

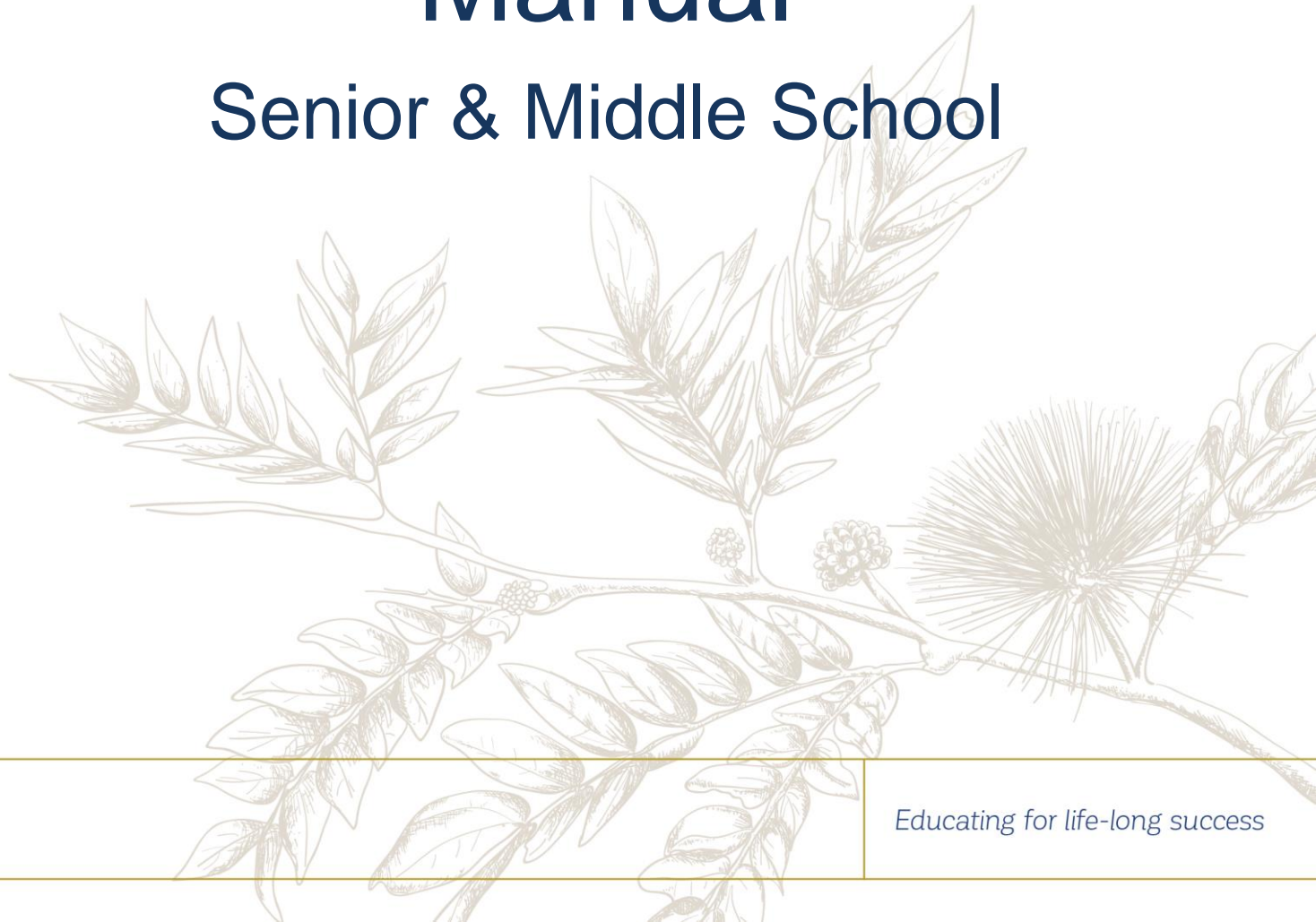


Founded 1917

**The Cathedral School**  
of St Anne & St James  
T O W N S V I L L E

# Behaviour Management Manual

## Senior & Middle School



*Educating for life-long success*

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## Foreword

The Cathedral School is an Anglican, co-educational day and boarding school for students from Kindergarten to Year 12. Established in 1917 as a girls' school by the Sisters of the Sacred Advent, it is now a separately incorporated body governed by a Board of Directors and managed by a lay Principal. There are presently more than 1000 students across the school and over 70 teaching and non-teaching staff in the Middle and Senior School. The ethos of the school is based on a commitment to Christian values and the nurturing of the spiritual formation of students. Our community is characterised by acceptance, forgiveness, understanding, social justice, humility, resilience and service.

Situated in Mundingburra, the school is centrally located within the residential area of Townsville, North Queensland. The majority of the school's population is drawn from the surrounding suburbs, but the boarding students bring diversity into the community. Personal relationships are built on the basis of understanding, tolerance and the respect for others.

The majority of students come from middle to high socio-economic backgrounds – parents tend to be professional or self-employed, and in many families both parents work. There are also a number of students on various forms of Government assistance (e.g. Abstudy, Isolation Allowances), and on a range of scholarships and bursaries provided by the school.

All Key Learning Areas are included in the curriculum with a wide range of subjects available to students. Teachers maintain high expectations of academic performance, and work to instil in the students a love for life-long learning. Both core and elective academic studies develop innovation, creativity and vision. The curriculum also serves to foster a sense of enterprise and self-discipline to help students achieve to their full potential in all areas.

The House system is an integral part of the pastoral care and behaviour management of the students. Each student belongs to a House and, in the Senior School each House consists of Tutor Groups with approximately eighteen students. Teachers (known as Tutors) are allocated to each Tutor Group and these Teachers take responsibility for the social and academic development of students in their Tutor Group. The Tutor Groups in Years 10-12 are vertically based with approximately six students from each year group in any one Tutor Group. The students stay in the same Tutor Group for three years and the Tutors get to know their students very well during this time. Tutor Groups in the Middle School are organised in Year levels, they consist of approximately 25 students. The Tutor is also a Key Teacher for that class taking them for two core curriculum subjects.

Peer mentoring between students at different Year levels is encouraged in Tutor Groups and Houses. There is a very strong link between the pastoral care and the behaviour management of each child. At The Cathedral School, the Tutor and either the Head of House or Year Level Dean work very closely together to form effective relationships with the students and their families. In addition, the Heads of School also work to oversee and coordinate the behaviour management and pastoral care of students in conjunction with Year Level Deans, Heads of House and Tutors. Communication between the home and the School often begins with the Tutor, Head of House or Year Level Dean making contact with parents. The pastoral care system promotes the fact that, at The Cathedral School, we value and care for the individual.

Participation, personal challenge and enjoyment are the main aims of the extracurricular activities offered at the School. Students also develop teamwork and leadership skills through their involvement in interhouse competitions and the unique Outdoor Education program.

Parents take an active interest in the School, and appreciate open and effective communication. The School seeks to respond to parent and family needs and to engender trust, fairness, equity and respect for all people who comprise our community – students, staff and parents. Indeed, The Cathedral School works in partnership with parents and demonstrates a commitment to quality and accountability.

The Cathedral School is committed to a Christian education that encourages students to develop to their potential in all fields: academic, social, sporting, technological, creative and spiritual. To this end, we have introduced a number of valuable programs: Leadership Development in Years 11 and 12, Toastmasters, Debating at House and School level, the Year 7 - Year 12 “Buddy” System, Year 11 Development Days, House and School Drama and Musical Productions. We also have a School Equity Policy and Complaints Policy and Boarders’ Representative Council, Outdoor Education up to Year 10, a Leos Club and a Year 10 Community Service Program. The culture we foster is supportive and positive, and our students are well behaved and eager to learn.

## **RATIONALE**

At The Cathedral School, pastoral care is based on giving students a structured framework to provide them with clear and consistent expectations to match the ethos of the school community. In the Middle and Senior School, the expectation is that students are developing more self-discipline to monitor and alter their behaviour. As such, the Behaviour Management Policy expects a high standard of behaviour from students. Behaviour management is focused on a pastoral care framework that includes a student’s Tutor, Year Level Dean or Head of House, as well as the Heads of School and Deputy Principal.

Communication is crucial to the successful implementation of this policy. Each student’s Tutor Year Level Dean or Head of House are important contacts. It is also very important that the Principal, Deputy Principal, Director of Studies, Heads of School, Senior School Heads of House and the Middle School Year Level Deans share communication down the line when a student has been referred to them.

Timely and appropriate communication for reporting relevant events to the student’s Tutor is essential. Communication of issues of a pastoral nature is done through the use of TASS via the Behaviour Module. The information put into TASS remains in the student file from one year to the next, so that the pastoral and academic care provided is specific, accurate and responsive to the needs of the individual. The records are official documents used by all levels of staff (Tutors, Deans, Year Level Deans, Heads of House, Head of School, Director of Studies, Deputy Principal and the Principal) to decide on the School’s response to a student’s behaviours.



*Mr Ian Gamack*  
**Principal**

## **1.0 PRINCIPLE**

The school recognises that all members of its community and other relevant stakeholders, including students, parents, Teachers, auxiliary staff and administrators, have certain rights and responsibilities which the School is determined to safeguard. These are rights to:

- an education
- a safe environment
- justice
- tolerance, and
- respect.

## **2.0 EMOTIONAL INTELLIGENCE**

It is expected that all students will actively develop their own emotional intelligence on the understanding that it will be very helpful in their ability to manage their own behaviour in the wide range of situations that schools provide. In the majority of cases, there is a reason why students misbehave. Where appropriate, it is necessary for students to have an opportunity to explore the underlying reasons and where possible to work through the problem in order to reduce the chances of the inappropriate or anti-social behaviour recurring.

## **3.0 OBJECTIVE**

Our Behaviour Management Policy is designed to strengthen communication between parents, Teachers and students and to support the School's commitment to learning and to reinforce values and attitudes fostered in the School Chapel, the classroom and Tutor group. In order for students to achieve their potential, the School insists that all its members should be able to feel safe and valued, and behave towards each other in ways that are:

- respectful
- reasonable
- responsible
- supportive
- caring and considerate
- dignified
- fair and just

## **4.0 PURPOSE**

All members have a responsibility to behave well towards others, whether they are students, Teachers, parents or administrators, and treat them with respect. The School community only functions properly if we accept our responsibilities. To ensure this, all members of the Middle and Senior School must abide by this Behaviour Management Policy and observe its rules and procedures.

## **5.0 BULLYING**

At The Cathedral School, the act of bullying is given careful consideration in the Behaviour Management Policy and responded to using specific procedures outlined in this document.

## 6.0 RIGHTS AND RESPONSIBILITIES – STUDENTS

Rights	Responsibilities
TO: <ul style="list-style-type: none"> <li>Learn</li> </ul>	TO: <ul style="list-style-type: none"> <li>Follow school rules and policies</li> <li>Be cooperative</li> <li>Be punctual</li> <li>Be prepared for classes with all required equipment</li> <li>Enable others to learn without interference</li> <li>Keep up to date with work and to allow/help others to learn</li> <li>Participate in all activities to the best of their ability</li> </ul>
TO: <ul style="list-style-type: none"> <li>Develop the ability to make good decisions</li> </ul>	TO: <ul style="list-style-type: none"> <li>Demonstrate good decision making</li> <li>Demonstrate self-control</li> <li>Take responsibility for personal decisions</li> <li>Develop independence and initiative</li> <li>Develop emotional intelligence</li> </ul>
TO: <ul style="list-style-type: none"> <li>Be treated with respect and fairness</li> </ul>	TO: <ul style="list-style-type: none"> <li>Support the Anglican ethos of the School</li> <li>Be honest</li> <li>Treat all people fairly and with respect</li> <li>Be polite</li> <li>Express ideas in an appropriate manner</li> <li>Think before speaking</li> <li>Offer an apology when necessary</li> <li>Follow directions when given for the good of the community and/or self</li> </ul>
TO: <ul style="list-style-type: none"> <li>Have a clean and safe school</li> </ul>	TO: <ul style="list-style-type: none"> <li>Allow others to feel safe at school by not using physical and/or verbal bullying</li> <li>Be aware and avoid placing anyone (self and others) in potentially harmful situations</li> <li>Keep the school clean of litter</li> <li>Report concerns about safety at school</li> <li>Take care of school property and respect the property of others</li> <li>Wear the correct school uniform appropriately at all times</li> </ul>

## 7.0 RIGHTS AND RESPONSIBILITIES – TEACHERS

Rights	Responsibilities
TO: <ul style="list-style-type: none"> <li>Teach without interference by students</li> </ul>	TO: <ul style="list-style-type: none"> <li>Structure learning activities to cater for the individual needs of all students</li> <li>Uphold the Behaviour Management Policy</li> <li>Set consequences for inappropriate class behaviour</li> </ul>
TO: <ul style="list-style-type: none"> <li>Be treated with respect</li> </ul>	TO: <ul style="list-style-type: none"> <li>Treat all people with respect and fairness</li> <li>Assist students to be aware of their rights and responsibilities</li> <li>Provide an appropriate social model within the school</li> <li>Clearly communicate expectations to students</li> <li>Be supportive of the Anglican ethos of the School</li> <li>Find opportunities to develop emotional intelligence in themselves and their students</li> </ul>
TO: <ul style="list-style-type: none"> <li>Have a clean, safe working environment</li> </ul>	TO: <ul style="list-style-type: none"> <li>Assist in making the school a safe and clean place</li> <li>Care for people and property within the school</li> </ul>
TO: <ul style="list-style-type: none"> <li>Receive help and support when required</li> </ul>	TO: <ul style="list-style-type: none"> <li>Undertake self-evaluation</li> <li>Provide professional support for colleagues</li> <li>Access professional development</li> </ul>

## 8.0 RIGHTS AND RESPONSIBILITIES – PARENTS

Rights	Responsibilities
TO: <ul style="list-style-type: none"> <li>Expect a safe and secure environment for your child</li> <li>Express opinions regarding school matters</li> <li>Be respected and treated fairly by Teachers and students</li> <li>Have access to school personnel at mutually acceptable times</li> <li>Receive accurate information about your child's progress</li> </ul>	TO: <ul style="list-style-type: none"> <li>Encourage your child to accept school rules</li> <li>Be supportive of the Anglican ethos of the School</li> <li>Advise the appropriate school personnel of your concerns</li> <li>Treat all members of the school community fairly and with respect</li> <li>Support the educational purposes of the school</li> <li>Be available for Teacher meetings when required at a mutually acceptable time</li> </ul>

## **9.0 SCHOOL RULES**

Adherence to these rules will help the School to run more efficiently and enable it to serve you better.

### **9.1 Philosophy:**

- It is expected that students will be courteous and respectful at all times.
- Students of the school are expected to use their common sense at all times.
- It is expected that students will participate cheerfully in school activities and commit themselves to training if selected for a team.

### **9.2 General:**

- It is a condition of each student's enrolment at The Cathedral School that the parents on their own behalf and on behalf of the student are aware of the content of the school rules and have agreed to abide by them.
- The Cathedral School, through the Principal, retains the right to discipline, suspend or dismiss from the school any student on the grounds of the student's unsatisfactory conduct or performance or failure to observe any school rule. Students are regarded as being under school discipline when they are at school or any official school function or when they are wearing the school uniform or part thereof. This includes school camps, outings and tours.
- No student may drink intoxicating liquor, smoke, gamble, or have any dealings with illegal, non-prescribed or addictive drugs while under school discipline.
- No practice endangering life, limb or property may be indulged in. No student may bring onto the school premises any weapon, drug, explosive or dangerous substance, nor shall any student while under school discipline be in possession of or throw any missile or article that could cause harm or discomfort to others.
- Students' persons, possessions, boarding areas, lockers, storage areas and bags may be searched at any time. The Head of School, plus a Teacher and the relevant student, will be present at any such search.
- Physical contact between students is not permitted, with the exception of non-sustained spontaneous acts of affection.
- Any form of bullying and/or harassment is not permitted.
- The school uses Friday, Saturday and Uniform detentions to enforce rules where appropriate.

### **9.3 Attendance, absences and leave etc:**

- If a student knows that he or she will be absent or late, or will need to leave for part of the day (e.g. To attend a medical appointment), a note should be brought from a parent or guardian or an email sent requesting prior permission from the relevant Head of School.
- In the event of a student's absence from school for all or any part of the school day, the parent or guardian should phone or email to advise the School before 9.00am on the day of the absence, unless prior notification has been given of the intended absence. Students leaving school with parent permission must sign out at the relevant school office.
- Students are not to be present at school before 8.10am nor after 3.35pm unless attending the IRC or a recognised school activity.
- Any student who arrives late at school must report to the office of the relevant Head of School.



- No student may leave the school grounds between morning arrival and the afternoon dismissal of school without special permission from the relevant Head of School. No students will receive permission to go home for lunch.
- Students must attend all periods timetabled for them. Permission for absence from a period must be sought from the Teacher concerned one day before the time of the period, and the relevant Head of School must be informed.
- All students must be at the appropriate class, assembly, Chapel or any other school activity at the appointed time. Lateness to any class must be explained by a note from the relevant staff member.

#### **9.4 Appearance - Uniform:**

- The wearing of uniform in full, to and from school and in public places, is required. A student may place their enrolment in jeopardy if they disregard uniform requirements.
- The formal uniform is worn on the first and last day of each term, for excursions, and on nominated special occasions.
- The sports uniform, including a hat, must be worn for all sports activities, but may only be worn home following after-school sports activities or following a whole-day sporting event.
- Hats must be worn outdoors, and the use of sunscreen is highly recommended.

#### **Wet Weather Exceptions:**

*During persistent periods of heavy rain, students are permitted to wear older closed in shoes (crocs or thongs are not permitted). Hats are not required.*

#### **Grooming:**

- Students should be neat and tidy at all times.
- Girls' dresses should be no shorter than the top of the knee.
- Students are not to wear nail polish or makeup whilst at school.
- Boys will come to school clean-shaven.

#### **9.5 Hair:**

- Hair must be visibly combed and remain natural in colour and appearance while attending school.
- Students are permitted to have colours that are subtle and natural looking; our stance is one of moderation.
- If fine foils or highlights are put in, they need to be no more than two shades variation from the natural colour.
- Long fringes, scraggly hair around the face, hair extensions, undercuts or other extremes of style are not permitted.
- Hair is to be no shorter than a No. 3 cut for both males and females.

#### Female students:

- Hair is to be worn neatly and fastened with a band and/or ribbon in navy blue, brown or white if hair reaches the top of the collar.
- All hair must be firmly tied and pinned off the face and above the collar. Single pony tails must be held firmly in place beneath the crown. Plaits may be worn.

#### Male students:

- Hairstyles will be of a consistent length, not touching the collar.

*Students not abiding by these guidelines must have the cut/colour rectified immediately.*

### **9.6 Footwear:**

- Students must wear appropriate footwear at all times.
- Leather school shoes are required for Science, Food & Textiles and Design & Technology.
- There are to be no thongs, even on wet weather days or casual dress days.

### **9.7 Jewellery:**

- All students may wear a plain, simple watch and one simple linked metal chain necklace no more than 2 mm across, with a small cross.
- No visible body piercings or tattoos are permitted.
- No bracelets or wristbands may be worn.

#### Female Students:

- One pair of earrings, located in the middle of the earlobe is permitted. These may be plain gold/silver studs with no stone or pearl, or plain sleepers, no more than 1.5 cm outer diameter.
- One plain ring may be worn.

#### Male Students:

- No earrings or rings may be worn.
- No other jewellery will be allowed and will be confiscated if worn to school. Jewellery covered by band aids will also be confiscated. Clear plastic plugs, spacers or keepers are not permitted under any circumstances.

### **9.8 Casual Dress Day Guidelines:**

This is a normal school day and appropriate dress standards are expected.

- No thongs are to be worn.
- Students are not to wear anything with offensive messages.
- Tops are to have sleeves; no bare midriffs.
- No 'short' shorts or skirts.
- No hair colouring is permitted; coloured wigs are allowed but do not replace a hat.
- Students are to wear a hat, not a cap.
- Students must have appropriate closed in footwear for practical lessons and sports uniform for PE.
- Phones and iPods must be left in a locked locker for the school day.
- Cross gender dressing is not permitted.

### **9.9 Travel:**

Parents are responsible for a student's travel to and from school. The school takes over responsibility and duty of care for the student once the school opens at 8.10am and they are on the school premises. This duty of care ends when students leave the school grounds at the end of the school day.

The school works together with parents to ensure students are safe. If a student does not meet safety requirements, whether as a pedestrian, passenger, rider or driver, the school will advise parents.

All types of travel require planning, safe practices and observing road rules and guidelines, in particular:

- Students are to practise safe and legal use of bikes, scooters and skateboards
- Students travelling on school buses or via public transport service are required to abide by the Queensland Code of Conduct for School Students Travelling on Buses and the School Rules.

Students are to not to ride bicycles, scooters and skateboards while inside the school grounds.

### 9.10 Student Driving

Students who hold a licence to drive a motor car may drive to and from school. This is the decision of the student, their parents and the owner of the vehicle.

Young drivers are one of the most vulnerable road user groups. To ensure the school is aware of student drivers, Parents of students who drive on a regular or occasional basis are to notify the School through the *Student Driver Notification Form*, available from Senior School Reception.

No car parking will be provided for students on school grounds.

To ensure the school's duty of care, student drivers are to comply with the following:

- Students will not be permitted to drive during the day school without written parent permission.
- For school activities where school transport has been arranged (e.g. buses), students will use the school's provided transport. Students will not be permitted to transport themselves and/or other students to and from school activities without written parent permission and approval by the school prior to the day of the activity.

Students are required by law to adhere to all road rules and drive in a safe and responsible manner. Members of the school community are requested to inform the school if they are aware of any students who are driving in a reckless or dangerous manner or who are not adhering to road rules. Any unsafe driving behaviour or breaches of road rules will be reported to parents.

### 9.11 Care of Property:

Students should care for their own property and show respect for the property of others and of the school community as a whole.

- Books and tote trays (Junior School) must be kept clean and tidy. Lockers (Middle and Senior School) must be kept locked except when being accessed.
- Money or valuables should be securely stored or left with staff for safe-keeping. The School will not be held responsible for any money or valuables lost or stolen from the School property.
- School property must not be damaged, disfigured or removed. Any damage to school property must be reported immediately to the relevant Head of School.
- Students may not interfere in any way with property belonging to others.
- Electronic equipment may not be brought to school without prior permission from a Teacher.

### 9.12 Restricted Areas:

In the interests of safety and hygiene and to prevent damage to the building or interference with the rights of others, certain areas of the school have a restricted use.

- Students must not remain in a classroom unless a Teacher is present.
- Students may not eat food or consume drinks in the Library/IRC, Lecture Theatre, Technology Centre, Rock Centre, on stairs, on walkways, in classrooms, in the Green

Hall, in the Music area or in the swimming pool. The only exception is water in clear plastic drink bottles in classes in warm weather.

- There shall be no running, playing or noisy behaviour in corridors, paved areas, classrooms or changing rooms.
- No games of any kind may be played in the changing rooms. During lunchtime, sports may be played only in the appropriate areas, including playgrounds, Rock Centre, oval and tennis courts.
- All Boarding Houses are out of bounds during the school day.
- The Maintenance Sheds are out of bounds for all students.
- The Middle School Confidence Course is out of bounds unless under direct Teacher supervision.
- The awning at the rear of the Art Block is out of bounds for all students unless supervised by a Teacher.

### **9.13 Student use of mobile phones at The Cathedral School:**

- As with any personal property, the school will not indemnify any student or family for any damage, theft or loss of a mobile telephone in any circumstances.
- Students may only use a mobile telephone before 8.35am and after 3.10pm at school, for both incoming and outgoing calls.
- Between 8.35 and 3.10pm, all student mobile telephones are to be switched off and stored securely in their locked locker.
- On excursions, the permission of the supervising member of staff should be sought before a mobile telephone is used.
- Mobile telephones are not to be taken on school camps. At any school function (ie concerts, Chapel services, Presentation Ceremonies etc) all mobile telephones must be switched off.
- Photos or videos of students can only be taken when permission has been given.
- Should a mobile telephone be misused or cause distraction or nuisance to others, the school reserves the right to remove the item from the student. Their parent or guardian may collect the mobile telephone from the school at a time negotiated with the relevant Head of School.
- The guidelines for boarders and mobile phones are to be found in the Boarders' Booklet.
- There can be no photographing/videoing of any students/staff at any school event by students. The only exception is when it is part of curriculum requirements or when requested by a Head of School.

## **10.0 UNDERSTANDING ANTISOCIAL BEHAVIOUR AND BULLYING**

**Anti-social behaviour** is any conduct that impinges upon the ability of a member of the school community to enjoy positive relationships.

Anti-social behaviour may have long-term effects including:

- Loss of self-esteem and confidence
- Under-performance; inability to maintain regular work patterns
- Physical sickness
- Greater likelihood of developing high-risk behaviours, such as drug abuse and addictions
- Higher levels of stress, anxiety, depression and psychiatric illness
- Being incapable of sustaining long term relationships

## **11.0 EXAMPLES OF ANTI-SOCIAL BEHAVIOUR**

### **Physical**

- pushing, hitting, punching, bumping, kicking
- unwanted rough play
- obstructing, confining
- stealing, hiding property
- damage to or interference with personal belongings
- sending abusive, malicious or inappropriate communications. Accessing, altering or deleting the work of others

### **Verbal**

- name calling, teasing, picking on
- making put down comments, belittling
- threatening violence, physical aggression
- insulting, shouting at, swearing at
- comments that denigrate on the basis of gender, sexuality, race

### **Cyber**

- 'Rumour mongering' using the internet and/or text messages
- Sending inappropriate messages via email of text and/or images

### **Social/Psychological**

- visual – staring at threateningly, giving “evils”
- standing close to a person and acting in a threatening manner
- pulling faces
- excluding from activities
- ignoring
- whispering, or circulating rumours

## **11.1 Indicators that a Student may be suffering from the Anti-Social Behaviours of Others**

### **Class/School Attendance**

- truancy
- reluctance or refusal to attend School or certain lessons
- lateness for School
- reluctance to leave School at end of day
- seeking to leave class frequently

### **Academic**

- significant decrease in work output and results
- lacks concentration in class
- problems with retention and short term memory

### **Physical**

- tiredness
- psychosomatic complaints: frequent headaches, stomach aches
- bedwetting – usually in younger children
- loss of appetite
- unexplained bruises and injury
- torn clothing
- sleeping disorders

### **Emotional**

- personality changes from confident to loss of confidence, impulsive hitting out and swearing
- sudden outbursts of temper
- being particularly negative and difficult towards siblings at home
- lethargy, apathy
- swings in mood
- depression

### **Social**

- withdrawal from social activities with peers
- withdrawal from extra curriculum activities
- constantly being with Teacher on duty at break times
- constant use of library at break times

### **Other signs from home**

- requests to change transport arrangement to and from school
- requests for extra money
- taking and “losing” valuables from home
- sudden reluctance to do things in the community (eg. go to the shops, swimming pool etc.).

## **12.0 ANTI-SOCIAL BEHAVIOUR AND BUILDING RESILIENCE**

All members of the school community must clearly demonstrate a commitment to supporting each other in the implementation of this policy and procedures in a regular and consistent manner.

### **12.1 Prevention Strategies for the Whole School**

#### **Increase awareness of the Behaviour Management Policy –**

- Clear statements in School Handbook, School Diary, Website and Prospectus
- Increase awareness of the policy across school community through PD lessons, assemblies and the Tatler
- Informing parents on Orientation Days of the Behaviour Management Policy
- Assemblies, house and Tutor group meetings, where students have opportunities to discuss what is expected of them and pro-social behaviours

#### **Staff and student leaders to be aware of:**

- Their responsibilities in carrying out supervision duties – on the campus, on buses, in the classroom, all areas of school property should be supervised
- The School Rights and Responsibilities Code in this document
- When and where anti-social behaviour occurs

- Potential risks
- Modelling appropriate behaviour especially:
  - tolerance and acceptance of individual differences
  - assertive behaviour versus aggressive behaviour
  - use of alternative conflict resolution strategies
  - demonstrated emotional intelligence
  - cooperation and teamwork emphasised
  - active observation and looking for signs of distress in students
  - records of incidents are maintained in accordance with the School's Pastoral Care policy via the appropriate lines of communication

## **12.2 Policy implementation to be monitored and reviewed.**

- Records of incidents are maintained in accordance with the School's Pastoral Care Policy.
- Continually review structures, systems, and groups within the school to see that they are operating in a way that fosters pro-social behaviours.

## **12.3 Prevention Strategies – through Tutor groups and the house pastoral care system**

- Find opportunities to increase awareness of what acceptable behaviour is (through discussion, role playing, suggestion box, poster competitions etc)
- Promote and reward resilient behaviours
- Promote a collective responsibility: encourage students to be active bystanders and interventionists
- Display posters about pro-social behaviours
- Remind students that there is always someone to talk to about troubling matters– friend, Tutor, Dean, Chaplain, Head of School, Counsellor, Teacher, student leader, parent etc
- Training and implementation of peer support and peer mediation practices

## **12.5 Prevention strategies for parents**

Encourage your child to:

- Differentiate between what is and what is not bullying. If children perceive everything as bullying, they can develop a victim mentality, which is disempowering
- Understand the importance of developing resilience and the skills of emotional intelligence
- Consider alternative ways to respond and model these if appropriate
- Tell a trusted staff member, student leader or friend about anti-social behaviour he or she has experienced
- Have faith in the system

## **13.0 RESPONSES TO ANTI-SOCIAL BEHAVIOUR**

### **13.1 Response Strategies for Parents**

- Watch for signs of distress
- Check for possible sources of anxiety; where you have concerns, contact the school immediately
- Take the child seriously, but act calmly
- It is not advisable to phone the parents of the student perceived to be engaging in anti-social behaviour
- Inform the school of the anti-social behaviour

- Maintain contact with the school and work with the school to seek an appropriate solution.

### **13.2 Response Strategies for Students**

Students should be taught that if they are affected by anti-social behaviour, there are strategies available to them:

- Decide how serious the present incident is. Singular incidents of anti-social behaviour can often be dealt with very successfully by being confident, not showing a negative reaction and moving on
- If it is frequent and hurtful, you should act with a warning to the instigator that you want them to stop this behaviour immediately. Be assertive, not aggressive; tell the person you won't put up with this behaviour
- Tell someone you trust about the situation, a class Teacher, Tutor, Year Level Dean or Head of House, older student, school nurse, counsellor, chaplain or parent so that action at the school can be taken
- If the unacceptable behaviour does not stop after the initial investigation by the school, immediately report this to staff (your Tutor, Year Level Dean or Head of House)

### **14.0 THE SCHOOL'S THREE STAGE RESPONSE TO BULLYING**

**Bullying** is repeated harassment, psychological or physical, of one person by another, or group of people, in an attempt to disempower that person. It is any behaviour intended to, or perceived to hurt, injure, threaten, intimidate or frighten a person in such a way that he/she feels marginalised, scared and unable to resolve the situation. Bullying includes:

- physical attack (hitting, kicking, sexual assault, theft)
- verbal attack (name calling, racist, sexist or homophobic comments, offensive remarks, ridicule)
- indirect bullying (spreading rumours, explicit ostracism from social groups)

It can include doing one or more of the preceding acts repeatedly by use of modern technology such as e- mail, text messaging and social networking sites. Elements of this behaviour:

- It is hurtful, disrespectful or offensive to other people
- It is intentional, uninvited, aggressive or inappropriate
- The recipient feels powerless and/or violated

#### **The Role of the Bystander**

The role of the bystander is crucial in repairing incidents of anti-social behaviour and needs to be clearly understood by all community members. Bystanders have the responsibility and the power to affect pro- social change.

In individual chats with each bystander:

- Record all observations and actions
- Explain School Rights and Responsibilities at Cathedral
- Stress the important role that bystanders should be playing in stopping & resolving any bullying incidents
- Emphasise that they are the ones who have the power to stop bullying
- Explain they are failing in their responsibility to themselves and the school if they do not intervene or report bullying



### Bystanders may assist by:

- Not encouraging through their words or actions the repeated anti-social behaviour
- Providing support to the target of the repeated anti-social behaviour:
  - peer mediation, if trained
  - moving to align himself/herself with the target
  - simply saying “stop it”
  - personal intervention
- Drawing the instigator’s attention to the repeated anti-social behaviours
- Reporting concerns to staff and/or student leader
- Acting in unison to intervene

The Cathedral School community does not condone bullying or harassment and the following procedures have been established to deal with such unacceptable behaviour should it occur. It is critical to note that the school cannot respond to any anti-social or bullying behaviours that may be occurring unless staff witness or are notified about the behaviour. Parents and their children are asked to notify the school about any incident as soon as it occurs, so that the issue can be handled quickly and decisively.

Students deemed to be experiencing bullying type behaviours will be offered:

- Assurance that the reported incident will be investigated, acted upon and resolved in an appropriate and speedy manner.
- Support and counselling if needed.

Students deemed to be the perpetrator of bullying type behaviours will enter into a structured process:

- to issue a clear and explicit warning that their behaviour is inappropriate and needs to cease
- to discuss and explain why their behaviour is unacceptable
- to inform parents / guardians of their behaviour
- to provide support and counselling to remediate behaviour
- to implement appropriate consequences

## **15.0 SCHOOL RESPONSE**

### **15.1 Initial Investigation**

- When anti-social or inappropriate behaviour is reported to a staff member by student, parent, bystander or confidant it will be investigated.
- The student’s Teacher or Tutor will conduct an initial investigation to determine the nature and frequency of the behaviour i.e. if the anti-social behaviour is a singular incident of name-calling or put down, not malicious or especially hurtful, it is not bullying. However, if it is a major incident or the behaviour is repeated and has continued after the student, who has not fought back or traded insults, has assertively told the instigator to stop and that their behaviour is unacceptable, it will be treated as bullying.

### **15.2 School Warning - Bullying Offence**

If the anti-social behaviour is deemed to be bullying, the student’s Tutor, with the Year Level Dean or Head of House, will conduct a further investigation to determine the severity of the incident.

- All parties will be interviewed and notes recorded.
- The victim will be offered support and the student responsible for the bullying will be issued with a clear and explicit written warning that the behaviour is inappropriate, and needs to cease.
- Parents/guardians of both parties will be informed.
- The incident will be recorded as a School Warning–Bullying Offence on the offending student’s file and parents/guardians of this student will receive a written notification of this School Warning– Bullying Offence.
- Tutor and/or Year Level Dean or Head of House will conduct follow-up discussions with both parties but no punitive action will be taken at this stage.

### **15.3 Stage One**

If the bullying behaviour continues, further investigation will be conducted by the Head of House/Year Level Dean, or Head of School with all students interviewed.

- Parents/guardians of both the student responsible for the bullying, and the victim will be advised of the nature of the behaviour and the outcomes.
- The goal at this stage will be to provide counselling (School Counsellor) and again proceed, if possible, without recourse to punishment.
- The incident will be recorded as Stage One Bullying on the offending student’s file and parents/guardians of this student will attend an interview with the Head of School, and then receive a written notification of this Stage One Bullying Offence.

### **15.4 Stage Two**

If further reoccurrence of a bullying behaviour is substantiated, the matter will be referred to the Head of School.

- The re-offending student will receive ongoing counselling.
- The Head of School will consult with the Deputy Principal or Principal to develop appropriate sanctions or meaningful consequences.
- A behavioural contract will be drawn up and signed by all parties.
- The parents/guardians will be informed that their son/daughter’s behaviour must change if he/she is to remain enrolled at the school.
- The incident will be recorded as Stage Two Bullying on the student’s file and parents/guardians will attend an interview with the Principal, and receive written notification of this Stage Two Bullying Offence.

### **15.5 Stage Three**

If investigations determine that the bullying has become habitual and that the student has not responded in a productive manner to counselling and/or sanctions, then the student, through his/her actions, has chosen to put his/her enrolment at The Cathedral School in jeopardy.



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of St Anne & St James  
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## APPENDIX A. MIDDLE SCHOOL BEHAVIOUR MANAGEMENT – STAFF RESPONSE

Behaviour Management Stages	Displayed Behaviour	School Response*	Staff Involved
Presenting	<ul style="list-style-type: none"> <li>• Minor disruptive behaviour that affects the work of others</li> <li>• Answering back in a rude and/ or disrespectful way</li> <li>• Insufficient effort to complete school work.</li> <li>• Lateness</li> <li>• Not having the correct equipment/ materials</li> <li>• Incorrect wearing of the school uniform or jewellery.</li> <li>• Inappropriate length, style or cut of hair</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>Teacher</b> gives clear guidance and direction to the student to address his/ her behaviour.</li> <li>• The Teacher issues the appropriate Student Performance Code in diary.</li> <li>• Further Option: Lunch time detention with the classroom Teacher or, in class isolation.</li> <li>• For Uniform concerns - A Student Performance Code is issued to the student for the incorrect wearing of the school uniform or jewellery. The student is advised to address the issue. Jewellery may be taken by the Teacher and handed to the Tutor to be collected at 3:10pm.</li> <li>• <b>Teacher:</b> As above and then e-mails the Tutor so that the Tutor can talk to the student</li> <li>• Warning: If the behaviour is <u>repeated</u> then the student may receive further consequences and that the <u>Tutor</u> will be involved.</li> <li>• In terms of concerns about hair length, style or cut, the following applies:             <ul style="list-style-type: none"> <li>➢ <b>Tutor:</b> speaks to the student and sends them to the Dean for a sticker in the diary [requires parent signature and hair remedied by a given date]. The <u>Tutor</u> then ensures this is done by the due date given.</li> </ul> </li> <li>• Any further concerns come back to the Dean</li> </ul>	<p><b>ACTION LED BY TEACHER</b></p> <ul style="list-style-type: none"> <li>• Teacher issues Student Performance Code</li> <li>• Teacher implements and records in TASS.</li> <li>• Tutor is informed</li> </ul>
Low	<p><b>Behaviour/s above repeated and a pattern is recognised and/ or the following:</b></p> <ul style="list-style-type: none"> <li>• Being rude, uncooperative and/ or disrespectful</li> <li>• towards other students</li> <li>• Disobedience or insolence</li> <li>• Using inappropriate language/ swearing/ using obscene gestures around others</li> <li>• Inappropriate computer usage (e.g. playing</li> <li>• games/music, incorrect use</li> <li>• of email / user accounts)</li> </ul>	<p><b>Including the above, the following may occur:</b></p> <ul style="list-style-type: none"> <li>• The <u>Teacher</u> and <u>Tutor</u> conference and then decide on a course of action. This may include a detention on Friday or be placed on a monitoring sheet by the Tutor/Dean.</li> <li>• Student's parents/guardians will be notified.</li> <li>• Uniform detention will be issued.</li> <li>• Computer privileges may be withdrawn</li> </ul>	<p><b>ACTION LET BY TUTOR</b></p> <ul style="list-style-type: none"> <li>• Teacher and Tutor follow up and record in TASS</li> <li>• Dean informed via Tutor</li> <li>• School Counsellor may be involved</li> </ul>

\* All incidents are treated on a case by case basis. As such the school reserves the right to decide on an appropriate course of action

<p>Moderate</p>	<p><b>Behaviour/s above repeated and a pattern is recognised and/ or the following:</b></p> <ul style="list-style-type: none"> <li>• Non-submission of summative assessment</li> <li>• Plagiarism</li> <li>• Dangerous and/ or unsafe behaviour</li> <li>• Abuse of property</li> <li>• Missing a class without permission</li> <li>• Continued incorrect wearing of the school uniform, jewellery or hair style</li> </ul>	<p><b>Including the above, the following may occur:</b></p> <ul style="list-style-type: none"> <li>• For academic concerns, such as non-submission of summative assessment and plagiarism, QSA/School/Department policies need to be followed.</li> </ul> <p>Teacher will need to conference with the relevant Head of Department to determine correct procedure in response and record all follow up work in TASS under Academic.</p> <ul style="list-style-type: none"> <li>• Incorrect jewellery confiscated for the term and given to the Dean.</li> <li>• A student may be sent home to correct his/ her inappropriate hair style.</li> <li>• The student maybe required to hand in any badges of School positions.</li> <li>• Possible exclusion from: School Tours, Work Experience, Outdoor Education programs and other significant extracurricular activities.</li> </ul>	<p><b>ACTION LET BY DEAN</b></p> <ul style="list-style-type: none"> <li>• Dean and Tutor, where necessary, implement and record all follow up in</li> <li>• TASS</li> <li>• HOD informed/ involved for academic concerns.</li> <li>• Tutor will also need to be informed.</li> </ul> <p>Dean is involved</p> <ul style="list-style-type: none"> <li>• HOMS or HOSS informed and consulted as necessary</li> <li>• School Counsellor informed of any concerns of 'at-risk' behaviour by Dean</li> </ul> <p>All is recorded in TASS</p>
<p>Increasing</p>	<p><b>Behaviour/s above repeated and intensified and/ or the following:</b></p> <ul style="list-style-type: none"> <li>• Bullying<sup>1</sup></li> <li>• Directing inappropriate language/ swearing/ obscene gestures <u>at</u> others</li> <li>• Spitting <u>at</u> others</li> <li>• Vandalism</li> <li>• Misrepresenting the facts</li> <li>• Misconduct involving any form of Information Technology</li> </ul>	<p><b>Including the above, the following may occur:</b></p> <ul style="list-style-type: none"> <li>• Enact the School's Bullying Policy</li> <li>• The student will be referred to the Dean</li> <li>• The Dean may also further refer the student to the School Counsellor and/or external agency for support</li> <li>• In consultation with Head of School the student may be isolated from class/es</li> <li>• In consultation with the Dean/HOS a Saturday detention may be issued.</li> <li>• The student's parents/guardians will be invited into school to discuss the student's behaviour/s</li> <li>• Will be excluded from: School Tours, Work Experience, Outdoor Education programs and other significant extracurricular activities.</li> <li>• Deliberate acts of vandalism will result in parents/ guardians being responsible for replacement or repair costs</li> <li>• The student will be required to hand in any badges of School positions</li> <li>• Misconduct involving any form of Information Technology will result in all computer privileges being revoked for a given period of time by the Director of Studies or Head of Senior School, Saturday detention and/ or suspension [internal/external] by the Head of School.</li> <li>• For <u>extreme</u> cases, the Principal and the Deputy Principal may deem that the</li> </ul>	<p><b>ACTION LED BY HOMS/HOSS</b></p> <ul style="list-style-type: none"> <li>• Teacher and Tutor informed of agreed</li> <li>• response</li> <li>• School/ External Counsellor involved</li> <li>• HOMS/ DP informed/ involved via HOSS.</li> </ul> <p>All is recorded in TASS and confidential notes stored in the student's file in Administration.</p> <p><b>NOTE:</b> Should the student's behaviour escalate rapidly to 'Increasing' then the Dean in conjunction with the HOS may deem the student 'at- risk' and choose to alert the Principal for an alternative course of action.</p>

		student's position at the school is in jeopardy and request an interview with the parents/ guardians.	
High	<p><b>Behaviour/s above repeated with a deliberate disregard to all previous warnings/ guidance and the student has chosen not to desist and/ or the following:</b></p> <ul style="list-style-type: none"> <li>• Violent or physically threatening behaviour</li> <li>• Stealing</li> <li>• Truancy</li> </ul>	<p><b>Including the above, the following may occur:</b></p> <ul style="list-style-type: none"> <li>• The student will be suspended from school</li> <li>• Student will be required to seek counselling</li> <li>• Before a student returns, parents will meet with Head of School or Deputy Principal and a behaviour management plan negotiated</li> <li>• The Head of School/Deputy Principal will issue a written formal warning to the parents/guardians advising that if the student's misbehaviour does not cease then the student's enrolment will be cancelled.</li> </ul>	<p><b>ACTION LED BY HOS/ DP</b></p> <ul style="list-style-type: none"> <li>• Head of House informed</li> <li>• Teacher/s and Tutor are informed</li> </ul> <p>To be recorded in student's file in Administration with a reference in TASS.</p>
Extreme	<p><b>Behaviour/s above repeated with the knowledge that the student has completely disregarded any formal guidance or advice to immediately change his/ her behaviour and/ or the following:</b></p> <ul style="list-style-type: none"> <li>• Involvement with illegal drugs at school</li> <li>• Dangerous use of prescription medication at school</li> <li>• Inappropriate conduct involving alcohol at school</li> <li>• Vandalism of school property involving fire</li> <li>• Demonstrated inappropriate conduct where threats are made against the school</li> </ul>	<p><b>Including the above, the Deputy Principal and Head of School will meet with the parents/guardians to discuss cancellation of enrolment.</b></p>	<p><b>ACTION LED BY PRINCIPAL / DEPUTY PRINCIPAL</b></p> <p>HOS/ DP involved and lead follow up</p>
<p><sup>1</sup> Bullying includes: <b>physical attack</b> (hitting, kicking, sexual assault, theft); <b>verbal attack</b> (name calling, racist, sexist or homophobic comments, offensive remarks, ridicule) <b>indirect bullying</b> (spreading rumours, explicit ostracism from social groups)</p>			

## APPENDIX B. SENIOR SCHOOL BEHAVIOUR MANAGEMENT – STAFF RESPONSE

Behaviour Management Stages	Displayed Behaviour	School Response*	Staff Involved
* All incidents are treated on a case by case basis. As such the school reserves the right to decide on an appropriate course of action			
Presenting	<ul style="list-style-type: none"> <li>• Minor disruptive behaviour that affects the work of others</li> <li>• Answering back in a rude and/ or disrespectful way</li> <li>• Insufficient effort to complete school work.</li> <li>• Lateness</li> <li>• Not having the correct equipment/ materials</li> <li>• Incorrect wearing of the school uniform or jewellery.</li> <li>• Inappropriate length, style or cut of hair</li> </ul>	<ul style="list-style-type: none"> <li>• The <u>Teacher</u> gives clear guidance and direction to the student to address his/ her behaviour.</li> <li>• Further Option: Lunch time detention with the classroom Teacher or, in class isolation.</li> <li>• A verbal warning is issued to the student for the incorrect wearing of the school uniform or jewellery. The student is advised to address the issue. A uniform detention may be issued by the Tutor. [Teacher informs Tutor].</li> <li>• Warning: If the behaviour is <u>repeated</u> then the student may receive further consequences and that the <u>Tutor</u> will be informed.</li> <li>• In terms of concerns about hair length, style or cut, the following applies:               <ul style="list-style-type: none"> <li>➤ <b>The Tutor would:</b> speak to the student and send them to the relevant Head of House for a sticker in the diary [requires parent signature and hair remedied by a given date]. The <u>Tutor</u> then ensures this is done by the due date given.</li> <li>➤ <b>A Teacher would:</b> inform the Tutor via e- mail of the concern and the Tutor would then action the above process.</li> </ul> </li> <li>• Any further concerns come back to the Head of House</li> </ul>	<p><b>ACTION LED BY TEACHER</b></p> <ul style="list-style-type: none"> <li>• Teacher implements and records in TASS.</li> <li>• Tutor is informed</li> </ul>
Low	<p><b>Behaviour/s above repeated and a pattern is recognised and/ or the following:</b></p> <ul style="list-style-type: none"> <li>• Being rude, uncooperative and/ or disrespectful towards other students</li> <li>• Disobedience or insolence</li> <li>• Using inappropriate language/ swearing/ using obscene gestures around others</li> </ul>	<p><b>Including the above, the following may occur:</b></p> <ul style="list-style-type: none"> <li>• The <u>Teacher</u> and <u>Tutor</u> conference and then decide on a course of action. This may include a detention on Friday or be placed on a monitoring sheet by the Tutor/Head of House.</li> <li>• Student's parents/guardians will be notified.</li> <li>• Uniform detention will be issued.</li> </ul>	<p><b>ACTION LED BY TUTOR</b></p> <ul style="list-style-type: none"> <li>• Teacher and Tutor follow up and record in TASS</li> <li>• Head of House informed via Tutor</li> <li>• School Counsellor may be involved</li> </ul>
Moderate	<p><b>Behaviour/s above repeated and a pattern is recognised and/ or the following:</b></p> <ul style="list-style-type: none"> <li>• Non-submission of summative</li> </ul>	<p><b>Including the above, the following may occur:</b></p> <ul style="list-style-type: none"> <li>• For academic concerns, such as non- submission of summative assessment and plagiarism, QSA/ School/Department policies need to be followed. Teacher will need to conference with the relevant Head of Department to determine correct</li> </ul>	<p><b>ACTION LED BY HEAD OF HOUSE</b></p> <ul style="list-style-type: none"> <li>• Head of House and Tutor, where</li> </ul>

	<p>assessment</p> <ul style="list-style-type: none"> <li>• Plagiarism</li> <li>• Dangerous and/ or unsafe behaviour</li> <li>• Abuse of property</li> <li>• Missing a class without permission</li> <li>• Continued incorrect wearing of the school uniform, jewellery or hair style</li> </ul>	<p>procedure in response and record all follow up work in TASS under Academic.</p> <ul style="list-style-type: none"> <li>• Incorrect jewellery confiscated for the term and given to the Head of House.</li> <li>• A student may be sent home to correct his/ her inappropriate hair style.</li> <li>• The student maybe required to hand in any badges of School positions</li> <li>• Possible exclusion from: School Tours, Work Experience, Outdoor Education programs and other significant extracurricular activities.</li> </ul>	<p>necessary, implement and record all follow up in TASS</p> <ul style="list-style-type: none"> <li>• HOD informed/ involved for academic concerns. Tutor will also need to be informed.</li> <li>• Head of House is involved</li> <li>• HOSS informed via Head of House and consulted as necessary</li> <li>• School Counsellor informed of any concerns of 'at-risk' behaviour by Head of House</li> </ul> <p>All is recorded in TASS</p>
Increasing	<p><b>Behaviour/s above repeated and intensified and/ or the following:</b></p> <ul style="list-style-type: none"> <li>• Bullying<sup>2</sup></li> <li>• Directing inappropriate language/ swearing/ obscene</li> <li>• gestures <u>at</u> others</li> <li>• Spitting <u>at</u> others</li> <li>• Vandalism</li> <li>• Misrepresenting the facts</li> <li>• Misconduct involving any form of Information Technology</li> </ul>	<p><b>Including the above, the following may occur:</b></p> <ul style="list-style-type: none"> <li>• Enact the School's bullying policy</li> <li>• The student will be referred to the Head of House</li> <li>• The Head of House may also further refer the student to the School Counsellor and/or external agency for support</li> <li>• In consultation with Head of School/Deputy Principal the student may be isolated from class/es</li> <li>• In consultation with the Head of House/ Director of Studies/Head of School a Saturday detention may be issued.</li> <li>• The student's parents/guardians will be invited into school to discuss the student's behaviour/s</li> <li>• Will be excluded from: School Tours, Work Experience, Outdoor Education programs and other significant extracurricular activities.</li> <li>• Deliberate acts of vandalism will result in parents/ guardians being responsible for replacement or repair costs</li> <li>• The student will be required to hand in any badges of School positions</li> <li>• Misconduct involving any form of Information Technology will result in all computer privileges being revoked for a given period of time by the Director of Studies or Head of Senior School, Saturday detention and/ or suspension [internal/ external] by the Deputy Principal.</li> <li>• For extreme cases, the Principal and the Deputy Principal may deem that the student's position at the school is in jeopardy and request an interview with the parents/ guardians.</li> </ul>	<p><b>ACTION LED BY DOS/HOSS</b></p> <ul style="list-style-type: none"> <li>• Teacher and Tutor informed of agreed response</li> <li>• School/ External Counsellor involved</li> <li>• HOS/ DP informed/ involved via DOS.</li> </ul> <p>All is recorded in TASS and confidential notes stored in the student's file in Administration.</p> <p><b>NOTE:</b> Should the student's behaviour escalate rapidly to 'Increasing' then the HOSS in conjunction with the HOS may deem the student 'at- risk' and choose to alert the Principal for an alternative course of action.</p>
High	<p><b>Behaviour/s above repeated with a deliberate disregard to all previous warnings/ guidance</b></p>	<p><b>Including the above, the following may occur:</b></p> <ul style="list-style-type: none"> <li>• The student will be suspended from school</li> <li>• Student will be required to seek counselling</li> </ul>	<p><b>ACTION LED BY HOS/ DP</b></p> <ul style="list-style-type: none"> <li>• Head of House informed</li> <li>• Teacher/s and Tutor are informed</li> </ul>

	<p><b>and the student has chosen not to desist and/ or the following:</b></p> <ul style="list-style-type: none"> <li>• Violent or physically threatening behaviour</li> <li>• Stealing</li> <li>• Truancy</li> </ul>	<ul style="list-style-type: none"> <li>• Before a student returns, parents will meet with Head of School or Deputy Principal and a behaviour management plan negotiated</li> </ul> <p>The Head of School/Deputy Principal will issue a written formal warning to the parents/guardians advising that if the student's misbehaviour does not cease then the student's enrolment will be cancelled.</p>	<p>To be recorded in student's file in Administration with a reference in TASS.</p>
Extreme	<p><b>Behaviour/s above repeated with the knowledge that the student has completely disregarded any formal guidance or advice to immediately change his/ her behaviour and/ or the following:</b></p> <ul style="list-style-type: none"> <li>• Involvement with illegal drugs at school</li> <li>• Dangerous use of prescription medication at school</li> <li>• Inappropriate conduct involving alcohol at school</li> <li>• Vandalism of school property involving fire</li> <li>• Demonstrated inappropriate conduct where threats are made against the school</li> </ul>	<p><b>Including the above, the Deputy Principal and Head of School will meet with the parents/guardians to discuss cancellation of enrolment.</b></p>	<p><b>ACTION LED BY PRINCIPAL / DEPUTY PRINCIPAL</b></p> <p>HOS/ DP involved and lead follow up</p>
<p><sup>2</sup> Bullying includes: <b>physical attack</b> (hitting, kicking, sexual assault, theft); <b>verbal attack</b> (name calling, racist, sexist or homophobic comments, offensive remarks, ridicule) <b>indirect bullying</b> (spreading rumours, explicit ostracism from social groups).</p>			

V: 06.11.17