



## Behaviour Management Policy

***This policy addresses issues in relation to:***

*Safe and Supportive Environment – Student Welfare 3.6.2*

*Discipline – 3.7.1*

***(See also Policies on School Welfare, Anti Bullying and Uniform)***

### Rationale:

Al-Faisal College - Liverpool aims to provide programs that develop self-discipline, self-review, effective communication and conflict resolution skills in students. While the development of independent learners is the ultimate aim, this needs to be supported by a whole school behaviour management policy which has clear guidelines, well defined expectations, consequences and support structures to acknowledge appropriate behaviour and address inappropriate and unacceptable behaviour. Whenever possible, staff should use praise and recognition to encourage students towards self-discipline, the development of self-esteem, positive relationships, problem-solving and dispute resolution.

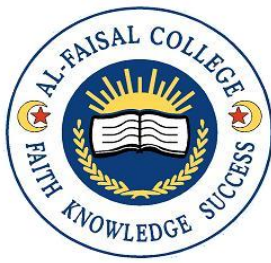
Acceptable and commendable behaviour is likely to be characterised by values such as:

- Honesty
- Respect of self and others
- Ownership and responsibility
- Pride in Achievement
- Resilience
- Commitment to Safety
- Tolerance of all members of the school community
- Modesty in appearance and behaviour
- Courtesy, politeness and sincerity in dealing with peers and others
- Trust
- Cleanliness and neatness
- Hospitality, sharing and generosity of spirit
- Effort, industriousness and achievement

Children demonstrating such values and behaviour should be encouraged and rewarded.

### Practices for Rewarding or Commending Regular Acceptable Behaviour

- Encouragement and praise through formal and informal channels. Verbal praise, diary comments, school reports, classroom certificates/stickers
- Class Dojo points K-6
- PBIS rewards



- School Awards Scheme 7-12  
Recognition of achievement and positive behaviour through the award of certificates, banners and medals in class and during form assemblies and school assemblies
- Diary entry
- A phone call to a parent
- Commendation by the Head of College – Liverpool or Executive Principal
- Recognition at a school assembly
- School Scholarship Scheme

### **Classroom Behaviour Management Guidelines K-6: Class Dojo**

At Al-Faisal College, we work to create and maintain a welcoming, accepting and safe learning environment in which every person is valued.

We aim to promote a positive attitude in our students, creating an environment in which good behaviour is expected within a climate of trust. Effective discipline involves educating our children about making the right choices and taking responsibility for their actions.

All classes K-6 will be using Class Dojo, an online behaviour management system to foster positive student behaviour and classroom culture. To ensure consistency between all classes, as well as to ensure universal access, all classes will share one account. By doing so, all teachers (classroom, Arabic, Islamic and support staff) will be able to access all classes as required. Students will be assigned an avatar and will have the opportunity to earn points based on values that reflect the school rules that are displayed in all classrooms.

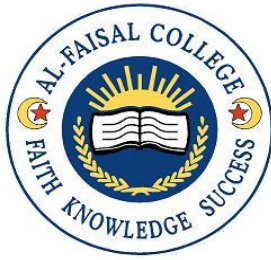
At the commencement of each day, students who are in the 'red' will be reset to give an opportunity of a fresh start.

#### **Purpose**

- To promote high standards of behaviour
- To encourage appropriate behaviour
- To establish routine and appropriate work habits
- To provide strategies for rewarding good behaviour and to celebrate achievement
- To provide strategies for dealing with unacceptable behaviour

Dojo points will be awarded for:

- Demonstrating respect
- Participation and work habit
- Safe behaviour
- Ready to learn
- Raising hand to speak
- Homework
- Arabic lesson
- Islamic lesson



- Prayer and recitation

Points will be taken away if the above behaviour(s) expectations are not followed.

Each week the top three students in each class will be recognised and rewarded. Points will be reset for all students at the end of each week.

## **SANCTIONS**

If a student is not displaying desired behaviour the following actions are to be followed:

**WARNING:** teacher discusses behaviour privately with student

*If behaviour continues:*

**BLUE LEVEL: loss of points, lowest a student can reach is -3 points.**

Any low level disruption such as, talking in class, not listening.

Constant fiddling with belongings.

Calling out, disturbing others.

Running / careless pushing in the corridor.

Arguing with peers.

Littering.

**ACTION:** Student informed why their behaviour is not acceptable. A Diary note is issued. May be placed on 'Blue level'

*If behaviour continues:*

**WARNING:** teacher discusses behaviour privately with student

*If behaviour continues:*

**YELLOW LEVEL:**

Persistent "blue" behaviour

Deliberate pushing.

Throwing things across the classroom.

Deliberately hurting someone's feelings.

Being uncooperative/ignoring staff.

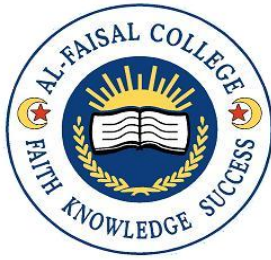
Mild swearing or lying/answering back.

Being unkind or rude.

Fighting.

**ACTION:** Student is given a Reflection Sheet and sent to Coordinator for 5-10 minutes to complete. Discuss with Coordinator and class teacher. Lunch detention issued. Note sent home.

*If behaviour continues:*

**RED LEVEL**

Persistent "yellow" behaviour.

Racism. Fighting, Bullying, Swearing, Spitting at someone, Violence/Serious disobedience.

Deliberately damaging property.

Persistent or serious lying.

Persistent or premeditated stealing. Serious disobedience e.g. refusing to do what an adult asks

**ACTION:** Student to complete a reflection sheet. A referral form is to be completed by teacher and sent to Coordinator with supporting documents (ie diary note, reflection sheets, witness statements). Student is interviewed by Coordinator. If an afterschool detention is warranted, Coordinator to complete detention form and send to Deputy Principal (Primary) with supporting documents.

*Please note: -3 is the lowest a student can be on.*

*If a student commits a particularly serious offence, he/she may be placed on Yellow or Red level immediately without going through the above process.*

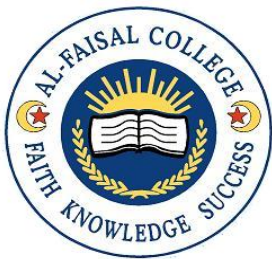
**AL-FAISAL COLLEGE AWARD SYSTEM – K-6 PBIS****RATIONAL**

- All students will have opportunity to receive acknowledgment for demonstrating the correct behaviour with a high priority to behaviours established in the matrix.
- All staff are to implement 4:1 strategy. ie 4 positive comments for every 1 correction
- Eg, Simple verbal acknowledgments and encouragement ( thank you for....., well done I noticed .....), Thumbs up, Smile

**PBIS AWARDS**

- A ticket system will be implemented. Al-Faisal ROARS – ‘you were caught doing the right thing’
- Teachers will issue tickets to reinforce appropriate behaviour
- Class Teachers must give out **3** tickets in classrooms **daily**.
- Arabic/Islamic staff **2 per lesson**.
- All staff to give out **1 ticket out of class**. Eg hall, stairwell, playground, toilet
- Staff to inform student reason for receiving the ticket.
- Every ticket is worth 1 sticker on PBIS class chart. Student to place sticker on chart as soon as they receive ticket. Class teacher to stamp back of ticket after placing sticker. Student keeps ticket.
- At the end of term class teachers will record student ticket tally on class PBIS chart
- Students with highest points per class will have a special event/prize
- Class with most tickets collected end of each term – movie/popcorn afternoon, trip to park, extra sport, computer day, extra sport. A PBIS trophy will be presented to class which they will keep in room for the following term

# Al-Faisal College



# Sydney, Australia

## **YEARLY INCENTIVES:**

10 tickets – PBIS star, displayed in class – class teacher –

20 tickets – white award – class Teacher

60 tickets - morning / afternoon tea with executives – held end of term. (reviewed Term 4)



## High School Award Scheme 7-12

The overall aim of the Award Scheme is to acknowledge the participation and achievement, of students in the classroom, in the broader life of the school and in the general community. The scheme has been developed as a continuous and cumulative award system from Years 7 to 12.

### Objectives

- Streamline the award system.
- Recognise achievement in all aspects of school life.
- Encourage students to achieve their full potential in all aspects of school life.
- Provide a challenging but achievable pathway to the Principal's Medal.
- Develop criteria for positions in and 12.
- Provide

AWARDS	POINTS
Principal's Medal (Bronze, Silver, Gold, Platinum)	100
High Distinction Certificate (Bronze, Silver, Gold, Platinum)	75
Deputy Principal's Banner	50
Distinction Certificate	25
Credit Certificate	5

selection  
leadership  
Years 11

supporting

documentation for students applying for tertiary scholarship or cadetships.



Areas of Achievement	Award Scheme Points		Responsibility
	Achievement	Exemplary	
<b>Academic</b>			
Classwork	1	2	Subject Teacher
Tests/Assessments	1	2	
Exams	1,2	4	
Participation	1	2	
Homework	1	2	
<b>Behaviour</b>			
Class/School	1	2	Subject/ Roll Call Teacher
Punctuality to class	1	2	
Uniform	1	2	Roll Call Teacher
Excursions	1	2	
Diary	1	2	
Prayer	2	4	Supervisor
<b>Co-Curricular</b>			
Participation	1	2	Supervisor
Achievement	1	2	
<b>Sport</b>			
Athletic Carnival /Zone Athletics	3, 2, 1	4	PDHPE
Swimming Carnival	3, 2, 1	4	
Rugby League / Touch / Oztag	2	4	
Basketball	2	4	
Netball	2	4	
Soccer / Futsal	2	4	
Cross Country	2	4	
<b>Competitions</b>			
English	2	1,2,3,4	Subject Coordinator
Maths	2	1,2,3,4	
Science	2	1,2,3,4	
History	2	1,2,3,4	
Geography	2	1,2,3,4	
Art	2	1,2,3,4	
Technology	2	1,2,3,4	
Chess	2	1,2,3,4	
Debating/Public Speaking	2	1,2,3,4	
<b>Attendance</b>			
Attendance Record	2	4	Year Advisor
Lateness Record	2	4	
<b>Community Service</b>			
Charity/Fundraising	4	4	Welfare Coordinator
Volunteer Work	4	4	
Representing the School	4	4	
Peer Tutoring	4	4	
<b>Leadership</b>			
Class Captains	5	10	Welfare Coordinator
Prefects	10	20	
School Captains	20	40	

**Guidelines**

- Teachers give: 30 points / class / term.
- Students receive: 2-4 points / class / term.
- Only award points in your area of responsibility.
- To maintain fairness across classes, ensure you award 20 -30 points per term per class.
- Remember to enter all points on Sentral.

*Note: The above figures are based on a class that has 3-4 periods per week. Some classes have less and in some cases more teaching periods. Adjust the 30-40 points accordingly e.g. one period per week equates to approximately 10 points / class / term.*





## Positive Behavioural Interventions and Support (PBIS): A Whole School Approach

Positive Behavioural Interventions and Support (PBIS) program is a school wide, proactive framework for establishing and maintaining a safe, well managed and successful learning environment for all students.

Emphasis is placed on the prevention of problem behaviour through the development of social skills and the use of data based problem solving for addressing existing behaviour concerns. By implementing the PBIS model we are seeking to increase the capacity of our school to educate all students using research-based school wide, classroom, and individualised interventions.

At its core PBIS is a prevention model. A set of universal expectations for behaviour, positively stated have been established for all students in all locations of the school. These are organised and described within four key values: **Respect, Ownership, Achievement, Resilience and Safety (ROARS)**.

Interventions and strategies have been implemented to teach and reinforce the expectations. These include:

- Weekly direct instruction of specific positive student behaviours that demonstrate Respect, Ownership, Achievement, Resilience and Safety in all locations within the school.
- A wide range of posters that communicate the principal student expectations for classroom and non-classroom settings are prominently displayed.
- Positive teacher reinforcement to students demonstrating commendable behaviour, especially the specific expectations identified and taught in classroom settings.
- Reward tokens issued by all teachers to students demonstrating positive behaviours
- Prevention of problems by modifying situations that are associated with problem behaviour.
- Predictable consequences for misbehaviour that are delivered consistently by all staff in a predictable manner.
- PBIS activities are embedded into existing school practices such as professional development, staff meetings, parent newsletters, student diaries and welfare practices.
- Collecting and using behavioural data such as office discipline referrals linked to the school data base. This data is analysed and used to design and implement additional behaviour supports.

The PBIS program at A-Faisal College has been designed and tailored to the specific needs and expectations of our school community by the school based PBIS committee. Included on the committee are representatives across all Al-Faisal College schools that include school executives, the welfare team, teachers and IT specialists. The committee also oversees the implementation and ongoing administration of the program.



## Positive Behavioural Interventions and Support (PBIS)

### Key Values

The implementation of the PBIS program is based on the key personal values identified by the Al-Faisal College community through the PBIS committee.

- Respect
- Ownership
- Achievement
- Resilience
- Safety

The committee together with teachers determined how each of the core values would look like, feel like and sound like in all locations within the school. The findings were subsequently collated in the Al-Faisal College, PBIS expectations "Matrix".

As well as establishing a set of common behavioural expectations for all areas of the school, the Matrix guides the development of lesson plans for teaching the ROARS values. All students in Years 7-10 receive direct instruction on behavioural expectations through focused weekly lessons.

### Data

Data collection is integral to the PBIS program at our school.

Two data streams have been identified and used to guide the implementation and management of the program:

1. Student behaviour in specific locations is observed and recorded independently by a number of teachers, prior to teaching the expected positive behaviours. The process is repeated after the lessons by the same teachers at the same times.

The data is collated, analysed and shared with all members of staff. Where appropriate, modifications and improvements to the program are implemented.

2. Student discipline referrals are entered in the database of the school's learning and management software "Sentral". The data is analysed in terms of time, location, nature of the behaviour, teacher and executive actions.

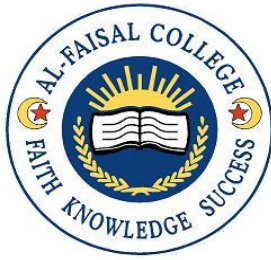
The data is reported to the PBIS committee and then shared with all teachers. Where appropriate the following actions may be taken:

- Recognition of progress and successes as well as failures.
- Modifications and improvements to the program.
- Recommendations for the way forward.

### Rewards

As part of the PBIS program students receive positive acknowledgement for demonstrating the behavioural expectations outlined in the Al-Faisal College expectations Matrix.

The reward system at the College is multi-faceted and includes:



- Positive verbal reinforcement from teachers. A ratio of 4:1 positive to negative comments is recommended for use by all staff through in-school professional development.
- Written acknowledgements in the school diary.
- Reward tokens that may be redeemed for designated privileges and gifts.
  - Canteen money
  - Organised lunchtime sports
  - Use of sport equipment during breaks
  - Stationary
  - Special events days

**Posters**

Large generic posters that identify Al-Faisal College as a PBIS school are prominently displayed at the school entrances and in the main corridors and assembly points. The graphic material includes the school logo, the unique PBIS symbol of the lion and the five key elements of Respect, Ownership, Achievement, Resilience and Safety (ROARS).

Site specific posters for each school setting with the expectations identified in the Matrix are also displayed in the appropriate location. These are posted at the commencement of the lessons focused on the particular location. They serve as both teaching tools and reminders/reinforcement during the day.

**Predictable Consequences**

Al-Faisal College endeavours to implement a set of uniform consequences in all classes with some acceptable differences arising from age level and teaching situation. Students learn to expect and in many cases appreciate consistent approaches and consequences from all teachers for incidents of misbehaviour. Procedures and consequences are clearly outlined in this document and in the student diary.



## School Expectations

Teacher instructions must be acted upon within the guidelines of school policies and set within the framework of student rights, responsibilities and school expectations.

## Arrival and Departure

- Children are encouraged to arrive by 8:20 am and leave by 3:45 pm. Late arrivals will be recorded in the front office. A late admission slip is required from the office and to be given to the roll call or class teacher.
- Playground supervision by duty staff commences at 8.00am. Children should not arrive earlier than this time for safety reasons.
- All children should be collected by 3:45 pm. Active supervision will be provided until this time.
- During school hours, children can only leave the school grounds with written permission from their legal guardian. Parents must collect their children from the front office and sign the departure register.

## Uniform

- Children must wear the correct school uniform as detailed in the school Uniform Policy (i.e. tie worn properly, shirt tucked in and appropriate haircut). Faded, torn uniforms will not be accepted.
- Sport uniform to be worn on sports day only, unless otherwise specified by the school.
- Girls from Year 4 onwards must wear the Hijab in the proper way (all hair and neck must be covered).
- In terms of jewellery, students are allowed to wear a simple wrist watch. Girls are allowed to wear only stud earrings. No other jewellery is allowed.
- Jewellery will be confiscated and kept in the welfare office (7-12) or the school office (K-6) and returned at the end of the term.
- No make-up or nail polish of any kind is allowed.
- Boys must wear short, neat hair of even length (no gel or hair products).

## Attendance

It is the duty of parents of a child of school age (6-17), to cause the child to be enrolled, and attend school. Students enrolled at Al-Faisal College are expected to attend school whenever instruction is provided. (Education Act 1990).

Regular attendance is crucial in assisting students reach their maximum potential. Parents are responsible for the regular attendance of students at school. The College has implemented a number of measures to ensure absenteeism remains low and attendance rates further improve in the future. These include:

- Contacting parents via SMS to notify them of their child's absence by 10.30am.
- Calling the parents when a student has been absent for three or more consecutive days.
- Talking to students about why they were absent and letting them know they were missed.
- Following up with students and their parents regarding unexplained absences.
- Making the school a place where parents and students feel welcome.

**Mobile Phones**

Mobile phones are not allowed inside the school compound. If found the phone will be confiscated and returned only to the parents of the student. For a first time offence, the student will be placed on an after school detention. Second time, the student will be suspended from school. If the behaviour continues, the student's enrolment at the College will be reviewed. If, for some reason, a student needs to bring a mobile phone to school, they must leave it in the front office in the morning and collect it after school has concluded.

- 1st time: after school detention
- 2nd time: suspension from school
- 3rd time: review of enrolment.

Students carrying or using phones on school grounds must surrender the phone to a teacher when asked without dispute. Phones will be kept in the welfare office (7-12) or the school office (K-6) and may only be collected by the students' parents.

**School Property**

- Respect school property at all times and in all places. Damage to school property by students is expected to be paid for by the parents of the student, otherwise the responsible student will have their enrolment reviewed.

**Morning/Lunch Breaks**

- Children should be seated when eating their lunch
- Glass bottles and tin cans are not permitted for safety reasons
- All areas must be cleaned after the breaks

**Toilets**

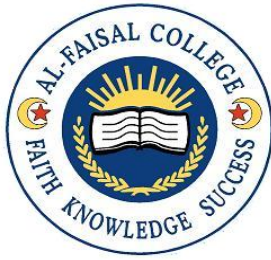
- Use toilets for the intended purpose and not for play
- Use toilets sensibly and cleanly
- Ensure soap, paper and water is not wasted

**Movement Inside and Outside the Classroom**

- Climbing fences or on buildings is prohibited
- Walk safely on stairs and corridors. Do not run or make unnecessary noise
- Use proper manners when entering a room, knock first and wait
- Children are not allowed into classrooms without teacher supervision

**Personal Hygiene and Health**

- Ensure nails are short and clean
- Wash hands before eating
- Head lice need to be treated immediately



- A medical certificate is needed to return to school after an infectious disease stating the student is no longer contagious

## **Classroom**

- Ensure that you are on time, organised and ready for the lesson
- Raise hands to answer or ask questions
- Use cooperative talk during class work time
- Remain in your seat unless directed by a teacher
- Behave in a safe manner
- Show respect for others, yourself and property
- Work to the best of your ability
- Always ask and receive permission and have your diary signed appropriately before leaving the classroom
- Ensure that you are organised during breaks to reduce the need to leave classes during lessons



## Management Procedures K-12

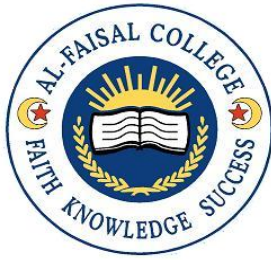
1. **Initial Warning:** Initial verbal warning for minor misdemeanour, and at the time of its happening, or as soon as possible.
2. **Verbal Reprimand:** Ideally by the teacher actually observing the (minor) misdemeanour, and at the time of its happening, or as soon as possible thereafter.
3. **Time Out in Classroom:** There are circumstances in which merely removing a student from the immediate environment in which unacceptable behaviour is occurring is enough to calm the student and situation down.
4. **Diary Entry:** May be issued if a continuous pattern of failure to follow school rules becomes evident.
5. **Lunch Time Detention:** Individual students, or, when judged appropriate, small groups may be detained under certain circumstances. The student(s) must be directly supervised by the teacher concerned, or by another teacher, by arrangement.
6. **After-School Detention:** After school detentions are held for an hour on Tuesday (primary), or Wednesday (secondary) afternoons. Detentions may only be issued by the Welfare Advisors (secondary), Head of Welfare (secondary) or the Deputy Principal (primary). After school detention forms are issued to students detailing the nature of the misdemeanour and the date of the detention.

These forms must be signed by parents and returned on the day of the detention.

Students cannot attend after school detention without parent consent. Failure to attend after school detention may result in suspension from school.

7. **Meeting with Parents:** In some cases parents may be invited to the school to discuss their child's behaviour. Such meetings may be at the request of individual teachers, coordinators or members of the executive. The purpose of meeting with parents may include:
  - reinforce the seriousness with which the teacher views the behaviour
  - seek the parents' support to help bring about improvement
  - clarify reasons for the behaviour, which may not previously have been understood
  - allow parents and student an opportunity to be heard
  - initiate counselling for the student by the Welfare Advisors, Head of Welfare, Deputy Principal (primary) and the School Counsellor
  - explain penalties imposed by the school
  - give formal warning of more serious consequences if the behaviour does not improve



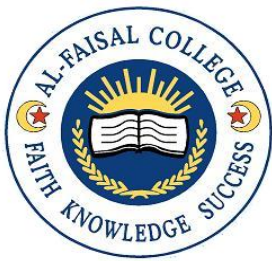
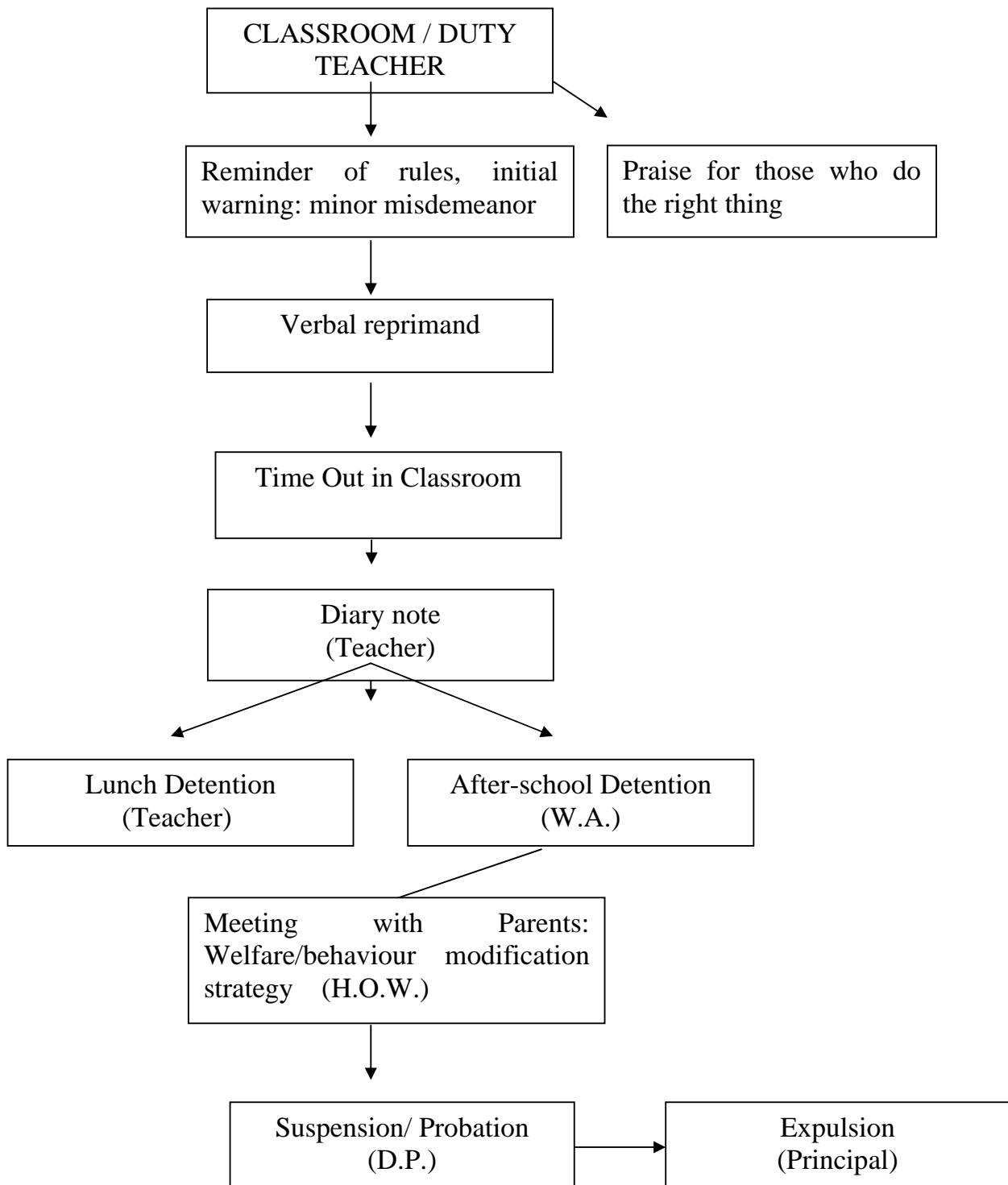


8. **Counselling:** A child with persistent misbehaviour may be referred by teachers to the Deputy Principal (primary), Head of Welfare (secondary) and the School Counsellor for counselling. Further management/behaviour plans may be devised. (refer to the School Counsellor Policy)
9. **Suspension:** Suspension from school is the penultimate sanction which can be imposed only by the Deputy Principal. It will normally follow consultation with teachers, students and parents.
10. **Expulsion and Exclusion:** Expulsions and Exclusions from school is the ultimate sanction. Once expelled, a student is no longer a member of the College community and cannot be re-enrolled at any future date.

Exclusion occurs when a student is prevented from enrolling in any systemic Al-Faisal College school on the authority of the Principal or delegate. Expulsion or exclusion of a student may occur when any of the student's conduct listed above is persistent or is otherwise incompatible with the student's ongoing enrolment. Normally a period or periods of suspension occurs as a means of dealing with unacceptable behaviours, before deciding to expel a student. However, on some occasions, the students' misconduct may be considered so serious that the Principal may decide to expel and possibly exclude the student in circumstances where there has been no prior suspension.

***If a student commits a particularly serious offence, he/she can be suspended or expelled from school immediately at the discretion of the Principal or the Principal's delegate without going through the above process.***



**FLOWCHART FOR DISCIPLINARY ACTION CODE:**



## Disciplinary Procedures

Al-Faisal College aims to provide and maintain a positive, safe and secure environment, in which all students feel valued, supported and have the opportunity to reach their full potential.

We have adopted policies relating to discipline of students based on the principals of procedural fairness. It is the responsibility of the College to determine incidents that require disciplinary action and the nature of penalties that may result from an unbiased decision process.

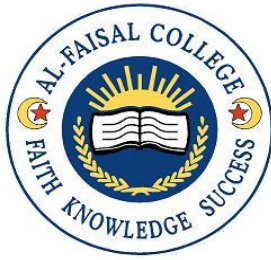
**Procedural fairness is a basic right of all when dealing with authorities and includes making available to students and parents the policies and procedures under which disciplinary action such as suspension, probation or expulsion is taken. Students will always have the right of appeal as outlined in this policy.**

## Procedures

1. Students are required to abide by the "School's Expectations" and to follow the directions of teachers and other people with authority delegated by the Principal.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school or himself/herself, staff members or other students, the students may be subject to disciplinary action.
3. The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension, probation or expulsion.
4. Students will be counselled by teachers, coordinators, the welfare team or members of the executive prior to any disciplinary action taken. Counselling will include the nature of the behaviour and the alternative behaviours to be followed in future.

Students will be given an opportunity to be heard and if required appeal the decision.

5. **The school prohibits the use of corporal punishment in disciplining students attending the school.**
6. **The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.**
7. The disciplinary procedures undertaken by the school vary according to the seriousness of the alleged offence, including:
  - admonition
  - lunch detention
  - after school detention
  - suspension
  - probation
  - expulsion



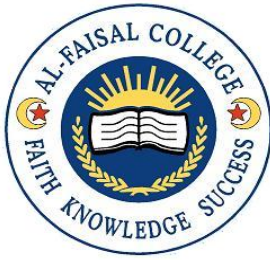
8. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:
- informed of the alleged infringement and any other information that will be taken into consideration in reaching a decision
  - informed as to who will make the decision on the penalty
  - informed of the procedures to be followed which will include an opportunity to respond to the allegations
  - afforded a right of appeal

In all such cases, the school will endeavour to act impartially and without bias in reaching a decision.

The full text of the College's discipline and behaviour management policies and associated procedures is provided to all members of the College community through:

- New staff induction workshops
- College's webpage
- Updates during staff meetings and pupil free days.

*Selected parts of policies will be included in the student diary and discussed in parent and caregiver information evenings.*



## Guidelines for Lunch Detentions

The following are guidelines for teachers placing students on lunch detention and should be adopted in line with the College's rules, requirements and also enforced at the staff member's discretion. If uncertain, staff are to consult with Grade Coordinators (K-6) or the Welfare Advisors (7-12).

Students must not be detained for the entire break time. They are to be given adequate time for food, drink and go to the bathroom if required.

Students may appeal the decision to place them on detention by taking the matter to the Deputy Principal (primary), Welfare Advisor (secondary).

### Causes of Lunch Detentions:

- Disruptive classroom behaviour
- Excessive talking during lessons
- Not on task
- Continuously not remaining in seat
- Late to class
- Out of class without a note
- No diary
- Littering
- Diary not signed when and where required
- Failure to bring appropriate equipment to class
- Minor disobedience
- Minor instance of inappropriate language
- Minor rudeness or insolence
- Minor acts or defacing property belonging to others or the school
- Disruption in prayer

### Student Behaviour Expectations at Recess/Lunch Detention:

- Students must attend on time
- Enter room without talking
- Undertake any activity as requested by the supervising teacher

Students not attending lunch detention without a valid reason may be placed on after school detention.



## **Guidelines for After School Detentions**

After school detention (ASD), may only be issued by the Deputy Principal (primary), Welfare Advisors (secondary) or the Head of Welfare (secondary). Prior to the issuing of an ASD the matter will be fully discussed with the student and they will be counselled about correct and appropriate behaviour.

Students will also be made aware of their rights as well as expectations and responsibilities.

The detention is scheduled for one hour on Tuesday afternoon (primary), or Wednesday afternoon (secondary).

Students will be given written notification one or more days in advance of the detention. Parents must sign the notification letter authorising their child to attend the detention and students must submit the signed notification when attending.

Students who fail to attend ASD will be issued with a second notice for the following week. Failing to attend on two occasions may lead to a one day suspension from school.

Appeals against ASD may be taken to the Deputy Principal and/or the Principal.

ASD records will be kept in the Deputy Principals office (primary) or the welfare office (secondary).

## **Suspensions**

Suspensions may only be issued by the Deputy Principal or Heads of Welfare. The matter will be fully discussed with the student in the interview with the Deputy Principal (primary) or Head of Welfare (secondary). The student will be counselled as to the correct behaviour and school expectations. At the same time, they will be made aware of their rights including the right to appeal. Appeals may only be heard by the Principal or a School Board delegate.

When such decisions are made, parents will be contacted and confirmation of such decision will be made in writing.

When a student is suspended from the College, parents will be solely responsible for the student's welfare.

All relevant teachers will be informed of student suspensions by the Deputy Principal (primary) or the Head of Welfare (secondary).

On conclusion of the period of suspension, the student may only re-enter school accompanied by a parent/guardian who will be interviewed by the Deputy Principal (primary) or Head of Welfare (secondary). The student will then be issued with a 'permission to return to class' note.



A second suspension will warrant an interview between the Principal, parent and student to ascertain why the student should maintain College enrolment.

## Expulsion

Students will be given every opportunity to meet school expectations and behave in a correct and appropriate manner according to school policies. At every stage they will be counselled by teachers, Grade Coordinators (primary), Deputy Principal (primary), Welfare Advisors (secondary) and the Head of Welfare (secondary).

Expulsion from the school is undertaken in accordance with the Management and Discipline Procedures outlined in this document (refer to pages 13-14 and 16-17).

Students may only be expelled by the Principal or the Principal's delegate.

When expulsion is being considered students will be informed of alleged infringements and be given the right to respond.

Students expelled by the Principal have the right of appeal to the School Board or their delegate.

Once expelled, a student is no longer a member of the of the College community and cannot be re-enrolled at a future date.

Date of Policy:

January 2018

Proposed review date of  
policy:

January 2019

*or earlier where amendments in  
legislation require immediate policy  
reviews*