



Student Wellbeing & Behaviour Management Policy High School

Postal Address: PO Box 252 Cloverdale Western Australia 6985
Tel: (618) 9362 5340 Email: info@aic.wa.edu.au Website: www.aic.wa.edu.au

Thornlie College: 17 Tonbridge Way, Thornlie Tel: 9493-2718
Dianella College: 81 Cleveland St, Dianella Tel: 9375-9770
Kewdale College: 139 President St, Kewdale Tel: 9362-2100

Improve student well-being

This policy is underpinned by the College values of respect, cooperation and independence which aims to guide the Australian Islamic College staff and students in maintaining an atmosphere in the College whereby students are actively engaged in the curriculum and are provided with interesting ways to learn.

The college forbids all forms of child abuse, corporal and degrading punishment and to this end requires all staff to ensure the wellbeing of all students is maintained during all dealings with students.

Putting our Values into action through:

1. A positive classroom and College environment for all members of the College community, where students feel cared for by College staff and in turn develop a sense of belonging and respect for the College and its staff. Teachers know their students well, build on their strengths and encourage them to persist with tasks until they succeed.
2. Student achievement across all learning areas, supported by future focused programs that utilise current best practice in teaching and learning.
3. Student wellbeing and the prevention of inappropriate behaviour enhanced through a focus on early intervention and prevention. Students are encouraged towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and staff members.

Introduction to our Student Safety & Wellbeing Behaviour Support Policy

Our Student Safety & Wellbeing Behaviour Support Policy is designed to ensure that our core expectations are implemented fairly and consistently within the spirit of our core Islamic values.

Our Core Expectations

1. Respect for Ourselves	2. Trust	3. Respect for Property
4. Accountability	5. Respect for Others	4. Respect for the School

The aim of the policy is to positively address individual student behaviour in ways that emphasises both **support** and **repair** through a restorative approach. Support is offered through the various structures within the school (which include Head of Learning Areas, the pastoral care team, the school counsellors, the Deputy Principal and the Principal) to assist students take responsibility for their own behaviour. The restorative practice model aims to develop strong relationships based on mutual respect and to restore a sense of belonging to the school community. Disciplinary consequences therefore centre on 'working WITH' students making them accountable in an active way, rather than simply 'doing TO' students by handing out punishment.

Rights and Responsibilities

Students have a right to	Students have a Responsibility to
<ul style="list-style-type: none"> ▪ Interact with others in an environment free from harassment and bullying. ▪ Engage in a purposeful and supportive environment. ▪ Work and play in a safe, secure, friendly and clean environment. ▪ Receive equal treatment regardless of status, race, gender or physical ability. ▪ Expect respect, courtesy and honesty. 	<ul style="list-style-type: none"> ▪ Accept consequences for their actions. ▪ Ensure that their behaviour does not intimidate others. ▪ Ensure that their behaviour is not disruptive to the learning and wellbeing of others. ▪ Ensure that they are punctual, respectful and organised. ▪ Ensure that the learning environment is kept neat, tidy and safe.
Staff have a right to	Staff have a responsibility to
<ul style="list-style-type: none"> ▪ Expect respect, courtesy and honesty. ▪ Teach in a safe, secure and clean environment. ▪ Expect cooperation and support from parents in matters relating to their children's education. ▪ Teach in a purposeful and non-disruptive environment. 	<ul style="list-style-type: none"> ▪ Be vigilant and proactive about bullying. ▪ Make students and parents aware of the school's Behaviour Management Policy. ▪ Model respectful, courteous and honest behaviour. ▪ Establish positive relationships and maintain regular communication with students, staff and parents. ▪ Report students' progress to parents. ▪ Ensure good organisation and planning.
Parents have a right to	Parents have a responsibility to
<ul style="list-style-type: none"> ▪ Expect that bullying will be investigated and addressed. ▪ Expect that positive behaviours will be promoted and reinforced. ▪ Be informed of the curriculum, behaviour management procedures and decisions affecting their child's health and welfare. ▪ Be informed of their child's progress. ▪ Expect cooperation and support from teachers in matters relating to their child's education. 	<ul style="list-style-type: none"> ▪ Inform the school if the physical and emotional condition of their child has been affected by an event outside of the school which may impact negatively on their child's learning. ▪ Inform school of any incident of bullying occurring at school. ▪ Ensure that their child attends school regularly and punctually. ▪ Ensure that the physical and emotional condition of their child is appropriate for effective learning. ▪ Ensure that their child is provided with the correct materials to make effective use of the learning environment. ▪ Support the school in providing an equitable education for their children. ▪ Keep their children home if they have a contagious illness. ▪ Maintain regular communication with their child's teacher.



BEHAVIOUR DISCIPLINARY PROCESS

- Minor Behaviour / Incidents**
- Inappropriate verbal language used
 - Not following class/bus rules
 - Disrespecting students
 - Disrupting teaching/learning
 - Consuming food/drink in class
 - Computer use violation Property misuse
 - Physical contact/altercation
 - Dress code violation
 - Mobile phones, earphones exposed

- Major Behaviour / Incidents**
- Abusive language towards an individual
 - Disrespecting teacher/ Defamation of Character
 - Vandalism of school property (including bus)
 - Fighting/physical aggression
 - Theft
 - Truancy / Leaving school grounds
 - Bullying (Cyber/Physical/Verbal)
 - Sharing AIC media online
 - Use of prohibited substances/items
 - Inappropriate relationships
 - Social Media misuse

**PHASE
1**



**PHASE
2**



**PHASE
3**

Warning for Classroom Misbehaviour
Warning/Negative/Recess/Lunch Detention
(Classroom Teacher)



2 or more negatives for classroom misbehaviour
- Detention (Lunch)
(Program Coordinators)



3 negatives in a term - **Contact parents**
5 negatives in a term - **Parent - Student Interview**
Student Monitoring Sheet/ Individual Behaviour Program
6 or more negatives in a term will result in student being moved on to **PHASE 4**
ONLY Coordinators can authorise

Depending on the severity of the student behaviour incident, phases can be accelerated straight to **Phase 5**
(Principal/Head Program Coordinators)

**PHASE
4**



**PHASE
5**

Major Incidents
1 – 5 days Suspension
(Principal/Head Program Coordinators)
Re-entry phase:
Parent - Student Contract/ **Student Monitoring Sheet**
Breach of contract can result in repeat of phases
(Program Coordinators/Counsellor)



Continued breach of contract
Possible Expulsion/Enrolment Reviewed
(Executive Principal)

Suspension from School

Suspension is only one strategy within the school's Student Behaviour Management Policy. It is most effective when it highlights the parent(s) or carer(s) responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parent(s) or carer(s) with a view to assisting a suspended student to re-join the school community as quickly as possible.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations and core philosophy. It also allows time for the school to plan appropriate support for the student to restore them back into the community.

In determining whether a student's misbehaviour is serious enough to warrant a suspension, the Principal will consider the safety, care and welfare of the student, staff and other students in the school. In most cases a range of appropriate student welfare and discipline strategies will have been implemented and documented before a suspension is imposed. The student must also be provided a formal written (email) caution detailing the inappropriate behaviours, as well as clear expectations of what is required of the student upon return.

Good Behaviour Policy

Rationale

The Australian Islamic College is a school that prides itself on the school motto of "Achieving a Positive Future". The College takes seriously the responsibility of preparing its students to be active, positive contributors to the local and global community and have the opportunity to develop the discipline and organisation required for future successful pathways. The Good Behaviour Policy works alongside the Student Wellbeing Policy and supports the College's overarching values of Independence, Cooperation and Respect. The College's Good Behaviour Policy aims to provide structures and opportunities for students to be self-motivated learners who take an active role in their future pathways and successes. It provides a framework to enable students to maintain or re-gain Good Standing status in relation to the expectations the College has for Behaviour, Attendance and Uniform.

All students commence the year with Good Standing. This is maintained if they consistently demonstrate Positive Behaviours in line with the Code of Conduct. If a student loses their Good Standing status, it can be regained by fulfilling the requirements for the stage they are at. If a student has lost 'Good Standing' they are unable to attend any extra-curricular sporting, social events or reward activities.

The aim of the policy is to focus on the positives and increasing acknowledgment of those students who maintain their Good Standing through rewards and extra-curricular activities such as certificates, theme based rewards and special morning tea with Principal.

Acknowledgement and rewards for Good Behaviour

All students deserve the opportunity to achieve success and gain positive recognition in the following three areas: **Effort, Quality of work and Citizenship effort**

Effort – Is about acknowledging a student who is working to the best of their ability to achieve success. This award is not necessarily based on academic achievement but rather on the ability to demonstrate behaviours that show a desire to improve (persistence & resilience).

Quality of work – This area recognises students working toward academic achievement.

Citizenship – Recognising students who are good citizens of the school, who contribute to positive relationships, Islamic values and create a respectful culture of belonging.

Uniform Policy

Male

- School jacket with logo / Leaver's Jacket for Year 12 only
- White business shirt (short / long sleeve) with logo (tucked in)
- Black dress pants – strictly no tracksuit pants or jeans
- Lace-up / Velcro / slip-on black leather shoes
- Strictly no radical haircuts (hair length should be of uniform level)
- Hair must be one length with no patterns or lines (no longer than 10cm).

Female

- School jacket with logo / Leaver's Jacket for Year 12 only
- Black school dress with logo (ankle length)
- Blue School scarf with black undercap
- Plain white or black socks (must cover ankles)
- Lace-up / Velcro / slip-on / buckle black leather shoes
- Strictly no make-up, nail extensions, nail polish, nose rings or jewelry.

Breach Procedure

- Students will be asked to **take off and hand over** any incorrect items such as jackets, hats, jewelry, etc. to be collected by student at the end of the day (the school takes **no** responsibility for such items if loss should occur).
- Parents / guardians will be contacted to collect students who are wearing incorrect / inappropriate clothing such as tights or incorrect shoes, without a valid excuse. Students who are unable to be collected by parents / guardians will be **in-school suspension** and will not be allowed to return to school until they have the correct uniform.

Reminder – Parents must inform the student’s Year Coordinator if there are valid reasons why the student does not have the correct uniform (NB: haircuts fall under the Uniform Policy). Coordinators reserve the right to check student haircuts underneath caps. Suitable arrangements can be made with the Year Coordinator. If no arrangements are communicated prior, students will be sent home and indefinitely suspended until uniform has been rectified.

Drug Policy

Student Caught Smoking Cigarettes / Electronic Vapor Devices

First Offence: Parent/guardian contacted, immediate one-day suspension, counseling session, student and parents to sign a memorandum of understanding.

Second Offence: Same procedure as 1st offence (increase to two-day suspension).

Third Offence: Review of enrolment.

Student Using or Supplying Drugs

First Offence: Indefinite suspension with possible Expulsion

Uses, Supplies, or is in Possession of, a Suspected Illegal Substance or Supplies a Restricted Substance within school hours or after school hours on or off school grounds.

The College is committed to being a place which is free of illegal drugs. A student found using, supplying or possessing an illegal or restricted substance during or after school hours will have parent / guardian contacted and an immediate **indefinite** suspension. Termination of enrolment will be determined on a case-by-case basis, subject to an investigation conducted by Senior Management and the Pastoral Care Team. Students who assist other students to obtain illegal substances or supply restricted substances during or after school hours, such as prescription drugs, will also be subjected to the above procedure.

Electronic Devices

The inappropriate use of mobile phones, iPods, MP3 players and similar electronic devices is disruptive to the learning environment of students and therefore the use of these items is restricted.

Laptops

Laptops are to be used in an appropriate manner. Accessing any website or social networking sites for any non-curricular purpose is not permitted. They are not to be used to record, distribute, display or upload images or videos of staff, students, or parents on school premises unless this is part of an activity supervised by a teacher or other staff member. Any breach of this rule will result in suspension.

Mobile Phone Policy

While we acknowledge and appreciate the importance of technology in the lives of young people today and while we recognize that technology plays a big role in students' learning, mobile phones have been found to be a distraction within the classroom environment. We therefore have a no mobile phone policy at school (including earphones); however, we understand that some of our students travel to school via public transport. Students who choose to bring mobile phones to school must have them switched off and securely stored during school hours.

Code of Conduct for Transport

Students are held to the same standards on AIC buses, as they are on the campus. Drivers are required to record behaviour incidents and pass them onto the bus coordinator.

The bus coordinator shares all information with behaviour coordinators who unify these incidents on the AIC system. The first incident occurrence on a bus, a student receives a verbal and incident is recorded. On the second occurrence, the parents of the student are notified via the behaviour coordinator, who warns the family of the potential termination of their bus contract. If an incident occurs for a third time, the student revokes their privilege of the AIC bus system and will no longer be picked up.

Australian Islamic College Mobile Phone Policy

Any student phone SEEN or HEARD will be confiscated

- Students who choose to bring their mobile phones to school must have them switched off and securely stored in Central office until the end of school.

- If a student is caught with their mobile phones then the device will be confiscated by the teacher and passed onto their **COORDINATOR** at the end of the lesson.
- The device will be switched off and stored securely.

- The parents will be contacted and asked to come and collect the phone after school. The device will not be given back to the student unless a parent/guardian collects it.
- It will need to be collected by a Parent or Guardian at their earliest convenience.
- The incident will be entered into Student behavioural record.

IMMEDIATE SUSPENSION

If an electronic device is used to record, distribute, display or upload any images or videos (as previously defined) of any staff, student, school property/ground or parent/visitor at any time will result in suspension.

You Can Do It Education:

Our Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Australian Islamic College to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school is committed to the following school rules to teach and promote our high standards of responsible behaviour:

- *Be safe*
- *Be respectful*
- *Be an active learner.*

We believe in the importance of the **5 Key Foundations of You Can Do It! Education:**

Confidence (social and academic)

Getting Along

Organisation

Persistence

Resilience

Central to the development of these Key Foundations is instilling in young people 12 habits of the mind:

Accepting Myself

Taking Risks

Being Independent

I Can Do It

Giving Effort

Working Tough

Setting Goals

Being Tolerant Of Others

Planning My Time

Thinking First

Playing By the Rules

Social Responsibility

Roles

Students: To learn and behave in an appropriate manner.

Teachers: To provide a safe and supportive learning environment.

Administrators: To guide and model professional behaviour in a supportive manner.

Ancillary Staff: To support students, staff and community in a safe school environment.

Parents/Volunteers: To support children and staff throughout the school environment.

	Self	Class	Recess/ Lunch	Off Campus
Confidence	<p>Be safety conscious</p> <p>Be positive and self-motivated</p> <p>Believe in oneself</p>	<p>Be independent</p> <p>Be interdependent</p> <p>Mentor others</p>	<p>Remain within designated areas</p> <p>Be a mediator of disputes</p> <p>Walk away from bullies</p>	<p>Wear the school uniform with pride</p> <p>A sensible and safe approach to travel</p>
Getting Along	<p>Consider others and self</p> <p>Be aware of the needs of others</p> <p>Be prepared to compromise</p> <p>Be in tune with your emotions</p> <p>Model respect and respectful behaviours</p>	<p>Work safely, sensibly and with tolerance</p> <p>Be co-operative</p> <p>Be courteous</p> <p>Be respectful of others and their property</p>	<p>Play safely, sensibly and with tolerance</p> <p>Follow directions of people on duty</p> <p>Use appropriate language</p> <p>Keep hands, feet and other objects to yourself</p> <p>Be co-operative</p>	<p>Behave appropriately at school camps</p> <p>Listen to instructions</p> <p>Be aware of the needs of the whole group</p> <p>Respect the general public when participating in activities</p>
Organisation	<p>Be ready for school</p> <p>Take responsibility for homework and assignments</p> <p>Be responsible for home/school communication</p> <p>Be on time and prepared each day</p>	<p>Be tidy and attentive</p> <p>Be punctual and prepared for lessons</p> <p>Only enter classrooms with a staff member's instruction</p>	<p>Place rubbish and food scraps in the appropriate receptacle</p> <p>Follow the school sun-safe strategy</p> <p>Look after school equipment i.e. things borrowed from classroom or sports room</p>	<p>Complete homework tasks</p> <p>Have the right equipment ready and wear correct uniform</p> <p>Be punctual for appointments</p> <p>Be responsible for your belongings</p>
Persistence	<p>Strive to do best</p> <p>Don't give up, don't give in</p> <p>Have a go - Always give your best</p>	<p>Be industrious</p> <p>Stay on task to complete</p> <p>Be studious</p>	<p>Be cooperative</p> <p>Try to include others in your games</p> <p>Try different approaches to problem solving</p>	<p>Be involved in excursions</p> <p>Look for solutions in difficult situations</p> <p>Complete homework and assignments</p>
Resilience	<p>Be true to yourself</p> <p>Always do your best</p> <p>Be ready to adapt to change</p> <p>Stick to difficult tasks</p>	<p>Listen</p> <p>Wait your turn</p> <p>Accept and follow directions</p>	<p>When dismissed, leave area by walking</p> <p>Play with others and include others</p>	<p>Be interested in others</p> <p>Look for the positive when routines are changed (unforeseen circumstances)</p>

Expected Standards

The following standards outline the expectations for students:

Physical Altercation Policy

All students and education workers have a right to work in a safe and violence-free workplace. In addition to its criminal law implications, violence in schools is a health and safety issue and it is the responsibility of the employer to provide a safe working environment. It is also a moral responsibility of the school to provide learning environments which enable all students to reach their full potential. Adequate resourcing and support arrangements need to be provided by the school level to deal effectively with violence.

Australian Islamic College has a zero tolerance policy with regards to violence. Any displays of violence will be strictly dealt with (please refer to the Major, Minor Critical Graph and associated phase)

Absence from School Policy

At the Australian Islamic College, student attendances are considered as high priorities. We know that students who regularly attend are more likely to be successful.

It is a legal requirement for any absence to be recorded by a phone call, text messages, email or written explanation from the student's parent or legal guardian. Parents are requested to ring Central Office on **9362 2100**, send an email to Centraloffice@aic.wa.edu.au or send a written explanation with the child.

Permission to Leave School During the Day

Students who need to leave the school for an appointment or medical reasons, will need to have their parents come to the front office to sign them out. The student will have a form which their Coordinator and front office will sign before allowing a student to leave.

The parent / guardian must sign the register. On returning to school, students must sign back in at Student Reception.

Students will NOT be allowed to leave the school grounds without a parent / guardian

School work missed due to absence caused by suspension from school

School suspends students after several warnings, counselling, and contact with parents or sometimes due to extreme unacceptable behaviours. In this situation school will not be liable to send school work to the students if the suspension is less than a week. Students are required to follow the teaching-learning programs given them before. If the suspension is more than a week, parents have the responsibility to

contact the Year Coordinators to make arrangement for the school work. School will not take any responsibility for the students' academic progress.

Late to School Policy

At the Australian Islamic College, we are committed to provide our students excellent learning opportunities both academically and socially to become responsible young adults both within the school and the greater community. With this in mind, a new policy "Lateness to school" has been implemented to deter our students from coming late to school. **Students must arrive at school by 8.20 am.**

Access into school after 8.30 am must be through the Front Office only.

After 8.40am gates will be locked. Students can only enter through the front gate and must provide an explanation note from the parent for being late. If the explanation seems genuine, for example, medical certificate, medical appointment, other written evidences. etc. Students who arrive late to school with no valid reason will face the same consequences as those students who arrive late to class (table below). List of late students sent each day to coordinators to follow up. (Appendix 2).

Lateness to class

Being late for class is disruptive to the general flow of a class and disrespectful to the teacher. It also has a negative impact upon the late students learning capacity as they are missing important information.

A second bell has now been introduced to identify when the classroom teacher and all students are aware of when they are expected in class. This has been introduced to alleviate any indiscretions within individual teachers' times and for the fair and equitable treatment of all students.

Students will have six minutes to get from one class to another. If the students do not reach their specific class by the ending of the second bell, the following consequences will apply.

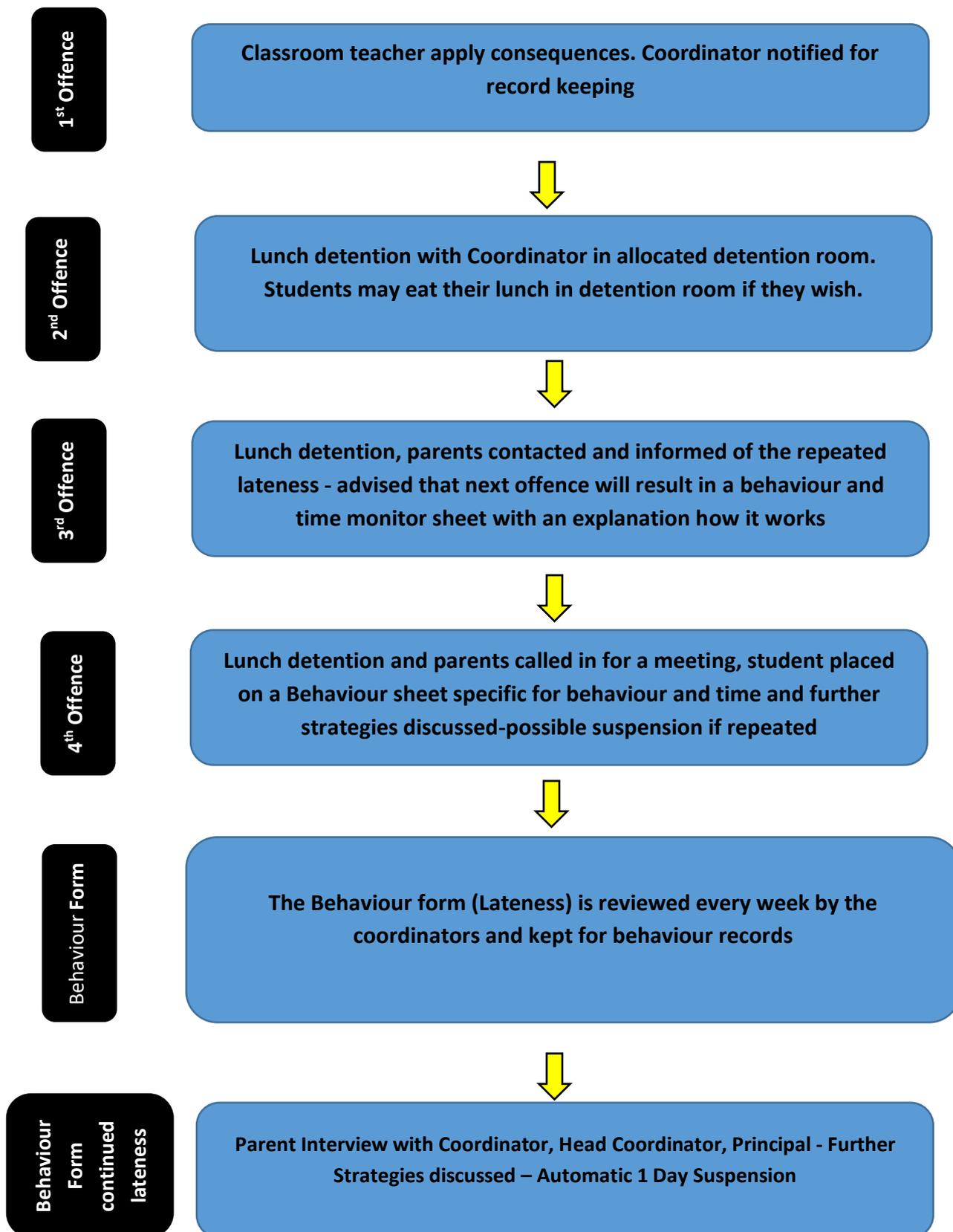
Truancy (intentional absence)

Truancy is considered to be a breach of our school policy as we have a duty of care for our student's safety and wellbeing. Any students found truanting class will be suspended immediately. The year coordinators will be responsible for the follow-up of student attendance and the ensuring of an accurate daily absentee record, highlighting lateness and truancy. The system operated by the coordinators is designed such that students are notified the next day of their breach and the necessary consequence their action has attracted.

Any student found to have purposefully missed assembly, Prayer, any classes or leaving school grounds without permission from parents and the school will incur an automatic one-day suspension.

Reviewed date: [July 2020]
Approved by: [Executive Principal]
Next review: [December 2021]

Late-to-class Policy & Procedures



Lunch detention is specific to gender; females will serve their detention during girl's lunch time and males during boy's lunchtime. On Friday there will be a combined detention for students who have come late.

Students who forget to attend their lunch detention will be expected to make up their missed detention. Three Missed detentions without valid explanation can result in automatic 1-day suspension.

Please note specific behaviour coordinator will keep a record on all students that are late to class.

Guidance and Counselling Policy

This policy having due regard for the education Act 1998 sets down how guidance is regarded as a core element of this school's curriculum.

The Australian Islamic College "shall use its available resources to ensure that students have access to appropriate guidance to assist them in their educational needs and career choices. Furthermore Our College wishes to promote the moral, spiritual, social and personal development of student in consultation with their parents. Teachers and Coordinators may refer students of concern (referral form Appendix 3)

Mission Statement:

Guidance may be defined as a range of experiences to help students make personal, social, educational and career choices.

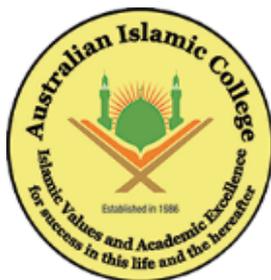
Counselling may be seen as the empowerment of students to make decisions, solve problems, develop coping strategies and resolve difficulties they may be experiencing.

Aims and Objectives:

Our aims and objectives are guided by the principles of The Institute of Guidance Counsellors and The National Centre for Guidance in Education, and focused on providing a response to the guidance needs of the school.

1. The guidance program will be delivered through class contact and one to one interviews.
2. The guidance program is set out to reflect the needs of the students at all stages of their school life.
3. The guidance program sets out to identify the needs of each specific year group and design a program which meets those needs. It sets out to be accessible, student centered, inclusive and responsive.
4. It sets out to assist students to make choices and to make transitions in the educational, social and personal aspects of their lives.
5. It sets out to provide the following: counselling, assessment, information, advice, educational development programs, personal and social development programs and referral

Appendix 2



COUNSELLING: TEACHER REFERRAL FORM

Name of Referring Teacher: _____ **Subject:** _____ **Class:** ____

Student Name: _____ **ID NO:** _____ **GENDER: M/F**

Please circle the Appropriate Category:

Sadness/Grief Yes / No

Work Completion- Completes work in given time Yes/ No

Not Focusing Yes/ No

Worried/Scared Yes/ No

Anger Management Yes / No

Withdrawn or Lacks Motivation Yes/ No

Anxious/Nervous Yes /No

Suicide Ideation. Yes/ No

What have you noticed?

Problematic Behaviour: Please describe what your concerns are:

Effect of problem on academic progress:

What do the parents say?

Appendix 3

Australian Islamic College

Behaviour Referral Form

Student Name:				Location (please tick)	
Date:	Time:	Class:	Yr.:	Outside	
Referring staff member :				Prayer Rooms	
				Classroom	
				Other	

Problem Behaviour					
Minor (Please tick)			Major (Please tick)		
Defiance/Disrespect Low intensity, brief failure to follow directions.			Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.		
Physical Contact Student engages in non-serious but inappropriate physical contact.			Physical Aggression Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, scratching etc.).		
Inappropriate language Low intensity language (e.g. shut up, idiot etc.).			Inappropriate /Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.		
Disruption Low intensity but inappropriate disruption.			Disruption Repeated behaviour causing an interruption in a class or playground. (e.g. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc.).		
Property Misuse Low intensity misuse of property.			Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property.		
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.			Dress Code Refusal to comply with school dress code.		
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.			Safety Student engages in frequent unsafe activities where injury may occur.		
Dishonesty Student engages in minor lying/cheating not involving any other person.			Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others.		