

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
June 2017	Principal	2017	2018
March 2018	Principal	2018	2018
May 2018	Principal	2018	2019
May 2025	SLT*	2025	2026

**\*in consultation with Student Council**



## **ST. ANDREW'S GRAMMAR Behaviour Management Policy**

### **POLICY OVERVIEW**

St. Andrew's Grammar aims to provide a safe, secure and positive environment in which each student can develop the knowledge, skills, self-confidence and maturity to respect and care for themselves, their peers and their community.

The School aims to establish a community in which everybody feels valued and safe and where individual differences are understood, accepted and appreciated. It is the responsibility of all students and staff to support this aim.

The school commits to foster the conditions for positive behaviours, and nurture in every student the understanding of how to behave in a positive manner. This forms part of a broader Wellbeing Framework which operates to ensure every student is supported, is given a voice in the decision making of the school, offered opportunities for leadership and feels a sense of belonging within the school and the wider community.

A framework of rules is provided for guidance in the process of developing self-discipline. The aim is 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 important parameters set by the school.

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.

As per the Registration Standards, St Andrew's Grammar explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment by any teacher, staff member or other caregiver at the school.

#### **Corporal punishment**

Staff members and volunteers **MUST NOT** discipline any child by way of corporal punishment, which is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.

#### **Degrading punishment**

Staff members and volunteers **MUST NOT** use any form of degrading punishment, which is any punishment which is incompatible with respect for human dignity, including corporal punishment

and non-physical punishment which belittles, humiliates, denigrates, scapegoats, or ridicules the child.

### Child abuse

Staff members and volunteers MUST NOT engage in any form of child abuse in any form, including

1. physical abuse – which includes behaviour which severely and/or persistently hurts or injures a child,
2. sexual abuse – which includes any behaviour which exposes, or involves, sexual activity which is inappropriate to the child's age and developmental level,
3. emotional abuse – which includes any behaviour that constitutes psychological abuse or exposure or family and domestic violence,
4. neglect – which occurs when children do not receive adequate food, shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or injured, whether acute, episodic or chronic.

### **Pastoral Care and the Behaviour Management Process**

At St. Andrew's Grammar, all teachers exercise their range of professional behaviour management strategies to ensure that they maintain good order while students are in their care. All disciplinary actions and/or sanctions made by teachers fall within the scope of the school's discipline policy and are to be meted out in a procedurally fair manner. (Allowing for modifications and accommodations for students with disabilities/special needs). Generally, it is ONLY teachers who are authorised to discipline students.

Whilst teachers have the authority to use disciplinary methods in line with the school's Behaviour Curriculum, they will avoid using discipline methods which involve ridicule, humiliation, and/or corporal punishment.

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.

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:
  1. Every student has the right to learn without disruption.
  2. All people in the school community should be courteous and show respect towards one another.
  3. It is everyone's responsibility to maintain a clean and pleasant school environment.
  4. 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 Curriculum 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.

The school rules for student conduct, as well as expected behaviours are available in the Student Code of Conduct. Contravention of these rules will result in the use of disciplinary actions taken in accordance with the School's Behaviour Curriculum.

Guidance on the application of specific consequences for individual types of behaviour can be found in the Primary Behaviour Curriculum and the Secondary Behaviour Curriculum, which are available as separate publications. These documents outline specific interventions available to teachers, pastoral leaders and senior leadership for any given type of behaviour.

## **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 whole School environment.
- be punctual, prepared and well presented.
- abide by the School's rules and expectations set out in various publications.

## **ROLES AND RESPONSIBILITIES OF STAFF, STUDENTS AND PARENTS**

It is the responsibility of the Principal, Chaplain and the Senior 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 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 behaviour 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 or Heads of House/pastoral leaders in Secondary School.

The role of all students is to:

- Engage positively in the proactive programs designed to teach positive behaviours and foster a positive school culture.
- 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.

As this policy is a guide for all members of the school community, parents are encouraged to:

- Support the collaboration between staff, parents and students to implement the Behaviour Management Policy.
- Be aware of any signs of distress in their son/daughter and discuss these with relevant pastoral support staff.
- Encourage students to discuss concerns with a trusted member of staff.
- Reinforce the fact that their son/daughter is not to blame for the inappropriate behaviour of others.
- Strongly discourage any planned retaliation, either physical or verbal if their son/daughter is being bullied. St Andrew's insist upon more positive resolution techniques.
- Model exemplary behaviour when spectating or officiating at school sporting events and fixtures.
- Avoid posting critical remarks about the school or its community on social media. Unfavourable remarks about teachers online are considered defamatory.
- Work alongside the school to ensure their child is acting in accordance with this policy and in doing so accepting any sanctions that are applied through this policy.
- Never discipline or correct the behaviour of another student.

## **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, member of the Senior Management Team 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';
- Merit citations issued through the school's Learning Management System.
- Head of House awards for consistent or extremely positive behaviour, given regularly at house meetings for Secondary students;
- Principal's awards given each term in Secondary for students who show particularly meritorious behaviour through a school term.
- Effort point average calculated at the end of each reporting schedule and students of highest EFP are recognized at assembly and on the "Honour Roll of Excellence in Attitude and Effort".

- Mention in the School Newsletter of commendation by a member of the School’s Senior 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, and
- Additional positive reinforcements outlined in the Primary and Secondary Behaviour Curriculum documents.

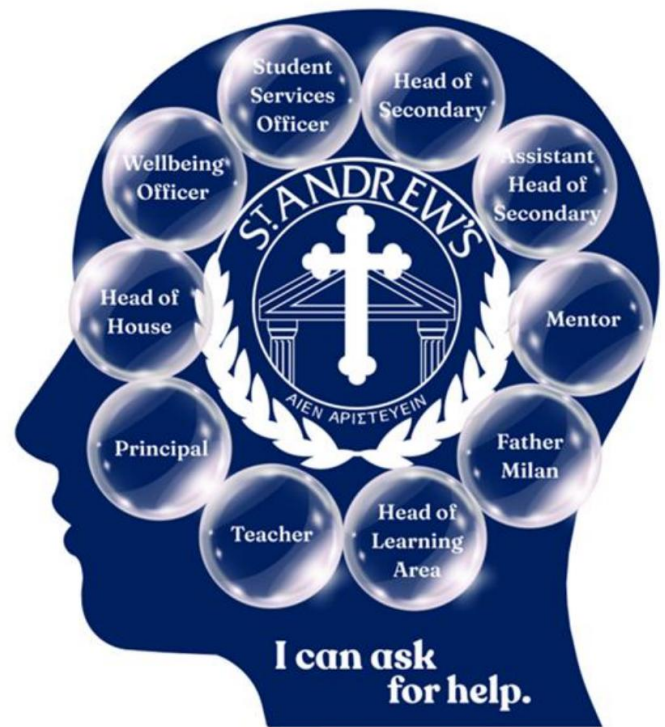
## SUPPORT

Where students face challenges in adhering to the school’s expectations, it is a priority of the school to provide support to the student. The support available to students varies between the Primary and Secondary Schools in accordance with the best practice and evidenced based strategies most appropriate for each age group. These supports have been developed in collaboration with student leaders and student feedback.

Support in Primary: Within the Primary School: Within the Primary School there are a number of possible people from which every student can seek support. These support persons are Duty Teachers, Classroom Teachers, Heads of Pedagogy and Curriculum, Chaplain, Assistant Heads, Head of Primary and Principal. Whilst generally, students will access these in a progressive manner, starting with Duty Teachers (for incidents that occur during Recess/Lunchtime) or Classroom Teacher, then progressing to the other positions, students are encouraged to contact any of these. The process is also set out in the Primary School’s “Speak Up!” poster and program.



Support in Secondary: Within the secondary school there are ten possible people from which every student can seek support. These support persons are set out in the Secondary School's 'Wheel of Support' and are classroom teachers, Mentor Teachers, Heads of House, Heads of Learning Area, the Wellbeing Officer, School Chaplin, Student Services Officer, the Assistant Head of Secondary, Head of Secondary, and Principal. Whilst generally, students will access these in a progressive manner, starting with their classroom or Mentor teacher, then progressing to their Head of House and so forth, students are encouraged to contact any of these



## 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, and vice versa.

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

Specific guidance on the expectations for student behaviour can be found in the Student Code of Conduct, which outlines the required behaviours of students, and the Uniform Policy, which outlines the required standards of student uniform and appearance.

## Other Relevant Policies and Publications

In addition to the Behaviour Management Policy, in managing behaviour at St. Andrew's Grammar the following publications should also be given consideration when relevant to the specific behaviour.

Policies:

1. Student Code of Conduct
2. School Suspension Policy
3. Staff Code of Conduct
4. School Uniform Policy
5. Mobile Phone Policy for Students
6. ICT Student Use Policy
7. Anti-Bullying Policy

Publications:

1. Secondary Behaviour Curriculum
2. Primary Behaviour Curriculum

## APPENDICES

1. *Incident Report*
2. *Student Behaviour Contract*
3. *Upper Primary School Think Sheet*
4. *Middle Primary School Think Sheet*
5. *Junior Primary School Think Sheet*



**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**

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- Record of Incident in School Diary

Head of School \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature (*if applicable*) \_\_\_\_\_ Date \_\_\_\_\_



**St. Andrew's Grammar  
Student Behaviour Contract  
(example)**

**Student Name** \_\_\_\_\_

**Year Group** \_\_\_\_\_

I agree to abide by the behaviour agreement outlined in this contract. I understand that my conduct at school should at all times include:

1. Respectful behaviour towards other students;
2. Respectful behaviour towards all school staff;
3. The ongoing observation of all school expectations;
4. Appropriate use of my personal device;
5. Attendance at detention (if required)

Details of Detention Date and Time \_\_\_\_\_

6. Specific details for this contract \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**St. Andrew's Grammar  
Upper Primary School**

**Think Sheet**

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Year: \_\_\_\_\_

**1. What happened?**

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

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**3. How did you behave?**

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

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**5. Who have I upset?**

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

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**7. What school rule did I break?**

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Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**St. Andrew's Grammar  
Middle Primary School**

**Think Sheet**

**Name:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Year:** \_\_\_\_\_

**Draw and write about your behaviour:**

<b>What happened?</b>	<b>What were your thoughts?</b>	<b>What were your feelings?</b>	<b>How did you behave?</b>
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1. What did I do?

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2. Who did I upset?

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3. What rule did I break?

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4. What can I do to improve my behaviour?

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**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

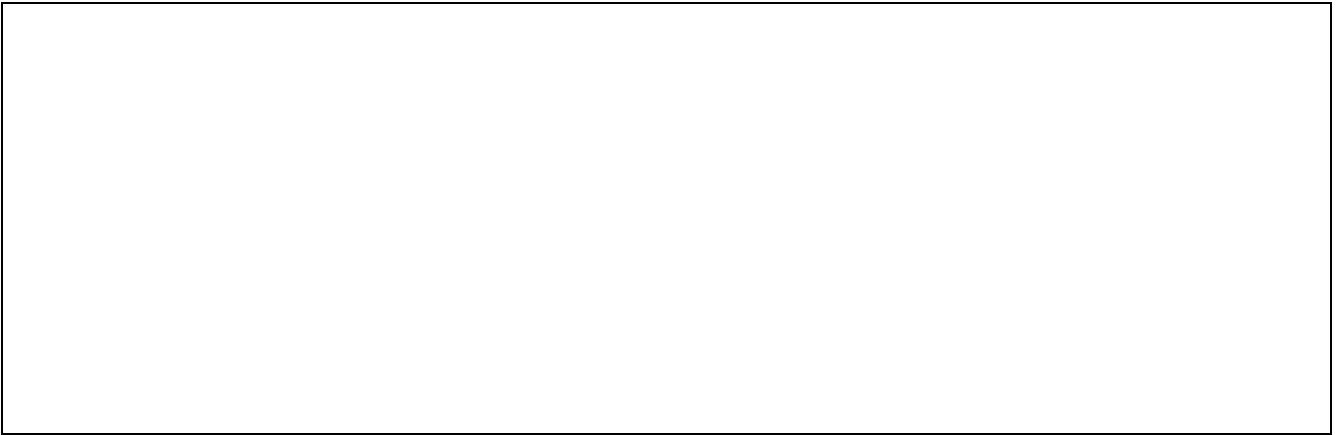
**St. Andrew's Grammar  
Junior Primary School**

**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: \_\_\_\_\_