

Behaviour Management Policy & Procedure

Updated November 2015 (v4)

POLICY OWNER: HEAD OF SENIOR SCHOOL & HEAD OF JUNIOR SCHOOL

BEHAVIOUR MANAGEMENT POLICY & PROCEDURE

PURPOSE:

The following document outlines the policy and procedure of St Peter's College in regard to the Behaviour Management and Expectations of students.

SCOPE:

All students of St Peter's College are covered by this policy. This policy also provides a guide to staff on the behaviour management of boys at St Peter's College.

PREAMBLE:

Respect is the basis for all relationships. At St Peter's College wellbeing and behaviour management is based on Martin Seligman's (2011) PERMA (Positive Emotion, Engagement, Meaning, Accomplishment) theory. Central to this theory of wellbeing is fostering good relations between students at the School and between students and staff.

ALIGNMENT TO SCHOOL STRATEGIC PLAN:

Our Preferred Future – A Strategic Plan for St Peter's College 2015 – 2018 underpin this Policy.

ALIGNMENT TO SCHOOL'S VISION & VALUES

Our vision is to be a world-class school where all boys flourish. Our Core Values underpin this policy and procedure:

- Building lifelong commitment to serve others.
- Building leadership capability.
- Celebrating the uniqueness of every boy.
- Celebrating accomplishment.
- Developing emotional maturity.
- Developing lifelong learning, engagement, meaning, and purpose.
- Embracing creative potential.
- Fostering honesty, integrity, and wellbeing.'
- Honouring diversity.
- Valuing teamwork, collaboration, and communication.
- Unlocking individual virtues and strengths.

REFERENCES:

St Peter's College Child Protection Policy
St Peter's College eSmart Policy
St Peter's College Sexual Harassment Policy & Procedure
St Peter's College Equal Opportunity Policy & Procedure
National Safe Schools Framework
Responding to Problem Sexual Behaviour in Children & Young People, Guidelines for staff in education & care settings. (DECD 2013)

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POLICY:

Relating to others at St Peter's College:

In alignment with the National Safe Schools Framework, St Peter's College commits to:

- Affirming the rights of all members of the School community to feel safe and be safe at school.
- Acknowledging that being safe and supported at school is essential for student wellbeing and effective learning.
- Accepting responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfil the School's child protection responsibilities.
- Encouraging the active participation of all School community members in developing and maintaining a safe school community where diversity is valued.
- Actively supporting young people to develop understanding and skills to keep themselves and others safe.
- Developing a safe School community through a whole-School and evidence-based approach.

The School acknowledges that bullying can occur outside of school hours and in forms beyond the School's control. Bullying, which occurs outside of School, may be dealt with by the School if the issue affects the parties while they are at School, or if it is of such a nature that the School deems it has the potential to cause safety or wellbeing concerns at School.

Bullying and harassment occurs when somebody repeatedly says or does something to gain power over another person, leaving that person feeling annoyed, uncomfortable, embarrassed or hurt.

Bullying and harassment are interchangeable terms for the purpose of this policy. Bullying and harassment can occur in a variety of forms (including but not limited to):

- **Physical** – may include tripping, kicking, hitting, pushing, poking, fighting or anything else that causes pain or discomfort, obstructing someone's progress, making threatening gestures.
- **Verbal** – may include teasing, name-calling, paying out, threats, abuse, offensive language, rumours, and comments about an individual's sexuality, race and/or religion.
- **Sexual** - remarks or overtones, rumours, gestures, unwelcome sexual requests or acts of physical contact may amount to sexual harassment and is against the law.

In accordance with the SA Equal Opportunity Act, Section 87 (3) & (8) it is unlawful for a student of or over 16 years of age, while in attendance at a place in connection with his or her education, to subject a person who works at the educational institution at which the student is enrolled or a fellow student to sexual harassment.

87 (8) It is unlawful for an educational authority administering a secondary education institution to fail to have written policy against sexual harassment by students that incorporates procedures for resolving complaints and is made readily available to students.

Senior School Behaviour Expectations:

- **Emotional** – deliberate exclusion to make someone feel isolated.
- **Cyber-bullying** – may include teasing, name-calling, paying out, threats, exchanging images, abuse, offensive language, rumours, comments about people's sexuality, race and/or religion via email, text message, comments made on the Internet or social media such as Facebook or Twitter.

Cyber-Safety – Cyber-safety refers to the protection of children when they are online and the safe use of the Internet and ICT equipment/devices, including mobile phones. Refer also the St Peter's College eSmart Policy.

St Peter's College is committed to being a world-class school where our boys are provided the opportunity to individually flourish. This is achieved through diverse educational, wellbeing and co-curricular programs whereby our boys will be able to seize the diverse range of possibilities available, mindful of the responsibilities that come with such opportunities.

In line with achieving the School's Mission to provide an exceptional education that brings out the very best in every boy, we have revised our behavior expectations to foster an environment where each and every boy can reach their potential. The expectations are designed to be aligned to the School's core values as identified above.

Our Preferred Future: The Strategic Plan for St Peter's College (2015-2018) states that diversity contributes powerfully and directly to the quality of a boy's education. St Peter's College is committed to being a boys' school that promotes positive attitudes towards girls and women. We will be uncompromising in being a safe and inclusive learning community respectful of backgrounds diverse in their race, ethnicity, gender, sexual orientation, nationality and religion.

The standards set are deliberately high, as we believe each boy can reach levels of exemplary behaviour which model decency, empathy, diligence and trust. Boys are encouraged to reach these expectations and will be recognised for doing so, under the School Merit system. We aim for every boy to achieve PERMA – **P**ositive Emotions, Positive **E**ngagement, Positive **R**elationships, Positive **M**eaning and Positive **A**ccomplishment. Merits are awarded as a means to signal our desire for every boy to flourish.

Every boy at St Peter's College are expected to be.

SHARP:

- **S**afe
- **H**onest
- **A**ccountable
- **R**espectful
- **P**roud

Each aspect of the behaviour expectations is outlined on the following pages with coinciding examples of consequences should these not be achieved (as set out in the Senior School Behaviour Expectations – refer Appendix A) The examples listed are not exhaustive, but act as a guide to explain the standard of behaviour expected at St Peter's College.

Safe

St Peter's College expects that our boys will:

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- Be physically and emotionally safe from harm.
- Use technology safely and securely.

Lock/locker not being used correctly

The School provides each boy with a lock and combination locker to ensure valuables are kept secured. Students must use their allocated locker and the school issued lock. Mentors keep a record of all combinations. Students are encouraged to bring another lock to use in the gym for sports.

The campus caters to many hundreds of boys, and students and staff alike have the right to a safe workplace. Bags must be placed in lockers at the start of the day and left there until the end of the day. Students should only carry books with them for their next two lessons. A small PE bag may be used if students have PE as their next or preceding immediate lesson. Staff may confiscate bags left outside of student lockers.

The potential consequence for a breach is a **red ink**.

Safe places to play

The School exercises its duty of care for the boys' safety diligently, and it is important that boys remain visible to staff on duty. Boys are generally not permitted to spend break times inside buildings.

The potential consequence for a breach is a **red ink**.

Games in appropriate spaces

The grounds, facilities and buildings of the School are a valued feature of our community. Students should not play ball games in areas near windows. All ball games should be played on the ovals or handball courts.

The potential consequence for a breach is a **red ink**.

Wearing Hats & being sun safe

Exposure to the sun can have severe consequences and, with this in mind, the School values the opportunity to educate boys to make sun-safe decisions.

Boys must wear a school branded hat at lunch when they are outside in Terms 1 and 4. Boys who do not have a hat will be sent immediately inside and given a **red ink**.

Safely crossing adjacent roads

When boys are crossing North Terrace on their way to and from School, they must always cross at the pedestrian traffic lights situated near Trinity Street. Boys should not cross the road at any other place, even when traffic is stopped for the lights.

Boys who need to cross Hackney Road must use the traffic lights on the corner of North Terrace, or walk under the bridge over the River Torrens to the north of the School. Alternatively, boys should use the pedestrian island opposite the entrance to Plane Tree Drive.

The potential consequence for a breach is a **red ink**.

Failure to register/parking incorrectly

All students who drive must register their vehicle with the School using the School Vehicle Policy as part of the agreement to be able to park on the school grounds. All students must park in the Hatswell Street car park at all times during the School day. The potential consequence for non-compliance is to register their vehicle and receive a **red ink**.

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Safe driving

The safety of other people is paramount at all times. Boys should take due care while driving in and around school grounds. Driving with passengers without parental permission may give rise to legal issues. Boys must only drive with other students if there is express permission by the passenger's parents in the Student Vehicle Policy.

The potential consequence for unsafe driving is a **2-hour Friday detention**.

Positive interactions with others

Students and staff have the right to a safe and caring school. Any form of harassment – physical, verbal, sexual, emotional or cyber – is not acceptable. Serious or continued harassment of another student will be dealt with more seriously. The potential consequence for harassment is a **1-hour Friday detention, but will be escalated for repeated instances**.

Substance use or supply of substances

The School works to educate boys about healthy lifestyles inside and outside of school. The use or supply of illegal substances is strictly forbidden. Smoking in uniform outside of School, or remaining in the presence of others smoking, is also prohibited. Possession or discussion at school of an exchange at a later point is also strictly forbidden.

This rule also applies to school events such as the Blue and White and Intercol fixtures.

[See School Drugs Policy via Keystone]. The consequence is a potential **expulsion**.

Act of violence

All boys and staff have the right to feel safe in our school community. Any acts of violence against any other person will be treated seriously. Generally, any act of violence will see an instant internal suspension. More serious acts will face more serious consequences, up to a potential **suspension or expulsion**.

Dangerous Behaviour

All boys and staff have the right to feel safe in our school community. Any behaviour that may cause a risk to the safety of others is prohibited. The potential consequence for a breach is **suspension or expulsion**.

Honest

St Peter's College expects that our boys will:

- Show integrity in academic work
- Be truthful when dealing with others

Acting with honesty and integrity

All staff and students have the right to be treated respectfully, and to work in an environment where trust between members can be relied upon. At all times, boys should be honest when dealing with others.

The potential consequence for a breach is a **2-hour Friday detention**.

The School values independent learning skills for each boy. Students are to be honest in their approach to their studies at all times. [See Academic Honesty Policy via Keystone]

The potential consequence for a breach is a mark of zero and a **2-hour Friday detention**.

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Accountable

St Peter's College expects that our boys will:

- Be punctual
- Be on task
- Meet deadline and attendance expectations
- Be dedicated to the team
- Take responsibility for their own learning and behaviour

Being prepared and punctual for class

The School is a large campus and strives to maintain a consistent approach to the growth of boys in body, mind and spirit. Boys should be prepared for class and be on time for the beginning of each lesson.

The potential consequence for a breach is a **red ink**.

Punctual to School

The campus is a vibrant place where, each day, many activities are offered. The school day starts promptly at 8.35am. A bell sounds at 8.30am and all boys are expected to be in their Mentor rooms, with their books ready for the first two periods, at 8.35am.

The potential consequence for a breach is a **red ink**.

Completing academic tasks

Boys are offered a wonderful chance to develop both their learning and take responsibility for it. Students who do not complete an academic task will face an academic consequence (including working through lunchtimes until completion).

The potential consequence for a breach is also a **red ink**.

Attendance at class and pastoral care times

Both academic and pastoral care time are viewed as an essential element of life at the School. Boys must attend classes, House Muster, School Muster and Chapel.

The potential consequence for a breach is a **1-hour Friday detention**.

Supporting House events and initiatives

A significant part of being at St Peter's College is embracing the Saints community. The House system is an integral part of the wellbeing of each boy. Boys are expected to attend events such as Community Day, House Dinner, Swimming Carnival and Sports Day as well as other House initiatives.

Parents should let the Head of House know beforehand if their son is unable to attend such an activity.

The potential consequence for a breach is a **1-hour Friday detention**.

Attendance at co-curricular

The School places considerable emphasis on its co-curricular program, as it offers the opportunity for boys to interact with each other and learn a sense of dedication and commitment. Boys have a responsibility to their team to attend all trainings and matches.

The potential consequence for a breach is a **1-hour Friday detention**.

Attendance at School

The School places considerable emphasis on its co-curricular program, as it offers the opportunity for boys to interact with each other and learn a sense of dedication and commitment. Boys have a responsibility to their team to attend all trainings and matches.

The potential consequence for a breach is a **2-hour Friday detention**.

Respectful

St Peter's College expects that our boys will:

- Be respectful of other people's property, diversity, authority and learning
- Use technology safely and securely
- Understand that one student is part of a larger community
- Honour the traditions of the School

Supporting a positive learning environment for others.

The classroom is a vibrant environment, where boys develop their learning styles to embrace the curriculum and experiences offered. Students should respect the right of other boys to learn.

The potential consequence for a breach is a **red ink**.

Walking around the lawns and observing silence under Memorial Arch

The grounds of the campus are an important feature of the history and pride of the St Peter's College community. Boys should refrain from walking across the lawns in the Big Quad, Allen Quad, and also the lawns between the Chapel and Main Oval. Boys should only use the ovals at break times, and never as a thoroughfare.

As a mark of respect for the fallen, boys are asked to observe silence under the Memorial Arch in the South Western corner of the Big Quad.

The potential consequence for a breach is a **red ink**.

Respectful to other's possessions

All staff and students have the right to use their property and equipment as required for their learning and education. Students are not to tamper with any property belonging to other students or staff.

The potential consequence for a breach is a **1-hour Friday detention**.

Theft

Everyone at the School values trust, honesty, and respect for one another's property. Taking the possessions of another is not permitted. This includes stealing from the Tuck-shop or Da Costa Dining Hall.

The potential consequence for a breach is a **suspension or expulsion**.

Respectful towards property

The School has vast grounds and facilities. Their upkeep is the result of the diligence and hard work of the Grounds and Maintenance staff. If damage occurs, students should report this to the Senior School Office immediately. Damage to the property of others is strictly forbidden. Failure to report accidental damage may result in a **2-hour Friday detention**.

The potential consequence for a wilful breach is a **suspension or expulsion**.

Respectful towards staff

The School is a community, where many different views and regulations operate to keep a safe and harmonious environment. Students should always show manners and respect to all members of staff.

The potential consequence for a breach is a **suspension or expulsion**.

Appropriate public behaviour

The treatment of each other within the community and members of the public is of significant importance. We expect boys to behave in an exemplary manner. Behaviour in public or at school events should be decent, respectful and courteous.

The potential consequence for a breach is **suspension or expulsion**.

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Responsible and safe use of technology

Mobile devices and wearable technology must remain on silent and may be used around the School for *discreet personal use*. In class (and the Library) they may only be used under direct teacher instruction for educational purposes.

The potential consequence for misuse is a **red ink**.

On School grounds and at School events, the use of headphones is not permitted. Students may only use them in the classroom if they have direct teacher permission to do so.

The potential consequence for misuse is a **red ink**.

Laptops are only to be used in class for educational purposes as directed by the teacher.

The potential consequence for misuse is a **red ink**.

Around School grounds students are not permitted to use their laptops before or after School, at recess or lunch, unless they are working in the library.

The potential consequence for misuse is a **red ink**.

Laptops should be locked in student lockers when not being used in the classroom or the library. Staff may confiscate unattended devices.

The potential consequence is a **red ink and confiscation**.

Unless under direct teacher instruction, laptops, mobile devices and wearable technology cannot be used for the capturing or manipulating of media, or for sharing material with other students. Such actions may also have a legal consequence, **as they can be illegal**.

For the uploading, manipulating or sharing of media the sanction is confiscation of the device (returned to parents only) and potential **suspension or expulsion**.

Mobile devices and wearable technology are not permitted into examination rooms, or in any assessment tasks as nominated by the teacher. The consequence for a breach is that a **mark of zero** will be given and potentially a **2-hour Friday detention**.

Proud

St Peter's College expects that our boys will:

- Take pride in their appearance, uniform, facilities and grounds
- Be positive ambassadors for Saints both on and off-campus

Wearing uniform with pride at School

The School expects and values staff and students to look professional in their appearance. The School uniform is to be worn in a manner that is neat, well fitted and reflective of the high standards expected at the School.

The potential consequence for a breach is a **red ink**.

Wearing uniform with pride in public

Boys should be proud of their school and present in a manner reflecting this. The School uniform is to be worn in a manner that is neat, well fitted and reflective of the high standards expected at the School.

The potential consequence for a breach is a **red ink**.

Correct attire

Boys are expected to wear the correct School uniform (see Uniform Handbook) in a manner in keeping with the high standards expected of boys in the Senior

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Junior School Behaviour Expectations:

School. Boys who wear the incorrect uniform may be sent to the Senior School Office and parents contacted to collect their son.
The potential consequence for a breach is a **red ink**.

No piercings, rings, jewellery or wristbands are to be worn. Band-Aids to cover up are not acceptable.
The potential consequence for a breach is a **red ink**.

When wearing the Blazer uniform, all students are to wear their blazer upon arrival to school and through until the end of morning Mentor time. Blazers must be worn upon departure from the school. Boys riding a bike may remove their blazer while riding their bike, but must wear it once they have arrived as per other students.
The potential consequence for a breach is a **red ink**.

Tie and blazer to Muster/Chapel/School events

The appreciation of a sense of occasion is a valued lesson in the life of the School. Boys must wear the correct School Blazer uniform to formal events and regular Muster and Chapel services.
The potential consequence for a breach is a **red ink**.

Clean-shaven

The School encourages a learning environment that is professional. Boys are expected to be clean-shaven when they attend school. Boys who arrive at school unshaven will be asked to either shave at the health centre, and can be sent home and parents notified.
The potential consequence for a breach is a **red ink**.

Hair is well kept and tidy

The School encourages a learning environment that is professional. Boys' hair must be clean, neat, of natural colour and no shorter than a number 3, nor have significant contrast in length. Staff need to be able to see collar, eyebrows and earlobes. The consequence for a breach is a **red ink** and boys who do not comply can be **sent home until hair is fixed**.

Consuming food in appropriate areas and using bins

A campus that is clean and tidy best facilitates a positive learning environment. Boys cannot chew gum on School grounds, nor are they to consume food when they are inside buildings. Water bottles are acceptable. Boys are to place all rubbish in bins. Boys may be asked to assist staff on duty in cleaning areas of the yard or buildings.
The potential consequence for a breach is a **red ink**.

Representing the School appropriately

Boys should always represent the School in an appropriate, respectful and decent manner.
The potential consequence for a breach is **suspension or expulsion**

As a Christian School we aim to provide a safe and positive environment while developing appropriate communication, problem solving and conflict resolution skills.

Students are encouraged to make appropriate choices and develop self-discipline as we commit to helping all boys understand what it means to be respectful of others.

Rights - Every boy has the right to:

- Be treated with dignity and respect as an individual.

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- Live, learn, work and play in a positive and safe environment.
- Have personal property treated with respect.
- Be proud of his uniform and the traditions of St Peter's College.

Responsibilities – Every boy has the responsibility to:

- Be respectful and considerate of all individual differences.
- Listen to and communicate appropriately with all members of the School community.
- Care for School and personal property with respect.
- Follow the School expectations with regards to values and dress codes.

Consequences for behaviour in the Junior School

Consequences for appropriate behaviour may include:

- Positive comments
- Recognition in the class and at assemblies
- Certificates / awards
- Keystone merits
- Stickers and stamps
- House points.

Consequences for inappropriate behaviour may include:

- Negotiated actions to restore situation
- Restricted play area
- Time-out of class or activity
- Goal card
- School service
- Involvement of other staff e.g Head of Junior School or Assistant Head of Junior School
- Involvement of external personnel.
- Parents may be contacted and asked to collect their son from school (in cases where there is a risk of harm to himself or others)
- Suspension
- Expulsion

Suggested processes for inappropriate behaviour:

- Class teacher – reminder, warning, consequences
- Year Level Coordinator – meeting/discussion
- Referral to Assistant Head of Junior School – meeting discussion, consequences
- Involvement of Head of Junior School – further consequences.

Where the safety of boys or staff is threatened the Assistant Head of Junior School or Head of Junior School will become involved.

Parental notification and involvement may occur at any stage.

If a child is sent home for unsafe behaviour, parents(s) will be required to meet with the Head of Junior School prior to the student's return.

Discipline:

It is assumed that members of staff are managers of students as well as managers of information. The vast amount of the disciplining of students should take place in the context of each Teacher's own classroom. There are

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certainly instances when the additional authority of Senior Members of Staff is required but each Teacher must recognise his/her own responsibility in the disciplining of students and that excessive use of threats and recourse to higher authorities frequently says as much about the Teacher as about the student.

- Members of staff are advised that, in the case of a troublesome student, not to send him immediately to the Assistant Head of JS or SS for other than a most serious offence, e.g. swearing at a member of staff or parent, assaulting him/her, etc.
- The sending of a student to the Assistant Head of School is a very serious matter indeed and members of staff may be assured of support in dealing with the student.
- If it is necessary to send a student to the Assistant Head of School, it is preferable to explain first, why the student is to be sent. The Assistant of School is in a difficult position until he has heard the teacher's version of events.
- In the Senior School, in the case of a troublesome student, they should initially be referred to the student's Mentor, then to the Head of House if no improvement is forthcoming, then to the Senior School office to be attended to either by the Assistant Head of Senior School or the Head of Senior School.
- In the Junior School, the student should initially be referred to the Assistant Head – Wellbeing & Administration.
- In both the JS & SS, matters of a more serious nature should be escalated to the Head of Junior School or the Head of Senior School.
- The way the issue is dealt with is frequently more important than the outcome itself. Students need to feel that teachers are just and do not punish them because they enjoy punishing. Warnings are important but a threat which cannot or is not intended to be carried out should never be made.
- Moral appeals should not be overdone. There is a danger of inoculating a student against such appeals by overdoses of moral lectures.
- Teachers in the Senior School should inform Mentors or Heads of House if students are chronically troublesome. It is rare indeed that a student who is troublesome for one Teacher is not also troublesome for others. This is important information for the Mentor and the Head of House to have and it should be passed on to them at the earliest possible opportunity.
- In the Junior School, Specialist Teachers are expected to deal with the behaviour(s) and inform the class teacher of behaviour and consequences.
- When a student thinks he is unfairly punished, Heads of House should act as adviser to the student. The Headmaster is the ultimate Court of Appeal.
- In the Junior School boys have counsel with the Assistant Head of Junior School if they believe they have been unfairly punished.
- In the Junior School, the appropriate process for dealing with issues of behaviour management should be dealt with by the Classroom / Specialist Teacher. If the inappropriate behaviour continues then the issue should be escalated to the Year Level Coordinator, the Assistant Head of Junior School, then the Head of Junior School.
- Every effort must be made to avoid 'gossiping about' or 'harping on' a student's misdemeanour. It is easy to give a student a bad name but often it is extremely difficult for the student to re-establish a reputation in the eyes of the staff, particularly when the shortcomings have become a matter of general conversation in the Common Room.

PROCEDURE:

If you have witnessed harassment or bullying (as a bystander) you have a responsibility to take action. You should:

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Dealing with Harassment & Bullying

- Speak to the person being bullied or harassed.
- Refuse to watch someone being bullied and leave (encouraging others to do the same).
- Report the incident to a teacher as soon as possible.
- Be assertive and tell the bully to stop the harassment.

If you are being harassed or bullied you could:

- Show that it doesn't upset you. (Ignore it, walk away, try to show no reaction. If bullies don't get a reaction they may stop).
- Be assertive. Talk to the person who is harassing you and tell him to stop (You could take a friend with you for support).
- Discuss it with your parent(s) or a teacher. Explain what has been happening. Decide with them what to do. You may wish to speak with a friend or student leader at first and have their support when you talk with an adult.
- Seek further help. You may want to talk with your Class Teacher, House Mentor, Head of House, Assistant Head of Junior School, School Counsellor, Chaplain, Head of Senior School, Head of Junior School or Headmaster. Tell them what has been happening.

If you are bullying or harassing someone, STOP and think about what you are doing.

The School's response to bullying and harassment includes:

- Counselling/mediation
- Parental notification and involvement
- Detention
- Suspension (in serious or repeated instances)
- Expulsion (in cases of aggravated or persistent harassment)

School Expectations:

Behaviour

School rules are necessary for the mutual protection and benefit of all. The aim is to make the School a safe, respectful and enjoyable place in which to teach and learn. Staff are encouraged to develop student self-esteem, to create a positive school climate and develop classroom and individual strategies aimed at maximising academic performance and encouraging students to be responsible for their own behaviour. The goal is to develop self-discipline in students.

The School Behaviour Expectations is a document aimed to provide behavioural guidelines that are fair, consistent and transparent. Boys in particular thrive in conditions where they know what is expected from them. Our behavioural expectations are high and we find boys consistently live up to these high but reasonable expectations.

School detentions are given in accordance with the Senior School's Behaviour Expectations (refer Appendix A) . School detentions are held on Tuesday 3.45pm until 5.00pm and on Saturdays for 2 hours from 9.00am until 11.00am. Notification is sent via email and Keystone to Parents. Boys must wear school uniform when keeping a detention.

COMMUNICATION:

The Head of Junior School & Head of Senior School are responsible for promulgating this policy and procedure to all boys and staff.

This policy and procedure will be available on the School's Information System - Keystone.

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POLICY HISTORY:

HISTORY	
Date Approved	Amendments made (summary of major changes)
	Policy created in policy & procedure template – November 2013
	Amendments made October 2014
	Amendments finalised February 2015
	May 2015 - Amendments made to Policy in line with recommendations from Child Protection Desk Audit conducted in November 2014.

APPENDIX A

Saints Behaviour Expectations Code - Breaches of the following may result in the relevant consequence.
This table is a guide for staff and boys. A separate document contains detailed behaviour expectations.

Our expectation is that all boys will be SHARP	Concern / "Red Ink" <i>Issued by Teacher</i>	Friday detention (1-hour or 2-hour) <i>Issued by Head of House, Yr Level Co-ordinator, AD of L&T, Head of IB, TiC of Sport</i>	Suspension / Expulsion <i>Issued by Head of Middle Years, Head of Senior Years, Deputy Headmaster, Headmaster</i>
SAFE	Correct use of lockers Safe places to play Games in appropriate spaces Being sun safe Correct vehicle registration and parking Safely crossing adjacent roads	Positive interaction with others Safe driving	Supply or use of substances Act of violence Dangerous behaviour
HONEST		Acting with honesty and integrity	
ACCOUNTABLE	Being prepared and punctual to class Punctual to School Completing academic tasks	Attendance at School Attendance at co-curricular (TiC) Attendance at class and PC sessions Supporting House initiatives and events	
RESPECTFUL	Supporting a positive learning environment for others Walking on lawns / observing under Memorial Arch Responsible and safe use of technology	Mobile device in a nominated assessment task Reporting damage Respectful to others' possessions	Respectful towards staff Respectful towards property Theft Appropriate public behaviour Uploading, manipulating or sharing of media
PROUD	Wearing correct uniform with pride Clean-shaven (sent to Health Centre to rectify) Hair is kept neat and tidy (can be sent home until remedied) Consuming food in appropriate areas / using bins		Representing the School appropriately
	<i>Multiple red inks (3 as a guide) may result in a mandated lunchtime meeting (issued by Mentors) with a HoH or Year Level Co-ordinator</i>	<i>Sanctions may be coupled with appropriate counselling Repeated breaches can be moved up one level</i>	<i>Repeated breaches and sanctions will result in parental interviews being requested</i>

**Merits may be awarded where boys have met, or surpassed, expectations.
They align with the School's positive psychology principles.**

PERMA	Examples may include
<p>Positive Emotion <i>Entered by the student themselves</i> When you are feeling positive, you can look back on the past with gladness; look into the future with hope; and enjoy and cherish the present.</p>	<p>Student feels pride with performance Student feels a sense of satisfaction when completing a goal</p>
<p>Positive Engagement <i>Entered by staff</i> We gain momentum and focus, and we can enter the state of being known as 'flow'. In Positive Psychology, 'flow' describes a state of utter, blissful immersion in the present moment.</p>	<p>Focus in class Consistent focus for co-curricular team Performance of musical item</p>
<p>Positive Relationships <i>Entered by staff</i> We have a need for connection, love, physical and emotional contact with others. We enhance our own well-being by building strong networks of relationships around us, with family, friends, co-workers, neighbours and all the other people in our lives.</p>	<p>Assisting another boy in need Handing in lost property Acting with honesty</p>
<p>Positive Meaning <i>Entered by staff</i> We are at our best when we dedicate our time to something greater than ourselves. This could be religious faith, community work, family, a political cause, a charity, a professional or creative goal.</p>	<p>Showing pride in appearance Tidying up the yard / classroom Assisting a staff member set up a room Helping put away music or PE equipment Outstanding contribution to sport/music team Contribution to House activity or initiative</p>
<p>Positive Accomplishment <i>Entered by staff</i> To achieve well-being and happiness, we must look back on our lives with a sense of accomplishment: 'I did it, and I did it well'.</p>	<p>Performing well in an academic task Improved performance in academics Excellence in musical performance Outstanding performance in sport</p>