



Behaviour Management Handbook

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Table of Contents

BEHAVIOUR MANAGEMENT POLICY	4
Rationale	4
Outcomes	4
Implementation	4
Procedures	5
Detention	6
Suspensions	6
ACCEPTABLE & UNACCEPTABLE BEHAVIOUR.....	7
Acceptable Behaviour	7
Unacceptable Behaviour	7
OUTLINE OF THE BEHAVIOUR LEVELS SYSTEM	8
Monitoring the Unacceptable Behaviour Policy	9
Directions for Teachers	9
Behaviour Level System Overview for Primary Female Campus: Foundations – Grade 3	13
PLAYGROUND POLICY.....	14
Teacher’s Role:	14
Student Leaders’ Role:.....	15
Students’ Role:.....	15
Elaborations to the Behaviour Management Policy.....	15

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 on-line Attendance Welfare Management System (AWMS) and the process of making entries into this software.
- b. **Category A** offences must be recorded on the **Disciplinary Level 1 Forms** by the **teacher**. The teacher must generate the form by printing it from AWMS and passing it to reception for posting.
- c. For **Category B** misbehaviours, 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, Annual Contracts and Student Declaration for Use of Digital Technologies are filled in a safe and secure place for the entire duration of the year.
- f. It has to be made explicitly clear that 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 for 3 days of each school week. 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 **Wednesdays** 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.

ACCEPTABLE & UNACCEPTABLE BEHAVIOUR

Acceptable Behaviour

At Darul Ulum College of Victoria, teachers are encouraged to adopt a consistent approach to reward positive behaviour in the playground, in the classroom and during school activities.

Students are encouraged and rewarded by a variety of methods in every classroom. Verbal communications are used as well as stamps, stickers, letters, vouchers and other incentives.

The **Behaviour Management Policy** needs to be used in conjunction with the **Honour System** – a system for motivating, encouraging and positively rewarding students.

Throughout the school, an **Honour System** is in place for any teacher to recognise consistent positive behaviour by students. A dual honour system can be in operation – firstly, at classroom level and secondly at school level. The Honour System in class is controlled by the Class/Home Room Teachers while the Honour System at school level is administered by the Level Coordinators.

Students are initially awarded at classroom level and then duly recognised for consistent good behaviour by the school. Students' parents are notified about the excellent behaviour through rewards, prizes, certificates or special commendation letters.

Unacceptable Behaviour

Unacceptable behaviour displayed by students warrants immediate action by the teacher. An immediate sanction will usually be administered by the teacher. The Level Coordinator / Head of School and the Discipline Committee will provide backup support and guidance where necessary.

The **electronic AWMS software** will be used by teachers and the Level Coordinators to record student behaviour at all times.

Collaboration between staff, students and parents is an important feature of discipline at DUCV.

The sequence of disciplinary consequences follows the 'progressive discipline' model and begins with minimal action and can end with the maximum course of action resulting in

expulsion. Disciplinary consequences are based on circumstances unique to each individual incident of unacceptable behaviour and will be dependent on such factors as:-

- The severity of the incident.
- The student's attitude which includes his/her sense of ownership of the behaviour (accepts responsibility or shifts blame) and willingness to change.
- The student's discipline record.

A student's unacceptable behaviour with one particular teacher should not be taken up by another teacher to mete out punishment.

Teachers must be reminded not to discuss disciplinary cases with other colleagues. Such cases must be addressed when deemed appropriate, in the right forum such as with the Level Coordinator, Head of School or Discipline Committee. Students' integrity must be respected.

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 AWMS.
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. Should a child placed at Level 2 commit a level 1 offence, the Discipline Committee has the discretionary mandate to upgrade the offence. 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. Teachers are advised to check the student's current level on AWMS prior to issuing a consequence.
10. 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.
11. 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.
12. 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.

13. Students who commit **Category B** (level 3) misbehaviour/offence will get a 10 week placement at Level 3 and they must maintain their good behaviour for 10 weeks before they are put back to Excellent Behaviour Level.
14. 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.
15. 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.**
16. Students who finished the previous year on Level 3 or beyond can be asked to sign a '**Special Contract**' at the start of the year. The 10 week observation period starts from week 1 of the new year. Failure to comply with the terms and conditions of the '**Special Contract**' will automatically place them at **level four** of this Policy. Level Coordinators will closely monitor and observe such contracted students for the entire duration of Term 1. Should the students fulfil the terms and conditions of their contract, they will go back to **Excellent Behaviour level** from the second term.

Monitoring the Unacceptable Behaviour Policy

The *electronic AWMS database* 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

Directions for Teachers

Teachers should:-

- Fill the **Disciplinary Level Form** on AWMS correctly.
- Print the form and read the comment to the student and emphasise that he/she **CHOSE** by his/her behaviour to be entered on this *form* and ask what he/she intends to do about his/her behaviour in the future.
- Pass the Form to the reception for posting.
- Inform the student of the subsequent consequence(s).
- Abstain from discussing/sharing student cases/forms with other students.

The most important point about this Policy is that the teacher referring a student for disciplinary action can be part of the team discussing the student's case with the parent or with the Committee. Therefore, it is important that you are well aware of the discipline case you are referring and have followed the right steps prior to the calling of parents for an interview.

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.

Special Section for Instructional Infractions & Time Out Referrals*

*Disobeying Teacher Instruction

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

*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.

Disrespecting the teacher, disobeying reasonable instructions or frequently disturbing the class despite clear reasonable instructions tantamount to 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. A clear **warning** was given to the student subsequently in an appropriate manner.
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 given the **Yellow Card**. The student must take the filled card to the Time-Out Supervisor who will supervise the student till the end of that period. During this period, the student will fill out the reflection questionnaire. The Time-Out Supervisor will pass it to the relevant teacher before the end of the day.
5. The teacher is responsible to fill in a Level 1 / Level 2 form to inform parents of the time out session.
6. The teacher must fill in the teacher section in the reflection questionnaire.
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 24 hours of the offence.
8. The Head of School will assess every referral to ascertain whether it is an instructional infraction or an offence.
9. A student who is referred to the Time-Out session a total number of three times within a 10-week period will be suspended for 1 day under Category B offence. In this situation, the Supervisor will refer the case to

the Head of School to issue the suspension and arrange the parent meeting. The student will still need to serve that time-out session.

10. If the student is issued with a subsequent time-out session after being suspended once within the 10-week period, the case must be referred to the Head of School to issue a 2 days suspension under Level 3 and parent meeting.
11. Any further offence within the 10-week period, the case must be referred to the Discipline Committee for the Principal, Head of School and Committee members to consider the student's expulsion.
12. Where applicable, the Head of School will make an instructional infraction entry on AWMS.
13. A student who fails to report to the Time-Out session must be referred to the Head of School for further action with a **Red Card**. A reliable student may be sent to call the Head of School, Senior Coordinator or the Level Coordinator. The relevant consequence will be uploaded to AWMS accordingly.

Behaviour Level System Overview for Primary Female Campus: Foundations – Grade 3

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 Foundations –Year 3 level, school based interventions or discipline may be used informally in the initial stages. We assume students to be really 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 visual dot accompanied by a minor, usually short, corrective action/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 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 Foundations –Year 3 will explain the basic rules to follow in regards 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 reformatory, 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 **reformatory 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 Foundations –Year 3

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 Foundations –Year 3 levels to be extra vigilant when dealing with disciplinary cases. Keeping this in mind, the Level Coordinators for Foundations –Year 3 are empowered to implement the **contingent lower primary behaviour management system** as approved by the Council.

NOTE: The rules and offences stipulated in this Policy are not intended to be exhaustive. The Principal of Darul Ulum College reserves the right in his sole and unfettered discretion to expel or suspend a student who has in the opinion of the Principal committed a serious breach of discipline (whether or not stipulated in the Policy) or any serious breach which may impact the College's reputation.

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 prevent 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 phones are NOT allowed on school premises. These items will be confiscated and eventually returned to parents.
3. If a student is caught using the mobile phone on the school premise, the phone will be confiscated as per the following procedure and timeline:
 - a. *3 days on the first occurrence*
 - b. *1 Week on the second occurrence*
 - c. *2 Weeks on the third occurrence*
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. No student is to be sent to the sick bay to rest. 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.
19. ANY STUDENT ON LEVEL 3 OR LEVEL 4 MAY NOT BE PERMITTED TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES SUCH AS CAMPS AND EXCURSIONS, UNLESS OTHERWISE ADVISED.

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, duster, 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)