



Behaviour Response Policy

Rationale

Red Rock Christian College's core vision is to support and empower young people to influence their world with integrity. The College is a community of people: children, young people, adults - students, staff and parents who share in this vision. This vision is embodied in our school's culture, and our vision's success is largely determined by the quality of the relationships among those in the community.

As stated in our Teaching and Learning Statement and our Wellbeing Statement the culture of the school reflects the beliefs, teaching, wellbeing and behaviour response philosophies of the College. None of these can operate effectively in isolation from the others, and each should equally and consistently reflect our core beliefs and values.

Positive, healthy relationships are integral to our wellbeing and are necessary for healthy, positive interaction with others. Within the day-to-day life of the college, we focus on developing students' understanding of their own identity as people created fearfully and wonderfully by God, who loves them lavishly. And adjacent to this, we teach our students to honour: to place value on the identity of others which comes more naturally when a person's sense of identity is secure.

A part of being created in the image of God is the innate need and desire to be in harmonious relationships with others. However, in a community of people working, playing and learning about life, disputes and harmful actions are inevitable. Relationships are tested, personalities clash, and people respond out of their insecurities and immaturity.

If we are to create a culture that nurtures our values of integrity, honour, relationship, faith, gratitude, trust and causes those in our community to flourish, then the way we respond to behaviour has to lead to the transformation of the heart and mind. It should lead to taking responsibility for our wrongdoing, repairing the hurt caused and moving on so that healthy, life-giving relationships are restored. Forgiveness, as exemplified by Jesus Christ, underpins the College's approach to behaviour response and needs to be part of the process of behaviour response. Not only for the benefit of the wrong-doer but for the ongoing freedom of the one who has been hurt.

"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... In the act of forgiveness, we are declaring our faith in the future of a relationship and in the capacity of the wrongdoer to change."

Archbishop Desmond Tutu, Believe, Blue Mountain Press 2007

When harmful behaviour or conflict occurs, resolution and/or restoration is necessary and possible when we as a community are committed to the reparation process and when our response to behaviour is consistent, transparent, fair, safe and provides an opportunity to develop a shared understanding of the issues. When harmful behaviour or conflict occurs, we emphasise the need to repair the damage caused, restore trust and dignity to the relationship, and place value on all parties.

Red Rock's approach to behaviour response is based firstly on the high-value God places on each person and the understanding that we are all in the process of growth and transformation. It is educative and restorative and promotes relationship and eschews intimidation, fear or overt uses of authority. The relationship reparation practices we use to resolve disputes or respond to harmful behaviour encourage people to rethink, learn, appreciate, understand, value and respect others.



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Purpose

The aim is to have students and teachers that are flourishing. We know people are flourishing when they are happy, progressing, engaging positively with others, have a strong sense of purpose, are comfortable with who they are and are utilising their strengths and talents.

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

A fundamental understanding at the heart of creating positive relationships and classrooms is knowing that when God created us, He said, "It is good.". Connecting students to the understanding that they are fearfully and wonderfully made and that the capacity, the very qualities needed for living an ethical, wise, healthy life are already in them, will be more effective in motivating change than any deficit-based approach.

Supporting Documents

Behaviour Response Statement: A Culture of Honour

The Red Rock Christian College Behaviour Response Policy needs to be read alongside the Red Rock Christian College Behaviour Response: A Culture of Honour Document. This document outlines in detail the restorative approach of Red Rock Christian College.

The Behaviour Response Document assists staff:

- to create an environment in which respect for oneself, others and property is taught and demonstrated;
- to teach students to recognise when harm has been caused, to take responsibility, to make reparation for harm caused and to restore broken relationships;
- by detailing the five levels of behaviour and strategies that can be applied to manage behaviour at each level;
- by detailing steps to follow when responding to behaviour at each level.

Behaviour Response Incident Report

The behaviour response incident report must be used to record behaviour in which harm has been caused to another person, but it is recommended that staff use the report to record all incidents.

Behaviour Response Levels and Process of Action

This summary document is a quick reference for staff and is an extract from the Behaviour Response Document.

Interviewing Students



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When an incident has occurred that requires staff to conduct a Restorative Chat or a formal Restorative Conference and/ or interview regarding an incident, Red Rock Christian College's standards for maintaining a Child Safe environment must be followed.

All students involved in an incident have the right to be heard and their perspective considered when determining the outcome and possible consequences of a situation.

Staff should:

- ensure the interview or conversation takes place openly and as soon as practicable;
- provide an opportunity for students to have a support person present;
- be clear about the harm caused, the alleged impact on others and expectations of appropriate; behaviour
- clarify the student's intentions for repairing the harm and moving forward positively;

Suspension and Expulsion of Students:

Red Rock Christian College will take every practical measure possible to work with students and their parents to assist students in being a part of the school community in a respectful, safe and appropriate manner before suspension or expulsion is considered. Suspension or expulsion is a serious outcome for a student and will not be enacted lightly.

However, in the event that a student persists with behaviour that demonstrates their lack of willingness or ability to participate in the community of the school in a respectful and safe manner, the Principal is responsible for the decision to suspend or expel a student.

In all matters involving the suspension and expulsion of students, the Principal shall act in the best interests of the whole school.

Exclusion from Class for a set period

In considering all circumstances, it may be deemed less disruptive to a class while providing a student with an opportunity to reflect and prepare to participate in class constructively to withdraw a student from a class for a fixed time. Such withdrawals may be part of a student's behaviour plan. At times, after consultation with the Head of Primary /Secondary or Principal, it may also be warranted in response to minimising an escalating issue in the classroom.

In School Suspension

In-school suspension is the removal of the student from all classes and playground activities. An in-school suspension may be deemed necessary following a serious breach of conduct or a series of breaches. The purpose is to ensure the safety of all students and provide sufficient time for the appropriate staff member to follow through with the Restorative Approach and determine that the student is committed to returning to the classroom in a manner that is respectful and safe.

- Parents will be contacted by the College Executive team to discuss the breach of conduct and the provisions of the suspension.
- 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 lunch breaks separately from other students



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Students are to be fully supervised while completing set work away from their usual classroom setting.

During the In-school suspension, the student will be supported by staff to:

- reflect on their behaviour to identify the harm caused;
- identify those who have been harmed/impacted by their choices
- formulate a plan for restoration
- attempt, where possible, to repair broken relationships.
- come to an understanding of what further consequences will occur if such behaviour is repeated;
- enter an agreement to return to the learning community committed to a change in behaviour and choices.

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 family will take adequate responsibility for the student during the suspension and will participate in providing the necessary support to prepare the student to return to school in a manner that is respectful and safe for all its members.

- Parents will be contacted by the College executive to inform them of the student's breach of conduct and to discuss the provisions of the out-of-school suspension
- The provisions may require the student to receive external support from a counsellor or medical practitioner.
- Return to the college will be dependent on the student's willingness to enter an agreement to behave in a manner that is respectful and safe for all its community members
- The suspended student will be put on a contract outlining appropriate behaviour modifications they must make to remain at Red Rock Christian College. A review period will be established.

Expulsion of Students

The expulsion of students is considered a serious consequence and will only take place after considerable effort to assist the student in amending their behaviour. In extreme situations of bullying or violence toward others, expulsion may be considered if parents and students are not willing to participate in mediation and/ or counselling or the student is no longer considered willing or able to comply with the College's expectations of safe and honouring behaviour.

- The Principal is the deciding authority in the expulsion of students
- The Board will be notified of any expulsions.
- This decision will be made in cases where all other stages have been exhausted or in severe cases where it is considered the student's presence at school threatens the safety or wellbeing of students and/or staff.