

# Behaviour Policy; Providing a Safe and Secure Environment

Created January 2021

*This policy outlines guidance on whole school peer-on-peer abuse procedures at Global Jaya School.*

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## **Staff Involved in the development of this policy:**

- Cory Carson (Head of School)
- Steve Spanring (Secondary Expat Principal)
- Elena De La Rosa (Primary Expat Principal)
- Yohanes Edi Sunarya (Designated Child Protection Co-Lead)
- Vicki Gardner (Designated Child Protection Co-Lead)
- Aninditya Hartarie Andaninggar (Primary Child Protection Officer)
- Yohana Natalia Tryastuti (Secondary Child Protection Officer)
- Oscarina Dewi Kusuma (Primary Child Protection Officer)

## 1.Rationale

Global Jaya School (GJS) is committed to promoting and protecting the safety and the well-being of the children in its care. We believe that children learn best when they are provided with a positive, safe and supportive environment in which to grow. Accordingly, all members of the Global Jaya community have both rights and responsibilities in contributing to sustaining our positive, safe and supportive community.

The driving principle behind our work is to, “ ... facilitate the development of lifelong learners who; have a broad perspective of the world around them; are respectful and moral individuals and who are equipped to participate in the international community as team leaders and leaders.” (Global Jaya School vision)

We aim to support students to develop, “... problem solving and communication” skills (Global Jaya School mission) and encourage them to be, “Inquirers, Thinkers, Communicators, Principled, Open-Minded, Caring, Knowledgeable, Risk-Takers, Balanced and Reflective.” (IB Learner Profile attributes)

## 2.Principles

As an IB World School, we believe in an holistic education, which means that we are concerned with developing the whole person. “Along with cognitive development, IB programmes are concerned with students’ social, emotional and physical wellbeing, and with ensuring that students learn to respect themselves, others and the world around them.” **“IB learners” What is an IB education? (updated June 2015, November 2019)**

The learner profile attributes inform our behavioural aims, the way that we reflect on and correct our behaviour and imply a commitment to help all members of the community to learn to respect themselves, others and the world around us.

Where students are not fulfilling their responsibilities as members of the GJS community, we aim to help the student to first identify that they are not meeting the responsibility and then help them to understand why this might be the case. If, through not meeting their responsibility, they impact on the rights of others, we aim to work restoratively with the students to help them to put things right.

We believe that in managing student behaviour, we must develop a culture of recognition across the school. By recognising and promoting the sorts of behaviours and interactions that we want to see in our positive learning community, we are modeling and emphasizing our expectations.

### 3.Purpose

This policy is the school's overarching policy in connection with responding to bullying and behaviour concerns. It relates to, and should be read alongside:

- [The Child Protection policy](#)
- [The Peer on Peer Abuse policy](#)
- [The Secondary Four Tier Pastoral Framework](#)
- [The Primary Four Tier Pastoral Framework](#)
- [Academic Integrity policy](#)
- [Uniform and Dress Code policy](#)
- [ICT Usage policy](#)

The policy applies to all members of the Global Jaya student community and will consistently guide both proactive and responsive actions in support of cultivating a positive, safe and supportive environment for all community members.

### 4.Definitions

**Discrimination:** Can be direct or indirect. When a person is treated less favourably than others on the basis of gender, gender orientation, gender expression, ethnicity, religion or other beliefs, disabilities, age or sexual orientation.

**Degrading Treatment:** Conduct that violates a person's dignity.

**Bullying:** A repeated abuse of power - from physical strength, popularity, access to embarrassing information etc. - to control or harm another person. Bullying can take a number of forms. It can be perpetrated by a group or an individual.

**Harassment:** Conduct that violates a person's dignity in association with discrimination

**Cyber-Bullying:** A repeated abuse of power that is perpetrated through electronic forms of contact

**Peer-on-Peer Abuse:** Any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships, friendships and wider peer associations.

### 5. The Student Code of Conduct

The student code of conduct is built upon the rights and responsibilities that underpin our community values. For clarity, the code of conduct includes possible examples of when responsibilities are not fulfilled. These examples are included to illustrate the types of mistakes

we might see in connection with the corresponding rights and responsibilities and should not be considered as an exhaustive list.

The code of conduct also includes an outline of possible school responses. The range of hierarchical responses indicate the different kinds of responses we might enact, depending on the severity and pervasiveness of the mistake. This list is meant for illustration purposes only.

At GJS, the student code of conduct is based on the following beliefs:

- Just as all students have rights, along with rights come responsibilities.
- Making mistakes is an ordinary part of what it means to be human.
- Our role as a school is to help students to:
  - learn from their mistakes
  - take responsibility for their actions
  - put the mistake right
  - help the student to ‘bounce back’ after making a mistake
- Responses should involve a consideration of individual circumstances as well as the rights, safety and wellbeing of all community members.
- Where mistakes are made, responses should be connected to the nature of the mistake in order to emphasize the learning opportunity.
- A distinction is made between the mistake and the child making the mistake.
- All investigations, interactions and responses are objective and open-minded; all parties are treated with respect and dignity at all times.

## 5.1

### The Underpinning rights and responsibilities

Global Jaya Student Code of Conduct	
Rights	Responsibilities
<i>I have the right to be treated with dignity and respect</i>	<i>I have the responsibility to be a caring and compassionate, globally conscious citizen</i>
<i>I have the right to a positive, safe and secure environment (both physical and psychological)</i>	<i>I have the responsibility to contribute towards a positive, safe and secure environment (both physical and psychological)</i>
<i>I have the right to my own intellectual property</i>	<i>I have the responsibility to respect the intellectual property rights of others by adhering to the <b>Academic Integrity Policy</b></i>

<i>I have the right to make progress in a broad and balanced, international curriculum</i>	<i>I have the responsibility to be present, punctual and ready to learn</i>
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## 5.2

### Rights and responsibilities with Illustrative examples of behaviours and possible responses

Rights	Responsibilities	Possible Responses	Possible Examples
<i>I have the right to be treated with dignity and respect</i>	<i>I have the responsibility to be a caring and compassionate, globally conscious citizen</i>	<b><i>If I make a mistake here,</i></b>	Disrespectful language  Repeatedly excluding others  Being verbally abusive to others  Being physically abusive to others  Degrading treatment of others  Victimization
		The teacher may: <ul style="list-style-type: none"> <li>● speak to me individually</li> <li>● share this information with my Advisory teacher (Secondary) or teachers (Primary)</li> <li>● help me to know how to put right my mistake</li> <li>● help me to build skills</li> </ul>	
		<b><i>If I repeat the same mistake again or my mistake is deemed to be problematic,</i></b>	
		The Head of Year and Advisory teacher (Secondary) / Curriculum Lead and Classroom teacher (Primary) may: <ul style="list-style-type: none"> <li>● contact my parents</li> <li>● contact the Dean of Students (Secondary)</li> <li>● support me with a contract, check-in/check-out, or daily monitoring card</li> <li>● help me to build skills or knowledge</li> <li>● apply a punitive response</li> </ul>	
		<b><i>If I make the same mistake again or my mistake is deemed to be abusive or violent,</i></b>	
		The Dean of Students (Secondary) / Principals and Counsellor (Primary) may: <ul style="list-style-type: none"> <li>● organise a formal meeting with my parents and I</li> </ul>	

		<ul style="list-style-type: none"> <li>● internal suspension</li> <li>● require me to engage with external service providers</li> <li>● support me with a contract, check-in/check-out, or daily monitoring card</li> <li>● support me to find a school better suited to meet my needs</li> </ul>	
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Rights	Responsibilities	Possible Responses	Possible Examples
<i>I have the right to learn in a positive, safe and secure learning environment</i>	<i>I have the responsibility to participate in and contribute to a positive, safe and secure learning environment</i>	<b><i>If I make a mistake here,</i></b>	Damaging school property  Harmful language  Language or behaviour that excludes others  Behaviour that disrupts a lesson  Bullying or abusive behaviour -including online bullying  Intentionally making somebody feel uncomfortable  Forcing somebody to do something they don't want to do
		The teacher may: <ul style="list-style-type: none"> <li>● speak to me individually</li> <li>● share this information with my Advisory teacher (Secondary), Curriculum lead and/or Counselor (Primary)</li> <li>● help me to know how to put right my mistake</li> <li>● help me to build skills</li> <li>● communicate with my parents</li> </ul>	
		<b><i>If I repeat the same mistake again or my mistake is deemed to be problematic,</i></b>	
The Head of Year and Advisory teacher (Secondary) / Curriculum Lead and Classroom teacher (Primary) may: <ul style="list-style-type: none"> <li>● contact my parents</li> <li>● contact the Dean of Students (Secondary), Primary Principal and Counselor (Primary)</li> <li>● support me with a contract, check in/ check out or daily monitoring card</li> <li>● help me to build skills or knowledge</li> <li>● apply a punitive response</li> </ul>			

		<p><b><i>If I make the same mistake again or my mistake is deemed to be abusive or violent,</i></b></p> <p>The Dean of Students (Secondary) / Principals and Counsellor (Primary) may:</p> <ul style="list-style-type: none"> <li>organise a formal meeting with my parents and I</li> <li>internal suspension</li> <li>require me to engage with external service providers</li> <li>support me with a contract, check in/ check out, or daily monitoring card</li> <li>support me to find a school better suited to meet my needs</li> </ul>	
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<b>Rights</b>	<b>Responsibilities</b>	<b>Possible Responses</b>	<b>Possible Examples</b>
<p><i>I have the right to my own intellectual property</i></p>	<p><i>I have the responsibility to respect the intellectual property rights of others by adhering to the <a href="#">Academic Integrity Policy</a></i></p>	<p><b>If I make a mistake here,</b></p> <p>The teacher may:</p> <ul style="list-style-type: none"> <li>Report the suspected misconduct on the <a href="#">reporting form</a></li> <li>Ask or support me to re-do the work</li> <li>Delay assessment until all sources are attributed accurately</li> <li>Inform my advisory teacher and programme coordinator (Secondary)</li> <li>Check that I understand the principles and processes of academic integrity</li> <li>Inform parents, principals and/or counselor (Primary)</li> </ul>	<p>Plagiarism</p> <p>Collusion</p> <p>Duplication of work</p> <p>Not citing my sources accurately</p>
		<p><b>If I repeat the same mistake again,</b></p>	<p>Copy and pasting without paraphrasing or referencing</p>
		<p>My Head of Year and subject teacher (Secondary), classroom teacher (Primary) may:</p> <ul style="list-style-type: none"> <li>Send a letter to my parents and record the incident on Managebac</li> </ul>	<p>Claiming somebody</p>

		<ul style="list-style-type: none"> <li>Request that I resubmit the work for the purposes of receiving feedback (the work will not be given an assessment level)</li> <li>Ensure that I have the necessary knowledge and skills to adhere to the Academic Integrity policy</li> </ul>	else's work as my own
		<b>If I make the same mistake again,</b>	Have a tutor complete my work/parts of my work for me
		The Dean of Students, teacher or Programme Coordinator may: <ul style="list-style-type: none"> <li>Hold a meeting with me and my parents</li> <li>Document the misconduct on Managebac</li> <li>Require me to resubmit my work for the purposes of receiving feedback (my work will receive an N/A)</li> </ul>	

- Please refer to the Academic Integrity policy for a full outline of responses, responsibilities and procedures

Rights	Responsibilities	Possible Responses	Possible Examples
<i>I have the right to make progress in a broad and balanced, international curriculum</i>	<i>I have the responsibility to be present, punctual and ready to learn</i>	<b><i>If I make a mistake here,</i></b>	
		The teacher may: <ul style="list-style-type: none"> <li>speak to me individually</li> <li>share this information with my Advisory teacher (Secondary), parents (Primary)</li> <li>help me to know how to put right my mistake</li> <li>help me to build skills.</li> </ul>	Frequently late Not equipped with learning resources Not meeting deadlines
		<b><i>If I repeat the same mistake again or my mistake is deemed to be problematic,</i></b>	Repeated non completion of homework Skipping class Sleeping in class
		The Head of Year and Advisory teacher (Secondary) / Curriculum Lead and Classroom teacher (Primary) may: <ul style="list-style-type: none"> <li>contact my parents</li> </ul>	



		<ul style="list-style-type: none"> <li>• contact the Dean of Students (Secondary)</li> <li>• support me with a contract, check in/ check out, or daily monitoring card</li> <li>• help me to build skills or knowledge</li> <li>• apply a punitive response</li> </ul>	 Using technology inappropriately  Inappropriate uniform
		<p><b><i>If I make the same mistake again or my mistake is deemed to be abusive or violent,</i></b></p>	
		The Dean of Students (Secondary), Principal and Counselor (Primary) may: <ul style="list-style-type: none"> <li>• organise a formal meeting with my parents and I</li> <li>• internal suspension</li> <li>• require me to engage with external service providers</li> <li>• support me with a contract, check in check out, or daily monitoring card</li> <li>• support me to find a school better suited to meet my needs</li> </ul>	

## 6. Spectrum of Behaviours (GJS Peer on Peer Abuse Policy)

Research suggests that peer-on-peer abuse is one of the most common forms of abuse affecting children.

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

When dealing with alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of the table below to help them decide how to best respond. Considerations might include whether the behaviour:

- is socially acceptable
- involves a single incident or has occurred over a period of time,
- is socially acceptable within the peer group,
- is problematic and concerning,
- involves any overt elements of victimisation or discrimination
- involves an element of coercion or pre-planning
- involves a power imbalance or misuse of power

	<b>Normal</b>	<b>Inappropriate</b>	<b>Problematic</b>	<b>Abusive/Violent</b>
Descriptors	<p>Developmentally expected</p> <p>Socially acceptable</p> <p>Consensual, mutual, reciprocal</p> <p>Shared decision making</p>	<p>Single instances of inappropriate behaviour</p> <p>Socially acceptable behaviour within a peer group</p> <p>Context for behaviour might be inappropriate</p> <p>No overt elements of victimisation</p> <p>Generally consensual and reciprocal</p>	<p>Behaviour may be prolonged</p> <p>Problematic and concerning behaviour</p> <p>Developmentally unusual and socially unexpected</p> <p>Some overt elements of victimisation</p> <p>Consent issues may be unclear</p> <p>May lack reciprocity or equal power</p> <p>May include elements of compulsivity</p> <p>May include harmful intent</p>	<p>Behaviour may be prolonged and with harmful intent</p> <p>Victimizing intent or outcome</p> <p>Includes misuse of power</p> <p>Coercion and force to ensure compliance</p> <p>Intrusive</p> <p>Informed consent lacking or not able to be freely given</p> <p>May be violent</p>
Examples of each behaviour type (not exhaustive)	<p>Mutual horseplay</p> <p>Mutual, friendly teasing</p>	<p>Making a teasing or pointed comment in the moment</p> <p>A peer group argument or misunderstanding</p> <p>Examples of interactions that are socially acceptable within cultures but do not transfer outside of that culture, for example, the Korean game of <a href="#">Dong Chim</a></p>	<p>Deliberately excluding others</p> <p>Continuously moving/hiding a targeted person's belongings</p> <p>Deliberately damaging somebody's property</p> <p>Gossiping or spreading rumours</p> <p>Staring or giving mean looks</p> <p>Making a derogatory comment or adding a sarcastic response online</p>	<p>Intimidation</p> <p>Bullying /cyber-bullying</p> <p>Fighting</p> <p>Intentionally making somebody feel uncomfortable</p> <p>Forcing somebody to do something they don't want to do</p> <p>Circulating images/content</p> <p>Threatening language</p>

				Exploitation
Possible responses	N/A	Restorative justice  Skill building	Restorative justice  Skill building programme  Internal suspension  External suspension  Contract  Daily reflection/monitoring card	Internal suspension  External suspension  Expulsion  Involvement of external agencies, including, but not limited to, the police or mental health professionals*  Restorative justice  Skill building programme

## **7. Severe or Pervasive Behaviour**

In cases where poor behaviour is severe or pervasive, we may consider an escalation of consequences. When discussing the appropriateness of particular consequences, we consider the student context, the severity/pervasiveness of the behaviour, the anticipated impact of the consequence on the student as well as the impact on the school community. We aim to be fair and consistent with any consequences and ensure that any consequence is targeted at the behaviour and not the student. Once the consequence has been applied, effort is made to enable the student to 'come back' from the mistake in order to start again.

The application of serious sanctions are always considered in collaboration between the Head of Year, the Dean of Students and the Principals (in Secondary) and (in Primary) between the Principals, Counselor and classroom teacher.

Responses available to us include using break and after school times as opportunities for reflection and skill building, in-school suspension and out of school suspension. In cases where a student's behaviour is deemed 'Abusive/Violent' on the Peer on Peer Abuse spectrum or meets the criteria for tier three on the Four Tier Pastoral Framework, the school reserves the right to activate an exit plan for that student from Global Jaya School.

When serious consequences are deemed appropriate, the parents of the affected student will be informed.

## **8. A Response of Immediate Exclusion / Expulsion**

Very occasionally, students make serious mistakes that result in very significant consequences. The following is a brief (non-exhaustive) list of such serious mistakes that will result in immediate expulsion or exclusion from GJS.

- Drugs/Illegal Substances
- Explosives (to include bomb threats)
- Weapons
- Arson
- Any acts of extreme violence

The Head of School will be involved in all cases involving offenses of this nature. In such cases, parents will be notified immediately and the student will wait in a public area until they are collected.

## **9. A Proactive Approach**

Every effort is made to give all students equal opportunity to be a full member of a caring and positive school community. Proactive measures are in place to support positive communication and actions between members of the school community in order to build a caring and positive learning environment.

### **9.1**

#### **Curriculum**

The aim of promoting and enhancing a positive learning environment is enhanced by the IB curriculum framework in the PYP, MYP and the DP. Whilst each programme delivers social emotional content, each programme is further underpinned by Approaches to Learning and the Learner Profile attributes. As a consequence, students then develop both skills and awareness of how to be resilient, self-advocates, compassionate and understand that, *“other people, with their differences, can also be right.”*

The **PYP** framework includes a clearly articulated curriculum called Personal, Social, Physical Education (PSPE) that is taught in every year of the programme. Through working with the PYP curriculum the students will gain knowledge and understanding of discrimination and interpersonal skills needed to support a positive learning environment for all members of the school community. Classes conduct class meetings to support additional learning in connection to social emotional needs of the students.

Secondary students in both the MYP and the DP have an allocated time each week for social emotional learning. Age appropriate topics such as self advocacy, bullying and mental health are taught by Advisory teachers in the weekly extended Advisory class. This learning is enhanced by supplementary discussions in the daily morning check in.

## 9.2

### Co-Curricular

Students are given the opportunity to work collaboratively on the student council, or on CAS / Service as Action projects in order to contribute to making the learning environment a positive and caring place for all.

## **10. The Process of Investigation**

The flowchart (on the following page) illustrates the process of investigation that is followed in response to a behavioural concern raised.

Although the specific people involved may differ according to the age of the student or the context of the situation, the guiding principles remain the same. The process is always:

- Collaborative
- Reflective
- Balanced
- Restorative
- Principled

