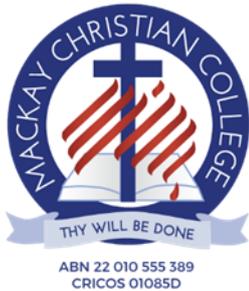


MACKAY CHRISTIAN COLLEGE

a place where you belong

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, 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/care givers, students, people undertaking work experience or vocational placements.	
Status:	Approved	Supersedes: Previous Policy
Authorised by:	Principal	Date of Authorisation: November 2019
References:	<ul style="list-style-type: none"> • <i>Australian Education Regulations 2013 (Cth)</i> • <i>Australian Student Wellbeing Framework</i> • MCC Student Bullying Prevention Policy • MCC Student Bullying Reporting and Response Procedures • MCC Behaviour Education Policy • MCC Junior School Behaviour Education Procedures • MCC Junior School Behaviour Education Records • MCC Middle/Senior School Behaviour Education Levels • MCC Middle/Senior School Behaviour Education Records 	
Review Date:	Every 2 years	Next Review Date: November 2021
Policy Owner:	Heads of School	



MACKAY CHRISTIAN COLLEGE

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1S 1 Student Behaviour Education Policy

Behaviour Education Statement

Mackay Christian College is primarily an educational centre, a school where parents 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 World View 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, 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 the Behaviour Education Processes.

College 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, the Enrolment Committee then meets to decide that student's future in the college. The needs of ALL students are considered in this process. Parents and students who treat the college learning environment with respect and who have enrolled to seriously further their education are usually pleased to see the removal of disruptive students. Some ask the college why the process takes so long.

The process may seem extended to allow a disruptive student every opportunity to change. 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 also 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 and appointments are made during school hours. There are Chaplains available during school hours for students in need.

The college does not offer professional counselling services though staff are trained by their educational qualifications to provide informal counselling and do so on a daily basis. 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. A list of suggested organisations and their contact numbers appears in the MCC Student Diary as a guide.

Staff strive to apply and reflect the heart of our Christian God. 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 discriminate between right and wrong in this world. The justice system reflects this in that, even when the heart shows true repentance and shame 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 Processes at Mackay Christian College attempt to apply as consistent a set of consequences as possible, 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 make a decision about consequences for that incident. In difficult or unusual circumstances, staff are encouraged to discuss their decisions with other staff, House Family Coaches or Head of School.

Behaviour education relies not only upon sound teacher preparation and correction of misbehaviour. Staff are also to 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 also recognises 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 school 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 Senior years. These students will also receive acknowledgement and reward from Christ for their desire to share the Gospel.

All 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 discriminate and learn which behaviours will allow them to function with greatest happiness, success and 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 discipline. 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 the '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.
 - a. Clearly explain behavioural expectations to staff, students and parents.
 - b. Implement suitable consequences.
 - c. Maintain communication channels with staff, students and parents.
 - d. 'Counsel' students re more appropriate behaviours ie. strategies for improved behaviour.
 - e. Refer students for further counselling if necessary.
 - f. Support all staff in efficient and effective education of students.
8. ALL 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 Processes.

Last Reviewed: November 2019