



Murray Bridge South Primary School

Positive Behaviour for Learning Guidelines

Be Safe. Be Kind. Be Ready to Learn.

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Government of South Australia

Department for Education

Murray Bridge South Primary School



Positive Behaviour for Learning

What is Positive Behaviour for Learning (PBL)?

Positive Behaviour for Learning (PBL) is a whole school, evidence-based approach to behaviour management and wellbeing. It aims to create a positive school culture by explicitly teaching, modelling, and acknowledging expected behaviours. PBL ensures consistency and fairness, supports student engagement, and fosters safer, more productive learning environments.

Key Features of PBL

- **Clear expectations:** Behaviour expectations are explicitly defined, positively stated and taught in all learning and play environments.
- **Consistent acknowledgement:** Students are recognised for demonstrating expected behaviours using a variety of reward systems.
- **Data-driven decision making:** Behaviour trends are monitored, and interventions are adjusted as needed.
- **Whole-school commitment:** All staff, students and families are involved in supporting positive behaviour.

Implementing PBL across Murray Bridge South Primary School

1. Define and Teach Behavioural Expectations

- Develop school-wide and classroom expectations (e.g., safe, respectful, and responsible).
- Use explicit lessons, roleplaying, and visual supports to teach expectations for both classroom and yard spaces. For example: tell, show, practise and monitor routines such as entering/exiting the class, transitioning between lessons, using a break card, lining up.
- Reinforce expectations regularly through discussions, reminders, and positive feedback.

2. Using Positive and Corrective Feedback

- **Positive Feedback:** Used to acknowledge expected behaviours.
- **Behaviour-specific feedback** is the most effective way to build and sustain expected behaviour. For example, "Thank you for following my instructions and starting your work right away."
- **Corrective Feedback:** Used to address student behaviour that does not meet expectations. Focus on the behaviour, not the student, and guide them towards the desired behaviour.
- **Feedback Ratio:** Aim for a ratio of **4:1** (four positive feedback statements for every corrective feedback statement). This increases the likelihood of students meeting expectations.
- **When Giving Feedback:**

- Acknowledge positive behaviours in a variety of whole class, group, and individual ways to reinforce expectations.
- Consider if a student will respond better to being acknowledged publicly or in private.
- Use positive reinforcement alongside verbal recognition.

3. Using Positive Reinforcement

Consider what kind of reinforcement your students prefer and the frequency of use. Tailor strategies to age, cohort, and individual needs. Examples include:

- Non-verbal actions and gestures (e.g., smiles, thumbs-up).
- Reward systems (e.g., raffle tickets, house points, Class Dojo points) for individuals, groups, or the whole school.
- Time with preferred activities.
- Class or house points toward collective or individual celebrations.
- Earning a leadership role or responsibility.
- Sharing positive feedback with families, carers, or significant adults.

4. Consistently Acknowledge Positive Behaviour

- **Raffle Tickets:** Awarded to students who demonstrate class and yard expectations. Tickets go into a prize draw, encouraging ongoing positive behaviour.
- **Assembly “Superstar” Awards:** Presented each assembly to recognise students modelling outstanding behaviour aligned with school expectations and values. This public acknowledgement motivates others.
- **Principal’s Award:** Nominated by the Principal, this award is for exceptional demonstration of school expectations. Presented by the Principal at assembly.
- **Principal Morning Teas:** Students, who receive superstar awards, or the Principal’s award, are invited to a special morning tea with the Principal and leadership.
- **House Cup Termly Celebrations:** House points are earned for positive behaviours, culminating in a celebration or reward for the house with the most points at the end of the term and year.

5. Visible Displays and Communication

- Posters outlining expected behaviours in classrooms, corridors, and yard areas.
- Regular communication with families about the PBL framework and examples of rewards and recognition.

6. Data Collection and Review

- Track awarded raffle tickets, major/minor incidents, and award recipients.
- Use data to identify patterns, celebrate success, and determine areas for reteaching or improvement.

7. Ongoing Staff Collaboration and Training

- Provide professional development to reinforce PBL language and strategies.
- Conduct regular meetings to review data and plan for support or interventions.

8. Inclusivity and Wellbeing

- Ensure expectations and recognition systems are accessible, equitable, and supportive of the diverse needs of all learners.
- Celebrate effort, resilience, and personal growth, not just compliance.

This holistic approach ensures PBL is consistent and effective across all year levels at Murray Bridge South Primary School, building a culture of positive learning, wellbeing, and achievement.