



Positive Behaviour for Learning

Kenthurst Public School

PBL

Behaviour Management Plan

2024



What is PBL?

Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When PBL is implemented with consistency, teachers and students have more time to focus on relationships and classroom instruction.

Kenthurst Public School’s three school values are: Respect, Responsibility and Personal Best.

When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced inappropriate behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time.

The PBL framework supports schools to identify and successfully implement evidenced-based whole-school practices that enhance learning outcomes for children and young people.

This is achieved by using the framework to strengthen systems within the school, such as structures and processes that underpin ongoing school improvement and the effectiveness of all school members. For example, the school strengthens its use of school-wide data to identify patterns of problem behaviour, monitor student progress, reflect on teaching effectiveness and inform decisions that strengthen the learning environment.

Proactive and Reactive Strategies

There are two methods in which to manage behaviour, proactive and reactive. At Kenthurst PS, PBL involves a combination of both, and both strategies are used back and forth, depending on the needs of the individual student.

PROACTIVE STRATEGIES	REACTIVE STRATEGIES
Use of PBL Matrix Area Specific Rules Classroom and Playground Charts Kenthurst Key Tokens PBL goals and PDHPE lessons	Reinforcing Expected Behaviours (Awards System) Empowering Students (PDHPE lessons and PBL goals) Managing Behaviour (Individual Behaviour Plans with LaST; restorative reflection; PBL framework; communication with parents; specific play areas; sticker/stamp chart) Recording Behaviour Incidents (SchoolBytes)



	Respect	Responsibility	Personal Best
All settings	<ul style="list-style-type: none"> • Kind and considerate • Good manners • 5Ls 	<ul style="list-style-type: none"> • Rubbish in the bin • Own it • See something, say something 	<ul style="list-style-type: none"> • Have a go • Be your best • Get involved
Movement	<ul style="list-style-type: none"> • Walk on the left • Quiet (1) 	<ul style="list-style-type: none"> • Hands and feet to yourself 	<ul style="list-style-type: none"> • Be on time
After the home bell	<ul style="list-style-type: none"> • Walk 	<ul style="list-style-type: none"> • Polite talk (4) 	<ul style="list-style-type: none"> • Be on time
Toilets	<ul style="list-style-type: none"> • Flush, Wash, Go 	<ul style="list-style-type: none"> • One squirt, one towel • Wash hands • Rubbish in the bin 	<ul style="list-style-type: none"> • Use equipment correctly
Playground	<ul style="list-style-type: none"> • Take turns • Listen • Follow instructions • Polite talk (4) • Take the out 	<ul style="list-style-type: none"> • Rubbish in the bin • Own it • Use equipment correctly • Be sun safe • Fair play 	<ul style="list-style-type: none"> • Be on time • Follow the rules of the game
Canteen	<ul style="list-style-type: none"> • Polite talk (2) 	<ul style="list-style-type: none"> • Hands and feet to yourself • Pay and go 	<ul style="list-style-type: none"> • Stand in line • Wait
Office/ Staffroom	<ul style="list-style-type: none"> • Enter quietly • Polite talk (2) 	<ul style="list-style-type: none"> • Have a reason 	<ul style="list-style-type: none"> • Wait
Bus/ Walking/ Waiting	<ul style="list-style-type: none"> • Sit • Listen 	<ul style="list-style-type: none"> • Rubbish in the bin 	<ul style="list-style-type: none"> • Follow instructions
Quad	<ul style="list-style-type: none"> • Walk • Listen 	<ul style="list-style-type: none"> • Drop bag and GO! • Line up • Play within boundaries 	<ul style="list-style-type: none"> • Follow instructions
Excursions	<ul style="list-style-type: none"> • Listen 	<ul style="list-style-type: none"> • Stay seated on bus • Face front • Quiet voice (2) • Follow contract 	<ul style="list-style-type: none"> • Follow instructions
Assemblies Hall/ Learning Centre	<ul style="list-style-type: none"> • Enter and exit quietly • Listen • Respectful clapping (3) 	<ul style="list-style-type: none"> • Walk and sit 	<ul style="list-style-type: none"> • Follow instructions



Teachers will use the following foundations for the development of classroom rules that support their students in developing positive social, behavioural and learning skills.

Classroom	<ul style="list-style-type: none"> • Take turns • 5Ls • Polite talk 	<ul style="list-style-type: none"> • Own it • Look after it • Ask first 	<ul style="list-style-type: none"> • Have a go • Be your best • Get involved
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Key to terms above	
Kind and considerate	Historical school considerations
Own it	Responsible for belongings, school property and area used, leave it ready for the next person
See something, say something	Bullying, observing others who are not respecting property, reporting it
Have a go	Taking a risk, trying
Get involved	Participation, trying out for extra- curricular activities or sporting teams
Flush, Wash, Go	Privacy, flush toilet, wash hands and leave immediately
Have a reason	Visit the office only if requested by a parent or teacher
Polite talk	Low, calm voice, saying please and thank you when appropriate
Be sun safe	Wear a hat or stay under the COLA (DOE policy)
Respectful clapping	Clapping for an appropriate length of time at a volume 3 level as demonstrated by teacher
Excursions -Follow contract	Should include -Uphold group specific contract for those students it applies to ie. Sport, Dance, Drama, Band, Camp, Choir
Take the out	Be honest about when you are out in a game
Fair play	Play games fairly and form fair, even teams

5 Ls of Listening

- Listen**
 Get your ears ready to listen to the important messages.
- Look**
 Let the speaker know you are ready to listen by looking at them.
- Lips**
 Keep your mouth closed, zip your lips.
- Lap**
 Place your hands in your lap.
- Legs**
 Sit on the floor with your legs crossed, or sit in a chair with both feet flat on the floor.

Voice Levels

5	Emergency Only <i>Screaming</i>	
4	Outside Voice <i>For the playground</i>	
3	Presenting Voice <i>The whole class can hear you</i>	
2	Table Talk <i>Only a few people can hear you</i>	
1	Whisper Voice <i>Only one person can hear you</i>	
0	No Voice <i>Silent</i>	

In each classroom the teacher displays the **5 Ls of Listening Poster** and **Voice Levels Poster** to accompany the PBL Expectation and Behaviour Matrix.



Non-Classroom Settings Expectations

These posters outlining the expected behaviour and rules of the different areas of the school, are available on the server for all teachers to use as teaching points throughout the year. They will also guide your conversations with students during playground duty as they are attached to your black playground bag.

AFTER THE HOME BELL

Expectation	All Settings	After the Home Bell	Looks Like
Respect	Kind and considerate Good manners SLs	Walk	
Responsibility	Rubbish in the bin Own it See something, say something	Polite Talk (4)	
Personal Best	Have a go Be your best Get involved	Be on time	

Everyone, Everywhere, Every time

ASSEMBLIES

Expectation	All Settings	Assemblies	Looks Like
Respect	Kind and considerate Good manners SLs	Enter and exit quietly Listen Respectful clapping (3)	
Responsibility	Rubbish in the bin Own it See something, say something	Walk and sit	
Personal Best	Have a go Be your best Get involved	Follow instructions	

Everyone, Everywhere, Every time

Bus, Walking and Waiting Lines

Expectation	All Settings	BWW Lines	Looks Like
Respect	Kind and considerate Good manners SLs	Sit Listen	
Responsibility	Rubbish in the bin Own it See something, say something	Rubbish in the bin	
Personal Best	Have a go Be your best Get involved	Follow instructions	

Everyone, Everywhere, Every time

CANTEEN

Expectation	All Settings	Canteen	Looks Like
Respect	Kind and considerate Good manners SLs	Polite talk (2)	
Responsibility	Rubbish in the bin Own it See something, say something	Hands and feet to yourself Pay and go	
Personal Best	Have a go Be your best Get involved	Stand in line Wait	

Everyone, Everywhere, Every time

LEARNING CENTRE

Expectation	All Settings	Learning Centre	Looks Like
Respect	Kind and considerate Good manners SLs	Enter and exit quietly Listen	
Responsibility	Rubbish in the bin Own it See something, say something	Walk and sit	
Personal Best	Have a go Be your best Get involved	Follow instructions	

Everyone, Everywhere, Every time

MOVEMENT

Expectation	All Settings	Movement	Looks Like
Respect	Kind and considerate Good manners SLs	Walk on the left Quiet (1)	
Responsibility	Rubbish in the bin Own it See something, say something	Hands and feet to yourself	
Personal Best	Have a go Be your best Get involved	Be on time	

Everyone, Everywhere, Every time

OFFICE

Expectation	All Settings	Office	Looks Like
Respect	Kind and considerate Good manners SLs	Enter quietly Polite talk (2)	
Responsibility	Rubbish in the bin Own it See something, say something	Have a reason	
Personal Best	Have a go Be your best Get involved	Wait	

Everyone, Everywhere, Every time

PLAYGROUND

Expectation	All Settings	Playground	Looks Like
Respect	Kind and considerate Good manners SLs	Take turns Listen Follow instructions Polite talk (4)	
Responsibility	Rubbish in the bin Own it See something, say something	Rubbish in the bin Own it Use equipment correctly Be sun safe	
Personal Best	Have a go Be your best Get involved	Be on time Follow the rules of the game	

Everyone, Everywhere, Every time

QUAD

Expectation	All Settings	Quad	Looks Like
Respect	Kind and considerate Good manners SLs	Walk Listen	
Responsibility	Rubbish in the bin Own it See something, say something	Drop bag and GO! Line up Play within boundaries	
Personal Best	Have a go Be your best Get involved	Follow instructions	

Everyone, Everywhere, Every time

TOILETS

Expectation	All Settings	Toilets	Looks Like
Respect	Kind and considerate Good manners SLs	Flush, Wash, Go	
Responsibility	Rubbish in the bin Own it See something, say something	One squirt, one towel Wash hands Rubbish in the bin	
Personal Best	Have a go Be your best Get involved	Use equipment correctly	

Everyone, Everywhere, Every time

STAFF ROOM

Expectation	All Settings	Staffroom	Looks Like
Respect	Kind and considerate Good manners SLs	Enter quietly Polite talk (2)	
Responsibility	Rubbish in the bin Own it See something, say something	Have a reason	
Personal Best	Have a go Be your best Get involved	Wait	

Everyone, Everywhere, Every time



Explicit Teaching - Focus of the Fortnight

PBL is a process enabling change, through explicit teaching of expectations.

The PBL Team uses data collection from the previous weeks to drive the **Focus of the Fortnight**. This is communicated through Teams and revised in class throughout the week, with activities and resources provided to assist teachers in the explicit teaching of each focus. The system supports our teaching expectations and acts as a reminder to the whole school to reinforce positive behaviours and pre-correct inappropriate behaviours. A hard copy of the goal will be in your pigeon home each fortnight and should be displayed in your classroom as below. We recommend explicit teaching of the goal occurs first thing in the morning and can be combined with the marking of the roll on SchoolBytes.

Award System

Teachers reward students for positive behaviours and acknowledge their individual achievements. Kenthurst Public School encourages the shift from extrinsic motivation (from Kindergarten) to intrinsic motivation (to the senior years).

Merit Awards – fortnightly	Class prize wheel – as achieved	Bronze, Silver and Gold- at assemblies when required	Major Awards
<ul style="list-style-type: none"> ● Class Merit Award x 2 per class (or 3/4 per class if 25+) ● Teachers to track these on Teams 	<ul style="list-style-type: none"> ● Kenthurst Keys - classroom and playground keys to be collected. When students achieve the set amount they can spin their class prize wheel. (eg K-2: 20 keys; 3-6: 20 keys) 	<ul style="list-style-type: none"> ● Principal’s Gold, Silver and Bronze Awards ● Teachers to track these on Teams ● Gold Assemblies held in the last week/s of each Term. 	<ul style="list-style-type: none"> ● Award Ceremony at the end of the year

Kenthurst Keys



Kenthurst Keys are **free and frequent** rewards given out daily to individual students. Rewarding a key, is the prompt for the teacher to acknowledge positive behaviour, and **explain** the reason for giving the key (i.e. HOW the student was displaying ‘respectful’ behaviours, and why it was positive).

Students write their name on the back of the token and place them into their classroom tote tray/ student envelope. When students have the required amount of keys, they can spin the classroom prize wheel to receive their reward. Classroom prize wheel rewards to be constructed by the class and class teacher to represent their students and student needs. Examples of classroom rewards include: sit next to a friend for a day, class prize box, shoes off for a day, 15mins free time, table tennis at lunchtime.



Merit Awards



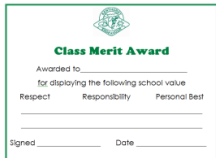
Class Merit Award
 Awarded to _____
 for displaying the following school value
 Respect Responsibility Personal Best

 Signed _____ Date _____

Merit Awards are **intermittent** rewards given out to students at the fortnightly assembly, held on Fridays (even weeks). Each teacher clearly outlines and explains the expected matrix behaviours. Students are provided with opportunities to practise positive behaviours and the student in which the teacher observes displaying these school values, is given the award. 2-4 Merits to be awarded per fortnight, depending on class size. Once a child has received 4 merits, sign the back and notify the office staff of their award. All teachers who award class merits must record merit recipients in Teams.

Principal's Gold, Silver and Bronze Awards

Students collect four Merit Awards to receive a Bronze, then four more to receive a Silver (8 merits), and then four more to receive a Gold Award (12 merits). Bronze and Silver are presented at a whole school assembly, held on fortnightly Fridays (even weeks). Gold Awards are presented at the Gold Assembly at the end of term. Parents are notified so that they can attend, through the school office.

 Positive Behaviour Recognition Matrix					
Award	Achievement Criteria	Award	Frequency of Distribution	Presented at/ Formal Recognition	Coordinated By
Kenthurst Keys Classroom Playground	Following behaviour expectations in the classroom, playground, library and/or science.		Unlimited Keys <i>Free and Frequent</i>	Verbal Praise Students collect the required amount for their grade/stage and then receive the prize wheel in class	Classroom teachers
Merit Award	Following a specific school value within the classroom setting		2-4 students per class each fortnight <i>Intermittent</i>	Once a fortnight at an assembly (even weeks)	Classroom and Science and Library Teachers
Bronze Award	Achieved 4 Merit Awards	Bronze Certificate	<i>Intermittent</i>	K – 6 Assembly	Classroom Teachers / Office



Silver Award	Achieved Bronze and 4 Merit Awards	Silver Certificate	<i>Intermittent</i>	K – 6 Assembly	Classroom Teachers / Office
Gold Award & Key Pin	Achieved Bronze, Silver and 4 Merit Awards	Gold Certificate and Gold Key	<i>Long and Strong</i>	K-6 Gold Assembly	Classroom Teachers / Office

Tracking awards

Teachers are responsible for tracking Class Merit Awards, Bronze, Silver and Gold Awards for the students in their class on Teams. Students are responsible for notifying their teacher when they become eligible for a Bronze, Silver or Gold Award. Teachers ask the office to prepare these special awards.

Behaviour Continuum

Strategies for dealing with unacceptable behaviour in the classroom and playground

Teachers follow the step-by-step process of monitoring student behaviour on the Behaviour Management Flowchart for the classroom and playground. This is to maintain consistency across the school when dealing with inappropriate behaviours.

Teachers use a continuum of response when dealing with inappropriate behaviours to allow students time to rectify inappropriate behaviour.

The response includes:

- Prompt
- Redirect
- Re-teach
- Provide choice
- Apply a logical consequence.

All teachers manage their response as: **calm, consistent, brief, immediate and respectful.**