Springvale Park Special Developmental School

School – Wide Positive Behaviour Support Handbook 2021

SWPBS at Springvale Park SDS

School Wide-Positive Behaviour Support (SW-PBS) is a framework which focuses on developing pro-social skills in our students. It is a proactive approach and will focus on teaching our students expected behaviours.

We have developed three expected behaviours (and visual aids to represent them), which we will actively teach our students. They are referred to as the 3 B's:

- Be safe
- Be kind
- Be your best

To support the learning of the expected behaviours, we have developed how expected behaviours should be demonstrated in specific areas, including the classroom, bus, during transitions, in the playground and on community access. A Matrix has been created and copies will be located around the school so staff can be reminded of what behaviours are expected in each setting.

Expected behaviours will be actively taught by all staff, through class lessons and resources. Opportunities for incidental learning will be optimised and students will be given opportunities to experience, model and practise pro-social behaviour. Teaching cards have been developed to be used with the students.

Rewarding and encouraging positive and pro-social behaviour is a significant part of SW-PBS and rewards will include immediate rewards such as verbal praise, hi 5's as well as larger rewards such as termly certificates, postcards home and weekly VIPs. Students may be rewarded individually, as a class or as a whole school. We have developed a variety of reward charts and these will be integral to SW-PBS.

School Wide-Positive Behaviour Support, focuses on prevention and involves establishing a continuum of behaviour support for all students. It has a primary prevention component which incorporates expectations, routines and modifying the physical environment. Pro-social behaviours and expectations are actively taught by staff and focus on promoting desirable behaviour. Some students will require more individualised and intensive interventions. These interventions also aim to teach skills and are function and strength based, person centred and are linked to SW-PBS. The continuum of behaviour support is comprised of three tiers. Tier one supports are for all students; tier two supports are for a smaller group who need further intervention and tier three supports target a minor percentage of students who require intensive support.

Purpose Statement:

At Springvale Park Special Developmental School we are safe, we are kind and we be our best.

Continuum of Behaviour Support at Springvale Park SDS

Examples of Tier 3 Supports

FBA
Video Self Modelling
Additional 1:1 support
Individualised curriculum
Individualised support plan
Individualised timetable

Intensive support is put into place for select students displaying ongoing behaviours of concern

Examples of Tier 2 Supports

Targeted group intervention
Social stories
Video peer modelling
Systematic and targeted use of acknowledgment systems
Sensory analysis / diet / breaks
Check in —check out
More time spent on students preferred activities

Extra support is put into place for selected students to assist with positive behaviour

Examples of Tier 1 Supports

Provide engaging activities
Choice making
Peer & Self video modelling
Positive reinforcement
Clear expectations
Safe and accessible environment
Wait—give students time to respond
Considered student groupings
Use of visual communication supports
Developing student's communication skills
Predictable routines and structures
Practice skills in functional situations
Systematic and explicit teaching of positive expected behaviours
Move 'n' groove/heavy work program
Provide acknowledgments for positive behaviour
Feelings program

For all students all of the time

Springvale Park SDS Expected Behaviour Matrix

	ALWAYS	CLASSROOM	PLAYGROUND	BUS TIME	COMMUNITY ACCESS	TRANSITIONS	TOILETS
BE KIND	We listen. We follow instructions. We help others. We use kind words We use please & thankyou.	We greet others (e.g., say "hello", shake hands). We share. We give others space. We wait.	We include others. We share. We use people's correct names.	We greet others (e.g., say "hello", shake hands). We are quiet. We give others space.	We wait. We clean up. We include others.	We wait for others. We hold the gate open for others. We greet others (e.g., say "hello", shake hands).	We give others privacy. We wait our turn. We put rubbish in the bin.
BE YOUR BEST	We put rubbish in the bin. We are quiet inside. We ask for help when needed. We take turns.	We clean up. We pack up (e.g., lunchbox, chairs). We look after our things.	We try new things. We pack up.	We look after our things. We pack our own bag. We carry our own bag. We wait our turn. We follow the bus rules.	We look after our things. We try new things. We follow community rules.	Wait quietly outside specialist classes. We walk as a group. We stay within sight of the teacher.	We turn taps off. We flush the toilet when finished. We leave the bathroom when finished.
BE SAFE	We keep our hands and feet to ourselves. We walk inside. We use equipment for its correct purpose.	We stay in the classroom. We ask for a break when needed. We ask to use others things.	We stay in the playground. We wear our hat in Terms 1 & 4. We wear sunscreen in Terms 1 & 4.	We walk to the bus. We wear our seatbelt. We stay seated.	We stay with our group. We follow road rules (e.g., Stop, Look, Listen, Think). We only talk to safe people.	We stay with our group. We stay on the path. We give others space. We look where we are going.	We clean up. We wash our hands with soap. We close the door when in the toilet.

Guiding Principles

SWPBS is guided by the following principles of behaviours

- Behaviour is learned and can be taught
- Environments can be changed to support a change in behaviour
- Understanding the relationship between physiological factors and environmental variables is a critical feature when supporting students with behavioural, social, emotional and mental health issues.
- Assessing and manipulating factors can predictably affect occurrences of behaviour.
- Data collection and use for active decision-making teams are important for continuous prevention, intervention, program and systems improvement.
- Adult behaviour must change in a consistent and systematic manner.
- Systems of support are necessary for both students and adults.

Why do we teach our expected behaviours?

Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching our behaviour expectations and acknowledging students for demonstrating them is key to our success.

- They are necessary skills for success in life.
- They are the basis for a positive and safe climate.
- Doing so increases opportunities to teach other skills.

Springvale Park SDS Acknowledgement/Reward System

In the classroom:

Now and Then…:

- On the 'Now' section have what the activity you are wanting the student to complete.
- On the 'Then' section have the reward. This has to be something that the student wants (fun and motivating) and should not just be what the next activity is (for example Snoozy room is the next activity on your daily timetable).
- This can be used as frequently as required (i.e. every lesson).

Immediate Rewards:

- Verbal praise
- Hi 5s
- Shake hands
- Token to add to rewards chart

Tokens

Acknowledgement/Rewards charts:

This is to be used per student. When the student has achieved a desired behaviour they can put a token (Be Safe, Be Kind, Be your Best) in an empty box. Once they have filled the required amount of boxes with tokens they can then receive the reward.

Rewards can be something nominated by the student, a desired activity or something from a rewards tub created by staff. The reward should be something specific to the individual student.

Some examples may be:

In the classroom:

- Time on the iPad/computer – this may be an additional 10 minutes etc
- Sensory based item student enjoys – e.g. bubbles
- Choice of song/Dance
- MeTV or appropriate show of their choice
- A toy that the student enjoys playing with
- Rewards tub that may include sensory items, stationary, toys etc (these can be purchased from $2 shops using classroom budget)
- Anything that is motivating and rewarding to the individual student

Whole School:

- Section and School wide Assemblies
- Acknowledgement in newsletter
- Acknowledgement on METV

Responding to behaviours of concern

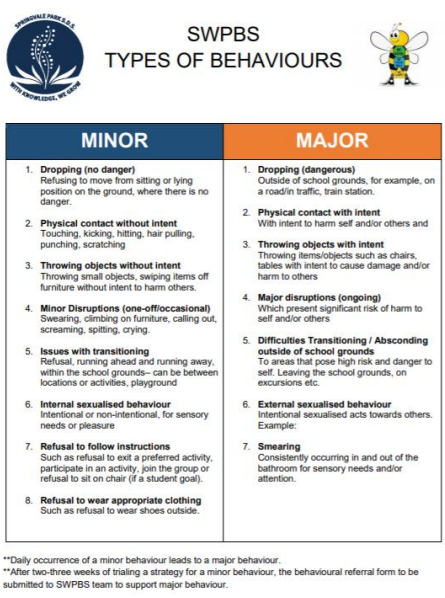
- When responding to behaviours of concern our aim is to provide students with the specific support they require to assist them to re-engage with learning as quickly as possible. It is only when people are working together in a constructive environment for students with a focus on problem-solving and positive outcomes that the best outcomes can be achieved.

- A positive educator/student relationship is vital in dealing with behaviours of concern. Trust flows from positive relationships.

- Having positive, encouraging and professional relationship with colleagues will assist all educators in all aspects of their professional life, including planning for and managing behaviours of concern.

Guidelines to follow

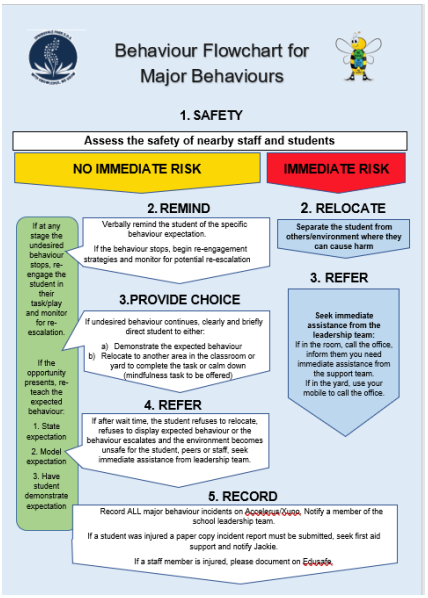
- Ensure safety of all students and staff
- Your response should not reinforce the behaviour
- Your response should not escalate the behaviour
- Model, teach and reinforce expected behaviours
- Self-regulation strategies
- Major and Minor flowchart
- Minor behaviour flowchart and manual
- Major Behaviour flowchart
- STAR chart
- Behavioural referral form
- Behaviour Support Plan

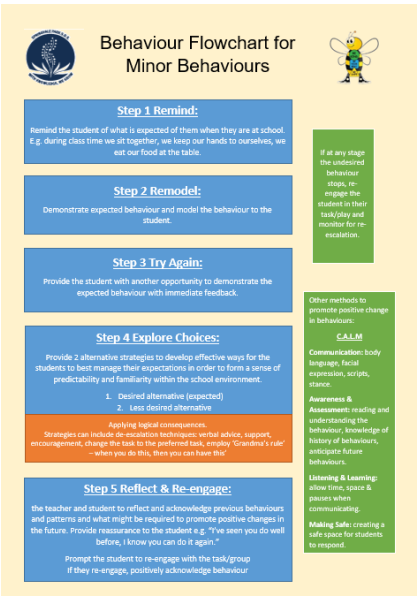


SWPBS
TYPES OF BEHAVIOURS

MINOR	MAJOR
1. **Dropping (no danger)** Refusing to move from sitting or lying position on the ground, where there is no danger.	1. **Dropping (dangerous)** Outside of school grounds, for example, on a road/in traffic, train station.
2. **Physical contact without intent** Touching, kicking, hitting, hair pulling, punching, scratching	2. **Physical contact with intent** With intent to harm self and/or others and
3. **Throwing objects without intent** Throwing small objects, swiping items off furniture without intent to harm others.	3. **Throwing objects with intent** Throwing items/objects such as chairs, tables with intent to cause damage and/or harm to others
4. **Minor Disruptions (one-off/occasional)** Swearing, climbing on furniture, calling out, screaming, spitting, crying.	4. **Major disruptions (ongoing)** Which present significant risk of harm to self and/or others
5. **Issues with transitioning** Refusal, running ahead and running away, within the school grounds– can be between locations or activities, playground	5. **Difficulties Transitioning / Absconding outside of school grounds** To areas that pose high risk and danger to self. Leaving the school grounds, on excursions etc.
6. **Internal sexualised behaviour** Intentional or non-intentional, for sensory needs or pleasure	6. **External sexualised behaviour** Intentional sexualised acts towards others. Example:
7. **Refusal to follow instructions** Such as refusal to exit a preferred activity, participate in an activity, join the group or refusal to sit on chair (if a student goal).	7. **Smearing** Consistently occurring in and out of the bathroom for sensory needs and/or attention.
8. **Refusal to wear appropriate clothing** Such as refusal to wear shoes outside.	

**Daily occurrence of a minor behaviour leads to a major behaviour.
**After two-three weeks of trialing a strategy for a minor behaviour, the behavioural referral form to be submitted to SWPBS team to support major behaviour.





Lesson Plans

The lessons created will help to improve the behaviour of pupils throughout the school and improve our daily experiences at work.

We focus on one different aspect of the behaviour matrix every 3 weeks.

Every 3 weeks you will receive a lesson plan and a VSM.

Lesson plans are received via email and will also be available in the SWPBS file on the curriculum drive.

Lessons only run for approximately 10 minutes. Staff decide when is best to run the lesson.

The learning focus is reinforced daily and can be included in different session throughout the day, for example during morning circle.

As experienced practitioners we use our professional judgement in order to choose videos and activities from the lesson plan that best suit our pupils.

How can families/carers help?

Teaching behaviours that we expect to see works best when there is a consistency across home and school settings.

SWPBS is an approach to help all students learn to self-manage behaviour. Family/carer involvement is a key feature and important in all aspects of SWPBS. A strong partnership between school and family/carer is important because when families/carers are involved, outcomes for students are better.

You can be involved in SWPBS in many ways; read materials offered by the School (newsletter or website), teach behaviour expectations to your children, use and reinforce SWPBS strategies at home for example:

- Teach your child what behaviour you want to see
- Verbally acknowledge and recognise when they meet the expected behaviour
- Respond consistently and with meaningful consequences when problem behaviour occurs

Always remember our schools 3 B's