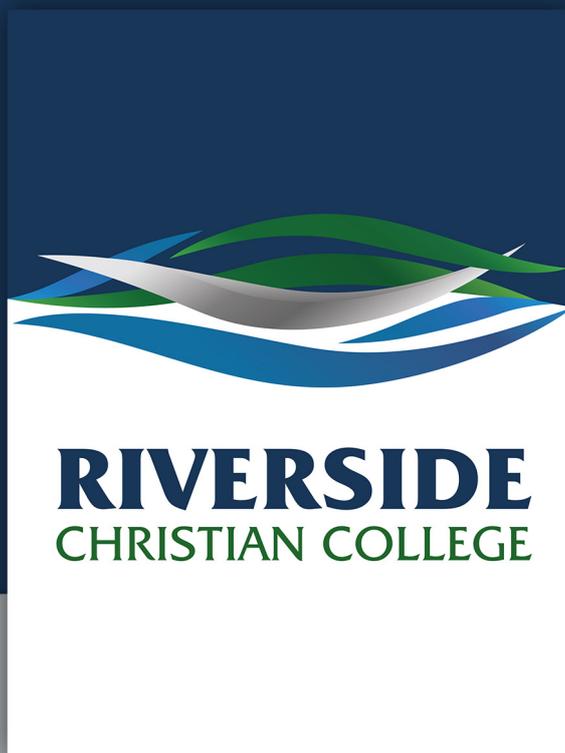




CARE & CONDUCT POLICY



CONTENTS

Vision and Values	1
Policy Objective	2
Behavioural Statements	2
Scope	3
Definition of Common Language	3
Sample Awards	5
Learning Curve Program	6
Definition of Breach Level	8
Roles and Responsibilities	9
Guidance referrals	10
Values Awards	10
Behaviour Breaches	11
Care and Conduct Flowchart	12
Inappropriate Behaviour	12
Failure to Hand in Phone.....	14
Physical Violence	15
Unapproved Lateness / Absence	16
Vandalism	17
Bullying	17
Uniform Infringements	18
Inappropriate Use of IT.....	19
Assessment Infringements	19
Major Offences.....	22
Code of Conduct for Students travelling on Buses	Error! Bookmark not defined.
Supporting Documents	22
Communication Summary	Error! Bookmark not defined.
Uniform Process.....	1
Uniform Infringement Process	Error! Bookmark not defined.
Assessment Infringement Process	Error! Bookmark not defined.
Restorative Reflection Sheet	2
Guiding Principles	3
Behaviour Level Outcomes	Error! Bookmark not defined.
Appendix 1 – Behaviour Matrix.....	Error! Bookmark not defined.
Appendix 2 – Appropriate use of social media.....	Error! Bookmark not defined.

Appendix 3 – Temporary removal of student property 5

CARE & CONDUCT POLICY

	POLICY LOCATION: Online RCC Policies
	POLICY NUMBER: SAS001
	POLICY AREA: Student Administration & Services

VISION AND VALUES

The foundation of this Policy is that self-discipline rests upon the recognition that all are God's image-bearers and worthy of respect and care. This is best achieved by focussing on Riverside Christian College's values rather than rules. It is our intention to invest in the character of individuals, as self-discipline does not spring from fear or reward but a desire to do what is right. The Care and Conduct policy is integral to the College's Vision 'Committed to providing a quality Christian education that develops character and empowers students to impact their community' The College mission 'To provide quality Christian education is only possible if staff and students align with the Care and Conduct Policy. The Policy is underpinned by the College Values:



EXCELLENCE | TEAMWORK | RESPECT | FAITH | COMMUNITY

POLICY OBJECTIVE

This Policy seeks to identify right actions and positively work towards them. The Care and Conduct Policy also outlines possible consequences for inappropriate actions. Every student has the right to learn, and every teacher has the right to teach as part of the Riverside Christian College community. This Policy relies on restorative practices and positive education as the principles for protecting the individual and the group. This Policy aims to reduce challenging behaviour and encourage positive behaviour. The objective as a community is to create a safe, non-threatening school environment that supports individuals to meet the Values of the College as outlined below in the behaviour statements.

BEHAVIOURAL STATEMENTS

Matthew 25:23 'Well done, my good and faithful servant.'

EXCELLENCE (Well) Daniel 6:3 ESV

- We strive for our personal best in everything we do
- We live with curiosity, creativity and with innovation
- We give our personal best in everything we do
- We embrace improvement with a positive attitude

TEAMWORK (Done) Ecclesiastes 4:9 NLT

- We cooperate with each other
- We are sincere in our opinions and dealing with other team members
- We are willing to implement plans that have been devised
- We work together towards a common vision through open communication and accountability

RESPECT (Good) Luke 6:31 NLT

- We are intentional in our communications and value the opinions of others
- We honour one another with integrity and compassion
- We take care of College property and always leading by example
- We are bridge builders and act in a manner that creates an inclusive work environment

FAITH (Faithful) Proverbs 3:5-6 NKJV

- We live by God's precepts and principles
- We consistently apply ourselves to our work
- We constantly seek to do the right thing
- We press through barriers and never give up

COMMUNITY (Servant) Matthew 23:11 NLT

- We give our best service within the College community
- We represent the College positively to the broader community
- We celebrate the journey of every individual
- We serve others with joy and humility

SCOPE

The Care and Conduct Policy applies to students in Distance Education, Junior, Middle and Senior school sectors. It is a reference for students, staff and parents. It is to be reviewed biannually.

DEFINITION OF COMMON LANGUAGE

Positive Education	Positive Education provides a context where relationships and positive emotions are built with a sense of meaning and purpose, providing an environment where members of the school community can flourish. Positive reinforcement acknowledges students when they display positive behaviour. Behaviour is reinforced when we are provided with something we value following the desired behaviour. At Riverside Christian College, this could be through verbal or non-verbal recognition, earning house point tokens or receiving a values wedge leading to a Values Pin.
Positive Relationships	When positive relationships are formed, it helps to create environments that support student learning and engagement. It is imperative that correct modelling of open and respectful communication from staff is demonstrated so that students gain an understanding of what positive relationships look like. Much respect is achieved when teachers and staff set clear expectations for behaviour, are fair and consistent, and believe in all students.
Differentiated and Organised Classrooms	Classroom organisation takes into consideration student and teacher movement, appropriate access for learning including visibility of all learning spaces and minimal distractions. Every classroom invites a wide range of abilities and learning needs. Differentiated teaching is required to respond and cater to all the needs in the classroom environment. It involves the development and implementation of strategies that provide many ways for students to participate and access the learning.
Bullying	<p>The agreed national definition for Australian schools describes bullying as</p> <ul style="list-style-type: none"> • ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm; • involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening; • happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records); • having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying. <p>Behaviours that do not constitute bullying include:</p>

CARE & CONDUCT POLICY

	<ul style="list-style-type: none"> • mutual arguments and disagreements (where there is no power imbalance) • not liking someone or a single act of social rejection • one-off acts of meanness or spite • isolated incidents of aggression, intimidation or violence
Consistency and Fair Consequences	To be consistent, staff must respond in alignment with the Care and Conduct Policy when dealing with behaviours. Consequences for behaviours should be fair, logical and predictable. The purpose of consequences is to correct and teach. Consequences are selected to fit the individual student's needs.
Values Education - Learning Curve (see Weekly Planner)	Provides the College with a structured program to develop and promote core values based on the Learning Curve program. Teaching values can be a proactive way to manage student behaviour. This program, aligned to scripture, is delivered during Form class and Christian Living classes. It aims to give students effective strategies to help them lead happy and successful lives through developing positive self-esteem and care for others, and establishing good citizenship. Students in middle and senior college have a student diary aligned to the program where they can retain their notes, thoughts and ideas about the Value of the week.
Restorative Practices	<p>Restorative practice is about recognising an error and being able to repair the impact of the relationships resulting from the error. For this to occur, the error has to be identified, accepted and fully understood in its impact. The error maker must accept the pivotal role to begin to repair the relationship disturbed. This begins with acceptance and acknowledgement for making the error, dislocating relationships, and causing hurt and a sense of loss. Those relational 'partners' who have felt that the relationship has been harmed also must accept and acknowledge the error, understand the error circumstance, forgive the error maker and then work 'with' the error maker to co-jointly work to repair the relationship damaged. The co-creation of the repair process is essential for both parties, although the 'heavy lifting' is substantially done by the error maker. The common language we use is:</p> <ul style="list-style-type: none"> • What happened to cause you to be in this situation? (accountability and responsibility) • Who did it affect? • How did your actions make others feel? • What can you do to amend your actions? • What new strategies do you need to put in place? Do you need support to do this?
Values Award (Values Wedge – Values Pin)	Awarded to students demonstrating the Values of the College. A student is awarded a values wedge. Once all wedges have been awarded, a student receives a Values Pin to be worn as part of the uniform.
House Points Token	Staff are provided house points tokens weekly. Students demonstrating great choices are issued a token which is submitted in the house points bins located in the library.

SAMPLE AWARDS

WELL EXCELLENCE
Daniel 6:3 ESV

CERTIFICATE

DATE: 16 JULY 2020

OUR VALUES **RIVERSIDE**
CHRISTIAN COLLEGE

Thomas Pale

AT RIVERSIDE WE VALUE: EXCELLENCE | TEAMWORK | RESPECT | FAITH | COMMUNITY

Matthew 25:21 Well done good and faithful servant.

Congratulations
HOUSE CUP Points Token

Place this Token in YOUR house box in the library

Name: _____

Staff Initial: _____

LEARNING CURVE PROGRAM

	PERMAH +	Weekly Wellbeing Builder	Mindfulness	Respectful Relationships	Character Strength
1	Positive Emotions + Gratitude	Communicating with Others	Friends' Strengths	Respectful Relationships	Curiosity
2	Engagement + Mindfulness	Neuroplasticity	Effort	Positive and Negative Emotions	Social Intelligence
3	Relationships + Empathy	Building Social Connections	Acts of Kindness	Strengths to Value	Love of Learning
4	Meaning + Purpose	Meaningful and Purposeful			Gratitude
5	Accomplishment + Optimism	Goals and Growth	Holiday 1	Problem Trees	Zest
6	Health + Strengths	Beating Social Media Addiction	Leaves	Stress + Challenges	Kindness
7	Positive Emotions + Gratitude	Self - Belief	Gratitude Check	Role Models	Perspective
8	Engagement + Mindfulness	Resilience and Mindfulness	Positive Emotions	Big Issues	Fairness
9	Relationships + Empathy	Active Constructive Responding (ACR)	Birds	Intergenerational Stresses	Creativity
10	Meaning + Purpose	Instant Gratification	Areas	Other's Expectations	Spirituality
11	Accomplishment + Optimism	Time Understandings	Keyboard Keys	Feelings and Emotions - Body Language	Love
12	Health + Strengths	Keystone Habits	Garden Beds	Strengths to Assist with Challenges	Judgement
13	Positive Emotions + Gratitude	Outlooks on Life	Pictures	I can. I will - Self Talk	Self -regulation
14	Engagement + Mindfulness	Flow: Fully Engaged	Favourite Relatives	Mobile Phone & Respectful Relationships	Humility
15	Relationships + Empathy	Teacher Gratitude	Thinking Nothing	Occupations and Genders	Perspective
16	Meaning + Purpose	Life Compass	Being Playful	Reacting to Stress	Bravery
17	Accomplishment + Optimism	Taking Notes	Doing Nothing	The Right Help for the Problem	Appreciation of Beauty and Excellence
18	Health + Strengths	Exercise and Food	Forgiving	Signature Strengths and Building Relationships	Curiosity
19	Positive Emotions + Gratitude	Creating Positive Emotions			Teamwork
20	Engagement + Mindfulness	Grit	Forgiving Myself	Interpreting Body Language	Leadership
21	Relationships + Empathy	JOMO In, FOMO Out	Others' Delight	Learning - Strengths and Emotions	Teamwork
22	Meaning + Purpose	Acts of Kindness	My Body	Positive Personal Descriptors	Creativity
23	Accomplishment + Optimism	Growth Mindset	Headline	Assertive Language	Social Intelligence
24	Health + Strengths	Sleep	Painting What?	Another Year Older, Different Expectations	Zest
25	Positive Emotions + Gratitude	Savouring	Fragrances	Five Problems - Friends Vs Adults	Honesty

CARE & CONDUCT POLICY

26	Engagement + Mindfulness	Assertive and Respectful	Tree Branches	Pressure from not asking for Help	Love of Learning
27	Relationships + Empathy	Feedback and Empathy	Song Options	Communication in Disagreements	Hope
28	Meaning + Purpose	Forgiveness and Apologising	Truth Traffic Lights	Empathy in Friendships	Humour
29	Accomplishment + Optimism	Projects	Sounds	Respectful Class Groups and Positive Learning	Spirituality
30	Health + Strengths	Breathing and Kind Meditation			Kindness
31	Positive Emotions + Gratitude	Fun, Joy and Wellbeing	Empathy	Ignoring Problems	Humility
32	Engagement + Mindfulness	Procrastination and Engagement	Stop and Think	Respectful Groups on Show	Honesty
33	Relationships + Empathy	Platinum Wellbeing Reality	Giving	Encouraging Others to Ask for Help	Judgement
34	Meaning + Purpose	Service to Others	Sprinklers	Peer Pressure and Relationships	Appreciation of Beauty and Excellence
35	Accomplishment + Optimism	Revising at Home	Dancing Leaves	Powerplays and Relationships	Humour
36	Health + Strengths	Self - Kindness	Cars	Hidden Emotions - Paired Emotions	Prudence
37	Positive Emotions + Gratitude	Emotions and Thinking	Cooking	Coping Strategies for Feeling Anxious	Perseverance
38	Engagement + Mindfulness	Resilient Coping	Favourite Animal	Aggression	Self -Regulation
39	Relationships + Empathy	Accepted and Connected	Holiday 2	Calming Treasures	Forgiveness
40	Meaning + Purpose	Difference and Acceptance			Leadership
41	Accomplishment + Optimism	Five E's of Learning	Pulse	Feeling Unsafe	Fairness
42	Health + Strengths	Help-Seeking	Sandy Jar	Trusted Adults	Hope
43	Positive Emotions + Gratitude	Gratitude and Choice	Country Names	Different Ways to Ask for Help	Teamwork
44	Engagement + Mindfulness	Attention and Bullying	Hand Lines	Secrets or Safety	Forgiveness
45	Relationships + Empathy	Team Power	Cat Stretching	Mixed Emotions	Gratitude
46	Meaning + Purpose	Making Things Right	Paper Squeeze	Habits of Mind and Signature Strengths	Bravery
47	Accomplishment + Optimism	TEEL Paragraphs	Draw Myself	Negative Self Talk	Prudence
48	Health + Strengths	In the Moment	What Am i?	Positive I Can and I Will Self Talk	Perseverance

DEFINITION OF BREACH LEVEL

Definition of Breach Level:		
Level	Intervention/ Strategy	Behaviours Demonstrated
Level 1 Minor	<p>Whole School Intervention</p> <ul style="list-style-type: none"> Differentiated Teaching and Explicit Teaching. 	<ul style="list-style-type: none"> Behaviours are inappropriate and typically affect the teachers right to teach and a student's right to learn and other's right to feel safe Behaviour has a negative impact on others (including staff)
Level 2 Moderate	<p>Focused Intervention</p> <ul style="list-style-type: none"> Targeted level intervention to support student behaviour 	<ul style="list-style-type: none"> Behaviours are defiant, disobedient or significantly impact others in the College community. Behaviours that are intimidating or cause harm or humiliation to others (misdirected or unintentional) Behaviours that cause repairable damage to property or moderate damage Repeat Minor behaviours Unresponsive to Level 1 Intervention
Level 3 Major	<p>Intensive Intervention</p> <ul style="list-style-type: none"> Highly individualised interventions to reduce the intensity and complexity of behaviours 	<ul style="list-style-type: none"> Behaviours that consistently and deliberately fail to comply with the Care and Conduct Policy. Behaviours that are intimidating or cause harm or humiliation to others (intentional or repeated) Behaviours may cause offence to the wider community and bring the College into disrepute. Behaviours that cause unrepairable damage or major damage Repeat Moderate Behaviours Unresponsive to Level 2 Intervention
Level 4 Critical	<p>Extensive Intervention</p> <ul style="list-style-type: none"> Bring the behaviour of the student under rapid and safe control. 	<ul style="list-style-type: none"> Behaviours have the potential to harm the wider community and bring the College into disrepute. Unresponsive to Level 3 Intervention Consistently and deliberately interferes with the educational opportunities and endeavours of other students. Seriously undermines the values and ethos of Riverside Christian College.

ROLES AND RESPONSIBILITIES

Form Teacher	<ul style="list-style-type: none"> Form teachers have a pastoral role only. They do not deal with behaviour management (except in cases of minor breaches which they refer on to the Year Level Coordinator)
Classroom Teacher	<ul style="list-style-type: none"> Classroom teachers are qualified and responsible for the development of learning, they are accountable to the College Leadership Team. The teacher is expected to maintain good order for the wellbeing of the individual students, the class and the whole College. Teachers embrace positive education in their teaching as they have the greatest impact to ensure positive behaviour. Staff utilise the Care and Conduct Policy flow chart prior to referring students to the YLCs. Authority at the College rests with the teacher and if the imposition of discipline becomes necessary, it is the teacher's responsibility to take the first steps towards imposition.
Year Level Coordinators P-6 Refer to HoC	<ul style="list-style-type: none"> Works under the direction of the relevant HoC Works in both a pastoral and disciplinary role Engages with minor and moderate breach level behaviour Meets with students requiring support in maintaining the College values and expectations both in and out of the classroom Effective practice is when Year Level Coordinators remain abreast of the TASS entries for students in their year level and work with students, families and the Head of College regarding the entries Ensures teachers take responsibility for minor student disciplinary matters (not repeated) As breaches are escalated to Moderate or Major, YLCs work with the Heads of College, student, and families to support students to realign with the college values and policies Work with the Heads of College, student and families to escalate consequences when realignment is ineffective Work with the Heads of College to refer students to the welfare committee
Inclusive Education Teachers	<ul style="list-style-type: none"> Develops plans for verified and learning support students Case manages verified and learning support students Attends parent meetings where required Along with stakeholders, plans and implements social programs
Inclusive Support Assistants	<ul style="list-style-type: none"> Works under the direction of the classroom teachers with verified and learning support students Deals with minor breach behaviours according to the score of experience and skill, otherwise refers to classroom teacher Refers all moderate breach behaviours to classroom teacher Records entries of behaviour incidents in TASS notes

CARE & CONDUCT POLICY

Lead Chaplain	<ul style="list-style-type: none"> • Work pastorally with all students and staff • Develops and monitors Christian Living, Wellbeing, Student Leadership, Camps and Learning Curve (Character strength) programs • Works with stakeholders to plan and implement Pastoral Care programs • Leads Chaplaincy team for identified students of concern
Head of College	<ul style="list-style-type: none"> • Works in both a pastoral and disciplinary role • Engages with moderate and major breach level behaviour • Responsible to the Principal • Refers all welfare issues of both staff and students to the executive • Ensures YLCs take responsibility for repeated minor and moderate student disciplinary matters (not repeated) • Refer staff who require professional development opportunities in behaviour management • Keep in regular contact with YLCs regarding students of concerns • Meet with parents and case team where required for major breaches • Responsible to the Principal • Work collaboratively to produce policies, programs and procedures
Principal	<ul style="list-style-type: none"> • Oversight on all areas of the Care and Conduct policy. The Principal is responsible to the College Board.

STUDENT WELFARE COMMITTEE REFERRALS

Staff members at times may feel the need to refer a student to the Student Welfare Committee. Services provided by the Student Welfare Committee vary depending on the needs of the students. Concerns may be of an academic, social, emotional or behavioural concern both internal and external to the College. To enter a referral in for a student in TASS:

Type	Conduct on TASS	Outcome on TASS	Procedural Action	Communication
Student Welfare Committee	Incident for referral -moderate Incident for referral – major Incident for referral – critical	Referral to guidance	Student Welfare Committee will triage referral and work with referring staff member and student and family	Communication will vary dependent on the needs of the student and the incident for referral

VALUES AWARDS

Riverside Christian College's Values underpin the conduct of all staff and students. Students demonstrating exceptional behaviours relating to the values can be awarded a Values Wedge. The wedge will identify the Value exhibited and the behaviour identified. Value Wedges are recorded on TASS. Once a student receives all 5 Value Wedges, they are to be awarded a Riverside Christian College Values Pin. Students are to present their award to Student Services to ensure accurate recording of awards is managed.

CARE & CONDUCT POLICY

Type	Conduct	Outcome on TASS	Procedural Action	Communication
Value Wedge	Value Excellence Value Faith Value Respect Value Teamwork Value Community	NA	Staff members identify a student deserving of a VALUES award and writes up a certificate. Student presents at Student Services to have the award recorded correctly.	Award is returned to student immediately after record to ensure it is taken home.
Value Pin	Value - ALL	NA	Student Services manages this entry once a student has received all 5 values.	Parent is contacted for presentation on Assembly.

BEHAVIOUR BREACHES

Level	Behaviours Demonstrated
Minor	<ul style="list-style-type: none"> Behaviours are inappropriate and typically affect the teachers right to teach and a student's right to learn and other's right to feel safe Behaviour has a negative impact on others (including staff)
Moderate	<ul style="list-style-type: none"> Behaviours are defiant, disobedient or significantly impact others in the College community. Behaviours that are intimidating or cause harm or humiliation to others (misdirected or unintentional) Behaviours that cause repairable damage to property or moderate damage Repeat Minor behaviours Unresponsive to Level 1 Intervention
Major	<ul style="list-style-type: none"> Behaviours that consistently and deliberately fail to comply with the Care and Conduct Policy. Behaviours that are intimidating or cause harm or humiliation to others (intentional or repeated) Behaviours may cause offence to the wider community and bring the College into disrepute. Behaviours that cause unrepairable damage or major damage Repeat Moderate Behaviours Unresponsive to Level 2 Intervention
Critical	<ul style="list-style-type: none"> Behaviours have the potential to harm the wider community and bring the College into disrepute. Unresponsive to Level 3 Intervention Consistently and deliberately interferes with the educational opportunities and endeavours of other students. Seriously undermines the values and ethos of Riverside Christian College.

CARE AND CONDUCT FLOWCHART

Inappropriate Behaviour

	Conduct	Conduct on TASS	Outcome on TASS	Communication	Value Breach
Minor	Inappropriate Behaviour <ul style="list-style-type: none"> Chewing gum (unless SP) Offensive language (not directed) Deceit Low level Defiance Not following directions Found in out of bounds area Minor incident on bus Non-compliance 	Inappropriate Behaviour (Minor) General Non - Compliance (Minor)	Behaviour Monitoring card Warning reminder Detention (Teacher)	Teacher: Enter behaviour on TASS Email parent	EXCELLENCE I will model excellence in all pursuits and in my interactions with others. I will strive for excellence in everything I do . I will challenge the process, if needed, respectfully and appropriately. I will foster a creative, passionate, professional and innovative environment. TEAMWORK I will be a productive and contributing team member. I will work constructively with you, regardless of position. I will have an attitude of working together regardless of the task.
Moderate	Inappropriate Behaviour <ul style="list-style-type: none"> Consistent/repeated minor Inappropriate Behaviours (3) Consistent/repeated non-compliance (3) 	Repeated Minor Incidents (Moderate)	YLC Meeting P-6 refer to HoC	YLC/ P-6 HoC: Enter behaviour on TASS Meet with student Email parent	I will honour the contribution of others. I will take responsibility for my actions and be accountable to others. I will acknowledge that my way is not the only way.
Moderate	Inappropriate Behaviour <ul style="list-style-type: none"> Offensive touch– singular incident, directed Offensive language – singular incident, directed at staff or student Behaviour that affects the health and wellbeing of others Inappropriate use of phone causing offence Moderate Incident on bus Inciting others to behave inappropriately Deceit Non-Compliance 	Inappropriate/ Offensive Behaviour (Moderate)	YLC Meeting YLC discuss with HOC Possible escalation to Major leading to Suspension P-6 refer to HoC	YLC/ P-6 HoC: Enter behaviour on TASS Phone and email details to parent HOC: <i>When escalated to MAJOR</i> Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	RESPECT I will treat others with respect and dignity in words and actions. I will use the College resources wisely and well. I will be honest and truthful with you. I will not abuse, bully or harass you. FAITH I will live by God's principles in his Word and teachings.

CARE & CONDUCT POLICY

Major	Inappropriate Behaviour <ul style="list-style-type: none"> • Consistent/repeated moderate Inappropriate Behaviours (3) 	Repeated Moderate Incidents (Major)	Suspension	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	I will attend activities that honour GOD. COMMUNITY I will commit to providing the best service to our community. I will serve my community to the best of my ability. I will support relevant community initiatives and events that benefit the College. I will represent the College positively to the community.
Major	Inappropriate Behaviour <ul style="list-style-type: none"> • Offensive touch – repeated incident • Behaviour that affects the health and wellbeing of others • Offensive language – repeated incident, directed at staff or student • Swearing at staff (repeated or directed) • Major Incident on bus 	Inappropriate/Offensive (Major)	Suspension	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	
Major	Sexual Harassment <ul style="list-style-type: none"> • Intentional or repeated uninvited sexual behaviour that causes harm, intimidating or offensive to the community 	Sexual Harassment (Major)	Suspension	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	

CARE & CONDUCT POLICY

Failure to Hand in Phone

	Conduct	Conduct on TASS	Outcome on TASS	Communication	Value Breach
Minor	Failure to Hand in Phone <ul style="list-style-type: none"> • 1st Occurrence 	Failure to Hand in Phone (Minor)	Confiscate (Please send phone to student services and contact YLC)	Teacher: Enter behaviour on TASS Email parent	RESPECT I will be honest and truthful with you. TEAMWORK I will take responsibility for my actions and be accountable to others.
Moderate	Failure to Hand in Phone <ul style="list-style-type: none"> • 2nd Occurrence • 3rd Occurrence Inappropriate use of phone (see inappropriate behaviour)	Repeated Minor Incidents (Moderate)	YLC Meeting P-6 refer to HoC (Please send phone to student services)	YLC/P-6 HoC: Enter behaviour on TASS Email parent	
Major	Failure to Hand in Phone <ul style="list-style-type: none"> • 4 and beyond- Continual 	Repeated Moderate Incidents (Major)	Suspension (of service)	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	

CARE & CONDUCT POLICY

Physical Violence

	Conduct	Conduct on TASS	Outcome on TASS	Communication	Value Breach
Moderate	Physical Violence <ul style="list-style-type: none"> Moderate altercation not resulting in harm 	Physical Violence (Moderate)	YLC Meeting P-6 refer to HoC Case Meeting	YLC/P-6 HoC: Enter behaviour on TASS Phone and Email parent	EXCELLENCE I will model excellence in all pursuits and my interactions with others. I will acknowledge excellence in all pursuits and my interactions with others. TEAMWORK I will work constructively with you, regardless of position. I will take responsibility for my actions and be accountable to others. I will acknowledge that my way is not the only way. RESPECT I will treat others with respect and dignity in words and actions. I will be honest and truthful with you. I will not abuse, bully or harass you. I will value the opinion of others. I will follow reasonable directions. FAITH I will honour his name and his place in our College. COMMUNITY I will serve my community to the best of my ability. I will represent the College positively to the community.
Major	Physical Violence <ul style="list-style-type: none"> Consistent/repeated moderate Physical Violence 	Repeated Moderate Incidents (Major)	Suspension	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	
Major	Physical Violence <ul style="list-style-type: none"> Moderate or major altercation resulting in harm 	Physical Violence (Major)	Suspension	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	
Major	Threatening Behaviour	Threatening Behaviour (Major)	Suspension	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	
Critical	Violence <ul style="list-style-type: none"> Significant impact or harm on others Repeated physical violence or threatening behaviour 	High Level Violence (Critical)	Suspension Exclusion	HoC: Enter behaviour on TASS Refers to Principal Principal: Case Meeting with HoC, student and family If escalation to exclusion is required Principal refers to board for outcome	

CARE & CONDUCT POLICY

Unapproved Lateness / Absence

	Conduct	Conduct on TASS	Outcome on TASS	Communication	Value Breach
Minor	Late to Class	Late to Class (Minor)	Warning reminder Detention if deliberate (Teacher)	Teacher: Enter behaviour on TASS Email parent	<p>EXCELLENCE I will model excellence in all pursuits and in my interactions with others. I will challenge the process, if needed, respectfully and appropriately.</p> <p>I will foster a creative, passionate, professional and innovative environment.</p> <p>TEAMWORK I will be a productive and contributing team member. I will take responsibility for my actions and be accountable to others. I will have an attitude of working together regardless of the task.</p> <p>RESPECT I will treat others with respect and dignity in words and actions. I will be honest and truthful with you. I will use the College resources wisely and well.</p> <p>FAITH I will live by God's principles in his Word and teachings. I will attend activities that honour God.</p>
Minor	Late to Bus	Bus incident (Minor)	Warning reminder	Bus Driver: Reports to bus coordinator Bus Coordinator: Email parent	
Moderate	Late to Class/Bus • Consistent/ repeated Lateness	Repeated Minor Incidents (Moderate)	YLC Meeting P-6 refer to HoC	YLC/P-6 HoC: Enter behaviour on TASS Email parent	
Moderate	Late to Bus • Consistent/ repeated Lateness	Repeated Minor Incidents (Moderate)	YLC Meeting P-6 refer to HoC	Bus Coordinator: Refer to YLC YLC: Enter behaviour on TASS Email parent	
Moderate	Absent from class without permission	Absent from class without permission (Moderate)	YLC Meeting P-6 refer to HoC	YLC/P-6 HoC: Enter behaviour on TASS Email parent	
Major	Absent from class without permission • Consistent/ repeated absence without permission	Repeated Moderate Incidents (Major)	Suspension	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	
Major	Offsite Truancy – single	Offsite Truancy (Critical)	Suspension	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	
Critical	Offsite Truancy – repeated	Offsite Truancy (Critical)	Suspension Possible expulsion E	HoC: Enter behaviour on TASS Refers to Principal Principal: Case Meeting with HoC, student and family	

CARE & CONDUCT POLICY

				If escalation to expulsion is required Principal refers to board for outcome	
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Vandalism

	Conduct	Conduct on TASS	Outcome on TASS	Communication	Value Breach
Moderate	Vandalism (repairable damage to the property)	Vandalism (repairable Moderate)	YLC Detention Restitution in full invoiced to family YLC discuss with HOC P-6 refer to HoC Possible escalation to Major leading to Suspension (case meeting)	YLC/P-6 HoC: Enter behaviour on TASS Email parent Phone parent (Suspension)	EXCELLENCE I will foster a creative, passionate, professional and innovative environment. TEAMWORK I will take responsibility for my actions and be accountable to others. RESPECT I will treat others with respect and dignity in words and actions. I will be honest and truthful with you. I will use the College resources wisely and well. FAITH I will demonstrate his teachings in my interactions with others. COMMUNITY I will represent the College positively to the community.
Major	Vandalism Irreparable, deliberate or brings the college into disrepute	Vandalism (irreparable) (Major)	Suspension Restitution in full invoiced to family	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	

Bullying

	Conduct	Conduct on TASS	Outcome on TASS	Communication	Value Breach
Moderate	Bullying • 1 st report - confirmed	Bullying (Minor)	YLC Meeting P-6 refer to HoC	YLC/P-6 HoC: Enter behaviour on TASS Email parent	EXCELLENCE I will model excellence in all pursuits and in my interactions with others. I will acknowledge excellence in all pursuits and in my interactions with others. I will foster a creative, passionate, professional and innovative environment.
Major	Bullying • 2 nd report - confirmed	Bullying (Moderate)	Suspension	HoC Case meeting with YLC, Student and Family Suspension	TEAMWORK I will work constructively with you, regardless of position. I will value and honour the contribution of others.

CARE & CONDUCT POLICY

				Formal letter advising family of suspension length	I will take responsibility for my actions and be accountable to others. I will acknowledge that my way is not the only way.
Critical	Bullying <ul style="list-style-type: none"> Targeted or Repeated or Continual 	Bullying (Major)	Suspension Possible Exclusion	HoC: Enter behaviour on TASS Refers to Principal Principal: Case Meeting with HoC, student and family If escalation to exclusion is required Principal refers to board for outcome	RESPECT I will treat others with respect and dignity in words and actions. I will be honest and truthful with you. I will not abuse, bully or harass you. I will respect the opinion of others. FAITH I will honour God in all that I do. COMMUNITY I will represent the College positively to the community.

Uniform Infringements

	Conduct	Conduct on TASS	Outcome on TASS	Communication	Value Breach
Minor	Uniform Infringement (any breach) <ul style="list-style-type: none"> 1st Occurrence 2nd Occurrence 	Uniform (minor)	Warning reminder	Teacher/YLC: Enter behaviour on TASS Email parent	EXCELLENCE I will strive for excellence in everything I do. I will model excellence in all pursuits and in my interactions with others. RESPECT I will treat others with respect and dignity in words and actions. I will be honest and truthful with you.
Moderate	Uniform Infringement <ul style="list-style-type: none"> 3rd Occurrence REFERRAL	Repeated Minor Incidents (Moderate)	YLC Meeting P-6 refer to HoC	YLC/P-6 HoC: Enter behaviour on TASS Email parent	I will use the College resources wisely and well. FAITH I will live by God's principles in his Word and teachings. I will demonstrate his teachings in my interactions with others. COMMUNITY I will represent the College positively to the community.

CARE & CONDUCT POLICY

Inappropriate Use of IT

	Conduct	Conduct on TASS	Outcome on TASS	Communication	Value Breach
Minor	Inappropriate use of ICT	Inappropriate use of ICT (Moderate)	Warning reminder	Teacher/Staff member: Enter behaviour on TASS Email parent	EXCELLENCE I will strive for excellence in everything I do. I will model excellence in all pursuits and in my interactions with others. RESPECT I will treat others with respect and dignity in words and actions. I will be honest and truthful with you. I will use the College resources wisely and well. FAITH I will live by God's principles in his Word and teachings. I will demonstrate his teachings in my interactions with others. COMMUNITY I will represent the College positively to the community.
Moderate	Inappropriate use of ICT <ul style="list-style-type: none"> Repeated inappropriate use of ICT 	Repeated Minor Incidents (Moderate)	YLC Meeting P-6 refer to HoC Suspension of service	YLC/P-6 HoC: Enter behaviour on TASS Email parent	
Major	Inappropriate use of ICT <ul style="list-style-type: none"> Repeated inappropriate use of ICT unresponsive to Moderate intervention 	Inappropriate use of ICT (Major)	Suspension	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	

Bringing the College into Disrepute

	Conduct	Conduct on TASS	Outcome on TASS	Communication	Value Breach
Major	Community Representation (identifiable as a Riverside Christian College Student) <ul style="list-style-type: none"> Swearing Vandalism Loitering Use of prohibited substances i.e. cigarettes, vapes, alcohol 	Disrepute (Major)	Suspension	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	EXCELLENCE I will strive for excellence in everything I do. I will model excellence in all pursuits and in my interactions with others. I will challenge the process, if needed, respectfully and appropriately. TEAMWORK I will be a productive and contributing team member. I will take responsibility for my actions and be accountable to others. RESPECT I will be honest and truthful with you. I will use the College resources wisely and well. FAITH I will demonstrate his teachings in my interactions with others. I will honour God in all that I do. COMMUNITY I will represent the College positively to the community.
Major	Online Behaviour <ul style="list-style-type: none"> Targetting or bullying of individual inside or outside the college Public shaming in an online capacity 	Disrepute (Major)	Suspension Referral to QCAA Not Rated grade	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	
Critical	Community Representation (identifiable as a Riverside Christian College Student) <ul style="list-style-type: none"> Violence 	Disrepute (Critical)	Suspension Exclusion	HoC: Enter behaviour on TASS Refers to Principal Principal:	

CARE & CONDUCT POLICY

	<ul style="list-style-type: none"> Weapon Negligent operation of a vehicle including E-scooters, bicycles, scooters, skateboards etc 			Case Meeting with HoC, student and family If escalation to exclusion is required Principal refers to board for outcome	
Critical	Online Behaviour Using Riverside Christian College name or logos without permission in any social media platform <ul style="list-style-type: none"> Using Riverside Christian College name or logos without permission in any social media platform Repeated targeting or bullying of individual inside or outside the college Repeated public shaming in an online capacity 	High Level Violence (Critical)	Suspension Exclusion	HoC: Enter behaviour on TASS Refers to Principal Principal: Case Meeting with HoC, student and family If escalation to exclusion is required Principal refers to board for outcome	
	A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence carriage service to menace, harass or cause offence. (Criminal Code Act 1995)				

Assessment Infringements

	Conduct	Conduct on TASS	Outcome on TASS	Communication	Value Breach
Minor	Set Work not complete	Set work not complete (minor)	Warning reminder Detention (Teacher)	Teacher: Enter behaviour on TASS Email parent	EXCELLENCE I will strive for excellence in everything I do. I will model excellence in all pursuits and in my interactions with others. I will challenge the process, if needed, respectfully and appropriately. TEAMWORK I will be a productive and contributing team member. I will take responsibility for my actions and be accountable to others. RESPECT
Minor	Set Work not complete <ul style="list-style-type: none"> Non-submission of assessment checkpoint 	Set work not complete (minor)	Warning reminder Detention until checkpoint met to standard (Teacher)	Teacher: Enter behaviour on TASS Email parent using non-submission of checkpoint letter	

CARE & CONDUCT POLICY

Moderate	Set Work not complete <ul style="list-style-type: none"> Repeated non-submission of classwork 	Assessment Infringement (Moderate)	YLC Meeting P-6 refer to HoC	YLC/P-6 HoC: Enter behaviour on TASS Email parent	I will be honest and truthful with you. I will use the College resources wisely and well. FAITH I will demonstrate his teachings in my interactions with others. I will honour God in all that I do. COMMUNITY I will represent the College positively to the community.
Moderate	Set Work not complete <ul style="list-style-type: none"> Non-submission of Assessment Draft 	Assessment Infringement (Moderate)	YLC Meeting P-6 refer to HoC Detention until checkpoint met to standard (YLC)	YLC/P-6 HoC: Enter behaviour on TASS Teacher: Email parent using non-submission of Draft letter	
Moderate	Assessment Infringement (Year 6-10) <ul style="list-style-type: none"> Cheating Collusion Contract cheating Copying Disclosing Fabricating Impersonation Misconduct Plagiarism Over contribution 	Assessment Infringement (Moderate)	YLC Meeting Year 6 refer to HoC Graded on original work only	YLC/P-6 HoC: Enter behaviour on TASS Email parent Phone parent	
Major	Assessment Infringement (Year 11-12) <ul style="list-style-type: none"> Cheating Collusion Contract cheating Copying Disclosing Fabricating Impersonation Misconduct Plagiarism Over contribution	Assessment Infringement (Major)	Suspension Referral to QCAA Graded on original work only	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	
Major	Assessment Infringement – Senior (Deliberate and repeated) Use same headings Purchasing completed materials used for assessment	Assessment Infringement (Major)	Suspension Referral to QCAA Not Rated grade	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	

CARE & CONDUCT POLICY

Major Offences

	Conduct	Conduct on TASS	Outcome on TASS	Communication	Value Breach
Major	Use or Possession of <ul style="list-style-type: none"> Alcohol Cigarettes Vaping Or associate paraphernalia 	Use of Alcohol/Cigarettes (Major)	Suspension	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	EXCELLENCE I will strive for excellence in everything I do. I will model excellence in all pursuits and in my interactions with others.
Major	Theft	Theft (Major)	Suspension	HoC Case meeting with YLC, Student and Family Suspension Formal letter advising family of suspension length	RESPECT I will treat others with respect and dignity in words and actions. I will be honest and truthful with you.
Critical	Possession of a Weapon	Possession of a Weapon (Critical)	Suspension Possible Exclusion	HoC: Enter behaviour on TASS Refers to Principal Principal: Case Meeting with HoC, student and family If escalation to exclusion is required Principal refers to board for outcome	I will use the College resources wisely and well. FAITH I will live by God's principles in his Word and teachings. I will demonstrate his teachings in my interactions with others.
Critical	Possession of/or Dealing Drugs	Possession of Dealing Drugs (Critical)	Suspension Possible Exclusion	HoC: Enter behaviour on TASS Refers to Principal Principal: Case Meeting with HoC, student and family If escalation to exclusion is required Principal refers to board for outcome	COMMUNITY I will represent the College positively to the community.

CODE OF CONDUCT FOR STUDENTS TRAVELLING ON BUSES

Riverside Christian College expectations for students travelling on school buses or any other public transport are aligned with the [Queensland Government Code of Conduct for School Students Travelling on Buses](#).

All expectations outlined in the Riverside Christian College Care and Conduct Policy apply to all students accessing and travelling on buses, school provided transport and/or public transport while identified as a Riverside Christian College student.



Uniform Process

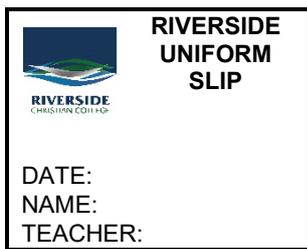
Wearing the Riverside uniform correctly and with pride is a goal at the College. It is important to us as a community that our students follow the Uniform Policy. As members of staff, we work together to help our students present themselves in the best way that they can. That's the Riverside difference. Wearing incorrect uniform does not need to involve a punitive process, but a restorative practice. Please see below the process to assist staff in restoring compliance to the Riverside Uniform Policy.

What to Look For

- No hat
- Incorrect uniform type (Sports instead of Formal)
- Jewellery (All visible jewellery to be removed, bagged and sent to Student Reception for collection after school).
- Incorrect shoes and socks including white soles
- Hair Infringements
- Untidy Uniform (not tucked in despite reminders)

Procedure

- It is the teacher's responsibility to inspect uniforms daily, both inside and outside the classroom, and report any infringement via a PC entry in TASS and completion of a Uniform Slip. Uniform checks should be made every period every day including breaks. Incorrect jewellery should be removed, bagged, and sent to Student Reception, incorrect makeup should be removed and Uniform Infringement Slips or entered infringement noted. An email advising the parent and YLC is to be sent for each infringement.



Pastoral Care Entry

* Student: Recipient Students:

* Date: 07/05/2021 Time: 11:58 am

* Type:

Subject:

* Conduct:

Outcome:

Calendar Event:

Teacher Comment:

Completed:

Comment for Parents:

Completed By / On:

Attachments:

Parent Contacted:

Parent Acknowledged:

Entered By / On:

Last Update By / On:

[Show Parent Contact Info](#)

- Once a third infringement occurs, communication from the YLC to the parent needs to occur by a telephone call with a follow-up email. The YLC will meet with the student to discuss the infringements as per the restorative practice process. Students who are consistently presenting with infringements will be referred to the Student Welfare Committee.

It is everyone's responsibility to ensure we are maintaining our high standard of uniforms.

Restorative Reflection Sheet

All students engaged in YLC detention will need to complete a sheet and be checked by administering staff. Please upload onto TASS and share with parent. (Student reception or student services may be able to assist with this. For younger students this may be scribed.

RIVERSIDE
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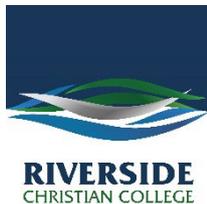
Student Name: _____ Date: _____

Matthew 25:21 – Well Done Good and Faithful Servant

Which Value did I not meet? Please circle which Value has been compromised	Excellence	Teamwork
	Respect	Faith
	Community	
In what way did I not meet it?		
What led to this?		
Who else did it affect and why?		
What changes can I make?		
Student Signature		
Teacher that supervised student reflection		

This form to be scanned and shared with the guardian

Guiding Principles



Guiding Principles for Disciplinary Decision Making

Adopted from Department of Education' Principal Guidelines – Student Discipline' QLD Government – November 2020

Managing Students Disciplinary Matters

- Communicate with all stakeholders in a courteous, professional manner.
- Protect confidentiality of all stakeholders.
- Act independently and impartially and fairly (observing the rules of natural justice).
- Conduct timely investigations and gather all relevant evidence and information to establish the facts.
- Inform the subject of the investigation (and any other persons of interest) of the substance of the allegation and provide a reasonable opportunity to respond.
- Apply objectivity and base findings on sound reasoning and relevant evidence.
- Evaluate the effectiveness of the process.

Procedural Fairness

- Avoid bias
- Give a fair hearing
- Rely on the integrity and ability of the person conducting

Balance of Probabilities

- Weigh up the materials gathered
- Decide on the balance of whether the allegation is 'more likely than no'

Record Keeping

- Accurate records are to be kept on the TASS system for future reference and accurate reporting

Investigating Incidents

- Best practice is to have another adult present in the process.
- All parties need the opportunity to present their version of events.
- Clear and consistent processes for gathering information strengthens the quality of the decision.
- Statements or reports must be provided by all students involved and kept for record-keeping purposes.

Stage 1

- How do we know?
- Who was involved/witnesses?
- Any immediate safety issues/needs?
- Will students involved need additional support?

Stage 2

- Are there others not yet identified?
- Religious or cultural values?
- Other factors contributing to behaviour?
- Community effect?

Stage 3

- What evidence has been gathered?
- Has it been fair?
- Report completed?
- Communication plan?
- Student work plan and return to school plan?

Suspension Process

If the investigating parties are satisfied that the balance of evidence indicates that the student has breached the Care and Conduct Policy in a moderate, major or critical manner or that their attendance poses an unacceptable risk to members of the school community, they may externally suspend the student for a period of time. External suspension is the temporary, full-time withdrawal of a student's right to attend school. Whilst not obligatory, it is recommended that the student is provided work during the period of external suspension to ensure educational consistency. A decision to externally suspend a student cannot be appealed. An initial case management meeting will occur with the family, student, year level coordinator and Head of College to discuss the external suspension pathway if intervention at this level prove ineffective. Subsequent Case Management meetings will occur during the external suspension period, the length of which will be in accordance with the level of the breach. Suspension periods will be 3 days, 5 days, 9 days or 15 days. Breaches after a 15 day suspension will be referred to the Principal for possible exclusion.

External Suspension Purpose

External suspension is a disciplinary measure to:

- Communicate to the student and guardian that present behaviours are unacceptable and cannot be managed at a school level.

CARE & CONDUCT POLICY

- Allow a cool off time and an opportunity to coordinate resources to support the student.
- Establish a re-entry process.
- Protect the right of staff to work and students to learn.

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all school staff and students. The temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The principal or school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Riverside Christian College and will be removed if found in a student's possession:

- illegal items or weapons
- imitation guns or weapons
- potentially dangerous items
- drugs
- alcohol
- aerosol deodorants or cans
- explosives
- flammable solids or liquids
- poisons
- inappropriate or offensive material

The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. We require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines). Medication of any description should not be kept by a student unless prior approval from Nurse in consultation with the HoC.

CARE & CONDUCT POLICY

School staff at Riverside Christian College:

- do not require the student's consent to search College property such as lockers, desks or laptops that are supplied to the student through the College;
- may seize a student's bag where there is suspicion that the student has a dangerous or illegal item in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property;
- Staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen or other emergency medication);
- if staff determine, in consultation with the HoC, determine that a student is carrying a weapon or illegal substance on the person, the police and the student's parents will be called to make such a determination. The student will be monitored by a staff member until the police have arrived.

Parents of students at Riverside Christian College:

- ensure your children do not bring property onto College grounds or to College events conducted off-campus, that:
 - is prohibited according to the Riverside Christian College Care and Conduct Policy
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or HoC that the property is available for collection.

Students of Riverside Christian College:

- do not bring property onto College grounds or to College events conducted off-campus, that:
 - is prohibited according to the Riverside Christian College Care and Conduct Policy
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect.
- collect their property as soon as possible when advised by the Principal or HoC that it is available for collection.

POLICY APPROVAL

Name	Position	Date
M Gouge	Principal	August 2022

CARE & CONDUCT POLICY

Version No:	Document Revision Date	Description of Change	Document Owner	Position Title	Next Review Date
2	August 2022	Review of Policy	M Gouge	Principal	August 2022