

# Student Behaviour Management Policy

## Student Behaviour Management Policy

<b>Purpose:</b>	<p>The purpose of this policy is to:</p> <ul style="list-style-type: none"> <li>• Provide staff, students, and parent/guardians with a clear understanding of the tiered response system implemented at Men of Business Academy to effectively address student behaviour incidences</li> <li>• Clearly outline the procedures for addressing disruptive and unsafe behaviours with a focus on restorative practice, student re-engagement and access to either internal or external support programs and wellbeing supports as appropriate</li> </ul>	
<b>Scope:</b>	Men of Business Academy's Board of Directors, Men of Business Academy's Executive Manager, Principal are responsible for the effective implementation of this policy.	
<b>Status:</b>	<input type="checkbox"/> Draft <input checked="" type="checkbox"/> Approved	<b>Supersedes:</b> 2024 Behaviour Management Policy
<b>Authorised by:</b>	Executive Manager - Jason Sessarago	<b>Date of Authorisation:</b> 26/06/2025
<b>References:</b>	<ul style="list-style-type: none"> <li>• Men of Business Academy MOB Mindset</li> <li>• Men of Business Academy Core Values</li> <li>• Behaviours of Men Program</li> <li>• Becoming a Man Program</li> </ul>	
<b>Review Date:</b>	Annually	<b>Next Review Date:</b> 26/06/2026
<b>Policy Owner:</b>	MOB Academy trading as Men of Business Academy - Board of Directors	

## 1. Statement

In our pursuit to Build Better Men, Men of Business Academy is focused on identifying and addressing the root cause that underpins why a young man has become disengaged and/or engages in disruptive and unsafe behaviour. Accordingly, this policy outlines the structured, tiered response system implemented at Men of Business Academy to effectively address, manage and mitigate the reoccurrence of disruptive and unsafe behaviours.

With a clear focus on restorative practice and student re-engagement, Men of Business Academy's applies **BIG PICTURE** view that takes into account the individual needs of the student, their particular circumstances, the behaviour exhibited, the impact of that behaviour on others and how best to address the underlying cause. As appropriate, Men of Business Academy provides access to both internal support programs and links students in with relevant external agencies that will best support them, in addition to providing wellbeing supports.

At Men of Business Academy, the goal is to create a system of behaviour deterrents that are relevant and applicable to disengaged boys, that are differentiated from mainstream schooling outcomes, focus on the individual and take into consideration individual circumstances and each scenario on its own merit.

All behaviour incidents and restorative processes are directly linked to the school's core values: **Respect, Passion, Ownership, Gratitude, and Family**. These values are used as reference points during incident reviews, conversations, and planning responses.

Additionally, all incidents are reviewed using the **MOB Mindset** framework:

- **ME** – How the behaviour affects the individual's learning, goals, and future.
- **OTHERS** – How classmates, staff, and families are impacted.
- **BIG PICTURE** – The long-term consequences of repeated behaviours (e.g. course failure, loss of opportunities, damaged relationships).

This values-aligned and mindset-driven approach ensures each student understands the immediate and broader implications of their actions.

## 2. Guiding Principles

- Every student is valued and capable of change.
- Consistent expectations and responses across all staff.
- Focus on relational, restorative, and instructional approaches.
- Engagement over exclusion where possible.

## 3. Key Roles & Responsibilities

Role	Responsibility
Classroom Teacher	Implement classroom-level strategies and refer to Head of Teaching and Learning if unresponsive. Essential skills for classroom management and pedagogical framework for guidance and engagement through high level individualised planning.
Head of Teaching and Learning	Primary referral point for classroom disruption, coordinates responses at Tier 1 and Tier 2. Works in conjunction with Engagement Team, Academy Manager and Head of Wellbeing.
Engagement Team	Involved in all behaviour incidents across all tiers, coordinates responses, implements BOM BAM interventions, and manages re-engagement and restorative work. Tracks engagement and behaviour patterns through the workflow tracking program.
Head of Wellbeing	Participates in Tier 2 and 3 referrals, coordinates support services and individual wellbeing plans, collaborates with the Engagement Team and Teaching and Learning.
Principal	Oversees coordination of Tier 2 and 3 responses, ensures consistency in application of policy, supports collaboration between teams and escalation pathways. Links in with the Head of Wellbeing for outcome discussions and pathway planning.

## 4. Behaviour Tiers & Process Overview

### **Tier 1 – Low-Level Classroom Disruption**

*Examples: Talking out of turn, refusal to follow instructions, low-level defiance, distracting others*

- Addressed in-class by teacher using MOB routines
- Restorative conversation held post-lesson
- Recorded as minor incident (if ongoing)
- If persistent: referral to Head of Teaching and Learning

### **Tier 2 – Repeated Disruptions or Moderate Incidents**

*Examples: Persistent non-compliance, low-level vandalism, vaping, inappropriate language, disrespect to staff*

- Referral to Head of Teaching and Learning and Head of Wellbeing
- Parent contact made
- Engagement Team and Academy Manager links in with the Head of Wellbeing for joint action planning, outcome discussions, and pathway development moving forward
- Head of Wellbeing informed and supports any student case planning
- Student may be placed on behaviour monitoring or a period of probation to ensure alignment with school values.
- Access to BOM BAM, Restorative Circles, or targeted workshops.

### **Tier 3 – Major Incidents or Safety Risks**

*Examples: Fighting, possession/dealing substances, damage to property, bringing weapons*

- Immediate referral to Engagement Team
- Head of Teaching and Learning, Head of Wellbeing, and Academy Manager notified
- Safety plan enacted if required
- Parents asked to attend meeting and be immersed in the outcome decision and the impact of behaviours discussed and explored
- Restorative conference upon re-entry
- Re-integration support coordinated by Engagement, Wellbeing, Academy Manager, Head of Wellbeing, and Teaching & Learning Teams
- External services contacted if needed (police, child safety)

## 5. Behaviour Categories

Category	Examples	Response Tier
<b>Disruption</b>	Talking back, throwing objects, refusing to engage	Tier 1 → Tier 2 (if repeated)
<b>Vaping</b>	Possession or use of vape	Tier 2 (initial) → Tier 3 (repeat or dealing)
<b>Fighting</b>	Pushing, punching, group fighting	Tier 3
<b>Property Damage</b>	Breaking furniture, graffiti	Tier 2 → Tier 3 (depending on extent)
<b>Weapons</b>	Possession of knife or dangerous object	Tier 3
<b>Substance Possession/Dealing</b>	Cannabis, alcohol, medication without authorisation	Tier 3

## 6. Support Pathways

All tiers allow for tailored support plans linked to student needs. Support options include:

- BOM BAM behavioural mentoring
- Wellbeing referrals
- Alternative learning environment (engagement room)
- Check-ins with Engagement, Teaching and Learning, or Academy Manager
- Restorative conversations or conferences
- MOB Life values alignment sessions

## 7. Documentation & Communication

All incidents must be logged in the school behaviour system (TASS) with clear referral notes. The Head of Teaching and Learning ensures classroom referrals are actioned and Engagement Team follow-ups are logged. Academy Manager and Head of Wellbeing are looped into Tier 2 and Tier 3 processes. All relevant communications are to be recorded in TASS, including parent contact, incident summaries, and meeting notes.

## 8. Flexibility & Discretion

While the tiered structure provides consistency, professional judgment is expected. Staff may escalate or de-escalate responses based on context, student history, and engagement.

## 9. Review and Monitoring

Behaviour data is reviewed often by the Engagement Team, Head of Teaching and Learning, Academy Manager, and Head of Wellbeing to identify trends, target interventions, and ensure appropriate follow through. Termly reviews are used to assess impact and strategise program updates and refinements.