



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 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
- understanding that 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 recycling 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. They do this in a variety of ways including:

- 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
- Understanding that different and sometimes greater measures may need to be taken for younger students or students with disabilities, ensuring they are safe and can participate
- Acknowledging that corporal punishment is explicitly prohibited

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.

St Margaret's Berwick Grammar Consequences Charts

- 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. Bias training is undertaken by key staff.



Senior School Behaviour Support Guidelines

Tier	Examples of Inappropriate Behaviour	Possible Interventions or Consequences	Staff Involvement
<p>Tier 1</p> <p>Managed by the classroom teacher with follow up from the Mentor</p>	<ul style="list-style-type: none"> • Classroom interruption or inattention to learning • Disrespectful behaviour towards individual students and/or staff • Offensive language • Refusal to follow reasonable instruction • Inability to adhere to 'hands off' directive (rough behaviour) • Inappropriate use of ICT or an individual device (including mobile phones, smart devices, earphones or headphones) • Not meeting uniform standards • Littering • Lateness to school and/or class • Leaving a class (without permission) • Lack of appropriate materials or equipment • Non-completion or lateness of work 	<ul style="list-style-type: none"> • Verbal and or visual reminders • Removal from the situation • Student to return at break times for discussion or to complete work • Restorative conversation facilitated by teacher • Pastoral Care entry made • Mentor follow up conversation <p>Parent/Guardian may be informed</p>	<p>Classroom Teacher Mentor Head of House (informed) Counselling Team Inclusive Education Team</p>
<p>Tier 2</p> <p>Managed by the classroom teacher and/or Mentor and/or Head of House</p>	<ul style="list-style-type: none"> • Repeated or escalated instances of Tier 1 behaviour • Physical conflict • Throwing objects • Verbal, written or online threats • Discriminatory comments or actions • Sexualised behaviour • Vandalism or property damage • Bullying or harassment • Cyberbullying • Theft • Unexplained absences • Plagiarism • Academic misconduct • Inappropriate behaviour in public 	<ul style="list-style-type: none"> • Tier 1 interventions or consequences plus: • Attention and loss of break time privileges • Ineligibility for extracurricular activities such as performances, interschool sport, excursions and camps • Enforced separation from other students • Extended school day • Meeting with Head of House and/or Learning Leader and • Parent/Guardian meeting • Personal Improvement Plan (PIP) • Withdrawal from subject • Internal Suspension • Removal of or ineligibility for a leadership role • Possible referral to wellbeing team <p>Parent/Guardian will be informed</p>	<p>Classroom Teacher Mentor Head of House Learning Leader Head of Senior College Head of Students Counselling Team Inclusive Education Team</p>



<p>Tier 3</p> <p>Managed by the Head of House together with the Head of Students and/or the Head of Senior School</p>	<ul style="list-style-type: none"> • Ongoing or escalated instances of Tier 1 or 2 behaviours • Personal Improvement Plan (PIP) not being followed • Behaviour that jeopardizes the safety of students and/or staff (e.g. Aggressive, threatening or violent behaviour) • Production and/or distribution of inappropriate materials that violate the School's policies (e.g. social media accounts, AI images, circulating inappropriate images, accessing pornography) • Possession of a weapon at school • Theft or damage of school or personal property • Concern regarding possession, supply or under the influence use of drugs, alcohol, cigarettes, vapes at school 	<ul style="list-style-type: none"> • Tier 1 + 2 interventions or consequences plus: • Meeting with Head of Students and/or Head of Senior School • External suspension • Personal Improvement Plan (PIP) with conditional enrolment • Referral to external agency eg: Police <p>Parent/Guardian will be informed</p>	<p>Head of House Learning Leader Head of Students Head of Senior College Head of Senior School Counselling Team</p>
<p>Tier 4</p> <p>Managed by the Head of Senior School together with the Vice Principal and Principal</p>	<ul style="list-style-type: none"> • Ongoing or escalated instances of Tier 1, 2, or 3 behaviours • Serious breaches of school policy • Bringing the school into disrepute 	<ul style="list-style-type: none"> • Tier 1, 2 + 3 interventions or consequences plus: • Termination of enrolment <p>Parent/Guardian will be informed</p>	<p>Head of Students Head of Senior School Vice Principal Principal Counselling Team</p>
<p>Tier 5</p> <p>Managed by the Principal</p>	<ul style="list-style-type: none"> • Criminal activity 	<ul style="list-style-type: none"> • Referral to external agency eg: Police • Termination of enrolment <p>Parent/Guardian will be informed</p>	<p>Head of Senior School Vice Principal Principal</p>



Junior School Behaviour Support Guidelines

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 a crucial part of their personal, social and emotional growth and development.

Junior School classes follow an age-appropriate behaviour support 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, that 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 as 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 the following actions based on the age and developmental stage of the student.



<u>Tier</u>	<u>Examples of Inappropriate Behaviour</u>	<u>Possible Interventions</u>	<u>Staff Involvement</u>
<p>Tier 1 Managed by the classroom or specialist teacher.</p>	<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 Providing a written apology Removal from the situation Staff proactively addressing influences, triggers, and causation Informing families (when appropriate) Discussion with Team Leader Guidance may be sought from Counselling Team Parents may be informed 	<ul style="list-style-type: none"> Classroom or Specialist Teacher Team Leader (if necessary) Counselling Team (if necessary)
<u>Tier</u>	<u>Examples of Inappropriate Behaviour</u>	<u>Possible Additional Interventions</u>	<u>Staff Involvement</u>
<p>Tier 2 Managed by the classroom or specialist teacher with support and guidance from the P-2 or 3-6 Team Leader.</p>	<ul style="list-style-type: none"> <u>Repeated</u> Classroom Interruption or inattention to learning <u>Repeated</u> disrespectful behaviour towards individual students and/or staff. <u>Repeated</u> inappropriate use of ICT or individual device <u>Repeated</u> 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 or support plan 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 (ie. 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 HOJS) Parents will be informed 	<ul style="list-style-type: none"> Classroom or Specialist Teacher Team Leader Inclusive Education Staff (if necessary) Counselling Team Deputy Head JS (if necessary)
<u>Tier</u>	<u>Examples of Inappropriate Behaviour</u>	<u>Possible Additional Interventions</u>	<u>Staff Involvement</u>
<p>Tier 3 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"> <u>Ongoing</u> Classroom Interruption or inattention to learning <u>Ongoing</u> disrespectful behaviour towards individual students <u>Ongoing</u> inappropriate use of ICT or individual device <u>Ongoing</u> plagiarism / cheating on assessments 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 	<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 Counselling Team Parent/Guardian and Student Meeting In school suspension Parents will be informed 	<ul style="list-style-type: none"> Classroom or Specialist Teacher Deputy Head JS Head of JS (if necessary) Counselling Team (Possible)



	<ul style="list-style-type: none"> The first instance of Graffiti / Vandalism/ Property Damage (major) 		
<u>Tier</u>	<u>Examples of Inappropriate Behaviour</u>	<u>Possible Additional Interventions</u>	<u>Staff Involvement</u>
<u>Tier 4</u> 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 	<ul style="list-style-type: none"> Classroom or Specialist Teacher Head of JS Deputy Head JS (Possible) External Agency (Possible)
<u>Tier</u>	<u>Examples of Inappropriate Behaviour</u>	<u>Possible Additional Interventions</u>	<u>Staff Involvement</u>
<u>Tier 5</u> Managed by the Head of Junior School and/or Principal	<ul style="list-style-type: none"> Unlawful behaviour or conduct unbecoming to the school <p><u>(Where Age and Developmentally Appropriate)</u></p>	<ul style="list-style-type: none"> Parent/Guardian and Student Meeting Referral to external agency eg. Police Conditional Contract of Enrolment Termination of Enrolment Parents will be informed 	<ul style="list-style-type: none"> Head of JS or delegate Principal

Reference

Suspensions and Expulsions Register

Responsibility for this Policy

Principal and Head of School

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
 September 2021
 February 2022
 March 2026