



Eastside Lutheran College

BEHAVIOUR MANAGEMENT HANDBOOK

BEHAVIOUR MANAGEMENT POLICY

Preamble

In keeping with Biblical Principles and a commitment to adhere to principles contained in government legislation the College will seek to implement a Behaviour Management Policy that reflects this undertaking.

As with other policies in place within the College, the Behaviour Management Policy takes into account the Lutheran Education Australia's Framework for Lutheran Schools, the Lutheran Church of Australia's Pastoral Care Statement, and the Vision for Learners in Lutheran Schools. In accordance with these documents the College expresses its' mission as:

Vision

"To lovingly support a thriving, caring community of lifelong learners, each one a special child of God."

Mission

We exist to provide a caring, stimulating, and safe environment, where students are appropriately challenged through high quality educational programs and practices to strive towards personal, social, and academic excellence.

Staff, parents, students, the Church, and the wider community actively collaborate to provide an environment where all can strive to reach their full potential under God.

Therefore, the College expresses its' vision as:

1. Eastside Lutheran College will provide excellence in education by means of skilled, dedicated Christian teachers and the use of educational programs that meet or exceed the Australian Curriculum requirements.
2. Each person learns respect and value for others as they in turn are respected and valued.
3. Each person is given the opportunity to discover and develop God given gifts in a safe, loving, just and peaceful environment.
4. Students are taught the foundational understanding of the Christian faith, as understood by the Lutheran Church of Australia.
5. Through their exposure to God's word revealed in the Old and New Testaments, it is our hope that students and their families might grow in Christian faith.
6. Students and staff at Eastside Lutheran College are encouraged to direct their energies to the love of learning in a Christian community reflecting the teachings of Jesus Christ.

At Eastside Lutheran College, we take seriously the development of the whole child. This includes the academic, social, physical, and spiritual growth of each student. The College recognises the need to teach social and emotional skills and values for students to achieve well, have emotional health and become positive and principled adults and lifelong learners.

The qualities that are defined as optimal for Lifelong learning are defined by the LEA as reflecting core values including those defined as 'Australian Values' by the National government and the aspirational values articulated in the LEA Vision for Learners in Lutheran Schools, especially love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation. These values are described in the LEA Life Learning Qualities (LQL) Statement of Attributes and Abilities as contributing to communities by promoting:

- Self-directed, insightful investigators and learners.
- Discerning, resourceful problem solvers and implementers.
- Adept, creative producers and contributors.
- Open, responsive communicators and facilitators.
- Principles, resilient leaders, and collaborators.
- Caring, steadfast supporters and advocates.

For the students of the College to flourish and develop the Qualities for Lifelong Learning in a safe, accepting, and disciplined environment, the LQL are embedded in all College activities, programs and policy and are modelled by the staff and wider College community.

Behaviour Management Goals

The goals of the Behaviour Management policy of the college reflect these LQL and the College aims to:

- Provide a positive, secure, learning environment, encompassed in the knowledge of God's love and forgiveness.
- Provide an environment in which individual needs, rights and responsibilities of all students, staff and parents are respected and valued.
- Provide an environment in which students feel safe to take risks in academic, sporting and performance pursuits without ridicule.
- Help students to experience the benefits and blessings associated with making responsible behaviour choices.
- Help students understand that behaviour is a choice and to accept the responsibility and consequences for both appropriate and inappropriate decisions regarding their behaviour.
- Promote consistency of behaviour management throughout the College.

Belief statement

Behaviour management means guiding the student towards self-control and self-direction which then provides the student with optimal opportunities to achieve the best possible educational outcomes and promote the values and qualities consistent with the development of a caring, compassionate, principled, and resilient adult.

The task of managing behaviour is therefore to:

- Guide students to constructive, caring, positive behaviours.
- Extinguish inappropriate, destructive, and detrimental behaviours.

To achieve these certain conditions are optimal:

- A healthy self-image is a major pre-requisite for developing appropriate, positive behaviours.
- A well-planned engaging classroom programme promotes positive classroom management.
- Positive teacher-parent-student relationships promote positive behaviour outcomes.
- A proactive whole College approach to managing behaviour is necessary.

- Frequent positive affirmation of attempts toward appropriate behaviour choices provides a success orientated proactive approach to managing behaviour.
- Students must see the benefits in making appropriate behaviour choices.
- Students must understand with rights come responsibilities.
- Students must learn to accept responsibility for and the consequences of their own behaviour.
- Consequences must be consistent, fair, and empathetic to the individual student's situation.

Principles for effective proactive management of student behaviour

- A consistent whole College approach to behaviour management is necessary to provide a safe success orientated learning environment for students.
- Staff, parent partnerships work together to provide a basis for positive behaviour management in students.
- Teachers provide a positive example for students by aiming to model the values and LQL and through explicit instruction and discussion of self-management strategies and social mores and on-going counselling.
- Appropriate behaviour reflects the values of a Christian world view.
- Appropriate behaviour should be focussed upon and celebrated.
- Incidents that occur at College are most effectively dealt with in the College setting.
- Consequences for inappropriate behaviour need to be fair, logical, and designed to increase appropriate behaviour.
- Once inappropriate behaviour has been dealt with students are given the opportunity to 'begin again' in an environment that reflects Christ's love and forgiveness.

Guidelines for good practice

- Policy and procedures need to be formulated and guided by current understanding of sound educational and behaviour management practice.
- Strategies for management of behaviour should be proactive and should be, where possible, least intrusive to the learning of others.
- Students should be explicitly taught responsible behaviour, valuing of others, collaborative and cooperative group behaviour and decision-making within the classroom.
- Teachers' practice should be proactive and teachers' verbal and nonverbal responses to students should consistently and frequently include affirmation of appropriate behaviour.
- The behaviour management policy should be clearly outlined for all new staff, students and families and revisited yearly for all staff and students.
- Rules should be stated clearly, concisely, and positively and kept to a minimum.
- Where necessary teachers and families should seek the support of relevant resources and programmes within and beyond the College community.

The management of behaviour at the College is defined by the 3Rs Rights, Responsibilities and Respect. It is the belief of the College that these 3Rs enable the 4th R (risk taking) which is reflected in the educational policies of the school as being important for student emotional, physical, spiritual, and academic growth. The management of behaviour at the school is based upon a combination of current theories and methods including Choice Theory and Druiker's Logical Consequences and the application of the Micro-skills for Managing Student Behaviour.

It is the belief of the College that students must be aware that with rights come responsibilities and those responsibilities involve respects for themselves, others, and the environment. While students do have a choice about behaviour they must also accept and take responsibility for that choice.

RIGHTS

Students have the right to feel safe, secure, and happy in an atmosphere where individual differences are accepted and expected and where they know what are expected appropriate behaviours and the consequences of inappropriate behaviours.

Staff have the right to work in a professional, supportive College community where courtesy, kindness and respect are practised.

Parents have the right to be able to participate in their child/ren's education by having open and honest communication with College personnel.

RESPONSIBILITIES

Students have responsibilities to themselves and others for managing their own behaviour choices and to accept and own the consequences of these choices.

Staff have a responsibility to model and encourage positive helpful behaviour choices, nurture self-esteem, respect and recognise individual differences and implement open lines of communication with all parties involved.

Parents have a responsibility to actively support and help their children to own and control their behaviour choices and to respect the professional standing of teachers and convey that respect to their child/ren.

RESPECT

God has created each student and member of the College community as special people with special gifts and talents. Therefore, it is expected that all members of the school community will develop:

RESPECT FOR THEMSELVES

Through:

High standards of personal cleanliness and grooming

Students and staff will:

- Wear school clothes correctly at school.
- Wear College clothes correctly when out in the community.
- Keep hair neat and tidy.
- Wash hands regularly using soap and water or hand sanitizer.
- Use appropriate and polite gestures such as hand over mouth when yawning and sneezing or coughing into the elbow.

High standards of physical well-being

Students and staff will:

- Take responsibility for actions and accept consequences for behaviour choices.
- Be sun smart by wearing a hat at all play and sport activities during the spring and summer terms.
- Walk on concrete and around buildings.
- Maintain a healthy lifestyle through healthy food choices and exercise.

High standards in language and manners

Students and staff will:

- Always use good manners by using words such as please, thank you and excuse me with all personnel including peers, visitors, and staff.
- Listen to each other and follow instructions.
- Sit quietly and attend during chapel, College services, assemblies and be polite and respectful at other College events and functions.
- Demonstrate the values of the College when dealing with the wider community.
- Always speak in a positive manner about the College and the College community.

High standards of organization

Students and staff will:

- Bring hats to school daily.
- Bring all utensils and books required for the College day each day.
- Arrive at the College on time and be ready for work at the beginning of the day and after break times.
- Submit all work on the due date.
- Keep work areas clean and tidy.

RESPECT FOR OTHERS

Through:

Care for and co-operate with others

Staff and students will:

- Act responsibly and treat others with respect and courtesy.
- Be aware of others' needs and be prepared to help.
- Provide personal space for others.

Value the ideas, opinions, and efforts of others

Staff and students will:

- Listen to and tolerate others' viewpoints.
- Praise the efforts of others.

Support and encourage each other

Staff and students will:

- Encourage each other in a positive manner.
- Be fair and safe when participating in team games and sports.
- Speak kindly to others.

Respect the property of others

Staff and students will:

- Always return items to the owner in good condition.
- Use items for intended purposes only.
- Always ask to lend property before taking it.
- Report any unintentional damage immediately.

Report harmful behaviours

Staff and students will:

- Immediately report any instances of unsafe play.
- Immediately report any instances of inappropriate play.
- Immediately report any instances of harassment (including internet).
- Immediately report any forms of bullying (including cyber bullying or text messaging).

RESPECT FOR THE ENVIRONMENT

Through:

Keeping the school clean and tidy

Staff and students will:

- Put all rubbish in the bin.
- Pick up rubbish even if it is not our own (always wash your hands afterwards).
- Keep the classroom environment clean and tidy.

Respecting school property and equipment

Staff and students will:

- Use resources and equipment safely and for its intended purpose.
- Refrain from defacing desks, books or classroom walls and equipment.
- Care for the College animals.

Remaining in designated areas

Staff and students will:

- Eat in designated eating areas.
- Engage in recreational activities in designated spaces.

School Rules

The school rules represent the 3 Rs in the following statements:

School Rules

This is my commandment, that you love one another as I have loved you. John 15:12

Communicate respectfully

Move and play safely

Allow others to learn

Respect and care for property and our College environment

Respect and show pride in ourselves and our College

Solve problems peacefully

Treat others fairly

Classroom Rules

Each class will negotiate classroom rules based upon the College rules. The rules will reflect the principles of the College behaviour management policy and may include aspects that are unique to the life of the classroom. Rules should be concise, stated in a positive manner and promote a positive and affirming College environment.

In the classroom teachers will:

- Discuss both appropriate and inappropriate choices regarding behaviour.
- Clearly define inappropriate behaviours.
- Clearly define appropriate behaviours.
- Use the Micro skills for managing student behaviour as a basis for classroom behaviour management.
- Be proactive, consistent, and fair in managing behaviours.
- Seek the advice of the Director of Staff and Student Welfare when experiencing difficulty in managing certain behaviours.
- Document persistent inappropriate behaviours.
- Model Christian love and forgiveness.

UNACCEPTABLE AND INAPPROPRIATE BEHAVIOUR

Unacceptable behaviour refers to that which interferes with the rights of the members of the College community.

Inappropriate behaviour includes:

- Behaviour which contradicts the values of Eastside Lutheran College
- Behaviour that does not respect the needs of self or others, thus affecting safety, happiness and self-worth.
- Behaviour that disrupts the learning environment, thus affecting the rights of others to learn or teach.
- Verbal, physical, or psychological abuse.
- Bullying, victimization, or harassment.

Strategies for minimising disruptive and unacceptable student behaviour

It is important that parents are made aware of their child's behaviour if it is of concern. However, most incidents that occur at school should be dealt with in the school setting. It is equally important that parents are aware of their child's commendable behaviour to promote a positive approach to the child's behaviour management.

Proactive strategies used at the College for managing behaviour are outlined in the Micro- skills for Managing Student Behaviour. These are as follows:

1. **Establishing expectations** - to clearly articulate and demonstrate the boundaries of pro-social behaviour
2. **Giving instructions** - to give a clear direction about what to do
3. **Verbal and non-verbal redirections** - to redirect student behaviour using positive non-confrontational methods
4. **Waiting and scanning** - to wait 5-10 seconds after giving an instruction, giving students time to process the direction

5. **Cuing with acknowledgment** - to acknowledge students' on-task behaviour with the intention of prompting another to follow suit
6. **Body language encouraging** - to intentionally use your body language to encourage students to remain on task
7. **Descriptive encouraging** - to encourage students to become more aware of their competence by commenting on their behaviour
8. **Selective attending** - to intentionally give minimal attention to off-task behaviour
9. **Giving choices** - to respectfully confront the student who is disrupting others with the available choices and their natural consequences
10. **Following through** - resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment
11. **Defusing** - to provide an opportunity for people who have participated in, or witnessed, a potentially traumatic classroom or playground event to talk it through. Poor choices of behaviour are dealt with using logical consequences which are applied from the least intrusive to most intrusive.

Examples are:

- simple brief direction
- redirect student
- simple choice (in your bag or on my desk thanks)
- make consequences clear
- direct student to work aside (in room time out)
- cool off time
- time out (in buddy classroom)
- referral to senior teacher, Coordinator or Director of Staff and Student Welfare

Consequences of persistent inappropriate student behaviours

In situations when dealing with inappropriate behaviour the 'Reflect, Repair and Restore' process is enacted. This provides the College community member with the opportunity to reflect upon the consequences of their behaviour to themselves and others, consider an appropriate action that may repair the damage or distress caused by the behaviour and restore harmony to the situation.

All inappropriate behaviours are dealt with taking into consideration the level of severity of the inappropriate behaviour and the effect of that behaviour on others in the school community as well as the effect of the behaviour to the persons emotional growth and development.

At the College it is important to know that there are several exceptional circumstances in which deliberate and decisive action is immediately taken to preserve the safety of all members of the community. These circumstances are the involvement in and /or the not reporting of:

- **Bringing illegal drugs to the College and/ or dealing in illegal drugs.**
- **Threatening, planning, and carrying out physical acts of violence (preplanned violence).**
- **Inappropriate or illegal use of Social Media that may harm others and/ or the College reputation.**

It is an expectation of the College that students, parents and staff members report these serious instances immediately, so immediate action can be taken. This may include the involvement of the police and immediate expulsion of the person/s from the College.

Course of Action for Inappropriate Behaviour

Level 1

First Misdemeanour (minor)

Immediate and logical consequences are applied (e.g., running on concrete - student sit out of play for short time).

In discussion with staff member:

- **Reflection** - of the possible consequence of the inappropriate behaviour (e.g., running on concrete - falling and hurting themselves).
- **Reparation** - through acknowledgement of understanding of consequence.
- **Restoration** - through apology and demonstration of appropriate behaviour.

Level 2

Persistent Misdemeanour (minor)

Unacceptable behaviour described and logical consequence applied with guidance for resolving any conflict given and in class time out with teacher student conferencing at appropriate time.

In discussion with staff member

- **Reflection** - of the reason for consequence of the inappropriate behaviour (e.g., disrupting others learning) and the further consequence for continued inappropriate behaviour.
- **Reparation** - through acknowledgement and acceptance of consequence and serious nature of further course of action with continuation of inappropriate behaviour.
- **Restoration** - through apology and consistent demonstration of appropriate behaviour.

Level 3

Continuation of misdemeanour from level 2 or any serious inappropriate behaviour that may endanger the student or others or any incident of bullying or harassment.

Level 2 steps repeated combined with teacher, student interview with a Lead Teacher, College Coordinator or the Director of Staff and Student Welfare.

Consequences applied under direction of teacher or Lead Teacher. Parents advised of concerns and action taken.

Daily debriefing and counselling by teacher and monitoring by Lead Teacher in discussion with the Director of Staff and Student Welfare.

- **Reflection** - of the reason for consequence of the inappropriate behaviour (e.g., hurting others) and the further consequence for continued inappropriate behaviour.
- **Reparation** - through acknowledgement and acceptance of consequence and serious nature of further course of action with continuation of inappropriate behaviour.
- **Restoration** - through apology and consistent demonstration of appropriate behaviour.

Level 4

Continued misdemeanours and serious inappropriate behaviour that may endanger the student or others or continued incidences of bullying, victimization or harassment.

Parents/ caregivers join student, teacher and the Director for Staff and Student Welfare for formal interview. Consequences such as suspension and / or agreed behaviour contract applied under direction of teacher and Director for Staff and Student Welfare. Depending upon the nature of the behaviour/s the assistance of outside agencies such as psychologists or other specialists may be required.

Daily debriefing and on-going counselling by teacher and the Director of Staff and Student Welfare.

- **Reflection** - of the reason for consequences of the inappropriate behaviour and the seriousness of the nature of the inappropriate behaviour/s and the further consequence for continued inappropriate behaviour.
- **Reparation** - through acknowledgement and acceptance of consequences and serious nature of the inappropriate behaviour/s and the further course of action with continuation of inappropriate behaviour. Direct explanation from the student as to what the appropriate behavioural choice will be once consequences have been applied.
- **Restoration** - through direct apology to those who were affected by the inappropriate behaviours with explanation of what the student will do to redress the situation.

Level 5

Where no improvement or cooperation is evident either by parents or caregivers or the student concerned, immediate suspension will occur, and the Principal will determine whether the student's enrolment should be terminated.

Bullying, Harassment and Victimization of any members of the College community

Eastside Lutheran College **does not tolerate** bullying, victimization, or harassment. The College aims to provide a positive culture where this is not accepted, and in so doing, provide a safe and secure environment.

Definition of Bullying

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation, or social acceptance on more than one occasion.

Types of Bullying

There are three broad categories of bullying:

1. Direct physical bullying - e.g., hitting, tripping, and pushing or damaging property.
2. Direct verbal bullying - e.g., name calling, insults, homophobic or racist remarks, verbal abuse.
3. Indirect bullying - this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation.

Indirect bullying includes:

- lying and spreading rumours
- playing nasty jokes to embarrass and humiliate.
- mimicking
- encouraging others to socially exclude someone.
- damaging someone’s social reputation and social acceptance.
- cyber bullying, which involves the use of electronic means to humiliate and distress.

What Bullying is Not

Many distressing behaviours are not exemplifying of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual Conflict

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for ‘retaliation’ in a one-sided way.

Social Rejection or Dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single episode acts of nastiness or meanness, or random acts of aggression or intimidation
Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying. However, physical violence is NEVER accepted at the College and will immediately be dealt with at Level 4 in the College Behaviour Management process.

Cyber bullying consists of covert, psychological bullying, conveyed through the electronic mediums such as mobile phones, blogs and websites, on-line chat rooms, ‘MUD’ rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual, or homophobic harassment) using the various mediums available.

Harassment is any verbal, physical, or sexual conduct (including gestures) which is uninvited, unwelcome, or offensive to a person.

Effects of Bullying and Harassment

- poor health - anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal.
- reduced career prospects

Bullying or harassment can often make people feel:

- embarrassed or ashamed
- offended or humiliated
- intimidated or frightened
- uncomfortable

There are many examples of bullying and harassment. Bullying can involve:

- grabbing, aggressive staring, hitting, pinching kicking, pushing, and shoving
- publicly excluding a person from your group
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyber bullying can involve:

- Flaming - online fights using electronic messages with angry or vulgar messages
- Harassment - repeatedly sending nasty, mean and insulting messages.
- Denigration - posting or sending gossip or rumours about a person to damage his/her reputation or friendships.
- Outing - sharing someone's secrets or embarrassing information or images online.
- Exclusion - intentionally and cruelly excluding someone from an online group.
- Cyber-stalking - repeated, intense harassment and denigration that includes threats or creates significant fear.

Harassment is usually directed at a person because of their gender, race, creed, or abilities - it can be subtle or explicit. Subtle (the most common) acts may include:

- offensive staring and leering
- unwanted comments about physical appearance and sexual preference
- racist or smutty comments or jokes
- questions about another's sexual activity.
- persistent comments about a person's private life or family
- physical contact e.g., purposely brushing up against another's body
- offensive name calling

Explicit (obvious) acts may include:

- grabbing, aggressive hitting, pinching, and shoving, etc
- unwelcome patting, touching, embracing.
- repeated requests for dates, especially after refusal
- offensive gestures, jokes, comments, letters, phone calls or e-mails
- sexually and/or racially provocative remarks
- displays of sexually graphic material - pornography.
- requests for sexual favours

Beliefs about bullying, victimization and harassment at Eastside Lutheran College

Eastside Lutheran College has a reputation as a caring nurturing school in which students feel safe and valued. However, the students, staff, parents, and community members recognise that unfortunately bullying, victimisation and harassment will occur in this College, as it does in all schools, and it must

be eliminated, reported, and dealt with immediately.

A team effort is required to prevent bullying at the College. This is achieved through:

- Periodically surveying the College community regarding the occurrence of bullying.
- Providing an environment in which students, parents and staff members report bullying with the knowledge that they are safe to do so and will be supported.
- Actively teaching resilience and relationship building in all classrooms.

Guidelines

A school-wide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way.

- All new students and staff will be informed of this policy.
- All complaints of harassment will be heard in confidence and taken seriously.
- Our College is committed to providing preventative programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

THE RESPONSIBILITY OF THE BULLY VICTIM:

- Avoid the bully - do not be alone where the bully may be.
- Enlist a buddy or friend to help.
- Try not to show a reaction.
- Tell the bully to stop.
- Move away quickly.
- Report any incident immediately.

THE RESPONSIBILITY OF COLLEGE STAFF:

- Record all bullying incidences.
- Monitor incidents and investigate them thoroughly.
- Take all reports seriously.
- Remain calm.
- Reassure the victim.
- Offer concrete help, advice, and support to the victim.
- Inform the College Coordinators or Director of Student and Staff Welfare immediately of any bullying incidences.
- Provide counselling for the bully to appreciate the victim's point of view.
- Ongoing monitoring of identified bullies
- Communicate with all stakeholders about concerns of bullying or and victimization.
- Teach about bullying and resilience using role plays, stories, interviews etc.
- If bullying is parent - parent or parent - teacher always ensure a senior teacher is present for support.

THE RESPONSIBILITY OF LEAD TEACHERS, COORDINATORS AND DIRECTORS:

- Check behaviour management records re previous incidents.
- Immediately withdraw students from class who have been involved in bullying.
- Meet with offender and victim/s to document details of incidents that have occurred.
- Contact the parents of victims who are the subject of continued bullying.

- Contact the parents of offenders.
- Co-operate with teachers and parents who believe they have a bullying problem with their children.
- Carry out College safety survey each year.
- Immediately respond to duress calls and support staff when there is a potential for parent - teacher conflict, harassment or bullying.

At the College we teach - **screen shot, block, report** for any cyberbullying that occurs whether it relates to the College or not. A Teacher or the Director of Staff and Student Welfare will help a student deal with any cyberbullying that occurs.

Bystanders who do nothing to stop bullying or harassment may be contributing to the problem by providing an audience for the bully. At the College we call this the **Bystander Effect** and we teach students that doing nothing are being a Bystanders. Students are taught to report is not dobbing and they are expected to report to show care and love for their classmates and respect for the College ethos.

There are disciplinary consequences, for those who bully (including cyber bullying) victimize and harass (including cyber harassment and sexual harassment) at the College.

Disciplinary consequences for persistent bullying, victimization and harassment may result in expulsion. The common-sense idea of once is a mistake, second time is not, applies in most cases. Once it is explained to a student that their actions are bullying or harassing, they are expected to stop, immediately. To continue will immediately invoke serious consequences in line with **Level 4** of the College's Behaviour Management steps.

Very serious bullying, cyberbullying or harassment, including sexual harassment, may immediately involve the police and the student's expulsion from the College.

The Principal will decide the final disciplinary consequences in accordance with the College Policies and Procedures.

NB: While this document outlines dealing with unacceptable / inappropriate behaviour, it is important to recognise that most students behave responsibly most of the time. The procedures outlined aim to recognise these students in their efforts in ensuring that our College is a safe and happy place.

At all times and at all levels of behaviour management it is paramount that the student is brought to an understanding that it is the poor behaviour choices of the student that are unacceptable and not the student him / herself. The student must be given every opportunity to demonstrate change so that he/she can receive the blessing of God's unconditional love and forgiveness.

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