



SECTION: STUDENTS					
ITEM: CHARACTER DEVELOPMENT POLICY		ITEM No: ST-002			
ISSUED: 2015 (New Format 2024)		PAGES: 19			
RESPONSIBILITY: Board		VERSION: 2026			
REVISED:	October 2024	February 2026			
NEXT REVIEW:	2026	2028			

PREAMBLE

Brisbane Christian College aims to spread and strengthen the teaching of the Christian religion, as articulated in the College Statement of Faith, the maintenance of the doctrines upon which that religion rests, and the observances that promote and manifest that religion.

Brisbane Christian College is a Christian organisation. It exists to advance the Christian religion through the provision of education and religious instruction, in a Christ centred environment in which the spiritual, academic, social and physical development of the individual can be fostered in harmony with the home and the church community.

Further, it is essential to the religious purpose for which the College exists that its operations be conducted in accordance with its religious doctrines, beliefs or principles. In the context of Christian schooling, conduct that is inconsistent with the Christian beliefs of the College can impact detrimentally on:

- (a) the ability of the College to be conducted in conformity with its Christian doctrines, tenets, beliefs or teachings;
- (b) its ability to maintain its religious ethos; and
- (c) its ability to model a Christian standard of conduct to each individual student and to the student body.

This Policy may be varied from time to time by the College. This Policy does not form part of any contract of enrolment.

The procedures outlined in this Policy are intended only as a guide to the disciplinary procedures which may be implemented by Brisbane Christian College. In every case, Brisbane Christian College will determine the actual disciplinary procedure to be adopted in its discretion and in consideration of the circumstances of the case as a whole. Nothing in this Policy prevents Brisbane Christian College from acting according to any applicable enrolment contract, issuing a final warning at any stage of the process or otherwise taking urgent or immediate action where the circumstances require such.

INTERPRETATION

All Brisbane Christian College documents, policies, procedures, guidelines, handbooks, codes of conduct and other documents are to be interpreted in a manner that is consistent with the Statement of Faith. the College may adopt, supplement, vary or rescind its documents, policies, procedures, guidelines, handbooks, codes of conduct and other documents it has adopted at any time in its absolute discretion by the provision of notice.

The College may update, amend, innovate, supplement, vary or replace its policies, rules or procedures at any time by the provision of notice to caregivers. Students will be treated as being bound by the policies, rules and procedures. As a condition of enrolment, caregivers undertake to ensure the student has understood the policies, rules and procedures (including as amended, innovated, supplemented, varied or replaced from time to time). In this document, 'policies, rules and/or procedures' means the College policies, rules and/or procedures available via the College website and/or parent portals and/or in publications that the College makes available, as updated, as amended, innovated, supplemented, varied or replaced from time to time.

If any part of this Policy, or part thereof, is, becomes or is declared by any judicial or other authority to be invalid, void, voidable, illegal or otherwise unenforceable, the provision, or part thereof, will be either:

- (a) severed from this Policy; or
- (b) read down,

in the manner that best achieves the purpose of the College without illegality, and the remaining provisions of this Policy shall remain in full force and effect unless the College in the College's discretion decides that the effect of such declaration is to defeat the original intention of the College in which event the College may update, amend, innovate, supplement, vary or replace this Policy by the provision of notice to caregivers.

1. PURPOSE

Brisbane Christian College, as a ministry of Life Church, is the preferred place of learning. Our College Mission is to equip and empower students to live Christ-focused lives and develop their God given potential.

Brisbane Christian College is committed to ensuring a respectful, safe and supportive learning environment for all students. This policy provides guidelines for expected student conduct and outlines the College Character Development Plan for managing conduct that does not align with College policies and expectations and the ways the College recognises the outworking of the HEART Values in conduct that exceeds expectations.

Character Development within the College is built on a foundation of relationship and places Christ in the centre of all conversation and action. The goal of this plan is to reconnect our children to the journey of becoming a 'Brisbane Christian College Student of Godly Character'. As we have been saved by grace, we strive to extend grace and understanding in our responses to student choices.

Ephesians 4:7 'But to each one of us grace has been given as Christ apportioned it.'

This policy aligns with the College Statement of Faith and our College HEART Values:

- Honouring Jesus Christ**
- Empowering others**
- Aspiring to excellence**
- Respecting others and self**
- Together developing dynamic relationships.**

“Train up a child in the way he should go; and when he is old he will not depart from it.” Proverbs 22:6

2. SCOPE

This policy applies to all Brisbane Christian College 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.

This policy extends to all activities and events that are College related and when representing the College, including at all times when wearing the College uniform. This policy requires that students do not engage in behaviour that damages the reputation of the College, regardless of whether that action occurs within or outside College hours.

3. SOURCES

- ***“When Love Dominates the Classroom,”*** H.D. Mayer MD. Principal, Bethel Christian School, Redding, CA, 2014.
- [Bridge Builders](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education Queensland](#)
- [Child Safe Organisations Act 2024](#)

4. POLICY

4.1 Our Culture

Brisbane Christian College is a Christ-centered community which educates, equips and empowers our children and community to live Christ-focused lives as servant leaders and to develop their God-given potential. We are a relational community where every student is known and cared for.

This culture is outworked through our College HEART Values:

- **Honouring Jesus Christ** – *point our children to Him*
- **Empowering others** – *empower our children to make wise choices, not out of fear, but through relationship*
- **Aspiring to excellence** – *relationally call our children to excellence in everything they do*
- **Respecting others and self** – *our staff have a significant impact on the children in our spaces. When love dominates a classroom (D.Mayer) Christian teachers use methods of managing students that build Christian character.*
- **Together developing dynamic relationships** – *our children want connection. We aim to show them they are accepted unconditionally in Christ so that they can connect personally with Him.*

4.2 Discipleship & Character

Matthew 28:18 Therefore go and make disciples of all nations.

A Christian teacher is fulfilling the great commission through their work by making disciples. Correction and guidance must take place in a positive atmosphere that edifies the student (D.Mayer).

Behaviour is the product of character and character is the outworking of the heart.

4.3 Rights and Responsibilities

4.3.1 College Leadership Team

The College Leadership Team (CLT) led by the Principal is responsible for the control and regulation of student discipline within the College¹. This policy provides for the regulation of discipline, through Character Development processes, within Brisbane Christian College. The policy is regularly reviewed (minimum of every two years) and communicated to all staff, students and parents.

4.3.2. Staff Responsibilities

4.3.2.a Staff are Relational

- A child's success and character is developed by knowing they are loved and valued.
- Shame, fear or guilt should be removed, "Shame tries to keep people trapped in their mistakes" (D. Mayer).
- Replace condemnation with wise questioning. Discipline is not delivered with anger or contempt.
- Look beyond the external. Consider the heart of the student and allow them to voice their intention. Provision for Student Voice is embedded through the [Child Safe Standards](#).
- Determine whether it is consequences or training that is required.

Relationship without order leads to chaos and contempt. Relationship AND expectation work together as we help grow and empower the character of our students.

4.3.2.b Staff are Role Models

- Be the change you want to see in and out of the classroom.
- We are loving, respectful of each other and our students, turn up on time, take pride in our appearance and adhere to College guidelines and policies.
- We aspire to excellence - focus on effort rather than perfection

Jesus made this clear when He emphasised the affect a teacher will have on his students. "A disciple is not above his teacher, but everyone who is perfectly trained will be like his teacher." Luke 6:40

4.3.2.c Staff are Consistent

- We are fair.
- We are respectful.
- We provide clear and consistent expectations that allow students to feel safe.
- We consistently show love.
- All staff share the responsibility to develop and empower the character of our children.

Alignment and consistency have a powerful effect on staff and colleagues which builds trust and culture.

¹ [Education \(General Provisions\) Act 2006 Chapter 12, Part 1, s275.](#)

4.3.3 Student Responsibilities

To help staff and students understand good behaviour, the concept of rights and responsibilities are 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	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.

The following table provides some examples of the expected College conduct for students as aligned with our College HEART Values.

Founded upon our College Values – HEART	
Honouring Jesus Christ	Be faithful in all things Love others, showing care, grace and understanding Be steadfast and consistent Live out the Fruit of the Spirit
Empowering others	Be willing to help Support others Speak words of life and encouragement Keep each other accountable
Aspiring to excellence	Show College pride by wearing the uniform well and adhering to guidelines on hair, makeup and jewellery. Be punctual, prepared and participate in class Respect others' property including College facilities (.eg put litter in bins) Be teachable, open to learn and actively contribute to effective learning and teaching Commit to doing your best in academics, sports and all College activities.

Respecting others and self	Be on time and respect other people's time Follow teacher directions and meet class expectations Use ICT devices and mobile phones according to policies and the ICT agreement. Listen actively Participate positively in decision making processes and follow agreed outcomes. Respect authority
Together developing dynamic relationships	Be a team player Use respectful communication – verbal & non-verbal Be authentic & honest Be friendly and inclusive

Students' responsibility extends to ensuring their conduct aligns with their Enrolment Contract and College policies developed to ensure students, staff and visitors to Brisbane Christian College work cooperatively to create and maintain a safe and supportive learning environment. Such policies include, but are not limited to:

- Acceptable Use of Personal Electronic Devices Policy ICT-003;
- Acceptable Use of ICT Service Policy ICT-004;
- Student Anti-Bullying Policy ST-012;
- Privacy Policy G-001;
- Workplace Health and Safety Policy WHS-001;
- Complaints Handling Policy and Procedure G-006 and G-006.1;
- Anti-discrimination Policy G-002.

Students, parents and staff have a responsibility to understand and adhere to all College policies.

4.3.4 Parents Responsibilities

Parents have a responsibility to familiarise themselves with the College conduct expectations and policies and to ensure that their child/ren understands and adhere to the standards outlined. Parents and caregivers are expected to adhere to the *Parent and Community Code of Conduct (COP-004)*.

4.4 Whole College Approach

The outworking of the HEART Values in daily conduct is supported by a multi-faceted approach, which promotes a positive College culture, builds strong relationships and facilitates conduct aligned with College expectations and includes:

- Pastoral Care promotes solid relationships and ensures each student is known and supported:
 - Pre-Prep and Primary Campus: Class teachers provide pastoral care to students daily supported by the Pastoral Care Coordinator. Strong teacher-student connections are further fostered by the two year rotation in Primary where teachers travel with their class over two years.
 - Middle and Secondary Campus: Family Groups, Switch for Schools, Chaplains, Counsellor, Heads of Year and Heads of House, Pastoral Care Coordinators and a Head of Pastoral Care, Character Development and Culture all support pastoral care.
- Education Program Support – consideration is given to achievement levels and attendance to ensure students are best placed to achieve their goals. Where required students are linked with Enrichment and Learning Support (EALS) (Middle and Secondary) and/or Specific Learning Differences (SpLD) (Primary) tutoring to equip them to achieve their maximum potential.
- Subject Support – Classroom and Subject teachers deliver differentiated instruction.

- Career Advice – students on the Middle and Secondary campus are able to meet with the Careers Advice officer for guidance.
- College Culture – Chapels and Assemblies communicate expectations and celebrate excellence in living out the College Values, Bridge Builders and Bridge Builder Mediators (Primary) build age appropriate interpersonal communication strengths for students. Family Groups and Student Council (Middle and Secondary) provide voice and connection.
- Family Connection - aligned with our Value of “*Together Developing Dynamic Relationships*” parents are encouraged to be actively involved in their child’s learning.

4.5 College Student Support Network

Brisbane Christian College students are able to access support from sources additional to their classroom and/or subject teachers including:

- Pastoral Care Character Development and Culture Coordinator (Primary)
- Pastoral Care Character Development and Culture Coordinator (Yr 6-8 and Yr 9-12)
- Heads of Year (Middle and Secondary)
- Heads of House (Middle and Secondary)
- Chaplains
- College Counsellors
- Careers Advisor (Middle and Secondary)
- Enrichment and Learning Support Services

4.6 Consideration of Individual Circumstances

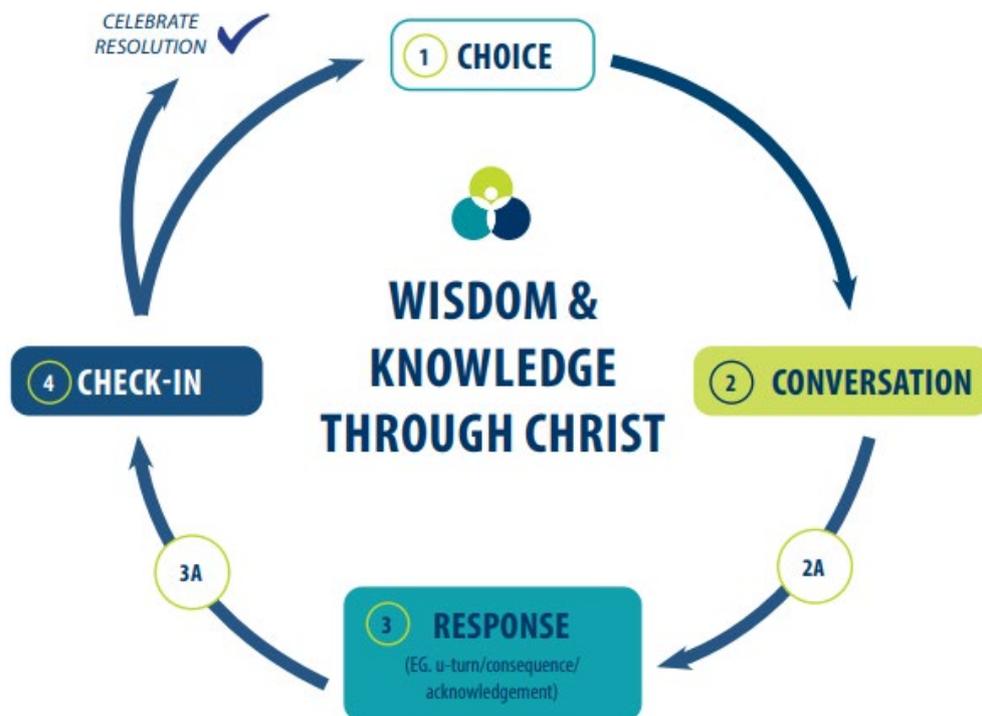
When applying consequences for conduct that does not align with College expectations, consideration is given to a student’s individual circumstances, including behaviour history, additional needs (IEPs), culture, family and care arrangements. The College response will reflect the principle of equity with every student given the support they require to be confident, creative, life-long learners.

In conjunction with individual circumstances, Brisbane Christian College considers the needs of the wider College community when applying consequences to student misconduct, however, in adherence with privacy obligations, the College will not disclose the consequence applied to any party other than the student concerned and their parent/caregiver.

If you have concerns about how the College has addressed a conduct matter you should direct your concern to the Head of Campus and/or follow the College *Complaint Handling Policy and Procedure (G-006, G-006.1)*.

4.7 Character Development Plan - Poor Choices

Where student conduct does not align with expectations, the goal of the College Character Development Plan is not punishment, but rather grace, restoration and reconnecting our children into their journey of becoming a student of Godly character.



And whatever you do or say, do it as a representative of the Lord Jesus, giving thanks through him to God the Father.
COLLOSSIANS 3:17 (NLT)

4.7.1 PART ONE Initial Choice (Flow of steps)

Step 1 - Student makes a choice	
Step 2 - Conversation - What does a conversation look like? <ul style="list-style-type: none"> Listen to people with the heart of Jesus Speak to people with the words of Jesus <p>NB: Staff are advised to keep their own records of these conversations. Some 'one-off' behaviours may require more than a conversation and require discernment by the member of staff</p>	
<u>Poor Choice</u> <ul style="list-style-type: none"> Start by asking wise questions Aim to understand what shaped this choice Remind, advise, encourage and train students on what is expected If in the playground - refer to Step 5 of the 'Whole-School Language Script' (in duty bags) Relate back to our College Values 	<u>Acknowledgement of Student Adjustment</u> <ul style="list-style-type: none"> Commend by acknowledging choice/action taken to realign choices to expectations Affirm in relation to our College Values
Step 3 - Response - What action needs to be taken? <ul style="list-style-type: none"> Options - U-Turn, consequence, acknowledgement. <p>NB: Refer to Character Development flowchart to guide your decisions</p>	

<p><u>Poor Choice</u></p> <ul style="list-style-type: none"> • Evaluate which is the appropriate response required based on conversation and data gathering • Decide who is best to implement the response e.g. class teacher, HoPC, HoH (based on the 'Character Development' Flow Chart) • Implement the appropriate response and/or consequence (using the 'Character Development' Flow Chart as a guide) • Log U-Turns into TASS PC Entries 	<p><u>Acknowledgement of Student Adjustment</u></p> <ul style="list-style-type: none"> • Commend by acknowledging choice/action taken to realign choices to expectations • Affirm in relation to our College Values •
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Step 4 - Ongoing Character Development Check-In - How are they making changes for the better? Do they need further support/help?

<p><u>Poor Choice</u></p> <ul style="list-style-type: none"> • Staff member who implemented the response in Step 3 and class teacher (if not that person) should check in with the student the next day and periodically over the following 2 weeks to encourage positive choices and praise positive choices and effort 	
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4.7.2 PART TWO – Repeated or Significant Behaviour (Flow of Steps)

If a child repeats the same behaviour, including significant behaviour, they begin the cycle again; however, this time with the addition of **Step 2a and 3a** included in the process to consider at different times.

NB: Second or Third Repeat of Poor Choice or repeat of Significant Behaviour (orange/red level) Step 2a and 3a become COMPULSORY

<p>Step 2a - Does the student require additional support?</p>
<p>After <u>Step 2 Conversation</u> has taken place</p> <ul style="list-style-type: none"> • Explore if the choice made by the student requires additional support from others (e.g. Pastoral Care Team, Chaplains, Family Group/Class Teacher, Counsellor, HoY or HoH. • If required, liaise with the appropriate additional support staff members to arrange for a time to meet with the student, and where applicable their parent/caregiver. • Meetings will be used to create a Character Development plan for the student with details recorded in the student file on TASS.
<p>Step 3a - Does the student require additional support?</p>
<p>After <u>Step 3 Response/Consequence</u> has taken place</p> <ul style="list-style-type: none"> • Explore if the choice made by the student requires additional support from others (e.g. Pastoral Care Team, Chaplains, Family Group/Class Teacher, Counsellor, HoY or HoH. • If required, liaise with the appropriate additional support staff members to arrange for a time to meet with the student, and where applicable their parent/caregiver. • Meetings will be used to create a Character Development plan for the student with details recorded in the student file on TASS.

4.7.3 Character Development Flowchart

At Brisbane Christian College, we appreciate the opportunity to work with parents to build the character of all children and encourage behaviour aligned with College Student Conduct Expectations. The flowchart below indicates examples of the steps of the Character Development Plan: choice – reflection – accountability/consequences. The flowchart is a guide for staff. To ensure the principle of equity is implemented, all conduct will be addressed on a case-by-case basis to understand the ‘why’ and the circumstances before a response is actioned.

At each stage/colour, a U-Turn Form may be partially completed by the teacher with the child and then completed by the parents with the child. The flowchart below is not an exhaustive list but provides examples of responses at each level.

Choice – Reflection – Accountability - Consequence

	CONDUCT EXAMPLES <i>*This list is not exhaustive and may be updated by the College at any time with the provision of notice.</i>	Conversation - Reflection, Accountability, Consequence
Classroom Expectations managed by the teacher	<p>If these are happening in the classroom - teacher to follow suggested responses before moving to White</p> <ul style="list-style-type: none"> • Pushing ('niggly, careless') • Calling out • Teasing/name calling • Excessive talking • Minor physical altercations • Uniform • Homework incomplete 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion with the child <input type="checkbox"/> Set up an individual reward system <input type="checkbox"/> Warning <input type="checkbox"/> Encouragement <input type="checkbox"/> Behaviour managed by classroom teacher <input type="checkbox"/> Notification to parents if necessary
White (Repeat of conduct as listed above)	<ul style="list-style-type: none"> • Pushing ('niggly, careless') • Calling out • Teasing/name calling • Excessive talking • Minor physical altercations (unintentional) • Uniform • Homework incomplete 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion with child, including Step 2a-additional support needs identified. NOTE: student may already have a IEP with information relevant to conduct. <input type="checkbox"/> Parents emailed <input type="checkbox"/> BRIDGE BUILDERS conversation starts here - White U-Turn completed <input type="checkbox"/> TASS PC Entry form/report if needed <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Adjust/alter seating arrangements <input type="checkbox"/> Teacher-directed consequence
Yellow	<ul style="list-style-type: none"> • Defiance/consistent disobedience • Intentional physical or emotional harm • Deliberate damage to property • Habitual behaviours • Swearing/Abusive and offensive language (including racial slurs) 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents emailed <input type="checkbox"/> BRIDGE BUILDERS - Yellow U-Turn completed <input type="checkbox"/> TASS PC Entry <input type="checkbox"/> Behaviour intervention/goals card <input type="checkbox"/> Consideration and action if the 'Support Network' is required
Orange	<ul style="list-style-type: none"> • Stealing • Inappropriate sexual behaviour • Causing humiliation through a deliberate act • Bullying and/or cyber bullying • Unlawful harassment and/or unlawful discrimination • Cheating/ plagiarism or other academic misconduct • Violent physical act • Swearing at a teacher/adult 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents called <input type="checkbox"/> Parent Meeting with the 'Support Network' <input type="checkbox"/> BRIDGE BUILDERS - Orange U-Turn completed <input type="checkbox"/> TASS PC Entry <input type="checkbox"/> Behaviour intervention/goals card <input type="checkbox"/> Suspension (Internal or external) <input type="checkbox"/> Engage 'Support Network'
Red	<ul style="list-style-type: none"> • Violence to an adult/teacher • Weapons or drugs • Vaping • Significant property damage e.g. fire, destruction of property • Sexual assault • Illegal acts/criminal charge 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents called <input type="checkbox"/> Parent Meeting with the 'Support Network' <input type="checkbox"/> BRIDGE BUILDERS - Red U-Turn completed <input type="checkbox"/> TASS PC Entry <input type="checkbox"/> Suspension (External) or Expulsion <input type="checkbox"/> Engage 'Support Network'
Flexible responses depending on circumstance and severity.	<ul style="list-style-type: none"> • Lying • Truancy 	<p>Use teacher judgement depending on the severity and moderate with up-line for agreement</p>

NOTE: This flowchart provides examples of the range of consequences for choices not aligned with College expectations. The unique circumstances of each situation are considered prior to any Character Development consequence being implemented. The College considers it is the certainty of consequence rather than severity that is important, remembering our purpose is to reconnect our children to the journey of becoming a 'Brisbane Christian College student of Godly Character'.

4.7.4 Critical Incidents

Where student misconduct seriously endangers the safety of the student or others, staff will implement *Emergency Response Management (WHS-005)* processes to avoid escalation, maintain calmness and ensure safety.

4.7.5 Suspension (Internal or External) or Cancellation of Enrolment

Suspensions, both internal and external, and/or the cancellation of enrolment are strategies of last resort enacted only when deemed necessary by the seriousness of misconduct.

The decision to implement these consequences is made according to the processes outlined above in the Character Development Plan and Flowchart with consideration given to the student's individual circumstances and the level of risk the misconduct presents.

On the Primary Campus, the Character Development Plan response moves from classroom teacher to Head of Pastoral Care for repeated or more serious conduct, and from there progressively to the Deputy Head of Campus and Head of Campus as informed by the seriousness of the misconduct.

On the Middle and Secondary Campus, the Character Development Plan response moves from classroom teacher to Head of Year who works with the pastoral team for repeated or more serious conduct, and from there progressively to the Pastoral Care, Character Development and Culture (PCCDC) Coordinators, the Head of Pastoral Care, Character Development and Culture (PCCDC), then Deputy Head of Campus and Head of Campus as informed by the seriousness of the misconduct.

At all stages of the Character Development Plan communication with parents/caregivers is maintained and both the student and parent/caregiver have the opportunity to review the factors/evidence being considered and to respond if they choose. Records are kept on the student's file. A decision to implement a suspension, either internal or external, is made following full and thorough investigation and an agreed recommendation of the Head of Pastoral Care and the Primary Leadership Team (Primary Campus) or the Middle and Secondary Leadership Team (Middle and Secondary Campus). Both the student and the parent/caregiver are informed of the decision to suspend, the reasons for the suspension and the date of commencement and length of the suspension. The College Principal is informed and may be consulted prior to final decisions being made.

The contact person for the student and family during the suspension is the Deputy Head of Campus.

The decision to cancel a student's enrolment as a consequence of misconduct is made following the processes outlined in this Character Development Plan and Flowchart. The College Principal makes the final determination on expulsion following consultation with the relevant leadership team. In the event that a student is placed on an internal or external suspension, the College will need to follow the procedures as outlined in the appendix to support students and families through this process.

4.8 Character Development Plan - Excellence – Middle and Secondary Campus

The College recognises that many students exceed expectations, going above and beyond with excellence and this is acknowledged through positive Pastoral Care entries and through HEART Awards.

4.8.1. What is a HEART Award?

A HEART Award is a certificate students will receive at the end of each Term if they have repeated Positive PC Entries and/or HEART Slips. Students will need to earn 2 or more HEART Slips or Positive PC Entries throughout the term to receive a HEART Award.

4.8.2. What is a HEART Slip or Positive PC Entry, and how do students earn one?

A HEART Slip or Positive PC Entry are the same. The difference is that a HEART Slip is a physical piece of paper whereas a Positive PC Entry is recorded digitally. Both are completed by teachers and/or other College staff. To receive one of these, students must do one or more of the following:

- Demonstrate one or more College HEART Values or Expectations consistently and to a standard of excellence.
- Represent the College exceptionally outside of College hours and/or at events (community, sporting, outside-school activities).

4.8.3. What do students do if they receive a HEART Slip?

Students should place HEART slips in the relevant box at the front counter of the Library/Resource Centre.

4.8.4 How do students know if they are successful in receiving a HEART Award?

Half-way through each Term, students will be sent an email if they have received one Positive PC Entry or HEART Slip so they know they are on track, and they can aim to get another one before the term ends. In the last 2 weeks of Term, students who have met the requirements will receive an email congratulating them on receiving a HEART Award, along with information about how they will receive it. Each Term "resets" the process.

4.8.5. What rewards are up for offer?

- If enough HEART Slips are placed in the boxes, random draws may occur at any assembly throughout the Term. If a student's slip is drawn, they will receive a prize.
- For the HEART Award:
 - Tiered-Level Certificate (Gold- 3 or more Awards for the Year, Silver- 2 Awards for the Year, Bronze- 1st Award for the Year)
 - Morning Tea (Donuts!) with the College Principal and Leadership Staff
 - Email Home to Parents/Caregivers about what students have received
 - Student choice of acknowledgement (public or private)

HEART Awards received throughout the year are also taken into consideration for eligibility for College Values Awards.

5. MONITORING and REVIEW

This policy is reviewed every two years as a minimum standard and may be updated more frequently as determined by the College Board following consultation or feedback from stakeholders and/or in response to incidents or legislative requirements.

Any concerns regarding the implementation of this policy may be addressed following the College *Complaints Handling Policy and Procedures (G-006 and G—006.1)*.

6. RELATED DOCUMENTS

- F-002 Statement of Faith
- COP-004 Parent and Community Code of Conduct
- ICT - 003 Acceptable Use of Personal Electronic Devices Policy
- ICT - 004 Acceptable Use of ICT Service Policy
- ST-012 Student Anti-Bullying Policy
- G-001 Privacy Policy
- WHS-001 Workplace Health and Safety
- G-006 Complaints Handling Policy
- G-006.1 Complaints Handling Procedure
- G-002 Anti-discrimination Policy
- G-001 Privacy Policy
- WHS-005 Emergency Response Management

7. APPENDIX

7.1 SUSPENSION PROCEDURES – PRIMARY CAMPUS

Internal Suspension - Primary Campus

1. Parents (and the student) are advised that they will be placed on an internal suspension.
2. The Deputy Head of Campus will notify parents of the reason for suspension and provide information on what to expect, where to meet etc. for the following suspension.
3. A Pastoral Care entry must be made on TASS regarding this suspension.

Day(s) of suspension:

4. Students should report to the Primary Campus office at 8.30 am. A full day of learning will be provided for the student to undertake.
5. If there are 2 or more students on suspension at the same time, a staff member may be allocated to supervise the students for the day in an allocated room.
6. Students will not have their morning tea or lunch breaks with the rest of the College.
7. Students will receive a break for both morning tea and lunch, after the rest of the College have returned to class.
8. Students must work quietly and independently on set class work.
9. A relevant U-turn form will be completed with the student along with a conversation of reflection, Biblical truth and prayer.
10. The student can be collected by the parent from the office at 3pm. A member of the PLT will have a brief meeting with the parent/s.

External Suspension Procedure - Primary Campus

Prior to suspension:

ST-002 Character Development Policy v2026.1 Brisbane Christian College CRICOS Provider Code 00909K

1. The parents and the student are advised that they will be placed on an external suspension.
2. The Head of Campus or Deputy Head of Campus should notify parents of the reason for suspension.
3. A Pastoral Care entry must be made on TASS regarding this suspension.

Day(s) of suspension:

4. Students should continue with work at home accessed through The Community Hub or the login information in their Student Success Diary. No additional learning will be provided by the College.
5. This is an opportunity for reflection.

Return from suspension:

6. On the morning of return to College, there will be a brief meeting of student and parent with either the Head or Deputy Head of Campus to allow students to share their reflections from the external suspension. The Head of Campus or Deputy Head Campus will welcome the child back to College and pray over them.

7. The Red U Turn form should be completed and also signed and returned by the family. This form should be photocopied with the original being scanned and attached to the pastoral care entry.

8. Aim to support successful re-entry

Follow up:

9. Check ins with class teacher, the Head of Pastoral Care and/or the Deputy Head of Campus.

7.2 SUSPENSION PROCEDURES – MIDDLE AND SECONDARY CAMPUS

Internal Suspension – Middle and Secondary Campus

Prior to suspension:

1. Students are advised that they will be placed on an internal suspension.
2. The Deputy Head of Campus, the Head of Pastoral Care, Character Development and Culture (PCCDC), the PCCDC Coordinators, Head of Year or Head of House (the person who knows the most regarding the situation) should notify parents of the reason for suspension and provide information on what to expect, where to meet etc. for the following suspension.
3. A Pastoral Care entry must be made on TASS regarding this suspension.

Day(s) of suspension:

4. Students should report to the Deputy Head of Campus office at 8:35am where the delegated Pastoral Care leader will collect the student.
5. Students will be located in a small group room, supervised by a staff member.
6. If there are 2 or more students on suspension at the same time, a staff member may be allocated to supervise the students for the day in an allocated room.
7. Students should not have their morning tea or lunch breaks with the rest of the College.

8. Students must work quietly and independently on set class work.
9. Head of Year or delegated Pastoral Care leader must complete an ORANGE U-Turn form with the student. This should be photocopied. The original should be scanned and attached to the pastoral care entry and the copy to go home and be signed by the parent. Alternatively, the copy could be emailed home for parents to view.

Re-entry and follow up:

10. Meeting with a Pastoral Care leader must be done the day of return.
11. Aim to support successful re-entry
12. HOY/PCCDC Coordinator set follow-up date with student
13. Parent Meeting (consider severity) – strengthen home/College communication
14. Family Group teachers:
 - a. Plan proactive strategies
 - b. Set students up for success
 - c. Ensure students are well-supported in making better conduct choices.
15. Chaplains/College Counsellor may be involved in the follow up process.

External Suspension Procedure – Middle and Secondary Campus

Prior to suspension:

1. Students are advised that they will be placed on an external suspension.
2. The Deputy Head of Campus should notify parents of the reason for suspension.
3. A Pastoral Care entry must be made on TASS regarding this suspension.

Day(s) of suspension:

4. Students should continue with work at home accessed through The Community Hub.
5. This is an opportunity for reflection.

Return from suspension:

6. Parent Meeting (Consider severity) – strengthen home/College communication
7. On the morning students return to College, Deputy Head of Campus or delegated Pastoral Care leader must complete a Bridge Builders 'Return from Suspension' form to support students in making better choices and to allow students to share their reflections from the external suspension.
8. This form should be photocopied with the original being scanned and attached to the pastoral care entry. The copy should go home and be signed by the parent. Alternatively, it could be scanned and emailed home for parents to review.

9. Aim to support successful re-entry
10. HoY/PCCDC Coordinator set follow-up date with student
11. Family Group teachers
 - a. Plan proactive strategies
 - b. Set them up for success
 - c. Ensure students are well-supported in making better choices.
12. Chaplains/College Counsellor may be involved in the follow up process.

Follow up:

13. Family Group teachers to follow up with students to ensure students are well-supported in making better choices.

CHARACTER *Development Plan*



Our Way (Expectations)

- Upholding College Values
- Upholding Campus Expectations
- Walking in the Spirit

So I say, walk by the Spirit, and you will not gratify the desires of the flesh. Gal 5:16

STAGE 1	<p>Behaviour Observed</p> <ul style="list-style-type: none"> • Minor class/playground conflict, physical response e.g. push in, shove • ICT, mobile phone and/or classroom expectations repeatedly not met • hair, makeup and jewellery guidelines repeatedly not met • repeatedly and/or deliberately late to class • repeatedly and/or deliberately not bringing equipment to class • disrespectful to staff and peers (minor unintentional) • bad language (not directed at staff or peers) 	<p>Fair and Just, Natural Consequences</p> <p style="font-size: x-small;"><i>After classroom management strategies have been used with a conversation:</i></p> <p>Outcome: Lunchtime Duty Involved: Class Teacher or staff member <i>Slip with PC entry to be created</i></p>
STAGE 2	<p>Behaviour Observed</p> <ul style="list-style-type: none"> • Three or more lunchtime duties completed in a two-four week block and still no change or repeated Stage One behaviours • graffiti/disrespect of College property including deliberate breaking • refusal of teacher instruction (defiance) • intentional negative verbal response towards staff or peers • cheating/plagiarism. 	<p>Fair and Just, Natural Consequences</p> <p>Outcome: reflection time (lunchtime completing U-Turn or Good Habits Form) or appropriate outcome Involved: Head of Year or Pastoral Care Coordinator with parent alerted <i>PC Entry to be created</i></p>
STAGE 3	<p>Behaviour Observed</p> <ul style="list-style-type: none"> • Three or more Reflection Times and still no change or repeated Stage Two behaviours • bullying (including cyber) • inappropriate sexual behaviour or comments • theft • violent/physical acts towards another person (fighting) • vaping/smoking • truancy • intentional swearing at staff or peers. 	<p>Fair and Just, Natural Consequences</p> <p>Outcome: internal suspension with Orange U-turn Form Re-entry: Behaviour/Goal Card Involved: Head of Year or Pastoral Care Coordinator with Parent and Head of School (support) <i>PC Entry to be created</i></p>
STAGE 4	<p>Behaviour Observed</p> <ul style="list-style-type: none"> • Repeat or no change of Stage Three behaviours • violent/physical acts towards another person with intention to harm • possession of weapons • possession of drugs • sexual assault 	<p>Fair and Just, Natural Consequences</p> <p>Outcome: external suspension with Red U-turn or expulsion Involved: Head of School and Head of Campus with Parents <i>PC Entry to be created or communication to relevant stakeholders</i></p>

7.4 CHARACTER DEVELOPMENT PRIMARY

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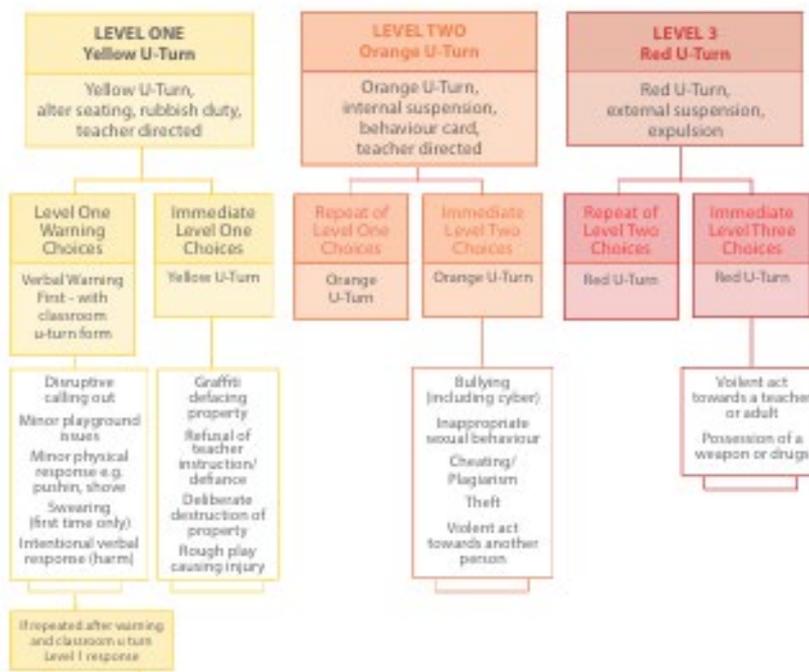


CHARACTER DEVELOPMENT PROCESS (PRIMARY)

At Brisbane Christian College, poor behaviour is never accepted and we appreciate the opportunity to work with parents to build the character of all children and encourage good behaviour choices. The flow chart below indicates examples of the flow of behaviour – reflection – character development and consequences.

At each level, the U-Turn Form is to be partially completed, firstly by the teacher with the child and then completed by the parents with the child. The table below includes examples of responses at each level.

White U-Turn (Classroom U-Turn)	Yellow U-Turn	Orange U-Turn	Red U-Turn
Discussion with the child Set up reward system Warning Encouragement Behaviour managed by classroom teacher	Rubbish duty Teacher directed lunch time U-Turn Alternative seating	Teacher directed consequence e.g. missing out on a break time/activity, Behaviour Card or Behaviour Support Plan Internal suspension	External Suspension Expulsion



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