

Student Behaviour Support Policy



Student Behaviour Support Policy

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College Values

- The dignity of each person
- Equality of opportunity
- Great trust in God

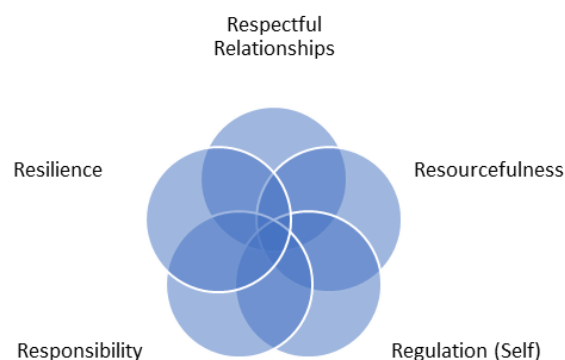
Policy

At Mary MacKillop all students and staff have the right to a physically and emotionally safe environment. Our Student Behaviour Support Policy aligns with the Brisbane Catholic Education Support Policy Guidelines, Regulations and Procedures.

Rationale

Mary MacKillop College is committed to providing a diverse, flexible and caring learning community in the Catholic tradition. Within this holistic learning environment all students and staff embrace the dignity of the whole person, ensure equality of opportunities and engage in purposeful learning experiences. From this a love of learning is developed to continually acquire the skills and mindsets needed for a meaningful lifelong learning journey. Mary MacKillop College strives to be authentic in promoting the growth of inner integrity, outer justice and heartfelt compassion that is embodied in considered, intelligent and creative young women. This is achieved through the Catholic values exemplified by Saint Mary of the Cross MacKillop, where love and great trust in God’s grace and guidance is at the centre of our purpose.

The College’s behaviour management policy provides a framework for a happy, positive learning environment. The Mary MacKillop College community will use the Code of Behaviour and the five Rs as a basis for providing positive support to promote high standards of achievements and behaviour; and clearly articulated responses and consequences for inappropriate behaviour. The purpose of the five Rs is to ensure schooling reflects the expectations and acceptable behavior models of the real world. The five Rs are: resilience, responsibility, resourcefulness, regulation (self) and respectful relationships.



College Values	Expectations and acceptable behaviour models in the real world that underpin teaching & learning at MMC	MMC Learner Characteristics	21 st Century Skills
Dignity Equality Trust in God	Regulation (Self) Resourcefulness Resilience Respectful Relationships Responsibility	Self-directed Curiosity Creativity Resilient	Social Skills Communication Collaboration & Teamwork Digital Literacy & ICT Critical Thinking Creative Thinking

Student Code of Behaviour

The Code of Behaviour is a response to the Mary MacKillop College's vision of a safe school environment and is an expression of the pastoral dimension of the College. The Code of Behaviour endeavours to provide a framework upon which high quality interpersonal relations of care and support are experienced by all members of the College community. This exemplifies our College values of dignity of each person, equality of opportunity and great trust in God.

Our Mission Statement stresses the importance of self-discipline and self-motivation, and the importance of each individual in the school. This Code of Behaviour supports the College's discipline philosophy and aims to help students fulfil their responsibility as members of our school community. The key theme of the Code of Behaviour is respect.

REGULATION (SELF) & RESILIENCE

- Be concerned with your own education.
- Conduct yourself in a Christian manner at school and on school outings.
- Be neatly and correctly dressed.
- Care for your health.
- Reflect on your own behaviour and engagement.

RESPECTFUL RELATIONSHIPS

- Respect the rights of others.
- Be courteous to staff, and other students.
- Co-operate with teachers and students.
- Speak and act respectfully at all times.
- Welcome visitors to the school.
- Welcome new students to the school.
- Do not cause injury by word or actions to other students in the school.

RESPONSIBILITY

Property and the environment

- Be proud of your school environment.
- Be proud of your personal space.
- Keep the school buildings and grounds tidy.
- Care for the furniture and fixtures in the buildings.
- Make your House Group area attractive and pleasant.
- Take care of and use correctly all school equipment.

- Use other students' property only with permission.
- Respect other peoples' belongings.

Concern for Safety

- Walk around the College buildings, on the stairs, on the verandas.
- Keep to the left when walking up or down stairs.
- Wear a hat and sunscreen when you are in the sun.
- Stay in the College grounds during College hours.
- Report the presence of any strangers to a teacher or the office quickly.

RESOURCEFULNESS - Respect for a productive learning atmosphere

- Accept responsibility for your own education. Be prepared to learn.
- Remember that every student has a right to learn.
- Listen without interruption when others (staff or students) are talking to you.
- Seek assistance when you need it.
- Work to the best of your ability in all lessons and complete set homework and assignments.
- Use the diary to organise study.
- Move quickly in an orderly quiet manner from room to room.
- Bring all the necessary books and equipment to every class.
- Be prepared and ready to start lessons on time.

At all times it is expected that behaviour be well-mannered, friendly and co-operative so that a true Christian Community can develop at Mary MacKillop College.

Classroom Leadership Strategies (universal supports to maximise learning)

Effective pedagogy to maximise learning, such as:

- **Threshold Procedures:** students line up outside classroom; teacher greets students as they enter
- **Entry & Exit Structures:** using first 3 and last 5 minutes effectively to set, engage and check learning intentions and success criteria
- **Purposeful Seating Arrangements:** designed for learning activities (flexible and dynamic)
- **Behaviour Questions:** developing and using consistent questions to ask regarding behaviour, such as What are doing? What is the impact? What should you be doing? What should happen now?
- **Student Planner:** use effectively to support learning. Subject teacher embeds diary usage into lesson planning; parents/carers to sign weekly; and House Group Teachers to check periodically.

These strategies are used to ensure a safe and supportive learning environment. They are proactive ways to set high expectations and clear boundaries. Some of these strategies may be suitable across the year levels. In 2019, these are expected classroom leadership strategies in Year 7 classes. Over the course of Semester 1, 2019 we welcome the opportunity to collaborate and develop these strategies further.

Behaviour Management Strategies in Response to Inappropriate Behaviours

Level 1: All Teachers

Behaviours	Responses
<ul style="list-style-type: none"> • Misuse of technology • Inappropriate behaviour in class • Disrupting learning • Non-submission of homework • Non-participation in school activities • Poor application and conduct 	<ul style="list-style-type: none"> • Reestablishment of expectations • Verbal warning • Written note in diary • Consequence determined by classroom teacher (detention) • Contact home by teacher • Inform appropriate ML • Record concerns on Engage (SBSS)

Level 2: Middle Leaders

Behaviours	Responses
<ul style="list-style-type: none"> • Peer conflict • Continued refusal to participate in school activities • Continued behavioural challenges • Continued failure to meet subject requirements • Late or non-submission of assessment/ plagiarism • Serious abuse of technology • Continued poor application and conduct 	<ul style="list-style-type: none"> • Reestablishment of expectations • Verbal warning • Written note in diary • Consequence determined by classroom teacher (detention) • Contact home by teacher • Inform appropriate ML • Record concerns on Engage (SBSS)

Level 3: College Leadership Team

Behaviours	Responses
<ul style="list-style-type: none"> • Physical intimidation of students and teachers • Behaviour considered major on SBSS (Engage) • Extremely abusive or obscene behaviour with intent to harm or intimidate • Truancing • Persistent school refusal 	<ul style="list-style-type: none"> • Reestablishment of expectations • Verbal warning • Written note in diary • Consequence determined by classroom teacher (detention) • Contact home by teacher • Inform appropriate ML • Record concerns on Engage (SBSS)

Level 1: Behaviour Management of Inappropriate Behaviour Issues

Level 1 behaviour management of inappropriate behaviours are enacted by the classroom teacher, or teacher responsible for the activity.

Consequences are issued and supported by the teacher, then recorded in Engage (formerly Student Behaviour Support System – SBSS) to maintain a record that supports the student and the teacher.

- Teachers record incidents that require Level 1 behaviour support
- Ongoing behavioural issues should be communicated to parents
- Record classroom management strategies used to support and respond to student behaviour
- Record conversations with the student and family to keep a record of supports

Teacher Aides liaise with Classroom Teachers to identify behaviours and respond with consequences.

Regarding reporting on a student's conduct and application, teachers should accurately reflect ongoing behavioral issues that have been communicated to parents across the reporting period. For example, a student who has had multiple incidences should not receive a grade of A for application and conduct.

Behaviours	Responses
<ul style="list-style-type: none"> ● Misuse of technology ● Inappropriate behaviour in class ● Disrupting learning ● Non-submission of homework ● Non-participation in school activities ● Poor application and conduct 	<ul style="list-style-type: none"> ● Reestablishment of expectations ● Verbal warning ● Written note in diary ● Consequence determined by classroom teacher (detention) ● Contact home by teacher ● Inform appropriate ML ● Record concerns on Engage (SBSS)

The AEIOU process below may support the classroom teacher in responding to inappropriate behaviour.

Alert Name the inappropriate behaviour and redirect to appropriate behaviour.	<i>Jane, according to our class rules calling out is appropriate and is disrupting the class. Ensure you put your hand up next time.</i>
Engage Use behaviour management strategies to engage student in the right behaviour with language of learning.	<i>Jane, we are working independently so that we can support a positive classroom environment for learning.</i>
Issue Notice Take the student diary and place on your desk. This indicates student behaviour is still inappropriate in a non-verbal way. It is important to use verbal and non-verbal strategies to redirect behaviour.	<i>Jane, you are continuing inappropriate behaviour if you continue to do this, you will receive a consequence.</i>
Owning consequence: Issue students with appropriate consequence.	<i>You have behaved inappropriately during this lesson. In accordance with our policy, you will be required to sit a (detention).</i>
Update relevant people and systems Teacher to email parent and include HoD and HoH Teacher to log in Engage (SBSS)	<i>Teacher required to email parents with template provided.</i>

Level 2: Middle Leader Behaviour Management of Inappropriate Behaviour Issues

Middle Leader Process 2.1: Response to significant inappropriate behaviour issues that are serious and/or continuous are managed by the Curriculum Leader of the subject in consultation with the Pastoral Leader as needed.

Middle Leader Process 2.2 (Pastoral): Response to a pattern of significant inappropriate behaviour issues (such as across multiple classes) are managed by the Pastoral Leaders, in consultation with Curriculum Leaders and Teachers.

Behaviours	Responses
<ul style="list-style-type: none"> Peer conflict Continued refusal to participate in school activities Continued behavioural challenges Continued failure to meet subject requirements Late or non-submission of assessment/ plagiarism Serious abuse of technology Continued poor application and conduct 	<ul style="list-style-type: none"> Reestablishment of expectations Verbal warning Written note in diary Consequence determined by classroom teacher (detention) Contact home by teacher Inform appropriate ML Record concerns on Engage (SBSS)

Middle Leader Process 2.1

1. Determine responsibility of management through collegial discussion between HoH/HoD
2. Middle Leader to follow up with classroom teacher/s to provide support with necessary.
3. If behaviour persists, action plan formulated with staff member. This could involve: <ul style="list-style-type: none"> Detailed teacher feedback After school detention Parents meeting Support from Guidance Counsellor Student behaviour card
4. Engage (SBSS) record completed by Middle Leader

Middle Leader Process 2.2 (Pastoral)

1. Determine to pattern of student behaviour across subjects
2. Gathered detailed feedback from teachers in classes
3. Parent/student meeting is held where details of inappropriate behaviour is shared, clear consequences issued, commitment to improved behaviour is made by student. Consequences include: <ul style="list-style-type: none"> - behaviour card - afterschool, Saturday detention - removal from activities
4. Engage (SBSS) record completed by Pastoral Leader

Level 3: Senior Leader Process for Serious or Persistent Inappropriate Behaviour

1. ML to share with relevant CLT processes already implemented	
2. Consequence action plan formulated. This could include:	<p>Procedure for internal suspensions:</p> <ol style="list-style-type: none"> 1. Withdraw student from class. 2. Remove technology where appropriate. 3. Parents informed via phone by end of day. Receipt of acknowledgement by parent necessary (verbal or written). 4. Student to complete reflection and acknowledgement of behaviour. Reflection sent home to parents. 5. Engage (SBSS) record completed by HoH. <p>Procedure of external suspensions:</p> <ol style="list-style-type: none"> 1. Student withdrawn from class and waits in designated area for parent pickup. 2. Parents informed via phone and pick-up arrangement made. 3. Re-entry interview scheduled with CLT and parent/student where clarification of College expectations and rules happens. Student is required to recommit to these expectations. 4. Re-entry contract is required to be signed by both parent/s and student before the student returns to class. 5. Engage (SBSS) record completed by CLT. <p>Reconsideration of enrolment at the Principal's discretion. A conversation between the family and the Principal regarding enrolment requirements can occur. This may include a re-entry interview.</p>
<p>Internal suspension</p>	
<p>External suspension</p>	
<p>Reconsideration of enrolment at the discretion of the Principal</p>	

Behaviours	Behaviours
<ul style="list-style-type: none"> • Physical intimidation of students and teachers • Behaviour considered major on SBSS (Engage) • Extremely abusive or obscene behaviour with intent to harm or intimidate • Truancy • Persistent school refusal 	<ul style="list-style-type: none"> • Reestablishment of expectations • Verbal warning • Written note in diary • Consequence determined by classroom teacher (detention) • Contact home by teacher • Inform appropriate ML • Record your concerns on Engage (SBSS)

Behaviour Management Policy is supported by the following policies:

- Mary MacKillop Anti-bullying Policy
- Mary MacKillop Attendance Policy
- Mary MacKillop Restorative Practices Framework
- BCE Student Protect Policy
- BCE Child and Youth Risk Management Strategy
- MMC Good Teaching Guide
- BCE Engage Student Behaviour Support Plan (SBSS)

Teacher Consultation

Mary MacKillop College, Nundah

RESPONSES to Unproductive behaviour

November 2018 (for review in Sem 1 2019 for Engage)

General Response Strategies	DE-ESCALATION	PROBLEM SOLVING	RESTORATIVE PRACTICE
<p>Discuss with other teachers Redirection of learning or behaviour Seating plan/separation of students Verbal/non-verbal cues Proximity Catastrophe scale Give an alternative task Restate the class rules Restate/re-establish consequences Ask student to move or suggest a seating position Reduce the audience Encourage student self-evaluation of behaviour</p>	<p>Set Limit or Give Choice – give the student clear choices or options for learning Decrease learning demands Quiet conversation with the student Time out to calm Red/yellow card system Send the student on an errand Sensory support Peer counselling Alternative activity schedule Speak calmly to the student Detention</p>	<p>Student Teacher conversation/conference to find solutions to the problem – in class or out of class time Student Teacher Parent conference/meeting Teacher Parent conference/meeting Check in with the student – health concern, learning concern Behaviour cards Learning contract Goal setting Offer assistance to the student outside class time Referral to Counsellor Information gathering Student support meeting Peer mentoring Discussion and mutual decision making with students</p>	<p>Mediation Self-reflection record as part of restorative process Facilitate restorative conversation Facilitate forgiveness/apologies Peer mediation Community service Future parent praise report Re-establish appropriate relationship Individual plan for student Behaviour card</p>

Discussing efficacy of these strategies