



# **Bellfield College**

## **Discipline Policy**

### **Discipline – 3.7**

The Education Act requires that a registered non-government school must have policies relating to discipline of students attending the College that are based on principles of procedural fairness. It is the responsibility of the Senior Leadership team at Bellfield College to determine incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, must be procedurally fair.

All incidents that require disciplinary action at the College will involve the application of procedural fairness which is sometimes as described 'hearing rule' 'right to an unbiased' decision. This includes

- Making available to students and parents/carers the policies and procedures under which disciplinary action is taken
- Details of the allegations relating to a specific matter or incident
- Provision of outline of allegations made in witness statements and consideration of witness protection
- Ensuring that where required parents/carers are provided with interpreter services

All disciplinary matters of a less serious nature are handled by the Head of Senior/Junior applying process of procedural fairness and may result in smaller punishments including loss of privileges or detentions.

For all serious matters that require detailed investigation The Head of Senior/Junior (or delegate) are charged with the process of conducting the investigation in a reasonable and objective matter. To ensure the principals of procedural fairness the evidence is then presented to the Head of School to determine whether a short or long suspension is appropriate or whether the matter could cause grounds for expulsion and there by require referral to the Chair of the Board.

Suspension is the temporary removal of a student from all of the classes that a student would normally attend at the College for a set period of time. At Bellfield College the Head of Senior and Head of Junior have discretion in matters arising in short suspension (2-5 days) as per our discipline policy. This process is undertaken in consultation with the Head of School. In rare but serious circumstances e.g. king punches/hits, a long suspension 6 -20 days may be applied by the Head of School.

Expulsion is the permanent removal of the student from one particular school. At Bellfield College the expulsion process would follow the same process of a suspension however would require the Head of School to make a recommendation to the College Board who is charged with the final decision.

In matters where a long suspension, expulsion, or exclusion is applied the gravity of the circumstance requires particular emphasis to be given to procedural fairness including;

- The offer of having a support person/observer attend formal interviews
- The recording of minutes of the interview/discussion

Bellfield College expressly prohibits the use of corporal punishment and we do not explicitly sanction the administering of corporal punishment by non-school persons including parents, to enforce discipline at the school.

The use of corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

## **Student Behaviour**

Bellfield College aims for high expectations of all students regarding their behaviour. The College follows a positive reinforcement philosophy that shapes and encourages positive behaviour through positive praise. This approach supports the Islamic perspective of delivering discipline with dignity “which aims to promote connection, competence and student control over behavioural decisions. Curwin et al (2008).

In order to promote positive behaviour management, the ratio of positive reinforcement delivered to a student must far outweigh the ratio of negative reinforcement. This requires conscious effort and teamwork from staff members to ensure that a student is receiving a high level of positive reinforcement. If a student is frequently praised for the times that they perform a desired behaviour, this praise will encourage them to produce that behaviour more frequently.

## **What is negative reinforcement?**

- Screaming or shouting at a student/class (as opposed to raising your voice).
- Using negative words in relation to student(s) or their actions such as “stupid”.
- Negative body language such as a deflated posture, non-verbal gestures and facial expressions (i.e.: anger, frustration, rolling eyes, puffing, crouching shoulders etc.)
- Negative attitude toward a student /class such as walking away when a student is speaking.
- Not acknowledging a student's opinion or feelings.

## **What is positive reinforcement?**

- Using praise in relation to the student/class such as “excellent work, great thinking, good try, I like the way that you....
- Using positive body language and non-verbal gestures and facial expressions such as smiles, grins, gestures of pleasure, ticks or stamps on their book works

- Being specific about certain positive attributes that they may have either individually or as a class.
- Acknowledging their likes, dislikes and idiosyncrasies and at times ignoring them rather than pointing them out as negatives.
- Making them feel special and valued as an individual and community member.
- Praising students who do the right thing when they do not think anyone is watching.

In order to be effective as a group, we all need to adopt the following practices:

- **Consistency!** We need to be consistent with the praise or punishment that we give. If we are consistently reinforcing the children with positivity, then we will consistently receive a positive outcome. We also need to ensure that the punishment that one teacher gives for a certain behaviour is consistent with the punishment that may have been given by another teacher.
- **STOP! THINK! DO!** Encourage students to stop and consider the choices they make prior to reacting. Students need to be given the opportunity to think about and evaluate the consequences of their choices before they act.
- **Praise more, punish less.** We need to ensure that the ratio of positive to negative is 6:1. Look for all opportunities to praise students.
- **Be Specific in your praise.** If you say “excellent” to a student, tell them exactly what was excellent so that they know what you are impressed with and will then be encouraged to do it again. For example, “excellent response, I really like the way you were thinking about the feelings of the character...”
- **Be fair!** As authoritarians, we lose the respect of children and those around us if we are portrayed as being unfair. We need to ensure that the punishment and praise that we give is consistent across grades and between staff
- **Model the desired behaviour.** If we, for example, scream then the children will act in the same manner as they look to us as role models. If they are expected to accept staff behaving in that way, then they will expect staff to accept them when they behave in the same manner and this is not part of the Bellfield approach.

## **Aims:**

Through the Positive Behaviour Approach the aim is that students will

- Endeavour to display Islamic virtues and show good character
- Take responsibility for his/her own behavior
- Reflect on choices/decisions they have made and how to make better decisions in the future
- Consider how behaviour impacts self / others
- Explain the reason/s why the behaviour is unacceptable
- Understand future consequences should the behaviour/s continue
- Consider their own needs and how these can be met in a positive way in the future.

## **Bellfield College Code of Conduct**

- Remember Allah (swt)
- Be considerate and courteous
- Be honest and trustworthy
- Make the most of your abilities and opportunities
- Respect others' right to learn
- Do your best
- Act for the safety (and wellbeing) of yourself and others
- Be in the right place at the right time
- Wear the correct uniform with pride
- Care for the College grounds and property

## Positive Behaviour Management Junior School

### Method

- Four levels based on certificates
- Weekly focus incorporating Islamic values

Each teacher needs to record his/her class members' progress through the system.

### Award Structure



All certificates will be given at fortnightly assemblies.

## Positive Behaviour Management Senior School

### Method

- Three levels based on certificates

### Award Structure

**15 merits = Bronze Award**



**15 merits + Bronze Award = Silver Award**



**20 merits + Silver Award = Gold Award**



## **Consequences for Inappropriate Behaviour**

Consequences for undesired behaviour should be

- Timely
- Age appropriate
- Conducted in the spirit of mutual respect and understanding
- Inform parents to maintain appropriate behavior
- Communicated within the school according to procedures within this document.

The College code of conduct is to be displayed and discussed in all classrooms, particularly at the start of the year with regular reminders as needed.

In the class environment the teacher has key responsibility for all behaviour of the students. Depending on the time of the situation, the teacher on playground duty or bus teacher may be responsible as the first point of contact. Depending upon the behaviour the relevant Coordinator may need to intervene for high level dangerous behavior.

### **Loss of privilege**

A student whose behaviour is of poor standard may lose the privilege to represent the College in Sport or go on a study tour/camp, or excursion particularly if the behaviour may pose a safety risk to him / herself or the safety of other students.

### **In class Behaviour**

Prime and initial responsibility by the classroom teacher;

- Misbehaviour in the classroom e.g. excessive talking, chatting, consistently out of seat.
- Failure to complete class work due to misbehavior
- Failure to complete homework
- Failure to wear the correct school uniform
- Bullying, teasing and taunting
- Being late to class
- Rudeness, swearing or inappropriate language



## **Out of class Behaviour**

- Coming late to assembly, Prayer or assembly lines
- General / minor misbehaviour on the bus or playground
- Mobile phone or electronic gadget use around the College
- Failure to follow instruction on excursion or a study tour
- Out of class without permission
- Going to out of bounds areas
- Poor uniform in the playground or whilst off campus

## **Detentions & Suspensions – General Information**

Detentions are offered in varying forms and degrees. With the exception of lunchtime detentions, parents/carers of students will need written notification for the date of the detention and the reason the detention is being served. However teacher run detentions also need to be communicated home. The front office will also contact the parents the day prior to the detention to confirm the student's attendance. All detentions served will be logged and in some instances recorded in the student's file.

If a student is absent from school on the day that the detention is served, then he/she will have to serve it on another day and families will need to be notified accordingly.

It is important to be consistent with the punishment issued. For example, if a student receives a lunch time detention for failure to do homework, then all students in that class should receive a detention for failure to do homework.

Teaching staff needs to consider a few factors prior to issuing consequences:

- Is this the student's first time they have exhibited the behaviour?
- Has the student demonstrated the behaviour repeatedly? Are they repeatedly displaying the same negative behaviour?
- Correspondence with parents/carers regarding the issues at hand?
- Are their behaviours posing a danger or threat to other students?
- What is the age of the student?
- Is the student on a behaviour or academic contract or recently returned from a suspension?
- Are there underlying considerations e.g.: psychological, physical, social etc.

### Lunch Time Detention (one off)

This can be served by the whole class or for individuals. Examples where this may occur is if the whole class misbehaves and needs to stay back to complete work or students in Years 2 - 12 who repeatedly fail to complete their homework.

### Ongoing Lunch Detention (1 week):

This is offered to students in 2 - 6 who require severe punishment for actions such as swearing, violence etc. The reason for this is because they are too young to receive an after school detention. In this instance students should meet with the Head of School if there has been a pattern of such behaviour and parents informed.

NOTE: Parents must be notified in writing – this may be in the form of a letter or email or for year 2 - 4 a note in the student diary.

After School Detention -This is only offered to students in Years 7 – 12.

Children under this age are too young to receive an after school detention. Students in Years 7– 12 receive an immediate after school detention for the following behaviours

- Swearing to peers
- Acts of mild violence e.g.: pushing another student, throwing furniture /items around the room etc.

NOTE: Parents must be notified in writing - this may be in the form of a letter or email.

After school detentions are not negotiable and must be served by the student if issued. Failure to attend an after school detention may result in the issue of another one. If there is repeated failure to attend then the student will receive an in school suspension and will have that suspension recorded against their name.

### **Suspension**

A suspension from school is offered to students as a last resort or for a serious breach of College rules. Students can be suspended from school from anywhere between 2 - 3 days. The length of time is dependent upon a number of variables and is at the discretion of the Head of School.

An immediate suspension will be given to a student who: swears at a teacher, engages in physical fighting, violence directed toward a person, steals from someone or engages in immoral behaviour. Other behaviours may also result in suspension at the Head of School's discretion and include vandalism, high level bullying, an ongoing accumulation of issues and an inability to demonstrate improved behaviour.

Parents of students in Kindergarten and Year 1 may be asked to keep their son/daughter at home, following a serious incident for one day only. The purpose is to seek family intervention, it may be a referral or to defuse a situation and is determined at the Head of School's discretion following a full review and exploration of a situation. This is not recorded on a students' file as a suspension.

NOTE: A suspension can only be issued after communication with parents/carers followed by written confirmation - this may be a form letter or email.

### **In school Suspension**

Means that the student attends school but is suspended from their regular routine and class. The length of the suspension is at the discretion of the Head of School. In school suspensions can be served for:

- Failure to attend a number of after school detentions
- Children in Years 1 - 3 for more serious incidents or poor behavior
- Based on the particular circumstance and at the Head of School's discretion.

### **Bus Suspension**

Is the withdrawal of bus privileges for continuous misbehaviour on the bus. This means that the students will not be allowed to board the bus and their parents will have to drive them to and from school.

Failure to attend school on the day of the bus suspension will result in the suspension being carried over to another day negotiated between the Head of School and parents.

NOTE: Can only be issued after an interview with parents/carers followed by written confirmation - this may be a formal letter or email

### **Expulsion:**

Is usually irreversible and occurs when all attempts have been made to work with the student and the family have not been successful in meeting the agreed upon minimum standards of behaviour and or application to studies. It may also need to apply where there has been a very serious incident.

The College Head of School will notify the College Chairperson before expelling a student from the College.

NOTE: Expulsion can only be issued after an interview with parents/carers.

### **Documentation**

Documentation is a vital component of managing both positive and negative behaviour. It is a useful tool as it allows for reflection by staff, students and parents/carers and can at times be used as evidence to support the cause of a student's misbehaviour. Notes about minor misbehaviour should be kept by the class teacher in their daybook with the date, time and a brief outline of the incident, student/s involved, action taken and consequences. Incidents that are considered to be of a more serious nature and constitute anything beyond a one off detention, an email containing the same information should be emailed to the relevant member of the Leadership team and filed in

the student's file located in the respective administration offices.

Teachers document incidences and concerns in the file notes section of the student file on Sentral.

All parent/carer correspondence is also documented in the student file.

All forms of student misbehaviour and the corresponding consequence should be documented and are required to be written in objective language as it may be called for in future actions.

## **Proactive Teaching**

Teaching in a proactive way can eliminate off task and poor behaviour before it occurs and decrease the incidence and likelihood of it continuing:

- Ensure there is predictability in what you do and your expectations. Take time to outline these
- Establish routines and follow up all behaviour that does not meet expectation.
- Build a climate of trust and mutual respect by using student's names, aiming to be fair and consistent and building rapport. Please do not shout at students. This is ineffective and goes against the College approach to behaviour management.
- Ensure that you know each student's starting point for learning so that you know how much challenge or scaffolding may be needed.
- Read student files, these provide important information. This may be done in consultation with Administration staff. No file should leave the office.
- Ensure that you are organised. This means planning your lesson, and having all materials required.
- Catch your students doing the right thing and praise them at every opportunity
- Build connectedness – create a birthday list or some other way to celebrate each student
- Use a variety of teaching strategies that appeal to different learning styles
- Provide adequate feedback and make the standard of work explicit through using rubrics, self and peer assessment
- Establish routines that build safety
- Encourage students when they make errors and insist on high expectations from all students
- Follow up all homework and work
- Let students see that the classroom is owned – display student work and make the room inviting, friendly and an extension of learning
- Establish and maintain strong communication with parents from day one
- Spend time to get to know each student personally and be aware of their strengths: e.g. personal qualities, character traits and hobbies. Remember even the most challenging student gives others a gift of some type and teaches others important 'lessons'.

## **Kindergarten – Year 6**

Classroom teachers have the prime responsibility for student behaviour. Islamic Studies teachers

will also need to be aware of procedures and strategies in place. Ensure that children know your classroom rules. Explain why they are important. Provide students with a warning, should they need one.

## **Kindergarten – Year 1**

For K - 1 at the teacher's discretion students may be detained after the first half of lunch, as they need to eat their lunch, have a drink and use the bathroom. Time out from play is a useful strategy. The teacher on duty needs to be advised that the student should be supervised in the playground during this time. Details of such instances should be communicated to parents/carers. Students may also be allocated to pick up rubbish as a form of community service to the College.

Teachers may also choose to provide a student or students with additional classroom support with work.

## **Serious Behaviour Incidents K – 1**

For serious situations involving a student from K - 1 at the Head of School's discretion the parents/carers may be requested to keep their student home for one day. This is not a suspension but rather an opportunity for learning why some behaviours are dangerous, or provide a circuit breaker. In a situation where a younger student is a danger to him/herself or others parents/carers may also need to collect their student and keep them at home for a brief time. In the case of Kindergarten children if the student is not coping, with the Head of School's approval a student may need to be picked up earlier than others.

## **Lunchtime Detention**

K - 1 students may be sat out of play after eating lunch for poor behaviour. K - 1 students may be kept in class to complete homework or a task if required.

From Year 2 – 6 lunchtime detentions will be held daily.

A member of the leadership team will take these detentions. Students should only be referred to the detention list when there has been a pattern of classroom behaviours and the teacher has already undertaken steps to manage the behaviours. These steps need to be dated and documented and parents/carers advised in writing of the detention.

Students will undertake detention in a specified classroom and records will be maintained of which students attend on which dates. Students exhibiting repeated poor, low - level playground behaviours may also be referred to the detention list. Parents/carers should be informed in writing of the detention.

## **Serious Behaviour Incident Years 2 – 6**

A serious behaviour incident will involve the Head of Junior School and the classroom teacher or the teacher who witnessed or was informed of the incident. If that staff member is not available another member of the Leadership Team may assist. Procedural fairness as outlined below needs to be applied.

If involving bullying the alleged victim and perpetrator need to be interviewed and written accounts

gathered from them and any bystanders, likewise for other types of incidents. Such incidents may incur an immediate in school suspension, followed by a home suspension at the Head of School's discretion.

## **Procedural Fairness**

Incidents of a more serious nature may lead to a consequence such as suspension (although in the context of the Junior School such a situation would be rare). Steps aimed at procedural fairness involve;

- Where possible the staff member/s who interview the student or students involved are different from the staff member who outlines the consequence of the behaviour/s
- Students are provided with the opportunity to state what actions they took and to describe the incident.
- At this point students may ask that others are also interviewed including staff
- If the behaviour is considered serious the student meets with the Head of School. Students are again given the opportunity to express their thoughts about their behaviour.
- If a meeting is required with the Head of School the student/s are given the opportunity to provide details of the situation, incident and/or ongoing behavior
- Where possible a second staff member is present when the Head of School meets with the student/s to make notes so that there is an accurate record of the meeting when possible
- Once parents/carers are contacted they have the right of reply

Bellfield College is committed to transparency and consistency in the implementation of its behaviour management procedures. Therefore, irrespective of the right of reply if there is no

further information that comes to light and the student's behaviour is counter to the Code of Care, the Nine Bellfield College Rules and policies such as bullying the suspension or other consequence stands.

### **Student Monitoring**

Student behaviour in class may need to be monitored for a period of time depending upon the student involved and the range of behaviours involved. For in class behaviours the K - 6 Curriculum coordinator should be consulted and be aware of students who are being monitored.

### **Time Out**

At times students in Years K - 6 may need time out from their classroom when their behaviours are not improving. This needs to be arranged with the K - 6 Curriculum coordinator. At no time should a student be sent out of a room and remain unsupervised. Time out is to provide a reprieve for all involved and should be used as an emergency stopgap measure, rather than a periodic arrangement unless linked to learning support.

### **Years 7 – 12**

- **In Class Behaviour** is the direct responsibility of the class teacher. In the first instance it is the classroom teacher's responsibility to ensure that students uphold the College Code of Conduct, and Bellfield Protocols. If they do not immediate action is to be taken.

- **Out of Class Behaviour** is the responsibility of whoever witnessed poor behaviour and a breach of the College 9 rules or code of care

## Steps to Maximise Learning and Minimise disruptions

Ensure that lessons are well planned, focused and organized

- Minimise all disruptions to class
- Explain to students how you will manage your own class and your standards in line with College policy
- Remind students of the standards and your expectations and explain why this is important
- Document in your daybook and date situations as they develop
- Talk to students privately at the end of lessons or at lunchtime
- Move students who are disruptive and establish set seats
- Contact parents/carers when students do not complete homework, or whose work, organisation or application are unsatisfactory as soon as it occurs
- Keep individuals or the entire class in until work is satisfactory. This should be second half of lunch and in consultation with other staff and the Head of School as appropriate. Contact parents via email or phone if their son /daughter is being asked to stay behind in class
- Follow up on all expectations of the student
  - student diary use
  - book work
  - homework
  - pride in work
  - effort and
  - provide the student with ongoing feedback about what is needed.
- Engage the student in self-reflection and peer reflection re learning – often!
- Use current pedagogical approaches that aim for learning to be constructivist, enquiry based and promote deep knowledge and understanding and higher order thinking
- Engage the student in goal setting in relation to their work and behavior
- Let them know that you care about them and you will not stop until they succeed
- Build student strengths and form strong relationships with all your students
- You will need to be persistent with **all** the students.

After five teacher based detentions in a term students may then be asked to attend a lunchtime detention, following a preliminary discussion between the teacher and the student with the Head of School in attendance.

## Time out

There may be a situation where it is necessary to send a student to another room, or have an

arrangement with a colleague whose room is nearby that should the situation arise when you are teaching at the same time, with the Head of School's approval the student is sent to the room. No student is to be sent out of the classroom as a punishment, as this is neglecting the duty of care.

## **Lunchtime Detentions**

These will be held the second half of lunch on Wednesdays or as scheduled by stage coordinators and Pastoral Care and Well Being Coordinator. Each term lunchtime detentions will begin in Week 2, following the initial introduction.

Record the names of students who are to attend detention on Sentral and ensure that you have your own documentation on steps that you have taken.

Depending upon whether behaviours are exhibited in one class or several the next steps will be a monitoring program or an afternoon detention, which is dependent upon the severity of the situation. It is unacceptable for students not to have books in lessons and not to produce work of a standard that is commensurate with their ability.

## **The Role of Parents**

Parents are integral to the College's Behaviour Management Procedures. They are advised in advance in writing that when students are required to be kept back at school until 4.30pm for misdemeanors which have resulted in an after school detention. Students in the senior school may be provided with an opportunity to discuss the incident at home prior to home contact, depending upon the nature of the situation.

## **Out of Class Behaviour**

Low level behaviour such as wearing school shoes with the sport uniform or shoe laces left undone may lead to a lunch time clean up, likewise littering, an untidy locker or other.

Failure to follow a teachers instructions, rudeness or dishonest actions will incur a lunchtime detention. Students will be issued with a detention slip that they need to present at detention.

Students should bring their diary and a pen to the detention. Once students have attended eight lunchtime detentions in a term they will automatically progress to an afternoon detention until 4.30pm.

A parent/carer meeting will be called for students who progress to an afternoon detention in two consecutive terms.

## **High level, unsafe behavior**

A student involved in bullying others, fighting, swearing at each other or at a teacher, will face a suspension and this will be followed up by a parent/carer meeting and written communication to parent/carers. Such issues will result in suspension for 2 - 3 days which may depending upon the circumstance need to be in part served at school.

Students may not spend time with members of the opposite sex in the playground and this is regarded as a serious issue if it occurs as all students are advised of the single sex nature of the



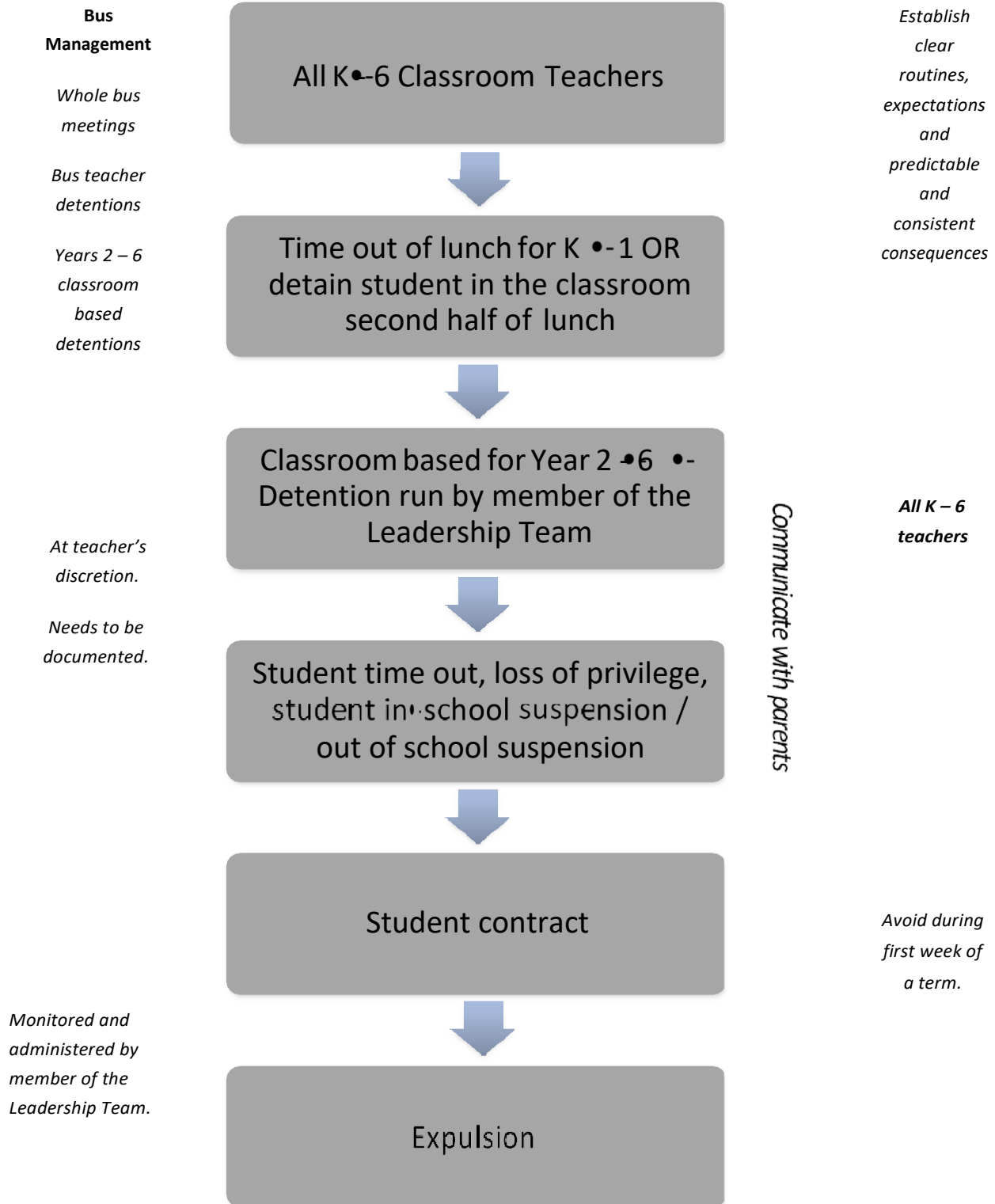
playground.

### **Student Contract**

Following three suspensions a student may go onto a student contract with the Head of School's discretion, provided that there has been a parent/carer meeting. The aim of the contract is to flag that the situation has reached a very serious situation and an immediate improvement is needed. The contract will be provided to the student and his/her family in writing. If a student blatantly disregards the contract he/she may be asked to leave the school for failing to maintain the minimum standards of behaviour, or application to work.

Expulsion and Preliminary view and the right of reply are outlined in the Bellfield Student Policy and will involve the Head of School or delegate and discussions with the Board.

## K – 6 Behaviour Management Procedures (BMP)



## 7 – 12 Behaviour Management Procedures (BMP)

### Bus Management

Whole bus meetings

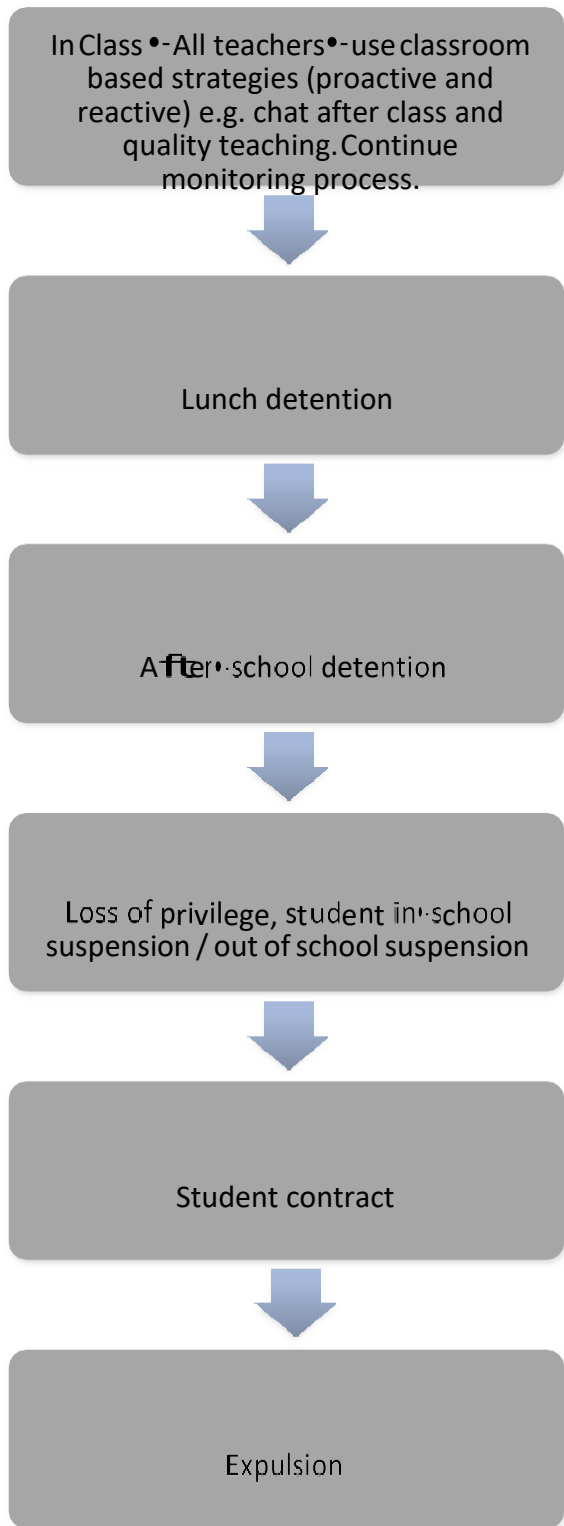
Bus teacher detentions

Years 7 •- 12 after-school detention or bus suspensions

After 3 classroom lunch detentions in one term progress to an after-school detention.

Needs to be documented.

Monitored and administered by member of the Leadership Team. Administered by member of the Leadership Team & Head of School Manages & meets with parents.



### In Class •-

Establish clear routines, expectations and predictable and consistent consequences

### Out of Class –

Any staff member  
  
May include – playground clean-up, Lunch detention, PM detention (dependent on behaviour)

Communicate with parents

Maintain information flow in writing to student's file and the relevant member of the Leadership Team or if serious breach of rules with Principal

**College Behaviour Slip**

Student's Name: \_\_\_\_\_

Class: \_\_\_\_\_

Description of negative behaviour: \_\_\_\_\_

Action taken: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/carers Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**College Behaviour Slip**

Student's Name: \_\_\_\_\_

Class: \_\_\_\_\_

Description of behaviour: \_\_\_\_\_

Action taken: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Detention Notification**

Date:

Dear Parent/Guardian,

As part of the Bellfield College discipline policy, your child \_\_\_\_\_  
from Year \_\_\_\_\_ has been/will be placed on after school detention  
for \_\_\_\_\_. This will occur on.....

Supervising Teacher: Head

of School:

Please sign below to acknowledge that you have read this

note. Parent/Carer signature:

(Office Use Only)

Date returned: \_\_\_\_\_

Follow Up Action (if any) : \_\_\_\_\_

\_\_\_\_\_

Bellfield College Behaviour Reflection

Name: \_\_\_\_\_ Class: \_\_\_\_\_

What did you do wrong? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What should you have done?\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How can you avoid getting into trouble for this in the future?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think is an appropriate punishment?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Carers Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**Office Use**

Teacher's Comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principal's Signature:

Follow up action:

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**Evaluation:**

This policy will be reviewed as part of the College's three year review cycle.