Behaviour Management Policy/Guidelines

Introduction

Preamble

A healthy community needs each member to feel affirmed, respected and safe. In a behaviour management context this means there needs to be established levels of acceptable behaviour. The community also needs to know the consequences for breaching expected levels of behaviour and for these consequences to be widely understood and adhered to.

This document sets out the guidelines that are in place at Myanmar International School to achieve this.

Behaviour Management Guidelines

Each behaviour case is different, and there is no "rule-book" that can be used to look up a specific set of circumstances and behaviours in order to determine a specific outcome. While some behaviour issues can be relatively simple to identify and resolve, there are times when it is complex due to reasons including insufficient evidence, anonymous offenders, inaccurate reporting of events and conflicting reports. Further difficulties can arise when there are differences in expectations of outcomes from involved parties.

These guidelines outline the general approach that should be used for dealing with behaviour management issues at MIS. It identifies, in broad terms, the common behaviour issues experienced, who is responsible for handling them and what possible outcomes might be.

Restorative Practice

A Restorative Practice model is in place at MIS and should be embedded as part of our practice when dealing with conflict between parties.

Restorative Practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. **A common misperception of Restorative Practice is that there is no punishment for the offender.** For Restorative Practice to meet its aims and be effective, it requires both justice for the victim and the community, and also reflection on the impact of the actions of the offender.

This guideline focuses on the Offender Responsibility part of a Restorative Practice process. The actions described in this guideline should always be conducted in the context of a Restorative Practice approach.
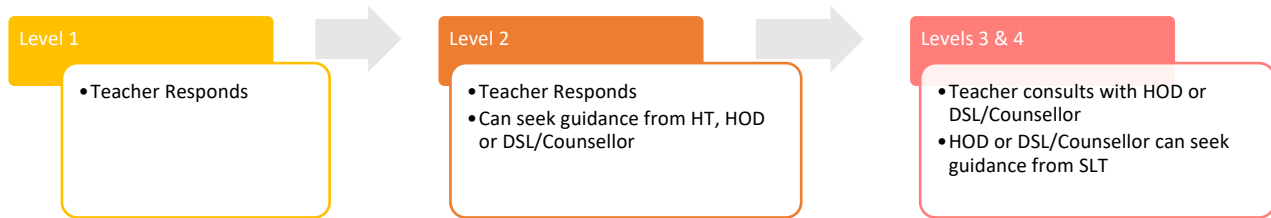
Behaviour Levels

This guideline uses a level system to classify behaviours and example responses. In general terms, problems are best solved by those closest to them. In a classroom context, this means that problems in the classroom as best dealt with by the subject teacher. They may consult others for advice and ideas, but by dealing with the problem themselves they demonstrate to students that the teacher is the person in control. Teachers run the risk of undermining their own authority with the students if they constantly defer or revert problems to another staff member. In the context of these guidelines, it is expected that, in most cases, the subject teacher will be the primary person responsible for establishing Positive Classroom Management practices and for Level 1 issues.

The aim of any intervention at a level is to change the behaviour of the child with minimal escalation as needed. Prior to escalating to a higher level ample opportunities should have been given for the student to change their behaviour.

Level 1		Level 2		Levels 3 & 4
• Teacher Responds	→	• Teacher Responds • Can seek guidance from HT, HOD or DSL/Counsellor	→	• Teacher consults with HOD or DSL/Counsellor • HOD or DSL/Counsellor can seek guidance from SLT

When to escalate behaviour concerns?

However, there will be certain situations and behaviours that require additional support from more senior members of staff. These behaviours would be those categorised in Level 2 and above and may include certain behaviours that have come about with no prior instances. In many cases the class teacher will still be involved but they may no longer be the staff member who is primarily responsible for dealing with the case. Behaviours such as these could also enter around Level 3, with the DSL consulting the Principal and progressing them to Level 4 if they believe the case is serious enough.

For certain behaviours there may not be a case for progression through the the levels and the teacher should seek guidance from the Head of Department. If ever in question, it is appropriate for the teacher to seak quidance from DSL to assess the appropriate steps forward.

Examples of this might include:

- **Fighting**
- **Verbal abuse of teacher**
- **Bullying**
- **High level Student Code of Conduct violations**
- **Illegal behaviours**
- **Hiding, stealing, damaging or destroying property**

- **Using offensive names or abusive language**
- **Sexual abuse, including making suggestive comments, touching or grabbing**
- **Making insulting comments about another's culture, gender, religious or social background**
- **Writing graffiti about others, including writing crude notes or making crude drawings**

In the examples above, behaviours that might be escalated without a progression are in bold, a common theme being they have an increased negative affect on others in the community. For further information on addressing higher level behaviors that include Harassment, Bullying and Discrimination please refer to the Anti Bullying policy. MIS is committed to providing a community that is safe and supportive. It is school policy that there should be no bullying, harassment, and or discrimination within the community according to the Anti Bullying Policy.

Positive Classroom Management

The starting point for behaviour management is developing best-practice classroom management techniques in order to stop negative behaviours before they surface.

- Building positive relationships with students
- Creating a cohesive classroom group
- Establishing mutual respect
- Using MIS values and merits
- Teaching appropriate curriculum
- Sending a letter or making a telephone call of concern

Level 1 – Low

Level 1 identifies common low level conflicts that occur in the classroom, with the expectation that the subject teacher will be the person primarily responsible for this resolution. It is expected that at this level the teachers would have contacted the parent(s) to discuss the issue before it escalates to Level 2.

- Off-task in lesson
- Repeated talking
- Distracting others
- Not following instructions
- Minor arguing
- Minor Student Code of Conduct infractions

Level 2 – Mild

At Level 2, the range of strategies employed by the subject teacher have not been effective. The student now receives intervention from both the subject teacher and HoD and\or the Homeroom teacher.

- Long-term work not being completed
- Continually off-task in lessons
- **Consistent disrupting other students**
- **Open disregard for teacher instruction**
- Repeated arguing
- **Mild or repeated Student Code of Conduct infractions**

Level 3 – High

Where the issue has been sustained over a prolonged period of time, with the student showing little evidence of changing their behaviour, a Principal is also brought into the intervention.

- Total disengagement with class
- **Behaviour impeding class progress**
- **Open and aggressive arguing**
- **Clear articulation of rejection of teacher**
- **Abuse of teacher**
- **High level behaviour breach, e.g. fighting**
- **Bullying, cyber-bullying, harassment and violence**
- **High level and consistent Student Code of Conduct infractions**

Level 4 – Acute

A student who reaches Level 4 has not responded to significant intervention by senior members of staff. The CEO is now involved as the student's behaviour may lead to their removal from the school.

- **Total breakdown in student engagement**
- **Continuous lack of response to senior staff**
- **Bullying, cyber-bullying, harassment and violence**
- **Use of illicit substances and or illegal behaviours**

Behaviour Levels

Positive Classroom Management
Overarching approach by all teachers to all students

Building positive relationships with students
Creating a cohesive classroom group
Establishing mutual respect
Use of MIS values and merits Appropriate curriculum
Letter or telephone call of concern
Discussion of issues with individuals or class

Level 1 – Low

Off task in lesson
Repeated talking
Distraction of others
Not following instructions
Minor arguing
Mild or repeated Student Code of
Conduct infractions

Level 1 – Example Responses
Responsible Person (RP) – *Teacher*

Warning
Shift seats / isolation
Removed from classroom
Use of demerits
After school or lunchtime detention
Parent contact

Level 2 – Mid

Long term work not being completed
Continually off task in lessons Consistent
disruption of other students
Open disregard for teacher instruction
Repeated arguing
Mild or repeated Student Code of Conduct
infractions

Level 2 – Example Responses
RP – Teacher / HT / HOD/DSL

Daily Progress Report
Teacher – Student meeting
Written agreements
Parent meeting
Internal suspension

Level 3 – High

Total disengagement with class
Behaviour impeding class progress
Open and aggressive arguing
Clear articulation of rejection of teacherAbuse of
teacher
High level behaviour breach e.g. fighting
Bullying, cyber-bullying, harassment & violence
High level and consistent Student Code of Conduct
infractions

Level 3 – Example Responses
RP – Teacher / HT/ DSL/P

Daily Progress Report Case
Conference Alternative
education plan Internal
suspension External
suspension
Conditions of Continued Enrolment (CCE)

Level 4 – Acute

Total breakdown in student engagement
Continuous lack of response to senior staff
Use of illicit substances
Illegal behaviours
Bullying, cyber-bullying, harassment & violence

Level 4 – Example Responses
RP – HT/DSL/ P / CEO

Internal suspension
External suspension
Conditions of Continued Enrolment (CCE)
Permanent Exclusion

Overarching Approach

> **Positive Classroom Management**
> **Overarching approach by all teachers to all students**
>
> Building positive relationships with students
> Creating a cohesive classroom group
> Establishing mutual respect
> Use of MIS values and merits, Appropriate curriculum,
> Letter or telephone call of concern,
> Discussion of issues with individuals or class

Overview

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organised, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimise the behaviours that impede learning for both individual students and groups of students, while maximising the behaviours that facilitate or enhance learning.

A traditional interpretation of effective classroom management may focus largely on "compliance" — rules and strategies that teachers may use to make sure students are sitting in their seats, following directions and listening attentively. A more encompassing view of classroom management extends to everything that teachers may do to facilitate or improve student learning, These practices are applied by all teachers to all students regardless of the behaviour level that a student may have reached currently or in the past. A more encompassing view would include factors such as:

Relationships
- Look to develop positive student relationships whenever possible
- Take an interest in each child
- Get to know students and let them get to know you

Behaviour
- a positive attitude
- encouraging statements
- the respectful and fair treatment of students

Environment
- Welcoming and well-lit classroom
- Intellectually stimulating learning materials
- Well organised

Expectations
- The quality of work that teachers expect students to produce
- The ways that teachers expect students to behave toward other students
- The agreements that teachers make with students

Materials
- Types of texts
- Equipment
- Online resources

Activities
The kinds of <u>learning experiences</u> that teachers design to engage student interests, passions, and intellectual curiosity

People Responsible

- Classroom Teacher
- Advice and guidance from other faculty members or teachers.

Example Strategies

Building positive relationships with students
Good teachers build good relationship with students. They doing this by being a role model of how to treat people. Teachers should always show students respect, even when the student is not reciprocating, and they should encourage them to be successful. Teachers should look for opportunities to reward good behaviour. These factors help to build positive relationships that in most cases will lead to improved behaviours from students.

Creating a cohesive classroom group
As the teacher you should make your classroom expectations clear. These work best if they are simple, direct, and specific. Students should also know that you are consistent in your approach to teaching and consequences for not following the rules.

Establishing mutual respect
Students should expect respect from teachers, and teachers should expect respect from students. Respect is established by positive interactions and through enforcement of the rules that maintain an effective learning environment.

Use of MIS values and merits
The school's MIS values can be a useful way to start conversations with students about the behaviour in the classroom. This can be in terms of their behaviour, but also in terms of their academic performance and development of character. The merit system is aligned to the MIS values can be used to record instances of behaviours that demonstrate our school values.

Appropriate curriculum
Departments work very hard to ensure that the curriculum is appropriate to needs of the learner. Problems can occur where there is a mis-match of learner ability and the requirements of the curriculum. Within the constants of the curriculum teachers should look to create activities that engage the learners and to differentiate instructions or work as necessary.

Letter of concern
It is the responsibility of the classroom to teacher to contact parents when there are issues in the classroom. A good approach to contacting parents is to do so 'early and often'. In nearly all cases parents are supportive of this approach and their help can go a long way to solving the problems. Parents are more likely to become upset if they are contacted at higher behaviour levels, when there was an opportunity for it to be resolved at Level 1 or 2.

Discussion of issues with individuals or class
It can be helpful to discuss issues that you may be experiencing with a particular student or group of students. These conversations should occur discreetly i.e. not in front of the class. These conversations aim to tell the student what the problem is and what needs to occur to fix it.

When the behaviour is to do with the overall class, and not specific to a student or small group of students, it may be worth having a class discussion to sort out the issues. A small investment doing this may save a lot of time and frustration.

Level 1

Level 1 – Low	Level 1 – Example Responses Responsible Person (RP) – *Teacher*
Off task in lesson Repeated talking Distraction of others Not following instructions Minor arguing Mild or repeated Student Code of Conduct infractions	Warning Shift seats / isolation Removed from classroom Use of demerits After school or lunchtime detention Parent contact

Overview

Level 1 represents low level negative behaviours that happen in the classroom which are the classroom teacher's responsibility to handle. It may be worth the classroom teacher discussing with colleagues how to handle the behaviours in order to see if other strategies could be used.

In order to escalate to Level 2, classroom teachers should have made contact with the parents\guardians first. If after that the behaviours become ongoing in nature an escalation to Level 1 might be warranted.

Responsible People

- Classroom Teacher
- Advice and guidance from other faculty members or teachers.

Example Responses

Warning
Students are informed that their current behaviour is not acceptable in class and they are told what the correct behaviour should be. This provides the child with an opportunity to correct their behaviour without any further intervention, and is often the first step in any behaviour management process.

Shift seats / isolation
Students can be moved away from peers if they are a distraction to those around. They may also be moved closer to the front of the classroom in order for them to be closer to the teacher.

Removed from classroom
If the student is impeding the learning of others you may ask them to leave the room for a period of time. This may be to just stand outside for a while, to the front office or to see the counsellor. It would not be expected that a student would be required to stand outside of class for longer than 10 minutes. If sent to the counsellor, a referrel note must be sent with the student.

Use of demerits
Demerits are recorded and are predominately used as a record of low level negative behaviour. An accumulation of demerits over time may cause the Homeroom teacher to speak with the student about that issue. They can also be used to help inform decisions about awards, leadership positions and progression.

After school or lunchtime detention
Where a student is not responding to in class consequences, they can be asked to return outside of classroom time. This has the effect of taking time away from them and also gives teachers an opportunity to have a personal in depth conversation about the changes the student needs to make. If a student serves a lunchtime detention they should be given the opportunity to eat lunch during that time.

Parent contact
The vast majority of parents appreciate teacher's informing them if their child is having an issue at school. They can then act as a support and reinforcement from home, which can be highly effective.
Before a student is escalated to Level 2 parental contact should have been made.

Level 2

Level 2 – Mid
Long term work not being completed
Continually off task in lessons Consistent disruption of other students
Open disregard for teacher instruction
Repeated arguing
Mild or repeated Student Code of Conduct infractions

Level 2 – Example Responses
RP – Teacher / Homeroom Teacher / HOD/DSL

Daily Progress Report
Teacher – Student meeting
Written agreements
Parent meeting
Internal suspension

Overview

Level 2 represents negative behaviours that have become established within the classroom. Teachers have used Level 2 strategies and have contacted the parents, but the student continues with the behaviours. At this stage, the Head of House or in some cases the Head of Faculty will become involved in the intervention. Depending on the nature of the issues, the Pastoral Support Team (PST) may assist the teacher and Head of House to identify and respond to any emotional issues that may be influencing the behaviour.

Responsible People

- Classroom Teacher
- Homeroom teacher
- Head of Department/DSL

Example Responses

Daily Progress Report (DPR)
The student is placed on a DPR (see DPR Example) for a period of time. This provides feedback to the Home Room teacher about the student's behaviour and if there are any patterns e.g. subjects, time of day etc.

Teacher – Student meeting
A meeting may be called between the teacher, senior staff member and student to discuss what is occurring and what each party will do to resolve the situation. Some actions may be decided which are understood by all.

Written agreements
It may be necessary for a written agreement to be made by the student where they commit to change. Written agreements can be useful if the student has difficulty remembering what is required of them. They also help to identify the exact issue and responses that will follow. They can be referred to if the commitments made by the student are not met.

Parent meeting
A meeting is a good signal to parents that the school does not accept the behaviour of the student. It provides an opportunity for the school to explain the situation and for staff members to express what is happening and how they have responded to it. It also allows the parents to provide any explanation and for a dialogue to occur with a view to finding a solution that works.

Internal suspension

The purpose of an internal suspension is to demonstrate to the student and their family that the student's behaviour is such that for a short period of time they are not able enter the classroom or common areas such as the canteen. When the suspension period is over a senior member of staff, normally a Principal, will meet with the student prior to their re-entry into the school community.

Level 3

Level 3 – High	Level 3 – Example Responses *RP – Teacher /DSL/ P*
Total disengagement with class Behaviour impeding class progress Open and aggressive arguing Clear articulation of rejection of teacher Abuse of teacher High level behaviour breach e.g. fighting Bullying, cyber-bullying, harassment & violence High level and consistent Student Code of Conduct infractions	Daily Progress Report Case Conference Alternative education plan Internal suspension External suspension Conditions of Continued Enrolment (CCE)

Overview

Level 3 is when it is clear that the student is not responding to interventions at the DSL and Head of Department level, and the behaviours are sustained or getting worse. At Level 3 the Principal will be involved in working with all parties in order to resolve the problem. At Level 3 the student is demonstrating a lack of desire or ability to change their behaviour to the point where external suspension from the school community may be necessary.

High level behaviour breaches, such as fighting or similar should be reported immediately to DSL or P.

Responsible People

- Classroom Teacher (in cases of Level progression in their class)
- DSL
- Principal

Example Responses

Daily Progress Report
The student is placed on a DPR for a period of time. This provides feedback to the Home Room teacher about the student's behaviour and if there are any patterns e.g. teachers, subjects, time of day etc.

Case Conference
A Case Conference is a type of parent meeting, but typically has more participants for example DSL, Counsellor for emotional issues and HOD for failing students. A Case Conference may be called when the issues are complex and interwoven. Their purpose is to have all relevant parties together to formulate a way forward. Case Conferences are not solely used in behaviour management cases and may be widely used when there are no behaviour issues.

Alternative education plan
An alternate education plan is when a specific plan is made for the student. Often, but not exclusively, an alternate education plan is formed from the basis of external parties' recommendations, such as a Psychologist or Psychiatrist. They outline specific actions that will be taken by the school and student to mitigate unwanted behaviours. Alternate education plans need to take into account what is reasonable for a school to implement, given the needs of others in the student cohort

Internal suspension

For mid-level behaviours that are on the serious side, it may be necessary to internally suspend the student. The purpose of an internal suspension is to demonstrate to the student and their family that the student's behaviour is such that for a short period of time they are not able enter the classroom or common areas such as the canteen. When the suspension period is over a senior member of staff, normally a Principal, will meet with the student prior to their re-entry into the school community.

External suspension

Where behaviours are of a serious nature and in clear contravention of community expectations, students may be suspended from coming to school. This demonstrates to them and their family that the school is at a point where the student is not able to participate in any school activities. When the suspension period is over a senior member of staff, normally the Principal or CEO, will meet with the student prior to their re-entry into the school community.

Conditions of Continued Enrolment (CCE)

A Conditions of Continued Enrolment letter states the conditions upon which the student's continued enrolment at the school depends. The student and family are made aware that breaches of the conditions may lead to the exclusion of the student from the school.

Level 4

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Level 4 – Acute

Total breakdown in student engagement Continuous lack of response to senior staff
Use of illicit substances
Illegal behaviours
Bullying, cyber-bullying, harassment & violence

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Level 4 – Example Responses
RP – DSL/ P / CEO

Internal suspension
External suspension
Conditions of Continued Enrolment (CCE)
Permanent Exclusion

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Overview

A student who reaches Level 4 has not responded to significant intervention by senior members of staff. The CEO is now involved as the student's behaviour is such that it may lead to their removal from the school.

High level behaviour breaches, such as illegal behaviours or use of illicit substances or similar should be reported immediately to DSL or P.

Responsible People

- DSL
- Principal
- CEO

Example Responses

Internal suspension
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Conditions of Continued Enrolment (CCE)
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Permanent Exclusion
Permanent Exclusion is when a student has their enrolment at the school terminated. It may be on the basis of a progression of behaviours over time and an inability to adhere to school expectations, or it may be based on a single event of significance.

Merits

Purpose

The purpose of Merits it to acknowledge and reward students for conduct that is inline with the school's MIS values. Merits are used at the House level publicly recognise students who are demonstrating the values that the school is looking to instil in its students. They should be used as a part of Positive Classroom Management (PCM) strategy.

PCM

Student merits are also used when gathering information about students for whole of school awards or leadership positions.

Merit Examples

Merits are recorded in Teachmint under the Rewards and Conducts tab (to be implemented when developed by Teachmint)

Once the student has been selected the merit is awarded d under one of the MIS values, some examples of what might be appropriate are shown below:

Integrity
"Sets an example in class of how to study and complete work"
"Helped at demonstration booths for Science department at Open House"
"Helped present the Ngwe Saung/St. Mary's Orphange trip presentation in assembly"
"Representing the school in the successful U19 Volleyball team"

Kindness
"Showed care for others in class when they prepared for presentations"
"Gave a talk during Assembly time"
"Helped a student who was in distress to calm down."
"Generously volunteered her own time to help with the Community Club Fundraising."

Responsibility
"Reported an act of academic dishonesty"
"Great attitude in Volleyball lessons with less able."
"Helped out in dismantling of Founder's Day Decorations"
"Found and returned a lost wallet"

Lifelong Learning
"Attended all extra support sessions"
"Excellent effort in Mathematics lesson"
"Fantastic research and poster on Pascal Triangle."
"Worked hard to understand concepts in GP"

Respect
"Well prepared presentation and delivery"
"Helping with a school tour"

"Outstanding performance during Choir Concert"
"Excellent contribution to Thadingyut Festival"

Demerits

Purpose

The purpose of Demerits is to record instances where students have not met the expected standards of an MIS students. As with Merits, Demerits are used when gathering information about students for whole of school awards or leadership positions.

Demerits can be given for Academic issues or for Behaviour issues, which are categorised using the Level system. Most Demerits should be categorised a Level 1 – Low, however Demerits can be recorded under Levels 2 – 4 if required. However, behaviours that fall under Levels 2 – 4 require more action than awarding a Demerit.

Please note, that most Demerits should fall under either Academic or Level 1 – Low

Demerit Examples

TEACHER ISSUED DEMERITS

Academic
"Did not complete required homework since last week"
"Has not submitted her Art homework."
"Did not prepare for presentation"
"Failed to submit Practical on Osmosis for Biology."
"Did not hand in assignment for Chapter 1."
"Did not submit project on time"
"Copied homework from another student"

Academic

Level 1 – Low
"Did not bring sports kit to PE lesson"
"Caught using the school lifts which are out of bounds to students"
"Keeps on talking to Jack and reluctant to return to her seat despite reminders."
"3rd time did not bring textbook and/or file to class this term"
"Distracting his friends in class."
"Did not bring her calculator even though she was told to bring it for every lesson."
"Did not attend a detention despite reminder."
"Playing computer games on his device rather than doing work"
"Talking during silent work"

Level 1

HOD or DSL ISSUED DEMERITS

Level 2 – Mid

Level 2

"No work submitted for the entire term"
"Student removed from class by HOD/DSL on several occasions"

Level 3 – High
"Student internally suspended."

Level 3

Level 4 – Acute

"Student externally suspended

Level 4

DPR Example

Purpose

Students placed on Daily Progress Reports (DPRs) are monitored for each lesson that they have. The DPR may be generic in nature, or they may have some custom columns on it that are specific to that student. These are decided by the DSL/Principal.

After the end of the review period, typically a couple of weeks, the DPRs are evaluated to see if the student's behaviour has improved or not. This provides feedback from a range of teachers over a period of time, which allows reasonable judgments to be made about the student's behaviour.

Process

Students on a DPR collect them at the start of the day and carry them to each lesson. At the start of the lesson they present it to the teacher. At the end of the lesson, the teacher then writes in the subject and ticks columns the student has performed well in. Where they have not met expectations a cross is placed, along with a comment.

The students return this form to the DSL/Homeroom teacher at the end of the day. This process is then repeated throughout the review period.

SLT Detentions

An SLT detention can be assigned by SLT, HOD or DSL and is reserved for attendance or academic work according to the following guidelines.
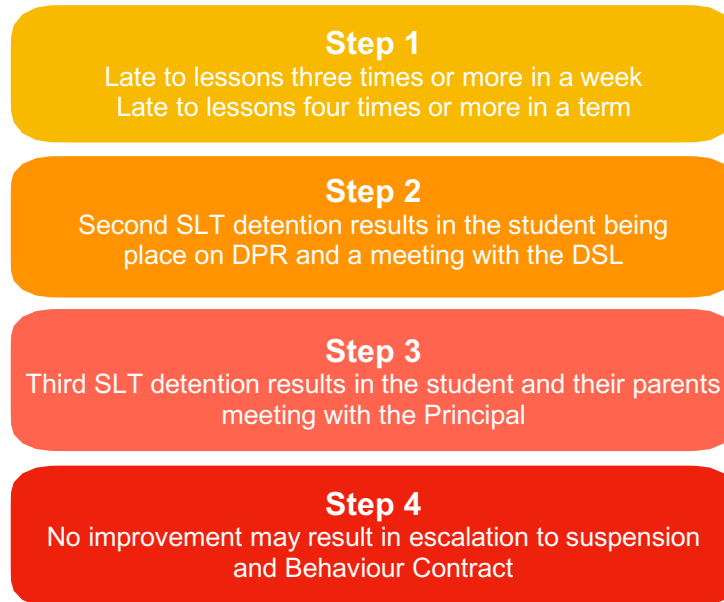
Academic

If a student has had repeated attempts at making up missing work the classroom teacher will discus with their HOD the merits of having student attend an SLT detention. Please note teachers should not assign detention prior to HOD approval. Teachers and HODs' can be guided by a "Three Strikes" example of giving chances within the classroom first before assigning a detention. Continual academic issues should be escalated from the Subject Teacher to the HOD, then to the Principal level particularly if it relates to successfully completion of studies e.g. IGCSE.

Attendance

Students who are **late three or more times to lessons**, or who have an **unexplained lesson absence** (N), will have their names sent to their respective Homeroom teacher. The Homeroom teacher will then meet with he students and if there are no mitigating circumstances the Homeroom teacher will place the student on SLT detention, and the student's parents are informed.

There is a step process for accumulating detentions which works on a similar principle of the Level system.

Step 1
Late to lessons three times or more in a week
Late to lessons four times or more in a term

Step 2
Second SLT detention results in the student being place on DPR and a meeting with the DSL

Step 3
Third SLT detention results in the student and their parents meeting with the Principal

Step 4
No improvement may result in escalation to suspension and Behaviour Contract

Step 4 notes
Suspensions can only be issued by a P/CEO. The length and nature of the suspension is at the discretion of the P/CEO (2-5 days) and if alternative penalties are more suitable for the case, they may be issued in lieu of a suspension.

Late Accumulation Resetting

The accumulative count for lates is reset to zero in the following circumstance:
- After the student has completed a detention for the accumulation
- At the beginning of each new term
- At the Principal's discretion.

Detention Accumulation Across Terms

At the end of each school term the Step that the student is on resets to zero.

However, DSLs and Principal's should monitor students who are accumulating multiple detentions across terms. If they determine that the student would benefit from being escalated to a Step 3 even though they have not accumulated three detentions in a single term, the Principal may do so in consultation with the Homeroom teacher.

Prepared By	Approved By	Review + Revised	Reviewed By	Next Review
CEO				T1 2025