

# St Carthage's Primary School

## POSITIVE BEHAVIOUR SUPPORT (PBS) GUIDELINES



March 2025

To be reviewed before March 2027

# **St Carthage's Primary School Positive Behaviour Support (PBS) Guidelines**

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## **The School Catholic Mission and Behaviour**

At St Carthage's Primary School, our Positive Behaviour Support (PBS) guidelines are deeply rooted in our Catholic mission, shaping a school environment where behaviour, learning, faith, and wellbeing are inseparable. Guided by the teachings of Jesus Christ, we believe that every student is called to "Let Your Light Shine", growing into the fullness of life (John 10:10).

Our school is a place where students are nurtured spiritually, socially, emotionally, physically, and intellectually. Positive behaviour is essential to creating an inclusive, safe, and respectful learning environment—one that encourages curiosity, kindness, and excellence.

Through PBS, we uphold the values of dignity, respect, service, and a love of learning, ensuring that every student feels valued and supported. We believe that by fostering positive relationships and upholding the highest standards of behaviour, we empower students to achieve their personal best in all aspects of life.

At St Carthage's, behaviour is not just about following expectations. It is about building a strong, faith-filled community where students are encouraged to grow in character, contribute to the wellbeing of others, and embrace their unique gifts. Together, we strive to create a school where every child thrives, learning with integrity, leading with compassion, and always striving for excellence.

## **Purpose**

The **St Carthage's Primary School Student Behaviour Guidelines** are designed to clearly outline the school's expectations for student behaviour and the procedures for promoting and responding to behaviour. These guidelines reflect our commitment to fostering a safe, respectful, and faith-filled learning environment where students are supported to grow in character and responsibility.

These expectations and procedures encompass student behaviour:

- At school
- On the way to and from school
- On school-endorsed activities that are off-site
- Outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- When using social media, mobile devices and/or other technology involving another student or staff member
- Where there is a clear and close connection between the school and the students' behaviour

This guideline will be implemented within:

- The terms and conditions of enrolment
- The context of related **Diocese of Lismore Catholic Schools (DLCS) policies**, including:
  - **DLCS Pastoral Care Policy**
  - **DLCS Student Anti-Bullying Prevention and Response Procedures**
  - **DLCS Suspension, Expulsion and Exclusion Policy**
  - **DLCS Responding to Concerns about Problematic Sexualised Behaviour in Children and Young People.**

### **Evidence-based Approach**

At St Carthage's Primary School, we are committed to fostering a safe, supportive, and inclusive environment for all members of our school community. Our approach to student behaviour is grounded in **evidence-based frameworks** that promote positive relationships, personal growth, and a culture of trust and belonging.

We implement:

- **Positive Behaviour Support (PBS)** – A proactive, school-wide framework that explicitly teaches and reinforces expected behaviours, creating a consistent and supportive learning environment.
- **Restorative Practices** – A relationship-centred approach that focuses on accountability, repairing harm, and restoring relationships, helping students learn from their actions and strengthen their connections within the school community.

In addition, our student behaviour guidelines are shaped by key **evidence-based principles**, including:

- **Building positive relationships** – Encouraging strong, respectful connections between students, staff, and families to create a sense of belonging.
- **Creating a culture of trust and belonging** – Establishing clear expectations, open communication, and a supportive school climate where all students feel safe and valued.
- **Promoting inclusivity and respect** – Embracing diversity and ensuring that all students are treated with dignity and fairness.
- **Teaching expected behaviours** – Explicitly modelling, reinforcing, and practising positive behaviours in all school settings.
- **Developing resilience and social-emotional skills** – Supporting students in managing challenges, developing problem-solving skills, and fostering self-regulation.
- By embedding these research-based approaches into our school culture, we empower students to **be safe, responsible, respectful, and their best** while contributing to a strong and faith-filled community.

### **Using Data to Guide Behaviour Management**

At St Carthage's, we **use data to guide and inform our behaviour management strategy**. Collecting and analysing behavioural data allows us to:

- **Identify trends and patterns** in student behaviour.
- **Evaluate the effectiveness** of current behaviour support strategies.
- **Provide targeted interventions** to support individual and group needs.
- **Ensure consistency and fairness** in responding to behaviour across the school.

## Rights and Responsibilities

The success of the Positive Behaviour Support (PBS) Guidelines at St Carthage's relies on the active participation and commitment of the entire school community. This is a whole-school approach that requires every member—staff, students, and parents/carers, to work together to create and maintain a positive and supportive environment. Below, we outline the specific roles and responsibilities of different groups within the school:

### Staff

It is the right of all staff members to work in a safe, supportive, and respectful environment, and it is their responsibility to teach, model, and reinforce positive behaviour. These rights and responsibilities ensure staff are valued and supported while contributing to a positive school culture. They have been collaboratively reviewed by staff to ensure consistency and alignment with our school's values and Positive Behaviour Support (PBS) guidelines.

### Rights

Staff have the right to:

- Work in a safe, supportive, and respectful environment where wellbeing is prioritised.
- Be treated with respect by students, colleagues, and parents/carers.
- Access professional learning opportunities that enhance their ability to teach, model, and reinforce positive behaviour.
- Receive clear communication and support from school leadership regarding policies, expectations, and student behaviour.
- Collaborate with families and colleagues to ensure the best outcomes for students.

### Responsibilities

#### Explicit Teaching of Expectations

- Incorporate the **PBS behaviour expectations** into daily lessons and classroom activities. Teach these expectations explicitly, making sure students understand what is required in different settings.
- When appropriate, use **examples, role-plays, and discussions** to help students internalise the expected behaviours.

#### Modelling Positive Behaviour

- Consistently **demonstrate the PBS expectations** in interactions with students, colleagues, and the school community.
- Use **positive language and actions** to reinforce the importance of being **safe, responsible, respectful, and doing your best**.

#### Reinforcement and Recognition

- Actively **recognise and reward** students who display positive behaviours, using **verbal praise, incentives, and reinforcement strategies** as appropriate.

#### Managing Behaviour

- Follow the behaviour management procedures outlined in the **PBS Guidelines** to ensure students understand the implications of their actions.

- Work **collaboratively with parents** to address ongoing behavioural concerns and provide additional support to students as needed.
- If behaviour arises that is out of character, staff are to **contact families** to discuss concerns and provide appropriate support.

### Active Supervision In the Classroom

Teachers are expected to use **active supervision strategies** to ensure student engagement and safety in the learning environment. This includes:

- Moving **frequently around the classroom** to monitor student engagement and behaviour.
- **Scanning the room regularly** to identify and respond to student needs.
- Providing **clear, consistent instructions** and setting high expectations for behaviour.
- Using **proximity and non-verbal cues** to redirect students and maintain a positive learning atmosphere.

### Active Supervision Outside the Classroom

Active supervision is also essential in **playgrounds, walkways, eating areas, and during transitions** to maintain a safe and respectful school environment. This includes:

- **Positioning** yourself strategically to observe all students.
- Moving **proactively and interactively** throughout the supervision area.
- Using **positive reinforcement** to encourage appropriate behaviour.
- Addressing inappropriate behaviour **promptly and consistently** while using restorative approaches where necessary.

By maintaining a strong presence both in and out of the classroom, staff ensure that students **feel supported, safe, and encouraged to demonstrate positive behaviour** at all times.

### Students

Students are active participants in the Positive Behaviour Support (PBS) Guidelines. They are responsible for learning about and following the behaviour expectations and contributing to a positive school environment. **The rights and responsibilities of students were collaboratively developed** to ensure they reflect the needs of our school community.

#### Rights

Students have the right to:

- Learn in a safe, caring, and supportive environment free from bullying, harassment, and discrimination.
- Be treated with fairness, dignity, and respect by staff, peers, and the wider school community.
- Receive explicit teaching and support to understand the PBS expectations and make positive choices.
- Access quality education where they are encouraged to reach their potential and “let their light shine.”
- Be listened to and have their voice valued when making decisions that affect them.
- Participate fully in school life, feeling a sense of belonging and inclusion within the community.

#### Responsibilities

- **Understanding Expectations:**
  - Students are expected to learn and understand the PBS behaviour expectations. This includes knowing what it means to be safe, responsible, respectful, and to strive to do their best in all areas of school life.
  - Ask questions if they are unsure about the expectations in any given situation.
- **Modelling Positive Behaviour:**

- Students should strive to model positive behaviour for their peers, helping to create a supportive and inclusive school community.
- Encourage and support classmates in following the PBS expectations, contributing to a collaborative and respectful school culture.
- **Taking Responsibility:**
  - Take ownership of your actions and behaviour. If a mistake is made, be willing to learn from it and make amends where necessary.
  - Participate in any restorative practices or interventions designed to help you improve your behaviour.

## **Parents/Carers**

Parents and carers are vital partners in the PBS Guidelines. Their support and reinforcement of the school's behaviour expectations at home help to create a consistent message for students.

### **Rights**

Parents and carers have the right to:

- Be treated with respect and courtesy by all members of the school community.
- Receive clear and honest communication about their child's learning, wellbeing, and behaviour.
- Be partners in their child's education, working collaboratively with the school to support positive behaviour and academic growth.
- Access information about the PBS expectations and school procedures to ensure consistent reinforcement at home.
- Expect that their child will learn in a safe, inclusive, and supportive environment where they are encouraged to thrive.

### **Responsibilities**

- **Reinforcing Expectations at Home:**
  - Familiarise yourself with the PBS behaviour expectations and reinforce them at home. Encourage your child to be safe, responsible, respectful, and to always do their best.
  - Discuss the importance of these expectations with your child, helping them understand how they contribute to a positive school environment.
- **Supporting the School:**
  - Work collaboratively with the school if behavioural issues arise, ensuring that your child receives consistent guidance and support.
- **Positive Communication:**
  - Maintain open communication with the school regarding your child's behaviour, both positive and negative. Share any relevant information that might help the school better support your child's behavioural development.
  - Celebrate your child's positive behaviour and achievements in alignment with the PBS expectations.

For the PBS Guidelines to be effective, it must be embraced by the entire school community. This whole-school approach ensures that everyone is working towards the same goals and that there is consistency in expectations and consequences. By embracing these roles and responsibilities, the entire St Carthage's community can work together to create a positive, safe, and supportive environment where every student has the opportunity to let their light shine.

## **PBS Behaviour Expectations**

The PBS Matrix is a key component of our Positive Behaviour Support (PBS) Guidelines at St Carthage's. It outlines **clear and specific behaviour expectations** for various areas of the school environment, providing a consistent framework for students to understand and follow.

At the core of our PBS Matrix are our four behaviour expectations:

- Be Safe

- Be Responsible
- Be Respectful
- Be Your Best

These expectations are embedded across all school settings, ensuring a positive, inclusive, and structured environment for all students. The matrix includes:

- **Learning Spaces** – Expectations for classroom behaviour, fostering focus, respect, and active participation.
- **Sacred Spaces** – Expectations for behaviour in places of worship and reflection, promoting reverence and mindfulness.
- **Playground** – Expectations for behaviour during playtime, ensuring safety, fairness, and inclusivity.
- **Toilets** – Expectations for maintaining cleanliness, safety, and respect in restrooms.
- **Transition Areas** – Expectations for behaviour during transitions between classes and activities, supporting order and efficiency.
- **Bus Bays** – Expectations for safe and respectful behaviour at bus bays and Cathedral pick-up.
- **All Areas** – General behaviour expectations applicable throughout the school environment.

The PBS Matrix serves as a guide for students, staff, and families, ensuring that behaviour expectations are consistently reinforced and understood across all areas of school life. The **development and review of behaviour expectations** are a **collaborative effort** involving **staff, students, and the parent community**. Through ongoing feedback and reflection, we ensure that our PBS framework remains **relevant, effective, and aligned** with the needs of our school community. Behaviour expectations are **regularly reviewed** to maintain consistency, address emerging needs, and strengthen our commitment to a **safe and supportive learning environment**.

### Promoting Positive Behaviour

Effective behaviour teaching and reinforcement are foundational to the success of our Positive Behaviour Support (PBS) Guidelines at St Carthage's. These strategies are designed to clearly communicate expectations, model appropriate behaviours, and provide consistent reinforcement to encourage positive behaviour across all areas of the school.

### Behaviour Lessons & Fortnightly Focus

Each **fortnight**, the school will focus on a **specific PBS expectation**. This focus is:

- **Introduced at Friday assembly** to all students.
- **Taught** in grade and class levels over the following two weeks, using **age-appropriate language** that reinforce expected behaviours.
- **Discussed at staff meetings** prior to its implementation to ensure consistency across the school.
- **Included in the staff memo and emailed to staff** on the Monday that the focus commences to ensure clarity and alignment in teaching practices.
- **Communicated to parents and families via the school newsletter**, encouraging reinforcement of these expectations at home.

### Student Engagement in Learning

At St Carthage's, **student engagement in learning** is a key factor in promoting positive behaviour and reducing disruptions. Staff intentionally use **evidence-based pedagogical approaches** to foster high

levels of student engagement, ensuring that learning is **meaningful, stimulating, and appropriately challenging**.

- **Active Learning Strategies** – Lessons are designed to be interactive and engaging, encouraging students to be active participants in their learning.
- **Differentiation** – Teaching is tailored to meet the diverse needs of students, ensuring all learners can access and succeed in the curriculum.
- **Clear Learning Intentions and Success Criteria** – Students understand what they are learning, why it is important, and how to achieve success.
- **Building Positive Relationships** – Strong teacher-student relationships create a sense of belonging, increasing motivation and engagement.
- **Structured and Predictable Classrooms** – Clear routines and high expectations help students feel safe and confident in their learning environment.

When students are actively engaged in their learning, **behavioural disruptions decrease**, and academic outcomes improve. A well-structured, engaging classroom supports students in developing the skills and mindset to be **safe, responsible, respectful, and their best**.

### **Immediate and Specific Praise**

Immediate, **specific praise** is provided to students who **demonstrate positive behaviour**. Their efforts are acknowledged by **naming the specific behaviour** that was commendable. For example:

- *"I appreciate that you are walking on the concrete. That's being responsible."*

By reinforcing expectations in a **structured, consistent, and collaborative manner**, we create a **positive school culture** where students understand, internalise, and demonstrate respectful and responsible behaviours.

### **Rewards and Recognition**

To celebrate and acknowledge students who consistently display appropriate behaviour, St Carthage's will hold a rewards session at the end of each term. These sessions are designed to recognise and reward students who exemplify our PBS behaviour expectations: Be Safe, Be Responsible, Be Respectful, and Be Your Best.

### **Timing and Organisation:**

- Rewards sessions will be held in the last week of each term. The specific schedule and activities for these sessions will be generated by grade teachers, ensuring that the rewards are tailored to the interests and needs of the students in each grade.
- Activities during the rewards session may include games, special activities, or other enjoyable events designed to celebrate the students' achievements and positive behaviour.

### **Eligibility Criteria:**

- Students who have consistently demonstrated appropriate behaviour throughout the term will be eligible to participate in the rewards session.
- To maintain the integrity of the rewards system and ensure fairness, certain behavioural consequences will affect students' participation in the rewards session.
  - Students who accumulate three SAT forms during the term will miss 30 minutes of the rewards session. For each additional SAT form received, students will miss out on an additional 10 minutes.



- Students serving an in-school suspension during the term will also miss 30 minutes of the rewards session.
- Students who have been assigned an out-of-school suspension during the term will be unable to participate in the rewards session.

### Procedure for Responding to Behaviour that Does Not Meet Expectations

At St Carthage's Primary School, when student behaviour does not meet expectations, we aim to respond with consistency, fairness, and a focus on growth. Our response involves using both **minor** and **major** behaviour procedures, as well as **restorative practices** to support students in learning from their mistakes and improving their behaviour.

The **classroom and playground flowcharts** (Appendix 3) outline the delineation between minor and major behaviours, and these guidelines are used to determine the most appropriate response. In some cases, behaviour Guidelines may be developed to provide more targeted interventions.

When assessing whether a particular corrective consequence for a student is reasonable, decision-makers must have regard for all relevant circumstances, including the following:

- Whether the student has a **disability**, including the **functional impact** and related support needs.
- An understanding of the **impacts of trauma** and how the school has responded to help students feel safe.
- The effect of the consequence on other students, such as fellow classmates.
- The principles of **natural justice** and **procedural fairness**, ensuring any disciplinary processes are conducted in a **fair, impartial**, and **transparent** manner.

### Collaborative Planning

Collaborative planning will take place within the broader context of the student's level of need, considering the connection between **learning** and **behaviour**. The school uses a **data-driven approach** to identify students who have not benefited from **Tier 1** universal approaches and provides **early intervention support** for these students.

### Sit and Think (SAT) Forms

A **Sit and Think (SAT) form** is a restorative tool used to address and correct inappropriate behaviour. The SAT form provides students with the opportunity to reflect on their behaviour, its impact, and how to improve it, using **restorative justice questions**. The process for issuing SAT forms can be seen below and within the **classroom and playground flowcharts (Appendix 2)**.

### Procedures

#### In-Class Process:

1. **First Warning:** The teacher gives a **verbal warning** to the student, indicating that their behaviour is inappropriate and needs to change.
2. **Second Warning:** If the behaviour continues, the teacher issues a **second verbal warning** and reminds the student of the potential consequences.
3. **Third Warning:** Upon a third warning, the student is **removed from the classroom** and sent to a buddy class. The teacher will also make contact with the child's **family**.

4. **SAT Form Issued:** If the inappropriate behaviour continues, the teacher will provide the student with a **SAT form** to complete. This gives the student the opportunity to reflect on their behaviour and how it can be improved.
5. **Return to Class:** The student returns to class and is expected to display improved behaviour. At an appropriate time, the teacher will discuss the **SAT** with the student using **restorative practices**.
6. **Continued Misbehaviour:** If the inappropriate behaviour continues after returning to class, the student is sent to the **office** for further intervention.

### **Playground Process:**

1. **First Warning:** The teacher identifies the inappropriate behaviour and restates the expected behaviour to the student.
2. **Second Warning:** If the behaviour continues, the student is asked to **walk with the teacher** or sit out for a short period to reflect on their behaviour.
3. **Third Warning (Minor Behaviours):** If the behaviour persists, the student is referred to the **office** for follow-up, including completing a **SAT form** to reflect on their actions and consider how to improve their behaviour in the future.
4. **Major Incidents:** Major incidents, such as **physical aggression, racism, damaging school property, or repeated minor incidents**, are handled more seriously. Students involved in major incidents are sent directly to the **office** for further intervention. They may be issued a **SAT form** or face other consequences as deemed appropriate.

Refer to **Appendix 3** for the **Classroom and Playground Flowchart**.

### **In-School Suspension**

**Definition:** In-school suspension involves the student being temporarily removed from their regular classroom activities and placed in a designated area within the school to complete assigned learning tasks.

**Trigger for Consequences:** In-school suspension may be assigned for more serious behavioural incidences or repeated minor incidences despite previous interventions.

### **Out-of-School Suspension**

**Definition:** Out-of-school suspension involves the student being temporarily excluded from school. During this period, the student is not allowed to attend school and must complete assigned work independently.

**Trigger for Consequences:** Out-of-school suspension will be used for **severe behavioural incidences** or for **repeated serious incidences**. This action reflects the gravity of the behaviour and serves as a significant intervention.

### **Principal's Discretion**

**Overview:** The principal retains the authority to modify consequences based on individual circumstances. This discretion ensures that responses to behavioural issues are **fair** and **tailored** to the specific situation.

### **Guidelines for Discretion:**

- **Considerations:** The principal may consider factors such as the **severity** of the behaviour, the **student's behavioural history**, and any **extenuating circumstances** that may have influenced the behaviour.
- **Documentation:** Any modifications or exceptions to the standard consequences will be **documented** and communicated to relevant parties to maintain **transparency** and **consistency**.

## Additional Considerations

- **Responses to unacceptable behaviour** are framed by the principles of **procedural fairness**, including the **right to be heard**, the **right to respond**, and the **proportionality of the consequence**.
- **Corporal punishment is prohibited.** All school staff are prohibited from engaging in corporal punishment in any form. The school does not explicitly or implicitly sanction corporal punishment by non-school persons (such as parents) to enforce discipline at the school.
- The school will seek advice from **DLCS staff** if it is considering implementing **restrictive practices**. A restrictive practice is any action that can restrict the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.
- The school will seek advice from **DLCS staff** when responding to and considering support for students with **complex** and/or **at-risk behaviour, including physical, emotional or psychological harm**.
- Any form of unacceptable behaviour that may be serious enough to constitute a **criminal offence** will be reported to the **police** or other authorities, as appropriate, such as the **Regional Assistant Director** and the **Child Safeguarding Manager**.

## Expectations for Record Keeping and Monitoring

Accurate and consistent behaviour recording is essential for tracking patterns, supporting student wellbeing, and ensuring fair and effective responses. At St Carthage's Primary School, all behaviour incidents are recorded in line with the school's Positive Behaviour Support (PBS) procedures.

### Playground Behaviour Recording

- Playground incidents are to be documented in the **Playground Behaviour Book**, which is located in the playground bags.
- **School admin staff** will review the Playground Behaviour Book at the end of each break and **upload relevant information into Compass**, ensuring consistent digital records and follow-up.
- If a student displays **major behaviour** on the playground and **cannot be escorted to the office**, **a member of the school leadership team must be contacted immediately** to provide support.
- Staff should refer to the **Playground Flowchart** (Appendix 3) for guidance in determining the severity of the behaviour and the appropriate response.

### Classroom Behaviour Recording

- In-class behaviour incidents that escalate beyond minor classroom management strategies and result in a **SAT form, removal from class, or parental contact** should be **recorded directly in**

**Compass** by the classroom teacher.

- Behaviours that are considered **major or repeated minor incidents** must be documented in Compass to ensure a clear record of patterns over time and to support effective interventions.
- Follow the **Classroom Flowchart** (Appendix 3) to determine whether an incident warrants a Compass entry or an alternative response.

### **Additional Expectations**

- Entries in Compass should be factual, concise, and objective, focusing on observed behaviour rather than assumptions or labels.
- Where possible, **restorative conversations** and outcomes should also be noted to provide context and demonstrate support provided.
- When in doubt about whether to record an incident, **consult a member of the leadership team** for guidance.

By maintaining accurate behaviour records across both playground and classroom settings, we ensure transparency, accountability, and the ability to provide tailored, timely support to all students.

## **Staff Professional Learning**

At St Carthage's Primary School, we recognise the importance of **ongoing professional development** (PD) for our staff to effectively implement and sustain our Whole School Approach to Behaviour. Our commitment to staff learning ensures that all teachers are equipped with the knowledge, skills, and confidence needed to foster a positive and safe school environment. The guidelines below outline how we provide **targeted, differentiated**, and **high-quality PD** to meet the evolving needs of our staff and support the implementation of best practices in behaviour management.

### **Targeted Professional Development**

The school provides **targeted PD** based on identified needs that are directly aligned with our **Whole School Approach to Behaviour** and the broader goals of our school. These PD opportunities are tailored to meet the specific needs of staff at different stages of their career and address gaps in knowledge or areas for improvement as identified through:

- **School-wide data** on student behaviour, which informs specific areas for development.
- **Individual staff reflections**, ensuring PD is relevant to both personal and school-wide needs.
- **Student feedback** on their learning environment and experiences, which can highlight areas where teaching practices can be improved.

### **Differentiated PD for Staff**

Our PD program is designed to be **differentiated** to cater to the varied needs of all staff members. Whether it is for new teachers, experienced educators, or leaders, the training is adaptable to their professional development journey. This includes:

- **Introduction and induction sessions** for new staff to ensure they understand and can implement the Whole School Approach to Behaviour.
- **Ongoing workshops** on evidence-based strategies such as **Positive Behaviour Support (PBS)**, **Restorative Practices**, and **trauma-informed practices**, ensuring all staff are well-equipped to address behavioural challenges in a variety of contexts.

### **Monitoring, Reviewing, and Evaluating Practice**

To ensure the success of our Whole School Approach to Behaviour, the school will systematically **monitor**, **review**, and **evaluate** the impact of our behaviour management strategies and teaching practices over time. This includes:

- **Observations** of teachers and classroom environments to assess how well behaviour expectations are being implemented and how effective strategies are.
- **Reviewing microskills** such as how to explicitly teach behaviour expectations, how to reinforce positive behaviours, and how to handle behavioural incidents in line with our procedures.

### **Ongoing Feedback and Reflection**

By investing in high-quality, targeted professional learning and providing continuous support, we ensure that all staff members are equipped to implement our Whole School Approach to Behaviour effectively. This, in turn, will support the development of a positive school culture that fosters **safety**, **responsibility**, **respect**, and **academic success** for all students.

### **Review Process**

The **Whole School Approach to Behaviour** and associated guidelines will undergo a **formal review** at a minimum of every **two years**. This review will involve gathering feedback from **staff**, **students**, and **parents** to assess the effectiveness of the PBS framework and its impact on student behaviour and school culture. Data will be analysed to identify areas for improvement, and necessary adjustments will be made to ensure the ongoing success of the guidelines. The review process will be led by school leadership in collaboration with key stakeholders to ensure continuous alignment with school values and goals.

# St Carthage's Primary School Whole School Positive Behaviour Matrix

	Learning Spaces	Sacred spaces	Playground	Toilets	Transition	Bus bays	All areas
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>I keep my learning space neat and move safely</li> </ul>	<ul style="list-style-type: none"> <li>I move around safely</li> </ul>	<ul style="list-style-type: none"> <li>I play in the correct areas and use equipment appropriately</li> <li>I wear my hat</li> </ul>	<ul style="list-style-type: none"> <li>I go straight to the toilet then leave</li> </ul>	<ul style="list-style-type: none"> <li>I walk safely and stay with my group</li> </ul>	<ul style="list-style-type: none"> <li>I move safely</li> <li>I wear my hat</li> </ul>	<ul style="list-style-type: none"> <li>I keep my hands/feet and objects to myself</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>I am responsible for my learning</li> </ul>	<ul style="list-style-type: none"> <li>I am reverent when entering, participating and exiting sacred spaces</li> </ul>	<ul style="list-style-type: none"> <li>I listen to and follow the teacher's instructions</li> </ul>	<ul style="list-style-type: none"> <li>I am responsible in the toilet area</li> </ul>	<ul style="list-style-type: none"> <li>I assemble promptly in my correct area</li> <li>I move quietly</li> </ul>	<ul style="list-style-type: none"> <li>I stay with my bus bay group</li> <li>I sit in my correct area</li> </ul>	<ul style="list-style-type: none"> <li>I am responsible for my behaviour</li> <li>I wear my school uniform correctly</li> <li>I use technology responsibly</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>I work cooperatively and respect the right of others to learn</li> </ul>	<ul style="list-style-type: none"> <li>I respect sacred spaces and the right of others to participate, reflect and pray</li> </ul>	<ul style="list-style-type: none"> <li>I follow the rules of the games</li> <li>I respect others</li> </ul>	<ul style="list-style-type: none"> <li>I respect the privacy of others and keep the toilet area clean</li> </ul>	<ul style="list-style-type: none"> <li>I am respectful and I follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>I am polite, respectful and cooperative</li> </ul>	<ul style="list-style-type: none"> <li>I respect all people, property and the environment</li> </ul>
<b>Be your Best</b>	<ul style="list-style-type: none"> <li>I have a positive growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>I am open to an encounter with Jesus</li> </ul>	<ul style="list-style-type: none"> <li>I include others and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>I use the toilet quickly, quietly and leave</li> </ul>	<ul style="list-style-type: none"> <li>I focus on where I am going</li> </ul>	<ul style="list-style-type: none"> <li>I consider others in a public space</li> </ul>	<ul style="list-style-type: none"> <li>I consider others in my actions and words</li> </ul>

# St Carthage's Primary School Positive Behaviour Support ES1/S1 Sit and Think Form



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_ Supervising Teacher: \_\_\_\_\_

*Circle the expectation and location where the behaviour happened*

Behaviour Expectations	Location
<ul style="list-style-type: none"> <li><input type="radio"/> Be Safe</li> <li><input type="radio"/> Be Responsible</li> <li><input type="radio"/> Be Respectful</li> <li><input type="radio"/> Be your Best</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Learning Space</li> <li><input type="radio"/> Sacred space</li> <li><input type="radio"/> Playground</li> <li><input type="radio"/> Toilet</li> <li><input type="radio"/> Transition</li> <li><input type="radio"/> Bus bay</li> </ul>

**Write/draw what happened?****How did this make other people feel?****How can I make things right?****What will I do next time?**

Principal/Assistant Principal Signature (if required): \_\_\_\_\_

Class Teacher Signature: \_\_\_\_\_

*I have discussed this issue with my Child.* Parent Signature: \_\_\_\_\_

Appendix 2



**St Carthage's Primary School Positive Behaviour Support**  
**S2/S3 Sit and Think Form**



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_

*Circle the expectation and location where the behaviour happened*

Behaviour Expectations	Location
<ul style="list-style-type: none"><li><input type="radio"/> Be Safe</li><li><input type="radio"/> Be Responsible</li><li><input type="radio"/> Be Respectful</li><li><input type="radio"/> Be your Best</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> Learning Space</li><li><input type="radio"/> Sacred space</li><li><input type="radio"/> Playground</li><li><input type="radio"/> Toilet</li><li><input type="radio"/> Transition</li><li><input type="radio"/> Bus bay</li></ul>

Write what happened?

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How did this make other people feel?

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How can I make things right?

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What will I do if I am in the same situation next time?

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Principal/Assistant Principal Signature (if required): \_\_\_\_\_

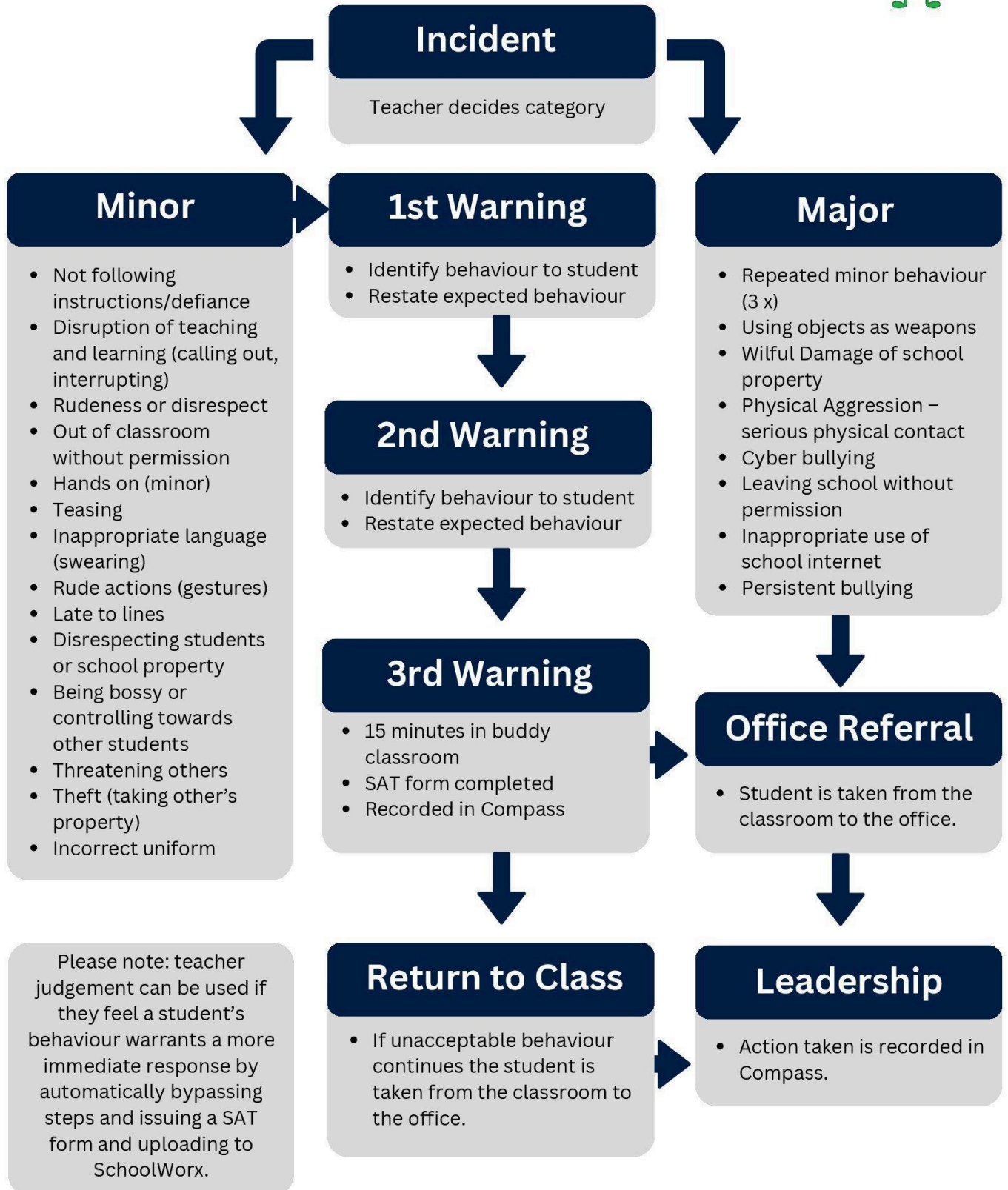
Class Teacher Signature: \_\_\_\_\_

*I have discussed this issue with my Child.* Parent Signature: \_\_\_\_\_





# PBS FLOWCHART CLASSROOM





# PBS FLOWCHART PLAYGROUND

