

SWPBS



SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT HANDBOOK

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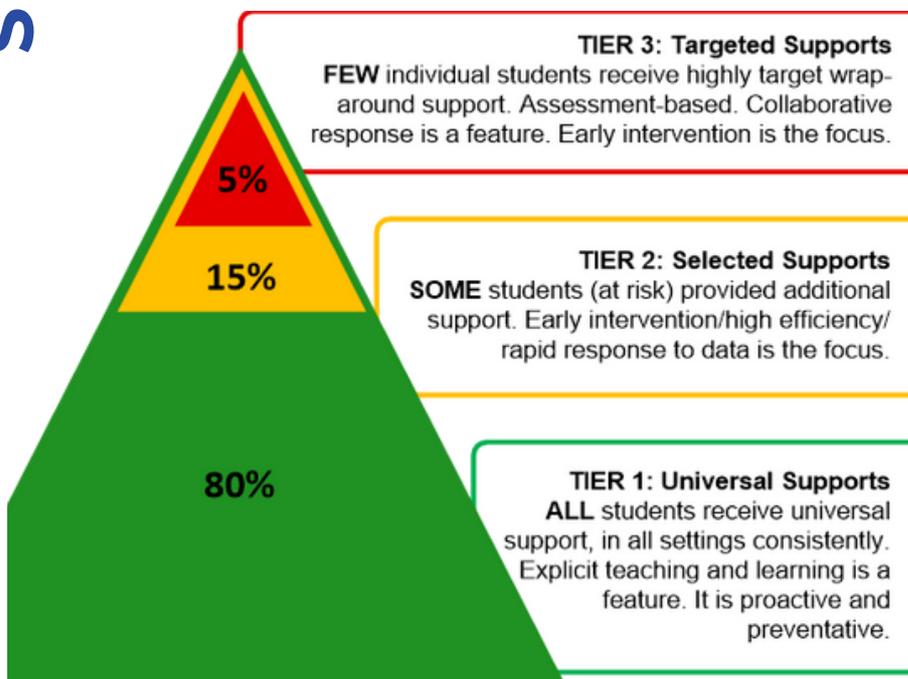
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1. WHAT IS SWPBS?

School-wide Positive Behaviour Support (SWPBS) is an **evidence-based framework** that brings together school communities to develop **positive, safe, supportive learning cultures**.

When SWPBS is implemented well, teachers and students 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.
- a **predictable learning environment** with improved perceptions of safety and **increased attendance**



SWPBS uses a **tiered intervention framework** that invests in;

- **Universal (tier 1):** supports for all students, staff and settings
- **Selected Supports (tier 2):** additional specialised group systems for students with at-risk behaviour
- **Targeted Supports (tier 3):** specialised, individualised systems for students with high-risk behaviour, provided in addition to primary and secondary prevention.

2. HOW DO WE PROVIDE TIER 1 UNIVERSAL SUPPORTS FOR OUR STUDENTS?

At VUSC, we use a range of **strategies** and **practices** that collectively **support** the **majority** of students to behave in a **positive** way and which **prevent** the likelihood of **negative behaviours** occurring in the first place.

| PREVENTATIVE AND PROACTIVE STRATEGIES | | |
|--|---|---|
| <p>Curriculum:</p> <ul style="list-style-type: none"> Structuring of lessons using the LIFT format. Use of HITS Engaging, relevant, content appropriate to student level | <p>Positive Environment</p> <ul style="list-style-type: none"> 6:1 Positive Comment Ratio Seating Charts Greeting student at the door Active Supervision You've Been Spotted Cards Commendations Building Relationships | <p>Expected Behaviours</p> <ul style="list-style-type: none"> Matrix of Expected Behaviours taught. Classroom routines and procedures established and taught. Follow behavioural response flowcharts to address negative behaviours |

3. WHAT ARE OUR EXPECTED BEHAVIOURS?

At VUSC, students are taught to behave in a way that is **safe**, **respectful** and **responsible** across all settings.

The School wide PBS **matrices** remind students to be safe, respectful and responsible and are detailed in both their student planner and in posters displayed around the school.

Students are explicitly taught and reminded about the **school wide expected behaviours** in **Home-group** as well as the expected behaviours in the **classroom** by their **teachers**.

|  SCHOOL-WIDE POSITIVE BEHAVIOURS All Settings | | |
|--|---|--|
| SAFE | RESPECTFUL | RESPONSIBLE |
| WE WILL: <ul style="list-style-type: none"> Keep our hands and feet to ourselves Use facilities for their intended purpose Follow staff instruction Stay in designated areas Sign out when leaving early | WE WILL: <ul style="list-style-type: none"> Support and encourage others Include others Use our manners Wait our turn Walk between classrooms quietly | WE WILL: <ul style="list-style-type: none"> Wear the correct school uniform Attend school every day Keep our mobile phones in our lockers Arrive to school and class on time Put our rubbish in the bin Use equipment and facilities respectfully Sign in when arriving late |
| <i>Aspire to Achieve - Respect Ourselves and Others - Strengthen the Community</i> | | |

|  MUSIC  | | | | |
|--|---|---|--|--|
| Expected Behaviours | | | | |
| SAFE | RESPECTFUL | RESPONSIBLE | | |
| <ul style="list-style-type: none"> Play your instrument at a safe dynamic Keep cases and leads out of walkways Store instruments and music in their allocated space | <ul style="list-style-type: none"> Only touch your own instrument. Play your instrument only when instructed Reset the rehearsal space Keep music sheets organized neatly in a folder | <ul style="list-style-type: none"> Bring your music diary to every lesson Bring your instrument to every lesson Practice your instrument at home Know your part Fix or report anything that needs repairing Write on sheet music with a 2B pencil. Wear the correct school uniform | | |
| Classroom Routines and Procedures | | | | |
| Start of the lesson | Getting Ready to Play | Explicit Instruction | Pack-Up Routine | End of lesson |
| <ul style="list-style-type: none"> Enter the room quietly. Read just-right reading book. | <ul style="list-style-type: none"> Move chairs into playing arrangement Wait for instrument to be handed out Keep instrument on lap until instructed to play. | <ul style="list-style-type: none"> Instruments down and in lap when teacher is giving instructions. Record information in Music Diary. | <ul style="list-style-type: none"> Stop playing once instructed to begin pack-up. Clean instrument. Place the instrument in allocated Year Level Area | <ul style="list-style-type: none"> Put Music Folders in allocated spots. Line up at the door |

4. HOW DO WE ACKNOWLEDGE POSITIVE BEHAVIOURS?

YOU'VE BEEN SPOTTED CARDS

At VUSC, we use 'You've Been Spotted Cards' to acknowledge when students demonstrate behaviours that are safe, respectful or responsible.

We use these cards in both **classroom** and **non-classroom settings** in order to teach and reinforce the behaviours we wish to see in these settings.

These cards are placed into a weekly raffle where students can win a range of prizes.



You've Been Spotted Cards

COMMENDATIONS

At VUSC, we also award **commendations** to students who display behaviour that goes above and beyond what is expected.

Commendations allow us to acknowledge students who are demonstrating our school values:

- **Aspire to Achieve**
- **Strengthen the Community**
- **Respect Ourselves and Others**