



Primary Only	Secondary Only	Combined Policy
<i>Both Campuses</i>	<i>Taylor's Hill Only</i>	<i>Mernda only</i>
<i>Policy Type: Academic</i>		

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.

IMPLEMENTATION

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 – Mernda centres around four core values from which all other behaviours radiate: Responsibility; Respect; Resilience; Being a Learner
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.
6. The implementation of PB4L follows three phases:
 - a) 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;
 - b) 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;
 - c) 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.
7. **PB4L Phase One** is planned and implemented by the Tier One team. The team members include representatives from:

- a) Administration,
 - b) Primary teachers,
 - c) Secondary teachers,
 - d) Primary specialist area teacher (as applicable),
 - e) Non-teaching staff member,
 - f) Chaplain,
 - g) Student,
 - h) Parent.
8. **PB4L Phase Two** is planned and implemented by the Campus PB4L Tier Two teams. These teams are made up of the Primary and Secondary Coordinators and led by each Head of Campus, or his/her representative.
9. **PB4L Phase Three** is planned and implemented by the Leadership and Student Welfare teams.
10. Criteria for Entry to Tier 3:
- a) Major Behaviours that have been unresolved by Tier 2 interventions or that require specialised supports;
 - b) Major Behaviours occur around student wellbeing, learning and/safety that need wrap around supports;
 - c) Students/parent referral for complex issues around quality of life indicators.
11. **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)
12. The table below are the current Gilson College, Mernda Campus PB4L Primary and Secondary Matrixes:

At Gilson College - Mernda we foster a culture where respectful, responsible, resilient and learning behaviours promotes excellence in a Christian environment

PRIMARY PB4L MATRIX				
LOCATION	RESPECT	RESPONSIBILITY	RESILIENCE	LEARNER
	I am RESPECTFUL when...	I am RESPONSIBLE when...	I am RESILIENT when...	I am A LEARNER when...
Always and Everywhere	<ul style="list-style-type: none"> • I stay out of others personal space 	<ul style="list-style-type: none"> • I am on time and ready to learn 	<ul style="list-style-type: none"> • I can solve small problems by myself or with my friends 	<ul style="list-style-type: none"> • I am proud of my work and can complete my tasks

	<ul style="list-style-type: none"> • I listen carefully and follows instructions • I use kind and positive words, and keep my hands and feet to myself • I am inclusive of others inside and outside of the classroom. 	<ul style="list-style-type: none"> • I use technology appropriately • I look after my uniform and personal items • I plug my laptop into the correct place • I use my daily planner • I wear the correct uniform • I am organised with my personal belongings • I keep my book tub neat and tidy • I eat my healthy lunchbox options first 	<p>before coming to the teacher.</p> <ul style="list-style-type: none"> • I can forgive others and let go of past issues, to move on positively. • I can show empathy to others by remembering that we all make mistakes. • I try to make new friends and include others in my activities. 	<p>to the best of my abilities..</p> <ul style="list-style-type: none"> • I can concentrate and focus on my tasks.
Learning Corridor	<ul style="list-style-type: none"> • I walk in the Learning Corridor • I use a soft voice in the Learning Corridor 	<ul style="list-style-type: none"> • I put my bag down neatly in front of my classroom 	<ul style="list-style-type: none"> • I lineup and patiently wait for my teacher 	<ul style="list-style-type: none"> • I leave my area free of clutter and mess such as worksheets/games
Canteen, Sick Bay, Reception	<ul style="list-style-type: none"> • I wait in line quietly and keep my hands to myself 	<ul style="list-style-type: none"> • I spend my canteen money appropriately • I use my manners • I only go to sick bay when sent by a staff member 	<ul style="list-style-type: none"> • When I ask the teacher for help before going to the sick bay. 	<ul style="list-style-type: none"> • I only leave the class when it is important so that I have more time for learning.
Outside Area	<ul style="list-style-type: none"> • I take turns I play fair 	<ul style="list-style-type: none"> • I put my jacket back in my bag • I use the sports equipment correctly • I return the sports equipment to the appropriate place • I place all my rubbish in the bin • I put my lunch box away at the end of lunch 		
Bus	<ul style="list-style-type: none"> • I wait in line respectfully and keep my hands to myself 	<ul style="list-style-type: none"> • I remain seated on the bus • I keep my seatbelt on when travelling on the bus • I keep the bus clean and tidy • I use my manners 		
Toilet	<ul style="list-style-type: none"> • I consider other people's privacy when using the toilets 	<ul style="list-style-type: none"> • I wash my hands after using the toilet • I flush the toilet after I have used it • I use the toilets at break times • I put toilet paper in the toilet 	<ul style="list-style-type: none"> • I wait for my breaks at Recess and Lunch to use the bathroom. 	<ul style="list-style-type: none"> • I only leave the class when I need to go to the toilet so that I have more time for learning.

		<ul style="list-style-type: none"> • I report any mess I see 		
Home	<ul style="list-style-type: none"> • I share space and equipment • I play appropriate games and be fair • I use good manners and kind words • I am friendly and helpful 	<ul style="list-style-type: none"> • I complete my home learning in a timely manner • I do my part to arrive at school on time • I fill out my student planner and have it signed 	<ul style="list-style-type: none"> • I prioritise to complete all of my homework tasks. 	<ul style="list-style-type: none"> • I complete my homework so that I can practise what I have learnt at school.

SECONDARY PB4L MATRIX

Always and Everywhere

Being RESPECTFUL means I will:	Being RESPONSIBLE means I will:	Being RESILIENT means I will:	Being A LEARNER means I will:
<ul style="list-style-type: none"> • Be an attentive listener when others are speaking. • Always say 'please', 'thank you' and make eye contact with others. • Accept all contributions peers make during learning. • Use positive language with others. • Move around the school in a safe and calm manner. • Be inclusive and empathetic. • Offer assistance to others. • Show reverence during chapel and prayer times. • Line up quietly. 	<ul style="list-style-type: none"> • Bring the appropriate resources to class. • Complete all learning without reminders. • Always carry my diary and use it effectively. • Model appropriate behaviours that will influence others positively. • Take care of my own, others and the school's resources and facilities. • Use IT devices for their intended purposes and at the required time. • Be punctual. • Keep my locker organised and tidy. • Keep my phone in my locker. • I will wear my uniform correctly and with pride. 	<ul style="list-style-type: none"> • Persevere through challenges and focus on the task at hand. • Find ways to solve problems. • Resolve conflict in a restorative way. • Use my initiative and be resourceful. • Accept feedback as an opportunity to improve myself and my learning. • Confidently contribute in class discussions. • Show humility when I win and acceptance when I lose. • Accept that mistakes happen and forgive myself and others. 	<ul style="list-style-type: none"> • Apply feedback to improve my learning. • Create a study timetable to enable effective revision habits. • Create a home learning area free from distractions. • Think deeply about concepts taught. • Seek feedback. • Create healthy habits to support my learning.

Behaviour Management Interventions

13. Behaviour Management interventions are described in the Mernda Campus Behaviour Management flow chart;
14. The flow chart is attached below as an appendix to this policy.

Communication

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

Parent Notification

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

Recording

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

Rewards

21. 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

22. 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;
23. The Tier 3 Team is the body that recommends suspension and expulsion, with the final decision confirmed by the Gilson College Council.
24. 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.
25. The Tier 3 Team is made up of the following members:
 - The Principal;
 - The Head of Campus
 - Primary Co-ordinator;
 - Secondary Co-ordinator;
 - A Primary PB4L team member;
 - A Secondary PB4L team member;
 - Learning Support Specialist
 - Well-being Coordinator
 - A Chaplain
26. For more details on the Tier 3 Team see the ***Tier 3 Team Policy***

RESTRICTIVE INTERVENTIONS

27. 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.
28. 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 School Coordinator will provide intervention.
29. 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.
30. Safe places may include, but are not restricted to, the Welfare Officer's office, Heads of School office, or Chaplains' office.
31. Counselling will be provided as appropriate by the Principal and/or Head of Campus or College Welfare Officer,
32. Parents will be immediately notified and requested to come to the College to support their child and College personnel.

33. At the discretion of the Principal or Head of Campus, police may be called to intervene.
34. 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 N/A

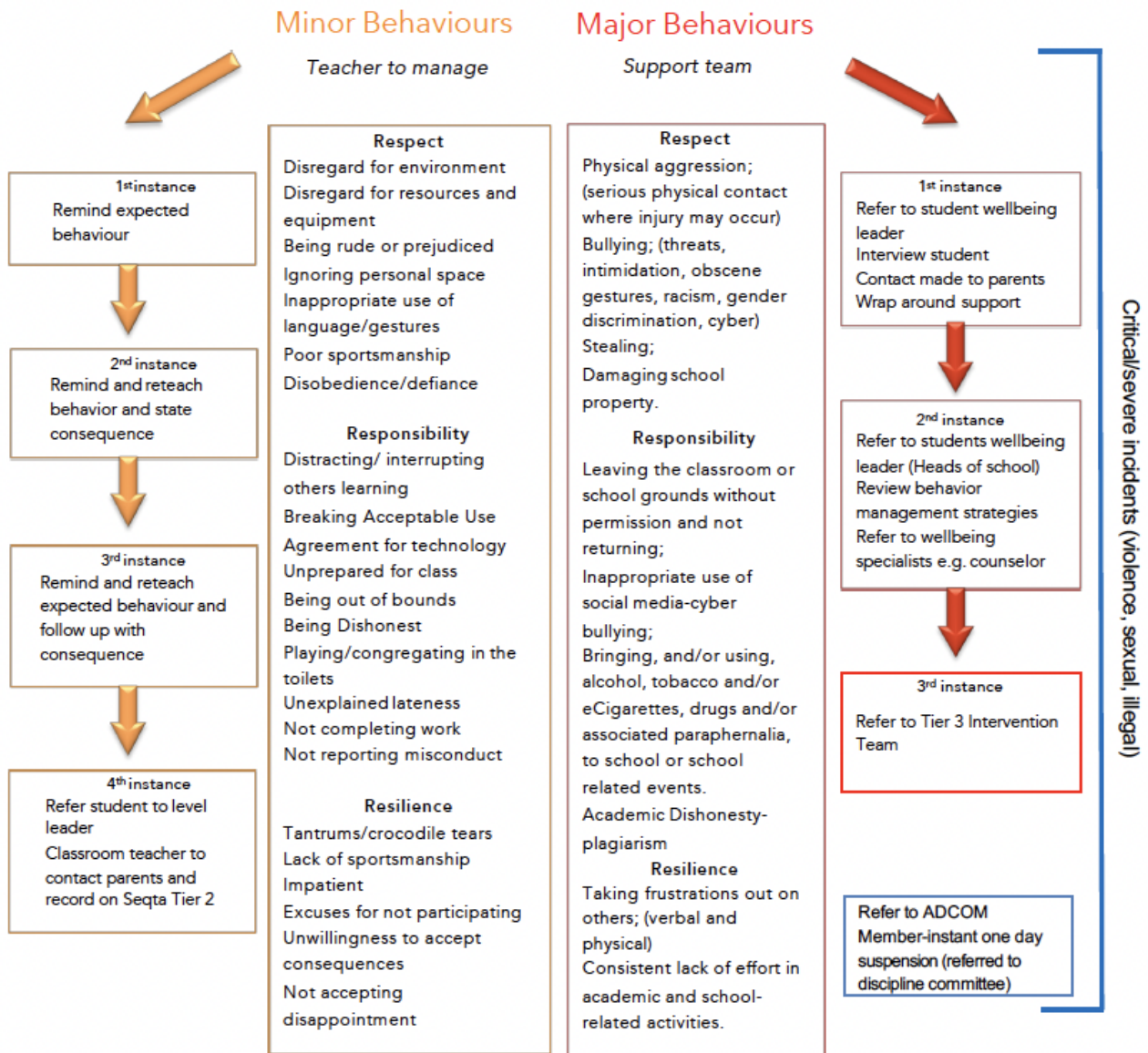
This policy was shared with Mernda staff Oct 2021

This policy was checked by ADCOM Oct 2021

This policy was ratified by the College Council Oct 2021

This policy was updated Oct 2021

This policy is due for review in 2023



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 behaviour 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.