



Camberwell
Primary
School

French English Bilingual Education
École bilingue franco-australienne

School Wide Positive Behaviour Support (SWPBS)

PARENT INFORMATION



We are respectful



We are kind



We are perseverant



We are curious
bilingual learners

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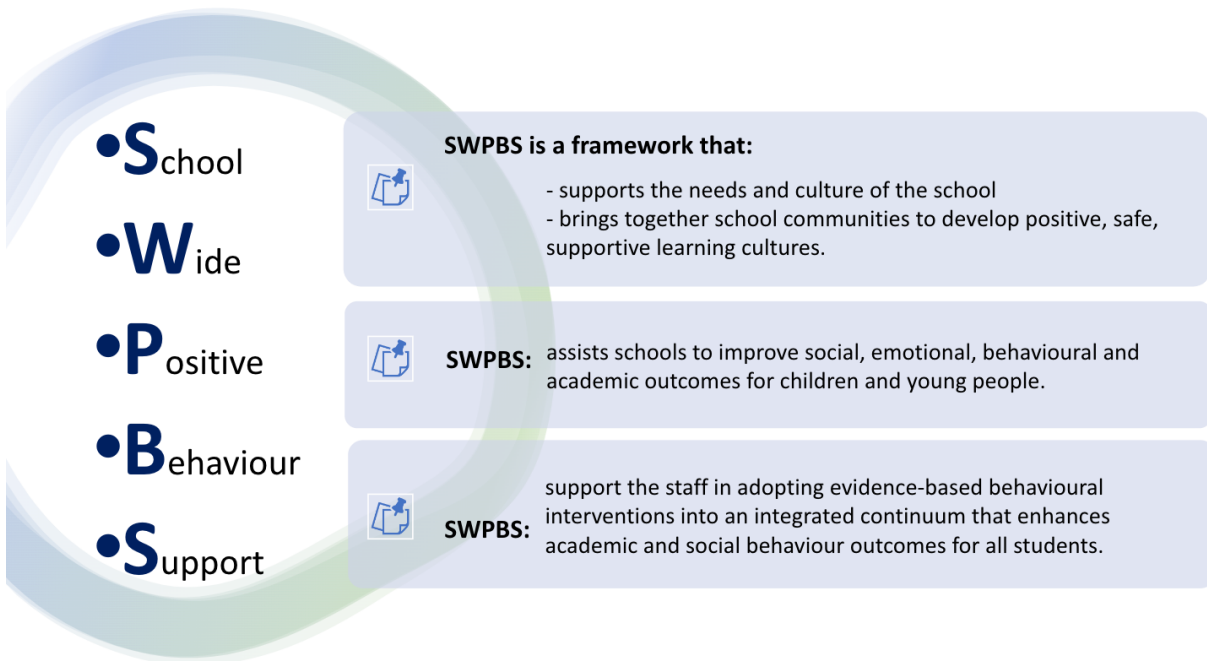
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1. What is School Wide Positive Behaviour Support (SWPBS)?

School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

It supports us to implement a consistent approach towards improved social, emotional and academic outcomes, based on our four core (and lately updated after consultation with our whole school community) values:

- We are respectful
- We are kind
- We are perseverant
- We are curious bilingual learners



When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance



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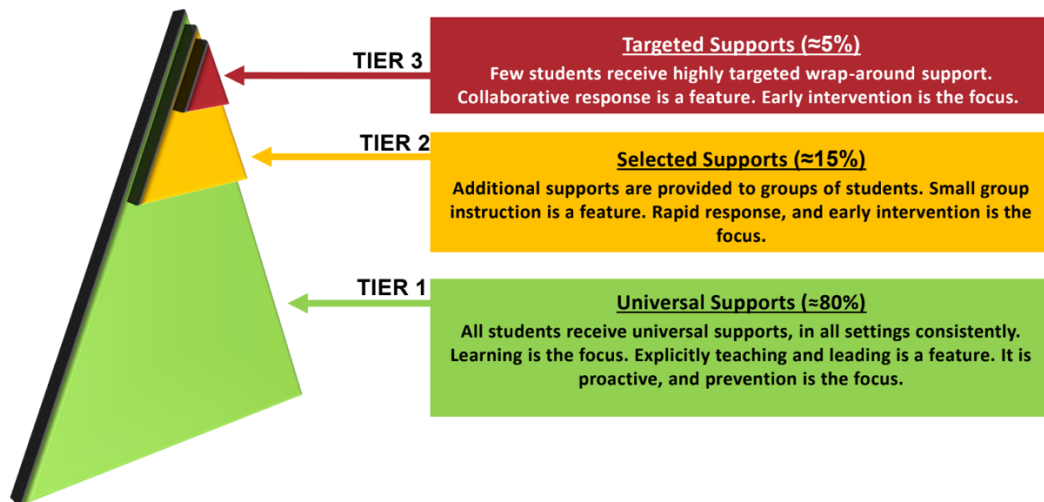
According to Monash University, “SWPBS is grounded in the philosophical and scientific foundations of behaviour analysis, but also draws on and shares the values and methods of prevention science, implementation science, and, more recently, positive psychology”.

The SWPBS framework is based on the following systems of support:

MULTI-TIERED SYSTEMS OF SUPPORT

SCHOOL-WIDE POSITIVE
BEHAVIOUR SUPPORT

THE
EDUCATION
STATE



Implementing a successful Universal support (Tier 1) means that the vast majority of our students can benefit from this approach. We then tailor our support to specific students or group of students (Tier 2 and 3) to respond to their specific needs or channels of communications.

What SWPBS is not

In this overview, we have explored what SWPBS is. It is equally important to understand what it is not.

SWPBS is not:

- ✗ a specific practice or curriculum; it's a general approach to preventing problem behaviour
- ✗ limited to a particular group of students; but rather is for *all* students
- ✗ new; it's based on a long history of behavioural practice and effective instructional design/strategies
- ✗ incompatible with other efforts that are based in prevention and education.



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2. Why have we embarked on the SWPBS journey?

Our goal is to embed a positive and safe school culture, promoting an environment where students understand and practise expected behaviours in accordance with our school values.

- We believe that every student at CPS should feel that they are **supported, understood** and **accepted** by their peers and teachers and that we are a learning organisation with a strongly held belief that **every child can learn and grow** both academically and in their social/ emotional skills
- We want to create and foster an environment **encouraging** them to grow and discover who they are, by **learning from their mistakes** and developing their aptitude to be **kind, open minded, curious, respectful** and **generous**.
- To support students with the tools, strategies as well as opportunities they **individually need** to **experience success** and become **confident learners**.
- To promote a **positive school culture** - where students feel **connected** to their peers, their teachers, their school - and feel **seen** and **valued**- to **nurture and support student wellbeing**.
- To create a **culture** in our school **of safety and inclusion**. A **positive school culture** where students feel **safe, heard** and **happy**. A school culture within which we **pay attention**, we **care**, and **understand the function of the behaviour** to better respond to it.
- To ensure a **consistency** in our approach:
 - behaviours are understood,
 - students and staff are **clear** on the **expectations**,
 - learning **social and emotional skills** is **embedded** into our approach to teaching and into the curriculum.

3. Guiding Principles

SWPBS is guided by the following principles of behaviour:

- behaviour is learned and can be taught
- environments can be created/altered to modify behaviour
- understanding the relationship between physiological factors and environmental variables is a critical feature. It supports us to create optimal teaching and learning environment to better support each and every one of our students.
- assessing and manipulating environmental factors can predictably affect occurrences of behaviour
- adult behaviour must change in a consistent and systematic manner - systems of support are necessary for both students and adults.
- shared responsibility and consistency across the school are essential features of a successful implementation of the SWPBS framework.



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4. What does SWPBS look like at Camberwell Primary School?

- If a child doesn't know how to read, **we teach and we provide learning opportunities.**
- If a child doesn't know how to swim, **we teach and we provide learning opportunities.**
- If a child doesn't know how to multiply, **we teach and we provide learning opportunities.**
- If a person doesn't know how to drive, **we teach and we provide learning opportunities.**

We can't assume that all students come to school with an understanding of how to behave. Students are not born with bad behaviours, nor do they learn better ways of behaving when only given aversive consequences.

To learn better ways of behaving, students must be directly taught the expected behaviours. To retain new behaviours, students must be given specific, positive feedback and opportunities to practise in a variety of settings where the behaviours should be used.

We have to teach the behaviour that we want to see, just as we would teach academic skills.

We believe that by helping students practise good behaviour, we will build a school community where all students have an environment where they can succeed and grow.

To ensure the best outcomes, we need to explicitly teach the expected behaviours, reinforce them and acknowledge/praise when the students demonstrate them. The expected behaviours are clearly stated in our updated CPS Behaviour Matrix you will find in this communication.

This is done throughout the day, whether it is a planned lesson or incidental – we learn from our mistakes.

Instead of using many different behaviour management strategies in each class, a consistent system of expectations for all students within our school is implemented in all areas including classrooms, specialist subjects and other settings such as in the playgrounds and toilets:

- We teach the behaviours as we would teach academics or any other skill.
- We talk about the expected behaviours and discuss why it is important.
- We demonstrate and model the expected skills.
- We acknowledge and provide positive feedback.
- We evaluate the impact of our approach, we reflect on what we need to change/adapt to better support the students and guide them to success.



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5. Our system of acknowledgement

A whole school reward system is being implemented to reinforce expected behaviours.

Encouragement, guidance, acknowledgement, positive feedback and praise are helpful for students to build their skills and grow in confidence. They are also essential to build a predictable, positive and respectful culture in our school.

What does it look like at CPS?

As a whole school, we work towards a whole school reward. Something the students are looking forward to, and something they have suggested themselves:

Each time any staff member “catches” a student/students demonstrating our school values or the expected behaviours:

- 1- Acknowledgement and praise for their effort and positive attitude: the student/s will receive clearly stated positive feedback.
- 2- Something tangible to bring us closer to the common goal: the student/s will also receive a pompom (or, if outside the classroom, a stamp in order to claim a pompom once back in the classroom) to add to their class jar
- 3- A common effort: once the class jar is full, it will be emptied in our whole school “pompoms container”.
- 4- A shared reward: once this container is full, the students will win a whole school reward.
- 5- Celebrate success: the reward will be picked from a list of suggestions provided by the students

By rewarding positive behaviours, students will:

- Be motivated to collaborate towards a common goal – team spirit.
- Remain engaged - positive incentive.
- Be self-motivated to be part of the collective effort towards a reward.
- Acknowledge their own successes and feel more confident.
- Receive positive feedback.
- Be supported to reach their goals



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6. CPS Expected Behaviour Matrix

Our lately updated Behaviour Matrix (**Appendices 1**) translates our core values (We are respectful – We are kind – We are perseverant – We are curious bilingual learners) into behaviours being taught. The Matrix clarifies what our behaviours should look, sound and feel like.

The Matrix is displayed in each classroom around the school, referred to and discussed regularly with students. The Behaviour Matrix mirrors our values and the expected behaviours at school.

7. CPS Management Behaviour Flowchart

Major and minor behaviours

In order to ensure consistency and provide clarity regarding behaviour management, we also updated our Management Behaviour Flowchart (**Appendices 2**). This flowchart provides clarity and transparency towards what are minor or major behaviours and how they are managed. It is the document we follow if/when problem behaviour occurs at school.

When dealing with incidents, we sometimes support the students with restorative conversations. To provide you with an insight of how we run these conversations and their content, please see the **Appendices 3**.

8. How can families help?

Families can support us and their children by:

- regularly looking at the Behaviour Matrix together, discussing how their child/children can display or has displayed the expected behaviour across the school
- encouraging their child/children to model the expected behaviours, using the Matrix
- praising their child/children for modelling the expected behaviours, using the Matrix
- discussing system of acknowledgment to show that the parents know what is going on and are keen to know more about the pompoms and the whole school reward
- looking at the Behaviour Management Flowchart together and discussing how to avoid the behaviours of concerns

We can't "make" students learn or behave, but we can create environments to increase the likelihood students will learn and behave.



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Appendix A – CPS Behaviour Matrix

CPS Behaviour Matrix



School Values	Classroom	Playground	Hallways and around classrooms	Toilets	Online	Whole School
Be respectful	We follow classroom protocols and expected behaviours. We listen to everyone's opinions, ideas and interests.	We are mindful of the people around us. We play by the rules. We collect and return all equipment.	We consider others' learning when moving around during class times. We use an appropriate voice level.	We consider people's privacy and personal space. We use the toilet respectfully and keep them clean.	We ask for consent before using text, images or videos of others. We are careful with our own and other's private information online.	We use good manners at all times. We follow directions. We actively keep the school clean and tidy. We take care of school property.
Be perseverant	We make mistakes, we learn from them and keep on trying. We do our best.	We are good sports. We attempt to solve our own problems and ask for help if we need it.	We are patient.	We always wash our hands.	We tell an adult if something or someone makes us uncomfortable online. We take responsibility for our behaviour online.	We work through challenges and use a growth mindset. We try our best in whole school events.
Be kind	We include others. We share with others. We help others.	We help people who are lonely or upset. We use good manners. We share the equipment and play spaces. We take turns. We include others.	We walk safely and quietly with our class in line around the school. We let others exit a doorway before we enter.	We tell a teacher if someone is unwell. We report problems to an adult. During class-time, we go to the toilet with a partner and return with them.	We use kind words when communicating online.	We greet all members of the school community politely. We stand up for others. We respect other people's ideas.
Be curious learners	We use our growth mindset. We challenge ourselves. We ask questions to find out more. We seek support whenever needed.	We seek out new friendships. We try out new games. We ask the rules of the game if we are not sure.	We pay attention to our surroundings. We appreciate our school environment.		We ask questions about the information we find online. We look for signs someone may not be who they say they are.	We try new things. We are interested in each other. We work together to make our school a better place.



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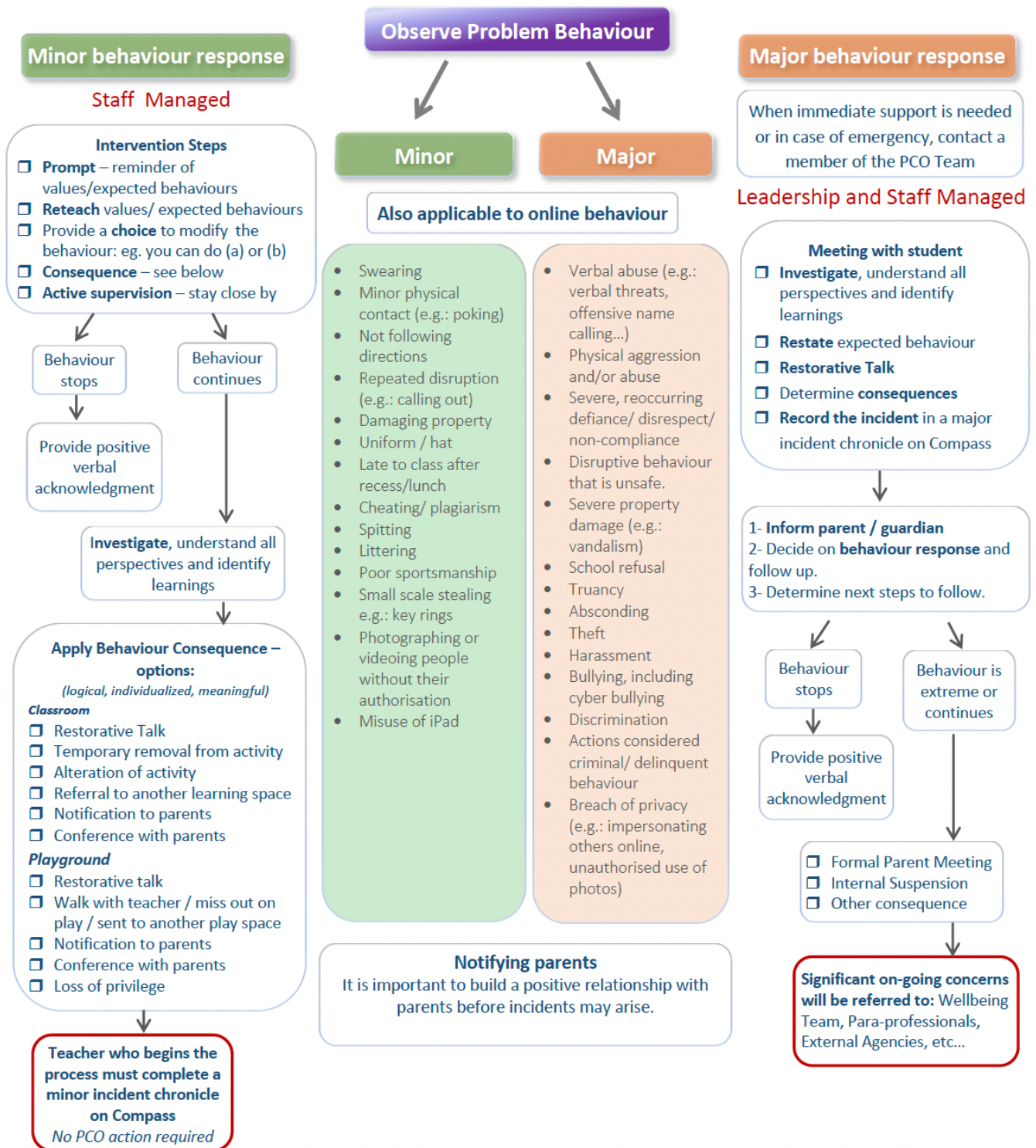
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Appendix B – CPS Behaviour Management Flowchart



CPS BEHAVIOUR MANAGEMENT FLOWCHART

Response to ALL student problem behaviour is calm, consistent, brief, timely, respectful, and private



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Appendix C – Restorative Conversations Prompts



RESTORATIVE CONVERSATIONS PROMPTS

Adapt the questions to the situation
and the age of the children



When things go wrong, questions include:

- How are you feeling?
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Whom do you think was affected by what you have done / what happened / the incident? In what way?
- What do you think needs to happen to make things right?
- What will you do / we do differently next time?

Questions for those affected by the incident include:

- How are you feeling?
- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



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