



GRANT HIGH SCHOOL
BUILDING FUTURE READY CITIZENS



Positive Behaviour Policy

RESPECT | TRUST | COMMITMENT



Government of South Australia
Department for Education

RESPECT TRUST COMMITMENT

Introduction

At Grant High School, we are dedicated to fostering a safe, caring, and orderly learning environment where the rights of all students to learn and all teachers to teach are both supported and respected. Our Positive Behaviour Policy is designed to encourage and support positive behaviour, preparing our students to become future-ready citizens. By recording positive behaviour incidents on Daymap, we reinforce a culture of positivity within our school community.

Aligned with the Department for Education Behaviour Support Policy, our approach is guided by the values of Respect, Trust, and Commitment. Our values apply to all members of the school community with an aim to implement them in an effective and meaningful way.

Respect - We value and support one another, treating each other with dignity and kindness to build respectful relationships.

Trust - We collaborate and positively engage to achieve our shared vision, with honesty and optimism.

Commitment - We demonstrate growth, persistence and a personal commitment to teaching, learning and positive behaviours.

Our policy is based on our school values identified and focus on emphasises building strong relationships and developing positive behaviours through Restorative Practices and Trauma-Informed Practices.

Behaviour management at Grant High School is structured across five levels, with teachers playing a key role in guiding students through these stages, supported by other staff as needed. Our commitment to these principles ensures that Grant High School remains a respectful and nurturing place for learning.

For more details, please refer to the Department for Education Behaviour Support Policy at:

<https://www.education.sa.gov.au/policies/pdf/behaviour-support-policy.pdf>

Whole Site Expectations

Grant High School is committed to maintaining a safe, caring, and orderly learning environment. Students are expected to support the right of all to learn and teach, focusing on positive behaviour and learning strategies.

In Learning Spaces:

- Arrive on time with necessary materials.
- Wait for the teacher before entering.
- Bring only water to class.
- Stay for the entire lesson and complete tasks on time.
- Ask permission to leave the classroom.
- Learn from mistakes and listen to others.
- Maintain high attendance and self-expectations.
- Use respectful language and participate actively.

In the Yard:

- Speak respectfully and follow staff instructions.
- Avoid congregating in restricted areas.
- Wear hats outside only and sit in small groups.
- Stay on school grounds and use lockers appropriately.
- Remain in bounds during break times.

In Shared Spaces:

- Take care of the environment and wait patiently.
- Respect personal space and use manners.
- Keep noise levels low to aid learning.
- Move safely and keep areas tidy.
- Stay within school boundaries and report incidents.
- Ensure everyone can enjoy the space.

In the Wider Community:

- Be polite, kind, and inclusive.
- Wear the school uniform with pride.
- Model expected behaviour and take responsibility.
- Help others and represent the school positively.

When Using Technology:

- Follow the school technology policy.
- Have laptops charged and ready for learning.
- Respect devices and back up work.
- Report online issues to a trusted adult.

Behaviour Management

	Example Behaviours:	Teacher Actions:	Leadership Actions:
Level 0: Engaged in Learning	Actively participating, respectful, organised, responsible, cooperative.	<ul style="list-style-type: none"> · Build positive relationships · Reinforce rules & routines · Model positive behaviour · Acknowledge & celebrate · Log on Daymap 	
Level 1: Low-Level Disruptions	Distracting others, ignoring instructions, work refusal, out of seat, disorganised, late.	<ul style="list-style-type: none"> · Display clear expectations · Encourage self-regulation · Provide first reminder of expectations · Follow up with a conversation · Log on Daymap 	
Level 2: Persistent Low-Level Disruptions	Repeated low-level issues, arguing, rudeness, refusal to follow instructions, ignoring reminders.	<ul style="list-style-type: none"> · Display clear expectations · Intervene early to support regulation · Provide additional reminders of expectations · Use "line of sight" reset or change seating · Contact roaming leadership if behaviour persists · Log on Daymap · Contact home 	<p>Community Managers:</p> <ul style="list-style-type: none"> · Provide de-escalating support · Support students to return to class <p>Faculty Leaders:</p> <ul style="list-style-type: none"> · Provide support in addressing persistent in-class behaviours
Level 3: High-Level Disruption	Ongoing non-compliance, truancy, bullying, verbal abuse, refusal to follow instructions.	<ul style="list-style-type: none"> · Arrange Respite or restorative action · Contact roaming leadership for removal or escalation · Log on Daymap · Contact home · Arrange restorative conversation (with support if needed) 	<p>Community Manager:</p> <ul style="list-style-type: none"> · Email Community Leader if Take Home issued · Refer to Community Leaders for suspension consideration · Behaviour Support & Safety Plan (for persistent behaviours)
Level 4: Extreme Behaviours	Physical assault, threats, severe verbal abuse, substance use.	<ul style="list-style-type: none"> · Refer immediately to Leadership (Community or Site Leader) · Log on Daymap 	<p>Community Leaders:</p> <ul style="list-style-type: none"> · Action suspension process · Complete all documentation (DayMap, EMS, plans) · Inform relevant staff via email

Important Protocol: If a student requires support from roaming leadership (redirection) three times in a single day, or refuses to attend Respite when called for support, they will be issued a Take Home.

Respite Process

The Respite class at Grant High School serves as an alternative space for students who are unable to meet classroom behaviour expectations or require a different setting while their class is on excursion. It is designed to support students exhibiting Level 2 or higher behaviours by providing a temporary alternative classroom arrangement. This ensures classroom safety and allows learning to continue for others.

Responsibilities and Procedures

Subject Teacher:

- Arrange Respite classes and communicate with students and relevant staff.
- Provide the student with meaningful, assessable work and a Respite Reflection form.
- Contact parents/caregivers when a student is sent to Respite.
- Organise a restorative meeting with the student to discuss the Respite Reflection form, documenting this on Daymap.

Respite Teacher:

- Be aware of the arrangement and have a designated area for students during their withdrawal period.
- Encourage the student to independently complete their work and Respite Reflection form.

Student:

- Must have work and a Respite Reflection form during their time in Respite.
- Complete the Respite Reflection form as part of the process.

Intervention and Support

- The subject teacher is encouraged to alert roaming leadership to support with escorting the student to the Respite class.
- If a student requires Respite three times in a single day or refuses Respite, a Take Home will be issued by a Community Manager/Leader.
- Multiple instances of Respite in the same subject within a week will involve Community Leader/Manager intervention.

Respite Reflection

What happened? (Please tick all that apply)

Disruption- shouting/yelling, swearing		Refusing to work/work avoidance	
Moving unsafely		Being too loud	
Arguing		Off task conversation	
Other (please record)			

How did you feel?



stressed



upset



nervous



angry



worried

other

Please circle or draw your own:

How did this affect others? (Please tick all that apply)

Stopped my teacher from being able to teach		Put other people at risk	
Stopped others from learning		Stopped me from doing my learning	

What could you do instead?

Ask for help		Follow instructions	
Do a reset		Listen	
Be respectful		Other	

What help do you need?

Ask for help		Follow instructions	
Do a reset		Listen	
Be respectful		Other:	

I will use these strategies so I can go back to my class and I understand my Community Leader and caregiver have been told about my behaviour.

Signed: _____

I will reconnect with my teacher on (day/time): _____

RECORD HISTORY

Publish date: 2025

APPROVALS

Version: 1

Approved by:

Approval date:

Review date:

REVISION RECORD

Version:

Approved by:

Approved date:

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