



BSC SUCCESS CODE



BRIGHTON
SECONDARY COLLEGE

PURPOSE

The purpose of this document is to ensure that all members of our college community understand the vision and values we live by at Brighton Secondary College. We will use this Code to ensure all members of our community have a shared understanding that the actions we take have the best interests of our students at heart and enable Brighton Secondary College to be a place where each and every individual can be the best version of themselves each and every day.

Building and nurturing positive relationships is at the forefront of everything we do, and by following these expectations all students, staff and families can expect to be treated in a way that is fair, consistent and respectful. This Code will outline practices for each member of our college community to follow and enact on a daily basis, to ensure we maintain a safe, secure and stimulating learning environment.

BSC VALUES

RESPECT

We treat others as they would like to be treated

We take pride and respect in ourselves and our environment

We accept and celebrate difference and diversity

EMPATHY

We are sensitive to the needs of others

We try to understand the needs of all in our school community

We actively listen in order to understand

CURIOSITY

We strive for understanding

We learn through exploration

We question in order to seek solutions

INTEGRITY

We take ownership for our actions

We embrace constructive feedback

We follow through on our intentions

We are honest and transparent

TEAMWORK

We share knowledge to harness our collective strengths

We collaborate with others to work towards common goals

We believe everyone has a responsibility to contribute

EXCELLENCE

We strive for personal best in all pursuits

We take pride in everything we do

We celebrate the achievements of others

EXPECTATIONS

Students are expected to:

- Engage with their peers and teachers positively and with respect at all times;
- Arrive at school and to every class on time, in appropriate uniform;
- Bring all required equipment to class;
- Approach learning with a positive mindset;
- Take responsibility for their own learning by asking for help when needed, participating fully in activities and completing tasks to best of their ability;
- Support learning by following staff instructions and working cooperatively;
- Show consideration towards others, and behave in a manner that reflects well on themselves, their families and the college community;
- Contribute to repairing relationships when things go wrong.

Students can expect their teachers to:

- Engage with all members of the BSC community positively and with respect at all times;
- Arrive to classes on time and prepared for teaching;
- Prepare lessons appropriate for their subject area and for their students' individual abilities;
- Approach learning and teaching with a positive attitude;
- Take responsibility for their students' learning by offering help when required, ensuring students' needs are catered for through work designed to challenge and extend all students;
- Recognise and celebrate student success;
- Take responsibility for the safety and wellbeing of each of their students in their care;
- Support learning by creating and maintaining a safe, positive learning environment;
- Consistently follow the BSC behaviour management processes

Families are expected to:

- Support learning out of school by providing opportunities for home study to be completed;
- Raise any concerns with the college at the earliest appropriate time;
- Collaborate with class teachers to help students achieve and overcome barriers to student progress.

Brighton Secondary College adopts a positive and restorative approach towards behaviour management. Relationships are key to a successful college environment, and as such any inappropriate behaviour is viewed in relation to its impact on those affected. Behaviour is managed with a focus on repairing any harm caused and restoring any relationships that may have been damaged. At all times, students are supported in a positive and respectful manner to address inappropriate behaviour, and consequences of actions are clearly explained and discussed. Wherever possible, opportunities to reflect on and learn from behaviours will be provided to our students.

Consequences given will respond authentically to the action being addressed, so that students understand and attempt to repair any harm that has been caused. Students will always be given the opportunity to explain their actions, apologise, and correct their mistakes. Students will be supported to reflect on how they would address a similar situation in the future. When discussing inappropriate behaviour or actions, language will be framed in a positive manner. All involved parties will be heard and decisions around consequences will be made only when the behaviour or situation has been discussed and clarified with all involved. The focus of conversation will be on finding ways to restore any harm caused with the expectation that all stakeholders engage honestly and with integrity at all times.

All students, staff and families at Brighton Secondary College are provided with the Success Code upon commencement at the College. The purpose of the Code is to make clear expected behaviour and outline the possible consequences of inappropriate behaviour. It also provides students, staff and the school community with guidelines to ensure the rights and needs of all people in the community are respected.

Included in the Success Code are samples of consequences that may apply when students behave in a way that is unsafe, inappropriate, or offensive. The Expectations Guide indicates the level or seriousness of offences and the likely college responses to incidents, although individuals and individual circumstances will be taken into account when behaviour is addressed. The Success Code is a guiding document only, and not every consequence will be applied at every level. Where questions arise about the seriousness of behaviour, staff are encouraged to seek advice from members of the Year Level Coordinator team, or the Senior Leadership team.

At Brighton Secondary College, we emphasise that mistakes are part of learning, and students will always be given a chance to apologise for, and rectify, any mistakes made. BSC values integrity, empathy and respect for all individuals and it is expected that these values guide conversations when mistakes are made.

BSC ADOPTS A TIERED APPROACH

At Brighton Secondary College, we categorise behaviour into three tiers to assist all members of our community in understanding the severity of incidents and to provide clarity, guidance and consistency in how situations are managed. There are three tiers of behaviour outlined in this Guide, and these reflect the increasing severity of behaviour/language. Tier Three offences are regarded as extreme and will be referred to and dealt with by members of the Senior Leadership Team immediately.

To ensure the safety and wellbeing of all members of our community, the college adopts a clear and firm approach towards racism, discrimination, verbal or physical aggression, bullying, and harassment. Students who demonstrate aggressive or threatening behaviour will be suspended from school activities in accordance with Department guidelines and their parents contacted to ensure the safety of all involved. At all times, the wellbeing of students and staff will drive behaviour management processes.

All school expectations and consequences apply while students are at the school, engaged in school activities, and whilst on the way to and from school. Behaviours or actions undertaken outside school, but which impact on those within the school community, may also be addressed within the college. False reporting of offences will be treated severely, as such actions undermine the college's values and approach to engagement and behaviour management processes. When addressing any inappropriate behaviour, the cooperation of all members of the BSC community is assumed.

TIERED BEHAVIOUR SYSTEMS

TIER 1 – BEHAVIOUR THAT INTERRUPTS STUDENT LEARNING

Tier 1 behaviours will be managed in the first instance by the attending staff member and/or class teacher. Tier 1 behaviours may be documented on Compass at the discretion of the staff member; persistent or repeated tier one behaviours will be documented. If contact home needs to be made, it should be completed by the staff member, who may consult with a student manager. If the behaviour persists and becomes regular, the staff member should collaborate with the student manager to work toward a solution.

Tier 1 behaviours may include:

- In class behaviour, such as talking through instruction, low level disruption, lack of work completion in class and home tasks, getting out of seat, managing movement breaks, inappropriate device use
- Swearing/inappropriate language
- Lack of equipment/preparation
- Use of phones and earphones
- Uniform infringement
- Littering
- Inappropriate conduct in the yard

TIER 2 – BEHAVIOUR THAT POSES A RISK TO INDIVIDUALS AND/OR OTHERS

Tier 2 behaviours should be reported to the student management team via Compass. The student management team will collaborate with the student and their family to resolve the situation. Student managers will contact home with the support of the Lead Teacher of Student Engagement, if necessary. Any consistent supports required or relevant support information will be provided to all class teachers. If tier 2 behaviours persist, a behaviour management plan will be co-created with the student and shared with staff.

Tier 2 behaviours may include:

- Defiance/refusal to cooperate/persistent behaviour that is disrespectful or interferes with learning
- Truancy
- Regular failure to complete homework/classwork across multiple subjects
- Acts that diminish the college's reputation
- Possession of dangerous items
- Minor theft or damage to another's property
- Endangering the health and safety of others
- Filming and sharing of videos/photographs and other material with permission

TIER 3 – BEHAVIOUR THAT POSES A SIGNIFICANT RISK TO INDIVIDUALS AND OTHERS

Tier 3 behaviours are rare. These should always be reported via Compass, and in some cases will require immediate attention by a Lead Teacher or Assistant Principal. Families will be contacted and the student will be removed from all class activities until the issue is resolved. Where necessary outside services will be contacted (such as the police). A suspension from the college will likely be put in place, and the student will complete a restorative activity. A behaviour support plan will be likely put in place and shared with staff.

Tier 3 behaviours Tier 3 behaviours may include:

- Violent or aggressive behaviour
- Illegal behaviour
- Vandalism
- Major theft
- Distribution/acquisition/use of illegal substances

BSC BEHAVIOUR SUPPORT MODEL

The BSC behaviour support model is a consistent approach to unhelpful behaviours in the classroom and around the college, which provides students with opportunities to reflect on and correct their behaviour in real time. The model is utilised to ensure that staff are empowered to maintain a safe and orderly learning environment, and the consistent application of the model helps students to understand how they will be supported to change unhelpful behaviours regardless of the staff member they are interacting with.

Remind:

You will be individually and respectfully reminded of the appropriate learning behaviour expected.

Reset:

You will be given a choice of how to take a short (1-2 minutes) time to reset. A reset is a chance to stop any unhelpful behaviour, compose yourself and ensure you are ready to learn again.

Relocate:

Your teacher will respectfully ask you to move to another seat in the room to help you and/or others re-focus on learning.

Remove:

Your teacher will send for a member of the student engagement team to collect you from class and you will work somewhere else for the remainder of the class.

Restore:

If you were removed from your class, you will have a restorative conversation with the staff member before the next class you share.



2025 KEY STAFF - STUDENT ENGAGEMENT

AP Student Engagement - Danny Chalk

Head of Junior School (7-8) - Ellen Inglese

Head of Middle School (9-10) - Thi Trinh

Head of Senior School (11-12) - Michael Trytell

YEAR LEVEL COORDINATORS 7-9

Year 7 Year Level Coordinator - Caleb Myers

Year 8 Year Level Coordinator - Frances Macridis

Year 9 Co Year Level Coordinators - Jonathan Birkinhead & Alisia Simmons

YEAR LEVEL COORDINATORS 10-12

Year 10 Co Year Level Coordinator - Wendy Savage & Natalie Mittleman

Year 11 Co Year Level Coordinator - Zoe Brinkley & Carly Doctor

Year 12 Co Year Level Coordinator - Emma Doorley & Caroline Eeckhoudt