

WINS Behaviour Policy

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Introduction and general principles

This behaviour policy contains standards and practices applied to the three different programs at World International School of Torino: The Primary Years, Middle Years and Diploma Programmes.

In our aim to develop globally-minded citizens in the spirit of the IB Learner Profile, the purpose of the WINS behaviour policy is to promote positive and respectful behaviour by establishing clear and consistent boundaries and expectations of behaviour. This is carried out by implementing age-appropriate behaviour management strategies.

In WINS we encourage positive behaviour intervention strategies whenever possible and couple this with focused reflection moments.

Rationale and Principles of Behaviour at WINS

At WINS, we believe that all students, teachers, staff, parents, and guardians work together to create and maintain a safe and supportive environment that promotes teaching and learning for all students. As an IB World School, the school aims to foster an environment of integrity, honesty, and morality through promoting the attributes of the IB Learner Profile.

At WINS, students, teachers, and staff:

- take responsibility for our actions
- uphold consistent moral and ethical standards
- encourage accountability, respect, and trust for all community members
- nurture self-awareness and emotional intelligence

Our objectives are in line with our mission and vision and aim to

- develop a positive school culture and learning community where positive relationships can thrive
- enable students to develop a sense of self-worth, respect for themselves and others, and tolerance
- create an environment in which all students feel safe, secure, and valued



Primary Years Program (PYP)

At WINS, we are committed to fostering positive behavior in our community and encourage students to demonstrate polite and respectful behaviours towards all members of our school community, including their classmates, teachers, staff, and our school families. We firmly believe in the power of positive reinforcement to encourage responsible actions, boost self-esteem, and promote a sense of personal accountability. To achieve this, each class teacher implements strategies tailored to their students' needs and developmental stages of the grades they teach. In order to foster a positive and inclusive community, the PYP has put in place specific strategies to incorporate the voice of the students, starting from our Early Years.

Essential Agreements

At the beginning of each school year, each class develops Essential Agreements in which the students articulate the behaviour which best support their learning. As part of this, they also define behaviour which distract from their learning. The classroom community agrees to work together to respect the points in this agreement in order to create a positive and inclusive learning environment.

The agreements are then signed by students and teachers, and shared with classroom families. They are displayed prominently in order to be referred to throughout the year.

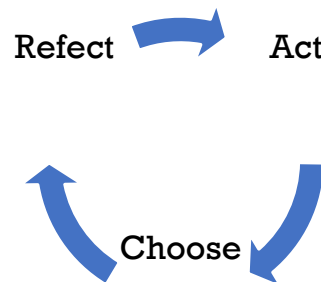
Essential Agreements may also be developed for whole school purposes for other aspects of student life, such as recess and the canteen.

Positive Behaviour Reinforcement

In the PYP, we implement a strategy of positive behaviour reinforcement in order to acknowledge and reward students' positive behaviours and achievements. We aim to have a responsive approach to student behaviors that considers a holistic view of the student and their particular needs. In the PYP, we also involve student voice and accountability by refer to the Action Cycle when reflecting on their choices when they act. Reflection is an essential element in the PYP approach to behaviour management, and we believe in educating our students continually reflect and evaluate their own behaviour.



Figure 1: Action Cycle



Positive behaviours, both in terms of academic achievement as well as service and community related behaviour will be rewarded in several ways, including:

- positive comments both oral and written from the teachers and school administration
- celebration during school events
- certificates and other formal forms of recognition

During PYP Assemblies, our school community comes together to celebrate student learning and achievements, and also includes opportunities to recognize students' positive behaviour achievements through programs including the IB Learner Profile Awards. Assemblies are also a moment to reflect on how we can grow and develop as a community to support positive behaviour actions. This message is conveyed through readalouds on a focus topic or IB Learner Profile, student modelling and skits on themes such as anti-bullying, and more.

School Expectations

The school has appointed a Wellbeing Committee of teachers and staff who work to develop and promote the school culture of reinforcing positive behaviours and supporting and guiding teachers in this responsive approach.



Example expectations from the school community are as follows:

Student	<ul style="list-style-type: none"> ● <i>Co-construct classroom essential agreements with their peers and teachers</i> ● <i>Hold themselves accountable to their Essential Agreements in and out of the classroom</i> ● <i>Reflect on their behaviour using the Action Cycle to make principled choices</i> ● <i>Respect themselves and others so all students can learn</i>
Teachers	<ul style="list-style-type: none"> ● <i>Foster a caring learning environment where all students feel safe and supported</i> ● <i>Collaborate with students to create classroom Essential Agreements aligned with the IB Learner Profile and share the classroom Essential Agreements with class families</i> ● <i>Celebrate student success in the classroom and at play</i> ● <i>Model the IB Learner Profile</i> ● <i>Are alert to signs of bullying and harassment/prejudice and deal firmly with such problems, in line with the school KiVa anti-bullying policy</i> ● <i>Deal sensitively with students in distress, listen to them and deal with any incident appropriately, referring to the Student Support Services Team as needed</i> ● <i>Communicate with families and the school community about classroom developments and initiatives involving student wellbeing and behaviour</i>
Families	<ul style="list-style-type: none"> ● <i>Reinforce the IB Learner Profile and the WINS Behaviour Policy</i> ● <i>Communicate any concerns or ways to best support the child with teachers</i> ● <i>Support teachers' decisions, comments and practice to promote their children's positive behaviour</i>
School Leaders	<ul style="list-style-type: none"> ● <i>Model the IB Learner Profile</i> ● <i>Collaborate to create Essential Agreements for learning and teaching</i> ● <i>Support teachers and students regarding behaviour needs</i>



Addressing Non-Compliance with the PYP Behaviour Policy

We believe in supporting students' growth and development, and therefore, it is important to address any instances of non-compliance with the PYP Behaviour Policy. The consequences for any violations will be determined based on the severity of the offense and the individual student's behavioural history, and we use the following table of possible behaviour infractions as a guide. Throughout the process of address non-compliance to the school policy, we encourage students to actively reflect on their choices and the consequence of their choices.

Our aim is to provide fair and appropriate logical consequences to address student behaviour. In this regard, any teacher who observes a breach of the policy holds the responsibility and authority to determine suitable consequences and/or corrective measures and should refer serious concerns to the Primary Principal.

All behavioral notes will be reported on Managebac and notified to parents.

PYP Behaviour Levels, Examples, Sample Teacher Actions and Next Steps				
Level	Student Behaviour	Example	Teacher Actions	Next Steps
1	Low level disruption	<ul style="list-style-type: none"> Class disruptions Tardiness without justification Not following class expectations Unprepared for class (materials, uniform) Inappropriate use of materials 	<ul style="list-style-type: none"> Verbal redirections 	<ul style="list-style-type: none"> Should Level 1 behaviour persist, see Level 2
	Work below expectations	<ul style="list-style-type: none"> No homework done / not handed in on time No classwork completed/started during given time 	<ul style="list-style-type: none"> Work redone in class, during one recess, or at home Incomplete/work below expectations noted on ManageBac task 	<ul style="list-style-type: none"> Teacher may flag incomplete homework in a message or email home and in school diary Persistent late or work below expectations is



				Level 2
2	Continued Level 1 Low level disruptions	<ul style="list-style-type: none"> Continued level 1 behaviours that impacts themselves and others 	<ul style="list-style-type: none"> 1:1 reflection conversation with student Student completes behaviour reflection sheet Parents informed of the situation via ManageBac 	<ul style="list-style-type: none"> Reflection sheet sent home for parent signature Email or phone call home to family, possible meeting scheduled
	Major disruption e.g. shows lack of respect to teacher or others	<ul style="list-style-type: none"> Disrespectful attitude (e.g. talking back) Defiant or intentionally rude behaviour Unacceptable physical contact (e.g. pushing, kicking, etc.) Inappropriate language/signs 	<ul style="list-style-type: none"> Student Wellbeing Check-in PYP Detention during recess Student meeting with PYP Principal and/or School Counsellor Parents informed of the situation via ManageBac 	<ul style="list-style-type: none"> Email or phone call home to family, possible meeting scheduled Reflection sheet sent home for parent signature Behaviour log/agreement with student
3	Behaviour consistently a cause for concern	<ul style="list-style-type: none"> Continued Level 1 or Level 2 Behaviours 	<ul style="list-style-type: none"> Situation referred to Primary Principal and School Counsellor Behaviour documented on ManageBac 	<ul style="list-style-type: none"> Student Focus meetings with school and family Behaviour log/agreement with student
4	Zero Tolerance behaviours	<ul style="list-style-type: none"> Bullying Fighting or violence Vandalism Theft Continued Level 1 or Level 2 Behaviours, after 	<ul style="list-style-type: none"> Situation referred to the School Management by the Primary Principal Behaviour 	<ul style="list-style-type: none"> Student Focus meetings with school and family Student sessions with School Counsellor and other members of SSST



		Level 3 measures	documented on ManageBac <ul style="list-style-type: none"> KiVa intervention: Student Individual Sessions and/or class workshops 	<ul style="list-style-type: none"> Case by case review (possible suspension)
5	Major breach of school rules		<ul style="list-style-type: none"> Situation referred to School Management. 	<ul style="list-style-type: none"> Case by case review (possible expulsion)

Outside School Hours and School Events

During the school day and when children are under the supervision of WINS teachers and staff, the school prioritizes the safety and proper supervision of students at all times on school premises and engaged in school-sponsored activities after school. However, once students have been handed over to their parents or authorized adults at the end of the school day, the school cannot be held accountable or responsible for incidents that occur on school premises or school events once the children are in the care of their parents or guardians.

We kindly request parents to diligently supervise their children and adhere to the rules of safety and behaviour expectations set by the school. While we encourage our students to demonstrate responsible behavior at all times, it becomes the responsibility of the parents or authorized adults to reinforce appropriate and conduct after the children have been released and are under their supervision.

We appreciate the cooperation of families in supporting the school's efforts to improve the behavior of all students. By working together, we can create a safe and conducive environment for our students to thrive academically and personally.



Middle Years Program and Diploma program

Essential Agreements

At WINS, we want to foster a community of individuals who treat each other with respect, take responsibility for their own actions, and make sure that the environment is safe for everyone. Being respectful, responsible, and safe helps make sure that everyone in our community can work together toward similar goals.

In WINS we have an essential agreement on how everyone in the MYP should behave so that we can ensure that our community is able to encourage everyone to be respectful, responsible and safe.

The essential agreement says that students should:

- *Always be punctual and ready for class or other meetings.*
- *Be kind to other people and respect their needs and differences.*
- *Follow the classroom rules that are outlined by each of the teachers.*
- *Respect the boundaries of other people, recognizing they can be different for ours.*
- *Help people around us and be part of a team.*
- *Be careful while playing during recess, always making sure that others are safe.*
- *When we feel safe to, remind others about correct behaviors.*
- *Be willing to listen to the concerns of others.*
- *Give and receive constructive feedback, considering someone else's opinions and feelings.*
- *Ask for help when we feel like we need it.*
- *Report problems or concerns to teachers.*

During the first week of school students in the MYP/DP will draft their classroom agreement, adding specific items (as appropriate) to the above list. All students will be asked to respect those agreements and will formally adhere to them.

At WINS we expect families, teachers, staff and students to commit to the school behavioural principles. Example Expectations from the school community are as follows:

Student

- Co-construct classroom essential agreements with their peers and teachers
- Hold themselves accountable to their essential agreements
- Reflect on their behavior to make principled choices

Teachers

- Foster a caring learning environment where students feel safe and supported



- Collaborate with students to create classroom essential agreements aligned with the IB Learner Profile
- Share the classroom essential agreements with families
- Celebrate student success
- Model the IB Learner Profile
- Communicate with families and the school community

Families

- Reinforce the IB Learner Profile and the WINS Behavior Policy
- Communicate any concerns or ways to best support the child with teachers
- Support teachers' decisions, comments, and practice to promote their children's positive behavior

Rewards and Sanction system (MYP/DP)

In the MYP and in the DP Rewards and sanctions are used to support good behavior and self-discipline in all aspects of school life. Students are expected to follow the essential agreement for the MYP and DP, and the code of conduct indicated in the Reward and Sanction system of WINS MYP/DP Behavioral Policy.

In WINS we consider all teachers as mentors and life coaches for the students, with the shared aim of creating a safe and stimulating learning environment for all children at the school. Students are expected to play an active role in this and cooperate by following the school regulations and any further indications provided by the teachers or staff members.

Good behavior is rewarded through commendations and prizes. Assemblies will be held on a regular basis to celebrate students' achievements and assign awards.

2.1 Rewards

There are different types of rewards:

- Academic Awards
- Learner Profile Awards
- Extra-curricular Rewards
- Community Service Rewards
- Honor Roll

The Reward tables below provides criteria used to give reward and allocate prizes, as well as actions to be taken by teachers and Coordinators for each reward.



2.1.a Academic rewards

At the end of the year, the students will be recognized for their academic achievements with an Academic award.

Teachers record commendation on Academic Awards record sheet , they will send a message to parents, cc programme Coordinator.

The Programme Coordinator totals up Commendations at the end of each month and prepare awards to be given during School assemblies.

2.1.b Community service rewards

CAS Advisors and the CAS coordinator will assign this reward according to the evidence gained throughout the CAS experience itself by watching the student(s).

Perseverance and Commitment: the state or quality of being dedicated to an activity.

Pro activity: creating or controlling a situation rather than just responding to it after it has happened.

Social Impact: the effect on people and communities that happens because of the experience.

Challenge: to be faced with something that needs great mental or physical effort to be done successfully and therefore tests a person's ability.

During trimestral school assemblies the Programme Coordinators will hand out formal awards for Community service. Furthermore, the house with the most points will be awarded the "Community Service Prize" during the End of the Year Promotion Ceremony.

2.1.c Co-Curricular rewards (Sports, GEMS Event and competitions)

Points will be allocated by the WINS GEMS Coordinator for participating in GEMS social and competitive events. Points will be awarded on a regular basis by the WINS GEMS Coordinator.

Teachers record commendation on GEMS Awards record sheet.

The GEMS Coordinator totals up Commendations at the end of each month and prepares awards to be given during School assemblies.

Reward	Points
Attendance % (Bonus)	5
Individual participation	1 for each participant (max 10)
MVP (Most valuable player)	5
Sportsmanship/Team spirit	5



2.1.d Honor Roll

The Honor Roll is a recognition of academic achievement, designed to celebrate and acknowledge students who consistently demonstrate excellence in their studies. It is a testament to their hard work, dedication, and commitment to their education. To be eligible for the Academic Honor Roll, students must achieve an average of final grades of 6.5 or higher across all their subjects.

Being on the Honor Roll is more than just a title; it brings with it several benefits such as receiving public recognition during school events or assemblies. Additionally, being on the Honor Roll encourages the students to continue striving for excellence in their studies.

2.2 Sanctions

The sanction system aims to provide progressive consequences based on the severity and repetition of the student's actions. Teachers are required to apply the sanctions consistently and fairly, considering the context and individual student circumstances. The goal of the sanction system is to help students understand the impact of their actions and provide opportunities for growth and improvement.

In case a student engages in inappropriate behavior, teachers and staff will intervene to raise awareness of what is happening and interrupt a negative behavior pattern. Inappropriate behavior can take multiple forms and will have different consequences depending on its gravity.

Teachers have therefore power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school during school related activities (such as school trips, extracurricular events, etc.)

The power to discipline also applies to all paid staff with responsibility for students and includes all teachers, teaching assistants, and members of staff who complete duties (for example with clubs) which require that individual to take responsibility for the behaviour of students. If an adult is unsure on how to deal with the behavioural issue, they should seek clarification from the Programme Coordinators who will liaise with the Academic Dean and the School Manager. Students will be informed that all staff is responsible for school discipline and should be listened to on all occasions. This message will be reinforced during school assemblies.

Any sanction given by staff in charge must meet the following criteria:

- Be Reasonable
- Be tempestive (The decision to sanction the student must be made on school premises or while the student is under the charge of member of staff)
- Must take into account other legislation and other school policies eg in respect of disability, special educational needs,



- Sanctions may occur when the student mis-behaves while she/he is taking part in any school-organised or school-related activity: for example he/she is travelling to or from school, is wearing school uniform, is in some other way identifiable as a student at the school, his/her behaviour could have repercussions for the orderly running of the school, poses a threat to another student or member of the public or could adversely affect the reputation of the school

Corporal punishment is not allowed under any circumstances. We also consider important to involve parents and keep them informed when students have displayed particularly poor, or particularly good, behaviour. Nevertheless, parental consent is not required for detentions.

Sanctions, such as detentions, can be issued by a teacher. Detentions will be issued during the normal school day: from 8:30am until 4:00pm, Monday to Friday. It can also extend to respectively 17:00 or 18:00 in specific situations.

There are different levels which are used to reflect the nature of the behavioural issue. Each Level and type of behavioural issue will be dealt with accordingly. Amount and type of sanctions across subjects will be monitored by the MYP and DP Coordinator, who will determine next step of action according to the Behaviour Policy.

The table MYP/ DP Behaviour Levels, Examples, Sample Teacher Actions and Next Steps in Appendix 1 illustrates the consequences of inappropriate behavior and the type of action that must be taken by WINS staff, for different type of misbehavior.

Student Log

Aim: The Student Log will be implemented for those students whose behavior is deemed poor enough to need to be closely monitored by the Programme Coordinator. By meeting the Programme Coordinator on a weekly basis, the student should recognize the seriousness of the situation they are in and the fact that the student will now be at critical risk of failing and /or losing their place at WINS.

Recording of information: Teachers will have to fill in the student Log form, indicating student performance for effort, behavior, and punctuality in their subjects. These categories can be adjusted according to individual cases. The Academic Coordinator will collect this information on a weekly basis.

The process: The student will have a set weekly meeting time with the Programme Coordinator and/or School Counselor . The comments derived from teaching staff will be discussed with the student and action plan for the following week will be established.



Review period: A review will take place after a 6-week period, followed by a letter home explaining the subsequent course of action. If significant improvements have been made a student may be removed from the Student's Log. Conversely, an action plan will be agreed with the Management Team, Programme Coordinator, and the family.

Anti-bullying programme

WINS is committed to providing a safe, caring and friendly environment for all students; therefore, any form of bullying is unacceptable.

WINS teachers and staff members take responsibility for helping students understand all the different forms bullying can take and the harm it can do and the effects thereof.

All incidents of bullying or suspected bullying will be investigated and dealt with appropriately.

Any student who feels they are being bullied or is aware of bullying taking place is encouraged to immediately tell a teacher or a member of staff. For further details on how to proceed in case of bullying, please see Child Protection Policy.

From the school year 2021-2022 WINS has started implementing the KiVa programme. KiVa is an antibullying program that has been developed in the University of Turku, Finland, with funding from the Ministry of Education and Culture. The program is evidence-based which means that the effectiveness of KiVa has been proven scientifically. KiVa offers a wide range of concrete tools and materials for schools to tackle bullying. The official rollout of the programme started in the SY 2021-22 with the training of WINS KiVa staff. The Programme has officially started in the S.Y. 2022-2023.



Policy review

The Senior Leadership team oversee the policy revision process that involves the Program Coordinators, and the teachers. At the end of each academic year teachers will be asked to provide their feedback on the policy and suggest any updates/amendments that they see fit.

The SLT will investigate teachers' feedback and will update the policy considering their suggestions. They will update the policy based on indications provided by IB documents, to ensure that school procedures are in line with IB most recent publications. The amendments added to the Policy will be shared with the teachers at the beginning of each school year, and teachers will be asked to formally agree on these policies.

The most updated version of the policy is made available to teachers and all stakeholders on Managebac. Parents will be asked to formally acknowledge the policies published on Managebac. This Policy was last updated in August 2023.

Bibliography

Diploma Programme Assessment Procedures, International Baccalaureate Organization, November 2018 (updated February 2022), Cardiff



Appendix 1

Level	Student Behaviour	Example	Teacher Actions	Next Steps
• 1	• Low level disruption	<ul style="list-style-type: none"> • A pupil shows poor behavior in any aspect of school life (low level disruptive behavior) • Tardiness without justification • Not following class expectations • Unprepared for class (materials, uniform) 	<ul style="list-style-type: none"> • Verbal redirections: The teacher must frame the boundaries of good behavior* • A verbal warning is given. • The verbal warning is recorded on MB, visible and notified to parents. • Programme Coordinator will monitor behavioral notes over a period of time and act accordingly. 	<ul style="list-style-type: none"> • Should Level 1 behaviour persist, see Level 2
•	• Work below expectations	<ul style="list-style-type: none"> • A pupil fails to complete suitable class or homework (after first warning and having required re-submission) • A pupil does not meet deadlines (late work) for assessments (after first warning and having set a new deadline) 	<ul style="list-style-type: none"> • Work redone in class, during one recess, or at home. • Incomplete/work below expectations noted on ManageBac task and recorded on MB, visible and notified to parents. • Programme Coordinator will monitor behavioral notes over a period of time and act accordingly. 	•
• 2	• Continued low level disruptions	<ul style="list-style-type: none"> • Continued level 1 behaviours that impacts themselves and others. • A pupil does not meet deadlines for summative assessments repeatedly. 	<ul style="list-style-type: none"> • The teacher must frame the boundaries of good behavior* • The student is put in Behavioral detention (during lunch recess time), including a behaviour reflection sheet and a 1:1 	<ul style="list-style-type: none"> • Email or phone call home to family, possible meeting scheduled • Student meeting with the Programme Coordinator and/or School Counselor.



			<p>conversation with the student.</p> <ul style="list-style-type: none">The incident is recorded on MB (behavioral note), visible and notified to parents.Programme Coordinator will monitor behavioral notes over a period and act accordingly	<ul style="list-style-type: none">Programme Coordinator will monitor behavioral notes over a period and act accordingly
<ul style="list-style-type: none">	<ul style="list-style-type: none">Major disruption e.g. shows lack of respect to teacher or others	<ul style="list-style-type: none">A student misbehaves in a manner which causes distress to the member of staff and / or other students:<ul style="list-style-type: none">Ex. a lack of respect (rude words/attitude) towards a teacher or towards others,defiant or rude behaviourunacceptable physical contact (e.g. pushing, kicking, etc)repeated disturbance in classcontinued being late to classinappropriate language	<ul style="list-style-type: none">The teacher must frame the boundaries of good behaviour*The student is put in Behavioural detention (during lunch recess time), including a behaviour reflection sheet and a 1:1 conversation with the student.The incident is recorded on MB (behavioural note), visible and notified to parents.	
<ul style="list-style-type: none">3	<ul style="list-style-type: none">Behaviour consistently a cause for concern	<ul style="list-style-type: none">Continued Level 1 or Level 2 Behavioural notesSerious misbehaviour:<ul style="list-style-type: none">breaking safety school rulesacademic honesty rulesunjustified absences during summative	<ul style="list-style-type: none">Situation referred to Programme CoordinatorThe incident is recorded on MB (behavioural note), visible and notified to parents.The student is put in Behavioral detention (during lunch recess	<ul style="list-style-type: none">Student Focus meetings with school and familyBehaviour log/agreement with student with regular check-ins



		assessments sent out of class	and/or after school time)	
<ul style="list-style-type: none"> 4 	<ul style="list-style-type: none"> Zero Tolerance behaviours 	<ul style="list-style-type: none"> Serious offences: Breaking safety school rules Bullying Insulting Fighting or violence Vandalism Theft Truancy Continued Level 1 or Level 2 Behaviours, after Level 3 measures 	<ul style="list-style-type: none"> Situation referred to the School Management by the Programme Coordinator The incident is recorded on MB (behavioural note), visible and notified to parents. 	<ul style="list-style-type: none"> Suspension Some breaches of School Rules might necessitate the use of a suspension from School. This option will be used when an offence merits a period of reflection away from School and might include any offence where the safety of other students has been compromised. During internal suspension students will attend only lessons and academic commitments. Restrictions on personal freedom will be put in place, including spending break time in Reception, confiscation of mobile phones and community service replacing any co-curricular activities. There will be no official tariff for the length of a suspension – each case will be considered by Academic Coordinators and Academic Dean. Student Focus



				meetings with school and family • Student sessions with School Counsellor • Behaviour log/agreement with student with regular check-ins • In case of bullying: KiVa intervention: Student Individual Sessions and/or class workshops
• 5	• Expulsion	• Major breach of school rules: • If a student is awarded three suspensions, then their future at the school may be called into question. If the suspensions are awarded in quick succession (within a school year) and the offences are sufficiently serious then the student may be asked to leave the school. • A suspension may also be supported by other sanctions such as expulsion • The following are to be considered serious discipline issues, that can lead to exclusion from the school. • Tampering with a fire or safety device or ignoring health and safety rules • Purchase or	• Situation referred to School Management.	• Case by case review (possible expulsion)



		<p>consumption of alcohol</p> <ul style="list-style-type: none">• Gambling or betting• Inappropriate or unpleasant misuse of communication devices• Theft of property or identity• Possession or misuse of fireworks, fire-arms, knives or other weapons• Inappropriate sexual behaviour• Possession, supply or misuse of drugs or substances or paraphernalia of drugs and substances• Serious offence to students or teachers or staff (insults, physical attack, threatening, etc.)		
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