



ACCELERATE CHRISTIAN ACADEMY BOURKE

Behaviour Management Policy- Accelerate Christian Academy- Bourke			
NESA Code:	B8.2		
Purpose:	To establish a clear framework for student discipline and nurture based on Biblical principles, aiming to develop self-discipline and godly character while ensuring a safe and respectful environment for all members of the school community.		
Scope:	This policy applies to all students, staff, parents, and volunteers within the Accelerate Christian Academy - Bourke community, covering all conduct that may impact the school's environment or reputation.		
References:	Education Act 1990 (NSW) Biblical references: Ephesians 6:4; Psalm 127:3-4; Matthew 18:6; Proverbs 22:6.		
Associated Documents	B8.1 Child Protection Policy B8.2 Behaviour Management Procedures		
Version Number	2.4	Authorised by:	Board Chair
Review date:	04/2027 (annually thereafter)	Authorisation date:	Feb 2026
Policy owner:	Accelerate Christian Academy- Bourke, Bourke		
Note:	This policy may be reviewed at any time at the discretion of the Accelerate Christian Academy- Bourke, Bourke Board.		

Version History

Version	Date	Notes
2.3	9/2024	Reviewed
2.3.1	7/2025	Reviewed to address hierarchy of policies to highlight that the Child Protection Policy is the overarching policy for handling complaints pertaining to situations involving risk and/ or potential risk to children or young people
2.4	02/2026	Policy adopted by Accelerate Christian Academy- NSW Ltd following transition from incorporated association. Content unchanged."



1. Background

It is important to note that while this policy covers discipline, the Biblical model of training shows nurture and discipline are both essential parts in the development of a child (Ephesians 6:4). Training children involves nurture (taking care of children's basic needs; giving love, encouragement, attention, understanding, acceptance, time, and support), as well as discipline/structure (giving direction, imposing rules, using penalties, training to a code of behaviour, setting limits, establishing, and following through with consequences, holding children accountable for their behaviour, and teaching values and attitudes).

Nurture and discipline that are founded on Biblical Principles aim to help a child to develop self-discipline. Functions of nurture and discipline at Accelerate Christian Academy- Bourke (the Academy) are: to impart wisdom; to teach godly values, attitudes, and character including respect for authority, self, and others; to encourage and teach appropriate behaviour towards self and others; and also, to control and where necessary to discipline behaviour which is unacceptable. These functions help draw the child into a loving and obedient relationship with the authorities placed over them and ultimately, with God.

Children are given into our care as a blessing from the Lord, and are precious in His sight (Psalm 127:3-4; Matthew 18:6). Parents and, by delegation, teachers are responsible to provide a proper balance of nurture and discipline to children. The following policy aims to provide a clear discipline framework for staff, students, parents, and volunteers to work within.

2 Policy

- 2.1 Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the school.
- 2.2 Where a student disregards rules, disobeys instructions, or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school, staff members or other students, the students may be subject to disciplinary action.
- 2.3 The disciplinary procedures undertaken by the school vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.



2.4 The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition, demerit, or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

Note – The school does not have a policy of excluding students who have been expelled from the school from being enrolled in another school.

2.5 The school prohibits the use of corporal punishment in disciplining students attending the school.

2.6 The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

2.7 Where the offending behaviour is of such a nature that it may result in suspension or expulsion the student will be:

(a) informed of the alleged infringement;

(b) informed as to who will make the decision on the penalty;

(c) informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and

(d) afforded a right of review of appeal.

2.8 Where relevant the review and final determination of a suspension or expulsion will be carried out by the principal and may include other staff selected by the principal.

2.9 If a student poses an immediate risk to themselves or others the principal may ask their parents to collect them from the school while the matter is being investigated.

2.10 **Relationship to Child Protection Policy**

While this policy addresses behavioural expectations and responses to student misconduct, any behaviours that raise concerns for a student's safety or wellbeing — including suspected abuse, neglect, or risk of harm — will be managed in accordance with the **Child Protection Policy**.

The Child Protection Policy is the governing framework where risk of harm is involved and will take precedence over behavioural procedures where necessary to ensure compliance with mandatory reporting obligations.



3 Positive Behaviour Management

3.1 Incentives/Rewards

The Academy encourages the use of incentives and rewards to help promote positive behaviour, encourage responsibility, and nurture Biblical character in the lives of students. Incentives and rewards may be varied depending on individual circumstances and the particular behaviour being encouraged. Staff are encouraged to be creative in developing incentives and rewards. Some of these are listed below;

- Term Honour Roll – Field Trip reward for consistent diligent effort and positive behaviour over a longer period of time that students work toward
- Privilege – A weekly award that can be earned which is goal based and has a set limit on negative behaviour. The award earns certain privileges like extra computer, puzzle, or board game time,
- Stamp Books – A cumulative daily reward for reaching a set daily goal and for reinforcement of positive attitudes or character traits, that can be exchanged when full for small items in the Stamp Book Shop
- Stickers – A cumulative classroom reward for reinforcing positive behaviour, values, and attitudes that students can trade for something in the Surprise Bag
- Weekly Awards – Awards given by staff in assembly each Monday to promote good character or work traits and positive attitudes

4 Discipline Actions

Disciplinary action will vary according to the desired behavioural result or the nature of the breach of discipline and a student's prior behaviour. Action will be carried out positively and lovingly, followed by prayerful restoration as appropriate.

4.1 Demerits/Detentions

The Academy has a system of demerits, which may be given by staff for procedural violations, irresponsibility, and misbehaviour. These range from goal violations to fighting or disobedience.

Procedural and behavioural violations accrue on a daily basis and reset at the end of each day. A demerit is normally issued to a student after due warning and exhortations are given. The student is advised whenever a demerit is recorded. A third and all subsequent demerits administered in a single day will result in the issuing of a detention, which is normally served the following school day.



If a student exhibits a pattern of repeated inappropriate/unacceptable behaviour, whether or not a detention limit is reached, the principal/teacher may contact the parent/carer to discuss the behaviour in question and issue an appropriate corrective action. {See 4.2 below}

Offences for which demerits may be incurred are listed below. This is not an exhaustive list, but a guide to help students and parents understand what behaviour is not acceptable.

- Late to classes
- Homework not completed or left at home
- A uniform violation
- Disrespectful to staff or answering back
- Disobedience
- Disruption in the classroom
- Found to be in an off-limits area
- Irresponsibility
- Goals incomplete
- Confirmed cases of bullying

4.2 Parent/Carer – School Partnership

Parents/carers have a responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child.

"Train a child in the way he should go, and when he is old, he will not turn from it." Proverbs 22:6.

In cases where there is a repetition or escalation of inappropriate/unacceptable behaviour, or if staff feel it is necessary to support the discipline process, the school will seek to work collaboratively with the child's parents/carers to reach a desired outcome. This behaviour may involve suspension.

Parent/carer – School partnership aims to either put in place informal collaborative strategies at school and home to help improve a student's behaviour or put in place a formal behaviour management plan with parents to reach a desired behaviour modification.

4.3 Suspension, Expulsion or Exclusion



The principal will deal with serious breaches of conduct and repeated misbehaviour, with procedural fairness in accordance with the Academy's discipline procedures, according to the gravity of the circumstances which may result in one of the following possible outcomes:

1. Suspension from the school where a student is temporarily removed for a set period of time pending restoration through agreement between school staff and the offending student and his/her parents/carers. The student's parents will need to give serious consideration to what is happening and follow up with the student.
2. Expulsion where the student is permanently removed from this school.

These major disciplinary breaches may include but are not limited to the following moral offences:

- Bullying
- Repeated lying
- Repeated cheating
- Stealing
- Repeated bad attitudes
- Bad language (i.e. impurity, swearing, etc.)
- Violation of a student agreement
- Significant anger
- Fighting
- Provoking other students to anger
- Repeated disobedience

There is a greater expectation upon high school students to take personal responsibility for their actions and attitudes.

5.0 Review

This policy and its associated procedures will be reviewed on an annual basis.



Staff Acknowledgment of Policy and Procedures

Policy/Procedure Name: B8.2 Behaviour Management Policy

Version/Date: Feb 2026 V2.4

I, _____ (Full Name), acknowledge that:

- I have **read** the policy and procedures named above in full.
- I have **understood** the requirements, school expectations, and any legal obligations (where applicable) detailed within this document.
- I agree to **abide by** and implement these policies and procedures as described in the performance of my duties at the school.

Staff Signature: _____ **Date:** ____ / ____ / 2026