

BORDER RIVERS CHRISTIAN COLLEGE

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Behaviour Management Policy

Purpose:	This Behaviour Management Policy is a foundational part of the supportive college community at Border Rivers Christian College. 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.	
Scope:	Students and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements at Border Rivers Christian College.	
Status:	Current	Supersedes:
Authorised by:	Border Rivers Christian College Board Chairperson	Date of Authorisation: July 2016
References:	• <u>Child Protection Act 1999 (Qld)</u> • <u>Education (General Provisions) Act 2006 (Qld)</u> • <u>Education (General Provisions) Regulation 2017 (Qld)</u> • <u>Education (Accreditation of Non-State Schools) Act 2017 (Qld)</u> • <u>Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)</u> • <u>Working with Children (Risk Management and Screening) Act 2000 (Qld)</u> • <u>Working with Children (Risk Management and Screening) Regulations 2020 (QLD)</u> • Border Rivers Christian College Complaints Policy & Procedures • Border Rivers Christian College Child Risk Management Strategy • Border Rivers Christian College Work Health and Safety Policy • Border Rivers Christian College Student Code of Conduct	
Review Date:	Annually	Next Review Date: May 2027
Policy Owner:	Border Rivers Christian College Board	

Version History

Version	Date	Notes
1.0	July 2016	Draft Accepted
1.1	August 2019	Amended and Approved
1.1	August 2020	Reviewed and Approved
1.1	August 2021	Amended and Approved
1.1	August 2022	Reviewed and Approved
1.2	August 2023	Amended and Approved
1.3	October 2024	Amended and Approved
1.4	November 2025	Amended and Approved
1.5	May 2026	Amended and Approved

Border Rivers Christian College'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 conduct be restrained by rules and imposed authority – with a view to leading to submissiveness and obedience to Christ, a life lived by the Spirit.

The Bible tells us in Proverbs to *“Train a child in the way he should go, and when he is old he will not turn from it.”*

Correction, therefore, must always be for the good of the student – administered out of loving concern. This policy is underpinned by our acceptance of God's love for us, and our love for each other as God's children.

Therefore, the Border Rivers Christian College Behaviour Management Policy is essentially aimed at establishing the following outcomes for a safe and supportive community:

- 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
- 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.

Border Rivers Christian College promotes a relationship with Christ, and 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 college community is encouraged to develop a high level of self-discipline, self-respect and a sense of responsibility in order to promote effective relationships.

The source of authority is God, delegated to parents and through them to teachers. The purpose of authority is to:

- 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).

It is God's will that children honour their parents and, by delegation, their teachers.

TEACHING STAFF GUIDELINES

1. College – the classroom

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:

- 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;
- Recognise and honour the diverse identities, traditions, and worldviews that students bring with them to the classroom;
- Consistently apply classroom rules and routines;
- Ensure that all disciplinary actions are equitable, avoiding stereotypes or assumptions;
- 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;
- Above all; ensure you model Christ at all times in speech and demeanour.

2. College – 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 college outside the classrooms and administrative areas within the college 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 College

Activities and events undertaken outside of college 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 College property.</i>
To bring credit to the College	<i>by ensuring that their actions do not discredit the College.</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 College 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 college community	<i>by supporting the College'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>

The members of the College 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 college 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 College related matters	<i>by being supportive of the College.</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 College 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 WH&S practices and ensuring staff and students are familiar with them.</i>

FIVE LEVEL BEHAVIOUR MANAGEMENT FRAMEWORK

Note: Wherever possible behaviours should be managed at the lowest level possible, with escalation to the next level only when absolutely necessary.

LEVEL ONE

[Classroom Management]

- Handled by Classroom Teacher
- Behaviour Type: Minor disruptions (e.g., calling out, off-task behaviour, not completing set work for no reason)
- Actions:
 - Verbal correction or reminder of expectations
 - Non-verbal cues or proximity strategies
 - Behaviour recorded in Compass (College Management System)
 - Reinforcement of positive behaviour
- Goal: Immediate correction and restoration of learning environment



LEVEL TWO

[Classroom Teacher with Homeroom Support]

- Overseen by: Homeroom Teacher or Year Level Coordinator
- Behaviour Type: Repeated minor behaviours or moderate incidents (e.g repeated failure to complete set work, low-level defiance)
- Actions:
 - Behaviour conversation and goal setting
 - Monitoring through Compass
 - Parent contact (optional depending on severity)
 - Optional detention/s; possibly including outside of College hours
- Goal: Early intervention and support to prevent escalation



LEVEL THREE

[Year Level Coordinator with Principal Involvement]

- Overseen by: Deputy Principal
- Behaviour Type: Persistent or more serious behaviours (e.g. verbal aggressions, bullying, property damage)
- Actions:
 - Formal parent contact and meeting
 - Behaviour contract or Individual Behaviour Support Plan (ISBP)
 - Suspension (internal or external) if warranted
 - Referral to College Counsellor
- Goal: Collaborative plan to address underlying issues and restore safe learning



LEVEL FOUR

[Executive Review]

- Handled by: Principal or Executive Team
- Behaviour Type: Serious breaches of conduct (e.g. physical aggression, threats, repeated defiance of College rules)
- Actions:
 - Formal review of behaviour history
 - Extended suspension or conditional enrolment
 - Final warning issued
 - Engagement with external agencies if needed
- Goal: Ensure safety and uphold College standards

LEVEL FIVE

[Principal Decision / Expulsion]

- Handled by: Principal
- Behaviour Type: Extreme or dangerous behaviour (e.g. violence, illegal activity, ongoing non-compliance)
- Actions:
 - Final decision on enrolment status
 - Expulsion or recommendation for withdrawal
 - Notification to governing body if required
- Goal: Protect the integrity and safety of the College community