



School-Wide Positive Behaviour Support: Explanation Guide

School Background:

Doxa School Bendigo is a Child Safe community committed to providing an environment that is true to the values of our schoolwide expectations: being **Safe, Kind** and **Curious**. We promote care for all individuals in the school community and this is reflected in our support of students to learn to understand and regulate their own behaviour.

All of Doxa School's policy and procedural documentation is underpinned by our **5 key Pillars of the Doxa School Model: Student-Centred Approach, Trauma Sensitive Practice, Social and Emotional Literacy, Choice Theory and our Catholic Identity** and complies with the requirements of Catholic Education Sandhurst Ltd. This guide can be found on our school website, www.doxabendigo.catholic.edu.au and is available to all community members of Doxa School.

About School-Wide Positive Behaviour Support (SWPBS):

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

SWPBS is an organisational framework - not a specific 'program', 'model', 'approach', 'tool', or 'specific curriculum' - and aims to:

1. Improve the social behavioural climate of school
2. Supporting the impact of learning
3. Increasing the proactive, positive, and preventive aspects of behaviour management while decrease reactive actions
4. Integrate academic, wellbeing and behaviour supports
5. Improve services for all students, including students at-risk and students with identified disabilities or diverse learning needs

Three Tiers of Prevention:

Tier 1: Universal Prevention

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

Tier 2: Targeted Prevention

Targeted prevention supports groups of students at risk. Schools implement a range of supports designed to provide additional practice and feedback opportunities for groups of students with specific skill deficits. The skills developed support students to be successful participants in social and academic programs of the school.

Tier 3: Intensive, Individualised Prevention

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

SWPBS – Implementation Aspects:

- Develop school wide behaviour expectations
- Define school wide behaviour in the school setting
- Develop routines that align with school wide expectations
- Teach expectations and routines as social skills
- Encourage expected behaviour
- Discourage behaviour that doesn't meet the agreed expectations
- Use data systems to monitor behaviour for decision making
- Establish a Behaviour Support Team to coordinate school-wide practices
- Implement an approach to Positive Behaviour Intervention and Support which:
 - Explicitly prohibits corporal punishment
 - Explains the school approach to behaviour support and how procedural fairness occurs
 - Details steps for managing suspensions and expulsions
 - Includes procedures for maintain a register of suspensions and expulsions
 - Outlines how the behaviour support policies are communicated to the school community

- ✓ Develop school wide expectations

School expectations direct the growth of the school beliefs and vision and mission. They, in essence, operationalise the vision and mission. These expectations are valued social skills and behaviours for success at school and eventually in life.

- ✓ Define school wide behaviour in specific school settings

The school wide expectations are further clarified by identifying specific behaviours for each expectation. Expected behaviours are then identified for specific area related to school life (eg. classroom, non-classroom) and developed into a teaching matrix to illustrate the specific desired behaviours in the specific settings.

- ✓ Develop routines that align with school wide expectations

Procedures or routines are broken down into teachable steps to help students meet the school-side expectations. Procedures need to be taught along with the social behaviour curriculum. This allows schools to proactively teach students how to be successful and also address any problem behaviours that may occur across any school setting.

- ✓ Explicitly teach expectations and routines as social skills

Effective instruction requires more than providing the rules. It requires instruction, practice, feedback, re-teaching and encouragement. Instruction has three skill-set components: Verbal skills, Observer skills & Performer skills. The verbal component teaches how to communicate about the procedure. The observer component teaches how to notice when the procedure is (or is not) being used. The performer component teaches how to actually perform the procedure.

- ✓ Encourage expected behaviour through evidence-based practices

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

- ✓ Discourage behaviours of concern through evidence-based practices

Even with the full menu of strategies to encourage expected behaviour, some students will still make social behavioural learning errors. Generally, learners fail to use expected behaviours because they do not know what behaviour is expected in a specific context or they are not

motivated to perform the expected behaviour at acceptable levels in that context. All responses to behaviours of concern (BOC) need to be procedurally fair and instructional in their purpose, and to be specifically focused on promoting expected behaviour.

- ✓ Use data systems to monitor behaviour for decision making

Behavioural Data can be used to problem solve at the school-wide, classroom or individual student levels of analysis. It can provide effective and efficient means to identify problems and possible solutions, monitor and evaluate the effectiveness of plans, and assess the impact of SWPBS implementation overtime.

Effective Implementation:

Implement an approach to SWPBS which includes use of the following:

- Behaviour Support Team

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

- Individual Learning Plans

All students at Doxa School have an individualised learning plan (ILP) documented to clearly outline the goals and adjustments that will be implemented in support of the student's engagement at school. The ILP is developed through a collaborative problem-solving process involving significant people in the student's life, including parents/carers, classroom teachers, wellbeing staff and school leadership.

- Emotional Regulation Plan

All students at Doxa School are supported to develop an Emotional Regulation Plan that builds their ability to use identified supports and resources to regulate/re-regulate during school activities. It also promotes a building of self-regulation capacity.

- Individual Safety Plan

Some students at Doxa are identified as benefitting from an individualised Safety Plan that identifies in detail the hyper- and hypoarousal challenges that students can find difficult to cope with. This plan then identifies the known causes, the likely presentations/behaviours, and the most useful approaches staff can adopt. This document is distributed to all staff and they are briefed on students' behaviour support needs as part of implementing higher-level support.