

# Commitment to Learning Plan 2020 / 2021



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## Purpose

Nibras International School (NIS) is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Commitment to Learning plan is designed to facilitate high standards of behavior so that learning and teaching can be effective and students can participate positively within our school community.

This document clearly outlines the school's values, principles and beliefs about behavior and sets out a clear strategy as to how teachers and others manage behavior in terms of whole school, targeted, and intensive support.

## Learning and behavior statement

All areas of NIS represent learning and teaching environments. We consider behavior management to be an opportunity for valuable social learning as well as a means of maximizing the success of academic education programs.

Our Commitment to Learning plan outlines our system for facilitating positive behaviors, preventing problem behavior and responding to unacceptable behaviors. Through our school plan, shared expectations for student behavior are clear to everyone, assisting NIS to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following 'Torch Commitments' to teach and promote our high standards of responsible behavior:

Our school rules have been agreed upon and endorsed by all staff and our School Council. They are aligned with the values, principles and expected standards of our school community.



## Values

At NIS, our staff are committed to:

**Professionalism** - committing to the highest standards of accountability and performance

**Respect** - treating all people with respect and dignity

Innovation and creativity- fostering an environment that supports innovative, safe and creative practice

**Differentiation** - ensuring programs support individual students to work at their own pace and level and encouraging all members of our community to participate actively in our development.

*Excellence- supporting the pursuit of excellence.*

## Principles

- NIS expects high standards of personal achievement and behavior.
- The foundation of positive classroom behavior is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behavior is achieved through a whole school approach and effective school organization and leadership. An effective school organization and leadership team supports the positive behavior approach.
- Partnerships with parents/carers and the wider school community support positive behaviors.
- Staff expertise is valued and developed.
- Standards of expected student behavior must be linked to transparent, accountable and fair processes, interventions and consequences.
- Misconduct is considered a violation of interpersonal relationships, responses to which must include restorative practices.
- Restorative practices recognize obligations and liabilities incurred by misconduct. Individual circumstances and the needs of the school community are considered in a manner that values open dialogue. Through the use of restorative practices, the wrongdoer understands the effect of their behavior on others and explores ways to repair relationships.

## Expected Standards

The NIS Community recognizes that its members have the right to learn, to feel safe, to communicate freely and to be treated with respect.

This Commitment to Learning plan emphasises that 'every child has the right to learn and every teacher a right to teach'. We believe that parents and teachers must work together to ensure that students develop responsibility, earn recognition, demonstrate respect and learn to build positive relationships. We also believe that constructive discipline grows out of warm student-teacher relationships and interesting and intellectually engaging curricula and learning activities.

NIS is committed to using restorative practices throughout the school as a guiding approach to all behavior matters. Restorative practices give all members a voice. The process of implementing Restorative Justice allows wrongdoers a chance to make amends, whilst giving victims a chance to say how things can be made right. Restorative practices repair relationships and build capacities of all members in a learning community to enjoy a safe and supportive environment.

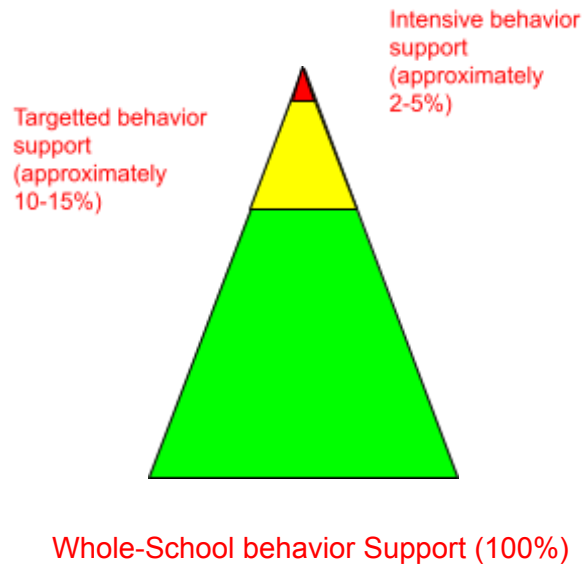
### **School beliefs about behavior and learning**

Members of NIS community believe:

- Respect for the values of our school, with mutual respect between all school community members is of the utmost importance.
- Physical violence, verbal abuse, bullying and harassment are NEVER acceptable.
- All students have the right to a quality education and an equal opportunity to demonstrate their potential.
- Learning occurs most effectively in a safe, supportive and disciplined environment free from disruption, abuse and threat.
- Individuals have rights and responsibilities in maintaining the learning environment.
- School rules and a code of behavior help to facilitate an effective learning environment.
- Commitment to restorative practices is more effective than strategies designed to punish.
- Students must have confidence in their ability to solve problems.
- Parental consultation, support and involvement are essential to developing positive behavior.

## Levels of support

All students benefit from positive whole-school initiatives, however generally only a small percentage of any school requires targeted support and intensive support or intervention. This is demonstrated in the diagram below.



## Whole school behavioural support

A culture of quality learning and teaching is established by ensuring:

- A balanced, engaging curriculum highlighting a local and global perspective
- Classroom programs provide for students with a wide range of needs based on:
  - Inquiry Based Learning
  - Catering to needs of individual learners
- A balanced high quality teaching and learning practices
- Committed staff who regularly undertake professional development
- Strong school community relationships.

Individual behavior systems are established in all classes which align to the school system

- Individual teachers adopt an appropriate, positive behavior system
- Negotiated class rules based on the TORCH commitments are generated through class discussion and are displayed
- Process and consequences are displayed in classrooms
- Classroom discussions about self-discipline, choices and problem solving occur regularly.

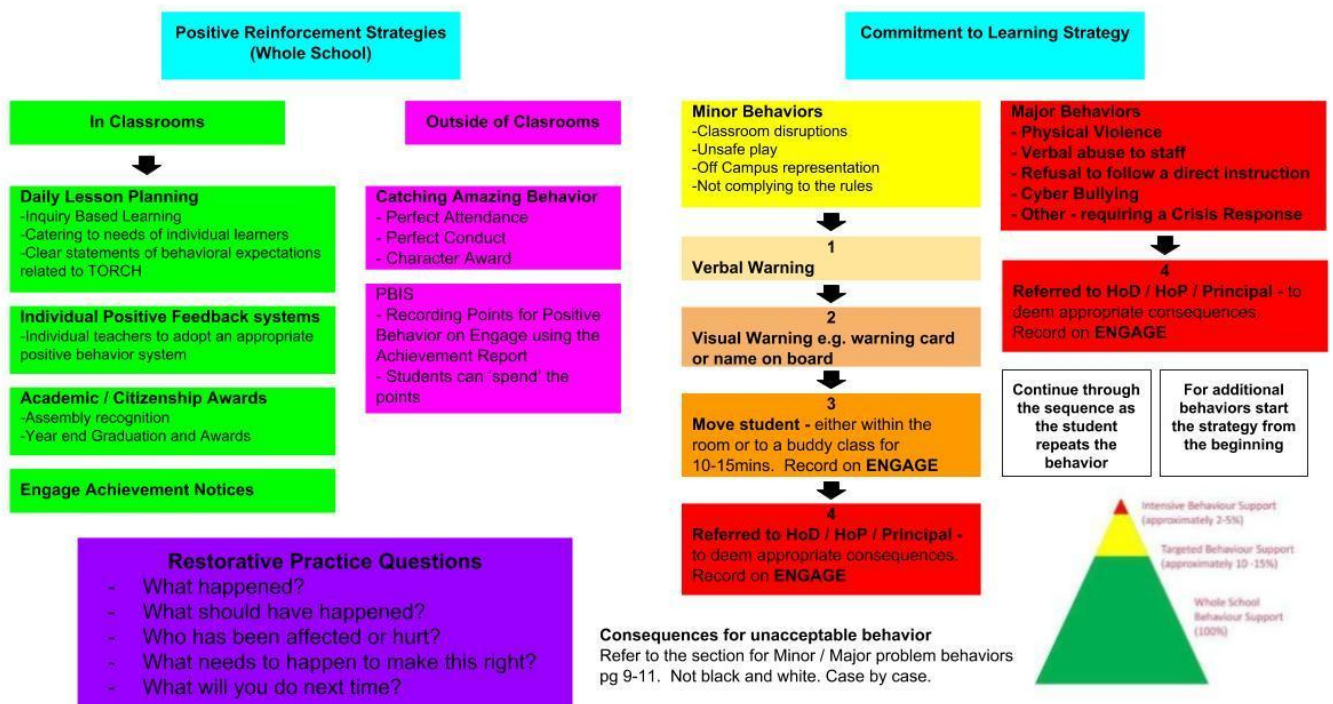
## High levels of behavior are expected

- School values are modelled by all.
- Regular reminders are given regarding the TORCH Commitments and the Commitment to Learning plan through:
  - Assemblies
  - Class discussions
  - School newsletter
  - School website
  - Staff Briefings and whole school conversations
- Positive behavior is recognized and celebrated
- Certificates and awards for positive behavior are presented

## Commitment to Learning Plan on a Page

### Commitment to Learning Plan On A Page

Nibras is committed to using restorative practices throughout the school as a guiding approach to all behavior matters. Restorative practices give all members a voice. The process of implementing restorative practices allows wrongdoers a chance to make amends, whilst giving victims a chance to say how things can be made right. Restorative practices repair relationships and build capacities of all members in a learning community to enjoy a safe and supportive environment.



## Processes for facilitating standards of positive behavior and responding to unacceptable behavior

The first step in facilitating standards of positive behavior is communicating those standards to all students. At NIS we emphasize the importance of directly teaching students the behaviors we want them to demonstrate at school. Communicating behavioral expectations is a form of universal behavior support - a strategy directed towards all students designed to prevent problem behavior and provides a framework for responding to unacceptable behavior.

A set of behavioral expectations in specific settings has been attached to each of our five school commitments. The Expectations Teaching Matrix below outlines our agreed rules and specific behavioral expectations in all school settings.



## Schoolwide Expectations Teaching Matrix

	<u>ALL AREAS</u>	<u>CLASSROOM</u>	<u>PLAYGROUND</u>	<u>HALLWAYS</u>	<u>TOILETS</u>	<u>BUSES</u>
<b>I am Tolerant</b>	<ul style="list-style-type: none"> <li>Accept differences in others</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others' ideas and points of view</li> <li>Be prepared to compromise</li> </ul>	<ul style="list-style-type: none"> <li>Be a good team player</li> <li>Win modestly</li> <li>Accept defeat graciously</li> </ul>	<ul style="list-style-type: none"> <li>Keep to the right</li> </ul>		<ul style="list-style-type: none"> <li>Wait your turn to board</li> <li>Sit in your designated seat</li> </ul>
<b>I am Organised</b>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Be in the right place at the right time</li> <li>Care for equipment</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Be on time for all lessons</li> <li>Be prepared</li> <li>Complete set tasks</li> <li>Take an active role in classroom activities</li> <li>Keep work space tidy</li> </ul>	<ul style="list-style-type: none"> <li>Move inside when the signal is given to finish play</li> <li>Return equipment to appropriate place</li> <li>Care for the environment</li> <li>Canteen food stays in the canteen</li> </ul>	<ul style="list-style-type: none"> <li>Move directly between classes</li> <li>Put your bags in the appropriate place</li> <li>Keep passageways clear.</li> </ul>	<ul style="list-style-type: none"> <li>Return to class promptly</li> <li>Use toilets during breaks</li> <li>Obtain permission from the teacher during class time</li> </ul>	<ul style="list-style-type: none"> <li>Be prompt to your bus . Do not keep other children waiting.</li> <li>Have your name marked on the bus roll</li> <li>Keep your belongings nearby</li> </ul>
<b>I am Respectful</b>	<ul style="list-style-type: none"> <li>Respect others' personal space and property</li> <li>Use polite language</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand to speak</li> <li>Respect others' right to learn</li> <li>Talk in turns</li> <li>Be a good listener</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – take turns, invite others to join in and follow rules</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly and orderly so that others are not disturbed</li> <li>Move peacefully through the school</li> </ul>	<ul style="list-style-type: none"> <li>Respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Respect the bus driver and the bus supervisor</li> <li>Follow all reasonable instructions</li> <li>Wait your turn</li> <li>Respect others' personal space and property</li> <li>Use polite language</li> </ul>
<b>I am Caring</b>	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Ask permission to leave the classroom</li> <li>Follow instructions straight away</li> <li>Keep hands, feet and objects to yourself</li> <li>Care for the school environment</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit room in an orderly manner</li> <li>Sit properly on your chair.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in school approved games</li> <li>Wear shoes and socks at all times</li> </ul>	<ul style="list-style-type: none"> <li>Rails are for hands</li> <li>Walk</li> <li>Carry items</li> <li>Keep passageways clear at all times</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Be prompt to your bus. Do not keep other children waiting.</li> <li>Sit in your designated seat</li> <li>Put on your seat belt and remain seated until the bus stops at your home</li> <li>Keep hands, feet and objects to yourself</li> </ul>
<b>I am Honest</b>	<ul style="list-style-type: none"> <li>Tell the truth.</li> <li>Share all relevant information about incidents</li> </ul>	<ul style="list-style-type: none"> <li>Make sure your work is your own</li> <li>Be honest with the teacher regarding your strengths and weaknesses in learning</li> </ul>	<ul style="list-style-type: none"> <li>Abide by the rules of games you are playing</li> </ul>			<ul style="list-style-type: none"> <li>Tell the truth.</li> <li>Share all relevant information about incidents</li> </ul>

NIS implements the following proactive and preventative processes and strategies to support student behavior:

- Publishing information on the parent portal, enabling parents to be actively and positively involved in school behavior expectations.
- Regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the NIS Commitment for Learning plan delivered to new students as well as new and relief staff.
- Individual support profiles developed and recorded on Engage for students with high behavioral needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)

## Reinforcing appropriate behavior

At NIS communication of our key messages about behavior is backed up through reinforcement, which provides students with feedback for engaging in expected school behavior. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Reinforcement Strategies are developed, implemented and reviewed to target clientele in each sector, e.g. TORCH focus awards/certificates, acknowledgement in assemblies, students of the week boards etc.

## Responding to inappropriate behavior

Students come to school to learn. Behavior support represents an important opportunity for learning how to get along with others.

## Redirecting low-level and infrequent problem behavior

At NIS, we use a four stage process for redirecting problem behavior.

### Stage 1

When a student exhibits low-level and infrequent problem behavior, the first response of school staff members is to remind the student of expected school behavior, then ask them to change their behavior so that it aligns with our school's expectations. This is a verbal reminder. We use five questions for this.

These are as follows:

- What happened?
- Who has been affected or hurt?
- What should you have done?
- What needs to happen to make this right?
- What will you do next time?

## Stage 2

If the student persists in this behavior then they are given a visual warning. Teachers and Bus Supervisors will develop different systems for this. In a primary class this may be a sad face placed against the child's name on a behavior chart. In a middle or secondary class it may be the child's name written on the board. If the behavior is related to the seating position of the pupil then consider changing where the student sits either temporarily or permanently.

## Stage 3

If the child continues the behavior, either move the child within the classroom, or refer the child to a predetermined Buddy Class. The child should undertake a [reflection sheet](#) in the buddy class and return to their classroom if they undertake to modify their behavior. The reflection sheet is a form of agreement to modify the behavior. The child then re-enters their classroom. Students are not to be sent to a buddy class for a full lesson. The process should take 10-15 mins with a follow up conversation between the teacher and student at a later time, to determine a plan for the future. Students are NOT to be stood outside a class in the hallways, unsupervised, for extended periods of time.

Should a problem behavior be repeated, the staff member may choose not to repeat the discussion/explanation process but simply remind the student of the consequences of their problem behavior as recorded in the reflection sheet, and apply consistently and unemotionally.

All Stage 3 instances are to be recorded on Engage as a NIS Incident Report (non-referral) For such misdemeanors on school buses, bus supervisors should refer the child to the Transportation Manager who will undertake the [reflection sheet](#) process at the earliest break or homeroom period following the incident. The reflection sheet is a form of agreement to modify the behavior. The process should take 10-15 mins including a conversation between the Transportation Manager and the student to determine a plan for the future.

Should a problem behavior be repeated, the staff member may choose not to repeat the discussion/explanation process but simply remind the student of the consequences of their problem behavior as recorded in the reflection sheet, and apply consistently and unemotionally.

All Stage 3 Bus instances are to be recorded on Engage as a NIS Bus Incident Complaint Form (Non-Referral).

## Stage 4

If the child continues with the problem behavior they are referred to the Head of Department or Head of Phase for further action. The class teacher completes the NIS Referral Form on Engage and notifies the appropriate people involved. This also acts as a letter to the child's parents informing them of the behavior and associated support/consequences of the actions as described in the report. It is important to note that when referring to a child, the Head of Department / Head of Phase/ Principal reserves the right to determine appropriate consequences without influence or judgement by the referring staff member.

For SEN students, please note the achievement team is not responsible for determining or applying consequences. (See below)

If the child continues with the problem behavior on the bus they are referred to the Head of Phase for further action. The Transportation Manager completes the NIS Referral form on Engage and notifies the appropriate people involved. This also acts as a letter to the child's parents informing them of the behavior and associated support/consequences of the actions as described in the report. It is important to note that when referring to a child, the Head of Phase/ Principal reserves the right to determine appropriate consequences without influence or judgement by the referring staff member.

## Achievement team - what we do

The Achievement team supports all identified students. We provide modification, accommodation and classroom observations. We undertake regular IEPs for identified EAL, SEN and students with social/ emotional issues. This includes 1-1 support and referrals. We also work with families in regard to safeguarding, family dynamics and conflict resolution at home and in school. We are involved in the behaviour process at the point of student teacher mediation. We are here for all students.

## Consequences for unacceptable behavior

NIS makes systematic efforts to prevent problem student behavior by teaching and reinforcing expected behaviors on an ongoing basis. When unacceptable behavior occurs, students experience predictable and natural consequences. Our school seeks to ensure that responses to unacceptable behavior are consistent and proportionate to the nature of the behavior. Staff at NIS subscribe to 'consequences' as opposed to 'punishment'.

In Major cases such as physical violence or verbal abuse to staff, the referral is made direct to the appropriate Head of Phase (or to the Principal if the HoP is not available. A referral form is also used for persistent and ongoing Minor behaviors that students do not repair during the four stage process. This is again sent to parents through the appropriate Head of Phase.

## Minor (orange) and major (red) behaviors

When responding to problem behavior the staff member first determines if the problem behavior is major or minor, with the following agreed understanding:

- Minor problem behavior is handled by staff members at the time it happens
- Major problem behavior is referred directly to Head of Department/Head of School

Minor behaviors are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that a student may be harmed
- do not violate the rights of others in any other serious way
- do not require involvement of administration.

Minor problem behaviors may result in the following consequences:

- a minor consequence logically connected to the problem behavior, such as removal from an activity or event for a specified period of time, partial removal (time away), revised seating position on the bus including sitting next to the Bus Supervisor individual meeting with the student, apology, restitution or detention for work completion
- persistent minor behavior may result in a referral notice being sent through engage and /or a behavioral plan being formulated for a period of 1-3 weeks

Major behaviors are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school leadership.

Major behaviors result in an immediate referral to administration. When major problem behavior occurs, staff members calmly state the major problem behavior and remind the student of expected school behavior. The staff member then escorts the student to administration and records any details of the incident on Engage using the NIS Referral form. Staff members should refrain from stating any consequences as the administration will need to conduct an investigation, exploring all sides of the situation objectively.

Major problem behaviors may result in the following consequences, or combination of:

- Level One: Time in office, removal to withdrawal room, after-school detentions, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, behavior contract, written apology, temporary schedule change (suspension from subject).

### **AND/OR**

- Level Two: Parent contact, suspension from school (internal or external), suspension from using the school bus service.
- Level Three: Students who engage in serious problem behaviors such as violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of minor (amber) and major (red) problem behaviors:

	Area	Minor	Major
<b>I am Tolerant</b>	Others	<ul style="list-style-type: none"> <li>• Minor teasing and harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying /harassment</li> <li>• Racial vilification</li> <li>• Gender vilification</li> </ul>
<b>I am Organised</b>	Being in the right place	<ul style="list-style-type: none"> <li>• Not being punctual (eg: lateness after breaks)</li> <li>• Leaving class without permission (out of sight)</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving school without permission</li> <li>• Persistently late for bus area</li> <li>• Truancy</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>• Not wearing shoes outside</li> <li>• Not wearing prescribed glasses</li> <li>• Incorrect uniform</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent refusal to wear appropriate school uniform</li> </ul>
	Class tasks	<ul style="list-style-type: none"> <li>• Not completing set tasks that are at an appropriate level</li> <li>• Not referencing work appropriately in assessment tasks</li> <li>• Not having the necessary equipment or clothing to take part lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Persistently refusing to work</li> </ul>
	Mobile Phone	<ul style="list-style-type: none"> <li>• Mobile phone switched on in class time</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a personal technology device for filming purposes without authorisation</li> </ul>
<b>I am Respectful</b>	Others	<ul style="list-style-type: none"> <li>• Not playing fairly</li> <li>• Minor disruption to class or bus journey</li> <li>• Minor defiance</li> </ul>	<ul style="list-style-type: none"> <li>• Major disruption to class or bus journey</li> <li>• Major defiance</li> <li>• Bringing the school's name into disrepute</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>• Low intensity failure to respond to adult request</li> <li>• Non compliance</li> <li>• Uncooperative behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Failure or refusal to follow a direct instruction</li> </ul>
	Language	<ul style="list-style-type: none"> <li>• Inappropriate language (written/verbal)</li> <li>• Teasing</li> <li>• Calling out</li> <li>• Poor attitude</li> <li>• Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal abuse / directed profanity to staff</li> <li>• Racial harassment/vilification</li> </ul>
	Property	<ul style="list-style-type: none"> <li>• Petty theft</li> <li>• Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Stealing / major theft</li> <li>• Wilful property damage</li> <li>• Vandalism</li> </ul>
<b>I am Caring</b>	Play	<ul style="list-style-type: none"> <li>• Incorrect use of equipment</li> <li>• Not playing school approved games</li> <li>• Playing in toilets</li> <li>• In the company of smokers</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing objects with intent to harm</li> <li>• Possession of weapons</li> <li>• On-campus smoking or in possession of smoking materials</li> <li>• Dangerous actions that risk the safety of self and/or others</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>• Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>• Serious physical aggression</li> <li>• Fighting - intent to harm</li> </ul>
	Movement around school	<ul style="list-style-type: none"> <li>• Running on concrete or around buildings</li> <li>• Running in stairwells</li> </ul>	<ul style="list-style-type: none"> <li>• Truancy from class</li> </ul>

	Rubbish & Property	<ul style="list-style-type: none"> <li>• Littering</li> <li>• Graffiti</li> </ul>	<ul style="list-style-type: none"> <li>• Vandalism</li> <li>• Obscene graffiti</li> </ul>
	Buses	<ul style="list-style-type: none"> <li>• Not wearing a seatbelt</li> <li>• Not keeping personal property in the correct location</li> <li>• Not eating</li> <li>• Littering</li> </ul>	<ul style="list-style-type: none"> <li>• Persistently refusing to wear a seatbelt or remain seated</li> </ul>
<b>I am Honest</b>	Class tasks	<ul style="list-style-type: none"> <li>• Copying someone else's work including text from the internet</li> </ul>	<ul style="list-style-type: none"> <li>• Severe; Such as, theft of intellectual property, collusion, repeated instances of plagiarism or cheating on assessment tasks</li> </ul>
	Others	<ul style="list-style-type: none"> <li>• Omitting information during an investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Lying to staff in an investigation</li> </ul>
	Play	<ul style="list-style-type: none"> <li>• Cheating in a game</li> </ul>	

## Ensuring Consistent responses to problem behavior

At NIS staff members authorized to issue consequences for problem behavior are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behavior across the school.

Typically, the following table summarises the types of responses that staff members could use. It is not an exhaustive list

Staff	Behavior Levels Typically Dealt With	Types of Responses Used for Problem Behaviors
<b>Teacher</b>	Minor	Warnings (verbal and visual), lunch detention, apology, removal from activity, buddy class, parent contact and meetings, record on Engage
<b>Bus Supervisor</b>	Minor	Warnings (verbal and visual), apology, change seating position, parent contact
<b>Transportation Manager</b>	Ongoing Minor	Reflection sheet, written apology, behavior contract, behavior monitoring sheet, parent contact and meetings, record on Engage.
<b>Head of Department</b>	Ongoing Minor	Warnings (recorded on Engage), lunch or after school detention, written apology, withdrawal from class, behavior contract, behavior monitoring sheet, parent contact and meetings
<b>Head of Phase</b>	Persistent Minor (after HoD or Transportation Manager intervention) Major	All of the above, internal suspension, external suspension (max 3 days) and suspension from using the school bus service.
<b>Principal</b>	Persistent Minor (after HoP intervention) Major Critical Incident Emergency Situation	All of the above, cancellation of enrolment, cancellation of bus service, recommendation of exclusion.

Students also receive training about how to respond when other students display problem behavior, and the courteous way to respond when a staff member re-directs their behavior or consequences are applied for problem behavior.

## Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behavior. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

### Basic defusing strategies

#### Avoid escalating the problem behavior

- Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

#### Maintain calmness, respect and detachment

- Model the behavior you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

#### Approach the student in a non-threatening manner

- Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

#### Follow through

- If the student starts displaying the appropriate behavior, briefly acknowledge their choice and redirect other students' attention towards their usual work/activity. If the student continues with the problem behavior then remind them of the expected school behavior and identify consequences of continued unacceptable behavior.

#### Debrief

- Help the student to identify the sequence of events that led to the unacceptable behavior, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.



## Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that NIS' duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Individuals should also consider their own safety.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention must not be used when a less severe response can effectively resolve the situation

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

### **Record keeping**

Each instance involving the use of physical intervention must be formally documented using the NIS Incident Report on Engage.

## Temporary Removal of Student Property (Confiscation)

It is important that all staff are aware that the school does not support the confiscation of student property beyond the timeframe of the relevant lesson. Within a lesson, teachers may expect students to submit any property to the teacher and the teacher will identify appropriate and secure storage of the item/s within the classroom, with the expectation that it will be returned to the student at the end of the lesson. If staff choose to keep student property beyond this time, it is kept at staff risk. The school will hold no responsibility for any damage or loss of the student property.

The only exception to this is in the case where the property is central to an investigation, or is identified as a high level safety concern. In either case, the property should then be submitted to the Head of School or the Principal.

Staff also need to be aware of privacy issues related to confiscated items. Staff do not have the right to look through personal items of a student i.e. schoolbag, mobile phone etc without either permission from the student, permission from a parent, or in the presence of a Head of School or Principal as part of an investigation. The student should always be present when searching their belongings along with an adult witness

Consideration of individual circumstances

To ensure alignment with the Code of School behavior when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

## The Use of Personal Technology Devices\* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

### Personal Technology Devices

Students may bring personal technology devices such as laptops or mobile phones to school but are reminded that they are responsible for the safety and security of these devices as well as for their appropriate use. No responsibility is taken by the school for these devices.

### Personal Technology Device Etiquette

If they are brought to school, personal technology devices must be turned off and out of sight during school time, unless permitted for learning by the teacher.

### Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at NIS. Students using personal technology devices to record inappropriate behaviors or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent,

illegal or embarrassing matters capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

*<sup>1</sup> NIS does not tolerate bullying behavior at schools. This includes bullying conducted by electronic means.*

Students involved in:

- recording; and/or disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity), is against the law and if detected by the school will result in a referral to the appropriate authorities.

## Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to the appropriate authorities. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the HoD or HoP.

## Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

## Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Head of Phase or Principal.

- *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

## Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

### Purpose

1. NIS strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in NIS. Research indicates that both those being bullied and those who bully are at risk for behavioral, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviors will not be tolerated at NIS. These include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexist or sexual language
5. At NIS there is broad agreement among students, staff and parents that bullying is an observable and measurable behavior. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behavior, the power of individuals involved, or the frequency of its occurrence. Whether bullying behavior is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behavior will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

## Rationale

1. Research indicates that many problem behaviors are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behavior, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
2. The anti-bullying procedures at NIS are an addition to our already research-validated school wide positive behavior support processes. This means that all students are being explicitly taught the expected school behaviors and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

## Prevention

Attempting to address specific problem behaviors will not be successful if the general level of disruptive behavior in all areas of our school is not kept to a low level. Therefore, our school wide universal behavior support practices will be maintained at all times.

This will ensure that:

- Our universal behavior support processes will always remain the primary strategy for preventing problem behavior, including preventing the subset of bullying behavior
- All students know the 5 TORCH commitments and have been taught the expected behaviors attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviors, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

NIS uses behavioral data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviors that may need to be revisited or revised in the instructional process.