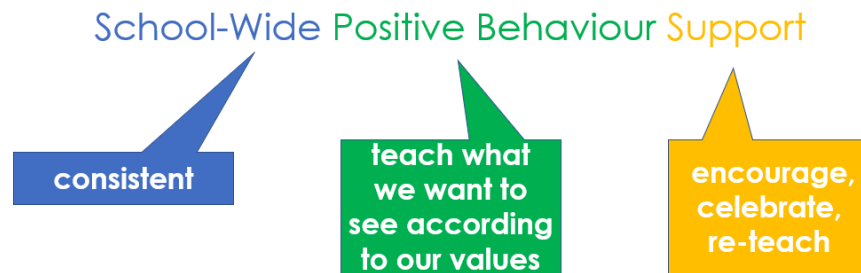


SWPBS GUIDE FOR FAMILIES

SWPBS stands for School-Wide Positive Behaviour System. As part of our whole school approach to wellbeing, it helps us to create a positive and safe place for ALL students to learn.



The implementation of SWPBS is evidence-based and supported by the Department of Education. It's a system used by schools all over Victoria, and throughout the world. At the same time, our SWPBS system is specifically tailored to the Newham Primary School environment and community, based on feedback and input from students, staff and families.

The program involves 7 essential features:

1. Common Philosophy and Purpose

SWPBS is underpinned by our school values:



Respect



Unity



Excellence



Resilience



Responsibility

2. Leadership

Implementation of SWPBS at our school is guided by the Mental Health and Wellbeing Leader and Principal. All staff are involved as a team in regular consultation, professional learning, review and data analysis.

3. Clarifying Expected Behaviours

We have an updated matrix of behaviour expectations (see below) that clearly states how students can demonstrate our school values. Teachers aim to use this language to praise and remind students. Additionally, we document routines for different settings at school - like the classroom ready to learn routine, lining up routine or accessing the office procedure. Expectations are written in positive and specific terms, so children know what behaviours we're looking for (rather than a long list of what not to do!)

Is it kind? Is it helpful? Is it needed?

“If a child doesn’t know how to read, we **teach**.
If a child doesn’t know how to swim, we **teach**.
If a child doesn’t know how to multiply, we **teach**.
If a child doesn’t know how to drive, we **teach**.
If a child doesn’t know how to behave, we...
teach? punish?”

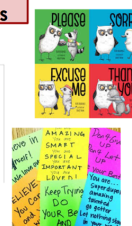
Why can’t we finish the last sentence as
automatically as we do the others?”

John Herner (NASDE President) Counterpoint 1998, page 2

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- KEY #4
**CHOOSE WORDS THAT HEAL
INSTEAD OF HURT**
("I FEEL MAD WHEN YOU ..."
INSTEAD OF "I HATE IT WHEN YOU ...")
- It's okay to be mad,
but it's not okay to be mean.
- 
- A large white dove with a red heart on its chest is shown from the side, looking down at a smaller grey dove. The grey dove is also looking up at the white dove. There are three small black dots above the grey dove's head, suggesting it is speaking or thinking.



5. Acknowledging Expected Behaviours

Research tells us that while a child is learning and embedding any new skill, it is essential that we provide positive feedback and reinforcement. Children (and adults!) are motivated by acknowledgements and rewards.

We aim to use (A LOT of) specific praise to help children know exactly what they've done well and so embed behaviour skills. Like this: *"Well done Jamie on encouraging your friend in the game, that shows respect.* In addition, rewards are essential reinforcers for positive behaviours. Consultation in years past let us know our community prefers that rewards aren't tangible stuff. Our community prefers communal celebrations, where we do fun things together. Communal rewards for individual achievements have the benefit of helping classmates to encourage each other and to celebrate each other's successes.

- In the classroom, we use Positive Points to acknowledge positive behaviours by individuals, small groups and the whole class.
- In non-classroom settings, we use Value Cards to acknowledge individual positive behaviours



Both Value Cards and Positive Points add up to achieve rewards.

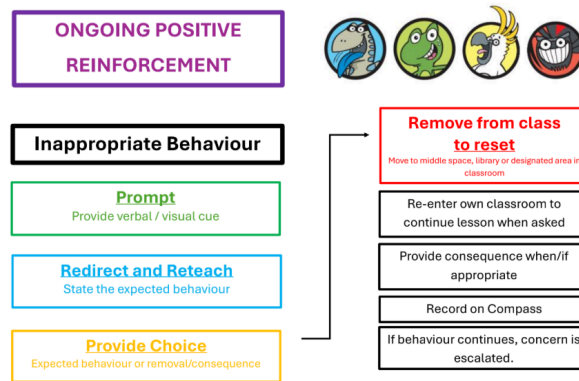
WHO	WHEN THEY...	THEY WILL...
Individual	achieve 20 cards	receive a certificate and be celebrated in the newsletter and assembly
Class	40 positive points	have 5 mins extra play time
	200 positive points	hold a class celebration (minimal cost fun activity chosen by the class e.g. games/art/movie afternoon, dress-up)
Whole School	fill all the spots on the NPS Value Cards sign	have a special whole school celebration (e.g. Wheels Day, Tie-dye t-shirts)

We would love you to share in and encourage your child's excitement at these SWPBS celebrations! Your children have told us how your praise of these achievements is a great motivator too!!

6. Responding to Inappropriate Behaviour

NPS staff are trained to respond consistently, predictably and fairly to inappropriate behaviour. We work to be: calm, brief, immediate, respectful and specific in our response.

Teachers follow agreed processes for defined minor and major inappropriate behaviours so that students and staff feel safe and can get on with learning. Logical consequences leave little incentive for repeating the inappropriate behaviour. Restorative practices help to heal hurt when conflict has occurred. In addition, reteaching children positive behaviours they are not meeting is fundamental to behavioural change and skill-building.



7. Ongoing Monitoring

We collect, analyse and act on a range of data to help us monitor and improve SWPBS at NPS. That data includes, for example: records of positive acknowledgements and inappropriate behaviour incidents, teacher peer observation, classroom and yard observations and student/staff/family surveys. This data highlights gaps or opportunities we may need to address with reteaching, new teaching or adjustments of processes.