



Pyramid Hill College

Respect ● Learn ● Community

SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT & BEHAVIOUR MANAGEMENT

PARENT INFORMATION

What is School Wide Positive Behaviour Support?

“School Wide Positive Behaviour Support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS aims to improve social, emotional, behavioural and academic outcomes for children and young people.” (Department of Education, Victoria).

What does SWPBS look like at Pyramid Hill College?

1. Clear set of behaviour expectations are developed around our school values (Expected Behaviours Matrix).



2. Values and Expected Behaviours Matrix are visible within the school.
3. Staff, students and parents can state the school values.
4. Behavioural expectations are explicitly taught, modelled, discussed and encouraged.
5. There is an acknowledgement system in place.
6. There is a clear and consistent approach to behaviour and consequences, documented in the Behaviour Management Plan.

Acknowledging, Reinforcing & Recognising Expected Behaviours – Hill Climbers








When students demonstrate school wide expectations, staff will acknowledge their success with positive reinforcement. The SWPBS highlights that reinforcing students' appropriate behaviour increases the likelihood that it will happen again. Focusing on what students are doing well helps to:

- build relationships
- increase positive interaction
- encourage others to replicate desired behaviour



Pyramid Hill College students will earn tokens for demonstrating positive behaviour. They can be awarded a 'Hill Climber' token by any staff member or student leader in the school for exhibiting behaviours that reflect our three school values of Respect, Learn and Community. Students collect tokens and bank them, after which they can be used to purchase items from our SWPBS shop.

- Expected Behaviours Matrix -

	<u>Sport & Play</u> 	<u>Online/Devices</u> 	<u>Lockers & Toilets</u> 	<u>Travel to and from School</u> 	<u>Learning Spaces</u> 	<u>Library & Offices</u> 	<u>At school, on Excursions & in the Community</u> 
<u>I am respectful</u>	<ul style="list-style-type: none"> Care for equipment. Be fair & safe Respect the environment 	<ul style="list-style-type: none"> Hand in my phone Care for devices Consider and respect others when online 	<ul style="list-style-type: none"> Put rubbish in bin Wait my turn Use soap & towel sparingly 	<ul style="list-style-type: none"> Be on time Wait patiently Be polite 	<ul style="list-style-type: none"> Keep space tidy Speak respectfully Respect the needs of other learners Use respectful body language 	<ul style="list-style-type: none"> Be quiet Respect personal space Ask permission to use resources Use manners 	<ul style="list-style-type: none"> Use appropriate language; speak respectfully. Use manners Respectful body language. Respect others ie: students, drivers, community members & their property
<u>I am a learner</u>	<ul style="list-style-type: none"> Play by the rules Use equipment appropriately Be SunSmart 	<ul style="list-style-type: none"> Follow the ICT Code of Conduct Use the internet as a learning resource 	<ul style="list-style-type: none"> Be responsible Use area for the intended purpose 	<ul style="list-style-type: none"> Listen to and follow instructions Behave safely & responsibly 	<ul style="list-style-type: none"> Be at school Bring necessary resources to each class Ask questions; seek and apply feedback Challenge myself Set goals Stay on task Meet deadlines Take initiative 	<ul style="list-style-type: none"> Use the sign in/out systems correctly Choose appropriate books Enter with staff permission 	<ul style="list-style-type: none"> Be punctual & prepared. Listen to others Follow instructions Engage in activities
<u>I am community minded</u>	<ul style="list-style-type: none"> Include others Be a good sport Work together to solve problems 	<ul style="list-style-type: none"> Take responsibility for personal devices & content on/from it Restrict passwords to personal devices Charge devices ready Report misuse Return devices 	<ul style="list-style-type: none"> Respect personal space, privacy & property Flush the toilet Wash my hands Leave clean and tidy Report misuse 	<ul style="list-style-type: none"> Stay in my seat Wear my seatbelt Use appropriate words and volume Leave the bus tidy 	<ul style="list-style-type: none"> Share resources Seek permission to borrow items Work collaboratively Listen attentively Respect others' property Leave spaces tidy 	<ul style="list-style-type: none"> Return resources and notes on time. Leave the space as we found it. Care for resources. Wait my turn. 	<ul style="list-style-type: none"> Represent the school in a positive manner; wear school uniform Support others & appreciate their effort Keep hands to self Report unsafe behaviour Report vandalism



We are respectful of self, others and the environment.
We are thoughtful with our words and actions.

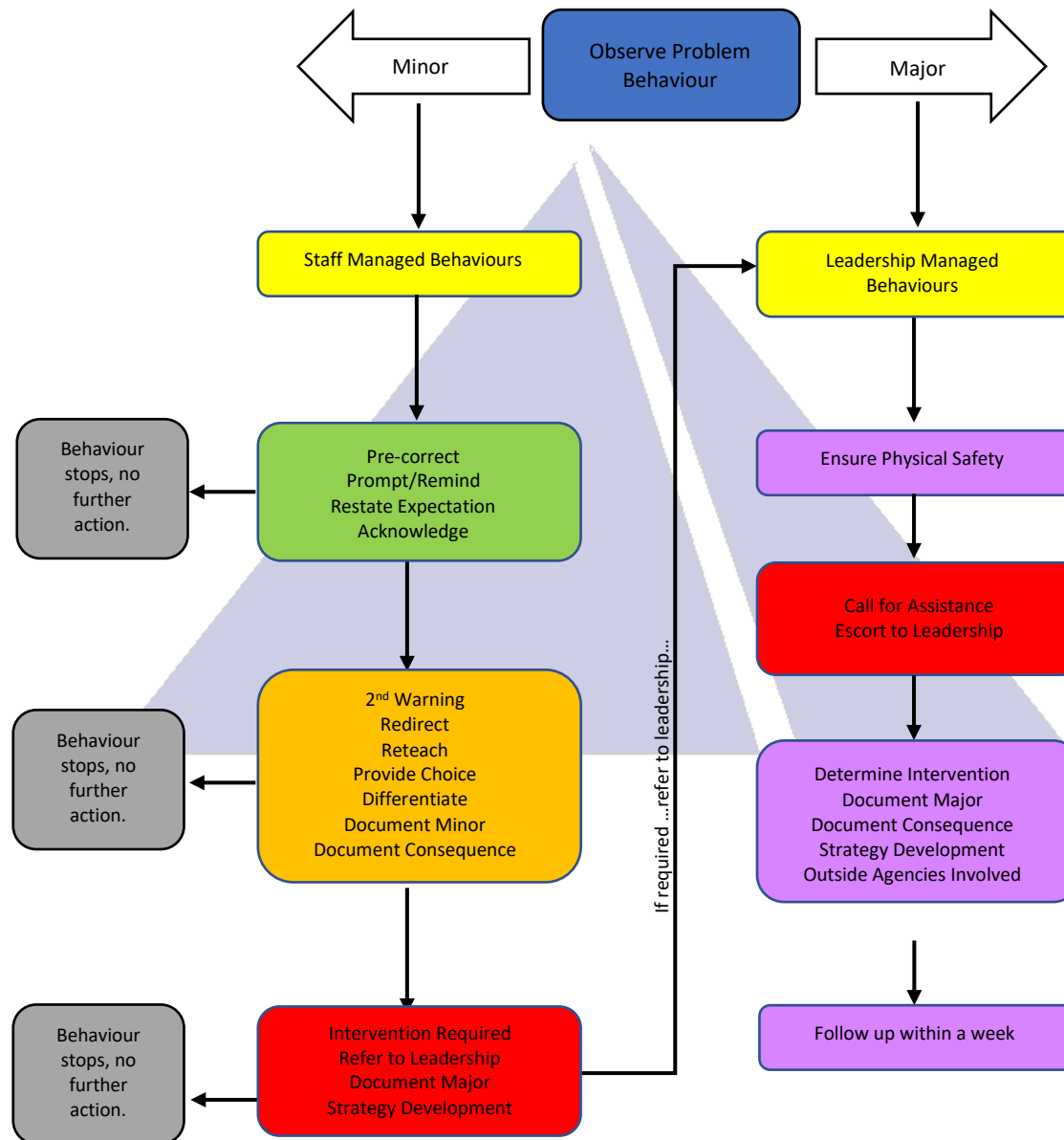


We are learners who strive for excellence.
We challenge ourselves to do our best.



We are community minded and embrace diversity.
We foster a sense of belonging for all.

- Behaviour Management Flowchart -



- Major and Minor Behaviour Examples -

CREATING SUCCESS - Staff & Student Managed Behaviours

Relevant and engaging – conversations & content are at the appropriate level for students and work is differentiated as required to ensure success.	Understands Expectations – students know what is expected of them, in and out of the classroom. Students ask if they are unsure of expectations.
Appropriate teaching and learning strategies – teachers have a range of activities and strategies to engage students and monitor behaviour, in and out of the classroom.	Ask Questions – students clarify expectations and understandings.
Positive environment – teachers are enthusiastic and create a safe and welcoming environment for students.	Respond to Feedback – students accept feedback, apply strategies, clarify expectations.
6:1 – six positive interactions to each corrective interaction.	Positive and Prepared to Learn – positive attitude and language, willingly participates.
Acknowledgement System – teach, model, acknowledge, correct, repeat. Teachers provide acknowledgement of meeting or exceeding expectations by using tokens.	Self Regulate Behaviour - within personal capability and with support of teacher, students behave appropriately for the situation.

<u>MINOR BEHAVIOURS</u> - Staff Managed Problem Behaviours	<u>MAJOR BEHAVIOURS</u> - Leadership Managed Problem Behaviours
Physical Interactions – reactive OR inappropriate contact. Eg. tackling, touching, poking	Physical Aggression – serious contact, intent to harm. Eg. Kicking, punching, pushing etc
Task Avoidance – includes refusal, toilet breaks, unfocused, unrelated conversations, time wasting etc to avoid the task	Abusive Language – targeted swearing, racial taunts, threats, yelling etc
Inappropriate Language/Comments – non-targeted swearing, name calling, put downs	Threats & Intimidation – verbal or gestured threats against another person.
Disruptive/Disrespectful – fidgeting, backchat, eye rolls, calling out, throwing items, noises etc that disrupt the flow of the class.	Bullying & Harassment – repeated verbal, physical, or cyber-attacks on another person.
Late Work – class or homework that is not submitted by the due date.	Vandalism – destroying or defacing property belonging to others.
Not Prepared to Learn – arrives late and/or without the necessary equipment for class.	Weapons – possession of an item with the intent to harm.
Late to School – arriving at school after the first bell.	Dishonesty – forgery, cheating, intentional deception of others.
Cheating – copying other students’ work for own benefit.	Theft – stealing items belonging to the school or other individuals.
Minor Safety Concerns – chair swinging, unsafe use of tools, phone use, throwing things etc that may result in injury/harm to self or others.	Truancy – leaving school without permission, regular absence without reason.
Truancy – leaving classroom without permission, consistently late from breaks	Breaking PHC Codes of Conduct – ICT,
Observable Behaviour - running, throwing items, out of bounds, chewing gum, littering etc behaviours that break general school rules.	Drugs, Alcohol, Cigarettes – using, dealing or possession of substances.
Dress Code – lacking full school uniform without explanation (see Uniform Policy).	Sexual Activity – intimate relations on school grounds.
	Repeated Minor x3 within a week