

# POSITIVE BEHAVIOUR FOR LEARNING PARENT HANDBOOK





# OVERVIEW



*The Positive Behaviour for Learning (PBL) approach helps schools to create positive learning environments by implementing evidence-based approaches and developing proactive whole-school systems to define, teach and support appropriate student behaviours. PBL is characterised by an emphasis on prevention; an increasing intensity of intervention for increasing intensities of problem behaviour; and a provision of basic proactive programming for all students by all staff in all settings.*

*Expectations for student behaviour are defined by a school-based team and effective behavioural support is implemented consistently by staff and administration. Appropriate student behaviour is taught. Positive behaviours are publicly acknowledged, and problem behaviours have clear consequences. Student behaviour is monitored, and staff receive regular feedback on this. Effective behaviour support is implemented at the school-wide, specific setting, classroom, and individual student level. Effective behaviour support is designed to meet the needs of all students.*



# PBL VALUES





## UNIVERSAL BEHAVIOUR SUPPORTS



The first step in facilitating standards of positive behaviour is communicating those standards to all students. These standards are outlined in the Turrumurra Public School Behaviour Matrix. At Turrumurra Public School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behaviour expectations is a form of universal behaviour support strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.



# UNIVERSAL BEHAVIOUR SUPPORTS



Rule	ALL SETTINGS	CLASSROOM	LINES & MOVEMENT	TOILET	PLAYGROUND	ASSEMBLIES
R e s p o n s i b i l i t y	<ul style="list-style-type: none"> <li>🐻 Wear School Uniform</li> <li>🐻 Keep hands, feet and objects to yourself</li> <li>🐻 Be in the right place at all times</li> <li>🐻 Use facilities and equipment correctly</li> <li>🐻 Move safely around the school</li> <li>🐻 Report problems to a teacher</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Walk in and around the classroom</li> <li>🐻 Use classroom equipment and furniture safely</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Stay in two straight lines behind leaders</li> <li>🐻 Walk at all times</li> <li>🐻 Stay on pathways</li> <li>🐻 Keep to your side of the stairs</li> <li>🐻 Carry equipment safely</li> <li>🐻 Return to class ASAP</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Wash your hands</li> <li>🐻 Flush the toilet</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Wear a hat</li> <li>🐻 Play appropriate games in designated areas</li> <li>🐻 Throw rubbish in the bin</li> <li>🐻 Return equipment</li> <li>🐻 Pack away equipment</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Move quietly when walking on and off the stage</li> <li>🐻 Stand still and hold your award proudly</li> <li>🐻 Smile at the award winners when they return to the classroom</li> </ul>
R e s p e c t	<ul style="list-style-type: none"> <li>🐻 Care for own and others belongings</li> <li>🐻 Listen attentively</li> <li>🐻 Speak politely to everyone</li> <li>🐻 Place all rubbish in the bin</li> <li>🐻 Be honest</li> <li>🐻 Follow the instructions of all staff</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Consider the rights of others</li> <li>🐻 Share and take turns</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Be mindful of others</li> <li>🐻 Move quietly around the school</li> <li>🐻 Wait patiently</li> <li>🐻 Listen to the assembly teacher</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Respect privacy</li> <li>🐻 Turn tap off</li> <li>🐻 Use quiet voices</li> <li>🐻 Close toilet door</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Ask to join in games</li> <li>🐻 Follow the rules of the game</li> <li>🐻 Be inclusive</li> <li>🐻 Share space / equipment</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Enter quietly</li> <li>🐻 Applaud respectfully</li> <li>🐻 Listen to assembly teacher</li> <li>🐻 Keep body still at all times</li> <li>🐻 5L's</li> </ul>
P e r s o n a l B e s t	<ul style="list-style-type: none"> <li>🐻 Try your best</li> <li>🐻 Be a team member</li> <li>🐻 Be prepared</li> <li>🐻 Accept awards proudly</li> <li>🐻 Be a problem solver/thinker</li> <li>🐻 Follow the school rules</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Use time effectively</li> <li>🐻 Work cooperatively with others</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Play ends when the music starts</li> <li>🐻 Model appropriate behavior for others</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Be as quick as you can</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Make sensible choices about what and where to play</li> <li>🐻 Solve problems whenever possible</li> <li>🐻 Create fun / inclusive games</li> </ul>	<ul style="list-style-type: none"> <li>🐻 Learn the national anthem</li> <li>🐻 Learn the school song</li> <li>🐻 Be an active listener</li> </ul>



# THE THREE-TIERED SYSTEM OF PREVENTION



The Three-Tiered Model is a Problem-Solving Template for Preventing and Responding to Problem Behaviour.

Supporting and enlarging the green zone is the primary objective of the PBL. By enlarging the green zone and the proportion of self-supporting students,

- Resources are freed up for application to tertiary and secondary prevention in the other two zones.
- The red and yellow zones are logically decreased in size, proportional to the green zone.



# TEACHING EXPECTED SCHOOL BEHAVIOURS



For PBL to be most effective, school-wide expectations are taught and reinforced regularly. Lessons have a direct relationship to the Behaviour Matrix and are designed on an annual cycle.

New expectations are introduced in class as required. Students role-play and demonstrate school rules, completing a class poster at the beginning of the year and modifying it as required. All staff are expected to reinforce behaviour expectations at every opportunity, in and away from classroom settings.



# TEACHING EXPECTED SCHOOL BEHAVIOURS








At Turrumurra Public School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff have access to the Essential Skills for Classroom Management and regular revision of these is undertaken at whole staff and school learning support officer meetings.

## The use of the 5L's as a Management Technique

All staff are encouraged to use 5L's as a management technique in and away from the classroom.

### Do you have the 5L's?

<b>Look</b> with your eyes	
<b>Listen</b> with your ears	
<b>Lips</b> are closed	
<b>Lap</b> is where your hands are	
<b>Legs</b> are crossed	

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# TEACHING EXPECTED SCHOOL BEHAVIOURS

## 10 essential skills

### LANGUAGE OF EXPECTATION

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgement

### LANGUAGE OF ACKNOWLEDGEMENT

5. Body language encouraging
6. Descriptive encouraging

### LANGUAGE OF CORRECTION

7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

### Remember:

- ➔ Stay **calm**, use a **firm voice** and **maintain consistency**
- ➔ Use **peripheral vision**
- ➔ **Selectively attend** - follow up with post lesson discussion
- ➔ Avoid being drawn into **secondary behaviour**
- ➔ Say **“thanks”** after verbal redirection and turn away
- ➔ **Follow through** with consequences



# ACKNOWLEDGING EXPECTED SCHOOL BEHAVIOURS - POSITIVE BEHAVIOUR REWARDS



Turrumurra Public School community believe that students come to school to learn and teachers come to school to teach. Behaviour support represents an important opportunity for learning how to get along with others.

**DUSK AND  
DAWN**



**TURRA  
TOKENS**





# TPS AWARD SYSTEM



## Turrumurra Public School Award System

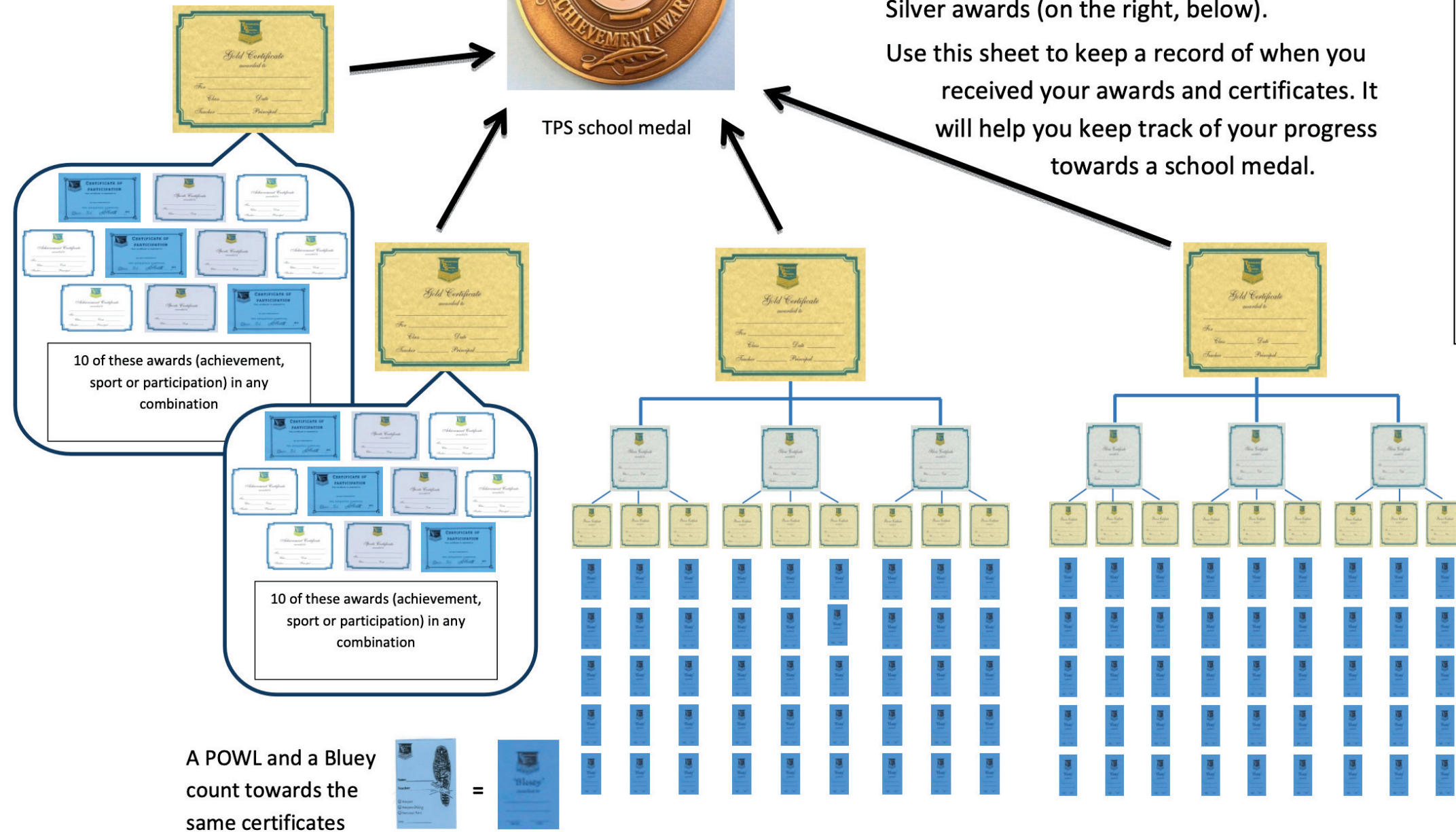


TPS school medal

To receive a TPS school medal you must collect **two** Gold Certificates from the Achievement, Sport and Participation awards (on the left, below) and **two** Gold Certificates from the Blueys and/or POWLS, Bronze and Silver awards (on the right, below).

Use this sheet to keep a record of when you received your awards and certificates. It will help you keep track of your progress towards a school medal.

Your Name: \_\_\_\_\_



A POWL and a Bluey count towards the same certificates



# SCHOOL RESOURCES



[TPS Behaviour Policy](#)

[TPS Behaviour Expectations Matrix](#)