



Student Code of Conduct

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.

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 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
Welcome diversity, recognise individual circumstances and be responsive to individual needs			
Take responsibility for my own actions and decisions			
Behave in a manner that ensures my safety and the safety of others			
Demonstrate optimism, determination and resilience			
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

In every classroom, 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)
Respecting MLC Uniform Requirements	Wearing jewellery or make-up, Hair not tied back. Dress/skirt length inappropriate Wearing non-MLC clothing items	<ul style="list-style-type: none"> – Uniform conversation issued via attendance tracking following a discussion with the student, which includes request to remove jewellery /non uniform items/ tie hair back.
Lateness to class	Late to roll call or class	<ul style="list-style-type: none"> – If repeated, staff may retain jewellery/ clothing items for the day
Disruptive	Distracting peers and/or teacher	<ul style="list-style-type: none"> – HGT/Tutor has a restorative conversation when 3 uniform conversations are recorded.
Refusal to participate-	Passive refusal to complete work. Incomplete assignments, class work or homework.	<ul style="list-style-type: none"> – Classroom teacher has a restorative conversation, which may include: <ul style="list-style-type: none"> ▪ informing the student that they are to stay behind if class is prior to recess, lunch or end of day ▪ moving the student or removing them from the classroom for a short period ▪ an agreement regarding how and when the student will complete work. ▪ an agreement regarding how student will act in class in the future. ▪ request to place phone in locker or in mobile phone resting box ▪ Reminder about classroom expectations. ▪ Reflection sheet
Unexplained absence from class	Missing part or all of a class that is not explained	
Uncooperative or disrespectful to staff	Ignoring staff requests or instructions. Interrupting inappropriately, speaking whilst staff are teaching.	
Inappropriate physical contact	Inappropriate displays of affection or unwanted physical contact between students	
Use of phones/smart devices and other technologies without permission	Students in JS/JSS having mobile phones/smart devices in their possession during school hours without teacher permission Students in MS/SS using mobile phones/devices during class time without permission	<ul style="list-style-type: none"> – Referral to HGT/Tutor if ongoing – Contact parent/guardian

3.3.2. Level 2 – Moderate or Repeated Misbehaviours

Student Coordinator / Deputy Head of School / Head of Boarding / 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
Cheating	Breaches of MLC's Academic Integrity policy such a student submitting work that is not their own.	<ul style="list-style-type: none"> – Discussion with Yr 7-10 student so that they understand issue. Option to undertake reflection activity. – Verbal or written warning – Completing an alternative task – Receiving a score of 0 – If occurs in an IB or VCE class refer to relevant Curriculum Coordinator for follow up discussion. – (as per the MLC Academic Integrity Policy) – Contact parent/guardian
Lying	Not telling the truth	<ul style="list-style-type: none"> – Restorative conversation – Mediation
IT misconduct	Breach of the Agreement for Student Use of Technology policy	<ul style="list-style-type: none"> – Letter of apology – Reflective writing (adapted to age ability and learning needs of student)
Bullying	Breaches of the Anti-bullying Policy such as inappropriate conduct in relation to another student	<ul style="list-style-type: none"> – Individual Behaviour contract – Lunchtime/after school reflection session – Service activity in MLC Community
Defiance	Failure to respond to adult request/instruction	<ul style="list-style-type: none"> – Contact parent/guardian
Inappropriate verbal conduct	Swearing, aggressive tone to staff or other students	
Unexplained absence from class	2 or more unexplained absences from class	
Breach of school rules	Being out of school grounds without permission Being outside of Marshmead or Banksia boundaries	

	Behaviour on school excursion or trip that puts self or others at risk or damages the reputation of the College	
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3.3.3. Level 3 – Serious Misbehaviour

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

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
Severe threats to others	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"> – Conversation with Head of School/ Principal – Contact parent/guardian – Search of student bag / locker – Internal suspension
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	Physical violence to staff or student. Bringing a weapon or dangerous item to school or school event.	<ul style="list-style-type: none"> – Suspension – Early return from Marshmead / Banksia or Tour – Expulsion – An illegal act would involve consultation with Police
Illicit/ Illegal substances	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)	
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.		

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, Deputy Head, 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. This will be supervised by the Deputy Head/Head of School. 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 is used sparingly, in situations where students have breached particular school policies, such as the Student Anti-Bullying 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.

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***
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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.

5. Governance

Document Details		
Title:	Student Code of Behaviour Policy (formerly Student Code of Discipline and Behaviour Policy)	
Policy Approver:	Vice Principal	
Policy Owner:	Director of Student Wellbeing	
Date Created:	April 2006	
Review Timeline:	Triennial	
Date of Next Review:	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 align 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.
Audience		Publication Location
MLC Staff		MLC Staff Hub > Document Central
MLC Students		MLC Student Hub
Parents/Guardians		myMLCfamily
Wider community		External MLC website