



Behaviour Improvement Policy

Kewdale High School

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Mission Statement

To ensure that the students under our care are provided with a safe learning environment. To also develop individuals with active and creative minds and a sense of understanding and compassion for others, with the courage to act upon their beliefs. To accomplish this, the administration, faculty, staff, and community will work together to provide opportunities for student development and growth within Australian society.

We will emphasize the development of Islamic, moral, intellectual, social, emotional, and physical wellbeing.

Being enrolled at the Australian Islamic college implies automatic acceptance of the following codes of behaviours and policies.

Aims and Purposes

The Australian Islamic College behaviour management policy epitomizes the school mission statement. It represents a total school approach towards the achievement of a sociable school environment which students and staff can strive for religious development and academic advancement.

The Australian Islamic College aims to:

- Create a nurturing school environment where the rights and responsibilities of the individual are recognised and respected.
- Recognise students whose exemplary behaviour promotes a nurturing school environment.
- Establish a set of rules and regulations that protect the rights of all individuals.
- Make certain a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they recognise and respect the rights of others.
- Promote the development of our students to become pragmatic in their religious understandings and practices.

Code of Conduct

Behaviour and discipline are key foundations for good education. An orderly atmosphere is required for effective teaching and learning to take place. At the Australian Islamic College we promote the highest standards of behaviour throughout our school.

Courtesy, etiquette, manners and consideration for others, together with self-discipline and a proper respect for authority, are encouraged at all times and are important.

Rights and Responsibilities within Our School Community

All members of the Australian Islamic College have the RIGHT to:

- Be treated with civility and respect.
- Practice their religious beliefs without repercussion.
- Work in and enjoy a safe, secure and clean environment.
- Teach and learn without disruption.
- Achieve their educational potential.
- Have their property respected.
- Be proud of their accomplishments.

All members of the Australian Islamic College have the RESPONSIBILITY to:

- Show respect and courtesy to others.
- Respect all religious beliefs.
- Keep our environment safe, secure and clean.
- Ensure that there is no disruption to another person's teaching or learning environment.
- Respect student, staff and school property.
- Ensure that their actions do not discredit the school.

Educational Strategies

Establishing a Positive School Culture

Students are more likely to attend and achieve at school if they feel accepted, valued, respected and included.

Staff morale also has a significant impact on student attendance. Schools should promote positive relationships between and amongst students, staff, and parents.

Anti-bullying strategies and programs that develop social and emotional skills can help nurture a safe, caring and connected school environment.

Positive relationships with parents can also assist in supporting their children's attendance at school.

Attendance reward schemes are amongst a mix of strategies implemented by many schools that have achieved significant improvements in attendance.

These programs can help in building a sense of community and creating a positive school environment that students want to be a part of.

Current Applications

- Encourage positive, respectful relationships between staff and students. Talk with students. Ensure students know that staff at the school care about them.
- With the use of IEP's and Intensive English classes to implement strategies that address issues such as learning difficulties.
- Encourage students to look after each other and promote peer tutoring or mentoring programs as well as after school tutoring programs.
- Show genuine concern for students giving them specific attention. Let them know that you want them to come to school. Greet students by name as they arrive at school.
- Plan extracurricular activities that children look forward to participating in.
- Structure opportunities for all students to be successful and celebrated at something.
- Set and communicate high expectations of all students through regular meeting with cohorts' coordinators and deputy principals.
- Encourage parents to be involved in the school through the P&F by mentoring children with homework, assisting in the classroom.
- Involve parents in school decision-making.
- Hold events such as 'meet the parents' evenings, parent orientation, coffee mornings, open afternoons, new family inductions, grandparents day, parent and teacher interviews, or parent and community forums
- Recognise the diversity of cultures represented at the school through special events such as Harmony Day, welcoming and induction days, greetings in various languages at the school entry.
- Encourage parents to be positive about attending school and to establish routines that help students get to school on time

Positive Learning Environment

Creating a positive learning environment is a key way to enhance student motivation. By using a variety of teaching techniques and building a strong rapport with students, teachers can inspire students' to strive for their personal best.

At the Australian Islamic College we create a positive environment by:

- Providing a wide range of learning experiences and variety in the curriculum, for example, access to vocational education and training options, school-based apprenticeships, work experience, guest speakers, excursions and incursions.
- Allowing students to influence what is taught or how it is taught. Consider the learning styles and needs of all students when planning lessons.
- Offer extra-curricular activities that give students additional motivation to attend

- Establish partnerships with universities to help students develop long term aspirational career goals

Pro-Social Behaviour

Pro social behaviors' are voluntary behaviours made with the intention of benefitting others. Pro social behavior is often accompanied by psychological and social rewards. This creates not only individual but societal changes and improvements.

Typical examples include:

- Volunteering in such programs as clean up Australia
- Sharing Equipment
- Helping peers with assignments
- Emotionally supporting others in distress
- donations for homeless connect and other various organizations

Improve student well-being

The Australian Islamic College is committed to the safety and wellbeing of all students accessing our College. The welfare of all students in our care will always be our first priority.

All of our students have the right to feel and be safe. Everyone within the Australian Islamic College has a role to play in ensuring a safe environment for all our students. This includes management, employees and volunteers working with our students.

Reinforce Positive Student Behaviour

Positive reinforcement is a behavior modification technique that is used to encourage good behavior. It can be used to address a variety of behavior problems and is a fast and efficient way to promote good behavior.

- Organise events or fun activities at the end of each term for all students who have had minimal behavioural issues.
- Organise a special occasion once a year for the top 20% of students with positives
- Send congratulatory letters or postcards to students with improved attendance or behaviour
- Present certificates, or trophies for individuals or the class with the highest amount of positives
- Gifted and Talented Program for top student achievers.
- Schedule surprise special events on days with high absences (usually Fridays and the last day of term).

Managing Student Behaviour

Each student is required to accept the logical consequences of his/her behaviour choices.

The following steps will be implemented to manage the behaviour of students. It is important to note that our Managing Student Behaviour procedure focuses on a 'Personal Plan' and each student accepting the logical consequences of his/her personal behaviour choices.

Students are placed at Stage 1 if they have behaved inappropriately in class, or in the school yard, and have not accepted their teacher's warnings.

Pastoral Care

Pastoral care of students in the context of this policy refers to action taken within a school by its leaders and community members to promote and enhance student wellbeing of a personal, social, physical, emotional, mental or spiritual nature. Key elements of student wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviors and personal resilience.

Pastoral care of students is effected in many aspects of school life, and especially in a school's vision and mission statements, policies, procedures, programs, teaching and learning curriculum, student activities, student support and wellbeing services, behaviour management processes, community partnerships, and school climate.

Principles

1. Foundational to the nature of pastoral care in an Islamic school is the central belief that each human is created with divine attributes, with the inherent dignity that this implies, and all are created equal and as social beings, with the mutual rights, obligations and needs that this implies.
2. Pastoral care affirms and gives expression to the belief that 'each individual human being, requires not only material, but spiritual needs. This concept is central to all religion ideologies. The promotion of the human development is the goal of the College.
3. The members of the Australian Islamic College exercise their pastoral responsibilities under the leadership of the Principal. Parents exercise their responsibility by providing positive support and collaborative engagement with the school in support of student and school community wellbeing.
4. Respectful and cooperative school-family relationships provide an effective channel of pastoral care for students. Schools and families share responsibility for developing and maintaining such

relationships of trust, characterized by respect for the goodwill of the other and a willingness to engage collaboratively.

5. Student wellbeing is best achieved within a school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where students experience connectedness and engagement, and where those experiencing difficulty or special need receive particular care and support.
6. Effective whole-of-school approaches to pastoral care require age-appropriate behavioural education of students, and pastorally driven management of student behaviour through processes focused on both individual and community wellbeing. Ensuring a just and reasonable balance of both individual and community rights, needs and responsibilities are imperative.
7. Effective school-community partnerships offer prospects for teams of pastoral care for students. When these links/teams or partnerships are developed, the supportive needs of students and their families will be met by the following pastoral initiatives.

Pastoral Care Procedures

Policy development and review. A school's pastoral care policy, and all related policies and procedures, should be developed collaboratively and reviewed periodically. They should be published and readily accessible to staff, students, parents and guardians.

Management of critical incidents. Procedures are required for ensuring appropriate care for individuals and for the school community in times of stress, for example if there is a critical incident or a death in the school community. Support is available to school leadership personnel and school communities.

Student behaviour management: Student behaviour management is aimed to protect personal and school community safety, mend destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

Negotiated transfer of students in circumstances of a serious nature. In some serious circumstances, a change of school or a move to an alternative setting may be judged the most appropriate means by which a student's wellbeing can be responsibly supported or restored. Such a change, known as negotiated transfer, offers opportunity for personal growth, and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated transfer may also be an appropriate move by which the wellbeing of a school community can be protected (e.g. when a student's continuing presence poses a threat to that community's safety).

Serious wrongful behaviour and expulsion of students. Under the most serious and extreme of circumstances, when a student has repeatedly engaged in serious wrongful behaviour and all other appropriate behaviour management processes have proved unsuccessful and the serious behaviour persists, it may be judged that the only responsible action left is expulsion. Only the principal has the authority to expel a student, having sought the prior approval of the Executive Principal of the school.

Procedures and Strategies

The desirable outcome of the process of management of student behaviour in an educational setting is students who are independent, self-reliant, and self-motivated learners who can intervene in their own education and exercise some control over their own learning situation.

The key to dealing with the majority of problems around violence in schools begins with the development and implementation of an effective school behaviour management policy.

Minor Classroom Disruption Policy

Student causing disruption in the class is to be given three warnings. The warning should be given in a way that is noted by the student and is effective. We suggest:

First warning

Verbally warn the student, in calm, firm and fair manner

Second warning

Write the student's name on the board, warning the student that if their behaviour continues to disrupt the class that a negative will be entered, moving the student to another seat at this stage assist with the behaviour

Third warning

Place a tick next to the student's name and inform them that the next step will be a formal complaint. At this stage allow the student the chance to atone for his behaviour by encouraging positive behaviour with the removal of the tick

Formal complaint to Coordinator through I-wise

Click on the students name within your class list on I-wise, a revised profile of the student will appear, click on pastoral and apply the negative point with a detailed description of the sequence of events and press save.

This will go as a formal complaint to the year coordinator and also **record a negative one** against the student's name.

Consequence

The complaint will instantly be sent to the year Coordinator and immediately realised. Year Coordinator is then to address the issue at the earliest opportunity and refer the student back to the teacher concerned to make amends. This is designed to empower the teacher.

If the teacher is satisfied the complaint is removed.

In the event that the student fails to make amends for the disruption then the coordinator is to take disciplinary measures against the student. This can range from community service to detention.

Once disciplinary action has been met the negative is removed from the student record and subsequently goes back to a clean slate.

Failure to comply

Continual disruptive behaviour and the failure to comply with disciplinary actions, adding to five formal complaints will result in parental notification and subsequent signing of a memorandum of understanding by student and parents.

Serious consequences will apply at twelve negatives.

Severely disruptive students

The school management will deal with severely disruptive/violent/abusive and aggressive student(s) as a matter of urgency.

In both instances where schools agree to enroll students who have a known history of violence, or when students already enrolled exhibit continual violent behaviour, the following procedure will be adopted:

- Initial and ongoing consultation with classroom teacher(s) involved;
- A "negotiated" contract with the student (and parent) which outlines behaviour and clear procedures for when such expectations are not met (including, where appropriate, suspension and expulsion)
- Additional support to be allocated to both teacher and student.

Managing student behaviour

Each student is required to accept the logical consequences of his/ her behaviour choices.

The following steps will be implemented to manage the behaviour of students. It is important to note that our Managing Student Behaviour Procedure focuses on a personal plan and each student accepting the logical consequences of his/her personal behaviour choices

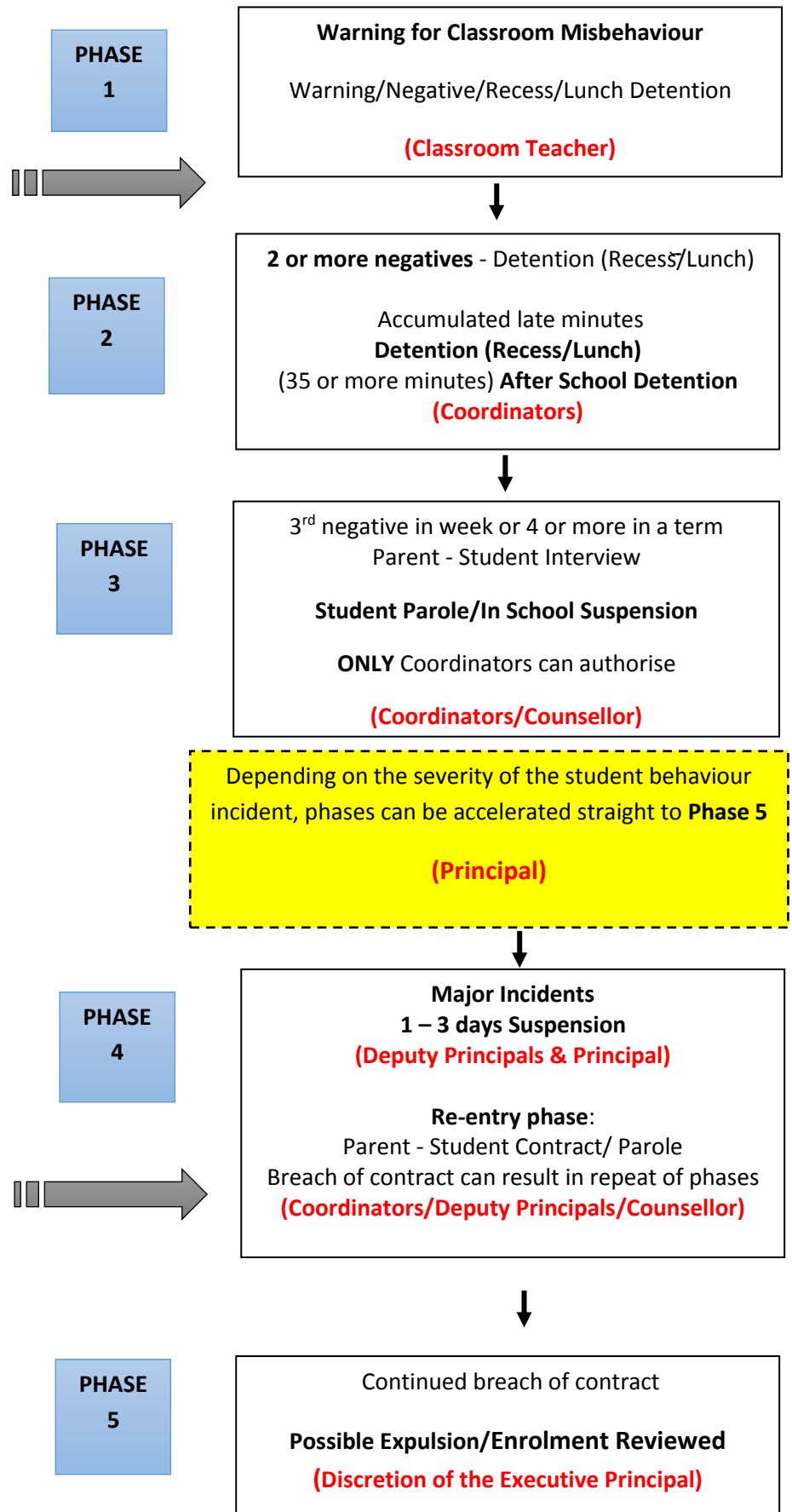
Students are placed at **Phase 1** if they have behaved inappropriately in class, or in the school yard, and have not accepted their teacher's warnings.



BEHAVIOUR DISCIPLINARY PROCESS

- Minor Behaviour / Incidents**
- Inappropriate verbal language used
 - Not following class/bus rules
 - Disrespecting students
 - Disrupting teaching/learning
 - Property misuse
 - Consuming food/drink in class
 - Computer use violation
 - Physical contact/altercation
 - Dress code violation
 - Mobile phones, earphones exposed

- Major Behaviour / Incidents**
- Abusive language towards an individual
 - Cheating during assessment
 - Disrespecting teacher
 - Vandalism of school property (including bus)
 - Fighting/physical aggression
 - Theft
 - Truancy / Leaving school grounds
 - Bullying (Cyber/Physical/Verbal)
 - Sharing AIC media online
 - Use of prohibited substances/items





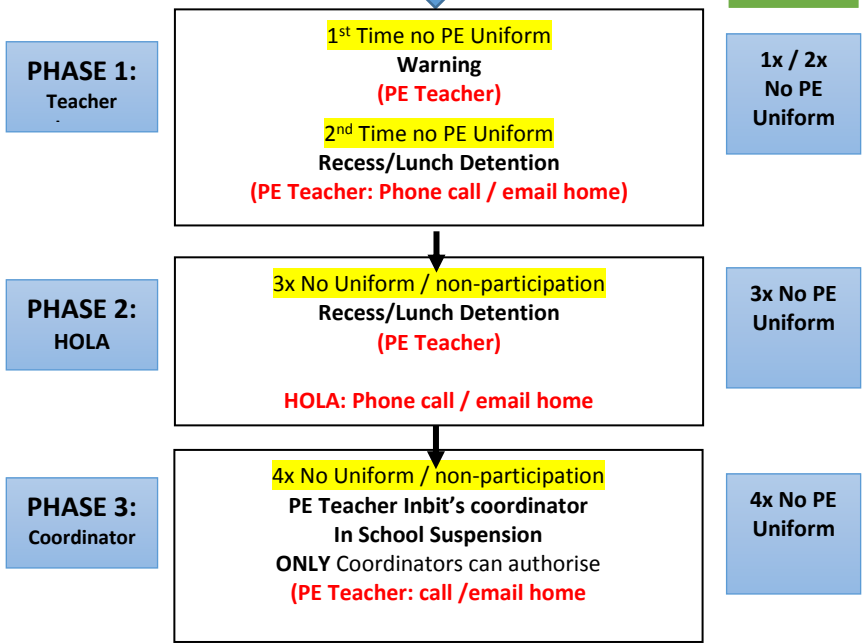
BEHAVIOUR DISCIPLINARY PROCESS for PE

Minor Behaviour / Incidents

- Not bringing the appropriate PE uniform to lesson
- Not completing the alternate non-participant task or community service
- Refusal to take part to best of ability
- Inappropriate verbal language used
- Not following PE class rules
- Disrespectful behaviour
- Disrupting teaching/learning
- Property misuse
- Consuming food/drink in gym
- Physical contact/altercation
- Mobile phones, earphones exposed

Major Behaviour / Incidents

- Abusive language towards an individual
- Refusing to follow teachers instructions
- Disrespecting teacher
- Vandalism of sports equipment and facilities
- Fighting/physical aggression
- Theft
- Truancy / Leaving school grounds
- Bullying (Cyber/Physical/Verbal)
- Sharing AIC media online
- Use of prohibited substances/items
- Inappropriate relationships



Depending on the severity of the student behaviour incident, phases can be accelerated straight to **Phase 5**
(Principal)

PE Examples

1x / 2x No PE Uniform

3x No PE Uniform

4x No PE Uniform

General Expectations of PE

- Everyone will take part in the lesson in whatever capacity the PE teacher requires (coach, umpire, referee, assistant etc.)
- Students should get changed even if they cannot participate
- If you have unauthorised non-participation you are required to complete a non-participant task (**PE Community Service**)
- Everyone will take part to the best of their ability
- PE exemptions are to be **emailed** to the teacher
- Relief Teachers are treated with the same respect as your usual PE Teacher
- Students are to wait outside the gym until their teacher asks them to enter

Examples of Invalid non-participation excuses

- My PE Uniform is wet
- I am fasting
- I have male/female problems
- I don't like the sport
- I have forgotten my sports shoes
- Injury without emailed exemption
- Late to class
- Not feeling well all of a sudden
- I have lost my PE Uniform
- The shop didn't have my size
- I didn't know I had PE
- I thought it was health today

Anti-Bullying Policy

At the Australian Islamic College, we respect the right to be free from all forms of bullying (cyber, physical, and verbal) and harassment. The school is of a view that any form of bullying is totally unacceptable behaviour and is completely contrary to the school's aims and objectives.

Definition

Bullying is a willful, conscious behaviour that is designed to hurt, injure, embarrass or upset the other person.

It is not limited to:

- Deliberate exclusion from activities
- Spreading rumors
- Unwanted touching, hitting, abusing and mocking
- A put down
- Teasing
- Hiding someone's property
- Writing nasty notes
- Sending inappropriate text messages
- Name calling
- Taking or damaging the person's property
- Making hurtful comments
- Making racist comments
- Making people feel frightened.
- Criticizing religious beliefs and practices
- Negative comments on social/family background
- Intimidation or threatening behaviour

What Can Students Do If They Are Being Bullied?

Bullying thrives on silence. Therefore, it is important to discuss it with:

- Friends
- Family
- School counsellor
- Year coordinators
- Teachers

Ways to Stop Bullying

Bullying may be stopped by:

- Trying not to retaliate by becoming a physical or verbal bully yourself.
- Trying to ignore the bully. If you show you are not upset, the bully may stop.
- Walking away quickly and confidently from a group of bullies.
- Trying to be assertive – speaking firmly and telling the bully to stop.
- Trying to establish a supportive friendship group.
- Avoiding being alone in places where bullying may happen.
- Writing down the things the bully has said or done to you and how you feel.

If these attempts do not work or the bullying is very troublesome, consult your Year Coordinator, Teacher, Counsellor or Principal, who will help you deal with the situation.

Bullying Prevention

Whole School Approach

- At the Australian Islamic College we have integrated Anti-Bullying lessons into key subject areas which emphasize best practice for students if they were to find themselves in these situations.
- Students to develop personal skills within our Health Studies units, enabling them to cope more effectively under stress.
- An entire week dedicated to bullying awareness.
- Bullying pledges for our school during Bullying-No-Way week.

Perpetrator at risk Approach

- Mentoring Programs for potential bullies.
- Counselling programs
- Social skill workshops
- Interpersonal skill workshops
- Anger management workshops

Uniform Policy

Male

- School jacket with logo / Leaver's Jacket for Year 12 only
- White business shirt (short/long sleeve) with logo (tucked in)
- Plain white undershirt with no logo (optional)
- Black dress pants – strictly no tracksuit pants or jeans
- Lace-up / Velcro / slip-on black leather shoes
- Plain white or black socks
- Plain white prayer caps
- Strictly no radical haircuts (hair length should be of uniform level)
- **Hair must be one length with no patterns or lines.**

Female

- School jacket with logo / Leaver's Jacket for Year 12 only
- Black school dress with logo (ankle length)
- Black school tunic with logo (must cover the knee) + loose black school pants – strictly no tracksuit pants, no jeans, no leggings, no tights.
- White scarf (over chest) with black under cap
- Plain white or black socks
- Lace-up / Velcro / slip-on / buckle black leather shoes
- Strictly no make-up, nail extensions, nail polish, nose rings or jewelry.

Breach Procedure

- Students will be asked to **take off and hand over** any removable items such as jackets, hats, jewelry, etc. to be collected by student at the end of the day (the school takes **no** responsibility for such items if loss should occur).
- Parents/guardians will be contacted to collect students who are wearing incorrect/inappropriate clothing such as tights or incorrect shoes, without a valid excuse. Students who are unable to be collected by parents/guardians will be **in-school suspended** and will not be allowed to return to school until they have the correct uniform.

Reminder

Parents must inform the student's Year Coordinator if there are valid reasons why the student does not have the correct uniform (**Haircuts fall under the uniform policy**). **Coordinators reserve the right to check student haircuts underneath caps. Suitable arrangements can be made with the Year Coordinator. If no**

arrangements are communicated prior, students will be sent home and indefinitely suspended until uniform has been rectified

Drug Policy

Drugs Education

Students are to be educated about the harms of legal and illegal drugs and alcohol. These include spiritual, physical, psychological, medical and legal harms. The College will endeavour to invite representatives from medical and law enforcement backgrounds to speak to the students on this topic whenever practicable.

Student Caught Smoking Cigarettes/Electronic Vapor Devices

First Offence: Parent/guardian contacted, immediate one-day suspension, counseling session, student and parents to sign a memorandum of understanding.

Second Offence: Same procedure as 1st offence (increase to two-day suspension).

Third Offence: Review of enrollment

Student Using or Supplying Drugs

First Offence: Indefinite suspension with possible Expulsion

Uses, Supplies, or is in Possession of, a Suspected Illegal Substance or Supplies a Restricted Substance within school hours or after school hours on or off school grounds.

The College is committed to being a place which is free of illegal drugs. A student found using, supplying or possessing an illegal or restricted substance during or after school hours will have parent / guardian contacted and an immediate **indefinite** suspension. Termination of enrolment will be determined on a case-by-case basis, subject to an investigation conducted by Senior Management and the Pastoral Care Team.

Students who assist other students to obtain illegal substances or supply restricted substances during or after school hours, such as prescription drugs, will also be subjected to the above procedure.

A member of the Pastoral Care Team will direct parents/guardians to suitable counseling and/or support services. Police will be contacted where applicable.

Purpose of Suspensions

'Suspensions are not intended as a punishment. They are only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. It is most effective when it highlights

the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible.'

Electronic Devices

The inappropriate use of mobile phones, iPods, MP3 players and similar electronic devices is disruptive to the learning environment of students and therefore the use of these items is restricted.

Laptops

- Laptops are to be used in an appropriate manner. Accessing any website or social networking sites for any non-curricular purpose is not permitted.
- Laptops remain the property of the school and can be removed from a student if conditions of use are breached.
- They are only to be used for activities directly related to the learning area curriculum and used only when directed by the classroom teacher.
- They are not to be used to record, distribute, display or upload images or videos of staff, students, or parents on school premises unless this is part of an activity supervised by a teacher or other staff member. Any breach of this rule will result in suspension.

Consequences where a student breaches any of the above conditions, the device will be confiscated by the teacher and passed onto Student coordinators. It may be collected by the student at the end of the school day except where the breach of rules has seriously affected another student or staff member. Where the breach is of a serious nature, parents will be contacted and the offending student/s may be prohibited from bringing the device to school or parents may be required to collect it and a suspension may result. It may need to be collected by a parent if confiscated by staff on more than one occasion. Parents and students are reminded that no liability will be accepted by the school in the event of loss, theft or damage of any electronic device.

Mobile Phone policy

While we acknowledge and appreciate the importance of technology in the lives of young people today and while we recognize that technology plays a big role in students learning, mobile phones have been found to be a distraction within the classroom environment. We therefore have a no mobile phone policy at school; however we understand that some of our students travel to school via public transport. If students bring their phones to school, it must be kept in their bags at all times. The school carries no liability for loss or damage of mobile phones.

Australian Islamic College

Mobile Phone Policy

Any student phone SEEN or HEARD will be confiscated

FIRST OFFENCE

- The device will be confiscated by the teacher and passed onto their **COORDINATOR** at the end of the lesson.
- The device may be collected by the student at the end of the school day, except where the breach of rules has seriously affected another student or staff member then the incident must be referred to principal.
- The Incident will be entered in Student behavioural records

SECOND OFFENCE

- The device will be confiscated by the teacher and passed onto their **COORDINATOR** at the end of the lesson.
- The device may be collected by the student at the end of the school day, except where the breach of rules has seriously affected another student or staff member.
- Parent Contact will be made and warned of the consequences for a third offence.
- The incident will be entered into Student behavioural records

THIRD OFFENCE

- The device will be confiscated by the teacher and passed onto their **COORDINATOR** at the end of the lesson.
- It will need to be collected by a Parent or Guardian at their earliest convenience.
- The incident will be entered into Student behavioural record, any repeat offence will result a repeat of the third offence.

IMMEDIATE SUSPENSION

If an electronic device is used to record, distribute, display or upload any images or videos (as previously defined) of any staff, student, school property/ground or parent/visitor at any time will result in suspension.

Harassment Policy

What is Harassment?

Harassment is when someone treats you in a way that makes you feel embarrassed, uncomfortable, afraid or upset, because of your gender, race, intellect, appearance.

The quality of relationships is crucial to the success of learning. All members of the school community are expected to foster harmonious, interpersonal relationships by:

- Keeping our school community free from harassment, aggression and violence.
- All forms of harassment (sexual, verbal, racial, physical and intellectual) are totally unacceptable.

Types of Harassment:

- Hitting, punching, pushing or bullying you.
- Getting a gang or group together to frighten you.
- Putting you down or humiliating you.
- Writing rude or offensive notes about you.
- Leaving rude or suggestive comments or graphics on computers for others to see.
- Annoying you or your family by making nasty phone calls.
- Leaving offensive comments or pictures where you will see them.
- Staring or glaring.
- Telling you offensive jokes or making suggestive comments or rude gestures.
- Hiding or destroying your property.
- Repeatedly teasing you or spreading rumours.
- Pestering you to go out with them when you have given a firm "No."
- Commenting on the size or shape of your body.
- Patting, pinching and touching another person.
- Touching or brushing up against you, often and deliberately, when you do not want them to.
- Pestering someone to go out or persistently making requests for sexual favours.
- Sending offensive messages in writing or by telephone.
- Ridiculing, leering, wolf whistling or making sexual comments at a person or group of people.

Harassment Is Not

- Making genuine compliments.
- Behaving with common courtesy.
- Showing friendship.
- Accidental behaviour.

Harassment May Occur:

- Between students.
- Between staff and students - from a staff member to a student or from a student to a staff member.
- Between staff members.

Harassment Can Cause:

- Poor study performance.
- Academic results which do not reflect ability or effort.
- Absenteeism due to stress.
- Withdrawal from school or from particular courses and hence reduced career prospects.
- Loss of self-confidence and self-esteem.

What Can You Do If You Are Being Harassed?

If a student is being harassed, refer them to the Student Counsellor, Year Level Coordinator, and Dean of Students or Deputy Principal (Operational).

- Tell the person who is harassing you that you don't like it and that you want it to stop.
- Talk it over with your friends or your parents who will help you try and resolve the situation yourself.
- Talk it over with a teacher, student counsellor or year coordinator; you feel comfortable with. Confidentiality will be maintained.
- If harassment continues report the incidents to the Deputy Principal or principal who will take action to ensure the harassment stops.

Say "Stop!" If it's repeated and uninvited - it's harassment. It's OK to tell someone! Everyone has the right to feel safe at all times.

Making a Formal Complaint

School level resolution

Stage 1: Discussion with staff member

Contact the class teacher or Year Coordinator to discuss your complaint. This is best done by making an appointment through the school office. The staff will work with you to resolve the problem.

Behaviour Management Informal Resolution Process

Note: Where the dispute/complaint is of a serious nature that in the opinion of the Year Coordinator requires a formal resolution, the Year Coordinator shall proceed directly to the *Formal Resolution Process*.

Where the parties directly involved cannot reach a resolution, the Dean of Students/Head of Girls Coordinator should be approached to assist in the resolution of the matter. The Dean of Students/ Head of Girls Coordinator shall initially deal with the parties by:

- Providing all parties with the opportunity to state their position in the matter to allow the Dean of Students/Head of Girls Coordinator to gain a thorough understanding of each party's position and then deal with the specifics of the matter by:
 - asking the necessary questions to obtain a detailed response
 - asking what resolution would resolve the matter
 - agreeing on a resolution between the parties where possible
 - setting a timeline when actions to reach the resolution shall be taken
 - reporting to the parties when the resolution actions have been taken

Stage 2: Review or investigation at the school level

Contact the principal who will work with you and the staff member to resolve the problem. You may wish to formalise your complaint. To do this, you may write to the principal who will acknowledge the complaint with a written reply as soon as possible, even if a resolution is not available at this stage. The principal will consider the issue and identify what action is to be taken and by when, and will clarify the process if a formal complaint is to proceed.

Behaviour Management Formal Resolution Process

Note: When an informal resolution fails or when the Dean of Students/Head of Girls Coordinator decides to inform the Principal and move to the Formal Resolution Process immediately, the Principal shall:

- record the specifics of the dispute/complaint including;
 - a) The nature of the dispute/complaint
 - b) The parties involved
 - c) The parties' views of the matter and their suggested resolution
 - d) Any verification provided
 - e) The provision to the parties of a proposed timeline for resolution
- make a decision based on the merits of the case
- discuss the decision with the parties and provide the decision in writing within the proposed timeline

Incident Response Plan

Step One - First Offender

- Isolate perpetrator
- Allow cooling off period
- Collaborative problem solving
- Clear verbal warning of consequences if behaviour is repeated
- Apology to and support to victim - as necessary
- Record in student file
- Phone call to parents (latter two included if considered appropriate)

Step Two - Repeat Offender

- Repeat of the above, plus
- An appropriate consequence
- Referral to interview with Principal (if appropriate)

Physical Altercation Policy

All students and education workers have a right to work in a safe and violence-free workplace. In addition to its criminal law implications, violence in schools is a health and safety issue and it is the responsibility of the employer to provide a safe working environment. It is also a moral responsibility of the school to provide learning environments which enable all students to reach their full potential. Adequate resourcing and support arrangements need to be provided by the school level to deal effectively with violence. The concern arises at all levels of schooling, particularly in the primary and middle years of schooling. Violence in schools is a result of a complex interplay of economic, social and psychological factors. To effectively deal with this violence requires diverse and well-resourced strategies to be developed and implemented in schools.

The Nature of Violence in School

Rationale

Violence in schools is present in any situation where a member of the school community (teacher, student, other education worker, parent or visitor) is intimidated, bullied, abused, threatened or assaulted; or their property is deliberately damaged by another member of that community or the public in circumstances arising out of their activities in a school.

Therefore, violence in school may be:

- Student(s) to student(s);
- Student(s) to staff member;
- Staff member to student;
- Staff member to staff member;
- Caused by or involve a parent;
- Caused by "outside" forces not directly connected to the school.

Forms of Violence

- Harassment which is sex-based and specifically aimed at primary and secondary school age girls and female teachers;
- Racial harassment;
- Student to student verbal and physical abuse, particularly in the school yard, but also occurring in the classroom;

- Student verbal and physical assault upon teachers;
- Verbal abuse of teachers by parents;

The Impact of Violence in School

Student learning

Actual violence/harassment, or fear of violence, has a considerable negative effect on students' capacity to participate fully in learning, particularly related to reduce motivation, impaired academic functioning and, in some cases, such students' exhibit behaviour problems themselves.

There is evidence which indicates a clear correlation between the rise in teacher anxiety and a corresponding rise in students' anxiety, alienation and expression of behaviour and academic problems.

Teacher stress and diminished effectiveness

In most studies of teacher stress, the fear of violence by students rates as a significant source of stress. The larger sources of stress appear to be time pressures and lack of support with problems of student behaviour from school management.

Researchers have detailed much evidence that sustained stress over a long period of time will lead to psychological symptoms, physical illness and diminished coping resources, and that there is a clear correlation between pupil aggression and poor teacher health, particularly where teachers feel they lack the disciplinary policy back-up to deal effectively with students.

Australian Islamic College has a zero tolerance policy with regards to violence. Any displays of violence will be strictly dealt with (please refer to the Major, Minor Critical Graph and associated phase)

Code of Conduct for Transport

Students are held to the same standards on AIC buses, as they are on the campus. Drivers are required to record behaviour incidents and pass them onto the bus coordinator.

The bus coordinator shares all information with behaviour coordinators who unify these incidents on the AIC system. The first incident occurrence on a bus, a student receives a verbal and incident is recorded. On the second occurrence, the parents of the student are notified via the behaviour coordinator, who warns the family of the potential termination of their bus contract. If an incident occurs for a third time, the student revokes their privilege of the AIC bus system and will no longer be picked up.

Families are advised of the bus arrival time. When a bus driver arrives within the time period, they are to wait no longer than two minutes at any pickup point. Once this period has elapsed, the driver will continue en route.

All buses are required to arrive at the AIC by 8:20am.

Late to school policy

At the Australian Islamic College, our ethos is to provide excellence in academic education and of equal importance, to guide our students to grow to be responsible young adults both within the school and the greater community. With this in mind, a new policy "Lateness to school" has been implemented to deter our students from coming late to school.

Students must arrive to school by 8.20 am.

Access into school after 8.30 am must be through the Front Office only.

From 8.30 - 8.40 am late student meet Admin staff to record lateness and provide late note to students.

After 8.40 am gates will be locked. Students can only enter through the front gate by pressing the bell and must provide an explanation note from the parent for being late. If there is no explanation from the parent/guardian, students will be sent home in second occurrence.

List of late students sent each day to coordinators to follow up.

Consequences for lateness to school

8.30-8.40 am

STRIKE ONE

Verbal warning/parent contact.

STRIKE TWO

After school detention; contact parents

STRIKE THREE

In-school suspension; community service in-school; counselling for punctuality; contact parents

STRIKE FOUR

Suspension until having a meeting with the parent and the Deputy Principal and the Coordinator.
Counselling for punctuality

[Find out where they live and can be excused until 8.40 AM depending on the distance they travel or have a written valid explanation]

After 8.40 am

STRIKE ONE

- Check and record the valid written explanation or any appointment note from the parent.
- Verbal warning/send information to parent that the next occurrence without any valid explanation, the student will be kept for after hour detention.

STRIKE TWO

- After hour detention; contact parent and inform that the student will be sent home if there is no valid explanation or appointment note is received. Counselling for punctuality.

STRIKE THREE

- Send home if there is no valid explanation is received. Parent contact.

Truancy Policy (intentional absence)

Attending school is a legal requirement for all students until the year the child turns 17 years of age, subsequently class attendance is compulsory.

Truancy is considered to be a breach of our school policy as we have a duty of care for our student's safety and wellbeing. Any students found truanting class will be suspended immediately.

Our policy with regards to late attendance is based on "time missed is time owed" with an insistent emphasis on parental notification. The effective management of these two components dictates the level of success we achieve in behaviour management. Absentees will be followed-up by central office staff. They are charged with informing parents within the first two periods of the child's absence.

The year coordinators will be responsible for the follow-up of student attendance and the ensuring of an accurate daily absentee record, highlighting lateness and truancy. The system operated by the coordinators is designed such that students are notified the next day of their breach and the necessary consequence their action has attracted.

Any student found to have purposely missed assembly, Prayer, any classes or leaving school grounds without permission from parents and the school will incur an automatic one day suspension.

Lateness to class Policy

ACCUMULATED LATENESS

STRIKE ONE – After-school Detention (Contact Parents) Time Parole Contract (TOTAL 35)

If the student accumulates a total of 35 minutes then they receive an automatic after-school detention

STRIKETWO – After-school Detention (1 day) (Contact Parents) (TOTAL 70)

If the student continues to accumulate another 35 minutes then they will receive another in-school suspension

STRIKE THREE – Suspension (Contact Parents) (TOTAL 105)

If the student continues to accumulate another 35 minutes then they receive a further suspension

Please note late minutes are cleared every term and the student will start from zero again.

Absence from School Policy

At Australian Islamic College, student attendances are considered as high priorities. We know that students who regularly attend are more likely to be successful and be safe at school.

It is a legal requirement for any absence to be covered by a phone call, text messages, email or written explanation from the student's parent or legal guardian. Parents are requested to ring Central office on **9362 2100 and ask for extension or send an email on Centraloffice@aic.wa.edu.au or send a written explanation with the child** before 9.30am on the day of the absence with the following information.

- Clearly state the full name and ID of the student
- Year group
- Name of the parent/guardian
- Day and date of the absence
- Reason for the absence
- Your contact telephone number/email address

The school will contact parents via an **SMS message** if a student has been marked absent after period two when no contact has been received from a parent. **If there is no further contact with the school, a note must be provided to the Central office on the day of the student's return.**

- Coordinators will send the students to the central office staff the next day of return to make phone calls to their parents and central office staff records the reason for absence immediately.

Absences for holidays, study, and non-attendance at carnivals, driving lessons (or a similar occasion which can be arranged out of school time) will be deemed as an “Absence” without Satisfactory Explanation”.

- Participation in Physical Education classes is compulsory. Only medical grounds can be accepted as legitimate reasons for absence or non-participation.

Students Absent From School for an Extended Period Due To Sickness or Injury

For less than a week: the student is responsible for arranging work from the class teacher.

For more than a week: the parent or guardian should contact the Year Coordinator who may arrange for work from teachers. Work can be collected from Reception.

Permission to Leave School during the Day

Students needing to leave the school during the day for dental/medical appointments etc must bring a note from their parents authorising the absence. Central office must check with the parent via phone call whether the note is given by the parent or not. Permission to Leave School notes must be collected from Central office and checked by the front office before allowing students to leave. Students must sign in sign out register.

On returning to school, students must sign back in at Student Reception.

Students may not leave the school grounds at any time during the school day without permission from their parents.

Permission to Be Out Of Class

No student is allowed out of class without written permission from a teacher.

Not accepted absence

This is absence that is deemed to be taken at the discretion of the family (eg; holidays) – thus there is a choice in the matter. It is not an accepted or endorsed absence and should therefore be avoided as a reason for absenteeism from school. Parents must take responsibility for the consequences of this absence. The teaching-learning-assessment program will proceed and school or teachers will not take the responsibility of the students’ progress. This might also affect their choice of course selections in Year 11 and 12s. Teachers will not be taking the responsibility of keeping in touch and sending all tasks to be completed. Staff cannot be expected to undertake a significant additional workload or jeopardize the integrity of their tests and assessments in order to meet the needs of

students who are absent under these circumstances. As a consequence, there is a real possibility that a student's results will be affected.

The school is limited in its ability to support students who travel overseas at times when assessments are scheduled. This is especially critical prior to holiday breaks. Families need to avoid removing students at this time unless there are exceptional circumstances. Parents' requests for giving the tests/exams before they leave may not be granted. Reports will not be posted or issued early for students.

Sickness and Injury

For less than a week, the student is responsible to organise with the teacher for email correspondence regarding school works. Student may also organise someone to obtain work from the class teacher. For more than a week, the family should liaise with the Year Coordinator to support the student so that he/she has access to as much of his/her normal course work as possible. Teachers, where possible, will support the student's ongoing education to minimise the impact of the absence on marks or outcomes. Family should organise picking up the study materials from the reception.

For extended sickness/injury, Princess Margaret Hospital School Services may be called upon to assist in keeping the student up-to-date with his/her normal school program. Contact number is 9340 8529 (Fax: 9382 2140) on week days between 8.15am and 3.45pm.

Absence due to suspension from school

School suspends students after several warnings, counselling, and contact with parents or sometimes due to extreme unacceptable behaviours. In this situation school will not be liable to send school works to the students if the suspension is less than a week. Students are required to follow the teaching-learning programs given them before. If the suspension is more than a week, parents have the responsibility to contact the Year Coordinators and make arrangement for the school work. School will not take any responsibility for the students' academic progress.

Appendix A: Student Behaviour Contract



Student Behaviour Contract

I, _____ hereby acknowledge that I have been found in repeat violations of the school policies thereby compromising and disrupting my own education and those of my peers.

I, therefore, solemnly pledge to meet all behavioural and academic expectations the school has of a student.

I confirm and acknowledge that this Student's behaviour contract is the final preventative measures used by the institution.

Failure to comply with the requirements of this agreement will result in expulsion from the school.

Student: _____

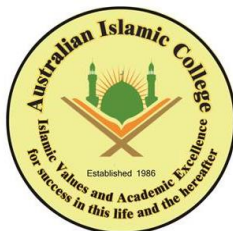
Parent: _____

Behaviour Coordinator: _____

Principal Kewdale HS: _____

Date: _____

Appendix B: After School Detention (Lateness)



IMMEDIATE AFTERSCHOOL DETENTION (LATENESS)

Regarding _____

Assalamu Alaikum

Dear Mr and Mrs _____

We at the Australian Islamic College Kewdale regretfully notify you that your child has wilfully delayed entry to class.

This behaviour is constant and unless hastened is often late.

Whether having a conversation, congregating at water fountain or tending to school related business other than attending the class scheduled, this by definition intentional truancy.

The outcome will be serving an immediate after school detention from 15:30 till 16:00. The detention will be served on _____.

Regards,

Principal Kewdale HS

Behaviour Coordinator

Appendix C: After School Detention (Uniform)



IMMEDIATE AFTERSCHOOL DETENTION (UNIFORM)

Regarding _____

Assalamu Alaikum

Dear Mr and Mrs _____

We at the Australian Islamic College Kewdale regretfully notify you that your child has consistently not worn proper school uniform. Your child has repeatedly had their recess sacrificed in detention because of incorrect uniform.

This breach of school rules is constant.

The outcome will be serving an immediate after school detention from 15:30 till 16:00. The detention will be served on the _____.

Regards

Principal Kewdale HS

Behaviour Coordinator

Appendix D: Parole Sheet

Appendix E: Classroom Entry Requirements

Classroom Entry Requirements

Students need to be in the proper state of mind ready to learn and correctly dressed.

1. Girls need to be free of apparent makeup and incorrect jackets.
2. Boys need to be in correct uniform; black shoes, black school pants, prayer hats on school shirt tucked in.
3. **ALL** students need to have their text and notebooks displayed as well as current worksheets **BEFORE SEATING.**
4. Students need to commence lesson with full consideration of others in room regarding safety and level of noise created individually and as group.

Breach of these rules will be reflected as a negative on the student's pastoral care record and addressed by respective coordinators. Breach of poor performance in set tasks within learning area will be reported to the respective Head of learning area. This will be communicated to parents/guardian in the 'Letter of Concern'

Regards

Teacher _____

Principal Kewdale HS _____

Appendix F: Behaviour Classifications

Minor Behaviour	Definition	Examples	Phase	Non-Examples
Inappropriate Verbal Language	Any spoken, written, or non-verbal communication that insults, mocks, belittles, or slanders another person will be considered inappropriate.	Put-downs, taunts, or slurs of a non-offensive nature.	0/1	Cursing, slandering another person, hostile threats either written, spoken, or non-verbal.
Physical Contact/Physical Altercation	Any incidence in which a student engages in inappropriate physical contact with another student.	Silly horseplay, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "Not keeping hands/feet to self."	0/1	Shoving match, slapping, or other such low impact incident not severe enough to constitute a fight.
Defiance/Disrespect/Non-compliance	Brief or low-intensity failure to respond to adult request.	Talking back, not following directions, sleeping, refusal to complete assignments, ignoring request of adult.	1/2	Refusal to comply will established rules, leaving class without permission.
Disruption	Low-intensity, but	Intentional distractions: noises, pranks, annoying	0/1	Loud talk, yelling,

	inappropriate disruption.	statement/questions; breaking line, making messes, throwing paper wads, etc.		screaming; noise with materials; horseplay/rough-housing; any behavior more than nagging.
Dress Code Violation	Student wears clothing that does not fit within the dress code	Refer to School Uniform Policy	1-3	
Property Misuse	Low-intensity misuse of property.	Breaking pencils/crayons, kicking furniture, mishandling text books/library books, tearing up paper/assignments/handouts	0/1	Damaged property as result of aggressive behaviors, etc., tampering with equipment/impairing its usefulness.
Tardy	Student is late to class	Students enters school/classroom after the bell rings without excuse or an admit slip	2/3	Laying out of class; over two minutes late to class; leaving school without permission
Computer Use Violations	student playing computer games or accessing website not specified by their teacher	Instead of working on given task student is checking sports results over the weekend.	0/1	

Consuming Food/Drink in class	student eating during class time	student is hiding his/her sandwich and eating when the teacher is not looking	0/1	
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Major Behaviour	Definition	Examples	Phase	Non-Examples
Abusive Language/Inappropriate Language	Verbal messages that include swearing, name calling, or use of words in an inappropriate way	Cursing, slandering another person, hostile threats either written, spoken, or non-verbal	1-4	Put-downs, taunts, or slurs of a non-offensive nature, mild oaths not directed at an individual Offensive communications targeting race, gender, faith, etc
Fighting/Physical Aggression	Actions involving serious physical contact where injury may occur	Hitting, punching, kicking, hair pulling, scratching, choking	4-5	Silly horseplay, playful grabbing, pinching, nonaggressive punching or slapping, chasing, shoving.
Defiance/Disrespect/Insubordination/Non Compliance	Refusal to follow directions, talking back, and/or socially rude interactions	Refusal to comply with established rules, leaving class without permission, verbal defiance/argumentative; inappropriate	3-4	Talking back, not following directions, sleeping, refusal to complete assignments, ignoring request

	communicated in writing, by words or tone of voice	public display of affection		of adult
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules	Telling untruths/wrongful accusations, copying, obtaining questions/answers to school assignments/tests	2-4	Forged notes from parents, doctors, teacher, etc., plagiarism, stealing, hiding/purchasing stolen property, aiding someone in stealing, pretending to be another student's parent over the phone
Harassment/Tease/Taunt	Student delivers repeated disrespectful messages (verbal or gesture), to another person that includes threats and intimidation, obscene	Bullying, repeated verbal harassment or abuse, inappropriate touching, gesturing, notes and pictures.	2-4	Physical assault/battery, threats involving weapons and minor offenses such as name calling, put-downs, taunts, or slurs of a non-offensive nature, mild oaths not

	gestures, pictures, written notes.			directed at an individual.
Truancy	Student leaves class school without permission or stays out of class/school without permission	Laying out of class; over two minutes late to class; leaving school without permission	3-4	Students enters school/classroom after the bell rings without excuse or an admit slip
Forgery/Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without the person's permission	Forged notes from parents, doctors, teacher, etc., plagiarism, stealing, hiding/purchasing stolen property, aiding someone in stealing, pretending to be another student's parent over the phone	3-4	Telling untruths/wrong ful accusations, copying, obtaining questions/answers to school assignments/tests
Vandalism	Vandalism is the malicious,	Writing/ painting graffiti on school wall, keying a car,	2-3	Breaking pencils/crayons, kicking



	intentional defacing or damaging of public or private property.	tampering with a school sign, damaging a locker, carving name on a desk.		furniture, mishandling text books.
Physical Aggression	Any physical contact occurring with the intent to cause discomfort or an incidence of slight physical contact will constitute an altercation between students.	Shoving match, slapping, or other such low impact incident not severe enough to constitute a fight.	2-4	Horseplay, playful grabbing, pinching, nonaggressive punching or slapping, chasing, shoving. "Not keeping hands/feet to self."
Disruption	Behavior causing an interruption in a class or school activity	Loud talk, yelling, screaming; noise with materials; horse-play/roughhousing; any behavior more than nagging	1-3	Intentional distractions: noises, pranks, annoying statement/questions; breaking line, making messes, throwing paper wads, etc.

Critical Behaviour	Definition	Examples	Phase	Non-Examples
Abusive Language/Inappropriate Language	Verbal messages that include swearing, name calling, or use of words in an inappropriate way	Cursing, slandering another person, hostile threats either written, spoken, or non-verbal	3-5	Put-downs, taunts, or slurs of an offensive nature directed at an individual Offensive communications targeting race, gender, faith, etc
Fighting/Physical Aggression	Actions involving serious physical contact where injury may occur	Hitting, punching, kicking, hair pulling, scratching, choking	3-5	Silly horseplay, I grabbing, pinching, nonaggressive punching or slapping, chasing, shoving.
Defiance/Disrespect/Insubordination/Non Compliance	Refusal to follow directions, talking back, and/or socially rude interactions communicated in writing, by words or tone of voice	Refusal to comply will established rules, leaving class without permission, verbal defiance/argumentative; inappropriate public display of affection		Talking back, not following directions, sleeping, refusal to complete assignments, ignoring request of adult

<p>Use/possession of Weapons</p>	<p>Student is in possession of any weapon with the intention of causing bodily harm</p>	<p>Possessing, handling, transmitting using or attempting to use a weapon* in school buildings on school grounds at any time, or in school vehicles and /or buses or off the school grounds at a school sponsored activity, function or event.</p>	<p>3-5</p>	<p>Threats to bring a weapon to school, threatening language</p>
<p>Use/Possession of Drugs</p>	<p>Student is under the influence of or is in possession of drugs.</p>	<p>Using, possessing, selling, or distributing drugs in school buildings or on school grounds at any time, in school vehicles or buses, or at any school sponsored activity, function, event whether on or off school ground. Students using selling or distributing drugs after school hours.</p>	<p>4-5</p>	
<p>Inappropriate Male/Female Relationship</p>	<p>Student having boyfriend/girlfriend. Physical contact. Inappropriate dealings with each other.</p>	<p>Inappropriate contact, social media footage, touching, Hugging, kissing, going into hidden locations by themselves, involving other students to act as look outs for them.</p>	<p>5</p>	

Implementation date: [February 2017]

Approved by: [Executive Principal]

Next review: [February 2018]