

Student Behaviour Management Policy: Developing a Harmonious Community

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. Introduction

Our commitment to Holistic Education enables the development of the whole person – intellectually, ethically, socially and emotionally. This results in fully developed young adults who thrive in the 21st century. The school's Pedagogical Framework (including our 21st century skills known as the 4C's¹), Wellbeing Framework and Pillars of International Mindedness support this holistic development of Glenunga students and graduates.

Glenunga's Values (*Excellence^{PB}, Opportunity^U, International Mindedness and Harmony*) guide our 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 harmonious community where safe conditions for rigorous learning occur.

Teachers draw 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.

Glenunga staff expect that our students will deliver on our Values and self-manage their behaviour. However, we understand that adolescents are still learning how to make responsible choices. At times they will need coaching from teachers and to experience consequences.

We employ coaching conversations², 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 peers and teachers. Expectations are re-visited and students better understand the opportunities they have to make wise choices, to learn from their mistakes, and to 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.

2. Procedures and Responsibilities

Students take responsibility to:

- Strive for their personal best (*Excellence^{PB}*) and challenge themselves to be the best version of themselves.
- Interact positively with others using our 21st Century skills (4C's) coupled with kindness and empathy, which creates a harmonias community.
- Value the school's diversity and actively promote *International Mindedness*.
- Proactively make choices that promote the well-being of the individual, their peers, their adults and their community.
- Maximise every *Opportunity^U* to develop, challenge and achieve their full potential.
- 'Call out' behaviour that doesn't match our school Values.
- Ask for support/guidance when required.
- Engage with digital technologies (i.e. mobile devices) as per Glenunga Smart Phones policy.

¹ 4C's – Creativity; Critical thinking; Collaboration; and Communication.

² Coaching conversations – where staff turn student experiences into learning by helping students understand their behaviour. Staff acknowledge students' strengths and explore challenges in a way that students learn to take responsibility for their actions and development.

- Have no association with illegal substances or individuals that are connected to them.

Teachers and Mentors take responsibility to:

- Establish a connection with each student, build positive relationships by showing students that they care for them as individuals, and treat students with professional courtesy at all times.
- Contact families as soon as there is a concern and work in partnership with families to achieve the best learning outcomes for each student.
- Plan and deliver relevant and engaging personalised 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 and coach students to make the best decisions to become successful learners. They also actively monitor the learning environment to ensure the safety and wellbeing of all students, particularly in relation to eliminating any forms of harassment, including misuse of mobile devices and social media.
- Frequently collect and respond to student feedback (during the learning cycle) making connections between teaching/mentoring and students' learning. They are explicit with students about how the feedback has fine-tuned classroom practice.
- Use work completion, progress markers and deadlines effectively to help students improve their organisation.
- Actively move around the school when on yard duty, focussing on students and scanning the environment for any inappropriate behaviour, using this time to strengthen relationships with students.
- Positively coach students to deliver on the school's expectations about their engagement with the Glenunga community demonstrated by how they wear their uniform each day.

Parents/Caregivers and the GIHS Community take responsibility to:

- Actively subscribe to and use GIHS communications (Daymap, the Glenunga App, emails, EdSmart and Try-Booking) so they know what is happening.
- Monitor student progress, attendance and behaviour on Daymap to track and monitor growth and have regular conversations with their student, their mentor teacher and their subject teachers as required. (To contact the appropriate staff member when there are questions or concerns see '*Who do I contact for what?*' on the website.)
- Maximise all educational opportunities offered such as: SchoolTV, Student-Parent-Teacher conferences, subject teacher interviews, information nights, futures focussed pathways days, Governing Council Community Engagement Group sessions and other school events.
- Encourage responsible engagement with digital technologies (i.e. mobile devices) for learning. We recommend that families set clear guidelines/boundaries for the use of laptops and other devices at home.

3. Use of Technology including Mobile Devices:

- Our student-developed Mobile Phone Guidelines have been created to promote the safe and innovative use of phones as 21st Century learning devices. Mobile phones are tools that can be effectively used to enhance learning experiences in a range of areas and can be aligned with our school's values of *Excellence^{PB}*, *Opportunity^U* and *Harmony*.
- 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, and over use of social media.
- 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 and switched off/silent.

- Gaming and social media is not permitted during class time and teachers will apply consequences for this behaviour. Online gaming and social media can be tracked by our IT procedures and network sweeps are regularly undertaken with follow-up as required.
- 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 turned off at least one hour 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 behavioural consequences.
- Coaching students about responsible technology use develops good habits and reinforces that our school has clear behavioural expectations and boundaries. This coaching aims to prepare students for life after high school to understand what may result from misuse.

4. 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:

- Teachers proactively manage the behaviour of students in their classes (see responsibilities). They apply in-class consequences (eg talking with the student, moving their position in class, keeping student/s with them during a break time). Teachers contact families so that a consistent message is delivered from home and school adults.
- Where the behaviour is persistent and/or interferes with the learning of others, the student is sent from their class to The Pod³ for the remainder of the lesson. The subject teacher contacts parents (preferably by phone) and the student's mentor teacher. They then meet with the student as soon as practical before the next class to resolve the issue, re-clarify expectations and rebuild the relationship.
- 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 teacher will involve the Sub School Leader and will also notify the relevant mentor teacher and Learning Area Leader. 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.

Line 0 is used to signal to the student and family that the behaviour is not acceptable and more learning needs to occur to enable more responsible behavioural choices. The leaders involved focus on:

- Clarifying that the student understands Glenunga's Values and how their behaviour was not in keeping with the school's Values and expectations.
- Exploring with the student what is causing the student to continue to behave in an unacceptable manner.
- Identifying the behaviours that need to change and the support required.
- Confirming how the change will be monitored.

5. Critical Incidents

Occasionally some students will make behavioural choices resulting in physical altercations, incidents involving illicit substances, harassment, bullying or illegal activity. These result in more serious consequences being applied such as

³ Please note: The Pod is available to support students' learning and behaviour through designated coaching and tutoring sessions

suspension or exclusion. The Sub School Leader, in conjunction with their Executive Leader, 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.

6. Upholding the School Values

Our school has **zero tolerance** of serious breaches of the school's Values and applies the Department of Education responses to 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 police report.
- Face to face or online harassment: behaviour that adversely affects another person inside or outside the school – suspension or exclusion and may involve police report.

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 regain control over their responsible behaviour and to demonstrate the school Values.

Please note:

- With harassment the intention is not the issue. If the person receiving the attention 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 the behaviour to stop. Students are encouraged to seek support from student leaders, their mentor teacher, Sub School Leader, Wellbeing Leader, or a trusted adult. If the behaviour continues, then the student needs to seek adult help: 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.
- Bystanders⁴ 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. 'Play fighting' can make other students feel uncomfortable and can end in an actual physical altercation.

7. Work Completion

The school views non-completion of work as students not taking responsibility for their learning. 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 respond positively, the non-completion of work then becomes a behavioural concern and consequences will apply. In these cases families will be involved in the process.

⁴ Bystanders – At GIHS it is expected that bystanders witnessing harassment use their intrapersonal and social skills to stop the harassment or if a bystander feels uncomfortable/unsafe to intervene, then they seek out the nearest staff member for support or talk with their mentor teacher or member of the Wellbeing Team.

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. Students who do not meet deadlines attend catch up sessions in The Pod during lunch times and/or Wednesday mornings.

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 Personal Best Sessions after school in The Pod on Tuesdays and Thursdays. For further details refer to the Senior School Deadline Policy.

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