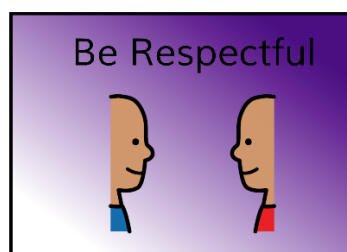
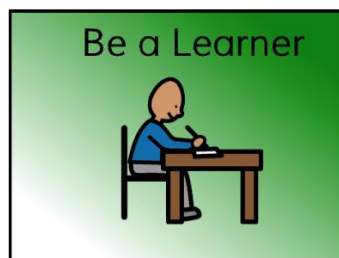


South Gippsland Specialist School

School Wide Positive Behaviour Support

Staff Handbook 2021

Based on the work of Drs Tim Lewis and George Sugai and resource material from the Missouri University, Schoolwide Positive Behaviour Support Project.



What is School Wide Positive Behaviour Support?

South Gippsland Specialist School began implementing SWPBS in 2012 with the purpose of *establishing, a safe, supportive and positive learning environment.*

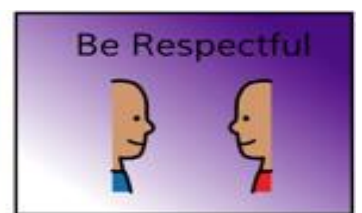
SWPBS involves the establishment of a continuum of behavior support that considers all students and emphasises prevention. It is a proactive approach and focuses on teaching all students agreed expected behaviours and pro-social skills rather than just reacting to inappropriate behavior.

In addition, a small number of students will require highly individualized and intensive interventions. These interventions are:

- Function based
- Person centered
- Utilise strengths and aims to teach student skills
- Continuously evaluated and enhanced
- Linked to the SWPBS approach

The primary prevention aspect of SWPBS consists of rules, routines and physical arrangements that are developed and taught by school staff to encourage appropriate behavior.

At SGSS, the school community developed four simple expected behaviours:



How does SWPBS work?

- The development and use of a consistent whole school approach and common language in regard to behaviour expectations.
- Positively stated expectations for all students and staff.
- Staff and students have collaboratively developed a behaviour matrix which describes the SGSS School Code of Conduct Behavioural Agreements & Expectations
- Behaviour expectations are highly visible within classrooms and throughout the school.
- A social skills curriculum with lesson plans.
- All staff demonstrate, explain, and provide opportunity for students to practice social skills within and across multiple school settings.
- Classrooms have established visible procedures and routines which have been taught to students.
- A continuum of procedures for encouraging demonstration of these behaviours.
- Students are given a high ratio of specific, positive, and frequent acknowledgement for displaying expected behaviour.
(5 positives to 1 correction)
- An array of procedures for responding to behaviour errors, with a re-teaching focus.
- Clearly defined teacher managed and office referred behaviours.

What is the SWPBS Team?

The SWPBS Team is the whole school who meet regularly to develop SWPBS at South Gippsland Specialist School.

The team operates under a mission statement, with the aim of promoting both academic and behavioural competencies of all students.

Mission Statement

**South Gippsland Specialist School is committed to developing
Our school community to be safe, friendly, respectful learners.**

The team is responsible for the implementation and support of SWPBS within the school.

Some of the team's tasks include:

- Gathering information from staff, students and families,
- Summarizing gathered information and sharing back,
- Discussing and prioritising issues based on information received,
- Gathering and assessing school data on behaviour outcomes.
- Decision making on any behaviour problem areas which arise in the school.
- Researching, accessing and using community resources/expertise.

Continuum of Behaviour Support at SGSS

Tier 3 Supports

Functional Behaviour Analysis
1:1 support
Individualised support plan
Re-engagement program
Check in check out
Care Team Meetings with Learning Mentors

Tier 2 Supports

social stories
Video modelling
systemic and targetted use of reward systems
sensory programming
Engine room
more time spent on preferred activites

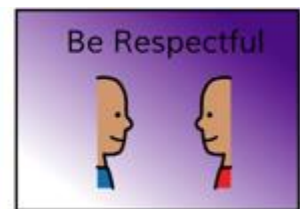
Tier 1 Supports

Provide engaging activites
Mapbooks
Reducing Cognitive Load
Room setup consitant across the school
Offer choices
positive reinforcement
clear expectations
Safe and accessable environment
Wait - give students time to respond
Individualised learning
Consider groupings
Active Supervision
Use of whole school visuals
Develop students communication skills
Predictable routines and structures
Practice skills in functional situations
Systemic and explicit teaching of positive expected behaviours

South Gippsland Specialist School

Code of Conduct

Behaviour Agreements & Expectations



“Simply put, if the staff expect students to achieve and behave appropriately, they will. Conversely, if the staff expect the students to under-achieve and behave inappropriately, they will.”

Geoff Colvin

South Gippsland Specialist School code of conduct is to provide an environment where everyone has:

The right to be respected by being friendly

The right to be safe

The right to learn

Teaching Positive Behaviour Expectations & agreements

*“If a child doesn’t know how to read, **we teach.**” “If a child doesn’t know how to count, **we teach.**” “If a child doesn’t know how to spell, **we teach.**”*

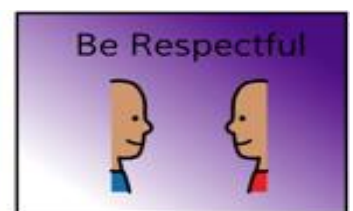
*“If a child doesn’t know how to behave,
we....teach? **we.... punish?**”*

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

Repetition is key to learning new skills:

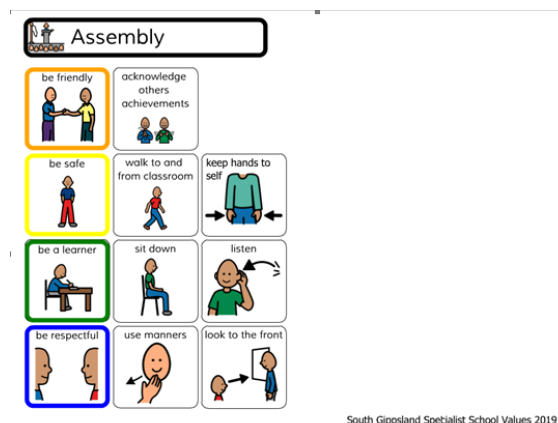
*For a child to **learn something new**, it needs to be repeated on average **8 times.***

*For a child to **unlearn an old behaviour** and replace with a new behaviour, the new behaviour must be repeated on average **28 times.***



Why is it so important to focus on teaching positive social behaviours?

- ☺ Students in our schools come from many different backgrounds and cultures that view “behaviour” differently; thus, we cannot *assume* that students know how to behave appropriately when at school.
- ☺ Some students have learnt to manage behaviour in their home setting, success in a school environment requires students to learn a new set of skills specific to the classroom and playground environment.
- ☺ In the past, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions.
- ☺ *National Safe Schools Framework (2011)* Literature review found that when teachers use behaviour management strategies that are based on dominance and submission, they model this type of behaviour for students.
- ☺ Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.
- ☺ A frequent misconception is that social behaviour is learned and encouraged through the use of aversive consequences (especially for errors). However, these types of consequences do little to promote desired social skills, except to signal that an error has occurred.



Guidelines for teaching positive behaviours:

- ☺ Teach behaviours as you would teach academics or any other skill. Repeat this process as often as it takes for students to learn new behaviours.
- ☺ Plan to teach the expectations once a week across the year of school.
Lessons will need to be repeated and reviewed throughout the year.
- ☺ Over the course of the school year, schedule refresher lessons about once per week.
- ☺ If problems arise in certain situations, re-teach the expectation.
- ☺ Provide lessons when a new student arrives in class or when large numbers of students are having difficulty with the expectation.
- ☺ Keep lessons brief (5-15 minutes typically). Providing frequent, brief lessons is more effective than providing a few long lessons.
- ☺ Take students to various locations in the school for instruction
- ☺ Ideally, the staff responsible for supervising students in a specific setting should be involved in teaching the expected behaviour. This includes specialist teachers.
- ☺ All adults in the school should be aware of the behaviour expectations. Staff need to use every opportunity to model the expected behaviours at all times.

What is a Behaviour Lesson?

When developing lessons teachers should utilise preferred teaching practices that:

- "tell" the students what is expected
- "show" them what the skill looks like
- "practise" the skills through role plays and in context situations

By teach we mean show, as in **model**, **demonstrate** or **role play**. Students should be shown examples and non-examples of the behaviour skill.

NB: Only adults are to demonstrate non examples of behaviour.

Have students get up and practise what you have shown them. Have fun with it! Give lots of encouragement and positive feedback.

All classrooms have a set of visual lessons to use across the school areas that supports students understanding of the schools expected behaviours.

Eg.

playground					
 be friendly	 take turns	 ask others to play	 share equipment	 help others	
 be safe	 be sun smart	 listen to staff	 use safety equipment	 hands to self	
 be a learner	 join in				
 be respectful	 pack equipment away	 listen to others			

South Gippsland Specialist School Values 2019

Awards

What are they?

☺ Awards and tokens are given to students to recognise when they have demonstrated the school behaviour expectations:

Be Friendly, Be Safe, Be a Learner, Be respectful

- ☺ They are a tangible **reminder for adults** to give frequent, positive, and specific verbal feedback to students.
- ☺ Awards are used to collect data on positives given out to students.

Why is SGSS focusing on giving Awards/Tokens to all students?

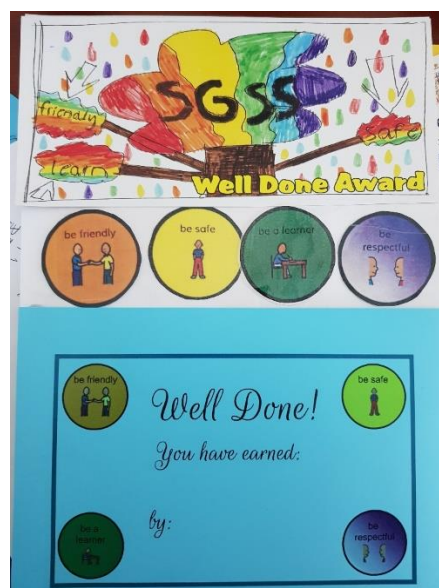
- ☺ To increase student use of friendly, safe, learning and respectful behaviour.

Who can give Awards/Tokens?

- ☺ **All** staff will be given awards/tokens to give to **ANY** student who is being friendly, safe, or showing learning behaviour

Who can get Awards/Tokens?

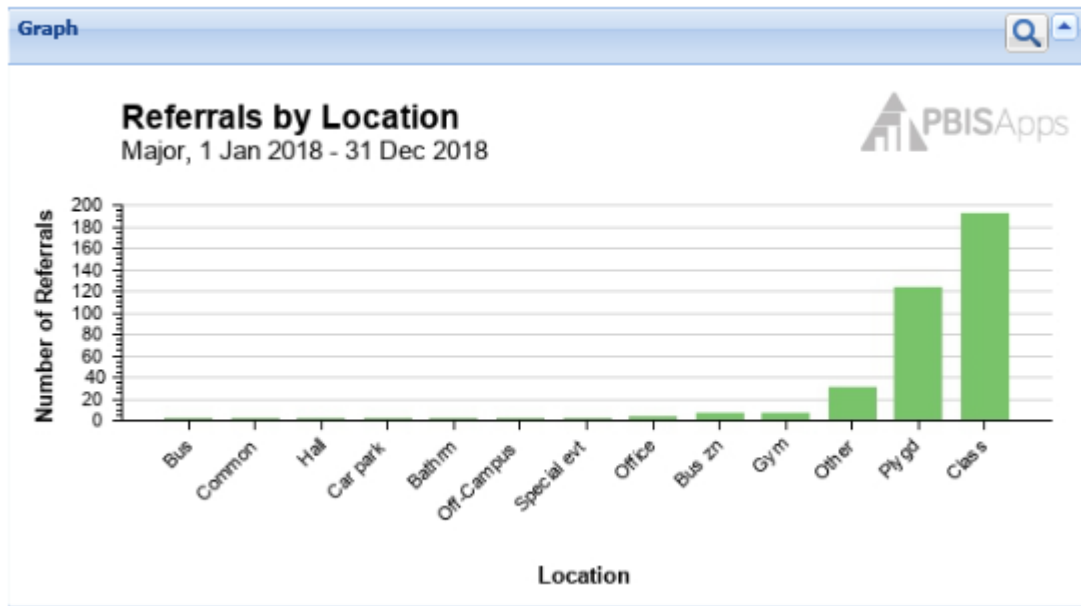
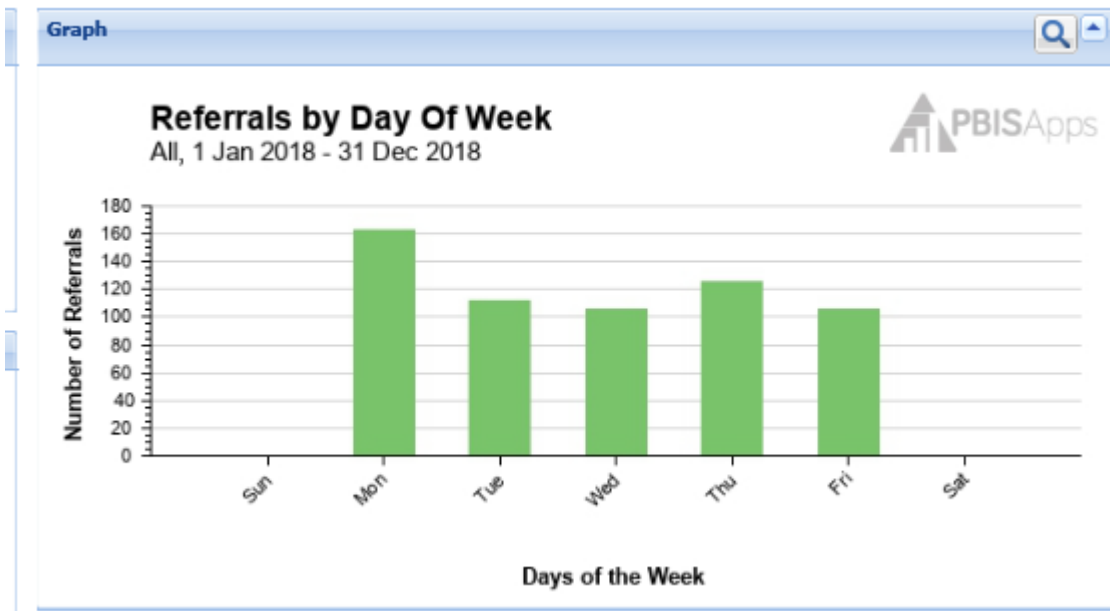
- ☺ **Awards/Tokens** are given to individual students who are doing their job showing: friendly, safe, learning or respectful behaviour



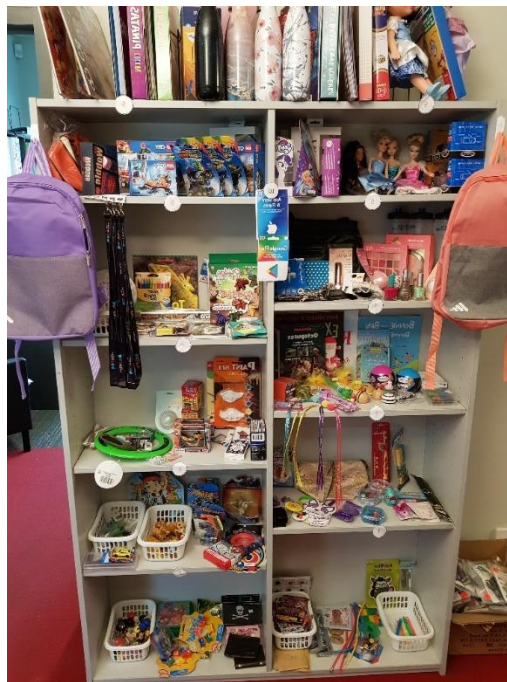
Using the Data

Once the referral forms are completed, the data is entered onto the SWIS tool and the information is shared with the SWPBS team. Information obtained is WHO WHAT WHERE WHEN and WHY the behaviour occurred.

By analysing the data, the whole school can put in strategies to prevent inappropriate behaviour occurring.



Acknowledging and Encouraging Expected Behaviour



The purpose of school-wide recognition is to acknowledge and show appreciation to students who have provided positive demonstrations of the school-wide behavioural expectations.

Colvin, 2007

Active Supervision

There is a direct relationship between the number of adult - to - student interactions and the instances of problem behaviour.

Active Supervision...

- Has a positive impact on student behaviour
- Reduces incidents of minor problem behaviour
- May lead to increases in student engagement

Active supervision has 3 components

1. Moving Effectively

- *Constant*: Make presence known and obvious
- *Proximity to All*: More frequent to noncompliant students
- Randomised: Target Problem Areas

2. Scanning Effectively

- All students observed on a regular basis
- Make regular eye contact with students
- Look and listen for early signs of a problem

3. Interacting Frequently

- **Positive contacts**
Friendly, helpful, proactive, high rate of delivery
- **Positive reinforcement**
Immediate, specific, consistent, high ratio (at least 4:1)
- **Corrective response**
Non-argumentative, non-critical, specific to behaviour
Systematic ⇒ **correct, model, practise, reinforce**
- **Deliver consequence**
Fair, neutral, consistent.

MANAGING STUDENT BEHAVIOUR

Staff are expected to be able to manage Level 1, 2 and 3 behaviours using strategies and resources from within your block.

Level 4 behaviours may require Student Welfare Intervention.

Level 5 behaviour requires the Principal or teacher in charge assistance. The Principal or Teacher in charge will determine if Police are to be called and if students need to be having a rest day in consultation with the teacher.

LEVEL ONE MINOR	POSSIBLE CAUSES	STRATEGIES	REPORTING
Quiet Withdrawn Difficulty expressing needs Low communication skills Lacking motivation/energy Non-assertive	Tired, lack of sleep, sleeping problems Passive personality/temperament Diet problems, food allergies Low confidence/self esteem Problems at home(depression) Medical condition Medication (Change/wrong dose) Grief Intimidated by other students/teachers, bullying issues Health problems/Illness Hormonal Intellectual Disability traits Boredom Disengagement Learned behaviours Emotional problems/reactive Low expectations Speech/communication difficulties	Create a stimulating learning environment Can you ignore some behaviour? Engage in 1:1 positive interaction Structure and routine Visual schedules Know your students likes/dislikes Keep trying Clear expectations and boundaries Find a positive moment Develop respect within the classroom environment Be interesting Know how to motivate your student	Families will know what motivates the child best – call them and ask for strategies Note in communication book Ring home to see if there are any issues Document in teacher diary what works SWIS form

LEVEL TWO MINOR	POSSIBLE CAUSES	STRATEGIES	REPORTING
Mildly disruptive Non-compliance No aggression Stubbornness Noisy Inattentive Easily distracted Anxious Upset-withdrawn Attention seeking Negative interactions with other students Negative influences on other students	Changes to timetable, routines, class teacher etc Anxiety, unhappiness re home or playground issue Younger students still learning school routines Slow to understand/process change Poor processing or communication skills Automatic response to situations/learned responses Physiological – ASHD, Down syndrome characteristics Autistic behaviour/traits Disruption to family life Inappropriate discipline at home Mismanaged medication Emotional insecurity Tiredness Immaturity Feeling isolated at home/school/community Feeling discriminated against/not listened to Not understanding instructions Scared of failure Disruption to the family Need for care and interaction Automatic response Hearing impediment Modelling inappropriate behaviour from home/other students Poor processing and interpreting of situations	Offer first and then Use rewards cards I am working for cards Use familiar comfortable activities the student is familiar until they are settled Talk to them. Ask how they are feeling Increase use of visuals to support anxiety Reduce expectations to reduce anxiety Provide sensory experiences that help calm (tailored to the individual) Use the quiet room as a play space to calm down with staff supporting the play Use calming activities Use courtyards to create “break” space Use Break cards If there is something happening at home get the child to talk about it – offer possible solutions/strategies to help cope	Document in teacher diary what strategies worked and what didn’t Only call home with concerns if the behaviour lasts for three or four days then call to find out if there is anything happening at home SWIS form

LEVEL THREE MINOR	POSSIBLE CAUSES	STRATEGIES	RECORDING
<p>Deliberately disruptive, loud, swearing</p> <p>Physical expression of frustration</p> <p>Eg. Moving around the room, intentional interference to cause disruption to other students</p> <p>Bullying</p> <p>Some degree of choice Eg Alters behaviour depending on circumstance</p> <p>Attention seeking</p> <p>Power struggle</p> <p>Can't ignore</p>	<p>Condition or disability</p> <p>Frustration due to lack of ability</p> <p>Learned behaviours from inappropriate modelling by adults at home</p> <p>Lack if discipline boundaries at home</p> <p>Victim of abuse/anger</p> <p>Control issues/power struggles at home</p> <p>Trying to impress peers</p> <p>Teenage issues – hormones/relationship issues</p> <p>Medication – appropriate or lack of “top dog” syndrome – peer hierarchy</p> <p>Lack of ability to express their wants and needs in a socially appropriate way</p> <p>Fear of failure – deliberate attempts to get out of work</p> <p>Desire to manipulate and be in control</p> <p>High anxiety related to home or school issues</p> <p>Neglect hungry</p> <p>Emotional, physical, sexual abuse</p> <p>Inappropriate discipline</p> <p>Gender issues</p> <p>Feeling unloved/uncared for</p> <p>Feeling threatened</p> <p>Teenage behaviour – exerting independence</p> <p>Learned behaviour which has worked in the past</p>	<p>Remove them from the classroom and redirect doing activities they enjoy until they are calm enough to return to class</p> <p>Use the garden</p> <p>Redirect to another part of the school</p> <p>See if there are jobs around the school that need doing</p> <p>Give them a “Helping” role</p> <p>Lower your expectations until calm</p> <p>Talk to them in a calm voice</p> <p>Use the quiet room as a play space to calm down with staff supporting the play</p> <p>Use calming activities</p> <p>Use courtyards to create “break” space</p> <p>Use Break cards</p> <p>If there is something happening at home get the child to talk about it – offer possible solutions/strategies to help cope</p> <p>Offer food and a chat time</p> <p>Call for support from other staff in your block</p> <p>Call for SWAM support if needed</p>	<p>Document in teacher diary what strategies worked and what didn't</p> <p>Report in diary and call home to discuss if any issues</p> <p>SWIS form</p>

LEVEL FOUR MAJOR	POSSIBLE CAUSES	STRATEGIES	RECORDING
<p>More pervasive</p> <p>Difficult at home and school</p> <p>Consistently displays aggressive behaviour</p> <p>Oppositional or compulsive</p> <p>Loud</p> <p>Argumentative</p> <p>Extreme disruption to classes</p> <p>Abusive</p> <p>Lacking boundaries</p> <p>Moody and irrational</p> <p>Unpredictable</p>	<p>Learned behaviour</p> <p>Severe abuse</p> <p>Diagnosed mental illness – borderline personality disorder, conduct disorder, oppositional defiance disorder</p> <p>Wants to be the centre of attention in extreme fashion</p> <p>Instability in home life</p> <p>Severe trauma/depression</p> <p>Lack of security in all areas</p> <p>Rejection by family</p> <p>Severe lack of self worth</p> <p>Manipulation of others</p> <p>Unresolved abuse issues/trauma</p> <p>Alcohol/drug abuse</p> <p>Lack of conflict resolution skills</p> <p>Don't understand and think through consequences</p> <p>High levels of anxiety</p> <p>Nonverbal – unable to communicate frustration</p>	<p>Remove them from the classroom and redirect doing activities they enjoy until they are calm enough to return to class</p> <p>Use the garden</p> <p>Redirect to another part of the school</p> <p>See if there are jobs around the school that need doing</p> <p>Give them a “Helping” role</p> <p>Remove the audience if unable to remove the student</p> <p>Divide and conquer</p> <p>Talk in a calm voice</p> <p>Student needs to be listened to</p> <p>Reduce expectations</p> <p>Use courtyards to create “break” space</p> <p>Use Break cards</p> <p>Walk and talk</p> <p>Use of safe room where documented</p> <p>Deep sensory pressure for individual students</p>	<p>Call for SWAM support</p> <p>Record in teacher diary what strategies worked/didn't work</p> <p>Call home to discuss any issues before call on leadership support.</p> <p>SWIS form</p>

LEVEL FIVE MAJOR	POSSIBLE CAUSES	STRATEGIES	RECORDING
Intentional Physical Violence towards students/staff Property damage Extreme swearing/profanity Extreme threatening behaviour Sexual assault Substance Abuse Weapon Use	All of the above	Call for assistance from SWAM Follow students crisis management plan Delegate a staff member to work with the distressed student whilst other staff to maintain the safety of the other students – move to other room if necessary Use quiet room where documented (If appropriate) Lockdown Ensure all other students are out of immediate area Physical Restraint only if student/s are in immediate danger SWAM to decide if police/ambulance to be	Behavioural Incident Report Cases 21 Report if injury to student Edusafe if injury to staff SWAM to discuss with families consequences of actions SWIS form

Absconding		called Absconding – call leadership and remain in visual contact.	
------------	--	--	--

INTERVENTION STRATEGIES

PHYSICAL ACTION	DOWNLOAD EMOTION	WITHDRAWL
When students need to outwardly express their emotion through movement, running, punching.	When students need to cry, talk about a problem, identify solutions and coping strategies.	When students need quiet calm time, needs to be alone, need to leave area where others are upsetting them, needs time to process what has happened, time away for the teacher.
<ul style="list-style-type: none"> • Basketball court • Engine Room • Oval • Pool • Ride bikes • Walk around the block • Maintenance or Garden work in the grounds • Go to the sand pit to dig • Make something in the trade skills centre 	<ul style="list-style-type: none"> • Withdrawl area with a peer • SWAM room – see Michelle • Principals office – see Heather • Go for a walk with an adult • Walk around with someone • Ring home to talk to 	<ul style="list-style-type: none"> • Soft music in another room • Bean bag in a corner with headphones • SWAM room • Another area of the classroom • In the garden • Water or sand play outside • Shower

<ul style="list-style-type: none"> • Kick a football • Go on an errand down the street • Mow the lawn • Play cricket • Shoot some hoops • Turn the soil over in the garden • Plant some seedlings in the garden • Use the stress balls • Throw a Frisbee on the oval • Use a fiddle toy • Bounce on the gym balls • Try the trampoline 	<p>parent or carer</p> <ul style="list-style-type: none"> • Find a private quiet place • Do some shredding in the office • Email someone • Draw feeling and events • Ask “what would you like to do?” • Find a private space • Chat with the chooks 	<ul style="list-style-type: none"> • Swim • Oval • Different area of the playground • Seats in the courtyard • Office area • Sensory room • Give an errand • Another program • On the computer in an empty class • Home • With the chooks • Colouring in in class
--	--	---

SOUTH GIPPSLAND SPECIALIST SCHOOL BEHAVIOUR MANAGEMENT GUIDE

<p>Level 5 Behaviour</p> <p>Physical violence to people and property, absconding</p> <p>Criminal Behaviour</p> <p>Wilful Damage</p> <p>Critical Incident</p>	<p>Principal (or delegate) to decide on strategies required</p> <ol style="list-style-type: none"> 1. Remove from the school grounds and supervise from a distance 2. To go home and Parents to collect 3. Police to be called 	<h1 style="margin: 0;">Major Referrals</h1>
<p>Level 4 behaviour</p> <p>Abusive/Aggressive and threatening behavior</p>	<p>Use of the quiet room</p> <ol style="list-style-type: none"> 1. Use SWAM for support outside of the classroom. 2. Teacher in charge 3. Principal 	

<p>Level 3 Behaviour</p> <p>Deliberately disruptive intentional interference</p> <p>power struggle</p> <p>Property misuse</p> <p>swearing</p>	<p>Use level 3 strategies to ensure that a student is feeling listened to and remains engaged with an adult.</p> <p>Alert SWAM to possible issues</p> <p>Offer alternative program with in class or close proximity</p> <p>Use the Block staff to support if needed</p>	<p>Minor Referrals</p>
<p>Level 2 Behaviour</p> <p>Mildly disruptive/non-compliant</p> <p>dropping</p>	<p>Using in classroom strategies for level 2 behaviour to maintain a child's engagement and ensuring sensory needs are being met</p>	
<p>Level 1 Behaviour</p> <p>Disengaged/Withdrawn</p>	<p>Using in classroom strategies for level 1 behaviour to maintain a child's engagement and ensuring sensory needs are being met</p>	
<p>Calm</p>	<p>Using Universals to engage students.</p> <p>Engine Room, MAP Books, Interests, positive relationships,</p>	



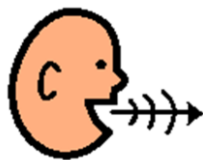
Steps to deal with Bullying

1. Ignore



The person might not have meant to be nasty.

2. Tell



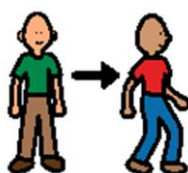
Tell them you don't like it.

3. Warn

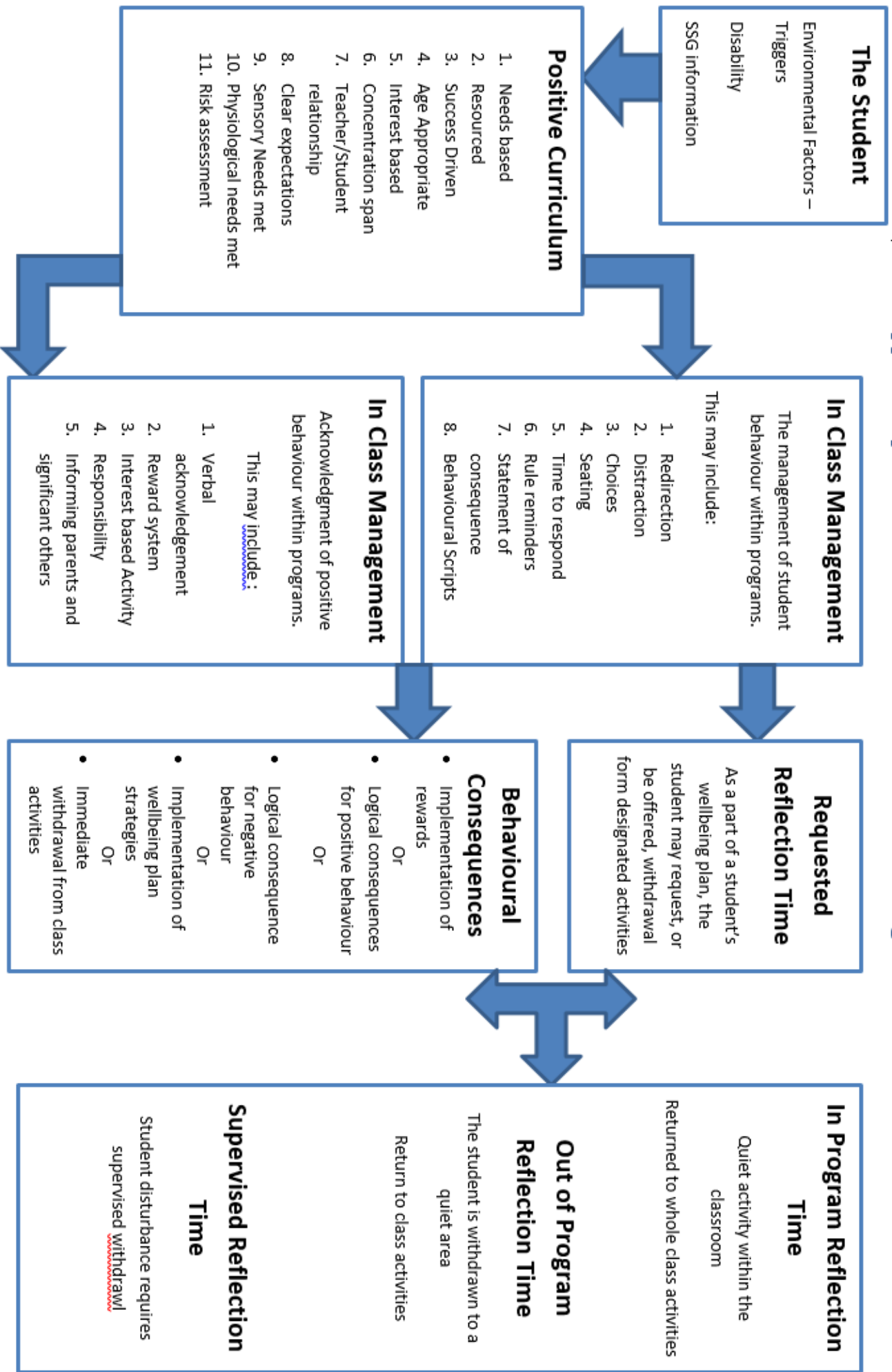


Warn them you will get a teacher.

4. Walk Away



South Gippsland Specialist School – Student Welfare and Management Process



The Anger Rules

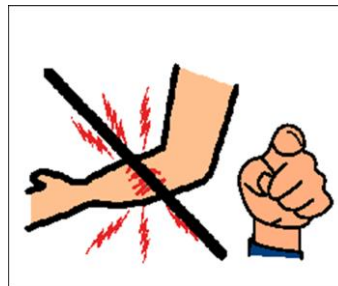


It's okay to feel angry **BUT**

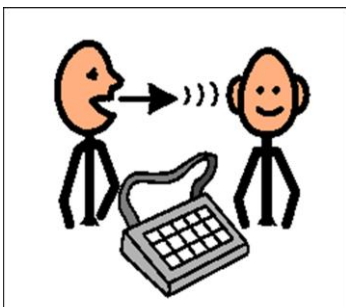
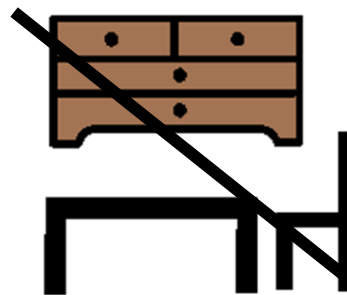
Don't hurt
others



Don't hurt yourself



Don't hurt property



DO TALK ABOUT IT

SWIS BEHAVIOR RECORD FORM

Child's Name: _____ **Incident Type** **Level 1 2 3 (minor) 4 5 (major)**

Staff : _____ **Date:** _____ **Time:** _____

Location (please tick):

- Classroom Specify _____ Playground Toilets Office
 Transition In school Special Event Excursion Bus
 Other (outline)

Problem Behaviour (please tick the most significant behaviour, one only):

- Defiance/Non compliance Physical Aggression Disruption Disrespect
 Abusive Lang/Inapp lang Absconding/out of bounds Harrassment
 Bullying Fighting Truancy Theft Technology violation Property Damage/vandalism
 Lying Inapp display of affection possession/Use of tobacco possession/ Use of drugs
 possession/use of weapons possession/use of combustables possession/use of alcohol
 gang affiliation display bomb threat arson Other (explain)

Action Taken (please tick only one):

- Alternate placement (off campus) Time out/detention Conference with student
 In school suspension(Loss of program/privilege) School Choice suspension (rest day)
 Parent contact Time in office Individualised instruction (1:1)
 Suspension from Bus Other (outline)

Perceived Motivation (please tick only one):

- Avoid tasks/activities Obtain Peer attention Obtain items/Activities
 Obtain Adult Attention Avoid Adult Avoid Peer(s) Other (specify)
 Unknown motivation

Others Involved (please tick):

- Peer Teacher CRT ES None Other (outline)_____