



Behaviour Management Policy

Version 4.0

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Policy Pertains to:	Principal; all staff; students & parents

Version History

Version	Date	Notes
1.0	May 2018	Adapted CEN Hub policy. Replaces Discipline Policy V5.3 and Suspension Policy V1.1
2.0	June 2021	Updated procedures and expectations of behaviour and levels of management.
3.0	Jan 2022	Changes to system and principles of behaviour: RESPECT
4.0	May 2023	Addition of Graduate Attributes; Update of Student COC, procedures & school systems.

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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, academically rigorous and culturally relevant education that instils a sense of identity, purpose and hope in students that equips them to live for God's glory.

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Important related documents:

Child Protection Policy	Privacy Policy
Enrolment Policy	Staff Code of Code
Attendance Policy	Student Code of Conduct
Anti-bullying Policy	Parents, Visitors and Volunteers Code of
Complaints Framework	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, 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	SEQTA records; Board reports; Confidential notes on Google Drive
Support staff in the implementation of disciplinary procedures; Staff training	SEQTA; 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	SEQTA; Secure Google Drive files
Contact with parents	File notes SEQTA; 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	SEQTA; Behaviour Cards
Liaise with the Principal about issues of concern and the implementation of behaviour modification programs	SEQTA; 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 Google Drive files
Students	
Comply with expectations set out in Student Code of Conduct	Student Code of Conduct
Comply with requirements of School Rules	SEQTA 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 indicated

Student health records SEQTA

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

Notes; SEQTA

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 SEQTA 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 student progress 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 SEQTA. Confidential records are restricted to appropriate staff.

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

Rationale

Jesus very clearly states that the Lord and his disciples will be known by the way they treat each other (John 13:34-35). Additionally, behaviour has direct correlation to thought, attitude and circumstance. As an integral part of the local community, it is critical for RCC to assist its immediate community in establishing excellence in thought, attitude and behaviour. Therefore, the underlying principle of RCC's behaviour management is summed up in the biblical foundation of loving God and one another as Jesus did.

Core Values:

In recognition of Jesus' model and student's inherent imperfection, this behaviour management system draws heavily on concepts of grace and restoration through excellent communication to reinforce patterns of thought, behaviour and attitude consistent with an RCC student who will positively influence their world. It provides opportunity for students to learn and grow in an environment that embraces the notion of the learning journey in all areas of life as evidenced in the RCC Graduate Attributes.

The policy is founded on the biblical foundations of God's example of love and grace:

1. The importance of discipline and love:
 - a. Deuteronomy 8:5
 - b. Psalms 94:2
 - c. Proverbs 3: 11-12
 - d. Hebrews 12: 5 - 17
2. The importance of being an advocate:
 - a. Romans 8:24
 - b. Hebrews 7:25
 - c. Matthew 11:28
3. The importance of consistent expectations:
 - a. Proverbs 22:6
 - b. Matthew 18:15-17
 - c. 1 Peter 1:15-16

The core values of the RCC Behaviour Management Policy are built upon the RCC Welfare Framework. These include:

1. Identity. Purpose. Hope.
2. Restoration (John 10:10); Reconciliation (Matthew 11:28); Growing in the image of God (Luke 9:23).
3. RCC Attributes of a graduate:

a) Faithful Disciple: Christ Centred Biblically grounded Faithfully present	b) Lifelong learner: Resilient Inquirer Curious Critical thinker Informed
c) Positive Contributor: Humility Service Courageous Listeners Leader Creative	d) Joyful Individual: Optimistic Hopeful Faithful Inspirational Resilient Grounded Connected

The policy will promote desired attitudes and behaviours through:

- Clear and consistent communication of expectations;
- Clear and consistent recognition of specific, identified behaviours;
- Clear and consistent consequences (positive and negative) for behaviours.

The policy will communicate with the student and their family the student's positive and negative behaviours.

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 affected or as soon as possible after an immediate suspension being necessary through phone call and a letter.
- 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.
5. 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.
6. 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.
7. Under normal circumstances, a suspension would not extend more than 2 weeks.
8. 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.

(d) **Return to School**

- i. 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.
- ii. 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.

7.5 **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**

- (i) Parents shall be asked to attend an interview concerning their child's likely expulsion. The decision shall also be confirmed in writing.
- (ii) 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 **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

7.7 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: equally reward and censure desired graduate behaviours in and out of the classroom; indicate the desired 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; and promote lifelong qualities that will enable them to be a faithful presence and lifelong learner.

8.1 Classification of Student Behaviour Levels

LEVEL	DESCRIPTION
Honour Level	<p>Students who display honourable commitment to the culture of RCC through consistently displaying the Attributes of a RCC Graduate through behaviour, learning, leadership and initiative. Students reach this level by:</p> <ul style="list-style-type: none"> ● School Executive Recommendation; ● Achieving 4 or more letters of recommendation in one calendar year; and/or ● being involved in leadership; and/or ● receiving no censures leading to Attention Level. <p>Students on this level will be granted privileges regarding reward and use of place at the school in addition to those on Excellence and Credit Levels.</p>
Excellence Level	<p>Students who display excellent commitment to the culture of RCC through consistently displaying the Attributes of a RCC Graduate through behaviour, learning, leadership or initiative. Students reach this level by:</p> <ul style="list-style-type: none"> ● School Executive Recommendation; ● Achieving 2 letters of recommendation in two different areas of Attributes of a RCC Graduate. ● receiving no censures below Caution Level. <p>Students on this level will be granted privileges regarding reward and use of place at the school in addition to those on Credit Level.</p>
Credit Level	<p>Students who display commitment to the culture of RCC through consistently displaying the Attributes of a RCC Graduate through behaviour, learning, leadership or initiative. Students reach this level by:</p> <ul style="list-style-type: none"> ● School Executive Recommendation; ● Achieving 2 letters of recommendation in two different areas of Attributes of a RCC Graduate. ● receiving no censures leading to Notice Level. <p>Students on this level will be granted privileges regarding reward and use of place at the school.</p>

Expected Level	All Students at RCC displaying expected culture start or remain on this level. It is normal for students on this level to receive merits and times as they participate in school culture.
Attention Level	<p>A student is placed on attention level for receiving 3 detentions.</p> <p>A student can also immediately be placed on this level for behaviours that include but are not limited to: plagiarism, disrespect to adult/peer, truancy.</p> <p>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.</p> <p>Upon successful completion the student will progress to Expected Level. Where a student does not achieve these standards, the behaviour card may be extended or they will proceed to Caution Level.</p> <p>Two behaviour cards in a term may lead to a suspension and Notice Level.</p>
Caution Level	<p>A student who has been suspended is placed on this level.</p> <p>A student can also immediately be placed on this level for behaviours that include but are not limited to: truancy, inappropriate contact with another student, bullying & harassment, disrespect to a teacher.</p> <p>On return to class the student will be placed on a Behaviour Management Card.</p> <p>Following four successful weeks on the Card the student can progress back to Expected Level.</p> <p>Repeated suspensions or times/detentions will prolong a student being on this level or see them placed on Notice level.</p>
Notice Level	<p>Any student who receives a third suspension within a 12 month period is placed on this level.</p> <p>A student can also immediately be placed on this level for behaviours that include but are not limited to: fighting, possession of illegal substances or weapons, abuse, harassment, theft etc.</p> <p>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 will move the student back up the levels. A level per fortnight).</p> <p>The student enrolment contract may also become conditional.</p>

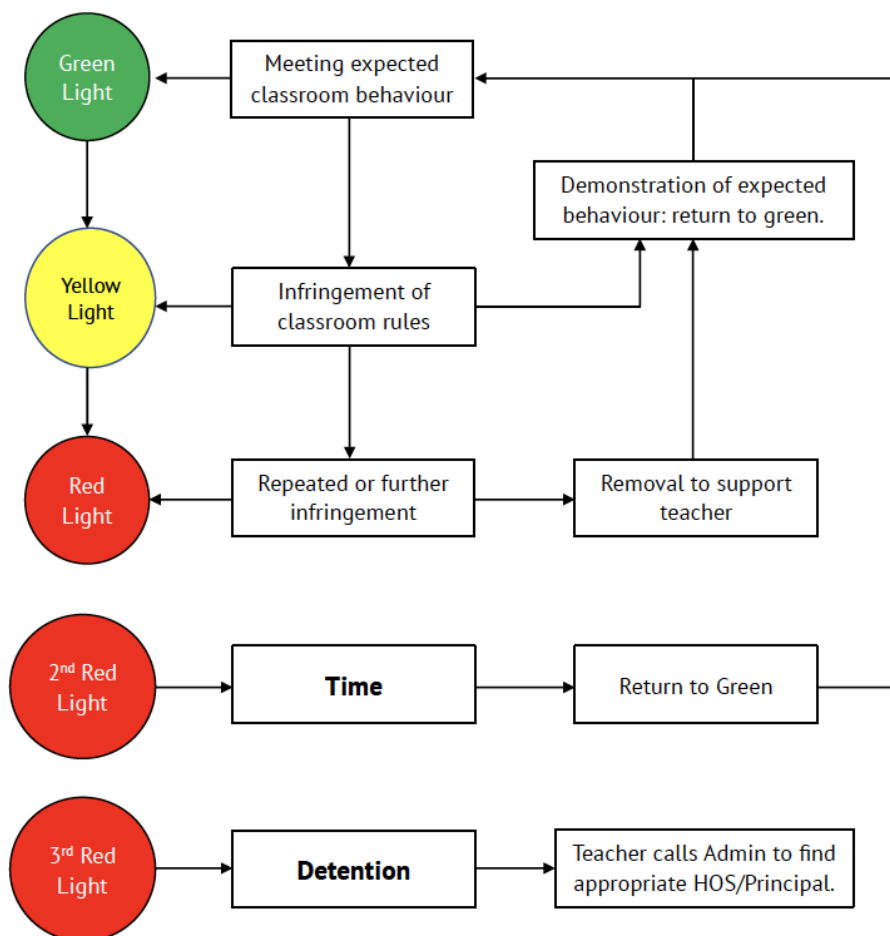
8.2 In Class Behaviour Management System K - Year 4/5: Traffic Light System

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 School until the next break and a Detention (20 min detention at lunch time). The teacher will call Admin who will then find the appropriate HOS or Principal to collect the student.

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.

SUMMARY OF IN CLASS BEHAVIOUR MANAGEMENT K – YEAR 4/5



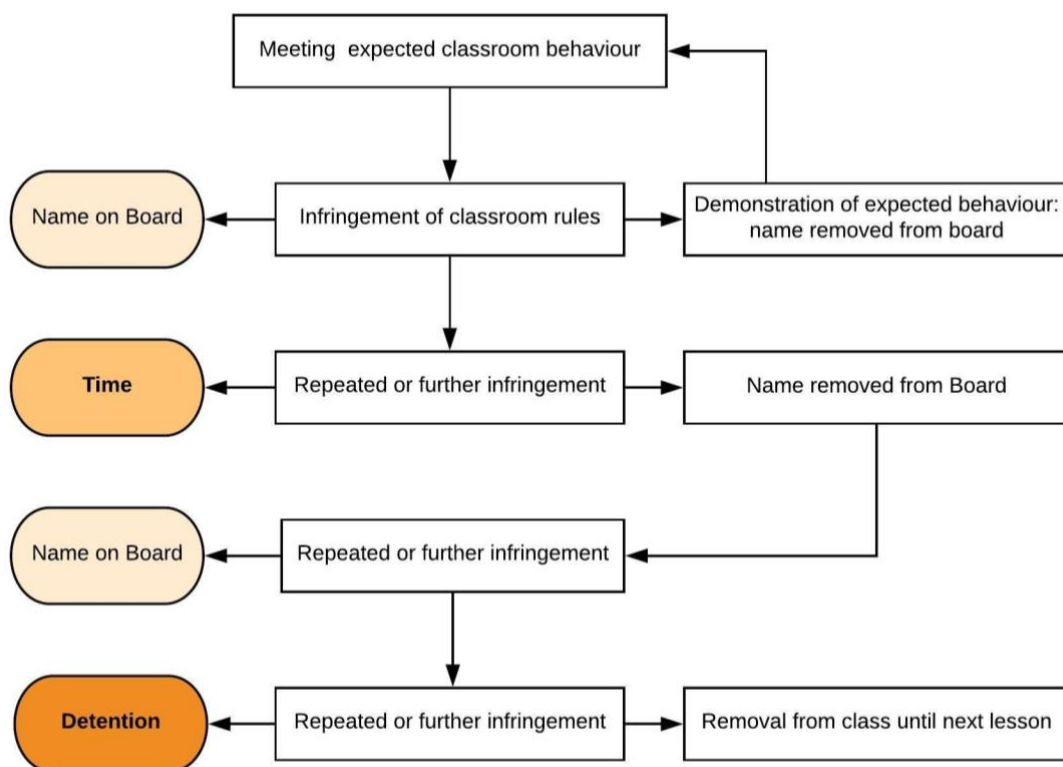
8.3 In Class Behaviour Management System Year 5/6-12:

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)
5. *NB: For Year 5 there will be a gradual introduction of this system and transition to it throughout the year so that when entering Year 6 students are aware of the requirements of this.*

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.

SUMMARY OF IN CLASS BEHAVIOUR MANAGEMENT YEAR 5/6 - 12



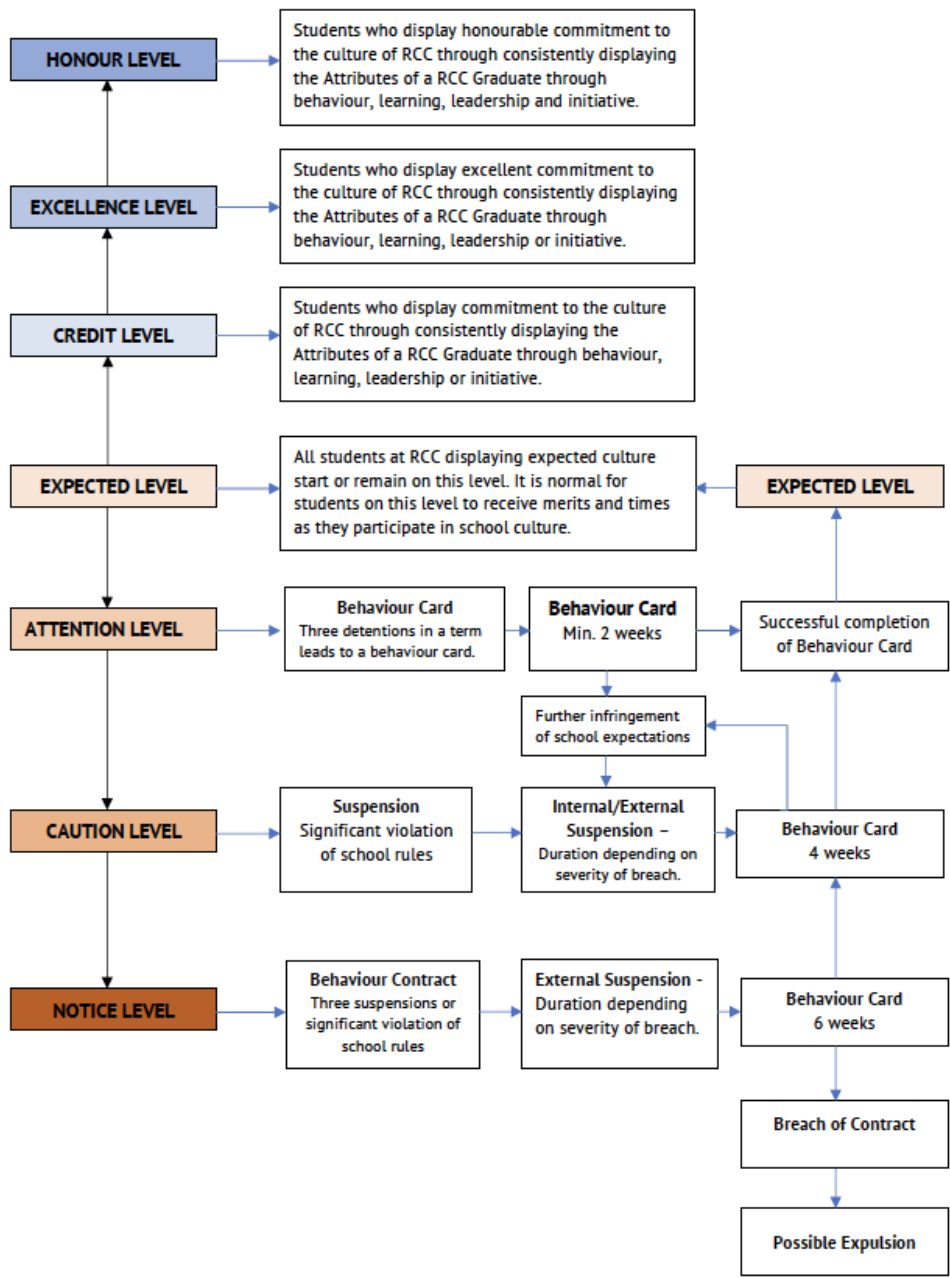
8.4 Levels, Rewards and Censures

- a) Consistent and persistent application of behaviour management process by all staff is essential to fostering desired attributes across the whole College. This is achieved through levels and rewards.
- b) Levels:
- (i) All students commence on Expected Level. A student stays on the level of achievement for the year. They move levels according to the consequences of their behaviour. A student may move from awarded levels to punitive levels based on behavioural incidents. A student must proceed through the positive levels consequentially.
 - (ii) Levels are reset at the beginning of each year.
 - (iii) Merits/Times are reset each semester.
 - (iv) Any student who receives a letter of recommendation is invited to 'Lunch with Simmo'
- c) Rewards:
- (i) **Merit:** Merits are given for day-to-day activities and linked to Attributes of a RCC Graduate.
 - A. Merits are entered on SEQTA.
 - B. Should a teacher wish to provide encouragement for activities not linked to Attributes of a RCC Graduate (such as fast finishing) house points are to be awarded to a responsible value.
 - (ii) **Commendations:** Commendations are given at assembly for 3 merits. These commendations list the reasons for the merits.
 - (iii) **Letters of Recommendation:** A student and their parent/s or guardian/s receive a letter of recommendation when:
 - A. The student receives 9 merits.
 - B. The student receives a complete set of merits for one Attribute of a RCC Graduate.
 - C. The student is involved in exceptional service. This may be a one-off event reported by a staff member or SRC/Senior student and is negotiated with and awarded by the Head of School.
 - D. Letters of recommendation are discussed at Exec meetings to determine whether the student has achieved to a degree where they can level-up.
 - E. Any student who receives a letter of recommendation is invited to 'Lunch with Simmo'.

- (iv) **Pins:** When a student receives two merits for every aspect of a particular Attribute of a RCC Graduate they receive a pin for that attribute. These are awarded on assembly.
- d) Censures:
 - (i) Breach:
 - A. Breaches are the equivalent degree of consequence for behaviour as merits. Breaches are for organisational behaviours that impact student learning and behaviour negatively. These include (but are not limited to): uniform infringements, homework infringements, Chromebook not charged and materials not brought to class etc.
 - B. The teacher clarifies the reason for the breach and outlines the expected change.
 - (ii) Times: 3 breaches result in a time.
 - A. Times are given for breaches of expected behaviour that disrupt classroom learning or as are outlined in Attention Level breaches of behaviour.
 - B. A student who undergoes the restorative process of behaviour management in a classroom and still ends with their name left on the Board receives a time as they will have already received 2 warnings for unacceptable behaviour.
 - C. Times are completed by the relevant HOS at lunch time for 10 mins. They can involve a restorative reflection that is shared with teacher and parent.
 - (iii) Detentions: 3 Times/9 Breaches result in a detention.
 - A. Detentions are also given for significant breaches of expected behaviour that disrupt classroom learning or as are outlined in Attention Level breaches of behaviour.
 - B. Detentions are completed by the relevant HOS at lunch time for 20 mins. They involve a restorative reflection that is shared with teacher and parent.
 - (iv) Behaviour Management Card: 3 Detentions result in a Behaviour Management Card.
 - A. Behaviour Management Cards are also used for significant breaches of expected behaviour that disrupt classroom learning or as are outlined in Attention/Caution Level breaches of behaviour.
 - B. 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 HOS in conjunction with Deputy/Principal.
 - C. Two Behaviour Management Cards in a Semester may lead to a suspension.

- (v) Suspension: Internal or External Suspension:
- A. Students are placed on suspension in consultation with HOS and Deputy/Principal.
 - B. Suspension lengths and places are determined by the severity and repetition of the incident/s.
 - C. 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 School/ Principal's discretion as per this policy.
 - D. 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 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, in accordance with the Attributes of a RCC Graduate, I will:

1. Seek to honour God in all that I do and say.
2. Be punctual, prepared to learn and always doing my best to produce quality work.
3. Respect teachers by listening and promptly responding to instructions.
4. Seek to contribute to the community by being kind and respectful to everyone at all times.
5. Proactively and respectfully engage in the opportunities given to me.

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

RICHMOND CHRISTIAN COLLEGE

GRADUATE ATTRIBUTES

<p>Faithful Disciple</p> <p>Christ Centred Biblically Grounded Faithfully Present</p>	<p>Then he said to them all: "Whoever wants to be my disciple must deny themselves and take up their cross daily and follow me. Luke 9:23</p> <p>Jesus said, "If you hold to my teaching, you are really my disciples. Then you will know the truth, and the truth will set you free." John 8:31-32</p>
<p>Lifelong Learner</p> <p>Resilient Inquirer Curious Critical Thinker Informed</p>	<p>We rejoice in our sufferings, knowing that suffering produces endurance, and endurance produces character, and character produces hope, and hope does not put us to shame, because God's love has been poured into our hearts through the Holy Spirit who has been given to us. Romans 5:3-5</p> <p>You will seek me and find me, when you seek me with all your heart. I will be found by you, declares the LORD... Jeremiah 29:13-14</p>
<p>Positive Contributor</p> <p>Humility Service Courageous Listeners Leader Creative</p>	<p>Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience, bearing with one another ... forgiving each other; as the Lord has forgiven you... and above all these put on love, which binds everything together in perfect harmony. ... and whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him. Colossians 3:12-16</p>
<p>Joyful Individual</p> <p>Optimistic Hopeful Faithful Inspirational Resilient Grounded Connected</p>	<p>Rejoice in the Lord always... do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus. Finally, whatever is true, honourable, just, pure, lovely, commendable, if there is any excellence, if there is anything worthy of praise, think about these things. Philippians 4:4-8</p> <p>Rejoice always, pray without ceasing, give thanks in all circumstances; for this is the will of God in Christ Jesus for you. 1 Thessalonians 5:16-18</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	<ul style="list-style-type: none">● Possession of chewing gum● 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.

Classroom Expectations:

Junior 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

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

APPENDIX 4: GRADUATE ATTRIBUTES BEHAVIOURS

Faithful Disciple	Christ centred	<ul style="list-style-type: none"> ● Students demonstrate a wholehearted pursuit of Christ's purpose and calling in their life through: <ul style="list-style-type: none"> ○ Conversation, participation and action. ○ Perform acts of respect, service and love. ○ Not being ashamed of the gospel ○ Showing respect and tolerance (the ability to agree to disagree) ○ Standing up for biblical truth by speaking and living the truth in love.
	Biblically grounded	<ul style="list-style-type: none"> ● Students exemplify a grounding in and understanding of the Bible through: <ul style="list-style-type: none"> ○ Conversation, participation and action. ○ Referring peers and conversations in class to biblical knowledge for answers and understandings. ○ Displaying biblical knowledge and practices: service, humility, integrity, peacemaking, standing up for truth.
	Faithfully present	<ul style="list-style-type: none"> ● Students evidence their faith in God through actions such as: <ul style="list-style-type: none"> ○ Inclusivity ○ Hopefully pointing to God in situations ○ Address conflict in love and grace and respect ○ Not being ashamed of the gospel ○ Gracious forgiveness ○ Understanding of grace ○ Humility and repentance ○ Actively sharing faith with others ○ Kindness ○ Compassion

Lifelong Learner	Resilient	<ul style="list-style-type: none"> ● Faces challenges. ● Thinks of ways to overcome. ● Persists in difficult things. ● Bounces back. ● Learns from mistakes.
	Inquirer	<ul style="list-style-type: none"> ● Asks deep and relevant questions. ● Makes connections. ● Independent researcher. ● Incorporates multiple perspectives, sources or ideas. ● Displays a critical awareness of reliable sources. ● Does not discard info that is not on the assessment.
	Curious	<ul style="list-style-type: none"> ● Seeks deeper knowledge and understandings. ● Suspends judgment. ● Challenges stereotypes and existing perceptions. ● Wonders and asks questions of depth and relevance. ● Observant to their world.

	Critical Thinker	<ul style="list-style-type: none"> • Thinks for themselves and beyond themselves. • Considers and seeks alternate viewpoints. • Embraces challenges and solves problems. • Evaluates and justifies conceptualisations. • Displays evidence higher order thinking. • Analyses and reflects for growth. • Conceptualises multiple possibilities. • Imaginative • Willing to share knowledge and learning.
	Informed	<ul style="list-style-type: none"> • Seeks truth on personal, local, national and global levels. • Displays interested in life beyond the immediate time and self. • Displays awareness of current events and multiple perspectives. • Displays evidence of wide reading. • Ready for class (can include preparatory homework).
	Diligence	<ul style="list-style-type: none"> • Sets and achieves goals. • Consistently applies effort. • Self-disciplined and reliable. • Implementing and sustaining good learning habits.

Positive Contributor	Humility	<ul style="list-style-type: none"> • Recognises their limitations. • Listens to others first. • Prepared to learn new things. • Is able to receive critique and praise. • Accepts mistakes. • Celebrates others' success. • Understands their own and others' weaknesses.
	Service	<ul style="list-style-type: none"> • Helping/giving of time or resources without being told to. • Valuing the needs. • Encourages others. • Doing more than what is required/expected. • Actively seeks opportunities to help/bless others.
	Courageous	<ul style="list-style-type: none"> • Takes responsible risks in learning, contribution and friendship. • Doing the right thing even if it causes you fear. • Look for opportunities to challenge self. • Stands up for others. • Steps out of comfort zone. • Confidence to be themselves. • Keeps others accountable. • Accepts and acts on feedback.
	Listeners	<ul style="list-style-type: none"> • Take time to hear others. • Respond to requests without redirection. • Asks insightful questions for clarification. • Attends to the speaker by looking at them. • Shows empathy.

	Leader	<ul style="list-style-type: none"> ● Deliberately set an example. ● Shows initiative. ● Assists in organisation. ● Delegates with respect and necessity. ● Listens to and encourages others. ● Engages people in an idea/vision. ● Models service. ● Inspires. ● Stands up for others. ● Is thankful and grateful of others and things. ● Accepts and acts on feedback. ● Stewards. ● Accountable for their and others behaviour. ● Trustworthy. ● Consistent kindness.
	Creative	<ul style="list-style-type: none"> ● Problem solver. ● Generating ideas. ● Makes space for other ideas. ● Thinks outside the box. ● Finds solutions. ● Innovative. ● Assist to improve.

Joyful Individual	Optimistic	<ul style="list-style-type: none"> ● Willing to learn from mistakes. ● Speaks positively of all situations and people. ● Looks at life with expectant heart for future. ● Willing to climb out of the pit and help others do the same. ● Willing to try something new. ● Display sa 'Can-do' attitude. ● Hopeful in the face of challenges.
	Hopeful	<ul style="list-style-type: none"> ● Looking forward to future events. ● Encourages others. ● Trust in God's love and grace to overcome/grow. ● Values learning. ● Expectation that they will thrive. ● Expecting God's care now and always. ● A trust that seasons change, light comes after dark, this is not the end.
	Faithful	<ul style="list-style-type: none"> ● Servant hearted. ● Reliable. ● Authentic. ● Resilient. ● Displays fruit of the Spirit in daily life. ● Diligent. ● Thoughtful. ● Reliable.
	Inspirational	<ul style="list-style-type: none"> ● Positive. ● Encourager. ● Courageous.

		<ul style="list-style-type: none"> ● Initiative. ● Contributes ideas and starting points. ● Leads by example.
	Grounded	<ul style="list-style-type: none"> ● Peaceful. ● Dependable. ● Strong sense of self and self-care. ● Confident. ● Realistic perspective. ● Authentic. ● Justifies actions. ● Displays emotional maturity. ● Faithful to beliefs.
	Connected	<ul style="list-style-type: none"> ● Aware of and cares for themselves and others. ● Welcoming. ● Engaged. ● Collaborative. ● Community minded and connected to community (immediate, local, national, global). ● Fostering health and friendship.
	Grateful	<ul style="list-style-type: none"> ● Expresses thanks. ● Appreciative. ● Appreciates how God uses challenges/problems for growth. ● Regularly promotes blessings/thankfulness.