



TOWNSVILLE GRAMMAR SCHOOL

BEHAVIOUR MANAGEMENT POLICY

PURPOSE	The purpose of this policy is to provide written processes about student behaviour management in the context of the Pastoral Care Charter, Positive Education Program and Student Code of Conduct.		
SCOPE	Students, parents/carers and employees, including full-time, part-time, permanent, fixed term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements at Townsville Grammar School.		
REFERENCES	<ul style="list-style-type: none">• Pastoral Care Charter• Positive Education Program• Student Code of Conduct• School Uniform Policy		
REVIEWED	Annually	NEXT REVIEW DATE	January 2027
POLICY OWNER	Deputy Principal		

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Policy

INTRODUCTION

Students at Townsville Grammar School are educated in a holistic manner: mind, body, spirit. As such, the use of the Pastoral Care Program and clear guidelines for behaviour, aim to ensure that interactions between students are mutually beneficial. Similarly, the actions of staff are to support and encourage lifelong learning, whilst also supporting the various dimensions of health and wellbeing.

Students have access to Class Teachers, Form Teachers, Year Level Co-ordinators, Heads of Houses, the School Psychologist, Senior School Counsellor, Junior School Counsellor, Careers Advisor, Academic Leaders, Heads of Campus, Head of Junior School, Head of Senior School and the Deputy Principal, who all aim to support, encourage and foster positive work ethic, behaviour and organisational skills. Outlining of behavioural standards is imperative to ensuring students are supported and encouraged, whilst also disciplined and mentored, towards proper social skills and actions.

Students will make mistakes. As such, the purpose of behavioural management policies and support is to assist

students through their learning journey when it comes to social and emotional intelligence. Wisdom is usually only gained through experience and time. It is fostered through reflection and self-awareness.

The School aims at all times to ensure students are aware of their actions and their impact on others and their own self-worth and self-esteem. These will fluctuate through primary and secondary school years and, therefore, it can be expected that there will be students, at times, who will make mistakes. As a School community, it is our aim to empower/enable students to reflect, acknowledge and grow.

This policy aims to explain the School's intent when dealing with students who have made a mistake or error of judgement. It reinforces the School is there to support, but to ensure the behaviour is recognised as not being appropriate. It outlines:

- Actions taken by the School to foster positive pastoral relationships and why this is important.
- Actions used when issues arise, and a matter must be dealt with by staff. It aims to outline that each issue is viewed separately and differently, and a discussion will need to occur before a sanction is issued.

Our Values

Connection – Through talking, working and dreaming together, we grow together both as individuals and as a community.

Curiosity – We constantly ask 'why'? We actively seek creative and innovative answers, solutions and outcomes for ourselves and others.

Inclusiveness – We encourage the freedom of individuality, difference and uniqueness that provides a sense of belonging and enables our people to thrive.

Humility – Personal achievement through honest endeavour with accountability, grace, respect and integrity.

Courage – Developing strength of character through learning to face life's challenges with the resilience to continue to strive for personal best.

PASTORAL CARE CHARTER

At Townsville Grammar School, we believe that a student's personal growth and wellbeing is best enhanced by a safe and caring environment where each individual is accepted, respected and valued. We believe that our Positive Education Framework provides a means for staff and students to identify and understand their character strengths and grow as individuals and members of our School community.

We believe that:

- It is essential to provide a safe and caring environment that supports the emotional and social wellbeing of each student.
- Positive Education enables appropriate development of character strengths and personal growth.
- Mutual respect promotes good interpersonal relationships and acceptance of difference.
- Our Pre-Prep to Year 12 co-educational environment is ideally suited to the development of boys and girls into responsible young men and women.
- As students mature and grow, they must progressively take ownership of their behaviour and accept responsibility for their actions.
- Staff must role-model a caring pastoral approach in their dealings with students and each other.
- It is essential that all staff and students cultivate positive relationships, emotion, health, engagement, accomplishment and purpose to enable all members of the School community to thrive.
- A positive partnership between the School, family and the wider community is crucial to the holistic education of every student in the School.
- Staff should actively acknowledge positive relationships through affirmations/and or positive reinforcement. Age appropriate classroom reward systems may also be beneficial.

POSITIVE EDUCATION PROGRAM OVERVIEW

"Your mind will take the shape of what you frequently hold in thought." - Marcus Aurelius

Positive Education is a whole School community initiative that promotes positive relationships, emotion, health, engagement, accomplishment and purpose. Townsville Grammar School's Positive Education Program is derived directly from the evidence-based outcomes and benefits of Positive Education. The aims of the program are to produce well-rounded and resilient individuals who possess a unique capability to thrive personally, academically and professionally, and who are well-equipped to contribute to society in a satisfying and meaningful way.

Through understanding and practising Positive Psychology, children can hone their Positive Education skills and learn to accept success and failure with equanimity and grace, and remain resilient, grateful and hopeful, regardless of the circumstances in which they may find themselves.

Positive Education is the framework that supports our Pre-Prep to Year 12 Pastoral Care and Wellbeing Program. The program focuses on providing students and staff with the skills needed to manage and cope with everyday opportunities and challenges in our ever-changing world.

All staff and students participate in a range of explicit and implicit programs, initiatives and activities that focus on mindfulness, journaling, gratitude and optimism to promote an innate understanding, acknowledgement and appreciation of their personal character strengths.

Six Educational Domains:

1. Positive Relationships

The Positive Relationships domain recognises the importance of connectedness and thriving relationships. It helps students to develop social and emotional skills that nourish relationships with self and others.

2. Positive Emotion

The Positive Emotion domain focuses on the importance of helping students to anticipate, initiate, experience, prolong and build positive emotional experiences as well as how to respond to negative emotions in a healthy way.

3. Positive Health

The Positive Health domain focuses on helping students develop sustainable habits for optimal physical and psychological health that are developed from a sound knowledge base.

4. Positive Engagement

The Positive Engagement domain focuses on helping students understand and experience complete immersion in activities as peak experiences through understanding the nature of engagement, the pathways to it and the function it has in individual wellbeing.

5. Positive Accomplishment

The Positive Accomplishment domain aims to develop individual potential through striving for and achieving meaningful outcomes.

6. Positive Purpose

The Positive Purpose domain involves understanding, believing in and serving something greater than yourself and deliberately engaging in activities for the benefit of others.

STUDENT CODE OF CONDUCT

The student Code of Conduct provides a framework with which students are able to develop the positive social behaviours which are acceptable within the broader community and expected of a TGS student. It also provides an outline of the behavioural expectations for students when they are on the School campuses; moving to and from School; travelling on public and contract transport services and when attending sporting events; School functions; excursions; or any other School related activity. For obvious reasons, the Code of Conduct cannot address specific issues, but provides guidelines for all conduct.

The Code of Conduct should be read in conjunction with the guiding School values of:

- Respect for self
- Respect for each other
- Respect between staff and students
- Respect for the fabric, ethos, history and facilities of the School
- Honesty and integrity in behaviour and conduct at all times

Students are expected to:

- Follow the directions and instructions of all School staff (teaching and non-teaching).
- Be considerate of the safety and welfare of themselves and others.
- Be punctual and prepared for each class with an awareness of specific needs for different classes.
- Contribute positively to the learning environment by working responsibly, not distracting other students, completing assignments and submitting them on time.
- Show respect and courtesy to all members of the School community.
- Respect personal and community property.
- Show pride in the achievements of themselves and their School.
- Be well groomed and dressed appropriately, as per School Uniform Policy.
- Obey all campus and classroom rules.
- Respect the rights and privileges of all students, staff, and volunteers.
- Conduct themselves in a way that does not disrupt the day-to-day operation of the School and/or wider community.
- Conduct themselves in a way that does not bring the name of the School into disrepute through any action – intended or unintended.

Behavioural standards that follow from these principles:

- Treating everyone with dignity and respect.
- Respecting the physical and personal space of others, especially with regard to physical contact.
- Respecting the reputation and integrity of others.

SUPPORTIVE SCHOOL DISCIPLINE

Supportive school discipline has at its centre a positive teacher-student relationship and school-parent relationship. The teacher sets the expectations, provides explicit instruction on what the required behaviours look and sound like, and works as part of the whole staff team to model the standards set by the community.

Schools continue to be among the safest places for young people in our society, and this is achieved only through the co-operation and collaboration of students, teachers, parents/carers and visitors. Supportive school discipline provides:

- Opportunities to build strong relationships with caring adults
- Engaging curriculum
- Proactive, early assistance for students with complex needs
- Differentiated lessons and assessment
- Fair, corrective intervention to address behaviour problems
- Positive solutions to individual issues
- Respectful, continuous attention to culture and community
- Active adult monitoring and responses to negative social groupings and bullying environments

Discipline means to educate someone to be able to follow a set of rules or expectations and, in doing so, prevent the likelihood of recurrent behavioural errors. Discipline does not mean punishment. It means to teach, and this is what our teachers are experts in delivering.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe

All members of school communities are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- Participate actively in the School's education program.
- Take responsibility for their own behaviour and learning.
- Demonstrate respect for themselves, other members of the School community and the School environment.
- Behave in a manner that respects the rights of others, including the right to learn.
- Co-operate with staff and others in authority.

Parents are expected to:

- Show an active interest in their child's schooling and progress.
- Co-operate with the School to achieve the best outcomes for their child.
- Support School staff in maintaining a safe and respectful learning environment for all students.
- Initiate and maintain constructive communication and relationships with School staff regarding their child's learning, wellbeing and behaviour.
- Contribute positively to behaviour support plans that concern their child.

The School is expected to:

- Provide safe and supportive learning environments.
- Provide inclusive and engaging curriculum and teaching.
- Initiate and maintain constructive communication and relationships with students and parents/carers.
- Promote the skills of responsible self-management.

Responsibilities of Staff

Teacher

- Teach and follow up on academic content/achievement in the assigned subject.
- Collect pastoral information on student wellbeing, as appropriate, and pass on information required.
- Monitor uniform compliance and pass on any concerns to Form Teachers/Year Level Coordinator/Head of House OR in regard to the Junior School the respective Heads of Campus (Annandale and North Shore)
- Identify any issues with the learner in the classroom (i.e. disability) and make appropriate adjustments to support those students and thereby minimise disruptive behaviour.
- Apply appropriate discipline based on behaviour and minor infringements in the classroom.
- Raise any academic/behavioural/pastoral issues or concerns from the classroom/playground with relevant staff (Curriculum Leaders, Form Teachers, Heads of House, Year Level Coordinator) or OR in regards to the Junior School the respective Heads of Campus (Annandale and North Shore) and then Head of Junior School.

Form Teacher

- Support students in the pastoral life of the School.
- Deliver the Pastoral Care program and Positive Education domains.
- Check uniform compliance.
- Assist with organisation and time management.
- Deal with minor infringements that relate to students' pastoral concerns.
- Raise any academic/behavioural/pastoral issues or concerns from the classroom/playground with relevant staff (Heads of House, Year Level Coordinator).

Curriculum Leader/Head of Faculty

- Work with staff to identify if students are misbehaving because of isolated lesson structure or individual issues.
- Identify any issues that are discrediting the academic rigor of the School (i.e. cheating, plagiarism).
- Address students if incidents of an academic nature are repetitive in nature (i.e. never completing homework and classroom teachers have been punishing) failure to complete/hand in/sit assessment on the required day.
- Collate information about students as evidence on claims made by teacher.

Heads of House/Year Level Coordinator

- Relay information between Teachers, Curriculum Leader and Form Teachers about the behavioural, academic and pastoral concerns of students.
- Ensure that all relevant information concerning a student's wellbeing is available for the staff who teach the particular student.
- Relay any requirements / concerns to appropriate staff.
- File communications (except extremely confidential) where all staff have access to it – i.e. communication log on TASS.
- Pass down the appropriate sanctions for repetitive behaviour.
- Work with Head of Senior School to remediate students who are struggling to be Grammar citizens.
- Place appropriate sanctions on students for irresponsible behaviour.
- Collate information about students as evidence on claims made by Heads of Faculty, Form Teachers and Teachers.

Heads of Campus (Annandale and North Shore)

- Monitor and manage behavioural processes at each campus.
- Collate information about students, as evidence, on claims made by Teachers and support staff.
- Keep all processes succinct and timely for all stakeholders.

- Work closely with, teachers and staff to maintain and encourage positive interactions of students.

Head of Junior School

- Oversee the Junior School's Behaviour Management processes.
- Work closely with Heads of Campuses regarding behavioural issues and incidences.
- Liaise with the Deputy Principal, Head of Senior School and Principal over significant behaviour issues.

Head of Senior School

- Monitor the behaviour management process.
- Collate information about students, as evidence, on claims made by Heads of House/Year Level Coordinator.
- Keep all processes succinct and timely for mediators.
- Demonstrate clear-cut expectations of staff and students.
- Work closely with Heads of House/Year Level Coordinator, Teachers and staff to maintain and encourage positive interactions of students.

Deputy Principal & Principal

- Oversee the School's Behaviour Management process.
- Liaise with the Head of Senior School over significant behaviour issues.
- Lead the community to ensure a positive, supportive School culture is evident.

BEHAVIOUR MANAGEMENT – NORTH WARD CAMPUS

Sanctions & actions for misbehaviours (Years 7–12)

Below is the list of sanctions and actions that may be used for various misbehaviours. These are grouped into categories.

TYPE	EXAMPLES	REPORT TO	SANCTIONS
Academic	<ul style="list-style-type: none"> • Homework • No class equipment • Eating in class • Graffiti • Constant talking/excessive noise • Asking inappropriate questions • Swearing • Disruption 	Teacher or Curriculum Leader/Head of Faculty	<ul style="list-style-type: none"> • Warning • Detention • Parent meeting
	<ul style="list-style-type: none"> • Failure to attend detention • Cheating • Plagiarism • Failure to hand in assignment • Vandalism 	Curriculum Leader/Head of Faculty	<ul style="list-style-type: none"> • Detention • Parent meeting • Suspension
Pastoral	<ul style="list-style-type: none"> • Wearing uniform incorrectly • Chewing gum • Littering • Late for class 	Form Teacher or Head of House/Year Level Coordinator	<ul style="list-style-type: none"> • Warning • Detention • Monitoring card / contact with home
	<ul style="list-style-type: none"> • Inappropriate posting on social media • Unexplained absences • Driving without permission • Carrying other students in car without permission 	Head of House/Year Level Coordinator	<ul style="list-style-type: none"> • Parent meeting • Monitoring card • Suspension
Behaviour	<ul style="list-style-type: none"> • Use of mobile device inappropriately • Discourteous/insolence • Disobedience • Back chatting • Teasing • Pushing/shoving • Poor sportsmanship 	Form Teacher or Head of House/Year Level Coordinator	<ul style="list-style-type: none"> • Warning • Detention • Monitoring card/contact with home
	<ul style="list-style-type: none"> • Repeated minor infringement • Blatant disobedience or courtesy • Poor behaviour outside school grounds • Bullying/harassment • Extreme anti-social behaviour 	Head of House/Year Level Coordinator	<ul style="list-style-type: none"> • Parent meeting • Monitoring card • Suspension
Behaviour	<ul style="list-style-type: none"> • Repeated bullying/harassment • Vandalism • Unacceptable moral behaviour • Use/sale/possession/distribution of drugs, alcohol, cigarettes, vaporises (e-cigarette) • Unlawful behaviour – theft, assault, illegal entry, possession, extortion, bomb hoaxes, possession or use of weapon, forgery, arson 	Head of Senior School	<ul style="list-style-type: none"> • Detention • Suspension • Probation • Expulsion

TYPE	EXAMPLES	REPORT TO	SANCTIONS
	<ul style="list-style-type: none"> • Pornography • Repeated truancy • Persistent disobedience • Constant insolence • Continual failure to follow instructions/rules • Extreme anti-social behaviour • Breach of negotiated plan/probationary contract • Verbal or physical harassment of staff, visitors or students of the School • Behaviour beyond School and not necessarily related to School activity, which brings the School into disrepute or affects the School in a direct manner 		

Detentions

1. Lunchtime (Subject specific or pastoral)

30 minute duration

Supervised by the Teacher

- Issued by the relevant teacher or Head of House/Year Level Coordinator.
- Should two detentions be received by the teacher in the same week, this would elevate the detention to become an afternoon detention.
- Head of House/Year Level Coordinator have the discretion to ascertain how many detentions have been accrued by a student in the past week/fortnight and issue an afternoon detention.
- Students must be given a task to complete during this time, which is subject specific and relates to content in class at this time. Should it be an act of vandalism/graffiti, a suitable punishment may involve cleaning of classrooms or the like.

2. Thursday Afternoon

1 hour duration - start at 3:30pm, finish at 4:30pm

Supervised by Deputy Principal, Head of Senior School or Head of House/Year Level Coordinator

- Issued by Teacher/Head of House/Year Level Coordinator after a warning issued or lunchtime detention not fulfilled.
- Issued for repeated lunchtime detentions or students actions affecting the learning/welfare of others.
- Repeated afternoon detentions will result in a Saturday Detention.
- Staff who issue the detention must leave work to be completed by the student in the time which they serve the detention.

3. Saturday morning

3 hour duration - start at 8:00am, finish at 11:00am

Supervised by Deputy Principal, Head of Senior School or Head of House/Year Level Coordinator

- Issued by Head of House/Year Level Coordinator and approved by Deputy Principal or Head of Senior School.
- Issued for repeated Thursday detentions.
- Behaviour is of a nature that is medium/moderate level.
- Students will complete two hours of academic work (classwork, assignment, an essay, reflective journal, apology) and one hour of School based physical work (litter collection, manual labour).

Daily Diary monitoring card (Blue/Yellow/Red)

The daily diary monitoring card is issued for students who have struggled to meet satisfactory standards in any or all of the following criteria, as per the School report:

- Work ethic
- Behaviour
- Homework and organisation

Students must present after School or at a time organised by the Head of House/Year Level Coordinator, each and every day to discuss the card. Failure to complete this stage of the process will result in a student issued with a Thursday detention.

This card will be issued after Interim and Semester Reports, or should a student be flagged by staff as requiring a two week initial report period. The student will be placed onto a two week cycle of the card, starting with the first level of 'blue'. At the end of the two week period, should the student display diligence in completion of the card and minimal occurrences of poor results (N), they can be removed off the card by the Head of House/Year Level Coordinator.

Should the student not be able to meet the requirements to be removed from the monitoring card, they will be placed onto another two week cycle of the card, second level 'yellow'. At this time the student is to be made aware that this level is of a serious nature and will require a discussion with the Head of Senior School.

As mentioned, in the following two week period should there be a display of positive behaviour, effort and organisation, the student will be removed off the card. Should the student not be able to meet the requirements to be removed from the monitoring card, they will be placed onto another two week cycle of the card, third level 'red'. At this time the student is to be made aware that this level is of a serious nature and enrolment at the School will subsequently be referred to the Principal.

Parent meeting

Both parents and staff are encouraged to make contact with one another, should there be concerns regarding behaviour. Allowing for teaching, parental work commitments and School bell times, meetings can be held in both Middle School and Senior School offices.

Phone call home/email

Staff will from time to time need to contact home regarding behavioural issues. Depending on the nature of the issue, an initial email may be sent home to highlight an issue. Similarly, staff may make a phone call to discuss an issue which requires direct dialogue with a parent.

Follow up emails or first point of contact emails must allow both parents and staff time to respond, as such they are deemed of a non-urgent nature. If urgent action is required, a phone call should be made.

Suspension (internal and external)

Students whose actions have been repetitive or serious in nature, will be considered for suspension by the Deputy Principal or Head of Senior School. The suspension must be approved by the Principal and will either be stated as external or internal, depending on the ability of the student to return to their home (boarders).

A suspension is an act by the School to address the serious nature of the incident and to give the student a clear sign that they need to evaluate their actions and reflect on how they can improve to be able to rejoin the community in a positive light.

Upon return, students will meet with the Principal to discuss their ongoing enrolment.

Probation

Upon return from a suspension, students will serve a period of probation where their actions will be closely monitored. This serves as a period of time where students can demonstrate their commitment to making positive choices and that their past negative actions were merely a mistake, not a pattern of behaviour with which they wish to continue.

Expulsion

The Principal has the discretion to terminate the enrolment of a student at the School should there be grounds where future enrolment is not possible. Given the serious nature of the incident or ongoing nature of the behaviour, this action is used as a last resort by the School.

BEHAVIOUR MANAGEMENT – JUNIOR SCHOOL

In conjunction with a holistic approach to student behaviour management, the Junior School aims to create a supportive, inclusive and safe environment for all students. A consistent approach to student management is important for both the Annandale and North Shore Campuses.

Expectations

There are three expectations for behaviour within the Junior School:

- T** Try my best
- G** Give kindness and respect
- S** Safe choices

These expectations are consistent across all Junior School classrooms. They inform the behaviour of all members of the School community (students, staff, parents and visitors). These expectations are displayed in all classrooms, are referred to frequently and are taught accordingly as to their meaning and relevance. Classes begin each year with a discussion and elaboration of these expectations, which provides a shared language that is used to discuss behaviour in the Junior School.

Besides the clear expectations in classrooms, TGS also prides itself on good routines regarding movement of students from class to class. The expectation is that teachers walk their classes to specialist lessons and vice versa so that students are settled and ready for their learning.

Positive Education – Values Based Pastoral Care Program

Through Positive Education, we collectively aim to provide a safe and supportive values-based learning environment.

Positive Education certificates are awarded by classroom teachers in recognition of the respective character strengths each week at assembly.

Domains	Prep-Year 2	Years 3–6
Positive Relationships	Kindness Love	Kindness Love Social Intelligence
Positive Emotions	Appreciation of Beauty Gratitude Hope Belief	Appreciation of Beauty Gratitude Hope Humour Belief
Positive Health	Forgiveness Self-Control	Forgiveness Modesty Prudence

		Self-Control
Positive Engagement	Teamwork Fairness Leadership	Teamwork Fairness Leadership
Positive Accomplishments	Creativity Curiosity Love of Learning	Creativity Curiosity Open-Mindedness Love of Learning Perspective
Positive Purpose	Honesty Bravery Persistence	Honesty Bravery Persistence Zest

Managing Challenging Behaviour

We believe that the immediacy of teacher response is more important than weight of any sanction and that Teachers themselves are best placed to handle low level misbehaviours. Staff are required to clearly and consistently manage low level misbehaviour using the following process:

REMINDER	The student is given a verbal reminder. What are you doing? What should you be doing?
CAUTION	The teacher clearly and briefly explains the behaviour that needs to change, making reference to the School's expectations for behaviour.
CHOICE	The student is given a final opportunity to change their behaviour or to proceed to the reflection chair.
REFLECTION	The student goes to the reflection chair and completes a task about the incident. The student is now on Level 1 (see below).
REPAIR	The student discusses the reflection with the teacher and makes required reparations.
PARENT CONTACT	The classroom teacher notifies parents about the incident and provides them with a copy of the reflection task.

Levelled Disciplinary Response Chart – Junior School

In Prep-Year 6, a procedurally fair, levelled discipline response process is in place to support our Junior School students, staff and families in managing and maintaining the high standards and expectations of Townsville Grammar School.

Level	Behaviours	Consequences
1	<p>Including (but not limited to):</p> <ul style="list-style-type: none"> Refusal to complete tasks or follow instructions Back chatting Repeated calling out Negative attitude Disruption to the learning environment <p><i>A child who receives a third Level 1 behaviour notification within four school weeks will be placed on Level 2.</i></p>	<ul style="list-style-type: none"> Sent to reflection space in classroom (or room) Completion of Personal Reflection Review and discussion with teacher Notification to parents by classroom teacher
2	<p>Including (but not limited to):</p> <ul style="list-style-type: none"> Intentional physical, emotional or social harm to others Theft Damage to property Inappropriate use of technology at School Significant disruption to the learning environment. <p><i>A child who receives a third Level 2 behaviour notification within six school weeks will be placed on Level 3.</i></p>	<ul style="list-style-type: none"> Referral to Head of Campus Restorative Conversation Appropriate reparations Possible behaviour plan Notification to parents by Head of Campus Referral to School Counsellor (if required)
3	<p>Including (but not limited to):</p> <ul style="list-style-type: none"> Bullying Vandalism Assault <p><i>A child who receives a third Level 3 behaviour notification within 10 school weeks will be placed on Level 4.</i></p>	<ul style="list-style-type: none"> Referral to Head of Junior School Notification to parents by Head of Junior School Internal or external suspension, followed by reintegration meeting with parents Restorative Conversation Appropriate reparations Behaviour plan Possible exclusion from off-campus activities (sport, excursions, camps, tours) Referral to School Counsellor (if required)
4	<p>Including (but not limited to):</p> <ul style="list-style-type: none"> Intentional and serious assault Significant safety concerns for students, staff, parents or visitors to the School 	<ul style="list-style-type: none"> Referral to Head of Junior School Notification to parents by Head of Junior School External suspension followed by reintegration meeting with parents Restorative Conversation Appropriate reparations Behaviour plan Exclusion from off-campus activities (sport, excursions, camps, tours) Referral to School Counsellor (if required) Enrolment at risk

Phone call home/email

Staff will from time to time need to contact home regarding behavioural issues. The Class Teacher is the first point of contact and main pastoral carer in the Junior School. Depending on the nature and severity of the issue, an initial email may be sent home to highlight an incident. However, staff are asked to make a phone call to discuss an issue which requires direct dialogue with a parent. If a further follow up is required with a parent, then this should be organised through a face to face meeting.

Suspension (internal and external)

Students whose actions have been repetitive or serious in nature, will be considered for suspension by the respective Head of Campus as stated above in the level system. The suspension must be approved by the Head of Junior School and will either be stated as external or internal, depending on the nature of the incident and ability to supervise the student with duty of care requirements.

A suspension is an act by the School to address the serious nature of the incident and to give the student a clear sign that they need to evaluate their actions and reflect on how they can improve to be able to rejoin the community in a positive light.

Upon return, students will meet with the respective Head of Campus/and or Head of Junior School to discuss their ongoing enrolment.

Reintegration Period

Upon return from a suspension, students will serve a period of reintegration where their actions will be closely monitored. This serves as a period of time where students can demonstrate their commitment to making positive choices and that their past negative actions were merely a mistake, not a pattern of behaviour with which they wish to continue.

Enrolment at Risk

In consultation with the Head of Junior School, the Principal has the discretion to terminate the enrolment of a student in the School, should there be grounds where future enrolment is not possible. Given the serious nature of the incident or ongoing nature of the behaviour, this action is used as a last resort by the School.