

## Student Behaviour Management Policy: Developing a Harmonious Community

*A positive approach to developing student behaviour*

This document articulates the key elements that guide our Holistic Education approach to developing positive behavioural choices in our students, which result in successful learners and well beings. It fits in the context of the Education Department's *School Discipline Policy* (2007)

### 1. Purpose

Glenunga students are expected to demonstrate the school's Value of *Harmony* in their behaviours. Students are expected to be confident and resilient learners who exhibit positive self-esteem, stretch themselves and take risks in their learning. Equally as important is each student's ability to demonstrate a positive attitude towards learning and to actively develop their well-being.

For a student to be the best version of themselves, there are responsibilities that they must actively meet. Mentors, teachers and families also have responsibilities related to coaching and guiding students to develop the behaviours, attitudes and dispositions for success.

### 2. Context

Glenunga's Values (*Excellence<sup>PB</sup>*, *Opportunity<sup>U</sup>*, *International Mindedness* and *Harmony*) guide the school's approach to student behaviour. When students make responsible behaviour choices it means they are able to learn more effectively and achieve their personal best. Positive behaviour choices result in harmonious interactions between young people, and between adults and young people, which foster a community where safe conditions for rigorous learning occur.

Our approach to Holistic Education reflects an intention to develop the whole person – intellectually, ethically, social and emotional/wellbeing, which results in well balanced young adults who thrive in the 21<sup>st</sup> century. The school's Pedagogical Framework including our 21<sup>st</sup> century skills known as the '4Cs', Wellbeing Framework and Pillars of International Mindedness are designed to support the development of Glenunga graduates with these qualities.

The process begins with teachers drawing out of their students their understandings of behaviour expectations and the reasons underpinning these expectations. Teachers correct misunderstandings, clarify expectations explicitly based on the school's Values, and ensure all students understand the processes and consequences.

Every member of Glenunga staff starts the process from the position that our students will deliver on these expectations and self-manage their behaviour. However, we understand that adolescents are learning how to grow into the best versions of themselves. At times they will need coaching and to experience consequences of their actions to better understand the impact of their choices and to develop and refine their behaviour.

We employ coaching conversations, where students are encouraged to understand the impact of their behaviour on the harmony of the school, on their learning or wellbeing, and on the learning opportunities of their teachers and peers. Clear expectations are stated and students have opportunities to make choices, learn from their mistakes, and develop better strategies to guide their behaviour. Logical consequences, that relate to the learning needed, are applied (where appropriate) to support the student to think more about the impact of their behaviour and to make better choices. Consequences are not applied as punishment, but are used to signal clearly that the behaviour does not reflect the school Values and must change.

### Procedures and Responsibilities

#### Students

- Strive for their personal best (*Excellence<sup>PB</sup>*) and challenge themselves to be the best version of themselves.

- Interact positively with others using the '4Cs' coupled with kindness and empathy.
- Value the school's diversity and actively avoid cultural insensitivities and racist remarks.
- Proactively make choices that promote the well-being of the individual, their peers and their community.
- Maximise all opportunities to develop, challenge and achieve their full potential.
- Ask for support/guidance when required.

### Teachers and Mentors

- Establish a connection with each student, build positive relationships by showing students that they value and care for them as individuals, and treat students with professional courtesy at all times.
- Plan and deliver relevant and engaging curriculum by personalising learning so that every student can achieve their personal best. They believe that every student can achieve a 'C' grade or better.
- Cater for the developmental, social and emotional needs of individual students and use a range of 21st century student-centred pedagogies.
- Have clear non-negotiable expectations around how the face to face and on-line learning environments operate: they monitor, follow up and coach students to make the best decisions in order to become successful learners. They also actively monitor the learning environment to ensure the safety and wellbeing of all students.
- Frequently collect and respond to student feedback (during the learning cycle and end of cycle) making connections between teaching/mentoring and students' learning. They are explicit with students about how the feedback has fine-tuned classroom practice.
- Contact families as soon as there is a concern and work in partnership with families to achieve the best learning outcomes for each student.

### Parents/Caregivers and the GIHS Community

- Actively subscribe to and use GIHS communications (Daymap, the Glenunga App, emails, EdSmart and Tri-Booking) so families know what is happening.
- Monitor student progress, attendance and behaviour on DayMap to track and monitor growth. Contact the appropriate staff member when there are questions or concerns (see *Who do I contact for what?* on the website and distributed to all families). Have regular conversations with their student, their mentor and their teachers.
- Maximise all educational opportunities offered such as: SchoolTV, Student-Parent-Teacher conferences, subject teacher interviews, information nights, subject counselling days, Governing Council Community Engagement Group sessions and other school events.

### Use of Technology including Mobile Devices:

- Technology, including use of mobile devices, is an integral part of learning, work and leisure in the 21<sup>st</sup> century. Our students are explicitly educated (particularly in Program X, mentor groups and various subjects) to use technology responsibly, including practising cyber safety and being aware of, and managing, the wellbeing issues that arise from lack of sleep, inappropriate use, over use.
- Mobile devices are used for learning in classrooms when required/approved by teachers (eg to take photos of notes, augmented reality software, movie making, applications for learning). **Students are not permitted to use their devices in class if there is no stated**

**learning purpose. If no approval has been given, then devices are required to remain out of sight.**

- Gaming is not permitted during class time and teachers will apply consequences for this behaviour. Online gaming can be tracked by our IT procedures and network sweeps are regularly undertaken.
- We recommend that families set clear guidelines/boundaries for the use of laptops and other devices. This is based on advice from educational psychologists. Computer use needs to be monitored at home and screens should be turned off well before the student's bedtime.
- Inappropriate use of technology is regarded by teachers as a behaviour concern that affects student's learning and they respond accordingly with appropriate consequences.

### **Student Coaching Model**

From time to time student behaviour does not match the school Values and expectations. If the use of in-class strategies by the teacher does not change the behaviour, then the Student Coaching Model is activated.

Teachers, mentors and leaders work through the following levels of coaching/intervention.

1. Teachers proactively manage the behaviour of students in their classes (see responsibilities).
2. Teachers apply in-class consequences (e.g. talking with the student, moving their position in class, keeping student/s with them during a break time). Talking with families helps with coaching as the message is delivered from home and school.
3. Where the behaviour is persistent and/or interferes with the learning of others, the student is sent from their class to The Pod for the remainder of the lesson. The subject teacher then meets with the student as soon as practical before the next class to resolve the issue, re-clarify expectations and rebuild the relationship. The purpose of the meeting is to explicitly identify how the student's behaviour was not upholding the school's Values, to clarify any misunderstandings, and to coach them in what is expected in the future.
4. If a student makes the conscious decision to repeat the behaviour or engage in any other behaviour that interferes with the learning of others, the Learning Area Leader and Sub School Leader will become involved. As well as further coaching, students may be required to:
  - Attend a Line 0 (Tuesday or Thursday, 3:30 pm – 5:00pm) or Wednesday morning session (8:30 am – 9:40 am) in The POD to make up for misused class time.
  - Attend Saturday school, which occurs twice a term from 9:00 am – 11:00 am.

The purpose of Line 0 or Saturday school is to signal to the students and family that the behaviour is not acceptable and more learning needs to occur to enable the student to make more responsible choices. The leaders involved focus on:

- Clarifying what behaviour demonstrated that the student was not upholding the school's Values and expectations.
- Exploring collaboratively why the student continues to behave in a certain manner.
- Identifying the behaviours that need to change and the support required to make this behavioural change.
- Confirming how the change will be monitored.

5. The Pod System is designed to support students' learning and behaviour through designated coaching and tutoring sessions.
6. Occasionally some students will make behavioural choices resulting in physical altercations, incidents involving illicit substances, serious harassment, bullying, illegal activity. These result in more serious consequences being applied such as suspension or exclusion. The Sub School Leader, in conjunction with their Executive Leadership Connector, will manage these issues. Illegal activities are always reported to the police and any devices involved confiscated.

If a student continues to engage in behaviour that results in suspensions or if the behaviour is serious/illegal, they may need a 'circuit breaker' such as being excluded from normal classes for a period of time or recommend for an alternative learning program.

Glenunga International High School and the Department of Education have **zero tolerance** of serious breaches of the school's Values such as illegal behaviour. This includes the following:

- Possession, use or sale of illicit substances – suspension or exclusion and police report.
- Distributing inappropriate images of a person under the age of 18 with or without their knowledge – suspension or exclusion and police report.
- Threatening or actual violence or intimidation – Suspension or Exclusion and may involve the police.
- Face to face or online harassment: behaviour that adversely affects another person inside or outside the school – suspension or exclusion and may involve police.

Harassment includes:

- Verbal abuse or 'put downs'.
- Negative comments about body size/shape, sexuality, morality, race/culture/ethnicity.
- Negative comments on social media targeting another person.

In these cases, the Sub School Leader and a member of the Wellbeing Team will work with families and outside agencies or health professionals to support the student to demonstrate the school Values.

Please note:

- With harassment the intention is not the issue. If the person feels that they are affected by the behaviour, then they need to develop or be supported to develop the skills to say that they want it to stop. Students are encouraged to seek support from student leaders, their Mentor Teacher, Sub School Leader, counsellor or Wellbeing Leader, or a trusted adult. If the behaviour continues, then the student needs to seek adult help and school staff will view the behaviour as harassment and intervene. Depending on the level of behaviour, coaching conversations will occur and/or suspension may apply.
- Bystanders may be subject to similar consequences of the individuals involved, especially if their behaviour choice includes; encouraging, filming or spreading false information.
- 'Play fighting' or students' 'rough play' (even if participants are 'friends') will be treated the same as 'physical altercations' because the harmony of our community depends on every member practising responsible behaviour.

7. The school views non-completion of work as unacceptable. Students need to develop the habits that lead to successful learning and teachers provide coaching for students to acquire these habits. In cases where students are not prepared to grow from a coaching partnership in this area, we view this as a behavioural concern and consequences may apply. In these cases families will be involved in the process.

Years 8-10, students are coached to meet deadlines and achieve their personal best. This takes place in subject lessons, Program X and The POD if appropriate. Students who do not meet deadlines are expected to attend catch up sessions in The POD during lunch times and/or Wednesday mornings.

In Years 11-12, students are expected to have developed these habits that lead to successful learning. If students do not meet deadlines, a zero grade is applied. Students can redeem the zero grade through a compulsory Line 0 after school in The POD. For further details refer to the Senior School Deadline Policy.

Revised: February 2019

Review: 2021