



## 1. Preamble

Mt St Michael's College ("College") is a Mary Aikenhead Ministry in the tradition of the Sisters of Charity. We are called to develop in each member of our community a contemporary understanding and application of the charism of Mary Aikenhead and the spirituality of the Sisters of Charity, and the Mary Aikenhead Ministries' mission, vision and values of justice, love, compassion and hope.

In responding to this call the College is a Christ-centred community established to educate, in partnership with parents and carers, women of faith, integrity, individuality and compassion, confident of their own worth as women and wholly involved in the transformation of society.

## 2. Purpose

The Mt St Michael's College Student Positive Behaviour Policy reflects the College community's shared expectations in relation to student engagement, behaviour and attendance. The Policy sets out clear processes to be adhered to in order to support students' behavioural, academic and social engagement. The Policy provides an overview of how the College will:

- Promote positive behaviour and engagement within the College community
- Seek to prevent behaviour issues
- Respond to challenging behaviour that occurs at school, when in the college uniform or when engaged in a school activity off school grounds.

## 3. Principles

Mt St Michael's College strives to build a safe and positive school environment where the dignity of all members of the community is honoured. The development of positive relationships is a shared responsibility of staff, students, and families. This Policy prioritises respectful relationships and safety in response to the rights and needs of all members of the community. A safe and supportive environment respects the rights of all students to learn, the rights of all teachers to teach and the rights of all members of the College community to be safe.

The specific principles are based on the concepts of:

- 3.1 Natural justice: a process that involves the avoidance of summary judgement, ensuring that students facing consequences are given information about the allegation against them and are given the right of response before any judgement is made or consequence is imposed.
- 3.2 Restorative justice: a process that involves some form of restoration being made to a person where it has been established harm has occurred.
- 3.3 Due process: the principle where the rights of the individual are acknowledged and a just process of investigation is implemented when allegations are made against the person.
- 3.4 Rights and responsibilities.

- 3.5 The importance of boundaries and guidelines.
- 3.6 Consistency, compassion, and forgiveness.
- 3.7 Shared understanding of expectations.

## **4. Policy Statement**

- 4.1 This policy acknowledges that adolescents are in formation and may make inappropriate decisions and engage in inappropriate behaviour. The College supports students to grow and learn from inappropriate decisions, through a restorative process.
- 4.2 All teaching staff are responsible for managing student behaviour, wellbeing and positive relationships.
- 4.3 Upon enrolment students and their caregivers commit to adhering to and respecting College rules and shared expectations and to respecting and supporting College staff in managing any behaviour incidents.
- 4.4 The dignity of students and individual circumstances are considered when consequences are determined, this is considered on balance with the duty of care to the whole community.
- 4.5 The College adheres to a zero tolerance to violence. Students are not to bring knives/weapons to school, and possession of a knife/weapon for protection or self-defence is not an acceptable excuse.
- 4.6 The College adheres to a zero tolerance to any illegal behaviour or possession of illegal items or substances.

## **5. Positive Behaviour Support**

Positive behaviour is supported through the reinforcement of appropriate, expected behaviour. At Mt St Michael's we seek to develop a culture of positive behaviour support by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- Clearly setting expectations with respect to student behaviour
- Establishing specific teaching and learning programs
- Communicating expectations with the wider College community
- Acknowledging positive behaviours in a range of ways from informal through to formal
- Verbal acknowledgement, structured merit awards
- Maintaining records with respect to student behaviour
- Implementing culturally inclusive strategies.

### **5.1 Tier 1: School Wide Support**

Mt St Michael's College implements school-wide preventative and early intervention strategies and practices for all its students to support positive behaviours, including:

- Fair and respectful classrooms and College environments
- Providing physical environments that are conducive to positive behaviours and effective in establishing engagement in learning
- Ensuring student participation in the development and implementation of whole school

- expectations
- Empowering students by creating opportunities to take responsibility and be involved in decision making
- Monitoring attendance and academic progress of students with the view to recognising students at risk and intervening early
- Developing Personalised Learning Plans (PLP).

## **5.2 Tier 2: Targeted Support**

In addition to Tier 1 supports, some students may require targeted support or interventions to meet behavioural standards, including regular attendance. These students 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
- Data collection and documentation of incidents relating to the management of student behaviours to inform decision making
- Revision of the Personalised Learning Plan (PLP) or creation of a Behaviour support Plan (BSP), the design and implementation of support strategies that assist the student to self-calm such as a quiet space or designated alternative area that they can go to if they are feeling overwhelmed.
- Parent consultation via phone, videoconference, or interview.

## **5.3 Tier 3: Intensive Intervention**

When Tier 1 and Tier 2 systems are in place, the foundation for implementing Tier 3 supports is established. Complex behaviours are targeted to remediate and prevent further escalations. Support provided to students at Mt St Michael's College will be aligned directly with the goals and targets set out in the students' Personalised Learning Plan (PLP), Behaviour Support Plan (BSP) and Student Safety Plan.

Mt St Michael's College will implement more intensive intervention strategies for students presenting with complex and ongoing difficulties or extended school refusal. Development of plans will require support from parents/carers and will often require consent to access specialised services. Mt St Michael's College will support students with complex behaviours of concern through staged response which will generally include:

- Ongoing implementation of universal and Tier 2 strategies
- Use of teacher feedback to inform and monitor the implementation of evidence-based interventions
- Regular wrap around support meetings to review PLP, BSP, safety plans and/or Attendance Plans
- Consultations with mutually agreed specialised support services.

## 6. Document management and control

This policy will be reviewed every three years or as otherwise required by law.

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Version	Approval date	Approved by	Effective date	Owner	Contact
1.0	November 2018	College Board	November 2018	Principal	Deputy Principal – Students
2.1	November 2021	College Board	November 2021	Principal	Deputy Principal – Students
3.0	June 2023	College Board	June 2023	Principal	Dean of Student Wellbeing

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<b>Students are expected to:</b>	<b>Parents/Guardians/Carers are expected to:</b>	<b>Principals/Teachers and Staff will:</b>
Take responsibility for their learning and have high expectations and belief in themselves that they can learn.	Have high expectations of their student's behaviour, understand and support the implementation of College's behaviour expectations.	Promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour.
Model the College's core values of love, hope, compassion and justice.	Openly communicate with the College regarding their student's circumstances. Support College staff to communicate with their student regarding wellbeing and behaviour matters.	Deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every student focusing on pro-social behaviours.
Take responsibility for their own behaviour and the impact of their behaviour on others. Participate fully in restorative practices when required.	Cooperate with the College by assisting in the development and enforcement of strategies to address individual needs, acknowledging that College staff make qualified judgements regarding behaviour informed by experience and expertise in the College context.	Employ whole College 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 address attendance and behavioural issues.
Comply with this Policy and work with teachers and parents in developing strategies to improve outcomes to: <ul style="list-style-type: none"> <li>a) obey all reasonable requests of staff</li> <li>b) respect the rights of others to be safe and learn or teach</li> <li>c) respect the property of others.</li> </ul>	Provide complete, accurate and up to date information when completing an enrolment form and supply the College, prior to and during the course of enrolment, with any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the student's schooling), reports from previous schools, court orders or parenting agreements.  Comply with the College's behaviour aims and support the College in upholding prescribed standards of dress, appearance & behaviour, in accordance with the terms of your student's enrolment at the College.	Consistently apply this Policy through a shared collegiate understanding that reflects the College's core values of love, hope, compassion and justice.  Plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students.

# EXPLANATION OF RESPONSES TO UNACCEPTABLE BEHAVIOUR

## Appendix B

Incident Level Behaviours	Personnel Involved	Possible Action/Outcomes	Points of Escalation
<p>Level 1 – Minor behaviour</p> <ul style="list-style-type: none"> <li>Disruptive behaviour</li> <li>Failure to complete homework</li> <li>Unpreparedness for class</li> <li>Disrespectful actions or words</li> <li>Punctuality</li> <li>Rudeness</li> </ul>	<p>Classroom Teacher</p> <p>Homeroom Teacher</p>	<ul style="list-style-type: none"> <li>Refer students to expected behaviours</li> <li>Verbal redirection</li> <li>Writing/reflection tasks</li> <li>Making restitution</li> <li>Detentions – lunch/afterschool</li> <li>Communication with parents</li> </ul>	<p>Nil – situation is managed by classroom teacher/Homeroom teacher</p>
<p>Level 2 – Persistent minor behaviour</p> <ul style="list-style-type: none"> <li>Disruptive behaviour</li> <li>Non-completion of work</li> <li>Punctuality</li> <li>Poor co-operation</li> <li>Disrespect</li> <li>Non-compliance</li> <li>Truancy</li> </ul>	<p>Classroom Teacher</p> <p>Curriculum Leader</p> <p>Pastoral Leader</p>	<ul style="list-style-type: none"> <li>Behaviour Support Card (Pastoral Leader)</li> <li>Afternoon detentions</li> <li>Pastoral Leader conferring with teachers (wrap around support meeting)</li> <li>Parent Interview</li> <li>Referral to College Psychologists</li> <li>Restorative conference</li> </ul>	<p>Parents College Psychologist (if applicable)</p> <p>Curriculum Leader or Pastoral Leader</p> <p>Refer to Dean of Teaching and Learning, Program Leader - Middle or Senior School</p>
<p>Level 3 – Escalated/Major</p> <ul style="list-style-type: none"> <li>Frequent referrals to Pastoral Middle Leader and Dean of Student Wellbeing</li> <li>Drug/alcohol/smoking/vaping</li> <li>Vandalism/graffiti</li> <li>Defamation or slander (including cyber usage)</li> <li>Inappropriate use of the Internet or Social Networking Websites</li> <li>Inappropriate language towards a staff member</li> <li>Continued class disruption</li> <li>Bringing College into disrepute</li> <li>Pattern of Bullying/harassment behaviour</li> <li>Physical and verbal aggression</li> <li>Possession/incident with a weapon</li> </ul>	<p>Pastoral Leader</p> <p>Dean of Student Wellbeing</p> <p>Principal</p>	<ul style="list-style-type: none"> <li>Referral for external support</li> <li>Student contract (Dean of Student Wellbeing)</li> <li>Positive Relationships Contract</li> <li>Withdrawal from class</li> <li>Family interview</li> <li>Restorative conference</li> <li>Internal/External suspension</li> <li>Cancellation of enrolment</li> </ul>	<p>College Psychologist (if applicable) Pastoral</p> <p>Middle Leader</p> <p>Dean of Student Wellbeing</p>
<p>Level 4 - Significant Major</p> <p>A serious breach of the Behaviour Support Policy or the enrolment agreement or persistent noncompliance with the behaviour expectations or values of the College.</p>	<p>Dean of Student Wellbeing</p> <p>Principal</p>	<ul style="list-style-type: none"> <li>Immediate termination of enrolment in accordance with college processes</li> </ul>	<p>Dean of Student Wellbeing</p> <p>Principal</p>

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