

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

Background:

Brisbane Christian College, as a ministry of Life Church, is the preferred place of learning. Our community empowers students to live Christ-focused lives. We aspire for excellence and equip our children to achieve their maximum potential.

Our 'Character Development' procedure 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.'*

Growth in character

Recognition of College Values

Acknowledge the choices made

Change

Empowered to meet expectations

Our Culture

We are a relational community. This is part of our foundation and culture. At Brisbane Christian College every student is known and cared for. We empower students to live Christ-focused lives. Our College provides quality, holistic education that is both Christ-centered and innovative; encouraging confident, creative, life-long learners. Our community equips its children to become resourceful servant leaders who live with dignity and care for others to the glory of God.

This is outworked through our College Values:

- **Honour Jesus Christ** – *point our children to Him*
- **Empower others** – *empower our children to make wise choices, not out of fear, but through relationship*
- **Aspire to excellence** – *relationally call our children to excellence in everything they do.*
- **Respect 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.*
- **Develop 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.*

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.

A Staff Member's Responsibility

WE 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. Some students know how to look and act well, but the motives are hidden, while other students do not know how to act well, but their motives are right. What is the heart of the student?
- 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.

WE 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.
- 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

WE ARE CONSISTENT

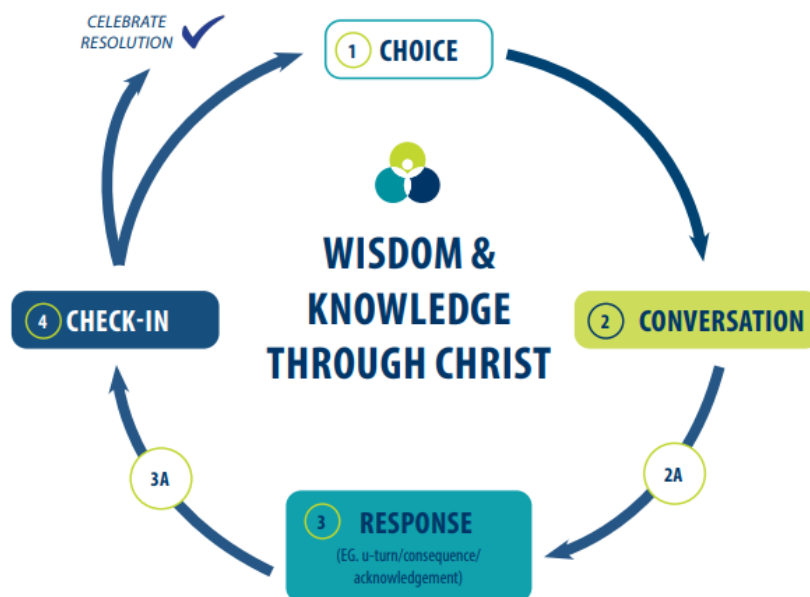
- We are fair.
- We are respectful.
- We provide clear and consistent expectations that allow students to feel safe.
- We consistently show love.
- All staff share the responsibility to develop and empower the character of our children.

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

A Student’s Responsibility

Our Responsibilities - Founded upon our College Values - HEARD	
Honour Jesus Christ	Be faithful in all things Love others, showing care, grace and understanding Be steadfast and consistent Live out the Fruits of the Spirit
Empower others	Be willing to help Support others Speak words of life and encouragement Keep each other accountable
Aspire to excellence	Show College pride by wearing the uniform well 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
Respect others and self	Be on time and respect other people’s time Use ICT devices according to the ICT agreement Listen actively Respect authority and decisions made
Develop dynamic relationships	Be a team player Use respectful communication – verbal & non-verbal Be authentic & honest Be friendly and inclusive

Guide to the “Character Development” Plan



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)

Initial Choice (Flow of steps)

Step 1 - Student makes a choice (positive or negative)	
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 style="color: blue;">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 look at 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>Positive Acknowledgement</u> <ul style="list-style-type: none"> Commend by acknowledging choice/action 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, recognition, consequence <p style="color: blue;">NB: Refer to Character Development flowchart to guide your decisions</p>	
<u>Poor Choice</u> <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' FlowChart) Implement the appropriate response and/or consequence (using the 'Character Development' FlowChart as a guide) Log U-Turns into TASS PC Entries 	<u>Positive Acknowledgement</u> <ul style="list-style-type: none"> Evaluate what acknowledgement is required e.g. public, special award, verbal etc Implement acknowledgement Log into TASS PC Entries
Step 4 - Ongoing Character Development Check-In - How are they making changes for the better? Do they need further support/help?	
<u>Poor Choices</u> <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 	

Repeat Choice or Significant Behaviour (Flow of steps)

If a child repeats the same behaviour, they begin the cycle again; however, this time there is the option of Step 2a and 3a in the process to consider at different times.

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

Step 2a - Does the student require additional support?

After Step 2 Conversation has taken place

- 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

Step 3a - Does the student require additional support?

After Step 3 Response/Consequence has taken place

- 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

FlowChart (Guide for Staff)

At Brisbane Christian College, we appreciate the opportunity to work with parents to build the character of all children and encourage positive behaviour choices. The flow chart below indicates examples of the flow of behaviour – reflection – accountability/consequences. These are a guide for staff. All choices will be explored on a case-by-case basis to understand the 'why' and the circumstances before a response is actioned.

At each 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 table below includes examples of responses at each level.

Flow of Behaviour – Reflection – Accountability/Consequences.

	CHOICES	RESPONSES/FOLLOW UP
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 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion with the child <input type="checkbox"/> Set up 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 the listed choices)	<ul style="list-style-type: none"> • Pushing ('niggly, careless') • Calling out • Teasing/name calling • Excessive talking • Minor physical altercations (unintentional) • Uniform • Homework 	<ul style="list-style-type: none"> <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"> • Exclusion • Defiance/consistent disobedience • Intentional physical or emotional harm • Damage to property • Habitual behaviours • Swearing/Abusive and offensive language (incl 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 • Cheating/ plagiarism • 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 <input type="checkbox"/> Engage 'Support Network'
Red	<ul style="list-style-type: none"> • Violence to an adult/teacher • Weapons or drugs • Significant property damage e.g. fire, destruction of property • Sexual assault • Illegal acts 	<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 (internal or external) <input type="checkbox"/> Engage 'Support Network'
Flexible responses depending on circumstance and severity.	<ul style="list-style-type: none"> • Lying • Cheating • Truancy 	<p>Use teacher judgement depending on the severity and moderate with up-line for agreement</p>

Proverbs 3:5-6 - "Trust in the Lord with all your heart and lean not on your own understanding. In all your ways acknowledge him and he will make straight your paths."