St Matthew's Catholic Primary School
Student Behaviour Support Plan

A WHOLE SCHOOL APPROACH TO BEHAVIOUR MANAGEMENT

Positive Behaviour for Learning

Approver: Principal Issue date: 12.02.25 Next review date: Term 1 2026

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

St Matthew's is a Catholic learning community dedicated to the holistic education of our community through faith, knowledge and love. Following in the tradition of St Mary of the Cross Mackillop, we live the message of Jesus, as we welcome and treat all with kindness, dignity and respect.

Policy Vision

Engaged and motivated learners always faithful to our loving God "Every Child, Every Day".

We Value Dignity

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

We Value Respect

- Each person has the right to be respected.
- Each person will recognise others' need for privacy of property, person and information.

We Value Kindness

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

Our School Context

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 approximately 570 students.

Consultation and Review Process

This policy was developed initially in 2010 through a consultation process and is reviewed annually. In 2018 a committee reviewed the policy for implementation in 2019. The policy will be reviewed every 2 years with a high-level check performed annually. This policy will have a review in 2025.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

The following beliefs reflect current literature in positive behaviour supports:

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- Every day at school, students have the opportunity to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment.
- Student behaviour can be taught with the same strategies used in learning and teaching academic skills.
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student-parent relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to the success of each and every student.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role in improving behavioural outcomes and developing learning disposition for the students we serve.
- This system also has the potential to contribute to an increased sense of efficacy and job satisfaction for our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence- based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

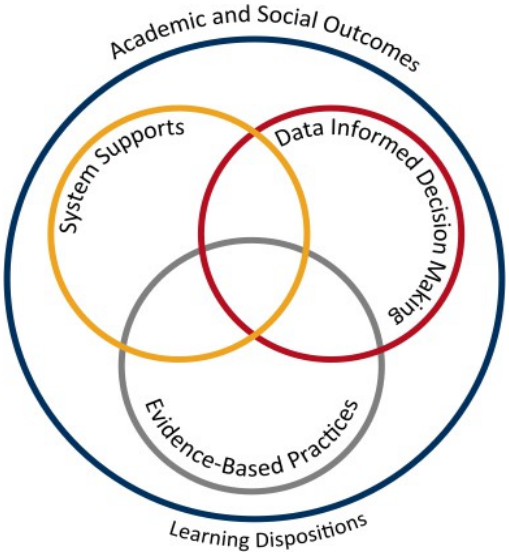


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

TIER 1 UNIVERSAL SUPPORTS:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school.
Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

TIER 2 TARGETED SUPPORTS:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

TIER 3 PERSONALISED SUPPORTS:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

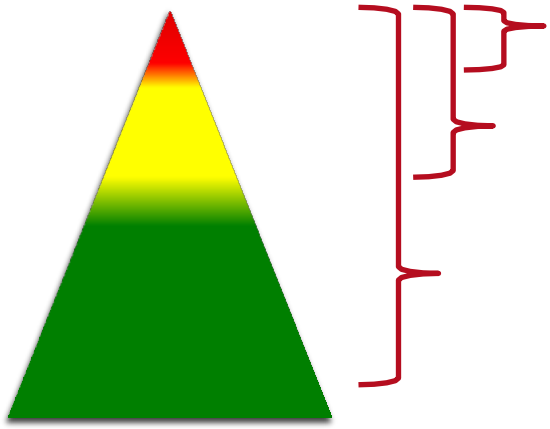


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

3. Student Behaviour Support Leadership & Professional Learning for School/College staff

In 2018 St. Matthew's had a review of our PB4L Plan. The review committee consisted of representatives from the teaching staff, school officers, school administration, support staff and parents. This committee will now form the PB4L committee and are responsible for regular reviews of the school plan. High level checks will be completed annually with a substantial review every 2nd year. Staff will be trained in the use of 'ENGAGE' Student Behaviour Support Systems which will help track students across the school. They can also use 'ENGAGE' to request support for individual students. Each week a Student Support Team consisting of Support Teachers, Guidance Counsellor, School Leadership Team and Teachers will meet to discuss individual support plans through the analysis of Engage Data.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

- Faith
- Knowledge
- Love

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school. See Appendix B for our matrix.

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- Each class designs their own Classroom Covenant.
- We have a whole school PB4L focus every 2 weeks that is taught and reinforced.
- Assemblies regularly communicate the whole school focus.
- The school will participate in community wide events like "No Bullying Day."
- Student leaders support younger peers (e.g. Buddy Groups focus on PB4L topics).

3. Feedback: Encouraging Productive Behaviours for learning

TIER 1 UNIVERSAL SUPPORTS:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term "feedback" for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more

fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

Each fortnight on assembly merit certificates will be given to a student from each class who exhibits positive behaviour/s.	Children who show behaviour above and beyond what is expected will be given opportunities for responsibilities and leadership.
From 2020 our school has been embedding You Can Do It! (including Program Achieve) which links to Tier 1 and PB4L teaching.	A student in Year 6 is acknowledged each year by receiving a School Spirit Award.
Staff will use ENGAGE to help track patterns of behaviour which may need to be reviewed and responded to.	Class teachers and the support team provide rewards tailored to individual students (e.g. prizes, activities, messages home).

TIER 2 TARGETED SUPPORTS:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

TIER 3 PERSONALISED SUPPORTS:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with

appropriate evidence–based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom. Supervised calm time in a safe space outside of the classroom. Set limits. Individual crisis support and management plan.	Teacher – student conversation. Work it out together plan – teacher and student. Teacher – student – parent meeting. Teacher – student – leadership conversation.	Student apology. Student contributes back to the class or school community. Restorative conversation. Restorative conference.

See Appendix C for our Support Process Flowchart.

5. BCE Formal Sanctions

St Matthew's aligns with BCE procedures in our school context by engaging in collaborative planning and responses to behaviour difficulties or incidents with our families and community.

- **Detention process** at St Matthew's takes place at break times and provides an opportunity for students to shadow a teacher on duty if the classroom teacher is not able to provide the redirection themselves. On shadowing duty, the teacher and student discuss safe, mindful and respectful behaviours and ways that they can learn to demonstrate these more consistently. It might be helpful to discuss some restorative actions that the students could enact to repair relationships which may have been harmed.
- **Suspension process** at St Matthew's takes place after other strategies have been attempted at the discretion of the APA in consultation with the Principal. The Engage Suspension record is completed by the APA. Parents are notified via an official Suspension Letter from the APA/Principal after a phone call to the parent or caregiver. In this communication a Re-Entry meeting is discussed along with Re- Entry plans. We align to the processes outlined in the current Brisbane Catholic Education
- **Exclusion** at St Matthew's would be a last resort after all other options have been exhausted. This would involve consultation with BCE Senior Leadership and all relevant stakeholders.

For appeals, the school aligns to the following BCE processes.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

6. Bullying and Cyberbullying – information, prevention, and school responses

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

Definition

The national definition of bullying and harassment for Australian schools says:
Bullying is an ongoing and deliberate misuse of power in relationships through repeated

verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Our whole-school approach to preventing and responding to student bullying and harassment

Our school uses the PB4L framework and the Australian Education Authorities resource Bullying NoWay! to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

St Matthew's regularly undertakes staff professional development around understanding bullying and relevant research. Our school acknowledges focus days (e.g. Bullying. No Way! Day) and focus weeks (e.g. Wellbeing Weeks with Anti-Bullying focus) to bring awareness and education to students and our community about bullying.

2. Teaching about Bullying and Harassment

St Matthew's uses the Australian Curriculum (ACARA, including the personal and social capabilities) and the BCE Religious Education Curriculum to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

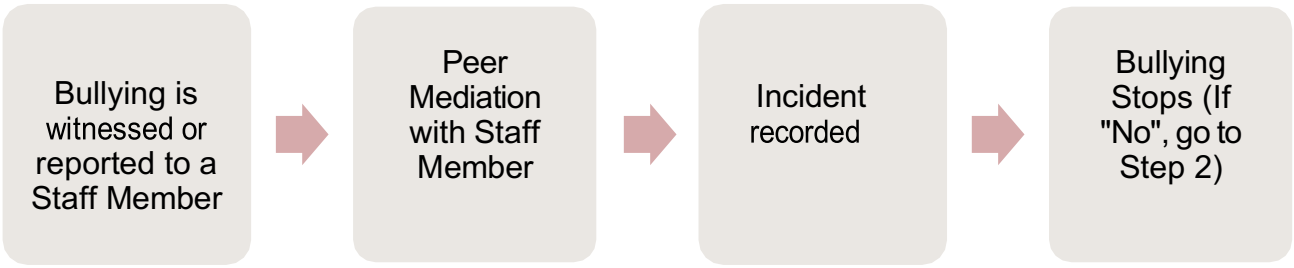
3. Responding to Bullying and Harassment

Reporting procedures for students, families and staff of incidents of bullying and harassment:

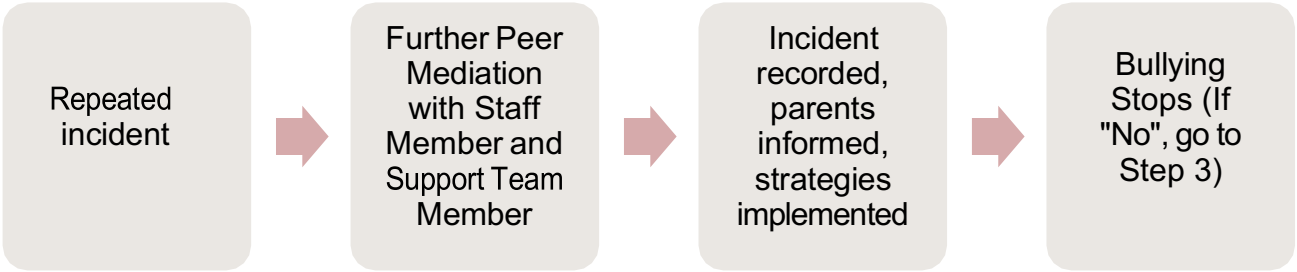
1. Students report incidents of concern including bullying and harassment to their teacher, any staff member, or to their parent who can then inform the school.
2. Families can report to any staff member or Principal via school email or contact through the office.
3. Staff report to relevant support personnel.

Our school responds to incidents of bullying and harassment by:

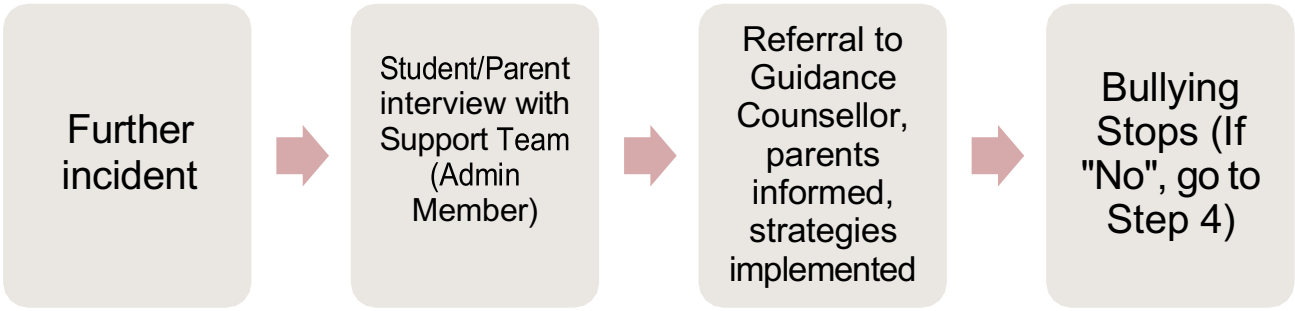
STEP 1



STEP 2



STEP 3



STEP 4

All staff must take all reports of bullying and harassment seriously and respond with a school team process. Staff use the following guidelines:

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).

- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.

- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.

- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.

- **Plan** the response with the student/s and their families to provide support, teaching and strategies.

- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

St Matthew's works to prevent bullying and harassment in the following ways:

1. Student assemblies: Student bullying and expectations about student behaviour are discussed and information is presented to promote a positive school culture where bullying is not accepted (e.g. Year 6 Leaders prepare short videos and presentations for assemblies).
2. Staff communication and professional learning: Staff are supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour (e.g. staff meetings targeted bullying education and strategies to discourage, prevent, and respond to bullying and harassment).
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this (e.g. staff professional development time/days, Year 5 and 6 cohorts have specialist presenters teach about safety online including cyberbullying).
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways (e.g. new and casual staff undertake training and induction with leadership).
5. Communication with parents: St Matthew's provides information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour (e.g. social media broadcasts about anti-bullying focus days/weeks and information about bullying and bullying prevention; school newsletter).
6. Explicit promotion of social and emotional competencies among students. St Matthew's engages in explicit teaching around bullying and bullying prevention during focus weeks/days and on assemblies. St Matthew's uses the Zones of Regulation as a whole-school approach to teaching social and emotional competencies.
7. St Matthew's accesses whole school programs to prevent and address bullying using independently evaluated content. St Matthew's accesses the You Can Do It! Program Achieve and Program Achieve Early Childhood. This program is listed on the Be You Programs Directory and is consistent with the STEPS decision-making tool, used to select appropriate and evidence-based anti-bullying programs.

Key contacts for students and parents to report bullying

Principal: Nic Constable (07) 3209 6155

Assistant Principal Administration: Jodie Peeters (07) 3209 6155

Assistant Principal Religious Education: Nick Tyler (07) 3209 6155

Guidance Counsellor: John Nash (07) 3209 6155

Cyberbullying

Cyberbullying is treated at St Matthew's with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Reporting procedures for students, families and staff of incidents of cyberbullying:

1. Students report incidents of concern including cyberbullying and harassment to their teacher, any staff member, or to their parent who can then inform the school.
2. Families can report to any staff member or Principal via school email or contact through the office.
3. Staff report to relevant support personnel.

Our school responds to incidents of cyberbullying following the process outlined in the flowchart under Section "3: Responding to Bullying and Harassment".

Resources

St Matthew's accesses whole school programs to prevent and address bullying using independently evaluated content. St Matthew's accesses the You Can Do It! Program Achieve and Program Achieve Early Childhood. This program is listed on the Be You Programs Directory and is consistent with the STEPS decision-making tool, used to select appropriate and evidence-based anti-bullying programs. Other resources that St Matthew's uses to inform anti-bullying and anti-cyberbullying responses and prevention:

- Bullying No Way
- Office of the eSafety Commissioner

St Matthew's uses the Australian Curriculum which provides a framework for our anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education.

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to

record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

At St Matthew's we use our behavioural data together with other data sources to make data informed decisions about student supports. This includes a weekly scheduled Support Team meeting (Leadership, STIEs, GC) where behavioural trends are discussed, and responses are planned. The Support Team discusses Requests for Support from teachers as well as patterns in behaviour data and develops plans to respond to these identified needs, prioritising students requiring or enrolled in Targeted or Personalised supports.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting a learning task, continuing on task or completing learning tasks

Major Behaviours

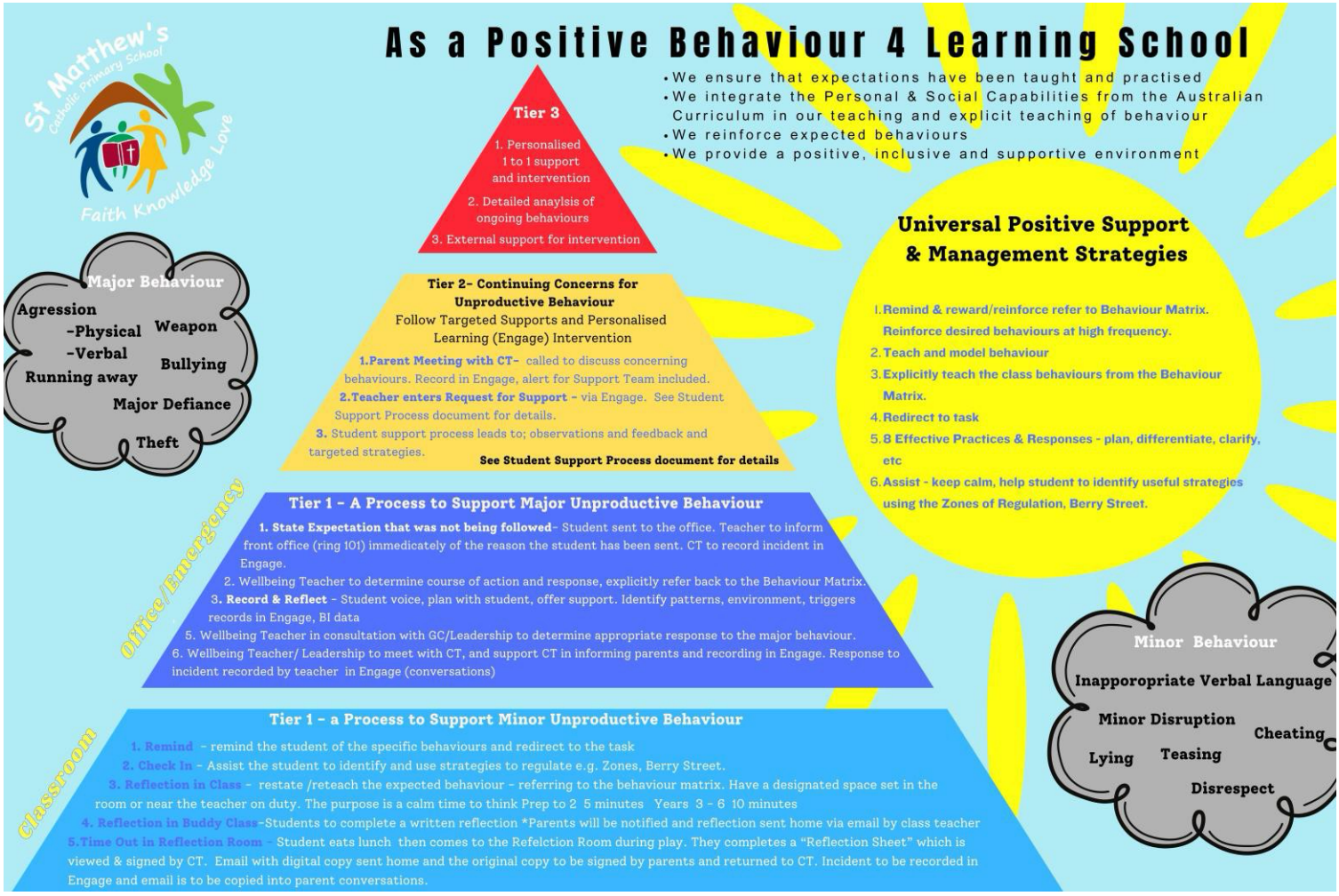
	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming'

	Descriptor	Definition	Example
			and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

	Descriptor	Definition	Example
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	Descriptor	Definition	Example
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix B – PB4L Matrix



Appendix C – Support Process Flowchart (see next page)

St Matthew's Catholic Primary School
Faith Knowledge Love

	RESPECT	OWN IT	COOPERATION	SAFETY
LEARNING	I let others learn I put my hand up to speak I track the speaker	I listen with my whole body I am ready to learn & do my best I learn from my mistakes	I follow instructions I care for our resources I take turns	I use the right tool, for the right job I use technology responsibly
PLAYING	I include others I respect others' differences I care for the school environment	I make peace if I've had an argument I am honest & fair I wear a hat	I use kind words & kind actions I follow instructions I follow game rules	I use equipment appropriately I am in the correct area
GATHERING	I sit when eating & put rubbish in the bin I don't share food I participate in Assembly	I look after my belongings I am in charge of myself I keep my hands & feet to myself	I work with my class I am part of our community I respond positively	I move carefully I stay with my group
TRANSITIONS	I am calm & patient I follow instructions quickly I am mindful of others who are learning	I move quietly & calmly I go to the toilets: in-do-wash-out I respect the privacy of others	I follow instructions I greet people I use manners	I walk on the paths & stairs I move safely

I ALWAYS RECOGNISE, REACT, REPORT
TREAT OTHERS THE WAY I WOULD LIKE TO BE TREATED.