**MILC**

**Student Behaviour Management Policy**

MILC provides a safe, supportive and positive learning environment which offers opportunities for all students to achieve to their potential in all aspects of their education. The school’s core value of respect underpins the management of student behaviour at MILC.

**Classroom Behaviour Management Protocols**

At MILC teachers are expected to make a concerted and deliberate effort in creating and maintaining safe, inclusive and challenging learning environments for their students and implement fair and equitable behaviour management plans. Strategies to promote appropriate behaviour are clearly articulated and the school has documented policies and procedures – including clearly articulated responses and consequences for inappropriate student behaviour.

There are four interrelated dimensions of a harmonious and productive teaching and learning environment. If one or more of the 'pieces' are missing, the classroom environment becomes dysfunctional.

1. The classroom teacher's attitudeto student misbehavior underpins the effectiveness of their management response.
2. A safe learning environment relies on positive teacher‐student relationships and positive peer relationships. Teachers can develop such relationships by taking a meaningful interest in their students' lives, and promoting an anti‐bullying ethos through their words and actions.
3. We make an effort to forge positive, respectful relationships with more challenging students. We study the purpose and triggers of their behaviours, and learn about their backgrounds. We use behaviour management strategies which target the cause of their misbehaviour, and remember they too have the right to a safe learning environment.
4. A proactive classroom management approach relates to the facilitation of the teaching and learning process as well as the preventative management of student misbehaviour.
5. We fairly and consistently apply a system of graduated consequences. Ideally, such consequences should foster student self‐discipline and bring about behaviour change.
6. Corporal punishment of children is explicitly prohibited under any circumstances.

# Communication

At all stages in the behaviour management process students and teachers are expected to engage in positive dialogue with a view to resolving issues and re‐engaging in the teaching and learning process.

Communication is integral to this process. This includes communication within the school between key personnel as well as with parents/guardians. The following communication tools are used to ensure that all relevant members of the school community are adequately informed:

The Student Behaviour Management Process both an educative and restorative process, predicated on class teachers working in collaboration with each other and their students to develop classroom cultures which are based on trust and respect, foster a sense of community and promotes individual responsibility and accountability for learning.

The three key elements in achieving this are:

* 1. the establishment of clear agreed classroom expectations;
  2. the implementation of a range of effective classroom management, instructional strategies and pedagogical approaches; and
  3. clearly articulated responses and consequences for inappropriate student behaviour which are fairly and consistently applied

**Establishing Classroom Expectations**

It is expected that classroom teachers will be proactive in establishing and negotiating clear expectations

**Implementing a Range of Classroom Management and Instructional Strategies**

The following are some examples of strategies known to be effective in promoting a positive learning environment:

* + Be well prepared and ensure lesson has structure;
  + Ensure teaching and learning program is relevant, meaningful and engaging;
  + Demonstrate a positive attitude to your work;
  + Use a wide range of low key techniques to ‘win over’;
  + Prevent and respond to student misbehaviour;
  + Use a range of pedagogical practices;
  + Cater for individual needs (Inclusive education practices);
  + Reward appropriate behaviour;
  + Discuss concerns with student on an individual basis;
  + Implement consequences for inappropriate behaviour;
  + Make informal agreements;
  + Discuss possible strategies with school leaders and colleagues;
  + Attempt to resolve issues at the individual level;
  + Isolate/ separate student from group;

**Managing Student Behaviour**

Each student is required to accept the logical consequences of their behaviour choices.

The following steps will be implemented to manage the behaviour of students. It is important to note that our Managing Student Behaviour procedure focuses on a ‘Personal Plan’ and each student accepting the logical consequences of his/her personal behaviour choices.

Students are placed at Stage 1 if they have behaved inappropriately in class, or in the boarding premises, and have not accepted their teacher’s warnings.

### Stage 1

* The student discusses the issue with the teacher.
* Parents/carers contacted by the teacher to help resolve student behaviour problems, if the conduct is serious.

### Stage 2 (If the inappropriate behaviour/s continues)

* The student discusses the issue with the teacher.
* Parents/carers contacted by the teacher to help resolve student behaviour problems.
* An appropriate sanction may be applied at this stage; eg one period withdrawal, detention

### Stage 3 (If the inappropriate behaviour/s continues)

* The student discusses the issue with the teacher.
* The teacher will ensure that the parent/caregiver is contacted to discuss concerns and implications in relation to student learning.
* The teacher may choose to isolate the student from his/her class until the behaviour problem is satisfactorily resolved with the class teacher.
* An interview may be arranged with the parent/caregiver.
* An appropriate sanction may be applied at this stage; eg one period withdrawal, detention

### Stage 4 (If the inappropriate behaviour/s continues)

* At this stage, the student will be referred to MILC Management who may:
* Place the student in an alternative location for a minimum of one day (Withdrawal), or suspend the student from school.
* Inform the parent/caregiver that the student has been withdrawn. An interview may be conducted (by telephone) to discuss the agreed conditions for a return to class.
* Where there has been a serious teacher‐student conflict resulting in the student’s suspension, MILC Management is responsible for the student’s re‐entry to class, upon the student’s return.
* Where a student has been suspended, on return to school, the student is to be accompanied by an appropriate adult for a re‐entry interview.
* If a student’s behaviour is severe, they may be placed immediately at Stage 4 where MILC Management will apply an appropriate sanction and assist the student to resolve their behaviour issues.

### Behaviour Agreements

* Students are withdrawn from class and required to negotiate their return to class with the class teacher, thus re‐establishing a very clear understanding of the behaviours they are expected to demonstrate in the classroom on a daily basis.

# Serious Breaches of Discipline

Students may be suspended for serious disobedience, misconduct, or conduct prejudicial to the good order and management of the school. Suspension can be an effective behaviour management strategy when it is reserved for serious or persistent breaches of discipline. Suspension removes the student from the school environment, reduces the opportunity for reinforcement of their behaviour and provides a period of respite between the incident and the resolution process.

The decision to suspend a student from the school is not one which is taken lightly and is only made after serious consideration and discussion has taken place. The processes for imposing suspension are the same for all students. Suspension provides an opportunity for the student, parents/guardians, and school staff to reflect on the incident and resultant behaviour thus enabling a considered, positive resolution and re‐ entry plan.

When a student is suspended from the school the student loses all privileges associated with attending school. The student will not be accepted back into classes until the student and a parent/guardian have met with a member of the school’s administration team. This meeting is an important strategy in supporting the student in making a successful return to school and ensuring that there is a reduced risk of recidivism.

Serious breaches of school discipline should be immediately referred to MILC Management.