

Student Behaviour Policy

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Policy Owner	Deputy Head
Policy Authoriser	Head

RATIONALE

The wellbeing of our students is fundamental to our role in developing the whole child. Central to all relationships at Trinity College is our overarching expectation that all interactions are based on respect and responsibility.

To support our students to make our College a safe, respectful and productive place to be and to learn, we need guidelines that benefit all community members: staff, students and parents.

We intend to:

- Create a community that respects each other's rights to live, learn, work and play in a safe, respectful and positive environment – one where individuals are treated with dignity and respect.
- Develop self-discipline to make appropriate choices with an understanding of what it means to be respectful of others, property and traditions.

To do this we will:

1. Develop an understanding of our shared responsibilities in establishing appropriate communication that is considerate and respectful of individual differences.
2. Utilise a framework of proactive and preventative evidence-based programmes/resources to support students.
3. Promote, recognise and affirm PERMA in everything we do so that the students can flourish and embody the Trinity College Graduate Qualities.
4. Ensure parents and caregivers are part of any process if required.

POLICY

To support the wellbeing of our students:

Our staff will:

- Provide a supportive environment for all students.
- Be inclusive and engaging of all students, focusing on building social competencies and responsibility.
- Communicate effectively, focussing on restorative practices to work through student issues.
- Value individual differences.
- Promote and use a framework of proactive measures to build student capacity.
- Be consistent and fair.
- Ensure documentation is maintained as required.

Our students will:

- Respect each other as individuals and learners.
- Support the guidelines in place to ensure our community is a safe, respectful and productive place to be and learn.

Associated Policies

- Bullying Prevention and Intervention Policy.

PROCEDURES

Positive Behaviour

Each Trinity School will provide clear procedures to reinforce the College's behaviour policy. In the case of each school, frequent opportunities will be afforded to students so that we may acknowledge and encourage positive behaviour. These include but are not restricted to:

- House points.
- Leadership roles.
- Displayed work.
- Public recognition through assemblies and publications.
- Prizes and awards of excellence across all aspects of College life.

In the classroom and during activities

Effective and productive behavior in the classroom is modelled and managed by the teacher in the first instance.

'Resetting' of behaviour will be through utilising a framework of proactive and preventative evidence -based programmes/resources to support students.

When more individualised support is required

Students who require additional support beyond that normally managed within the classroom environment, may or may not, dependent on their individual needs:

- Move on to a negotiated level system for support.
- Be referred to the College Psychologist or Counsellor.
- Undergo a community service activity to promote empathy.
- Be referred to the Head of Sub School/Head of Pastoral Care for 'time out' or a restorative programme.
- Be referred to the Head of Sub School/Head of Pastoral Care for a detention- (lunch time or after school).

Sometimes behaviours do require significant consequences and as such, students may:

- Be referred to the Head of Sub School/Head of Pastoral Care for internal suspension.
- Be referred to the Principal for external suspension.
- Be referred to the Principal for exclusion (in consultation with the Head of the College).

