

A3.... School Behaviour Support Policy

1. Statement of Purpose

Pulteney Grammar School's Student Behaviour Support Policy encourages the School community to behave in ways which maximise student potential and wellbeing, and which strengthens students' relationships with their teachers and peers. Pulteney Grammar School is a school which aims to foster a safe, positive and supportive environment. We recognise that students flourish in the presence of teachers who set clear expectations of student behaviour and provide positive directional focus, encouragement and recognition of behaviours which support student learning.

This document's guiding principles are directly entwined with our Pulteney Values which express our school values as such:

Authentic: Honesty, truth, integrity

Purposeful: Intentional, resolute and reflective

Personalised: Curated and distinctive experiences

Boundless: Limitless opportunities sought through passionate thought and deed

Enduring: Legacy etched through a community's tradition, innovation, service and faith

Relationships: Respect and empathy fostered through collaboration and care

All PGS staff will use consistent, fair and sequential approaches, which reflect individual student needs and reasonable adjustments to support student learning and our values.

2. Scope

This policy applies to all students and staff at Pulteney Grammar School.

3. Definitions

Behaviour – A student's learned actions, identified in a school's Behaviour Code, that contribute to the student's growth and development and the School's good order and proper management.

Behaviour Support – The educational support a student receives from the School in order to learn and maintain appropriate behaviour.

Parents/Caregivers – A person or persons who have responsibility for the care, welfare and development of the child, whether long term or day to day.

Behaviour Code – The School's Behaviour Code describes examples of appropriate and inappropriate behaviours and the processes aligned with them.

Student – A person who is enrolled at the School.

4. Rights and Responsibilities

The School will establish expectations and directions that clearly support the rights and responsibilities for student learning. These rights and responsibilities are to work in conjunction with the A6 - PGS Student Anti-Bullying and Harassment Policy.

Staff and students have the following key rights and responsibilities:

1. The right and responsibility to learn in a supportive environment where they can express opinions, ask questions and receive assistance, be accepted and treated fairly and equally as individuals.
2. The right to explicitly stated academic and behavioural expectations where learning outcomes are clearly defined.
3. The responsibility to be punctual and organised
4. The right to feel safe and secure in a supportive environment
5. The responsibility to ensure their behaviour is appropriate and supports the welfare, safety and rights of themselves and others.
6. The responsibility to demonstrate respect for School, one's own and other's personal property.

5. Consequences

All behaviour has consequences. The behaviour each student chooses is his/her responsibility. In order to encourage responsible behaviour, School staff should devote significantly more time and attention to responsible than to irresponsible behaviour as our aim is to create a culture of connectivity and care where all members of the school community can prosper.

Introducing, modelling and reinforcing positive social behaviour is an important component of a student's educational experience. Teaching behavioural expectations and recognising students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

Irresponsible behaviour can decrease a student's range of future opportunities. Therefore, responses to challenging behaviour should offer the student support to learn how to make a more responsible choice in the future. Consequences enable students to recognise that behaviour can be a conscious choice and that different choices result in different outcomes.

There are a number of approaches which are available, but they are dictated by the behaviour choice a student has made. Irrespective of the consequence, Restorative Practices should be used.

All responses to student behaviours will take into consideration a students' individual needs.

Restorative practice involves the use of transferable values and principles to promote social equity in relationships, empathy and personal accountability. An effective restorative approach couples control with support and encourages young people to become thoughtful about their

behaviour through developing empathy. Restorative practice aims to restore and strengthen relationships and recognises the need to repair the harm caused by wrong-doing.

From the *International Institute for Restorative Practices* (www.restorativepractices.org):

*The fundamental unifying hypothesis of Restorative Practices is disarmingly simple: that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things **with** them, rather than **to** them or **for** them. This hypothesis maintains that the punitive and authoritarian ‘**to**’ mode and the permissive and paternalistic ‘**for**’ mode are not as effective as the restorative, participatory, engaging ‘**with**’ mode. If this restorative hypothesis is valid, then it has significant implications for many discipline*

Our PGS Behaviour Codes (pages 8-12) acknowledge the importance of affirming behaviours that align and build PGS values and outline clear processes to support students in recognising the impact of their behaviour choices. The following table outlines our approach in relation to this support.

	Junior School	Secondary School
<p>Communication</p> <ul style="list-style-type: none"> - Between School and Parent/Caregiver(s) - Between Key Staff 	<p>Parents/Caregivers play a vital role in working in partnership with the school in supporting positive learning outcomes for students. Staff will communicate the circumstances and behaviours regarding any consequence that may be issued.</p> <p>The purpose of communication between the School and parents/caregivers will be to inform them of a behavioural concern. This communication may be in the form of a sticker, diary note, email or phone call.</p> <p>The purpose of communication within the School between teachers, Tutors, Heads of House, Heads of Sub-School, Assistant Heads of Sub-School and the Student Wellbeing Team will be to notify them of a behavioural concern. This communication will come in the form of an Synergetic notification.</p>	
<p>Reflection Time</p>	<p>The purpose of Reflection/ time is to encourage students to reflect on the behaviour choices that they have made and the impact they have had.</p> <p>A student will participate in a Reflection session during their playtime break if they receive 3 or more warnings or ‘Focus’ statements in their diary in one week. Students will</p>	<p>The purpose of a Lunchtime Reflection is to encourage students to reflect on the behaviour choices that they have made and the impact they have had.</p> <p>Students and their parents and/or caregivers will be notified prior to the date of a lunchtime reflection. Students will complete a Student Reflection Sheet.</p>

	<p>complete a Student Reflection Sheet during this time.</p> <p>Parents and/or caregivers will be notified when a student completes a Reflection/ Time.</p>	
<p>After School Detention</p>	<p>The purpose of an After School Detention (Year 3-6) is to encourage students to reflect on the more serious behaviour choices that they have made (or have continued to make) and the impact they have had.</p> <p>A student can be placed on After School Detention after receiving 3 Reflection Time sessions within a school term. A student can also be placed on an instant After School Detention when their behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at risk.</p> <p>Students and their parents and/or caregivers will be notified in advance of the date and time of the After School Detention.</p> <p>The Head of School or Assistant Head of School may choose to negotiate an alternative to proceeding with a detention given that there may be particular circumstances which relate to the student at the time of the detention being issued. It may be that a detention is not appropriate in which case this should be communicated to the student's teachers and the student's parents or carers.</p>	<p>The purpose of an After School Detention is to encourage students to reflect on the more serious behaviour choices that they have made (or have continued to make) and the impact they have had.</p> <p>Students and their parents and/or caregivers will be notified in advance of the date and time of the After School Detention.</p> <p>The Head of School or Head of House may choose to negotiate an alternative to proceeding with a detention given that there may be particular circumstances which relate to the student at the time of the detention being issued. It may be that a detention is not appropriate in which case this should be communicated to the student's teachers.</p>
<p>Suspension</p>	<p>In matters of extreme or constant behavioural student issues, teachers will bring the matter to the attention of the Head of the relevant sub-school. Should the Head of School deem</p>	

	<p>appropriate, an Internal or External Suspension will be issued. In all cases of suspension, the Principal is to be notified.</p> <p>A Head of School may suspend a student if the student:</p> <ul style="list-style-type: none"> • Consistently fails to comply with any reasonable and clearly communicated instruction of a Head of School, Assistant Head of School, Head of House, teacher or other staff member • Consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student • Consistently engages in behaviour that defames, degrades or humiliates another person based on age; gender identity; impairment; race; religious belief or activity; sexual orientation as per A6 - PGS Student Anti-Bullying and Harassment Policy • Behaves in such a way as to threaten or constitute a danger to the health, safety or well-being of any person • Commits an act of significant violence against a person or causes significant danger to or destruction of property or is knowingly involved in the theft of a property • Possession and/or use of illegal items and/or substances • Possession of an item that could reasonably be constituted and used as a weapon <p>Internal suspension Internal suspension allows academic progress and daily school routine to continue. Where appropriate, time will also be allocated for individual student support and counselling in an effort to encourage the student to exhibit more positive behaviour, to increase their level of participation and to learn problem solving and conflict resolution skills.</p> <p>Immediate internal suspension may occur as issues arise throughout the day and parents will be notified when this has occurred.</p> <p>External suspension An External suspension may occur depending on the nature and seriousness of the behaviour(s) exhibited/actioned.</p> <p>The School will notify the student’s parents and/or caregivers by verbal communication, followed by confirmation in writing of the suspension and when it will occur. The parents and or caregivers will be invited to a meeting with the Head of School to discuss the suspension and other matters relating to the student’s behaviour.</p>
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	<p>Following a suspension</p> <ul style="list-style-type: none"> • Strategies will be put into place / or reviewed to meet the educational, social and emotional needs of the child. • The responsibilities of the student, their parents and or carers and any other professional involved with the student will be discussed/ reviewed. • Specific requirements and expectations will be outlined to the student and particular actions (usually those based on restoring the relationship / property damaged) will need to take place before re-entry to the classroom / school environment is permitted. <p>Any suspension must end at the end of the school term in which it was imposed and not continue into the following term.</p>
Exclusion	<p>For only the most serious cases of misconduct will the Principal consider excluding a student. Exclusion of a student will not occur except in the most serious of circumstances:</p> <ul style="list-style-type: none"> • When the student has engaged in wrongful behaviour of a serious nature • The School's process for addressing such behaviours has been applied and not been successful • The welfare and safety of others in the school community, or the need to maintain order to protect the rights of others, make it necessary that the student no longer be present in the school community.

6. Behaviour Codes

Refer attachments.

7. References

- AISSA Student Behaviour Management: Policy Guidelines
- A6 Anti-Bullying and Harassment Policy (Students)
- International Institute for Restorative Practices (www.restorativepractices.org)

8. Responsibilities

Principal	Is accountable for ensuring that appropriate and relevant policies and procedures are developed, implemented and reviewed on a regular basis and for monitoring behavioural issues
Executive	Is responsible for ratifying the policy, and monitoring data relating to issues.
Heads of School	Are responsible for reviewing the policy in consultation with staff and parents and providing education and support to staff regarding the implementation of the policy.
PGS Teachers	Are responsible for working in accordance with the policy and reporting any incidents and concerns to the Head of Middle School and/or Head of <i>one ninety</i> .

9. Version Control

Version	Date Released	Approved By	Amendment
1	October 2009	Principal	Policy reviewed
2	April 2010	Principal	Policy reviewed
3	November 2016	Executive	Policy reviewed and re-named – A3 Behaviour Support Policy
4	June 2020	Executive	Policy reviewed
5	November 2023	Executive	School values added. Junior School references consistent

MIDDLE SCHOOL AND *one ninety* RECOGNISING POSITIVE BEHAVIOUR

We put the students **at the heart of what we do**, thus ensuring they always feel safe, valued and are able to reach their full potential. This code assists students in developing a **passion for learning** and encourages them to embrace **our unique community values and relationships**.

Please Note: Each issue will be considered on an individual basis and consequences will be determined at the discretion of Pulteney staff

LEVEL 1

BEHAVIOUR	CONSEQUENCE	PERSON RESPONSIBLE	NOTIFY
<p>Positive contribution to the class</p> <ul style="list-style-type: none"> • Standards of behaviour above class expectations • Observing an action worthy of comment – even if the student is unaware that it was witnessed • Acknowledgement of improvement in relation to: <ul style="list-style-type: none"> ○ Academic achievement ○ Behaviour ○ Organisation ○ Uniform and grooming ○ Punctuality 	<ul style="list-style-type: none"> • Verbal praise <ul style="list-style-type: none"> ○ To the student individually ○ To the class community • Verbal praise • Parental contact – phone, email, school diary 	Teacher managed (while communicating with Tutor and Head of House)	<p>Student Tutor Head of House Head of School Parents</p>

LEVEL 2

BEHAVIOUR	CONSEQUENCE	PERSON RESPONSIBLE	NOTIFY
<p>Positive contribution to the House</p> <ul style="list-style-type: none"> • Significant sustained improvement in relation to: <ul style="list-style-type: none"> ○ Relationships with others ○ Behaviour ○ Decision-making ○ Uniform and grooming • Contribution to House activities and events • Academic achievement 	<ul style="list-style-type: none"> • Formal acknowledgement at House meetings • Noted on Synergetic 	Head of House while working with and involving the Tutor Teacher.	<p>Tutor Head of House Head of School Parents</p>

LEVEL 3

BEHAVIOUR	CONSEQUENCE (each consequence should be addressed using a restorative approach)	PERSON RESPONSIBLE	NOTIFY
<p>Positive contribution to the Pulteney community</p> <ul style="list-style-type: none"> ○ Sustained positive leadership/participation of school sports teams ○ Sustained positive role model in relation to behaviour/ conduct at school and in the wider community ○ Positive contribution in relation to service to others at school and the wider community ○ Positive role model in living out Pulteney values ○ Academic achievement – eg competitions, semester reports 	<ul style="list-style-type: none"> ○ Acknowledgement at year level/whole school assemblies ○ Formal Certificates ○ Formal acknowledgment home – invitations to assembly ○ Newsletter reports 	Head of School	<p>Parents Head of House Head of School Head of Student Wellbeing Deputy Principal Principal</p>

Policy A3 Student Behaviour Support

Approved by Executive: Nov 2023

Date for revision: November 2026

Policy developer: Heads of School, Head of Student Wellbeing

External sources: AISSA, International Institute for Restorative Practices

Version: 5

JUNIOR SCHOOL

RECOGNISING POSITIVE BEHAVIOUR

We put the students **at the heart of what we do**, thus ensuring they always feel safe, valued and are able to reach their full potential. This code assists students in developing a **passion for learning** and encourages them to embrace **our unique community values and relationships**.

Please Note: Each issue will be considered on an individual basis and consequences will be determined at the discretion of Pulteney staff

LEVEL 1

BEHAVIOUR	CONSEQUENCE	PERSON RESPONSIBLE	NOTIFY
<p style="text-align: center;">Positive contribution to the class</p> <ul style="list-style-type: none"> • Standards of behaviour above class expectations • Observing an action worthy of comment – even if the student is unaware that it was witnessed • Acknowledgement of improvement in relation to: <ul style="list-style-type: none"> ○ Academic achievement ○ Behaviour ○ Organisation ○ Uniform and grooming ○ Punctuality 	<ul style="list-style-type: none"> • Verbal praise <ul style="list-style-type: none"> ○ To the student individually ○ To the class community • Verbal praise • Parental contact – phone, email, school diary 	Teacher managed (while communicating with Class Teacher and Assistant Head of School)	Student Class teacher Assistant Head of School Parents

LEVEL 2

BEHAVIOUR	CONSEQUENCE	PERSON RESPONSIBLE	NOTIFY
<p style="text-align: center;">Positive contribution to the Sub School</p> <ul style="list-style-type: none"> • Significant sustained improvement in relation to: <ul style="list-style-type: none"> ○ Relationships with others ○ Behaviour ○ Decision-making ○ Uniform and grooming ○ Punctuality • Contribution to school activities and events • Academic achievement 	<ul style="list-style-type: none"> • Formal acknowledgement at Sub School assemblies <ul style="list-style-type: none"> ○ Certificates • Noted on Synergetic 	Assistant Head of School while working with and involving the class Teacher.	Head of School Parents

LEVEL 3

BEHAVIOUR	CONSEQUENCE	PERSON RESPONSIBLE	NOTIFY
<p style="text-align: center;">Positive contribution to the Pulteney community</p> <ul style="list-style-type: none"> ○ Sustained positive leadership/participation of school sports teams ○ Sustained positive role model in relation to behaviour/ conduct at school and in the wider community ○ Positive contribution in relation to service to others at school and the wider community ○ Positive role model in living out Pulteney values ○ Academic achievement – eg competitions, semester reports 	<ul style="list-style-type: none"> ○ Acknowledgement at year level/whole school assemblies ○ Formal Certificates ○ Formal acknowledgment home – invitations to assembly ○ Newsletter reports 	Head of School	Parents Head of Student Wellbeing Deputy Principal Principal

Policy A3 Student Behaviour Support

Approved by Executive: Nov 2023

Date for revision: November 2026

Policy developer: Heads of School, Head of Student Wellbeing

External sources: AISSA, International Institute for Restorative Practices

Version: 5

Middle School and *one ninety* BEHAVIOUR CODE

We put the students **at the heart of what we do**, thus ensuring they always feel safe, valued and are able to reach their full potential. This code assists students in developing a **passion for learning** and encourages them to embrace **our unique community values and relationships**.

Please Note: Each issue will be considered on an individual basis and consequences will be determined at the discretion of Pulteney staff

LEVEL 1

BEHAVIOUR	CONSEQUENCE (each consequence should be addressed using a restorative approach)	PERSON RESPONSIBLE	Notify
<p>Low level behaviour concerns.</p> <p>Issues include Uniform discrepancies, lateness to class/school, inappropriately talking in class, distracting others from working, lack of equipment or readiness for lessons, inappropriate use of technology, misuse of property, being in an out of bounds area</p>	<p>Verbal Reminder Communication / Parent Contact before a lunchtime reflection may be issued (Tutor, Head of House and/or Head of School is consulted first) Negotiated Outcome</p>	<p>(one or combination of...) Classroom Teacher Tutor Teacher on Yard Duty</p>	<p>Tutor Head of House Head of Sub-School (Via Synergetic and/or Email outlining behaviour, consequence and communications)</p>

LEVEL 2

BEHAVIOUR	CONSEQUENCE (each consequence should be addressed using a restorative approach)	PERSON RESPONSIBLE	NOTIFY
<p>Serious behaviour issues.</p> <p>Could be but not limited to Ongoing Level 1 behaviours, absence in class, minor harassment, disobedience, verbal harassment, discrimination, serious misuse of School property</p>	<p>Lunchtime Reflection/ After school Detention Communication / Parent Contact (Tutor, Head of House and/or Head of Sub-School is consulted first) Referral to Student Wellbeing Team may be considered</p>	<p>(one or combination of...) Classroom Teacher Tutor Head of House</p>	<p>Tutor Head of House Heads of Sub-School Via Synergetic and/or Email outlining behaviour, consequence and communications)</p>

LEVEL 3

BEHAVIOUR	CONSEQUENCE (each consequence should be addressed using a restorative approach)	PERSON RESPONSIBLE	NOTIFY
<p>Extreme or constant behavioural issues.</p> <p>Could be but not limited to Ongoing Level 2 behaviours, truancy (unexplained), possession and/or use of illegal items and/or substances, serious and/or intentional physical assault, threatening/abuse, fighting, sexual harassment, theft</p>	<p>Detention(s) Parent Meeting Suspension (internal/external) Behaviour Agreement and Support Plan Withdrawn enrolment/exclusion</p>	<p>(one or combination of...) Head of Sub-School Deputy Principal Principal</p>	<p>Tutor Head of House Heads of Sub-School Via Synergetic and/or Email outlining behaviour, consequence and communications)</p>

JUNIOR SCHOOL BEHAVIOUR CODE



At Pulteney Grammar we put the students at the heart of all we do. Our objective is to ensure all students feel safe, valued and are able to reach their learning potential in a supportive learning environment.

Please Note: Each issue will be considered on an individual basis and consequences will be determined at the discretion of Pulteney staff

LEVEL 1

BEHAVIOUR	CONSEQUENCE	PERSON RESPONSIBLE
<p>Low level behaviour concerns. Issues include: Not listening, not following instructions, disobedience, uncooperative behaviour, incorrect uniform, poor work ethic and lack of manners / respect.</p>	<ul style="list-style-type: none"> • Verbal reminder • Focus statement: after 3 verbal reminders • Reflection Time: after receiving 3 focus statements in 1 week • Document in Synergetic 	<ul style="list-style-type: none"> • Classroom or Specialist teachers • Teacher to document Focus statement and / or Timeout in Synergetic.

LEVEL 2

BEHAVIOUR	CONSEQUENCE	PERSON RESPONSIBLE
<p>Serious behaviour issues. In addition to those detailed in level 1, issues include: Refusal to comply with instructions, using inappropriate language, rough conduct, racial abuse/ discrimination, harassment, bullying, defacing property and misuse of technology.</p>	<ul style="list-style-type: none"> • Removal from class or activity or sent to buddy class • Instant reflection time • After school detention: instant or after receiving 3 timeouts in a term • Document in Synergetic 	<p>(one or combination of...)</p> <ul style="list-style-type: none"> • Classroom or Specialist teachers Assistant Head of Prep, Head of Prep • Teacher to document in Synergetic. • Notification to Assistant Head and Head of Prep

LEVEL 3

BEHAVIOUR	CONSEQUENCE	PERSON RESPONSIBLE
<p>Extreme or constant behavioural issues. In addition to those detailed in levels 1 and 2, issues include: Physical and verbal aggression with intent, dangerous refusal to follow instructions, graffiti, vandalism, and serious misuse of technology.</p>	<ul style="list-style-type: none"> • Internal suspension • External suspension • Exclusion • Document in Synergetic 	<ul style="list-style-type: none"> • Head of Prep • School Principal

