



Court Grammar  
School

<b>Topic</b>	<b>Behaviour Management</b>
<b>Registration Standard</b>	<b>2.12 Management of Students' Behaviour</b>
<b>Originally Released</b>	<b>2013</b>
<b>Date for Review</b>	<b>2019</b>

## Rationale

Court Grammar School prides itself on its RESPECT ethos. A good school provides an ordered and civilised environment for all the people who are part of its community. Fundamental to this is an attitude of respect for oneself and for others. This attitude will manifest itself in courteous, tolerant and respectful behaviour and in the care of the physical environment. For these aims to be met a positive School environment is required.

## Scope

This Policy is relevant to all students Pre Kindy – Year 12, staff and community members of Court Grammar School.

## Definition of a Positive School Environment

The positive School environment is one where:

- all members of the School community feel safe and valued;
- social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and School organisation;
- School practices which involve a planned continuum from the positive, or preventative actions, to the responsive actions for specific individuals and groups;
- non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the School community; and
- suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected.

The philosophy of a positive School environment should be embedded within our School culture. It should also be reflected in a code of behaviour based on a set of principles that are understood, accepted and practiced by all members of the School community.

## Policy Statement

### Aims

Court Grammar School is committed to providing a School environment which maximises the educational opportunities and outcomes for all students to ensure that:

- learning and teaching reflect the principles of equity, effectiveness, responsiveness, participation and accountability;
- the behaviour of all School members is socially responsible; and
- the School continuously reflects on educational practices and works towards improving services within the School.

This Policy aims to establish the principles and framework for a positive School environment. Strategies and suggested practices for managing behaviour, to promote effective learning and teaching are discussed in relevant sections.

## **Social Justice**

Social Justice is the process of ensuring that educational outcomes for all students are maximised, taking full account of factors such as their location, gender, sexual identity, socio-economic circumstances, ability, cultural background, or any disability they may experience.

Social justice involves identifying and eliminating barriers which hinder students' participation and achievement. At Court Grammar School our curriculum, interpersonal relationships and School practices will accommodate, within the bounds of resources available to the School, the diverse experiences of students in a pluralistic society.

By providing a safe and supportive environment where non-violent, non-coercive and non-discriminatory language and behaviour are fostered, and where expectations for all students are high, Court Grammar School can reduce the educational impact of forms of disadvantage.

## **Responsibilities**

The Court Grammar School community must model and practice fair, equitable, non-discriminatory language and behaviours and use safe and legal procedures.

The School community is responsible for:

- providing a positive School environment through planned activities and programs;
- developing a plan for effectively managing behaviour within the supportive School environment; and
- regularly monitoring and reviewing the plan and its implementation, and measuring specified outcomes.

## **Principles**

The successful management of behaviour in a positive School environment at Court Grammar School should incorporate the following principles.

## **Equity**

The provision of an inclusive curriculum is an integral component of the positive School environment. This involves recognising that curriculum design and delivery can exclude some groups through stereotyping, inappropriate expectations, racism and sexism, negative classroom interactions or failure to address barriers to participation and achievement.

In a positive School environment, specific educational issues are addressed to ensure equity for the following "target groups":-

- female as well as male students
- gifted and talented students
- socio-economically disadvantaged students
- students from a non-English speaking background
- students with disabilities or learning difficulties that can be appropriately resourced at the School
- students who may be at risk because of other social or personal circumstances.

## **Effectiveness**

The quality of Court Grammar School's curriculum, interpersonal relationships and organisation directly influences behaviours, opportunities and learning outcomes for students.

Effectively managing behaviours requires a range of provisions from positive preventative action for all students through to intensive intervention for anti-social disruptive, alienated or troubled individuals or groups.

School effectiveness research suggests common characteristics of successful schools. These include:

- published agreed goals;
- clear patterns of communication;
- democratic decision making;
- comprehensive student records;
- parent and community involvement;
- judicious use of resources;
- students and teachers working to improve the School environment;
- high expectations for student and teacher performance;
- goal focussed curriculum;
- effective leadership; and
- support for teachers' professional development.

Such schools have maximum positive involvement of all members and low levels of irresponsible behaviour.

### **Responsiveness**

Court Grammar School's code of behaviour should reflect the values of the local community within the context of a wider democratic, multicultural society.

A positive School environment is responsive to the diverse needs of its students, encourages participation and positive contribution and minimises negative behaviours.

In a positive School environment teachers are professionally supported and are more able to help all students learn.

### **Participation**

The School community must be involved in developing the guiding principles for the School's operation, including an agreed code of behaviour. Participation will increase shared understanding of, and commitment to, implementing the code.

Participants include School administrators, teachers, students, parents and members of the wider School community.

### **Accountability**

Court Grammar School is accountable to its community for:

- upholding the values of an education in the Christian tradition;
- maximising educational opportunities outcomes;
- modelling and fostering socially responsible behaviours; and
- employing fair and just practices which comply with relevant legislation.

### **Implementation**

#### **Provision of a Positive School Environment**

The community of Court Grammar School must provide a positive School environment which is characterised by non-violent, non-coercive and non-discriminatory practices and by quality:

- commitment to identified goals;
- community participation;
- curriculum;
- interpersonal relationships;
- leadership;
- organisation;
- physical development;
- teaching and learning strategies; and
- use of learning time.

Court Grammar School collaboratively plans and reviews processes and structures to:

- Identify and address particular aspects of those characteristics which help or hinder the School's development of a positive environment;
- Analyse and respond to the diverse characteristics and circumstances of students through curriculum, interpersonal relationships and School organisation;
- Analyse and respond to specific problems such as truancy, harassment, bullying, vandalism, violence and suspected abuse or neglect through curriculum, interpersonal relationships and social organisation;
- Ensure that all members of the School community have opportunities to enhance their knowledge of legislation; and develop skills and attitudes which will assist in the development and enhancement of a positive School environment.
- Deploy human, financial and material resources to respond to the School community's identified needs and priorities.
- Ensure actions taken by staff to reprimand students do not include any of the following:
  - Physical contact or assault
  - Degrading punishments
  - Corporal Punishment
  - Any form of child abuse
- Assist Teachers to pre-plan reprimands based around:
  - Tasks that will aid in a student changing their behaviour
  - Natural consequence
  - Restoration practices, if conflict between students
  - The nature of the subject they teach
  - Tasks that have minimum impact to the other students' learning

### **Behaviour Management Plan**

Court Grammar School has developed and implemented procedures for a whole-school approach to managing behaviour in a positive School environment, involving all groups in the School community.

The plan reflects the shared values and expectations that guide the School's approach to managing behaviour and maintaining the School's positive School environment.

The plan is flexible to account for student's age, developmental phase and understanding of social context.

The plan:

- a. Clearly articulates an agreed code of behaviour based on the democratic values of respect, equality and concern for the welfare, rights and dignity of all members of the School community.
- b. Delineates the procedures for applying fair and non-violent consequences for infringement of the code, ranging from the least intrusive sanctions to the most stringent step of exclusion which is only considered when all other approaches have been exhausted or rejected;
- c. Outlines the roles, rights and responsibilities of all School community members;
- d. Outlines procedures for documenting and managing instances of truancy, harassment, violence, suspected abuse or neglect and drug-related matters, in compliance with relevant legislation;
- e. Is published and available to all members of the School community. Available to students and parents through the School Diary
- f. Elaborations of the behaviour management plan are provided to staff through the Pastoral Care Handbook, providing guidelines and examples for implementation.
- g. Sets up teaching practices to prevent inappropriate behaviour, reprimand a student for inappropriate behaviour whilst also providing a framework for correcting behaviour, encouraging appropriate behaviour and support structures for a student to change inappropriate behaviours over short and long-term period (restoration).
- h. Has restorative practices embedded, a process for correcting a student's particular behaviour(s). It is based on the philosophy that a behaviour change is more likely to occur through frequent positive feedback when the correct behaviour is demonstrated.

## Monitoring and Review

Court Grammar School will review the plan for managing behaviour and maintaining a positive School environment as part of the collaborative School development and review process.

The levels of truancy, absenteeism, violence, harassment, suspensions and exclusions should be monitored and documented, while taking particular note of gender and target groups mentioned in this document.

## Suspension and Exclusion

The School may suspend students from School if they infringe behavioural expectations. Students may be isolated at School or at home and, in more serious situations, a recommendation may be made for students to be permanently removed from the School. In each case the parent will be contacted and a letter sent confirming the conversation and decision.

The School reserves the right to request a student submit to a drug test to confirm or eliminate suspicion of use. Students may be suspended until the completion of this request.

The following table represents behaviours on which a suspension or recommendation for exclusions may be based.

<b>Suspension and Recommendation for Exclusion Behaviours</b>
<b>Disobedient Behaviour</b> <ul style="list-style-type: none"><li>• Persistent or wilful refusal to comply with instructions/rules/school policies and plans</li><li>• Disruptive behaviour in class and out of class (refusal to co-operate with behavioural management plans or program instruction)</li></ul>
<b>Antisocial Behaviour</b> <ul style="list-style-type: none"><li>• Unacceptable moral behaviour-involving self (exposure/abuse), involving other persons (soliciting, consorting), exhibiting offensive material (pornographic, debasing or degrading material)</li><li>• Sexual harassment</li><li>• Racial harassment</li><li>• Inciting others to behave in a negative, disobedient or riotous manner.</li></ul>
<b>Verbal Behaviour</b> <ul style="list-style-type: none"><li>• Verbal harassment (use of obscene/offensive/insolent language or gestures)</li><li>• Verbal threats (abuse, intimidation, bullying)</li></ul>
<b>Physical Behaviours</b> <ul style="list-style-type: none"><li>• Physical harassment (interference, abuse, intimidation, rough handling)</li><li>• Physical violence/assault - hitting, kicking, punching, throwing objects at others - against adults (teachers, aides, parents, visitors etc.) or students.</li><li>• Physical violence - sexual assault</li></ul>
<b>Dangerous/Unlawful Behaviour</b> <ul style="list-style-type: none"><li>• Dangerous behaviour - involving motor vehicles, bombs, weapons etc.</li><li>• Unlawful behaviour (theft, robbery, break and enter, hoax calls)</li><li>• Attempted rape, rape</li><li>• Wilful damage/vandalism</li><li>• Smoking cigarettes/possession/distributing</li><li>• Drugs - prescription drugs (e.g. amphetamines), dealing/selling/distributing/possession of any quantity on or off campus.</li><li>• Drugs - hard (e.g. Cocaine/Speed/LSD) use/dealing/selling/distributing and possession.</li><li>• Drugs - soft (e.g. Hashish, Marijuana) use and/or possession; possession of implements.</li><li>• Drugs - alcohol use/dealing/selling/distributing and/or possession.</li><li>• Substance and/or glue sniffing.</li></ul>

**Absence/Truancy Behaviour**

- Truancy
- Missing classes

**Other**

- Inappropriate use of ICT (See ICT agreement)
- Any behaviour on or off campus that is deemed to bring the School into disrepute.

**Related Documents**

This document should be read in conjunction with the Student Diary/Handbook, the Pastoral Care Handbook and the ICT policy.

**Review History**

Year of Review	Review/Amendments	Approved By
2013		
2016	Inclusion of ELC and Primary School	Head of Junior School
2017	Combining Secondary and Primary School documents	Deputy Principal
2019	Updated with change of School name	

**Next Review**

Year	Reviewer
2019	Deputy Principal