

3 TIERS

3 tiers of intervention

- Whole School Approach
- Targeted Intervention
- Intensive Intervention

ALL IN

Ingle Farm **consistency** looks like; the same language, reinforced positive behaviour choices, teaching behaviour corrections. We all apply a shared approach following agreed processes.

DATA DRIVEN

We use collected **data** in EMS to inform behaviour education. We identify patterns across the whole school, cohorts and individuals to target intervention.

EDUCATION

We believe that behaviour is communication. We teach **behaviour expectations** like any other subject. Expectations are clear, avoiding confusion.

LINKED TO OUR VALUES

All behaviour expectations are linked to our school values: Respect, Honesty and Persistence.

WHAT IS PBL?

PBL stands for Positive behaviour for learning. PBL is not a 'program' or a 'model' but a framework approach. A compilation of research-validated and effective practices, interventions and system change strategies.

PBL encourages us to treat behaviour like a subject (assessing, planning, teaching and assessing) rather than trying to 'manage' students' behaviour.

At The Farm, we are 'all in'. We have a consistent approach to teaching behaviour, ensuring students reach potential.

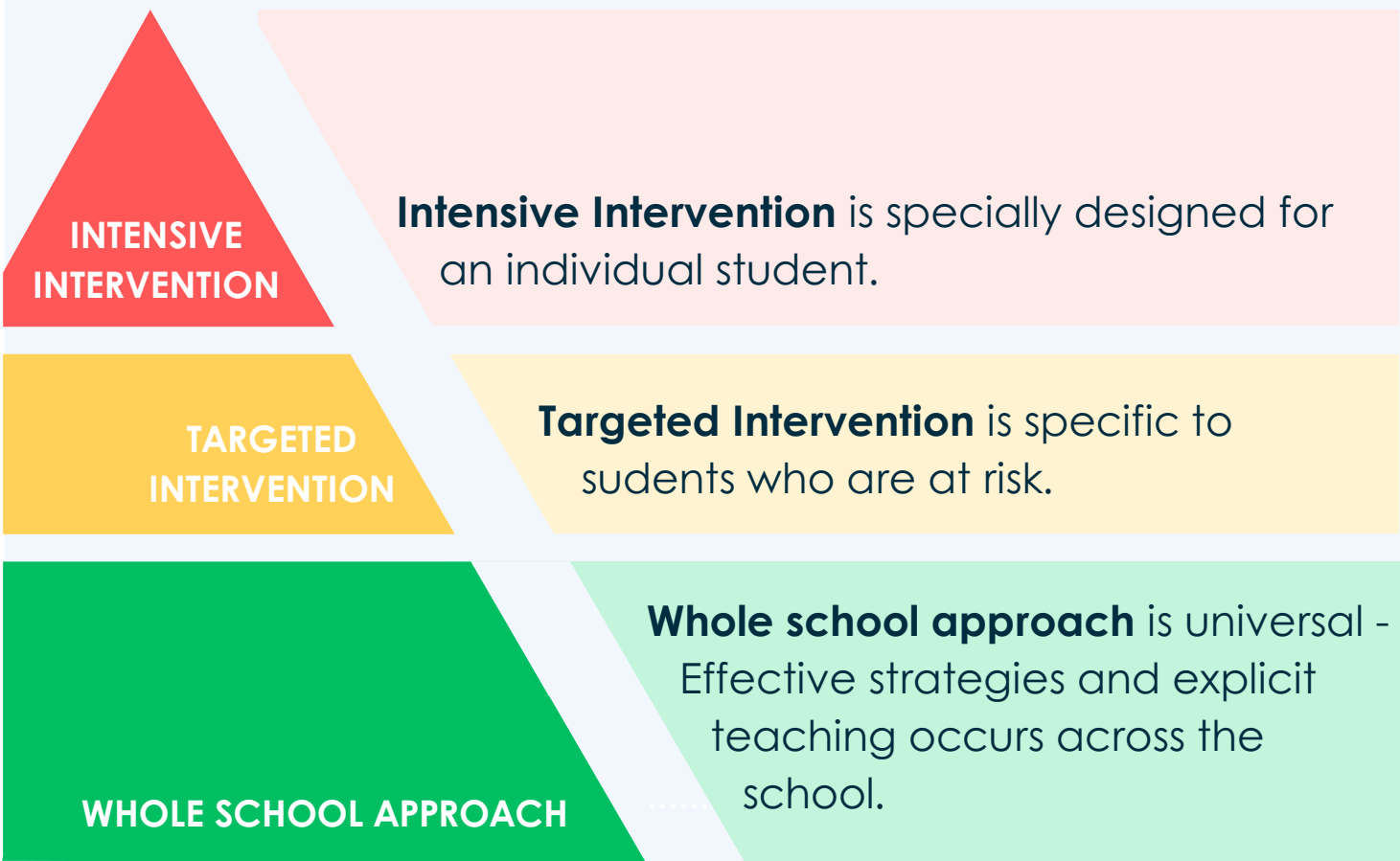
Our **Whole School Approach** supports include explicitly teaching behaviour expectations within our '...at The Farm' documents and matrix across every class, to every student.

Our **Targeted** supports are tailor to about 7% of our cohort. Intervention here is in small group sessions or individually depending on the function of their behaviour.

Our **Intensive Intervention** support is targeted to each individual student. Leaders work with classroom teachers and families to carefully create individual behaviour plans.

3 TIER APPROACH

PBL is based on a 3 tier approach where each child gets support needed for success.



LINKS TO OUR SCHOOL VALUES

At Ingle Farm our values unpin all of our behaviour education to educate learners how to show Respect, Honesty and Persistence. Our behaviour matrix is designed around values. Our values are embedded through our 'Behaviour Education at Ingle Farm' documents.

When we notice behaviour in the classroom and yard we refer students to our values reminding or acknowledging how they have shown Respect, Honesty or Persistence.

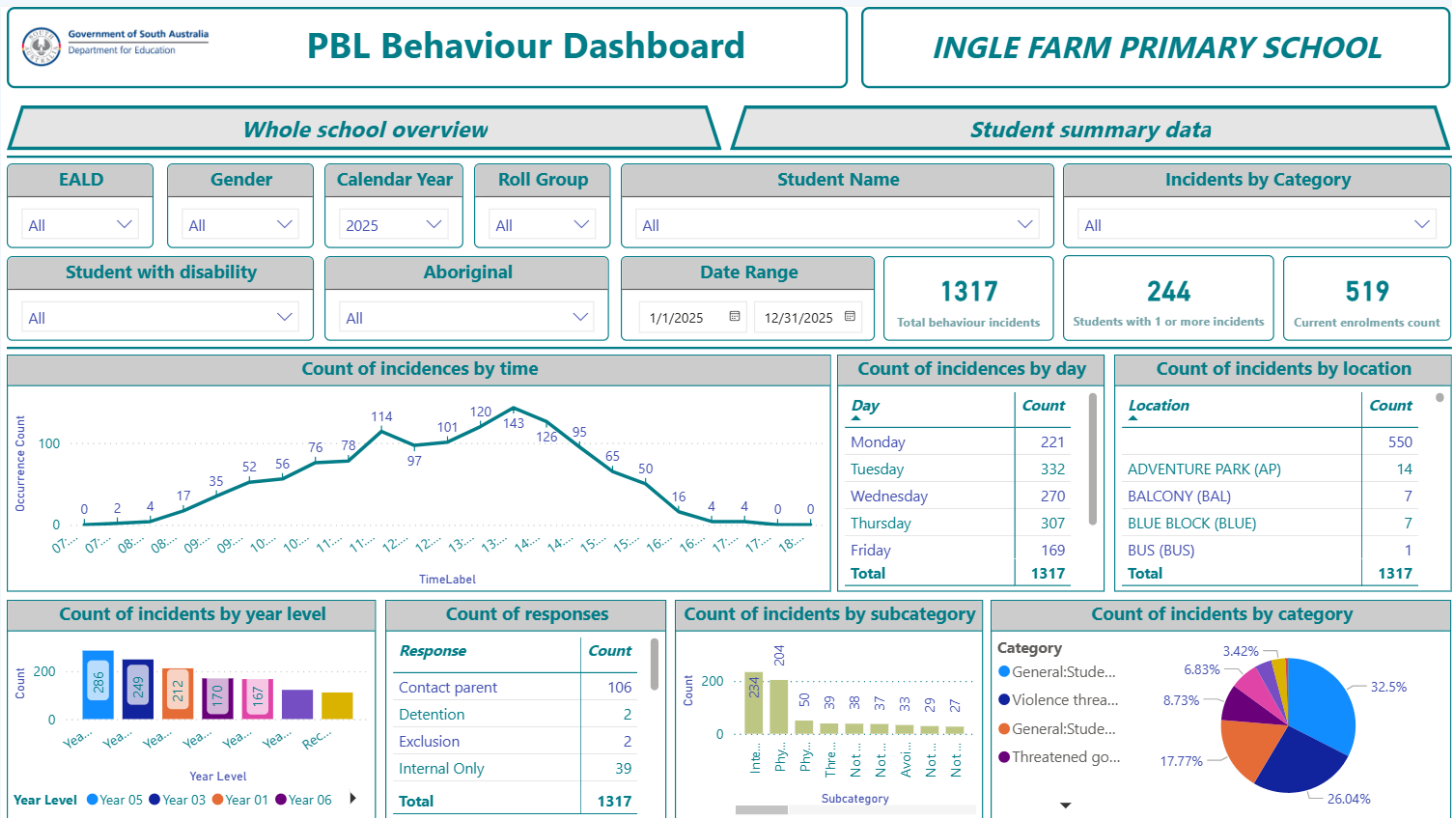
PBL COMMITTEE

The PBL Committee represents PLCs and staff who are passionate about improving behaviour education across the school. The team meet twice termly and review the whole school data, looking for patterns and putting in adjustments and support to benefit the whole school.

USING DATA TO HELP PLAN

The PBL Dashboard is on Power BI and collates behaviour data entered onto EMS. The data is easily read and we can identify patterns of behaviour within groups of students as well as students that may need targeted or intensive support.

It is important that when entering a behaviour into EMS that each section is filled in with accuracy so that we can identify areas, people, times, days of the week that require additional support.





All students receive Whole School behaviour intervention. For 90% of learners this will be all that they need.

WHOLE SCHOOL APPROACH

TIER ONE SUPPORT

DEFINE

As a whole school we have defined expected behaviours within

- **Behavior Matrix**
- **Behaviour Education at The Farm** documents

TEACH

Using the **teach, show, practise** model and lesson plans created by teachers, students are regularly taught the expected behaviours.

ENCOURAGE

Whole school reward program is implemented to encourage students to demonstrate expected behaviours. Teachers hand out tokens with a verbal acknowledgement of behaviour shown. Tokens are collated and updated every assembly

RESPOND

All teachers respond to behaviour errors using language from behaviour matrix and procedures. To determine if the behaviour is minor or major, staff staff use:

- **Levels of behaviours**
- **Behaviour referral process**

MONITOR

PBL Committee meets twice a term to look at the whole school **behaviour data** and make data informed decisions. They lead and implement plans to reteach certain expected behaviours.

BEHAVIOUR AT INGLE FARM DOCUMENTS

What are These?
A set of expected behaviours for completing a frequent task or activity across the school. Documents can be found digitally to use on your smart boards or printed to be displayed in your learning areas.

Expectation
During the start of the year and then as needed, explicitly teach using tell, show, practise:

- Front Office at The Farm
- Gracie at The Farm
- Using the toilets at The Farm
- Yard Play at the Farm.

All other existing procedures will be archived and available to access if your class requires them.

The PBL committee may ask that a class, cohort, building or whole school revisit one of the ‘Behaviour at the Farm’ documents if required throughout the year.

BEHAVIOUR MATRIX

What is it?
A set of expected behaviours we want improved across the school, linked to our school values.

Expectation
Across the year frequently teach the three expected behaviours using the teach, show, practise model. Have the behaviour matrix on display within the classroom and consistently refer back to it.



TELL, SHOW, PRACTISE

What is it?

- Tell the student what is expected
- Show them what the skill looks like
- Practise the skill through role plays and in context situations

Expectation
Teachers will use the ‘tell, show, practise’ model to explicitly teach behaviour expectations.

WHOLE SCHOOL REWARD

What is it?
A list of rewards chosen by the students who work together to collect tokens to reach milestones and calm whole school rewards.

Expectation
Notice and hand out tokens to students within your classroom and in the yard demonstrating the expected behaviours (within behaviour matrix or procedures). Verbally tell the student what you noticed using the language.

LEVELS OF BEHAVIOUR & BEHAVIOUR REFERRAL

What is it?
A document designed to help establish the level of behaviour and strategies for where to next.

Expectation
Read and refer to the document when needed.

LEVELS OF BEHAVIOUR

MINOR BEHAVIOURS	MODERATE BEHAVIOURS	HIGH LEVEL BEHAVIOURS
- Taking too long to come back to class - Joining in distractions - Swearing (low level, not directed at anyone) - Interrupting - Off task - Dominating conversation - Anti social behaviours - Talking during quiet times - Loss of effort - Being bossy - Calling out	- Not returning to class - Leaving the room without permission (with line of vision) - Disrespecting school property (graffiti) - Throwing books to the floor as a secondary behaviour - On going verbal harassment - Physical intimidation - Running away	- Swearing (directed, repeated, high level words) - Targeted bullying - Threatening others - Continual - Escalating anger - Verbally aggressive towards teachers - Physical intimidation
Minor behaviours managed by the educator in the classroom part at the time of the behaviours occurring with logical consequences. Record behaviour in PBL books	Moderate behaviours will be responded to initially by the educator in the classroom part. Moderate escalation may result in Leadership intervention. Record behaviour on PBL.	High level behaviours require Leadership support. Record behaviour on PBL.
Strategies may include: - Redirection - Refer social learning charts - First, Then - Modify learning activity - Warning - Working in own time - Break card - Reflection class - Loss of privileges - Community service Next steps: - Discuss strategies with colleagues or line manager - Parent communication / meeting - CDO referral to PBL	Strategies may include: - Refer social learning charts - Reflection class - Behaviour for learning plan - Community service - Loss of privileges Next steps: - Refer to appropriate social learning chart for a strategy to try again - Restorative conferences - Office at odds - Family communication / meeting - 3 way conversation - Take home - Behaviour for learning plan - Family meeting - Discuss strategies with line manager	Next Steps: - Strong sanctions - Suspension - Exclusion - Police involvement - CARL notifications - Education/Health care interventions - Community Service - Restorative conferences - Yard play plans

BEHAVIOUR REFERRAL PROCESS

Low Level Behaviours – adopt general behaviour for learning strategies

Redirection
Change proximity
Restorative actions
Clear logical consequences
Follow through

Break Card
Modify learning activity to suit entry point
Clear, concise instructions
Communicate calmness
First/Then language

Conversation about School Values and required behaviour
Conversation about using Social Learning charts
Conversation about explicitly taught PBL procedures and learning plans

Behaviour Referral Request

Please use Reset Room / Zones of Regulation Lanyard

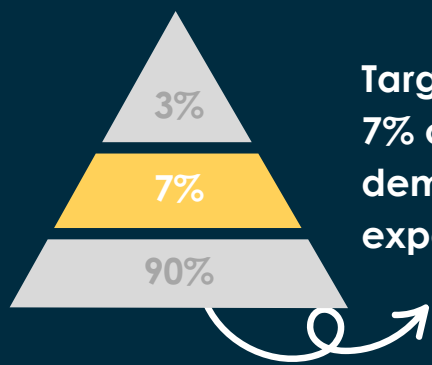
Repeated or Moderate Level

Please use Behaviour Record Form or Request for Leadership Form

Re-engagement with class learning activities

Repeat process if / when necessary

HIGH LEVEL BEHAVIOURS
requiring immediate leadership intervention call the front office – via PHONE 110



Targeted intervention is offered to about 7% of students who haven't demonstrated the behaviour expectations after whole school support

TARGETED TEACHING

TIER TWO SUPPORT

IDENTIFY

Using the Data based **decision making rules** eligible students are identified for Targeted support. **Staff can nominate using the staff nomination** form to identify students at risk.

CREATE

A **support menu** has been created to provide targeted support to students in need. This menu has been designed to cater for both seeking and avoiding behaviours and students will be supported working in small groups or independently.

SELECT AND IMPLEMENT

Once a child has met requirements for targeted supports, an intervention based on the child's **function of behaviour** will be determined.

MONITOR

Progress will be monitored, using **data** to track improvement. If no progress is evident, the student will move to an alternate intervention. Students move out of targeted support once improvement is evident.

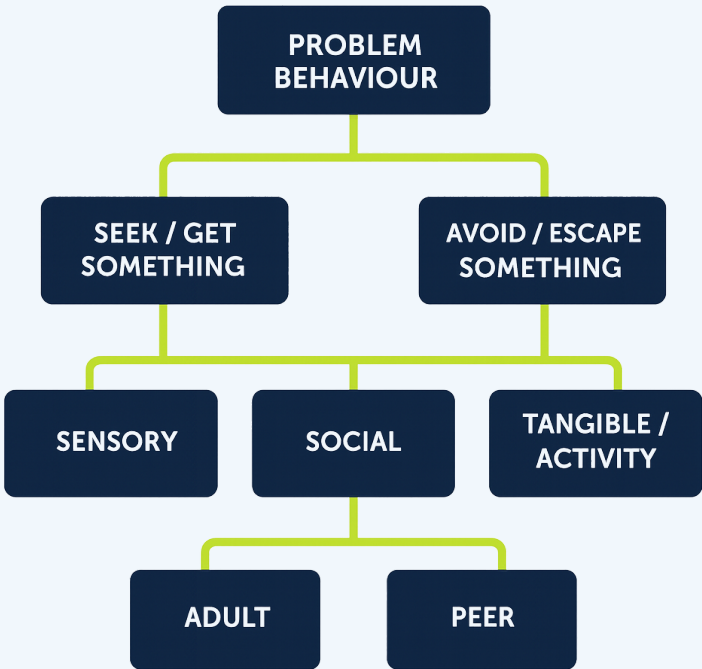
DECISION MAKING RULES

Data decision rules identify who requires additional supports and helps determine next steps for supporting students. The data decision rules starts a conversation about a student who may be at risk. Its important to understand that when a student meets one or more of our data decision rules, targeted support is not immediate. We look at the child and patterns of behaviour to determine appropriate support..

- For Targeted Support at Ingle Farm we will look at any student who:
- had 2 to 4 behaviour incidents in a 2 week period
 - had an unusual spike in behaviour
 - demonstrated repeating behaviours.

FUNCTION OF BEHAVIOUR

For each student that meets the decision making rules for Tier 2 intervention, the team will look at the function of their behaviour to determine what type of intervention they will receive. For example, if the child is seeking adult attention, we need to ensure the intervention they recieve meets that need.



NOMINATION FORM

If you think that you have a child within your classroom who might qualify for targeted intervention support, complete the online wellbeing referral form on the Ingle Farm Primary School home page. The student will be discussed with the targeted and intensive support team, determining the best intervention.

SUPPORT MENU

A support menu list of intervention, supports students requiring Tier 2 Support.

On our Support menu at Ingle Farm Primary School:



'Check in, Check out' is suited for children who are adult seeking or task avoidant. It involves establishing a behaviour goal and recieving regular feedback throughout the day on their progress.



Yoga is best suited for children who are avoiding peer attention, seeking or avoiding sensory stimulus.

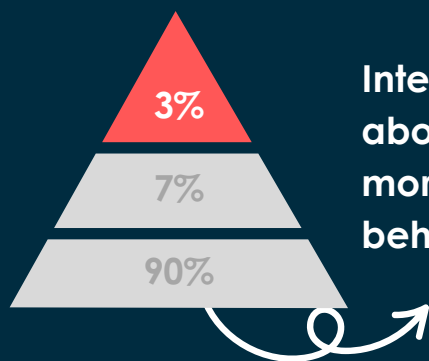


'Calm & Create' and 'Thrive' build social skills. They are suited for children who are avoiding adults, peers, activities or seeking peer attention. These sessions will be specially designed for the children needing a particular social skill.



Interoception is best suited for students who are sensory seeking or sensory avoiding. Interoception is designed to teach learners to listen to their body and what it is trying to tell us.





Intensive interevention is offered to about 3% of the students who require more support demonstrating the behaviour expectations

INTESIVE SUPPORT

TIER THREE SUPPORT

IDENTIFY

Once a fortnight, the intensive support team meet to discuss learners flagged for support by teachers and from **decision making** rules. The team will then look at the patterns in behaviour to determine if intensive support is the right fit for that student.

DOCUMENTATION

Once selected for Intensive behaviour support, the team complete a **BFBA** for the child. This will help the team to assess the risk behaviours and begin to determine the why.

IMPLEMENT

Once the BFBA is complete the team will put together a **behaviour support plan**. This will define a goal and replacement behaviours, identify prevention strategies using the **escalation scale** and select appropriate teaching strategies.

MONITOR

Using the **PBL Dashboard** students receiving intensive support will be tracked to ensure supports are having an impact. **TAC meetings** will be held termly or twice termly to ensure everyone is on board with the supports being provided.

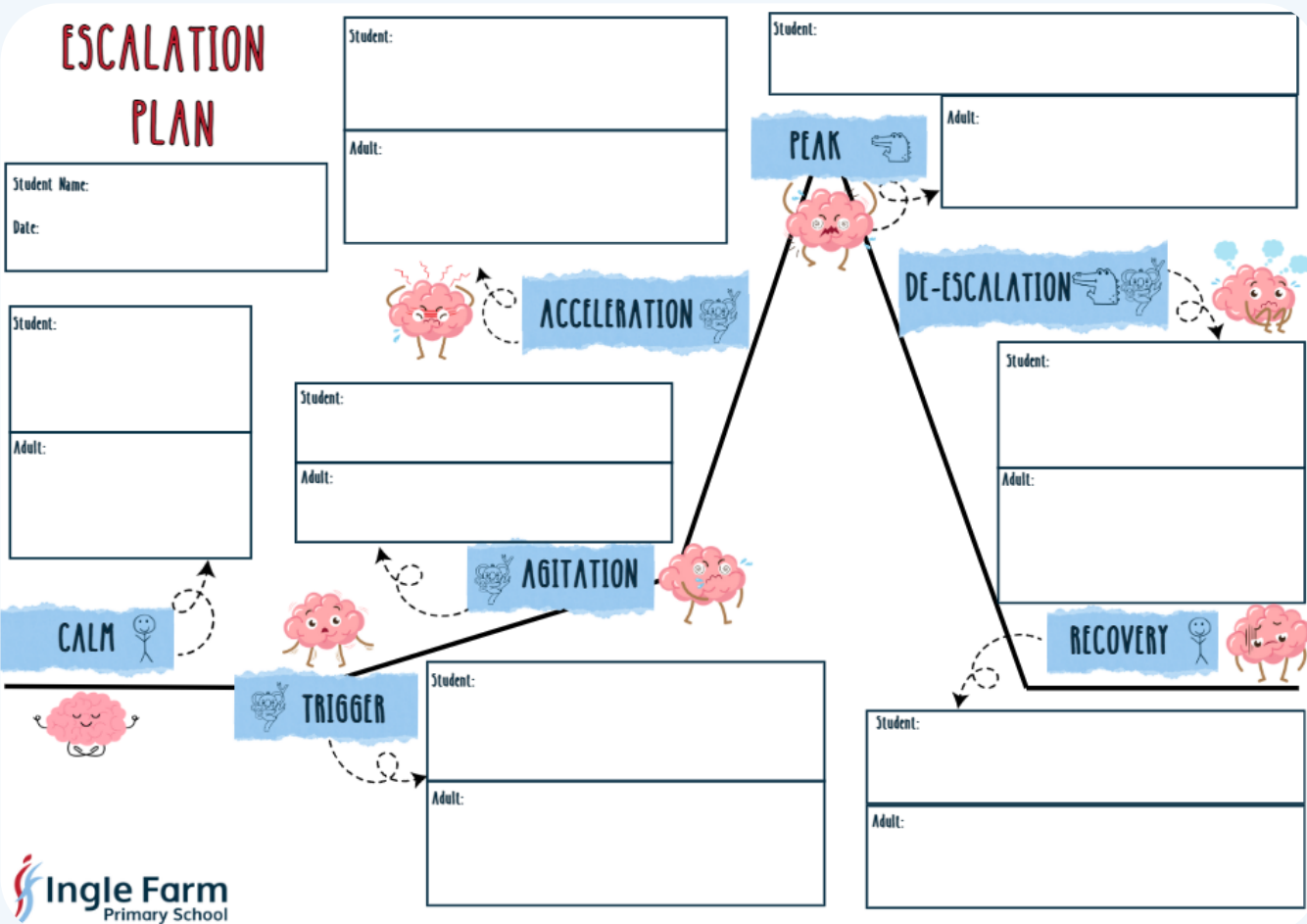
DECISION MAKING RULES

Data decision rules identify who requires additional supports and helps us to determine next steps for supporting students. Using the data decision rules starts a conversation about a student who may be at risk. It is important to understand that when a student meets one or more of our data decision rules, intensive support is not immediate. We will start to look at the child and patterns of behaviour to determine appropriate.

- For Intensive Support at Ingle Farm we will look at any student who:
- had 5+ behaviours incidents in a 2 week period
 - has been involved in a critial incident
 - demonstrated sexualised behaviour
 - shown violence with the intent to harm.

ESCALATION PLAN

A document designed to help establish the child's observable behaviour and the adults response to the child at each stage of the escalation scale. By mapping this out, all adults working with the child will have a clearer understanding of appropriate strategies to help avoid or shorten the peak behaviours.



TAC

TAC stands for 'Team Around the Child'. Our students receiving intensive behaviour support will have termly or twice termly team around the child meetings. The purpose of the TAC is:

- to connect, coordinate and enhance communication and efforts between the student, their family, school staff and external service providers
- to provide holistic, tailored support that addresses the learning, developmental, behavioural and wellbeing needs of the student
- to ensure that the student receives appropriate support and adjustments to achieve positive educational and life outcomes.

THE TEAM

Targeted and Intensive Support:



MADDI TERRY
Special Options Coach



NATALIE ALLEY
Assistant Principal



DANI D'ALESSANDRO
Student Wellbeing

Targeted Support Intervention:



TAMRA SPITERI
Wellbeing Support Officer