

Student Behaviour Support Policy

April 2025



ST NARSAI
ASSYRIAN CHRISTIAN COLLEGE

Policy

The College has in place and implements procedures related to the behaviour support of students that:

- ▶ are based on procedural fairness (Appendix 1)
 - ▶ prohibit the use of corporal punishment
 - ▶ does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parent(s)/carer(s), to enforce discipline at the school.
- St Narsai Assyrian Christian College may in cases of serious breach/ breaches of the school behavior management guidelines, and consistent with the enrolment policy, suspend or expel students as described in the procedures. Suspension is a temporary debarment of a student from classes they would normally attend at school. Expulsion is the permanent removal of a student from the school and at the College will result in the termination of the student's enrolment.
 - St Narsai Assyrian Christian College does not exclude students. Exclusion is the act of preventing a student's admission to a number of schools.
 - The College will follow the St Narsai Assyrian Christian College *Child Protection Policy* when it is believed a student is at risk of significant harm.

Procedures

All students have the right to learn in a safe and supportive environment and have responsibilities to enable others to learn (Appendix 2A and 2B). Teachers have a right to be treated fairly and with dignity, by both students and their parent(s)/carer(s) in line with the *Parents Code of Conduct* (Appendix 3).

POSITIVE BEHAVIOUR SYSTEM

The College encourages and rewards positive behaviour from students. Our aim is to prevent negative behaviour through acknowledging positive and appropriate behaviour and making role models of students and specific behaviour.

All students are expected to be effective learners to abide by the ethos of the Assyrian Church of the East. The behavioural expectations of every student are outlined in full in the Positive Behaviour

System (PBS) matrix (Appendix 4) the Student Code of Conduct in the student diary (Appendix 5a), the Conditions of Enrolment (Appendix 5b) and the Effective Learner Dispositions (Appendix 6).

The Positive Behaviour System (PBS) matrix is also referred to as the SHARP. This is the acronym of the five (5) behavioural expectation elements which are explicitly outlined in the matrix.

The 5 SHARP behavioural elements include:

S is for **Safe**, all students are expected to be safe at all times

H is for **High Expectations**, all students are to aim for high expectations and staff too will have high expectations of our students

A is for **Achieve**, we expect that all students with strive to achieve their best and beyond in all settings/contexts.

R is for **Respect** – All students are expected to be respectful and be respected

P is for **Prepared**, all students are expected to be prepared for all settings at all times.

To be an effective learner, students are to display the dispositions of independence, engagement, persistence, self-regulation and innovation. To be an effective learner, a student at the College must also be an effective, SHARP learner. The dispositions of an effective learner correlate closely to the SHARP/PBS matrix as follows;

Independence – to be an independent learner, students are responsible for their learning. They are to be organised (Prepared), focussed on their tasks and set goals (**Achieve**)

Engagement – students are involved and active in their own learning. They complete tasks (achieve) and set steps to improve their learning (**High Expectations**)

Persistence – students are always striving to achieve their best (**Achieve/High Expectations**)

Self-Regulation – students take charge of their own learning. They manage time effectively (Prepared), demonstrate their understanding (**Achieve/High Expectations**)

Innovation – students embrace creativity (Respect), be proactive and think of different ways to reach a goal (**Achieve/High Expectations**).

Students are encouraged and rewarded for displaying the College SHARP expectations through a variety of methods used by teachers in every classroom including recognition of achievement through the **Award System**:

K-6 (Appendix 7) or the **Merit/Demerit system**: 7-12 (Appendix 8) and **Merit Award System**: 7-12 (Appendix 9).

BEHAVIOUR SUPPORT SYSTEM

St Narsai Assyrian Christian College has in place and implements a Behaviour Support System to help students, where appropriate, to modify their behaviour in collaboration with their parent(s)/carer(s), teachers and peers.

At a classroom level, the teacher is responsible for the management of student behaviour. They should discuss the matter with the student and establish clear expectation. All matters relating to behaviour management will be addressed promptly, fairly and respectfully.

St Narsai College's Behaviour Support System sets a clear guideline about the process of dealing with various student behavioural issues through positive reinforcement, advice and guidance in a disciplined, healthy wellbeing environment.

Behaviour Support System – Primary School (K-6)

The discipline issues have been categorised into the Three Level Behaviour Management Plan (K-6). Refer to Appendix 10.

If the initial behaviour is of a serious nature, the student will be sent to the College Deputy Principal and/or Pastoral Care Coordinator. Parents will be contacted and if necessary, the Behaviour Support System as per secondary school (years 7 to 12) may apply.

Behaviour Support System – Secondary School (7-12)

The discipline issues have been categorised into the Three Level Behaviour System (7-12). Refer to Appendix 11 (a). However, persistent disobedience and non-compliance will result in lunch detentions which may include community work and/or after school detentions. Refer to Appendix 12 for details on the detention system.

If a student is placed on Level 3 of Behaviour Level System and referred to Deputy Principal (DP) an investigation will be conducted which may include but is not limited to:

- determining the most appropriate person to conduct the investigation and providing them with all relevant records and documentation related to the matter
- providing an opportunity for the student to describe the incident in writing on the incident statement (Appendix 14)
- interview and obtain further incident statements (if required) from the other students and/or possible witnesses
- collect written statements from any staff involved
- obtain, if available/required, CCTV footage from the cameras located around the College.

The DP will review the information and determine the appropriate consequences.

All information pertaining to an individual incident are filed with the student administration officer in the student's file in the College office. The incident/intervention is recorded on the school system (Edumate) by the Deputy Principal or Pastoral Care Coordinator.

If the incident was on an individual basis, then the report is filed under the individual student's name. Where the information relates to a number of students the records are retained in the files of all students involved. If an incident resulted in a suspension, the information is filed under the name of the student who was suspended. Where a suspension was not the final decision, the records are stored in the files of all the students involved.

Suspension

Continued defiance, disobedience, lack of improvement or modification in behavior may result in suspension and/or termination of enrolment (Appendix 15 and 16). The DP will undertake an investigation that may include but is not limited to processes steps outlined above. Based on the investigation where the DP determines that the student's misbehaviour is serious enough to warrant suspension,

the DP makes a recommendation of suspension to the Principal. The DP provides the Principal with an outline of the details of the incident and all records/information gathered.

The College implements two types of suspensions:

- Internal suspension: the student serves the period of the suspension in a designated area at College and are removed from the day to day timetabled classes
- External suspension: the student serves the period of the suspension off school premises under the supervision and responsibility of the parent(s)/ carer(s).

The principal will review the documentation, taking into consideration the safety and welfare of the student, staff and other students in the College. If the Principal determines that a suspension is warranted, the following processes will be implemented

- the Principal and DP will interview the student
- the parent(s)/carer(s) will be contacted verbally and in writing to inform them that the student is to be suspended and requesting that they attend a meeting at which they will be advised of:
 - › the reason for the suspension
 - › details the type of suspension (internal or external)
 - › the duration of the suspension and
 - › an appointment for a return from suspension (resolution) meeting with the parents and Principal (or his/her nominee in their absence)
 - › the appeals process.

The Principal/DP will establish if the parent(s)/carer(s) wish to have a support person at the meeting and whether an interpreter is required and if so, make the necessary arrangements (Appendix 17).

A written record of the key matters of all meetings/ interviews with the student and parent(s)/carer(s) will be taken and retained in the student's file.

Following the interview, a letter of suspension will be provided to the parent(s)/carer(s) that details the reason for the suspension, type of suspension (internal, external), the reason for the suspension, the duration of the suspension and an appointment for a return from suspension (resolution) meeting with the parent(s)/ carer(s) and Principal (or his/her nominee in their absence).

At the resolution meeting, the decision regarding the student's return to school is determined.

- If the student is to return, an agreement is made among the student, parent(s)/carer(s) and College executive as to the course of action to be followed, which may include but is not limited to, counsellor support, chaplain meetings, behavioural monitoring cards, behaviour plans, mediation
- If the student does not show a commitment to comply with the College expectations and behaviour requirements, then the Principal may direct the student not to attend school and given up to three days to provide a written response as to why they should be allowed to return to school and a second meeting is arranged. Parent(s)/ carer(s) will be notified in writing of this decision.

Termination of Enrolment at the College (Expulsion)

In the event of serious breach/es of the College behaviour expectations, and consistent with the Enrolment Policy the Principal may expel a student of any age from the school.

When considering terminating a student's enrolment for misbehavior the DP:

- May direct the student not to attend school while the investigation takes place. An investigation will include the student being provided with information about the nature of the allegations and being given an opportunity to respond

- Arrange for the student to have access to the College counsellor for support during the time that they are not attending school. A report is to be provided to the DP, by the counsellor, that includes recommendations for further action

If after receiving the results of the investigation and hearing representations from the student, the DP forms the view that the student's enrolment should be terminated, the DP will make a recommendation to that effect to the Principal and advise the student and parent(s)/carer(s) that this recommendation has been made.

The DP will request the parent(s)/carer(s) and student, verbally and/or in writing, to attend a formal disciplinary interview with the Principal and DP. They will be advised of the nature of the allegation(s) and the intention to terminate the student's enrolment.

The DP will establish if the parent(s)/carer(s) wish to have a support person at the meeting and whether an interpreter is required and if so, make the necessary arrangements.

At the interview with the Principal and DP:

- the student and parent(s)/carer(s) are given explicit information about the nature of the allegation(s), the student is given the opportunity to consider and respond to the allegation(s), the right to appeal the decision and the process by which parent(s)/carer(s) and students can do so
- a written record of the key matters of all meetings/ interviews with the student and parent(s)/carer(s) will be retained in the student's file.

Following the interview a letter will be sent by the Principal informing the parent(s)/carer(s) that termination of the student's enrolment is being considered and that parent(s)/carer(s) and student have seven (7) school days from the date of the letter to provide a right of response.

If the parent/carer is unable to provide a written right of response, they are to contact the school and organise a meeting with the Principal and Deputy to provide their right of response verbally in which a written record (minutes) will be taken of the discussion. At the conclusion of the meeting, the minutes will be read to the family. They may add or amend information if they do so wish. Parents/ carers sign the minutes indicating they agree to what has been written.

Where the student and/or parent(s)/carer(s) lodge an appeal, the Principal will consider the reasons provided by the student and parent(s)/carer(s) for not following the recommendation to terminate the student's enrolment. The Principal will then advise the student and parent(s)/ carer(s) in writing of the decision.

Should no appeal be made within the time specified, the Principal will decide whether to accept the recommendation and if so, notify the student and parent(s)/carer(s) that the student's enrolment has been terminated.

The decision made by the Principal will be final. The Principal will inform the CEO of the Assyrian Christian Schools of the decision to terminate a student's enrolment.

If students and parent(s)/carer(s) believe correct procedures have not been followed, or that an unfair decision has been reached, they may appeal in writing to the Chief Executive Officer (CEO) of the Assyrian Christian Schools stating the grounds on which the appeal is being made. The CEO of the ACS may be contacted by:

- ▶ Emailing via school email address **info@stnarsai.nsw.edu.au** with the subject as **“Attention CEO: Private and Confidential”**

or

- ▶ A letter in a sealed envelope addressed Private and Confidential, To the CEO of the Assyrian Christian Schools and be delivered to the College Reception or posted to the College address. Include an email address and contact details for the CEO to contact you directly.

The CEO will:

- ▶ Acknowledge the appeal in writing as soon as is practicable.
- ▶ Where appropriate, provide in writing to the person(s) requesting the appeal, information relating to the progress of the appeal.
- ▶ Consider the appeal within 10 school days of its lodgment
- ▶ Review all relevant material and may discuss relevant issues with the person(s) making the appeal and any other parties, if required
- ▶ Advise all the parties in writing of the decision and the specific reasons for reaching the decision.

Students who have had their enrolment terminated may not be re-enrolled in the College without the written approval of the Chairperson of the School Board.

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APPENDIX 1: PROCEDURAL FAIRNESS

In dealing with all individuals at St Narsai Assyrian Christian College the general principles of procedural fairness, including when dealing with suspensions and expulsion, need to be followed.

The two essential elements of procedural fairness include:

1. The right to be heard which includes:

- the right to know why the action is happening
- the right to know the way in which the issues will be determined
- the right to know the allegations in the matter and any other information which will be taken into account
- the right of the person against whom the allegations have been made to respond to the allegations.

2. The right of a person to an impartial decision

which includes:

- the right to impartiality in the investigation and decision-making phases
- the right to an absence of bias by the decision maker.

Note: In addition, **the right to appeal** is also included as part of the procedural fairness.

APPENDIX 2 (a): RIGHTS AND RESPONSIBILITIES OF STUDENTS

Each student's right to learn depends on the capacity of teachers to carry out their professional responsibilities in the classroom free from disruption.

Each student has a right to be safe. Schools exist in a society in which violence is often prevalent. This social problem does not always stop at the school gate. Nevertheless, every student has the right to expect that he or she will spend the school day—both in and out of the classroom free from bullying and intimidation. ***Students have a right to learn, to be safe and happy at school.***

| STUDENT RIGHTS | STUDENT RESPONSIBILITIES |
|--|---|
| <p>› YOU HAVE THE RIGHT TO BE AN INDIVIDUAL AT SCHOOL This means you should not be treated unfairly because you are tall or short, boy or girl, or because it takes you a little longer to get the right answer.</p> <p>› YOU HAVE THE RIGHT TO BE RESPECTED AND TREATED WITH KINDNESS AT SCHOOL This means that others should not laugh at you, make fun of you, or hurt your feelings.</p> <p>› YOU HAVE THE RIGHT TO EXPRESS YOURSELF This means that you may talk freely about your ideas and feelings, in an appropriate manner in an appropriate time.</p> <p>› YOU HAVE THE RIGHT TO A SAFE SCHOOL This means that St Narsai should provide safe classrooms, equipment and rules to ensure your safety at school.</p> <p>› YOU HAVE THE RIGHT TO TELL YOUR SIDE OF THE STORY This means that your side of the story will be heard, if you are accused of breaking a rule.</p> <p>› YOU HAVE THE RIGHT TO LEARN IN A SUPPORTIVE, SAFE AND RESPECTFUL ENVIRONMENT This means that your learning progress is supported with dignity and encouragement.</p> | <p>› YOU HAVE A RESPONSIBILITY TO ALLOW OTHERS TO WORK WITHOUT BEING BOTHERED This means that you quietly make good use of your time, and do not disturb others.</p> <p>› YOU HAVE A RESPONSIBILITY TO COMPLETE YOUR WORK AND TO DO YOUR BEST This means that you do your best with your class tasks and homework, being sure to complete them on time.</p> <p>› YOU HAVE A RESPONSIBILITY TO HELP MAKE SCHOOL A GOOD PLACE TO BE This means being thoughtful, respectful and courteous to others and promote a safe environment.</p> <p>› YOU HAVE A RESPONSIBILITY TO TAKE CARE OF PROPERTY This means that you take good care of school property, and respect the property of others.</p> <p>› YOU HAVE A RESPONSIBILITY TO FOLLOW SCHOOL RULES AND TEACHERS INSTRUCTIONS This means you show respect to school and teachers.</p> |

Teachers have rights too. Teachers, who on occasions are subjected to levels of harassment which would not be tolerated in any other workplace, also have a right to be safe and happy at school.

Teachers have a right to be treated fairly and with dignity, by both students and their parents and carers.

APPENDIX 2 (b): RIGHTS AND RESPONSIBILITIES OF STAFF

| STAFF RIGHTS | STAFF RESPONSIBILITIES |
|--|--|
| <p>YOU HAVE THE RIGHT TO</p> <ul style="list-style-type: none"> › Feel safe › Be addressed and treated with respect › Personal space › Be listened to › Teach in a supportive and safe environment › Receive help and support from others | <p>YOU HAVE THE RESPONSIBILITY TO</p> <ul style="list-style-type: none"> › Fulfil teaching and learning expectations as outline in the role description › Allow others to feel safe › Address and treat others with respect › To listen to and respect the feelings of others › Encourage cooperative participation in school activities › Help maintain a safe and supportive environment › Be a good role model to others › Ask for help when it is needed and respond to help when others ask for it |

- Refer to St Narsai Assyrian Christian College ***Roles and Responsibilities*** for further information regarding staff rights and responsibilities.

APPENDIX 3: PARENT CODE OF CONDUCT (For Parent(s)/Carer(s) and Visitors)

1. Background

• All students, parents, teachers and staff at St Narsai Assyrian Christian College have the right to be safe and feel safe in their college community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety and well-being of others.

• This *Parent Code of Conduct (for Parents, Carers and Visitors)* provides members of the St Narsai Assyrian Christian College Community with guidelines for effective development of positive and productive relationships within the College. It also supports adult role modelling of student behavior expectations at St Narsai Assyrian Christian College. Student behavior expectations are encapsulated in the concept of **'SHARP'**; **S**afe, **H**igh Expectations, **A**chieve, **R**espect and **P**repared.

2. Purpose

• This Code has been developed so that those with parental responsibilities are aware of and meet the School's expectations with regard to their interaction with the College, its Teachers, other Parents and Students.

• For the purpose of this policy

- *'College Community'* includes the Principal, all staff, employees, students, parents, carers, relatives, friends, supporters of the College. This is extended further to include members of the ACS Board and clergy of the Holy Apostolic Assyrian Church of the East.

- *'Parent'* refers to any adult with parental responsibilities to a student attending St Narsai Assyrian Christian College or the parent's representative.

- You are obliged to observe the Code in accordance with the conditions of your child's enrolment.

3. General Role of the College

The College is responsible for establishing and administering the policies, procedures and rules which govern its day to day operations. It is important that Parents recognise and respect this, adhere and have their children adhere to the College's requirements, and support its policies, procedures and decisions.

4. Student Behaviour Support

• The College expects students to comply with its rules and expectations and not engage in behaviour which is harmful to others or is contrary to the ethos of St Narsai Assyrian Christian College. Parents are expected to support the College in relation to its Student Behaviour Support policy and not do anything which undermines its authority. It must be understood that in the case of minor breaches of school expectations, the College will determine the process for managing such matters; be the conciliator of what took place and will come to a decision about an appropriate consequence. It will not engage in debate about the details of the conduct or the appropriateness of the consequence. It will share information it deems appropriate with Parents.

• In relation to more serious breaches of College expectations, which may result in suspension or expulsion, the College will inform Parents of the matter and will deal with it in accordance with the College's Student Behaviour Support Policy other policies. While Parents will be consulted, the final decision will be the School's.

• If a parent disagrees with the School's decision, refer to the College's Student Behaviour Support Policy and Procedures for information regarding the right of response and the right to appeal.

5. Interaction with Staff

- The College conducts regular meetings between Staff and Parents at which the student's progress can be discussed. There may be other times when a parent or Staff member requests a meeting to discuss particular issues that may arise during the course of a student's schooling.
- If a parent wishes to meet with a staff member, they should make an appointment so that a mutually convenient time can be arranged. This can be done through the College's Administration office.
- Parents should never attempt to contact a staff member at their home, via personal social media accounts or personal contact number.
- Parents also can make an appointment to see the Principal, Deputy Principals or Year Advisors about any particular concerns they may have relating to their child.
- It is important that Parents show respect for Staff and not publically criticise them or seek to undermine their authority. If a parent has a particular concern about a member of Staff, they can raise it with the Staff member concerned or with the Principal or Deputy Principal. However, when doing so, they should observe the general rules of conduct set out in this Code.
- The College has a duty of care to protect all Staff and for this reason any aggressive or abusive behavior will not be tolerated.

6. Complaints

Parents have the right to complain. For further details please refer to the *Complaints and Grievances policy* from College reception

If a parent has a complaint about an issue, they are to contact the college on 8818 1300 or send a letter, addressed to the Principal regarding their concerns. The relevant staff member will see to the concern and contact the parent/carer. For examples, see below;

| ISSUE | STAFF MEMBER |
|---|---|
| Classroom/ Subject issues | Student's subject teacher/ KLA coordinator |
| Your child has issues with their peers | Year coordinator/ PC coordinator |
| Complaint about a teacher | Deputy Principals |
| Any other matter | Contact the College and we will inform the relevant staff member to address the issue. |

- If a parent wishes to make a complaint, they should not use rude or abusive language. This is highly inappropriate, not productive and can make it harder to resolve concerns.

7. General Interactions

• Communications whether verbal or in writing with members of the College Community whether Teachers, Administration Staff, other Parents or Students should:

- › show respect, courtesy and consideration;
- › not harass or bully another person;
- › not threaten or have a threatening tone;
- › not use intemperate language; and
- › not be confrontational.

• Social media should not be used to criticise or vilify others in the College Community.

8. Sport

• At times, when Parents attend sporting events, they should exercise restraint when supporting College teams. In particular, they should not abuse, threaten or otherwise seek to intimidate an umpire or referee or be directed against a player, or any College representatives.

• Staff at the College pick teams based on their view of the most appropriate selection at the relevant time. It is not appropriate for Parents to complain about the failure of their child to be picked for a particular team.

9. Separated Parents

Where some Students have Parents that are separated or divorced, Parents should not attempt to involve the College in any parental dispute that may arise. The College is not able to make judgments on the merits of claims made by one parent against another and should not be asked to do so, nor should it be asked to take any action which would or is designed to disadvantage one party. The College will of course observe any orders made by a Court in relation to a student or communications with Parents.

10. Finance

Any issues with the financial commitment to the College are to be directed to the Assyrian Christian Schools Ltd Finance Department which can be contacted on 9753 4185 or the College's Chief Financial Officer (CFO) on the same number.

11. Failure to Observe this Code

• If a Parent fails to observe this Code after being warned about a breach, the College may:

- › terminate any conversation or meeting
- › direct the person to immediately leave College premises
- › lawfully ban , or restrict access of any member of the school community (by letter) from being on school grounds in general by issuing an Inclosed Lands Protection Act (1901);
- › limit their access and communication to a Teacher or any member of staff;
- › limit/ban their access to the College premise and/or all College events;
- › terminate the enrolment of the Student or
- › determine the appropriate consequences according to the nature of the breach and the law.

APPENDIX 4: POSITIVE BEHAVIOUR SYSTEM (PBS) MATRIX (also known as the SHARP matrix)

| ST NARSAI ASSYRIAN CHRISTIAN COLLEGE - PBS MATRIX | | | | | | | | | |
|---|--------------------------|--|---|---|---|---|--|--|--|
| EXPECTATIONS | SETTINGS | | | | | | | | |
| | | ALL SETTINGS | CLASSROOM/BUILDINGS (STUDY PERIODS) | PLAY AREAS | CANTEEN | ASSEMBLIES, MASS, YR MEETINGS | COMMUNITY AND EXTERNAL EVENTS | CYBERSPACE | SPORTING EVENTS |
| | SAFE | <ul style="list-style-type: none"> Follow the hands-off policy Report any issues and concerns to a teacher Be aware of emergency procedures Right place, right time (be where you should be, know your boundaries) Be aware and careful of your surroundings | <ul style="list-style-type: none"> Calm and orderly entry and exit Wear appropriate clothing and shoes Respect other individual's personal space and freedoms Be aware of hazards in practical settings Use all school property and furniture appropriately | <ul style="list-style-type: none"> Hands off at all times. Appropriate games in safe areas. Stay in bounds Keep left at all times when moving throughout the school Report all incidents and concerns to supervising teacher/front office. | <ul style="list-style-type: none"> Wait patiently in line. Join at the end of the line. Clear the area for customers. Be cautious of student allergies and medical needs when purchasing food. | <ul style="list-style-type: none"> Calm and orderly entry and exit. Stay in allocated seating. Wait patiently for instructions from year advisers/teachers | <ul style="list-style-type: none"> Be mindful of the surrounding community. Be aware of the visitors in the school. Meet your parents in an appropriate location. Wait safely for the buses (entering and exiting in a calm and orderly manner) Think before you act and speak. | <ul style="list-style-type: none"> Be aware of what you post online. Protect your personal accounts, information and passwords. Interact only with people you know. Be a good Samaritan and report cyberbullying. | <ul style="list-style-type: none"> Follow all venue, staff and teacher instructions. Use equipment with care. Calm and orderly entry and exit. Enter via designated doors. Be cautious of the stranger danger rule. |
| | HIGH EXPECTATIONS | <ul style="list-style-type: none"> Have pride in your appearance Demonstrate leadership Model a positive attitude and excellent behaviour Be accountable for your actions and decisions Strive to be an independent and motivated learner | <ul style="list-style-type: none"> Reflect of individual development in connection with learning intentions and success criteria Know where you are in your learning, where you want to be and how to get there. Strive for improvement Attain deep knowledge and understanding Maintain a growth mindset | <ul style="list-style-type: none"> Hands off at all times. Appropriate games in safe areas. Stay in bounds Keep left at all times when moving throughout the school Report all incidents and concerns to supervising teacher/front office. | <ul style="list-style-type: none"> Wait patiently in line. Join at the end of the line. Clear the area for customers. Be cautious of student allergies and medical needs when purchasing food. | <ul style="list-style-type: none"> Know and sing all the anthems. Celebrate the success of others. | <ul style="list-style-type: none"> Be a representative of Christ. Display excellent behaviour. Promote a positive school image. Use technology to positively contribute to society. Be the best you can. | <ul style="list-style-type: none"> Proudly represent the ethos of the school and the Church on online forums. Know your worth. Use technology to positively contribute to society. | <ul style="list-style-type: none"> Show good sportsmanship. Comment one another's achievements. Promote school image. |
| | ACHIEVES | <ul style="list-style-type: none"> Try your personal best Embrace all learning opportunities Set goals and work towards reaching them Be proud to receive awards Have confidence in yourself and in your abilities | <ul style="list-style-type: none"> Always ask questions when struggling in class. Use your study periods wisely. Learn something every lesson and strive to be an effective learner Use SMART goals to reach your personal best Be an active learner | <ul style="list-style-type: none"> Maintain a clean environment. Foster positive relationships. Take responsibility for yourself and others. | <ul style="list-style-type: none"> Successful and positive interaction with others. Make healthy choices. | <ul style="list-style-type: none"> Aim to be acknowledged in assembly. Have pride in your success. | <ul style="list-style-type: none"> Be an active citizen of your community. Give back to the wider community. Make the most of all positive opportunities. Have a growth mindset. Build positive relationships within the wider community. Take care of one another. | <ul style="list-style-type: none"> Use technology effectively for learning. Build your knowledge and understanding. Be aware of copyright laws and where you are getting your information. | <ul style="list-style-type: none"> Strive to do your best in all activities. Embrace new sporting opportunities. Be proud of your efforts. |
| | RESPECTFUL | <ul style="list-style-type: none"> Be thoughtful of people's rights and personal space Embrace all learning opportunities Look after the environment around you Display appropriate images on all devices Greet all guests appropriately (especially members of the clergy) Be mindful of your language and use your manners (treat others how you expect to be treated) | <ul style="list-style-type: none"> Raise your hand to ask a question/make a comment. Use considerate language and tone when communicating to teachers and peers Mobile phones are not to be in your possession at any time Use electronic devices appropriately and under the direction of the classroom teacher Follow instructions and classroom rules | <ul style="list-style-type: none"> Be considerate by putting your rubbish in the bins provided. Respect others' belongings and personal space. Be mindful of your language and noise level. Follow teacher instructions. | <ul style="list-style-type: none"> Demonstrate manners and courtesy. Be patient and wait your turn. Follow teacher instructions. Line up in the allocated area for your year group. Keep the canteen area clean. | <ul style="list-style-type: none"> Remove hats. Electronics devices off and out of sight. Be courteous towards those presenting. Be quiet at all times. Applaud at the correct time. Be reverent. | <ul style="list-style-type: none"> Be considerate towards the property of the community. Be courteous to the bus driver and to the members of the community. Use appropriate language at all times. Be mindful of other people's rights and personal spaces. Be a law-abiding and respectful citizen. | <ul style="list-style-type: none"> Respect the privacy of others. Use the equipment appropriately and only under the guidance of the teacher's instructions. Be mindful of how you are representing yourself online always (digital footprint) Follow the acceptable ICT Usage Policy and Cybersecurity Agreement. | <ul style="list-style-type: none"> Encourage one another to participate. Be mindful of the needs of the wider community |
| | PREPARED | <ul style="list-style-type: none"> Know your timetable Follow school uniform policy Bring all necessary equipment Have positive learning habits | <ul style="list-style-type: none"> Bring all relevant subject equipment to every lesson Make your way to class promptly and line up in 2 lines in an orderly manner Complete homework and assessments by the due date Utilise the school diary to stay organised | <ul style="list-style-type: none"> Bring your own sporting equipment Adhere to bell times. Use toilet facilities during breaks. | <ul style="list-style-type: none"> Order food in the morning before the warning bell. Purchase items with enough time to enjoy them. Have your money and order ready. | <ul style="list-style-type: none"> Come in full school uniform and well presented. Ensure you hand in your awards prior to the assembly. | <ul style="list-style-type: none"> Ensure that all information and notes are provided to relevant parents and carers. Wear uniform with pride. Be punctual to all events. | <ul style="list-style-type: none"> Proactively use school network platforms such as 'TEAMS'. Bring your approved learning device charged and functioning and any required equipment. Remember passwords and logins. Access learning materials when needed. | <ul style="list-style-type: none"> Wear school uniform with pride. Be on time. Bring appropriate equipment. Ensure payments and notes are complete. |

For a clearer copy of Appendix 4, please request a copy from the school.

APPENDIX 5 (a): STUDENT CODE OF CONDUCT

All students are expected to display the dispositions of an effective learner and follow the behavioural expectations as outlined in the Positive Behaviour System (PBS) Matrix and the ethos of the Assyrian Church of East.

The Positive Behaviour System (PBS) matrix is also referred to as the SHARP matrix as SHARP is the acronym of the 5 expectation elements.

S is for **Safe**, all students are expected to be safe at all times

H is for **High Expectations**, all students are to aim for high expectations and staff too will have high expectations of our students

A is for **Achieve**, we expect that all students with strive to achieve their best and beyond in all settings/contexts.

R is for **Respect** – All students are expected to be respectful and be respected

P is for **Prepared**, all students are expected to be prepared for all settings at all times.

- › Comply with the school's uniform policy and dress code
- › Attend school every day (unless legally excused)
- › Strive for the highest standards in learning
- › Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- › Not bully, harass, intimidate or discriminate against anyone in our schools
- › Not bring the name of the College or the Church into disrepute

Examples of expectations include but are not limited to the following;

- › Follow school and class rules and follow the directions of their teachers
- › Respect all members of the school community and show courtesy to all students, teachers and community members
- › Respect all property
- › Resolve conflict respectfully, calmly and fairly

APPENDIX 5 (b): CONDITIONS OF ENROLMENT

Enrolment at this College entails specific relationships between students, parents/carers, staff and the College community. Understanding this, the student agrees that it is of the utmost importance that they respect themselves, the dignity of others, fellow students, staff and all members of the College community.

Parents and students undertake to support all the College values and high academic expectations, spiritual and cultural programs of the College.

As a student of St Narsai Assyrian Christian College, their conduct will, at all times, reflect the emblem of the College and be marked by **Excellence, Christian Values** and **Commitment** and all that is outlined in the Students' Code of Conduct page of the student diary.

The student is to adhere to College expectations of being a **SHARP** learner. They are to act in a **Safe** manner, have **High** expectations, **Achieve**, be **Respectful** and **Prepared**.

The student is to demonstrate a commitment to be an effective learner. They are to be engaged, self-regulated, innovative, independent and persistent in their learning.

All students at St Narsai Assyrian Christian College consistently use the student planner (also known as the student diary). The diary must be brought to school each day and taken to every lesson.

Realising the importance of education and with the support of teachers and parents, the student will assume full responsibility for their work ethic, consistent study, completion of coursework and the submission of assessment tasks (checkpoints, essays, portfolios, projects etc) and other learning requirements.

The student is to adhere to the College uniform policy as outlined in the student diary which includes but is not limited to:

- Hairstyles must be appropriate and adhere to the College set standards
 - Boys: haircuts of zero, no.1 and undercuts are deemed inappropriate.
 - Girls: hair is to be of a natural colour and tied back if longer than the shoulders.
- Piercings
 - Boys: no piercings are permitted.
 - Girls: earrings are only permitted on the ears. Only sleepers or studs are permitted with only one on each earlobe.
- Boys: facial hair is to be removed for a clean-shaven face daily.
- Girls: make-up and acrylic nails are not permitted. Nails are to be natural and short in length.

Tattoos are strictly not permitted. No student with a tattoo will be enrolled at the College. If a tattoo is acquired after the student has been enrolled, the enrolment will be terminated immediately and without notice.

Realising the harmful nature of prohibited items such as weapons, tobacco, alcohol and illegal substances and in line with NSW laws, the student will abide by the regulations which forbid their use and/or possession at the College or in transit to and from the College, at any College event or where the College may be represented including whilst in College uniform.

St Narsai has zero tolerance for bullying. Any student reported to be bullying will be dealt with according to the College **Anti-Bullying Policy and Procedures**.

Realising the harmful nature of physical aggression, the student will abide by the regulations which forbid the use of physical force towards another student at the College or in transit to and from the College, at any College event or where the College may be represented including whilst in College uniform. This includes not bringing any equipment or weapons to the College which may endanger the safety of others.

Students are to follow the *Student Code of Conduct* while travelling on public as outlined in the student diary and Transport NSW.

The student will respect the College property and the property of others. Any loss or damage to property may result in reparations being paid by the family.

The student and parents will abide by the College Uniform Policy and the students will wear the full College uniform correctly, taking pride in the way they wear their uniform and their appearance.

The student will adhere to the College Mobile Phone Policy (mobile phones are banned at the college during school hours, the student is not to have it on their person. The phone is to be turned off and placed in the student's locker every day).

The student will adhere to the ICT Usage Policy, Cyberspace Agreement and use information and communication technology provided by the College in line with College policies and guidelines as outlined in the student diary.

Students are to provide padlocks for their lockers. The College is not responsible for loss or damage to student property. As the locker is College property, any misuse of the locker, will result in a loss of privilege in using the locker.

The parents and student agree and accept that regular attendance and punctuality are mandatory requirements at the College. The College expectation is students attend no less than 90% of the school year.

Students are to arrive before 8.20am and may be picked up after 2.50pm or until 4pm from the College parking area.

Parents will support the student in their endeavour to take an active part in College activities and will try to foster a sense of community spirit within the College by actively participating in community engagement, carnivals, retreats, excursions, holy liturgical services and other whole College and co-curricular events.

Parents will abide by the College Parent Code of Conduct.

Parents are responsible in notifying the College, in writing, of all the student's medical conditions and special needs. All changes to student's medical conditions or status are to be sent to the College office staff to allow for student file updates.

Failure to adhere to College policies, including any breach in the conditions outlined above, may result in a termination of the student's enrolment from St Narsai Assyrian Christian College.

By signing below, you agree to the conditions of enrolment stated above.

| | |
|-----------------------|-----------------------|
| Parent 1 Name: | Parent 2 Name: |
| Signature: | Signature: |
| Date: | Date: |

APPENDIX 7: AWARD SYSTEM – K- 6

Assembly Awards

Students will receive an assembly award after 40 points for displaying academic and student effort. These awards will be presented at assembly.

Principal Awards

This award is given to students who have received 4 assembly awards and personify the values, beliefs and motto of the school. These awards will be presented at assembly.

Bronze, Silver and Gold Badges

- **Bronze Badge** received with the 4th principal award
- **Silver Badge** received with the 5th principal award
- **Gold Badge** received with the 6th principal award

These badges are presented at assembly.

School Medallion

This medallion is given to students who have received 7 principal awards. It is presented at the Presentation Day end of the Year. The medallion is the milestone achieved by most students at the end of Year 6. An invitation will be sent to the parents of those students who will be receiving a medallion.

Academic Awards

These awards are presented at end of year Presentation Day to congratulate year 6 students who are first in course and those who demonstrate academic excellence. An invitation will be sent to the parents of those students who will be receiving an award.

Mar Meelis All- Rounder

The Mar Meelis All- Rounder is presented on Presentation Day to congratulate the one student from year 6 who has displayed overall academic excellence and for living out the teachings of the gospel, throughout their primary school years (K-6) at St Narsai Assyrian Christian College. An invitation will be sent to the parents of the recipient.

It is the students' responsibility to look after their awards, and replacement awards or badges will not be granted. Students need to bring in their collection of awards and hand them in to their class teacher when they are ready to receive the next level of award.

APPENDIX 8: MERIT/DEMERIT SYSTEM (7-12)

St Narsai Assyrian Christian College recognises the need to develop a school environment which promotes self-discipline and self-respect within students. It encourages students to take responsibility for their own behaviour and strive to be good global citizens.

Teachers are committed to providing a healthy and caring learning environment for students to flourish.

Most students will never be placed on a level one, two or three of the Behaviour Support System as they operate at the appropriate level of behaviour in cooperation with their teachers and peers. With the Merit/Demerit system, students will be praised and recognised for their efforts in displaying the expectations as set by the SHARP PBS matrix and effective learner dispositions. All students are expected to be effective learners and SHARP students of St Narsai Assyrian Christian College.

Merit/Demerit Check

Every student has a weekly merit/demerit section in their school diary. Teachers may give students a merit any time at their discretion. Merits may be for conduct or academic reasons, both inside the classroom and beyond the classroom.

A student who **gain three merit entries in a week** will be awarded a merit award by their roll call teacher. If a student does not receive a merit award, but has shown no demerit entries in three weeks will receive the merit certificate from their roll call teacher.

Students who **gain three demerit entries in one week** will be placed on a Wednesday afternoon detention.

If a student receives merit and demerit entries within that week, the entries cancel each other. A student can use merit entries to cancel demerit entries and vice versa. Awards and detentions are received based on the balance remaining.

The **Merit Award System** applies as per usual for students gaining 5 Merit Awards. Please refer to the Merit Award System in the Diary.

For a student receiving demerits in one or more subjects, the College Behavioural Level System applies as per usual and parallel to the afternoon detentions given.

The diary is checked on a weekly basis in roll call.

Students are not allowed to ask teachers for merits and consequences apply to students with forged entries.

Students are responsible for bringing their diaries to every lesson and opening up to the correct week/date for teachers to access.

APPENDIX 9: MERIT AWARD SYSTEM (7-12)

To encourage the development of a positive attitude to their class work, their peers, staff and their school, staff will acknowledge the behaviours we are striving to promote on a daily, weekly and fortnightly basis.

AWARDS

a) Merit Awards

All staff are encouraged to reward students to promote positive behaviour. Staff can reward students for demonstrating/displaying:

- College expectations and values
- Being SHARP students as per PBS matrix (see appendix)
- Being effective learners (displaying the dispositions of an effective learner)

b) Coordinator Awards

Coordinators can award students when

- A student accumulates 5 Merit Awards
- Exceptional behaviour – going above and beyond expectations and agreed upon by the executive

c) Deputy Principal Awards

Deputy Awards are given when a student receives 5 Coordinator Awards or displays exceptional behaviour which warrants a DP Award and is agreed upon by members of the executive

d) Principal Award

Awarded by the Principal when the student has received 5 Deputy Awards

e) College Medallion

Awarded by the Principal when a student has received 3 Principal Awards

APPENDIX 10: THREE LEVEL BEHAVIOUR MANAGEMENT PLAN (K-6)

| THREE LEVEL BEHAVIOUR MANAGEMENT PLAN (K-6) | | | |
|--|--|--|--|
| LEVEL | BEHAVIOURS (INCLUDE BUT LIMITED TO) | POSSIBLE ACTIONS (YEARS K-2) | POSSIBLE ACTIONS (YEARS 3-6) |
| <p>Level 1 Contains issues that the classroom teachers may face during their day-to-day interaction with students whether it is within or outside the classrooms. These issues are dealt with by the classroom and specialist teachers.</p> | <ul style="list-style-type: none"> • Disobeying a teacher • Being rude to an adult • Not caring for the school • Not caring for the uniform • Going out of bounds • Homework not done • No Hat (continued) • Hurting another student physically, emotionally or psychologically. | <p>After repeated warnings, the student is given a five-minute time out in Stage Leader's classroom with an incident statement to reflect on their behaviour and behaviour recorded in Edumate.</p> | <p>After repeated warnings, the student is given a 10-minute time out in Stage Leader's classroom with an incident statement to reflect on their behaviour and behaviour recorded in Edumate</p> |
| <p>Level 2 The Stage Leader, in conjunction with the classroom teacher, deals with level two student management issues. Once the classroom teacher has exhausted all he/she can as Level 1, the matter is referred to the Stage Leader. The Stage Leader and the classroom teacher action certain student management measures and involve the parents. *Students may be fast tracked into Level two</p> | <ul style="list-style-type: none"> • Repeated Level 1 (3 time-outs) • Repeated disobedience • Damaging school property • Poor bus behaviour • Lying • Stealing • Aggression towards another student (verbal/physical) Eg: swearing, punching, teasing, spitting, biting, pushing/pulling | <ul style="list-style-type: none"> • Lunchtime detention (with Stage Leader) • College community work • Referred to Chaplain • Interview with Pastoral Care Coordinator/ Deputy Principal • Counselling • Conduct card • Interview with parents • Possible Suspension depending on the harm to the other student (internal/external) | |
| <p>Level 3 This level deals with students that have not responded to the student's management plan in level two and/or have committed more serious offences that warrant the involvement of the Deputy Principal.</p> | <ul style="list-style-type: none"> • Repeated behaviour from Level 1 and 2. • Serious breach of College Policies (including ICT and bullying) • Physical aggression causing harm. | <ul style="list-style-type: none"> • Lunch detentions (extended) • College Community work • A behaviour management plan • Interview with Deputy Principal/Principal • Escalated conduct card • Suspension/expulsion. | |

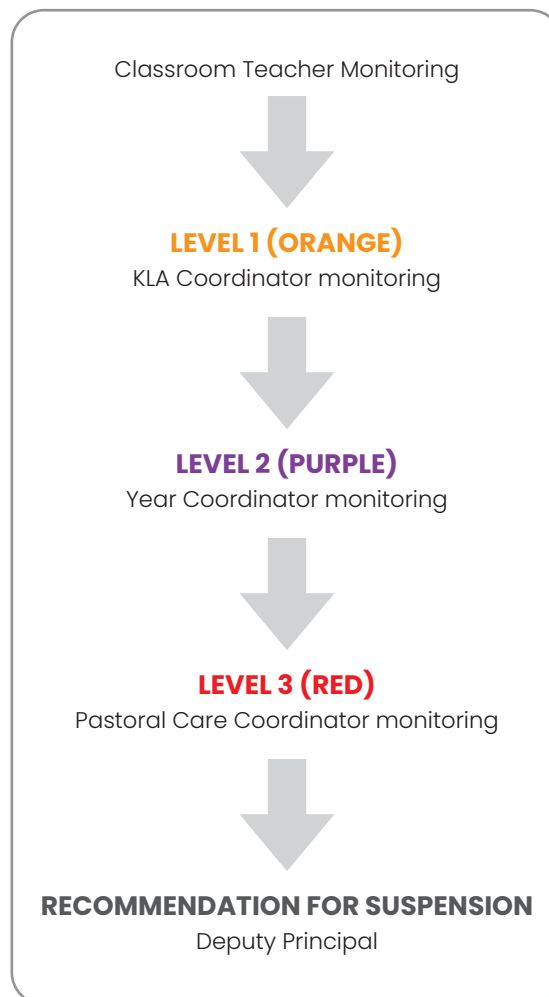
APPENDIX 11 (a): THREE LEVEL BEHAVIOUR SYSTEM (7-12)

Purpose of the level system

The school rules and level system are in place to promote positive behaviour and respectful relationships between all members of the school community.

The school promotes an environment which is about learning, respect and safety Behaviour which is disrespectful, irresponsible or shows a lack of effort will result in consequences within the level system (see Appendix 10b and 10c).

Level system structure



- Note: the level system applies to the behaviour support of a student. Breaches of other policies do not apply.

- There are exceptions to the level system. If the incident is a serious breach of the discipline code, the level system may be bypassed, and the Principal and Deputies may choose to suspend/expel a student immediately.

- Students improving on the level system will then move to the level preceding. However, a regression will result in progression to the next level.

- Students not applying themselves with diligence (taking the system seriously) will have a formal parent interview and possible suspension regardless of the level.

APPENDIX 11 (b): CRITERIA FOR THE LEVEL SYSTEM (7-12)

| LEVEL | BEHAVIOUR | OUTCOME |
|---------|---|--|
| Level 0 | <p>Including but not limited to:</p> <ul style="list-style-type: none"> - Arriving late to class - Not following teacher instruction on the first occasion - Failing to complete set tasks - Failing to bring appropriate materials to class - Repeated talking in class - Disruptive to other students in class - Student using electronic device/s without permission - Littering - Low level swearing (not directed at people or aggressive) - Chewing gum/eating in class - Wandering out of seat - Uniform infraction - Not doing homework - Talking in an assembly - Out of bounds | <p>Behaviour and outcome must be documented on Edumate.</p> <ul style="list-style-type: none"> - Verbal reminder/warning - Diary demerit - Recess or lunch time detention held by classroom teacher - Rubbish collection - Classroom Teacher to call parent/guardian |
| Level 1 | <p>Persistent misbehaviour and/or actions which hinder learning: Including but not limited to:</p> <ul style="list-style-type: none"> - Persistent level 0 behaviours - Three demerits in diary - Failure to complete rubbish collection - Failure to attend a recess/lunch detention or Monday/Wednesday detention - Back chatting teacher repeatedly - Repeated disruptive behaviour impacting learning - Single period truancy - Pattern of roll call/class lateness - Pattern of uniform infractions - Mobile phone use infraction - Repeated inappropriate use electronic device/s in class | <p>Behaviour and outcome must be documented on Edumate.</p> <ul style="list-style-type: none"> - Year Coordinator to issue afternoon detention - KLA Coordinator to make a phone call home to parents/guardians informing them of the student's behaviour in classroom - Year Coordinator to make phone call home to parent/guardian - After school detention - Student to be placed on a KLA monitoring card for no more than a school cycle |

| LEVEL | BEHAVIOUR | OUTCOME |
|---------|---|---|
| Level 2 | <p>More serious or repeated Level 1 offences – particularly across KLAs: Including but not limited to:</p> <ul style="list-style-type: none"> - Three Monday/Wednesday detentions in a term - Repeated or no improvement on KLA card - Failure to attend after school detention - Significant class disruption – an escalation of Level 1 behaviours - Behaviour without provocation causing injury to others - Bullying - Repeated mobile phone use infraction - Sustained harassment and taunting of others - Repeated and persistent disobedience in use of electronic device/s in class - Persistent lateness and truancy | <p>Behaviour and outcome must be documented on Edumate.</p> <ul style="list-style-type: none"> - In-school suspension or class withdrawal - Year Coordinator to make a phone call home to parent/guardian informing them of the student’s behaviour - An official letter of concern to be sent home to parent/guardian - Student to be placed on a Year Coordinator monitoring card for no more than a school cycle - Exclusion from school excursions, school representative sport and co-curricular activities |
| Level 3 | <p>More serious or repeated Level 2 offences: Included but not limited to:</p> <ul style="list-style-type: none"> - Significant class disruption – an escalation of Level 1 and 2 behaviours - Repeated or no improvement on Year Coordinator card - Continued disobedience or defiance - Vandalism - Intentional and/or dangerous harm to another student with or without provocation - Possession/use of alcohol, cigarettes or other illicit substances - Abuse towards staff | <p>Behaviour and outcome must be documented on Edumate.</p> <ul style="list-style-type: none"> - Letter to be sent to parent/guardian requesting an interview with a Deputy Principal and Welfare Coordinator - Welfare Coordinator card for no more than a two week school cycle - School suspension. Student to complete a work package. Student will be placed on a Welfare Coordinator card upon return. - Exclusion from school excursions, school representative sport and co-curricular activities |

| LEVEL | BEHAVIOUR | OUTCOME |
|---------|---|---|
| Level 4 | <p>Serious or repeated Level 3 offences causing whole school disruption or hindering the learning of others:</p> <ul style="list-style-type: none"> - An escalation of the behaviours of Level 3 - Repeated or no improvement on Welfare Coordinator card | <p>Behaviour and outcome must be documented on Edumate.</p> <ul style="list-style-type: none"> - Letter to be sent to parent/guardian requesting an interview with the Principal - School suspension. Student to complete a work package. - A longer suspension could apply if there has been a history of previous suspensions, or if the inappropriate behaviour warrants a long suspension - Upon return, student to be placed on a Welfare Coordinator Card and Conditional Enrolment Contract. - Exclusion from school excursions, school representative sport and co-curricular activities |
| Level 5 | <p>Failure to modify behaviour following Welfare Coordinator Card or breaking Conditional Enrolment Contract.</p> | <p>Possible withdrawal of enrolment upon approval from Principal</p> |

APPENDIX 12: THE DETENTION SYSTEM

General Information/Guidelines:

KLA Detentions

- The detention must not be more than 15 minutes
- Students may not consume food during the Recess or Lunch detention
- A staff member must be in the classroom for the duration of the detention to provide effective and efficient supervision. No student is to be made to stand inside or outside the staffroom.
- Students must do appropriate work whilst on detention. Writing lines is not acceptable.
- Staff members to keep a record of all detentions they issue.

- If a student does not attend a teacher's detention – the teacher is to refer the student to the KLA coordinator as it is a KLA issue. If the student does not attend KLA coordinator break detention and after school detention may be given. The student is referred to the Year Coordinator. If the student does not attend the KLA afternoon detention or the YC detention, the student is to be referred to the DP (Pastoral Care)

DEPUTY DETENTIONS

Students who receive regular detentions are placed on Coordinator monitoring cards. Improvement leads to removal from the monitoring card, a lack of improvement results in the student being placed on the Deputy Level 3 behaviour monitoring card in which is checked on a daily basis. Failure to comply, or lack of improvement may result in a suspension.

| RECESS/LUNCH DETENTIONS | | |
|--|--|---|
| FOR WHAT? | GIVEN BY: | WHERE? |
| Classroom misbehaviour Level 1 – continued misbehaviour | Classroom teacher | As organised by the teacher. |
| Uniform 2nd offence | Roll call Teacher/ Year Coordinator | As organised by the staff involved. |
| Students on Year Coordinator Behaviour monitoring | Year Coordinator | Recess and lunch – students' monitoring booklet is checked by YC. – If improved, student will be allowed to go to recess/lunch if not – detention is lengthened and/or possible afternoon detention given. |
| Level 3 students | Deputy Principal | DP Office: Recess and lunch – students' monitoring booklet is checked by the DP – If improved, student will be allowed to go to recess/lunch if not – detention is lengthened and possible afternoon detention given. |

Afternoon Detentions or College Detentions

These detentions take place on a weekday afternoon and supervised by staff on a roster. Having one student on detention with one teacher is not permitted.

| AFTERNOON DETENTIONS | | |
|--|--|-------------------------------------|
| FOR WHAT? | GIVEN BY: | WHERE? |
| Level 2 – continued misbehaviour. Non-attendance to two lunch detentions issued by class teacher | KLA Coordinator | As per afternoon detention day |
| Uniform 3rd offence | Year Coordinator PC Coordinator DP | As per afternoon detention day |
| Student shows no improvement on Year Coordinator Behaviour monitoring. Student does not attend KLA coordinator detentions | Year Coordinator DP | As organised by Year Coordinator/DP |
| Level 3 students continued misbehaviour | Deputy Principal | As per afternoon detention day |
| Late to school – 3rd offence | PC coordinator/DP | As per afternoon detention day |
| Truancy | KLA coordinator DP | As per afternoon detention day |

Note: Afternoon detention are non-negotiable.

If a student is given an afternoon detention, then it must be served.

If for any reason, a student cannot attend a Wednesday afternoon detention, issuing staff member may schedule the detention to occur on another afternoon. If the student is unable to attend any afternoon detention then the student will serve a 1 day suspension.

APPENDIX 13: EXAMPLES OF BEHAVIOUR WARRANTING BEHAVIOUR MONITORING CARDS (LEVEL SYSTEM):

Persistent and/or continual disruption to class or disobedience, including but not limited to;

- › Continual calling out
- › Distracting/distracted
- › Rudeness towards other students or a staff member
- › Inappropriate comments
- › Lateness to class
- › Failure to bring the correct equipment
- › Failure to complete homework
- › Disrespect towards staff and/or other students

Students with continual lateness to class or truancy may also be placed on an attendance monitoring card issued by the Year Coordinator.

APPENDIX 15: EXAMPLES OF BEHAVIOUR WARRANTING SUSPENSION

| EXAMPLES OF BEHAVIOURS | POSSIBLE ACTIONS | STAFF REQUIRED | COMMUNICATION REQUIRED |
|--|---|--|---|
| <ul style="list-style-type: none"> › Unresolved continual disruption or disobedience › Bullying (all types) › Continual Truancy › Serious disrespect towards teachers and students › Minor vandalism of school property › Persistent Foul or abusive language e.g swearing › Theft › ICT misconduct › Lateness to school › Non-compliance with the college uniform policy › Bringing the College name or any of its community members into disrepute › Noncompliance on the Deputy (Level 3) behaviour monitoring card › Continual non-serious attempt in their subject | <ul style="list-style-type: none"> › In school suspension › External suspension › Counselling sessions › Referral to Chaplain › Loss of privileges | <ul style="list-style-type: none"> › Principal › Deputy Principal › Pastoral Care Coordinator › Year Coordinator › Chaplain › Counsellor › Any staff involved | <ul style="list-style-type: none"> › Phone call or Letter sent home to parent outlining behaviour and consequences including provision of a 'Formal Caution of Suspension/ Suspending enrolment › Deputy Principal or Pastoral Care coordinator contacts parents and informs them they are required to attend an interview with their child to discuss possible consequences › Referral to counsellor for further support › Incident is placed in the welfare Edumate log – ensure the log states Red Card › Mandatory Report Guide is used and followed for any Child Protection related issues |

APPENDIX 16: EXAMPLES OF BEHAVIOUR WARRANTING SUSPENSION AND/OR TERMINATION OF ENROLMENT

| EXAMPLES OF BEHAVIOURS | POSSIBLE ACTIONS | STAFF REQUIRED | COMMUNICATION REQUIRED |
|--|---|--|---|
| <ul style="list-style-type: none"> › Possession of a prohibited weapon, or item › severe bullying of any form › physical violence › assault › serious misuse of social media (including anything deemed explicit/ inappropriate by the college) › Possession of, a suspected illegal substance (drugs, prescription medication not intended for use by the student in possession, or alcohol)* › Serious vandalism of school/ staff/ student property › Any activity deemed to be a criminal offence* › Bringing the College name into serious disrepute › Continual non-serious attempt in their learning | <ul style="list-style-type: none"> › Any student who is physically violent, resulting in pain or injury, who seriously interferes with the safety and wellbeing of other students, staff or other persons, is in possession of a firearm or illegal substance is to be suspended immediately with the possibility of suspension of enrolment › External suspension › Any form of firearm or illegal substances must be reported to the NSW Police Force immediately › Any criminal offence must be reported to NSW Police Force › Those with asterisks (*) result in termination of enrolment › Mandatory Report Guide is used and followed for any Child Protection related issues | <ul style="list-style-type: none"> › Principal › Deputy Principal › Pastoral Care Coordinator › Year Coordinator › Any required staff or those involved | <ul style="list-style-type: none"> › Principal, Deputy Principal or Pastoral Care coordinator contacts parents and informs them they are required to attend an interview with their child to discuss possible consequences › Incident logged in Edumate › Any form of firearm, illegal substances or criminal activity must be reported to the NSW Police Force immediately › Mandatory Report Guide is used and followed for any Child Protection related issues |

APPENDIX 17: SUPPORT PERSON AND OBSERVER

Support Person

- ▶ When attending meetings involving disciplinary actions at school, parent(s) or carer(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.
- ▶ Parent(s) and carer(s) are responsible for organising their own support person.
- ▶ The role of the support person is to provide support and assistance to the parent(s) or carer(s) during the meeting.
- ▶ The support person is not an advocate for the parent(s) or carer(s) or student and should not participate in the meeting other than in supporting parent(s) or carer(s).
- ▶ The type of support and assistance provided may include:
 - ▶ The taking of notes or provision of advice on rights/entitlements
 - ▶ Suggesting a temporary break in proceedings to assist the person seeking further advice.

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, year advisor, another student or the student's parent(s) or carer(s).
- ▶ For younger students, it is appropriate that the observer be a trusted adult of the student's choosing.
- ▶ 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 carer 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.



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