



## Behaviour Improvement Policy

### Rationale

At Mid North Christian College (MNCC), we strive to live lives that serve as a reminder to others that our Hope is in the Living God. This will be evidenced in the way students treat those around them including their teachers and peers.

We recognise that we live in a fallen world and as such, there will be times where students' behaviour falls short of the expectations placed on them. This document will explore and outline those expectations clearly, as well as the process followed by all stake holders when these expectations are not met.

Throughout each step of the process, each stakeholder shares responsibility to improve behaviour. Staff are committed to promoting restoration while recognising that as students mature, their behaviour should also continue to improve.

*"Dear brothers and sisters, if another believer is overcome by some sin, you who are godly should gently and humbly help that person back onto the right path." Galatians 6:1*

### Responsibilities

The College Values are Faithful, Servant-Hearted, Persistent and Grateful. To ensure that these values are upheld, students are supported by teachers, parents, and fellow students in their social, emotional, physical, and spiritual development. These responsibilities are outlined below:

	Responsibilities
Students	<ul style="list-style-type: none"> <li>- Treat others as you would like to be treated (Luke 6:31) This includes your peers, teachers, and parents.</li> <li>- Always try your best (Colossians 3:23)</li> <li>- Encourage each other to make good choices</li> <li>- Use Bridge Builder strategies to solve conflicts (More information about Bridge Builders can be found in the MNCC Wellbeing Policy)</li> </ul>
Staff	<ul style="list-style-type: none"> <li>- Model the College's values: faithful, servant-hearted, persistent, grateful</li> <li>- Lead a life that seeks to reflect the life of Christ (1 Corinthians 11:1)</li> <li>- Provide and maintain a learning environment that promotes the College's values</li> <li>- Communicate clearly and frequently to students and parents regarding both positive and negative behaviour as well as academic growth</li> <li>- Provide an engaging curriculum that promotes participation from all students</li> <li>- Explain conflict resolution strategies such as those found in Bridge Builders (Further info found in the MNCC Wellbeing Policy)</li> </ul>
Parents	<ul style="list-style-type: none"> <li>- Ensure open and prompt communication with teachers</li> <li>- Ensure your child's regular and punctual attendance</li> <li>- Be an active participant in your child's learning</li> <li>- Encourage and model College Values</li> </ul>

### Procedure

Outlined below is the procedure that will be followed when different behaviour is displayed in the College. With the goal of restoration between teacher and student as well as student and peer, throughout this process, the Wellbeing Coordinator will work with students to restore any damaged relationships before re-entry to class. The table below outlines the College's definitions of different types of behaviour. It is important to note that the below table indicates examples only and all consequences are issued after consultation with Classroom Teachers, Head of Schools, Wellbeing Team and/or the College Principal.

	<b>Definitions &amp; Response to Behaviour</b>			
	<b>Positive Behaviour</b>	<b>Low Level Behaviour</b>	<b>Medium Level Behaviour</b>	<b>High Level Behaviour</b>
<b>Definition</b>	At MNCC, positive behaviour is that which reflects the College Values, and which allows all students to engage in meaningful learning.	Low Level Behaviour is behaviour that limits the opportunities for students to access and engage in meaningful learning	Medium Level Behaviour is defined as repeated low-level behaviour or behaviour that is more disruptive or disrespectful to peers, teachers, or College facilities	High Level Behaviour is defined by the College as repeated Medium Level Behaviour or Behaviour that threatens the safety of others, or severely limits their learning
<b>Examples</b>	<ul style="list-style-type: none"> <li>- Treating others as you would like to be treated</li> <li>- Trying your best in all aspects of School and Life</li> </ul>	<ul style="list-style-type: none"> <li>- Being disrespectful to peers, teachers, or school property</li> <li>- Using inappropriate language</li> <li>- Being inattentive during instruction time</li> <li>- Refusing to participate in class</li> <li>- Being late to class</li> </ul>	Consistently repeated or increasingly severe instances of 'Low Level Behaviour' as well as, but not limited to: <ul style="list-style-type: none"> <li>- aggressiveness or physical violence</li> <li>- foul language</li> </ul>	Consistently repeated or increasingly severe instances of Medium Level Behaviour as well as, but not limited to: <ul style="list-style-type: none"> <li>- Bullying or harassment</li> <li>- Any form of illegal activity</li> </ul>
<b>Consequence</b>	<ul style="list-style-type: none"> <li>- Value Award in Chapel (Primary)</li> <li>- Positive call to parents</li> <li>- Leadership Opportunities</li> <li>- Award at End of Year Award Ceremony</li> <li>In class rewards such as</li> <li>- Dojo Points</li> <li>- Class Reward</li> <li>- Special Responsibilities</li> </ul>	May include, but are not limited to: <ul style="list-style-type: none"> <li>- Moving a student in the classroom.</li> <li>- Sending them to a Buddy Class</li> <li>- Sending them to Wellbeing or Head of School</li> </ul> Repeated Low-Level Behaviour will result in a Yellow Card. Yellow Cards can be issued by a Teacher, Member of the Wellbeing Team, or a Head of School. All low-level behaviour must be entered on SEQTA as either behaviour or Yellow Card	May include, but are not limited to: <ul style="list-style-type: none"> <li>- Internal suspension</li> <li>- Immediate collection from school</li> <li>- Orange Card</li> </ul> Orange Cards are issued by Head of School or Wellbeing Coordinator. Parents are informed via phone call and an Orange Card Notification is documented on SEQTA	The consequence for high level behaviour is at the discretion of the principal and may include but is not limited to <ul style="list-style-type: none"> <li>- Red Card</li> <li>- External suspension</li> <li>- Internal suspension</li> <li>- Expulsion</li> </ul> Parents are informed via phone call and a Red Card Notification is document on SEQTA. The student and their parent must attend a re-entry meeting involving the Principal and Head of School before returning to class.
<b>Escalation</b>		<b>3 Yellow Cards are equal to an Orange Card</b>	<b>3 Orange Cards are equal to a Red Card</b>	<b>Multiple Red Cards will lead to severe consequences that may include expulsion</b>

## END of POLICY

### Authorisation:

Approved date of Policy: 30/3/2021