St Matthew's Catholic Primary School
Student Behaviour Support Plan

A WHOLE SCHOOL APPROACH TO BEHAVIOUR MANAGEMENT
Positive Behaviour for Learning

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Table of Contents

St Matthew's Catholic Primary School Student Behaviour Support Plan....3
School Mission and Vision – Teach Challenge Transform....3
Policy Vision....3
School Context....3
Consultation and Review Process....4
Section A - Our Student Behaviour Support Systems....4
1. Our Beliefs and Common Philosophy about Learning and Teaching....4
2. Our Systems Approach – Positive Behaviour for Learning (PB4L)....5
3. Student Behaviour Support Leadership & Professional Learning for School Staff....7
Section B : Our Student Behaviour Support Practices....8
1. Clarity: Our Expectations....8
2. Focus: Teaching Expected Behaviour....8
3. Feedback: Encouraging Productive Behaviours for Learning....9
4. Feedforward: Responding to unproductive behaviours....10
5. BCE Regulations – Formal Sanctions....11
6. Bullying and Cyber Bullying – information, prevention, and school responses....11
Section C: Our Student Behaviour Support Data....16
1. Data Informed Decision Making....16
Appendices:....17
Appendix A – St Matthew's Positive Behaviour for Learning Matrix....18
Appendix B – Behaviour Definitions....20
Appendix C – Student Support Process Flowchart....23
Appendix D – ICT Acceptable Use Agreement....25

St Matthew's Catholic Primary School
Student Behaviour Support Plan

A WHOLE SCHOOL APPROACH TO BEHAVIOUR MANAGEMENT

Positive Behaviour for Learning

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.
-

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 550 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.

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. They also direct decisions we make, the practices we choose and how we interact with others.

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 uses 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.

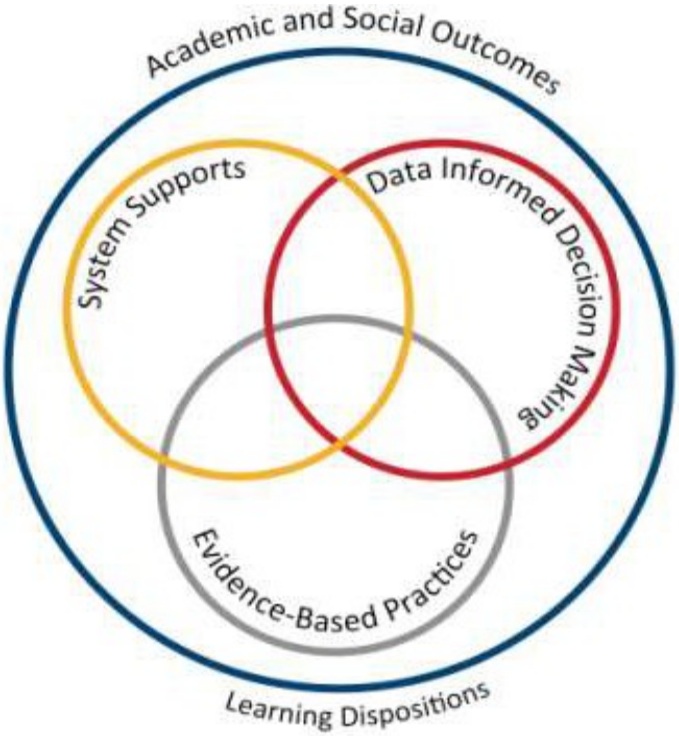


Diagram 1: Adapted from *School-Wide Positive Behaviour Support: Implementers' Blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis.

At St Matthew's our goal is for all students to be engaged and motivated learners. The aim is for a holistic approach where we treat all with kindness, dignity and respect. We recognise that our students come to school with a broad range of life experiences and needs. These may at times impact on their ability to

engage in learning and to interact positively with those around them. It is the responsibility of all adults in the school to help children learn skills which enhance the wellbeing of themselves and others.

PB4Learning is about people, practices and processes – it is not a program, but the way we work. The PB4L strategy is relational in nature incorporating good evidence-based practice and restorative justice principles. It integrates capability building with wise and thorough use of data.

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).

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, behaviour is learned and rule governed, 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.

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.

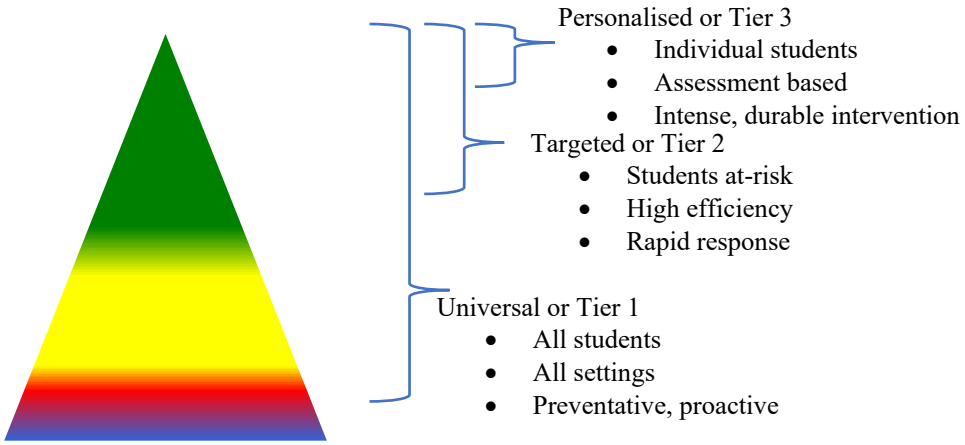


Diagram 2: Continuum of Student Supports.

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.

3. Student Behaviour Support Leadership & Professional Learning for School 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-wide matrix (see Appendix A) determines the social skills and 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.

At St Matthew's, all classes develop a Class Covenant at the beginning of each year, formulated and agreed upon by teacher and students. The covenant is based upon school wide expectations, with an emphasis on fostering positive relationships using restorative justice principles.

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 (see 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:

- PB4L Team meets weekly.
- 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 pp.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school should 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 receive a School Spirit Award.
From 2020 our school has been embedding You Can Do It! (including Program Achieve) which links to Tier 1 and PB4L teaching.	Every child in Yr 1-6 will participate in Rumble's Quest which will help staff obtain data on how the children are feeling about school (e.g. school Student Support Team can access wellbeing data readily to inform discussions around individual students).
Staff will use ENGAGE to help track children.	From 2020 our school will use Vivo to provide a reward system for positive behaviours.

Tier Two: 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's 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 student's 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 at St. Matthew's include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan.
- Pro-active, Collaborative Problem-Solving process.
- 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 including BCE support staff.
- 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 B.

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 B includes a summary of examples 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 time out in a safe space in the classroom. Supervised time out 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.

Appendix C contains a more detailed flowchart that staff use to problem-solve in supporting student behaviour and engagement.

5. BCE Regulations – Formal Sanctions

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

For appeals, the school aligns to BCE processes.

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

Bullying is a deliberate ongoing intention to hurt, threaten, intimidate or embarrass someone. Bullying can happen in real life or online, or both at the same time.

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
- targets others because of difference.

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.

Here are some examples of bullying when they are "ongoing and intentional":

Physical Harassment

- Punching, pushing, kicking, slapping, poking
- Hair pulling, scratching, tripping, standing over someone
- Taking or damaging items that belong to others
- Forcing others to hand over food, money or other items
- Forcing others to do something against their will
- Making rude gestures e.g. monkey movements, extending the middle finger.

Verbal Harassment

- Making fun of someone because of appearance, physical characteristics or cultural

background
- Making/calling out unacceptable comments (put downs)
- Echoing whatever someone says in a mocking voice
- Using rude words with a sexual meaning
- Making threats (with or without follow up)
- Making abusive phone calls.

Emotional Harassment and Cruelty
- Repeated teasing, whispering about someone behind their back
- Passing notes, emails, chatting on line, phone pranking about or to someone
- Laughing at someone's mistakes
- Excluding someone from group activities(with or without comment)
- Refusing to talk to someone
- Passing around nasty gossip with a view to making someone feel bad.

Social Harassment
- Exclusion/rejection
- Made to feel inferior, embarrassment, lack of acceptance
- Ostracizing or humiliation
- Cyber bullying.

Everyone at St Matthew's is responsible for taking an active stance against all forms of bullying behaviour. The Principal is responsible for the implementation of the PB4L policy and procedures. The Student Support Team take appropriate steps to ensure that the school community is regularly made aware of the policy and procedures that are in place.

Staff will:
- Act as role models of caring and tolerant behaviour.
- Listen to and respond promptly to reports of bullying.
- Endeavour to protect the target of bullying from further harm.
- Act to prevent the bullying behaviour reoccurring.
- Give strategies to the targets of bullying to empower them.
- Mediate between the two parties when appropriate.
- Report instances of bullying behaviours observed on the playground to the class teacher.
- Report all instances of bullying to the Student Support Team.
- Explicitly teach bullying awareness through specific classroom lessons related to the Health curriculum.

Students who are bullied will be:
- Encouraged to use strategies to empower them to deal with the bullying.
- Encouraged to speak to a teacher giving full details of the incident.
- Encouraged to develop and speak to a network of teachers and friends.

Students who witness bullying will:
- Intervene if they can safely stop the bullying.
- Immediately seek teacher help if they can't stop the bullying.
- Report all incidents of bullying to a teacher or other member of staff.

Parents will:

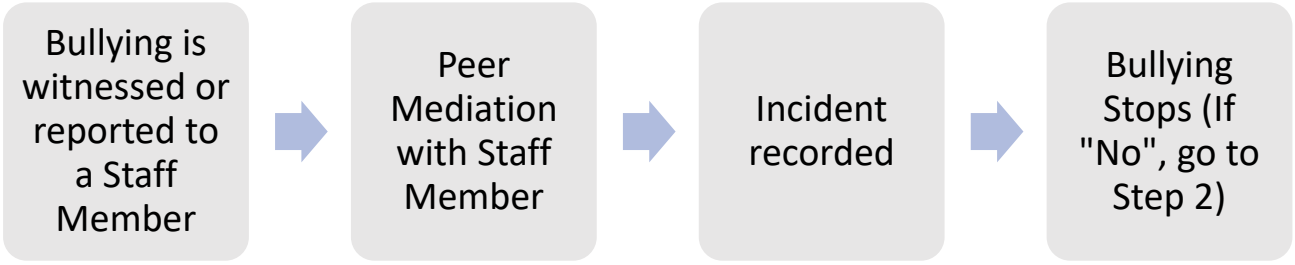
- Listen objectively and sympathetically to reports of bullying.
- Contact the school to arrange an appointment with the child's class teacher in the first instance.
- Work with the school to find a solution.
- Reinforce the strategies that have been taught to the students.

The School will:

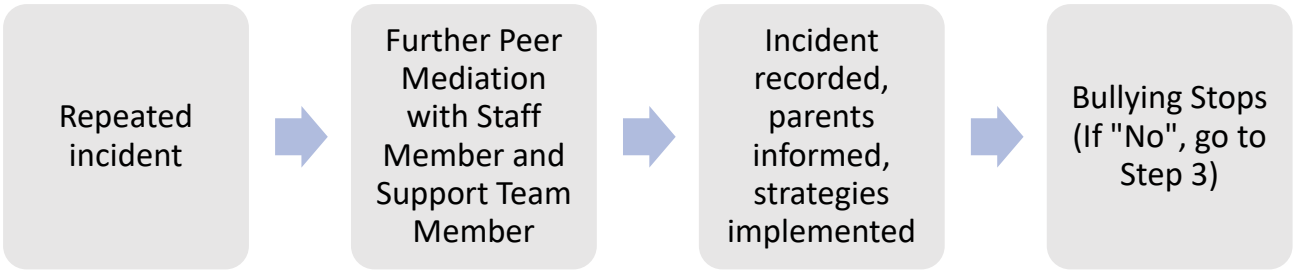
- Conduct periodic surveys to determine the extent of bullying in the school from a student, parent and staff perspective.
- Organise focus days (e.g. Harmony Day, Bullying No Way! Day) each year.
- Organise liturgies and assemblies where the value of the individual is affirmed and the importance of qualities such as dignity, kindness, and respect.
- Provide activities which develop a culture of caring for one another and acknowledging the worth and contribution of others and which helps develop compassion.
- Make appropriate provision of counselling or other support services.
- Make provision of support for parents through information nights and support networks.
- Purchase classroom resources to support the creation of a school culture of Anti-Bullying.
- Emphasise the development of social competencies through social skills programs in each year level including You Can Do It! Program Achieve.
- Inform parents of any child who is involved in persistent and/or serious bullying incidents.
- Protect and support targets of bullying to eliminate the likelihood of them being bullied again.
- Work with parents of the child to establish joint strategies to assist the child making appropriate behavioural choices.
- Assist the child who is choosing to bully someone to change his/her behaviour and where appropriate discuss external supports.
- Remove any child who continues to bully from the playground/classroom/school in accordance with school policies for a period of time should there be no change in his/her behaviour.

Bullying and Harassment Flowchart

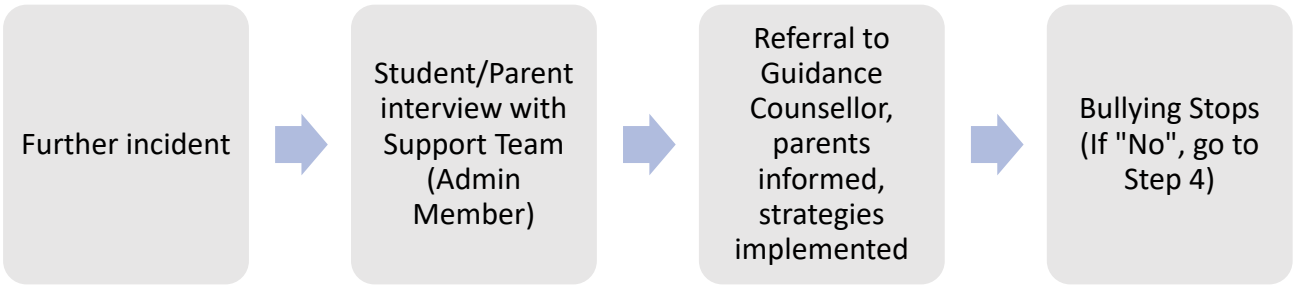
STEP 1



STEP 2



STEP 3



STEP 4

ICT Acceptable Use Agreement

Appendix D contains our ICT Acceptable Use Agreement. This provides guidelines around online behaviour and acceptable use of ICTs. We work with students and families to discuss responsible use of technology and the treatment of others online. Inappropriate use of technology and devices, or instances of cyberbullying or harassment, may result in device access restrictions or further formal behaviour sanctions (as per processes outlined above). Parents are encouraged to contact the school if there are any situations online that raise concerns.

What can you do if you are being bullied?

- 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 will usually make things worse. Tell your parents/guardian about the bully.
- It is best to tell an adult you trust straight away. If at first you do not feel you are being listened to tryagain.

Use the 'HIGH 5'

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

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 theirown.
- 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.

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE ENGAGE Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The ENGAGE 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 analysed Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to be recording 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.

St. Matthew's gathers behavioural data by using ENGAGE to register incidents when they occur. It helps in identifying patterns in terms of where and when incidents occur and respond accordingly. It also helps us track individual students and support them in their needs. Student Support Team Meetings occur weekly and behaviour data is used in decision making for targeted or personalised behaviour support plans.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of 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 – St Matthew's Positive Behaviour for Learning Matrix

See over the page.

PB4L St Matthew's Positive Behaviour for Learning Matrix

At St Matthew's we live our **faith**, value **knowledge**, and act with **love** in these areas...

FAITH

At St Matthew's, we agree to work together in a way that helps everyone to feel like they are safe, they are important and that they belong.

We believe that everyone is made in the image and likeness of God and is therefore worthy of dignity, kindness, and respect.

Our classroom covenants are a promise and an agreed way of working together.

KNOWLEDGE

At St Matthew's, we are engaged and motivated learners.

CLASSROOM	ONLINE LEARNING	AROUND OUR SCHOOL	BEFORE AND AFTER SCHOOL	PLAYGROUND AND EATING AREAS	CHURCH	OUTSIDE CLASSROOMS AND SPECIAL EVENTS
Looks like Teamwork, turn taking (collaboration), persistence. ***Sounds like*** Listening and hearing (dialogue), positive self-talk (growth mindset), "I can" mentality. ***Feels like*** Safe, excited to take risks in learning, persisting despite challenges.	***Looks like*** Work and words you are proud to share with teachers, classmates, and parents. Purposeful, honest, on task work. I chose the right device for the task. Collaboration. ***Sounds like*** Asking permission before taking or sharing videos, photos, work or words. ***Feels like*** Safe to share without being judged. It would be OK in real life at school too.	***Looks like*** Knowing the safety boundaries. Knowing to walk on paths, stairs, being mindful of others (e.g. younger students). Be quick, be quiet, be clean. Knocking and waiting at the staff room door. ***Sounds like*** Mindful of my voice volume. I speak respectfully. ***Feels like*** Teachers know where I am.	***Looks like*** Being in the correct area. Walking safely using crossings, getting in and out of cars safely. I drop my phone at the office when I arrive. I keep my phone in my bag after school until I am picked up. I keep my laptop in my bag. I keep my food for morning tea and lunch. ***Sounds like*** I am listening to the teacher on duty. I am mindful of my voice volume. ***Feels like*** I am ready to learn. Being safe while I wait. Being proud of my efforts and reflective about how I could improve. The space between.	***Looks like*** Knowing where my play areas are. I am wearing my hat, being sun safe. Safe hands and feet. I play fairly. ***Sounds like*** Listening to the teacher. Responding to bells and staff promptly. I let a teacher know if I see a problem. I speak respectfully. ***Feels like*** I am safe and having fun. I think positively and resiliently. If something goes wrong I know what to do – problem solve, High 5, teacher. I can try again tomorrow.	***Looks like*** I participate in celebrations reverently. I show I understand this is a sacred space through my actions and words. I look for and learn about symbols and features of the church. ***Sounds like*** Singing together joyfully. Responding with energy. I listen my eyes, ears, and heart. ***Feels like*** I know how to respond with my head, heart, and hands.	***Looks like*** I am calm. I act safely and am organised. I am well presented. I allow others their personal space. I participate. ***Sounds like*** I listen to the teachers and instructors. I am mindful of how I speak and act towards others. ***Feels like*** I am excited. I have worked towards this, I deserve this.

LOVE

At St Matthew's, we work toward being in right relationship with ourselves, each other, creation, and our God.

CLASSROOM	ONLINE LEARNING	AROUND OUR SCHOOL	BEFORE AND AFTER SCHOOL	PLAYGROUND AND EATING AREAS	CHURCH	OUTSIDE CLASSROOMS AND SPECIAL EVENTS
Looks like Kindness toward ourselves, our peers, our teachers, and our staff. Washing your hands, cough etiquette, stay home if you are sick. ***Sounds like*** Pleasant conversations, respectful, peace making speech. ***Feels like*** You are being treated kindly. Being proud of giving your best effort. You are supported and you are supportive.	***Looks like*** Sharing my skills and ideas respectfully. Taking care of tools I have been given. I protect my personal information and that of my friends. ***Sounds like*** Kinds words and images like I would use in person. I report inappropriate content. ***Feels like*** I am proud of my permanent digital footprint. When things go wrong or I feel uncomfortable I know who to talk to.	***Looks like*** Caring for our school environment. Picking up rubbish. Walking around corners to keep others safe. Using water wisely. Washing my hands with soap. I have someone with me when needed for safety. ***Sounds like*** Mindful of my voice volume. Speaking respectfully. ***Feels like*** Making sure I am safe. I am secure anywhere in the school.	***Looks like*** I welcome others, use their names, and smile. I am mixing with my friends and siblings. I include others. ***Sounds like*** I'm talking about my day with a friend. ***Feels like*** I'm welcomed and I belong. I'm ready to share successes about my day with my parents. Being calm and satisfied about my day. Did I see God in myself and others today?	***Looks like*** I welcome others, use their names, and smile. I include others. I share spaces and equipment safely and respectfully. I care for the natural environment. I take turns, I collaborate. I play fairly. I pick up rubbish. ***Sounds like*** Listening to my friends. I use kind words. My voice is kind, welcoming, respectful. I encourage others. I compromise when necessary. ***Feels like*** I am included, I have at least one good friend. Fun, positive, playful. Sometimes I "give in" because the game is worth it. I value other people's gifts and talents.	***Looks like*** I show I understand this is a sacred space through my actions and words. ***Sounds like*** I use my five senses to connect to God, the church, and the people around me. ***Feels like*** My God loves me. I belong to the community.	***Looks like*** We are celebrating together. We are a group together. We are respecting our surroundings. ***Sounds like*** I am excited, having fun, engaged. I am proud to represent my school. ***Feels like*** I am proud to belong.

St Matthew's Catholic Primary School

Faith Knowledge Love

Appendix B – 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 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	Hitting, punching, hitting with an object, kicking, pulling hair, scratching

	Descriptor	Definition	Example
		intended to harm, distress coerce or cause fear	
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' 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	Using someone else’s ideas or writing without acknowledging the source material. Signing

	Descriptor	Definition	Example
		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.	another person's name such e.g. a parent or teacher on a document.
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.
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 C – Student Support Process Flowchart

See over the page.

As a Positive Behaviour 4 Learning School

- *We ensure that expectations have been taught and practiced*
- *We integrate the Personal & Social Capabilities from the Australian Curriculum in our content areas and school wide explicit teaching of behaviour*
- *We reinforce expected behaviours*
- *We provide a positive and supportive environment*

Tier 1: A Process to Support Minor Unproductive Behaviour

1 Remind

Remind the student of the specific behaviours and refer to the Behaviour Matrix.

2 Check in

Ask the student if there is something concerning them.

3 Quiet time

Have a designated space set in the room or near the teacher on duty. The purpose is a calm time to think.

4 Redirect

Redirect to the task and reduce demands if necessary.

5 Positive feedback

Praise the student, encouragement, specific learning and behaviour feedback.

6 Communicate & Record

Class teacher let parents know what is happening via phone call or email if face to face not available. Record in Engage (Conversations).

Tier 1: Universal Positive Support & Management Strategies

1 Remind & Reward/Reinforce

Refer to Behaviour Matrix. Vivos. Reinforce desired behaviours at high frequency.

2 Teach or model behaviour

Explicitly teach the class behaviours from the Behaviour Matrix.

3 Redirect to task

4 8 Effective Practices & Responses

Plan, differentiate, clarity, etc.

5 Assist

Keep calm, help them to start, organisation.

Continuing concerns for unproductive behaviour

Follow *Targeted Supports* and *Personalised Learning* (Engage) interventions.

Tier 2/3

Parent meeting

Parent meeting called to discuss unproductive behaviours and to plan, in partnership, next steps.

Student voice

Restorative conversations with the student, collaborate.

Request for Support

Via *Request for Support* tool in Engage.

Tier 1: A Process to Support Major Unproductive Behaviour or Repetitive Minor Behaviour

1 Restate the rules

Explicitly refer back to the school Behaviour Matrix.

2 Record & Reflect

Problem solving: Patterns, environment, records in Engage, triggers, BI data.

3 Response (e.g. 1-on-1 with student)

Plan with the student, say you want to support to them. Plan with the student. Pre-plan with a Support Team member if needed.

4 Time Out/Behaviour Buddy Class

Plan a Behaviour Buddy Class with a colleague. Ask a Support Team member for support.

5 Communicate & Record

Class teacher to let parents know what is happening via phone call or email if face to face not available. Record in Engage (Conversations).

Appendix D – ICT Acceptable Use Agreement

See over the page.

ST MATTHEW'S ICT ACCEPTABLE USE AGREEMENT

Co-created by students in Years 3 to 6.
We follow this agreement to keep us safe and help us to be responsible users of technology and devices.

Clean & Care

- Your laptop is only to be used by you.
- Charge your laptop every night.
- Bring your laptop to school everyday.
- Always use clean hands when using your laptop.
- Always pick your laptop up with 2 hands and never by the screen.
- No food or drinks near your laptop.
- Don't leave your laptop near siblings or pets.
- No stickers or drawing on your laptop.
- Clean your laptop with a water-based computer wipe or a dry microfiber cloth.

Carrying & Storing

- Carry your laptop with 2 hands.
- Always place securely on a table, don't put laptops on floor.
- Gently close the lid.
- Lightly press keys when typing.
- Don't bang your laptop.
- Keep your laptop in the place you've been asked to.
- Keep your screen closed while carrying your laptop.
- No throwing or swinging your laptop.
- Don't leave it outside where people might walk on it.
- Don't place laptops in high places.
- Keep laptops in their cases when not in use.

Settings

- Don't change the settings without permission.
- Only the default toolbar and curser are to be used.
- Backgrounds must be of your own creation (photo or image) or a creative common image that is appropriate.
- Setting changes permitted are to be done in your own time.

Processes

- Always remain on task while using your laptop.
- Laptops are placed a 45° when asked. You then stop, your hands are off the laptop and your eyes are looking up ready to listen.
- Always save to OneDrive.
- Always shut down at the end of the day.
- Allow updates to complete before closing the lid.
- Only search sites you have been allowed to.
- No using incognito/InPrivate.
- Your search history is not to be deleted.
- Youtube is only used when you have been given a link.
- Email only when you have your teacher's permission.
- USBs and other external hard drives are only used with teacher permission.

Staying Safe Online

- Never share your own or others' personal information, like: names, ages, when you were born, phone number, address, passwords, family details, the school you go to or photos of yourself.
- Know how to take a screenshot.
- Only go on age-appropriate apps or programs that you have been asked to use.
- Friends online should only be people you know in real life. Use a good security question to check the person is who they say they are – only they will know the answer to your question.
- Do not click on pop up ads.
- Tell a teacher/parent if someone is bullying you online or posting things that you do not like. Remember to take a screenshot.
- Only download programs/apps that your teacher has asked you to.
- Screenshot and report inappropriate images, ads or chats and report them to a teacher.
- Social media is not used on our laptops.
- If using other devices (i.e. phones) do not upload or share media of anyone in their St Matthew's school uniform or yourself.
- No media of staff at St Matthew's is to be uploaded or shared without their permission.
- Always act safely and within the law.

Showing Respect While Online

- Seek permission before taking and sharing images and/or videos.
- Always speak kindly, if you wouldn't say it in front of your parents/teachers then don't write it online.
- If you see someone being bullied online take a screenshot and report it.
- Only use creative common images or ones you have created.
- Leave positive comments.
- Don't use all capital letters in sentences – THAT MEANS YOU'RE SHOUTING.
- If on Minecraft, no stealing, killing or breaking people's creation or property.
- Never copy, change or delete another person's work.
- Only open your own OneDrive, folders and work.
- You are not to buy or sell items online.
- Only search for appropriate topics online.
- Do not respond to unknown emails or requests, and tell a teacher about these.
- Seek permission before printing.
- Create a positive digital footprint.
- If a student feels unsafe while they are online they MUST speak to their parents or a teacher - you have the right to feel safe.

When We Use Our Laptops

- When our teachers have asked us to.
- To be creative in our presentations, using the programs we know and sharing our knowledge and skills with others.
- OUR LAPTOPS AND THE USE OF TECHNOLOGY IS ONLY FOR EDUCATIONAL PURPOSES

I agree to follow the Acceptable Use Agreement.

Student's name: _____

Class: _____ Student's signature: _____ Date: _____

Parents/Carers: I give permission for my child to use digital technologies and devices at school. I have discussed responsible use with him/her. I am aware that inappropriate use of technology and devices or treatment of others online, at school or home may result in the use of their device being taken from them. I will contact the school if there is a situation that concerns me.

Parent's signature: _____ Date: _____