

## Behaviour for Learning at MCS

This document forms part of our Molong Central School Behaviour Support and Management Plan and is based around the behaviour code for students and outlines basic expectations of all students and possible interventions that could be implemented by staff to assist students to meet these expectations. Also included is a series of intervention tiers.

### ***Expectations of ALL at MCS***

#### **To RESPECT – teachers, staff, students and the school.**

What does this include?

- Giving people space
- Allowing others, the ability and environment to learn
- Allowing others, to speak without interrupting
- Using manners
- Looking after the classroom and equipment
- Following teacher instructions
- Staying on task
- Completing work to the best of your ability
- Respect the opinion of others
- Using appropriate language
- Actively listening to others

#### **To be SAFE – within the classroom, playground and with ICT.**

What does this include?

- Enabling an environment that gives emotional safety.
- Moving appropriate to the classroom setting.
- Using equipment safely
- Keeping your hands and feet to yourself
- Safe behaviour in the playground
- Safe behaviour in specialist areas eg workshops, labs etc.

#### **To actively ENGAGE with learning – when in the classroom, on the playground and at home.**

What does this include?

- Asking for help when needed
- Following instructions
- Accepting mistakes as a learning opportunity
- Doing your best to complete tasks within the timeframe
- Participating and trying your best
- Listening to and accepting feedback from others
- Contributing to a classroom environment that supports learning

## Restorative Processes to assist students requiring support.

At Molong Central School, we use restorative justice and reflection programs to address behavioural issues we also explicitly teach and reward positive behaviour. Our Restorative Tiers are described below.

<p><b>Tier 0</b></p>	<p>All Students, every year start at Tier 0</p> <p>Teachers are encouraged to award students lots of positive rewards to encourage positive movement through our award levels.</p>	<p>Students are demonstrating appropriate behaviours at MCS when they demonstrate:-</p> <p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>- Give people space</li> <li>- Allow others, the ability and environment to learn</li> <li>- Allow others, to speak without interrupting</li> <li>- Use manners</li> <li>- Look after the classroom and equipment</li> <li>- Follow teacher instructions</li> <li>- Stay on task</li> <li>- Complete work to the best of your ability</li> <li>- Respect the opinion of others</li> <li>- Use appropriate language</li> <li>- Actively listening to others</li> </ul> <p><b>Safe behaviour:</b></p> <ul style="list-style-type: none"> <li>- Enable an environment that gives emotional safety</li> <li>- Move appropriately to the classroom setting</li> <li>- Use equipment safely</li> <li>- Keep your hands and feet to yourself</li> <li>- Safe behaviour in the playground</li> <li>- Safe behaviour in specialist areas eg workshops, labs etc.</li> </ul> <p><b>Engaged:</b></p> <ul style="list-style-type: none"> <li>- Ask for help when needed</li> <li>- Follow instructions</li> <li>- Accept mistakes as a learning opportunity</li> <li>- Do your best to complete tasks within the timeframe</li> <li>- Participate and trying your best</li> <li>- Listen to and accept feedback from others</li> <li>- Contribute to a classroom environment that supports learning</li> </ul>	<p>Students will have all school privileges. These may include:</p> <ul style="list-style-type: none"> <li>• Excursions</li> <li>• Sporting teams</li> <li>• Carnivals</li> <li>• Social activities</li> <li>• SRC</li> </ul>
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Working Draft for Term 1

<p><b>Tier 1</b></p> <p><b>Teacher and Subject specific for high school students</b></p> <p><b>Specific to the classroom or playground for primary students</b></p>	<p>Classroom teacher monitoring with assistance from Executive</p>	<p>Minor but <b>persistent</b> display of behaviours in a specific subject/class or for a specific teacher in high school.</p> <p>Minor but persistent display of behaviours in either the playground or the classroom for primary students.</p> <p>Behaviours may include:</p> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>- Verbal misconduct</li> <li>- Minor physical misconduct</li> <li>- Minor damage to property</li> <li>- Disruption</li> <li>- Defiance</li> <li>- Out of uniform regularly</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>- Bullying/ Harassment</li> <li>- Device misuse</li> </ul> <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>- Lack of equipment</li> <li>- Unsatisfactory classwork</li> <li>- Lack of attendance including</li> <li>- Lateness to class (student to catch up on the work and remain at end or next lesson during break time to make up time missed)</li> </ul> <p>Teacher to check Sentral to see whether student has already been placed on Tier 1 in another subject by another Teacher. If a student is already on Tier 1, they need to be referred to Executive for Tier 2 monitoring.</p>	<p>Tier 1 Monitoring 1 week- specific subject monitoring (high school).</p> <p>1 week monitoring in the playground or classroom (primary school).</p> <p>Parents will be notified by the teacher and incident recorded in Sentral.</p>
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Working Draft for Term 1

<p><b>Tier 2 Executive whole school monitoring</b></p>	<p>Executive monitoring</p>	<p>Failure to solve problems with the Tier 1 monitoring contract.</p> <p>Negative behaviours in more than one faculty or for more than one teacher for a high school student.</p> <p>Negative behaviours in both the classroom and playground for primary school student.</p> <p>Repeated fractional truancy</p> <p>Serious negative incident (Behaviour is worthy of Executive involvement).</p>	<p>Student contract/tier 2 monitoring for 1-week.</p> <p>Parents informed, possible interview with HT/AP.</p> <p>Not allowed on non-curriculum excursions.</p> <p>No representative sport.</p> <p>Possibly not eligible for SRC/Leadership position.</p>
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<p><b>Tier 3 Deputy Principal</b></p>	<p>Deputy Principal Monitoring</p> <p>Discussed at Learning and Wellbeing Team Meeting</p> <p>Case manage/monitor</p>	<p>Negative incident/s that are worthy of Deputy Principal involvement.</p> <p>This includes but is not limited to behaviour that could lead to a suspension – physical or verbal bullying, sexual behaviour, vaping or persistent disruption of learning.</p> <p>Failure to solve problems with the Tier 2 contract across a range of faculties/teachers/settings.</p> <p>Possible 'Formal Caution of Suspension' or suspension.</p>	<p>Deputy interview and restorative discussion and phone call home and/or parent meeting.</p> <p>Tier 3 Monitoring for 1-week.</p> <p>Monitored by relevant Deputy. The Deputy will monitor Sentral entries for the student for the week and will check in with the student during each day.</p>
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Working Draft for Term 1

<b>Suspension and return</b>	Principal/Deputy, Learning and Wellbeing Team to monitor	Process when returning from suspension	Deputy Return from Suspension interview with Parent and student.  Return from Suspension contract signed by student and parent.  Return from suspension monitored by relevant Deputy.  The Deputy will monitor Sentral entries for the student for 1 week and will check in with the student during each day.
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