# BEHAVIOUR MANAGEMENT POLICY

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<th>Date</th>
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<tr>
<td>March 2006</td>
<td>Principal</td>
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ST. ANDREW'S GRAMMAR
Behaviour Management Policy

POLICY

The School believes that the only discipline of real significance is that which the individual imposes upon him or herself.

Nonetheless, a framework of rules is provided for guidance in the process of development of self discipline. The aims of the rules are to make each student aware of the value of self control and to develop a sense of responsibility for his or her own conduct and for the well being of others. Rules are established as guidelines for behaviour and students will learn to distinguish between freedom and license.

The School has jurisdiction over the behaviour of its students whilst they are within the School grounds, wearing the School Uniform, or attending any function in which the School is involved or in which a position of duty of care between the School (and any school staff) and the individual has been established.

Every member of the School community must recognise and accept that the reputation of the School depends on the behaviour and actions of each individual student.

Pastoral Care and the Behaviour Management Process

Pastoral care refers to the development of the whole child and hence it is an active, positive programme involving teachers who believe that there is more to their job than simply being an expert and well-informed practitioner in their own subject area.

Learning cannot readily take place unless empathy and understanding exist between teachers and children.

In the Secondary School, pastoral care is the responsibility of all teachers and non-academic staff. Classroom teachers and Form Groups are the key components of the School's pastoral care programme and Form Teachers themselves play a pivotal role in ensuring the success of our caring programme. Students are guided by the relevant Heads of School. Parents and the Non-Government School’s Psychology Service will be consulted, should it be necessary.

In the Primary School the class teachers and the education assistants and other non-teaching staff are largely responsible for pastoral care. Parents, the Head of Primary and The Non-Government School’s Psychology Service will be consulted, should it be necessary.
The School Chaplain is an important member of the pastoral care team and all students, staff and parents are encouraged to approach the Chaplain at any time.

The Behaviour Management System is a part of the School’s total pastoral care system and a whole school approach has been tailored to the relevant sub-schools.

The aims are to:

- Develop a caring school community in which:
  - Every student has the right to learn without disruption.
  - All people in the school community should be courteous and show respect towards one another.
  - It is everyone's responsibility to maintain a clean and pleasant school environment.
  - Parental involvement is fostered.
- Implement a consistent approach to discipline at all levels in the School.
- Encourage students to accept responsibility for their own behaviour.
- Provide students with a clearly articulated set of rules for behaviour inside and outside the classroom, together with the attendant consequences and rewards.
- Provide a formal system of out of class support for the classroom teacher faced with conflicts or behavioural problems.

The philosophy behind the Behaviour Management System is the belief that every student has the right to learn without disruption and that every teacher has the right to determine and request appropriate behaviour from the students to enable him/her to teach effectively and to encourage the positive social and educational development of the child.

This is most effectively described in the Charter of Rights and Responsibilities.

**CHARTER OF RIGHTS AND RESPONSIBILITIES**

The Behaviour Management Policy is based on the Charter of Rights and Responsibilities. This Charter applies to students, staff and parents. All members of the School Community must be responsible for their actions and be prepared to guarantee the rights of every other person.

**EXPECTATIONS**

To further the School’s purpose, all members of the School community will:

- work responsibly and diligently;
- respect each other’s property, possessions and the total School environment;
- be punctual, prepared and well presented;
- abide by the School’s rules and regulations.
RIGHTS

All members of the School community have the right to:
- be treated with respect, courtesy and honesty;
- work and interact in a safe and supportive environment;
- work in a purposeful and non-disruptive manner;
- be proud of their school

RESPONSIBILITIES

All members of the School community have the responsibility to:
- model respectful, courteous and honest behaviour;
- treat St. Andrew’s Grammar as a community where individuals can freely express opinions, beliefs and values in an ethical manner;
- ensure that their behaviour is not disruptive to others;
- keep the School environment neat, clean and safe;
- behave responsibly.

The School’s responsibility in ensuring that every student has the ability to choose his or her own behaviour and compliance of the Charter of Rights and Responsibilities lies within the following guidelines:

1. That all staff and students develop a concern for the needs of others, expressed both in attitude and action, in the School, in the immediate family and community and in the world.

2. Sharing school campus facilities. Campus facilities and resources are shared by all in the School.

3. The School has established classrooms in which a community atmosphere is generated - a community where the children and teacher work for and with each other, sharing, respecting, appreciating and communicating. Caring for students should determine use of time, space and personnel.

4. The School provides a framework wherein parents and friends of the School are actively encouraged to contribute and to be involved in the development and activities of the School.

5. The School positively seeks out opportunities to share our resources with other schools in the district.

6. We place priority on communication, both on an individual basis and in written form with parents and students.
STUDENT GUIDELINES

The School values the importance of self discipline. The fundamental objectives of these guidelines are to make each student aware of the value of self-control, orderliness and the need for cultivating a sense of responsibility for his/her own conduct and for the well-being of the larger School community.

The School has the responsibility for the jurisdiction over the behaviour of its students while they are within the grounds of the School, wearing the School’s uniform, or attending any function in which the School is involved. Beyond these limits it is expected that parents will co-operate wholeheartedly by accepting responsibility for their child’s behaviour and will thereby assist them to develop the ideal of responsible self-control and consideration for others. Furthermore, St. Andrew’s Grammar will discipline students whose behaviour in the community may bring discredit to the School because it is believed that each student’s reputation depends upon the reputation of St. Andrew’s as a whole, and vice versa.

We require students to exercise thoughtfulness and consideration for others, both in and out of the School.

1. Classroom Behaviour
   i) No student should interfere with the learning environment of others.
   ii) Students are expected, at all times, to be courteous to both staff and other students and to respect the property of the School, its staff and students.
   iii) Students are to arrive punctually to Form group and to class with the correct books and the correct equipment.
   iv) Unreasonable lateness between classes must be covered by a note from the previous teacher or a green slip.
   v) Students are to enter classrooms, only with the permission of the teacher.

2. On-Campus Behaviour
   i) The Daily Notices will be read out to students during form period. Students should make notes in their diary.
   ii) Notice boards, should be consulted regularly.
   iii) Out of bounds areas include building sites, all car parks, workshops and compounds, sheds, and between 8.40am and 3.15pm, the bicycle racks. Students may not play on the school oval before or after school unless there is a designated activity with a teacher present.
   All Staff Rooms are out of bounds to students.
   iv) All brick-paved areas and the canteen are 'walk-only' areas. Active games and ball games are restricted to the oval and courts (where staff supervision is required) and grassed fairways.
   v) Canteen counter service is restricted to two students and students should queue as directed. Students are encouraged to order their lunch before 8.25am and at recess time. Students may only go to the canteen before morning form group and during recess and lunch.
   vi) Food may not be consumed at any time inside buildings unless specific teacher approval is given. Food may never be consumed in corridors, locker areas, toilets, or change-rooms.
   vii) Tobacco, alcohol, solvents and any other non-prescription drugs are not to be brought onto the school grounds at any time nor are they to be used by students when associated
with the School in any way. Medication may only be taken by the student for whom it was prescribed.

viii) Items which are potentially harmful to others should not be carried by students.

ix) Mobile phones and walkmans are not to be carried or used during the school day and should be stored securely between 8.30am and 3.15pm.

3. **Code of Behaviour for Sport**

All students participating in sport at St. Andrew’s Grammar School are expected to abide by the following guidelines:

i) Uphold the spirit of the game at all times.

ii) Work equally hard for yourself and the team.

iii) Co-operate with and show respect for - coach, team manager, team members, officials and your opponents.

iv) Participate in a fair and honourable manner at all times. Cheer all good plays whether they are by your team or the opponents - "Booing" and harassment of the opposition are not acceptable.

v) Make an effort to have a good personal knowledge of the rules of the game.

vi) Respect the official's decision. If there is a disagreement the Coach or Captain should approach the official during a break in play.

vii) Attend all training sessions and matches as required. If for some reason you are unable to play it is important that you provide adequate notice to your manager/coach and make every effort to find a replacement player.

viii) Control your temper - verbal abuse of officials or other players, deliberate fouling or provoking of another player are unacceptable.

ix) Play your part in an attempt to remove all verbal and physical abuse from sporting activities.

Breaches of the above expectations may result in removal from the game and further appropriate action may be taken.

4. **Dress and Appearance**

Particular attention is required to the following:

i) Students must always wear the correct uniform, according to the season and event. Uniforms must be neat and well-fitting. No excesses of skirt length are allowed. (No more than 5 cm above knee.) Shorts must be worn with a belt at the waist and should not go below the knees. A formal Assembly requires appropriate dress (Best Summer/Winter wear). **Correct wearing of the uniform is particularly important outside the School.**

ii) Full School uniform should be worn to the School each day or full school sports uniform. The winter jumper is not to be worn with tracksuit bottoms except under jacket for warmth.

iii) Hair is to be neat, clean, well-groomed and off the face. Extremes of colour and style are not acceptable. (This includes hair which is obviously dyed, undercuts, shaving and number 1 cuts.) Girls’ hair which is shoulder length or longer must be tied back using hair ties or ribbon of navy/white/royal blue. Only. Hair combs if used should be natural
hair colour or dark blue. Other hair adornments are not appropriate. Boys' hair length must be above the collar at all times.

v) For girls, jewellery is restricted to a wristwatch and one pair of plain gold or silver matching studs or sleepers which, if worn, will be in the ear lobes only, one in each ear. Boys may only wear a wristwatch. Jewellery which does not satisfy this guideline will be confiscated with no guarantee of security.

vi) For safety reasons students must remove all jewellery when engaged in sport. Care of this is the student's own responsibility.

vii) Boys must be clean-shaven.

viii) Students are not permitted to wear make-up or nail polish.

ix) Students are encouraged to wear a hat/cap for all outdoor activities. Hats/caps are compulsory items to be worn during Physical Education or Sport. Any of the sun hats/caps provided by the Uniform Store are acceptable. Other non-uniform hats/caps are never acceptable.

x) Shoes must be black lace-up shoes with leather uppers (e.g. Clarks). Suede, patent leather, patterns, heels or platforms are NOT acceptable. Sports shoes must be predominantly white – surf, walk or leisure casual shoes are not allowed. Belts (black/grey leather or leather look) must be worn correctly with boys’ shorts or trousers. Sneaker or canvas type shoes are not permissible.

xi) On School Casual Dress Days students are expected to dress appropriately for the timetabled activities. The signed consent form completed in Term 1 is binding for the whole year. Students and parents should ensure that the guidelines on the form are adhered to implicitly.

**SUPPORT, INTERVENTION AND CONSEQUENCE**

The disciplinary process for Primary and Secondary Schools has some variation that caters for the age groups of the students. The following flow charts outline the different approaches to behaviour management in Primary School and Secondary School.
PRIMARY SCHOOL BEHAVIOUR MANAGEMENT PLAN

1. Warning
2. Name on Board
   - X 3 Crosses
3. Time Out
   - Visit Buddy Class to complete
   - Think Sheet
   - Note in diary
4. Repeated Time Out
   - Go to Head of Primary School
   - and parent notified
   - Consequence issued
   - Loss of play time
5. Go to Head of Primary School
   - and parents notified
6. Head of Primary School
   - to have interview with parents
7. In school suspension
8. Further incidents suspension
9. Continued misbehaviour
   - Withdrawal from school

- Calling out
- Inattention
- Not completing work
- Disrupting others
- Not being prepared or punctual
- Excessive talking
- Not being properly attired
- Using equipment inappropriately
- Playing out of bounds

- Use of inappropriate language
- Inappropriate physical contact
- Emotional harassment of others
- Physical assault or intimidation of others
- Verbal abuse or harassment of others
- Leaving the school boundaries
- Wilful offence against property
**Causes for Concern**

- Punctuality
- Incorrect uniform
- Lack of equipment for classes
- Diary (irregular/in frequent use, lost, no parent signature)
- Mobile phones (not in locker, earphones exposed)
- Incomplete class work or formal assessment
- Disrupting others & rude behaviour
- Excessive talking
- Using technology inappropriately (iPad, Social Media, inappropriate photos and websites)
- Not following teacher instructions, back chatting or swearing at a staff member.
- Inattention
- Lack of organisation
- Use of inappropriate language
- Defiant attitude

**Incident Report**

- Inappropriate physical contact
- Emotional harassment of others
- Physical assault or intimidation of others
- Verbal abuse or harassment of others
- Leaving the school boundaries
- Wilful offence against property
  
  (White Form – see appendix 1)

**Emergency**

- Student welfare at risk
- Teacher welfare at risk

- Send Emergency Card (Red) to Reception/HOSS/Principal

**Secondary School Disciplinary Process**

1. **Warning**
   - Teacher to write a red mark in the students diary

2. **Litter Duties**
   - School grounds, classrooms, desks etc

3. **Student Behaviour Reports**
   - Pink form – Student Organisation Report
   - Green form – Student Behaviour Report
   - Submitted to SS Admin Assistant by the teacher

4. **Detention**
   - Lunchtime and/or After school
   - Form – PC to complete

5. **Behaviour/Support/Mentoring Modification Plan/Card**
   - Student to report to teacher & co-ordinator
   - Issued by PC/HOSS – Folder

6. **Internal Suspension**
   - Parents notified by letter & phone. Copy kept on student file.

7. **Behaviour Contract**
   - Student to sign behaviour contract, posted to parent & copy kept on file. Insert in folder (see appendix 2)

8. **External Suspension**
   - Parents notified in writing & a phone call. Copy kept on student file

9. **Re-entry Interview**
   - Head of Secondary School
   - Principal, Parents & Student (see appendix 3)

10. **Further incidents suspension**
    - At the discretion of the HOSS/Principal
    - Repeat steps 6-10

11. **Continued breaking of the school rules & conditions of contract**
    - Enrolment Cancelled
      - (Discretion of the Principal)
SECONDARY SCHOOL

ACADEMIC BEHA VIOURAL PROBLEMS

Most issues of academic difficulties are dealt with in class as they involve learning styles and difficulties with comprehension of concepts and work. These difficulties are not considered to require disciplinary intervention. Examples are poor quality class-work or very low achievement in tests. Consequences for academic difficulties are usually not punitive. However, most of these are dealt with via the Homework Diary or a letter to the parents.

In all cases of academic behavioural problems, parents will be advised in the first instance by the classroom teacher. Failure to do set homework or submit assessments is an example. Repeated failure may need to be dealt with more severely by the relevant Head of Secondary.

The orange form titled ‘Secondary School Student Academic Concern Report’ (see appendix 4) is used for cases where students are consistently underperforming academically.

SOCIAL BEHAVIOUR AND SUPPORT PROCESSES IN SECONDARY SCHOOL

In the Secondary School there is a referral system in place that is supported by coloured forms:

1. In circumstances when there is a behavioural issue with a student the teacher completes the Green SS Student Behaviour Report (see appendix 5).

2. In circumstances when there is an organisational issue with a student the teacher completes the pink coloured SS Student Organisational Report (see appendix 6).

CONSEQUENCES FOR UNSATISFACTORY STUDENT BEHAVIOUR

3. At the discretion of the Head of Secondary, in consultation with the Pastoral Coordinator, detentions are issued as per the yellow coloured SS Detention Report (see appendix 7).

4. The Head of Secondary issues internal suspension as per the grey coloured SS Internal Suspension Report (see appendix 8).

5. The Head of Secondary in consultation with the Principal issues external suspensions as per the red coloured SS External Suspension Report (see appendix 9).

6. Exclusion or expulsion involves the permanent removal of a student from the school. The sanction is rarely exercised but will be used if required. The Principal, after consultation with the Chair of the School Board, is the only person in the school who may exercise this sanction. Parents are informed at a formal interview with the Principal. This is confirmed in writing.

BEHAVIOUR CARD

Students may be placed on Behaviour Cards as a support and/or behaviour modification programme by the Head of School (in consultation with the Pastoral Coordinator). Students are monitored every period and during recess/lunch breaks. Teachers record feedback in red (cause for concern); blue (positive) and black (communication). It is necessary that the student passes the Behaviour Card to
their teacher directly upon entering the classroom. When issuing a consequence please initial the ‘teacher’ column and state the period in which it was given.

The form teacher monitors and supports the student on a daily basis and the pastoral/curriculum co-ordinator(s) provide extra support and weekly monitoring culminating in an interview.

The co-ordinators meet with the Head of Secondary to update and collaboratively decide further action and support. The student may be called into an interview.

The co-ordinators and Head of Secondary may also request a parent interview or parent and student interview.
The Primary School has developed a set of school rules to keep students feel safe, happy and included in the school environment.

<table>
<thead>
<tr>
<th>School Rule</th>
<th>Example of Behaviour</th>
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</table>
| Respect everyone including yourself              | • Play fairly  
• ‘No’ to bullying  
• No fighting, rough games  
• No bad language |
| Take responsibility for your actions             | • Arrive at school on time  
• Use pathways sensibly  
• Do not leave the school grounds |
| Play safe and keep the playground safe           | • Do not climb trees  
• Do not throw sticks, stones or sand |
| Keep our school tidy                             | • Place your rubbish in a bin  
• Keep school grounds tidy  
• Eat in designated area – undercover area |
| Be ‘sun smart’                                   | • No hat - no play - no sport  
• No hat - remain in undercover area |
| Take pride when wearing your school uniform      | • Tuck shirt in |

**REWARDING POSITIVE BEHAVIOUR**

**Playground Behaviour**

- House points are issued for positive behaviour
- House points are recorded by the classroom teacher
- The House Captains collect points for the House Assembly every two weeks
- House points are tallied and promoted at House Assemblies
- The winning House is announced at the Presentation Assembly and presented with a shield.

**Classroom Behaviour**

- Classroom awards
- Positive reinforcement
- Stickers
- Merit Awards
- Sportsmanship Awards
- Virtues and Religious Studies Awards
- House points are issued for good behaviour in the form of points and tallied in class
### Playground

<table>
<thead>
<tr>
<th>Unacceptable Behaviour</th>
<th>Consequence</th>
<th>Process</th>
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</thead>
<tbody>
<tr>
<td>Student breaks school rule</td>
<td>Timeout</td>
<td>Student accompanies the teacher or student is isolated. Amount of time at the discretion of the teacher</td>
</tr>
<tr>
<td>Student breaks school rule a second time</td>
<td>Timeout followed by isolation</td>
<td>Student spends time isolated in the playground</td>
</tr>
<tr>
<td>Student breaks rule 3 times</td>
<td>Timeout in the office</td>
<td>Complete a Think Sheet (Appendix 10,11,12) Parents are notified Administration makes a decision about an IBMP in consultation with the class teacher</td>
</tr>
<tr>
<td>Student breaks rule again</td>
<td>An IBMP (appendix 13) is written with clearly defined steps outlining: in school suspension, home suspension and exclusion process.</td>
<td>Case conference involving child, teacher, parent and Head of Primary.</td>
</tr>
</tbody>
</table>

### Classroom

<table>
<thead>
<tr>
<th>Unacceptable Behaviour</th>
<th>Consequence</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student breaks classroom rule</td>
<td>Verbal warning</td>
<td>Teacher makes student aware of what rule has been broken and the child returns to task.</td>
</tr>
<tr>
<td>Student breaks classroom rule a second time</td>
<td>Student’s name is placed on the board - 1st cross</td>
<td>Teacher needs to clarify why the behaviour is unacceptable</td>
</tr>
<tr>
<td>Student breaks classroom rule a third time</td>
<td>2nd cross on the board</td>
<td>Teacher clarifies why the behaviour is unacceptable Teacher needs to have a conference with the child</td>
</tr>
<tr>
<td>Student breaks rule a fourth time</td>
<td>3rd cross on the board – Timeout is issued</td>
<td>No discussion about the behaviour Student needs to complete the Think Sheet Think Sheet needs to be filed Teacher informs the parent (diary)</td>
</tr>
<tr>
<td>Student receives three timeouts</td>
<td>Report to Head of Primary</td>
<td>Complete a Think sheet Parent contacted Decide whether: * An IBMP is needed * There is need for a case conference * The need for psych intervention</td>
</tr>
<tr>
<td>Student breaks rule again</td>
<td>An IBMP is written with clearly defined steps outlining: in school suspension, home suspension and exclusion process.</td>
<td>Case conference involving the child, teacher, parent / guardian and Head of Primary.</td>
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PRIMARY OR SECONDARY INTERNATIONAL STUDENTS

The School will, under section 19 of the ESOS Act, and in keeping with the National Code Explanatory Guide, Part D, Standard 13, inform the Department of Education, Employment and Workplace Relations (DEEWR) via Provider Registration and International Student Management System (PRISMS) if a student has made a severe breach of the rules and regulations of the School resulting in either his or her deferment, suspension or exclusion.

The School will inform the parents of the student concerned of its intention to suspend or cancel the student’s enrolment where the suspension or cancellation is not initiated by the student and that they are able to access our Grievance Resolution Policy and that they have 20 working days in which to do so as per Standard 8.1. Parents need to be aware that deferment, suspension or cancellation of enrolment may affect their child’s visa.

If parents access our Grievance Resolution Policy, cancellation of the student’s enrolment under this standard will not take effect until the internal process is completed, unless extenuating circumstances relating to the welfare of the student or other students at the School applies.

If the parents appeal the decision to defer, suspend or cancel their child’s studies, the School will not notify DEEWR of a change to the enrolment status until the internal complaints and appeals process is completed unless an immediate exclusion is applied.

The School may decide not to report a student for deferment or misbehaviour if:

- There is a documented inability for the child to begin studying on the course commencement date due to delay in receiving a student visa;
- There is documentary evidence from the parents/guardians demonstrating that compassionate or compelling circumstances apply. Compassionate or compelling circumstances may be defined as those circumstances beyond the control of the student and which have an impact upon the student’s course progress or wellbeing. These could include, but are not limited to:
  1. Serious illness or injury, where a medical certificate states that the student was unable to attend classes;
  2. bereavement of close family members such as parents or grandparents (Where possible a death certificate should be provided);
Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student’s studies; or

A traumatic experience which could include:

  1. involvement in, or witnessing of a serious accident; or
  2. witnessing or being the victim of a serious crime and this has impacted on the student (these cases should be supported by police or psychologists’ reports)

Other ‘extenuating circumstances’ relating to the welfare of the child may include, but are not limited to the following. The student:

  1. refuses to maintain approved care arrangements (only for students under 18 years of age);
  2. is missing;
  3. has medical concerns, severe depression or psychological issues which lead the School to fear for the student’s wellbeing;
  4. has engaged or threatens to engage in behaviour that is reasonably believed to endanger the student or others; or
  5. is at risk of committing a criminal offence.
DIAC may cancel a student’s visa based on the School’s dissatisfaction with a student’s behaviour. DIAC does not need to assess whether a breach has occurred. However, DIAC will retain the ability to consider exceptional circumstances as to why the visa should not be cancelled and to refer the matter back to the School if the School has not given the student access to an appropriate appeals process and/or considered compelling and compassionate circumstances, where relevant. However, these circumstances will be limited.

This standard allows for three different outcomes for the student’s Confirmation of Enrolment (CoE):

- The School notifies DEEWR through PRISMS that it is deferring or suspending a student’s enrolment for a period without affecting the end date of the CoE. In this case there is no change to the CoE or the student’s enrolment status on PRISMS i.e. the student’s CoE status will still be listed as ‘studying’. However, the notice of deferment or suspension will be recorded in PRISMS and sent on to the Department of Immigration and Citizenship (DIAC). This information will be kept for future reference.

- The School notifies DEEWR through PRISMS that it is deferring or suspending a student’s enrolment for a period which will affect the end date of the CoE. In such situations, PRISMS will cancel the original CoE, and immediately offer the provider the opportunity to create a new CoE with a more appropriate end date. If the provider does not know when the student will return, it can choose not to create a new CoE at that point, but to wait until the student has notified the provider of the intended date of return before creating the new CoE.

- The School notifies DEEWR through PRISMS that it wishes to permanently cancel (terminate) the student’s enrolment. Once this process is complete, the student’s CoE status will be listed as ‘cancelled’.

**POSITIVE REINFORCEMENT**

The School acknowledges that the most effective manner in which to promote and maintain positive behaviour patterns in a student is through the use of positive reinforcement.

At St. Andrew’s Grammar this type of positive reinforcement can be through:

- Words of praise or commendation in the classroom and playground from a teacher, Head of School or the Principal.
- Positive notes of praise in the student homework diary by a Teacher, Head of School or the Principal.
- Positive notes of praise from the Class Teacher on returned assessment pieces.
- The use of classroom rewards such as stickers for ‘Good Work’ or ‘Excellent Improvement’.
- Mention in the School Newsletter of commendation by a member of the School’s Management Team.
- Formal Merit Certificates signed by the Class Teacher and the Head of School and distributed at formal sub-school assemblies for students in Primary and Secondary School.
- Aussie of the Month awards distributed at formal sub-school assemblies, in the presence of parents, for students in Primary School.
RESTORATIVE PRACTICE

A restorative approach to conflict or wrongdoing consists of asking FOUR KEY QUESTIONS:

- What has happened?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

The restorative approach is based on the belief that the people best placed to resolve a conflict or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honoured. Teachers will need to attend professional learning courses, workshops and engage in professional reading to gain the necessary skills.

At St. Andrew’s Grammar we have provided a number of professional learning opportunities and will continue to do so in order to successfully embed restorative practice in our curriculum and approach.

The potential advantages of restorative approaches in the school setting include:

- A safer, more caring environment
- A more effective teaching and learning environment
- A reduction in bullying and other interpersonal conflicts
- A greater awareness of connectedness to young people.
- The need to belong and feel valued by peers and significant adults
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect, young people
ROLES AND RESPONSIBILITIES OF STAFF, STUDENTS AND PARENTS

It is the responsibility of the Principal, Chaplain and the Management Team to:

- Monitor and evaluate current school practices with regard to student pastoral care and discipline.
- Modify school management plans based on changing school needs.
- Formulate guidelines and strategies to be considered in the long term planning for effective student pastoral care and discipline practices.
- Coordinate the development of the school management plan for student welfare and discipline.
- Provide strategies to assist teachers to effectively meet the specific needs of students who display challenging behaviours in the regular classroom environment.

The role of teachers in relation to classroom and playground student welfare and discipline is to:

- Be consistent in the implementation of the set guidelines established for playground and classroom procedures.
- Apply appropriate classroom management strategies in order to provide a positive and effective learning environment.
- Be involved in reporting at both an informal and formal level to the Head of School, other students and parents, using verbal and written communications as required (Homework Diary, Parent/Teacher Evenings).
- Demonstrate care and concern for the spiritual, emotional, social and academic development of the individual students in one's care.
- Communicate concerns about particular students to relevant people by liaising with the Heads of School.

The role of all students is to:

- Choose to follow the Charter of Rights and Responsibilities;
- accept responsibility for his or her own behaviour;
- accept the consequences of his or her own behaviour.

The role of parents is to:

- Support the collaboration between staff, parents and students to implement the Behaviour Management Policy.

HOMEWORK AND DIARY ISSUES

Consequences for academic difficulties are usually not punitive. However, most of these are dealt with via the Homework Diary.

Failure to do set homework or submit assessments is an example of an academic behavioural problem. Parents will be advised in the first instance by the class-room teacher. Repeated failure may need to be dealt with more severely by the relevant Head of School.

Teachers who identify failure to complete homework in several areas pass this on to the Head of School who contacts parents.
SPORTS ISSUES

The main emphasis of the Physical Education programme at St. Andrew’s Grammar is on participation, encouraging fitness, fair play and the development of new skills.

- **Travelling to and from school**
  Students may wear their sports uniform to and from school ONLY on days when they have scheduled sports lessons.

- **Changing clothes at school**
  All bags and clothing must be clearly marked and secured. Valuables must not be left in sports bags or in the toilets. Students are encouraged to approach staff to keep valuables safe. The School is not responsible for the loss or theft of any articles from bags left outside rooms or in the toilets.

- **Uniforms**
  The Sports Uniform is as per school uniform requirements

- **Footwear**
  - to be worn to all activities with the exception of swimming where ‘thongs’ are acceptable.
  - approved and suitable sports shoes which are mainly white in colour. All socks must also be predominantly white.
  - shoes should be suitable for a number of different surfaces and sports.

- **Specialist Uniforms**
  Students in some activities may be required to purchase specialised tops and pants respectively. This is also a requirement for inter-school sporting teams.

- **Hair**
  Hair is to be worn as set out clearly in the School Rules.

- **Inter-school Events**
  All students must wear the correct sports uniform whilst playing in an interschool team. They are also required to wear suitable protective clothing and equipment.

- **Behaviour**
  Student behaviour on the sporting field is expected to be of the highest standard at all times. The School will not condone any form of unsporting or inappropriate behaviour.

- **Sun Policy**
  Students will wear official school hats for all physical education lessons and are encouraged to use suitable sun block creams.

- **Mouth-guards**
  The wearing of mouth-guards is required for all contact sports.

- **Staff Responsibility**
  The Sports Coordinator or any member of the Management Team or has the right to exclude any student from any sporting event if any of the above rules are disobeyed.

Students are encouraged to participate in all sports activities and are encouraged to develop a sense of fair-play and sportsmanship.

PLAYGROUND ISSUES

In a positive playground, students knowing the rules stay in defined playing areas and interacting harmoniously. Teachers should listen to children's concerns and respond appropriately by making positive comments when appropriate behaviours are observed.
Duty teachers observing minor inappropriate behaviours should give a verbal warning. Upon the refusal to comply with a verbal warning or a blatant break of school rules, the student will be required to sit in a safe place at the duty teacher's discretion.

Duty teachers need to check their Duty Files for students who are on Individual Behaviour Plans and for students with special medical needs.

**APPENDICES**

1. Incident Report (white)
2. Student Behaviour Contract
3. Parent / Student Interview Report
4. Secondary School Student Academic Concern Report (orange)
5. Secondary School Student Behaviour Report (green)
8. Secondary School Internal Suspension Report (grey)
10. Upper Primary School Think Sheet
11. Middle Primary School Think Sheet
12. Junior Primary School Think Sheet
13. Individual Behaviour Management Plan (IBMP)
ST. ANDREW’S GRAMMAR
Student Incident Report

Student name ___________________________ Roll group __________________

Date of incident ____________________________

Type of Referral

[ ] Pastoral Care

[ ] Discipline

[ ] School Psychologist

[ ] Parental Contact

Details of the Incident

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

[ ] Record of Incident in School Diary

Head of School ___________________________ Signature ____________ Date __________

Teacher _________________________________ Signature ____________ Date __________

Student’s Signature (if applicable) _____________________________ Date __________

CC: Principal, Vice Principal, Head of School, Bursar, Form Teacher, Parent, Student File, Other _____________________________
(mark applicable)
Student Behaviour Contract

Student name: __________________________________
Year Group: ________________________________

I agree to abide by the rules of the school as follows:

1. Respectful behaviour towards other students at all times (for example, no bullying, teasing or intimidation)

2. Respectful behaviour towards all school staff is required at all times. This includes but is not limited to: taking instructions without backchat, defiance or passive resistance and following the instructions of staff at all times and in a respectful manner.

3. Adhering to school rules: Examples include but are not limited to: no mobile phone during the school day, no exposed earphones, correct use of the iPad (passwords, inappropriate content, playing of games), permission to leave class only in circumstances where written permission is provided in the homework diary by the teacher, punctuality to school and classes, completion of all set academic tasks, bringing all necessary items to complete work in class, wearing the school uniform properly.

4. Appropriate use of language: no swear words spoken or muttered in any language

5. Attendance at detention if relevant

Two famous Greek Proverbs to consider:

‘Kindness begets kindness’

‘Learn to obey before you command’

Signed: ___________________________  Date: __________
Student’s Name
ST. ANDREW'S GRAMMAR
Parent / Student Interview

Student: ____________________________ Year: ____________

Parent/Guardian: ____________________________ Date: ____________

Attendees: ____________________________ Time: ____________

Type of Interview: (please circle) Personal Meeting / Telephone

Interview initiated by: (please circle) Principal/Head of Secondary/Teacher/School
Psychologist / Parent / Other ______________

REASON FOR INTERVIEW ____________________________

CONCERNS/DISCUSSION ____________________________

COMMENTS/FOLLOW-UP/OUTCOMES ____________________________

RECOMMENDATION:
☐ Student Behaviour Card ☐ Psychological Assessment ☐ Homework Club Attendance

Contact: ____________________________ Telephone: __________________

Signature of Teacher: __________________ Date: ____________

Signature of HOSS: __________________ Date: ____________

Distribution: Head of Secondary School / Pastoral Coordinator / Teacher / Student File / Other

Append any relevant documents
ST. ANDREW'S GRAMMAR

Secondary School Student Academic Concern Report

Student Name: _____________________________________
Year Group: _______________________________________
Form teacher: _____________________________________
Subject: ___________________________________________
Date: _____________________________________________

1. Academic Concern:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Teacher Action regarding concern

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Follow up recommendation

☐ Subject teacher interview
☐ Pastoral co-ordinator interview
☐ HOSS Interview

4. Pastoral Co-ordinator Action

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Administration Only:

1. Deliver to SS Admin
2. Copy to Pastoral Co-ordinator
3. Postal copy to parents
4. Copy on student file
ST. ANDREW'S GRAMMAR
Secondary School Student Behaviour Report

Student Name: ____________________________________________
Year Group: ____________________________________________
Form teacher: ____________________________________________
Date: ______________________________ ______________________

**Behavioural issue: (tick box)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Late to class</td>
</tr>
<tr>
<td>2.</td>
<td>Unprepared for class</td>
</tr>
<tr>
<td>3.</td>
<td>Homework not completed</td>
</tr>
<tr>
<td>4.</td>
<td>Formal assessment task not completed</td>
</tr>
<tr>
<td>5.</td>
<td>Rude behaviour</td>
</tr>
<tr>
<td>6.</td>
<td>Lack of focus</td>
</tr>
<tr>
<td>7.</td>
<td>Lack of organization</td>
</tr>
<tr>
<td>8.</td>
<td>Lack of diary use</td>
</tr>
<tr>
<td>9.</td>
<td>Incorrect uniform</td>
</tr>
<tr>
<td>10.</td>
<td>Incomplete Class Work</td>
</tr>
<tr>
<td>11.</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Punishment/Consequence: (tick box)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Red mark in diary</td>
</tr>
<tr>
<td>2.</td>
<td>Email PC to inform</td>
</tr>
<tr>
<td>3.</td>
<td>PC consequence (record in diary)</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher own consequence</td>
</tr>
<tr>
<td></td>
<td>Litter duty recess or lunch</td>
</tr>
<tr>
<td></td>
<td>Staying in recess or lunch</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>(Record in diary)</td>
</tr>
</tbody>
</table>

5. Teacher Restorative Action:

________________________________________________________________________
________________________________________________________________________

6. Is the student on a behaviour, focus or other support card/programme? (yes/no/action)

________________________________________________________________________

7. Teacher name:

________________________________________________________________________

8. Pastoral Co-ordinator action:

________________________________________________________________________

9. Relevant PC co-ordinator's signature:

________________________________________________________________________

10. HOSS signature:

________________________________________________________________________

*Deliver to Administration*
ST. ANDREW'S GRAMMAR

Secondary School Student Organisation Report

Student Name: _____________________________________
Year Group: ___________________________________
Form teacher: ________________________________
Date: ________________________________

Organisational issue: (tick option & offence number for the term)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1&lt;sup&gt;st&lt;/sup&gt; offence</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; offence</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; offence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Punctuality:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Late to Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Non attendance to Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Incorrect uniform:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o shoes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o sports uniform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o make up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o hair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o jewellery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o mismatched uniform items</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Unprepared for day:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o iPad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o file</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o pens, paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Diary:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o irregular / infrequent use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o misplaced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o no parent signature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Mobile phone:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o not in locker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o earphones exposed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Punishment/Consequence: (tick box)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Red mark in diary</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Email PC to inform</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>PC consequence (record in diary)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Afterschool detention:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Tuesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Thursday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In House suspension:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o 3 afterschool detentions per term</td>
<td></td>
</tr>
</tbody>
</table>

4. Reception notified parent: Phone: Y/N  Email: Y/N Outcome: ________________________________
5. Pastoral Co-ordinator action: ________________________________

6. Relevant PC co-ordinator's signature: ________________________________
7. HOSS signature: ________________________________
ST. ANDREW'S GRAMMAR

Secondary School Detention Report

Student Name: _____________________________________
Year Group:     ___________________________________
Form teacher:   ___________________________________
Date:                ______________________________

Behavioural issue:

________________________________________________________________________
________________________________________________________________________

Lunchtime detention consequence
- collect rubbish bags and gloves from the detention crate in SS5 and complete 25 mins of rubbish duty

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Area completed (eg. Palassis Courtyard, basketball courts)</th>
<th>Detention teacher signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rubbish duty - grounds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After school detention consequence
- collect the cleaning materials from the Detention Crate in SS5 and complete the following tasks

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Item completed (tick)</th>
<th>Detention teacher signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rubbish duty – grounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Science labs – bench tops and cupboards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Home Economics - fridges, microwaves, cupboards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Chewing gum cleaned from under desks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Clean desk tops and chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Clean walls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Clean white boards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Garden beds - weeding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Detention teacher comment
________________________________________________________________________

Detention teacher signature ____________________________

Pastoral co-ordinator comment
________________________________________________________________________

Pastoral co-ordinator signature __________________________

HOSS signature ____________________________
ST. ANDREW'S GRAMMAR
Secondary School Internal Suspension Report

Student Name: __________________________________________
Year Group: __________________________________________
Form teacher: _________________________________________
Date: ___________________________ ______________________

1. Behavioural issue: (Green Form)
________________________________________________________________________________________

2. Organisational Issue: (Pink Form)
________________________________________________________________________________________

3. Incident Report: (White Form) N/A or Please see attached Incident Report.

4. Three forms results in after school detention (Yellow Form) on Tuesday afternoon from 3.20pm – 4.20pm in SS5 with Ms Laura Nicholson. Three after school detentions result in an internal suspension. This will be at school either completing school work in the interview room or doing school community service.

Date: ___________________________ Detention Teachers Signature: ____________________________

Date: ___________________________ Detention Teachers Signature: ____________________________

Date: ___________________________ Detention Teachers Signature: ____________________________

5. Internal suspension: (Grey Form)

Date: ___________________________ Pastoral Co-ordinator Signature: __________________________

6. Notification to parents via red mark entry (by pastoral co-ordinator) in the student diary and a phone call from reception.

Date: _________________Time of call: ___________ Reception Signature: ________________

Pastoral co-ordinator comment
________________________________________________________________________________________

________________________________________________________________________________________

Pastoral co-ordinator signature __________________________

HOSS signature _____________________________________

PARENT signature ____________________________________
ST. ANDREW'S GRAMMAR

Secondary School External Suspension Report

Student Name: _____________________________________

Year Group: ___________________________________

Form teacher: ___________________________________

Date: _____________________

1. Behavioural issue: (Green Form)

___________________________________________________

2. Organisational Issue: (Pink Form)

___________________________________________________

3. Incident Report: (White Form) N/A or Please see attached form Incident Report.

4. Three forms results in after school detention (Yellow Form) on Tuesday afternoon from 3.20pm – 4.20pm in SS5 with Ms Laura Nicholson. Three after school detentions result in an internal suspension. This will be at school either completing school work in the interview room or doing school community service.

Date: _____________________ Detention Teachers Signature: _____________________

Date: _____________________ Detention Teachers Signature: _____________________

Date: _____________________ Detention Teachers Signature: _____________________

5. Internal suspension: (Grey Form)

Date: _____________________ Pastoral Co-ordinator Signature: _____________________

Date: _____________________ Pastoral Co-ordinator Signature: _____________________

6. External Suspension: Notification to parents via red mark entry (by pastoral co-ordinator) in the student diary a phone call from reception and a letter by HOSS. (Red form)

Date: _____________________ Time of call: ___________ Reception Signature: ______________

Pastoral co-ordinator comment

________________________________________________________________________

Pastoral co-ordinator signature ________________________________

PARENT signature ________________________________

HOSS signature ________________________________

Re-entry Interview: Date: _________________ Time: ___________ (see attached parent interview sheet)

PRINCIPAL signature ________________________________
St. Andrew’s Grammar
Upper Primary School

Think Sheet

Name: __________________________

Teacher: ________________

Year: ________

1. What happened?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What were your thoughts and feelings?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. How did you behave?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Explain how it made the other person feel.
   __________________________________________________________
   __________________________________________________________

5. Who have I upset?
   __________________________________________________________

6. What can I do to improve my behaviour?
   __________________________________________________________
   __________________________________________________________

7. What school rule did I break?
   __________________________________________________________
   __________________________________________________________

Student Signature: __________________________

Date: _______________
St. Andrew’s Grammar
Middle Primary School

Think Sheet

Name: ___________________________

Teacher: _____________                                 Year: ______

Draw and write about your behaviour:

<table>
<thead>
<tr>
<th>What happened?</th>
<th>What were your thoughts?</th>
<th>What were your feelings?</th>
<th>How did you behave?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What did I do?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. Who did I upset?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

3. What rule did I break?

__________________________________________________________________________________________

4. What can I do to improve my behaviour?

__________________________________________________________________________________________

Student Signature: ______________________________

Date: ______________
St. Andrew’s Grammar
Junior Primary School

Think Sheet

Name: ________________________

Teacher: ________________                    Year: _________

Draw a picture to show what happened.

1. This is what I did:
   ________________________________________________________________
   ________________________________________________________________

2. This is the rule I broke:
   ________________________________________________________________

3. Who did I upset?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. What can I do so it does not happen again?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Student Signature: ___________

Date: __________