



Student Behaviour Support and Management Guidelines (PBS version)

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Rationale

All interaction and management of students is based on the premise that students are made in God's image and have unique or individual strengths. The aim of student development is to cultivate and develop strengths in students to encourage them to be more positive contributors to the school and wider community. In respecting the dignity of all students, it is acknowledged that all students have gifts and strengths that they should be encouraged to display.

At St Brigid's we recognise the importance of developing and nourishing the whole child, and indeed, each member of our school community. We strive to promote respect for the rights of every person - in a safe, nurturing and respectful learning environment that is based on Gospel values. We believe each student should be encouraged to develop habits of self-discipline and respect - for self and for others.

The St Brigid's community is committed to the development of positive relationships and resilience for all students. The philosophy of the Positive Behaviour Supports (PBS) framework has been implemented at our school to achieve positive academic and behaviour outcomes in a consistent and systematic manner.

PBS is a widely implemented framework for promoting positive school systems and fostering students' social, emotional, behavioral, and mental health. Numerous studies indicate that PBS implementation improves student outcomes, educator practices, and school systems. Behaviour relates to the actions that express the relationships we have with one another.

Positive relationships are expressed through actions which:

- maintain the dignity of each individual
- do not infringe on another's rights to safety, learning and social interaction
- are supportive and encouraging.

At St Brigid's, children are supported to increasingly become aware of their responsibility to others and show this through their behaviour towards their peers and teachers.

At St Brigid's, we aim to:

- create the conditions for positive interactions between students and adults
- gain consistency of expectations throughout the school
- give the support necessary for students to learn positive ways of expressing their ideas and needs to each other and to staff
- foster the partnership between parents, staff and students to positively influence the behaviour of individual students.

In order to create a safe, respectful and supportive school environment, the following School Behaviour expectations have been developed:

SAFETY

EFFORT

RESPECT

SELF-RESPONSIBILITY

Purpose

The purpose of these guidelines is to clearly outline the school's expectations for behaviour, how positive behaviour is promoted and the procedure for responding to behaviour that does not meet expectations. These expectations and procedures encompass student behaviour that occurs:

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

This guideline will be implemented within the context of related DLCS Policies such as:

- i. DLCS Pastoral Care Policy;
- ii. DLCS Student Anti-Bullying Prevention and Response Procedures;
- iii. DLCS Student Prohibit Weapons Procedures;
- iv. DLCS Suspension, Expulsion and Exclusion Policy; and
- v. DLCS Responding to Concerns about Problematic Sexualised Behaviour of Children and Young People.

These guidelines will be implemented within the context of the terms and conditions of enrolment.

Rights and Responsibilities

At St Brigid's we believe that there are a number of inherent rights and responsibilities for Students, parents and teachers. These rights and responsibilities have been collaboratively developed with the assistance of staff, students and the parent community.

Students have the right to:

- learn, play and interact in a respectful and safe environment
- be provided with a learning environment that is engaging and supportive.

Staff have the right to:

- teach in a safe and respectful work environment
- engage in a learning and teaching environment that is purposeful and supportive.

Parents have the right to:

- expect the best possible education for their children
- expect that their children are nurtured to grow as individuals within the Catholic ethos.
- be regularly informed of their child's progress and school events

Students have the responsibility to:

- engage in positive interactions by following our agreed school expectations of Safety, Effort, Respect and Self- Responsibility
- speak respectfully to everyone, including those they meet outside of school
- be engaged and put effort in their learning
- Interact safely with peers and teachers

Teachers have the responsibility to:

- establish positive and supportive relationships with students and parents/carers
- ensure ongoing communication with parents/carers with regard to their child's progress (academic and behaviour)
- provide a learning environment that is engaging and supportive
- Teach and revise expected behaviours

Parents have the responsibility to:

- Read, accept and support relevant school policies

At St Brigid's we believe active classroom supervision is a proactive approach to behaviour management where teachers are consistently engaged with students, moving around the room, scanning for potential issues, and interacting with students to encourage positive behaviour and prevent problems before they arise. It goes beyond simply being present and involves intentional strategies to maintain a safe and productive learning environment.

At St Brigid's, we believe active playground supervision involves monitoring students' behaviour, ensuring their safety, and proactively intervening when necessary. This approach goes beyond passive observation, requiring educators to be fully engaged and aware of the environment and any potential hazards. Effective active supervision involves positioning oneself for optimal visibility, scanning the area regularly, and interacting positively with students to encourage safe and inclusive play.

Procedures

At St Brigid's we believe students learn appropriate behaviour through, modeling, explicit instruction, practice, feedback and encouragement. These procedures are consistently reviewed, revised and part of staff professional development.

Positive Behaviour Expectations

As a school we implement the PBS framework, which establishes a positive whole school environment, by building school-wide systems of support including proactive strategies for defining, teaching and reinforcing appropriate student behaviour.

To ensure all members of the school community speak a common language with regard to positive behaviour these behaviour expectations have been collaboratively developed with the assistance of staff, students and the parent community and are reviewed regularly.

MATRIX

Teaching Positive Behaviour

At the beginning of each year, St Brigid's staff and students spend time establishing classroom routines and reinforcing the expected behaviours from the school wide matrix. These are then revised at the start of each term, and on a needs basis throughout the year. At the start of each fortnight, expectations are communicated to staff and highlighted to students as the 'Focus of the Week' and are reinforced at meetings and assemblies, as well as through signage and posters. The 'Focus of the Week' is also explicitly taught and expanded upon by the classroom teacher at some stage during class time in that week and is communicated to parents via the newsletter and compass communications

Encouraging and Affirming Expected Behaviours

St Brigid's attempts to have a positive school environment in which engagement and expected behaviours receive more attention than un-expected behaviours. Genuine, positive feedback is provided by all staff to encourage students to engage in the desired behaviours (social and academic).

We have a Reward System in both the classroom and non-classroom settings, which reinforce positive behaviours. Students who demonstrate our agreed expectations receive green tickets, weekly awards and participate in end of term Rewards Days.

Discouraging and Dealing with Inappropriate Behaviours

At St Brigid's it is the aim for staff to provide students who display behaviours that contravene the behaviour expectations with clear, consistent and educative responses across all settings and at all times.

The school community has agreed on the description of minor and major inappropriate behaviours in both classroom and non-classroom settings, yet it is important to recognise that staff professional judgment in this delineation is imperative. Staff commit to follow the agreed procedure for minor infringements in both non-classroom and classroom settings. All major incidents are referred to the Principal / Assistant Principals for investigation. The Behaviour support flowcharts guides staff in the process of dealing with behaviours that do not meet agreed expectations.

[Minor and Repeated Minor Flowcharts](#)

[Major Behaviours Flowchart](#)

Consequences: Responses to unacceptable behaviour are framed by the principles of natural justice and procedural fairness, including the right to be heard, the right to respond and the proportionality of the consequence. When assessing whether a particular corrective consequence for a student is reasonable, staff have regard for all the relevant circumstances, including:

- i. If the student has a disability (including functional impact and related support needs);
- ii. An understanding of the impacts of trauma and how the school has responded to help students feel safe; and
- ii. The effect of the consequence on anyone else (such as fellow students).

Rule Reminder: Students are reminded of the expectations and given a reminder (redirection). Students understand which of the SERS the rule reminder applies to.

Warning: If the student continues to display unexpected behaviour after receiving a rule reminder, they are then placed on a warning.

Behavior Reflection: If the student is unable to display expected behaviour after receiving a rule reminder and warning, they are placed on Behaviour Reflection.

Rule reminders, warnings and behaviour reflections can not be “earned off” and are reset each teaching session. Teachers may write students initials on the board to keep track of rule reminders, warnings and time outs to keep track. Rule reminders and warnings do not occur on the playground; on the playground behaviours are either teacher managed or students are sent to behaviour reflection. A major behaviour in the classroom or learning spaces does not need to move through rule reminder, warning and time out. This means that in some instances students can be placed on behaviour reflection without moving through the steps of rule reminder, warning, behaviour reflection.

Minor and Major Behaviours

Ongoing Monitoring

Data supports the PBS team with data-based decision making and intervention planning by providing accurate and timely information.

Following our correction procedures, all staff collect data consistently and in a timely manner. Data includes these student incidents recordings Compass as well as staff observations and attendance records.

Incident Recording

Classroom minor incidents are entered directly by classroom teachers into Compass.

Minor incidents from non-classroom areas are recorded on Compass by staff on duty and where possible are teacher managed. All Major incidents in any location are entered on Compass by the teacher on duty and immediately referred to the Principal / Assistant Principal. All Compass entries will follow the guiding principles of dignity and respect as well as utilise appropriate and professional language.

Behaviour Plans

Individual Behaviour Plans are to be collaboratively constructed by Parents/Caregivers, the classroom teacher, the Assistant Principal and Principal.

Data Analysis

Data entered onto Compass will be analysed frequently by the PBS team and will guide the team to determine which procedures need revision with staff and students. Data analysis will highlight areas needing improvement, achievements worth celebrating, as well as identifying students who need additional support from their teacher and/or members of the Wellbeing and/or PBS team.

Student Wrongful Behaviour of a Serious Nature

Student wrongful behaviour of a serious nature to be activity or behaviour of a student which:

- seriously undermines the ethos of the Catholic school; and/or
- consistently and deliberately fails to comply with any lawful order of a principal or teacher; and/or
- is offensive or dangerous to the physical or emotional health of any student or staff member; and/or
- consistently and deliberately interferes with the educational opportunities of other students.

Some wrongful behaviours of a serious nature are by definition criminal offenses. These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only and not all-inclusive. When a principal determines that a serious offense of a criminal nature has occurred, the wellbeing needs of the offending student(s) is paramount.

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, as well as, the DLCS Regional Assistant Director and Pastoral Care Officer.

The school will seek advice from DLCS staff when responding to and considering support for students with complex and/or at-risk behaviour.

Corporal Punishment

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.

Restrictive Practices

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.

