

ROCKHAMPTON GIRLS GRAMMAR SCHOOL

Behaviour Management Policy

PURPOSE OF THE POLICY

The purpose of this policy is to provide students, staff and parents with a clear understanding of the expectations of all students at Rockhampton Girls Grammar School (RGGGS) and this has led to the development of the following expectations of students, teachers and parents in the RGGGS community. This policy extends the RGGGS Values Statement.

POLICY

The rights and responsibilities of all members of the RGGGS family will be protected.

Scope

This policy applies to all staff, volunteers, Board members, students and parents/guardians of RGGGS

PROCEDURE

This policy supports and fosters a sense of the positive. The policy described here is a guide to expectations of our School community regarding individual rights and responsibilities within our School family

Effective behaviour management requires that the parents/guardians, staff and students form a partnership, accepting responsibility and accountability for ensuring the following principles are endorsed:

- Promoting positive behaviour
- Understanding behaviour
- Preventing and minimising behavioural problems, including discrimination, harassment, vilification and victimisation
- Generating effective and appropriate solutions
- Sharing information before generating an effective solution.

Community members rights and responsibilities

Community members of RGGGS have the *right*:

- To be treated fairly and with respect,
- To work, play, interact and learn in a quality, positive, clean and safe environment,
- To communicate openly and develop relationships with others in the school community,
- To be involved in the educational process.

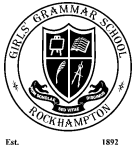
RGGGS acknowledges that all members of the School community have the following *responsibilities*:

- To be respectful, courteous and fair to others,
- To contribute to a positive school environment,
- To communicate openly and to seek to build and maintain positive relationships.

Education and Information

RGGGS will ensure that students receive information and training about the Behaviour Management Policy through their Care group Mentors Meetings at Year levels.

RGGGS will ensure that staff (including volunteers) receive training about the Behaviour Management Policy upon commencement of employment and biannually



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Information will also be supplied to parents/guardians about the Behaviour Management Policy.

3. Complaints procedure:

The RGGGS Grievance Procedure applies to complaints related to the Behaviour Management Policy.

4. Fundamental Strategies

The following expectations which are clear, explicit and appropriate, are designed to promote desired behaviour and standards and protect the rights of individuals within our community.

We stress that these behaviours apply whenever the student is at school, participating in school activities or in uniform, as this identifies her as a student of RGGGS.



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	EXPECTATIONS OF STUDENTS	STAFF EXPECTATIONS	PARENT/GUARDIAN EXPECTATIONS
ENGAGED LEARNING TIME	<ul style="list-style-type: none"> • Be punctual to all classes • Be committed to active learning in both lesson and homework time • Be prepared to engage the teacher when problems are encountered • Practise time-management, especially with exam and assignment preparation • Catch-up, in own time, on all work or assessment missed through non-attendance. 	<ul style="list-style-type: none"> • Model effective time-management practices • Teach time management as an integral part of each subject area • Assist students to develop effective examination preparation routines • Monitor student application and apply appropriate consequences • Be aware of and record student absences and assist students to minimise the impact of said absences. 	<ul style="list-style-type: none"> • Reinforce time committed to learning and homework • Avoid disruptions to student attendance at school • Reinforce, model and support school expectations • Encourage students to develop weekly planners to meet all commitments.
PREPAREDNESS AND PUNCTUALITY	<ul style="list-style-type: none"> • Have knowledge of specific subject requirements and consistently meet these expectations • Bring to all lessons the correct materials required • Be on time and ready to learn before the lesson begins • Submit all assignment items on time • Communicate early with your teacher if you are having difficulty meeting a deadline • Use recess breaks to attend to personal matters 	<ul style="list-style-type: none"> • Give clear instructions on specific requirements, including assessment overviews • Establish and consistently apply consequences where students do not meet expectations • Assess and return work within an agreed time frame • Be aware of whole school procedures and routines to assist students to meet expectations • Model high standards of punctuality and preparation. 	<ul style="list-style-type: none"> • Ensure students have all appropriate equipment or materials • Establish home routines to ensure preparedness • Ensure arrival at school before start of period one at 8:20am • Understand daughter's study commitments and be prepared to communicate with teachers when problems arise • Ensure your daughter is returned to school on or before the due completion of holiday breaks.
LANGUAGE AND COMMUNICATION All communication should take into account the rights of, consequences for, and well-being of all individuals and of the School.	<ul style="list-style-type: none"> • Communicate in an appropriate and respectful manner in line with school expectations • Be prepared to greet adults in the appropriate way and engage them in conversation • Refrain from using inappropriate, vulgar and derogatory language at all times • Always seek to be positive. • Ensure open channels of communication. 	<ul style="list-style-type: none"> • Model appropriate language and means of communication including greetings • Be prepared to correct and remind students of acceptable language and communication standards • Apply appropriate consequences • Follow appropriate procedures for communication within the school community • Be aware of formal school communications and discuss these with students where relevant • Be aware of not discussing staff issues or matters with students. • Ensure open channels of communication. 	<ul style="list-style-type: none"> • Reinforce school expectations through encouraging and modelling appropriate language • Be responsible for reading and acting on all official communication from the school • Model appropriate conflict resolution • Discuss concerns and issues with appropriate School staff in the first instance. • Ensure open channels of communication.



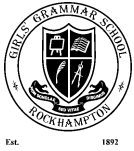
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	EXPECTATIONS OF STUDENTS	STAFF EXPECTATIONS	PARENT/GUARDIAN EXPECTATIONS
PERSONAL PRESENTATION	<ul style="list-style-type: none"> • Positively support the school dress code • Wear the appropriate school uniform for the specific occasion well and with pride • Demonstrate pride in yourself and your school by a high standard of grooming, personal presentation and hygiene, and modesty at all times including school outing eg. socials • Ensure hair is neat, tidy, of appropriate colour and clear of your eyes and your collar • Be aware of following the school rules about jewellery at all times when in uniform. 	<ul style="list-style-type: none"> • Model a high standard of dress and appropriate standard for the particular occasion in line with student dress expectations • Be aware of the school rules, procedures, general appearance and dress regulations • Have high expectations of students in this regard and apply appropriate consequences when expectations are not met • Be pro-active in ensuring that students are appropriately dressed for the particular activity. 	<ul style="list-style-type: none"> • Ensure daughters are wearing the appropriate school uniform for the specific occasion in line with School rules and expectation • Ensure you encourage your daughters to follow dress rules when out of the school, but still in uniform • Support high standard of personal hygiene and presentation • Comply with specific presentation and uniform requests from the School • Avoid allowing your daughter to breach an expectation.
HOMEWORK	<ul style="list-style-type: none"> • Have your diary with you at all times • Conscientiously record all homework given • Do not deface your diary in any way • Complete all set homework • List assignments in your diary • Complete work on or before the due date • Complete your work to a high standard • Communicate with your teacher any exceptional circumstances which may prevent you from completing homework. 	<ul style="list-style-type: none"> • Regularly and consistently set homework • Ensure that students understand clearly the homework expectation • Ensure homework is relevant to and enhances learning • Routinely check that homework is being completed by all students • Be aware of and responsive to exceptional circumstances • Implement appropriate and consistent consequences for failure to complete. 	<ul style="list-style-type: none"> • Be aware of school policy and expectations • Exchange information on how to assist/support students • Be fully aware and supportive of consequences • Be responsive to communication from the school • Routinely check that daughters are completing homework, talk about homework expectations.
QUALITY OF WORK	<ul style="list-style-type: none"> • Always strive to do your very best work • Be aware of subject specific standards and requirements and always strive to achieve • Have a good knowledge and understanding of criteria-based standards and expectations, and strive to meet these • Faithfully and diligently complete work to the advice and expectations of the teacher 	<ul style="list-style-type: none"> • Provide clear, concise, subject-specific guidelines on quality work expectations • Give clear and unambiguous instructions to students about the quality of work expected • Regularly monitor student work and give constructive feedback about ways to improve • Provide example and model best practices so that students can be aware of the standards expected • Establish classroom consequences for failure to meet set expectations. 	<ul style="list-style-type: none"> • Be aware of and support subject specific requirements • Be aware and support the application of consequences • Model and reinforce the need for quality work • Communicate early with teachers any difficulties.



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BEHAVIOUR	<ul style="list-style-type: none"> • Be aware of and endeavour to meet all aspects of the school's Behaviour Management Policy • Be aware of and consistently meet the expectations of the school's Code of Behaviour • Be aware of and consistently meet the expectations of the school's Anti-Discrimination Policy, Disability Policy and Anti-Bullying and Harassment Policy • Follow promptly and respectfully all directions given by staff members • Be responsible for own behaviour • Accept consequences of own behaviours • Refrain from any behaviour that will have a negative effect on another student or member of staff either at school, in the community or at social gatherings. • Refrain from any behaviour that will have a negative impact on the reputation of the School in the community. 	<ul style="list-style-type: none"> • Have knowledge and understanding of all aspects of the school Behaviour Management Policy, as well as the school's Anti-Discrimination Policy, Disability Policy and Anti-Bullying and Harassment Policy • Act immediately and decisively when breaches of the Code of Behaviour occur • Encourage and model good manners and respect for all member of the class • Role model appropriate standards of behaviour in all in and out of school situations • Be pro-active in assisting students to meet expectations • Apply appropriate consequences based on consistency, fairness and equity • Assist students to modify inappropriate behaviour • Document instances of misbehaviour • Use the student diary to: <ol style="list-style-type: none"> a) Communicate with parents b) Monitor students' arrival and departure to class. 	<ul style="list-style-type: none"> • Be fully aware of the high standard of expected student behaviour • Reinforce and support school expectations • Support consequences of school's Behaviour Management Policy • Model appropriate behaviour • Encourage students to be positive.
LEADERSHIP AND INVOLVEMENT Support, promote and model the school beliefs, aims and expectations.	<ul style="list-style-type: none"> • Participate in activities that develop initiative, sense of responsibility, involvement, team membership, communication skills and service. • Be willing to participate in co-curricular activities. • Display pride in being a Rockhampton Girls Grammar student through involvement, dress, behaviour and attitude • Demonstrate a high level of community awareness and involvement • Maintain balance between academic, family, community and co-curricular activities. 	<ul style="list-style-type: none"> • Be a good role model by providing positive examples in terms of the broader aims and objectives of the Rockhampton Girls Grammar School • Provide opportunities for students to demonstrate leadership qualities • Nurture leadership qualities such as taking initiative, responsibility, involvement, working in a team, communication skills and service • Provide opportunities for students to be involved in co-curricular activities and support their involvement • Monitor student involvement in co-curricular activities. 	<ul style="list-style-type: none"> • Support daughter in upholding the expectations re leadership and involvement at Rockhampton Girls Grammar School • Support the activities and running of the School's parent support groups • Monitor the balance of daughter's involvement in academic, family, community and co-curricular activities • Communicate early with the School where commitment to any activity is likely to be compromised.



POLICY RELEASE DETAILS

Date of Policy	September 2011
Reviewed by	RGGS Executive
Review Date	Biennially
Access	Public Availability – RGGS Website

RELATED POLICIES AND DOCUMENTS

RGGS Student Parent and Staff Handbooks
RGGS Values Statement
RGGS Grievance Procedure
RGGS Anti-Bullying and Harassment Policy