School Wide Positive Behaviours Support

Northern Bay P–12 **College**

2015-17

Explicit teaching for engagement and learning at Northern Bay College

What is SWPBS?

School Wide Positive Behaviour Support is an approach being introduced to help teach our students new social and communication skills. These are based on Northern Bay's core values of Respect, Collaboration, Outcomes, Equity.

Evidence shows that teaching, recognising, acknowledging and rewarding positive behaviour helps reinforce these social skills and is an important step in our student's education.

We also know that social and communications skills are learnt and each child will learn these abilities at their own pace. You can help support your child's learning by being aware of SWPBS and practising these strategies at home.

What is the purpose of SWPBS?

The purpose of SWPBS is to increase our student's learning opportunities, and prevent or decrease problem behaviours. We can do this by all working as a team using problem solving strategies. We also can't assume that students know these social skills so students must be **explicitly taught** the behaviours we want them to show.

What does SWPBS look like at my Campus?

- ❀ Each NBC Campus has a SWPBS which includes Teachers, Education Support staff (Aides), Students, Koorie reps and Family members. If you are interested in joining the team, please ask at your campus office.
- ❀ All students will be explicitly taught the behaviour the teacher expects to see (see Matrix below). This can be done during circle time/community meeting and throughout the day.
- ❀ Staff teach the behaviours as they would teach academics or any other skill.
- ❀ Staff talk about the expected behaviours and discuss why it is important.
- ❀ Staff demonstrate and model the social skills.
- ❀ Staff acknowledge, pre correct, supervise and provide positive feedback.
- ❀ Staff reflect on what they need to change to ensure the student is successful?

Matrix, acknowledgments and responding to behaviours

Behaviour Expectation Matrix

The Matrix translates our CORE values (Collaboration, Outcomes, Respect and Equity) into behaviours being taught. It is displayed in each classroom around the school and is referred to and discussed regularly with students.

HIGH EXPECTATIONS		DURING LEARNING TIME	USING ICT	MOVING AROUND THE SCHOOL	IN THE YARD	IN THE TOILETS
CHLOE	**COLLABORATION** *Getting along* 1. Actively work and plan together. 2. Share our resources /learning with others. 3. Include all members of the College community. 4. Manage differences of opinion in a respectful way.	– We encourage and support others. – We say "please", "thank you", and "excuse me". – We share equipment and take turns. – We participate in all activities.	– We share and take turns. – We keep personal information private.	– We look after our campus displays. – We move around the campus quietly. – We encourage others to do the right thing. – We say "please", "thank you", and "excuse me".	– We share and take turns. – We invite others to join in when we can. – We say "please", "thank you", and "excuse me". – We encourage others to do the right thing.	– We leave the toilets in the same state as we found them. – We share the toilets with others.
OLLIE	**OUTCOMES** *Working Hard* 1. Sets goals and achieves targets. 2. Persists on tasks that require effort. 3. Works to full potential.	– We ask for help when needed by raising our hands. – We keep trying even when it gets hard. – We are in class on time, in uniform and prepared to learn. – We come to school every day.	– We return all devices correctly. – We only look or share things online that we would be comfortable to show our teacher or family.	– We walk quietly between spaces. – We walk quietly to assembly. – We are on time to assembly. – We share our spaces with everyone.	– We look after our equipment. – We are in the right place at the right time. – We wear school hats in Term 1 and 4. – We return to line up on time when the music starts.	– We return to class quickly when we are finished. – We ask for permission to go to the toilet during class time.
RUBY	**RESPECT** *Being Nice* 1. Manages differences of opinion in a respectful way. 2. Shows respect towards property and people. 3. Respects the rights of others to learn.	– We listen and try to look at people when they are speaking to us. – We make good choices to sort out problems. – We care for other people's property. – We use respectful language when we talk to each other.	– We respect other people's privacy. – We use only our login. – We take care of the equipment.	– We move quietly through the space. – We respect people's personal space.	– We put rubbish in the bin. – We are a good example to others at all times. – We always play safely. – We keep our hands and feet to ourselves. – We make good choices to sort out problems.	– We respect personal space and privacy. – We flush the toilet after use. – We always wash our hands.
EDDIE	**EQUITY** *Being Fair* 1. The right to what is fair and just. 2. The right to be included. 3. The right to adjustments that enable access. 4. The right to be understood as an individual.	– We allow others to learn. – We allow for the different needs of others. – We understand things will not always be equal.	– We understand that students access ICT at different times for different needs.	– We make everyone feel welcome in our school.	– We play fair. – We take turns. – We respect other people's choices.	– We keep the toilets clean and ready for others.

NORTHERN BAY COLLEGE - TALLIS STREET SCHOOL WIDE POSITIVE BEHAVIOUR – EXPECTATION MATRIX

Acknowledgments

Each Campus has an agreed reward system for reinforcing expected behavior. Encouragement, guidance and rewards are helpful for students to build their skills. Rewards also are important for building a predictable, positive social culture in a school. By having our expected behaviours clear and defined, and formal strategies for acknowledging (rewarding) appropriate behaviour, we will have a safer, more effective learning environment. By rewarding expected behaviour, our children learn that adults are serious about the social and academic goals they are teaching.

- ✿ Students are motivated by positive rewards, especially when they have had a hand in choosing the rewards themselves.
- ✿ Students remain engaged when they have a positive incentive and are self-motivated to earn rewards.
- ✿ SWPBS incentive rewards show the students that they are progressing and being successful.
- ✿ Provides students with positive feedback.
- ✿ Students respond to positive reinforcement best.
- ✿ Helps reinforce positive behaviors and expectations.

Responding to problem behavior

- ✿ When behaviour incidents occur, it is important that consequences are related, respectable, reasonable predictable, consistent and proportionate to the behaviour.
- ✿ SWPBS gets us to think about how to ~~you~~ prevent the behaviour from happening again and figure out what else the child needs to be successful.
- ✿ SWPBS talks about the fact that children are not "born with bad behaviour," and how they don't learn better ways of behaving when given consequences for their problem behaviours. Successfully addressing problem behaviour needs more focus on proactive approaches so expected and more socially acceptable behaviours are directly taught, regularly practiced, and followed by frequent positive reinforcement.
- ✿ If problem behaviour occurs at school, then the Campus has procedures to follow to address the behavior. The idea is to focus on teaching a more appropriate way to respond, to avoid the behaviour from occurring again.

How can families 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 involvement is a key feature and important in all aspects of SWPBS. A strong partnership between school and family is important because when families are involved, outcomes for students are better.

You can be involved in SWPBS in many ways; read materials offered by the Campus, be part of the SWPBS team, 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

Four tips to help

There are four important steps to help improve a child's behaviour:

1) Understand why the behaviour occurs

Research shows that letting your children know what you expect and praising them for positive behaviour is a powerful way to prevent problem behaviour.

Common reasons for engaging in problem behaviour are:
- To get attention (positive or negative)
- To get an activity, toy, or item
- To escape or avoid a person, activity or task
- Due to physical or medical conditions

Try to understand the situation and their behaviour from your child's point of view. Children often engage in problem behaviour to **communicate** something.

In some cases, a child may not be feeling well ie: ear infections, allergies, illness. At other times, children might have too much energy and need to release it in some way.

2) Change routines and settings to prevent problem behaviours

Notice if any routines and settings are triggering problem behaviour. Learn from the past and try to predict these in the future. For example, lollies at the checkout can be difficult if a child often engages in problem behaviour to get something he wants. Finding out ahead of time whether there are checkout lines that don't have lollies could be an easy way to change the situation and avoid problems.

3) Teach a new skill

What would you like your child to do instead of engaging in problem behaviour? Teach your child to learn how to get what he/she wants by communicating instead. A child is more likely to learn new communication skills if these skills are easier to do and have the same result as the problem behaviour. You may need to remind and praise them for communicating.

4) Change how you respond to problem behaviour

Think about how you respond to your child and remember, what you say or do can either increase or decrease problem behaviour. It is easier to give in when a child is screaming and crying and let him have a lolly he wants while you are waiting in the checkout line. However, if you do this, the child will be more likely to cry and scream for lollies in the future, given that it has worked in the past.

When responding, try and keep a calm voice and ignore the problem behaviour if you can. Instead, ask the child to "use your words". Next time, try to work out what the child wants or is avoiding and encourage them to ask for what they want. Sometimes it is impossible to allow a child something he wants because it is unhealthy or dangerous (for example eating lots of lollies every day is not healthy). Instead of saying "No", try to offer a choice between two other (healthier/safer) options.