



### Definition

St Margaret's Berwick Grammar is defined as Berwick Campus and Officer Campus.

### Rationale

Student's moral, intellectual, emotional, physical, creative, and social growth are all considered essential for a successful and satisfying educational journey. As such, the school takes responsibility for devising learning opportunities, both formally and informally, for development and success in each area. Value is placed on the uniqueness of each child and excellence in all areas of growth, encouraged from each, according to their ability and potential.

Students are active participants in the learning process and are encouraged to take responsibility for their own actions. The school provides clear guidance on the high standards of pro-social behaviour expected of students and clear and appropriate consequences for any breaches that may occur. The school adopts a restorative framework which helps students learn from their mistakes and reconcile and resolve problems with others.

The School recognises parents as the prime moral educators of their children and, as such, complements and involves parents in an ongoing partnership to ensure that consistent messages about respect, inclusion, discipline, diligence and reparation are provided. This policy is communicated in the Principal briefs, is in the student's diary on Nexus and the school Website.

Students should expect to be:

- able to learn without distraction or interference from others
- shown respect by their peers and school staff at all times
- provided with a program which focuses on personal as well as academic growth
- accountable for their behaviour and academic progress.

### Responsibilities of Students

It is expected that St Margaret's Berwick Grammar students will act in a responsible manner at all times. In particular, students have a responsibility to:

a) foster a positive learning environment by:

- **achieving at least 90% attendance** (unless accompanied by medical certificates)
- practising honest and trustworthy behaviour
- being well prepared for each lesson and activity
- carrying out all reasonable instructions
- participating positively and cooperatively in class discussion and activities
- expressing themselves in a respectful manner and accept the rights of others to hold views different from their own
- completing set work to the highest personal standard and meet assessment deadlines
- approaching teachers in a timely manner if work is not understood, if a class is missed or if they find it difficult to meet a deadline

- participating fully in the school's educational program, including attending all camps, excursions and incursions, unless special exemptions apply.

b) promote a positive and inclusive school climate and image by;

- being polite and courteous to all members of the school community, visitors and to one another
- promoting the cultural safety, participation, empowerment of all children including Aboriginal and Torres Strait Island students and their needs
- promoting the cultural safety, participation, empowerment of children for culturally and/or linguistically diverse backgrounds and their needs
- different and sometimes greater measures may need to be taken for younger students or students with disabilities, ensuring they are safe and can participate
- being punctual to all commitments
- being mindful not to engage in any bullying, assault, or aggressive behaviour either in person, in writing or through the use of technology
- taking constructive action to protect other students from bullying or mistreatment, as outlined in the School's *Anti-Bullying, Harassment and Violence Policy*
- wearing their uniform in a manner which is consistent with the school's Uniform Policy
- not possessing, selling or using tobacco, alcohol, drugs or prohibited substances of any kind on school premises and during school related activities
- respecting and acting in accordance with the school's Digital Technology (mobile devices) requirements as outlined in the school's *Anti Bullying, Harassment and Violence Policy*.

c) maintain a safe and clean school environment by:

- ensuring their own safety and the safety of others
- respecting the privacy of others
- handling school equipment carefully
- respecting the school's property and assist in the maintenance of neat, tidy locker areas and surroundings
- contributing to a litter free school environment and recycle where appropriate.

### **Responsibilities of Teachers**

Teachers at St Margaret's Berwick Grammar make every attempt to create an inclusive, supportive and cooperative environment conducive to learning and quality teaching.

- promoting the cultural safety, participation, empowerment of all children including Aboriginal and Torres Strait Island students and their needs
- promoting the cultural safety, participation, empowerment of children for culturally and/or linguistically diverse backgrounds and their needs
- different and sometimes greater measures may need to be taken for younger students or students with disabilities, ensuring they are safe and can participate

The teachers can expect to receive school and parent/caregiver support and be provided with relevant learning and wellbeing information about individual students they teach. All staff are responsible for supporting and promoting the safety of children.

### **Responsibilities of Parents and Caregivers**

When they enroll a student in the school, parents or caregivers accept responsibility to:

- ensure their child attends school regularly, is punctual and dressed in appropriate school uniform

- encourage their child to maintain high standards of academic achievement, exemplary conduct and personal presentation consistent with school policies
- ensure their child participates fully (to the best of their ability) in the co-curricular programs offered
- ensure their child adheres to the school rules, policies and procedures
- notify school staff of student absences promptly
- keep school informed of health issues, concerns about behaviour or other matters of relevance
- accept and support the authority of the school in setting standards of behaviour and subsequent consequences
- attend Parent-Teacher-Student Conferences and information sessions
- provide a suitable study environment for their child at home
- encourage their child to meet assessment requirements and deadlines
- abide by the enrolment agreement that references code of conduct, fees, educational services provided and grounds for termination of an enrolment.

### **Junior School Behaviour Management**

Junior School classes follow a consistent behaviour management system which is based on restorative practices and shared communication between all JS staff members.

Expected behaviours, in the form of an Essential Agreement, are collaboratively developed and displayed in each Junior School classroom, specific to that class or learning environment. These Essential Agreements reflect our School values and the attributes of the IB learner profile.

The Agreement is expressed in a manner appropriate to children at each level, with emphasis upon behaviour in the classroom and playground, that gives every child the best possible inclusive opportunity to learn, feel safe and benefit from their time at St Margaret's Berwick Grammar Junior School.

Depending on the nature and severity of challenging behaviour, a number of intervention actions are undertaken by staff to support individual students. These may include some or all the following:

- verbal and/or visual reminders
- references to Essential Agreements
- a Restorative Chat
- removal from the situation
- observation and assessment of behaviour patterns - focusing on influences, triggers and function
- explicit teaching of proactive, preventative strategies
- identifying and actioning strategies for moving forward e.g., development of a Positive Behaviour Support Plan
- assistance from Team Leader P-2, 3-6
- assistance may be sought from one of the School psychologists (with parent approval)
- assistance from the Deputy Head or Head of Junior School

Depending on the nature and severity of the situation, parents are notified of actions undertaken.

## St Margaret's Berwick Grammar Consequences Chart (Year 7 - 12)

- Every effort is made to match the level of imposed consequence to the nature of the breach of the responsible behaviour code and the seriousness of harm or potential harm caused by the breach.
- Suspensions and expulsions are reviewed annually at the Senior Executive meeting and Suspensions and expulsions register is updated and reviewed as incidents occur. The Principal informs the school Council. Firstly all parties are interviewed, and for procedural fairness an independent investigator appointed if deemed necessary.
- The concern or complaint can be raised with the Victorian Institute of Teaching (email: vit@vit.vic.edu.au or phone: 1300 888 067) or Victorian Registration and Qualifications Authority (email: vrqa@education.vic.gov.au or phone: +61 3 9637 2806)
- The confidential Suspension and Expulsion register is kept up to date and resides with the Principal. All records are confidential and securely stored on a password protected digital suppository. Bias training is undertaken by key staff.

Levels	Examples of Unacceptable Behaviour	Staff Responsible	Possible Consequences
<u>Level 1:</u> Mentor or Classroom Teacher manages incident	Low level classroom Not meeting uniform standards, lateness to class, lack of appropriate materials or equipment, including ICT, mobile use; eating in class; disrespectful behaviour towards teacher or other students Non-completion or lateness of work Mobile devices being used, seen or heard during the school day	Mentor Classroom Teacher (Head of House and Mentor informed)	<ul style="list-style-type: none"> <li>• Teacher warning and discussion including return at break times for discussion</li> <li>• Parent/Guardian informed</li> <li>• Confiscation of inappropriate items</li> <li>• Complete work in break time</li> <li>• Being removed from class to address uniform or presentation infringements</li> <li>• Restorative Practice Meeting</li> <li>• Confiscation of mobile devices/inappropriate devices (student office for collection at the end of day)</li> </ul>
<u>Level 2:</u> Mentor and Head of House alerted by Teacher	<u>Repeated</u> classroom learning inattention or disruption; inappropriate use of ICT or failure to bring correct materials; disrespectful behaviour towards students; conflict and angry outbursts; incorrect uniform, unkindness towards others, use of mobile devices	Teacher Mentor Head of House Head of Wellbeing Counsellor	<ul style="list-style-type: none"> <li>• Individual Behaviour Plan including contracts, cards and/or seating changes</li> <li>• Parent/Guardian informed</li> <li>• Temporary withdrawal from class</li> <li>• Small group conference</li> <li>• Restorative Practice Meeting</li> <li>• Submission of mobile device to student office daily</li> <li>• Counselling</li> </ul>
	Unexplained absences Absences more than 10% Continued non-completion of work Plagiarism (first instance) Persistent lateness Inappropriate use of technologies (email, gaming, social media etc.)	Mentor Head of House Director of Academic Growth Head of Wellbeing Head of Digital Learning	<ul style="list-style-type: none"> <li>• Parent/Guardian Interview</li> <li>• Permanent withdrawal from subject</li> <li>• Unsatisfactory achievement meeting with student and parents</li> <li>• Restorative Practice Meeting</li> <li>• Individual Behaviour Plan devised and presented</li> <li>• Counselling</li> </ul>
<u>Level 3:</u>	Individual Behaviour Plan not being followed;	Head of House	<ul style="list-style-type: none"> <li>• Individual Behaviour Plan revised</li> </ul>

Head of Wellbeing alerted by Teacher or Head of House	<p>Unsafe or repeated inappropriate behaviours: e.g. water bombs, throwing objects, pushing, shoving, planking, teasing, verbal abuse, bullying, graffiti, stealing, vandalism</p> <p>Persistent or serious breaches of school policies:</p> <ul style="list-style-type: none"> <li>• Responsible Behaviour</li> <li>• Anti-bullying and Harassment</li> <li>• Acceptable use of Electronic Equipment</li> <li>• Plagiarism</li> <li>• Uniform</li> <li>• Drug and Alcohol use, possession or supplying</li> </ul>	Head of Digital Learning Head of Wellbeing Director of Academic Growth School Counsellor Vice Principal	<ul style="list-style-type: none"> <li>• Parent/Guardian Interview</li> <li>• Internal Suspension</li> <li>• Group conference</li> <li>• Extended School Day</li> <li>• Referral to external agency or professional provider as condition of continued participation in program</li> <li>• External Suspension</li> </ul>
<u>Level 4:</u> Vice Principal alerts Principal	<p>Persistent and willful inattention, despite repeated interventions. Interfering with the rights of others</p> <p>Threatening safety/wellbeing of others through any medium, including students, staff, or school families or their property</p> <p>Violent assault or intimidation</p> <p>Threatening the good reputation of school</p>	Principal Vice Principal Head of Wellbeing	<ul style="list-style-type: none"> <li>• Parent/Guardian and student interview</li> <li>• Conditional Contract of Enrolment</li> <li>• Community conference</li> </ul>
<u>Level 5:</u>	Criminal activity	Principal	<ul style="list-style-type: none"> <li>• Cancellation of Enrolment</li> <li>• Suspensions and expulsions</li> </ul>

## Reference

### Suspensions and Expulsions Register

### Responsibility for this Policy

Principal and Head of School (Wellbeing) and Student Wellbeing team

### Policy Location

This Policy is published on Nexus and Website

### Policy Review

Triennially or as circumstances dictate

Issued: August 2000  
Reviewed and Updated: October 2012  
November 2013  
July 2016  
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