

## 11.1 Code of Conduct - Students

### Introduction

Inspired by its proud history and traditions, Ipswich Girls' Grammar School including Ipswich Junior Grammar School aims to excel at providing each girl and young boy with a positive, personalised, all-round education by dedicated, professional staff in safe, first-class learning environments.

As a school which provides a total educational experience, we will be 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 girls.

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

The Code of Conduct is designed to represent the expectations of the School 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, consequences will have a clear educative value in order to bring about a change in behaviour.

### General Objectives

At IGGS, teachers aim to:

- 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.

### 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.

# Behaviour Management

## Introduction

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

1. Positive Psychology - *Happiness is derived from Engagement (using character strengths to meet challenges, Meaning (serving something greater) and Positive Emotion (pleasure).*
2. The Glasser Model of Discipline - *Teachers hold the key to good discipline.*
3. Dimensions of Learning (DOL).

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, staff and students 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)
- 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)
- Positive, caring and respectful student/peer relationships, student/teacher relationships and teacher/teacher relationships (DOL, Pos Psychology)
- 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 (DOL)
- The use of cooperative learning and other relational teaching strategies (DOL, Pos Psychology)
- The establishment of a positive classroom climate (DOL, Glasser, Pos Psychology)
- The teaching of 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 (Pos Psychology)
- Early intervention and targeted support (Glasser, Pos Psychology)
- Partnerships with family and community.

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. 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 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* 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.

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