

TLS - 05: Student Code of Conduct - IJGS

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 development and growth 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 our 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 to bring about a change in behaviour.

At Ipswich Junior Grammar School, we focus on students learning from their choices and actions and making positive choices in their future'. Our staff:

- Exemplify the School's values of Diligence, Excellence, Respect, Integrity, and Care
- Promote positive behaviour in all situations.
- Understand each behaviour, its origin, 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 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.

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.
- To learn without disruption.
- To be free to express their own opinions.

Responsibilities

- To treat each other with fairness, courtesy, and respect.
- To support and model the school expectations.
- 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 Junior Grammar are learning and teaching environments. Our Pastoral Care Overview incorporating the Positive Behaviour Plan (PCP) is an opportunity for valuable social and emotional learning as well as a means of maximising the success of student learning programs.

Our Pastoral Care Overview incorporating the Positive Behaviour Plan outlines our system for promoting and recognising positive behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are made clear to everyone, assisting Ipswich Junior 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- social and emotional; behavioural and academic- our Junior Grammar students.

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:

- Diligence
- Excellence
- Respect
- Integrity
- Care

This forms the acronym DERIC which is the “brand” identified for our Pastoral Care Overview. This is reinforced by universal use of the value logos and by timetabled lessons modelling what the values and expectations look like, sound like and feel like in practice. Our school expectations have been agreed upon and endorsed by all staff and our school P&F. These lessons are planned by the Pastoral Care Task Group and delivered by the class teachers and within the MIGHTY ME program delivered by the Deputy Head of Junior School.

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 Junior Grammar we directly teach and model for students the behaviours we expect them to demonstrate at school and beyond. Communicating behavioural expectations is a form of universal behaviour support- a strategy directed towards all students to provide a consistent framework for responding to both desirable and undesirable behaviours. A set of behavioural Schoolwide Expectations Teaching and Learning Matrix for specific settings is aligned to our five school values.

Junior Grammar 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 others in sharing successful practices.
- Comprehensive induction programs in the **Junior Grammar Pastoral Care Overview** incorporating the **Positive Behaviour Plan (PCP)** delivered to new students as well as new and relief staff.
- Delivery of MIGHTY ME lessons across the School.

- MIGTY MOUSE Awards to recognise positive choices aligned with the School Values and Expectations.
- A focus on **'keeping the child at the heart'** of all decision making is central to our framework and decision making. A commitment to **'keeping problems small'** and working consultatively and collaboratively, whilst resolving challenges with minimal formality in a mutually supportive manner.
- **Personalised Behaviour Learning Plan** developed with students, parents, class teachers and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.

Making Choices at Junior Grammar

At Junior Grammar we explicitly focus on specific positive behaviour choices or **Values and Expectations**, as outlined in our **School Wide Positive Behaviour Matrix**. This matrix of positive behaviours outlines the positive choices our students can make every day in each learning environment in our School.

We use the language of **'choices'** in our classrooms and our general School environment. It is a positive approach to behaviour and a universal support for all students in reinforcing and promoting the expected behaviours for all students.

The School Wide Positive Behaviour Expectations are the choices we promote students to make while at School, and beyond the School gates. The emphasis on positive choices contributes to building our caring School community where the School works in partnership with families to provide a safe and supportive environment whereby students are enabled to both learn and grow.

Reinforcing Expected School Behaviours/ Choices

At Junior Grammar communication of our key messages about behaviour is regularly reinforced, providing students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system have been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are prepared to provide consistent and appropriate acknowledgement.

Our students come to school to learn. Positive behaviour support represents an important opportunity to nurture our young learners in learning how to get along with others; how to solve problems; how to be positive citizens; and how to be future leaders.

Targeted Behaviour Support: Positive and Negative

A range of strategies which facilitate acceptable standards of behaviour and provide educational support or intervention in responding to unacceptable or potentially unacceptable behaviour/ choices are utilised at Ipswich Junior Grammar School.

Underpinning the Positive Behaviour Learning Program are the values of Junior Grammar. From Prep to Year 6 teachers utilise the **Positive Psychology Model**, including a **Growth Mindset** focus, as the foundation to explicitly teach social skills, self-reliance, resilience, and self-esteem.

The **Positive Psychology Model** is a model of proactive learning: engagement and positive emotions; developing a sense of meaning and purpose in life; the identification and building of individual strengths; and the intentional development of social skills.

Intensive Behaviour Support: School Based Team

Junior Grammar is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and

challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff.

The PCP Team:

- works with other staff members to develop appropriate behaviour/ choice expectations and strategies.
- monitors the impact of support for individual students through continuous data collection.
- provides consistent strategies and adjustments outlined within the **Individual Adjustment Plan**, and
- works with the School Administration to achieve continuity and consistency.

By accepting this Student Code of Conduct you are indicating your support for and willingness to work in partnership with the School to nurture your child as they grow from a young learner to a future leader.

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

All stakeholders have a responsibility to adhere to this policy as part of their engagement with the Junior School/

If you feel this policy has been breached, you should report your concern to the Head of Junior School.

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.

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