



Student Wellbeing and Management Policy

Student Wellbeing Department - Primary

RATIONALE

- To promote Islamic values and beliefs
- To provide a safe, respectful and caring environment to all students and teachers.
- To acknowledge and celebrate student diversity and achievement.
- To enable students to develop mastery in managing themselves, their behaviour and relationships.

Guidelines

- Teachers are to promote the School Values – Code of Cooperation – in their classrooms, on the school yard and all school settings
- Teachers are to approach behavior issues with a positive mind set.
- Teachers are to ensure that students understand the consequence of their actions and are given support to rectify the problem.
- Teachers are to ensure that the consequence is related to the behavior, and is reasonable.
- Teachers are to seek advice from senior staff when the concern is considered serious and can affect the safety of the student, other students or any staff member.
- Teachers are to monitor the students attendance and report any serious delay or concern
- Teachers are to deal with behaviour problems of all students in a manner consistent with the student management policy.
- Teachers are to be proactive and self reliant in managing students behavior (Under no circumstances is the student to be put down in front of peers)
- Teachers are to use courteous language when dealing with students.
- Teachers to comply with VIT Code of Conduct

OUR VALUES:

- RESPONSIBILITY:** Every member of Al-Taqwa College is expected to preserve and promote the safety of other members
- RESPECT:** Every member at Al-Taqwa College is expected to respect others, respect school policies and respect the property of the school
- COOPERATION:** Every member at Al-Taqwa College is encouraged to work as one team to promote a healthy and positive environment
- HONESTY:** Every member at Al-Taqwa College is expected to be sincere about their work and behaviour
- DOING YOUR BEST:** Every member of Al-Taqwa College is encouraged to achieve their best, support the school ethos, support individual needs and talents, and promote wellbeing in a friendly environment

Implementation

Empowering Teachers

- Class observations and individual feedback is provided to teachers on a regular basis.
- Constructive discussion of classroom management will be a regular agenda item during sub school meetings.
- Behaviour management plans will be developed where necessary with assistance of discipline leaders and student wellbeing coordinator.
- Extra support and guidance will be provided for new teachers to Al-Taqwa. (Mentor/opportunity to observe other teachers in the classroom...)
- Constructive advice and feedback to be provided by the special needs coordinator and the school counselors about the difficult students.
- Regular Behaviour focus Group meetings
- [Induction Week Booklet](#) (On the G drive, click on the hyperlink to access)
- [Student Welfare Kit](#) (ON G Drive, click on the hyperlink to access)

Empowering Students

- At the beginning of each year teachers will develop an understanding with their class to ensure that the “School wide Expectations matrix” is clear to everyone.
- In the first two weeks of the school year, students will be informed of the school policies and behavior expectations (uniform, attendance, anti-bullying, sun smart, nuts, healthy food, canteen).

- Foundation and Grade 5 students will participate in the Better Buddies Program endorsed by the Alannah and Madeline Foundation to promote peer support and active cooperation between the students (Refer to the Better Buddy Framework in Lower and Upper primary departments).
- Grade 1 & 2 students will participate in Fine Motor Skills program.
- Grade 4 students will complete an anti-bullying program once a week during non-assembly periods (reference: Bullying- a while school approach by A. Suckling & c. Temple)
- In class Yoga and Brain breaks (Grade 4-6)
- Al Taqwa SRC leadership program (Grade 4, 5 and 6_Captains/Vice Captains/Student Body). Refer to the Upper Primary SRC process and procedure document.
- Incorporating Quran, Sunnah and Hadith throughout the school year activities and planning in collaboration with the school's Islamic department.
- Encourage student performance using intrinsic and extrinsic motivation.
- Regular surveys will be conducted to check the wellbeing and happiness of new students at the school.
- KIDS MATTER Whole School Implementation
- Upper Primary Morning Assemblies.

Proactive Management in the yard

- Issues of concern, repetitive and inappropriate behaviour in the school yard will be discussed regularly during staff meetings.
- Yard duty teachers are to be active in the school yard and to acknowledge the students who demonstrate expected behavior.
- Yard duty teachers to try to solve any dispute with reasoning and reminding students about school values.
- Where a serious incident happens on the school yard, teachers are to fill in an incident report in order for the matter to be followed up.
- Primary Department leaders can be called to the scene if the matter seriously concerns the safety of the student or other students.

Proactive management in class (Like a ship's captain without a chart to guide him, a teacher can be easily blown off course, find themselves floundering on high seas or even face mutiny, Jenny Mackay)

- Planning for behavior and taking control (Jenny Mckay). Teachers will plan for their class with the behavior of the students in mind and will implement the strategies consistently to ensure positive outcomes.
- During teaching sessions teacher will monitor seating, pace of lessons, time management and student engagement.
- Teachers will establish consistent and appropriate methods to draw student attention (lower primary: hand clapping, hands on head and shoulder, happy and sad face. Upper primary: opened hands and firm look - stop, listen and focus.)
- A 'Quiet corner' will be established in each teaching space as a management tool where students regain calmness and self-control.
- In emergency situations- teachers can get support from the teacher next door or can send a note to the relevant office.
- Class Dojo

- Red Card/Attention Grabbers
- Bucket Filling (Grades 4-6) refer to “How Full is your Bucket? For Kids” by T. Rath & M. Reckmeyer
- Circle Time

Outcomes

- The school community will be a caring and supportive and provide a safe environment.
- The behavioural management strategy will foster an environment of respect and understanding.
- The behavioral management strategies will help the students to take ownership for their own behavior and consequences.
- The behavioural management principals are positive and proactive which support an overall positive school environment.

Evaluation:

- Yearly Survey (Kids Matter)
- Data for behavior incidents/ parents complains
- Teacher, parent and student feedback

SCHOOL WIDE BEHAVIOUR EXPECTATIONS MATRIX

School wide Expectations matrix outlines our agreed rules and specific behavioral expectations in all school settings based on our school values

	ALL AREAS	CLASSROOM	SCHOOL YARD	TOILETS	BUS
RESPONSIBILITY	<p><i>We keep our school clean</i></p> <p><i>We use manners all the time</i></p> <p><i>We follow teacher instructions</i></p> <p><i>We keep hands and feet to ourselves</i></p> <p><i>We are punctual to classes</i></p> <p><i>We use school equipment properly</i></p> <p><i>We do not bring unauthorized devices to the school</i></p> <p><i>We line up in an agreed spot close to classroom</i></p> <p><i>We come in a full school uniform</i></p>	<p><i>We complete our class work and homework on time</i></p> <p><i>We take care of our belongings</i></p> <p><i>We follow class rules</i></p> <p><i>We seek permission</i></p> <p><i>We work properly in groups</i></p> <p><i>We keep our place neat and tidy</i></p> <p><i>We clean our class at the end of the day</i></p> <p><i>We enter and leave the classroom in an orderly and quiet manner</i></p> <p><i>We put our hands up and we wait for our turn</i></p>	<p><i>We keep the school yard clean</i></p> <p><i>We look after youngsters</i></p> <p><i>We maintain the school property</i></p> <p><i>We wear sunscreen and hats in Terms 1 and 4</i></p> <p><i>We play safely</i></p> <p><i>We play in designated areas</i></p> <p><i>We report incidents to yard duty teachers</i></p> <p><i>We put our rubbish in the bin</i></p> <p><i>We stay in the primary areas</i></p>	<p><i>We keep it clean</i></p> <p><i>We use water and tissues wisely</i></p> <p><i>We don't scream and run</i></p> <p><i>We wash our hands</i></p> <p><i>We flush the toilet</i></p> <p><i>We turn taps off</i></p>	<p><i>We keep seated at all times</i></p> <p><i>We keep it clean</i></p> <p><i>We don't disturb the driver</i></p> <p><i>We are punctual</i></p> <p><i>We get our name checked on the roll</i></p>
COOPERATION	<p><i>We take turns in games</i></p> <p><i>We help each other</i></p> <p><i>We treat others with dignity</i></p> <p><i>We wait patiently for our turn</i></p> <p><i>We work as a team</i></p> <p><i>We get along</i></p> <p><i>We appreciate others work, initiative and activities</i></p>	<p><i>We help our friends</i></p> <p><i>We share our belongings with our friends</i></p> <p><i>We share equipment and activities</i></p> <p><i>We work as a team</i></p> <p><i>We listen to others opinions</i></p> <p><i>We wait for our turn</i></p> <p><i>We participate and support group activities</i></p> <p><i>Treat other as you want to be treated</i></p>	<p><i>We play together</i></p> <p><i>We take turns</i></p> <p><i>We play fairly and softly</i></p> <p><i>We share equipment</i></p> <p><i>We are thoughtful of different age groups</i></p> <p><i>We include everyone</i></p> <p><i>We listen to the teacher on yard duty</i></p>	<p><i>We help each other to keep it clean</i></p> <p><i>We are patient when waiting for turns</i></p> <p><i>We wait for partners</i></p> <p><i>We don't play or encourage others to play in the toilet areas</i></p>	<p><i>We listen to the bus captain</i></p> <p><i>We stay seated</i></p> <p><i>We chat in a soft voice</i></p> <p><i>We line up when entering and exiting the bus</i></p>

<p>DOING YOUR BEST</p>	<p><i>We come with a positive mind set</i></p> <p><i>We display our best behavior</i></p> <p><i>We do not give up</i></p> <p><i>We follow the school code of cooperation</i></p> <p><i>We take an active role in school activities</i></p> <p><i>We support school events and extra curricula activities</i></p>	<p><i>We do our best when solving any Class work and Homework</i></p> <p><i>We always give it a try</i></p> <p><i>We participate in all specialist classes</i></p> <p><i>We have a positive attitude</i></p> <p><i>We take an active role in classroom activities</i></p> <p><i>We take pride in our work</i></p> <p><i>We get along</i></p> <p><i>We bring healthy food for recess and lunch</i></p>	<p><i>We advise our friends not to litter</i></p> <p><i>We act as a role model</i></p> <p><i>We keep our school clean</i></p> <p><i>We take care of our school properties and buildings</i></p> <p><i>We smile and treat others with dignity</i></p>	<p><i>We read the Dua before and after entering the toilet</i></p> <p><i>Abide by toilet rules</i></p> <p><i>Don't waste water and time</i></p> <p><i>Follow the rules</i></p> <p><i>We go to toilets during recess and lunch</i></p>	<p><i>We ignore bad behavior</i></p> <p><i>We are patient</i></p> <p><i>We try to do something useful (read a book)</i></p>
<p>RESPECT</p>	<p><i>We accept all differences</i></p> <p><i>We respect all staff members</i></p> <p><i>We respect other people's opinions</i></p> <p><i>We respect each other's cultures</i></p> <p><i>We respect school rules and properties</i></p> <p><i>We welcome and greet visitors with respect</i></p> <p><i>We respect our religion and pray properly</i></p>	<p><i>We do not interrupt others</i></p> <p><i>We respect the teacher's decision and we use the quiet spot wisely</i></p> <p><i>We give positive feedback</i></p> <p><i>We do not shame or demean anyone</i></p> <p><i>We tolerate others</i></p> <p><i>We use our Islamic manners</i></p> <p><i>We greet the teachers and our classmates in the morning and in the afternoon</i></p>	<p><i>We treat others equally</i></p> <p><i>We respect the environment</i></p> <p><i>We respect the older students</i></p> <p><i>We respect and follow the teachers' instructions</i></p> <p><i>We use sensible language</i></p> <p><i>We keep our hands to ourselves</i></p> <p><i>We respect others rights</i></p>	<p><i>We respect privacy</i></p> <p><i>We respect hygiene monitors</i></p>	<p><i>We respect the bus driver</i></p> <p><i>We respect the bus captain</i></p> <p><i>We respect the older students</i></p> <p><i>We respect and listen to the teachers on bus duty</i></p> <p><i>We chat in a soft voice</i></p>
<p>HONESTY</p>	<p><i>We say the truth all the time</i></p> <p><i>We say the truth to everyone including our parents</i></p> <p><i>We acknowledge when we are at fault</i></p> <p><i>We return lost property</i></p>	<p><i>We tell the truth all the time</i></p> <p><i>We do not use others belongings without permission.</i></p> <p><i>We do not copy others work</i></p>	<p><i>We own up for our mistakes</i></p> <p><i>We report incidents in an unbiased manner</i></p> <p><i>We speak the truth while playing games</i></p>	<p><i>We only go to the toilet when we really need it</i></p> <p><i>We own up to any negative behavior</i></p> <p><i>We seek permission</i></p> <p><i>We do our duty as a duty monitor</i></p>	<p><i>We hand in lost property</i></p> <p><i>We report bad behavior</i></p> <p><i>We own up for our own actions</i></p>

APPENDICES

Appendix 1: **Suggested positive strategies and language use in class:**

Appendix 2: Non Negotiable Behaviours

Appendix 3: Breach of Expectation outlined in the School Wide Behaviour Matrix

Appendix 4: Respect 2

Appendix 1

Suggested positive strategies and language use in class:

- Encouragement gestures
- Positive language / personalized language
- Meet and greet
- Table points, marbles, thermometer, happy face
- Positive note in the diary
- Nominating students for assembly certificates
- Nominating students for special award or recognition
- Nominating students for student of the month certificate
- Nominating classes for golden stars, Golden broom, trophy, etc
- Nominating students for Happy Phone Calls
- Nominating students for class captains and other responsibilities
- Sending students to next door teacher, coordinator or deputy principal office for acknowledging excellent work or behavior or improvement in work and behavior

Appendix 2

Examples of consequences that can be applied in the classroom after discussion with the students and specialist teachers

Please note that behavior consequences can be “negotiable” where appropriate, some consequences cannot be negotiable such as repetitive disruptive behavior, threatening, hostile or bullying (Bill Rogers). All incidents dealt with in the classroom must be recorded by the teacher in the student welfare folder and strategy used to manage the situation must also be noted including student reflection on the matter.

Examples of negotiable behavior: student being disruptive in class, not completing required class tasks, distracting others, constant talking, chewing or eating in class, not on task, calling out, not lining up, not cooperating with the teacher and peers...)

- Disapproval gesture.
- Table points, sad face, marbles, etc....
- 10minutes lunch time to discuss behavior (follow up, follow through, with a student/s beyond the immediate, classroom context. (Bill Rogers).
- Talk with the student/ Reflection Time.
- Note in the diary/ Meeting with parents.
- Time out with another teacher.
- Lunch time Detention/ a litter duty
- School Service.
- Phone calls to parents
- Individual behavior plan
- **Under no circumstances is physical or corporal punishment permitted.** *“ Our whole-school policy regarding use of behavior consequences is to help our children to see a consequence as an opportunity to learn something constructive about their behavior” Bill Roger 2009*

Support beyond the classroom - where a student is repetitively breaking the agreed rules in the School Wide Behaviour Expectations Matrix or where extreme behavior is exhibited:

1. Referral year level Team leader or other team members for support or to have the matter referred to the Sub School Leaders in which case the student’s behavior record kept by the teacher must also be provided.
2. Meeting with parents
3. Internal/external suspension to be determined by the discipline coordinator (student behavior file taken into consideration before a decision is made)
4. Conduct card (2 weeks)
5. Contract
4. Further action to be discussed with the school discipline committee

Breach of the specific expectations outlined in the School Wide Behavior Matrix

School yard (*Refer to the Primary School Yard Policy 2014*)

Students are expected to play in allocated areas away from secondary buildings. The teacher on yard duty needs to ensure that students are playing ball games such as soccer and basket in the playgrounds allocated for such activities (Incident report to be completed by the teacher on yard duty where relevant/ when necessary).

1. Verbal warning and reminder of the school values
2. Time out in the yard at an appropriate location
3. Child removed from the school yard and sent to the coordinators office for written reflection time and parents notified (note in diary or call)

Uniform and Appearance (*Refer to the Student Uniform Policy 2014*)

A. Incorrect school uniform according to the Al Taqwa Uniform Policy and where the student does not have a note signed by parents. Highlighted shoes are not permitted and sports shoes are not to be worn on days where the student does not have P.E. Students must wear hats (navy blue preferably with the school logo) on the school yard during term 1 and term 4.

1. First reminder notice to be signed by parents and returned to classroom teacher to be filed in the student welfare folder.
2. Second reminder notice to be signed by parents and returned to classroom teachers to be filed in student welfare folder
3. Third reminder notice and child sent home. Child can return to school when they are in the correct school uniform

B. Inappropriate hairstyle (must be one length)

1. Parents notified, child must stay at home until hair style is appropriate.

C. Use of cosmetics (make up, nail polish, lipstick etc...)

1. Verbal warning and parents notified through diary or phone call. Where necessary student can be referred to the Islamic Faculty for a religious chat about the use of makeup or to the school counselor where the use of makeup is a matter of self-esteem.
2. Parents contacted and student sent to the Discipline Coordinator for school service
3. External suspension

Use of personal Electronic devices

Coming to school with any electronic device including recording devices, camera, Mobile phones etc...

1. Device confiscated until the end of the term and parents will be notified. Parents can collect the device from school at the end of the term.
2. Device will be confiscated until the end of the year and parents will be notified by phone call. Parents can collect the device from the school at the end of the year.

Attendance: (Link Punctuality Policy)

Students are required to line up in front of their class every morning; students who arrive late to class (according to the Al Taqwa Attendance Policy) must obtain a late pass from the Student Behavior Coordinator's Office. Students leaving the class during class hours should always have a toilet/out of class pass with them.

A. Late to class in the morning for no reason/ loitering around the playground during class hours /late to Masjid for prayer

1. Verbal warning.
2. Parents notified by a note in the diary or phone call and student to stay for recess or part of lunch to complete work as directed by classroom teacher.
3. Referral to level team leader
4. Referral to Behavior Coordinator

Masjid behavior:

A masjid is deemed to be the house of Allah on earth and the purpose behind visiting the masjid should be to remember and glorify Allah swt. Students should enter the masjid with respect (i.e. no talking, no laughing, no running, no eating or drinking in the masjid). It is each teacher's responsibility to supervise students inside the masjid and ensure that students are entering and leaving the masjid with respect and in an orderly manner.

1. Verbal warning
2. Student to complete "Respect 2" reflection sheet (see appendix 5) during recess or lunch time detention. Students notified by phone call or note in diary by classroom teacher.
3. Student will not be allowed to pray in the masjid, duration will be discussed and determined in collaboration with the classroom teacher and the Discipline Coordinator.

Respect 2

Name: _____ Grade: _____ Date: _____

What is respect?

What did you do that is considered disrespectful?

What does Prophet Mohammad (SW) said about respect?

Write a better way of dealing with the situation?

What consequence should be in place for not being respectful?

Why is showing respect important?
