



SWAN HILL COLLEGE

School Wide Positive Behaviour Support Plan (PBS)



RESPECT

RESPONSIBILITY

BELONGING

HIGH EXPECTATIONS

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PART A: Overview and background

School Wide Positive Behaviour Support

At Swan Hill College we work together to achieve excellence and have high expectations of behaviour to create an environment which promotes individual academic and social growth.

A clear set of behavioural expectations are developed around our key school values of:

RESPECT, HIGH EXPECTATIONS, RESPONSIBILITY, BELONGING

- All behaviour is a result of the choices we make
- All actions have consequences
- Behaviour is managed by developing relationships and rapport
- Positive behaviour is supported, recognised and celebrated

Our School Wide Positive Behaviour Support Expectations Matrix outlines our values and specific expectations. The Matrix is clearly displayed across all learning environments.

Rationale

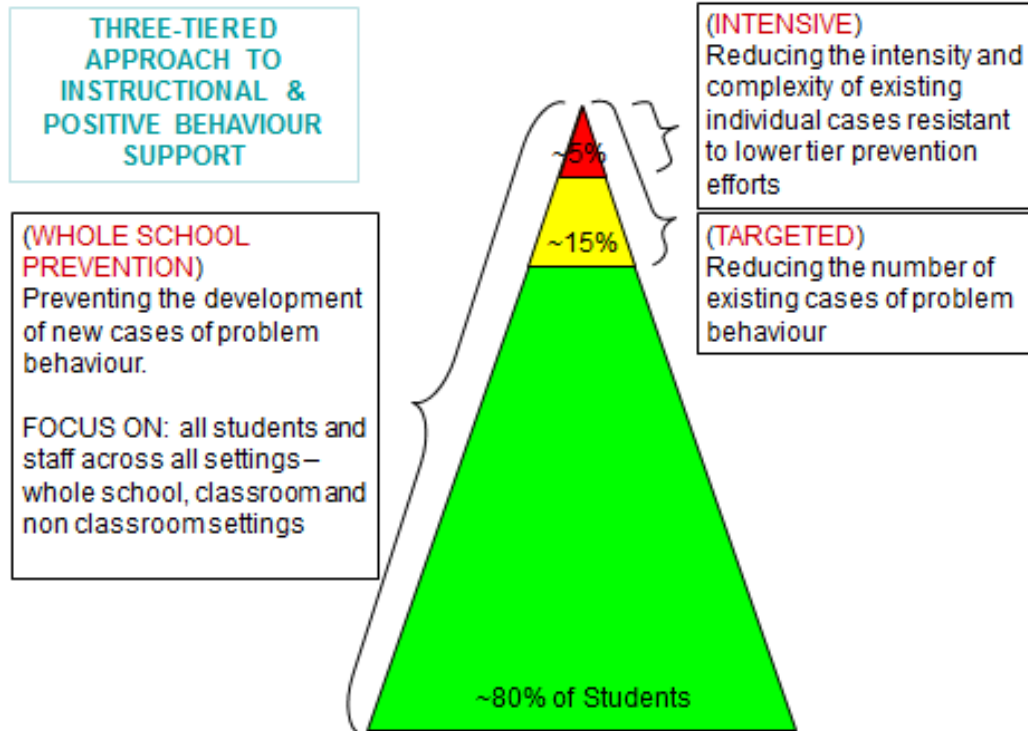
The Whole School Student Behaviour Support Plan is established to provide a positive school climate, and to create a supportive environment for personal, social, emotional, spiritual, and academic growth for students and staff. It is an instrument to enable the aims and values of our school to be reached, especially the goal of student achievement. The Whole-School Student Behaviour Support Plan represents a necessary step in a continuum for providing behaviour support for all our students.

Within our School Wide Positive Behaviour Support (SWPBS) approach the first group represents all of the student population – the Learners. Most of these students respond positively to a proactive whole school behaviour support plan.

The second group, comprising approximately 10 - 15% of students, may be classified as 'at risk'. These students can become more successful learners with more specialised or targeted supports.

The final group, approximately 5% of students, is classified as those students who require specialised and usually intensive individual support services. These students have access to additional behaviour support practices outlined in the Whole- School Student Behaviour Support Plan.

Three-tiered Approach



The Whole-School Student Behaviour Support Plan is designed for all students. However, once the proactive support plan is in place, we are able to address the needs of the students requiring more intensive behaviour supports.

To enable the interventions used for the 'at risk' and 'individual' students to also become successful, our Whole School Student Behaviour Support Plan will provide the supportive environments and practices to maintain these changes.

Beliefs about Learning and Behaviour

School-Wide Positive Behaviour Support is a research evidence based framework and process for schools to organise their systems, practices and use of data in the area of student behaviour. At Swan Hill College we look to teach and support appropriate student behaviours. Our School Wide Positive Behaviour Support program aims to:

- Replace undesired behaviour with a new behaviour or skill
- Teach appropriate skills
- Alter environments
- Reward appropriate behaviour

Why should PBS work in our school?

- To be effective, PBS has to reinforce staff and student behaviour by rewarding or acknowledging appropriate behaviour and by withholding reinforcement when problem behaviour occurs.
- Staff and students will learn that the PBS process works for them because they are able to get what they want but only through using appropriate behaviour taught.

School Wide Positive Behaviour is:

- Not a specific package or curriculum, it is systematic and evidence-based
- Not about watering down consequences
- Not limited to any particular group of students...it's for all students
- Not new - it's based on a long history of practice and research

What does PBS look like at Swan Hill College?

- Clear set of behaviour expectations developed around key values.
- Behavioural expectations identified within 5 minutes of entering the school.

- Students are able to state the behavioural expectations and create PBS lessons to model appropriate behaviours.
- Students are recognised for positive behaviours.
- Student leaders, referred to as PBS leaders, are withdrawn from classes to work on developing lessons to be explicitly taught to whole school.
- Positive behaviours are explicitly taught and encouraged.
- Data is collected and used in decision making.
- It is a team-based approach.
- Families are actively included.

Part B: The Tiers

Tier 1: Whole School Prevention

Why do we explicitly teach expected behaviours?

Introducing, modelling and reinforcing positive social behaviour is an important step in a student's educational experience. Explicitly teaching our behavioural expectations, as within the PBS Matrix, and acknowledging students for demonstrating them is integral to our success.


How do we teach school behaviours?

TELL	Introduce the expected behaviours and discuss why it is important
SHOW	Demonstrate and model
PRACTICE	Role play expected behaviours in relevant contexts
MONITOR	Pre-correct, supervise and provide positive feedback
RETEACH	Practice throughout the day.

Where do we teach expected behaviours?

- In every classroom throughout the school. PBS lessons will be taught throughout the year and it is expected that all staff will explicitly teach and model these lessons. Every teacher is expected to teach 1 PBS lesson of their choice for each class they teach. Staff may teach more than one lesson to re-enforce or re-teach desired behaviours. In this way, staff can focus their teaching to the needs of the class. Staff will record what they have taught to each class in a spreadsheet
- Everywhere in the school in every activity
- The PBS Matrix is designed to help staff and students understand the expected behaviours within the college
- In each assembly
- A bank of lessons is located in T: Drive in the PBS folder. This folder is broken up into values and then folders for each behaviour. If staff develop new lessons, they should be placed on T: Drive

The Matrix



POSITIVE BEHAVIOUR EXPECTATIONS

RESPECT	RESPONSIBILITY	BELONGING	HIGH EXPECTATIONS
<p><i>We Will:</i></p> <ul style="list-style-type: none"> Respect all people, places and property in school and the wider community. Keep the yard tidy and respect the environment. Respect that we are all here to learn. Respect each other's differences. Be considerate of others by using respectful and inclusive language, and not swearing 	<p><i>We Will:</i></p> <ul style="list-style-type: none"> Take responsibility for our actions and model expected behaviours. Keep lockers organised and locked. Engage appropriately with technology. Attend all classes and be on time. Take responsibility for our learning, meet deadlines, and work to our capacity. 	<p><i>We Will:</i></p> <ul style="list-style-type: none"> Maintain personal hygiene and self-care while at school. Create a safe environment by being inclusive to all. Be prepared for class discussions and activities. Wear the appropriate school uniform. Celebrate appropriately and show appreciation. 	<p><i>We Will:</i></p> <ul style="list-style-type: none"> Use feedback provided to enhance our learning. Aim high and challenge ourselves. Accept opportunities and take on all roles. Be supportive and encouraging to others. Approach learning with a growth mindset.

How are students involved in teaching these behaviours?

All student leadership groups: Junior, Senior, VCAL, Sustainability and House Captains form a PBS leadership team. They meet regularly to develop lessons from the PBS matrix to show at assemblies. This guarantees commitment from the staff and students into how PBS is delivered and taught across the college. This also makes sure we are inclusive of all cultures and year levels within our College.

How is the Community involved in teaching these behaviours?

At every School Board meeting a PBS report is delivered to those in attendance by a College Captain who reports on how often the students are meeting and how the lessons are received. The members of the School Board have the opportunity to have input into the lessons at this meeting. Once a term PBS data is presented to School Board. Parent forums at both junior and senior level are open to parents and carers to contribute to PBS in the College. Both these contacts allow for community involvement into our delivery of the lessons and to the students.

Positive Behaviour Rewards

Teacher Awards

The Behaviour Matrix explains the behaviours which we expect in our school and stickers are awarded to acknowledge students demonstrating the school values. Staff record rewards on Daymap which tallies rewards for each student.

A *weekly draw* occurs each Friday. Student names are published weekly on the Bulletin and those students win a canteen voucher.

Student names will also be drawn at end of term assemblies.

Student rewards are tallied and points will be awarded to each house. *Certificates* for students achieving significant

numbers of rewards will be awarded as follows:

- 10 rewards – Bronze Certificate
- 25 rewards – Silver Certificate
- 50 rewards – Gold Certificate
- 100 rewards- Platinum Certificate

Rewards do not carry over into the next year.

Teachers nominate students for awards connected to values and PBS each term and PBS Awards are issued by Year Level Managers at assembly.

Attendance Awards

End of term and *year* awards for high attendance e.g. 100% Attendance Award

Individual class rewards are at the discretion of the classroom teacher.

Extra-Curricular Activities Awards

Staff can reward a student for participating in any extracurricular activity by recording an award on the Daymap system. The points used for these awards help to determine the end of year *House Spirit Shield*.

What are the most important things staff can do?

- Positively reinforce students at every opportunity (Use the reward system)
- Explicitly teach and reteach the school's behaviour expectations (as per Matrix)
- Adopt consistent classroom management strategies
- Support and promote the House system and extra curricula activities
- Attend meetings about students with behavioural issues when requested
- Use restorative practices
- Ensure students are ready to learn and we are ready to teach
- 100% of staff are 100% committed to PBS

Planning and preparing for successful learning environments.

When planning and preparing for successful lessons we use our Teaching and Learning Framework and PBS Protocols.

PBS Protocols:

- Establish and acknowledge a safe and predictable classroom environment
- Build positive relationships with students (greet students at the door, get to know them and their abilities, etc.)
- Teach, reinforce and review expected behaviours and routines
- Acknowledge displays of positives expectations regularly
- Maximize opportunities for learning
- Respond to minor behaviours quickly and discreetly
- Respond to major events and behavioural issues by following procedures
- Address previous problems before the next lesson
- End the class positively with acknowledgement of expected behaviours

Tier 1: Classroom Intervention Strategies to manage minors

When a staff member observes problem behaviour in class that is deemed minor they should use a range of the following

strategies. There is not an order to the strategies within each section, nor is there a need to use every strategy in each section. However, staff should start with early intervention, then move to intervention before using further intervention strategies.

Early Intervention

- Proximity (move towards/near) the student
- Touch desk (light, quick)
- Student's name (quick, quiet)
- Gesture (Finger on mouth)
- The look (eye contact, quick)
- The pause (active pause—Scan the class, wait for compliance)
- Ignore (Turns it back on student.)
- Signal (to begin)
- Seating plan
- Have a box for students to place items at the beginning of the lesson, to be collected at the end
- Expectation reminder or re-state the expectation or re-teach the expectation not being followed for whole class. (bank of lesson plans in T:Drive)
- Lend resources if they do not have them
- Say, "Thank you" when student complies.

Intervention

- Expectation reminder or re-state the expectation or re-teach the expectation not being followed
- Give the student a task
- Move within the room
- Contact home
- Remind student of the expectation, if it is not followed, an agreed or logical consequence will occur
- Check in – HALT (Are you hungry, angry, lonely or tired). Is there something worrying/concerning them? Can they attempt the work?
- Provide an option – you can do this.... Or this....
- Lateness – make time up
- Confiscate item for the lesson
- Recognise positive change in behaviour

Further Intervention

- Remind student of the expectation, if it is not followed, an agreed or logical consequence will occur
- Detention
- Yard duty with the teacher
- Agreed or logical consequence
- Restorative
- Contact home
- Tap in/Tap out

Teacher reflection

- Have I checked this students' levels and if there are any further information about them?
- Can I rethink my instructions?
- Is the work at their level? Too easy or too hard?
- Lesson structure – Am I using SHC instructional model and HITS? Is there variety?
- Is there something behind the behaviour? Should I check in with the YLM or Wellbeing?
- Are there any strategies from the following resources I could use
 - The Behaviour Ambulance – Greg Mitchell
 - <https://www.pbisworld.com/>

Tap In / Tap Out

At Swan Hill College we use a Tap in/Tap out system. Where a teacher has used a range of intervention strategies and the student's behaviour continues to be inappropriate/disruptive OR the student's behaviour requires immediate action (such as a fight in class) a Tap in/Tap out can be used.

When a tap in is required the teacher contacts one or both of the sub schools by

- Skype messenger to ES staff member in Senior and Junior School
- Sending a reliable student to the nearest Sub school
- Or phoning ES staff member in Junior and/or Senior school with school phone

A sub school team member/leading teacher or Principal member will attend the classroom

The Tap In

The Tap in is designed to try and work with the student to make change and remain in the class. It is where a sub school member/Leading teacher/ Principal steps into the class whilst the Teacher undertakes a restorative with the student. A Tap in may also result in the staff member who arrives at the class undertaking a restorative, but the preference is that this is undertaken by the teacher.

The Tap out

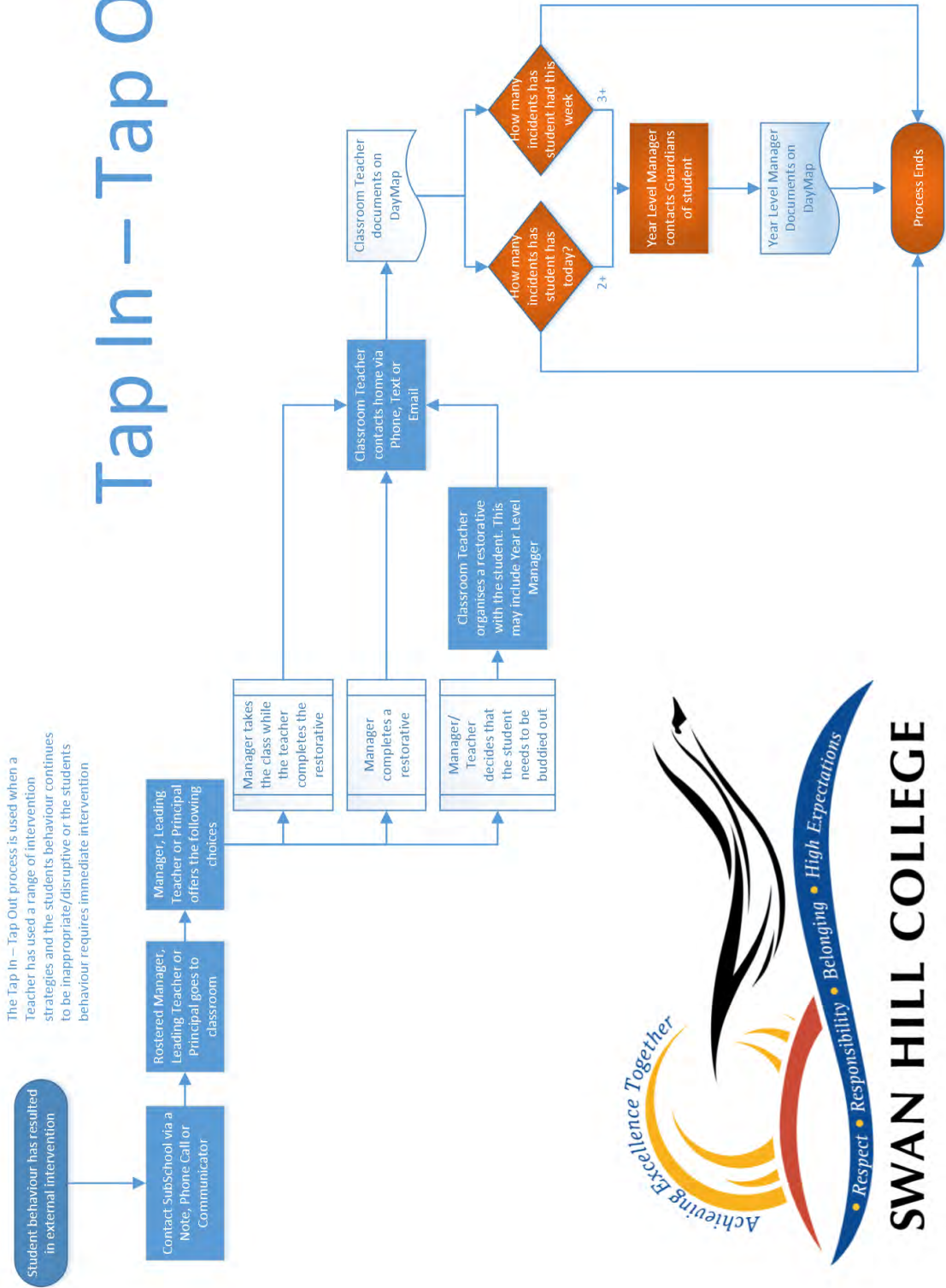
The Tap out is when a student is exited from the class and taken to a buddy room by the staff member responding to the Tap in/Tap out. A buddy room roster will be created by Sub schools Leaders rather than staff individually organising buddy rooms.

The process, documentation and follow up

The process is outlined in the flowchart below. It is vital that all staff follow the process as outlined, document the Tap in/Tap out and contact home. Documentation enables the sub schools to see patterns, follow through with interventions for multiple Tap in/Tap outs and look at prevention, intervention and support where needed.

Tap In – Tap Out

The Tap In – Tap Out process is used when a Teacher has used a range of intervention strategies and the students behaviour continues to be inappropriate/disruptive or the students behaviour requires immediate intervention



Restorative Conversation

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

Rationale

The rationale behind this approach is that when offenders reflect upon their harm to victims:

- They become remorseful and act restoratively.
- Practitioners can focus on the unacceptable behaviour of offenders rather than their moral character
- This can lead to healthier interpersonal relations among members of the school community and more effective learning.

Application

1. Restorative practices can be undertaken in a variety of forums. It may be conducted with varying degrees of formality and may include just those students most directly involved in bullying or in some circumstances a whole class. 'Community Conferences' include supportive third parties such as friends, families and possibly a community figure such as a police community liaison officer. This forum is used to address concerns of both individuals and the wider community.
2. The work in schools with cases of bullying is commonly guided by flashcards or an agreed script which direct practitioners to ask the bully to describe what happened and to reflect on what harm it has done. The victim is asked to say how she or he has been affected and what needs to be done to put things right.

Using the conference script, offenders are asked these restorative questions:

- *"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?"*

Victims are asked these restorative questions:

- *"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 and friends react when they heard about the incident?"*

Feelings of shame that are elicited need to lead to re-integration into the community rather than a sense of being alienated and stigmatised.

3. In the spirit of personal responsibility, forgiveness and commitment to positive future behaviour, both the target and the bully express their acceptance of the proposed solution/s and discuss what can be done to prevent a recurrence.
4. The situation is then monitored by school staff and further intervention occurs if the situation does not improve.
5. In some cases, considerable work is done behind the scenes to prepare the participants including bystanders and others to ensure a positive outcome.

Minor and Major Flowchart



Major and Minor Behaviour Response Continuum

PREVENTION	<ul style="list-style-type: none"> • Greet students • Be organised and on time to class • Explicitly teach classroom expectation • Establish classroom norms • Acknowledgements - rewards • Recognise positive change in behaviour • Follow the mobile phone policy
	<ul style="list-style-type: none"> • Check in • Early intervention – proximity, touch desk, students name, gesture, look, eye contact, pause, ignore, signal. • Seating Plan • Move/regroup • Give students a task • Provide an option
MINOR	<ul style="list-style-type: none"> • Enforce consequences (detention) • Confiscate item for the lesson • Reteach expectation
MAJOR	<ul style="list-style-type: none"> • Tap in/tap out • Contact home • Restorative conversation • Behaviour Support Plan/Card • Request additional support
	<ul style="list-style-type: none"> • DayMAP referral to sub school <ul style="list-style-type: none"> ○ Contact home ○ Restorative ○ Wellbeing ○ Reteach expectation/s ○ Recognise positive change ○ Behaviour support plan/card ○ Isolation/Exclusion ○ Detention ○ Suspension ○ Parent/Agency Meeting ○ Referral to external services

MINOR BEHAVIOURS

Property: Reversible low level damage of property (eg: drawing on table); use of an item not for its intended purpose, causing harm.

Tuancy: Leaving classroom without permission; not returning to class or not returning in a timely manner.

Inappropriate language: Non-targeted or non-confrontational swearing.

Physical: Non-serious, playful, but inappropriate contact.

Teasing/taunt/harassment: verbal, gestures, written - low level. Excluding others from play or activities; verbal challenge without an intent to cause harm

Non-compliance: Defiance/disrespect. Not following instructions, talking back, interrupting instruction, making noises, calling out

Work output: Failure to complete any work; not being responsible for own work.

Late to class: without a note/reason

Mobile Phone: Not following mobile phone policy

Uniform: Not following uniform policy

MAJOR BEHAVIOURS

Property: Deliberate damage of property, that is not easily reversible

Tuancy: Leaving school grounds without permission, not attending school without parent permission, not attending class

Inappropriate language: Targeted at a person, aggressive

Physical: Aggressive behaviour OR serious contact with intent to harm.

Teasing/threat/harassment: disrespectful communication that are based on race, religion, gender, age, disability, national origin and/or other personal matters. Sustained or intense verbal/written attacks.

Work output: Destroying other people's work; cheating/plagiarism

Non-compliance: defiance/disrespect/disruption. Ongoing refusal to follow instructions. Ongoing yelling, interruption, arguing, out of seat, etc. Actions resulting in an inability to continue to teach

Criminal behaviour: including possession of a weapon, possession of drugs/alcohol (cigarettes), stalking, theft, criminal damage

Tier 2: Targeted Intervention

Tier 2 is for approximately 15% of students who need targeted support to reduce the number of existing cases of problem behaviour.

Major behaviour

If students are behaving in a dangerous or destructive manner, then this behaviour is deemed a 'Major' and the student is to be referred to the Year Level Manager by entering the incident on Daymap as a major. The Year Level Manager has the following process they could adhere to when dealing with the student:

- Year Level Manager is to deal immediately with the student and the issue. This could involve:
 - A restorative conversation
 - A phone call home to parents
 - A parent/ student / teacher meeting
 - Consequences could include: detention- lunchtime, after school Friday, isolation, suspension, behaviour card, reimbursement of damaged facilities
 - Referral to the Principal
 - Referral to the Wellbeing Department via a referral form- if the student is under 16 parent permission is needed
- If referred to Wellbeing they have the following processes to adhere to:
 - Allocate Counsellor from information on referral from Year Level Manager
 - Counsellor to talk to student
 - Counsellor to decide if student needs outside involvement e.g. Headspace
 - Counsellor to keep 'touching base' with the student
 - Notify Year Level Manager of the outcome
- If referred to the Principal, they may:
 - Contact home
 - Arrange a restorative with all parties needed- teacher, student, parents, police
 - Contact Region
 - Notify Year Level Manager of the outcome
 - Suspension or other consequences

When all processes are complete the Year Level Manager is to document everything on the Daymap entry completed by the staff member to let the staff involved know of the outcomes.

Tier 3: Intensive support

Tier 3 is only for approximately 5% of students who need more individualised intensive support **in addition to** the school wide supports in place for Tiers 1 and 2.

Students who require Tier 3 intervention will be supported by multi- disciplinary team and will include key personnel who can facilitate a specific student's team in conducting required assessments and behaviour plans.

Composition of support teams will vary as the team should have a diverse representation of members who know the student best. Support teams may include:

- Principal Class member
- Teachers, Year Level Managers
- Therapists
- Regional SSS staff
- Teacher Aide
- Counsellor
- KESO
- Other personnel who have direct knowledge of the child's behaviour
- Parent/guardian
- Clontarf

Team Responsibilities

- Identify individual behavioural issues
- Gather data and information to conduct a Functional Behaviour Assessment (FBA)
- Develop a Positive Behaviour Support Plan and supports based on the FBA
- Implement or support the behaviour intervention plan
- Monitor the progress of the PBSP

Tier 3 interventions most often require staff to change their behaviour in order to change features of the environment or context triggering behaviours, teach new skills and deliver reinforcement. It is important that this is a collaborative process and that staff are aware of their role in Tier 3 supports.

Referral Process

Students requiring Tier 3 interventions have usually been identified over a period of time as a result of moving along the continuum of interventions available to the school, which would have involved teachers, Year Level Managers, Principal class and Well Being support.

References:

- Functional behaviour Assessment (FBA) (these documents need to be developed or existing docs modified for PBS)
- Behaviour Support Intervention Plan (BSIP)
- Daymap
- Enrolment information
- Escalation Plan.