



DUBAI GEM PRIVATE SCHOOL

STRIVE FOR EXCELLENCE

Behaviour Policy – 2025-2026



Written by:	Ms. Parie Stoneman	Last Review:	September 2025
Position:	Principal	Next Review Date:	September 2026

1. Introduction

At Dubai Gem Private School, we are committed to fostering a positive and inclusive environment that promotes respect, responsibility, and resilience. This behaviour policy outlines the guidelines for both teachers and students, the levels of behaviour, and the appropriate sanctions and restorative practices to ensure a safe and conducive learning environment. Our behaviour policy is designed to encourage positive behaviour, support student well-being, and ensure a harmonious school community

2. Aims

The aims of this policy are to:

- Promote a positive and respectful school culture.
- Encourage good behaviour and academic effort through recognition and rewards.
- Establish clear expectations for student behaviour.
- Provide a structured approach to managing and improving behaviour.
- Ensure the safety and well-being of all students and staff.
- Engage parents as partners in promoting positive behaviour.

3. Objectives

- To provide clear guidelines on the expected standards of behaviour.
- To ensure consistency in managing behaviour across the school.
- To promote restorative justice and positive behaviour reinforcement.
- To identify poor behaviour and apply appropriate sanctions.

4. Promoting Positive Behaviour

- **Incentives for Positive Behaviour**

We believe in the power of praise and recognition to foster positive attitudes towards learning and good behaviour. Staff are encouraged to acknowledge students' positive contributions to their class or school community, efforts with schoolwork, progress, and attainment.

5. Ensuring Positive Behaviour

5.1. House Points

Each child will be assigned to a House - of which there are four:

MAKTOUM HOUSE
AHMED HOUSE
RASHID HOUSE
HAMDAN HOUSE

Students are awarded House points

5.1.1. Points awarded for demonstrating positive behaviour and exemplifying the school's core values and High-Performance Learning Values Attitudes and Attributes. These are totaled weekly and shared with class teachers and then added to the schools combined totals to celebrate in assembly.

5.1.2. Points gained through House Competitions - These are organised throughout the year and are based on building and developing a variety of skills.

House points are celebrated across the school during weekly assemblies and House Point announcements. Across the whole school House points are used consistently, which promotes collaboration and community team spirit.

6. Behaviour for Learning

Successful learning and good behaviour are underpinned by well-planned lessons, clear objectives, familiar routines, regular assessment, and positive classroom practices. Despite these efforts, some students may occasionally exhibit unacceptable behaviour, which will be addressed through appropriate sanctions.

7. Monitoring Student Behaviour

Our aim is to have a structured approach to behaviour management which both staff and students can understand and follow at all times.

- Teacher C Counsellor Referrals
- Behaviour Tracker
- Call Outs
- Report Cards
- Attendance C Punctuality
- Parent Feedback
- Classroom management techniques
- Meetings and reviews

8. Roles and Responsibilities

8.1. Teachers

- Implement the behaviour policy consistently and fairly.
- KSL C SLT members use restorative practices to address conflicts C behavioural issues.
- Model positive behaviour and set clear expectations.
- Communicate with parents and guardians regarding their child's behaviour.
- Provide support and guidance to students to help them improve their behaviour by following the suggested strategies:

- **Strategies to Promote Positive behaviour**

A. Verbal Recognition:

- Verbal praise to the student(s) concerned.
- Public praise in class or assembly.
- Arranging for the student, and in some cases their parents, to meet the Principal for outstanding recognition.

B. Written Recognition:

- Written comments on students' work as positive reinforcement to promote good behaviour.
- Positive comments shared via TEAMS, Seesaw and Workbooks.
- Issuing certificates, letters of appreciation, merit awards, and praise postcards.
- Featuring students' names/photographs on notice boards not only for academic performance, but also for good behaviour (e.g., 'Star of the Week/Student of the Month').
- Displaying students' work around the school.
- Publishing students' work in school newsletters for exceptional work and extra work.
- Showing students' work to the Senior Leadership Team and Principal.
- Sending letters/emails from KSL and/or SLT to their parents.
- KSL/SLT recommendation to Principal to send a Principal's letter to students and/or their parents.

C. Material/Financial Recognition:

- Academic awards and trophies.
- Sports medals and trophies for competitions.
- Prizes, such as books for winning entries in competitions.
- Book tokens or vouchers.
- Monthly C Termly certificates for classes.
- Privileges such as free period for games etc.

D. Participation in Special Events or Activities:

- Participation in school trips and/or award ceremonies

E. Positive Behaviour Reinforcement

- Praise and Recognition: Acknowledging good behaviour in class and assemblies.
- Merit System: Rewarding students with points or certificates for positive actions.
- Behaviour Awards: End-of-term awards for consistently positive behaviour.

8.2. Students

- Adhere to the school's behaviour expectations.
- Show respect to peers, teachers, and school property including buses, outside property while on trips etc.
- Take responsibility for their actions and behaviour.
- Participate in restorative practices when conflicts arise.

G. Behaviour Expectations

- Exhibit positive Behaviour
- Respecting others and school property.
- Being punctual and prepared for lessons.
- Following instructions from teachers and staff.
- Engaging positively in class and school activities.
- Adhering to school rules and regulations including following the uniform code.

10. Unacceptable Behaviour

- Disrespect towards peers and staff.
- Disruption in class (including talking, laughing, arguing with teacher etc).
- Bullying or harassment.
- Damage to school property.
- Any form of violence or aggression towards students or staff members.
- Long Absenteeism / Truancy.

11. Levels of Behaviour and Sanctions

Level	Class Teacher Approach	Possible Action:	By Whom:
<p>Level 1: Minor Misbehaviour</p> <p>Examples include but are not limited to →</p>	<ul style="list-style-type: none"> ▪ Repeated talking in class. ▪ Distracting others. ▪ Not being prepared for lessons. ▪ Deliberate littering. ▪ Chewing gum. ▪ Being late to lessons/assemblies. ▪ Improper dress code. ▪ Failure to complete assignments. ▪ Using inappropriate language. ▪ Eating or drinking in class. ▪ Bringing unauthorised food. ▪ Fighting / arguing with peers. 	<ul style="list-style-type: none"> ▪ Reminder or warning. ▪ Name placed on the board. ▪ Seesaw and GCR / Teams message. ▪ Removal to another teacher in the block and recorded on the behaviour tracker. ▪ Phone call home. ▪ Meeting with parents, ▪ Level1 paperwork signed 	<ul style="list-style-type: none"> ▪ Classroom Staff ▪ Counsellors <p>Parent Involvement:</p> <ul style="list-style-type: none"> ▪ Discuss the issue with the child. ▪ Meet staff and sign Level 1 paperwork.
<p>Level 2: Middle-Level Misbehaviour</p> <p>Examples include but are not limited to →</p>	<ul style="list-style-type: none"> ▪ Repeated low-level behaviours. ▪ Disruptive behaviour in corridors. ▪ Walking out of lessons without permission. ▪ Consistent lack of engagement. ▪ Misuse of ICT, social networking, or cyberbullying. ▪ Graffiti ▪ Taking other's properties ▪ Damaging peer's belongings ▪ Not respecting personal space 	<ul style="list-style-type: none"> • Phone call home, meeting with Year Lead (YL) in Primary and Key Stage Leaders (KSL) in Secondary with parents, Level 2 paperwork completed. • Student will be monitored for one week 	<ul style="list-style-type: none"> • Year Level Leads • Counsellors • SLT <p>Parent Involvement:</p> <ul style="list-style-type: none"> • Discuss child's behaviour and ensure adherence to school rules. • Year Lead & KSL to discuss with SLT on agreed action and sign Level 2 paperwork. • Check and sign KSL/YL's report daily
<p>Level 3: High-Level Misbehaviour</p> <p>Examples include but are not limited to →</p>	<ul style="list-style-type: none"> ▪ Repeated middle-level behaviours. ▪ Fighting/bullying. ▪ Persistent defiance ▪ Swearing, abusive language. ▪ Theft, smoking, or damaging school property ▪ Carrying banned items to school 	<ul style="list-style-type: none"> • Immediate removal from class, urgent meeting with parents. • Internal detention. • Vice principal report. 	<ul style="list-style-type: none"> • VP & Head of Primary (HOP) • SLT • KSL <p>Parent Involvement:</p> <ul style="list-style-type: none"> • Discuss child's behaviour and ensure adherence to school rules. • Discuss with VP&HOP agreed action and sign Level 3 paperwork.

			<ul style="list-style-type: none"> • Check & sign VP & HOP report daily.
<p>Level 4: Extreme-Level Misbehaviour</p> <p>Examples include but are not limited to ➡</p>	<ul style="list-style-type: none"> • Repeated high-level behaviours. • Assault or threats against staff. • Severe bullying. • Academic dishonesty • Parent's doing student's work. 	<ul style="list-style-type: none"> • Fixed-term suspension or permanent exclusion. • 3–5-day suspension and meeting with parents to set a Pastoral Support Plan. • VP/Principal report and meeting to set a Pastoral Support Plan 	<ul style="list-style-type: none"> • Principal • VP & HOP • KSL • SLT <p>Parent Involvement:</p> <ul style="list-style-type: none"> • Discuss child's behaviour and ensure adherence to school rules. • VP/ HOP discusses with Principal on agreed action and sign Level 4 paperwork. • Check and sign Principal's report daily. • Support Plan implemented.

12. Restorative Justice Practices

- Restorative Conversations: Engaging students in discussions to understand the impact of their behaviour and how to make amends.
- Mediation Sessions: Facilitating meetings between conflicting parties to resolve issues amicably.
- Restorative Circles: Group discussions to build community and address collective concerns.

13. Monitoring and Review

- Regular review of the behaviour policy by the Senior Leadership Team.
- Gathering feedback from teachers, students, and parents.
- Adjusting the policy as needed to address emerging issues and improve effectiveness.

14. Communication

- Clear communication of behaviour expectations to students at the start of the year via handbooks, orientation etc.
- Regular updates and reminders through school newsletters and assemblies.
- Transparent reporting of behaviour incidents and resolutions to parents via emails, PTMs, one on one meeting with parents for serious incidents.

15. Incidents s Reports

❖ First-Time Incidents

• Minor Incidents:

- Conduct a conversation with the student, depending on the severity.
- Complete the relevant incident form detailing the action taken (e.g., verbal discussion, verbal warning, or student completing a reflection sheet).
- Ensure all documentation is signed by yourself, the student, and the teacher involved.

• Serious Incidents:

- Complete the incident form as above.
- Inform parents via a phone call or arrange a face-to-face meeting.
- Record the parent communication and include it in the documentation.

❖ Escalation of Sanctions

• Second and Subsequent Incidents:

- Escalate sanctions as follows:

1. Break detention
2. Lunch detention
3. After-school detention (timings: 2:15-3:15, 2:45-3:30, and finally 2:45-4:00 based on severity and repetition).

❖ For each step, ensure:

1. Incident forms are completed.
2. Students complete a reflection sheet.
3. Documentation is signed by you, the student, and the parents.

3. Persistent or Level 4 Incidents

- Examples: vandalism, bullying, fighting, physical or emotional harm, vaping.

- Actions:

One-day Internal Suspension:

- Complete and sign all necessary paperwork.
- Have the student and parents sign the forms. If parents cannot attend, scan and share a copy, but encourage an in-person meeting.
- Inform parents of the consequences if the behaviour persists.
- Evidence of work completed by the student
- Must be followed up with a counselling session by KSL

Three-Day Internal Suspension:

- Require a parent meeting.
- Document and notify them of the action taken.
- For repeated offences, escalate to a **three-day internal suspension**, ensuring all forms are completed and signed.

4. Final Escalation: External Suspension

- **Before initiating external suspension:**
 - Submit all completed paperwork for review.
 - Ensure evidence of all steps taken to support and reprimand the student is documented.
 - Parents and students must have signed all forms, and a meeting must occur to discuss the severity of the situation.

Additional Notes

- Always use the appropriate warning forms.
- If a new incident arises that requires a different template, please inform me so we can create one.
- Counselling may be included at various stages as a positive reinforcement strategy. This can involve:
 - Yourself
 - School counsellor
 - Escalation to Pavitra, the Vice Principal and then the Principal.

15. School Bus Behaviour Policy

Objective:

To ensure the safety and wellbeing of all students while using school transportation services.

Expectations for Student Behaviour on School Buses:

Follow Instructions:

Students must listen to and follow all instructions given by the bus driver and any other supervising staff.

Students should board and exit the bus in an orderly manner, following the driver's and nanny's directions.

Safety Rules:

- Remain seated at all times while the bus is in motion.
- Keep aisles clear of backpacks, feet, and other obstacles.
- Use seat belts if provided.
- Keep heads, hands, and arms inside the bus at all times.
- Do not throw objects inside or outside the bus.

Respectful Conduct:

- Speak quietly and use appropriate language.
- Treat the bus driver and fellow students with respect.
- No fighting, bullying, or any form of physical or verbal abuse.
- Avoid distracting the bus driver.
- Avoid the use of devices in the bus.

Prohibited Items:

- Do not bring food, drinks, or gum onto the bus.
- Prohibited items such as weapons, drugs, or any dangerous materials are not allowed on the bus.

Cleanliness:

- Keep the bus clean and tidy.
- Dispose of trash properly.

Consequences for Misbehaviour:

Failure to adhere to the school bus behaviour policy may result in disciplinary actions, including but not limited to:

Verbal Warning:

The bus driver or supervising staff will issue a verbal warning for minor infractions.

Written Warning:

A written warning will be issued for repeated or serious misbehaviour, and parents/guardians will be notified.

Temporary Suspension:

Students may be temporarily suspended from using school transportation services for severe or repeated violations.

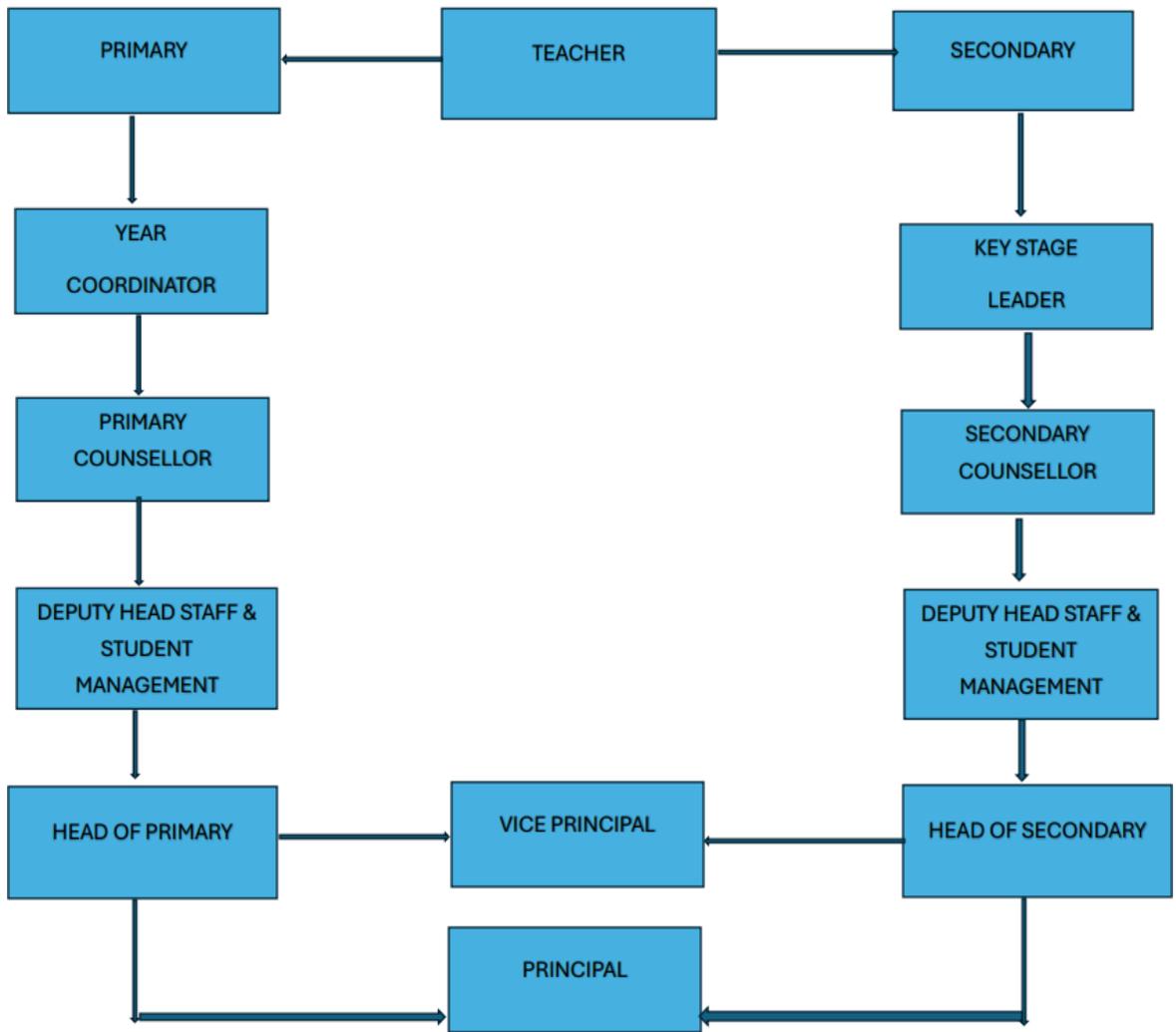
Permanent Exclusion:

For extreme or continued misbehaviour, students may be permanently excluded from school transportation services.

Parental Responsibility:

Parents/guardians are encouraged to discuss these rules with their children and ensure they understand the importance of following them for their safety and the safety of others.

BEHAVIOUR FLOW CHART



Appendix

Template Letters

1. Behaviour Warning Letter

(Date)

Dear [Parent/Guardian],

We are writing to inform you about a recent incident involving your child, [Student Name], in which they [describe incident]. This behaviour is not in line with our school's expectations.

We kindly request your support in discussing this matter with [Student Name] to ensure it does not happen again.

Please contact us if you have any questions.

Sincerely,

[Teacher's Name]

2. Parent-Teacher Meeting Request

[School Letterhead]

[Date]

Dear [Parent/Guardian],

We would like to invite you to a meeting to discuss [Student Name]'s recent behaviour. The meeting is scheduled for [date and time].

Your presence is important to help us work together to support [Student Name].

Sincerely,

[Teacher's Name]

3. Suspension Notification

[School Letterhead]

[Date]

Dear [Parent/Guardian],

We regret to inform you that [Student Name] has been suspended for [number] days due to [reason for suspension]. During this time, [Student Name] is expected to complete assigned work and reflect on his/her actions.

We will arrange a meeting to discuss the next steps upon his/her return.

Sincerely,

[Principal's Name]

4. Behaviour Contract

Name:

Date:

This agreement is made between [Student Name], [Parent/Guardian], and Dubai Gem Private School to support positive behaviour. [Student Name] agrees to:

[Behaviour Expectation 1]

[Behaviour Expectation 2]

[Behaviour Expectation 3]

Failure to adhere to this contract may result in further sanctions.

Signed,

[Student Name] [Parent/Guardian] [Teacher/Principal]

5. Incident Report

Student Details

Name:
Class:
Incident reported by:

Description of Incident:

Date:	Time:	
Incident Details: (How the incident happened, factors leading to the event and what took place. Be as specific and detailed as possible.)		
Follow Up Recommendation:		

Reported by

Name:			Date:
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Signature:

Form Teacher: _____

KSL: _____

School Counsellor: _____

SLT: _____

Behaviour Report Card

1. Classroom Behaviour:

Behaviour	Excellent	Good	Satisfactory	Needs Improvement	Comments
Follows instructions					
Participates in class activities					
Completes assignments on time					
Stays on task					
Respects classroom rules					

2. Social Behaviour:

Behaviour	Excellent	Good	Satisfactory	Needs Improvement	Comments
Cooperates with peers					
Shows respect to teachers/staff					
Demonstrates kindness					
Handles conflicts appropriately					
Demonstrates leadership					

3. Personal Responsibility:

Behaviour	Excellent	Good	Satisfactory	Needs Improvement	Comments
Takes responsibility for actions					
Maintains organized materials					
Shows initiative					
Demonstrates self-control					
Comes prepared to class					

Teacher Comments:

Student Reflection:

Signatures:

- **Teacher:** _____
- **Student:** _____
- **Parent/Guardian:** _____

Notes:

- This report card should be used as a tool to provide constructive feedback.
- Regular updates and discussions between teachers, students, and parents are encouraged.
- Positive reinforcement and goal setting are key to improving behaviour.

Dubai Gem Private School Incident Report Form

General Information:

- Date of Report: _____
- Time of Report: _____
- Report Completed By: _____
- Role (e.g., Teacher, Staff, Student): _____

Incident Details

1. Incident Information:

- Date of Incident: _____
- Time of Incident: _____
- Location of Incident: _____

2. Individuals Involved:

Name/s: _____ Role (e.g., Student, Teacher, Staff): _____

Name/s: _____ Role (e.g., Student, Teacher, Staff): _____

Name/s: _____ Role (e.g., Student, Teacher, Staff): _____

Year/Class (if applicable): _____

(Add additional lines as necessary for all individuals involved)

Description of Incident

3. Incident Description:

- Describe the incident in detail: (Include what happened, how it happened, and any contributing factors)

4. Witnesses (if any):

Name: _____

Role (e.g., Student, Teacher, Staff): _____

Name: _____

Role (e.g., Student, Teacher, Staff): _____

(Add additional lines as necessary for all witnesses)

Immediate Actions Taken

5. Actions Taken Immediately Following the Incident:

-
-
-

6. Were Parents/Guardians Notified?

- Yes
- No
- If Yes, by whom and when?
- Name: _____
- Date & Time: _____

Follow-Up Actions

7. Follow-Up Actions Required:

-
-

8. Additional Comments/Notes:

-
-

Signatures:

Reporter Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

Instructions:

- Complete all sections of this form to the best of your ability.
- Submit the completed form to the school administration office within 24 hours of the incident.
- Attach any additional documentation (e.g., photos, witness statements) if available.

Student Reflection Form

Student Information:

Name: _____

Year/Class: _____

Date: _____

Reflection Questions

1. What happened? (Describe the situation or incident):
2. How did you feel during the situation? (Describe your emotions and thoughts):
3. What did you do in response to the situation? (Describe your actions):
4. What were the consequences of your actions? (Describe the outcomes and impact on yourself and others):
5. What could you have done differently? (Describe alternative actions or responses):
6. What did you learn from this experience? (Describe any lessons or insights gained):

Goal Setting

7. What are your goals for the future? (Describe specific goals related to behaviour, academics, or personal growth):
8. What steps will you take to achieve these goals? (Describe the actions you will take to reach your goals):
9. Who can help you achieve these goals? (Identify people who can support you (e.g., teachers, parents, friends):

Signatures:

• Student: _____

• Teacher: _____

• Parent/Guardian: _____

Instructions:

- Take your time to answer each question thoughtfully.
- Discuss your reflections with your teacher or counsellor if needed.

Internal Detention Form

Student Name: _____

Year/Class: _____

Date of Detention: _____

Duration of Detention: _____

Reported By: _____

Role (e.g., Teacher, Staff): _____

Detention Details

1. Incident Information:

Date of Incident: _____

Time of Incident: _____

Location of Incident: _____

2. Description of Incident: (Provide a detailed description of the incident leading to the Detention):

3. Individuals Involved:

Name: _____ Role (e.g., Student, Teacher, Staff): _____

(Add additional lines as necessary for all individuals involved)

Reasons for Detention

4. Specific Reasons for Detention:

- Disruptive behaviour
- Insubordination
- Fighting
- Bullying/Harassment
- Damage to property
- Academic dishonesty
- Other (please specify): _____

5. Previous Interventions (if any): (List any previous actions taken to address the behaviour):

Actions Taken

6. Immediate Actions Taken: (Describe any immediate actions taken following the incident):

7. Parent/Guardian Notification:

- **Were parents/guardians notified?**

Yes

No

If Yes, by whom and when?

Name: _____

Date s Time: _____

8. Conditions of Detention: Describe any conditions or expectations during the Detention period (e.g., assignments to be completed, counselling sessions):

Follow-Up Actions

G. Post- Detention Plan: (Describe any follow-up actions or support planned for the student after the Detention period):

Signatures:

Teacher/Staff Reporting: _____

Date: _____

Administrator: _____

Date: _____

Student: _____

Date: _____

Parent/Guardian: _____

Date: _____

Instructions:

- Complete all sections of this form accurately and thoroughly.
- Ensure that the student and parent/guardian understand the reasons for the detention and the conditions associated with it.
- Submit the completed form to the school administration office and provide a copy to the parent/guardian.

External Suspension Form

Student Name: _____ Year/Class: _____

Date of Suspension: _____ Duration of Suspension: _____

Reported By: _____ Role (e.g., Teacher, Staff): _____

Suspension Details

1. Incident Information:

Date of Incident: _____ Time of Incident: _____

Location of Incident: _____

2. Description of Incident: (Provide a detailed description of the incident leading to the suspension):

3. Individuals Involved:

Name: _____ Role (e.g., Student, Teacher, Staff): _____

(Add additional lines as necessary for all individuals involved)

Reasons for Suspension

4. Specific Reasons for Suspension:

- Disruptive behaviour
- Insubordination
- Fighting
- Bullying/Harassment
- Damage to property
- Academic dishonesty
- Drug/Alcohol possession or use
- Theft
- Other (please specify): _____

5. Previous Interventions (if any): (List any previous actions taken to address the behaviour):

Actions Taken

6. Immediate Actions Taken: (Describe any immediate actions taken following the incident):

7. Parent/Guardian Notification:

Were parents/guardians notified?

Yes

No

If Yes, by whom and when?

Name: _____ **Date s Time:** _____

8. Conditions of Suspension: Describe any conditions or expectations during the suspension period (e.g., assignments to be completed, counselling sessions):

Follow-Up Actions

G. Post-Suspension Plan: (Describe any follow-up actions or support planned for the student after the suspension period):

Signatures:

Teacher/Staff Reporting: _____ **Date:** _____

Student: _____ **Date:** _____

Parent/Guardian: _____ **Date:** _____

Instructions:

- Complete all sections of this form accurately and thoroughly.
- Ensure that the student and parent/guardian understand the reasons for the suspension and the conditions associated with it.
- Submit the completed form to the school administration office and provide a copy to the parent/guardian.

Dubai Gem Private School

Subject: Warning Letter Regarding (Student Name)

Date:

Dear (Parent/Guardian Name),

I hope this letter finds you well. I am writing to inform you about a recent incident concerning your child, (Student Name), who is enrolled in (Year/Section).

Details of the Incident

Date of Incident:

Time of Incident:

Location:

Description of Incident: On (date), (Student Name) was involved in an incident that (briefly describe the incident). This behaviour is not in line with the school's expectations and code of conduct.

Reasons for Warning

The following points outline the reasons for this warning:

- (Specific behaviour or actions that were unacceptable)
- (Any previous incidents or warnings related to this behaviour, if applicable)
- (Impact of the behaviour on the student, peers, and school environment)

Actions Required

To address this issue, we require the following actions:

- (Student Name) must (specific actions or behaviour changes required)
- (Any additional steps, such as meeting with a counsellor, completing a behaviour improvement plan, etc.)
- (Consequences if the behaviour is repeated)

Next Steps

We request your cooperation in discussing this matter with (Student Name) to reinforce the importance of appropriate behaviour. Please acknowledge receipt of this letter by signing and returning the attached acknowledgment form by (due date).

If you have any questions or would like to discuss this matter further, please do not hesitate to contact me at (phone number) or (email address). We believe that with your support, (Student Name) can make positive changes.

Thank you for your attention to this matter.

Sincerely,

(Your Name)

(Your Role)

Email Address:

Acknowledgment of Receipt

I, (Parent/Guardian Name), acknowledge receipt of the warning letter dated (Date) concerning my child, (Student Name).

Signature: _____ **Date:** _____

Dubai Gem Private School

Student Property Damage Incident Report

Student Information:

Name: _____

Year & Section: _____

Date of Incident: _____

Form Teacher: _____

Description of Incident:

Date of Damage: _____

Time of Damage: _____

Location of Damage: _____

Description of Property Damaged: _____

Details of Incident (Witnesses, Context):

Extent of Damage:

(Select one)

Minor Damage

Significant Damage

Damage Assessed by (Staff Member):

Name: _____

Position: _____

Cost of Repairs or Replacement:

Estimated Total Cost: _____

Amount Student Responsible for: _____

Disciplinary Action:

Detention Date: _____

Number of Detention Sessions: _____

Parental Notification:

Date of Contact: _____

Method of Contact (Phone/Email/In Person): _____

Signature of Staff Member: _____

Date: _____

Parent/Guardian Acknowledgement:

I acknowledge the incident, and the consequences outlined above. I agree to ensure my child fulfils the required detention and the payment for the damage as specified.

Parent/Guardian Signature: _____

Date: _____