



Aitchison College, Lahore

Policy on Disruptive Social Behaviours

Compiled by: Working Group

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This policy* will be made available on the parent and student portals as well as the policies page of the school website. It is a living document and will be reviewed annually or as required. Any comments and feedback can be made by email to researcher@aitchison.edu.pk.

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Policy on Disruptive Social Behaviours

1. Introduction.....	4
1.1 Scope of Policy.....	5
2. What are Disruptive Social Behaviours?.....	6
2.1 Bullying.....	6
A. Definition.....	6
B. Types of Bullying.....	6
1. Traditional Bullying.....	6
2. Cyberbullying.....	6
C. People involved in a bullying incident.....	7
D. Categorising an incident as bullying.....	7
2.2 Hazing.....	7
A. Definition.....	7
B. What is the difference between bullying & hazing?.....	8
2.3 Harassment.....	8
A. Discriminatory Harassment.....	8
B. Sexual Harassment.....	8
C. What is the difference between bullying & harassment?.....	8
2.4 Fight.....	9
2.5 Psychological pattern.....	9
3. How Will Disruptive Social Behaviours Be Prevented?.....	10
A. Promoting a Healthy Campus Environment.....	10
B. Communicating Clear Expectations and Promoting Positive Behaviour.....	10
C. Incorporating Service Learning Into the Curriculum.....	10
D. Focusing on Boarding Life.....	10
E. Investing in Staff Training.....	11
F. Collaborating with Parents.....	11
4. Reporting Procedures.....	12
4.1 Who Can Report?.....	12
4.2 Who to Report to?.....	12
4.3 How to Report?.....	12
A. Verbal complaints.....	12
B. Formal written complaints.....	12
4.4 What to Include in the Written Report (Email, Diary)?.....	13
4.5 Reporting to Parents.....	13
4.6 False Reporting.....	13
5. Investigating Protocols.....	14
5.1 Inquiry Committee.....	14
A. Formation of the Inquiry Committee.....	14
B. Responsibilities of the Inquiry Committee.....	14
C. Timeline of the Inquiry.....	14

5.2 Evidence Collection	14
A. Testimonies	14
B. Communication Records	14
C. Additional Evidence Sources	14
D. Review of New Evidence	15
E. Handling of Non-Cooperation	15
F. Exclusion of Anonymous Submissions	15
G. Legal Advice	15
5.3 Confidentiality Protocol	15
A. Confidentiality Requirements	15
5.4 Findings of the Investigation	15
5.5 Submission of the Investigation Report	15
6. Sanctioning Measures	16
6.1 Severity Rating Criteria	16
6.2 Sanctions	17
6.3 Indicative Framework for the Use of Sanctions	17
7. Monitoring of Students Post Disruptive Incident	19
7.1 Who will Monitor	19
7.2 Post-Suspension Monitoring	19
7.3 Monitoring Duration	19
7.3 Parent Involvement	20
8. Policy Review	21
Annexe 1: Acronyms	22
Annexe 2: Standard Reporting Form (SRF)	23
Annexe 3: Referral to the Psychologist Form	28
Annexe 4: Post Suspension Monitoring Record	30
Annexe 5: Terminologies & Comparisons	32
Annexe 6: Sample Format for Student Reflection on Own Behaviour	34
Annexe 7: H1/H2 Student Reflection- Academic Writing	35
Annexe 8: Sample PS/ SS Student Apology for Bad Behaviour to the HM/ Teacher/Other	36
Annexe 9: Sample Format for Behavioural Contract	39
Annexe 10: Community Service	40
Annexe 11: Community Service Record	41
Annexe 12: Definition of Terms in Sanctions Table	43

1. Introduction

Aitchison College is committed to ensuring a safe and respectful environment where all students thrive socially, emotionally, and intellectually. Grounded in our mission to instill essential leadership qualities of knowledge, reflection, adaptability, and perseverance, we hold our students to high expectations in academics, sports, extracurriculars, and ethical conduct. All members of the college community are expected to adhere to the school's code of conduct and sustain high ethical standards at all times. This is consistent with our focus on character development.

Disruptive social behaviours including bullying, hazing, and harassment, violate both the code of conduct and the values of respect, fairness, and accountability that bind us. They create a hostile environment that adversely impacts the school community and significantly disturbs learning and development of students. These behaviours, whether direct, indirect, or online, are not acceptable and will follow with firm consequences. Aitchison takes any instances of these behaviours as serious disciplinary matters and will respond to them in a way that is proportionate to the seriousness of the incident. It will do so through assertive and supportive discipline techniques that are clearly defined, consistently applied, progressive, restorative and educational. Discipline at Aitchison is not about punishment; it is about growth.

This policy aims to:

1. Create a learning environment that is free from all forms of harassment, hazing and bullying.
2. Uphold courtesy, dignity, and respect for all members of the college community.
3. Foster positive and supportive relationships among students and staff.
4. Promote a culture where individuals feel comfortable and encouraged to report disruptive social behaviours.

The policy seeks to achieve this through:

1. Communication: by creating awareness among the college community about what disruptive social behaviours are, their impact, and how to address them as well as repercussions of these behaviours.
2. Commitment: by promoting the values and approaches that will help develop a college community free from disruptive social behaviours.
3. Consistency: by mandating consistent messaging and responses to breaches of the code of conduct.
4. Clarity: by developing clear procedures for reporting, investigating, sanctioning, and monitoring.
5. Collaboration: by emphasizing that it is each member's responsibility to address disruptive social behaviour, be it students, staff, or parents, inside and outside the classroom.
6. Capacity: to develop the capacity of members of the community in reducing disruptive social behaviours through information, training, and support.

This policy is rooted in our belief that every student has the right to learn and grow in an environment free from fear and intimidation. It reflects our commitment to developing leadership attributes such as making just choices, solving problems with compassion and creativity, and facing challenges with integrity and determination. These behaviours are essential for preparing boys not only for top universities, but for a life of purpose and responsibility.

1.1 Scope of Policy

This policy applies to all students affiliated with Aitchison College, from acceptance of admission to graduation, and governs behaviour occurring in all aspects of school life—day and boarding. The college recognizes that for many students, the campus is both a school and home and places particular importance on fostering an environment of mutual respect, safety, and trust within the student community. Expectations of conduct extend to residential life.

The policy applies to:

- Conduct on campus, including academic, residential, sporting, and any other areas within college premises.
- Conduct on school-owned or rented property like buses or vans.
- Behaviour during school-sponsored events, trips, sports and off-site activities like community service, internships, etc.
- Online behaviour that affects the wellbeing of others in the school community.
- Any situation where a student is representing the College formally or informally.

Character develops and is manifested in all aspects of student life, inside and outside the school. Students are ambassadors of Aitchison College at all times, and are expected to uphold the honour, dignity, and values of the institution in all their conduct. Therefore, Aitchison College reserves the right to investigate and/or respond to off-campus or out-of-school behaviour when such conduct:

- Contravenes the values or code of conduct of the college.
- Causes harm to any member of the college community or the wider public.
- Brings the college into disrepute or undermines public trust in its standards.

When determining whether disciplinary procedures apply, the severity of the incident, its impact on others, and the degree to which it reflects the character and expectations of an Aitchisonian will be assessed. The disciplinary action may even result in expulsion from the college.

2. What are Disruptive Social Behaviours?

2.1 Bullying

A. Definition

We define bullying as any behaviour, typically carried out repeatedly by an individual or group, that intentionally or unintentionally causes harm (pain, suffering), unhappiness or humiliation to another. Bullying behaviour has three main elements or conditions:

1. **Hostile nature:** the behaviour intentionally or unintentionally causes pain, suffering, unhappiness, discomfort, and/ or humiliation to the affected student/ group.
2. **Repetition over time:** upon investigation, the incident in focus is likely to have a history of repeated targeting of the same student(s) by the same individual(s). *However, the incident may be considered bullying upon a single instance when the incident is severe in nature.*
3. **Power imbalance** (real or perceived): in most cases, the perpetrator feels a kind of power over the affected student(s) because of the bullying behaviour and it is difficult for the affected students(s) to put up a defence. Some examples include (*note: this is not an exhaustive list*):
 - i. The perpetrator is physically larger and more intimidating.
 - ii. There is a difference in age, experience or intellect between the perpetrator and the affected student.
 - iii. The perpetrator has found out exactly what upsets the affected student.
 - iv. The perpetrator is a member of a particular social group and has the power to exclude or isolate others.

B. Types of Bullying

Bullying behaviour has both direct and indirect forms. Direct bullying refers to face-to-face bullying and indirect refers to more hidden forms that are not easily seen by others like excluding people from groups or asking another individual to intimidate another as part of an ongoing pattern of targeting.

1. Traditional Bullying

Traditional bullying includes physical, verbal, relational/ social harm and damage to property. Examples of these include, but are not limited to:

- I. **Physical:** use of physical force, such as hitting, punching, shoving, spitting, tripping, taking belongings.
- II. **Verbal:** harmful spoken or written communication, such as taunts, name-calling, offensive gestures, threats.
- III. **Social:** targeting social reputation and relationships through isolation, boycotting, exclusion, rumour spreading, or derogatory online posts. This also includes gaslighting and coldness towards others.
- IV. **Property Damage:** theft, alteration, or destruction of the affected individual's belongings.

2. Cyberbullying

Cyberbullying is the use of digital platforms to intentionally harm and target others. It is similar to traditional bullying but can be more harmful because it can be anonymous, can reach a wider audience, and the material online can be difficult to remove. It includes harassing, mean or inappropriate comments, taking humiliating pictures, and posting images without consent on social media forums, blogs, message boards, gaming sites, etc. Some incidents involve an accomplice recording a bullying act to post online, aiming to harm or defame the individual.

- I. **Repetition and Impact:** Unlike traditional bullying, cyberbullying does not necessarily require repeated actions by the perpetrator, as harmful messages or images remain online indefinitely. Each view of hurtful content can be considered a new instance of harm, creating ongoing damage with a potentially global audience and leaving a lasting digital footprint. This heightens the psychosocial impact on the targeted student.
- II. **Power Imbalance and Anonymity:** Cyberbullying does not necessarily involve a direct power imbalance, as anonymity allows individuals who might be disadvantaged in face-to-face situations to

engage in bullying. Anonymity provides "power" through the ability to attack without revealing identity, expanding the reach and frequency of harassment across time and space.

Table 2.1 Examples of Direct & Indirect Forms of Bullying

	Physical	Verbal	Social	Property Damage	Cyber
Direct	A punches B	A insults B	A excludes B from the group	A breaks B's glasses	A posts a hurtful comment about B on FB
Indirect	A tells B to punch C	A spreads rumours about B	A gossips with B's friends about B to hurt friendship	A tells B to break C's glasses	A makes a fake profile and posts a hurtful comment about B on FB

C. People involved in a bullying incident

Bullying is a social phenomenon which means that there are various roles in a bullying incident. These include:

- **Perpetrator(s):** an individual or group engaging in bullying behaviour.
- **Affected Student(s):** an individual or group subjected to or experiencing bullying.
- **Bully-victim:** an individual who is bullied and also bullies others.

Other people who are also involved in an incident include:

- **Assistant(s):** individual(s) who actively join the bullying individual during the incident.
- **Supporter(s):** individual(s) who show approval (e.g., laughing), encouraging the bullying behaviour.
- **Bystander(s):** individual(s) who remain neutral and passive onlookers.
- **Defender(s):** individual(s) who try to stop the bullying, report the incident, ask an adult for help, or comfort the target(s).

D. Categorising an incident as bullying

1. In order for an incident to be categorized as bullying, the investigating body must show how it satisfies conditions 2.1.A.1: hostile nature and 2.1.A.2: repetition over time. Exceptions apply.
2. The investigating body will also be required to identify condition 2.1.A.3: power imbalance in their investigation report.
3. A case will be categorized as bullying upon investigation and not in the first instance.
4. The investigating body will fill the following table, demonstrating how the case satisfies, or in the case of a false allegation, does not satisfy the conditions of bullying:

Table 2.2 Categorizing a Bullying Incident

	Hostile Intent	Repetition	Power Imbalance
Case Details			

2.2 Hazing

A. Definition

Hazing (also known as ragging) is when older or senior students mistreat or intimidate newer or junior students in order to induct them into the existing environment. It can involve: (*note: this is not an exhaustive list*)

- Taunting, rude behaviour, or bullying junior or new students.
- Forcing juniors to do embarrassing or uncomfortable tasks.
- Making the newer or junior students feel inferior.
- Actions that cause annoyance, hardship, physical or psychological harm to junior or newer students.

- Exploiting the services of a newer or junior student for completing the academic tasks assigned to an individual or a group of students.

B. What is the difference between bullying & hazing?

Hazing is done by an older student (who has been in the school for longer) or a group of older students to a newer student or by a senior student to a junior student whereas bullying is done by any individual(s) to another.

2.3 Harassment

A. Discriminatory Harassment

Harassment is a form of discrimination involving threatening, harmful or humiliating conduct based on ethnicity, color, religion, caste, sect, sex, gender, disability or any other identifying feature. Harassment results in a hostile environment that interferes with or limits a student's ability to participate in or benefit from the services, activities or opportunities offered by a school.

B. Sexual Harassment

Sexual harassment refers to unwanted conduct of sexual nature that can occur online or offline. It is when an individual's dignity is violated and/or when they are made to feel intimidated, degraded and humiliated resulting in a hostile, offensive or sexualised environment. This may include (*note: this is not an exhaustive list*):

- Sexual comments such as telling sexual stories, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting.
- Physical behaviour such as deliberately brushing against/touching someone.
- Displaying photos/videos or drawings of sexual nature.
- Upskirting.

Online sexual harassment may include (*note: this is not an exhaustive list*):

- Consensual or non-consensual sharing of inappropriate videos/images.
- Sexualised online bullying.
- Unwanted sexual comments, messages on online or digital platforms e.g. gaming chat rooms, social media.
- Sexual exploitation, coercion and threats online.
- Coercing others into sharing images of themselves or performing acts they are not comfortable with online.

C. What is the difference between bullying & harassment?

Bullying and harassment are similar as they are both about:

- Power and control.
- Actions that hurt or harm another person physically, emotionally or sexually.
- An imbalance of power between the target and the individual demonstrating the negative behaviour.
- The affected individual having difficulty stopping the action directed at them.

The distinction lies in the fact that when the perpetrator targets an individual based on personal characteristics, it is classified as harassment.

2.4 Fight

A fight is a verbal or physical altercation between individuals. It may be a one-time, spontaneous event arising from differing opinions and emotional reactions. Resolution usually follows, especially if one party becomes distressed. Both sides in a fight have equal power and can work towards a resolution independently. Both parties are likely to feel upset, take responsibility, and seek mutually agreeable solutions. If the fight is repeated, it will be treated as a more serious incident by the administration.

2.5 Psychological pattern

Some behaviours are exhibited by students on a regular basis and cannot necessarily be categorised as bullying or any other disruptive social behaviour. Instead, these behaviours demonstrate a psychological pattern that needs to be addressed by the psychologist.

Psychological pattern refers to the recurring and consistent display of disruptive behaviours, such as aggression, impulsivity, or emotional dysregulation, which are observed over time. When such behaviours are repeated, they may indicate underlying psychological disturbances, such as anger management issues, trauma history, or other mental health challenges. These patterns suggest that the child may require further psychological evaluation and intervention to address potential emotional or behavioural difficulties.

For example, the HM observes that the same student keeps getting into fights with different students. This student does not target the same student but is showing a pattern of engaging in frequent fights. This reflects internal psychological struggles and the student would benefit from a consultation with the psychologist.

In such cases, the student will be referred to the psychologist by the HM who will determine the severity of the case and develop a behaviour management plan for the concerned student.

3. How Will Disruptive Social Behaviours Be Prevented?

Aitchison is committed to cultivating a positive school climate and a healthy social environment where disruptive social behaviours are counter-cultural and are reported to relevant authorities with confidence. Our prevention efforts are encompassed in a whole-school approach that consist of consistent messaging, active supervision of areas prone to disruptive social behaviour, and clear procedures for identifying, reporting, and addressing disruptive social behaviours. This will be accompanied by timely reviews of climate data (in the form of incident reports, surveys, etc.) to identify patterns of behaviour for data-based decision making and policy reviews.

A. Promoting a Healthy Campus Environment

To promote a healthy campus environment and promote character development, the school is committed to offering structured library lessons, book reviews, and storytelling sessions across school sections. This will be accompanied by the use of Show & Tell, declamations, debates, and challenge cups to embed values and ethical reasoning. Student-led reflection activities after exposure to value-driven films and literature will also be arranged in addition to ongoing social-emotional learning workshops with the school psychologist on a range of topics including anger management, emotional regulation, dealing with peer pressure, etc.

B. Communicating Clear Expectations and Promoting Positive Behaviour

Values of respect, courtesy, and fairness are promoted in a wide range of contexts in school ranging from assemblies and in-class instruction to extracurricular activities, sports, and everyday interactions. Student expectations will be communicated to them at the start of the year along with information regarding new and existing policies, code of conduct, and logical consequences upon any breach of the school rules. Students will also be provided with information regarding key contacts and support available to them at the start of the year and notice boards in school and boarding will serve as a reinforcement of this information.

Additionally, all students will be given clear advice regarding their role in addressing disruptive social behaviour through assemblies, orientations, and information sessions. Student leadership will be sensitized to the adverse consequences of disruptive social behaviours and provided training on how to address such incidents in a respectful and effective manner. Peer-led initiatives in the form of student portfolios and clubs will also be encouraged in this regard.

C. Incorporating Service Learning Into the Curriculum

Service learning will be formally embedded into the curriculum to make learning more engaging, develop students' civic responsibilities, and cultivate empathy and social skills among students. It also seeks to reframe community service from a system of punishment or reward to a focus on community and character development. Students will be able to choose from a number of service learning opportunities available within the college and this will be added to their annual school transcript. *This will be piloted at a small scale in the first year of the policy's implementation.*

D. Focusing on Boarding Life

The boarding houses have an additional responsibility over residential students who can be particularly vulnerable to the impacts of disruptive social behaviours. Members of the boarding community are expected to show attentiveness to different aspects of the boarding environment. In particular, boarding staff will show a keen interest in residential students' social life, noticing any changes in behaviour or appearance. Housemasters hold regular meetings and check-ins with boarding students and develop a relationship of trust with each boy.

Senior batches in boarding and students who are given positions of responsibility over others will receive briefings regarding ways to lead a positive boarding community.

E. Investing in Staff Training

We understand that this policy will be most effective when all staff understand its purpose, their role in addressing disruptive behaviour, and how to resolve issues or seek support. All our school staff will therefore be provided with copies of the new policy along with focused training. This will also be part of new staff inductions. Staff are also provided with and expected to adhere to their code of conduct. Additionally, the Teaching and Learning Centre will organize professional learning opportunities for all teachers on topics related to recognizing signs of student distress, ways to deal with behavioural issues, classroom management techniques, among others.

F. Collaborating with Parents

A strong and trusting partnership between the School and parents is vital in addressing and preventing disruptive social behaviours. To this end, we advise parents to be aware of any distress or changes in behaviour or attitude in their children and take an active interest in their children's social lives, discussing friendships and how free time is spent.

We expect parents to:

- Encourage their children to report disruptive behaviour immediately whether they be witnesses or affectees.
- Share verified information or concerns openly with relevant school heads.
- Support the school's decisions in the aftermath of any disruptive incident.
- Understand the impact of parental behaviour on the student's conduct and attitude.
- Refrain from discussing or spreading incorrect or unverified information on ongoing case details.

Aitchison is committed to ensuring that parents feel confident in the school's handling of disruptive social behaviours and that parents are aware of the procedures to follow if they have a concern. Parents can access the current policy on the parent's portal.

4. Reporting Procedures

Students are likely to turn to a trusted person or figure of authority for support when they face or witness disruptive social behaviour. This can include but is not limited to parents, siblings, friends, prefects, student advisors, teachers, coordinators, department heads, MoD, house masters/mistresses or heads of school. We encourage all members of the school community to report any form of disruptive social behaviour so that we can address the matter promptly and properly.

All employees of Aitchison are obligated to report incidents of disruptive social behaviour that come to their attention immediately or as soon as possible to their relevant heads of school.

4.1 Who Can Report?

A report regarding an incident of disruptive behaviour can be made by any member of the school community including:

- a. Affected individual
- b. Witness
- c. Family member of affected individual
- d. Teachers
- e. All staff
- f. MoD
- g. Guests at school events

4.2 Who to Report to?

While teachers are expected to address minor/ moderate disruptive behaviours exhibited by students, serious disruptive social behaviour (i.e. bullying, harassment, hazing) must be reported to relevant heads of school as soon as they come to their awareness. The heads of school will forward these reports to the heads of discipline for further action.

- a. Teachers must report to their immediate heads, e.g. YLC/ Year Heads, HoD, who will take the complaint forward.
- b. Security guards will inform the head of security who will email the incident to the principal and bursar and CC the relevant house master/mistress and HM.

4.3 How to Report?

Complaints can be registered via multiple channels. These include:

A. Verbal complaints

- I. **Share with teacher:** students can make direct verbal complaints to a teacher, MoD, department head, head of discipline, head of school or any other figure of authority in school.
- II. **Meeting with Head of School:** parents can request for a meeting appointment with the relevant head of school via email or by contacting the school office through the college number.

B. Formal written complaints

- I. **Standard Reporting Form (SRF):** students and parents can make a written complaint by filling the Standard Reporting Form (SRF) (see [annexe2](#)). These forms can easily be accessed by students in their respective school offices, with their teachers, and offices of discipline heads. Parents can access this form by requesting the head of school verbally or via email.

- II. **School Diary:** parents can communicate complaints by writing in the school diary which is read by class teachers on a daily basis. The class teacher will take the matter forward.
- III. **Email:** students and parents can make a written complaint by emailing their respective heads of school.
Junior School HM: hmjs@aitchison.edu.pk
Prep School HM: hmps@aitchison.edu.pk
Senior School HM: hmss@aitchison.edu.pk
- IV. **HMJS Dropbox (Junior School only):** students in Junior School can send in written complaints to the dropbox which can be found outside the HM's office and other key locations. Students are expected to use the dropbox responsibly and anonymous complaints will be disregarded.

4.4 What to Include in the Written Report (Email, Diary)?

In order to make the reporting process efficient, we encourage as much detail to be provided in the written report as is known to the reporting individual. In particular, we request the following information to be included:

1. Date of the incident.
2. Exact or approximate time of the incident.
3. Location of the incident. Be as specific as you can.
4. Details of the behaviour observed/ experienced. Give as much detail as you can.
5. Names of all the individuals involved.
6. Any supporting evidence you may have. This could include statements, pictures, videos, screenshots, or even names of witnesses.
7. Any other information you want to share.

4.5 Reporting to Parents

In case of a physical injury within school premises, the college doctor will write an email to the principal and cc the relevant HM and housemaster/mistress. Thereafter, the school will inform the parents about it. For serious physical injuries, the college doctor may contact the parents directly in order to address their concerns satisfactorily.

4.6 False Reporting

False reporting means filing a complaint against another student or group of students with no premise other than malicious intent, as a joke, or a misunderstanding. While we encourage students to come forward and report incidents of disruptive social behaviour, we expect responsible and mature reporting. False reporting is taken very seriously by the college and will likely lead to strict action against the reporting individual/ group. False reporting may even lead to suspension of the student making the report.

5. Investigating Protocols

5.1 Inquiry Committee

A. Formation of the Inquiry Committee

Once a matter is reported, flagged as serious and forwarded for verification, an Inquiry Committee will be formed to investigate the incident. The HM will select the members of the committee.

B. Responsibilities of the Inquiry Committee

The Inquiry Committee is responsible for:

- i. Conducting an objective and impartial investigation.
- ii. Collecting all possible evidence and statements.
- iii. Ensuring due diligence in handling the investigation.
- iv. Providing both parties ample opportunity to present their case.
- v. Compiling and presenting a comprehensive report of the incident.

C. Timeline of the Inquiry

The standard processing time for inquiry is ideally three to five working days. However, this is an estimate, and processing time may vary depending on the nature of the incident and the need for legal counsel. All processing times are determined on a case-by-case basis. However, in the event that an incident investigation takes longer than 5 working days, the inquiry committee will issue a statement detailing the reasons for the delay.

5.2 Evidence Collection

To ensure a thorough and objective investigation, the Inquiry Committee may collect various forms of evidence, including but not limited to:

A. Testimonies

- I. Admission statement of the perpetrator
- II. Statement(s) of the complainant
- III. Statement(s) of the affected individual
- IV. Statement(s) of the accused perpetrator
- V. Statements of witnesses
- VI. CCTV Footage

B. Communication Records

- I. Any written communication record relevant to the incident.
- II. Social media evidence, including texts and pictures.
- III. Recordings from surveillance cameras, if available.

C. Additional Evidence Sources

- I. Any prior communication, report, or pictorial evidence relevant to the incident.
- II. Previous incidents or communications connected to or leading to the incident.
- III. Correspondence with parents, siblings, or other family members (if needed).
- IV. Reports from teachers, housemasters/ mistresses.
- V. Review of student files.
- VI. Review of student diary (if applicable).

D. Review of New Evidence

If new and conclusive evidence emerges after the Inquiry Committee has made its decision, and there is reason to believe that this new evidence was not available earlier (and is not old, concealed evidence being revealed post decision announcement), a written request for a review of the decision and inquiry report may be submitted to the Head of School.

E. Handling of Non-Cooperation

If the accused, the affected student, or any other individual necessary for understanding the incident in detail refuses to cooperate, this non-cooperation will be documented and included in the final report.

F. Exclusion of Anonymous Submissions

Anonymous letters, emails, or statements will not be considered as evidence in the investigation.

G. Legal Advice

In sensitive, difficult, or complex cases, the Inquiry Committee may request legal advice to ensure a fair and thorough investigation.

5.3 Confidentiality Protocol

All individuals involved in the investigation, including witnesses, the accused, their parents or guardians and inquiry team members must maintain strict confidentiality regarding the incident and investigation details.

A. Confidentiality Requirements

- i. Discussion of the case with unauthorized individuals, including students, parents, or the public, is strictly prohibited.
- ii. Any breach of confidentiality may result in disciplinary action.
- iii. These measures are in place to protect the integrity of the investigation and prevent harm or retaliation.

5.4 Findings of the Investigation

The inquiry committee will determine the nature of the incident and label/ identify the type of disruptive social behaviour exhibited in the case based on policy definitions and gathered evidence. It will present its findings in the form of an Investigation Report.

In the event of an accusation/ determination of bullying behaviour, the Investigation Report will include the following table, showing how the case fulfills the definitions criteria:

Table 1.2 Categorizing a Bullying Incident

	Hostile Intent	Repetition	Power Imbalance
Case Details			

5.5 Submission of the Investigation Report

At the conclusion of the investigation, the Inquiry Committee will compile its findings and present the final Investigation Report to the Discipline Committee for further action.

6. Sanctioning Measures

While positive and responsible behaviour is promoted and encouraged at all times, it is understood that individuals might make poor choices and handling such situations is part of their learning experience. At Aitchison College, we aim to handle such behaviours constructively by promoting positive behavioural change. A range of sanctions is therefore available for members of staff to use in the aftermath of the disruptive behaviour. These sanctions are aimed to:

1. Focus on rehabilitation and growth.
2. Encourage reflection and accountability.
3. Address underlying causes of misbehaviour.
4. Foster a positive and supportive school culture.

6.1 Severity Rating Criteria

The decision as to which sanction to use will be recommended by the discipline committee on a case by case basis and will be based upon:

- a) The context and severity of the behaviour in question.
- b) The student's past behaviour and willingness to correct future behaviour.
- c) The impact on the school community.
- d) The degree to which school rules have been disregarded.

For this, a severity rating criteria has been developed for use by the concerned authorities.

Table 6.1 Severity Rating Criteria for Behaviour

	Minor	Moderate	Serious	Severe
Impact on teaching & learning	Behaviour has minimum impact on teaching & learning	Behaviour impacts teaching & learning	Behaviour disrupts teaching and learning	Behaviour significantly disrupts teaching and learning
Impact on school community	Behaviour has minimum impact on self	Behaviour impacts the school community	Behaviour has significant impact on the school community	Behaviour endangers the safety of others and has extreme impact on school community
Repetition of behaviour	Behaviour is exhibited for the first time	Behaviour is repeated	Behaviour is repeated despite prior interventions	Behaviour is repeated despite prior interventions/ student is on final warning
Regard of School Rules	Behaviour challenges school rules	Behaviour disregards school rules	Behaviour disregards school rules despite reminders	Behaviour disregards multiple school rules despite reminders

6.2 Sanctions

Based on the severity rating assigned, the following sanctions may be used to address the disruptive behaviour exhibited during the incident:

- I. Verbal Warning
- II. Written warning: green/yellow/ red slips
- III. Time-out
- IV. Loss of privileges
- V. Reflection & apology. See [annexe 6](#) for sample format for student reflection. See [annexe 7](#) for H1/H2 students reflection. See [annexe 8](#) for a sample apology letter.
- VI. Detention
- VII. Parent meeting & email
- VIII. Behavioural contract. See [annexe 9](#) for sample behavioural contract.
- IX. Community Service. For further details, see [annexe 10](#).
- X. Suspension
- XI. Expulsion / withdrawal

Please see [annexe 12](#) for detailed definitions and benefits of the sanctions mentioned.

In cases where a psychological pattern is suspected, the student may be referred for therapy with the psychologist. While this is not a sanction, it is a measure that will be taken by the school administration to facilitate positive behavioural change within the concerned student and foster psychological wellbeing.

6.3 Indicative Framework for the Use of Sanctions

While specific sanctions for behavioural incidents may vary depending on the case, the indicative framework for the use of sanctions is as follows:

Table 4.2 **Sanctions for Junior School**

Minor	Moderate	Serious	Severe
1. Verbal & Written warning	1. Detention (10-30 minutes)	1. Parent meeting & email	1. Parent meeting & email
2. Time-out (5-10 minutes)	2. Loss of privileges	2. Reflection and apology	2. Suspension
3. Loss of privileges (e.g., recess or special activity)	3. Reflection and apology	3. Suspension	4. Expulsion/ Withdrawal
4. Reflection and apology (age specific format)	4. Parent call and email	4. Behavioural contract (For Upper primary)	
	5. Behavioural contract (For upper primary)		

Table 4.3 Sanctions for Prep & Senior Schools

Minor	Moderate	Serious	Severe
1. Verbal & Written warning	1. Detention (60-90 minutes)	1. Reflection & Apology	1. Parent meeting and email
2. Detention (30-60 minutes)	2. Reflection & Apology Parent email/ meeting (if needed)	2. Parent meeting & email	2. Suspension
3. Reflection & Apology	3. Parent email/ meeting (if needed)	3. Suspension	3. Expulsion/ withdrawal
4. Loss of privileges (including gating)	4. Loss of privileges (loss of privileges including gating)	4. behavioural contract	4. Community service
5. Community service	5. Behavioural contract	5. Community service	
	6. Community service		

Note: the order of sanction used may differ at the discretion of the HM/Principal depending on the case details. In addition, more than one sanction can be used simultaneously by the administration depending on the case e.g. a student who has committed a serious offence can be sanctioned with a reflection & apology along with a parent meeting followed by referral for therapy.

7. Monitoring of Students Post Disruptive Incident

Aitchison College is committed to safeguarding and promoting the welfare of its students. The Senior Management Team along with a Discipline Committee will ensure that adequate and safe monitoring of students and their spaces takes place throughout the school year and that the school is a safe environment for students, staff & parents.

7.1 Who will Monitor

- A. In case of any disruptive incident, the HM will assign staff to monitor the students involved (included perpetrators and affected students) to ensure that they are responding to the corrective/ follow-up measures in a healthy manner. This may include, but is not limited to:
- Class teacher/subject teacher
 - Faculty Advisors (PS/SS)
 - Year Level Coordinator/Year Head
 - Co-YLC (JS)
 - Housemaster/Housemistress
 - Deputy HM /Head of Upper & Lower primary
 - Discipline Head/Committee
 - Psychologist (in case of psychological pattern)
- B. All designated staff will actively oversee and monitor student behaviour to ensure a safe and nurturing environment.
- Class teachers/faculty advisors will have regular check-ins and follow ups with the students involved and monitor their progress.
 - Subject teachers will observe student behaviour in class and mention their concerns in the monitoring form to address the disruptive behaviour.
 - YLCs/ Year Heads will closely oversee the monitoring and share any important insights with the HM in order for them to have a clear understanding of the student's progress and to monitor him in day-to-day activities.
- C. All those involved in monitoring will ensure confidentiality and share their monitoring reports/insights with the respective Head of School only.

7.2 Post-Suspension Monitoring

Students who return after serving a suspension notice from the school will be monitored for a specified period determined by the HM. All communication/ meetings with the student will be recorded and put in the student's file. See [annexe 4](#) for the post-suspension monitoring record.

7.3 Monitoring Duration

Each student will be monitored based on the severity of the incident/behaviour. Prescribed monitoring durations are:

- Minor: 1 week
- Moderate: 2 weeks
- Serious: 3 weeks
- Severe: 4 weeks

In extreme cases, respective HM and Head of Discipline will decide the appropriate duration of monitoring keeping in mind the developmental level of the student(s) and other necessary factors.

In cases where the student is exhibiting a psychological pattern, the psychologist will advise respective teachers/HM on how to and for how long to monitor a student, including what signs to look out for, depending on the case.

7.3 Parent Involvement

Every time a student is involved in any incident where the college finds necessary reason to monitor him, parents will be notified through a letter by the HM about the behaviour of the student, what sanctions were given and that the particular student is now under observation.

All monitoring details/progress forms will remain confidential (i.e. only those directly involved in addressing the problem behaviour will have access to the form(s)). Additionally, all important information will be shared with parents and where input is required, the respective HM will communicate directly with them.

8. Policy Review

- i. Disciplinary records will be reviewed termly by the discipline committee. These will include disruptive social behaviours, sanctions and complaints as well as monitoring forms for further follow ups (if needed).
- ii. All three schools will maintain a log of disruptive social behaviours to facilitate tracking any trends in peer-to-peer relationships.
- iii. Behavioural issues will be discussed regularly, in particular at the weekly Housemasters/mistresses meeting with the Senior Management Team including the psychologist for any psychological patterns.
- iv. This policy will be subject to annual review by the Working Group and the Senior Management Team.

Annexe 1: Acronyms

JS: Junior School
PS: Prep School
SS: Senior School
HM: Headmaster/ mistress (head of school)
DHM: Deputy Headmaster/ mistress
HLP: Head of Lower Primary
HOUP: Head of Upper Primary
MoD: Master/ Mistress on duty
YLC: Year Level Coordinator (year head)
Co-YLC: Co-Year Level Coordinator
HoD: Head of department
SLT/SMT: Senior Leadership Team/Senior Management Team
DC: Discipline Committee
DWSS: Head of Discipline & Welfare Senior School
DWPS: Head of Discipline & Welfare Prep School
DWJS: Head of Discipline & Welfare Junior School

Annexe 2: Standard Reporting Form (SRF)

Date: _____

You can fill out this form to tell school staff about a hurtful encounter you would like to report.

About You

Please include your name and other details since it will help us look into the problem.

Name: _____ Student #: _____

Class & section: _____

I am (choose one): Student/ Parent/Guardian/ Staff Member/ Other: _____

Tell Us What Happened

Student(s) Harmed

If you are self-reporting, write “self” under the subsection “student(s) harmed”. If you are reporting on someone’s behalf, please provide us with as much information about the harmed student as possible.

1. Name: _____ Class & section: _____

Student #: _____

2. Name: _____ Class & section: _____

Student #: _____

Student(s) Who Did Harm

1. Name: _____ Class & section: _____

Student #: _____

2. Name: _____ Class & section: _____

Student #: _____

3. Name: _____ Class & section: _____

Student #: _____

Details of the incident

When did it happen (if you don’t know the exact time, tell us what time you *think* it happened):

Day & date: _____ Time: _____

Where did it happen (be as specific as possible):

What kind of incident happened? Was it:

_____ Physical

Acts such as hitting, spitting, kicking, or damaging your or another student's possessions.

_____ Cyber/Online

Occurred on websites or social media, by cell phone, email or text message.

_____ Social

Excluding you or another student from a group, telling other kids not to talk to you or another student. Spreading mean rumors or lies about you or another student.

_____ Verbal

Saying mean or hurtful things or threatening you or another student.

Please tell us what happened: _____

Who else saw what happened? Write their names and class/sections here:

Was an adult nearby? Who?

Is there anything else you would like to tell us?

What kind of support would you like to get from the school?

Declaration

I am turning in this form because I am concerned about a hurtful incident that took place and I want things to be better in the future. The information I have provided in this form is correct to the best of my knowledge.

Signature:

To be filled by the school office

Reviewed by: _____

Date: _____

Annexe 3: Referral to the Psychologist Form

Student's Name: _____ House: _____

Class & Section: _____ Date of Referral: _____

Reason for Referral

Incident Summary *(Attach detailed incident summary if available or use the space below)*

Additional Remarks

Confidentiality and Consent

Parent/Guardian Consent Obtained*: Yes/ No

Date: _____

Via telephone by: _____ Name of Parent: _____

Signature of Parent/Guardian: _____ Date: _____

**Aitchison College reserves the right to refer a student to the psychologist for his benefit in serious instances if the college is unable to reach the parents via telephone/ email.*

Psychologist's Section

Received by Psychologist:

Name: _____ Signature: _____

Date: _____ Time: _____

Feedback from Psychologist:

Observations:

Recommendations:

Follow-Up Actions:

Next Visit (if required): _____

Form Received Back in Office:

Date: _____ Time: _____

Head of School:

Name: _____ Signature: _____

Remarks

Annexe 4: Post Suspension Monitoring Record

Date & Time: _____

Students Name: _____ School Number: _____

Class/Section: _____ House: _____

Remarks:

Meeting attended by: _____

Meeting conducted by: _____ Sign: _____

Student’s Sign: _____

Annexe 5: Terminologies & Comparisons

Sanctions vs Punishments

In the policy on disruptive behaviour at Aitchison College, the term *sanctions* will be preferred over *punishments* as they:

1. Focus on rehabilitation and growth
2. Encourage reflection and accountability
3. Address underlying causes of misbehaviour
4. Foster a positive and supportive school culture

By using the term sanction instead of punishment, we aim to create a more constructive and effective discipline policy that promotes positive behavioural change. Even though the terms punishments and sanctions are often used interchangeably in most discipline policies, there is a subtle difference between the two:

Punishments	Sanctions
1. Focus on retribution or revenge for misbehaviour	1. Focus on correcting or changing behaviour
2. Aim to inflict discomfort, pain, or suffering	2. Aim to hold individuals accountable for their actions
3. Often arbitrary and not necessarily related to the misbehaviour	3. Typically related to the misbehaviour and intended to prevent recurrence
4. Can be perceived as punitive, rather than corrective	4. Can be perceived as fair and corrective
5. May not address the underlying causes of the misbehaviour	5. Address the underlying causes of the misbehaviour
6. Can lead to resentment, anger, and decreased motivation	6. Can lead to reflection, learning, and positive behavioural change
To illustrate the difference	
Punishment: A student is given a time-out for being late to class without considering the underlying reasons for their tardiness.	Sanction: A student is given a warning and required to meet with a counselor to discuss strategies for improving their punctuality after being late to class multiple times.

Time-out and Detention

In the policy on disruptive behaviours at Aitchison College, both time-out and detention will be used. These are two common disciplinary strategies, but they serve different purposes and have distinct differences:

Time-out	Detention
1. Immediate removal: Temporary removal from the classroom or activity to calm down and reflect.	1. Post-incident reflection: A scheduled period of reflection and consequence, usually after the incident has occurred.
2. Short duration: Typically lasts from 1-5 minutes, depending on the situation.	2. Longer duration: Typically lasts from 15-60 minutes, depending on the school's policies.
3. Focus on calming: Aims to help the student calm down, regulate their emotions, and regain self-control.	3. Focus on accountability: Aims to hold the student accountable for their actions, provide an opportunity for reflection, and complete missed work or assignments.
4. Minimal supervision: May be supervised by a teacher or other staff member, but the focus is on the student's self-reflection.	4. Direct supervision: Usually supervised by a teacher or other staff member, who monitors the student's behaviour and ensures they complete assigned tasks.

To illustrate the difference	
Time-out A student is given time-out for being late to class after considering several verbal warnings; a brief, immediate removal to reflect.	Detention A student is given a scheduled, supervised period for reflection, accountability, and completing missed work.

Suspension, Expulsion & Withdrawals

The terms suspensions and expulsions are disciplinary measures used to address student behaviour that violates school policies or poses a threat to the safety and well-being of others.

Both suspension and expulsion are serious consequences that can have a significant impact on a student's academic and personal life. At Aitchison College, there are clear policies and procedures in place for imposing these measures, and students have the right to appeal or seek support.

Suspension	Expulsion	Withdrawals
1. Temporary removal of a student from school for a specified period, usually ranging from one day to several weeks.	1. Permanent removal of a student from school, usually due to severe or repeated infractions.	1. Voluntary removal from school by parents or guardians.
2. During this time, the student is not allowed to attend classes or participate in school activities.	2. Can result in the student being banned from attending the school for a specified period or permanently.	2. Are generally considered a less severe measure than expulsion.
To illustrate the difference		
Suspension: A student is suspended for a short period for a serious misbehaviour.	Expulsion: A student is expelled for a severe misbehaviour.	Withdrawal: A student is withdrawn by parents instead of being expelled for a severe misbehaviour.

Annexe 6: Sample Format for Student Reflection on Own Behaviour

This reflection form will help you think critically about your behaviour, take responsibility for your actions, and develop a plan to improve your behaviour.

You are required to sit quietly and reflect on what happened. You have 30 minutes to hand your reflection to your teacher. Your Head Master/Mistress may also read this. It will be documented in your personal file

Name: _____ School: _____ Class: _____

Incident Description

Date: _____ Time: _____ Location: _____

Briefly describe the incident

My Actions

What did I do during the incident?

How did my actions affect others?

What I Learned

What did I learn from this experience?

What would I do differently if faced with a similar situation?

My Action Plan

What steps will I take to improve my behaviour?

Student Signature: _____

Date: _____

Annexe 7: H1/H2 Student Reflection- Academic Writing

H1/H2 students sanctioned with reflection and apology will engage in structured academic writing. By incorporating academic writing as a disciplinary measure, this sanction aims to transform disruptive behaviour into a learning experience. It aligns with Aitchison's commitment to fostering a culture of respect, intellectual growth, and social responsibility. This approach not only holds students accountable for their actions but also equips them with the skills necessary to engage in meaningful self-reflection and civic responsibility. This sanction is designed to encourage critical thinking and self-awareness while reinforcing the importance of respectful conduct in an academic environment.

Implementation Process

1. The student will be assigned a topic relevant to themes such as the history of civic engagement, social responsibility, ethical behaviour, leadership, or the consequences of disruptive actions in society.
2. The student will be required to submit an academic paper of up to 800 words, properly formatted and supported by credible sources.
3. The paper must include a self-reflection section where the student connects their behaviour to the topic assigned, exploring lessons learned and personal growth.
4. In order to learn about academic writing, the researcher will give the student a 40-minute session on the basics of academic writing, citation styles, referencing, and plagiarism, along with written guidelines.
5. The completed paper will be reviewed by a designated faculty member for quality, effort, and engagement with the assigned theme.
6. If the submitted paper is not up to mark, the student will be asked to repeat the assignment until he submits an acceptable response.

Guidelines for the Academic Paper

- Length: 700 - 800 words
- Format: Typed, 12-point font, double-spaced, standard academic citation style (APA format)
- Structure:
 1. Introduction (Background and significance of the topic)
 2. Main Content (Present main findings of the research)
 3. Self-Reflection (Personal connection to the topic and insights gained)
 4. Conclusion (Summary of key points and final reflections)
 5. References (Minimum of two credible sources)

Expected Outcomes

- Increased awareness of the social and ethical implications of disruptive behaviour.
- Improved academic writing, research, and critical thinking skills.
- Enhanced student accountability and self-discipline.
- A shift from punitive disciplinary measures to educational and character-building interventions.

Annexe 8: Sample PS/ SS Student Apology for Bad Behaviour to the HM/ Teacher/Other

Dear _____,

I am sorry for my bad behaviour in [class/lesson/school/playground/other/day/date]. I know that I [describe the behaviour].

This was not a good choice, and I promise to try harder to make better choices in the future. Please forgive me.

I take full responsibility for my actions and assure you that I will make a conscious effort to change my behaviour. In the future, I will [state what you will do to prevent similar behaviour in the future].

Once again, I apologize for my behaviour and the harm that it caused. I appreciate your understanding and look forward to making amends.

Thank you for understanding

Sincerely,

Name/School/Class

Date

Annexe 9: Sample Format for Behavioural Contract

Reason for contract: ___ moderate ___ serious ___ severe

Behavioural Contract between Aitchison College and _____ School #: _____

School: _____ Class/ Section: _____ Date: _____

I _____ agree to follow the rules and expectations of my school to ensure a safe learning environment. I understand that I have conducted an infraction of a _____ nature because of which this contract is being signed. This contract will be recorded in my student file.

My School and teachers expect me to

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Student's Pledge

I promise to do my best to follow the expectations and behaviour rules. I understand that I will face consequences for misbehaviour, but I also look forward to earning rewards for good behaviour.

This contract begins _____ and ends _____

Student: _____

Parent/Guardian: _____

HM/ Other/Teacher: _____

Annexe 10: Community Service

Traditional disciplinary actions, such as detention and suspension, often fail to address the root causes of misbehaviour or provide students with opportunities for growth. Instead of only punitive measures that may alienate students from the school community, the Policy on Disruptive Behaviour at Aitchison College provides a structure for community service.

Community service as a disciplinary measure not only holds students accountable for their actions but also instills a sense of responsibility, empathy, and civic duty. By engaging in meaningful activities that benefit others, students learn valuable life lessons about teamwork, respect, and the impact of their behaviour on society. This approach will help Aitchison College foster a positive environment where discipline is seen not just as punishment but as an opportunity for personal and social development.

The Policy on Disruptive Behaviour at Aitchison College fosters responsibility, and shapes students into well-rounded individuals; incorporating community service as a sanction offers a more constructive approach.

All community service sanctions will be assigned for a duration of 1 week (5 school days) or for 3 hours for two consecutive Saturdays. The student sanctioned with community service will be responsible for getting the community service record form filled by the supervising individual. See annexe 17 for the form.

The list of community service sanctions that will be used are as follows:

- Managing the notice boards for 1 week (this may also include designing them).
- Working with the environmental/humanitarian society e.g. to plant trees, organize blood drives, etc for 1 week.
- Shelving books and working at the Syed Babar Ali Library front desk for 3 hours on 2 consecutive Saturdays.
- Reading to students in Junior boarding or helping them with homework under supervision for 1 week.
- Assisting sports coaches/games departments in after school practice without participating in the actual sport. This may include looking after the sporting equipment.
- Cleaning the stables.
- Washing dishes after meal time at boarding for 1 week. Any student (day boy or border) can be assigned to any boarding school (SS/PS/JS) for this.
- Cleaning the campus and working under the sanitation /garden & grounds department for 1 week.
- Setting up chairs and tables in classrooms after school for 1 week.
- Working with archives departments for 1 week.
- Assisting the college dispensaries /doctors for 1 week after school.
- Paid internships/community service at an affiliated organisation. The student will be responsible for making the payments and organizing visits.

Annexe 11: Community Service Record

This record will be provided by the Head of Discipline & Welfare to students sanctioned with community service. These students will be responsible to ensure that it is filled by the supervisor.

Student Information

Student Name: _____ Student Number: _____ House: _____

Class/ Section: _____

Community Service Sanction Monitoring

Day	Date	Punctuality	Behaviour During Service	Monitored by
		☐ Arrived on time ☐ Arrived late	☐ Satisfactory ☐ Unsatisfactory	
		☐ Arrived on time ☐ Arrived late	☐ Satisfactory ☐ Unsatisfactory	
		☐ Arrived on time ☐ Arrived late	☐ Satisfactory ☐ Unsatisfactory	
		☐ Arrived on time ☐ Arrived late	☐ Satisfactory ☐ Unsatisfactory	
		☐ Arrived on time ☐ Arrived late	☐ Satisfactory ☐ Unsatisfactory	
		☐ Arrived on time ☐ Arrived late	☐ Satisfactory ☐ Unsatisfactory	

Head of Discipline & Welfare: _____ Date: _____

Annexe 12: Definition of Terms in Sanctions Table

Behavioural Contract	Letter of Apology	Behaviour Reflection Form	Verbal and Written Warning	Colour-coded Conduct Slips	Loss of Privilege
Is a written agreement between a student, their parents/guardians, and the teacher/school. It outlines specific behavioural expectations and consequences to support the student in managing their behaviour and achieving academic success.	Is a written expression of remorse and regret for a student's actions that have caused harm, offense, or disruption to others. The letter is typically written by the student and addressed to the person(s) affected by their behaviour.	Is a tool used to help students reflect on their behaviour, particularly after a misbehaviour incident. It is a structured form that guides students to think critically about their actions, take responsibility, and develop a plan to improve their behaviour.	Are disciplinary measures used to address minor misbehaviours or infractions. It's a formal (when written), yet informal (when verbal), conversations between a teacher and a student, aiming to correct behaviour and prevent future incidents.	Are used to manage misbehaviour. Overall, the effectiveness of color-coded conduct slips depends on the specific implementation, the school culture, and the balance between sanctions and positive reinforcement.	Refers to the removal or restriction of special rights, benefits, or opportunities that a student normally enjoys. This disciplinary measure aims to encourage students to reflect on their behaviour and make positive changes.
Key Elements	Key Elements	Key Elements	Key Elements	Key Elements	Key Elements
1. Clear Expectations: Specific, measurable, achievable, relevant, and time-bound (SMART) behavioural goals. 2. Positive Reinforcement: Rewards and incentives for meeting behavioural expectations. 3. Consequences: Clear consequences for not meeting behavioural expectations. 4. Monitoring and Evaluation: Regular monitoring and evaluation of the student's behaviour. 5. Parent/Guardian Involvement: Parents/guardians are informed and involved in the contract.	1. Acknowledgment of wrongdoing: Clearly states what the student did wrong. 2. Expression of remorse: Uses phrases such as "I'm sorry," "I apologize," or "I regret." 3. Explanation, but not excuse: Provides context for the behaviour without making excuses. 4. Commitment to change: Outlines steps the student will take to prevent similar incidents. 5. Sincerity: The letter should be genuine and heartfelt.	1. Incident Description: A brief summary of what happened. 2. Feelings and Thoughts: Space for students to describe how they felt and what they were thinking during the incident. 3. Consequences: Reflection on how their behaviour affected others and themselves. 4. What I Learned: Space for students to reflect on what they learned from the experience. 5. Future Plans: Questions about how they plan to behave differently in similar situations.	1. Immediate: Given promptly after the misbehaviour. 2. Specific: Clearly states the unacceptable behaviour. 3. Firm but respectful: Delivered in a calm, professional tone. 4. Brief: Typically verbal warning lasts 1-2 minutes. Written warning no more than one paragraph (in the student diary). 5. Focused on behaviour, not the student: Emphasizes the specific action or behaviour that needs to change.	1. Clear communication: The colour-coded system clearly communicates the level of misbehaviour to students, parents, and teachers. 2. Consistency: The system ensures consistency in addressing misbehaviour across classrooms and teachers. 3. Visual reminder: The colored slips serve as a visual reminder for students to reflect on their behaviour. 4. Data collection: The system allows for easy data collection and tracking of student behaviour, helping teachers and administrators identify patterns and areas for support.	1. Clear expectations: Establish specific rules and expectations for behaviour. 2. Fair and consistent application: Ensure that Loss of Privileges is applied consistently and fairly to all students. 3. Communication: Inform students and parents about the Loss of Privileges and the reasons behind it. 4. Duration and scope: Specify the duration and scope of the Loss of Privileges. 5. Opportunity for reflection: Provide students with time to reflect on their behaviour and think about how to improve.

Benefits	Benefits	Benefits	Benefits	Benefits	Benefits
1. Improves Behaviour: Helps students develop self-regulation skills and manage their behaviour. 2. Increases Parental Involvement: Encourages parents/guardians to take an active role in their child's education. 3. Enhances Teacher-Student Relationship: Fosters a positive and supportive relationship between the teacher and student. 4. Supports Academic Success: Helps students stay focused and engaged in their academic work.	1. Takes responsibility: Acknowledges the student's actions and takes ownership of their behaviour. 2. Shows empathy: Demonstrates understanding and remorse for the harm caused to others. 3. Makes amends: Offers a sincere apology and makes a commitment to change their behaviour. 4. Restores relationships: Helps to repair and rebuild relationships between the student and those affected by their behaviour.	1. Encourages self-reflection: Helps students think critically about their behaviour. 2. Develops accountability: Students take responsibility for their actions. 3. Improves behaviour: Students develop a plan to improve their behaviour. 4. Enhances problem-solving skills: Students learn to think about solutions to problems.	1. Corrects behaviour: Addresses the specific misbehaviour. 2. Prevents escalation: Nips the behaviour in the bud before it becomes a more significant issue. 3. Teaches accountability: Helps students understand that their actions have consequences. 4. Maintains a positive learning environment: Ensures the classroom remains a respectful and focused space.	1. Colour codes: Each colour represents a different level of misbehaviour. 2. Conduct slips: Students receive a conduct slip with a specific colour code when they misbehave. 3. Levels of misbehaviour: The colours might represent different levels of misbehaviour, such as: 1. Green: Minor 2. Yellow: Moderate 3. Red: Serious	1. Encourages accountability: Holds students responsible for their actions. 2. Teaches consequences: Helps students understand the consequences of their behaviour. 3. Promotes self-reflection: Encourages students to think critically about their behaviour. 4. Reduces misbehaviour: Can reduce misbehaviour by removing privileges that are valued by students.