



Positive Behaviour for Learning

Parent Information Booklet

February 2019

PBL stands for
Positive **B**ehaviour for **L**earning


It is a proactive whole-school approach for creating a positive, safe and supportive school climate in which students can learn and develop.

This approach involves the school community working together.

During 2018 Kenthurst Public School established strong school-wide universal systems that promoted prevention and early intervention, and the teaching and acknowledging of social-emotional skills.

During 2019 our focus will be on strengthening our classroom systems.

Kenthurst Public School
Expectation and Behaviour Matrix

Kenthurst Public School Expectation and Behaviour Matrix				
Everyone, Everywhere, Every time		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) 	<ul style="list-style-type: none"> Rubbish in the bin Own it Use equipment correctly Be sun safe 	<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 	

2019 –Focus

At Kenthurst Public School, we are respectful and responsible learners who strive to achieve our personal best.

Behaviour descriptors of what Respect, Responsibility and Personal Best look like in every area of the school assist student success.

Some of our behaviour descriptors include school-wide procedures and routines that support consistency.

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

Screaming



4

Outside Voice

For the playground



3

Presenting Voice

The whole class can hear you



2

Table Talk

Only a few people can hear you



1

Whisper Voice

Only one person can hear you



0



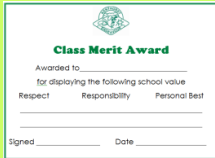
No Voice

Silent

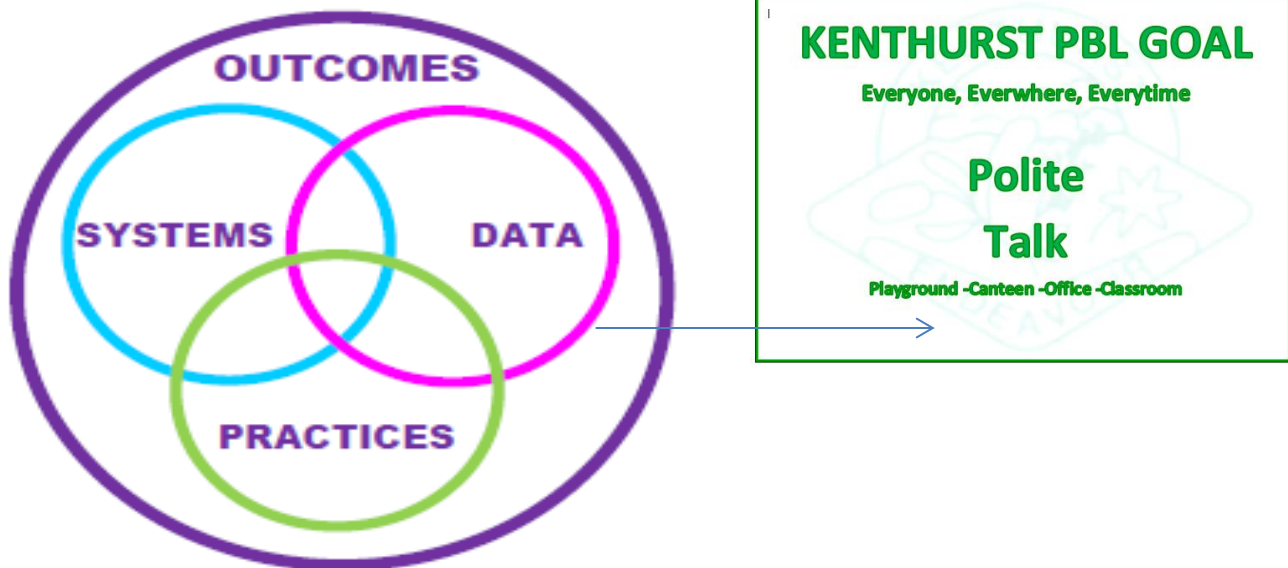




Positive Behaviour Recognition Matrix

Award	Achievement Criteria	Award	Frequency of Distribution	Presented at/ Formal Recognition	Coordinated By
Kenthurst Keys Classroom	Following behaviour expectations in the classroom, library and/or science.		Unlimited Keys <i>Free and Frequent</i>	Verbal Praise Weekly draw of 1 student per class Friday Lunch Mini Assembly	Student Leaders
Kenthurst Keys Playground	Following behaviour expectations in the playground.		Unlimited Keys <i>Free and Frequent</i>	Verbal Praise Weekly draw of 1 student Friday Lunch Mini Assembly	Student Leaders
Merit Award	Following a specific school value within the classroom setting		2 students per class each week <i>Intermittent</i>	Monday Assembly	Classroom, Science and Library Teachers
Bronze Award	Achieved 4 Merit Awards	Bronze Certificate	<i>Intermittent</i>	K – 6 Assembly	Classroom Teachers
Silver Award	Achieved Bronze and 4 Merit Awards	Silver Certificate	<i>Intermittent</i>	K – 6 Assembly	
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	

Weekly PBL lesson sequence and focus informed by school-wide behaviour data.



When a student achieves four Class Merit Awards these should be sent into the respective classroom teacher. These will be signed, dated on the back and returned to your child.

Class Merit Award

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

Signed _____ Date _____

A focus on teaching and learning with opportunities for success before consequence.

Kenthurst Public School Behaviour Management Flowchart



"In the Kenthurst Public School community, we teach behaviour as vigorously as academics. This means everyone, everywhere, every time."

Step 0	Step 1	Step 2	Step 3	Step 4
Prompt then Redirect 1. Prompt: Provide verbal and/or visual cue IF THIS DOES NOT WORK, THEN: 2. Redirect: Restate positive replacement behaviour off your classroom matrix IF THIS DOES NOT WORK, MOVE TO STEP 1:	Re-Teach then Provide Choice 3. Re-Teach: State and demonstrate the desired matrix behaviour. Have the student demonstrate and provide immediate feedback. IF THIS DOES NOT WORK, THEN: 4. Provide Choice: Re-engage or have logical consequence applied (see back of page for list) IF NEGATIVE BEHAVIOUR CONTINUES ONCE THE CHOICE HAS BEEN GIVEN, MOVE TO STEP 2:	Conference with student and complete Minor Behaviour Slip COMPLETE MINOR BEHAVIOUR SLIP FOR: <ul style="list-style-type: none"> Inappropriate Language Disruption Late to Assembly or Class Non-compliance Physical Contact Cheating Property misuse Out of bounds Area specific rules IF ANY MINOR BEHAVIOURS OCCUR 3 TIMES IN 5 WEEKS FROM THE INITIAL INCIDENT MOVE TO STEP 3*:	Send to Executive with Major Behaviour Slip COMPLETE MAJOR BEHAVIOUR SLIP FOR: <ul style="list-style-type: none"> Abusive Language/ Profanity / Inappropriate Language Purposeful Disruption Repeatedly Late to Assembly or Class Defiance Repeated Non-Compliance Physical Aggression/ Repeated Physical Contact Repeated Cheating Repeated Property Damage Repeated Out of Bounds Theft Repeated Area Specific Rules IF ANY MAJOR BEHAVIOURS OCCUR 3 TIMES IN 5 WEEKS FROM THE INITIAL INCIDENT MOVE TO STEP 4*:	Send to Principal with Critical Behaviour Slip COMPLETE CRITICAL BEHAVIOUR SLIP FOR: <ul style="list-style-type: none"> Abusive Language/ Profanity OR Repeated Abusive Language Repeated and Purposeful Disruption Repeatedly Late to Assembly or Class Repeated, Intentional Defiance/ Non-Compliance Repeated Physical Aggression Repeated / Purposeful Property Damage / Destruction Absconding/ Fractional Truancy Forgery or Repeated Theft Criminal Behaviour REVIEWED AUGUST 2018

*EARLY STAGE 1 EXEMPT TERM 1

Ongoing monitoring and reviewing of data

Consistent communication procedures, informing and intensifying support for students in the school environment at point of need.

KENTHURST PUBLIC SCHOOL			
Minor Incident Referral Form			
Student:	Class:	Date:	
Time: <input type="checkbox"/> Before School <input type="checkbox"/> Morning <input type="checkbox"/> Recess <input type="checkbox"/> Middle <input type="checkbox"/> Eating <input type="checkbox"/> Lunch 1 <input type="checkbox"/> Lunch 2 <input type="checkbox"/> Afternoon <input type="checkbox"/> After School			
Location			
<input type="checkbox"/> Classroom	<input type="checkbox"/> Fixed Equipment	<input type="checkbox"/> Sandpit	
<input type="checkbox"/> Toilet	<input type="checkbox"/> Field	<input type="checkbox"/> Handball Court	
<input type="checkbox"/> Office/Staffroom	<input type="checkbox"/> Chip	<input type="checkbox"/> Eating Areas	
<input type="checkbox"/> Canteen	<input type="checkbox"/> Basketball Court	<input type="checkbox"/> Quadrangle	
<input type="checkbox"/> Other:			
Reason(s) for Referral			
<input type="checkbox"/> Abusive Language/ Profanity / Inappropriate Language	<input type="checkbox"/> Repeated Cheating	<input type="checkbox"/> Repeated Property	
<input type="checkbox"/> Purposeful Disruption	<input type="checkbox"/> Repeated Property	<input type="checkbox"/> Repeated Out of Bc	
<input type="checkbox"/> Repeatedly Late to Assembly or Class	<input type="checkbox"/> Defiance / Repeated Non-Compliance	<input type="checkbox"/> Theft	
<input type="checkbox"/> Physical Aggression/ Repeated Physical Contact	<input type="checkbox"/> Repeated Area Spe		
Possible Motivation			
<input type="checkbox"/> Attention from peer(s)	<input type="checkbox"/> Obtain item		
<input type="checkbox"/> Attention from adult(s)	<input type="checkbox"/> Avoid work		
<input type="checkbox"/> Avoid peer(s)	<input type="checkbox"/> Don't know		
<input type="checkbox"/> Avoid adult(s)	<input type="checkbox"/> Other:		
Teacher Action taken prior to referral			
<input type="checkbox"/> Proactive teaching to encourage positive behaviour	<input type="checkbox"/> Conference with student		
Executive Action			
<input type="checkbox"/> Conference with student	<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Implement consequence	<input type="checkbox"/> Su
Teacher's signature:	Executive's signature:		

KENTHURST PUBLIC SCHOOL			
Critical Incident Referral Form			
Student:	Class:	Date:	
Time: <input type="checkbox"/> Before School <input type="checkbox"/> Morning <input type="checkbox"/> Recess <input type="checkbox"/> Middle <input type="checkbox"/> Eating <input type="checkbox"/> Lunch 1 <input type="checkbox"/> Lunch 2 <input type="checkbox"/> Afternoon <input type="checkbox"/> After School			
Location			
<input type="checkbox"/> Classroom	<input type="checkbox"/> Fixed Equipment	<input type="checkbox"/> Sandpit	<input type="checkbox"/> Hall
<input type="checkbox"/> Toilet	<input type="checkbox"/> Field	<input type="checkbox"/> Handball Court	<input type="checkbox"/> Assembly
<input type="checkbox"/> Office/Staffroom	<input type="checkbox"/> Chip	<input type="checkbox"/> Eating Areas	<input type="checkbox"/> Bus Lines
<input type="checkbox"/> Canteen	<input type="checkbox"/> Basketball Court	<input type="checkbox"/> Quadrangle	<input type="checkbox"/> Excursion
<input type="checkbox"/> Other:			
Reason(s) for Referral			
<input type="checkbox"/> Abusive Language/ Profanity / Repeated Abusive Language	<input type="checkbox"/> Repeated, Purposeful Property Damage/ Destruction		
<input type="checkbox"/> Repeated and Purposeful Disruption	<input type="checkbox"/> Absconding / Fractional Truancy		
<input type="checkbox"/> Repeatedly Late to Assembly or Class	<input type="checkbox"/> Forgery / Repeated Theft		
<input type="checkbox"/> Repeated, Intentional Defiance/ Non-Compliance	<input type="checkbox"/> Criminal Behaviour		
<input type="checkbox"/> Repeated Physical Aggression			
Possible Motivation			
<input type="checkbox"/> Attention from peer(s)	<input type="checkbox"/> Obtain item		
<input type="checkbox"/> Attention from adult(s)	<input type="checkbox"/> Avoid work		
<input type="checkbox"/> Avoid peer(s)	<input type="checkbox"/> Don't know		
<input type="checkbox"/> Avoid adult(s)	<input type="checkbox"/> Other:		
Teacher Action taken prior to referral			
<input type="checkbox"/> Proactive teaching to encourage positive behaviour	<input type="checkbox"/> Conference with student	<input type="checkbox"/> Send to Principal (with Critical Slip)	
Principal Action			
<input type="checkbox"/> Conference with student	<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Implement consequence	<input type="checkbox"/> Suspension
Executive's signature:	Principal's signature:		