



PBIS STUDENT & FAMILY HANDBOOK

We show
RESPECT
We reverence
relationships

We show
RESPONSIBILITY
We are faith-filled



ST MARTIN'S
CATHOLIC PRIMARY SCHOOL

We show
INTEGRITY
We pursue excellence

We show
KINDNESS
We touch the
Hearts of others



ST MARTIN'S CATHOLIC PRIMARY SCHOOL

Welcome

At St Martin's Catholic Primary School, we are committed to seeing students as thriving people, capable learners, leaders for the world God desires. We endeavour to create and maintain a nurturing learning environment which fosters positive student participation and interactions through our School Values of Respect, Responsibility, Integrity and Kindness.

We believe that positive student behaviour is a collaborative effort. All members of our community must work together, striving for consistency on expectations, procedures and implementation. Successful change in positive behaviour practices requires school-wide structured approaches. We use the research-based Positive Behaviour Intervention Support (PBIS) approach to promote positive behaviour at our school.



ST MARTIN'S
CATHOLIC PRIMARY SCHOOL

OUR VISION

To be a Catholic school community that recognises the uniqueness and diversity of every person, nurturing faith, wellbeing, and inclusivity while pursuing excellence.

OUR MISSION

We are a diverse and inclusive Catholic school community committed to fostering the spiritual, academic, and personal growth of every student.

OUR VALUES



LOVING TO LEARN. LEARNING TO LOVE.

Our Values



RESPECT - *We reverence relationships*

Definition: Treating others with dignity and valuing their contributions.

Expectations:

Listen actively and attentively

Use polite language and manners

Respect personal space and property



RESPONSIBILITY - *We are faith filled*

Definition: Being accountable for one's actions and duties.

Expectations:

Complete assignments and tasks on time

Take care of school property and personal belongings

Follow school rules and guidelines

Our Values



INTEGRITY - *We pursue excellence*

Definition: Acting with honesty and strong moral principles.

Expectations:

Be truthful in all interactions

Admit mistakes and learn from them

Uphold the school's values and principles

Do the right thing even when there is no one watching



KINDNESS - *We touch the heart of others*

Definition: Showing care and compassion towards others.

Expectations:

Offer help and support to peers

Use kind words and actions

Foster an inclusive and welcoming environment

What is Positive Behaviour Intervention Support (PBIS)?

Positive Behaviour Intervention Support (PBIS) is a whole school framework which helps schools to create positive learning environments. The approach is evidence-based for supporting situations where there is challenging behaviour. It is a proactive approach and focuses on teaching all students on the agreed expected behaviours and pro-social skills rather than reacting to inappropriate behaviour, creating an enriched environment for learning and wellbeing.

St Martin's School Values; defined by the community, guide the behaviour of everyone in our school; staff, students, families and other community members. This is achieved through our proactive systems that define, teach and support appropriate student behaviour. At St Martin's, we strive to show Respect, Responsibility, Integrity and Kindness in our daily interactions and learning.

How does PBIS work at St Martin's Catholic Primary School?

There is a dedicated PBIS leadership team in the school which consists of leadership, classroom teachers, ESOs and OSHC leaders. Alongside the PBIS team, all staff at St Martin's are committed to working together for the successful implementation of PBIS.

A behaviour matrix articulates what the School Values and expectations look like in everyday school life in various areas of the site. The behaviour matrix is displayed in classrooms throughout the school. Procedure posters are also clearly displayed, to remind everyone of the expectations. Students are explicitly taught the School Values and expectations and are acknowledged when they demonstrate those School Values.

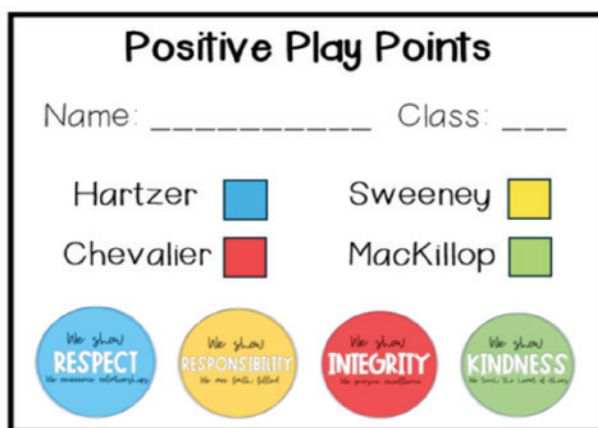
How does our acknowledgement system work?

Our acknowledgment system works using positive feedback to students. Our classes use various ways of acknowledging expected behaviour; Dojos, reward charts, tokens, raffle tickets or class money.

Teachers collaborate with their students on classroom agreements that align with the St Martin's School Values of Respect, Responsibility, Integrity and Kindness at the beginning of each school year. These agreements are revisited at various times throughout the year.





When students are seen demonstrating the School Values and expectations from the class agreements and school matrix, they are given positive rewards. Consistency in recognising positive behaviours enables these behaviours to become an integral part of our school culture.





Positive Play Points



Positive Play Points

Name: _____ Class: _____

Hartzer		Sweeney	
Chevalier		MacKillop	

Our Positive Play Points system is used during playtimes. Students can earn points for their sports team to win a reward, such as wearing their coloured sports team top or celebration play.

Teachers and ESO staff acknowledge our School Values of Respect, Responsibility, Integrity and Kindness out in play areas by giving the student a Positive Play Point slip. Students fill in their name, class and sports team. These are then collected and counted by the Student Voice leaders.

At each Awards Assembly, two or three students are drawn from the Positive Play Point Jar, and they win a canteen voucher. Points are tallied for each team and the winning team at the end of each term gets a reward. The winning team at the end of the year wins the Positive Play Point trophy.

What is a PBIS matrix?

A behaviour matrix is a table that breaks down and articulates expected behaviours in various areas of the school environment. The behaviour matrix is displayed in classrooms throughout the school which helps the school community to establish a common language and identify goals for behaviour.

Location							
	Classroom	Play Areas	Toilet Areas	Our Place	OSHC	Cyber	
WHOLE SCHOOL	Reverence in Relationships <i>Respect</i>	We show this by taking turns to speak We listen to one another We speak to others with kindness We use our manners We respect and value our learning time and the learning time of others	We take turns on equipment We listen to the directions of adults We play fairly within the rules of games	We wait our turn We use a quiet voice We close the door	We use a calm voice We listen to adult's instructions We use the equipment the way it's meant to be used	We listen to adults the first time We all have a voice We look after our equipment We ask for help	We keep our devices clean and tidy We respect others privacy online We only share our private information with people we know and trust We only talk to people we know online We respect the boundaries of ourselves and others We only use our own devices We only log into our own accounts
	Faith-Filled <i>Responsibility</i>	We help others with their learning We listen to adults' instructions the first time We care for our learning environment We involve others	We look after our cleaning areas We help others in need We create safe play spaces	We leave the space clean We take care of the toilet equipment We keep the water in the basin	We care for others feelings We show compassion to others We are mindful of our differences We are gentle with ourselves and others	We care for our environment We are safe	We care for our electronic devices We put our iPads and laptops away after use We research and use appropriate resources online We are mindful of others feelings online

Location

	Classroom	Play Areas	Toilet Areas	Our Place	OSHC	Cyber
Pursue Excellence <i>Integrity</i>	We take challenges on and persevere with a growth mindset towards our learning We clean up after ourselves We celebrate achievement of ourselves and others We take ownership of our learning and our attitude towards learning We look after our class resources and learning spaces We are accountable for our own actions	We return our equipment after use We walk in and out of play spaces We only use our set age equipment We use safe hands and feet We use the equipment for it's designed purpose	We walk in the toilet We use the toilet bowl to do our wees and poos We wash and dry our hands after using the toilet	We pack away what we have used We follow the time given to us We own our actions	We are problem solvers and try different solutions We use safe hands, words, and feet We help others We share with others We return our equipment after we use it We all pack up after ourselves	We keep personal details to ourselves We take ownership of how we behave online We ask adults for help if we are in danger or feel uncomfortable online We tell a trusted adult if we see inappropriate behaviour online
Touch the Hearts of Others <i>Kindness</i>	We keep our hands and feet to ourselves We lead by example in our actions and words We treat others with kindness and care	We use our manners We use appropriate language We include others	We are kind to one another We are safe with our bodies We keep our body parts private	We are understanding and helpful to others We use our manners	We are kindhearted We value our differences We include others	We use kind words to talk to and describe others

EXPECTATIONS

PBIS Procedure Posters

Procedures break down rules and expectations into teachable steps. When procedures are taught to fluency, they help students form routines so that they can efficiently and smoothly accomplish tasks with independence.

PBIS procedure posters are displayed throughout the school environment to identify actions, and behaviours that are expected in specific areas and make them routines. These are aligned with our School Values of Respect, Responsibility, Integrity and Kindness.

It is important to know how to behave in different areas of the school so we can all be safe, happy and good learners.

Some of the St Martin’s procedures are included on the following pages.

Playing Ball Games



ST MARTIN'S CATHOLIC
PRIMARY SCHOOL

Rules/Expectations

We show

RESPECT

to everyone who plays with us

We use voice level 4 (Loud Crowd)

We consider others who are playing in the same space

We have safe hands, feet, and mouth

We show

RESPONSIBILITY

to our school, others and equipment

We pack up our equipment when the bell goes

We are mindful when playing with the ball around others and school property

We line up patiently for our turn

We encourage others and show appreciation for good plays, regardless of who wins

We show

INTEGRITY

to people who play with us

We play by the rules

We remember it is a game for fun

We include others

We play with honesty and fairness

We show

KINDNESS

to people who play with us

We encourage and include others


We use kind words and model appropriate behaviour

We share equipment

We forgive when others get in our way



Play Time at the Playground



ST MARTIN'S CATHOLIC
PRIMARY SCHOOL

Rules/Expectations

We show

RESPECT

to everyone who plays with us

We use voice level 4 (Loud Crowd)

We share the equipment with others

We watch while we are waiting for our turn to play on equipment

We keep the bark and rocks on the ground

We show

RESPONSIBILITY

to our school, others and equipment

Wear our hat in terms 1, 3 & 4

We wait for the yard duty teacher before entering the playground

We use the equipment correctly

We look where we are going and only walk in the playground area

We show

INTEGRITY

to people who play with us

We know where our rubbish goes

We care for our environment

We keep our school clean and tidy

We show


KINDNESS

to people who play with us

We thank people for putting their rubbish in the correct bins

We help and thank the waste warriors

We look after the living things in our environment



Going to the Kiss & Drop After School



Rules/Expectations



We use voice level **3**. (Low Flow)
We talk kindly to the people we are walking to the Kiss & Drop with
We say 'hello' to the teacher on duty and use their name



We walk straight to Kiss & Drop from our classroom.
We wait until the car we are getting into has stopped safely before we get into it.
We stay near our bag



We wait patiently for our ride.
We chat kindly to others while we wait.



We watch out for others using the path and move out of their way.
We offer help to others.
We greet the person who is picking us up with a smile on our face.



Entering the Classroom as a Visitor



Rules/Expectations



We use voice level **2**. (Spy Talk)
We knock on the classroom door and wait to be welcomed inside.
We use our manners when speaking with the teacher or class.



We walk to the classroom and walk back out.



We deliver the message and then immediately return to our own classroom.
We don't read messages unless asked by an adult.



We say hello to the teacher when we walk in.
We thank the teacher when we leave.



Eating Time



Rules/Expectations



We use voice level **2**. (Spy Talk)
We **sit** in our class's designated area **until** the bell rings.



When we have finished eating, we put our lunch boxes in our class's designated area.
We put all rubbish in the **correct** bins.



We only eat our own food.
We keep any sports equipment on the floor next to us, only using it during play time.



We talk to the people next to us while we wait for the play bell to ring.



Using the 5Ls

(Listening ears, legs still, lips closed, eyes looking, hands in lap)



Rules/Expectations



We use voice level **1** (Ninja Mode)
We sit/stand with our bodies still.
We only talk when invited.
We give eye contact.



We own our behaviours and our choices.



We respond to the attention grabber.
We actively listen to the person talking.



We listen carefully.
We keep our hands and feet to ourselves.
We model the 5L behaviours for others (Looking, Listening, Lips closed, Hands in laps, legs still)



Before School



St MARTIN'S CATHOLIC
PRIMARY SCHOOL

Rules/Expectations



We use voice level 4 (Loud Crowd)
We place our bags carefully and safely near the building and away from the doors.
We take our bags through the correct door when it is opened.



We keep balls for recess and lunch play
When the doors are opened, we put our bags in the correct spots carefully and go back outside
We only run on the oval.



We listen for the music and bells
We stay in the courtyard or on the oval where the teachers are.
We model correct behaviour for others.
We move in the buildings safely and quickly.



We greet others kindly, adults and students.
We talk and play nicely with others.



After School



St MARTIN'S CATHOLIC
PRIMARY SCHOOL

Rules/Expectations



We use voice level 4 (Loud Crowd)
We walk to our meeting point without fussing.



We go straight to our meeting point (OSHC, Kiss & Drop, Hayshed etc)
We take everything we need for home
We wait safely.



We listen for the music and bells
We stay in the courtyard where the teacher is.
We model correct behaviour for others.



We say good afternoon to adults and students
We use our manners.



Entering the Office



St MARTIN'S CATHOLIC
PRIMARY SCHOOL

Rules/Expectations



We use voice level 1 (Ninja Mode)
We walk into the office.
We wait patiently for our turn to speak.
When it is our turn we say our name, our class and what we are there for.



We wait patiently.
We listen carefully to instructions.



We use our manners.
We speak respectfully to others in the office.
We use a confident, clear speaking voice.



We greet the office staff.
We smile.
We thank the office staff for their help.



Greeting People



St MARTIN'S CATHOLIC
PRIMARY SCHOOL

Rules/Expectations



We use voice level 3 (Low Flow)
We use our manners.
We use the person's name if we know it.



We use our kind voice and friendly face.



We give eye contact.
If they are talking, we wait until they have finished talking.
We listen to the person's response.



We smile.
We want to make others feel welcomed and seen.



Entering OSHC in the Morning



Rules/Expectations



We use voice level 1 (Ninja Mode)
We say good morning to OSHC workers and other students
We say good-bye to our family
We walk through the OSHC space



We hang our bag neatly on the hooks provided
We look after school equipment.



We sign in
We chose an activity.



We share the equipment
We play fairly and include others.



Snack Time at OSHC



Rules/Expectations



We use voice level 1 (Ninja Mode)
We wait our turn
We chat quietly to the person in front or behind us while we wait.



We put our plates, bowls, cups, and cutlery away where it belongs
We eat everything we ask for
We put our rubbish in the correct bin.



We line up safely without fussing.



We use please and thank you
We keep our hands and feet to ourselves when we line up and while we wait.



Using the Toilets



Rules/Expectations



We use voice level 2 (Spy Talk)
Walk into the toilet.
We use the toilets correctly
We keep the toilets clean.



We use only the paper we need
We put the paper we use into the toilet
We flush the toilet
We wash our hands using a little bit of soap and water.



We go to the toilet with no fuss
We do what we need to do
We go straight back to our class or to play.



We hold the door for others
We knock before we enter.
We wait our turn.



Looking After School Equipment



(sandpit, play, sports, library etc.)

Rules/Expectations



We use school equipment the way it is intended.
We share school equipment.



We put equipment back neatly where it belongs.



If we damage equipment, we let a teacher know so it can be fixed.



We know the equipment belongs to everyone.
We use our manners if we would like to play with school equipment
We wait our turn.
We give others a turn.



Using the Stairs



Rules/Expectations



We use voice level 1 (Ninja Mode)
We watch out for others who are using the stairs.



We always **walk** on the **left** side of the stairs.
We step on each stair.
We hold on to the rail if we need to.



We are always safe on the stairs.
We do not pass people going the same way on the stairs, we wait patiently and follow them.



We offer help to others if needed.
We say thank you to people who wait for us.



Using Shared Spaces



Rules/Expectations



We use voice level 2 (Spy Talk)
We use the furniture the way it is intended.



We focus on the work we are doing.
We sit in one space completing our work.
We tidy the area before returning to our classroom.



We work hard, complete the task at hand and return to the classroom.
We learn from each other.
We use ICT appropriately.



We leave others to focus on their own work.
We use our manners.



Going to Play at Bell Times



Rules/Expectations



We use voice level 4 (Loud Crowd)
We walk to our play space with our arms by our side.
We wait our turn.
We put our lunchboxes in the tubs provided for our class.



We wear our hat in Terms 1, 3 & 4.
We finish our food and put our rubbish in the bins.
We wait for the teacher on duty to arrive.



We play by the rules of the game.
We play fairly and have fun.



We remember that we are playing games for fun, not for a competition.
We take care of others as we move off to play areas.



After Play Time



Rules/Expectations



We use voice level 1 (Ninja Mode)
We wait respectfully for our teacher.
We stand or sit in a line behind each other without fussing.



We put any rubbish we see in the correct bins.
We go to the toilet quickly and quietly.
We collect our lunch boxes and drink bottles.
We keep balls and sports equipment still.



We stop playing and go straight to our line up spot.
We wait patiently for our teacher.



We keep our hands and feet to ourselves.
We allow leaders to be in front.



Putting Rubbish in the Bin



Rules/Expectations



We pick up rubbish if we see it.
We use the **correct** bins for our rubbish.



We put any rubbish in the correct bin
(even if it is not ours).
We wash our hands after touching rubbish.



We know where our rubbish goes.
We care for our environment.
We keep our school clean and tidy.



We thank people for putting their rubbish
in the correct bins.
We help and thank the waste warriors.
We look after the living things in our environment.



Using the Library



Rules/Expectations



We use voice level **2**. (Spy Talk)
We use good manners with the librarians and others.



We keep books neat.
We return books and other items to the correct area.
We tidy our area before we leave.



We walk in and out of the library and
around the library, safely.
When we sit down, we use the 5 Ls
(Looking, Listening, Lips closed, Hands in laps, Legs still).
We treat all books and items with care.
We return all books by the due date.



We wait our turn.
We say please and thank you.



Lining Up



Rules/Expectations



We use voice level **2**. (Spy Talk)
We walk with our hands to ourselves.
We line up behind our peers without fussing.
We wait quietly for our teacher/s.



We wait with our hat on in Terms 1, 3 and 4.
We listen and follow our teacher.
We walk and leave our space quickly and quietly.
We wait in line at our class spot.



We line up safely and quickly to move around the school.
We follow the person in front of us.
We keep our eyes forward.



We help others to line up.
We are aware of the personal space of others.
We listen to the teacher's instructions.



Our Place



Rules/Expectations



We use voice level **3**. (Low flow/table talk)
We consider others who are playing in the same space.
We have safe hands, feet, and mouth.
We use our manners with adults and other students in the room.



We keep resources neat and tidy.
We return items to the correct place when packing up.
Tidy our area before we leave.



We play by the rules.
We walk safely within the space.
Treat items with care.

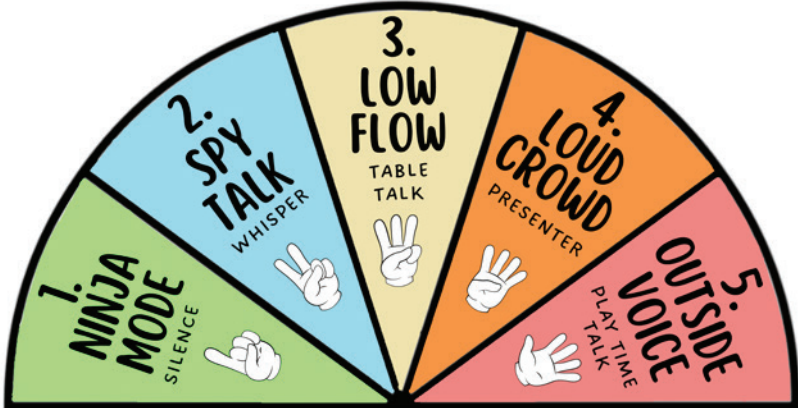


We wait our turn.
We say please and thank you.



Noise Level Chart

As you walk through our school and classrooms, you will see charts that look like this one below. These charts remind us which level of noise is appropriate for the learning time.



Behaviour Response Flow Chart

At St Martin's, we are committed to fostering Respect, Responsibility, Integrity and Kindness in a safe environment. Using PBIS and Restorative Practices, our Behaviour Response Flow Chart helps students understand that they are accountable for their behaviour errors and provides clear consequences and opportunities to restore and relearn appropriate behaviours, ensuring they are ready to participate in learning.



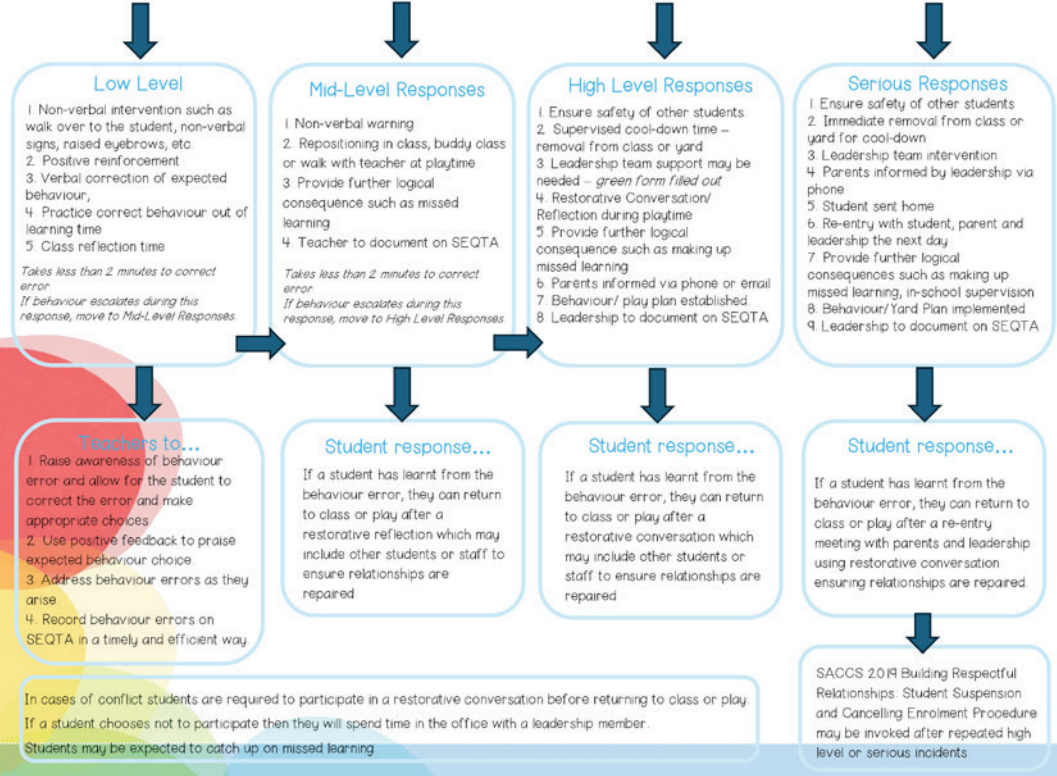
Behaviour Response Flow Chart



We are heart people who are faith-filled
We are heart people who reverence relationships
We are heart people who pursue excellence
We are heart people who touch the hearts of others.



Behaviour responses need to be respectful (holding the relationship), related (to the behaviour) and reasonable.



Loving to Learn. Learning to Love.

At St Martin's we strive for all students to be thriving people, capable learners and leaders for the world God desires.

Restorative Practice Student Reflection Sheet

In alignment with our School Values of Respect, Responsibility, Integrity, and Kindness, students are encouraged to reflect on low and mid-level behaviours using the Restorative Practice Student Reflection Sheet. This restorative approach supports students in taking personal responsibility for their actions, considering the impact on others, and actively seeking ways to repair and restore relationships.

By engaging in this process, students not only develop self-awareness but also cultivate empathy and accountability. They are given the opportunity to reflect on how their choices affect the broader school community and explore constructive ways to make amends. This practice encourages students to demonstrate a readiness to learn and grow, fostering a positive, inclusive, and supportive learning environment for all.



ST MARTIN'S
CATHOLIC PRIMARY SCHOOL

Restorative Practice Student Reflection Sheet

Low & Mid- Level Behaviours

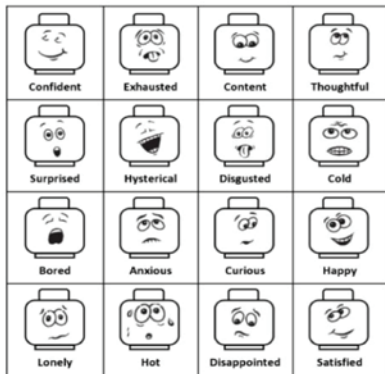


Name:

Class:

Date:

How am I feeling?



What happened?

Who/ what was hurt?

What do I need to do to make it right?

What will I do differently next time?



I am ready to return to class.



I need to check what learning I have missed.



Student Signature:

Teacher Signature:

Loving to Learn. Learning to Love.

LOVING TO LEARN. LEARNING TO LOVE.



ST MARTIN'S
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