



ST. ANDREW'S GRAMMAR

BEHAVIOUR MANAGEMENT POLICY

<i>Date</i>	<i>Modified By</i>	<i>Ratified</i>	<i>Review</i>
March 2006	Principal	2006	2007
February 2008	Principal	2008	2009
July 2009	Principal and Staff	2009	2010
April 2010	SMT	2010	2011
April 2014	SMT	2014	2015



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

- 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

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

- 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

Go to Head of Primary School
and parents notified

6

Head of Primary School
to have **interview with parents**

7

In school suspension

8

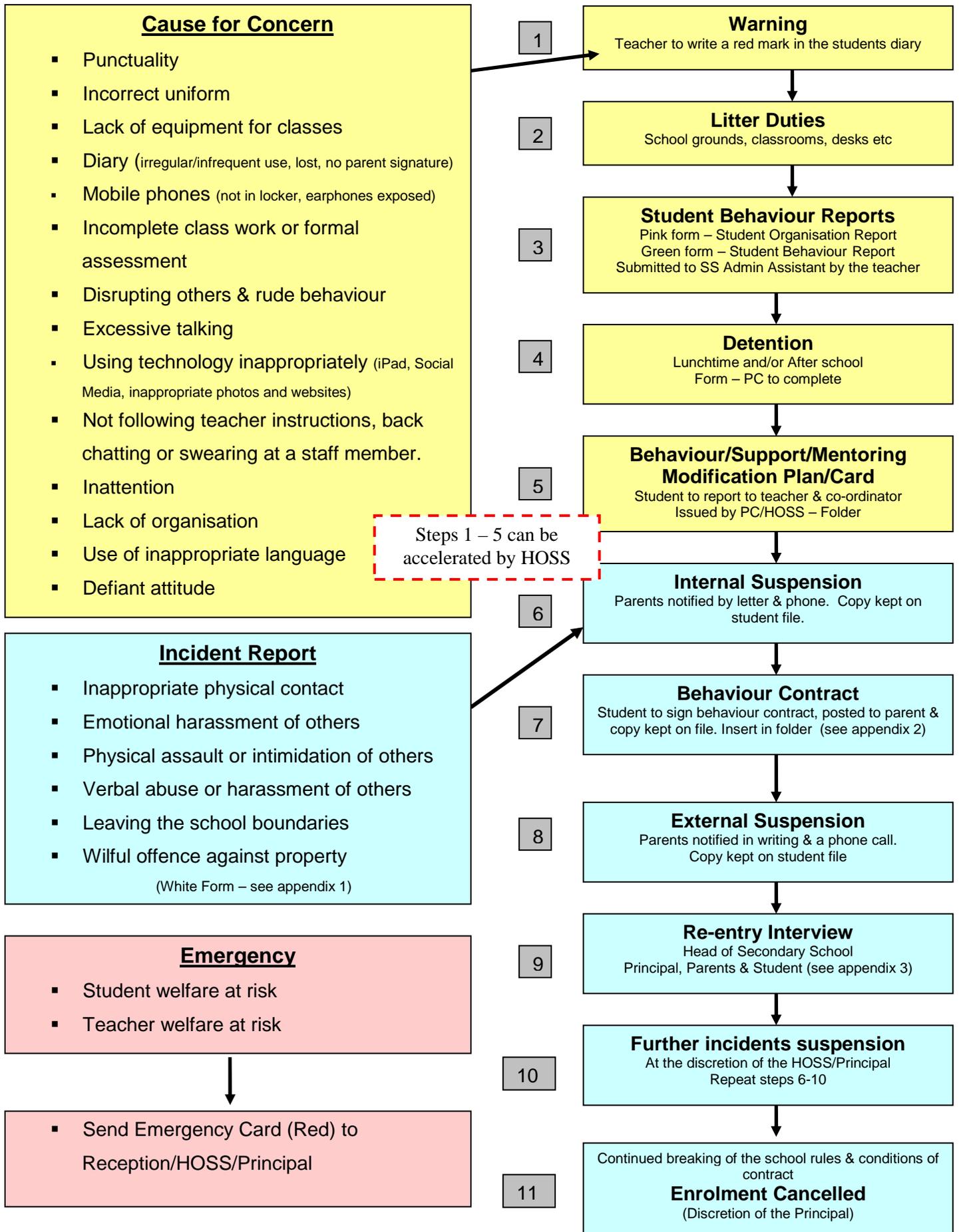
Further incidents suspension

9

Continued misbehaviour
Withdrawal from school



SECONDARY SCHOOL DISCIPLINARY PROCESS



SECONDARY SCHOOL

ACADEMIC BEHAVIOURAL 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 class-room 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.

PRIMARY SCHOOL

The Primary School has developed a set of school rules to keep students feel safe, happy and included in the school environment.

School Rule	Example of Behaviour
Respect everyone including yourself	<ul style="list-style-type: none">• Play fairly• 'No' to bullying• No fighting, rough games• No bad language
Take responsibility for your actions	<ul style="list-style-type: none">• Arrive at school on time• Use pathways sensibly• Do not leave the school grounds
Play safe and keep the playground safe	<ul style="list-style-type: none">• Do not climb trees• Do not throw sticks, stones or sand
Keep our school tidy	<ul style="list-style-type: none">• Place your rubbish in a bin• Keep school grounds tidy• Eat in designated area – undercover area
Be 'sun smart'	<ul style="list-style-type: none">• No hat - no play - no sport• No hat - remain in undercover area
Take pride when wearing your school uniform	<ul style="list-style-type: none">• 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

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Playground

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

Classroom

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

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 ie. 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**:

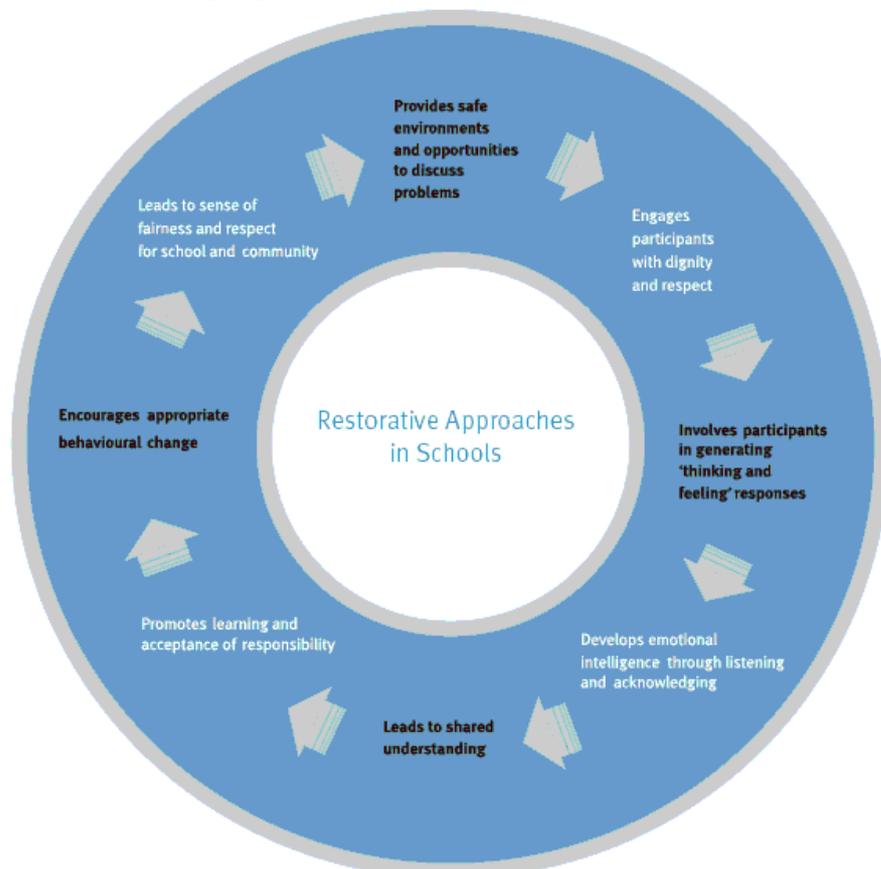
- What has happened?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

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)
6. Secondary School Student Organisation Report (pink)
7. Secondary School Detention Report (yellow)
8. Secondary School Internal Suspension Report (grey)
9. Secondary School External Suspension Report (red)
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)



St. Andrew's Grammar

St. Andrew's Grammar is a co-educational school and is run under the Auspices of the Hellenic Community of WA Inc.

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:** _____



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)

1.	Late to class	
2.	Unprepared for class	
3.	Homework not completed	
4.	Formal assessment task not completed	
5.	Rude behaviour	
6.	Lack of focus	
7.	Lack of organization	
8.	Lack of diary use	
9.	Incorrect uniform	
10.	Incomplete Class Work	
11.	Other	

Punishment/Consequence: (tick box)

1.	Red mark in diary	
2.	Email PC to inform	
3.	PC consequence (record in diary)	
4.	Teacher own consequence	
	Litter duty recess or lunch	
	Staying in recess or lunch	
	Other	
	(Record in diary)	

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)

1.	Punctuality: <input type="checkbox"/> Late to Form <input type="checkbox"/> Non attendance to Form	1 st offence	2 nd offence	3 rd offence
2.	Incorrect uniform: <input type="checkbox"/> shoes <input type="checkbox"/> sports uniform <input type="checkbox"/> make up <input type="checkbox"/> hair <input type="checkbox"/> jewellery <input type="checkbox"/> mismatched uniform items	1 st offence	2 nd offence	3 rd offence
3.	Unprepared for day: <input type="checkbox"/> iPad <input type="checkbox"/> file <input type="checkbox"/> pens, paper	1 st offence	2 nd offence	3 rd offence
4.	Diary: <input type="checkbox"/> irregular / infrequent use <input type="checkbox"/> misplaced <input type="checkbox"/> no parent signature	1 st offence	2 nd offence	3 rd offence
5.	Mobile phone: <input type="checkbox"/> not in locker <input type="checkbox"/> earphones exposed	1 st offence	2 nd offence	3 rd offence

Punishment/Consequence: (tick box)

1.	Red mark in diary	
2.	Email PC to inform	
3.	PC consequence (record in diary)	
	Afterschool detention: <input type="checkbox"/> Tuesday <input type="checkbox"/> Thursday	
	In House suspension: <input type="checkbox"/> 3 afterschool detentions per term	

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

Consequence	Area completed (eg. Palassis Courtyard, basketball courts)	Detention teacher signature
1. Rubbish duty - grounds		

After school detention consequence

- collect the cleaning materials from the Detention Crate in SS5 and complete the following tasks

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

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.

<i>What happened?</i>	<i>What were your thoughts?</i>	<i>What were your feelings?</i>	<i>How did you behave?</i>
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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**

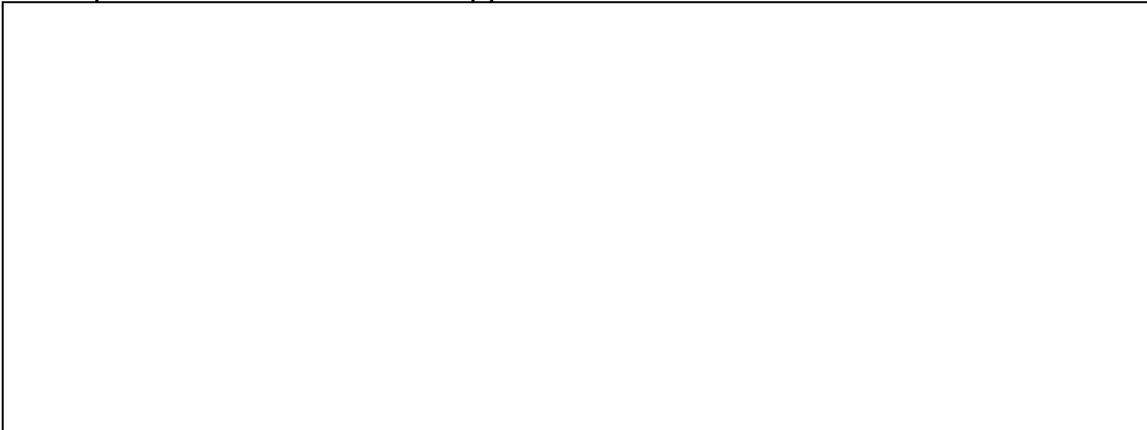
Think Sheet

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: _____