

Student Wellbeing Policy

Responsibility: Director of Student Wellbeing

Georges River Grammar Student Welfare and Management

The School's Student Management System is based in the Christian Gospel and the call of John the Baptist, to conversion of self. Personal responsibility, respect, a genuine partnership between the student, the family and the School and a desire to restore relationships, are fundamental components of the School's Student Welfare and Management System.

Georges River Grammar has built a reputation around the ability to maintain discipline and to deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students. The policy outlined below is underpinned by the principle of procedural fairness, which is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the "hearing rule", and the "right to an unbiased decision".

Georges River Grammar does not use, or support the use of any disciplinary action that demeans, humiliates or physically harms a student including corporal punishment.

The Student Welfare and Management System at GRG is underpinned by the following rights and responsibilities

Students' Rights

- all students have the right to learn through a range of learning styles and teaching practices.
- all students have the right to feel safe and secure in an environment free from negative actions from others and from harmful substances and objects.
- all students have the right to study, work and pursue activities in pleasant, well-kept surroundings.
- all students have the right to feel proud in their School uniform.
- all students have the right to solve their own problems when appropriate and manage their own behaviour.
- all students have the right to prior knowledge and understanding of the consequences of inappropriate behaviour.
- all students have the right to have their personal belongings treated with care.

Staff Members' Rights

- all staff have the right to pursue their work unhindered by disorder or disrespect.
- all staff have the right to find fulfilment in their vocation of teaching.

Everyone's Rights

- all students, staff, parents and visitors have the right to be treated with dignity and respect.
- all students, staff, parents and visitors have the right to be free from harassment, physical abuse, emotional abuse and verbal abuse.

Everyone's Rights

- all students, staff, parents and visitors have the right to be communicated with clearly, politely and respectfully.

Responsibilities flowing from the rights above

- respecting the Anglican ethos and values of GRG
- creating a positive learning environment and work ethic.
- behaving in an appropriate way in class and out of class
- interacting positively with all members of the School community
- ensuring that the uniform is worn with pride
- taking pride in appearance and grooming
- respect for the personal property of each person
- using the internet, email and mobile phones appropriately
- ensuring that GRG is smoke, alcohol and illegal drug free

Primary School Wellbeing Policy

All policies, protocols and procedures flow from the GRG School Mission Statement:

“Georges River Grammar is a caring, learning environment that actively strives to provide opportunities for every child to achieve their potential as well as experience success and enjoyment in their spiritual, academic, social and physical endeavours. The School’s mission is an expression of its Christian ethos in the Anglican Tradition. Our relationship with students, staff, parents and the wider community is governed by the values of tolerance, compassion and justice.”

Policy

We recognise that the School plays an important role in assisting children to become responsible citizens with a commitment to personal, peer and community wellbeing and the skills and confidence needed to make valuable social contributions. Consequently, our School rules, expectations and responsibilities reflect the themes of:

- valuing Self
- valuing Others
- living in Community
- staying Safe

We consider the above to be essential life skills.

Behaviour Management in the Primary School is based on the understanding that, by reinforcing appropriate behaviour, we are modelling and teaching the standards of behaviour expected as well as encouraging intrinsically motivated positive behaviours. It is the staff’s commitment to this understanding that facilitates the development of the caring, supportive environment within the School.

Procedure

This understanding is supported by our Merit System, which has been developed to encourage positive interactions and to acknowledge positive behaviour.

Primary School Merit System

Award Criteria

- Blue Cards are awarded to students demonstrating positive behaviours in the classroom, playground or during School activities
- Blue Cards may be awarded to any student by any member of staff at any time of the School day
 - A Bronze Certificate is awarded when 10 Blue Cards are redeemed
 - A Silver Certificate is awarded when a further 20 Blue Cards are redeemed
 - A Gold Certificate is awarded when a further 30 Blue Cards are redeemed

Primary School Merit System

It is the responsibility of each child to keep their Blue Cards and present them when they are entitled to a certificate. This system begins and ends with each academic year. Blue cards that are not redeemed cannot be transferred to the next academic year.

Expectations

To ensure that our School is a safe and happy place, and to encourage a sense of personal and communal responsibility, there are four basic School Expectations that are applicable to all School related situations.

We are respectful

We are learners

We are safe

We are caring

In an effort to encourage positive behaviour and to nurture resilience, our School Expectations are displayed in the playground supported by the following strategies to encourage problem solving:

Positive Problem Solving

Stop	Ask the person to stop
State	Tell the person what they are doing and how it makes them feel
Support	Seek the support of a teacher or School leader

The staff in the Primary School are committed to assisting students as they work through this procedure in the process of developing resilience and positive problem solving strategies.

In the Primary School, we recognise that when we value others we treat them fairly and with respect. This helps us to achieve all that we are capable of because we work, play and learn in a friendly, safe and supportive School.

Consequences for unacceptable behaviour

- Where an offence is deemed severe, the Head of Primary School and/or the Deputy Principal may issue an in-School suspension or a suspension. In extreme cases, the Principal may expel a student.

How to be a Positive Behaviour Champion

	Classrooms	Playground	Bathroom	Verandas
We are respectful	<ul style="list-style-type: none"> • Enter quietly • Follow directions • Speak in turn • Honour the opinions and answers of others 	<ul style="list-style-type: none"> • Speak politely • Play fairly • Put your rubbish in the bin 	<ul style="list-style-type: none"> • Keep the Bathroom clean • Respect privacy • Use quiet voices 	<ul style="list-style-type: none"> • Walk quietly and lightly • Touch only your property • Line up sensibly and punctually on the bell
We are Leaners	<ul style="list-style-type: none"> • Do your best • Ask for help • Come prepared 	<ul style="list-style-type: none"> • Know the boundaries • Know "Stop, State, Support" • 	<ul style="list-style-type: none"> • Use the bathroom at break times • Be water-wise 	<ul style="list-style-type: none"> • Allow others to learn
We are Safe	<ul style="list-style-type: none"> • Keep hands, feet and objects to self • Use equipment safely 	<ul style="list-style-type: none"> • Be sun safe • Be in the right place at the right time 	<ul style="list-style-type: none"> • Wash your hands • Walk 	<ul style="list-style-type: none"> • Keep walkways clear • Hang bags and hats on hooks • Use correct pathway to bathroom
We are caring	<ul style="list-style-type: none"> • Help others • Use kind words • Use 'inside voices' • Care for property 	<ul style="list-style-type: none"> • Share Spaces • Be a good sport • Help and include others 	<ul style="list-style-type: none"> • Wait your turn 	<ul style="list-style-type: none"> • Stay away from verandas at playtime

Secondary School Positive Behaviour Policy

All policies, protocols and procedures flow from the GRG School Mission Statement:

“Georges River Grammar is a caring, learning environment that actively strives to provide opportunities for every child to achieve their potential as well as experience success and enjoyment in their spiritual, academic, social and physical endeavours. The School’s mission is an expression of its Christian ethos in the Anglican Tradition. Our relationship with students, staff, parents and the wider community is governed by the values of tolerance, compassion and justice.”

Policy

We recognise that the School plays an important role in assisting students to become responsible citizens with a commitment to personal, peer and community wellbeing and the skills and confidence needed to make valuable social contributions. Consequently, our School rules, expectations and responsibilities reflect the themes of:

- valuing Self
- valuing Others
- living in Community
- staying Safe

We consider the above to be essential life skills.

Behaviour Management in the Secondary School is based on the understanding that, by reinforcing appropriate behaviour, we are modelling and teaching the standards of behaviour expected as well as encouraging intrinsically motivated positive behaviours. It is the staff’s commitment to this understanding that facilitates the development of the caring, supportive environment within the School.

Procedure

This understanding is supported by our Secondary School Student Management System, which has been developed to encourage positive interactions and to acknowledge positive behaviour.

Secondary School Student Management System

Merits

Students are given positive reinforcement through the School day whenever the student has done something to improve themselves or others. Students may earn Academic and School Merit points for achieving a Personal Best (PB) in learning and for showing School spirit. Staff members, through a stamp in the Student Organiser, distribute these points to students. The Student Wellbeing Coordinator keeps a tally of these stamps. These merit points are accumulated indefinitely

Merit and Demerit Stamps

Academic Merit and Demerit Stamps are issued by classroom teachers and placed in the Organiser. Academic Merits recognise improving academic standards while Academic Demerits highlight areas of concern. Examples include homework, assessment tasks and classwork. Academic Merits and Demerits are collected by Student Wellbeing Coordinators and recorded on student files.

If a student receives three Academic Demerits in a 5 day period they will be placed on an Afternoon Detention.

If a student receives two Afternoon Detentions in a Term they will be placed on a Saturday Morning Detention.

Academic Personal Bests

Academic Personal Bests (PBs) are worth 3 points. They may be awarded for maintaining or improving standards in the following areas:

- class work
- homework
- assessment tasks
- examinations

School Personal Bests

School Personal Bests (PBs) are worth 1 point. They may be awarded for maintaining or improving standards in the following areas:

- conduct
- School service
- grooming
- uniform

Criteria for receiving Merits

1. Merit points must be unsolicited by the student (i.e. Students may not request one)
2. They may be awarded for academic performance or improved academic performance, House Spirit, manners, leadership, caring for others, effort, assisting staff or anytime a student exhibits positive behaviour that is not simply routine.

Examples may include, but are not confined to:

- School or Community Service – volunteering, School Spirit
- class work – outstanding or consistent academic performance
- conduct – exemplary conduct, politeness, punctuality, hospitality, etiquette
- homework and Assessment Tasks – effort and performance
- grooming and Uniform – personal presentation

Merit Levels

	Classrooms	Playground	Bathroom
Platinum	Students have earned 100 Merit Points	Students are given a reward day (e.g. beach trip, special excursion etc.) in Term 4. Recorded for student reference and profile. The nature of the reward will vary with the number of students achieving the level	Teachers, Student Wellbeing Coordinators, Director of Student Wellbeing (7-12) Deputy Principal, Principal
Gold	Students have earned 75 Merit Points	Students receive a Gold Certificate. A letter is sent to care givers and given to the student to use in their CV. A special lunch or morning tea is hosted for recipients after the Assembly	Student Wellbeing Coordinators
Silver	Students have earned 50 Merit Points	Students receive a Silver Merit Certificate	Student Wellbeing Coordinators
Bronze	Students have earned 25 Merit Points	Students receive a Bronze Merit Certificate	Student Wellbeing Coordinators
White	Students earn Academic and School Merit Points for achieving a Personal Best (PB)	Students enjoy all the rights and privileges the School offers.	Teachers

Secondary Discipline Level System

The Discipline Level System at Georges River Grammar seeks to establish appropriate standards of behaviour and to reinforce the role of the student in taking responsibility for their own behaviour and actions. At times, this may require students to provide leadership to their peers by encouraging them to meet School behaviour expectations.

Merit Levels

	Description	Documentation	Duration	Consequence	Staff
Pre-referral	Inappropriate or unsuitable behaviour within the classroom context is managed by the classroom teacher through behaviour modification strategies	Behaviour of student and action taken by teacher is document in the Student Organiser	Time given for student to modify their behaviour	Student spoken to; moved to different position; Parents informed via Student Organiser if initial poor behaviour does not change	Classroom teacher
Level 1 Yellow	After management strategies are exhausted, the HOD issues a Level 1 Card and both the teacher and the HOD monitor the student. Discipline Cards will describe	Class teacher monitors behaviour on Level 1 Card (Yellow) for the subject. A record is made in the Student Organiser that student is on Level 1.	Unsat Sat ↓ ↑	The student must follow all directions on the card and see teacher in their own time to discuss progress	Classroom Teacher/ Head of Department

	problem behaviour/s and suggest strategies for the student to overcome their problem.	The HOD makes a record on departmental files			Teacher counsels student Failure to bring card results in Afternoon Detention	
Level 2 Purple	Failure to modify behaviour on Level 1 Student who was previously on this level has begun to repeat problem behaviours within 4 weeks Serious behaviour such as challenging teachers or constant disruption of class	Head of Department monitors behaviour on a Discipline Level 2 Card (Purple) for the subject. Letter is sent home outlining this level Head of Department makes a record on departmental files	Unsat ↓	Sat ↑	Student is isolated in class Failure to adhere to agreed standards of behaviour results in immediate move to Level 3. Student is counselled by Head of Department Student receives After School Detention	Head of Department
Level 3 Orange	Failure to modify behaviour on Level 2 Student who was previously on this level and has begun to repeat problem behaviours within 4 weeks Serious misbehaviour such as extreme insolence, physical abuse, serious bullying	Head of School monitors behaviour on an Orange Card for all subjects Parental interview Head of School makes a record on student file	Unsat ↓	Sat ↑	Student is withdrawn from class and placed into the Head of Department's class Not permitted to represent School Student counselled by selected member of the School community If applicable professional behaviour counselling may be offered. Student receives a Saturday Detention	Head of School
Level 4 Green	Failure to modify behaviour on Level 3 Serious misbehaviour such as extreme insolence, physical abuse, serious bullying.	Warning letter of expulsion if behaviour continues Parental interview	Unsat ↓	Sat ↑	Suspension for one week 2 week probation on return Counselling a requirement for return to School	Deputy Principal

Severe physical violence to another student Severe damage to School property			
Continued failure to change behaviour	Parental Interview	Expulsion	Principal

Georges River Grammar reserves the right to circumvent some or all of the levels outlined above at the discretion of the Principal.

This is a condensed version of the current policy at the time of printing. It is regularly updated. Please refer to the School's website for the full and up to date version.

Discipline Procedure

Classroom Teacher

The classroom teacher takes appropriate action. This action is recorded as a note in the student's Student Organiser and a note in the Behaviour Alert Folder. A running record of strategies employed may also be recorded on the REFERRAL OF STUDENT TO HEAD TEACHER form. **Serious offences should be referred directly to the Head of Department.** Isolating a student outside of a classroom in an unsupervised situation should be avoided.

Referral to Head of Department

If the problem behaviour persists the student is to be referred to the Head Teacher with the REFERRAL OF STUDENT TO HEAD TEACHER form. The Head Teacher will interview the student and mediate between the classroom teacher and the student to establish conditions of the student's return to class. At this stage, the Head Teacher may decide that placing the student on Discipline Level 1 or 2 is necessary. If this takes place, the Head of Department must inform the Student Wellbeing Coordinator. If a student placed on Discipline Level 1 fails to show improvement in their behaviour, the Head Teacher may then place the student on Discipline Level 2.

Referral to the Head of School

Failure to meet behavioural standards on Discipline Level 2 will result in referral to the appropriate Head of School by the **Head of Department**, together with all appropriate documentation of action taken as suggested by the Head of Department to the teacher and recorded in the Behaviour Notes on PC School. At this stage, the Head of School may decide that placing the student on Discipline Level 3 or 4 is necessary. Saturday detentions are authorised through the Head of School or the Deputy Principal.

Uniform/Playground/Sport Issues

Uniform/Playground/Sport: Student referred to Supervisor of Students, Head of Sport or Deputy Principal (PGD) and dealt with according to School Positive Behaviour Policy. Playground issues dealt with by Deputy Principal.

Referral from Sport

Positive Behaviour Table

Show respect for God	<ul style="list-style-type: none"> • Be attentive during Chapel • Living the lessons learnt in Christian Studies
Show respect for staff and other students	<ul style="list-style-type: none"> • Be polite to others • Help those who need it • Keep to the left in moving in corridors or steps • Put up your hand in class if you wish to ask a question • Never interfere in the learning process of others by being disruptive in class • Avoid rough play, arguments, rumbling or fighting • Respect confidential matters of others
Show respect for the School Community	<ul style="list-style-type: none"> • Attend school regularly • Bring all necessary equipment to school • Be punctual to class • Set goals that you can achieve • Be attentive in class • Obey instructions • Complete work, homework and assignments • Develop worthwhile relationships • Refrain from public displays of affection • Store your unused belongings in your locker at all times
Show respect for the wider community	<ul style="list-style-type: none"> • Do not deface walls, desks or equipment • Do not graffiti anything • Do not litter anything • Do not litter in the classroom, the playground, the street or on buses in which you travel
Show respect for your school	<ul style="list-style-type: none"> • Wear the correct School Uniform • Behave in public • Appreciate the rules are necessary and do your best to abide by them

A sporting group should be regarded in a similar manner to a classroom group, and is the allocated teacher's responsibility until 3.30pm. Problems should be treated as in Step 1. Recurring problems should be referred to the Head of Sport.

- At no time should any person not on the teaching staff of the school, or without explicit permission from the Principal, involve themselves in the discipline of any child. This is particularly important in the case of external providers.
- It is important to note that throughout the whole disciplinary process maintained by the school, and its associated tutors and external providers, that under no circumstances is corporal punishment be administered.
- Moreover, the school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.
- All staff are to follow the steps as outlined in this Discipline Procedure.

Show respect for yourself

- Tell the truth
 - Do your best at all times
 - Be honest
 - Behave responsibly at all times
 - Be co-operative
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Positive Behaviour (cont'd)

Principles of Procedural Fairness

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'. The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- know the process by which the matter will be considered;
- respond to the allegations; and
- know how to seek a review of the decision made in response to the allegations

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision making; and
- an absence of bias by a decision-maker.

The review mechanism adds to the fairness of the process and offers a check in case there is a perception of a "conflict of interest".

Notes of Student Behaviour

1. Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school, staff members or other students, the student may be subject to disciplinary action.
3. The disciplinary procedures undertaken by the school will vary according to the seriousness of the alleged offence. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, the student will be informed of the nature of the allegation and given an opportunity to respond to the allegations. In some instances, such as alleged incidences of bullying, it may be appropriate for the Head of Junior School or Head of Senior School to facilitate a restorative meeting between students to resolve conflicts between students.
4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is not permitted.
5. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student also will be:
 - a. informed of the alleged infringement;
 - b. informed as to who will make the decision on the penalty;

- c. informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations and
 - d. afforded a right of review or appeal.
6. The Principal will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of that view. The student (and parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.
 7. If an offence is of a serious nature, the Principal may decide for the incident to be dealt with independently of the discipline levels. Examples of this may include Bullying, Theft, Assault and Harassment.
 8. The committee appointed for the appeal to be heard is to be comprised of three staff not directly associated with the discipline matter that led to the suspension/expulsion. They may include the Deputy Principal, Head of School, Student Wellbeing Coordinator, Head of Department or assistant teacher.
 9. It is not the policy of Georges River Grammar to make submissions to other schools that recommends that a student who has been asked to leave the school or who has been expelled, be excluded from enrolling at another school. Where feasible, the Principal will actively seek to ensure the student is placed in another school.

Detention

Students who are placed on After School Detention are directly supervised in a classroom by a teacher. No student is to be detained after school unless the parents have been given at least 24 hours' notice. This written notice must detail the nature of the infringement of school rules and the exact time of dismissal. No student shall be detained at the morning recess, or first half of lunch nor should they be detained in a classroom unless a teacher is present.

When a student is given an afternoon detention, a "Detention Notification" form must be filled in. It must then be signed by the appropriate teacher and sent home with the student to be signed by a parent/caregiver prior to the student attending the detention. The Detention Notification is recorded on Behaviour Notes.

A Detention Duty Roster will be devised at the beginning of each year allocating each teaching staff member to supervise an Afternoon Detention on Wednesdays from 3.35pm to 4.35 pm.

As a general rule, detentions may be issued for the following breaches:

Afternoon Detention	Saturday Detention	Suspension
<ul style="list-style-type: none"> • Uniform Breach • Non Submission of Assessment Task • Regular lateness to school (6 unexplained late arrivals) • Playground misdemeanour • Progressing to Discipline Level Two 	<ul style="list-style-type: none"> • Failure to present for Afternoon detention without reasonable explanation • Harassment • Truancy (including fractional truancy) • Chewing gum • Misconduct on public transport • Smoking cigarettes • Defacing or wilful damage to school property • Progressing to Discipline Level Three 	<ul style="list-style-type: none"> • Failure to present for Saturday detention without reasonable explanation • Serious violence toward another student • Public display of anti-school sentiment • Consumption of illicit substances • Serious damage to school property • Progressing to Discipline Level Four
