



**Barker**  
College

**Promoting Positive Relationships**

The Barker Way



**Barker**  
College

# Honor Non Honores

## Mission

An Anglican community inspiring  
every learner  
every experience  
every day

## Vision

To be a leader in Christian education  
that is characterised by a global vision  
that inspires hope

## Values

Commitment  
Compassion  
Courage  
Integrity  
Respect



*We acknowledge the Dharug, Darkinjung, Wonnarua and Yolŋu peoples who are the traditional custodians of the land on which Barker College, Darkinjung Barker, Ngarralingayil Barker and Dhupuma Barker stand.*

*We pay respect to the Elders past, present and emerging of the Dharug, Darkinjung, Wonnarua and Yolŋu nations and extend that respect to other Indigenous people within the Barker College community.*

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# Introduction

The purpose of this document is to provide a model of 'the Barker way' of promoting positive relationships among Barker staff and students.

This is more than a behaviour management document; it codifies elements of best teaching practice and pastoral support that will give all Barker students the best chance to thrive, routines and standards for staff and students that provide certainty and consistency, a system to recognise exemplary student behaviour so that students are rewarded for laudable character traits alongside academic merit, procedures to enable appropriate restorative and disciplinary responses to unacceptable student behaviour, and provisions for fairness and review.

It is essential that staff read and utilise this document with the view to implementing proactive and preventative measures that will maximise positive relationships with and among their students — build rapport, be predictable and fair, maintain self-control, extend kindness and support. These measures should be implemented prior to and alongside any consideration of punitive measures.

Consistency among staff is key. Hence, the routines and standards contained herein should be commended and employed by all staff across all areas of the school. Staff are also encouraged to seek advice and support from academic and pastoral leaders to deal with complex or prolonged student behaviours that are having a negative impact on staff-student or peer relationships.

# Context, Purpose and Roles

## Context

Barker College is an Anglican coeducational School that offers academic, social, emotional, physical and spiritual care to students in Pre-K - Year 12. It encompasses the Hornsby campus, indigenous campuses, Boarding House, the Grange and any setting where students participate as members of our school. Despite its breadth and diversity, the Barker College community is united by its Mission, Vision and Values — our touchstone and our compass.

## Purpose

The purpose of the principles and procedures contained in this document is to ensure that Barker College continues to offer an education underpinned by our Mission, Vision and Values that enables each individual and our broader community to thrive. In particular, it aims to facilitate and support:

- Positive behaviour and relationships
- A consistent approach and commonality of intent across the school
- High student engagement
- High expectations of students
- A productive learning environment
- A supportive, safe and inclusive environment
- Growth in student confidence, capacity and character

- Preparation for each student's life beyond the school
- Opportunities for teachers to reflect and adapt to meet the needs of students
- Distinct procedures appropriate to age and context
- Transparency and impartiality
- Evidence-based practices that are effective and engender confidence
- Empowerment of students and staff to be responsible and active in their roles

## Roles and Responsibilities:

- All staff and students, irrespective of position or perspective, have a role to be bearers of the culture we seek and a responsibility to enact the principles we uphold.







# Roles and Responsibilities - Junior School

## Student

The *Student* has a key role to participate positively in the life of the School. They:

- adhere to the Student Code of Conduct and establish Essential Agreements
- collaborate with teachers to generate group norms and develop solutions when difficulties emerge
- seek and accept the assistance of their teachers and other members of the School community, including peers

## Teachers

The *Classroom teacher* creates a positive, supportive, inclusive, productive and challenging learning environment. They:

- provide students with encouragement and praise, correction and consequences
- use their agency to make effective decisions when problematic behaviours arise
- work in partnership with staff teams to support students

## Grade Co-ordinator

Grade Co-ordinators offer guidance and expertise to every teacher in their grade. They:

- model effective teaching practice
- collaborate with teachers to develop solutions when students require support

## Staff Mentor

*Staff mentors and coaches* provide support for teachers in a generalised or targeted way through the College of Teachers program

## Director of Students

The *Director of Students Junior School* provides a global view of student care. They:

- coordinate care for individual students, especially those with significant needs
- work with students, parents and staff to provide a targeted approach in order to improve student engagement and behaviour

## Deputy Head of Junior School

The *Deputy Head of Junior School* provides a vital support to students, staff and families. They:

- provide a link to families in times of critical care and support student learning priorities
- collaborate with Director of Students to make recommendations and decisions regarding consequences for students who fail to uphold school standards in a significant or persistent manner

## Head of Junior School

The *Head of Junior School* works with all members of the School community to ensure that staff and students are upholding the mission, vision and values of the School. They:

- empower and enable all members of the School community to perform their roles
- make recommendations and decisions regarding consequences for students who fail to uphold school standards in a significant or persistent manner

## Head of Barker College

The *Head of Barker College* sets the strategic direction of the School and works with all members of the School community to ensure the School's academic and pastoral goals are met. They:

- empower and enable all members of the School community to perform their roles
- make decisions regarding consequences for students who fail to uphold school standards in a significant or persistent manner



# Roles and Responsibilities - Secondary School

## Student

The *Student* has a key role to participate positively in the life of the School. They:

- adhere to the Student Code of Conduct
- collaborate with teachers to generate group norms and develop solutions when difficulties emerge
- seek and accept the assistance of their teachers and Head of House

## Teachers

The *Classroom teacher* creates a positive, supportive, inclusive, productive and challenging learning environment. They:

- provide students with encouragement and praise, correction and consequences
- use their agency to make effective decisions when problematic behaviours arise
- work with Head of Department and Head of House if problematic behaviours continue

## Head of Department

Heads of Department offer guidance and expertise to every teacher in their department. They:

- model effective teaching practice
- regularly review a teacher's progress
- collaborate with teachers to develop solutions when students require support

## Staff Mentor

Staff mentors and coaches provide support for teachers in a generalised or targeted way through the College of Teachers program

## Head of House

Heads of House provide a hub of support and point of contact for their students. They:

- should be made aware of student progress of a positive or negative nature
- work to realign a student with school expectations
- may access further assistance from the support network

## Deans

Deans of *Middle School* and *Senior School* provide a global view of student care. They:

- coordinate care for individual students, especially those with significant needs
- work with students, parents and staff to provide a targeted approach in order to improve student engagement and behaviour

## Heads of School

Heads of School provide a vital support to students, staff and families. They:

- empower and enable Deans and Heads of House to perform their roles
- collaborate with Deans to make recommendations and decisions regarding consequences for students who fail to uphold school standards in a significant or persistent manner

## Deputy Head of Barker College

The *Deputy Head of Barker College* works with all members of the School community to ensure that staff and students are upholding the mission, vision and values of the School. They make recommendations and decisions regarding consequences for students who fail to uphold school standards in a significant or persistent manner.

## Head of Barker College

The *Head of Barker College* sets the strategic direction of the School and works with all members of the School community to ensure the School's academic and pastoral goals are met. They:

- empower and enable all members of the School community to perform their roles
- make decisions regarding consequences for students who fail to uphold school standards in a significant or persistent manner

# Expected Student Behaviour

## Student Code of Conduct

In order to live out the Barker Values of **Commitment, Compassion, Courage, Integrity** and **Respect**, it is expected that all students will:

- Uphold the Christian values and ethos of the school
- Endeavour to gain the maximum benefit from lessons and enable other students to do the same without interruption or distraction
- Work diligently and consistently
- Speak and behave in a way that is polite, respectful and kind
- Uphold the safety of everyone in the Barker community both inside and outside the classroom, including online and off campus
- Respect the property of other students, staff and the school
- Be correctly equipped to participate fully in lessons and use all equipment appropriately
- Arrive at lessons and other scheduled activities on time
- Participate in the life of the school and keep all commitments
- Follow the directions of staff members
- Wear uniform correctly and completely
- Behave in a way that brings credit to the school in all circumstances and contexts

## Routines for the Classroom

Employing routines for students as they enter, participate in and leave the classroom is a proactive measure that facilitates positive student behaviour and maximises learning

opportunities. These routines provide order, predictability and consistency for teachers and students across the different environments they will encounter during the school day. They enable students to know what to expect and what is expected of them. They ensure smoother transitions between classes and activities, which minimises disruption and frees the teacher to focus on more effective instruction. They equip students with self-management skills and reinforce positive interpersonal communication.

### Junior School

Entry to the classroom:

- Students line up prior to entry to the classroom to meet the class teacher
- Teacher is present at the start of the lesson to meet and greet students at the door by making eye contact, saying the student's name, using a friendly non-verbal greeting and giving a few words of encouragement.

Inside the Classroom:

- Students organise personal belongings to be ready for the lesson at their work area
- Students to have all equipment necessary for the lesson
- Students are settled before a whole class greeting, for the first lesson of the day
- Where appropriate, students greet a visiting teacher. Students stop and stand to greet the Head of Junior School and Head of Barker College.
- Students are settled at the end of the day/ lesson before exchanging a goodbye

## **Middle School**

- Students line up prior to entry to the classroom where possible
- Students enter the room in an orderly and considerate manner
- Students stand behind their desk for a greeting until the teacher asks them to be seated
- Laptop is closed until the teacher asks for its use
- Students rise upon entry of a visiting staff member to the classroom
- Students are engaged, productive and respectful until the teacher indicates the lesson has concluded
- Students thank the teacher at the conclusion of the lesson
- Mobile phone placed in locker for the duration of the school day

## **Senior School**

- Students enter the room in an orderly and considerate manner
- Students await the teacher's greeting prior to the start of the lesson
- Laptop is closed until the teacher asks for its use
- If requested, students rise upon entry of a visiting staff member to the classroom
- Students are engaged, productive and respectful until the teacher indicates the lesson has concluded
- Students thank the teacher at the conclusion of the lesson
- Students take responsibility for their organisation, using the tools available to them
- Mobile phone not used in class unless the teacher gives permission

## **Mobile Phone Procedures**

Students are required to ensure their possession and use of a mobile phone do not detract from their learning or their social interactions. There is to be no gaming, use of social media, taking photos of or filming other students while on campus unless directed by the teacher.

In the Junior School, students must leave their personal devices in their school bag from arrival to until departure from school each day. The school bag remains in the classroom locker area during the school day.

In the Middle School, students must leave their phone in their locker from 8am for the duration of the school day, in order to remove this device as a temptation or distraction.

In Senior School, students may carry their phone with them on campus and in the classroom, in order for them to use it in class if required. These students are expected to be able to regulate their behaviour effectively.

Students must not wear headphones (including air pods) around the campus or in class, unless directed by the teacher.

If a student breaches these procedures, or uses their phone or headphones for purposes other than that determined by the teacher, they will surrender the item and it will be handed to the relevant Dean, who will decide when the student can recover it.

## **Uniform Standards**

The following uniform standards apply to all students in the Junior School, Middle School and Senior School and are expected to be enforced by all staff members both within and outside of the school.

Students are expected to wear the uniform neatly and appropriately as seen in the accompanying photographs. If a student fails to do this consistently, any staff member may issue them with a uniform detention monitored by the Student Services Team. This involves the student reporting to a member of the SST every morning and afternoon for five days with correct uniform.

### Uniform

- Tie and top button done up
- Shirt tucked in
- Shoes clean and polished
- Trousers to the ankle
- Skirt length to the knee
- Regulation school socks
- Blazer as outer garment off campus in Terms Two and Three
- Jumper not to be worn as outer garment off campus at any time
- Items of sports uniform and school uniform not to be worn together
- Full school uniform worn to every class (except PDHPE) and worn home after sports training
- Full school uniform including blazer worn to all school activities held in the evening, including parent-teacher interviews, plays etc.
- Sport uniform may be worn off campus before or after school sport training
- Barker bag or backpack only, to be left in locker during the school day

### Jewellery

- Bracelets, necklaces and rings are not permitted for any student
- Nose studs and plastic studs are not permitted for any student
- Girls may wear one pair of studs or sleepers in the earlobes
- Jewellery worn for religious or health reasons must be approved by the Head of Middle or Senior School

### Hair

- Conservative cut, style and colour
- Neat presentation
- No unnatural colour eg blue, green or pink
- For boys: above the collar, not over eyes or ears, clean-shaven
- For girls: above the collar or tied back using neutral, blue or red hair tie/ribbon

### Makeup

- No foundation
- No eye make-up, including eyeshadow, eyeliner, mascara and fake eyelashes
- No nail polish or fake nails
- No blush or coloured lipstick
- Students who wear makeup will be sent to the SST or Deans to have it removed

## JUNIOR SCHOOL UNIFORMS



## MIDDLE SCHOOL UNIFORMS



## SENIOR SCHOOL UNIFORMS



# Supporting Positive Student Behaviour

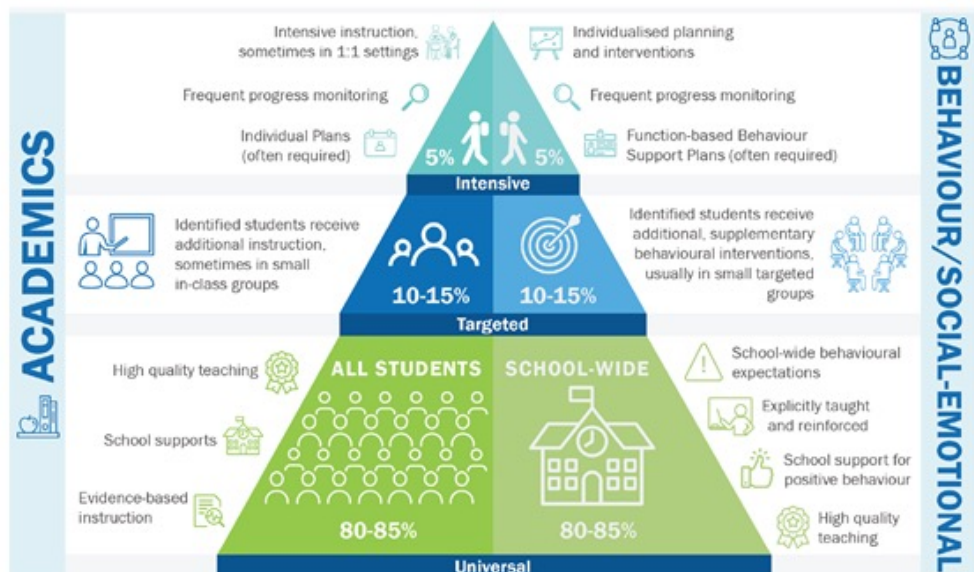


Diagram 1: Multi-Tiered Systems of Support

## Multi-Tiered System of Support (MTSS)

A flexible Multi-Tiered System of Support (MTSS) best addresses the behavioural wellbeing of all Barker students and support positive behaviour.

- The Universal level of a tiered approach provides a foundation of proactive and preventative practices. When implemented with fidelity, this foundation will address the needs of most students.
- Additional tiers of support (for students at risk through to students with significant needs) are in place in recognition that at times, some students will require more frequent and intensive levels of support or intervention to address behaviour concerns. Support at these levels is often accompanied by and documented within the individual personalised planning process.

## Universal approaches to support positive behaviour

### Build relationships

Building relationships with the students is the foundation of a teacher's approach in the classroom. Investing in this enables teachers to understand what each student brings to the classroom before the first sentence of any lesson is spoken — in terms of family and cultural background, personal beliefs, interests, capabilities, prior knowledge, social, emotional and academic traits and predilections. This helps teachers to engage with the student appropriately, with a clear understanding of who they are and where they are at. It enables teachers to build trust, rapport and social capital so that their students will be more willing to comply, engage and progress.



According to Powell and Kusuma-Powell (2011), developing a comprehensive understanding of each student enables teachers to:

- Create a psychologically safe environment for every student
- Determine each student's readiness for learning
- Identify multiple access points to the curriculum to increase engagement and achievement
- Develop and demonstrate greater emotional intelligence in the classroom

### Teach and encourage positive learning behaviours

A key task of educators is to foster the development of students' psychological characteristics that motivate them to act in ethical, democratic, socially effective and productive ways. It is important not to assume that students will instinctively absorb positive learning behaviours from teachers who implicitly express them. Instead, students need to have these behaviours explicitly modelled and explicitly taught in the curriculum and in formal distinct programs – in ways that are appropriate to the age and context of the students. Classroom teachers have a significant role to play in this but it is imperative that the whole school climate supports teachers in this endeavour. Positive behaviours should be promoted in all Barker contexts by all staff and underpinned by our shared Values.

Durlak, Weissberg, Dymnicki, Taylor and Schellinger's 2011 meta-analysis of school-based interventions concluded that positive learning behaviours are implemented in two ways:

1. Classroom practice, as teachers promote positive learning behaviours in their daily, routine interactions with students as they enact their regular academic curriculum.

2. Formal programs that supplement the regular academic curriculum with an additional curriculum that is designed to teach positive learning behaviours.

### 1. Classroom Practice:

The following guidelines for excellent classroom practice are taken from the Teaching and Learning Framework, which is grounded in the principles of *Inquiry*, *Rhetoric*, *Gratitude* and *Service*, and promotes the creation of an *Environment* with the optimum conditions and relationships for learning, acquisition of deep disciplinary and inter-disciplinary *Knowledge* and provision of meaningful *Feedback* and *Reflection* to move the teacher and student forward.

#### Environment:

**This means:** Teachers set and communicate high expectations for all students; create a focus for learning; use learning spaces flexibly and interchangeably; be inclusive and think about the needs of all students; establish classroom norms and expectations; get to know students and build positive relationships; use blended learning to maximise face to face teaching time.

#### Knowledge:

**This means:** Teachers identify and teach important subject knowledge; apply principles of cognitive science to help students commit knowledge to and retrieve it from long-term memory; challenge students to learn new ideas; teach explicitly to ensure students understand key knowledge; explain and model; help students apply knowledge to new content in and across subject domains; ensure learning is accessible to all students.

**Feedback and Reflection:**

**This means:** Teachers provide feedback that moves the learner forward; help students to respond to feedback and set goals for improvement; use data to track student progress; use student feedback to inform teaching; use effective formative assessment strategies; report on student progress.

**Inquiry:**

**This means:** Teachers apply the Guided Inquiry Design framework to formal units of inquiry; seek opportunities to support student inquiry; support student curiosity by posing important and interesting questions; seek opportunities to share the products of Inquiry with the broader community; promote excellent research practices that encourage independence; promote student self-regulation and executive function; seek to make connections across domains.

**Rhetoric:**

**This means:** Teachers provide opportunities for students to think deeply and reason; ask challenging questions; structure and model different types of thinking; provide opportunities for students to communicate their thinking verbally, in writing and through performance; give students the space and opportunity to express their learning.

**Service:**

**This means:** Teachers look for ways to use knowledge for the service of others — modelling through pedagogy that the product we want from our knowledge is service; give specific examples of how people within different disciplines have used their knowledge to serve others — helping students see concrete examples of service in action; provide opportunities for students to

serve one another and the wider community; enhance the life of the student by providing opportunities to explore complex problems that need creative solutions.

**Gratitude:**

**This means:** Teachers model thankfulness in the classroom and in their approach to students — looking for the gold; provide opportunities for students to share something they're grateful for; treat others with respect and grace, especially in difficult and stressful situations; provide situations where students are challenged in order to experience life 'without' in order to develop empathy, understanding and appreciation; offer a prayer of thanks before classes and other activities to establish a culture of gratitude.

## **2. Formal Programs**

**Social and Emotional Learning programs:**

The School provides explicit instruction in Social and Emotional Learning, discussions about peer moral dilemmas and presentations on employing ethical behaviour both within and beyond school settings. Year groups activities, House activities, Assembly and Chapel provide opportunities for students to be reminded of Barker values, expectations and standards. Consistency in approach and language is crucial here so that the required messages are transparent and frequent, and so that students are clear about what is expected of them and how they are to respond to those around them.

### **Uniform:**

School uniform is an important factor in the promotion of positive behaviours. Uniform is not just an identifier; it is a normaliser. There is no competition, no expectation to look different, no pressure to fit a particular social norm. Instead, the uniform creates a level playing field for students. In addition, a deep sense of pride, respect and self-discipline come from wearing a uniform correctly. All staff have a responsibility to promote the appropriate wearing of the uniform and correct students when they fail to do this.

### **Targeted and intensive approaches to meet the needs of individuals**

Teachers are required to teach and support all students in all classrooms, during co-curricular activities, in the playground, at sporting events, in outdoor educational settings and across all Barker campuses. As the student population at Barker presents with diverse behaviour and social-emotional needs, teachers will at times teach students whose needs are not met by the universal approaches employed in Tier 1 of the MTSS. These students may or may not have disability or risk factors. They may require targeted or intensive support.

#### **Targeted Support (Tier 2)**

Targeted support generally involves small group interventions, including classes that provide more support to students who are struggling academically, sessions with ILC staff that provide instruction for students in appropriate organisation and self-management practices, and sessions with pastoral staff that provide instruction for students in key social, emotional and behavioural skills.

#### **Intensive Support (Tier 3)**

Some students have significant social and emotional needs, disability or risk factors that will require intensive individual support beyond quality differentiated teaching and small group instruction. Support strategies for these students are developed by ILC and/or Psychology staff in collaboration with relevant stakeholders that may include Head of House, Dean, Health Centre staff, Careers Advisor, external specialists, teachers, parents and the student.

The four key steps required to implement personalised learning and support are:

1. Get to know the student and gather information to identify the student's needs
2. Consult and collaborate with other relevant stakeholders
3. Plan and implement personalised learning and individualised support measures
4. Monitor, review and evaluate the impact of the individualised support measures

#### **Collaborative Curriculum Planning:**

This is the process to determine the most appropriate curriculum options, adjustments and learning strategies for students who require intensive support. It takes place in the broader context of personalised planning that includes interventions and other supports to address identified student needs. This process may occasionally highlight the need for a separate, specific and more targeted plan, for example a Behaviour Support Plan, Health Support Plan or Risk Assessment.

### Individual Plans:

An Individual Plan is the documented outcome of the collaborative planning process. It is a formal agreement between the student and/or parent and the school. It describes the adjustments and strategies that will be implemented to meet a student's individual educational needs so they can access teaching, learning and the school experience, and reach their full potential. It may be devised for a student who has a disability or a complex learning profile.

### Functional Behaviour Support Plans:

A Functional Behaviour Support Plan is often required for a student who exhibits significantly difficult, challenging or disruptive behaviours. This Plan addresses the reasons for the inappropriate behaviour of the student, and outlines strategies to improve their behaviour.



# Recognising Positive Student Behaviour

## Introduction

Responses to positive student behaviour should be informed by a consistent and equitable approach that provides students with acknowledgement, encouragement and motivation. Capturing and celebrating positive behaviour inside and outside the classroom ensures that the school implicitly and overtly values the development of a student's character in addition to academic effort and achievement, which are recognised in other ways.

An effective award system not only encourages each student towards positive behaviour but also empowers the teacher to recognise attributes of real significance and to make constructive contributions to the inner lives of the students. We know that affirmation and praise is important in building rapport in the classroom. Hence, utilising an award system effectively and prudently provides the teacher with another tool to manage their classroom well.

Any award system must take into account the changing needs and preferences of students in different ages and stages. Therefore, this system allows for flexibility in terms of what behaviours are recognised, how awards are applied and how they are celebrated.

## Framework

The award system in the Secondary School is:

- Linked to the Barker Values.
- Aligned to the school motto '*Honor non Honores*' so that awards are conferred rather than sought. This is primarily an opportunity to recognise good character rather than to promote student accumulation of awards.
- A way to acknowledge valuable aspects of the student's life beyond academic effort and achievement.

- A cumulative system, where awards are captured, stored, and collated as students move through the Secondary School.
- Flexible in terms of how awards are applied and celebrated in different year groups and different Schools.
- Accessible and easy to implement for teachers, supported by the student information system.
- Informed by the student voice and amended over time.

## The Red Awards

With these provisions in mind, this system is termed 'The Red Awards' and is linked to the Barker Values of Commitment, Compassion, Courage, Integrity and Respect. The system is to be applied across the Secondary School to ensure consistency and equity for all students. A 'Red' may be given to students inside and outside the classroom, for example in the playground, in co-curricular settings, at the Grange and at events in the broader Barker community.

A 'Red' is awarded by a staff member to a student who displays a Barker Value. For example, a student who completes a task in class beyond ordinary expectations may be awarded a Red for Commitment. A student who cleans an area of the playground without being asked or seeking praise may be awarded a Red for Integrity.

Staff members are able to issue a maximum of 10 Reds per term to ensure they are given only in acknowledgement of extraordinary displays of the Barker Values and to prevent the indifference that comes from over-use. Student leaders may also make recommendations for other students to receive Reds in line with their portfolios to ensure the system is embedded into our practice and culture.

Staff members will enter the Red in the student information system and provide further information detailing reasons for the award. Reds will be collated within the student information system and will be visible to Heads of House, parents and students.

**The system will be cumulative as follows:**

**10 Reds = Bronze Award**

**3 Bronze Awards = Silver Award**

**3 Silver Awards = Gold Award**

It is also possible for a student to be given an automatic Bronze, Silver or Gold Award without the preliminary accrual of Reds for one outstanding contribution to the school that demonstrates exemplary character.

The Bronze Award will be presented by the Dean at a House meeting or Assembly. The Silver Award will be presented by the Head of School at an Assembly. The Gold Award will be presented by the Head of Barker College at Celebration. Students who receive the Gold Award will be given Colours, embroidered on the blazer.

It is expected that a student will be eligible to receive a Gold Award in their final years of school. This ensures that the Red System remains purposeful and relevant to Senior School students.





# Responding to Unacceptable Student Behaviour

## Introduction

When a student breaches school standards, teachers in the Junior School and Secondary School will employ appropriate measures to realign their behaviour with the Barker Values. These measures will be different, depending on the age, developmental stage and individual needs of the student in addition to the changing contexts they find themselves in. In all contexts, equity is upheld and diverse needs are taken into account.

While teachers in the Junior School will tend to employ restorative practices, teachers in the Secondary School will employ restorative practices in addition to the Procedures and Levels of Action stated below.

## Restorative Practice

Responses to unacceptable behaviour should be informed by restorative practices. That is, teachers should facilitate opportunities to build healthy relationships and a positive learning culture by encouraging students to take responsibility for their behaviour, reflect on their actions and be equipped with strategies to make better decisions. The teacher-student relationship is central in this approach as teachers actively seek to prevent harm, encourage growth in character and understanding, and enable restoration of relationships.

Restorative practice is not a rigid discipline but teachers may rely on a number of strategies in the classroom, including:

- Logical consequences
- Community service
- Peer mediation

- Structured one-on-one conversations, where the teacher shows concern, determines the extent of the poor behaviour, elicits empathy from the student, reiterates expectations grounded in the Barker Values, follows through with consequences if necessary.
- Restorative questions:
  - » What happened?
  - » What were you thinking about at the time?
  - » Who has been affected by what happened?
  - » In what way have they been affected?
  - » What do you need to do to make things right?
  - » What could you do differently next time?

For more information see:

[What is restorative practice?](https://www.nsw.gov.au/what-is-restorative-practice) (nsw.gov.au)

In the Secondary School, a Blue Card may be employed by the Head of House when one of their students struggles to adhere to school standards, in line with a restorative approach. This enables the Head of House to monitor a student's behaviour, provides the student with an opportunity to set goals, gives them an incentive to improve, equips them with a measure of self-reflection and self-regulation and enables the student's progress to be visible to their support network, including parents.

## Staff Procedures

In conjunction with the employment of restorative practices, the following procedures should be used by teachers when responding to unacceptable behaviour – from low-level disruption to significant breaches of standards. This will enable students to have a measure of predictability and security in terms of teacher responses as they move between various contexts in their Barker experience.

### Within the classroom:

**Remind** student of expectations

**Refocus** student with a prompt

**Relocate** student to a different position in the room

**Restore** student and teacher relationship

**Reflect** on how to do things better next time in collaboration with HoD or Grade Coordinator

**Relay** incident to HoH/Dean/Director of Students JS via the student information system if necessary

In extreme circumstances, **remove** from class by asking a member of the SST to accompany student to Deans or Director of Students JS

If behaviour is repeated or extreme, **refer** to Deans or Director of Students JS for further action

**Outside the classroom** (eg in the playground, between lessons, outside school, on the sporting field, on excursion, on camp):

If a student commits a minor misdemeanour outside the classroom, teachers should use their professional judgement to warn the student, re-direct the student or issue a

sanction. Teachers may also wish to relay the incident to the student's support team via the student information system.

If a student commits a major misdemeanour outside the classroom, teachers should ensure the safety of all students first then seek the assistance of the Head of House and/or Dean of Middle or Senior School.

Teachers work in partnership with the Student Services Team to enable sharing of information about high risk behaviours so that the SST can provide consistent interventions and monitoring of a student's behaviour outside the classroom. The SST will disseminate information to a student's support team, so that support can be provided to the student appropriately.

## Levels of Action

The following levels of action are guidelines rather than prescriptive procedures intended as a remedial and corrective process. They outline examples of misdemeanours that may be considered minor through to extreme and what sanctions may apply in these circumstances. These misdemeanours are of equal severity whether they are committed at school or online. However, there is flexibility within these levels of action, dependent on the particular context of the misdemeanour and the needs of the student involved. It is important to note that the aim of the sanction is to enable the student to reflect on and revise their behaviour, leading to restoration of relationships and re-engagement with the school community. This will require ongoing communication between the student and relevant teacher and/or Head of House.

Teachers are able to apply sanctions when a student's behaviour lies in Levels One, Two or Three. Teachers should refer an incident

to the relevant Dean (MS Dean or SS Dean of Student Behaviour) or Head of School if a student's behaviour lies in Level Four. If teachers are unsure about how or when to apply a sanction, they should consult their Head of Department and/or the student's Head of House to determine the best course of action.

When a teacher issues a detention, they should inform the student and explain what the detention is for, in addition to entering it in the student's diary and the student information system. Students should expect to attend Study Hall (12.40-1.10pm), Clean up detention (3.30-4.00pm), Friday detention (Friday 3.30-4.30pm), Manners detention (Friday lunchtime interview with Deputy Head/Head of School and Friday detention) or Saturday community service (hours to be determined by the MS Dean or SS Dean of Student Behaviour) at the next practicable opportunity and will either complete schoolwork or a restorative activity set by the teacher or Dean. If a student fails to attend a detention without good reason, the sanction will be escalated by the Dean or Head of School.

The relevant Dean will approve detentions in the student information system and follow up any non-attendance. The detention will take precedence over any other activity, barring exceptional circumstances. Information about a student's attendance at a detention is available via the student information system and SST.

Stages of Behaviour may be employed by the Dean or Head of School to monitor a student's behaviour if they have reached the Level Four threshold. This system is intended to clarify the status of a student who has behaved in an inappropriate manner, provide

a common language for students, parents and staff to facilitate discussion, ensure that a supportive approach is taken, ensure that due process is followed and provoke periodic meetings of review with relevant members of the support team, including parents. Progression to a higher stage or removal from a stage or stages are possible outcomes of a stages review.

### Level One - minor

Sanction	Examples of misdemeanour
Study Hall	failure to complete work as set by the class teacher
Uniform detention	failure to adhere to uniform standards
Clean up detention	<ul style="list-style-type: none"> <li>• incidental swearing</li> <li>• minor disruption to class</li> <li>• lateness to class without reason</li> <li>• littering</li> <li>• chewing gum</li> </ul>

### Level Two - moderate

Sanction	Examples of misdemeanour
Friday detention	<ul style="list-style-type: none"> <li>• misuse of laptop</li> <li>• persistent swearing</li> <li>• persistent or significant disruption to class</li> <li>• persistent or significant lateness to class without reason</li> <li>• absence from co-curricular sport or activity without reason</li> <li>• failure to serve Level one sanction</li> </ul>

**Level Three - serious**

Sanction	Examples of misdemeanour
Manners detention OR Saturday community service	<ul style="list-style-type: none"><li>• directed swearing</li><li>• persistent or significant disrespect shown to students or staff</li><li>• inappropriate sexualised comments</li><li>• truancy</li><li>• lying or cheating</li><li>• failure to serve Level Two sanction</li></ul>

**Level Four - extreme**

Sanction	Examples of misdemeanour
Stages of Behaviour AND Internal suspension OR External suspension	<ul style="list-style-type: none"><li>• physical violence</li><li>• vandalism</li><li>• smoking or vaping</li><li>• use of drugs or alcohol</li><li>• theft</li><li>• repeated truancy</li><li>• bullying or sexual harassment of other students</li></ul>
Expulsion	at the discretion of the Head of Barker College



# Fairness and Review

Those who make decisions at Barker College in relation to serious or unresolved student disciplinary matters will aim to reach a fair decision by way of an objective decision-making process that involves an impartial investigation (if required) and the exclusion of real or perceived bias. Expulsion from the school is at the discretion of the Head of Barker College and is a condition of enrolment of every student.

## Procedural Fairness

Procedural fairness is a basic right of all students and has two essential elements:

1. The right of a student to be heard, which includes:
  - the right to know why the sanction is happening to them
  - the right to know what behaviour or conduct is being sanctioned
  - the right to know any information that will be taken into account
  - the right to know the way in which the issues will be determined
  - the right to respond to any allegations made about them
2. The right of a student to an impartial decision, which includes:
  - a fair investigation if the conduct is being formally reviewed
  - the right to impartiality in the decision-making phases
  - the right to an absence of bias by the decision maker

In the case of allegations of egregious conduct and/or the use of sanctions at Levels Three and Four in the Secondary School, the student's parents will be provided with details of the allegations and a support person will be made available for the student during formal disciplinary interviews. The decision-making process will be documented in the student information system, including how the student has been made aware of the allegations, how the investigation has been conducted and results of the investigation.

## Complaints and Review of Decisions

If a student or parent wishes to make a complaint about school processes or actions, or appeal a decision made in a disciplinary matter, they may contact the school in an appropriate manner and expect a response from the school as outlined below.

### Junior School

A student or parent may make a complaint or appeal a decision made by a teacher by contacting the Director of Students and/or the Deputy Head of School. Parents may request to have a meeting with the Director of Students and/or the Deputy Head of School to discuss the teacher-student relationship, how behaviours are being managed and offer any background information about the student's situation. Where behavioural interventions are overseen by the Director of Students and/or Deputy Head of School, a student or parent may request an appeal to the Head of School.

All complaints, appeals and requests for a discussion in relation to concerns around learning and behaviour will be responded to by the Junior School.

When a complaint or appeal is made by a student or parent, they will be provided with the opportunity to raise their concerns fully and without judgement. The school will respond in kind by ensuring that all aspects of the complaint or appeal are reviewed with the involvement of the relevant staff, including the Grade Coordinator if necessary. The emphasis of the process will be positive re-engagement and the school also has a right to respond. The school will take all reasonable steps to ensure that the student or parent is informed of the grounds for the decision and are provided with an outcome from the process.

### **Secondary School**

A student or parent may make a complaint or appeal a decision made by a teacher by contacting the Head of House and/or Dean. Parents may request to have a meeting with the Head of House and/or Dean to discuss the teacher-student relationship, how behaviours are being managed and offer any background information about the student's situation.

An appeal may be considered by the Dean in relation to:

- a Stage level
- a Sanction
- Undue hardship

Where behavioural interventions are overseen by the Head of House and/or Dean, a student or parent may request an appeal to the Head of the School. Where behavioural interventions are overseen by the Head of School, a student or parent may request an appeal to the Deputy Head of Barker College (Student Experience).

All complaints, appeals and requests for a discussion in relation to concerns around learning and behaviour will be responded to by the Secondary School.

When a complaint or appeal is made by a student or parent, they will be provided with the opportunity to raise their concerns fully and without judgement. The school will respond in kind by ensuring that all aspects of the complaint or appeal are reviewed with the involvement of the relevant staff, including the Head of Department if necessary. The emphasis of the process will be positive re-engagement and the school also has a right to respond. The school will take all reasonable steps to ensure that parents and students are informed of the grounds for the decision and are provided with an outcome from the appeal process.

### **Evaluation**

The Promoting Positive Relationships Group is an inter-School and inter-Departmental group which will meet semesterly to review the principles and procedures contained in this document and provide an annual report to the Council of Barker College.

The efficacy of the system will be evaluated against student and incident data collected throughout the year and will be revised accordingly, in alignment with Barker College academic and wellbeing programs and the *National Principles for Child Safe Organisations*.



# Promoting Positive Relationships — in Brief Junior School

## 1. Context, Roles and Purpose

The purpose of the principles and procedures contained in this document is to ensure that Barker College continues to offer an education underpinned by our Mission, Vision and Values that enables each individual and our broader community to thrive.

## 2. Expected student Behaviour

Employing routines for students as they enter, participate in and leave the classroom is a proactive measure that facilitates positive student behaviour and maximises learning opportunities.

### Inside the classroom:

- Students organise personal belongings to be ready for the lesson at their work area
- Students to have all equipment necessary for the lesson
- Students are settled before a whole class greeting, for the first lesson of the day
- Where appropriate, students greet a visiting teacher. Students stop and stand to greet the Head of Junior School and Head of College.
- Students are settled at the end of the day/ lesson before exchanging a goodbye

### Entry to the classroom:

- Students line up prior to entry to the classroom to meet the class teacher
- Teacher is present at the start of the lesson to meet and greet students at the door by making eye contact, saying the student's name, using a friendly non-verbal greeting and giving a few words of encouragement.

### 3. Supporting positive student behaviour

A flexible Multi-Tiered System of Support (MTSS) will best address the behavioural wellbeing of all Barker students and support positive behaviour.

- The Universal level of a tiered approach provides a foundation of proactive and preventative practices. When implemented with fidelity, this foundation will address the needs of most students.
- Additional tiers of support (for students at risk through to students with significant needs) are in place in recognition that at times, some students will require more frequent and intensive levels of support or intervention to address behaviour concerns. Support at these levels is often accompanied by and documented within the individual personalised planning process.

Building relationships with the students is the foundation of a teacher's approach in the classroom. Investing in this enables teachers to understand what each student brings to the classroom before the first sentence of any lesson is spoken.

It is important not to assume that students will instinctively absorb positive learning behaviours from teachers who implicitly express them. Instead, students need to have these behaviours explicitly modelled and explicitly taught in the curriculum and in formal distinct programs — in ways that are appropriate to the age and context of the students. Classroom teachers have a significant role to play in this but it is imperative that the whole school climate supports teachers in this endeavour.

### 4. Responding to unacceptable student behaviour

Responses to unacceptable behaviour should be informed by restorative practices. That is, teachers should facilitate opportunities to build healthy relationships and a positive learning culture by encouraging students to take responsibility for their behaviour, reflect on their actions and be equipped with strategies to make better decisions. The teacher-student relationship is central in this approach as teachers actively seek to prevent harm, encourage growth in character and understanding, and enable restoration of relationships.

- Restorative questions:
  - » What happened?
  - » What were you thinking about at the time?
  - » Who has been affected by what happened?
  - » In what way have they been affected?
  - » What do you need to do to make things right?
  - » What could you do differently next time?

The following procedures should be used by teachers when responding to unacceptable behaviour — from low-level disruption to significant breaches of standards. This will enable students to have a measure of predictability and security in terms of teacher responses as they move between various contexts in their Barker experience.

**Remind** student of expectations

**Refocus** student with a prompt

**Relocate** student to a different position in the room

**Restore** student and teacher relationship

**Reflect** on how to do things better next time — collaborate with Grade Coordinator

**Relay** incident to Director of Students JS via the student information system if necessary

In extreme circumstances, **remove** from class by asking a member of the SST to accompany student to Director of Students JS

If behaviour is repeated or extreme, **refer** to Director of Students JS for further action

## 5. Fairness and Review

Those who make decisions at Barker College in relation to serious or unresolved student disciplinary matters will aim to reach a fair decision by way of an objective decision-making process that involves an impartial investigation (if required) and the exclusion of real or perceived bias. Expulsion from the school is at the discretion of the Head of Barker College and is a condition of enrolment of every student.

If a student or parent wishes to make a complaint about school processes or actions, or appeal a decision made in a disciplinary matter, they may contact the school in an appropriate manner and expect a response from the school as outlined.

# Promoting Positive Relationships – in Brief Secondary School

## 1. Context, Roles and Purpose

The purpose of the principles and procedures contained in this document is to ensure that Barker College continues to offer an education underpinned by our Mission, Vision and Values that enables each individual and our broader community to thrive.

## 2. Expected student behaviour

Employing routines for students as they enter, participate in and leave the classroom is a proactive measure that facilitates positive student behaviour and maximises learning opportunities.

### Middle School

- Students line up prior to entry to the classroom where appropriate
- Students enter the room in an orderly and considerate manner
- Students stand behind their desk for a greeting until the teacher asks them to be seated
- Laptop is closed until the teacher asks for its use
- Students rise upon entry of a visiting staff member to the classroom
- Students are engaged, productive and respectful until the teacher indicates the lesson has concluded
- Students thank the teacher at the conclusion of the lesson
- Mobile phone placed in locker for the duration of the school day

### Senior School

- Students enter the room in an orderly and considerate manner
- Students await the teacher's greeting prior to the start of the lesson
- Laptop is closed until the teacher asks for its use
- If requested, students rise upon entry of a visiting staff member to the classroom
- Students are engaged, productive and respectful until the teacher indicates the lesson has concluded
- Students thank the teacher at the conclusion of the lesson
- Students take responsibility for their organisation, using the tools available to them
- Mobile phone not used in class unless the teacher gives permission

### 3. Supporting positive student behaviour

A flexible Multi-Tiered System of Support (MTSS) best addresses the behavioural wellbeing of all Barker students and support positive behaviour.

- The Universal level of a tiered approach provides a foundation of proactive and preventative practices. When implemented with fidelity, this foundation will address the needs of most students.
- Additional tiers of support (for students at risk through to students with significant needs) are in place in recognition that at times, some students will require more frequent and intensive levels of support or intervention to address behaviour concerns. Support at these levels is often accompanied by and documented within the individual personalised planning process.

Building relationships with the students is the foundation of a teacher's approach in the classroom. Investing in this enables teachers to understand what each student brings to the classroom before the first sentence of any lesson is spoken.

It is important not to assume that students will instinctively absorb positive learning behaviours from teachers who implicitly express them. Instead, students need to have these behaviours explicitly modelled and explicitly taught in the curriculum and in formal distinct programs – in ways that are appropriate to the age and context of the students. Classroom teachers have a significant role to play in this but it is imperative that the whole school climate supports teachers in this endeavour.

### 4. Recognising positive student behaviour

A 'Red' is awarded by a staff member to a student who displays a Barker Value. This may be given to students inside and outside the classroom, for example in the playground, in co-curricular settings, at the Grange and at events in the broader Barker community. Staff members will be able to issue a maximum of 10 Reds per term. Reds will be collated within the student information system and will be visible to Heads of House, parents and students.

The system is cumulative as follows:

**10 Reds** = Bronze Award

**3 Bronze Awards** = Silver Award

**3 Silver Awards** = Gold Award

## 5. Responding to Unacceptable Student Behaviour

Responses to unacceptable behaviour should be informed by restorative practices. That is, teachers should facilitate opportunities to build healthy relationships and a positive learning culture by encouraging students to take responsibility for their behaviour, reflect on their actions and be equipped with strategies to make better decisions. The teacher-student relationship is central in this approach as teachers actively seek to prevent harm, encourage growth in character and understanding, and enable restoration of relationships.

- Restorative questions:
  - » What happened?
  - » What were you thinking about at the time?
  - » Who has been affected by what happened?
  - » In what way have they been affected?
  - » What do you need to do to make things right?
  - » What could you do differently next time?

The following procedures should be used by teachers when responding to unacceptable behaviour — from low-level disruption to significant breaches of standards. This will enable students to have a measure of predictability and security in terms of teacher responses as they move between various contexts in their Barker experience.

**Remind** student of expectations

**Refocus** student with a prompt

**Relocate** student to a different position in the room

**Restore** student and teacher relationship

**Reflect** on how to do things better next time  
— collaborate with HoD

Relay incident to HoH and Dean via the student information system if necessary

In extreme circumstances, **remove** from class by asking a member of the SST to accompany student to Deans

If behaviour is repeated or extreme, **refer** to Deans for further action

The following levels of action are guidelines rather than prescriptive procedures intended as a remedial and corrective process. They outline examples of misdemeanours that may be considered minor through to extreme and what sanctions may apply in these circumstances. These misdemeanours are of equal severity whether they are committed at school or online. However, there is flexibility within these levels of action, dependent on the particular context of the misdemeanour and the needs of the student involved. It is important to note that the aim of the sanction is to enable the student to reflect on and revise their behaviour, leading to restoration of relationships and re-engagement with the school community.

Teachers are able to apply sanctions when a student's behaviour lies in Levels One, Two or Three. Teachers should refer an incident to the relevant Dean (MS Dean or SS Dean of Student Behaviour) or Head of School if a student's behaviour lies in Level Four. If teachers are unsure about how or when to apply a sanction, they should consult their Head of Department and/or the student's Head of House to determine the best course of action.



### Level One - minor

Sanction	Examples of misdemeanour
Study Hall	failure to complete work as set by the class teacher
Uniform detention	failure to adhere to uniform standards
Clean up detention	<ul style="list-style-type: none"><li>• incidental swearing</li><li>• minor disruption to class</li><li>• lateness to class without reason</li><li>• littering</li><li>• chewing gum</li></ul>

### Level Two - moderate

Sanction	Examples of misdemeanour
Friday detention	<ul style="list-style-type: none"><li>• misuse of laptop</li><li>• persistent swearing</li><li>• persistent or significant disruption to class</li><li>• persistent or significant lateness to class without reason</li><li>• absence from co-curricular sport or activity without reason</li><li>• failure to serve Level one sanction</li></ul>

### Level Three - serious

Sanction	Examples of misdemeanour
Manners detention OR Saturday community service	<ul style="list-style-type: none"><li>• directed swearing</li><li>• persistent or significant disrespect shown to students or staff</li><li>• inappropriate sexualised comments</li><li>• truancy</li><li>• lying or cheating</li><li>• failure to serve Level Two sanction</li></ul>

Sanction	Examples of misdemeanour
Stages of Behaviour AND Internal suspension OR External suspension	<ul style="list-style-type: none"><li>• physical violence</li><li>• vandalism</li><li>• smoking or vaping</li><li>• use of drugs or alcohol</li><li>• theft</li><li>• repeated truancy</li><li>• bullying or sexual harassment of other students</li></ul>
Expulsion	at the discretion of the Head of Barker College

## 6. Fairness and Review

Those who make decisions at Barker College in relation to serious or unresolved student disciplinary matters will aim to reach a fair decision by way of an objective decision-making process that involves an impartial investigation (if required) and the exclusion of real or perceived bias. Expulsion from the school is at the discretion of the Head of Barker College and is a condition of enrolment of every student.

If a student or parent wishes to make a complaint about school processes or actions, or appeal a decision made in a disciplinary matter, they may contact the school in an appropriate manner and expect a response from the school as outlined.







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