



Mill Park Primary School

School Wide Positive Behaviours Support (SWPBS)

PARENT HANDBOOK



RESPECT



INTEGRITY



COMPASSION



EXCELLENCE

What is School Wide Positive Behaviour Support (SWPBS)?

School Wide Positive Behaviour Support is an approach being introduced to help teach our students improved social and communication skills. These are based on Mill Park Primary School's core values of Respect, Integrity, Compassion and Excellence.

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 communication 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 and why we are using it?

SWPBS pilot projects were conducted and evaluated in 20 schools across Victoria in 2008-2011. SWPBS has also been successfully implemented across Tasmania, New South Wales and Queensland.

The main outcomes reported were:

- a calmer and more constructive school environment
- improved student social skills overall as a result of a common approach to managing student behaviour
- enhanced staff to student respect and positive relationships, underpinned by improved staff awareness and attitudes towards student wellbeing concerns, and the adoption of new strategies to manage anti-social student behaviour
- improved staff morale, confidence and teamwork
- improved student understanding about the type of behaviour that is required and increased motivation to behave appropriately in various contexts
- overall decrease in the incidence of extreme negative student behaviour, with many schools reporting the de-escalation of critical incidents and reduced office discipline referrals
- improved learning environments with flow on benefits for student learning (University of Melbourne, 2011).

The central message of SWPBS is that to change problem behaviour in students, school leadership and teachers must understand the functional interaction between behaviour and the learning environment.

Finally, school leadership and teachers must work positively rather than negatively to create school environments and cultures that support the use of positive social behaviours. By explicitly teaching the expectations, monitoring students and rewarding positive behaviours, we aim to reduce negative student behaviours.

Guiding Principles

SWPBS is guided by the following principles of behaviour:

- behaviour is learned and can be taught
- environments can be created to change 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 environmental factors can predictably affect occurrences of behaviour
- adult behaviour must change in a consistent and systematic manner
- systems of support are necessary for both students and adults.

What does SWPBS look like at Mill Park Primary School?

All students will be explicitly taught the behaviour the teacher expects to see (see Student Matrix in this booklet). This can be done throughout the day.

- Teach the behaviours as we would teach academics or any other skill.
- Talk about the expected behaviours and discuss why it is important.
- Demonstrate and model the social skills.
- Acknowledge and provide positive feedback.
- Reflect on what we need to change to ensure the student is successful.

Behaviour Expectation Matrices

The Matrices translate our CORE values (Respect, Integrity, Compassion and Excellence) into behaviours being taught. They are displayed in each classroom around the school and referred to and discussed regularly with students.

The Student Matrix (Appendices 1) mirrors our values and the expected behaviours at school. The Parent Matrix (Appendices 2) also links to the values and expectations of parent behaviours when at school.

Responding to challenging behaviour

- When behaviour incidents occur, it is important that consequences are suited to the behaviour.
- SWPBS helps to prevent the behaviour from reoccurring and determine what else the child needs to be successful.
- Successfully addressing problem behaviours requires more focus on proactive approaches.
- 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 staff have procedures to follow to address the behaviour.



Reward System

A whole school reward system will be implemented for reinforcing expected behaviour. Encouragement, guidance and rewards are helpful for students to build their skills. Rewards help to build a predictable, positive and social culture in our school.

By rewarding positive behaviour students will:

- Be motivated by rewards they can choose themselves.
- Remain engaged when they have a positive incentive.
- Be self-motivated to earn a reward.
- See their success.
- Receive positive feedback.
- Be helped to reinforce positive behaviours and expectations.

MPPS Golden Ticket



Students will have the opportunity to receive a **'Golden Ticket'** when they display one of the school values. This can be:

- In the classroom
- At a Specialist lesson
- During lunch or recess breaks
- During an incursion or excursion

SWPBS Shop

Students will be able to use their Golden Ticket/s to purchase something from the SWPBS shop (located in the Community Room). There are no food items in the shop.

- The shop will be open once a fortnight (one day for Early Years and one day for Middle Years) for half of lunchtime.
- Student Leaders and SWPBS Coordinators (Teachers) will be in charge of the shop.
- The 'Golden Tickets' will be collected and data will be tracked to see how often tickets are distributed to students.

How can families help?

Teaching behaviours that we expect to see works best when there is 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 by:

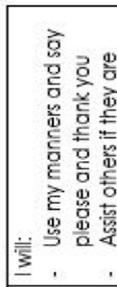
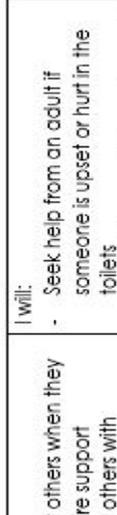
- reading materials distributed by the school via Compass
- using the parent matrix to role model positive behaviours
- verbally acknowledging and recognising when your child meets expected behaviours
- responding consistently and with meaningful consequences when problem behaviour occurs.





SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT STUDENT MATRIX

	ALWAYS	LEARNING AREAS	PLAY AREAS/GROUNDS	DIGITAL TECHNOLOGIES	TOILETS	CANTEEN
 RESPECT	<p>I will:</p> <ul style="list-style-type: none"> - Keep my hands and feet to myself - Encourage and support others - Use an inside voice in buildings - Be mindful of people around me - Listen without judgement - Follow school processes and rules - Use school resources responsibly - Care for others - Care for the environment around me - Value the opinions of others - Share with others - Accept others' beliefs and differences - Include and encourage others - Conduct myself in a way that makes me proud - Be responsible for my actions 	<p>I will:</p> <ul style="list-style-type: none"> - Look after all property - Be polite - Listen to the person speaking - Wait my turn - Be an active listener 	<p>I will:</p> <ul style="list-style-type: none"> - Include others in activities - Use kind words - Share space and equipment - Use play and sport equipment properly - Be polite to each other, teachers and visitors to our school - Use appropriate language - Listen carefully for the music to make sure I am back in class on time - Use the equipment safely and properly - Eat in the designated areas and use the appropriate bins for my rubbish 	<p>I will:</p> <ul style="list-style-type: none"> - Always ask and wait my turn when using Digital Technology tools - Treat the Digital Technology equipment with care - Communicate respectfully with others online - Follow legal age restrictions for social media and gaming 	<p>I will:</p> <ul style="list-style-type: none"> - Clean up after myself - Keep quiet and consider classrooms nearby - Respect others privacy - Only use the amount of soap or paper that I need - Dispose of waste appropriately - Flush the toilet and ensure it is left clean 	<p>I will:</p> <ul style="list-style-type: none"> - Wait my turn in the line - Order respectfully - Make sure all my rubbish goes in the bin - Handle the canteen tub safely and correctly
 INTEGRITY	<p>I will:</p> <ul style="list-style-type: none"> - Tell the truth - Be fair and trustworthy - Own up to my actions - Do what I say I will do - Tell the truth even when I have made the wrong choice - Follow school rules without being reminded - Be sincere in my actions - Show resilience and bounce back from difficulties - Be fair and just towards others - Be responsible for my actions 	<p>I will:</p> <ul style="list-style-type: none"> - Own up to my actions - Do the right thing even if the teacher is not looking - Return borrowed items 	<p>I will:</p> <ul style="list-style-type: none"> - Follow rules in games - Work with others to solve problems, then seek teacher support when difficulties arise - Play fairly and have fun - Be responsible for my actions - Be honest if I have made a mistake - Play on the oval on my designated day 	<p>I will:</p> <ul style="list-style-type: none"> - Only post things that are constructive and positive - Share relevant information that helps with our learning - Report any faulty equipment to a teacher - Ensure I report unsafe online behaviour - Report incorrect use of social media and/or gaming 	<p>I will:</p> <ul style="list-style-type: none"> - Report any problems or silly behaviour to a teacher - Only use the toilets for their intended purpose - Try to use the toilets before school, at recess or at lunchtime rather than in learning time 	<p>I will:</p> <ul style="list-style-type: none"> - Tell the truth if an item is missing from my lunch order

	<p>I will:</p> <ul style="list-style-type: none"> - Be mindful of others - Be friendly - Keep my hands and feet to myself - Accept people as they are - Take an interest in others - Have zero tolerance towards bullying - Speak to others in a caring way - Help people whenever I can - Support others to be the best they can be - Give others a voice and freedom to be heard 	<p>I will:</p> <ul style="list-style-type: none"> - Ask for permission before leaving the classroom - Use equipment appropriately - Move carefully around the room - Support others with their learning - Be welcoming, friendly and accepting of others - Show teamwork - Be fair - Cooperate with others 	<p>I will:</p> <ul style="list-style-type: none"> - Play safe games - Use equipment appropriately - Learn to solve problems - Trust my teachers to support me when required - Always stop, look, listen and think when crossing roads - Use zebra crossings and light crossings when walking across the road - Care for others 	<p>I will:</p> <ul style="list-style-type: none"> - Assist others when they require support - Treat others with kindness online 	<p>I will:</p> <ul style="list-style-type: none"> - Seek help from an adult if someone is upset or hurt in the toilets - Wait with your toilet partner and return to the classroom together 	<p>I will:</p> <ul style="list-style-type: none"> - Use my manners and say please and thank you - Assist others if they are having trouble
	<p>I will:</p> <ul style="list-style-type: none"> - Lead by example - Report problems to a teacher - Arrive at school on time - Leave school promptly - Strive for my personal best - Learn from my mistakes - Work well independently - Work well as a team member - Be organised and persistent - Accept challenges and never give up - Encourage and support others to succeed - Be thoughtful and curious learners - Tell an adult if something is unsafe 	<p>I will:</p> <ul style="list-style-type: none"> - Look after my belongings - Keep the classroom neat and tidy - Be organized - Listen carefully and work cooperatively - Use my time appropriately - Try my best 	<p>I will:</p> <ul style="list-style-type: none"> - Care for equipment and the environment - Follow rules in games - Take turns - Set a good example to my peers and the wider school community - Look after the gardens and animals - Always put rubbish in the bin before I go outside - Play in designated play areas, not in gardens - Keep to foot paths 	<p>I will:</p> <ul style="list-style-type: none"> - Use iPads and laptops for the learning that is needed - Use technology responsibly 	<p>I will:</p> <ul style="list-style-type: none"> - Use toilets appropriately - Flush toilet and wash my hands 	<p>I will:</p> <ul style="list-style-type: none"> - Ensure my lunch order is filled out correctly and the right money is enclosed



SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT PARENT MATRIX

RESPECT	INTEGRITY	COMPASSION	EXCELLENCE
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<p>I will:</p> <ul style="list-style-type: none"> • Make sure that my child arrives at school by 8.50am. • Ensure that I sign my child in on Compass at the office if they are late. • Make sure I contact the school if I am going to be late to pick up my child or if they are going to be absent. • Park in allocated parent drop off and pick up areas. • Be respectful of the council parking regulations. • Communicate respectfully with school community members. • Respect afterschool finishing time - is - locking gates at 3.45pm. 	<p>I will:</p> <ul style="list-style-type: none"> • Book and attend Parent Teacher Meetings and Student Led Conferences and actively participate in these events. • Encourage my child to bring the necessary resources to school to support their learning. • Prevent my child from bringing disruptive, harmful, illegal or expensive items to school. • Communicate any concerns respectfully, honestly and openly with my child's classroom teacher. • Monitor and supervise my child's online activities and adhere to age restrictions. 	<p>I will:</p> <ul style="list-style-type: none"> • Establish a nightly routine to ensure my child is well rested before coming to school. • Encourage my child to eat breakfast before they come to school or attend Breakfast Club on the allocated day. • Support staff in helping develop a sense of tolerance and understanding towards others. • Ensure my child is neat and tidy and in full school uniform. • Pack a nutritious lunch for my child. 	<p>I will:</p> <ul style="list-style-type: none"> • Support whole school events/activities (when possible). • Teach and practise good health habits regarding personal hygiene, exercise and nutrition. • Help my child develop responsible and independent behaviours. • Return phone calls and completed form/notices with payment from school by due dates. • Value home reading and learning activities and encourage participation. • Support school staff to improve my child's academic and behavioural success. • Read the school newsletter, check Compass, school website and social media to learn information about our school and special events.