

Mt Hira College

Positive Behaviour Management Policy



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Mt Hira College Positive Behaviour Policy

Rationale

The rationale for Mt Hira College's Positive Behaviours Policy, in line with its Core Values of Excellence, Respect, Responsibility, Honesty and Fairness, is to foster a cooperative, positive and supportive environment in which the rights and responsibilities of both students and staff are respected and valued. In such an environment, the academic, social and emotional needs of students can be optimally met.

Aims

- To build a school environment based on the Values of the College: Excellence, Respect, Responsibility, Honesty and Fairness;
- To adopt and apply restorative practices;
- To reward and acknowledge appropriate and positive behaviour;
- To have all staff consistently manage inappropriate behaviour in a respectful and professional manner based on logical consequences, in accordance with the policy;
- To establish well understood and logical consequences for student behaviour.

Related Policies

This policy should be read in conjunction with the College's Child Safe Policy. Consequences should be considered in relation to the principles of Child Safety.

Attendance Expectations

Foundation to Year 10 students are required to maintain an overall attendance rate of **80%**, whilst Years 11 and 12 students are required to maintain a minimum **90%** attendance rate for each unit of study they undertake.

Approved absences:

- Are those covered by a medical certificate or bereavement;
- Are those in relation to the student's participation in another aspect of the College's educational program (such as sport, excursion or camp)

Unapproved absences include:

- Absences covered by a parent or guardian note, but without a medical certificate;
- **Holidays taken during school time;**
- An absence from a whole school activity;
- An unexplained lateness **to class.**

Student Rights

Each person has the right to:

- Learn in a safe, clean and non-threatening environment
- Be treated with respect, understanding and courtesy
- Expect that their property is to be respected and secure
- Feel secure in the school environment
- Feel comfortable to discuss with staff, issues that affect them or others
- Have opportunities to enhance their personal well-being within the College
- To grow and develop with optimism
- To have their voice heard and to have opportunities to collaborate with others
- To be able to maintain a high level of dignity throughout their College experience
- Have a clear understanding of College responsibilities and expectations

Student Responsibilities

Each person is expected to:

- Demonstrate a cooperative attitude in the classroom by helping and listening to others, and through encouragement, allowing students to voice opinions and ideas
- Seek help, when necessary, in a non-disruptive and non-threatening manner
- Be punctual and attend all classes
- Organise and prepare for all classes with correct material, including diary. Complete all set tasks, including homework, to the best of the student's ability
- Respect all members of the College community, which includes students, teachers, parents, administrators and visitors
- Display good manners at all times
- Be understanding and accepting of others' differences
- Work out problems in a fair and conciliatory manner
- Wear the complete school uniform, correctly and with pride, at all times (including on the way to and from school)
- Apply their best efforts to every task
- Strive for excellence
- Respect Mt Hira College's property: buildings, books and equipment
- Respect their own and others' personal property
- Act in a safe manner at all times
- Be honest in their dealings with other College stakeholders
- Demonstrate the College value of fairness
- To strive for excellence in accordance with their own strengths and abilities
- To take responsibility for their actions

Logical Consequences

It is expressly forbidden by law, by the VIT Code of Professional Conduct for teachers, and by Mt Hira College Code of Conduct to engage in corporal punishment of students.

The following logical consequences may be used by teachers, form teachers, Sub-School Heads and other school leaders if the standards of behaviour outlined above are not adhered to:

Level 1 – Classroom management strategies, inclusive of Form Teacher involvement

- Informal reminders and eye contact – student behaviour could be informally linked back to classroom agreed behaviours, College values or general classroom expectations.
- Verbal warning – student is given the opportunity to choose between appropriate behaviour and inappropriate behaviour.
- Seating location – if negative behaviour persists a student should be moved to a seating location where they will better meet expectations and not negatively impact on the classroom learning environment.
- Teacher follow up discussion (post class) and Compass note applied.
- Compass note, note in diary or email – parents advised of inappropriate behaviour and acknowledgement required – parents to sign note from teacher or respond via email.
- Form Teacher Conference – consequence may be imposed.
- Detention – either a lunchtime or after-school detention could be applied

Level 2 – Head of Sub-School

- Time out at the Head of Sub-School Office, which incurs a loss of 'playing time'.
- Head of Sub-School will discuss the behaviour and consider imposing sanctions or loss of privileges.
- Detention – either a lunchtime, after-school or Saturday detention may be imposed, depending upon the behaviour.
- Conduct card may be implemented.
- In-school suspension may be utilised. Suspension may also be utilised for continuous breaches of acceptable behaviour or for compromising the safety of other members of the College community. The relevant Head of School or Vice Principal (Administration), in conjunction with the Principal, will determine whether suspension is appropriate.

Level 3 – Vice Principal (Administration)

- Student may be placed on probation (through a conduct card and student behavioural contract)
- External suspension may be utilised. Suspension may also be utilised for continuous breaches of acceptable behaviour or for compromising the safety of other members of the College community. The relevant Head of School or Vice Principal, in conjunction with the Principal, will determine whether suspension is appropriate.
- Students may be precluded from receiving awards at assemblies and/or Presentation Evening

Level 4 – College Principal

- Change of Enrolment Status – students who have chosen to disregard school rules and values on more than one occasion (e.g. have previously been suspended) will be required to meet with the Principal in the presence of their parents to review their ongoing enrolment, with the possibility of expulsion.

Continuous disruptive or behaviour that disregards College values. Serious breaches include –

- (a) physical violence; or
- (b) wilful damage to property; or
- (c) theft; or
- (d) failure to comply with any reasonable and clearly communicated instruction of the Principal or other members of staff; or
- (e) consistently behaving in a manner that interferes with the educational opportunities of any other student or students; or
- (f) behaving in a way that threatens the good order of the College's program or facility; or
- (g) engaging in unacceptable discriminatory behaviour (including harassment towards another person based on sex, sexual orientation, race (including colour, nationality and ethnic or national origin), religious beliefs, political beliefs, or physical or mental disability or impairment;
- (h) or bullying of any nature

These consequences may be applied at the discretion of the Principal or delegates. Negative behaviour is academically and socially unacceptable and will not be tolerated in a community whose ethos promotes co-operative acceptance, fairness, respect and responsibility.

Procedures

Step 1:

- Teachers are to set high expectations for student behaviour and uniform within all their classes.
- Teachers are to explicitly teach students the classroom rules, the purpose of the rules and the consequences of breaking the rules.
- Teachers are to apply the classroom rules in a positive, fair and consistent manner.
- Teachers do not embarrass, put down, scream at or intimidate students. Teachers are to ensure the fundamental dignity of the student is always kept intact.
- Teachers are to acknowledge that managing student behaviour is a normal part of their work and a core responsibility.
- Teachers are to exhaust all strategies at their disposal to de-escalate and positively resolve problematic behaviours before referring any student to the class form teacher or Head of Sub-School (unless a serious breach of the College values occurs – see above).
- Teachers will familiarise themselves with the College values and positive behavioural management policy
- Teachers will utilise Compass to record any warranted behavioural (pastoral care) notifications

Step 2: Once the above measures have been implemented, if problematic behaviour continues, the teacher can email a brief Pastoral Care Report to the Form Teacher and Head of Sub-School outlining the student's behaviour and steps taken. The relevant Pastoral Carer can follow up with the student from the class for a positive reflection session (this could occur during class, recess or lunchtime). The purpose of the reflection session is to de-escalate the situation, determine the root cause of the student's behaviour, change their mindset and reintegrate them back into the classroom. No further action will be required,

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unless the student continues to be disruptive or engage in inappropriate behaviour. The Pastoral Carer should make an additional Compass note. (Level 1 logical consequences)

Step 3: If the Pastoral Carer is called in for a second time (within the same period or otherwise), they will then arrange a reflection session to take place after school with the student. The Pastoral Carer will update Compass and call or email parents to inform them of what has happened and Cc relevant Head of Sub-School. (Level 1 logical consequences)

Step 4: If the Pastoral Carer is called in for a third time, they will organise a conference with the student and the Head of Sub-School to determine the nature of the problem, to counsel the student and formulate a Behaviour Plan. The Pastoral Carer will also update Compass and call or email parents to inform them of what has happened and Cc the Vice-Principal (Administration). The Head of Sub-School will become the nominal Pastoral Carer from this point onwards. (Level 2 logical consequences)

Step 5: If the Head of Sub-School is called in for a fourth time, they will organise a conference with the student, the parents and the Vice Principal (Administration) to examine the problem and review the Behaviour Plan. Further interventions will be put in place, which can include an external suspension (*to be authorised by the College Principal only), if warranted. The Pastoral Carer will update Compass. The Vice Principal will update the College Principal. (Level 2-3 logical consequences)

Step 6: If the Sub-School Head is called in for a fifth time, they will organise a conference with the student, the parents, the Vice Principal (Administration) and the Principal to examine the history of the problem, review the Behaviour Plan and determine the most appropriate course of action, which in serious cases could include expulsion. The Vice Principal (Administration) will update the relevant Head of Sub-School. (Level 3-4 logical consequences)

**Pastoral Carers may not be required to attend meetings from Step 4 onward. This will be decided at the discretion of the Vice Principal (Administration) on a case-by-case basis.

**In critical cases teachers can refer the matter directly to the Vice Principal (Administration) or the Principal who will examine the case and decide the best course of action.

Expulsion Appeals

In keeping with principles of procedural fairness and natural justice, a decision to expel a student can be appealed by the student or their parent or carer within two weeks of being notified of the College's decision.

An expulsion can be appealed on the following grounds:

- a student has a history of behavioural issues, and there is insufficient evidence of prior interventions designed to address the behaviour and support the student
- the grounds on which the student was expelled are considered unfair
- other extenuating circumstances

The appeal will be reviewed and considered by the College's Executive Team. The College Principal will take into consideration the proposed grounds of the appeal and the recommendations of the Executive Team. The College Principal's decision will be final.

Suspensions and Expulsions Register

A 'Suspensions and Expulsions Register' is to be kept for all suspensions and expulsions that occur within each academic year. The Register is an Excel spreadsheet that contains the student's full name, year level, class, date and duration of the suspension, date of expulsion, reasons for suspension / expulsion. The Register is saved on the Leadership Drive in the 'Student Behaviour Records' folder. It is the responsibility of the respective Head of Sub-school (Junior/Middle/Senior) and Vice Principal (Administration) to ensure the register is updated within 24 hours of a suspension or expulsion being confirmed.

Teacher and College practices that prevent behavioral issues and concerns

Prevention of behavioral concerns at Mt Hira College should be supported by positive teacher and leadership practice in the area of:

Application of the College values – respect, responsibility, honesty, fairness and excellence

Role modelling - to help teach students what meeting expectations looks like

Communication – clearly outline **routines** and expectations to students and recognise when a 'reset' is required

Understanding – Have a clear understanding of the College positive behavior management policy

Restoration – restore relationships and the learning environment as required

Positive behavior at Mt Hira College should be supported by the following **routines**:

Uniform - All students are required to wear the official College uniform (see uniform policy/procedure)

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Mobile Phones – Mobile phones are not permitted for use between 8:30am and 3:30pm.

Equipment and resources - Students are expected to come to school and scheduled classes with the necessary equipment and resources. In Year 6-12 students should bring their books and equipment for a whole period/session as required and should not need to attend their lockers once class starts. In addition to this, students are not permitted to loiter around locker areas or bathrooms. All equipment/resources should be clearly labelled. Lost property should be forwarded to the reception area and no responsibility will be taken for lost or stolen items including mobile phones.

Homework and assignments – The College has a clearly defined policy on homework and assignments and specific requirements or sanctions involved.

School Hours – Mt Hira College hours are from 8:40am-3:30pm. Students are encouraged to be at school by at least 8:35am (Warning bell) to allow them to best prepare for the school day.

Absences – A written note or reply SMS/phone/email notification is required for: absences, late arrivals, early departures, or generally to be excused from a normal part of College routine. Parents/Guardians of students who are absent at the start of the College day (between 9:00am-10:30am) will receive a text message asking for an explanation of their unexplained absence/lateness.

Lateness – Students are expected to be on time to school. Students late to school must report to reception with a note and sign in at the office to ensure they are registered on College grounds. If for any reason a student is late to class, then they should have a note from a teacher or parent why they are late. If a student has no valid reason, then the time may be made up by the classroom teacher and a Compass note will be added.

Compass – Notable positive behaviours and actions, and those that do not meet or abide by our College values will be placed on Compass by College staff.

Recognition of student achievement – The College values award system will be used to recognise and reward those students who consistently uphold our College values and set a high standard for Mt Hira College students.

Communication of this Policy

This Positive Behaviour Management Policy is communicated to staff in a variety of ways. The College conducts professional learning sessions for all staff on our Positive Behaviour Management Policy, and on positive behaviour management approaches and techniques, as well as communicating with all staff regarding positive behaviour management and behaviour management issues in our staff briefings. New staff are provided a copy of our Positive Behaviour Management Policy as part of the induction process. The policy is also available to the public on our College website.

Policy and Program Review

This Positive Behaviour Management Policy is subject to change at any time. Please check our website (www.mthira.vic.edu.au) regularly for any changes.

This policy will be reviewed as part of the College's 2 year review cycle.