GREAT SOUTHERN GRAMMAR

BEHAVIOUR MANAGEMENT POLICY

EMBARK ON A JOURNEY OF DISCOVERY

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1 PURPOSE

This policy reflects the values, attitudes and currently recommended strategies that promote positive behaviours and interactions. The school embeds the elements of the National Safe Schools Framework through policies, education and student experiences in all aspects of school life. It is based on the following principles:

- Each child is valued as a unique person
- All aspects and needs of the child: emotional, cognitive, spiritual and physical are attended to in a holistic manner.
- Teachers respond to the behavioural needs of each student in a respectful and caring manner.
- Partnerships between teachers, education assistants, parents and students are essential.
- The School respects the importance of interactions between children, families and staff.

The policy is based on the philosophy of pastoral care where all members of the School community including children have the right to:

- be treated with dignity and justice;
- work in a safe and positive learning environment;
- voice concerns and be heard;
- an awareness of their rights, but also the responsibilities to themselves and others;
- an awareness if the procedures that will be put in place to manage inappropriate behaviour;
- an awareness that teachers will be fair and consistent with discipline; and
- an awareness of the consequences of their actions.

Students have a responsibility to:

- treat others with respect and dignity;
- contribute to a safe and positive learning environment;
- strive with commitment to achieve their potential;
- respectfully consider the opinions of others;
- show respect and care for the physical and cultural environment of the School;
- respect their own property and that of others; and
- honour the values of the School community.

2 SCOPE

This policy, as amended from time to time, applies to all directors, staff, contractors, contractors' employees and volunteers of Great Southern Grammar School Incorporated (GSG), hereafter referred to as employees.

Great Southern Grammar reviews the Behaviour Management Policy bi-annually in consultation with the Deputy Principal, Head of Junior School, Head of Middle School and Head of Senior School with the support of the School's Pastoral Leadership Team.

3 DEFINITIONS

SEQTA	The school learning management system and database for all pastoral concerns

Health	Physical and psychological

4 ACRONYMS

HOH	Head of House
HOY	Head of Year
HOSS	Head of Subschool
GSG	Great Southern Grammar

5 ROLES AND RESPONSIBILITIES

Principal

The Principal has overall responsibility for ensuring compliance with this policy.

6 POLICY STATEMENT

This policy provides the framework for school decision making about promoting and maintaining positive student behaviour, as well as responding to student misconduct. Great Southern Grammar (GSG) is committed to providing a safe and supportive environment for all students and staff. The Great Southern Grammar Behaviour Management Policy recognises, values and celebrates the differences and similarities that exist in all children. Staff members use appropriate strategies to guide children to recognise, manage and learn from their behaviours and express their emotions in positive, non-threatening and productive ways. The use of any form of child abuse, corporal punishment or other degrading punishment is explicitly forbidden.

6.1 Policy Aims

GSG aims to provide a safe and supportive learning environment where:

- children learn the skills to relate positively with others through a guided approach;
- children develop a strong sense of wellbeing and belonging to the School community and their peers; and
- children reflect the values of the School in their behaviours.
- Staff have the right to feel safe

6.2 Child Safety

Duty of care exists when the teacher/student relationship is established. The duty requires GSG and its staff committed to ensuring the safety and welfare of students from both known and reasonably foreseeable risks of harm and/or injury.

When organising activities for student participation, teachers need to balance the risk involved in the activity with what students will learn from undertaking the activity in order to fulfil their duty of care obligations.

For further information, refer to the *Child Safety Policy.*

6.3 Behaviour Management

Student behaviour at GSG is guided by the *Student Code of Conduct* which outlines students' rights and responsibilities. Commitment to abide by GSG's *Student Code of Conduct* is a condition of enrolment and is discussed with future students at their enrolment interview and applies to all students.

It is an expectation all students comply with the *Student Code of Conduct*. Students residing in the boarding community are expected to comply with the *Boarding Behaviour Policy*.

Breaches of the Student Code of Conduct and the associated rights and responsibilities that students can expect at GSG will result in appropriate and consistent consequences. For students whose behaviour requires ongoing monitoring and support, a behaviour management plan may be implemented in consultation with parents.

Specific behaviour and consequences in regard to poor and unacceptable behaviour and continuous reportable or serious behaviour and consequences are outlined in this policy and in the Anti-Bullying Policy.

6.4 Student Code of Conduct

Commitment to abide by GSG's *Student Code of Conduct* is a condition of enrolment. Expectations that students abide by the Student Code of Conduct, apply both on and off campus during school sanctioned activities and when representing the School. The Behaviour Management Policy refers directly to the *Student Code of Conduct.*

6.5 Breaches of the Student Code of Conduct

Breaches of the Code of Conduct will be dealt with by relevant personnel using strategies appropriate to the individual circumstances and nature of the breach. Further detail may be found in the Breach of the Student Code of Conduct Policy.

School discipline practices will reflect:

- Understanding of the individual's situation;
- Consistency and fairness;
- Importance of parental contact;
- Clear, reasonable and relevant consequences;
- Aspects, where relevant, of restorative justice practices and mediation; and
- Timely response.

Responses to breaches may include (but are not limited to):

- Community service
- Detention
- Written or verbal apology
- Replacement of damaged property
- Reinforcement of expected standards of behaviour
- Ongoing monitoring of behaviour
- Counselling
- Suspension
- Exclusion

6.6 Bullying and Harassment

The School community does not tolerate bullying or harassment in any form. The School has strategies to detect, prevent and respond to anti-social behaviour which are detailed in the Anti-Bullying Policy.

Anti-social behaviour is any conduct that impinges upon the ability of a member of the School community to enjoy positive peer relationships. This includes bullying.

Bullying is any behaviour intended to hurt, injure, threaten, intimidate, or frighten another person in such a way that the person feels hurt, marginalised, disempowered, scared and unable to resolve the situation. Bullying is perceived as an imbalance of power or the attempt to gain power over another person. (*Refer to Anti-Bullying Policy)*

Elements of anti-social behaviour:

- it is hurtful or offensive to other people;
- it is intentional, uninvited, aggressive or inappropriate behaviour; and
- the recipient feels powerless (to do anything about it) and/or violated.

6.7 Suspension and Exclusion

6.7.1 Suspension

Suspensions for the day school are issued by the Deputy Principal if a student wilfully breaches School policy. Examples of activities warranting suspension include, but are not limited to, the following:

- possession or use of tobacco or vaping;
- disrespect or defiance towards a staff member;
- possession of offensive literature;
- persistent failure to behave in class or cooperate with teachers;
- repeated truancy;
- physical or verbal harassment;
- threating and intimidating behaviour towards staff and/or students;
- vandalism;
- stealing or interfering with others' property;
- possession or use of alcohol or illicit drugs; or
- misuse of IT and mobile devices (refer to *Acceptable Use of ICT Policy*).

The length of suspension will be at the discretion of the School and depends on the severity of the incident. Suspension will generally be one or two days in the first instance and will not exceed one week. Suspension may occur on campus (in school suspension), generally, suspension is served off campus.

On return to the School, the student and parents must have an interview with the Deputy Principal and/or Principal, together with the Head of the Subschool, resulting in continued enrolment with appropriate conditions. Planning for the student's return and consultation with the parents will occur during the time the student is suspended and be completed before the student returns.

Suspension from school includes suspension from all school sanctioned activities or school representation unless otherwise determined by the Principal or Deputy Principal.

The Principal will be informed and have the final say on all internal and external suspensions.

Conditions that are attached for a period of suspension may specify:

- Any permission granted for the student to attend school during their period of suspension;
- the School response to a student entering school property without specific permission being given by the Principal;
- that the parent is responsible for the student during the period of suspension from school (unless otherwise indicated); and
- any other specific conditions considered to be necessary by the Principal.

6.7.2 Exclusion of a student

The Principal can recommend that exclusion be made as a consequence of student behaviour that breaches *Student Code of Conduct* when the student's behaviour:

- has threatened the safety of any person on the School premises or those participating in an educational program of the School;
- possession or use of alcohol, tobacco or illicit drugs in boarding or during school sanctioned events;
- is likely to cause or result in damage to school or personal property or the safety of others;
- has significantly disrupted the education instruction of other students;
- or any other serious breach of the Student Code of Conduct as deemed by the Principal.

Termination of enrolment can only be initiated by the Principal. Immediate termination can be made at the discretion of the Principal for serious breaches of the School's behavioural policies.

Boarding students maybe denied residence for serious breaches of expectations in boarding, refer *Boarding Handbook.*

7 REFERENCE/COMPLIANCE

The following documents are associated with this policy:

7.1 Legislation

- *Criminal Code 1913*
- *School Education Act 1999*
- *School Education Act Regulations 2000*
- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*
- *Equal Opportunity Act 1984*
- *Work Health and Safety Act 2020*

7.2 Related Policies

- *Attendance Policy*
- *Boarding Behaviour Policy*
- *Child Safety Policy*
- *Anti-Bullying Policy*
- *Acceptable Use of ICT Policy*

- *Pastoral Care Policy*
- *Emergency and Critical Incident Policy*
- *Student Drugs Alcohol and Smoking Policy*

7.3 Internal Documents

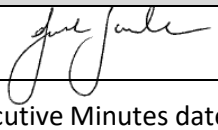
- *Values, Vision and Mission of the School*
- *Student Code of Conduct*
- *Uniform Guidelines*
- *Parent Handbook*

7.4 Other

- National Principles for Child Safe Organisations

8 DOCUMENT CONTROL

Approval

Date	By	Approval as per minutes dated
01/06/2017	Executive	
4/9/2019	Executive	Executive Minutes dated 4/9/2019
21/7/2021	Executive	Executive minutes dated 21/7/2021
3/5/2022	Executive	Executive minutes dated 3/5/2022