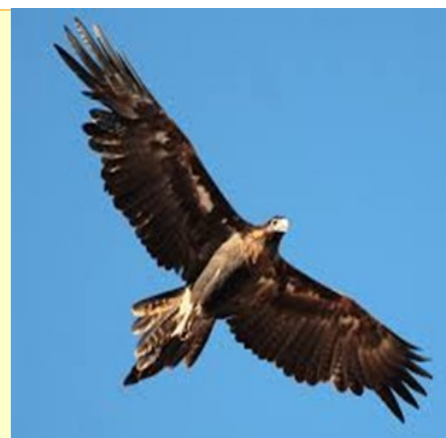


MBBC 'The Eagle's Flight' Primary



<p>GOLD LEVEL</p>	<p>Gold Level Students:</p> <ul style="list-style-type: none"> • Are recognised for their outstanding actions related to engagement with self, peers and others in the wider MBBC community • Look to go beyond teacher-directed actions and contribute independently in the three areas of self, peers and community • Reflect the epitome of what we hope an MBBC Primary boy should be • Are nominated by consultation between teachers, Pastoral Team Leaders and Head of Primary in consultation with relevant staff using the set nomination process 	<p>Rewards:</p> <ul style="list-style-type: none"> • Presentation of Gold Certificate at end of Term Assembly • Letter of commendation to parents • Name in newsletter • Gold level keepsake
<p>SILVER LEVEL</p>	<p>Silver Level Students:</p> <ul style="list-style-type: none"> • Go beyond the isolated demonstration of the MIRROR attributes to consistently reflect the values of the College • Are nominated by teachers, endorsed by Pastoral Team Leader and awarded by Head of Primary using the set nomination process through student Diary 	<p>Rewards:</p> <ul style="list-style-type: none"> • Presentation of Silver Certificate at end of Term Assembly • Letter of commendation to parents • Name in newsletter
<p>BRONZE LEVEL</p>	<p>Bronze Level Students:</p> <ul style="list-style-type: none"> • Have represented each of the MIRROR attributes through explicit behaviours recognised by and recorded by an MBBC staff member • Completed Bronze MIRROR attributes record is presented to Head of Primary for signing 	<p>Rewards:</p> <ul style="list-style-type: none"> • Presentation of Bronze Certificate (at regular Primary Assemblies) • Name in newsletter
<p>BLUE LEVEL</p>	<p>Blue Level Students:</p> <ul style="list-style-type: none"> • Receive MIRROR Signatures in the Diary from staff members • Reflect ongoing examples of behaviour and actions that model the MIRROR attributes in their development and demonstration • Completed Blue MIRROR signatures diary page is presented to Head of Primary for signing <p>*Regular signing of diary for poor choices remains within Blue Level</p>	<p>Rewards:</p> <ul style="list-style-type: none"> • Acknowledgment of weekly Blue Certificate winners on Assembly (boys stand for group applause) • Certificates presented by teachers in class <p>* Blue level MIRROR signatures can continue to be collected all year, regardless of the other levels achieved * Ongoing use of House Points to reinforce positive behaviours and engagement in College life</p>

<p>YELLOW LEVEL</p>	<p><u>Behaviour that may warrant a movement to YELLOW:</u></p> <p>Persistent or serious display of the following poor choice behaviours will result in Yellow Level Notice.</p> <ul style="list-style-type: none"> • Lateness to class • Failure to effectively complete homework • Not following instructions • Disruptive behaviour in class • Inappropriate behaviour in class • Poor Sportsmanship • Repeated uniform breaches • Being disrespectful • Inappropriate behaviour in the playground • Not committing to learning • Not organised for learning • Lack of respect for school environment • Inappropriate use of electronic devices and school network • Use of offensive language • Physical misconduct • Other 	<p><u>Processes:</u></p> <ul style="list-style-type: none"> • Yellow level behaviours will be recorded in the student diary as poor choice signatures. These individual signatures do not mean the student is at Yellow Notice Level • Repeated poor choices or serious yellow level behaviours will result in a Yellow Notice and therefore reflection room process • Can be issued by classroom teachers and PTL • Yellow notice sent home to parents advising of Reflection Room process via student diary • Attend Reflection room with Yellow level student reflection sheet • Complete required restoration/reflection sheet and action plan, take home for signing by parents • Signed reflection sheet to be returned to Pastoral Team Leader for recording <p>** Diary signatures for minor breaches of code of behaviour will continue for regular monitoring and management of students</p>
<p>ORANGE LEVEL</p>	<p><u>Behaviour that may warrant a movement to ORANGE:</u></p> <ul style="list-style-type: none"> • Continued display of Yellow Level behaviours after notice will result in Orange Level notice • Serious display of Yellow Level behaviours will result in Orange Level notice • Bullying • Serious physical misconduct • Leaving College Grounds without permission 	<p><u>Processes:</u></p> <ul style="list-style-type: none"> • Placed on an Orange Notice by Pastoral Team Leader, in consultation with relevant teacher/s • A period of Orange Notice will be applied (TBD on case by case basis), relevant to the nature of the behaviour in focus • A formal Orange Notice letter will go home to parents with tracking/log in Student diary • Phone contact with parents by Pastoral Team Leader • Orange Level Reflection sheet to be completed by the student along with any other restorative process assigned by the College • Freeze on merit collection (bronze/silver/gold) for duration of Orange Notice • Other consequences to be applied as determined appropriate • At the conclusion of the Term of Orange Notice, students meet with Head of Sub School with required documents
<p>RED LEVEL</p>	<p><u>Behaviour that may warrant a movement to RED:</u></p> <ul style="list-style-type: none"> • Continued offence whilst on Orange Notice will result in a Red Notice • Truancy • Wilful destruction of school property • Theft • Severe physical misconduct • Severe bullying • Use/possession of illegal substances • Use/possession of a dangerous weapon • Serious abuse of school computer system and/or the internet • Behaviour that brings discredit to the College • Smoking 	<p><u>Processes:</u></p> <ul style="list-style-type: none"> • Placed on a Red Notice in consultation with teachers, PTL and Head of Sub school • A formal Red Notice letter will go home to parents • Phone contact with parents by Head of Sub School • Student/parent meeting with Head of College • Head of Sub School and Head of College will apply appropriate course of action, including but not restricted to: <ul style="list-style-type: none"> • Behaviour Contract Card • Community Service/Restorative Justice/Counselling • Internal Suspension • External Suspension • Review of ongoing enrolment in the College (involves Head of College) • At the conclusion of Red Level processes, meeting with Head of Sub-School / Deputy Head of College / Head of College to discuss future and develop action plan

MBBC 'The Eagle's Flight' Middle & Senior



<p>GOLD LEVEL LEADERSHIP</p> <p>You meet the Code of Conduct and show outstanding leadership potential.</p> <p>You consistently model the MIRROR attributes.</p>	<p>Behaviour that may warrant a movement to GOLD:</p> <ul style="list-style-type: none"> • Exceptional and/or ongoing leadership • Significant and ongoing involvement in the Community and Service Learning Program • Significant involvement in a range of extra-curricular activities for the College • Consistently models MIRROR attributes • Epitomises servant leadership • Consistently displays initiative and humility <p>Students on GOLD are monitored by the Head of Sub-School and Deputy Head of College. The Pastoral Team leader can move students to Silver or Bronze for a period of time due to poor conduct</p>	<p>REWARDS:</p> <ul style="list-style-type: none"> • Letter of commendation to student • Email/letter sent home to parent in recognition of achievement • Gold Level Certificate • Receives a Gold Level Badge • Leadership training • Eligible for Rewards Day and/or prize
<p>SILVER LEVEL LEADERSHIP</p> <p>You meet the Code of Conduct and show leadership potential.</p> <p>You display a range of MIRROR attributes</p>	<p>Behaviour that may warrant a movement to SILVER</p> <ul style="list-style-type: none"> • Consistently displays the positive behaviours as indicated at BLUE • Ongoing commitment to at least two extra-curricular activities for the College • Significant Involvement in the Community and Service Learning program • Displays a range of MIRROR attributes • Exemplifies servant leadership • Consistently displays initiative and empathy <p>Students on SILVER are monitored by the Pastoral Team Leader and Head of Sub-School. The Pastoral Team Leader can make recommendations for GOLD or move students down to BRONZE for a period of time</p>	<p>REWARDS:</p> <ul style="list-style-type: none"> • Letter of commendation to student • Email/letter sent home to parent in recognition of achievement • Silver Level Certificate • Leadership training • Eligible for Rewards Day and/or prize
<p>BRONZE LEVEL MERIT</p> <p>Your behaviour meets the School Code of Conduct and displays leadership potential.</p>	<p>Behaviour that may warrant a movement to BRONZE:</p> <ul style="list-style-type: none"> • 10 signatures in the diary will make you eligible • Consistently displays the positive behaviours as indicated at BLUE • Involvement in at least one extra-curricular activity for the College • Involvement in the Community and Service Learning Program <p>Students on BRONZE are monitored by the Pastoral Team Leader. The Pastoral Team Leader can make recommendations for SILVER level or move students back to BLUE for a period of time</p>	<p>REWARDS:</p> <ul style="list-style-type: none"> • Letter of commendation to student • Email/letter sent home to parent in recognition of achievement • Bronze level certificate • Eligible for Rewards day and/or prize
<p>All students begin on Blue Level and move up or down according to their ability to meet the requirements of the MBBC Code of Conduct.</p>	<p>Behaviour that may warrant recognition:</p> <ul style="list-style-type: none"> • Homework completed always and to a high standard • Always prepared for class • Displays excellent manners • Meets and exceeds the Code of Conduct <p>Recognition can be given by any teacher / staff / coach 10 signatures will make you eligible for BRONZE Signatures are recorded in the student diary Form teachers monitor blue cards and make recommendations to the Pastoral Team Leader for either upwards or downwards movement</p>	<p>BLUE LEVEL</p> <p>YOU BEGIN HERE →</p> <p>INDEPENDENT LEARNER</p> <p>Your behaviour meets the School Code of Conduct All students start on Blue Level</p>

<p>YELLOW LEVEL</p> <p><u>MONITORING</u></p> <p>Your behaviour is not meeting 1—2 areas of the MBBC Code of Conduct</p> <p>There has been a breach of the MBBC Code of Conduct</p>	<p><u>Behaviour that may warrant a movement to YELLOW:</u></p> <ul style="list-style-type: none"> • Classwork consistently not presented at an acceptable standard • Repeatedly failing to complete homework and /or incomplete study labs • Repeatedly late to class • Repeatedly arriving to class unprepared • Disruptive behaviour in class • Repeated uniform/behaviour breaches • Bullying • Poor Sportsmanship • Chewing gum • Eating in classrooms • Inappropriate use of electronic devices (including mobile phones) • Repeatedly failing to attend Assembly/Chapel • Absence from College event without just cause • Derogatory remarks about others <p>Students on YELLOW are monitored by a Pastoral Team Leader. For a minimum of one week. The student must present the card to every teacher of every lesson for a comment and signature.</p>	<p><u>Consequences:</u></p> <ul style="list-style-type: none"> • <u>Behaviour Breaches noted in back of diary</u> • Removal of electronic device for a period of time • Meeting with Pastoral Team Leader • Letter sent home • Behaviour Management card signed by every teacher for <u>one</u> week minimum • Detention: 3pm to 4pm <p>⇒ Year 7—9 : 3 incidents/signatures in 1 week = a Thursday afternoon Detention</p> <p>⇒ Year 10-12: 2incidents/signatures in 1 week = a Thursday afternoon detention</p>	
<p>ORANGE LEVEL</p> <p><u>RESTRICTED</u></p> <p>Your behaviour is not Meeting 3—4 areas of the MBBC Code of Conduct.</p> <p>There has been a serious breach of the Code of Conduct.</p>	<p><u>Behaviour that may warrant a movement to ORANGE:</u></p> <ul style="list-style-type: none"> • Continual non-compliance whilst on YELLOW ⇒ Two Thursday afternoon Detentions in 1 week ⇒ More than 3 behaviour breaches on Yellow Behaviour Management Card • Leaving College grounds without permission • Misuse /abuse of College equipment/property • Abuse of the School computer system and/or the internet • Persistent incidences of minor behaviour • Repeated bullying • Cheating, plagiarism • Belligerence • Fighting • Swearing • Spitting • Major insolence or rudeness to staff • Repeated failure to hand in assessment tasks • Serious inappropriate use of electronic devices (including mobile phones) <p>Students on ORANGE are monitored by the Head of Sub-School and the Deputy is informed.</p>	<p><u>Consequences:</u></p> <ul style="list-style-type: none"> • <u>Behaviour Breaches noted on Behaviour Management Card</u> • Electronic device banned from school, or removed from the student during school time - time limit at the discretion of the Deputy or Head of Sub-School • Mandatory Parent interview with Head of Sub-School or Deputy • Letter sent home • Behaviour Management card signed by every teacher for <u>one</u> week minimum • Removed from playground during breaks • Cannot represent College or attend social events • Community service - some level of service at discretion of Head of Sub-School • May involve restorative justice • May involve counselling • Friday afternoon detention—3pm to 5pm 	
<p>RED LEVEL</p> <p><u>AT RISK</u></p> <p>There is continual non-compliance towards the MBBC Code of Conduct.</p> <p>There has been an extreme breach of the Code of Contact.</p>	<p><u>Behaviour that may warrant a movement to RED:</u></p> <ul style="list-style-type: none"> • Continual non-compliance whilst on ORANGE ⇒ More than 3 behaviour breaches on Orange Behaviour Management Card ⇒ Repeated Friday afternoon detentions • Repeated anti-social behaviour • Theft • Use/possession of illegal substances • Smoking • Graffiti / Vandalism • Severe aggression towards another Student • Severe bullying • Repeated belligerence • Use/possession of a dangerous weapon • Truancy • Serious abuse of the School computer system and/or the internet • Behaviour that brings discredit to the College <p>Students on RED are monitored by Head of Sub-School and referred to the Deputy and Head of College</p>	<p><u>Consequences:</u></p> <ul style="list-style-type: none"> • <u>Behaviour Breaches noted on Behaviour Management Card</u> • Mandatory Parent interview with Head of College • Letter sent home • Behaviour Management card signed by every teacher for <u>two</u> week minimum • Friday afternoon detention - 3pm to 5pm • Removed from playground during breaks • Cannot represent College or attend social events • Community service - some level of service at discretion of Deputy • May involve restorative justice • May involve Counselling • May involve suspension (internal or external) or termination of enrolment 	

MBBC Code of Conduct

An MBBC Boy has an obligation to:

1. Engage **resourcefully** with, and participate fully in, the College academic and co curricular programs
2. Take responsibility for his own learning, be **independent** and, to act with integrity in academic work
3. Behave with **respect**, be **merciful** and act with care when dealing with every member of the MBBC community
4. Adopt an attitude of **open mindedness**, inquiry and reflection, in order to engage with a constantly changing world
5. Behave in a principled manner—conducting himself in accordance with classroom and College rules, so as not to diminish his, or the College's, reputation.

MBBC Behaviour Management Plan—ethos and operation

Young men have a responsibility to use their masculinity to protect and nurture. This Behaviour Management Plan provides the guidance that a boy needs to grow into a responsible young man: allowing him to take risks and engage adventurously with the world coupled with a foundation that enables him to have his beliefs properly grounded in the Christian ethos of the school.

- Recognition and/or signatures for behaviour indiscretions can be given by any teacher / staff / coach.
- Signatures for those students on BLUE are monitored by Form Teachers.
- All signatures for positive and negative behaviour are recorded in the diary.
- Form teachers monitor behaviour of boys and make recommendations to the PTL for either upwards or downwards movement
- 10 positive behaviour signatures will make a boy eligible for BRONZE
- At Bronze level, boys can move back to Blue or Yellow at discretion of Pastoral Team Leader and a probationary period will apply
- Every year boys on BRONZE, SILVER or GOLD remain on that level at the beginning of each new school year, within a Sub-School.
- Every year boys on YELLOW, ORANGE or RED restart on BLUE at the beginning of each new school year. However these students will have a meeting with the either the Deputy, Head of Sub-School, or Pastoral Team Leader to discuss their ability to adhere to the MBBC Code of Conduct. At the discretion of Head of Sub-School a boy may remain on Orange or Red.
- Fresh start on BLUE for each sub- school. A student commencing in Year 7 or Year 10 will begin on Blue level irrespective of their level the previous year.
- In the MS and SS, Behaviour Management Cards are ALL the same colour card (Level is indicated on card for Yellow, Orange and Red)
- In the MS and SS, a Detention can take one of two forms - A Thursday afternoon Detention - One hour after school on a Thursday (3pm—4pm) and/or A Friday afternoon Detention - Two hours after school on a Friday (3pm - 5pm)
- In the Primary School - the reflection room process will apply.

Research underpinning our Behaviour Management Plan

1. When boys are given responsibility they grow. If, later, that responsibility is taken away again, we will face boys who disengage and become increasingly hostile and unmanageable. Schools must be particularly aware of this as boys progress annually through classes - that the degree of responsibility gradually increases from year to year. This should form a part of Whole School Planning. It is particularly important at the Primary School/Secondary School interface that the degree of responsibility students possess at the end of their Primary Schooling is tapped into and that students are not made to regress on entering their Secondary Schooling. This is the cause of many boys disengaging from school once entering High School and schools must take every step to stop what is happening around Australia.
2. Boys need empowerment in schools. When boys have a say in what is going on around them they engage. If they have no say they disengage as it is someone else's rules - not theirs. They should play a part in deciding school, classroom and home rules. Student councils need to have widened powers and become the spokespeople for students.
3. Schools need to review their pastoral care and disciplinary procedures so that the current pre-occupation with punishment changes to natural consequences for misbehaviour. Boys who are punished often have revenge fantasies that interrupt true remorse for what they have done. Boys who are quickly punished by our school systems are not given the opportunity to make amends for what they have done, as punishment clears the ledger and allows boys to re-offend in the future without attendant feelings of guilt.
4. Boys must have a home in schools - particularly Secondary schools. Males have territory as their number one need and need to feel there is somewhere within the school that is theirs - their classroom, locker, play area. etc. If they feel there is nowhere within the school that is theirs, they tend to regard the school as a foreign place to which they show no loyalty or belonging - causing problems of discipline, vandalism and graffiti.
5. Our schools must have a focus on getting girls to do and boys to think. Boys are speculative thinkers and often act without forethought. Girls are reflective thinkers, but often need to go beyond reflection and take some risks with their play and later their activities in schools.
6. At every opportunity both at home and at school, boys should be given opportunities to reflect. They should reflect on masculinity and on life in general. Posters in classrooms, icons around the school, rituals, discussion groups and debates are some strategies that should be employed.
7. Parents and teachers should never shame boys. The shaming language "How could you!" should change to "What has happened?" so as not to initiate the shame response. Once the shame response is activated, boys clam up and disengage from conversation with a corresponding deterioration of the relationship between him and the adult concerned.
8. Rewards and praise that are helpful should be integral to teaching and parenting boys. Boys seek short term and immediate praise and rewards and every effort should be made to reward boys when they have done something that is praiseworthy.
9. Teachers and parents must reduce the expectation slope for boys who need to make behavioural improvements. If too much is demanded at the one time, boys tend to regress and make no improvement at all. By reducing the slope, we make changes realistic and attainable for boys who otherwise find the changes required too hard and don't make any attempt to improve their behaviour.
10. When we had a rigid discipline system based on hurting students who didn't conform, men did have the edge in terms of getting boys to work in fear of the cane or strap – but that is no longer the case and never will be again. Students are no longer in fear of getting hurt (a good thing) and we must now move forward with more humane methods of getting students to achieve using positive incentives. When a teacher (male or female) informs a student (privately) that their behaviour has caused the teacher stress and when that good relationship is present, that is when a student attempts to behave better. Discipline in terms of punishment or consequence (which is sometimes necessary) tends to manage or hold that behaviour in check but recognising positive behaviours from someone in a caring relationship changes behaviour.

Research Behind Behaviour Management Plans

Schools have identified a number of issues which need to be addressed if praise and reward systems are to be effective:

- The need for consistency among teachers in their use of sanctions and rewards; (This means a lot of time spent in discussion, setting up the system and explaining its rationale and a reduction in teachers' autonomy.)
- regular monitoring of how the system is working, looking at patterns of positive and negative referrals, investigating variation amongst departments or stages and taking steps to ensure consistency;
- avoiding rewards which have a monetary value or which signal that school work is not valued - for example being allowed to arrive late or being excused homework;
- ensuring that praise is genuine and deserved not routine and meaningless;
- keeping the system fresh and meaningful - each year with the arrival of a new set of pupils it needs to be reintroduced.

Praise and reward systems can help to establish a positive ethos in schools by recognising the good behaviour and effort of pupils. Most schools have systems for dealing with bad behaviour and many have systems for recognising the sporting and academic achievements of pupils. Until recently fewer schools had systems for recognising the good behaviour of pupils. If the trappings are introduced without the underlying discussion of, and agreement with, the rationale underpinning the system, then the system will quickly fail.

Praise and reward systems have to be part of a larger picture of a whole school ethos of positive relationships. In other words such systems have to be congruent with the deep structures and values of the school, otherwise they are doing no more than putting a Band-Aid on behaviour issues. Most schools who have experience of these systems say that they help tackle low-level indiscipline and they help pupils with deeper emotional and behavioural problems. However, additional support and help is also needed for these pupils.