GOOD SAMARITAN
CATHOLIC COLLEGE
JOURNEY WITH COMPASSION

Student Behaviour Support Plan

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

Educational settings have a critical role to play in fostering positive and sustainable characteristics that enable students to achieve their best. Pastoral care and wellbeing in schools characterises relationships and supports processes and structures. Promoting pastoral care and wellbeing in schools means not only caring for children, young people and families but also staff and the community. Wellbeing and resilience processes also contribute to academic success, personal health, work satisfaction and career longevity.

School Mission & Vision

Our Vision

Good Samaritan Catholic College is a faith filled learning community which aspires to growth in knowledge, love and service in the presence of God to create a better future.

Our Mission

In light of the Gospel, Good Samaritan Catholic College is a Christian community of lifelong learners committed to the values of excellence, integrity, justice and hope. We seek to serve the wider community, promote dignity and be active stewards of the environment.

At Good Samaritan Catholic College, our Vision and Mission is enlivened by:

- Inspiring a love of learning and celebrating achievement;
- Cultivating a connected community founded on the Benedictine tradition of hospitality;
- Celebrating our Catholic culture, inspired by the Parable of the Good Samaritan;
- Nurturing relationships, modelling love of neighbour;
- Embracing change and continuous improvement as a way of life.

Our School Context

Good Samaritan Catholic College values an inclusive approach to student support in a safe and welcoming environment that is grounded in our Catholic faith. A universal set of expectations has been developed to reflect the Catholic identity of our school community and our beliefs about learning and behaviour. Particularly relevant Gospel values will be espoused and articulated within and throughout the College community. Through making these values visible, the College will demonstrate its commitment to being Christ-centred.

Consultation and Review Process

The College, in consultation with the local community, develops, implements, reviews and monitors a Student Behaviour Support Plan, supported by Brisbane Catholic Education's Student Behaviour Support Plan, Positive Behaviour for Learning and the Student Behaviour Support Procedures and Regulations. The plan is reviewed, adapted and revised to reflect ongoing data following surveys and audits.

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. When articulating student engagement within the school, there are datasets, such as Engage and the BI Tool that define and provide us a framework for measurement:

   - Behavioural Engagement: in the academic, social and co-curricular activities provided by the school.
   - Emotional Engagement: evidenced by the students' emotional reactions in learning and in their sense of belonging and connectedness to the school.
   - Cognitive Engagement: evidenced by student self-awareness, self-management and intrinsic motivation.

   We are aware that many young people develop or face difficulties in their learning and emotional regularity at school and at home. Therefore, it is imperative that we provide appropriate **universal**, sometimes **targeted,** and occasionally **intensive strategies** to help students engage with their learning and work to overcome such difficulties.

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

   What is Positive Behaviour for Learning?

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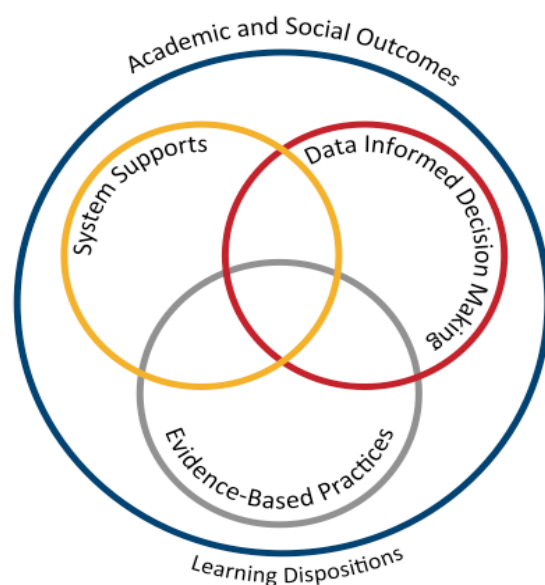

Diagram 1: Adapted from School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of Support and Key Features

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

Tier 1 Universal Supports

This first level focuses on Universal behavioural and academic supports for all students. Here the focus is on prevention of unproductive behaviours, providing explicit teaching of engaged 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 and display the desired appropriate behaviours (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports

This second level focuses on Targeted supports for students who may continue to display unproductive behaviour and are disengaged with their learning and social needs, even with the Universal supports in place. Using data analysis, students are identified early, before these 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 planning based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services. 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.

Personalised (Tier 3)
- Individual Students
- Assessment Based
- Intense, durable intervention

Targeted (Tier 2)
- Students At-Risk
- High Efficiency
- Rapid Response

Universal (Tier 1)
- All students
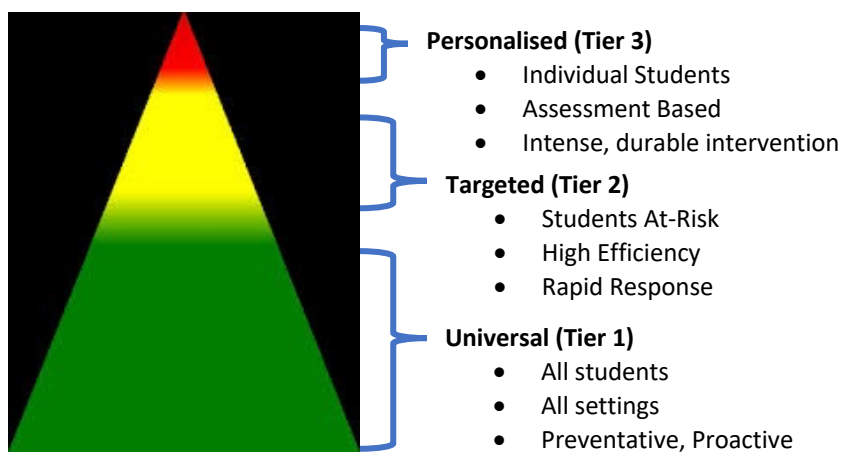- All settings
- Preventative, Proactive

Diagram 2

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

Our Student Behaviour Support leadership structures include the Principal, Head of College and Assistant Principal Leadership team, Universal Pastoral Team P-6 and Pastoral Leaders Y7-10, Learning Leaders and Student Support team. Our PB4L teams across the college include universal support team, which is mainly teachers with school officers plus leadership, targeted and individual support teams, consisting of Support Teachers, Guidance Counsellor, Pastoral Leaders, leadership and teachers who are on the universal support team for consistency. Meetings are weekly and include roles and responsibilities of team members: facilitator, meeting agendas and minutes, analysis of ENGAGE Student Support System data. Staff have engaged in professional learning with Tiers 1,2 and 3 to build capacity in the implementation of PB4L. The P-6 Tier 1 Universal PATH Team meet twice a term.

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:

- To Persevere
- To Act
- To Trust
- To Hope

Our PATH matrix is a visual tool that outlines the engaged behaviours we agree 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.

In addition, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Engaged Behaviours

Effective instruction 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:

- Beginning of school year orientation days
- Pastoral care lessons, weekly and throughout the year
- New student orientation when needed
- Student leaders supporting younger peers
- Assemblies followed by group practice

3. Feedback: Encouraging Productive Behaviours for Learning

Tier 1 Universal Supports:

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

Our school encourages and motivates students, both as they are learning the engaged 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:

- School practices that encourage engaged behaviours Classroom practices that encourage engaged behaviours
- Weekly BCEO values award Good Sams Award
- PATH Heart and Passport in weekly draw points system **(Appendix F)**
- Buddy Bench – expression of PATH Engaged Behaviours: *We are on the PATH when we HOPE with our peers to be open to new friendships* **(Appendix G)**

Tier 2 Targeted Supports:

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

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

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

- Check and Connect Mentoring – (Christenson et al, 2012). (Appendix B)
  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

- Check in-Check out – (Crone, Horner & Hawken, 2004). (Appendix C) 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. A Tier 2, group-oriented intervention, designed for students whose unproductive behaviours are unresponsive to Tier 1 Universal approaches

- Absentee Monitoring (Appendix D)
  Parents and students to be reminded of accountability for student absence through case management with College. In accordance with Brisbane Catholic Education's attendance Plan, student attendance is everyone's responsibility and to celebrate and acknowledge high attendance i.e. above 95%, to support and reengage students with attendance below 90%, to regularly track and monitor student attendance data, following up on all on unexplained absences.

- Restorative Practices Approach (Appendix E)

- 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 (Chess Mates, Rainbows Grief and Loss Support Group).

- Planning and implementation of individualised support plans and monitoring data

- Guidance Counsellor support services

- Partnerships with outside support agencies and specialists

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan

- Individual Behaviour Support Plan

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

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting engaged behaviours for learning, unproductive student behaviour will still occur. This continuum begins with clarity between Minor behaviours – those that can be managed by teachers, within the context of the classroom and non classroom settings; and Major behaviours – those that are managed with the class teacher and leadership in partnership. The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) are listed on ENGAGE.

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

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

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

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

De-escalate	Problem-solve	Restorative
Remind, Warn, Act	*Teacher – student conversation*	*Student apology*
Supervised time out in a safe space in the classroom	*Work it out together plan – teacher and student*	*Student contributes back to the class or school community*
Supervised time out in a safe space outside of the classroom	*Teacher – student – parent meeting*	*Restorative conversation*
Set limits	*Teacher – student – leadership conversation*	*Restorative conference*
Individual Crisis Support and Management Plan		

Prep – Year 6 Response to Unproductive Behaviours flowchart:

Year 7 - 12 Response to Unproductive Behaviours flowchart:

UNIVERSAL SUPPORTS

TEACHER MANAGED

- Teach PATH expectations
- Positive student-teacher relationships
- Safe, supportive classroom environment
- Students engaged in learning
- Feedback given to students about academic, behaviour and social learning

RESPONSES TO MINOR BEHAVIOURS

TEACHER MANAGED

- Redirect behaviour
- Reminder of expectations
- Ignore, attend, praise
- Teach or reteach - academics or behaviour
- Supportive check in - conversation

REPEATED MINOR

- Be directive and provide a clear choice
- Problem solving conversation - use PS card
- Restorative practice conversation - use RP card
- Student, Parent, Teacher conversation
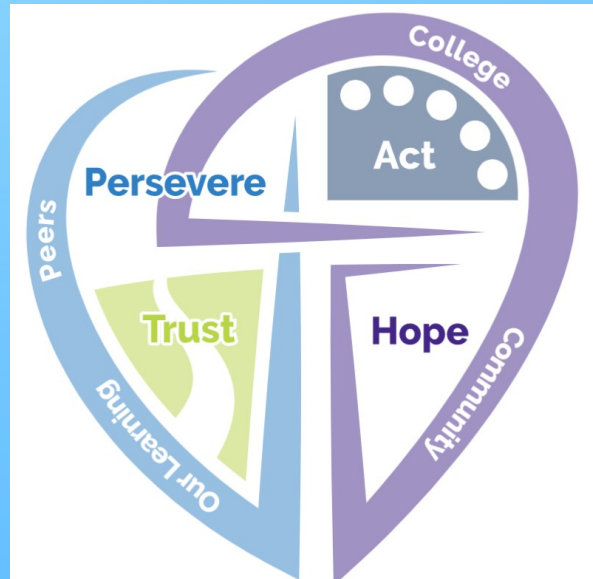
RESPONSES TO MAJOR BEHAVIOURS

TEACHER & LEADERSHIP MANAGED

- DE-ESCALATE
  - Contact Leadership
  - Safe place for student or others
- PROBLEM SOLVE
  - Student, Teacher, Leadership problem solving conversation
  - Student, Teacher, Leadership, Parent meeting
- RESTORATIVE
  - Student, Teacher, Leadership restorative practices conversation - use RP card

SUPPORTS FOR CONTINUING REPETITIVE UNPRODUCTIVE BEHAVIOURS

- Request for Support
- Tier 2 Targeted Supports
- Tier 3 Targeted Supports

College

Act

Persevere

Peers

Trust

Hope

Community

Our Learning

5. BCE Formal Sanctions

- **Detention process:** when a teacher needs to keep a student back during a lunch break or during a class, the student is sent to the Leadership area, or Student Support room and Pastoral Leader and parents are notified in a timely manner.

- **Suspension process** – Head of College and/or Principal and Senior Leader nominates a suspension, completes the Suspension record in Engage, parents are notified including official Suspension letter and phone call, the Re-entry process after a suspension has occurred happens between Pastoral Leader and Head of College or Principal and Leadership team.

- **Negotiated Change of School** - would be considered as an alternative to exclusion, Head of College, and/or Principal and Senior Leader would be involved in the decision making and stages of process, parents are informed as part of an interview at the college.

- **Exclusion** - would be considered with the Principal and Senior Leader, who would be involved in the decision making, what would the stages of this process be, and how are parents involved/informed.

For appeals, the school aligns to BCE processes.

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

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment.

Definition

The **national definition of bullying** for Australian schools says:

> Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

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

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

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

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

1. **Understanding Bullying and Harassment**

   Our college provides professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment through staff twilights and professional development opportunities.

2. **Teaching about Bullying and Harassment**

   College-wide communications establish a common language for all around our **PATH** and **Engaged Behaviours matrix** to promote the College's Catholic identity and to provide consistency. The Personal and Social Capability is one of the seven General Capabilities in the Australian Curriculum that outlines student developmental stages of self-awareness, self-management, social awareness and social management www.acara.edu.au.

3. **Responding to Bullying and Harassment**

   1. When a bullying incident is reported or observed the following steps will be taken.
   2. This process may be accelerated according to student age and the seriousness of the incident.

All staff must take all reports of bullying and harassment seriously and respond with a school team process.

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

⬇

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

⬇

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

⬇

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

⬇

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

⬇

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

⬇

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

4. Preventing Bullying and Harassment

We plan for a safe, supportive and inclusive school to prevent bullying and harassment. For e.g.:

- Student assemblies: Student bullying and expectations about student behaviour are discussed and information presented to promote a positive school culture where bullying is not accepted. For example, National Day of Action, Student House Leaders demonstrating scenarios and Buddy Classes exploring engaged behaviours relating to peers and acceptable behaviours.

- Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. For example, regular meetings around entering of Engage data and tracking trends on BI which are shared at weekly meetings and with PC teachers.

- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. For example, scenarios that address de-escalate, problem solve and restore. Visible cues within and around the college that remind stakeholders of shared language, strategies, protocols and processes.

- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. For example, orientation sessions to immerse processes and regulations.

- Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. For example, communication on Parent Portal via School TV.

- Explicit promotion of social and emotional competencies among students: For example, immersion experiences through company Real Talk.

- Whole school processes to prevent and address bullying including links to independent research-based evaluation conducted to inform its selection. Our college combines the use of Engage data, Be You Directory and Mental Health First Aid training.

Key contacts for students and parents to report bullying

Classroom and Pastoral Care Teacher

Pastoral Leader

Assistant Principal

Head of College

Principal

Cyberbullying

Cyberbullying is treated at Good Samaritan Catholic College with the same level of seriousness as Direct bullying. It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service. Our college responds to incidents of cyber bullying and harassment through Day for Daniel, National Day of Action, Class Buddy system and Learning Curve resource imbedded in Student Planner.

Resources

Independent research-based evaluation is conducted to inform our college's selection of any process. For example, student surveys conducted by GC, the use of the Be You Directory and Mental Health First Aid and Student Protection Officer training as decision-making tools to select appropriate and evidence-based anti-bullying processes. The Bullying No Way platform and [Australian Curriculum](#) provide the framework for our College's anti-bullying teaching and learning resources. The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General Capabilities) and Health and Physical Education.

Section C: Our Student Behaviour Support Data

1. **Data Informed Decision Making**

   The BCE Engage Student Support System is the database all BCE schools are required to use to collect

behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data. It is mandatory for all BCE schools to record major Incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database. Our college uses behavioural data together with other data sources to make data informed decisions about student supports.

- Student Behaviour Support (ENGAGE) database record: The ENGAGE database system provides data for leaders to use in compiling a report and formulating a letter to parents/caregivers.
- Pastoral Team and Student Support meetings – universal team (consisting of teachers and leadership) meet every fortnight to analyse universal school data and feedback to staff meetings, Targeted and personalised team (including Pastoral leaders, Heads of House, STIEs, GCs & leadership) meet weekly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

Uniform and Dress Code

The Good Samaritan Catholic College uniform is a visible symbol of our College and an expression of who we represent to the wider community. While we each have a different perspective, a different understanding, and a different role to play, we are also united as members of Good Samaritan Catholic College. Our college adheres strongly to the uniform code and all students are to wear the College uniform correctly and with pride.

1. The complete and correct uniform is to be worn at all times, including between home and school.
2. Uniforms are to be clean and in good condition.
3. All items of uniform should be clearly and permanently marked with the student's name.
4. School shoes should be clean and polished.

Failure to wear the correct College uniform will be referred to as a serious matter. If a student persists in not adhering to the code, the student will be referred in the first instance to the appropriate Pastoral Leader or Leadership Team member. If there is a genuine reason for a student not adhering to the School Uniform Code, parents should notify the classroom teacher, PC teacher or Pastoral Leader, as appropriate.

Uniform and Personal Presentation Requirements

Skirts

- To be worn on the knee
- Above the knee will require a new skirt to be purchased

Earrings and Piercings
- 1 pair plain gold or silver sleepers or studs worn in lower ear lobe of both ears
- No other piercings are acceptable including the use of clear retainers

Jewellery

- No other rings, bangles, necklaces, or other personal jewellery permitted
- A religious medallion may be worn under the College uniform

Watch

- 1 plain watch

Hair

- Must be kept neat and tidy at all times
- Touching collar must be tied back
- Unable to be tied back must be pinned back off the face – a fringe no longer than top of eyebrows will be permitted
- Hair must remain natural and subtle in appearance
- Hair must be in a conventional style cut for school

Makeup

- Sheer/lightly tinted sunscreen or moisturiser allowed and must be natural in appearance
- False or extended fingernails and eyelashes are not permitted

Bags

- College school bag is the only bag permitted for daily use

Hats

- College hat must be worn to and from school
- Must be worn at all times at school, including recess and lunch. Hats must be worn between classes
- Hats must remain clean and in good repair

Shoes

- Traditional black lace up school shoes to be worn
- Shoes must be in a state of good repair and be well polished
- Sports shoes must be approved College colours (approved list available)
- During competition sport, students may wear a sport-specific shoe (football boots, netball shoes etc)

Tie and Badges

- In years 7 – 12, the College tie will be worn during Terms 2 and 3 (between Mother's Day and Father's Day) and at other times as determined by the College
- Only badges issued by, or approved by the College, may be worn as part of the uniform

Sports Uniform

- The official College sports uniform may only be worn on the days designated for their year level or the whole College
- Students attending after school sport or training sessions must travel to and from school in the formal day uniform and change at the break closest to their activity
- Students are not permitted to wear their sports uniform on days they do not have sport or HPE unless directed by the College
- Prep Uniform   Sport Uniform
- Years 1-6   Uniform – Formal
- Years 7-9   Uniform – Formal
- Years 10-12   Uniform – Formal
- Years 1-12   Sport Uniform

Socks

- The College socks must be worn at all times with the appropriate uniform

Winter Uniform Requirements

- Students must wear the College jacket or College knitted jumper
- The College blazer will be worn by senior students (Y10-Y12) between Mother's Day and Father's Day, at official College events and as directed by the College

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer 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 intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti,

	Descriptor	Definition	Example
			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

	Descriptor	Definition	Example
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
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	Cigarettes, cannabis, alcohol, prescription or

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

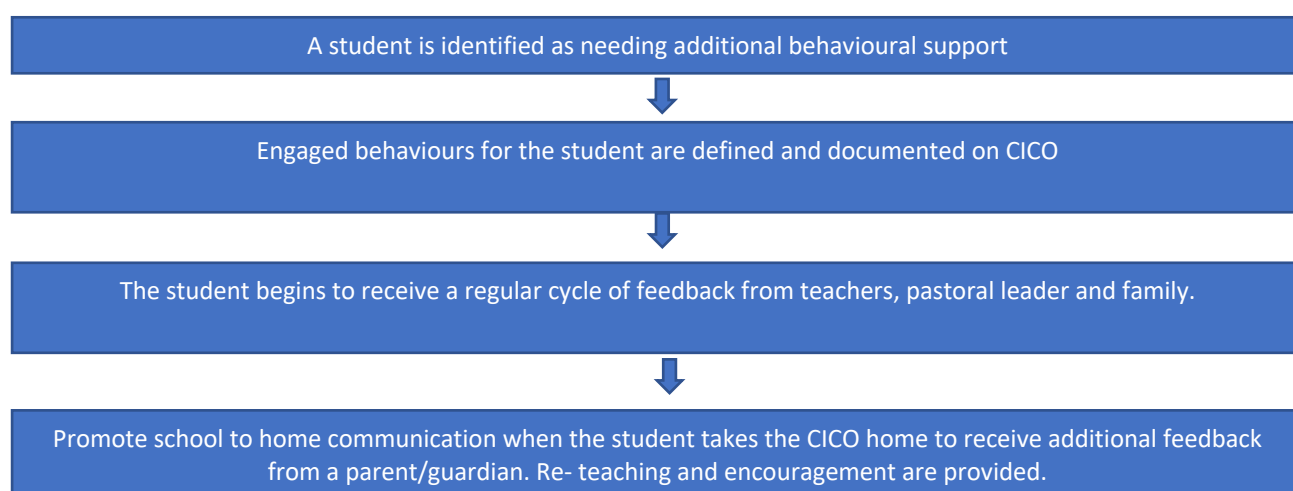|	Descriptor	Definition	Example
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student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

Appendix B:

Guidelines for defining indicators and criteria for enacting 'Check and Connect'

Indicator of Risk	Definition
Endemic Lateness	Arriving late either for school or for class frequently.
Truancy	Missing selected class periods within a day without an excused reason.
Absenteeism	Multiple full day's absence for excused or unexcused reasons. Days when the student is absent for out-of-school suspensions should be included here.
Behaviour referrals	Being sent to leadership for inappropriate behaviour
In-school suspension	A consequence for inappropriate major behaviours or endemic minor behaviours - the student spends the school day(s) in a separate area or classroom of the school building.
Out-of-school suspension	A consequence for inappropriate behaviours for which the student spends a defined number of school days at home. (The student is not allowed on school property for the suspension period.)
Not Tracking for Achievement	Earning too few credits to be on track to graduate in future

Appendix C:

Check In Check Out (CICO)

A student is identified as needing additional behavioural support

↓

Engaged behaviours for the student are defined and documented on CICO

↓

The student begins to receive a regular cycle of feedback from teachers, pastoral leader and family.

↓

Promote school to home communication when the student takes the CICO home to receive additional feedback from a parent/guardian. Re- teaching and encouragement are provided.
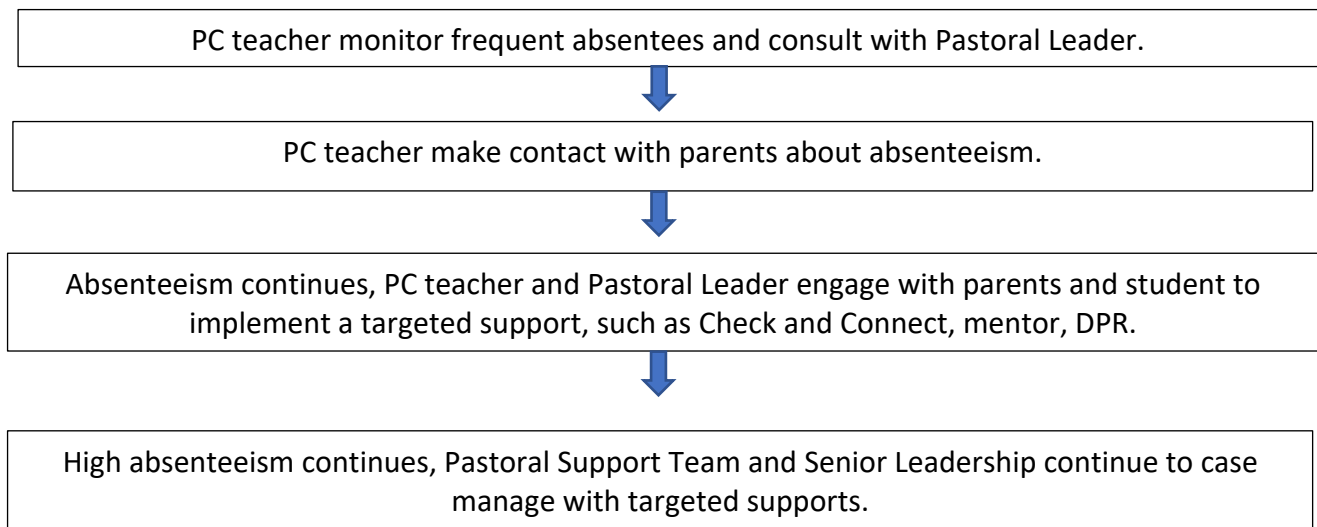
PB minimum aim is 75%

In negotiation with the teacher or Pastoral Leader, goals (up to 3) are agreed on and will be measured each lesson. The student will meet with the teacher or Pastoral Leader each day to discuss goals and input data. Please use the following scale to monitor progress in working towards individual goals:

1 – yet to meet
2 – sometimes meeting
3 – meeting

CICO is taken home each day for parent signature and a new CICO is given each day.

Appendix D:

Absentee Monitoring

PC teacher monitor frequent absentees and consult with Pastoral Leader.

PC teacher make contact with parents about absenteeism.

Absenteeism continues, PC teacher and Pastoral Leader engage with parents and student to implement a targeted support, such as Check and Connect, mentor, DPR.

High absenteeism continues, Pastoral Support Team and Senior Leadership continue to case manage with targeted supports.

Appendix E: Restorative Practices Approach (RPA)

RESTORATIVE QUESTIONS
When Things Go Wrong **What happened?** **Who has been affected?** **How can we fix it?**

Appendix F

PATH Passport - Middle and Senior

- 5 entries initiate a PATH Award   - 25 entries initiate a Year Level Award

Appendix G:
Buddy Bench

PATH Hearts – Junior Phase
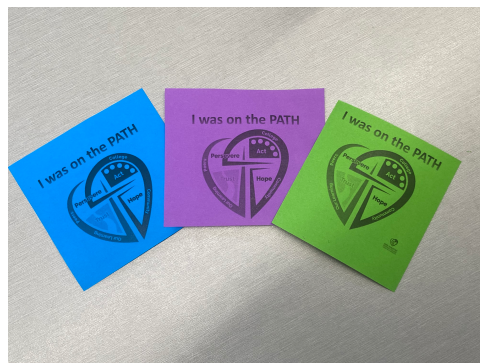
PATH Heart Tickets

1. Teachers keep a 'special box' in their classroom for students to add the PATH Heart tickets for demonstrating positive behaviours linked to our PATH Matrix. Students write their names on the back of the ticket, as well as circle the PATH attribute. *For example: 'Persevere', in 'Our Learning'.*

2. Teachers bring PATH boxes to assembly each fortnight and one PATH Heart will be drawn from each box. Names drawn receive a Zooper Dooper from the office at First Break to acknowledge positive behaviours. Junior phase specialist lesson teachers also use these tickets as a positive reinforcement, and students bring their tickets back to their class box after specialist lesson.

3. Demonstrates a collaborative and consistent 'universal reinforcement' system across classes and year levels in the Junior phase.

References

Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. Journal of Positive Behavior Interventions, 4, 4-16.

Christenson, S., Stout, K. & Pohl, A. (2012). Check and Connect- Implementing with Fidelity. University of Minnesota.

Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). Responding to problem Behavior in schools. New York: Guilford Press.

Greene, R.W. (2014). Lost at school: Why our kids with behavioural challenges are falling through the cracks and how we can help them. New York: Scribner.

Horner, R. H. & Sugai, G. (2005) School-wide positive behaviour support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), Positive behaviour support (pp359-390). New York: Guilford.

Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), Handbook of Classroom management: Research, practice and contemporary issues (pp833-854). New York: Lawrence Erlbaum.

Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) Handbook of positive behavior support (pp. 551-580). New York, NY: Springer

Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). Handbook for positive behaviour support. New York: Springer Science and Business Media.

Sprague, J. & Golly, A. (2005). Best behavior: Building positive behavior support in schools. Boston, MA: Sopris West Educational Services.

Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. Child and Family Behaviour Therapy, 24. 23-50.

Witt, J. C., Daly, E. J., & Noell, G. (2000). Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems. New York: Sophis West.

Relevant Brisbane Catholic Education Policies

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

Approver:	Principal: Greg Myers	Issue date:	13/07/2021	Next review date:	13/07/2022