

# GOOD STANDING POLICY – SENIOR SCHOOL

## INTRODUCTION

The Good Standing Policy is designed to create a positive Senior School environment, protecting the rights and responsibilities of all members of the School community and enabling Senior School students to take responsibility for their learning. It aims to ensure students are creating a positive environment and achieving substantial educational progress.

The Good Standing Policy is the Senior School's approach to discipline, expected standards of student behaviour, School Uniform and personal grooming expectations, the Computer Netbook Programme, the Homework Policy, attendance and punctuality, and other related issues. These items are described in the Information Guide provided to students in print at the start of the School Year and are supplemented by related policies available on the Parent Portal.

## GOOD STANDING

All students commence the year with Good Standing and are expected to maintain this good standing at all times. This recognises that students take responsibility for, and are committed to, their learning. A student's Good Standing will be considered *on probation* if acceptable standards are not demonstrated. While *on probation* an Action Plan will be negotiated with the student and their progress monitored for an agreed period of time. A student's Good Standing will be reinstated upon satisfactory completion of agreed targets during the monitoring period.

To maintain Good Standing, a student must:

- Abide by all of the expectations and responsibilities listed in the Information Guide and related School policies
- Demonstrate behaviour consistent with the Anglican Vision and Values of our School listed in the Information Guide
- Demonstrate academic progress in each subject, including regular class attendance and meeting all assessment requirements.
- Not exhibit behaviours that would warrant a Level 3 or higher consequence on the Ladder of Consequences (see Managing Student Behaviour).

Students with Good Standing are eligible for:

1. Regular House Point rewards
2. Term Reward activities
3. Leadership Role nominations
4. Attendance at non-compulsory excursions/incursions

Students who fail to maintain Good Standing on a consistent basis may have privileges removed in addition to those listed above. Further consequences for unsatisfactory behaviour are outlined in the Managing Student Behaviour section of this policy.

## RECOGNITION AND REWARD

It is an expectation of all Senior School students to behave in a manner that is respectful and responsible. Those who maintain appropriate standards and contribute to a positive School environment will have numerous opportunities to be acknowledged. Those students who demonstrate extraordinary behaviour, effort or attitude will be recognised through our House Point system.

House Points may be allocated by teachers to their students in recognition for extraordinary behaviour, effort or attitude in line with the Anglican Vision and Values of our School. These values are recorded in the Information Guide.

When a student receives a House Point Slip they will place it into the appropriate box at Senior School Reception. Every three weeks the slips will be collected by the Heads of House and a random draw for a small prize will take place during a House Assembly.

Heads of House will tally and collate the names of House Point recipients and update the leader board. Tutors will return the slip to students to recognise their efforts, to be shared with their family.

Every House will display a leader board of the students' House Points. The leader board for an end of term special lunch is renewed at the start of every term. At the end of Terms One, Two and Three, the Top 10 House Point recipients from each House are invited to a special Term Reward lunch (e.g. pizza, chill-out, games).

A cumulative tally will be kept for each student for Certificates of Recognition to be awarded to students who have attained a specified number of House Points. Bronze and Silver Certificates will be presented during House Assemblies. Gold and above will be presented during Senior School Assemblies.

Bronze Certificates will be awarded after 5 House Points  
Silver Certificates will be awarded after 10 House Points  
Gold Certificates will be awarded after 20 House Points  
Platinum Certificates will be awarded after 30 House Points

### *Creation of House Point slips*

At the start of every term, teachers with a full Senior School class load are given 30 House Point slips which they are encouraged to give out throughout the term. Teachers with a lesser Senior School class load will be given a pro rata allocation. Each slip is worth one point and is awarded individually. Heads of House may distribute additional House Point Slips at their discretion.

### *Sequence of events*

The order of events for the awarding of House Points and associated actions is:

Student demonstrates extraordinary behaviour, effort or attitude

1. Teacher issues House Point
2. Student places the House Point slip in the box at Senior School Reception
3. Head of House tallies the House slips regularly and updates the leader board
4. Prizes are drawn at House Assembly
5. Head of House returns slip to Tutor to pass on to student to keep

## MANAGING STUDENT BEHAVIOUR

All students are expected to behave according to the requirements listed in this policy and in the Information Guide. In cases where a student fails to meet those standards, this section of the policy specifies the consequences and support required to assist the student to cease the behaviour. The Ladder of Consequences below is used to ensure that consistent consequences are allocated across the Senior School.

The Ladder of Consequences lists a number of behaviours and the consequence that a student will be given. For example, if a student were to be disruptive in class, it would result in a verbal warning in the first instance (see Level 1, Social Behaviour).

The Ladder of Consequences refers to the first instance of a particular behaviour. In the event that a student continues to demonstrate the behaviour, the consequence will escalate, potentially to Level 3 or higher. Should the behaviour occur again in the future, the consequences will further escalate.

If a student is demonstrating multiple negative behaviours, those behaviours would be considered separately, except where directed by the Head of House.

Where a student consistently demonstrates positive behaviours at School for an extended time, that student's level on the ladder will be returned to the original level of the behaviour. However, subsequent recurrence of the behaviour will result in more expedient escalation where required, particularly for serious behaviours.

**Ladder of Consequences (Levels 1-4)**

Level	Social Behaviour examples	Learning Behaviour examples **	Organisational Behaviour examples
1 Verbal Warning and monitor	Disruptive in class, talking out of turn, etc. Low-level rudeness to other students. Low-level PDA (public display of affection)  <u>First instance</u> Verbal warning and monitor  <u>Repeated instance</u> Extended verbal warning, and create support to correct behaviour such as: <ul style="list-style-type: none"> <li>• move student in class</li> <li>• remove distractors</li> </ul>	Incomplete homework, failure to submit assignment on time.  Create support to correct behaviour such as: <ul style="list-style-type: none"> <li>• promise to check work next lesson</li> <li>• offer additional assistance</li> </ul>	Any uniform item, e.g. wrong socks, skirt length, spray tan/make up, jewellery, hair. Some tolerance can be given for shirts becoming untucked through the course of a lesson, but students should arrive and leave each lesson with shirt correctly and fully tucked in.  Other organisational items include laptop not charged, not arriving to class with all required materials and equipment, minor lateness to class (a few minutes).
2 Lunch Detention (iWise)	Any instance of deceit, such as telling a false story as to why homework is incomplete. Action which could or has caused minor damage to property  <b>or</b> Level 1 repeated	Copying homework from another student (for non-assessed homework)  <b>or</b> Level 1 repeated	Significant lateness to class, students not following parking rules.  <b>or</b> Level 1 repeated
3 Lunch Detention (iWise) if behaviour repeated.  Monitored Contract (tutor to oversee)  Good Standing <i>on probation</i>	Level 2 repeated Failure to attend Level 2 detention  <i>If occurring in a single subject, at HoH discretion, HoD will intervene to support the teacher and student in the classroom</i>	Level 2 repeated Failure to attend Level 2 detention  <i>If occurring in a single subject, at HoH discretion, HoD will intervene to support the teacher and student in the classroom</i>	Level 2 repeated Failure to attend Level 2 detention
4 After School Detention (teacher/HoH to issue)  Monitored Contract (HoH to oversee)	Intentional unkindness to another student Intentional swearing Directing behaviour towards a teacher which he/she perceives as rude  <b>or</b> Level 3 repeated Failure to attend Level 3 detention Failure of Monitored Contract	Plagiarism or collusion in a piece of assessed academic work  <b>or</b> Level 3 repeated Failure to attend Level 3 detention Failure of Monitored Contract	Level 3 repeated Failure to attend Level 3 detention Failure of Monitored Contract

*\*\* Academic penalties for assessable items should apply in addition to the consequences listed in policy. See the Assessment Policy for academic penalties.*

**Ladder of Consequences (Levels 5-8)**

<p><b>Level 5</b></p> <p><i>Student continues behaviours despite Level 1-4 interventions above. Severe unkindness to another student.</i></p> <p>Possible interventions include:</p> <ul style="list-style-type: none"> <li>• Parent meeting with HoH and teacher/tutor/DAP/AP</li> <li>• Allowing one more chance at a monitored contract, supervised by DAP/AP</li> <li>• Immediate escalation to Level 6</li> </ul>	<p><b>Level 6</b></p> <p><i>Careless/thoughtless actions with potential consequences. Significant breach of health/safety. Offensive swearing at a teacher.</i></p> <p>Possible interventions include:</p> <ul style="list-style-type: none"> <li>• internal suspension allocated by DAP/AP</li> <li>• parent meeting with HoH/DAP/AP</li> <li>• behaviour management plan</li> </ul>	<p><b>Level 7</b></p> <p><i>Sustained bullying of another student despite intervention. Sustained refusal to follow teacher instructions. Truancy.</i></p> <p>Possible interventions include:</p> <ul style="list-style-type: none"> <li>• external suspension allocated by DAP/AP</li> <li>• parent meeting with DAP/AP/Principal</li> <li>• behaviour management plan</li> <li>• loss of privileges such as attendance at Dinner Dance / River Cruise / Ball</li> </ul>	<p><b>Level 8</b></p> <p><i>Illegal Behaviour Malicious accusations</i></p> <p>Intervention at the level of the School Principal.</p>
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**Ladder of Consequences – internal processes (Level 1-4)**

<p><b>Level 1</b></p> <p>Verbal warnings should:</p> <ul style="list-style-type: none"> <li>• be explicit</li> <li>• be one-on-one where possible</li> <li>• articulate the problematic behaviour</li> </ul> <p>Extended verbal warnings should:</p> <ul style="list-style-type: none"> <li>• be explicit</li> <li>• be one-on-one where possible</li> <li>• articulate the problematic behaviour</li> <li>• provide an example of a better behaviour</li> <li>• allow the student to seek clarification</li> </ul>	<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Teacher observing behaviour to create detention on iWise, stating the behaviour. House Tutor to remind student of detention and send them to detention room at start of lunch where possible.</li> <li>• Student has two viable opportunities to attend detention. If student fails to attend both, the issuing teacher should escalate infringement.</li> </ul>	<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• In the detention, student sets out goals to improve their behaviour. This frames the targets of the Monitored Contract.</li> <li>• HoH supervising lunch detention to give the Monitored Contract to student based on targets. Logged on iWise as general discussion – include DAP.</li> <li>• DAP to note on morning email 'list of students with action plan' for all staff to be aware of.</li> <li>• Teacher or tutor to email or call home to inform parents.</li> </ul>	<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• If one-off incident, teacher to assign detention on iWise and follow up with student.</li> <li>• If lower level behaviour repeated, teacher should contact tutor/HoH who will place the student on detention. HoH will create the iWise record and follow up with student.</li> <li>• Parent contact by teacher/tutor/HoH</li> <li>• If required, student to meet with HoH/AP/DAP to enforce attendance at detention.</li> <li>• Monitored Contract revised and updated as required.</li> </ul>
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