



# 11.0 Girton Grammar School Student Code of Conduct

## 1. Intent of the Student Code of Conduct

The Girton Grammar School Student Code of Conduct is intended to:

- Provide students with a clear set of behavioural expectations to facilitate a high standard of behaviour while at school
- Outline the role of staff and parents in supporting students to practice appropriate behaviours
- Provide a whole school approach to student behaviour which, in turn, supports a positive behavioural culture at the school that reflects school values

The Student Code of Conduct's aim is the same as that of the overall Student Behaviour Policy in which the Code sits: to support a productive learning culture and safe, harmonious social cohesion within Girton Grammar School.

## 2. Student Code of Conduct rationale

The principles and assumptions underlying the Girton Grammar School Student Code of Conduct are:

- 2.1 When behavioural expectations are made explicit for students and followed, a respectful learning environment that is safe, positive and supportive ensues.
- 2.2 Those students enrolled at Girton Grammar School respect staff members' authority and intend to adhere to the school's policies and procedures.
- 2.3 Compliant with relevant State and Commonwealth guidelines and legislation and the school's values as captured in the whole school "Imagine" Charter.
- 2.4 In implementing the Student Code of Conduct, students also support the school values, especially those of respect and inclusion.

## 3. Scope

- 3.1 This Code applies to all Girton Grammar School students from Preparatory to Year 12. The application of this Code is not limited to the School site and School hours. It extends to all activities and events that are school-related and when representing or acting on behalf of the School.
- 3.2 The Code also requires that student actions do not bring the school into disrepute at any time regardless of whether the action occurs within or outside of school activities. This includes when students are in transit to and from school and at all times when wearing school uniform, but is not limited to.



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- 3.3 The school reserves the right to apply the Student Code of Conduct in the instance that an issue 'spills over' into school hours. If student behaviour outside of the school and outside of school hours impacts students or staff when they are at school, or if student behaviour impacts the school's reputation or values, the school maintains the right to apply the Student Code of Conduct as a reasonable intrusion.
- 3.4 When a student is enrolled at Girton Grammar School, that student and their parents are bound by the Schools' Enrolment Agreement, policies, rules and practices of the school that may be amended from time to time. This is clearly articulated in the Schools' Enrolment Agreement. Therefore, the expectation is that students adhere to the Student Code of Conduct and school values.

## 4. Policy Statement

Many of the behavioural expectations for students, especially in the classroom, are articulated in the **Girton Grammar School Statement of Effective Student Learning**. The School "Imagine" Charter also captures the expected student (and staff) behaviours.

Below is a summary of the eight basic rights of students and the expected student behaviour that supports the attainment of those rights. Additional actions for parents and teachers are included to support students in achieving a productive learning culture and harmonious social cohesion within Girton Grammar School.

Student rights	Student behaviour to attain rights	Parent and Staff actions to support behaviour
1. To be in a safe and nurturing environment	<ul style="list-style-type: none"> <li>• Promote and encourage positive relationships with their peers and teachers</li> <li>• Uses supportive language that is free from aggression, swearing, intimidation, etc.</li> <li>• Treats others as they wish to be treated</li> <li>• Always respects all people and all property</li> <li>• Refrains from any unethical or illegal behaviour, including violence, the use of drugs, nicotine, vaping, and alcohol while under the age of 18 at school or in school uniform</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to role model School values for young people</li> <li>• Swift to respond to any form of physical, psychological, sexual or other forms of harassment</li> <li>• Role model self-regulation</li> </ul>



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<p>2. To be challenged and engaged in curriculum and co-curriculum</p>	<ul style="list-style-type: none"> <li>• Active and self-motivated participation in learning</li> <li>• Punctual to class</li> <li>• Encourage others to keep trying</li> <li>• Choose to be optimistic and enthusiastic to have a positive impact on self and others</li> <li>• To meet specific classroom expectations of each teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Motivate young people to do their best</li> <li>• Remind students of the importance of adopting the best mindset as often as possible</li> </ul>
<p>3. To feel listened to and respected</p>	<ul style="list-style-type: none"> <li>• To feel included includes others</li> <li>• Understands that trust is earned</li> <li>• Commits to taking the time to acknowledge and consider a range of perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to cater to the differing needs of individuals</li> <li>• Teachers and parents to help young people feel valued and supported</li> </ul>
<p>4. To receive timely, respectful and constructive feedback</p>	<ul style="list-style-type: none"> <li>• Active in seeking assistance and willing to express a point of view appropriately and respectfully</li> <li>• Seeks and accepts challenging experiences</li> <li>• Respectfully asks questions to clarify issues</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to communicate clearly and respectfully with students and parents.</li> </ul>
<p>5. To have work expectations made clear</p>	<ul style="list-style-type: none"> <li>• Arrive to class ready to learn</li> <li>• Completion of all assigned learning tasks on time and to the best of ability</li> <li>• Active in seeking clarity of what is required</li> <li>• Be responsible for own age appropriate learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to be organised, calm and positive</li> <li>• Parents to actively engage in student learning and understand student workload</li> </ul>
<p>6. To enjoy the benefits of the school's good name</p>	<ul style="list-style-type: none"> <li>• Respectfully understands cultural, gender, economic, racial, religious, personal and other differences within</li> </ul>	<ul style="list-style-type: none"> <li>• Parents demonstrative with their children of their support for the school they have chosen for their child</li> </ul>



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	<p>Girton and the broader community</p> <ul style="list-style-type: none"> <li>• Demonstrates pride in the school and its symbols, including the school uniform</li> <li>• Acts as a positive ambassador for the school at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects and supports non-discriminatory attitudes towards cultural, gender, economic, racial, religious, personal and other differences</li> </ul>
7. To gain increasing accountability for behaviour	<ul style="list-style-type: none"> <li>• Makes responsible and thoughtful choices</li> <li>• Makes an effort to manage emotions to feel empowered to strive for excellence</li> <li>• Makes an effort to understand that emotions matter</li> <li>• Is willing to be responsible for their own feelings and their relationships with those around them</li> <li>• Understands that collective effort progresses everyone</li> <li>• Understanding that saying sorry is powerful</li> </ul>	<ul style="list-style-type: none"> <li>• Parents support and encourage children to advocate for <u>themselves</u> while understanding and supporting the school's need to take appropriate action.</li> <li>• Teachers and parents to model empathy and kindness</li> <li>• Teachers and parents give young people the opportunity to develop to their potential</li> <li>• Teachers and parents to give age-appropriate freedom of choice to young people to grow personal agency</li> <li>• Parents and teachers to encourage students to be responsible for their own learning and emotional regulation</li> </ul>
8. To feel free to raise concerns	<ul style="list-style-type: none"> <li>• Is committed to maintaining positive relationships, especially when things go wrong</li> <li>• Report any wellbeing issues they or peers might be dealing with</li> </ul>	<ul style="list-style-type: none"> <li>• Parents to inform the school of issues</li> <li>• Teachers to be the first point of trust within a classroom setting.</li> </ul>



## 5. Breach of the Student Code of Conduct

- 5.1 Refer to the Student Behaviour Management Process, which outlines the approach and possible consequences that may result from breaches to the Student Code of Conduct.
- 5.2 The school will apply procedural fairness in disciplinary matters where investigation of an alleged breach of the Student Code of Conduct is required. This will entail a reasonable opportunity for the student to respond to any allegations that are made. The school reserves the right to investigate student behavioural issues and speak to students without parents present. Parents will be involved only if formal interviews are deemed necessary, for example, if allegations involve criminal matters. Parents will be kept informed of behavioural issues as required.
- 5.3 Breach of the Student Code of Conduct could result in consequences ranging from a verbal reminder to reinforce positive behaviour to expulsion. Procedural fairness will include consideration for previous behaviour, mitigating factors, aggravating factors, treatment of other students for similar conduct in the past, insight, contrition and remorse.

## 6. Support

Students can approach any trusted school staff member at Girton to seek assistance or advice. All staff members are expected to provide inclusive and nurturing guidance. Below is a summary of the formal Student Wellbeing personnel available to students.

ROLE
Junior School
Classroom teacher
Deputy Head of Junior School
Head of Junior School
Deputy Principal
Principal
Senior School
House Tutor/ Classroom Teacher
Assistant/Head of House
Head of Student Engagement
Head of Senior School
Deputy Principal
Principal
Whole School
65 Wattle staff
School Nurse
School Psychologist and Provisional Psychologist



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## 7. Policy Status/Document Control

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