



# Positive Behaviour for learning

## Linking Home, School and Communities



**BE SAFE**

**BE SENSIBLE**

**HAVE A GO!**

**KEEP THE SPACE**

**RESPECT**

*You can use our school rules at home to encourage positive behaviour...*

### Language – what words to use

Use **THANKS** instead of please -please sounds like you are pleading!

**STATE** the behaviour you want not what you don't want!

“We walk inside the house thanks!”

**NOT**

‘Stop running in the house!’

### Acknowledging positive behaviour

When giving praise **DESCRIBE** the behaviour not just ‘good boy/good girl’.

Give most attention to the **POSITIVE** behaviour to encourage it.

Give **SMALL** rewards: a smile, comment, thumbs up, a game etc.

*...and remember it's important to model the appropriate behaviours you want to see.*



# Key aspects of this rule

## BE SAFE



### REDIRECT

(when seeing inappropriate choices)

**ANY DANGER** – say '**STOP**' with hand signal in a strong loud voice.

'Are you being safe?'

'Show me the safe way to do it Thanks.'

'We walk at the pool...it keeps us safe.'

'Hat on...if keeps us safe from the sun. Thanks for that'

### TONE OF VOICE

A loud forceful voice is only used when there is danger.

Your voice should be controlled and not threatening.

A high pitched friendly voice for praise.



### EMOTION

Focus on showing self control and manage your own emotional outbursts.

### MODEL

Show and explain when you are being safe.

'This is the safe way to have a saucepan on the stove'

'Waiting for the green man is the safe way to cross the street'

### POSITIVE WORDS

Praise is related to the appropriate behaviour.

'Great...you are being safe'

'That was a really safe way to carry the knife'

'You made a safe choice to walk away from the fight'



PBL  
METROPOLITAN  
REGION

## Key aspects of this rule

# BE SENSIBLE



### REDIRECT

(when seeing inappropriate choices)

DANGEROUS silly – ‘STOP!!’  
in a loud voice with hand  
gesture.

‘Is that being sensible?’

‘Show me how you can sit  
sensibly together thanks’.

‘I can’t take you in until you  
choose to do sensible  
behaviour.’

‘Being sensible means you sit  
quietly on the train.’

### TONE OF VOICE

The higher and more silly the  
students voice the more  
calming and low the tone of  
your voice. (exception is  
DANGER)

Refrain from having your  
voice match a loud shrill  
voice.



### EMOTION

Remain controlled and  
unemotional when dealing  
with situations. Excitement  
can be increased with  
praise.

### MODEL

Help your child  
distinguish between safe  
silly and unsafe silly  
behaviours.

Use words such as

‘This is fun but we need  
to calm down now and  
not go too silly.’

### PRAISE

‘Not being silly like the  
others is a very sensible  
choice.’

‘How sensible are  
you...Well done’

‘Thanks for using a  
sensible voice.’

## Key aspects of this rule

# HAVE A GO

### REDIRECT

(when seeing inappropriate choices)

'Are you giving it a go?'

'Give it a Go now...thanks'

'Be brave and strong and give it a go!'

### TONE OF VOICE

A non- demanding voice for redirections.

A higher pitched voice with good eye contact for praise.



### EMOTION

Remain in control,(modelling adult behaviour) but always speak honestly about your feelings.

### MODEL

Model trying new things/going to new places.

Express **your feelings** honestly.

'I am feeling a bit embarrassed/scared/ confused/shy but I will try anyway.'

### PRAISE

' Well done...you gave it a go!

'I am proud of you for giving it a go'

'I know you felt scared but you gave it a go anyway..good on you!'

## Key aspects of this rule

# KEEP THE SPACE

### REDIRECT

(when seeing inappropriate choices)

'STOP (hand gesture)

Keep the Space  
thanks!

'You need to keep the  
space thanks"

"Hands to yourself  
thanks"

"We use handshakes or  
high 5's"

"Hands down thanks"

### TONE OF VOICE

Use a loud demanding voice  
only when there is DANGER.

Use a low, firm friendly voice  
when redirecting and a higher  
pitched tone when praising.



### EMOTION

Remain unemotional.

### MODEL

Model the  
appropriate  
behaviours yourself

### PRAISE

**Catch them  
keeping the space  
and acknowledge  
often.**

"Good hands"

"You are keeping the  
space, well done!"

"Great shaking  
hands"

## Key aspects of this rule

# RESPECT

### REDIRECT

(when seeing inappropriate choices)

'Can you ask me again in a respectful tone of voice.'

'Show me the respectful way to give out the equipment'

'Is that being respectful?'

'Having eye contact when you say hello is a way of showing respect.'

### tone of voice

Use a low, firm friendly voice when redirecting and a higher pitched tone when praising.



### EMOTION

Remain controlled and unemotional when dealing with situations. Excitement can be increased with praise.

### MODEL

All interactions with others is watched by students.

'Monkey see...Monkey do'

Your posture, tone of voice, body language and how you treat others/handle conflict/respond to others is being watched. Modelling respectful interactions is important.

### PRAISE

'You are showing respect when you shake hands when meeting people.'

'That was a respectful tone of voice.'

'Tidying your room shows me you respect your property'