Djerriwarrh
Community College

School-Wide Positive Behaviour Support (SWPBS) Handbook

Caring
We provide a safe and supportive learning environment for all students.

Inclusive
We put the needs of our students first and welcome diversity in our school community.

Accountable
We take responsibility for our decisions and follow through on our commitments.

Respectful
We treat all members of our community fairly and equally.

Adaptable
We respond to students needs in creative and flexible ways.

"Teaching behaviour is about giving children the tools they need to succeed, not punishing them for not having those tools in the first place." — Jane Nelsen

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1. What is SWPBS?

School Wide Positive Behaviour Support (SWPBS) is a whole-school framework that focuses on teaching students how to behave appropriately and rewarding them when they do so. It is a globally recognised, evidence-based approach proven to enhance behaviour, wellbeing, and academic performance in young people.

Why are we implementing SWPBS?

Effective implementation of SWPBS allows staff and students to prioritise relationships and classroom learning. The benefits for students and staff include:

- Increased respectful and positive behaviour
- More time dedicated to learning
- Enhanced social-emotional wellbeing
- Positive and respectful relationships among students and staff
- Creation of safe and inclusive school-wide environments.

How does SWPBS work?

SWPBS emphasises on teaching and reinforcing positive behaviours, while offering targeted support to students who may require additional assistance, promoting a more successful and inclusive community. When implemented effectively, SWPBS ensures that every student receives the necessary support with their behavioural, social and emotional wellbeing, and academic development.

A school-wide focus on all staff giving students high rates of positive feedback is important because it can improve the interactions between students and staff and therefore improve the school culture. We want to establish a culture in which appropriate behaviour receives more attention than inappropriate behaviour, as adult attention will reinforce a behaviour for most young people. This requires a change in focus from reactive – focusing on what students do wrong – to proactive – focusing on what they do right.

The SWPBS approach also enhances staff' wellbeing by equipping them with the tools to cultivate positive environments, allowing them to concentrate on teaching and learning; this boosts engagement and instructional time. SWPBS is designed to establish constructive, fair, and secure learning environments where all community members can thrive.

Why explicitly teach behaviours?

Introducing, modelling and reinforcing positive social behaviour is an important part of a young person's educational experience. Explicitly teaching our expectations and acknowledging students for demonstrating them is key to our success.

- They are necessary skills for life.
- They are the basis for a positive and safe climate.

- Doing so increases opportunities to teach other skills.
- Our young people come from many different backgrounds that may view 'expected behaviour' differently; we cannot assume a shared understanding of what is appropriate behaviour without explicitly addressing this.

When do we explicitly teach expected behaviours?

- At the beginning of the school year.
- Often enough to achieve and maintain fluency.
- Before times when inappropriate behaviours tend to increase.
- Ongoing throughout the year (refresher lessons).
- At teachable moments.

How do we teach expected behaviours?

- Teach/Tell: Introduce the expected behaviour and discuss why it is important.
- Show: Demonstrate and Model through everyday actions.
- Practise: Role play expected behaviours in the relevant contexts.
- Monitor: Pre-correct, supervise and acknowledge with positive feedback.
- Reteach: Practise throughout the day.

2. SWPBS at DCC

At Djerriwarrh Community College, we emphasise teaching social behaviour using the same instructional concepts as academic learning. SWPBS focuses on prevention and employs key elements to foster a safe, positive, and productive learning environment:

- Clearly defining and teaching behaviour expectations.
- Consistently acknowledging appropriate behaviour.
- Addressing problem behaviour constructively and specifically.
- Using behaviour data to assess and guide decision-making.

We aim to achieve this by teaching, encouraging, and rewarding students who demonstrate our five SWPBS Matrix expectations, which reflect our school values:

- Caring
- Respectful
- Inclusive
- Adaptable
- Accountable

What have we achieved so far?

At DCC, the SWPBS team was established in 2024 to begin planning and implementing the program and guidelines. So far, the team has:

- Established a SWPBS working party and developed an Implementation Plan.
- Reviewed existing behaviour-related policies and procedures.
- Following both student and staff consultation, created the school SWPBS Matrix.
- Reviewed and updated the school's processes for managing behaviour incidents.
- Ensured the SWPBS approach is aligned with existing school values.
- Recorded and analysed data relating to student behaviour.
- Produced a behaviour classification system to aid staff understanding.
- Reinforced the Positive Behaviour system on compass for staff to actively acknowledge student behaviour.
- Promoted positive behaviour with awesome awards which involve a tangible reward; made these more visible for students.
- Updated and streamlined the Compass chronicle template to ensure behaviour incidents are followed up efficiently.
- Undertaken an initial launch of the SWPBS Matrix with the VPC and VM1 classes.

What's next?

- Full launch of the SWPBS Matrix for all classes each term from the beginning of 2025.
- Follow up and review SWPBS framework and continuum through SWPBS meetings, staff meetings, staff Professional Learning and Curriculum Days.
- Finalise future years action plan.
- Develop case management protocols and social emotional learning programs for Tier 2 and 3 students.
- Collect and analyse data relating to student behaviour each term using Compass.
- Continually reflect on and review the SWPBS Matrix and further refine the positive reward system.

School Wide Positive Behaviour Support

3. Multi-Tiered Support System

SWPBS operates on a Multi-Tiered Support System (MTSS) to provide assistance to students at various levels of needs.
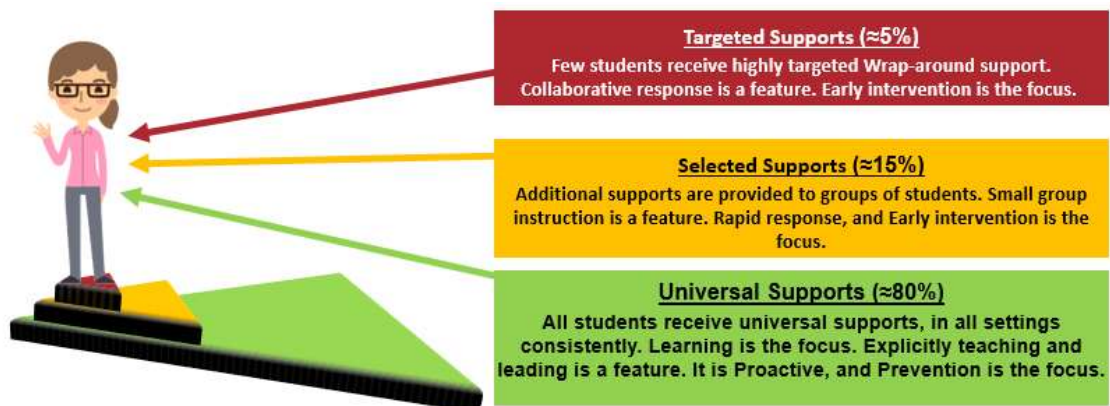
Tier 1 – Universal
- **Description**: Universal supports are preventive and proactive strategies provided to all students to promote positive behaviour and academic success, and to encourage accountability.
- **Examples**: School-wide expectations, SWPBS Matrix, and classroom procedures.
- Initial implementation by end of 2024 with further embedding in 2025.

Tier 2 – Targeted
- **Description**: Targeted interventions are designed for students who are at risk of behavioural issues or who need additional support beyond the universal strategies.
- **Examples**: Small group interventions, social skills training, and check-in/check-out systems.
- Review of current practice, design and initial implementation in 2025.

Tier 3 – Intensive
- **Description**: Intensive supports are individualised interventions for students with chronic or severe behavioural issues.
- **Examples**: Individualised behaviour plans, one-on-one support, and wraparound services.
- Review of current practice, design and initial implementation in 2026.

Targeted Supports (≈5%)
Few students receive highly targeted Wrap-around support. Collaborative response is a feature. Early intervention is the focus.

Selected Supports (≈15%)
Additional supports are provided to groups of students. Small group instruction is a feature. Rapid response, and Early intervention is the focus.

Universal Supports (≈80%)
All students receive universal supports, in all settings consistently. Learning is the focus. Explicitly teaching and leading is a feature. It is Proactive, and Prevention is the focus.

4. Community Responsibilities and Expectations

Students
- Acknowledge, understand and follow the guidelines on the SWPBS Matrix.
- Uphold our school values: Caring, Respectful, Inclusive, Adaptable, Accountable.
- Engage in restorative practices.
- Participate in all learning activities to the best of ability.
- Communicate any concerns to school staff and/or parents/guardians.

School Staff
- Encourage, teach and support positive behaviour using the SWPBS Matrix.
- Model expected behaviours.
- Implement the SWPBS framework consistently across students and classes, taking individual needs and ILPs into consideration.
- Provide support and guidance to students to promote good choices.
- Communicate and work with leadership, parents/guardians to support students' social-emotional and behavioural skills.
- Respond to inappropriate behaviour using the procedure detailed in the Behaviour Support Flowchart – led by teaching staff.

Parents & Guardians
- Be aware of and encourage the school's values and behavioural expectations outlined on the SWPBS Matrix.
- Engage in open communication with school staff about any concerns.
- Participate in school activities and meetings to the best of ability.
- Encourage students to collaborate and cooperate with staff on any interventions or plans that may be put in place to support their social-emotional and behavioural skills.

5. Staff Role

The work of staff members at Djerriwarrh Community College is essential in making SWPBS run smoothly and improving students' behavioural capacity. The effectiveness of the framework is directly proportional to the level of importance placed on it by staff and the consistency with which it is upheld. Staff being appropriately trained and supported to meet the following expectations is key to the success of SWPBS.

Expectations of all staff
- Know and understand the expectations listed on the SWPBS Matrix.
- Use the language of the SWPBS Matrix to verbally remind, re-direct, encourage and reinforce expected behaviour.
- Provide verbal positive reinforcement to students who are meeting behavioural expectations.
- Know the SWPBS team members so that you can ask for help as required.
- Inform teaching or leadership staff of any observed behaviour errors.

Expectations of Teaching Staff
- Teach behaviours as you would teach academics or any other skill, when required and instructed.
- Repeat this process as often as it takes for students to learn new behaviours.
- If problems arise, re-teach the expectation. Provide refreshers when a new student arrives in class or when large numbers of students are having difficulty with an expectation.
- Use 'pre-corrects' to actively prompt expected behaviour before undesirable behaviour occurs.
- Integrate behaviour expectations into daily instruction.
- Use direct teaching and modelling of expected behaviour.

Encouraging Expected Behaviour – Teaching staff
DCC uses a range of strategies to recognise and reward positive behaviour.

- *Reinforcement Guidelines:*
    - Use positive reinforcement strategies, such as verbal praise and written feedback, on a frequent basis.
    - Teaching staff are expected to write Positive Behaviour chronicle entries every day to promote and acknowledge desired behaviours.
    - Focus on using specific positive feedback to promote expected behaviour, with positive feedback outweighing correction in a 4:1 ratio.
    - Ensure all students have opportunities to display expected behaviour and receive positive feedback.

- *School-wide Rewards for Expected Behaviour:*
    - Awesome Awards with a tangible prize to be randomly drawn each week from the students who have received a Positive Behaviour chronicle entry in that week.

Discouraging Behaviour Errors – teaching staff
- Be guided by the processes in the Behaviour Support Flowchart.
- Address behaviour errors promptly and in a way that is:
    - Consistent
    - Least intrusive
    - Specific, yet brief
    - Quiet & respectful
- Use indirect-unobtrusive strategies whenever possible before direct-instructional strategies are implemented.
- Use a restorative approach to repair relationships and re-teach positive behaviours as per the Behaviour Support Flowchart.
- Keep accurate records of behaviour incidents and interventions using Compass chronicle entries.
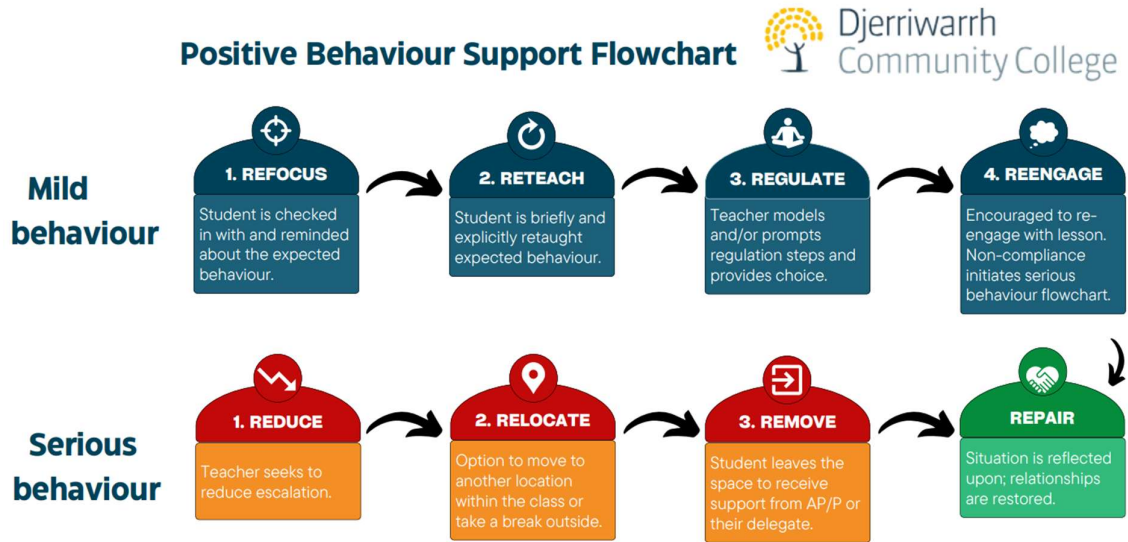
6. Key documents

SWPBS Behaviour Matrix – *created in consultation with staff and students.*

School-Wide Positive Behaviour Matrix — Djerriwarrh Community College

VALUES	CARING	INCLUSIVE	ADAPTABLE	RESPECTFUL	ACCOUNTABLE
IN THE CLASS-ROOM	Offer help or encouragement when someone is struggling. Acknowledge & celebrate success with positive comments.	Welcome each other. Encourage peers to join groups. Work together to achieve learning goals.	Choose a good spot for learning. Use regulation steps. Use phones only when staff permit. Catch up on missed work.	Follow reasonable staff instructions. Look & listen when someone is talking to the class. Remain focused & attentive when working on set tasks.	Prioritise punctuality & sign in if late. Engage actively in activities to achieve goals. Return materials to their places after use.
DURING BREAKS	Use positive words & actions. Speak up against unfairness or mistreatment.	Look for opportunities to include others. Respect others' choices. Share spaces & resources.	Use available spaces effectively. Seek alternatives if plans fall through. Ask for assistance when needed.	Place rubbish in the correct bins. Wait calmly for your turn. Finish eating & drinking before returning to class.	Return punctually after breaks. Clean up after eating or activities. Report unsafe situations. Follow signage.
ALL THE TIME (INCL. ONLINE)	Practice self-care & seek support when needed. Respect boundaries & differences. Acknowledge others' feelings.	Participate in events or discussions that promote respect for diversity. Use each other's preferred pronouns.	Accept constructive feedback. Reflect on mistakes & adjust actions accordingly. Adjust language to the situation.	Use respectful language & gestures. Take care with personal & school property. Get consent before sharing.	Be honest: take responsibility for actions. Follow the ICT User Agreement. Report sharing of harmful content.

DCC SWPBS Behaviour Support Flowchart

Positive Behaviour Support Flowchart — Djerriwarrh Community College

Mild behaviour

1. REFOCUS — Student is checked in with and reminded about the expected behaviour.
2. RETEACH — Student is briefly and explicitly retaught expected behaviour.
3. REGULATE — Teacher models and/or prompts regulation steps and provides choice.
4. REENGAGE — Encouraged to re-engage with lesson. Non-compliance initiates serious behaviour flowchart.

Serious behaviour

1. REDUCE — Teacher seeks to reduce escalation.
2. RELOCATE — Option to move to another location within the class or take a break outside.
3. REMOVE — Student leaves the space to receive support from AP/P or their delegate.
REPAIR — Situation is reflected upon; relationships are restored.

Contact details:

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