- At least one session of Social/Emotional Learning must be scheduled each week. This session may include Circle-Time, Resilience Project and SWPBS behaviour focus.
- The following must be on display in every classroom and referred to regularly by class teachers:
 - School Values
 - Positive Behaviour Expectations Matrix
 - Major/Minor Behaviours
 - Continuum of Response to Minor Behaviours
 - “Is It Bullying?” Poster
 - Class Essential Agreement
- Each class must provide a space for token collection boxes that is easy for students to access.

Free and Frequent Acknowledgement System (Tokens)

Free and Frequent Acknowledgement System allows for staff to acknowledge appropriate behaviours in students in a non-invasive manner. Coloured counters, aligned with the colour-coded school values on the Behaviour Matrix, are handed out freely as students demonstrate appropriate behaviours. Student voice is activated when students use their tokens to vote for a whole school reward.

Free and Frequent Acknowledgement System

This reward system acknowledges appropriate behaviours and is linked to our school values. It:

- provides immediate feedback to the student
- is simple and easy for teachers to use
- reflects our school values
- is non-invasive and will not interrupt the flow of lessons
- encourages student voice

It works like this:

- ▶ Catch a student demonstrating an expected/positive behaviour that reflects those listed in the matrix.
- ▶ Approach the student and congratulate them (using their name) and clearly identify the behaviour and value/s that for which they are being rewarded.
e.g. "Thank you Katie for picking up rubbish and showing respect for our school."
- ▶ Present the student with the coloured token that reflects the school value they have demonstrated (refer to Matrix).
- ▶ The student will then place their token in their space in the SWPBS box
- ▶ Teachers are NOT to take tokens away from students. This is an acknowledgement system and is not to be used for punishment.
- ▶ On Fridays, students will take their tokens from the SWPBS box and deposit them in their choice of the three voting bags in each classroom
- ▶ Each voting bag represents a different potential whole school reward
- ▶ Monitors will then take the bags to the collection point outside the office, and add your class tokens to the whole school voting buckets (just like at Grill'd Burgers!)
- ▶ Tokens will be counted /weighed towards the end of term to determine the whole school reward for that term.
- ▶ Free and frequents are meant to be just that!
- ▶ Tokens can be handed out to any child, by any staff member, in any location around the school including: in class, in the playground, on yard duty, in specialist classes, moving around the school, during assembly, at the office etc. Do not limit your free and frequents to just your class or your classroom.



Use the tokens with high frequency when teaching a desired behaviour.
Use them intermittently / unpredictably to maintain the taught behaviour.

Restorative Practices

AT WHPS we use a Restorative approach to resolving behavioural issues between students. The Restorative Practices model is a research-based model which has been implemented world-wide. It has greater success in addressing unwanted behaviours than punishment-based models, as it confronts the behaviour in terms of the harm done to others, it gives the victim a voice and focuses on the relationships between people.

All teachers are provided with a script to be used as a guide when having restorative conversations with students. Training is made available to staff.

A copy of the Restorative Script and the Continuum of Response to Minor Incidents is attached to each teacher's yard duty bum bag.

CRTs are handed a lanyard at the beginning of their shift, which has the Restorative Script and the Continuum of Response to Minor Incidents attached.

Restorative Script

TO THE OFFENDER:

- What happened?
- What were you thinking about at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- How have they been affected?
- What needs to be done to fix it?
- What do you think (victim's name) needs to hear or see from you?
- What support or help do you need to do that?

TO THE VICTIM:

- What was your reaction at the time of the incident?
- How do you feel about what happened?
- What has been the hardest thing for you?
- How did your family or friends react when they heard about the incident?
- What do you need to hear or see from (offender's name) to feel better?

Agreement between the offender and the victim is reached through discussion. A contract may be written and signed if necessary.

Reporting Major Behaviour Incidents on Compass

Any behaviours that occur within the school that fall under the 'Major Behaviours' category must be recorded in Compass. Please follow these steps:

1. Search for the student
2. Click 'Add Chronicle Entry'
3. In first drop down box, select 'Attitude/Behaviour'
4. In second drop down box, select grey/green/amber/red to indicate the level of severity of the incident
5. Select the date and time that the incident occurred
6. Ignore the 'points +/-' box
7. Select the location within the school where the incident occurred
8. Select the type of behaviour (note the behaviours to select from are the agreed major behaviours)
9. Type a brief sentence outlining the incident in the 'Overview' box
10. Enter details regarding the incident in the 'Details' box
11. Add the names of any other students involved, and select if they were involved/witness/perpetrator/victim
12. Add any relevant attachments if necessary
13. Save and close.

Note: if the issue is of a confidential nature, please select the appropriate level from the Staff Visibility drop down box.

SWPBS Team

The SWPBS Team was formed in 2018. The core team attended two days of training and the coordinator has attended an additional day of training.

The SWPBS team meets with our SWPBS Coach for Inner East, once per fortnight.

Free and Frequent Acknowledgement System

This reward system acknowledges appropriate behaviours and is linked to our school values. It:

- **provides immediate feedback to the student**
- **is simple and easy for teachers to use**
- **reflects our school values**
- **is non-invasive and will not interrupt the flow of lessons**
- **encourages student voice**

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- ▶ Free and frequents are meant to be just that!
- ▶ Tokens can be handed out to any child, by any member, in any location around the school in class, in the playground, on yard duty, in classes, moving around the school, during at the office etc. Do not limit your free and to just your class or your classroom.



WHEELERS HILL PRIMARY SCHOOL	
SCHOOL VALUES	
RESPECT	RESPECT FOR OURSELVES AND OTHERS
RESPECT	RESPECT FOR OUR COMMUNITY
RESPECT	RESPECT FOR OUR ENVIRONMENT
RESPECT	RESPECT FOR OUR COUNTRY
RESPECT	RESPECT FOR OUR CULTURE
RESPECT	RESPECT FOR OUR RELIGION
RESPECT	RESPECT FOR OUR BELIEFS
RESPECT	RESPECT FOR OUR OPINIONS
RESPECT	RESPECT FOR OUR ABILITIES
RESPECT	RESPECT FOR OUR DIFFERENCES
RESPECT	RESPECT FOR OUR FREEDOM
RESPECT	RESPECT FOR OUR CHOICE
RESPECT	RESPECT FOR OUR RIGHTS
RESPECT	RESPECT FOR OUR RESPONSIBILITIES
RESPECT	RESPECT FOR OUR DIVERSITY
RESPECT	RESPECT FOR OUR INCLUSIVITY
RESPECT	RESPECT FOR OUR EXCELLENCE
RESPECT	RESPECT FOR OUR INNOVATION
RESPECT	RESPECT FOR OUR CREATIVITY
RESPECT	RESPECT FOR OUR DREAMS
RESPECT	RESPECT FOR OUR VISIONS
RESPECT	RESPECT FOR OUR FUTURE
RESPECT	RESPECT FOR OUR LEGACY
RESPECT	RESPECT FOR OUR HISTORY
RESPECT	RESPECT FOR OUR TRADITIONS
RESPECT	RESPECT FOR OUR HERITAGE
RESPECT	RESPECT FOR OUR IDENTITY
RESPECT	RESPECT FOR OUR UNIQUENESS
RESPECT	RESPECT FOR OUR COMMONALITY
RESPECT	RESPECT FOR OUR HUMANITY
RESPECT	RESPECT FOR OUR PLANET
RESPECT	RESPECT FOR OUR WORLD
RESPECT	RESPECT FOR OUR UNIVERSE
RESPECT	RESPECT FOR OUR GOD
RESPECT	RESPECT FOR OUR FAITH
RESPECT	RESPECT FOR OUR SPIRIT
RESPECT	RESPECT FOR OUR SOUL
RESPECT	RESPECT FOR OUR HEART
RESPECT	RESPECT FOR OUR MIND
RESPECT	RESPECT FOR OUR BODY
RESPECT	RESPECT FOR OUR EMOTION
RESPECT	RESPECT FOR OUR THOUGHT
RESPECT	RESPECT FOR OUR ACTION
RESPECT	RESPECT FOR OUR WORD
RESPECT	RESPECT FOR OUR DEED
RESPECT	RESPECT FOR OUR CHARACTER
RESPECT	RESPECT FOR OUR REPUTATION
RESPECT	RESPECT FOR OUR IMAGE
RESPECT	RESPECT FOR OUR REPUTATION
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staff including:
specialist
assembly,
frequents

IS IT BULLYING?

NOT

NICE

When someone says or does something **unintentionally** hurtful and they only do it **once...**

That is **Not Nice.**

MEAN

When someone says or does something **intentionally** hurtful and they do it **once...**

That is **Mean.**

BULLYING

When someone says or does something **intentionally** hurtful and they **keep doing it, over a period of time,** even when you tell them to stop or show them that you are upset...

That is **Bullying.**