



## Student Code of Conduct

*Melbourne Girls Grammar is a Christian School within the Anglican tradition offering a contemporary education with a strong academic focus, wherein each girl can maximise her potential, achieves personal excellence and develops the skills and confidence to take charge of her future in a socially responsible manner"*

Guiding Principle – Students are expected to behave in ways that ensure that everyone feels safe and is treated justly and respectfully and contributes to the learning community.

### **Policy Statement**

The Policy is designed to represent the expectations of the School and clearly establish quality behaviour guidelines, investigative procedures and consequences for inappropriate behaviour. In line with the Anglican tradition, the Student Code of Conduct is designed to uphold the human dignity of all members of the school community. The Student Code of Conduct sets down acceptable student behaviour and appropriate disciplinary measures. The underlying purpose of the Student Code of Conduct is to outline for students and staff their rights to work in a positive, secure and orderly environment and the right of parents to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued.

The Student Code of Conduct articulates the rights and responsibilities of students, parents and School staff with the aim to enhance self discipline and respect for the rights of others within an environment which maximises the opportunity for all students to strive for excellence.

The Student Code of Conduct identifies systematic strategies for fostering and maintaining student discipline and overcoming bullying, violence and harassment. It includes logical, consistent and appropriate sanctions to be applied consistently.

### **PRINCIPLES OF QUALITY BEHAVIOUR**

The School has high standards and expectations of its students and through all our interactions we aim to foster a healthy School culture in which high levels of achievement take place within a positive social environment. Our pastoral care program is designed to promote high standards of behaviour within our girls based on co-operation, mutual responsibility and self discipline and to promote positive, non-discriminatory relationships among students. These programs, delivered both within the curriculum and co-curriculum, are designed to be respectful of the dignity and rights of each student and to provide learning opportunities that are responsive to her unique growth and fulfilment.

In particular, we strive to ensure that students are:

- Valued and treated with respect;
- Active learners;
- Spiritually aware;
- Well balanced and adaptable;
- Resilient;
- Academically responsible;
- Principled and just.

The School encourages its students to take responsibility for their actions and value their contribution to the School's learning community. Where possible, consequences will have a clear educative value in order to bring about a change in behaviour. Relevant members of staff negotiating such consequences will be afforded a degree of discretion and will base any actions on their pastoral knowledge of the student, the age of the student and any suggested consequences contained in the Policy.

**The School does not use any form of corporal punishment.**

## RIGHTS AND RESPONSIBILITIES

All students, staff and parents have responsibilities to fulfill and when all of these responsibilities are met the rights of all are protected.

<b>RIGHTS – rights of students include:</b>	<b>RESPONSIBILITIES – responsibilities of students include:</b>
Being treated justly, respectfully and as individuals	<ul style="list-style-type: none"> <li>• Being courteous, respectful and well-mannered at all times.</li> <li>• Making responsible and thoughtful choices.</li> <li>• Avoiding use of foul, aggressive or antagonistic language.</li> <li>• Being truthful, fair, caring and considerate through actions and behaviours at all times.</li> </ul>
<p>Being provided with a range of learning experiences in well managed environments that meet individual needs.</p> <p>Having all work expectations made clear.</p> <p>Receiving timely, respectful and constructive feedback from teachers</p>	<ul style="list-style-type: none"> <li>• Participating actively and positively in learning in all classes.</li> <li>• Respecting the rights of others to learn in the classroom environment by not engaging in disruptive behaviour.</li> <li>• Completing all assigned learning tasks on time and to the best ability.</li> <li>• Completing all assigned learning tasks with respect to intellectual property.</li> <li>• Using technology in an appropriate manner (refer to the Communication Technology Acceptable Use Policy).</li> <li>• Being punctual at all times.</li> <li>• Disseminating required information to parents and/or guardians.</li> </ul>
Having all personal property respected.	<ul style="list-style-type: none"> <li>• Showing respect for the property and the environment of the School and others.</li> </ul>
Being provided with a selection of challenging and enjoyable co-curricular activities.	<ul style="list-style-type: none"> <li>• Participating actively and positively in School events.</li> </ul>
Feeling safe and secure.	<ul style="list-style-type: none"> <li>• Abstaining from the supply, possession, and use of any illegal or legal drugs, (except for medical reasons) while at School on School related activities or travelling to and from School (refer to Drugs Policy).</li> <li>• Reporting anti-social behaviour to relevant staff.</li> </ul>
Benefitting from the opportunities that exist from membership of the School community.	<ul style="list-style-type: none"> <li>• Behaving outside of the School in such a manner that the image of the School is not negatively affected or brought into disrepute.</li> <li>• Wearing the School uniform in the stipulated and appropriate manner.</li> <li>• Maintaining a clean and neat appearance.</li> </ul>

## CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

MGGS policies and practices are designed in such a way that the students develop positive social values, resulting in appropriate quality behaviour. The Student Code of Conduct Policy is informed by a commitment to the principles of Restorative Practices and procedural fairness which serves to reinforce further the School community's support. The School aims to promote a sense of responsibility amongst its students and recognises that mistakes will occur. The School does not seek to condemn its students. Inappropriate behaviour should not be tolerated but students must also be permitted to repair harm caused by any such actions and they should have an opportunity for personal growth and be provided with strategies with which to deal with such situations in the future.

On the occasion that a student fails to meet the School's expectations this will inevitably result in a variety of logical consequences. Typically, consequences may range in severity depending on the nature of the behaviour. Ongoing and repeated behaviours that cause concern to the School will have a cumulative effect on the level of consequence that will be given. Where continued inappropriate behaviour occurs, suspensions or withdrawal may result. In line with the Restorative Practices students will be provided with counselling opportunities and the opportunity to repair any harm caused.

### Stages of Consequence

The **Morris Hall Campus** has seven formal consequences for students who behave inappropriately. They are:

- Discussion with teacher (Restorative Chat)
- Letter of apology written by student then signed by student, parent and teacher/mentor
- Meeting with parents and teacher/mentor
- Behaviour Contract - which should be specific, detailed and signed by student, parent and teacher/mentor
- Meeting with parents, student, teacher/mentor and Deputy Head/Head of Junior School
- Counselling with student with feedback to parents

The **Merton Hall Campus** has eight formal consequences for students who behave inappropriately. They are:

- Discussion with teacher (Restorative Chat)
- Conduct Card (to assist students to self monitor behaviour)
- Detention
- Behavioural Contract
- Internal Suspension – Student isolated from her peers and given different Recess and Lunch Breaks. Teachers to be informed about the suspension so that adequate work can be provided for the student. This consequence is for serious misdemeanours.
- External Suspension - Issued by the Principal or her delegate for very serious breaches of the School rules.

**The Principal has the sole authority for expulsion of students from the School.** Assistance in locating a more appropriate educational environment that meets the needs of the student will be provided.

A Year Level Coordinator or Director of Students may, at their discretion, withdraw students from class for a period of time for the purpose of defusing a possible conflict or for a purpose which is deemed to be in the best interest of the student and the School at large.

The underpinning philosophy for all consequences is that of repairing harm caused by the behaviour, not punishing the wrongdoer. Restorative Conferences following internal or external suspensions are conducted by the relevant staff.

Students, Parents and Staff should refer to the ***Grievance Policy and Procedures*** to raise any concerns and have them addressed by the appropriate authority.