

SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)

Yarra Ranges
Special Developmental School



*Celebrating
Ability*

Foundational Statement

“If a child doesn’t know how to read, *we teach.*
“If a child doesn’t know how to swim, *we teach.*
“If a child doesn’t know how to multiply, *we teach.*
“If a child doesn’t know how to drive, *we teach.*
“If a child doesn’t know how to behave, *we...
...teach? ...punish?*”

“Why can’t we finish the last sentence as automatically as we do the others?”
(Herner, 1998)

At Yarra Ranges SDS we teach our students to be:

Responsible

Safe &

Respectful

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:

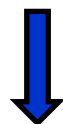
BE RESPONSIBLE



Rupert the Responsible Rabbit



BE SAFE



Sam the Safe Snake



BE RESPECTFUL



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.

The Starting Point

- We can't 'make' students learn or behave, but we can create **environments** to increase the likelihood that students will learn and behave.
- Environments that increase the likelihood of appropriate student behaviours are guided by **core practices** which are implemented with **consistency and fidelity**.

*We recognise that **BEHAVIOUR** is functionally related to the **TEACHING ENVIRONMENT**.*

Previously when a student displayed inappropriate behaviours, or behaviours of concern, the focus was mainly on reacting to the inappropriate behaviour by using disciplinary measures or punishment –based on strategies such as time out, withdrawal from the classroom, and/or exclusion from an activity.

However, research has shown that the implementation of punishment, in the absence of other positive strategies, is ineffective.

If you don't know how you want the correct behaviour to look... the child never will (Dan Petro).

Explicitly teaching behavioural expectations, on the other hand, and acknowledging students for demonstrating these behaviours is a much more positive and effective approach which implements a proactive rather than a reactive approach to behaviour.

At Yarra Ranges SDS, we:

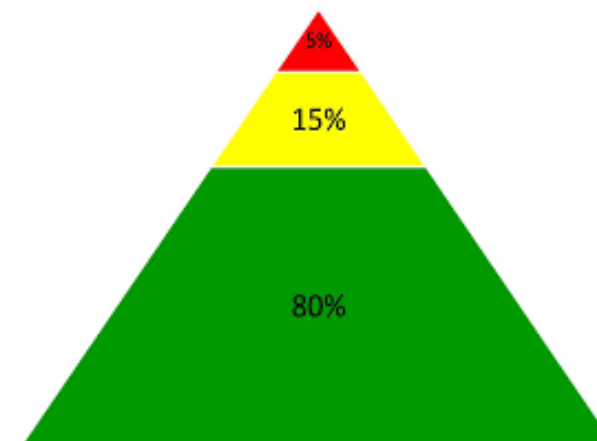
- Teach the school values, introduce the expected behaviour, and emphasise why it is important.
- Model and demonstrate the behaviour.
- Practise, practise and practise the skill (e.g., role play the expected behaviour in relevant contexts);

- 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**
- **Implementation of the systems that support effective practices**

Components of PBS:

- An agreed upon and common approach to behaviour support;
- A positive statement of purpose;
- A matrix of positively stated expectations for students and staff;
- Procedures for teaching the expectations;
- A continuum of procedures for encouraging expected behaviours and discouraging inappropriate behaviours; and
- Procedures for monitoring the effectiveness of the system.

This approach is for all students, all of the time, inclusive of all expectations.

It's not your job to get the student to work, it's your job to work the student's plan (Dan Petro).

DATA, SYSTEMS & PRACTICES

Data is collected to support the SWPBS team by:

- Providing baseline data
- Guiding implementation
- Making judgements about implementation progress
- Measuring progress, and
- Adjusting school-based responses to meet school and individual student needs

DATA TOOLS

The following tools have been used to collect data, inform practices, and improve the efficiency and effectiveness of PBS systems.

1. School wide Evaluation Tool (SET)

The SET is designed to assess and evaluate the critical features of school wide effective behaviour support across each academic year.

2. Tiered Fidelity Inventory (TFI)

The TFI is used to assess and evaluate the implementation and fidelity of SWPBS across all three tiers.

3. Self-assessment Survey (SAS)

The SAS is used by school staff for the initial and annual assessment of effective behaviour support systems in the school. The survey examines the status and need for improvement of the following systems:

- School-wide discipline systems;
- Non-classroom management systems;
- Classroom management systems; and,
- Systems for individual students engaging in chronic problem behaviour

4. Student Survey

Completed and analysed annually.

5. Team Implementation Checklist (TIC)

The TIC is designed as a checklist for the PBS team to measure commitment, support and implementation. It provides the basis for the development of the action plan.

6. Data Plus

This is a school wide data collection tool to support the analysis of behaviours. We are currently using our school-based Data Plus program for the collection of information regarding the behaviour of students. This data is used to identify individual or systemic problems so that we are able to make informed choices about the way we 'do things' to support the development of all students. Staff are required to fill out reports if they witness students displaying behaviours of concern as defined according to our "Major and Minors" described in Appendix E in this document. Data collected following a breach of expectations by a student includes:

Describe the behaviour What did the student do? – avoid emotive language, use accurate descriptive language (e.g., NOT “His tantrum was horrendous”, but “he lay on the floor and hit his arms and head on the floor repeatedly for two minutes”)

WHERE Location and time of the incident

WHEN Duration: how long did the behaviour last?

HOW How was the behaviour dealt with/resolved?

WHY What do you think was the purpose of the behaviour?
What did the student obtain / avoid?

WHO Who is making this report and what other people including students were involved.

Who was informed?

SYSTEMS

PBS systems support staff behaviour to provide a consistent approach across the whole of school by providing:

- An agreed upon and common approach to behaviour management
- A matrix of positively stated expectations for students and staff that is explicitly taught by teachers
- Procedures for teaching the expectations
- A continuum of procedures for encouraging expected behaviours and discouraging inappropriate behaviours including;
 - School wide reward systems
 - Classroom reward systems
 - Expected behaviour flowchart

➤ Classroom 'Rights and Responsibilities'

PRACTICES

Student behaviour is supported with evidence based interventions and strategies by providing:

- Positive expectations; explicitly taught and encouraged
- Active supervision by ALL staff
- Pre-corrections and reminders
- Positive reinforcement and acknowledgements
- Contextual adjustments – alter environment to fit issues

Behaviour Expectation Matrix

The Behaviour Expectation Matrix translates our expectations into expected behaviours. Expected behaviours are explicitly taught in the classrooms. The matrix is displayed in each classroom around the school. It is referred to and discussed regularly with the students.

There is no teachable moment right after the problem behaviour occurs (Dan Petro).

6 to 1 interaction ration

6 positive to 1 corrective interaction is encouraged and is expected to be attempted by all school staff.

AWARDS /REWARDS

The school has a token system in place. Students can earn tokens for demonstrating 'safe', 'responsible' or respectful behaviour. The tokens are placed on colour coded token cards which hold 10,20 or 30 tokens. The tokens are exchanged at the token shop with the principal facilitating the exchange. There is an expectation that every student will trade their tokens at least once a term.

What Is In It For Us?

Research has shown that PBS improves a school's environment and helps keep students and teachers in safe and productive classrooms by:

- reducing disciplinary incidents
- improving interpersonal relationships
- improving attendance rates
- increasing students' sense of belonging and safety

- supporting improved academic outcomes

START OF YEAR & EACH TERM – ESTABLISH ROUTINES AND EXPECTED BEHAVIOURS.

At the start of each term staff work towards establishing clear expectations in relation to behaviours (as defined in the expectation matrix) and routines to support those behaviours in all areas of the school. Expected behaviours and routines are explicitly taught and reinforced and will include:

- Readiness to begin and end the day (bags, diaries, reading timetable, lining up, end of day, etc.)
- Cues for listening and following instructions
- Moving around the school (between specialist classes, in and out from the playground)
- Working in groups
- Working individually
- Rewards for behaviour
- Importance of YRSDS Expectations

Explicit teaching of routines and desired behaviours allows students to have a clear idea of what is expected of them. This in turn, empowers students through knowing and understanding.

NO ROUTINE OR BEHAVIOUR IS TOO 'LITTLE' or 'SIMPLE' TO TEACH.

Disintegrated students do not respond quickly or consistently to cues. As a result, time and fluidity are lost and the cognitive burden is increased for both the teacher and students.

Leinhardt, Wedman

Establish the 'purpose of the moment' which provides flexibility in planning and teaching (Dan Petro).

CLEAR SET OF POSITIVE EXPECTATIONS FOR ALL STUDENTS AND STAFF

At Yarra Ranges SDS we: take responsibility for our learning; strive for a safe and positive school environment for all; and, treat each other with respect. A specific set of class rules relating to each of these values are displayed in all classrooms. These class rules are taken from our *Yarra Ranges SDS Behaviour Expectations Matrix* included in Appendix A. A *Bus Behaviour Expectations Matrix* (Appendix B) and *Community Behaviour Expectations Matrix* (Appendix C) have also been developed to outline Responsible, Safe and Respectful behaviours for these locations.



4 PROCEDURES FOR TEACHING EXPECTED BEHAVIOURS

Establish clear expectations for how desirable behaviours look (Dan Petro).

When staff are consistent in their enforcement of expectations, students become certain of what those expectations are and that the expectation applies to them.

1. Establish a set of class expectations.
2. Directly teach the expected behaviours from our Matrix, including our *Self-regulation Strategies* located in Appendix D.
3. Provide guided practice.

4. Allow independent practice.

Always choose the replacement behaviour from the school wide matrix. There may be more than one behaviour that applies. Choose the behaviour which will:

- Be the easiest to support, teach and encourage, and
- Have the biggest impact

Teaching Expected Behaviours

The approach to behaviour at Yarra Ranges SDS is based upon the principles of positive behaviour support. That is, we;

- Teach the value
- Model the behaviour
- Practise, practise and practise the skill
- Review, correct and test the skill
- Embed in the curriculum, and
- Practise, practise, practise

5. CONTINUUM OF PROCEDURES FOR ENCOURAGING EXPECTED BEHAVIOURS

Teach students the right things to do, then catch them doing it (Dan Petro).

Purpose of encouraging expected behaviour is to acknowledge and show appreciation to students who have provided positive demonstrations of being responsible, safe and respectful. We encourage our expectation and rules (e.g., the desired behaviours) by giving the student a token and clearly and sincerely acknowledging it when the desired behaviour is demonstrated.

- Do this Immediately or frequently when the student is learning the new skill

- Aim for high rates of achievement (e.g., 10 token chart – weekly)

Encouraging Expected Behaviours

- Identify “rule” the student followed and specific behaviour they exhibited through verbal feedback
- Deliver reinforcement
- How will we monitor use and effectiveness?

Top Seven Elements of an Effective Classroom

1. Classroom-wide positive expectations taught & encouraged
2. Teaching classroom routines & cues are taught & encouraged
3. Ratio of 6-8 positive to 1 negative adult-student interaction
4. Active supervision
5. Redirections for minor, infrequent behaviour errors
6. Frequent pre-corrections for chronic errors
7. Effective academic instruction & curriculum



6. CONTINUUM OF PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS

Change any ineffective responses to problem behaviours (Dan Petro).

- Clearly define the behaviour of concern.
 - Behaviour of concern is clearly defined into Majors and Minors. Major behaviours include: intentional physical contact resulting in another person being injured, self-harming that requires first-aid intervention, student to student sexual offending and absconding outside the school grounds. These behaviours must be reported on DATA Plus. Other behaviours may be reported for data collection to establish the reason behind a behaviour of concern.. Please refer to *Majors and Minors*, included in Appendix E.
- Practice consistency.
 - Consistency is demonstrated in response to problem behaviour by using the *Emergency Response Procedures* in Appendix F. As documented in these procedures, restraint or seclusion **must not be used** unless all of the following conditions are met:
 1. The situation is an emergency and the risk of significant harm to the student and/or others is imminent;
 2. The restraint/seclusion is used to prevent the student from inflicting harm on him/herself and/or others; and
 3. There is no reasonable alternative that can be taken to avoid the danger.

If the previous conditions are met and restraint or seclusion occurs, a Serious Incident Report (Appendix G) must be completed and submitted to the principal **on the day of the incident. The principal will follow DET procedure and report the restraint or seclusion to the parent / carer and to DET with an Edusafe report.**

For full details of the Department of Education policy:

<https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

<https://www2.education.vic.gov.au/pal/restraint-seclusion/guidance/definitions>

- Distinguish between office-managed versus classroom managed behaviours

- Clear distinctions exist between staff/classroom and office managed behaviour in the *Emergency Response Procedures* listed in Appendix F.
- Establish a continuum of procedures for correcting problem behaviour
 - These procedures are outlined in student Behaviour Support Plans (BSPs) and Safety Plans, which include annotated self-regulation strategies.
- Establish data decision strategies for repeat mistakes.
 - Data is collated from DATA Plus and reported to the PBS team and staff for informative decision-making.

Double-teaming creates chaos 100% guaranteed (Dan Petro).

7. PROCEDURES FOR ONGOING MONITORING AND EVALUATING EFFECTIVENESS OF THE SWPBS SYSTEM

How do we make data based decisions? All major behaviours must be entered on DATA Plus. Staff must indicate who has put the incident on.

- Start with the decisions to be made
- Provide support for getting accurate data
- Integrate data sources
- Share data regularly (include critical people for problem solving)
- Make decisions based on the data (go for the small stuff)
- + If many students are making same mistake, consider changing the system....not students.
- + Start by teaching, monitoring & rewarding

A SWPBS Team Leader is also appointed to assist with facilitating SWPBS team meetings, collating data, implementing and modelling SWPBS practices, providing PD to staff, evaluating the SWPBS system as a whole, and acting as first point of call for staff by supporting them through an advisory capacity. The *Roles and Responsibilities* of the SWPBS Team Leader are listed in Appendix H.

If what you are doing is working, don't change it (Dan Petro).

THE SWPBS TEAM *Celebrate Successes!*

The SWPBS Team is responsible for the implementation, monitoring and review of the whole school PBS system. The team meets fortnightly to discuss PBS initiatives, implementation, data, and evaluation practices.

The Team:

- meets fortnightly
- uses data collated from DATA Plus reports to inform decision making
- develops our action plan including facilitating the matrix development, teaching of expectations etc
- supports school staff in implementing the PBS practices in classrooms and across the school generally
- provides training in PBS across the whole school

Team Membership:

- Principal
- SWPBS Team Leader
- Teachers
- Therapist
- ES staff
- Family Welfare Coordinator

Data

- How often are students being referred for problem behaviour?
- Most frequent problem behaviour?
- Where do most problem behaviours occur?

- When do most problem behaviours occur?
- How many students in the three tiers

	At all times	Bus Area	Toilets	Classrooms/ Inside	Eating Time	Outside/Playgrou nd	Corridors	Pool	Morely Centre	Community
 <p>RESPONSIBLE</p>	<p>I look after school property.</p> <p>I keep my body to myself.</p> <p>I look after my things.</p>	<p>I collect my things from the bus.</p> <p>I carry my bag.</p>	<p>I turn off the tap.</p> <p>I put paper towels in the bin.</p> <p>I know the toilet area is private.</p>	<p>I look after my school things.</p> <p>I do my work.</p> <p>I request/ask for a break when I need it.</p>	<p>I clean up.</p>	<p>I put away equipment.</p> <p>I go back to class when asked.</p> <p>I tell a staff member when something is wrong.</p> <p>I come when I am called.</p> <p>I respect the environment.</p>	<p>I stay with the group.</p> <p>I listen to staff.</p>	<p>I put my clothes in the basket.</p> <p>I tell a staff member when something is wrong.</p>	<p>I put my own shoes and socks on.</p>	<p>I clean up.</p> <p>I pay for my purchase.</p>
 <p>SAFE</p>	<p>I follow instructions.</p> <p>I listen to staff.</p> <p>I stay with the group.</p> <p>I listen to community workers I know.</p>	<p>I hold a helping hand when asked.</p> <p>I walk to the bus.</p> <p>I keep my seatbelt on.</p> <p>I stay with the group.</p> <p>I wait for my turn.</p>	<p>I close the door.</p> <p>I wash my hands with soap after the toilet.</p> <p>I know the toilet is a private place.</p>	<p>I walk.</p> <p>I stay in the classroom.</p> <p>I keep my hands to myself.</p> <p>I close doors.</p> <p>I keep feet on the floor.</p>	<p>I sit when I eat.</p> <p>I use utensils.</p>	<p>I listen to staff.</p> <p>I wear a hat and sunscreen when asked.</p> <p>I stay in the yard.</p> <p>I wear a helmet when riding.</p> <p>I can run and jump.</p>	<p>I walk.</p> <p>I stay with the group.</p> <p>I close doors.</p>	<p>I make a safe entry into the water.</p> <p>I use equipment staff give me.</p>	<p>I listen to staff.</p> <p>I wait for my teacher before going in.</p> <p>I use equipment on my own.</p>	<p>I stay with the group.</p> <p>I only talk to staff or community workers I know.</p> <p>I use road safety rules.</p> <p>I walk on the footpath.</p>
 <p>RESPECTFUL</p>	<p>I take turns.</p> <p>I wait.</p> <p>I follow school rules.</p>	<p>I sit quietly on the bus.</p> <p>I listen to the adults and</p>	<p>I wait my turn.</p> <p>I keep the toilet area clean.</p> <p>I close the door.</p>	<p>I listen to staff.</p> <p>I wait my turn.</p> <p>I speak quietly.</p>	<p>I eat only my food.</p>	<p>I take turns.</p> <p>I keep the sand in the sandpit.</p>	<p>I listen to staff.</p> <p>I speak quietly.</p>	<p>I finish when I am asked.</p> <p>I change in the change area.</p>	<p>I share the space.</p> <p>I pack up my mess.</p>	<p>I listen to staff.</p>

Appendix A

I ask permission to leave or take a break.	supervisor on the bus.	I flush the toilet. I use soap properly.			I share the space, toys and equipment. I follow directions.	P	B	S	
--	------------------------	---	--	--	--	----------	----------	----------	--

Yarra Ranges SDS Behaviour Expectations Matrix



Appendix B

Bus Behaviour Expectations Matrix

	Waiting for the Bus	Riding the bus	Exiting the Bus
Responsible 	<ul style="list-style-type: none"> Stay in line 	<ul style="list-style-type: none"> Listen to the supervisor <ul style="list-style-type: none"> Sit in my seat 	<ul style="list-style-type: none"> Take my school bag with me
Safe 	<ul style="list-style-type: none"> Wait safely at bus stop <ul style="list-style-type: none"> Move to the bus when door has opened 	<ul style="list-style-type: none"> Keep seatbelt on <ul style="list-style-type: none"> Stay seated <ul style="list-style-type: none"> Keep myself and objects inside the bus 	<ul style="list-style-type: none"> Stay seated until the door opens <ul style="list-style-type: none"> Listen to supervisor for directions

Respectful



- Keep hands, feet and objects to myself

hands to myself



feet to myself



- Keep hands, feet and objects to myself

hands to myself



feet to myself



- Talk quietly



- Keep hands, feet and objects to yourself

hands to myself













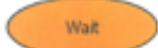
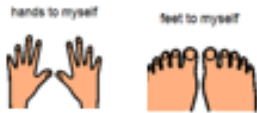





















feet to myself



- Leave the bus walking and keep my hands to myself.

Community Behaviour Expectations Matrix

	Waiting for the Bus	Crossing the Road	In the shop	Eating out	Work Experience
Responsible 	<ul style="list-style-type: none"> I stay with the group 	<ul style="list-style-type: none"> I check both ways for cars  <ul style="list-style-type: none"> I use the green man  <ul style="list-style-type: none"> I use the crossing 	<ul style="list-style-type: none"> I carry my own purse or bag 	<ul style="list-style-type: none"> I put my rubbish in the bin  <ul style="list-style-type: none"> I unpack and pack up my lunchbox  <ul style="list-style-type: none"> I ask for more 	<ul style="list-style-type: none"> I am on time  <ul style="list-style-type: none"> I complete work tasks  <ul style="list-style-type: none"> I sign in and out 
Safe 	<ul style="list-style-type: none"> I Wait  <ul style="list-style-type: none"> I Keep my hands and feet to myself 	<ul style="list-style-type: none"> I stay with the group 	<ul style="list-style-type: none"> I stay with the group  <ul style="list-style-type: none"> I listen to the teacher  <ul style="list-style-type: none"> I Keep my hands and feet to myself 	<ul style="list-style-type: none"> I sit with the group  <ul style="list-style-type: none"> I listen to the teacher  <ul style="list-style-type: none"> I Keep my hands and feet to myself 	<ul style="list-style-type: none"> I wear work uniform  <ul style="list-style-type: none"> I wear shoes  <ul style="list-style-type: none"> I listen to the supervisor 
Respectful 	<ul style="list-style-type: none"> I use a quiet voice 	<ul style="list-style-type: none"> I walk 	<ul style="list-style-type: none"> I walk  <ul style="list-style-type: none"> I use a quiet voice 	<ul style="list-style-type: none"> I eat my own food  <ul style="list-style-type: none"> I use a quiet voice 	<ul style="list-style-type: none"> I follow directions  <ul style="list-style-type: none"> I use friendly words hello 



Self-regulation Strategies

At Yarra Ranges Special Developmental School (YRSDS), self-regulation is a key component of our School-wide Positive Behaviour Support (SWPBS) approach. We not only support students to regulate their behaviour, but also endeavour to provide them with the skills to be able to do this as independently as possible, through a focus on **self**-regulation. In order to self-regulate, most students require a specific activity or item to support them through this process. The activities/items used are wide and varied, and depend on the student's individual needs/preferences. A summary of some of the self-regulation strategies students at YRSDS use is included in Table1.

Table 1: *Self-regulation Strategies*

<u>Inside</u>	<u>Outside</u>	<u>Sensory</u>
<ul style="list-style-type: none"> • Calm down box • Colouring • Threading • Puzzles • Toys • Lego • Art/craft activities (e.g., cutting & pasting) • Reading (e.g., books or catalogues) • Counting (e.g., cars & numbers) • iPad/Computer 	<ul style="list-style-type: none"> • Swing/hammock • Trampoline • Time on veranda • Playground • Bouncing a ball • Fresh air 	<ul style="list-style-type: none"> • Shredding paper • Stress ball • Roller/rocker and/or bouncing • Deep pressure (e.g., squeezing hands together) • Sensory tubs (e.g., kinetic sand, rice, rice cups, pasta, play dough or confetti) • Foot spa • Bubbles • Chewy toys • Fiddle/special toy • Pressure/stretchy bag (body sock/pressure suit) • Sensory room • Weighted blanket • Squeeze machine • Deep breathing (dinosaur breathing)
<u>Quiet</u>	<u>Loud</u>	<u>Relaxation</u>
<ul style="list-style-type: none"> • Covering ears • Headphones/earmuffs 	<ul style="list-style-type: none"> • Singing 	<ul style="list-style-type: none"> • Lying down (e.g., on a bean bag, the classroom floor, or the change bed in the bathroom)

<ul style="list-style-type: none"> • Moving away from the situation • Quiet room • Moving to a quiet area (e.g., a hideaway, in a box or cupboard, covered with a blanket, or with a length of Lycra to wrap up in) • Sitting under blankets 	<ul style="list-style-type: none"> • Listening to music (e.g., Christmas songs) • Making sounds • Verbal self-assurance • Headphones with music 	<ul style="list-style-type: none"> • Cup of tea/hot chocolate • Chewing gum • Sitting and waiting (e.g., on a chair) • Sleep/rest on the floor with lullaby/calming music • Quiet music • Sleep • 15 minutes on a yoga mat with music and low light
<p><u>Heavy Work</u></p>	<p><u>Physical</u></p>	<p><u>Communication</u></p>
<ul style="list-style-type: none"> • Digging in the garden • Fit ball • Morely Centre • Pushing wheelbarrow 	<ul style="list-style-type: none"> • Running laps around the playground • Trampoline • Walk • Riding a bike • Ten pin bowling • Rhythm clapping 	<ul style="list-style-type: none"> • Asking for help • Using a communication device • Verbalising emotions • Talking about what's wrong • Talking quietly, reassuring (e.g., self-talk)
<p><u>Other</u></p>	<p><u>Student-directed</u></p>	<p><u>Staff-directed</u></p>
<ul style="list-style-type: none"> • Free choice • Eating food • Counting backwards • Cleaning • Sucking a drink out of a straw • Schedules • Break Pack • Counting to 10 	<ul style="list-style-type: none"> • Break (e.g., lanyard) • Checking schedule • Going to the bathroom • Singing to self • Having a drink • Ordering materials • Requesting a calming activity 	<ul style="list-style-type: none"> • Doing a job • Time in another area/classroom with a preferred adult • Visuals (e.g., using a break symbol or First & Then) • Asking what is wrong • Choice board • Role modelling being calm and quiet • Verbal prompts/redirection (e.g., to another task or room) • Acknowledgement of feelings (e.g., feelings chart) • Offering a choice • Distraction • Tap in/Tap out

Appendix E

MAJORS AND MINORS YRSDS

THESE ARE THE MOST SERIOUS BEHAVIOURS AND ARE CONSIDERED MAJORS IN THIS SCHOOL. THEY MUST BE RECORDED ON DATA PLUS AND TO LEADERSHIP

THE BIG FIVE

1. A student absconds (runs away) leaving the school grounds or the group when on excursion in the community.
2. Intentional physical contact resulting in another person being injured.
3. Student to student sexual offending as defined by DET (*unwanted sexual behaviour towards a student by a child 10 years or over can constitute a sexual offence and is referred to as student to student sexual offending. All suspicions and disclosures of student sexual offending must be responded to by following the Four Critical Actions*) Sexualised behaviour that isn't defined as student to student sexual offending.
4. Self-harming behaviour that requires first aid intervention.
5. Intentional and / or repeated damage to school property that has the potential to cause harm to self or others.

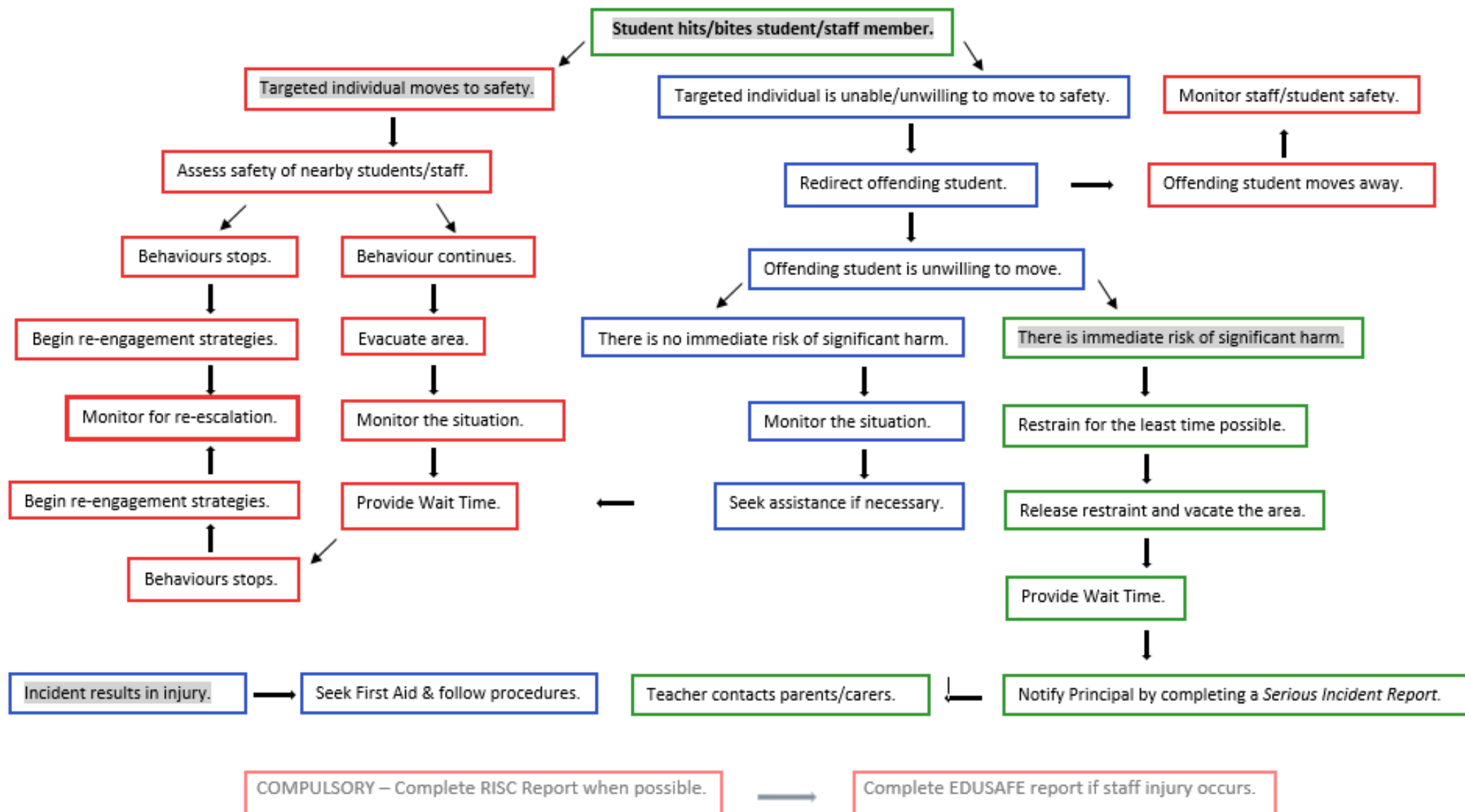
*Please refer to our Emergency Response Procedures, included in Appendix F, which outline the school's procedures for responding to each of these Major behaviours.

THE FOLLOWING ARE CONSIDERED AS MINOR OR IRRITATING BEHAVIOURS WHICH ARE NOT REPORTABLE BUT DATA MIGHT BE COLLECTED SO THAT A RATIONALE FOR THE BEHAVIOUR MIGHT BE DEVELOPED.

1. A student spits at another person.
2. A student pulls someone's hair.
3. A student drops within school, to the floor or ground, and there is no danger to them or anyone else.
4. A student screams repeatedly.
5. A student cries repeatedly or constantly.
6. A student is non-compliant (does not do what he/she is asked).
7. A student is self-stimulating repeatedly.
8. A student is verbally teasing another person.
9. A student uses abusive language.
10. A student absconds (runs away) but stays within the school grounds.
11. A student breaks school property

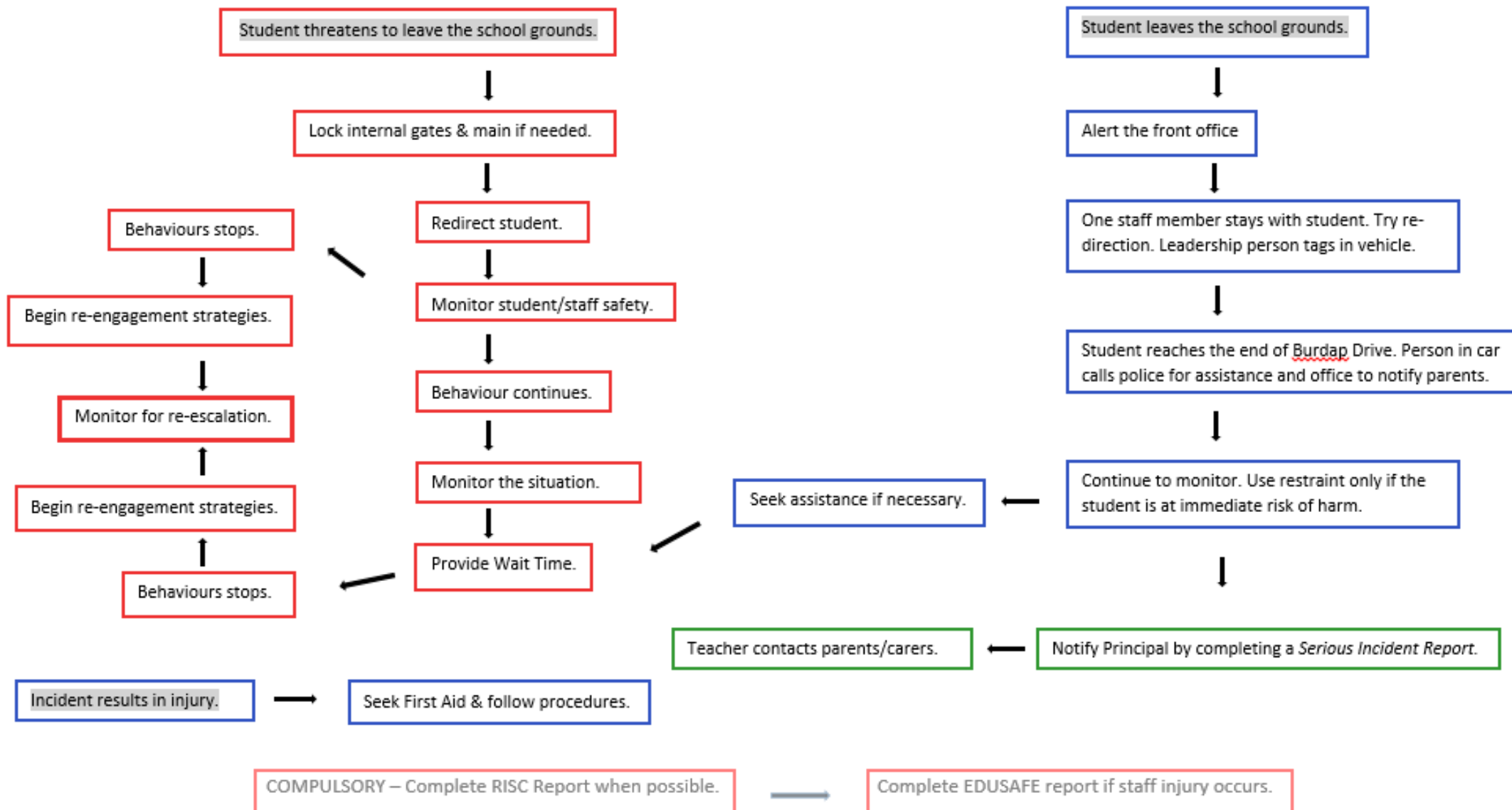
Appendix F

Emergency Response Procedures for Hitting/Biting

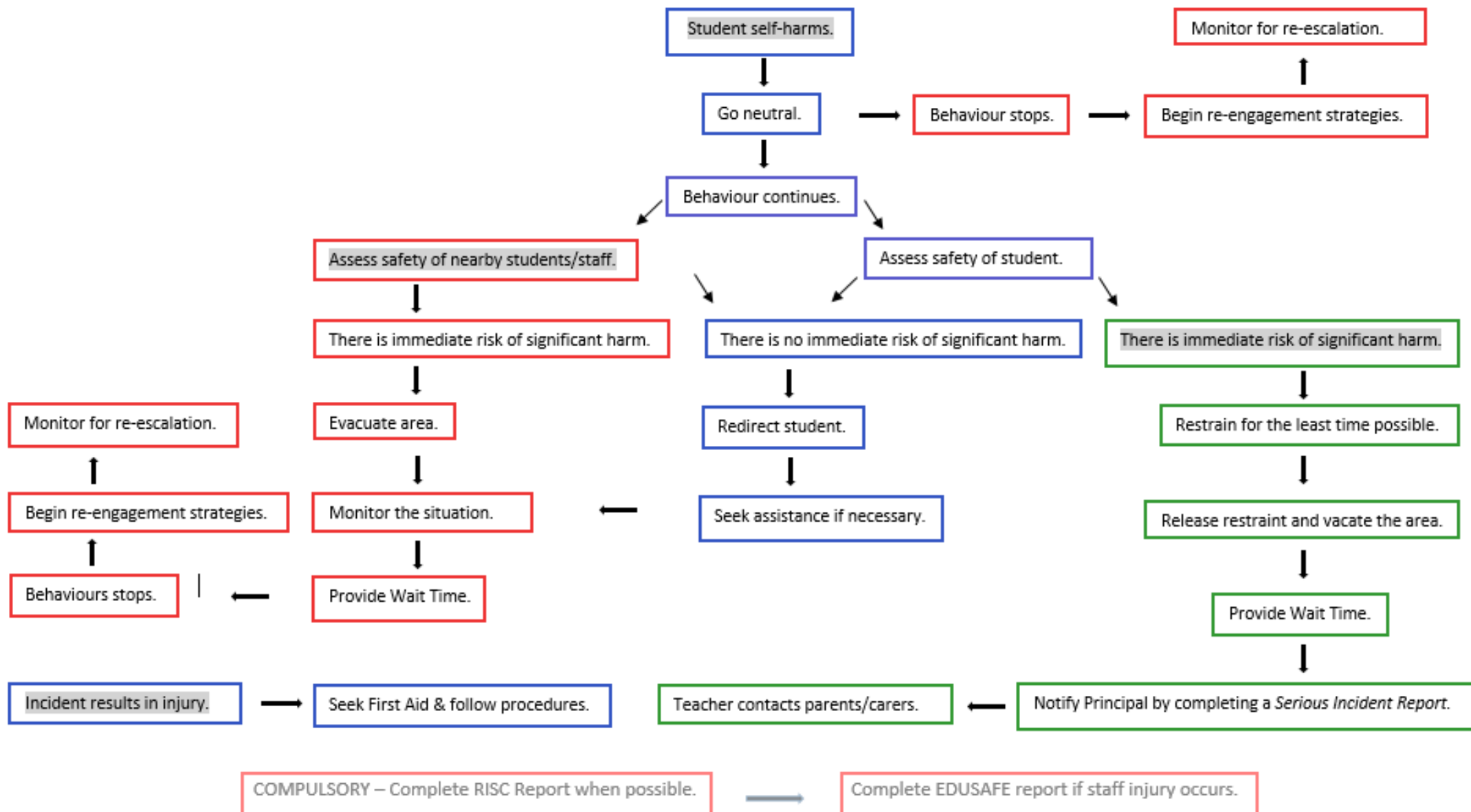


Appendix F cont.

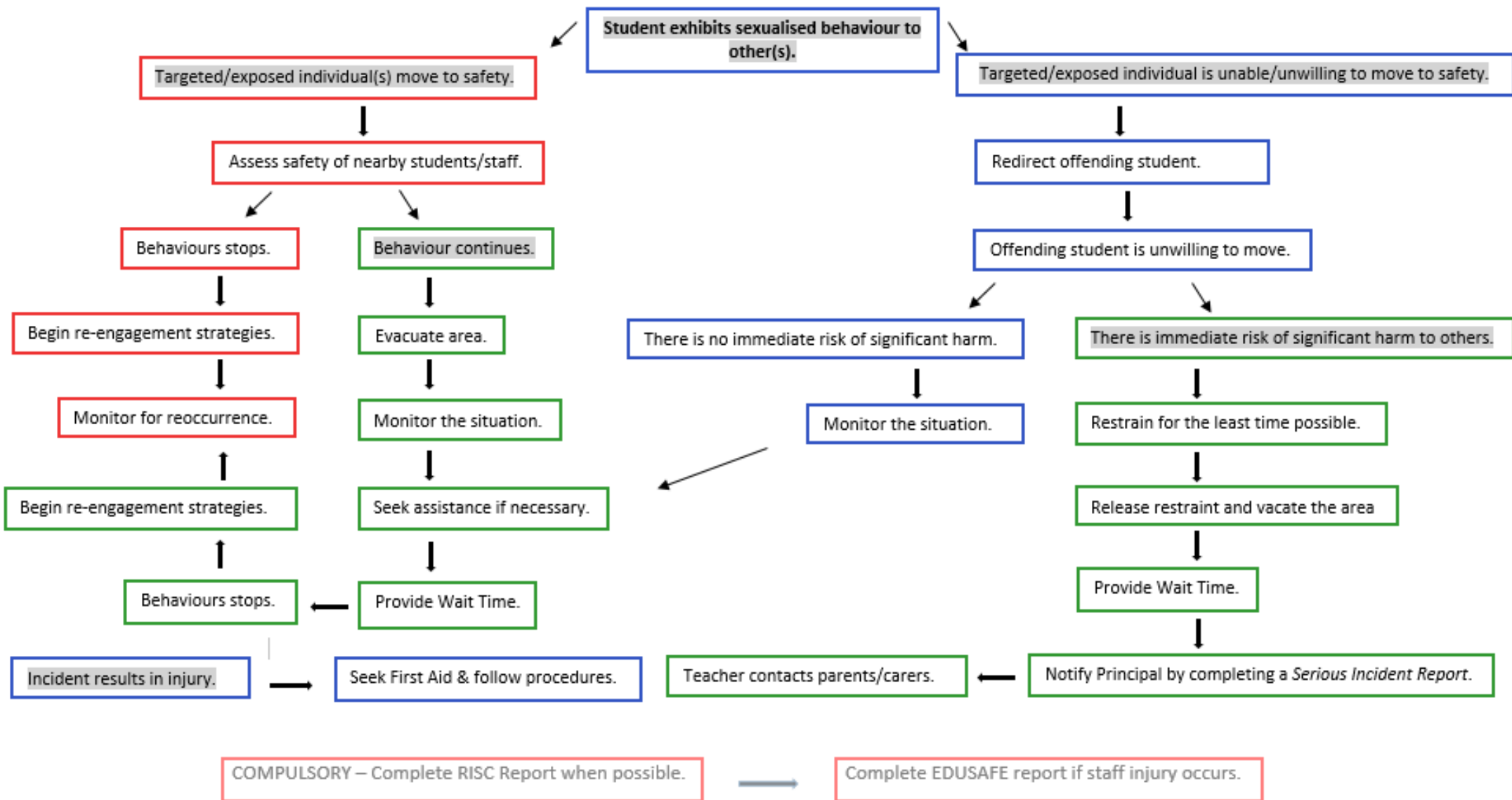
Emergency Response Procedures for Absconding



Emergency Response Procedures for Self-harm



Emergency Response Procedures for Sexualised Behaviour (others)



Employee Health, Safety and Wellbeing Services

At Yarra Ranges SDS we take the health, safety and wellbeing of all our staff very seriously. We encourage all staff to seek support from leadership or our Family Support Coordinator as needed.

DET also provides an extensive range of supports which you are encouraged to access at any time.

- **Employee Assistance Program, including Manager Assist**

The Employee Assistance Program (EAP) is a free, short-term, and strictly confidential counselling service that helps our employees be at their best. These sessions can be used to develop tailored strategies to help enhance wellbeing – both in and outside of work. The EAP is available 24 hours a day, seven days a week for up to four sessions for the Department's employees (and school council employees such as casual relief teachers). Immediate family members of Department employees can also now access EAP.

- **Occupational Health and Safety (OHS) Advisory Service**

Employees and managers with OHS queries can access the Department's expert health and safety support service. The OHS Advisory Service can provide help with implementing the OHS Management System, reporting or closing hazards or incidents in eduSafe, conducting workstation assessments, conducting risk assessments and other OHS issues.

Our OHS Advisory Service now has mental health and wellbeing specialists to assist leadership teams to proactively safeguard wellbeing and respond to wellbeing issues.

- **Workplace Contact Officer**

A Workplace Contact Officer is a member of staff who has volunteered to be a point of contact for colleagues experiencing harassment, discrimination, bullying, victimisation or family violence. Any Workplace Contact Officer can be contacted for a confidential discussion, at any time.

- **Health and Safety Representatives and Designated Work Groups**

Health and safety representatives (HSRs) are people who are elected by their co-workers to represent designated work groups (DWG) about occupational health and safety issues, concerns and interests.

Designated Work Groups and Health and Safety Representatives form part of the [Department's OHS Management System](#).

- **Lifeworks Health and Wellbeing Online Platform**

The Lifeworks Health and Wellbeing online platform is an online library of informative articles and interactive resources to improve employee health and wellbeing. It is available to all Department employees, immediate family members of Department employees, school council employees including Casual Relief Teachers. This new platform replaces the previously used 'Livewell' portal.

The platform has support, guidance and information about issues relating to family, health, life, money, and work, and strategies to manage these. It can be accessed privately and confidentially from home..

- **Incidents and near-misses**

We take the health, safety and wellbeing of all employees and contractors seriously at the Department. As an employee, you have a responsibility to report injuries, incidents, near-misses or hazards on eduSafe, the Department's Incident Reporting and Hazard Management system.

- **Conflict Resolution Support Service**

Sometimes people experience workplace conflict that becomes difficult to resolve in their usual team setting. The Conflict Resolution Support Service is available for Department employees and managers who need support in addressing workplace conflict. The service provides mediation, case conference and facilitated meetings, conflict coaching and team conflict intervention. This service is provided by Converge International and can be arranged by your principal or manager.

For detail please go to:

<https://www.education.vic.gov.au/hrweb/safetyhw/Pages/employeeservices.aspx>

If a student

D

Immediate **DANGERS**
(eg on coming traffic)

Yes: Move student as quickly and safely as possible.

No: Do Not Physically Intervene.

R

RISKS
(eg nearby obstacles/
glass doors etc.)

Yes: Protect student by removing or guarding items

No: Do Not Physically Intervene.

O

Consider **OTHERS**
(eg students / staff)

- Welfare of other students
- Staffing needs
- Security / safety

P

PLAN what to do next

- Encourage the student to move and continue without physical intervention
 - Get Help
 - Take Your time.
- and
- Follow their Behaviour Management Plan if one is in place.

S

Remember **SAFETY 1ST**.

- Avoid physical intervention
- Maintain safe practices.

If a student

H

Immediate **HELP**
(eg to self or others)

Yes: Move others as quickly and safely as possible out of harms way. Seek assistance.

No: Do Not Physically Intervene.*

A

ASSESS
(eg nearby obstacles/
glass doors etc.)

Yes: Ensure student is in a safe area in clear view.

No: Do Not Physically Intervene.*

R

Consider **RISKS**
(eg students / staff)

- Welfare of students/staff
- Staffing needs
- Security / safety

M

MONITOR
(what to do next)

- Follow student Safety Plan/BSP if one is in place.
- Encourage the student to de-escalate without physical intervention.
- Take time.
- Wait for student to be ready for re-engagement.

S

Remember **SAFETY 1ST**.

- Avoid physical intervention.
- Maintain safe practices.
- Tap In – Tap Out

*Restraint must only be used if it is immediately required to protect the safety of the student or any other person, and no other option is available.

Restraint or Seclusion Report

School staff may only use restraint or seclusion on a student when all of the following conditions are met:

- the situation is an emergency and the risk of significant harm to the student and/or others is imminent;
- the restraint is used to prevent the student from inflicting harm on him/herself and/or others;
- there is no reasonable alternative that can be taken to avoid the danger.

The staff member(s) involved in the restraint/seclusion must immediately notify the principal of the incident. Following this a staff member should contact the student's parents and provide them with details of the incident as soon as possible.

All staff who were involved/present at the incident must complete this proforma regarding their involvement or observations of the incident and forward it directly to the principal.

The name of the student involved	
Date, time and location of the incident	
Names of witnesses (staff and other students)	
Activity the student was involved in prior	
The behaviour of concern that necessitated the action	
Any other strategies used or attempted	
An outline of the physical restraint/seclusion used	
The student's response and the outcome	
Any injuries or damage to property	
Actions taken after the incident.	
Parents Contacted	When By Whom

Name
Signature:
Date

Principal
Signature:
Date

DET notified: YES Date and Time: _____

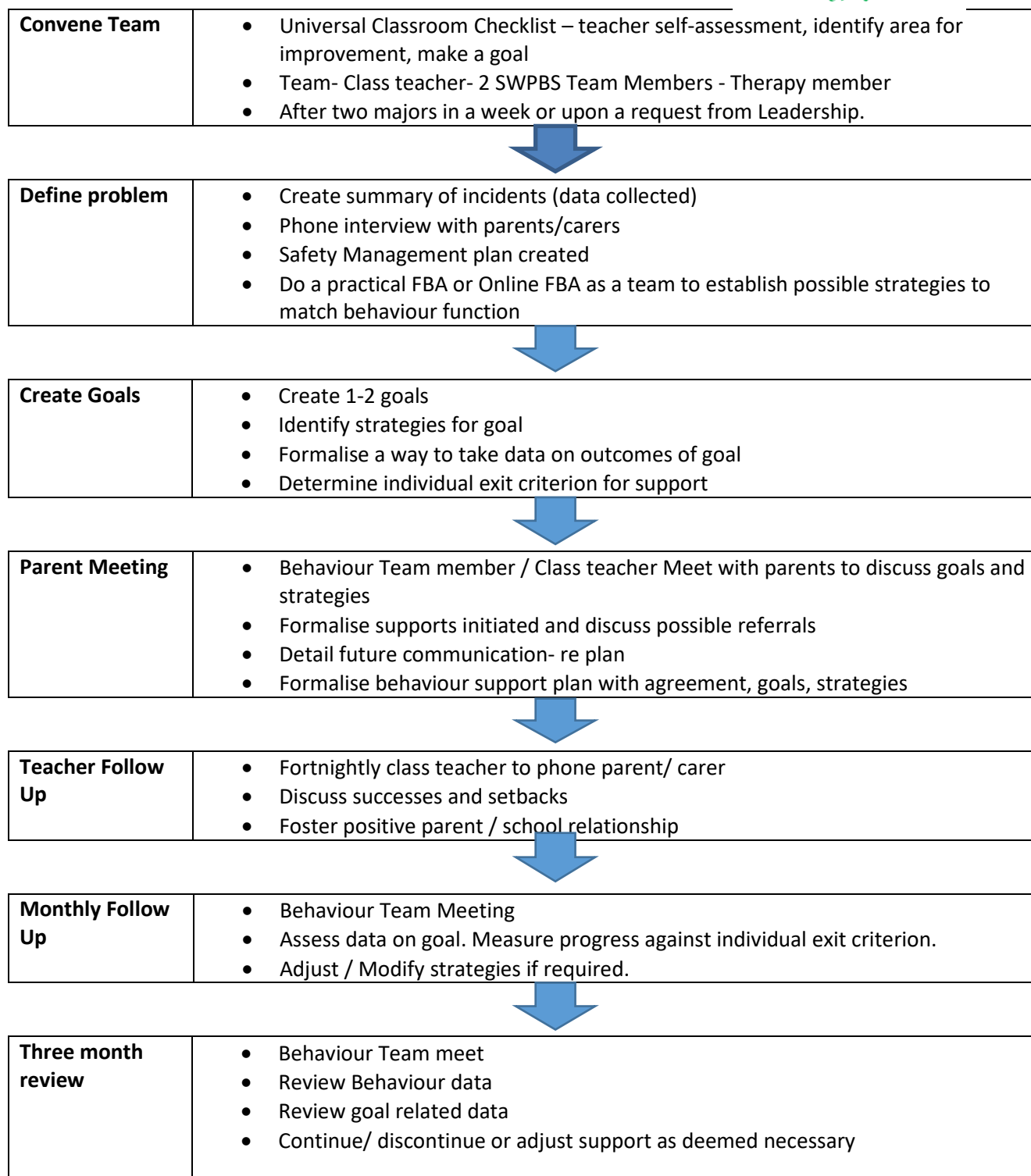
Entered onto Cases 21

Appendix H

Yarra Ranges SDS Behaviour



Support Flow Chart



Appendix I

Yarra Ranges Special Developmental School

School-wide Positive Behaviour Support (SWPBS) Team Leader

Roles and Responsibilities

Staff

- Provide Professional Development (PD) to staff (e.g., DATA Plus training, Behaviour Support Plan/Safety Plan training, PBS Refreshers, Induction for new staff and volunteers and so on) as required
- Support staff in the development of skills in behaviour intervention and management in line with the school's SWPBS philosophy
- Model PBS processes
- Support staff in an advisory capacity (e.g., collecting baseline data and providing first level of support)
- Support staff with writing Behaviour Support Plans (BSPs) and Student Safety Plans when required
- Follow up PBS Referrals – provide 1:1 support to staff and classroom teams
- Organise and facilitate PD days with Dan Petro
- Organise and facilitate Classroom Observation/Parent Consultation days with Dan Petro
- Provide PBS updates at Leadership meetings, Teacher/Therapy meetings and Staff meetings as required

Students

- Attend Student Support Group (SSG) meetings when required
- Conduct Functional Behaviour Analyses (FBA) as needed
- Review Behaviour Support Plans (BSPs) and Student Safety Plans
- Monitor behaviours of concern reported on DATA Plus
- Observe students with behaviours of concern when requested through the PBS Referral System, and provide written support (e.g., ideas and strategies) to the class teacher/team

Families

- Develop PBS Tips for the Newsletter.
- Facilitate PBS Information sessions (e.g., Token System)
- Provide SoSafe! Information Sessions
- Organise support for families through consultation times with Dan Petro

PBS Team

- Be a member of the Leadership Team
- Act as the contact person for external people, including liaising with SSSO psychologist, Dan Petro, and others as necessary
- Attend SWPBS PD opportunities as required
- Facilitate fortnightly PBS team meetings, including writing meeting agendas and emailing minutes to the team
- Provide fortnightly statistics and support reports to PBS team.
- Collate and develop Term by Term data comparisons to track progress
- Review BSPs and Student Safety Plans, and ensure these are updated annually
- Facilitate the completion and collation of data from PBS tracking assessments each year, included the Self-assessment Survey (SAS) and the Tiered Fidelity Inventory (TFI)
- Review and update documentation (e.g., BSP folder, handbooks, and SWPBS folder on the t-drive)
- Represent the PBS Team on the School Improvement Team meetings held each Term
- Ensure PBS processes are in line with the school's Strategic Plan
- Support and mentor other schools in PBS

*Effectively utilise a weekly PBS planning day to complete the aforementioned roles and responsibilities.