

EATON COMMUNITY COLLEGE

**BEHAVIOUR
MANAGEMENT
POLICY
2016-2018**

BEHAVIOUR MANAGEMENT POLICY

PURPOSE

Teachers at Eaton Community College believe in creating a learning environment that is welcoming, supportive and safe. The learning environment conveys the ways in which individuals are valued and reflects expectations regarding behaviour. We strive to develop an environment that encourages emotional and physical safety, respect for others and minimises the impact of disruptive or poor behaviour. All members of our College community share responsibility for the maintenance of good order and personal safety within Eaton Community College.

The following policy reflects the *School Education Act (1999)*, *School Education Regulations 2000* and is aligned with the Department of Education *Student Behaviour Policy 2016*.

This is supported by the *College Ethos*, supportive approach to student well-being through the *College Well Being Plan 2016* and our commitment to the methodology and principles of restorative justice.

COLLEGE FOCUS AND CODE OF CONDUCT

At Eaton Community College we aim to develop the 'tools' for individuals and groups to deal effectively with the opportunities and challenges that they will encounter both now and in the future. This includes teaching and developing the behaviours and attitudes that enable individuals to succeed in an increasingly complex world.

The values that we share as a College community are highly important as they underpin the way in which we think and act. This is significantly relevant for behaviour management and the way in which we approach it.

Behaviour management is an educative process that aims to promote and develop values, which are ultimately reflected in the way we behave. At Eaton Community College our Code of Conduct reflects the belief that behaviours are learned and change over time and that, by working with parents and the wider community, we can create a more positive, respectful and caring world.

RESTORATIVE JUSTICE PRINCIPLES

Restorative justice refers to a philosophical understanding that when dealing with unacceptable or poor behaviour, we seek to teach what is appropriate behaviour. It focuses on the needs of the individuals involved, including the person or people perpetrating the poor behaviour and those who have been victimised. It is founded on the belief that restoring the relationship between the victim and perpetrator is more important and more effective than simply issuing a consequence, for which there is limited justice for the victim and limited accountability for the perpetrator. This does not mean that, where appropriate, consequences are not applied, but that by themselves consequences have limited educative value.

The key in this process is to acknowledge that everybody makes poor behaviour choices sometimes, that students have a limited set of behavioural responses that needs to be developed and students will add to their behavioural skill set when taught well.

CODE OF CONDUCT

College rules are based on the Code of Conduct and are for the purpose of defining boundaries of behaviour and protecting the rights of both the group and individual. As such, they represent broad parameters for staff and students. Individual class teachers and classroom environments will have their own specific rules and expectations underpinned by the College Code of Conduct.

RIGHTS

We all have the right to:

- Be treated with courtesy and respect.
- Learn and work in a purposeful and supportive environment.
- Be accepted as an individual.
- Achieve to our potential and be proud of our achievements.
- Express ideas and opinions and be listened to at an appropriate time.
- Be an individual at school.
- Participate in decision-making.
- Work and socialise in a safe, secure and clean environment.

RESPONSIBILITIES

We are all responsible for:

- Modelling courteous, honest and respectful behaviour.
- Keeping the school environment neat, clean and safe.
- Doing our best and encouraging others to do the same.
- Ensuring that our behaviour promotes a safe and supportive environment.
- Ensuring that our actions reflect positively on the school.

STUDENT

RESPONSIBILITIES

- Attend school.
- Wear the school uniform.
- Ensure that they are punctual and prepared.
- Behave in a way that ensures all students can learn.
- Demonstrate courteous, honest and respectful behaviour.
- Behave in a way that protects the safety and wellbeing of themselves and others.
- Ensure that the school environment is kept neat and tidy.
- Act respectfully towards everyone in the school community.

STAFF

RESPONSIBILITIES

- Establish a positive working environment
- Model courtesy, honesty and respect.
- Ensure good organisation and planning that is appropriate to the needs of the students.
- Regularly provide feedback and report on student progress.
- Ensure that the school environment is kept neat, tidy, safe and secure.
- Actively seek the best for students and to seek to resolve issues.

PARENT

RESPONSIBILITIES

- Ensure that their child attends school.
- Ensure that their child is provided with appropriate materials.
- Model courtesy, honesty and respect.
- Support school dress code.
- Work in partnership with the school and actively encourage and support their child's education.
- Initiate and respond to contact with the school to discuss issues and concerns relating to their child.

BEHAVIOUR MANAGEMENT PROCESSES

All members of our College community share responsibility for the maintenance of good order and personal safety within Eaton Community College. Although this is a shared role, classroom teachers must recognise the importance they play in this process. While students have a responsibility to behave appropriately and to take ownership of their behaviour and actions, it is the response of the teacher that will determine the outcome. Teachers are not only responsible for applying consequences for poor behaviour, but also for training students how to behave appropriately. This includes establishing and maintaining a safe and positive College environment and modelling appropriate behaviour. It is therefore necessary that each classroom teacher and/or learning area establish a behaviour management plan that applies the principles of this Behaviour Management policy.

Staff Roles and Responsibilities

Teachers are responsible for:

- promoting the College ethos and encouraging participation in the learning process;
- managing the classroom and school environment to promote positive student behaviour;
- teaching positive behaviour through modelling appropriate behaviour, responding to appropriate behaviour and using the principles of restorative justice;
- communicating to parents regarding the progress of individual students;
- actively resolving issues and following up student misbehaviour when it occurs;
- the application of educative, logical consequences for poor behaviour;
- developing plans for the improvement of student behaviour; and
- keeping appropriate records of student behaviour and actions taken to improve that behaviour.

Attendance

Any absence from school must be authorised by the College administration within 3 days of the absence occurring. Authorisation will only be given when the reason for the absence is given, either verbally or in writing, by a responsible adult listed as a contact on the enrolment register and it is deemed to be an acceptable reason by the College administration. This explanation should include the full name of the student, the date(s) of absence, and a valid reason. Examples of valid reasons include illness (mental and physical), appointments, planned vacations (when advised in advance), funerals, bereavement and some cultural activities. Examples of unacceptable reasons include shopping and birthdays.

If a student needs to leave school during the day parental permission is required. Students and/or parents must then seek permission from the College administration. Once authorised, the student will be issued with an official Leave Pass and may be absent from school for the times/dates written on the pass. If a student leaves the College grounds without permission a Head of Learning Area (HOLA) or member of the administration staff must be notified. Students who are out of College grounds without authorisation will be considered to be truanting and can expect appropriate consequences.

Absences may be communicated to the College administration either in person or by a phone call, SMS, email or a signed note.

Parents of students who have unexplained absences on their attendance record will be contacted by the College and asked to provide a reason for their child's absence. If no valid reason is provided and the child continues to accumulate unauthorised absences, further action will be taken.

For further information on attendance see the [Eaton Community College Attendance Policy 2016](#)

Lateness

Students who arrive late are required to sign in at Student Central. They will then be issued with a Late Note and be admitted to class. Students arriving late are required to have a valid reason and this reason must be advised by a parent. If they do not have a valid reason, the absence will be entered as 'LU' (Late – Unexplained) and an SMS will be sent to the parent advising of their child arriving late and requesting that they provide a reason. Students may be interviewed and later detained to catch up on work missed.

Parents of students who continue to arrive late without a valid reason will be contacted by the College and asked to provide a reason for their child's absence. If no valid reason is provided and the child continues to accumulate unauthorised absences, further action will be taken according to the Attendance policy.

For further information on lateness see the [Eaton Community College Attendance Policy 2016](#)

Students out of class during lessons

Students out of class but not leaving the school grounds should be issued with a movement pass or note advising that they have permission to be out of class by their teacher or a member of the school administration. Students are required to carry this for the duration that they are out of class.

If a student leaves class without permission a Head of Learning Area (HOLA) or member of the administration staff should be notified. Students who are out of class without permission will be considered to be truanting and can expect appropriate consequences.

For further information on students out of class see the [Eaton Community College Attendance Policy 2016](#)

Disruption to Classroom Environments

Students are expected to work and behave in a way that does not prevent them from learning or engaging in set tasks and does not interfere with the learning of others.

Dangerous Implements or Weapons

Weapons and dangerous implements are strictly prohibited and students may not bring them to the College. This includes any object which may harm or threaten to harm another person or property and includes matches and lighters. Teachers are authorised to ask any student with a dangerous implement or weapon to hand it over to them and are required to immediately refer the student/s to the College administration. Bringing dangerous implements or weapons to school will result in consequences being imposed and may include suspension.

Smoking, Alcohol and Drugs

Students are not permitted to bring cigarettes, alcohol, drugs or any associated implements onto College premises or to any College activity such as excursions, camps, socials etc. Such action will result in consequences being imposed. This may include suspension (*as outlined in the Substance Abuse-Misuse Policy*).

Theft and Vandalism

Theft and vandalism of any College or private property is unacceptable. Offending students will be required to engage in some form of community service or restitution and may face other consequences.

Verbal or Physical Harassment & Assault

Verbal, physical, racial or sexual harassment is unacceptable. When this occurs, restorative processes will be applied and consequences imposed. This may include suspension.

Verbal or physical assault of any person is unacceptable. When this occurs, restorative processes will be applied and consequences imposed. This may include suspension.

Bullying, Harassment and Victimization

Eaton Community College believes that students and staff should be safe and free from bullying, harassment and violence. (*See Bullying Prevention Plan*).

Mobile Phones and Electronic Devices

Students must take responsibility for their own mobile phones and digital media devices at school. The use of such items requires that students act responsibly and act in a manner that reflects the Computer and Internet Use Agreement that each student signs upon enrolling at Eaton Community College.

The use of mobile phones and electronic devices during class time is at the discretion of the teacher of that class. Students using these items inappropriately or when instructed not to do so will be asked to put the item away. If the student does not follow the instruction, then the item can be confiscated. It may then be logged and stored at Student Central. The device will be returned at the discretion of the teacher and, unless returned earlier, the device will be returned at the end of the day unless contact has been made with the parent and alternative arrangements made. Other consequences may also be applied.

Eaton Community College strongly recommends that valuable personal items are not brought to school as the College cannot accept responsibility for lost or stolen items.

MacBooks and Lap Tops

Students who have been issued with MacBooks must ensure that they are used and cared for responsibly. This includes abiding by the College Computer and Internet Use Agreement. Students who do not will have their rights suspended and the notebook will be confiscated for a period of time.

Bikes, Skateboards and Scooters

All bikes brought to school must be locked to the bike racks as soon as they arrive and not moved until the end of the school day.

Skateboards and Scooters are permitted at school but students must store them at Student Central before the beginning of the school day and should not ride them through the school grounds.

MANAGING STUDENT BEHAVIOUR

At Eaton Community College each staff member plays a different role in managing student behaviour. The principles of teaching positive behaviour and restorative practices apply to all staff but the application of these changes depending on the staff member's role.

Whole School Approach

All staff will manage student behaviour according to their roles in a way that reinforces positive behaviour and helps students learn appropriate ways of responding to a variety of circumstances in accordance with this Behaviour Management policy. This includes:

- developing a positive, supportive and caring school environment;
- using a consistent, firm and fair approach to behaviour management;
- developing and promoting school values, including:
 - using good manners;

- being courteous;
- showing care and understanding;
- being inclusive;
- respecting everyone and everything; and
- addressing poor behaviour when it occurs.
- promoting programs to maximize retention and participation;
- developing learning programmes that engage and challenge students; and
- catering for the educational, social, emotional and psychological needs of all students.

Classroom Teacher's Role

- Develop rapport with students and create a positive environment in class.
- Communicate with parents regularly to build positive relationships and to discuss improving their child's success.
- Provide consistency and high expectations of student behaviour.
- Have a behaviour management plan with individual and classroom strategies for behaviour management.
- Develop a range of choices and alternative consequences to respond to student behaviour.
- Resolve issues with students as they arise with students and following critical incidents.

Education Assistant's Role

- Develop rapport with students and encourage a positive environment in class.
- Provide consistency and high expectations of student behaviour with students assigned to their role.
- Manage minor behavioural issues with their students.
- Work with other staff to develop strategies that support the students in their care.

Head of Learning Area's (HOLA's) Role

- Manage and lead a team of teaching and non-teaching staff.
- Managing a cohort of students.
- Ensure your team knows and understands the school behaviour management policy and referral processes.
- Discuss and recommend behaviour management strategies with teachers concerning individual students.
- Assist teachers to develop their own class behaviour management plan.
- Encourage all teachers to provide documentation of their behaviour management interventions when referring a student.
- Help facilitate conflict resolution meetings between teachers and students.
- Refer students to Student Services or administration for further support as necessary.

Student Services Manager's Role

- Develop and maintain positive programs within the school.
- Focus on student attendance and engagement as key strategies to assist with building positive behaviour.
- Case manage targeted students at educational risk and planning for improvement with targeted responses contained in Individual Behaviour Plans (IBP's).
- Provide support to teaching staff and HOLA's with students exhibiting a range of behaviour.
- Facilitate conflict resolution meeting between teachers and students.
- Assist the facilitation of re-entry of suspended students into the school.
- Refer students to specific Student Services support staff for further support.
- Liaise with external agencies and parents to coordinate positive plans and targeted responses.

Associate Principal's Role

- Manage the Behaviour Management policy.
- Line manage the Student Services Co-ordinator.
- Manage whole school behavioural issues.
- Provide training, mentoring and skills in behaviour management for all staff.
- Support staff with targeted individuals and critical incidents.
- Facilitate conflict resolution meeting between teachers and students.
- Refer students to Student Services for further support.
- Manage the suspension of students for severe breaches of discipline.
- Liaise with external agencies and parents to coordinate targeted responses for students at critical risk.
- Coordinate professional learning with a focus on developing staff capacity and skills to manage students with challenging behaviour.

Reinforcing Positive Behaviour

Positive programs support, encourage and recognise students who demonstrate regular attendance, wear the appropriate uniform and behave appropriately. The goal of these systems is to promote a healthy, positive school environment.

Rising Suns

Each term, students who have maintained regular attendance, wear the uniform and have few behaviour reports are invited to participate in a function or excursion to celebrate and acknowledge their efforts. Data for this system is collected and updated by Student Central and by the Student Services Team.

Student of the Month

Teachers nominate students who best demonstrate a specific theme each month, which is based around the Code of Conduct. A student in each year group who receives the most nominations receives the final award.

Everyday Heroes

Students nominate peers for their positive behaviour and support of others.

Clubs

Students participate in a range of extra curricular clubs (e.g Kiwi Club, Breakfast Program, College Newspaper, Technology Club, Circus Club, Drama Club, Sewing Club, Homework Groups and more).

Faction Points

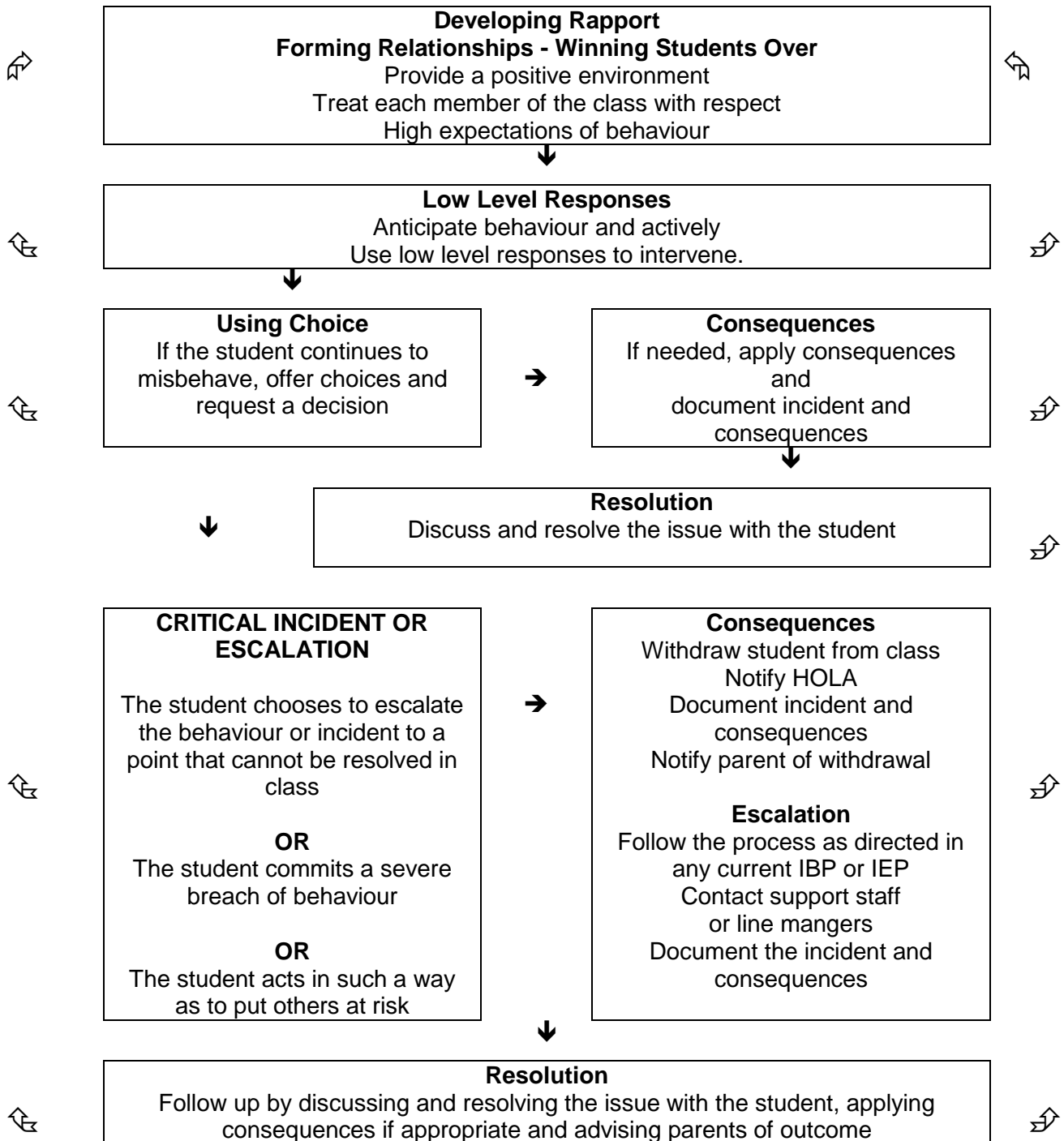
Students who display positive behaviours are given faction points. A monthly draw allows them to win a pizza or canteen voucher.

Letters of Commendation

Classroom teachers send letters of commendation to the parents/guardians of students for a range of criteria in class.

Managing Behaviour in the Classroom and School Yard

BEHAVIOUR MANAGEMENT FLOW CHART



Developing Rapport

The formation of appropriate relationships in the classroom is the most important and effective tool a classroom teacher can use. Not only does it model appropriate behaviour, it sets the stage for your expectations of your class. A positive relationship is critical when issues arise or the potential for escalation develops. We should not expect that a good relationship will prevent all poor behaviour, however it will;

- Limit the level and frequency of escalation
- Allow the teacher to re-establish the relationship after the incident has occurred.

Positive relationships in classes allow teachers to be more effective and more successful at teaching young people.

Low Level Responses

Good classroom managers do not achieve good behaviour without work and without planning effective responses to poor behaviour when it occurs. Apart from establishing positive relationships, anticipating poor behaviour and using a broad range of low level techniques is the best possible means of preventing poor behaviour from developing and escalating.

Low level techniques are a non-obtrusive set of skills and behaviours that enable the teacher to deal with poor behaviour that enable the core purpose of the lesson, teaching, to continue. They include:

Winning Students Over

The value of developing appropriate relationships is critical to behaviour management. Demonstrating care, concern and interest in the wellbeing and learning of every student will have both a positive impact on the lives of students and will enable the teacher to resolve behavioural issues far more effectively when they occur.

The Set

This is the appearance of the classroom, including its students and the teacher, as they enter and at the very beginning of the lesson before instruction has begun. It is very important that the set be calm, orderly and organised as it “sets” the tone of the entire lesson. If the classroom is messy, the students enter boisterously and the teacher is unprepared it is much more likely that misbehaviour will occur.

Signal to Begin

The signal to begin is a range of low level techniques that signals the teacher’s intention to begin a lesson or a new part of the lesson. It is essential to begin each lesson with an appropriate and effective “signal to begin” to gain the attention of students for the delivery of lesson instructions.

Non-Verbal

Non-verbal techniques are used to deal with minor issues, without disrupting the lesson. Many are preventative in nature. They include gestures, looks, scans, proximity, the pause, and planned ignore.

Minimal Verbals

These are short statements or the use of a name to deal with minor issues. By their nature, they are more likely to draw attention to the issue than non-verbal techniques, but are also intended to stop or prevent the behaviour before it escalates. Most typically, these interventions model appropriate behaviour or re-establish the type of behaviour required (e.g. “Put your hand up please.”), rather than a sermon or threat.

Choice

Choice is the cornerstone of responding to poor behaviour. When students initiate behaviour or respond to situations in the classroom that begin a process of escalation, choice enables teachers to de-escalate the behaviour. It focuses on getting the students to take ownership of their own behaviour and responsibility for their own actions. It aims to reduce, diffuse or de-escalate potential conflict between the teacher and the student, as well as reinforcing the teacher's expectations within the class.

Using choice is a highly effective tool when dealing with students' misbehaviour. It allows the teacher and student to maintain a working relationship at a point of conflict, reduces the opportunity for further escalation of an issue, and most importantly, it allows students to own and take responsibility for their own behaviour.

Using Choice Effectively

The choice should be related to the misbehaviour. The teacher should identify the misbehaviour and explain or remind why it is inappropriate. This should include an explanation of its effect on the class or others and how the choice will *reinforce these expectations*. It should allow the student and class to get back to task of learning and working.

The choice should not be punitive, but rather consequence based. The choice should be able to provide a positive outcome, which is appropriate behaviour, rather than simply punishing the offence. Consequences need to be clearly stated, but they should be consequences that lead back to the desired behaviour.

(e.g. "Please get on with the task. If you are not prepared to work here, would you prefer to work on your own in the corner of the room?")

It should be *logical and realistic and be connected* to the misbehaviour. You should not give choices that threaten or give rise to further escalations or to a power exchange with the student. You must be able to carry through on any choice or consequence.

The Choice should therefore *provide options* for the student to return to the appropriate behaviour and *de-escalate any potential conflict*. So that it can provide an opportunity for the student to resolve issue and continue in learning environment.

When to Use Choice

A Classroom Behaviour Management Plan should be based establishing a positive environment and on the expectation of using low level techniques to deal with misbehaviours. However, if a student ignores these strategies or escalates their behaviour, the teacher should use choices that end the escalation and get the student back to work.

After the student has made a "choice", it is essential to return to the top of the process and re-establish the teacher/student relationship. Choices are not meant to be punitive. Even if the student accepts a consequence as a part of the choice, it should be seen in the context as part of resolving the behaviour and the focus should return to the maintenance of the classroom relationship.

Consequences

Applying consequences is sometimes necessary to help teach appropriate behaviour. These consequences should remain the responsibility of the classroom teacher as it is their responsibility to resolve the issue with the student. Unless there is a serious breach of behaviour requiring immediate assistance (see Escalations and Critical Incidents), support from HOLA's and other administrators should only be sought to assist the teacher in deciding a course of action that the

teacher themselves applies. To this end, each learning area should have their own process for referral to HOLA's and this should be clearly articulated to all staff.

Withdrawal

A student may be withdrawn from a class when poor behaviour is disrupting the learning of others. The withdrawal of a student is a significant action in that it denies the student the opportunity to access the educational program during that lesson. The teacher **MUST** notify the parent of a student who is withdrawn at their next available opportunity and document the incident and notification details in SIS, either directly or via a blue form.

Sending Teacher Responsibilities

- Inform the student of the withdrawal and the reason for the withdrawal.
- Give the student a withdrawal slip and advise of the allocated withdrawal class.
- The student may be given work or a reflection instrument to complete in withdrawal.
- The student must be given the opportunity to resolve issue with the teacher. This may occur at the end of the lesson or at the teacher's next available opportunity. A further resolution meeting may be necessary if both parties are unable to resolve the matter at this time.
- A student may not be withdrawn for a further period if the matter is not resolved prior to then. Withdrawal is used to remove a student from class when their behaviour is highly disruptive so that others can resume learning.
- The teacher is responsible for initiating a resolution process. This may include applying choices for future lessons (eg. moving seats, a modified warning system used by the teacher, etc.) and/or consequences (eg. detention to complete missed work, tidying up the classroom if a mess was made, etc.).
- Record details of the withdrawal using the College's current recording procedures
- Inform the parent or guardian of the withdrawal within a reasonable time.

Receiving Teacher Responsibilities

- Remember that the withdrawn student may have just come from an escalated situation and may be agitated.
- Provide a safe place in the class for the student to sit.
- Ensure the student is not mocked or harassed by other students in the class.
- Do not question the student about the situation leading to the withdrawal or attempt to apply consequences.
- Seek assistance from a HOLA, Student Services Manager or Associate Principal if the student's behaviour in the withdrawal class is disruptive.

Detention

A student may be given detention during break times as a consequence for poor behaviour.

Process

- Inform the student of the detention and the reason for the detention to enable them to reflect on their behaviour.
- The student must be given the opportunity to attend the toilet and to eat if they wish.
- Make a record of the detention using the current College documentation procedures.

Teacher responsibilities

- The teacher applying the detention is responsible for the supervision of that detention.
- The student should be given the opportunity to complete school work, reflection sheets and/or discuss the situation that lead to the detention with the teacher in order to both resolve the issue and to avoid the situation occurring again.

- The teacher should reflect on restorative justice principles, assessing the value of the detention and the opportunity for the student to reflect on their behaviour, learn and make positive changes.
- Parent or guardian contact is not required, but teachers are encouraged to discuss their concerns with the parents and guardians, particularly if issues are on-going.
- **After School Detention:** Detention may not be used for after school unless with the consent of the Principal, who will require specific records of the date, time, duration, parent or guardian contact details, how the detention was used and follow up support. Parent guardians must also be informed of the detention with sufficient notice.

Escalations and Critical Incidents

Students who escalate an incident pose a significant challenge to any classroom teacher. If a situation has escalated to the point where a student or students are highly disruptive, refusing to follow reasonable instructions or acting in a threatening or dangerous manner, the teacher should seek immediate assistance from a HOLA, Student Services Manager or Associate Principal.

Teachers must recognise that they themselves can play a critical part in whether a student is empowered to engage in a power struggle or not. A willingness to resolve the incident, rather than to raise the stakes in an argument with the student, will often result in a diffusing of the incident and will allow for a better resolution later on.

SUSPENSION

A suspension may occur as a result of a breach of the behaviour management policy. The suspension may be as either an internal or external withdrawal from class. The decision to suspend rests with the Principal, or his delegate, given that the following conditions have been met.

PROCESS:

Procedures for Suspension

A decision to suspend a student is not automatic and will only be made once the following procedures and criteria have been met.

1. An incident occurs and is reported to a member of the College Leadership Team (Level 3 or higher) by the teacher.
2. The incident is investigated to the extent that the Leadership Team member has formed the belief that the student has behaved in a manner that warrants a suspension. This may include:
 - Reviewing the incident with the teacher
 - Confirming and checking any conflicts of information that emerge
 - Interviewing other parties
 - Discussing the incident with parents informing the parents of an potential intention to suspend
 - Reviewing this information with another member of the management team to assess the available information and the decision whether a suspension is warranted for the incident.

At all times, procedural fairness must be observed for all parties involved. Consideration regarding the effectiveness of the suspension or the length of a suspension is also discussed.

Once the decision has been made to suspend, the following is required:

1. The student and their parent or guardian must be informed of the decision to suspend and the length of time of the suspension and the period of suspension.
2. The details must be entered into SiS before the end of the day and a letter printed. A copy must go to the parent/guardian (often via the student) and a copy placed on the student file.
3. A student must not be permitted to return to any class or break once the decision has been made to suspend and they have been informed of that decision.
4. Where a parent or guardian is unavailable to collect the student, they must be withdrawn to direct supervision until such time as the school day ends or they are collected. Alternate breaks are provided in such cases.
5. Following a return from suspension, some form a re-entry process must be put in place. This may take many forms, depending upon the nature of the behaviour and what is the most effective method of resolving the issue.
6. The student cannot be prevented from returning to school if the re-entry process has not been entered into (eg. teacher is unavailable for a conference). In some cases a student may not be returned to a specific class until the matter has been resolved, but under no circumstances should this be allowed to carry on for an indefinite period. Every effort must be made to expedite this process quickly, in the best interest of the student and teacher involved.

Additional Considerations

7. Additional days cannot be added following the suspension.
8. A student cannot be suspended during a holiday period. All suspensions must be within the school term that the incident took place.
9. A student can only be suspended for a maximum of five (5) days, unless the Principal determines that a lengthier period is required based upon the nature of the offence.
10. Each suspension must be based on the merit of each incident. A student cannot be suspended for accruing a series of smaller behaviours which add up to reason enough to suspend.
11. Equally, a student cannot be suspended for an incident, if other consequences have been handed out and completed. If teachers believe that an incident is significant enough for a suspension, they must refer the matter to the Leadership Team member. (*eg. Student X swears at teacher, who reports the matter incidentally a few days later after having informed the parents and given the student detention. The student cannot be suspended for this incident*).
12. A student will not be suspended simply because a staff member believes that this is appropriate and makes the decision to inform the student that they will be suspended and the suspension is done automatically in order to support the staff member's public statement. All suspensions are based on the merit of each individual event and staff are directed not to make such statements.
13. Any student suspended for three (3) days or more must have an educational program provided for the duration of the suspension.
14. Incidents leading to suspensions must be investigated in a timely manner. They should be viewed as a priority. It would unacceptable in most cases, to suspend a student days after a serious incident, unless there were factors which mitigated it and the parent was aware of a potential to suspend soon after the incident.
15. The Senior Administration (Level 4 and above) must be notified of any suspension as soon as possible so they are able to deal with any issues arising, such as parent phone calls, should they occur.
16. Affected staff should be informed of the suspension or other outcome as soon as possible.

CATEGORIES OF SUSPENSION

Category 1: Physical assault or intimidation of staff.

Physical intimidation refers to any physically threatening behaviour towards school staff.

Category 2: Verbal abuse or harassment of staff.

Verbal abuse or harassment of staff including offences such as stalking, sexual harassment, sexual innuendo and manipulation.

Category 3: Physical assault or intimidation of students.

Physical intimidation refers to any physically threatening behaviour towards a student.

Category 4: Verbal abuse or harassment of students.

Verbal abuse or harassment of students including offences such as stalking, sexual harassment, sexual innuendo and manipulation.

Category 5: Willful offence against property.

A willful offence occurs when there is intent to deface or cause damage to property. It also encompasses the act of theft.

Category 6: Violation of school Code of Conduct, behaviour management plan, classroom or school rules.

Category 7: Substance misuse.

Incidents involving substances that are not illegal but threaten the good order and proper management of the school. Substances such as cigarettes, alcohol and misuse of prescribed medicines are covered by this category.

Category 8: Illegal substance offences.

The substances referred to in this category are those deemed illegal under the Criminal Code.

Category 9: Other.

This category is retained for other serious incidents that are not encompassed by the first eight suspension categories.

SUSPENSION RE-ENTRY FLOW CHART

