



Guildford Grammar School

FOUNDED 1896

Positive Behaviour Support Policy

Rationale

Guildford Grammar School seeks to create an environment that allows all community members to work towards achieving our School purpose:

‘Inspiring students to achieve personal excellence
and to be outstanding citizens who work to
create a just, loving and peaceful society’.

At GGS, our school values inform our approach to developing a positive school community and are integral when providing positive behaviour guidance and support for students and families whether on school grounds or in the community. Our School values are central to how we build positive relationships, communicate, model and uphold clear and consistent expectations for students. We take a proactive and preventative approach to ensure that all students receive an appropriate level of support so they can thrive at school.

The GGS values make clear what we stand for and aspire to, positively guiding culture and the behaviours we expect of everyone within our community. We will always bring our behaviours; positive and negative back to our values.

Our school values: Excellence, Respect, Integrity, Spirituality and Compassion.

Scope

This policy applies to all students K – 12.

Purpose

Our aim is to have students who are flourishing. This means, they are happy, engaged and connected to each other and our school with a clear identity and purpose. GGS is committed to safeguarding and promoting the safety, welfare and wellbeing of children and young people. The purpose of our PBSP is to be consistent, proactive and responsive, with fair and proportionate responses to behaviour, that utilise best practice in line with School policies and procedures.

Figure 1. The 6 recommendations from *Effective Behaviour Supports for Schools* (Evidence for Learning, 2023)



Guiding Principles

We use a variety of evidence-based approaches to support positive student behaviour. We have a strong focus on building positive, supportive relationships. We believe that student wellbeing and learning are mutually beneficial.

1. Anglican Ethos

Guildford Grammar School is first and foremost an Anglican school. Kindness and forgiveness are important elements when dealing with students and their actions, and we do expect that students, with the support of their family act on feedback and demonstrate continuous improvement inline with our school values and the policies and procedures of the school. It is an expectation that students, parents and staff work together in an environment of trust and mutual respect, ensuring that the privacy of all students and families is upheld. Courtesy should be shown at all times in all forms of communication.

2. Positive Classrooms

All staff provide students with the guidance and support to positively contribute to each classroom environment by establishing clear expectations of behaviour using a strength-based model with an underlying focus on our school values. All staff make sure that their classroom practices promote child safety, inclusion and diversity and have Visible Wellbeing and social emotional approaches embedded, along with differentiated activities. Relationships built in classrooms should be proactive, and where behaviour needs consequences, these should be fair, proportionate, and reasonable.

3. Restorative Practice

Restorative practice provides a framework to prevent, respond to and repair harm caused by student behaviour. It is based on a foundation of caring, collaborative and respectful relationships that aims to build relationships through a fair and responsive process. This practice is culturally sensitive, and supports the optimal learning environment to enable academic success. Restorative practice is an approach to supporting student behaviour generally follows a format including a series of questions facilitated by a staff member.

4. Social Emotional Learning

This is a student-centred approach that provide a foundation for more positive social behaviours, fewer conduct problems and improved academic performance. Targets skills such as self-awareness, self-management, social awareness, relationship skills and responsible decision making.

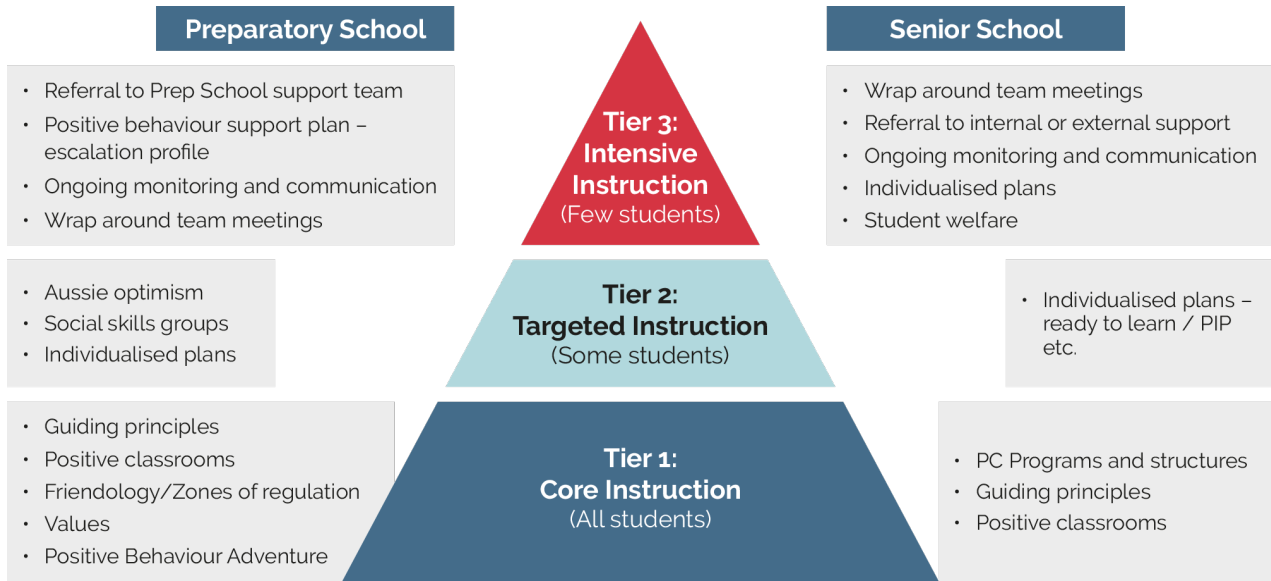
5. Ecological Approach

Indirect approach to improving school behaviour in that it targets the quality of the environment, rather than the students themselves. E.g., well managed and differentiated activities.

6. Positive relationships

Positive relationships are built through effective and differentiated teaching practices, restorative practices and trauma informed care. The school provides meaningful opportunities for developing social and emotional learning skills, that provide a foundation for more positive pro-social behaviour. This includes recognising and managing emotions, developing care and concern for others, making responsible decisions, establishing healthy relationships, demonstrating compassion and empathy and working collaboratively to manage challenging situations in constructive ways. All adults communicate, teach and model the positive behaviours we expect students to display.

Below is a tiered model that demonstrates how we explicitly teach and provide support for students.

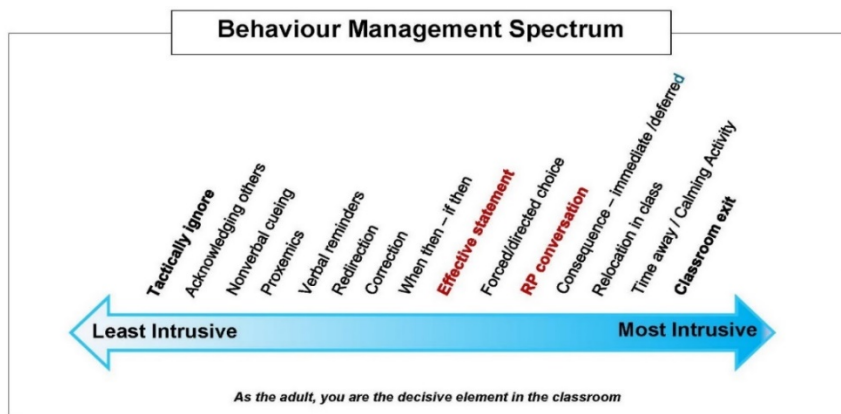


Guidance

There are times when student behaviour needs correcting and guidance provided to students.

Effective Consequences

Behaviours that have a negative impact on the learning or wellbeing of students should be addressed in a timely, and respectful manner by all staff. The school values, key principles and shared beliefs outlined in this policy should guide staff to respond in a consistent manner, ensuring the focus is on the use of restorative practices. Below is a continuum highlighting strategies to use when guiding behaviour.



Effective consequences for undesirable behaviour should be natural and logical, reasonable and proportionate. They can be used to stop a behaviour, repair harm caused and to teach long term skills. Our job as educators is to ensure that we support positive behaviour while guiding children and young people in ways that are in accordance with our shared beliefs, key principles and school rights and responsibilities.

Preparatory School Approach

Key Principles

Behaviour is learnt

Behaviours meet a need or purpose

Positive behaviour change can be facilitated with care and understanding

A school wide approach focussing on positive management strategies and prevention reduces the frequency of undesirable behaviours

Our Beliefs

All children want to do well (and will do well if they can).

All children want to be accepted for who they are, belong, be loved and know that they are liked.

All children need caring adults in their lives.

All children want to be understood – behaviour is their language.

All children need to feel safe and not scared to make mistakes.

All children need an opportunity to make amends and learn from mistakes.

All children thrive with clear expectations and routines.

All children need time and space to explore, play, think, wonder, be curious and have fun.

All children want to be empowered and know that their voice is listened to.

All children need support and guidance in emotional and physical regulation.

All children need to learn about and understand their feelings (both comfortable and uncomfortable).

All children want to be treated with respect and fairness.

When staff are educating students about expected behaviours, responding to behaviour concerns or managing student conflict, we are guided by the following questions.

Is My Practice?

- **Respectful** (Distinguishing behaviour from the person)
- **Fair** (Engaging, with Explanations & clarify Expectations)
- **Restorative** by repairing harm and building relationships

Does My Practice?

- **Develop Empathy** (through reflection, insight & learning)
- **Enhance** responsibility and accountability
- **Promote** positive behavioural change

Postive reinforcements

The GGS Positive Behaviour Adventure is a fun age appropriate tool to encourage values based positive behaviours in students.



GGS POSITIVE BEHAVIOUR ADVENTURE

INTEGRITY

We act with honesty and integrity by:

- Telling the truth.
- Acting honestly even when no-one is looking.
- Speaking up if you see someone being treated badly.
- Thinking through what is 'right' before acting.
- Telling an adult if you think someone is unsafe or unlawful.

RESPECT

We actively respect and value all individuals equally by:

- Listening to others and allowing everyone an equal turn to talk and share ideas.
- Being on time and prepared.
- Keeping our classroom and school play areas safe.
- Looking after our belongings and helping others look after theirs.
- Taking care of our School uniform and wearing it with pride.

COMPASSION & KINDNESS

We show appreciation, consideration and compassion for those around us by:

- Trying to help others who are feeling sad or hurt.
- Working as a team to compromise and share.
- Thinking about how our words and actions make other people feel.

EXCELLENCE

We strive to be the best we can be by:

- Trying when things are hard.
- Learning from our mistakes.
- Being brave and trying new things.
- Being a good example to others.
- Setting goals and working with others.



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GGGS POSITIVE BEHAVIOUR ADVENTURE

Earn points for your Quarter with positive behaviour

50 POINTS

For every 50 Behaviour Points you earn, you will receive a Quarter Token!

150 POINTS

You will receive another Quarter Token at 100 points, and a Quarter Wristband too!

250 POINTS
Year 4-6

350 POINTS
Year 1-3

Each Quarter Token = 10 Quarter Points

250 points (Yr 4-6)
350 points (Yr 1-3)
grants you yet another Token and a STAR ADVENTURER REWARD!

Get started by showing positive behaviour at school to earn points!

You will receive another Quarter Token at 100 points, and a Quarter Wristband too!

The Quarter that earns the most Tokens each term will also get a Team Reward

NORTH

SOUTH

EAST

WEST

GGGS

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GGGS POSITIVE BEHAVIOUR ADVENTURE

Behaviour Guidance

MILD Behaviours

(managed by classroom teacher and duty teacher)

Not following the Code of Conduct:

- Disrupting the learning of others.
- Intentional non-completion of work.
- Rudeness.
- Inappropriate use of technology.

These procedures and expectations are informed by the student Code of Conduct. All decisions made regarding behaviour should be informed by the Preparatory School Positive Behaviour Policy.

1. Verbal reminder and modelling of expectations with reference to our values.
 2. Second reminder and modelling of expectations with reference to our values. Explanation of next step.
 3. If the behaviour continues student 'takes 5' away from the activity. Reminder and modelling of expectation upon return.
- N.B. Inappropriate Use of technology results in immediate loss of device as per Student ICT agreement.

MODERATE Behaviours

(managed by classroom teacher, duty teacher and DHoP, HoSP and HoJP)

Any of the MILD Behaviours above being repeated, or:

- Inappropriate physicality.
- Engaging in rough play.
- Mean on purpose.
- Playing in an out of bounds area.

Classroom: Student spends time in a different classroom or Prep Admin to reset
 Playground: Student 'takes 5' with the duty teacher or walks to Prep Admin to reset.
 Reflection/restorative discussion completed with reference to our code of conduct and appropriate consequences put in place. This may include loss of play, completion of work during break time, or an activity to make amends for their actions.

CONCERNING Behaviours

(managed by DHoP, HoSP and HoJP)

Any of the MILD or MODERATE Behaviours above being repeated, or:

- Swearing.
- Damage to school property.
- Bullying.
- Physical/verbal aggression towards another.
- Stealing.

Student completes lunchtime behaviour reflection with reference to our values with DHoP, HoSP or HoJP.
 Students will be supported to work through a restorative process. Completion of additional learning to support change in behaviour.
 Ongoing high level concern behaviours and/or high levels of physical aggression may result in further consequences such as an after school reflection or community service, loss of school privileges, loss of school representation or suspension. Repeated behaviour without improvement, will result in an escalation of consequences.



Senior School Approach

In the Senior School we ensure that all students are seen, valued, and heard through strong pastoral care structures and a belief in establishing good relationships with students. We work collaboratively to ensure that our school is safe and nurturing, allowing for personal growth and personal excellence. We expect that there are times when student behaviour falls outside of our expectations, and we believe that our procedures are fair, reasonable, and proportionate.

We also believe that no two situations are the same, and this document is a guide, but individual circumstances, context and other influencing factors will be taken into consideration when applying policies and procedures.

Our Student Expectations – delivering on our VALUES. ‘I WILL’ document.



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Our Agreement



IN ALL LEARNING AREAS I WILL...

- Arrive on time and ready to learn
- Allow myself and others to learn
- Contribute positively and productively to class
- Respect all staff, guests and class mates
- Respect classroom equipment and resources
- Be inclusive of all

ON SCHOOL GROUNDS I WILL...

- Wear all uniforms correctly and with pride
- Respect school grounds and follow the rules
- Keep environment neat, clean and litter free
- Be sustainable
- Be mindful of my language and the way I act and consider others
- Use common sense around the School
- Be culturally sensitive and open to others
- Be positive, encouraging others accomplishments
- Take responsibility for my actions and choices



IN THE COMMUNITY I WILL...

- Represent the School with pride through:
 - Neat and tidy uniform
 - Appropriate language and actions
 - Good sportsmanship
- Demonstrate the School values positively and consistently
- Show compassion and give back to the community
- Be accepting of others beliefs and values
- Seek help if someone needs assistance, or if safe, I will help
- Follow the law

ONLINE I WILL...

- Be kind and respectful
- Be responsible and safe
- Act with integrity and compassion when communicating
- Use the online world appropriately, including school and outside programs
- Take responsibility when I do something wrong
- Seek help if unsure
- Follow the law



INTEGRITY:

Act with good character even when no-one is looking

RESPECT:

Be kind, and show appreciation

EXCELLENCE:

Do my best, and take responsibility for my actions and decisions

SPIRITUALITY:

Be inclusive, welcome diversity in our community and the wider world

COMPASSION:

Understand others and the way they feel

Positive Behaviour Recognition

We want all students in the Senior School to be proud contributors to positive school culture and to always try their best. To encourage positive contributions to life at school, the following is a guide to recognition.

Situation	Recognition	Staff involved
In the classroom	Verbal recognition Letter of commendation Feedback in SEQTA Note or email home Prize Giving nomination	Classroom teacher Head of Learning area
Outside of the classroom	Verbal recognition Email home Feedback in SEQTA Assembly recognition Silver and Gold commendation House commendation Prize Giving nomination	Teacher in charge of Sport, HOS, HOB, Y/Co HOH, HOF, ADP Classroom teachers
In the community	Verbal recognition Social Media post Assembly announcement / recognition	TIC, Mentor, HOH, ADP, DP, Marketing/community relations

Behaviour Improvement Plan

We want all students in the Senior School to be proud contributors to positive school culture and to always try their best. We know that there are times when behaviour falls outside of our expectations.

The following is a guide to when this happens.

All situations will be dealt with in context and confidentially.

Situation (examples)	Actions and Outcomes	Staff involved
<p>Mild – mild behaviours are lower-level behaviours that distract and disrupt learning and teaching. Some examples include:</p> <p>Inside the classroom - Ready to learn behaviours not evident.</p> <ul style="list-style-type: none"> • Calling out • Late to class • Not bringing correct equipment including charged device • Not being inclusive • 'I will' statements not being adhered to • Minor Device breach – eg: playing games in class <p>Outside the classroom</p> <ul style="list-style-type: none"> • 'I will' statements not being adhered to 	<p>Proportionate, reasonable and timely in class solutions should be used that are in-line with our positive education and restorative practice approach.</p> <ul style="list-style-type: none"> • Positive guidance • Verbal reminders • SEQTA entry • Note in diary for signing • Seating plan • Contact parents/guardians • Restorative practice • After school detention • Lunch detention 	<p>Subject teacher Mentor Duy Teacher Y/Co – boarding</p>
<p>Moderate – moderate behaviours are repeated mild behaviours that have shown no improvement, or that have reasonable impact on school routines and people. Some examples include:</p> <p>Inside the classroom</p> <ul style="list-style-type: none"> • Serious device/technology breach eg mean on purpose • Combative or argumentative behaviours • Refusing to work • General poor behaviour across areas • Acting dishonestly <p>Outside the classroom</p> <ul style="list-style-type: none"> • Fighting • Bullying • Not attending compulsory sport/ co-curricular • Phone breach • Discriminatory language and actions 	<p>Restorative practice and positive education are the foundation of our approach to school culture. When behaviour falls outside of our expectations, potential actions and outcomes could include one or more of the following:</p> <ul style="list-style-type: none"> • Seating plan • Buddy class • After school detention • SEQTA entry • Contact parents/guardians • Positive Engagement Plan • Ready to learn plan • Wrap around meeting • Restorative practice • In school suspension • Change of class 	<p>Subject teacher Mentor Y/Co Deputy Head of Boarding Head Of House Head of Faculty Assistant Deputy Principal Director of Co-Curricular Head of Sport</p>
<p>Concerning – concerning behaviours are repeated moderate behaviours that have shown no improvement or involve a more serious safety breach to self, others and the School. Some examples include:</p> <ul style="list-style-type: none"> • Higher level fighting / bhaviour discretions • Repeated bullying • Vaping/drugs/alcohol • Significant misuse of technology/device • Graffiti/vandalism/damage • Theft • Unauthorised non attendance • Discriminatory language and actions 	<p>When behaviour falls outside of our expectations, potential actions and outcomes could include one or more of the following:</p> <ul style="list-style-type: none"> • Contact parents/guardians • Suspension - in school and out of school • SEQTA documentation • Restorative practice • Wrap around meetings to discuss suitable plan / sanctions • Exit plan • Exclusion / expulsion / asked to leave 	<p>Y/Co Head Of House Assistant Deputy Principal Deputy Principals Head of Boarding Principal</p>