




# **Behaviour Management Handbook**

First published by Darul Ulum College of Victoria in 2006 Reprinted 2007  
Latest update: December 2022

No part of this Behaviour Management Handbook may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, without the prior written approval of the publisher. All enquiries should be made to the publisher at the address below: -

Discipline Council  
Darul Ulum College of Victoria Baird Street  
PO Box 130  
Fawkner Victoria 3060  
Email: - [info@dulum.vic.edu.au](mailto:info@dulum.vic.edu.au)

Date of Last Review	Next Review
Term 4, 2022	Term 4, 2024
Principal's Endorsement: 	

## Table of Contents

BEHAVIOUR MANAGEMENT POLICY.....	4
Rationale.....	4
Goals.....	4
Outcomes.....	4
Implementation.....	4
Procedures.....	5
Detention.....	6
Suspensions.....	6
OUTLINE OF THE BEHAVIOUR LEVELS SYSTEM.....	8
Monitoring Unacceptable Behaviour.....	9
Instructional Infractions & Time Out Referrals [The Three Rs: Remind – Relocate – Remove].....	11
Behaviour Level System Overview for Primary Female Campus:.....	12
Behaviour Level System Overview for Primary Girls Campus.....	<b>Error! Bookmark not defined.</b>
PLAYGROUND POLICY.....	14
Teacher’s Role:.....	14
Student Leaders’ Role:.....	14
Students’ Role:.....	15
Elaborations to the Behaviour Management Policy.....	15
The Honour System.....	17
Duties of a Class Captain.....	19

# BEHAVIOUR MANAGEMENT POLICY

## Rationale

At Darul Ulum College of Victoria, students must conduct themselves in a manner that maintains a climate in which all students feel respected and safe in. A fair and equitable school-wide student Behaviour Management Policy contributes to that climate and influences students' educational experience.

This Handbook must be read in conjunction with the school's Attendance Policy, Overview of the Behaviour Management Policy, Staff Code of Conduct and Student Code of Conduct.

## Goals

1. To develop in the student self-discipline and a sense of responsibility.
2. To enhance the students' self-esteem and encourage self-respect for others.
3. To foster good relations between students, teachers and the school community by encouraging acceptable and positive behaviour.
4. To know and understand the reasons for rules and routines.
5. To establish well understood and logical consequences for student behaviour.
6. To accustom students to sound habits of good behaviour.
7. To encourage a consistent approach to discipline amongst all staff members.
8. To raise attainment through the promotion of positive behaviour.

## Outcomes

That students at Darul Ulum College of Victoria will:

1. Know their rights and responsibilities.
2. Be able to:
  - a) discuss incidents calmly.
  - b) accept responsibility for their actions.
3. Have the responsibility to conduct themselves in a manner that does not infringe on the rights of others.
4. Abide by the rules and routines in a fair and equitable manner.

## Implementation

1. All staff will make a commitment to school discipline by adopting an assertive and consistent approach to behaviour management.
2. The primary disciplinary tool is linked to the teacher's curriculum, its delivery and effective classroom management strategies.
3. All perspectives of student welfare and child safe standards should be implemented at all times.
4. All students should know and understand:
  - a. classroom and corridor rules;
  - b. playground rules and mosque etiquettes;
  - c. general school rules;
  - d. Anti-bullying Policy;

- e. the consequences of their conduct; and
  - f. the levels system;
5. Teachers will attempt to understand the causes of specific misbehaviour.
  6. Both positive and negative consequences will be established.
  7. Staff members who interact with students shall use preventive measures and place emphasis on the students' ability to grow in self-discipline.
  8. New parents and students will have the **Student Code of Conduct** explained to them at the time of enrolment. They will be asked to sign for compliance by the relevant Level Coordinator.
  9. **The Discipline Council** comprises of the Level Coordinators from the male and female sub-schools, the Principal, and the three Heads of School. The Principal is the chair of the Discipline Council. The Council will meet once a term or when it is called by the Principal.
  10. The Level Coordinators will liaise with Class/Home Room Teachers to schedule formal meetings with the respective subject teachers of particular classes at regular intervals each term in regards to student behaviour management and other classroom related issues.
  11. The **Discipline Committee**, in the context of this Policy, consists of the Administration team and the Level Coordinators of a given sub-school. The Committee will have segregated meetings headed by the respective Heads of School.
  12. The **Discipline Council** will meet **exclusively for policy and administrative matters** or as deemed necessary by the Principal or Heads of School.
  13. An **Orientation Day** will be convened on the first day of Term One of each school year whereby all aspects of the Policy will be made known to students and special lessons to this effect will be conducted by the Level Coordinators. The Policy will also be explained to the parents at the Parents Information Evenings.
  14. This Handbook classifies all misbehaviours into **Category A and B**. A special category exists under this Policy for **Instructional Infractions** arising from students not following a teacher's instruction. This aspect is further explained later in the Handbook.

## Procedures

- a. All staff members need to make themselves familiar with the process of making pastoral care entries on Schoolbox.
- b. **Category A** offences must be recorded on the **Disciplinary Level 1 Forms**.
- c. For **Category B** offences, teachers are to liaise with the Level Coordinators to generate the **Category B Behaviour Form**.
- d. At Level 1, the consequences stipulated need **not** to be followed sequentially. Teachers have the discretion to choose the order based on the severity of the offence or by what the teacher believes to be the best practice to fit the offence.
- e. The Level Coordinators are to ensure that the filing of the signed Student Code of Conduct, Student Declaration for Use of Digital Technologies and any other forms are filled in a safe and secure place for the entire duration of the year.
- f. No forms of consequences are to be used for disciplinary matters except what is outlined in this Policy.

## Detention

1. **Lunch Detention** will be rostered as per the needs of each sub-school. A special room will be arranged for the detention to take place. Teachers will be rostered to supervise students sent for detention.
2. Student Diary can be used to communicate the notice of detention to parents along with the Level 1 Form.
3. The teacher supervising the detention has to ensure that students coming for the detention complete their set tasks.
4. The teachers giving detention must check and mark the students' work that had been placed on detention.
5. After-School Detention will take place on a dedicated afternoon of each school week.
6. For **After School Detention**, parents need to be notified **in advance**. Their confirmation is needed since prior arrangements need to be worked out by parents for the picking up of their child at the stipulated time.
7. **Lunch Detention** will be no more than half the break time duration and the **After School Detention** will be of 30 minutes duration.
8. **Recess Detention** can be given by teachers and it should be ensured that it is not more than 10 minutes.

## Suspensions

All forms of **Suspension** operate at Behaviour Levels **Three & Four**.

Two purposes are served by the suspension:-

- a. An intermediate arrangement for the following up of investigation until it is complete.
- b. As a consequence for specified Category B offences with predetermined days

**In-school isolation** can be issued for a maximum duration of one week. The Head of School, in consultation with the Discipline Committee, will issue this and arrange the alternative room from where the student will do his/her school work under the supervision of a designated staff member. A week's timetable/programme of study will be devised for a student on internal suspension by the respective Level Coordinator in consultation with the Class/Home Room and subject teachers. The set tasks will need to be completed satisfactorily by the student.

**One day – five days suspension** can be issued at **Level Three and/or Four** by the Discipline Committee under the authorisation of the Principal. During the period of suspension, a student is not permitted on school premises for any reason(s). Upon the completion of the suspension period, the student must be accompanied to school by his/her parent or guardian prior to being admitted to class. The student will enter into a contract in the presence of his/her parent or guardian. Failure to abide by the terms and conditions of the contract will result in another conference with the parents notifying them of the consequences that will be followed which may entail the expulsion/withdrawal of the student from the school.

**Emergency Exclusion** may be imposed by the Discipline Committee or the Council for the following reasons:-

- c. It may be linked to a disciplinary action.
- d. It may stand alone as a health and safety issue.
- e. It may be a result of further investigation where the presence of the student may pose a problem.

**Emergency Exclusion** *is an immediate removal of a student from school or class when there is good and sufficient reason(s) to believe that the student's presence poses an immediate danger to the student, victim, other students or school property/personnel.*

## OUTLINE OF THE BEHAVIOUR LEVELS SYSTEM

1. The discipline contract works on a system of **four** behaviour levels.
2. All students (except those on special contract) will commence on the **Excellent Behaviour Level** at the beginning of the first term. We expect all students to remain on this level throughout the year.
3. The student's level can be checked on Schoolbox.
4. Students are placed on **Level 1** if they commit a Level 1 offence.
5. The individual teacher will issue the consequence and follow up the case at Level 1.
6. Teachers must note that there exists a special category of offences emanating from teacher instructions. Failure to comply with any teacher instruction on grounds of **spontaneity** will tantamount to **Instructional infraction**. This is covered later in the Policy in adequate detail.
7. The consequences at Level 1 start with a procedural check – to investigate and establish the case, followed by the disciplinary consequences as outlined in the flowchart. Once these consequences are exhausted, the student is referred to the subsequent level.
8. An upgraded offence entails that a student is moved up a level when:
  - a) the student exhausts the consequences of the current level s/he is on
  - or
  - b) the student commits an offence that warrants a higher level of consequence
9. The **Principal or Head of School** may place a student at an appropriate level or initiate procedures for the suspension of a student if their behaviour is of category B.
10. Any student placed on **Level Three** will be required to attend an interview with their parent, Level Coordinator and Head of School to sign the Category B Contract.
11. The Discipline Committee may ask for the intervention of a staff member to assist any teacher who in their view requires some form of support or assistance in managing students' behaviour. Alternatively, the teacher can be referred to external professional development sessions by the Level Coordinator or Head of School.



- 12.** A student who commits a Level 3 misbehaviour/offence and has been issued with a suspension will remain at Level 3 for a duration of one year from the date of the first suspension.
- 13.** A student on Level 3 will be promoted to Excellent Level provided they have not been suspended for a duration of one year from the date of the last suspension.
- 14.** The Discipline Committee and the Principal reserve the right in their sole and unfettered discretion to extend the period of a student remaining on a given level as and when deemed appropriate by the Committee.
- 15.** Please note that in all circumstances, a student is to be warned and told about his/her misbehaviour before being issued with a consequence, but if the behaviour is of a serious nature, the student can be placed directly on the appropriate level.
- 16.** Please note that there will be a **Time out / Reflection Corner or Desk** in classes which could be used by any teacher for misbehaviour at Level 1 during their subject times. The same corner could be used by teachers for **Class Subject Withdrawal** by liaising with the teacher in the adjacent classroom. **The level coordinators will oversee this arrangement.**
- 17.** Level Coordinators will scrutinise the Pastoral Care profiles for students on Level 1 or Level 2 at the end of each term to determine those who need to be upgraded in consultation with the relevant teachers during the level meetings.
- 18.** The Chair of the Discipline Committee will scrutinise the Pastoral Care profiles for students on Level 3 at the end of Term 3 to determine those who need to be upgraded in consultation with members of the Discipline Committee, Head of School and Principal.
- 19.** A student does not necessarily need to accumulate all the consequences before being escalated to the next level, provided that most consequences have been issued.

## **Monitoring Unacceptable Behaviour**

The Pastoral Care section on Schoolbox will be checked and updated on a regular basis by the relevant teachers and Level Coordinators.

The line of responsibility is as follows:-

- **Level 1** – Form Teachers and Subject Teachers
- **Level 2** - Level Coordinators
- **Level 3** - Heads of School & Principal
- **Level 4** - Principal

Teachers must **not**:-

- Use any forms of corporal punishment as the College's Behaviour Management Policy is based on procedural fairness and does not condone corporal punishment in any way or form.
- Use any form of physical, verbal abuse or any action that may cause or be construed as mental/emotional abuse on students since it violates students' rights, the Child Safe Standards and the Code of Conduct Policy.
- Become over-friendly with students whereby students start taking undue advantage of the situation.
- Use threats or shout at students when a confrontational situation arises.
- Show bias in their day to day teaching and dealings with any student(s).

Prior to using any disciplinary level forms, teachers should have done the following:-

- a. Established a conducive learning environment which is safe and orderly and enables students to learn and participate at an optimum level.
- b. Made his/her expectations explicitly clear to students.
- c. Let the offending student know what consequences will be recommended or assigned if inappropriate behaviour continues.
- d. Talk to the student in order to remind him/her of expectations. Warn him/her prior to using the forms.

Forms must never be resorted to as an outcome of mere anger or frustration. There has to be adequate grounds to effect a disciplinary action using a form. It is advised that teachers use wisdom in making the student understand any conduct that may be counter-productive to the commonly accepted standards.

Home Room Teachers/ Classroom Teachers are expected to manage their own classroom discipline. They will be guided by the standard framework devised by the Discipline Council.

Teachers requiring assistance and support in regards to student discipline must firstly approach their Levels Coordinator for guidance. The Level Coordinator will assist to the best of his/her ability.

Subsequently, he or she may refer the teacher for specialised support and assistance

# Instructional Infractions & Time Out Referrals [The Three Rs: Remind – Relocate – Remove]

## Disobeying Teacher Instruction

The objective of this strategy is to maintain class orderliness and to promote an environment conducive to student learning.

This strategy is applicable from Year 5 to Year 12 levels.

\*This aspect of the policy may be resorted to when the teacher believes that they cannot continue to teach the class effectively due to the frequent student disturbance.

In this context, **teacher instruction** is perceived to be a clear direction given by the teacher to students calling for their immediate compliance without showing disrespect.

Not obeying teacher's instruction or showing disrespect to a teacher or frequently disturbing the class despite clear reasonable instructions tantamount to a serious offence. However, providing clear reasonable instructions must be adhered to by all teachers as per the following guidelines.

### Instruction that is given to students must fulfil the following conditions: -

1. The instruction given by the teacher is for the sole purpose of attaining order.
2. The teacher explicitly **reminded** the student about the instruction he/she (the student) had to follow. The instruction was given in a clear, polite tone within a reasonable distance from the student.
3. Subsequently, a clear **warning** was given to the student in an appropriate manner and the student is **relocated** to another position.
4. Despite steps 2 and 3, if the student continues to defy the teacher's instruction or continues to disturb the class, he/she should be **removed** from the class and given the **Yellow Card**.
5. The student must take the filled card to the **office**, who will arrange for the Time-out Supervisor to supervise the student until the end of that period. The Time-out Supervisor will forward the Yellow Card to the relevant Level Coordinator.
6. The relevant Level Coordinator is responsible to fill in a **Level 2** entry on Schoolbox to inform parents of the time out session. This will automatically necessitate a **lunch detention, which will also be recorded in Schoolbox**. During the detention, the student will fill out the **Reflection Questionnaire**. These Reflection Questionnaires are then collected by the relevant teacher.
7. Subsequent to the Time-Out reflection session, it is the teacher's responsibility to meet the student to further discuss the behaviour and resolve the matter. This can take place during recess/lunch breaks or any other time with the consent of the class teacher. The teacher is expected to meet the student within 48 hours of the offence, discuss the Reflection Questionnaire and repair the relationship.

# Behaviour Level System Overview for Primary Female Campus:

The Behaviour Level System for Primary female campus is a four-level behaviour management system.

The four levels are as follows: -

- Excellent Behaviour Level
- Behaviour Level 1
- Behaviour Level 2
- Behaviour Level 3
- Behaviour Level 4

At Primary level, school-based interventions or discipline may be used informally in the initial stages. We assume students to be innocent and still comprehending things that are happening around them. They are in need of guidance and role modelling.

Informal use includes intervention for minor violation of classroom/yard rules and less serious violations of school rules that are handled with a number of warning accompanied by a minor, usually short, corrective action/reformative strategy. They are the sort of interventions that a prudent teacher would use to instruct children in appropriate behaviour, and they usually are closely related to the specific student behaviour.

Examples of informal interventions are sending a student to the end of the line for crowding, losing a maximum of half the recess time for classroom misbehaviour, staying briefly after class to complete an assignment or task, losing a privilege for a short time for misusing the privilege, having a brief conversation about the inappropriate student behaviour with the teacher or Level Coordinator. Parents are informed of the classroom misbehaviour, warning number and subsequence consequence via a Schoolbox notification. At times, parents may or may not be informed about informal discipline, if the incident was minor, occurred only once and the student does not repeat the behaviour.

The Level Coordinators for Primary level will explain the basic rules to follow in regard to all these through orientation briefings or Level Meetings.

Formal use occurs when a school-based discipline is used for a first violation of the stipulated offence as outlined in the flowchart. Engaging in repeatedly recurring minor behaviour may cause a student to be disciplined more formally, also. Examples of formal school-based interventions usually involve stronger limitations on students as suggested by the reformative, disciplinary and collaborative structure of the consequences at Levels 1 & 2.

Formal school-based interventions may include the parent coming to school for a conference with their child and Level Coordinator/Teacher or Head of School and/or Principal.

At Level 1, teacher is exclusively responsible in carrying out the consequences under **reformative phase** which is mandatory and then the **punitive phase** as stipulated in the discipline flowchart. She may ask for guidance and support from the Level Coordinators for Primary.

At Level 2, the Level Coordinator, initially, carries out the screening and assessment to determine if there was a procedural compliance. Following this, the Level Coordinator will decide if the case

referred needs to be dealt with at Level 3 or Level 1. If it is to be resolved at Level 2, the Level Coordinator may decide to either give the consequences specified at this level or that of Level 1.

If the case is to be referred to Level 3, the Level Coordinator will ensure that the student's discipline file has all the necessary forms and referral sheets for the Discipline Committee.

It is the intent of the Discipline Council to encourage all teachers teaching at Primary levels to be extra vigilant when dealing with disciplinary cases. Keeping this in mind, the Level Coordinators for Primary are empowered to implement the ***contingent lower primary behaviour management system*** as approved by the Council.

# PLAYGROUND POLICY

## Rationale:

Our objectives include developing in the student better interpersonal relationships as advocated by Islam e.g. that the student

- be tolerant, courteous and accept differences in others.
- be aware of how wrong behaviour, moods and temper affect others
- be able to establish and maintain stable friendships/brotherhood bonds.

It was also agreed that we should recognise and acknowledge desirable behaviour and establish a pleasant emotional climate (comfortable and pleasant for both teachers and students).

## Goals:

1. To promote student's awareness of self and self-discipline.
2. To develop programs that integrate student's personal, social and academic development.
3. To foster good relations between students, teachers and the community.
4. To direct the students towards citizenship, understanding, mature judgment, responsibility, self-discipline and moral autonomy.
5. To promote safe practices.

## Teacher's Role:

1. Teacher on duty is expected to stop all potentially dangerous activity e.g. fighting, tackling, and kicking, out of bounds activity.
2. The teacher on duty needs to listen then use discretion when a child makes a complaint about another.
3. The teacher on duty needs to be vigilant and mobile at all times.
4. The teacher on duty should attend to minor first aid incidents or call for immediate assistance for any emergency that may arise.
5. All incidents need to be recorded and the register must be signed upon the successful completion of the duty.
6. Any student littering must be pulled up by the teacher on duty and issued with a consequence after having disposed of his/her rubbish.

## Student Leaders' Role:

- Ensuring that the potential problems in the field/toilet/wudhu areas are reported
- Assist teachers in the lining up of students in the morning, after recess and after lunch
- Identifying and reporting problems which teachers may not be aware of e.g. cases of bullying, fighting, inappropriate actions or misbehaviours in the playground
- Reminding students to evacuate corridors or areas which are out of bounds.
- Assist new students in the orientation phase by guiding and helping them in adjusting to the school.
- Assist teachers during any school organised event or function.

## Students' Role:

- Follow teacher's instruction at all times.
- Stay within allowed areas.
- Play safely with other students.
- Do not throw stones, rocks or sticks.
- Keep within the assigned boundaries.
- If the ball goes outside the fenced area, ask the teacher on duty for assistance.
- Play in the designated areas.
- Do not disturb other groups who are in play.
- Abstain from all forms of bullying including name calling, threatening or abusive language.

## Elaborations to the Behaviour Management Policy

1. All students must adhere to the College's Uniform Policy whilst on the school's premise or attending school events.
2. Skateboards, toy guns, electric devices, tablets, mobile phones and smart watches are NOT allowed on school premises. These items will be confiscated and eventually returned to parents.
3. If a student is seen using a mobile phone on the school premises, the phone must be confiscated and handed to the office to be collected by the parents. In addition, the following consequences will apply:
  - First Occasion: Level 1 Form with lunch detention.
  - Second Occasion: Level 2 Form with internal suspension.
  - Third Occasion: Level 3 form with 1-day external suspension.
  - Fourth Occasion: Level 3 Form with 2-days external suspension.
4. In the rare occasion where there is a pressing need for a student to bring a phone to school, the parent must apply through a school permit system. If approval is given by the school, the student must drop it to the office before period 1 to be collected by the end of the day.
5. All students must obey reasonable instruction from all college staff without hesitation or argument.
6. Chewing gum, bubble gum, glass drink bottles, pumpkin seeds and the like are not allowed on the school premises.
7. Students are **only** allowed to have clear plastic water bottles with them during class time.
8. NO students are allowed to consume hot drinks on school premises.
9. It must be emphasised that fizzy drinks and energy drinks such as V-Drink, Mother, Red Bull, Monster, Rockstar, Power Horse, Atomic Energy and the like are prohibited at school. These drinks contain very high levels of caffeine. They may also contain other stimulants. Young healthy people may show symptoms of cardio-vascular diseases one hour after taking just one can of energy drink. The results can be deadly if combined with stress or high blood pressure. Energy drinks may impair proper blood vessel functions and possibly increase the risk of blood clotting.
10. Water Balloons, cards, whooping cushion, and the like are prohibited items on school premises.
11. Students are not permitted to the sick bay for the purpose of resting. Any

student who is sick must report to the office with a note from the class/subject teacher so that parents can be called to take him/her home. This rule will only be over-ridden in cases where it becomes necessary for a child to rest based on health/emergency reasons. It is encouraged that students who are sick or feel sick do not attend school.

12. For the passing time between periods, there should not be any loitering between classes. Students are to proceed on to their next class in a timely manner.
13. The wearing or carrying of any clothing or symbol that denotes gang activity/compliance/association is prohibited in school, on school grounds and at school activities, both on campus and off campus.
14. There shall be routine inspection of areas such as classrooms, lockers, and common areas as deemed necessary. These inspections shall be performed unannounced and on a random basis.
15. Random bag checks may be done if there is any suspicion of prohibited items being brought to school.
16. Any infringement/offence not covered explicitly by the misbehaviour list in this Policy should be brought to the attention of the Discipline Council. This Council has the powers and mandate to determine and place an infringement or offence at an agreed level. Thereafter, a student committing such infringement or offence will be given the consequences of that particular level.
17. Recording or photographing anyone without their consent **and** the prior consent of the College's administration is strictly prohibited and illegal.
18. A student being engaged in any illegal activity or affiliated with any illegal or doubtful organisation, that student's enrolment at the College will cease instantaneously, if the allegation is confirmed by the Administration.



# The Honour System

## (Pending Review by the Policy Committee)

The Honour System is part of the College's Behaviour Management Policy to encourage and reward higher standards of behaviour and academic achievement and to discourage anti-social and disruptive behaviour.

An effective Honour System will be in operation at the College and will be applied consistently by all members of staff. Its use will be monitored throughout the year.

While the Honour System attempts to reward students for good conduct and behaviour as well as academic excellence, all staff members of the College will strive in their efforts to promote in students the Islamic spirit of living and interacting with others. The pursuit of character building will supersede all of our aims and objectives under the Honour System.

### Aims and Objectives of the Honour System

- To provide a structured system in which students at Excellent Level can be recognised and duly awarded.
- To foster a culture in which praise and rewards become more widely used and higher level rewards become accessible to a larger group of students. In this way, it is hoped that standards of achievement and behaviour will be improved and expectations raised.
- To provide a system that is clearly understood and valued by pupils and consistently applied by teachers.
- To encourage a more consistent and wider use of rewards by teachers.
- To provide a greater variety of rewards that will recognise different levels of achievement-academically as well as behaviourally.
- To give a higher profile to rewards using assemblies, noticeboards, newsletters and special award functions.
- To provide students with valued documents as evidence of achievement.

### Monitoring

The routine monitoring will be carried out by the teachers at class level and Level Coordinators at school level.

### Implementation

There are four types of awards that make up the Honour System:

- A. Behaviour Award
  - B. Academic Award
  - C. Principal Award
  - D. College Award
- The termly behaviour award will be based on the Student Behaviour Tracker to document all warnings/forms given per term
  - Students will qualify for the **Termly Behaviour Award** based on the following criteria:

1. Absence of any warning per term qualifies students for a **gold ribbon**
2. 2 warnings or less qualifies students for a **silver ribbon**
3. 4 warnings or less qualifies students for a **bronze ribbon**
4. By the end of Term 4, the student who accumulates over the year:
  - 2 or more gold ribbons will qualify for a **gold medal**
  - 2 or more silver ribbons qualifies for a **silver medal**

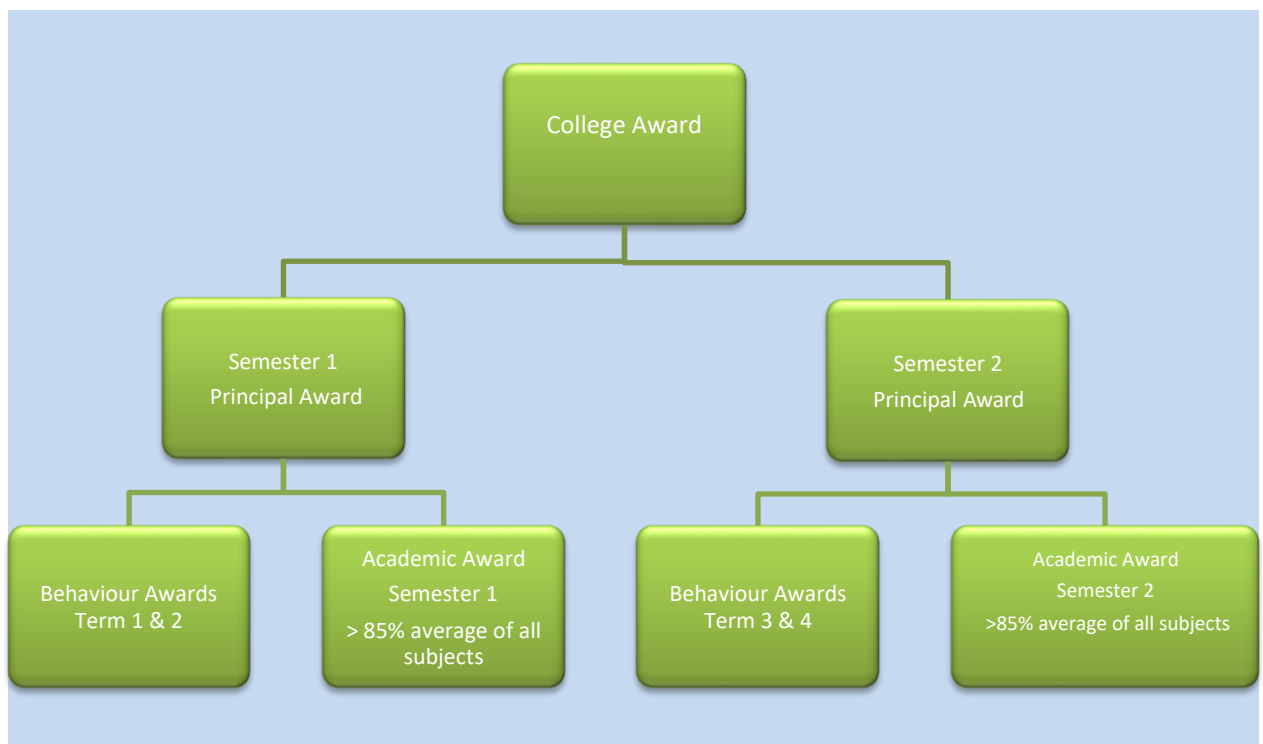
➤ Students will qualify for the **Principal's Award** based on the following criteria:

1. Achieving 2 gold ribbons in a given semester
2. Achieving the semester Academic Award (Average of 85%)

➤ Students will qualify for the **College Award** based on the following criteria:

1. Achieving 4 gold ribbons (1 per term)
2. Achieving 2 Academic Awards (1 per semester)

The chart below illustrates the progression to the College Award, a recognition of both behaviour and academic achievement.



## Duties of a Class Captain

1. Help class/form teacher maintain a neat and organized classroom.
2. Assist the teacher with special tasks in class.
3. If there are no teachers in class, report to the Daily Organiser immediately.
4. Oversee that the special duties delegated by the teacher in class to some students.
5. Ensure that tubs/charts/ noticeboards/teacher's table and whiteboard are clean and in order prior to the start of each lesson.
6. Serve as the liaison person for new students, helping to acclimate them to the layout of the school and the school's social climate.
7. Ensure that whiteboard markers, dusters, bin, etc. are available in class at all times.
8. Work collaboratively with SRC members, assist CRTs and be of assistance to all teachers.

### ***PLEASE NOTE THE FOLLOWING:***

1. The first day of Term 1 must be used to orient all students on main aspects of the Behaviour Management Policy. This task lies entirely with the Level Coordinator who is to collaborate with Class/Form Teachers and subject teachers. The team should decide collectively how they will cover the main aspects of the Policy in the allocated time for orientation.
2. The *Code of Conduct, Annual Contract and Student Declaration for Use of Digital Technologies* must be distributed to all students. Level Coordinators must ensure that they go over every item in these documents with the students. Upon explaining them, students are to be provided with a copy of each one of these three documents to be signed and returned by the due date. (*Student Declaration for Use of Digital Technologies* not applicable for lower primary students)