



BEHAVIOUR MANAGEMENT POLICY SUMMARY

Date Policy Approved	July 2016
Team Responsible for Policy	Principal and Staff
Version Control	Version 1
Relevant cross references	Strategic Plan and Student Welfare Policy
Review Date	October 2025

Purpose of the Policy	<p>This Behaviour Management Policy is a foundational part of the supportive school community at Border Rivers Christian College.</p> <p>The purpose of the Border Rivers Christian College Behaviour Management Policy is to facilitate a safe and nurturing environment which equips students for life in the world and eternity, by applying Biblical principles through excellent education in a distinctly Christian environment.</p>
The Policy	<p>The School's Behaviour Management Policy is based largely on principles inherent in Ephesians 6:4 as well as other portions of Scripture. It assumes that although every individual is created in the image of God and is therefore unique and important, man's fallen nature requires that his conduct be restrained by rules and imposed authority - with a view to leading him to submissiveness and obedience in Christ, a life lived by the Spirit.</p> <p>The Bible tells us in Proverbs to <i>"Train a child in the way he should go, and when he is old he will not turn from it."</i></p> <p>Correction, therefore must always be for the good of the student - administered out of our loving concern. This policy is underpinned by our acceptance of God's love for us and love for each other as God's children.</p> <p>Therefore, the Border Rivers Christian College Behaviour Management Policy is essentially aimed at establishing the following outcomes for a safe and supportive community:</p> <ul style="list-style-type: none">• displaying a Christ centred, caring, supportive environment;• developing the characteristics of good and active citizenship;• valuing and tolerating the rights and viewpoints of others, but

	<ul style="list-style-type: none"> • also accepting corresponding responsibilities; as well as • realising the need for and the acceptance of consequences; • fostering self-control and self-discipline; • showing respect in all interactions; and • where all individuals can achieve their full potential. <p>Border Rivers Christian College strongly promotes a relationship with Christ, along with promoting concern for others and for our environment, as the most important attitudes that students can take with them when they leave school. Each member of the School community is encouraged to develop a high level of self-discipline, self-respect and a sense of responsibility in order to promote effective relationships.</p> <p>The source of our authority is God, delegated to parents and through them to teachers. The purpose of authority is to:</p> <ul style="list-style-type: none"> • provide a structure for society to function soundly; • give us freedom, through submission and service (1 Peter 2:16); and • be an instrument of God’s purposes. Teachers are to be held up as disseminators of that authority, as well as parents (Ephesians 6:1). <p>It is God’s will that children obey their parents and, by delegation, their teachers. Every teacher must make his/her students aware of this responsibility to God and towards parents or others to whom parents delegate their authority.</p>
The Procedure	<p>TEACHING STAFF GUIDELINES</p> <p>1. School - the classroom</p> <p>The essential foundation of the Behaviour Management Policy at Border Rivers Christian College is the development of a positive Christ centred classroom environment. To facilitate this, the following principles are to be applied by all teachers:</p> <ul style="list-style-type: none"> • Get to know your students well; • Value and respect all students; • Seek to involve all students; • Apply the rules of basic courtesy as part of all classroom interactions; • Create an orderly program in both preparation and delivery of lessons; • Appreciate the different needs, personalities and learning styles of diverse students; • Consistently apply classroom rules and routines; • Be consistent when applying consequences for rule infringements; • Create an organised classroom environment; • Model a sense of enthusiasm for learning;

- Seek to praise and encourage at every opportunity;
- Set an example in dress and appearance; AND ABOVE ALL
- Ensure you model Christ at all times in speech and demeanour.

2. School - the playground

The playground environment should be an area where positive social interaction between staff/students and students/students is fostered.

The playground is defined as those areas of the School outside the classrooms and administrative areas within the School boundaries. This excludes all areas deemed to be out of bounds by BRCC policy.

Teachers assigned to playground duty, through prompt and vigilant supervision, will ensure the playground is:

- a **safe environment** for the enjoyment of all;
- a **clean, hygienic and tidy** environment;
- a place **where all students have equal opportunity for social and physical interaction** including games, sport, library, chat, etc; and
- a place where **people's property is respected**.

3. Out of the School

Activities and events undertaken outside of school grounds (e.g. sporting events, camps, excursions, mission trips, tours, bike riding, hikes, etc.) **may** require a suitable and appropriate *Behaviour Management Plan* to be developed and approved prior to their commencement. Such Plans should include a clear and suitable process for managing and dealing with negative behaviour and an outline of the consequences to be administered. These planning documents need to be approved by the Principal.

In order to meet these expectations, both staff and students have certain rights and responsibilities to be able to participate fully and positively.

Students:

Right	Responsibility
To be treated with courtesy and respect	<i>by showing respect and courtesy to others.</i>
To work in and enjoy a safe, secure and clean environment	<i>by keeping our environment safe, secure and clean</i>
To learn with minimal disruption	<i>by ensuring that there is no disruption to another person's teaching-learning environment.</i>
To achieve their educational potential	<i>by applying themselves diligently in developing their potential and assisting others to do the same.</i>

To have their property respected	<i>by respecting student, staff and school property.</i>
To bring credit to the School	<i>by ensuring that their actions do not discredit the School.</i>

Staff:

Right	Responsibility
To be treated with courtesy and respect	<i>by treating others with courtesy and respect.</i>
To work in a clean, safe environment	<i>by ensuring the School environment is safe.</i>
To teach with minimal disruption	<i>by providing relevant and challenging educational programs and ensuring good organisation and planning.</i>
To be supported by the whole school community	<i>by supporting the School's mission statement, aims and objectives, policies and procedures.</i>
To be able to access professional learning	<i>by being informed and skilled in effective teaching pedagogy.</i>

Other members of the School community also have certain rights and responsibilities.

Parents:

Right	Responsibility
To be treated with courtesy and respect	<i>by treating others with courtesy and respect.</i>
To be informed about their child's progress	<i>by ensuring their child attends school and monitoring their progress.</i>
To expect their child to participate fully in their educational program	<i>by ensuring their child has appropriate materials needed for learning.</i>
To have a forum to voice their opinions on School related matters	<i>by being supportive of the School.</i>

Administration and Board of Directors:

Right	Responsibility
To be treated with courtesy and respect	<i>by treating others with courtesy and respect.</i>
To expect staff to maintain high standards providing quality education for the students	<i>by following guidelines when conducting interviews and delegating regular checking on teachers' programs and teaching.</i>

	<i>by keeping staff individually or collectively informed.</i>
To ensure the School implements current educational programs	<i>by attending professional learning and ensuring staff have access to professional learning.</i>
To work in a safe and supportive environment	<i>by implementing OH&S practices and ensuring staff and students are familiar with them.</i>

FRAMEWORK FOR MANAGING DISRUPTIVE BEHAVIOURS

LEVEL ONE

[Minor]

Teacher corrects inappropriate behaviour



LEVEL TWO

[Significant Event]

Teacher gives a consequence for repeated inappropriate behaviour (e.g. personal detention)

Teacher keeps anecdotal records

Formal detention

Parents contacted by teacher if repeated poor behaviour



LEVEL THREE

[Serious Event]

Student consequences include formal and afternoon detentions / internal & external suspensions

Teacher keeps up-to-date official records

Intervention sought from the Principal

Referral to the appropriate Principal and Student Welfare (as required)

Parents contacted



	<div> <p>LEVEL FOUR</p> <p>[Very Serious Event]</p> <p>Immediate teacher referral to Principal</p> <p>Internal/external suspension or exclusion may be issued (refer to Appendix 1)</p> <p>Parents contacted, letter/email issued formalising consequence/action taken</p> </div>
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Student Code of Conduct

Students should try to show the Fruits of the Spirit at all times (see Galatians 5:22-23). The following Student Code of Conduct is designed to assist you in this. It is based on the Fruits of the Spirit and many other important principles from God's Word, the Bible.

- The Christian orientation of the School means that the responsibility of the students is to obey God's Word, to respect authority and to care for others.
- Students are encouraged to participate in and contribute to the broader life of the School.
- Students are expected to represent the School and its high standards of behaviour and dress at all times, including travel to and from school and when in school uniform in public. Students must understand that their behaviour at all times impacts the reputation of the School and the Border Rivers community. Behaviours that adversely affect the well-being of the community will be investigated and dealt with according to the Behaviour Management policy.
- Standards of honesty, courtesy, modesty, moral purity in word, action and language are to be maintained.
- Students must remain in the grounds unless prior permission has been obtained from a Staff member. Students must sign out when leaving before the end of the day.
- Students are expected to wear their uniforms consistent with the Uniform Policy. The wearing of make-up is prohibited and only clear nail polish allowed. Hair which is shoulder length or longer poses a safety and health risk and must be tied back. All ribbons, bobbles and head bands should be plain in design and green or black in colour. With regard to the wearing of jewellery, a single pair of earrings (small, plain stud or plain sleeper), are permitted with no other visible body piercing or jewellery. Medical Alert bracelets may be worn.
- Each student is expected to respect the property rights of the School and every member of the School. All breakages and damage must be reported to Staff, Principal or Acting Principal immediately by the person responsible. All breakages and damage caused by irresponsible or malicious actions of a student must be paid for by the student, parents or guardian of the student. Payment for breakages and damage will be in addition to any disciplinary measures or other appropriate action deemed necessary by the School.
- Mobile Phones if carried, must be handed to the classroom teacher for storage at the start of the day and will be returned at the end of the day. Mobile phones are not to be used nor accessed during the day by students.
- Students must not bring the following items to school: bubblegum/chewing gum; electronic gear, firearms, weapons, combustibles, eg fire crackers, matches/lighters; alcohol, cigarettes and other illegal drugs.

Rebecca Montgomery
Principal