

Be Safe

Be a Learner

Be Respectful

Be Kind



Barton
PRIMARY SCHOOL

**School Wide Positive
Behaviour Support Handbook**

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What is School Wide Positive Behaviour Support (SWPBS)?

SWPBS is an evidence-based school improvement approach that creates a positive and supportive learning environment for all students. It focuses on teaching and reinforcing positive behaviours while providing targeted assistance to students who may need extra support, leading to a more successful and inclusive learning community. When implemented well, SWPBS ensures that all students receive support to maximise behavioural, wellbeing and academic growth.

The approach also improves teacher wellbeing by providing them with the tools to establish positive climates for learning where they can focus on teaching and learning, by increasing engagement and instructional time.

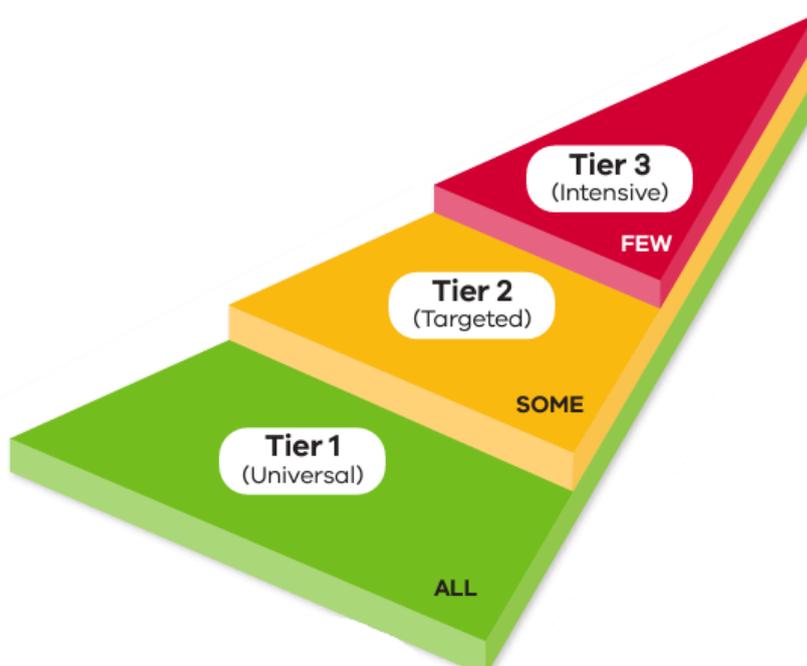
SWPBS is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

At Barton Primary School, we implement SWPBS by:

- Using a continuum of evidence-based practices to support student needs
- Engaging students, families, and community members to co-create culturally responsive practices
- Regularly checking the effectiveness of our practices
- Building behaviour support expertise within the school
- Relying on tiered teams to guide implementation
- Using data to identify strengths, uncover needs, and monitor student progress
- Implementing universal screening to identify student needs
- Developing content expertise through coaching and ongoing professional development

The SWPBS framework employs a Multi-Tiered System of Supports (MTSS). MTSS is an evidence-based model that involves teams using data to predict or identify problems and plan solutions. It integrates our school's approach to academic, behavioural and wellbeing outcomes.

- Tier 1 represents practices that enable most students to experience success.
- Tier 2 involves the school having a plan to notice and intervene when students show risk factors.
- Tier 3 involves intensive intervention for students with the most complex needs.



In Support of SWPBS

SWPBS is the marriage of behavioural science and implementation science. It is also known as Positive behaviour interventions and supports (PBIS). It first emerged in the United States during the 1980s. SWPBS has been researched and evaluated through more than a dozen randomised, controlled trials. This research found SWPBS to be associated with positive outcomes for students and educators, including:

- Significant decreases in the number of behaviour referrals to school leadership (40-60% reduction)
- Improved school climate
- Increased capacity for schools to provide additional or individualised supports
- Improved student behaviour and social competence
- Improved perceptions of school safety
- Reduced bullying
- Academic gains
- Increased perception of teacher self-efficacy

School Policy & Philosophy

Wellbeing at Barton Primary School is reflected through our school policies. These policies serve to ensure a consistent approach for our staff and community that is in line with the actions and beliefs of our school's Leadership Team and the School Council.

Policies are created to reflect Department of Education directions and Occupational Health & Safety acts. The two most relevant to SWPBS frameworks are;

Statement of Values & School Philosophy

Outlines the values of our school community and explains the vision, mission and objectives of our school.

Student Engagement & Wellbeing Policy

Ensures that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Barton Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive, and inclusive school environment consistent with our school's values.

Statement Of Values And School Philosophy



Help for non-English speakers - If you need help to understand the information in this policy, please contact Administration at Ph. 8766 4000

PURPOSE

The purpose of this policy is to outline the values of our school community and explain the vision, mission and objectives of our school.

POLICY

Barton Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Barton Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

This policy outlines our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display posters and banners that promote our values in our school
- celebrate our values in our school communication
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

VALUES

At Barton Primary School we are committed to fostering an environment where our values empower our students to excel academically and personally while becoming responsible, compassionate, and engaged members of society

Be Safe - We act in a way that prevents harm to ourselves and others

Be a Learner - We allow others and ourselves to enjoy school and try our best

Be Respectful - We treat ourselves, each other, our school, and community with consideration and courtesy

Be Kind - We are friendly and considerate to others

BEHAVIOURAL EXPECTATIONS

Barton Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school. We use the (School Wide Positive Behaviour Support) SWPBS matrix to guide our positive behaviours.

As principals and school leaders, we will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour in the school community

- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

UNREASONABLE BEHAVIOURS

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our *Visitors Policy on our website*).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone
- the use or threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- sending demanding, rude, confronting or threatening letters, emails or text messages
- sexist, racist, homophobic, transphobic or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this *Statement of Values and School Philosophy* may lead to further investigation and the implementation of appropriate consequences by the school Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action

Inappropriate student behaviour will be managed in accordance with our school's *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy*.

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

- [Occupational Health and Safety Act 2004 \(Vic\)](#)

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in our staff handbook/manual
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included in transition and enrolment packs

- Discussed at student forums/through communication tools
- Made available in hard copy from school administration upon request

POLICY REVIEW AND APPROVAL

Policy last reviewed	19/10/2023
Consultation	School Council & Staff
Approved by	School Council
Next scheduled review date	19/10/2026

Student Wellbeing and Engagement Policy



Help for non-English speakers - If you need help to understand the information in this policy, please contact Administration at Ph. 8766 4000

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (e) our commitment to providing a safe and supportive learning environment for students
- (f) expectations for positive student behaviour
- (g) support available to students and families
- (h) our school's policies and procedures for responding to inappropriate student behaviour.

Barton Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive, and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

1. SCHOOL PROFILE

Barton Primary School is a PPP (Public/Private Partnerships) school that opened on the first day of the 2017 school year. It is situated in the growth corridor of South East Melbourne in the City of Casey, 5km from the main street of Cranbourne. As of June 2023, there are currently 1055 students enrolled at the school (541 female and 514 males), with 53.4% of those students enrolled speak a language other than English at home (EAL) and six are Koorie.

At Barton Primary, we set high expectations with high support for all members of our school community. We embed the Department of Education "school-wide positive behaviour support (SWPBS)" framework which outlines high expectations regarding academic expectations as well as emotional and behavioural standards. These expectations are an integral part to the culture we create, and all members of our community are encouraged to; Be Safe, Be a Learner, Be Respectful & Be Kind.

Barton Primary School utilises teaching and learning methods that are backed by research and proven to be effective. By employing evidence-based practices, Barton Primary School ensures that students receive the highest quality education and are equipped with the skills and knowledge necessary for their future success.

The Specialist Program included Physical Education, Performing Arts, Visual Art and Languages: Spanish. We also have a part-time EAL Teacher and an Intervention Team that is made up of four members.

2. SCHOOL VALUES, PHILOSOPHY AND VISION

Refer to page 12 of handbook

3. WELLBEING AND ENGAGEMENT STRATEGIES

Barton Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Barton Primary School use a Gradual Release of Responsibility instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Barton Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through yard duty support, buddy program (5s with preps, 4s with Kinder/Prep transition).
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning

- we engage in whole school positive behaviour support with our staff and students, which includes programs and frameworks such as:
 - Respectful Relationships
 - School Wide Positive Behaviour Support
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. police visits, Melbourne City Soccer Outreach, Kids Helpline Sessions)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- each year group has a Year Group Leader/Coordinator who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture. Goals related to understanding and engagement with culture are included in their Individual Education Plan, which is reviewed quarterly.
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including.
- we support learning and wellbeing outcomes of students from refugee background through EAL program
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ+ Student Support](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Education Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- we are moving towards a 'low-variance' curriculum whereby students are supported to develop skills through explicit teaching and high levels of differentiation
- we use the Response to Intervention model which enables staff to identify and cater to the needs of students with diverse needs
- we use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Maths Online Interviews (MOI) as diagnostic tools and as assessments for learning for all students, identifying students who require additional support or intervention (support and extension)
- through the use of diagnostic tools and triangulation of data, students who are identified as requiring additional support are enrolled in our Intervention Program (TLI).

Individual

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)

- [Behaviour Support Plans](#)
- [Student Support Services](#)

As well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [LOOKOUT](#)
- [SASP](#)

Barton Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services, ELMHS, Orange Door, ChildFirst

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Barton Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team (Youth Workers), Wellbeing Leadership Team, Classroom Teacher & Education Support Staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Barton Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. STUDENT RIGHTS AND RESPONSIBILITIES

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy on the school website.

6. STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Behavioural expectations of students are grounded in our school's Statement of Values & Expectations.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy on the school website.

When a student acts in breach of the behaviour standards of our school community, Barton Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff. The staged response has been developed using the principles of School Wide Positive Behaviour Support framework and is attached as Appendix A.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension

- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Barton Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. ENGAGING WITH FAMILIES

Barton Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. EVALUATION

Barton Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- Attitudes to School Survey
- COMPASS incident data
- Semester reports
- Parent Opinion Survey
- Case Management records (Youth Workers)
- CASES21, including attendance and absence data
- SOCS

Barton Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ+ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy on our school website:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	24/07/2023
Consultation	Staff (Prep PLC Team, Assistant Principal - Wellbeing, Lead Teacher - Wellbeing) & Families
Approved by	Principal
Approved date	06/08/2023
Next scheduled review date	06/08/2025

SWPBS Tier 1 Team

The SWPBS Tier 1 team is UPA trained. All year levels and specialist classes have representatives on this team to ensure plans will be practical and relevant in the whole school context.

Roles and Responsibilities

The Tier 1 team meets every 3 weeks to monitor and evaluate Tier 1 process within the school. This includes:

- Reviewing Tier 1 education within classrooms
- Creating resources to support Tier 1 implementation
- Monitoring behavioural data
- Feeding back staff and community concerns
- Reviewing positive acknowledgement system

The Tier 1 team includes the following roles and functions:

SWPBS Leader

- 0.2 time allocation, with access to additional professional learning and coaching to lead SWPBS implementation.
- Provide coaching support to staff – demonstrations, observations, feedback, etc.

Assistant Principal (Inclusion)

- Authority to make decisions about school operations.
- Ensure plans will be practical and 'doable' in the school context.

Leading Teacher (Wellbeing)

- Provide coaching support to staff – demonstrations, observations, feedback, etc.
- Behaviour expertise to ensure SWPBS implementation is consistent with behavioural science principles.

				
<u>Katrina van Dam</u> SWPBS Leader Grade 4 Teacher	<u>Hugh Mclaughlin</u> Assistant Principal (Inclusion)	<u>Courtney Douglas</u> Leading Teacher (Wellbeing)	<u>Ebony Elysee</u> Prep Teacher	<u>Meaghan Mann</u> Grade 1 Teacher

				
<u>Amy Krause</u> Grade 2 Teacher	<u>Rachael Vriend</u> Grade 3 Teacher	<u>Stephen Bayliss-White</u> Grade 5 Teacher	<u>Erin Park</u> Grade 5 Teacher	<u>Samantha Brown</u> Grade 6 Teacher
				
<u>Rhiannon Blick</u> Grade 6 Teacher	<u>Tiffany Saleh</u> Specialist Teacher	<u>Kylie Peters</u> Education Support Staff Team Leader	<u>Sarah Scott</u> Education Support Staff Coordinator	

SWPBS Tier 2 Team

The Tier 2 team members are; **Katrina van Dam, Hugh Mclaughlin and Courtney Douglas.**

The SWPBS Tier 2 team identifies students unresponsive to behaviour support practices. They use data decision rules to match students to the most appropriate interventions from a menu of PBS supports. They monitor the fidelity and impact of Tier 2 supports.

Roles and Responsibilities

The Tier 2 team meets fortnightly to monitor and evaluate Tier 1 and 2 processes in the school. This includes:

- Reviewing referrals from the Tier 1 team
- Reviewing referrals from the Inclusion team
- Review of both major and minor behavioural data through Compass Pulse
- Reteach room referral monitoring
- Cadencing out the next steps for behaviours of concern
- Developing, implementing and monitoring Tier 2 interventions for students
- Providing support for staff (coaching, observations, modelling) in areas of SWPBS

SWPBS Tier 3 Team

The SWPBS Tier 3 team (Complex Cases) members are **Hugh Mclaughlin**, **Courtney Douglas**, **Sean Newton** (YW Team Leader) and **Kylie Peters** (ES Coordinator).

The Tier 3 team plans individualised and intensive support for students with the most persistent, extreme and complex behavioural needs.

Roles and Responsibilities

The Tier 3 team meets every week to monitor and evaluate Tier 3 processes and individuals within the school. This includes:

- Reviewing referrals from the Tier 2 team
- Using data to identify students requiring intensive supports
- Facilitating Functional Behaviour Assessments (FBAs) and behaviour support plans
- Developing, implementing and monitoring Tier 3 interventions for students
- Implementing a Team Around the Learner approach through Tier 3 action teams
- Monitoring the fidelity and impact of Tier 3 supports

Expected Behaviours

Schoolwide expectations are guiding principles — valued behaviours and attitudes for success at school. The **Barton Primary School Values** have been created in consultation with staff, students and the leadership team to define the values that encompass who we are as a school.

At Barton Primary School we are committed to fostering an environment where our values empower our students to excel academically and personally while becoming responsible, compassionate, and engaged members of society.

Be Safe - We act in a way that prevents harm to ourselves and others

Be a Learner - We allow others and ourselves to enjoy school and try our best

Be Respectful - We treat ourselves, each other, our school, and community with consideration and courtesy

Be Kind - We are friendly and considerate to others

The “hidden” social curriculum that requires students to observe and figure out what is expected creates confusion and inefficiencies leading to unexpected behaviour. To alleviate confusion and make the it visible, a **Matrix of Expectations** (explicit expected rules) was created.

The expectations in this matrix are widely displayed and explicitly taught to all students in all classrooms, beginning in Prep and extending to Specialist subjects. This ensures a consistent and predictable understanding for all members of our school community.



Barton SWPBS Values

At Barton Primary School we are committed to fostering an environment where our values empower our students to excel academically and personally while becoming responsible, compassionate, and engaged members of society.

Be Safe

We act in a way that prevents harm to ourselves and others.

Be a Learner

We allow others and ourselves to enjoy school and try our best.

Be Respectful

We treat ourselves, each other, our school, and community with consideration and courtesy.

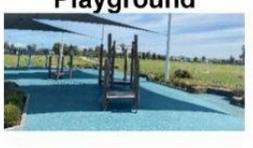
Be Kind

We are friendly and considerate to others.

Matrix of Expectations

SWPBS Matrix of Expectations



	 <p>All Areas, All the Time</p>	 <p>Learning Spaces (Indoor & Outdoor)</p>	 <p>Outside, Oval & Playground</p>	 <p>Community Areas & Events</p>	 <p>Transitioning</p>	 <p>Toilets</p>	 <p>Digital/Online Space</p>
<p>Be Safe</p> <p><i>We act in a way that prevents harm to ourselves and others</i></p>	<ul style="list-style-type: none"> We keep our hands and feet to ourselves. We use equipment and resources correctly. We stay in the learning space. We tell a trusted adult when something is wrong. 	<ul style="list-style-type: none"> We walk inside. We ask permission before entering the space. We keep chair legs on the floor when sitting. 	<ul style="list-style-type: none"> We wear hats from September to April. We ask an adult before entering an out-of-bounds area. We give people personal space. We play gently. 	<ul style="list-style-type: none"> We wear helmets when riding to and from school. We use the school crossings. We stay with our group and adults. 	<ul style="list-style-type: none"> We stay with our class. We walk between spaces. We walk our bikes/scooters from the gate into school. We walk in a straight line behind our teacher. 	<ul style="list-style-type: none"> We wash our hands using one pump of soap. We keep water in the sink. We immediately report problems to an adult. We sit on the toilet. 	<ul style="list-style-type: none"> We protect our personal information. We keep our usernames and passwords private. We ask permission before using a device. We follow our digital learning agreement.
<p>Be a Learner</p> <p><i>We allow others and ourselves to enjoy school and try our best.</i></p>	<ul style="list-style-type: none"> We allow others to learn. We ask for help. We use positive coping strategies. We participate and try our best. We are positive role models. 	<ul style="list-style-type: none"> We follow instructions. We complete our work to the best of our abilities. We reset our learning space. 	<ul style="list-style-type: none"> We play by the rules. We teach others the rules so they can join in. We invite others to join in games. We play fair and take turns. 	<ul style="list-style-type: none"> We have a go at all learning opportunities. We are open to new experiences. We encourage others. 	<ul style="list-style-type: none"> We are on time for lessons. We bring all our belongings with us. We move through the school quietly and calmly. 	<ul style="list-style-type: none"> We use the toilet during break times. We leave the toilets as soon as we are finished. 	<ul style="list-style-type: none"> We stay on task. We only use school-approved websites. We leave our phone at the office when we arrive at school. We log off when we are asked to.
<p>Be Respectful</p> <p><i>We treat ourselves, each other, our school, and community with consideration and courtesy.</i></p>	<ul style="list-style-type: none"> We wear the correct uniform. We treat others how they want to be treated. We use peoples' preferred names. We take care of our spaces and belongings. We take turns. We follow instructions. 	<ul style="list-style-type: none"> We demonstrate active listening when others are speaking. We raise our hands to share. We use an appropriate volume when working. 	<ul style="list-style-type: none"> We share equipment with others. We use paths for walking. We throw rubbish in the bin. We use appropriate language towards others. 	<ul style="list-style-type: none"> We leave places as we found them. We represent our school with pride. We follow bus rules. 	<ul style="list-style-type: none"> We line up quietly and wait patiently for our teacher. We move between learning spaces quickly, quietly and safely. We arrive at the learning space 'Ready to Learn'. 	<ul style="list-style-type: none"> We give others privacy. We use a quiet voice. We only put toilet paper in the toilet. We enter and exit through the same door. 	<ul style="list-style-type: none"> We use appropriate language. We only use our own logins. We ask peoples' permission before we take their photos/videos. We are careful with devices.
<p>Be Kind</p> <p><i>We are friendly and considerate to others</i></p>	<ul style="list-style-type: none"> We include others. We use our manners. We ask others if they're okay. We acknowledge our mistakes. We ask for permission to use things that are not our own. We are upstanders against bullying. 	<ul style="list-style-type: none"> We do our part when working with our partner/group. We welcome others. We celebrate our differences. We listen to others' opinions. 	<ul style="list-style-type: none"> We all help to pack up. We win with humility. We lose with grace. We celebrate others' achievements. 	<ul style="list-style-type: none"> We listen to the presenters and their instructions. We are quiet on the bus. We allow others to enjoy the experience too. 	<ul style="list-style-type: none"> We greet teachers as we enter the space. We share the space with other students. 	<ul style="list-style-type: none"> We stay in our own cubicle. We wait quietly for others. We keep the toilets clean and tidy. 	<ul style="list-style-type: none"> We help others use ICT. We charge our devices for the next person.

Positive Reinforcement

The concept of positive reinforcement is associated with the work of behaviourist psychologist BF Skinner. As part of his work, Skinner considered ways in which behaviour could be changed by treating someone differently based on what they did. This theory is known as operant conditioning (the association of a voluntary behaviour with a consequence).

When the motivation for a behaviour is internal and for the sake of personal satisfaction, positive reinforcement or some form of return is not expected. Conversely, extrinsic motivation is doing something to gain a reward or avoid punishment.

At Barton Primary School, our staff understand that bribery is offering something to get something or stop something, and it is usually a reaction. Reinforcement is giving something (a Dojo point and praise) because of something positive (an expected behaviour), and it is something that is planned for in advance. Bribery gives students control over whether or not they want what you are offering and want to do what you are asking. Reinforcement allows teachers to be in control of the situation. So, we try to avoid “If... then...” statements.

When a behaviour is followed by a positive consequence (i.e. reinforcement), then that behaviour is more likely to occur again in the future. At our school, students are extrinsically motivated by praise and positive Class Dojo points. Class Dojo points are given out to students to reinforce the whole school values when expected behaviours are displayed. It refers to the Matrix of Expectations within all areas of our schools grounds and community. The use of Class Dojo extends to all areas of the school, and students are encouraged to make the link between their behaviour and the earning of points by adding on the points themselves. This process is supported in its consistency by **Whole School Rules**.

Once students have accumulated a certain amount of points they can redeem them for **Individual Rewards**. These are nominated by the students, considered by the Tier 1 SWPBS team, allocated a point value and placed on a list of school approved rewards. Grade levels review their students' choices and create a cohort list of rewards that can be redeemed for Dojo points. This includes an option for **Class Rewards**, to be voted on by the class when the group has earned points for demonstrating whole class expected behaviours.



SWIPBS Class Dojo Rules.



Individual Rewards

- Points cannot be requested
- Points cannot be given to or shared with peers.
- Rewards cannot be claimed during a lesson; you must wait until an appropriate transition time to cash in.
- Students will be responsible for ensuring their own points are added on Class Dojo. (Grade appropriate)
- If students are found to be using class dojo in an inappropriate way (i.e. adding un-earned points to their account, tampering with another student's account, etc.) there will be consequences including the possibility of losing points.
- All rewards must be approved by your classroom teacher before they are cashed in.



Class Rewards

- The class will vote on whether to claim a reward or continue saving for another option.
- The class will vote on which reward to spend their money on.
NOTE:- All voting decisions are final and cannot be contested.
- Your classroom teacher will negotiate a time ASAP when the reward can be accessed.



Be Safe

Be a Learner

Be Respectful

Be Kind

20 POINTS



- Call the roll 
- Use a special seat for a session 
- 10 minutes free time 
- 10 minutes play **LEGO** 

30 POINTS



- Eat lunch with another class 
- Go through morning calendar 
- Prize box 
- Game with a friend from your class 

40 POINTS



- Phone a friend 
- Visit another teacher and show your great work 
- Assist in another class 
- Use an iPad for learning for a session 

50 POINTS



- Show and Share 
- 15 minutes tech-time 
- Lesson in another class 
- Teachers' assistant for the day 

Class Rewards

50 points	100 points
Karaoke/rap battle/dance party (during eating time) Class drawing contest	15 outside time
200 points	500 points
Game outside Class vs class game 1 session free time	Movie and popcorn Free dress day



SWPBS Awards

Barton Primary School uses awards to instil the importance of the SWPBS school values and acknowledge the groups and individuals striving to demonstrate expected behaviours. SWPBS Awards are a way to “share the good news” about student behaviour with families and reinforce students’ efforts at an intermittent level.

Grade Level Awards

Grade level awards are granted to classes who have earned the most Dojo points for the ‘Value of the Week’. This award is presented at assembly, and allows classes to share a sense of pride over Being Respectful, Being Safe, Being Kind and Being a Learner. The purpose of grade level awards in the positive consequence continuum is to prompt adults to provide feedback at rates or ratios that are likely to support consistent student demonstration of desired academic or social behaviours. These are a way to remind us to provide specific positive praise on a regular basis, that supports and encourages students to behave in a desired way.

Individual Awards

Individual Awards are a way to encourage improved behaviour for all students, from those who struggle to behave as well as those who regularly demonstrate desired behaviour. They support the understanding that;

- Not all students are encouraged by the same thing or in the same ways.
- As students are learning new skills they need immediate and frequent reinforcement.
- As students demonstrate mastery they respond to intermittent to long-term reinforcement to maintain their social behavioural efforts.
- Many students try to get or seek social attention.
- Students who avoid social attention may be reinforced by activities, privileges or tangibles.
- Many young students are motivated by adult attention while older students typically are more motivated by peer attention.

Grade Level Awards



Attendance
CLASS
of the week
IS AWARDED TO GRADE
Prep
FOR
AMAZING
ATTENDANCE
FOR 2024 TERM 2 WEEK 3



Be Safe Be a Learner Be Respectful Be Kind



dojo
CLASS
of the week
IS AWARDED TO GRADE
Grade
FOR THE SCHOOL VALUE
BE A LEARNER
FOR 2024 TERM 2 WEEK 9



Be Safe Be a Learner Be Respectful Be Kind



dojo
CLASS
of the week
IS AWARDED TO GRADE
Grade
FOR THE SCHOOL VALUE
BE KIND
FOR 2024 TERM 2 WEEK 11



Be Safe Be a Learner Be Respectful Be Kind



dojo
CLASS
of the week
IS AWARDED TO GRADE
Grade
FOR THE SCHOOL VALUE
BE RESPECTFUL
FOR 2024 TERM 2 WEEK 10



Be Safe Be a Learner Be Respectful Be Kind



dojo
CLASS
of the week
IS AWARDED TO GRADE
Grade
FOR THE SCHOOL VALUE
BE SAFE
FOR 2024 TERM 2 WEEK 8



Be Safe Be a Learner Be Respectful Be Kind

Individual Awards



dojo 

STUDENT

of the week

IS AWARDED TO

FOR THE SCHOOL VALUE

BE SAFE

FOR 2024 TERM 2 WEEK 8



Be Safe Be a Learner Be Respectful Be Kind



dojo 

STUDENT

of the week

IS AWARDED TO

Name

FOR THE SCHOOL VALUE

BE A LEARNER

FOR 2024 TERM 2 WEEK 8



Be Safe Be a Learner Be Respectful Be Kind



dojo 

STUDENT

of the week

IS AWARDED TO

Name

FOR THE SCHOOL VALUE

BE RESPECTFUL

FOR 2024 TERM 2 WEEK 8



Be Safe Be a Learner Be Respectful Be Kind



dojo 

STUDENT

of the week

IS AWARDED TO

Name

FOR THE SCHOOL VALUE

BE KIND

FOR 2024 TERM 2 WEEK 8



Be Safe Be a Learner Be Respectful Be Kind

Unexpected Behaviours

Even with the most consistent implementation of schoolwide practices covered earlier some students will still make social behavioural learning errors. Generally, learners fail to use expected behaviours for one of two reasons:

- Skill deficit: student does not know the skill or understand context in which skill is to be used
- Performance deficit: a lack of motivation to perform the preferred behaviour.

The initial response to all unexpected behaviour at Barton Primary School is error correction using both indirect and direct strategies. Indirect strategies are actions to minimise the misbehaviour before it gets out of hand and requires more extensive intervention. Indirect strategies are unobtrusive and carried out quickly during instruction. Direct correction strategies are suggested for unexpected behaviours that continue or do not change after indirect strategies have been used. When implementing these direct strategies, staff use the language from the Matrix of Expectations. They interact privately and match their response with the frequency and severity of the behaviour. In these instances, staff work to increase teaching opportunities and praise students' efforts to follow the established expectations.

Adult behaviour	Adult response	Dialogue/actions staff can use
Calm	Non-verbal prompt	Provide verbal and/or visual cue; low-key responses.
Consistent	Re-direct	State and demonstrate the matrix behaviour.
Brief	Re-teach the rule	State and demonstrate the matrix behaviour. Have students demonstrate. Provide immediate feedback.
Immediate	Provide choice (reengage or have a consequence applied)	Give a statement of two alternatives: the preferred or desired behaviour or a less preferred choice. Pause after providing the choice and when the student chooses desired behaviour, provide positive feedback.
Respectful	Apply natural or logical consequence	Consequence is applied if the student does not choose desired behaviour.

In order to keep consistency across the school and ensure behaviour responses are predictable a **Minor and Major Behaviour Matrix** has been developed. This matrix identifies the behaviour, establishes whether it is minor or major and guides staff to an appropriate logical consequence. It also directs back to the Matrix of Expectations by identifying the lagging skill and suggesting expected behaviours that could be taught or retaught.

Tier 1 & 2 Behaviour Response

The **Tier 1 Behaviour Response** is about ensuring safety, consistency and predictability for all students.

Minor unexpected behaviour is addressed by the attending teacher or staff using a staged response.

- **Remind:** verbally restate expectation
- **Reflect:** using the Matrix of Expectations and error correction
- **Reset:** using the Zones of Regulation, positive coping strategies, sensory tools, Calm Corner, etc.
- **Relocate:** to a buddy classroom or different previously-identified space
- **Re-engage & Reteach:** students return to the space and a restorative reteach occurs at an appropriate time.

If further consequence is deemed necessary, it will be nominated in line with those approved in the Minor & Major Behaviours matrix. Engagement in this response is through a practice that is calm, consistent, brief, immediate, respectful and specific. This approach will be conducted in an informal way for minor behaviours and is embedded in classroom teaching and learning. A **Student Version** is displayed in every classroom to support the predictability of the process for students and provide a reference point for teacher consistency.

Major unexpected behaviours will require a more formal restorative session that generally involves other staff and/or members of the Leadership team and all persons affected in the incident. In these cases, the behaviour is a serious or chronic disruption, concerns safety for the student or others, or is a potentially illegal behaviour. The consequences and actions taken by the Leadership team will be nominated in line with those approved in the Minor & Major Behaviours matrix, and may include more intensive teaching, restorative activities, strategies to help the student handle future situations, or support from families.

Tier 3 Behaviour Response

The **Tier 3 Behaviour Response** is sometimes created in conjunction with a Behaviour Support Profile and details the adjustments made for students with complex behavioural needs. It includes the Tier 1 Behaviour Response processes, but makes necessary accommodations to support the outcomes for all students. These plans are made in consultation with families/cares, classroom teachers, and the Tier 3 SWPBS team.

Minor & Major Behaviours Matrix

*This is a working document. The most current version can be found here: [Minor & Major Behaviours matrix](#)

CATEGORY	BEHAVIOUR	DEFINITION	EXAMPLES	LOGICAL CONSEQUENCES	EXPECTATIONS TO RE/TEACH
Disruption	Disruption	Talking while the teacher is speaking, calling out, loud noises, noises indoors	<ul style="list-style-type: none"> Talking while the teacher is speaking Calling out Loud noises Distracting others Out of seat behaviour Yelling/out of seat on a bus Interrupting learning of others Entering another class' learning spaces 	<ul style="list-style-type: none"> Complete unfinished learning during break time Goal setting activity Relocation for following session Practice self-regulation strategies 	<input type="checkbox"/> We ask permission before entering the space. <input type="checkbox"/> We keep chair legs on the floor when sitting. <input type="checkbox"/> We walk inside. <input type="checkbox"/> We allow others to learn. <input type="checkbox"/> We participate and try our best. <input type="checkbox"/> We are positive role models. <input type="checkbox"/> We follow instructions. <input type="checkbox"/> We complete our work to the best of our abilities. <input type="checkbox"/> We move through the school quietly and calmly. <input type="checkbox"/> We demonstrate active listening when others are speaking. <input type="checkbox"/> We raise our hands to share. <input type="checkbox"/> We use an appropriate volume when working. <input type="checkbox"/> We take turns. <input type="checkbox"/> We follow bus rules. <input type="checkbox"/> We use a quiet voice. <input type="checkbox"/> We arrive at learning spaces 'Ready to Learn'. <input type="checkbox"/> We acknowledge our mistakes. <input type="checkbox"/> We listen to the presenters and their instructions. <input type="checkbox"/> We are quiet on the bus.
	Persistent disruption	Behaviour causing significant interruption to a class or activity (monitored over a two week period)	<ul style="list-style-type: none"> Sustained loud talk Yelling or screaming Noise with materials Horse play or rough housing Sustained out of seat behaviour 	<ul style="list-style-type: none"> Reset day in alternate hub Parent meeting to discuss support strategies Discussion with Wellbeing/Leadership Practice self-regulation strategies Reteach room referral 	<input type="checkbox"/> We use equipment and resources correctly. <input type="checkbox"/> We wear helmets when riding to and from school. <input type="checkbox"/> We wear hats from September to April. <input type="checkbox"/> We participate and try our best. <input type="checkbox"/> We are positive role models. <input type="checkbox"/> We follow instructions. <input type="checkbox"/> We complete our work to the best of our abilities. <input type="checkbox"/> We have a go at all learning opportunities. <input type="checkbox"/> We are open to new experiences. <input type="checkbox"/> We wear the correct uniform. <input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We follow instructions.
Defiance	Defiance	Low-intensity failure to respond to adult requests (defiance/disrespect/non-compliance)	<ul style="list-style-type: none"> Responding "No" when asked to do something Ignoring simple requests/instructions from staff (i.e. asked to relocate) Work refusal Disrespect towards staff or other students Tipping over a chair Throwing an object (not at others) Non-verbal responses like folding arms/rolling eyes Walking off from an adult when being spoken to Out of uniform (non-wellbeing related issue) Refusal to wear school hat 	<ul style="list-style-type: none"> Classroom reteach following return from relocation Withdrawal from class Relocation for following session Class meeting Complete unfinished learning during break time Practice self-regulation strategies 	<input type="checkbox"/> We use equipment and resources correctly. <input type="checkbox"/> We wear helmets when riding to and from school. <input type="checkbox"/> We wear hats from September to April. <input type="checkbox"/> We participate and try our best. <input type="checkbox"/> We are positive role models. <input type="checkbox"/> We follow instructions. <input type="checkbox"/> We complete our work to the best of our abilities. <input type="checkbox"/> We have a go at all learning opportunities. <input type="checkbox"/> We are open to new experiences. <input type="checkbox"/> We wear the correct uniform. <input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We follow instructions.

	Repeated minor behaviours of defiance, non compliance or disrespect	Persistent refusal to comply with established routines (classroom, learning, playground) compromising personal safety or that of other students	<ul style="list-style-type: none"> Repeated refusal to follow directions after multiple requests Turning over furniture aggressively Yelling at adults Running away from an adult after repeated instructions (putting others or self at risk) 	<ul style="list-style-type: none"> Discussion with Wellbeing/Leadership Time off the yard Parent meeting to discuss support strategies Reteach room referral 	<input type="checkbox"/> We listen to others' opinions. <input type="checkbox"/> We use our manners. <input type="checkbox"/> We do our part when working with our partner/group.
Location	Absconding from the learning space	Leaving the learning space where visibility is impacted. Leaving the directed space on a camp or excursion.	<ul style="list-style-type: none"> Not returning to class Not attending specialist (without permission) Exiting the classroom Moving away from Hub location 	<ul style="list-style-type: none"> Classroom reteach following return from relocation Identification of safe spaces 	<input type="checkbox"/> We stay in the learning space. <input type="checkbox"/> We tell a trusted adult when something is wrong. <input type="checkbox"/> We ask an adult before entering an out-of-bounds area. <input type="checkbox"/> We stay with our class. <input type="checkbox"/> We stay with our group and adults. <input type="checkbox"/> We move between learning spaces quickly, quietly and safely. <input type="checkbox"/> We are on time for lessons.
	Entering an out of bounds area	Playing, or frequenting areas identified as being out of bounds.	<ul style="list-style-type: none"> Jumping over the fence Walking the boundary of the school Playing in out of bounds area 	<ul style="list-style-type: none"> Immediate reteach around safety Walk with Yard Duty teacher while reteaching in-bounds areas 	
	Absconding from the school	Leaving the boundaries of the school with no intent to return.	<ul style="list-style-type: none"> Leaving the school and walking away 	<ul style="list-style-type: none"> Contact Leadership Time off the yard (if lunch time incident) Parent meeting Modification of adjustments 	
Physical Misconduct	Physical contact without intent to harm	Non-serious, but inappropriate, unwanted or reckless, accidental physical contact.	<ul style="list-style-type: none"> Unwanted patting/tapping Accidental/reckless touching of inappropriate area Hitting with hats Rough/unsafe play Pushing someone causing no harm Throwing items into open space 	<ul style="list-style-type: none"> Classroom reteach following return from relocation Restorative Conversation Social Story Separate from peers Practise expectation as a whole class, group or individual Practice self-regulation strategies 	<input type="checkbox"/> We keep our hands and feet to ourselves. <input type="checkbox"/> We give people personal space. <input type="checkbox"/> We play gently. <input type="checkbox"/> We ask others if they're okay.
	Physical contact with intent to harm	Deliberate actions involving serious physical contact when injury may occur.	<ul style="list-style-type: none"> Kicking Hitting Punching Hair pulling Scratching Spitting Strangling Biting Throwing items directly at a person Spitting directly towards a person Physically assaulting/harming a person using an object 	<ul style="list-style-type: none"> Removal from classroom space or yard Restorative conversation Contact with parents Reteach room referral Contact Leadership 	
Misconduct Involving Possessions	Taking things without permission	Taking something as a joke or "borrowing" without asking first	<ul style="list-style-type: none"> Taking someone's hat and wearing it Taking stationary to use Forgetting to return borrowed items Hiding people's belongings Kicking away another's sport equipment 	<ul style="list-style-type: none"> Practise expectation as a whole class, group or individual Restorative conversation Classroom reteach following return from relocation 	<input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We ask for permission to use things that are not our own.

	Stealing	Purposely stealing others belongings	<ul style="list-style-type: none"> • Student is in possession of, or has passed on, an item that they intentionally took • Student is responsible for removing someone else's property • Theft from local stores 	<ul style="list-style-type: none"> • Parent contact • 1:1 reteach • Withdrawal from class – use of buddy class • Withdrawal from playground • Contact Leadership 	
Misconduct Involving Property	Misuse of property	Any form of damage caused to the property, due to negligence or intentionally by the person who is not the owner of the property. Students deliberately destroy another students' equipment/possession or work in an inappropriate way (low-intensity incident).	<ul style="list-style-type: none"> • Scribbles on another student's work • Snaps a pencil • Ripping up another student's work or book • Using scissors to cut hair or clothing • Throwing sensory toys or fidget items 	<ul style="list-style-type: none"> • Written or verbal apology • Repairing the damage, where possible • Practise expectation as a whole class, group or individual • Classroom reteach following return from relocation 	<input type="checkbox"/> We keep water in the sink. <input type="checkbox"/> We sit on the toilet. <input type="checkbox"/> We reset our learning space. <input type="checkbox"/> We leave places as we found them. <input type="checkbox"/> We take care of our spaces and belongings. <input type="checkbox"/> We all help to pack up.
	Destruction or vandalism of property	Intentional property damage to technology, furniture or other items not belonging to the offending person	<ul style="list-style-type: none"> • Damaging property such as laptops, computers, buildings • Throwing furniture • Destruction of a learning space or office • Intentionally littering • Writing on walls/property/resources • Flushing/sticking foreign objects in the toilets/sinks • Damaging trees/the environment 	<ul style="list-style-type: none"> • Apology letter in own time or teacher scribe • Restorative conversation • Contact parents/caregivers • Picking up rubbish in the school yard • Contact Leadership 	<input type="checkbox"/> We leave the toilets as soon as we are finished. <input type="checkbox"/> We are careful with devices. <input type="checkbox"/> We only put toilet paper in the toilet. <input type="checkbox"/> We throw rubbish in the bin. <input type="checkbox"/> We use paths for walking. <input type="checkbox"/> We keep the toilets clean and tidy.
Misconduct Involving Technology	Misuse of ICT/mobile phone	Using ICT/Mobiles	<ul style="list-style-type: none"> • Playing an unapproved online game • Not following class lesson plan • Using mobile phone during school hours 	<ul style="list-style-type: none"> • Use break time to make up lesson • Handing phone into office-student must agree • Practise expectation as a whole class, group or individual • Classroom reteach following return from relocation 	<input type="checkbox"/> We ask permission before using a device. <input type="checkbox"/> We follow our digital learning agreement. <input type="checkbox"/> We leave our phone at the office when we arrive at school <input type="checkbox"/> We stay on task. <input type="checkbox"/> We log off when we are asked to. <input type="checkbox"/> We charge our devices for the next person.
	Breach of ICT code of conduct	The use of ICT will align with the Digital User Agreement	<ul style="list-style-type: none"> • Impersonating someone else or the school online • Sharing derogatory or offence material • Bullying or harassment online • Sharing or viewing adult material 	<ul style="list-style-type: none"> • Referral to external agencies for support • Parent meeting • Removal from school devices for a set time 	<input type="checkbox"/> We only use school approved websites. <input type="checkbox"/> We ask peoples' permission before we take their photos/videos. <input type="checkbox"/> We only use our own logins. <input type="checkbox"/> We use appropriate language towards others.
Verbal/Non Verbal Misconduct	Indirect swearing	The use of inappropriate language with no intent to offend or intimidate. It is not directed at a person or group.	<ul style="list-style-type: none"> • Swearing in response to an event • Using it as everyday vocabulary • Name calling 	<ul style="list-style-type: none"> • Vocabulary replacement • Apology to those offended • Practise expectation as a whole class, group or individual • Create a list of alternative words to use • Classroom reteach following return from relocation 	<input type="checkbox"/> We use positive coping strategies. <input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We use appropriate language towards others. <input type="checkbox"/> We use peoples' preferred names. <input type="checkbox"/> We lose with grace.

	Direct swearing	The use of targeted, offensive language with the intent to offend or intimidate. It is directed at a person or group	<ul style="list-style-type: none"> • Direct swearing at a student or staff • Swearing to offend someone • Swearing back at a demand • Rude finger 	<ul style="list-style-type: none"> • Written apology • Reteach with focus on phrase replacement • Discussion with Wellbeing/Leadership • Reteach room referral 	
Harassment	Teasing	Intended to provoke or make fun of someone. Includes instances where there is no power imbalance or precedent.	<ul style="list-style-type: none"> • Name calling • Inappropriate joke at someone's expense • A single act of social rejection • Isolated incidents of aggression, intimidation or violence • One-off acts of meanness or spite 	<ul style="list-style-type: none"> • Practise expectation as a whole class, group or individual • Restorative conversation • Conflict resolution reteach • Written apology • Classroom reteach following return from relocation 	<input type="checkbox"/> We encourage others. <input type="checkbox"/> We play by the rules. <input type="checkbox"/> We teach others the rules so they can join in. <input type="checkbox"/> We invite others to join in games. <input type="checkbox"/> We play fair and take turns. <input type="checkbox"/> We use peoples' preferred names. <input type="checkbox"/> We share equipment with others. <input type="checkbox"/> We win with humility. <input type="checkbox"/> We celebrate others' achievements. <input type="checkbox"/> We welcome others. <input type="checkbox"/> We share the space with other students. <input type="checkbox"/> We allow others to enjoy the experience too.
	Harassment	It is language or actions that are demeaning, offensive or intimidating to a person, or that breaches their rights	<ul style="list-style-type: none"> • Targeted physical, verbal, psychological or sexual violence • Racism • Sexism • Ableism • Heterosexism • Religious discrimination 	<ul style="list-style-type: none"> • Contact Leadership 	<input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We celebrate our differences.
Bullying	Bystander behaviour	Being present/witness to another who is perpetrating bullying behaviour	<ul style="list-style-type: none"> • Watching a friend make poor choices • Laughing while someone is teasing or bullying another student • Participating in the exclusion of others • Not holding others accountable to the school expectations 	<ul style="list-style-type: none"> • Practise expectation as a whole class, group or individual • Restorative conversation • Conflict resolution reteach • Upstander reteach • Written apology • Classroom reteach following return from relocation 	<input type="checkbox"/> We immediately report problems to an adult. <input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We include others. <input type="checkbox"/> We are upstanders against bullying. <input type="checkbox"/> We ask others if they're okay.
	Bullying	Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm	<p>Repeated:</p> <ul style="list-style-type: none"> • Name calling • Targeted exclusion • Physical and verbal abuse 	<ul style="list-style-type: none"> • Contact Leadership • Removal from learning space • Designated yard spaces • Parent meeting • Intervention groups 	<input type="checkbox"/> We treat others how they want to be treated. <input type="checkbox"/> We celebrate our differences.
Sexualised behaviour	Sexualised behaviour	Normal sexual behaviours for the age of the student - age appropriate, context inappropriate	Refer to SECASA matrix	<ul style="list-style-type: none"> • Contact Leadership 	<input type="checkbox"/> We give others privacy. <input type="checkbox"/> We stay in our own cubicle.

	Sexual behaviour	Concerning or very concerning sexual behaviours for the age of the student - age inappropriate, context inappropriate	Refer to SECASA matrix	<ul style="list-style-type: none"> • Contact Leadership 	<ul style="list-style-type: none"> • Contact Leadership
Other	Illicit substances	The possession and/or use of illegal drugs, pharmaceutical drugs, or alcohol	<ul style="list-style-type: none"> • Self-administering drugs • Vaping/smoking 	<ul style="list-style-type: none"> • Contact Leadership 	<ul style="list-style-type: none"> • Contact Leadership
	Possession/ use of weapon	The possession and/or use of an object/weapon with the intent to cause destruction or inflict cause harm	<ul style="list-style-type: none"> • Using everyday objects (scissors, pencils, chairs, etc.) to harm others • Bringing a weapon to school 	<ul style="list-style-type: none"> • Contact Leadership 	<ul style="list-style-type: none"> • Contact Leadership
	Privacy breach	When another person/s encroaches on someone's personal boundaries, either physically or online	<ul style="list-style-type: none"> • Looking under toilet doors • Taking and/or sharing photos/videos of someone without their permission • Accessing school documents without permission 	<ul style="list-style-type: none"> • Contact Leadership 	<ul style="list-style-type: none"> <input type="checkbox"/> We protect our personal information. <input type="checkbox"/> We keep our usernames and passwords private. <input type="checkbox"/> We give others privacy. <input type="checkbox"/> We stay in our own cubicle.

Behaviour Response Flowchart - Tier 1



Be Safe Be Respectful Be Kind Be a Learner

TIER 1 BEHAVIOUR RESPONSE

Minor Behaviour

Major Behaviour

REMINDE
Verbally state expectation

REFLECT
Use the matrix and error correction

RESET
Using the ZoR, sensory tools, Calm Corner etc.

RELOCATE
Buddy classroom or different space

RE-ENGAGE & RETEACH
At appropriate time

ENSURE SAFETY
If required, evacuate space

PHONE WELLBEING
Extension 132 from the landline, or call the Wellbeing Mobile

TEACHER RESPONSE
Chronicle, debrief with student/s, elect consequence, contact family

WELLBEING RESPONSE
If discussed; communicate with and support teacher, elect and coordinate consequence, contact family, all necessary reporting

In the event of a suspension, teacher and AP to coordinate

- MINOR BEHAVIOURS**
- Absconding from the learning space
 - Entering an out of bounds area
 - Defiance
 - Disruption
 - Indirect swearing
 - Misuse of property
 - Physical contact without intent to harm
 - Teasing
 - Bystander behaviour
 - Misuse of ICT/mobile phone
 - Taking things without permission
 - Sexualised Behaviour (normal as per SECASA matrix)

- MAJOR BEHAVIOURS**
- Absconding from the school
 - Repeated minor behaviours
 - Persistent disruption (over days or weeks)
 - Direct swearing
 - Destruction or vandalism of property
 - Physical contact with intent to harm
 - Harassment (sexism, racism, etc.)
 - Bullying
 - Breach of ICT code of conduct
 - Stealing
 - Sexual Behaviour (concerning as per SECASA matrix)
 - Illicit Substances
 - Possession/use of weapon
 - Privacy breach

Calm Consistent Brief Immediate Respectful Specific

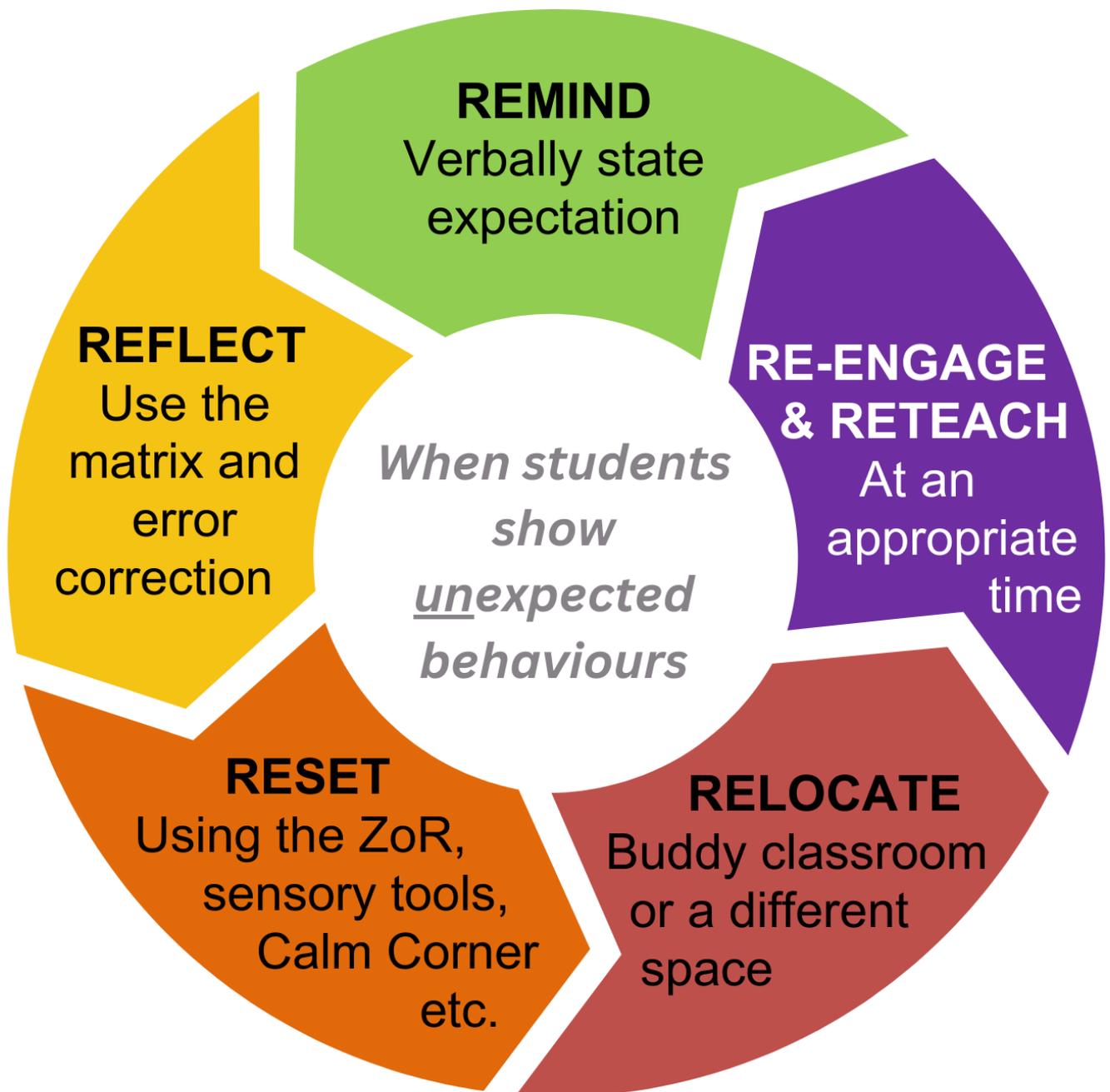
Behaviour Response Flowchart - Tier 1 Student Version



Be Safe Be Respectful Be Kind Be a Learner

When students show expected behaviours

REINFORCE
Use positive reinforcement strategies



Calm Consistent Brief Immediate Respectful Specific

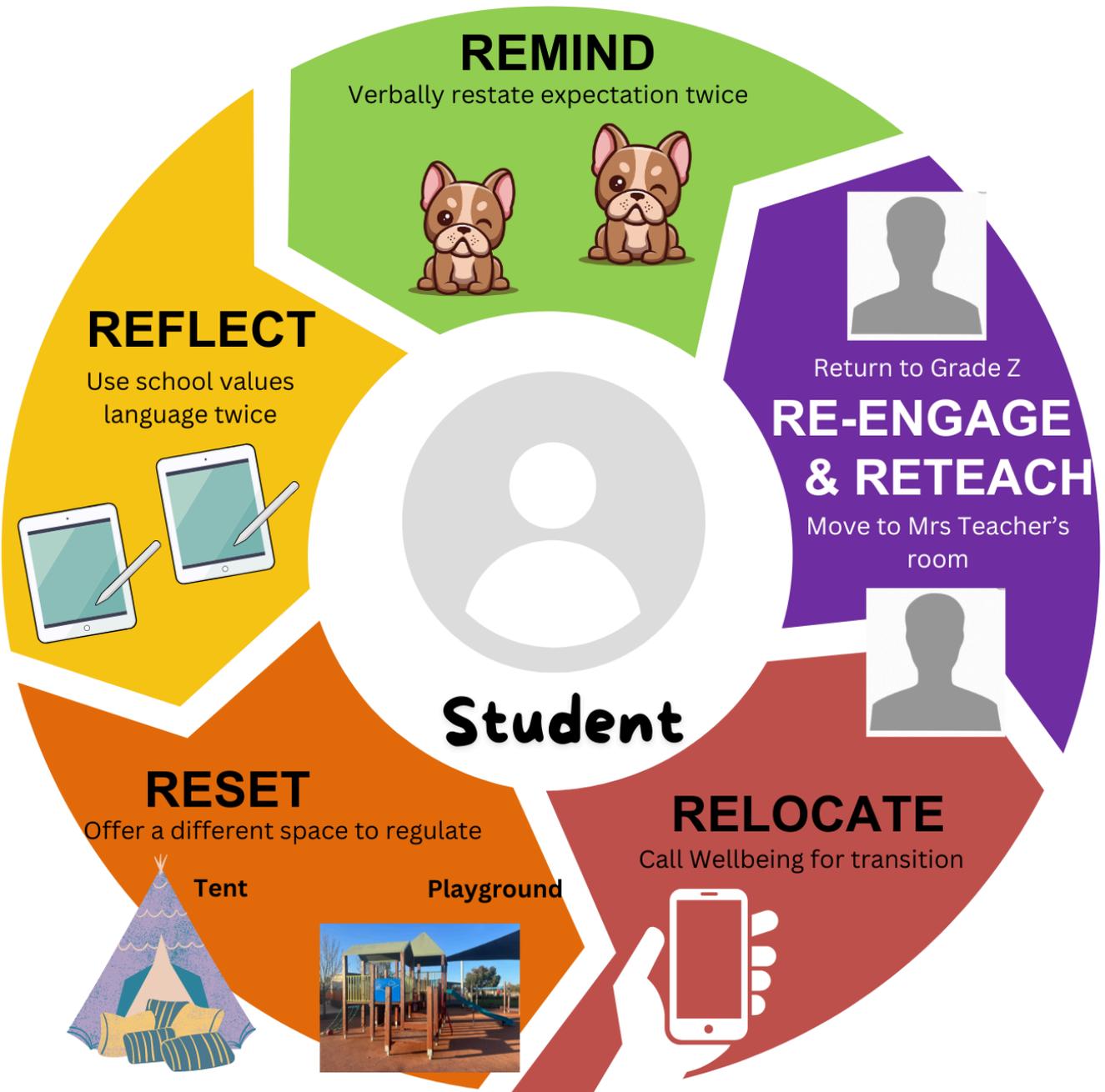
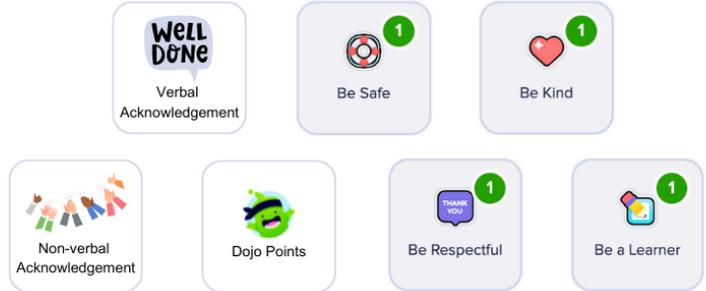
Behaviour Response Flowchart - Tier 3 (example)



Be Safe Be Respectful Be Kind Be a Learner

When students show expected behaviours

REINFORCE
Use positive reinforcement strategies



TIER 3 BEHAVIOUR RESPONSE

Minor Behaviour

Major Behaviour

1 reminder: "Student, we're doing this. Can you please do this?"

3 reflections: "This is your 1st reminder to (school value) by..."
Repeat language for 2nd & 3rd reflection

1st time: "I can see you're (emotion). You can kick the ball or go on the playground".
2nd time: "I can see that you're still in the (name zone). Go outside to kick the ball."
Classroom teacher to maintain supervision

"You are continuing to be unsafe, I am going to call Wellbeing for help now" relocate to Mrs Teacher's classroom.

In Mrs Teacher's classroom (0A):
Student stays for 10 minutes or until calm. Completes Values tick board. Teacher prompts return to class behaviour "When you go back you can apologise to your teacher for _____."
Reengage: Classroom teacher script - "Thank you for the apology. You can now do this. Do you need help to do that?"

MINOR BEHAVIOURS

Disrupting learning
Refusing instructions
Leaving the classroom without asking
Unwanted physical contact or rough play
Taking others belongings and refusing to return
Throwing single items (disruptive)

ENSURE SAFETY
If required, evacuate space

PHONE WELLBEING MOBILE
"You are continuing to be unsafe, I am going to call Wellbeing for help now."

RELOCATED
"We are going to Mrs Teacher's room to reflect and re-engage with our learning."

WELLBEING RESPONSE
Support student's relocation to Mrs Teacher's classroom (0A)
0A student to support return to 1Z when calm and Values checklist has been completed

WELLBEING RESPONSE
- Action logical consequences
- Phone parents
- Debrief with Classroom Teacher

MAJOR BEHAVIOURS

Throwing pencils and wiping things off tables
Taking and throwing other people's belongings
Physical contact with intent to harm
Harassment of certain students
Climbing and jumping on furniture
Major disruption to classroom (peak presentation)

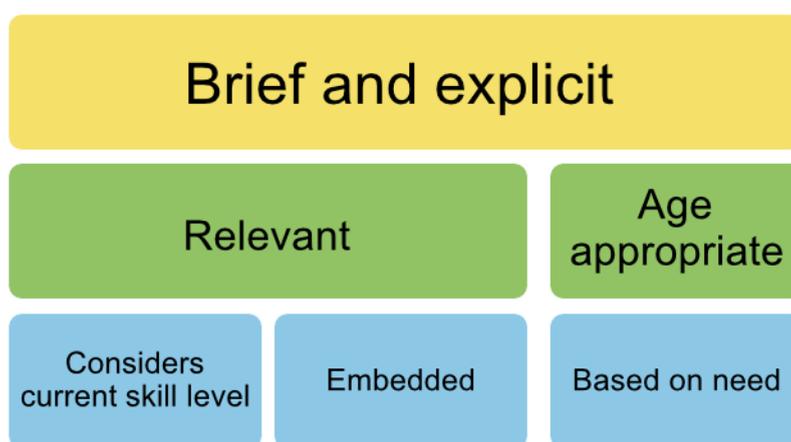
Teaching Behaviour

“For an average student to learn something new, it needs to be repeated an average of 8 times. For an average student to unlearn an old behaviour and replace it with a new behaviour, the new behaviour must be repeated, on average, 28 times.” (Harry Wong, 2005)

Traditionally, teaching social behaviour has consisted of stating the rule, expecting students to always follow the rule and then providing negative consequences when the rule was not followed. Using this approach to teach academics - for example, teaching the order of maths operations to calculate the area of a square and then isolating a student who did not remember the formula (rule) - would not be considered an effective instructional approach.

At Barton Primary School, our SWPBS matrix of expectations, along with Respectful Relationships, can be considered our social behaviour curriculum. Changing behaviour requires time and commitment and a consistent approach. To support that, our reinforcements are school wide, our expectations are school wide, and the responsibility to uphold and reinforce these expectations is school wide. Expectations are taught simultaneously across the school to support our ‘Value of the Week’, and are linked to a higher rate of reinforcement (two Dojo points instead of the usual one). These are reflected in the **Wellbeing Yearly Overview**.

There are many features which influence the effectiveness of a lesson, as outlined in the following diagram.



For initial skill acquisition, **lesson plans** are created using the instructional model of ‘Tell, Show, Practice’. As students work towards generalising the behaviour skill to other settings, they are provided ongoing support or scaffolding with:

- Pre-corrects
- Reminders
- Active supervision
- Observational feedback.

Lesson content is primarily guided by the age of the students and their prior learning histories. Our staff use a variety of **lesson scaffold resources** and teaching strategies to help students become fluent with a chosen behavioural skill. Examples might include:

- Role playing
- Playing games that include use of the skill
- Watching videos of examples and non-examples
- Tying the social lesson with academic content
- A debate of why the skill is important to self and others.

Wellbeing Yearly Overview

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Termly
Term 1	SWPBS	Ready to Learn		Be a Learner Expected and unexpected behaviours in Toilets	Be a Learner Expected and unexpected behaviours Transitioning	Be Respectful What does it look like / sound like / feel like to be respectful to ourselves and others? Expectation We throw rubbish in the correct bin.	Be Kind What does it look like / sound like / feel like to be kind to ourselves and others? Expectation We greet teachers as we enter the space.	Be Safe What does it look like / sound like / feel like to be safe towards ourselves and others? Expectation We use equipment and resources correctly.	Be Kind We celebrate our differences.	Be Safe We walk our bikes/scooters from the gate into school. AND We wear helmets when riding to and from school.	Be Respectful We demonstrate active listening when others are speaking.		Expected and unexpected behaviours Digital/Online Spaces to be taught alongside Cyber Safety lessons and in conjunction with the Digital Technologies Acceptable Student User Agreement . Expected and unexpected behaviours Community Areas and Events to be taught before <u>each</u> excursion/incursion/camp
		<ol style="list-style-type: none"> Introduction to SWPBS <ul style="list-style-type: none"> Reflect on School Values Teach Class Dojo expectations and procedures Generate year level reward list Review response to unexpected behaviours Expected and unexpected behaviours in All Areas, All The Time Expected and unexpected behaviours in Outside, Oval & Playground Expected and unexpected behaviours in Learning Spaces (Indoor & Outdoor) Review school wide procedures <ul style="list-style-type: none"> Eating time Wearing your hat Getting a drink Going to the toilets Accessing First Aid <p>→ Assess the 5 priority expectations to teach to meet the needs of your class</p>											
		RRRR	Topic 1 Emotional Literacy		Topic 3 Positive Coping				Topic 6 Help-Seeking				
	Events		6/02 Safer Internet Day			1/03 Clean Up Australia Day	8/03 International Women's Day		21/03 Harmony Day	22/03 Ride to School Day			
Term 2	SWPBS	Ready to Learn	Be Respectful We treat others the way they want to be treated.	Be Kind We win with humility. We lose with grace.	Be Safe We tell a trusted adult when something is wrong.	Be a Learner We use positive coping strategies.	Be Respectful We use peoples' preferred names.	Be Kind We acknowledge our mistakes.	Be Safe We keep our hands and feet to ourselves.	Be a Learner We play by the rules. AND We teach others the rules so they can join in.	Be Respectful We take turns.	Be Kind We all help to pack up.	Expected and unexpected behaviours Community Areas and Events to be taught before <u>each</u>
		Be a Learner We participate and try our best. <i>Review school</i>											

		wide procedures.											excursion/incursion/camp
	RRRR	Topic 1 Emotional Literacy	Topic 7 Gender & Identity				Topic 8 Positive Gender Relationships						
	Events		25/04 ANZAC Day			15/05 - 21/05 Mental Health Awareness Week 26/05 National Sorry Day		27/05 - 3/06 National Reconciliation Week		12/06 King's Birthday	20/06 World Refugee Day		
									JUNE - Pride Month				
Term 3	SWPBS	Ready to Learn	Be Respectful We use appropriate language towards others.	Be Kind We do our part when working with our partner/ group.	Be Safe We play gently.	Be Kind We are upstanders against bullying.	Be Respectful We share equipment with others.	Be a Learner We allow others to learn.	Be Safe We wear hats from September to April.	Be Kind We ask others if they're okay.	Be Respectful We take care of our spaces and belongings.		Expected and unexpected behaviours Community Areas and Events to be taught before <u>each</u> excursion/incursion/camp
		Be a Learner We reset our learning space. <i>Review school wide procedures.</i>											
	RRRR	Topic 1 Emotional Literacy	Topic 4 Problem Solving				Topic 2 Personal Strengths						
	Events	3rd - 10th July NAIDOC WEEK				16/08 National Day Against Bullying and Violence				14/09 R U OK? Day			
Term 4	SWPBS	Ready to Learn	Be Respectful We ask peoples' permission before we take their photo/ video.	Be Kind We listen to others' opinions.	Be Safe We give people personal space.	Be a Learner We play fair and take turns.	Be Kind We include others.	Be Respectful We use an appropriate volume when working.	Be Safe We protect our personal information. AND We keep our usernames and passwords private.	Be a Learner We are positive role models.	Be Respectful We arrive at the learning space 'Ready to Learn'.	Be Kind We celebrate others' achievements.	Expected and unexpected behaviours Community Areas and Events to be taught before <u>each</u> excursion/incursion/camp
		Be a Learner We complete our work to the best of our abilities. <i>Review school wide procedures.</i>											
	RRRR	Topic 1 Emotional Literacy	Topic 5 Stress Management				Topic 4 Problem Solving - Extension Activities		Topic 3 Positive Coping - Extension Activities				
	Events				31/10 Diwali		13/11 World Kindness Day	Salvation Army Food & Gift Drive Starts			Salvation Army Food & Gift Drive Ends		

Teaching Behaviour - Lesson Plan Example

School Value	Be Safe	Be a Learner	Be Respectful	Be Kind
Specific Expectation/Procedure <i>List behaviours and/or steps to complete</i>	Lining Up looks like: <ul style="list-style-type: none"> • Standing in one line • Bags on backs/belonging in hands • Voices off/Silence • Hands to ourselves • Eyes forward 			
Context <i>Location(s) where the behaviour is expected</i>	All Settings			
Teaching All Students				
Tell <i>Introduce the behaviour and why it is important</i>	<ul style="list-style-type: none"> • ‘Today we are going to review the skill - I can line up.’ Read the behaviour and steps. • Brainstorm as a class, a list of situations in which they may be asked to line up at school. These could include - at their classroom after lunch, before specialists etc. • Discuss why it might be important that students are lining up correctly and what would happen if they didn’t. 			
Show <i>Teacher demonstrate and model the behaviour</i>	<ul style="list-style-type: none"> • Demonstrate to students how correct lining up looks - use your Year Levels expectations on location, for example: In 3D students line up on the ramp not on the wooden deck. Reiterate specific behaviours/expectations list. • As a class, create a Y-chart, feels like, looks like, sounds like - Butchers Paper or Google Slide to be displayed in the classroom. 			
Practice <i>Students role play the behaviour in relevant setting</i>	<ul style="list-style-type: none"> • Give a direction for students to line up at the door. • Students role play what lining up should look like. • Go for a short walk around the school and then give another direction for students to line up in a new spot. • Students model what lining up should look like. • Film students successfully lining up to use for reteaching in the future. 			
Generalisation	Pre-correct/remind <i>Anticipate and give students a reminder</i>	‘Before I give this instruction, let’s review the steps for lining up. We stand in one line, with our belongings in our hands/bags on our backs, our eyes are forwards, we keep our hands to ourselves and we walk.’		
	Supervise <i>Move, scan and interact with students</i>	After directions are given, move, scan and interact with students to give them feedback about how they are following directions and correct as needed.		
	Feedback <i>Observe student performance and make a note of need</i>	<ul style="list-style-type: none"> • Acknowledge students success - ‘Thank you for following our expectations for lining up, I saw lots of students...’ • Take note of what students still need to work on and focus on this skill during future reteaches. 		
Reteach <i>Practice throughout the day/week</i>	<ul style="list-style-type: none"> • Have students share examples of when they followed directions promptly. • Share examples of someone you saw following directions promptly and tie compliance to positive outcomes by giving Dojo Points. 			

WHEN CAN WE SHOW
THIS BEHAVIOUR?

WHAT IT LOOKS LIKE

BE A LEARNER

WHAT IT SOUNDS LIKE

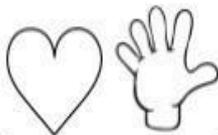
WHAT IT FEELS LIKE

INSERT EXPECTATION HERE



Looks Like

Feels Like



Sounds Like

Reteaching Behaviour

At Barton Primary School, one of the consequences for not demonstrating the expected behaviour is being retaught the behaviour or skill. Reteaching capitalises on the teachable moment to review the expectation in more detail. The skill is labelled, taught and shown, and the student given the immediate opportunity to practise demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.

All staff at Barton Primary School have participated in professional learning about reteaching behaviour and engage in this practice daily. On occasions where the classroom reteach has been ineffective at changing the behaviour, or when the teacher has other commitments that impact their ability to reteach in a timely manner, students may be referred to the Reteach Room for their break time using the **Reteach Room Referral Process**.

In the Reteach Room, the attending staff have a number of responsibilities:

- Log student attendance
- Check Compass for record of referring behaviour
- Use the **Restorative Conversation Scaffold** to allow students to have their say about what occurred
- Use **Reteach Documents** to scaffold a more formal discussion around the behavioural skill that needs to be demonstrated
- Complete the **Reteach Room Attendance Communication** form, to be sent home to parents/guardians
- Support students to practise the behavioural skill
- Read social stories that link to the expected behaviour
- Practise co-regulation strategies to support the managing of emotions

The Tier 1 SWPBS team reviews the Reteach Room attendance log during their meetings every 3 weeks. Students who have been referred there more than three times within a term will be referred to the Tier 2 SWPBS team for consideration. This may include the creation of a Behaviour Support Profile or the implementation of other supportive measures.

The outcomes for these students are then monitored and evaluated by the Tier 2 SWPBS team fortnightly. For students who continue to present with persistent, extreme and complex behavioural needs, referrals are made to the Tier 3 SWPBS team.

Reteach Room - Referral Process

Observing teacher	Reteach room teacher	Classroom teacher
<input type="checkbox"/> REINFORCE: Dojo and verbal acknowledgement for students showing <u>expected behaviours</u> . <input type="checkbox"/> Follow script below when addressing unexpected behaviours <input type="checkbox"/> Record incident on Compass <input type="checkbox"/> Tag classroom teacher	<input type="checkbox"/> Debrief with student <input type="checkbox"/> Support completion of reflection <input type="checkbox"/> Complete parent letter <input type="checkbox"/> Scan QR code to record student attendance <input type="checkbox"/> Send student back to class with reflection and parent letter	<input type="checkbox"/> Check in with student who has a reteach reflection <input type="checkbox"/> Familiarise yourself with Compass entry <input type="checkbox"/> Conduct and Chronicle any requested follow up from parent <input type="checkbox"/> Give returned forms to Hugh

Script for Acknowledging unexpected behaviours

For a **minor behaviour** - referral to the reteach room is not necessary

Observe unexpected minor behaviour.

Ask student to come over to speak with you away from their peers or address entire group

→ “One of our school values is (insert value). We can (insert value) by (insert expectation). I saw (describe observable behaviour).”

REMIND
Verbally state expectation

Give student/s a chance to be heard.

Select from the following scripts based on :

1. “This is your **reminder** that I want to see you (insert expectation), because that (insert value explanation).”
2. Can you **reflect** with me about why it is important to (insert expectation)? (i.e. because that prevents others and yourself from harm).
3. I would like you to have a break and **reset** before you keep playing. You could go for a walk, go to the toilet or go and grab a drink. When you come back I want to see you (insert expectation), because that (insert value explanation).”

REFLECT
Use the matrix and error correction

RESET
Using the ZoR, sensory tools, Calm Corner etc.

For a **major behaviour** - referral to the reteach room is an option

Observe unexpected major behaviour.

Ask student to come over to speak with you away from their peers or address entire group

→ “One of our school values is (insert value). We can (insert value) by (insert expectation). I saw (describe observable behaviour).”

RELOCATE
Buddy classroom or different space

Give student/s a chance to be heard.

Use the following scripts based on :

1. “What I saw was behaviour that is harmful to others and or/yourself. Our school focus is (insert value) and you need some time to think about how to make (insert value) choices next time. You now need to go to Miss Denny’s room for a **reteach**. You’ll be there for the rest of the break. Do you know where that room is? Let me show you/find someone to show you.”

RE-ENGAGE & RETEACH
At appropriate time

Reteach Room - Attendance Communication



90 Everlasting Boulevard,
Cranbourne West VIC 3977
Tel: 03 8766 4000
Email: barton.ps@education.vic.gov.au
www.bartonps.vic.edu.au

Be Safe **Be a Learner** **Be Respectful** **Be Kind**

Date: _____

Dear Parent / Guardian,

This letter is to inform you that your child, _____ participated in a reteach lesson today. Reteach lessons occur when students have shown on more than one occasion that they are not able to show the behaviours and expectations that are part of our school values.

Teacher/s present at reteach: _____

- School value being retaught:
- Be Safe
 - Be a Learner
 - Be Respectful
 - Be Kind

Details surrounding the incident that lead to this reteach: _____

The learning your child completed is attached to this letter. At some time tonight, we ask that you please discuss with your child what they learned today. Barton Primary School prides itself on encouraging students to reach their full potential by upholding our school values. We appreciate your assistance with ensuring that your child is best supported to do so - both at school and at home.

Please sign and write any additional comments on the back. Your child should return this letter to their classroom teacher the following day. If you would like a follow up phone call with their classroom teacher, please indicate so on the back of this letter.

We thank you for your support.

Teacher signature: _____

Student signature: _____

Parent signature: _____

I would like to request a follow up call: No

Yes

Contact number: _____

Comments: _____

Restorative Conversation Scaffold

Restorative Scaffold

Situation

What happened?

What were you thinking and feeling at the time? (Guide a reflective conversation)

Since then, what have you thought about it?

Who has been affected and in what way?

Reflection

What could have been done differently?

What could you try next time that would work for you?

Who could help you with that?

Resolution

Are you willing to fix the problem with _____?

What could you do to fix the problem with _____?

When would be a good time to check in with you and see that you have tried to sort the problem with _____ and that you are doing what we agree?

How are you feeling right now?

Restorative Example

Situation

What happened?

John was annoying me in soccer and saying that I can't kick so I pushed him and he fell over.

What were you thinking and feeling at the time? (Use this to guide a reflective conversation)

John was pissing me off so I just pushed him. I didn't even do it hard.

Since then, what have you thought about it?

I'm still annoyed at John but I feel bad that he got hurt.

Who has been affected and in what way?

John because I pushed him

Reflection

What could have been done differently?

I could have told a teacher when John was annoying me

What could you try next time that would work for you?

I could tell a teacher

***here you might ask 'do you think that you'll be able to do that?' or 'is there something that you can do before that, because sometimes it's tricky to just walk away when you're feeling annoyed'.*

I could clench my fists and toes and walk away.

Who could help you with that?

I think I'll be able to do that

***at this point you might encourage more discussion about it, and suggest that you'll remind them about this conversation before they go out to the next break*

Resolution

Are you willing to fix the problem with _____?

Yeah

What could you do to fix the problem with _____?

I could say sorry

When would be a good time to check in with you and see that you have tried to sort the problem with _____ and that you are doing what we agree?

I'll do it at lunch

What zone are you in now?

Blue and yellow

***if anything aside from green – 'what could you do that will help you regulate your zone?'*

Maybe do some colouring for a little while.

Reteach Document - P-2 Example



Be Safe Be a Learner Be Respectful Be Kind

Circle the school value being retaught today

1. How were you feeling at the time?



2. Draw or write what happened:

3. Draw or write what you will do next time:

4. Write the name of the School Value you will work hard to show:

Be

Reteach Document - 3-6 Example



Be Safe Be a Learner Be Respectful Be Kind

Circle the school value being retaught today

A teacher listened to me talk about what happened: Yes No

1. Why is it important for students to demonstrate all the school values?

2. When students are showing this particular value, what does it look like/sound like/feel like?

3. Why is it important to demonstrate this school expectation?

4. What are 3 strategies that could help you to live this school expectation better?

i. _____

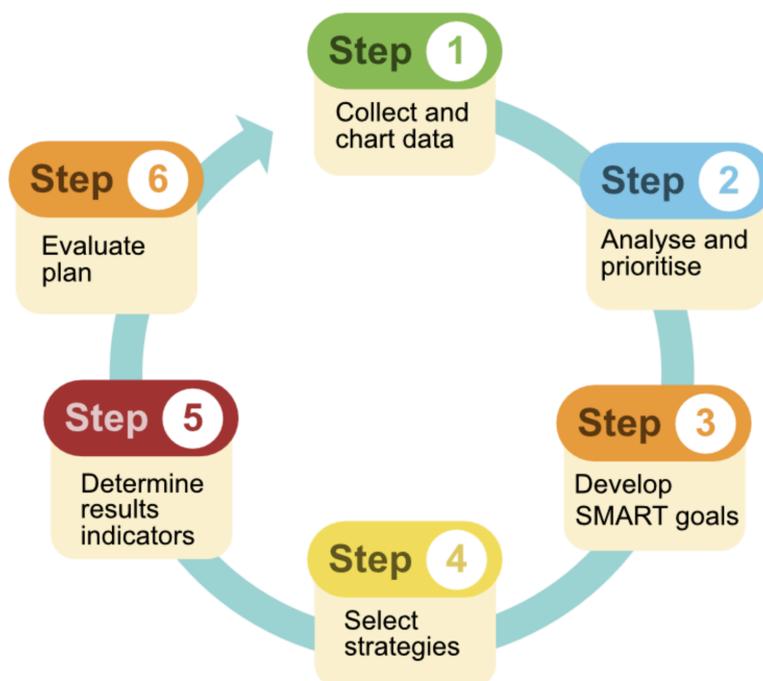
ii. _____

iii. _____

5. What is the school value that you will work to improve?

Behaviour Data

The role of behaviour data is to monitor behaviours of concern and enable effective problem-solving. This monitoring is done across all tiers and SWPBS teams at different levels.



Tier 1 Behaviour Data

The Tier 1 SWPBS team track the 'Big 5 data' (who, what behaviour, when and where it is occurring, the frequency) of minor and major behaviours at Barton Primary school using **Compass** Pulse. This is documented in the **SWPBS Solution Plan**, and an area of behaviour is selected for intensive analysis. A SMART goal is created; focusing on the school (e.g. 'all students' or an entire grade level) rather than an individual as the unit of analysis. From here, strategies are selected to prevent, teach, recognise and acknowledge, and discouragement or corrective consequences are elected. Over the next 3 weeks, 'results indicators' are used by the Tier 2 SWPBS team to measure whether staff are implementing the plan. This includes using the **Dojo Points Tracker** and benchmark data to guide mid-course corrections and provide indications as to whether the plan is being implemented as designed and with the desired impact on student outcomes. At the end of the 3 week period, the effectiveness of the plan is evaluated.

The Tier 1 SWPBS team is also responsible for tracking Reteach Room attendance from the log and making referrals to the Tier 2 SWPBS team from reteach data analysis. Students who have more than 3 referrals within a single term, to the reteach room will need to be referred for consideration for additional support in relation to the Big 5 data collection points.

Tier 2 Behaviour Data

The Tier 2 SWPBS team discuss the referrals in weekly standup meetings and match students to the most appropriate interventions from a menu of PBS supports. Supports may include

- Behaviour Support Profile
- Goal Setting and Reflecting
- Alternative break time activities timetable
- Youth Worker intervention groups (where appropriate)
- Check in, Check out

The team monitors the fidelity and impact of Tier 2 supports using Compass Pulse and the Class Dojo tracker and reports.

Tier 3 Behaviour Data

The Tier 3 SWPBS team discusses referrals in weekly meetings and match those students to the most appropriate interventions from a menu of PBS supports. They monitor the fidelity and impact of Tier 3 supports.

Supports may include:

- Behaviour Support Profile
- Safety Plan
- Team Around the Learner
- Disability Inclusion Profile
- SSS involvement
- Referral to external agencies

Request for Assistance

Staff have received training to understand how to complete a **Student Referral Form**, and this process is reinforced in meetings, informal discussions and staff briefings. The student referral process allows teachers to identify and request support for the students they teach from the inclusion team, the Youth Work team or the Tier 2 SWPBS team.

Requesting assistance is a process that Barton Primary School's leadership team recommend and support so that all students are supported to access the adjustments and interventions required for them to participate in school to their full capacity. It can initiate:

- A discussion/review of current in-class adjustments from the Tier 2 team
- Classroom observations (where appropriate)
- Behaviour Support Profile creation
- Modifications to the behaviour response process
- The collection of ABC data
- Engagement with Student Support Services (SSS)

SWPBS Solution Plan

Collect & Chart Data (Big 5 Behaviour Report)	What was the average number of minor and major behaviours per day per month?		
	What is the most frequently reported problem behaviour ?		
	Where are most problem behaviours occurring?		
	When are most problem behaviours occurring?		
	Who are the most frequently engaged in problem behaviours? (i.e. individuals, grade level, team, etc.)		

Analyse & Prioritise (From Step 1, select ONE area of focus for intensive analysis)	Behaviour:	Location:	Time of Day:	Students:
	Behaviour: Where: When:	Behaviour: Where: When:	Behaviour: Where: When:	Behaviour: Where: When:
	Replacement Behaviour:			

SMART Goal:

<Population> will decrease behaviour referrals for <behaviour> from <start number> to <target number> between <start data> and <target date> as measured by Big 5 Behaviour Report (on Compass Pulse) for the month of <intervention month>.

Select Strategies (Solution Components)	What are the action steps?	What professional development and / or communication is required?	Who is responsible?	By when?	How will fidelity be measured?
---------------------------------------------------	-----------------------------------	--------------------------------------------------------------------------	----------------------------	-----------------	---------------------------------------

Prevention					
Teaching					
Recognition					
Corrective consequence					

Progress Monitoring & Data Collection	What data will we review?	Who is responsible for gathering the data?	When / how often will the data be gathered?	Where will the data be shared?	Who will see the data?
	Fidelity: Class Dojo point tracker & Class Dojo reports Benchmark: Big 5 Data (Compass Pulse)	Classroom teachers: record weekly Class Dojo points Katrina: create a widget to track focus data	Weekly	Tier 2 SWPBS team stand-up meeting Staff briefings	Tier 1&2 SWPBS Team All staff at weekly briefing

Evaluate Plan		Goal Not Met	Goal Met
	Not Implemented with Fidelity	Are there obstacles to implementation? <input type="checkbox"/> Yes: Modify plan to eliminate obstacles <input type="checkbox"/> No: Implement the plan	Look at other data to determine how the goal was still achieved
Implemented with Fidelity	<input type="checkbox"/> Re-analyse data <input type="checkbox"/> Develop an alternate hypothesis <input type="checkbox"/> Modify the plan to address the alternative hypothesis	<input type="checkbox"/> Plan for sustained implementation <input type="checkbox"/> Go back to your data; new data cycle around your most frequent behaviour	

Compass - Benchmark data

Create Chronicle Entry For Student

Details | **Communications** | **Notification Chain**

Template: * Major Behaviour NEW **Rating:*** Red
Please use this template for recording MAJOR behaviours.

Staff Visibility: Level 1: Admin/Power/Users

Parent/Student Visibility: Hidden

Date Occurred: 18/06/2024 3:10 PM

Include in Pulse:

Major Behaviour * Select applicable major behaviour events

- Repeated minor behaviours
- Persistent disruption
- Direct swearing
- Destruction or vandalism of property
- Physical contact with intent to harm
- Harassment
- Bullying
- Breach of ICT code of conduct
- Stealing
- Sexualised behaviour
- Illicit Substances
- Possession/use of weapon
- Privacy breach
- Absconding from school grounds

Location: * Location

Incident is related to (select Value): * Choose the applicable value

- Be Safe
- Be a Learner
- Be Respectful
- Be Kind

Overview: * Provide a brief overview...

Teacher Response (major) * Please select the actions taken to address this major behaviour.

- Ensure Safety
- Evacuate
- Wellbeing Leadership Team called
- Give students opportunity to be heard
- Debrief with students
- Select consequence (detail below)

Consequence: * Please detail the consequences chosen from the Minor/Major Behaviour Matrix

[Minor & Major Behaviours matrix](#)

Tier 2 Strategies to be Considered Please select the Tier 2 strategies/interventions applicable for consideration in this situation.

- Collection of behavioural data
- Wellbeing Team Referral (inc DIP/YW)
- Goal setting and reflecting

Tier 3 Strategies to be considered Please select the Tier 3 strategies/interventions that are being considered for this situation.

- Behaviour Support Plan development
- Individual Education Plan development
- Safety Plan
- Team Around the Learner

Discussions had with student's parents/guardians: Please provide brief information on any discussions you have had with the student's parents/guardians.

Wellbeing Response: Member of Wellbeing Leadership Team to detail their follow up.

Dojo Tracker - Fidelity data

Term 2 Week 8 - Be Safe					
Be Safe	Be a Learner	Be Respectful	Be Kind	Attendance	TOTAL
94	96	17	29	117	353
110	147	98	29	116	500
46	224	81	19	108	478
74	65	23	104	100	366
124	68	136	93	105	526
174	62	15	30	102	383
					0
					0
622	662	370	304	648	2606
Term 2 Week 9 - Be a Learner					
Be Safe	Be a Learner	Be Respectful	Be Kind	Attendance	TOTAL
132	338	56	107	70	703
9	304	37	17	74	441
1	356	39	11	21	428
17	246	32	82	79	456
5	166	90	192	86	539
3	296	34	7	89	429
					0
					0
167	1706	288	416	419	2996

Student Referral Google Form

Student Referral - Wellbeing and Inclusion

Complete this form with relevant concerns, information, and evidence for any students who you believe require additional support. Please be aware that referral does not guarantee support, rather is a first stepping stone to identifying resources that may be suitable/available both internally and externally.

Professional Learning

At Barton Primary School, all staff participate in regular professional learning about core Tier 1 SWPBS practices. The yearly schedule for this PL can be found in the Annual Meeting Schedule. It includes, but is not limited to, the following:

Content Covered	Presenter	Target Audience	Time Allocated	Resources
SWPBS Induction to New Staff	Courtney Douglas Katrina van Dam Assistant Principal	New staff	1 hour (Transition Day / Beginning of school year AND 1 hour (Beginning of semester 2)	SWPBS induction slides
School Wide Acknowledgement - Dojo	Courtney Douglas Katrina van Dam SWPBS Team	All staff	1 hour (Transition Day / Beginning of school year)	Class Dojo induction slides
Encouraging Expected Behaviours	Courtney Douglas Katrina van Dam	Graduate teachers	1 hour (Term 1 2024)	Encouraging Expected behaviours slides & document
Error Correction & Discouraging Unexpected Behaviour	Courtney Douglas Katrina van Dam	All Staff	1 hour (Term 2 2024)	Discouraging Unexpected Behaviour slides and video
Tier 1 Behaviour Response	Courtney Douglas Katrina van Dam	All Staff	1 hour (Term 3 2024)	Response to Behaviour slides
Requesting Assistance & Data Monitoring	Courtney Douglas Katrina van Dam	All Staff	1 hour (Term 4 2024)	TBC
UPA - Universal Prevention A	SWPBS Resource Hub	SWPBS team members as required	When scheduled	via the Department of Education Victoria
UPB - Universal Prevention B	SWPBS Resource Hub	SWPBS team members as required	When scheduled	via the Department of Education Victoria

Staff also have access to the **Barton Primary School - Professional Learning** Google Classroom, which has readings, tasks and professional development presentations that were covered in previous terms. Staff are encouraged to access this platform throughout the year to support learning in line with the school's priorities.

Glossary

Behaviour Matrix / Matrix of Expectations	A detailed description of expected behaviour in seven settings of our daily school life. For example, in the cafeteria, it is respectful to talk with our peers at our table at a voice level three, and say "Please" and "Thank You." It is responsible and safe to clean your space.
Compass	Management system that connects many facets of schools into a central platform – such as attendance, school reports etc.
Class Dojo	An online positive acknowledgement system where staff can award points to students who are showing expected behaviours. Teachers can also record and track student behaviour, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication. Parents and carers can view their child's portfolio and receive notifications when their child is acknowledged for positive behaviours.
Extrinsic Motivation	<p>When the motivation for a behaviour is internal and for the sake of personal satisfaction, positive reinforcement or some form of return is not expected. Conversely, extrinsic motivation is doing something to gain a reward or avoid punishment. When a behaviour is followed by a positive consequence (i.e. reinforcement), then that behaviour is more likely to occur again in the future.</p> <p>At our school, students are extrinsically motivated by praise and positive Class Dojo points.</p>
Positive Reinforcement	Positive reinforcement refers to the introduction of desirable or pleasant stimuli after the performance of a behaviour. This reward can be used to further encourage that behaviour, or change a pre-existing one.
Reinforcement	Reinforcement refers to a stimulus which follows and is contingent upon a behaviour and which increases the probability of a behaviour being repeated. The simplest way of conceptualising positive reinforcement is that something pleasant is 'added' when a specific action is performed.
SWPBS	School Wide Positive Behaviour Support. See page 3 for more information.