

STUDENT CODE OF CONDUCT

Introduction

Three frameworks underpin the Behaviour Management approach at Ipswich Girls' Grammar School:

1. The National Safe Schools Framework - *All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing.*
2. Positive Psychology - *Happiness is derived from Engagement (using character strengths to meet challenges, Meaning (serving something greater) and Positive Emotion (pleasure).*
3. 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.

Purpose

In implementing a consistent, fair and staged behaviour management plan, students and staff at IGGS will be able to exercise their right to teach and learn without disruption. The behaviour management plan will assist both staff and students to achieve the following goals:

- Student connectedness to the school (DOL, NSSF)
- Development of self-discipline in students (DOL, Glasser, Pos Psychology)
- Promotion and recognition of positive student behaviour (DOL, Glasser, Pos Psychology)
- Use of positive behaviour management procedures to elicit best possible outcomes for student (DOL, Glasser, Pos Psychology)
- Teacher modelling of expected social values and behaviour in regard to others (DOL, Pos Psychology, NSSF)
- Positive, caring and respectful student/peer relationships, student/teacher relationships and teacher/teacher relationships (DOL, Pos Psychology, NSSF)
- Clearly articulated procedures to follow when addressing student misbehaviour (Glasser)
- Consistent implementation by all staff of the School's Behaviour Management Plan (Glasser)

To achieve these goals, the following principles will be adhered to:

- A strong focus on the enhancement of student engagement with learning (NSSF, DOL)
- The use of cooperative learning and other relational teaching strategies (NSSF, DOL, Pos Psychology)
- The establishment of a positive classroom climate (DOL, Glasser, Pos Psychology)
- The teaching of skills aligned with the study of Positive Psychology and protective behaviours (Pos Psychology)
- Good choices produce good behaviour. Bad choices produce bad behaviour. Teachers must always try to help students make good choices (Glasser)
- The teaching of social and emotional skills (Pos Psychology)
- A focus on student wellbeing and student ownership (NSSF, Pos Psychology)
- Early intervention and targeted support (NSSF, Glasser, Pos Psychology)
- Partnerships with family and community (NSSF)

Glasser suggests that teachers should:

1. Stress student responsibility.
2. Establish rules that lead to success.
3. Accept no excuses.
4. Call for value judgement.
5. Suggest suitable alternatives.
6. Invoke reasonable consequences
7. Be persistent.
8. Carry out continual review.

Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. The Positive Psychology Centre promotes research, training, education, and the dissemination of Positive Psychology. This field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work and play.

Positive Psychology has three central concerns: positive emotions, positive individual traits, and positive institutions. Understanding positive emotions entails the study of contentment with the past, happiness in the present, and hope for the future. Understanding positive individual traits consists of the study of the strengths and virtues, such as the capacity for love and work, courage, compassion, resilience, creativity, curiosity, integrity, self-knowledge, moderation, self-control, and wisdom. Understanding positive institutions entails the study of the strengths that foster better communities, such as justice, responsibility, civility, parenting, nurturance, work ethic, leadership, teamwork, purpose, and tolerance.

Implicit in the *Dimensions of Learning* model, or framework, are five basic assumptions:

1. Instruction must reflect the best of what we know about how learning occurs.
2. Learning involves a complex system of interactive processes that include various types of thinking - represented by the five dimensions:
 - Attitudes and Perceptions
 - Acquire and Integrate Knowledge
 - Extend and Refine Knowledge
 - Use Knowledge Meaningfully
 - Habits of Mind
3. Curriculum programs should include the explicit teaching of attitudes, perceptions and mental habits that facilitate learning.
4. A comprehensive approach to instruction includes both teacher directed and student directed instruction.
5. Assessment should focus on students' use of knowledge and complex reasoning processes rather than on their recall of information.

In general, effective behaviour management strategies employed by staff at IGGS will enable the development and maintenance of positive interpersonal relationships and provide students with a fair and consistent approach to consequences when behaviours contravene the right of teachers to teach and students to learn without disruption.

Consequences outlined in the Behaviour Management Plan will escalate depending on the nature and severity of the misbehaviour. Behaviour management measures will move through the following four phases:

Preventive measures - it is expected that teachers at IGGS prepare lessons that are well thought out and engaging with attention to curriculum and adherence to DOL principles. In doing this, there will be fewer reasons for students to be off task, bored or not engaged.

Supportive measures - when students reveal signs of disconnection in either the relationship with their teacher or the curriculum, a plan should be put into place to monitor and support those students and rebuild the relationship.

Corrective measures - when unacceptable behaviour interferes with classroom dynamics and the teaching and learning process, consistent consequences will be employed by the teacher.

Adaptive measures - when students fail to respond to the staged approach to consequences that have been applied consistently and fairly, various agreements between the school and parents/student will be employed in which set conditions have to be adhered to. If failure to adhere to these provisions occur, the student may be excluded from the school community for a period of time or permanently.

Students are expected to engage and actively participate in the School’s education program

1. Students should engage in their learning time by:

Student Behaviour	Consequence of non-adherence to student behaviour code	Who
attending school each day (if a student fails to attend school on a regular basis for reasons relating to school avoidance or the like)	<ul style="list-style-type: none"> • Acknowledgement to student in writing or on assembly for full school attendance for term/semester/year. • ‘Wagging’ lesson/s: Student to make up the time missed in own time through a detention with the staff member whose class was missed. • ‘Wagging’ whole day: Internal suspension (1 day) + parental consultation. • Instigate mandatory visit/s to the school counsellor for search for cause and rehabilitation. • 2nd offence: Internal Suspension (2 days) + letter of warning to parents and student. • 3rd offence: External suspension for period of time determined by Dean of Students. • Continued purposeful absences could lead to cancellation of enrolment. • All student actions and consequences to be recorded on file. 	Form teacher/Coordinator/Dean of Students Staff member Coordinator Dean of students ↓ Principal
committing to active learning in lesson and homework time	<ul style="list-style-type: none"> • Staff member to communicate clearly at outset what the classroom, class work and homework expectations are. • Acknowledgement to student by stamp or written note in handbook for meeting or exceeding expectations in regard to commitment to learning • Names of students who have shown excellent commitment to learning are sent to Coordinators who acknowledge on assembly • Use of student handbook to alert parent (by stamp or note) about need to change negative work habits or lack of commitment to homework. Parent signature required. • 1st time failure to commit to active learning will result in detention. • 2nd: classroom teacher detention (call home) and alert HOD. • 3rd: Refer to HOD (call home) • 4th: Suspension to Coordinator. Letter/call parents requesting meeting with Coordinator/HOD/Dean of Students • Continued non-adherence to School vision, mission, values and motto may result in cancellation of enrolment. 	Teacher Teacher Teacher Teacher Teacher Teacher/HOD Coordinator Dean of Students

	<p>Note: Detentions can range from lunchtime→after school→Saturday</p> <ul style="list-style-type: none"> All student actions and consequences to be recorded on file 	Principal
communicating with the teacher when problems are experienced	<ul style="list-style-type: none"> Teacher to strengthen and maintain close working relationship with students to allow for ease of communication Teacher to review and renew working relationships with students to facilitate continued effective communication between student and teacher If a problem in the student/teacher relationship is brought to the attention of HOD or Executive staff, this will be communicated to the classroom teacher. 	Teacher HOD to monitor teachers classroom dynamics and relationships with students
practising time management, especially with exam and assignment preparation	<ul style="list-style-type: none"> Effective time management demonstrated staff member in their unit and teaching plan. Student use of Wall Planner to plan weekly schedule. Effective time management by student acknowledged by teacher verbally or in student handbook. Poor time management by student needs to be addressed with student and support/examples provided. Notify parents. Check student commitment to school and other activities to determine if overcommitted. Suggest changes to student timetable of activities/Wall planner School counsellor to investigate continued mismanagement of time that results in poor outcomes for student and provide strategies for rehabilitation. 	Teacher Teacher Teacher Teacher/Coordinator Counsellor
using technology in a responsible manner and following the guidelines for <i>Acceptable Use of Technology</i>	<ul style="list-style-type: none"> Class teacher needs to supervise students' technology use closely to avoid misuse of such during class time and in exam sessions (if online) Non-adherence to Acceptable Use of Technology Policy (pg 12 Student handbook) signed by parent/s and student will result in loss of technology privileges. Time period to be determined by Coordinators/HODs/ Dean of Students depending on severity of offence. 	Teacher Coordinator/HOD/Dean of Students
catching up on all work or assessment missed through absence from school	<ul style="list-style-type: none"> On return to school student needs to discuss with each teacher what class work and assessment has been missed with the view to bridging the gap in their studies. It will be generally assumed that student will complete missed work on first day back at school. Teacher to make time to discuss student needs regards class work/assessment missed and how best to catch up on this. 	Student Teacher HOD/ Coordinator/Dean of Studies

	<ul style="list-style-type: none"> • Non-adherence to School's Academic Procedures and Policy (pg 15 Student handbook) may result in assignment/exam being treated as a non-submission and no credit will be awarded. • Continued lack of assessment submission could result in cancellation of enrolment. 	
developing independent learning skills.	<ul style="list-style-type: none"> • Teacher to continually model all learning skills through careful planning and teaching of units of work. 	Teacher

2. Students should be prepared and punctual to school by:

Student Behaviour	Consequence of non-adherence to student behaviour code	Who
being punctual to all classes	<ul style="list-style-type: none"> • Teacher modelling of punctuality to class. • Students who meet expectations are acknowledged verbally or by note in diary. Teacher communicates ideas of self discipline and organisation and the benefits that can be gained from good time management. • Latecomers are recorded on a Late Record organised by classroom teacher. Minutes late need to be made up by student with classroom teacher. Alert HOD. • Regular latecomers (2-3 times) need to have further consequences imposed through longer detentions - after school. Parent must be notified. Alert HOD. • Continued lack of punctuality needs to be addressed through parent/student meeting and a commitment to be punctual ascertained. 	Teacher Teacher Teacher Teacher Coordinator/Dean of Students
bringing the required materials and equipment to all lessons	<ul style="list-style-type: none"> • Student to accept responsibility for being prepared for class work. • If student arrives without necessary materials, teacher may provide stationery. Students not to return to locker. Teacher to stamp/make a note in Student Handbook for parent signature. • Continued failure to bring required resources to class to enable the completion of work will result in detention. 	Student Teacher Teacher/HOD
submitting all assignment items on or before the due date	<ul style="list-style-type: none"> • Non-adherence to School's Academic Procedures and Policy (pg 15 Student Handbook) may result in no credit being awarded. 	HOD Dean of Studies
	<ul style="list-style-type: none"> • Form Teacher/class teacher to address the prompt collection of documents. Parent contact to be made if necessary. 	Form/Class teacher

returning important documents like permission forms promptly	<ul style="list-style-type: none"> • Failure to return forms promptly could result in student inability to attend activity. 	Teacher/HOD/Coordinator
communicating early with her teacher if she is having difficulty meeting a deadline	<ul style="list-style-type: none"> • Student to accept responsibility for her learning • Teacher to contact Coordinator to determine if there are issues that should be acknowledged. • Teacher alert HOD. Parent contact to be made. • Student progress monitoring meetings to be arranged. 	Student Teacher/Coordinator Teacher/HOD Teacher/HOD
using recess breaks to attend to personal matters.	<ul style="list-style-type: none"> • If student requests toilet break during class time, teacher to request student phone if they have it on them, and check uniform pockets for notes that may assist student in exam. • Teacher to discuss (privately) with student the School's daily routine which allows for m/tea and lunch breaks to attend to personal matters. • Teacher to record regular offenders and request missed time to be made up. • Teachers should never refuse a student permission to attend the bathroom during lessons if requested. 	Teacher Teacher Teacher

3. Students should attend to their homework needs by:

Student Behaviour	Consequence of non-adherence to student behaviour code	Who
having their Student Handbook with them in every class	<ul style="list-style-type: none"> Teacher to acknowledge students who always bring their Student Handbook to class either verbally or stamp/note in Handbook. Teacher to keep record of students who fail to bring Student Handbook. Detention at lunch time for repeated failures. Information to be communicated to Coordinator who may meet with student/ phone home regarding issue. 	Teacher Teacher Coordinator
conscientiously recording and completing all home study tasks	<ul style="list-style-type: none"> Teacher discusses/models to class the importance of organisational tools such as the Student handbook for effective student outcomes. Teacher stamps/writes note to parent in Student Handbook regarding the failure to complete homework tasks. Teacher imposes detention which involves the completion of the missed homework. Continued incompletion of homework tasks are reported to HOD who will address issue with student and parent. 	Teacher Teacher Teacher HOD
listing assignments in their handbook	<ul style="list-style-type: none"> Teacher outlines subject expectations/use of the Student Handbook in meeting these expectations. Teacher checks that student has listed assignments in Handbook. Teacher signs student handbook when student submits assignment. 	Teacher Teacher
completing work by the due date	<ul style="list-style-type: none"> Non-adherence to School's Academic Procedures and Policy will result in no credit being awarded. 	Class teacher/HOD
completing work to their best possible standard	<ul style="list-style-type: none"> Non-adherence to the School's ethos - vision, mission, values, and motto (pg 4 Student handbook) - will negatively impact students' anticipated outcomes. 	
communicating with their teacher about homework problems.	<ul style="list-style-type: none"> Teacher to review and strengthen relationship with student to facilitate ease of communication between student/teacher. Student to find/arrange meeting with teacher in break time or after school to discuss and solve problem/s. 	Teacher Student/Teacher

4. Students should aim to produce quality of work by:

Student Behaviour	Consequence of non-adherence to student behaviour code	Who
always striving to do their best work	<ul style="list-style-type: none"> • Teacher to outline School's expectations/own expectations in this regard. • Teacher to acknowledge students who meet expectations either verbally or with stamp/written note in diary. • If student has produced work of a poor quality, teacher can request that student redo the work. • Teacher to alert HOD to student's lack of effort which has resulted in poor outcome. • HOD to notify parents. • Student may be in need of learning support/counselling. 	Teacher Teacher Teacher Teacher HOD HOD/Coordinator
having a good knowledge and understanding of criteria based standards and striving to meet these	<ul style="list-style-type: none"> • Teacher to 'unpack' and discuss what the meaning of the criteria as assignment handed out to students. Assist students' to understand the terminology and expectations. • Student asks teacher for further clarification if required. • Teacher to revisit criteria during drafting/working process. 	Teacher Student Teacher
diligently completing work to the advice and expectations of the teacher (using drafting and conferencing policy appropriately).	<ul style="list-style-type: none"> • Teacher outlines expectations for class and assignment work. • Teacher builds strong working relationships with students to facilitate effective outcomes for teacher and student. • Teacher acknowledges students who meet expectations regarding diligence and commitment to work. • Teacher supports and encourages a realignment of student work ethic if student not meeting teacher expectations. • If student continues to fail to meet teacher expectations, a detention can be given - either at lunchtime or after school. HOD to be alerted and parent to be notified. 	Teacher Teacher Teacher Teacher Teacher/HOD
complying with school policies on plagiarism and cheating.	<ul style="list-style-type: none"> • Non-adherence to School's Academic Procedures and Policy (pg 16 Handbook) will result in student/s receiving the lowest mark possible for the assessment piece/exam. 	Teacher/HOD/Dean of Studies

5. Students are expected to attend to their personal presentation by:

*Refer to specific dress details

Student Behaviour	Consequence of non-adherence to student behaviour code	Who
*wearing the correct school uniform and ensuring that hair, jewellery and make-up guidelines are followed	<ul style="list-style-type: none"> Warning & amend immediately if possible 2nd offence - daily report to Form Teacher 3rd offence - name of student given to Coordinator who includes on Wednesday detention list run by Prefects. Continued offences - report to parents and repeat above consequences. Further problems with student's non-adherence to presentation guidelines - letter home - after school detention 3 - 4pm. If student has a problem that needs immediate attention such as arriving at school with inappropriate hair colour then parents will be called and asked to collect their daughter and rectify the problem before the student can return. 	<p>Form teacher/Class teacher Form Teacher Form Teacher/Class teacher/Coordinator Coordinator</p> <p>Coordinator</p> <p>Coordinator/ Dean of Students</p>
following the school guidelines for plain clothes days and dress at dances.	<ul style="list-style-type: none"> Clear guidelines and expectations provided before free dress day/dance If student arrives in inappropriate clothing, they will be asked to change, amend or parent will be contacted and student sent home to rectify the problem. Students who continue to dress inappropriately for such events may forego the privilege of attending in the future. 	<p>Form Teacher/Coordinator</p> <p>Teacher on duty for dances/ Coordinator/ Dean of Students</p> <p>Coordinator/Dean of Students</p>

6. Students are expected to manage their behaviour by:

Student Behaviour	Consequence of non-adherence to student behaviour code	Who
being aware of and endeavouring to meet all aspects of the school rules	<ul style="list-style-type: none"> If a student fails to meet all aspects of the school rules, she will receive 1 warning to redress the problem. 2nd offence will be recorded in Student Handbook and parent signature required. 3rd offence (if classroom behaviour) - teacher to apply detention at lunch time or after school. Parent to be notified. HOD to be alerted. 3rd offence for uniform infringement - student name given to Coordinator then Wednesday lunchtime Prefect detention given. 	<p>Teacher</p> <p>Teacher</p> <p>Teacher/HOD</p> <p>Coordinator</p>

	<ul style="list-style-type: none"> Teacher to repeat process for repeat offenders. Continued non-adherence to School rules may result in cancellation of enrolment. 	Teacher Principal
refraining from any behaviour outside the school that is likely to diminish the reputation of the school	<ul style="list-style-type: none"> Students behaving in a manner outside of the school to bring disrepute to the School's reputation may suffer the following consequences: Detention Internal or external suspension Loss of leadership position/s Cancellation of enrolment 	Dean of Students Principal
understanding that any form of bullying or harassment is unacceptable	<ul style="list-style-type: none"> Non-adherence to the School's Bullying and Harassment Policy (pg 11 Student Handbook) will result in: Counselling and other support for the victim <p>Clear and consistent sanctions for the bully and support for her to address her behaviour.</p> <p>Continued evidence of bullying can result in cancellation of enrolment.</p>	Coordinator/Dean of Students Principal
keeping mobile phone in locker during class time	<ul style="list-style-type: none"> If a student is found with or using their mobile phone, it will be confiscated and given to the Dean of Students. Student to collect at end of day. 2nd offence: student must hand in phone to Dean of Student each morning and collect each afternoon until told otherwise. Parent to be contacted 	Teacher Dean of Students Dean of Students
maintaining appropriate behaviour within digital communication mediums.	<ul style="list-style-type: none"> Non-adherence to School's Acceptable Use of Technology Policy (pg 12 Student Handbook) will result in a student losing technology privileges in the school. 	Coordinator/Dean of Students

7. Students are expected to optimise their participation and leadership opportunities by:

Student Behaviour	Consequence of non-adherence to student behaviour code	Who
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being willing to participate in and maintaining commitment to co-curricular activities	<ul style="list-style-type: none"> Teacher/Sports Coordinator/Coach speak about importance of being part of a team & supporting fellow class mates/students. Discuss the School's ethos on and off the sporting field. If a student/team member is not meeting individual and team responsibilities by making training sessions, behaving in an appropriate manner etc, she may lose the privilege of sports pocket/place in the team. 	Teacher/Sports Coordinator/Coach Sports Coordinator/Coach
displaying pride in the school through involvement, behaviour and positive attitude	<ul style="list-style-type: none"> Staff to demonstrate pride in their school then set expectations of students. If student displays inappropriate behaviour this will result in consequences such as detention - during or after school or on a Saturday morning - depending on the severity of the behaviour. 	Coach/teacher Coordinator
demonstrating community awareness and becoming involved in school community service activities	<ul style="list-style-type: none"> Staff to demonstrate community awareness and school community service by becoming involved/leading activities then setting expectations for students. 	Teacher/Activity Coordinator
maintaining a balance between academic, family, community and co-curricular activities.	<ul style="list-style-type: none"> Through the use of the Student Wall Planner students can schedule their daily, weekly and semester commitments to create a balance between academic, family, community and co-curricular activities. If a student/teacher/Coordinator finds that the balance between these activities is skewed then further work on organisation/rescheduling/dropping an activity etc needs to be done with the student. 	Student Student/Form Teacher/Coordinator/School Counsellor

8. Students are expected to demonstrate respect for themselves, other members of the school community and the school learning environment by:

Student Behaviour	Consequence of non-adherence to student behaviour code	Who
maintaining a safe and pleasant school environment by keeping classrooms, locker areas and school grounds free of litter and graffiti	<ul style="list-style-type: none"> Staff demonstrate their expectations of students with regards cleanliness in classrooms and in the playground. Students are encouraged to be positive role models with regards to litter. If student does not maintain a safe and pleasant school environment they will be given a lunchtime detention in which they will collect litter/clean. 	Classroom teacher/Duty teacher Teacher/Student Coordinator/Dean of Students

	<ul style="list-style-type: none"> In cases where graffiti is severe this may require a student's family to pay for professional cleaning. 	Coordinator/Dean of Students
caring for their own possessions and not damage or steal the property of others	<ul style="list-style-type: none"> It is the responsibility of all students to ask permission before taking or using something that belongs to another person, and to respect the property of others at all times. Theft is regarded as a very serious offence and may be reported to the police. If a student steals, consequences will range from detention/suspension and the student may have their enrolment cancelled. 	Student Coordinator/Dean of Students Principal
refraining from any form of physical violence or verbal abuse of students and staff	<ul style="list-style-type: none"> Non-adherence to the School's Bullying and Harassment Policy (pg 11 Student Handbook) will result in consequences ranging from detention, suspension and the student may have their enrolment cancelled. The victim and the bully will be offered avenues for support and rehabilitation through the School Counsellor. 	Dean of Students/Principal School Counsellor
never dealing in, possess or use illegal drugs; drink or be in possession of alcohol; or smoke or be in possession of cigarettes while at school, on a school activity or where she is known to be an IGGS student.	<ul style="list-style-type: none"> Students who smoke/possess cigarettes in the school grounds or where they can be identified as a student of IGGS will be suspended. Students who deal in, possess or use illegal drugs will have their enrolment cancelled. Students who drink or are found in possession of alcohol will be suspended or have their enrolment cancelled. 	Dean of Students Principal Dean of Students/Principal

9. Students are expected to behave in a manner that respects the rights of others, including the right to learn by:

Student Behaviour	Consequence of non-adherence to student behaviour code	Who
communicating in a respectful manner with staff members and peers	<ul style="list-style-type: none"> Staff will model the appropriate respectful manner in which those in the school community relate to each other. Staff will set expectations of students. If a student fails to meet this expectation she will: 1st time - need to apologise. 2nd time - serve a detention and be counselled on the appropriate manner in which to communicate with staff and peers. 	Teacher Teacher Student/Teacher Teacher

	<p>3rd time - be referred to HOD (if inappropriate communication occurs in subject area) or Coordinator (if inappropriate communication occurs in Form Class or other) where an after school detention will be set. Parent to be notified.</p> <ul style="list-style-type: none"> • Process to be repeated. • Continued failure to communicate in an appropriate manner will result in a Saturday detention. 	<p>HOD/Coordinator</p> <p>Teacher</p> <p>Coordinator/Dean of Students</p>
being prepared to greet visitors to the School in the appropriate way and converse with them	<ul style="list-style-type: none"> • Staff model appropriate behaviour by greeting and conversing with students in a friendly and welcoming manner, in the playground, in the classrooms and in the wider community. • If a student fails to meet the expectation of the school in this regard, she will need to make an apology. • In cases where a student has embarrassed school staff or other students due to her inappropriate interaction with a visitor to the school, she will serve a detention, make a written apology to visitor/school staff/be counselled as to the appropriate form of greeting that meets the school's expectations. Parent to be notified. 	<p>Teacher</p> <p>Teacher</p> <p>Teacher/Coordinator/Dean of Students</p>
refraining from using coarse or derogatory language	<ul style="list-style-type: none"> • Teacher to model appropriate use of language. • Teacher to set expectations of language use in classroom/in playground. • If a student fails to meet language expectations, she will serve a detention and be counselled as to the poor reflection her inappropriate use of language has upon herself and the school. 	<p>Teacher</p> <p>Duty Teacher</p> <p>Coordinator</p>
always seeking to be positive	<ul style="list-style-type: none"> • Staff will model positive behaviours and interactions with each other and with students and parents, in the classroom, in the playground and in the wider community. • Staff will set expectations for positive behaviours in the classroom, playground and wider community. • Students will be taught explicit positive behaviours in the Pastoral Care program of the school. • If a student reveals an approach to classroom work, other people and life in general that is overtly negative, then she will be referred to Coordinator/School Counsellor for support and assistance. 	<p>Teachers</p> <p>Teachers</p> <p>Coordinators/Dean of Students</p> <p>Coordinator/Dean of Students/School Counsellor</p>
respecting the cultures and religious beliefs of others	<ul style="list-style-type: none"> • Staff will model an acceptance and respect for the cultures and beliefs of others. • Staff will set expectations of student body to respect other cultures and beliefs. 	<p>Teacher</p> <p>Teacher</p>

	<ul style="list-style-type: none"> • If a student fails to respect the cultures and beliefs of others, she will make an apology and serve a detention set by the classroom teacher or the teacher on duty. • If a student continues to disrespect the cultures and beliefs of others, she will serve a detention and be counselled as to the appropriate manner in which to behave towards others. Parent to be notified. 	<p>Classroom Teacher/Duty Teacher</p> <p>Coordinator/Dean of Students</p>
cooperating with staff and others in authority.	<ul style="list-style-type: none"> • Staff will demonstrate cooperation with each other, students and parents. • Staff will set expectations of students in this regard. • If a student fails to cooperate with staff and others in authority, she will: <ul style="list-style-type: none"> 1st time - be warned about her behaviour by classroom teacher or teacher on duty. 2nd time - serve a detention run by classroom teacher or teacher on duty. HOD to be alerted if behaviour occurs in subject area. 3rd time - repeat process above. HOD to notify parent. • If lack of cooperation continues, student will serve an after school detention/Saturday detention. 	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher/HOD</p> <p>Coordinator/Dean of Students</p>