



# Kyeemagh Public School

## PBL Handbook - 2020



Respect

Learning

Safety

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## PBL Overview

At Kyeemagh Public School, Positive Behaviour for Learning (PBL) is a whole-school systems process to improve learning outcomes for all students. We aim to address the diverse social and academic needs of ALL our students to support them to be successful quality learners. We believe in establishing positive social expectations for all in the community, with the emphasis on supporting the well-being of all our students.

At Kyeemagh PS, we focus on teaching and supporting appropriate school behaviour for all students in the school. PBL is a positive and proactive approach to school-wide discipline. The result is a continuum of positive behaviour support for all students, where:

- **Behavioural expectations are defined**
- **Behavioural expectations are taught**
- **Appropriate behaviours are acknowledged**
- **Behavioural errors are corrected proactively**

### When implemented well:

- Students respond positively as they have been taught what is expected of them
- Staff deliver consistent responses to student learning and behaviour
- Students feel safe and cared for at school. Their parents, family and community are more involved in their school.
- Unproductive and challenging behaviour can be significantly reduced for most students.



## Our School Vision Statement

The vision of Kyeemagh Public School is to be a school of choice in the area. Each student's unique way of learning is catered to by delivering high quality education resulting in our young people being prepared for achieving their best in a complex and dynamic world.

## School Rules and Expectations



The PBL framework, our rules of **Respect, Learning & Safety** and the matrix of related behaviours are our school-wide expectations for behaviour. Our school-wide values reflect the language and culture of our school and should be the language all staff use when they teach, remind, recognise and correct students.



## Behaviour Matrix

The key to successful behaviour management is the prevention of problems before they occur. Using the school-wide rules supports consistency and is a way to coordinate the various procedures unique to every classroom. Having clear classroom and playground expectations that are explicitly taught can improve student behaviour and may limit the time teachers' use when correcting misbehaviour. This sees an increase of quality learning time while providing students with working habits to support self-discipline.

### Positive Behaviour for Learning

	Classroom	Asphalt	Grass	Passive Play	Pergola	Playground equipment	Basketball area
<b>Respect</b>	Ask permission to use someone's property Use kind words Help others who need it Share and take turns Respect other's ideas Use an inside voice	Take turns and share Put rubbish in bins Use kind words	Use kind words Take turns and share Help a friend if they need it Put rubbish in the bin	Use kind words Take turns and share Help a friend if they need it Put rubbish in the bin Pack equipment away when finished	Use kind words Help a friend if they need it	Take turns and share Use kind words	Take turns and share Use kind words Help each other understand the rules
<b>Learning</b>	Active listening Start your work on time Do your best work Always have a go Participate in the activity	Use equipment the right way Follow rules of games	Follow the rules of the games Use equipment the right way	Follow the rules of the games Invite someone to play Use equipment in the right way	Follow the rules of the games Invite someone to play	Use the equipment the right way Follow the roster	Follow the rules Using equipment the right way
<b>Safety</b>	Walk in the room Ask to leave the classroom Be aware of others and their space Use equipment the right way	Walk on the asphalt Keep the equipment in the right area Sit on seats Wear a hat	Give each other space Wear a hat	Walk within this area Give each other space Wear a hat Sit on seats	Sit on the seats Wear a hat Walk in this area	Walk on bridge Sit and slide on the slippery dip Use one step at a time The bark stays on the ground Bars are for chin ups only Only 10 children at once on equipment	Basketball hoops stay where they are setup Tell the teacher if the ball is out of bounds Wear a hat



## Teaching Expected Behaviours

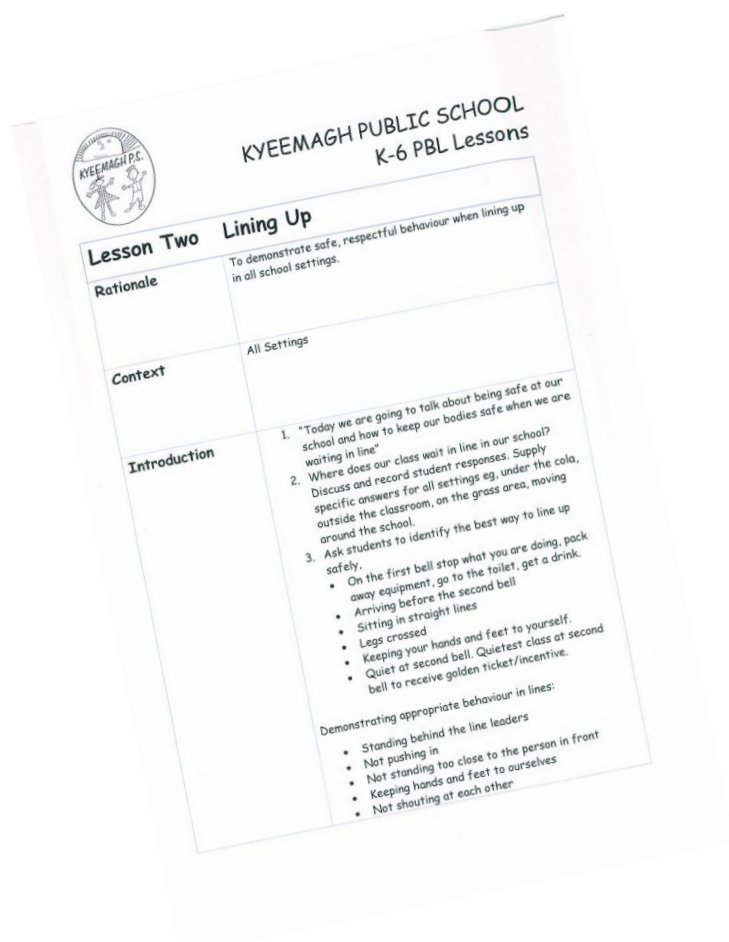
At Kyeemagh Public School, we teach our students the expected behaviours through our fortnightly focus lessons. Every fortnight there is a new lesson plan taught that is focused around our school-wide rules and a specific school area. Our lessons contain discussions and examples of positive behaviour. We then follow up with a short activity where the students practise the behaviour specific to the fortnightly focus area. This is then reinforced over that fortnight with positive feedback.



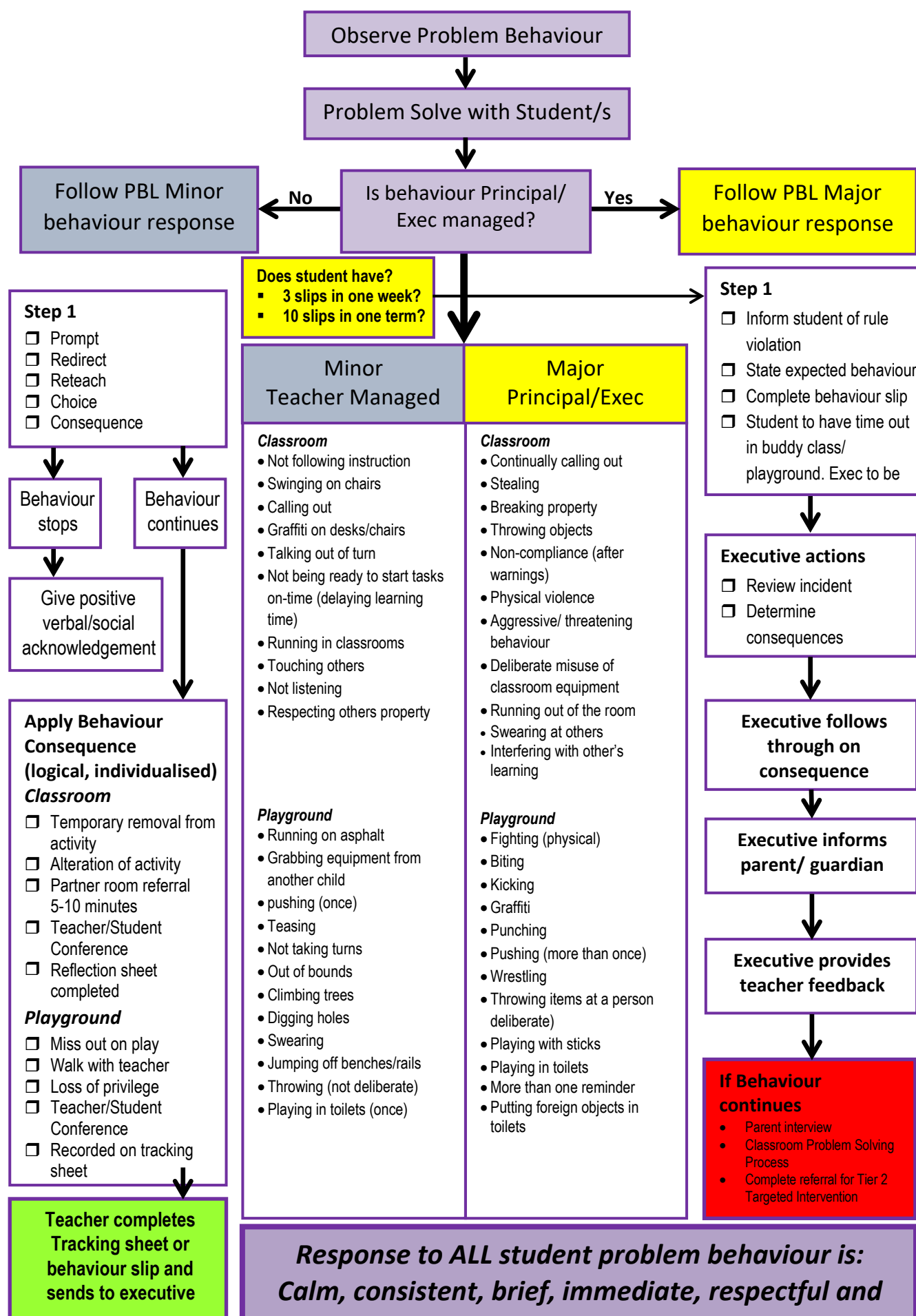
KYEEMAGH PUBLIC SCHOOL  
PBL K-6 SCOPE AND SEQUENCE

Term 1	Term 2	Term 3	Term 4
Respect/Expectations	Safety	Learner	Respect
1. Arriving/Leaving School 2. Lining up 3. Eating time - expectations 4. Assembly 5. Respecting all adults	6. Respect others property 7. Fixed equipment 8. Safety on the playground 9. Behaviour in and around toilets 10. Taking messages – class/office	11. Greetings and good manners 12. Be prepared for lessons 13. Be an active listener 14. Try your personal best 15. Cooperate with others	16. Kindness – empathy and inclusion 17. Tolerance 18. Encouraging others 19. Expectations at formal events

Copies of the lessons can be found on the faculty drive – teacher – PBL – KPS PBL



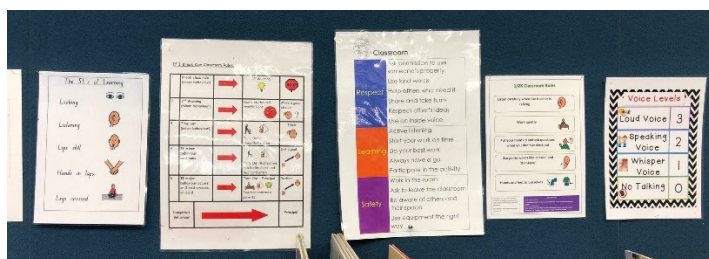
# Behaviour Management Flow chart



# Managing Classroom Behaviour

## Recognising appropriate behaviours

- Praise, encouragement, awards, stickers, table points, sharing work with others, dojo points, etc.
- Stamp on Sun Rewards card for students with no misdemeanours (weekly)
- Australian and Gold awards for high levels of effort or participation – 2 per class and presented at fortnightly assembly
- Publication in school newsletter and social media – All weekly award winners



## Dealing with inappropriate behaviours

- 1<sup>st</sup> warning - verbal reminder
- 2<sup>nd</sup> warning – move to red traffic light
- 3<sup>rd</sup> warning - Go to inclass time out area within classroom
- 4<sup>th</sup> warning – Time out in buddy room. Pink slip record created. Consequences below.
  - Pink slip record - 1<sup>st</sup> cross. Problem behaviour on pink slip and sent to buddy teacher with Pink slip record of behaviour issue. Student completes class work in time out area in that classroom with buddy teacher for 20 minutes; Pink slip goes back with student to home class teacher. Parent to be notified by class teacher. Student referred to Learning Support Team.
  - Pink slip record – 2<sup>nd</sup> cross. Problem behaviour on pink slip and student completes time out in buddy classroom; when time out completed student is sent to executive with Pink slip. Discussion regarding behaviour is held between executive and student and behaviours noted in database. Executive notifies parent of behaviour. Behaviour plan developed and monitored through LST.
  - Pink slip record – 3<sup>rd</sup> cross. Problem behaviour on pink slip and student completes time out in buddy classroom; when time out completed student is sent to executive with pink slip. Discussion regarding behaviour is held between executive and student and behaviours noted in database. Executive notifies parent of behaviour. Behaviour plan reviewed and monitored through LST. Warning of suspension considered.

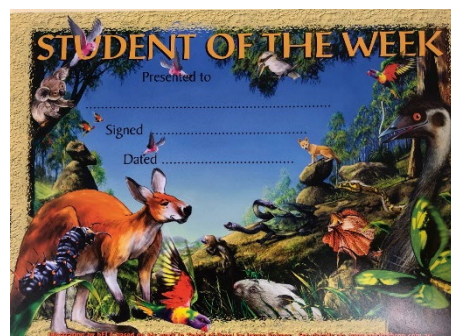
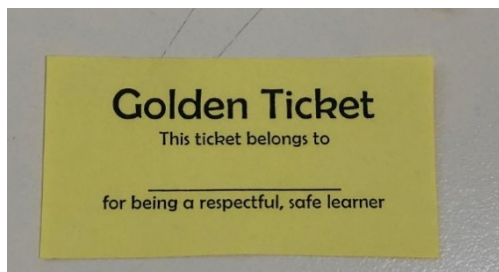
Each behaviour incident should be treated separately and begin with verbal reminder.



## Managing Playground Behaviour

### Recognising appropriate behaviours

- Golden tickets – these are collected for weekly assembly with one student ticket being drawn out.
- Student of the Week Award – drawn at weekly assembly



### Dealing with inappropriate behaviours

Minor	Action
<ul style="list-style-type: none"> <li>✗ Running on asphalt</li> <li>✗ Grabbing equipment from another child</li> <li>✗ pushing (once)</li> <li>✗ Teasing</li> <li>✗ Not taking turns</li> <li>✗ Out of bounds</li> <li>✗ Climbing trees</li> <li>✗ Digging holes</li> <li>✗ Swearing</li> <li>✗ Jumping off benches/rails</li> <li>✗ Throwing (not deliberate)</li> <li>✗ Playing in toilets (once)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion with student</li> <li>• Reminder of rules</li> <li>• Shadow walk with the teacher on the designated playground area</li> <li>• Inappropriate behaviour is recorded on white slip and presented to class teacher</li> <li>• Behaviour is noted in the online tracking system by teacher</li> </ul>
Major	Action
<ul style="list-style-type: none"> <li>✗ Fighting (physical)</li> <li>✗ Biting</li> <li>✗ Kicking</li> <li>✗ Graffiti</li> <li>✗ Punching</li> <li>✗ Pushing (more than once)</li> <li>✗ Wrestling</li> <li>✗ Throwing items at a person deliberate)</li> <li>✗ Playing with sticks</li> <li>✗ Playing in toilets</li> <li>✗ (more than one reminder)</li> <li>✗ Putting foreign objects in toilets</li> <li>✗ Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate behaviour is recorded on pink slip and presented to executive teacher for next lunch play time, student informed</li> <li>• Behaviour is noted in the online tracking system by executive</li> <li>• Parents notified of time out via letter</li> <li>• If required, send for an executive immediately</li> </ul>