



MACKAY CHRISTIAN COLLEGE

Christian Education on Purpose

1S 1 Student Behaviour Education Policy

Purpose:	The purpose of this policy is to help maintain a safe, supportive and protective learning community that promotes student safety and wellbeing. It seeks to reinforce student awareness that they are responsible for their own choices and actions, and that they are accountable to those placed in authority over them and that consequences, both good and hard, are a product of their choices.
Scope:	This policy applies to employees, contractors, volunteers, parents/carers, students, people undertaking work experience and vocational placements.
Status:	Approved, supersedes previous policy
Authorised by:	College Principal
Date of Authorisation:	October 2024
References:	Australian Education Regulations 2013 (Cth) Australian Student Wellbeing Framework MCC Student Bullying Prevention Policy MCC Student Bullying Reporting and Response Procedures MCC Behaviour Education Policy MCC Primary Behaviour Education Procedures MCC Primary Behaviour Education Records MCC Secondary Behaviour Education Levels MCC Secondary Behaviour Education Records
Review Date:	Every two years
Policy Owner/s:	Head of Secondary and Head of Primary

Behaviour Education Statement

Mackay Christian College's (MCC) core purpose is as an educational centre, a College where parents/carers have an expectation that quality teaching and learning will occur. Staff seek to reflect the heart and mind of Christ when interacting with students and aim to assist students to develop maturity and a responsible attitude towards themselves, their peers and the world at large. Reinforcing student awareness that they are responsible for their own choices and actions, are accountable to those placed in authority over them and that consequences, both good and hard, are a product of their choices is foundational to behaviour education processes. Staff aim to administer all behaviour education procedures and consequences with unconditional love and acceptance of the student as a unique creation of God.

Staff underpin their teaching and subject presentations with a Christian worldview and they expect to teach in an environment where, in general, students come with an attitude to participate well.

Students who choose not to participate in class as instructed, or who repeatedly behave in an unacceptable manner, or who regularly show a lack of courtesy and respect for staff, are given opportunities to change their behaviours through our Behaviour Education Process.

MCC's expectations include students demonstrating respect and courtesy towards staff and other students. When a student repeatedly chooses to reject opportunities for change and continues to disrupt classes and the learning of others, or engages in gross misbehaviour, the Enrolment Committee then meets to decide that student's future in the College. The needs of all students are considered in this process.

When little or no change in observed behaviours occurs, the College then needs to take further, more serious action, which may include withdrawal of enrolment. Consistent consequences for actions train students to differentiate between acceptable and unacceptable behaviours. The withdrawal of disruptive students allows the general student body to remain better focused on their educational objectives. Staff are committed to educating students in a secure, orderly environment where College values are reinforced.

The College has a Youth Support Counsellor where appointments are made during College hours. There are also Chaplains available during College hours for students in need. These counselling services are only a first step and the College Counsellors may recommend parents/carers organise ongoing counselling sessions by an external provider.

Teaching staff are trained by their educational qualifications to provide wellbeing check-ins and behaviour education strategies. Professional services may be accessed through Mackay Christian Family Church or local, established organisations. Families seeking counselling for their children are directed to these organisations.

Staff strive to apply and reflect the heart of Jesus Christ. Scripture teaches that forgiveness is received when genuine repentance for wrongdoing is expressed. An unrepentant heart will face the consequences of judgement.

Scripture also teaches that consequences for wrongdoing are necessary for training people to learn to discern between right and wrong in this world. The justice system reflects this in that, even when the heart shows true repentance and guilt for an action, the judge still needs to apply a consequence. Shielding children from consequences does not teach them the difference between acceptable and unacceptable behaviour.

The Behaviour Education Process at MCC attempts to apply a consistent set of consequences, always allowing for discretion in each individual situation. Staff pray for revelation of truth and the gift of wisdom when dealing with students and then decide consequences for that incident. In difficult or unusual circumstances, staff are encouraged to discuss their decisions with other staff, the Pastoral Care Coordinator, House Family Coordinators or Heads of School.

Behaviour education relies not only upon sound teacher preparation and correction of misbehaviour. Staff also provide reinforcement of desired behaviours with encouragement and rewards. Individual staff have a number of strategies available to recognise those students who are courteous, respectful and well-behaved.

The presentation of Gold Awards and Thank You Awards by staff recognise those students who have positively contributed to the College culture. Students are encouraged to come to the College each day prepared to make the most of the learning environment and to be involved in a variety of activities. The College also appreciates those students who enjoy sharing their Christian faith with their peers as this usually requires a measure of courage, particularly in the secondary years.

All teaching staff are recognised as contributors to the College Behaviour Education Process and are encouraged and trained to practise sound behavioural education strategies at all times. As staff deal consistently with both acceptable and unacceptable behaviours, students are better able to discern and learn which behaviours will allow them to function with greatest personal success and a sense of purpose, both while at the College and on into their adult life.

Some behaviour education roles appropriate for all staff:

1. Reflect the mind and heart of Christ to those with whom we interact.
2. Model the care and love of God through discipleship (Proverbs 13:24).
3. Assist development into maturity (2 Peter 1:5-8, Acts 26:19-20).
4. Assist children to progress and operate in an 'adult' state.
5. Demonstrate forgiveness – this is essential for respect, continued relationship and trust. Once an issue is dealt with, move on. Each day is a new day.
6. Pray for students in our care.
7. Clearly explain behavioural expectations to staff, students and parents/carers:
 - a. Implement suitable consequences.
 - b. Maintain communication channels with staff, students and parents/carers.
 - c. Coach students regarding appropriate behaviours.
 - d. Refer students for further counselling, if necessary.
 - e. Support all staff in efficient and effective education of students.
8. All teaching staff are recognised as part of the Pastoral Care Team and are to practise sound pastoral care strategies as outlined above and within the guidelines of the Behaviour Education Process.