**PREAMBLE**

In both the Junior and Secondary School sections of the College, the following disclaimer applies: *At Green Point Christian College no form of corporal punishment is used and there are no exceptions to this rule. This includes staff members whose children attend Green Point Christian College.*

At Green Point Christian College, in light of God being our Almighty Creator and in response to all He has done for us, we as a school community desire to honour God in our daily lives and relationships. Therefore we seek to Love the Lord our God with all our heart, soul, and mind. We also seek to love our neighbour as ourselves. Matthew 22: 37-39.

The responsibilities and expectations of each individual within our community have been centred on the desire to have relationships that are pleasing and honouring to God. These responsibilities and expectations are Biblically based to ensure our school community operates so that all individuals grow in their relationships with God and others in a safe, uplifting environment.

Parents are an integral part of any discipline within the school because of their Biblical responsibility to raise their children and we seek to encourage their participation and support within this area. In addition, we seek to assist and support parents in the Godly development of their children.

Understanding that we all fail and fall short of God’s expectations, the cornerstones of this Behaviour Management Policy will be Love, Grace, Mercy and Justice.

**INTRODUCTION**

Our vision at Green Point Christian College is “Excellence in Christ Centred Education.”

Our priority is to instruct students in the ways of the Bible, which is God’s Word, and hence grow in their relationship with God.

Proverbs 1:7 “The fear of the Lord is the beginning of knowledge, but fools despise wisdom and discipline.”

Discipline is a Biblical principle and parents are required to “bring them up in the training and instruction of the Lord.” Ephesians 6:4

When a parent delegates to a teacher the responsibility of assisting in bringing up their child he also delegates the right to honour and respect and the responsibility to discipline the child. Proverbs 22:6 commands parents, and by extension teachers, to “Train up a child in the way he should go, And even when he is old he will not depart from it.” This is what parents have been commanded to do.

The letter in Ephesians (Ephesians 6: 1-3) instructs children in their responsibility. “Children obey your parents in the Lord, for this right. Honour your father and mother – which is the first commandment with a promise – that it may go well with you and that you may enjoy long life on the earth.”

Our aim is to encourage students to follow this principle and redirect them when they struggle. Our goal in training students according to the Biblical principles above is so that “We proclaim Him, admonishing and teaching everyone with all wisdom so that we may present everyone perfect in Christ.” Colossians 1: 28
ASPECTS OF OUR DISCIPLINE PROCESS

1. Home-School Partnership
Partnership between home and school is vital, with open two way communication between home and school being an important part of this.
Further, there is no substitute for consistently applied standards, with all adult members of the school community modelling correct attitudes and behaviour to students.

2. Teaching
Students are taught what God requires of them and what the school procedures and expectations are.

3. Planning and Organisation
Effective planning and efficient time management of student activities promotes good discipline. Lack of classroom organisation is a major catalyst for misbehaviour.

4. Encouragement
Teachers should seek opportunities to encourage students in good behaviour.
At GPCC, the following methods for encouraging appropriate student behaviour will be employed:

Informal
i. Non verbal encouragement methods - eg teacher glance, smile, nod.
ii. Verbal encouragement - eg a “Well done”.
iii. Granting of an in class privilege - eg Use of particular equipment; opportunity to do additional challenging work.

Formal
iv. A system of compliments, merit certificates and assemblies recognise and encourage positive behaviour and character traits that we value in our school.
(Please see Management of Positive behaviour)

5. Protection
An aspect to be considered at all times is the protection of students from the misbehaviour of others.

6. Prayer
Staff are encouraged to pray for students in all stages of the discipline process.

7. Sanctions
Students must learn that actions do have consequences. In order to allow students to connect behaviour with consequences, staff at GPCC will ensure that there are consequences which suit the offence.
Sanctioning actions are not just directed at the student concerned. The actions set a tone and a precedent for all students at the College. Students need to see that justice is carried out, and that it is tempered by mercy. The Lord requires of all of us that we act justly and love mercy. The “student classroom management procedure” document indicates the sanctions that staff at Green Point Christian College are encouraged to use.

STUDENT RESPONSIBILITIES

Governing principle: “Whatever you do, work at it with all your heart, as working for the Lord, not for men.”
(Col 3:23)
Yourself

- “Set your minds on things above, not on earthly things” (Colossians 3:2) and “Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.” (Philippians 4:8)
- “As God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.” (Colossians 3:12)
- “If it is possible, as far as it depends on you, live at peace with everyone.” (Romans 12:17)
- “Forgive as the Lord forgave you.” (Colossians 3:13)
- “Do you not know that your body is a temple of the Holy Spirit, Who is in you, Whom you have received from God? You are not your own; you were bought at a price. Therefore honour God with your body.” (1 Corinthians 6:19-20)
- “Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms.” (1 Peter 4:10)
- “I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me.” (Matthew 25:40)

Teachers

- “Children, obey your parents in the Lord, for this is right.” (Ephesians 6:1)
- “He who heeds discipline shows the way to life, but whoever ignores correction leads others astray.” (Proverbs 10:17)
- “No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.” (Hebrews 12:11)
- “Obey your leaders and submit to their authority. They keep watch over you as men who must give an account. Obey them so that their work will be a joy, not a burden, for that would be of no advantage to you.” (Hebrews 13:17)

Other students

- “Brothers, do not slander one another. Anyone who speaks against his brother or judges him speaks against the law and judges it...There is only one Lawgiver and Judge, the one who is able to save and destroy. But you – who are you to judge your neighbour?” (James 4:11-12)
- “Show proper respect to everyone: Love the brotherhood, fear God, honour the king.” (1 Peter 2:17)
- “But I tell you: Love your enemies and pray for those who persecute you, that you may be sons of your Father in heaven.” (Matthew 5:44)
- “So whether you eat or drink or whatever you do, do it all for the glory of God. Do not cause anyone to stumble, whether Jews, Greeks or the Church of God.” (1 Corinthians 10:31-32)
- “Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you.” (Colossians 3:13)

Property

- “The Lord God took the man and put him in the Garden of Eden to work it and take care of it.” (Genesis 2:15)
- “Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much. So if you have not been trustworthy in handling worldly wealth, who will trust you with true riches? And if you have not been trustworthy with someone else’s property, who will give you property of your own?” (Luke 16:10-12)
- “You shall not steal...You shall not set your desire on...anything that belongs to your neighbour.” (Deuteronomy 5:19-21)

➤ PRACTICAL OUTWORKING OF OUR CHRISTIAN BELIEF

Our goal as a College is to be real in our outworking of our belief. We desire a place where Biblical Principles are encouraged, developed and fostered to create a learning environment characterised by Love, Compassion,
and Justice. We aspire to develop within the students of the College the yearning for the personal application of these principles. The following are a practical guide for YOU in our College:

**You as an Individual**

“Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.” (Phil 4:8)

<table>
<thead>
<tr>
<th>Principle</th>
<th>Your Responsibilities</th>
<th>College Expectations</th>
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</thead>
<tbody>
<tr>
<td>The College’s goal is to nurture and educate you in an environment that</td>
<td>In our College YOU have responsibilities.</td>
<td>The beliefs and values of the College are to be respected both inside the classroom and around the school.</td>
</tr>
<tr>
<td>reflects Jesus’ Love, Compassion and Justice. We desire to guide you in the</td>
<td>You must respect the Biblical beliefs and values that this College is based upon.</td>
<td>All students are to attend devotions and assemblies. They must show respect to any speakers or presentation.</td>
</tr>
<tr>
<td>Godly qualities of love, compassion, kindness, humility, gentleness and</td>
<td>You need to treat other members of the College with respect, politeness, and patience</td>
<td>As a member of the student body and to show respect to the College full school uniform is to be worn.</td>
</tr>
<tr>
<td>patience in a College that is peaceful, safe and God honouring. We want</td>
<td>even in stressful situations. You should try to be positive to others in an attempt to build them up as individuals.</td>
<td>Threats, bullying, ganging up, fighting, violence, and foul language are not to occur.</td>
</tr>
<tr>
<td>you to be able to grow into the unique, special individual that God has</td>
<td>You must attempt to follow the school rules as they are the framework for a safe, exciting Godly College.</td>
<td>All members of the school community (staff, parents, students, visitors) are to be approached with courtesy and respect.</td>
</tr>
<tr>
<td>created you to be for His praise.</td>
<td>You need to be attentive to your learning and aim to achieve your very best in all areas of the school.</td>
<td>Movement around the College is not to disrupt other classes or create an unsafe environment.</td>
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<td>Students will not bring to school chewing gum, cigarettes, matches, illegal drugs, alcohol, lighters, personal medication (other than Ventolin) or weapons of any sort.</td>
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<td>Students are to attend all compulsory school days unless hampered by illness.</td>
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</tbody>
</table>
Your Relationship with Staff

“Obey your leaders and submit to their authority. They keep watch over you as men who must give an account. Obey them so that their work will be a joy, not a burden, for that would be of no advantage to you.” (Hebrews 13:17)

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<tr>
<td><strong>Within the College the staff have been given the role to both guide and discipline children. The staff members of the College have a goal that each individual student is nurtured and guided in the way that God directs.</strong> The staff seek to respect, care and love each student as the unique individual God has created. The staff strive to have relationships with students that are based on trust, understanding and forgiveness. They seek to create an environment that is safe and dynamic which caters for all the educational needs of the student which include, spiritual, physical, emotional and social aspects of the individual within Biblical Principles.</td>
<td>YOU have the responsibility to respect and obey the authority of the College staff even in situations where you are stressed and agitated. If you are struggling in any area of your school life seeking help through the many avenues within the school is highly encouraged. The classroom is an area of learning and the teacher is in control of the learning process. You must grab hold of this opportunity and do everything to encourage the learning for yourself and others.</td>
<td>Students will approach teachers and staff with courtesy and respect in all situations. Students will listen and obey teacher’s instructions in all situations unless they violate the principles of the school. Students are not to threaten teachers in any manner.</td>
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</table>

Your Relationship with other Students

“Show proper respect to everyone: Love the brotherhood, fear God, honour the king.” (1 Peter 2:17)

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<thead>
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<tbody>
<tr>
<td><strong>Our College’s goal is to build every one up in Christian Love.</strong> We desire our relationships to be positive and real so that all members of the community are affirmed in their uniqueness before God. Success, effort and determination in all aspects of the school are encouraged and applauded by everyone in the College.</td>
<td>Your relationship to your fellow students is to be characterised by respect and building each other up. Conflict needs to be sorted out with care and forgiveness not sanction or exclusion. Your goal is the betterment of your fellow students in all aspects of their school life, full of encouragement for their achievements and efforts.</td>
<td>Threats, bullying, ganging up, violence of any sort, and foul language are not to occur. Other students’ property is not to be touched without permission from its owner. Any conflict or problem between students must be dealt with in the procedures provided by the College. Relationships between students must be appropriate and adhere to Biblical Principles.</td>
</tr>
</tbody>
</table>
Your Relationship with Property

“Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much. So if you have not been trustworthy in handling worldly wealth, who will trust you with true riches? And if you have not been trustworthy with someone else’s property, who will give you property of your own?” (Luke 16:10-12)

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<tr>
<td>The College aims to provide facilities and equipment that is modern and up to date. It aims to provide a modern, clean, dynamic learning environment.</td>
<td>The College facilities and equipment are designed to be used by all students. <strong>YOU</strong> are to use them with care and respect in the manner in which they were designed to be used. You must remember that all facilities and equipment are there for all members of the College. If you cause damage you need to take ownership of that damage and seek help to return facilities and equipment to proper condition.</td>
<td>The College is to be kept clean and tidy. Rooms and equipment are to be kept clean, orderly and undamaged. Equipment is not to be used without permission.</td>
</tr>
</tbody>
</table>

Management of Positive Behaviour

An important part of our Behaviour Management Policy is recognising, encouraging and rewarding positive behaviours. If Secondary School students are encouraged to display positive behaviours towards other students, staff, visitors to the College and the school environment, then they are more likely to adopt these behaviours rather than other less positive behaviours.

Our formal system for recognising positive behaviour inside and outside the classroom is designed so that all students have the opportunity to participate and be recognised. Staff are encouraged to utilise this system where possible in a fair and consistent manner.

► **COMPLIMENTS**

Compliments are issued to students for particular actions deserving of commendation. They recognise behaviour we want to encourage that go beyond satisfactory expected behaviour of the student.

Some examples may include demonstrating:

- Excellent assignment work
- Consistently demonstrating a strong work ethic in class
- Courtesy

Compliments are entered into the student’s diary by the teacher and also entered into the computerised behaviour management system in the school intranet. Compliments are then tallied and the following awards are given.
COMMENDATION ASSEMBLY

Commendation Assemblies are held each term. Parents are invited to share the moment with their child and a light lunch is served by our hospitality staff and students. The following awards are presented at these assemblies.

a. High Distinction and Distinction awards for academic competitions
b. Staff nominated awards for leadership, faithful service, improvement, consistency, excellence
c. Head of Senior School Awards. (For acts of outstanding care of others or achievements within the College Body)
d. Sporting awards and achievements are recognised through a special Sports Awards Assembly.
Management of Negative Behaviour

**Level 6 – Principal**

Possible Actions
- Long suspension
- Position terminated
- Contract with student and parents

**Level 5 – Head of Secondary School/Deputy Principal**

Possible Actions – HOSS/Deputy Principal records on discipline system
- Afternoon Detention – letter sent home
- Suspension
- Parental/Student meetings (Teacher, Year Advisor may be involved)
- Daily progress monitoring and parental updates
- Counselling required – weekly feedback
- Mediation meeting

**Level 4 – Head of Secondary School**

Possible Actions – HOSS records actions on discipline system
- Parent contacted
- Lunch Detention with HOSS – letter sent home
- Daily Discipline Behaviour Card designed to meet specific behavioural change
- Counsellor, Year Advisor, student meetings
- Reconciliation meetings, restitution for damage
- Mediation meetings

**Level 3 – Year Advisor**

Possible Actions – Year Advisor Records on the discipline system
- Letter automatically sent home
- Lunch Detention/use of behaviour cards
- Discussion of behaviour to determine issues
- Behaviour monitoring of student
- Restitution
- Referred to Counsellors

**Level 2 – Co-ordinator**

Possible Actions – Co-ordinator Records on DS
- Action plan reportable to Co-ordinator
- Faculty Detention or restitution plan
- Parent/Teacher/Co-ordinator meeting or contact
- Temporary Isolation of Student during lesson
- Notify Year Advisor

**Level 1 – Teacher**

Possible Actions – Teacher Records on DS
- Seating Plan
- Discuss issues after lesson and create plan
- Short term removal of child from room
- Moving child/Detention
- Reflection sheets/restitution plans
- Contact parents
Uniform

Deputy Principal/Head of Secondary School
- Friday Afternoon Detention
- Parents contacted

Head of Secondary School
- 4 Uniform Detentions
- Parents contacted

Year Advisor
- 3 Uniform Detentions
- Parents contacted
- Student interviewed

Uniform Detention
- Lunch Detention
- Rubbish Pick up

Students assigned to Lunch Duty Staff
Must be signed on and off Detention

Student Skips Detention
- Move to Friday Afternoon Detention
- Parents contacted
## STUDENT CLASSROOM/PLAYGROUND MANAGEMENT PROCEDURES

*(Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)*

<table>
<thead>
<tr>
<th>LEVEL OF OFFENCE</th>
<th>TYPE OF OFFENCE</th>
<th>CONSEQUENCES/ SUPPORT OPTIONS</th>
<th>MANAGEMENT PROCEDURE</th>
</tr>
</thead>
</table>
| **INDIVIDUAL INSTANCE OF INAPPROPRIATE BEHAVIOUR** | The following may be an isolated incident  
- Disruptive behaviour  
- Poor attitude  
- Not listening to instructions  
- Not bringing equipment to class  
- Inappropriate use of technology or equipment  
- Late to class on an occasion  
- Not completing all work |  
- Report made in discipline system /diary/parent  
- Any teacher initiated action appropriate to offence  
- Moved within classroom  
- Short time out/reflection sheet  
- Brought back at lunchtime to discuss behaviour/catch up work | Dealt with by the Classroom teacher |
| **LEVEL 1**  
MILDLY UNACCEPTABLE BEHAVIOUR  
TEACHER LEVEL |  
- Repeated disruptive classroom behaviour  
- Repeated lack of application/incomplete work/homework  
- Repeated poor attitude to work  
- Leaving room without permission  
- Refusal to follow the teacher’s instructions  
- Repeatedly not bringing equipment  
- Inappropriate use of technology or equipment  
- Repeatedly not completing homework  
- Rudeness to peers/staff  
- Inappropriate comments or actions to another in class  
- Repeated lateness to school or class without reason  
- Deliberate breaking of classroom rules (MP3 player etc) |  
- Any teacher initiated action appropriate to offence  
- Individual action plan for student in consultation with Co-ordinator  
- Seating plan/in class isolation  
- Teacher based detention – lunchtime/Time-out  
- Stage/Faculty based isolation (with Co-ordinator)  
- Daily monitoring (attendance or behaviour)  
- Short time out/reflection sheet  
- Personal restitution plan  
- Parent contact | Dealt with by the Classroom teacher with Stage/Faculty Co-ordinator being informed, action recorded on a demerit slip and/or recorded on Discipline system |
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<tbody>
<tr>
<td>LEVEL 2</td>
<td>MODERATELY</td>
<td>Lunchtime detention with</td>
<td>Dealt with by Stage/</td>
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<td></td>
<td>UNACCEPTABLE</td>
<td>Stage/Faculty Co-ordinator</td>
<td>Faculty Co-ordinator</td>
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<td></td>
<td>BEHAVIOUR OR</td>
<td>in consultation with the</td>
<td>in consultation with</td>
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<td>CONTINUED</td>
<td>Classroom Teacher, action</td>
<td>the Classroom</td>
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<td>INAPPROPRIATE</td>
<td>recorded on a demerit sheet</td>
<td>Teacher, action</td>
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<td></td>
<td>BEHAVIOUR</td>
<td>and/or recorded on Discipline</td>
<td>recorded on Discipline</td>
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<tr>
<td>STAGE/FACULTY</td>
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<td>system.</td>
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<td>CO-ORDINATOR</td>
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<td>Stage Co-ordinator</td>
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<tr>
<td>LEVEL</td>
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<td>Year Advisor/Head of</td>
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<td>School informed.</td>
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</table>

- Student not responding to classroom controls – work /behaviour /attitude /guidelines /continued disobedience/ defiance
- Bullying/harassment of any kind ie cyber, psychological, verbal, physical
- Fractional truancy
- Swearing between peers/aggressive behaviour
- Student involved in moderately serious incident that breaks school rules
- Refusing to follow teachers’ instructions

- Personal restitution plan
- Faculty based isolation
- Inclusion in welfare focus groups
- Behaviour contracts
- Parents contacted or meeting
- Temporary removal from class and supervised by Co-ordinator.
- Faculty Detention/Time-out
- Confiscation of Equipment
## STUDENT CLASSROOM/PLAYGROUND MANAGEMENT PROCEDURES

*(Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)*

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</table>
| **LEVEL 3**      | • Student not responding to classroom controls – work/ behaviour/ attitude/ guidelines/ continued disobedience/ defiance
• Bullying/harassment of any kind ie cyber, psychological, verbal, physical
• Fractional truancy
• Swearing between peers/aggressive behaviour
• Student involved in moderately serious incident that breaks school rules
• Refusing to follow teachers’ instructions
• Continued repetition of the above behaviours or uniform issues | • Parents contacted and meeting or phone conversation to create plans for change
• Behaviour contracts or cards
• Stage Co-ordinator/Year Advisor/Head of School detention
• Restitution Meeting with affected staff
• Meeting with Head of School /Counsellors
• Confiscation of Equipment | Dealt with by Stage Co-ordinator/Year Advisor/Head of School in consultation with the classroom teachers, action recorded on Discipline system |
# STUDENT CLASSROOM/PLAYGROUND MANAGEMENT PROCEDURES

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<tbody>
<tr>
<td>LEVELS 4 AND 5</td>
<td>SERIOUS</td>
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<td>UNACCEPTABLE</td>
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<td></td>
<td>BEHAVIOUR OR</td>
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<tr>
<td>HEAD OF SECONDARY</td>
<td>CONTINUAL</td>
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<tr>
<td>HEAD SCHOOL/DEPUTY</td>
<td>MISBEHAVIOUR</td>
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<tr>
<td>PRINCIPAL LEVEL</td>
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<td></td>
<td>• Student not responding to co-ordinator or Head of School/persistent disobedience or defiance</td>
<td>• Friday afternoon detention (Secondary School)</td>
<td>Dealt with by the relevant Stage Co-ordinator/Head of School/Deputy Principal/Principal in consultation with staff involved</td>
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<td></td>
<td>• Teacher directed abuse/aggressiveness/rudeness</td>
<td>• Partial attendance to classes</td>
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<td></td>
<td>• Serious incidents of various natures</td>
<td>• In school suspension</td>
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<td></td>
<td>• Destruction of property within school grounds</td>
<td>• Out of school Suspension (Permission from Principal)</td>
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<td></td>
<td>• Jeopardising the safety of others</td>
<td>• Warning of suspension</td>
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<td>• Physical assault eg hitting, kicking, pushing, shoving, punching (below shoulders)</td>
<td>• Isolation from playground</td>
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<td></td>
<td>• Serious physical assault eg hitting, kicking, pushing, shoving, punching (above shoulders); serious misuse of technology</td>
<td>• Withdrawal of privileges and exclusion from non-classroom activities including excursions, sports representation etc</td>
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<td></td>
<td>• Swearing aggressively, directly at staff</td>
<td>• Contact and possible interview with parents</td>
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<td></td>
<td>• Serious or ongoing bullying/harassment of any kind</td>
<td>• Consultation with counsellor</td>
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<td></td>
<td>• Sexual harassment towards peers/staff</td>
<td>• Inclusion in welfare focus meeting</td>
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<td></td>
<td>• Smoking</td>
<td>• Referral to outside agency support</td>
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<td></td>
<td>• Truancy in more than one subject</td>
<td>• Head of School to visit student in class at random</td>
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<td></td>
<td>• Vilification of students (Intentionally insulting a person’s identity, beliefs and values, race, gender etc)</td>
<td>• Level 3 weekly detention / check in with Head of School</td>
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<td>• Exclusion from non-classroom activities</td>
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<td>• Loss of privilege to represent school</td>
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<td>• Head of School to monitor student progress via the use of Red Behaviour Card</td>
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## STUDENT CLASSROOM/PLAYGROUND MANAGEMENT PROCEDURES

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</thead>
</table>
| LEVEL 6          | EXTREME UNACCEPTABLE BEHAVIOUR | - Illegal actions ie drugs  
- Weapons/dangerous implements  
- Violent behaviour  
- Stealing  
- Serious offensive behaviour  
- Vilification of staff (intentionally insulting a person’s identity, beliefs and values, race, gender etc)  
- Serious physical assault | - Student asked to leave the College  
- No inclusion in leadership roles  
- Possible referral to Police or other relevant agencies  
- Suspension  
- Inclusion in welfare focus  
- Referral to counsellor | Dealt with by the Head of School, Deputy Principal or Principal |