

School Wide Positive Behaviour Framework



EPS Staff Playbook

EPS SWPBS Philosophy

School-wide Positive Behaviour Support (SWPBS) is a globally recognised, evidence-based framework that helps schools create safe, positive, and inclusive environments where students and staff can thrive.

At Elwood Primary School we know that behaviour is learned and therefore responsible behaviour can be taught. We do not assume that students know the behaviours and social skills that lead to success at school and in life. Therefore, we recognise the need to teach appropriate behaviours through a positive approach that strengthens teacher-student relationships. This requires a consistent and collaborative effort between staff, students and the wider community. When undesired behaviour occurs we use an educative approach, addressing the behaviour calmly, consistently and positively to support student growth and learning.

SWPBS Core Team

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EPS Positive Behaviour Matrix

ELWOOD PRIMARY SCHOOL POSITIVE BEHAVIOUR EXPECTATIONS

Respect Responsibility Resilience Empathy Integrity

Respectful, responsible, resilient behaviour leads to empathy and integrity

	RESPECT	RESPONSIBILITY	RESILIENCE
In all settings we...	- Keep our hands, feet and bodies to ourselves - Use kind, respectful and appropriate language - Follow teacher instructions promptly	Use equipment safely and how it's meant to be used Put equipment away - Put rubbish in designated bins Stay within bounds in the school yard - Report any problems to staff	- Work through problems calmly together - Ask for help from staff if we need it - Use calming strategies to regulate our emotions - Use problem-solving strategies - Wait patiently for our turn
When moving around the school we... <i>Corridors, stairways, walkways, JLC middle space, moving around the school</i>	- Leave space for others - Speak quietly - Walk and keep left on stairs - Ask permission before coming inside - Give way to others when going through doorways	- Walk safely and sensibly - Arrive on time - Go directly 'there' and 'back' during class time	
On the soccer pitch we...	- Pick teams calmly and fairly - Play fairly and safely - Share space with all students - Respect nearby games and players - Leave other people's soccer balls alone - Include everyone in play	- Leave promptly when it's time to leave - Clarify rules before we play - Play by the agreed rules - Help pack up the Pod	- We accept the rules of the game - Walk away when something has upset us - Be a good sport
In the park we...	- Play fairly and safely Tag, not tackle - Pick teams calmly and fairly - Include everyone in play	- Clarify rules before we play - Play by the agreed rules - Leave promptly when it's time to leave - Use sandpit safely and properly - Use our own equipment - Help pack up the Pod	- We accept the rules of the game - Walk away when something has upset us - Be a good sport
In the junior and senior yards we...	- Play fairly and safely - Ask permission before coming inside - Include everyone in play - Take turns	- Stay outside in designated play areas - Play by the agreed rules - Use sports equipment in the correct areas - Use drink taps only for drinking - Help pack up the Pod	- We accept the rules of the game - Walk away when something has upset us - Be a good sport
In passive areas we... <i>Stage and turf, courtyard, around portables</i>	- Play fairly and safely - Use calm and quiet voices - Engage in calm and quiet activities - Include everyone in play	- Walk calmly - Stay in designated play areas	Walk away when something has upset us
In the toilets we...	- Speak with a quiet voice - Give others privacy - Wait for friends outside - Leave toilets unlocked when empty	- Keep toilets clean and tidy - Use toilets appropriately - Flush toilet after each use - Wash hands with soap and water	Go to the toilet at an appropriate time

Example Classroom Positive Behaviour Matrices

2LK Class Agreement

When we act with *respect*, *responsibility* and *resilience*, we build *integrity* and *empathy*.

	Respect	Responsibility	Resilience
At all times we...	• Speak in a friendly voice and use our manners. • Keep our hands, feet, bodies and objects to ourselves. • Listen to each other. • Apologise when we've hurt or upset someone.	• Walk and behave safely. • Use equipment how it's meant to be used. • Follow instructions the first time. • Put things away carefully and clean up after ourselves.	• Try our best. • Ask for help when we need it. • Use calming strategies when things go wrong. • Use positive self-talk.
When moving around we...	• Say excuse me if we need to get past someone.	• Watch where we are going.	• Wait patiently for our turn.
During whole-class/floor time we...	• Take turns to speak by putting our hand up. • We have one voice at a time.	• Look at what the teacher is showing us. • Stay in our spot. • Stay on task.	• Share our ideas.
During independent work time we...	• Focus on our own work. • Stay quiet.	• Stay on task.	• Try to learn from our mistakes.
When working with others we...	• Use kind words.	• Take turns. • Share the equipment. • Stay on task.	• We accept the rules of games. • Try to learn from our mistakes.
At the bag lockers we...	• Stand back until the person in front of us has moved.	• Put everything carefully in our bag. • Make sure our bags are in the bag box.	• Wait patiently for our turn.

Example Classroom Positive Behaviour Matrices

ELWOOD PRIMARY SCHOOL 5RN - CLASSROOM POSITIVE BEHAVIOUR EXPECTATIONS			
<i>Respect Responsibility Resilience Empathy Integrity</i> Respectful, responsible, resilient behaviour leads to empathy and integrity			
	RESPECT	RESPONSIBILITY	RESILIENCE
Always	Treat others how you want to be treated. We use appropriate language, tone and volume with students and adults. We use our manners including, please, thank you, may I and you're welcome. Give people their personal space.	We ask permission to leave the classroom. We keep our focus on the learning task. We set out our work neatly (follow bookwork expectations). Smart watches are set to 'school mode'. Fidgets are used with a plan from Rick/Nat.	We ask for help when needed. It's Ok to make mistakes. Stay positive. Believe in yourself and others.
Transitions	We move around the room carefully and quietly.	We move efficiently between tasks.	We are patient.
Explicit Teaching	We raise our hands when we have something to say and wait to be invited to speak. We listen when others are speaking.	We remain in our designated space.	We share our thoughts and ideas.
Independent Work	We raise our hand if we need help. We allow others to focus on their learning.	We stay in our own working space.	
Partner/Group Work	We take turns and listen to others. We focus on our own group.	Choose an appropriate learning buddy. Help others and make them feel good.	We share our thoughts and ideas.
Equipment		We use equipment how it is meant to be used. We are organised with what we need to learn.	

On the floor we...

Example Classroom Positive Behaviour Matrices

Show Respect by:

- Taking turns to speak by putting our hand up.
- Having one voice at a time.



Show Responsibility by:

- Looking at what the teacher is showing us.
- Staying in our spot.
- Staying on task.

When we work with others we..

Show Respect by:

- Use kind words.
- Listen when others are speaking.

Show Responsibility by:

- Take turns.
- Share the equipment.
- Stay on task.



Show Resilience by:

- Accepting the rules of the game.
- Learning from our mistakes.

When we work with others we..

Show Respect by:

- Use kind words.
- Listen when others are speaking.

Show Responsibility by:

- Take turns.
- Share the equipment.
- Stay on task.



Show Resilience by:

- Accepting the rules of the game.
- Learning from our mistakes.

Example Specialist Positive Behaviour Matrices

ART ROOM AGREEMENT

When we act with respect, responsibility and resilience we build integrity and empathy

RESPECT

Always

Keep hands and feet to ourselves
Speak kindly with manners
Look after the art room supplies
Listen

Moving around

Give way to others
Move around calmly and quietly
Move safely

Whole class & floor time

Keep your body still on the floor
One voice at a time
Listen when someone is speaking

Independent work

Work quietly and calmly
Help others on your table if they ask

Equipment & pack up

Use art supplies gently and carefully
Pack art supplies away where they are supposed to go

RESPONSIBILITY

Ask permission to leave the room
Stay focussed when you need to be

Come into the classroom quietly and calmly
Be aware of other students artworks

Sit somewhere where you can focus
Ask questions if you need help
Face the teacher
Share sensible ideas

Stay on task
Follow instructions
Show your best effort

Put art supplies away in the correct place
Clean up after yourself
Keep the art room neat and tidy

RESILIENCE

Have a growth mindset
Try your best

Wait patiently for your turn
Treat others as you would like to be treated

Be brave, share ideas
Seek help if you need it

Keep trying
Mistakes are ok
Art does not need to be perfect

Share equipment
Take turns and be patient

EPS Behaviour Response Continuum



RESPECT ● **RESPONSIBILITY** ● **RESILIENCE** ● **EMPATHY** ● **INTEGRITY**

ELWOOD PRIMARY SCHOOL BEHAVIOUR RESPONSE CONTINUUM



MINOR BEHAVIOURS



Teacher Actions

Calm • Consistent
Brief • Immediate • Respectful

6:1 Feedback Ratio
(6 x Positive : 1 x Corrective)

Every session is a new session and a fresh start.



MAJOR BEHAVIOURS



PROMPT

NON-VERBAL Proximity, eye contact, visual cues and/or hand gestures
VERBAL Acknowledge students who are demonstrating the desired behaviour

RE-DIRECT

"Remember we show the value of _____ by _____"

RE-TEACH

- 1) Re-state the expected behaviour.
- 2) Re-teach and ask student to show you what the behaviour looks like.
- 3) Provide verbal acknowledgement if expected behaviour is shown.

PROVIDE CHOICE

- Provide two alternatives - the preferred behaviour and a less desired choice (logical consequence).
- Pause after providing the choice. If student chooses desired behaviour, provide positive feedback.

CONSEQUENCE

Apply the natural or logical consequence outlined above.

CONVERSATION

At an appropriate time, describe the problem behaviour, relate to the matrix and why it is important, practise behaviour and provide feedback.

CONTACT

Contact Principal Class (directly or through the office). If unavailable and urgent, contact Leading Teacher.

REVIEW

Principal Class (or Acting Principal) review the incident (using reflection sheet) and reteach behaviour expectations.

FOLLOW-UP

Leadership determines and follows up with an appropriate consequence with student and staff member.

RECORD

Principal Class to record the incident on XUNO and send communications to relevant staff and parents.

REFLECT

Reflection sheet given to classroom teacher to discuss with student.

REFER

If behaviour continues, refer to SWPBS Team for Tier 2 Intervention.

Refer to major steps if behaviour becomes chronic.

Behaviour Definitions



RESPECT ● RESPONSIBILITY ● RESILIENCE ● EMPATHY ● INTEGRITY

ELWOOD PRIMARY SCHOOL BEHAVIOUR RESPONSE CONTINUUM



Behaviour	Definition	Classification	Example
Inappropriate language	"Swearing, obscene or rude language used in general conversation (not directed at a person) or under their breath.	Inappropriate language (Direct)	Verbal Abuse and Harassment: Swearing, using obscene disrespectful language aggressively to another person. Harassing, teasing or taunting, delivering disrespectful messages (verbal or gestural) to another person including derogatory/negative comments based on race, religion, gender, age, disabilities, national origin.
Disrespect	Speaking or acting disrespectfully towards or around staff, peers or community members. Including one off: Name calling, mimicking, excluding or encouraging others to socially exclude another student. Interrupting a conversation without saying "excuse me". Not using manners.		Threats: Directly or indirectly threatening to harm another person verbally, in writing or with gestures.
Late to class	Arriving late to line or class after recess/lunch.		
Physical contact	Non-serious, but inappropriate physical contact (eg. over-affectionate, patting, tapping, poking, or rough play which includes pushing, shoving and wrestling without intent to harm).	Physical aggression	Actions involving serious physical contact where injury may occur (e.g. hitting, punching, kicking, hitting with an object, hair pulling, scratching).
Disruption	Calling out, playing/making music, banging objects, leaving their seat, speaking to others and/or interrupting a staff member who is speaking/teaching. Loud voices or noises indoors.	Bullying	Direct physical Bullying: Repeated targeting of student/s by hitting, kicking, tripping, pinching, pushing or damaging another person and or their property.
Inappropriate use of technology	Using a laptop or ipad without permission or playing computer games, communicating with others within the classroom via a laptop or ipad. Searching off-topic.		Direct verbal Bullying: Repeatedly insulting, teasing, intimidating or calling another person names, making derogatory/negative comments based on race, religion, gender, age, disabilities, national origin. This could be delivered in the form of written notes.
Misuse of equipment/property	Not using equipment or furniture for its intended purpose including using balls in class, throwing objects, playing in the toilets. Not putting equipment away (including not putting bags in lockers)/not cleaning up.		Indirect Bullying: Repeatedly spreading rumors, playing nasty jokes to embarrass and humiliate, mimicking or encouraging others to socially exclude someone.
			Cyberbullying: Repeatedly directly or indirectly bullying another person using digital technologies.

Behaviour Definitions continued...

Non-Compliance	Not following instructions or classroom expectations (in a non-aggressive manner). Often passive or avoidant. It may stem from distraction, avoidance of work, lack of motivation, or testing boundaries.	Defiance	A deliberate and overt refusal to follow directions, often accompanied by verbal or non-verbal challenge to staff. It involves a conscious decision to oppose rules or instructions. For example, saying "No, I'm not doing it and you can't make me." Walking away or leaving the room after being given an instruction.
Minor Property Damage/Theft	Low-intensity damage of equipment or belongings or work (eg. scribbling on another student's work, breaking pencil or ruler through rough handling or misuse, writing on tables). Taking other's equipment for use (with intention to return it) without asking.	Severe disruption	Causing an extended disruption to a class activity that prevents the activity from continuing. This could include sustained loud talk, yelling or screaming, tantrums.
Leaving the learning/play space (within sight)	Leaving a learning space without permission, but staying within sight of the classroom teacher or staff member. Going into buildings before and after school or during recess and lunchtime without permission.	Property Damage and Theft	Deliberate damage to the school's or another person's property. Intentionally taking another person's property without their knowledge or permission with no intention to return it. This also includes identity theft.
Lying/Cheating/Dishonesty	Acting dishonestly or unfairly to gain an advantage, especially in a game or assignment. Copying others work or claiming others work/ideas as your own (plagiarism). Not telling the truth or taking responsibility for your actions.	Technology violation	Inappropriate use of an electronic device within school, such as texting in class, accessing social media, unauthorised games or unsafe material.
Lack of effort towards work	Rushing through tasks or not finishing tasks in the given time (excluding when a student has put in their best effort but struggled with the task).	Truancy	Leaving school grounds without permission, trying to run away (either within or outside of school grounds), hiding from staff. Consistent lateness from breaks. Missing whole or part of lessons without permission.
Running in buildings.	Running through corridors and buildings during and outside of class time.	Possession of weapons	Using weapons, or having weapons on your person, or in your locker or bag.
		Sexualised Behaviour	Accessing or viewing pornography, kissing, overtly sexual conversations, gestures or noises. Intentional sexual touching of another.