

Scone Public School

PBL FAMILY HANDBOOK

RESPECTFUL

RESPONSIBLE

CONSIDERATE



ALL SETTINGS, EVERYONE, ALL THE TIME

Introduction

Student wellbeing encompasses everything that the school community does to meet the personal and social needs of students and enhance their ability to access curriculum in and out of the school setting. It involves setting high expectations of student behaviour and recognising, valuing and developing each student as a total and unique person in the context of society. An important part of this process is that students learn to become responsible for their own behaviour and that the school actively promotes positive behaviour.

Positive Behaviour for Learning

In 2018, Scone Public School embarked on Positive Behaviour for Learning (PBL). PBL is a systematic and evidence-based framework that stems from research. It is designed to support all students to achieve their best academically, socially, and behaviourally. Ongoing analysis of student wellbeing data provides the school with areas to address to support students, staff and parents. The PBL framework focuses on explicit teaching and supporting positive behaviour for all students. It is a framework which supports students' own personal development, as well as helping them to understand what is required of them to create a peaceful, productive and harmonious learning community.

PBL Team

Our PBL team meets throughout each term to organise the implementation of PBL and review data that will improve the quality of the educational experience of all students. The PBL Team consists of staff members and parent representatives. The PBL Team meets on a Monday afternoon from 3:30 to 4:00pm. Meetings take place when a Rewards Day is organised.

Parental Support

Parental support of PBL is also a fundamental element of the framework. We value parent contributions at our school and encourage parents to support students in the development of positive behaviour in all environments.

School Wide Expectations

At Scone Public School, PBL is based on a school-wide set of values which apply across the school in every circumstance and setting – everyone, everywhere, every time to be

Respectful, Responsible and Considerate

Desired Behaviours

From our school wide expectations of Respect, Responsibility and Consideration, desired behaviours have been developed for each school setting. The image below clearly defines the desired behaviours for respect, responsibility, and personal best across all school settings. Signs depicting our expectations and desired behaviours are displayed throughout the school in both classroom and non-classroom settings.

Scone Public School
AT SCONE PUBLIC SCHOOL

We are RESPECTFUL
We use our manners
We look after all property
We follow instructions

We are RESPONSIBLE
We make safe choices
We are trustworthy and honest
We are in the right place, at the right time, doing the right thing

We are CONSIDERATE
We accept everyone
We speak kindly to everyone
We keep our hands and feet to ourselves

ALL SETTINGS, EVERYONE, ALL THE TIME

Our Mascot – Bluey



In 2018 our school ran a mascot competition for all students who wished to enter. Entries were compiled and voted on by both staff and students. The winner was a blue-tongued lizard called Bluey. We often see blue-tongued lizards around our school which is why it resonated with our school community. A toy Bluey spends time in classes that have earned him during our weekly assembly. We can also see him on posters around the school.



Scone Public School Rewards System



Whole School PBL

- Step 1: Praise and Acknowledge
- Step 2: Little Rippers based on PBL focus for the week
- Step 3: Whole school reward voted on by students

Classroom PBL

- Step 1: Praise and Acknowledge
- Step 2: Little Rippers for positive behaviours
- Step 3: Whole class reward voted on by students.

Expectation Award

- Step 1: 1 award per class each week for the focus expectation
- Step 2: 3 of any expectation = Bronze PBL Badge
- Step 2: 6 of any expectation = Silver PBL Badge
- Step 2: 9 of any expectation = Gold PBL Badge

Academic Award

- Step 1: 2 per assembly, per class
- Step 2: 5 merits = Level 1
- Step 3: 10 merits = Level 2
- Step 3: 15 merits = Level 3
- Step 4: 20 merits = Honour Student Badge

Attendance Award

- Improvement Award for 5% increase in term attendance
- Excellence attendance award at the end of year for above 95%

PBL Awards

Fast and Frequent - Little Rippers

YOU LITTLE RIPPER

Name: _____

 **Respectful**
Responsible
Considerate 

Signed: _____

PBL Expectation Awards

Scone Public School
PBL Award 

Responsible

Name: _____

 Date: _____

Signature: _____

Scone Public School
PBL Award 

Considerate

Name: _____

 Date: _____

Signature: _____

Scone Public School
PBL Award 

Respectful

Name: _____

 Date: _____

Signature: _____

Academic Awards

SCONE PUBLIC SCHOOL 

Merit Certificate
Awarded to _____

for _____

Date _____ Teacher _____

Class _____ Principal _____

PUBLIC SCONE SCHOOL



Certificate of Merit

Awarded to _____

1st Level of Achievement

Date _____ Principal _____

SUCCESS FOR ALL

PUBLIC SCONE SCHOOL



Certificate of Achievement


Awarded to _____

2nd Level of Achievement

Date _____ Principal _____

SUCCESS FOR ALL

PUBLIC SCONE SCHOOL



Certificate of Excellence


Awarded to _____

3rd Level of Achievement

Date _____ Principal _____

SUCCESS FOR ALL

SCONE PUBLIC SCHOOL



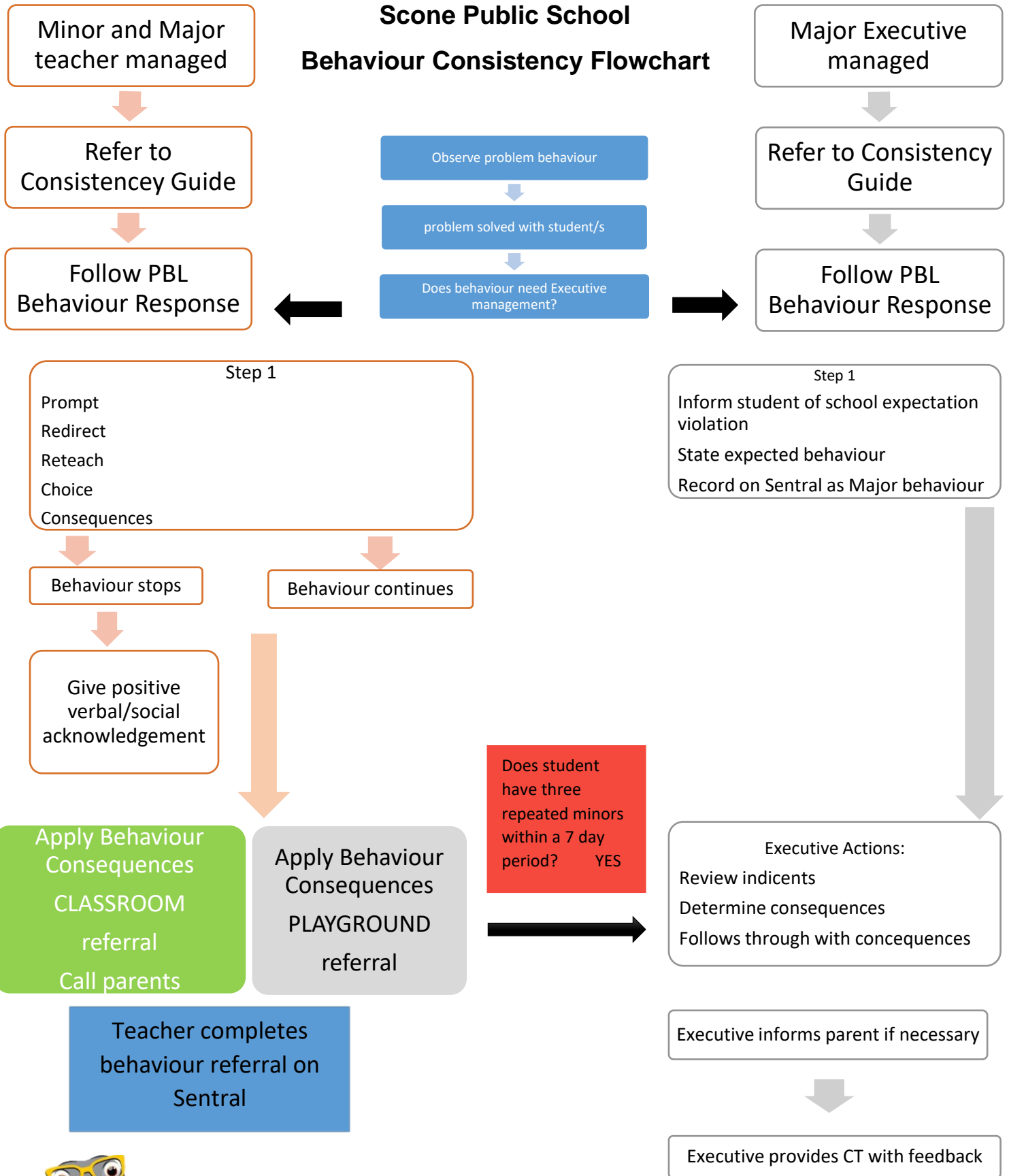
Honour Certificate

Awarded to _____

Date _____ Principal _____

SUCCESS FOR ALL

Scone Public School Behaviour Consistency Flowchart



Response to ALL student problem behaviour is:

**CALM, CONSISTENT, BRIEF,
IMMEDIATE, RESPECTFUL
and PRIVATE**

If negative behaviour continues

- Parent interview
- Behaviour Plan
- Learning Support intervention
- Executive intervention
- Follow Suspension Policy



Scone Public School Behaviour Consistency Guide



<p style="text-align: center;"><u>Unsafe Behaviours</u></p> <ul style="list-style-type: none"> ● Running in front playground ● Riding in playground ● Jumping and hitting the rafters ● Playing with balls in the wrong area ● Being unsafe e.g. Gymnastics, not using a 3-point hold on bars, running games or toys on the bars ● No Hat/No Play ● Swinging on chair recklessly ● Throwing objects to another student inside ● Climbing; tree/toilets/furniture etc. ● Hat slapping ● Climbing at risk ● Riding with intent to harm 	<p style="text-align: center;"><u>Theft</u></p> <ul style="list-style-type: none"> ● Taking hats/lunchboxes/toys without malice ● Stealing food and/or property ● Repeated stealing of food and/or property ● Continuous stealing food and/or property after a major referral has been issued 	<p style="text-align: center;"><u>Out of Bounds</u></p> <ul style="list-style-type: none"> ● Collecting play equipment in playground ● Hiding during game ● At own school bag without pass ● Inside any unsupervised classroom or building at break times without pass ● Under any building ● Leaving classroom without permission ● Leaving school grounds
<p style="text-align: center;"><u>Swearing/Inappropriate Language</u></p> <ul style="list-style-type: none"> ● General swearing ● Swearing at others without aggression ● Swearing aggressively/loudly with intent directly at someone ● Abusing/shouting at staff 	<p style="text-align: center;"><u>Anti-social Behaviour</u></p> <ul style="list-style-type: none"> ● Antisocial behaviour ● Talking out of turn ● Isolated put down/name calling (mean-on-purpose) ● Inappropriate items in the playground e.g. soft drink/masks/dangerous toy (confiscate- held until end of day) ● Friendship fire (student monitoring on Sentral) ● Antisocial behaviour with intent to humiliate ● Aggressive/repeated antisocial behaviour ● Bullying – repeated verbal or physical abuse towards same student/group ● Sexual/racist overtones ● Threatening another student 	<p style="text-align: center;"><u>Arguing/Defiance</u></p> <ul style="list-style-type: none"> ● Back chat ● Not following instructions, the first time ● Low level disrespect in tone, manner and body language ● Refusal to follow instructions/NOT complying (after second reminder) ● Challenging authority in tone, manner and/or body language ● Continuous non-compliance ● Verbally aggressive
<p style="text-align: center;"><u>Technology Misuse</u></p> <ul style="list-style-type: none"> ● In the wrong educational program/app- excluding Google and email (plus loss of device for remainder of lesson; teacher discretion) ● Wrong program on the computer (taking photos without permission, changing settings, backgrounds etc.) ● Continually in the wrong educational program/app ● Personal device being used at school. Personal devices must be handed to office asap. ● Intentional damage to technology e.g. breaking off keys (Then refer to exec) ● Using someone else's log in details ● sending hurtful/inappropriate cyber messages (blocked from technology privileges) ● Refusal to hand over device ● Inappropriate content on any device 	<p style="text-align: center;"><u>Physical Contact</u></p> <ul style="list-style-type: none"> ● Rough Play ● Unintentional contact ● Kissing (call parents) ● Rough play causing physical harm teacher discretion ● Intentional tripping, striking, kicking etc. ● Serious aggressive physical contact with intent to harm (e.g. punch) ● Threatening to carry out harm against anyone. ● Biting/ spitting at others with intent 	<p style="text-align: center;"><u>Misuse of Property/Vandalism</u></p> <ul style="list-style-type: none"> ● Accidental breakage via careless use of school or others property ● Touching the teacher's desk without permission ● Purposeful misuse/Breakage due to misconduct ● Damage property with intent ● Throwing/kicking objects intentionally at others, property or building to harm/damage

GREEN = Reteach **ORANGE = Minor referral** **RED = Major referral** **BLUE = Principal/DP**
 Student who receive any **3 minor warnings** over a 7 day period may be issued with a **minor referral**

**Response to ALL student problem behaviour is
Calm, Consistent, Brief, Immediate, Respectful and Private**

Glossary of Minor and Major Behaviours entered in Sentral

Minor Behaviours

Behaviour	Definition
Inappropriate Language	Messages or use of words in an inappropriate way for the developmental age of the student* (i.e., name calling, teasing)
Physical Contact	Non-serious, but inappropriate physical contact (i.e., over-affectionate, patting, light tapping, etc.)
Non-compliance	Defiance / Disrespect / Non-Compliance Low-intensity failure to respond to adult requests (i.e. yelling, "no!" when asked to do something)
Mild disruption	Talking while teacher is speaking. Loud voices or noises indoors.
Property Misuse	Student deliberately destroys another student's equipment/possession or work in an inappropriate way (low-intensity incident) i.e. scribbles on another student's page, snaps another student's pencil through rough handling
Fractional truancy	Missing whole lessons or part lessons

Major Behaviours

Behaviour	Definition
Abusive Language	Abusive Language / Inappropriate Language / Profanity Messages that include swearing, name calling or use of words in an inappropriate way for the developmental age of the child*.
Defiance	Disrespect / Non-Compliance Refusal to follow directions, talking back and/or socially rude interactions. In this case the student refuses to follow directions after initial request has been made directly to that student
Disruption	Behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing, and / or sustained out-of-seat behaviour (i.e., tantrums, excessive yelling or screaming).
Physical Aggression	Actions involving serious physical contact where injury may occur (i.e., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property (i.e. taking someone else's personal belongings etc.). This also includes identity theft.

Harassment	Harassment/ Tease / Taunt - Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negatives comments based on race, religion gender, age, and / or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters
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Support Guide for Changing our Negative Requests to a Positive

Say	Instead of
Show me how you _____ (positive behaviour you want to see) Are you being respectful or responsible?	Stop interrupting/calling out (for example).
Say it again using your big clear voice or Can you say that so I can understand you?	Stop whinging.
We use kind words. How can you ask that or speak nicely?	Don't speak like that. Be quiet.
Keep your hands and feet to yourself. Are you caring for _____?	Stop hitting / kicking.
Move to the right place. Where should you be right now?	Get out of the _____.
We share our things at Scone Public. It will be your turn next. How can we share things?	Stop snatching.
Keep doing your best, then I can help you. Can you try a different way?	Why aren't you working?
Speak nicely. Can you use nice words?	Don't swear.
Act nicely. Are you caring for others?	Stop annoying your friends.
Walk inside. Walk on hard surfaces.	Stop running.
How can you fix your mistake? What could you do differently next time?	Stop sulking.
Please follow instructions. Are you doing what I expect of you?	Don't ignore me.
Stop, look and listen.	Why aren't you paying attention?

