

# School Wide Positive Behaviour

**LeaderinMe®**

Dear Families,

Welcome to Parktone Primary School, where we strive to create a safe, positive and happy learning environment, built upon developing the whole child.

At Parktone, we work together with the school community including students, staff and parents, to ensure everyone is recognising and following our School Wide Positive Behaviour (SWPB) philosophy.

SWPBS is a framework that compliments the Leader in Me at Parktone. It assists schools to improve social, emotional, behavioural and academic outcomes for all students. It encourages respectful and positive behaviour resulting in increased time focused on instruction, improved wellbeing and positive relationships between staff and students.

Parktone Primary School has been part of the SWPBS initiative since 2023. During this time, we have implemented the framework, working on the premise that just as students learn Literacy and Numeracy, they are also learners of behaviour.

This booklet will provide you with information about the expectations we have at Parktone Primary School, to ensure there is a happy and positive learning environment for everyone. Furthermore, you will see how The Leader In Me is central within our values, behaviours and actions within SWPBS.

We look forward to working with all our families on our SWPB journey.

Sincerely,

Genevieve Casonato Principal  
Parktone Primary School



# Our Vision and Values

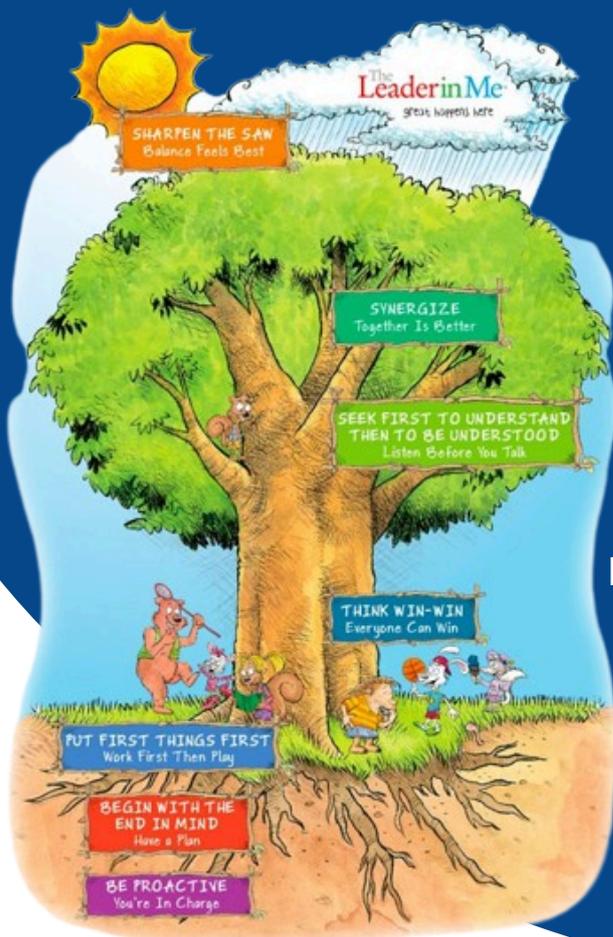
At Parktone Primary School, we believe in nurturing each student's potential for success. We develop the whole child, bolstering their confidence and leadership. We recognise the diverse talents and strengths amongst our students and strive to create an environment where they feel valued and have the opportunity to excel in their own unique way.

Our school vision reflects our desire for our students.

## Our Vision

There is a prosperous path for every child. Each journey is theirs to lead. There is a place in which every child can shine.

Our values focus our attention on the positive behaviour we want to see reflected in all aspects of our students lives.



**Habit 1 – Be Proactive**

**Habit 2 – Begin With The End In Mind**

**Habit 3 – Put First Things First**

**Habit 4 – Think Win Win**

**Habit 5 – Seek First to Understand Then To Be Understood**

**Habit 6 – Synergise**

**Habit 7 – Sharpen the Saw**

# Parktone Primary School Expected Behaviour Matrix

The Behaviour Matrix sets out the behaviours we would like to see students demonstrate in different areas of the school for each of our values.

The Matrix guides our explicit teaching for each value and is a tool for students and staff to use in the classroom and yard. They are displayed around the school for easy reference.

At this stage, each zone is an individual matrix, however the end in mind is to combine these into one school wide matrix.

- Outside & Playground
- Transitions & Lining Up
- Toilets
- Library
- Assembly

LIBRARY	
<p>We walk in the library.</p> <p>We treat the books and furniture in the library with care.</p> <p>We use inside voices or whispers in the library.</p>	<p>We keep our library tidy for everyone to enjoy.</p> <p>We work at the table spaces only, and leave the books for friends who are reading.</p> <p>We don't argue over books, we can let our friends borrow and we can borrow it next week.</p>
<p>We put the books back according to the letter on the spine or the back of the book.</p>	<p>We make sure the library is a quiet space.</p> <p>We respect each other and the library space.</p>
<p>We take our shoes off before we come into the library, and line them up against the wall.</p>	<p>We use our time for browsing or reading.</p>

ASSEMBLY	
<p>We are in charge of our actions!</p> <ul style="list-style-type: none"> <li>• We cheer respectfully, showing good sportsmanship for our house teams, and know when to stop</li> <li>• We keep our hands to ourselves and focus on the speaker</li> <li>• We stand quietly when asked to by our leaders</li> </ul>	<p>We fill our friends buckets by congratulating them on their achievements by clapping</p> <p>We listen with our eyes, ears and hearts so the speakers feel respected</p> <p>We work together as a school to:</p> <ul style="list-style-type: none"> <li>• Stay quiet and attentive</li> <li>• Sing the National anthem / say the acknowledgement to country with pride and respect</li> </ul>
<p>We walk in and out of assembly calmly and sensibly, including to and from the toilets</p>	

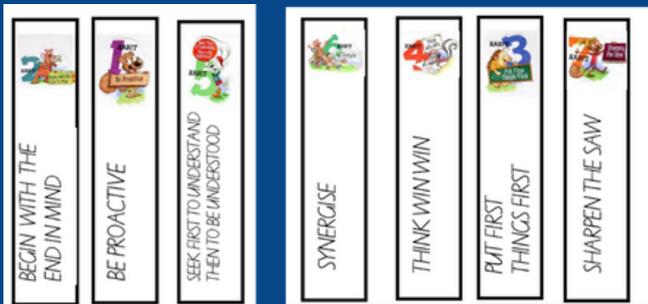
OUTDOOR PLAY	
<p>We leave the play area when the music starts</p> <p>We stay away from mud and puddles</p>	<p>We respect the play space of others</p> <p>We think of win win solutions</p> <p>We listen first then speak kindly to friends and teachers</p>
<p>We make safe, smart choices</p> <p>We tag instead of tackle</p>	<p>We are team players and play fairly</p> <p>We look out for each other</p>
<p>Eat...Bin...Play...</p> <p>Eat first, put our rubbish in the bin then play</p>	<p>We wear our hats and sunscreen in hot weather</p> <p>We drink water to stay hydrated</p> <p>We HAVE FUN!</p>

TRANSITIONS AND LIVING UP	
<p>We move around the school quietly and calmly in a single line</p> <p>We keep our hands to ourselves</p>	<p>We are happy to be anywhere in the line</p> <p>We listen to the instructions given</p>
<p>We think about our actions, so we can line up and move around the school safely</p>	<p>We work together to form an orderly line when we move around the school</p>
<p>We wait in our class line ready for our teacher at the end of break times safely</p>	

# Positive Behaviour Acknowledgement System

Positive behaviour and expectations are explicitly taught and reinforced throughout the day both in the yard and in our classrooms. Just like student learning is assessed and used to direct our teaching, behavioural data is collected and used to guide our instruction in this area.

When students display our school values and make positive choices, they are acknowledged with a Habit Card in the classroom or yard.



Students track their habit cards, and once they reach 10 for a specific habit will receive a certificate at assembly.

If students fill all 70 squares on their habit card tracker, they will be awarded a medal of victory during assembly.

**The 7 Habits of Happy Kids**  
Name: \_\_\_\_\_

10						
9						
8						
7						
6						
5						
4						
3						
2						
1						



# In Our Classrooms

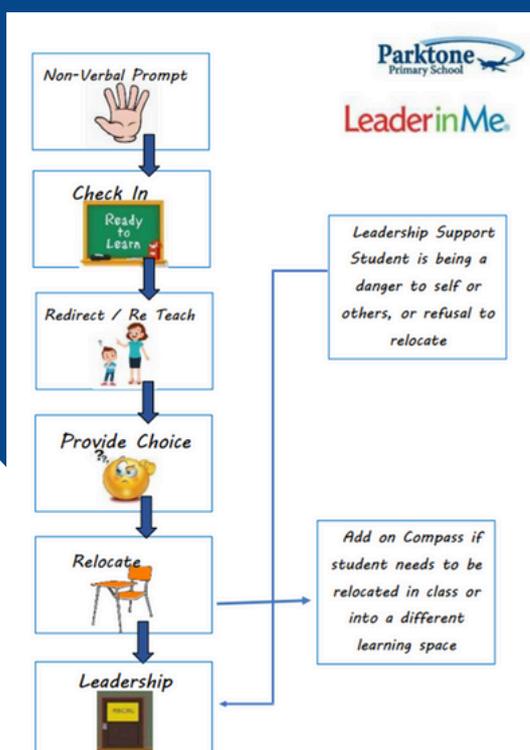
## Our Mission

Identify the talent, develop the confidence and create the leader

Our teachers believe in the potential of every child to succeed and shine. They hold high expectations for each student and place high importance on developing the whole child – social, emotional and academic.

Some of the ways teachers at Parktone help students to thrive include:

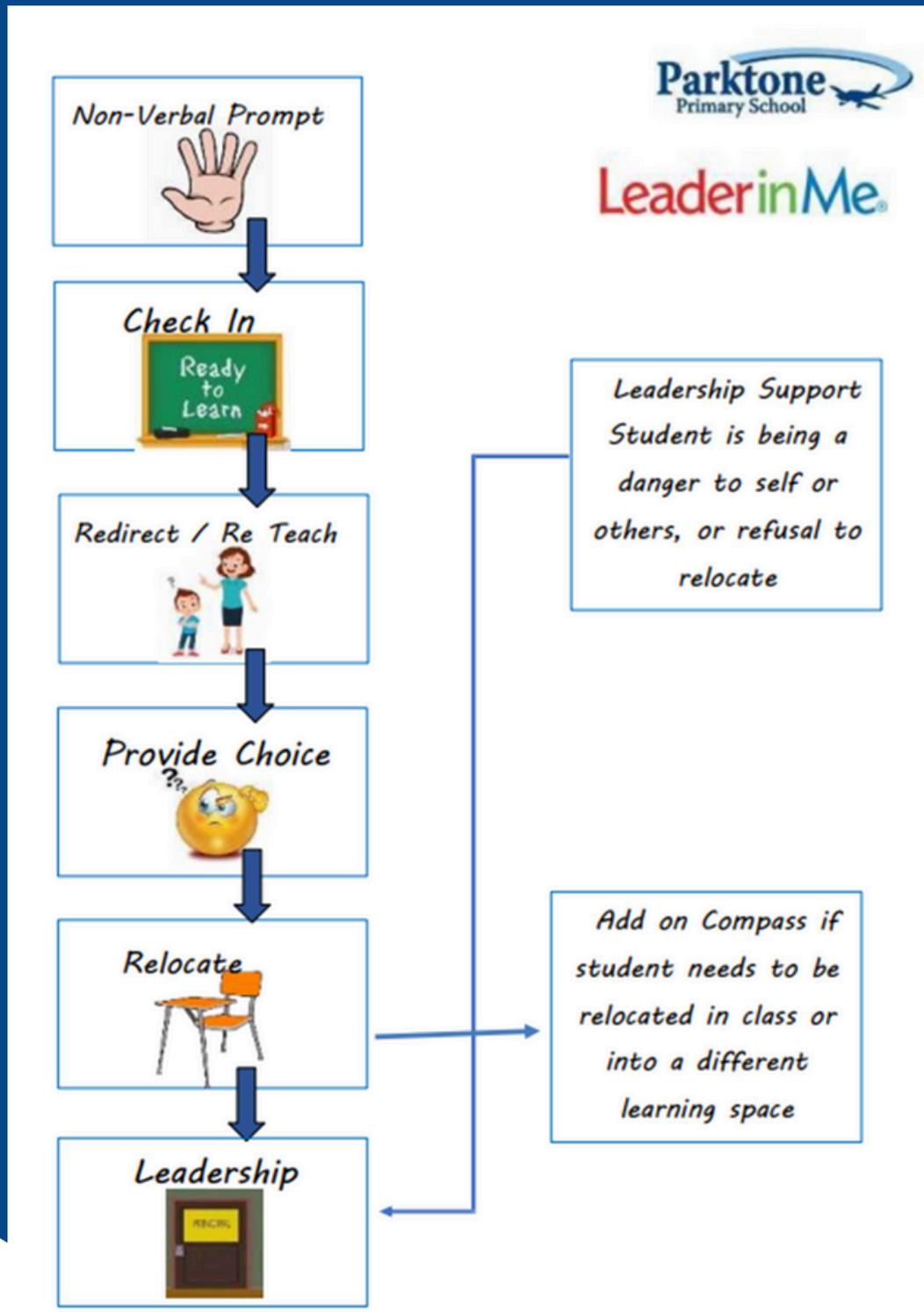
- Co-creating class expectations so all students feel included, happy and safe in their learning environment
- Acknowledging positive behaviours with habit cards
- Creating an orderly environment so students are ready to learn
- Teaching students the school values and expected behaviours using circle time discussions, role plays and videos modelling expected behaviours across the school



Reminders are given to assist students to display expected behaviours. Teachers will follow the Behaviour Flowchart to reteach expectations. If students continue displaying difficulties being ready to learn, teachers redirect students to reflect on their choices in another learning environment.

# Behaviour Flowchart

At our school, staff will respond to behaviours of concern in a calm and consistent manner with the welfare and learning opportunities of all students at the highest priority.



# In the Yard

During recess and lunch times, Parktone staff members are in the yard to ensure everyone is following the expectations, staying safe and having fun. Students are able to spot yard duty teachers who wear a fluorescent vest for visibility.



Some of the ways our staff help students be successful in the yard:

- Rewarding positive behaviours with values tickets
- Reminding students of the school values and behaviours
- Showing students, the right way to behave if sometimes we don't make a good choice
- Facilitating conversations with students to create win win solutions
- Redirecting students to an alternate play space if they need time or space to regulate /reset
- If students are unsure of what to do at recess or lunch, teachers will assist to ensure they have things to do to enjoy themselves and feel included



In addition to our yard duty teachers, another proactive approach implemented in our yard is our Student Wellbeing Warriors. Students who are unable to find a friend to play with can come to the friendship bench. Our Wellbeing Warriors will synergise with them to find a friend to play with or a space they feel happy and comfortable in.

# Help Seeking Strategies

Sometimes people don't always make a positive choice and it can make people feel sad, hurt and unsafe. At Parktone, the staff want students to feel happy and safe at all times, so if students are having a problem with someone, this is what they can do.

We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.

Reporting straight away • If the issue involves health or safety- children to report straight away to a teacher. • They are not to solve problem themselves. e.g. Incidents of physical danger - Child running out of school gates

## Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements - I feel ..... when you..... because.....
- "Please leave me alone."

## Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).

## Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

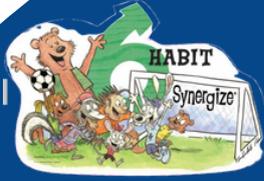


## Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said.....
- "I asked you to leave me alone."

## Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.



# How Schools and Families Can Support Each Other

Teaching and reinforcing positive behaviour is more effective when there is consistency across home and educational settings. A strong partnership between the school and family is important because when we all work together; student outcomes are improved. Families can use and reinforce SWPBS strategies at home.

These four steps are used at school when considering behaviour and are also appropriate to use at home.

## **1. Understand why behaviour occurs.**

Positive and negative behaviour always has a cause. By understanding causal factors, we can address the behaviour

## **2. Change routines and settings to prevent problem behaviours.**

Some behaviours are triggered by settings or routines that can be adjusted.

## **3. Teach new skills.**

Positive behaviour is taught by modelling and explicit teaching.

## **4. Change how you respond to negative behaviour.**

Our response to behaviour can positively or negatively impact future behaviours and the trajectory of the behaviour. Acknowledge positive behaviours by naming the habit displayed – 'Thank you for synergising by taking turns!'. Name desired behaviours if these are not being shown using the habits – 'I need you to be proactive by pausing before you respond, and think about your words'