

Student Behaviour Management Policy

1. Preamble

1.1 Purpose

Our five core values (Compassion, Leadership, Excellence, Respect and Responsibility) underpin all aspects of life at Gippsland Grammar and as such are at the heart of our approach to behaviour management.

Gippsland Grammar's Academic Care educational model clearly sets out our holistic and whole school approach to education. This Policy aims to ensure that our approach to student behaviour management is both consistent with and contributes to the interconnected strands of Academic Care; namely Wellbeing, Curriculum and Teaching & Learning.

Excellent relationships between students and adults within the school are an essential feature of all aspects of our approach at Gippsland Grammar, including behaviour management.

Gippsland Grammar should be a place where:

- Students feel safe and supported by staff.
- Students learn in a calm and focused environment.
- There are clear and consistent behavioural and learning expectations, made explicit to all students.
- Behaviours and relationships are managed in a restorative way.
- Relationships are respectful and characterised by positive dialogue and active listening.
- Staff know the students and use positive education strategies in the classroom and beyond.

1.2 Scope

This Policy applies across the School ensuring consistent principles and procedures, whilst acknowledging and reflecting that processes and its application will vary in different parts of the School.

The Policy is applicable at all times when on the Schools' premises, including the Boarding House, as well as during any activities off-site at other locations. It is also relevant in relation to times when students are travelling to and from school as well as to and from off-site activities. It is also applicable on any other occasions when a student's behavior impacts on the school domain.

1.3 Related Policies and Procedures/Protocols

- Gippsland Grammar School Values



- Academic Care Educational Model
- Building Respectful Relationships Policy
- Responsible Use of ICT Agreement
- Playground Policy
- Policy on Response to Drug Use
- Bus Safety and Travel Policy
- Excursion Policy
- Study Tour Policy

2. Definitions

- **Restorative Practices** involve the development and enhancement of relationships in schools and teaching conflict resolution and other problem-solving skills, as the basis of responses when dealing with unacceptable behaviour.
- **Positive Education** is an approach to education that draws on positive psychology's emphasis of individual strengths and personal motivation to promote learning.
- **VOS** is an acronym for the School's Virtual Online System.

3. Policy/Protocol Statement

At Gippsland Grammar our approach to managing student behaviour is always positive and is underpinned by ongoing, excellent relationships between adults and students within our school community. Restorative practices are at the heart of our school approach to managing student behavior.

At all times we are focused upon helping students to develop behaviours which contribute positively to the communities they belong to, including school. When students make poor choices we focus on helping them to recognise and own this; to understand the impact of their choices on others and themselves; and to reflect on how they can make better choices in the future as well as restore damage to relationships and trust which may have occurred. Our emphasis is on supporting students to become increasingly self-disciplined and responsible for their choices and actions as they mature. We actively look for opportunities to acknowledge and highlight the good behaviour which is evident in most of our students for the majority of the time.

Equally where students' choices are inconsistent with our behavioural expectations, consequences, natural or imposed, may be part of the learning process and our approach.

Gippsland Grammar is committed to ensuring procedural fairness when disciplining a student. All decisions about the discipline of a student will be conducted in accordance with this Policy.

In accordance with the *Education Training and Reform Act 2006*, the use of corporal punishment is prohibited at Gippsland Grammar. As in all aspects of school life our five core values are paramount and underpin all decisions in relation to managing student behaviour.

4. Procedures:

4.1 Prevention

The most effective first step in managing student behaviour is planning for positive and respectful relationships. All staff will:

- Promote Gippsland Grammar School values: Compassion, Leadership, Excellence, Respect and Responsibility.
- Implement the Gippsland Grammar Academic Care model including:
 - Actively develop positive relationships with students.
 - Have clear and high behavioural, learning and uniform expectations and apply them consistently.
 - Cultivate mutual respect.
 - Role model desired behaviours and attitudes.
 - Differentiate curricula to provide meaningful learning for all students.
 - Develop curricula which engages students in learning and thinking.
- Follow relevant guidelines policies and risk management protocols when managing behaviour both in and outside the classroom.
- Engage in dialogue with colleagues about effective student behaviour management strategies to support student learning.

4.2 When inappropriate behaviour occurs

Staff will respond in a calm and positive manner when inappropriate behaviour occurs. Strategies to be employed by staff may include:

- Using effective language and body language to encourage positive behaviour.
- Discussion with the student away from the class / group.
- Referring the student to “Relationships at our School are Respectful” document.
- Moving a student to another seat in class, on bus etc.
- Giving students clear choices about behaviour and implementing logical consequences.
- Using a class seating plan or group allocation.
- Keeping a student in during recess or lunch to complete work, if time in class has not been used appropriately.
- A restorative chat after class.



- A restorative meeting between students as outlined in the Building Respectful Relationships Policy if the issue occurs between students.
- Writing a note in the diary or emailing the student's parent/guardian, which invites their response. This is consistent with principles of procedural fairness.

4.3 Continuing inappropriate choices with regard to behaviour

If a student continues to behave inappropriately in regard to their responsibilities or the rights of others, and the teacher has used the preventative and responsive strategies, the following guidelines are to be used:

4.3.1 A restorative conversation about the impact of the student's behaviour on the relationships within the classroom and/or School community.

4.3.2 Implementation of consequences which are relevant and appropriate, such as:

- A restorative meeting between the teacher, student and a facilitator.
- Apology to teacher/class.
- Being kept back at Recess or Lunch to complete unfinished work.
- Making a phone call to student's parent/guardian.
- Establishing email communication with parents/guardians regarding issues such as behaviour or homework.
- Arranging a meeting with the School and the student's parent/guardian.
- Removal of logical privileges, such as membership of a team if the issue is an on-field one.
- Working in a pre-arranged classroom room under supervision to complete set work until conditions for return are agreed. This should only be done in consultation with the relevant Head of Year.
- Entry of a pastoral alert on VOS.
- Seeking advice from a relevant colleague: typically the relevant Head of Year.
- Commencement of a Daily Report Card, in conjunction with Head of Year.

4.3.3 The following strategies are to be used in cases of continued inappropriate choices in regard to behaviour when methods above have not been effective:

4.3.3.1 Meeting of Classroom Teacher/Mentor/Head of Year is held to discuss the behavioural issues.

4.3.3.2 Interview with parents and student to develop a strategy for dealing with the situation.

4.3.3.3 Behaviour may be monitored with a daily report and/or student placed on a probation.



4.3.4 Probation

If a student has not demonstrated improvement in behaviour after the student behaviour management process has been followed, parents will be informed by the Head of Campus in an interview that any further incidents of inappropriate behaviour within a prescribed period may result in the student being referred to the Principal to consider their enrolment.

After this probationary period, the Head of Campus, in consultation with other relevant staff will determine if any further action is required. As a general principle, the student, having demonstrated a suitable improvement, will be given a fresh start.

4.4. Actions to be taken on specific behavioural issues

4.4.1 Uniform

- Students will be asked to correctly wear their uniform and reminded to do so.
- Teachers are required to ensure any uniform breach is attended to by confiscating jewellery, arranging the removal of make up or facial hair, and/or supervising the correction to uniform.
- At the Bairnsdale and St Anne's campuses (the Junior Campuses) parents will be called if students continue to wear the uniform incorrectly.
- At the Garnsey campus uniform detentions should be given after two warnings regarding the incorrect wearing of uniform. Detentions will be held every Wednesday lunchtime from 1.00 - 1.30pm in Room 12 at Garnsey Campus.
 - If a uniform detention is given a member of staff will write the student's name and the uniform breach in the uniform book which is located on the bench in the staffroom, then fill in a yellow card and place it in the Mentor's pigeon hole.
 - The Mentor must inform students of the uniform detention by giving them the yellow card and discussing the breach of uniform.
 - Students will complete a statement about School values and uniform rules in the detention.
 - Lunchtime detentions will be supervised by the Heads of Year and Executive Leadership Team.
 - If more than three uniform detentions are given in any one semester, an after school detention will be given and parents will be contacted by the relevant Head of Year. The afterschool detention will be recorded using a student report slip as per the guidelines for their completion. Further breaches of uniform will be considered a serious breach of this Policy.
 - The Head of Campus will arrange for a pastoral alert to be entered on VOS following every detention.



- Uniform detentions will not generally be deferred or altered. Students and parents will be required to make arrangements to attend detentions as set.
- If a student fails to attend a lunchtime detention, without adequate notice and reason, an after school detention will be assigned by the Head of Year following a restorative conversation.

4.4.2 Absent from class without permission

- At the Garnsey campus, after school detentions will be held every Monday afternoon from 3.30 – 5.00pm. These will be issued by a member of staff if a student is absent from their class/sport without permission. These detentions will be supervised by Heads of Year.
- Staff issuing after school detentions must complete a student report slip as per the guidelines for their completion. This will be sighted and signed by the relevant Mentor, Head of Year and parents/guardians.
- The Head of Campus will arrange for a pastoral alert to be entered on the relevant portal Student Information Page following every detention.
- Detentions will not generally be deferred or altered. Students and parents will be required to make arrangements to attend detentions as set.
- If a student fails to attend an afterschool detention, without adequate notice and reason, an additional detention, after school, will be assigned by the Head of Year following a restorative conversation.

4.5 Serious behavioural issues in and out of class

4.5.1 This includes any serious behaviours such as actions which:

- Wilfully hurt another student.
- Wilfully damage School property.
- Display gross disrespect towards a member of staff.
- Display gross disrespect towards another student, including online behaviours such as sexting.
- Repeated inappropriate behaviour.

4.5.2 In the case of serious misbehaviour, a student will be removed from the class/activity and sent to their Head of Year.

4.5.3 The student will be supervised until staff can be in attendance as soon as possible after the incident. The student will complete a reflection based on the restorative interview questions. An account of the incident, which may be based on interviews from a number of students/staff will be made clear.

4.5.4 The student will be suspended from class by a member of the Executive Leadership Team until they are able to determine the actions to be taken. This decision will be



made in conjunction with relevant staff. This will include a restorative meeting but may also include:

- A student being sent home until an interview is arranged with a member of the School's Executive Leadership Team to determine consequences in addition to a restorative meeting.
- Suspension in School until a restorative meeting or as a consequence for behaviours is determined.
- An afterschool detention.

4.5.5 Parents will be notified of any exit / incident and the restorative consequences.

4.5.6 A pastoral alert must be entered on the relevant portal Student Information Page requesting follow up so that an email is generated to notify the relevant Mentor and Head of Year (and other staff if so required).

4.6 Suspensions and Expulsion

Suspensions or expulsion may occur as a consequence of multiple breaches, or a serious breach, of the School's codes of conduct, policies, procedures, rules, or of the School's Anglican ethos, Vision, Mission and Values.

Whether or not a suspension or expulsion should be considered is ultimately a matter for the Principal (or their delegate).

Suspensions and expulsion will be considered in accordance with principles of procedural fairness. This means:

- An unbiased decision-maker.
- Allowing the student a reasonable opportunity to respond to the School's concerns.
- Making contact with the student's parent(s) to outline the School's concerns.
- Writing to the student's parent(s) to state the reason(s) that the student may be suspended, or expelled, and providing the parent(s) with an opportunity to respond to that course of action.

A student may be summarily suspended, pending a final decision about whether suspension or expulsion is an appropriate outcome. In this case, a meeting with the student and their parent(s) to review the suspension will be arranged as soon as practicable.

For suspensions, details of the suspension will include an agreed strategy for the return of the student and/or arrangements to meet the Principal to discuss the conditions under which, if any, the student is permitted to remain at the School

Decisions by the School to suspend or expel a student will take into account any relevant considerations including:

- The safety of all students, staff and visitors.
- The seriousness of the student's conduct.



- The response or remorse of the student (if applicable).
- The student's prospects for rehabilitation.

Decisions to suspend a student may be made by a member of the School's Executive Leadership Team. Decisions to expel a student may be made by the Principal.

The School maintains a suspensions and expulsions register on Microsoft Teams, which must be updated by a member of the Executive Leadership Team as required. If the student is expelled, a member of the Executive Leadership Team must also add an expulsion note to the student's file on VOS.

4.7 Appeals

A student or their family may seek review of a decision made under this Policy. All requests for review must be made in writing to the Principal, setting out the reasons for the review.

If the Principal has made the relevant decision, other than in the course of deciding an appeal under this Policy, the Principal's decision may instead be appealed to the Board.

4.8 Review

This Policy will be reviewed every two years or more frequently as required.

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table.

Version	Authorised by	Approval Date	Effective Date	Sections modified
2	Heads of Campus	October 2015	October 2015	All
3	Kate Ray	December 2020	December 2020	All