

## Developing a Harmonious Community: A Positive and Collaborative Approach to Student Behaviour

### Purpose

Mentor Teachers, subject teachers and families have a shared responsibility to coach students to learn to shape and regulate their behaviour so they develop into effective learners and first class human beings. For students to be the best version of themselves and develop their *Character*, they need to learn how to take responsibility for their behaviour according to their developmental ability. In partnership with teachers and families, students develop into confident and resilient learners, who make responsible behavioural choices which have a positive impact on self and others.

Our school's approaches to student behaviour aligns with the *DfE Behaviour Support Policy (2022)*. This policy outlines the role and responsibility of staff, students and families in promoting, developing and responding to student behaviours. All behaviours have consequences that can be positive and celebrated or not positive and serve as an opportunity for reflection, change and personal growth. Our staff recognise and consider the stages of adolescent development, diverse abilities and other contextual factors in relation to student behaviour. Staff partner with students modelling and coaching the skills and strategies required to successfully manage behaviours in a range of situations.

### Context

Our Values (*Excellence<sup>PB</sup>, Opportunity<sup>U</sup>, International Mindedness and Harmony*) create the school's culture of learning and guide our approach to student behaviour. Our students are supported to demonstrate the school's Values, particularly that of *Harmony*, through their behaviours and interactions with others.

As a large secondary school, our values-based approach is vital and it has served us well dealing with very large groups of adolescents – this approach effectively supports student behaviour as well as the harmonious operations of our school. When students make responsible behaviour choices, it means they learn more effectively and achieve their Personal Best. Positive behaviour choices result in harmonious interactions between young people, and between adults and young people. This positive behaviour fosters a community where safe conditions for rigorous learning can occur and all students are included.

Our commitment to Holistic Education based on our Values reflects the intention to develop the whole person – intellectually, ethically, socially and emotionally – which results in well balanced young adults who thrive in the 21<sup>st</sup> century. Our Pedagogical Framework (including our 21<sup>st</sup> century skills known as the 5C's<sup>1</sup>), Student Wellbeing Framework and Pillars of International Mindedness are designed to guide our practices, maintain our school's coherence, and support the holistic development of our students.

Students are inducted into the school Values when they commence their schooling at GIHS. Our school offers a range of learning experiences to support students with their social and emotional development, their understanding of the Values, and their development of their capabilities particularly their *Character* and *Citizenship*. This induction takes place through the whole school Holistic Education (LEAP PB), subject classes, small group Proactive Wellbeing Programs, and through 1:1 wellbeing and mentoring support. All students are taught how to respond to bullying<sup>2</sup> and

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<sup>1</sup> 5C's – Creativity & Critical thinking; Collaboration; Communication; Citizenship and Character.ay

<sup>2</sup> 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 people who feel unable to stop it from happening.

harassment; safety online; respectful relationships; bystander<sup>3</sup>/upstander behaviours; and understanding of emotion regulation. Students develop pro-social skills, assess risk and unsafe behaviours, and understand how to report any concerns.

The learning partnership between a young person and school adult is the fundamental basis of all behaviour support. Coaching conversations<sup>4</sup> within these learning partnerships enable students to better understand their behaviour (*name it to train it*) – its antecedents, the choices they are making, and the impact of their behaviours on others. Students have responsibility for their behavioural choices and play an important role in self-managing their behaviours. However, staff understand that adolescents are cognitively developing - they are learning how to grow into the best versions of themselves - and staff recognise that responsible behaviours will develop differently according to the student's developmental needs. They also understand that immediately after a situation students may need the opportunity to regulate their emotions.

In some situations, appropriate consequences (*refer to GIHS Student Behaviour Management Procedure and DfE Suspension, Exclusion and Expulsion Procedure*) are implemented in response to a student's behaviour and always after students have the opportunity to share their perspective on an incident. Consequences are not applied as punishment but are used to signal that the behaviour does not reflect the school Values. Consequences ensure that there is time to reflect and restore partnerships, and to ensure the safety of all. This creates ongoing success in a culture of learning.

## Roles & Responsibilities

### Students

- Maximise every *Opportunity<sup>U</sup>* to develop their personal best (*Excellence<sup>PB</sup>*) and challenge themselves to be the best version of themselves.
- Interact positively with others using the 21<sup>st</sup> century capabilities (5Cs) and put their Character into action through showing kindness and empathy, as part of creating a *Harmonious* environment.
- Engage in learning opportunities which help to develop positive and safe behaviours, including skills to manage emotions effectively in a range of situations.
- Value the school's diversity and actively promote *International Mindedness*.
- Seek support/guidance as part of their partnership with their teacher(s) or with another trusted school adult or The Wellbeing Team.
- Engage with digital devices safely and responsibly for the purpose of learning, including engaging in safe online behaviours outside of school.
- Practise upstander behaviours, through proactively reporting bullying/harassment and/or unsafe behaviours they have witnessed to a trusted school adult and/or parent.
- Understand that illegal substances, illegal behaviours or individuals that are connected to these illegal activities are to be avoided as they disrupt our harmonious environment.

### Teachers and School Leaders (Mentor Teachers, Subject Teachers, School Leaders)

- Consistently model, promote, teach and coach positive behaviours for students, including effective emotion regulation strategies.

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<sup>3</sup> Someone who sees or knows about bullying, unsafe behaviour or a form of violence that is happening to someone else. Bystander behaviour can also happen online, including the recording and sharing of incidents, being present in an online chat where bullying is taking place and engaging in a post such as commenting or 'liking' something where another student is being bullied/harassed.

<sup>4</sup> Coaching conversations – where staff turn student experiences into learning by helping students understand their behaviour. Staff acknowledge students' strengths and their developmental needs, and support students to take responsibility for their actions.

- Create safe and engaging learning experiences in a culture of learning for all students, which take into account diverse abilities, identities and cultural backgrounds. This enables students to successfully engage in their learning.
- Establish a positive and trusting connection with each student, through building positive partnerships that show students they value them as individuals and treating all students with respect and care at all times.
- Develop and implement effective classroom management strategies to support and respond to student behaviours and actively monitor the learning environment to ensure the safety and wellbeing of all students, particularly in relation to any forms of harassment and bullying.
- Establish clear classroom expectations around the face to face and virtual learning environments; monitor, coach and follow up students to make the best decisions in order to become successful learners.
- Consistently contact families about learning or behaviour concerns and/or opportunities to celebrate student growth and achievement. 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, School Stream, emails, EdSmart and Try-Booking), as a key part of fulfilling their role in the Learning Partnership.
- Monitor student progress, attendance and behaviour on Daymap and the Learner Profile and have regular conversations with their student, the Mentor Teacher and their teachers as required.
- Consistently inform the school about student absences, health, learning needs, behaviours and other matters which may impact the student's learning experience.
- Maximise all educational opportunities offered such as: SchoolTV, student-led Learner Conferences, subject teacher interviews, information nights, Future Focussed Pathway Planning processes, Governing Council Community Engagement Group sessions and other school events.
- Work in positive partnership with staff in response to their student's learning and behaviour, including engaging in the development of Student Behaviour Support Plans, safety support plans, Individual Learning Plans (ILPs) and Negotiated Education Plans (NEPs).
- Encourage responsible engagement with digital technologies (ie mobile devices), through setting clear guidelines/boundaries for the use of laptops and other devices.

### Supporting Documents

- **GIHS Student Behaviour Management Procedure**  
<https://docs.google.com/document/d/1RPoqv7pYpOENuTkO102u7CO2xa1ocfVnpFGsJZjegVw/edit>
- **DfE Behaviour Support Policy (2022)**  
<https://www.education.sa.gov.au/policies/shared/behaviour-support-policy.pdf>
- **DfE Suspension, Exclusion and Expulsion of Students Procedure**  
<https://www.education.sa.gov.au/docs/support-and-inclusion/suspension-exclusion-and-expulsion-of-students-procedure.pdf>

**Revised:** June 2024

**Review:** 2026