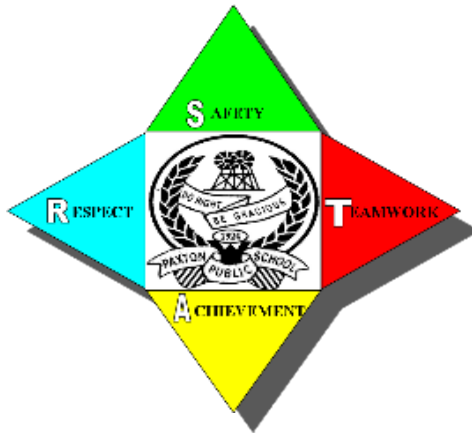




Positive Behaviour for Learning 2020

Paxton Public School



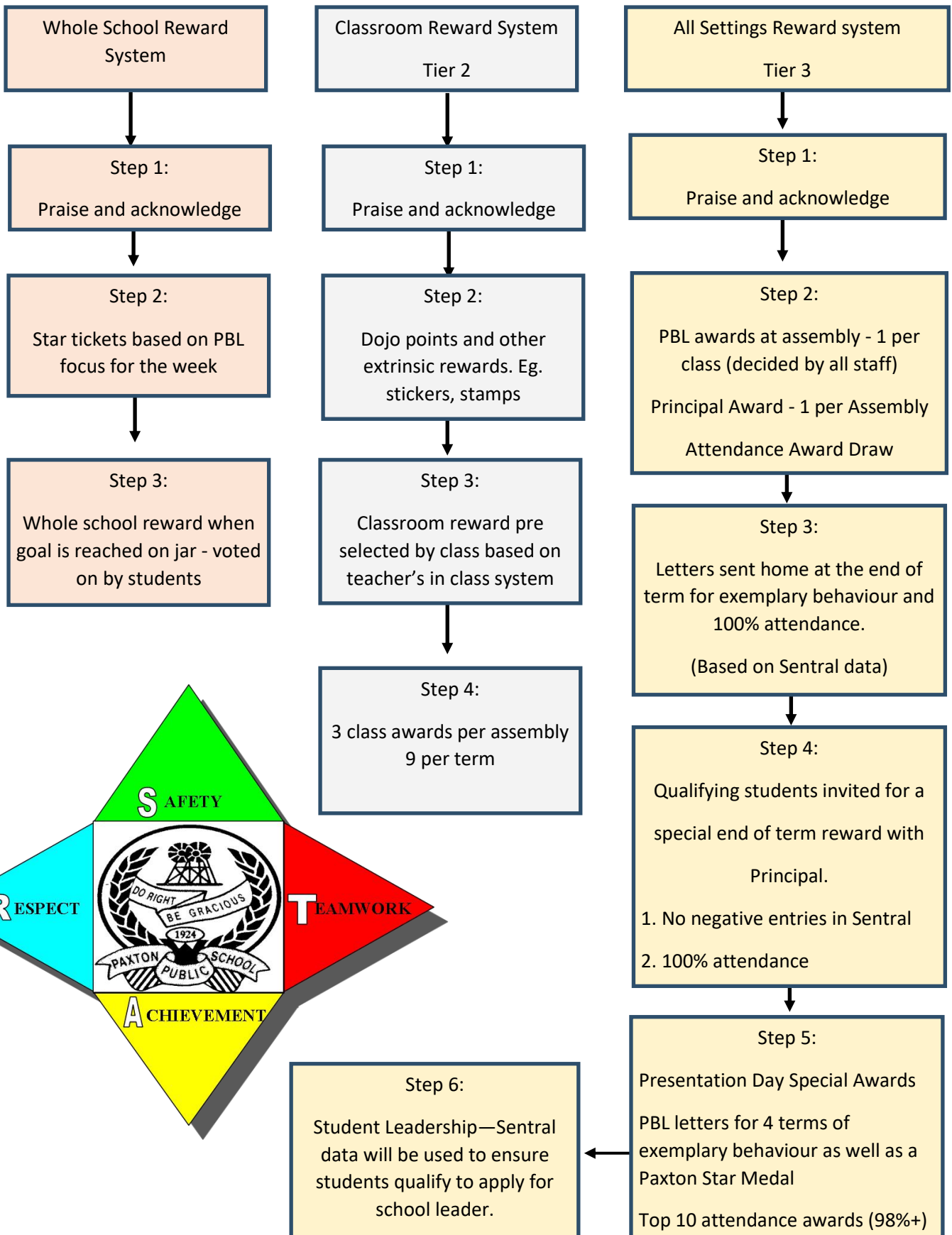
Documents adapted from Greta Public School (AP PBL - Kylie Hill 2019)

Paxton Public School 2020 Universals

| Setting | Safety | Teamwork | Achievement | Respect |
|-----------------------------|---|---|---|--|
| Lining up | <ul style="list-style-type: none"> Right place, right time Hands to myself | <ul style="list-style-type: none"> Neat lines Toys in laps Being kind | <ul style="list-style-type: none"> Listening Hands up | <ul style="list-style-type: none"> Facing the front Listening Looking |
| Assembly | <ul style="list-style-type: none"> Sitting safely with my class Staying where assembly is | <ul style="list-style-type: none"> Cheering on my friends and peers Being supportive | <ul style="list-style-type: none"> Going up to accept awards Doing my best when we present | <ul style="list-style-type: none"> Being proud of my school Listening carefully Speaking at the right time |
| Inside play | <ul style="list-style-type: none"> Walking up the ramp Water only, no food Walking when inside | <ul style="list-style-type: none"> Putting things away neatly Sharing with my friends Turn taking in games | <ul style="list-style-type: none"> Trying my best at a difficult task Finishing one thing then packing up | <ul style="list-style-type: none"> Inside voice Speaking nicely Being kind Listening to instructions |
| Sport | <ul style="list-style-type: none"> Wearing my hat Staying with my group Safe hands | <ul style="list-style-type: none"> Being a good sport Encouraging others | <ul style="list-style-type: none"> Trying my best Not giving up Participating | <ul style="list-style-type: none"> Using nice words Being positive Being inclusive |
| Outside play | <ul style="list-style-type: none"> Safe hands In bounds Sticks on the ground Using equipment safely Walking on concrete | <ul style="list-style-type: none"> Playing fair Letting other people join in | <ul style="list-style-type: none"> Trying our best Not giving up Participating | <ul style="list-style-type: none"> Using nice words Being positive Being inclusive Listening to the teacher on duty |
| Canteen | <ul style="list-style-type: none"> Walking to get my lunch Lining up safely Checking food is not too hot Only eating my own food Safety with equipment | <ul style="list-style-type: none"> Cleaning up my mess Hands off in lines Waiting my turn | <ul style="list-style-type: none"> Eating all of my food before I play Eating my best food at lunch (sandwich, tuna, cheese and crackers, wrap) | <ul style="list-style-type: none"> Saying please and thank you Giving nice compliments Eating with my mouth closed |
| Arriving and leaving school | <ul style="list-style-type: none"> Walking my bike or scooter Safe walking Waiting on the veranda until the play bell at 8:30am | <ul style="list-style-type: none"> Letting others leave safely | <ul style="list-style-type: none"> Taking care of my belongings Bags on hooks | <ul style="list-style-type: none"> Being kind to others on the way to/from school (including my parents) Listening to the teachers and my parents/caregivers |
| Travelling to/from school | <ul style="list-style-type: none"> Checking for cars before I cross the road. Wearing my seatbelt and sitting in my correct car seat. Leaving only with my family unless the teachers know | <ul style="list-style-type: none"> Walking or riding with my friends or family Waiting for a teacher to be on the gate at home time | <ul style="list-style-type: none"> Arriving at school before 9am Being at school at the right time for excursions | <ul style="list-style-type: none"> Respecting the Paxton community Picking up my rubbish Using kind words to my family, friends and the community members Caring for animals |
| Veranda | <ul style="list-style-type: none"> Walking safely Lining up safely | <ul style="list-style-type: none"> Letting friends line up with you | <ul style="list-style-type: none"> Following instructions | <ul style="list-style-type: none"> Listening to my teachers |

| | | | | |
|----------------------|---|--|---|---|
| | <ul style="list-style-type: none"> Hands to self Using stairs only Using the railing correctly | <ul style="list-style-type: none"> Using any hook for my bag Waiting quietly Cleaning up my rubbish Keeping my bag area tidy | <ul style="list-style-type: none"> Being organised for class | <ul style="list-style-type: none"> Using kind words |
| Equipment | <ul style="list-style-type: none"> Using equipment safely - eg. Scissors, computers, rulers Following the Code of Conduct on devices | <ul style="list-style-type: none"> Keeping my area tidy and packing away my things Helping the class to pack away and clean up | <ul style="list-style-type: none"> Getting my belongings out of my bag, fruit, drink bottle, pencil case, home reader, homework, notes and hat | <ul style="list-style-type: none"> Taking care of school property Respecting other people's things Asking to borrow things |
| Toilets and bubblers | <ul style="list-style-type: none"> Using toilets safely Washing hands with soap Hands to self Walking to the toilets | <ul style="list-style-type: none"> Giving other people privacy Being quick Being careful with water Turning taps off | <ul style="list-style-type: none"> Back to class quickly Going only when I need to | <ul style="list-style-type: none"> Asking my teacher before I go Kind words in to others Eyes to yourself |
| Office | <ul style="list-style-type: none"> Opening/closing door slowly Right place, right time Using the steps, not climbing under the railing | <ul style="list-style-type: none"> Helping others Caring for my school and the office | <ul style="list-style-type: none"> Completing my work if asked to work in the office Letting other people do their work | <ul style="list-style-type: none"> Letting teachers eat their lunch Nice and quiet voices Waiting for a teacher to help |
| Sports Shed | <ul style="list-style-type: none"> Using equipment correctly Hands off Sport shed leaders only | <ul style="list-style-type: none"> Keeping equipment in the sport shed and not taking it back to my classroom | <ul style="list-style-type: none"> Putting equipment away quickly so I can line up and learn | <ul style="list-style-type: none"> Speaking nicely Listening to our sport leaders |
| Excursions | <ul style="list-style-type: none"> Right place, right time Walking feet Listening to instructions Seatbelt on the bus | <ul style="list-style-type: none"> Caring for my belongings Staying with my group Wearing correct uniform Representing Paxton PS | <ul style="list-style-type: none"> Trying my best when completing activities Listening and learning | <ul style="list-style-type: none"> Listening to others Speaking kindly Including others Respecting other schools |
| Library | <ul style="list-style-type: none"> Walking up the ramp Hands to self Sitting safely | <ul style="list-style-type: none"> Putting books away where I found them (tidy library) Packing up when the bell rings | <ul style="list-style-type: none"> Completing all of the tasks my teacher asks of me Doing my best | <ul style="list-style-type: none"> Nice, quiet voice Using kind words Respecting computer equipment |
| Eating Time | <ul style="list-style-type: none"> Sitting until the bell rings Packing away my belongings Eating only my food | <ul style="list-style-type: none"> Letting other people enjoy their lunch Rubbish in the bin | <ul style="list-style-type: none"> Eating quickly and quietly | <ul style="list-style-type: none"> Nice, quiet voice Washing my face and hands after I eat |
| Classroom | <ul style="list-style-type: none"> Right place, right time Staying with my teacher | <ul style="list-style-type: none"> Completing all tasks Being positive in groups | <ul style="list-style-type: none"> Being inclusive Positive behaviour when working alone and in groups | <ul style="list-style-type: none"> 6LS - looking, listening, hands in lap, lips closed, legs crossed and learning |

Positive Reward System



Minor Behaviours

| Behaviour | Definition |
|------------------------|--|
| Inappropriate language | Messages or use of words in an inappropriate way for the development age of the child. For example, put-downs, name calling, teasing and references to negative words used in video games |
| Physical contact | Non serious, but inappropriate physical contact. Eg. Tapping, flicking, taking hats, touching |
| Defiance | Low-intensity failure to respond to adult requests (eg. Yelling "no" when asked to do something) |
| Mild disruption | Talking while the teacher is speaking or making loud noises to deliberately disrupt the classroom |
| Property misuse | Student deliberately destroying another student's equipment/work in an inappropriate way (low intensity). Eg. Scribbling on another student's page, breaking another student's pencil through rough handling |
| Leaving the classroom | Leaving the classroom without the permission of the teacher |
| Late to class | Being late to the classroom without permission. Eg. Going to the toilet after the bell or to the incorrect classroom |
| Not achieving | Not completing the required activity, despite being given help. |

Major Behaviours

| Behaviour | Definition |
|--------------------------|---|
| Abusive language | Messages that include swearing, name calling or the use of words in an inappropriate way for the developmental age of the child. Words are directed at someone else |
| Causing major disruption | Refusal to follow directions which causes a major disruption to the learning of the other students. For example, a lockdown or class evacuation |
| Physical aggression | Actions involving serious physical contact where injury may occur as a result of aggression |
| Deliberate violence | An act of violence that is a deliberate, resulting in an injury to a another student or staff member |
| Theft | Student is in possession of, having passed on, or being responsible for removing someone else's personal belongings |
| Repeated bullying | Seek to harm, intimidate, or coerce (someone perceived as vulnerable) repeatedly (more than once) |
| Harassment | Student delivers disrespectful messages (verbal or gestural) to another person that includes threats of intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negatives comments based on race, religion, gender, age, and/or nationality; sustained or intense verbal attacks based on ethnicity, disabilities or other personal matters. |

Behaviour Flow Chart

