



# Positive Behaviour Support (PBS) Information Book

# Positive Behaviour Support (PBS)

## at Camboon Primary School

At Camboon PS, we have adopted the whole school approach of PBS. This is an evidence-based approach with the underlying key philosophy, that we teach and support students in developing appropriate behaviour. It views behaviour that does not meet expectations in the same way that problems in reading or maths are viewed ... as a skill deficit.

It is a whole school approach, with staff and students using whole school behaviour expectations and language.


Our behaviour matrix outlines the expected behaviours we want our students to display in our school.

### Camboon PS 3 Key Behaviour Expectations

We are **Respectful**

We are **Responsible**

We are **Learners**

Camboon Primary School Behaviour Matrix			
	We are <b>RESPECTFUL</b>	We are <b>RESPONSIBLE</b>	We are <b>LEARNERS</b>
<b>Learning Environments:</b> * Inside * Outside * Community	when we: <ul style="list-style-type: none"> <li>greet others.</li> <li>use please and thank you.</li> <li>use whole body listening.</li> <li>take turns to talk and listen.</li> <li>ask before using someone else's things.</li> <li>share equipment safely.</li> <li>respect others' right to learn.</li> <li>accept that we are all different</li> <li>are inclusive.</li> <li>show kindness to others.</li> <li>value the personal space of others.</li> </ul>	when we: <ul style="list-style-type: none"> <li>stay on-task.</li> <li>follow instructions.</li> <li>actively participate.</li> <li>put equipment away safely.</li> <li>arrive at school before the siren goes.</li> <li>are work ready.</li> <li>consider our noise level.</li> <li>wear the correct school uniform.</li> <li>represent the school with pride at events.</li> <li>we travel to and from school safely.</li> <li>are accountable for our behaviour choices.</li> </ul>	when we: <ul style="list-style-type: none"> <li>demonstrate the Learner Dispositions.</li> <li>are willing to try new things.</li> <li>persevere when challenged.</li> <li>have a "can do" attitude.</li> <li>take ownership of our mistakes.</li> <li>ask for help and try solve our problems.</li> <li>use feedback to help set goals for learning.</li> <li>encourage and support others with their learning.</li> <li>work cooperatively with others.</li> <li>consider others and the wider community while representing Camboon PS.</li> </ul>
<b>Transitions</b>	<ul style="list-style-type: none"> <li>walk around the school quietly.</li> <li>walk on footpaths and grassed areas near the buildings.</li> <li>move around the classroom safely e.g. from the mat to my desk</li> </ul>	<ul style="list-style-type: none"> <li>line-up quietly.</li> <li>return from breaks promptly.</li> </ul>	<ul style="list-style-type: none"> <li>leave workspaces neat and tidy.</li> <li>are on-time, organised and ready to learn after breaks.</li> </ul>
<b>School Grounds</b>	<ul style="list-style-type: none"> <li>put rubbish in the bin.</li> <li>play fair.</li> <li>line-up at the canteen.</li> </ul>	<ul style="list-style-type: none"> <li>use equipment appropriately and for its purpose.</li> <li>sit down while eating.</li> <li>use toilets and taps appropriately and safely.</li> </ul>	<ul style="list-style-type: none"> <li>play on outdoor equipment safely.</li> <li>stay in the correct play area.</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>use technology safely.</li> <li>respect the privacy of others e.g. keep passwords safe, not sharing information about others without their permission.</li> </ul>	<ul style="list-style-type: none"> <li>use electronic devices including mobile phones according to school agreement.</li> <li>log-on/off devices.</li> <li>report inappropriate use of electronic devices.</li> </ul>	<ul style="list-style-type: none"> <li>use technology as instructed; leave the settings the same.</li> <li>use websites and other online sources of information safely, to support learning.</li> </ul>

## PBS Teaching Focuses and Assemblies

Every term, we have two PBS teaching focuses. Each new focus is introduced at a whole school PBS assembly, with students returning to class to participate in a PBS lesson. This focus is then regularly consolidated during the following 5 weeks. Students are positively acknowledged through the use of GOTCHA tickets. Students also receive GOTCHA tickets for displaying positive behaviours from the Behaviour Matrix.

### Positive Acknowledgement System

At Camboon PS, we use GOTCHA tickets to acknowledge students displaying positive behaviour. For example, a student may receive a GOTCHA ticket for being organised because they have set up their pencil case and books ready for learning or using whole body listening during a class discussion. The students place these in a cluster reward box and when the cluster achieves a total of 800 tickets, the whole cluster receives a prize from the choice board. Eg an icy pole or Free Dress Day.



**GOTCHA!!**

Name: \_\_\_\_\_ Room: \_\_\_\_\_

For being:

- 👉 Respectful
- 👉 Responsible
- 👉 A learner

Independent Resilient Organised

Self-aware Engaged

Teacher: \_\_\_\_\_

### Learner Dispositions

At Camboon PS, we encourage students to display 5 Learner Dispositions.

- We are Independent.
- We are Resilient.
- We are Organised.
- We are Self-Aware.
- We are Engaged.

These are positive behaviours that students are expected to display during their learning.

Our Minor Incident Process provides an opportunity for students to reflect and have a discussion about their behaviour as well as providing a teaching opportunity about how the student can achieve the expected behaviour. We are currently working to change the mind-set that getting sent to the office does not mean getting in trouble or receiving a detention. Sometimes all that is needed is a reminder of the expected behaviour, some help to decide how to make a better choice next time, and a chance to 'reset before returning successfully back to class. These Minor Forms are now also being used to record behaviour incidences. If a student demonstrates a serious breach of expected behaviour then a Major Incident Behaviour Process is followed, with the aim to support the student or students to demonstrate expected behaviour.

PBS Teaching Focuses that have been introduced and established at Camboon PS

**PBS Teaching Focus:** We are responsible when we wear our school uniform.


 We are responsible when we wear the correct school uniform.







	Camboon polo shirt short sleeve		Camboon polo shirt long sleeve
	Camboon navy blue zip jacket		Navy blue shorts
	Navy blue track pants/ navy blue jazz pants		Navy blue skort
	Camboon dress		Navy blue skirt
	Camboon faction polo top		Camboon bucket hat

**NOTES:**  
In cooler weather, navy blue stockings, tights or leggings may only be worn under the Camboon dress, navy blue skirt or navy blue skort.  
In cooler weather, a white or blue long-sleeved shirt may be worn under the Camboon polo shirt.  
Year 6 students may wear the Camboon Year 6 Leavers' shirt with school logo.  
Camboon faction polo shirts are to be worn on Fridays and faction carnivals only.  
Students wear ankle or crew socks.  
Navy blue headscarf (where culturally appropriate).

We expect our students to wear the correct Camboon PS uniform, as this helps students develop a sense of belonging and pride.

**PBS Teaching Focus:** We are responsible when we demonstrate lining up expectations.

 We are responsible when we demonstrate our **LINING UP** expectations.

Be on time.	
Eyes to the front.	
Hands by your side.	
Feet are still.	
Mouths are quiet.	
Two straight lines.	

We have lining up expectations to support student's being ready to enter the classroom and ready for learning.

**PBS Teaching Focus:** We are respectful.

**We are respectful when we ...**

- Look at people when we are talking to them.
- Communicate appropriately with others on-line.
- Use technology safely.
- Hold a door open for someone.
- Say "please" and "thank you".
- Say "hi" to someone.
- Knock before entering a room.
- Say "excuse me" when we need to go past someone.
- Use whole body listening.
- Use a friendly voice and words to talk to others.
- Wait for our turn to talk patiently and without interrupting.
- Be kind, share and help others.

When explaining what respect means to children, it can be defined as “admiring or looking up to someone because that person has done something extraordinary or has impressive qualities and abilities. Respect is also an act of giving attention or showing care towards others” (Parenting for Brain, 2020).

Children can learn how to build positive relationships with family, friends and the wider community through being taught how to be respectful. Communication skills, tolerance and an understanding of how their behaviour affects themselves and others can also be developed through learning how to be respectful.

The following 6 suggestions are ways we can teach our children to be respectful:

- Model how to be respectful
- Discuss with your child how to treat others.
- Teach your child how to take turns.
- Teach polite responses, such as manners.
- Model and teach how to express opinions and needs using appropriate language.
- Praise respectful behaviour demonstrated by your child.










It is important to remember that children need to be taught and shown how to be respectful. It takes time, but they will learn how to interact and treat others with politeness and develop positive communication skills.

**PBS Teaching Focus:** We are responsible when we follow our recess and lunch time routines.

When children follow routines, expectations are clear and more easily met. Establishing routines help to reduce stress and anxiety and help students plan their day and save time.

**We are responsible when we follow our RECESS ROUTINE**

At recess we:

-  **First siren**  
Get our recess.
-  **Walk** to the eating area.
-  Sit and eat our recess.
-  Put rubbish in the bin.
-  **Walk** to the play area.
-  Get play equipment.
-  **Second siren**  
Stop playing.
-  Go to the toilet and get a drink.
-  Line up showing expected behaviours.

**We are responsible when we follow our LUNCH TIME ROUTINE**

At the start of lunch we:

-  **First siren**  
Get our lunch box.
-  **Walk** to the eating area.
-  Sit and eat our lunch.
-  **Second siren**  
Raise our hand and wait to be dismissed by the staff on duty.
-  Put your rubbish in the bin.
-  Put your lunch box into the lunch tubs.  
This is when I may go to the canteen.
-  **Walk** to the play area.
-  Get play equipment.

\*\*Juniors will walk to the buddy bench with their ice creams or icey poles and sit down before eating. Put rubbish in the bin.

**We are responsible when we follow our LUNCH TIME ROUTINE**

At the end of lunch we:



-  **Warning siren**  
Stop playing.
-  Put equipment away.
-  Go to the toilet and get a drink.
-  Line up showing expected behaviours.
-  **Last siren**  
We are lined up showing the expected behaviours and ready to enter the class for learning.

**We are responsible when we Put our rubbish in the correct bin**




These routines encourage students to interact positively in our school setting. It also helps students care for and respect our environment, stay safe while eating, demonstrate respect for staff and each other, and follow expectations in regards to behaviour during and after recess and lunch breaks.


**PBS Teaching Focus:** We are responsible when we use the outside equipment safely and correctly.


 **We are responsible when we follow our** 

**Playground Expectations**  
Early Childhood Playground


**Use the playground equipment safely:**


 Climb up and down the ladders and climbing frames.


 Stand and walk on the platforms.


 Climb and slide down from the platforms.

**Take turns on the playground equipment:**

 One person at a time using the flying fox.

 One person at a time going down the slide.

 One person at a time on the swing.

 Only play running games on the grass.

 **We are responsible when we follow our** 

**Playground Expectations**  
Junior Playground

**Use the playground equipment safely:**


 Climb up and down the ladders and climbing frames.

 Stand and walk on the platforms.


 Climb and slide down from the platforms.

 Use our hands to go across the monkey bars.

**Take turns on the playground equipment:**

 One person at a time using the flying fox.

 One person at a time going down the slide.

 Only play running games on the grass.

 **We are responsible when we follow our** 

**Playground Expectations**  
Senior Playground

**Use the playground equipment safely:**

 Climb up and down the ladders and climbing frames.

 Climb up and over the climbing arch.

 Stand and walk on the platforms.

 Climb and slide down from the platforms.

 Use our hands to go across the monkey bars.

**Take turns on the playground equipment:**

 One person at a time using the flying fox.

 Two people at a time on the swing seat, sitting and holding on.

 Only play running games on the oval.

At Camboon PS we are dedicated to ensuring the safety of our students. One way we do this is by teaching the students the correct way to play safely on our equipment. The playgrounds encourage students to exercise their bodies, brains and social skills. It gives them a chance to engage in unstructured free play that is important for their development. By supporting them to be responsible for their safety through teaching them the correct way to use the equipment we are establishing a foundation for success.

**PBS Teaching Focus:** We are responsible when we use the toilets appropriately and safely.

**We are responsible when we use**

**THE TOILETS**  
**APPROPRIATELY AND**  
**SAFELY**



**When we use the toilets:**  
We walk from the classroom or playground.  
We use a quiet voice.  
We respect each other's privacy.  
We lock the door when we are in the toilet cubicle.  
We stay in our own cubicle.  
We use the toilet appropriately.  
We place the toilet paper into the toilet bowl.  
We use the flush button.  
We unlock the door of the cubicle and walk out.  
We wash our hands with soap.  
We rinse our hands in the sink.  
We turn the tap off.  
We use one paper towel to dry our hands.  
We put the paper towel in the bin.  
We leave promptly.  
We walk back to the classroom or playground.

At Camboon PS we encourage our students to be respectful of others and responsible for their own actions. Students are taught how to use these areas appropriately and by doing so, they learn how to be respectful towards each other and the broader school community. By supporting our students to be responsible in the toilet areas we are establishing a foundation of mutual respect and trust and good hygiene practises for life.

**PBS Teaching Focus:** We are respectful when we speak quietly and listen to each other.

**We are respectful when we**

**TALK QUIETLY**  
**AND LISTEN TO EACH**  
**OTHER**

**When we are talking:**

- We use the person's name
- We look at the person we are talking to
- We talk quietly and use a 30cm voice



We stand near the person we are talking to

**When we are listening:**

- We look at the person who is talking
- We wait for the person to finish talking before we speak
- We use whole body listening

When we enter an area: We knock first and greet the person by name.

During recess and lunch time: We talk and walk quietly.

Completing jobs around the school: We talk and walk quietly.

At Camboon Primary School we encourage our students to be respectful of each other, in the way we listen and speak. Staff have used a 30 cm ruler, as a visual way of demonstrating to students, how loud and far their voices need to be when they are speaking. By supporting our students to be respectful in their communication we can establish a lifelong skill that will sustain them in their future endeavours.

**PBS Teaching Focus:** We are responsible when we pack away equipment safely after we have finished using it.

**We are responsible when we**  
**PACK AWAY EQUIPMENT**  
**SAFELY AFTER WE HAVE**  
**FINISHED USING IT**

**In the classroom we:**  
Leave workspaces neat and tidy.  
Put equipment away in the correct place.

**At the end of recess we:**  
Stop playing.  
Put equipment away.  
Go to the toilet and get a drink.  
Line up showing expected behaviours.

**At the end of lunch we:**  
**WARNING SIREN:**  
Stop playing.  
Put equipment away.  
Go to the toilet and get a drink.  
Line up showing expected behaviours.  
**LAST SIREN:**  
Are lined up showing the expected behaviours  
and ready to enter the class for learning.

At Camboon PS we encourage our students to be responsible for keeping our resources and equipment in good condition and accessible for all. Therefore, we teach our students how to pack away equipment when we are finished with it. This includes equipment within the classroom and outside at recess and lunch breaks. By fostering this responsibility in students at school, and, along with your help, at home, we will teach our students how to use equipment responsibly and with respect, which will support them in both their personal and professional lives in the future.

**PBS Teaching Focus:** We are respectful when we look after our class and outdoor environments.

**We are respectful when we**  
**LOOK AFTER OUR**  
**CLASS AND OUTDOOR**  
**ENVIRONMENTS**

We put all rubbish in the bin.

We put all classroom materials away when we have finished with them.

We put all playground equipment away at the end of recess and lunch.

We all take care of our personal belongings by putting them away in the correct place.

**We all take pride in our school environment.**

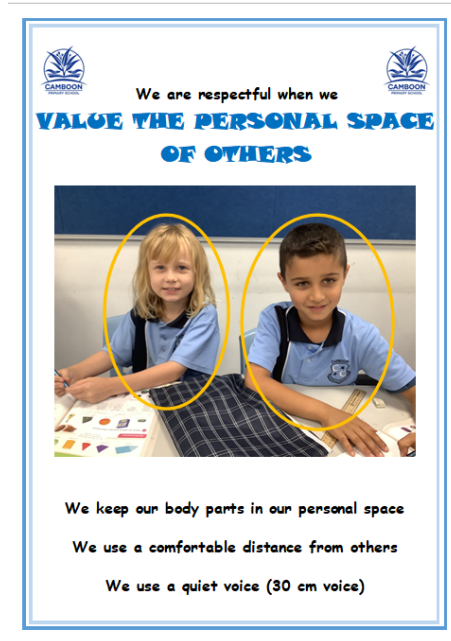
At Camboon Primary School we encourage our students to be respectful by keeping our resources and equipment in good condition and accessible for all, as well as looking after our different learning and playing environments. Our school behaviour matrix defines the following behaviours in the respectful and responsible area of our matrix:

- Put rubbish in the bin.
- Use equipment safely and for its purpose.
- Use technology safely, as instructed and leave settings the same.
- Play on outdoor equipment safely.

By encouraging our students to develop habits and practices that are respectful and responsible in different environments, will support the in both their personal and professional lives in the future.

**At Camboon Primary School we ALL take pride in our school environment.**

**PBS Teaching Focus:** We are respectful when we value the personal space of others.



At Camboon PS we encourage our students to be respectful by valuing the personal space of others. We can be respectful to others by:

- Keeping our body parts in our personal space
- Keeping a comfortable distance from others
- Using a quiet voice (30 cm voice)

Personal space can differ according to a variety of factors, including how well we know someone, our emotional state, the situation or environment we are in and cultural reasons. We encourage students to speak up if they feel like someone is not respecting their personal space.

When we respect the personal space of others, we feel safe and comfortable and can build a positive relationship of trust, safety and wellbeing.