

Good Samaritan Catholic College



GOOD SAMARITAN
CATHOLIC COLLEGE

JOURNEY WITH COMPASSION

Behaviour Support Plan

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

Introduction

At Good Samaritan Catholic College, we believe 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 and Vision - Teach Challenge Transform

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 developed this plan in consultation with the school community, in light of the current information from Brisbane Catholic Education “Student Behaviour Support Policies, Procedures and Resources”. The plan will be reviewed annually or as policies, procedures or resources change.

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.

Our Educational philosophy is underpinned by our Benedictine and Good Samaritan traditions. 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.

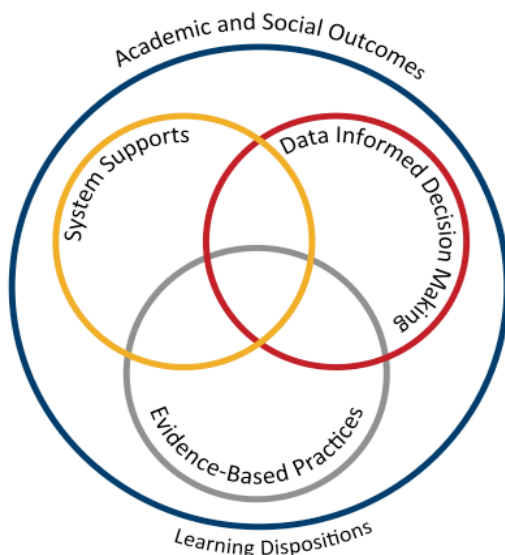


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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 problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

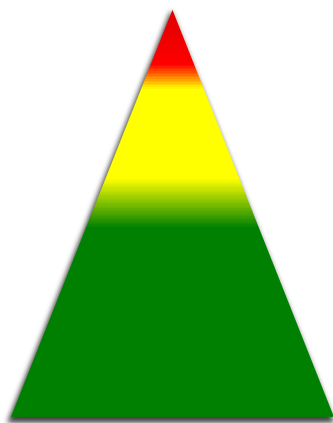


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3

- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2

- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1

- All students
- All settings
- Preventative, proactive

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.

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

PB4L is supported by all members of the College Leadership Team. The leadership of Wellbeing is delegated by the Principal to the Head of College – Catholic Identity, Wellbeing & Engagement who is further supported by the Assistant Principal –Wellbeing & Engagement, and the Wellbeing Engagement and Pedagogy Teachers P- 6 and Yrs 7-12.

The College PB4L Team which consists of a broad representation of teachers, middle leaders and leadership focuses on Universal behavioural and academic supports for all students. The team implement the Tiered Fidelity Inventory (TFI) to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behaviour for learning (PB4L).

In the primary and secondary year levels support personnel are allocated to various year levels to monitor and review Engage data for behaviour, attendance and pastoral concerns to identify students at risk. Through identification, students are targeted for intervention and support.

- Prep – 6: Head of College – Catholic Identity, Wellbeing, Engagement & Pedagogy Teacher P-6, Support Teachers – Inclusive Education, Guidance Counsellor P-6, and classroom teachers.
- Yrs 7 – 12: Head of College – Catholic Identity, Wellbeing & Engagement, Assistant Principal – Wellbeing & Engagement, Engagement & Pedagogy Teacher Yrs 7-12, Support Teachers – Inclusive Education and Guidance Counsellors, Pastoral Leaders, Pastoral Care/classroom teachers.

Staff engage in termly ongoing professional learning to build their capacity to implement PB4L, and to deepen their understanding of the various components of student behaviour.

Section B: Our Student Behaviour Support Practices

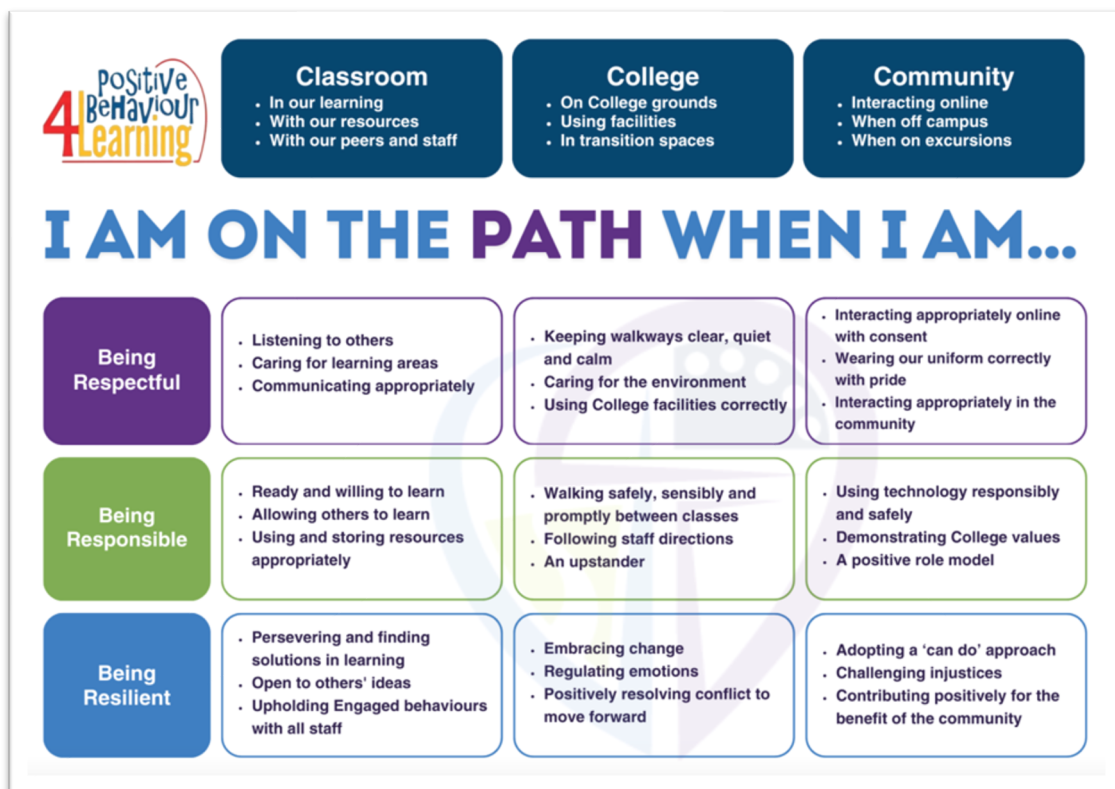
1. Clarity: Our Expectations

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:

- Be Respectful
- Be Responsible
- Be Responsible

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.



In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this

capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au.

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- Explicit teaching of the skills listed in the College Matrix
- Beginning of school year Orientation Days
- Year 7 Transition Days
- Pastoral care period, weekly throughout the year
- Assemblies and year level cohort gatherings
- Spirituality/Formation days
- New student orientation when needed
- Student buddies to support younger peers
- Student Leadership Programs

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 expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

College practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
College Awards – E.g. Good Sams Award Academic Awards Constructive feedback, praise and recognition	Prep – Year 6 - PATH Heart and Passport in weekly draw points system (Appendix F) Year 7 – 12: Stamp Card (Appendix F) Class encouragers
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 H)	

Tier 2 Targeted Supports:

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

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management. See Appendix G.
- Exit cards – Are issued to students to help them self-regulate behaviour. It allows students to identify their emotions and have a short time out to regather and settle themselves, ready for learning.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.
- Student Wellbeing, Engagement & Learning Plans
- 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
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

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

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix 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-escalation	Problem-solving	Restorative
<ul style="list-style-type: none"> • Decrease demands • Supervised calm time in a safe space in the classroom, re-set classroom or student support 	<ul style="list-style-type: none"> • Collaborative problem solving • Teacher – student conversation • Teacher – student – parent meeting 	<ul style="list-style-type: none"> • Student apology • Restorative conversation • Restorative conference • Student contributes back to the College community

<ul style="list-style-type: none"> • Setting limits • Regulation break – sensory tools and/or movement breaks • Restate expectations • Teacher check-in with student • Individual crisis support and management plan 	<ul style="list-style-type: none"> • Teacher – student – leadership conversation • Teacher – parent conversations • Re-teach positive behaviours for learning • Student self-reflection sheets 	
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Responding to Tier 1 Unproductive Student Behaviour

To support these strategies and to provide clarity and consistency in practice the College has implemented a College staff structured response to **Tier 1 Unproductive Behaviour** for Prep to Year 6 (see Appendix B) and Year 7 to Year 12 (see Appendix C). These procedures include the use of de-escalation, problem solving and restorative strategies. This process is supported by the following:

Re-set Rooms

At Good Samaritan Catholic College, Reset Rooms are implemented as a Tier 1 universal response to unproductive student behaviour. They serve as a proactive and preventative strategy to support students experiencing persistent unproductive behaviour or emotional dysregulation. Reset Rooms provide designated safe spaces where students receive a restorative, instructional, and supportive response, enabling them to re-engage in learning while maintaining emotional safety.

In alignment to our GSCC Tier 1 Response to Unproductive Behaviour – Years 7 -12, Reset Rooms are implemented in Years 7 – 12 through a brief regulation loop:

regulate → reflect → restore → return

- Regulate - The student is supported to de-escalate and achieve emotional regulation.
- Reflect - The student completes required classwork to maintain learning continuity and/or completes a College Matrix reflection sheet aligned to the relevant unproductive behaviour.
- Restore - A restorative or structured re-entry conversation occurs between the teacher and student, with explicit agreement on expectations moving forward.
- Return - The student returns to learning in a timely and supported manner

A detailed description of Reset Rooms can be seen in Appendix D.

Student Self-Reflection Sheets

Student reflection sheets aligned to the College Matrix behaviour expectations of 'Being Responsible', 'Being Respectful' and 'Being Resilient' have been developed to support students to reflect and re-engage in learning (See Appendix E).

5. BCE Formal Sanctions

At Good Samaritan Catholic College, procedures and guidelines for dealing with unproductive behaviour are aligned with Brisbane Catholic Education.

Detention process

Detention can be used by a teacher or member of the leadership team to respond to an incident of unproductive behaviours by indicating to the student the consequences of such behaviours. Detentions may be used during school hours when students are present at the school or can be nominated to take place the following day or later time. Before school or after school detention is only to be used as a last resort.

A detention must be recorded in Engage as a response to the behaviour incident

Duty of care is considered by staff, including ensuring:

- adequate supervision of her student during the detention
- families are given adequate notice of the upcoming detention or informed of the detention that was given during the day
- the student's transport home is not jeopardised

When a detention is implemented, the College ensures:

- the location of the detention is appropriate and observable, while maintaining the student's dignity
- the student is observed and supervised by a member of the leadership team or a teacher
- the student's safety and wellbeing needs are addressed, and the student is given appropriate access to food, drink and toileting facilities
- the period for a detention needs to reflect the student's age and developmental stage and the type of response required for the unproductive behaviour

During a detention the time should be used to:

- repair relationships
- apply restorative practices
- make plans for appropriate behaviour
- completion of classwork
- rehearse alternative behaviours.

Suspension Process

The purpose of suspension is to:

- signal that the student's unproductive behaviour is not acceptable
- allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
- allow time to negotiate some goals that the student will work towards, with support, on their return to school
- ensure that the student's parent/legal guardian are aware of the student's unproductive behaviour that led to the suspension and is involved in the process of the student returning to school.

Suspension may occur if decided by the Principal after they have:

- ensured that other appropriate and available student support strategies and response options have been applied and documented
- ensured that appropriate support personnel, both within the school and externally, are involved
- taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/legal guardian regarding the unproductive behaviour which led to the suspension
- recorded all action taken in the Engage Student Support System Suspension Register.

The Principal has authority to suspend students from school for:

- persistent non-compliance: students, who in their relationships with employees and/or others in the community, are persistently disobedient, disrespectful, or engage in verbal, physical or online harassment and abuse
- persistent disruption: students who persistently disrupt and prevent the learning and teaching of other students
- serious breach of the school Student Behaviour Support Plan
- possession of alcohol or a suspected illegal drug (or drug implement)
- violence or threat of serious physical violence
- concerning or serious sexual behaviour
- possession of a weapon or knife
- verbal abuse

Immediate Suspension

In some circumstances, the Principal (or delegate) may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or employees because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs. Principals may immediately suspend any student whose behaviour includes (but is not limited to):

- possession of alcohol or a suspected illegal drug: schools must be places that are free of illegal drugs. Suspension may occur immediately if the student alleges the substance to be an illegal drug or alcohol or is confirmed as illegal. The matter is to be referred to the police.
- violence or threat of serious physical violence: any student intentionally causing injury or threatening serious physical violence against another student or member of the school community, or themselves, may be suspended immediately. The matter should also be reported in accordance with BCE's Student Protection Processes.
- concerning or serious sexual behaviour: the matter is to be reported in accordance with Student Protection Processes.
- possession of a weapon or knife: any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately. The matter must be reported to the police
- verbal abuse: Principals must take developmentally appropriate expectations into account concerning verbal abuse by a student

Communicating Suspension Decisions

The Principal must inform the student and their parent/legal guardian of the grounds on which the decision to suspend has been made. The student and parent/legal guardian will then be given the opportunity to respond. The conditions relating to the suspension should be discussed with the parent/legal guardian, and their responses are taken into consideration. Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as apprenticeships or traineeships.

Notification to families for a day or more suspension:

- A student may not be sent out of school before the end of the school day without the parent/legal guardian being notified, and, if necessary, an agreement reached about arrangements for collecting the student from school. The notification must be delivered by a safe method to ensure delivery.
- Notification can take place by phone to the parent/legal guardian, who must also be notified of the suspension, using the suspension letter generated in the Engage Student Support System, within a reasonable time.

In all cases, the written suspension notification will:

- indicate the reasons for the suspension
- advise the length of the suspension, the start date and time, the expected return date
- outline the responsibility of the parent/legal guardian for the care and safety of the student who is under suspension and the expectation that the student will continue with their studies while suspended and away from the school
- indicate the importance of the parent/legal guardian working cooperatively with the school in resolving the matter
- request a discussion with the student and their parent/legal guardian refer them to the school's published Student Behaviour Support Plan
- include details of the right to appeal of the student and parent/legal guardian as outlined below.

While a student is suspended from school (out-of-school suspension), the parent/legal guardian have responsibility for their child. They need to know that their child may not attend a school or school-related functions. The parent/legal guardian have a responsibility to provide appropriate supervision. In a situation where they refuse to accept responsibility for their child during suspension (for example, by continuing to send the child to school), the Principal is to inform the Senior Leader – School Progress and Performance.

Return to school

As part of the return to school process, the Principal or delegate will organise a meeting with the student and/or the parent/legal guardian to discuss the basis of maximising successful re-engagement into the school community, before the student returns to school.

The aims of this conversation are to:

- ensure that the student and the parent/legal guardian understand the nature of the student's unproductive and/or unacceptable behaviour, including any impact on others, and the need for the formal sanction
- encourage a mutually supportive position between the school, the student, and the parent/legal guardian for the response that the school is taking
- provide an opportunity for the student, parent/legal guardian to participate in the decisions affecting them
- actively anticipate the parent/legal guardian and student's diverse circumstances and background to provide support and effective responses particularly to those who are vulnerable
- outline the re-entry to school process, goals, school supports, expectation of student's commitment to the process, and follow-up evaluation for the student's return to school.

The return to school meeting should be before the student's return to school date, and will usually take place in the school, facilitated by the Principal (or delegate). In circumstances where a parent/legal guardian is unable to attend the school in person, a telephone conference is adequate. In instances where there has been a problematic relationship between the parent/legal guardian and the school, the Principal may call upon a third party, such as the Senior Leader – School Performance or Guidance Counsellor, to support the meeting.

In circumstances where alternative options may need to be considered to facilitate the student's return to school, the Principal may approve a person delegated by the parents to act as their proxy, or a student who is over 18 years to attend the meeting independently. Alternatively, the Principal, together with the Senior Leader - School Performance, and in consultation with the Head of School Performance, may consider further options.

Students attending designated programs, such as school-based apprenticeships or training, are not automatically precluded from attending their program if they are suspended. The school, the parent/legal guardian, and the training provider will determine this. The determination must occur before the student is next due to attend the program.

The meeting notes from the re-entry meeting, and any associated plans must be uploaded to Engage into the suspension record, and relevant staff notified of the student's return to school.

Accountability requirements

The following matters should be considered:

- the environment that best provides for the student's learning, personal, social, emotional, and spiritual needs
- schools that provide an educational program suitable to the student's needs, abilities, and aspirations
- the process by which the change is to be negotiated
- the support required by the student and family to make the transition
- to document all considerations, determinations, and communications of the negotiated change of school.

Negotiated Change of School

In some circumstances, a change of school may be agreed to be the most appropriate means to responsibly support a student's well-being and or learning needs. The Principal will discuss with the parent/legal guardian the implication of the negotiated change of school and why the change is being proposed.

Exclusion

When to use exclusion

Exclusion is the most significant formal sanction resulting in the full-time withdrawal of a student's right to attend Good Samaritan Catholic College and school-related functions, on the authority of the Learning Services Executive. The purpose of the exclusion is to:

- signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees
- remove the student from an established environment in which unproductive behaviour patterns have become entrenched
- provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.

A decision to exclude from a school can only be made by the Head of School Performance on recommendation from the Principal, through the Senior Leader School Performance.

Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the Head of School Performance has specifically prohibited the student from attending all BCE schools which will be communicated to the parent/legal guardian (and/or student as appropriate).

Appeals Process

For appeals, the College aligns to BCE processes.

As part of the College's suspension and exclusion procedure the parent/legal guardian and student may respond to, or appeal, a suspension or exclusion. Please refer to the table below for details.

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au .
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

Good Samaritan Catholic College aims to promote and provide safe and supportive learning environments for all students. We strive to ensure a culture where all acknowledge and understand that student safety and wellbeing is the responsibility of everyone.

Providing safe and supportive environments for learning is essential to achieving school improvement, raising student academic and social outcomes and attendance levels, promoting equality and diversity, and ensuring the safety and wellbeing of all members of the school community.

We strive to achieve a proactive and preventative approach that helps our College to safeguard the wellbeing of the students and staff, creating a just community where everyone is treated with dignity and respect.

We take all incidents of bullying and harassment very seriously. All hurtful and harmful behaviour, irrespective of whether it meets the definition of bullying, is addressed by the school.

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 (inclusive of victimisation of students with disability and their associates).

Definition

The national definition of bullying and harassment 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

Staff engage in professional learning about bullying, harassment and cyberbullying as part of our Positive Behaviour for Learning framework. Additionally, professional learning available to staff through the eSafety Commissioner, Bullying No Way and Be You is promoted to teachers and staff as a way for them to understand the latest research and evidence-based practices in preventing and responding to bullying.

2. Teaching about Bullying and Harassment

Good Samaritan Catholic College implements preventative strategies and approaches for a safe and supportive school environment.

This is supported by:

- The College behaviour matrix which is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.
- Resources and staff professional learning opportunities are available to support the implementation of preventative approaches, early intervention strategies and responses to student bullying and harassment.
- Curriculum: support the aims of Religious Education, ACARA General Capabilities, Health and Physical Education and Technologies curricula.
- Prevention Programs such as The Resilience Project provides Prep to Year 8 with a year-long curricular that aims to improve student mental health and build resilience through gratitude, empathy, mindfulness, and emotional literacy.
- Engaging the students, staff and wider community in key bullying prevention initiatives such as the National Day Against Bullying and Bullying No Way Week.
- Student Surveys and Data: The College's implementation of preventative strategies and approaches is informed by The Australian Youth Survey and Tell Them From Me Survey, Engage data, and the BRAVE reporting data.

3. Responding to Bullying and Harassment

A student who feels they are being bullied, is encouraged to approach in the first place:

Prep – Year 6

- Classroom teacher
- Supervising teacher on duty
- Student Support Teacher-Inclusive Education

- Wellbeing, Engagement and Learning teacher
- College Counsellor
- Leadership
- Submit a BRAVE report

Year 7 – Year 12

- Pastoral Care teacher / subject teacher
- Supervising teacher on duty
- Pastoral Leader
- Student Support Teacher-Inclusive Education
- Wellbeing, Engagement and Pedagogy teacher
- College Counsellor
- Leadership
- Submit a BRAVE report

BRAVE Student Reporting System

Our College continually seeks to develop and teach strategies that empower students to report incidents of bullying or harassment. The College has implemented the BRAVE student reporting system that is designed for students to be able to report incidents of bullying, and for the College to take action and respond in a timely manner.

When an incident is reported, the person approached will investigate the complaint to the best of their ability, determining whether it is a low level or high-level case. Those involved will be interviewed and made aware of the suspected bullying and the College's anti-bullying position. At this stage, there might not be any behavioural responses and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom/Pastoral Care teacher so that the incident can be tracked according to the Behaviour Support Plan.

In a high-level case, the classroom /Pastoral Care teacher will report immediately to:

- Prep to Year 6 – Head of College – Catholic Identity, Wellbeing and Engagement
- Prep to Year 6 SWD students – Wellbeing, Engagement & Learning Teacher
- Year 7 – Year 12 – Pastoral Leader

who will proceed with the following steps and maintain written records.

Step 1:

Interview all parties concerned. Determine the underlying problem and talk to students about the consequences of their behaviour and take action as determined by the College Behaviour Matrix.

Step 2:

Further or more serious bullying will be referred to the Assistant Principal - Wellbeing and Engagement or Head of College – Catholic Identity, Engagement and Wellbeing for a formal interview between the student, parents / caregivers, Wellbeing and Engagement Leader and in some cases, College counsellor.

Step 3:

Further bullying will be referred to the Principal or Head of College – Catholic Identity, Wellbeing and Engagement for Tier 3 processes to be enacted.

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.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **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

College plan for a safe, supportive and inclusive school to prevent bullying and harassment.

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. Acknowledge and promote National Day Against Bullying and Bullying No Way Week.
2. 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. Staff have access BCE Professional Development in-person/online.

3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Staff have access to BCE Professional Development in-person/online. College to plan for and provide targeted staff professional learning.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the Staff Handbook.
5. 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. Parent/ carer information provided through the College Newsletter as well as utilising parent information evenings and Orientation Days to provide clarity.
6. Explicit promotion of social and emotional competencies among students: ACARA Personal and Social Capabilities.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection Be You Programs Directory and STEPS – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs

Key contacts for students and parents to report bullying

Phone Contact: Good Samaritan Catholic College - 07 5374 8800

- Assistant Principal Wellbeing and Engagement – Kelly Jack
- Head of College – Catholic Identity, Wellbeing and Engagement – Paula Burnett
- Pastoral Leaders for Year 7 - 12

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.

The College school responds to incidents of cyber bullying and harassment by following our Response to Student Inappropriate Behaviour procedure.

Resources

The College follows BCE recommendations to us the Australia Government site Bullying. No Way! STEPS – a decision-making tool that informs the College in selection of appropriate and evidence-based anti-bullying programs. The College also consults the Be You Programs Directory to assist in program selection.

The Australian Curriculum  provides the framework for your school's anti-bullying teaching and learning activities.

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

- Bullying NoWay
- Office of the eSafety Commissioner

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.

Good Samaritan Catholic College uses a variety of data sets to make data-informed decisions about student supports. These include:

- behavioural data compiled on Engage and BI (Business Intelligence) Tool data on academic results, behaviour, interventions and attendance records
- Tell Them From Me survey data
- Australian Youth Survey
- Principals' Termly Data collection

This data is discussed in team meetings such as:

- Prep to Year 6 - home classroom (consisting of student and teacher) every morning
- Year 7 to Year 12 - Pastoral Care class (consisting of student and Pastoral Care teacher) every morning
- Year level/cohort teacher meetings
- Student Support Team meetings to review and discuss referrals

- Wellbeing, Engagement and Learning Meetings with key stakeholders including teacher/Pastoral Leader, Support Teacher- Inclusive Education, Guidance Counsellor, Wellbeing, Engagement and Learning/Pedagogy teacher, Learning Leaders and Leadership.
- Wrap Around Meetings with required key stakeholder representatives (as listed above) Parent/Legal guardian, to discuss Tier 2 targeted or Tier 3 personalised supports required by the student.

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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.

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 peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching





	Descriptor	Definition	Example
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common	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.

	Descriptor	Definition	Example
		knowledge) material without acknowledging its original source.	
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	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
13	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
14	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
15	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
16	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.
17	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.
18	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
19	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time
<p>Approver: Principal Issue date: 28/07/2025 Next review date: 28/07/2028</p>			

Appendix B – Tier 1 – Response to Unproductive Behaviours Prep to Year 6

GOOD SAMARITAN CATHOLIC COLLEGE TIER 1 RESPONSE TO UNPRODUCTIVE BEHAVIOUR Years Prep - 6	
TIER 1 COLLEGE STRATEGIES BCE '8 Effective Classroom Management Skills' Essential Skills for Classroom Management	
Responses & Process	Strategies
<p>STEP 1 – Student breaches behaviour expectations</p> <ul style="list-style-type: none"> • Raise the student's awareness of their behaviour. • Remind student of explicit behaviour expectations. • Name the behaviour and its impact. • Allow time for self-correction and positive choices. <p>Behaviour persists</p> <p>Provide specific positive feedback (reinforcement) if behaviour improves.</p>	<p>STEP 1 - Options</p> <ul style="list-style-type: none"> • Explicitly teach expected behaviour (refer to Matrix / Classroom rules – must be visible in every classroom). • Quiet check-in and close conversation. • Waiting and scanning. • Non-verbal intervention (e.g. proximity, gesture). • Cueing with parallel acknowledgment. • Descriptive encouraging and redirection to learning. • Student WEL (Wellbeing, Engagement & Learning) check-in. Refer to PLP, if applicable.
<p>STEP 2 – Student persists with unproductive behaviour</p> <ul style="list-style-type: none"> • Give clear concise verbal directive to student referring to the College Matrix/classroom rules where appropriate. <p>Use discretion as to how many 'Step 2' redirections are reasonable/required.</p> <p>Behaviour persists</p> <p>Provide specific positive feedback (reinforcement) if behaviour improves.</p>	<p>STEP 2 - Options</p> <ul style="list-style-type: none"> • Re-state expected behaviour (refer to Matrix /Classroom rules). • Repeat redirection to learning. • Problem-solve the behaviour with student. • Descriptive encouraging/description of reality. • Re-establish expectations and give explicit instructions. • Student given choice, advise of next step consequences.
<p>STEP 3 – Repositioning student within classroom/Learning Area</p> <ul style="list-style-type: none"> • Remove student from the situation within the classroom/learning area. • Lesson teacher/specialist teacher to enter behaviour into Engage. • Implement appropriate consequence. • Specialist Teachers: Notify class teacher of behaviour and response. • Notify parent/legal guardian, where appropriate. <p>Behaviour persists</p> <p>Provide specific positive feedback (reinforcement) if behaviour improves.</p>	<p>STEP 3 - Options</p> <ul style="list-style-type: none"> • Reposition student within the learning area. Make adjustments to learning task where required. • Re-establish expectations and give explicit instructions. • Advise student that the next step will be removal to a 'reset' classroom. • Complete relevant 'Student Reflection Sheet' (Resilient, Respectful, Responsible) in the classroom, if feasible/ appropriate. • Reflection sheet to be sent home at teacher discretion.
<p>STEP 4 – Student is removed to a 'Reset Class'</p> <ul style="list-style-type: none"> • Remove student to a predetermined 'Reset Class'. • Teacher notify parent/legal guardian & relevant leaders. • Teacher record behaviour in Engage for follow up by PL/ or HOC (depending on circumstance). <p>*If student refuses to relocate to a 'reset room'/or additional support- Call (in order):</p> <ol style="list-style-type: none"> 1. HOC – CI, W&E (Ext: 804 or leadership Admin 810/811) 2. For SWD students - WEP/ST:IE (Ext 730 - contact staff via student reception (Ext: 814/813)) 	<p>STEP 4 – Process for removal after all strategies attempted</p> <ul style="list-style-type: none"> • Student is relocated to a predetermined 'reset' classroom. • Provide student with class work and/or reflection sheet. • Ask student to return 5 minutes before the bell for a restorative conversation, set goals for next lesson, end on a positive interaction, if possible. • If not appropriate to conduct restorative conversation that lesson, liaise with relevant PL or AP to organise. <p>Restore Relationship</p>
<p>STEP 5 – Before student can return to next lesson</p> <ul style="list-style-type: none"> • Teacher to conduct/arrange a restorative conversation with the student 5 minutes before the end of class or prior to re-entry. • If not possible to restore that same lesson/support is required, contact relevant PL/AP to assist. 	
<p>NOTE: Specialists teachers – responsibility duty Teacher</p>	

Appendix C – Tier 1 – Response to Unproductive Behaviours Year 7 to Year 12

 GOOD SAMARITAN CATHOLIC COLLEGE TIER 1 RESPONSE TO UNPRODUCTIVE BEHAVIOUR Years 7-12  	
TIER 1 COLLEGE STRATEGIES BCE '8 Effective Classroom Management Skills' Essential Skills for Classroom Management	
Responses & Process	Strategies
<p>STEP 1 – Student breaches behaviour expectations</p> <ul style="list-style-type: none"> Raise the student's awareness of their behaviour. Remind student of explicit behaviour expectations. Allow time for self-correction and positive choices. <p>Behaviour persists</p> <p>Provide specific positive feedback (reinforcement) if behaviour improves.</p>	<p>STEP 1 - Options</p> <ul style="list-style-type: none"> Explicitly teach expected behaviour (refer to Matrix / Classroom rules – must be visible in every classroom). Quiet check-in and close conversation. Waiting and scanning. Non-verbal intervention (e.g. proximity, gesture). Cueing with parallel acknowledgment. Descriptive encouraging and redirection to learning. Student WEL (Wellbeing, Engagement & Learning) check-in. Refer to PLP, if applicable.
<p>STEP 2 – Student persists with unproductive behaviour</p> <ul style="list-style-type: none"> Give clear concise verbal directive to student referring to the College Matrix/classroom rules where appropriate. <p><i>Use discretion as to how many 'Step 2' redirections are reasonable/required.</i></p> <p>Behaviour persists</p> <p>Provide specific positive feedback (reinforcement) if behaviour improves.</p>	<p>STEP 2 - Options</p> <ul style="list-style-type: none"> Re-state expected behaviour (refer to Matrix /Classroom rules). Repeat redirection to learning. Problem-solve the behaviour with student. Descriptive encouraging/description of reality. Re-establish expectations and give explicit instructions. Student given choice, advise of next step consequences.
<p>STEP 3 – Repositioning student within classroom/Learning Area</p> <ul style="list-style-type: none"> Remove student from the situation within the classroom/learning area. Lesson teacher to enter behaviour into Engage. Implement appropriate consequence. Notify parent/legal guardian, where appropriate. <p>Behaviour persists</p> <p>Provide specific positive feedback (reinforcement) if behaviour improves.</p>	<p>STEP 3 - Options</p> <ul style="list-style-type: none"> Reposition student within the learning area. Make adjustments to learning task where required. Re-establish expectations and give explicit instructions. Advise student that the next step will be removal to a 'reset' classroom. Complete relevant 'Student Reflection Sheet' (Resilient, Respectful, Responsible) in the classroom, if feasible/ appropriate. Reflection sheet to be sent home at teacher discretion.
<p>STEP 4 – Student is removed to a 'Reset Class'</p> <ul style="list-style-type: none"> Remove student to a predetermined 'Reset Class'. Teacher notify parent/legal guardian & relevant leaders. Teacher record behaviour in Engage for follow up by PL and/or AP (depending on circumstance). <p>*If student refuses to relocate to a 'reset room': Secondary staff - Call (in order):</p> <ol style="list-style-type: none"> Pastoral Leader - Ext: 826 or WEP/ST:IE SWD students - contact staff via student reception (Ext: 814/813) AP – W&E (Ext: 808 or 810/811) HOC – CI, W&E (Ext: 804 or 810/811) 	<p>STEP 4 – Process for removal after all strategies attempted</p> <ul style="list-style-type: none"> Student is relocated to a predetermined 'reset' classroom. Provide student with class work and/or reflection sheet. Ask student to return 5 minutes before the bell for a restorative conversation, set goals for next lesson, end on a positive interaction, if possible. If not appropriate to conduct restorative conversation that lesson, liaise with relevant PL or AP to organise. <p>Restore Relationship</p>
<p>STEP 5 – Before student can return to next lesson</p> <ul style="list-style-type: none"> Teacher to conduct/arrange a restorative conversation with the student 5 minutes before the end of class or prior to re-entry. If not possible to restore that same lesson/support is required, contact relevant PL/AP to assist. 	
<p>NOTE: Repeated/consistent unproductive Tier 1 behaviours may need to be referred for Tier 2 Targeted Support/s and Interventions</p>	

Appendix D – Reset Rooms - Tier 1 Response to Unproductive Student Behaviour Years 7-12

At Good Samaritan Catholic College, Reset Rooms are implemented as a Tier 1 universal response to unproductive student behaviour. They serve as a proactive and preventative strategy to support students experiencing persistent unproductive behaviour or emotional dysregulation. Reset Rooms provide designated safe spaces where students receive a restorative, instructional, and supportive response, enabling them to re-engage in learning while maintaining emotional safety.

Reset Rooms provide students with a short-term, supportive, and supervised time away from their current learning environment to support emotional regulation and continued engagement in learning. Grounded in trauma-informed practice, Reset Rooms recognise that behaviour is a form of communication and that some students require time, space, and guided support to regain self-control before meaningful learning or restorative conversations can occur. Within this space, students are supported to de-escalate, reflect on behavioural triggers and impact to others, and identify strategies for responding differently in the future, while maintaining learning continuity. Reset Rooms are not a punitive or exclusionary response; rather, they function as a restorative, instructional intervention that supports students to self-regulate and return to learning in a timely and supported manner, with an emphasis on repairing relationships and minimising disruption to the learning environment.

A safeguarding approach underpins the development and use of Reset Rooms as part of the College's Tier 1 universal response to unproductive student behaviour. Safeguards are implemented to ensure learning environments prioritise student safety and wellbeing, minimise the risk of harm, and ensure students are always supervised and supported. Reset Rooms are an integrated component of the College's Tier 1 Response to Unproductive Behaviour, which documents a clear, step-by-step process for teachers to follow. By embedding Reset Rooms within this consistent response framework, their use is normalised as a proactive support rather than an ad hoc or punitive measure, reducing repeated disruptions, limiting over-use, and decreasing the need for Tier 2 targeted supports through early, restorative intervention.

Within this safeguarding framework, Reset Rooms support a whole-of-College approach that ensures the College:

- Maintains safety and calm within learning environments
- Ensures students are always supervised and observable
- Supports students to self-regulate and reflect
- Preserves dignity and relationships
- Reduces repeated disruptions and exclusionary responses
- Strengthens restorative practice and accountability
- Accommodates the diverse needs of students
- Upholds the right to cultural safety for Aboriginal and Torres Strait Islander students
- Builds teacher capability to respond to unproductive behaviours
- Prevents over-use and inequitable application of Reset Rooms

Reset Room Process

In alignment to our GSCC Tier 1 Response to Unproductive Behaviour – Years 7 - 12, Reset Rooms are implemented through a brief regulation loop:

regulate → reflect → restore → return

Regulate

The student is supported to de-escalate and achieve emotional regulation.

Reflect

The student completes required classwork to maintain learning continuity and/or completes a College Matrix reflection sheet aligned to the relevant unproductive behaviour.

Restore

A restorative or structured re-entry conversation (Appendix B) occurs between the teacher and student, with explicit agreement on expectations moving forward.

Return

The student returns to learning in a timely and supported manner.

Home Classroom Student Exit and Return Routine

The Reset Room Exit and Return routine outlines a consistent, safeguarded process to support students to temporarily exit the classroom to the designated Reset Room, regulate their behaviour, and return to learning in a timely and supported manner.

1. Identify Reset Classroom

The Yr 7-12 Reset Classroom Roster identifies available Reset Room options for each period within the A/B weekly cycle and is updated each term. This ensures equitable access, consistency of practice, and appropriate supervision across the secondary College.

2. Complete Reset Room Form

The referring staff member completes the Student Reset Room Form to document the referral and support learning continuity and accountability.

3. Document and Communicate


The incident and responses are recorded in Engage. Parents or legal guardians are informed, as required. Student Reset Room Forms are shared with Pastoral Leader/s.

Student Escalation – Referral for Tier 2 Targeted Supports


If a student continues to exhibit unproductive behaviours over time and requires repeated referral to a Reset Room, the student is to be referred for Tier 2 targeted supports in accordance with College processes

Appendix E – Student ‘Being on the PATH’ Reflection Sheets

Early Years








Being on the PATH








My Name: _____ Class: _____ Date: _____

*How **was** I feeling?*


What happened?

*How **am** I feeling now?*








What should I have been doing to be on the PATH?

Notes:








Being on the PATH




My Name: _____ Class: _____

How was I feeling today?








Was I being:


Respectful



Responsible



Resilient



What happened?


What do I need to do in the future to be on the PATH?

Teacher Comments:

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

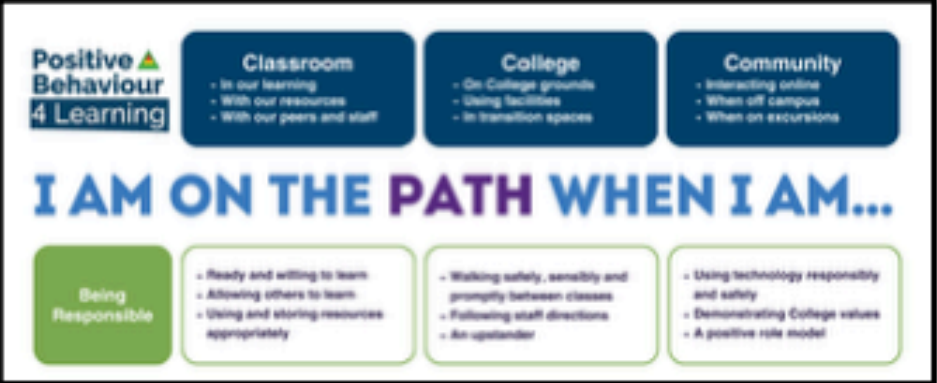
Being Responsible



Being Responsible

Student Name: _____ Class: _____ Date: _____

1. Highlight the areas of **Being Responsible** on the matrix:
Green what you are doing well, **Orange** what you could improve and **Red** what you need help with



Positive Behaviour 4 Learning

Classroom	College	Community
<ul style="list-style-type: none">- In our learning- With our resources- With our peers and staff	<ul style="list-style-type: none">- On College grounds- Using facilities- In transition spaces	<ul style="list-style-type: none">- Interacting online- When off campus- When on excursions

I AM ON THE PATH WHEN I AM...

Being Responsible	Classroom	College	Community
	<ul style="list-style-type: none">- Ready and willing to learn- Allowing others to learn- Using and storing resources appropriately	<ul style="list-style-type: none">- Walking safely, sensibly and promptly between classes- Following staff directions- An upstander	<ul style="list-style-type: none">- Using technology responsibly and safely- Demonstrating College values- A positive role model

2. What classroom expectation of **Being Responsible** did you choose not to follow?

3. How did your actions affect other people?

4. How could you respond or act differently so that you are on the PATH and being responsible to others?
What choice can you make next time?


What do you think the consequences of your actions should be?

Teacher comment: _____

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Being Respectful



Being Respectful

Student Name: _____ Class: _____ Date: _____

1. Highlight the areas of **Being Respectful** on the matrix:
Green what you are doing well, **Orange** what you could improve and **Red** what you need help with

Positive Behaviour
4 Learning

Classroom

- In our learning
- With our resources
- With our peers and staff

College

- On College grounds
- Using facilities
- In transition spaces

Community

- Interacting online
- When off campus
- When on excursions

I AM ON THE PATH WHEN I AM...

Being Respectful

- Listening to others
- Caring for learning areas
- Communicating appropriately

- Keeping walkways clear, quiet and calm
- Caring for the environment
- Using College facilities correctly

- Interacting appropriately online with consent
- Wearing our uniform correctly with pride
- Interacting appropriately in the community

2. What classroom expectation of **Being Respectful** did you choose not to follow?

3. How did your actions affect other people?

4. How could you respond or act differently so that you are on the PATH and being respectful to others?
What choice can you make next time?

What do you think the consequences of your actions should be?

Teacher comment: _____

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Being Resilient



Being Resilient

Student Name: _____ Class: _____ Date: _____

1. Highlight the areas of **Being Resilient** on the matrix:
Green what you are doing well, **Orange** what you could improve and **Red** what you need help with

Positive Behaviour 4 Learning

Classroom <ul style="list-style-type: none">- In our learning- With our resources- With our peers and staff	College <ul style="list-style-type: none">- On College grounds- Using facilities- In transition spaces	Community <ul style="list-style-type: none">- Interacting online- When off campus- When on excursions
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I AM ON THE PATH WHEN I AM...

Being Resilient <ul style="list-style-type: none">- Persevering and finding solutions in learning- Open to others' ideas- Upholding Engaged behaviours with all staff	<ul style="list-style-type: none">- Embracing change- Regulating emotions- Positively resolving conflict to move forward	<ul style="list-style-type: none">- Adopting a 'can do' approach- Challenging injustices- Contributing positively for the benefit of the community
--	--	--

2. What classroom expectation of **Being Resilient** did you choose not to follow?

3. How did your actions affect other people?

4. How could you respond or act differently so that you are on the PATH and being resilient to others?
What choice can you make next time?

What do you think the consequences of your actions should be?

Teacher comment:

Teacher Signature: _____

Date: _____

Parent Signature: _____

Date: _____



Appendix F – PATH Heart Tickets & Positive Behaviour Stamp Card – Years 7 – Year

PATH Heart Tickets

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'.**

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.

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

























Positive Behaviour Stamp Card – Years 7 – Year

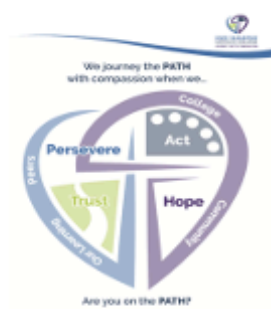
The Positive Behaviour Stamp Card is a behaviour recognition initiative to recognise the students who follow the behaviour matrix.

Each student from Year 7 to 12 receives a purple Positive Behaviour Stamp Card. Each secondary teacher and all teaching staff who work with these students receive a 'Thumbs Up' stamp.

When the student receives the first five stamps they can redeem it for a Chupa Chup. When the card is completed (20 stamps) students hand their card in to go into a draw for designated prizes.

 GOOD SAMARITAN CATHOLIC COLLEGE <small>JOURNEY WITH COMPASSION</small>	<h2 style="text-align: center;">Good Sams Positive Behaviour Card</h2> <p style="text-align: center; color: green;">EARN REWARDS FOR BEING AWESOME!</p> 	    	SIGN: <input type="text"/>
		    	SIGN: <input type="text"/>
NAME: <input type="text"/> PC: <input type="text"/>		    	SIGN: <input type="text"/>
		    	SIGN: <input type="text"/>

Appendix G – Check In / Check Out Form



CHECK IN – CHECK OUT – PATHWAY PLAN	
Student Name	Click or tap here to enter text.
Year Level	Click or tap here to enter text.
Check In Time	Click or tap here to enter text.
Check Out Time	Click or tap here to enter text.
Staff Member	Click or tap here to enter text.
Start Date	Click or tap here to enter text.
End Date	Click or tap here to enter text.

PB minimum aim is 80 %

- Check in Check Out (CICO) is a targeted support.
- In negotiation with the student, goals (up to 3) are agreed upon and measured each lesson.

Student meets the teacher/pastoral leader each day to discuss goals and input data.

The following scale is to be used to monitor progress in working towards individual goals:

- 3 – Expected behaviours are met
- 2 – Expected behaviour is sometimes met; student required prompts
- 1 – Expected behaviours are not being met.

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

Date: Click or tap here to enter text.	Period One	Period Two	Period Three	Period Four	Period Five
Subject					
Goal One: Click or tap here to enter text.	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
Goal Two: Click or tap here to enter text.	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
Goal Three: Click or tap here to enter text.	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
Teacher Signature:					
Parent Signature:					
Comments: Click or tap here to enter text.					

Appendix H – Buddy Bench

