

Ryde East PUBLIC SCHOOL



Positive Behaviour for Learning Handbook

Respectful

Engaged

Personal best

Safe

Table of Contents

Contents

Positive Behaviour for Learning Rationale	3
Statement of Purpose.....	3
Our Mascot.....	3
Our Expectations.....	4
Behaviour Matrix	5
Reward Systems	6
Fast and Frequent.....	6
Gold Card.....	7
Behaviour Management Flowchart.....	8
Reflection sheets.....	9

Positive Behaviour for Learning Rationale

Positive Behaviour for Learning (PBL) is an evidenced-based, whole school process which aims to improve student outcomes.

It aims to deliver a consistent and positive approach to student behaviour across the school community. This process focuses on positive behaviours and explicitly teaching students what is expected of them.

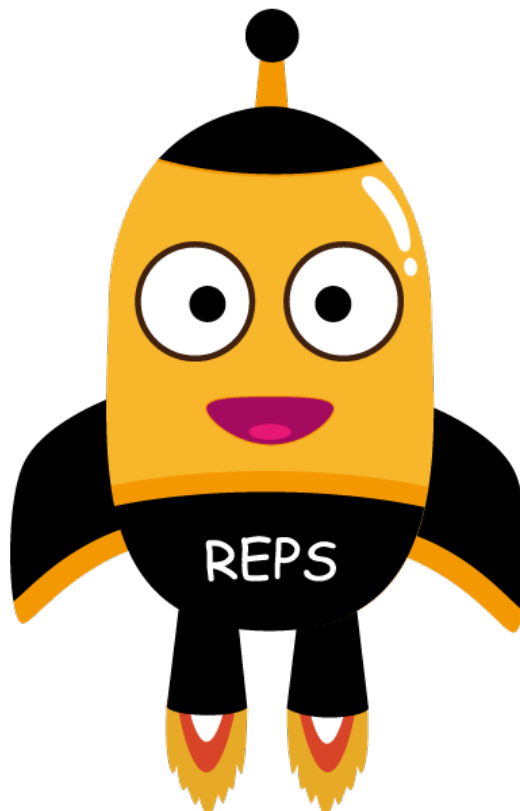
Statement of Purpose

At REPS we believe in providing a safe learning environment, where students are respectful of others, engaged in their learning and strive to achieve their personal best.

Our Mascot

When designing our school mascot, members of the community were invited to meet with members of the PBL team and create a design. With our school motto being space related, we decided to follow the space theme.

Students submitted potential names for our mascot and the winning name is **Rocky the Rocket**.



Our Expectations

The school's four expectations are a central framework for teaching expected behaviours in universal areas. These behaviours are taught explicitly and repeatedly.



RESPECTFUL

- Follow instructions
- Speak and listen politely to others
- Care for property



ENGAGED

- Active listening
- Be ready to learn
- Participate in all tasks



PERSONAL BEST

- Take responsibility for learning
- Always do your best
- Be proud of your achievements



SAFE

- Keep your hands and feet to yourself
- Right place, right time
- Use equipment safely

Behaviour Matrix

The behaviour matrix has been developed to ensure consistency for students and teachers across all shared settings. Students will be explicitly taught these behaviours throughout the year to ensure there is a clear understanding of the school's expectations.



Ryde East Public School Expectations Matrix

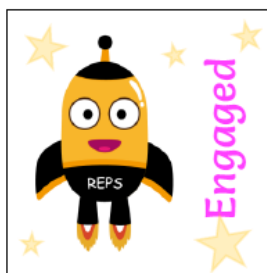
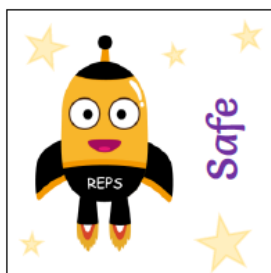
Core Values	All Settings	Library	Assembly	Playground	Toilets	Canteen	Bagrooms & Verandahs	Transitions	Eating time	Before School
Respectful	Follow instructions Speak and listen politely to others Care for property	Take turns to speak Use appropriate library voices Take care of library equipment	Listen attentively Stand and sit quietly Respect each other's' space Applaud appropriately	Be aware of others Put rubbish in the bin Speak politely Listen for bells and move quickly	Walk and be sensible Wait for buddy outside the toilets Keep toilets clean	Wait patiently in a single line Speak politely and use your manners Keep the noise level low	Look after your belongings Move quietly and quickly Line up outside classroom	Walk sensibly and quietly Respect others' personal space	Eat the lunch provided Clean up after eating	Speak politely Wait on silver seats until the play bell Be aware of others
Engaged	Be ready to learn Active listening Participate in all tasks	Let students learn and help out when it is needed Use computer technology appropriately	Look at the speaker Sit and listen attentively Cross your legs	Have a plan for play Share the space Play by the rules Be a team player	Use the bathroom quickly Return to class quickly	Collect lunch orders promptly Be patient Know what you want before you get there	Be in the right place at the right time Respect others' property	Use inside voice Listen attentively	Sit down when eating	Be in the right place at the right time Move quickly to class when the bell rings Use pathways
Personal Best	Take responsibility for learning Always do your best Be proud of your achievements	Be prepared for learning Always try your best	Know the words to the school song and National anthem Acknowledge other's achievements	Include others in games Show good sportsmanship Show resilience, solve problems	Use the toilets in breaks Respect others' privacy	Put rubbish in the bin Have your money ready Speak clearly	Keep to the left Move directly to class when the bell rings	Be patient Be aware of others Listen and follow instructions	Eat with your mouth closed Put rubbish in the bin Keep area clean	Be on time Think before you act Be prepared and organised for the school day
Safe	Keep hands and feet to self Right place, right time Use equipment safely	Move around the library in a safe and sensible manner Look after the library furniture	Keep your hands and feet to yourself Walk Follow teacher's instructions	Play in bounds Wear a school hat Sit when eating Keep your hands and feet to yourself	Flush toilet Wash hands Leave food and drink outside	Move back to the play area quickly Take care with hot food Buy for self Stay in bounds	Hang bag on the hook Put belongings away Move safely	Walk safely on the left and in 2 lines Stay with your teacher Keep hands and feet to self	Eat your own food Stay in your Stage area	Walk safely through the playground Wear a school hat Play in bounds



Reward Systems

Ryde East Public School has two awards systems.



Fast and Frequent

The first system relates to our Positive Behaviour for Learning process. This reward system aims to emphasise and encourage positive behaviours and actions through the use of 'fast and frequent' awards. Students can receive a 'Starbuck' (fast and frequent) reward in and around the school when displaying desired behaviours. These rewards are to be kept, added to the class collection and recorded on the PBL reward chart. Once a desired total is reached, classes are entitled to a reward of their choice. Class rewards will be discussed with the classroom teacher to ensure suitability. Options may include extra technology time, a period of free time or extra sports for the week.



 **PBL Reward Chart** 

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150

 **Class reward:** _____ 

Gold Card

Our Gold Card system is a separate award system that aims to encourage effort, achievement and improvement. Students may receive Galaxy cards, merits, 'Of the Week awards', Gold Cards and Banners. These awards accumulate as students move through the school years.



Gold Card System – Ryde East Public School



<p>Collect 3 galaxy cards and/or weekly awards</p> 	<p>Give to the class teacher</p> <p>=</p>	<p>A Merit Award at Assembly</p> 
<p>Collect 3 Merit Awards</p> 	<p>Place in the 'Gold Card box' in the office by the Thursday of the week before the next Gold Card Assembly</p> <p>=</p>	<p>A Gold Card Award at a Gold Card Assembly (Weeks 1, 4 and 8) A letter will be sent home (up to a week before) to indicate this award is due to be handed out</p> 
<p>Collect 3 Gold Card Awards</p> 	<p>Place in the 'Gold Card box' in the office by the Thursday of the week before the next Gold Card Assembly</p> <p>=</p>	<p>A Banner at a Gold Card Assembly (Weeks 1, 4 and 8) A letter will be sent home (up to a week before) to indicate this award is due to be handed out</p> 
<p>Collect 3 Banners</p>	<p>Hand in at the Office</p>	<p>Morning Tea with the Principal</p>



Galaxy card



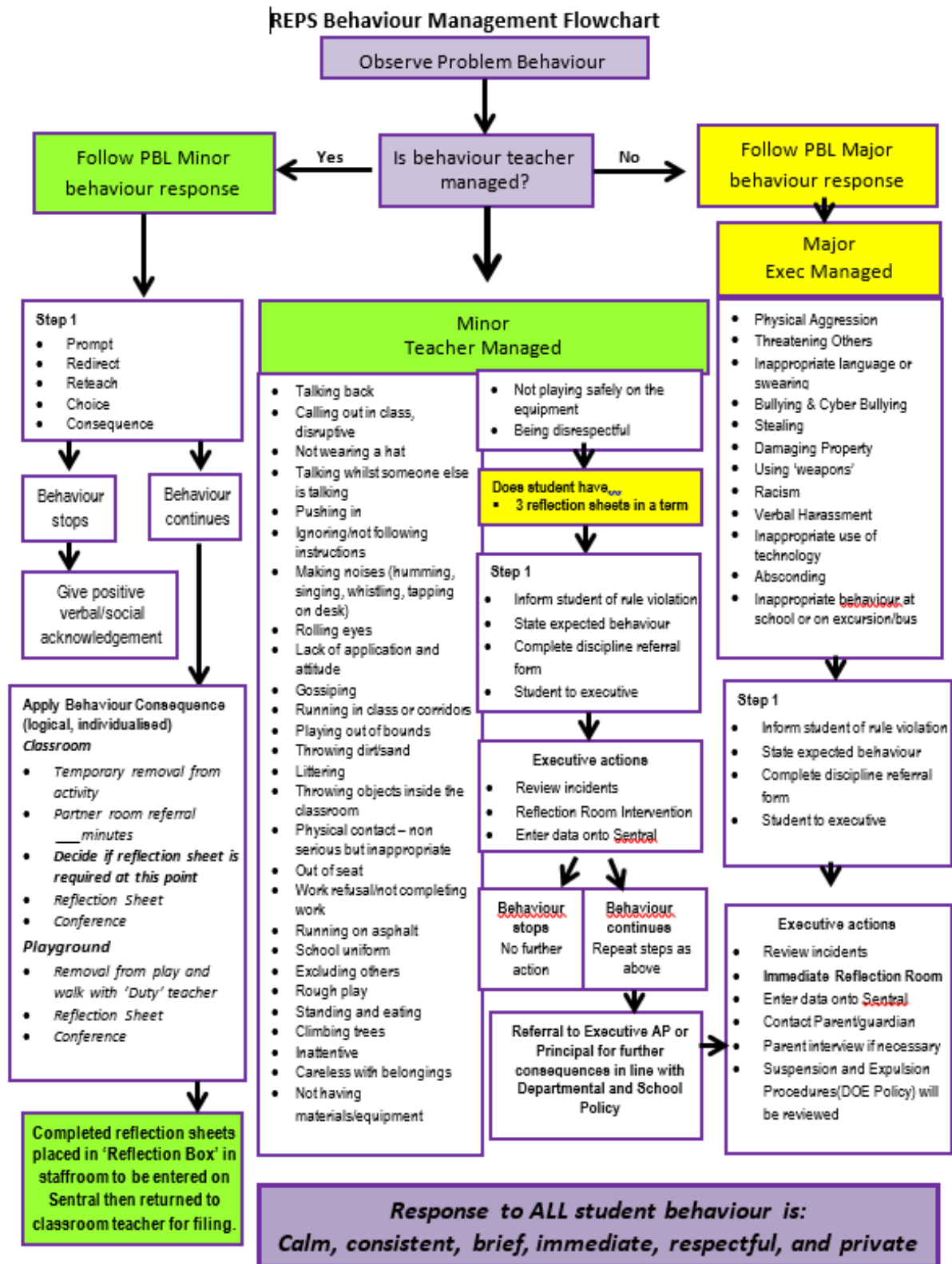
Of the Week awards



Merit certificate

Behaviour Flowchart

The school's behaviour flowchart is a structured framework to ensure consistency when dealing with inappropriate behaviours.



Reflection sheets

Students who consistently repeat minor behaviours, are involved in a major behaviour incident or are a witness to an incident, will complete a reflection sheet. This provides students with the opportunity to reflect on their actions and identify what they could have done differently. At this time, they will conference with a teacher to discuss the incident/s. These reflection sheets are reviewed by the Stage AP to ensure consistent management of behaviours.

Student Name: _____ Class: _____ Place: _____ Date: _____	
Teacher Name: _____ Lesson/Time: _____ Avoid / Gain (circle one)	
What happened/What I did	What I should have done
Entered into Sentral: YES / NO	

Reflection sheet

Data Collection

Data is continuously collected to enable identification of areas of concern and to inform focus areas for reinforcement of behaviour expectations and implementation of individual behaviour plans.