

Character Development Policy

Rationale

Although the College demands high standards of behaviour, the discipline system is not intended to repress but rather ensure that each and every individual within the College is given an equal opportunity to flourish and to develop their talents and skills. It is based on the underlying principles of self-discipline and self-respect which, when responsibly exercised, promote a genuine concern for the person and property of others and contribute substantially to the development of a responsible and co-operative community. The teachers of Brisbane Christian College exercise their character development strategies from a foundation of grace and love.

It is the aim of Brisbane Christian College Teachers to help our students to; **be respectful, be responsible and be safe.**

Our character development system is built on Christian values and the rights and responsibilities outlined below. Students and staff have 'rights' which all members of the Brisbane Christian College community should respect. Equally, all students and staff have the 'responsibility' to respect the rights of others.

Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
I have the right to learn without disruption.	I have the responsibility to allow teachers to teach and students to learn without disruption and to keep up to date with required work. I have the responsibility to be punctual, to attend College and to participate in required activities.
I have the right to be safe.	I have a responsibility to contribute to College safety by not threatening, hitting or hurting anyone.
I have the right to work in an environment which encourages learning and activity	I have the responsibility to promote learning by actively engaging in College life.
I have the right to be happy and to be treated with understanding.	I have the responsibility to treat others with understanding.
I have the right to be helped to learn self-discipline.	I have the responsibility to learn self-discipline and respect the rights of others.
I have the right to be treated with respect and politeness.	I have the responsibility to treat others with respect and politeness. I have the responsibility to respect the authority of teachers.
I have the right to express my opinion on matters of concern to me.	I have a responsibility to express my opinion in an appropriate manner, time and place.
I have the right to expect my property to be safe.	I have the responsibility not to steal, damage or destroy the property of others, and to take good care of my own property.
I have the right to have a pleasant, clean and well maintained school and grounds.	I have a responsibility to care for the College environment - to keep it neat and be prepared to remove litter.
I have the right to be able to use sound College buildings and equipment.	I have the responsibility to report defective equipment and damage in the College environment. I have the responsibility not to destroy College equipment.
I have the right to be respected by the local community and to receive their support.	I have the responsibility to behave in such a way that the community will respect the College.

College Wide Behaviour Expectations Matrix

	CONSCIENTIOUS (Commitment)	COOPERATIVE	CONSIDERATE (Courtesy)	COMMON SENSE
All Settings	<ul style="list-style-type: none"> Wear correct uniform at all times Aim for 100% attendance Arrive at school by 8.30 am for class Be prepared for class with all your books, timetable and homework diary 	<ul style="list-style-type: none"> Respect others' belongings Follow all instructions and reasonable requests 	<ul style="list-style-type: none"> Keeping hands and feet to self Speak politely and positively and use appropriate language Act in an appropriate manner at all times. Listen to others Accept consequences for your actions 	<ul style="list-style-type: none"> Be safe Be legal Follow OHS rules and regulations Get adult help in accidents and emergencies
Classrooms	<ul style="list-style-type: none"> Bring all necessary equipment Participate fully in class at all times Complete all allocated tasks to the best of your ability Enter classrooms only on teacher direction ICT devices used according to ICT agreement or instruction by teacher 	<ul style="list-style-type: none"> Put up hands to ask a question Follow teacher instructions Allow others to learn Participate in all tasks and activities Complete all assessments and submit by the specified times 	<ul style="list-style-type: none"> Active listening Follow the teacher's instructions within the lessons Use manners Remove hats Speak at appropriate levels 	<ul style="list-style-type: none"> Use equipment as directed Always return borrowed equipment Look after personal and borrowed equipment Leave rooms tidy – rubbish in bins, chairs under desks
Movement in and around College grounds	<ul style="list-style-type: none"> Treat grounds with respect Move to class on the bell Arrive at class on time prepared for lessons Leave only when dismissed Wear sports uniform only on Friday and days of PE lessons 	<ul style="list-style-type: none"> Stay within the bounds areas Move directly to and from classes Follow staff directions Loitering at train stations, bus stops, shops or front of College is against the College policy 	<ul style="list-style-type: none"> Always use pathways Respect personal space of others Clean up your litter Respect college property Limit noise Walk bikes in the college grounds 	<ul style="list-style-type: none"> Keep away from fights and conflict – report concerns to a staff member Report anything dangerous Follow road rules when entering and leaving the grounds Play safely Do not interfere with anyone's classes Once at school stay at school. Respect learning in progress
Assemblies and Chapels	<ul style="list-style-type: none"> Active listening Participate when asked Clap when appropriate 	<ul style="list-style-type: none"> Sit in designated area Listen to teachers and follow instructions 	<ul style="list-style-type: none"> Walk into auditorium in a quiet respectful manner Remove hats Sit in house group areas Active listening 	<ul style="list-style-type: none"> Enter and leave in an orderly fashion Sit in your designated area Follow teacher instructions
Tuck shop & lunch	<ul style="list-style-type: none"> Place litter in the bins Pick up litter as directed by a staff member 	<ul style="list-style-type: none"> Line up and wait your turn Wait quietly 	<ul style="list-style-type: none"> Use manners Be polite and respectful 	<ul style="list-style-type: none"> Pay for tuckshop with own money Wait quietly in line for access to the tuckshop
Evacuation process – drills and lock down	<ul style="list-style-type: none"> Follow all staff instructions immediately Take drills seriously 	<ul style="list-style-type: none"> Walk calmly to designated safety area Listen to safety instructions Act on instructions quickly and without argument Remain in the designated area until dismissed Have your name marked off the role to indicate your presence. 	<ul style="list-style-type: none"> Listen to safety instructions Act on instructions quickly and without argument 	<ul style="list-style-type: none"> Keep away from unsafe and out of bounds areas Listen to instructions Follow instructions Line up according to expectations for roll marking
Excursions and Co-curricular	<ul style="list-style-type: none"> Wear formal uniform unless sports uniform specified by teacher 	<ul style="list-style-type: none"> Help others and look out for each other 	<ul style="list-style-type: none"> Act responsibly Respect students and teachers from other schools Be courteous to all outside parents/volunteers and leaders 	<ul style="list-style-type: none"> Follow instructions and stay with your group

Levels of Behaviour Consequences

Level	Staff	Examples of behaviour	Explanation	Actions/Consequences
One	General Teacher Communication	<ul style="list-style-type: none"> Not wearing uniform well Not wearing hat Entering classroom inappropriately Speaking while the teacher is speaking Not completing class work Not completing homework Not getting diary signed Not bringing equipment to class etc. 	<p>The majority of training students should be via effective communication of expectations in the classroom / playground. Consequences should not be given as a means of communicating an expectation.</p> <p>Positive / negative behaviour should be communicated to parents via the student diary.</p> <p>Uniform issues should be communicated to parents via the student diary.</p>	<ul style="list-style-type: none"> Encouragement Correcting behaviour Warnings One on one discussions about behaviour Communication home via diary Communication to tutor teacher
Two	Teacher Directed Consequences In classrooms, assemblies, yard duty etc	<ul style="list-style-type: none"> Repeats of above offences (level one) Not handing in rough drafts / assignments. Disobedience Minor Disrespect Inappropriate language Minor Bullying Etc. 	<p>If a student challenges College expectations despite the expectations being clearly communicated, the teacher should explain to the student why their behaviour is unacceptable and be given a consequence to reflect on their actions. The consequence should be administered by the teacher – this is an important part in building appropriate teacher – student relationships.</p> <p>Teachers must keep a record of their communications and consequences.</p> <p>It is important that the student has the opportunity to repent of their behaviour. The teacher should also seek to restore any breakdown in relationship with others involved.</p> <p>Positive / negative behaviour should be communicated to parents via the student diary.</p> <p>Teachers are encouraged to maintain their own records of conversations and consequences.</p> <p>If students are required to attend Tuesday Detention (supervised by teacher on duty) teachers are expected to provide appropriate work for students to complete.</p>	<ul style="list-style-type: none"> Altering seating arrangements Added homework tasks Rubbish duty Teacher directed lunch time detentions (Tuesday Detention available) Assessment Recovery (Friday afternoon sport in the high school) Communication home via diary Communication to tutor teacher
		<ul style="list-style-type: none"> Repeats of the above offences 	<p>If a student continues to show poor behaviour at the above level and is not responding to the consequences given by the teacher – an afternoon detention may be given.</p> <p>The teacher will need to inform the relevant staff and contact the parents via phone call to organise an appropriate afternoon.</p> <p>Information will need to be recorded on the behaviour management network.</p>	<ul style="list-style-type: none"> Afternoon Detention (3:15-4:00) Communicate home Behaviour intervention process
Three	HoY/Lower or Upper Primary Coordinator Directed Consequences	<ul style="list-style-type: none"> Repeats of above offences (level two) Truancy Major Disrespect Major Bullying & cyber bullying Defacing property Inappropriate sexual behaviour Cheating on exam / plagiarism Theft Violent act to another student Etc. 	<p>A teacher may send a student to the HoH/ Primary Coordinator under the following circumstances;</p> <ul style="list-style-type: none"> Repeat offences – despite the teacher giving a student various consequences to train the student (including an afternoon detention), there is no change in the student behaviour and the teacher feels that the discipline administered by the teacher is proving ineffective. Authority – the student is failing to come under the authority of the teacher, preventing him/her from training the child effectively. Major inappropriate behaviour (see examples) <p>Please note: Teachers should only send students to the HoH/ Primary Coordinator if the issue is beyond their control. Sending students for minor issues will only take away the authority from the class teacher.</p> <p>HoH/ Primary Coordinator should communicate to parents via phone call / letter.</p>	<ul style="list-style-type: none"> Afternoon Detentions Sport Detentions Internal suspensions Work Cards

Four	Deputy Principal / Head of Primary irected Consequences	<ul style="list-style-type: none"> • Repeats of above offences (level four) • Possession of drugs / pornographic material. • Violent act toward a teacher or adult on campus • Possession of a weapon • Etc. 	<p>The Deputy Principal/ Head of Primary may send a student to the Principal under the following circumstances;</p> <ul style="list-style-type: none"> • Repeat offences - despite the Deputy Principal giving a student various consequences to train the student, there is no change in the student behaviour and the Deputy Principal feels that the discipline is proving ineffective • Authority – the student if failing to come under the authority of the Deputy Principal, preventing him/her from training the child effectively • Major inappropriate behaviour (see examples) 	<ul style="list-style-type: none"> • External Suspensions • Expulsion
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Behaviour Intervention Process

The following is a 10 step plan to help staff document their behaviour intervention process. Concern over student behaviour should be communicated home to parents as soon as possible. Teachers are communicating via diary, phone calls or email Teachers should also be communicating to tutor teachers/HoH/HoY.

1. Identification of student behaviour triggered by:
 - Academic reports
 - Parent contact
 - Other student comments/feedback
 - Staff meetings
 - Conversations with staff – formal and informal
2. Is there enough concern to call a behaviour intervention meeting?
 - If no, communication home should be maintained. {Minor & first infringement behaviour leads to meeting with student, relevant teacher and tutor teacher. Following meeting behaviour is monitored and followed up.}
 - If yes go to step 3 – **[MEETING]**
3. Meeting chaired by HoH/HoY to build Case Management Plan
 - Input to meeting from tutor teachers, teachers, SES, Admin, HoH, HoY and any other stakeholders
 - Teachers of student employ strategies developed in CMP meeting
 - **[COMMUNICATION]** – **by tutor teachers** Parents informed of CMP meeting; outlining strategies to be employed by teachers and the next stage of Behaviour Intervention Process if unacceptable behaviour continues.
4. Does the behaviour continue?
 - If no communication home should be maintained **[COMMUNICATION]** – **by tutor teachers** Parents informed of students improved behaviour
 - If yes go to step 5 & step 6 – **[MEETING]**
5. Meeting chaired by HoH/HoY with student's teachers to develop a Consistent Behaviour Support Plan for all subjects
 - Parents informed of students decisions to continue unacceptable behaviour **[COMMUNICATION]**. Convene meeting with parents, student, HoH/HoY and Tutor Teacher
6. Meeting with parents, student, HoH/HoY and Tutor Teacher. CBSP tabled and all parties sign. Clear expectations outlined. Consequences outlined if expectations are not met.
 - Internal/external suspensions
 - Exclusions from representation at sport
 - Continuation of enrolment questioned
7. Does the behaviour continue?
 - If no communication home should be maintained **[COMMUNICATION]** Parents informed of students improved behaviour
 - If yes – go to step 8 – **[MEETING]**
8. Meeting with HoH/HoY & DP. Recommendations given to DP
9. Meeting with Principal. Deputy to give recommendations to Principal
10. Student's current enrolment status under review