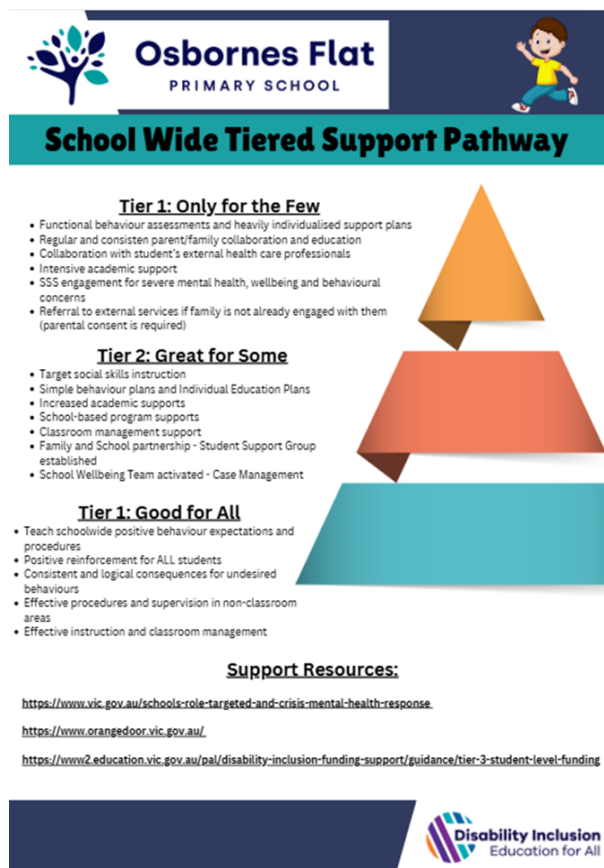


School Wide Positive Behaviour Support POLICY

Osbornes Flat Primary School is committed to providing and maintaining a positive and safe learning environment that enhances our school culture, where we maximise individual academic and social growth.

Staff will:

1. Clearly set behaviour expectations around our School Values: Respect Ourselves, Respect Others, Respect our Environment.
2. Set a tone and culture that allows anyone entering the school to be able to identify the behavioural expectations of the school within 5 minutes.
3. Educate students to be in a position to state and explain the behavioural expectations.
4. Explicitly teach and model the expected positive behaviours.
5. Collect and use behavioural data to make decisions.
6. Work as part of a team to approach behaviour across the school.
7. Bring families along to be included within the behaviour monitoring and evaluation process.



Why Do We Explicitly Teach Our Expected Behaviours?

Introducing, modeling and reinforcing positive social behaviour is an important step of a student's educational experience. Explicitly teaching our behavioural expectations and acknowledging students for demonstrating them is key to our success.

- They are necessary skills for success in life.
- Many students arrive at school without these important skills.
- They are the basis for a positive and safe climate.
- Doing so increases opportunities to teach other skills.

When Do We Teach Our Expected Behaviours?

- At the beginning of the school year.
- Often enough to achieve and maintain fluency.
- Before times when problem behaviours tend to increase.
- Ongoing throughout the year. (refresher lessons)
- At teachable moments.

How Do We Teach Social Behaviours?

Tell – Introduce the expected behaviours and discuss why it is important

Show – Demonstrate and model

Practice – Role play expected behaviours in the relevant contexts

Monitor – Pre correct, supervise and provide positive feedback

Reteach – Practice throughout the day

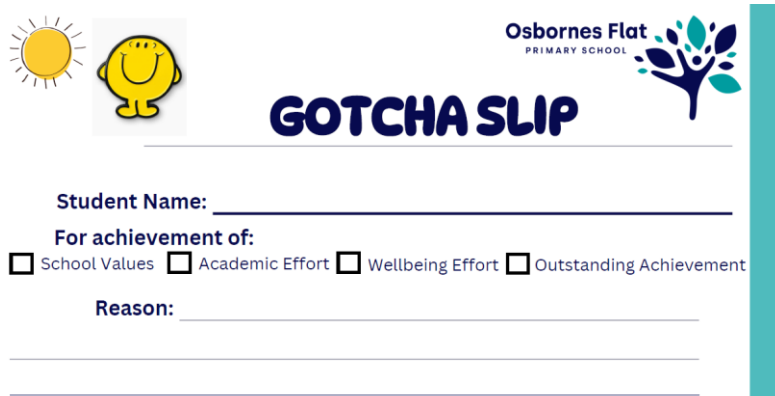
Where Do We Teach Our Expected Behaviours?

- In every classroom throughout the school.
- Everywhere in the school.
- It is embedded in other school activities.

Acknowledging, Reinforcing and Recognising Expected Behaviours:

When students demonstrate school wide expectations, staff will note their success with positive reinforcement. This may include social, an activity or tangible reinforcers. Three key components of our acknowledgement system are our “Verbal Freebies”, “OFP House Tokens” and “Gotcha Cards”.

Gotcha Cards



  **Osbornes Flat**
PRIMARY SCHOOL 

GOTCHA SLIP

Student Name: _____

For achievement of:

☐ School Values ☐ Academic Effort ☐ Wellbeing Effort ☐ Outstanding Achievement

Reason: _____

How It Works:

- Teachers award a “Gotcha Card” to a student who has demonstrated positive actions and behaviours.
- The students post the “Gotcha Card” in the award’s box at the Office.
- The “Gotcha Card” is recognised fortnightly at each assembly.
- A recipient is then drawn from the award’s box and then has the opportunity to select an award from the menu.
- The “Gotcha Card” is then posted to Compass as a good news item to families.

Examples Of Our Success Pass Menu Options:

- Canteen voucher
- Personal out of uniform day
- Lunch with teacher of choice
- Book of Choice from Book Club Scholastic
- Free Time on Ipad/Computer (½ hour)
- Free Time using Lego with a friend (½ hour)
- 10 OFP House Tokens - to give to their House’s total

Verbal Freebies

These are on the spot, verbal recognitions of desired and expected behaviours. All staff, including Education Support, are responsible for administering these “Verbal Freebies”.

How it Works:

- Staff observe the occurrence of a desired and expected behaviour.
- Staff verbally acknowledge the behaviour in front of the recipient's peers. It is essential that the recipient’s name is used at the start. This verbal acknowledgement will always be structured as seen below:

positive affirmation + what was observed + linkage to behaviour matrix / School Values + positive affirmation

Example:

Sammy I am so proud of how you just helped Luke try to understand the doubling strategy. You have shown respect for others by doing this. I am very impressed and I’m sure Luke is thankful for your assistance.

OFP House Tokens

At Osbornes Flat Primary School, we have 4 Sports Houses:

- Wombat Warriors
- Kookaburra Knights
- Magpie Mavericks
- Red Belly Rebels

Students are automatically sorted in the above sports houses in CASES21 at the beginning of each school year. Parents and students are unable to request their child/ren to be admitted into any particular house. Each sporting house is coloured and this correlates to a coloured token system.

How it Works:

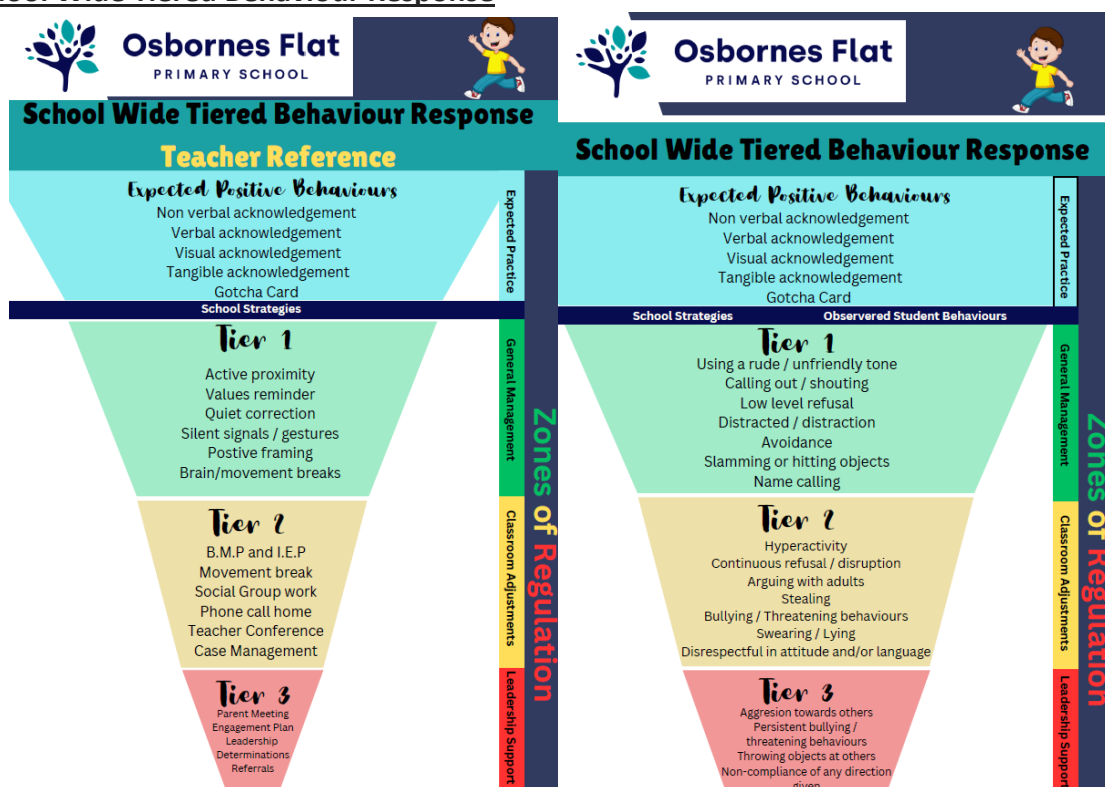
- Staff observe the occurrence of a desired and expected behaviour. All staff, including Education Support, are able to recognise these behaviours.
- Staff verbally recognise the behaviour in front of the recipient’s peers. It is essential that the recipient’s name is used at the start. This verbal acknowledgement will always be structured as seen below:

positive affirmation + what was observed + linkage to behaviour matrix / School Values + positive affirmation

Well done Kate on showing great sportsmanship when you checked on how Max was feeling after losing that point. This showed to me that you really respect other's feelings and I am proud of your actions here. I award your house 1 token.

- Student Leaders keep track of token counts for each house on a fortnightly basis, keeping the entire school updated at each fortnightly assembly on how many tokens each house has.
 - At the end of each Term, around the end of the second last week, a final house token count is taken to determine the house with the most number of tokens. The winning house can then collectively choose a reward from the Sport House Rewards Menu:
 - house casual clothes day
 - house special lunch day (provided by the school)
 - house special excursion (eg: to the pool, movies, Bounce etc)
 - house in-school movie afternoon (with popcorn / zooper doopers etc)
 - other appropriate reward as negotiated by the sporting house with the Principal.
- The chosen reward is to take place within the first 3 days of the last week of each Term.

School Wide Tiered Behaviour Response

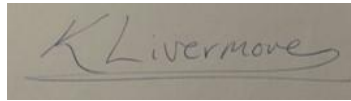


At Osbornes Flat Primary School, our School Wide Tiered Behaviour Response, sets out clear behavioural expectations for students by categorising behaviours and the types of responses students should expect at each tier. It provides a framework for school staff in managing student behaviour as well as a platform for explicitly teaching the Zones of Regulation and intertwined emotional regulation strategies.

This policy was first accepted by Osbornes Flat Primary School on: 28th January 2025.

- This policy was last reviewed on: 28/01/2025 by the School Principal

Signed:

A rectangular box containing a handwritten signature in dark ink. The signature appears to be 'K Livermore' written in a cursive, flowing style.

Date: 28/01/2025

Name: Kade Livermore

Position: School Principal