

Behaviour Policy: Providing a Safe and Secure Environment

Updated January 2024

This policy outlines guidance on whole school responses to behaviour at Global Jaya School.

Contents:

1. Rationale	2
2. Principles	2
3. Purpose	3
4. Definitions	3
5. Connections to Indonesian Law	4
6. The Student Code of Conduct	4
7. Severe or Pervasive Behaviour	12
8. Campus-Wide Rules and Expectations	12
9. Immediate Exclusion / Expulsion	13
10. A Proactive Approach	14
11. The Process of Investigation	15
12. Additional Notes Regarding Possible Responses	16
13. Investigation Timeline Parameters	17

Staff Involved in the development of this policy:

- Cory Carson (Head of School)
- Oscarina Dewi Kusuma (Deputy Head of School)
- Howard Menand (Secondary Expat Principal)
- Lavesa Devnani (Primary Principal)
- Yohanes Edi Sunarya (Secondary Indonesian Principal)
- Vicki Gardner (Secondary Dean of Students)
- Rully Suharbiansah (Primary Dean of Students)
- Windy Hartono (PYP Coordinator)
- Sue Menand (MYP Coordinator)
- Ram Pandey (DP Coordinator)

1. Rationale

Global Jaya School (GJS) is committed to promoting and protecting the safety and 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 Global Jaya community members have rights and responsibilities to contribute 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)

The policy applies to behaviour choices on campus, school-related events away from campus and online interactions between Global Jaya students, whether on campus or not.

2. Principles

As an IB World School, we believe in a holistic education, which means 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, how we reflect on and correct our behaviour and imply a commitment to help all members of the community learn to respect themselves, others and the world around us.

When students are not fulfilling their responsibilities as members of the GJS community, we aim to help the student identify that they are not meeting the responsibility and then help them understand why this might be the case. If, through not fulfilling 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 modelling and emphasising our expectations.

3. Purpose:

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

- The Child Protection policy
- The Peer on Peer Abuse policy
- Academic Integrity policy
- Uniform and Dress Code policy
- ICT Usage policy
- The Primary Four Tier Pastoral Framework
- Four Tier Secondary Student Success Framework
- Inclusion and Learning Diversity 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

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.

Cyberbullying: A repeated abuse of power that is perpetrated through electronic forms of contact

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.

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

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.

Punitive: Derived from the verb 'to punish' and used in connection with school responses that might be considered as punishment or as a consequence.

Restorative: Derived from the verb ‘to restore’ and references actions that we expect students to take in order to put right any damage that they may have caused by their actions.

5. Connections to Indonesian Law

Indonesian Laws:

Minister Decree number 46, 2023 Prevention and Handling of Violence in School.

[English Version translated by Google](#) [Indonesian Version](#)

Private Data Protection Law number 27, 2022 (Indonesian Version)

[Indonesian Version](#)

6. 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 indicates 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 emphasise the learning opportunity.
- A distinction is made between the mistake and the identity of 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.

It is important that the student code of conduct is brought to life by both teachers and students in all day-to-day choices and interactions. Adaptations may need to be created by classroom teachers in order for younger students to be able to understand how the GJS Rights and Responsibilities apply to them.

6.1 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) by being a caring communicator and by taking principled action</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 being knowledgeable about and adhering to the Academic Integrity Policy</i>
<i>I have the right to make progress in a broad and balanced, international curriculum</i>	<i>I have the responsibility to be principled and caring by being present, punctual and ready to learn</i>

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

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

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

Rights	Responsibilities	Possible Responses	Possible Examples
<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 Academic Integrity Policy</i></p>	<p>If I make a mistake here,</p>	
		<p>The teacher may:</p> <ul style="list-style-type: none"> Report the suspected misconduct on the reporting form Ask or support me to re-do the work Delay assessment until all sources are attributed accurately Keep a record on Managebac Check that I understand the principles and processes of academic integrity Inform parents, principals and/or counselor (Primary) 	<p>Plagiarism</p> <p>Collusion</p> <p>Duplication of work</p> <p>Not citing my sources accurately</p>
		<p>If I repeat the same mistake again,</p>	<p>Using AI / ChatGPT in a deceitful way</p>
		<p>My classroom teacher (Primary), Head of Year and subject teacher (Secondary) may:</p> <ul style="list-style-type: none"> Send a letter to my parents and record the incident on ManageBac. Request that I resubmit the work for the purposes of receiving feedback (the work will not be given an assessment level) Ensure that I have the necessary knowledge and skills to adhere to the Academic Integrity policy 	<p>Copy and pasting without paraphrasing or referencing</p> <p>Claiming somebody else's work as my own</p>
<p>If I make the same mistake again,</p>	<p>Have a tutor complete my work/parts of my work for me</p>		
<p>The Dean of Students, teacher or Programme Coordinator may:</p> <ul style="list-style-type: none"> Hold a meeting with me and my parents Document the misconduct on Managebac. Require me to resubmit my work for the purposes of receiving feedback (my work will receive a N/A) 			

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

Rights	Responsibilities	Possible Responses	Possible Examples
<p><i>I have the right to make progress in a broad and balanced, international curriculum</i></p>	<p><i>I have the responsibility to be present, punctual, and ready to learn</i></p>	<p><i>If I make a mistake here,</i></p>	<p>Frequently late</p> <p>Not equipped with learning resources</p> <p>Not meeting deadlines</p> <p>Repeated non-completion of homework</p> <p>Sleeping in class</p> <p>Using technology inappropriately</p> <p>Inappropriate uniform</p>
		<p>The teacher may:</p> <ul style="list-style-type: none"> • speak to me individually • share this information with my Advisory teacher (Secondary), parents (Primary) • help me to know how to put right my mistake • help me to build skills. 	
		<p><i>If I repeat the same mistake again or my mistake is deemed to be problematic,</i></p>	
		<p>The Curriculum Lead and Classroom teacher (Primary) / Head of Year and Advisory teacher (Secondary) may:</p> <ul style="list-style-type: none"> • contact my parents • contact the Dean of Students • support me with a behaviour contract, check in/ check out, or daily monitoring card • help me to build skills or knowledge • apply a punitive response 	
		<p><i>If I make the same mistake again or my mistake is deemed to be abusive or violent,</i></p>	
<p>The Dean of Students may:</p> <ul style="list-style-type: none"> • organise a formal meeting with my parents and I • internal/external suspension • require me to engage with external service providers • support me with a behaviour contract, check in check out, or daily monitoring card • support me to find a school better suited to meet my needs 			

6.3. 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

	Normal	Inappropriate	Problematic	Abusive/Violent
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 - or maybe a serious individual action</p> <p>Victimising/harmful 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>
	<p>Mutual horseplay</p> <p>Mutual, friendly teasing</p>	<p>Making a teasing or pointed comment in the moment</p>	<p>Deliberately excluding others</p> <p>Continuously</p>	<p>Intimidation</p> <p>Bullying /cyber-bullying</p>

<p>Examples of each behaviour type (not exhaustive)</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.</p>	<p>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>Sharing of personal images/information without consent</p> <p>Group chats designed to alienate, exclude or ridicule</p>	<p>Blackmail</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>Threatening language</p> <p>Exploitation</p>
<p>Possible responses</p>	<p>N/A</p>	<p>Restorative justice</p> <p>Skill building</p>	<p>Restorative justice</p> <p>Skill-building programme</p> <p>Counselling</p> <p>Internal suspension</p> <p>External suspension</p> <p>Behaviour contract</p> <p>Daily reflection /monitoring card</p> <p>Daily check-in</p>	<p>Internal suspension</p> <p>External suspension</p> <p>Expulsion</p> <p>Involvement of external agencies, including, but not limited to, the police or mental health professionals*</p> <p>Restorative justice</p> <p>Skill building programme</p> <p>Counselling</p> <p>Behaviour contract</p> <p>Daily check-in</p>

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 is always considered in collaboration between the Head of Year, the Dean of Students and the Principals (in Secondary) and (in Primary) between the Principals, Dean of Students, Counselor and classroom teacher.

Responses available to us include using breaks and after-school times as opportunities for reflection and skill building, counselling, mentorship, Behaviour Contracts, monitoring cards, 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.

As much as possible, we inform the parents of any students involved in situations where their interactions fall within the ‘problematic’ or ‘abusive/violent’ category in the spectrum of behaviours or where campus rules have been broken by their child. In sharing this information, it is with the expectation that parents help to reinforce the Global Jaya community expectations, and ensure that their child takes accountability for their actions and learns from the mistakes that they have made.

It is important to note that it is in the best interest of their child to be supportive of school responses in order to help their child learn and grow.

8. Campus-Wide Rules and Expectations

In addition to the roles and responsibilities outlined in the Student Code of Conduct, there are very specific campus-wide rules and expectations that all students, staff, parents and visitors are expected to adhere to. These rules are posted at both the East and West Gate entrances in both English and Bahasa Indonesia.

The school takes very seriously the choice of any individual to not adhere to the GJS campus rules and expectations.

The following items are banned on campus and are not to be brought to school at any time:

- Vape or smoking equipment/resources of any kind
- Drugs
- Alcohol
- Weapons (including imitation weapons)

Members of the GJS leadership team retain the right to search the belongings of specific individuals if we have reasonable suspicion that a banned item has been brought into school.

Additionally, if we have reason to suspect that a Secondary student has attended campus whilst under the influence of illegal drugs, the GJS leadership team reserves the right to administer a drug test as outlined in the Secondary Parent Student Handbook.

All students, staff, parents and visitors are also expected to adhere to the clear signage indicating bathroom allocations i.e. student bathrooms are for student use only.

9. Immediate Exclusion / Expulsion

Very occasionally, students make very serious poor choices that the school must respond to with serious consequences.

The following is a brief (non-exhaustive) list of such serious mistakes that will result in immediate expulsion or exclusion from GJS.

- Bringing drugs/Illegal substances onto campus
- Explosives (to include bomb threats)
- Weapons
- Arson
- Any acts of extreme violence

The Head of School will be involved in all cases of this nature. In such cases, parents will be notified, and the student must be collected as soon as possible.



10. 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.

10.1 Curriculum

The aim of promoting and enhancing a positive learning environment is enhanced by the IB curriculum framework in the PYP, MYP and 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 and compassionate self-advocates who understand that *“other people, with their differences, can also be right.”*

The **PYP** framework includes a clearly articulated curriculum called Personal, Social, and 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 the 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.

10.2 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.

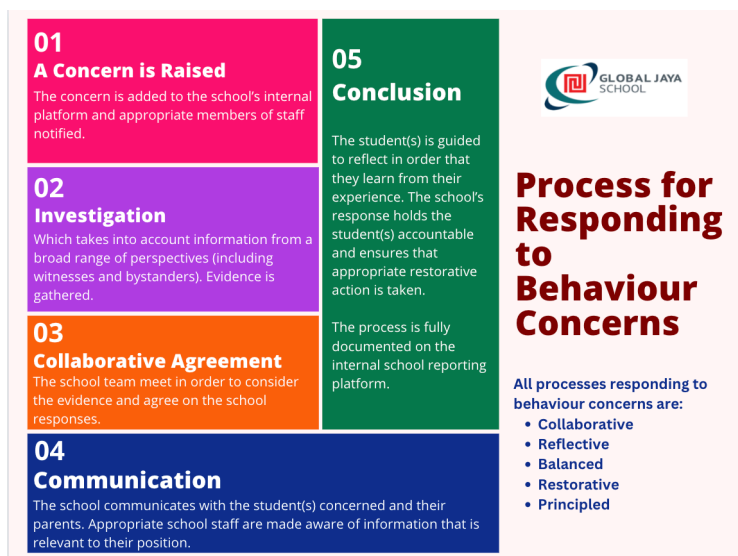
11. The Process of Investigation

This image illustrates the processes that are followed in response to a behaviour concern.

Although the specific people involved at each stage of this process 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 driven by the following principles:

- Collaborative
- Reflective
- Balanced
- Restorative
- Principled



11.1. Investigation Principles

Collaborative: In order to ensure that we are as objective as possible at all times, we aim to ensure that decisions regarding school responses are collaborative. In cases involving internal or external suspension, the collaboration always incorporates the divisional Principal.

Reflective: We reflect on all of the information that we collect in the course of the investigation in order to decide on the most appropriate way forward. We reflect at the conclusion of our processes in order to ensure that our actions and decisions were fully aligned with our policies.

We ensure that the student reflects on their choices, any necessary restorative action and on lessons learned.

Balanced: In responding to a report of a behaviour concern, we ensure that any investigation takes into account a full range of evidence and opinions in order to ensure that we collect a range of objective information that will help to support the collaborative efforts of the school team.

Restorative: In helping the student to take accountability for their actions, we help them to put right any damage that they may have caused.

Principled: All decision-making is made in consideration of what is the ‘right thing’ to do; for the students directly involved and; for the wellbeing of all community members.

11.2. Indonesian Law

At all times, we are guided by Indonesian law, both in our processes and in our decision-making. We are obliged to respect every child’s right to confidentiality, which means that we are only able to provide information about a student directly to the parent of that individual student.

In cases where student behaviour crosses the boundaries of Indonesian law, the school will provide information resulting from our internal investigation to the parents concerned. If the parents decide to file a report with the police, in conjunction with the Head of School, the Divisional team will comply with official requests made by the Indonesian authority involved.

12. Additional Notes Regarding Possible Responses

Internal Suspension: Sometimes used as a response for behaviour choices in either the ‘problematic’ or ‘abusive/violent’ categories. A student on internal suspension will not attend classes and will work in isolation from their peers for a predetermined period of time. Students also spend their breaks in isolation from their peers and may not participate in any extra-curricular activity on days when they are internally suspended. It is usual in the case of an internal suspension that students will complete a reflection, in order to support their learning. The completed reflection is generally shared with the student’s parents in order to support further reinforcement at home.

External Suspension: Sometimes used as a response to behaviour choices in either the ‘problematic’ or ‘abusive/violent’ categories. A student on external suspension will not be permitted on campus for a specific duration of time, depending on the severity of the poor choices that the student has made. A student who is externally suspended will need to meet with the Dean of Students prior to a return to the school in order that agreements are made with regard to lessons learned, restorative justice and any additional next steps.

Behaviour Contract: All students returning to school after an external suspension will be automatically put onto a Behaviour Contract for a minimum of a six-week period.

13. Investigation Timeline Parameters

In order to support a full and objective investigation into any behaviour allegations, Global Jaya School commits to investigating any historic incidents that are alleged to have happened within the confines of the same school year.

Global Jaya School is also committed to following up on all ‘abusive/violent’ allegations or allegations of peer group interactions that might contravene Indonesian law, beyond the timeline of the parameters outlined above.