

## TLS - 04: Student Code of Conduct - IGGS

### Purpose:

Inspired by its proud history and traditions, Ipswich Girls' Grammar School including Ipswich Junior Grammar School aims to excel at providing each student with a positive, personalised, holistic education by dedicated, professional staff in safe, fit for purpose learning environments.

As a school we are recognised as the benchmark for:

- setting high standards of student behaviour
- academic and co-curricular excellence
- innovative curriculum
- a safe but challenging learning environment where students can take risks without fear of failure
- providing social and emotional learning to maximise academic outcomes
- providing leadership opportunities for students.

The Student Code of Conduct is underpinned by our School's values: diligence, excellence, respect, integrity and care. It is designed to represent the School's expectations and clearly establish quality behavioural guidelines, investigative procedures and consequences for inappropriate behaviour. The Student Code of Conduct outlines acceptable student behaviour as well as appropriate disciplinary measures. The School encourages its students to take responsibility for their actions and value their contribution to the School's learning environment. Where possible, the consequences will have a clear educative value to bring about a change in behaviour.

At Ipswich Girls' Grammar School, teachers aim to:

- Exemplify the School's values of diligence, excellence, respect, integrity and care
- Promote positive behaviour in all situations
- Understand each behaviour problem, its source, and any contributing factors
- Generate and implement solutions to behaviour problems
- Communicate effectively behavioural concerns and management with senior staff

### Scope:

Our Student Code of Conduct provides all members of our community a common accountability framework which governs all school-based relationships. The purpose of the Code of Conduct is to outline for students and staff their rights to work and learn in a positive, secure, and orderly environment. It also outlines the right of parents and carers to expect that their children will be educated in a purposeful environment where care and respect for others are valued.

### Rights and Responsibilities

All members of our school community accept that they have certain rights and responsibilities.

Rights:

- To feel secure and to be safe in a caring and supportive environment
- To expect that school rules are fair and consistently implemented
- To be valued for their individuality
- To be treated with fairness, courtesy, and respect at all times
- To learn without disruption
- To be free to express their own opinions

Responsibilities:

- To treat each other with fairness, courtesy, and respect at all times
- To support and model the school rules
- To listen to the views of others and accept that they may be different from their own
- To communicate openly and seek to build and maintain positive relationships with all other members

- To develop self-responsibility
- To keep the school environment safe, clean, and pleasant

## Policy:

### **Behaviour Management - Learning and Behaviour Statement**

All areas of Ipswich Girls' Grammar School are learning and teaching environments. Our Pastoral Care program and the pastoral support offered for our students focuses on valuable social and emotional learning, as well as a means of maximising the success of student learning programs.

Our Pastoral Care program focuses on promoting and recognising positive behaviours and responding to unacceptable behaviours. Shared expectations for student behaviour are made clear to everyone, assisting Ipswich Girls' Grammar School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in educating our students socially, emotionally and academically.

Our school values underpin our pastoral care focus and promote our high standards of responsible behaviour:

- Diligence
- Excellence
- Respect
- Integrity
- Care

Our Life Skills program focuses on these values, as do our interactions with students and staff members.

In addition to the core School values, three frameworks underpin the Behaviour Management approach at Ipswich Girls' Grammar School:

- Positive Psychology - Using character strengths to meet challenges
- The Glasser Model of Discipline - Teachers hold the key to good discipline

It is through positive and respectful relationships that students participate in planned, engaging lessons in well-managed classrooms. Within this environment, teaching, learning and student wellbeing flourish.

### **Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour**

Promoting positive behaviour standards is firstly achieved by communicating expectations to all students. At Ipswich Girls' Grammar School we directly teach and model for students the behaviours we expect them to demonstrate at school and beyond. Communicating behavioural expectations provides a consistent framework for responding to both desirable and undesirable behaviours.

Ipswich Girls' Grammar School implements the following proactive and preventative processes and strategies to support student behaviour:

- Pastoral Care Team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive pastoral care curriculum that is delivered weekly through the Life Skills program and supplemented with incursions, excursions, conferences, and camps
- An environment that is characterised by positive, caring, and respectful student/student relationships, student/teacher relationships, teacher/teacher and teacher/parent and carer relationships
- A focus on Student connectedness to the school
- A focus on the development of self-discipline in students
- A focus on the promotion and recognition of positive student behaviour

## Breaches and Reporting: (obligations and ramifications of non-adherence):

All stakeholders are responsible for adhering to this policy as part of their engagement with the Secondary School. If a stakeholder feels that this policy has been breached, they are to report their concerns to the Dean of Students.

Should a student breach the requirements of this policy, disciplinary action will occur and consequences will be implemented. Consequences may include, but are not limited to:

- Detention (lunchtime or after school)
- Internal or External Suspension
- Cancellation of enrolment may occur in the instance of serious breaches of this policy

## Student Code of Conduct Policy Acknowledgement

By accepting this Student Code of Conduct, students are indicating their support and willingness to adhere to the requirements of this Code of Conduct. By accepting this Student Code of Conduct, parents and carers are indicating their support and willingness to work in partnership with the School to nurture their child as they develop into confident, well-educated young adults.