SWPBS Student / Family Handbook

School Wide Positive Behaviour Support

Lyndhurst Secondary College

OUR MISSION

At Lyndhurst Secondary College we are safe, respectful learners.

Introduction to SWPBS (School Wide Positive Behaviour Support)

Members of the Lyndhurst Secondary College community began investigating SWPBS in 2016 and believed that this teaching and learning framework would support staff and students in implementing a consistent approach across the school. We decided on this framework as it is research-based and proactive in using data to determine supportive interventions to increase student learning. SWPBS is a teaching and learning framework that explicitly teaches positive expectations that support the development of student's personal and social capabilities. This initiative is actively supported by the Education Department.

The outcomes that we believe the SWPBS framework in our school will achieve are:
- Increased student, teacher and parent satisfaction in school climate
- Increased school safety
- Increased student achievement
- Increased student engagement
- Decreased classroom disruptions
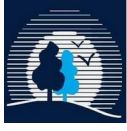- Decreased suspensions

Lyndhurst Secondary College Expectations System

The Lyndhurst Secondary College community has identified, **SAFETY, RESPECT and LEARNING** as being the key expectations required to develop a school culture and climate that would best facilitate increased student engagement, learning and wellbeing, whilst at the same time, decreasing disruptive behaviours across the whole school.

Our school-wide positive behaviour matrix has identified the following areas which all have key behavioural expectations requiring explicit teaching of behavioural norms. Once taught, staff are expected to actively monitor students and encourage positive student behaviour expectations:

- **Always – (behaviours that are required in all environments)**
- **Classroom**
- **Yard**
- **Canteen**
- **Common areas**
- **Toilets**
- **Digital**

Students should be displaying the behaviours, listed in the following matrix, at all times when at school.

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School-wide Positive Behaviour Matrix

	Always	Classroom	Yard	Canteen	Common areas	Toilets	Digital
We are Safe	• we report dangers • we help others • we remain at school during school hours • we keep our hands and feet to ourselves	• we sit on chairs with our back straight, shoulders back and feet on the floor • we seek permission before leaving class	• we stay on school grounds • we stay in bounds • we report unsafe behaviour to a staff member • we use equipment in the correct way • we follow the instructions of staff members • we look out for others	• we line up	• we keep lockers clean and tidy • we keep areas clear of rubbish • we keep lockers locked • we move around the school with purpose • we move in an orderly manner	• we put rubbish in the bin	• we keep our passwords secure • we use only approved websites • we only use our own login details • we seek permission before taking and sharing photographs
We are Respectful	• we use please and thank you • we listen actively when others are speaking • we respect the personal space of others • we speak to and treat each other in a friendly and polite way • we use people's names, if known, when we speak to them • we follow instructions from staff members • we wear our uniform correctly • we wear our uniform to and from school	• we allow others to learn • we follow instructions given by staff members • we get ready for class when the music starts playing • we are at class before the bell goes • we speak and act when it is our turn • we allow others to voice their opinions	• we include others • we clean up after ourselves	• we wait our turn • we put rubbish in the bin • we have our money ready to pay for our order	• we speak quietly inside	• we keep walls, floors and stalls clean • we let everyone have their privacy • we only use the toilets for the correct purpose	• we only view images and post comments that we would share with staff members • we use equipment carefully • we use the equipment according to staff instructions
We are Learners	• we have a growth mindset • we try new things • we ask for help • we try our best • we act with integrity • we attend school every day • we are on time	• we stay on task • we give our best effort to all tasks • we produce our own work • we ask relevant questions about our learning			• we bring the correct equipment to class	• we use toilets at break times	• we use technology for learning only

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The Acknowledgement System

When students display positive behaviours, as referenced in the matrix, they are to be given verbal acknowledgement by the staff member. This acknowledgement gives behaviour-specific praise by explicitly using the language in the matrix (eg. "*You're being a fantastic learner by being on time*"). This is then followed up with an 'acknowledgement point' on Compass. These points are communicated to students, and families, via a Compass message. Reinforcement is our way of giving our students feedback when they are displaying positive behaviours and demonstrating that they understand our school-wide expectations.

Our Reinforcement System comprises four parts:
- Frequent
- Intermediate
- Occasional
- Staff Reinforcement

Frequent Reinforcement

At Lyndhurst Secondary College we have selected a simple Acknowledgement System, using Compass, as our frequent reinforcement. An acknowledgement is given to a student, by a staff member, when the student has demonstrated a specific skill from our Behaviour/Expectation Matrix. Each Compass entry contains the following information:

- Student's name
- Teacher's name
- Expectation met
- Date and time
- Points accumulated

Students are then able to accumulate points and use these to 'trade in' for tangible objects. It is an expectation that staff hand out one point per class they teach as a minimum. Staff can also hand out points when on yard duty. Students have the option of trading in their points at the school SWPBS 'Swap Shop'.

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Verbal Acknowledgement

- State the expectation (eg. *"Thank you for being respectful…"*)
- State the skill ("*...by using your manners…)*
- Give the acknowledgement point on Compass

The most important aspect of the Acknowledgement System is that it serves as a reminder to adults to look out for and acknowledge the skills, behaviours and expectations that we want our students to learn. The most powerful part of this interaction is the words that are used to thank the student and then state the specific skill and expectation that the student has exhibited.

Intermediate Reinforcement

Students collect acknowledgement points over the course of the week. At any point during the year, once a student has earned enough acknowledgement points, they are able to purchase tangible items with their points. A list of items, along with the points value, will be publicised around the school and will be open to student input.

Occasional Reinforcement

At the end of each week, all points students have earned are collated. The names of students, with the most points, are highlighted during weekly Sub-School Assemblies and student names are printed in the school newsletter.

Behaviour Flow Chart

Behaviours have been divided into two categories - minor and major - and forms and procedures have been developed to track these as incidents occur. Tracking of this data is completed on Compass and allows us to discuss possible interventions during regular SWPBS meetings.

The Behaviour Flow Chart on the following page is found prominently in each classroom and details the procedures and forms to be used when observing unacceptable minor behaviours within the school.

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Classroom Behaviour Management Process

1. REMIND- When a student is misbehaving in class, they are to be given a verbal reminder. The reminder should include what the appropriate behaviour is, be framed in a positive way and re-teach the appropriate way to behave.

2. RELOCATE- If the student continues the misbehaviour (after a verbal reminder), they are relocated to another area within supervision of the teacher.

3. REFOCUS – If the student continues to misbehave, they are then directed to leave the classroom and asked to wait outside. The teacher will then have a conversation with the student to see if they can refocus their attention and re-enter the classroom.

4. REMOVE- If the behaviour continues, after re-entering the classroom, the student is removed from the class and sent to the front office. They will then be supervised in another classroom and asked to complete a 'Reflection' sheet.

5. RESTORE- Once a student is exited from the class, the teacher will arrange a follow up time to have a restorative conversation with the student. This could be a lunch time or after school detention.

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Tier One Interventions (Universal)

SWPBS is a teaching and learning framework that supports student understanding of behavioural expectations and appropriate social interactions. Tier One Interventions are any universal whole-school curriculum or social skill implementations.

It is an expectation that all staff members teach our behavioural expectations. It is extremely important that all staff use SWPBS incidentally throughout the school community, identifying opportunities to teach and re-teach our expectations. All staff are to implement and utilise our positive reinforcement system to ensure consistency across the whole school.

Tier Two & Three Interventions

Students are selected for various interventions based on data collected and our collective knowledge of these students. This includes those who are not responding to Tier One systems. Lyndhurst Secondary College responds to students requiring Tier Two and Three supports in a variety of ways. These could include, but are not limited to:

- Case Management Meetings
- Parent Meetings
- PSDMS support
- Wellbeing support
- Sub School support
- External agencies/ referrals