



PENINSULA

GRAMMAR

INSPIRING PERFORMANCE

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A BEHAVIOURAL EXPECTATIONS  
FRAMEWORK FOR STUDENTS, STAFF  
AND PARENTS/GUARDIANS

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# INTRODUCTION

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This Behavioural Expectations Framework reflects Peninsula Grammar's core values of; stewardship, integrity, coeducational learning, personal excellence, community spirit and Christian faith.

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This framework, in association with the established school policies, indicates what the School and its students can expect from each other. The School's mission is to maintain its reputation as a leading co-educational day and boarding school, provide the highest quality teachers, inspire students to reach for personal excellence and nurture in our students the skills and passion to contribute to and engage with the world.

This framework is designed to establish the tone and philosophy of Peninsula Grammar and to provide a standard that creates a safe, positive, and nurturing learning environment. It is expected that all members of the School community will embrace this framework so that needs and outcomes are better achieved to advance the vision of our school.



# CORE VALUES

## Stewardship

- we choose service over self-interest
- we are a school centred on the importance of community
- we serve our community through programs and initiatives
  - we prepare for the future and plan for it accordingly

## Integrity

- we live out our motto 'Quod bonum tenete,' (Hold fast that which is good) as it underpins the moral and ethical principles of our school
  - we are committed to always acting in a socially responsible and virtuous manner
  - we prize consistency of values and are committed to our school

## Coeducational Learning

- we are actively engaged in a partnership of learning that includes students, teachers, parents and the wider community to maximize the impact of learning
  - we offer a diverse, vibrant and challenging learning environment that promotes equality and fairness
- we believe an integrated, coeducational approach best serves Australian society by promoting mutually respectful interactions
  - we provide a safe and secure learning environment for our students

## Personal Excellence

- we inspire and support our students to develop their natural gifts and to become lifelong learners
- we encourage students to understand that potential is best achieved through self-reflection and commitment to hard work
  - we continually look for opportunities to acknowledge the individual improvement and personal best of all our students

## Community Spirit

- we are a community underpinned by acceptance, friendship and interdependence
  - we believe in the importance of our actions enriching the lives of others

## Christian Faith

- we are a school founded on the Anglican tradition, guided by God's love and grace
- we encourage our students to explore the spiritual dimensions of their lives and to embrace Christian principles.



# GUIDING PRINCIPLES

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Peninsula Grammar's community of students, parents and staff is committed to providing a positive, orderly, safe, caring and stimulating learning environment that allows each child to pursue excellence.

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We want all our students to reach their full potential, in an atmosphere that values, guides and promotes the uniqueness of every individual.

We believe that this is achieved through:

- the promotion of respect for self and others, for property and for the environment;
- the development of courteous, considerate and co-operative ways of behaving; and
- taking responsibility for personal actions and attitude

Positive Psychology is the scientific study of how to live a healthy, happy and meaningful life. Positive Education applies this evidence-based knowledge in practical and relevant ways within a school environment. As a Positive Education school, the restorative practices embedded within this framework highlight our commitment to educating the whole student; appreciating their challenges, understanding their uniqueness and acting with empathy and consistency to address issues when they arise. Our whole-school approach includes embedding best practice across the School, as well as explicit teaching of important skills such as curiosity, emotion regulation, resilience, critical thinking and communication. Our goal is to equip students, teachers and parents with a range of strategies they can use in their daily life at the School, as well as beyond the School gates. The scope and sequence of Positive Education at Peninsula Grammar ensures age-appropriate learning for every student, and ongoing development of the relevant life skills.



## **Students are expected to:**

1. Arrive at school and to their classes on time, in appropriate uniform
2. Attend classes regularly, with all required equipment
3. Approach learning with a positive attitude
4. Take responsibility for their own learning by asking for help when needed, participating fully in activities and completing tasks to the best of their ability
5. Support self and others to learn by following instructions and working cooperatively
6. Show respect and consideration towards others and behave in a manner that reflects well on themselves, their families and the School community

## **Students can expect their teachers to:**

- Arrive to classes on time and prepared for teaching
- Prepare lessons appropriate for their subject area and for their students' abilities
- Approach teaching and learning with a positive attitude
- Take responsibility for their students' learning by offering help when required, ensuring students' needs are catered for and creating meaningful work to challenge and extend students
- Support learning by creating a positive, safe and ordered learning environment
- Show respect and consideration towards others, and model positive attitude and behaviour
- Know their students and how they learn, targeting them at their point of need



# RIGHTS AND RESPONSIBILITIES OF STUDENTS, STAFF AND PARENTS/GUARDIAN

EVERYONE'S RIGHTS	STUDENTS HAVE A RESPONSIBILITY	SCHOOL STAFF HAVE A RESPONSIBILITY	PARENTS AND GUARDIANS HAVE A RESPONSIBILITY
<p><b>1. Each person has a right to be accepted and treated with respect and courtesy.</b></p>	<ul style="list-style-type: none"> <li>To value and respect every single person for who they are.</li> </ul>	<ul style="list-style-type: none"> <li>To value and respect every single person for who they are.</li> </ul>	<ul style="list-style-type: none"> <li>To value and respect every single person for who they are.</li> </ul>
<p><b>2. Each person has the right to learn; and to develop interests, abilities and ambitions in a secure and supportive environment.</b></p>	<ul style="list-style-type: none"> <li>To be prepared for classes with appropriate materials.</li> <li>To be punctual.</li> <li>To attend all classes and activities.</li> <li>To work co-operatively with others.</li> <li>To listen to and learn from others.</li> <li>To explore and express relevant and thoughtful ideas and opinions.</li> <li>To complete set work to the best of their ability.</li> <li>To complete all homework by due date.</li> <li>To behave in a way which allows others to learn.</li> <li>To be accountable for their behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>To be prepared for classes [Appropriate plans, corrections, materials etc.].</li> <li>To set age-appropriate homework as required.</li> <li>To be punctual.</li> <li>To attend all classes and activities.</li> <li>To work co-operatively with others.</li> <li>To listen and learn from others.</li> <li>To explore and express relevant and thoughtful ideas and opinions.</li> <li>To work to the best of their ability.</li> <li>To keep clear and accurate records of student work.</li> <li>To be accountable for their professional practice.</li> <li>To follow classroom management plans which are fair and consistent.</li> <li>To help all students to develop their interests, ambitions and abilities with</li> </ul>	<ul style="list-style-type: none"> <li>To support students and the School in providing a quality education.</li> <li>To supervise their children's homework.</li> <li>To check student homework completion daily and ensure their children use homework time effectively.</li> <li>To sign notices/ Operoo and ensure they are completed in a timely fashion.</li> <li>To contact the School when concerns arise.</li> <li>To provide notes explaining all student absences, lateness, being out of uniform etc.</li> <li>To communicate via Operoo with the School when there are changes of address, phone numbers.</li> <li>To make the School aware of any difficulties or problems which may affect student development and learning.</li> </ul>



		<p>effective, flexible and supportive teaching practice and meaningful work.</p> <ul style="list-style-type: none"> <li>• To inform parents of their child's academic and social progress.</li> <li>• To inform parents of disciplinary measures taken when students do not meet our behavioural expectations.</li> <li>• To keep up-to-date with professional issues and practices</li> <li>• To use Professional Development effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• To regularly communicate with the School and attend Parent/ Teacher Interviews and relevant meetings which give them the opportunity to meet staff and other parents.</li> <li>• To read all school communication</li> </ul>
<p><b>3. Each person has the right to feel and be safe.</b></p>	<ul style="list-style-type: none"> <li>• To act in a safe and sensible manner with consideration for others. This includes not setting up fights, arguments between others, bullying or any form of harassment.</li> <li>• To follow safety expectations.</li> <li>• To immediately report unsafe actions or situations.</li> <li>• To behave in a sensible and safe manner on the way to and from school.</li> <li>• To use public transport in a safe manner.</li> <li>• To use their own medication appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• To give clear instructions about appropriate safety procedures.</li> <li>• To be aware of and observe Occupational Health &amp; Safety Guidelines.</li> <li>• To act in a safe manner and with consideration for others.</li> <li>• To immediately respond to and/or report unsafe actions or situations.</li> <li>• To monitor medication as arranged with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• To support the School's policies and practices.</li> <li>• To report any known unsafe actions or situations immediately they are aware of them.</li> <li>• To notify the School of health problems which could affect other members of the School community.</li> <li>• To provide for the general well-being of their children.</li> <li>• To notify the Mentor/Class Teacher of specific conditions and requirements for illness and arrange monitoring.</li> </ul>





<p><b>4. Each person has the right to equal opportunity.</b></p>	<ul style="list-style-type: none"> <li>To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origins], marital status, religious beliefs, political beliefs, or physical or mental disability or impairment.</li> </ul>	<ul style="list-style-type: none"> <li>To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origin], marital status, religious beliefs, political beliefs, or physical or mental disability or impairment.</li> </ul>	<ul style="list-style-type: none"> <li>To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origin], marital status, religious beliefs, political beliefs, or physical or mental disability or impairment.</li> </ul>
<p><b>5. Each person has the right to have all personal or community property cared for.</b></p>	<ul style="list-style-type: none"> <li>To care for all personal and community property.</li> <li>To have all personal property clearly named.</li> <li>To use property appropriately.</li> <li>To store valuable items safely.</li> <li>To hand in lost property.</li> <li>To report interference with property belonging to others.</li> <li>To check lost property for missing items.</li> <li>NB - Valuable items are brought to school at students' own risk.</li> </ul>	<ul style="list-style-type: none"> <li>To promote responsible attitudes and behaviour towards property</li> <li>To care for all personal and community property.</li> <li>To have appropriate labels on school and personal property.</li> <li>To ensure rooms are secure, by locking doors/windows as required.</li> <li>To ensure rooms are left clean and tidy.</li> <li>To attend yard duty as scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>To support the School's policies and practices.</li> <li>To ensure that all student property is clearly named.</li> <li>To ensure that students do not bring inappropriate property to school.</li> <li>To promote responsible attitudes and behaviour towards personal and community property.</li> <li>NB - Valuable items are brought to school at students' own risk.</li> </ul>



<p><b>6. Each person has the right to participate in the life of the School including relevant decision-making processes.</b></p>	<ul style="list-style-type: none"> <li>• To participate in the School's decision-making processes.</li> <li>• To participate in various co-curricular activities both in and out of school hours.</li> <li>• To observe the School's Uniform Policy.</li> <li>• To inform parents of school events and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• To participate in the School's decision-making processes and foster student, parent, and community participation.</li> <li>• To participate in and implement co-curricular activities.</li> <li>• To implement and monitor the School's Uniform Policy.</li> <li>• To contribute to information flows between the School, the parents and the community.</li> <li>• To contribute to the Weekly Bulletin (School Newsletter) and other documents for parents and the community.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure their children observe the Uniform Policy.</li> <li>• To be informed about and participate in the School's decision-making processes.</li> <li>• To support and when relevant participate in the School's co-curricular programs.</li> <li>• To maintain close contact with the School</li> <li>• To read the School communication</li> </ul>
<p><b>7. Each person has the right to achieve his or her best.</b></p>	<ul style="list-style-type: none"> <li>• To strive to achieve their best by working consistently and with effort to their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>• To strive to achieve their best by working consistently and with effort.</li> <li>• To provide educational programs and services which cater for individual needs.</li> <li>• Continually to strive to improve professional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• To show daily interest in their children's work and efforts</li> <li>• To provide encouragement for their children to achieve their best.</li> <li>• To foster positive attitudes towards education and achievement.</li> </ul>



<p><b>8. Each person has the right to experience success; to receive praise for achievement.</b></p>	<ul style="list-style-type: none"> <li>• To take up the opportunities provided by the School.</li> <li>• To encourage and support others to achieve.</li> <li>• To graciously accept praise and reward.</li> <li>• To acknowledge and praise others.</li> </ul>	<ul style="list-style-type: none"> <li>• To create opportunities for the members of the school community to achieve and be successful.</li> <li>• To encourage and support effort and achievements of both students and staff members.</li> <li>• To foster an atmosphere in which achievement is valued and rewarded.</li> <li>• To acknowledge and praise others.</li> </ul>	<ul style="list-style-type: none"> <li>• To acknowledge and praise their children's efforts and successes.</li> <li>• To attend functions which involve or recognise their children's contributions to the school when possible.</li> <li>• To acknowledge and praise efforts made by the members of the whole school community.</li> </ul>
<p><b>9. Each person has the right to a clean, tidy and attractive school.</b></p>	<ul style="list-style-type: none"> <li>• To use bins and dispose of rubbish properly.</li> <li>• To care for equipment, facilities and the environment.</li> <li>• To participate in maintaining a clean and tidy school.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide bins and facilities for handling of litter.</li> <li>• To provide encouragement and awareness programs so students value and respect the school environment; as well as promote care and concern for equipment, facilities and the environment.</li> <li>• To help in the implementation of school clean-up activities and encourage practices which reflect the need for proper disposal of waste and litter.</li> <li>• To maintain a clean and tidy school.</li> </ul>	<ul style="list-style-type: none"> <li>• To promote care and concern for school equipment, facilities and the environment.</li> <li>• To participate in projects which help in the development of resources and pride in the School.</li> </ul>



# REINFORCING OUR BEHAVIOURAL EXPECTATIONS

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Peninsula Grammar adopts a positive and restorative approach when reinforcing its behavioural expectations. Inappropriate behaviour is seen in light of its impact on those affected by the behaviour and is managed with a focus on repairing any harm caused by restoring relationships that may have been damaged.

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At all times, students should be supported in a positive and respectful manner to address inappropriate behaviour and consequences of actions should be clearly explained and discussed; it is important that students fully understand the impact of their behaviour on others, to ensure it is not repeated.

Consequences should meaningfully relate to the misdemeanour or action being addressed, so that students repair the harm or damage that has been caused. Students should always be given the opportunity to explain their actions, apologise, and correct any mistakes they may make.

When discussing inappropriate behaviour or actions, language should be framed in a positive manner. All parties should be heard and decisions around consequences should be made only when the behaviour or situation has been fully discussed and clarified with all involved. The focus of the conversations is based on the method of shared concern, not blame, so as to find ways to restore the relationship. Honesty is highly valued, and the need for, and appreciation of, honesty should be positively reinforced.

Peninsula Grammar students, staff and parents are provided with our Behavioural Expectations Framework upon enrolment or employment at the School. The purpose of the Behavioural Expectations Framework is to make clear expected behaviour and outline the possible consequences of inappropriate behaviour. It also provides students, staff and the School community with guidelines to ensure the rights of all people in the community are respected, monitored and effectively addressed.

Included in the Behavioural Expectations Framework are samples of consequences that may apply when students behave in a way that is unsafe, inappropriate or offensive. The Behavioural Expectations Framework indicates the level or seriousness of offences and the likely school responses to incidents, although *individuals and individual circumstances should be considered* when behaviour is addressed.



**Please note: In line with the Education and Training Reform Act 2006, the School does not permit the use of corporal punishment as a consequence of breaches of its Behavioural Expectations Framework.**

It should be noted that the Behavioural Expectations Framework is a guiding document only, and not every consequence will be applied at every level. Where questions arise about the seriousness of behaviour, staff are encouraged to seek advice from the appropriate Wellbeing Coordinator(s)/Head of House and/or members of the Leadership team.

The three levels of behaviour contained in the Behavioural Expectations Framework (see Appendix 1) reflect the increasing seriousness of matters. Level 3 offences are regarded as extreme and will be referred to and ultimately dealt with by members of the School Executive (Heads of Junior, Middle, Pre-Senior and Senior School, Director of Educational Operations, Deputy Principal, and the Principal).

To ensure the safety and wellbeing of all students, staff and visitors, the School adopts a clear and firm approach towards racism, verbal or physical aggression and harassment. Students who demonstrate aggressive or threatening behaviour may be suspended from school and their parents contacted to ensure the safety of all involved. At all times, the wellbeing of students and staff will drive behaviour management processes.

All school expectations and consequences apply while students are at the School, engaged in school activities and on the way to and from school. Behaviours or actions undertaken outside school, but which impact on those within the School community, may also be addressed within school.

False reporting of offences will be treated severely, as such actions undermine the School's values and approach to engagement and behaviour management processes. When addressing inappropriate behaviour, the cooperation of all members of the School's community is assumed.



# APPENDIX 1 - RESPONDING TO BREACHES OF BEHAVIOURAL EXPECTATIONS

## QUICK REFERENCE GUIDE (QRG) FOR BREACHES OF OUR BEHAVIOURAL EXPECTATIONS IN YEARS 5 TO 12

We firmly believe that positive relationships enable important conversations to take place. These then encourage students to make good decisions and to correct inappropriate behaviour. At Peninsula Grammar, these conversations initially involve the student and Mentor/Class Teacher or Classroom teacher as these staff are responsible for developing a positive relationship with each student in their class or Mentor/Class Teacher Group.

GENERAL BEHAVIOUR	SERIOUS BEHAVIOUR	BULLYING & HARASSMENT inc SOCIAL MEDIA	HIGH RISK BEHAVIOUR
<ul style="list-style-type: none"> <li>- Repeated low level irritant poor behaviour</li> <li>- Incorrect uniform</li> <li>- Inappropriate Use of Technology</li> <li>- Repeatedly late to Mentor/Class Teacher group or class</li> <li>- Unexplained absence</li> <li>- Teacher or Mentor/Class Teacher discusses the behaviour with student and issues own resolution</li> <li>- Teacher informs the Mentor/Class Teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Offensive language</li> <li>- Offensive behaviour</li> <li>- Continued classroom disruption</li> <li>- Ongoing bullying &amp; harassment</li> <li>- Ongoing general misbehaviour</li> <li>- Class Teacher discusses the behaviour with the student and issues own resolution.</li> <li>- Class Teacher MUST inform the Mentor/Class Teacher and HoH/Wellbeing Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>- Physical bullying</li> <li>- Psychological bullying</li> <li>- Indirect bullying</li> <li>- Cyber bullying</li> <li>- Teacher listens to complaint (victim and/ or bystander or observes the bullying)</li> <li>- Informs Mentor/Class Teacher and Wellbeing Coordinator / HoH</li> </ul>	<ul style="list-style-type: none"> <li>- Physical threat</li> <li>- Violent behaviour</li> <li>- Extreme anger or confrontation</li> <li>- Prohibitive substances</li> <li>- Repeated truancy</li> <li>- Teacher sends message to HoS or DEO to collect student</li> <li>- Teacher documents incident and School Executive and Wellbeing leaders informed</li> </ul>
<ul style="list-style-type: none"> <li>- If pattern emerges the Mentor/Class Teacher or Class Teacher follow up by:</li> <li>- Notifying the HoH or appropriate Wellbeing Coordinator</li> <li>- Communicate to caregiver via email and/or phone</li> <li>- HoS notified</li> </ul>	<ul style="list-style-type: none"> <li>- If behaviour continues then HoS or HoH and Class Teacher/Mentor/Class Teacher speak to student and decide appropriate resolution</li> </ul>	<ul style="list-style-type: none"> <li>- Mentor/Class Teacher, Wellbeing Coordinator and/or Head of House make a Pastoral Record of the incident and their investigation of it</li> <li>- HoH/ Wellbeing Coordinator/ Mentor/Class Teacher follow up as appropriate in accordance with policy:</li> <li>- <a href="https://www.peninsulagrammar.vic.edu.au/wp-content/uploads/2021/03/BULLYING-PREVENTION-INTERVENTION-.pdf">https://www.peninsulagrammar.vic.edu.au/wp-content/uploads/2021/03/BULLYING-PREVENTION-INTERVENTION-.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>- Discussion takes place between HoS and DEO and Head of Wellbeing prior to parents being contacted</li> <li>- Police informed if necessary</li> <li>- DEO issues suspension</li> <li>- Suspension meeting with DEO &amp; Parents</li> <li>- Suspension letter is sent home via email</li> <li>- Student attendance is informed of student absence</li> <li>- A re-entry meeting must be arranged</li> </ul>
<ul style="list-style-type: none"> <li>- If behaviour continues Wellbeing Coordinator, HOH, where appropriate may issue a detention</li> <li>- Notification home</li> </ul>	<ul style="list-style-type: none"> <li>- HoS or HoH/Wellbeing Coordinator contact caregivers with student and Class Teacher</li> <li>- Issue appropriate consequence e.g., detention, if appropriate.</li> <li>- Must be documented on Synergetic</li> <li>- Ongoing issues are referred to DEO-</li> </ul>	<ul style="list-style-type: none"> <li>- Notification to parents &amp; Wellbeing team</li> </ul>	<ul style="list-style-type: none"> <li>- If the matter is a critical risk, then it is to be referred to the Principal to consider expulsion.</li> <li>- Two external suspensions for the same offence in one academic year requires a re-entry meeting with the Principal.</li> </ul>
<ul style="list-style-type: none"> <li>- Multiple detentions not completed will require a parent meeting with HoS and possibly DEO</li> </ul>	<p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>- HoS/ HoH/ Wellbeing Coordinator set up mediation. Ongoing issues to DEO</li> </ul>	<ul style="list-style-type: none"> <li>- HoS and/or DEO conclude process with definite closure for all concerned.</li> </ul>	



## QUICK REFERENCE GUIDE (QRG) FOR BREACHES OF OUR BEHAVIOURAL EXPECTATIONS IN YEARS K - 4

We firmly believe that positive relationships enable important conversations to take place. These then encourage students to make good decisions and to correct inappropriate behaviour. At Peninsula Grammar, these conversations initially involve the student and Mentor/Class Teacher or Classroom teacher as these staff are responsible for developing a positive relationship with each student in their class or Mentor/Class Teacher Group.

GENERAL BEHAVIOUR	SERIOUS BEHAVIOUR	BULLYING & HARASSMENT inc SOCIAL MEDIA	HIGH RISK BEHAVIOUR
<ul style="list-style-type: none"> <li>- Repeated low level irritant poor behaviour or poor behaviour in the classroom or playground</li> <li>- Inappropriate Use of Technology</li> <li>- Offensive Language</li> <li>- Late to class</li> <li>- Unexplained absence</li> </ul>	<ul style="list-style-type: none"> <li>- Offensive behaviour-physical or verbal</li> <li>- Offensive language- swearing or insults</li> <li>- Serious or repeated Inappropriate use of technology</li> <li>- Continuous refusal to follow instructions and or continued classroom disruption</li> <li>- Ongoing poor behaviour concerns</li> </ul>	<ul style="list-style-type: none"> <li>- Physical bullying</li> <li>- Psychological bullying</li> <li>- Indirect bullying</li> <li>- Cyber bullying</li> </ul>	<ul style="list-style-type: none"> <li>- Physical threat</li> <li>- Violent behaviour</li> <li>- Extreme anger or confrontation</li> </ul>
<ul style="list-style-type: none"> <li>- Teacher discusses the behavior with student &amp; issues own resolution</li> <li>- Specialist teacher informs the classroom teacher</li> <li>- Communication with DLS or Wellbeing if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher conducts a restorative discussion with student</li> <li>• Teacher informs DHOJS and/or HOJS</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher conducts internal investigation with students (victim, bystanders and bully)</li> <li>- Teacher documents and records detail of events</li> <li>- Teacher, DHOJS are to take appropriate action in accordance with policy</li> <li>- <a href="https://www.peninsulagrammar.vic.edu.au/wp-content/uploads/2021/03/BULLYING-PREVENTION-INTERVENTION-.pdf">https://www.peninsulagrammar.vic.edu.au/wp-content/uploads/2021/03/BULLYING-PREVENTION-INTERVENTION-.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>- Teacher sends message to DHOJS or HOJS/DEO to collect student. If urgent contact internal number 666</li> <li>- Teacher documents incident and Executive and Wellbeing leaders informed</li> </ul>
<ul style="list-style-type: none"> <li>- If pattern, teacher follow up by:</li> <li>- DLS/Wellbeing involvement</li> <li>- Communicate to parent/guardian via email and/or phone</li> <li>- HOJS or DHOJS notified</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher speaks with HOJS and relevant school staff (Wellbeing/DLS) for appropriate resolution</li> </ul>	<ul style="list-style-type: none"> <li>- HOJS and possibly Director of Educational Operations meets parents.</li> <li>- Inform Wellbeing team,</li> <li>- Pastoral documentation</li> <li>- Deputy Principal informed</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion takes place between HOJS/DEO and Wellbeing prior to parents being contacted</li> <li>- Police informed if necessary</li> <li>- DEO and HOJS meet with parents and discuss consequences</li> <li>- Consequences meeting with DEO &amp; Parents</li> <li>- Consequence's letter is sent home via email. Consequences may include in school or home suspension</li> <li>- Student attendance is informed of student absence</li> <li>- A re-entry meeting must be arranged</li> <li>- DP and Principal informed</li> </ul>
<ul style="list-style-type: none"> <li>- If behaviour continues, DHOJS and classroom teacher have restorative discussions</li> <li>- Reflective notes sent home to parents</li> <li>- Pastoral documentation</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher contact parents</li> <li>- Meeting may be required with student and teacher and DHPJS or HOJS</li> <li>- Appropriate consequence including playground restrictions</li> <li>- Behaviour modification plan established and monitored</li> <li>- Pastoral documentation</li> <li>- Documented at JY Wellbeing meeting</li> <li>- Weekly HOJS or DHOJS check in with student</li> </ul>	<ul style="list-style-type: none"> <li>- HOJS and/or Director of Educational Operations conclude process with definite closure for all concerned using template letter</li> </ul>	<ul style="list-style-type: none"> <li>- If the matter is a critical risk then it is to be referred to the Principal to consider exclusion</li> <li>- Two external suspensions for the same offence in one academic year requires a re-entry meeting with the Principal</li> </ul>
<ul style="list-style-type: none"> <li>• Ongoing restorative discussion to support student with HOJS</li> <li>• May result in class strategies and playground restrictions</li> </ul>			



# DETAILED GUIDE FOR RESPONDING TO BREACHES OF OUR BEHAVIOURAL EXPECTATIONS

## LEVEL 1 BEHAVIOURAL ISSUES

The classroom teacher is in charge of the situation and manages any problems - with the Mentor/Class Teacher/Class Teacher being kept informed or involved as appropriate. If contact with the family is needed the Mentor/Class Teacher will coordinate this process.

Please note that teacher restorative sessions are times when students may be kept behind to address any issues/ concerns and this time should be used in a restorative manner (i.e. to make up work missed due to repeated lateness, or to repair a harm done).

EXAMPLE OF BEHAVIOUR	EXPECTATIONS	CONSEQUENCES
<b>1a) Lateness to School with note</b>	1 & 2	After 8.40 am <ul style="list-style-type: none"> <li>• Student should sign in, giving reason for lateness (note from Parent/Guardian should be provided)</li> <li>• Lateness will be recorded</li> <li>• Regular or persistent lateness – Parent/Guardian contacted by Mentor/Class Teacher</li> </ul>
<b>1b) Lateness to Class without notification</b>	1 & 2	<ul style="list-style-type: none"> <li>• Remind student of school expectation</li> <li>• Class Teacher keeps records and time lost is made up</li> <li>• Persistent lateness to class – classroom teacher informs Mentor/Class Teacher and Parent/Guardian, restorative session held by class teacher</li> </ul>

EXAMPLE OF BEHAVIOUR	EXPECTATIONS	CONSEQUENCES
<b>1c) Lack of equipment and books for classes (including devices not charged)</b>	1 & 2	<ul style="list-style-type: none"> <li>• Classroom teacher reminds students of school expectation and warning of future consequences</li> <li>• Parent/Guardian contact coordinated by Mentor/Class Teacher for repeated incidents, and restorative session given where appropriate</li> </ul>





<b>1d) Non-submitted homework</b>	1 & 2	<ul style="list-style-type: none"> <li>Remind student of school expectation</li> <li>Work made up during lunchtime or after school as appropriate – see Peninsula Grammar Submission Policy</li> <li>Subject teachers to inform Mentor/Class Teacher and parents if issue persists.</li> <li>Further arrangement for catching up with work to be negotiated with student and Parent/Guardian if required</li> </ul>
<b>1e) General misbehaviour - class, buildings, and yard.</b>  <b>This includes not following instructions</b>	1 & 2	At time of incident: <ul style="list-style-type: none"> <li>Remind student of school expectation</li> <li>Student instructed by attending teacher to stop with warning of logical consequences</li> <li>Mentor/ Classroom teacher follow up with a logical consequence as required</li> </ul> Consequences may include: <ul style="list-style-type: none"> <li>Restorative sessions</li> <li>Restricted access at recess/lunch</li> </ul> Follow Up: <ul style="list-style-type: none"> <li>For repeated behaviour attending teacher should follow guidelines for 2A</li> </ul>
<b>1f) Accessing other people's property without permission</b>	3, 5 & 6	<ul style="list-style-type: none"> <li>Remind student of school expectation</li> <li>Parent may be contacted</li> </ul> Mentor/Class teacher restorative session(s) where appropriate.
<b>1g) Being in areas designated "out of bounds".</b>	2 & 4	<ul style="list-style-type: none"> <li>Mentor/Classroom teacher to remind student of school expectation</li> <li>Removal from area and inform Mentor/Classroom Teacher -warning issued</li> <li>Community service (i.e. Enviro Duty) for repeated behaviour (refer 2A)</li> </ul> Restricted lunch/recess areas
<b>1h) General swearing and offensive language.</b>	2, 3 & 6	<ul style="list-style-type: none"> <li>Mentor/Classroom teacher remind student of school expectation</li> <li>Apology made</li> <li>Attending Teacher restorative sessions as appropriate</li> </ul> Refer to Level 2H if directed towards staff

EXAMPLE OF BEHAVIOUR	EXPECTATIONS	CONSEQUENCES
<b>1i) Eating/drinking in class</b>	2, 5 & 6	<ul style="list-style-type: none"> <li>Remind student of school expectation</li> <li>Removal of item/s</li> <li>Clean-up of immediate area if necessary</li> </ul>



1j) Chewing gum	2, 5 & 6	<ul style="list-style-type: none"> <li>• Remind student of school expectation</li> <li>• Removal of item/s</li> <li>• Refer to Level 3D if damage is caused</li> </ul>
<b>1k) Use/inappropriate use of mobile devices/ smart technologies (including headphones and smart watches) without teacher permission.</b>  <b>SEE PENINSULA GRAMMAR ICT ACCEPTABLE USE POLICY</b>	1, 2, & 5	<ul style="list-style-type: none"> <li>• Remind student of school expectation and collect phone from student to be returned at the end of the day</li> <li>• Mentor / Classroom teacher contact home in consultation with Mentor/Class Teacher for repeated behaviour.</li> </ul>
1l) Littering.	2, 5 & 6	<ul style="list-style-type: none"> <li>• Mentor/Classroom teacher to remind student of school expectation and facilitate clean-up of immediate area</li> <li>• Community Service or further action as appropriate (refer to page 2A)</li> </ul>
1m) Riding bikes, scooters, skateboard, roller-blading in school grounds or use of other items in a careless or dangerous manner.	2 & 4	<ul style="list-style-type: none"> <li>• Mentor/Classroom teacher remind student of school expectation and safety issue</li> <li>• Depending on circumstances a restorative session may be required and the item removed for the rest of the day</li> <li>• Wellbeing Coordinator/Head of House to contact Parent/Guardian to collect the item as required</li> </ul>



EXAMPLE OF BEHAVIOUR	EXPECTATIONS	CONSEQUENCES
<p>1n) Uniform infringements – i.e. shirt out, tie undone, incorrect dress length, inappropriate hair style, wearing jewellery, wearing incorrect uniform, including appropriate sport/PE uniform. (PLEASE REFER TO PENINSULA GRAMMAR UNIFORM POLICY)</p>	<p>2 &amp; 6</p>	<p>At time of incident:</p> <ul style="list-style-type: none"> <li>• Remind student of school expectations</li> <li>• Student instructed to correct uniform infringement on the spot if possible, with warning of consequences to follow if infringement is repeated in future.</li> <li>• Mentor/Classroom teacher follow up with a logical consequence as required i.e. inform student's Mentor/Class Teacher/Wellbeing Coordinator/Head of House.</li> </ul> <p>Consequences may include:</p> <ul style="list-style-type: none"> <li>• Restorative sessions (work/school service)</li> <li>• Restricted access at recess/lunch</li> <li>• For repeated behaviour follow guidelines for 2A ie Mentor/Class Teacher/WellbeingCoordinator/Head of House contacts Parent/Guardian</li> </ul> <p>Out of Uniform with a Note:</p> <ul style="list-style-type: none"> <li>• Note must indicate when the uniform will be obtained</li> <li>• Student provided with spare uniform if available</li> <li>• Contact Parent/Guardian for repeat behaviour</li> </ul> <p>Out of Uniform Without a Note:</p> <ul style="list-style-type: none"> <li>• Classroom teacher remind student of the expectation to be in uniform</li> <li>• Students provided with spare uniform if available</li> <li>• Mentor/Class Teacher contacts Parent/Guardian for repeat behaviour</li> <li>• Students may be asked to return home to change</li> </ul> <p>Out of Uniform on an excursion:</p> <ul style="list-style-type: none"> <li>• Students provided with spare uniform if available</li> <li>• If unavailable, student not permitted to attend the excursion</li> <li>• Alternate program will be organised for the student by the Teacher in Charge. Parent contact may be required.</li> </ul> <ul style="list-style-type: none"> <li>• Where possible, spare uniform will be provided to allow students to participate in activities. Students who continue to breach the Uniform Policy may be excluded from some school activities.</li> </ul>



## LEVEL 2 BEHAVIOURAL ISSUES

The classroom teacher handles the situation with the involvement of the Mentor/Class Teacher, relevant Wellbeing Coordinator/Head of House/ Head of School (Junior, Middle, Pre Senior, Senior) and/or the Director Educational Operations, Deputy Principal as appropriate.

EXAMPLE OF BEHAVIOUR	EXPECTATIONS	CONSEQUENCES
<b>2a) Defiant and/or continued refusal to cooperate or follow reasonable requests</b>	2, 3 & 6	<ul style="list-style-type: none"> <li>• If necessary, a reliable student should be sent with a note to the Wellbeing Coordinator/Head of House office for student removal from class if appropriate               <ul style="list-style-type: none"> <li>○ Pastoral Module entry completed</li> <li>○ A conference with student, teacher, other relevant staff ie Classroom Teacher/Wellbeing Coordinator/Head of House and parent will take place</li> <li>○ Consequences may include: Restorative Session, student may be placed on a behaviour/blue card, further support as necessary, detention or formal suspension</li> </ul> </li> </ul>
<b>2b) Truancy:</b>  <b>(i) Leaving class without permission, not attending individual classes, or leaving premises without permission</b>	1 & 6	<ul style="list-style-type: none"> <li>• Classroom. Mentor teacher contacts Wellbeing Coordinator/Head of House immediately</li> <li>• Wellbeing Coordinator reminds student of school expectation</li> <li>• Parent contact made by Classroom Teacher/ Wellbeing Coordinator/Head of House and restorative session to make up time missed</li> <li>• Counselling and conferences as appropriate</li> <li>• Consequences in "Refusal to Cooperate" (2A) may apply</li> <li>• Restricted access at lunch/recess</li> </ul>



EXAMPLE OF BEHAVIOUR	EXPECTATIONS	CONSEQUENCES
(ii) Extended/continued unapproved absences	1 & 6	<ul style="list-style-type: none"> <li>● Mentor/Class Teachers to notify Wellbeing Coordinator/Head of House</li> <li>● Parent contact made by Classroom Teacher/Wellbeing Coordinator/Head of House</li> <li>● Planning conferences with Parent/Guardian undertaken, and support strategies put in place</li> <li>● Referrals to appropriate support / counselling where appropriate</li> </ul>
(iii) School refusal	3, 4 & 6	<ul style="list-style-type: none"> <li>● Mentor/Class Teacher to advise Wellbeing Coordinator/Head of House/Head of Junior School</li> <li>● Planning conferences with Parent/Guardian undertaken, and support strategies put in place</li> <li>● Referral to Wellbeing Team as required</li> </ul>
2c) Acts that diminish the School's reputation	3, 6	<ul style="list-style-type: none"> <li>● Classroom teacher/ Mentor notifies Wellbeing Coordinator/ Head of House/Head of School and Director Educational Operations (if necessary)</li> <li>● Parent/guardian contact</li> <li>● Possible exclusion from excursions or other events/camps/activities outside school</li> <li>● Possible loss of leadership responsibilities</li> <li>● Restorative session, formal suspension as appropriate</li> </ul>
2d) Harassment / Bullying; any verbal or cyber form (including racial, sexual or religious) or physical conduct which is unsolicited, unwelcome, threatening or repeated and regarded as offensive. Persistent behaviour or actions which causes another to feel uncomfortable and distressed. This includes setting up others.	2, 3 & 6	<ul style="list-style-type: none"> <li>● Teacher contacts Head of Junior School/Wellbeing Coordinator/Head of House immediately and Parent/Guardian contacted               <ul style="list-style-type: none"> <li>○ Official Warning where appropriate recorded on student file</li> <li>○ The following consequences may apply:                   <ul style="list-style-type: none"> <li>▪ Formal suspension as appropriate</li> <li>▪ Agreements and written apology as appropriate</li> <li>▪ Education program</li> <li>▪ Counselling and referral as appropriate</li> </ul> </li> </ul> </li> <li>● [Physical violence - see Level 3C].</li> </ul>
2e) Minor Theft	3, 5 & 6	<ul style="list-style-type: none"> <li>● Classroom teacher informs Wellbeing Coordinator / Head of House / Head of Junior School</li> <li>● Replacement or recompense of item</li> <li>● Formal suspension as appropriate</li> <li>● Counselling and reconciliation processes as required</li> </ul>



EXAMPLE OF BEHAVIOUR	EXPECTATIONS	CONSEQUENCES
2f) Swearing at or abuse of staff, or visitors to the school.	3 & 6	<ul style="list-style-type: none"> <li>Classroom teacher will send a reliable student with a note to the Wellbeing Coordinator/ Head of House/ Head of Junior School for student removal from class as appropriate</li> <li>Formal suspension as appropriate</li> <li>Written apology</li> <li>Counselling and reconciliation processes as required</li> </ul>
2g) Causing Intruder/s to enter and/or be in the school grounds / facilities (including delivery of goods).	3,4, 5 & 6	<ul style="list-style-type: none"> <li>Classroom teacher, instruct intruder to leave, if safe to do so, and immediately contact 666</li> <li>Classroom teacher to inform Wellbeing Coordinator / Head of House / Head of Junior School and Parent/Guardian</li> <li>Formal suspension as appropriate</li> <li>Possible police contact</li> </ul>
2h) Behaviour endangering student's own safety, or that of others.	2, 4 & 6	<ul style="list-style-type: none"> <li>Classroom teacher to address the student behaviour</li> <li>Classroom teacher to inform Wellbeing Coordinator/ Head of House / Head of Junior School</li> <li>Wellbeing Coordinator/ Head of House / Head of Junior School to contact Parent/Guardian</li> <li>Wellbeing Coordinator/ Head of House / Head of Junior School restorative session(s),</li> <li>Formal suspension as appropriate</li> </ul>
2i) Possession and/or distribution of pornographic images	3, 6	<ul style="list-style-type: none"> <li>Classroom teacher to inform Wellbeing Coordinator / Head of House / Head of Junior School</li> <li>Wellbeing Coordinator / Head of House to contact Parent/Guardian</li> <li>Restorative educational program</li> <li>Formal suspension as appropriate</li> <li>Counselling/referral provided as appropriate</li> </ul>
2j) Production and/or use of offensive material	3, 6	<ul style="list-style-type: none"> <li>Classroom teacher to inform Wellbeing Coordinator/Head of House/Head of Junior School</li> <li>Wellbeing Coordinator / Head of House/ Head of Junior School to contact Parent/Guardian</li> <li>Restorative educational program</li> <li>Formal suspension as appropriate</li> <li>Counselling/referral provided as appropriate</li> </ul>
2k) Forgery/Plagiarism  SEE PENINSULA GRAMMAR PLAGIARISM POLICY (ACADEMIC HONESTY POLICY)	3, 6	<ul style="list-style-type: none"> <li>Incident reported to Head of Department/ Wellbeing Coordinator/Head of House</li> <li>Parent/Guardian contacted</li> <li>Wellbeing Coordinator / Head of House restorative session(s)</li> <li>Refer to the School's Plagiarism Policy</li> </ul>



# LEVEL 3 BEHAVIOURAL ISSUES

The Head of School and Director of Educational Operations may handle issue initially, but the Deputy Principal will be informed/involved, and the Principal as appropriate, where a serious incident posing danger or threat occurs.

EXAMPLE OF BEHAVIOUR	EXPECTATIONS	CONSEQUENCES
<b>3a) Distribution, acquisition and/or use of controlled or illegal substances (illicit drugs and alcohol)</b>	3, 4 & 6	<ul style="list-style-type: none"> <li>• Classroom teacher/Mentor to immediately remove item(s)</li> <li>• Removal of student from situation and medical care as appropriate</li> <li>• Incident reported to Wellbeing Coordinator/Head of House initially but Head of School and Director Educational Operations to manage and Deputy Principal/Principal will need to be informed/involved.</li> <li>• Parents informed as soon as possible.</li> <li>• Parent/guardian contact made by Head of School/Director of Educational Operations</li> <li>• Police informed as required by law</li> <li>• Formal suspension or expulsion</li> <li>• Parent/Guardian Conference</li> <li>• Written agreement</li> <li>• Counselling and referrals offered</li> </ul>
<b>3b) Smoking/Vaping and the possession of cigarettes (inc. e-cigarettes) and/or other tobacco products</b>	3, 4 & 6	<ul style="list-style-type: none"> <li>• Classroom teacher/Mentor to remove vape/cigarette/s, lighter, matches.</li> <li>• Classroom teacher/Mentor informs Head of School.</li> <li>• Head of School (or delegate) conducts investigation – facts ascertained and corroborated.</li> <li>• Parents called to collect student.</li> <li>• Formal Suspension issued in writing (one school day)</li> <li>• Re-entry interview required (upon return to school)</li> <li>• Repeat behaviour may result in expulsion</li> </ul>
<b>3c) Violent behaviour to any person [including inciting fighting, assaults, and other reckless aggressive behaviour].</b>	3, 4 & 6	<ul style="list-style-type: none"> <li>• Classroom teacher/Mentor to immediately remove student if safe to do so, or remove other students from the space</li> <li>• Incident reported to Head of School and Director of Educational Operations with the Deputy Principal/Principal informed/involved</li> <li>• Parents informed immediately</li> <li>• Police informed as required by law</li> <li>• Suspension or expulsion</li> <li>• Parent/Guardian Conference</li> <li>• Written Agreement</li> <li>• Written Apology - as appropriate</li> <li>• Counselling and referrals offered</li> </ul>



EXAMPLE OF BEHAVIOUR	EXPECTATIONS	CONSEQUENCES
<b>3d) Other dangerous or illegal activities [including carrying knives, weapons, lighters/matches, laser pens and other dangerous items, etc.].</b>	3, 4 & 6	<ul style="list-style-type: none"> <li>• Classroom teacher/Mentor to immediately remove item(s) where safe to do so</li> <li>• Incident reported to Head of School and Director of Educational Operations and Deputy Principal/Principal will need to be informed/involved as soon as possible</li> <li>• Parents/Guardians informed as soon as possible</li> <li>• Police informed (as required by law)</li> <li>• Parent/Guardian conference</li> <li>• Immediate withdrawal from classes</li> <li>• Formal suspension or expulsion</li> <li>• Counselling and referrals offered</li> </ul>
<b>3e) Vandalism [Destruction or damage of property through reckless behaviour or deliberate action]</b>	3, 5 & 6	<ul style="list-style-type: none"> <li>• Incident reported to Head of School and Director Educational Operations with the Deputy Principal/Principal informed/involved.</li> <li>• Parent/guardian contact made by Head of School/Director Educational Operations</li> <li>• Repair or recompense for damage negotiated as appropriate</li> <li>• Formal suspension or expulsion</li> </ul>
<b>3f) Major theft.</b>	3, 5 & 6	<ul style="list-style-type: none"> <li>• Incident reported to Head of School / Director of Educational Operations with Deputy Principal/Principal will need to be informed/involved.</li> <li>• Parents informed as soon as possible.</li> <li>• Parent/Guardian contact made by Head of School/Director of Educational Operations</li> <li>• Police informed (as required by law)</li> <li>• Replacement or recompense of item/s</li> <li>• Formal suspension or expulsion</li> <li>• Parent/Guardian Conference</li> <li>• Written Agreement</li> <li>• Written Apology - as appropriate</li> <li>• Counselling and referrals offered</li> </ul>
<b>3g) Online Offences: All students are required to follow the guidelines of the Peninsula Grammar ICT Acceptable Use Policy. (provided to students and parents, and available online)</b>	2, 3, 5, & 6	<ul style="list-style-type: none"> <li>• Classroom teacher/Mentor to inform Wellbeing Coordinator/Head of House/Head of Junior School</li> <li>• Head of School/Director Educational Operations to be informed/involved if serious offence.</li> <li>• Parents informed</li> <li>• Counselling and/or restorative processes where others involved/where appropriate</li> <li>• Contract as appropriate</li> <li>• Formal suspension</li> </ul>





EXAMPLE OF BEHAVIOUR	EXPECTATIONS	CONSEQUENCES
3h) <b>Offences relevant to the;</b> <b>Disability Discrimination Act 1992</b> <b>Racial Discrimination Act 1975</b> <b>Sex Discrimination Act 1984</b> <b>Australian Human Rights Commission Act 1986</b>	2, 3, 4, 5 & 6	<ul style="list-style-type: none"><li>• Classroom teacher/Mentor to inform Head of School/Director of Educational Operations</li><li>• Removal of offensive material</li><li>• Parents informed</li><li>• Police informed (as required by law)</li><li>• Parent/Guardian conference</li><li>• Immediate withdrawal from classes</li><li>• Formal suspension or expulsion</li><li>• Written Agreement</li><li>• Counselling and referrals offered</li></ul>



## APPENDIX 2 - TRANSLATING THE FRAMEWORK INTO ACTION

<b>Peninsula Grammar's Responsibilities</b>	<ul style="list-style-type: none"><li>• Offer programs, services and resources that meet students' diverse needs</li><li>• Provide a safe, nurturing, positive and sustainable environment that challenges and empowers students</li><li>• Respond to feedback and continually improve the experience and services the School delivers to students.</li><li>• Provide the highest quality teachers who nurture and inspire students to reach for personal excellence</li><li>• Maintain its reputation as a leading co-educational day and boarding school</li></ul>
<b>Core Value</b>  <b>Student Responsibilities</b>  <b>School Responsibilities</b>	<b>Stewardship</b> <ul style="list-style-type: none"><li>• Choose service over self-interest</li><li>• Champion the importance of service and selflessness</li><li>• Embrace the opportunities provided by the School through its programs and initiatives</li> <li>• Maintain positive connections with our broader local community</li><li>• Include student voice in opportunities to engage with our community</li><li>• Provide opportunities for all students to lead through programs and initiatives</li></ul>



<b>Core Value</b>	<b>Integrity</b>
<b>Student Responsibilities</b>	<ul style="list-style-type: none"><li>• Act in a socially responsible and virtuous manner</li><li>• Show commitment to the School through engagement in the co-curricular program</li><li>• Demonstrate consistency in approach to learning</li><li>• Maintain respect for the diversity of our School community</li></ul>
<b>School Responsibilities</b>	<ul style="list-style-type: none"><li>• Treat students with respect and acknowledge the commitment made by their families to our school</li><li>• Model academic integrity and honesty</li><li>• Champion independent thought and encourage the expression of a range of perspectives, views and insights</li><li>• Develop an inclusive environment and reject discrimination and harassment</li></ul>
<b>Core Value</b>	<b>Coeducational Learning</b>
<b>Student Responsibilities</b>	<ul style="list-style-type: none"><li>• Treat all members of the School community with respect</li><li>• Embrace opportunities to learn in an integrated environment</li><li>• Promote equality and fairness</li><li>• Display tolerance and acceptance</li></ul>
<b>School Responsibilities</b>	<ul style="list-style-type: none"><li>• Engage all students, teachers and parents in the learning experience</li><li>• Offer a diverse, vibrant and challenging learning environment</li><li>• Design curriculum that integrates real world experience and caters to the uniqueness of every individual</li></ul>



<b>Core Value</b>	<b>Personal Excellence</b>
<b>Student Responsibilities</b>	<ul style="list-style-type: none"><li>• Be fully committed to learning and the challenges involved</li><li>• Engage with ideas that champion independent thought</li><li>• Adopt a positive approach to all opportunities afforded to you at the School</li></ul>
<b>School Responsibilities</b>	<ul style="list-style-type: none"><li>• Support students in developing their natural gifts and to become lifelong learners</li><li>• Encourage students to understand that potential is best achieved through self-reflection and commitment to hard work</li><li>• Provide for opportunities to acknowledge the individual improvement and personal best of all students</li></ul>
<b>Core Value</b>	<b>Community Spirit</b>
<b>Student Responsibilities</b>	<ul style="list-style-type: none"><li>• Engage with all members of our community in a positive and accepting manner</li><li>• Serve the community with dignity and respect for the School's ethos and values</li><li>• Represent the School with pride</li></ul>
<b>School Responsibilities</b>	<ul style="list-style-type: none"><li>• Commit to the broader life of our community through engagement with stakeholders</li><li>• Serve the community through action</li><li>• Enrich the lives of others through the programs and opportunities provided</li></ul>
<b>Core Value</b>	<b>Christian Faith</b>
<b>Student Responsibilities</b>	<ul style="list-style-type: none"><li>• Demonstrate a commitment to Christian principles; particularly acceptance, tolerance and grace</li><li>• Explore the spiritual dimension of their lives</li></ul>
<b>School Responsibilities</b>	<ul style="list-style-type: none"><li>• Maintain our commitment to the Anglican tradition, guided by God's love and grace</li><li>• Embrace Christian principles</li></ul>



## APPENDIX 3 - RESTORATIVE SESSIONS

A two-tier restorative system is used to deal with breaches of our behavioural expectations -- with increasing severity between levels. The intention is, where possible, for students to take responsibility and accept the consequences of their behaviour at Class teacher/Mentor/Class Teacher level, and for the Class teacher/Mentor/Class Teacher to carry through with clear and logical consequences for behaviour in class, in buildings or in the yard.

When students are instructed to attend a restorative session, the way this time is used will depend on the reason for the session being issued. For example, late students may be expected to use this time to make up the work missed in class. Students who have caused damage to school property, or to another person's property, may be asked to use this time to repair any damage caused.

If the behavioural expectations breach is more serious, then, the restorative session should be conducted by the Wellbeing Coordinator/Head of House in conjunction with the appropriate Head of School. The Wellbeing Coordinator/Head of House/Head of School will keep records of all incidents reported to them. If the matter is more serious, then the Deputy Principal may need to be involved. The purpose of the session should be clearly laid out to both the student and parent and should be meaningfully connected to the behaviour.

1. No student can be detained after school for a session beyond 15 minutes duration.
2. No student can be detained after school for a session longer than 15 minutes if the session is not authorised verbally or in writing by the parent/guardian.

### **TIER ONE: CLASS TEACHER/MENTOR/CLASS TEACHER RESTORATIVE SESSIONS**

1. These are held at the discretion of the Class teacher/Mentor.
2. Class teacher/Mentor restorative sessions can be held for up to 45 minutes duration.
3. Students who do not have parental permission must not be detained after school.
4. Students may be referred to a Wellbeing Coordinator/Head of House for the restorative session. This will be organised by the attending teacher and facilitated in partnership with the Wellbeing Coordinator/Head of House.



## TIER TWO: WELLBEING COORDINATOR/HEAD OF HOUSE/HEAD OF SCHOOL RESTORATIVE SESSIONS

1. Tier Two restorative sessions can be up to 60 minutes duration. These restorative sessions will be supervised by the Wellbeing Coordinator / Head of House/Head of School/Director Educational Operations
2. Students who do not have parental permission must not be detained after school.
3. A record of these restorative sessions will be kept by the School.
4. If a student does not attend a Tier Two restorative session, they will be subject to further disciplinary action eg they may be referred onto the Deputy Principal

Students who have repeated level two restorative session may be excluded from class, excursions, camps and/or other special events. This will generally be at the discretion of the Deputy Principal

## CONDUCTING THE RESTORATIVE SESSION

Working restoratively does four things. It:

- Allows students to understand what they have done wrong.
- Gives them ownership of the problem they have created
- Gives them a chance to fix things with support
- Leaves their dignity intact and respects them as people.

When confronting wrongdoing in the classroom or around the School, focus on those affected rather than the wrongdoers and the rules that they have broken. With individuals and small groups interview the students by asking these key questions:

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**Those responsible always go first:**

What happened?

What were you thinking at the time?

Who has been affected by what you did? In what ways?

What have you thought about since?

**Then those affected:**

What did you first think when it happened?

What have you thought about since?

How has it affected you?

What has been the worst thing?

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<p><b>Back to those responsible:</b> What do you need to say or do to fix things/make things better?</p>	<p><b>Now to those affected:</b> What needs to be said or done to make things right?</p>
<p><b>Now to both parties:</b> How can we make sure that this doesn't happen again? What can I do to help you all? What should we do if this happens again?</p>	

**With whole classes, organise a classroom conference or circle:**

- Students and teachers sit on chairs in a circle
- Ground rules are used to provide dignity and respect
- Issues are discussed, and options are decided upon
- A trial period of a few weeks is used to manage change.



## APPENDIX 4 – THE CODE OF BEHAVIOUR FOR STUDENTS OF PENINSULA GRAMMAR

At Peninsula Grammar we pride ourselves on an atmosphere that fosters the development of mind, body and character. We expect staff and students to help cultivate a cooperative environment and to regard themselves and others with dignity and respect. We ask that all associated with the life of the School value the importance of cooperation as well as a common concern for the wellbeing of all its members.

In matters which are not specifically covered by this code or any other School Regulation, members of the School are expected to observe the principles outlined concerning the dignity of each person, respect for others and their property and of mutual co-operation with the School community.

**It is expected that each Peninsula Grammar student will:**

1. Take responsibility for their own progress by diligent and careful preparation for and participation in the classes, and not interfere with the rights of others to pursue their courses either through neglect or lack of concern.
2. Exhibit responsible behaviour in school and class, and demonstrate self-respect as well as respecting classmates, teachers, and staff.
3. Not conduct themselves in such a way as is likely to offend others. Offensive behaviour including offensive language, smoking, drinking of alcohol, taking prohibited drugs or substances, gambling, stealing or the injury of others, will not be tolerated. As some of these are offences against the law, offenders may be asked to leave the School.
4. Ensure they display good personal hygiene, neat hairstyle, and a well-maintained uniform. As per the uniform regulations, Full School Uniform must be worn to all School functions and sporting fixtures unless students are directed otherwise.





5. Respect the property of others.
6. Where required, attend the major annual events of school life, e.g. Celebration Evening, School plays and concerts, AGSV Sporting competitions and such other functions and events. While it is understood that students cannot participate in the entire range of courses, activities, and sporting pursuits they should take part in as many as possible and encourage the involvement of their peers.
7. Accept all commitments involved in the membership of a school team, ensemble, or activity.
8. Not leave the School grounds for any purpose during the School day without permission. If leave is granted the student must sign out on departure and sign in on return. Except in the case of illness, a student must be in attendance on all days on which the School is open.
9. Understand and accept that continued enrolment at the School is at the discretion of the Principal and is dependent on compliance with this Code of Behaviour.



## APPENDIX 5 – SCHOOL RULES

The School Rules are to be read in conjunction with the Code of Behaviour.

Students who become members of the School must know the School Rules. A plea of ignorance of them will not be accepted as an excuse for breaking them. All students are to comply with the Rules and parents are asked to support the School in their application.

- **Alcohol**

No student is permitted to have alcohol in their possession, or to drink alcohol in the School, at School functions, while wearing the School uniform, or in circumstances which are liable to bring the School into disrepute.

- **Appearance**

Please refer to the Uniform Regulations

- **Attendance/Absence**

It is the policy of the School that all students are in full attendance, including the first and last days of term. Extended Leave of absence may be granted by the Principal only, for illness or urgent family matters.

In the event of a student being absent from school due to illness, the School should be notified by calling the Absentee line or sending a message using the Absentee email address before 10:00am on the day of absence.

- **Behaviour in Public Places**

Impeccable behaviour is required of all students at all times, particularly when wearing the School uniform in public places. Full School Uniform must be worn when travelling to and from the School.

- **Bicycles**

Bicycles must not be ridden around the School buildings or covered ways or on the playing fields. Under no circumstances is a student allowed to use another student's bicycle, or to carry another student as a passenger. Traffic regulations must be observed at all times and helmets must be worn. Bicycles parked in the bicycle sheds behind the Student Services building must be secured with a padlock and chain.



- **Bounds**

The following are out of bounds:

- Staff offices, unless in consultation with the staff member occupying the office.
- The creek and areas beyond the ovals, including the Detmold land, the area adjoining the Nepean Highway and the area adjoining the Girls' Boarding House.
- All carparks except for the purpose of genuine transport.
- Roofs of buildings or covered ways.
- The Boarding Houses and surrounding areas for day students.
- The swimming pools without qualified staff supervision.
- Work sites for new buildings.
- Changing rooms, except for the purposes of changing for sport/PE.
- Bicycle sheds, except on arrival or departure.
- The stage of the Ansett Hall.

- **Co-curricular Activities**

Students are encouraged to take part in co-curricular activities. Membership of school teams, Choir, Orchestra, and other ensembles or similar groups is a privilege and an educational opportunity of great value. Student's selected for any of these groups should attend all practices and rehearsals as required.

- **Damage to School Property**

Damage to school property must be reported to the Business Manager and any deliberate/intentional damage must be paid for. Students showing disregard for property will be given detention.



- **Driving to School**

No student is allowed to drive a car or motorcycle within the School grounds without the Head of Senior School's permission. A student driving a car may not carry, as passengers, other members of the School without the completion of Operoo consent of all the parents concerned and the approval of the Head of Senior School.

- **Drugs**

No student is permitted to have any prohibited drug in his or her possession on any occasion under the School's control. Police are advised of any breaches of this rule.

- **Firearms**

The possession of firearms (real or imitation), cartridges or explosives of any kind, crackers, fireworks, shanghaies, peashooters, laser lights, water pistols, tasers and knives is strictly forbidden and will be regarded as a serious offence.

- **Gaming**

Students are not permitted to game, at any time, during the School day.

- **Gymnasia and Ansett Hall**

No students are allowed in the Gymnasia or the Ansett Hall without the permission of a staff member.

- **Injuries/Illness**

Students feeling ill should report this to their class teacher before going to the School Health Centre. No medication, pills or tablets are allowed in the School unless first approved by School Health. Generally, all medications must be retained in the School Health Centre. Any serious incident where a student sustains a significant physical injury must be reported to the School Health Centre.

- **Leaving the School grounds during the day**

No student may leave the School grounds during the school day without permission. If leave is granted the student must sign out on departure and sign in on return. In the event of illness, students must first report to the School Health Centre.



- **Mobile Phones**

Students who bring mobile phones to school must store them securely in their locker throughout the school day. No responsibility can be accepted for their loss.

- **Money and Valuables**

Money and/or valuables should be kept secure in a locked locker unless carried on your person. They must not be left in clothing in the change rooms, locker areas or shower rooms. Students participating in Physical Education should hand valuables to the supervising teacher for safe keeping, otherwise no responsibility can be accepted for their loss.

- **Smoking/Vaping**

No student is permitted to have in his or her possession cigarettes, e-cigarettes, vapes, matches or tobacco, or to smoke in the School, at School functions or while wearing the School uniform.

- **Sport**

Sport is an integral part of the School's program. All students are required to attend trainings which may require students to remain at school on one or two nights in the week. Permission to be absent can be given by the Teacher in charge and will usually be given only if a written note/email from the parent is received prior to 2:00pm on the day of training. Correct gear must be worn for all sport training.

A student selected as a member or official of a team must make themselves available for sport fixtures when required, *including on Saturdays*. When a student plays a sport outside the School the student is expected to play that sport for the School unless official exemption is given by the Director of Sport. Full or partial exemption from AGSV sport can only be granted by the DoE upon written request by a parent. Exemptions are rare and in order to be granted must meet one or more of the following criteria:

- Medical reasons supported by appropriate evidence from a medical practitioner.
- High level pastoral care concerns.
- Involvement in elite sport program/activity, at a State or National level or equivalent.



- **Sunscreen**

Students are expected to have their own supply of sunscreen in their lockers for use on sunny days.

### **UNIFORM REGULATIONS – Early Childhood Centre**

Students in the ECC wear a combination of the official school tracksuit pants or shorts, and selection of tops suitable for this Year level. Please refer to our School Website On-line Uniform information or visit our School Uniform Shop for further information.

### **UNIFORM REGULATIONS**

A well-maintained School Uniform should be worn tidily and correctly both at school and between home and school. The full school uniform must be worn at all times. Shirts are to be tucked in; socks are to be pulled up. Where a situation arises concerning a student's uniform, written requests for the temporary wearing of non-regulation items must be referred to the appropriate Head of School.

Uniform must be worn to all school functions and any departure from this rule in respect of sport or excursions must be authorised by the teacher concerned.

A student whose appearance is not in accord with School Rules and does not have a note from his or her parents will be asked to remedy the fault. If prompt action is not taken to resolve the issue the student may be given a note to take home stating that he or she may not return until the fault is rectified.

### **Blazers**

A student wearing winter uniform must wear the School Blazer to and from school. It is not appropriate to wear the School Blazer with Summer Uniform.

### **Boys' Shorts and Trousers**

Boys are to wear their shorts or school trousers at waist height. Shorts should sit above the knee. School belts are to be worn with both summer and winter uniform for boys in Years 7-12.

### **Dress Length**

Summer dresses must be at least mid-knee in length. The hemline of winter skirts must sit at mid-calf.



## Hair

- Hairstyles are to be sensible and befitting the image of the School (i.e. clean, neat and well groomed).
- Hair must be off the collar and the fringe length must be off the face and not tucked behind the ears. Hair must not be shorter than a 4 comb.
- Examples of inappropriate styling include, but are not limited to: tails, mullets, mohawks, closely shaven heads, dreadlocks, man buns, undercuts, lines, extreme high fade.
- Hair may be dyed only in natural shades. Visible regrowth is not acceptable.
- Males are to be clean shaven.
- Girls with shoulder length or longer hair must tie it up.
- Ribbons and hair ties/scrunchies may be red or blue. Hair/Headbands are not to be worn.
- Tortoiseshell butterfly clips which are unobtrusive in size, may be worn by girls to keep hair back.
- A maximum of two standard size snap clips may be worn to keep hair off the face.

## House Activities

Students are to wear navy shorts and their House polo top to Cross Country and Athletics.

Swimming – students are to wear School approved bathers.

Girls may wear House coloured hair ribbons to House events.

Other House Activities: Students are to wear clothing as stipulated by their Head of House.

## Jewellery

Watches, with small, unadorned faces and simple watchbands, are allowed. Girls with pierced ears may wear one small plain stud or sleeper in the lower ear lobe. The stud or sleeper may be silver or gold in colour. No other jewellery including tongue and/or facial studs/rings (even when covered with tape), wrist bands/bracelets or any other visible body piercings are permitted.

Students wishing to wear a visible religious icon are to apply to the Director of Educational Operations, supported in writing by their parents. Badges may not be worn in the School, unless related to a School activity, or a charity supported by the School.

## Jumpers

Jumpers are not to be tied around the waist and are to be worn for formal occasions.



### **Make-up/Nail Polish**

Visible make-up is not to be worn. Nail Polish, and fake nails are not permitted.

### **Scarves**

Scarves are not to be worn with summer uniform, nor should they be worn to formal occasions e.g. Assembly, Music Concerts, Celebration Evening etc.

### **School Bags**

Only the official Peninsula Grammar School Bags (Backpack and Sports Bags) are to be used to transport student belongings to and from school.

### **School Shoes**

Only Black leather lace up school shoes or T-Bar (girls only) are to be worn.

### **School Ties**

School ties must be worn at all times – with both Summer and Winter Uniform, except in February with school short sleeved white shirt bearing the School crest. A tie must be worn whenever a Blazer or Bomber Jacket is worn.

### **Tattoos**

Students are not permitted to have visible tattoos.

## **FREE DRESS DAY POLICY**

On special occasions students are permitted to wear a selection of their own casual clothes to school instead of their normal uniform. Generally, these are held as fundraisers for selected charities, therefore a gold coin donation for each student is often requested.

Whilst it is a free dress day, the School still expects students to observe principles concerning the dignity of each person and the respect for others. Students need to be mindful of the styles of clothing and appearance that are deemed to be inappropriate at Peninsula Grammar.





In the case of girls, items considered inappropriate include singlet tops, tops that expose the midriff, micro shorts and micro skirts. This also extends to dresses with singlet or shoestring straps. Hair still needs to be tied back for some subjects such as Technology and Science. The School rules still apply with regard to the wearing of jewellery, make-up and nail polish.

Students should be mindful that if they are dressed inappropriately, or their appearance is deemed not suitable, then they will be required to change into more appropriate clothing or return home.

### **Footwear**

For safety reasons, both boys and girls are not to wear any form of open-toed shoes such as thongs or sandals. All shoes should cover the toe.

### **PE Classes**

If a student has a PE class or sports practice the usual PE and sport uniforms are to be worn; students will then be permitted to change back to free dress.



# APPENDIX 6 – PENINSULA GRAMMAR BULLYING PREVENTION AND INTERVENTION POLICY

Peninsula Grammar recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted.

Bullying is not tolerated at Peninsula Grammar. It is our policy that:

- Bullying be managed through a ‘whole of school community’ approach involving students, staff and parents/carers;
- Bullying prevention strategies be implemented within the School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately;
- Bullying response strategies be tailored to the circumstances of each incident;
- Staff establish positive role models emphasising our no-bullying culture; and
- Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

## Definition of Bullying

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and bystanders.

Bullying can take many forms including:

- **Physical bullying** which involves physical actions such as hitting, pushing, obstructing being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying
- **Psychological bullying** is when words or actions are used to cause psychological harm. Examples include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background
- **Indirect bullying** is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone
- **Cyber bullying** is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.



## What Bullying is Not

There are many negative situations which, whilst being potentially distressing for students, are not bullying. These include:

- **Mutual Conflict Situations** which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation
- **One Off Acts** (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

## Signs of Bullying

Major behaviour changes in a student may be indicative of bullying. Such behavioural changes may include:

- Crying at night and having nightmares;
- Refusing to talk when asked “What’s wrong?”;
- Having unexplained bruises, cuts or scratches;
- An unwillingness or refusal to go to school;
- Feeling ill in the mornings;
- A decline in quality of school work;
- Becoming withdrawn and lacking confidence;
- Beginning to bully siblings;
- Acting unreasonably.

Parents/carers are encouraged to recognise signs of bullying and notify the School through a trusted staff member immediately (such as a Class Teacher, Mentor/Class Teacher, Wellbeing Coordinator, Head of House, School Counsellor, Head of School), if they suspect their child is a victim of bullying. Please refer to the School’s website for more details on the Peninsula Grammar Bullying Prevention and Intervention Policy.

Please direct all enquiries to:

## Heads of School