



Behaviour Response Policy

1. Rationale

Red Rock Christian College seeks to cultivate a community where students flourish through strong, Christ-centred relationships. Our behaviour response practices are deeply rooted in our identity as a Christian school and reflect our commitment to honouring the intrinsic worth of each individual as a child of God.

Our vision to empower students to influence their world with integrity is realised when behaviour management is restorative, educative, and relational. The College believes that all members of our community are on a journey of growth and transformation. As such, our approach to behaviour acknowledges that while conflict and harm are part of human interaction, they also provide opportunities for learning, repentance, forgiveness, and restoration.

The words of Archbishop Desmond Tutu underpin our approach:

“Forgiveness gives us the capacity to make a new start... And forgiveness is the grace by which you enable the other person to get up, and get up with dignity, to begin anew...”

2. Scope

This policy applies to all students and staff of Red Rock Christian College:

- a) At the college campus
- b) When off campus on any school-related activity or event
- c) When representing the College or in digital spaces related to College life
- d) Travelling to and from the College.
- e) Otherwise engaging in behaviour that impacts the reputation of the College.

3. Definitions

Parent: Includes step-parents, caregivers or guardians

The College: Red Rock Christian College

Restorative practices: approaches to behaviour response that focus on harm caused, accountability, reparation, and relationship restoration.

Accountability: the obligation of a student to account for their actions, accept responsibility for them and understand that there are consequences for all choices made.

Forgiveness: a decision to release resentment, reflecting Christ's examples (not forgoing ongoing safety).

Restorative Chat: A conversation addressing minor harm, conflict, and inappropriate behaviour by which a student is guided and directed toward accountability, reparation and relationship restoration.

Restorative Conference: A formal meeting, which may involve one or more of the parties affected, facilitated by a staff member, to address ongoing or higher-level inappropriate



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behaviours in which a student is directed toward accountability, reparation, and relationship restoration.

Interview: a process of asking questions to gather information about the who, where, what, and how of an incident. It may occur through the course of helping students resolve issues or conflict or may be within a more formal setting when addressing issues of harm toward another or misconduct.

Mature Minor: Is the legal term referring to a minor (under 18 years old) who is considered capable of making certain decisions for themselves. This recognition of a minor's maturity is based on their demonstrated understanding and ability to comprehend the nature and consequences of the decision.

Logical Consequence: A Consequence is a direct outcome of a specific action chosen or implemented by an adult. It is related to the behaviour and intended to teach a child or student to make better choices in the future. It's a response to a behaviour that helps the individual understand the impact of their actions and learn how to modify them.

Bystander: A person who witnesses inappropriate, harmful or disrespectful behaviour and is not the direct perpetrator but has the choice to intervene, report, remove themselves, support a peer or remain passive.

- **Passive Bystanders** – Those who witness the behaviour but take no action to intervene, remove themselves from the incident, report or support those affected. Their silence, inaction and standing with the perpetrator may be perceived as implicit approval or normalisation of the behaviour.
- **Active Bystanders (sometimes referred to as Upstanders)** – Those who take constructive action to intervene, seek help, report the incident, or support those who have been harmed. Active bystanders play a crucial role in fostering a safe and respectful school culture.

4. Restorative Approach

At Red Rock Christian College, the aim is to have students and teachers that are flourishing.

Creating an atmosphere—an environment in which we flourish—is also one in which harmful, disruptive, negative behaviour is likely to be minimised. The strategies, attitudes, and values used in a flourishing environment assist in minimising and dealing with negative behaviours before they take root and become significant.

The Restorative approach seeks to build and maintain healthy relationships and restore those that are damaged or broken because of misbehaviour.

It is a process with a goal; it involves steps to educate students who demonstrate inappropriate or harmful behaviours and to support those who have been harmed through:



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- Creating an environment in which respect for oneself, others and property is taught and demonstrated
- teaching students to recognise when harm has been caused
- teaching students to take responsibility (ownership by offender)
- build strong, positive relationships in classrooms and playgrounds
- reinforcing identity in Christ through daily interactions, curriculum and devotions
- teaching student to make reparation for the harm caused and to restore broken relationships (apology, commitment to positive and respectful behaviour)
- forgiveness (victim)
- Logical consequences

5. Aims

The commitment to positive and productive relationships between staff and students underpins the college's approach to behaviour management.

The College aims to promote positive student behaviour and respectful relationships and will:

- a) Educate students about the College's expectations, policies and procedures as appropriate including but not limited to classroom activities, videos, programs, reflection sheets.
- b) Educate staff and students on restorative principles with a focus on positive relationships, and how to restore those that are harmed by misbehaviour.
- c) Communicate to students and staff appropriate behaviour.
- d) Promote and enforce behavioural standards set out in this policy and other policies and procedures.
- e) Promote self-regulation, self-discipline and personal responsibility for behaviour and actions.
- f) Develop and maintain the expectation for healthy respect for staff, students and property.
- g) Ensure staff communicate expected behaviour and are fair and effective in guiding student behaviour.
- h) Remind students and families of the college's expectations at assemblies, during class time and through email and newsletter announcements.
- i) Ensure everyone understands that corporal punishment is prohibited and is not to be used as a means of discipline.
- j) Seek to prevent bullying and harassment (including online) among students by developing a strong and open culture with clear processes for reporting issues and consistent, timely follow-up.

6. Guiding Principles.

Staff will:

- a) Be guided by what they are seeking to form: godly character, excellent relationships, resilience, faith, and commitment to personal learning.



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- b) Make decisions within a timely manner (48 hours is usually appropriate, but circumstances may require an adjustment of time).
- c) Notify parents and students of outcomes and applicable consequences (mindful of privacy).
- d) Consider the broader context (including, but not limited to, the student's age and additional needs).
- e) Be clear about classroom behaviour expectations that are established to ensure students and staff are safe and able to learn effectively.
- f) Refer to the Behaviour Response matrix for guidance on the appropriate response to students' inappropriate behaviour.
- g) Seek support from the relevant year-level mentor, Head of School or the principal when needed.
- h) Demonstrate respectful and honouring behaviour and attitudes.

7. Policy Statement – Behaviour Management Approach

The college shall maintain a restorative, Christ-centred approach to behaviour management, upholding the dignity of individuals while promoting responsibility, reparation and relational healing. Consequences will be enacted with procedural fairness and with a commitment to student growth.

In accordance with best practice governance, the board entrusts to the principal the day-to-day management of the college, including all matters related to student behaviour. When the board is requested to review substantial rulings, the review will be concerned with the extent to which appropriate policies are in place and have been followed.

All staff are expected to:

- Foster an environment that supports flourishing and honours others.
- Address harmful, inappropriate behaviour promptly and justly.
- Model forgiveness, compassion and integrity
- Follow college procedures to ensure transparency and consistency.

8. Responding to Student Behaviour

Where there are instances of disrespectful, inappropriate, or harmful behaviour, the college will determine the level of severity and respond accordingly. Behaviour is addressed using five levels of escalation, aligned to severity, frequency, and impact. These levels allow for appropriate discernment, as every situation must be evaluated within its context.

The following is taken into consideration:

- a) The nature of the complaint, its seriousness and impact on others
- b) Whether it or similar behaviours have been raised previously
- c) Individual circumstances



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- d) Whether the complaint may involve criminal allegations or behaviour of severity that may result in suspension or expulsion (e.g. including but not limited to vaping, possession or consumption of drugs or alcohol, violence, threats of violence, sexual harassment or misconduct, severe or persistent bullying).

Level | Description | Response example (not limited to).

1 | Low-level disruption

Restorative Chat; logical consequence, reminder of expectations; | class teacher

2 | Repeated/minor harm

Incident/behaviour documented; parental contact; logical consequences | class teacher/mentor

3 | Ongoing or moderate harm

Restorative Conference; behaviour plan; consequences | Mentor/Head of School

4 | Serious misconduct

suspension/expulsion; external report* | Head of School/Principal

5 | Severe or repeated harm

Out-of-school suspension or expulsion; external report* | Principal or delegated person.

**External Reports: DFFH or Police as required.*

Conversations about behaviour should

- take place openly and as soon as practicable.
- Be clear about the expectations, harm caused, and impact on others.
- Clarify the student's intentions for repairing the harm and moving forward positively.

8.1 Investigating Student Behaviour

Where there are reports of disrespectful or inappropriate behaviour, the college will aim through a restorative approach to work with the student/students to take responsibility, put things right and move forward.

The college will assess concerns to determine whether an investigation is required.

- a) The college will investigate student behavioural concerns according to the principles outlined in this policy and in accordance with the severity of the complaint/allegation. Investigations may include reviewing CCTV footage and searching lockers, bags, or devices.
- b) Ordinarily this will involve a discussion with the alleged victim to seek clarity about their concerns, determine the Who, Where, What and When and understand their desired outcomes.
- c) The investigation may include conversations with staff or students who may be potential witnesses or others involved.
- d) The college reserves the right to speak with students without parents present.
- e) The college intends to resolve those matters during school hours and as efficiently as possible. Students may request a preferred staff member, and that preference will be considered where possible. However, depending on the circumstances, for example, where suspension or expulsion is being considered, it may be appropriate for parents to be present.
- f) The college's standards for maintaining a Child Safe environment must be upheld.



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After completing enquiries and considering available information, the college will make findings and determine consequences. Where inconsistent accounts are received, the college is expected to endeavour to resolve them. Nonetheless, the college is free to make findings based on available information.

9. The Role of Bystanders

At Red Rock Christian College, we recognise that inaction or passive support in the face of harmful conduct can perpetrate a culture of disrespect and harm. Being a bystander, **especially when visibly aligning oneself with the person engaging in misconduct**, can reinforce the behaviour, add weight to the power of the perpetrator and deepen the impact on others. In such cases, students will face consequences. These may include restorative conversations, withdrawal of privileges, or further intervention depending on the nature and severity of the behaviour.

Students who support or enable inappropriate, harmful or disrespectful behaviour by standing with or endorsing the actions of the individual responsible will also be held accountable.

10. Consequences

Consequences can range from changes in seating arrangements to expulsion and will be implemented in accordance with this policy. The principal retains ultimate discretion in determining the appropriate consequences.

The college will take every practical measure to work with students and their parents to assist students in being a positive, productive member of the school community before suspension or expulsion is enacted.

However, in the event that a student persists with behaviour that demonstrates their lack of willingness or ability to participate in the community in a respectful and safe manner or behaves in such a way as to cause or threatens to cause significant harm, the principal is responsible for the decision to suspend or expel a student without notice.

In all matters involving the suspension and expulsion of students, the principal shall act in the best interest of the school community, including other students and staff.

10.1 Withdrawal of privileges

The college can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges that may be withdrawn will vary but may include representing the college at sporting or cultural events and attending school events, including excursions and camps.

- a) The withdrawal of a privilege is time-limited.
- b) The reason for and period of the withdrawal is clearly communicated to the student.
- c) The withdrawal is commensurate with the behaviour of the student.
- d) The student is made aware of the behaviour standards expected in order for the withdrawn privileges to be reinstated.
- e) Consideration is given to the student's additional needs to ensure any withdrawal of privileges does not amount to unlawful discrimination. For example, a student with



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additional needs may need an iPad with a communication application as a reasonable adjustment to enable the student to communicate/participate in class. In this instance, removal of the iPad is not appropriate.

10.2 Withdrawal from class (or college events)

A student may be temporarily removed from classroom/school activities if their behaviour is significantly interfering with the rights of other students to learn, the capacity of the teacher to teach or where it creates risk of harm to themselves or others. Appropriate supervision of the student's withdrawal is required.

Parents and carers should be notified of such withdrawals unless the student is a mature minor who requests that their parents not be notified.

10.3 Restorative Action (RA)

In some instances, RA may be an appropriate response if it reinforces the importance of maintaining appropriate standards and is utilised as part of a natural consequence.

The college can require a student to attend before or after-school. However, individual circumstances will be taken into account.

During RA, a staff member may instruct a student to complete schoolwork not completed during class time, fulfil a task to repair or restore damage caused by the student or complete a form of community service such as but not limited to emptying rubbish bins or cleaning tables.

The college will:

- a) Make sure any special conditions relating to RA are clearly communicated to the student and their family.
- b) Consider special circumstances, including:
 - a. Whether a student has additional needs.
 - b. Whether RA would create undue hardship (where students regularly supervise younger siblings in the absence of parents) and, if so, whether alternative consequences can be negotiated.
- c) Inform the parents at least the day before the RA.
- d) The length of the RA should not exceed one hour after school or 20 minutes during school.

10.4 Suspension and Expulsions

Suspensions and expulsions may occur as a consequence of multiple breaches, or a serious breach, of the College's code of conduct, policies, procedures, rules or of the College's Christian ethos, Vision, Mission and Values.

Conditions on returning to class following a suspension will include a Behaviour Plan outlining the expected behaviours and further consequences should the student breach the agreement.

The decision to suspend a student may be made by the Head of Primary or Head of Secondary. Decisions to expel a student may only be made by the principal.



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The college maintains a suspensions and expulsion register in SHAREPOINT, which must be updated by the person setting the suspension or expulsion.

In-School Suspension

In school-suspension is the removal of the student from all classes and playground activities.

The in-school suspension will have the following characteristics:

- Parents will be notified in writing detailing the reason, duration and conditions.
- Each day of the suspension, the student's parents will bring them to the office reception in the morning and collect them in the afternoon.
- The student will work and take breaks separately from the other students.
- Device free: students are expected to complete work without the use of a device.

Out-of-School Suspension

An out-of-school suspension may be considered as an interim measure before expulsion. It may be enacted when the College believes that the behaviour of the student poses a risk to the care, safety and wellbeing of the College's staff or other students, or alternatively that a 'reset period' is appropriate to ensure that the student will act in accordance with the College's behaviour expectations on their return.

The out-of-school suspension will have the following characteristics:

- Parents will be notified in writing detailing the details of the student's breach of conduct, duration and conditions of the suspension.
- The provisions may require the student to receive external support from a counsellor or medical practitioner.
- Return to school will be dependent on the student's willingness to enter a written agreement to behave in a manner that is respectful and safe for all community members.
- The suspended student will be put on a written behaviour plan outlining the expected behaviours and consequences of a breach.

Expulsion

Students' expulsion is a serious consequence, and it usually occurs after considerable effort to assist the student in amending their behaviour. However, depending on the severity of the behaviour, the potential risk to students and staff, and the student's lack of demonstrated willingness to take responsibility and comply with school expectations, it may follow a single serious incident.

The expulsion will have the following characteristics:

- The principal is the deciding authority in the expulsion of students.
- The board will be notified of expulsions.
- The parents will be notified in writing.



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11. Documentation and Records

Staff are advised to keep written records of any concerns about student behaviour. If the incident is reported or observed, the written record should outline the name of the complainant, the basis of the concern, relevant dates and details of those involved. In capturing initial details, staff are to consider the 'who, what, when, where, why and how.'

All communication should be recorded in Compass using the Chronicle templates. Additional documentation, such as emails, reports, interview notes, images, and meeting records related to the incident, should be attached to the Chronicle entry.

12. Communication

Where there are repeated minor incidents or more serious incidents, a Chronicle entry in Compass will communicate this to parents. Depending on the nature and severity of the incident, the relevant Head of School or the Principal may also contact the parents via phone, email or in person.

Where students are otherwise involved, the College will use its discretion to communicate the outcome or steps taken by the College, which will occur on a need-to-know basis.

Where applicable, the victim and/or parents will also be briefed (being mindful of privacy legislation) on the college's actions, and the student will be offered support and encouraged to raise any further concerns.

13. Appeals

A student or their family may seek a review of a decision made under this policy. All requests for review must be made in writing to the principal, setting out the reasons for review.

When the board is requested to review a substantial ruling, such as an expulsion, the review will be concerned with the extent to which appropriate policies are in place and have been followed.

14. Reference and Related Policies

- 8.5.1 Investigating Student Misconduct Policy
- 8.7 Physical Contact and Restraint Policy
- 8.8 Concerns and Complaints Policy
- 6.13 Information and Communication Policy
- 6.13.1 Mobile Phone Policy

15. Review

The policy will be reviewed every three years or more frequently as required. Review will be conducted by the responsible officer, drawing upon input and feedback from:

- School Leadership
- External changes, such as changes to legislation, good practice



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16. Policy Information

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Release Date	Summary of Change
18/6/2025	Addition of Bystander
25/4/2025	Significant change in formation and details.
2017	Original Policy