



# **BALMAIN PUBLIC SCHOOL**

## **Positive Behaviour For Learning (PB4L) Framework**

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# THE BALMAIN WAY

## Positive Behaviour for Learning (PB4L) Overview

### Positive Behaviours For Learning:

- A system of expectations for all areas of the school
- Explicitly taught to students
- Modelled and reinforced by all through a series of rewards and pre-defined consequences

The consequences of behaviour choices should be clearly explained to students.



Reminders of expectations should be the first step to correcting behaviour.



All reminders and consequences should be calmly and respectfully verbalised and demonstrated.



**MAJOR INCIDENT  
(RED CARD)**

**MINOR INCIDENT  
(YELLOW CARD)**

**POSITIVE PETE**

### Major incident cards (Red)

are for behaviours that are not socially acceptable e.g. swearing, dishonesty, stealing, aggression or vandalism. These are for high-level incidents and should only be given out when absolutely necessary.

### Minor incident cards (Yellow)

are for behaviours that don't align with being safe, respectful or responsible. Minor incident cards are issued after two warnings.

### Positive Petes (Tokens)

are for positive behaviours that are safe, respectful and responsible. When handing a Positive Pete out, it is important to explicitly communicate and acknowledge the positive behaviour of the student receiving it.



# THE BALMAIN WAY

## Implementation

### MINOR INCIDENT (YELLOW CARD)

1st Warning – Re-direct by providing a brief, clear, private verbal reminder of the expected behaviour



2nd Warning – Re-direct | re-teach | provide choice | student conference



Inform the student that they are receiving a yellow card, then record the incident as a minor incident on Compass



Student to fill out reflection sheet during their next break time



Teacher to review reflection sheet



1 x Minor Incident  
The teacher may call home  
3 x Minor Incidences (resets each term)  
The teacher **MUST** call home



Stage Coordinator to scan reflection sheet and upload to Compass Chronicle entry

### MAJOR INCIDENT (RED CARD)

Conference with student/s involved and if needed liaise with the Stage Coordinator or Assistant Principal to assist



Inform the student that they are receiving a red card, then record the incident as a major incident card on Compass



Student to fill out reflection sheet during their next break time



Teacher to review reflection sheet



Executive for red cards on the day to review the incident and to organise a time to call parents/carers with the student/s present



Phone call between the executive for red cards, student and the parent/carer.



Stage Coordinator to scan reflection sheet and upload to Compass Chronicle entry



# BALMAIN PUBLIC SCHOOL

## The Balmain Way Matrix

MUST BE DISPLAYED IN YOUR SPACE

### Balmain Public School's Core Values

Students are expected to conduct themselves in a safe, respectful and responsible manner. The Balmain Way is identified via the below matrix. Behaviours are not limited to these examples. If students aren't aligning themselves with The Balmain Way, teachers intervene to ensure students are conducting themselves in a safe manner, demonstrating respect to themselves, others and our world, and are taking responsibility for making good choices and seeking out solutions.

|                     | SAFE   | RESPECTFUL  | RESPONSIBLE   |
|---------------------|--|---|---|
| The Balmain Way     | <ul style="list-style-type: none"> <li>Listen and follow instructions</li> <li>Be in the right place at the right time</li> <li>Keep hands and feet to yourself</li> </ul>   | <ul style="list-style-type: none"> <li>Show pride in your school</li> <li>Allow others and yourself to learn</li> <li>Use your best manners</li> </ul>                      | <ul style="list-style-type: none"> <li>Accept opportunities and challenges</li> <li>Be accountable for your actions and choices</li> <li>Be punctual and prepared</li> </ul>          |
| Classroom           | <ul style="list-style-type: none"> <li>Follow The Balmain Way</li> <li>Treat others how they would like to be treated</li> <li>Tuck in your chair</li> </ul>                 | <ul style="list-style-type: none"> <li>Allow others and yourself to learn</li> <li>Respect others' space and belongings</li> <li>Be kind and stay kind</li> </ul>           | <ul style="list-style-type: none"> <li>Do your personal best</li> <li>Be punctual and prepared</li> <li>Find a solution or ask a question</li> </ul>                                  |
| Corridor/ Stairwell | <ul style="list-style-type: none"> <li>Stay in one line</li> <li>Listen to the teacher</li> <li>Walk up and down the stairs</li> </ul>                                       | <ul style="list-style-type: none"> <li>Stay on the left</li> <li>Quiet zone</li> <li>Ask someone if they need help when carrying items</li> </ul>                           | <ul style="list-style-type: none"> <li>Work responsibly</li> <li>Pick up items left on the stairs/in the corridor</li> <li>Move around the school responsibly</li> </ul>              |
| Bathroom            | <ul style="list-style-type: none"> <li>Flush the toilet</li> <li>Wash your hands</li> <li>Walk with a friend from your class</li> </ul>                                      | <ul style="list-style-type: none"> <li>Keep the space clean</li> <li>Respect the privacy of others</li> <li>Use the toilet correctly</li> </ul>                             | <ul style="list-style-type: none"> <li>Use soap, paper towels, and water responsibly</li> <li>Keep the floor dry</li> <li>Report any problems to a teacher</li> </ul>                 |
| COLA                | <ul style="list-style-type: none"> <li>Play away from the stairs</li> <li>Walk around the garden beds</li> <li>Keep doorways clear</li> </ul>                                | <ul style="list-style-type: none"> <li>Enjoy the trees and don't hang from them</li> <li>Play away from the hall space</li> <li>Share the handball courts</li> </ul>        | <ul style="list-style-type: none"> <li>Play where a teacher can see you</li> <li>Use this space if you have forgotten your hat</li> <li>Return chairs to the hall</li> </ul>          |
| Library             | <ul style="list-style-type: none"> <li>Walk when inside the library</li> <li>Sit where the teacher can see you</li> <li>Walk to and from the library in two lines</li> </ul> | <ul style="list-style-type: none"> <li>Use an inside voice</li> <li>Line up outside the library</li> <li>Use your manners</li> </ul>  | <ul style="list-style-type: none"> <li>Take care of the books</li> <li>Return equipment to the correct place</li> <li>Bring your library book on the correct day</li> </ul>           |
| Assembly            | <ul style="list-style-type: none"> <li>Walk to and from assembly</li> <li>Leave your school bag at your class spot</li> <li>Wear a hat if seated in the sun</li> </ul>       | <ul style="list-style-type: none"> <li>Be an active listener</li> <li>Follow teacher and leader instruction</li> <li>Leave all belongings in your school bag</li> </ul>     | <ul style="list-style-type: none"> <li>Be on time</li> <li>Keep your hands and feet to yourself</li> <li>Respond to teachers and leaders</li> </ul>                                   |
| Gladstone Park      | <ul style="list-style-type: none"> <li>Be in the right place at the right time</li> <li>Wear a school hat</li> <li>Sticks and stones stay on the ground</li> </ul>           | <ul style="list-style-type: none"> <li>Share the park with the community</li> <li>Cooperate in games</li> <li>Play games fairly</li> </ul>                                  | <ul style="list-style-type: none"> <li>Stay within the boundaries</li> <li>Use pathways</li> <li>Play where a teacher can see you</li> </ul>  |
| Playground          | <ul style="list-style-type: none"> <li>Walk around the building</li> <li>Wear a hat</li> <li>Walk around the garden beds</li> </ul>  | <ul style="list-style-type: none"> <li>Pick up rubbish</li> <li>Share the space</li> <li>Be inclusive and kind</li> </ul>   | <ul style="list-style-type: none"> <li>Sit down during eating time</li> <li>Use only handballs or foam balls</li> <li>Talk to find a solution</li> </ul>                              |
| Use of Technology   | <ul style="list-style-type: none"> <li>Be cyber safe</li> <li>Report any problems to a teacher</li> <li>Read and follow the Technology Contract</li> </ul>                   | <ul style="list-style-type: none"> <li>Handle technology with care</li> <li>Respect other people's work</li> <li>Use kind words when communicating online</li> </ul>        | <ul style="list-style-type: none"> <li>Return technology to where it belongs</li> <li>Keep food and drink away from technology</li> <li>Stay on task when using technology</li> </ul> |
| Bus                 | <ul style="list-style-type: none"> <li>Sit down when there is a seat available</li> <li>Sit back in the seat</li> <li>Place your bag on your lap</li> </ul>                  | <ul style="list-style-type: none"> <li>Offer your seat to an adult or someone in need</li> <li>Thank the bus driver</li> <li>Conduct yourself in a polite manner</li> </ul> | <ul style="list-style-type: none"> <li>Keep your hands and feet to yourself</li> <li>Be on time</li> <li>Remember your bus pass</li> </ul>  |





# BALMAIN PUBLIC SCHOOL

## Award System Overview

### Positive Pete Tokens

Presented to individual students who are demonstrating The Balmain Way. Students put their Positive Pete tokens in a box. A token from each stage is drawn out at assembly each week. The winner of each stage receives recognition and a treat.

### Character Strength Award

Presented to students who demonstrate their character strengths in an optimum manner.

This award recognises positive strengths embedded in the personality of students. These strengths impact how students think, feel and behave. Using these strengths in an optimum manner assists students in being their best selves.

#### Examples of recognition include, but are not limited to:

- Learning from mistakes
- Standing up for the right thing
- Showing courage or bravery
- Being curious or creative
- Forgiveness of others
- Expressing gratitude
- Being fair or honest
- Being and staying kind
- Light heartedness and humour
- Self-regulating and persevering
- Teamwork and social intelligence

### Live – Learn – Lead Award

Presented to students who make a positive difference. It recognises in-task learners who navigate school-life in a positive, active and kind manner. This award is issued by the school principal, in line with our whole-school strategic direction. This award looks to living positively, engaging in lifelong learning and setting an example for all by using an active voice.

#### Examples of recognition include, but are not limited to:

- Using student voice to make a difference within the school
- Actively participating in classroom lessons
- Demonstrating the right way to do something
- Positively engaging with school-life

### House Points

House Points are awarded by Balmain Public School staff to students who are demonstrating The Balmain Way. House points are tallied in classes and are counted once a week. There is a winning house each week. This winning house wears their house colour for 1 designated day a week. House Points are added to the overall house colour score board.

#### Examples of recognition include, but are not limited to:

- Being safe
- Being respectful
- Being responsible

See 'The Balmain Way' matrix for specific examples.



# BALMAIN PUBLIC SCHOOL

## Character Strengths | Whole-school Scope and Sequence

|  | TERM 1      | TERM 2              | TERM 3     | TERM 4        |
|--|-------------|---------------------|------------|---------------|
| Week 1   | Kindness    | Humour              | Empathy    | Curiosity     |
| Week 2   | Teamwork    | Leadership          | Joyfulness | Perserverance |
| Week 3   | Gratitude   | Bravery             | Respect    | Humility      |
| Week 4   | Helpfulness | Flexibility         | Generosity | Honesty       |
| Week 5   | Fairness    | Perspective         | Patience   | Hope          |
| Week 6   | Forgiveness | Self-Regulation     | Compassion | Judgement     |
| Week 7   | Creativity  | Social Intelligence | Justice    | Tact          |
| Weeks 8 - 10 of every term will be teacher choice* |             |                     |            |               |



# BALMAIN PUBLIC SCHOOL

## Duty Expectations For Teachers

**ACTIVE SUPERVISION CAN SIGNIFICANTLY REDUCE BEHAVIOURAL INCIDENTS**



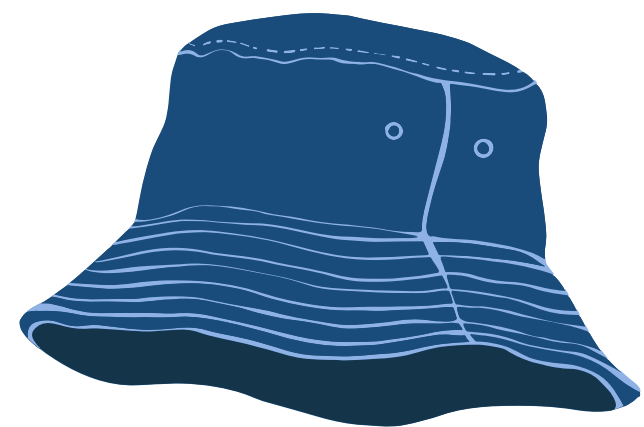
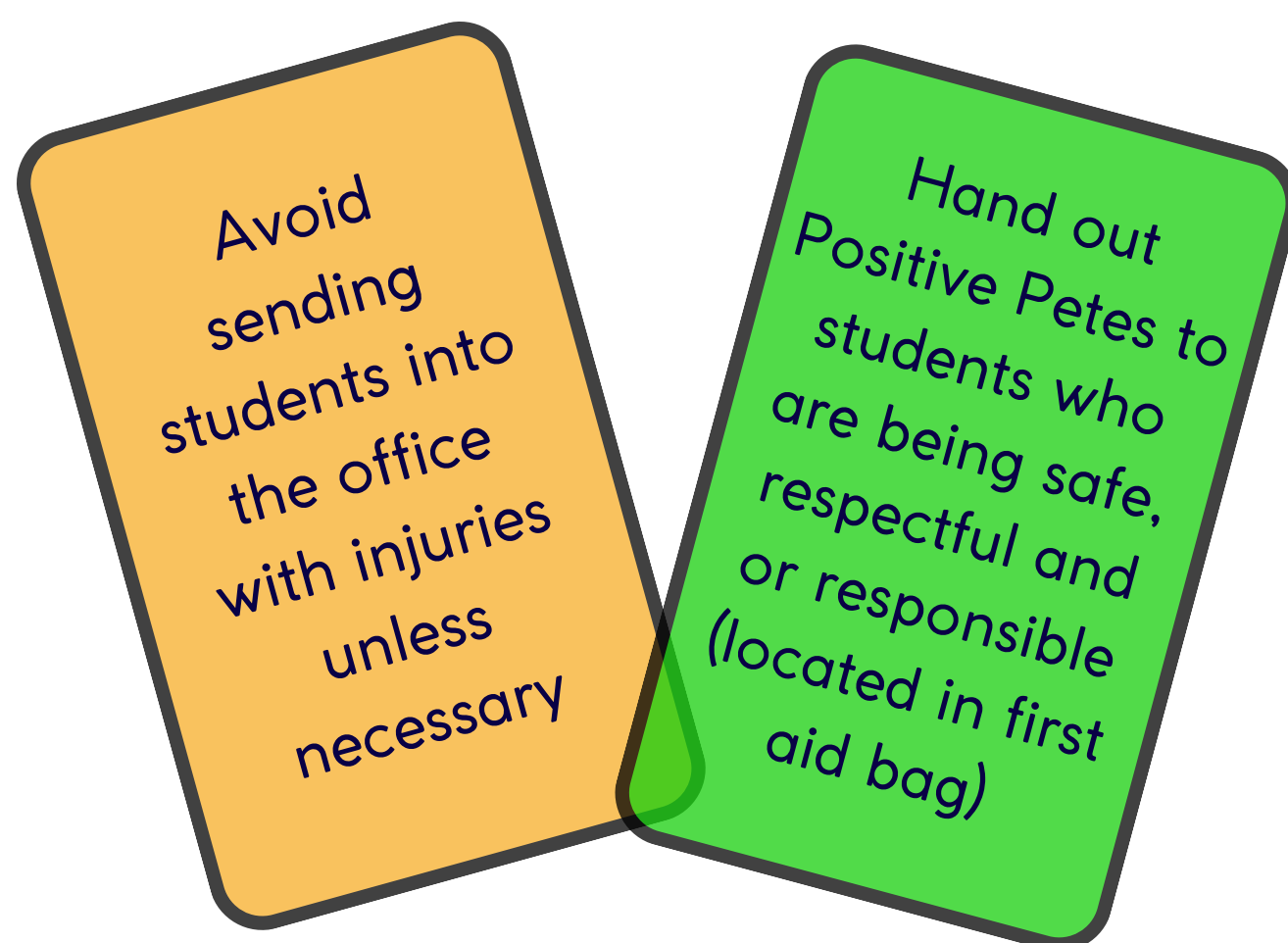
**No phones (unless taking notes regarding an incident, calling for assistance etc).**



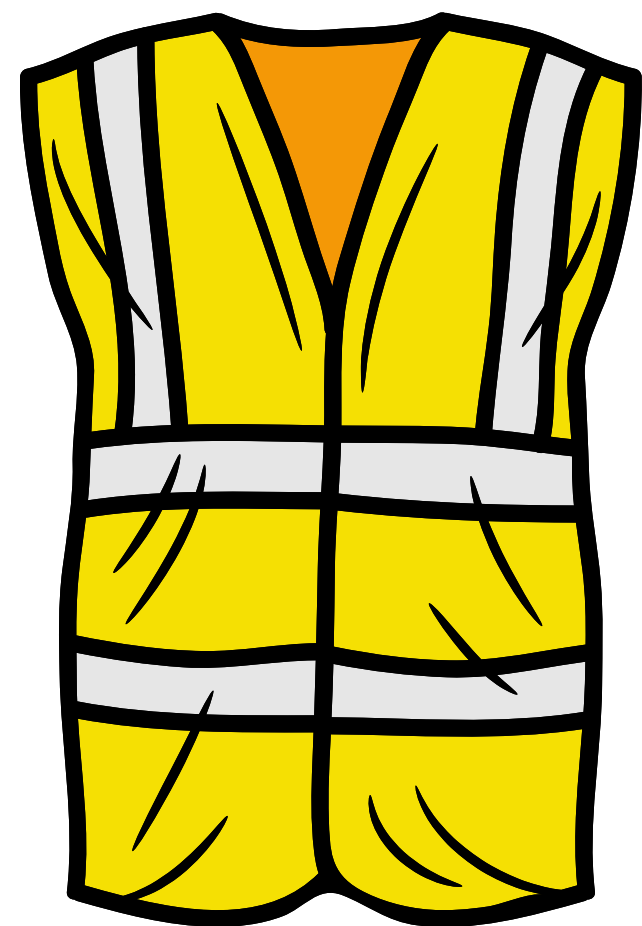
**Minimise conversational chat with other teachers**



**Avoid sitting down during duty**



**wear a hat**



**Wear a vest  
(located in the staffroom)**



**First aid bag to be carried  
(located in the staffroom)**

### **If a student is not wearing a hat:**

- Issue a reminder for them to get their hat, if they do not have a hat they are to go and play under the old COLA or the new COLA
- If they continue to play without a hat outside of the COLA, they will sit for 2 minutes under the new COLA with no play, (extend the duration of sitting out if needed)



# BALMAIN PUBLIC SCHOOL

## Expectations

### MORNING PLAYGROUND

**NOTE: USE THIS AS A CHECKLIST AT THE BEGINNING OF EACH YEAR AND TO RE-TEACH EXPECTATIONS.**

## TEACHERS



**General Duty Expectations**

**Supervision begins at 8.30 am**

## STUDENTS



### **We remember to:**

- ☐ arrive from 8:30 am onwards, unless with before care
- ☐ use only handballs and foam dodgeballs to avoid injury
- ☐ always wear a hat (no hat = play under either the old COLA or the new COLA)
- ☐ use our own hats and not borrow from the lost property box
- ☐ use the climbing cube only during Break A and Break B
- ☐ leave sticks and stones alone
- ☐ not throw handballs or foam dodgeballs against any wall or window
- ☐ sit on benches and use tables appropriately
- ☐ keep our hands and feet to ourselves
- ☐ respect property and nature by not climbing poles or trees
- ☐ quickly ask for help from a teacher when needed





# BALMAIN PUBLIC SCHOOL

## Expectations

### BREAK A & BREAK B PLAYGROND

**NOTE: USE THIS AS A CHECKLIST AT THE BEGINNING OF EACH YEAR AND TO RE-TEACH EXPECTATIONS.**

#### TEACHERS



##### General Duty Expectations

**No students to enter the main building or treehouse during break times without supervision**

**Check which side of the playground you are covering (new COLA side or old COLA side)**

#### Additional Responsibilities



##### New COLA side (closest to the front office)

Oversee students filling out reflection sheets (students to be seated on the stage outside of the bathrooms)

##### Old COLA side (closest to the park gates)

- During a 3-6 Duty, prioritise the supervision of the handball courts to prevent arguments
- Regularly check the Year 6 area

#### As safe, respectful and responsible students, we remember to:

- ☐ wait our turn if there are already 10 students on the climbing cube
- ☐ use only handballs and foam dodgeballs to avoid injury
- ☐ always wear a hat (no hat = play under either the old COLA or the new COLA)
- ☐ use our own hats and to not borrow from the lost property box
- ☐ leave sticks and stones alone
- ☐ not throw handballs or foam dodgeballs against any wall or window
- ☐ sit on benches and use tables appropriately
- ☐ keep our hands and feet to ourselves
- ☐ respect property and nature by not climbing poles or trees
- ☐ quickly ask for help from a teacher when needed
- ☐ put our lunch boxes into our class tubs during play
- ☐ only do handstands in areas where there is artificial grass
- ☐ only enter the garden when helping a teacher
- ☐ play and hang out away from the area outside the office (stairs and platform)

##### Fire escape stairs to the treehouse:

- ☐ play away from the stairs and skip bins

##### Near the Library:

- ☐ only go beyond the library door if we need to look in the lost property box
- ☐ not sit on or kick the lost property box
- ☐ not climb on bag hooks
- ☐ jump from grass dome to grass dome and not from bench to bench

##### Year 6 Area:

- ☐ wear our hats even if there are umbrellas
- ☐ finish our food before entering
- ☐ sit on benches





# BALMAIN PUBLIC SCHOOL

## Expectations

### GLADSTONE PARK & COURT & EQUIPMENT

NOTE: USE THIS AS A CHECKLIST AT THE BEGINNING OF EACH YEAR AND TO RE-TEACH EXPECTATIONS.

#### TEACHERS



##### General Duty Expectations

- Meet students at the park gates (you will need a gate key, available at the front office)
- Park gate must be closed (do not lock it, for emergency purposes)
- No food to be taken out by students
- A school hat and uniform must be worn in the park (students must have a school hat to be easily identifiable in a public space)
- Maximum of 40 students can be taken out

#### GRASS AREA | GLADSTONE PARK

As safe, respectful and responsible students, we remember to:

- ☐ line up at the park gates in ONE line
- ☐ stick to the left when walking out to the grass (no walking on garden beds)
- ☐ wait in one line at the red square and walk behind the teacher
- ☐ play non-contact games
- ☐ keep the ball at hip height as much as possible
- ☐ to stay within the boundaries of the park
- ☐ not climb up or sit on the columns at the rotunda



#### BASKETBALL COURT & PARK EQUIPMENT



#### TEACHERS



##### General Duty Expectations

- Meet students at the park gates (you will need a gate key, available at the front office)
- Park gate must be closed (do not lock it, for emergency purposes)
- No food to be taken out by students
- A school hat and uniform must be worn in the park (students must have a school hat to be easily identifiable in a public space)
- Maximum of 40 students can be taken out

As safe, respectful and responsible students, we remember to:

- ☐ line up at the park gates in ONE line
- ☐ keep the ball at hip height as much as possible
- ☐ keep the slide clear
- ☐ leave the flying fox, spinner, or swing
- ☐ climb through the tunnels and not over them





# BALMAIN PUBLIC SCHOOL

## Expectations

### BREAK TIMES & HOME TIME

**NOTE: USE THIS AS A CHECKLIST AT THE BEGINNING OF EACH YEAR AND TO RE-TEACH EXPECTATIONS.**

#### K-6 BREAK TIMES

| BREAK          | Kindergarten   Stage 1   | Stage 2   Stage 3   |
|----------------|--|---------------------|
| BREAK A Eating | 11:10 am – 11: 20 am<br>Teachers who did not have a duty are to actively supervise eating time |                     |
| BREAK A Play   | 10:40 am – 11:10 am  | 11:20 am – 11:50 am |
| BREAK B Play   | 1:30 pm – 2:00 pm  | 12:50 pm – 1:20 pm  |
| BREAK B Eating | 1:20 pm – 1:30 pm<br>Teachers who did not have a duty are to actively supervise eating time    |                     |

#### HOME TIME

##### Teachers:

- Stage 3 only – Two students to collect their class phone box from the office between 2:50/2:55 pm
- Allow students who catch the early bus to meet the supervising bus duty teacher in the playground at 2:55 pm
- Walk class out through the park gate ready for dismissal at 3:00 pm
- Teachers to be on time with dismissing students
- Last teacher to lock the park gates
- If a student hasn't been collected, take the student to the front office to call home

##### As safe, respectful and responsible students, we remember to:

- ☐ walk scooters and or bikes out of the school gates
- ☐ stay near our teacher until we see our parent or carer
- ☐ let our teacher know that we are being collected
- ☐ sign in straight away if we are attending aftercare



# BALMAIN PUBLIC SCHOOL

## Expectations

### WET WEATHER & ASSEMBLY

**NOTE: USE THIS AS A CHECKLIST AT THE BEGINNING OF EACH YEAR AND TO RE-TEACH EXPECTATIONS.**

## WET WEATHER

### Teachers:

- Executive staff to make a wet weather call and to announce through the PA system
- Negotiate with other teachers nearby to share supervision
- Students are not to use devices (i.e. laptops/iPads)
- Only G-Rated videos allowed

### As safe, respectful and responsible students, we remember to:

- ☐ either quietly draw, read or play board games
- ☐ leave technology out
- ☐ not play any ball games in the hallway or classroom
- ☐ keep our shoes on
- ☐ walk in the classroom and hallway

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## ASSEMBLY

### Teachers:

- If your class was the assembly class of the week last week, bring down Positive Pete (pigeon toy)
- Ensure that your class Positive Pete tokens have been placed in the raffle box
- Bring spare Positive Petes to reward positive behaviour before the raffle draw
- Ensure that the class is seated in ONE straight line (running horizontally to the stage)
- Ensure class award winners are seated at the ends of the line for quick access to the stage
- To be seated in teacher chairs in line with the class
- Actively supervise (i.e. no phones or casual conversation with others)

### As safe, respectful and responsible students, we remember to:

- ☐ put our bags in the right spot
- ☐ find the chair with our class sign
- ☐ sit in ONE line next to our teacher's chair
- ☐ join the line from the end furthest from our teacher if we arrive late