

Coonamble Public School Preschool



Positive Behaviour for Learning (PB4L) Procedure

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
5.1 5.2	155 156	Interactions with children- preschool Values in Public Schools Student Welfare Policy Student Discipline in Government Schools
Pre-reading and reference documents		
Staff roles and responsibilities		
School principal	<p>The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> the preschool is compliant with legislative standards related to this procedure at all times all staff involved in the preschool are familiar with and implement this procedure all procedures are current and reviewed as part of a continuous cycle of self- assessment. 	

<p>Preschool supervisor</p>	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This includes:</p> <ul style="list-style-type: none"> ● analysing complaints, incidents or issues and what the implications are for the updates to this procedure ● reflecting on how this procedure is informed by relevant recognised authorities ● planning and discussing ways to engage with families and communities, including how changes are communicated ● developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
<p>Preschool educators</p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> ● all staff in the preschool and daily practices comply with this procedure ● this procedure is stored in the preschool, and it is accessible to all staff, families, visitors and volunteers ● active involvement in the review of this procedure, as required, or at least annually ● the details of this procedure's review are documented.

Objective

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To use Positive Behaviour for Learning (PB4L) to develop a whole school approach for creating a positive, safe and supportive school environment in which children can learn and develop.

At Coonamble Public School Preschool we strive for our children to be **SAFE RESPECTFUL LEARNERS.**

PB4L Vision Statement

'At Coonamble Public School Preschool, we are **SAFE RESPECTFUL LEARNERS**'



SAFE students will:	SAFE staff will:	SAFE parents will:
keep their hands and feet to themselves	follow WHS rules	sign in and out of the preschool school
be at the right place at the right time	be where they are expected to be on time	follow WHS rules when on school grounds
play safely and fairly	practise safe actions towards all school community members	practise safe actions towards all school community members
RESPECTFUL students will:	RESPECTFUL staff will:	RESPECTFUL parents will:
follow adult instructions	listen to others	listen to others
use their manners in all areas of the school	use their manners in all areas of the school	use their manners in all areas of the school
allow others to learn		
spek appropriately to all members of the school and community	spek appropriately to all members of the school and community	spek appropriately to all members of the school and community
take pride in the preschool	take pride in the school	take pride in the school
look after personal and preschool property and grounds	look after personal and school property and grounds	look after personal and school property and grounds
LEARNER students will:	LEARNER staff will:	LEARNER parents will:
attend preschool regularly	deliver curriculum according to the needs of the class	support students at home with their learning
come to preschool with all necessary equipment	be prepared and organised for lessons	provide children with learning tools for being at preschool
engage and participate in all lessons and preschool activities	be active members of the school community	get their children to preschool on time
attempt all activities to the best of their ability	participate in training and development	discuss what their child has been learning at home
take responsibility for their actions	take responsibility for their actions	take responsibility for their actions

Background Information:

Outcomes of PB4L in early childhood settings revolve around four key areas:

- supporting children to have positive social behaviour experiences
- building staff capacity and knowledge about behaviour guidance
- building connections between the school and preschool that support positive learning environments
- developing shared understandings of behaviour expectations.

Connections between PBL and the EYLF

Positive behaviour for learning	Early Years Learning Framework
Teach expected behaviours for children to be successful socially and academically	Intentional teaching; providing children with strategies to make informed choices about their behaviours
Encourage and support appropriate behaviour through visual cues, prompting, positive verbal feedback	Responding to children's learning dispositions by giving acknowledgement, encouragement and additional ideas
Respond to problem behaviour as a learning opportunity using strategies to prompt, redirect, re-teach, reinforce and correct consequences	Planning for a time and safe place where children can reflect on their learning and behaviour
Provide extra teaching support for individual students to meet social/emotional and communication needs	Talking to children about their emotions; emotional regulation and self-control
Plan a quality teaching environment to support all students' learning needs	Providing opportunities and support for children to engage in meaningful and engaging learning

By learning positive social behaviour, children develop the skills to regulate their actions independently and engage in positive interactions with their peers.

Procedure

At Coonamble Public School Preschool, PB4L is implemented as part of a whole school approach. It aligns with the EYLF and NQS to address key features of preschool learning environments. The preschool and school teams collaborate to develop a shared understanding of how to implement PBL to support children from preschool through to school, in an age-appropriate way.

Communication with the PB4L Team

The preschool AP communicates directly with the AP overseeing PB4L. Any relevant information is shared and reported back to the preschool team and the PB4L team.

PB4L Preschool

All CPS staff and the preschool community are made aware that CPS preschool is part of the whole school PB4L initiative through:

- PB4L being included in the preschool philosophy and the preschool handbook
- Signage in the playground
- The PB4L wall visible in the room
- The PB4L matrix visible inside and outside
- PB4L Language being used throughout the preschool

PB4L Teaching/Learning

Lesson Scope and Sequence

TERM 1	TERM 2	TERM 3	TERM 4
unpacking your bag	unpacking your bag	Lessons will be taught at point of need	
following directions	following directions		
eating time - getting food, eating at tables and putting food away	eating time - getting food, eating at tables and putting food away		
The 5Ls - on the mat	The 5Ls - on the mat		
Packing away after play	Packing away after play		
Washing hands	Washing hands		
Toileting	Toileting		
Safety in the playground	Safety in the playground		
Lining up	Lining up		
out of bounds	out of bounds		
looking after your belongings	looking after your belongings		
Reading books	Reading books		
Looking after preschool belongings	Looking after preschool belongings		
Manners - How we talk to each other	Manners - How we talk to each other		
Classroom expectations	Classroom expectations		
Pick up procedures	Pick up procedures		

Preschool Acknowledgement System

PB4L Wall - Children will be acknowledged individually through their picture being added to the PB4L wall. This wall will also operate as a reminder to children of what safe, respectful learners look like in the playground and classroom.

Limit of 2 per day.



Jeffrey is being respectful of others, by sharing the boats.

Group Prize - Glass jar barometer

1. A large glass jar will be provided with a whiteboard patch on the front.
2. Children and staff discuss a prize that they wish to achieve through positive actions and this will be recorded on the front of the jar. Keep in mind prizes should be in line with Munch and Move values.
3. Hand out yoghurt lids to children who are being safe, respectful learners and have the children post the lids into the jar. The yogurt lids can be free and frequent with no limit to the amount handed out, however, the educator should be explicit on why the child is receiving it.
4. Once the jar has been filled, celebrate with children and ensure reward if given. The process will then begin again.

Record of procedure's review

Date of review and who was involved

26/10/2021 Carolyn Jones, Leanne McMaster, Shiralee Robinson, Annette Thomson and Natalie Kenny

Key changes made and reason/s why

Format was changed to make the procedure more comprehensive and in line with the new format.

Record of communication of significant changes to relevant stakeholders

Procedure will be presented at the next P&C meeting by Annette Thomson and added to Kinderloop for parents/carers to view.

Record of procedure's review
Date of review and who was involved
14/9/2022 Carolyn Jones, Leanne McMaster, Shiralee Robinson and Miriam McKeown
Key changes made and reason/s why
No changes
Record of communication of significant changes to relevant stakeholders
Procedure will be presented at the next P&C meeting by Annette Thomson and added to Kinderloop for parents/carers to view.

Record of procedure's review
Date of review and who was involved
30/8/2023 Carolyn Jones, Annette Thomson, Shiralee Robinson and Miriam McKeown
Key changes made and reason/s why
editing
Record of communication of significant changes to relevant stakeholders
Procedure will be presented at the next P&C meeting by Annette Thomson and added to Kinderloop for parents/carers to view.

Editable tables

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