Gilson College

Student Behaviour Policy

Primary Only	Secondary Only	**Combined Policy**
Both Campuses	**Taylors Hill Only**	Mernda only
Policy Type: Behaviour		

RATIONALE

At Gilson College we foster a culture where respectful, responsible and resilient behaviour promotes excellence in a Christian environment. With this in mind corporal punishment is not permitted at Gilson College under any circumstances.

The College has adopted the Positive Behaviour for Learning (PB4L) Framework, which is used throughout the College. PB4L is founded on building positive behaviour through intrinsic engagement rather than external motivation. The numeral four is used to represent the importance of all four areas of learning and personal development: Mental; Social; Physical; and Spiritual.

GENERAL

1. As required by law no form of corporal punishment (hitting, etc.) is sanctioned at Gilson College. As much as possible the Student Behaviour Policy endorses consequences rather than punishments.
2. The PB4L Framework at Gilson College – Taylors Hill centers around three core values from which all other behaviours radiate: Responsibility; Respect; and Resilience.
3. The general behaviour expectations that emerge from these core values are made explicit through Behaviour Matrix charts based on location displayed throughout the campus.
4. The behaviour management Framework focuses on identifying and acknowledging positive behaviours to reinforce and encourage them.
5. While mistakes can always be made, consequences for poor behaviour choices will be used to encourage students to learn from their poor choices.

IMPLEMENTATION

1. The implementation of PB4L follows three phases:
   - Phase One fidelity is attained when over 80 percent of students and staff at the College know the three behavioural values and have had some experience in their application;
   - Phase Two fidelity is achieved by the identification of at-risk locations and/or groups of students, and interventions implemented to help deal with these locations and/or groups;
   - Phase Three fidelity is evident by the identification of inappropriate behaviours of at-risk students and personal intervention programs put in place to assist them in dealing with their behavioural issues.
2. **PB4L Phase One** is planned and implemented by the Tier One team. The team members include representatives from:
   - Administration;
   - Primary teachers;
   - Secondary teachers;
   - Primary specialist area teacher;
   - Non-teaching staff member;

- Chaplain;
- Student;
- Parent.

3. **PB4L Phase Two** is planned and implemented by the Primary and Secondary PB4L Tier Two teams. These teams are made up of the Primary and Secondary level leaders and led by each Head of School, or his/her representative.
4. **PB4L Phase Three** is planned and implemented by the leadership and student welfare teams.

Criteria for Entry to Tier 3:

- Major Behaviours that have been unresolved by Tier 2 interventions or that require specialised supports;
- Major Behaviours occur around student wellbeing, learning and/safety that need wrap around supports;
- Students/parent referral for complex issues around quality of life indicators.

Four steps entered on Tier 3:

1. Functional Behaviour Assessment
2. Form a Hypothesis
3. Create a Plan:
   a) Create a **'Prevent - Teach – Reinforce' (PTR) Plan**
      i. Utilise resources to support PTR plan.
      ii. Natural and specific supports provided (includes support from parents, guardians or family).
   b) Create a **Wellbeing Plan**
      i. Created by wellbeing coordinator or in consultation with external mental health providers.
      ii. Referral to counselling or other mental health/wellbeing supports e.g. counselling, headspace, CAHMS, DHS etc.
   c) Create a **Safety Plan** (if required)
      i. Created by wellbeing coordinator or external providers.
4. Evaluation of the Plan: Social Validity self-evaluation (in PTR plan book)

The table below is the current Gilson College, Taylors Hill Campus PB4L Matrix:

At Gilson College - Taylors Hill we foster a culture where respectful, responsible and resilient behaviours promotes excellence in a Christian environment			
PB4L MATRIX			
Location	**Respect**	**Responsibility**	**Resilience**
Always and Everywhere	Be kind Be obedient Be courteous Be non-discriminatory and fair Be considerate of others' belongings	Be honest Help others Own my actions Care for the environment Care for my belongings Wear uniform with pride Tell if something is unsafe	Have a positive mindset Accept consequences Be open to change Be forgiving Be patient
Assembly and Chapel	Listen actively and follow instructions Participate with a positive attitude Be quiet and patient	Be a positive role model to others Assemble and leave in an orderly manner	Ignore distractions and focus Be open to learning new ideas
Canteen	Wait patiently in line	Put my rubbish in the bin	Accept disappointment
Gym	Listen actively Follow instructions	Keep the gym clean Wear correct footwear Take care of and return equipment	Show good sportsmanship Actively participate Always try my best
Learning Areas	Listen actively Speak politely Follow instructions Work cooperatively	Be organised and on time Take care of all resources Be honest in my work Ask for help	Have a go before I say no Learn from my mistakes Never give up Try my best
OSHC	Speak politely Follow instructions Care for all equipment	Keep the area clean and tidy Be honest, fair and trustworthy	Be positive and flexible Look for solutions to problems

School Grounds	Share space and equipment Play appropriate games and be fair Use good manners and kind words Be friendly and helpful	Keep the school clean and tidy Take care of equipment Stay within boundaries Report dangerous equipment or behaviours to a teacher	Demonstrate sportsmanship when playing games Bounce back when things do not go to plan Include and encourage others Try new games
Technology	Be cyber safe Communicate appropriately	Follow the ICT Acceptable Use Agreement Use technology for my learning Report any problems to staff Keep personal details private	Try to problem solve
Toilets	Leave the toilet clean and tidy Give others privacy	Flush the toilet and wash my hands Use toilet paper and toilet for its intended use	Wait my turn
Transition areas / Lockers	Monitor my noise level Be mindful of others	Put rubbish in bins Be organized and on time Keep my locker locked and my combination code private	Wait my turn
Transport	Follow instructions Use my inside voice	Wear my seatbelt and stay in my seat Keep my device in my bag	Remain calm Interact with others

BEHAVIOUR MANAGEMENT INTERVENTIONS

1. Behaviour Management interventions are described in the Taylors Hill Campus Behaviour Management flow chart;
2. The flow chart is attached below as an appendix to this policy.

Communication

1. During face to face communication with the Level Leader, Head of School or Principal after the action, students are reminded of the expected behaviours, as referred to in the Behaviour Flow Chart.
2. Communication regarding consequences for unacceptable behaviour is delivered, where-ever possible, 'face to face' and is passed on as soon as is practicable.
3. All communication is documented on the SEQTA Learning Management System.

Parent Notification

1. Parent notification is communicated in the first instance via SEQTA.
2. At times contact via phone and/or email may also be made.

Recording

1. All communication with parents in regard to behavior issues is documented on the SEQTA Learning Management System.

Rewards

1. Positive behaviour is acknowledged and reinforced using a variety of strategies such as:
   - Praise;
   - Tangible rewards;
   - Stickers;
   - Certificates;
   - Verbal reinforcements;
   - Commendation notes to parents; and the like.

THE TIER 3 TEAM

1. The Tier 3 Team is responsible for making judgements on student behaviour of a critical and severe nature and meets on an ad hoc basis;
2. The Tier 3 Team is the body that recommendations suspension and expulsion, with the final decision confirmed by the Gilson College Council.
3. A register of students who have been subject to suspension and/or expulsion due to critical and/or severe incidents of a violent, sexual, or illegal nature is kept in a secure portal on the SEQTA Learning Management System. Only Senior leaders have access to this documentation.
4. The Tier 3 Team is made up of the following members:

- The Principal;
- The Head of Campus
- The Head of Primary;
- The Head of Secondary;
- A Primary PB4L team member;
- A Secondary PB4L team member;
- Learning Support Specialist
- Well-being Coordinator
- A Chaplain

5. For more details on the Tier 3 Team see the ***Tier 3 Team Policy***

RESTRICTIVE INTERVENTIONS

1. It is acknowledged that on rare occasions it may be necessary to use restrictive interventions to protect the safety of a student and/or members of the College community.
2. When this is the case, the Principal and/or Head of Campus will be called upon to provide intervention to protect any students or members of the school community under threat of harm. If unavailable, the relevant Head of School will provide intervention.
3. This intervention may necessarily involve the use of reasonable physical restraint in situ, and/or the use of reasonable physical force to safely remove the perpetrator from a classroom or building to a safe place.
4. Safe places may include, but are not restricted to, the Welfare Officer's office, Heads of School office, or Chaplains' office.
5. Counselling will be provided as appropriate by the Principal and/or Head of Campus or College Welfare Officer,
6. Parents will be immediately notified and requested to come to the College to support their child and College personnel.
7. At the discretion of the Principal or Head of Campus, police may be called to intervene.
8. Restrictive intervention will be followed up through the procedures and processes of the ***PB4L Tier 3 Team Policy***.

This policy was shared with Taylors Hill staff in May 2020
This policy was shared with Mernda staff N/A
This policy was checked by ADCOM Feb 2020
This policy was ratified by the College Council Mar 2020
This policy was updated Aug 2019
This policy is due for review by 2023

Behaviour Flow Chart

RESPECT
RESPONSIBILITY
RESILIENCE

Gilson College

Minor Behaviours

Teacher to manage

1st instance
Remind expected behaviour

2nd instance
Remind and reteach behavior and state consequence

3rd instance
Remind and reteach expected behaviour and follow up with consequence

4th instance
Refer student to level leader
Classroom teacher to contact parents and record on SEQTA Tier 2

Respect Disregard for environment Disregard for resources and equipment
Being rude or prejudiced
Ignoring personal space
Inappropriate use of language/gestures
Poor sportsmanship
Disobedience/defiance

Responsibility
Distracting/ interrupting others learning
Breaking Acceptable Use Agreement for technology
Unprepared for class Being out of bounds
Being Dishonest
Playing/congregating in the toilets
Unexplained lateness Not completing work
Not reporting misconduct

Resilience
Tantrums/crocodile tears Lack of sportsmanship Impatient
Excuses for not participating
Unwillingness to accept consequences
Not accepting disappointment

Major Behaviours

Support team

Respect Physical aggression; (serious physical contact where injury may occur) Bullying; (threats, intimidation, obscene gestures, racism, gender discrimination, cyber) Stealing;
Damaging school property.

Responsibility
Leaving the classroom or school grounds without permission and not returning;
Inappropriate use of social media-cyber bullying;
Bringing, and/or using, alcohol, tobacco and/or eCigarettes, drugs and/or associated paraphernalia, to school or school related events
Academic Dishonesty- plagiarism.

Resilience Taking frustrations out on others; (verbal and physical)
Consistent lack of effort in academic and school- related activities.

1st instance
Refer to student wellbeing leader
Interview student Contact made to parents
Wrap around support

2nd instance
Refer to students wellbeing leader (Heads of school)
Review behavior management strategies Refer to wellbeing specialists e.g. counselor

3rd instance
Refer to Tier 3 Intervention Team

Refer to ADCOM Member- instant one day suspension (referred to Tier 3 Team)

Critical/Severe incidents (Violent, Sexual, Illegal

Please Note

Repeated minor behaviours are referred to level leader.
Each student is to be managed on an individual basis. Therefore, students may be referred straight to Tier 3 due to individual needs, severity of incident etc.
Inappropriate behavior is not limited to those listed above

Wellbeing Referrals

If a student needs specialized support from OT, Psych, speech of the wellbeing team, please contact the Wellbeing Team directly.