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.

"Behaviour is communication. Change the environment, change the interaction, and you change the behaviour."

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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 is DCC 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 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's 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 do we 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: Enact expected behaviours in the relevant contexts.
- Monitor: Pre-correct, supervise and acknowledge with positive feedback.
- Reteach: Remind how to achieve an expected behaviour when necessary.

2. 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.

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.

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.
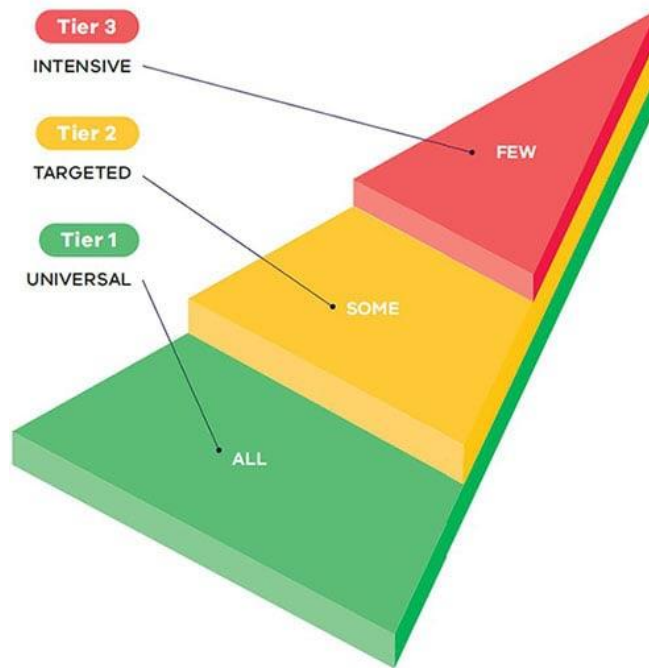
3. SWPBS at DCC

Mission statement

At Djerriwarrh Community College, we strive to teach social behaviour using the same instructional concepts as academic learning. We focus on proactive environmental changes to foster a safe, positive, and productive learning environment:

- Clearly defining and teaching behaviour expectations.
- Consistently acknowledging appropriate behaviour.
- Addressing inappropriate behaviour constructively and specifically using a restorative approach.
- Using behaviour data to assess and guide decision-making.

We seek to teach, encourage, and reward students who demonstrate our five SWPBS Matrix expectations, which reflect our school values: **Caring, Respectful, Inclusive, Adaptable,** and **Accountable***.*

What have we achieved so far?

At DCC, SWPBS was established in 2024 when planning and initial implementation of the framework began. Since then, the school has:

- Established a SWPBS working party and developed annual Action Plans to guide and regularly review implementation.
- Ensured the SWPBS approach is aligned with existing school values.

- Reviewed and updated existing behaviour-related policies and procedures.
- Following community consultation, created the school's SWPBS Matrix and launched this fully in 2025; collaboratively reviewed and updated this document after its first year based on student and staff feedback.
- Produced a behaviour classification system to aid staff understanding and streamline documentation.
- Reviewed and updated the school's processes for managing behaviour incidents, including creation of clear behaviour flow charts aligning with trauma-informed approaches.
- Created and implemented a new Positive Behaviour Support Plan process involving reflective behaviour analysis, collaborative planning of support strategies (involving parents/guardians where possible), SMART goal setting and daily success tracking of core positive behaviours.
- Updated and streamlined Compass chronicle templates with checkboxes to ensure behaviour incidents are followed appropriately.
- Provided ongoing professional learning for staff on the 8 Positive Classroom Management Strategies.
- Reinforced the Positive Behaviour chronicle entry system on Compass for staff to actively acknowledge student behaviour.
- Promoted positive behaviour with weekly Awesome Awards which involve a tangible reward; made these more visible for students.
- Recorded and analysed data relating to student behaviour, reporting on trends annually.
- Completed annual staff self-assessment surveys to measure community perception of SWPBS implementation effectiveness.

What's next?

- Continue to regularly collect and analyse data relating to student behaviour and staff perceptions of the framework in order to inform future planning.
- Create and follow up on annual Action Plans based on behaviour-related data and identified needs.
- Continually reflect on and review the SWPBS Matrix and further refine the positive reward system.
- Further refine our Tier 2 processes relating to the Positive Behaviour Support Plan.
- Regularly reflect on and review our SWPBS framework and continuum through SWPBS meetings, staff meetings, staff Professional Learning and Curriculum Days.

School Wide Positive Behaviour Support

4. 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 including Education Support (ES)
- Know and understand the expectations listed on the SWPBS Matrix.
- Model these behaviour expectations daily.
- Use the language of the SWPBS Matrix to verbally remind, re-direct, encourage and reinforce expected behaviour.
- Provide positive reinforcement to students who are meeting behavioural expectations.
- Inform teaching or leadership staff of any observed behaviour errors.
- Seek help if required to support a student with a behaviour issue.
- Assist with circuit breakers (e.g. short break for regulation) when required (ES).
- Support student engagement by redirecting to set tasks (ES)

Expectations of Teaching Staff
- Implement the SWPBS framework consistently across students and classes, taking individual needs and ILPs into consideration.
- Actively incorporate the 8 Positive Classroom Management Strategies in line with school teaching and learning frameworks.
- Integrate behaviour expectations into daily instruction.
- 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.
- Use 'pre-corrects' to actively prompt expected behaviour before undesirable behaviour occurs.
- 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.
- Support the implementation of Positive Behaviour Support Plans by engaging in individualised behaviour support strategies and completing daily student success trackers.

i. 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.

- o Write Positive Behaviour chronicle entries every day (min. one per lesson) to promote and acknowledge desired behaviours.
- o Focus on using specific positive feedback to promote expected behaviour, with positive feedback outweighing correction in a 4:1 ratio.
- o Ensure all students have opportunities to display expected behaviour and receive positive feedback.

- *School-wide Rewards for Expected Behaviour:*
  - o 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.

ii. 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:
  - o Consistent
  - o Least intrusive
  - o Specific, yet brief
  - o Quiet and 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.

5. Community Responsibilities and Expectations

Students
- Acknowledge, understand and follow the expected behaviours on the SWPBS Matrix.
- Uphold our school values: Caring, Respectful, Inclusive, Adaptable, Accountable.
- Engage in restorative practices when necessary to reflect on actions and build capacity to display positive behaviour.
- Communicate any concerns to school staff and/or parents/guardians.
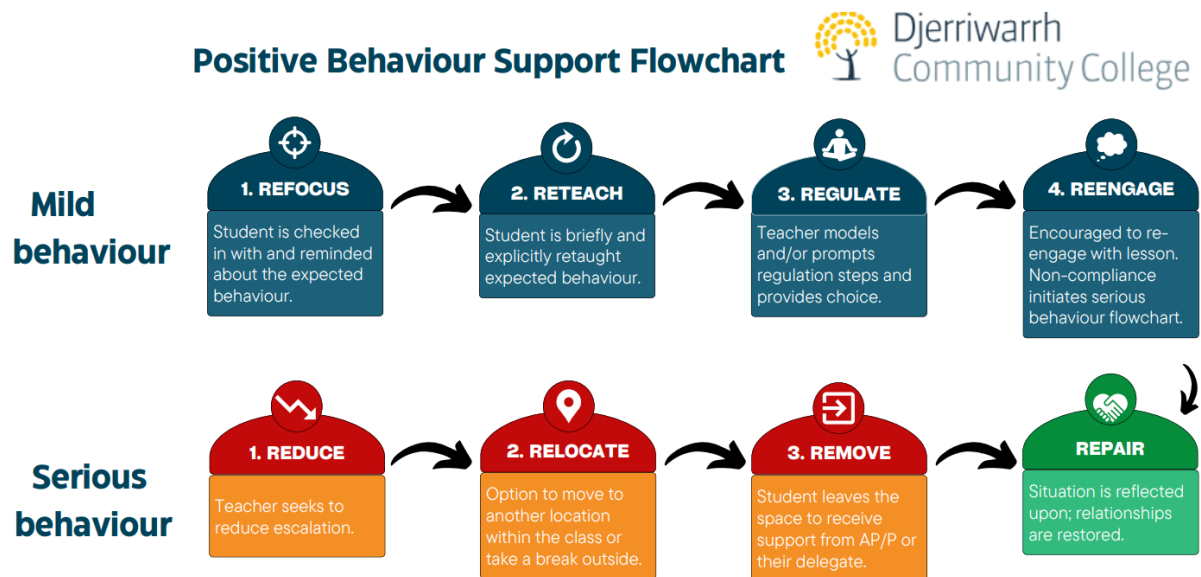
Parents & Guardians
- Be aware of and encourage the school's values and behavioural expectations outlined on the SWPBS Matrix.
- Engage in open communication with school staff about any concerns.
- Encourage students to collaborate and cooperate with staff on any interventions or plans that may be put in place to support their social-emotional wellbeing and behavioural skills.

6. Key documents
1. 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	Celebrate success with positive comments.	Invite others to join group work or discussions. Work together to achieve learning goals.	Choose a good spot for learning. Settle in & get ready to learn when class starts. Use regulation steps if needed.	Look & listen when someone is talking to the class. Ask for staff permission before using your phone.	Prioritise punctuality & sign in if late. Try your best on set tasks. Catch up on missed work.
DURING BREAKS	Look out for others & offer help if needed.	Share spaces & resources so everyone can join in. Keep noise at a level everyone can enjoy.	Be open to other options when plans change.	Wait calmly for your turn. Leave shared spaces tidy & undamaged.	Stay in supervised areas. Return to class by the end of the break.
ALL THE TIME	Look after personal & school property. Speak up & report harmful behaviour to keep everyone safe.	Appreciate different perspectives. Use each other's identified pronouns.	Use spaces & resources for their intended purpose. Ask for help if you need it. Accept feedback & reflect on actions.	Use respectful language & gestures. Follow reasonable staff instructions. Follow signage.	Be honest & take responsibility for actions. Follow the ICT User Agreement. Return materials after use.

2. DCC SWPBS Behaviour Support Flowchart – *a more comprehensive 'Teacher' version of this flowchart provides specific guidance for each step and is available to staff.*

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.

If you have questions about DCC's SWPBS framework, please contact our leadership team.