



# THE WODEN SCHOOL

## PROACTIVE BEHAVIOUR SUPPORT FRAMEWORK

### **Purpose:**

This framework of school-wide, classroom management, and individual student support is designed to provide The Woden School staff with effective approaches to confidently improve behavioural outcomes in the school. The goal is to facilitate academic achievement and healthy social development of students in a safe, supportive learning environment.

A school-wide approach to proactive behaviour support effectively promotes a safe, orderly and predictable environment for learning and teaching. This approach has significant effects within the school community: it creates a positive school culture that students, parents and staff genuinely feel as safe and caring.

### **Focus:**

The focus of this approach is on establishing, maintaining and reinforcing the positive behaviour of students by providing clear expectations, but it also addresses challenging behaviour. Students in the at risk category also benefit from clear expectations and other universal supports. These students often need additional supports such as targeted social skills training and mentoring.

A school-wide approach ensures staff clearly identify the small number of students who demonstrate high risk behaviour, and need intensive, individualised interventions and support on an ongoing basis.

A proactive behaviour support framework creates a structure, and provides tools and strategies for school staff to positively affect how students behave and interact with one another. Students are reinforced for behaving in socially acceptable ways and encouraged to carry this learning and positive behaviour into their homes and the larger community.

## Key Elements:

**Positive relationships:** valuing each individual, promoting a sense of belonging for all students and staff, and promoting positive relationships among home and school. Understanding and respecting student's individual needs.

**Student engagement:** ensuring that teaching and learning programs are relevant, rigorous and dignified and involve quality teaching practices and appropriate and up to date resources and technologies

**Differentiated instruction:** responding to student diversity and creating opportunities for all students to learn in a way that responds to their varying abilities, strengths, learning preferences, interests and needs

**School-wide behavioural expectations:** clearly articulating expectations and having all staff consistently reinforce expectations in all areas of the school throughout the school day

Positive Handling Plan: Use Team Teach strategies to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and students.

**Modification of the school environment:** ensuring that the physical environment and school routines are organised proactively to support positive behaviour and reduce problem behaviour

**Social skills instruction:** that demonstrates and supports the school-wide behavioural expectations

**Positive reinforcement:** of individual students and groups who consistently demonstrate positive behaviour

**Fair and predictable consequences:** for negative behaviour that adversely affects others and the school community

**Collaborative leadership:** committing to building and maintaining a positive school culture, and providing the resources necessary for developing positive behaviour supports for all students

**Data-driven decision making:** Record keeping and data collection guidelines clearly identifying the strengths and needs of the school community, identifying areas where improvement is needed and measuring behaviour change over time

## Key Approaches:

**High quality curriculum:** There is a clear expectation that all classroom programs are relevant, rigorous and dignified. Teachers are required to use the school curriculum (based on the Australian Curriculum) and an understanding of students individual needs (gained from the ILP process) to develop high quality classroom programs. These programs are to be written for each school term and a summary of the program provided to parents/carers.

**High quality teaching:** There is a clear expectation that teaching staff will use the quality teaching framework to guide their classroom pedagogy. Teachers are also expected to keep up to date with what resources are available to support their teaching – particularly in the area of ICT.

**Team approach:** Teachers and LSAs work together at the classroom level to support all students. There is a clear expectation that all staff work in a professional manner. Executive staff will support classroom staff in all aspects of the education of our students. Parents/carers are recognised as an integral part of the team approach to improving student outcomes.

**Whole school values:** The school will develop and clearly describe a shared set of values that all staff are expected to use in the support of students.

**Focus on social skilling:** The nature of our students requires a high focus on programs that support student social and emotional development. There is a clear expectation that all staff will be involved in the consistent implementation of these programs.

**Group supports:** Some students will require additional support in their social and emotional development at a group level. Staff will work in teams to identify these students and provide input into the development and delivery of selected programs.

**Individual supports:** Some students will require additional support in their social and emotional development at an individual level. Staff will work in teams to identify these students and provide input into the development and delivery of targeted programs and if necessary individual behaviour support programs.

## What it looks like in practice:

**Universal Strategies:** Universal strategies are used across the school to support a positive teaching and learning environment for all students. The strategies presented at this level are part of the core business of all staff working in the school.

Universal school strategies aim to improve school culture and are generally led by the school leadership team. The school's culture is derived from the social and emotional interactions that occur between each member of a school. Each moment of the day should build character, develop social and emotional intelligence and provide the nurturing environment that supports students' social, emotional and academic growth. A positive school culture connects students to the school, builds a sense of pride in their school and in themselves.

For most students, universal strategies provide the structures and support needed to develop appropriate behaviours and succeed at school.

**Selected Strategies:** Selected strategies build on the foundations provided by universal strategies to respond to an identified need in a select group of the student population. Selected strategies focus on developing the social, emotional or academic skills of an individual through participation in structured group learning. Careful consideration is given to identifying the students and the additional skills needed by the group. Some students will benefit from a combination of universal and selected strategies to learn positive behaviours in a school setting.

**Targeted Strategies:** Targeted strategies are used to support individual students to participate positively at school and achieve academic success. There may be a few students in the school who require this level of additional support. Careful thought and planning by an identified team of adults who support the student is required. Identification of behavioural and academic goals, together with highly structured strategies, encourages positive behaviour change over time.

### Whole School:

1. Curriculum
2. ILPs
3. Student engagement strategies – appropriate use of resources
4. Quality Teaching Framework
5. Whole school rules and responsibilities
6. The Woden School Values
7. Whole School Pastoral Care program
8. Social Skill Programs
9. MindMatters
10. Playground interactive duties
11. Team Teach and risk assessments
12. Positive Partnerships – student matrix
13. Restorative Practices
14. Pastoral Care programs

### **Group:**

1. Youth worker and Pastoral Care Coordinator programs
2. Alternative class programs
3. So Safe
4. Circle Time

### **Individual:**

1. Individual case management involving relevant staff, the student, parents/carers and other relevant professionals
2. Individual agreed behaviour support plans
3. Executive, sub-school and whole school discussions
4. Support from outside agencies

## **Process regarding individual students causing behavioural concerns**

### **FIRST (UNIVERSAL, SELECTED STRATEGIES)**

1. See Positive Behaviour Support at The Woden School document
2. It is the responsibility of teachers to:
  - Plan programs so they engage all students
    - Ensure the curriculum is appropriate to the student's academic level.
    - Refer to data already collected e.g functional behaviour assessments. Gather more
    - Ensure that the content you are teaching is age appropriate where students may be performing under their age group. This will involve knowledge and understanding of the student's literacy, numeracy needs. It may require adjustments to content you are teaching.
    - Make adjustments to your program to address the academic, social, and behavioural needs of the student.
  - Talk to colleagues (peers, executive and school psychologist). Find out the student's history, ideas - what has worked/not worked in the past. Discuss strategies. Look at past behaviour plans or ILPs. Look at the student's file.
  - Consider possible health problems (e.g. vision and hearing)
  - Revisit curriculum
  - Reflect

For more advice refer to the:

Advice materials on the Australian Curriculum website -

<http://www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice>

Behaviour Support Protocols –

[Behaviour Support Protocols](#)

If you still require support: **THEN (TARGETED STRATEGIES)**

1. **Discuss the student with your executive**
2. Individual case management involving relevant staff, the student, parents/carers and other relevant professionals (see case management guidelines – **to be developed**) who will work with you to develop an:
3. Individual agreed behaviour support plan (see plan guidelines and proforma).

## AITSL Teacher Standards that support this Framework

### Know students and how they learn

Focus area	Career stages			
	Graduate	Proficient	Highly Accomplished	Lead
<b>1.2 Understand how students learn</b>	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.
<b>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b>	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	Evaluate learning and teaching programs, using student assessment data, which are differentiated for the specific learning needs of students across the full range of abilities.	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.

### Plan for and implement effective teaching and learning

Focus area	Career stages			
	Graduate	Proficient	Highly Accomplished	Lead
<b>3.1 Establish challenging learning goals</b>	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
<b>3.2 Plan, structure and sequence learning programs</b>	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.

3.3 Use teaching strategies	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.
3.5 Use effective classroom communication	Demonstrate a range of verbal and nonverbal communication strategies to support student engagement.	Use effective verbal and nonverbal communication strategies to support student understanding, participation, engagement and achievement.	Assist colleagues to select a wide range of verbal and nonverbal communication strategies to support students' understanding, engagement and achievement.	Demonstrate and lead by example inclusive verbal and nonverbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.
3.6 Evaluate and improve teaching programs	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.
3.7 Engage parents/ carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.

## Create and maintain supportive and safe learning

Focus area	Career stages			
	Graduate	Proficient	Highly Accomplished	Lead
4.1 Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
4.2 Manage classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.
4.3 Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.
4.4 Maintain student safety	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.