



**BALMAIN PUBLIC SCHOOL**  
Positive Behaviour 4 Learning (PB4L) Framework

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## THE BALMAIN WAY


### Positive Behaviour 4 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)**

**Major incident cards  
(Red)**

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  
(YELLOW CARD)**

**Minor incident cards  
(Yellow)**

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

**POSITIVE PETE**

**Positive Petes  
(Tokens)**

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

### Handling Minor Incidents

#### Handling Incidents:

- Yellow Cards/Minor Incidents:
  - Handled by the classroom/RFF teacher
- Red Cards/Major Incidents:
  - Handled by the AP Wellbeing or another member of the executive

## MINOR INCIDENT (YELLOW CARD)

#### Procedure for Minor Incidents (e.g. calling out):

##### 1st Warning:

- Redirect by providing a brief, clear, private verbal reminder of the expected behaviour

##### 2nd Warning:

- If behaviour continues:
  - Re-direct
  - Re-teach
  - Provide choice
  - Student conference

##### If Behaviour Continues:

- Carefully consider if it warrants a yellow, avoid rushing your decision, discuss with a colleague if needed and if it is warranted, inform the student that they are receiving a yellow card

##### Next Break Time:

- Provide the student with a reflection sheet, clipboard and pencil for them to complete on the stage outside of the student bathrooms in the playground
- Inform the teacher on duty who will check when they are finished
- Teacher on duty returns the completed reflection sheet to the teacher's pigeon hole

##### Documentation:

- Incident is then logged on Compass by the teacher who issued the yellow card
- The reflection sheet is scanned and attached to the Chronicle entry
- The reflection sheet can then be shredded

##### Parent Communication:

- 1 x Minor Incident:
  - The teacher may call home
- 3 x Minor Incidents (resets each term):
  - The teacher MUST call home



## THE BALMAIN WAY

### Handling Major Incidents

#### Handling Incidents:

- Yellow Cards/Minor Incidents:
  - Handled by the classroom/RFF teacher
- Red Cards/Major Incidents:
  - Handled by the AP Wellbeing or another member of the executive

## MAJOR INCIDENT (RED CARD)

#### Procedure for Major Incidents (e.g. physical aggression with intent):

##### Conference with Student/s:

- If possible, conference with student/s involved
- Carefully consider if it warrants a red, avoid rushing your decision, discuss with a colleague if needed
- Liaise with AP Wellbeing/AP

##### Inform Student/s:

- Inform the student that they are receiving a red card
- Then inform AP Wellbeing/AP if you haven't already

##### AP Wellbeing's Role:

- AP Wellbeing to further conference with the student/s and work through a reflection sheet

##### Review and Parent Communication:

- AP Wellbeing to review the reflection sheet/s
- AP Wellbeing to organise a time to call parents/carers with the student/s present

##### Phone Call:

- Phone call between the AP Wellbeing/AP, student and the parent/carer

##### Documentation:

- AP Wellbeing/Exec to scan reflection sheet and upload to Compass Chronicle with notes from the incident, notifying relevant staff

##### In the event of a violent escalation:

- If the child has a crisis management plan, contact listed staff member/s
- Call for AP Wellbeing, if unavailable another AP
- Follow procedures for a class evacuation/lockdown if necessary
- Take reasonable steps to ensure the safety of all students and staff members, including yourself
- Document and log a Chronicle entry on Compass



## BALMAIN PUBLIC SCHOOL

The Balmain Way

### Balmain Public School's Core Values

Promoting the learning, wellbeing and safety of all students at Balmain Public School is the highest priority for all staff. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for **safe**, **respectful** and **responsible** behaviour. It is the expectation that 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.

# THE BALMAIN WAY

We remember to show the Balmain Way everywhere in our school!

#### SAFE

*As safe learners, we:*

- listen and follow instructions
- care for ourselves and others
- make good choices
- keep our hands and feet to ourselves

#### RESPECTFUL

*As respectful learners, we:*

- are kind to each other
- use nice words and good manners
- take care with property
- wear the right clothes for school

#### RESPONSIBLE

*As responsible learners, we:*

- are honest about our behaviour
- are in the right place at the right time
- try our best with every task
- ask for help when needed



# THE BALMAIN WAY

## Matrix

	As SAFE learners, we:	As RESPECTFUL learners, we:	As RESPONSIBLE learners, we:
Classroom	<ul style="list-style-type: none"> <li>keep our hands to ourselves</li> <li>listen carefully to our teachers and follow instructions</li> <li>walk calmly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>put our hands up before speaking and take turns during discussions</li> <li>treat peers and teachers with kindness and respect</li> <li>look after resources and clean up after ourselves</li> </ul>	<ul style="list-style-type: none"> <li>put in our best effort</li> <li>actively participate</li> <li>ask for help when we need it</li> </ul>
Hallway/ Stairwell	<ul style="list-style-type: none"> <li>stay in one line</li> <li>walk calmly and keep to the left side of the hallway/stairwell</li> <li>keep the hallway clear to avoid tripping hazards</li> </ul>	<ul style="list-style-type: none"> <li>respect others' personal space and avoid pushing or shoving</li> <li>use quiet voices</li> <li>give way to adults and wait our turn</li> </ul>	<ul style="list-style-type: none"> <li>remain focused and quiet when working on tasks in the hallway</li> <li>clean-up after ourselves in the hallway</li> <li>report any spills in the stairwell to a teacher</li> </ul>
Bathroom	<ul style="list-style-type: none"> <li>flush the toilet</li> <li>wash our hands with soap and water</li> <li>walk with a friend from our class</li> </ul>	<ul style="list-style-type: none"> <li>respect the privacy and personal space of others</li> <li>use quiet voices</li> <li>don't play in the bathroom</li> </ul>	<ul style="list-style-type: none"> <li>keep the bathroom tidy</li> <li>return to class promptly</li> <li>report any problems to a teacher</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>talk to find a solution</li> <li>report problems to a teacher</li> </ul>
COLAs (New & Old)	<ul style="list-style-type: none"> <li>are careful around others who are sitting down</li> <li>don't climb up the yellow poles</li> </ul>	<ul style="list-style-type: none"> <li>enjoy the trees and don't hang from them</li> <li>share the handball courts</li> </ul>	<ul style="list-style-type: none"> <li>play where a teacher can see us</li> <li>use this space if we have forgotten our hat</li> </ul>
Gladstone Park	<ul style="list-style-type: none"> <li>are in the right place at the right time</li> <li>wear a school hat</li> <li>keep sticks and stones 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>report any problems to a teacher</li> </ul>
Use of Technology	<ul style="list-style-type: none"> <li>are cyber safe</li> <li>read and follow the Technology Contract</li> <li>don't share any personal information online</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>report any problems to a teacher</li> </ul>
<b>Phones and smart watches MUST be handed into the front office as soon as you have arrived on school grounds, this also includes excursion days.</b>			
Bus	<ul style="list-style-type: none"> <li>avoid moving around when the bus is travelling</li> <li>follow the bus rules</li> <li>stand back from the edge of the road when waiting for the bus</li> </ul>	<ul style="list-style-type: none"> <li>let other passengers on board first and offer our seat to adults and others in need</li> <li>greet and thank the bus driver</li> <li>avoid disruptive behaviour and making unnecessary noise</li> </ul>	<ul style="list-style-type: none"> <li>report issues to the bus driver</li> <li>look after our belongings</li> <li>remember to tap on and tap off</li> </ul>



# BALMAIN PUBLIC SCHOOL

## Award System Overview

### **Learn - Live - Lead Award**

Presented to students making a positive impact, this award acknowledges those who approach school life with kindness, resilience and positivity. Issued by the principal, in alignment with our school's strategic vision, it celebrates living positively, fostering lifelong learning and leading by example with an active voice. Recognitions may include: using student voice to affect change, active classroom participation, demonstrating the Balmain Way and engaging positively in school activities.

### **Positive Behaviour 4 Learning (PB4L) Award**

Students are recognised weekly by teachers for demonstrating safe, respectful, or responsible behaviour.

### **Specialist Subject Award**

Specialist teachers in music, art, STEAM, PDHPE and library acknowledge students' skills and effort in their respective subjects every two weeks.

### **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.

### **Mystery Teacher Assembly Award**

Each week, a mystery teacher will choose the class that has made the biggest effort to follow the 'Balmain Way'. They will be entitled to 10 minutes extra play!

### **House Points**

Students are awarded house points by following The Balmain Way and by participating in sporting events. Points are counted weekly in classes, with a winning house chosen each week. The winning house wears its colour on a designated day each week. House Points contribute to the overall house scoreboard. At the end of the year, the winning house may receive a reward.

See 'The Balmain Way' matrix for specific examples.



# BALMAIN PUBLIC SCHOOL

## General Duty Expectations For Teachers

### ACTIVE SUPERVISION CAN SIGNIFICANTLY REDUCE BEHAVIOURAL INCIDENTS



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



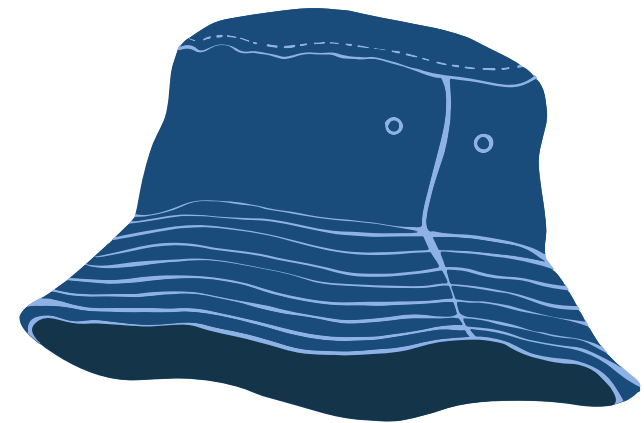
Minimise conversational chat with other teachers



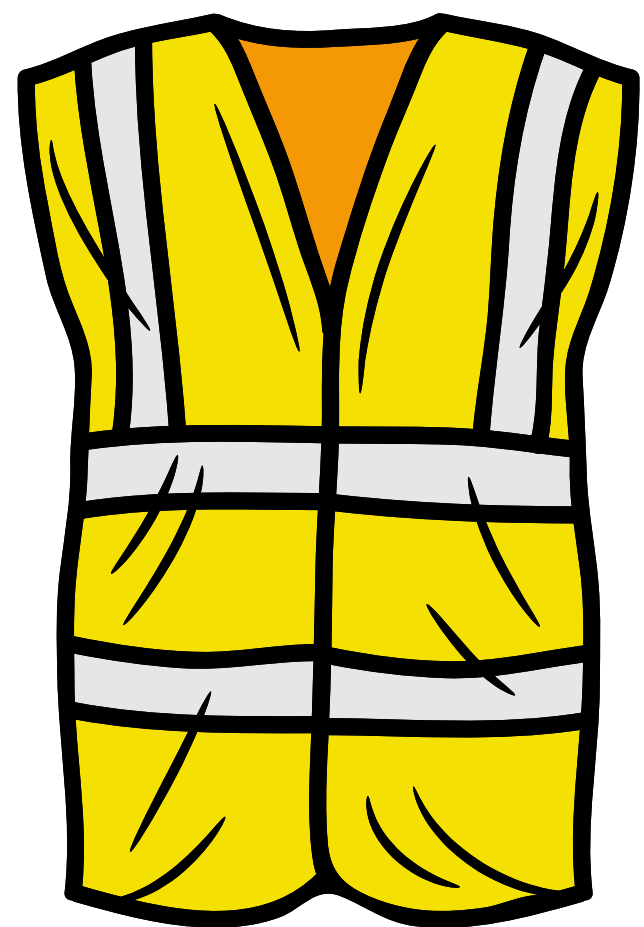
Avoid sitting down during duty

Avoid sending students into the office with injuries unless necessary

Hand out Positive Petes to students who are being safe, respectful and responsible (located in first aid bag)



Wear a hat  
(we should be setting a positive example for students)



Wear a vest  
(located in the staffroom)



First aid bag to be carried  
(located in the ConneXion Hub)

#### 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

- Follow general duty expectations (outlined on page 7)
- Morning duty begins at 8:30 am

## STUDENTS

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

- arrive from 8:30 am onwards, unless with before care
- use only handballs or foam balls (K-2) to avoid injuries
- 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
- use Ms Pauline's garden only during Break A and Break B
- leave sticks and stones alone
- not throw handballs 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 PLAYGROUND

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

## TEACHERS

- Follow general duty expectations (outlined on page 7)
- Check which side of the playground you are covering (new COLA side or old COLA side)
- New COLA side (the half of the playground closest to the front office)
- Old COLA side (closest to the park gates)
- If you are on the new COLA side, oversee students filling out reflection sheets (students to be seated on the stage outside of the bathrooms), return completed reflection sheets to their teacher's pigeon hole
- No students to enter the main building or Treehouse during break times without supervision

### During a 3-6 Duty:

- Prioritise the supervision of the handball courts to prevent arguments
- Regularly check the Year 6 area
  - Hats need to be worn
  - No food or drinks
  - No standing on tables or seats
  - No sitting in front of the fire escape doors

## STUDENTS

**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 to avoid injury (**K-2 can use foam balls in the playground, 3-6 must use foam balls in the park**)
- 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**

## GRASS AREA | GLADSTONE PARK

TEACHERS	STUDENTS
<p><b>In addition to General Duty Expectations (P.7):</b></p> <ul style="list-style-type: none"> <li>• Meet students at the park gates (you will need a gate key, available at the front office)</li> <li>• Park gate must be closed and <b>LOCKED</b></li> <li>• No food to be taken out by students</li> <li>• 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)</li> <li>• If more than 40 students are lined up, 2 teachers can go out to the park, leaving 1 teacher inside</li> </ul>	<p><b>As safe, respectful and responsible students, we remember to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> line up at the park gates in ONE line</li> <li><input type="checkbox"/> stick to the left when walking out to the grass (no walking on garden beds)</li> <li><input type="checkbox"/> wait in one line at the red square and walk behind the teacher</li> <li><input type="checkbox"/> play non-contact games</li> <li><input type="checkbox"/> keep the ball at hip height as much as possible</li> <li><input type="checkbox"/> stay within the boundaries of the park</li> <li><input type="checkbox"/> not climb up or sit on the columns at the rotunda</li> </ul>

## BASKETBALL COURT & EQUIPMENT

TEACHERS	STUDENTS
<p><b>In addition to General Duty Expectations (P.7):</b></p> <ul style="list-style-type: none"> <li>• Meet students at the park gates (you will need a gate key, available at the front office)</li> <li>• Park gate must be closed (do not lock it, for emergency purposes)</li> <li>• No food to be taken out by students</li> <li>• 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)</li> <li>• If more than 40 students are lined up, 2 teachers can go out to the court/equipment, leaving 1 teacher inside</li> </ul>	<p><b>As safe, respectful and responsible students, we remember to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> line up at the park gates in ONE line</li> <li><input type="checkbox"/> keep the ball at hip height as much as possible</li> <li><input type="checkbox"/> keep the slide clear</li> <li><input type="checkbox"/> leave the flying fox, spinner and swing</li> <li><input type="checkbox"/> climb through the tunnels and not over them</li> </ul> 



# 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	STUDENTS
<ul style="list-style-type: none"> <li>• Executive staff to make a wet weather call and to announce through the PA system</li> <li>• Negotiate with other teachers nearby to share supervision</li> <li>• Students are not to use devices (i.e. laptops/iPads)</li> <li>• Only G-Rated videos allowed</li> </ul>	<p><b>As safe, respectful and responsible students, we remember to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> either quietly draw, read or play board games</li> <li><input type="checkbox"/> not use laptops or iPads</li> <li><input type="checkbox"/> not play any ball games in the hallway or classroom</li> <li><input type="checkbox"/> keep our shoes on</li> <li><input type="checkbox"/> walk in the classroom and hallway</li> </ul>

## ASSEMBLY

TEACHERS	STUDENTS
<ul style="list-style-type: none"> <li>• If your class was the assembly class of the week last week, bring down Positive Pete (pigeon toy)</li> <li>• Ensure that your class Positive Pete tokens have been placed in the raffle box</li> <li>• Bring spare Positive Petes to reward positive behaviour before the raffle draw</li> <li>• Ensure that the class is seated in ONE straight line (running horizontally to the stage)</li> <li>• Ensure class award winners are seated at the ends of the line for quick access to the stage</li> <li>• To be seated in teacher chairs in line with the class</li> <li>• Actively supervise (i.e. no phones or casual conversation with others)</li> </ul>	<p><b>As safe, respectful and responsible students, we remember to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> put our bags in the right spot</li> <li><input type="checkbox"/> find the chair with our class sign</li> <li><input type="checkbox"/> sit in ONE line next to our teacher's chair</li> <li><input type="checkbox"/> join the line from the end furthest from our teacher if we arrive late</li> </ul>



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

### HOME TIME

TEACHERS	STUDENTS
<ul style="list-style-type: none"> <li>• Stage 3 only – Two students to collect their class phone box from the office between 2:50/2:55 pm</li> <li>• Walk class out through the park gate ready for dismissal at 3:00 pm, includes students who catch the bus</li> <li>• Kindergarten seated along benches near the new COLA, parents use the driveway gate</li> <li>• Teachers to be on time with dismissing students</li> <li>• Last teacher to lock the park gates</li> <li>• If a student hasn't been collected, take the student to the front office to call home</li> </ul>	<p><b>As safe, respectful and responsible students, we remember to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> walk scooters and or bikes out of the school gates</li> <li><input type="checkbox"/> stay near our teacher until we see our parent or carer</li> <li><input type="checkbox"/> let our teacher know that we are being collected</li> <li><input type="checkbox"/> sign in straight away if we are attending aftercare</li> </ul>



# Notes



# Notes