



## STUDENT CODE OF CONDUCT

Last Review: March 2024	Constructed/Reviewed by: Mentone Grammar School on advice from Russell Kennedy Lawyers
Next Review: March 2026 (and every two years thereafter, or more frequently as required).	Approval Required: Executive
Policy Number:	Sign Off Date: 29 March 2024

### 1. Purpose



The School supports these positive behaviours by:

- Promoting the School's vision, mission and values
- Promoting this code, including by providing clear **and** consistent behaviour and learning expectations, which are made explicit to all students through year level assemblies, the school curriculum and classroom materials.
- Providing a calm and focused learning environment where students feel supported by staff.
- Promoting respectful relationships which are characterised by positive dialogue and active listening.
- Using positive education strategies in the **classroom** and beyond
- Understand that bullying often peaks in middle school, around ages 11 to 14. This period is marked by social transitions, identity development, and increased peer pressure, which can contribute to heightened incidents of bullying. Bullying is unacceptable and must be reported so we can develop empathy, social skills and restorative conversations, and where necessary implement strategies according to our student code of conduct.
- Promoting a **zero** tolerance approach to **discrimination** and **sexual** harassment, and taking prompt action when such behaviour (0 g0 g0 G(co)-6(n) G29 8)(u)r Tf1 0 6 Tmi.2 rBt4-si9 when such)5b)12(eh

SCHEDULE 1

PROCESS FOR RESPONDING TO STUDENT MISBEHAVIOUR

1. Raising concerns about student

consequences.

Consequences can range from counselling to expulsion and involves the exercise of discretion by experienced staff employed by the School. Examples of common consequences (which will vary subject to the circumstances) are detailed in the Schedule 2.

In determining the severity of a student's behaviour and how it should be assessed, the School has regard to:

- The nature and seriousness of the student's behaviour
- The student's individual circumstances, including their age, maturity and any additional needs (whether behavioural, emotional, or medical in nature)
- The surrounding circumstances and context
- The student's behavioural history
- The outcome considered to be in the School and the student's best interests.
- The trust and confidence that the student will act in accordance with the School's standards going forward.
- Any remorse, insight or contrition shown.
- The safety of all students, staff and visitors
- Other aggravating or mitigating circumstances considered by the School to be relevant.

In accordance with the  
punishment is prohibited at the School.

(Vic), the use of corporal

## 6. Suspensions and Expulsion



documents that may be obtained during the course of the investigation.



## SCHEDULE 2

While the school does not manage or investigate incidents that occur out of school hours and not part of our school program, if these actions (including online) impact on the wellbeing of our students, the school reserves the right to investigate and enact our student code of conduct to ensure the safety of all our students

## DO NOT

LEVEL 1	POSSIBLE CONSEQUENCE(S)	STAFF INVOLVED
<ul style="list-style-type: none"> <li>• Acting as a bystander to the inappropriate behaviour of others (the standard you walk by is the standard you accept)</li> <li>• Bullying and cyberbullying (Minor)</li> <li>• Inappropriate language, behaviours or gestures (Minor) (for example eye rolling, answering back)</li> <li>• Disobeying instructions or a reasonable direction from staff (Minor)</li> <li>• Breach of ICT or social media standards (Minor)</li> <li>• Breach of uniform or dress standards</li> <li>• Eating in class</li> <li>• Disrupting the learning of others</li> <li>• Leaving class without permission</li> <li>• Lack of preparedness for class (for example equipment, textbook, charged laptop)</li> <li>• Entering an out of bounds area</li> <li>• Unacceptable level of effort at School</li> <li>• Use of another student's device (for example laptop, phone, computer)</li> <li>• Littering</li> <li>• Late to class</li> <li>• Other minor inappropriate behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Note in student diary or the School's online parent portal.</li> <li>• Reflective time out or worksheets</li> <li>• Detention</li> <li>• Pastoral discussion with staff</li> <li>• Shadowing staff or collecting rubbish on yard duty</li> <li>• Student Behaviour Management Plan</li> <li>• Recess or Lunchtime Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Mentor</li> <li>• Year Level / House Coordinator</li> </ul>



LEVEL 3	POSSIBLE CONSEQUENCE(S)	STAFF INVOLVED
<ul style="list-style-type: none"> <li>• More serious or repeated breaches of the School's standards, including those detailed at Level 2 (and also in exceptional cases, Level 1)</li> <li>• Behaviour, language, gestures or conduct of a racist, sexist, misogynistic, homophobic or derogatory nature.</li> <li>• Bullying and cyberbullying</li> <li>• Deliberate misuse of ICT including a breach of ICT or social media policy</li> <li>• Deliberate defacing/damage of school property/resources</li> <li>• Gambling</li> <li>• Physical violence</li> <li>• Threats of violence – physical/verbal and/or online (serious)</li> <li>• Behaviour, language, gestures or conduct of a sexual nature.</li> <li>• Theft</li> <li>• Use, sale, possession or distribution of alcohol,</li> </ul>		

Appendix 1 - Restorative practice conversation scaffold (suggestion)

Please see your campus management for specific campus related forms

Restorative practice conversations provide a safe space for students to fix their mistakes and return to the group strengthened. Students learn how to get what they need using effective approaches to build

Appendix 2 - Detention Reflection (form available through Frogmore)

STUDENT

Name:

House:

Mentor:

QUESTIONS:

What happened or caused you to be here today?

Who have you impacted by your behaviour and how?

What harm was done?

What could I have done to handle this situation better?

Appendix 3 – Bayview Student Reflection Task (form available through Bayview)

STUDENT

Name:

House:

Mentor:

What actions were you responsible for that led to you completing this reflective task?

How were others impacted by your actions (students, teachers, parents)?

How do you feel about this incident now upon reflection?

What three strategies can you adopt so this does not happen again?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_