



St. Andrew’s Grammar School - BEHAVIOUR CURRICULUM

QUALITIES AND CHARACTERISTICS OF OUR GRADUATES <i>Write a brief statement that describes the qualities and characteristics that students will develop and leave with as a result of being a student at your School.</i>	Graduates of St Andrews Grammar are resilient, independent, and compassionate individuals who respect themselves and others. They leave with the confidence to reach their full potential, equipped with critical thinking skills and a strong sense of responsibility. Committed to excellence, our students are prepared to be responsible citizens, making a positive impact with integrity and respect in all that they do.
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SCHOOL VALUE	<u>Respect</u>	<u>Independence</u>	<u>Commitment</u>	<u>Excellence</u>	<u>Responsibility</u>
NORMS <i>Based on the school value, what do we want to see as normal in the classroom?</i>	We show regard and care for ourselves, others and the environment.	We have the power to make thoughtful choices.	We are dedicated to learning and active participation	We are active learners working toward personal goals	We take responsibility for our actions, learning and impact on others.
EXPECTED BEHAVIOURS <i>What behaviour do we expect of students to demonstrate the school value?</i>	- We volunteer to help - We greet staff members and students on arrival - We are friendly to other students - We excuse ourselves if we are late. - We treat others with dignity and empathy - We are tolerant of those who different from ourselves - We remain silent when the teacher is speaking to the class	- We remember equipment for class - We follow instructions - We take initiative in solving our problems - We take ownership of our actions and decisions - We reflect on how our choices impact our community - We seek opportunities to participate in restorative processes	- We hand work in on time - We assist other students - We are on time - We work cooperatively with others - We actively engage in our learning - We proactively contribute to our house, school and wider community - We seek opportunities to do more across school	- We try hard - We work with initiative - We reflect on individual achievement - We seek feedback - We are taking action to improve our learning - We engage in goal setting to enable growth - We are diligent with homework and study	- We arrive prepared and ready to learn - We complete tasks and meet deadlines - We take ownership of our choices and their consequences - We look after our learning spaces, equipment and resources. - We seek help and take action to improve when needed.

ROUTINES <i>What routines will we teach to reinforce the expected behaviour?</i>	1. Entry Routine ○ Two straight lines outside classroom ○ Enter orderly (e.g. one line at a time) ○ Stand quietly behind chairs waiting for teacher instruction 2. Call to Attention ○ Teacher “Stop, Look...” ○ Students “... and listen” 3. Exit Routine ○ Write homework in diary ○ Pack away resources, restore layout of room ○ Stand quietly behind desk ○ Dismiss by row/group 4. Late To School Routine ○ Students who arrive late to Period 1 are sent to Administration building to Sign-in ○ Students return to Period 1 with a printed Sign-In slip
RULES <i>What rules will define the expected behaviour for students?</i>	- We wear the correct school uniform - We follow teacher instructions - We do not damage property belonging to ourselves or others including peers and the school. - We behave safely, never putting others in danger - We do not call out - We arrive on time - We do not engage in bullying behaviours - We show tolerance and respect for all students

MAINTAINING EXPECTATIONS <i>How will the expected behaviours be practised and reinforced?</i>	- We do not use our phones during the school day - We adhere to all school policies and procedures - We do not participate in illegal activities or any activity that could damage the reputation of the school		
	- This Behavioural Curriculum should be followed by all staff members in the Secondary irrespective of the department in which they teach. - Lesson information, learning intentions and feedback given to our students - Consistency is expected from our student's, and they deserve the same from us. - Every staff member should have the goal of issuing 3 positive records to every 1 negative across their classes as we want the learning environment to be one of positivity and in doing so promoting excellent staff/student relationships (this certainly does not mean enabling negative behaviours to be unreported or followed up. - Every teacher will teach, reteach and reinforce the behaviour routines.		
Recognition of Positive Behaviours	Highly Positive Behaviour: Behaviours in this category lead to positive relationships with other people and perhaps rewards.	Consistently showing: • Positive behaviour in a class • Displaying Positive role-modelling to other students • Doing the right thing as a great example Significantly improving in several areas, some examples are included but are not exhaustive): • Handing work in on time • Remembering equipment for class • Volunteering to help • Greeting staff members and students on arrival • Being friendly to other students • Assisting other students • Being on time • Excusing yourself if late • Working co-operatively with others • Trying hard • Following instructions • Working independently	Appropriate Action by the Classroom Teacher: • Gold and Silver Merit awarded – automatically sent to parents and the student (email) • Acknowledgement from Form Teacher and Head of House (verbal) • Nomination for Student of the Week is derived by Gold and Silver Merits Nomination for Principal's Commendation at assemblies (top 5% of cohort based on Gold, Silver and Bronze awards each term). Awarded 2 cohorts per assembly (6 a term)
	Positive Behaviour: The behaviours in this category are showing respect for yourself and others and are expected of all students at St Andrew's Grammar	Showing positive behaviours as outlined above Improving in an area as outlined above	• Verbal acknowledgement • Bronze level - Positive feedback – automatically sent to parents and the student (email). • Possible, Silver Merit awarded – automatically sent to parents and the student (email).
CONSEQUENCES <i>What are the consequences for a student choosing not to follow the expected behaviour?</i>	Undesirable Behaviour: Behaviours in this category will require correction and may lead to more negative relationships. Pastoral coordinators could be involved if this behaviour occurs frequently.	<u>Level 1</u> • Calling out • Incidental talking • Disruptive fidgeting or noise making • Failure to adhere to task related teacher instructions • Failure to bring required or correct materials to class • Failure to follow established classroom routines • Late to class • Uniform breach (including grooming and makeup) • Chewing gum • Prolonged time in bathroom or out of class (without a valid reason) • Repeated requests to leave class (e.g. bathroom use)	Appropriate Action by the Classroom Teacher: • Non-verbal cues • Proximity • Stop and wait • Calm verbal redirection to work • Reminder of expectation • Model or practice expectations • Possible entry of Pastoral Record • Seek support from Head of Learning Area



		<u>Level 2</u> • Repeated Level Behaviour 1 despite application of level 1 interventions • Conduct that is disrespectful or offensive towards peers • Mild defiance including refusing to participate in activities despite interventions • Continued late to class • Actions which have the potential to cause injury (E.g. tripping, throwing, bumping) • ICT breach (e.g. using a non-approved device such as a laptop or tablet) • Deliberately misrepresenting the truth to a member of staff	Appropriate Action by the Classroom Teacher: • Private dialogue with student outside classroom. Warning • Redirect to work • Name on the board • Loss of privilege • Spoken to after class • Move seats, or to a quiet area within classroom • Communication with parent • Referral to Head of House on Schoolbox (Head of Learning Area can follow-up but not expected to) Follow-up may include but is not limited to: • Student meeting • Student mediation • Parental contact • Lunchtime detention • Student contract
	Highly Undesirable Behaviour: Behaviours in this category will result in disciplinary action being taken by the School such as detentions being issued.	<u>Level 3*</u> • Repeated Level 2 Behaviour despite application of level 2 interventions • Derogatory or discriminatory comments • Rudeness to a member of staff • Refusing to work • Deliberate disobedience • Lack of respect for other's property • Physical provocation (E.g. slapping, shoving, tripping) • Truancy • Damage to school property (e.g. laptops, walls, furniture)	Appropriate Action by the Classroom Teacher: • Withdrawal to Senior School class using Department Buddy Class Roster • Automatic referral to HOH (via a behaviour concern) Appropriate Action by the Head of House / Head of Learning Area / Assistant Head of Secondary / Head of Secondary includes (but is not limited to): • Student meeting • Parent meeting • Behaviour card • Pastoral reports • After School Detention
		<u>Level 4*</u> • Repeated Level 3 Behaviour despite application of level 3 interventions • Multiple undesirable behaviours in a short space of time • Continued non-attendance of detention(s) • Danger to others (deliberate or negligent) • Physical aggression or violence toward others (e.g. hitting, punching, kicking, fighting) • Threats (harm to self, others, property) • Bullying – continual, targeted and directed • Profanity/swearing at staff • Extreme poor example to others (including hair, uniform or language)	Appropriate Action by the Head of House / Assistant Head of Secondary / Head of Secondary includes (but is not limited to): • Student meeting and automatic parent meeting and letter home • Internal Suspension • External Suspension



		<u>Level 5 *</u> • Repeated Level 4 Behaviour despite consequences • Involvement in illegal activities* • Severe behaviour • Behaviours that could harm the reputation of the school • Drugs – buying, using at school or supply of drugs	Appropriate Action by Assistant Head of Secondary / Head of Secondary: • External Suspension • Referral to Principal for consideration of an expulsion / withdrawn from School Class A drugs and/or Schedule 1 drugs (marijuana): ○ Use of and/or supply of: Principal likely to decide an expulsion (after consultation with CEO SAG Inc) Smoke/Vape/Alcohol: ○ Use: 3-5 day external suspension ○ Supply of: 5 day external suspension or expulsion at Principal discretion
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Guidance on Specific Behaviours	Uniform	In general, uniform related breaches are to be managed according to the process defined below¹: 1. Mentor discussion with student- 1st warning recorded via 'uniform' pastoral entry 2. Mentor contact home- 2nd warning and record via 'uniform' pastoral entry 3. Mentor sends to HOH- HOH deals with this – 3rd and final warning 4. HOH has a meeting with parents- discuss uniform policy 5. Student sent home if not correct uniform and further action taken at discretion of AHOS, HOS or Principal as required In instances where uniform breaches are particularly significant (defined below), the student is to be referred to Head of House immediately • Extreme hair styles • Offensive or highly inappropriate items worn • Failure to shave
	Mobile Phones & Unauthorised devices (Refer to the Mobile Phone and Wearable Tech Policy for more detail)	Students are not permitted to use mobile phones or wearable technology during school hours, and all devices must be locked in a Yondr pouch upon arrival and remain locked until the end of the day. Devices may only be used in class with teacher permission and only for that lesson, and any photos or videos of others require consent from everyone involved. Phones and wearable technology are not permitted on excursions, camps or sports unless approved, and all student–parent communication during the school day must go through Reception. The use of devices for cyberbullying is a serious breach of school policy. Medical exemptions must be approved by the Principal and recorded on Schoolbox. Student consequences: 1. First breach: • Device is confiscated by the teacher and sent to Reception. • Head of House is notified and applies a school rule consequence (lunchtime detention). 2. Second breach: • Device is held by the Head of House. • A parent/guardian must collect the device from Reception, and meet with Head of House. • A formal warning of suspension is issued for any further breach. 3. Subsequent breaches: • Suspension issued by the Head of House. Staff processes: • Ensure students lock devices in Yondr pouches on arrival. • Allow device use only when required for learning and only for that lesson. • Confiscate devices for any breach and send them to Reception. • Add a Pastoral Record on Schoolbox (Behaviour Concern > Mobile Phone Confiscation and Detention). • Direct all student–parent communication through Reception. Yondr Pouch Responsibilities: • Students are issued with a Yondr pouch and are responsible for bringing it daily and keeping it in good condition. • Any damage requires immediate replacement organised through the classroom teacher or Head of House. • Damage includes ripping, forced openings, bent pins, pen marks, or tampering with the locking mechanism. • Replacement costs are charged to parents/guardians.
	Late to school	Staff procedure: 1. If a student arrives to class after 8:35am they are deemed late to school and are required to sign-in with Student Services. 2. If a student presents to your class with receipt, collect and ticket and permit them to enter class 3. If students do not have a receipt, please send them up to Student Services to ensure they sign in and are recorded Administrative / Pastoral procedure: 1. Student Services are to track late to school arrivals and issue a weekly report to HOH



		2. HOH to issue After School detention after 4 late arrivals to school (in a given term). Phone call home and/or email sent 3. HOH to organise a parent meeting after 8 late arrivals to school (in a given term)
	Late to class	1. If late to class- 1st offence – Teacher addresses lateness with student and recorded on class attendance as late 2. If late to class – 2nd offence – Teacher and HOLA to re-address lateness with student. Mentor is to be notified via Schoolbox recording. Mentor needs to speak to student. 3. If late to class – 3rd offence – Teacher to email home regarding continued lateness to class. HOH is notified and this is recorded. 4. HOH to speak to parents and if this happens again a meeting with the parents needs to take place to re affirm our rules around attendance and lateness.
	Detentions	Recess detentions occur on Wednesdays and Thursdays in room N2. • Detention starts at 10:50am • Detention concludes at 11:05am After-School detentions occur on Wednesdays and Thursdays in room M1. • Detention starts at 3:30pm • Detention concludes at 4:25pm
	School Hours	For the purposes of this Behaviour Curriculum, students who are on school grounds outside of normal school hours are also required to comply with this policy. Any misbehaviour or failure to meet expected standards of behaviour while on school grounds will be addressed in accordance with this Behaviour Curriculum.



Prohibited Actions	Child Abuse	Staff members and volunteers MUST NOT engage in any form of child abuse in any form, including; 1. Physical abuse – which is includes behaviour which severely and/or persistently hurts or injures a child, 2. Sexual abuse – which includes any behaviour which exposes, or involves, sexual activity which is inappropriate to the child’s age and developmental level, 3. Emotional abuse – which includes any behaviour that constitutes psychological abuse or exposure or family and domestic violence, 4. Neglect – which occurs when children do not receive adequate food, shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or injured, whether acute, episodic or chronic.
	Degrading Punishment	Staff members and volunteers MUST NOT use any form of degrading punishment, which 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
	Corporal Punishment	Staff members and volunteers MUST NOT discipline any child by way of corporal punishment, which is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.