Macquarie College

Student Management Guidelines

Positive guidelines for life

Rationale

Macquarie College (MC) is an aspirational, future-focused learning community, where the pursuit of excellence is nurtured in an inclusive and Christ-centred environment. These aspirations drive MC's desire to provide a learning community that enhances the holistic growth of each student, including their intellectual, social, physical and spiritual development. MC is a school that maintains high academic and behavioural standards while keeping the truth of the Christian gospel at its core. Our approach to building and maintaining positive behavioural standards and developing student character is focused primarily on evidence-based approaches, the foundation of respectful and positive relationships, collaborative problem solving, procedural fairness, natural justice and the restoring of harm caused to our community or an individual.

The intent of the Student Management Guidelines is to encourage students to develop their personal character, lifelong positive relationships, self-discipline and responsibility for their own actions, along with repairing the harm that they have caused. This boutique approach stems from MC's 'Just Cause' which focuses on *People, Growth and Fun,* where high levels of support and care for people align simultaneously with high behavioural expectations. This leads MC to emphasise a focus on positive behaviour and proactive management rather than merely punishing negative behaviour.

The principles that guide us to bring this purpose and aspiration to life include:

- The desire to embrace the *uniqueness of all people* in the College community and to nurture *an inclusive, Christ-like culture* that focuses on people first. This principle is underpinned by the recognition that positive interpersonal relationships are a major influence on behaviour. The College has therefore adopted a relational approach to positive behaviour management in order to provide a positive, safe and happy learning environment in which everyone is inspired and empowered to achieve the highest standard of which they are capable in all aspects of their life.

- The *creation of a community* that is deliberately developmental, attentive to *personal faith and love for God and the learning journey* of all people. This principle recognises that a culture of care and inclusive practice supports the building of a safe and respectful learning environment. To provide an open school that promotes health and wellbeing and continually develops effective partnerships with parents and the wider community.

- The focus on developing an environment which grows a deep and *profound love of learning* which in turn is reflected as engagement, autonomy, enjoyment and connection.

- *An evidence-based approach* that focuses on research informed interventions tailored to the MC context and student needs and includes practices such as Positive Behaviour Intervention Support, Restorative Practices and Solution Focused Education.

As an Adventist Christian college, the desire is that our beliefs and convictions provide the foundation which motivates and guides all that we do, including our response to behaviour management. The big story of the Bible is centred around four key sequential areas: Creation, Fall, Redemption and Restoration. These four areas provide us with a Christian framework for our approach to positive relationship development.

With *Creation*, we believe that every single person, regardless of who they are, or what they have done or not done, is made by God and in his image and so therefore are deeply significant and are at all times worthy of our respect.

With *the Fall,* we believe that "all have sinned and fallen short of the glory of God" (Rom 3:23). This means that none of us are perfect and we will all make mistakes and, at times, behave in ways that break relationships and interrupt community life together.

With *Redemption,* we believe that Jesus comes to offer forgiveness, mercy and grace, despite our fallen nature, and empowers us to be redeemed with the opportunity of a fresh start. Jesus also calls on those who have received this grace to extend it to others.

With *Restoration,* we believe that when Jesus returns and makes all things right and the earth is made new, this will involve a restoration of relationships. At MC, we aspire to restore and rebuild relationships, along with bringing peace and wholeness to those within our community.
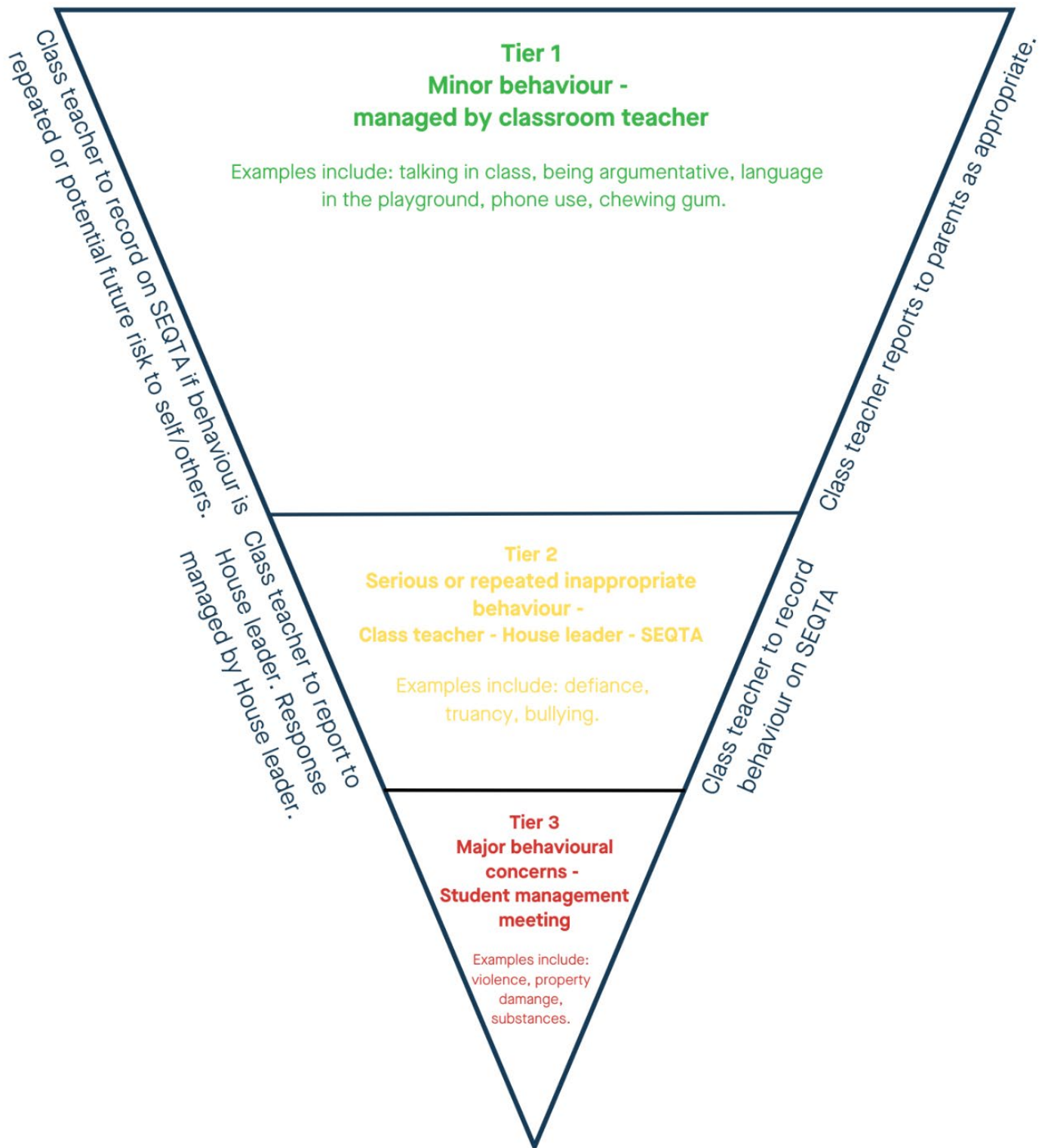
In Luke 15 we see all these four areas reflected in the parable of the Lost son.
Creation
- The parable outlines how each child has developed their own unique character and relationship with the father (Creation).
- That none of us are without fault and that both children make mistakes which causes breakdowns to the community in which they live (Fall).
- The father extends forgiveness and grace towards both children (Redemption).
- This leads both children to repentance and the rebuilding of relationship with their father and community (Restoration).

It is our belief that an [evidence-based approach](#) which focuses on positive relationship development reflects and demonstrates best practice and our core Christian beliefs. These beliefs are reflected in the Adventist Schools Australia document entitled Student Code of Conduct.

Student Management Flow Chart

Class teacher to record on SEQTA if behaviour is repeated or potential future risk to self/others.

Class teacher to report to House leader. Response managed by House leader.

Tier 1
Minor behaviour -
managed by classroom teacher

Examples include: talking in class, being argumentative, language in the playground, phone use, chewing gum.

Tier 2
Serious or repeated inappropriate behaviour -
Class teacher - House leader - SEQTA

Examples include: defiance, truancy, bullying.

Tier 3
Major behavioural concerns -
Student management meeting

Examples include: violence, property damange, substances.

Class teacher reports to parents as appropriate.

Class teacher to record behaviour on SEQTA

Please refer to tables below for further examples, support strategies and action.

Behaviour Development for MC students
Dealing with unacceptable or disrespectful student behaviour

MC's Behaviour Development Continuum is a school wide approach to support the school community to create and maintain a positive school culture and learning environment and is in line with the ASA Student Code of Conduct. The continuum outlines a behavioural hierarchy aimed at supporting teachers and administration staff to know the type of behaviours they are responsible for responding to, typical responses to each type of behavioural concern and who staff can access for further support. Please note, prior to punitive measures being used, it is expected that proactive support strategies, as well as positive reinforcement strategies, are in place with each student. This Behaviour Development Continuum aims to increase the opportunities for our students to learn and succeed, both socially and academically and is a tiered process.

The approach involves a 3-tiered continuum of behavioural support which intensifies as required to meet the needs of each student. The first tier is focused on universal prevention, the second tier involves interventions that focus on students with additional academic or social and emotional learning needs and the third tier involves working intensively with a small number of students who experience chronic academic and behavioural difficulties.

As part of a PBIS approach, MC has School wide expectations that set up our students for success, creating a positive learning environment where these principles are explicitly taught, just as any other skill needs to be taught. These expectations are positively stated and are behaviours that we desire to see in students.

MC's school wide expectations reflect our aspirational, future focused learning community, where the pursuit of excellence is nurtured, and an inclusive and Christ-centred environment is espoused; they are:
PEOPLE - GROWTH - FUN

1. **Tier 1**: Minor Behaviour - Classroom teacher
2. **Tier 2**: Serious or repeated inappropriate behaviour – House leader
3. **Tier 3**: Major behavioural concerns – Student Management Meeting

Tier 1 Behaviours

Minor behavioural issues are managed by the attending teacher (classroom or duty). For Tier 1 behaviours, it is the teacher's responsibility to implement appropriate strategies and to communicate concerns with parents/guardians. Students are able to restart every new interaction with their teacher without prejudice.

Outlined in the table below are some of the behaviours that may be defined as Tier 1 behaviours. The classroom teacher may involve the House leader, MC Learn or counselling team if specialised support is needed. In circumstances where a given student's behaviour includes several minor misdemeanours in combination, the appropriate House Leader may determine that the behaviour, in the circumstances, requires a Tier 2 response.

Examples of minor behaviours and evidence-based responses are included below, with this list being indicative of the types of behaviours classroom teachers will respond to.

Behaviour Tier 1	Possible Response **Supporting and responding to behaviours**	Who is informed?	Who is responsible?	Who records?	Time frame
Talking in class	- Teacher look	SEQTA note at teacher discretion	Teacher that is present or witnesses	Teacher that is present or witnesses	Immediate with the teacher that is present
Touching other people's things	- Pause - Proximity - Redirect student focus				
Moving around the classroom without permission	- Use teacher body language effectively - Implement Brain break - Bounded choices (that teaching staff approve) - Use Golden statements - Use positive narration - fill the room with positive recognition/direction				
Being argumentative	- Change student seating				
Minor disobedience or non-compliance	- Name on board - Sit out of preferred activity - Call on the student's name - Use the Commendations system				
Language in the playground	- Differentiate the learning effectively to meet learning needs - Regulating movement; *e.g. silent ball, drumming, just dance* - Establish consistent and predictable routines				
Lying	- Selectively ignore minor or irritating behaviour - Whole classroom - 'ready to plan' - Phone Parents				
Playground issues	- Set up a buddy system within your subject - Informal class-based detention - Teacher comments on the other students who are behaving appropriately				

	- Student misses out on practical component of lesson or a class privilege - Writing of an apology - An explanation to the student for why a consequence has been put in place - Refer to supports such as https://www.pbisworld.com/				
Phone use	If Phone is used during school time it is confiscated and is placed at student services. Students are able to use phones after school.				
Chewing Gum	Ask the student to remove gum and make a note on SEQTA to check for repeated behaviour				
Uniform infringements	See uniform procedure				
Unexplained absence during class time	Follow truancy process				
Swearing	If swearing is offensive have a one-on one conversation reminding students of creating respectful learning environments				

In general, placing a student unsupervised outside of the classroom is not recommended.

Recording of information on SEQTA
All behavioural concerns and strategies used, including support provided to teachers and parent communication, are to be logged into the given student/s SEQTA record in the form of a behavioural concern note. Include who, what and when. These notes are essential in ensuring accurate records are maintained for future reference and should be recorded on the same day as the behavioural concern occurs.

Senior School Consistent Predictable Routines
Entrance Routine
- Students in Years 7-10 are to line up outside of class and to be settled prior to being invited into the classroom when the classroom teacher is ready.
- Students should stand behind their desks while the roll is marked.
- Begin class content.

Exit Routine
- With 2 minutes left before the end of class, finish the content and review the learning.
- Instruct students to pack up and quietly stand up behind their desks.
- Have students reset room, checking for and picking up any rubbish so that the classroom is left neat and tidy.
- Dismiss students when the teacher is ready.
- Turn off air conditioners and lights, close windows and lock doors.

General advice
- Refer to school wide expectations - People, Growth, Fun
- Provide students with high behavioural expectations and high levels of support.
- Start the year with a seating plan.
- No phones (unless for a specific learning task).
- No headphones (unless part of a learning activity).
- Provide students with supervised brain and movement breaks.
- Every student is to be on time and prepared.
- Respond quickly to poor behaviour, ignoring behaviour does not gain favour.

Lateness to Class
Period 1
- If the student is late to school in the morning, the student attends the front office and is signed in.
- Office staff will enter a note on SEQTA.
- The student receives a slip which is given to the classroom teacher.
- The House leader will regularly review student lateness and absences and follow up with the student if there is a pattern of behaviour.

Period 2,3,4,5,6
- If the student is late to class, the student will knock and wait at the door, providing an explanation for why they were late to class.
- The teacher will inquire why the student was late.
- If there is a valid reason, the teacher accepts them into class without a SEQTA note.
- If there was not a valid reason, the teacher is responsible for making a SEQTA entry and including the students Homeroom and House leader in the communication.
- It is the responsibility of the classroom teacher to notice a pattern with students arriving late to their class.
- If lateness occurs a second time, the classroom teacher will have another conversation with the student, seeking clarification for their lateness.

- If another unexplained lateness occurs in the same term, the classroom teacher will contact the House leader who will make contact with home and speak with the student's parents about the concern.

Playground Supervision

The teacher on duty is responsible for maintaining safety, order and respectful relationships while on playground duty.

If a student requires support with their behavioural choices:
- The teacher will hold a respectful conversation with the student, helping them to make the right choice now and questioning what has led to this behaviour, encouraging the student to reflect on the school wide expectations that have been broken and steps the student is required to take in order to repair the damage.
- If the student refuses to engage in a respectful conversation, the teacher on playground duty is to seek the support of a House Leader or other appropriate leader, who will work with the student in the moment to de-escalate and manage the situation, providing the necessary support for the student to make things right.
- The teacher will make a note on SEQTA and include the duty teacher and House leader in the note.

Escalation on Playground duty (violence, defiance or abuse)
- If the student demonstrates violence, defiance or abuse, the student is taken to the front office.
- The House leader is immediately notified and works with the student to manage the behaviour through a restorative process.

Supporting the Escalation of Poor Behaviour - General guidance

The following flow outlines a consistent response to the escalation of poor behaviour in the Senior School. At any stage the appropriate Wellbeing leader is able to fast track the process as deemed appropriate.

1) Restorative Service.
2) Consecutive restorative services for similar behaviour will lead to a Check In/Check Out and Ready to Learn Plan.
3) The need for a second Check In/Check Out in a one year period, will lead to the review of the student's Ready to Learn Plan, a Behavioural Contract, as well as an Internal Suspension.
4) Behavioural contracts typically last for a one year period; however, they are at the discretion of Wellbeing leaders.

Tier 2 Behaviours

When a student fails to respond to requests by a teacher to improve unacceptable behaviour, displays specific and more serious behaviours as outlined below, or repeated Tier 1 behaviours, the matter is referred to the student's House leader. The House leader, whilst working with the teacher's reflections, will work with the student and family using a restorative approach to support improvement in student behaviour, rectifying harm, initiating responses as outlined below and ensuring relationships are restored. The table represents examples of Tier 2 behaviours as examples, but is not an exhaustive list.

Behaviour Tier 2	Possible Response	Who is informed?	Who is responsible?	Who records?	Time frame
Repeated or numerous Tier 1 behaviours with no improvement Truancy – student has arrived at school and is not in class at the appropriate time Defiance – insubordination Bullying – initial offence Physicality – e.g. intention not to harm or minor scuffle Swearing in a formal class setting Repeated uniform issues Homeroom teacher requires support with parent concerns for a student	- MC Learn involvement - Differentiated learning adjustments - Restorative practices - Solution focused card and conversation - Phone call home - Mediation - Form A - Counselling support - Restorative Service - Buddy System - in another class - Time out - Face to face meeting with parent - Removal from the class - Do it or don't do it - Use of SFBT + RP Scripts (appendix) *If repeated behaviour, a Check in/Check Out is implemented, including a ready to learn plan and escalation mapping.*	Detailed SEQTA notes are kept of all conversations with students and families and appropriate feedback is given to classroom teachers	House leader	House leader	Within a day

All behavioural concerns, strategies, support and parent communication are to be logged into the given student/s SEQTA record in the form of a behavioural concern note.

Tier 2 Response Strategies

Restorative Practices

Restorative practice is a whole school approach to College life grounded in beliefs of equality, dignity and the potential of all people. This supportive and respectful approach engages the people who have the issue in the problem-solving process and makes meaningful links between wrongdoers and those they have harmed, as well as repairing harm. This high level of support and care for people aligns simultaneously with high behavioural expectations. A punitive discipline model seeks to punish students for past behaviours, while a restorative approach seeks to resolve current conflicts and promote future planning and relationships. A significant issue with a purely punitive approach is that while in contrast, the offending student may experience the consequences of their actions through receiving a punishment, the consequence often exacerbates the student's feeling of disconnection to the school community. Therefore, the student is potentially more likely to continue offending as they do not feel like they belong. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur (NSW Government – Education website).

Practise suggestions:
- Discussion to unpack and understand what led to the behaviour through using the restorative questions:
  - What happened?
  - Who was affected and how?
  - What needs to be done to put things right?
  - What can you do differently next time?
  - Check in to confirm changes - when and where?
- The young person is then supported to repair the harm and make better choices (examples may include: saying sorry, writing a letter of apology, community service to repay the community for harm that has occurred, such as picking up rubbish).

Check in Check out (CICO)

Check in Check out is a daily report card based intervention that is designed to improve daily structure, positive social links with adults, access to academic support and coordination between home and school expectations. In CICO, a student:
a) Checks in with an adult on entering school using the CICO form
b) Checks in and out with each teacher through the day to receive real time feedback on his or her performance on school wide-expectations
c) Carries the daily report card home for parent communication
d) Has daily data recorded and used for decision making by the House leader

Personal Reflection and Classroom Calming strategy

This strategy is a cognitive-behavioural strategy designed to enable the teacher and student to diffuse a negative social exchange before it escalates. The classroom teacher utilises this strategy with a predetermined, collaborating subject-based teacher in an effort to reduce non-compliant and disruptive behaviours.

The process includes:
1) Arranging with a collaborating classroom teacher to be available to one another as a buddy class.
2) Ideally, a different grade level classroom is available (generally two years difference is best).
3) A desk is set up in each room where a student can work.
4) The student is sent to the collaborating room and is expected to enter the classroom quietly. The student is sent either by themselves or with a trusted student.
5) During time-out (usually 20-30 minutes), students are expected to work in silence on the Personal Reflection Form.
6) After completing the debriefing form, the student will wait quietly for directions from the buddy class teacher. Usually the student is expected to carry on with academic work. It is not expected that the buddy class teacher will interact with the student beyond what is necessary.
7) When directed, the student returns to class and rejoins the ongoing classroom activity.
8) At a convenient time, once the student is calm, the classroom teacher explores the debriefing form with the student. House leader support can be requested.
9) It is important for the student to have an opportunity for positive relational engagement when returning to class.
10) The classroom teacher will record this interaction on SEQTA and contact parents within 24 hours, outlining the circumstances of the withdrawal.

Reflection and time can:
a) Interrupt escalating behaviours and negative social exchanges.
b) Reduce attention directed towards problem behaviour.
c) Create a classroom environment where all students are able to achieve in a positive learning climate.
d) Provide the student a quiet space to regain self-composure.
e) Develop self discipline by raising awareness of consequences for behaviour.
f) Provide student with feedback and an opportunity to plan for subsequent performance.
g) Reduce anxiety levels for both teachers and students in the classroom.
h) Provide a predictable process for resolving classroom conflict.

Restorative Service
Restorative Service provides an opportunity to work with a student to repay harm which has been caused in the community. The restorative service teacher has flexibility to ensure the service matches the behaviour of concern. Examples include:
1) Picking up rubbish if a student has destroyed property or littered.
2) Writing up a uniform plan if a student is continually out of uniform.
3) Writing an apology letter to a teacher or peer who has been poorly treated.
4) Contributing to the cleaning of practical subject rooms if there has been poor behaviour.

The teacher is to refer students with repeated (two or more) restorative service times for the similar behaviour in a term to the relevant House leader. The House leader will then

have a meeting with the student at which point a Check in/Check out process will be issued to help monitor behaviour.

All community service sessions are to be logged into the given student/s SEQTA record.

Breathe or Leave Pass

Leave passes are provided to students who are actively engaged with MC's Wellbeing team. Leave passes will be approved for students by the AP (Student Wellbeing) when there is an assessed need for a young person to have *time, space and support* in an effort to support their emotional regulation.

Pass process
- Counsellor identifies the need for a pass and requests approval by AP (Student Wellbeing).
- The counsellor speaks with the student in regards to the use of the Breathe or Leave card and ensures students understand the requirements of use and review date.
- If a student uses their *Breathe pass,* under the supervision of the classroom teacher, they implement a specific regulation strategy.
- If a student needs to use their *Leave pass,* they show the classroom teacher their pass and go immediately to Student Services.
- If staff are concerned for the student's wellbeing, they are to send a trusted student with them or ring Student Services. *At times, this may be a requirement for certain students for safety or possible absconding reasons.*
- Student Services will triage the required response to support the student (e.g. involving a Counsellor or House leader, quiet space to reset and implement emotional regulation strategy, sick bay etc).

Student Wellbeing and MC Learn

Macquarie College is an inclusive school setting where all students are valued and supported. MC's teaching and learning team which includes MC Learn staff, provide individualised support for students within our community who find learning or personal development a challenge. MC's support for students with disability and mental health concerns is based on an inclusive model, supporting students' cognitive, social-emotional, physical and sensory needs.

MC is dedicated to supporting each student to reach their full potential and to equip them to live meaningful and successful lives beyond school. Therefore, collaboration with parents, students, teachers and specialists is beneficial when developing individual plans to support students in their learning journey, and support the best outcomes for student success at school and for future success beyond school. In implementing the Student Management Guidelines with the wellbeing of each student in mind, MC will take into account the student's age, individual needs, developmental level and any disability.

Tier 3 Behaviours

When a student fails to respond to strategies that are set up in collaboration with the House leader, other staff members and families, or if serious breaches of school standards occur (examples as outlined in the table below), the House leader, in consultation with the AP (Student Wellbeing), will work with the student and family to resolve the situation. These types of behaviours may result in suspension or expulsion depending on the nature of the offence and the previous behaviour of the student. The table represents examples of Tier 3 behaviours but is not exhaustive. The Wellbeing team will also be engaged to support the young person from a wellbeing perspective.

Behaviour Tier 3	Possible Response	Who is informed?	Who is responsible?	Who records?	Time frame
Repeated or numerous Tier 2 behaviours with no improvement	- Restorative practices - Parent meeting - Ready to Learn plan - Phone call home - Restorative Service - Mediation - Restricted movements on ground - Form A - Breathe/Leave pass - Community Service - Buddy System in alternate classroom - Time out - Solution focused card -Classroom/playground restrictions If repeated behaviour -	Detailed SEQTA notes are kept of all conversations with students and families and appropriate feedback is given to classroom teachers	House leader and AP (Student Wellbeing)	House leader	Immediate
Bullying					
Serious ICT misconduct					
Swearing directed towards a teacher					
Physical violence with intent to harm					
Racism					
Illicit substance abuse					
Supplying an illicit substance					
Property damage					
Pornographic material					

Sexting	Check in/Check Out				
Sexual assault	- Referral to Student Management Committee - Behavioural contract - Police liaison officer involvement - Police welfare check - Notifying the Principal - Suspensions, internal/external - Suspension booklet - Expulsion - Exclusion				

All behavioural concerns, strategies used, including support provided to teachers and parent communication, are to be logged into the given student SEQTA record in the form of a behavioural concern note

Laws of Natural Justice and Procedural Fairness

MC will abide by the [NSW Government guidelines](#) pertinent to the provision of behavioural management (including, but not limited to, suspension, expulsion and exclusion of students) that are based on the laws of natural justice and procedural fairness. This includes the right of the student to:

1. know the allegation and any other information related to it.
2. know the process by which the matter will be considered.
3. make a response to the allegation which will be considered in MC's response.
4. know how to have any process or decision reconsidered.
5. expect impartiality in the investigation and the decision making.
6. an unbiased decision-maker.

Student Management Committee

In circumstances where student behaviour does not meet the expectations of MC, such behaviour may be referred to the Student Management Committee for consideration.

An MC, the Student Management Committee may consist of:

- Deputy Principal
- Assistant Principal (Student Wellbeing)
- House leader
- Head Counsellor
- Student Wellbeing staff and classroom teachers as deemed appropriate to the circumstance by the AP (Student Wellbeing)

A MC Student Management Committee may recommend the implementation of a broad range of age and circumstance appropriate responses to a given behaviour including, but not limited to, the Tier 3 responses outlined above, which are intended to support appropriate improvement in student behaviours.

Alternatively, the MC Student Management Committee may consider the circumstances of the matter and provide a recommendation to the MC Executive Committee to either expel or exclude a given student.

Student Management Committee - Process

1. Complaint/report made.
2. Preliminary interview/investigation with child and any witnesses.
3. If the offending behaviour is of such a nature that it may result in suspension, expulsion or exclusion the student and parents/carers will be:
   a) informed of the alleged infringement.
   b) informed as to who will make the decision on the penalty.
   c) informed of the procedures to be followed
   d) afforded a right of review of appeal.
4. Students are given the opportunity to respond to allegations/incidents.
5. Any necessary further investigation occurs.

5. If student safety is of concern, the student is placed on an internal suspension while the investigation process is undertaken.
6. The Student Wellbeing Leader refers the matter to the applicable Student Management Committee for review.
7. A Student Management Committee Meeting is called.
8. The Student Wellbeing Leader notifies parents of the date/time of meeting and provides the parent/guardian with an opportunity to share any relevant information.
9. Committee meets to determine the outcome.
10. House leader notifies parent/guardian/teacher of meeting outcome. The parent/guardian has the opportunity to appeal the decision prior to outcome implementation.
11. Outcome is implemented.
12. If the committee recommends termination of enrollment, the matter is referred to the College Executive. If the Executive concurs and wishes to proceed with the termination of enrollment, the DP/AP will notify the family.
13. For suspension: A return to school meeting is called prior to a student returning to school. The AP (Student Wellbeing)/House leader meets with the student to discuss re-entry. The tone of the meeting is restorative and solution focused.
14. All behavioral concerns and strategies, including support provided to teachers and parent communication, are to be logged into the given student's SEQTA record in the form of a welfare note, at an appropriately restricted access.
15. In all circumstances, the wellbeing of all students, families and teachers involved will be considered and appropriate steps will be put in place to provide support.

MC expressly prohibits the use of corporal punishment in disciplining students attending the school. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/carers, to support the student management processes of the school.

Suspension, Expulsion and Exclusion Defined
- **Suspension** is the temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time.
- **Expulsion/Termination of Enrolment** is the permanent removal of a student from one particular school.
- **Exclusion** is the act of preventing a student's admission to a number of schools. In extreme circumstances, the principal of a school may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system that the school is a member of, or from other schools.

Review of Student Management Committee Decisions
Following a decision by an MC Student Management Committee in relation to a given student, that student or family may request a review of the MC Student Management Committee's decision.

Such a request for review must be made in writing to the MC Principal within 2 working days of the MC Student Management Committee's decision having been made known to the student or their family.

Following receipt of a written request for review of an MC Student Management Committee decision, the MC Executive Committee may review the Student Management Committee's decision in a timely manner and provide a response to the given student and/or their family within 2 working days.

Any decision made by the MC Executive Committee in response to a request to review an MC Student Management Committee decision will be considered as final.

Exceptional Circumstances

The MC Principal, DP and AP (Student Wellbeing) or their delegate, reserves the right, notwithstanding the processes outlined above to:

- Suspend a given student or students, within the framework provided by procedural fairness, prior to consideration of the matter by the Student Management Committee. The DP and Principal will be notified under such circumstances.

    and/or

- Apply an appropriate outcome, within the framework provided by procedural fairness, without referring the matter to the Student Management Committee for consideration or action.

Positive Reinforcement and Commendation

As a College community we desire that our students would develop a growth mindset in their academic learning, physical skill development, emotional resilience, social awareness and their spiritual growth. As a result, we have developed the Commendation system to promote a supportive and encouraging learning environment where student's strengths and effort are rewarded. MC acknowledges that rewarding positive behaviour, attitude and effort creates an incentive for students to repeat the desired behaviour and that "establishing a learning environment where the teacher focuses on appropriate rather than problematic behaviour, significantly reduces problem behaviour in the classroom." (NSW Government – Education Website). Commendation opportunities at MC are informed by current research.

Research identifies that reinforcement is best achieved through:
- Praising the effort of students rather than their achievement.
- Praising students in a variety of domains.

Examples:
- Acknowledgement for on task behaviour as opposed to punishment for off-task behaviour.
- Earning of additional play time/free time.

- Could be individual, group or whole class.
- Contracts that state and reinforce the desired behaviour rather than highlight/punish inappropriate behaviour, e.g. Timmy will use kind words.
- System that contributes towards the overall House points

House Cup

The House Cup has been established in order to encourage young people in all aspects of their personal growth, and to support the development of a positive, safe and happy environment where students work together, encourage and support one another and develop a strong sense of responsibility and belonging.

The House rewards system aims to:
- build a sense of belonging to the College, their House and Homeroom.
- encourage interest in College activities through healthy, positive competition.
- recognise student achievement through the use of House points.
- provide students with leadership and service opportunities.

House points are achieved through one of the following five methods: cultural, academic, community, attendance/behaviour and sporting involvement.

Bullying

Bullying is the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and social behaviours and/or digital communication that either intends, or in the circumstances could reasonably be expected, to cause physical, social or psychological harm. It may involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict, or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance).
- not liking someone or a single act of social rejection.
- one-off acts of meanness or spite.
- isolated incidents of aggression, intimidation or violence.

These conflicts however, still need to be addressed and resolved. MC is committed to building resilience in young people to better equip them in dealing with difficult and unwelcome circumstances which they may well encounter in the future throughout their professional and private lives.

Responses by MC to incidents of bullying may include, but are not limited to: In-school reflection session/suspension, student conferences (bully and victim), parent/carer

meetings, educational processes, student contracts, mandatory counselling, mentoring support, regular check ins etc. *The House leader will respond to all bullying behaviours.*

Repeat incidents of bullying may result in the matter being referred to an MC Student Management Committee where a given student's enrolment may be reviewed and, where appropriate, Police intervention may be requested.
 All instances of bullying are to be logged into the given student/s SEQTA record.

Anti-Bullying interventions at MC

Bullying in schools can be linked to a range of negative outcomes for the students involved, both immediately and in the long term. A significant body of evidence is now available to demonstrate, however, that school based anti-bullying interventions can be successful in reducing bullying behaviours. Effective anti-bullying interventions are characterised by a whole-school approach, evidence based educational content, support and professional development for teachers and rigorous program implementation and evaluation. MC has accreditation as an eSmart accredited school and will continue this supportive association with the eSafety commissioner.

Proactive interventions
A whole school approach

MC incorporates both PBIS and Restorative Practices as a whole school positive approach to the prevention of bullying and, in doing so, emphasises student wellbeing, inclusiveness and diversity.

Focus on preventing bullying in key school environments

The research highlights a number of strategies are effective at reducing bullying across the school environment including:

Classroom interventions:
1) School wide expectations and the implementation of these rules in the classroom and playground spaces.
2) Teacher's efforts to intervene in bullying situations.
3) Positive relationships between teachers and students.
4) Observing and responding to student behaviours in the classroom.

Playground interventions:
1) High levels of playground supervision.
2) Provision of creative and structured opportunities for students during recess and lunch times.
3) Improvement of student playgrounds.

Social and Emotional Learning

The positive development of social and emotional learning (SEL) in the five key interrelated areas of self-awareness, self-management, social awareness, relationship skills and responsible decision making have been demonstrated to reduce problem behaviours including bullying. SEL programs also have the ability to contribute to the creation of a positive school wide climate. At MC, the Invictus program, as well as early intervention programs, provide SEL instruction including focus weeks on Esafety and R U OK Days etc.

Anti-bullying content in the classroom

The inclusion of anti-bullying content in the classroom allows students to develop social and emotional competencies and learn appropriate ways to respond to bullying. Research indicates that classroom-based anti-bullying content is effective when it focuses on developing SEL and encouraging positive bystander behaviours.

Promoting a culture of reporting bullying

Encouraging the reporting of bullying is key to successful anti-bullying interventions. The problem of convincing students to report bullying, however, is a significant challenge, particularing in the area of online bullying. The creation of multiple reporting systems that are non-stigmatising and non-exposing to those that are reporting, as well as appropriate follow up and pastoral support, have been demonstrated to be effective.

At MC, students who are victims of, or witnesses to, bullying behaviours are encouraged to report them immediately to a staff member who they feel comfortable confiding in, or make a report via the online Report Bullying ('Bully Button') on the MC Portal, or the box inside the MC Library Information Centre. On receipt of a report, the matter will be investigated by an appropriate MC staff member. Students found to have been bullied will be managed according to the practices outlined in the Student Management Guidelines.

Responsive interventions

Direct sanctions may include verbal reprimands, meeting with parents, temporary removal from class, withdrawal of privileges, community service, short-term suspensions or expulsion. These strategies provide one aspect of response to cases of bullying, but are used within a whole school approach of PBIS and Restorative Practices.

Restorative practices as outlined previously in these guidelines provide a key response to bullying behaviours and have been demonstrated to have high efficacy in stopping bullying from continuing.

Mediation facilitates the bringing together of the student responsible for bullying and the student being bullied. This is a formalised process in which each student is invited to 'tell their story' while the other listens without interrupting, after which the mediator repeats each story accurately to the satisfaction of each student. The students are then asked to suggest possible ways in which the conflict can be resolved, before working through the suggestions to identify which proposal can be agreed on.

Compulsory School Attendance

Parents or carers of children of compulsory school age are responsible for ensuring their child attends school every day. For further information in regards to Attendance, please refer to the MC Student Attendance Guidelines .

- Compulsory school attendance - information for parents (PDF 420.5KB)
- Compulsory school attendance - information for schools (PDF 534.6KB)
- Compulsory school attendance - information for government and non-government agencies (PDF 285.1KB)

Senior Students are not permitted to leave the College campus during school hours without written permission or a phone call from a parent or guardian. Students being picked up before the end of school must bring a note from a parent giving consent to leave early and the time they are leaving. Senior School students must go to Student Services to provide the note and receive an early leave pass before leaving the campus. Alternatively, a parent must come to MC reception to sign out their child. Year 12 students who have finished all classes before the end of school and have signed and handed in the early leave form may leave after signing out at Student Services. However, there is no allowance for senior students arriving late or leaving and returning during the school day.

Truancy

If a teacher notices that a student is not in a scheduled class yet is present for the day, the teacher should:
- Ring Student Services to request investigation into the matter of the students' whereabouts.
- If the student has been identified as a high risk student OR Student Services is unable to identify where the student is, a search party is to be initiated.
- Staff to be contacted to support can include House leader, AP (Student Wellbeing), Counsellor, and all other available staff.
- Response aligns with the escalation path for poor behaviour.

Evaluation

These guidelines will be reviewed as part of a three-year school review cycle.

Adopted by the MCC   /   / ***Signed*** ***(MCC Chairperson)*** ***Date for review   /   /***