



Al-Faisal College Behaviour Management Policy

Al-Faisal College has adopted policies relating to discipline of students based on procedural fairness as required by the Act. It is the responsibility of the College to determine incidents that require disciplinary action and nature of penalties that may apply based on unbiased decision. Procedural fairness is a basic right of all when dealing with authorities. It includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken.

Rationale

- To create and maintain a safe, harmonious and supportive environment for learning and a positive school culture.
- To maximise the potential for development of the school milieu.
- To value and respect all members of the school community.
- To actively and consistently implement this Behaviour Management Policy Plan.

Aims:

- To create a whole school approach to maintain acceptable and positive behaviour within the school.
- To identify and establish the rights, responsibilities and rules (The 3 R's) within the school community.

Objectives:

- To ensure all members of the school community feel safe, valued and supported.
- To promote and encourage self-discipline and positive behaviour.
- To ensure that all members of the school community understand and practise the three 'R's'.
- To ensure students take responsibility and accept the consequences of negative behaviour.
- To maintain a positive learning environment to foster the highest quality education.
- To create a supportive environment to enhance self-esteem.
- To ensure that staff, students and parents are given opportunities to be heard.

Strategies:

- To ensure that all members of the school community are aware of and understand the Behaviour Management Policy through:

- New staff induction workshops.
- Parent and caregiver information day program.
- Student workshops on empowerment to deal with negative behaviour (eg. peer pressure, bullying).
- Assist students to develop their networks (class or school prefects, student representative council (SRC), special student groups).
- Arrange workshops for teachers to equip them with strategies to manage behaviour of students.

The use of corporal punishment, in any form, is prohibited and has no place in the behaviour management policy and practices at this school.

Additionally the school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/guardians to enforce discipline at the school.

Monitoring and Review:

- The Behaviour Management Plan should be reviewed at the beginning of each year.
- Actively monitored throughout the year.

Responsibilities

- The Deputy Principal should review the Behaviour Management policy.
- Students, Parents/Caregivers and Staff should report to the Principal, Deputy Principal or Year Advisors/Coordinators regarding inconsistencies or problems with implementing the plan.

The Al-Faisal College Behaviour Management Policy is about leading, guiding, encouraging and instructing children within a framework of the three R's....

Rights

Rules

and Responsibilities

that apply to all of us at this school.....
staff, students and parents, so that a positive school culture is created and maintained.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Students have the right to be safe and happy, to be treated with dignity, to learn without continual disruption from others and to expect courtesy, fairness, respect and excellence in teaching.

RIGHTS Students have the right to.....	RESPONSIBILITIES Students have a responsibility to.....
Be and feel safe.	Help others to feel safe and secure in the classroom and in the playground.
Be treated with respect and fairness and as a social equal by other children and adults, regardless of difference.	Treat others with respect and consideration at all times.
Communicate and be listened to.	Listen to others and value their contributions and opinions.
Move around the school within the guidelines.	Move safely and calmly using the agreed guidelines.
Learn without interruption.	Allow others to learn without causing distractions.
A reasonable homework program to build on learning.	Organise and complete homework to a high standard and on time.
Participate in forming rules.	Own (accept) the consequences.
Use and share equipment in the school environment.	Use equipment safely and to share with others. Respect and care for all belongings and resources and the school environment.
Expect their property to be safe	Ensure that they do not take, damage or destroy the property of others.
Be proud of their school	Behave so as not to bring discredit to their school
Have a pleasant, clean and well maintained school and playground	Care for the school environment - to keep it clean and tidy, and be prepared to remove litter.
Expect the local community to support their school	Behave so that the community will respect the school
Be guided to learn self control	Learn self control

ACTION PROCESS FOR STUDENTS

Your safety is important and you should be protected all the time. If your rights are being infringed on then.....

1. Deal with it yourself - be polite and assertive.
E.g. "I don't like it when you _____, please stop".
If no success and the problem continues then.....
2. Ask for help - use your network (class or school prefects, special student groups).
If no success and the problem still continues....then....
3. Ask for help - ask the supervising adult (class teacher or teacher on duty).
If no success and the problem still continues..... then....
4. Ask for help - go and see the Primary or High School Coordinator, Deputy Principals or the Principal.

USE YOUR NETWORK FOR HELP!

A network is a list of people you feel comfortable with and you can go to for help. Teachers may help appoint members of this group from within the class. Remember if someone does not listen to your concern or is unable to help tell another person. This person may be your teacher, Primary or High School Co-ordinator, Year Advisor, Deputy Principal or Principal.

Keep telling until someone helps you!

STUDENTS' GRIEVANCES REGARDING TEACHERS

If you consider that a teacher's or a staff member's behaviour towards you has been inappropriate you should report the behaviour to your Year Advisor / Coordinator or another teacher you feel comfortable with. If the issue is not resolved then approach the Deputy Principal or Principal.

RIGHTS AND RESPONSIBILITIES OF CAREGIVERS

RIGHTS	RESPONSIBILITIES
Caregivers have the right to.....	Caregivers have a responsibility to.....
Know that their children are in a safe and supportive environment.	Support the school in promoting a safe environment. Ensure their children are at school during school hours. Inform the school if the children are absent.
Be treated with respect and fairness by all children and adults.	Treat everybody in the school community with respect and consideration.
Be kept informed in good time about general school events and issues.	Read school newsletter and respond appropriately. Get involved with events and support school activities.
Be kept informed about their children's progress.	Respect the professional judgement of the teaching staff. Make appointments with teachers at appropriate times.
Be kept informed if their children are having serious behaviour problems.	Work together with staff to help their children behave in a responsible and appropriate manner.
Have their children learn to their full potential.	Act as a partner with the school in the learning process.
Receive feedback regarding their children's homework responsibilities.	Ensure their children have a supportive environment for homework tasks and studies.
Have their children educated to accountable standards, in accordance with their abilities	Ensure that their children go to school regularly and on time.
Have opportunities to discuss concerns regarding their children's academic progress, behavior and welfare.	Ensure that diary is been monitored and teacher comments and requests are addressed. Request for a meeting with class teacher, Year Advisor/Coordinator or Deputy Principal.

ACTION PROCESS FOR PARENTS AND CAREGIVERS

If you feel that your rights are being infringed on.....

FIRST:

1. Talk to your child / children to check that:
 - Child is passing on correct information by using the diary
 - Letters and notes pertaining to special information are being given to you.
 - You are receiving fortnightly newsletters.

OR

Check your Parent Information booklet for any procedures or information that may help.

IF NO SUCCESS WITH NUMBER 1.....THEN:

2. Contact your child's teacher to:
 - Discuss
 - Clarify
 - Refer to another person if needed.

IF NO SUCCESS WITH NUMBER 2.....THEN:

3. Contact the Primary or High School Coordinator, the Deputy Principal and finally the Principal.

Any complaint about a teacher needs to be put in writing before it can be acted upon.

RIGHTS AND RESPONSIBILITIES OF TEACHERS

Teachers have the right to be safe and happy, to be able to carry out their professional responsibilities free from disruption, and to expect courtesy, fairness and respect.

RIGHTS Teachers have the right to...	RESPONSIBILITIES Teachers have the responsibility to...
Work in a safe and supportive environment.	Promote a safe and supportive environment for others.
Be treated with respect and courtesy by all in the school community.	Treat others with respect and consideration.
Teach without interruption.	Plan and implement a quality curriculum and work program, which are accessible to all children.
Expect appropriate behaviour.	Establish class rules and consequences negotiated with students.
Have personal belongings and the property of the school respected.	Respect the property of others.
Have the opportunity for professional development.	Take, organise and plan for their professional development.
The support of all the staff in the school.	Support other staff in the school.
A positive relationship with the children, parents and staff of our school.	Promote a positive relationship with all children and adults.

ACTION PROCESS FOR TEACHERS

If you feel that your rights are infringed on...

FIRST:

1. Speak with the person/people involved to clarify the situation/process.
OR
Speak with peers for some help.

IF NO SUCCESS WITH NUMBER 1... THEN:

2. Discuss at the staff meeting.
OR
Discuss with the Coordinator, Deputy Principal and Principal (in this order).

IF STILL NO SUCCESS WITH NO. 2... THEN:

3. Discuss with the Management Board of the school.

OBLIGATION OF TEACHERS

1. Actively promote, teach and support positive behaviour

Teachers need to create an environment that enhances responsibility, cooperation and promote positive behaviour.

This can be done in a variety of ways.

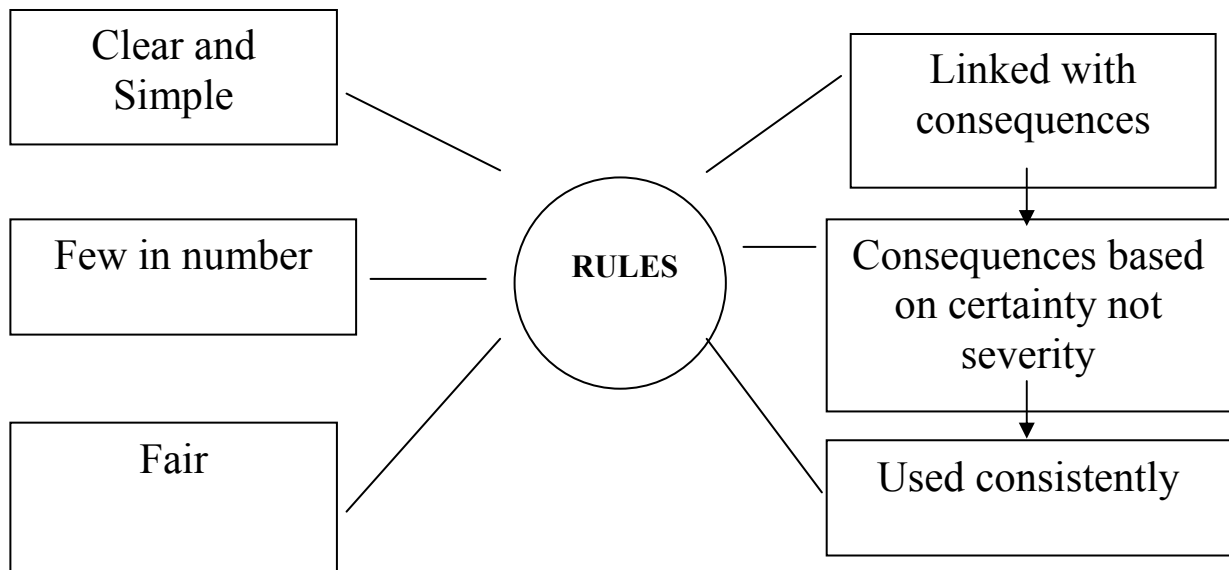
- Acknowledge students when they are behaving well, responsibly, positively and thoughtfully.
- Give regular encouragement (verbal and nonverbal) and descriptive feedback.
- Promote positive behaviour through the use of incentives - stamps, stickers, awards, positive language.

2. Report any form of child abuse or suspected child abuse

Our school is committed to providing all staff and students with a working and learning environment free from child abuse. To help maintain such an environment it is mandatory upon all staff members (teachers and other employees) of the school to report any case of child abuse or suspected child abuse of students by another employee of the school to appropriate authorities as required under Child Protection Amendment Act 2003.

WHAT ABOUT RULES?

Every social group, including families and schools operate within the boundaries of a set of rules.



The three R's of rules, rights and responsibilities will develop the following characteristics:

Self discipline
Respect for others
Co-operation
Fairness and honesty
Self esteem

OUR RULES

To help protect our *rights*
and to encourage *responsibility*,
we have **three** basic rules for our classrooms and for our
school community...

Rule One:

I will behave in a safe manner at all times.

Rule Two:

I will show respect for others, myself and property.

Rule Three:

I will work to the best of my ability at all times.

*Each child needs to know that he/she is responsible for the way he/she behaves.
Therefore, if a rule is broken there will always be a consequence.*

Consequences are:

Fair Certain and Logical

Consequences are a result of a previous action...

Consequences.....

- Focus on trying to witness children being good, rather than on negative behaviour.
- Logical consequences for example:
A child does something good... he/she is rewarded.

A child breaks a playground rule... he/she misses out on play.
A child destroys something... he/she must clean up, repair or replace.

- Child displays unacceptable behaviour...the behaviour plan process consequences apply.

Many consequences are obvious - no hat = no outdoor play.

EXAMPLES OF ACCEPTABLE AND COMMENDABLE BEHAVIOUR

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

- Honesty
- Respect
- Tolerance
- Modesty
- Courtesy
- Sincerity
- Trust
- Generosity of spirit
- Politeness in manner and speech
- Cleanliness and neatness
- Industriousness
- Hospitality and sharing
- Effort and achievement

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

PRACTICES FOR REWARDING OR COMMENDING ACCEPTABLE BEHAVIOUR

- Encouragement
- Praise – positive comments
- Awards –in class and assembly,
- Simple thank you and stickers
- Diary entry
- Individual or group praise

- Certificate or stamp
- A phone call to a parent
- Commendation to the Co-ordinator, Deputy Principal or Principal
- Recognition at a school assembly
- Giving special privileges – video, excursion, etc.

MINOR AND SERIOUS MISDEMEANOURS AND CONSEQUENCES

Examples of Minor Misdemeanours:

- Diary not signed
- Late to school/class *
- Improper uniform
- Not paying attention
- Excessive talking during lessons
- Shouting answers
- Class work or homework not finished
- Not on task
- Continuously not remaining in seat
- Out of class without a note or diary with relevant entry
- No diary
- Littering
- Diary not handed in when and where required
- Failure to bring appropriate equipment to class
- Failure to complete homework
- Minor disobedience
- Minor instance of inappropriate language
- Minor act of rudeness
- Minor acts of defacing property belonging to others or the school
- Chewing gum*

Consequences:

- Praise those who do the right things
- Reminder of school rules and responsibilities of students
- Verbal reprimand – clear, calmly given, explicit and unambiguous
- Impositions: writing of an explanation or an apology

- Lunch time detention
- In-class detention
- Time out in own class or another class
- Note in the diary
- Lunch time detention – after 3 diary notes/entries

* Chewing gum or 3 times late to school will result in after-school detention.

Examples of Serious Misdemeanours:

- Bullying in any form - verbal, psychological or physical
- Physical fights and causing injuries to others
- Racist, bigoted, intolerant or hurtful remarks or actions
- Deliberately hurting or endangering others
- Deliberately damaging or interfering with property of others
- Theft, dishonesty, including cheating and lying
- Interference with the rights of others, to teach or learn
- Violent, insolent or threatening behaviour
- Uncontrolled and repeated disruptive classroom behaviour
- Being in possession of a weapon
- Being in possession of cigarettes, alcohol, or any illegal substance
- Incurring too many lunch detentions within a specific time period
- Truancy, including leaving college grounds without permission
- Fighting
- Damaging property
- Forging a note requiring parent signature
- Continued failure to complete homework or bring required equipment to school
- Argumentative behaviour
- Blatant rudeness or insolence
- Continuous disruptive behaviour

Consequences:

- Impositions
- After school detentions
- Withdrawal of privileges
- Restitution – for damage of property

- Meeting with parents
- Suspension
- Exclusion

Unacceptable consequences:

- Physical punishment
- Belittling punishment
- Sending children to unsupervised areas or outside the classroom
- Name calling, sarcasm or verbal abuse

**PRACTICES FOR THE PREVENTION OF UNACCEPTABLE
BEHAVIOUR**

Al-Faisal College is trying to adopt a pro-active approach to behaviour management.

We need to have in place:

- High, yet realistic expectations of standards of behaviour.
- Consistent classroom routines and procedures.
- Clear and consistent school and class rules:
- Student Behaviour Agreement (SBA)
 - * Written together
 - * Discussed
 - * Displayed
 - * Referred to.
- A negotiated Code of Conduct (COC) developed at the beginning of each year.
- A clear classroom process for guidance sessions by the class teacher before the timeout process is used.
- Appropriate curriculum:
 - For individual needs

Focus on interests and talents
Build on confidence
Support for special needs

However, at times a student needs special help in order to act in an appropriate way. This is when we use an **Individual Management Plan**.

Individual Management Plan (IMP)

1. An Individual Management Plan is an agreement devised through discussion between the child, class teacher, school counsellor and parent.
2. It states the behaviour that is unacceptable and the desirable behaviour.
3. It says exactly how the desirable behaviour can be achieved through small steps.
4. It is realistic - and can be achieved.
5. It may be verbal or written or in simple visual form.
6. It may be displayed where the child can see it.

SCHOOL CODE OF BEHAVIOUR

Everyone in the school community i.e. students, teachers, parents and administrative staff have the responsibility to respect the rights of others. This will ensure that the reputation of the school and its members are enhanced and maintained. In order to act responsibly and respectfully towards others the following codes of behaviour are a guide:

- Be thoughtful, courteous and considerate to others at all times.
- Allow others to learn without disturbance or interruptions.
- Be peaceful and non-violent. Speak and act without hurting others.
- Respect colleagues, staff and personal property and school property.
- Be prepared and on time for classes and learning sessions.
- Use common sense, stop and think before you act. Take responsibility for your own behaviour and actions.
- Strive for positive behaviour and values, for example give praise not 'put-downs', share games with others, care for others' feelings.

GUIDELINES FOR APPLYING RULES IN THE PLAY GROUND

PLAYGROUND RULES

- Treat everyone with respect
- Ensure all the rubbish is placed in the bin
- Finish eating before starting to play
- Wear a sun safe hat which is part of school uniform
- Only non-contact sports are allowed
- In wet weather remain in the covered area
- Report any bullying, bad language or dangerous behaviour to the teacher on duty
- Keep hands and feet to yourself
- No 'put downs'
- Always care and assist students who need help
- Leave dangerous objects untouched and send someone immediately to report to the office
- Stop play immediately when the end of lunch or recess bell rings and return to class promptly
- No ball game is to be played before or after school
- Incident Reporting: Teachers are required to file incident reports on the day of accident. Injured person must be sent to the sick bay, school nurse.

PLAYGROUND PROCESS FOR IMPLEMENTATION OF PLAN

Steps 1-4

1) **Rules:** Learning rules relating to safe behaviour & movement routines. Positive reinforcement: Negotiate a class system (Student Behaviour Agreement)



2) **Rule reminders** (in case of not following rules)
The child is asked what the rule is. He gives the rule. He gives the rule and then states what they intend to do next (Follow the rule)



3) **Apply the consequence** if they continue the behaviour.



4) **Exit play area.** If the misbehaviour is serious/dangerous the child is sent straight to the Coordinator of High/Primary School or the Deputy Principal.

Exit play area and sent to the Coordinator (Primary), Year Advisor (Secondary) or Deputy Principal for:

- Dangerous behaviour
- Fighting or bullying
- Offensive or abusive language
- Refusal to follow instructions given by a teacher

Consequences

1. Minor misbehaviour: Timeout where the teacher on duty indicates
2. Serious Misbehaviour: After school detention, suspension or exclusion

CLASSROOM PROCESS FOR IMPLEMENTATION OF PLAN

1) **Rules:**

- Relaxed diligence by teachers
- Praise children for doing the right thing
- If you see or hear something act even if you are not on duty.

2) **Rule reminder:** Positive reminders to individuals and the whole class where necessary

3) **Choice:** Follow the rule or take the consequence

4) **Consequence:** Apply appropriate consequence Not severe but certain guidance, timeout, supervised time out, lunch time detention (primary).

5) **Follow-up:** This could be formal or informal, a chat, a think sheet

Minor Misbehaviour:

Classroom Based Rules and Consequences

1. Communicated between teacher and student
2. Based on and consistent with the Student Behaviour Agreement

For example:
Reminder of rules, warnings, etc. This is followed by class time out area, guidance sessions or 'personal response sheet'

Frequent Repetition of Minor Misbehaviour:

Consequence:
Individual Management Plan in the Time Out Room (another classroom). This can be followed up with a formal or informal talk.

Failure to comply with the timeout rules

results in an interview with the Primary coordinator / Year Advisor (Secondary) Deputy Principal. May be given after school detention and/or written warning. Repeated misbehaviour to be referred to the school counsellor for counselling. Following two after school detentions, the student is issued a Behaviour Card

Serious Misbehaviour:

For example:
1. Continued misbehaviour after three after school detentions
2. Dangerous and violent behaviour
3. Offensive or abusive language.
4. Unsatisfactory or incomplete behaviour card
5. Any other serious misbehaviour

Send to Primary Coordinator / Year Advisor (Secondary) or Deputy Principal.

Consequences:
suspension or exclusion

SCHOOL RULES

Teacher instructions must be acted upon within the guidelines of school rules and set within the framework of Rules, Rights and Responsibilities (The 3 R's).

Arrival and Departure

- Children must arrive by 8:40 am and leave by 3:35 pm. Late arrivals will be noted in a record book at reception. A late admission slip is required from the office and to be given to the class teacher.
- There is no duty staff before 8:20 therefore, children should not arrive earlier than 8:20 for safety reasons.
- All children should be collected by 3:35 pm. After this time there are no duty staff and no provision for care.
- During school hours, children can only leave the school grounds with permission. Parents need to notify the office regarding pick up arrangements.

Uniform

- Children must wear the proper school uniform at all times (Tie worn properly, shirt tucked in and cuff buttons on).
- Sport uniform to be worn on sports day only, unless otherwise specified by the school.
- Girls must wear the Hijab in the proper way (All hair and neck must be covered).
- In terms of jewelry students are allowed to wear simple wrist watch. Girls are allowed to wear only stud earrings. No other jewellery is allowed.
- Jewellery will be confiscated and kept in the office. Parents will be informed via student's diary or a letter.
- No make up or nail polish of any kind is allowed.
- Boys must wear short, neat hair (no gel).

Mobile phones will not be allowed inside the school compound. If found it will be confiscated and the student will be placed on an after school detention. If, for some reason, a student needs to bring a mobile phone to school, they must leave it in the front office in the morning and collect it after school.

School Property

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

Morning/Lunch Breaks

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

Toilets

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

Movement inside and outside the classroom

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

Personal Hygiene and Health

- Ensure nails are short and clean.
- Wash hands before eating.
- Head lice need to be treated immediately.
- A medical certificate is needed to return to school after an infectious disease.

Classroom Rules:

- Get to class on time
- Settle quickly and prepare for the lesson
- Have necessary materials
- Raise hands to answer or ask questions
- Use cooperative talk during class work time
- Behave in a safe manner
- Show respect for others, myself and property
- Work to the best of my ability

Playground Rules (See extended version)

- Wear a sun safe hat which is part of the school uniform.
- Respect others.
- Respect property.
- Always use safe behaviour.
- Share equipment with others and take turns.
- When the class bell rings STOP play and return to class immediately.

Additional Rules and Responsibilities

- Ensure that you are on time, organised and ready for classes.
- Always ensure you ask and receive permission, and teachers make appropriate diary entry before leaving the classroom.
- Ensure that you are organised during breaks to reduce the need to leave classes during learning sessions.
- Only one student (7-12) is allowed out of the class at a time for any reason.

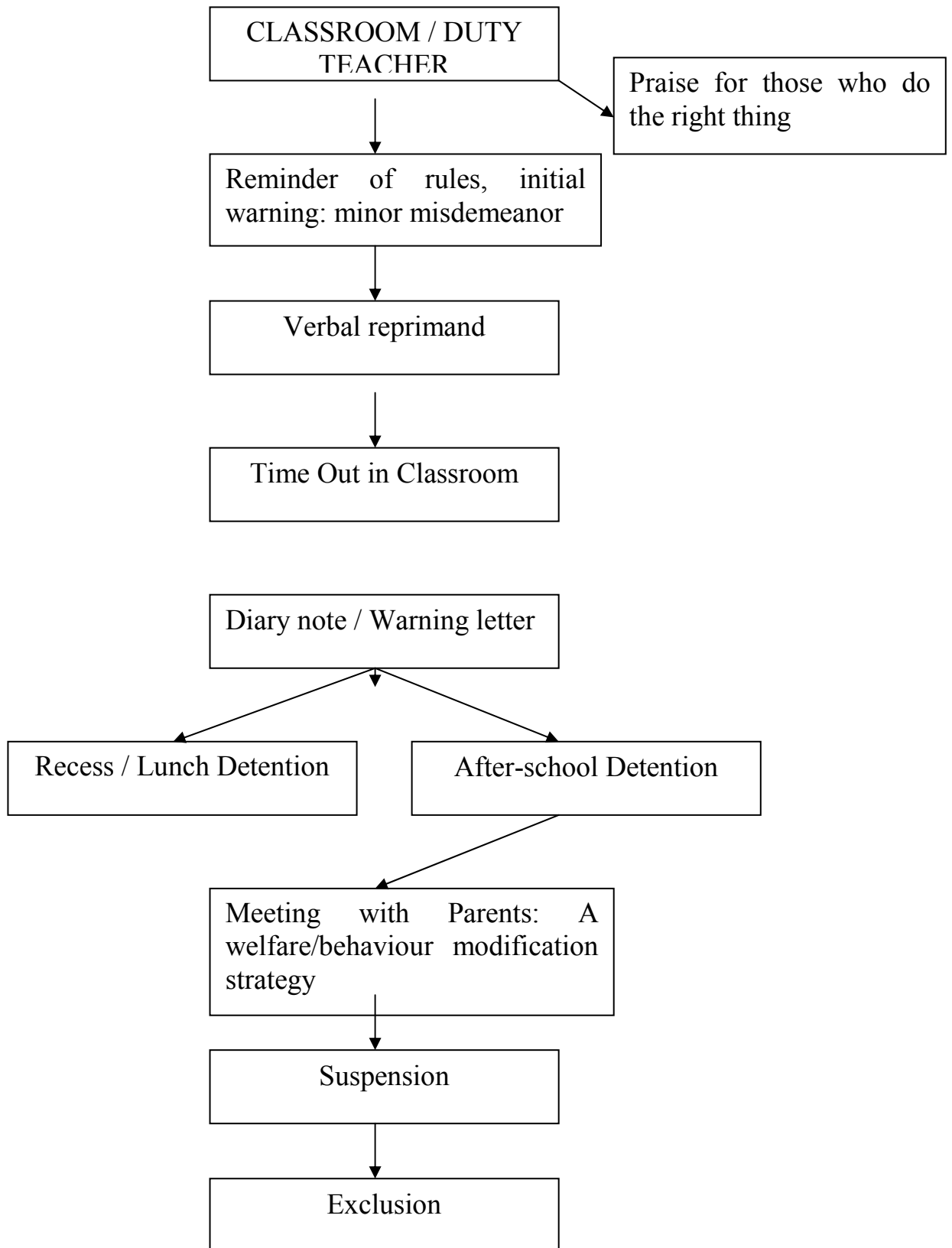
DISCIPLINARY ACTION CODE

1. **Initial Warning:** Initial warning for minor misdemeanor, and at the time of its happening, or as soon as possible.
2. **Verbal Reprimand:** Ideally by the teacher actually observing the (minor) misdemeanor, and at the time of its happening, or as soon as possible thereafter.
3. **Time Out in Classroom:** There are circumstances in which merely removing a student from the immediate environment in which unacceptable behaviour is occurring is enough to calm the student and situation down. When a student is given Time Out, the misdemeanor must be noted in his/her diary and parents must be verbally informed.
4. **Diary Entry / Warning Letter:** May be issued if a continuous pattern of failure to follow school rules becomes evident
5. **Lunch Time/Recess Detention:** Individual students, or, when judged appropriate, groups or classes, may be detained under certain circumstances. The student(s) must be directly supervised by the teacher concerned, or by another teacher, by arrangement.
6. **After-School Detention:** After school detentions are held for an hour after school, from 3.35 to 4.35 pm. Primary detentions are held on Tuesday afternoons. Detentions are issued by teaching staff, with the approval of Co-coordinator and the Deputy Principal. After school detention forms are issued to students. These forms must be signed by parents and returned to school as soon as possible. Students cannot attend after school detention without parent consent. Failure to attend after school detention may result in suspension from school. This may also include placing a student on an Individual Management/Behaviour Plan.
7. **Meeting with Parents:** It may form part of a welfare/behaviour modification strategy to meet with the parent(s) of a particular student. Such a meeting can:
 - Reinforce the seriousness with which the teacher views the behaviour

- Add the parents' support to help bring about improvement
 - Clarify reasons for the behaviour, which may not previously have been understood
 - Allows parents with an opportunity to be heard
8. **Counseling:** A child with persistent misbehavior may be referred by the teachers to the school counsellor for counseling. Further Management/Behavior plans may be devised.
9. **Suspension:** Suspension from school is the penultimate sanction which can be imposed only by the Principal and / or Deputy Principal. It will normally follow consultation with the teacher(s), students and parents.
10. **Exclusion:** 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.

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

FLOWCHART FOR DISCIPLINARY ACTION CODE:



Guidelines for Detentions and Suspensions

The following are guidelines for staff and should be adopted in line with the colleges rules, requirements and also enforced at the staff members discretion. If uncertain staff are to consult with Coordinators and Deputy Principal.

Causes of Recess / Lunch Detentions:

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

Student Behaviour Expectations at Recess / Lunch Detention:

- Students must attend on time
- Enter room without talking
- Sit upright in chair, without slouching
- Not talk or make any noises
- Not make any faces or movements
- Not communicate with others in any way
- Undertake any activity as requested by supervising staff

Causes of After-School Detentions:

- Incurring too many lunch detentions within a specific time period
- Truancy, including leaving college grounds without permission

- Fighting / Bullying
- Damaging property
- Forging a note requiring parent signature
- Continued failure to complete homework or bring required equipment to school
- Chewing gum
- Lateness to school (3 times)
- Argumentative behaviour
- Blatant rudeness or insolence
- Continuous disruptive behaviour

Students Behaviour Expectations at After-School Detentions:

- Students must attend on time
- Enter room without talking
- Sit upright in chair, without slouching
- Not talk or make any noises
- Not make any faces or movements
- Not communicate with others in any way
- Copy out the Student Welfare Policy on paper provided by the supervising staff member
- Submit written work to supervising staff member upon dismissal from detention

The Process:

All details for all offences at all levels must be fully documented and the matters discussed fully with students at lunchtime detention level, and also parents at after-school detention level.

It is important to remember that all records must be kept and be transparent, and produced if required at a later date. If there is any concern about possible ramification abuse, misinterpretation or misrepresentation the staff member should ensure that another staff member is also present.

If police are to be involved, the college should notify parents beforehand and may act as loco-parentis with parent's permission. Notes should be kept of all such interviews, and be as direct a transcription as possible.

Students must always be made fully aware of their rights as well as expectations and responsibilities. Students should always be given a fair hearing and have access to an appeals process.

Suspensions will be carried out by the Principal and Deputy Principal in consultation with the Coordinator. When such decision is made, parents will be contacted and confirmation of such decision will be made in writing on the same day.

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

All relevant teachers will be informed of student suspensions. On conclusion of the period of suspension, the student may only re-enter school after an interview with the Deputy. The student will then be issued with a 'permission to return to class' note.

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

For further information please refer to the Student Welfare Policy.