

Monbulk College

Policy:	Behaviour Management
Date Ratified:	December 2018
Date of last Review:	November 2018

BASIC BELIEFS:

Monbulk College believes:

- that a dynamic and a differentiated teaching and learning philosophy is important in engaging all students in their academic learning.
- that all students should be provided with the same level of access to the school's curriculum and co-curricular programs.
- that all members of the Monbulk College community have a right to experience a safe, pleasant and supportive learning and teaching environment.
- that staff, students and parents/guardians have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

AIMS:

Monbulk College aims to:

- actively engage with parents/guardians and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed.
- work collaboratively with students and parents/guardians to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships.
- foster student engagement in the learning environment to maximise the opportunity for learning and minimise student misbehaviour
- develop positive relationships between students and staff
- implement intervention strategies to address inappropriate behaviours which can negatively impact on the learning environment.
- Provide a differentiated curriculum that engages students

IMPLEMENTATION PROCEDURES:

- Monbulk College staff will work towards the development of dynamic, aspirational, differentiated curriculum programs aligned to the College instructional model that engages students in varied learning approaches, learning activities, and opportunities to explore a range of subject areas that caters for their needs. Alongside, a co-curricular program will allow students to develop their special skills and interest outside the classroom in a range of areas, such as sport, music, debating, cheerleading.
- The "Restorative Practices" approach is used when relationships break down between members of the school community. We use supported restorative conversations to restore broken relationships and rebuild agreements about expected behaviours and interactions. Staged responses are implemented in addressing ongoing behavioural issues, including but not limited to Time Out, detentions, behaviour monitors, behaviour and learning plans; suspension from school is viewed as a last resort.
- Monbulk College implements a Time Out system that encourages a learning environment in the classroom that supports learning and teaching and removes inappropriate behaviour

temporarily. Students who are sent to Time Out are involved in a restorative conversation with their teacher that is designed to encourage positive learning behaviours for the future.

- Monbulk College places an emphasis on regular school attendance, and has in place attendance targets. Attendance is monitored throughout the day on Compass, and student absences are followed up by our Team Leaders. Attendance conversations are an important mechanism through which teachers and parents/guardians can work together to combat absenteeism and truancy.
- Student wellbeing (social, emotional and cognitive engagement) is addressed by:
 - Supporting at risk students through our Wellbeing Team which includes the DET Psychologist, the Student Well-Being Coordinator, Social Worker, Adolescent Health Nurse and other allied health professionals.
 - Engaging external agencies such as local Youth Services and Anglicare to work with students and families on a more targeted and individualised level.
- Programs in place to support learning and limit behavioural issues, include:
 - The English and Maths “Masters Program”, provide an opportunity for students to learn in a group-based withdrawal program This is an opportunity for students to be challenged in their learning and is closely linked with College curriculum.
 - Individual Learning Plans are implemented for identified students to support their learning in the classroom. Identified students include funded students and those 12 months or more below expected levels.
 - Volunteers and Learning Resource Centre provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Disability and Impairment (Funded students) program provides vital assistance and support to students in and out of the classroom.
 - Pastoral, home group and mentoring programs (including peer support) are tailored to address students’ personal and social learning at various stages of their secondary education.
 - Student leadership capacity is fostered through the Monbulk Student Voice (MSV), the house system, the role of the School Captains and our peer support mentors.
 - Students receive added support in their learning through our community networks. These networks include the Dandenong Ranges Network, VET Mullum Cluster, Study Hall and a range of other school based supports.
- Monbulk College values parent/guardian input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council and its Sub-Committees.

Principal class responsibilities

- To support Team Leaders in dealing with student management issues.
- To oversee and authorise any matters that are escalating and may require suspension or expulsion.

Team Leader responsibilities

- Support teacher classroom management through following up and reporting back on any student issues
- Implement intervention strategies to improve learning within the classroom, such as parent meetings, behaviour monitor cards, individual learning plans, time out
- Facilitate Restorative Practices approach where conflict and resolution is required
- Implement agreed discipline procedures

Teacher responsibilities

- Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.
- Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching (VIT)
- Teachers also have a responsibility to fairly, reasonably and consistently implement agreed classroom management and discipline approaches

Student responsibilities

- Students have a responsibility to contribute positively to the educational experience for themselves and other students
- Participate fully in the College's educational program
- Ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Participate in Restorative Conversations to restore relationships
- Complete detentions

Parent/Guardian responsibilities

- Parents/guardians have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours
- Encourage their child's regular attendance.
- Parents/Guardians have a responsibility to support the school in maintaining a safe and respectful learning environment for all students
- Engage in regular and constructive communication with school staff regarding their child's learning.

References

- Monbulk College Policies:
 - Attendance Policy
 - Student Engagement Policy
 - Bullying and Harassment Policy
 - Volunteers
- Monbulk College Student Planner

Appendices

1. Shared expectations
2. Actions & consequences
3. Managing student behaviour

Approved By	School Council
Approval Authority (Signature & Date)	<i>M J Uren</i> 12/10/18
Responsible for Review	Assistant Principal – Policy and Planning Sub-Committee
Next Review Date	December 2020 (2 years)

Appendix 1

Shared expectations

	Students	Parents/Guardians	Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate</p> <p><i>Preparedness</i> to engage in and take full advantage of the school program</p> <p><i>Effort</i> to do their very best</p> <p><i>Self-discipline</i> to ensure a cooperative learning environment and model the school values</p> <p><i>Team work</i></p>	<p>Promote positive outcomes by valuing the importance of education and liaising with the school on their child’s progress/needs</p> <p>Support their child in their preparedness for the school day and in the provision of a supportive home environment</p> <p>Monitor their child’s school involvement and progress and communicate with the school when necessary</p> <p>Are informed and supportive of school programs and actively participate in school events/parent groups</p>	<p>The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</p> <p>The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</p>
Attendance	<p>All students are expected to:</p> <p>Attend and be punctual for all timetabled classes every day that the school is open to students</p> <p>Be prepared to participate fully in lessons</p>	<p>Parents/Guardians are expected to:</p> <p>Ensure that enrolment details are correct ensure their child attends regularly</p> <p>Advise the school as soon as possible when a child is absent; including entering absence approvals on Compass</p> <p>Account for all student absences</p> <p>Keep family holidays within scheduled school holidays</p> <p>Support their child’s learning during absences and work with the school to reintegrate students after prolonged absences</p>	<p>In accordance with DET procedures the school will:</p> <p>Proactively promote regular attendance mark rolls accurately each lesson and follow up on absences</p> <p>Identify trends via data analysis</p> <p>Report attendance data in the school’s Annual Report</p> <p>Support students whose attendance is problematic by developing ‘Return to School’ plans and working with families to implement individual strategies</p>

Behaviour	<p>Students are expected to:</p> <p>Take responsibility for their learning and have high expectations that they can learn take responsibility for their behaviour and its impact on others</p> <p>Model the schools core values of respect, responsibility and excellence.</p> <p>Comply with the schools Behaviour Management Policy</p> <p>Work with teachers and parents in developing strategies to improve outcomes</p>	<p>Parents/Guardians are expected to :</p> <p>Have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</p> <p>Communicate with the school in regards to their child's circumstances</p> <p>Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</p>	<p>The school will:</p> <p>Deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child focusing on pro-social behaviours in curriculum content.</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.</p> <p>The school will consistently apply its Behaviour Management Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.</p>
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Appendix 2

Actions & consequences

Corporal Punishment is prohibited in all Victorian schools. Ppunishment will not be used at Monbulk College under any circumstances.

School Action and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student’s background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student’s learning program
- Engaging in “Restorative Practices”

Broader support strategies will include:

- Involving and supporting the parent/guardian
- Involving the Student Well-Being Team, the Pathways and Transition Manager, the Disability and Impairment manager and guidance officer where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

Discipline Procedures – suspension and expulsion

- A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Yard restrictions
- Withdrawal from class activities for a specified period. Where appropriate, parents/guardians will be informed of such withdrawals

- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break. No more than half the break time may be given to detention.
- Convening of a Student Support Group.

When considering suspension or expulsion, the College follows the Department of Education and Training Policy guidelines (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

Managing student behaviour

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning.

Behaviour unchallenged is accepted

Responsibilities of the Classroom Teacher:

- Involve and engage all students, set high expectations, seek feedback from students and “give out two messages to every child – ‘you can succeed’ and ‘I will help you do that’.
- To be familiar with the College classroom management and discipline processes and be consistent in its implementation (e.g. SOL, Time Out, etc)
- Become practised in using restorative practices.
- When breaches of agreed College classroom management and discipline processes occur, classroom teachers must follow protocol. Any behaviours that require further follow up should be communicated to the Year Level Team Leader and/or sub-school Assistant Principal.
- *In extreme circumstances the threat is to be referred immediately to the Principal Class.*

Responsibilities of the Team Leaders

A. Promotion of Positive Behaviours:

- Establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour management outcomes. Assist individual teachers in implementing positive behaviour support and restorative practices.
- Document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student’s on -going behaviour or when a student is displaying chronic patters of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/guardians/wellbeing coordinator.

B. Attendance:

- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a weekly basis
- Keep relevant staff, the Office Administration and Principal Class informed on student management issues.
- Organise parent/guardian meetings as required

Responsibilities of the Leading Teachers and Team Leaders

The Leading Teachers and Team Leaders are responsible for:

- developing, implementing and evaluating the College’s Student Engagement Policy Guidelines
- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- develop a whole school approach to student attendance and to participate in attendance conferences with sub school managers.
- To liaise and work with the Careers Manager in supporting “Students at risk”.
- To promote and assist all teachers in the use of restorative practices.
- Induct new staff on the College’s Student Engagement guidelines.

Responsibilities of the Assistant Principal

The Assistant Principal is responsible for:

- Supporting both classroom teachers and Team Leaders in the overall management of student behaviours.
- Monitoring the attendance strategy
- Monitoring student behaviour
- Ensuring the *Procedures for Suspension* are understood by the Team Leaders, and are adhered to.
- The Assistant Principal may also be the Principal's representative at Student Support Group meetings during pre and post suspension conferences.

Responsibilities of the Principal:

The Principal is responsible for student expulsions, and to ensure the *Procedures for Expulsion* are adhered to.