

Section: Operations
Number: 2.37
Version: 1
Page: Page 1 of 14
Approved: Executive Team
Date: May 2018
Review: May 2020

SCHOOL BEHAVIOUR MANAGEMENT

PROCEDURES

Peter Moyes Anglican Community School promotes values that are in keeping with the Christian ethos. We are an Anglican school that values spirituality, excellence, honesty, respect, acceptance and justice. These values underpin our expectations of how students should behave.

Our School's behaviour management is based on the philosophy of pastoral care, where all members of the School community;

- are treated with dignity and justice
- feel safe and secure
- are free to be involved in the teaching and learning process unhindered by any anti-social behaviour
- are aware of the rights, but also the responsibilities, to themselves and others
- are aware of the procedures that will be put in place to manage inappropriate behaviour
- are assured that teachers will be fair and consistent with discipline
- are clear that students have been made aware of the consequences of their actions

School rules of behaviour are necessary for the mutual protection and benefit of all. The aim is to make the School a safe and enjoyable place in which to teach and learn.

Our School is based on mutual respect and understanding between students and staff. For the establishment of effective discipline, basic rules for student behaviour are clearly established and their observance insisted upon. Staff are encouraged to develop student self-esteem, to create a positive school climate and develop classroom and individual strategies aimed at maximising academic performance and encouraging students to be responsible for their own behaviour. The goal of the discipline system is to develop self-discipline in students.

Consequences will be issued if a student fails to comply with the School's behavioural standards, or if they participate in illegal activities. Peter Moyes Anglican Community School does not use any form of degrading punishment and explicitly forbids any form of child abuse or corporal punishment; however, there are times when restraint or physical contact may be required to provide a safe environment. Restraint and physical contact must be a last resort. It should only be considered once alternatives have failed or deemed inappropriate. Physical restraint should only be used if a student is acting in a manner that places the safety of any person at risk.

Students are encouraged to display appropriate manners by proper conduct in the classroom, within buildings, in the grounds, on excursions, at Camps and in the community whilst in, or out of uniform. This whole school approach takes into consideration the roles of students, staff and parents. The onus is placed on the student to accept the consequences of his/her actions and accept a responsible role

in solving the problem created. It must be understood that the laws governing individual behaviour, which apply in the community outside the School, will be enforced strictly within the School. Examples of such laws are the laws relating to physical assault, vandalism, interference with other people's property, trespass, offensive language and behaviour. The School has a legal requirement to report breaches of such community laws and to the Police and other government agencies.

DUTY OF CARE

The School has a duty of care to all students. This duty arises from the nature of the relationship and exists whenever, and wherever, the student is in our care. The notion of reasonable care extends to ensuring that the School provides a safe, non-violent environment for all students and includes the development of processes for the effective management of student behaviour.

Listed below are some of the wide range of legislation that impose these types of duties and obligations upon the School:

- Criminal Code Compilation Act 1913
- School Education Act 1999 (WA)
- School Education Regulations 2000 (WA)
- Occupational Safety and Health Act 1984
- Occupational Safety and Health Regulations 1996
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Equal Opportunity Act 1984

AIMS

The whole school approach to discipline aims to:

- Develop a caring School community in which:
 - Every student has the right to learn without disruption.
 - All people in the school community are to be courteous and show respect towards one another.
 - Everyone has the responsibility to maintain a clean, pleasant, school environment.
 - Parental involvement is fostered.
- Implement a consistent discipline policy across PK-12.
- Encourage students to accept responsibility for their own behaviour.
- Provide students with a clearly articulated set of rules of behaviour for inside and outside the classroom, with their attendant consequences and rewards.
- Provide a formal system of out-of-class support for the classroom teacher faced with conflicts or behavioural problems.

The School's approach to discipline is based on the following assumptions:

1. **Effective discipline is achieved through mutual respect and self-discipline.**
 - a) Good discipline cannot be imposed; it must be achieved through mutual respect. A student must feel they are valued and respected by peers, teachers and parents in order to develop a sense of worth.

- b) Individual rights and freedoms must be protected, ideally through self-discipline. This requires both an underlying framework of firm standards and student awareness of the validity of such rules.
 - c) The School does not seek to make its students compliant and uncritical. An understanding of what rules are designed to achieve, the community and values they aim to protect, will not be achieved without questioning and discussion.
2. **Moral awareness is integral to the life of any community, and a significant factor in the development of self-discipline.**
- a) Moral awareness assumes a set of values by which to live. School rules are based on established Christian values and codes of behaviour. These values and codes may well vary from those condoned or promoted in the wider world of a student's experience.
 - b) Accordingly, a student will be encouraged to develop a moral code based on Christian and appropriate family values. For this the student needs to develop discernment in relation to moral issues and the moral standards of those around him/ her. Teachers have both the opportunity and responsibility to help students develop this moral framework.
3. **The development of mutual respect, self-discipline and moral awareness should prevail in all areas of School life.**
- a) All learning experiences provide an opportunity for the development of positive individual qualities. Such qualities are strengthened by a flexible approach to curriculum and activities which provide student participation.
 - b) The School's pastoral care systems provide a natural means to pursue this approach to discipline, with staff playing a fundamental role.
 - c) The School's Co-Curricular programme provides an active and immediate context for personal growth and the development of self-discipline.
4. **In every instance mentioned above, the word 'parent' could and should be placed beside that of 'teacher'.**
- The School accepts that the largest influence in developing effective discipline should come from the home, and acknowledges that achieving such discipline without parental support is an enormous and, at times, unreasonable task.
5. **There must be a coherent system of correction and punishment for times when discipline breaks down. Such a system is necessary to promote an orderly community and a clear understanding that actions have consequences for which responsibility must be taken.**

Goals of Discipline:

- To develop students' self-discipline and self-control.
- To enable students to be on-task with their learning.
- To enhance students' self-esteem.
- To encourage accountability for behaviour.
- To encourage the individual student to recognise and respect the rights of others.
- To affirm co-operation as well as responsible independence in learning.
- To promote the values of honesty, fairness and respect for others.
- To enable rational conflict resolution.

Students are to act in ways that will:

- Demonstrate their consideration of others.
- Enhance the welfare of others.
- Uphold the School Values.
- Enhance the reputation of the School and of each individual within it.

RESOLUTION POLICY – PRIMARY SCHOOL

Aim

The Resolution Policy will develop a whole school approach for the promotion of positive student behaviour and a process to deal with the exceptions.

Goals

As a result of the effective implementation of this policy we should see:

- An increase in effective strategies as teachers begin to share good practice.
- Staff acting consistently.
- A sense of staff ownership of, and involvement with, the practice.
- A shared knowledge providing strong support for behaviour management.
- A better understanding and appreciation, by staff and students, of why the School operates this way.
- Parental support in the values underpinning the School's policy.
- An emphasis on preventative approaches such as negotiation, problem solving and preventative skills.

Process & Duties

Classroom Teacher

Level 1 - Best practice

This level should include all positive interactions between teachers and students. To enhance this relationship teachers must:

1. Plan for learning.
2. Establish rules in negotiation with students.
3. Develop a positive atmosphere.
4. Give verbal and non-verbal positive reinforcement to appropriate student behaviour.

Preventative

The physical set up of the classroom, along with classroom procedures and quality, will impact on student attitude and behaviour. The classroom environment should be positive and supportive with class rules explained and/or negotiated with students and the principles of best practice demonstrated. During Level 1, teachers are responsible for:

1. Providing a positive learning environment.
2. Consistently upholding high levels of behaviour and work.
3. Providing support to other staff.
4. Setting clear limits with related consequences and applying them consistently.

Level 2 - In the classroom

When a problem arises a teacher should try to resolve this problem within the classroom. This may involve an analysis of teaching technique and use of teaching strategies to rectify the situation. At this stage warnings will be given and the child will be re-directed back to the task at hand. After several warnings, the child is sent to a 'time-out' area in the classroom. The child is isolated from class peers and is given time to re-focus. If no solution is found within the classroom, an out of class resolution should be sought. Students may be sent to 'time-out' in a place external to the classroom. This may be another teacher's classroom or to a senior member of staff.

If there is a pattern of misbehaviour, each and every instance should be noted (anecdotally), a consequence given and relevant management steps taken. Further to this, parents should be advised and a record of discussion should be entered into the School's management system (iWise). This develops a continuous document of the child's behaviour for both the parents and the teacher. It gives the parent the opportunity to assist in managing the behaviour of their child.

Level 3 - Intervention

The student will be sent to the Primary School Co-ordinators for resolution and parents are advised.

Level 4 - Intervention

The student will be sent to the Deputy or Associate Principal of the Primary School for resolution and parents are advised.

Level 5 - Intervention

Should the student have an unresolved problem at this level, they will be referred for the Principal and parents will be required to meet with the Principal to seek a resolution.

Severity Clause

If the student commits;

1. Physical violence
2. Substance misuse
3. Abusive behaviour
4. Unauthorised absence from School
5. Theft
6. Vandalism
7. Sexual harassment

They move straight to Level 4 and possible suspension with student, Principal and parent meetings before return from suspension.

The School reserves the right to exclude a student from the School after due process.

RESOLUTION POLICY – MIDDLE SCHOOL

Aim

The Resolution Policy will develop a whole school approach for the promotion of positive student behaviour and a process to deal with the exceptions.

Goals

As a result of the effective implementation of this policy we should see:

- An increase in effective strategies as teachers begin to share good practice.
- Staff acting consistently.
- A sense of staff ownership of, and involvement with, the practice.
- A shared knowledge providing strong support for behaviour management.
- A better understanding and appreciation, by staff and students, of why the School operates this way.
- Parental support in the values underpinning the School's policy.
- An emphasis on preventative approaches such as negotiation, problem solving and preventative skills.

Process & Duties

Classroom Teacher

Level 1 - Best practice

This level should include all positive interactions between teachers and students. To enhance this relationship teachers must:

- a) Plan for learning.
- b) Establish rules in negotiation with students.
- c) Develop a positive atmosphere.
- d) Give verbal and non-verbal positive reinforcement to appropriate student behaviour.

Preventative

The physical set up of the classroom, along with classroom procedures and quality, will impact on student attitude and behaviour. The classroom environment should be positive and supportive with class rules explained and/or negotiated with students and the principles of best practice demonstrated. During Level 1, teachers are responsible for:

1. Providing a positive learning environment.
2. Consistently upholding high levels of behaviour and work.
3. Providing support to other staff.
4. Setting clear limits with related consequences and applying them consistently.

Level 2 - In the classroom

When a problem arises a teacher should try to resolve this problem within the classroom. This may involve an analysis of teaching technique and use of teaching strategies to rectify the situation. At this stage warnings will be given and the child will be re-directed back to the task at hand. After several warnings, the child is sent to a 'time-out' area in the classroom. The child is isolated from class peers and is given time to re-focus. If no solution is found within the classroom, an out of class resolution should be sought. Students may be sent to 'time-out' in a place external to the classroom. This may be another teacher's classroom or to a senior member of staff.

If there is a pattern of misbehaviour, each and every instance should be noted (anecdotally), a consequence given and relevant management steps taken. Further to this, parents should be advised and a record of discussion should be entered into the School's management system (iWise). This develops a continuous document of the child's behaviour for both the parents and the teacher. It gives the parent the opportunity to assist in managing the behaviour of their child.

Level 3 - Intervention

The student will be sent to the Heads of Department or Team Leaders for resolution and parents are advised.

Level 4 - Intervention

The student will be sent to the Deputy or Associate Principal of the Middle School for resolution and parents are advised.

Level 5 - Intervention

Should the student have an unresolved problem at this level, they will be referred for the Principal and parents will be required to meet with the Principal to seek a resolution.

Severity Clause

If the student commits;

1. Physical violence
2. Substance misuse
3. Abusive behaviour
4. Unauthorised absence from School
5. Theft
6. Vandalism
7. Sexual harassment

They move straight to Level 4 and possible suspension with student, Principal and parent meetings before return from suspension.

The School reserves the right to exclude a student from the School after due process.

Intervention Strategies

Isolation in another Team Teacher's Classroom

Student is sent to another classroom for the remainder of the period. This may be another teacher's classroom or to a senior member of staff. This will give student time away from the problem to think of a way of resolving the issue and getting back into the class.

Period Schedule

A student who is placed on a period schedule is on probation and is responsible for giving the schedule to the teacher at the end of each lesson to be signed and comments made. Students are also responsible to give this to their Pastoral Leader at the end of the day to discuss behaviour and/or resolution. Feedback should be positive on completion of a successful period schedule.

Resolution Room Isolation

Parents of students admitted to isolation are contacted and provided with an explanation of the problem and consequences. The period of time in subject isolation may range from one day to the time it takes to reach a resolution and may depend on the severity of the problem. In essence, students are isolated from contact with other students, supervised and asked to work on a resolution slip to gain access back into class. Longer sessions of isolation should involve continuation of schoolwork.

Teacher Detention

This is an opportunity for students who have not behaved in accordance with the School's behaviour management policy to have a short period of time to either complete work or reflect on their behaviour with the teacher.

Pastoral Leader Detention

Should the student still have an unresolved problem at this level, then a Pastoral Leader may determine that a short, twenty minute detention will be issued. A resolution form may be completed.

After School Detention

If determined to be appropriate by the Pastoral Leader, then a student will be asked to complete an After School Detention, which will be supervised by a senior staff member and a resolution form may be completed. This will be run after school for one hour. It will be for those students who have failed to uphold the values promoted as important to the School community. It can be used for behavioural misdemeanours, inappropriate use of resources, littering, uniform violations etc. Pastoral Leaders will inform parents, giving a minimum of 24 hours' notice of the detention. Students will be expected to attend the set time. It is not intended to be used to replace or conflict with other student commitments at school.

GOOD STANDING POLICY - SENIOR SCHOOL

INTRODUCTION

The Good Standing Policy is designed to create a positive Senior School environment, protecting the rights and responsibilities of all members of the School community and enabling Senior School students to take responsibility for their learning. It aims to ensure students are creating a positive environment and achieving substantial educational progress.

The Good Standing Policy is the Senior School's approach to discipline, expected standards of student behaviour, School Uniform and personal grooming expectations, the Computer Netbook Programme, the Homework Policy, attendance and punctuality, and other related issues. These items are described in the Information Guide provided to students in print at the start of the School Year and are supplemented by related policies available on the Parent Portal.

GOOD STANDING

All students commence the year with Good Standing and are expected to maintain this good standing at all times. This recognises that students take responsibility for, and are committed to, their learning. A student's Good Standing will be considered *on probation* if acceptable standards are not demonstrated. While *on probation* an Action Plan will be negotiated with the student and their progress monitored for an agreed period of time. A student's Good Standing will be reinstated upon satisfactory completion of agreed targets during the monitoring period.

To maintain Good Standing, a student must:

- Abide by all of the expectations and responsibilities listed in the Information Guide and related School policies:
- Demonstrate behaviour consistent with the Anglican Vision and Values of our School listed in the Information Guide
- Demonstrate academic progress in each subject, including regular class attendance and meeting all assessment requirements.
- Not exhibit behaviours that would warrant a Level 3 or higher consequence on the Ladder of Consequences (see Managing Student Behaviour).

Students with Good Standing are eligible for:

1. Regular House Point rewards
2. Term Reward activities
3. Leadership Role nominations
4. Attendance at non-compulsory excursions/incursions

Students who fail to maintain Good Standing on a consistent basis may have privileges removed in addition to those listed above. Further consequences for unsatisfactory behaviour are outlined in the Managing Student Behaviour section of this policy.

RECOGNITION AND REWARD

It is an expectation of all Senior School students to behave in a manner that is respectful and responsible. Those who maintain appropriate standards and contribute to a positive School environment will have numerous opportunities to be acknowledged. Those students who demonstrate extraordinary behaviour, effort or attitude will be recognised through our House Point system.

House Points may be allocated by teachers to their students in recognition for extraordinary behaviour, effort or attitude in line with the Anglican Vision and Values of our School. These values are recorded in the Information Guide.

When a student receives a House Point Slip they will place it into the appropriate box at Senior School Reception. Every three weeks the slips will be collected by the Heads of House and a random draw for a small prize will take place during a House Assembly.

Heads of House will tally and collate the names of House Point recipients and update the leader board. Tutors will return the slip to students to recognise their efforts, to be shared with their family.

Every House will display a leader board of the students' House Points. The leader board for an end of term special lunch is renewed at the start of every term. At the end of Terms One, Two and Three, the Top 10 House Point recipients from each House are invited to a special Term Reward lunch (e.g. pizza, chill-out, games).

A cumulative tally will be kept for each student for Certificates of Recognition to be awarded to students who have attained a specified number of House Points. Bronze and Silver Certificates will be presented during House Assemblies. Gold and above will be presented during Senior School Assemblies.

Bronze Certificates will be awarded after 5 House Points

Silver Certificates will be awarded after 10 House Points

Gold Certificates will be awarded after 20 House Points

Platinum Certificates will be awarded after 30 House Points

Creation of House Point slips

At the start of every term, teachers with a full Senior School class load are given 30 House Point slips which they are encouraged to give out throughout the term. Teachers with a lesser Senior School class load will be given a pro rata allocation. Each slip is worth one point and is awarded individually. Heads of House may distribute additional House Point Slips at their discretion.

Sequence of events

The order of events for the awarding of House Points and associated actions is:

1. Student demonstrates extraordinary behaviour, effort or attitude
2. Teacher issues House Point
3. Student places the House Point slip in the box at Senior School Reception
4. Head of House tallies the House slips regularly and updates the leader board
5. Prizes are drawn at House Assembly

Head of House returns slip to Tutor to pass on to student to keep.

MANAGING STUDENT BEHAVIOUR

All students are expected to behave according to the requirements listed in this policy and in the Information Guide. In cases where a student fails to meet those standards, this section of the policy specifies the consequences and support required to assist the student to cease the behaviour. The Ladder of Consequences below is used to ensure that consistent consequences are allocated across the Senior School.

The Ladder of Consequences lists a number of behaviours and the consequence that a student will be given. For example, if a student were to be disruptive in class, it would result in a verbal warning in the first instance (see Level 1, Social Behaviour).

The Ladder of Consequences refers to the first instance of a particular behaviour. In the event that a student continues to demonstrate the behaviour, the consequence will escalate, potentially to Level 3 or higher. Should the behaviour occur again in the future, the consequences will further escalate.

If a student is demonstrating multiple negative behaviours, those behaviours would be considered separately, except where directed by the Head of House.

Where a student consistently demonstrates positive behaviours at School for an extended time, that student's level on the ladder will be returned to the original level of the behaviour. However, subsequent recurrence of the behaviour will result in more expedient escalation where required, particularly for serious behaviours.

Ladder of Consequences (Levels 1-4)

Level	Social Behaviour examples	Learning Behaviour examples **	Organisational Behaviour examples
1 Verbal Warning and monitor	<p>Disruptive in class, talking out of turn, etc. Low-level rudeness to other students. Low-level PDA (public display of affection)</p> <p><u>First instance</u> Verbal warning and monitor</p> <p><u>Repeated instance</u> Extended verbal warning, and create support to correct behaviour such as:</p> <ul style="list-style-type: none"> • move student in class • remove distractors 	<p>Incomplete homework, failure to submit assignment on time.</p> <p>Create support to correct behaviour such as:</p> <ul style="list-style-type: none"> • promise to check work next lesson • offer additional assistance 	<p>Any uniform item, e.g. wrong socks, skirt length, spray tan/make up, jewellery, hair. Some tolerance can be given for shirts becoming untucked through the course of a lesson, but students should arrive and leave each lesson with shirt correctly and fully tucked in.</p> <p>Other organisational items include laptop not charged, not arriving to class with all required materials and equipment, minor lateness to class (a few minutes).</p>
2 Lunch Detention (iWise)	<p>Any instance of deceit, such as telling a false story as to why homework is incomplete. Action which could or has caused minor damage to property</p> <p style="text-align: center;">or</p> <p style="text-align: center;">Level 1 repeated</p>	<p>Copying homework from another student (for non-assessed homework)</p> <p style="text-align: center;">or</p> <p style="text-align: center;">Level 1 repeated</p>	<p>Significant lateness to class, students not following parking rules.</p> <p style="text-align: center;">or</p> <p style="text-align: center;">Level 1 repeated</p>
3 Lunch Detention (iWise) if behaviour repeated. Monitored Contract (tutor to oversee) Good Standing <i>on probation</i>	<p style="text-align: center;">Level 2 repeated Failure to attend Level 2 detention</p> <p><i>If occurring in a single subject, at HoH discretion, HoD will intervene to support the teacher and student in the classroom</i></p>	<p style="text-align: center;">Level 2 repeated Failure to attend Level 2 detention</p> <p><i>If occurring in a single subject, at HoH discretion, HoD will intervene to support the teacher and student in the classroom</i></p>	<p style="text-align: center;">Level 2 repeated Failure to attend Level 2 detention</p>
4 After School Detention (teacher/HoH to issue) Monitored Contract (HoH to oversee)	<p>Intentional unkindness to another student Intentional swearing Directing behaviour towards a teacher which he/she perceives as rude</p> <p style="text-align: center;">or</p> <p style="text-align: center;">Level 3 repeated Failure to attend Level 3 detention Failure of Monitored Contract</p>	<p>Plagiarism or collusion in a piece of assessed academic work</p> <p style="text-align: center;">or</p> <p style="text-align: center;">Level 3 repeated Failure to attend Level 3 detention Failure of Monitored Contract</p>	<p style="text-align: center;">Level 3 repeated Failure to attend Level 3 detention Failure of Monitored Contract</p>

** Academic penalties for assessable items should apply in addition to the consequences listed in policy. See the Assessment Policy for academic penalties.

Ladder of Consequences (Levels 5-8)

<p>Level 5</p> <p><i>Student continues behaviours despite Level 1-4 interventions above. Severe unkindness to another student.</i></p> <p>Possible interventions include:</p> <ul style="list-style-type: none"> • Parent meeting with HoH and teacher/tutor/DAP/AP • Allowing one more chance at a monitored contract, supervised by DAP/AP • Immediate escalation to Level 6 	<p>Level 6</p> <p><i>Careless/thoughtless actions with potential consequences. Significant breach of health/safety. Offensive swearing at a teacher.</i></p> <p>Possible interventions include:</p> <ul style="list-style-type: none"> • internal suspension allocated by DAP/AP • parent meeting with HoH/DAP/AP • behaviour management plan 	<p>Level 7</p> <p><i>Sustained bullying of another student despite intervention. Sustained refusal to follow teacher instructions. Truancy.</i></p> <p>Possible interventions include:</p> <ul style="list-style-type: none"> • external suspension allocated by DAP/AP • parent meeting with DAP/AP/Principal • behaviour management plan • loss of privileges such as attendance at Dinner Dance / River Cruise / Ball 	<p>Level 8</p> <p><i>Illegal Behaviour Malicious accusations</i></p> <p>Intervention at the level of the School Principal.</p>
--	---	---	---

Ladder of Consequences – Internal Process (Levels 1-4)

<p>Level 1</p> <p>Verbal warnings should:</p> <ul style="list-style-type: none"> • be explicit • be one-on-one where possible • articulate the problematic behaviour <p>Extended verbal warnings should:</p> <ul style="list-style-type: none"> • be explicit • be one-on-one where possible • articulate the problematic behaviour • provide an example of a better behaviour • allow the student to seek clarification 	<p>Level 2</p> <ul style="list-style-type: none"> • Teacher observing behaviour to create detention on iWise, stating the behaviour. House Tutor to remind student of detention and send them to detention room at start of lunch where possible. • Student has two viable opportunities to attend detention. If student fails to attend both, the issuing teacher should escalate infringement. 	<p>Level 3</p> <ul style="list-style-type: none"> • In the detention, student sets out goals to improve their behaviour. This frames the targets of the Monitored Contract. • HoH supervising lunch detention to give the Monitored Contract to student based on targets. Logged on iWise as general discussion – include DAP. • DAP to note on morning email 'list of students with action plan' for all staff to be aware of. • Teacher or tutor to email or call home to inform parents. 	<p>Level 4</p> <ul style="list-style-type: none"> • If one-off incident, teacher to assign detention on iWise and follow up with student. • If lower level behaviour repeated, teacher should contact tutor/HoH who will place the student on detention. HoH will create the iWise record and follow up with student. • Parent contact by teacher/tutor/HoH • If required, student to meet with HoH/AP/DAP to enforce attendance at detention. • Monitored Contract revised and updated as required.
---	---	--	--



RELATED POLICIES

- 2.40 School Internet, Mobile Phone and Social Media Use
- 3B12 Drugs, Alcohol and Smoking
- 3B.17 Student Uniform
- 3B.20 Code of Conduct – Students
- 3B.21 Code of Conduct – Parents
- 3B.6 Anti-Bullying
- 6.11 Code of Conduct – Staff
- 6.2 Equal Employment Opportunity, Discrimination and Harassment Procedures

