



# Positive 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.

## VALUES

| Respect | Responsibility | Inclusivity | Perseverance |

<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>	The policy applies to all staff and students of Geraldton Grammar School.
<b>Related legislation and guidelines</b>	<ul style="list-style-type: none"> <li>• Criminal Code 1913 (WA)</li> <li>• School Education Act 1999 (WA)</li> <li>• Work Health and Safety Act 2020 and Work Health and Safety (General) Regulations 2022</li> <li>• Disability Discrimination Act 1992</li> <li>• Disability Standards in Education 2005</li> <li>• Equal Opportunity Act 1984 (WA)</li> <li>• State Records Act 2000(WA)</li> <li>• Registration Standards</li> </ul>
<b>Related Policies</b>	Bullying Policy, Inclusive Education Policy, Uniform Policy, Sexual Harassment Policy, International Students Policy, Student 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>
DRAFT	January 2019	SMT/BLE
23/03/19	Amended	SMT
09/05/19	Amended	DLE/BLE
24/01/20	Definitions updated	MNN
21/09/20	Update to Student Code of Conduct	MNN
16/12/21	Amended updates to procedures, Code of Conduct and positive behaviour acknowledgements.	SMT
29/11/22	Change to Primary procedures, minor wording changes to Secondary	MNN
25/01/23	Minor changes to wording	SMT
30/11/23	Amendments – update of Student Code of Conduct Appendix	SMT

## POSITIVE BEHAVIOUR MANAGEMENT POLICY

### Managing Student Behaviour

Geraldton Grammar School's Positive Behaviours Management Policy supports the School's purpose and represents a whole school approach towards the achievement of a safe and supportive school. This document aims to provide a clear and transparent plan for the Geraldton Grammar School community that details how we are developing and sustaining a culture of high performance and high care, where students can learn and are encouraged to take responsibility for their behaviour.

At Geraldton Grammar School a culture of high expectations exists, and our students are encouraged to "Strive for Excellence". Geraldton Grammar School is a learning community founded on traditional values of respect, responsibility, inclusivity and perseverance. Each interaction in our community will be carried out with the expectation that these values underpin the dialogue and actions of every individual.

School staff strive to develop positive and genuine working relationships with students and will actively promote positive behaviours. All members of our School community share the responsibility for the maintenance of good order and personal safety. Our students will demonstrate an understanding that everyone has the right *to feel valued, safe and to learn*. As a School community, we adhere to the principles of natural and restorative justice. We will follow procedural fairness; that is, all parties will have an opportunity to be heard. We will act fairly and independently and give reasons for our decisions. Students are counselled with respect and dignity in a way that promotes learning.

### Positive Behaviour Management Policy Review Procedure

- The School's Positive Behaviour Management Policy will be reviewed on an annual basis.
- Time will be allocated for the professional development of staff.
- As part of the induction process, new staff will engage in professional learning of the School's Positive Behaviour Management Policy.
- Regular behaviour management discussions will occur at all school levels.

### Positive Behaviour Recognition

Staff at Geraldton Grammar School believe in acknowledging, recognising and rewarding students who display positive behaviour.

- Staff will verbally recognise the positive behaviour of students and record positive notes on SEQTA sending these notifications to parents/ guardians. Heads of School may recognise students who receive multiple positive SEQTA notes with an email or letter of commendation to parents/guardians and the student.
- Positive Behaviour certificates will also recognise students each term who have not recorded any negative uniform/behaviour infringements on SEQTA.
- Parent contact is made via phone, letter and on parent/ teacher interview nights to recognise and reinforce student achievement.

### Key Principles of Positive Behaviour Management:

- A whole school approach to behaviour management.
- All members of the School community have the right to feel safe at school and while participating in school activities.

- Diversity and cultural differences will be acknowledged and considered when responding to student behaviour.
- Staff have professional learning opportunities to examine and consider evidence-based strategies for managing student behaviour.
- The resiliency and wellbeing of staff and students will be promoted.
- Relationships within the School community will be built on a basis of respect, responsibility, inclusivity and perseverance.
- Bullying in any form will not be tolerated.
- Restorative practices will be used to administer this policy.

In all situations, the School explicitly forbids child abuse, and corporal and degrading punishment as a form of behaviour management.

**Child Abuse** - *Four forms of child abuse are covered by Western Australian law:*

- 1) *Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.*
- 2) *Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:*
  - (a) *the child is the subject of bribery, coercion, a threat, exploitation or violence;*
  - (b) *the child has less power than another person involved in the behaviour; or*
  - (c) *there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.*
- 3) *Emotional abuse includes:*
  - (a) *psychological abuse; and*
  - (b) *being exposed to an act of family and domestic violence.*
- 4) *Neglect includes failure by a child's parents to provide, arrange or allow the provision of:*
  - (a) *adequate care for the child; or*
  - (b) *effective medical, therapeutic or remedial treatment for the child.*

**Corporal punishment** is *'any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm.*

**Degrading punishment** 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. Please see Geraldton Grammar School Child Protection and Mandatory Reporting Policy and Procedure for a definition of child abuse.*

The Primary and Secondary School, Student Code of Conduct provide students with guidelines for the effective development of positive relationships and behaviour while at school and engaged in activities that are school related or when representing the School.

#### **Students:**

- Students aim to reach their potential as learners.
- Students demonstrate the school values of respect, responsibility, inclusivity and perseverance in everyday interactions.
- Students commit to participating in lessons and completing assigned work.
- Students respect the rights of other learners and teachers to work without disruption.
- Students treat all others with courtesy and respect and are accepting of individual differences.

- Students show respect for their environment and the possessions of others.
- Students follow instructions given by any staff member
- Students must wear the School uniform correctly.
- Students adhere to school policies, procedures and rules.


**Classroom teachers and staff agree to:**

- Create a positive, welcoming and safe school environment.
- Be consistent in approach and fair in the application of behavioural consequences.
- Record information on SEQTA whenever there are negative/positive behavioural incidents. (If negative, outline the management of the issue and follow up consequence. Alert HOD/ Year Coordinator/ Head of School to entry and notify parent/guardian if applicable).

**Secondary School Positive Behaviour Management Procedure**

This procedure should be read in conjunction with the [Student Code of Conduct Policy](#)

**Stages in the Behaviour Management Procedure**

	In the Classroom	Out of the Classroom
<b>Stage 1</b>	<b>Staff Member</b>	<b>Staff Member</b>
<b>Stage 2</b>	<b>Head of Learning Area</b>	<b>Year Coordinator/ Head of School</b>
<b>Stage 3</b>	<b>Year Coordinator/ Head of School</b>	
<b>Stage 4</b>	<b>Deputy Principal / Principal</b>	<b>Deputy Principal / Principal</b>

**Scenarios guide to Behaviour Management Procedure**

ISSUE	ACTION
<p><b>Student</b></p> <p><b>1. Uniform Standards:</b> Students should show pride in their uniform and dress as a mark of self-respect.</p> <ul style="list-style-type: none"> <li>• Jewellery - This is to be limited to a watch and one small pair of matching plain studs or sleepers. Earrings are to be worn in the lowest hole in the ear lobes only. Silver, gold, blue, pearls, diamond studs and small sleepers are acceptable. Transparent plastic earrings /nose studs are not</li> </ul>	<p><b>Staff Member</b></p> <p><b>Stage 1: Staff Member</b> It is the responsibility of all teaching staff to monitor and act on inappropriate uniform standards.</p> <p>Homegroup teachers are the linchpin of effective uniform management and as such should enable positive behaviours through daily checks.</p> <p>Staff member takes direct action, e.g. asks the student to do up the top button, remove earrings, wear a hat and change into the correct uniform. Staff member to record infringement on SEQTA. Inform the student verbally that this action has been taken.</p>

ISSUE	ACTION
<p>permitted.</p> <ul style="list-style-type: none"> <li>• A discrete silver or gold religious medallion may also be worn.</li> <li>• No makeup is to be worn</li> <li>• No nail polish or acrylic nails to be worn</li> <li>• No extreme hair colour or styles to be worn</li> <li>• Longer than shoulder length hair must be tied up</li> <li>• Students may use hair ribbons, hair clips or scrunchies in the school colours of white, blue or teal. Headbands are to be royal blue or teal. Hair bands can be black. These may be in a student's house colour, when students are required to wear house uniform.</li> <li>• Uniform must be in good condition: clean with no buttons missing.</li> <li>• Male students are to be clean shaven.</li> <li>• Hemlines at or near the knee.</li> <li>• Students need to only wear hats when in the sun. For example, if walking across to get to a building that requires going through a sunny spot, you need to wear your hat. Students must always have their hat with them and be worn when in the sun.</li> <li>• Shirts must be worn neatly and tucked in, except for playing sport on the school oval and basketball courts. At the conclusion of this activity students must ensure they are dressed according to school policy.</li> <li>• Mobile phones must not be carried in a student's shirt/ blouse pocket.</li> </ul>	<p>If a staff member observes uniform infringements outside the classroom, (On duty) record immediately, and follow up with infringement on SEQTA when timing permits, however, it should be the same day.</p> <p>If a student has a uniform emergency a <i>Pastoral Care</i> notification will be recorded and sent to staff on SEQTA.</p> <p>If a student has a uniform note from home a <i>Parent Interaction</i> will be recorded and sent to staff on SEQTA.</p> <p>The Head of Secondary will keep a cumulative record of student uniform infringements. Report printed at the end of each week and sent to staff as part of secondary overview and Year 7/8 coordinator. The Head of Secondary and Year 7/8 Coordinator will review each week, and track and implement appropriate procedures.</p> <p>Please note the following infringement consequences applies across one (1) school week and is accumulative each term.</p> <ul style="list-style-type: none"> <li>• First infringement recorded on SEQTA. Homegroup teacher to speak with student the following morning regarding uniform infringement, promote positive change in approach.</li> <li>• Second infringement recorded on SEQTA and incurs lunchtime uniform detention. Homegroup teacher notified and asked to monitor student.</li> <li>• Third infringement recorded on SEQTA and incurs a Friday afternoon detention. Student to be notified of location and supervising teacher. Homegroup teacher and parents notified.</li> </ul> <p><i>Infringements of Jewellery or Mobile phone usage.</i></p> <p>Inappropriate jewellery will be confiscated and may be collected at the end of the school term. Staff are to place in an envelope, label and send to the Head of Secondary's office</p> <p>Mobile phones to be confiscated until the end of the day. Teachers to place/send to the Head of Secondary's office.</p>

ISSUE	ACTION
<ul style="list-style-type: none"> <li>• Students must not walk through the school with headphones in their ears or dangling around their neck.</li> <li>• Students must not mix and match uniform types. E.G Mix sports uniform with summer or winter uniform.</li> </ul>	
ISSUE	ACTION
<p><b>2. Adherence to School Policy:</b></p> <p>In matters relating to;</p> <ul style="list-style-type: none"> <li>• Truancy</li> <li>• Damage to school property</li> <li>• Theft</li> <li>• Alcohol and drug related activities</li> </ul> <p><b>Adherence to School Policy Cont...</b></p> <p>In matters relating to;</p> <ul style="list-style-type: none"> <li>• Truancy</li> <li>• Damage to school property</li> <li>• Theft</li> <li>• Alcohol and drug related activities</li> </ul>	<p><b>Stage 1: Staff Member</b></p> <p>In relation to truancy, the staff member will act on the information gained from students and parents and on personal judgement by referring their concerns to the Year 7/8 Coordinator or Head of School.</p> <p>In relation to theft, damage to personal or School property, alcohol or drug related activities, the staff member will act on the information gained from students and parents and on personal judgement by referring their concerns to the Year 7/8 Coordinator or Head of school.</p> <p><b>Stage 2: Year Coordinator / Head Of School</b></p> <p>The Year 7/8 Coordinator / Head of School will then consult with appropriate team members (Deputy Principal, Wellbeing Officer, Homegroup Teacher) to determine the most appropriate course of action. This may include:</p> <ul style="list-style-type: none"> <li>• Student/s interviewed</li> <li>• Parents contacted</li> <li>• <a href="#">Student Code of Conduct Agreement</a></li> <li>• Detention</li> <li>• <a href="#">Suspension</a></li> </ul> <p>Action is to be documented in SEQTA. Principal/ Deputy Principal to be briefed.</p> <p><b>Stage 3: Deputy Principal / Principal</b></p> <p>In the event of an action which is deemed to be serious the Principal will discuss the issue with parents and the Enrolment Contract they signed upon enrolling their child at the School. Principal to determine the final course of action. Principal to provide feedback to staff.</p>

ISSUE	ACTION
<p><b>3. Inappropriate <i>out of class</i> behaviour toward a staff member:</b></p>	<p><b>Stage 2: Year Coordinator / Head of School</b>            Report the incident immediately to the relevant Line Manager. This will then be dealt with by the relevant Year Coordinator/ Head of School and Homegroup Teacher will be advised.</p> <p>The Year 7/8 Coordinator / Head of School will then consult with appropriate team members (Deputy Principal, Wellbeing Officer, Homegroup Teacher) to determine the most appropriate course of action. This may include:</p> <ul style="list-style-type: none"> <li>• Student/s interviewed</li> <li>• Parents contacted</li> <li>• <a href="#">Student Code of Conduct Agreement</a></li> <li>• Detention</li> <li>• <a href="#">Suspension</a></li> </ul> <p>Action to be documented in SEQTA. Principal/ Deputy Principal to be briefed.</p>
ISSUE	ACTION
<p><b>4. Inappropriate classroom behaviour:</b></p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Interrupting the teacher</li> <li>• Inappropriate language</li> <li>• Disruptive behaviour</li> <li>• Offensive behaviour</li> <li>• Inappropriate use of technology</li> <li>• Lack of engagement</li> <li>• Late to class</li> <li>• Chewing gum</li> <li>• Swearing</li> <li>• Not removing hat</li> <li>• Graffiti</li> <li>• Habitual lateness to class</li> </ul>	<p>Inappropriate behaviour that breaches safety including but not limited to throwing objects, not following safety guidelines, physical abuse of staff or another student, threatening intimidating behaviour or verbal abuse will result in the <b>automatic removal from the class(recess or lunch area)</b>. The Incident will be fast tracked, the student should be accompanied and sent directly to the Year Coordinator / Head of School or Deputy Principal.</p> <p><b>In Class Stage 1: Staff Member</b>            Teaching staff members to initiate classroom strategies and document procedures carried out on SEQTA. Advice from the Head of Department (HoD) may be sought for assistance.</p> <ul style="list-style-type: none"> <li>• Identify inappropriate behaviour with the student. Low key techniques used, mini verbal, non-verbal, redirection. Informal contract. If required teacher to implement the steps below.</li> <li>• Donated time with the teacher during recess/lunch (Not to exceed 50% of recess or lunchtime), Staff member to discuss inappropriate behaviour with the student, promote examples of positive behaviour, refer to Student Code of Conduct. Build relationship with the student.</li> <li>• If the behaviour of the student is at a level where the classroom learning is being interrupted, the student is removed from the classroom to a colleague's class at the direction of the HoD.</li> </ul>

ISSUE	ACTION
	<ul style="list-style-type: none"> <li>• Student makes up time wasted in class due to inappropriate behaviour with the teacher during recess/lunch (Not to exceed 50% of recess or lunchtime), Staff member to discuss inappropriate behaviour with the student, promote examples of positive behaviour, refer to <a href="#">Student Code of Conduct</a>. Build relationship with the student.</li> </ul> <p>If a student is removed from the classroom to a colleague's class the following steps must occur.</p> <ul style="list-style-type: none"> <li>• Head of Department/ Homegroup teacher/ Year Coordinator/ Head of School informed.</li> <li>• Teacher to notify parents - only after consultation with the Head of Learning Area may parents be notified. Emails must be proofread however in all cases a phone call is preferred.</li> <li>• Action / incident must be documented on SEQTA</li> </ul> <p><b>In Class Stage 2: Head Of Learning Area</b> Should the actions taken in Stage 1 not bring about the desired change in student behaviour, then the HoD will be contacted to assist. HoD to discuss concerns and meet with the student personally and reinforce school expectations. HoD to discuss ways to support the teacher. This may include</p> <ul style="list-style-type: none"> <li>• Student Achievement Card to target specific behaviours.</li> <li>• Detention (recess/lunchtime or Friday after school, if appropriate).</li> <li>• Parents must be notified of any instances.</li> <li>• Action to be documented in SEQTA.</li> </ul> <p><b>In Class Stage 3: Year Coordinator/ Head Of School</b> Should the actions taken in Stage 2 not bring about the desired change in student behaviour, then the Year Coordinator/ Head of School will be referred to determine the best course of action. This may include;</p> <ul style="list-style-type: none"> <li>• Interview with parents to discuss reasons for the behaviours, school expectations, strategies to be implemented, consequences of no change to demonstrated behaviour. This may include removal of privileges, <a href="#">suspension</a></li> <li>• Deputy Principal /Principal to be briefed</li> </ul> <p><b>In Class Stage 4: Deputy Principal/ Principal</b> If the issue remains unresolved, the Deputy Principal/ Principal will discuss the issue with the parents and child. The Principal will determine the final course of</p>



ISSUE	ACTION
	action. Staff to be informed on course of action by the Principal/ Deputy Principal.
<p><b>5. Inappropriate Peer Relationships:</b></p> <p>Inappropriate written, verbal or physical behaviour towards another student which is of an unpleasant or serious nature and may involve an imbalance of power and causes distress to the recipient.</p> <p>This behaviour may be within or out of school hours. Such behaviours include:</p> <ul style="list-style-type: none"> <li>• Bullying-Non-Physical ie verbal/intimidatory gestures/exclusion</li> <li>• Bullying-Physical ie throwing things at someone/physical contact/damage to or theft of someone's property</li> <li>• Cyberbullying ie via social networking</li> </ul>	<p><b>Stage 1. Contact</b></p> <p>Student, parent, staff member or concerned community member contacts a member of the School staff. This person then refers on to the Year Coordinator or Head of School</p> <p><b>Stage 2: Year Coordinator / Head of School</b> The Year Coordinator will liaise with the Head of School to determine the most appropriate course of action which may include:</p> <ul style="list-style-type: none"> <li>• Speak personally to all students involved. Geraldton Grammar School utilises the "Restorative Practice Approach" Head of School or Year Coordinator, involved in implementing this strategy with the students involved.</li> </ul> <p><i>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.</i></p> <ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Appropriate consequences determined</li> <li>• Action to be documented in SEQTA</li> </ul> <p><b>Stage 3: Head of School</b> Should a student be involved in repeated incidents, the Head of School will liaise with the Deputy Principal to determine the most appropriate course of action. An interview may be requested with parents to discuss reasons for behaviour, school expectations, strategies to be implemented, consequences of no change in demonstrated behaviours, this may include a Student Achievement Card to target specific behaviours, removal of privileges, <a href="#">suspension</a></p> <ul style="list-style-type: none"> <li>• Situation will be closely monitored over a period of weeks</li> <li>• Principal to be briefed</li> </ul> <p><b>Stage 4: Deputy Principal / Principal</b> If the issue remains ongoing and the action taken in Stage 3 does not result in the desired change in behaviour, The Head of School will refer the issue</p>

ISSUE	ACTION
	<p>to the Deputy Principal/ Principal with recommendations.</p> <p>The Deputy Principal/ Principal will discuss the issue with parents and the Enrolment Contract they entered upon enrolling their child in the School. The final course of action rests with the Principal.</p> <p>Deputy /Principal to provide feedback to Staff.</p>

## Suspensions

There are two categories of suspension.

- *Internal Suspension:* The Principal/ Deputy/ Heads of School may suspend a student internally at school. The student attends school as normal, however, spends the day in isolation, away from their normal timetable structure and attends recess and lunchtime at different times from the rest of the school. A student is required to complete school work from their classroom teacher, and hand in their mobile phone. The School Wellbeing Officer and Head of School will visit the student throughout the day.

A student may be internally suspended for 1 - 5 days.

- *External Suspension:* The Principal/ Deputy/ Heads of School may suspend a student externally. The student does not attend school and is not allowed on the School campus. A student is required to complete school work from their classroom teacher at home.

A student may be externally suspended for 1 - 10 days.

A serious breach of the [Student Code of Conduct](#) may result in a form of suspension. A serious breach may include:

- Physical assault or intimidation of staff
- Verbal abuse of staff
- Physical assault or intimidation of other students
- Verbal abuse of other students
- Damage to property
- Illegal substances
- Bullying

In a situation where drug use is suspected, an assessment of the condition of the student will be made by the Deputy Principal / Head of School. If necessary, First Aid should be administered.

## Return from Suspension

Before a student can be re-admitted to classes, the following process must occur:

- The parent(s)/guardian and the student must have an interview with the Deputy Principal / Head of School and the teacher involved in the incident if applicable. Other relevant staff members may also be involved.
- When the student has resolved issues to the satisfaction of the relevant parties they are then able to return to their normal timetable.
- A Behaviour Management Plan will be developed for the student through consultation

with the parents, Year Coordinator / Deputy Principal / Head of School/ Principal.

- Students are also required to be on a Student Achievement Card for a minimum of one week.

### **Expulsion**

A student may be expelled from Geraldton Grammar School. Expulsion is the permanent removal of a student from the school. This should be considered as a last resort.

An expelled student will be un-enrolled from the school and will not be allowed to re-enrol without the permission of the Principal. A decision to expel a student may only be made after consultation and approval by the Principal.

*Behaviour:* Repeated serious breaches as outlined above, breach of probation and/or illegal activity that brings the school into disrepute will be referred directly to the Principal of Geraldton Grammar School. The Police may be notified immediately thereafter.

*Procedure:* Only the Principal of Geraldton Grammar School has the authority to remove a student's enrolment from the school.

# STUDENT CODE OF CONDUCT POLICY

The Student Code of Conduct Policy is developed and reviewed in consultation with students, and sets out minimum standards of conduct.

This Code provides students with guidelines for the effective development of positive relationships and behaviour while at school, engaged in activities that are school related or when representing the School and makes clear for students their rights and responsibilities and in particular prohibits bullying, harassment and other forms of peer-to-peer abuse and requires respect for the privacy and human dignity of others.

Students are at the centre of all that we do. We are committed to providing the best possible learning, wellbeing and social environments for our students. Each student has a reciprocal duty, in partnership with all members of the Geraldton Grammar School community, to actively contribute to this undertaking.

Geraldton Grammar School aims to support the ethos and values that encourage self-discipline and consideration of others in a safe environment. This Student Code of Conduct is based upon the core values of Geraldton Grammar School – Respect, Responsibility, Inclusivity and Perseverance.

**Students** are responsible for treating all members of the School community with respect; upholding the rights of their peers to be educated in a safe learning environment; maintaining the highest of standards (dress, behaviour punctuality, engagement, achievement, participation); representing the School in all activities in a manner that is consistent with the Schools core values.

All students enrolled at Geraldton Grammar School are expected to meet and demonstrate the provisions of this Student Code of Conduct. Students enrolled in the Primary School are referred to the Primary Student Code of Conduct in which material has been tailored to specifically suit a younger audience.

### **Student Induction**

Students will be guided through this policy at the start of each year. Students new to the School during the year will be provided with an awareness of this policy. An opportunity will be provided for students to discuss and ask questions for clarification.

### **What Happens if a Student Breaches this Code of Conduct?**

As a member of Geraldton Grammar School, students hold a representative position of trust and are accountable for their actions. The consequences for a student breaching this Code of Conduct will be determined at the discretion of the Principal, Deputy Principal, and Heads of School. This may result in a student receiving a sanction such as a written warning, detention, suspension, probationary enrolment, removal of leadership position/office, exclusion (i.e., activity, program, excursion, trip, camp, tour) and/or termination of enrolment. Other relevant policies may be referred to in such cases.

### **Conduct outside of School Hours**

The Student Code of Conduct may also apply to student outside of school hours and/or while off-campus. As such, students need to be mindful of the manner in which they conduct themselves at all times, to ensure that they are not acting or representing themselves in a way that could see them in breach of the Student Code of Conduct. If the School is made aware that a student may be behaving in a way that is counter to the Students Code of Conduct

and/or the values of the School, it reserves the right to investigate, report the matter externally, intervene and/or take appropriate disciplinary actions.

### **Required Reporting**

If a breach of the Student Code of Conduct is deemed to be of a serious criminal nature, Geraldton Grammar School reserves the right to seek legal advice, report the matter to the police and/or other external agencies. Please note that teachers and some other employees have mandatory reporting obligations under the *Children and Community Services Act 2004* (WA) where they have reasonable grounds to suspect a child is at risk of sexual harm and have current concerns about the wellbeing of the child.

### **Complaints and Procedures**

Students with a complaint or grievance are expected to follow the procedures and processes outlined in the Student Complaints Policy.

### **Acknowledgement**

Acknowledgement of this Code of Conduct forms a part of the condition of a student's enrolment.

## **SECONDARY STUDENT CODE OF CONDUCT AGREEMENT**

**Our students have a responsibility to themselves, their parents and their school to:**

- Uphold and actively demonstrate the right of every individual to be free from harassment, bullying, intimidation, discrimination, or aggressive behaviour including engaging in any form of cyber bullying or cyber abuse.
- Strive for Excellence, to achieve the highest standards by working individually and collectively to give their personal best and make the most of opportunities provided.
- Follow instructions and work co-operatively with teachers and fellow students, respecting the learning needs of all students.
- Celebrate diversity and be accepting of differences in others such as race, culture and sexual orientation.
- Represent Geraldton Grammar School in a manner that upholds the core values of respect, responsibility, inclusivity and perseverance, ethos and reputation of the School;
- Maintain a full involvement in the school community through service, House activities, Chapel, assemblies, group meetings and other school activities;
- Follow the prescribed approval and registration procedures if arriving late or needing to leave the campus during the school day;
- Take pride in their personal appearance and in the wearing of the correct school uniform and sporting attire;
- Demonstrate respect and always behave with courtesy, kindness, and consideration for others, avoiding all forms of verbal and non-verbal aggression. The use of inappropriate language is strictly prohibited. Tackling, wrestling, fighting, assault or any threats of violence will immediately result in the imposition of sanctions in accordance with the Positive Behaviour Management Policy.

- Show respect for school buildings, contents and grounds and the property of other students, staff and the School;
- Demonstrate appropriate behaviour on personal, school devices and internet usage. In particular, students should practise appropriate personal, legal and ethical use of social media and digital communications;
- Mobile telephone usage includes making calls and sending or receiving text messages and data. This phone usage may only occur before or after school when it must be used briefly and in a responsible manner. On these occasions, students must use their mobile telephones discretely and should not walk around whilst speaking on their phones. Mobile phones are not to be used at recess or lunchtime.

**Our students should never:**

- Possess or smoke cigarettes or e-cigarettes, purchase, possess or use (supply or trade) or be under the influence of alcohol or non-prescribed drugs, or other illicit substances harmful to their health or the health of others, on School excursions, in transit between School and home or otherwise while representing Geraldton Grammar School.
- Send inappropriate, offensive or explicit text messages, photographs or videos.
- Engage in fraudulent and unlawful conduct including stealing or taking or using without permission any property that belongs to others.
- Present somebody's else's work as their own.
- Endanger their own safety and the safety of others by bringing on to the School premises knives, weapons, explosive materials, chemicals or fireworks.
- Provide false or misleading information for the purpose of obtaining a benefit or advantage for themselves or for any other person.

I have read and understand my obligations and responsibilities under each principle of the Student Code of Conduct. I understand that violations of the Code of Conduct Policy may result in disciplinary action including but not limited to a written warning, detention, suspension, removal of a leadership position/office, activity exclusion (i.e. activity, program, excursion, trip, camp, tour) and/or termination of enrolment.

Student Name:	
Student Signature	
Date:	

## **Primary School Positive Behaviours Management Procedure**

This procedure should be read in conjunction with the [Primary Student Code of Conduct](#).

This holistic approach is embedded across the Primary School based on the ideals of INSPIRE. It will serve to develop:

- A climate of belonging, acceptance, respect, autonomy and cooperation
- An awareness and application of positive social and ethical choices
- An understanding of rights and responsibilities
- A disposition to make informed decisions and to take pro-social action
- A restorative, win-win approach to dealing with social Issues

### **How Positive Behaviour Management is Structure:**

Positive Behaviour Management is based on three tiers. Teachers will focus on developing positive classroom climates in order to prevent escalation of incidences.

Tier 1 is developed by individual classroom teachers as outlined in our INSPIRE procedures and tier 2 and 3 may be used at any stage depending on student behaviour.



In order to understand these different tiers, we first need to understand what the expectations for student behaviour are, at Geraldton Grammar School as outlined in the [Primary Student Code of Conduct Agreement](#)

Primary teachers must be able to show the Head of Early Learning or Head of Upper Primary that they have developed a set of class agreements and class ethos with the students during the implementation of INSPIRE program during the start of term one each year.

Primary teachers must follow the guidelines outlined in '[Our School is a Happy and Safe Place](#)'

### **Protocols for dealing with escalating incidences:**

The behaviour management process for dealing with escalating behaviour is based on the three tiers above:

#### 1. A positive classroom climate

The setup of a 'Positive Classroom Climate' will help to alleviate any potential problems. Any escalation of misbehaviour or concerns in regards to the 'inclusivity' or 'belonging' of an individual(s) is looked at through the implementation of the following procedure.

- Initial development of class ethos through shared agreements/rules/ expectations/consequences
- Positive classroom relationships
- Promote and follow school values of Respect, Responsibility, Inclusivity and Perseverance

#### 2. Strategic intervention

*Breach of Student Expectations Minor / First Misbehaviour*

(Address through Tier 1 procedures in the first instance)

- Positive correction
- Restate expectation
- Verbal admonishment, without consequences

#### 3. Ongoing protocols for sustained intervention or serious incidences

*Persistent Misbehaviour / Serious Misbehaviour*

(Address through Tier 2 procedures first)

- Meeting with the parent/s
- Behaviour Plan
- Meeting with the Head of School and parents to determine consequences



- Behaviour Plan follow up

Management of a behaviour or issue is only passed Head of School/Deputy Principal when a resolution is not achieved after following the steps above.

### Stages in the Behaviour Management Procedure

	In the Classroom	Out of the Classroom
Stage 1	Classroom Teacher	Staff Member
Stage 2	Classroom Teacher/Head of School	Head of School
Stage 3	Head of School/Deputy Principal / Principal	Deputy Principal / Principal

### Scenarios guide to Behaviour Management Procedure

ISSUE	ACTION
<p><b>1. Breach of school rules and expectations</b></p> <ul style="list-style-type: none"> <li>• Uniform must be worn correctly and in good condition</li> <li>• Longer than shoulder length hair must be tied up</li> <li>• Jewellery - This is to be limited to a watch and one small pair of matching plain studs.</li> <li>• Graffiti on equipment</li> <li>• Breach of ICT Policy</li> <li>• Rude behaviour</li> </ul>	<p><b>In the Classroom</b></p> <p><b>Stage 1: Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Refer to the class agreement and ethos statements that include expectations, consequences, school values</li> <li>• Positive correction</li> <li>• Restate expectation</li> <li>• Verbal admonishment, without consequences</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>• Inform parents if reoccurring</li> <li>• Record on SEQTA after 3 incidents</li> <li>• If not resolved refer to Tier 2 procedures <ul style="list-style-type: none"> <li>◦ Positive correction</li> <li>◦ Restate expectation</li> <li>◦ Verbal admonishment, without consequences</li> </ul> </li> </ul>
ISSUE	ACTION
<p><b>2. First/Minor Misbehaviour – recorded on SEQTA after 3 or more incidences noted</b></p> <p>Examples include but not limited to;</p> <ul style="list-style-type: none"> <li>• Breaches of school rules/Code of Conduct</li> <li>• Low level incidents of inappropriate behaviour to a</li> </ul>	<p><b>In the Classroom</b></p> <p><b>Stage 2: Classroom Teacher / Head of School</b></p> <ul style="list-style-type: none"> <li>• Follow Tier 2 procedures <ul style="list-style-type: none"> <li>◦ Positive correction</li> <li>◦ Restate expectation</li> <li>◦ Verbal admonishment, without consequences</li> </ul> </li> <li>• If not resolved refer to Tier 3 procedures, <ul style="list-style-type: none"> <li>◦ Meeting with the parent/s</li> <li>◦ Behaviour Plan</li> <li>◦ Meeting with the Head of School and parents to</li> </ul> </li> </ul>

ISSUE	ACTION
teacher/student, including; <ul style="list-style-type: none"> <li>○ Not showing respect for property, people and belongings</li> <li>○ Not taking responsibility for their own actions</li> </ul>	determine consequences <ul style="list-style-type: none"> <li>○ Behaviour Plan follow up</li> <li>● Always record on SEQTA</li> </ul>
ISSUE	ACTION
<p><b>3. Persistent / Serious Misbehaviour</b></p> <p>Examples include but not limited to;</p> <ul style="list-style-type: none"> <li>● Refusal to follow instructions,</li> <li>● Incidences of student being mean- physically or verbally,</li> <li>● Damage to school property,</li> <li>● Continually (more than 3 incidents)               <ul style="list-style-type: none"> <li>○ not showing respect for others and property,</li> <li>○ not taking responsibility for own behaviour,</li> <li>○ not demonstrating inclusivity towards others;</li> <li>○ not following Code of Conduct guidelines in diary.</li> </ul> </li> <li>● Being; physical, violent, psychological/emotional bullying towards others.</li> </ul>	<p><b>Stage 3: Head of School/Deputy Principal</b></p> <ul style="list-style-type: none"> <li>● Meeting with the parent/s</li> <li>● Behaviour Plan</li> <li>● Meeting with the Head of School and parents to determine consequences</li> <li>● Behaviour Plan follow up</li> <li>● Always record on SEQTA</li> </ul> <p>This stage may include a meeting with parent/s and student</p> <p>For serious Tier 3 behaviours, where other students or staff are in danger during class time</p> <ul style="list-style-type: none"> <li>● Send a student to the Head of School or Deputy Principal</li> </ul>
Out of Classroom	ACTION
<p><b>Management of all incidents – During Recess/Lunch:</b></p> <p>Each staff member is to take a duty folder when on duty. These will be used to track reoccurring behaviours and allow the Head of School to follow-up</p> <p>Duty folders are on the Primary Office desk for:</p> <ul style="list-style-type: none"> <li>● Oval</li> <li>● Buildings</li> </ul>	<ul style="list-style-type: none"> <li>● Collect and return the duty folder from where it was collected</li> <li>● Record any incidents;           <ul style="list-style-type: none"> <li>○ Date and time (recess, 1<sup>st</sup> or 2<sup>nd</sup> lunch)</li> <li>○ Type of incident – minor, medium, serious</li> <li>○ Location</li> <li>○ Students involved – including bystanders if necessary</li> <li>○ Brief description of the incident</li> <li>○ Your actions</li> <li>○ Tick if follow up required</li> </ul> </li> <li>● Serious misbehaviour sent to sit on the bench</li> </ul>



## Appendix 2 – Primary Code of Conduct

STUDENT EXPECTATIONS AT GERALDTON GRAMMAR SCHOOL		
<p><b>INSPIRE and 7 Habits</b></p> <p>I will:</p> <ul style="list-style-type: none"> <li>contribute productively to the school and wider community</li> <li>aspire to develop healthy positive relationships</li> <li>use the 7 Habits, 5 Key Concepts, school values and the school motto, when interacting with others and to manage my own behaviour</li> <li>actively participate in class discussions and community circles</li> </ul>	<p><b>Personal Presentation</b></p> <p>I will:</p> <ul style="list-style-type: none"> <li>wear the appropriate school uniform for the specific activity/occasion (as stated in school diary)</li> <li>demonstrate a high level of personal presentation</li> <li>ensure my hair is neat and tidy and tied back from my eyes with an appropriate hair tie</li> <li>refer to my diary for expectations with what jewellery is acceptable</li> </ul>	<p><b>Actions and Behaviour</b></p> <p>I will:</p> <ul style="list-style-type: none"> <li>treat others as I would like to be treated</li> <li>be responsible for my own behaviour through self-monitoring and regulating my actions and words</li> <li>follow the school's Code of Conduct and Primary Student Expectations and Guidelines</li> <li>be safe and help keep others safe</li> <li>ensure I will deliver all mobile phones and electronic devices, including cellular SMART watches, to the Primary Administration Office before school and I will collect it/them at the end of the day</li> </ul>
<p><b>Learning</b></p> <p>I will:</p> <ul style="list-style-type: none"> <li>be punctual</li> <li>engage in all learning activities with a positive growth mindset</li> <li>be aware of learning intentions and success criteria</li> <li>seek help if I am not sure</li> <li>be prepared for lessons, including having the correct equipment and uniforms</li> <li>take responsibility for my work standards and longings</li> <li>be proactive by putting first things first</li> </ul>	<p><b>Diary and Homework</b></p> <p>I will:</p> <ul style="list-style-type: none"> <li>use my satchel to transport my diary and school work between school and home</li> <li>take responsibility for knowing where both are at all times</li> <li>update my diary regularly with upcoming events, uniform requirements, homework, using the Class Communication Board to assist with this</li> </ul>	<p><b>Leadership</b></p> <p>I will:</p> <ul style="list-style-type: none"> <li>be proactive with developing, upholding and supporting all classroom and school expectations, responsibilities, guidelines, values and the school motto</li> <li>participate in camps, incursions, excursions and school life in a responsible, respectful and inclusive manner</li> <li>be inclusive of, and treat others with, respect</li> <li>support the students who gain leadership positions</li> </ul>
<p><b>Communication</b></p> <p>I will:</p> <ul style="list-style-type: none"> <li>follow the Golden Rule by treating others as I want to be treated</li> <li>communicate in a respectful and responsible manner with everyone</li> </ul>	<p>Student: _____</p> <p>Parent: _____</p> <p>Date: _____</p>	

# Our School is a Happy and Safe Place

## Before School Supervised Room

- Enter quietly and find a place on your own to sit
- Have your own book (Year 2-6) or select a picture book before entering (Year P-1)
- Sit and read silently
- If disturbing others, students will be asked to sit on the bench outside

## Junior Playground (P-2)

- Students leave their shoes on at recess
- Toys stay in the sandpit or mud kitchen areas
- One student at a time on the wooden balance boards
- Keep a body part below the marked line if climbing on teepees
- 5 minute call out for shoes on and packing of equipment into the shed at lunch
- Running and chasing games for preprimary and year 1 are encouraged on the grass area. In term 4 when Kindy students are in this playground, year 2 students must take their chasing games to the oval.

## Wooden Playground (P-6)

- Walking on paved areas at all times.
- Students leave their shoes on at recess
- Toys stay in the sandpit or mud kitchen areas - not in this playground
- One student at a time on the bridge
- 5 minute call out for shoes on towards the end of lunch
- Running and chasing games go to the oval or junior playground
- Stay safe - no jumping from the top of the playground or running up the slide

## Around the Buildings at Recess and Lunch (3-6)

- Students respect the property of others by not touching bags
- No entry to classrooms during break time
- Walking on paved areas at all times.
- Students must be sitting down while eating

## Oval at Recess and Lunch (2-6)

- Use cones to make a designated area for your game
- Ask a teacher for assistance if a ball rolls onto an internal school road
- Students are not to tackle each other
- Return all equipment to the shed at the end of recess or lunch
- Trees behind the playground are not for climbing
- Finish eating before coming to play on the oval
- A staff member is responsible for opening the sports equipment shed, putting out tubs of equipment and packing up and locking the shed at the end of lunch

## Lining Up After Breaks & Throughout the Day

- Students move immediately to line up at inside time

- Students quietly and respectfully sit in lines outside the room, keeping their hands and feet to themselves
- Students need to have their shoes on, shirts tucked in and hats put into bags
- Chromebooks need to be closed when lining up and walking through the school.

### **Lunch Eating Area**

- Students sit down to eat their lunch
- Students keep their rubbish with them until they are dismissed from the area
- Students ask for permission to use the bathrooms
- Students eat their own food only
- Students respect each other's space and property
- Pre Primary students (and other students whose parents have requested) have their lunch box checked prior to leaving the area to ensure adequate lunch has been eaten
- Students put their hand up at the end of eating time if they have finished eating and would like to leave the area
- Students walk to and from the lunch area
- Friday Buddy lunch - older buddies find the younger buddy and find a safe place to sit together

### **Oval - After school**

- Students make their way directly to the oval at 3:15 after class
- Students sit with their bags watching for their family/carer to arrive
- No parent supervised play is permitted on the oval until after 3:30pm
- At 3:30 any student not collected is taken to the main reception for their parents to be called
- If students cannot be collected before 3:30pm, families can make arrangements for after school care with Bambi - our onsite after school care service