



# Student Code of Conduct

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## 1. Purpose

The MLC Student Code of Conduct outlines the College's expectations for all students regarding the behaviour expected of them while in the school community, when participating in College related activities or while representing MLC.

## 2. Scope

This policy applies to all students Prep - Year 12, including students who reside in the Tiddeman Boarding House. The application of this Code is not limited to the College sites (which includes the remote sites at Marshmead and Banksia) and school hours. It extends to all activities and events that are MLC related and when representing or acting on behalf of the College.

## 3. Policy Statement

### 3.1. Policy Principles

The Student Code of Conduct is based on the expectation that students, parents and staff work together in an environment of trust and mutual respect. Courtesy is to be shown to everyone in the community and at school. It should be displayed in the way students speak to each other and to staff, as well as behaviour inside and outside the classroom, including when using electronic communication. Courteous and thoughtful behaviour is expected in the community and in public at all times, together with honesty and respect for the rights and welfare of others.

### 3.2. Positive Behaviours that Support the MLC Values

The MLC values make clear what we stand for and aspire to, guiding the culture we foster and the behaviours we expect of everyone within our community:

*Engage with **Respect***

*Aspire with **Responsibility***

*Act with **Compassion***

*Explore with **Courage***

In learning spaces I will	On all school properties I will	In the community I will	In the digital world I will
<b>Welcome diversity, recognise individual circumstances and be responsive to individual needs</b>			
<b>Take responsibility for my own actions and decisions</b>			
<b>Behave in a manner that ensures my safety and the safety of others</b>			
<b>Demonstrate optimism, determination and resilience</b>			
Approach every interaction with an open mind	Respect property and facilities ensuring College grounds are clean and tidy.	Take responsibility for myself, others and the environment	Carefully read and follow the Agreement for Student Use of Technology at MLC
Make positive contributions and respect those made by others by listening and being attentive	Dispose of waste appropriately	Follow uniform guidelines	Use digital resources to support my learning
Take responsibility for self-directed learning	Report any anti-social behaviour to a staff member	Always uphold the College values	Report any inappropriate online behaviour to a staff member
Keep all spaces clean and tidy	Keep all shared spaces clean and tidy	Always uphold the law	Show respect for myself and others
Set suitable goals and utilise my strengths to achieve these	Show respect for all members of the community, including students, staff, parents/guardians and visitors	Be generous and considerate in my support of others	Use apps and sites that are appropriate for my age
Ensure that all members of the class can maximise their learning	Be punctual to all classes and activities	Demonstrate respect for all members of the community	

### 3.3. Behaviours that don't support the MLC values

#### 3.3.1. Level 1 – Minor Misbehaviours

Managed by Class / Subject teachers / Home Group Teachers and Tutors / Boarding Supervisors

Across each MLC site (Kew, Banksia and Marshmead), including the Tiddeman Boarding House, our school-wide, values-based expectations are taught and modelled. They form the basis for developing positive expectations of behaviour. Every staff member will take action to support students in being accountable for their choices and will respond calmly and assertively, reminding and redirecting students about classroom and school grounds expectations.

In Level 1, students will undertake a restorative conversation with a staff member, working together to explore solutions.

Behaviour Category	Example	Possible response/s (in sequential order)
<b>Respecting MLC Uniform Requirements</b>	Wearing jewellery or make-up, Hair not tied back. Dress/skirt length inappropriate Wearing non-MLC clothing items	<ul style="list-style-type: none"> <li>– Uniform conversation issued via attendance tracking following a discussion with the student, which includes request to remove jewellery /non uniform items/ tie hair back.</li> </ul>
<b>Lateness to class</b>	Late to roll call or class Late to Community based duties at Marshmead	
<b>Disruptive</b>	Distracting peers and/or staff whilst in class or undertaking activities.	<ul style="list-style-type: none"> <li>– If repeated, staff may retain jewellery/ clothing items for the day</li> <li>– HGT/Tutor has a restorative conversation when 3 uniform conversations are recorded.</li> </ul>
<b>Refusal to participate</b>	Passive refusal to complete work. Incomplete assignments, class work or homework. Not completing assigned duties at Marshmead such as morning inspections. Not engaging in boarding house LACE program, or other boarding activities, events or duties.	
<b>Unexplained absence from class</b>	Missing part or all of a class or Boarding Prep that is not explained	<ul style="list-style-type: none"> <li>– Classroom teacher has a restorative conversation, which may include:                             <ul style="list-style-type: none"> <li>▪ informing the student that they are to stay behind if class is prior to recess, lunch or end of day</li> <li>▪ moving the student or removing them from the classroom for a short period</li> <li>▪ an agreement regarding how and when the student will complete work.</li> <li>▪ an agreement regarding how student will act in class in the future.</li> <li>▪ request to place phone in locker or in mobile phone resting box</li> <li>▪ Reminder about classroom expectations.</li> <li>▪ Reflection sheet</li> </ul> </li> </ul>
<b>Uncooperative or disrespectful to staff</b>	Ignoring staff requests or instructions. Interrupting inappropriately, speaking whilst staff are teaching.	
<b>Inappropriate physical contact</b>	Inappropriate displays of affection or unwanted physical contact between students	<ul style="list-style-type: none"> <li>– Boarding supervisor has a restorative conversation, which may include                             <ul style="list-style-type: none"> <li>▪ A reminder about expectations in the boarding house</li> <li>▪ Informing the student that they may be gated for a period of time</li> </ul> </li> </ul>
<b>Use of phones/smart devices and other technologies without permission</b>	Students in JS/JSS having mobile phones/smart devices (not switched to flight mode) in their possession during school hours without teacher permission Students in MS/SS using mobile phones/devices during class time without permission Boarding students in JSS/MS deliberately keeping their phones and electronic devices after tech time	
<b>Bringing contraband items to MLC Marshmead or MLC Banksia</b>	Student brings a contraband item such as confectionary, movies, computer games to Marshmead.	<ul style="list-style-type: none"> <li>– Referral to HGT/Tutor if ongoing</li> <li>– Contact parent/guardian</li> </ul>

### 3.3.2. Level 2 – Moderate or Repeated Misbehaviours

Student Coordinator / Deputy Head of School / Head/Deputy Head of Boarding / Deputy Director/Director of Marshmead or Banksia

Focused Intervention and Targeted Behaviour Support. Students will sometimes require more support and guidance to change their inappropriate behaviour and learn more appropriate ways to relate with peers and adults at MLC. When behaviour becomes chronic (repeated) or acute (moderate level), students will be managed at a Level 2. This may involve Student Coordinator/Deputy Head engaging with parents through student support meetings to guide students in making better choices.

Behaviour Category	Example	Possible Restorative Response/s
<b>Cheating</b>	Breaches of dMLC's Academic Integrity Policy, e.g., a student submitting work that is not their own.	<ul style="list-style-type: none"> <li>- Discussion with Yr 7-10 student so that they understand issue. Option to undertake reflection activity.</li> <li>- Verbal or written warning</li> <li>- Completing an alternative task</li> <li>- Receiving a score of 0</li> <li>- If occurs in an IB or VCE class refer to relevant Curriculum Coordinator for follow up discussion.</li> <li>- (as per the MLC Academic Integrity Policy)</li> <li>- Contact parent/guardian</li> </ul>
<b>Lying</b>	Not telling the truth	<ul style="list-style-type: none"> <li>- Restorative conversation</li> <li>- Mediation</li> </ul>
<b>IT misconduct</b>	Breach of the Agreement for Student Use of Technology at MLC Policy Bringing a prohibited device such as a Phone to Marshmead or Banksia Not handing in their phone or other electronic devices at tech time in Tiddeman Boarding House.	<ul style="list-style-type: none"> <li>- Letter of apology</li> <li>- Reflective writing (adapted to age ability and learning needs of student)</li> <li>- Individual Behaviour contract</li> <li>- Lunchtime/after school reflection session</li> </ul>
<b>Bullying</b>	Breaches of the Bullying Prevention and Intervention Policy such as inappropriate conduct in relation to another student.	<ul style="list-style-type: none"> <li>- Service activity in MLC Community</li> <li>- Contact parent/guardian</li> </ul>
<b>Racism / Trans or Homophobia</b>	Racist behaviours that belittle, mock, intimidate, vilify or shame based on ethnic background, cultural practices, religion or physical appearance Trans / Homophobic behaviours that humiliate, intimidate, shame or vilify based on sexuality or gender identity.	
<b>Defiance</b>	Failure to respond to adult request / instruction.	
<b>Inappropriate verbal conduct</b>	Swearing, aggressive tone to staff or other students	
<b>Unexplained absence from class</b>	Two or more unexplained absences from class	
<b>Breach of school rules</b>	Being out of school grounds without permission Being outside of Marshmead or Banksia boundaries Taking food from the Marshmead kitchen without permission. Behaviour on school excursion or trip that puts self or others at risk or damages the reputation of the College Boarder leaving the Tiddeman Boarding House without completing an appropriate leave pass or not adhering to the details submitted on the pass.	

### 3.3.3. Level 3 – Serious Misbehaviour

Behavioural strategies, approaches, and problem-solving conversations with Head of School / Head of Boarding/Vice Principal / Principal

This level of intervention is designed to provide intensive support for students presenting with complex, ongoing difficulties or who are considered significantly at risk of harm to themselves or others. When a student has been identified as needing Level 3 support, they will be managed by a Head of School/Head of Boarding/Vice Principal/ Principal. These processes will only happen in consultation with parents and could involve a Student Support Meeting. Where applicable, additional input will be sought from external professionals.

Behaviour Category	Example	Possible Response/s
<b>Intentionally disrespecting/ causing damage to classroom environment or equipment or possessions of other students</b>	Graffiti on any College property, deliberately breaking College equipment or personal items of other students	<ul style="list-style-type: none"> <li>- Conversation with Head of Boarding/Director of Marshmead/ Head of School/Vice Principal/Principal</li> <li>- Repairing or restitution for any damage caused</li> </ul>
<b>Breach of school rules - involving safety issues</b>	Being outside of Marshmead or Banksia boundaries, Tiddeman Boarding House or tour accommodation at night	<ul style="list-style-type: none"> <li>- Letter of apology</li> <li>- Lunchtime/after school reflection session</li> </ul>
<b>Possessing prohibited items</b>	Breaches of the drug and alcohol policy such as possessing/consuming alcohol, drugs, and vaping or illicit substances.	<ul style="list-style-type: none"> <li>- Individual Behaviour contract</li> <li>- Contact parent/guardian</li> </ul>
<b>Property misconduct (theft)</b>	Theft of belongings from another student, staff, school property.	<ul style="list-style-type: none"> <li>- Early return from Marshmead/ Banksia or Tour</li> </ul>
<b>Threats to others</b>	Making threats of violence, or harm towards another person via any means.	<ul style="list-style-type: none"> <li>- Education ie Quit material/ referral to health support</li> <li>- Service to MLC community activity</li> <li>- Internal suspension</li> <li>- Suspension from Tiddeman Boarding House</li> <li>- Suspension from Day school</li> </ul>

### 3.3.4. Level 4 – Extremely Serious Behaviour

The Principal may suspend or expel a student in the following circumstances:

Behaviour Category	Example	Possible Response/s
<b>Severe threats to others</b>	Making serious threats of violence, to harm or hurt or cause death, or illegal act towards another person via any means	<ul style="list-style-type: none"> <li>- Conversation with Head of School/ Principal</li> <li>- Contact parent/guardian</li> </ul>
<b>An extremely serious offence which jeopardises the safety and security of other members of the school community or which seriously harms the reputation of the School.</b>	Physical violence to staff or student. Bringing a weapon or dangerous item to school or school event.	<ul style="list-style-type: none"> <li>- Search of student bag / locker / boarding house bedroom</li> <li>- Internal suspension</li> <li>- Suspension</li> <li>- Suspension/expulsion from Tiddeman Boarding House</li> </ul>
<b>Illicit/ Illegal substances</b>	Breaches of the drug education health and wellbeing policy such as using illicit substances whilst in school uniform, bringing illicit substances on school grounds. Includes possessing, consuming, inhaling, procuring or supplying drugs (see WHO definition)	<ul style="list-style-type: none"> <li>- Early return from Marshmead / Banksia or Tour</li> <li>- Expulsion</li> <li>- An illegal act would involve consultation with Police</li> </ul>
<b>A serious breach of the School's enrolment agreement, including but not limited to the Enrolment Terms and Conditions, the Student Behaviour Management policy and the Parent Code of Conduct.</b>		

## 4. Procedures for Responding to Student Misbehaviour

### 4.1. Principles

Managing relationships in the classroom should be predominantly proactive, rather than reactive. Examples of proactive measures (micro moments) include hints/prompts/cues such as a glance or a brief pause when a student is off-task or praise in recognition of positive behaviour.

Effective consequences at MLC follow the 4 R's principle:

- They must be **Related** to the behaviour – for example, this may mean giving up personal time to make up for the teaching and learning time they have wasted during a lesson
- They must be **Respectful** – not demeaning or humiliating
- They must be **Reasonable** – developmentally appropriate for the student
- They must be **Relational** – focus on repairing relationships

### 4.2. A restorative conversation

A restorative conversation generally follows a prescribed series of questions which may include:

- **What happened?** We are seeking to focus on the actual events first. May also include some support questions to help the student understand the situation they have contributed to, such as: **Where did it happen? When did it happen? Who was involved?**
- **What were you thinking at the time?** Seeking to focus on the student's contribution. Helping them to understand their motivations.
- **What have you been thinking about since?** Focus on the process of reflection; the student may already have insight into their responsibility and the impact on others.
- **Who has been affected by this?** Looking for the student's perception of their impact on others.
- **What can you do to fix this situation? How are you going to repair the relationships?**

The student may provide input into what they see as an appropriate consequence.  
(Thorsborne & Vinegrad, 2021).

### 4.3. Reflective writing

Student is to complete a piece of writing that allows them to reflect on their poor choices and explain how their future choices will result in different outcomes. The signature of a parent may also be required.

### 4.4. Mediation

Meetings are aimed at resolving conflict between staff/student or student/student. These meetings may include relevant staff member/s, Coordinator, Boarding Supervisor, Deputy Head of Boarding, Deputy Director of Marshmead, Deputy Head of School, Head of Boarding, Director of Marshmead, Director of Banksia, Head of School and/or member of the school counselling team.

### 4.5. Lunchtime Reflection session

This may be held any day of the week and for a length of time determined by the coordinator. Students will be required to reflect on their behaviour either via a conversation with the coordinator and/or a reflective writing piece.

### 4.6. After School Reflection session

This may be held any day of the week for an hour, but should be in a student's "free time". This will

be supervised by the Deputy Head/Head of School, Deputy Head/ Head of Boarding, Deputy Director or Director of Marshmead, Director of Banksia. Students will be required to reflect on their behaviour via a conversation with the Deputy Head/Head and may be required to complete a reflective writing piece. A service to the community task may also be appropriate. This is a more significant consequence than the lunchtime reflection session.

The lunchtime/afterschool reflection session is a strategy to achieve a set of outcomes that include:

- Stop the behaviour
- Promote better behaviour
- Provide the most effective learning
- Reflect MLC values.

#### **4.7. Individual Behaviour Management Plan**

Individual Behaviour Management Plans may be implemented following repeated, serious misbehaviour and on return to school following suspension. These plans will be negotiated between College staff, students and parents/carers, and will consider the student's:

- Age
- developmental needs
- behavioural context
- cognitive needs.

Individual Behaviour Management Plans are designed to support the student to demonstrate appropriate behaviour in the school environment. Desired behaviour/goals of the student will be clearly described and agreed upon by all parties. The plan will outline changes and/or support required in the learning environment to enable the student to modify their behaviour.

The College will refer the student to additional support available and review, assess, change and modify the plan as required. The student, staff member responsible and the parent/carer is required to sign off on the Individual Behaviour Management Plan.

#### **4.8. Internal suspension**

This is a more significant consequence that will normally only be used when other measures have not produced a satisfactory change in behaviour, or an incident has occurred that warrants this action. This involves a student remaining at school, and completing one or more of the following:

- Student remains at school, is isolated from their peers and completes school work
- Writes a reflective piece on their behaviour
- Undertakes tasks /duties that give service to the MLC Community

#### **4.9. Suspension from School**

Suspension from School or Tiddeman Boarding House or a return from Marshmead is used sparingly, in situations where students have breached particular school policies, such as the Bullying Prevention and Intervention or Student Drug Education, Health and Wellbeing Policy.

At MLC we consider students' individual circumstances when responding to inappropriate behaviour or determining an appropriate consequence. This will mean that not everyone will be treated in the same way. Responses to students will also be differentiated based on age. If a student continues to make choices that do not align with the College values, a conversation with the Principal regarding whether MLC is the right learning environment will take place.



## 5. Related MLC policies

- Bullying Prevention and Intervention Policy
- Behaviour Management Policy – Relationships for Learning

## 6. Governance

Document Details		
<b>Title:</b>	Student Code of Behaviour Policy (formerly Student Code of Discipline and Behaviour Policy)	
<b>Policy Approver:</b>	Vice Principal	
<b>Policy Owner:</b>	Director of Student Wellbeing	
<b>Involved in Review:</b>	Student Wellbeing Committee, Head of Boarding, Dir MLC Marshmead, Schools Management Team, Student Representative Council (students)	
<b>Date Created:</b>	April 2006	
<b>Review Timeline:</b>	Triennial	
<b>Date of Next Review:</b>	October 2025	

  

Version Control		
Version	Date	Description
V1	Apr 2006	Policy created
V2	Feb 2011	Minor updates
V3	Nov 2012	Minor updates
V4	Apr 2013	Minor updates
V5	Dec 2018	Minor updates to aligning this policy with updates to other College policies (Positive Relationships at MLC – Student Anti Bullying Policy and Procedures; Student Drug Education, Health and Wellbeing Policy)
V6	Sep 2021	Reformatted to new College Policy template. This policy is currently undergoing a major review.
V7	Oct 2022	Major update. Policy renamed (formerly Student Code of Discipline and Behaviour Policy) and completely rewritten.
V8	May 2023	Minor update to include appendices for Boarding and MLC Marshmead

  

Audience	Publication Location
MLC Staff	MLC Staff Hub > Document Central
MLC Students	MLC Student Hub
Parents/Gurdians	myMLCfamily
Wider community	External MLC website



# Appendix 1 – Student Planner version of Student Code of Behaviour

## Student Code of Behaviour

This section is adapted from the Student Code of Behaviour Policy and Procedure

### Positive behaviours that support the MLC Values

The MLC values make clear what we stand for and aspire to, guiding the culture we foster and the behaviours we expect of everyone within our community:

- Engage with **Respect**
- Aspire with **Responsibility**
- Act with **Compassion**
- Explore with **Courage**

In learning spaces I will	On all school properties I will	In the community I will	In the digital world I will
<b>Welcome diversity, recognise individual circumstances and be responsive to individual needs</b>			
<b>Take responsibility for my own actions and decisions</b>			
<b>Behave in a manner that ensures my safety and the safety of others</b>			
<b>Demonstrate optimism, determination and resilience</b>			
Approach every interaction with an open mind	Respect property and facilities ensuring College grounds are clean and tidy.	Take responsibility for myself, others and the environment	Carefully read and follow the agreement for Student Use of Technology at MLC
Make positive contributions and respect those made by others by listening and being attentive	Dispose of waste appropriately	Follow uniform guidelines	Use digital resources to support my learning
Take responsibility for self-directed learning	Report any anti-social behaviour to a staff member	Always uphold the College values	Report any inappropriate online behaviour to a staff member
Keep all spaces clean and tidy	Keep all shared spaces clean and tidy	Always uphold the law	Show respect for myself and others
Set suitable goals and utilise my strengths to achieve these	Show respect for all members of the community, including students, staff, parents/guardians and visitors	Be generous and considerate in my support of others	Use apps and sites that are appropriate for my age
Ensure that all members of the class can maximise their learning	Be punctual to all classes and activities	Demonstrate respect for all members of the community	

## Behaviours that don't support the MLC Values

### Level 1: Minor Misbehaviours

In Level 1, students will undertake a restorative conversation with a staff member, working together to explore solutions.

**Examples:** Late to class or unexplained absence, incorrect uniform, disruptive in class, use of phone without permission.

### Level 2: Moderate or repeated misbehaviours

In Level 2, students require more support and guidance to change their inappropriate behaviour and learn more appropriate ways to relate with peers and adults at MLC.

This may involve Student Coordinator/Deputy Head engaging with parents through student support meetings to guide students in making better choices, restorative conversations, mediation, letter of apology, reflective writing (adapted to age, ability and learning needs of student), Individual Behaviour Contract, lunchtime/after school reflection session, service activity in MLC community.

**Examples of moderate misbehaviour:** Cheating, lying, use of technology that causes harm to others, bullying, swearing at staff, intentionally not responding to staff instruction, repeated unexplained absence from class, breach of school rules about being off site without permission.

### Level 3: Serious Misbehaviour

In Level 3 students require intensive support for complex, ongoing difficulties that seriously impact themselves or other students or staff.

Level 3 processes will only happen in consultation with parents and could involve a Student Support Meeting.

**Examples of serious misbehaviour:** Damage to property, stealing, making threats to harm, possessing, consuming alcohol, drugs, vapes, illicit substances or being in the presence of others.

### Level 4: Extremely Serious Behaviour

The Principal may suspend or expel a student at this level.

**Examples of extremely serious misbehaviour:** Behaviour that is illegal and needs to be reported to police including physical violence, bringing a weapon or dangerous item or illicit substance on school grounds or to school event, serious threats to anyone in school community.

## Appendix 2 – Remote Sites (Banksia and Marshmead) adaptation of Student Code of Behaviour

### Student Code of Behaviour

This section is adapted from the Student Code of Behaviour Policy and Procedure.

This will appear in the Marshmead Handbook and shared with students and parents at relevant information evenings

### Positive behaviours that support the MLC Values

The MLC values make clear what we stand for and aspire to, guiding the culture we foster and the behaviours we expect of everyone within our community:

- Engage with **Respect**
- Aspire with **Responsibility**
- Act with **Compassion**
- Explore with **Courage**

In learning spaces I will	On all school properties I will	In the community I will	In the digital world I will
<b>Welcome diversity, recognise individual circumstances and be responsive to individual needs</b>			
<b>Take responsibility for my own actions and decisions</b>			
<b>Behave in a manner that ensures my safety and the safety of others</b>			
<b>Demonstrate optimism, determination and resilience</b>			
Approach every interaction with an open mind	Respect property and facilities ensuring College grounds are clean and tidy.	Take responsibility for myself, others and the environment	Carefully read and follow the agreement for Student Use of Technology at MLC
Make positive contributions and respect those made by others by listening and being attentive	Dispose of waste appropriately	Follow Marshmead equipment and clothing guidelines	Use digital resources to support my learning
Take responsibility for self-directed learning	Report any anti-social behaviour to a staff member	Always uphold the College values	Report any inappropriate online behaviour to a staff member
Keep all spaces clean and tidy	Keep all shared spaces clean and tidy	Always uphold the law	Show respect for myself and others
Set suitable goals and utilise my strengths to achieve these	Show respect for all members of the community, including students, staff, parents/guardians and visitors	Be generous and considerate in my support of others	Use apps and sites that are appropriate for my age and the Marshmead environment.
Ensure that all members of the class can maximise their learning	Be punctual to all classes and activities	Demonstrate respect for all members of the community	

## Behaviours that don't support the MLC Values – Marshmead Specific

### Level 1: Minor Misbehaviours

In Level 1, students will undertake a restorative conversation with a staff member, working together to explore solutions.

**Examples:** Late to class or Community duty/event, disruptive in class, not completing duties such as morning inspections.

### Level 2: Moderate or repeated misbehaviours

In Level 2, students require more support and guidance to change their inappropriate behaviour and learn more appropriate ways to relate with peers and adults at MLC.

This may involve Director/Deputy Director engaging with parents and student through conversation to guide students in making better choices, restorative conversations, mediation, letter of apology, reflective writing (adapted to age, ability and learning needs of student), Individual Behaviour Contract, lunchtime/after school reflection session, service activity in Marshmead community.

**Examples of moderate misbehaviour:** Lying, bullying, swearing at staff, intentionally not responding to staff instruction, breach of Marshmead/Banksia boundary system.

### Level 3: Serious Misbehaviour

In Level 3 students require intensive support for complex, ongoing difficulties that seriously impact themselves or other students or staff.

Level 3 processes will only happen in consultation with parents and could involve a return home and return to school (Kew) meeting.

**Examples of serious misbehaviour:** Damage to property, stealing, bringing a mobile phone, being out of bounds at night, making threats to harm, possessing, consuming alcohol, drugs, vapes, illicit substances or being in the presence of others.

### Level 4: Extremely Serious Behaviour

The Principal may suspend or expel a student at this level.

**Examples of extremely serious misbehaviour:** Behaviour that is illegal and needs to be reported to police including physical violence, bringing a weapon or dangerous item or illicit substance on school grounds or to school event, serious threats to anyone in school community.

## Appendix 3 – Boarding House adaptation of Student Code of Behaviour

### Student Code of Behaviour

*This section is adapted from the Student Code of Behaviour Policy and Procedure*

*This will appear in the Boarding Handbook and shared with students and parents at relevant information sessions.*

In Preparation time I will	In Tiddeman House I will	As a member of the Boarding community I will	In the digital world I will
<b>Welcome diversity, recognise individual circumstances and be responsive to individual needs</b>			
<b>Take responsibility for my own actions and decisions</b>			
<b>Behave in a manner that ensures my safety and the safety of others</b>			
<b>Demonstrate optimism, determination and resilience</b>			
Be punctual and with everything required for Preparation to maximise time and my learning	Respect property and facilities ensuring Tiddeman House is clean, damage free and tidy.	Take responsibility for myself, others and the community	Carefully read and follow the agreement for Student Use of Technology at MLC
Follow Preparation expectations, such as working at my desk	Dispose of waste appropriately	Approach boarding activities with a positive and inclusive mindset	Use digital resources to support my learning
Make positive contributions and respect those made by others by listening and being attentive	Follow Behaviour and Conduct Expectations eg/Tidy Room	Follow dress and appearance codes as outlined in the Boarders Handbook	Adhere to the BH expectations of correctly handing in my electronic devices at the appropriate time
Take responsibility for self-directed learning and accessing the specialist assistance provided in house	Report any anti-social or unsafe behaviour to a staff member	Always uphold the College values	Use of electronic devices is appropriate and in accordance with BH Expectations
Keep all spaces clean and tidy	Keep all shared spaces clean and tidy	Always uphold the law	Report any inappropriate online behaviour to a staff member
Set suitable goals and utilise my strengths to achieve these	Show respect for all members of the community, including students, staff, parents/guardians and visitors	Be generous and considerate in my support of others	Show respect for myself and others in an online environment
Ensure that all members of the House can maximise their learning	Be punctual to all activities and excursions	Demonstrate respect for all members of the community	Use apps and sites that are appropriate for my age

## Behaviours that don't support the MLC Values – Boarding specific

### Level 1: Minor Misbehaviours

In Level 1, students will undertake a restorative conversation with a staff member, working together to explore solutions.

**Examples:** Late to meals, Prep or returning from leave. Room untidy, bed not made, items over the floor and desk. Not completing duties such as Common Room tidying up duty.

### Level 2: Moderate or repeated misbehaviours

In Level 2, students require more support and guidance to change their inappropriate behaviour and learn more appropriate ways to relate with peers and adults at MLC.

This may involve Head/Deputy Head of Boarding engaging with parents and student through conversation to guide students in making better choices, restorative conversations, mediation, letter of apology, reflective writing (adapted to age, ability and learning needs of student).

**Examples of moderate misbehaviour:** Lying, bullying, swearing at staff, intentionally not responding to staff instruction, breach of Boarding expectations system over a sustained period of time.

### Level 3: Serious Misbehaviour

In Level 3 students require intensive support for complex, ongoing difficulties that seriously impact themselves or other students or staff.

Level 3 processes will only happen in consultation with parents and Head of School and could involve a return home for a period of time.

**Examples of serious misbehaviour:** Damage to property, stealing, misuse of mobile phone, not being where the leave pass stated the student would be, making threats to harm, possessing, consuming alcohol, drugs, vapes, illicit substances or being in the presence of others.

### Level 4: Extremely Serious Behaviour

The Principal may suspend or expel a student at this level.

**Examples of extremely serious misbehaviour:** Behaviour that is illegal and needs to be reported to police including physical violence, bringing a weapon or dangerous item or illicit substance on school grounds or to school event, serious threats to anyone in school community.