



Behaviour Management Guideline- Primary 2018



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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, promote positive behaviour and promote a safe, respectful and caring environment for all students and teachers. This will enable our students to better manage difficult and stressful situations, develop self control and mastery in managing themselves, their behaviour and relationships. This will allow them to reflect upon their choices in order to make the necessary changes to their behaviour as global Muslim citizens.

The Primary School 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 and approach behaviour issues with a positive mindset.
- Promote the School Values – Code of Cooperation – in their classrooms, on the school yard and all school settings
- Address Inappropriate Behaviour within the college environment
- Ensure that students understand the consequence of their actions and are given support to rectify the problem.
- Ensure that the consequence is related to the behavior, and is reasonable.
- 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.
- Communicating the relevant school policies to students.
- Discussing behavior management as a regular agenda item.
- Developing Individual behavior management plans.
- Supporting and guiding new staff through mentoring and coaching.
- Liaising with the school's Students Services Department and Counselling team for ongoing advice and support.
- 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 (Bucket Filling/Class Dojo/Circle Time/Attention Grabbers...)
- 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.



OUR VALUES


RESPONSIBILITY: Every member of Al-Taqwa College is expected to preserve and promote the safety of other members

RESPECT: Every member at Al-Taqwa College is expected to respect others, respect school policies and respect the property of the school

COOPERATION: Every member at Al-Taqwa College is encouraged to work as one team to promote a healthy and positive environment

HONESTY: Every member at Al-Taqwa College is expected to be sincere about their work and behaviour

DOING YOUR BEST: Every member of Al-Taqwa College is encouraged to achieve their best, support the school ethos, support individual needs and talents, and promote wellbeing in a friendly environment



The Role of Primary Sub School Leaders and Team Leaders

Primary leaders support 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 Primary Sub School Leaders 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
- Identify and cater for the individual learnings needs of students
- Establish a positive teaching and learning environment
- Provide opportunities for students' and parents to discuss the students' learning and 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
- Establish clear school rules which are known and understood by all school community members
- Monitor students unknown absences
- Establish and communicate networks to support students and their parents
- Ensure students feel safe and have a sense of belonging within the school community



Rights & Responsibilities of Staff Members

Like a ship's captain without a chart to guide him, a teacher can be easily blown off course, find themselves floundering on high seas or even face mutiny, Jenny Mackay

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 stationary 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

Empowering Students

- Better Buddies program endorsed by the Alannah and Madeline Foundation (refer to Alannah and Madeline Foundation Framework)
- Foundation Fine Motor Skills Program.
- Grade 4 Anti-Bullying Program.
- Middle Primary Program Achieve.
- Al-Taqwa SRC Leadership Program (refer to Primary SRC Process and Procedure Document).
- Student surveys conducted on a regular basis.
- Incorporating Quran, Sunnah and Hadith throughout the school year activities and planning
- Morning Assemblies and Performance Assemblies
- KidsMatter whole school implementation.
- Grade 6 Student Enrichment Program



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 a 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, a range of award systems will be implemented. Awards will be periodically honoured to students who demonstrate the school values which allows parents to view their child's behaviour on a regular basis and aims to improve the communication and relationship between parents, students and teachers.

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.

Award System

- Nominating students for assembly certificates
- Nominating students for special award or recognition
- Nominating students for student of the month certificate based on the Primary School Values
- Nominating classes for golden stars, Golden broom, trophy, etc
- Nominating Students of Academic Excellence for the Dux Award
- Nominating students for Academic Excellence, Academic Achievement Awards, Endeavor Awards, Sports Awards
- Nominating students for the Value Awards



Whole Primary School reward System – Golden Stars

The Golden stars reward system at Al-Taqwa College recognises our student's efforts and achievements throughout the year.

The system cover all areas of the student school life and it aims

The aim of the reward system is to provide positive learning environment and encourage the students to develop self-discipline

Golden stars can be nominated by our Heads of department, specialist teachers, CRT's and when teachers are taking extra classes. Homeroom teachers are not to give their own classes golden stars. Teachers can email/message all golden star nominations to the head of primary admin person.

The responsibility of the admin person is to update the golden stars booklet on a regular basis in the Golden star books and on the boards opposite the Islamic Department.

The heads of department decides on the number of golden stars the nomination will receive, for consistency. For an update on your students Golden star record, please see the

Classes with the most stars at the end of the semester and year are awarded with gifts or free excursions.



Golden Stars can be nominated for:

Clean & organised classroom
Following classroom rules & good behaviour
Lining up, walking in a straight line
Recitation of Quran or Duas in an excellent manner
Praying correctly as a class OR showing improvement in their prayer
Walking quietly to the Masjid or specialist classes
Whole class submitting forms on time
Whole class wearing their hats/bringing water bottles
Following the value of the month
Picking up rubbish outside voluntarily
Observing rules in assembly
Students bringing healthy food to school



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.



Definition of each Category

Minor

Behaviour that impacts only the student in the short term and may seem small at first. However if not addressed in a timely manner may lead to ingrained unhealthy habits & behaviours that will impede or damage the child's intellectual, physical, emotional, social and spiritual (Islam) long term development.

Medium

- Disrupt learning consistently and for extended periods of time.
- Compromise other students' health, safety and well-being.
- Show disrespect to peers, teachers and people in authority, in a manner that runs counter to our Islamic values and teachings.
- Are generally morally unacceptable or anti-social.
- Are purposely done and provoked

Major

- Showing extreme and blatant disrespect to teachers and school authority without provocation or a logical rationale.
- Behaviour is intentional and/or is malicious.
- Create dangerous OR potentially dangerous situations
- Behaviour is bordering on criminal activity in nature.
- Behaviour is immoral, anti-social and against the teachings of Islam.
- Behaviour breaches student policies that are meant to ensure their health, safety and well-being.

Extreme

- Is intentional and premeditated with clear malicious intent to cause harm.
- Criminal in nature and falls under major offences punishable by law.
- Against the fundamental teachings of Islam and is "haram" (prohibited).
- Poses immediate health and safety threats to others in the school/ community which may result in long term harm to their wellbeing.
- Brings disrepute and great harm to the image and standing of the school, community and Islam.
- Is provocative, anti-social and goes directly against the democratic principles and values of Australia as a peaceful nation.



Examples of a Minor Incident

Minor category –

Late to class

Leaving class without permission

Not bringing stationery or necessary learning tools

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

Lying

Throw rubbish on ground

Lost diary, damaged diary, diary not signed and not bringing diary to school

Disobeying teacher instruction or person in authority

Sharing food which is in contradiction of our anaphylaxis policy

Sharing and chewing gum

Unclean and incorrect uniform (including makeup, jewellery, haircut, nose ring/studs and end of year graduation attire) *

Bringing and using electronic equipment and personal devices *

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

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

Non-submission of assignments, unsatisfactory progress or academic performance

All items under this category needs to be dealt with by the homeroom teacher. If a student repeatedly breaches the same rule only then are they to be sent to the Team Leader. Please keep record of the date and description of each incident. This is not a complete list.

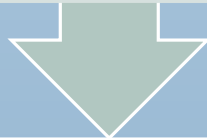
**Please see the notes section for further information regarding mobile phones, Uniform and Use of Electronics.*



Procedure of a Minor Incident – of the same offence

1st Offence

Verbal Reminder and/or Warning/Students with inappropriate haircuts sent home



2nd Offence

Verbal Warnings and note in Diary to Parents.



3rd Offence

Recess/Lunchtime Restorative reflection by staff and a note sent to parents. Parents need to sign and return to school.



4th Offence

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



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

Misbehaving in the Masjid

Blatant defiance and rudeness to a person in authority

Behaviours resulting in extended disruption of learning and/or creating health and safety issues

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

Unauthorised fundraising

Cheating/forgery (forging parent's or teachers' signature/
Using another student's diary without their consent/knowledge)

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

Bringing Mobile Phones to school *

Possessing and playing with playing cards of any form

Buying and selling of unauthorised merchandise at school for personal gain

Wagging class within the school grounds – including masjid and class

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

Distracting others & causing extensive disruption of learning

Please note : 3 minors become 1 major

**This is not a complete list*



Procedure of a Medium Incident

1st Offence

Recess/Lunch time Restorative reflection and written advice to parents (To be dealt with by the classroom teacher)



2nd Offence

In school Service and written advice to parents. Provide counselling if needed.

2 week behavior tracking record to be prepared and monitored by the sub school leader



3rd Offence

Internal/External Suspension and meeting with parents and counselling and/or Imam consultation when needed (Head Level)

Behavior Contract may be considered at this stage after external suspension



4th Offence

Behaviour is now treated as a second offence in the major category. The student is now referred to the Sub School Head

The students behavior record will always determine the course of action to be taken



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

Leaving school grounds without permission

Driving to school alone (not accompanied by an adult)

Unauthorised access to specialty rooms

Stealing

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

Gambling: participating and initiating

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

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.

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

Serious misuse of computer/ tablet/laptop/ social media

Major disruption to learning

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

Involving elements of serious bullying

Encouraging dissent among the muslim ummah by promoting different ideologies (Sectarianism & Mathahib)

Hacking

Blatant defiance

Using everyday objects as weapons (other than the weapons mentioned in the extreme category) with the intent to hurt someone

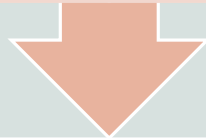
Please note: 3 majors become 1 extreme



Procedure of a Major Incident

1st Offence

Internal Suspension with advice of counsellor.
Sub School Head to prepare letter for the Principal to sign



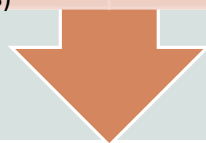
2nd Offence

1-2 days external suspension with counselling and a Behaviour Management Plan. Sub School Head to prepare letter for the Principal to sign



3rd Offence

3-5 days external suspension . Secondary Deputy Principal to prepare letter for the Principal to sign. Meeting with parents, Imam and counselling recommendations)



4th Offence

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

The students behavior record will always determine the course of action to be taken



Extreme Category –Immediate Expulsion

SEXUAL HARASSMENT

EXTORTION

POSSESSION OF WEAPONS FOR EXAMPLE PENKNIFE, SLINGSHOTS, POTATO GUN AND LASER GUNS

ENGAGING IN ILLICIT BOY-GIRL RELATIONSHIP ON SCHOOL GROUNDS OR USING SCHOOL FACILITIES TO FURTHER THIS RELATIONSHIP EVEN IF IT IS CONSENSUAL

POSSESSING AND USING, SHARING AND SELLING ILLICIT SUBSTANCES (DRUGS AND ALCOHOL)

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, 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 INFLECTS SOCIAL, EMOTIONAL AND PSYCHOLOGICAL DAMAGE)

HARRASSING STAFF AFTER HOURS



NOTE:

A. Incorrect school uniform according to the Al Taqwa Uniform Policy and where the student does not have a note signed by parents. Highlighted shoes are not permitted and sports shoes are not to be worn on days where the student does not have P.E. Students must wear hats (navy blue preferably with the school logo) on the school yard during term 1 and term 4.

- 1. First reminder notice to be signed by parents and returned to classroom teacher to be filed by the teacher.*
- 2. Second reminder notice to be signed by parents and returned to classroom teachers to be filed by the teacher*
- 3. Third reminder notice and child sent home. Child can return to school when they are in the correct school uniform*

B. Inappropriate hairstyle (must be one length)

- 1. Parents notified, child must stay at home until hair style is appropriate.*

C. Use of personal Electronic devices

Coming to school with any electronic device including recording devices, camera, Mobile phones etc...

- 1. Device confiscated until the end of the term and parents will be notified. Parents can collect the device from school at the end of the term.*
- 2. Device will be confiscated until the end of the year and parents will be notified by phone call. Parents can collect the device from the school at the end of the year.*

D. School yard

Students are expected to play in allocated areas away from secondary buildings. The teacher on yard duty needs to ensure that students are playing ball games such as soccer and basket in the playgrounds allocated for such activities (Incident report to be completed by the teacher on yard duty where relevant/ when necessary).

- 1. Verbal warning and reminder of the school values*
- 2. Time out in the yard at an appropriate location*
- 3. Child removed from the school yard and sent to the coordinators office for written reflection time and parents notified (note in diary or call)*

Please read the below extract as a guideline when issuing suspensions/expulsions.

Where it states below 'the principal must' - this is a ministerial obligation.

Where it states below 'the principal should' - it is a best practice recommendation.



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 acting Principal 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.



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 Acting Principal 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.