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
2	Feb 2025	Feb 2025	• Clarify restorative practice, support and communication. • Behaviour Flowchart	Principal	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.

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. With this in mind, corporal punishment is not permitted at Mernda Hills Christian College under any circumstances.

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; 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 Heads of School 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 the wellbeing officer 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 the wellbeing officer or external providers.

4. Evaluation of the Plan: Social Validity self-evaluation

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

Behaviour Management Interventions

1. The College is a restorative practice school, and all inappropriate behaviours are managed within this framework. Wherever possible, the College endeavours to work with students and parents to resolve behavioural issues fairly and appropriately.

2. Low level behaviours are managed through the use of restorative conversations, which often include a consequence. These conversations follow three general steps:

a. What happened? (what was the situation and the behaviour that contradicted College values)

b. Who was affected? (what was the impact - on peers, staff, the environment)

      c.   What can we do to fix it? (what consequence and next step/s are appropriate)

      d.   When will it happen and how do we know? (upholding accountability for resolving the problem)

      e.   What will happen if the behaviour occurs again? (co-constructed with the student)

3. These restorative conversations occur between the individuals directly involved in the behavioural issue, mediated by a staff member. Students are not forced to engage in a restorative conversation until they are ready. However, this is a regular part of the College's behaviour management process and it is expected that they will participate with appropriate support, unless there are extenuating circumstances.

4. The sequence of behaviour management interventions are described in the Behaviour Management flow chart; attached below as an appendix to this policy.

5. Tier 1 behaviours are managed by teaching staff, or the staff member who is directly responsible for the student/s at the time. Tier 2 and 3 behaviours will be referred to Level Leaders, the House Coordinator, Heads of School and the Principal as required. For Tier 3 behaviours, restorative conversations will include the support of the Head of School.

Student Support

1. Students displaying behaviours outside of the values and expectations of the College may require additional support in order to see behaviour change. This support may be formalised, as outlined in the Tier 3 interventions above, and may also include informal support from teaching staff or support staff.

2. Appropriate support will be offered to students and staff impacted by inappropriate behaviour, including wellbeing check-ins and counselling as needed. Other support strategies may be put in place in consultation with the student and parents if required.

Communication

1. During face-to-face communication with the appropriate staff member 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.

4. Communication with parents and relevant staff occurs as per the Behaviour Flow Chart. When dealing with Tier 2 or Tier 3 behaviours, parents of students directly impacted by the inappropriate behaviour will also be contacted as part of the behaviour follow-up process. For Tier 3 behaviours, this includes communication about the next steps of the restorative process prior to the child participating in a restorative conversation.

Parent Notification

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

2. At times an email may also be made to confirm the communication.

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. Verbal reinforcements and praise;
    b. Tangible rewards (used sparingly eg. stickers, certificates);
    c. Commendations and
    d. Notes to parents.

The Discipline Committee - Tier 3 Team

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

2. The Discipline Committee is the body that recommends suspension and expulsion, with the final decision confirmed by the Principal   .

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 electronically. Only Senior leaders have access to this documentation.

4. The Discipline Committee is made up of the following members:
    a. The Head of School
    b. The Homeroom or classroom teacher
    c. The College Captains (for secondary school only, as appropriate)
    d. Chaplain
    e. Wellbeing Coordinator or House Coordinator

5. For more details on the Discipline Committee see the *Tier 3 Discipline Committee Procedures*

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 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 School, police may be called to intervene.

8. Restrictive intervention will be followed up through the procedures and processes of the *Suspension and Expulsion Policy*, and the *Tier 3 Discipline Committee Procedure*.

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
- Tier 3 Discipline Committee Procedures
- 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.

Student Behaviour Flow Chart

MERNDA HILLS CHRISTIAN COLLEGE
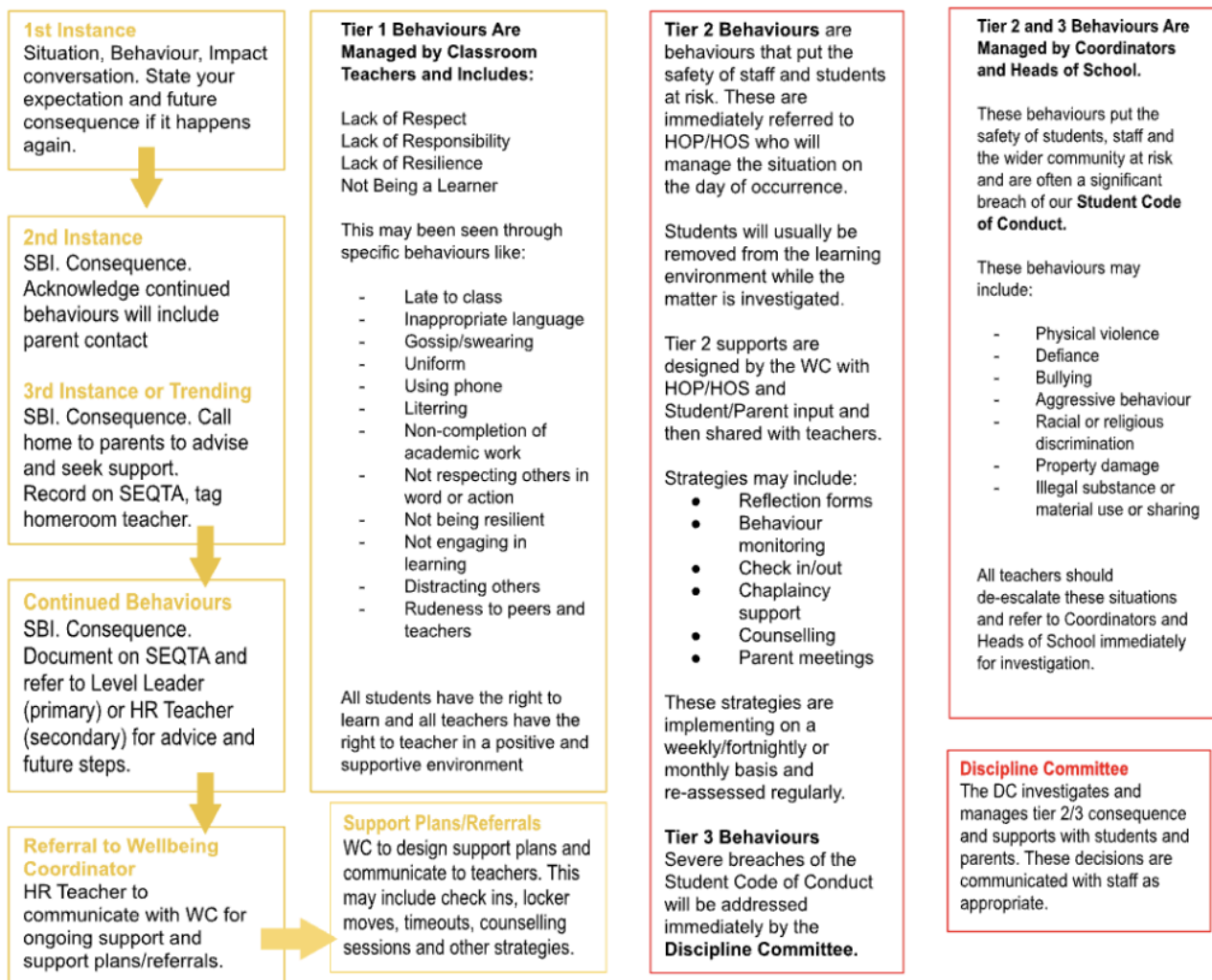
Tier 1 Positive Behaviour Recognition
Explicitly teach expected behaviours with regular reminders.
Recognise positive behaviours (5:1), commend students verbally and add on SEQTA.

Tier 1 Behaviour Concerns
Implement fluent behaviour correction techniques to support and reinforce expected behaviours.

Tier 1 Concerns

1st Instance
Situation, Behaviour, Impact conversation. State your expectation and future consequence if it happens again.

2nd Instance
SBI. Consequence. Acknowledge continued behaviours will include parent contact.

3rd Instance or Trending
SBI. Consequence. Call home to parents to advise and seek support. Record on SEQTA, tag homeroom teacher.

Continued Behaviours
SBI. Consequence. Document on SEQTA and refer to Level Leader (primary) or HR Teacher (secondary) for advice and future steps.

Referral to Wellbeing Coordinator
HR Teacher to communicate with WC for ongoing support and support plans/referrals.

Tier 1 Behaviours Are Managed by Classroom Teachers and Includes:

Lack of Respect
Lack of Responsibility
Lack of Resilience
Not Being a Learner

This may been seen through specific behaviours like:

- Late to class
- Inappropriate language
- Gossip/swearing
- Uniform
- Using phone
- Litterring
- Non-completion of academic work
- Not respecting others in word or action
- Not being resilient
- Not engaging in learning
- Distracting others
- Rudeness to peers and teachers

All students have the right to learn and all teachers have the right to teacher in a positive and supportive environment

Support Plans/Referrals
WC to design support plans and communicate to teachers. This may include check ins, locker moves, timeouts, counselling sessions and other strategies.

Tier 2/3 Concerns

Tier 2 Behaviours are behaviours that put the safety of staff and students at risk. These are immediately referred to HOP/HOS who will manage the situation on the day of occurrence.

Students will usually be removed from the learning environment while the matter is investigated.

Tier 2 supports are designed by the WC with HOP/HOS and Student/Parent input and then shared with teachers.

Strategies may include:
- Reflection forms
- Behaviour monitoring
- Check in/out
- Chaplaincy support
- Counselling
- Parent meetings

These strategies are implementing on a weekly/fortnightly or monthly basis and re-assessed regularly.

Tier 3 Behaviours
Severe breaches of the Student Code of Conduct will be addressed immediately by the **Discipline Committee.**

Tier 2 and 3 Behaviours Are Managed by Coordinators and Heads of School.

These behaviours put the safety of students, staff and the wider community at risk and are often a significant breach of our **Student Code of Conduct.**

These behaviours may include:

- Physical violence
- Defiance
- Bullying
- Aggressive behaviour
- Racial or religious discrimination
- Property damage
- Illegal substance or material use or sharing

All teachers should de-escalate these situations and refer to Coordinators and Heads of School immediately for investigation.

Discipline Committee
The DC investigates and manages tier 2/3 consequence and supports with students and parents. These decisions are communicated with staff as appropriate.

Record student behaviours & parent communication in SEQTA under "Behaviour Concerns" in the SIP.

Wellbeing and Learning Support
Some students receive additional support from the wellbeing and learning support teams. This may change the order of approach based on individual needs. If a student needs support from specialists please contact the Wellbeing or Learning Support Coordinator. All concerns should be dealt with in a respectful and confidential manner, with appropriate communication based on the situation.