



## ISLAMIC SCHOOL OF CANBERRA

### BEHAVIOUR MANAGEMENT POLICY

ISC endeavours to maintain an inclusive learning environment and a positive school culture where students, parents and staff feel safe and have a strong sense of belonging. Students are always supervised by staff who have a duty of care towards them. At no times are students left unsupervised. The school community aims to help the students become responsible, self-disciplined and respectful of the rights of others.

ISC seeks to provide an environment where teaching and learning is effective and where violence (physical and verbal), racist comments and sexual harassment are unacceptable. Violence is defined as behaviour which hurts and/or makes others feel unsafe. Under no circumstances, ISC engages in or supports the use of corporal punishment.

ISC is determined to encourage positive schooling by:

- Creating a positive school climate
- Defining clear expectations, rights, roles and responsibilities
- Class discussions
- Classroom and playground rules
- Counselling, repairing and rebuilding relationship methods
- Yard duty

Behaviour management procedures are applied to create a management system that clearly and firmly places responsibility for acceptable behaviour with each individual student. The successful management of students demands that the approach be carried out consistently on a school wide basis. The school complements its student behaviour management procedures with a range of teaching and learning programs to specifically teach a variety of social skills as mandated in the Australian curriculum. The main focus is on building respectful relationships with students by maintaining best practices through the use of class rules, which emphasises safety, respect and learning in compliance with the National Safe Schools Framework 2010, elements 1.9, 2.2, 2.4, 3.3, 5 and 9.

The National Safe Schools Framework (MCEECDYA- 2011) states:

*'In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing.'*

The school community embraces an Islamic tradition that provides context, meaning and purpose to what is being taught. In doing this, our community provides opportunity for personal growth to inspire hope for all.

The school community values the motto *In Knowledge lies Strength* and we value the importance of relationships.

The school community- families, students and staff - have a responsibility to interact with each other in a way that is respectful and dignified. All in our community are expected to reflect on what we do, what we say and how we say things to determine the extent we have built relationship with GOD, SELF and OTHERS by our actions.

The development of children at our school is based on partnership. The relationship that exists between the teacher and the student (together with the family) is critical to the realisation of individual potential and in meaningfully addressing behaviours that may inhibit academic, social and emotional growth.

As a community if we observe behaviours that are not enriching or strengthening relationships with Allah, self and others, communications take place to determine what can be done to support the individual/s. We use RESTORATIVE PRINCIPLES to lead into open and sincere conversation leading to observable and measurable actions.

### **RESTORATIVE MODEL**

- Mutual respect
- A belief in people's ability to resolve their own problems given time, support, and a fair chance to tell their story
- Acceptance of diversity
- An inclusive approach to problem solving, so that feelings, needs and views of everyone in a given community are taken into account.
- Balance between belief and actions
- Explicit character development
- The deliberate creation of safe and supportive school cultures and communities where all are encouraged not only to listen but also to have a voice and make valued contributions

### **BEHAVIOUR FRAMEWORK**

It is expected that staff at the Islamic School of Canberra provide lessons that engage and stimulate student interest in acquiring knowledge and developing skills. It is the responsibility of the staff member to develop trusting relationships based on dignity and respect for each student within their area of responsibility.

The principal, in collaboration with the leadership team, developed two behaviour charts to address behaviours that occur within Primary and Secondary contexts.

We use a behaviour chart to identify, classify and appropriately deal with student behaviours that occur within the school grounds. The chart breaks down a wide range of behaviours into levels of severity. The chart has three main levels (minor, medium and major) All possible behaviour

incidents are in the charts and span across all three levels. Within each level, there is a sequence of steps that the staff members need to follow, in order to appropriately address the student's behaviour. The chart allows staff to deal with behaviour incidents as a one off or as a continuous process if the behaviour continues to occur. In accordance with how many steps the teacher uses to address the student's behaviour, there is a corresponding series of consequence levels which increase the severity of the consequence if the behaviours continue to occur or the behaviours demonstrated are more serious and fall within the medium or major classification level

At times, student may make decisions that inhibit their own learning and that of our learning community. When this happens, relationships are damaged and should be repaired. The process below outlines what is expected from our students and staff when managing such situations

It is the teacher's responsibility to provide inclusive, safe, engaging environment for all students.

If the student behaves in a way that disrupts their learning or that of others, then the **BEHAVIOUR DAMAGING RELATIONSHIP with GOD, SELF, OTHERS** occurs. The steps outlined in the behaviour chart outline the process in which behaviours are identified, classified and appropriately dealt with.

## **Minor Level Behaviour**

These are the most common behaviours seen in the school environment and are addressed with an seven-step sequence. If the behaviour occurs, the teacher/member of staff will:

1. Remind the student of the appropriate action/behaviour.
2. Give a verbal warning.
3. Give the student an appropriate level 1 consequence.
4. Teacher to send a message to the parents to inform them of the incident via phone, class dojo or google classroom
5. If the behaviour is not improved, give students a level 2 consequence.
6. Teacher to refer the case to the behaviour management coordinator (coordinator to meet with the student and decide on the action to be taken)
7. Should the breach continues, behaviour coordinator is to escalate the case and give a Level 3 consequence.

## **Medium Level Behaviour**

After the first occurrence of the behaviour, the teacher or member of staff will:

1. Give the student an appropriate Level 2 consequence.
2. Teacher to contact the parents and then give another Level 2 consequence.
3. Teacher to escalate case via an incident report to the Behaviour Coordinator. Behaviour Coordinator to arrange a meeting with parents, attended by the teacher. Student is given an appropriate Level 3 consequence.
4. Behaviour Coordinator arrange a meeting with the parents. Give the student a Level 4 consequence.
5. Behaviour Coordinator escalates the case up to Major Level, to step 2 of the actions.

## **Major Level Behaviour**

If a major behaviour occurs, a time is arranged in each of these occasions for the families to come into the school to speak with the principal about the behaviour and determine an appropriate response. The response will take into account others that have been affected and what is appropriate and supportive of a continued community environment where all individuals feel safe and respected.

It is expected that teachers document about the behaviour of the student and that can be referred to when families come into the school to work through what may be taking place with their child. The school is using School Pro to document students' behaviour.

1. Behaviour Coordinator to arrange a meeting with the parents and give an appropriate Level 4 consequence.
2. Behaviour Coordinator to arrange another meeting with the parents and give the student another Level 4 consequence (consequence will be more severe than the last consequence)
3. Behaviour Coordinator to arrange a meeting with the parents and give the student an appropriate Level 5 consequence.
4. Repeat step 3 until the consequence is level 6 which is expulsion.

## **Senior School Behaviour Chart**

The senior students (Years 7-12) adhere to a slightly different chart. Some of the behaviours have been adapted and changed from the primary chart to fit the behaviours that may occur in a setting with older students. The outline of the chart is the same as it is in the primary setting but introduces a Demerit Point (DP) system. Next to each behaviour, if the behaviour occurs a number of times, then the student will receive a DP. An outline of DP consequences is listed on the document. If a student acquires 10 DP within one schooling year, then their enrollment at the Islamic School of Canberra may be terminated especially if the student's behaviour is unsafe and / or non-compliant.

The DP consequence levels are:

- 1 DP – Reflection time
- 2 DP – Reflection time
- 3 DP – Reflection time
- 4 DP – Reflection time and 1 Session of Community Service
- 5 DP – One-day suspension and parent meeting with Behaviour Coordinator
- 6 DP – Reflection time, 3 session of Community Service and a parent meeting with the Behaviour Coordinator
- 7 DP – 3 days’ suspension and parent meeting with Behaviour Coordinator
- 8 DP – Reflection time, 5 sessions of community service and parent meeting with Behaviour Coordinator
- 9 DP – 5 days’ suspension and parent meeting with the Principal and Behaviour Coordinator
- 10 DP – Parent meeting with Behaviour Coordinator and Principal and a final warning for expulsion from school.

### Consequence Levels

The teachers and members of staff refer to the consequence levels within the chart to choose an appropriate consequence for the student. There are five levels of consequences which relate to a specific level (minor, medium or major) of the behaviour chart. The consequence stages are:

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Isolated reminder</li> <li>• Thinking corner (15 minutes)</li> <li>• Changing seat</li> <li>• Written behaviour mark</li> <li>• Reflection time</li> <li>• Research/essay work</li> <li>• Computer time prevention</li> <li>• Loss of privileges</li> </ul>	<ul style="list-style-type: none"> <li>• 2-3 reflection times</li> <li>• 1-3 sessions of community service</li> <li>• Ban from the oval/playground</li> </ul>	<ul style="list-style-type: none"> <li>• 3-5 reflection time allocation</li> <li>• Full-day in school reflection</li> <li>• 3-5 sessions of community service</li> </ul>	<ul style="list-style-type: none"> <li>• 2-3 full school day reflections</li> <li>• 5-7 sessions of community service</li> <li>• 1-5 days suspension</li> <li>• Counselling</li> </ul>	<ul style="list-style-type: none"> <li>• 5-15 days suspension</li> <li>• Counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion from school</li> </ul>

When we as a staff communicate to our students we should always consider:

- Are we speaking with the student in a respectful and dignified manner?
- Are we documenting everything as a support for when families are called in to talk about behaviours?
- Are we recording positive as well as negative behaviours?
- Are we communicating to families regularly about student behaviour?
- When we are managing our classrooms are we in control in terms of language used and modality of voice?
- Are we firm, consistent and fair?

### Amendment of Education ACT 2022

Sometimes students display an unacceptable, unsafe or noncompliant behaviour. Unsafe or noncompliant behaviour means:

(1) if the behaviour reduces the safety or effectiveness of the learning environment at the school because it:

- (a) is persistently or disruptively noncompliant; or
- (b) poses an unacceptable risk to the safety or wellbeing of:
  - (i) another student at the school; or
  - (ii) a member of staff of the school; or
  - (iii) someone else involved in the school’s operation.

(2) To remove any doubt, a student’s behaviour may be unsafe or noncompliant even if the behaviour does not happen on school premises or during school hours. For example using social media outside school hours to encourage violence against a student at school the next day.

### **Exhausting all reasonable alternatives**

The school will exhaust all reasonable alternatives before making a decision in relation to a student at a school, the school must:

- (a) before making a decision to transfer or expel a student—be satisfied that suspending the student would not be effective or suitable; and
- (b) be satisfied that no other reasonable alternative is likely to be suitable or successful for managing the student's unsafe or noncompliant behaviour.

### **Communicating with students and parents**

(1) This applies if the school is required to tell a student, or give their parents written notice, about a decision or proposed decision regarding their behaviour.

(2) The person must apply natural justice and procedural fairness and, in particular, must:

- (a) ensure the student and their parents are given sufficient information about the decision-making process, in a language and way that the student and their parents can understand, to allow the student and their parents to effectively take part in the decision-making process and have their views heard; and
- (b) ensure the student has a parent, or someone else chosen by the student, present when taking part in the decision-making process

### **Notification not required in certain circumstances**

(1) This applies if the principal or the designated person is required to give a written notice to a parent of a student:

(2) The written notice need not be given if the principal or the designated person is satisfied that:

- (a) it would not be in the best interests of the student to give the notice; or example a court order prevents contact between a student and their parent
- (b) it is not possible or reasonably practicable in the circumstances to give the notice.

### **Example**

despite reasonable efforts, contact details for a parent cannot be found

(3) If the student is an adult, the written notice:

- (a) need not be given to a parent of the student; and
- (b) must be given to the student.

### **Suspension to ensure safe and effective learning environment**

The principal or the designated person may suspend a student at the school only for the purpose of ensuring a safe and effective learning environment at the school.

1. The school may suspend a student if satisfied:

- (a) the student has engaged in unsafe or noncompliant behaviour; and
- (b) the school has exhausted all reasonable alternatives to suspending the student; and
- (c) it is reasonable to suspend the student considering all the circumstances, including any views of the student and their parents about the proposed suspension.
- (d) for an independent school—the school has complied with the requirements for involving the student and their parents in the decision-making process

### **Suspension—notice**

If the school suspends a student, the principal or the designated person must:

- (a) tell the student, and give their parents written notice (a suspension notice), about the suspension, including:
  - (i) the grounds for the suspension; and
  - (ii) the length of the suspension; and
  - (iii) how the school intends to support the student to continue their education during the suspension; and

### **Suspension—length**

(1) A suspension of a student should not exceed 5 days in any one incident. The total suspension of a student is for the period, not longer than 20 school days, to ensure a safe and effective learning environment at the school.

(2) A suspension:

- (a) begins on the later of the following:
  - (i) the day the decision-maker gives a suspension notice to the student's parents;
  - (ii) the day stated in the suspension notice; and
- (b) ends on the earlier of the following:
  - (i) the end day stated in the suspension notice;
  - (ii) 20 school days after the suspension begins.

(3) A suspension must not start immediately after another suspension ends.

**Suspension—student’s education and counselling**

- (1) If a student at a school is suspended, the principal of the school must ensure the student is given the materials and support needed to continue their education during the period of suspension.
- (2) If a student at a school is suspended for a total of 7 or more school days in a school term (consecutively or otherwise), the principal of the school must ensure that the student is given a reasonable opportunity to attend counselling.

**Suspension—review of student’s circumstances**

- (1) If a student at a school is suspended, the principal of the school must:
  - (a) review any reasonable adjustments in place for the student, including reviewing the way an adjustment is implemented; and
  - (b) make any reasonable adjustments the principal considers would support the student, including changing the way an adjustment is implemented

**Expulsion**

- (1) The principal or a designated person may expel a student at the school if satisfied:
  - (a) the student has engaged in unsafe or noncompliant behaviour; and
  - (b) the school has exhausted all reasonable alternatives to expelling the student; and
  - (c) it is not in the best interests of one or more of the following for the student to remain at the school:
    - (i) the student;
    - (ii) another student;
    - (iii) a member of staff of the school; and
  - (d) it is reasonable to expel the student considering all the circumstances, including any views of the student and their parents about the proposed expulsion.

**Expulsion notice**

If the principal or a designated person expels a student, the decision-maker must:

- (1) tell the student, and give their parents a written notice, about the expulsion, including:
  - (a) the grounds for the expulsion, including details of the student’s unsafe or noncompliant behaviour
  - (b) the day the expulsion takes effect; and
  - (c) the grounds for the expulsion, including details of:
    - (i) the student’s unsafe or noncompliant behaviour; and
    - (ii) how they have exhausted reasonable alternatives to expelling the student;
    - (iii) the steps taken to involve the student and their parents in the decision-making process

**Expulsion—counselling**

If a student is expelled, the principal of the school must ensure the student is given a reasonable opportunity to attend counselling.

## Guiding Principles at the Islamic School of Canberra

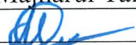
Guiding Principles	Islamic School of Canberra responds by-
<i>Affirm the rights of all members of the school community to feel safe and be safe at school</i>	<i>Classroom positive practices are in place and are communicated to students regularly. These practices are further supported through assemblies and at Prayer time.</i>
<i>Acknowledge that being safe and supported at school is essential for student well-being and effective learning</i>	<i>This is reflected in classroom management procedures. The school policy acknowledges positive behaviours and addresses and negative behaviours as well. Students positive behaviour is enhanced through the school's house points system and class dojo rewards for primary classes. The winning class are rewarded with a free excursion at the end of the year</i>
<i>Accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfil the school's child protection responsibilities.</i>	<i>ALL staff go through DUTY of CARE and MANDATORY REPORTING procedures every year to ensure that requirements are met and processes are followed.</i>
<i>Encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued</i>	<i>Students, community and staff are inducted on safety issues at the beginning of the year. This is further reinforced through Islamic Studies classes, Health lessons and Prayer times across the week and Friday prayer - as required. School chaplain talks on daily basis to students on issues related to child safety and students' wellbeing matters</i>
<i>Actively support young people to develop understanding and skills to keep themselves and others safe</i>	<i>House captains and SRC meet regularly during recess or lunch time with the wellbeing coordinator to highlight issues associated with various school activities including feast days- harmony day, multi-cultural day...etc. Secondary students and school captains and SRC lead the prayers and plan activities and present themselves as role models for the school.</i>
<i>Commit to developing a safe school community through a whole school approach</i>	<i>Discussions with the students, staff and parents on issues of concern that are related to child safety, mandatory reporting, wellbeing and partnership with the school for the general benefit of all.</i>

### References:

National Safe Schools Framework 2010

Children and Young People Act 2008

Amendment of Education Act 2022

Version: 23.1	
Approved by Board member/director	Dr. Majharul Talukdar
Signature	
Approval Date	March 2023