



Behaviour Management Policy

Version 1.0

RANGS3.7

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Version History

Version	Date	Notes
1.0	May 2018	Adapted CEN Hub policy. Replaces Discipline Policy V5.3 and Suspension Policy V1.1



This policy and its associated documents are prepared by CEN Hub (NSW & ACT), for use by member schools. Procedures and supporting documentation should be customised to reflect those of the individual school.

Do not alter policy statements without consultation with the CEO of CEN Hub.

This document is not to be distributed outside of CEN Hub member schools without permission.



VISION STATEMENT

A Christ centred learning community exploring and impacting on God's world

MISSION STATEMENT

To assist parents in the nurture of their children, by providing a Christ-centred, biblically grounded, culturally engaging and academically rigorous education that instils hope and equips children to live for God's glory

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Important related documents:

Child Protection Policy
Enrolment Policy
Attendance Policy
Anti-bullying Policy
Complaints Framework

Privacy Policy
Staff Code of Code
Student Code of Conduct
Parents, Visitors and Volunteers Code of
Conduct

Relevant Legislation:

Education Act 1990
NSW Anti-Discrimination Act 1997
Weapons Prohibition Act 1998

References:

Registered and Accredited Independent Non-Government Schools (RANGS) Manual, December 2017 – latest version on website
DEC Suspension & Expulsion of School Students, Procedures 2011 (updated April 2015)
Disability Standards for Education 2005

1 INTRODUCTION

The school's main task is the education and socialisation of children, so that each student can achieve his or her potential. An effective learning environment is crucial for this; and every member of the school community has the responsibility to respect the rights of others to learn and work to the best of their ability.

The welfare of children at the school is foundational to their training in Christian attitudes and behaviour. It therefore includes nurturing, building, encouraging and supporting; but also training, direction and correction.

The Richmond Christian College Behaviour Management Policy describes the philosophy and processes followed by the school in restoring a student to responsible behaviour, both personally and within the community; and to train and guide them in appropriate self-discipline.

2 CHRISTIAN RATIONALE

The purpose of Richmond Christian College (RCC) is to honour and glorify God by giving each child a Christ-centred education, as a complete person created by God in His image, and of infinite worth in His sight. The school's vision, a Christ centred learning community exploring and impacting on God's world, is a goal of parents who select RCC to provide education for their sons and daughters. In partnership with parents, the school seeks to equip young people who will contribute to society, and be responsible in their work place, family and in their own lives.

While children possess great potential because they are made in God's image, they also have an inbuilt tendency to do what is wrong (sin). Children need to be nurtured to attain their potential while learning to recognise and reject sin. The system of behaviour management at RCC is therefore considered to be integral to the welfare of the child, as it trains and encourages students to make better choices about their behaviour.

Discipline is part of their complete training; rather than a system of punishment. It provides consistent direction, controlled consequences of poor choices, and the application of restorative processes to right any wrongs done to another, or to property. It is an outworking of the school's responsibility to the student and their family.

'Train a child how to live the right way then even when he is old, he will still live that way.'
(Proverbs 22:6)

3 PURPOSE OF THIS DOCUMENT

This document explains the processes that the school will follow to maintain a well-ordered and responsible learning environment; and which will be put into practice when a student breaches the Student Code of Conduct and School Rules.

4 TABLE OF RESPONSIBILITIES

Responsibilities	Evidence of Compliance
Principal	
Maintain policies and procedures related to discipline of students that are based on procedural fairness	This document
Ensure staff training in Behaviour Management Policy and procedures and oversee implementation	CPL calendar; staff meetings
Assist teachers to adopt a uniform, consistent caring approach to class management and discipline	Vision, Mission & Aims; Staff Handbook
Suspend students when necessary and make recommendations to the Board regarding withdrawal of enrolment	School Pro records; Board reports; Confidential notes on Google Drive
Support staff in the implementation of disciplinary procedures; Staff training	School Pro; staff meetings; CPL calendar
Board	
Support Principal's recommendation of expulsion of student	Board reports
Heads of School	
Investigation of incidents and allegations of student misbehaviour	School Pro; Secure server files
Contact with parents	File notes School Pro; Confidential notes on secure Google Drive files
Support staff in classroom management and discipline issues	Faculty meetings; Staff appraisal
Oversee the welfare of students within their section of the school	School Pro; Behaviour Cards
Liaise with the Principal about issues of concern and the implementation of behaviour modification programs	School Pro; Confidential notes on secure Google Drive files
Teachers	
Classroom management in accordance with school policy and procedures	Staff Appraisal; Staff Handbook
Monitoring of general behaviour; and supervision of students	Student Behaviour Cards
Consultation with parents/ Heads of School	File notes
School Counsellor	
Follow up pastoral care, if required; Report significant issues to Executive	Secure server files
Students	
Comply with expectations set out in Student Code of Conduct	Student Code of Conduct
Comply with requirements of School Rules	School Pro behaviour notes
Cooperate with disciplinary measures determined by the school	Student Behaviour Card
Parents	
Affirm and encourage their children in behaviour that complies with the Student Code of Conduct and School Rules	Enrolment Agreement; Student Code of Conduct
Support school behaviour management policy/ procedures; engage in discipline process; assist child to comply with any restorative measures	Enrolment Agreement; Student Behaviour Card
Pursue external assessment in regard to their child's well-being if	Student health records School Pro

indicated

Inform school of circumstances which may affect the welfare of their child

Notes; School Pro

5 DEFINITIONS

Procedural Fairness: the principles of procedural fairness guide fair and reasonable decision-making procedures when a decision may adversely affect the rights, interests or legitimate expectations of an individual.

There are two basic common law rules:

- the 'hearing rule' - the right to be heard, which includes the right to:
 - Know the case against them, including specific allegations and any other information which will be taken in to account
 - Know the way in which the issues will be determined
 - Respond to the allegations
 - Know how to seek a review of the decision in response to the allegations

- the 'bias rule' - the right to an impartial decision, which includes the right to:
 - Impartiality in the investigation and decision making phases
 - An absence of bias in the decision maker

Out of School Suspension: removal of a student from a school for a period of time determined by the Head of School/ Principal. Suspension is imposed in cases of unacceptable behaviour in the interest of the student and / or the school community. Parents are responsible for the supervision, care and well-being of students while they are suspended.

Expulsion: the permanent removal of a student from the school. This is an extreme action taken only after significant consultation with the student, parents and the school. It may be the result of a most serious incident; or after all previous discipline and restorative options for continuing poor behaviour were exhausted.

6 POLICY

In the pursuit of helping students to grow in godly character, maturity and self-discipline, RCC:

- (a) Promotes a proactive and strategic stance on issues of student welfare and discipline.
- (b) Seeks the building up and training of students through all aspects of school life.
- (c) Maintains procedures of pastoral care, and behaviour modification, for students.
- (d) Maintains centralised record keeping in School Pro as an ongoing profile of a student's welfare, behaviour and any interventions exercised by the school.
- (e) Regularly addresses the school's Behaviour Management Policy and procedures with staff to ensure comprehension and compliance.
- (f) Expressly prohibits corporal punishment from the school's discipline procedures.
- (g) Does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.
- (h) Partners with parents, the school community and external specialists to support student development and address issues of concern.
- (i) Promotes opportunities and learning experiences in school for students to develop self-awareness and to develop their skills and maturity.
- (j) Fosters a relationship with the School Liaison Police Officer (SLP) to encourage students to build a positive relationship with the Police.

7 PROCEDURES

7.1 Communication

(a) Parents

Behaviour Management policies and procedures are made available to parents and students upon enrolment; are available on the school website; and are reviewed in newsletters, parent information nights, and parent-teacher meetings.

(b) Student

The Student Code of Conduct and School Rules are made available to students upon enrolment; and are reviewed at the beginning of each year in class. Further reminders are made as needs arise.

(c) Staff

New staff are made aware of welfare and behaviour management policy and procedures at induction. Staff training takes place within faculty and whole school staff meetings; and particular issues or concerns are raised as required.

(d) School Counsellor

The School Counsellor is available for follow up pastoral support; but not engaged in discipline meetings.

(e) Records

Are maintained on School Pro. Confidential records are kept in secure files on Google Drive.

7.2 Student Code of Conduct

The welfare of students is paramount in every aspect of school discipline; so that young people are trained in self-discipline and respect for others: attitudes which are important for all their lives.

The Student Code of Conduct, with the School Rules, sets out the responsibilities and rights of every student. Attention to these guidelines for student behaviour will ensure optimal learning conditions in classes, and mature social development throughout the student's schooling. These documents (Appendix 1 and 2) outline the expectations of the school regarding student attitudes and behaviour for the awareness of teachers, students and parents.

(a) Students, and their parents, are expected to sign the Student Code of Conduct and School Rules upon enrolment to indicate that they have read, understood and agreed with the school's requirements.

(b) Maintaining appropriate behaviour is a condition for continuing enrolment at RCC.

7.3 Encouragement of Positive Student Behaviour

To promote students' understanding and development of godly character and responsible behaviour, the school:

- (a) Commits time daily for Biblical Studies and Discipleship, in partnership with family and church activities, for the development of Christ-like character and attitudes.
- (b) Sets out in the Student Code of Conduct a positive set of expectations that allow students to confidently know how to behave in the school setting.
- (c) Provides a set of School Rules, and regularly reinforces students' understanding of their responsibilities as positive contributors to school life.
- (d) Develops an individual Behaviour Modification Plan for a student demonstrating a consistent pattern of disruptive behaviour which breaches the Student Code of Conduct, that provides direction and both positive and negative consequences for behaviour choices at school.
- (e) Provides an on-site School Counsellor for student and staff support.
- (f) Allows leadership opportunities to develop personal skills in the school context.
- (g) Provides: opportunities and experiences to develop relationships; and challenges that build resilience.
- (h) Offers a range of extra-curricular activities for students to: try new things; mix with students in other year groups; and to learn from invited guests who can build positively into the lives of students.
- (i) Maintains processes to resolve issues that adversely affect children's social development and learning within the school.
- (j) Involves parents early in the process of handling a student's behavioural infractions, and maintains regular communication.
- (k) Partners with external providers in planned programs for additional support for students within the school, as required.

- (i) Expectations are promoted within an atmosphere of mutual trust, where one's *effort* not one's *achievement* is what counts.

Expectations

At Richmond they are summarised as-

- | | | |
|----------|--------------------------------------|---|
| R | Respect | for others
for property
for self |
| O | Obedience | to God's Word
to those who care for you |
| C | Compassion | for those in need at RCC
for those in need elsewhere |
| K | Know Jesus and make him known | |

7.4 Grounds for Suspension

See also Student Code of Conduct, and School Rules

The aim of imposing a period of suspension from school upon a student is to intervene in negative or destructive behaviour, with the goal of successfully restoring that student to the school community as soon as possible.

In doing so, the school seeks to:

- partner with parents in taking an active role in modifying the inappropriate behaviour of their child;
- give the student time to reflect on his or her behaviour, to acknowledge and accept responsibility for that behaviour, and to make a response to change the behaviour; and
- create time for the school to plan appropriate support and strategies for the student's successful return.

(a) Suspension

A decision to suspend a student can be made by the Principal or Head of School, according to the seriousness of the offence, the possible consequences of the action/s and the age, individual needs and developmental level of the student.

In consideration of the above, a student may be suspended if, whilst attending school, travelling directly to or from school, or engaged in any off-campus school activity, the student:

- Behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities
- Commits an act of significant violence; or causes significant damage or destruction to property; or is knowingly involved in the theft of property
- Possesses, uses, or deliberately assists others to use illegal drugs or substances prohibited by law
- Possesses or uses alcohol
- Exhibits a consistent attitude, or performs a significant act, of deliberate defiance which could endanger the student or others
- Consistently behaves in a manner that interferes with the educational opportunities of any other student or students
- Behaves in a way which significantly interferes with any of the school's programs or facilities
- Engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment
- Deliberately and consistently fails to take advantage of educational opportunities provided by the school.
- Is in possession of a firearm, prohibited weapon or knife
- Is involved in serious criminal behaviour related to the school

- Displays aggressive or hostile behaviour, including via electronic media

(b) Informing Parents

- Notification of suspension shall be made to parents prior to the suspension being effected or as soon as possible after an immediate suspension being necessary
- In the event of immediate suspension, the school shall ensure parents or a nominated adult is available to take charge of the student.

(c) Important Considerations

1. No suspension should be carried out by the school without full and prayerful consideration of the incident, the most appropriate response to the incident and the short and long term impact of the school's response to the student/s involved and the wider school community. Although the school is a community that seeks to nurture relationships at all levels and to show Christ's love and mercy, we also need to recognise that sometimes showing love and mercy means that we must be exposed to the consequences (sometimes natural, sometimes imposed) of our actions.
2. In-school suspensions are administered by the Head of School.
3. No staff member is to indicate that an offence means that the student will be suspended. They may indicate that the offence provides grounds for suspension, but they must not stipulate that suspension will be the outcome. This is because the Principal and/or the Head of School, whose responsibility it is to make that final decision, may be aware of confidential mitigating circumstances or may choose to show grace.
4. Should a student be suspended, the parents are to be contacted by telephone informing them of the decision and an outline of the reasons behind the decision. A suspension letter is also to be sent outlining the event and consequences.
7. Staff should be informed of the suspension, and under usual circumstances they would also be informed of the reasons. This information is not to be communicated to students.
8. Should the offence (or series of offences) warrant expulsion, the Principal would only do this after consultation with the School Board. Students may therefore be suspended until the next Board meeting pending final decision.
9. Under normal circumstances, a suspension would not extend more than 2 weeks.
10. The implications of suspension are as follows:
 - For out of school suspensions, the student is not permitted on school grounds during week days
 - For out of school suspensions, the student is not permitted to attend any school function during the course of their suspension. This includes going to the same external venue at the same time as a school group on an excursion;
 - The student and his/her parents are to be interviewed by the Principal and/or Head of School and show both contrition and a willingness to meet the school's expectations before being re-admitted to class.

7.5 Grounds for Expulsion

(a) Expulsion

The Principal will make a recommendation to the school Board to expel a student from the school if, whilst attending school, or directly travelling to or from school, or engaged in any school activity away from the school, the student:

- Does anything mentioned under Grounds for Suspension; AND
- Exhibits behaviour of such magnitude that, having regard to the need of the student to receive an education, compared to the welfare and safety of other students at the school, and the need to maintain order and discipline within the school, a suspension is inadequate to deal with that behaviour.

(b) Informing Parents

Parents shall be asked to attend an interview concerning their child's likely expulsion. The decision shall also be confirmed in writing.

Parents wishing to have input into the final decision would be required to write to the Board via the Secretary, who would provide a copy of the parent's letter to the Principal before the Board meeting.

7.6 Return to School

The student and his or her parents shall attend a resolution meeting with the Principal and the Head of School, to discuss the way forward for the student, and any restorative actions required. A signed agreement must be completed before the student may return to school.

A Risk Assessment may be indicated if the student's behaviour included violence, potential harm to children, damage to property, or posed any risk to the welfare of others.

7.7 Investigation of a Significant Incident or Allegation

In all our dealings with parents and students in our community we aim to cover our moral, spiritual and legal responsibilities. The investigation of disciplinary issues will be conducted along principles of procedural fairness. (NSW Education Act 1990)

- (a) Students shall be informed of the process by which the matter will be considered.
- (b) Students and their parents shall be informed of the allegation against the student, whilst protecting the identity of witnesses providing evidence, as far as possible.
- (c) Students and their parents shall be informed of the likely consequences of the student's misconduct; or of continuing, or escalating, behaviour.
- (d) Students and parents shall be given opportunity to provide an explanation.
- (e) Interpreter services will be provided if required.
- (f) All relevant evidence will be considered, with a view to making a finding on the balance of probabilities, as to what happened.

- (g) As far as possible, the investigation shall be impartial and without bias.
- (h) Where an interview concerns a serious matter, a long suspension or possible expulsion, a support person may attend formal interviews.
- (i) A brief summary is made in writing and kept in the student's files.
- (j) The school ensures the right of review or appeal in respect of suspension and expulsions.

See also: Complaints Framework: Investigation Procedure

7.8 Conduct Outside of School

Sometimes students are involved in improper conduct outside the school. If this activity is brought into the school through shared knowledge of the student body, the school will be compelled to respond. This usually involves informing those affected by the student's actions, and could involve the Police Service. In the case of bus travel if the bus pass is confiscated students will automatically progress down to the next discipline level.

8 THE SCHOOL BEHAVIOUR MANAGEMENT PROCESS

Our school behaviour management process is structured to: indicate the behaviour of students; ensure the consistency of standards, sanctions and rewards; and assist students to become self-disciplined, developing a sense of responsibility for their behaviour and respect for the rights of others.

8.1 Classification of Student Behaviour Levels

LEVEL	DESCRIPTION
Level A	Students who display consistent initiative in service to the culture of Richmond Christian College. Students reach this level by showing initiative in service to the College at a variety of levels and consistently receiving final term merit awards and commendations from class teachers.
Level 1	Students who display consistent good behaviour and commitment to the culture of Richmond Christian College. Students reach this level by consistently receiving final term merit awards and commendations from class teachers.
Level 2	All Students at RCC displaying expected culture start or remain on this level.
Level 3	Any student who has received a Detention is on this level (resets to Level 2 at the beginning of each term)
Level 4	Any student who is on a Behaviour Management Card (See Appendix 3) is on this level. To successfully complete a behaviour card a student must demonstrate the expected behaviours for two weeks then will progress back to Level 2. Where a student does not achieve these standards, the behaviour card may be extended or they will proceed to Level 5. Two behaviour cards in a term may lead to a suspension.
Level 5	Any student who has been suspended is on this level. On return to class the student will be placed on a Behaviour Management Card. Following four successful weeks on the Card the student can progress back to Level 2.
Level 6	Any student who receives a third suspension is on this level. To return to school a student must write their own contract of behaviour to be readmitted to RCC. Any further breach of behaviour may result in expulsion. (Six successful weeks on a Behaviour Management Card from return to class can progress back to Level 2).

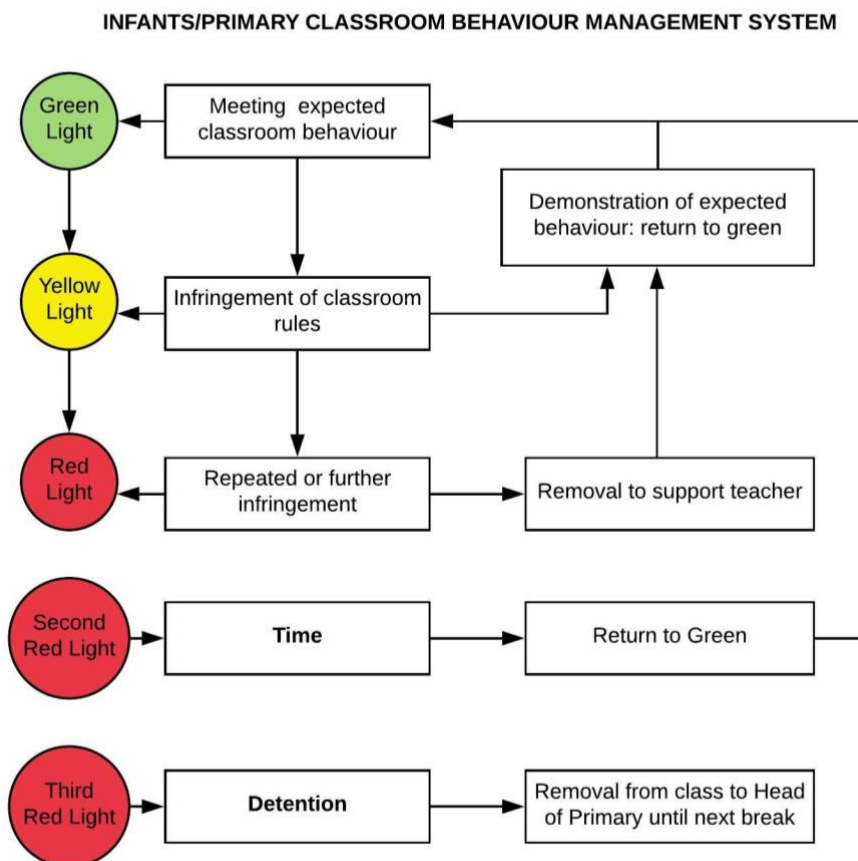
- (a) All students commence on Level 2.
- The aim of the Behaviour Management Process is to return students to the Level 2 standards of behaviour, as described by the Student Code of Conduct.
- (b) Daily monitoring is to observe patterns of behaviour. It identifies poor behaviour to be addressed; and also signs of successful behaviour management, to be encouraged.

8.2 Primary In Class Behaviour Management System K - Year 6: Traffic Light System

1. Initial Infringement of classroom rules: Student’s name is placed on yellow and positive management strategies are implemented to avoid further consequences. If the student demonstrates the expected behaviour their name is moved back to green.
2. Further infringement whilst name on yellow (or repeated infringement of a behaviour): name is moved to red and the student is removed to a support teacher.
3. Student returns to class at the green level. A second red light will result in a Time (10 minute detention at lunch time)
4. A third red light will result in removal from class to the Head of Primary until the next break and a Detention (20 min detention at lunch time)

Examples of Primary Positive Reinforcement Techniques:

Whole Class Points System resulting in immediate or delayed reward;
 Superstars point system;
 Attendance at Principal’s morning tea;
 Assembly Awards;
 Letters of commendation.

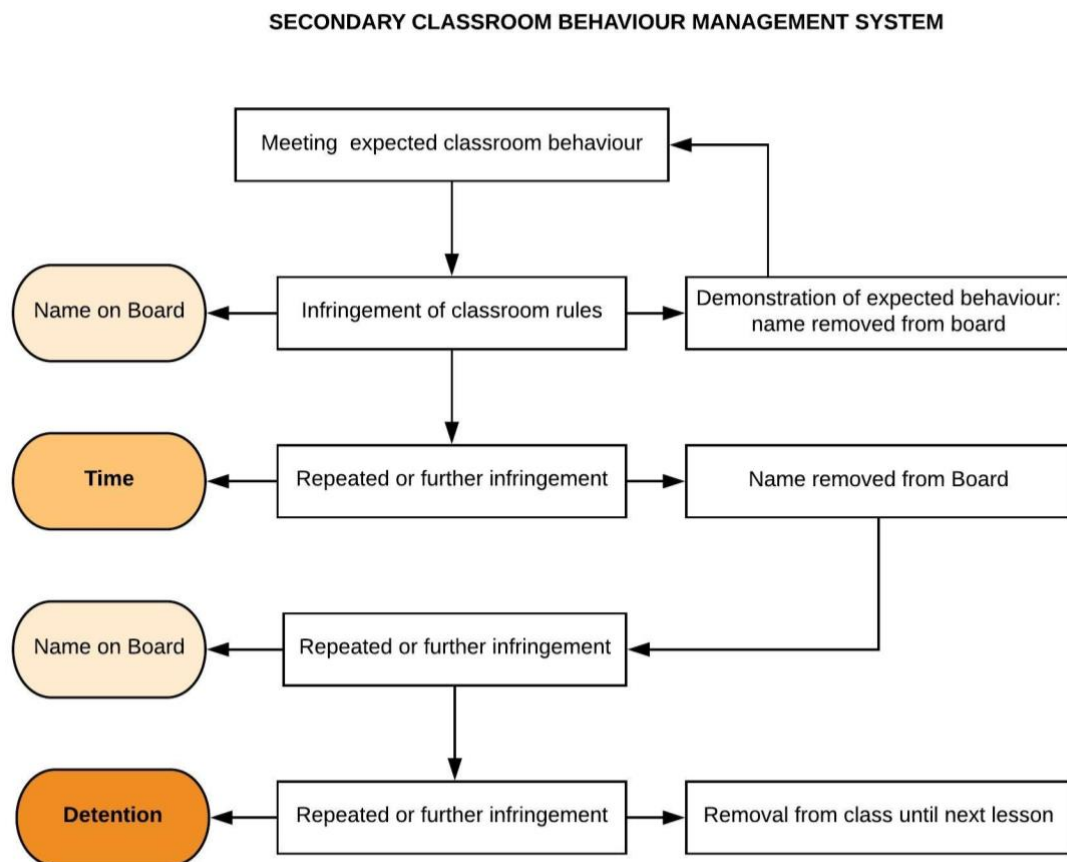


8.3 Secondary In Class Behaviour Management System Year 7-12:

1. Initial Infringement of classroom rules: Student’s name is placed on the board and positive management strategies are implemented to avoid further consequences. If the student demonstrates the expected behaviour their name is removed from the board.
2. Further infringement whilst name is on board (or repeated infringement of a behaviour): the student is given a Time (10 minute detention at lunch time) and name is removed from board.
3. The process recommences at Step 1.
4. Further infringement whilst name is on board for a second time will result in removal from class for the rest of the lesson and a Detention (20 minute detention at lunch time)

Examples of Secondary Positive Reinforcement Techniques:

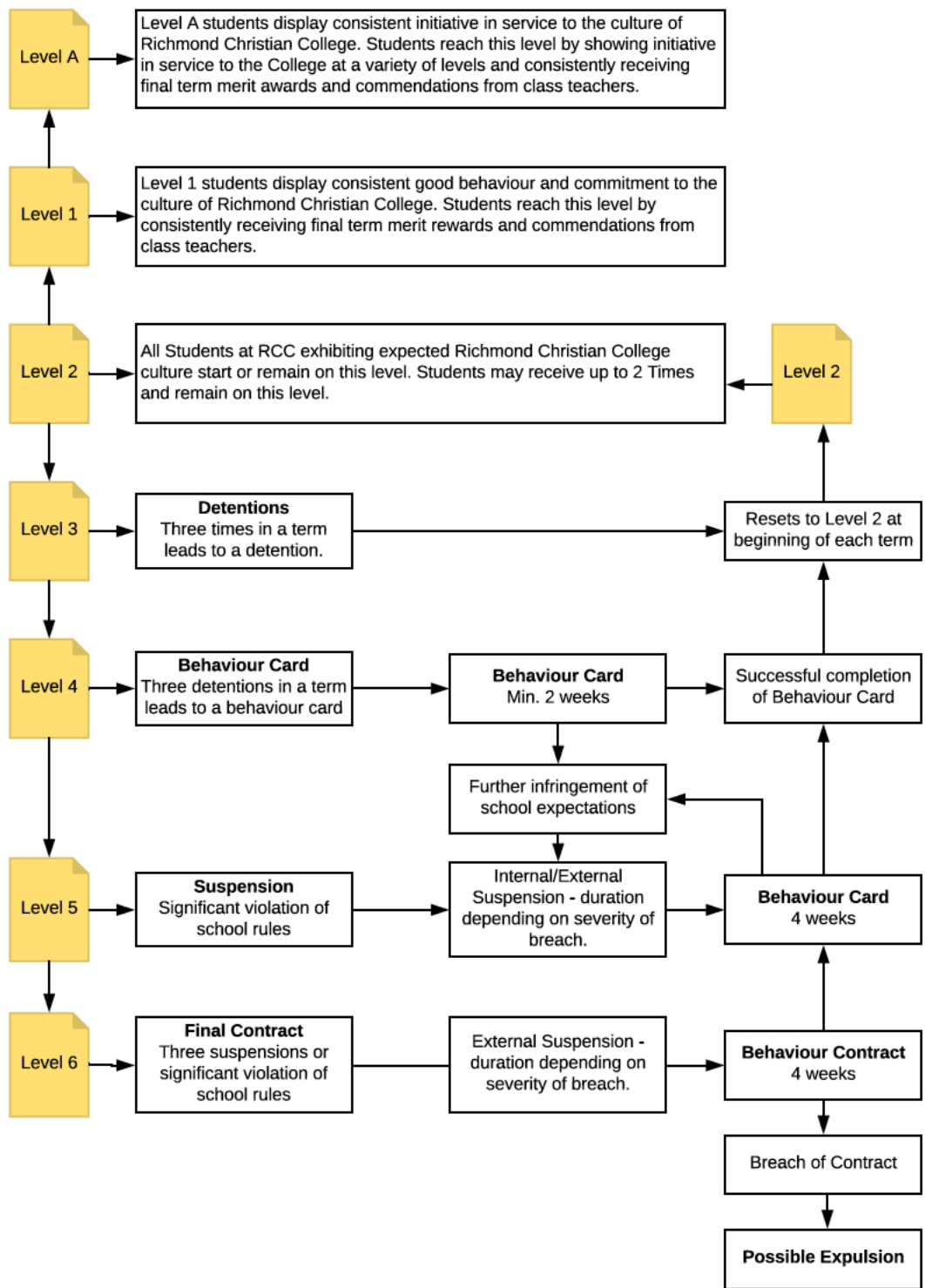
In-class merits leading to end of term reward (includes a letter home as commendation mid-term and at end of term);
 Assembly Awards;
 Letters of commendation.



8.4 Level 4 to 6 Primary and Secondary Behaviour Management System

1. Following three Detentions in a term the student will be placed on a Behaviour Management Card for two weeks
2. Further infringements of school expectations whilst on a Behaviour Management Card will result in an extension of the behaviour card or an in or out of school Suspension as determined by the Head of Secondary or Principal. Any suspension will be followed by a further four weeks on a Behaviour Management Card
3. Two behaviour cards in a term may lead to a suspension.
4. Any significant violation of school rules as listed in Item 7.4 will result in immediate suspension. The length and location of suspension will be at the Head of Secondary/ Principal's discretion as per this policy.
5. Following three suspensions in one term the student will be required to write a Behaviour Contract and meet the agreed expectations for behaviour for eight weeks. Any further breach of behavioural expectations may result in expulsion.

8.5 Overview Of Primary And Secondary Behaviour Management System



9 ADVICE TO PARENTS AND STUDENTS

The goal of the Behaviour Management Program is to restore a student to full participation in the life of the school which will maximise his/ her learning, and allow the development of satisfying relationships. The partnership of the school and family is essential for the well-being and educational success of each student.

Home Support: Should your child require the assistance of a Behaviour Management program, family support will ensure he/ she gets the most benefit from this intervention. Consider actions or sanctions at home that may uphold the school's requirements.

Suggestions: The school may suggest Homework Centre on Wednesday afternoons. Parents may also request this supervision for their child. Parents may assist at home by monitoring that homework has been completed, and assignments handed in on time.

Other possibilities include:

Support from the school Counsellor, or your local church/ minister

External educational assessment or testing; additional tutoring

Health and well-being examination: e.g. general health, diet, emotional/ mental health

Assess home practices to ensure student's maximum focus and energy for school: e.g. bedtime, time management, exercise, hobbies, social events, family/ relational issues

Personal Behaviour Evaluation: Depending on the age of the student, assist your child to comply with school behavioural expectations by seeking feedback/ advice from teachers and others; encouraging a positive support network.

Encourage the investigation of cause and effect, such as by keeping a diary

Communication: Maintaining contact with the school is very important. Please let the school know of any significant issues or changes that may affect your child e.g. welfare or social issues outside school; or any changes in the child's behaviour at home, either positive or negative. You are welcome to make an appointment to talk to your child's teacher/s or with another member of the school staff at any time.

The education and welfare of students is our prime concern through building a strong supportive partnership between parents, students and the school.

Appendix 1 Student Code of Conduct

RICHMOND CHRISTIAN COLLEGE

STUDENT CODE OF CONDUCT

All students are expected to know and observe the Richmond Christian College Student Code of Conduct to ensure they are contributing positively to Richmond Christian College's culture and their future. Failure to do so will lead to disciplinary action in accordance with the school's Behaviour Management policy.

As a student of Richmond Christian College, according to the principles of ROCK, I will:

1. Seek to honour God in all that I do and say
2. Be punctual and prepared to learn
3. Listen to the teachers and obey instructions
4. Be kind and respectful to all members of the community at all times
5. Diligently produce quality work

Students are responsible for their thoughts and actions. We expect parental support of these values at home.

Show proper respect to everyone. Love the brotherhood. Fear God.
Honour the King. 1 Peter 2:17

Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. Romans 13:1

Honour one another above yourselves. Romans 12:10

RICHMOND CHRISTIAN COLLEGE The ROCK Principle	
<p style="font-size: 2em; font-weight: bold; margin: 0;">R</p> <p style="font-size: 1.5em; font-weight: bold; margin: 0;">Respect</p> <p style="margin: 5px 0 0 20px;">for others</p> <p style="margin: 5px 0 0 20px;">for property</p> <p style="margin: 5px 0 0 20px;">for self</p>	<p>Show proper respect to everyone. Love the brotherhood. Fear God. Honour the King. 1 Peter 2:17</p> <p>Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. Romans 13:1</p> <p>Honour one another above yourselves. Romans 12:10</p>
<p style="font-size: 2em; font-weight: bold; margin: 0;">O</p> <p style="font-size: 1.5em; font-weight: bold; margin: 0;">Obedience</p> <p style="margin: 5px 0 0 20px;">to God's word</p> <p style="margin: 5px 0 0 20px;">to those who care for you</p>	<p>Honour your father and your mother, so that you may live long in the land that the Lord is giving you. Exodus 20:12</p> <p>Children obey your parents in the Lord for this is right. Ephesians 6:1</p>
<p style="font-size: 2em; font-weight: bold; margin: 0;">C</p> <p style="font-size: 1.5em; font-weight: bold; margin: 0;">Compassion</p> <p style="margin: 5px 0 0 20px;">for those in need at RCC</p> <p style="margin: 5px 0 0 20px;">for those in need elsewhere</p>	<p>Love the Lord your God with all your heart, soul, mind and strength and love your neighbour as yourself. Mark 12:30-31</p> <p>We love because He first loved us...whoever loves God must also love his brother. 1 John 4:19-20</p>
<p style="font-size: 2em; font-weight: bold; margin: 0;">K</p> <p style="font-size: 1.5em; font-weight: bold; margin: 0;">Knowing Jesus and making Him known</p>	<p>I have hidden your word in my heart that I might not sin against you. Psalm 119:11</p> <p>Go and make disciples of all nations, baptising them in the name of the Father, and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. Matthew 28:19-20</p>

Appendix 2 School Rules

RICHMOND CHRISTIAN COLLEGE SCHOOL RULES

EVERY PERSON IN THE SCHOOL COMMUNITY HAS THE RIGHT TO BE SAFE AND SECURE.

Therefore, the School considers the following forms of behaviour to be unacceptable:

<ul style="list-style-type: none">• Fighting, bullying or any other form of aggressive behaviour; including cyber bullying• Rude and offensive behaviour or attitudes• Throwing sand, stones or other dangerous objects• Using or carrying weapons (sticks, knives etc)• Harassment (cultural, religious, sexual, disability or racial); teasing and name calling• Stealing• Graffiti• Possession of chewing gum	<ul style="list-style-type: none">• Leaving the school grounds without permission• Leaving class without permission• Unauthorized riding of bikes, skateboards etc, in the school ground• Running in the school buildings• Climbing trees, roofs or structures other than designated playground equipment• Being in school buildings without teacher supervision• Tackle football, or similar games• Violence-based games
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Personal Items and Belongings

Students are not permitted to bring to school:

Weapons or dangerous objects or materials; Electronic games; Jewellery (except as allowed by the Uniform Policy); Expensive personal belongings; Pets; Personal iPads or other devices unless suitable to Stage 6 BYOD.

Mobile phones brought to school must not be used without teacher permission.

Authorised medications required to be taken during the school day must be handed in at the front office with a medication plan. (Unless exception eg asthma puffers)

Out of Bounds Areas: Internal roads, storage sheds; Out of direct vision; Car parks; Classrooms without supervision

Attendance

Students shall be punctual and shall attend all classes. Students who arrive late to school must sign in at the School office in accordance with the Attendance Policy.

Students shall not leave the school grounds during the day except on official school excursions, unless they have a note from their parents to leave early or have signed the appropriate Stage 6 Flexible Leave Agreement.

Classroom Expectations:

Primary School:

1. Keep your hands and feet to yourself
2. Be kind, speak kind
3. Always do your best work
4. Always listen to and obey your teacher

Secondary School

1. Be punctual and prepared to learn
2. Listen to and obey the teachers' instructions
3. Be kind and respectful
4. Diligently produce quality work

Students Travelling by Bus:

Wait in designated area for bus travellers	Protect bus property and report any vandalism
Show travel passes to the driver on boarding and when requested	Behave appropriately at all times (no offensive language, fighting, spitting, placing feet on seats or throwing things in or from the bus)
Wear full school uniform when travelling by bus	Behave safely at all times
Maintain possession of the travel pass at all times	Keep arms, legs and other parts of body inside the bus
Respect the needs and comfort of other passengers	Follow the driver's instructions about safety on the bus
Adhere to bus operator rules about eating and drinking on the bus	Only attract the attention of the bus driver in case of an emergency

Appendix 3 Sample Behaviour Card

Secondary Behaviour Management Card

day/date:								day/date:										
Behaviour	P1	P2	P3	P4	P5	P6	Tot	Behaviour	P1	P2	P3	P4	P5	P6	Tot	Area 1	Area 2	
A1							0	A1							0	Area 1	Obedient to Teachers	
A2							0	A2							0	Area 2	Complete classwork	
A3							0	A3							0	Area 3	Not distracting others/self	
day/date:								day/date:										
Behaviour	P1	P2	P3	P4	P5	P6	Tot	Behaviour	P1	P2	P3	P4	P5	P6	Tot	0	1	2
A1							0	A1							0	0	1	Satisfactory
A2							0	A2							0			2
A3							0	A3							0			Excellent