




# 2018 Behaviour Management Guideline



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## Introduction

**Corporal punishment in any form of physically touching a child with the intent of hurting them is not permitted under any circumstances.**

### **Goals for Behaviour Management**

At Al-Taqwa College, we aim to develop our students character and promote positive behaviour. This will ensure that they are able to better manage difficult and stressful situations, develop self control and reflect upon their choices in order to make the necessary changes to their behaviour as global Muslim citizens.

The Student Welfare and Behaviour Coordinators (SWB) team supports the welfare and wellbeing of students, their families and staff. The School counsellors also aim to provide assistances to access relevant services and information, and support students individually or in group settings.

These guidelines will be for students, staff and parents.

The success of this process is based upon the recognition of the self-respect and worth of all students, staff and parents.

### **All Staff Members are to:**

- Use proactive behaviour prevention strategies
- Address Inappropriate Behaviour within the college environment
- Use Restorative practices where possible

### **Behaviour will be managed by:**

- Promoting and rewarding positive behaviour
- The use of prevention strategies to minimise inappropriate behaviour
- Following clear guidelines for dealing with breaches of the school's values



## Child Safety Statement

The leaders at Al-Taqwa College have a strong commitment to child safety and strive to uphold the policies and practices which aim to keep every child safe from any harm, including abuse.

We support and provide a safe and nurturing culture for all students at Al-Taqwa College. We agree to:

- Primarily uphold the safety and wellbeing of our students
- Create and maintain a safe and nurturing culture
- Regularly review all child safety policies, processes and practices
- Assist in the Empowerment of our students and give them an opportunity to voice their opinions, concerns and to be a part of the decision-making process
- Provide students with the necessary skills and knowledge to understand and maintain their personal safety and wellbeing
- Implement rigorous risk-management and employment practices by ensuring our staff members are given sufficient training, knowledge and support in issues relating to child safety standards
- A commitment to a zero tolerance of child abuse
- Treat all allegations and safety concerns very seriously and consistently in line with our child safety policies and procedures
- Support and respect all students regardless of their race, religion, cultures and/or disabilities
- Commit to being proactive in the risk assessment of potential harm to our students and identify, remove and/ or reduce risks
- Ensure as part of the recruitment process, that all prospective staff members are screened to the best of our abilities
- Promote physical, emotional and cultural safety for all students
- Provide a safe environment for all students
- Actively listen to and empower students
- Ensure that all allegations are treated honestly, impartially and confidentially



## Restorative Practices

Restorative Justice and Behaviour Management

***Restorative practices is an emerging field of study that enables people to restore and build community in an increasingly disconnected world. (www.iirp.org)***

Restorative practice is an approach that enables the repair of relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. This method is not about simply punishing offenders, but rather holds offenders accountable for their errors, which may help reduce reoffending.

A school that applies restorative practice aims to allow the victims and offenders and their respective communities of care to be active participants in processes that ensure equal justice and fairness.

The rationale behind this approach is that when offenders reflect upon their harm to victims:

- They become remorseful and act restoratively.
- Practitioners can focus on the unacceptable behaviour of offenders rather than their moral character
- Healthier interpersonal relations developed among members of the school community.





1. Restorative practice can be undertaken in a variety of forums. It may be conducted with varying degrees of formality and may include just those students most directly involved in bullying or in some circumstances a whole class. 'Community Conferences' include supportive third parties such as friends, families and possibly a community figure such as a police community liaison officer. This forum is used to address concerns of both individuals and the wider community.
2. The work in schools with cases of bullying is commonly guided by flashcards or an agreed script which direct practitioners to ask the offender to describe what happened and to reflect on what harm was done. The victim is asked to say how she or he has been affected and what needs to be done to make amends.
3. Feelings of shame that are elicited need to lead to re-integration into the community rather than a sense of being alienated and stigmatised.
4. In the spirit of personal responsibility, forgiveness and commitment to positive future behaviour, both the victim and the offender express their acceptance of the proposed solution/s and discuss what can be done to prevent a recurrence.
5. The situation is then monitored by school staff members and further intervention occurs if the situation does not improve.



### **Restorative questions:**

Students should be in a calm state before asking the below questions.

Some of the typical Restorative Questions includes:

### **Regarding misbehaviour:**

- What happened?
- What were you thinking of at the time?
- What have you thought of since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

### **To help those affected:**

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative practices can also be applied to other misbehaviours, such as answering back to teachers or vandalising school property. It allows students to right the wrong that has been done. It provides a platform for students to work through problems/misbehaviours and allows them to collaboratively come to a solution, but also ensures that they are dealt with in a respectful manner.

Repercussions should fit the misbehaviour and students should be given the opportunity to 'right the wrong'. Punitive measures will often have the reverse effect of what we intend and results in resentment and further bullying if given in response to a bullying incident. A restorative process will also give students a voice, both the victim and the offender and ensures students are dealt with fairly.

The teacher–student relationship is one of the most powerful elements within the learning environment. A positive relationship between teachers and students may influence a student's academic outcomes and behaviour. Supportive and positive relationships between teachers and students can promote a "sense of school belonging" and encourage students to "participate cooperatively in classroom activities".

### **Some of the ways that teachers can foster a positive relationship with their students includes:**

- A Positive classroom environment
- Following up with parents when students are away or have problems at home.
- Greeting students whilst entering the classroom
- Recognising and acknowledging good behaviour



## Prevention Strategies

### Encouraging Positive Behaviour

The best way of dealing with school misbehaviour is by preventing it. Schools with effective discipline strategies not only correct misbehaviour but also teach appropriate behaviour and coping skills.

#### Prevention strategies include:

- Establishing clear behaviour expectations and guidelines.
- Treating students with respect and kindness.
- Modelling respectful behaviours
- Focusing on student success and self-esteem.
- Seeking student input on discipline rules.
- Using a "systems approach" for prevention, intervention and resolution and developing levels of incremental consequences.
- Enforcing rules with consistency, fairness and calmness.
- Planning lessons that provide realistic opportunities for success for all students.
- Developing effective classroom management plans to prevent off-task behaviour and student disruptions.
- Noticing and Acknowledging positive behaviours
- Developing positive relationship and connection with students.

#### Appropriate communication with students

- Using a calm and respectful tone of voice
- When addressing student(s) on negative behaviour, use assertive language and posture and refrain from using aggressive or derogatory language or postures, such as pointing fingers or excessive yelling.





## The Role of the Student Welfare and Behaviour Team (SWB)

The Student Welfare and Behaviour (SWB) team supports the welfare and wellbeing of students, their families and staff. This at times is coupled with the assistance from the school counsellors, speech pathologist and special visiting professional who may provide extra support.

### **The role of the SWB team is to:**

- Encourage students to take responsibility for their own behaviour
- Provide an opportunity for students to make decision about their learnings and behaviour
- Develop activities towards enhancing student engagement
- Identify and cater for the individual learnings needs of students
- Provide opportunities for students' and parents to discuss the students' behaviour progress
- Identify key social skills and develop plans for students to acquire them
- Ensure gender, culture and social issues are recognised and addressed equally across the curriculum
- Develop and implement policies and procedures to protect the rights, safety and health of all school community members
- With Level Coordinators, establish clear school rules which are known and understood by all school community members
- Establish and communicate networks to support students and their parents
- Ensure students feel safe and feel a sense of belonging within the school community



## **Rights & Responsibilities of Staff Members**

### **Students at Al-Taqwa College will be provided with a:**

- Learning environment that is supportive and productive
- Learning environment that promotes independence, interdependence and self-motivation
- Learning program that supports students' needs, backgrounds, perspectives and interests
- Curriculum that is challenging and supports the development of critical thinking and application
- An education that connects strongly with communities and practices beyond the classroom

### **Responsibilities of Staff Members**

- Arrive to school and classroom on time and be prepared
- Greet students with a positive attitude
- Maintain a clean and safe learning environment
- Provide quality education
- Treat students fairly and with respect

*All staff members are to abide by the Child Safe Standards*

### **Rights of Staff Members**

- To be treated with respect by students, colleagues and parents
- To be heard
- To feel safe within the school environment
- To be treated fairly



## Rights and Responsibilities of Students

### **Responsibilities**

- To be punctual to class
- Ensure that they are prepared with all stationery and equipment
- Dress in accordance with the school uniform policy
- Complete tasks on time and to the best of their ability
- To participate in class learning activities and be engaged in learning
- Respect their peers and staff members
- Maintain a clean and safe learning environment

### **Rights**

- Have the right to be respected by their peers and staff members
- To feel safe within the school grounds
- To receive a quality education
- To be heard



## The Role of the Parent/Guardian

This guidelines is aimed to provide students, teachers and parents with valuable resources and strategies to build and sustain the wellbeing of the whole school community. Parents are encouraged to go through these guidelines with their child(ren), talk to them about their expectations and how they could both work with the school community to ensure a more positive academic experience.

Parents can play an active role in encouraging positive behaviours that lead to respectful relationships free from bullying and harassment, by maintaining an open and honest communication with their children.

Parents and carers can support their child/ren and the school by actively contributing to the school community and building a positive communication with their child's teacher.

There are several ways parents can work with the school to improve their child's learning. Parents should encourage their child to hold high aspirations. Parents must encourage their child to believe in their potential for success as this builds confidence, higher expectations and better academic results at school.

Parent engagement in education is about parents being positively involved in their child's learning, their school community and their child's social life. Parents/Guardians are a child's first and most important teachers.

### **Parents/Guardians responsibilities are to ensure their child/ren:**

- Come to school with clean and correct uniform
- are punctual to school
- are sufficiently prepared (has all learning materials)
- understand the school's Islamic values and expectations
- homework is completed on time and performed to the best of their ability

### **Parents/guardians rights:**

- To be informed of the child/rens progress and wellbeing
- To be informed of any emergencies immediately
- To be a part of the school community and be a part of the decision-making process



## Merit System

To promote and recognise our students' positive behaviour, an award system has been implemented. Awards will be periodically honoured to students who demonstrate these values. Students earn points for demonstrating positive behaviour.

This award system also supports the College's educational mission of creating responsible Muslim leaders and citizens of tomorrow. We strive to accomplish this by helping to develop students' ethical understandings based on Islamic values and teachings. We aim to nurture empathy and compassion in each of our students through the teachings of our *Quran* and *Sunnah* which are aligned with Australian values and equal opportunities.

Using a web based behaviour management system that allows all classroom teachers, SWB, and Level Coordinators to record and monitor students behaviour. This tool is useful as it allows parents to view their child's behaviour on a regular basis. This aims to improve the communication and relationship between parents, students and teachers.

### Award System

- One week prior to the end of the term the SWB of each subgroup will determine the top 3 highest scores for each year level.
- The top 3 students will have their names published in the school newsletter and their names will be listed on the Merit Award Board. This will be displayed at the end of each term.
- The Top 3 students will receive a certificate for their achievement which is to be presented at each Sub School's Assembly.
- At the end of each year the overall top 3 Males and Top 3 Females from each year level will be awarded a certificate to be presented to them on Excellence Night. Their names will also be published in the schools newsletter.





**Gold Points** are awarded to students who display altruistic behaviours or behaviours which are above and beyond what is expected from a student of their year level. Students will be nominated by their teacher and are awarded by the HOSWB.

Gold – 10 points

Demonstrating pride in school

Helping teachers/staff

Participation in extra curricular activities

Citizenship skills

Bravery

Volunteering for events for the community



**Silver Points** are awarded to students who demonstrate a level of excellence as an individual or within a team and displays one or more of the following. Students will be nominated by their teacher and are awarded by the SWB Team

Silver – 5 Points

*Being honest*

*Exhibit a positive attitude in their class*

*Leadership skills*

*Being motivated in class*

*Demonstrating kindness*

*Responsible behaviour*

*Helpful behaviour*

*Volunteering for events within the school*



**Bronze Points** are awarded to students in recognition of their excellent work and or performance within class or in the school grounds and awarded by the Classroom Teacher.

**Bronze – 1 point – Classroom Teachers**

*Works well in teams*

*Consistently completes tasks on time*

*Consistently wearing clean and correct uniform*

*Consistently punctual to class*

*Submission of homework*

*Organisation in class (bringing all required equipment)*

*Listening and following instructions*

*Responsible use of the tablets*

*Consistently behaves well in the mosque*

*Consistently participates in class*



## Corrective Behaviour Management Guideline

The corrective behaviour management policy is to facilitate a consistent, transparent and fair administration of student behaviour management across the school, where adult intervention is required.

This in turn will ensure due process for VRQA compliance and adherence to our restorative approach.

This guideline ensures that students are not deprived of their basic rights (example: learning, health, personal safety, dignity and right to confidentiality). Students must be given the opportunity to be heard and their side of the story told.

The Corrective Behaviour Management Guideline is divided into four categories, minor, medium, major and extreme.

Investigations and interviews must be conducted in a room that ensures confidentiality, safety and is conducive to the conduct of a fair investigation without interruptions. Students must be given the opportunity to reflect and learn from their actions and make reparations as part of the College's restorative practice.

In cases of major incidents that involve student health and safety (*especially if it is sexual in nature and specifically if student is below the age of consent [18]*), parents must be immediately informed. No exceptions as this is a legal requirement.



### Minor category – Classroom Management Issue

Late to class (please refer to the late to class policy)

Not bringing stationery or necessary learning tools (Exclusion Notice)

Not respecting intellectual property (sharing accounts and e-books, subscriptions etc)

Lying (that doesn't pose a threat to the safety and wellbeing of peers and staff members)

Throw rubbish on ground

Lost diary, damaged diary, diary not signed and not bringing diary to school (exclusion notice)

Disobeying teacher instruction or person in authority

Sharing food which is in contradiction of our anaphylaxis policy

Sharing and chewing gum

Swearing/obscene language & rude gestures to peers that is unprovoked

Unclean and incorrect uniform (including makeup, jewellery, haircut, nose ring/studs). Male students Hair must be of one length with a maximum of 4cm. (Exclusion Notice)

Bringing and using electronic equipment and personal devices (as per mobile phone policy)

Distracting self-only & materials viewed is age appropriate and not illicit or inappropriate

Misuse of computer/tablet/laptop (refer to ICT use policy) – including playing games

Misbehaving at mosque (staff on duty to follow up)

Distracting others and their learning

Bringing Mobile Phones (including earphones) to school *(please refer to mobile phone policy for consequences/procedures)*

**Classroom teachers are responsible to manage all minor incidents and report any recurring issues to the Year Level Coordinators.**

*If a student repeatedly breaches the same rule only then are they to be sent to the Level Coordinator. On the 3<sup>rd</sup> Exclusion notice students are to be sent to the HOS. Items that are highlighted in red and is continuous students may be placed on a Improvement Plan.  
\*Please see the notes section for further information regarding mobile phones policy*





## 1<sup>st</sup> Offence

Verbal Reminder and/or Warning

Procedure of a minor incident – of the same offence

## 2<sup>nd</sup> Offence (of the same offence)

Verbal Warnings and note in Diary to Parents. An SMS is to be sent by the secretary to the parents

## 3<sup>rd</sup> Offence (of the same offence)

Recess/Lunchtime detention by staff and an sms sent to the parents by the secretaries.

## 4<sup>th</sup> Offence (of the same offence)

The student is now dealt with by the Level Coordinator Team, consequences will include; detention and/or exclusion from camps and excursions

Students may be deducted 1 point from their merit score by the Level Coordinator.

If the student continues to breach minors then it needs to be escalated to the Head of Secondary.



### Medium category – students may lose 5 point from their merit scores

Vandalism (graffiti without involving extremely rude symbols or phrases and extent of damage is relatively small )

Unauthorised access to rooms (other than speciality rooms)

Consistent blatant defiance and rudeness (inc. swearing) towards other students

Behaviours resulting in health and safety issues without an injury

Unauthorised fundraising/income generation

Cheating on school assessed work/forgery (forging parent's or teachers' signature/ Using another student's diary without their consent/knowledge ) **(To be dealt with by the Level Coordinator)**

Bullying (e.g. Name calling) be it in the real or virtual world ( cyber bullying )\*

Concealing information to protect somebody who has seriously breached a school policy

Being present in an area not meant for them (boys/girls area, primary area, bus and car park area etc)

Buying and selling of unauthorised merchandise at school for personal gain

Wagging class within the school grounds – including mosque, health room and class

Misuse of computer/tablet/laptop (refer to ICT use policy)

Lying which may result in a threat, risk or safety issue to staff or peers which connects to a major or extreme investigation

Leaving class without permission

Plagiarising other students work **(To be dealt with by the Level Coordinator)**

**Please note : 3 mediums become 1 major**

\*Please refer to the Cyberbullying, bullying/harassment policy.

*\*This is not a complete list*



## Procedure of a Medium Incident

### 1<sup>st</sup> Offence

Recess/Lunch time detention and an sms to parents by the secretaries. Provide counselling if needed.

Students may be deducted 5 point from their merit score by the SWB team

### 2<sup>nd</sup> Offence

After-school detention and written advice to parents. Provide counselling if needed.

Students may be deducted 5 point from their merit score by the SWB team.

### 3<sup>rd</sup> Offence

Internal Suspension (counselling and/or Pastoral Care Coordinator consultation if needed)

Students may be deducted 5 point from their merit score by the SWB.

### 4<sup>th</sup> Offence

Behaviour is now treated as a first offence in the major category. The student is now referred to the Head of SWB

Students may be deducted 10 point from their merit score by the Head of SWB.

If a student commits their 8th medium then they will be placed on a behaviour contract.



**Major category – students may lose 10 points from their merit scores**

Leaving school grounds without permission

Driving into school alone (not accompanied by an adult)

Unauthorised access to specialty rooms or undesignated facilities

Stealing, accessing or using a student members property without permission

Physically touching and harassing a peers that clearly breaches acceptable interaction general

Smoking including e-cigarettes

Watching, encouraging, cheering and photographing/video-recording and/or

Uploading a fight onto social media - without making any effort to stop the fight or informing an authority figure

Inappropriate boy/girl interaction including on social media

Participating in a fight or any form of disruptive public behaviour that can turn into a group fight or disrupts the public peace

Unauthorised fundraising that may include fraud and self-gain

Bullying of a serious nature involving acts of racism, discrimination, persistent name calling, public humiliation, be it in the real or virtual world. Physical bullying disguised as an accidental pushing and shoving and encouraging others to do the same

Tampering with school safety equipment such as fire extinguishers, fire hydrants, Smoke alarms and first aid kits that can potentially create life threatening situations. This includes putting staff and/or students at risk. (To use discretion whether medium or major)

Physical contact – pushing and shoving but with physical injury and confined to a small group of students between 2-3 people, this includes physical play fighting (SWB to decide on whether its medium/major)

**Materials are of concern in nature (pornographic or extremely violent)**

Encouraging dissent among the Muslim Ummah by promoting different ideologies (Sectarianism & Mathahib)

**Hacking**

Behaviours resulting in health and safety issues without an injury

Blatant defiance and rudeness (inc. swearing) to students

Please note: 3 majors become 1 extreme

\*Please refer to the Cyberbullying, bullying/harassment policy.

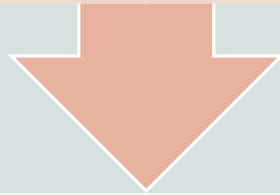


## Procedure of a Major Incident

### 1<sup>st</sup> Offence

At least one day external Suspension with advice of counsellor. SWB to prepare letter for the HOSWB to review

Students may be deducted 10 points from their merit score by the SWB.



### 2<sup>nd</sup> Offence

At least two days external suspension with counselling. SWB to prepare letter for the HOSWB to review. This suspension letter should advise parents that their child may be placed on a Behaviour contract.

Students may be deducted 10 points from their merit score by the SWB



### 3<sup>rd</sup> Offence

**This now becomes an extreme Procedure. Principal is informed and follows through final stages**





**Extreme category –immediate expulsion**

Sexual harassment (including inappropriate physical or verbal jokes/pranks)

Extortion

Possession of weapons for example penknife, slingshots, potato gun and laser guns

Stealing, accessing or using a staff members property without permission

Physically touching and harassing a staff that clearly breaches acceptable interaction general

Engaging in illicit boy-girl relationship on school grounds or using school facilities to further this relationship even if it is consensual including nudity (inc social media)

Possessing and using, sharing and selling illicit substances including posting his on social media (drugs and alcohol )

Gambling: participating and initiating involving money or property.

Engaging in dangerous and disruptive behaviours in public that can create dangerous situations e.G. Illegal public assembly, participation in group fights, instigating, planning and orchestrating a group fight for public spectacle

Promoting terrorism or participating in terrorism even if it is outside the school.

Misusing electronic equipment and social media involving elements of fraud and illegal activities such as identity fraud (victim may include students or teachers) bullying, harassing, defaming

Cheating during major and national exams

Serious prank calls and hoaxes. (Example involving bomb scares and any form of intimidation that threatens life and limb).

Bullying of staff and students of a serious nature involving acts of racism, sexual harassment, discrimination, persistent name calling, public humiliation be it in the real or virtual world. Physical bullying disguised as an accidental pushing and shoving which is persistently committed over an extended period of time and encouraging others to do the same (causing immediate and prolonged stress which inflicts social, emotional and psychological damage)

Harassing staff after hours

Any physical altercations that could result in serious harm (inc king hit/coward punch)

Using everyday objects with the intent to hurt someone

Any form of pre-arranged group fights including bringing the school into disrepute

\*Please refer to the Cyberbullying, bullying/harassment policy.



## **NOTE:**

### **Mobile Phones**

**1<sup>st</sup> Warning** – *The mobile will be confiscated until the end of the day and parents will be given a letter.*

**2<sup>nd</sup> Warning** - *The mobile will be confiscated until the parents come for a meeting. The parents and students will be provided with a written warning.*

**3<sup>rd</sup> Warning** – *The mobile will be confiscated until the end of the year. Parents may request for the sim card if required.*

**Corporal punishment in any form of physically touching a child with the intent of hurting them is not permitted under any circumstances.**

- Ensure the student had the opportunity to be heard
- Any documentations provided by the student or relevant person have been taken into consideration
- Other forms of action to be addressed before the suspension is recommended
- Identify the relevant person and ensure they are involved in the process (*parent/guardian*)
- Have made reasonable adjustments to students where the behaviour is a manifestation of disability
- Verbally notify the student and the relevant person and the reason for the suspension
- Immediate suspension is when a student has been asked to leave the school grounds (*with the parent's knowledge*) without prior warning and/or investigation. This can occur if a student behaves in such a way, that would provide the basis for a suspension ordinarily or their behaviour is such, that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.
- Ensure the suspension letter identifies the school days on which the suspension shall occur
- Where the suspension will occur (*i.e. external/internal*)
- Provide contact details for additional support services
- Arrange for appropriate school work during the suspension (*if it is 3 days or more for year 7–10 or 1 day for VCE students*)
- The incident must be recorded
- Students may be put on a Behaviour Management Plan
- Suspension/Expulsions can only be issued by the principal (or the Vice Principal (or their delegate) in the absence of the Principal).
- All correspondences, both verbal and written must be documented and saved into the student file by the staff member dealing with the student at the time of the incident.
- This policy is uploaded onto the College website and upon request. New students are also provided with a copy upon entrance.



Expulsion can only be used after all other forms of behaviour management have been exhausted and the school must demonstrate evidence that this has occurred. Expulsions cannot be implemented as a consequence for events of novel nature (*such as one-off pranks*) that does not cause any harm to other students or member of the school community.

The students behaviour must meet one or more of the following conditions:

- Behaves in such a way as to pose danger, whether actual or perceived to the health, safety or well-being of any person
- Cause significant damage to or destruction of property
- Commits or attempts to commit or is knowingly involved in the theft of property;
- Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or well-being of any person;
- Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation;
- Personal association (*whether as a relative or otherwise*) with a person who is identified by reference to any of the above attributes;
- Consistently behaves in an unproductive manner that interferes with the well-being, safety or educational opportunities of any other student
- Only the Principal has authority to make the final decision on the suspension or expulsion of a student. If they are unavailable the Vice Principal (or their delegate) will be delegated this role.
- In both cases, for students who have separated parents, it important to remember that suspension and expulsion are serious disciplinary measures and therefore all parents and careers are entitled to be notified of the intention to suspend or expel the student. In circumstances where there is more than one parent or career who would like to participate in the suspension and expulsion process, it is important to involve all of parents in the process.