

**SCHOOL WIDE
POSITIVE BEHAVIOUR SUPPORT
STUDENT & PARENT/CARER
HANDBOOK**



*“If a child doesn’t know how to read, we teach.
 If a child doesn’t know how to swim, we teach.
 If a child doesn’t know how to multiply, we teach.
 If a child doesn’t know how to drive, we teach.
 If a child doesn’t know how to behave, we... teach?.. punish?
 Why can’t we finish the last sentence as automatically as we do the others?”*

Tom Herner, 1998

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POSITIVE BEHAVIOUR SUPPORT AT RIPPONLEA PS

Purpose Statement

At Ripponlea PS we care about ourselves, others, our learning and our school; we create an environment where we can grow and learn; we connect our actions with outcomes which helps us make good decisions.

Our Values

Students and staff selected three **key values** to underpin all the expected positive behaviours we expect to see within our school:

- Respect
- Pride
- Safety

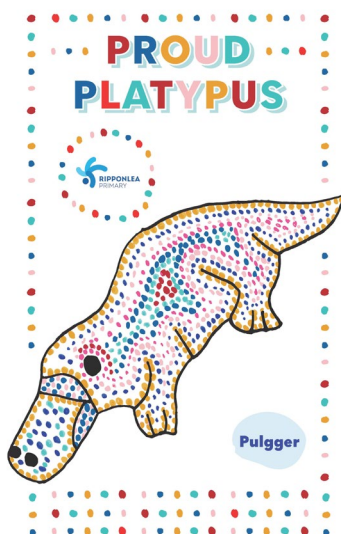
Our PBS Mascots

In 2022, we held a school-wide competition to help create our PBS Mascots. The winning designs emphasised our school's connection to the indigenous culture and through the Bunerong Land Council, our animal mascots were officially named.

Respectful Roo



Proud Platypus



Safe Snake



An Overview of PBS

In order to develop a positive, safe, supportive learning culture, Ripponlea PS is committed to implementing the **School Wide Positive Behaviour Support** (SWPBS) approach to teaching expected behaviours from Foundation to Year 6. The SWPBS framework enables us to improve the social, emotional, behavioural and academic outcomes for all our students.

The goal of PBS (a shortened abbreviation we have chosen) at Ripponlea PS is to create and maintain a positive and safe learning environment that enhances our school culture and our community. Our approach aligns academic and behavioural systems to create an emphasis on explicitly teaching, monitoring, and acknowledging appropriate behaviour.

PBS provides teachers and students with more time to focus on relationships and classroom instruction. All students, teachers and staff will benefit from:

- increased respectful and positive behaviour;
- increased time focused on instruction;
- improved social-emotional wellbeing;
- positive and respectful relationships among students and staff;
- increased adoption of evidence-based instructional practices; and
- a predictable learning environment with improved perceptions of safety.

The PBS approach is comprised of evidence based behavioural interventions and practices that can be implemented by staff to effectively address and support the socially and educationally important behavioural needs of students and their families.

PBS has its conceptual foundations in:

- Behavioural Theory – Behaviour is learned, lawful and malleable.
- Applied Behaviour Analysis – Behavioural theory, principles, and practices are applied to socially important observable behaviours in the applied settings in which they are observed.
- Positive Behaviour Support – Behavioural supports are considered in the larger context of improving quality of life.

Through the implementation of PBS, school wide systems are aligned to create an inclusive environment where there is:

- An instructional approach to behaviour management;
- An emphasis on prevention;
- A clear set of positive expectations and behaviours;
- Procedures for teaching expected behaviour;
- Continuum of procedures for encouraging expected behaviour;
- Continuum of procedures for discouraging inappropriate behaviour; and
- Procedures for data collection - used to drive decision making, ongoing monitoring and continual evaluations.

PBS is "...a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students."

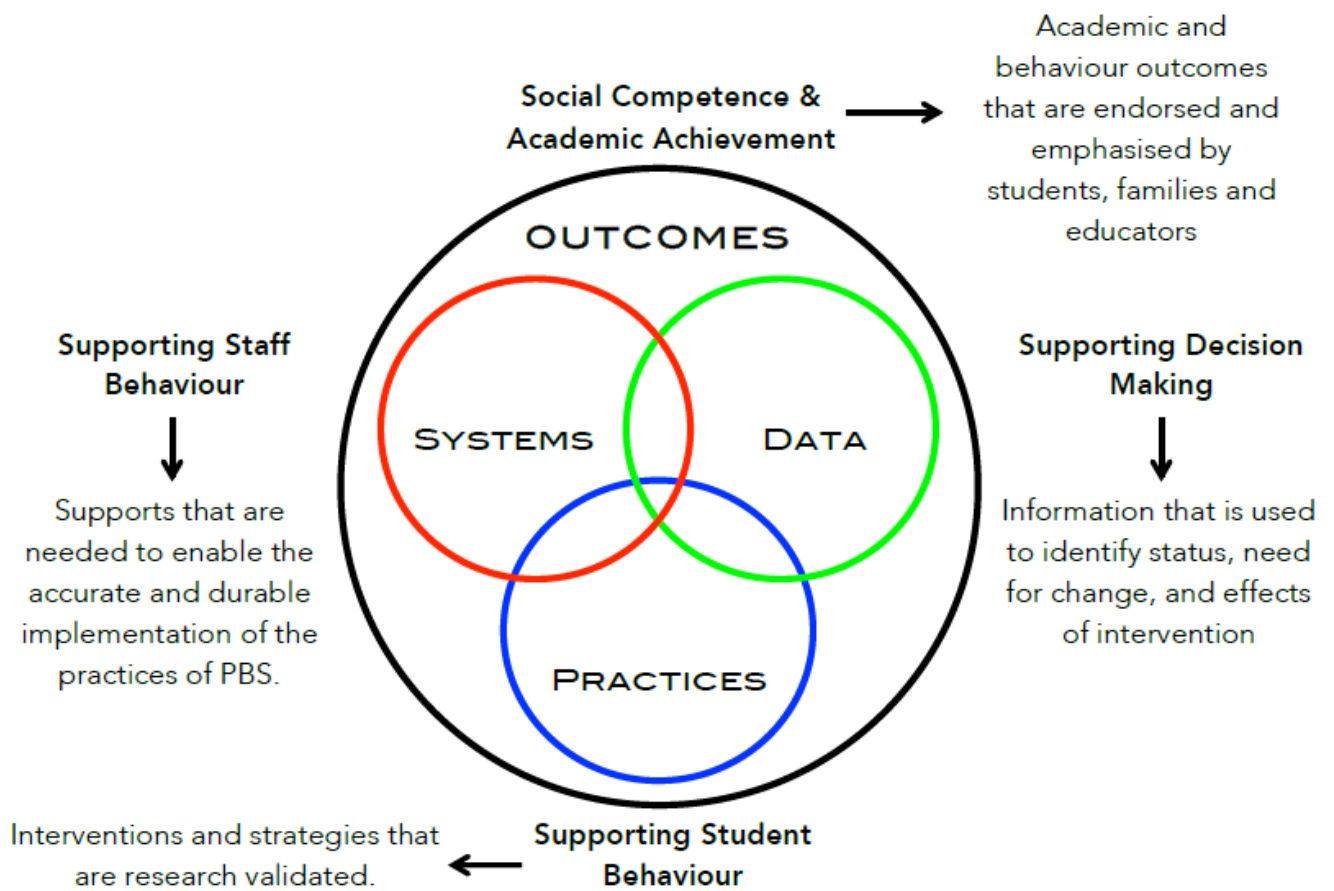
George Sugai & Tom Herner, 2002

Why Focus on Positive Social Behaviours

In the past, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment- based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies is ineffective. Introducing, modelling and reinforcing positive social behaviour is an important aspect of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behaviour is the norm.

PBS Process Overview

Effective, efficient, and relevant school-wide discipline is based on a balance of four key interactive elements: Outcomes, Systems, Data and Practices.



Outcomes

Clearly specified outcomes are linked to students' academic achievement and social competence.

Data

Data-based decision-making guides the selection and modification of curricula and practices, evaluation of progress, and enhancement of systems.

Practices

Evidence-based practices have a higher probability of outcome achievement for our students.

Systems

Systems support the adoption of processes and procedures by staff, high fidelity implementation, and allow for the sustained use of effective practices.

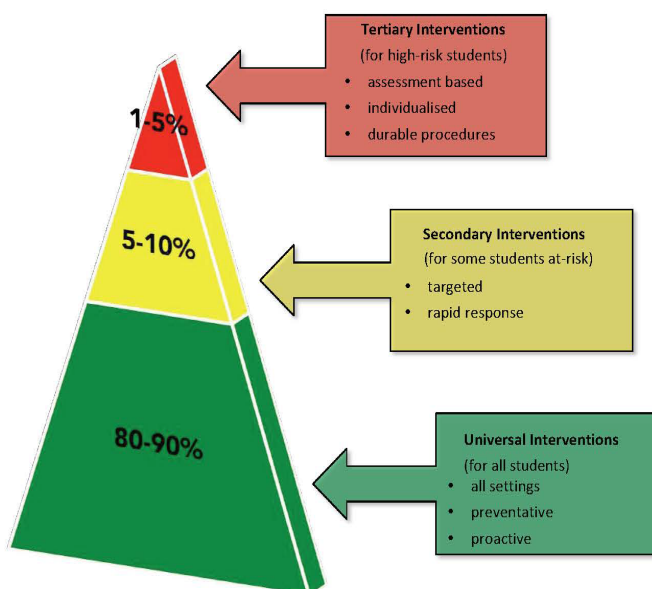
A Tiered Response to Supporting Positive Behaviour

PBS uses a tiered intervention framework:

- Primary prevention (tier 1): supports for all students, staff and settings;
- Secondary prevention (tier 2): additional specialised group systems for students with at-risk behaviour; and
- Tertiary prevention (tier 3): specialised, individualised systems for students with high-risk behaviour, provided in addition to primary and secondary prevention.

At Ripponlea PS, these tiers are the foundations for supporting the majority of students while preventing the development of chronic problem behaviour for some students displaying at-risk or high-risk behaviours. By providing more specialised and individualised behaviour supports we can address the needs of the small amount of students with high intensity, difficult to change, problem behaviours.

DESIGNING SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS




Strategies to Support and Teach Behaviour

It is essential that a consistent approach to discipline and acknowledgement is maintained and that clearly defined rules, routines and physical arrangements are developed and taught by school staff to prevent initial occurrences of inappropriate behaviour. Our PBS approach aligns academic and behavioural systems so that there is an emphasis on explicitly teaching, monitoring and acknowledging appropriate behaviour.

Matrix of Positive Behaviour Expectations

Our shared values and expected behaviours are clearly identified in the Ripponlea PS Matrix of Positive Behaviour Expectations. This matrix was created with input provided by all our students, Foundation through to Year 6, teachers and staff. You will find this document on display in classrooms and learning areas of the school. Teachers and staff use the language of the matrix when proactively identifying desired behaviour and when acknowledging students for their actions and the values shown when doing so.


Illustrated Matrix of Positive Behaviour Expectations F-2 - Learning Spaces & All Areas






























MATRIX OF POSITIVE BEHAVIOUR EXPECTATIONS

WE CARE, CREATE, CONNECT

We care about ourselves, others, our learning and our school.
We create an environment where we can grow and learn.
We connect our actions with outcomes and make good **decisions**.



| School Values <small>COMMUNITY CREATIVITY RESILIENCE RESPECT OPEN-MINDEDNESS INTEGRITY</small> |  <p style="margin: 0;">RESPECT CARE</p> |  <p style="margin: 0;">PRIDE CREATE</p> |  <p style="margin: 0;">SAFETY CONNECT</p> |
|---|---|---|---|
| F-2 Learning Spaces & All Areas | I use three levels of voice: thinking, whispering, discussion  | I have a positive attitude to learning  | I move quickly, quietly and carefully wherever I go  |
| | I am an active listener and use the 5 L's  | I ask questions when unsure or need help  | I follow my technology agreement  |
| | I give and accept feedback  | I am responsible for my learning  | I return promptly from the toilets with my partner  |
| | I allow others to learn  | I share my ideas and wait patiently for my turn  | I am responsible for my choices  |
| | I follow staff instructions  | I set and achieve my goals  | I ask permission to leave any space  |
| | I encourage, cooperate and include others  | I know mistakes are good for my learning  | I use my strategies when I have big emotions.  |
| | I look after and share classroom resources  | I am ready to learn and try all tasks  | I pack up and leave areas tidy for others to use  |
| | I use my manners and speak in a kind way  | I challenge myself and try my best  | I give others space and keep my body and objects to myself  |

Illustrated Matrix of Positive Behaviour Expectations 3-6 – Learning Spaces & All Areas



MATRIX OF POSITIVE BEHAVIOUR EXPECTATIONS

WE CARE, CREATE, CONNECT
 We care about ourselves, others, our learning and our school.
 We create an environment where we can grow and learn.
 We connect our actions with outcomes and make good **decisions**.



| School Values COMMUNITY CREATIVITY RESILIENCE RESPECT OPEN-MINDEDNESS INTEGRITY | RESPECTFUL ADD RESPECT CARE | PROUD PLATYPUS PRIDE CREATE | SAFE SHARE SAFETY CONNECT |
|---|---|---|--|
| 3-6 Learning Spaces & All Areas | I use my three levels of voice: thinking, whispering, discussion and know when to stop | I have a go even when it is hard and have a positive attitude to learning | I move QOC and use my manners wherever I go |
| | I am an active listener, wait my turn and appreciate other's points of view | I can problem-solve when I am unsure | I follow my technology agreement and take care of school devices |
| | I give and receive feedback and try to improve | I set goals and reflect on my learning | I return to class quickly and avoid wasting learning time |
| | I follow staff instructions | I challenge myself and persevere to achieve my goals | I show self-control and take responsibility for my actions |
| | I work collaboratively and contribute my ideas | I am responsible for my own learning | I share and use classroom resources appropriately |
| | I find opportunities to include others in my group | I see mistakes as an opportunity to learn | I regulate my emotions and know strategies that work best for me |
| | I make positive choices that help me and others to succeed | I attempt and complete all tasks to the best of my ability | I pack up and leave areas tidy for others to use |
| | I am honest even when there are consequences | I am independent, organised and ready to learn | I ensure the health and safety of myself and others |

Explicit Teaching of Behaviours

Of the range of strategies used to support student knowledge and understanding of our Positive Behaviour Expectations Matrix, the most important is explicit teaching. When a behaviour of the month is introduced during assembly, it is followed by targeted teaching in the classroom. Teachers support this by proactively pre-correcting students, reminding them of when and how to successfully demonstrate the desired behaviour in different settings.

Positive Behaviour Acknowledgement System

Ripponlea PS' positive behaviour acknowledgement system is often referred to as PBS tickets. These tickets are awarded to students during learning time, recess and lunchtime. Teachers present these, clearly identifying the value and positive behaviour that the student has demonstrated. In addition, each week students exhibiting positive behaviours are selected by leadership for the PBS Principal's Award. All PBS tickets are placed in jars in the school foyer, with four students from Foundation, Year 1/2, Year 3/4 and Year 5/6 randomly drawn each fortnight during assembly, by the student leaders. Selected students are provided with a

certificate and are featured on our PBS Bravo Wall. Parents and carers are invited to the assembly to see their child awarded their special certificate of acknowledgement.

Year 1/2 - SWPBS Tickets

| RESPECT | PRIDE | SAFETY |
|--|--|---|
| <input type="checkbox"/> I use three levels of voice: thinking, whispering, discussion | <input type="checkbox"/> I have a positive attitude to learning | <input type="checkbox"/> I move quietly, quietly and carefully wherever I go |
| <input type="checkbox"/> I am an active listener and use the 5 L's | <input type="checkbox"/> I ask questions when unsure or need help | <input type="checkbox"/> I follow my technology agreement |
| <input type="checkbox"/> I give and accept feedback | <input type="checkbox"/> I am responsible for my learning | <input type="checkbox"/> I return promptly from the toilets with my partner |
| <input type="checkbox"/> I allow others to learn | <input type="checkbox"/> I share my ideas and wait patiently for my turn | <input type="checkbox"/> I am responsible for my choices |
| <input type="checkbox"/> I follow staff instructions | <input type="checkbox"/> I set and achieve my goals | <input type="checkbox"/> I ask permission to leave any space |
| <input type="checkbox"/> I encourage, cooperate and include others | <input type="checkbox"/> I know mistakes are good for my learning | <input type="checkbox"/> I use my strategies when I have big emotions |
| <input type="checkbox"/> I look after and share classroom resources | <input type="checkbox"/> I am ready to learn and try all tasks | <input type="checkbox"/> I pick up and leave areas tidy for others to use |
| <input type="checkbox"/> I use my manners and speak in a kind way | <input type="checkbox"/> I challenge myself and try my best | <input type="checkbox"/> I give others space and keep my body and objects to myself |
| Student: _____ | Teacher: _____ | Class: _____ |

Year 1/2 - SWPBS Tickets

| RESPECT | PRIDE | SAFETY |
|--|--|---|
| <input type="checkbox"/> I use three levels of voice: thinking, whispering, discussion | <input type="checkbox"/> I have a positive attitude to learning | <input type="checkbox"/> I move quietly, quietly and carefully wherever I go |
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| Student: _____ | Teacher: _____ | Class: _____ |

Year 1/2 - SWPBS Tickets

| RESPECT | PRIDE | SAFETY |
|--|--|---|
| <input type="checkbox"/> I use three levels of voice: thinking, whispering, discussion | <input type="checkbox"/> I have a positive attitude to learning | <input type="checkbox"/> I move quietly, quietly and carefully wherever I go |
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| <input type="checkbox"/> I follow staff instructions | <input type="checkbox"/> I set and achieve my goals | <input type="checkbox"/> I ask permission to leave any space |
| <input type="checkbox"/> I encourage, cooperate and include others | <input type="checkbox"/> I know mistakes are good for my learning | <input type="checkbox"/> I use my strategies when I have big emotions |
| <input type="checkbox"/> I look after and share classroom resources | <input type="checkbox"/> I am ready to learn and try all tasks | <input type="checkbox"/> I pick up and leave areas tidy for others to use |
| <input type="checkbox"/> I use my manners and speak in a kind way | <input type="checkbox"/> I challenge myself and try my best | <input type="checkbox"/> I give others space and keep my body and objects to myself |
| Student: _____ | Teacher: _____ | Class: _____ |

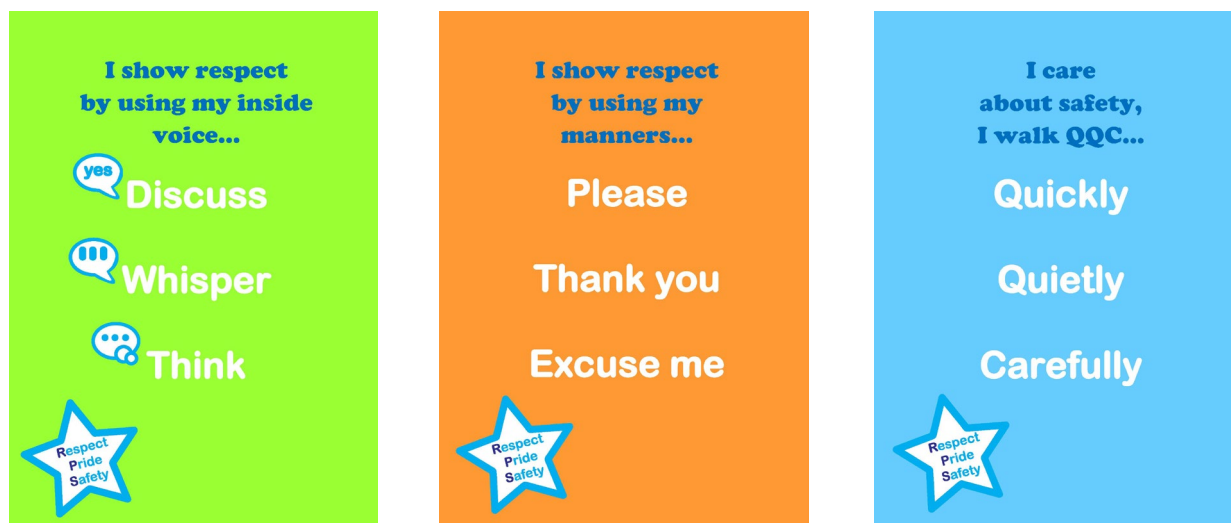
Year 1/2 - SWPBS Tickets

| RESPECT | PRIDE | SAFETY |
|--|--|---|
| <input type="checkbox"/> I use three levels of voice: thinking, whispering, discussion | <input type="checkbox"/> I have a positive attitude to learning | <input type="checkbox"/> I move quietly, quietly and carefully wherever I go |
| <input type="checkbox"/> I am an active listener and use the 5 L's | <input type="checkbox"/> I ask questions when unsure or need help | <input type="checkbox"/> I follow my technology agreement |
| <input type="checkbox"/> I give and accept feedback | <input type="checkbox"/> I am responsible for my learning | <input type="checkbox"/> I return promptly from the toilets with my partner |
| <input type="checkbox"/> I allow others to learn | <input type="checkbox"/> I share my ideas and wait patiently for my turn | <input type="checkbox"/> I am responsible for my choices |
| <input type="checkbox"/> I follow staff instructions | <input type="checkbox"/> I set and achieve my goals | <input type="checkbox"/> I ask permission to leave any space |
| <input type="checkbox"/> I encourage, cooperate and include others | <input type="checkbox"/> I know mistakes are good for my learning | <input type="checkbox"/> I use my strategies when I have big emotions |
| <input type="checkbox"/> I look after and share classroom resources | <input type="checkbox"/> I am ready to learn and try all tasks | <input type="checkbox"/> I pick up and leave areas tidy for others to use |
| <input type="checkbox"/> I use my manners and speak in a kind way | <input type="checkbox"/> I challenge myself and try my best | <input type="checkbox"/> I give others space and keep my body and objects to myself |
| Student: _____ | Teacher: _____ | Class: _____ |



PBS Signage

Visual reminders of PBS positive behaviours are placed prominently in classrooms, corridors, learning spaces and outdoor settings around the school.



PBS at home

We encourage all our parents and members of the Ripponlea PS community to discuss the PBS values and positive behavioural expectations with your children. Some of you may wish to adopt some of the language used, in order to create a link between your family's expectations and those of our school.

Curriculum Information sessions are advertised early each school year, all are welcome to attend.

“Every organisation has a culture, that history and underlying set of unwritten expectations that shape everything about the school. A school culture influences the ways people think, feel and act.”

Terrence E. Deal & Kent D. Peterson, 1999



“The purpose of schoolwide recognition is to acknowledge and show appreciation to students who have provided positive demonstrations of the school wide behavioural expectations.”

Geoff Colvin, 2007

“Behaviour and academics are two sides of the same coin. We need to better understand how the two are connected.”

George Sugai & Rob Horner, 2009

APPENDIX

1.1 Matrix of Positive Behaviour Expectations F-2



MATRIX OF POSITIVE BEHAVIOUR EXPECTATIONS



WE CARE, CREATE, CONNECT
 We care about ourselves, others, our learning and our school.
 We create an environment where we can grow and learn.
 We connect our actions with outcomes and make good **decisions**.

| School Values |  RESPECT CARE |  PRIDE CREATE |  SAFETY CONNECT |
|--|--|--|--|
| COMMUNITY CREATIVITY RESILIENCE RESPECT OPEN-MINDEDNESS INTEGRITY | | | |
| F-2 Learning Spaces & All Areas | I use three levels of voice: thinking, whispering, discussion  | I have a positive attitude to learning  | I move quickly, quietly and carefully wherever I go  |
| | I am an active listener and use the 5 L's  | I ask questions when unsure or need help  | I follow my technology agreement  |
| | I give and accept feedback  | I am responsible for my learning  | I return promptly from the toilets with my partner  |
| | I allow others to learn  | I share my ideas and wait patiently for my turn  | I am responsible for my choices  |
| | I follow staff instructions  | I set and achieve my goals  | I ask permission to leave any space  |
| | I encourage, cooperate and include others  | I know mistakes are good for my learning  | I use my strategies when I have big emotions.  |
| | I look after and share classroom resources  | I am ready to learn and try all tasks  | I pack up and leave areas tidy for others to use  |
| | I use my manners and speak in a kind way  | I challenge myself and try my best  | I give others space and keep my body and objects to myself  |

1.2 Matrix of Positive Behaviour Expectations 3-6



MATRIX OF POSITIVE BEHAVIOUR EXPECTATIONS



WE CARE, CREATE, CONNECT

We care about ourselves, others, our learning and our school.
 We create an environment where we can grow and learn.
 We connect our actions with outcomes and make good **decisions**.

| School Values COMMUNITY CREATIVITY RESILIENCE RESPECT OPEN-MINDEDNESS INTEGRITY |  RESPECT CARE |  PRIDE CREATE |  SAFETY CONNECT |
|---|---|--|---|
| 3-6 Learning Spaces & All Areas | I use my three levels of voice: thinking, whispering, discussion and know when to stop  | I have a go even when it is hard and have a positive attitude to learning  | I move QOC and use my manners wherever I go   |
| | I am an active listener, wait my turn and appreciate other's points of view  | I can problem-solve when I am unsure  | I follow my technology agreement and take care of school devices  |
| | I give and receive feedback and try to improve  | I set goals and reflect on my learning  | I return to class quickly and avoid wasting learning time  |
| | I follow staff instructions  | I challenge myself and persevere to achieve my goals  | I show self-control and take responsibility for my actions  |
| | I work collaboratively and contribute my ideas  | I am responsible for my own learning  | I share and use classroom resources appropriately  |
| | I find opportunities to include others in my group  | I see mistakes as an opportunity to learn  | I regulate my emotions and know strategies that work best for me  |
| | I make positive choices that help me and others to succeed  | I attempt and complete all tasks to the best of my ability  | I pack up and leave areas tidy for others to use  |
| | I am honest even when there are consequences  | I am independent, organised and ready to learn  | I ensure the health and safety of myself and others  |

1.3 Matrix of Positive Behaviour Expectations – Outdoor Areas



MATRIX OF POSITIVE BEHAVIOUR EXPECTATIONS



WE CARE, CREATE, CONNECT
 We care about ourselves, others, our learning and our school.
 We create an environment where we can grow and learn.
 We connect our actions with outcomes and make good **decisions**.

| |  RESPECT |  PRIDE |  SAFETY |
|----------------------|---|--|---|
| Outdoor Areas | I play fairly and support others to problem solve  | I am kind to others and a good friend  | I am SunSmart, stay in the shade and wear my hat correctly  |
| | I look after plants and our gardens  | I look after my belongings and the property of others  | I use sports and play equipment safely  |
| | I follow the oval, basketball and mini pitch timetable  | I place rubbish in the bin and look after the school environment  | I keep away from out-of-bounds areas  |
| | I include others and respect their rights  | I get ready when the music plays and line up when the bell rings  | I seek help from adults when I am hurt  |
| | I am an upstander when I see unkind behaviours  | I make the right choices for myself and others  | I give others space and keep my body objects to myself  |
| | I use kind words and kind actions  | I represent my school proudly wherever I go  | I restore my relationships and avoid conflict  |
| | I ask permission if I borrow the property of others  | I wear the correct school uniform  | I only eat my own food or lunch order  |

1.4 Matrix of Positive Behaviour Expectations – Assembly


















MATRIX OF POSITIVE BEHAVIOUR EXPECTATIONS



WE CARE, CREATE, CONNECT

We care about ourselves, others, our learning and our school.
 We create an environment where we can grow and learn.
 We connect our actions with outcomes and make good **decisions**.

| |  RESPECT |  PRIDE |  SAFETY |
|-----------------|--|--|---|
| Assembly | I follow the 5 Ls at all times  | I stand respectfully during the National Anthem  | I enter and exit quickly, quietly and carefully QOC  |
| | I show respect to student leaders and school visitors  | I sing the school song with pride  | I give way to parents, visitors and younger students  |
| | I celebrate others by clapping respectfully  | I feel connected to the RPS community  | I know the choices I make affect others around me  |
| | I know my role in the audience  | I make good seating choices  | I sit in the correct spot allocated to my class  |

1.5 Matrix of Positive Behaviour Expectations – Toilets







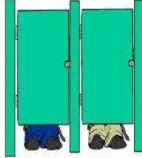










MATRIX OF POSITIVE BEHAVIOUR EXPECTATIONS



WE CARE, CREATE, CONNECT

We care about ourselves, others, our learning and our school.
 We create an environment where we can grow and learn.
 We connect our actions with outcomes and make good **decisions**.

| |  RESPECT |  PRIDE |  SAFETY |
|---------|--|--|---|
| Toilets | I use my inside voice  | I pick up the paper I drop on the floor  | I open the doors gently and give way to others  |
| | I close the door when on the toilet  | I try to use the toilet at break times  | I always wash my hands with soap  |
| | I give others privacy in the bathroom  | I only put toilet paper in the toilet  | I always go to the toilet with a partner  |
| | I flush the toilet  | I save water  | I alert staff before going to the toilet  |

1.6 Matrix of Positive Behaviour Expectations – Snack Shack



MATRIX OF POSITIVE BEHAVIOUR EXPECTATIONS



WE CARE, CREATE, CONNECT

We care about ourselves, others, our learning and our school.
 We create an environment where we can grow and learn.
 We connect our actions with outcomes and make good **decisions**.

| |  RESPECT |  PRIDE |  SAFETY |
|--------------------|---|---|---|
| Snack Shack | I wait patiently in line for my turn  | I place my rubbish in the bin  | I get my money ready  |
| | I show kindness and gratitude towards all volunteers  | I return Snack Shack cups after use  | I leave the area when I have my food  |
| | I use my manners when ordering and receiving my food  | I know my actions can affect the operations of Snack Shack for all students  | I line up in the correct spot  |
| | I am honest about receiving my order  | I bring my own money  | I give space to others in the line  |

1.7 Matrix of Positive Behaviour Expectations – Corridors & Hallways



MATRIX OF POSITIVE BEHAVIOUR EXPECTATIONS



WE CARE, CREATE, CONNECT

We care about ourselves, others, our learning and our school.
 We create an environment where we can grow and learn.
 We connect our actions with outcomes and make good **decisions**.

| |  RESPECT |  PRIDE |  SAFETY |
|---------------------------------|--|--|---|
| Corridors & Hallways | I use my inside voice  | I keep my belongings in my bag  | I keep to the left when I walk down stairs and corridors  |
| | I use my manners such as "excuse me" to get past others  | I greet visitors with a friendly face  | I move QOC and return to my class promptly  |
| | I walk very quietly past the kinder  | I am mindful of staff working in the office  | I keep my bag on the hook or in a locker  |
| | I walk past rooms being mindful of learning times  | I admire displays by only looking  | I keep all equipment in my hands until I'm outside  |

1.8 Matrix of Positive Behaviour Expectations – Library



MATRIX OF POSITIVE BEHAVIOUR EXPECTATIONS

WE CARE, CREATE, CONNECT

We care about ourselves, others, our learning and our school.
 We create an environment where we can grow and learn.
 We connect our actions with outcomes and make good **decisions**.



| | RESPECT | PRIDE | SAFETY |
|----------------|--|---|--|
| Library | I use my inside voice | I show appreciation for having a school library | I use all furniture appropriately |
| | I use computers to search books | I return books with the spine facing out | I treat books, equipment and games carefully |
| | I take care of books I borrow and return them on time | I return all games neatly packed | I wait for a teacher before I enter the library |
| | I wait my turn when borrowing books | I am flexible if my book has been borrowed | I clean up the library ready for the next class to use |