



Positive Behaviour Support

Encouraging & Acknowledging Expected Behaviours



Woodvale Primary School

RATIONALE

At Woodvale Primary School, we believe that students learn best in a welcoming, inclusive and supportive environment where everyone is encouraged to take responsibility for their behaviour and actions. Our school values provide the foundation for fostering positive behaviour, respectful relationships and a strong sense of community. As part of our *Positive Behaviour Support* (PBS) framework, the *Behaviour Matrix* clearly outlines the expected behaviours that are explicitly taught, consistently reinforced and positively acknowledged across all areas of the school.

GUIDING PRINCIPLES

Our guiding principles underpin everything that we do. They are based on the understanding that:

- ensuring positive behaviour is the shared responsibility of school staff, parents and students;
- students need to be explicitly taught the behaviours expected at school;
- different children will require different levels of support to demonstrate appropriate behaviour;
- children will make mistakes; and
- restorative approaches are the most effective way of supporting children to improve their behaviour.

OUR SCHOOL VALUES

At Woodvale Primary School, we demonstrate our five school values.



EXPECTED BEHAVIOURS – WOODVALE PRIMARY SCHOOL BEHAVIOUR MATRIX

At Woodvale Primary School, our expected behaviours and values are outlined in our *Behaviour Matrix*. These concepts are explicitly taught through age-appropriate lessons that support students to understand, practise and apply expected behaviours in a range of school contexts. The behaviours and values are regularly reinforced and reviewed through our fortnightly values focus and at the point of need.

		In the Classroom	Outside the Classroom	In the Community
At Woodvale Primary School we display our school values...	Determination	- We continue to give our best, even when the work is challenging. - We understand that we need to make mistakes to learn. - We ask clarifying questions. - We use strategies to stay on task. - We seek and accept feedback for improvement. - We set realistic goals and strive to achieve them. - We contribute to group tasks for successful outcomes.	- We persist when we get tired playing games. - We all work as a team to pack away play equipment. - We try to find a solution to playground games. - We concentrate during assemblies and special events. - We endeavour to receive social challenge positively.	- We practice skills learned at school, at home. - We join organisations to develop connection and to make new friends. - We finish projects, even if we are losing interest. - We offer assistance to our elders or the less able. - We view others of help as opportunities to improve.
	Respect	- We accept the different opinions of others. - We follow adult instructions the first time that they are given. - We take care of school, personal and other's property. - We respect everyone's right to learn. - We take our turn off music. - We use quiet voices in the library. - We respect and celebrate our differences. - We greet each other kindly and return greetings.	- We line up outside classrooms quietly and quickly after the bell. - We complete personal and other duties promptly. - We use quiet voices to chat during waiting time. - We wait to be acknowledged after raising. - We walk quietly around the school. - We walk around garden beds. - We use headphones and listen to music appropriately. - We consider others' personal space. - We listen quietly at assembly, not speaking throughout.	- We value the traditions and customs of different cultures. - We show gratitude by saying 'please' and 'thank you'. - We offer assistance to our elders or the less able. - We accept the decisions made by those responsible for doing so.
	Responsibility	- We are organized with our own equipment. - We ask before we leave the classroom. - We go to the toilet at the correct time. - We are tidy on our chairs. - We look after our equipment. - We use technology as per teacher instructions. - We take what we need to specialist classes.	- We do not eat before playing or moving. - We find better when it is sunny. - We report damaged property and unsafe behavior to a duty teacher. - We use quiet voices to chat during waiting time. - We place food items in the canteen. - We walk quietly around the school. - We use headphones and listen to music appropriately. - We wear our school uniform appropriately. - We listen to the school assembly. - We use common sense when it is hot for a long time. - We play with safety.	- We complete home chores without being asked. - We value, respect and respond to the environment. - We return library books by the due date. - We represent our school and family with behaviours that reflect our values.
	Kindness	- We use positive language to encourage others. - We provide support to those who need help. - We share and take turns. - We include others in class discussions and group activities. - We respond appropriately to offers of help.	- We help others who need assistance. - We wait for our turn patiently when playing. - We invite others to join in games. - We use words to resolve conflict. - We hold doors open for others. - We use manners when communicating.	- We include all team members in group activities. - We help those who need it when we are able. - We and parents in games. - We look for authentic opportunities to volunteer in our community. - We find out something new about people we meet. - We interact kindly online and through digital media. - We find ways to show appreciation.
	Integrity	- We own our behavior choices. - We are confident and happy. - We take pride in our work. - We support our team to group tasks without promoting. - We take the truth at all times, regardless of consequences.	- We speak kindly about others in their absence. - We observe the rules of the games we choose to play. - We are confident and happy. - We speak up when we see unsafe behavior. - We report inappropriate online content or interactions. - We report inappropriate online content or interactions. - We speak up when we see unsafe behavior. - We hold doors open for others. - We use common sense when it is hot for a long time. - We play with safety.	- We complete assigned homework. - We report inappropriate online content or interactions. - We follow through with our commitments.

ENCOURAGING AND ACKNOWLEDGING EXPECTED BEHAVIOURS

Whole School Positive Behaviour Supports

Behaviour at Woodvale Primary School is supported first and foremost by proactive and positive strategies. The following framework of supports are used to actively encourage and acknowledge positive behaviour choices. The framework outlines a simple, predictable and engaging rewards system that reinforces the Woodvale Primary School Values and *Behaviour Matrix* in every classroom and setting.

PBS Points Framework – How Students Earn Points

1 EARN IT	Students earn PBS points if: • at the end of each day, they have remained on Step 2 or below on our <i>5-Step Continuum</i>. • throughout the day they demonstrate our school values and the expected behaviours on our Behaviour Matrix.	
2 CELEBRATE IT	Points students earn individually, also contribute to whole school targets and rewards. Student voice and agency is encouraged when developing agreed individual and whole school rewards.	
	Individual Student Rewards When students achieve 25 individual PBS points, they can choose a reward from the agreed individual reward menu. This menu is co-constructed between the teacher and students.	Whole School Rewards Individual student PBS points contribute to whole-school reward targets each term. Students work towards three reward levels: Bronze, Silver and Gold. When students reach a target, they receive the reward selected from the Whole School Reward Prize Wheel. Student Councillors provide target progress updates through PA announcements and at assemblies.
	Reward examples can include, Prize box or sticker, ‘Friend Friday’ (sit next to a friend for the day), iPad time, free play time, special news etc.	Reward examples can include, extra play, lunchtime disco, staff vs students game, buddy picnic/play, free dress day, movie afternoon etc

Good Standing Rewards

At the end of each semester, a Good Standing reward event will be held. Students who have their Good Standing at the time of the event or have not lost their Good Standing **two times in the given semester** will be eligible to attend.