



Independent Colleges Australia

**ICA CASEY COLLEGE  
POLICY DOCUMENT**

**BEHAVIOUR  
MANAGEMENT**

**August 2007**

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## **INTRODUCTION**

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, a school must maintain high standards of student behaviour. An effective behaviour management policy must have the flexibility to be able to cater for the individuality of students, teachers and parents. It is not possible to predict every behavioural problem that could arise and have some prescriptive solution to the problem. However, it is possible to develop a strategy that is based on sound and universally understood principles. These principles form the foundations on which sensible solutions can be made when behavioural problems arise.

## **PHILOSOPHY**

ICA Casey College works on the philosophy that students must be responsible for their own behaviour and that it is preferable to be proactive rather than reactive. The development of a culture of belonging and pride works best in a positive and proactive environment. Therefore, students, staff and parents are encouraged to anticipate potential problems and work towards solving them in the least intrusive manner. However, it is also recognised that problems will arise that require reactive solutions. This policy therefore contains reactive components but the emphasis is on proactivity.

Behaviour management and welfare at ICA Casey College supports the College's Philosophy and Aims. ICA Casey College is strongly committed to enabling students to fulfil their potential by providing an environment which:

- Fosters self-worth
- Encourages the pursuit of high personal standards
- Supports academic excellence
- Promotes social and civic responsibility
- Maintains cultural harmony
- Develops self reliance, initiative and responsibility for their own learning

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the Principal in these situations.

Collaboration between school staff, students and parent(s) or caregiver(s) is an important feature of behaviour management at ICA Casey College. All need to be fully aware of the suspension and expulsion procedures and their place in the context of ICA Casey College's Behaviour Management policy.

Corporal punishment is prohibited at ICA Casey College.

ICA Casey College does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

## **PURPOSE**

The purpose of this policy is to establish the principles and a framework behaviour management at ICA Casey College so that effective learning and teaching occur.

## **SCOPE**

These procedures apply to the welfare and behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.

## **DEFINITIONS**

### **Suspension**

Suspension is removal of a student from a school for a period of time determined by the Principal.

### **Expulsion**

Expulsion is permanent removal of a student from a school.

### **Prohibited Weapons**

Weapons that are listed on Schedule One of the Weapons Prohibition Act (1998).

### **Restricted Substance**

Any substance specified in Schedule Four of the Poisons List. These are substances which in the public interest should be supplied only upon the written prescription of a medical practitioner, nurse practitioner, dentist or veterinary surgeon.

## **RESPONSIBILITIES**

### **Principal**

The Principal has a responsibility to:

- (a) foster the development and enhancement of a supportive school environment;
- (b) establish structures which provide access to specialist skills, information and support for the welfare of staff and students;
- (c) publish and communicate the school plan for managing behaviour in a supportive school environment to all members of the school community including new staff, students and their families;
- (d) manage the deployment of human, financial and material resources to respond to the school community's identified needs and priorities;
- (e) monitor classroom management practices and student records to ensure that they are appropriate, consistent and fair;
- (g) ensure that levels of truancy absenteeism, violence, harassment, suspensions and exclusions are documented; and
- (h) take a leadership role in modelling and supporting the implementation of this policy.

## **REVIEW**

This policy will be reviewed annually.

Effectiveness of the policy must be evaluated in terms of:

- (a) the quality of the schooling experience for the full range of students; and
- (b) improved access, participation and educational outcomes for the least advantaged groups.

Data must be collected to demonstrate the effectiveness of the policy. Such data include the levels of truancy, absenteeism, violence, harassment, suspensions and exclusions. It may be appropriate for particular school communities to document additional information, for example vandalism, in order to plan responses.

## **RELATED POLICY**

Welfare

Bullying and Harassment

## **PRINCIPLES**

The fundamental principles which underpin behaviour management at ICA Casey College are outlined below.

Behaviour management involves a whole-College approach. The essential factors are summed up in the three C's:

- Cooperation with all concerned
- Communication with all concerned
- Consistency by individuals and throughout the College

It must be understood that:

- Students and teachers have the right to work to potential, free from disruptions, abuse or threat.
- For effective teaching, it is essential that a positive relationship exists between teachers and students and a positive classroom environment be maintained.
- Students and parent (s)/ caregiver (s) must be fully aware of standards of behaviour expected, and the consequence of not adhering to expectations.
- Consistent application of expectations and consequences is required.
- Individuals must accept responsibility for their own behaviour and for correcting their misbehaviour.

### **Social Justice**

Social justice is the process of ensuring that educational outcomes for all students are maximised, taking full account of factors such as their location, gender, sexual identity, socioeconomic circumstances, ability, cultural background, or any disability they may have.

Social justice involves identifying and eliminating barriers which hinder students' participation and achievement. Curriculum, interpersonal relationships and school organisational practices need to accommodate the diverse characteristics and experiences of students in a pluralistic society.

By providing a safe and supportive environment where non-violent, non-coercive and non-discriminatory language and behaviour are fostered, and where expectations for all students are high, schools communities reduce the educational impact of social disadvantage and empower participants to challenge inequity.

ICA Casey College will ensure that in meetings with school personnel, in cases where communication difficulties arise due to a lack of understanding of English, parent(s) or caregiver(s) have access to the use of an on-site or telephone interpreter and receive translated letters notifying of suspension or expulsion.

### **Procedural Fairness**

The principles of procedural fairness are fundamental to the implementation of these procedures. Procedural fairness is generally recognised as having two essential elements. These are:

- the right to be heard, and
- the right of a person to a fair and impartial decision.

### **Equity**

The provision of an inclusive curriculum is an integral component of the supportive school environment. This involves recognising that curriculum design and delivery can exclude some groups through stereotyping, inappropriate expectations, racism and sexism, negative classroom interactions or failure to address barriers to participation and achievement.

In a supportive school environment specific educational issues are addressed to ensure equity for the following 'target groups':

- (a) Aboriginal and Torres Strait Islander students;
- (b) female as well as male students;
- (c) geographically isolated students;
- (d) gifted and talented students;
- (e) itinerant students;
- (f) socio-economically disadvantaged students;
- (g) students from a non-English-speaking background;
- (h) students with disabilities or learning difficulties; and
- (i) students who may be at risk because of other social or personal circumstances.

### **Effectiveness**

The quality of a school's curriculum, interpersonal relationships and organisation directly influences behaviours, opportunities and learning outcomes for students.

Effectively managing behaviours requires a range of provisions from positive preventive action for all students through to intensive intervention for disruptive, alienated or troubled individuals or groups.

School effectiveness research suggests common characteristics of successful schools. These include:

- (a) published agreed goals;
- (b) clear patterns of communication;
- (c) democratic decision making;
- (d) comprehensive student records;
- (e) parent and community involvement;
- (f) judicious use of resources;
- (g) students and teachers working to improve the school environment;
- (h) high expectations for student and teacher performance;
- (i) goal-focused curriculum;
- (j) effective leadership; and
- (k) support for teachers' professional development.

### **Responsiveness**

ICA Casey College's code of behaviour reflects the values of the local community within the context of the wider democratic, multicultural society.

A supportive school environment is responsive to the diverse needs of its students, encourages participation, attendance and positive contribution, and minimises negative behaviours.

In a supportive school environment teachers are professionally supported and are more able to help all students learn.

### **Participation**

The school community must be involved in developing the guiding principles for the school's operation, including an agreed code of behaviour. Participation will increase shared understanding of, and commitment to implementing the code.

Encouraging authentic participation includes addressing social, cultural, economic and physical barriers (which may preclude the involvement of some families), as well as valuing diverse perspectives and skills and providing clear, timely information.

## **Accountability**

ICA Casey College is accountable to the community for:

- (a) maximising educational opportunities and outcomes;
- (b) modelling and fostering socially responsible behaviours; and
- (c) employing fair and just practices which comply with relevant legislation.

ICA Casey College is accountable for monitoring and evaluating its educational practices through collaborative school development planning and review processes.

## **Provision of a Supportive School Environment**

ICA Casey College provides a supportive school environment which is characterised by non-violent, non-coercive and non-discriminatory practices and by quality:

- (a) commitment to identified goals;
- (b) community participation;
- (c) curriculum;
- (d) interpersonal relationships;
- (e) leadership;
- (f) organisation;
- (g) physical environment;
- (h) teaching and learning strategies; and
- (i) use of learning time.

ICA Casey College uses its collaborative planning and review processes and structures to:

- (a) identify and address particular aspects of those characteristics which help or hinder the development of a supportive environment;
- (b) analyse and respond to the diverse characteristics and circumstances of students through curriculum, interpersonal relationships and school organisation;
- (c) analyse and respond to specific problems such as truancy, harassment, bullying, vandalism, violence and suspected abuse or neglect through curriculum, interpersonal relationships and school organisation;
- (d) ensure that all members of the school community have opportunities to:
  - (i) enhance their knowledge of legislation and policy; and
  - (ii) develop skills and attitudes which will assist the development and enhancement of a supportive school environment; and
- (e) deploy human, financial and material resources to respond to ICA Casey College's identified needs and priorities.

## **Monitoring and Review**

The levels of truancy, absenteeism, violence, harassment, suspensions and exclusions should be monitored and documented, while taking particular note of gender and target groups.

## **PROACTIVE PROCESSES**

The following is a list of characteristics and behaviours associated with successful instruction and interaction. These characteristics and behaviours are encouraged and practised at ICA Casey College.

### **TEACHER EXPECTATIONS**

Teachers have high but appropriate expectations for their pupils. Generally they believe that all children in their classes can be taught and can learn.

### **SENSE OF EFFICACY**

Teachers have a strong sense of efficacy. That is, they believe that children are capable of learning, that they **can** teach and that their pupils **will** learn from their instruction. At no point do they 'write off' certain pupils as 'unteachable' because of their background, current achievement level, behaviour or attitude towards school.

### **STUDENT OPPORTUNITY TO LEARN**

Teachers are conscious of the need to maximise their students' opportunity to learn. These teachers use more of their available time for teaching, and organise and manage instruction so that students are actively involved in academic tasks. Time is viewed as a 'precious commodity' that is to be used wisely to promote learning.

### **ROLE DEFINITION**

Teachers at ICA Casey College explain roles in the planning, delivery and evaluation of instruction. They do not believe that their role is simply to facilitate pupil learning by providing learning opportunities or experiences.

### **CLASSROOM MANAGEMENT AND ORGANISATION**

Teachers organise space, time, materials and tasks, in a way which maximises pupil engagement in academic activities. Our teachers' instruction is characterised by thoughtful planning right from the beginning of the school year. Behaviour problems and disruptions are minimised by careful preventative planning and action.

### **CURRICULUM PACING**

Teachers carefully match the difficulty level of tasks to the children's' achievement levels. They present these tasks in small easily attainable steps and they move through these steps rapidly.

### **ACTIVE TEACHING**

Teachers at ICA Casey College actively teach their students. They do more than monitor children as they complete lesson tasks. Our teachers demonstrate, explain, question, reinforce, provide corrections, conduct practice activities, involve pupils and guide children in their understanding of curriculum content.

### **GRADE LEVEL DIFFERENCES**

Teachers adjust their instruction to the age and/or grade level of their students. In the early grades children receive more direct instruction, individual help and close support as they work to acquire basic skills. Practice is frequent, overt and teacher led. In the higher grades children are expected to take more responsibility for their own learning. Children learn from the interactions of their peers and the teacher in group (whole class) settings, they complete more independent work and require less overt practice and individual instruction.

### **SUPPORTIVE LEARNING ENVIRONMENT**

Teachers work to create a warm, friendly and encouraging atmosphere in their classrooms thus inspiring their students to respond positively to the teacher's enthusiasm and keenness for them to learn. Students are further enriched through participation in the school's excursion and inter-school sporting programs.

### **ATTENDANCE**

ICA Casey College will promote the benefits of regular attendance. Students will be encouraged to attend school regularly and to be punctual for classes. Each student's attendance will be monitored by the use of individual class rolls.

Parents or students will be required to contact the school if their child is going to be absent and forward a note of explanation. Attempts will be made to contact students who are not present by 9.30 a.m.

Students who are absent without satisfactory reason for more than 5 days a term will be interviewed by staff and their parents or caregivers will be contacted to seek an explanation for such behaviour.

### **STUDENT DISCIPLINE**

The goal of this plan is to encourage students to accept responsibility for their behaviour and to reward students who exhibit appropriate behaviour with respect to the Code of Conduct and rights and responsibilities of students, teachers and parents.

A key component of ICA Casey College's Proactive Discipline program is teaching about and using *logical consequences* to address behavioural problems. A logical consequence is based on goodwill and not retaliation. It is concerned with present and future behaviour and differs from punishment in that logical consequences are:

- related to the behaviour
- respectful of all parties
- based on reasonable expectations
- based on relationship-building

### **CODE OF CONDUCT**

1. We treat all people, with courtesy, respect, kindness and cooperation.
2. We demonstrate self respect by showing pride in our work, school and community.
3. We are truthful and honest.
4. We ensure the safety and health of all.
5. We respect the rights, feelings and property of the whole school community.
6. We value punctuality and being in the right place at the right time.
7. We accept responsibility for our actions.
8. We try to do our best at all times.

## **RIGHTS AND RESPONSIBILITIES OF STUDENTS, TEACHERS AND PARENTS**

### **Rights of Students**

- To learn in a friendly, encouraging, secure, supportive and positive environment.
- To be respected, to care about self, and to be cared for by others.
- To be heard and be able to express opinions with appropriate manner and timing.
- To know what is acceptable behaviour and the consequences of unacceptable behaviour.

### **Responsibilities of Students**

- To help make the school a happy and safe place and to care about other people in the school.
- To follow school rules.
- To be responsible for own work and actions.
- To care about the school and its equipment.

### **Rights of Teachers**

- To work in a pleasant and safe environment and to achieve job satisfaction.
- To have support from within ICA, including from other members of staff, if required.
- To have full support from parents and the school community for the school Code of Student Behaviour.
- To be involved in a collaborative decision-making model within the school curriculum and organisation.
- To be treated with courtesy by all.

### **Responsibilities of Teachers**

- To promote maximum learning in all students.
- To encourage acceptable patterns of behaviour in children.
- To see that this policy is consistently implemented throughout the school and to:
  - accept school rules and encourage all others to accept them.
  - formulate a set of classroom rules in conjunction with the students.
- To periodically review this policy.
- To act as role models in use of language, dress and grooming.

### **Rights of Parents**

- To have information on school processes and school curricula.
- To be able to participate in school programs and decision-making.
- To expect consistent approaches to code of behaviour implemented throughout the school.
- To be shown respect at school and expect that personal property will be cared for.

### **Responsibilities of Parents**

- I / we encourage good behaviour habits in children.
- To encourage children to accept school rules.
- To provide support to the school to put this policy into place.
- To provide information about relevant home circumstances which may affect school attitudes and learning.
- To recognise a shared responsibility for working towards the achievement of ICA Casey College's goals.

## **SCHOOL RULES**

### **Safety / Classroom Movement**

Students are expected to:

- line up in two orderly, quiet lines in the designated area
- move in two orderly, quiet lines around the school
- walk sensibly in classrooms, on verandahs, stairs and concrete areas
- not be in classrooms or library unless under the supervision or permission of a teacher.
- keep to the left hand side when walking on paths, stairs and verandahs.
- play in designated areas of school grounds
- play safely and carefully on playground equipment
- avoid fighting or bullying
- use appropriate sporting equipment safely
- obey helmet laws
- play appropriately and not engage in tackling games or potentially dangerous activities such as football, hockey, high jump, unless under the direct supervision of a teacher
- avoid "Out of Bounds" areas
- stay in the school grounds at all times
- sit quietly in line to wait for the bus
- stay out of trees and off fences

### **Courtesy / Communication**

Students are expected to:

- speak courteously to all members of the school community
- listen attentively when someone is speaking
- make people feel welcome
- avoid calling out
- raise their hand when wishing to speak
- have respect for other people's opinion
- keep possessions neat and tidy and keep the classroom clean
- abide by the school dress code
- try to solve problems cooperatively before involving adults or other students
- stay calm and rational when resolving problems
- seek a teacher's permission before leaving the room, an organised activity or the school grounds
- seek permission before using the Internet.
- play fairly and cooperatively
- use appropriate language
- attempt to solve problems by negotiation, not violence
- not harass or bully other pupils, staff, visitors or parents.

### **Property**

Students are expected to:

- not bring expensive and unnecessary toys, games, equipment or jewellery to school
- show respect and care for their own and other's possessions, including school property
- not engage in wilful destruction or vandalism of any kind
- understand that taking other people's property without consent is an offence against the law.
- ensure all personal items are clearly labelled
- ensure all sporting equipment is returned to the correct place
- report any damage to school property or equipment to a teacher
- help preserve our school environment.

## **Health / Hygiene**

Students are expected to:

- not eat food in rooms or on verandahs
- wash hands using soap and water after visiting the toilet and before eating
- not share food or drinks
- behave appropriately in toilets and report any misbehaviour
- keep food and lunch boxes away from toilets
- place all rubbish in appropriate bins
- wear hat at all times
- sit while eating.

## **Learning**

Students are expected to:

- help each other in the classroom and in the playground
- stay on task and concentrate on their work
- work to achieve their personal best.

## DISCIPLINE LEVELS

The following process will be facilitated by all staff and parents to enable children to stay on Level 1.

LEVEL	BEHAVIOUR	SCHOOL'S RESPONSE
1	<ul style="list-style-type: none"> <li>Behaving appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Reward cards – Issued to acknowledge, congratulate or encourage appropriate behaviour</li> <li>Bronze award for first term of staying in Level 1 all term</li> <li>Silver award for second term of staying in Level 1 all term</li> <li>Gold award for third term of staying in Level 1 all term</li> <li>Special Achievement Award for staying in Level 1 all year.</li> <li>Participation in Level 1 days</li> </ul>
2	<ul style="list-style-type: none"> <li>Behaviour is causing problems and rules are broken to a minor degree.</li> </ul>	<ul style="list-style-type: none"> <li>Removal of privileges.</li> <li>Referred to Detention Area</li> <li>Possible detention for 1-2 days</li> <li>Possible in class isolation</li> <li>Ineligible for Level 1 days whilst on this level</li> </ul>
3	<ul style="list-style-type: none"> <li>More serious breaches of the Rules and School's Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>Referred to Principal</li> <li>Parents notified</li> <li>Detention 1-5 days</li> <li>Remain at this level for 2 weeks before returning to Level 1</li> <li>Ineligible for outings / school representation whilst on this level</li> <li>Ineligible for Level 1 days for the term</li> </ul>
4	<ul style="list-style-type: none"> <li>Serious offences of a Level 2 nature, offences against morality, smoking, violence.</li> </ul>	<ul style="list-style-type: none"> <li>Principal and Staff will develop a Behaviour Management Strategy</li> <li>Parents will be notified and interviewed.</li> <li>Seeking specialist assistance, e.g. Guidance Officer</li> <li>Detention for 5-10 days</li> <li>No outings / representation for the term</li> <li>In-school suspension</li> </ul>
5	<ul style="list-style-type: none"> <li>Failed to respond to Level 3 procedures or have violated rules to a serious degree.</li> </ul>	<ul style="list-style-type: none"> <li>Suspension for up to 5 days</li> <li>No outings for the term, possibly the year</li> <li>A Management Plan will be negotiated with parents</li> </ul>
6	<ul style="list-style-type: none"> <li>Behaviour totally unacceptable with no effort to improve</li> <li>Failure to respond to Level 5 procedures</li> </ul>	<ul style="list-style-type: none"> <li>Suspended from school for up to and including 10 school days</li> <li>Possible investigation which may lead to expulsion</li> </ul>
7	<ul style="list-style-type: none"> <li>Serious circumstances</li> </ul>	<ul style="list-style-type: none"> <li>Expulsion</li> </ul>

## **GUIDELINES**

### **Level 1      Appropriate, Responsible Behaviour**

This includes but is not limited to:

- wearing our uniform with pride
- the best class work of which you are capable
- leadership skills
- showing initiative
- playing sport in a sportsmanlike manner
- regular attendance
- improvement in school work
- cooperative, responsible behaviour in classroom and on playground
- good manners, honesty and courtesy
- effort
- keeping our school free of litter
- school community service e.g. gardening

#### **Reward Cards**

Reward cards can be issued at any time by teachers in classrooms or on duty to acknowledge, congratulate or encourage appropriate behaviour.

### **Level 2      Minor infringements which occur after a range of strategies from class teacher have been employed**

This includes but is not limited to:

- failure to carry out tasks
- breaking school/class rules
- disrupting learning of others
- insufficient effort to complete tasks
- breaching boundaries
- running on steps, verandahs, concrete
- dropping litter

## **Procedures for Levels 2 – 7**

#### **Discussion**

After student is encouraged to self examine their behaviour, the teacher will talk with the pupil to try to reach an understanding.

#### **Removal of privileges**

This will be left to the professional judgement and discretion of the teacher.

#### **Exclusion from class or playground activities**

This means physical isolation within the room or playground.

#### **Warning Card**

- The card is issued to the student who is then sent to the Administration Office with the card for Admin signature. Admin is alerted that the student is coming.
- Admin discusses the matter.
- Admin records the matter.
- Student takes card home to be signed by parent.
- Student returns card to admin and is filed.
- A student with three warning cards receives a detention as determined and supervised by Admin.

### **Detention Card**

- The card is issued to the student who is then sent to the Administration Office with the card for Admin signature. Admin is alerted that the student is coming.
- Admin discusses the matter with student and if necessary the teacher involved, and indicates when the detention will take place.
- Admin records the matter.
- Student takes card home to be signed by parent.
- Student returns card to admin and is filed.
- Student completes detention.

Appropriate records must be kept as these provide a record or pattern of student and teacher behaviour which help monitor the effectiveness of this policy.

### **Level 3 Serious infringements**

This includes but is not limited to:

- bullying
- fighting
- disobedience
- breaking school/class rules
- insolence, rudeness
- disrupting learning of others
- leaving school without permission
- uncooperative behaviour
- poor effort
- spitting, swearing
- dangerous play
- abuse of property - vandalism
- stealing
- obscene gestures

### **Level 4 More serious infringements of Level 3**

This includes but is not limited to:

- vandalism
- serious examples of Level B behaviour
- offences against morality
- smoking
- violence
- possessions of/use of dangerous/prohibited objects
- bullying, fighting
- stealing

### **Level 5 Continued disobedience**

This includes but is not limited to:

- refusal to obey staff instructions
- defiance
- disrupting other students
- minor criminal behaviour related to the school
- use of alcohol
- persistent use of tobacco

## Aggressive Behaviour

This includes, but is not limited to:

- hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

### Principals must suspend immediately any student who:

- **is physically violent:** Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and well being of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to the police.
- **is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause):** Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause), is to be suspended immediately. The matter must be reported to the Police immediately.
- **uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance:** Suspension is to occur immediately if a substance is being represented by the student as an illegal substance, or on confirmation (in accordance with the relevant procedure for identification of illegal substances) that the substance is, in fact, illegal. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended. The matter must be reported to the Police immediately. The substance must be handed to the police by the Principal for identification. The cost of this identification will be met by ICA Casey College. The Police will hold the substance pending any legal action. Schools should contact the ICA Casey College Board to make arrangements.

## Level 6

### In determining if a student's behaviour is serious enough to warrant Level 6 procedures the Principal must consider:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as the age, individual needs, any disability and developmental level of students.

Subject to the three factors above, Principals will impose Level 6 procedures for:

- **Physical violence:** Which results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.
- **Use or possession of a prohibited weapon, firearm or knife:** When the student uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type.
- **Possession or use of a suspected illegal substance:** Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.

Subject to the same three factors, Principals may also impose Level 6 procedures for:

- **Use of an implement as a weapon or threatening to use a weapon:** When any item is used as a weapon (other than in dot point 2 above), in a

way which seriously interferes with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted to cause injury to a person.

- **Serious criminal behaviour related to the school:** Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.
- **Persistent misbehaviour:** Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

#### **Level 7           Expulsion**

In serious circumstances of misbehaviour the Principal may expel a student of any age from the school.

### **SUSPENSION**

Suspension is most effective when it highlights the parents' or caregiver's responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. ICA Casey College will work with parent(s) or caregiver(s) with a view to assisting a suspended student to rejoin the school community as quickly as possible. Parent(s) or caregiver(s) are responsible for the supervision, care and wellbeing of students while they are suspended.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. This may include access to appropriate support staff.

Principals have authority, consistent with the provisions of this policy, to suspend or expel a student from the school. They will exercise this authority having regard to their responsibilities to the whole school community and to the principles of procedural fairness.

While a number of policies may apply to the circumstances or behaviour being considered in the context of a suspension or expulsion, if serious disciplinary action against a student is contemplated the Welfare and Discipline policy takes precedence. In matters involving child protection issues, the Principal should refer to ICA's Child Protection Policy and be guided by advice provided by the Office for Children (Department of Human Services, Victoria) or Victoria Police.

In determining whether a student's misbehaviour is serious enough to warrant suspension, the Principal will consider the safety, care and welfare of the student, staff and other students.

In most cases other than those outlined in the Guidelines for Level 5, a range of appropriate student welfare and discipline strategies will have been implemented and documented before a suspension is imposed.

Other than in the serious circumstances outlined in Guidelines for Level 5, suspension will occur after the Principal has:

- ensured that appropriate school student welfare strategies and discipline options have been applied and documented;
- ensured that appropriate support personnel available within the school system and externally have been involved;

- ensured that discussion has occurred with the student and parent(s) or caregiver(s) regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension developed, in conjunction with the school learning support team or appropriate school or ICA personnel, a specific behaviour management plan to assist the student to manage inappropriate behaviour;
- provided a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future; and
- recorded all action taken.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.

In circumstances where measures detailed in the dot points above have been unsuccessful in resolving the inappropriate behaviour, the Principal may choose to impose a short suspension of up to and including five school days. Short suspensions may be imposed for the reasons outlined in Guidelines for Level 5 and will be reported in those categories.

A formal disciplinary interview must be held with the student prior to making the decision to suspend. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of the interview must be taken down in writing. For very young children it may be advisable to have a parent or caregiver present during the interview.

A suspension resolution meeting must be convened by the Principal at the earliest opportunity. The Principal, in conjunction with the parent(s) or caregiver(s), should utilise the school and other available resources in seeking a means of assisting the student to modify his or her behaviour. The use of such resources should be discussed in the suspension resolution meeting. The school learning support and counselling teams should be notified of the suspension.

Should parent(s) or caregiver(s) require a support person in order to participate fully in the suspension resolution meeting, a person acceptable to both the parent(s) or caregiver(s) and the Principal may be involved. The responsibility for organising a support person rests with the student, parent(s) or caregiver(s). Parent(s) or caregiver(s) may be referred to the student welfare consultant if they require assistance. Guidelines on the role of the support person are included at Appendix 3.

If behaviour management programs and short suspensions have failed to resolve the issue of inappropriate behaviour, strategies such as further short suspensions, a longer suspension or alternative educational programs must be considered. Each case will be different and the action needs to be appropriate to the individual circumstances of the case.

If the Principal decides to impose more than two short suspensions on a student in any twelve month period, the ICA Casey College Board must be advised. Appendix 5 provides the notification form for the provision of advice to the Board.

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the Principal may impose a long suspension of up to and including ten school days.

The ICA Casey College Board must be advised of the suspension, including its probable duration within two school days of the suspension being imposed.

In cases where consideration is being given to imposing a long suspension from the school, the gravity of the circumstances require that particular emphasis be given to procedural fairness issues.

The Principal will not impose any more than two long suspensions on an individual student in any twelve month period without the approval of the Board. If, after two long suspensions the matter has not been resolved, other strategies must be considered including alternative educational placements, expulsion from the school or expulsion from the school with a recommendation to the Board that the student not be

re-admitted to any or all ICA schools. Alternative educational placements which could be considered for the student should be discussed with the Board, or nominee, if this has not already occurred.

The Principal will ensure that a suspension is recorded in the suspension register and that all relevant documentation is retained on a file at the school. All documentation must be made available to the ICA Board on request.

## **Deciding on, Notifying and Resolving a Suspension**

### **Decision**

The decision to suspend must be taken by the Principal, or in the Principal's absence, the person performing the Principal's role (relieving Principal).

The Principal should inform the student of the precise grounds on which suspension is being considered. The student must be given the opportunity to consider and respond to this information. The student's response must be considered before a decision to suspend is made. Where long suspension is being considered, the student must be able to have an appropriate observer of their choosing present at the formal disciplinary interview.

### **Notification**

A student will not be sent out of the school before the end of the school day without notification being made to their parent(s) or caregiver(s) and, if necessary, agreement reached about arrangements for the collection of the child from school. ICA Casey College will ensure that adequate supervision is provided until those arrangements are made.

Notification of suspension must be made to the parent(s) or caregiver(s) in writing within 24 hours following immediate verbal notification. Reasonable steps must be taken to ensure that the notification is delivered, if necessary in an alternative form. This may apply when parents have difficulty reading or understanding English.

In all cases, the notification must include:

- notice of the suspension
- the date and probable duration of the suspension
- the category and specific reasons for the suspension
- the clear expectation that the student will continue with studies while suspended and, in the case of a long suspension that a study program will be provided
- the importance of parent(s) or caregiver(s) assistance in resolving the matter
- parent(s) or caregiver(s) responsibility for the care and safety of the student while under suspension, and the clear expectation that the student should not be on school grounds without the permission of the Principal
- information concerning appeal rights and agencies available to provide assistance where necessary.

When a student is subject to special transport arrangements, the provider of the transport should be notified of the suspension by the Principal following notification to the parent(s) or caregiver(s).

At the time of the suspension or expulsion notification parent(s) and caregiver(s) must also be provided with a copy of this document or the abridged version, as well as the school's discipline code, and information about appeal rights.

Where necessary, the Principal should organise an interpreter or cultural assistance, or translation of documents, in order to allow parent(s) or caregiver(s) to participate fully in the process. The interpreter should be independent and not acting in the capacity of a support person. The interpreter should not be a student or member of staff.

If consideration is being given to proceeding to expulsion from ICA Casey College, or expulsion from the school with a recommendation to the Board that the student not be re-admitted to all or any ICA schools, the initial notification of suspension or formal warning should make this intention clear. Notification letters are included in Appendices 6 - 9.

## **Resolution**

The Principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parent(s) or caregiver(s), to discuss the basis on which the suspension will be resolved.

If parent(s) or caregiver(s) are unable or unwilling to attend a suspension resolution meeting, the Principal should consider the individual merits of the case and attempt to ensure that the student is back at school on or before the concluding date of the suspension period. Where it is not possible to resolve a suspension by the due date, the Board must be notified and alternative steps taken by the Principal, in consultation with the Board, to resolve the suspension and facilitate the student's return to school. Clear documentation should be provided to the Board indicating why the suspension cannot be resolved.

Should parent(s) or caregiver(s) require an interpreter in order to participate fully in the suspension resolution meeting, an appropriate person must be organised by the Principal.

Should parent(s) or caregiver(s) require a support person in order to participate fully in the suspension resolution meeting, a person acceptable to both the parent(s) or caregiver(s) and the Principal may be involved. Parent(s) or caregiver(s) may be referred to the student welfare consultant if they require assistance. The responsibility for organising a support person rests with the student and parent(s) or caregiver(s).

If a student does not have a parent or caregiver who can attend a suspension resolution meeting, the Principal should ensure that the student is fully informed about the resolution meeting and encourage the student to nominate a support person to be present.

In the case of a long suspension, a suspension resolution meeting must be convened at the earliest opportunity. Any recommendations from the school learning support team should be discussed.

A full record should be made of the outcomes of the suspension resolution meeting. This should be retained on a file at the school. A copy should be provided to the student and the parent(s) or caregiver(s).

Where a student is returning from suspension following an incident that involved violence or weapons, the Principal must undertake a risk assessment if he or she believes the return of the student will pose a risk to staff, students or other persons. This should be completed before the final day for resolution of the suspension.

The student should not be re-admitted back into the school until the issues identified in the risk assessment have been addressed. If the issues cannot be addressed before the final day of the suspension, the Principal must refer the matter to the Board who will consider a range of measures to resolve the issues. While this is occurring it may be necessary to impose a second long suspension.

## **EXPULSION**

Students expelled from ICA Casey College may not re-enrol in that school without the approval of the ICA Casey College Board.

In all cases where consideration is being given to expelling a student, the gravity of the circumstances require that particular emphasis be given to procedural fairness issues.

When considering expelling a student for misbehaviour, the Principal must:

- ensure, except as a result of a most serious incident, that all appropriate student welfare and discipline strategies have been implemented and documented;
- convene a formal disciplinary interview with the student. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also be able to have an appropriate observer of their choosing present at the interview. For young children it may be advisable to have a parent or caregiver present at the meeting. The key features of the interview should be taken down in writing;
- place the student on a long suspension pending the outcome of the decision making process. This action should be taken irrespective of any action by another agency, including Victoria Police;
- notify the student and the parent(s) or caregiver(s), in writing, that expulsion from the school is being considered, giving reasons for the possible action. A sample letter is included in Appendix 7;
- organise an interpreter or cultural assistance or translation of documents, as appropriate, in order to allow parent(s) or caregiver(s) to participate fully in the process;
- obtain and consider a counsellor's report that includes recommendations for further action;
- provide the parent(s) or caregiver(s) with a copy of all documentation on which the consideration of expulsion is based;
- allow seven school days for students and parent(s) or caregiver(s) to respond;
- consider any response from the student and parent(s) or caregiver(s) before proceeding further;
- discuss with the student and the parent(s) or caregiver(s) the implications of expulsion and provide information relating to the right to, and process for, an appeal (if the expulsion were to proceed). This could be done by telephone or in a meeting.

If, having completed the actions outlined above, the Principal decides to expel a student from ICA Casey College, the Principal must advise the ICA Casey College Board prior to providing formal notification to the student and the parent(s) or caregiver(s).

Having reached a decision to expel a student from the school, the Principal will inform the student and the parent(s) or caregiver(s) in writing. This formal advice should also restate the right to appeal the decision. A sample letter is included in Appendix 8.

In the majority of cases, an expulsion from ICA Casey College will be finalised within the ten school day period of a long suspension. In the unlikely event that this cannot be achieved, a second long suspension may be imposed provided approval is given by the Board and all the requirements for notification and documentation are fulfilled.

## **APPEALS**

Students and parent(s) or caregiver(s) may appeal if they consider that correct procedures have not been followed, or that an unfair decision has been reached.

Appeals should be in writing, stating the grounds on which the appeal is being made.

An appeal must be lodged on the appropriate form (see Appendix 4) and has assistance to complete it, if necessary.

Appeals can be made to the ICA Casey College Board about the imposition of a suspension or a decision to expel a student from ICA Casey College. The Board may delegate the management of an appeal to an appropriate officer such as the student services officer. In all cases, however, the Board must make the determination.

The ICA Casey College Board will:

- deal with the appeal within 20 school days of its lodgement
- ensure that communication lines are maintained with the person(s) making the appeal and that they are kept aware of the progress of the appeal
- review all relevant material

- ensure that appropriate material has been made available to the student and his or her parent(s) or caregiver(s)
- discuss relevant issues with the person(s) making the appeal and any other parties, as appropriate
- advise all the parties of the decision and the specific reasons for reaching the decision.

Where an appeal is upheld, the person determining the appeal will decide what further action is to be taken.

The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend or suspend prior to expulsion from a particular school. Lodgement of an appeal should not delay attempts to resolve the suspension.

## **APPENDIX 1**

### **GLASSER'S APPROACH**

Glasser's approach is designed to establish and maintain the school as a 'good' place to be.

A good place is one where people are courteous. Yelling, sarcasm and denigration are the exception instead of the rule.

A good place is one where laughter is frequently heard, not because of frivolous activity but because of genuine joy brought by involvement with caring people engaged in relevant work.

A good place is one where communication is practised and not preached. People talk with, not at.

A good place is one that has reasonable rules, rules which everyone agrees with because they are beneficial to the individual and the group; rules which everyone has a democratic stake in because everyone has a say in making and changing the rules as the need arises.

A good place is one where the administrators actively support and participate in an approach to discipline that teaches self-responsibility.

They model the technique with the students they are involved with and they positively support the staff as the staff practise the techniques of the work program.

Commonsense, firmness, consistency, and a willingness to remove one's foot from the accelerator to try something else, form the basis for the implementation of Glasser's approach to discipline.

Essentially, Glasser asks teachers to:

- consider their own behaviour carefully;
- establish a good rapport with their students;
- make their students aware of the expectations, and their inappropriate behaviour;
- work out solutions to the behaviour problem with the student; and
- use logical consequences of misbehaviour rather than punishments.

### **GLASSER'S TEN STEP MODEL**

Glasser's ten step discipline plan can be summarised as:

#### **STEP 1**

Teachers continuously monitor the current situation by asking themselves, 'What am I doing? How can I react to this misbehaviour?'

#### **STEP 2**

They then ask themselves, 'Is what I'm doing working?' and if it isn't, stop doing it.

#### **STEP 3**

Teachers encourage students when they are not misbehaving. They recognise their inherent worth when they are doing nothing extraordinary. They demonstrate to students that the teacher has the capacity to be nice, as well as the capacity to be tough.

#### **STEP 4**

When teachers become aware that a student is misbehaving, they ask the student, quickly and sharply, but not angrily, 'What are you doing?' (or something similar).

## **STEP 5**

If the misbehaviour continues, teachers repeat Step 4 and add: 'Is it against the rules?' or 'What should you be doing?' (or something similar). If the student fails to respond, the teacher says, 'You were \_\_\_\_\_, and this is against the rules.' (or something similar).

## **STEP 6**

If the misbehaviour still persists, the teacher tells the student simply, clearly and quietly that his/her behaviour is not good enough and that they (the teacher and the student) must come to a mutually satisfactory agreement regarding appropriate classroom behaviour, if the student is to be allowed to remain in the teacher's class. (We've got to work it out.)

## **STEP 7**

If no solution is found, then the teacher withdraws the student from the group by placing him/her away from the rest of the class in the classroom until a solution for him/her being part of the group is worked out.

## **STEP 8**

If the student continues to fail to respond appropriately, the teacher simply calls a 'time out' and withdraws the student from the classroom to a previously designated 'work it out area' where the student must come to terms with the reasonable expectations of appropriate behaviour when he/she is allowed to return to the classroom.

## **STEP 9**

If the student continues to annoy or disrupt other students school during Step 8, and remains unwilling to cooperate, he/she is sent home by a member of the administrative team, and the student's parents (guardians) are informed that he/she is not to return to class until he/she is prepared to cooperate with the rest of the school community.

## **STEP 10**

If the student's parents are unable to deal effectively with the student, parents are referred to the appropriate support group for assistance.

# **ROGERS'S APPROACH**

## **BILL ROGERS TECHNIQUES FOR CREATING A POSITIVE CLASSROOM ENVIRONMENT**

An integral part of engendering and maintaining a cooperative and caring atmosphere in the school is creating a positive classroom environment. The following is a guide to assist teachers with the effective implementation of this fundamental management strategy.

### **1. The Classroom Rules**

Ensure that every student knows the classroom rules. Encourage student identification with these expectations by explaining student involvement in the creation process and the rationale behind each rule. Periodically remind students of the rules in an informal way.

### **2. Adequate Preparation/ Professional Development**

Be prepared. Make a prompt start to lessons. Consider variety, interests and motivation. Provide lessons suited to students' needs and abilities. Avail yourself of opportunities around you to enhance your own professional development and that of others.

### **3. Build Positive Relationships**

Give students 'the time of day' (smile, say hello) both inside and outside the classroom. Always be courteous and expect courtesy in return. Be genuine and caring. Reinforce positive/acceptable behaviour where possible. Be firm, but fair. Be consistent.

**4. Knowing Students**

Learn the names of your students as soon as possible (a seating plan may help). Develop rapport outside, as well as inside, the classroom (school socials, playground duty, athletics carnivals etc.). Be aware of what a specific student is capable of. This includes verbal and written abilities as well as specific skills, e.g. reading to the class. Be aware of students' weaknesses and dislikes, e.g. directing questions at a student who becomes anxious when receiving the focus of the whole class.

**5. Create a Cohesive Classroom Group**

Encourage a cooperative 'team effort'. Endeavour to keep the environment 'warm'; all students require a sense of belonging to the group as a whole. Involve your students.

**6. Communication/Effective Listening**

Be a good listener. Be friendly and consistent. Listen carefully - as much as you talk. Give the students your individual attention. Show interest in what they have to say. Tune into student experiences. Share a little of yourself and your experiences where appropriate. Be empathetic.

**7. Praise and Encouragement**

Make it deliberate practice to encourage students and praise work and behaviour, both as individuals and as a group (display work). Identify mistakes non-critically. Avoid embarrassing the student. Encourage the students to learn from their errors by ensuring that your criticism is constructive. Try to make the first contact with the class each lesson a positive one. Praise students' efforts in areas outside your teaching subject.

**8. Mutual Respect**

Treat students with respect and expect respect in return. This can be conveyed through one's tone of voice and speaking in context.

## APPENDIX 2 BEST PRACTICE

### PROCEDURES THAT SHOULD BE A HABIT FOR EVERY TEACHER

1. Insist on quiet, orderly entry to and dismissal from the classroom.
2. Establish clear procedures for routine happenings, for example:
  - resource distribution
  - setting/checking homework
  - answering questions
  - use of homework diary.
3. Insist on student silence when you speak.
4. Speak confidently and clearly.
5. Maintain written records of problems and the action taken.
6. Keep all students busy all of the time.
7. Involve all students in the lesson.
8. Insist that students look at you when you are talking.
9. Vary your questioning techniques.
10. Avoid too much talking.
11. Move around the classroom.
12. Demonstrate your 'whole room awareness' at all times.
13. Be conscious of the flow of the lesson and the effect of any interruption.
14. Recapitulate frequently.
15. Be prepared to modify your planned lesson on the basis of feedback.
16. Teach on your feet.
17. Use the blackboard/whiteboard/OHP.
18. Set homework regularly and check that it is done.
19. Communicate with parents initially through the use of the diary.
20. Allow latecomers to arrive quietly - there is no need to stop teaching for them, find out later the reason for their late arrival.

### LEAST INTRUSIVE TO MOST INTRUSIVE STEPS TO MAINTAIN DISCIPLINE (Based on Bill Rogers)

Avoid jumping in too heavily for minor offences. The following are graduated from the *least* intrusive to the *most* intrusive.

1. Tactical Ignoring of Behaviour  
Decide how long to ignore and what action you will take if it does not work. Never ignore rude or arrogant calling out, swearing, defiance or aggression.
2. Non-verbal Messages
  - eye contact for off-task students
  - facial messages - smile, stare, wink
  - confident, positive classroom movement
  - gesture - hand up, touching desk.
3. Casual Statement or Question  
e.g. 'How's it going?' 'Where are you up to?'
4. Simple Directions (repeat if necessary)  
Use of the person's name may be enough, e.g. 'Put the pen down thanks', 'Keep the noise down please.'
5. Rule Restatement/Rule Reminders  
Don't get caught in futile discussions. Instead, say, e.g. 'You know our rule. If you want to ask questions, it's hands up.'
6. Questions and Feedback

e.g. 'What are you doing?' Then (if necessary) followed by, 'What should you be doing?'  
Followed by (if necessary), 'You should be doing -----.'

7. Distractions and Diversions

Teachers can often anticipate a disruption or problem and distract or direct the students. They can do this by:

- inviting some assistance
- asking a question
- giving them a task
- moving closer
- inviting another student to work with him or her
- asking the student to move.

8. Defusing

Appropriate humour can sometimes take the heat out of a situation.

9. Deflection

Acknowledge the student's frustration/anxiety. Refer the student to appropriate behaviour.

10. Taking the Student Aside

It may be necessary, if the student is upset, to give him/her a cooling off period before resuming work. Ensure that the student knows what he/she should be doing before you ask him/her to return to the classroom environment.

11. Clear Command

Make clear, direct commands to students, especially in dangerous situations, e.g. 'Put that acid bottle down now. Move over there and wait.' Then further talk and follow-up action.

12. Assertive Message/Statement

Sometimes 'I' messages have impact. e.g. 'I am not very happy with the amount of work being done.'

13. Simple Choice

Empty threats are pointless. This should be preceded by other approaches, e.g. 'Michelle/William, I will give you a simple choice. Either sit together and start working quietly on the task, or if you keep talking loudly I will have to move you.'

14. Isolating Students within the Room

Students are given a clear choice - settle down to work quietly or move. This is a form of a logical consequence.

15. Withdrawal

The student has chosen not to work within the expectations of the classroom. The student cannot return to the classroom until he/she has 'worked it out'. See Principal.

## **APPENDIX 3 ROLE OF THE SUPPORT PERSON AND OBSERVER**

### **Support Person**

When attending meetings involving disciplinary actions at school, parent(s) or caregiver(s) may choose to bring a support person to the meeting. A support person must be over 18 years of age. A support person should not be used as an interpreter. An interpreter should not be a student or member of staff.

Parents and caregivers are responsible for organising their own support person. While the Principal makes the decision about the participation of a particular support person, the family's choice should be accepted wherever possible.

The role of the support person is to provide support and assistance to the parent(s) or caregiver(s) during the meeting. The support person is not an advocate for the parent(s) or caregiver(s) or student and should not participate in the meeting other than in supporting parent(s) or caregiver(s).

The type of support and assistance provided may include:

- the taking of notes provision of advice on rights/entitlements
- suggesting a temporary break in proceedings to assist the person
- seeking further advice.

If a support person becomes actively involved in a meeting, a Principal should in the first instance remind the person of the limits of their role. If this involvement continues the Principal has the option of asking the parent(s) or caregiver(s) if they would like to continue the meeting without the support person or rescheduling the meeting at another time.

In some cases, parent(s) or caregiver(s) may choose to have a legal representative, a representative from the Parents and Friends Association or a representative from a community organisation such as an Aboriginal Group present as a support person. In these circumstances the role of the support person remains as outlined above and the representative does not take on the role of advocate or become actively involved in the meeting.

### **Observer**

In a formal disciplinary meeting that may lead to the imposition of a long suspension or expulsion, the student responding to an allegation has the right to have an observer of their choosing present at the meeting. The offer of an observer should be made prior to the meeting commencing.

The observer could be a teacher, another student or the student's parent(s) or caregiver(s). It is appropriate that the observer be a trusted adult of the students choosing. In considering the need to resolve the matter in a timely manner, the observer should be someone who is readily available. If the observer of the student's choosing is not readily available, the student should be asked to nominate another observer. For very young students or students who have difficulty following the process, it may assist to have a parent or caregiver present.

An observer does not participate in the meeting but is present to observe the progress of the meeting and ensure that the student responding to the allegation/s is able to participate fully in the meeting. An observer may take notes during the meeting.

The Principal may decide to make the offer of an observer in any disciplinary interview if it will assist in resolving the issue.

**APPENDIX 4**



**APPEAL AGAINST A DECISION TO SUSPEND OR EXPEL A STUDENT  
FROM ICA CASEY COLLEGE**

Student's Name: \_\_\_\_\_  
Year or Grade: \_\_\_\_\_  
Person Making Appeal: \_\_\_\_\_  
Relationship to Student: \_\_\_\_\_

Person Making Appeal: \_\_\_\_\_  
Relationship to Student: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Telephone Numbers: Home \_\_\_\_\_ Work \_\_\_\_\_

Please attach a copy of the notification of suspension from the school

This appeal is on the grounds that (please tick relevant box)

Correct procedures have not been followed  
 An unfair decision has been made

Major reasons for appealing (*summary*)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
*(You may attach supporting documents to this form. It is important that all matters which you wish considered in the appeal are mentioned.)*

Signature of person making appeal: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Checklist:</b></p> <ul style="list-style-type: none"><li>• Have you attached a copy of the notification? <input type="checkbox"/></li><li>• Have you attached additional notification? <input type="checkbox"/></li><li>• Have you completed all information on the form? <input type="checkbox"/></li><li>• Have you signed the form? <input type="checkbox"/></li></ul>	<p>Please return this form, together with the attached information to:</p> <p><b>Chairman Board of ICA Casey College PO Box 10201 Adelaide Street Brisbane QLD 4000</b></p>
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**NOTIFICATION OF SUSPENSION / CONSIDERING EXPULSION**

To: Board of ICA Casey College	From: ICA Casey College
Date:	

<b>NOTIFICATION OF:</b> <input type="checkbox"/> More than two short suspensions <input type="checkbox"/> Long suspension <input type="checkbox"/> More than two long suspensions (approval required) <input type="checkbox"/> Considering expulsion	<b>DATE OF SUSPENSION:</b> _____  <b>PROPOSED NO. SCHOOL DAYS:</b> _____  <b>DEADLINE FOR RESOLUTION:</b> _____
--	---

<b>NAME OF STUDENT:</b>	<b>DATE OF BIRTH:</b>	<b>YEAR LEVEL:</b>
<input type="checkbox"/> MALE <input type="checkbox"/> FEMALE <b>OTHER RELEVANT PERSONAL DETAILS</b>		

<b>REASON FOR LONG SUSPENSION</b>	
<input type="checkbox"/> Physical Violence <input type="checkbox"/> Use / possession of a prohibited weapon, firearm or knife <input type="checkbox"/> Use of an implement as a weapon	<input type="checkbox"/> Possession / use of suspected illegal substance <input type="checkbox"/> Persistent misbehaviour <input type="checkbox"/> Serious criminal behaviour
<b>Details:</b> _____ _____	

<b>REASON FOR CONSIDERING EXPULSION</b>
_____
_____

<b>ACTIONS</b>
<input type="checkbox"/> Written advice of possible suspension to parent / caregiver (in non-urgent circumstances) <input type="checkbox"/> Parent / caregiver provided with policy / school discipline code <input type="checkbox"/> Counsellor report with recommendation (s) prepared <input type="checkbox"/> Study plan provided <input type="checkbox"/> Interpreter / cultural assistance / translation of documents organized as required <input type="checkbox"/> Parent / caregiver notified of appeal rights
No. of suspensions in past 12 months: Short: _____ Long: _____
Assistance from Board required? <input type="checkbox"/> Yes <input type="checkbox"/> No
Comment: _____

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 6 SUSPENSION LETTER



(Name)  
(Address)

Dear

This is to inform you that I have today suspended your (daughter, son), (student's name) from ICA Casey College, consistent with the procedures of ICA for suspensions and ICA Casey College's Welfare and Discipline policy.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for managing their behaviour to meet the school's expectations in the future. It also allows us time to plan appropriate support for (student's name) to assist with a successful return.

(Student's name) has been suspended for

(specific reason/s and details of the suspension).

(Student's name) has been suspended for (number of) school days, from (date) to (date) inclusive.

As a result of (student's name) suspension, both you and I are required to follow the procedures outlined below.

I will:

- seek your assistance and work with you in an attempt to resolve the matter
- hold a resolution meeting with you at the earliest possible time to discuss how the matter might be resolved
- arrange an interpreter for you if necessary
- provide you with a copy of ICA Casey College's Welfare and Discipline policy which is attached.

You are expected to:

- assist me in resolving the matter
- contact my office as soon as possible to arrange a time to discuss how the matter might be resolved
- let me know if you require an interpreter
- arrange a support person to accompany you to the meeting if you wish
- be responsible for the supervision, care and safety of (student's name) while on suspension
- ensure that (student's name) is aware that (he, she) is not to enter onto school grounds without my permission, except to attend the resolution meeting.

If we are able to resolve this matter satisfactorily, the period of suspension may be reduced. The school expects that (student's name) will continue with (his, her) studies while suspended.

If you consider that correct procedures have not been followed in this case or that an unfair decision has been made, you may appeal.

If you need an interpreter to assist you to contact the school, call the Telephone Interpreter Service on telephone number 13 14 50. This service is free of charge.

Yours sincerely

Principal

## APPENDIX 7 EXPULSION - INITIAL ADVICE LETTER



(Name)  
(Address)

Dear

This is to inform you that I am considering expelling your (daughter, son), (student's name) from ICA Casey College, and I have placed (him, her) on a long suspension, pending the decision making process. This action has been taken, consistent with the procedures of ICA Casey College's Welfare and Discipline policy.

I have decided to consider expelling (student's name) after consideration of the following facts:

(specific details)

Copies of all documents on which my action has been based are attached. (Student's name) will not be able to return to school pending the final decision making process.

You have seven school days to respond to this advice prior to the final decision being made. Please contact my office as soon as possible on (school phone number) to arrange a meeting to discuss this matter. At this meeting I will explain the implications of expulsion and your appeal rights.

You may wish to have a support person present at this meeting. An interpreter can be arranged to assist you in this meeting if required. If you need an interpreter, please advise the school.

You are responsible for the supervision, care and safety of (student's name) while (he, she) is on suspension. (Student's name) is not to enter the school grounds during the period of suspension without my permission. The school expects that (student's name) will continue with (his, her) studies while suspended. A study program is provided.

I attach for your information a copy of ICA Casey College's Welfare and Discipline policy. These procedures include a section on expulsion and a section on appeals.

If you need an interpreter to assist you to contact the school, call the Telephone Interpreter Service on telephone number 13 14 50. This service is free of charge.

Yours sincerely

Principal

## APPENDIX 8 EXPULSION DECISION LETTER



(Name)  
(Address)

Dear

This is to inform you that today I have decided to expel your (daughter, son), (student's name) from ICA Casey College. This decision has been taken, consistent with the procedures of ICA for suspensions and expulsions from ICA Casey College and this school's Welfare and Discipline policy.

The decision to expel (student's name) from ICA Casey College has been made after consideration of the information provided in my letter of (date of initial advice letter), the documentation provided to you and your response to me.

(Student's name) will not be able to return to ICA Casey College.

I have previously provided a copy of ICA Casey College's Welfare and Discipline policy which includes procedures on suspension and expulsion. I again draw your attention to the section of the procedures on expulsion.

If you consider that correct procedures have not been followed in this case or an unfair decision has been made, you may appeal in accordance with the procedures.

If you need an interpreter to assist you to contact the school, call the Telephone Interpreter Service on telephone number 13 14 50. This service is free of charge.

Yours sincerely

Principal

**APPENDIX 9 – COUNSELLOR REPORT - SUSPENSION**



Student \_\_\_\_\_ Date of Birth \_\_\_\_\_ Year Level \_\_\_\_\_

Date of suspension \_\_\_\_\_ Reason for suspension \_\_\_\_\_  
\_\_\_\_\_

Previous counsellor involvement with the student:  None  None recent  Recent

Issues relevant to the management of the current suspension

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendation (s) for the resolution of the suspension

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Counsellor** \_\_\_\_\_  
Name Signature Date

(Schedule 1 (Section 4 (1)) of the Weapons Prohibition Act 1998)

**1 Knives**

- (1) A flick knife (or other similar device) that has a blade which opens automatically by gravity or centrifugal force or by any pressure applied to a button, spring or device in or attached to the handle of the knife.
- (2) A ballistic knife that propels a knife-like blade of any material by any means other than an explosive.
- (3) A sheath knife that has a sheath which withdraws into its handle by gravity or centrifugal force or if pressure is applied to a button, spring or device attached to or forming part of the sheath, handle or blade of the knife.
- (4) An Urban Skinner push dagger or any other device that consists of a single-edged or multi-edged blade or spike that has a handle (fitted transversely to the blade or spike and allows the blade or spike to be supported by the palm of the hand so that stabbing blows or slashes can be inflicted by a punching or pushing action.
- (5) A trench knife or any other device that consists of a single-edged or multi-edged blade or spike that is fitted with a handle made of any hard substance that can be fitted over the knuckles of the hand of the user to protect the knuckles and increase the effect of a punch or blow, or that is adapted for such use.
- (6) A butterfly knife or "balisong" or any other device that consists of a single-edged or multi-edged blade or spike that fits within 2 handles attached to the blade or spike by transverse pivot pins and is capable of being opened by gravity or centrifugal force.
- (7) A star knife or any other device that consists of a number of angular points, blades or spikes disposed outwardly about a central axis point and that are designed to spin around the central axis point in flight when thrown at a target.

**2 Miscellaneous weapons**

- (1) Any bomb, grenade, rocket, missile or mine (or other similar device, such as a tear-gas canister) that is in the nature of (or that expels or contains) an explosive, incendiary, irritant or gas, and whether or not it is "live" or has been deactivated. A "live" rocket must have a propellant charge of more than 100 grams, and a "live" missile must have an explosive or incendiary charge of more than 7 grams, for it to be a prohibited weapon.
- (2) A flame thrower that is of military design, or any other device that is capable of projecting ignited incendiary fuel.
- (3) Any device that is designed to propel or launch a bomb, grenade, rocket or missile by any means other than by means of an explosive, including a device known as a PVC cannon.
- (4) A spear gun having an overall length (being the length of the spear gun when it is not loaded with a spear) of less than 45 centimetres.
- (5) A crossbow (or any similar device) consisting of a bow fitted transversely on a stock that has a groove or barrel designed to direct an arrow or bolt.
- (6) A slingshot (being a device consisting of an elasticised band secured to the forks of a "Y" shaped frame), other than a home-made slingshot for use by a child in the course of play.
- (7) A Saunders "Falcon" Hunting Sling, or any other device in the nature of a hunting sling, catapult or slingshot that is designed for use with, or a component part of which is, a brace that:
  - (a) fits or rests on the forearm or on another part of the body of the user, and
  - (b) supports the wrist against the tension of elastic material used to propel a projectile.
- (8) A blow-gun or blow-pipe that is capable of projecting a dart or any other device that consists of a pipe or tube through which missiles in the form of a dart are capable of being projected by the exhaled breath of the user or by any other means other than an explosive.

- (9) Any dart capable of being projected from a blow-gun or blow-pipe.
- (10) A Farallon Shark Dart, or any other similar device that is designed to expel, on contact, any gas or other substance capable of causing bodily harm and which is reasonably capable of being carried concealed about the person.
- (11) A dart projector known as the Darchery dartslinger, or any other similar device that is designed to project a dart by means of an elasticised band.
- (12) A mace or any other similar article that consists of a club or staff fitted with a flanged or spiked head, other than a ceremonial mace made for and used solely as a symbol of authority on ceremonial occasions.
- (13) A flail or any other similar article that consists of a staff or handle that has fitted to one end, by any means, a freely swinging striking part that is armed with spikes or studded with any protruding matter.
- (14) A whip that has a lash which is comprised wholly or partly of any form of metal.
- (15) A whip known as a cat-o'-nine-tails or any other whip that consists of a handle to which there is attached any number of knotted lashes.
- (16) Kung fu sticks or "nunchaku", or any other similar article consisting of 2 or more sticks or bars made of any material that are joined together by any means that allows the sticks or bars to swing independently of each other.
- (17) A side-handled baton or any other article consisting of a baton, staff or rod that is made of any hard substance and has fitted to one side a handle, whether or not that handle is permanently fixed.
- (18) Any hand-held defence or anti-personnel device that is designed to administer an electric shock on contact, such as the Taser Self-Defence Weapon or an electrified brief-case but not including any such hand-held device that may lawfully be used on an animal in accordance with the *Prevention of Cruelty to Animals Act 1979*.
- (19) Knuckle-dusters or any other similar article that is made of any hard substance and that can be fitted over the knuckles of the hand of the user to protect the knuckles and increase the effect of a punch or other blow or that is adapted for use as such.
- (20) A sap glove, or any other similar article, that consists of a glove (including a fingerless glove) that has a layer of powdered lead sewn under the outer covering and positioned over the knuckle area on the back of the glove.
- (21) A studded glove, or any other similar article that consists of a glove (including a fingerless glove) that has a number of raised studs or spikes made of a hard substance and positioned over the back of the glove to increase the effect of a punch or blow.
- (22) Any device designed or intended as a defence or anti-personnel spray and that is capable of discharging by any means any irritant matter comprising or containing any one or more of the following substances in liquid, powder, gas or chemical form:
- (a) chloroacetophenone, known as CN,
  - (b) orthochlorobenzalmalononitrile, known as CS,
  - (c) diphenylaminechloroarsone, known as DM or Adamsite,
  - (d) oleoresin capsicum, known as OC.
- (23) Any device (not being a device referred to in subclause (22)) designed as a defence or anti-personnel spray and that is capable of discharging any irritant matter.
- (24) Any acoustic or light-emitting anti-personnel device that is designed to cause permanent or temporary incapacity or to otherwise disorientate persons.

### **3 Replicas, imitations, concealed blades etc**

- (1) Any imitation or replica of a bomb, grenade, rocket, missile or mine (or similar device), unless it is of an approved type.
- (2) Any imitation or replica of a firearm in respect of which a licence or permit is required under the *Firearms Act 1996* (including any imitation or replica pistol, blank fire pistol, shortened firearm, machine gun or sub-machine gun), unless it is of an approved type.
- (3) A walking stick or cane that contains a sword or any other single-edged or multi-edged blade or spike of any length or of any material.
- (4) A riding crop that contains a knife, stiletto or any other single-edged or multi-edged blade or spike of any length or of any material.
- (5) A Bowen Knife Belt or any other similar article consisting of a belt or belt buckle that conceals or disguises within the article a knife or a single-edged or multi-edged blade or spike of any length or of any material.
- (6) Any article or device that:
  - (a) due to its appearance is capable of being mistaken for something else that is not a weapon, and
  - (b) disguises and conceals within it a single-edged or multi-edged blade or spike of any length or of any material.

### **4 Miscellaneous articles**

- (1) Body armour vests. or any other anti-ballistic article capable of being worn on any part of the body (other than helmets or anti-ballistic articles used for eye or hearing protection).
- (2) Handcuffs (other than antique handcuffs, or children's toy handcuffs, that are of an approved type).
- (3) Silencers or any other device designed for attachment to a firearm for the purpose of muffling, reducing or stopping the noise created by firing the firearm.
- (4) A firearm magazine, being:
  - (a) a rimfire magazine with a capacity of more than 15, or
  - (b) a centre-fire self-loading rifle magazine with a capacity of more than 5 rounds, or
  - (c) a shotgun magazine with a capacity of more than 5 rounds, or
  - (d) a shotgun tubular magazine extension that is capable of extending the capacity of a shotgun magazine to more than 5 rounds.
- (5) Any article or device, such as a device known as a brass catcher that is designed to be attached to a firearm for the purposes of catching ejected cartridge cases when the firearm is being fired.