



STUDENT

BEHAVIOUR MANAGEMENT

POLICY & HANDBOOK

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Preface

Across Darul Ulum College of Victoria's campuses, staff and students are expected to conduct themselves in a manner that maintains a climate in which all students and staff feel respected and safe. A fair and equitable school-wide Student Behaviour Management Policy contributes to that climate and influences students' learning experiences.

This Handbook must be read in conjunction with the school's Child Safety Policy, Child Safety Risk Management Policy, Protecting Children – Mandatory Reporting of Child Abuse Policy, Duty of Care Policy, Code of Conduct for Staff and Others Who Interact with Students, Uniform Policy, Student Attendance Policy and the Student Code of Conduct.

Our behaviour management philosophy is rooted in the teachings of Surat al-Hujurat, a chapter of the Quran that emphasises core Islamic values such as mutual respect, righteousness, fairness, and fostering harmonious community relations. These principles serve as the foundation for our approach to cultivating positive student conduct and resolving conflicts in a manner that aligns with Islamic ethics and promotes a nurturing educational environment.

Surat -ul-Hujuraat – Verses 10 – 13	
The believers are but one brotherhood, so make peace between your brothers. And be mindful of Allah so you may be shown mercy.	إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلَحُوا بَيْنَ أَخَوَيْكُمْ ۚ وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ
O believers! Do not let some 'men' ridicule others, they may be better than them, nor let 'some' women ridicule other women, they may be better than them. Do not defame one another, nor call each other by offensive nicknames. How evil it is to act rebelliously after having faith! And whoever does not repent, it is they who are the 'true' wrongdoers.	يَا أَيُّهَا الَّذِينَ ءَامَنُوا لَا يَسْخَرُ قَوْمٌ مِّن قَوْمٍ عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ وَلَا نِسَاءٌ مِّن نِّسَاءٍ عَسَىٰ أَن يَكُنَّ خَيْرًا مِّنْهُنَّ ۚ وَلَا تَلْمِزُوا أَنفُسَكُمْ وَلَا تَنَابَزُوا بِاللُّغِيبِ ۚ بَغِيسَ الْأَسْمَاءِ الْفُسُوقِ بَعْدَ الْإِيمَانِ ۚ وَمَن لَّمْ يَتُوبْ فَأُولَٰئِكَ هُمُ الظَّالِمُونَ
O believers! Avoid many suspicions, 'for' indeed, some suspicions are sinful. And do not spy, nor backbite one another. Would any of you like to eat the flesh of their dead brother? You would despise that! ¹ And fear Allah. Surely Allah is 'the' Acceptor of Repentance, Most Merciful.	يَا أَيُّهَا الَّذِينَ ءَامَنُوا اجْتَنِبُوا كَثِيرًا مِّنَ الظَّنِّ إِنَّ بَعْضَ الظَّنِّ إِثْمٌ ۖ وَلَا تَجَسَّسُوا ۚ وَلَا يَغْتَبِ بَعْضُكُم بَعْضًا ۚ أَيُحِبُّ أَحَدُكُمْ أَن يَأْكُلَ لَحْمَ أَخِيهِ مَيْتًا ۚ فَكَرِهْتُمُوهُ ۚ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ تَوَّابٌ رَّحِيمٌ
O humanity! Indeed, We created you from a male and a female, and made you into peoples and tribes so that you may 'get to' know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All-Knowing, All-Aware.	يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِندَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Prophetic Traditions

The Prophet peace be upon him is reported to have said: **“Whoever wants to enter Paradise, let him treat people the way he would love to be treated.”** (Muslim)

The Prophet peace be upon him is also reported to have said: **“The Muslim is the one from whose tongue and hand the people are safe.”** (Nasai)

By integrating these values into our behaviour management practices, we aim to cultivate a nurturing and supportive atmosphere where it is recognised that every student has rights and responsibilities.

Introduction

Student behaviour is addressed through a restorative practice approach which is applied when dealing with incidents in our school, subject to the nature of the incident / breach. Restorative practices is an approach aimed at building safe and respectful communities by encouraging students to take responsibility for their actions. They focus on addressing and repairing harmful behaviour, restoring relationships, and promoting positive engagement within the school. These practices help manage conflicts and improve behaviour and learning.

Policy Aims

1. To develop within students self-discipline and a sense of responsibility.
2. To enhance students' self-esteem and encourage respect for others.
3. To foster good relations between students, teachers and the school community by encouraging acceptable and positive behaviours.
4. To know and understand the reasons for rules and routines.
5. To establish well understood consequences for student behaviour and student choices.
6. To train students on sound habits and good behaviour so that they conduct themselves in a manner that does not infringe on the rights of others.
7. To facilitate a consistent approach to behaviour management amongst all staff members.

Scope

This Behaviour Management Policy applies to all students from Foundation to Year 12, with some provisions relevant only to specific year levels. The policy is applicable while students are at school, participating in any school related activities, including camps and excursions, and during travel to and from these activities.

Disclaimer

The rules and offences stipulated in this Policy are not intended to be exhaustive. The Principal of Darul Ulum College reserves the right in his sole and unfettered discretion to expel or suspend a student who has in the opinion of the Principal committed a serious breach of discipline (whether or not stipulated in the Policy) or any serious breach which may impact the College's reputation.

Moreover, where a situation arises that is not covered by this policy, the Principal and/or Deputy-Principal may use their discretionary right to determine the most appropriate outcome.

Sub-School Discipline Committee Meetings

Sub-school Discipline Committee meetings are recommended to occur twice per term to discuss operational and logistical matters (e.g., exams, annual festivals, daily routines, etc.)

Policy and Procedural Review Meetings

A separate Discipline Committee meeting may be convened once per term, with attendance by the Principal and Deputy-principal, to gather feedback and discuss matters related to policy issues.

General Guidelines

1. All staff are required to follow the school's behaviour management procedures as outlined in this Handbook to ensure a consistent approach to addressing student conduct. Staff are not permitted to use behaviour management strategies beyond those outlined in this policy.
2. Staff must adhere to all aspects of student welfare and child safety standards at all times.
3. The implementation of this policy will be overseen by the Discipline Council and the Discipline Committees.
4. The Discipline Council consists of the Principal (who serves as chair), Deputy-principal, Heads of School and Level Coordinators from all sub-schools.
5. Each Discipline Committee includes the relevant Head of School, Senior Coordinator, Lead Coordinator (where applicable), and Level Coordinators of the respective sub-school or campus.
6. Discipline Committees will meet twice per term within each sub-school, led by the Head of School and/or Senior Coordinator, to discuss organisational matters. Student cases will be addressed with the Head of School or Senior Coordinator as needed.
7. Level Coordinators will liaise with class teachers and hold regular staff meetings each term to address student behaviour management and other classroom-related issues.
8. An Orientation Day will be held on the first day of Term One each year, during which Level Coordinators will familiarise students with key elements of this policy, the Student Code of Conduct Policy, and the Student Declaration for Use of Digital Technologies Policy. A general overview of the Behaviour Management Policy will also be provided to parents at Parent Information Evenings.
9. This Behaviour Management Policy classifies all offences and their corresponding consequences into four categories: Level 1, Level 2, Level 3 and Level 4.
10. Before issuing any disciplinary consequences, teachers are expected to ensure they have established an orderly learning environment, clearly communicated their expectations to students and provided a warning to remind the student of these expectations.
11. Teachers requiring urgent assistance and support pertaining to student discipline may approach their Levels Coordinator for guidance with regards to the implementation of the policy. Where applicable, a teacher may be requested to seek additional training on behaviour management through the internal workshops and/or external professional development programs.
12. Student behaviour management workshops and professional development sessions will be offered periodically. The Discipline Committee may assign an experienced staff member to support a teacher requiring assistance with behaviour management.

Six Key Domains Guiding Our Student Behaviour Management

#	Domain	Strategies
1	Preventative Strategies: Senior Management and Discipline Committee Level	<ol style="list-style-type: none"> 1. The Policy Committee prepares policies and procedural guidelines to facilitate the wellbeing of all students. This is to establish and communicate clear, consistent expectations for student behaviour. 2. The Policy Committee works towards fostering an inclusive, respectful, and engaging school culture. 3. Through school policies, the Policy Committee ensures consequences for misbehaviour are fair, proportionate, and consistently applied. Consistency in responding to misconduct helps reinforce behavioural expectations and accountability. 4. The Policy Committee facilitates ongoing training for teachers and staff in behaviour management, restorative practices and cultural competency to ensure consistent and effective implementation of preventative strategies. 5. The Discipline Committee ensures students, including new enrolments, are briefed on the Behaviour Management Policy and Student Code of Conduct annually during the student orientation sessions and termly during the refresher sessions.
2	Preventative Strategies: Teacher Level	<ol style="list-style-type: none"> 1. Set expectations of positive behaviour 2. Regular reminders of Classroom Rules and Class Routines 3. Form teachers in liaison with level coordinators will conduct termly

		<p>formal briefing sessions of the Student Rights and Responsibilities, Classroom Rules and Class Routines.</p> <p>4. Reinforce positive behaviour</p>
3	<p>Reformative & Intervention Strategies: Teacher Level - Level 1</p>	<p>Refer to the Three R's</p>
4	<p>Reformative & Intervention Strategies - Level 2: Level Coordinator</p>	<p>Refer to the Three Rs and /or the Level 2 Offences and Consequences Table</p>
5	<p>Reformative & Intervention Strategies - Level 3: Discipline Committee / Heads of School / Deputy-principal</p>	<p>Refer to the Three R and/or Level 3 Offences and Consequences Table</p>
6	<p>Reformative & Intervention Strategies -: Level 4: Principal</p>	<p>Refer to the Three Rs and/or Level 4 Offences and Consequences Table</p>

Staff Prohibited Actions

Please refer to the Code of Conduct for Staff and Others Who Interact with Children for a detailed list of guidelines. In summary, consistent with the College's Child Safety Policy, the Code of Conduct for Staff and Others Who Interact with Children and the Child Safe Standards, teachers / staff must **not**:

1. Use any form of corporal punishment as the College's Behaviour Management Policy is based on procedural fairness and does not condone corporal punishment in any way or form.
2. Use any form of physical or verbal abuse or any action that may cause or be construed as mental/emotional abuse on students as such practice violates students' rights, the Child Safe Standards and the Code of Conduct Policy.
3. Engage in a practice or conduct which may be deemed reckless.
4. Become over-friendly with students whereby students start taking undue advantage of the situation or otherwise.
5. Use threats or yell at students when a confrontational situation arises.
6. Discriminate between students.
7. Show bias in their day-to-day teaching and dealings with any student(s).
8. Act in any way which may be deemed to be in breach of the Code of Conduct for Staff.

Outline of the Behaviour Levels System

1. The Student Behaviour Management Policy operates using a four-level system, which is summarised in the table below.
2. A student's current behaviour level can be viewed on the Pastoral Care page in Schoolbox.
3. Students are assigned to a specific behaviour level either as a result of a Time-Out referral or for committing an offence designated at that level.
4. If a student receives both a Level 1 and/or a Level 2 within a single term, their behaviour level record will reset at the start of the next term.
5. If a student commits a Level 3 offence, they will remain at Level 3 for one year from the date of their first suspension or Level 3 Formal Warning.
6. Subject to the Principal's approval, the Discipline Committee has the sole discretion to extend the period a student remains at a particular level if deemed necessary.

Behaviour Level	Responsibility
Level 1	Teacher (First Time-Out Referral)
Level 2	Level Coordinator
Level 3	Level Coordinator & Discipline Committee chair. Nominated consequence to be endorsed by the Deputy-principal.
Level 4	Level 4 offences are investigated by the relevant Head of School in liaison with the Level Coordinator and are referred to the Principal

Grounds for Suspension

The Principal and Deputy-principal have the authority to suspend a student who commits any of the offences listed below. This applies not only during school hours and on school grounds, but also while travelling to or from school, participating in any off-campus school activities such as camps and excursions, or engaging in any online or off-campus conduct that could affect the integrity of the school.

The student:

- a) engages in behaviour that is categorised under Level 3 or Level 4 Offences in the Behaviour Management Policy;
- b) poses an actual, perceived, or threatened danger to the health, safety, or wellbeing of any individual;
- c) fails to comply with clear and reasonable instructions from a staff member, thereby posing a danger to the health, safety, or wellbeing of any individual;
- d) engages in behaviour that vilifies, defames, degrades, or humiliates another person;
- e) accumulates breaches of a given level leading to an upgraded offence; or
- f) behaves in a manner that may potentially impact the wellbeing, safety, or educational opportunities of other students.

Grounds for Expulsion

The Principal exclusively retains the authority to expel a student from the school if any of the above Level 4 offences were committed or if the student's conduct is of such severity that, considering the student's right to education in comparison to the imperative of preserving the health, safety, and wellbeing of other students and staff, as well as maintaining the effectiveness of the school's educational programs, expulsion represents the most reasonable course of action.

Parent / Caregivers Appeals

If a student is issued a Notice of Intent to Expel, the parent or caregiver may submit a written appeal to the Principal, detailing the reasons for the expulsion to be reconsidered. Upon receiving the appeal, the Principal will review the case, may reconsider the grounds for expulsion, and will provide a final decision in response. Please note that submitting an appeal does not guarantee that it will be successful.

Parent Notifications of Student Offences and Investigation Timelines

1. All parental notifications regarding student behavioural offences must be sent exclusively via the Schoolbox Pastoral Care system. Responsibility for these notifications rests with the Time-Out Supervisors and/or the Level Coordinators.
2. Level Coordinators are required to investigate incidents and compile all relevant evidence within **2 days** of the occurrence. This documentation is then submitted to the Lead or Senior Coordinator for review.
3. The Lead or Senior Coordinator evaluates cases pertinent to their respective year levels on a need basis. This process excludes involvement from other Level Coordinators or the collective Discipline Committee in individual disciplinary matters.
4. All disciplinary incidents must be resolved at the Lead or Senior Coordinator level within **3 days**: 2 days allocated for the Level Coordinator's investigation and 1 day for the Lead or Senior Coordinator's assessment.
5. Any cases requiring suspension referrals must be escalated to the Head of School (HoS) / Deputy-principal by the fourth day following the incident.
6. If a Level 3 offence impacts the safety or wellbeing of another student, the level coordinator must promptly contact both the parent of the offending student and the parent of the affected student. This initial courtesy call is to inform them that the school is aware of the incident and that an investigation is underway.
7. If the level coordinator is absent and unable to complete the investigation within the ten working day timeframe, they must promptly notify the relevant Head of School in advance to prevent delays. The Head of School will then oversee and facilitate the investigation as needed.

Responding to Parent Complaints

1. When a parent submits a complaint—whether by email or any other channel—regarding their child allegedly being a victim of another student’s offence, the staff member who receives the complaint must acknowledge receipt within 24 hours.
2. If the complaint is received by a teacher or another staff member, they should acknowledge the email and then forward it to the Level Coordinator, ensuring the parent is cc’d in the email thread.
3. Any parental complaint about student behaviour received through the school’s info email domain or by any alternative medium should be referred by office staff to the relevant Level Coordinator as well as the chair of the Discipline Committee for the respective sub-school.
4. The response to the parent should confirm receipt of the complaint, outline any immediate actions taken to protect the child from potential harm (if applicable), and provide assurance that an investigation is underway in accordance with the Student Behaviour Management Policy.
5. If a parent’s complaint concerns the conduct of a staff member, the teacher or staff member who receives it must immediately forward the complaint to the relevant Head of School and the Deputy Principal or Principal.

Detention

Where a teacher determines it is necessary to address student behaviour, the teacher may require the student to remain in detention for a period not exceeding half of the scheduled recess or lunch break. This measure is intended to provide an immediate and proportionate response to behavioural concerns while ensuring that the student retains adequate time for rest and nourishment during their break.

The Three R's: Remind – Relocate – Remove

The "Three R's" - **Remind, Relocate, Remove** – strategy provides a structured and progressive approach to managing student behaviour.

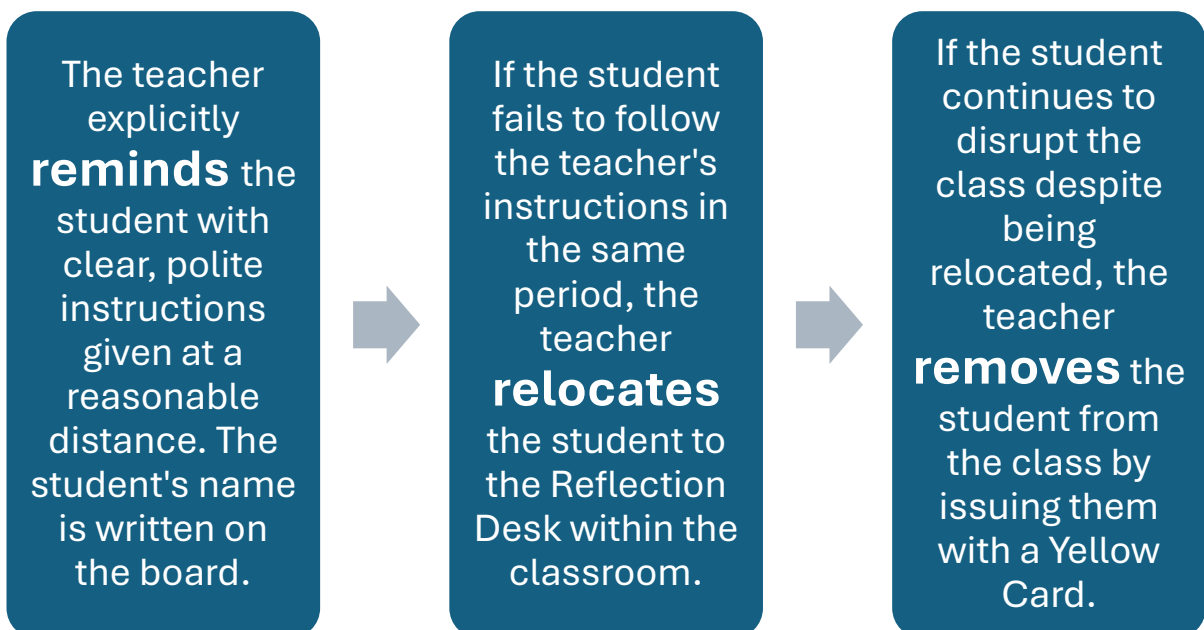
This framework begins with a gentle "**Remind**" stage, offering students the opportunity to self-correct their behaviour through a verbal & visual prompt, thus promoting self-awareness and personal responsibility.

If the reminder proves insufficient, the "**Relocate**" stage temporarily separates the student from the immediate environment, allowing for a brief reset and reflection period within the same classroom.

Finally, the "**Remove**" stage, used for more persistent issues, involves moving the student to a different setting outside of the classroom.

This behaviour management strategy may be implemented when a student's actions disrupt the classroom environment or violate established expectations. This includes violations of established rules in any of the following ways:

- Not following reasonable teacher instructions
- Failing to adhere to any items outlined in the Classroom Rules or Classroom Routines
- Disruptive behaviour
- Moving around the classroom after being reminded
- Talking excessively after being warned



Purpose of this Strategy

The primary objectives of this strategy are to:

- Maintain a positive and orderly classroom environment
- Support effective learning opportunities for all students
- The intent is not to maximise or extend the Time-Out duration. A student removed during the final 10 minutes of class will still have the incident recorded in their Pastoral Care record, eventually contributing toward a Level 3 suspension regardless of the time spent out of class.

Scope

This specific strategy applies to students in **Years 2 through to Year 11**.

Implementation Guidelines

1. All teachers are expected to follow the outlined procedures and provide clear, reasonable instructions when implementing this strategy.
2. This strategy must not be applied within the first few minutes of a lesson, allowing students adequate time to settle at the beginning of the period.
3. For a first offence distracting the class, the teacher gives a clear, polite verbal reminder and writes the student's name on the board.
4. Upon the second distraction, the student is relocated to a designated Reflection Desk within the classroom, which is isolated but still inside the room.
5. If disruptive behaviour continues in the same period, the student receives a Yellow Card and is escorted by another student to the Time-Out Supervisor, where they must complete classwork, read a novel, or participate in supervisor-assigned activities.
6. Following a time-out, the teacher meets briefly with the student to debrief and restore the relationship ideally before the next period.
7. The Time-Out Supervisor notifies the relevant Level Coordinator of any student who receives a second or subsequent Time-Out referral.
8. For primary students, a Time-Out referral is valid only for the specific period in which the student was sent out, with a maximum of two periods per day.
9. For secondary students, a Time-Out referral applies only to the period in which the student was sent out. The student may return to the next period with the same teacher, while the teacher is strongly encourages to discuss the incident with the student before the next class resumes.
10. The Time-Out Supervisor is responsible to record all details of each Time-Out referral, to verify procedural correctness and to maintain a tally for each student. These records must be kept for at least one year.
11. Time-Outs are cumulative for each student, regardless of which teacher issues them. Provided procedures are followed, accumulating Time-Outs during a single term can result in the student being placed on Level 2, Level 3, or Level 4, whether referrals come from one or multiple teachers.
12. If a discrepancy regarding procedural correctness arises, the matter will be referred to the Level Coordinator, and the Time-Out Supervisor will withhold making a Pastoral Care entry until the

referral is verified. If it is determined that proper procedures were not followed, the Level Coordinator will revoke the referral, remove it from the Pastoral Care record, and inform the Time-Out Supervisor. Should the Level Coordinator cancel two Time-Outs issued by the same teacher, the Head of School will meet with the teacher to provide additional training on the policy. If further Time-Outs are subsequently cancelled, the teacher may receive further training with the Head of School, with the Deputy-principal or Principal providing additional support and guidance as needed.

13. Any teacher who issues five or more Time-Out referrals in a single week (regardless of whether to one or multiple students) will be referred to the Head of School by the Time-Out Supervisor to provide them with additional support and guidelines.
14. During the process of verifying procedural correctness, the student remains at the Time-Out venue.
15. If a student receives both a Level 1 and Level 2 within a single term, their behaviour level record will reset at the start of the next term.
16. If a student receives only two Time-Outs in a term, their Time-Out record will reset at the start of the following term. However, if a student accumulates three Time-Outs within a term, the tally will carry over and will not reset at the beginning of the next term.

Elaborations to the Behaviour Management Policy

Mobile Phones

Students are not allowed to use or access mobile phones on school grounds during school hours, at any school-related activity—including camps and excursions—or while travelling to or from a school event.

If a student is found in possession of or using a mobile phone on school premises, the teacher is required to confiscate the device and deliver it to the Level Coordinator or the office, where it will be held for collection by the student's parents.

The following consequences will apply:

1. First occasion: Level 2 Notification
2. Second occasion: Level 3 Formal Warning Notification
3. Third occasion: Level 3 Notification with 1-day suspension
4. Fourth occasion: Level 3 Notification with 2-days suspension.

In rare circumstances, such as health issues, where a student needs to bring a phone to school, the parent must submit a written request to the Head of School. If approved, a temporary pass will be issued, and the phone must be kept in the office or with the relevant Level Coordinator during school hours.

School Uniform

All students are required to strictly adhere to the Uniform Policy at all times. Compliance with the uniform guidelines ensures a sense of unity and upholds the standards of our school community. For specific requirements and further details, please refer to the comprehensive Uniform Policy document.

Additional Prohibited Actions and Items

Students are not permitted to record or photograph any student or staff member without consent and prior approval from the administration.

The following items are also prohibited on school grounds: skateboards, scooters, and bikes (with bikes and scooters required to be secured at designated racks and not ridden on school property), toy guns, electronic devices such as tablets and mobile phones, chewing gum, glass drink bottles, pumpkin seeds, hot drinks, energy drinks, water balloons, whoopee cushions, and any clothing or symbols associated with gang activity or affiliation.

Furthermore, students are not allowed to bring any item that the school management determines could pose a safety risk to others.

Searching Students' Bags or Possessions

Principals are legally responsible for maintaining a safe and secure environment for students, staff, and visitors on school premises. This responsibility stems from both the common law duty of care and the requirements of the Work Health and Safety Act 2011.

To fulfill this duty, the Principal may authorise the search of students' bags, lockers, and other possessions if there are reasonable grounds to suspect that a student is carrying any of the following: illegal drugs; knives, prohibited or offensive items; dangerous or illegal weapons; stolen property; illegal materials such as pornographic magazines or publications; or mobile phones, iPads, laptops, or other electronic devices that may contain illegal, offensive, or inappropriate material or evidence of illegal or inappropriate conduct, such as recordings of student altercations.

General Guidelines:

1. The search must be authorised by the Principal or Deputy-principal.
2. Searches must be carried out in a way that does not unduly threaten the safety of students, staff, or others present.
3. The scope of the search should be limited to the student's bags, lockers, or possessions and should not extend to physically searching the student's person (i.e., no pat-downs or physical contact).
4. The student should be present during the search of their belongings, and another staff member should witness the process for transparency.
5. Students may be asked to open their own bags, lockers, or other storage items; staff should not force open locked items but may require students to unlock them.
6. If the student refuses to comply and there is an immediate safety threat, the school may contact police. If there is no immediate threat, parents or carers will be contacted to pick up their child until the matter is resolved.
7. Any harmful or prohibited items found should be confiscated and handled as per the Principal's advice, with police involvement if the item is illegal (e.g., weapons, drugs).
8. Searches should respect students' privacy as much as possible and be conducted discreetly to minimise embarrassment or distress.

Weekly Observation Record

Rationale

The Weekly Observation Record is designed to monitor and report on a **student's conduct** during every period when they have displayed concerning behaviour. This tool is specifically for addressing behavioural issues and to gauge their commitment to complete and engage with the assigned classwork.

Implementation

1. A student may be placed on the Weekly Observation Record by the relevant Level Coordinator:
 - as an outcome of being placed on a Behaviour Support Plan; or
 - when they exhibit concerning behaviour that requires close monitoring
2. The Level Coordinator will notify parents of the student's placement on the Weekly Observation Record.
3. The Weekly Observation Record will be used to track the student's behaviour in every period throughout the school day.
4. Each period teacher is required to mark the student's behaviour as either, Good, Satisfactory or Unsatisfactory.
5. The student is responsible for presenting the Weekly Observation Record to each period teacher for marking. Failure to present the signed Observation Record may result in further consequences, including extending the duration of the Weekly Observation Record.
6. The student must show the completed Weekly Observation Record to the relevant Level Coordinator at the end of each day or as specified.

Consequences

7. A student who accumulates **three unsatisfactory entries in a single week from three different teachers** will be referred to the Head of School for further action to be considered which may include suspension.

Duration

8. A student may be placed on the Observation Record for one week and up to three weeks if they are not placed on a Student Support Plan and for three weeks.
9. A student who is placed on any cycle of the Behaviour Support Plan must complete the Weekly Observation Record for a minimum period of 3 weeks.

Examples warranting the teacher marking "Unsatisfactory" for a specific period

Unsatisfactory behaviour is:

- Frequently breaking one or more of the Classroom Rules and/or the Classroom Routines.
- Not engaging with nor satisfactorily completing classwork tasks.