



Behaviour Management Guidelines



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Introduction

Goals for Behaviour Management

At Al-Taqwa College, we aim to develop our students character and promote positive behaviour. This will ensure that they are able to **build resilience**, develop self control and reflect upon their choices in order to make the necessary changes to their behaviour as global Muslim citizens.

The Student Wellbeing and Development (SWD) team supports the wellbeing of students, their families and staff. The School counsellors also aim to provide assistances to access relevant services and information, and support students individually or in group settings.

These guidelines will be for students, staff and parents.

The success of this process is based upon the recognition of the self-respect and worth of all students, staff and parents.

All Staff Members are to:

- Use proactive behaviour prevention strategies
- Address Inappropriate Behaviour within the **College** environment
- Use Restorative practices where possible

Behaviour will be managed by:

- Promoting and rewarding positive behaviour
- The use of prevention strategies to minimise inappropriate behaviour
- Following clear guidelines for dealing with breaches of the **College's** values



Child Safety Statement

The leaders at Al-Taqwa College have a strong commitment to child safety and strive to uphold the policies and practices which aim to keep every child safe from any harm, including abuse.

We support and provide a safe and nurturing culture for all students at Al-Taqwa College. We agree to:

- Primarily uphold the safety and wellbeing of our students
- Create and maintain a safe and nurturing culture
- Regularly review all child safety policies, processes and practices
- Assist in the Empowerment of our students and give them an opportunity to voice their opinions, concerns and to be a part of the decision-making process
- Provide students with the necessary skills and knowledge to understand and maintain their personal safety and wellbeing
- Implement rigorous risk-management and employment practices by ensuring our staff members are given sufficient training, knowledge and support in issues relating to child safety standards
- A commitment to a zero tolerance of child abuse
- Treat all allegations and safety concerns very seriously and consistently in line with our child safety policies and procedures
- Support and respect all students regardless of their race, religion, cultures and/or disabilities
- Commit to being proactive in the risk assessment of potential harm to our students and identify, remove and/ or reduce risks
- Ensure as part of the recruitment process, that all prospective staff members are screened to the best of our abilities
- Promote physical, emotional and cultural safety for all students
- Provide a safe environment for all students
- Actively listen to and empower students
- Ensure that all allegations are treated honestly, impartially and confidentially



Restorative Practices

Restorative Justice and Behaviour Management

Restorative practices is an emerging field of study that enables people to restore and build a community in an increasingly disconnected world. (www.iirp.org)

Restorative practice is an approach that enables the repair of relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. This method is not about simply punishing offenders, but rather holds offenders accountable for their errors, which may help reduce reoffending.

A school that applies restorative practice aims to allow the victims and offenders and their respective communities of care to be active participants in processes that ensure equal justice and fairness.

The rationale behind this approach is that when offenders reflect upon their harm to victims:

- They become remorseful and act restoratively.
- Practitioners can focus on the unacceptable behaviour of offenders rather than their moral character
- Healthier interpersonal relations developed among members of the **College** community.



Prevention Strategies

Encouraging Positive Behaviour


The best way of dealing with school misbehaviour is by preventing it. Schools with effective discipline strategies not only correct misbehaviour but also teach appropriate behaviour and coping skills.

Prevention strategies include:

- Establishing clear behaviour expectations and guidelines.
- Treating students with respect and kindness.
- Modelling respectful behaviours
- Focusing on student success and self-esteem.
- Seeking student input on discipline rules.
- Using a "systems approach" for prevention, intervention and resolution and developing levels of incremental consequences.
- Enforcing rules with consistency, fairness and calmness.
- Planning lessons that provide realistic opportunities for success for all students.
- Developing effective classroom management plans to prevent off-task behaviour and student disruptions.
- Noticing and Acknowledging positive behaviours
- Developing positive relationship and connection with students.

Appropriate communication with students

- Using a calm and respectful tone of voice
- When addressing student(s) on negative behaviour, use assertive language and posture and refrain from using aggressive or derogatory language or postures, such as pointing fingers or excessive yelling.



The Role of the Student Wellbeing and Development Team (SWD)

The Student Wellbeing and Development (SWD) team supports the wellbeing of students, their families and staff. This at times is coupled with the assistance from the school counsellors, speech pathologist and special visiting professional who may provide extra support.

The role of the SWD team is to:

- Encourage students to take responsibility for their own behaviour
- Provide an opportunity for students to make decision about their learnings and behaviour
- Identify and cater for the individual learnings needs of students
- Establish a positive teaching and learning environment
- Provide opportunities for students' and parents to discuss the students' learning and behaviour progress
- Identify key social skills and develop plans for students to acquire them
- Ensure gender, culture and social issues are recognised and addressed equally across the curriculum
- Develop and implement policies and procedures to protect the rights, safety and health of all school community members
- Establish clear school rules which are known and understood by all school community members
- Monitor students unknown absences
- Establish and communicate networks to support students and their parents
- Ensure students feel safe and have a sense of belonging within the College community



Rights & Responsibilities of Staff Members

Students at Al-Taqwa College will be provided with a:

- Learning environment that is supportive and productive
- Learning environment that promotes independence, interdependence and self-motivation
- Learning program that supports students' needs, backgrounds, perspectives and interests
- Curriculum that is challenging and supports the development of critical thinking and application
- An education that connects strongly with communities and practices beyond the classroom

Responsibilities of Staff Members

- Arrive to school and classroom on time and be prepared
- Greet students with a positive attitude
- Maintain a clean and safe learning environment
- Provide quality education
- Treat students fairly and with respect

All staff members are to abide by the Child Safe Standards

Rights of Staff Members

- To be treated with respect by students, colleagues and parents
- To be heard
- To feel safe within the school environment
- To be treated fairly



Rights and Responsibilities of Students

Responsibilities

- To be punctual to class
- Ensure that they are prepared with all stationary and equipment
- Dress in accordance with the school uniform policy
- Complete tasks on time and to the best of their ability
- To participate in class learning activities and be engaged in learning
- Respect their peers and staff members
- Maintain a clean and safe learning environment

Rights

- Have the right to be respected by their peers and staff members
- To feel safe within the school grounds
- To receive a quality education
- To be heard



The Role of the Parent/Guardian

This guidelines is aimed to provide students, teachers and parents with valuable resources and strategies to build and sustain the wellbeing of the whole school community. Parents are encouraged to go through these guidelines with their child(ren), talk to them about their expectations and how they could both work with the school community to ensure a more positive academic experience.

Parents can play an active role in encouraging positive behaviours that lead to respectful relationships free from bullying and harassment, by maintaining an open and honest communication with their children.

Parents and carers can support their child/ren and the school by actively contributing to the school community and building a positive communication with their child's teacher.

There are several ways parents can work with the school to improve their child's learning. Parents should encourage their child to hold high aspirations. Parents must encourage their child to believe in their potential for success as this builds confidence, higher expectations and better academic results at school.


Parent engagement in education is about parents being positively involved in their child's learning, their school community and their child's social life. Parents/Guardians are a child's first and most important teachers.

Parents/Guardians responsibilities are to ensure their child/ren:

- Come to school with a clean and correct uniform
- are punctual to school
- are sufficiently prepared (has all learning materials)
- understand the school's Islamic values and expectations
- homework is completed on time and performed to the best of their ability

Parents/guardians rights:

- To be informed of the child/rens progress and wellbeing
- To be informed of any emergencies immediately
- To be a part of the school community and be a part of the decision-making process



Merit System

To promote and recognise our students' positive behaviour, an award system has been implemented. Awards will be periodically honoured to students who demonstrate these values. At the beginning of each school year, all students start with 100 points to encourage positive behaviour. Students earn points for demonstrating behaviour.

This award system also supports the College's educational mission of creating responsible Muslim leaders and citizens of tomorrow. We strive to accomplish this by helping to develop students' ethical understandings based on Islamic values and teachings. We aim to nurture empathy and compassion in each of our students through the teachings of our *Quran* and *Sunnah* which are aligned with Australian values and equal opportunities.

Using a web based behaviour management system that allows all classroom teachers, SWD, Assistant Heads and Heads to record and monitor students behaviour. This tool is useful as it allows parents to view their child's behaviour on a regular basis. This aims to improve the communication and relationship between parents, students and teachers.



Gold Points are awarded to students who display altruistic behaviours or behaviours which are above and beyond what is expected from a student of their year level. Students will be nominated by their teacher and are awarded by the Head

Gold – 10 points

Demonstrating pride in school

Helping teachers/staff

Participation in extra curricular activities

Citizenship skills

Courage, Safety

Volunteering for events for the community



Silver Points are awarded to students who demonstrate a level of excellence as an individual or within a team and displays one or more of the following. Students will be nominated by their teacher and are awarded by the SWD Team

Silver – 5 Points

Being honest

Exhibit a positive attitude in their class

Leadership skills

Being motivated in class

Demonstrating kindness

Responsible behaviour

Helpful behaviour

Volunteering for events within the school



Bronze Points are awarded to students in recognition of their excellent work and or performance within class or in the school grounds.

Bronze – 1 point

Works well in teams

Consistently completes tasks on time

Consistently wearing clean and correct uniform

Consistently punctual to class

Submission of homework

Organisation in class (bringing all required equipment)

Listening and following instructions

Responsible use of the tablets

Consistently behaves well in the mosque

Consistently participates in class



Corrective Behaviour Management Guideline

The corrective behaviour management policy is to facilitate a consistent, transparent and fair administration of student behaviour management across the school, where adult intervention is required.


This in turn will ensure due process for VRQA compliance and adherence to our restorative approach.

This guideline ensures that students are not deprived of their basic rights (example: learning, health, personal safety, dignity and right to confidentiality). Students must be given the opportunity to be heard and their side of the story told.

The Corrective Behaviour Management Guideline is divided into four categories, minor, medium, major and extreme.

Investigations and interviews must be conducted in a room that ensures confidentiality, safety and is conducive to the conduct of a fair investigation without interruptions. Students must be given the opportunity to reflect and learn from their actions and make reparations as part of the College's restorative practice.

In cases of major incidents that involve student health and safety (*especially if it is sexual in nature and specifically if student is below the age of consent [18]*), parents must be immediately informed. No exceptions as this is a legal requirement.



Definition of each Category

Minor

Behaviour that impacts only the student in the short term and may seem small at first. However if not addressed in a timely manner may lead to ingrained unhealthy habits & behaviours that will impede or damage the child's intellectual, physical, emotional, social and spiritual (Islam) long term development.

Medium

- Disrupt learning consistently and for extended periods of time.
- Compromise other students' health, safety and well-being.
- Show disrespect to peers, teachers and people in authority, in a manner that runs counter to our Islamic values and teachings.
- Are generally morally unacceptable or anti-social.
- Are purposely done and provoked

Major

- Showing extreme and blatant disrespect to teachers and school authority without provocation or a logical rationale.
- Behaviour is intentional and/or is malicious.
- Create dangerous OR potentially dangerous situations
- Behaviour is bordering on criminal activity in nature.
- Behaviour is immoral, anti-social and against the teachings of Islam.
- Behaviour breaches student policies that are meant to ensure their health, safety and well-being.

Extreme

- Is intentional and premeditated with clear malicious intent to cause harm.
- Criminal in nature and falls under major offences punishable by law.
- Against the fundamental teachings of Islam and is "haram" (prohibited).
- Poses immediate health and safety threats to others in the school/ community which may result in long term harm to their wellbeing.
- Brings disrepute and great harm to the image and standing of the school, community and Islam.
- Is provocative, anti-social and goes directly against the democratic principles and values of Australia as a peaceful nation.



Examples of a Minor Incident

Minor category –

Late to class

Leaving class without permission

Not bringing stationery or necessary learning tools

Not respecting intellectual property (plagiarism, sharing accounts and e-books, subscriptions etc)

Lying

Throw rubbish on ground

Lost diary, damaged diary, diary not signed and not bringing diary to school

Disobeying teacher instruction or person in authority

Sharing food which is in contradiction of our anaphylaxis policy

Sharing and chewing gum

Unclean and incorrect uniform (including makeup, jewellery, haircut, nose ring/studs and end of year graduation attire). For male students, the hair height can not exceed more than 4 cms.

Bringing and using electronic equipment and personal devices

Distracting self-only & materials viewed is age appropriate and not illicit or inappropriate

Bringing Mobile Phones to school *

Misuse of computer/tablet/laptop (refer to ICT use policy)

Non-submission of assignments, unsatisfactory progress or academic performance

This is not a complete list and may change at anytime.

****Please see the notes section for further information regarding mobile phones***

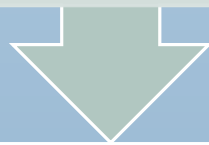
****Students who are constantly reminded regarding any minor incident may be excluded from school until parents meet with the Head to discuss further.***



Procedure of a Minor Incident – of the same offence

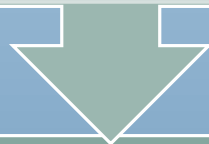
1st Offence

Verbal Reminder and/or Warning



2nd Offence

Verbal Warnings and note in Diary to Parents. An SMS is to be sent by the secretary to the parents



3rd Offence

Recess/Lunchtime detention by staff and a note sent to parents. Parents need to sign and return to school.



4th Offence

The student is now dealt with by the SWD Team, consequences will include; detention and/or exclusion from camps and excursions

*Students who are constantly reminded of their expectations for any minor issue, may be excluded from school until a meeting with the parent/guardian has been arranged.



Medium category – students may lose 5 point from their merit scores

Vandalism (graffiti without involving extremely rude symbols or phrases and extent of damage is relatively small)

Unauthorised access to rooms

Misbehaving at mosque

Blatant defiance and rudeness to a person in authority

Behaviours resulting in extended disruption of learning and/or creating health and safety issues

Swearing/obscene language & rude gestures to peers that is unprovoked

Unauthorised fundraising

Cheating/forgery (forging parent's or teachers' signature/
Using another student's diary without their consent/knowledge)

Bullying (e.g. Name calling) be it in the real or virtual world (cyber bullying)

Concealing information to protect somebody who has seriously breached a school policy

Being present in an area not meant for them (boys/girls area, primary area , bus and car park area etc)

Possessing and playing with playing cards of any form

Buying and selling of unauthorised merchandise at school for personal gain

Wagging class within the school grounds – including mosque, health room and class

Misuse of computer/tablet/laptop (refer to ICT use policy)

Distracting others & causing extensive disruption of learning

Please note : 3 minors become 1 major. This is not a complete list and may change at anytime.

**This is not a complete list*



Procedure of a Medium Incident

1st Offence

Recess/Lunch time detention and written advice to parents (To be dealt with by the classroom teacher)



2nd Offence

After-school detention and written advice to parents. Provide counselling if needed.



3rd Offence

Internal Suspension and meeting with parents and counselling and/or Imam consultation when needed (Head Level)

Students may be deducted 5 point from their merit score by the SWD.



4th Offence

Behaviour is now treated as a second offence in the major category. The student is now referred to the Sub School Head

Students may be deducted 10 point from their merit score by the Sub Head.



Major category – students may lose 10 points from their merit scores

Leaving school grounds without permission

Driving to school alone (not accompanied by an adult)

Unauthorised access to specialty rooms

Stealing

Physically touching and harassing a teacher or peers that clearly breaches acceptable interaction general

Gambling: participating and initiating

Smoking including e-cigarettes

Watching, encouraging, cheering and photographing/video-recording and/or

Uploading a fight onto social media - without making any effort to stop the fight or informing an authority figure

Inappropriate boy/girl interaction

Participating in a fight or any form of disruptive public behaviour that can turn into a group fight or disrupts the public peace

Unauthorised fundraising that may include fraud and self-gain

Bullying of a serious nature involving acts of racism, discrimination, persistent name calling, public humiliation, be it in the real or virtual world. Physical bullying disguised as an accidental pushing and shoving and encouraging others to do the same

Tampering with school safety equipment such as fire extinguishers, fire hydrants, Smoke alarms and first aid kits that can potentially create life threatening situations.

Physical contact – pushing and shoving but with physical injury and confined to a small group of students between 2-3 people, this includes physical play fighting

Serious misuse of computer/ tablet/laptop/ social media

Major disruption to learning

Materials are of concern in nature (pornographic or extremely violent)

Involving elements of serious bullying

Encouraging dissent among the Muslim jumah by promoting different ideologies (Sectarianism & Mathahib)

Hacking

Blatant defiance

Please note: 3 majors become 1 extreme. This is not a complete list and may change at anytime.

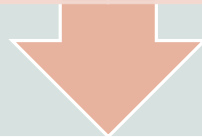


Procedure of a Major Incident

1st Offence

Internal Suspension with advice of counsellor. Sub School Head to prepare letter for the Principal to sign

Students may be deducted 10 points from their merit score by the Sub School Head.



2nd Offence

1-2 days external suspension with counselling and a Behaviour Management Plan. Sub School Head to prepare letter for the Principal to sign

Students may be deducted 10 points from their merit score by the Sub School Head



3rd Offence

3-5 days external suspension . Secondary Deputy Principal to prepare letter for the Principal to sign. Meeting with parents, Imam and counselling recommendations)

Students may be deducted 10 points from their merit score by the Sub School Head.



4th Offence

This now becomes an extreme Procedure. Principal is informed and follows through final stages.



Extreme Category –Immediate Expulsion

SEXUAL HARASSMENT

EXTORTION

POSSESSION OF WEAPONS FOR EXAMPLE PENKNIFE, SLINGSHOTS, POTATO GUN AND LASER GUNS

ENGAGING IN ILLICIT BOY-GIRL RELATIONSHIP ON SCHOOL GROUNDS OR USING SCHOOL FACILITIES TO FURTHER THIS RELATIONSHIP EVEN IF IT IS CONSENSUAL

POSSESSING AND USING, SHARING AND SELLING ILLICIT SUBSTANCES (DRUGS AND ALCOHOL)

ENGAGING IN DANGEROUS AND DISRUPTIVE BEHAVIOURS IN PUBLIC THAT CAN CREATE DANGEROUS SITUATIONS E.G. ILLEGAL PUBLIC ASSEMBLY, PARTICIPATION IN GROUP FIGHTS, INSTIGATING, PLANNING AND ORCHESTRATING A GROUP FIGHT FOR PUBLIC SPECTACLE

PROMOTING TERRORISM OR PARTICIPATING IN TERRORISM EVEN IF IT IS OUTSIDE THE SCHOOL.

MISUSING ELECTRONIC EQUIPMENT AND SOCIAL MEDIA INVOLVING ELEMENTS OF FRAUD AND ILLEGAL ACTIVITIES SUCH AS IDENTITY FRAUD (VICTIM MAY INCLUDE STUDENTS OR TEACHERS) BULLYING, HARASSING, DEFAMING

CHEATING DURING MAJOR AND NATIONAL EXAMS

SERIOUS PRANK CALLS AND HOAXES. (EXAMPLE INVOLVING BOMB SCARES AND ANY FORM OF INTIMIDATION THAT THREATENS LIFE AND LIMB).

BULLYING OF STAFF AND STUDENTS OF A SERIOUS NATURE INVOLVING ACTS OF RACISM, DISCRIMINATION, PERSISTENT NAME CALLING, PUBLIC HUMILIATION BE IT IN THE REAL OR VIRTUAL WORLD. PHYSICAL BULLYING DISGUISED AS AN ACCIDENTAL PUSHING AND SHOVING WHICH IS PERSISTENTLY COMMITTED OVER AN EXTENDED PERIOD OF TIME AND ENCOURAGING OTHERS TO DO THE SAME (CAUSING IMMEDIATE AND PROLONGED STRESS WHICH INFLECTS SOCIAL, EMOTIONAL AND PSYCHOLOGICAL DAMAGE)

HARRASSING STAFF AFTER HOURS

Using everyday objects as weapons with the intent to hurt someone



NOTE:

Mobile Phones

1st Warning – *The mobile will be confiscated until the end of the day and parents will be given a letter.*

2nd Warning - *The mobile will be confiscated for one month and will only be returned once the parents come for a meeting. The parents and students will be provided with a written warning.*

3rd Warning – *The mobile will be confiscated until the end of the year. Parents may request for the sim card if required.*

Corporal punishment in any form of physically touching a child with the intent of hurting them is not permitted under any circumstances.

Please contact your child's Sub-Head to arrange appropriate school work during the suspension (*if it is 3 days or more for year 7–10 or 1 day for VCE students*)

The information in this guideline is a recommendation and Al-Taqwa College reserves the right to make changes to this document at anytime.