

# **Behaviour Management in Schools Policy**



**Wandina**  
**PRIMARY SCHOOL**

# **RATIONALE**

At Wandina Primary School, parents, caregivers and teachers are united in the belief that all students have the right to learn and that teachers have the right to teach, in a safe, orderly and positive environment.

Effective student behaviour management therefore, aims to foster and develop a positive environment by rewarding courteous, positive and responsible behaviour. It also seeks to administer fair and consistent consequences for those students who choose inappropriate or disruptive behaviours to support them in making appropriate choices.

## **1. PURPOSE**

1. Create a caring and positive school environment where the rights and responsibilities of the individual are recognised and respected.
2. Establish a set of rules that support the rights of all individuals, that all students are aware of and have been explicitly taught.
3. Recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment.
4. Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others. Support these students in the development of Individual Behaviour Plans (IBP)
5. Establish procedures so that conflicts can be resolved in a positive, non-threatening, non-violent manner through restorative practices.

## **2. REVIEW**

The school's Behaviour Management Policy (*BMP*) will be reviewed on a yearly basis in consultation with teachers, administration and support staff at a staff meeting with any recommended changes then being considered by the School Board. The whole school strategy for preventing and managing bullying will also be reviewed at this time. All new staff to the school will be provided with the school's policy and it will be discussed during the new staff Induction process.

Ongoing monitoring of behaviour management procedures will occur and a summary presented each term.

## **3. PRINCIPLES**

The following principles will guide Wandina Staff in their management of all student behaviour:

**(a) Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.**

Teachers aim to prevent misbehaviours from occurring by promoting a positive learning environment and developing acceptable standards of behaviour to create a safe and supportive environment which take into consideration individual student needs. This includes being prepared and organised for lessons, modelling and responding to appropriate behaviour, giving clear instructions and incorporating effective classroom management strategies that encourage empathy, social problem solving and positive action. Major incidents can often be prevented by being proactive, focusing on early intervention and dealing with minor incidents promptly, using low key techniques, in a fair and consistent manner so as to avoid any escalation of behaviour.

**(b) The use of appropriate curriculum and learning programs will encourage the engagement by students.**

The teaching staff will be committed to establishing a safe but accountable classroom environment which promotes effective learning, allows students to succeed and promotes the achievement of individual excellence and cooperative learning. When students are actively and meaningfully involved in the learning process in a classroom environment where they feel they belong and are safe, they are less likely to misbehave. Structures will be established to reward those who work hard, support the endeavours of others and seek to achieve personal best standards.

**(c) Student behaviour is best managed in ways that promote restorative practices and are educative in nature.**

Teachers will foster mutual respect and encourage students to take responsibility for their own behaviours and the consequences of their actions. When applying consequences, the principle of certainty not severity will be applied unless the breach is of a serious nature. Students will be made aware of the consequences of poor behaviour and they will be applied where necessary. Students will be making a choice. They can receive positive consequences for good behaviour or negative consequences for poor behaviour. Students will be certain that when the choice is made to engage in poor behaviour, appropriate consequences will be applied in a timely manner.

Where a student engages in behaviour deemed to be inappropriate *but not serious*, the least confrontational approach to management will be adopted initially. This will minimise the attention being paid to the student and the level of disruption to the remainder of the class. If the less confrontational, low key strategies are not successful, a process offering students a choice followed by application of consequences will occur, with decisions made according to the principles of procedural fairness and which promote restorative practices. Restorative practice endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.

**(d) All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.**

When applying consequences, the principle of procedural fairness, where all parties have an opportunity to present their case and all relevant arguments and variables are considered, is applied before a decision is made. Individual Behaviour Plans (*IBP*) informal and formal contracts, can be used to effectively respond to persistent

misbehaviour. The more a student is part of the process, the more he/she is likely to be responsible for his/her behaviour.

**(e) Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.**

When implementing processes related to safety of staff and students, physical, emotional and social wellbeing needs to be considered.

**(f) Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.**

Effective classroom learning environments are created through the ability of school staff to prevent and respond to student misbehaviour, to apply and integrate instructional strategies and skills and have a sound understanding of content. Behaviour management is more effective when all parties are clear of the processes and procedures that will be applied when students move beyond the school's expectations and standards. To be effective when managing student behaviour, teachers, parents and administrators must support each other to send a consistent message to students.

**(g) *School staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.***

Where a student breaches the conduct code, the school will ensure that parents are notified of concerns and instances where their child/ren have engaged in inappropriate behaviour. Parents will also be encouraged to clarify details with staff where they have concerns regarding management of student behaviour. Administrators and Teachers need to ensure they keep up to date and accurate records via the School Information System (SIS)

## **4. CODE OF CONDUCT**

### **(a) RIGHTS AND RESPONSIBILITIES**

#### **STUDENTS HAVE THE RIGHT TO:**

- Learn in a purposeful and supportive environment without disruption.
- Work and play in a safe, secure, friendly and clean environment.
- Respect other persons and property.
- Be heard in an appropriate forum.

#### **STUDENTS HAVE THE RESPONSIBILITY TO:**

- Ensure that their behaviour is not disruptive to the learning of others.
- Ensure that the school environment is kept neat, tidy and secure.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Behave in a way that protects the safety and well being of others.
- Comply with the dress code.

#### **STAFF HAVE THE RIGHT To:**

- Expect Respect for person and property.
- Teach in a safe, secure, friendly and clean environment.
- Teach in a purposeful and non-disruptive environment.
- Expect co-operation and support from parents in managing their child's behaviour.

- Expect support from the School Executives in the behaviour management of students.

**STAFF HAVE THE RESPONSIBILITY TO:**

- Model respectful, courteous and honest behaviour in the interactions they provide.
- Recognise and reinforce positive behaviour.
- Contribute to maintaining a clean, tidy and secure school environment.
- Establish positive relationships with colleagues, students and parents.
- Collaborate with school staff in managing the behaviour of students.
- Ensure good organisation and planning for students in need.
- Be aware and cater for different cultural, disability and individual needs.
- Report on student social development to parents.

**PARENTS HAVE THE RIGHT TO:**

- Expect their child to learn in a supportive environment without disruption.
- Expect their child to learn and play in a safe, secure, friendly and clean environment.
- Be informed about their child's progress.
- Be informed of the behaviour management procedures and decisions affecting their child's health and wellbeing.
- Be heard in an appropriate forum, at an appropriate time, on matters related to their child.

**PARENTS HAVE THE RESPONSIBILITY TO:**

- Ensure that their child attends school.
- Ensure that the physical and emotional welfare of their child is conducive to effective learning.
- Ensure that their child is provided with appropriate materials to maximise their use of the learning environment.
- Be aware and supportive of the School Dress Code and the School Rules.
- Support the school staff in managing their child's behaviour.

***(b) ROLES AND RESPONSIBILITIES OF STAFF***

**PRINCIPAL**

The role of the Principal in the Behaviour Management Policy is to:

- monitor the effectiveness of school BMP procedures and ensure the Behaviour Management Policy is reviewed on an annual basis or as needed.
- support teachers with behaviour management profiles and class plans and ensure staff have opportunities to be up-skilled (e.g. teachers will be provided with the opportunity to complete the Classroom Management Strategies Level 1&2 program).
- advise teachers/students about Behaviour Management issues.
- Ensure all new staff are taken through an induction process outlining the BMPolicy, rationale and procedures.
- make the ultimate decisions regarding suspension, or recommendations for exclusion of students after conferences with administration staff.
- be a spokesperson for the school in liaison with District Office and Central Office with regard to BM issues referred to those bodies.

**DEPUTY PRINCIPAL**

The role of the Deputy Principal in the BMP is to:

- ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school
- counsel students on their rights, responsibilities and on the consequences of unacceptable behaviour

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- provide support and advice to staff and parents
- liaise with the respective team leaders and appropriate Student Services personnel in managing students.

## CLASSROOM TEACHER

The Behaviour Management Policy aims to give strategies to teachers to deal effectively with students within their classroom, but also recognises there are some occasions when support from other personnel may be required.

The role of the classroom teacher in the BMPolicy is to:

- provide a safe and positive learning environment and engage students in meaningful learning activities
- establish and provide suitable documentation for students of classroom and whole school rules .
- Clearly outline the positive and negative consequences for behaviour.
- Explicitly teach positive behaviours in and out of the classroom.
- develop Individual Behaviour Plans for students with a history of demonstrating challenging behaviours
- give praise, recognition and encouragement to students under the guidelines of the BMP
- deal with classroom problems in a fair and consistent manner
- follow the behavioural management sequence as set out in the school's policy
- document student misbehaviour and correctional strategies.
- develop Individual Behaviour Plans for students with a history of demonstrating challenging behaviours
- contact parents as necessary for both positive and negative student behaviour
- Make regular parent contact and record parent communication
- refer students to appropriate support staff as necessary.

## **(c) STUDENT CODE OF CONDUCT ( to be reviewed with staff)**

### **STUDENT CODE OF CONDUCT**

#### **Be Respectful**

1. Speak kindly to others – use your manners.
2. Follow the teachers instructions

#### **Be Safe**

3. Keep your hands and feet to yourself
4. Always walk on verandahs and in undercover areas and on paving.
5. Sit whilst eating

#### **Be Responsible**

6. No hat, shade play
7. Put all your rubbish in the bin
8. Report any problems to the duty teacher

## 6. POSITIVE INCENTIVES

The staff will provide a positive learning environment and reward students who strive for individual excellence. At every opportunity, all staff will attempt to encourage and support positive behaviour within the school. A wide variety of positive reinforcement will be used. These will include:

### Classroom incentives

- Building positive relationships with students intrinsically by teachers valuing student contributions, modeling positive attitudes and behaviour, demonstrating a personal interest in the student, learning names, meeting and greeting students each day.
- Verbal praise
- Written praise/ comments/ Stars, stickers
- Non-verbal praise eg. thumbs up, smile, wink, nod
- Informal parent contact regarding positive behaviour and learning
- Class Rewards programs rewarding both individuals and the group

### Whole School Incentives

- Honour Certificates – announced at fortnightly assemblies.
- Photo and text sent home from the office via school phone.
- Visit Principal and Deputies with good work.
- Special commendations through the School Newsletter.
- Reward afternoons (discuss with staff)
- WOW awards – Wandina Outstanding Wonderkid – Handed out at recess and lunch and in the classroom for good behaviour. ( colour coded in factions to earn faction points)

## 7. PREVENTING AND MANAGING BULLYING

Wandina Primary School respects the rights of all people to be free from all forms of bullying and harassment. Care, courtesy, consideration are expected and encouraged at Wandina PS and they form the basis for all our dealings with one another.

### Wandina Primary School

- Expects a high standard of behaviour at all times.
- Is committed to providing a safe, caring and inclusive learning environment for everyone.
- Maintains that everyone has the right to be free from all forms of bullying and harassment.
- Encourages and positively reinforces behaviours which show care, courtesy and consideration.
- Has a policy for identifying, preventing and dealing with bullying.
- Empower students and parents about issues related to bullying.
- Offers support to all students through its pastoral care system and the pastoral care role of all teachers.

## CONSEQUENCES

In the event that a student (who has been found to be bullying) does not change their behaviour after steps outlined in this document have been followed, the following consequences may be applied:

- Detention
- Withdrawal from class and school events.
- Consultation with parents.
- Restorative Justice Conference accompanied by a formal letter to the student and parents.
- Reparations for any damage caused.
- Supervised formal apology to the victim as part of the Restorative Justice Process.
- Referral to Student Services Manager and/or Deputy Principal.
- Suspension from school, resuming only with the clear undertaking by the student that they will demonstrate positive behaviour in place of the unacceptable bullying behaviour.
- Exclusion
- Police charges can also be made by a students family in the event of physical bullying.

## **8. MOBILE PHONE USE**

Students are required to hand over their mobile phones into the administration building before they commence school. Any student that has a mobile phone in their custody after the start of the school day will have the phone confiscated by any staff member and handed to the Principal. Parents will be contacted and will be able to collect the mobile phone at the end of the school day.

*The phone will be returned to a parent or care giver who must attend the school in person.*

## **9. MANAGING BEHAVIOUR**

### **OBJECTIVES OF THE SCHOOL RULES**

1. To foster sensible, safe and courteous behaviour on all occasions.
2. To ensure the safety of individuals and all others.
3. To develop a respect for individual and school property
4. To create a harmonious environment based on the respect for and rights of others.

### **(a) MANAGING INAPPROPRIATE BEHAVIOUR - PROCESSES AND PROCEDURES**

Where students engage in behaviour that is not deemed serious but is inappropriate, teachers will initially employ low key, non-confrontational strategies (Appendix B) such as:



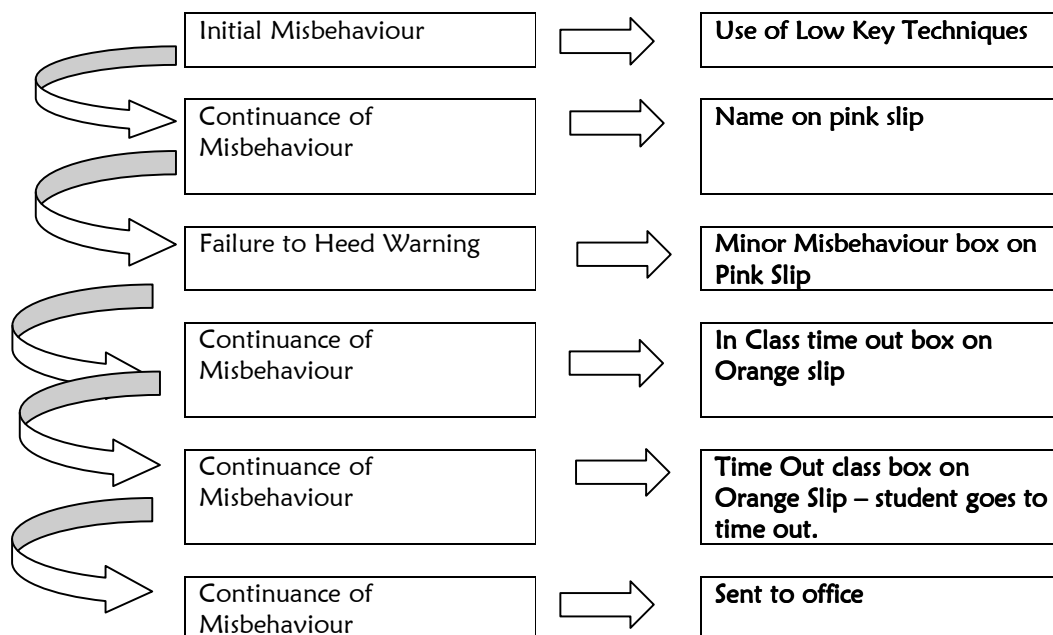
- Moving close to the student (proximity), using eye contact and other non-verbal or minimal verbal cues as well as praising other students in close proximity for behaving appropriately.
- Praising the misbehaving student immediately they do something appropriate.
- Where possible dealing with the problem rather than focusing on the student.
- Check that the student can cope with the activity; quietly enquire as to the reason for the misbehaviour (Private dialogue)
- Planned ignoring is a decisive choice not to notice.
- Re-directing and/or distracting students.
- Providing face-saving opportunities to get back on task.
- Making blocking statements (or Cantor’s broken record technique).
- Referring to displayed rules and reinforcing class and school rules.
- “Square Off” – match the student’s level of defiance with an appropriate level of assertiveness.

***Giving Choices & Consequences:***

If the student persists, the following process of warnings and consequences will be implemented. It will be made clear to the students that they control the outcome – they are making a conscious choice between positive and negative consequences. Staff will not enter into arguments or state the consequence as a threat or ultimatum; they will simply state the problem and the appropriate behaviour and consequence. Once the student makes a choice the teacher applies consequences consistent with the policy. Consequences may vary depending on individual Classroom Management Plans which teachers have formulated and presented to their students and the Administration (for an example see Appendix H).

Note: If at any stage in the process a student engages in behaviour that is deemed severe or defiant, they will be referred directly to the Deputy.

***Behaviour Management Process***



## **(b) THE RED CARD**

Each class room and learning area has a red emergency card. This card is to be used when immediate assistance is required by a teacher to maintain a safe learning environment. When a red card is sent to the office any or all members of the Administration Team will attend to that classroom immediately. Red cards are also used in the playground with cards displaying the various duty areas.

### **(b) DETENTION**

Detention is one of a range of consequences used to manage inappropriate behaviour. Wandina Primary School will provide jobs for students at recess and lunch. Students will eat their recess or lunch in a designated room under the supervision of a senior staff member.

Rules governing behaviour expectations whilst out on yard duty are made explicit to students and further consequences are applied if inappropriate behaviour continues whilst on detention. The severity of the inappropriate behaviour is matched equally to the number of detentions as specified.

### **(c) AFTER SCHOOL DETENTION**

Students may continue to be supervised by a member of the administration team for a period after the school day finishes. After school detention is a strategy used to diffuse volatile situations that sometimes occur immediately after school between students. This may only be 10 minutes in duration. Parents will be contacted should this need to occur.

### **(d) RECORDING AND COUNSELLING**

Each incidence of inappropriate behaviour is recorded by a staff member on an Orange slip (class behaviour) or pink slip (playground) Information contained on the slips provides information used by the school executive to record data on SIS and to counsel individual or small groups using Restorative Practice methodology. Behaviour letters are sent home to parents/carers using information generated using the SIS Behaviour Module.

Communication with Staff

Communication with Parents

## **10. Strategies for Persistent Classroom Misbehaviours**

### **(a) INFORMAL CONTRACTS**

When a behaviour is occurring frequently over time and damaging the teacher/student relationship and impacting on the positive or negative cohesiveness within the classroom, an informal contract can be set up. This is a structured informal discussion that clearly identifies what the classroom behaviour has been and how the teacher and student are going to work together to solve the problem.

An Informal Contract (*see Appendix*)

- Shifts the responsibility from the teacher to the student for the behaviour.
- Allows the teacher to deal with persistent problems in a positive way.
- The teacher and student work together cooperatively to produce a plan of action to deal with the behaviour and both have a role in the implementation.
- To establish or re-establish a positive relationship between teacher and student.
- The teacher is able to deal with the behaviour using a minimal response.

## **(b) INDIVIDUAL BEHAVIOUR PLAN**

This strategy is for students who require support to improve their defiant behaviour. It is a documented plan for an individual student when the student's behaviour is considered to be at a level where other strategies are not working. The IBP

- Is negotiated between school staff, students and where possible the parents;
- clearly defines and states the specific behavior goals and a formal contract is drawn up (see Appendix )
- must reflect the age and developmental needs of the student and consider the context in which behaviours occur;
- outlines both positive and negative consequences required to shape the desired behaviour;
- outlines changes required to the learning environment to support the student to modify their behaviour;
- contains a review process to assess, change and modify the plan.
- Is usually not negotiated with the student either before or during implementation
- has a minimal consequence(s) (go to Buddy class, Time-out, Admin)
- has a maximum consequence (usually suspension)

## **(c) RISK MANAGEMENT PLAN**

When a student's behaviour is considered to present a physical risk to the safety of staff or students a risk management plan is drawn up. This will be documented and be included in the student's documented plan addressing behaviour. (Refer to DET BMiS 6.1.4.1).

## **(d) PROTECTIVE ISOLATION**

Protective Isolation is a planned intervention of limited duration for students with extreme, maladaptive behaviour and it provides the chance for a student to be removed from their regular school environment and be placed into a location, on their own that is safe for themselves and others. It is a specific form of student withdrawal that may be considered for use with students whose behaviour places themselves or others at risk of harm. Protective isolation must only be used with the written consent of the Director, Schools.

# **11. PLAYGROUND BEHAVIOUR MANAGEMENT**

1. Members of the School Executive team are rostered to provide supervision before school commences and after school.
2. A bus warden supervises arrival and departure of bus students if required.
3. Teachers are rostered on duty during the recess and lunch breaks.
4. Minor misdemeanours will be dealt with there and then by the duty teacher.

5. Serious misbehaviour is to be referred to the School Executive to be dealt with immediately.
6. The following guidelines help to provide a distinction between serious and less serious playground misbehaviour.

### **SERIOUS**

- Swearing
- Bullying
- Physical
- Fighting
- Stealing
- Playing rough and/or dangerous games
- Leaving the grounds without permission
- Vandalism
- Throwing sticks, sand or stones

### **LESS SERIOUS**

- No Hat No Play.
- Running on paths, verandahs & undercover area
- Littering
- Playing in the wrong area
- Riding bicycles in the school grounds
- In classroom without teacher present
- Eating in wrong area
- Playing after the siren

## **12.SERIOUS BREACHES OF DISCIPLINE**

Where a student engages in behaviour deemed serious in nature, the process of warnings will not occur. Students will be referred directly to the relevant deputy who will contact the child's parents and apply appropriate consequences.

Examples of behaviour warranting this response may include:

- Willfully hurting another student.
- Willfully destroying property.
- Verbal abuse, harassment, physical assault or intimidation of staff.
- Engaging in behaviour that stops the class from functioning.
- Using or possessing illegal substances at school. The police will be informed immediately. Out of School Suspension will also be immediate.

### **(a) USE OF PHYSICAL CONTACT AND RESTRAINT**

*School staff may use physical contact to care for a student or to manage their behaviour. Physical contact with students differs from restraint in that it uses little or no physical force and its purpose is to correct or direct a student. Staff may use contact to prompt, to give reassurance or to offer support in a variety of situations. Younger students in particular may need reassurance and comfort in certain situations. Staff should be aware that some students find this use of physical contact unwelcome or inappropriate.*

*Examples of physical contact include escorting a student using caring C's holding a student by the arm or hand, guiding or shepherding.*

Staff must only use reasonable physical contact once other less intrusive alternatives have failed.

Physical restraint is when one or more staff members use PART training techniques, to limit a student's freedom of movement. Physical restraint must only be used if a student is acting in a manner that places at risk the safety of any person or there is a risk

of damage to property. Any incident where physical restraint is used, must be recorded by the staff member involved. Physical contact must also to be documented where a complaint has been made by a student or parent or the student has been hurt. (Refer to DET BMiS 6.4)

## **(b) OUT OF SCHOOL SUSPENSION**

Where students are referred to the Admin for engaging in misconduct of a serious nature, or accumulating sufficient inappropriate behaviours consistent with the policy to justify further action, a suspension may be issued.

Once a suspension has been enforced, parents are obligated to meet with the Principal at the conclusion of the suspension. The student involved in the suspension is subject to a staggered return to class and a formal Return from Suspension contract that is signed off by the school and parent/ carer.

Staff will provide a student suspended from school every opportunity to continue with their education program. Staff will inform parents of the education instruction made available and encourage parents to support the completion of these materials.

If suspension is for 20 days or more in a year, referral is made to the Midwest District Office.

## **(c) IN-SCHOOL SUSPENSION**

This involves the student working in the office area under the supervision of the Administrative team. Students will work in isolation on activities provided by their teacher... They will have separate recess and lunch breaks from all other students. During the period of isolation, students will be encouraged to reflect on their behaviour and develop strategies to avoid any further incidence of inappropriate behaviour. Parents must be informed and records kept. A staggered return to class may be enacted.

***Any student receiving a suspension may lose the right to attend extra-curricula activities – for example camps and excursions. Their participation will be at the discretion of the Principal and Deputies who will determine whether the student can be trusted to behave in an appropriate manner.***

## **(d) EXCLUSION**

Where a student engages in an extremely serious act or displays a persistent pattern of extremely poor behaviour despite many previous interventions, the school may seek to have the student excluded permanently. The school must notify the parent and student that a recommendation for exclusion is being considered and provide an explanation for this. The District Director is notified and they provide an independent person to review the situation. If the recommendation to exclude continues then the case is sent to a “School Discipline Advisory Panel” which would be established through consultation with the District Education Office. The panel is required to view the evidence and recommend appropriate action for the student involved.

## Appendix A

Informal Contract

## Appendix B

Formal Contract

## *Appendix D*

Consideration of these areas may lead to resolving the behaviour problem. However, if not, an individual behaviour plan may have to be developed.

### **HOW TO TALK TO STUDENTS ABOUT BEHAVIOUR (COUNSELLING GUIDELINES)**

The aim of counselling is to assist student to better understand and manager a problem.

The following steps are recommended:

#### ✓ **PROBLEM CLARIFICATION**

The problem should be explored with the student. In behaviour management this involves the student understanding all the circumstances that have led to the problem.

Rapport with the student should be established by actively and reflectively listening to the student's explanation of the events.

#### ✓ **WORKING TOWARDS A SHARED PICTURE OF THE PROBLEM**

Help to integrate the information the student presents and that obtained from other sources. Be assertive, not aggressive, to avoid further conflict or escalation of the problem.

#### ✓ **CHALLENGE THE STUDENT**

Challenging is a process which:

- provides information/summarises the problem from a school perspective
- helps the student to determine the possible outcomes of such misbehaviour
- concentrates on strengths/assets the student has but fails to use, rather than emphasising weaknesses
- avoids being negative
- encourages a student to make appropriate change by setting reasonable and attainable behavioural goals

#### ✓ **SETTING GOALS**

Helps the students to define goals that are:

- clear, specific and within a reasonable time-line
- measurable
- realistic
- adequate
- understood clearly by the student and accepted as their own

**Use restorative Practise booklet to reflect on student behaviour.**

## Individual Behaviour Management Plan

Class Teacher: \_\_\_\_\_ Year: \_\_\_\_\_ Room: \_\_\_\_\_ Date: \_\_\_\_\_

Problem Behaviour	Target behaviour(competing Positive)	Rank

**Define Initial Target Behaviour** (Define in observable terms)

### Strategies

**Positive consequences** (hierarchy & frequency)

### Strategies (Cont)

**Negative consequences**

**Severe Clause**

**Rebuilding Relationships**

**Review date**

**Review Actions**



## **Guidelines :CONSEQUENCES FOR INAPPROPRIATE BEHAVIOURS**

**NB:** Consequences vary dependent on the situation with the final decision made by the admin team. Teachers are not to give detention to students.

- ✘** Physical assault (*hitting, kicking , pushing*)  
= 8 detentions or suspension
- ✘** Loss of control ( screaming in class, throwing objects)  
= 4 detentions
- ✘** Damaging property on purpose  
= 4 detentions as well as a bill sent home to pay for the damage to be fixed
- ✘** Verbal abuse towards a person (*swearing, threatening or bullying*)  
= 4 detentions
- ✘** Threatening a staff member  
= 8 detentions or suspension
- ✘** Leaving the classroom without permission  
= 1 detention
- ✘** Leaving the school grounds without permission  
= 2 detentions