Purpose

This procedure reflects the school community's shared expectations in relation to student engagement, attendance, and behaviour. This procedure sets out the clear processes to be followed to support students' behavioural, educational and emotional engagement.

This procedure provides an overview of how the School will:

- promote positive behaviour in the school community;
- seek to prevent behavioural issues; and
- respond to challenging student behaviour occurring at school, at a school activity away from the school grounds, in boarding residence or while travelling to or from school or a school activity.

This procedure should be read in conjunction with the School-Wide Positive Behaviour Support (SWPBS) framework and the CECV Positive Behaviour Guidelines.

Scope

This procedure applies to all Monivae students and staff implementing disciplinary actions.

This procedure also applies to all aspects of safety, security, and well-being concerning students residing in the boarding facilities. It encompasses measures aimed at providing a secure, nurturing, and supportive environment for boarding students, ensuring their physical, emotional, and psychological welfare throughout their residency.

The scope of this procedure includes, but is not limited to:

- **Residential Safety Measures:** Implementation of robust security protocols and procedures to safeguard boarding facilities against unauthorized access, intrusions, and potential hazards.

- **Supervision and Monitoring:** Establishment of clear guidelines for the supervision and monitoring of boarding students, including designated staff responsibilities, supervision schedules, and check-in procedures.

- **Health and Medical Care:** Provision of adequate health and medical services to address the medical needs of boarding students, including access to trained medical personnel, emergency response protocols, and health education initiatives.

- **Emotional and Social Support:** Implementation of programs and resources aimed at promoting the emotional and social well-being of boarding students, including counselling services, peer support networks, and recreational activities.

- **Behavioural Expectations:** Establishment of behavioural expectations and disciplinary measures to maintain a positive and respectful living environment within the boarding facilities, fostering a sense of community and mutual respect among residents.

- **Communication and Engagement:** Facilitation of open communication channels between boarding students, parents/guardians, school staff, and relevant stakeholders to address concerns, provide updates, and facilitate parental involvement in the boarding experience.

This scope applies to all boarding students enrolled at Monivae and serves as a framework for the development and implementation of specific procedures and guidelines aimed at

Office Use Only	Issue Date: January 2018	Last Reviewed: April 2022
Next Review Date: 2025	Authorised by: Principal	Version:1.3

THIS DOCUMENT IS UNCONTROLLED WHEN PRINTED

Page 1 of 9

ensuring the safety, security, and well-being of students residing in our boarding facilities.

Legislative Context
- Working with Children Act 2006 (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Children and Young Person's Act 1989 (Vic)
- Privacy and Data Protection Act 2014 (Vic)
- Information Privacy Act 2000
- National Safe Schools Framework 2004

Actions

Implementation
Monivae College will:

- collaborate with the school community to implement a positive behaviour management approach based on restorative justice and processes that are consistent with the School-Wide Positive Behaviour Support (SWPBS) framework and the CECV Positive Behaviour Guidelines which includes the processes, if required, for exclusion, suspension, and expulsion (in the case of serious offences);
- ensure that student behaviour is in accordance with clearly established standards and procedures which will seek to ensure that behaviour management is administered justly, tempered always by mercy and compassion;
- ensure that supervision is effective in all aspects of the school environment and boarding residence;
- monitor school attendance and student engagement;
- ensure that there is professional learning for staff to support them in implementing the behaviour management strategy;
- provide learning opportunities for parents to understand and support the school wide approach;
- reinforce positive behaviour management through school, class and boarding rules focusing on respect, justice and responsibility;
- ensure that the curriculum includes positive social skills and behaviours that are consistent with the ethos of the school to enable students to value diversity and build a culture of learning, community and engagement;
- promote student voice and participation to provide students with a sense of ownership and empowerment as well as contribute towards school improvement;
- support families to engage in their child's learning and build their capacity as active learners;
- implement a Student Wellbeing Group (SWG) to assist teachers, students and parents in behaviour management and in developing Individual Behaviour Management Plans (IBMP);
- monitor student data on wellbeing and behaviour through surveys and incident records;
- establish social / emotional and educational support for vulnerable students and monitor and evaluate progress;
- provide whole school processes and levels of intervention to identify and respond to individual students who require additional assistance and support;
- reinforce that behaviour management should not be based solely on legalism but take into account individual needs and circumstances. It is built around love, care, concern and forgiveness, which recognizes that students may be excluded from the community if they fail to respond to Monivae's spirit and ethos;
- reinforce to students key messages of positive behaviour such as feedback and acknowledgment;

Office Use Only	Issue Date: January 2018	Last Reviewed: April 2022	
Next Review Date: 2025	Authorised by: Principal		Version:1.3

THIS DOCUMENT IS UNCONTROLLED WHEN PRINTED
Page 2 of 9

- build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students; and
- promote awareness that if behaviour is unacceptable within the bounds of respect for other people and their property, they will face appropriate sanctions as approved by the Principal.

Documentation and Data Analysis

Reporting Responsibilities

Staff Responsibilities: All school staff members, including teaching staff, boarding supervisors, administrative personnel, and support staff, have a responsibility to promptly report any behaviour incidents they witness, are made aware of, or reasonably suspect to have occurred.

Student Responsibilities: Students are encouraged to report behaviour incidents to a trusted staff member or through designated reporting channels outlined by the school.

Parent/Guardian Responsibilities: Parents/guardians are encouraged to promptly report behaviour incidents involving their child to the school administration or relevant staff members.

Reporting Process

Immediate Response: Upon witnessing, becoming aware of, or suspecting a behaviour incident, staff members should take immediate action to address the situation, ensuring the safety and well-being of all individuals involved.

Incident Documentation: The staff member who witnesses or becomes aware of the incident is responsible for documenting the details of the incident using the school's designated incident reporting form (SIMON Behaviour Tracking, REACH, EMS360). This documentation should include the date, time, location, description of the incident, individuals involved, witnesses, and any actions taken.

Reporting to Administration: Completed incident reports must be promptly submitted to the school administration or designated reporting authority for review and further action.

Confidentiality: All incident reports and related documentation shall be treated with the utmost confidentiality, adhering to privacy laws and school policies regarding the handling of sensitive information.

Response and Follow-up

Assessment and Evaluation: The Deputy Principal, Director – Boarding and Director – Students will review each reported incident to determine the appropriate response and any necessary follow-up actions. This may include conducting further investigations, providing support services to affected individuals, and implementing disciplinary measures as warranted.

Communication: Parents/guardians of students involved in behaviour incidents will be promptly informed of the incident, the school's response, and any support or intervention measures implemented. Open communication channels will be maintained to address any concerns or questions raised by parents/guardians.

Support Services: The school will provide appropriate support services to students via the Director – Student Wellbeing involved in behaviour incidents, including counselling, mediation, and referral to external support agencies as needed.

The behaviour support team will monitor the behaviour management register and analyse student wellbeing data such as school-based survey and the *School Improvement Survey*.

Office Use Only	Issue Date: January 2018	Last Reviewed: April 2022	
Next Review Date: 2025	Authorised by: Principal		Version:1.3

THIS DOCUMENT IS UNCONTROLLED WHEN PRINTED
Page 3 of 9

Boarding Student Incidents

Boarding Supervisor Responsibilities: Boarding supervisors have a heightened responsibility for reporting behaviour incidents involving boarding students. They should follow the same reporting process outlined above and collaborate closely with school administration to address incidents occurring within the boarding facilities.

Boarding Facility Documentation: Incidents occurring within the boarding facilities must be documented using the school's incident reporting form specifically designated for boarding incidents. This documentation should include additional details relevant to the boarding context, such as dormitory location, boarding staff present, and any specific boarding policies implicated.

Data Analysis: The Deputy Principal, Director – Boarding and Director - Students will regularly review behaviour incident reports to identify trends, patterns, and areas for improvement in behaviour management and student support practices.

Professional Learning

The SWG will coordinate professional learning such as restorative justice, positive behaviours, social and emotional learning, dealing with specific behavioural issues, identifying and responding to suspected abuse and learning and teaching within an inclusive classroom.

Professional learning will include understanding needs (skill development) and assisting families and students from different backgrounds in implementing behaviour management strategies.

Professional learning will be provided to staff through staff and team meetings and targeted learning through external providers.

The Catholic Education Ballarat's *Guidelines for Behaviour Support* (2016) will be used in conjunction with any professional learning and in understanding of documentation requirements, consequences for student behaviour including exclusion and processes for major (serious) behaviours that may result in suspension and expulsion.

New staff and emergency teachers will be inducted on the policy and approach.

Communication

The Behaviour Management Policy will be available on the school website, referred to in the Staff and Parent handbook.

Teachers will induct student at the beginning of each year regarding expectations and specific school rules, including care and use of digital technology, and processes for reporting incidents or if they are feeling unsafe at school. This will be revisited throughout the year.

Monivae College will communicate and collaborate to external agencies such as the Catholic Education Office Ballarat for additional assistance or expertise in dealing with specific behaviour management issues.

It is an expectation that parents communicate any issues or concerns regarding their child that may have an impact on their behaviour. This would include any specialised reports from an outside agency that would assist the school.

Student Management

It is expected that staff:

- set clear expectations
- address behaviour that is off task or expectations
- give clear instructions
- redirect learners when off task
- follow through on consequences

Office Use Only	Issue Date: January 2018	Last Reviewed: April 2022	
Next Review Date: 2025	Authorised by: Principal		Version:1.3

THIS DOCUMENT IS UNCONTROLLED WHEN PRINTED
Page 4 of 9

- reinforce positive behaviours
- discuss with the Director – Student Wellbeing and/or Director - Students any concerns or strategies to improve behaviour management
- ensure that learning is engaging and considers the diverse needs of students

Responding to Unacceptable Behaviour

Redirecting low level behaviour – students will be reminded of the expected school behaviour and asked to think about how they might be able to act more safely, more responsibly or more respectfully. This will encourage self-reflection and ownership of behaviour.

Targeted behaviour support – students who are identified, as requiring more targeted support to assist them in meeting the expected behaviours will take part in the school respond strategy. These students will receive increased daily opportunities to receive positive contact with adults. They may also receive academic support, mentoring or intensive social skills training as required.

Intensive behaviour support – students requiring more intensive support are referred to the SST (principal or delegate, student wellbeing leader, classroom teacher). The role of the support team is to facilitate a Functional Behaviour Assessment; work together with the child and parents to develop appropriate behaviour supports; monitor the impact of these; and, make adjustments as required. Professionals from other agencies may be included in this process when it is appropriate to do so.

Consequences for Unacceptable Behaviour

Corporal Punishment

The use of corporal punishment is expressly prohibited at the school and under the Education and Training Reform Act 2006 (Vic).

Positive Reinforcement of Appropriate Behaviour

Monivae College makes systematic efforts to prevent problem student behaviour by teaching, modeling and reinforcing expected behaviours on an ongoing consistent basis. When unacceptable behaviour occurs, students experience predictable consequences. The school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

All students and staff achieve this through school/class meetings where unacceptable behaviour is named and the expected consequence is decided and agreed upon. This will be consistent with the whole school approach to processes and strategies for student behaviour.

All consequences are consistent with School-Wide Positive Behaviour Support (SWPBS) framework and the CECV Positive Behaviour Guidelines and restorative justice procedures should be used to facilitate the conversation regarding behaviour.

In the case of a student being removed from the classroom for a brief period (such as unable to settle, needs to be moved from peers, or being disruptive), the student must be supervised at all times and provided with suitable learning activities. If a student requires consistent removal from class, it must be reported to SST and a behaviour management plan is to be implemented. For minor behaviour problems, removal from class would not be normally used.

Minor problem behaviours, such as:

- minor breaches of the school or boarding house rules
- behaviours that do not seriously harm others, or
- behaviours that do not violate the rights of others in a serious way

would receive a consequence such as removal from an activity for a specified amount of

Office Use Only	Issue Date: January 2018	Last Reviewed: April 2022	
Next Review Date: 2025	Authorised by: Principal		Version:1.3

THIS DOCUMENT IS UNCONTROLLED WHEN PRINTED
Page 5 of 9

time, an apology, restorative conversation, time out or re-direction. If the problem continues than a positive behaviour plan is put in place. This is discussed with parents and student.

Major problem behaviours, such as:

- behaviours which significantly violate the rights of others
- behaviours which put self / others at risk of harm

would receive consequences such as removal to a supervised withdrawal room, alternate lunch time activities, loss of privilege, parent contact, referral to SWG, or in extreme cases – suspension.

When responding to problem behaviours, staff members ensure that students understand the relationship between the behaviour and the consequence, and what the expected behaviour is. Strategies to do this could include having the student:

- articulate the relevant expected behaviour
- explain how their behaviour differs from the expected behaviour
- describe the likely consequences if the problem behaviour continues
- identify what they need to do to change their behaviour
- if another student has been affected by this behaviour, then a restorative process should be implemented in addition.

If a student has been suspended and the behaviour continues then parents will be required to attend a meeting. The student may also be required to attend. The purpose of this meeting is to outline the next step in the process. If the behaviour still continues, it may result additional suspensions and then consideration for assisted transfer to another school or expulsion. The process is outlined in the School-Wide Positive Behaviour Support (SWPBS) framework and the CECV Positive Behaviour Guidelines.

The school may require the parents of a student to also seek other professional advice for the school to better understand and implement a behaviour management plan and any relevant strategies for learning and teaching that would assist the student. It is expected that parents would cooperate with this request.

See learning expectations and managing student behaviour flow chart below for a guide.

Office Use Only	Issue Date: January 2018	Last Reviewed: April 2022	
Next Review Date: 2025	Authorised by: Principal		Version:1.3

THIS DOCUMENT IS UNCONTROLLED WHEN PRINTED
Page 6 of 9

Managing Student Behaviour Flow Chart

The flow chart below is to be used as guide. If you are unsure please consult with the relevant YLC, FL or Director. All issues will be approached in the MSC spirit and are to be used as a support mechanism for effective teaching and learning.

Managing student behaviour seeks to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

Learning Expectations CLASSROOM		
	Teacher	*Student*
Mind	*Offer quality learning to every student*	• Be prepared to learn • Every student has the right to learn
Spirit	*Challenge students to grow through supportive learning communities*	• Be resilient • Challenge yourself
Heart	*Hold teaching through relationships as a core value*	• Be respectful • Show kindness, compassion, forgiveness and understanding
To be on Earth the heart of God		

Office Use Only	Issue Date: January 2018	Last Reviewed: April 2022
Next Review Date: 2025	Authorised by: Principal	Version:1.3

THIS DOCUMENT IS UNCONTROLLED WHEN PRINTED
Page 7 of 9

Classroom Response

Teacher refers to classroom expectations, classroom routines and procedures.

Third warning results in a Behaviour Tracking

Minor	**Major**
Incident resolved unresolved	*Incident*

Year Level Coordinator

Triage incident to Wellbeing (Year Level Coordinator) or Learning (Faculty Leader)

Year Level Coordinator OR Faculty Leader

Meet with student and/or teacher

Determine actions and monitor for a cycle

Update Behaviour Tracking and relevant staff

No improvement

Classroom warnings (x3)

1st instance:

Teacher addresses student behaviour in reference to the Classroom Expectations and redirects (warning). Teacher clarifies learning activity and ensures student is resourced to engage in the task.

2nd instance:

Teacher addresses student behaviour in reference to the Classroom Expectations, engages a response to encourage learning behaviours (e.g. remove distraction, move student, clarify instruction/task) and offers support to engage learning.

3rd instance:

Teacher addresses student behaviour in reference to the Classroom expectations and redirects with a clear consequence e.g. lunchtime detention, separation within class, buddy class, clean up duty, class reflection.

Teacher enters a Behaviour Tracking and contacts home.

Year Level Coordinator AND/OR Faculty Leader

(with additional staff as required)

Facilitate academic interview with student and parent/carer

Determine actions and monitor for a cycle

Update Behaviour Tracking and relevant staff

Director of Students &/or Director of Studies

(with additional staff as required)

Facilitate academic interview with student and parent/carer

Determine actions and monitor for an agreed period

Update Student Notes and relevant staff

No improvement

Deputy Principal

(with additional staff as required)

Facilitate enrolment review with student and parent/carer

Determine actions and monitor for an agreed period

Update Student Notes and relevant staff

No improvement

Principal

Sexual Abuse – Student Offenders

Student sexual offending refers to sexual behaviour that is led by a student 10 years and over which may amount to a sexual offence. This would need to be reported to police.

- Refer to resource Identifying and Responding to Student Offending (and Template)
- Refer to the resource Four Critical Actions: Identifying and Responding to all Forms of Child Abuse in Victorian Schools which provides procedures to follow.

Teachers should inform the principal and seek further advice from the school's child protection officer in determining the correct process and outcomes.

Maintaining Consistency

Monivae College will ensure procedural fairness, through teacher participation in regular professional learning sessions to review and the policies and procedures. Students will also receive training on how to respond appropriately when other students display problem behaviours, or when they are re-directed or receive a consequence for problem behaviour.

Supporting Documents

- School-Wide Positive Behaviour Support (SWPBS) framework
- CECV Positive Behaviour Guidelines
- Duty of Care Policy
- Student Outcomes Policy
- Pastoral Care Policy

Responsibility

Approval Authority	Policy Sponsor	Administration
Responsible for monitoring the implementation, outcomes and scheduled review of this procedure	Responsible for maintaining the content of this procedure as delegated by the Approval Authority	Responsible for the administration support for the maintenance of this procedure as directed by the Policy Sponsor
Principal	Director of Students	Compliance and Risk Manager

Promulgation

This procedure will be communicated throughout the Monivae College school community in the form of:

- policies section of the Monivae College website;
- policy library section of the Monivae College intranet; and
- distribution of email to all staff.

Implementation

This procedure will be implemented throughout Monivae College via:

- policy library section of the Monivae College intranet;
- staff briefing session; and
- training sessions.

Office Use Only	Issue Date: January 2018	Last Reviewed: April 2022	
Next Review Date: 2025	Authorised by: Principal		Version:1.3

THIS DOCUMENT IS UNCONTROLLED WHEN PRINTED
Page 9 of 9