



Aiming High

Showing Respect

Being Safe

Valuing Community

Expected Behaviours Policy

Statement of Commitment to Values and Expected Behaviours

Defined expected behaviours allow staff and students to enjoy a safe and productive learning environment. Manor Lakes P-12 College is committed to four expected behaviours; Aiming High, Showing Respect, Being Safe and Valuing the Community. Each of these four behaviours has numerous applications in and out of the classroom setting. These defined behaviours form the basis of disciplinary responses including providing a system for students to identify where they have met or not met these expectations.

Manor Lakes P-12 College is committed to using best practice strategies to promote positive behaviour. These practices are guided by the philosophies of Positive Behaviours Support (PBS), the behaviour management strategies of Ramon Lewis, [Berry Street Model Practices](#) Restorative Practices and Current Regional Directives.

Guidelines

It is the responsibility of all staff to ensure that the expected positive behaviours are embedded in teaching practice, enforced by leadership and understood by students. These expected positive behaviours are outlined in the [P-6 Positive Behavior Matrix](#) and [7-12 Behavior Expectations Matrix](#) Response to undesired behaviors is a 3 stage approach:

- Level 1 - Classroom Teacher/SMOD
- Level 2 - Team Leader or Coordinator/SMOD
- Level 3 - Principal Class

These responses will be supported by the following systems and processes:

- 'Positive Behaviours' will be adopted as a school wide approach.
- staff will use a variety of positive reinforcement methods to acknowledge positive behaviours
- the classroom environment will be conducive to learning and students feeling safe.
- productive, healthy and supportive relationships will be fostered in all classrooms.
- relevant professional development will be provided to increase staff capacity in the use of PBS, Ramon Lewis behaviour management strategies restorative practices and Berry Street Model practices.
- expectations will be displayed in each classroom, known and understood by all students.
- students will be provided with a reminder, a verbal warning, a responsive action before response escalate to level 2. Students will be provided with visual cues facilitated by the [behaviour flow chart](#) displayed in every room
- the gradual system of consequences ([behaviour flow chart](#)) will be used before leadership referral is used, unless for emergencies or for sudden and severe violations
- P-6 Staff will be provided with clear protocols to manage behaviours as outlined in the [Procedures for Behaviour Interventions document](#) and the [Playground Incidents and Consequences document](#)
- 7-12 Staff will be provided with clear protocols to manage behaviours as outlined in the [Procedures for Behaviour Interventions](#)
- both positive and undesired behaviours that require a level 2 or 3 response should be



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documented on Compass as soon as is practicable and appended with leadership responses and actions.

- level 2 responses may require an exit to a buddy class (P-6) or to SMOD room (7-12) to complete a reflection form and where support will be provided for students to self-regulate
- every effort will be made to allow learning to happen when problems occur and at point of need.
- teachers will use restorative practices through providing students with the opportunity to reflect on their behaviour in supported conditions and then collaboratively decide on consequences
- students will be informed that there are consequences for both appropriate and inappropriate types of behaviour. Consequences will be related to the expected behaviour being learned. Inappropriate behaviours will be seen as social learning errors and learning opportunities will be provided to help teach the expected behaviours.
- each child's needs, will be taken into consideration and consequences will be decided through professional consultation.
- staff will develop a positive tone and relationship with students and be proactive in their approach to discipline.
- at no time (other than in emergencies) will staff raise their voice and yell at children.
- discipline procedures will be implemented calmly, consistently and non-punitively.
- curriculum will allow for program adjustments encouraging success and positive image.
- the College's endorsed preventative and proactive strategies will be utilized to enhance engagement and expected behaviours
- Positive Support Plan strategies may include the provision of a 'Red Card' or Exit Card that allows students the opportunity to self-regulate by leaving the classroom environment. This strategy must be approved by an Assistant Principal and explained and signed off by parents/guardians
- teachers will know their students well and CRTs will be provided with all information required to manage behaviours
- CRT's will be given a copy of the expected behaviours and any Positive Support Plans (if applicable).
- active yard supervision will involve teachers constantly moving and scanning for appropriate, as well as inappropriate behaviours and interacting positively with students.
- compass data as well as student surveys will be used to make decisions about managing behaviours in the yard

Response to Severe Behaviours

- staff will alert PCT of a student needing exiting to a Coordinator, SMOD, Leading Teacher or Assistant Principal.
- a phone call to the teacher may be required to clarify the situation. SMOD will collect these details also.
- if it is deemed necessary, parents may be notified to support the school when managing severe behaviour
- parents may be required to support the school with students who have self-exited and where staff are unable to maintain line of sight. Emergency services may also be required for support if parents are uncontactable
- if exiting continues to happen and behaviour is impacting on the potential of the student or others, then the school Psychologist, Student Wellbeing Leader or a community agency may be called upon to assist.
- a Positive Support Plan will be required and written in consultation with parents/guardians and the student.



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- where behaviours can not be managed by staff the [Emergency Response Plan](#) will be enacted

Suspensions

Students may be suspended, whilst at school, on excursion or travelling to or from school if any of the following occurs:

- Behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities.
- Commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property.
- Possesses, uses, or deliberately assists others to use illegal drugs or substances prohibited by the Director of School Education.
- Fails to comply with any reasonable and clearly communicated instruction from staff.
- Consistently behaves in a way which threatens the good order of the school. Engages in unacceptable discriminatory behaviour (including harassment) towards another person based on personality, physical characteristics, social characteristics, sex, race, marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, physical or mental impairment.

The Notice of suspension along with Procedures for Suspension information will be both electronically send to parents/guardians and posted to the home address as shown on Compass. Work requirements will also be provided for the duration of the suspension. A 'Return to School' meeting may be required.

** This policy should be read in conjunction with (but not limited to) the following college policies:*

- [Anti-Bullying Policy](#)
- [Mandatory Reporting policy;](#)
- [Child Safe Standards policy;](#)
- [Student Wellbeing, Engagement and Inclusion Policy](#)
- [Attendance Policy](#)