



SCHOOL VISION

To encourage children to strive to be their best self, now and in the future, for the betterment of all humanity and the planet.

We action our Vision through our School's Values

- **COURAGE** to do the right thing.
- **CURIOSITY** to know and learn.
- **CHARACTER** to be one's best self.
- **RESPECT** to live wisely and compassionately with others and the planet.

Our School values of Courage, Curiosity, Character, and Respect have been developed through engagement with key stakeholder groups (students, parents, staff, alumni and our Council) and sit at the heart of our education community, guiding every aspect of our learning and decision making.

Purpose

Growing good people in an intellectually rich, supportive and stimulating environment so that they are ready for life.

RATIONALE

Research indicates Junior School aged children are at a critical stage of cognitive development where they may be incapable of understanding when their behaviour is inappropriate, and misconduct has occurred.

Helping children accept responsibility and learn from their behaviour is beneficial and is also a crucial part of their personal, social and emotional growth and development.

Junior School classes follow an age-appropriate behaviour management system which values restorative practices and shared communication between all families and Junior School staff members. Managing behaviour is a process not an event.

CLASSROOM ESSENTIAL AGREEMENTS

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

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

INTERVENTIONS

When responding to student misconduct, intervention actions are undertaken by staff to support individual students. Teachers undertake interviews with students involved and investigate incidents. Effective behaviour management involves staff selecting a reasonable response as well delivering it in the right way to address the problem. Teachers should exercise their discretion to select an appropriate response based on their knowledge of and relationship with the student/s. Depending on the nature of the situation, parents would be notified of actions undertaken.

These may include some or all of the following actions based on the age and developmental stage of the student.

Tier	Examples of Inappropriate Behaviour	Possible Interventions	Staff Involvement
Tier 1 Managed by the classroom or specialist teacher.	<ul style="list-style-type: none"> Classroom Interruption or inattention to learning Disrespectful behaviour towards individual students and/or staff. Inappropriate use of ICT or individual device Plagiarism / cheating on assessments 	<ul style="list-style-type: none"> Verbal and/or visual reminders References to Essential Agreements Restorative Conversation facilitated by a teacher Removal from the situation Staff proactively addressing influences, triggers, and causation Informing families (when appropriate) Discussion with Team Leader Guidance may be sought from the Counselling Team <p>Parents may be informed</p>	<p>Classroom or Specialist Teacher</p> <p>Team Leader (if necessary)</p> <p>Counselling Team (if necessary)</p>

Tier	Examples of Inappropriate Behaviour	Possible Interventions	Staff Involvement
Tier 2 Managed by the classroom or specialist teacher with support and guidance from the P-2 or 3-6 Team Leader.	<ul style="list-style-type: none"> • Repeated Classroom Interruption or inattention to learning. • Repeated disrespectful behaviour towards individual students and/or staff. • Repeated inappropriate use of ICT or individual device. • Repeated plagiarism / cheating on assessments. • Minor physical conflict. • Verbal threats. • Intentional racist or sexist comments/actions. • Graffiti/ Vandalism/ Property Damage (minor). 	<ul style="list-style-type: none"> • Discussion with Team Leader. • Personal goals developed by Teacher and Deputy Head JS (Students & Operations) with the student and communicated with families. • Loss of break time privileges. • Enforced separation from other students (i.e. sitting at separate desks or playing in different playground areas). • Observation and assessment of behaviour by Inclusive Education or Counselling Teams • Explicit teaching of proactive, preventative strategies by Inclusive Education staff. • Extra playground supervision (at the discretion of the Head of the Junior School). • Parents will be informed 	<p>Classroom or Specialist Teacher</p> <p>Team Leader</p> <p>Inclusive Education Staff (if necessary)</p> <p>Counselling Team</p> <p>Deputy Head JS (if necessary)</p>

Tier	Examples of Inappropriate Behaviour	Possible Interventions	Staff Involvement
<p>Tier 3</p> <p>Managed by the classroom or specialist teacher with support and guidance from the Deputy Head (Students and Operations) or Deputy Head (PYP Coordinator)</p>	<ul style="list-style-type: none"> • Ongoing Classroom Interruption or inattention to learning • Ongoing disrespectful behaviour towards individual students • Ongoing inappropriate use of ICT or individual device • Ongoing plagiarism / cheating on assessments (from Y4) • Bullying • Cyberbullying • Theft • Support plan being ignored. • The first instance of any deliberate physical harassment/ sexual harassment/appearance-based teasing/ infringement on the rights of others • The first instance of Graffiti / Vandalism/ Property Damage (major) 	<ul style="list-style-type: none"> • Development or review of a formal Support Plan with Deputy Head JS (Students & Operations) or review and/or update Support plan (if one exists). • Possible referral to the Counselling Team. • Parent/Guardian and Student Meeting. • In school suspension. <p>Parents will be informed</p>	<p>Classroom or Specialist Teacher</p> <p>Deputy Head JS</p> <p>Head of JS (if necessary)</p> <p>Counselling Team (Possible)</p>

Tier	Examples of Inappropriate Behaviour	Possible Interventions	Staff Involvement
Tier 4 Managed by the classroom or specialist teacher with support and guidance from the Head of Junior School.	<ul style="list-style-type: none"> Serious physical Incidents or intimidation. Possession of a weapon at school. Drug / Alcohol / Cigarette / Vaping at school. Additional instances of any deliberate physical harassment / sexual harassment / appearance-based teasing / infringement on the rights of others. Additional instances of graffiti / vandalism / property damage (major) 	<ul style="list-style-type: none"> Parent / Guardian and Student Meeting. Referral to external agency. Conditional formal Support Plan. Internal Suspension. External Suspension. Parents will be informed	Classroom or Specialist Teacher Head of JS Deputy Head JS (Possible) External Agency (Possible)
Tier 5 Managed by the Head of Junior School and/or Principal.	<ul style="list-style-type: none"> Unlawful behaviour or conduct unbecoming to the school Where age and developmentally appropriate.	<ul style="list-style-type: none"> Parent/Guardian and Student Meeting Referral to external agency e.g. Police Conditional Contract of Enrolment Termination of Enrolment Parents will be informed	Head of JS or delegate Principal

RELEVANT POLICIES

Privacy Policy

2025 Information Sharing and MARAM Guidance

CONTACT INFORMATION

For further details about these guidelines please contact the Head of the Junior School – sayarl@smbg.vic.edu.au

REVIEW

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