



Student Behaviour and Good Standing Policy 2025



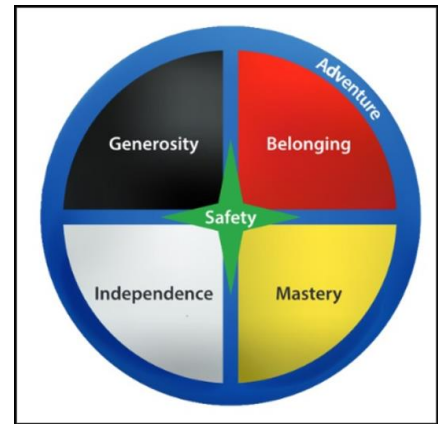
Introduction

At Lake Grace District High School, we strive to provide a safe and supportive learning environment where relationships built on mutual respect are fostered and student learning is maximised. We believe a positive classroom environment is the most effective way to promote learning amongst our students. The discipline process at our school is underpinned by a culture of care and respect.

At Lake Grace District High School, we embed the Circle of Courage model across the school, providing a comprehensive framework for promoting positive youth development and creating a supportive and inclusive educational environment.

Additionally, we integrate principles from The Resilience Project, emphasising gratitude, empathy, and mindfulness to build emotional resilience and enhance the well-being of our students. Together, these frameworks guide our efforts to foster a strong sense of belonging, personal growth and community engagement.

The effective management of student behaviour is critical to maintaining a safe and supportive school environment. It is imperative that cause of behaviour needs to be explored in terms of unmet needs.



THE RESILIENCE PROJECT

Gratitude

Gratitude involves recognising and expressing appreciation for the people, places and things in our lives.

Big Idea

Practising gratitude allows us to pay attention to what we have, increasing feelings of happiness and leading to a more positive outlook on life.

Empathy

Empathy involves understanding others' feelings and perspectives and is practised through kindness, compassion and curiosity.

Big Idea

Developing empathy fosters deeper connections, increases our likelihood of acting kindly, and helps us experience positive emotions.

Emotional Literacy

Emotional literacy involves learning to identify and label our emotions, as well as developing emotional regulation skills.

Big Idea

When we can accurately name our feelings and emotions, it reduces the impact of uncomfortable emotions and enhances the effect of positive ones.

Mindfulness

The practice of mindfulness is about an awareness of life as we are living it.

Big Idea

It allows us to be responsive to our experiences rather than being reactive, and to live with greater balance, presence and connection.

Please note for the safety of all students and staff, the Administration reserves the right to remove a student from class or school at any time due to their behaviour.

Purpose

To create a supportive and inclusive school environment that fosters positive relationships, emotional resilience and a strong sense of community through shared values, proactive behaviour management and restorative practices.

Guiding Frameworks

1. Circle of Courage:

- **Belonging:** Building a culture of inclusion and respect where every student feels valued.
- **Mastery:** Encouraging students to achieve personal and academic success.
- **Independence:** Promoting responsibility and self-discipline.
- **Generosity:** Cultivating kindness, empathy and contributions to the school community.

2. The Resilience Project:

- **Gratitude:** Encouraging students to appreciate the positives in their lives.
- **Empathy:** Building emotional awareness and connection to others.
- **Mindfulness:** Helping students focus on the present moment to reduce stress and improve well-being.
- **Emotional Literacy:** Being able to identify and name emotions in oneself and others. Effectively communicating feelings in a healthy, constructive way.

Key Principles

- **Positive Relationships:** The foundation of all behaviour and engagement strategies is strong, respectful relationships between staff, students and families.
- **Proactive Support:** Interventions focus on teaching and reinforcing positive behaviour rather than punitive measures.
- **Restorative Practices:** Addressing harm and resolving conflicts through dialogue, understanding and mutual agreement.
- **Whole-Child Development:** Prioritising emotional, social and academic growth.

Behaviour Expectations

School Wide Expectations

Every member of our school community; including staff, students and parents/caregivers; is expected to:

- Abide by the school Code of Conduct to help maintain a positive learning environment.
- Display the school values of citizenship, scholarship, respect, responsibility and commitment.

Student Expectations

Students are expected to:

1. Show respect to peers, staff and the school environment (Belonging & Generosity).
2. Take responsibility for their actions and make positive choices (Independence).
3. Strive for excellence in personal and academic endeavours (Mastery).
4. Practice gratitude, empathy and mindfulness daily (Resilience Project Values).

Classroom Expectations

Each classroom will work collaboratively to develop a classroom code of behaviour which will contribute to a positive learning environment and will reflect the school values. The code of behaviour is communicated and discussed with students in the first weeks of school. It may be reviewed over the course of the year.

The code of behaviour will be displayed in a manner best suited to the level of the students.

School staff will develop a positive classroom environment and focus on good behaviour. Behaviour breaches will be managed using low key responses. Should students continue with inappropriate behaviours, teachers will move to the next stage of the Behaviour Management Flow Chart.



School Code of Conduct

Guided by the Circle of Courage and The Resilience Project.

1. Belonging: Creating a Supportive Community

- We welcome and respect everyone, celebrating the unique strengths and differences of each individual.
- We build positive relationships through kindness, inclusion and understanding.
- We strive to create a safe and supportive environment where everyone feels valued and connected.

2. Mastery: Striving for Excellence

- We approach learning with curiosity, persistence and a growth mindset.
- We encourage each other to set goals, work hard, and take pride in our achievements.
- We seek opportunities to improve our skills and celebrate the success of ourselves and others.

3. Independence: Taking Responsibility

- We take ownership of our actions, choices and learning.
- We embrace challenges, practice self-discipline and persevere through difficulties.
- We develop confidence by making thoughtful decisions and learning from our mistakes.

4. Generosity: Caring for Others

- We contribute positively to our school and wider community by sharing our time, talents and support.
- We practice gratitude, recognising the efforts and kindness of others.
- We act with empathy, always considering the feelings and needs of those around us.

5. Practicing Gratitude, Empathy, and Mindfulness

- **Gratitude:** We focus on what we have, not what we lack and regularly express appreciation.
- **Empathy:** We listen and respond with understanding, treating others as we would like to be treated.
- **Mindfulness:** We stay present, manage our emotions and approach challenges calmly and thoughtfully.

Living Our Values

We understand that this Code of Conduct is a shared commitment to building a school culture of respect, resilience and kindness. Together, we embody these principles through our words, actions and attitudes every day.

Recognition and Reinforcement

1. Celebrating Positive Behaviour:

- Age-appropriate positive reinforcement for students.
- Verbal praise, certificates, and awards.
- Acknowledging acts of kindness, resilience and leadership.

2. Building a Strength-Based Approach:

- Identifying and celebrating each student's strengths to boost self-esteem and engagement.

3. Class and School-Wide Initiatives:

- Gratitude walls, mindfulness activities and empathy building exercises.
- "Generosity Days" where students contribute to the community.

Addressing Behaviour Challenges

Step 1: Prevention and Proactive Support

- Regular teaching of behaviour expectations aligned with the Circle of Courage and The Resilience Project.
- Use of social-emotional learning activities to build resilience.

Step 2: Early Intervention

- Redirect negative behaviour with gentle reminders of school values.
- Use "check-ins" or "circle time" to understand and address underlying issues.

Step 3: Restorative Practices

- Facilitate restorative conversations or circles to repair harm and rebuild trust.
- Involve peers, staff and families as needed in resolving conflicts.

Step 4: Individualised Support

- Develop tailored behaviour support plans for students who require additional assistance.
- Collaborate with counsellors, families and external agencies.

Building Emotional Resilience

1. Classroom Practices:

- Daily mindfulness exercises to help students self-regulate.
- Journaling or gratitude reflections as part of the school routine.

2. Community Engagement:

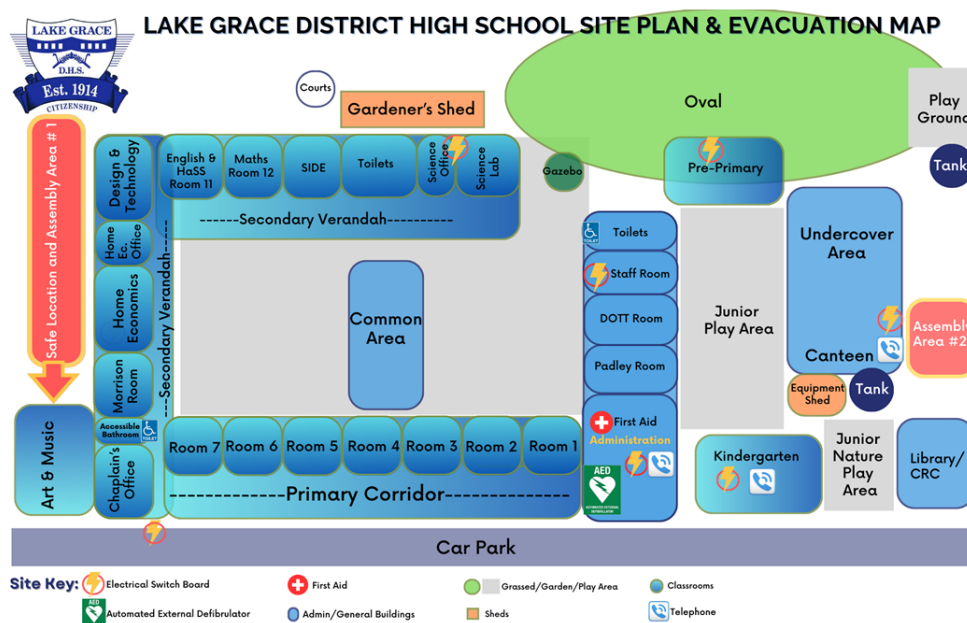
- School assemblies focused on empathy and generosity.
- Group projects that contribute to the broader community.

Monitoring and Review

The policy will be reviewed annually to ensure alignment with the school's vision and community needs. Feedback from staff, students, and families will guide continuous improvement.

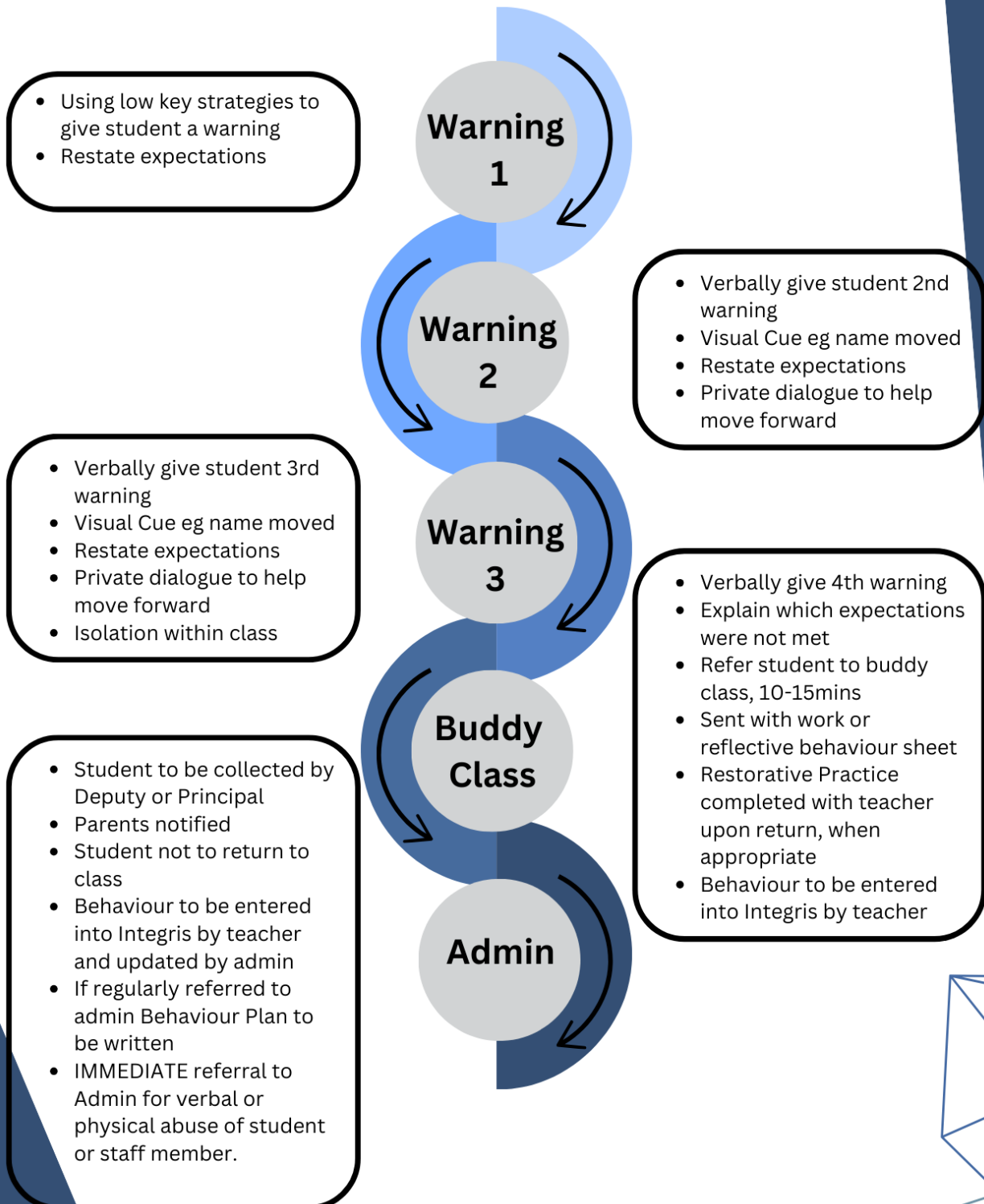
Playground Expectations

- Students remain seated to eat at recess and lunch. At recess students may eat on quadrangle or undercover area but must stay seated until finished their food before playing. At lunch Primary students eat their lunch in the undercover area or grassed area in front of undercover area. The primary teacher on duty will verbally announce after 10 minutes to indicate to students they can commence play. High School students are to eat their lunch in the lunch shed and teacher on duty will verbally announce after 10 minutes to indicate to students they can commence play and leave that area.
- The "No Hat No Play" policy applies all year round.
- Years K-2 are allowed in the Early Years area. Only Years 1 and below are allowed on the ride-ons.
- The area between the canteen and library (water tank area), front of school and primary corridor are out of bounds, unless walking to and from the library on the pathway.
- No students are allowed past the toilets and around the High School veranda or quadrangle area.
- Cubby areas are out of bounds during Terms 1 & 4.
- No balls in the undercover area.
- No balls to be kicked in either quadrangle.
- High School students are permitted to play basketball at the tennis and basketball courts.
- There is a three second hold rule when playing football (or similar games). There is no flinging, swinging or tackling of opponents. The player must release the ball once held. No banter or sledging. East oval footy goals – Yr 6-10 students, West oval footy goals - Yr 3-5 students and temporary goals near jump pits/cricket nets - Yr 1-2 students.
- All play equipment not in Early Years area is for all students' years 1-6. High School students allowed on blue rope play area
- Table tennis secondary only– no yelling or banter.
- Before school all year groups allowed to play table tennis.



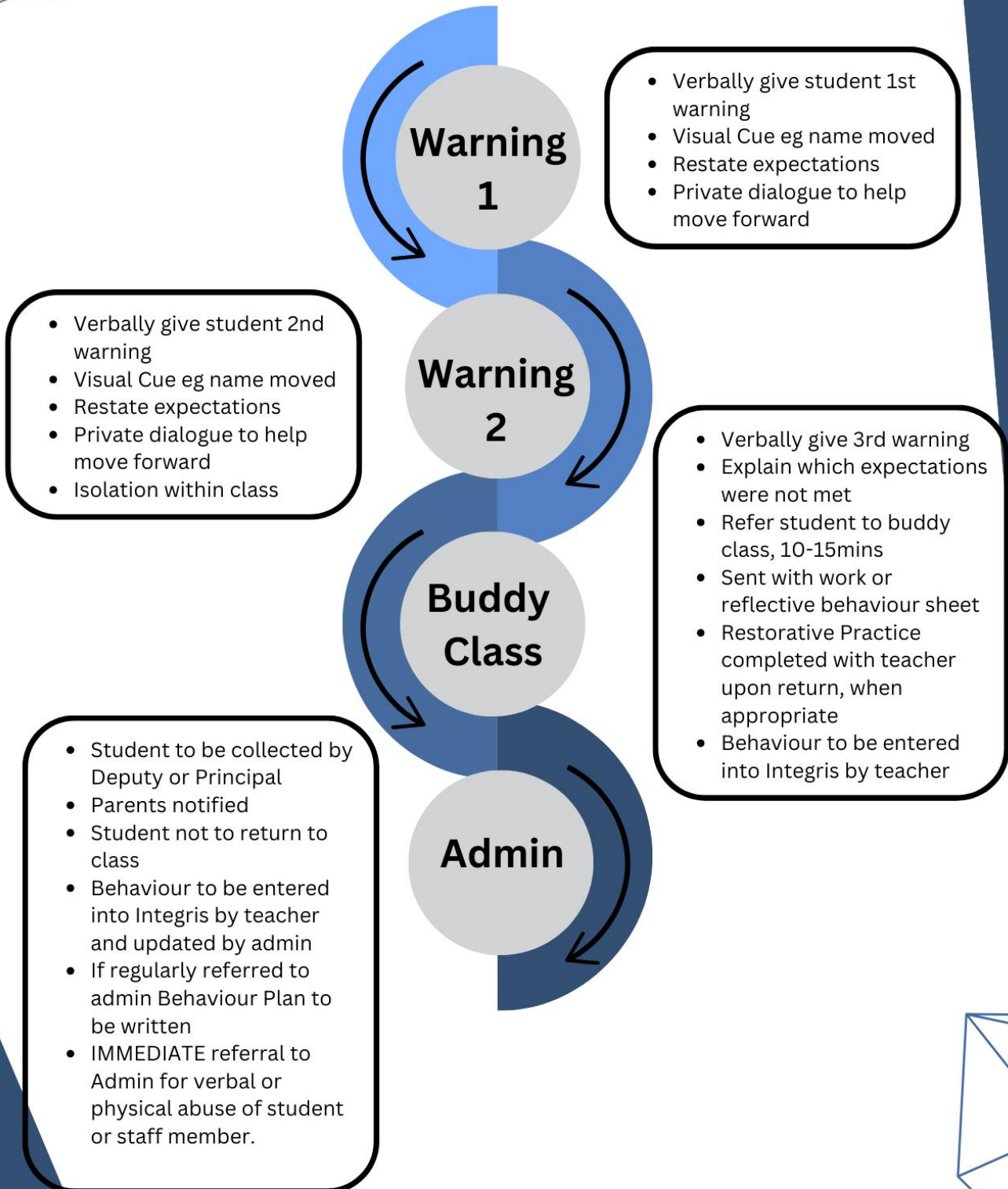
**In an emergency- all staff and students are to be directed to:
Assembly Area 1**

Lake Grace District High School Primary Behaviour Management Flow Chart



Depending on severity of their behaviour, students may be escalated to a higher level of intervention at the discretion of the staff member.

Lake Grace District High School High School Behaviour Management Flow Chart



Depending on severity of their behaviour, students may be escalated to a higher level of intervention at the discretion of the staff member.

Lake Grace District High School Expected Behaviour Guidelines



Expected Behaviour	Repercussions
Talk and act respectfully to staff and students.	Warning
Listen and follow instructions from staff.	Warning
Complete work in timely manner.	Warning
Complete work to the best of your ability.	Warning
Respecting your own, schools and other's supplies.	Warning
Follow mobile phone policy.	Admin referral
Use technology with respect.	Admin referral
We treat everyone with respect and kindness, both physically and verbally.	Admin referral

Depending on severity of their behaviour, students may be escalated to a higher level of intervention at the discretion of the staff member.

Lake Grace District High School Playground Behaviour Management Flow Chart



Ensuring students are safe during recess and lunch is vital to their overall well-being and development. These unstructured times allow children to recharge, socialise and engage in imaginative play, which is crucial for their physical, emotional and social growth. However, maintaining safety doesn't mean restricting their ability to be kids. It's about creating an environment where students can explore, take age-appropriate risks and enjoy themselves while being protected from harm. Clear boundaries, active supervision and fostering mutual respect help balance safety with freedom. By doing so, we allow students to thrive, build friendships and develop resilience while ensuring they remain secure and cared for.

- Using low key strategies to give student a warning
- Restate expectations
- Duty teacher may ask child/ren to sit out or redirect to play somewhere else
- Duty teacher to let classroom teacher know.

**Warning
1**

**Warning
2**

Admin

- Verbally give student 2nd warning
- Restate expectations
- Private dialogue to help move forward.
- Duty teacher to let classroom teacher know.

- Student to be collected by Deputy or Principal or sent to the office.
- Parents notified by Admin
- Student not to return to class
- Behaviour to be entered into Integris by teacher and updated by Admin
- If regularly referred to Admin Behaviour Plan to be written by class/form teacher.
- IMMEDIATE referral to Admin for verbal or physical abuse of student or staff member.

Depending on severity of their behaviour, students may be escalated to a higher level of intervention at the discretion of the staff member.

Restorative Practice

Restorative Practice is a way of viewing relationship-building and behaviour management in schools that works to strengthen community among students and between students, teachers and parents, through educative processes.

The Restorative Approach to School Discipline

The Restorative approach starts with a different set of questions:

Restorative Questions 1: When things go wrong

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Restorative Questions 2: For the Person Affected

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

In this approach to dealing with wrongdoings, the focus is on the harm that has been done and the obligations this brings on the part of those responsible to 'right the wrong' as much as possible. It's an approach that seeks to develop in the wrongdoer an understanding of the breadth and depth of the harm their behaviour has caused to others so that they can best try to make amends to those most affected. In this way, it's an educative approach.

It also ensures that those who have been most affected by the wrongdoing have the opportunity to be involved in working out what has to happen in order to move forward.

In the Restorative Practice Philosophy, conflict or wrongdoing is seen as causing harm to people and relationships, and there is an obligation first to repair this harm in order for the people involved to move forward. It is a way of educating students towards self-regulated right behaviour that is respectful of all concerned. In particular, it puts the onus back on the wrongdoer to be truly accountable for their behaviour and to repair any harm caused to others.

It is important to note that, with the focus on relationship building, any punitive consequences issued as a result of a student's behaviour are confidential and rarely communicated to other parties involved in the conflict.

Good Standing Policy

At Lake Grace District High School, the Good Standing Policy supports our core beliefs and values of Citizenship, Scholarship, Responsibility, Respect and Commitment by acknowledging and rewarding exemplary behaviour and work ethic. We believe that learning is enhanced in a welcoming, inclusive, collaborative and caring environment free from disruption and any form of violence. The Good Standing Policy emphasises the importance of students taking responsibility for the choices they make daily, which impacts them academically and socially as well as others around them. This policy is part of and works in conjunction with the whole-school Behaviour Management Plan and the Department of Education's Keeping Our Workplace Safe initiative. All class teachers are responsible for upholding the Good Standing Policy. Classroom and form teachers ensure students wear the proper uniform and notify parents of any discrepancies.

Good Standing is a status all students hold, enabling their participation in school opportunities and events, with the responsibility to maintain it resting on each student. Students with Good Standing are eligible for five-weekly rewards days and other privileges, including excursions, camps, and interschool sporting events. Conversely, students who lose Good Standing may forfeit these privileges, particularly where safety or conduct is a concern. Loss of Good Standing can occur following: three classroom withdrawals to a buddy class, three detentions for classroom or playground referrals entered on Integris, or suspension. For student councillors, losing Good Standing results in losing their badge.

The school maintains regular communication with parents and guardians of students at risk of losing Good Standing, starting with a phone call and, upon loss, a formal letter. A severe clause applies in cases of violence or one-off severe behaviour incidents, which may result in immediate loss of Good Standing. Additionally, students losing Good Standing three times in a year may jeopardise participation in interschool events, camps and excursions.

Regaining Good Standing requires five continuous weeks of positive behaviour or demonstrated improvement within no less than two weeks. Special considerations, such as extenuating circumstances, special needs, or significant positive behaviour, may influence the decision to withdraw or restore Good Standing, at the discretion of the Principal and Deputy Principal. This policy ensures consistency in decision-making while supporting a respectful and accountable school culture.

Losing 'Good Standing'

Students may lose their 'Good Standing' as a consequence of:

- Three classroom withdrawals to buddy class. This must be entered on Integris by the Teacher with parents and Admin notified.
- Three classroom referrals to Administration. This must be entered on Integris by the Teacher and updated by the Principal and Deputy Principal with parents notified by Admin.
- Not following uniform policy 5 times. This must be recorded by classroom or form teacher and parents and Admin notified.
- Three playground referrals. This must be entered on Integris by the Teacher on duty and updated by Admin with parents notified
- Suspension.

Parents and Guardians of students 'at risk' of losing their Good Standing will be contacted by Teachers or Admin. This will be through a phone call and then on loss of Good Standing formally via letter.

Severe Clause:

- Students may lose the privilege to participate in activities where the safety of other students is a concern. Any form of violence will result in the immediate loss of good standing.
- Students who are involved in a 'one off' severe behaviour incident in the classroom or playground may automatically lose their 'Good Standing'.
- Students who lose their Good Standing three times in a year may jeopardise their participation in interschool sporting carnivals, camps, incursions and excursions, etc.

Regaining 'Good Standing'

Individual students will regain 'Good Standing' after 5 continuous weeks since the loss of good standing, or if the student has demonstrated a positive change in behaviour before the five-week period has concluded at the discretion of Admin (no less than two –weeks).

The Good Standing Policy is provided to maintain consistency in our decision making processes. It is important to note that these are guidelines and if:

- there are extenuating circumstances that have resulted in the negative behaviours
- a student has special needs and / or;
- there is a significant period of positive behaviour since the previous negative behaviour

Then, these factors will be taken into account and any decision to withdraw or maintain Good Standing will be at the discretion of the Principal and Deputy Principal.

Appendix A



Buddy Room Referral

Date: _____

Student Name: _____ Teacher: _____

Behaviour Incident:

Buddy room & duration: _____

Time sent to buddy room: _____ Time sent back to class: _____

Appendix B



Administration Referral

Date: _____

Student Name: _____ Teacher: _____

Behaviour Incident:

Time sent to Administration: _____

Incident in Integris: _____