



MOUNT WAVERLEY HEIGHTS PRIMARY SCHOOL

School Wide Positive Behaviour Support at Mount Waverley Heights Primary School

At Mount Waverley Heights PS we use the School Wide Positive Behaviour Support Framework (SWPBS). This framework has been developed from evidence and data, demonstrating the most effective ways to prevent and respond to problem behaviour at school. Research has shown that SWPBS is successful in reducing problem behaviour, improving school culture, and increasing academic performance. As part of the SWPBS framework we have 3 main expectations that underpin everything we do at this school.

- Be Respectful
- Be Responsible
- Be Inclusive

Our Philosophy

Our aim here at Mount Waverley Heights Primary School is to:

- **Connect** students to their own emotions and feelings so that they can develop their resilience and empathy, exercise optimism and build effective relationships with others.
- **Challenge** students to be critical and creative thinkers; to question, evaluate and to discover new possibilities, preparing them for a lifetime of learning new things in an ever changing world.
- **Inspire** students to WANT to make a difference by appreciating and understanding the satisfaction that comes from being selfless.

Our expectations of **be responsible, respectful and inclusive** have become the vehicle for ensuring we achieve these aims for every student. Responsibility teaches our students that being self directed and driven, taking on responsibility and owning their actions will help them to inspire change in the world. Respect helps our students to think beyond themselves, recognising greatness in others and being inspired to challenge themselves. Inclusiveness, having empathy for others and building meaningful relationships that go beyond just tolerance.

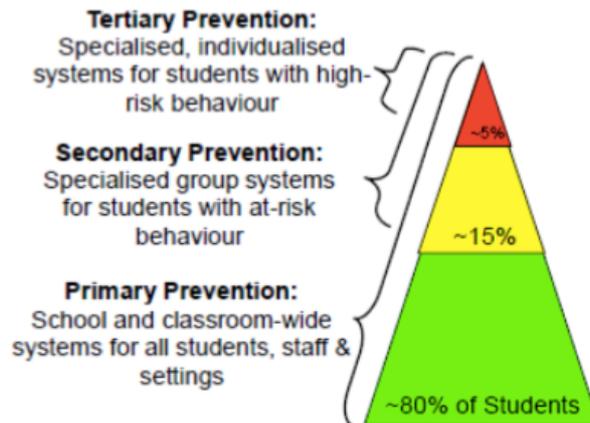
We want Mount Waverley Heights Primary School Students to be well-rounded people who embody all of these things; SWPBS has provided us with a framework through which to achieve these aims, whilst improving overall school culture and academic achievement.



Tiered Intervention

SWPBS uses a tiered intervention framework which invests in:

- **Primary prevention (tier 1):** School and classroom-wide systems for all students, staff and settings (approximately 80% of students)
- **Secondary prevention (tier 2):** Specialised group systems for students with at-risk behaviour (approximately 15% of students)
- **Tertiary prevention (tier 3):** Specialised, individualised systems for students with high-risk behaviour (approximately 5% of students)



What we do at school; Tier 1

In the classroom when students are consistently working and behaving responsibly, respectfully and inclusively they are acknowledged and awarded PBs.

A process is in place and followed by all teachers when students are not following school expectations.

In every classroom, in a chosen corner of the whiteboard there is a rectangle drawn up using a red marker. Where possible the teacher will redirect student behaviour. If behaviour continues the following steps are followed.

- 1st Step – Name on board in rectangle
- 2nd Step – tick or cross against student's name, student is relocated within the classroom and minor incident is logged on Sentral.
- 3rd Step – tick or cross against student's name, student is relocated from the classroom and another minor incident is logged on Sentral.
- 4th Step – tick or cross against student's name, student is removed from the classroom and has time out with the Principal or attends student reflection, major incident is logged on Sentral.



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Our next steps at Mount Waverley Heights Primary School

Over the years of following SWPBS being we have not only strengthened the way students talk about our values but how they go about their daily routines, and this will continue well into the future. However, we have discovered that students lacked the vocabulary to express themselves successfully. As a result, our school has embarked on a journey to develop emotional intelligence. At this stage, staff are currently working with uCare to develop their understanding of emotional intelligence and the 6 seconds model. This will not only help teachers develop their emotional intelligence but will help them with their professional development in promoting and teaching emotional intelligence next year.

'Attention to Social Emotional Learning helps everyone in a school setting develop 21st century skills for deepening awareness, choice, and purpose. Social Emotional Learning helps to create a school climate that is a great place to learn.'

(<http://www.6seconds.org/education/>)

And that is what we want for our students here, to enjoy coming to school as it is a place where everyone is respected, where they feel important and brave enough to take on responsibilities and where everyone feels they belong.

What you can start to do at home; Emotional Intelligence

Use the school language of being respectful, responsible and inclusive. Your children are used to using this language at school.

At home when you child is feeling overwhelmed with emotions, a good place to start is to ask them to give you three words for the emotions that they are feeling, not just one e.g. angry. It is important to not label them as good or bad, but to teach children what information the emotions are telling them. This will help to build their emotional vocabulary, self awareness and reduce frustration in expressing themselves.

Just Breathe video: If you would like to make a glitter jar for your child, the instructions are on the back of this flyer.



What you can start to do at home; Glitter Jars

These magical glitter jars are the perfect sensory toy for children and grown ups alike.

Designed to soothe and relax, the swirling patterns created by glitter, water and food colouring are ideal for calming down a stressed out child (or adult, for that matter) - leading to their alternative name, 'calm down jars'.

Just give them a good shake, then watch until the glitter settles in the bottom of the jar to refocus and refresh an overwhelmed mind.

Glitter jars can also be used as a 'time out' timer. Simply tell your child to watch the jar until the flakes have all fallen - it's only at this point that they'll be allowed to leave the time out area. Using extra glue will mean that the glitter floats for longer, so you can adjust the length of the time out according to the child's age.

You will need:

1. A jar or plastic bottle
2. A jug of warm water
3. 3 drops of gel food colouring (optional)
4. 60g-80g glitter

Note: For younger children, we'd recommend using a plastic jar or bottle rather than a glass jar, to prevent any accidents! Our quantities are based on a standard 500ml jar, so if you're using a larger bottle or container, you may need to scale up the ratios.

Step 1

Add warm water to your jar or bottle until it reaches around a third of the way up.

Step 2

Add around 3 drops of food colour and stir. You can add more or less depending on your preferred shade, but remember not to add too much or the mixture will become very dark and it will become hard to see the glitter.

Step 3

Pour in the glitter! Again, you can use more or less than suggested, or go for a mix of chunky and fine glitter to give more texture to your jar. Stir well until combined with the existing mixture.

Step 4

Top up your jar with the rest of the warm water, until it is almost full. Leave a little gap at the top of the jar to allow the mixture to move.