

# Safe and Supportive Environment V1.4 Behaviour Management Policy and Procedures

Prepared by Executive Principal

Date Prepared March 2020

Monitored by Principal

Review by Executive Principal

Date for review 2026

Status Final

Policy Pertains to: Staff

NESA Reference RANGS Manual (Sept. 2023) B8.2

## Version History

Version	Date	Notes
1.0	March 2020	New Policy
1.1	December 2021	Change of name – GCS to Brewarrina CS
1.2	March 2022	Minor edits
1.3	February 2023	Review and edits

1.4

March 2025

Review and update

## ► PREAMBLE

The following applies to all staff and volunteers: *At Brewarrina Christian School no form of corporal punishment is used and there are no exceptions to this rule.*

At Brewarrina Christian School, considering God being our Almighty Creator and in response to all He has done for us, we as a school community desire to honour God in our daily lives and relationships. Therefore, we seek to love the Lord our God with all our heart, soul, and mind. We also seek to love our neighbour as ourselves (Matthew 22: 37-39).

The responsibilities and expectations of everyone within our community have been centred on the desire to have relationships that are pleasing and honouring to God. These responsibilities and expectations are Biblically based to ensure our school community operates so that all individuals grow in their relationships with God and others in a safe, uplifting environment.

Parents are an integral part of any discipline within the School because of their Biblical responsibility to raise their children and we seek to encourage their participation and support within this area. In addition, we seek to assist and support parents in the Godly development of their children.

Understanding that we all fail and fall short of God's expectations, the cornerstones of this Behaviour Management Policy will be Love, Grace, Mercy and Justice.

This policy will continue to be updated as specific roles are determined at Brewarrina Christian School.

## PROCEDURES – PRIMARY SCHOOL (K- 6)

### ► AIM

The key aim in K - 6 is to assist the students in moving from imposed discipline to managing their own behaviour. Therefore, the structures in place to manage discipline are more than rules and punishments. Through guidance and modelling it is hoped that students can make wise choices about how they act, speak, and interact with one other.

To build a positive, respectful, and honouring learning environment, staff members are asked to consider the following:

#### **Teaching and learning environments**

- Staff are encouraged and supported to consider how their own teaching style can build appropriate relationships with students.
- Staff members are encouraged to consider how their classrooms reflect an environment of effective learning, engagement, and respect. This involves ensuring that student seating and grouping is intentional and meets the various adjustments needed in for their students.
- Staff members utilise quality teaching and learning practices and appropriate differentiation to promote student engagement in learning. This includes adjustments made for students with additional needs.

#### **Class rewards, expectations**

Staff members introduce standards for their students in terms of behaviour. These are created in consultation with the students. They are integrated with the class reward system that focuses on effort, kindness, Fruits of the Spirit, and respect for others.

### **Head Teacher's Awards**

These awards allow teachers to select students from within their class who have demonstrated excellence in an area of their learning or relationship with others. Students can be recognised for:

- Demonstrating elements of growth towards the Graduate Profile
  - Godly character
  - Collaboration
  - Life-long learning
  - Creative and critical thinking
  - Being socially engaged

These students are recognised at assemblies.

### **Reflection Time/ Detention**

In K – 6 we have a multi-step approach to the correction of behaviour. While teachers deal with minor indiscretions in their own appropriate ways, we have a standard procedure to deal with more significant or repetitive issues. Students who attend a reflection time or detention, have their details entered by their class teacher on TASSWeb and the child's parents are informed of the misdemeanour and their consequent reflection time/detention.

## **► K - 6 BEHAVIOUR MONITORING CARDS**

When students continue to make poor behaviour choices and are unable to manage negative behaviour, they will be placed on a Behaviour Monitoring Card. This will be done in consultation with the parents and students. Behaviour Monitoring Cards will contain specific goals for the student to achieve and will be monitored each session and break time by teachers. The behaviour cards will be sent home each night for parents to read and sign and presented each day to the Teacher. Behaviour Monitoring cards will be reviewed after two weeks.

If these behaviours continue, negatively impacting on the student and others, the student will be moved up the discipline levels. Students who are on Behaviour Monitoring Cards may not be permitted to attend excursions, camps, or sporting activities if they are not demonstrating appropriate behaviours. This is one way of teaching students the importance of trust in out of class settings.

## **PROCEDURES – SECONDARY SCHOOL 7 - 10**

### **► ASPECTS OF OUR DISCIPLINE PROCESS**

#### **1. Home-School Partnership**

Partnership between home and school is vital, with open two-way communication between home and school being an important part of this.

Further, there is no substitute for consistently applied standards, with all adult members of the school community modelling correct attitudes and behaviour to students.

#### **2. Teaching**

Students are taught what God requires of them and about school procedures and expectations.

#### **3. Planning and Organisation**

Effective planning and efficient time management of student activities promotes good discipline. Lack of classroom organisation is a major catalyst for misbehaviour.

#### **4. Encouragement**

Teachers should seek opportunities to encourage good behaviour in students.

At Brewarrina Christian School, the following methods for encouraging appropriate student behaviour will be employed:

##### **Informal**

- i. Non-verbal encouragement methods - e.g., teacher glance, smile, nod.
- ii. Verbal encouragement - e.g., a "Well done".
- iii. Granting of an in-class privilege - e.g., Use of equipment; opportunity to do additional challenging work.

##### **Formal**

- iv. A system of compliments, merit certificates and assemblies recognise and encourage positive behaviour and character traits that we value in our school in line with our Graduate Profile.

#### **5. Protection**

An aspect to be considered always is the protection of students from the misbehaviour of others.

#### **6. Prayer**

Staff are encouraged to pray for students in all stages of the discipline process.

#### **7. Sanctions**

Students must learn that actions have consequences. To allow students to connect behaviour with consequences, staff at Brewarrina Christian School will ensure that there are consequences which suit the offence.

Sanctioning actions are not just directed at the student concerned. The actions set a tone and a precedent for all students at the school. Students need to see that justice is carried out and that it is tempered by mercy. The Lord requires of us that we act justly and love mercy.

### **► MANAGEMENT OF POSITIVE BEHAVIOUR**

An important part of our Behaviour Management Policy is recognising, encouraging, and rewarding positive behaviours. If 7 - 10 students are encouraged to display positive behaviours towards other students, staff, visitors to the school and the school environment, then they are more likely to adopt these behaviours rather than other less positive behaviours.

Our formal system for recognising positive behaviour inside and outside the classroom is designed so that all students can participate and be recognised. Staff are encouraged to utilise this system in a fair and consistent manner.

### **► COMPLIMENTS**

Compliments are issued to students for actions deserving commendation. They recognise behaviour we want to encourage that go beyond satisfactory expected behaviour of the student. Some examples may include demonstrating:

- Growth toward elements of the Graduate Profile
  - Godly character

- Collaboration
- Life-long learning
- Creative and critical thinking
- Being socially engaged

Compliments are entered into TASSWeb on the Pastoral Care module by the teacher. This generates a notification to the Parent Lounge and parents will see it when they log in to their account.

Compliments are then tallied, and the following awards are given:

- |                |                                    |
|----------------|------------------------------------|
| 3 Compliments  | - Merit Certificate                |
| 10 Compliments | - Head Teacher's Award Certificate |

### ► **COMMENDATION ASSEMBLY**

Commendation Assemblies are held each term. Parents are invited to share the moment with their child. The following awards are presented at these assemblies.

- a. High Distinction and Distinction awards for academic achievement and competitions.
- b. Staff nominated awards for elements of the Graduate Profile
- c. Sporting awards and achievements.

### ► **MANAGEMENT OF UNACCEPTABLE BEHAVIOUR**

Unacceptable behaviour leads to the breakdown of community and the elimination of effective positive relationships. The goals of the management of unacceptable behaviour are:

- a. The protection of a safe learning community for all members of the school.
- b. The restoration of effective positive relationships through owning behaviour, seeking forgiveness, and accepting resulting consequences, which enables a positive cohesive learning environment to return through forgiveness for all members of the community.
- c. The learning and implementation of appropriate behavioural patterns that strengthen community within all contexts of the school community.

There is a high expectation on all members of Brewarrina Christian School, to help and encourage one another to achieve their best in all aspects of School life, as this honours God through the attitude and effort given to the tasks we undertake. This requires that behaviour issues and relational conflict are dealt with in the framework of restoring a healthy, respectful learning environment for all members of the school.

### ► **STUDENT RESPONSIBILITIES**

*Governing principle:* "Whatever you do, work at it with all your heart, as working for the Lord, not for men." (Colossians 3:23)

#### **Students**

- "Set your minds on things above, not on earthly things" (Colossians 3:2); and "Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely,

whatever is admirable – if anything is excellent or praiseworthy – think about such things.” (Philippians 4:8)

- “As God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.” (Colossians 3:12)
- “If it is possible, as far as it depends on you, live at peace with everyone.” (Romans 12:17)
- “Forgive as the Lord forgave you.” (Colossians 3:13)
- “Do you not know that your body is a temple of the Holy Spirit, Who is in you, Whom you have received from God? You are not your own; you were bought at a price. Therefore, honour God with your body.” (1 Corinthians 6:19-20)
- “Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms.” (1 Peter 4:10)
- “I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me.” Matthew 25:40)

### **Teachers**

- “Children, obey your parents in the Lord, for this is right.” (Ephesians 6:1)
- “He who heeds discipline shows the way to life, but whoever ignores correction leads others astray.” (Proverbs 10:17)
- “No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.” (Hebrews 12:11)
- “Obey your leaders and submit to their authority. They keep watch over you as men who must give an account. Obey them so that their work will be a joy, not a burden, for that would be of no advantage to you.” (Hebrews 13:17)

### **Other students**

- “Brothers and sisters do not slander one another. Anyone who speaks against his brother or sister or judges him or her speaks against the law and judges it ... There is only one Lawgiver and Judge, the one who is able to save and destroy. But you – who are you to judge your neighbour?” (James 4:11-12)
- “Show proper respect to everyone: Love each other, fear God, honour the king.” (1 Peter 2:17)
- “But I tell you: Love your enemies and pray for those who persecute you, that you may be sons of your Father in heaven.” (Matthew 5:44)
- “So, whether you eat or drink or whatever you do, do it all for the glory of God. Do not cause anyone to stumble, whether Jews, Greeks or the Church of God.” (1 Corinthians 10:31-32)
- “Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you.” (Colossians 3:13)

### **Property**

- “The Lord God took the man and put him in the Garden of Eden to work it and take care of it.” (Genesis 2:15)
- “Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much. So, if you have not been trustworthy in handling worldly wealth, who will trust you with true riches? And if you have not been trustworthy with someone else’s property, who will give you property of your own?” (Luke 16:10-12)
- “You shall not steal ... You shall not set your desire on ... anything that belongs to your neighbour.” (Deuteronomy 5:19-21)

► **PRACTICAL OUTWORKING OF CHRISTIAN BELIEFS**

*Our goal as a School is to be real in our outworking of our belief. We desire a place where Biblical principles are encouraged, developed, and fostered to create a learning environment characterised by love, compassion, and justice. We aspire to develop within the students of the school the yearning for the personal application of these principles.*

The following are a practical guide for students in our School:

**For Individual Students**

“Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.” (Philippians 4:8)

<b><i>Principle</i></b>	<b><i>Student Responsibilities</i></b>	<b><i>School Expectations</i></b>
<p>The school’s goal is to nurture and educate you in an environment that reflects Jesus’ love, compassion, and justice. We desire to guide you in the Godly character qualities of love, compassion, kindness, humility, gentleness, and patience in a school that is peaceful, safe and God honouring. We want you to be able to grow into the unique, special individual that God has created you to be for His praise.</p>	<p>In our school students have responsibilities.</p> <p>Students must respect the Biblical beliefs and values that this School is based upon.</p> <p>Students need to treat other members of the school with respect, politeness, and patience even in stressful situations.</p> <p>Students should try to be positive toward others to build them up as individuals.</p> <p>Students must attempt to follow the school rules as they are the framework for a safe, exciting Godly School.</p> <p>Students need to be attentive to their learning and aim to achieve their very best in all areas of the school.</p> <p>Students need to respect the cultural background of peers, staff, and the community.</p>	<p>The beliefs and values of the school are to be respected both inside the classroom and around the school.</p> <p>All students are to attend devotions and assemblies. They must show respect to any speakers or presentation.</p> <p>As a member of the student body and to show respect to the school, full school uniform is to be worn properly at all times.</p> <p>Threats, bullying, ganging up, fighting, violence, and foul language are not to occur.</p> <p>All members of the school community (staff, parents, students, visitors) are to be approached with courtesy and respect.</p> <p>Movement around the School is not to disrupt other classes or create an unsafe environment.</p> <p>Students will not bring to school cigarettes, matches, illegal drugs, alcohol, lighters, personal medication (other than Ventolin) or weapons of any sort.</p> <p>Students are to attend all compulsory school days unless hampered by illness.</p>



**Relationship with Staff**

“Obey your leaders and submit to their authority. They keep watch over you as men who must give an account. Obey them so that their work will be a joy, not a burden, for that would be of no advantage to you.” (Hebrews 13:17)

<b><i>Principle</i></b>	<b><i>Student Responsibilities</i></b>	<b><i>School Expectations</i></b>
<p>Within the School, the staff have been given the role to both guide and discipline children. The staff members of the school have a goal that each individual student is nurtured and guided in the way that God directs.</p> <p>The staff seek to respect, care, and love each student as the unique individual God has created. The staff strive to have relationships with students that are based on trust, understanding and forgiveness.</p> <p>They seek to create an environment that is safe and dynamic which caters for all the educational needs of the student which include, spiritual, physical, emotional, and social aspects of the individual within Biblical principles.</p>	<p>Students have the responsibility to respect and obey the authority of the school staff even in situations where they are stressed and agitated.</p> <p>If students are struggling in any area of their school life seeking help through the many avenues within the school is highly encouraged.</p> <p>The classroom is an area of learning, and the teacher is in control of the classroom. Students must use this opportunity and do everything to encourage learning for themselves and others.</p>	<p>Students will approach teachers and staff with courtesy and respect in all situations.</p> <p>Students will listen and obey teachers’ instructions in all situations unless they violate the principles of the school.</p> <p>Students are not to threaten teachers or other students in any manner.</p>

**Relationship with other Students**

“Show proper respect to everyone: Love the each other, fear God, honour the king.” (1 Peter 2:17)

<b><i>Principle</i></b>	<b><i>Student Responsibilities</i></b>	<b><i>School Expectations</i></b>
<p>Our school’s goal is to build everyone up in Christian love.</p> <p>We desire our relationships to be positive and real so that all members of the community are affirmed in their uniqueness before God.</p> <p>Success, effort, and determination in all aspects of the school are encouraged and applauded by everyone in the school.</p>	<p>Relationship with fellow students is to be characterised by respect and building each other up.</p> <p>Conflict needs to be sorted out with care and forgiveness not sanction or exclusion.</p> <p>Goals include the betterment of fellow students in all aspects of their school life, full of encouragement for their achievements and efforts.</p>	<p>Threats, bullying, ganging up, violence of any sort, and foul language are not to occur.</p> <p>Other students’ property is not to be touched without permission from its owner.</p> <p>Any conflict or problem between students must be dealt with in the procedures provided by the school.</p> <p>Relationships between students must be appropriate and adhere to Biblical principles.</p>

### Relationship with Property

“Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much. So, if you have not been trustworthy in handling worldly wealth, who will trust you with true riches? And if you have not been trustworthy with someone else’s property, who will give you property of your own?” (Luke 16:10-12)

<i>Principle</i>	<i>Student Responsibilities</i>	<i>School Expectations</i>
The school aims to provide facilities and equipment that is modern and up to date. It aims to provide a modern, clean, dynamic learning environment.	<p>The school facilities and equipment are designed to be used by all students. Use them with care and respect in the way they were designed to be used.</p> <p>Students must remember that all facilities and equipment are there for all members of the school.</p> <p>If damage is caused take ownership of that damage and seek help to return facilities and equipment to proper condition.</p>	<p>The school is to be kept clean and tidy.</p> <p>Rooms and equipment are to be kept clean, orderly, and undamaged.</p> <p>Equipment is not to be used without permission.</p>

### Behaviour Management – Procedural Fairness (Primary and Secondary)

The school will ensure that there is a transparent, consistent, unbiased, and fair procedure in place for each instance of student behaviour that requires discipline according to the Behaviour Management Policy. This will include providing a fair “hearing” regarding an event, instance or allegation that is made against a student. It will also necessitate ensuring that there is an impartiality in an investigation and decision making and that there is an absence of bias by the decision maker.

The school will seek to use a range of disciplinary actions to help students change behaviour which is deemed unacceptable. In the case of a disciplinary action being taken by a teacher, phone contact will be made with all parents concerned to discuss the action to be taken. A written caution will be given to the student and parent and recorded on the student file and TASSWeb.

In instances of unacceptable behaviour that is of an extreme nature or in the case of repeated instances of unacceptable behaviour, the school may follow procedures that lead to suspension or expulsion.

#### Definitions:

**Investigation** is a process that will involve the assessing of information regarding an allegation made against a student. It includes, but is not limited to, the questioning of witnesses, collection of data and interviewing of the student(s) involved.

**Decision Making** is the final process that will demand the Principal or Executive Principal assess the veracity of the findings in the investigation and make a final judgment regarding the outcome and consequences of the allegation made against a student.

**Suspension** is a temporary removal of a student from all of the classes and activities that a student would normally attend at the school for a set period of time. Suspension may be held at the school or at home at the discretion of the Principal. The welfare of the student is paramount.

**Immediate Suspension** is a temporary removal of a student from all the classes that a student would normally attend at the school effective immediately following a student's behaviour at LEVEL 6 whilst an investigation is carried out.

**Expulsion** is the permanent removal of a student from the school. The decision to expel a student would be made after consultation with the Executive Principal.

## ► INVESTIGATION AND THE "HEARING" RULE

The investigation of allegations made against students will be conducted by the Principal but may include input from the Teacher.

In the instance of long suspension (a maximum of 20 days) or expulsion being considered by the school, particular emphasis will be given to procedural fairness. This includes the offer of having a support person/observer to attend formal interviews. Consideration must also be given to other factors such as background, history, culture, disability etc.

In the instance of a serious allegation of extreme behaviour being made against a student, then immediate suspension may be appropriate until a proper investigation can be carried out. In such an instance the well-being of all students at the school must be considered.

In the instance of moderate or recurring poor behaviour being made against a student, an investigation will take place. The student along with their parent, carer or support person will meet with the Principal as part of the investigation and the following will be explained to the student:

- The details of the allegation related to a specific matter or the allegations relating to continued unacceptable behaviour;
- The process that the school will follow in investigating the matter;
- Any other circumstances or information that may be considered in deciding on the matter:
  - Age of the student;
  - Specific needs or disabilities of the student;
  - Safety, care and welfare of other students at the school.
- The process that the school will follow in considering the matter.

At this point the Principal will give an opportunity for the student to respond to the allegations.

The Principal will ensure that the student and parent/carer has access to a letter that contains:

- A copy which details the nature of the allegation;
- The policies and procedures under which disciplinary action is taken.
- The process for seeking a review of the decision made in response to the allegations;
- An approximate timeframe for decisions to be made.

Notes regarding the key points of discussion in a formal interview or meeting should be recorded in writing by the Principal or their appointee, a copy of which should be kept on the student's record.

## ► **DECISION MAKING**

The final decision regarding suspension or expulsion will be made by the Principal and/or the Executive Principal.

The decision will be made after:

- assessing the veracity of the findings in the investigation;
- ensuring the process of investigation was fair and equitable;
- making a final judgment regarding the outcome and consequences required by the school policy regarding the behaviour of the student.

In the instance that expulsion is being considered the Principal will:

- obtain a report from the School Counsellor regarding the impact of the expulsion on the student.
- the school will seek advice from the Community Liaison Officer and/or the Police Liaison Officer if appropriate;
- provide to the parents a copy of material pertinent to the decision;
- allow seven days for parents to respond to the material and allegations.
- discuss with parents the impact of expulsion on the student;
- Outline the process of appeal against the decision to expel.
- Consult with the Executive Principal

The student may be placed on long suspension at this time.

Following the decision, the Principal will ensure that the student and parent or carer is made aware of the decision that has been made and the reasons for the decision. A letter outlining the decision will be sent to parents and kept on the student's record.

## ► **SUSPENSION RESOLUTION**

Before returning to school following a period of suspension, the student will meet with the Principal in order to design and implement a plan for the successful reintegration into the School community. A formal contract or plan may be agreed upon by each of the parties involved before the student resumes classes.

## ► **APPEALS AND REVIEW**

Reviews of decisions and procedural fairness will be undertaken by the Executive Principal following the plan as outlined in the School Grievance Policy and Procedures.

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*Responsibilities*

*Evidence of Compliance*

**Executive Principal, Principal**

Ensure the development of this policy within the School

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Ensure procedures are maintained that enable compliance with this policy

Operate within his/her delegated authority

**All staff**

Operate within delegated authority