



Court Grammar
School

Topic	Behaviour Management
Registration Standard	2.12 Management of Students' Behaviour
Originally Released	2013
Date for Review	2025

For the purpose of this document, 'parent' is defined as those being responsible for the student i.e., parents, carers, legal guardians.

Policy Statement

Court Grammar School (CGS) aims to create a safe and supportive learning environment based on our School values (Community, Integrity and Humility) and our Respect Ethos (Respect for God, Self, Others, Learning and the Environment).

'Court Grammar School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.' Please see below for a description of these terms, as defined in the Guide:

Child abuse:

Four forms of child abuse are covered by WA law:

- 1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
- 2) Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
 - a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b) the child has less power than another person involved in the behaviour; or
 - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- 3) Emotional abuse includes:
 - a) psychological abuse; and
 - b) being exposed to an act of family and domestic violence.
- 4) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
 - a) adequate care for the child; or
 - b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment:

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm. (From UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007)

Degrading punishment:

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates,

scapegoats, threatens, scares or ridicules the child. (From UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

Court Grammar's behavioural management approach will take into consideration the age of the student, circumstances and other relevant factors when being implemented. Whilst we will always endeavour to support the individual student, when behaviours continue to have an ongoing negative impact upon the broader School community, more serious consequences may be applied.

1. Student Code of Conduct

The *Student Code of Conduct* guides all students in the development and maintenance of a safe, supportive, and inclusive environment in which the rights of the individual are respected, and within which personal responsibility and self-management skills are developed.

2. Behaviour Guidance

Court Grammar's behaviour management approach is informed by Restorative Practices. This is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships within the school community. It helps build capacity in students to help them self-regulate their behaviour.

We realise everyone makes mistakes. The school will respond on an individual basis to situations where a student is not demonstrating the School's behavioural expectations. Restorative practices give a framework to help young people learn from these mistakes by focusing upon the behaviour and how it affects them and those around them. They must decide how they will make things 'right' again. Students are also asked to reflect upon how they might act differently in the future.

Restorative practices create a safe and supportive environment that promotes wellbeing and connectedness to school. Staff are encouraged to work with students to uphold the positive behavioural expectations of the school. Each staff member is responsible for maintaining an effective behaviour management system within their classroom.

To assist in building a positive classroom environment all teachers are encouraged to employ the following approach to behaviour management when students get it wrong:

- Remind students of the appropriate behaviours
- Refocus the student to appropriate behaviour and the task to be done.
- Relocate the student within the classroom or to another classroom.
- Reflect by having the student go outside for a restorative chat and/or complete a restoration sheet.

The context of the student's circumstances and the potential impact on others in the school community will be considered in the restorative process. In some instances, the involvement of external agencies or sanctions such as suspensions may be used.

CGS explicitly forbids the use of any form of child abuse, corporal punishment, or other degrading punishment. However, there are times when restraint or physical contact may be required to provide a safe environment. Restraint or physical contact will be a last resort and used when appropriate to do in order to reduce harm. Please refer to the '*Physical Contact and Intervention with Students Policy and Guidelines*'.

Parents are encouraged to liaise with their class teacher, Pastoral Care Advisor, relevant Year Coordinator, or Head of School with any queries. The best outcomes are achieved when parents work with the School to resolve matters.

Principles of procedural fairness will be applied when managing student behaviour. The Deputy Principal/Principal will be consulted on more serious matters leading to suspension or where a student enrolment is at risk.

Bullying

In instances where bullying has occurred, the School will respond as outlined in its *Anti – Bullying Policy*.

Schoolyard Behaviour and incursions/excursions

Active supervision of Duty Areas and setting high expectations for students at School events, both on and off campus, contribute to a culture of positive behaviour. The School's RESPECT ethos extends to the schoolyard and during all school activities at all times.

Respectful Language

Students are expected to use appropriate and respectful language while at school, representing the school or when online. Swearing and inappropriate language will not be accepted.

Wilful Damage

Costs associated with the repair or replacement of equipment due to deliberate and wilful damage may be passed onto the parents. Other consequences may also apply to the student.

Chewing Gum

Chewing gum is not permitted at the School.

Displays of Affection

Court Grammar promotes a professional learning environment. In preparing students for future employment, we expect students to conduct themselves in a manner appropriate and not to display physical affection at school or during school activities.

Physical Aggression

Any physical altercations involving aggressive behaviour which is physical in nature will result in suspension and immediate removal from the School community. Before returning to the community, an appropriate process of restoration will then be followed in most instances.

Detentions

Staff can issue detentions to students for ongoing or more serious behaviours. These are supervised by the Year Coordinators every lunchtime.

Withdrawals

If a behaviour is deemed as serious enough, a student may be withdrawn from classes and/or break times (they will have separate break times). These are overseen by the Year Coordinator.

Suspensions/Exclusion

Should an incident be deemed serious enough or a student continues to not respond to previous measures for ongoing behaviours, a student may be suspended or excluded from the School. Such matters will be referred to and dealt with by the Deputy Principal in consultation with the Principal.

Related Documents

Anti – Bullying Policy.

ICT Policy

Physical Contact and Intervention with Students Policy and Guidelines

This document should be read in conjunction with the Student Diary/Handbook and the Pastoral Care Handbook.

Review History

Year of Review	Review/Amendments	Approved By
2013	Created	
2016	Inclusion of ELC and Primary School	Head of Junior School
2017	Combining Secondary and Primary School documents	Deputy Principal
2019	Updated with change of School name	

2022	Reviewed	Deputy Principal
------	----------	------------------

Next Review

Year	Reviewer
2025	Deputy Principal