MANSFIELD SECONDARY COLLEGE
Behaviour Management Policy

Reviewed by: School Council
Date reviewed: November 2013
Date of next review: November 2015
Signature: _____________________
Name: Sandra O'Brien
Position: School Council President

Welfare And Discipline Policy And Program

- All students have a right to learn without being disrupted by others.
- All students have the right to be safe, accepted, valued and cared for as worthwhile people.
- The College should be a secure and safe environment.
- The Principal and staff, in exercising their duty of care, will take reasonable measures to protect all students.
- The College should promote safe and healthy lifestyle practices.
- Teachers have the right to and should be prepared to exercise discipline.
- An effective discipline plan with clear rules and consequences, consistently applied, will result in a predictable environment, improved learning and make teaching more satisfying and less stressful.
- The policy and program will improve community confidence in Mansfield Secondary College.
- The discipline and welfare policy should emphasise positive preventative procedures, systematically implemented within the classroom and school yard.
**Student Code of Conduct**

**Expectations**
- Attend school every day.
- Attend school in full MSC uniform.
- Be on time to class with all necessary materials.
- Listen to and follow directions the first time they are given.
- Seek permission before using items belonging to others; care for equipment and buildings.
- Work quietly and effectively without calling out or disrupting others.
- In dealing with others, be polite and considerate and meet given commitments.
- Follow the Use of Electronic Devices policy.
- Use technology appropriately.
- Respect the rights of others - not abusing, ridiculing, harassing or putting down.
- Keep the school clean (food only to be eaten in canteen, outside or in specially stated wet day rooms). Pick up litter.
- Unless directed by a teacher, rooms are out of bounds except for five minutes before and after class.
- Remain in bounds.
- Smoking, alcohol and drugs are forbidden.

If a student misbehaves...
- Teacher applies consequence - extra work, detention, confiscation, removal of privilege or sent to coordinator
- Student sent to coordinator - detention (lunchtime or after school); behaviour contract; suspension; parent contact; referral to Assistant Principal
- Student sent to Assistant Principal or Principal - behaviour contract; parent contact/conference; referral eg. to counsellor, social worker; suspension; expulsion
Welfare Strategies will include:
Support programs will be organised to assist students with such areas as organisational skills, time management, career planning and motivation. Counselling is available for individual students with personal problems. Assistance is available for parents. Extra support is provided for students with learning difficulties. A School Nurse is available to assist students and parents with health related matters.

In accordance with government policy on drug education, the Principal and staff will work with parents, community, retailers, health and medical practitioners and police to promote safe and healthy lifestyle practices. Cigarettes and other illicit drugs are prohibited. All students study a Health unit in which the dangers of illicit drugs are emphasized.

Staff will be vigilant in the yard, and out of bounds areas will be clearly designated.

Where the Principal has cause for concern, student lockers and bags will be searched, and students will be asked to hand over prohibited or dangerous materials. Failure to comply is a discipline offence. Where police are contacted every effort will be made to contact parents immediately.

Parent Responsibilities
- To encourage good working habits in your students/children. This means spending time with your students/children discussing their "College lives" on a regular basis.
- To support the College in its efforts to maintain a productive teaching and learning environment. This means encouraging your students/children to observe all safety, College ground and classroom rules.
- To treat each other and students with respect and courtesy. There should be willing co-operation regarding students’ progress

Student Diaries
All junior students will be issued with a coil bound, plastic covered diary at the beginning of the year. It is their responsibility to take care of this diary at all times. They should not let other students write comments or interfere with the diary in any way. The diary is for school use and must not be used as a personal diary. The diary will be checked from time to time by class teachers or co-ordinators.
- The diary must be taken to every class.
- The diary is to record dates for tests, excursions, homework, materials to bring etc.
- Students will only be allowed out of class if they are carrying the diary and the out of class permission form has been signed. Any teacher may check the permission. Students will be expected to make up time or be given a detention if out of class without a signed permission
Positive Behaviours Program
All students and staff in the High Country Cluster schools follow the same rules:

RESPECT
- yourself
- others
- environment

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- Unless directed by a teacher, rooms are out of bounds except for five minutes before and after class
- Remain in bounds
- Smoking, alcohol and drugs are forbidden
If a student does not respect:

- Teacher applies consequence – extra work, detention, confiscation, removal of privilege or sent to coordinator
- Student sent to coordinator – detention (lunchtime or after school); behaviour contract; suspension; parent contact; referral to assistant principal
- Student sent to Assistant Principal or Principal – behaviour contract; parent contact/conference; referral
- eg. to counsellor, social worker; suspension; expulsion
- (Students and parents are referred to the Mansfield Secondary College Student Handbook, the Codes of Behaviour in the Mansfield Secondary College Charter and the Victorian Schools’ Reference Guide [http://www.eduweb.vic.gov.au/referenceguide/] for more detail)

What do we mean by positive behaviours?
At Mansfield Secondary College everyone has the right to a safe and caring environment, one that promotes learning and personal growth.

The Positive Behaviours Program promotes desired behaviours but also recognises that there may be occasions when some relationships need working on, or when some students feel under threat.

- FRIENDLINESS and TOLERANCE
  Being welcoming of others; accepting others’ differences; offering help or showing concern
- WORKING IN TEAMS
  Cooperating with others to work towards a common goal.
- LEADERSHIP and ROLE MODELLING
  Taking on roles within the school community to guide others; behaving in a confident and friendly manner that provides examples for others to follow.

What do we mean by harassment?
A person is harassed when he or she is made to feel uncomfortable because of the unwanted and/or repeated actions of another.

- EMOTIONAL/EXCLUSION
  Being deliberately unkind, shunning, excluding, or tormenting
- SEXUAL/HOMOPHOBIC
  Making unwanted physical contact, making sexually threatening and/or abusive comments.
  Any harmful speech or behaviour focussing on the issue of a person’s alleged or actual sexual orientation.
- PHYSICAL
  Pushing, kicking, hitting, tripping, punching or using any other sort of violence against a person, taking another’s possessions.
• RACIST/INTOLERANT
  Taunts, ‘put downs’, and/or physical threats directed around a person’s race, religion or culture.

Positive Behaviours in the Locker Bay

<table>
<thead>
<tr>
<th>Respect yourself</th>
<th>Collect equipment for 2 periods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Secure your locker</td>
</tr>
<tr>
<td></td>
<td>Name belongings</td>
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<tr>
<td>Respect others</td>
<td>Responsible behaviour</td>
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<tr>
<td></td>
<td>Roll on deodorant only</td>
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<tr>
<td></td>
<td>Walk at all times</td>
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<tr>
<td>Respect the environment</td>
<td>Keep clean &amp; tidy</td>
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<tr>
<td></td>
<td>Place equipment in lockers and move outside</td>
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<tr>
<td></td>
<td>Report damage</td>
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<td></td>
<td>Graffiti free</td>
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Positive Behaviours in the Classroom

<table>
<thead>
<tr>
<th>Respect</th>
<th>Behaviour</th>
</tr>
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</table>
| Self          | Use appropriate language  
|               | Be polite  
|               | Have necessary materials  
|               | Arrive on time  
|               | Follow class rules  
|               | Ask to use electronic devices |
| Others        | Ensure your behaviour doesn’t interfere with the learning of others  
|               | Arrive on time  
|               | Allow others to have their say  
|               | Finishing lessons  
|               | Orderly conclusion to class  
|               | Follow class rules  
|               | Ask to use electronic devices |
| Environment   | All rubbish placed in bins  
|               | Leave room neat and tidy  
|               | Follow class rules  
|               | Ask to use electronic devices |
**Positive Recognition for Students**

The College aims to recognise and support positive behaviours, attitudes and work habits in students. It does this by giving positive consequences for positive behaviours and by providing short and longer term goals for students to aim for.

<table>
<thead>
<tr>
<th>Positive Behaviours</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being helpful</td>
<td>Verbal praise, positive gestures, stickers, Principal’s stickers</td>
</tr>
<tr>
<td>Improvement in behaviour</td>
<td>Stickers, certificates from classroom teacher, positive phone call home, removal from 'behaviour card' by level co-ordinator</td>
</tr>
<tr>
<td>Improvement in work</td>
<td>Commendation certificates, display or showing of work; special sticker and praise from Principal</td>
</tr>
<tr>
<td>Recognition of good work</td>
<td>Display of work in specific areas, commendation certificates; special sticker, presentations and praise from Principal</td>
</tr>
<tr>
<td>Commendations on all or nearly all, semester reports</td>
<td>Special certificates, congratulations and presentation of College Achievement Awards at assembly</td>
</tr>
<tr>
<td>Representing the College in any area</td>
<td>Participation awards, recognition on Parent Bulletin, entry in home group file and student achievement manual</td>
</tr>
</tbody>
</table>
Dealing with Bullying:

**Definition:**
A person is bullied when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

**Rationale:**
- The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment at all times.

**Aims:**
- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- To alert everyone within the school community of the signs and evidence of bullying and to build ensure bullying is reported to staff whether a person is an observer or a victim.
- To ensure that all reported incidents of bullying are followed up appropriately.
- To seek parental and peer-group support and co-operation at all times.

**Implementation:**
- Bullying may consist of physical harm, harassment, verbal insults or hurtful remarks, or actions designed to hurt somebody’s reputation, social standing or to cause humiliation. Bullying may be carried out directly or indirectly, and may include the use of digital technologies such as social network sites, websites or on-line chat rooms.
- Our school has adopted a zero tolerance position on bullying.
- Our school will combat bullying by providing a safe, secure and stimulating learning environment based on the Effective School’s model.
• We have adopted a four-phase approach to bullying.

A. **Primary Prevention:**
• Professional development for staff relating to bullying, harassment and proven counter measures.
• Each classroom teacher to clarify with students the types of bullying, as well as the consequences and impact of bullying.
• Community awareness and input relating to bullying, its characteristics and the school’s programs and response, complemented by clear processes for reporting suspected bullying.
• The provision of programs that promote inclusiveness, resilience, life and social skills, assertiveness, conflict resolution and problem solving will form an integral part of our curriculum. In particular, assertiveness training and bystander training that builds skills in children to challenge and/or report unacceptable behaviour will be central to our curriculum.
• Anti-bullying messages and posters will be displayed around the school.
• Student Representative Council, peer support delegates, staff and students to promote the philosophy of ‘No Put Downs’.
• Electives and structured activities will be available to students at recess and lunch breaks.
• Teachers will be trained in cybersafety. Cybersafety awareness programs will be provided for parents and cybersafety will form part of each child’s ICT curriculum.

B. **Isolated, Infrequent or Less Serious Incidents:**
• All instances of suspected bullying or inappropriate behaviour must be responded to by staff.
• Parents are encouraged to contact the school if they suspect a bullying or behaviour problem.
• The school will reinforce with children the importance of appropriately reporting incidents of inappropriate behaviour involving themselves or others, and the imperative that staff respond appropriately and proportionally to each allegation consistent with the school’s Student Code of Conduct, including the proper reporting and recording of the incident on our on-line behaviour tracker.
• Parents are to be contacted if their child is alleged to have been bullied or experienced inappropriate behaviour, or if their child appears to have behaved inappropriately or bullied someone else.
• Appropriate and proportional consequences may include a verbal apology, writing a letter of regret, completing a Behaviour Incident booklet, loss of privileges etc.
• Public recognition and reward for positive behaviour and resolution of problems will occur as appropriate.
C. Repetitive or Serious Incidents:
- Serious incidents and/or repetitive incidents of bullying or unacceptable behaviour must be reported, responded to by staff and documented.
- Serious incidents are those that include physical assault, sexual assault, criminal activity involving theft or serious damage of property, serious threats or homophobic bullying etc.
- All such incidents or allegations will be properly investigated and documented. Depending upon the nature of each incident, they may be also be reported to and investigated by police, reported to the Student Critical Incident Advisory Unit, and/or reported to the Department’s Emergency and Security Management Unit.
- The school may contact support professionals such as Welfare officers, Welfare coordinators or Councillors and/or Student Support Officers for assistance and support.
- Students and staff and parents identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered counselling and support.
- All repetitive or serious incidents must be brought to the attention of the principal class members of the school.
- The most appropriate staff member will contact parents of the targeted child. Principal class members will contact alleged perpetrators unless advised by police etc not to do so.
- Regional office will provide support as appropriate, and the principal will monitor the investigation and review the situation until matters are appropriately resolved.
- Consequences of repetitive or serious incidents may include criminal charges, suspension, expulsion, loss of privileges, counselling, conciliation or any other consequences consistent with the school’s Student Code of Conduct.
- A management strategy for all parties will be developed in consultation with the students and parents involved.
- Parents or community members who bully or harass or abuse staff will be provided with official warnings, and if necessary referred to the police, and/or have Trespass restrictions placed upon them by the principal consistent with the Summary Offences Act.

D. Post Incident:
It is important that appropriate strategies are put in place after the incident has been resolved for all students involved. Appropriate strategies may include:-
- conciliation meetings between all parties
- ongoing monitoring of students involved.
- identification of an agreed key contact staff member for each student involved.
• follow-up meetings regarding each child’s management strategy.
• ongoing communication with parents.
• counselling from appropriate agencies of support officers etc for both parties.
• reinforcement of positive behaviours and appropriate behaviour strategies.