What Is SWPBS?

School-wide Positive Behaviour Support is a school-wide process for developing and explicitly **teaching** appropriate and positive behaviours.

Positive behaviour support (PBS) is "a broad range of systemic and individualized strategies for achieving important social & learning outcomes while preventing problem behaviour with all students" (Sugai & Horner, 2001; 2002).

PBS is the redesign of environments, not the redesign of individuals.

Our school expectations are:

BE RESPONSIBLE	BE SAFE	BE RESPECTFUL
⬇	⬇	⬇
Rupert the Responsible Rabbit	Sam the Safe Snake	Rodney the Respectful Rooster

SW-PBS is not a specific "model" but a compilation of effective practices, interventions, systems and change strategies that have a long history of empirical support.

At Yarra Ranges SDS, we:

- Teach the school values, introduce the expected behaviour, and emphasise why it is important.
- Model and demonstrate the behaviour.
- Practise, practise and practise the skill (e.g., role play the expected behaviour in relevant contexts);
- Review, correct and test the behaviour;
- Provide positive feedback;
- Embed the desired behaviour in the curriculum, and
- Practise, practise, practise.

What Is It?

School-wide positive behaviour support is a three-tiered preventative approach. It provides:

– Primary support for all;

– Secondary support for some; and

– Tertiary support for a few
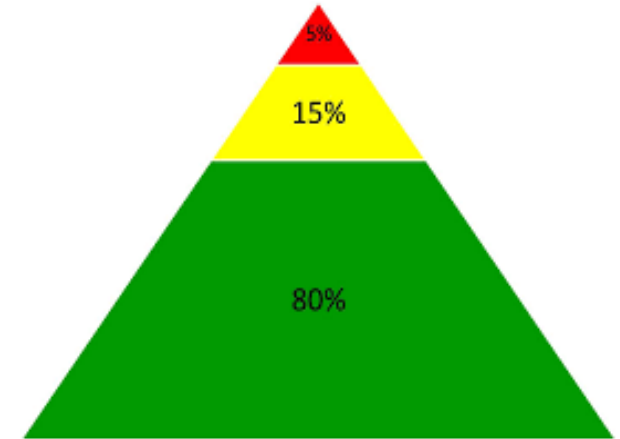
| **Do what's effective for the student not what you perceive to be fair (Dan Petro).** |

The premise of PBS is that continual teaching; modelling, recognising and rewarding positive student behaviour will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behaviour analysis to develop school-wide, targeted and individualised interventions and supports to improve the school climate.

Evidence Based Features of SWPBS are:

- **Prevention**

- **Define and teach social expectations**

- **Acknowledge positive behaviour**

- **Arrange consistent consequences for behaviour of concern**

- **On-going collection and use of data for decision-making**

- **Continuum of intensive, individual intervention supports**