St Matthew’s Catholic Primary School

Student Behaviour Support Policy

A WHOLE SCHOOL APPROACH TO BEHAVIOUR MANAGEMENT
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1 School Mission Statement

St Matthew’s Catholic Primary School exists to promote the development of the total person by integrating faith, love and life experiences. It emphasises the central place of Jesus Christ and builds a Christian atmosphere where Gospel values are encouraged and upheld. In the spirit of Mary MacKillop and the Josephite Sisters, it aims to provide a holistic education wherein each child’s true potential can be developed through academic achievement incorporating spiritual, social, intellectual and physical growth. Thereby, we strive to live by our motto of FAITH, KNOWLEDGE AND LOVE.

2 Policy Vision

At St Matthew’s School, all members of the school community will actively promote and encourage caring interaction through the exercise of courtesy, respect, service and compassion to build a Christian atmosphere where Gospel values are upheld. This is supported by personal development education, personal safety, resilience and anti-bullying measures.

**Courtesy**

- Each person has the right to be accepted and to belong and has a responsibility to accept others and help them to belong
- Each person will be addressed by name
- Each person will use words and actions that promote and display good manners

**Respect**

- Each person has the right to be respected and treated with dignity
- Each person will recognise others’ need for privacy of property, person and information

**Service**

- Each person has the right to learn
- Each person will work to the best of their ability and position to serve others
- The teaching staff will promote and encourage the development of service through programs such as “Buddies”

**Compassion**

- Each person will work to promote a sense of compassion in all relationships that develop within the community

The Student Behaviour Support Policy focusses on enhancing a positive school ethos and promoting effective learning by establishing:

- Clearly stated expectations of what constitutes acceptable behaviour
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour
- Processes, rules and sanctions to deal with unacceptable behaviour and a way to monitor the needs of students who seek attention through negative behaviour.
3 Context Statement

St Matthew’s Catholic Primary School is situated in Logan City 30km south of Brisbane. St Matthew’s School was established in 1984 by the Sisters of St Joseph and they have contributed greatly to the development and culture of our school. The school is a three stream school from Prep – Year 6 and has a current enrolment of 565 students.

The policy was developed in 2010, by a team of teachers led by the Assistant Principal and was updated in 2013 to incorporate SWPBS and new C.A.R.E. expectations. A review of school data relating to behaviour incidents informed the process. Data gathering will continue to influence the procedures and policies with annual updates. The revised policy was presented to staff, parents and students.

4 Beliefs about Behaviour and Learning

BEHAVIOUR IS A PROCESS OF LEARNING.
- Behaviour is learnt.
- Behaviour needs to be taught regularly and sequentially.
- Behaviour is learned at one’s own pace.
- When teaching, we need consistency of language.

HOPE IS THE FOUNDATION OF CHANGE.
- We believe in and trust in the powerful presence of God.
- Educating children is God’s work.
- We don’t have all the answers so we need to care and support each other in this process.
- Success builds success, therefore we value the “good times” and believe and rejoice in our successes, however small.

BEHAVIOUR IS INFLUENCED.
- Behaviour is strongly influenced by: home, culture, school, peers, society and own needs.
- Behaviour is influenced by individual backgrounds, culture and experiences.
- Behaviour is influenced by the group and the individual’s innate need to belong.
- People influence each other’s behaviour so modelling good behaviour is important to this process of learning.
- Behaviour (positive and negative) is a manner in which students seek attention.
RESPECT, SAFETY AND LEARNING IS CENTRAL TO LIFE AT ST. MATTHEW’S

- Expectations of behaviour differ according to setting and relationships (refer Code of Expected Student Behaviour).
- Expectations, boundaries and consequences should be clear, succinct and consistent.
- Children need boundaries and knowledge of the consequences (refer Levels of Behaviour and Consequences).
- We need to be compassionate, just, consistent and fair in dealing with children and their behaviour (refer class covenant, class rules etc).
- We value speaking respectfully to the child so they can maintain their dignity.
- We believe that children should be able to predict the behaviour of the adult who is dealing with them.

SELF AWARENESS

- Right behaviour needs to become an internalised skill.
- Behaviour reflects one’s beliefs and values.
- Changing one’s own behaviour/perceptions can influence a change in others
- Behaviour is the interplay of thought, feeling and action.
- Students need to be directly taught behaviours that will ensure that they will participate more successfully in society
- We believe in the benefit of developing social emotional competencies such as resiliency, conflict resolution and anger management.

BEHAVIOUR IS OWNED AND SHARED BY ALL

- Behaviour learning involves the development of relationships, including a knowledge and rapport with students and family.
- We believe we should concentrate on the behaviour not the child.
- An individual makes choices and takes responsibility for his/her behaviour.
- We value family involvement in the shared process of learning together.
St Matthew’s Catholic Primary School
Code of Expected Student Behaviour
C.A.R.E.

At St Matthew’s Catholic Primary School we emphasise the importance of our caring community by directly teaching and modelling to students the behaviours we expect at school. C.A.R.E. is directed towards all students and is designed to promote positive behaviour and a framework for responding to unacceptable behaviour.

Co-operation - (Work together and encourage others)
Act Safely - (Act in a way that keeps you and others safe)
Respect - (Respect people, property and the environment)
Effort - (Do your best and be responsible for your actions)

A set of examples has been attached to our C.A.R.E. expectations matrix. It provides an insight into the type of behaviour expected but it is not an exhaustive list. Many examples cross over and relate to one or more of the C.A.R.E. expectations.
## St Matthew’s C.A.R.E Matrix

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Walkways/Stairs</th>
<th>Toilets</th>
<th>Eating Areas</th>
<th>Waiting Areas</th>
<th>Pick-up Areas</th>
<th>Sporting events</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Raise your hand if you want help or to ask a question</em>&lt;br&gt;<em>Listen to instructions, be sure you understand them and follow directions</em>&lt;br&gt;<em>Use the allowed websites</em>&lt;br&gt;<em>Always log off correctly when you are finished</em>&lt;br&gt;<em>Speak quietly</em></td>
<td><em>Keep to the left</em>&lt;br&gt;<em>Pick up rubbish as you see it</em>&lt;br&gt;<em>Follow directions</em></td>
<td><em>Wait your turn</em>&lt;br&gt;<em>Turn taps off properly</em>&lt;br&gt;<em>Play-free zone</em></td>
<td><em>Listen to instructions, be sure you understand them and follow directions</em>&lt;br&gt;<em>Sit in your year level area</em>&lt;br&gt;<em>Keep food and drink in your bag</em></td>
<td><em>Listen to instructions, be sure you understand them and follow directions</em>&lt;br&gt;<em>Sit in your year level area</em>&lt;br&gt;<em>Keep food and drink in your bag</em></td>
<td><em>Listen to and follow teachers’ and officials’ directions.</em>&lt;br&gt;<em>Include all members of your team in the game.</em>&lt;br&gt;<em>Be supportive of others.</em>&lt;br&gt;<em>Stay in designated area unless you have been given permission to leave.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Act Safety</strong></td>
<td><em>Walk at all times</em>&lt;br&gt;<em>Sit on the chair correctly</em>&lt;br&gt;<em>Keep your feet to yourself so you don’t bump the cords under the desk</em>&lt;br&gt;<em>Report anything that you don’t think is appropriate to the teacher</em></td>
<td><em>Walk</em>&lt;br&gt;<em>Keep walkways clear</em>&lt;br&gt;<em>Keep hands and feet to yourself</em>&lt;br&gt;<em>Handrails are for safety</em></td>
<td><em>Eat your own food</em>&lt;br&gt;<em>Keep hands and feet to yourself.</em>&lt;br&gt;<em>Sit on the seats</em></td>
<td><em>Keep hands and feet to yourself.</em>&lt;br&gt;<em>Keep everything in your bag</em></td>
<td><em>Keep everything in your bag</em></td>
<td><em>Wear all the correct safety equipment.</em>&lt;br&gt;<em>Follow the rules of the sport as best you can.</em>&lt;br&gt;<em>Wear hat when not competing.</em></td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td><em>Take care of all the computer equipment and treat it appropriately</em>&lt;br&gt;<em>Leave the workspace tidy</em>&lt;br&gt;<em>Push chairs in</em>&lt;br&gt;<em>Show respect for your classmates and wait patiently if you are waiting for help</em>&lt;br&gt;<em>Be a good listener</em>&lt;br&gt;<em>Always store your work in your own folder</em>&lt;br&gt;<em>Never open another person’s file</em>&lt;br&gt;<em>Speak respectfully</em></td>
<td><em>Walk quietly so others may continue to learn.</em>&lt;br&gt;<em>Stay on the paths</em>&lt;br&gt;<em>Use manners</em></td>
<td><em>Put rubbish in the bin.</em>&lt;br&gt;<em>Speak appropriately</em>&lt;br&gt;<em>Eat in the correct area</em>&lt;br&gt;<em>Finish eating before playing</em></td>
<td><em>Speak appropriately</em>&lt;br&gt;<em>Wait quietly</em></td>
<td><em>Listen for your name</em>&lt;br&gt;<em>Speak appropriately</em></td>
<td><em>Speak and act kindly to team mates, opposition, officials and spectators.</em>&lt;br&gt;<em>Follow directions of officials without arguing.</em>&lt;br&gt;<em>Keep and leave venue tidy.</em>&lt;br&gt;<em>Look after equipment</em>&lt;br&gt;<em>Put equipment away after use</em></td>
</tr>
</tbody>
</table>
| **Effort** | *Take pride in your work*<br>*Be prepared for lessons*<br>*Be safe online* | *Keep up with your class* | *Leave the eating area tidy.* | *Respond to the bells* | *Move to the front quickly.*<br>*Look for your car* | *Play and compete to the best of your ability.*
<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Library</th>
<th>Assembly/ Special Events/ Mack Place</th>
<th>Office</th>
<th>Playground</th>
<th>Church</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Use markers when browsing for books</em></td>
<td><em>Use Library Catalogue to find books</em></td>
<td><em>Listen to instructions, be sure you understand them and follow directions</em></td>
<td><em>Wait patiently and quietly</em></td>
<td><em>Play in the correct area</em></td>
<td>Enter and leave in silence.</td>
</tr>
<tr>
<td><em>Leave the library tidy</em></td>
<td><em>Return books on time</em></td>
<td><em>Sit in your designated area</em></td>
<td><em>Use shared areas fairly</em></td>
<td><em>Ask permission to leave your play area</em></td>
<td>Go directly to your area.</td>
</tr>
<tr>
<td><em>Listen to instructions, be sure you understand them and follow directions</em></td>
<td><em>Do your best during lesson</em></td>
<td><em>Keep the library tidy</em></td>
<td><em>Listen to instructions, be sure you understand them and follow directions</em></td>
<td><em>Take turns</em></td>
<td>Sit quietly.</td>
</tr>
<tr>
<td><em>Return books to dump trolley</em></td>
<td><em>Come prepared for lessons</em></td>
<td><em>Play in the correct area</em></td>
<td><em>Compromise</em></td>
<td><em>Form teams fairly</em></td>
<td>Ask permission from your teacher if you need to leave your seat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Act Safely</th>
<th>Library</th>
<th>Assembly/ Special Events/ Mack Place</th>
<th>Office</th>
<th>Playground</th>
<th>Church</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Walk at all times.</em></td>
<td><em>Walk at all times</em></td>
<td><em>Walk to and from the event</em></td>
<td><em>Walk at all times</em></td>
<td><em>Play fairly</em></td>
<td>Walk at all times.</td>
</tr>
<tr>
<td><em>Keep your hands and feet to yourself.</em></td>
<td><em>Keep hands and feet to yourself</em></td>
<td><em>Keep hands and feet to yourself</em></td>
<td><em>Sit on the chairs</em></td>
<td><em>Make sure everyone understands and follows the rules</em></td>
<td>Keep hands and feet still.</td>
</tr>
<tr>
<td><em>Sit on chairs properly</em></td>
<td><em>Sit on chairs properly</em></td>
<td><em>Listen to presenters</em></td>
<td><em>Use your manners</em></td>
<td><em>Include everyone— take turns, invite others to join in</em></td>
<td>*Join in, where appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respect</th>
<th>Library</th>
<th>Assembly/ Special Events/ Mack Place</th>
<th>Office</th>
<th>Playground</th>
<th>Church</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Use your manners</em></td>
<td><em>Use your manners</em></td>
<td><em>Listen to presenters</em></td>
<td><em>Use your manners</em></td>
<td><em>Include everyone— take turns, invite others to join in</em></td>
<td><em>Speak appropriately</em></td>
</tr>
<tr>
<td><em>Treat books carefully</em></td>
<td><em>Speak appropriately</em></td>
<td><em>Show appropriate appreciation</em></td>
<td><em>Speak appropriately</em></td>
<td><em>Value each person’s abilities</em></td>
<td><em>Speak appropriately when giving responses.</em></td>
</tr>
<tr>
<td><em>Speak quietly</em></td>
<td><em>Include everyone— take turns, invite others to join in</em></td>
<td><em>Be respectful of rituals in ceremonies (eg ANZAC Day, National Anthem)</em></td>
<td><em>Care for the equipment</em></td>
<td><em>Respond appropriately to directions</em></td>
<td><em>Speak appropriately when giving responses.</em></td>
</tr>
<tr>
<td><em>Bring Library bags</em></td>
<td><em>Do as asked by the teacher on duty</em></td>
<td><em>Include everyone— take turns, invite others to join in</em></td>
<td><em>Think, speak and act respectfully</em></td>
<td><em>Use polite and respectful language</em></td>
<td><em>Speak appropriately when giving responses.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effort</th>
<th>Library</th>
<th>Assembly/ Special Events/ Mack Place</th>
<th>Office</th>
<th>Playground</th>
<th>Church</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Use Library Catalogue to find books</em></td>
<td><em>Encourage others</em></td>
<td><em>Participate in responses, songs and activities</em></td>
<td><em>Remain calm</em></td>
<td><em>Encourage others</em></td>
<td><em>Participate in responses and songs</em></td>
</tr>
<tr>
<td><em>Return books on time</em></td>
<td><em>Show appreciation</em></td>
<td><em>Participate in responses, songs and activities</em></td>
<td><em>Remain calm</em></td>
<td><em>Encourage others</em></td>
<td><em>Participate in responses and songs</em></td>
</tr>
<tr>
<td><em>Do your best during lesson</em></td>
<td><em>Show appreciation</em></td>
<td><em>Participate in responses, songs and activities</em></td>
<td><em>Remain calm</em></td>
<td><em>Encourage others</em></td>
<td><em>Participate in responses and songs</em></td>
</tr>
<tr>
<td><em>Come prepared for lessons</em></td>
<td><em>Show appreciation</em></td>
<td><em>Participate in responses, songs and activities</em></td>
<td><em>Remain calm</em></td>
<td><em>Encourage others</em></td>
<td><em>Participate in responses and songs</em></td>
</tr>
</tbody>
</table>
6 Levels of Behaviour and Consequences

Consequences follow all students’ behaviour with positive behaviour being recognized and encouraged and negative behaviour being confronted and challenged. Consequences are aimed at addressing the students’ needs and integrating rather than punishing and are to be reasonable and logical. This can be achieved through the consistent and effective teaching of our School Expectations for

| Co-operation - | (Work together, encourage others and do as asked) |
| Act Safely -   | (Act in a way that keeps you and others safe)     |
| Respect -      | (Respect people, property and the environment)    |
| Effort -       | (Do your best and be responsible for your actions) |

CLASS PROCEDURES

Children will be familiar with the C.A.R.E. expectations and will co-operatively develop a set of class rules and routines with clearly defined procedures in implementing consequences.

POSITIVE REINFORCEMENT

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
</table>
| • Students are on task and no disciplinary action is required  
• Students perform an act of kindness unprompted  
• Students exemplify exceptional behaviour | • Positive verbal and non verbal reinforcement  
• In class rewards e.g. stickers, raffle tickets  
• Formal acknowledgement through awards/ certificates  
• St Matt’s C.A.R.E. Cards  
• Letter/email sent home |

BEHAVIOUR CONSEQUENCES

Students need to recognise that poor choices in behaviour are going to occur and therefore it is considered important to provide consistent and known consequences for these behaviours. Behaviour falls into 4 categories, 1 being the lowest and 4 being the highest (refer Behaviour Consequences Matrix)

Procedure for level 1 behaviours may be as follows. A degree of flexibility is required. The response should be appropriate to the situation.

This matrix is one component of the Behaviour Support Policy. The aim of the policy is to teach right behaviours and reduce the frequency and impact of negative behaviours outlined below.
Students need to recognise how they are to respond to each of these steps and this expectation needs to be consistent throughout the school.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Warning – this may include a reminder either by signal or name and include telling the child what they are doing and what is expected.</td>
</tr>
<tr>
<td>2</td>
<td>Stand behind chair for a limited period of time (eg 1-2 minutes)</td>
</tr>
<tr>
<td>3</td>
<td>Change the circumstances (brief time out in the room away from the present task)</td>
</tr>
<tr>
<td>4</td>
<td>Time Out – Teacher gives child a referral form and sends to Library to fill in a reflection sheet. Behaviour choices will be discussed and reflection sheet will be sent home to be signed and returned. Re-entry is negotiated with class teacher. Third visit will be referred to Admin. Office Referral sheet filled in by Time Out teacher which will result in Administration involvement.</td>
</tr>
<tr>
<td>5</td>
<td>Office Referral (e.g. the child may spend time in Detention). Parents will be notified.</td>
</tr>
</tbody>
</table>

For consistent negative choices a behavioural contract may be warranted to assist the child and involve the support of the parents. Repetitive Detentions may result in more serious consequences.

**ANY LEVEL 3 OR 4 BEHAVIOURS NEED TO BE REFERRED TO ADMIN IMMEDIATELY. REFERRAL SHEET MUST BE COMPLETED.**

When appropriate, Years 5-6 may only use steps 1-3-4
POINTS FOR CONSIDERATION

- Teachers record any instances of any consistent Level 1 behaviours in Alert Books
- Consistent referrals will be investigated and may result in Time Out.
- The Catastrophe Scale can be used in conjunction with tracking to help students put their behaviour into perspective.
- Teachers may use their discretion e.g. special needs children with regard to the Step Process.
- Specialist teachers to be familiar with procedures but use only steps 1, 3 and 4
- Specialist teacher to record instances of inappropriate behaviour in their Alert Book. It is the specialist teacher’s responsibility to attain information and record details of inappropriate behaviour.
- Any low level behavioural concerns (physical, social or emotional) observed by teachers, either in class or out of class needs to be addressed by the teacher and then recorded in the Alert Book. All data will be collected, and repeated concerns will be investigated further or referred to Admin.
- All Behaviour Support Policies and Procedures are to be left for Relief Teacher guidance.

PLAYGROUND PROCEDURES

Procedures may be as follows for level 1 behaviours:

Step 1 Reminder over the hailer
Step 2 Call for the child and say what is happening and what is expected
Step 3 Have the child walk around beside you for a nominated time

OR

Send the child to a designated spot for a nominated time – out of play.

Step 3 is to be recorded in the Alert Book.

Repetitive Steps 1 and 2 for the same child over a number of days is also to be recorded in the Alert book.

Note:

- No hat, no play eg (sit in designated areas)
- Incorrect play area – out of play
- If a teacher is speaking to same child about behavior on a number of occasions, it is to be recorded in the Alert Book.
- If a teacher is concerned about a child (e.g. eating, on their own etc), it is to be recorded in the Alert book.
TIME OUT ROOM
- Used during Class time
- Supervised exclusion from class, activity etc.
- Reflection Sheet filled in by child. Behaviour and consequences discussed with child.
  Reflection sheet sent home to be signed and returned to school.
- Recorded in Minor Infringements Record
- May be used as a calming down area.
- Relieves teacher and/or other students.
- Student must want to return to class. Re-entry negotiated with class teacher.
- Ring Library to let them know child is coming. Teacher sends reflection sheet home with child.

Phone: Ext 128
Ext 127

DETENTION
- Supervised each lunchtime in a room specified by admin.
- Detention should be only used as outlined in the Step Process.
- Prior to sending a child to Detention consultation must occur with admin. The exception being that children can be sent there directly from playground for Level 3 or 4 behaviours.
- Children complete Responsible Thinking Form (age appropriate).
- Not for completing homework or unfinished work unless it is occurring consistently. In this case the situation should have previously been recorded in the Alert Book.

Multiple detentions may result in
a) A team approach using Functional Behaviour Assessment involving Guidance Counsellor, Admin, teachers and parents being implemented.
  or
b) Suspension

BCE REGULATIONS - FORMAL SANCTIONS

The purpose of formal sanctions is to reduce the number of detentions, suspensions and exclusions; to reduce the frequency of adverse behaviour and to build positive relationships.

It is an expectation that formal sanctions are only imposed when all other reasonable steps to deals with the situation have been taken.

Discussions will be undertaken with the student to provide feedback to enable them to re enter the classroom.

Formal Sanctions available to schools are:

- Detention
- Suspension
- Exclusion

DETENTION
A detention is a relatively short period when a student is:

- Required to remain at school or a in a designated classroom in student’s non-class time (recess, lunch time, recreation time).
- Excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry.

Detention should be constructive and age appropriate. Its purpose is to signal to a student that his/her inappropriate behaviour will be met with a consequence. Detention is used as an opportunity to help students reflect on the choices they have made and make plans for appropriate behaviour.

A member of the teaching staff or school leadership team will supervise detentions.
INTERNAL SUSPENSION
Suspension is the temporary, full-time or part-time withdrawal of a student’s right to participate in class and/or school activities.

Students will be suspended only

- After all the appropriate steps to modify the student’s negative behaviour have been exhausted.
- All appropriate support personnel available, within the school system have been involved eg. Guidance officer, administration team.
- Discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour.
- Records of all actions taken are to be recorded in school files.
- A negotiation process for the student’s re-entry to class, based on the student achieving some explicit goals related to improved behaviour, will be undertaken.

A member of the Administration team as delegated may suspend where behavior includes:

- Persistent non compliance – Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended.
- Persistent disruption – Students who persistently disrupt and prevent the learning and teaching of others may be suspended.
- Breach of school’s Code of student Conduct – Students who seriously breach the school’s published rules and regulations may be suspended.

EXTERNAL SUSPENSION
If the Principal and Administration team are satisfied that a student has behaved in an unacceptable manner, or whose attendance poses an unacceptable risk to a member/members of the school community, an external suspension may be imposed. This may be for a period of up to 10 school days without being referred to the Deputy Executive Director. During this time the school is not obliged to provide a student with school work. Parents/caregivers have responsibility for their child while they are under external suspension.

As part of the re-entry process the Principal or authorized delegate will convene a meeting with the student and parents/caregivers to devise a mutually-acceptable plan, conditions and follow-up evaluation for the student.

EXCLUSION
Exclusion is the complete withdrawal of a student's right to attend a particular school and school related-functions, on the authority of the Executive Director (or nominee).

Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long term consequences for the student and the family.

Students will not normally be excluded without a clearly documented range of intervention strategies having been tried.

The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted in a particular school because it seriously interferes with the long-term safety and wellbeing of other students and staff.
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student’s needs.

The Principal will consult with the Area Supervisor and Parish Priest before a decision about an exclusion is made.
**PROCESS FOR APPEALS**
If you feel an unreasonable decision has been made there is a process for appeals.

Appeals are made to:
- The Principal of the school about a decision to suspend a student for less than three days,
- The Area Supervisor about a decision to suspend a student for more than three days from a particular school; or
- The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education school.

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**7 Behaviour Support – Prevention and Intervention**

**Level 1 – Whole school / class preventative strategies**

- Positive behaviour and relationships promoted through classroom curriculum
- Classroom Teacher Information Folders will contain class expectations and will be held in the office in the event of a relief teacher being employed in that classroom. The relief teacher will be inducted on school behaviour expectations and consequences.
- At the beginning of each school year programs in personal development focusing on positive behaviours and school expectations will be run throughout the school
- Induction into the policy and procedures for new students and parents
- Regular provision of information to staff and parents, and support to others in sharing successful practices.
- Individual support for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non classroom settings
- Lunchtime clubs and activities – art, craft, chess, library, games club, sport, Tournament of Minds etc
- Bullying policy supported by Anti-Bullying programme Bully the Bulldozer
- Resilience programmes such as Fun Friends and Bounce Back

Direct teaching strategies will be employed to teach student’s behaviour expectations/Code of Expected Behaviour. These may include but are not isolated to: role playing, journaling, cooperative teaching strategies. It is expected that this direct and indirect teaching occurs a number of times per week dependent on the level of need.

**Level 2 – Small Group Support and Intervention**

- Strategies for students who are at risk (as identified by the monitoring of behaviour)
- Student Support Meetings will be conducted for those students who have been identified as being at risk, either through the monitoring of behaviour records or via other concerns staff may have.
- Intervention programmes involving support and specialist staff such as the Social Skills Programme conducted by the Guidance Officer

**Level 3 Individual Support and Intervention**

- Strategies to support the 1-2% of students who present with challenging behaviour not able to be modified by prior intervention, including the Functional Behaviour Assessment.
- Specialised services and alternate pathways of care as advised by the Guidance Counsellor
8. Bullying Policy

At St Matthew's we have an expectation that everyone is treated with dignity and respect.
We believe that every child has the right to feel safe.

Definition

Bullying is a deliberate ongoing intention to hurt, threaten, intimidate or embarrass someone.
Bullying is
- A repetitive attack which causes distress not only at the time of the attack but also by the threat of future attacks
- It is characterised by an imbalance of power
- It can be verbal / physical / social / psychological / sexual

A PERSON WHO BEHAVES LIKE A BULLY IS SOMEONE WHO REPEATEDLY:

* annoys others who will not stand up for themselves
* is usually with their friends when they annoy others
* teases or makes fun
* takes friends from others
* forms groups against others
* wants to boss everyone around
* thinks they have to be cruel to others to be tough
* makes other children unhappy
* tries to make children do something they don't want to do
* uses words or gestures to hurt others
* pushes, hits or kicks others
* damages or steals property
* annoys children who feel they are different.

When a person is repeatedly

- hit, punched or pushed around
- called hurtful or offensive names
- threatened
- a victim of abusive language
- ridiculed about their appearance or abilities
- teased in a nasty manner
- having their property interfered with
- having offensive gestures made to them
- deliberately excluded

..........................then he or she is being bullied.

It is NOT bullying when two people of about the same strength have the odd quarrel or fight.

To be considered bullying it must be ongoing and intentional.

This does not imply that fights and arguments are acceptable.
What can you do if you are being bullied?

Remember ……

………… your silence is the bully's greatest weapon!!!!

- Tell yourself that you do not deserve to be bullied and that it is wrong!
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Be assertive - say "No!" and walk away confidently. Go straight to a teacher or a member of staff.
- Fighting back may make things worse. Talk to a teacher or parent/guardian first.
- It is best to tell an adult you trust straight away. If at first you do not feel you are being listened to try again.

Use the 'HIGH 5'

<table>
<thead>
<tr>
<th>1) Talk Friendly</th>
<th>2) Ignore</th>
<th>3) Talk Firmly</th>
<th>4) Walk Away</th>
<th>5) Tell an Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the person nicely to stop</td>
<td>Do not respond to hurtful behaviour</td>
<td>Tell him or her to STOP in a serious voice</td>
<td>Go to where the bully's behaviour could be seen by an adult</td>
<td>Bullies are more likely to stop if their actions are made public</td>
</tr>
</tbody>
</table>

If you know someone is being bullied

- TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.
Additional Notes

Three excellent texts we use are “Bullying” for Lower, Middle and upper school by RIC publications -

An excellent web site is www.bullyingnoway.com.au

Please note:

This policy is the result of consultation with staff, students and parents over almost a year.

It complements our behaviour management programme “Mindfields” which runs through the whole school.

At the same time the policy was released we introduced a 3 step strategy for children to use when being teased or hassled.

1. Say, “Stop!”
2. Say, “I don’t like ______________.”
3. Walk away.
Detention Sheet

Name: __________________                   Class _____

Referring Teacher: __________________
Reason: _________________________________________________________
Date: ______

What did YOU choose to do? ____________________________________________
____________________________________________________________________

How did you feel? ____________________________________________________
____________________________________________________________________

Which rules/rules did you break?

Co-operation – Work together and encourage others.
Act Safely – Act in a way that keeps you and others safe.
Respect – Respect people, property and the environment.
Effort – Do your best and be responsible for your actions.

Who was affected? ____________________________________________________

How do you think they felt? ____________________________________________

Why? __________________________________________________________________

What will you do differently next time? __________________________________
____________________________________________________________________

What can you do/say now to try to make things right? _____________________
____________________________________________________________________

Student signature: __________________
Teacher signature: _________________
Parents signature: __________________

Please sign and return to school tomorrow
Detention Sheet

Name: __________________                   Class _____

Referring Teacher: ________________________
Reason: __________________________________
Date: _______

What happened? What did YOU choose to do? ____________________________

How did you feel?
Angry        Embarrassed        Scared        Other

Which rules/rules did you break?
Co-operation    Act Safely    Respect    Effort

Who was affected?

How do you think they felt?

What will you do differently next time?

What can you do/say now to try to make things right?

Student signature: __________________
Teacher signature: __________________
Parents signature: __________________

Please sign and return to school tomorrow
### Playground Behaviour Record

<table>
<thead>
<tr>
<th>Child’s Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_<strong>/</strong>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>PR PB PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B</td>
<td>1G</td>
</tr>
<tr>
<td>2B</td>
<td>2G</td>
</tr>
<tr>
<td>3B</td>
<td>3G</td>
</tr>
<tr>
<td>4B</td>
<td>4G</td>
</tr>
<tr>
<td>5B</td>
<td>5G</td>
</tr>
<tr>
<td>6B</td>
<td>6G</td>
</tr>
<tr>
<td>7B</td>
<td>7G</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher on Duty:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Morning Tea</td>
</tr>
</tbody>
</table>

- **Play Area:**
  - □ 1/2 Play Area
  - □ 3/4 Play Area
  - □ Top Oval
  - □ MacKillop Place
  - □ Netball Courts
  - □ Bottom Oval
  - □ Other

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Co-operation</td>
<td>Warning</td>
</tr>
<tr>
<td>□ Act Safely</td>
<td>Sit Out</td>
</tr>
<tr>
<td>□ Respect</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sent to the Office</td>
</tr>
</tbody>
</table>

### BEHAVIOUR CONSEQUENCES MATRIX

#### LEVEL ONE (Classroom Teacher)
- Minor Incidents (Examples)
  - Low level non-compliance/disrespect
  - Talking at the wrong time
  - Physically annoying others
  - Distracting others
  - No Hat
  - Repeated Level 1 behaviours
  - Out of bounds
  - Low level non-compliance
  - Highly Emotional

#### LEVEL TWO (Alert Book)
- Time out
  - Repeated Level 1 behaviours
  - Physically and verbally annoying others eg. biting, spitting, hitting with hat
  - Distracting others
  - Non-compliance
  - Swearing
  - Pushing, tackling, fighting games
  - Disrespect
  - Inciting violence
  - Disrespecting property
  - Dangerous acts

#### LEVEL THREE (Office-school level)
- Repeated Level 2
- Other serious breach of the school code of conduct - leaving school grounds
- Persistent non-compliance
- Violence that caused harm to staff/students
- Threat of violence that caused harm
- Vandalism
- Graffiti
- Bullying/harassment
- Unexplained absenteeism
- Racial Discrimination

#### LEVEL FOUR (Office – systemically)
- Send to Time Out
- Other serious breach of the school code of conduct - leaving school grounds
- Persistent non-compliance
- Violence that caused harm to staff/students
- Threat of violence that caused harm
- Vandalism
- Graffiti
- Bullying/harassment
- Unexplained absenteeism
- Racial Discrimination

### CONSEQUENCES

#### LEVEL ONE
- Step programme beginning with warning and reminder - step 1.
- Loss of minor privileges
- Verbal apology
- Written apology
- Extra tasks – paper pick up.

#### LEVEL TWO
- Send to Time Out
- Record in Alert Book
- Time out room
- Record in Minor Infringements.
- Children complete Reflection Sheet which is signed and sent home.
- Parents may be contacted.
- Re-entry to classroom negotiated
- Sent to Office
- Record all incidents in SBS – School level
- Parents may be contacted.
- Lunch time detention

#### LEVEL THREE
- Send to Office (if no admin is in office – office staff will organize senior staff member to attend)
- Record all incidents in SBS-Systemically
- Contact parents immediately
- Suspension may follow
- Team approach – Functional Behaviour Assessment involving Guidance Counsellor, Admin, teachers and parents.
**Classroom Behaviour Office Referral**

<table>
<thead>
<tr>
<th>Child’s Name:</th>
<th>Date: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td>Teacher:</td>
</tr>
<tr>
<td>Time:</td>
<td>____________</td>
</tr>
</tbody>
</table>

**Expectation Broken**
(Choose圈)

<table>
<thead>
<tr>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation</td>
</tr>
<tr>
<td>Act Safely</td>
</tr>
<tr>
<td>Respect</td>
</tr>
<tr>
<td>Effort</td>
</tr>
</tbody>
</table>

**Incident Type**
(Circle)

<table>
<thead>
<tr>
<th>Protagonist</th>
<th>Bystander</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

**Admin Decision:**

Sign: _______________________

---

**BEHAVIOUR CONSEQUENCES MATRIX**

<table>
<thead>
<tr>
<th>LEVEL ONE (Classroom Teacher)</th>
<th>LEVEL TWO (Alert Book) Time out</th>
<th>LEVEL THREE (Office-school level)</th>
<th>LEVEL FOUR (Office – systemically)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Incidents (Examples)</td>
<td>Repeated Level 1 behaviours</td>
<td>Repeated Level 2</td>
<td>Other serious breach of the school code of conduct - leaving school grounds</td>
</tr>
<tr>
<td>• Low level non-compliance/ disrespect</td>
<td>• Out of bounds</td>
<td>• Physically and verbally annoying others eg. biting, splitting, hitting with hat</td>
<td></td>
</tr>
<tr>
<td>• Talking at the wrong time</td>
<td>• Low level non-compliance</td>
<td>• Non-compliance</td>
<td>• Persistent non-compliance</td>
</tr>
<tr>
<td>• Physically annoying others</td>
<td>• Highly Emotional</td>
<td>• Swearing</td>
<td>• Violence that caused harm to staff/students</td>
</tr>
<tr>
<td>• Distracting others</td>
<td></td>
<td>• Pushing, tackling, fighting games</td>
<td>• Threat of violence that caused harm</td>
</tr>
<tr>
<td>• No Hat</td>
<td></td>
<td>• Disrespect</td>
<td>• Vandalism</td>
</tr>
<tr>
<td><strong>CONSEQUENCES</strong></td>
<td></td>
<td>• Inciting violence</td>
<td>• Graffiti</td>
</tr>
<tr>
<td>• Step programme beginning with warning and reminder- step 1.</td>
<td>• Record in Alert Book</td>
<td>• Disrespecting property</td>
<td>• Bullying/harrassment</td>
</tr>
<tr>
<td>• Loss of minor privileges</td>
<td>• Time out room</td>
<td>• Dangerous acts</td>
<td>• Unexplained absenteeism</td>
</tr>
<tr>
<td>• Verbal apology</td>
<td>• Record in Minor Infringements.</td>
<td></td>
<td>• Racial Discrimination</td>
</tr>
<tr>
<td>• Written apology</td>
<td>• Children complete Reflection Sheet which is signed and sent home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Extra tasks – paper pick up.</td>
<td>• Parents may be contacted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Re-entry to classroom negotiated</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Send to Time Out</strong></td>
<td><strong>Sent to Office</strong></td>
<td><strong>Sent to Office</strong></td>
<td><strong>Sent to office</strong> (if no admin is in office – office staff will organize senior staff member to attend)</td>
</tr>
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<td>• Record in Alert Book</td>
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<td>• Record all incidents in SBS- Systemically</td>
</tr>
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<td>• Contact parents immediately</td>
</tr>
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<td>• Lunch time detention</td>
<td>• Suspension may follow</td>
</tr>
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<td>Date: __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class:</td>
<td>Teacher:</td>
<td>Time: __________</td>
<td></td>
</tr>
</tbody>
</table>

**Expectation Broken**  
(Please Circle)  
Details

- Cooperation
- Act Safely
- Respect
- Effort

**Incident Type**  
(Circle)  
Protagonist  
Bystander  
Target

<table>
<thead>
<tr>
<th>Intervention</th>
<th>(Circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**BEHAVIOUR CONSEQUENCES MATRIX**

| LEVEL ONE  
(Classroom Teacher) | LEVEL TWO  
(Alert Book) | LEVEL THREE  
(Office-school level) | LEVEL FOUR  
(Office – systemically) |
|-----------------------|-------------|-----------------------|------------------------|
| Minor Incidents (Examples) | Repeated Level 1 behaviours  
Out of bounds  
Low level non-compliance  
Highly Emotional | Repeated Level 2  
Physically and verbally annoying others e.g. biting, spitting, hitting with hat  
Non-compliance  
Swearing  
Pushing, tackling, fighting games  
Disrespect  
Inciting violence  
Disrespecting property  
Dangerous acts | Other serious breach of the school code of conduct - leaving school grounds  
Persistent non-compliance  
Violence that caused harm to staff/students  
Threat of violence that caused harm  
Vandalism  
Graffiti  
Bullying/harrassment  
Unexplained absenteeism  
Racial Discrimination |

**CONSEQUENCES**

<table>
<thead>
<tr>
<th>LEVEL ONE</th>
<th>LEVEL TWO</th>
<th>LEVEL THREE</th>
<th>LEVEL FOUR</th>
</tr>
</thead>
</table>
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Loss of minor privileges  
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Written apology  
Extra tasks – paper pick up.  
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Time out room  
Record in Minor Infringements.  
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(if no admin is in office – office staff will organize senior staff member to attend)  
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