



POLICY DOCUMENT

Policy Number (PN):	3.7.1 & 3.7.2
Policy Name:	Developing Positive Behaviour Policy
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Developing Positive Behaviour

Our Vision, Values & Goals

Newcastle Grammar School's vision is to be a leading Australian School in pursuit of excellence in all that we do.

The School community believes in the value of:

- Christian living
- The self worth of the individual
- The individual, family and collective achievement
- Our tradition and heritage
- Our interaction with the wider community
- Authentic leadership

The essential purpose of the School is to develop the potential of our students so that they can lead a satisfying life and make a positive contribution to society.

Spiritual Goals

To promote an understanding of the Christian faith in the Anglican tradition and a tolerance and respect of other beliefs, thus assisting students to develop a well-rounded and balanced approach to life.

Academic Goals

To encourage students to develop a capacity for independent thought and judgment, to foster in each student a love of learning and to promote individual and group achievement.

Pastoral Goals

To build students' self esteem and confidence, to enable students to develop a sense of personal responsibility and self-discipline and to reinforce the values, attitudes and ideals of the School.

Social Goals

To foster respect and concern for all others in the world in which we live so that students show consideration for those around them, and become respected members of the community.

Cultural/Physical Goals

To develop an appreciation of, and an interest in, pursuing cultural and physical activities.

It is within this context and in proactive support of the School's Vision, Values and Goals that the discipline processes in place at Newcastle Grammar School are embedded. Further, in the context of the characteristics outlined above and in line with a commitment to developing "the whole person" of the student, those responsible for the Pastoral Care of the students are central in the implementation of policy and practice.

STUDENT WELFARE

The continued wellbeing of students in the School is of paramount importance to all involved in the School Community. The School attempts to foster a climate whereby each student realises their fundamental right to feel safe and to be treated with respect. The School encourages an environment that unambiguously sends the message to all members of the School Community that bullying is totally unacceptable. It is within this environment created by class teachers and the House system that a student should feel secure in the knowledge that his or her Mentor Teacher and House Coordinator are there to help. Other people in the School to whom a student may go for help include:

- School Psychologist
- Deputy Head of School
- Director of Learning and Teaching
- Head of Learning and Teaching K-6
- Head of Primary
- Head of School
- A member of the School Staff with whom the student has a trusted relationship

There is an accepted procedure for all staff to adhere to should any students face problems in this area. The School would recognise a student's welfare to be at risk if a student felt she or he was being subjected to bullying of any nature.

The School acknowledges the release of the *School Communities Working Together – an awareness package for NSW School*, by the NSW State Government in November 2015, to assist all NSW schools in countering anti-social and extremist behaviour. As part of this support package a range of initiatives designed to build community cohesion and maintain cultural harmony have been made available. Should the need arise, the School will be making use of this material to create an awareness of and counter any anti-social and extremist behaviour.

CODE OF CONDUCT

As a member of the Newcastle Grammar School Community, I am expected and agree:

- ***To act safely***
- ***To treat myself and others with dignity and respect***
- ***To act with empathy, honesty and fairness***
- ***To do my best***
- ***To demonstrate Christian values***
- ***To value and respect the environment in which I live and work***
- ***To take responsibility for my own learning***

We all *SHARE* in the responsibility for a safe, happy and inclusive School Community

Safe Honest Accountable Respectful Engaged

- **Safe:**

- Are my actions safe?
- Do they promote a safe environment for myself and for others?
- Do they promote physical, emotional and intellectual safety for all?

- **Honest:**

- Do my words represent the truth?
- Am I 'doing the right thing'?

- **Accountable:**

- Am I doing what is expected of me?
- Can others depend on me to do what I promised to accomplish?
- Am I taking responsibility for my actions and their outcomes?
- Am I showing the courage to resist negative peer pressure?

- **Respectful:**

- Are my actions showing consideration for the rights of others?
- Am I being kind, courteous, tolerant, and fair?

- **Engaged:**

- Am I organised and prepared for all I have to do?
- Am I participating fully in all activities?
- Do I have the courage to try new things?
- Am I choosing to persist even when things are challenging or difficult?

Have I brought the 'best' version of myself to school each day?

See Appendix for Rights and Responsibilities

RELATED POLICIES

- **Discipline Policy**
- **Behaviour Management Policy**
- **Bullying Prevention and Intervention Policy**
- **Student Code of Conduct Policy**

Appendix

Rights and Responsibilities

Students and Staff have RIGHTS, which all members of the School's community should respect.

Equally, all students and Staff have the RESPONSIBILITY to respect the rights of others.

Rights	Responsibilities
I have the right to be happy and be treated with	I have the responsibility to treat others with understanding.
I have the right to be treated with respect and politeness.	I have the responsibility to treat others with respect and listen considerately. I have the responsibility to respect the authority of teachers.
I have the right to express my opinion on matters of concern to me.	I have a responsibility to express my opinion in an appropriate manner, time and place.
I have the right to be safe.	I have a responsibility to make the school safe by not threatening, hitting nor hurting anyone in any way.
I have the right to expect my property to be safe.	I have the responsibility not to steal, damage or destroy the property of others and to take good care of my own property.
I have the right to obtain maximum benefit from all lessons; other students will not deprive me of this by their behaviour.	I have the responsibility to behave in a way which does not interfere with other students rights to learn. I have the responsibility to take part in all activities that are required of me.
I have the right to have pleasant, clean and well-maintained school grounds.	I have responsibility to care of the school environment – to keep it neat and clean and be prepared to remove litter.
I have the right to be provided with a school in which WHS issues are considered.	I have the responsibility not to damage or deface school equipment. I have the responsibility to report defective equipment and damage in the School environment.
I have the right to earn the respect of the local community and receive its support.	I have the responsibility to behave so that the community will respect the School.
I have the right to be helped to learn self control.	I have the responsibility to learn self control and respect the rights of others.