



Topic:	Combined College Managing Student Behaviour Policy and Procedures
Policy Area:	Community
Last Review:	2016
Reviewed:	2018
Next Review:	2020

RATIONALE

A Catholic school strives to create an inclusive Christian community where the message, practice and values of Jesus Christ, as proclaimed in the Gospels, are given practical expression. In this community the co-operation of each member is required in order to create the common good (CS#60, #61).

Catholic schools are obliged to establish the behavioural expectations for students and provide supportive structures to engage, nurture and promote the wellbeing of the whole school community. 'Every Catholic school (therefore) needs to encourage its students to reflect upon the Christian message by helping them to relate it to their daily lives and aspirations and to understand what it means to be a follower of Christ in Australia today '(Mandate, paragraph 32).

AIMS

- To foster a school environment characterised by positive relationships among staff, students, parents, the parish and wider community.
- To foster mutual respect among all members of the College community, recognising the responsibility of each individual for their own actions and then consequences. This respect will be directed towards themselves, each other, each other's property and the buildings, fixtures, grounds and spirit of the College.
- To develop an environment that is safe and supportive which shows kindness and respect in regard to the rights of students to learn and the rights of teachers to teach.
- To promote Christian values, a commitment to Christian living and to foster the creation of an environment in which the College works co-operatively with parents who are the primary educators of their children.
- To enhance and use the Holy Family values and in the Primary school - the Make Jesus Real program, to create a positive social climate where a sense of belonging exists for all members of the College community.
- To manage student behaviour in a just and fair manner according to individual needs, developing and stating a clear set of expectations regarding student behaviour, and ensuring that these are implemented with consistency.
- To promote self-discipline and an atmosphere where good behaviour and care for others is the norm.
- To foster the development of a co-operative environment in which each individual is recognised and respected and is actively assisted to realise his or her potential and be the best that he or she can be.
- To provide an inclusive, relevant and flexible curriculum that addresses the social and academic needs of the students.
- To foster an environment where the use of any form of child abuse, corporal punishment or other degrading forms of punishment are forbidden.
- To ensure that staff understand that they must not belittle, humiliate, denigrate, scapegoat, threaten or ridicule a child.

PROCEDURES

Due to the varying nature of behaviour in the Primary (shaded in gold) and Secondary school, this policy has been split into two sections: Managing Student Behaviour Primary and Managing Student Behaviour Secondary.

MANAGING STUDENT BEHAVIOUR PRIMARY	PROCEDURES AND SECONDARY STUDENT BEHAVIOUR MANAGEMENT AND FLOW CHARTS
<p>Mandurah Catholic College Primary School is an inclusive school, where our focus is on prevention, intervention and a commitment to a whole school approach of classroom management based on 1, 2, 3 Magic.</p> <p>The purpose of this document is to support a school culture which promotes high standards of achievement and personal conduct and clearly articulates response guidelines and consequences for inappropriate behaviour. The management of student behaviour is a staff, parent and student concern. Students' behaviour is best managed in ways that promote logical consequences and restorative practices that build and strengthen relationships and are educative in nature. We are committed to providing such opportunities and responding with tolerance and Christ-like compassion. Parents have a pivotal role to play in the education of their children, both at school and at home. We believe that the full support of parents in the on-going maintenance of the School Student Behaviour.</p> <p>Structured guidelines and procedures will ensure that there is corporation between the student, teacher and parent, which will make sure that the principles listed below will be upheld and supported.</p> <p>SCHOOL RULES:</p> <ul style="list-style-type: none"> • Show kindness and respect to yourself • Show kindness and respect to others • Show kindness and respect to the environment • Show kindness and respect to the community <p>THE ROLE THE PRIMARY SCHOOL STAFF:</p> <ul style="list-style-type: none"> • Be responsible for guiding, monitoring and where necessary, documenting (SEQTA) the behaviour of all students in the Primary School Community. • Display and regularly discuss the School Virtues through the Making Jesus Real program and Rules, including the responsibilities and rights, appropriate and inappropriate behaviours, ensuring students understand clearly what is expected of them. • Develop, with the class age, appropriate classroom rules with age-appropriate positive and negative consequences that reflect the School Student Behaviour Management Principles and Rules and make clear to students the standards of behaviour expected within the class (review regularly). • Use the 1, 2, 3 Magic approach, be fair, consistent and clear in expectations. • Focus, where applicable, on developing logical consequences and restorative practices within the classroom. • Communicate class Student Behaviour Management Plans/strategies to parents (beginning of year Parent Meeting/Information Booklet). • Establish effective channels of communication with parents with reference to Student Behaviour (positive and negative behaviours). Ensure that all communication is logged on SEQTA. 	<p><u>Managing Secondary Student Behaviour</u></p> <p>Students are to be guided towards self-control and self-direction. The task of the teacher is not so much to curb misbehaviour as to encourage and promote constructive and positive behaviour based on mutual respect, courtesy, a sense of cooperation and common sense.</p> <p><u>Key Principles</u></p> <ul style="list-style-type: none"> • Positive and proactive strategies, rather than reactive strategies are to be encouraged. • The class teacher/homeroom teacher assumes overall responsibility for student behaviour as he or she is the only person that can gain and maintain control in the classroom. • Each classroom teacher needs to develop the skills, strategies and attitudes to develop an effective working relationship with students. • All staff members are expected to encourage students to behave correctly and to show respect for others. • Interesting and demanding lessons that will engage the students and encourage good behaviour are to be planned by teachers. • A well-planned curriculum, effective teaching and competent management of the classroom are necessary as the foundation for good classroom behaviour management. • Middle leaders will assist teachers who require support/advice if the problem cannot be resolved in a timely manner. • Students and staff will be made aware of student expectations by clear concise instructions and procedures. • Rewards and sanctions need to be applied fairly and consistently, taking into account the age level and maturity of the students involved. • All incidents need to be recorded in SEQTA with an explanation of what was done by the teacher/HOH/HOY/HOLA to resolve the incidents and what the consequences were. • All parties need to be kept informed of what actions have been taken. • Problems of a serious nature need to be referred immediately to the appropriate Deputy in the first instance. <p>CLICK HERE TO SEE FLOW CHART</p> <p>SANCTIONS DEFINED</p> <p>Yard Duty</p> <ul style="list-style-type: none"> • A student may be given a yard duty for 10 minutes at recess or lunchtime. • The teacher issuing the sanction records a yard duty in SEQTA. It is the teacher's responsibility to organise and monitor the infringement.

- Where necessary, in liaison with the Assistant Head of Primary School, develop Behaviour Management Plans/Behaviour Contracts for students requiring extra support in improving behaviour. Look at triggers, motivators and you must involve parents. Document on student's behaviour record what has been implemented and monitor and record the progress on the student's Pastoral Care notes on SEQTA.
- Inform the Assistant Head of Primary School of any student with concerning behaviours, providing background information on the behaviour history of the student, interventions used and be involved in the intervention process that follows.
- Teach and encourage the development of pro-social behaviours and provide regular forums for class meetings at which behaviour and social skills issues can be discussed and addressed to establish and develop a culture of shared responsibility and respect of the rights of others.
- Consult with parents, other teaching staff, AHOPS, HOPS, school nurse, Catholic Education Western Australia Office staff and outside agencies as appropriate to manage the behaviour of students within the class following College and system policies and protocols.
- Ensure an outline of the Class Behaviour Management Plan, including targeted behaviour management strategies in place for individual students, is available for relief teachers in your absence.
- Be punctual to assume the supervision of class after break times.
- Ensure there is a high standard of supervision of the behaviour of students within the classroom and during class activities. Classes should not be left unsupervised.
- Extreme punishments, such as loss of privileges, eg, excursions, camps, sporting events etc, must be approved by the Primary School leadership team and must form part of a Behaviour Management plan/contract.

THE ROLE OF THE PLAYGROUND STAFF:

- Be punctual on duty and vigilant when supervising students, moving around the duty area and interacting with students, pro-actively seeking to intervene as required.
- Address inappropriate behaviours as required and verbally reprimand and ensure student is clear of expectations of future behaviour. Record all inappropriate behaviours in the duty folder.
- Address more serious inappropriate behaviours and provide age appropriate consequences, (ie, play somewhere else, sit out for a few minutes, walk with teacher for a while, go and get a drink etc.) Make sure the action suits the context of the inappropriate behaviour. Record these behaviours in the duty folder and make sure the class teacher is aware of the behaviour.

Exclusion from class

- Students are excluded from class in extreme cases when the behaviour stops the rest of the class from getting on with their assigned tasks.
- The exclusion should be temporary, and the student should be kept nearby, but out of sight of the rest of the class.
- The teacher, at the first opportunity during the lesson, needs to talk with the student, attempt to resolve the problem, and allow the student to re-enter the classroom and proceed with their work.
- It is not acceptable to leave a student outside the classroom for an extended time (longer than 10 minutes).
- The teacher must record the withdrawal in SEQTA and the consequences.

Withdrawal from a particular lesson – (Buddy Withdrawal)

A student may be withdrawn from a lesson where the behaviour of the student is disruptive to the class or other members of the class. Buddy withdrawal is a sanction applied by a Head of Learning Area:

- It is only for a single lesson
- The student will be sent to the HoLA or the class of another experienced member of staff, on the condition that such an arrangement has been previously organised and approved by both members of staff.
- The student must be sent with adequate work for the duration of the period.
- The Head of Learning Area must record the withdrawal in SEQTA.

Lunchtime Detentions

- Lunchtime detentions may be issued by a class teacher and are organised by Heads of Learning Area for each faculty or by the class teacher.
- The teacher must make an entry in SEQTA and follow up that the detention has been done.

After-school Detentions

After-school detentions may only be issued by a Head of Year, a Head of Learning Area or a Deputy Principal. The detentions take place on a Wednesday and are set for an hour and a half from 3.00pm to 4.30pm. They are issued for the following offences:

- In-class misdemeanors that are not being resolved through the usual tactics adopted by teachers.
- Out-of-class misdemeanors such as consistent failure to wear the uniform correctly, constant lateness to school or class, littering, bad language, bad or inappropriate behaviour on buses, bullying behaviour and incorrect use of technology.

Procedure for setting Wednesday detentions

For most of the offences mentioned above, a detention is given only after the student has failed to respond to measures taken by teachers to alter the student's behaviour.

- The teacher must complete a record in SEQTA, before a student can be recommended for detention.
- The detention must be discussed with the HoLA or HoY who will record the detention in SEQTA so that a letter can be sent informing parents.

- For serious or continuing incidents of inappropriate behaviour, inform the Assistant Head of Primary School. Record conversation, what you witnessed and actions taken, to the student's pastoral care notes on SEQTA.
- Extreme punishments, such as loss of privileges, eg, excursions, camps, sporting events etc, must be approved by the Primary School Leadership Team.

THE ROLE OF THE SPECIALIST TEACHER:

- Establish clear rules/expected behaviour standards applicable to the context and age of students and communicate these regularly with students.
- Use the 1, 2, 3 Magic approach be, fair consistent and set clear in expectations and consequences.
- Focus, where applicable, on developing logical consequences and restorative practices within the classroom.
- Report any serious behaviour concerns to the Assistant Head of Primary School and add information to student's pastoral care notes on SEQTA.
- Where necessary, with liaison with the classroom teacher and Assistant Head of Primary School, develop Behaviour Management Plans/Behaviour Contracts for students requiring extra support in improving behaviour. Document the student's behaviour on SEQTA, record what has been implemented on SEQTA and monitor and record the progress of the student's on the pastoral care notes on SEQTA.
- Be ready to assist and implement any approved intervention strategies, which have been put in place by the College, class teacher or other staff member to address student behaviour concerns.
- Extreme punishments, such as loss of privileges, eg, excursions, camps, sporting events etc, must be approved by the Primary School Leadership Team.

THE ROLE OF THE ASSISTANT HEAD OF PRIMARY SCHOOL:

- Implement a review process of the Student Behaviour Management Plan and provide regular opportunities for staff to discuss and strategies behaviour management issues and challenges in the school.
- Support and guide the process managing serious and/or persistent inappropriate behaviours.
- Inform the Head of Primary School of students with serious and/or persistent inappropriate behaviours and the intervention plan(s) in place.
- Issue, record and inform parents and students of in school time outs.
- Provide new and relief teachers with guidelines pertaining to the School Student Behaviour Management, Expectations, Guidelines and Procedures.
- Communicate with students, staff and parents (assemblies, newsletters) regarding the Student Behaviour Management Expectations, Guidelines and Procedures.
- Assist/support/mentor classroom teachers/duty teachers/specialist teachers as required in

- Heads of House, Heads of Year, Heads of Learning Area and members of Executive supervise the detention sessions that they set.
- Records need to be made in SEQTA.

In-School Withdrawal from all classes

A student may be withdrawn from all classes for a limited period of time where that student has caused serious and ongoing disruption to several classes across the curriculum: or where a serious misdemeanor has occurred that necessitates isolating that student from other students.

Features of this type of suspension:

- It is determined by the Head of Year in consultation with the Deputy of Pastoral Care or Deputy of Teaching and Learning.
- The parents are notified and an interview arranged with the Head of Year.
- The Head of Year arranges a suitable venue where the student can work and supervises that work.
- Subject teachers must provide adequate work for the student whilst on withdrawal so that class work is not missed.
- The withdrawal is for a limited time until other action is taken, or conditions are established whereby the student may return to class.
- A teacher/student contract is entered into before returning to class.

External Suspension

Students are suspended only after a serious breach of College rules has occurred. Features of external suspension include:

- The Principal, Deputy Principals are the only persons who may suspend a student from the College.
- Suspension occurs once parents have been notified by the Head of Year and a readmission interview arranged with the Head of Year and a Deputy Principal.
- Staff are not required to set work for the student while on external suspension, although specific members of staff may do so out of goodwill.
- A student may not represent the College in any way during the period of the suspension.
- The student and parent/guardian must attend a re-admission interview on return and sign a re-admission contract before being accepted back to the College.
- Efforts are made after suspension to counsel students to modify unacceptable behaviour.
- If a student has been suspended by a Deputy and reoffends, they will issue a second suspension. The third suspension will be issued by the Principal.

Exclusion

Only the Principal may exclude a student from the College. This would occur after repeated serious breaches of the College rules, or involvement in some serious criminal activity. After exclusion the Principal makes every effort, through counseling and consultation with colleagues, to allow the student a new start at another school, the Principal will act in accordance with CECWA Policy.

documenting, monitoring and guiding the behaviour of students.

- Continually research and communicate best practice.
- Inform staff of relevant professional development opportunities
- Liaise with Leadership Team regarding Student Behaviour Management Expectations, Guidelines and Procedures.

THE ROLE OF THE HEAD OF PRIMARY SCHOOL:

- Be informed of students with serious and/or persistent inappropriate behaviours and the intervention plan(s) in place.
- Monitor students with serious and/or persistent inappropriate behaviours and the intervention plan(s) in place.
- Issue, record and inform parents of students receiving after school detention.
- Issue, record and inform parents and students of an in school or out of school suspensions, by implementing, where necessary, the College Policy for Suspension of Students for Disciplinary Reasons.
- Implement where necessary the school policy of Exclusion of Students for Disciplinary Reasons.

ENCOURAGING GOOD BEHAVIOURS:

A main focus for staff is to encourage good behaviours and affirm students who manage their behaviour well. This is achieved in many ways and is enhanced by the high trust relationships developed between teachers, students and parents. It includes but is not limited to;

POSITIVE BEHAVIOURS:

- Expectation of 'good' behaviour as being the 'norm' not the exception
- Intrinsic rewards of behaving well, working hard, being proud, developing good relationships and keeping safe
- Verbal praise and acknowledgement of good behaviour
- Message to parents (diaries, email, note, text, phone call)
- Class based individual and group rewards
- Merit Certificates
- WESTY Cards for showing MJR Values.
- Stickers
- Special helpers
- School Student Leadership opportunities

REFERENCE

Sacred Congregation for Catholic Education (1977) The Catholic School, A St Paul Publication, NSW.

[Click here to see flow chart for in-class support](#)

MANAGING STUDENT BEHAVIOUR

Please click below to see a flow diagram as a guide to the action teachers must take when a student's behaviour is cause for concern.

[Diagram of Teacher Action.](#)

Please click below to see a table of the Levels of Behaviour and actions that can be taken.

[Behaviour and Action](#)

The following is PRIMARY ONLY

Because our key aim is to encourage positive behaviours, members of the Leadership Team are happy to see students who have worked hard at following classroom rules and modelling great behaviour.

ADDRESSING BEHAVIOUR CONCERNS:

General protocols for responding to unacceptable behaviour.

INVESTIGATION:

- Allegations of unacceptable behaviour will be investigated either by the classroom teacher, specialist teacher, the duty teacher, or AHOPS and be recorded on SEQTA
- Observations of student behaviour will assist in understanding the context of behaviours and triggers and in developing an action plan to modify inappropriate behaviours.

SPECIFIC PROTOCOLS FOR RESPONDING TO INAPPROPRIATE BEHAVIOURS:

PLAYGROUND

1. Students Who Break 'Minor' Rules Such As:-

ACTION – including but not limited to;

- Running on the bricks
- Playing in out of bounds areas
- Playing around the toilets
- Not wearing school hat
- Using equipment inappropriately
- Not following teacher instructions
- Playing inappropriate games

CONSEQUENCE -

Verbal warning together with an immediate time-out, this must be age appropriate and depend on the seriousness of the action. Depending on where the incident occurred the teacher can sit the student out near-by. These are recorded in the duty folder. Also by dealing with the incident immediately (through a time-out) it means that a student will hopefully not keep pushing the boundary by getting numerous 'warnings' from different teachers.

2. Student who breaks a more 'serious' rule such as:

ACTION –including but not limited to;

- Physical violence and or abuse
- Inappropriate contact
- Verbal abuse and/or swearing
- Uncaring Behaviour – verbal or physical
- Extreme rough play
- Destruction of property
- Stealing

CONSEQUENCE –

PROCEDURE:

A teacher who witnesses or is informed of one of the above will proceed with the following actions:

- **Investigate the incident.**
- **Report the incident immediately to the AHOPS either in person or via email. (Staff use professional discretion.)**
- **AHOPS further investigates the incident, all conversations and interviews are recorded on the student's SEQTA Pastrol Care notes.**
- **Parents are informed of the incident either via phone, email or time out slip.**
- **The AHOPS has the discretion of informing parents of the incident.**

CLASSROOM

ACTION –including but not limited to; (these will depend on age of student and expectations)

- Disrupting the teaching/learning within the classroom
- Not following teacher instructions
- Rudeness to others
- Calling out
- Rocking on their chair
- Not completing their homework
- Running in the classroom
- Demonstrated lack of effort (not ability)
- Not listening attentively
- Acting in an unsafe manner

123 MAGIC

The Primary School follow the 1, 2, 3 Magic approach to classroom discipline and behaviour management. This has a three step counting approach. All teachers must use the 1, 2, 3 magic charts and move names accordingly.

1. Warning – chart movement to 1
2. Warning – chart movement to 2
3. Time out in class
4. Warning – chart movement to 4
5. Warning – chart movement to 5
6. Time out in class & a lunchtime time out (email AHOPS).

7. Warning – chart movement to 7
8. Warning – chart movement to 8
9. Immediate time out with AHOPS

K – Year 2 Classes: At the end of each session, students will start back at the start (on a zero). Sessions are: morning to recess, recess to lunch and lunch to the end of day.

Year 3 – Year 6 Classes: At the end of each session, the students will start back at the start of each line (on a zero, three or six). Sessions are: morning to recess, recess to lunch and lunch to the end of day.

A lunch time out can be given if a student has:

- Received two time outs (6 chart moves) within a session (e.g. morning, mid, afternoon).
- Majorly disrespected themselves, others or property and this matter has been discussed with a member of the Primary School Leadership Team.
- In complete Homework or Classroom work.

Time out Procedure:

- Teaching staff must email the AHOPS the name of the student and reason for timeout (eg, chart moves, homework, etc)
- The AHOPS will schedule the time out. A Time Out Slip will be completed. The slip will be sent home to the parents/guardians.
- The student must get the slip signed and return it to the yellow box outside the AHOPS.
- The AHOPS will follow up any unsigned slips and speak to the teacher if any matters arise.
- If the student receives four or more time outs in a five-week period, there will be a meeting between teacher, AHOPS and HOPS
- Multiple Time out slips received by the same student may result in and after school detention.

Note: Any serious inappropriate behaviour such as verbal abuse and/or physical abuse results in the student going immediately to the AHOPS.

Any serious inappropriate behaviour such as verbal abuse and/or physical abuse, will result in the student in an immediate Time Out. Please note that serious behaviours may result in an after-school detention being issued. This is at the discretion of the Primary School Leadership Team

AFTER- SCHOOL DETENTION:

Conditions of After-School Detention and Suspensions

AFTER-SCHOOL DETENTION:

- Parents will be informed of the behaviour leading to the after-school detention and the day, date and time of the detention at least two days before the detention to allow time for making arrangements to collect their child at 4.00pm after the detention.
- Parents/guardians or a designated adult are the only people who are permitted to collect the student from a detention. The student must be collected from the office at 4.00pm. Students will not be allowed to walk or ride home unaccompanied from an after school detention.
- Students on after-school detention will be supervised by a member of the Leadership Team or their delegate on a stated afternoon between 3.00pm – 4.00pm.

The following examples of poor behaviour will lead to an after-school detention. Regular examples or repetition will lead to further after school detentions.

- Violent or aggressive behaviour towards another student or adult.
- Stealing other people's or College property.
- Investigated incidents of bullying, harassment, aggression or violence
- Defacing or vandalising school, staff or student property.
- Consequence of not adhering or following a Behaviour Management Contract/Plan.

STUDENT SUSPENSION:

- Students who receive three after-school detentions will receive an automatic one day out of school suspension. Their return to school will be conditional, based on a three-way re-admission interview.
- Students who then receive a further after-school detention after their first one day suspension will receive another one day suspension. Their return to school will be conditional, based on a three-way readmission interview.
- Students who then receive another after-school detention after their second one day suspension will receive a five day out of school suspension, followed by a [written] conditional return to school as well a three-way readmission interview.

- Any further poor behaviour after the five-day suspension will lead to discussion with the parents about permanent exclusion from the school. If necessary, after discussion with the Executive Director of Catholic Education, the student may then be excluded. All steps to assist the parents to locate another school for their child will be taken by the Principal.
- Suspensions, like after school detentions, are cumulative and held over from term to term in a given year.

The decision to exclude a student rests with the Principal following Catholic Education Western Australia Office Policy and Procedures for Exclusion of Students for Disciplinary reasons.

Levels of Behaviour and Actions that may be taken

The Teacher should deal with all Level 1 behaviour in a direct way with the student involved. The cause of the behaviour needs to be clearly defined and discussed with the student in a calm and reasonable manner.

[Click here to return to the policy](#)

LEVEL 1 BEHAVIOUR	ACTIONS THAT MAY BE TAKEN
Rudeness Annoying and distracting others Homework not completed Late to class Incorrect equipment Avoiding work Disruptive behaviour Uniform Infringements Bad language Littering Spitting Refusing to follow an instruction Missing part of class time Graffiti	1 Quiet word—negotiation of correction 2 Conference at the end of the lesson 3 Isolation in class 4 Extra time—lunch/recess 5 Record in SEQTA 6 Direct Message to parent 7 Phone call to parent
LEVEL 2 BEHAVIOUR	ACTIONS THAT MAY BE TAKEN
Repeated Rudeness Repeatedly Annoying and Distracting others Repeatedly failing to complete Homework Repeatedly Late to class Repeated Incorrect Equipment Repeatedly Avoiding work Repeatedly Disruptive Behaviour Repeated Uniform Infringements Repeated Bad language Repeatedly Littering Repeatedly Spitting Repeatedly Refusing to follow an instruction Repeatedly Missing part of class time Repeated Graffiti	1 Phone call to parent 2 Record in SEQTA 3 Report to Head of Learning Area/ Head of Year/Head of House 4 Extra time—lunch recess 5 Isolation in class 6 Behaviour Contract 7 Detention issued by Head of Learning Area/ Head of Year or Head of House
LEVEL 3 BEHAVIOUR	ACTIONS THAT MAY BE TAKEN
Verbal abuse Consistent disruption Consistent inability to follow rules Harassment of others Unsafe behaviour Disrespect for adults High absenteeism Out of class or off campus without permission	1 Written report detailing incident on SEQTA 2 Parent interview with Head of Year/Head of Learning Area/Head of House and Deputy Principal 3 Counselling 4 Behaviour Contract 5 In school suspension 6 Case conference
LEVEL 4 BEHAVIOUR	ACTIONS THAT MAY BE TAKEN
Physical abuse of another person Continued verbal abuse Theft Damage to school property Substance abuse Sexual Activity	1 Written report detailing incident on SEQTA 2 Phone call to parents 3 Interview with Deputy Principals 4 Interview with parents 5 External Suspension 6 Police contacted if necessary 7 Interview with Principal 8 Exclusion from the College