

AT GSCC WE...



Parent Information on Positive Behaviour for Learning (PB4L) at Good Shepherd Catholic College

What is Positive Behaviour for Learning?

Positive Behaviour for Learning (PB4L) is a behaviour management framework that schools use to get everyone: students; staff; families; and the school community, on the same page to create a safe and supportive learning environment for all students. It is an international evidence-based whole school process which can be implemented in any school setting to support students from preschool through to Year 12.

PB4L is when schools create clear expectations and rules that use positive language, for example "walk" instead of "don't run". This is done for all locations across the school and involves all people in the school community. Students and families are also involved in this decision-making process. Once everyone has agreed to the expectations, a system is designed to acknowledge or reward students for following the expectations.

School communities also work together to decide on what happens when things don't go according to plan. PB4L uses an educative approach so there is the opportunity for students to correct their behaviour.

When PB4L is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Additionally, students and staff benefit from:

- increased time focused on instruction;
- improved social-emotional wellbeing;
- positive and respectful relationships among students and staff;
- reduced inappropriate behaviour;
- better support for teachers to teach, model and respond effectively to student needs; and
- a predictable learning environment where staff and students know what is expected.

PB4L at Good Shepherd Catholic College

In 2022, PB4L will be implemented as our new College Behaviour Management Process. The success of PB4L requires that it is delivered from a whole school approach to ensure consistency in student behaviour management along a continuum of intensity of support. It will also require reflective practices that include ongoing review, monitoring and adjustment of the processes.

The GSCC PB4L Working Group will continue to meet regularly in the initial implementation phase to: seek community feedback; monitor the processes that are working well; improve or omit the processes that are not working well; and present recommendations to the College community if required.

College Expectations

Our new College Expectations (the 4 Be's) encourages all members of our community to:

- Be Responsible;
- Be Safe;
- Be Our Best; and
- Be Christ's Light.

Posters of the expectations will be clearly visible in all classrooms and in different locations throughout the College. These expectations should always be referred to when staff manage student behaviour - whether the behaviour is positive or negative.

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It is important that all students are taught what is expected of them and have opportunities to practise expected behaviours. A key role of all school staff is to set high expectations for behaviour and learning across the whole school community and for all students. Behaviour expectations will be explicitly taught to students through Pastoral Care and Homeroom lessons.

Staff have also been encouraged to work with the students in their classes to develop classroom expectations with positive and negative consequences that align with the College Expectations. Classroom collaboration such as this will encourage and promote positive behaviour and “buy in” from students.

Positive Behaviour Matrix

The Positive Behaviour Matrix outlines the positive behaviours that we want students to demonstrate in the College. The matrix outlines how students should Be Safe, Be Responsible and Be Our Best in each location. When students demonstrate these positive behaviours it then encompasses the fourth expectation of Be Christ's Light.

	LCC & Assembly	Classroom	Playground & Oval	Lockers	Toilets	Specialist Rooms	Tuckshop & Office	Drop Off & Pick Up	All Locations
Be Safe	<ul style="list-style-type: none"> ✓ I enter and exit the space safely and respectfully ✓ I sit in the appropriate area 	<ul style="list-style-type: none"> ✓ I wait for the teacher to arrive before I enter the classroom ✓ I have my diary signed when I leave class. 	<ul style="list-style-type: none"> ✓ I stay in the approved areas of the school at the approved times. ✓ I be sun safe and wear my hat 	<ul style="list-style-type: none"> ✓ I wait patiently for my turn to access my locker 	<ul style="list-style-type: none"> ✓ I socialise in appropriate areas ✓ I practice good hygiene 	<ul style="list-style-type: none"> ✓ I wait for the teacher to arrive before I enter the room ✓ I have my diary signed when I leave class. ✓ I behave in an appropriate way for the purpose of the room 	<ul style="list-style-type: none"> ✓ I move safely around others ✓ I sign in and out of the office if arriving late or departing early 	<ul style="list-style-type: none"> ✓ I obey all traffic rules ✓ I assemble in the designated areas 	<ul style="list-style-type: none"> ✓ I will role model respectful behaviour and language to others ✓ I wear the correct school uniform with pride ✓ I am a compassionate, friendly and inclusive student
Be Responsible	<ul style="list-style-type: none"> ✓ I allow others to learn and teachers to teach. ✓ I consume food and drinks where and when permitted 	<ul style="list-style-type: none"> ✓ I allow others to learn and teachers to teach ✓ I consume food and drinks where and when permitted 	<ul style="list-style-type: none"> ✓ I will use an appropriate noise level ✓ I consume food and drinks where and when permitted 	<ul style="list-style-type: none"> ✓ I keep my belongings locked in my locker ✓ I consume food and drinks where and when permitted 	<ul style="list-style-type: none"> ✓ I use an appropriate noise level ✓ I consume food and drinks where and when permitted 	<ul style="list-style-type: none"> ✓ I allow others to learn and teachers to teach. ✓ I consume food and drinks where and when permitted 	<ul style="list-style-type: none"> ✓ I wait patiently in line ✓ I consume food and drinks where and when permitted 	<ul style="list-style-type: none"> ✓ I will use an appropriate noise level 	<ul style="list-style-type: none"> ✓ I follow teacher's instructions ✓ I only bring appropriate items to school
Be Our Best	<ul style="list-style-type: none"> ✓ I am in the right place at the right time ✓ I follow game/activity rules and instructions 	<ul style="list-style-type: none"> ✓ I follow the College Assessment Policy ✓ I am in the right place at the right time ✓ I focus on the task at hand ✓ I come prepared to learn ✓ I work positively in groups 	<ul style="list-style-type: none"> ✓ I follow game/activity rules and instructions 	<ul style="list-style-type: none"> ✓ I access my locker at the appropriate times ✓ I take pride in the cleanliness of my locker, and locker area 	<ul style="list-style-type: none"> ✓ I am in the right place at the right time ✓ I use the bathroom for the correct purpose 	<ul style="list-style-type: none"> ✓ I follow the College Assessment Policy ✓ I am in the right place at the right time ✓ I focus on the task at hand ✓ I come prepared to learn ✓ I work positively in groups 	<ul style="list-style-type: none"> ✓ I am responsible for my own belongings 	<ul style="list-style-type: none"> ✓ I am responsible for my own belongings ✓ I appropriately represent the College 	<ul style="list-style-type: none"> ✓ I will follow the College hands off policy at all times ✓ I follow the School ICT Policy at all times ✓ I will report bullying or harassment ✓ I dispose of waste appropriately
Be Christ's Light									

Rewarding Positive Behaviour

Rewarding students' positive behaviour is a critical component of PB4L because it:

- increases the likelihood that desired behaviours will be repeated;
- focuses staff and student attention on the desired behaviours;
- fosters a positive school environment; and
- reduces the need for engaging in time-consuming disciplinary measures.

Responding to students with specific, timely, and constructively worded feedback and recognition helps them to learn and practise the behaviours that are expected.

At GSCC, there are a number of ways in which staff can reward positive behaviour:

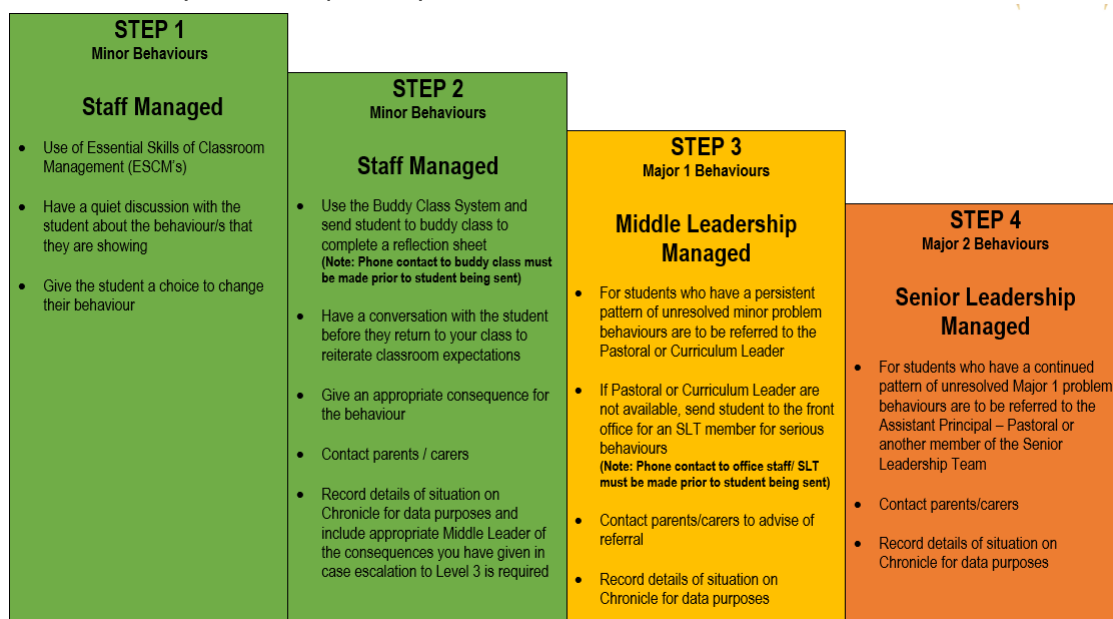
- ✓ Praise notes
- ✓ Individual positive reinforcement for appropriate behaviour
- ✓ Rewarding class agreed incentives
- ✓ Sharing students work with other staff (SLT, Middle Leaders)
- ✓ Displaying student work / achievements
- ✓ Contacting parents/carers to advise of positive behaviour – email, phone call or postcards
- ✓ Public recognition at year level or whole school assemblies
- ✓ Formal recognition of students who have outstanding recognition on a Semester basis

In terms of whole school reward incentives, students will be rewarded based on the amount of praise notes given by staff. Praise notes will be entered into Chronicle by staff and will automatically be visible to students and their parents/carers. As it has been some time since the College has had an effective rewards program it will be closely monitored and reviewed during Term 1, 2022. The College will determine the rewards incentives based on the volume of praise notes given.

It is important to note that once a student has been rewarded for positive behaviour, it cannot be removed/withdrawn if the student then demonstrates negative behaviour.

PB4L Referral Process

When dealing with negative behaviours, it is important that staff follow the referral process outlined below for consistency and transparency.



Minor Behaviours

- ☐ **Step 1** is for low level breaches of expectations. Utilising classroom and behaviour management tools such as the Essential Skills of Classroom Management would be used to address negative behaviour.
- ☐ **Step 2** is for repeated breaches of minor behaviours that will require an appropriate consequence to be given by the staff member issuing the consequence.

Minor behaviours in practical subjects that breach Workplace Health and Safety guidelines and places the student or others at risk of harm may be considered a major behaviour in these work spaces and are automatically a Step 3 Referral. If a student presents to a practical lesson without the required uniform to participate in the lesson, the student will be required to do a theory based task in the classroom and the uniform infringement process will be enacted.

Major Behaviours

- ☐ **Step 3** is for persistent patterns of unresolved minor problem behaviours that requires intervention by a Middle Leader.
- ☐ **Step 4** is for continued patterns of unresolved major problem behaviours that requires intervention by a Senior Leader.

Buddy Class System

When students fail to respond to requests by a teacher to cooperate and they continue to behave in an inappropriate manner that interrupts teaching and learning during lessons, they may be withdrawn from the classroom and sent to a buddy class.

When a student is sent to a buddy class:

- The student will remain in the buddy class for the duration of that lesson.
- Whilst in the buddy class the referred student is required to complete a reflection sheet to reflect on the behaviours that they presented in their class.
- Once they complete the reflection form the referred student will continue with classwork that has been set by the referring teacher.
- Student withdrawal in the buddy class is to be undertaken in silence.
- It is expected that the buddy class teacher and students will have minimal interaction with the referred student beyond what is absolutely necessary.

After a student has been sent to a buddy class, the following events will take place:

- The referring teacher will contact parents/carers and relevant Pastoral Leader to advise about the student's behaviour and outline the circumstances of the withdrawal.
- Prior to the referred student returning to their class with the referring teacher, they will meet to negotiate a re-entry into the classroom. During the negotiation, the teacher and student discuss how the student can change their behaviour and what supports may need to be implemented for the student to do so.

Behaviour Support and Consequences

The Behaviour Support and Consequences table is a brief outline for staff with definitions of positive, minor and major behaviours and examples of possible consequences that can be given. Staff may use this outline as a guide and are not limited to what is listed in this table.

POSITIVE BEHAVIOUR & MINOR BEHAVIOURS				MAJOR 1	MAJOR 2	
	Positive Behaviour Staff Managed	Step 1 Staff Managed	Step 2 Staff Managed	Step 3 Middle Leader Managed	Step 4 Senior Leader Managed	
DEFINITION	<ul style="list-style-type: none">✓ Demonstrates positive behaviour✓ On task✓ Student meeting College expectations/rules	<ul style="list-style-type: none">▪ Low level minor behaviours & breaches of College expectations/rules▪ Do not seriously harm others▪ Do not violate the rights of others in any other serious way▪ Are not a pattern of problem behaviours▪ Do not require involvement of Specialist / Middle Leader / SLT	<ul style="list-style-type: none">• Repeated minor breaches of the College expectations/rules• Requires parent/guardian contact• Bullying & Harassment – Stage 1• May require involvement of Specialist / Middle Leader / SLT	<ul style="list-style-type: none">• Persistent pattern of unresolved minor problem behaviours• Violates the rights of others• Bullying & Harassment – Stage 2 & 3• Physical violence• Requires involvement of Specialist / SLT	<ul style="list-style-type: none">• Continued pattern of unresolved Major 1 problem behaviours• Behaviours that put others/self at risk of harm• Behaviours that significantly violates the rights of others• Bullying & Harassment – Stage 3 & 4• Physical violence• Requires involvement of Specialist / External agencies	
		* Note: Minor behaviours in practical subjects that breach WH&S guidelines, placing self or others at risk of harm are considered a major referral.				
RANGE OF CONSEQUENCES	<p>POSITIVE BEHAVIOUR</p> <ul style="list-style-type: none">✓ Praise notes✓ Individual positive reinforcement for appropriate behaviour✓ Class agreed incentives✓ Sharing students work with other staff (SLT, Middle Leaders)✓ Public recognition on assembly✓ Display of student work / achievements✓ Parent/guardian contact to advise of positive behaviour – email, phone call or postcards✓ Formal recognition of students who have outstanding recognition on a Semester basis <p>* Note: Students' recognition and eligibility for reward incentives will be based off Praise Notes given.</p>	<p>STEP 1 & STEP 2 REFERRALS</p> <ul style="list-style-type: none">▪ Use of ESCMs:<ul style="list-style-type: none">○ Proximity○ Non-verbal cues○ Choices given○ Redirection▪ Class agreed consequences▪ Warning given▪ Isolation in classroom / seating plan▪ Confiscation▪ Buddy Class referral▪ Bullying / harassment intervention▪ Restorative Practices▪ Meeting with student▪ Meeting with HR Teacher & student▪ Lunchtime detention▪ Parent / guardian contact▪ Verbal / written apology▪ Withdrawal from class activity▪ Involvement of Specialist / Middle Leader / SLT▪ Restitution (repair damage, community service etc)			<p>STEP 3 REFERRAL – range of consequences from Step 1 & 2 and the following:</p> <ul style="list-style-type: none">▪ Parent / guardian contact▪ Meeting with student▪ Behaviour monitoring card▪ Lunchtime detention (multiple)▪ Wednesday after school detention▪ Bullying / harassment intervention▪ Guidance Counsellor referral▪ Mediation▪ Verbal / written apology▪ Restitution (repair damage, community service etc)▪ Functional Behaviour Assessment referral	<p>STEP 4 REFERRAL – range of consequences from Steps 1, 2 & 3 and the following:</p> <ul style="list-style-type: none">▪ Parent / guardian notified▪ Parent & student interview / meeting▪ Internal suspension (classroom & lunchtime withdrawal)▪ External suspension▪ Case management▪ Alternative education program▪ Referral to external support agencies▪ Law enforcement (serious / illegal offences)▪ Bullying / harassment intervention▪ Restorative justice▪ Restitution (repair damage, community service etc)▪ Mediation▪ Re-entry interview▪ Verbal / written apology▪ Formal warning▪ Exclusion / cancellation of enrolment

Additional Information

Bullying and Harassment Process

At Good Shepherd Catholic College all community members have the right to participate in a safe and supportive teaching and learning environment. This is the responsibility of all community stakeholders.

We believe that any incident of bullying at Good Shepherd Catholic College is a problem for every stakeholder of the College: students, staff, parents and wider community members.

Bullying is defined as “any action by an individual or group with **more power** than you **repeatedly** and **intentionally** using negative words and/or actions against you, which causes you distress **and risks your wellbeing**.” (National Centre for Bullying: www.ncab.org.au)

Types of bullying could include:

- Physical** e.g. hitting, poking, tripping, pushing or damaging someone's belongings. This also includes any violence with the intent to cause harm.
- Verbal** e.g. name calling, insults, homophobic racist remarks and verbal abuse.
- Social** e.g. lying, spreading rumours, playing a nasty joke, mimicking, and deliberately excluding someone.
- Psychological** e.g. intimidation, manipulation and stalking.
- Cyber** e.g. using technology (such as email, mobile phones, chat rooms, social networking sites etc) to verbally, socially or psychologically bully.

Bullying is not:

- Arguments and disagreements
- Disliking someone
- Single-episode acts of nastiness or spite
- Random acts of aggression or intimidation

TYPES OF BULLYING	Direct	Indirect
Physical	<ul style="list-style-type: none"> • Hitting, kicking, spitting, throwing objects, stealing possession. • Sexual inappropriateness e.g. homophobic comments, touching 	<ul style="list-style-type: none"> • Getting another person to perform these acts.
Non-Physical	<ul style="list-style-type: none"> • Verbal insults e.g. name calling, “pay outs”. • Comments on another’s hair colour, weight, sporting team selection. • Extortion • Exclusion e.g. preventing a student from joining a clique. • Spreading malicious rumours, cyber bullying (e.g. by SMS or social media platforms) 	<ul style="list-style-type: none"> • Getting another person to name call or extort.
Non-Verbal	<ul style="list-style-type: none"> • Threatening and obscene gestures. • Subtle exclusions from a group or activity. 	<ul style="list-style-type: none"> • Removing and hiding possessions.

Students can report incidents (or suspected incident) of bullying to a trusted staff, their homeroom teacher, their Pastoral Leader or College Safe Person. Students, staff and parents/carers can also report bullying on the GSCC Bullying Email: c56.nobullying@goodshepherd.catholic.edu.au.

Staff ensure that they do not put a student at greater risk through their intervention.

Student Anti-Bullying Process

When dealing with incidents of bullying and harassment, the anti-bullying process below is followed:

Stage 1 Bullying Minor Behaviour	<ul style="list-style-type: none"> • The students involved are able to work out the problems with relevant staff. • An informal record of this is kept by Pastoral Leader and Homeroom Teacher. • Recorded in Chronicle.
Stage 2 Bullying Major 1 Behaviour	<ul style="list-style-type: none"> • Pastoral Leaders of students involved are informed. • Other students may need to be interviewed but this will depend on how the student wishes to proceed and the nature of the incident. The student making the report is interviewed by their Pastoral Leader about how they wish to proceed and the nature of the incident. • If accusation is found to warrant action then the accused is advised of the following: <ul style="list-style-type: none"> ○ Their actions must stop. ○ The person being bullied does not want similar incidents(s) to continue. ○ The accused is to be interviewed again within one week. ○ The follow up will take place with both the accused and the person being bullied two weeks following the initial interviewing. ○ The accused’s name will be recorded on Chronicle by the Pastoral Leader. ○ A severe physical or vindictive action would result in immediate Stage 3 responses by College.
Stage 3 Bullying Major 1 Behaviour	<p>If inappropriate behaviour continues:</p> <ul style="list-style-type: none"> • The student who has reported the incident may need assistance with the situation – peers, Guidance Counsellor, reading material, Pastoral leader or College Safe Person. • Student who has been reported is to be interviewed in the presence of their parents by the Pastoral Leader or Assistant Principal – Pastoral. • Consequences could include: Internal or external suspension, special duties (e.g. community services) or professional assistance such as conflict resolution skills.

Stage 4 Bullying	Should the bullying continue in the same pattern of behaviour:
Major 2 Behaviour	<ul style="list-style-type: none"> College Principal is informed. Student who has been bullying is to be interviewed by the College Principal with their parents, Assistant Principal – Pastoral, Pastoral Leader and other relevant staff. Consequences could include: Extended external suspension or enrolment withdrawal.

Hands Off Rule

To align with PB4L Referral Process, we have separated the Hands-Off rule into two categories: 1. Hands off without intent; and 2. Hands off with intent.

1. Hands off without intent is for any physical interaction between students that has no intention to seriously harm each other. This could be interactions through play (wrestling, tackling), by accident or showing affection (holding hands, kissing). These are considered as minor behaviours and will be dealt with as per **Step 1 and 2 of the referral process**.
2. Hands off with intent is for physical interactions of violence between students that is intended to cause serious harm. These are considered as major behaviours and will be dealt with as per **Step 3 and 4 of the referral process**.

Uniform Infringements

The Good Shepherd Catholic College Uniform Policy is clearly outlined in the College Diary and is to be strictly adhered to. Uniform are checked each morning during homeroom by the Homeroom Teacher, however any staff member, at any point of the school day, will reinforce our uniform expectations with students.

For students in Years 7-9, this uniform should include:

Girls	Boys
College maroon culottes College checked blouse (maroon tie attached) College grey socks Standard black lace up leather shoes (must be fully enclosed – see below) College maroon wide brim hat	College grey shorts College checked shirt College grey socks Standard black lace up leather shoes (must be fully enclosed – see below) College maroon wide brim hat

For students in Years 10-12 this uniform should include:

Girls	Boys
College senior white blouse College senior grey skirt College senior tie College grey socks Standard black lace up leather shoes (must be fully enclosed – see below) College maroon wide brim hat	College senior white shirt College senior grey shorts College senior tie College grey socks Standard black lace up leather shoes (must be fully enclosed – see below) College maroon wide brim hat

Acceptable Shoes	Unacceptable Shoes
	 <p>Shoe types like: canvas runners, vans, high tops, ballet flats and Mary-Janes are not acceptable. If you would like to clarify shoe choice before purchase, please contact the College office.</p>

A reminder that hairstyles must be neat and tidy and no shorter than 'Clipper No. 2'. There should also be no tracks, undercuts, mohawks or extreme styles or colours. Hair must be kept out of the eyes and off the face. For boys, hair must be kept off the collar, and faces must be clean shaven. For girls if hair is longer than the collar it must be tied up with a maroon, black, gold or white hair tie. Makeup must be natural.

Jewellery permitted to accompany the College Uniform includes: one wrist watch; a maximum of one pair of sleepers, studs or birthstone earrings (must be no greater than 5mm. No other visible piercings are allowed including clear pieces); one plain gold or silver chain with a small crucifix / Christian symbol; one signet ring.

The process for students who are not adhering to the College Uniform policy, the following steps should occur:

<p>Step 1 & 2 Uniform Infringement</p> <p>Minor</p>	<p>Staff Managed:</p> <ul style="list-style-type: none"> • Student will be issued a lunch-time uniform detention during the first half of morning tea by recording the infringement on Chronicle. An automated email will be sent to parents to advise of the infringement and consequence. • If a student presents to a practical lesson in a specialist room without the required uniform to undertake their lesson, the student should be withdrawn from participating in the lesson and given a theory-based task to complete. This infringement should also be recorded on Chronicle. Escalation of these infringements are referred to the relevant Curriculum Leader.
<p>Step 3 Uniform Infringement</p> <p>Major 1</p>	<p>Middle Leader Managed:</p> <ul style="list-style-type: none"> • If a student fails to attend a lunch-time detention this will automatically result in a Wednesday afternoon detention (3pm-4pm). • If a student is issued with three uniform detentions in a two-week period, the Middle Leader will issue a Wednesday afterschool detention (3pm-4pm). • Escalation of these infringements are referred to either the Deputy Principal – Teaching and Learning (curriculum matter) or Assistant Principal – Pastoral (pastoral matter).
<p>Step 4 Uniform Infringement</p> <p>Major 2</p>	<p>Senior Leader Managed:</p> <ul style="list-style-type: none"> • Continued breaches of the uniform policy or failure to attend a Wednesday afternoon detention will result in the student being withdrawn from class until a meeting is able to take place between the student, parent/carer and Senior Leader

If students have a note from their parent/carer explaining why they are not in correct uniform, they are exempt from uniform detention. However, notes must be dated on **each day** of non-conformance and exemption will not continue beyond one week.