



## MCAS Behaviour Code

All students have the right to learn in an environment that is safe, responsive to their needs, inclusive and promotes positive connections with others. While most students are able to display positive behaviours most of the time, students will occasionally display inappropriate behaviour and need support to make different and more positive choices.

The MCAS behaviour code is underpinned by our school values of RESPECT, INTEGRITY and KINDNESS. This code outlines the expectations of our students, our strategies to set students up for success, reinforce positive choices and respond to students when they display inappropriate behaviour.

Fundamental to this code is the need for students to have positive trusting relationships, understand their rights and responsibilities, learn and practice positive behaviours, understand the impact of their choices on others and repair harm. Families are key partners in this process.

Children and young people's behaviours span a continuum including:

- **positive, inclusive and respectful behaviours**
- **low-level**, developmentally appropriate transgressions that test the boundaries of established rules, standards, and norms.
- **challenging** behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise.
- **complex and unsafe** behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or young person and those around them.

MCAS endorses a positive behaviour support approach to behaviour and we will:

- promote, model and support productive and positive behaviour
- explicitly teach positive behaviour and expectations
- intervene using the least exclusionary methods to prevent, reduce or redirect behaviours of concern
- work with students, their families, professionals and other key adults to understand behaviours of concern and support positive behaviour change
- provide visible, fair and equitable behavioural responses that foster confidence and trust
- support the repair of relationships that have been harmed by behaviours of concern
- establish safety and wellbeing for people involved or impacted by incidents.

### Supporting documents

[DfE Behaviour Support Policy](#) and [Behaviour Support Toolkit](#)

[Positive behaviour for learning classroom practices \(DfE Practice Guidance\)](#)

[Suspension, exclusion and expulsion of students procedure](#)

MCAS Feedback and Complaints procedures

Student mobile phone policy

MCAS uniform policy

ICT Acceptable Use agreement



## Roles and Responsibilities

Staff will:

- actively model and promote behaviour that values diversity, respect, inclusion and promotes a positive school climate
- explicitly teach students about safe and inclusive behaviours
- participate in professional learning to build skills, knowledge and confidence in developing positive classrooms and recognising, responding to and managing behaviour incidents.
- provide transparent, consistent and planned responses to behaviours of concern to foster trust and confidence
- support children and young people to be physically and psychologically safe
- provide timely intervention in response to behaviours of concern, which includes incidents that have occurred out of school hours or off school premises when this is connected to the school and impacts on school relationships
- use restorative processes to work with parents, caregivers, families, service providers and the community to support children affected by behaviours of concern.

Families will:

- report behaviours of concern to the school and follow the MCAS Feedback and Complaints process (parents)
- work collaboratively with the school to resolve concerns about behaviour when incidents occur
- understand that behaviour is developmental and students need to learn appropriate interactions
- model and promote safe, respectful and inclusive relationships
- support their children to develop safe behaviours at home including monitoring and supervising their children's social interactions (including online)
- consider recommendations and engage in specialist support when required.

Students will:

- treat others in a way that demonstrates RESPECT, INTEGRITY and KINDNESS
- ensure verbal, physical and online interactions are safe, respectful and inclusive
- engage with school staff to reflect on behaviour choices, consider the impact on others, take responsibility for actions and repair harm when they have not been the best version of themselves
- safely intervene and seek help from adults when they see behaviours of concern in person or online
- promote MCAS in a positive way and show respect to our school community
- report behaviours of concern to the school and follow the MCAS Feedback and Complaints process (students).

Leaders will:

- monitor behaviour and the effectiveness of MCAS policy and processes
- ensure access to relevant professional development and support to implement the learning
- respond to requests for behaviour support
- make determinations about behaviour responses, consider the use of suspensions and exclusions in adherence to the DfE policy and communicate decisions
- lead restorative conversations and reconnections



## Strategies

Identify whether the student's behaviour is:

- *Developmentally appropriate* – behaviour represents expected responses to developmental challenges and is infrequent, transient or minor. Behaviour responds to **universal** school and classroom wide strategies.
- *Concerning* – behaviour indicates that the student is experiencing challenges that are difficult for them to manage on their own. Behaviour is problematic due to the severity, frequency, duration or impact. Behaviour responds to **targeted** interventions at the individual level or small groups.
- *Serious* – behaviours are a significant barrier preventing the student and others from learning. Behaviour may be severe, of high frequency and/or extended duration and may be unsafe for the student or others. Individualised, **intensive** and specialised supports are required.

Consider behaviour through the lens of communication or unmet need and consider the purpose or function of the behaviour to respond and minimise ongoing behaviour concerns and provide the opportunity for students to learn different strategies and positive responses.

Consequences where possible need to directly relate to the inappropriate behaviour (eg littering – yard tidy, not on task in class – make up time at breaks, disrespectful language – letter of apology, rough play – sit out). The school does not endorse the use of cohort consequences in response to the behaviour of small groups of students.

## Universal:

- effective classroom design to minimise physical and visual clutter
- access to a quiet space in the classroom where possible to support regulation
- clear visual prompts and reminders about school values and agreed classroom expectations
- intentional positive relationships fostered through greeting all students, showing genuine interest and unconditional positive regard
- explicit teaching of classroom routines and expectations
- encouraging student voice and contributions to what they need to feel safe and included (eg through establishing group norms, class meetings, collective problem solving, Y charts, feedback and complaints process, check-ins and circles)
- reinforce positive behaviours and expectations (positive feedback, purposeful praise, reward charts, class goals, house points, assembly awards, sharing positives with families)
- moving seating position in the classroom
- access to Green room
- social skills programs, pastoral care and restorative practice
- intervene to stop behaviours from escalating
- redirection and reminders
- active supervision of students
- use movement breaks
- differentiated learning to meet the needs of the students

## Targeted (in addition to universal):

- Reflection room or other negotiated spaces (eg middle school central space)



- buddy class
- community service
- lunch-time work completion
- restorative conversations
- individually negotiated goals and reward systems
- visual routines and structures
- morning check-ins
- pre-play conversations
- small group social skills programs eg What's the Buzz / Zones of Regulation
- communication with families (Daymap note, diary note, phone calls, parent meetings)
- additional adult support for co-regulation (if eligible for IESP funding)
- after school educational workshops eg Vaping workshop, harassment workshop

**Intensive (in addition to universal and targeted):**

- behaviour contracts
- limited or alternative play spaces
- modified timetable
- learning in alternative spaces
- team around the child response and supported referral



**IN THE EVENT OF INAPPROPRIATE BEHAVIOUR DURING LEARNING TIME:**

	<b>Response</b>	<b>Examples</b>	<b>Communication and follow-up</b>
<b>Informal warning</b>	<ul style="list-style-type: none"> <li>identify purpose of the behaviour and resolve if possible</li> <li>refocus / redirection</li> <li>reminder about expectations</li> <li>encouragement to make a better choice</li> <li>use of Green Room or other universal strategies</li> </ul>	<b>Low-level behaviours</b> <ul style="list-style-type: none"> <li>Calling out</li> <li>Off task behaviour</li> <li>Disrupting the learning of others</li> <li>Inappropriate comments</li> <li>Not following instructions</li> <li>Preventing teachers from teaching</li> </ul>	Classroom teachers to monitor and flag with sub-school leader re persistent and ongoing low level behaviour. Contact parents as required, if repetitive low level behaviours continue. Raise in 3 way conferences.
<b>Formal warning</b>	<ul style="list-style-type: none"> <li>re-state the behaviour of concern and the expectations</li> <li>notify the student that they are now on a formal warning and they need to make a different decision</li> <li>remind them of the next step in the process</li> <li>use of Green Room or other universal strategies</li> </ul>	A continuation of the previous <b>low level behaviour</b> OR Deliberate inappropriate language (swearing) Low level and isolated incidents of harassment Misuse of ICT eg inappropriate searches, accessing you tube	Junior School: paper slip to be ticked and placed in PBL box for Front Office admin to enter into Daymap. Middle School and Senior School: Teachers to document in FORMS on Daymap (tick box process – not detail required) Classroom teachers to monitor and flag with sub-school leader re persistent and ongoing low level behaviour. Contact parents, if behaviours continue.
<b>Time out from the classroom</b> <ul style="list-style-type: none"> <li>Buddy Class</li> <li>R-5 Focus room</li> <li>Yard Duty</li> </ul>	<ul style="list-style-type: none"> <li>State that the student has continued the behaviour of concern (or displayed inappropriate behaviour that requires a time out without the previous steps)</li> <li>Refer to the policy or the expectation (depersonalise the message) and provide the explicit instruction to leave the classroom (where, for how long and the expectation of this time)</li> </ul>	A continuation of the previous behaviour OR <b>challenging behaviours</b> <ul style="list-style-type: none"> <li>Verbal abuse</li> <li>High level inappropriate language</li> <li>Repeated incident of harassment or bullying</li> <li>Vandalism</li> <li>High level misuse of ICT eg cyber bullying, writing inappropriate searches on someone else's computer</li> </ul>	Teachers to document in FORMS on Daymap (tick box process – select reason) Teacher to phone or Daymap message parents Sub-school leader to monitor persistent and ongoing behaviour and coordinate response as required.
<b>Call #21</b>	<ul style="list-style-type: none"> <li>leader to attend asap</li> <li>Reflection Room and reflective questions completed</li> <li>further behaviour response if required (take home / suspension / exclusion)</li> <li>targeted and intensive responses as required</li> <li>SAPOL response if required</li> </ul>	<b>Complex and unsafe behaviours</b> <ul style="list-style-type: none"> <li>Refusal to attend Buddy class / follow instruction</li> <li>Leaving the classroom without permission (truanting)</li> <li>Disruption while in Buddy Class</li> <li>At risk to self or others</li> <li>Extremely heightened / aggressive or violent behaviour</li> <li>Ongoing, persistent harassment or bullying</li> <li>Vaping or other substance use</li> <li>Breach of behaviour contract for individual students</li> </ul>	Teachers to document in FORMS on Daymap (tick box process and record incident) Reflection template to be completed – 3 copies <ul style="list-style-type: none"> <li>student file</li> <li>home to family</li> <li>to referring teacher</li> </ul> Phone call to parent (leader or referring teacher) Discussion with Principal re: DfE processes as required (suspension / exclusion) Restorative conference prior to returning to classroom Behaviour contract / monitoring sheet if required

*Steps can be missed at any time depending on the severity of the behaviour*





**IN THE EVENT OF INAPPROPRIATE YARD / PLAYTIME BEHAVIOUR**

	<b>Response</b>	<b>Examples</b>	<b>Communication and follow-up</b>
<b>Informal warning</b>	<ul style="list-style-type: none"> <li>identify purpose of the behaviour and resolve if possible</li> <li>refocus / redirection</li> <li>reminder about expectations</li> <li>encouragement to make a better choice</li> </ul>	Tackling or low level rough play  Inappropriate comments or interactions with other  Not following instructions  Littering	Nil
<b>5 minute sit out</b>	<ul style="list-style-type: none"> <li>re-state the behaviour of concern and the expectations</li> <li>ask student to sit out in for 5 minutes (eg on the side of the oval / playground)</li> </ul>	A continuation of the previous behaviour OR  Rough / unsafe play  Bullying or harassment	Behaviour forms in yard duty bags to be completed (tick box). Provide to Front Office admin to enter into DayMap and notify home group teacher.
<b>Modified play time</b>	<ul style="list-style-type: none"> <li>further sit out in the yard</li> <li>OR missing the following play time</li> <li>OR sent to the front office to Reflection Room to complete reflective questions.</li> </ul>	Behaviour of concern has continued after a 5 minute sit out OR the behaviour is of a serious nature that requires a more significant response (eg deliberate property damage, harm to others)	Yard duty teacher to inform classroom teacher (JS) and sub-school leader (MS & SS) for follow-up.  Parent contact made (phone call or Daymap message)
<b>Call #21</b>	<ul style="list-style-type: none"> <li>leader to attend</li> <li>Reflection Room and reflective questions completed</li> <li>further behaviour response if required (suspension / exclusion)</li> <li>targeted and intensive responses as required</li> </ul>	At risk to self or others  Extremely heightened  Highly aggressive or violent behaviour  Ongoing, persistent harassment or bullying  Leaving the school grounds without permission (truanting)	Reflection template – 3 copies <ul style="list-style-type: none"> <li>student file</li> <li>home to family</li> <li>to referring teacher</li> </ul> Phone call to parent (leader or referring teacher)  Discussion with Principal and DfE processes as required (suspension / exclusion)  Restorative conference  Behaviour contract / monitoring sheet if required

*Steps can be missed at any time depending on the severity of the behaviour*