

THE PRACTICAL GUIDE TO POSITIVE BEHAVIOUR

TEACH IT. SUPPORT IT. REINFORCE IT. TOGETHER WE **THRIVE**.



TEACH
the behaviour



REMIN
regularly



PROVIDE CHOICE
empower students



PROVIDE FEEDBACK
notice and reinforce



REFLECTION
help students think



RESPONSE
use logical and
consistent
responses



Our Goal:

A positive learning
environment where
every learner can
grow and **succeed**.



PRACTICAL STRATEGIES. REAL CLASSROOMS.
STRONG RELATIONSHIPS. POSITIVE FUTURES.



Matachitos

CHAPTER 1

TEACHING POSITIVE BEHAVIOUR

Behaviour is **taught**,
just like any other skill.



SUPPORTING POSITIVE BEHAVIOUR AND LEARNING

Creating conditions where all learners can thrive.



Creating a positive learning environment is essential for helping students learn and succeed. When students feel safe, supported, and engaged, they are more likely to participate actively in learning and achieve positive outcomes.



However, the learning process can sometimes be disrupted by challenging behaviours displayed by individual students or groups of students. These situations can affect engagement, relationships, and the overall classroom climate.



In this section, we will explore practical strategies that teachers can use to respond to these challenges. The purpose of these strategies is not simply to manage behaviour, but to teach, support, and restore positive participation in learning.



It is important to remember that no single strategy works in every situation. Effective teachers adapt their responses based on the needs of their students, the classroom context, and the purpose of the intervention.



Positive behaviour support is about **learning**, **relationships**, and **belonging**.



CLASSROOM BEHAVIOUR MATRIX

What does successful participation in learning look like?



ON TIME

Am I ready to learn?

- ✓ Enter the classroom promptly.
- ✓ Bring all required learning equipment to every lesson.
- ✓ Phone and headphones are in your bag before learning begins.
- ✓ Place your bag under the desk/bench.
- ✓ Begin the "Do Now" activity immediately.
- ✓ Be prepared for practical activities.



ENGAGED

Am I actively learning?

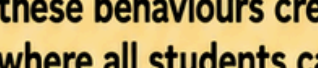
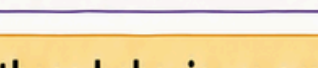
- ✓ Listen carefully to instructions.
- ✓ Participate in class discussions.
- ✓ Stay focused on the task.
- ✓ Ask questions when support is needed.
- ✓ Complete work to the best of their ability.
- ✓ Persist when learning becomes challenging.
- ✓ Work independently / collaboratively when required.
- ✓ Use class time productively.
- ✓ Remain on approved learning activities and websites.



RESPECTFUL

Am I showing respect?

- ✓ Raise your hand before speaking.
- ✓ Use a calm and appropriate voice.
- ✓ Listen when others are speaking.
- ✓ Use appropriate language.
- ✓ Respect different opinions and perspectives.
- ✓ Keep hands, feet, and objects to yourself.
- ✓ Move safely around the classroom.
- ✓ Respect the property of others.
- ✓ Take care of desks, chairs, and classroom equipment.
- ✓ Use equipment only for its intended purpose.
- ✓ Keep the classroom clean and tidy.
- ✓ Keep notebooks and learning materials neat and tidy.
- ✓ Wear the correct uniform appropriately.



SUPPORTIVE

Am I helping others succeed?

- ✓ Include others in learning activities.
- ✓ Work collaboratively with classmates.
- ✓ Encourage others to participate.
- ✓ Celebrate the success of others.
- ✓ Demonstrate patience when working with others.
- ✓ Welcome new students and visitors.
- ✓ Help maintain a positive classroom culture.



Together, these behaviours create a positive learning environment where all students can thrive and succeed.



START SMALL: FOCUS ON WHAT MATTERS MOST

We cannot teach every behaviour at once.
Start by identifying a small number that will make the biggest difference.



The Classroom Behaviour Matrix shows many behaviours that support learning.

However, it is **neither realistic nor necessary** to teach every behaviour at once.



Focus on a small number of high-impact behaviours and teach them consistently.

Students are more likely to succeed when behaviours are **explicitly taught, practised, reinforced, and revisited.**



1 THERE ARE MANY IMPORTANT BEHAVIOURS

There are many important behaviours, but I cannot teach everything at once.

CLASSROOM BEHAVIOUR MATRIX			
ON TIME	ENGAGED	RESPECTFUL	SUPPORTIVE
- Arrives on time - Stays on task - Follows instructions - Respects personal space - Respects others' work - Respects others' belongings - Respects others' privacy - Respects others' time - Respects others' feelings - Respects others' opinions - Respects others' needs - Respects others' rights - Respects others' responsibilities - Respects others' safety - Respects others' well-being - Respects others' dignity - Respects others' identity - Respects others' culture - Respects others' religion - Respects others' beliefs - Respects others' values - Respects others' traditions - Respects others' customs - Respects others' norms - Respects others' laws - Respects others' rules - Respects others' boundaries - Respects others' limits - Respects others' expectations - Respects others' standards - Respects others' quality - Respects others' quantity - Respects others' value - Respects others' worth - Respects others' importance - Respects others' significance - Respects others' meaning - Respects others' purpose - Respects others' mission - Respects others' vision - Respects others' dream - Respects others' goal - Respects others' aspiration - Respects others' ambition - Respects others' passion - Respects others' interest - Respects others' hobby - Respects others' sport - Respects others' game - Respects others' activity - Respects others' exercise - Respects others' rest - Respects others' sleep - Respects others' food - Respects others' drink - Respects others' clothing - Respects others' appearance - Respects others' grooming - Respects others' hygiene - Respects others' health - Respects others' safety - Respects others' well-being - Respects others' dignity - Respects others' identity - Respects others' culture - Respects others' religion - Respects others' beliefs - Respects others' values - Respects others' traditions - Respects others' customs - Respects others' norms - Respects others' laws - Respects others' rules - Respects others' boundaries - Respects others' limits - Respects others' expectations - Respects others' standards - Respects others' quality - Respects others' quantity - Respects others' value - Respects others' worth - Respects others' importance - Respects others' significance - Respects others' meaning - Respects others' purpose - Respects others' mission - Respects others' vision - Respects others' dream - Respects others' goal - Respects others' aspiration - Respects others' ambition - Respects others' passion - Respects others' interest - Respects others' hobby - Respects others' sport - Respects others' game - Respects others' activity - Respects others' exercise - Respects others' rest - Respects others' sleep - Respects others' food - Respects others' drink - Respects others' clothing - Respects others' appearance - Respects others' grooming - Respects others' hygiene - Respects others' health	- Participates in class - Asks questions - Contributes to class - Respects personal space - Respects others' work - Respects others' belongings - Respects others' privacy - Respects others' time - Respects others' feelings - Respects others' opinions - Respects others' needs - Respects others' rights - Respects others' responsibilities - Respects others' safety - Respects others' well-being - Respects others' dignity - Respects others' identity - Respects others' culture - Respects others' religion - Respects others' beliefs - Respects others' values - Respects others' traditions - Respects others' customs - Respects others' norms - Respects others' laws - Respects others' rules - Respects others' boundaries - Respects others' limits - Respects others' expectations - Respects others' standards - Respects others' quality - Respects others' quantity - Respects others' value - Respects others' worth - Respects others' importance - Respects others' significance - Respects others' meaning - Respects others' purpose - Respects others' mission - Respects others' vision - Respects others' dream - Respects others' goal - Respects others' aspiration - Respects others' ambition - 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Respects others' work - Respects others' belongings - Respects others' privacy - Respects others' time - Respects others' feelings - Respects others' opinions - Respects others' needs - Respects others' rights - Respects others' responsibilities - Respects others' safety - Respects others' well-being - Respects others' dignity - Respects others' identity - Respects others' culture - Respects others' religion - Respects others' beliefs - Respects others' values - Respects others' traditions - Respects others' customs - Respects others' norms - Respects others' laws - Respects others' rules - Respects others' boundaries - Respects others' limits - Respects others' expectations - Respects others' standards - Respects others' quality - Respects others' quantity - Respects others' value - Respects others' worth - Respects others' importance - Respects others' significance - Respects others' meaning - Respects others' purpose - Respects others' mission - Respects others' vision - Respects others' dream - 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2 IDENTIFY A SMALL NUMBER OF HIGH-IMPACT BEHAVIOURS

START HERE

- Phone and headphones in your bag ✓
- Keep your notebook neat and tidy ✓
- Notebook, calculator and pencil ready ✓
- Begin the Do Now promptly ✓
- Try one step before asking for help ✓
- Bring learning equipment every lesson. ✓

Choose a few high-impact behaviours to focus on first.

3 ASK YOURSELF

- ✓ Which behaviours are having the biggest impact on learning?
- ✓ Which behaviours occur most frequently?
- ✓ Which behaviours can I teach and monitor consistently?
- ✓ Which behaviours will create the biggest improvement?

4 START WITH A FEW

THIS WEEK'S FOCUS

- Phone and headphones in your bag
- Notebook, calculator and pencil ready
- Begin the Do Now promptly

Focus on 2–4 behaviours rather than trying to change everything at once.



Small improvements implemented consistently often have a greater impact than attempting to change everything at once.





A FRAMEWORK FOR SUPPORTING POSITIVE BEHAVIOUR



Positive behaviour is not assumed.
It is **taught**, **practised**, **supported**, **reinforced**,
reflected on, and **responded** to when needed.

6 RESPONSE

Apply logical consequences when needed.

- Use fair and predictable consequences.
- Ensure they are logical, related to the behaviour, and educative.
- Focus on learning from the experience and making better choices.



We've talked about this several times. The next step is....

1 TEACH

Explicitly teach and model the behaviour.

- Describe what it looks like, sounds like, and when it should occur.
- Model, practise, and give feedback until students are fluent.



EXAMPLE

We walk on the left side in the corridor.



2 REMIND

Prompt students before the behaviour is needed.

- Use verbal prompts, visual cues, and non-verbal signals.
- Timely reminders increase the likelihood of success.



Remember, phones in your bag before we start.

POSITIVE BEHAVIOUR SUPPORT

The goal is learning, responsibility, and belonging.

5 REFLECTION

Support students to think about their choices and take ownership.

- What happened?
- What could you do differently next time?
- What would help you be successful tomorrow?



4 PROVIDE FEEDBACK

Acknowledge and reinforce the behaviour you want to see.

- Be specific.
- Notice attempts, effort, and progress.
- Catch students doing the right thing.



Thanks for being ready with your notebook. That helps everyone get started!

3 PROVIDE CHOICE

Offer choices that guide positive decisions.

- Provide options that maintain dignity and ownership.
- Guide students back to the expected behaviour.



You can put your phone in your bag now, or place it on my desk until the end of the lesson.

APPLYING THE FRAMEWORK

PHONE & HEADPHONES IN YOUR BAG

1 TEACH

Explicitly teach, model and practise the routine.

- ✓ Enter classroom
- ✓ Take out equipment
- ✓ Switch phone off
- ✓ Phone & headphones in your bag
- ✓ Bag under desk
- ✓ Begin Do Now

Model it!

2 REMIND

Prompt before the behaviour is needed.

Good morning everyone! Phone and headphones in your bag before you sit down.

LEARN
FOCUS
RESPECT

3 PROVIDE CHOICE

Give students a choice that keeps the expectation.

You can put your phone in your bag now, or place it on my desk until the end of the lesson.

Choice 1

Put it in your bag now



Choice 2

Place it on my desk until the end of the lesson



PHONE & HEADPHONES AWAY BECAUSE IT PREVENTS ENGAGEMENT AND LEARNING

4 PROVIDE FEEDBACK

Notice and acknowledge when students follow the expectation.

Thank you to everyone who has their phone away and is ready to learn.

I can see you started your Do Now right away. Great work!

Thanks, Alex, for putting your phone away straight away.

5 REFLECTION

Support students to think about their choices and plan for next time.

- What happened?
- What makes it difficult to keep your phone away?
- How is it affecting your learning?

What could I do differently next time?

Possible supports:



Sit closer to teacher



Phone on teacher desk at start



Self-monitor check-in

6 RESPONSE

Use fair, logical and consistent responses when needed.

1 Phone placed on teacher's desk for the lesson

2 KAMAR entry

3 Detention

4 Parent contact

5 Dean involvement



REMEMBER

We are not trying to win an argument.
We are helping students learn, stay focused,
and take responsibility for their choices.





CHAPTER II



REINFORCING POSITIVE BEHAVIOUR

Recognize it. Reward it. Grow it.





TRACKING PROGRESS



A SIMPLE GUIDE FOR TEACHERS

1 WHY IS IT IMPORTANT?



Helps us see what students have learned.



Shows who needs more support.



Celebrates growth and improvement.



Guides our next teaching steps.

2 TRACK AND OBSERVE



Track daily or weekly.
Look for progress, not perfection.

3 FOR HOW LONG SHOULD WE TEACH THE BEHAVIOUR?



Teach the behaviour clearly and consistently for about **1 week**.



If most students display the behaviour independently...



Continue teaching the **next behaviour**.



4 RECOGNISE AND REINFORCE

After **1 week**, recognise students who consistently display the behaviour.



Award points for showing the behaviour consistently during the week.



Celebrate effort, growth and positive choices.



Reinforce success and keep moving forward!



Track progress. Build positive habits. Grow confident learners.





Behaviour Learning Tracker



Target Behaviour: ☒ Phone & headphones in bag Week: _____ Class: _____

Student	Mon	Tue	Wed	Thu	Fri	Notes
Alex	✓	✓	✓	✓	✓	
Emma	✓	✓	✓	✓	✓	
Leo	✓	△	✓	✓	✓	
Mia	✓	✓	✓	△	✓	
James	○	○	✓	✓	✓	

LEGEND



Independent

Demonstrated the behaviour independently.



Reminder Needed

Demonstrated the behaviour after a prompt.



Not Yet

Behaviour not demonstrated yet.



TEACHER REFLECTION

- What worked well this week?

- Who needs additional support?

- Next week's focus:



★ IMMEDIATE REINFORCEMENT ★❤️

EVERY LESSON. EVERY TIME.

Use these strategies every time students display the expected behaviour.

SMILE



Show warmth and encouragement.

THUMBS UP



A quick sign of approval.

POSITIVE NARRATION



Comment on the positive behaviour you see.

SPECIFIC PRAISE



Give clear and specific praise.

EXAMPLES OF SPECIFIC PRAISE

"Thank you for being ready to learn."

"I noticed you started your Do Now immediately."

"Excellent teamwork."

"Thank you for putting your phone away straight away."

"I can see everyone is focused."



KEY MESSAGE:

Reinforce the behaviour you want to see more often.





OTHER WAYS TO REINFORCE BEHAVIOUR



Reinforcement is more powerful when it is consistent, visible and meaningful.

★ REINFORCE THROUGH WEEKLY POINTS



1. SET THE FOCUS



2. OBSERVE



3. AWARD 5 POINTS



4. TRACK PROGRESS



EXAMPLE

If a student consistently demonstrates the target behaviour for the whole week, they earn **5 points**.

The points are recorded in the app. Students can save their points and choose a reward from the Behaviour Reward Menu.

GENERAL GUIDELINES FOR THE BEHAVIOUR REWARD MENU 🏆



1. KEEP IT SIMPLE

Choose rewards that are easy to understand and meaningful for students.



2. MAKE IT ACHIEVABLE

Ensure students can earn points through consistent positive behaviour.



3. BE FAIR AND TRANSPARENT

All students should know how points are earned and how rewards are redeemed.



4. OFFER A RANGE OF REWARDS

Include recognition, privileges, learning opportunities and fun experiences.



5. KEEP IT CONSISTENT

Use the same system every week to build trust and positive habits.



KEY MESSAGE:

Every positive behaviour you reinforce today creates a better classroom culture for tomorrow.



LEARN IT. EARN IT. ACHIEVE IT!

Great habits **today**. Greater success **tomorrow**.



LEARNING BEHAVIOURS

POINTS



Bring notebook, calculator, pencil, and SciPad Book.

Come prepared and ready to learn.

5

POINTS



Complete homework (show all working)

Practice makes progress!

5

POINTS



Stay focused and participate actively

Be engaged. Ask questions. Contribute to learning.

10

POINTS



Pass the Independent Recall

Retrieve it. Know it. Grow it.

10

POINTS



Arrive on time and ready to learn

Punctuality shows respect for yourself and others.

5

POINTS



Keep your notebook neat, tidy and organised

An organised notebook supports learning.

5

POINTS



Going Above and Beyond

Exceptional effort, improvement, leadership, helping others and showing initiative.

10

POINTS
(Up to 10)



**GOOD HABITS TODAY
BRIGHTER FUTURES TOMORROW!**

Small actions every day lead to big achievements!



★ REWARDS MENU ★

60
POINTS



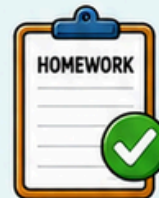
Choose your seat
for one lesson

120
POINTS



Listen to music
during independent work for one lesson

180
POINTS



Homework Pass
(one homework activity)

240
POINTS



Positive phone call or email home
from the teacher

300
POINTS



Independent Recall Pass
(skip one Independent Recall task)

360
POINTS



Learning Excellence Award – Student Success Spotlight

HOW IT WORKS



Earn points every week by showing great **learning habits**.



Save your points and choose rewards from the **Rewards Menu**.



Keep going, stay consistent and achieve your **Learning Excellence!**

★ Small habits. **Big impact.** You've got this! ★



BEHAVIOUR REWARDS APP

A **FREE** companion app to support positive behaviour in your classroom.

One app. Two views. Everyone wins!

100% FREE
for teachers
and students!

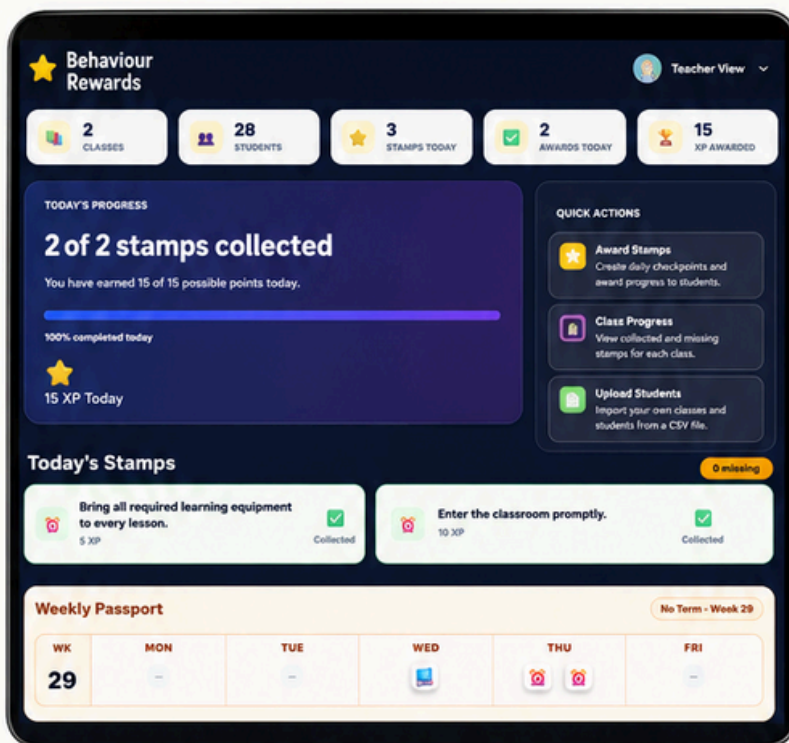
FOR TEACHERS

Teachers can:

- ✓ Record behaviour points with one tap
- ✓ Track student progress



Save time and focus on what matters most – supporting your students!



FOR STUDENTS

Students can:

- ✓ View their points
- ✓ Track their progress
- ✓ See available rewards
- ✓ Redeem rewards



See your progress, work towards rewards and stay motivated!

POWERFUL FEATURES FOR BUSY TEACHERS



EASY TO USE
Simple, quick and effective.

FREE

100% FREE
No hidden costs.
Always free.



TRACK PROGRESS
Monitor behaviour and celebrate improvement.

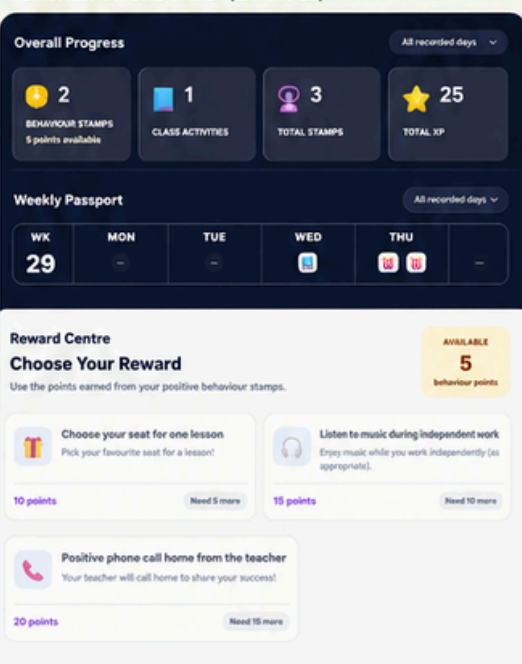


MOTIVATES STUDENTS
Rewards encourage positive choices and build responsibility.

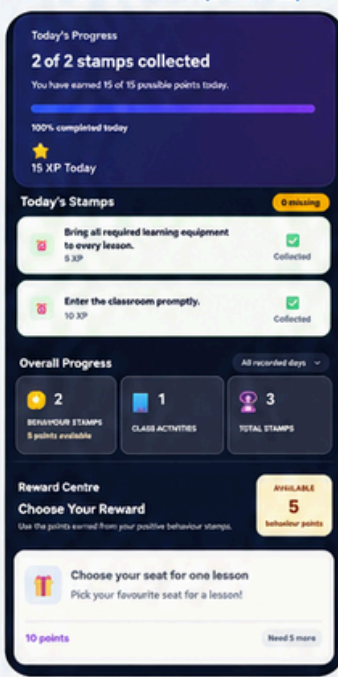


BUILDS POSITIVE CULTURE
Stronger relationships.
Better behaviour.
Better learning for all.

TEACHER DASHBOARD (EXAMPLE)



STUDENT VIEW (EXAMPLE)



REWARDS MENU (EXAMPLE)

	Choose your seat for one lesson	10 Points
	Listen to music during independent work	15 Points
	Positive phone call home from the teacher	20 Points
	Technology activity or coding/game challenge	25 Points
	Homework Pass	30 Points
	Behaviour Champion Certificate (digital or printed)	35 Points
	Positive phone call home from the Principal, Deputy Principal or Dean	40 Points

Watch your points grow, redeem rewards and celebrate your achievements!



Celebrate **progress**. Encourage **growth**.
Keep moving forward together!

ACCESS THE APP NOW!

<https://wiringideas.com/stampApp/>



Works on any device
– anytime, anywhere!



CHAPTER III



SUPPORTING CHALLENGING BEHAVIOUR

Understand. Support. Guide.
Help every student **succeed**.



WHEN CONSEQUENCES ARE NOT WORKING

Understanding the reason behind the behaviour



I've taught the behaviour, provided reminders, offered choices, and followed school procedures. The student is still using their phone. What should I do next?

BE RESPECTFUL
BE RESPONSIBLE
BE LEARNERS

I'll just check this quickly...



ASK: WHY IS THE BEHAVIOUR STILL HAPPENING?

1 SKILL PROBLEM

The student wants to comply but struggles to do so.

I know the rule, but I keep checking my phone without thinking.



EXAMPLES

- Poor self-regulation
- Habit of checking notifications
- Difficulty concentrating

POSSIBLE SUPPORTS

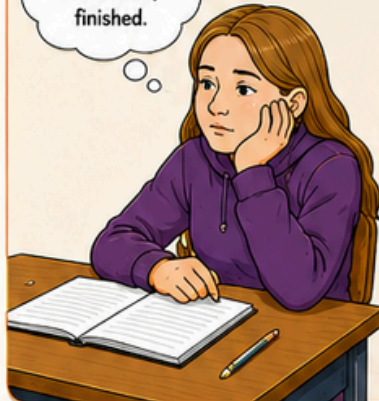
- Phone on teacher desk
- Check-in/check-out routine
- Self-monitoring sheet
- Seat closer to the teacher



ENGAGEMENT PROBLEM

The student uses the phone because learning is not engaging.

I don't understand the task. I've already finished.



EXAMPLES

- Work is too difficult
- Work is too easy
- Student feels lost or unsupported

POSSIBLE SUPPORTS

- More scaffolding and support
- Additional challenge
- More frequent teacher interaction
- Smaller learning steps and goals



RELATIONSHIP PROBLEM

The behaviour is connected to teacher-student relationships.

I feel like the teacher is always targeting me.



EXAMPLES

- Previous conflict
- Lack of trust
- Student seeking attention or control

POSSIBLE SUPPORTS

- Restorative conversation
- Positive interactions and encouragement
- Rebuilding trust and connection
- A fresh start



ENVIRONMENTAL PROBLEM

The classroom environment makes success difficult.

Everyone around me is on their phone too.



EXAMPLES

- Sitting beside friends
- Constant distractions
- No clear routines or expectations

POSSIBLE SUPPORTS

- Seating adjustment
- Clearer routines and expectations
- Reduce distractions and noise
- Structured transitions and movement



If consequences are not changing behaviour, **investigate the reason** behind the behaviour rather than simply **increasing the consequence**.



When we understand why, we can choose the right support and help students succeed.



CHOOSING THE RIGHT SUPPORT



Understand the reason before choosing the response.



Every behaviour has a reason.

When we understand the reason, we can give the right support.

BECOME A BEHAVIOUR DETECTIVE!



OBSERVE

What is happening?



ASK QUESTIONS

Gather information and look for clues.



IDENTIFY THE REASON

What is most likely causing the behaviour?



CHOOSE THE SUPPORT

Match the support to the reason.



MONITOR PROGRESS

Check if the support is working and adjust if needed.

1 SKILL PROBLEM

Ask...

- Does the student know what to do?
- Have I explicitly taught the behaviour?
- Can they explain the expectation?

If NO →

Teach the behaviour again.



POSSIBLE SUPPORTS



Model the behaviour



Practise together



Visual reminder



Checklist



Prompt card

QUICK DECISION GUIDE

Does the student know what to do?



NO

Teach it again.

YES

Is the work engaging?



NO

Adapt the task.

YES

Is there a relationship issue?



YES

Rebuild connection.

NO

Is the environment supporting success?



NO

Change the environment.

YES



Continue reinforcing and monitoring!
Celebrate progress!

2 ENGAGEMENT PROBLEM

Ask...

- Is the work too difficult?
- Is the work too easy?
- Is the student interested?
- Are they experiencing success?

If YES →

Adapt the learning.



POSSIBLE SUPPORTS



Chunk the task



Scaffold



Reduce cognitive load



Offer choice



Increase success

3 RELATIONSHIP PROBLEM

Ask...

- Does the student trust me?
- Have we had conflict recently?
- Do they respond better to
- Do they respond better another adult?
- Do I connect?

If YES →

Strengthen the relationship.



POSSIBLE SUPPORTS



Positive conversation



Restorative discussion



Check-in



Positive phone call home



Fresh start

4 ENVIRONMENTAL PROBLEM

Ask...

- Is the classroom distracting?
- Is the student seated well?
- Are friends influencing behaviour?
- Is the routine clear?

If YES →

Change the environment.



POSSIBLE SUPPORTS



Change seating



Reduce distractions



Clear routines



Visual schedule



Structured transitions



THE SUPPORT SHOULD MATCH THE REASON.

Not every behaviour needs a consequence.

Sometimes students need:



TEACHING

Teach the skills they are missing.



ENCOURAGEMENT

Build confidence and motivation.



CONNECTION

Build strong, positive relationships.



A BETTER ENVIRONMENT

Create a space where they can succeed.

REMEMBER:

Your goal is not just better behaviour, but student growth and wellbeing.



Observe. Understand. Support. Reinforce. Together we help students thrive!

