Mernda Hills Christian College
Student Behaviour Management Policy

Document Control

Revision Number	Review Date	Implementation Date	Description of Changes	Prepared By	Approved By
Gilson College – Mernda					
	Sep 2021	Oct 2021	• General review	Exec Leaders	Gilson College Council
Mernda Hills Christian College					
1	May 2023	Jan 2024	• General review • Updated with ref to Restraint and Seclusion Policy	Exec Leaders	Exec Leaders

Document Type: Academic

Rationale

At Mernda Hills Christian College we foster a culture where respectful, responsible and resilient behaviour promotes excellence in a Christian environment. With this in mind corporal punishment is not permitted at Mernda Hills Christian College under any circumstances.

The College has adopted the Positive Behaviour for Learning (PB4L) Framework, which is used throughout the College. PB4L is founded on building positive behaviour through intrinsic engagement rather than external motivation. The numeral four is used to represent the importance of all four areas of learning and personal development: Mental; Social; Physical; and Spiritual.

Implementation

General

1. As required by law no form of corporal punishment (hitting, etc.) is sanctioned at Mernda Hills Christian College. As much as possible the Student Behaviour Policy endorses consequences rather than punishments.

2. The PB4L Framework at Mernda Hills Christian College centres around four core values from which all other behaviours radiate: **Responsibility; Respect; Resilience; Being a Learner**

3. The general behaviour expectations that emerge from these core values are made explicit through Behaviour Matrix charts based on location displayed throughout the campus.

4. The Behaviour Management Framework focuses on identifying and acknowledging positive behaviours to reinforce and encourage them.

5. While mistakes can always be made, consequences for poor behaviour choices will be used to encourage students to learn from their poor choices.

6. The implementation of PB4L follows three phases:
    a. Phase One fidelity is attained when over 80 percent of students and staff at the College know the three behavioural values and have had some experience in their application;
    b. Phase Two fidelity is achieved by the identification of at-risk locations and/or groups of students, and interventions implemented to help deal with these locations and/or groups;
    c. Phase Three fidelity is evident by the identification of inappropriate behaviours of at-risk students and personal intervention programs put in place to assist them in dealing with their behavioural issues.

7. **PB4L Phase One** is planned and implemented by the Tier One team. The team members include representatives from:
    a. Administration,
    b. Primary teachers,
    c. Secondary teachers,
    d. Primary specialist area teacher (as applicable),
    e. Non-teaching staff member,
    f. Chaplain,
    g. Student,

       h.   Parent.

8.   **PB4L Phase Two** is planned and implemented by the Campus PB4L Tier Two teams. These teams are made up of the Primary and Secondary Coordinators and led by the Principal, or their representative.

9.   **PB4L Phase Three** is planned and implemented by the Leadership and Student Welfare teams.

10.   **Criteria for Entry to Tier 3**:

    a.   Major Behaviours that have been unresolved by Tier 2 interventions or that require specialised supports;

    b.   Major Behaviours occur around student wellbeing, learning and/or safety that need wrap around supports;

    c.   Students/parent referral for complex issues around quality-of-life indicators.

11.   **Four steps entered on Tier 3:**

    1.   Functional Behaviour Assessment
    2.   Form a Hypothesis
    3.   Create a Plan:

        a.   Create a **'Prevent - Teach - Reinforce' (PTR) Plan**
          i.   Utilise resources to support PTR plan.
          ii.   Natural and specific supports provided (includes support from parents, guardians or family).

        b.   Create a **Wellbeing Plan**
          i.   Created by wellbeing coordinator or in consultation with external mental health providers.
          ii.   Referral to counselling or other mental health/wellbeing supports e.g. counselling, headspace, CAHMS, DHS etc.

        c.   Create a **Safety Plan** (if required)
          i.   Created by wellbeing coordinator or external providers.

    4.   Evaluation of the Plan: Social Validity self-evaluation (in PTR plan book)

12.   The tables in Appendix 1 below are the current Mernda Hills Christian College PB4L Primary and Secondary Behaviour Matrixes.

Behaviour Management Interventions

1.   Behaviour Management interventions are described in the Behaviour Management flow chart;

2.   The flow chart is attached below as an appendix to this policy.

Communication

1.   During face-to-face communication with the Heads of Schools, Head of Campus or Principal after the action, students are reminded of the expected behaviours, as referred to in the Behaviour Flow Chart.

2. Communication regarding consequences for unacceptable behaviour is delivered, where-ever possible, 'face to face' and is passed on as soon as is practicable.

3. All communication is documented on the SEQTA Learning Management System.

Parent Notification

1. Parent notification is communicated in the first instance via SEQTA.

2. At times contact via phone and/or email may also be made.

Recording

1. All communication with parents in regard to behaviour issues is documented on the SEQTA Learning Management System.

Rewards

1. Positive behaviour is acknowledged and reinforced using a variety of strategies such as:
   a. Praise;
   b. Tangible rewards;
   c. Stickers;
   d. Certificates;
   e. Verbal reinforcements;
   f. Commendation notes to parents; and the like.

The Tier 3 Team

1. The Tier 3 Team is responsible for making judgements on student behaviour of a critical and severe nature and meets on an ad hoc basis;

2. The Tier 3 Team is the body that recommends suspension and expulsion, with the final decision confirmed by   .

3. A register of students who have been subject to suspension and/or expulsion due to critical and/or severe incidents of a violent, sexual, or illegal nature is kept in a secure portal on the SEQTA Learning Management System. Only Senior leaders have access to this documentation.

4. The Tier 3 Team is made up of the following members:
   a. The Principal;
   b. Head of Primary;
   c. Head of Secondary;
   d. A Primary PB4L team member;
   e. A Secondary PB4L team member;
   f. Learning Support Specialist
   g. Well-being Coordinator
   h. A Chaplain

5. For more details on the Tier 3 Team see the *Tier 3 Team Policy*

Restrictive Interventions

Read in conjunction with the *Restraint and Seclusion Policy*.

1. It is acknowledged that on rare occasions it may be necessary to use restrictive interventions to protect the safety of a student and/or members of the College community.

2. When this is the case, the Principal and/or Head of Campus will be called upon to provide intervention to protect any students or members of the school community under threat of harm. If unavailable, the relevant School Coordinator will provide intervention.

3. This intervention may necessarily involve the use of reasonable physical restraint in situ, and/or the use of reasonable physical force to safely remove the perpetrator from a classroom or building to a safe secluded place.

4. Safe secluded places may include, but are not restricted to, the Welfare Officer's office, Heads of School office, or Chaplains' office.

5. Counselling will be provided as appropriate by the Principal or College Welfare Officer,

6. Parents will be immediately notified and requested to come to the College to support their child and College personnel.

7. At the discretion of the Principal or Head of Campus, police may be called to intervene.

8. Restrictive intervention will be followed up through the procedures and processes of the **PB4L Tier 3 Team Policy**.

Appendix 1

- Primary and Secondary PB4L Behaviour Matrices

Appendix 2

- Behaviour Management Flow Chart

Related Policies and Processes

- Anti-bullying and Harassment Policy
- Child Safety and Wellbeing Policy,
- Child Safe Protection Code of Conduct
- Student Code of Conduct
- Community Complaints and Appeals Policy
- Mandatory Reporting Policy
- OH&S Policy
- PB4L Tier 3 Team Policy
- Procedural Fairness Policy
- Restraint and Seclusion Policy
- Reportable Conduct Scheme Document
- Suspensions and Expulsions Policy

Relevant Documentation or Legislation

- Commission for Children and Young People Act 2012
- Child Wellbeing and Safety Act 2005
- Crimes Act 1958 (VIC)

- Education and Training Reform Act 2006
- The Charter of Human Rights and Responsibilities Act 2006
- The Children, Youth and Families Act 2005 (as amended in 2011)
- The Crimes Amendment (Grooming) Act 2014
- Victorian Institute of Teaching Act 2001
- Worker Screening Act 2020

Appendix 1
Primary and Secondary PB4L Matrices

At Mernda Hills Christian College we foster a culture where respectful, responsible, resilient, and learning behaviours promotes excellence in a Christian environment

PRIMARY PB4L MATRIX

LOCATION	RESPECT	RESPONSIBILITY	RESILIENCE	LEARNER
	I am **RESPECTFUL** when…	I am **RESPONSIBLE** when…	I am **RESILIENT** when…	I am **A LEARNER** when…
Always and Everywhere	I stay out of others personal space I listen carefully and follows instructions I use kind and positive words, and keep my hands and feet to myself I am inclusive of others inside and outside of the classroom.	I am on time and ready to learn I use technology appropriately I look after my uniform and personal items I plug my laptop into the correct place I use my daily planner I wear the correct uniform I am organised with my personal belongings I keep my book tub neat and tidy I eat my healthy lunchbox options first	I can solve small problems by myself or with my friends before coming to the teacher. I can forgive others and let go of past issues, to move on positively. I can show empathy to others by remembering that we all make mistakes. I try to make new friends and include others in my activities.	I am proud of my work and can complete my tasks to the best of my abilities. I can concentrate and focus on my tasks.
Learning Corridor	I walk in the Learning Corridor I use a soft voice in the Learning Corridor	I put my bag down neatly in front of my classroom	I line up and patiently wait for my teacher	I leave my area free of clutter and mess such as worksheets/games
Canteen, Sick Bay, Reception	I wait in line quietly and keep my hands to myself	I spend my canteen money appropriately I use my manners I only go to sick bay when sent by a staff member	When I ask the teacher for help before going to the sick bay.	I only leave the class when it is important so that I have more time for learning.
Outside Area	I take turns I play fair	I put my jacket back in my bag I use the sports equipment correctly I return the sports equipment to the appropriate place I place all my rubbish in the bin I put my lunch box away at the end of lunch		
Bus	I wait in line respectfully and keep my hands to myself	I remain seated on the bus I keep my seatbelt on when		

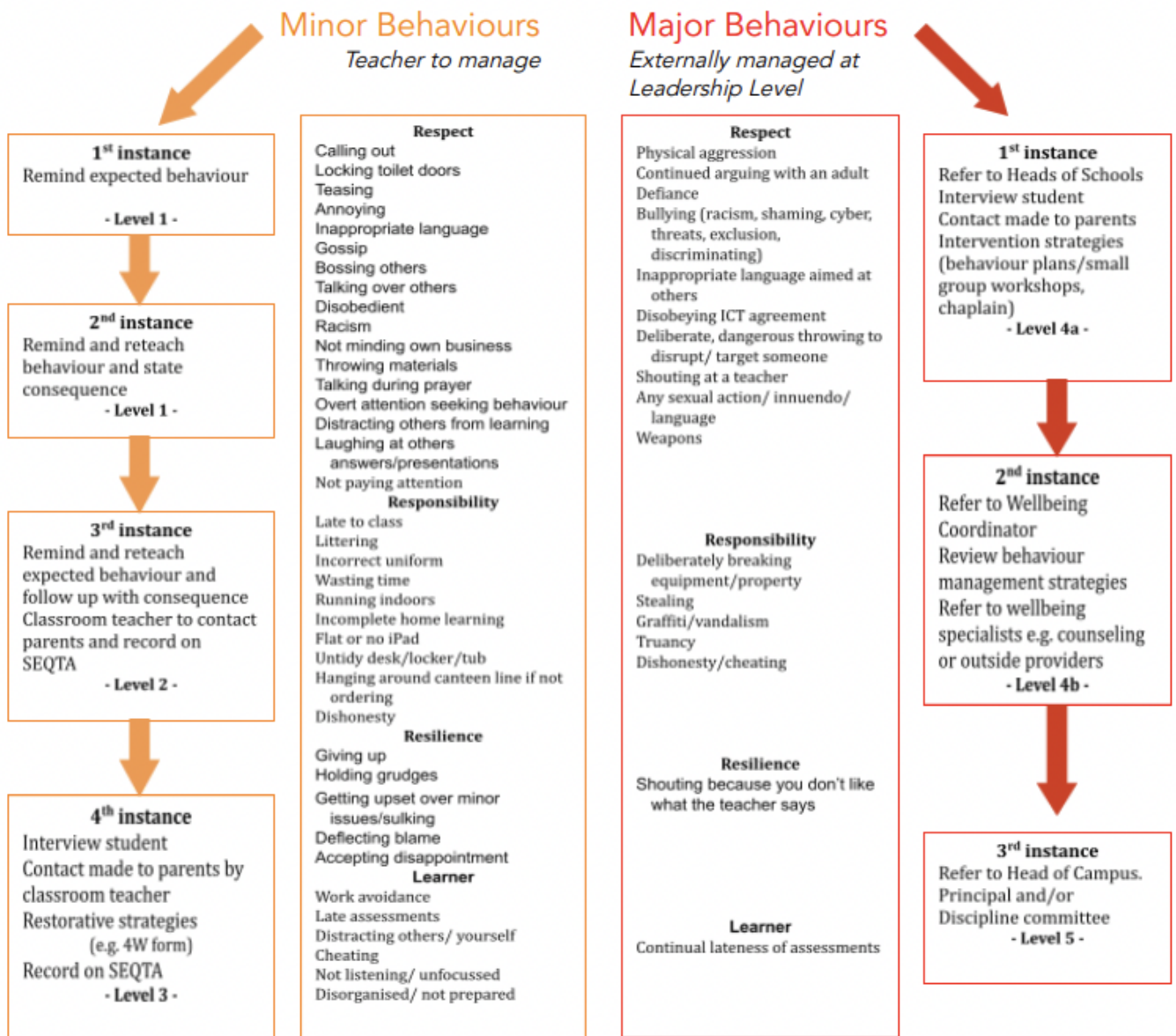|		travelling on the bus I keep the bus clean and tidy I use my manners		
Toilet	I consider other people's privacy when using the toilets	I wash my hands after using the toilet I flush the toilet after I have used it I use the toilets at break times I put toilet paper in the toilet I report any mess I see	I wait for my breaks at Recess and Lunch to use the bathroom.	I only leave the class when I need to go to the toilet so that I have more time for learning.
Home	I share space and equipment I play appropriate games and be fair I use good manners and kind words I am friendly and helpful	I complete my home learning in a timely manner I do my part to arrive at school on time I fill out my student planner and have it signed	I prioritise to complete all of my homework tasks.	I complete my homework so that I can practise what I have learnt at school.

SECONDARY PB4L MATRIX
Always and Everywhere

Being **RESPECTFUL** means I will:	Being **RESPONSIBLE** means I will:	Being **RESILIENT** means I will:	Being **A LEARNER** means I will:
Be an **attentive** listener when others are speaking. Always say **'please'**, **'thank you'** and make **eye contact** with others. **Accept all contributions** peers make during learning. Use **positive language** with others. Move around the school in a **safe** and **calm manner**. Be **inclusive** and **empathetic**. **Offer assistance** to others. **Show reverence** during chapel and prayer times. Line up **quietly**.	Bring the **appropriate resources** to class. **Complete all learning** without reminders. Always carry my **diary** and use it effectively. Model **appropriate behaviours** that will **influence others** positively. **Take care of** my own, others and the school's **resources** and **facilities**. Use **IT devices** for their intended purposes and at the required time. Be **punctual**. Keep my **locker organised** and tidy. Keep my **phone** in my locker. I will wear my **uniform correctly** and with pride.	**Persevere** through challenges and focus on the task at hand. Find ways to **solve problems**. **Resolve conflict** in a restorative way. Use my **initiative** and be resourceful. **Accept feedback** as an opportunity to improve myself and my learning. Confidently **contribute** in **class discussions**. Show **humility** when I win and **acceptance** when I lose. Accept that mistakes happen and **forgive** myself and others.	**Apply feedback** to improve my learning. Create a **study timetable** to enable effective **revision habits**. Create a **home learning area** free from distractions. **Think deeply** about concepts taught. Seek **feedback.** Create **healthy habits** to support my learning.

Appendix 2

Behaviour Flow Chart

Minor Behaviours
Teacher to manage

Major Behaviours
Externally managed at Leadership Level

1st instance
Remind expected behaviour
- Level 1 -

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2nd instance
Remind and reteach behaviour and state consequence
- Level 1 -

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3rd instance
Remind and reteach expected behaviour and follow up with consequence
Classroom teacher to contact parents and record on SEQTA
- Level 2 -

↓

4th instance
Interview student
Contact made to parents by classroom teacher
Restorative strategies
(e.g. 4W form)
Record on SEQTA
- Level 3 -

Minor Behaviours list

Respect
Calling out
Locking toilet doors
Teasing
Annoying
Inappropriate language
Gossip
Bossing others
Talking over others
Disobedient
Racism
Not minding own business
Throwing materials
Talking during prayer
Overt attention seeking behaviour
Distracting others from learning
Laughing at others answers/presentations
Not paying attention

Responsibility
Late to class
Littering
Incorrect uniform
Wasting time
Running indoors
Incomplete home learning
Flat or no iPad
Untidy desk/locker/tub
Hanging around canteen line if not ordering
Dishonesty

Resilience
Giving up
Holding grudges
Getting upset over minor issues/sulking
Deflecting blame
Accepting disappointment

Learner
Work avoidance
Late assessments
Distracting others/ yourself
Cheating
Not listening/ unfocussed
Disorganised/ not prepared

Major Behaviours list

Respect
Physical aggression
Continued arguing with an adult
Defiance
Bullying (racism, shaming, cyber, threats, exclusion, discriminating)
Inappropriate language aimed at others
Disobeying ICT agreement
Deliberate, dangerous throwing to disrupt/ target someone
Shouting at a teacher
Any sexual action/ innuendo/ language
Weapons

Responsibility
Deliberately breaking equipment/property
Stealing
Graffiti/vandalism
Truancy
Dishonesty/cheating

Resilience
Shouting because you don't like what the teacher says

Learner
Continual lateness of assessments

1st instance
Refer to Heads of Schools
Interview student
Contact made to parents
Intervention strategies (behaviour plans/small group workshops, chaplain)
- Level 4a -

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2nd instance
Refer to Wellbeing Coordinator
Review behaviour management strategies
Refer to wellbeing specialists e.g. counseling or outside providers
- Level 4b -

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3rd instance
Refer to Head of Campus.
Principal and/or Discipline committee
- Level 5 -

Please Note
Repeated minor behaviours are referred to Heads of Schools.

Each student is to be managed on an individual basis. Therefore some steps may be missed due to individual needs, severity of incident etc.

Wellbeing Referrals
If a student needs specialized support from OT, Psych, speech or the Wellbeing Team, please contact the Wellbeing Team directly (Wellbeing Coordinator, Chaplains, Coordinators, HOC).