



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, Computer / Laptop Agreement Form)

Al-Faisal College 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 to encourage students' self-discipline, the development of self-esteem, positive relationships and problem-solving skills.

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

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

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



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

Al-Faisal College is a Positive Behavioural Interventions and Support (PBIS) school. Our PBIS program is a school wide, proactive framework for establishing and maintaining a welcoming, safe and successful learning environment for all students.

At Al-Faisal College, we value each member of our community. We aim to promote a positive attitude in our students, creating an environment in which good behaviour is expected within a climate of security and trust. 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 behavioural concerns.

Effective discipline involves educating our children about making the right choices and taking responsibility for their actions. By implementing the PBIS model we are seeking to increase the capacity of our school to reach 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 five key values:

- **Respect**
- **Ownership**
- **Achievement**
- **Resilience**
- **Safety**

Interventions and strategies have been implemented to teach and reinforce our 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 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 which 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.



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 K-10 receive direct instruction on behavioural expectations through focused weekly lessons.

1.1 K-6 PBIS Awards

- A sticker/ticket system will be implemented. Al-Faisal ROARS – 'you were caught doing the right thing'
 - Teachers will issue stickers/tickets to reinforce appropriate behaviour
 - Class Teachers must give out **3 stickers** 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 sticker tally on class PBIS chart.
- Top 3 students per class will receive a PBIS certificate.
- Student with highest points per grade will receive a PBIS certificate, a letter to parents and will become PBIS Ambassador. They will also receive a PBIS badge and a prize.
- Class with most tickets collected end of each term will have a special event decided by class— movie/popcorn afternoon, trip to park, extra sport, computer day. A PBIS trophy will be presented to class which they will keep in room for the following term

YEARLY INCENTIVES:

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

20 tickets – white award – class Teacher

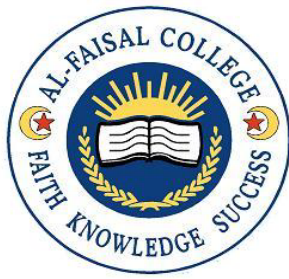
60 tickets - morning / afternoon tea with executives – held end of term. (Reviewed Term 4)

1.2 7-12 PBIS Rewards

As part of the PBIS program students receive positive acknowledgement for demonstrating the behavioural expectations outlined in the Al-Faisal College, PBIS, 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
 - Stationery (High school students)
 - Special events days

**1.3 - K-12 Teachers can reward or commend students' behaviour by:**

- Encouragement and praise through formal and informal channels. Verbal praise, diary comments, school reports, classroom certificates/stickers
- Class Dojo points K-6
- PBIS rewards K-10
- Recognition of achievement and positive behaviour through the award of certificates, banners and medals in class and during formal assemblies and school assemblies
- Diary entry
- A phone call to a parent
- Commendation by the Executive Principal
- Recognition at a school assembly
- School Scholarship Scheme

1.4 - Classroom Behaviour Management Guidelines K-6: Class Dojo

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.

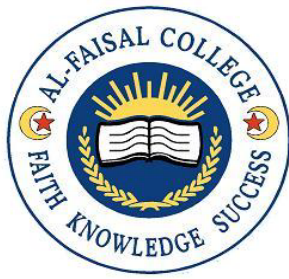
At the conclusion of each day, students who are in the 'negative point' will complete a reflection, discuss with teacher and set goals for the following day, points will be reset to 0. The following day the teacher will remind the student of the targeted goals.

Dojo points will be awarded for:

- 5 star listening
- Demonstrating respect
- Participation and work habit
- Safe behaviour
- Ready to learn
- Resilience
- Teamwork
- Trying my best
- 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.



2. Disciplinary Action, K-12

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 principles 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.

The school prohibits the use of corporal punishment in disciplining students attending the school.

2.1 - 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 Executive 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.
5. 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.
6. 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
 - Referral to school counsellor
 - expulsion



7. **Procedural Fairness:** The College will implement Procedural fairness when investigating allegations in accordance to the 'hearing rule' and the right of the student to have 'an unbiased decision'. Where the offending behaviour is of such a nature that it may result in probation / 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 an “unbiased decision”.

8. Students will be given an opportunity to be heard / respond to the allegations and if required appeal the 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.



3. Behaviour Management Procedures K-12

Procedural Fairness, “hearing rule” and the “right to an unbiased decision” will be applied throughout all investigations and decisions made regarding incidents/allegations.

1. **Initial Warning:** Initial verbal warning for minor misdemeanour, and at the time of its happening, or as soon as possible.
2. **Verbal Reprimand:** Should the misbehaviour continue.
3. **Reflection in Classroom (time out):** There are circumstances in which merely moving a student from the immediate environment in which unacceptable behaviour is occurring is enough to calm the student and situation down.
(Students are not to be sent out of the room except in emergencies. In such cases they are to be accompanied by the class captain and directed to a member of the executive.)
4. **Diary Entry:** This can be written by the teacher where the student continues to misbehave.
5. **Sentral Record:** May be entered by the teacher where the student continues to misbehave.
6. **Lunch Time Detention:** Individual students, or, when judged appropriate, a small number may be detained under certain circumstances. The student(s) must be directly supervised by the teacher concerned, or by another teacher, by arrangement. (K-6: Lunchtime detention note is to be pasted in diary using template to inform parents student was on a lunch detention).
7. **K-6: Referral to Coordinator:** If behaviour is repeated, student is to be referred to Coordinator.
8. **K-6: Major misdemeanor:** (continuous disruption in class, bullying, etc) recorded on Sentral – notification sent to Coordinator and Deputy Principal for follow up
9. **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.

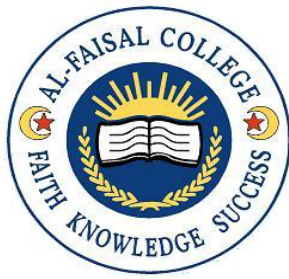
10. **Meeting with Parents:** In some cases parents may be invited to the school to discuss their child's behaviour. Such meetings may be at the request of individual teachers, coordinators or members of the executive. The purpose of meeting with parents may include:
 - reinforce the seriousness with which the teacher views the behaviour



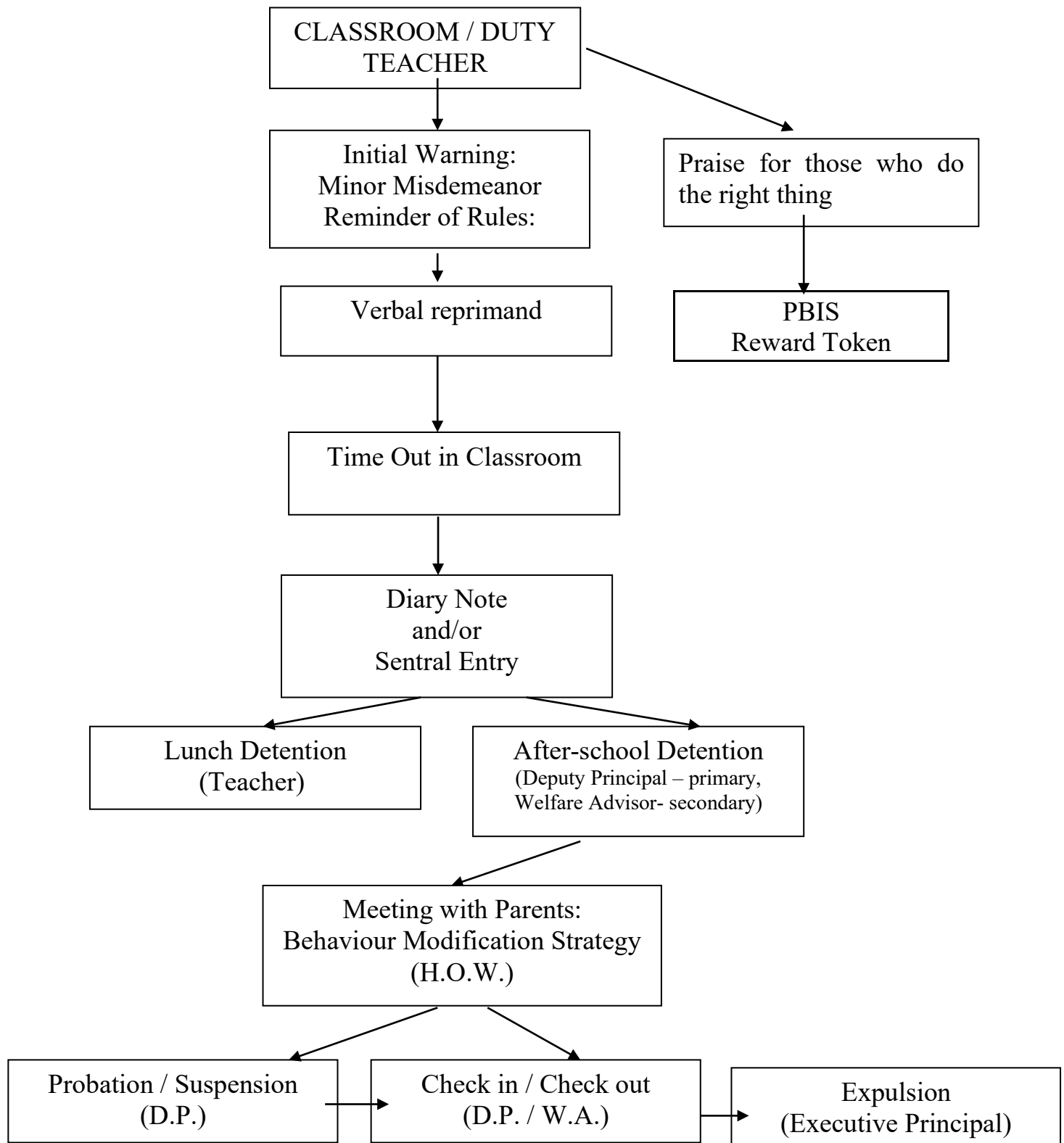
- seek the parents' support to modify the problem behaviour.
 - clarify reasons for the behaviour, which may not previously have been understood
 - allow the parents and student an opportunity to be heard
 - initiate counselling for the student by the Welfare Advisors, Head of Welfare, Deputy Principal (primary) and the School Counsellor
 - explain penalties imposed by the school
 - give formal warning of more serious consequences if the behaviour does not improve
11. **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 behaviour management plans may be devised. (refer to the School Counsellor Policy)
12. **Probation:** students displaying continuous and/or major behaviour or patterns of misbehavior may be placed on to a fixed period of formal probation. A meeting with parents may be requested if there are set conditions that a student would need to follow.
13. **Check in/Checkout: Individual Behavioural Support Plan (IBSP): PBIS Tier 2 support:** Students displaying persistent misbehavior may be placed on Check in / Check out IBSP. An IBSP will be used to assist student to take responsibilities for their own behavior/actions and to teach them how to make appropriate choices and decisions. Student will check in with facilitator each morning to review goals and expectations, at the end of each day students will return to facilitator to review progress in the day and check out. A behavior contract may need to be drawn up in which the student will need to sign. Parents will be informed about the IBSP or check in/checkout.
14. **Suspension:** Suspension from school is the penultimate sanction which can be imposed only by the Deputy Principal. It will normally follow consultation with the Head of Welfare, teachers, students and parents. (Refer to Section 4 of this policy document)
15. **Expulsion and Exclusion:** Expulsion and Exclusion 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 or any Al-Faisal College schools. (Refer to Section 4 of this policy document)

Following expulsion, a student is prevented from enrolling in any Al-Faisal College school on the authority of the Executive Principal or delegate. Expulsion or exclusion of a student may occur when the student's conduct 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 Executive 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 Executive Principal or the Executive Principal's delegate without going through the above process.



3.1 - FLOWCHART FOR DISCIPLINARY ACTION CODE:





3.2 - Weapons / Drugs / Cigarettes / Vapes any other items not permitted at the College

- All staff are to exercise vigilance in the detection of items not permitted at the College or at any function or event sanctioned by the College.
- If any items not permitted at the College are discovered in student's possession. Parents will be notified and possibly the police.
- Any item that is deemed at being likely to be used in a threatening, violent or harmful manner may be seized and reported.
- **In certain circumstances it may be necessary to search a student's bag or locker. This would be done in the presence of Deputy Principal / Head of College / Welfare Coordinator.**
- Breaches in the matter of items not permitted at the College merit no guarantee of any second chance in relation to continued enrolment and are regarded as a matter which must be reported immediately to the Executive Principal / Deputy Principal / Head of College.

3.3 - Mobile Phones Smart Watches and other Electronic/Digital Devices

Students carrying mobile phones and other devices onto school premises must leave their phones/device at the front office on entering the school and collect them once departing school.

Mobile phones and other devices are not allowed inside the school premises. Students found with a mobile phone/device will have the device confiscated by teachers. Phones/devices will be kept in the welfare office (7-12) or the school office (K-6) and may only be collected by the students' parents.

As a minimum the following consequences will apply:

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

Students with exceptional special provisions or medical circumstances may carry a phone with the authority and permission of the Executive Principal.

3.4 - Computers, Laptops, Tablets

Personal computers, laptops, tablets may only be used by senior students, years 11 – 12, for educational purpose during school hours. Students and/or parents may be required to sign a Computer/Laptop Agreement form.

Use of personal computers by senior students is subject to the following conditions

- The student accepts full responsibility for the care and use of their own computer/laptop/tablet. In particular, the school does not accept responsibility for the damage, theft or loss of the device or parts/accessories.
- The use of the device is restricted to in-class and library use only. The use of the device at particular times in individual lessons is at the discretion of the subject teacher.
- The device is to be stand-alone and at no stage have any access to the Al-Faisal College Network. Students are not permitted to use external devices or sources to access the Internet at any time.
- It is the student's responsibility to ensure that battery power is sufficient for their use. The school cannot provide access to a power supply for either use in lessons or for recharging.
- Students are not permitted to share their device with other students.
- The School cannot undertake to provide technical assistance for hardware or software problems that may occur with student device. Such assistance remains the personal responsibility of the student as a private matter. The student is responsible to ensure that any software required is already installed on their device.
- At no stage should students access programs or material from the device which are not relevant to their current work/learning. The appropriateness of device use remains at the discretion of the teacher. In the event of students using their device inappropriately, the teacher may require the student to close down the device and continue working via other means.



- Where there is reasonable suspicion that material contrary to the Ethos of the School is brought to school on a device, the school reserves the right to impound the device and institute a search for such material. (Reasonable suspicion is at the discretion of the Executive Principal and/or Deputy Principal, based on the reliability of any evidence collected.)
- Where there is reasonable suspicion that a student is using their device for non-educational purposes the school reserves the right to impound, access and delete inappropriate material.
- Consequences for breaching the above guidelines may include withholding the device for collection by the student's parents and/or ASD, Probation, Suspension at the discretion of the Executive Principal.

3.5 - 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 (Restitution).

3.6 - Morning/Lunch Breaks

- Children should be seated when eating their lunch (primary)
- Glass bottles and tin cans are not permitted for safety reasons
- All areas must be cleaned after the breaks
- Refrain from bring Balls (larger than tennis balls)
- Not participate in non-approved games
- Not use non-approved equipment in the playground

3.7 - Toilets

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

3.8 - 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
- Keep left in corridors and stairwells

3.9 - 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
- No access to lockers during class time (high school)

3.10 - Dismissal Procedures

At the end of the day, students are expected to follow teacher directions with regard to packing up their belongings, adjusting their uniform and leaving the classroom in an orderly and civil manner.



- The bell is a signal for the teacher. Students may not pack up, stand up or move around the room but should continue with their work until instructed by their teacher.
- After the bell teachers will instruct students to finish their work at a set point, record homework in their diary and pack their bags but remain seated.
- Teachers will instruct students to adjust their uniform (blazers, ties, shirt tucked in etc).
- K-2 students will wait with teachers in the playground to be collected by parent/carer/sibling.
- Years 3-6 will be dismissed from the playground. Years 7-12 Teachers will dismiss students one row at time. Students are expected to leave in a calm and orderly manner.

4. Disciplinary Consequences

4.1 - 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).

4.1.1 - Causes of Lunch Detentions/After School Detention*:

- Disruptive classroom behaviour
- Excessive talking during lessons
- Not on task
- Continuously not remaining in seat
- Lateness 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
- Failure to complete homework
- Chewing gum

**Repeated offences may result in escalation to an After School Detention (ASD).*

**4.1.2 - 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.

4.2 - 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 Executive Principal.

ASD records will be recorded on Sentral and a hard copy kept in the Deputy Principals office (primary) or the welfare office (secondary).

4.3 - Suspensions

Students and staff have the right to attend Al-Faisal College and be treated fairly, with respect and dignity in safe and secure environment free from disruption, intimidation, harassment and discrimination.

Suspensions will be issued to students as a form of disciplinary action for managing inappropriate behaviour in line with the wellbeing policy.

4.3.1 - Length of Suspensions (Short & Long)

In cases of unacceptable behaviour that impedes on the safety, care and wellbeing of students and staff, a student(s) may be removed from the school for a period of time depending on the investigative process of an allegation and implementation of procedural fairness.

Suspensions issued may be short (up to 4 days) or long (up to 14 days: 2 weeks).

If a short suspension has not resolved the issue of inappropriate behaviour, or continued disobedience / defiance / refusal to follow instructions, a student may be issued with a long suspension.



4.3.1.1 - Continued Long Suspension

Should an investigation of an alleged case, extend over a prolonged period and involve outside agencies, i.e. Department of Communities and Justice (DCJ), police, child protection matters etc, then the suspension will be reviewed every fourteen days and the suspension may be extended until the investigation has concluded.

In such cases the student retains their right of appeal, and if necessary the school will ensure all relevant classwork is provided to the student.

4.3.2 - Issuing of suspensions:

- Suspensions may only be issued by the Deputy Principal or Heads of Welfare after an investigation about the nature of the allegation(s) has been conducted. Investigation will be documented.
- In some circumstances, the Executive Principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety, care and wellbeing of the student, other students or staff.
- Formal interview: the matter will be fully discussed with the student in the interview with the Deputy Principal (primary) or Head of Welfare (secondary). Students are given explicit information about the nature of the allegation(s) and provided with an opportunity to respond to the allegations.
- 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 Executive 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.
- 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.

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

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

4.3 - Reasons for suspending or expelling students include:

The following items may also be grounds for suspension or expulsion depending on the nature and individual cases of students.

- Continued disobedience and disruption of the learning process.
- Accumulated afternoon school detentions, incl. lateness, academic matters
- Physically violence: Any student who is physically violent, resulting in injury, or harm to others
- Aggressive behavior: This includes, but is not limited to hostile behaviour directed towards students, members of staff or other persons, including: damaging the property of the school or students;
- Placing the school into disrepute through actions not limited to the following:
 - anti-social behaviour online



- anti-social behaviour outside of school, while representing the school or wearing the school uniform
- spreading misinformation or damaging information in the community
- posting or sharing, explicit, violent, unacceptable/inappropriate content, text, images or videos of students/staff online through social media
- Threatening behaviour: bullying (including cyberbullying); harassment and victimization, verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.
- possession of: a weapon / firearm / knife
- uses, supplies, or is in possession of: a suspected illegal substances
- Engaging in criminal activity
- Cigarettes and/or vapes

4.4 - Expulsions

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.

Students may only be expelled by the Executive Principal or the Executive 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 Executive 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.

The decision made by the Executive Principal will be final.

Revision History

Version	Policy Date	Review date of policy	Notes
1.0	January 2024	January 2025	<i>Amendments to this policy will be made based on updated legislative requirements or changes to school needs</i>
2.0	June 2024	January 2025	<i>Amendments to this policy will be made based on updated legislative requirements or changes to school needs</i>
3.0	January 2025	January 2027	<i>Amendments to this policy will be made based on updated legislative requirements or changes to school needs</i>