

# Behaviour Management Policy

## VISION STATEMENT

GERALDTON GRAMMAR SCHOOL WILL PROVIDE OUTSTANDING EDUCATION AND A STRONG SENSE OF COMMUNITY, CULTIVATING PEOPLE OF INTEGRITY, INDEPENDENCE OF MIND AND A LOVE OF LEARNING.

<b>Introduction</b>	This statement outlines the Geraldton Grammar School policy on the behaviour and management of students in the school.
<b>Scope and application</b>	Policy applies to all employees of Geraldton Grammar School but mainly the policy makers – members of the senior management team
<b>Related legislation and guidelines</b>	No legislation but all AISWA guidelines are used as a format for this policy.
<b>Related Policies</b>	Bullying Policy, Inclusive Education, Uniform, Harassment, International Students, Code of Conduct, ICT/BYOD/iPad Users Agreement
<b>Evaluation</b>	Annual

<b>Date</b>	<b>Action</b> (issue, reissue, amendment, replacement of pages, etc)	<b>Initials</b>
March 02	Draft	JRE
September 05	Minor changes with Bullying Policy	JRE
December 05	Incorporating Primary and Friendly Schools appendices	JRE/SSW
05/02/09	Amended	SSW
31/03/10	Revised	SSW,SPN
22/09/10	Revised – International Students	JRE/BLE/GMY
22/03/11	Revised– International Students	GMY
05/04/12	Added demerit criteria	AFY/JRE
25/03/13	Crest	SPN
17/12/14	Demerit criteria, removed behaviour slip reference, added policy statement etc	JRE
30/09/15	Amended to Behaviour Management Policy with Policy Statement update	AFY/BLE/DLE

# BEHAVIOUR MANAGEMENT POLICY

## Policy Statement

Staff at Geraldton Grammar School strive to build positive relationships and inclusive learning environments.

Every student and staff member has a right to:

- Learn and teach free from disruption
- Be treated courteously, where rights and responsibility are respected.
- Be free from discrimination
- Work in a safe, supportive, caring and healthy environment

## Policy Aim

The behaviour management policy aims to develop student's self-discipline by taking responsibility for their actions.

## Policy Overview

The central tenets of all procedures and guidelines encompass the following:

- All students should be responsible for their own behaviour and staff are responsible for helping to achieve this.
- Students will recognise the rights of others and to be aware of their own responsibilities.
- In a K-12 school there are different age appropriate consequences for behaviour.
- Restorative processes are essential to teaching behavioural change.
- In an inclusive learning environment all students are individuals and in recognition of this students will be treated as such.
- The school will provide support for both staff and students to enable positive behaviours.

## Whole School System

Behaviour management encompasses inside the classroom and outside the classroom.

The Teacher's Role – classroom and subject teachers are the linchpin of effective behaviour management.

The Head of Department and Assistant Head of Primary Role – support the classroom and subject teachers to develop strategies and monitor progress.

The Head of School Role – to oversee all concerns, monitor progress and support in matters unresolved.

The Principal's Role – provide support to Head of School

## **Responsibilities**

Classroom and subject teacher:

- Know individual student considerations
- Articulate and implement expectations
- Actively supervise
- Discusses inappropriate behaviour quietly with individual student
- Fair and consistent in approach
- Seek support when required
- Record moderate / severe infringements on SEQTA
- Contact parents when necessary

Head of Department and Assistant Head of Primary:

- Support teachers with strategies
- Provide timeout / in classroom support
- Contact parents when appropriate
- Implement consequences as appropriate
- Refer to Head of School as appropriate
- Record infringements and management on SEQTA

Head of School:

- Awareness of personal considerations that may affect behaviour
- Track individual patterns of behaviour
- Implement consequences as appropriate
- Support all staff by providing timeout / in classroom support
- Record infringements and management on SEQTA
- Management of in school and out of school suspensions
- Contact parents when appropriate
- Refer to Principal as appropriate

Principal

- Provide support to Head's of School
- Articulate school expectations to school community
- Manage exclusions

## **Procedures:**

### Infringements

Light – dealt with by the classroom, subject or duty teacher

Moderate – referred to Head of Department or Assistant Head of Primary or Head of School

Severe – referred to Head of School or Principal

### Restorative Process

A restorative approach emphasises the importance of healthy relationships between all members of the school community. Restorative strategies seek to develop empathy and repair relationships. The process shares a common goal of enhancing or restoring a sense connection and wellbeing through respectful dialogue.

Automatic removal from class, recess and lunchtime

Breach of Safety eg throwing an object, not following safety guidelines

Physical Abuse eg punching another student, threatening intimidating behaviour,

Verbal Abuse eg swearing at the teacher, bullying

Student should be accompanied and sent directly to Head of School or front office.

Alternately send a student to Head of School or front office for assistance.

Detention

Lunchtime - when a student loses social break time and is supervised by a teacher or Head of Department or Assistant Head of Primary.

Afterschool – when a student is required to remain at school as a consequences of his/her behaviour and is supervised by a Head of Department or Head of School.

Parents are informed.

Suspension

In school – a student is required to spend the day at school under strict supervision with breaks outside recess and lunchtime. Parents are informed.

Out of School – when a student has a sever infringement and this is deemed an appropriate consequence. Parents are informed.

Individual Behaviour Program

To be implemented when a student’s behaviour continues to be an ongoing concern or a diagnosed consideration needs to be implemented eg behaviour tracking

**Categories**

<b>EDUCATIONAL</b> Homework not completed Due dates not adhered to Late to class Unprepared Disregarding requests/instructions Misuse of ICT Disregarding classroom expectations Disruptive behaviour	<b>IMAGE OF GERALDTON GRAMMAR SCHOOL</b> Uniform worn incorrectly Incorrect uniform Make up Hair Behaviour outside school Public representation of the school
<b>GENERAL INAPPROPRIATE BEHAVIOUR</b> Swearing Bringing inappropriate material to school Disrespect Misrepresenting situations Leaving the school grounds without permission Disobedience Dangerous play	<b>ANTI-SOCIAL BEHAVIOUR</b> Bullying Graffiti Vandalism Truancy Fighting Drugs Theft Harassment Spitting Littering

## **Infringements**

Refer to consequence guidelines for primary and middle/senior school  
The following appendices enable this policy to be implemented:

### **Early Childhood and Primary School**

Building healthy relationships  
Student's expectations contract  
Examples of common infringements

### **Middle and Senior School**

Guidelines and responsibility for students  
Demerit and credit system  
Middle and Senior School procedures and guidelines  
Examples of common infringements  
Learning area specific procedures - English, Mathematics, Physical Education and  
Technology and Enterprise  
Student progress sheet  
Behaviour tracking sheet  
Individual Behaviour Plan  
Behaviour Recovery Plan