

# *Positive Culture Framework*

**2021**

**The purpose of the Mueller College Positive Culture Framework is to facilitate an environment which equips students for life in the world and eternity, by applying Biblical principles through excellent education in a distinctly Christian environment**



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### 1.0 RATIONALE

Mueller College exists to prepare students for life in the world and eternity by applying Biblical principles through excellent education in a distinctly Christian environment.

Mueller College, under the leadership of the Mueller Community Church, seeks to fulfill this mission and respond to the challenge of meeting the needs of all students irrespective of background and circumstances. The priority of Mueller College remains the holistic development of students – spiritual, academic, social, emotional and physical. We seek to achieve this by focusing on two distinct areas – Pastoral Care and Community, and Teaching and Learning – all underpinned by the Gospel.

The Good News (or Gospel) provides the foundation for spiritual formation and personal growth of students at Mueller College. The Gospel is simply; the good news of Jesus Christ and His gift of salvation. In spite of humankind's rebellion and slavery in sin, God acted in history in the person and work of Jesus Christ. Through Jesus Christ's life, death and resurrection, God took on our sin and guilt and brought about the reconciliation of creation. In response to this we strive to provide a safe and supportive community and learning environment.

The Mueller College Positive Culture Framework is essentially aimed at establishing the following outcomes for a safe and supportive community:

- A community that displays a Christ centered, caring, supportive environment.
- A community that develops the characteristics of good and active citizenship.
- A community that values the rights and viewpoints of others.
- A community which also accepts corresponding responsibilities.
- A community that realizes the need for and the acceptance of consequences.
- A community that fosters self-control and self-discipline.
- A community in which there is respect shown in all interactions.
- A community where all individuals can achieve their full potential.

### 1.1 Objective

The mission of Mueller College is to equip students for life in the world and eternity, by applying Biblical principles through excellent education in a distinctly Christian environment. To that end, Mueller the gospel message of a personal relationship promotes with Christ, along with promoting concern for others and for our environment, as the most important virtues that students can take with them when they leave school. The College fosters and promotes effective relationships with students, parents, staff, and with our community. Each member of the community is encouraged to develop a high level of self-discipline, self-respect and a sense of responsibility.

### 2.0 RIGHTS AND RESPONSIBILITIES

All Members of the school community have certain rights and responsibilities to be able to participate fully and positively.

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### Students have the:

Right	Response
To be treated with courtesy and respect	By showing respect and courtesy to others
To work in and enjoy a safe, secure and clean environment	By keeping our environment safe, secure and clean
To learn without disruption	By ensuring that there is no disruption to another person's teaching-learning environment
To achieve their educational potential	By applying themselves diligently in developing their potential and assisting others to do the same
To have their property respected	By respecting student, staff and school property
To be proud of their achievements	By ensuring that their actions do not discredit the school

### Staff have the:

Right	Response
To be treated with courtesy and respect	By treating others with courtesy and respect
To work in a clean, safe environment	By ensuring the school environment is safe
To teach without disruption	Provide relevant, differentiated and challenging educational programs and ensure good organisation and planning
Be supported by the whole school community	By supporting the school's mission statement, aims and objectives, policies and procedures.
Be able to access professional learning	By being informed and skilled in effective teaching pedagogy.

### Parents have the:

Right	Response
To be treated with courtesy and respect	By treating others with courtesy and respect
To be informed about their child's progress	Ensure their child attends school and engages with their progress
To expect their child to participate fully in their educational program	By ensuring their child has appropriate materials needed for learning
To have opportunities to voice their opinions on school related matters as appropriate	Be supportive of the school

## POSITIVE CULTURE FRAMEWORK

Administration and Board of Directors have the:

Right	Response
To be treated with courtesy and respect	By treating others with courtesy and respect
To expect staff to maintain high standards providing quality education for the students	By following guidelines when conducting interviews and regularly checking on teachers' programs and teaching.  By keeping staff individually or collectively informed
To ensure the College implements current educational programs	By attending professional learning and ensuring staff have access to professional learning
To work in a safe and supportive environment	By implementing WH&S practices and ensuring staff and students are familiar with them

As educators there is a responsibility to ensure a safe and supportive school community and facilitate an environment where excellent education is achieved by ensuring that student rights and responsibilities are met and maintained by all students in and out of the classroom.

### 3.0 BUILDING AND PROMOTING POSITIVE CULTURE

#### 3.1 Practices and Procedures

The foundation of the Positive Culture Framework is the development of positive Christ-centered learning environments. It can be considered that one effective strategy to building and promoting such environments is through a 'well taught lesson'.

Components that contribute to well taught lessons are:

1. Classroom organization and routine (developing and implementing routines and procedures).
2. Effective teaching practices
3. Positive relationships (knowing your students)
4. Focused Pastoral Care Program

Marzano, 2003; Lemov, 2012

**Handbooks of Teacher Practice - Teacher Expectations and Practices**, have been developed for both Primary and Secondary schools using the Action steps from Marzano's Art and Science of Teaching to assist teachers develop positive learning environments by following expected practices and procedures with regards to:

- Establishing clear routines and procedures
- Student movement and transitions in the classroom and around the campus
- Managing student use of technology
- Supervising students outside the classroom - Playground duty
- Effective communication protocols
- Implementation of effective and appropriate assessment practices

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- Form class procedures
- Effective curriculum planning
- Effective classroom organisation.

The practices outlined in the Handbooks of Teacher Practice are significant in the development and promotion of a positive classroom culture.

Working in partnership are professional teaching practices guided by a set of teacher performance standards (AITSL). The AITSL standards for teachers clearly outline specific knowledge and understanding of young people, their needs and how they learn as well as effective approaches to assisting their development and growth that teachers can utilise to have a positive impact.

"To focus on improving teaching, it is necessary to have a clear vision of what effective teaching looks like" (AITSL, Australian Teacher Performance and Development Framework, 2012, p. 3). AITSL presents a comprehensive picture of the elements of effective teaching organised around the domains of professional knowledge - know the students and how they learn and know the content and how to teach it; professional practice - plan for and implement effective teaching and learning; creating and maintaining supportive and safe learning environments; assess, provide feedback and report on student learning; and, professional engagement - engage in professional learning and engage professionally with colleagues, parents/carers and the community. At the highly accomplished level teachers are recognised as "highly effective, skilled classroom practitioners" who constantly seek ways to improve and maximise learning opportunities for their students. "They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments" (AITSL, National Professional Standards for Teachers, 2011, p. 6). The Australian Professional Standards for Teachers and other similar research-based frameworks provide a broad picture of what makes for effective teaching.

The classroom management practices associated with effective teachers can be seen throughout the standards in both the professional knowledge and the professional practice domains. An effective teacher's role is to support student participation by establishing and implementing inclusive and positive interactions (standard 4.1), which cannot be done without establishing and maintaining orderly and workable routines, to create an environment to engage and support all students in classroom activities and learning tasks (standard 4.2). In order to enhance this learning, teachers first of all understand the physical, social, and intellectual needs (standard 1.1) of students and know how they learn (standard 1.2). This enables the development of effective teaching strategies, that address the learning strengths and needs of students from diverse backgrounds (standard 1.3) and differentiate teaching to meet the specific learning needs of all students (standard 1.5). Teachers will then be better equipped to plan, structure and sequence learning programs (standard 3.2) that establish challenging learning goals and develop a culture of high expectations for all students (standard 3.1). Teachers will more readily use effective classroom communication, including verbal and non-verbal strategies, to support student understanding, participation, engagement and achievement (standard 3.5) as well as select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking (standard 3.3). All of this whilst managing challenging behaviour, establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and

respectfully (standard 4.3).

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### 3.2 Proactive Programs & Initiatives

Much recent research suggests a strong link between student wellbeing, engagement and outcomes. At Mueller we believe that students who feel connected, valued and a sense of belonging to the school community will be more engaged, leading to better student wellbeing and outcomes achieved.

To this end, Mueller's core values act as the main drivers of the College vision. These values include:

- Every student matters everyday
- Everyone is known and valued
- Everyone can grow and thrive
- Everyone belongs and can contribute to community, and serve to develop and promote a positive culture.

A large number of programs and initiatives are run throughout the school year in and across each sub school. Some serve to build and enhance small communities within the school, others celebrate student work in subject areas and departments, while others involve the entire school community and beyond to raise awareness or support a particular cause. Each one affords the opportunity for all members of the school community to participate, serve, celebrate and contribute in some way. Many are student-led, while all facilitate student contribution.

#### Assemblies - Primary and Secondary

School assemblies exist to inform, inspire and celebrate students. This is achieved through administration announcements, daily notifications and college procedures, departmental promotions, staff interviews, and the recognition, showing and awarding of student achievement. Assemblies promote and celebrate the positive Mueller culture, and are weekly in Secondary school, and fortnightly in Primary school. Less frequent Secondary Sub School and Year Level assemblies provide an appropriate platform to complete administrative tasks, address current issues that arise within a year level, speak to unproductive behaviours or conduct, or deliver pastoral support.

#### Chapel Services

Chapels are a favourite part of the week for students. They are a high-energy, engaging and spiritually rich element of the student's weekly timetable. Student involvement and participation is important for positive chapel experiences. Secondary chapels are student-led through chapel bands, singing, emceeing, running games and even speaking opportunities. Primary chapels provide opportunities for students to participate in worship, items, memory verses, offerings, games, dance and assist in chapel tasks. Chapel messages often follow a term theme or can align with a cultural event in the school calendar (eg You Belong week). Chapels are an integral part of the mission of the college – sharing the good news of the Gospel – being enacted.

At a couple of significant dates in the school calendar, Mega Chapels are run. These involve whole sub-



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schools with parents invited to attend also. Day One of the school year, Easter and Christmas are such occasions. They are integral in reinforcing and celebrating the positive culture that exists across the whole Mueller community.

### **Christian Studies Program - Primary**

Christian Studies Program in Primary includes a weekly lesson, daily devotions and weekly Chapel. Through these activities, students are taught from the Bible and encouraged to live and treat others in a way that is honouring to God. School and class values are also reinforced during these times.

### **Student Life @ Mueller – Secondary**

SL@M a proactive approach to Pastoral Care in the Secondary school, through a flexible and creative curriculum that is relevant, engaging and current to the issues being experienced by students. It allows content to be delivered in a variety of formats and modes. These include; whole year level cohort presentations, small groups, form classes, split gender groups, multiple year level cohorts. It is delivered online, by guest presenters, Chaplains, Nurse, Counsellor, Year Level Coordinators or Form Class teachers. Age-appropriate and relevant curriculum includes topics such as; Mental Health, Bullying, Digital Citizenship, Job Readiness, Healthy Lifestyles, Sexual Health), and is presented through a Christian World view. All year level programs are reviewed annually to ensure SL@M remains a significant contributor to the positive culture and provides students with information to help them make wise informed choices for life at school

### **Lunchtime Pastoral Support Programs**

A range of lunchtime activities and clubs run each day to give students an alternative to being out in the busy and noisy playground, which can be overwhelming for some students. It is also a support to students who are having friendship difficulties. The activities are based around a wide range of interests and include free choice activities as well as structured games and programs. A strength of these support programs are that they are run by staff, as well as senior students and student leaders. Quality relationships are built through these weekly interactions.

### **Student Mentoring Programs**

Student Mentoring is an extra support for students going through challenging times. The mentor and student check in regularly, set personal goals, take part in planned activities to build relationships and develop skills. A student's mentor is a staff member other than their regular class teacher.

### **Social-Emotional Skills Program**

Social Emotion Skills Program is available to students from Prep – Year 12. It supports students through weekly lessons focusing on individual and/or group goals. The lessons incorporate discussion, games and activities to support students in their social and emotional growth. Program length is dependent on student needs and progress.

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### **Student Leadership**

The Mueller Student Leadership Program serves to develop leadership in students and support them in promoting, protecting and improving the College. Student leaders in Year Six, Year Nine and Year 12 are afforded opportunities to lead from the front, serve others, and be a positive influence. They are provided leadership training and work closely with coordinators (staff members) throughout the year to fulfill roles that align with the vision of each prefect position. These include Academics, The Arts, Chapel Band, Discipleship, Primary, Service and Sport. Student leaders are charged with building teams, increasing student involvement and enhancing the college's positive culture.

### **Fundraising, Cultural and Service Programs**

Mueller has a rich culture of service and fundraising. There are numerous causes and charities which see annual fundraising and initiatives run. Service Prefects work closely alongside key staff in the running of a service and fundraising focus for each school term. Each provides opportunities for primary and secondary students, staff, parents and family, and members of the wider community to actively contribute to. Some have now become a significant and key part of the school calendar.

### **Camping Program**

Mueller has been intentional in building and strengthening its camping program. Camps provide a significant opportunity to build connection and relationships within a year level, a group of students, or between students and teachers. Year Level camps serve a dual purpose. While they foster positive relationships between students and their classroom teacher (Primary), or Form Class teachers (Secondary), they also build on the themes and content from Primary devotions or Secondary SL@M. They provide unique and at times unfamiliar environments, which allows for richer, deeper learning to take place. These unfamiliar environments can include; separate gender camps, coast retreats, working with animals, expeditions, or interstate travel. The camping program is sequential in nature, allowing students to grow in capacity and capability as they progress through school. Year level camps include; sleepovers in Year Two, Three and Four, a three-day camp in Year Five, a week-long cultural-educational trip within Australia in Year Six, three-day camps in Year Seven to Ten, and a four-day retreat/expedition in Year Eleven. Other camps on the Mueller calendar serve to compliment academic programs or sporting academies, while others are purely Missional in focus. The strong pastoral connections between students and staff are a significant contributor to positive culture in the classrooms.

### **Transition Programs**

Transition Programs run at the beginning and end of the year for Prep students and students with social emotional needs. Prep students do a transition morning the year before they start, to become familiar with the Prep area and staff and to ease some of their anxiety around coming to school. Prep students also have a staggered start at the beginning of the year to assist them with learning new routines, support separation and to assist them with building friendships.

At the end of the year, students going into Years One-Six with social emotional difficulties, meet their teacher and see their classroom before the end of the school year. Students who need support will be given a transition booklet, that they can refer to over the break.

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A whole day program assists Year Six students transition into Middle School at Mueller. The program includes meeting of all essential staff (teachers, pastoral care staff etc), participating in a number of practical subject rotations that provide students with secondary subject experiences with teachers, rooms and activities. The evening program is an information evening and opportunity to meet Year Seven teachers before class lists are revealed. All Prep to Year Seven students can also come in to school in the Pupil Free week to drop of class materials and school equipment, to ease the first day logistics and nerves.

### Parent Engagement and Communication

Mueller College encourages the practice of regular and open communication with its parents. All policies pertaining to academic studies and assessment, codes of conduct, uniform and student presentation, use of technology etc, are published annually and referred to throughout the year to parents. Organized formal parent interactions occur throughout the year which include; Parent-Teacher interviews, Academic interviews, SET plan interviews, Learning Support/Intervention meetings, Academic and Pastoral Information Evenings and Parent nights. Parents are readily welcomed to access the college campus before and after school, and attend weekly school events such as Primary assembly, Chapels, and afterschool sport. Many of the extracurricular events and initiatives provide an excellent opportunity to foster positive relationships with parents as they contribute to College life and programs. Regular email, Mueller Connect and Mueller Facebook page all work to keep parents informed and up to date on what's on and student progress at Mueller.

## 4.0 MAINTAINING POSITIVE CULTURE

Much of the research on how best to maintain positive classroom culture tends to focus on strategies around building positive relationships and having positive social interactions with students. These include verbal and non-verbal techniques, effective questioning, providing positive and effective feedback, and other relational aspects of teaching and learning that can also include the implementation of specific support structures for students. However, there are elements of the learning environment and experience, that can be a focus for teachers before any social interactions with students are even had. Adjustment or modification to these 'less-resistant' elements are also deemed less intrusive in the goal of maintaining a positive classroom culture. Such elements include; the physical teaching environment, the task requirements provided to students, the type of instruction and how content is delivered, the social interactions a teacher uses, and various supports available for a student. Each element sits along a continuum of least to most intrusive, and least to most resistant to change. Modifying or changing the physical environment is deemed least intrusive and least resistant to change, while changes to the student themselves is considered the most intrusive and very likely most resistant.

### 1. Physical environment

Thought and consideration, and prior planning around what a teaching and learning space will look and feel like before being occupied by students is essential. Seating plans, positioning and arrangement of desks, entries and exits, optimal viewing of the whiteboard and AV's, windows, external natural elements – sun, wind, shade and grounds, other outside distractions, traffic flow and movement, and teacher desk

location can all be manipulated with minimal resistance or intrusiveness.

### **2. Task Requirements**

Clearly understanding and defining what the task requirements of the lesson are before students are present and the lesson is being taught, is another very un-intrusive and unresistant element to maintaining positive classroom culture. Adequate scaffolding, clear and simple task instructions that are few in number, clearly defined length or time for completion, when and how any task requirements are to be completed and submitted, task specific criteria to be met, and having clear learning goals all assist in maintaining a positive classroom learning culture.

### **3. Instruction/Content Delivery**

Intentional attention to how instructions are articulated and communicated, effective questioning and feedback techniques, and the delivery of content and information can also be done prior to student interactions being had. Student feedback with regards to these things suggest teachers can unintentionally talk too much during the lesson, give unclear instructions, provide conflicting commands or information, use negative tones or inferences (eg. sarcasm), not provide enough time for answering questions, use poor questioning, or not effectively check for understanding. Prior planning and the use of peer observation/feedback during the school year can assist in successfully modifying or adjusting to improve classroom culture.

### **4. Social Interactions**

Identifies a range of strategies to be used in maintaining a positive classroom culture where social interactions with students are involved. They should be used moving from least intrusive to most intrusive strategy.

### **5. Social Interactions**

A range of school wide approaches to support the whole student and their learning exist. These are initiated and implemented through a collaborative approach from the school's support services in partnership with external support agencies. Approaches could include; medication program, funded support through diagnosis or verification process, specialist teachers and aides, modified learning programs and environments, social/emotional support programs, physical aides etc.

# POSITIVE CULTURE FRAMEWORK

## 4.1 Adaptive Learning Strategies

LEAST  
INTRUSIVE

### 1. PHYSICAL ENVIRONMENT

Seating Plan  
Arrangement & placement of desks in classroom  
Positioning of teacher pod/desk  
Visual distractors (posters/charts etc)  
Temperature & light  
Classroom routines for entry and exit  
Movement and traffic  
Time out space  
Collaborative & individual learning spaces  
Location of the clock  
Teacher proximity & movement

LEAST RESISTANT TO  
CHANGE



### 2. TASK REQUIREMENTS

Viable & compliant curriculum  
Clear scaffolding  
Explicit & accessible task sheets  
Visible & achievable learning goals  
Intentional setting & checking of homework  
Appropriate task parameters (length, mode, time given)  
Viable criteria



### 3. INSTRUCTIONS

Expert content delivery  
Consistent, transparent classroom routines  
(device use, classwork, noise levels, behaviour, movement etc)  
Clear instructions  
Intentional questioning  
Timely, actionable feedback  
Explicit, high expectations  
Formative assessment



### 4. SOCIAL INTERACTIONS

Tone, pitch, volume, language  
Use of names  
Body language  
Pause in talk  
Verbal, non-verbal cues & attention signals  
Facial expressions  
Proximity  
Individual vs group



### 5. STUDENT

**(Medical, Emotional, Environmental)**  
Physical aides  
Medication  
Learning Assistance / IEP's  
Safety Plan (Pass out cards etc)  
Modified timetable/attendance  
Alternate pathways/modified programs

MOST  
INTRUSIVE

MOST RESISTANT  
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4.2 Social Interaction Strategies for Maintain Positive Classroom Culture

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1. **TACTICAL IGNORING**  
Tactical ignoring involves the teacher deliberately letting an inappropriate behaviour go uncorrected. It represents a professional judgment that the behaviour is essentially non-disruptive, is not unsafe and addressing the behaviour may be more disruptive than the behaviour itself.
2. **SELECTIVE ATTENDING**  
The teacher initially lets the behaviour go uncorrected, but actively monitors the student (using peripheral vision or direct observation from a distance) to note whether the student self-corrects their behaviour. This encourages student self-responsibility and prevents over-management on the part of the teacher.
3. **PROXIMITY**  
When a teacher notes an inappropriate behaviour in progress, they simply move themselves to the locality of that behaviour, whether they are talking to the whole class in the process, or whether the class are working independently on a task.
4. **PROXIMITY WITH TOUCH INTERFERENCE**  
The teacher moves to a locality directly beside, in front of or behind the student and, without talking directly to them or verbally addressing their behaviour, touches their book (to indicate the need to focus on work), closes the book that should not be open or picks up the object being played with and puts it back down on the desk away from immediate reach (signifying the end of play). This is used more with younger students than high school students, who have a more heightened awareness of property and personal space.
5. **BODY LANGUAGE ENCOURAGING**  
Body language encouraging involves the use of facial expression, stance, body movements and gestures to convey a message of expectation, approval or disapproval. This usually follows instructions or is associated with Proximity.
6. **WAITING AND SCANNING**  
The teacher issues an instruction, and then adopts relatively relaxed body language and looks about the room, noting the progress of students in following the instruction. If the students are slow to comply, the teacher modifies body language to a more assertive stance and may add a simple verbal phrase or a time encourager (eg "I'm waiting", "5-4-3-2-1").
7. **PAUSE IN TALK**  
Pause in talk involves stopping mid-sentence or mid-explanation as a result of an inappropriate behaviour from someone in the class. Generally this behaviour will be a verbal interruption in one form or another (eg two students chatting, a student calling out, a silly noise). When the teacher pauses in talk, they may give body language encouragement (especially with facial expression) or they may simply adopt a 'frozen in time' expression as they pause, and then re-animate as they recommence the sentence that was disrupted.

**8. CUEING**

Cueing is used to model or explain appropriate behaviour to students who may exhibit inappropriate behaviour. In its simplest form, cueing involves the teacher telling the students what is required of them behaviourally, verbally and or non-verbally, as they give an instruction. (eg "Put your hand up if you know the answer to Question 5"). In 'Cueing with Parallel Acknowledgement', the teacher notes the inappropriate behaviour of a student or students, and deliberately highlights the appropriate behaviour of a student or group of students nearby through praise and encouragement. A third form of cueing is termed 'Description of Reality', in which the teacher makes a statement of opinion that describes current behaviour state in the classroom to reinforce student behaviour or encourage change. (eg "There is too much noise in this classroom" "It's good seeing those hands up.")

**9. DESCRIPTIVE ENCOURAGING**

Directly following instructions, the teacher acknowledges those who have demonstrated immediate compliance to encourage slower students to follow suit. ("Pencils down, thanks and eyes this way... Good to see Tom and Sarah are ready") In a second form, the teacher moves about the room, observing student work and behaviour, and making simple, descriptive statements about the student behaviour (eg "You're working quietly", "You're sitting nicely").

**10. NON-VERBAL REDIRECTION**

The teacher makes eye contact with the student and uses some form of non-verbal signal (Hand gesture, facial expression etc) to let the student know that their behaviour has been noted and modification is required. This is often linked with Proximity or Calling Student's Name.

**11. DISTRACTION/DIVERSION**

The teacher decides to temporarily suspend the curriculum in the interests of re-energising or re-focusing students who are going off-task or behaving inappropriately, by introducing some activity that diverts them from their off-task behaviour. This may be in the form of a stretch or drink break, or an alternative activity. It requires the teacher to have 'with-it-ness', an awareness of class activity and engagement at all times.

**12. NON-VERBAL DIRECTIONAL ACTION**

A non-verbal directional action is any non-verbal action used to gain whole group attention, whether to talk about behaviour or curriculum. It may involve the use of sound (via a whistle, bell, handclap), the turning off of music or noise-making machinery in the room, or a visual action (eg flashing of lights, turning off the overhead projector or television). It can also involve a physical action, such as placing one's hands on one's head or initiating a clapping sequence which students copy as their attention is gained.

**13. ORAL DIRECTIONAL PHRASE**

Issuing of a set rehearsed phrase to gain whole group attention. In high school settings,

standard oral directional phrases include “Pens down, eyes this way” and “Stop work and look here”. In the primary school setting, the previously mentioned oral directional phrases are also used, though in lower year levels teachers also use sequenced phrases which the students can contribute to eg “1-2-3, eyes on me” or “Stop, look and listen, eyes on me”.

**14. CURRICULUM REDIRECTION**

The teacher uses a question about the task the student is supposed to be focusing upon to refocus them on that task and end the inappropriate behaviour. (eg “Ben, how are you going with Question 15?”). It can be used across the classroom without disrupting learning and avoids confrontation by not directly addressing behaviour as the issue.

**15. CALLING THE STUDENT'S NAME**

Calling the student's name simply involves speaking out the first name of the student (or both first and last name if the first name is shared by more than one class member) who is misbehaving, generally in a firm but controlled manner. It is used particularly when the teacher is on the other side of the room or some distance away. It can be linked with body language encouraging or a non-verbal redirection.

**16. QUESTIONING TO RE-DIRECT**

The teacher questions the student directly about their behaviour, rather than using the curriculum as the means to the end. (eg “Tom, what are you doing? What are you supposed to be doing?”) A specific form of this strategy is the “Rule Question”, where the teacher queries the student about the rule that their current behaviour violates. (eg “Travis, what is our rule about food in class?”)

**17. INDIVIDUAL CLOSE TALK**

Individual close talk involves the teacher moving to the student's desk to quietly discuss their behaviour or summoning the student to their own desk for the same purpose (the former method is the less-intrusive of the two). Individual close talk is used as a private, non-humiliating means of discussing a student's behaviour directly with them.

**18. VERBAL REDIRECTION – DIRECTIVE QUESTION**

A statement of behaviour expectation disguised as a request by the addition of the word “Please” at the end of the statement. eg “Kym, put the magazine away please.” The teacher allows the student take-up time to follow the direction.

**19. VERBAL REDIRECTION – DIRECTIVE STATEMENT**

A statement of behaviour expectation with the addition of the word “Thanks” at the end to imply trust but also to denote that choice is not an option. eg “Kym, put the magazine away thanks.” The teacher allows the student take-up time to follow the direction. Many teachers use this strategy but without the polite ‘thanks’.

**20. GIVE CHOICES (INCORPORATING CONSEQUENCES)**

The teacher issues choices to the student when the behaviour is repeated despite previous verbal redirection. The choices given to the student are usually only two in number – Choice 1 is comply with the expected behaviour and reap the consequences of compliance, and



## POSITIVE CULTURE FRAMEWORK

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Choice 2 is a logical consequence for non-compliance. The student is given take-up time to consider the choices and make a rational decision.

### 21. STATE LOGICAL CONSEQUENCES

Stating logical consequences gives the student only one choice – do what the teacher asks or face the consequences. Generally the delivery will take the form of an “If.... then” statement or an “Either.....or” statement. (eg “William, if you don't sit properly in your seat, I will have to have to sit you on the carpet”)

### 22. FOLLOW THROUGH – ENFORCE CONSEQUENCES

Follow through occurs when the student has made the choice not to comply with the teacher's directions after they have stated the logical consequences, or has chosen the less-appropriate of the two choices offered by the teacher in giving choice. The teacher calmly states what the consequence will be and how it will be enforced. Consequences need not be applied immediately, but the certainty of the consequence must be established clearly.

### 23. MOVE STUDENT IN ROOM

A teacher will generally move a student in the room to separate students who cannot work productively together, or to bring a more disruptive student into closer proximity for monitoring purposes. It is preferable to move a student proactively (that is, before they have actually seated themselves) rather than re-actively, though this is sometimes necessary

### 24. MOVE STUDENT TO REFLECTION/TIME-OUT AREA

The student is instructed to move from their desk to a designated reflection or time-out area within the room, where they may carry on with the set work, or alternatively may have to complete a reflection form that addresses their inappropriate behaviours and highlights more appropriate choices. The benefit of this is that the student is still in the learning environment but not contributing, so they are subject to 'sidestream social skilling', being able to witness the appropriate interactions between the teacher and the other students.

### 25. REMOVE STUDENT FROM CLASSROOM

A student is removed from the classroom to the office or buddy class because their behaviour is so disruptive that they can no longer remain in the environment. They are being denied the privilege of being in the classroom until they can improve their behaviour or restitution is achieved.

### 26. HAVE THIRD PARTY REMOVE STUDENT FROM CLASSROOM/AREA

The teacher finds the student's behaviour unsafe and/or unmanageable but the student won't leave on their own volition. They send a message, via intercom or student, to a support person with more authority, such as a Sub School Coordinator, Head of Secondary or Head of College. This person then attempts to coerce the offending student to leave the classroom.

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**27. REMOVE REST OF CLASS FROM ROOM/AREA**

A teacher removes the class from the room to a safer location when an individual student is exhibiting explosive verbal or physical behaviour within the classroom environment. Student safety is seen to be at risk and it is deemed either easier to remove the rest of the class or too dangerous to try and remove the offending student themselves. Sub School Coordinator, Head of Secondary or Head of College contacted immediately.

**28. PHYSICAL RESTRAINT**

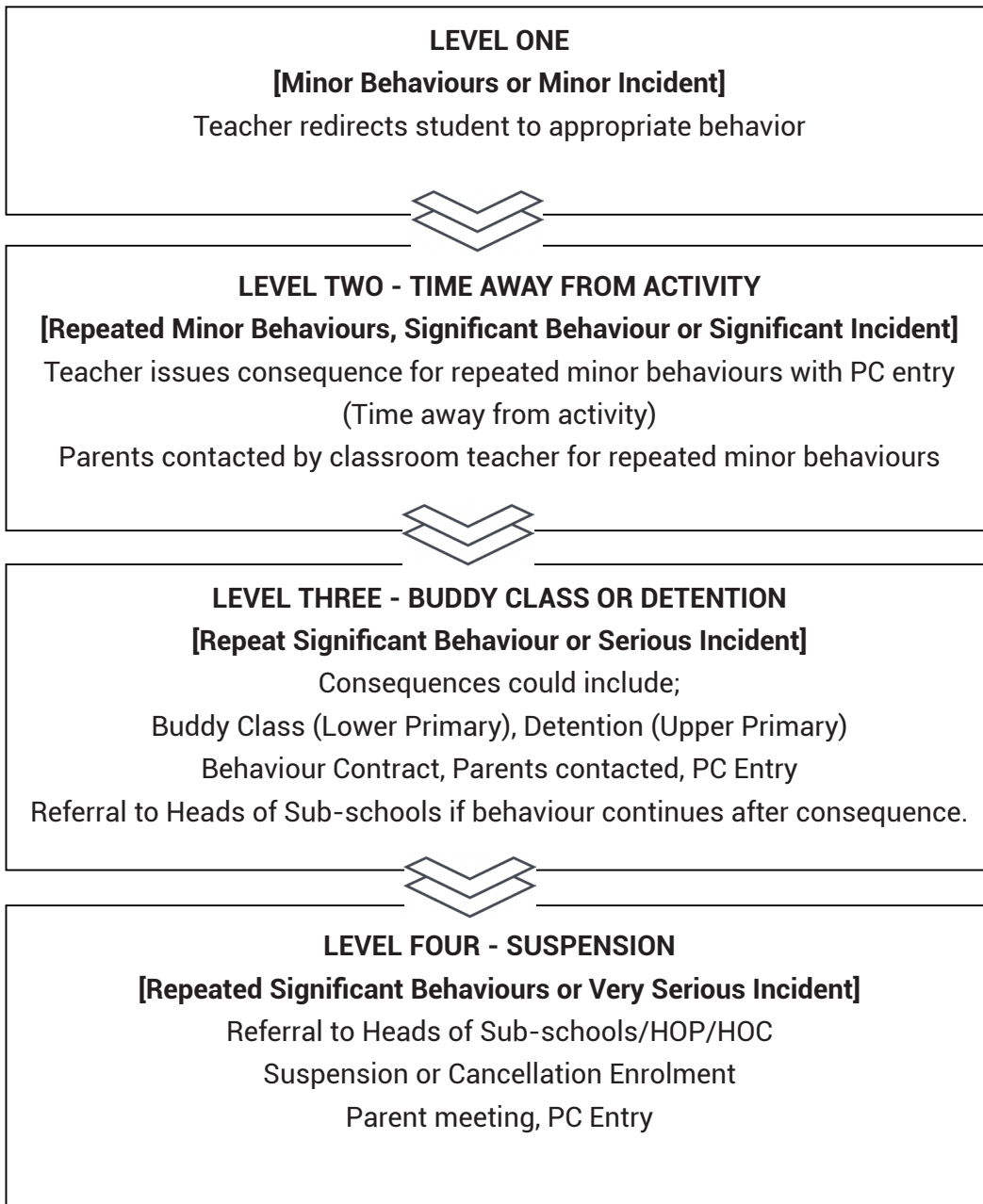
The teacher physically contacts and holds the student to immobilise them completely, in order to prevent harm to the student themselves, other students, the teacher or even elements of the environment (eg expensive property). This is a last resort strategy, used only if the teacher feels that safety is an extreme concern AND the teacher feels capable and skilled enough to do the restraining, and is willing to accept the physical, emotional and legal risks associated with this action. Sub School Coordinator, Head of Secondary or Head of College contacted immediately.

**4.3 Levels of Unproductive behaviours - Primary**

At each level students will have the opportunity to state their case in a respectful manner and at the appropriate time.

While the Levels are progressive in structure, students can move straight to higher levels of discipline depending on the nature of the behaviour/incident.

Student disabilities and previous behavior can impact the student's consequence level.

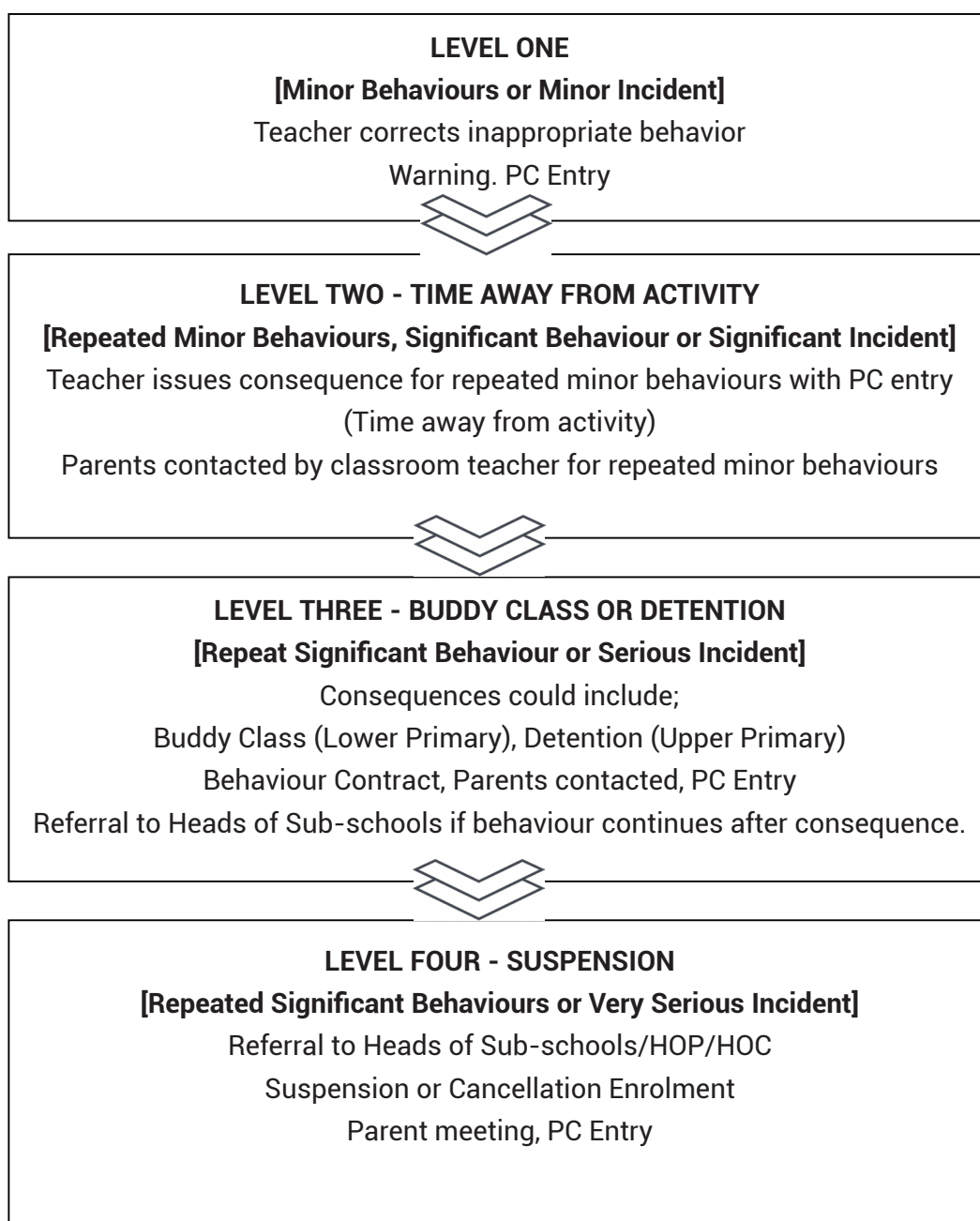


### 4.4 Levels of Unproductive behaviours - – Secondary

At each level students will have the opportunity to state their case in a respectful manner and at the appropriate time. Levels 3 and 4 could include a support person (YLC, Chaplain, Parent) to ensure the process is fair and impartial.

While the Levels are progressive in structure, students can move straight to higher levels of discipline depending on the nature of the behaviour/incident.

Students moving through Level I and II behaviours may require staff to complete a Confidential Report Form (Appendix 6) to assist in determining what action to be taken.



### 4.5 Bullying Prevention

Mueller College respects the rights of people, especially its students, to be free from all forms of harming behaviour for example, bullying, threatening behaviour and harassment. The Mueller College 'Bullying Prevention Policy' outlines behaviours and their associated consequences.

Mueller College strives for excellence in our effort to ensure the spiritual, physical, emotional, social and intellectual needs of our students are met. To facilitate this, in conjunction with the Positive Culture Framework, where possible, Mueller College promotes a proactive approach through early intervention. Some preventative measures include;

- Playground Duty Roster
- "Hands off" policy
- Social Skills program – to encourage friendship and self-esteem building
- Individual counselling – interventions specific to students' needs
- Devotions/Assemblies/SL@M/Chapels – positive emphasis on values as well as Christian living.
- Student Leadership Program – encouraging servant leadership in students and positive relationships with other students.
- Mentoring Programs
- Daily Notices
- Specialised Pastoral Care and Support Personnel – including Chaplains, Nurse, Counsellor,
- Alternative Educational Pathways
- Communication with External Agencies
- Pastoral Care Committee.

From time to time, some students may need the additional support of a Behaviour Plan developed by Heads of Sub-School, teachers and parents, where necessary. Such a plan outlines what behavior is expected, what particular behavior needs to change, and the consequences of such behavior. These plans are reviewed on a regular basis and adjusted accordingly.

Mueller's Bullying Prevention Policy' should be distributed to all students throughout each year. All students are therefore expected to act according to the requirements outlined and have a knowledge of processes and procedures relating to occurrences of bullying and other harming behavior.

Staff who are approached by students with complaints of bullying can complete an Behaviour Incident Report Form (significant), and/or make a record on Teacher Notes in Teacher Kiosk and inform Pastoral Care staff. This information is then referred on to Heads of Sub School, or Head of Primary and Secondary, and Head of College, who are acting Child Protection Officers, for follow up.

### 5.0 BULLYING PREVENTION POLICY

The following excerpts are part of the Mueller College Bullying Prevention policy.

Mueller College respects the rights of all people, especially its students, to be free from all forms of bullying and harassment. Respect for each other, courtesy, kindness and co-operation are expected and encouraged.

Mueller College:

- Expects a high standard of behaviour at all times.
- Is committed to providing a safe and caring environment for everyone.
- Maintains that everyone has the right to be free from all forms of bullying.
- Encourages and positively reinforces behaviour which is courteous and considerate.
- Has a policy for identifying, preventing and dealing with bullying.
- Educates students about issues related to bullying.
- Offers support to all students through its pastoral care system and the pastoral care role of staff.

### 5.1 Bullying Prevention Policy

Mueller College is committed to:

- The provision of policies and procedures for the detection and handling of bullying activity with respect to staff and students
- Proactive measures for the prevention of bullying; and
- Ensuring that systems are in place to deal with emergency situations in the College and that those systems include the provision of appropriate follow up care and counselling as needed

Mueller College will ensure that:

- Staff are aware of any mandatory requirements for a safe school environment.
- Incidents are appropriately and promptly dealt with, and correctly recorded and reported on by staff.
- Information will be dealt with confidentiality within the framework of recognised mandatory reporting requirements.
- Appropriately qualified staff are available for staff and students to receive counselling and support.

### 5.2 What is Bullying?

Bullying is any **ongoing** and **deliberate** misuse of power in relationships through repeated verbal physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group, can happen in person or online, and be obvious or hidden behaviours. Bullying of any form or for any reason can have immediate, medium, and long-term effects on those involved, including bystanders.

Bullying takes many forms and can include:

- Trivial, apparently harmless incidents (eg. a joke at someone's expense)
- Ongoing, annoying, repetitious incidents (eg. name calling, spreading rumours, teasing)
- Aggravating, humiliating, distressing, stressful and more extreme behaviour (eg. pushing, aggressive behaviours, threats, spitting, obscene gestures)
- Behaviour which may cause long-term physical and/or psychological harm (eg. exclusion, extortion, interference with or damage to personal belongings, stealing, written abuse)

Mueller College does not tolerate bullying. It leads to emotional and/or physical pain and stress for the victim. Sometimes, passive onlookers can unintentionally encourage bullying behavior. This tradition of silence reinforces bullying and is a barrier that must be broken down. Mueller College students have the right and responsibility to report bullying to any member of staff, whether it happens to them or to someone else.

Note: The school will take appropriate steps to maintain confidentiality, but cannot guarantee this will occur. By law we are required to report certain incidents to authorities. It is our responsibility, as a College, to address issues of bullying. This is for the welfare of all students.

### 5.3 Responding to Bullying Incidents

Mueller College is committed to implementing positive and permanent solutions to bullying. Staff students and parents/guardians will work together to stop all bullying as part of the 'no tolerance' approach. The following steps will be followed

#### Primary School

##### Step One

- All incidents must be reported (either by witness, victim or third party e.g. parent). Refer to MC\_Bullying Report Form for reporting incident.

##### Step Two

- Incident to be reported to classroom teacher. Incident recorded, and appropriate response sought.

##### Step Three

- Classroom teacher to discuss incident with students involved and witnesses. Mediation between students with the aim to find an appropriate solution to the problem. Students are encouraged to use conflict resolution strategies. A back up plan is considered in the event that the first solution proves unsuccessful.

##### Step Four

- Agreed solution implemented. Back-up plan implemented if necessary.

##### Step Five

- Report of repeat occurrence of incident (either by witness, victim or third party).

##### Step Six

- Sub-School Coordinators will be notified (Prep Coordinator, Early Years Coordinator – Years 1-3, Upper Primary Coordinator – Years 4-6). Sub-School Coordinator will then notify Pastoral Care Team which includes Head of College, Head of Primary and School Chaplains. Sub-School Coordinator to discuss incident with students involved and witnesses. Parents may be notified depending on the seriousness of the incident. Appropriate consequences for incident discussed and implemented.

##### Step Seven:

- Monitoring of implementation of consequences.

##### Step Eight:

- Report of repeat occurrence of incident (either by witness, victim or third party). Sub-School Coordinator to discuss with Head of Primary and Head of College. Parents may be involved.



### Secondary School

#### Step One

- All incidents must be reported (either by witness, victim or third party e.g. parent) to any staff. Refer to MC\_Bullying Report Form for reporting incident.

#### Step Two

- Staff reported to will need to record incident in PC Entry via TASS.

#### Step Three

- Year Level Coordinator to follow up PC Entry and appropriate consequences will be sought. Depending on how serious the incident is, consequences might/may include Personal Detention or Formal Detention.

#### Step Four

- Report of repeat occurrence of incident (either by witness, victim or third party). YLC to report to Sub-School Coordinators (Middle School Coordinator – Years 7- 9, Senior School Coordinator – Years 10-12). Sub-School Coordinator to discuss incident with students involved and witnesses. Parents may be notified depending on the seriousness of the incident. Appropriate consequences for incident discussed and implemented.

#### Step Five

- Monitoring of implementation of consequences.

#### Step Six

- Report of repeat occurrence of incident (either by witness, victim or third party). Sub-School Coordinator to discuss with Head of Secondary and Head of College. Parents may be involved.

### 5.4 Consequences

In the event that a student (who has been found to be bullying) does not change his or her behaviour after steps outlined in this document have been followed, then any or all of the following consequences may be applied:

- Time out from class, sport, tuckshop, buses or wherever the bullying has occurred.
- Consultation with parents.
- Warnings accompanied by a formal letter to the student and parents.
- Reparations for any damage caused.
- Supervised formal apology to the victim and parents.
- Mediation sessions.
- Detentions.
- School community service.

## POSITIVE CULTURE FRAMEWORK

- Referral to specialist services.
- Suspension from school – resuming only with the clear undertaking by the student that positive behaviour will be demonstrated in place of the unacceptable bullying behaviour.
- Cancellation of enrolment.

### 6.0 MANAGING UNPRODUCTIVE BEHAVIOUR

#### 6.1 Out of the Classroom

Activities and events undertaken outside of school grounds (e.g. Sport meets, camps, excursions, mission trips, tours and bike hikes) require a suitable and appropriate Behaviour Management Plan to be developed and approved prior to their commencement. Such plans should be ratified with relevant Heads of Department and should include a clear and suitable process for managing and dealing with negative behaviours and an outline of the consequences to be administered. These planning documents and policies should be submitted with all other activity or event documentation.

#### 6.2 In the Classroom

Good classroom management is based on students' understanding of what behaviour is expected of them. A carefully planned system of rules and procedures makes it easier for teachers to communicate their expectations to students. It also helps ensure that the procedures set up will be workable and appropriate. Teachers will explicitly teach expected behaviours and provide opportunities for students to practice these.

Effective lesson planning and teacher preparation is of paramount importance in minimising behaviour problems in the classroom. It includes teachers differentiating their teaching to respond to the learning needs of all students in the classroom. A positive classroom learning environment is achieved through preventative planning, and correct and effective use of least-to-most-intrusive management strategies in dealing with anti-social and disruptive behaviours.

It is essential that classroom behaviour and conduct expectations are verbalised and reinforced to students not only at the start of each term, but consistently throughout the term, and followed up with consistent and fair consequences. It is the responsibility of teachers to correctly administer consequences and referrals as outlined in the Primary or Secondary Guidelines for dealing with unproductive behaviours.

These expectations should include behaviours such as;

- Student punctuality to class
- Student movement in class and transitions between classes
- Entering and Exiting classes
- Book / Stationary requirements for theory lessons
- Uniform expectations (for subjects requiring alternative uniforms (IT, HPE, REC etc.)
- Questioning and answering procedures
- Acceptable levels of talking and noise during lessons

## POSITIVE CULTURE FRAMEWORK

- Student movement when in class
- Following of specific safety rules (Rock Wall, Ind. Tech Workshops, Science Labs)

An essential element in classroom management is the keeping of up to date comprehensive anecdotal notes/records. Pastoral Care Entries in TASS, along with records of communications home or with parents, are a vital piece of information when the formal discipline process requires higher level consequences and necessary when student's behaviour records are required by Heads of Sub Schools or Head of Secondary. The process of recording behaviour incidents in Pastoral Care Entries can be found in 6.6.

Recording Behavioural Incidents on PC Entries.

### 6.3 Extra Support in the Classroom

While the primary responsibility for managing the behaviour of students in class lies with the classroom teacher, all teachers have at some time experienced a class which was difficult to manage or maintain a productive learning environment for. Teachers implement classroom procedures, utilize strategies to foster positive relationship strategies, and if needed issue consequences (as outlined in Primary or Secondary Guidelines for dealing with unproductive behaviours) when student behaviour warrants this. This can include actions such as time out from activities, Personal detentions, seating plans and if necessary Formal detentions.

Secondary Year Level Coordinators will support these teacher actions by following up students for which a Formal detention has not been completed, students who receive multiple Formal detentions in that subject or across multiple subjects. This is will usually be done in consultation with the Sub-school Coordinator.

Following these processes if student's behaviour and learning has not improved there are further options for referral: Student punctuality to class

- Learning Assistance: further modification to learning materials and instructions in consultation with learning assistance (if relevant)
- Primary Subj-School Coordinators: assist in managing the smooth running of the classroom
- Primary Head of Teaching and Learning : assist with the planning and implementing of quality and engaging learning programs
- Secondary Heads of Department (HOD): works with the teacher on classroom practices, learning experiences and behaviour management strategies (including sending student to HOD or another teacher/s room)

The role of Primary Sub School Coordinators and secondary Heads of Department in supporting classroom teachers is therefore imperative, and is designed to:

1. Reinforce the teacher's role and authority in the class
2. Consistently manage positively the behaviour and learning of students

## POSITIVE CULTURE FRAMEWORK

3. Implement appropriate actions to maintain a positive classroom culture and constructive teaching environment

If student behaviour continues to be unacceptable then they are referred to the Head of Primary or Head of Secondary.



## 6.4 Primary Guidelines for Dealing with Unproductive Behaviours

HOC – Head of College; HOP – Head of Primary

Severity of EVENT	EXAMPLES	RATIONALE	ACTIONS	FINAL RESPONSIBILITY	PROGRESSION OF CONSEQUENCES
LEVEL I  MINOR behaviour or MINOR incident	<ul style="list-style-type: none"> <li>Minor annoyances</li> <li>Talking out of turn</li> <li>Avoiding work</li> <li>Slightly disrupting others from their work (making noises, touching or attempting to touch other people and/or their equipment)</li> <li>Not following teacher instructions/direction</li> <li>Moving away from desk or carpet area without permission</li> </ul>	<p>These occur 'briefly' and do not interfere significantly with instruction or with other students learning.</p> <p>Managed immediately and addressed discretely.</p>	<p><b>Warning</b> Provide 1 simple and official warning. "John because you have [state behaviour] you now have a warning. If you continue this behaviour you will need to have time away from the activity." Redirect student to the desirable behaviour with a clear statement, "John you need to _____"</p>	Classroom teacher or PGD teacher	Warning Incidents that are separate & isolated do not progress or accumulate punishment
LEVEL II  Repeated MINOR behaviours, SIGNIFICANT behaviour or SIGNIFICANT incident (At school, outside of school, travel to or from school)	<ul style="list-style-type: none"> <li>Repeated Level I behaviour(s) after warning</li> <li>Running in the classroom</li> <li>Non-compliance to teacher instruction</li> <li>Refusal to do class work</li> <li>Minor but intentional swearing / language</li> <li>Minor inappropriate use of technology</li> </ul>	<p>These interrupt instruction and distract other students from the learning process. These must be managed immediately but addressed when the student is calm and at time that does not interrupt and interfere with learning &amp; instruction, to prevent becoming a SERIOUS event.</p>	<p><b>Time away from activity</b> Teacher to calmly let student know they have moved to the next level. "John because you have [state behaviour] you will need to move away/miss out on the activity. If you continue this behaviour you will spend some time in the buddy class/have a formal detention."  IMPORTANT NOTE: Level 2 Behaviours should always have a reasonable <u>consequence</u> followed by a <u>conversation</u> (when student is calm) to discuss why the behaviour was inappropriate &amp; a plan to prevent the behaviour again Examples of reasonable consequences are: Student to make up wasted time in own time – morning tea or lunch Student to apologise to the class/ or particular student. PC Entry and parents contacted</p>	Classroom teacher or PGD teacher	If student responds to correction – behaviour remains MINOR. If student continues to be disruptive in class, after having received teacher consequence, behaviours will become SIGNIFICANT Classroom & lunchtime detentions/ missed incentives)
LEVEL III  Repeat SIGNIFICANT behaviours or	<ul style="list-style-type: none"> <li>Continued &amp; persistent Level II behaviour(s) AFTER consequences issued</li> <li>Major and ongoing annoyances – loud behaviours that prevent the</li> </ul>	<p>These are behaviours that: - greatly disrupt a class - demonstrate disregard for the</p>	<p><b>Formal consequence (buddy class or detention)</b> Student sent to an alternate class or given a formal detention and an apology letter written to another student/staff member if necessary. Parents contacted and PC Entry</p>	Classroom teacher  Refer to Coordinator if	If student responds to correction – student returns to class. If behaviour does not change, student is removed from class by

## Primary Guideline for Dealing with Unproductive Behaviours

<p>SERIOUS incident</p> <p>(At school, outside of school, travel to or from school)</p>	<p>class or another student from learning (loud, purposeful noises)</p> <ul style="list-style-type: none"> <li>• Making inappropriate / defiant comments to staff</li> <li>• Leaving the room without permission</li> <li>• Continuing, assertive disrespect or disobedience to staff-member</li> <li>• Physical altercations (incl. fighting)</li> </ul>	<p>learning, safety or rights of other members of the College, including students and staff.</p>		<p>behaviour continues</p>	<p>Sub School Coordinator. Incident Report written and uploaded in TASS</p>
<p>LEVEL IV</p> <p>Repeated SIGNIFICANT behaviours or VERY SERIOUS incident</p> <p>(At school, outside of school, travel to or from school)</p>	<ul style="list-style-type: none"> <li>• Escalating Level 1 - 3 behaviours continue once a student has been returned to the classroom or in the following timetabled lesson</li> <li>• Truancy/leaving school grounds without permission</li> <li>• Bullying behaviours (verbal / physical / social media)</li> <li>• Threatening or physical abuse of another student</li> <li>• Verbal or Physical abuse/threatening of a teacher</li> <li>• Theft</li> <li>• Retaining, swapping or transmitting sexual explicit music, images, computer software</li> <li>• Serious incidents outside school hours that impinge on the smooth running, good name or reputation of the school</li> <li>• Other serious offences brought to attention of staff and administration</li> <li>• Vandalism including intentional damage of school or other's property</li> </ul>	<p>Behaviours that:</p> <ul style="list-style-type: none"> <li>- Have the potential to harm students seriously</li> <li>- Demonstrate blatant disregard for the authority of the school</li> <li>- Have the potential to significantly tarnish to reputation of the College in the community</li> </ul>	<p><b>Suspension or cancellation of enrolment</b></p> <p>Immediate removal from the classroom or playground and referral of student and incident to Sub School Coordinators or Head of Primary</p> <p>Sub School Coordinator/Head of Primary will speak with student about what he/she has done – Student's parents will be contacted</p> <p>Further investigation will occur where appropriate, in conjunction with the outside agencies if necessary. A high consequence will be set at the Sub School Coordinators/Head of Primary's discretion and may include:</p> <ul style="list-style-type: none"> <li>- Being sent home</li> <li>- Internal suspension</li> <li>- External suspension</li> </ul> <p>Cancellation of enrolment</p> <p>Incident Report uploaded in TASS</p> <p>External authorities contacted if required for referral</p>	<p>Sub School Coordinators in consultation with HOP &amp; HOC</p>	<p>Dealt with according to the FORMAL DISCIPLINE PROCESS</p> <p>Follow-up process upon student re-entry (collaboration with Chaplains /Sub School Coordinator/ HOP)</p>

## 6.5 Secondary Guidelines for Dealing with Unproductive Behaviours

HOC – Head of College; HOS – Head of Secondary; SSC – Senior School Coordinator; MSC – Middle School Coordinator; YLC – Year Level Coordinator; LA – Learning Assistance;

Severity of EVENT	EXAMPLES	RATIONALE	ACTION	FINAL RESPONSIBILITY	PROGRESSION OF CONSEQUENCES
<p><b>LEVEL I</b></p> <p>NON Event &amp; MINOR Event</p>	<ul style="list-style-type: none"> <li>Minor uniform infringement</li> <li>Isolated calling out in class</li> <li>Late to class</li> <li>Minor infringements when lining up, moving into or out of classroom</li> <li>Eating in classroom</li> <li>Moving around classroom without permission</li> <li>Failure to complete homework / bring class equipment</li> <li>Isolated careless/minor swearing</li> <li>General minor disruptions to class / learning environment</li> </ul>	<p>+ These occur 'briefly' and do not interfere significantly with instruction or with others learning. Managed immediately, addressed at conclusion of lesson.</p> <p>+ Reaction not necessary and would interrupt / detract from learning</p>	<p>Question and warning Selective hearing / seeing Non-verbal communication Incentive rewards Redirection to task Name on board</p> <p>+Anecdotal records kept (notes recorded in TASS)</p>	<p>Classroom teacher or PGD teacher</p>	<p>+ These events as separate &amp; isolated incidents do not progress or accumulate punishment.</p> <p>+Each event is dealt with essentially the same way as the last time.</p> <p>+ Short comment to student at lesson end</p> <p>+ Monitor behaviour next lesson</p>
<p><b>LEVEL II</b></p> <p>SIGNIFICANT Event</p> <p>(At school, outside of school, travel to or from school)</p>	<ul style="list-style-type: none"> <li>Repeated and persistent Level I behaviour(s)</li> <li>Repeated classroom disruptions</li> <li>Repeatedly / Regularly late to class</li> <li>Non-compliance to instruction</li> <li>Non-participation in class work (refusal)</li> <li>Repeated failure to complete / submit homework</li> <li>Minor but intentional swearing / language</li> <li>Interfering with other's possessions (eg. hiding school bag)</li> <li>Use of mobile phone in class or during school</li> <li>Inappropriate use of technology / school computers</li> <li>Deliberate &amp; intentional distracting of other classes when moving around campus</li> </ul>	<p>+ These interrupt instruction and distract other students from the learning process</p> <p>+ These must be managed immediately but addressed at conclusion of the lesson (so to not interrupt and interfere with learning &amp; instruction), to prevent becoming a SERIOUS event</p>	<p>+ If repeated level I behaviours - warning / teacher consequence &amp; follow-up PRIOR to formal detention</p> <p>+ Formal Detention</p> <p>+ YLC's sought for intervention / management strategies</p> <p>+Up-to-date anecdotal records in TASS</p>	<p>Classroom teacher and / or YLC</p>	<p>+ If student responds to correction – event remains minor. If student continues to be disruptive in class, after having received teacher consequence, behaviours will become a SERIOUS event.</p> <p>+Contact with parent made by teacher / YLC (up to date anecdotal records required)</p> <p>+ MSC &amp; HOS notified</p> <p>+ Classroom &amp; lunchtime detentions / extra work / service detentions (litter) / missed incentives (prac.)</p>



## SECONDARY GUIDELINES for Dealing with Unproductive Behaviours

<p><b>LEVEL III</b></p> <p>SERIOUS Event</p> <p>(At school, outside of school, travel to or from school)</p>	<ul style="list-style-type: none"> <li>Continued &amp; persistent Level II behaviour(s) AFTER consequences have been issued</li> <li>Continuing, assertive disrespect or disobedience to a staff-member (incl. not attending formal detention)</li> <li>Bullying (verbal / physical / social media)</li> <li>Fighting / Lying</li> <li>Truancy</li> <li>Theft</li> <li>Swearing at / physical abuse of another student</li> <li>Vandalism / intentional damage of school / other's property</li> <li>Repeated interference with another student's bag, locker or personal belongings</li> <li>Retaining a mobile phone at school after consequence previously issued</li> </ul>	<p>+ These are behaviours that:</p> <ul style="list-style-type: none"> <li>greatly disrupt a class</li> <li>demonstrate contempt for the learning, safety or rights of other members of the College, including students and staff.</li> </ul>	<p>Immediate removal from the classroom or playground to the Middle School Coordinator or Head of Secondary; or referral of student and incident to MSC or HOS</p> <p>+Behaviour Report uploaded in TASS</p>	<p>Head of Secondary School &amp; Head of College</p>	<p>+ Dealt with according to the FORMAL DISCIPLINE PROCESS</p> <p>+ Follow-up process upon student re-entry (collaboration with Chaplains / HOS / YLC)</p>
<p><b>LEVEL IV</b></p> <p>VERY SERIOUS Event</p> <p>(At school, outside of school, travel to or from school)</p>	<ul style="list-style-type: none"> <li>Continuing assertion of disobedience after having been removed to the Middle School Coordinator and / or Head of Secondary</li> <li>Verbal or Physical abuse / threatening of a teacher</li> <li>Having or using drugs / alcohol / cigarettes at school or at a school function / excursion / camp</li> <li>Physical bullying, assault of another student</li> <li>Retaining, swapping or transmitting sexual explicit / music / images / computer software at school</li> <li>Sexual harassment or sexualised behaviour</li> <li>Incidents outside school hours that impinge on the smooth running, good name or reputation of the school</li> <li>Other serious offences brought to attention of staff and administration</li> </ul>	<p>+ Behaviours that:</p> <ul style="list-style-type: none"> <li>Have the potential to harm students seriously</li> <li>Demonstrate blatant disregard for the authority of the school</li> <li>Have the potential to significantly tarnish to reputation of the College in the community</li> </ul>	<p>Immediate removal from the classroom or playground to the Head of Secondary or Head of College. Further investigation will occur where appropriate, in conjunction with the outside agencies if necessary.</p> <p>+Behaviour Report uploaded in TASS</p>	<p>Head of Sub-Schools and Head of College</p>	<p>+ The Head of Secondary with the Head of College will exercise his discretion, preserving the well-being and safety of staff and students and the reputation of the College.</p> <p>+ Ordinarily these actions will place a student immediately on furthest levels of the FORMAL DISCIPLINE PROCESS.</p>

### 6.6 Recording Behaviour Incidents on PC Entries

#### Rationale:

Secondary student's unproductive behaviour warrants a warning or consequence issued. Record kept as a Pastoral Care Entry (TASS) for further follow up or future reference.

Primary student's whose behavior warrants time away from the activity requires a PC Entry for further follow up or consequences.

#### Step 1

- Log onto TASS, select the Pastoral Care tab and then PC Entries
- Click the '+ New' button

#### Step 2

- Enter the students name
- Fill out each drop down menu
- If you are writing this for recording purposes, select personal detention or warning as the outcome
- If you are wanting a consequence select 'waiting allocation' as the outcome
- If you think this is a serious issue, record as usual and email the Year Level Coordinator & Sub School Coordinator

#### Step 3

- Ensure you write the following in the Teacher Comment section
- Event that occurred
- What you told the student the outcome would be
- What you're wanting the outcome to be

e.g. A student was using their phone at the locker during lunch time. I told the student to put their phone away and that they would receive a Formal Detention. Can they please be issued a Formal Detention.

#### Step 4

- Sub School Coordinator to check PC entries daily and allocate detentions as necessary

### 6.7 Incident Requiring Immediate Follow-up

#### Rationale:

All previous classroom and student management strategies have failed to change student unproductive behaviours, or the student's behavior is dangerous.

#### Step 1

- Teacher to remove student, or other students from classroom or area
- - Teacher to phone Sub School Coordinator or Learning Assistance

#### Step 2

- Sub School Coordinator to remove student from situation and take to office
- Student given opportunity to explain incident

#### Step 3

- Sub School Coordinator to ascertain details of incident from teacher
- Sub School Coordinator to issue appropriate consequence (detention/apology etc)
- Sub School Coordinator to liaise with Head of Secondary if deemed further consequence needed.

#### Step 4

- Teacher to record incident on PC entries for record
- Sub School Coordinator to follow further consequences procedure

### 6.8 Inability to Complete Detention - Secondary

#### Step 1

- A behavioral incident occurs, and a PC entry gets entered by teacher.
- 'Waiting allocation' selected as outcome

#### Step 2

- Sub School Coordinator checks PC entries for 'waiting allocation' and allocates formal detention or uniform/lateness detention.

#### Step 3

- Student is notified of their detention in form class and signs to acknowledge their attendance to the detention that lunch time.

#### Step 4

- If a student does not show to the detention room after signing, the detention is rolled over to the next school day
- The Year Level Coordinator will check 'non-attendance' list from each day, and follow up with student the next morning, checking for valid reason and issuing warning of further consequence if not completed the second time.

#### Step 5

- If the student does not attend the detention room after being warned by the YLC, the student will receive a Sport Detention.
- The YLC will inform the Sub School Coordinator of the above process and is issued a Sports Detention.
- The Sub School Coordinator/YLC is to record a PC entry for that student and issue a Sports Detention for 'Failure to complete detention'.
- The Sub School Coordinator/YLC is to inform the student they have received a sports detention and given the details (date, time, location)

#### Step 6

- The Sub School Coordinator/YLC is to mark the Sports Detention as 'complete' on PC entries once the student has sat the detention.
- If the student has up to two detentions owing, the student has those marked as complete.
- If the student has three or more, the student must still sit at least one of the owing detentions and the rest are marked as complete.

### 6.9 Reoccurring Detentions

#### Rationale:

Repeated unproductive behaviours despite multiple formal detentions completed, now requiring an escalation of consequences

#### Step 1

- Sub School Coordinator &/ Year Level Coordinator (Secondary) to regularly generate PC Entry reports for specific year level.
- Report to contain dates of term

#### Step 2

- If a student has three formal detentions, they are flagged and monitored
- If a student has four formal detentions (or more) they are to receive a further consequence.

#### Step 3

- Sub School Coordinator to liaise with the Head of Secondary as to consequence
  - Afternoon Detention (Secondary)
  - Internal Suspension
  - External Suspension

#### Step 4

- Sub School Coordinator issues consequence be
  - Communicates consequence to student
  - Communicates incident and consequence to parents via phone call &/ email
  - Writes and sends a suspension letter on Mueller letter head to parents

#### Step 5

- Sub School Coordinator to:
  - Record Letter on TASS Notes
  - Record in PC Entries
  - Inform Student Services (If suspension)
  - Inform Students Teachers & YLC

#### Step 6

- If the student has multiple detentions owing, this further consequence serves to complete all outstanding detentions.
- Sub School Coordinator to mark 'complete' on PC Entries

### 6.10 Detention Process - Secondary

**Room:** H104

**Day:** Monday – Friday

**Time:** Lunch (1:10pm – 1:45pm)

1. Open PC entries on TASS and use filters to create list (or use printed copy if TASS is not working).
2. Students enter room and collect pen, Code of conduct & Reflection Sheet
3. **Formal Detention** -35 mins
  - Student completes
- Uniform Detention** - 15 mins
  - Student completes Code of Conduct & Reflection
4. Check off 'completed' column on TASS for those who attend
5. For those students who **did not attend**, email YLC's & Sub School Coordinators list of names to follow up next morning.
6. Check student Reflection responses to ensure suffice/appropriateness
7. Collect pens, Code of Conduct & Reflection from students
8. Put reflection sheets (formal detention only) into plastic A4 box.

### 6.11 Afternoon Detentions

**Room: Administration Office or D14**

**Day: Monday – Friday**

**Time: After school (3:20pm – 5:00pm)**

#### Step 1

- Sub School Coordinator to liaise with the Head of Secondary as to consequence
  - Afternoon Detention

#### Step 2

- Sub School Coordinator issues consequence by
  - Communicating consequence to student
  - Communicates incident and consequence to parents via phone call &/ email
  - Writes and sends a afternoon detention notification to parents

#### Step 3

- Sub School Coordinator liaises with parents and student to organize a suitable afternoon.
  - 3:15pm – 5:00pm that suits both parties

#### Step 4

- Sub School Coordinator to:
  - Record in PC Entries
  - Confirm time with student the afternoon of

#### Step 5

- Supervise the student completing the afternoon detention
- Mark 'complete' on PC entries once finished

### 6.12 Internal Suspension

Room: Administration Office or D14

Day: Monday – Friday

Time: Whole school day (8:35pm – 3:10pm)

#### Step 1

- Sub School Coordinator to liaise with the Head of Secondary as to consequence
  - Internal Suspension & length (one day/two day etc)

#### Step 2

- Sub School Coordinator issues consequence by
  - Communicates incident and consequence to parents via phone call &/ email
  - Communicating consequence to student

#### Step 3

- Sub School Coordinator writes a notification letter (Mueller letter head) detailing the incident
  - Sends letter of notification to parents
  - Saves letter on TASS

#### Step 4

- Sub School Coordinator to inform all stakeholders of the agreed date and times:
  - Student Services
  - Students timetabled teachers (and request work for day)
  - Parents

#### Step 5

- Student is to come to the Front Office at the start of the school day to meet with issuing Sub School Coordinator
  - Student is to sit in visible area for supervision
  - Student is informed of the following:
    - Location of toilets & bubblers
    - No phone
    - No headphones
    - Break times occur outside the office doors in A Quad
    - Student is to work on schoolwork/assignments/work from classroom teacher
  - Student is given Internal Suspension Record(Secondary) or Behaviour Reflection Sheet (Primary) and told it will be filled in at end of suspension time.

#### Step 6

- Sub School Coordinator to meet with student before the end of the school day.
  - Use of the internal suspension record as an exit ticket
  - Inquire as to how their behaviour will change in future



**6.13 Primary Behaviour Reflection Sheet**

**6.14 Secondary Internal Suspension Record**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student Information**

An Internal Suspension starts at 8:35am and ends at 3:10pm at the Front Office. You are expected to complete schoolwork during this time and should come prepared accordingly.

You will have MT & Lunch at the usual break times as per the timetable. But you are to sit directly outside the office on the seats/deck in A Quad. When the bell goes, you are to return to your desk. Toilet access is at the end of the hall, and there is a bubbler in the middle of the offices.

You do not need to leave the office for any reason. Should you need to do this, you must ask your supervising teacher (Miss Baker, Mr French or Mr Stiller).

**Preparation Checklist**

When I arrive to the Front Office, I have the following items:

- Materials needed (paper, laptop etc)
- Equipment needed (calculator, pens etc)
- Textbooks required
- Accessed iLearn to check what tasks are to be completed this week
- MT/Lunch

**Work Checklist**

Subject	Work to complete	Completed Y/N

## POSITIVE CULTURE FRAMEWORK

### Teacher Notes

1. Did the student arrive prepared? (Texts etc)

2. Did the student complete work to a satisfactory standard and amount?

3. Did the student behave appropriately? (Punctual during breaks, stay on task etc)

4. In concluding the day with the student, how did they explain their actions will change?

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

### 7.0 CONSEQUENCES FOR UNPRODUCTIVE BEHAVIOURS

#### 7.1 Disciplinary Consequences - General Principles

Prior to making a decision about disciplinary consequences including detentions, removal of privileges, internal or external suspensions or cancellation of enrolment, these general principles are followed;

- Assess the student's behavior and the level of risk the behavior presents
- Take into account;
  - A student's individual circumstances, such as behavior history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
  - Procedural fairness in all decision making
  - That the grounds for suspending or cancellation of enrolment apply to all students, including mature aged student
  - The conduct of a student may include an omission to perform an act by a student
  - That action can be taken to address behavior occurring outside school premises or school hours
  - An offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland.
- Apply a school disciplinary absence, such as suspension or cancellation of enrolment, as a strategy of last resort

Internal suspensions (1-5 days) are decided upon by Sub School Coordinators and issued in consultation with Heads of Sub Schools or Head of College. The students and parents are provided written notice of suspension

External suspensions (1-5 days) are decided upon by Sub School Coordinators or the Head of Sub School, and issued in consultation with either the Heads of Sub School or Head of College. The students and parents are provided written notice of suspension at a meeting with all parties.

Cancellation of enrolment is considered a last resort, if a suspension is demonstrably inadequate to deal with the student's disobedience, misbehavior, conduct or risk (eg. , illicit substances or images). They are determined and decided upon by Head of Sub School in consultation with Head of College. The students and parents are provided written notice of suspension at a meeting with all parties.

### 7.2 Flowchart - Suspensions

#### DOCUMENT

Behaviour Incident Report completed and submitted by Sub School Coordinator. Information in report will have been gathered from meetings with the reporting teacher/staff member/parent/student, the student whose behavior is being reported, and other students who were witness to events and behavior(s).

#### REFER

Sub School Coordinator consults with Head of Sub School to determine whether students behavior constitutes grounds for suspension; type and length.

#### DECIDE

General principles of disciplinary consequences used to guide decision on suspension; type and length.

#### NOTIFY

Student and parents are notified of decision made. This can occur through a number of ways depending on the suspension type and length. 1-3 day Internal suspensions are communicated via a phone call or email and letter, while 4-5 Internal Suspensions and External Suspensions (1-5 days) require a parent meeting.

#### ARRANGE

Sub School Coordinators ensure that reasonable steps have been taken to ensure student access to the educational program that allows them to continue with their learning during the suspension.

#### REPORT

All parent meeting notes, copy of email and letter sent are uploaded to Confidential Notes in student file on TASS. Teachers, relevant staff and Student Services are informed of period of student absence.

### 7.2 Flowchart - Cancellation of Enrolments

#### DOCUMENT

Behaviour Incident Report completed and submitted by Head of Sub School Coordinator. Information in report will have been gathered from meetings with the reporting teacher/staff member/parent/student, the student whose behavior is being reported, and other students who were witness to events and behavior(s)

#### REFER

Head of Sub School consults with Head of College to determine whether students behavior constitutes grounds for cancellation of enrolment.

#### DECIDE

General principles of disciplinary consequences used to guide decision.

#### NOTIFY

Student and parents are notified of decision made at parent meeting. A formal letter is also sent.

#### ARRANGE

Head of Sub School arranges all school materials are collected and returned, and students locker emptied.

#### REPORT

All parent meeting notes, copy of formal letter are uploaded to Confidential Notes in student file on TASS. Teachers, relevant staff, Registrar, Student Services are informed of canceled enrolment. Head of College informs board of decision.

### 7.4 Re-Entry & Follow up

Mueller College takes all reasonable steps to arrange for students to continue to access their educational program for the duration of their school disciplinary absences.

These include;

- Up to date online curriculum access via iLearn.

Communication with teachers of student absence and request for any relevant class work to be made accessible to students.

Mueller College places a strong emphasis on a 'whole-school' approach to the pastoral care of its students, and this includes assisting students re-entering school and the classroom after a period of suspension or exclusion. Mueller College's many extra-curricular events, camps and pursuits provide valuable opportunities for teaching staff to develop rapport and trustworthy relationships with all students. Because of this, staff may be approached during the year to meet, mentor and support, a student that is re-entering after a disciplinary imposed time away, for a period of time. This follow-up process ensures students are kept accountable, smoothly reintegrate into regular school life and acceptable behaviour, have new or changed behaviours monitored and maintained, and be emotionally and spiritually supported through weekly meetings and prayer. This will be highly dependent on the existing relationships staff have with various students. In the same way Chaplains, Sub School Coordinators, and Heads of Sub-Schools will assist in the re-entry and follow up of students. The length of time individual support programs run will depend on the student, disciplinary action taken, time away and other determining factors.

Re-entry steps after disciplinary absence may include a range of options including; playground plans, timetable changes or modifications, removed or reduced extra-curricular opportunities and pursuits, behaviour contracts (weekly or daily), check-in's with various Pastoral Care staff. These are implemented to ensure an acceptable standard of behaviour is consistently maintained, and pastoral care and follow up provided, for the re-entering student.



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