

DEVELOPING YOUR SCHOOL'S BEHAVIOUR CURRICULUM

<p>QUALITIES AND CHARACTERISTICS OF OUR GRADUATES</p> <p><i>Write a brief statement that describes the qualities and characteristics that students will develop and leave with as a result of being a student at your School.</i></p>	<p>Graduates of St Andrews Grammar are resilient, independent, and compassionate individuals who respect themselves and others. They leave with the confidence to reach their full potential, equipped with critical thinking skills and a strong sense of responsibility. Committed to excellence and Hellenic values, our students are prepared to be responsible citizens, making a positive impact with integrity and respect in all that they do.</p>
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SCHOOL VALUE	Commitment	Excellence	Independence	Respect
<p>NORMS</p> <p><i>Based on the school value, what do we want to see as normal in the classroom?</i></p>	We are dedicated to learning and active participation	We are active learners working toward personal goals	We have the power to make thoughtful choices.	We show regard and care for ourselves, others and the environment.
<p>EXPECTED BEHAVIOURS</p> <p><i>What behaviour do we expect of students to demonstrate the school value?</i></p>	<ul style="list-style-type: none"> We will work to our best potential and continue to grow We communicate respectfully We actively take part in all learning experiences We are wearing the correct uniform and we wear it with pride We complete assigned work to the best of our ability and in a timely manner We seek assistance when needed from the teacher/s or our peers We adhere to the Greek ethos and school code of conduct 	<ul style="list-style-type: none"> We take risks with our learning and have a go We are resilient and persistent – we don't give up when face with challenges We look and listen to who is speaking (active listening) We collaborate and co-operative with others during group work We self-reflect Be mindful and respectful of other classrooms when walking around the school Organised – have all materials and belongings ready for each lesson Complete homework / home study as directed We use feedback to improve our work 	<ul style="list-style-type: none"> We are self-managers in our learning (we bring all equipment required to class) We are punctual to our lessons We follow instructions We ask for help with our work when needed We complete tasks and assessments on time We are accountable We seek assistance when needed (with our learning or social interactions inside and/or outside of the classroom) 	<ul style="list-style-type: none"> We allow others the opportunity to learn We allow teachers the opportunity to teach We are accepting of all cultures, race, gender, faith and sexuality We take responsibility for personal belongings We show respect to the school, teachers, peers and ourselves We treat ourselves, staff, peers with kindness and empathy We express pride for the school environment and treat it with respect. We help others within our school and the wider community
<p>ROUTINES</p> <p><i>What routines will we teach to reinforce the expected behaviour?</i></p>	<ul style="list-style-type: none"> Cue to Start Classroom Entry Classroom Exit Student Movement (Transitions) 			
<p>RULES</p> <p><i>What rules will define the expected behaviour for students?</i></p>	<ul style="list-style-type: none"> Talk in turn / no calling out Follow teacher instructions Be punctual and prepared Follow the uniform policy Move safely around the school Keep hands and feet to yourself Use school appropriate language 			
<p>MAINTAINING EXPECTATIONS</p> <p><i>How will the expected behaviours be practised and reinforced?</i></p>	<ul style="list-style-type: none"> Teachers and Education Assistants model expected behaviour Reinforced by every staff member e.g. If behaviour occurred in specialist class, then specialist teacher is responsible for contacting parents, documenting on Schoolbox, and informing classroom teacher. Teacher repeats routines when not executed correctly Teacher gives feedback when expected behaviour is not met Support other staff when circumstances arise e.g. teacher out on duty dealing with an issue 			

<p>CONSEQUENCES</p> <p><i>What are the consequences for a student choosing not to follow the expected behaviour?</i></p>	<p>Minor Misbehaviour (Grey)</p>	<p>Teacher Response</p>
	<p>Interrupting the learning of others</p>	<ol style="list-style-type: none"> 1. Acknowledge or address behaviour and remind student of expectations. 2. Remind student of appropriate behaviour. 3. Have restorative chat with student. 4. Move student within class, relating the students' behaviour effect on learning. 5. Send student to Buddy Class to reflect 6. Complete think sheet and work to do. 7. Contact family either verbally or via email (same day) and document on Schoolbox.
	<p>Not prepared for learning e.g. equipment needed for specialist classes, laptops, pencil case etc.</p>	<ol style="list-style-type: none"> 1. Scan tables during entry routine for students who might be missing required materials. 2. Speak to student/s: "I notice you don't have ..., I will lend you one/it for today's class..." OR "I don't have a spare ..., you will need to share with the student next to you. (or other solution)" 3. At appropriate time, ask "Why do you not have your...is it lost or forgotten?" 4. Put in place solutions/plans to support student. 5. If repeated (multiple times over 2 weeks), teacher documents on Schoolbox, contacts home (email ok) and asks the student to meet at recess or lunch to discuss (5 minutes). "When you come unprepared it impacts your learning by..." AND "What can we do to prevent this in the future?" <p>*Teachers are encouraged to keep student exercise books and spare stationary in a tub in the classroom where appropriate.</p>
	<p>Minor safety issues</p>	<ol style="list-style-type: none"> 1. Acknowledge or address behaviour and remind student of expectations. 2. Remind student of appropriate behaviour. 3. If persistent, restorative chat outside the classroom. 4. Contact parent if persistent and document on Schoolbox.
	<p>Late to class & coming back from recess & lunch</p>	<ol style="list-style-type: none"> 1. Follow late entry routine 2. Acknowledge or address behaviour and remind student of expectations. 3. Remind student of appropriate behaviour. 4. If persistent, restorative chat outside the classroom and contact home. The student is to make up the time during recess/lunch.
	<p>Ongoing eating/drinking (not water)/gum in class</p>	<ol style="list-style-type: none"> 1. Acknowledge or address behaviour and remind student of expectations. 2. Remind student of appropriate behaviour. 3. If persistent, call/email home to notify and seek support.
	<p>Missed Consequence</p>	<ol style="list-style-type: none"> 1. Call home to notify parent + reschedule detention 2. Have conversation with student about behaviour expectations. 3. Student to make up the time missed in the following break. 4. If repeated, follow up with a parent and document on Schoolbox. <p>*Teachers are to ensure the detention is applicable to the behaviour. E.g. Picking up rubbish is only a suitable consequence for a student who has littered/left a mess.</p>
	<p>Inappropriate use of technology</p>	<p>Laptops</p> <ol style="list-style-type: none"> 1. Acknowledge or address behaviour and remind student of expectations. (in particular the use agreement) 2. Remind student of appropriate behaviour. E.g. "Laptops closed" 3. Have restorative chat with student. 4. Document on Schoolbox 5. Ask student to place laptop on teacher desk. The parent is required to collect the laptop from the teacher. <p>Phone/Air Pods/Watch</p> <ol style="list-style-type: none"> 1. Ask student to hand device to the class teacher. Explanation of consequence/behaviour expectations. 2. (Refusal) Refer to Head of Primary.
	<p>Disrespect of classroom equipment (leaving rubbish, not pushing chair in)</p>	<ol style="list-style-type: none"> 1. Acknowledge or address behaviour and remind student of expectations. 2. Remind student of appropriate behaviour. 3. Have restorative chat with student. 4. Teacher to decide on a consequence that is applicable to the behaviour
	<p>Homework</p>	<ol style="list-style-type: none"> 1. Scan tables during entry routine for students who might be missing due homework. 2. Check homework checklist/record, and if homework is not complete, remind student of homework expectation 3. If repeated (2 weeks), contact student guardian and upload communication onto Schoolbox. 4. Student completes homework during recess/play time. 5. If necessary, after meeting with parents/parent communication, differentiate homework.

	Self-Exiting (short time)	<ol style="list-style-type: none"> 1. Remind student of appropriate behaviour. 2. Make up missed learning time. 3. Have restorative chat with student. 4. Contact student's guardian if behaviour is repeated and document on Schoolbox.
	Low-level disrespectful language e.g. eye roll, talking back, ignoring instructions, negative self-talk	<ol style="list-style-type: none"> 1. Acknowledge or address behaviour and remind student of expectations. 2. Remind student of appropriate behaviour 3. Send to buddy class to reflect on behaviour 4. Student to complete Think Sheet. 5. Have restorative chat with student. 6. Schoolbox post. 7. Contact student's guardian if behaviour is repeated.
	Student Negative Self-Talk & Harm	<ol style="list-style-type: none"> 1. Acknowledge or address behaviour 2. Have a restorative chat with the student 3. Inform Head of Primary 4. Document on Schoolbox 5. If required, inform parent and upload communication on Schoolbox 6. If required, refer to Critical Incident Flow Chart
	High-level disrespectful behaviour. e.g. repeated swearing, racist comments, shouting at a teacher/student	<ol style="list-style-type: none"> 6. Acknowledge or address behaviour and remind student of expectations. 7. Student to complete Think Sheet. 8. Have restorative chat with student and Head of Primary. 9. Inform parent and upload communication on Schoolbox. 10. Schedule parent meeting with teacher, Head of Primary and Principal.
	Physical Behaviour e.g. hitting, kicking, spitting, biting others students or teacher	<ol style="list-style-type: none"> 1. Support person to assist the teacher to remove the child or the other children from the immediate area 2. Call SAG Emergency Number 0474489316 3. Immediately call Parents to come collect the child 4. Child to wait in an appropriate, calm area with at least one adult until parent arrives. 5. Document on Schoolbox.
Prohibited Actions	Child Abuse	<p>Staff members and volunteers MUST NOT engage in any form of child abuse in any form, including.</p> <ol style="list-style-type: none"> 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.
	Degrading Punishment	<p>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, threatens, scares or ridicules the child</p>
	Corporal Punishment	<p>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.</p>