



BMIS Secondary Student Support

Our Mission Statement: We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success.

Student Support at BMIS is defined as: a system of support that aims to provide a holistic approach to the well-being of all secondary students, with a particular focus on supporting behaviour. Our network is centred around students and includes a team of experienced professionals, such as the Student Support Coordinator, Counsellor, Learning Support, Tutor and classroom teachers.

The role of the Secondary Student Support Coordinator is to help create a compassionate and empathetic approach to supporting our students. A restorative approach to repairing harm and strengthening relationships within our community is central to this. To ensure that our decisions are fair and inclusive, we actively seek collaboration and input from our students, staff, and parents/guardians. By valuing and incorporating diverse perspectives, we strive to create a supportive and inclusive learning environment where everyone feels heard and respected.

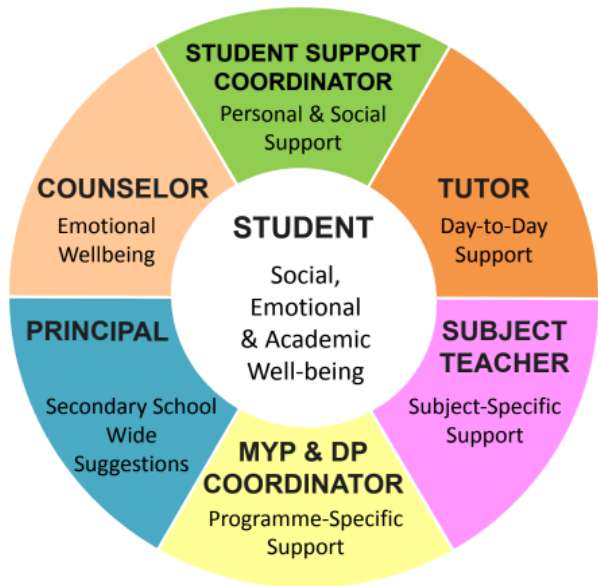
Our ultimate goal is for students to feel safe, respected and happy when at school.

To help achieve this goal, the secondary school is guided by the **Secondary Student Behavior Support Core Values** which are:

- Respect, empathy, care and compassion for all.
- Active listening.
- Role modelling positive behaviour through the IB Learner Profile.
- Explaining the 'why' of our interventions.
- Having a restorative approach to behaviour support.

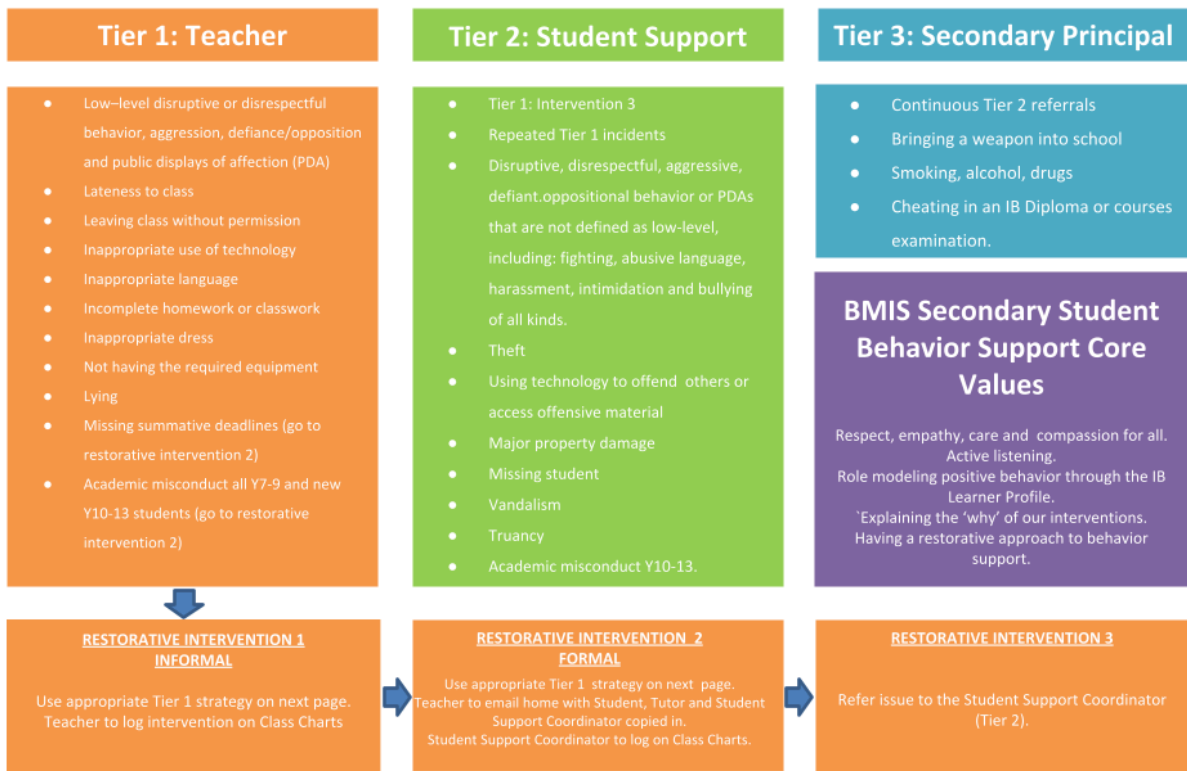
The Secondary Behaviour Support Guidelines help to provide a wide range of strategies for supporting student behaviour including one-to-one restorative chats, small group restorative meetings, classroom restorative conferences, parent meetings and individualised behaviour support plans.

Who is involved?



The **Student Behaviour Support Guidelines** are there to support students and teachers to help approach behavioural concerns and interventions in a manner that is in keeping with our Secondary Student Behavior Support Core Values and, in particular, a restorative approach to behaviour support.

SECONDARY SCHOOL BEHAVIOR SUPPORT



STUDENT BEHAVIOR SUPPORT STRATEGIES

BMIS Secondary Student Behavior Support Core Values

Respect, empathy, care and compassion for all.
 Active listening.
 Role modeling positive behavior through the IB Learner Profile.
 'Explaining the 'why' of our interventions.'
 Having a restorative approach to behavior support.

Tier 1: Teacher

Core Strategies:

- Individual Restorative chat
- Small group chat

Supporting Strategies:

- Collaboration with fellow staff members, including the tutor.
- Request support and collaboration from home (Restorative Intervention 2)
- Affective statements & restorative questions
- Apology Skills

Tier 2: Student Support

- Tier 1 strategies
- No blame classroom conference
- Incident-Based Classroom conference
- Community Conference
- Individual Behavior Support Plan
- Counselling
- Suspension, with restorative conference and support plan upon return to school.

Three core elements of restorative interventions

Clearly outline the behavior, and remember 'the problem is the problem, the person is not the problem'.

Explore the impact of the behavior on self and others.

Collaborate on a plan to fix the issue and/or repair the harm.

Tier 3: Secondary Principal

- Tier 1 & 2 strategies
- Collaborate with School Director and/or School Board
- Expulsion.

A NOTE ON TIER 2 & 3

At BMIS we have a restorative culture where students are supported within the school as far as possible. Nonetheless, research supports the need to include suspensions and expulsions within student support models, hence their inclusion. Such strategies will be only used when necessary and restorative practices will still be used alongside these measures.

STUDENT BEHAVIOR SUPPORT DEFINITIONS

Tier 1: Definitions

Low-level disruptive and/or disrespectful behavior

Behavior that is detrimental to the learning environment of the class but does not put the safety of others at risk, e.g. disturbing other children, calling out, not getting on with work, purposely making noise to gain attention, answering back, showing a lack of respect to others.

Low-level aggression

Behaviors such as teasing, cursing and pushing that, if left unchecked, can escalate into more serious forms of aggression such as bullying.

Low-level Public Displays of Affection (PDA)

Defined as acts of physical intimacy in a public setting. For example, kissing, hand holding, hugging. Teacher discretion will be needed when it comes to deciding whether the action witnessed or reported is inappropriate

Low level defiance/opposition

Refusing to cooperate with the teacher. If the student is still refusing to cooperate at the time of the incident, and after implementing 'Intervention 1: Meeting with a Student', refer to Tier 2. Otherwise, following the usual intervention pathway.

Inappropriate use of technology

Using technology to access non-offensive material without the teacher's permission, e.g. completing work from another class, texting, playing games, social media.

Inappropriate language

Language that is not appropriate for the situation, time or place but would not be deemed abusive (see Tier 2 definitions)

Lying

Being dishonest about Tier 1 incidents such as reasons for being late to class, why they have missed a deadline or why they do not have equipment.

Academic malpractice Y7-9

A summative where a Year 7-9 student has intentionally or unintentionally completed work that includes academic malpractice.

Note:

Anything defined as being beyond 'Low-Level' will require a Tier 2 intervention.

Tier 2: Definitions

Repeated

Tier 1 incidents that have occurred several times, and have been through the Tier 1 interventions.

Bullying

Bullying or peer-on-peer abuse is defined as any type of behaviour that is intended to harm others through deliberate manipulation of their social standing or relationships with others. It can be any behaviour directed towards harming others' friendships, isolating others from a peer group, and/or socially ostracising or rejecting. This can also come in the form of discrimination based on someone's disability, race, religion or beliefs, or gender or sexual identity.

Using technology to offend others or access offensive material

Using technology to access material that could be or is offensive to others, e.g. sexually, racially, culturally or religiously offensive material. Material including inappropriate or offensive acts of violence.

Abusive Language

Language that is extremely rude, offensive or insulting to others and has been used with the aim to offend.

Missing student

A student that has been marked as present in school but has not turned up for class.

Academic misconduct Y10-13

Defined as any summative assessment where a Year 10-13 student has, intentionally or unintentionally completed work that includes any form of academic malpractice.

Restorative Practice is a system of processes that builds and sustains a culture of kindness, respect, responsibility and justice. This is achieved through emphasizing the importance of trusting relationships as central to building community and repairing relationships when harm has occurred.

The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things with them, rather than to them or for them.

Restorative practices cultivate a culture in which everyone feels like they belong. They build a particular sense of community in which every member- students, teachers, parents -feel that they are seen, heard, and respected.

Restorative practices promote inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

“Teaching Restorative Practices with Classroom Circles”

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Developed for San Francisco Unified School District

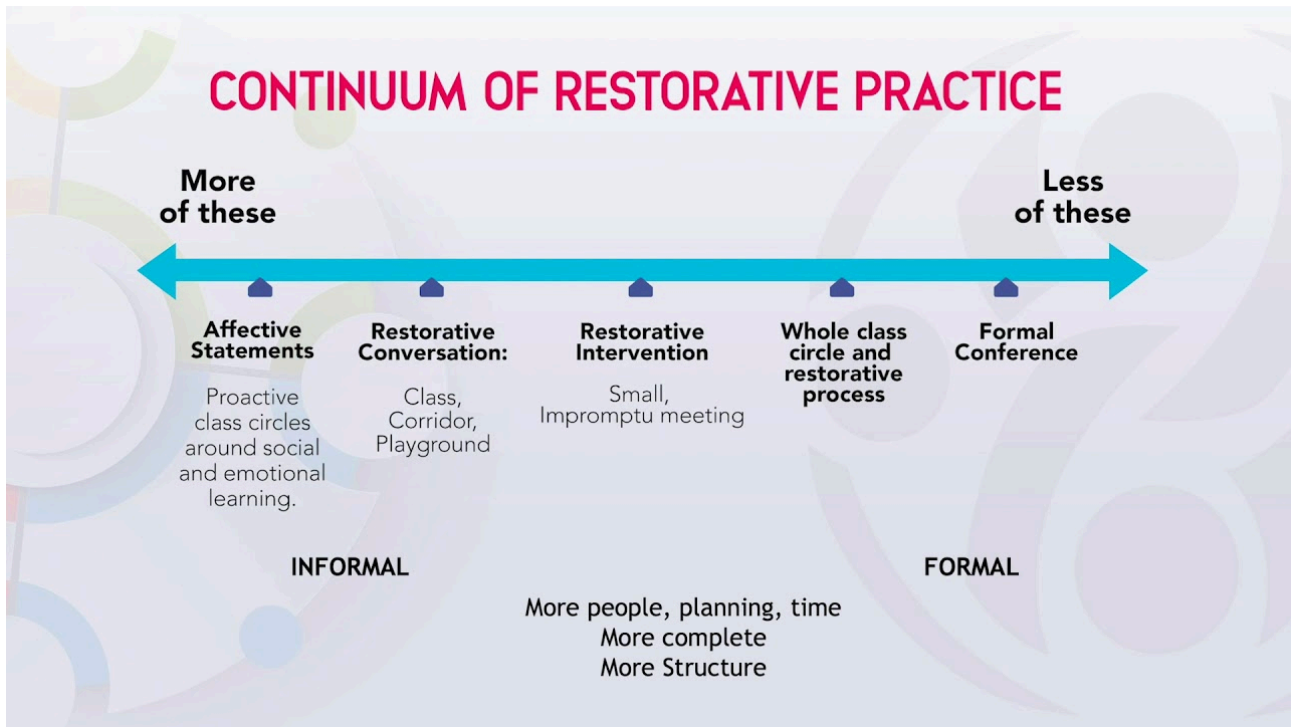
Restorative practices in schools are based on restorative justice principles instead of punishment. They aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. They provide specific pathways to repair harm by bringing together those who are affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to an agreement about setting things right.

In addition to serving the cause of fairness and justice, restorative approaches make safer schools and contribute to social and emotional learning.

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Traditional Approach	Restorative Approach
School rules are broken.	People and relationships are harmed.
Justice focuses on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment	Accountability = understanding impact and repairing harm.
Justice directed at the offender; the victim is ignored	Offender, victim and school all have direct roles in the justice process.
Rules and intent outweigh whether outcome is positive or negative.	Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.
Limited opportunity for expressing remorse or making amends.	Opportunity given to make amends and express remorse.



RESTORATIVE QUESTIONS

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

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