St. Patrick's Primary School
Schools Wide Positive Behaviour Support (SWPBS) Guidance for Implementation in Schools

St. Patrick's Primary School is a School which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Guidance forms part of the *CES Limited Student Behaviour Framework* which is available at https://www.sppyramidhill.catholic.edu.au/downloads/school-information.

SWPBS is a process that establishes systems and practice for teaching social and behavioural skills which in turn enhance learning and teaching. Schools have a responsibility to provide education in safe and predictable environments. Establishing a positive, proactive, preventative school wide set of behavioural expectations is a necessary first step enabling schools to achieve their goals and responsibilities.

SWPBS is an organisational framework, not a specific "program", "model", "approach", "tool", or "specific curriculum", rather a compilation of research validated effective practices, interventions, and systems.

SWPBS provides a framework for:

1. improving the social behavioural climate of schools
2. supporting the impact of academic instruction on achievement
3. increasing proactive, positive, preventive management while decreasing reactive management
4. integrating academic and behaviour supports
5. improving services for all students, including students at risk and students with identified disabilities or diverse learning needs.

Tiered Model of Prevention

SWPBS is designed to meet the unique behavioural needs of each school and every student through a tiered model of prevention. The tiers, operationalise prevention and emphasise intervention ranging from preventing the development of inappropriate behaviour (primary) to reducing the impact or

intensity (secondary or tertiary) of problem behaviour occurrences. This continuum of school wide, instructional and positive behaviour supports is a defining feature of SWPBS (Walker et al, 1996; Sugai & Horner, 1999; Sugai & Horner, 2006).

Three tiers of prevention

Tier 1: Universal Prevention (All)

School wide interventions supporting all students. Tier 1 supports provide the foundation for learning and behaviour for all students. For most students, this level of support provides what they need to be successful and to prevent future behaviours of concern.

Tier 2: Targeted prevention (Some)

Secondary, high efficiency, rapid response, targeted interventions, supporting groups of students at risk. Schools implement a range of supports designed to provide additional practice and feedback opportunities for groups of students with specific skill deficits. The skills developed support students to be successful participation is social and academic programs of the school.

Tier 3: Intensive, Individualise Prevention (Few)

Tertiary supports are the most intensive support the school offers. They are assessment based, intensive and durable procedures supporting individual students. This level of support will often require plans and goals related to academic and behaviour support.

Positive Behaviour Education and Support

Sandhurst Catholic Schools will:

- Develop 3 – 5 school wide behaviour expectations
- Define school wide behaviour in specific school settings
- Develop routines that align with school wide expectations
- Explicitly teach expectations and routines as social skills
- Encourage expected behaviour through evidence-based practices
- Discourage expected behaviour through evidence-based practices
- Use data systems to monitor behaviour for decision making
- Establish a Behaviour Support Team to coordinate evidence-based practices at a school wide level
- Implement an approach to Positive Behaviour Intervention and Support which:
    - Explicitly prohibits corporal punishment
    - Explains the school's approach to behaviour management and how it affords procedural fairness
    - Details steps for managing suspensions and expulsions
    - Includes procedures for maintain a register of suspensions and expulsions

- Outlines how the school communicates behaviour support policies to the school community

Develop school wide expectations

Schools have curriculum to guide the teaching of each and every subject. The curriculum ensures that teachers are working in harmony toward the same goals. Nevertheless, for social and behavioural development of our students, much has been left up to individual teachers and staff to determine social behaviour will be encouraged, allowed or disallowed. Across school staff, many variations of acceptable behaviour exist. Without curriculum to guide what we want our students to achieve socially, little consistent teaching and monitoring can occur. A social behavioural curriculum is a proactive and instructional approach to expected behaviours.

Our expectations are direct outgrowth of our beliefs and our vision and mission. They, in essence, operationalise this vision and mission. First, three to give overarching school wide social behavioural expectations are defined and agreed by all staff. These are valued social skills and behaviours for success at school and eventually in life.

Define school wide behaviour in specific school settings

The school wide expectations are further clarified by identifying specific behaviours for each expectation. Expected behaviours are then identified for specific non-classroom setting (e.g. hallways, football oval, toilets etc.) and classroom (learning spaces) across the school and augmented by procedures developed to guide daily operations. The expected behaviours can be presented on a teaching matrix to illustrate the specific desired behaviours in the specific settings.

Develop routines that align with school wide expectations

Classroom and non-classroom procedures or routines are the method or steps to follow to accomplish a desired activity. They are patterns of behaviour to accomplish a task. They are broken down into teachable steps. When procedures are taught and reinforced over time routines are established that help students meet classroom and non-classroom expectations. Procedures need to be taught along with the social behaviour curriculum. School staff define school wide expectations, non-classroom and classroom expectations, developing procedures to be taught along with the social behaviour curriculum. Defining school wide expectations, non-classroom and classroom behaviours and procedures creates a full curriculum to allow schools to proactively teach students how to be successful and also address any problem behaviours that may occur across any school setting.

Explicitly teach expectations and routines as social skills

Social skills are the observable behaviours for events that can be internally/emotionally complex. Effective instruction requires more than providing the rules. It requires instruction, practice, feedback, re-teaching and encouragement. Instruction has three skill-set components: Verbal

skills, Observer skills, Performer skills. The verbal component teaches how to communicate about the procedure. The observer component teaches how to notice when the procedure is (or is not) being used. The performer component teaches how to actually perform the procedure. Procedures, including social skills, are best taught in brief increments throughout the day.

CES Limited Teaching Social Skills document

Encourage expected behaviour through evidence-based practices

The use of behaviour-specific praise is one of the most effective ways of reinforcing desired behaviour. Every opportunity should be taken to praise students when they are exhibiting desired behaviours. A ratio of 4 positive interactions to each correction/reprimand has been suggested to be effective. Two-part praise involves naming both the desired behaviour that has occurred and the behavioural expectation that has been met. It has the added advantage of emphasising the behavioural expectations for all the students and increases positive interactions with specific student.

CES Limited Two-Part Praise

Discourage behaviours of concern through evidence-based practices

Even with the full menu of strategies to encourage expected behaviour, some students will still make social behavioural learning errors. Generally, learners fail to use expected behaviours because they do not know what behaviour is expected in a specific context or they are not motivated to perform the expected behaviour at acceptable levels in that context. The principle of procedural fairness means that the student must be given ample opportunity to know what is expected and teaching, support and guidance to help adjust their behaviour. All responses to behaviours of concern (BOC) need to be procedurally fair and instructional in their purpose, and to be specifically focused on promoting expected behaviour. It is for this reason that the first approach to discouraging behaviours of concern (BOC) is to explicitly reteach the expected behaviour. If the student continues to display BOC a continuum of responses ranging from planned ignoring to an office referral may be enacted.

Use data systems to monitor behaviour for decision making

Behavioural Data can be used to problem solve at the school wide, classroom or individual student levels of analysis. It can provide effective and efficient means to identify problems and possible solutions, monitor and evaluate the effectiveness of plans, and assess the impact of PBS implementation overtime. Furthermore, behavioural data can be an invaluable source of information for teams using a response to intervention (multi-tiered support and intervention) logic for identifying individual students who are not responding to Tier 1 or Tier 2 interventions, and who therefore may require more intensive Tier 2 or Tier 3 supports, respectively. Finally, behavioural data can provide the contextual information necessary to provide teams with a more comprehensive understanding of the causes of behaviours of concern. Such an understanding can help teams to develop interventions that support students to be more successful, and therefore, are more likely to improve student behaviour.

Implement an approach to Positive Behaviour Intervention and Support which:

1. explicitly prohibits corporal punishment
2. explains the school's approach to behaviour management and how it affords procedural fairness
3. details steps for managing suspensions and expulsions
4. includes procedures for maintaining a register of suspensions and exclusions
5. outlines how the school communicates behaviour support policies to the school community.

Students displaying challenging behaviour is not new. The complexity of the concerning behaviour tends to increase if responses used are not coordinated at a school wide level and grounded in evidence-based practices.

Behaviour Support Team

The establishment of a Behaviour Support Team (BST) aims to embed a Positive Behaviour Intervention & Support framework into school practices. The BST increases the school's capacity to respond to and prevent behaviours of concern by increasing capacity in those situations. Interventions and practices are also designed to increase teaching effectiveness to benefit all students.

The team is designed to be representative of staff and have the opportunity to play a key role in shaping the school environment. The school's leadership (principal and deputy-principal) are an essential part of the team along with selected staff. BST's can range from three to nine people, depending on the size of the school and identified needs.

Effective BST's problem-solve with peers regarding a student's use of behaviours of concern. Support will range from targeted observations of the student, plan development and response to incidents of concern. These practices contribute to student safety and staff wellbeing.

Behaviour Support Team Assessment Tool

Behaviour Support Plans

A behaviour support plan documented to clearly outline the adjustments that will be implemented in support of the student's engagement at school. The BSP is developed through a collaborative problem-solving process involving significant people in the student's life, including parents/carers, classroom teachers, learning support personnel and school leadership.
Sandhurst Catholic Schools will have:

- A process in place for identifying the need for a Behaviour Support Plan
- A process in place to facilitate the development of a Behaviour Support Plan
- A process in place to train staff in development and implementation of Behaviour Support Plans
- A documented process for naming, storing, reviewing, updating and/or altering and

distributing Behaviour Support Plans

Behaviour Support Plan template

One Page Safety Plan

When schools have developed an effective framework such as SWPBS, they can still find themselves at a loss when trying to develop effective responses to demanding behaviours of concern (BOC). Staff often try a wide range of uncoordinated interventions having short-lived value or in some cases actually increasing the frequency, duration or intensity of the BOC. After these types of incidents time is often spent reviewing the incident rather than developing a plan. For staff members responsible for preventing or responding to these types of incidents utilization of a previously developed safety plan has shown to be effective. This type of plan allows everyone to be on the same page and respond by design not default.

Sandhurst Catholic Schools will have:

1. A process in place for identifying the need for a One Page Safety Plan
2. A process in place to facilitate the development of One Page Safety Plans
3. A process in place to train staff in development and implementation of One Page Safety Plans
4. A documented process for naming, storing, reviewing, updating and/or altering and distributing One Page Safety Plans
5. One Page Safety Plans that are accessible during an escalation

   One page Safety Plan procedure

   Guidelines for Completing Student Safety Plan / Escalation Cycle Management Plan

   One page Safety plan template

   One Page Safety Plan – Sample 1

   One Page Safety Plan – Sample 2

   One Page Safety Plan – Combined

   Break Procedure

   Teaching Take a Break

Functional Based Interventions

Sandhurst Catholic Schools will have:

1. A process in place for identifying the need for a Functional Based Intervention design
2. A process in place to facilitate the development of Functional Based Interventions

3. A process in place to train staff in development and implementation of Functional Based Interventions
4. A documented process for naming, storing, reviewing, updating and/or altering and distributing Functional Based Interventions

   Guidelines for Developing Functional Based Interventions

   Functional Based Interventions template

   Functional Based Intervention – Classroom Presentation

   Functional Based Intervention – Attendance Data

   Functional Based Intervention – Survey Task