



Irfan College

**Well-being &
Behaviour Management Policy**

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1.0 Rationale

This policy should be read in conjunction with the duty of care policy. Schools and teachers owe a duty of care to students for the duration of the school day. Irfan College aims to establish good order and harmony within the school community and to ensure that the school, home and total community share in fostering the development of acceptable behavior of children. Irfan College does not endorse corporal punishment of any kind. Irfan College is committed to maintaining a firm but fair approach to the discipline of our students. The College Behaviour Management Policy also needs to be seen within the context of Islamic beliefs and values, which is a fundamental element of the college's approach to the care of students. Underpinning this approach is the importance of discipline procedures, which work towards reconciliation and restitution, repairing and rebuilding relationships following the imposition of consequences or penalties. The process of imposing sanctions should also follow principles of procedural fairness, particularly when serious consequences such as suspension or expulsion from the school are being considered.

Corporal punishment is not permitted under any circumstances as a means of disciplining students at Irfan College.

Corporal punishment is also not sanctioned as a suitable means for parents or guardians to deal with discipline issues at home.

Guidelines for implementation

Teachers must devise their individual classroom management strategies and consequences. These strategies must comply with the guidelines set out within this policy and the framework of the Department of Education and Training. Subsequently teachers will be required to report an incident via Sentral to initiate the official discipline process involving the relevant coordinator. All discipline issues are classified from level one to level three. Level one issue is dealt with the class teachers whilst level two and above behavioural issues are dealt with by the respective Coordinator and/or Principal.

All teachers and students must follow the policy as stated below:

2.0 Procedural Fairness

The principles of procedural fairness are fundamental to the success of our school. As such, our practices and procedures at all levels are closely guided by the values of procedural fairness. Procedures which have been developed for parents, staff and students will adhere to the guidelines of procedural fairness to ensure a fair and just process for all. The essential elements of procedural fairness are:

- **The right to be heard:** This includes the right to know of any allegation and the way in which issues will be determined. It also provides the right of the student to respond to or explain their version of any allegation.
- **Impartiality:** Any bias or perceived bias should be removed from the process. This may mean involving other staff in the process.
- **Justice:** The consequence of inappropriate behaviour should be reasonable, consistent and appropriate.

When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. This may involve students giving an account of the incident. This may also involve a meeting with the student and their parents/caregivers. A record of all meetings will be kept and documented on Sentral for future reference.

The sanctions imposed will vary according to the seriousness of the behaviour, the age and the prior record of the student. At the lower end of the scale, an apology or detention may be appropriate. For more serious breaches, the behaviour could result in suspension or expulsion, following a process incorporating the principles of procedural fairness.

3.0 Parent/Student/Staff Complaint and Grievance Policy

NB: Refer to Parent/Student/Staff Complaint and Grievance Policy.

4.0 General School Behavioural Expectations

1. Students must behave courteously and appropriately to all members of the school community.
2. Students must wear the specified school uniform and appropriate footwear at all times.
3. Students must follow teacher or staff member instructions at all times.
4. The following are prohibited:
 - Violence towards others
 - Offensive language
 - Violent objects which could harm others
 - Make-up and jewellery
 - Chewing gum
 - Electronic equipment and Mobile Phones
 - Tattoos (including transfer variety)
 - Knives or other sharp elements
 - Matches, lighters etc...
 - Medicine/drugs (except for permitted medications with teacher knowledge or supervision)

4.1 The Discipline Process

1. Teacher Action

- a. Explicitly explain/teach whole-school student expectations
- b. Encourage and reward positive behaviour
- c. Reaffirm the rules and consequences

- d. Ongoing counselling of students
- e. Document/Record all your student management interactions
- f. Contact parents or write note in diary
- g. Complete incident report and/or Sentral report
- h. Consult with Coordinator

2. Principal & Well-being Coordinator Action

- a. Develop a positive rapport with students
- b. Become aware of students' academic/social health
- c. Maintain files/checklists on students, these may include:
 - Lateness to class
 - Uniform
 - Behaviour Issues
 - Academic performance
- d. Counsel students on the above issues
- e. Provide support to teachers of students
- f. Refer counselling without delay where necessary
- g. Discuss issues with teachers experiencing problems in class
- h. Suggest to teachers varying strategies and activities that may assist them in class
- i. Organise class visit to support and advise teacher
- j. Recommend Professional Development for teacher to attend
- k. Discuss problems with teacher and student
- l. Organise/mediate counselling sessions between the student and the teacher
- m. Student completes Reflection of Behaviour form
- n. Issue daily conduct card
- o. Involve parents
- p. Consult with the college Chaplain
- q. Consult with the college Counsellor
- r. Internal/External Suspension
- s. Maintain and Update student management/report files
- t. Further negotiate and action with students and parents
- u. Action Internal/External Suspensions
- v. Action Expulsion (Principal Only)

4.2 The Well-being process (Positive Reinforcement)

1. Teacher Action

- a. Set up reward/positive reinforcement plan

b. Maintain a record of student achievement and reward accordingly using several ways:

➤ *Merit Award* - Student may earn a Merit award for behaviour which is exceptionally good.

- 10 Keys to Success tokens = 1 Merit Award, then the student proceeds to;
- 10 Merit Awards = 1 Bronze Award, and then the student proceeds to;
- 10 Merit Awards = 1 Silver Award, then the student proceeds to;
- 10 Merit Awards = 1 Gold Award and book prize;
- Continued excellent behaviour will lead to a Principal's Award at the Presentation Assembly at the end of the year.

- c. Offer constant and consistent verbal encouragement
- d. Use an award system to award individuals or class for their positive behaviour or academic performance
- e. Make positive comment to parent in student diary or communication book.
- f. Discuss concerns with Coordinator on the well-being of student
- g. Keep observational records of student's physical impairment i.e. hearing, vision
- h. Display student work and learning tools
- i. Set up a reward/positive reinforcement plan i.e. Uniform, Diary Use and Punctuality.
- j. Maintain a safe, hygienic and presentable classroom i.e. Seating Plan, display student work, Learning tools
- k. Establish room maintenance roster i.e. Lights/Fans/Air conditioners, Rubbish, Whiteboard, Windows
- l. Select class captain/vice-captain, offer support and guidance
- m. Follow up and document absenteeism and illnesses/family issues (show support and care)

5.0 Teacher Responsibility

Classroom management, discipline and well-being are primarily the responsibility of the class teacher. It is expected that teachers will work proactively, applying various management strategies and curriculum alternatives to prevent misbehaviour, its repetition and escalation. The role of all teachers and coordinators is both consultative and supporting. They are there to assist the teacher not to take over their problem but enable and support them in their management of the problem. At all times teachers must remain calm and collective regardless of the discipline situation they are facing. The administration's position to effectively support teachers is highly dependable on the teacher's ability to use the correct procedures in dealing with students, parents and discipline issues.

General Discipline Practice:

- Insist on students lining up outside the classroom
- Insist that students treat you and each other with courtesy
- Insist that opposite genders treat one another in an Islamic manner
- Everyone is encouraged to maintain a pleasant working environment and students are not dismissed until the room is clean and tidy
- Windows and doors are closed, chairs tucked under tables between lessons and placed on tables at the end of the day
- Ask your students to always report any damage, graffiti etc.
- Report all damage in writing to the appropriate coordinator and record in maintenance book
- Encourage your students to take pride in their work
- Support the policy on uniform by asking any student who is out of uniform for a uniform pass and by reminding them of their neatness such as shirts tucked in and ties properly worn
- Mark the attendance in your assessment book within 5 minutes of commencement of lesson.
- Report any missing students to Principal as soon as possible
- Issue a student pass/diary entry to any student that needs to leave your classroom for any reason and ensure that they return to class within the specified time
- Any lunch time or recess detention should not exceed half of their break time.
- A student should not be asked to stand outside the classroom as a discipline measure
- Teachers may send disruptive students to a neighbouring/buddy classroom for supervision

Outdoor Regulations

The students must observe all the discipline rules and regulations whilst participating in outdoor activities such as excursions, incursions, morning recess and lunch breaks and whilst travelling to and from school, student must comply with the following:

- Adhere to the dress code of the school
- Interact and play safe
- Respect the rights of others
- Involve teachers when facing an issue
- Dispose rubbish in the bins provided
- Respect each other's personal safety and property

These rules will be reviewed at the beginning of each year by staff.

Serious breaches of discipline are dealt with in the following pages of this policy

6.0 Well-being Policy

Irfan College's Well-being policy is implemented through various programs and procedures. These include the following:

- Implementation of the **You Can Do It!** Well-being program fortnightly for primary and weekly for secondary.
- **Interactive management process (IMP)** teacher guidelines. Please see pages below for more information.
- **Counselling** sessions. Please refer to the Irfan College Staff Handbook for counselling procedures.
- **Reflection Sessions** (Detention) with Well-being Coordinator, Counsellor & Chaplain. Students are given the opportunity to reflect and rectify their misbehaviour through these sessions.
- **Parent/Guardian workshops** that include the 1-2-3 Magic Parenting course and the Positive Parenting Program (Triple P).
- **Motivational speakers** are invited to the College to address our students with the aim of instilling student resilience, team-building, youth empowerment, careers advising, drug and alcohol awareness, cyber-bullying, and domestic violence and crime. Speakers include members from the community such as police officers, state and federal MP's, successful entrepreneurs, businessmen, and academics.
- Presentations conducted by local **Police Youth Liaison Officer** for both primary and secondary students are conducted yearly. The aim will of the program is to reduce youth crime, violence, and anti-social behaviour through a range of intervention strategies, educational programs and local relationships which model respect and responsibility. Also, the local Youth Liaison Officer will provide information, support and guidance on security, intervention strategies and child protection matters relating to the College as well as other issues relating to safety and community responsibility. *The local Police Youth Liaison Officer is located at Fairfield Police station, 40-42 Smart St, Fairfield 2165. They can be contacted by calling 9728 8399.*

6.1 Well-being Model



Irfan College’s well-being model is comprised of three concentric circles. The outside layer is the social emotional skills explicitly taught as part of the well-being program. This consists of five key areas: Getting Along; Confidence; Persistence; Organisation and Resilience. The middle layer is comprised of core behavioural values that are reflective of Irfan College’s values. These values are: Seek – Seeking knowledge; Think – Be Mindful and Do – Build positive environments. The central component is Purpose which is the main element that binds all other elements together.

We believe by teaching explicitly the five key social and emotional skills with the conscious enactment of the core behavioural values, students will have a sense of purpose and fulfillment of their responsibilities as vicegerents (Khalifa) on Earth.

7.0 Behaviour Management Guide – Interactive Management Process (IMP)

The Behaviour Management Guide and Interactive Management Process (IMP) sets a clear guideline about the process of dealing with various student behavioural issues through positive reinforcement. Teachers are expected to exert a great effort in correcting a student’s

behaviour through the advice given in this policy. Teachers are required to maintain thorough records of their interactions with students and their parents, as this information will constitute the evidence required to pursue any student management issue successfully to Principal.

The behavioural issues have been categorised into three levels, according to the matter and the repetitiveness of the incident.

7.1 Level One (Low/Medium) Behaviour Issues:

Level One contains issues that the class teachers may face during their day to day interaction with students whether it is within or outside the classrooms. These issues are dealt with by the class and specialist teachers. Examples of these issues:

- Student arriving Late to class
- Student chewing gum
- Student not following classroom behavioural expectations
- Student not following fair play rules in the playground
- Student is not responsive to fair instruction by the teacher
- Student is not completing set tasks

Students at this level may be issued with a yellow or orange behaviour monitoring card.

7.2 Level Two (Ongoing Medium/High) Behaviour Issues:

The Coordinator, in conjunction with the class teacher, deals with level two student management issues. Once the class teacher has exhausted all he/she can the matter is referred to the Coordinator. The Coordinator and the class teacher action certain student management measures and involve the parents. Students may be fast tracked into Level Two if they engage themselves in more serious discipline issues such as:

- Failing to comply with student expectation matrix
- Failing to abide by the dress code of the school
- Refusal to follow teacher instruction after clear direction has been given
- Purposeful ignoring of teacher request or instruction
- Inappropriate swearing around or at others
- Arguing with staff in a disrespectful tone
- Teasing/verbal bullying of others
- Graffiti/vandalism
- Failing to attend prayer or class (truancy)

Students at this level may be issued with an orange or red behaviour monitoring card.

7.3 Level Three (High/Extreme) Behaviour Issues:

Level Three deals with students that have not responded to the student's management plan in Level Two and/or have committed more serious offences that warrant the involvement of the

Principal. Student at this level faces extended suspension if not expulsion. Such issues may include:

- The student leaving school grounds without permission
- The student is involved in a fight (including, premeditated violence)
- The student is abusive to staff members
- Theft or significant damage to property
- Throwing objects with the intent to harm e.g. chair
- Physical, verbal, social, racial, cyber and sexual bullying
- Consistent intimidation of others
- Dealing in smoking, drugs or alcohol on school premises
- Extortion
- Failing to comply with teacher instruction after repeated attempts – obstructive, abusive, oppositional
- Consistently and constantly behaving in a manner which interferes in the educational opportunity of others
- Inappropriate relationships that are against Irfan College’s values and ethos.

Students at this level may be issued with a red behaviour monitoring card prior to internal or external suspension.

Note: Refer to the Interactive Management Process (IMP) for further details.

7.4 Student Well-being and Behaviour Management Guide

The 3 tiers of behaviour management and the responsible bodies for each are as follows:

- **Low / Medium Level Behaviours: Class and Specialist Teachers**
 - Teachers need to use the interactive management processes outlined below to minimise the problems of concern and where the concerns persist after a verbal warning has been given, they need to make 3 points of contact with parents via a combination of a communication slip (Grade K-5 HW, 6-8 Diary), a phone call and a parent meeting as necessary. The Well-being coordinator will be present at the parent communication meeting. In order for the Well-being coordinator to follow through with any issues/concerns, correspondence must be recorded on Sentral and all communication must be submitted to the Well-being coordinator prior to the parent meeting/referral of students.
- **Ongoing Medium Level / High Behaviours: Class teacher & Well-being Coordinator**
 - Upon lodging the incident on Sentral, the Well-being coordinator will attend to the Medium level behaviour if they are an ongoing problem. It is expected that teachers will have tried different strategies and documented these prior to initiating an incident report about ongoing concerns. Lunchtime reflection sessions (Chance to Change) will be scheduled by the Well-being coordinator. The issues/concerns will be monitored and further parent meetings will be held as necessary. Students will be suspended depending on the severity and

repetitive nature of the behaviour of concern. Teachers will be expected to provide evidence of the strategies used and the parent communication they have had regarding the concerns raised. Students may be issued with a behaviour management plan.

- **High / Extreme Level Behaviours: Well-being coordinator, Principal, Prim. or Sec. coordinator and Student Services**
 - After two suspensions and depending on the nature and severity of the behavioural issues, students will be placed on a behaviour management plan, which may be negotiated with the child, parent, Well-being coordinator, Primary or Secondary coordinator and/or Principal.

NOTE: The teacher's role is to always be proactive. When student behaviour is seriously challenging and detrimental to self, others and learning, it is important to remember that the aim is not to punish but to teach the student to learn to act differently – to behave in a manner that is acceptable within the social environment of the College and classroom. Please note that this document is only a guide. Every child is unique, necessitating a specific behaviour management plan for the best interest of each child, parent, teacher and the wider college community, which may vary from the guidelines specified in this document.

**IT IS TO THIS END THAT WE MUST ALWAYS WORK AND
AIM.**

7.5 Student Well-being and Behaviour Management (Pyramid)

Extreme Level

Behaviours:

Principal
Well-being coordinator
Prim. or Sec. coordinator
Student Services

CONSULTATION PHASE

- Principal
- Well-being coordinator
- Counsellor
- Chaplain
- Parents/guardians

NOTE:

Well-being coordinator to call a meeting with all listed, to ensure documentation and steps have been followed. Behaviour support and risk assessment plans drafted.

Ongoing Medium & High Level Behaviours:

Well-being coordinator to support class teachers with strategies. The Well-being coordinator will monitor and issue reflection sessions and Parent meetings.

Low/Medium Level Behaviours : Class and Specialist teachers

Teacher uses restorative language and the interactive management processes (IMP) to address the concerns and if required, follows through with,

3 points of parent contact .

Phone call &/or meeting &/or communication slip (K-5 HW; 6-8 Diary).

Incident reflecting parent correspondence to be updated on Sentral (Parent Communication section).

It is the responsibility of the teacher issuing the communication slip to ensure the signed copy comes back.

RECESS & LUNCH TIME: Low Level Behaviours to be followed by class and specialist teachers.
Ongoing/Medium/High/Extreme Level Behaviours to be escalated to Well-being coordinator, Primary or Secondary coordinators and/or Principal.

7.6 Interactive Management Process (IMP) - Matrix

Level of Behaviour	Behaviours Demonstrated	Interactive Management Process	Staff Responsibility
Low Level Behaviours	<ul style="list-style-type: none"> ◆ Not following teacher instructions ◆ Not following instructions ◆ Late to class ◆ Not having the appropriate materials for class ◆ Not participating when asked to contribute ◆ Not demonstrating the College value of respect ◆ Not working quietly or being disruptive ◆ Not placing rubbish in bins provided in the playground or learning environment ◆ Entering a building/activity area without permission ◆ Not wearing and having the correct uniform including a visor/hat ◆ Unhygienic (nails and hair) and overall presentation ◆ Not presenting homework ◆ Electronic equipment brought to college (incl. smart watches) <p>NOTE: These behaviours lie within the realm of the classroom and need not be taken any further. The teacher needs to;</p> <ol style="list-style-type: none"> 1. reflect upon their response, the possible reasons for misbehaviour and manage the situation so it no longer becomes an issue. 2. Teacher's to log incidents onto Sentral and into their day book for reflection and planning and for support from the Well-being coordinator. <p>As these are mainly classroom related issues, it is the relationships within the classroom, with the teacher and other students that is being managed.</p>	<p><u>PREVENT</u> Expect students to behave appropriately and enable them to do so by;</p> <ul style="list-style-type: none"> - Clearly communicating your expectations for behaviour and learning - Acknowledge and affirm 'good' behaviour for both class and individual as appropriate. - When they are about to get it wrong state what you expect them to do right rather than warning them not to do it. - Maintain perspective – they will get it wrong sometimes – teach and enable them to learn to get it right <p><u>AFFIRM</u> Affirm strengths. Acknowledge ability and small successes – this will encourage cooperation, engagement and motivation.</p> <ul style="list-style-type: none"> - Catch them 'doing it right' - Describe the positive behaviour e.g. I saw you doing that was - Focus on the positives no matter how small – communicate these appropriately and in passing - Initiate trust – so students know you trust them to behave well, and when things go wrong (as they will) you trust them to put it right – do the right thing. <p><u>CORRECT & SUPPORT</u> When students 'get it wrong' to ensure misbehaviour does not repeat or escalate</p> <ul style="list-style-type: none"> - assertively guide/direct, - empathically enable - encourage with affirmation <ul style="list-style-type: none"> • Using non-verbal communication e.g. gestures, facial expressions • Using brief verbal directions, questions, acknowledgements so they learn to sort out the problem, manage their own behaviour and get it right 	<p><u>TEACHER RESPONSIBILITY</u></p> <p>Establish clear basic guidelines for behaviour with the class.</p> <ul style="list-style-type: none"> • Follow student expectations matrix <p>Carry a positive mindset</p> <ul style="list-style-type: none"> • View each student positively • Focus on a positive outlook • Expect students to 'get it right' <p>When students misbehave,</p> <ul style="list-style-type: none"> • model the behaviour you wish students to learn • manage so they are able to achieve the required behaviour • as appropriate, teach students so they can learn acceptable behaviour • Communicate with parents both verbally and in writing as necessary and record evidence of this communication on Sentral.

<p style="text-align: center;">Medium Level Behaviours</p>	<ul style="list-style-type: none"> ◆ Refusal to follow teacher instruction after clear direction has been given ◆ Purposeful ignoring of teacher request or instruction ◆ Answering back to staff in a rude and disrespectful tone ◆ Inappropriate swearing around or at others ◆ Arguing with staff in a disrespectful tone ◆ Teasing / verbal bullying of others ◆ Consistent interrupting of others ◆ Consistently talking over the teacher after being warned previously ◆ Not following the college values of respect and honesty ◆ Putting down others ◆ Directed throwing of rocks or sticks outside ◆ Graffiti/vandalism ◆ Failing to attend prayer or class (truancy) <p>NOTE: Some of these behaviours tend to move beyond the realm of the classroom and the class teacher, and therefore may require the Well-being coordinator to be the key manager with the relevant teacher involved. Counsellor and/or Chaplain involvement and support may also necessary.</p>	<p>Remember, 'behaviour is a message' and ongoing misbehaviour may have underlying causes, which require understanding, insight and investigation, along with teacher reassessing their own responses and impact for behaviour to change.</p> <p><u>CORRECT</u> Apply assertive skills – including all the above mentioned 'quick skills', to enable student to change their behaviour, then if needing to confront students with their behaviour apply e.g. - Choices with appropriate consequences enable students to 'get it right'</p> <p><u>SUPPORT</u> Apply empathic skills - take away the need to act out and lead students into learning to manage their behaviour and cope with their own problems/concerns - Use Open Responses to tune in, listen and acknowledge feelings, situation - Use Open Questions to give ongoing support – for students to consider what they need to do.</p>	<p><u>TEACHER RESPONSIBILITY</u></p> <p>Teachers are expected to work proactively to manage these behaviours e.g.</p> <ol style="list-style-type: none"> 1. Planning to prevent ongoing misbehaviour 2. When behaviour occurs, to apply corrective and supportive skills and strategies to prevent its repetition and escalation. 3. After several warnings, if the behaviour persists, communicate this with the parents and keep the necessary documentation. 4. Refer the matter to the Well-being coordinator as necessary, with the appropriate communication to facilitate an appropriate follow through. 5. Refer the matter to the Well-being coordinator through Sentral to address ongoing behaviour concerns with the appropriate follow through.
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<p style="text-align: center;">High Level Behaviours</p>	<ul style="list-style-type: none"> ◆ Inappropriate interactions with peers ◆ Refusal to follow instruction after continuous requests – oppositional & defiant behaviour requiring removal by a Leader ◆ Physical Bullying – fighting, punching, kicking ◆ Constant and consistent disruption in class resulting in removal ◆ Verbal abuse of staff and / or students ◆ Directed spitting ◆ Purposeful exclusion of others ◆ Directed serious level swearing ◆ Intimidation of others ◆ Inappropriate social behaviours – e.g. urinating in the playground ◆ Throwing objects with intent to harm ◆ Bullying – visual, gesture, telephone, computer, cyber bullying ◆ Lying / dishonesty ◆ Stealing ◆ Bringing dangerous objects to school (lighters, knives etc.) ◆ Selling of any items without the permission of the principal. 	<p>PREVENT, CORRECT and SUPPORT as previously stated</p> <p><u>FOLLOW THROUGH</u></p> <p>To manage the whole situation and all its elements when the student has already transgressed – has gone too far and is now needing to learn to take responsibility for their behaviour and put things right, requires the following:</p> <ol style="list-style-type: none"> 1. Consultation with the Well-being coordinator 2. Applying either or both follow through strategies <ul style="list-style-type: none"> • Problem Solving – 5 Steps • Consequential Learning – 5Rs 3. At this stage, there may also be a need for <ul style="list-style-type: none"> • Mediation • Remediation • Parent support • Counselling • Psychological assessment 4. Refer behaviour to Primary or Secondary coordinators for creative management and support. 	<p><u>Class Teacher to Refer Student to The Well-Being Coordinator</u></p> <ol style="list-style-type: none"> 1. The Well-being coordinator will speak to all the parties involved to map an appropriate intervention to address the behaviour with the primary aim of teaching responsibility, accountability, reparation and behaviour change. 2. Consequences (Consequential Learning) will be determined by the Well-being coordinator with the primary use of a behaviour management plan that aims to allow for a behaviour focus that needs to be met. 2. The Principal and the Primary or Secondary coordinator and class teacher will be informed of the incident and agreed consequences, which will also be recorded on Sentral. 3. Depending on the nature and severity of an incident, teachers must complete an Incident on Sentral, stating the behaviours they have witnessed, which needs to be forwarded to the Well-being coordinator.
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<p style="text-align: center;">Extreme Level Behaviours</p>	<ul style="list-style-type: none"> ◆ Extreme violence towards staff or students in any manner ◆ Premeditated violence ◆ Theft of property ◆ Significant damage to property ◆ Throwing objects with the intent to harm e.g. chair ◆ Racial, sexual bullying ◆ Consistent intimidation of others ◆ Dealing in smoking, drugs or alcohol on college premises ◆ Extortion bullying ◆ Consistent and repeated verbal abuse, swearing or verbal bullying ◆ Failing to comply with teacher instruction after repeated attempts – obstructive, abusive, oppositional ◆ Behaving in a manner which threatens the good order of the school ◆ Consistently and constantly behaving in a manner which interferes in the educational opportunity of others ◆ Inappropriate relationships that are against Irfan College’s values and ethos. 	<p>‘Zero Tolerance’ behaviours require several well-considered strategies and skilled responses. It is the responsibility of the teaching, well-being and management team to work proactively, to have processes in place and be prepared and practised for extreme level behaviours.</p> <p><u>PREVENT</u> – pre-empt ... tune in to students, be observant of those students who can get violent, abusive etc. and be aware of the warning signs and train them to be aware and provide them with a strategy to take control of their behaviour so they can take control of themselves.</p> <p><u>CORRECT</u> – have a selection of brief reminders that state expectation for positive behaviour or are an agreed communication to remind student that they need to take control of their words/actions.</p> <p><u>SUPPORT</u> – acknowledge e.g. state situation – student made aware of what they are doing and how to take control or reflect on their feelings e.g. frustration, anger - so emotional intensity lowers and student then can control actions and apply agreed strategy.</p> <p><u>FOLLOW THROUGH</u> Choice to consequence – either or you decide and if necessary remove from immediate environment to designated (previously agreed) safe space /person.</p> <p>After the incident, the Well-being coordinator in consultation may apply</p> <ul style="list-style-type: none"> • the problem-solving process for student to take responsibility and find a solution to the problem which is then followed through. • Consequential Learning where an appropriate consequence so the student <ul style="list-style-type: none"> • understands the choices made – and expectations for future changed behaviour • learns to correct/put right/ make reparation <p>When student has faced the consequence to their behaviour and is seen to have learnt to change their behaviour and no longer are a problem to their peers, teacher, other staff, or themselves, then these changes should be acknowledged and affirmed.</p> <p>Enable students who have learned to behave in an acceptable and appropriate manner within the school and classroom to gain a sense of self-worth – build a feeling of value – belonging and significance, and a sense of mastery – to manage their learning, their behaviour and relationships through:</p> <ul style="list-style-type: none"> • Acknowledging the changes • Acknowledging their successes, no matter how small • Acknowledging their improved motivation, cooperation and engagement. 	<p><u>Well-being Coordinator to Collaborate with Management</u></p> <ul style="list-style-type: none"> • Consult with Principal when facing very serious and difficult behaviours and/or refer the incident to be dealt by them. • Should suspension be the appropriate action to teach students to change their behaviour (decided in consultation with the relevant parties) then <ol style="list-style-type: none"> i) A meeting should be convened to inform the parents/carer and student that suspension is being considered, unless an immediate suspension is required. ii) The duration of suspension will be determined by the Principal in consultation with the Well-being coordinator. iii) The Class teacher will be informed of the incident and agreed consequences; which will also be updated on Sentral. <p>NOTE: Suspension must ensure the NEEDS of the SCHOOL are met (to provide a SAFE, SUPPORTIVE, INCLUSIVE, ENCOURAGING, ENGAGING and CHALLENGING learning environment) and be a CONSEQUENCE that will lead to CHANGE in STUDENT BEHAVIOUR.</p> <p>TEACHERS ROLE is to</p> <ul style="list-style-type: none"> • Reframe their mindset and expect and enable student to show they can ‘get it right’, while maintaining firm boundaries • Focus on the positives no matter how small • Give descriptive praise • Initiate trust • “Catch them doing it right”
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7.7 DISCIPLINE ACTION TABLE: (Steps to follow)

Unacceptable Behaviour	Level	Consequence
Late to Class	1	Dealt with by class teacher (3 times) - Record on Sentral - Warn student (clarify school rules) - Detention recess/lunch
Chewing gum	1	Dealt with by class teacher (3 times) - Record on Sentral - Warn student (clarify school rules) - Detention recess/lunch
Incomplete Homework	1	Dealt with by class teacher - Warning, chance to resubmit - Recess/lunchtime detention - Record in teacher daybook & Sentral
Disobeying Teacher Instructions	1	Dealt with by class teacher - Discussion and record on Sentral - Removal from class - 3 points of communication - Conduct card (monitoring behaviour)
Unsupervised areas (areas without teacher supervision)	2	Dealt by teacher and/or Well-being coordinator - Warned - Issued with a detention - Suspended minimum one day
Out of Class (truancy)	2	Dealt with by the Well-being Coordinator - Clarify school rules - Detention - Truancy letter sent home
Make Up, Jewellery & Hair	2	Dealt with by Well-being coordinator - Confiscation of item - Parents informed - Removal from class until uniform policy is adhered
Inappropriate usage of any electronic device (inclusive of College grounds and bus)	2	Dealt with by Well-being coordinator - Confiscation of item – returned after meeting with parents
Forgery	2	Dealt with by relevant coordinator - Clarify school rules - Detention - Meeting with parents
Boy/Girl Interaction	2	Dealt with by Well-being coordinator/Principal - Parents notified
Bus Behaviour (including excursions)	2	Bus driver to Report to Principal - Detention - Behaviour conduct card - Suspension from the bus
Use of vulgar language	2-3	- Detention - Behaviour conduct card - Suspension minimum one day
Rudeness to Teacher (Incl. Swearing)	2-3	Dealt with by Well-being coordinator - Detention - Behaviour conduct card - Suspension minimum one day - Expulsion
Non-Attendance to prayer	2-3	Dealt with by Coordinator/Principal - Warning and counselling - Truancy letter sent home - Parents notified
Gang Related Activity/harassment/	2-3	Dealt with by Coordinator / Principal

Bullying/Threats (Also, Cyberbullying)		<ul style="list-style-type: none"> - Warning (school rules clarified) - Suspension minimum one day - Expulsion (Principal Action Only)
Theft/Vandalism	2-3	Dealt with by Well-being coordinator/Principal <ul style="list-style-type: none"> - Restitution (financial) - Cleaning duty - Suspension minimum one day - Expulsion (Principal Action Only)
Sales/transactions: Selling of any items without the permission of the principal.	2-3	Dealt with by Well-being coordinator/Principal <ul style="list-style-type: none"> - Reverse sale/transaction - Suspension minimum one day - Expulsion (Principal Action Only)
Fighting (Physical violence) Biting, Kicking, Pushing, Poking Objects, Pulling Hair, Punching, any other that causes physical harm	2-3	Dealt with by Well-being coordinator/Principal <ul style="list-style-type: none"> - Behaviour monitoring card - Suspension minimum one day - Expulsion (Principal Action Only)
Inappropriate displays of affection/ indecent exposure/Inappropriate relationship/obscene	2-3	Dealt with by Well-being coordinator/Principal <ul style="list-style-type: none"> - Behaviour monitoring card - Suspension minimum one day - Expulsion (Principal Action Only)
Gambling	3	Dealt with by Principal <ul style="list-style-type: none"> - Suspension minimum one day - Expulsion (Principal Action Only)
Stealing	3	Dealt with by Principal <ul style="list-style-type: none"> - Suspension minimum one day -
Weapons	3	Dealt with by Principal <ul style="list-style-type: none"> - Suspension minimum one day - Expulsion (Principal Action Only)
Smoking	3	Dealt with Principal <ul style="list-style-type: none"> - Suspension minimum one day - Expulsion (Principal Action Only)
Drugs/Alcohol	3	Dealt with by Principal <ul style="list-style-type: none"> - Expulsion (Principal Action Only)
Sexual Harassment	3	Dealt with by Principal <ul style="list-style-type: none"> - Suspension minimum one day - Expulsion (Principal Action Only)
Inappropriate relationships (Against Irfan College's values and ethos)	3	Dealt with by Principal <ul style="list-style-type: none"> - Suspension minimum one day - Expulsion (Principal Action Only)

7.8 Student Contract

Students that have ongoing misbehaviour to extreme level behaviour as stated in the interactive management process (IMP) may be given a student contract. The student contract will be given to students that are not complying with Irfan College's behavioural expectations, values and the school's ethos. The student contract is an agreement with the student's family, student and Irfan College that states that the student's permanency of enrolment will be determined by their good conduct and cooperative behaviour towards all staff and students at Irfan College. Failure to meet this agreement will result in the termination of the student's enrolment.

7.9 Incident Report

An incident report is to be written only if the staff member is not able to record the incident onto Sentral. An incident report needs to be filled out if there are ongoing or extreme cases of misbehaviour. Breaking school rules such as fighting, stealing, vandalism, bullying, disrespect toward a teacher, constitute a reason for an incident report to be filled out. The incident report needs to be filled out with a clear description of the day, date, time, parties involved, clear explanation of the incident and the teacher action taken. The incident report needs to then be passed onto the Well-being coordinator who will take further action.

7.10 Student Behaviour/Progress Notification

Student Behaviour Notification is a letter which is sent home informing parents of their child's behaviour while at school. This letter may be sent home if an incident occurred while at school and the student has committed the following acts; inappropriate language, wasting time in class, disrespectful behaviour, un-Islamic conduct, late to class, out of uniform, fighting/bullying, absent from school without permission or notification, damaging school property, to name a few.

Student Progress Notification is a letter which is sent home informing parents of their child's academic performance. This letter may be sent home if a students' overall progress in a subject is of concern to the subject teacher.

7.11 Lunch Time Detentions/ Personal Development Sessions

Students will be asked to write school rules provided or fill in a self-reflection behaviour sheet. No communication with other students is allowed. Detentions will take place at lunchtime during the week.

7.12 Suspension/Exclusion/Expulsion

At Irfan College, we believe that all students and staff have a right to be treated fairly and with dignity in an environment which is free from intimidation, disruption, harassment and discrimination. However, there may be cases where students display unacceptable behaviour which compromises the safety and general well-being of the school community and/or other students and staff.

In such instances Suspension, Exclusion and Expulsion are available options which may be imposed by the Principal and/or Well-being coordinator. Parents will not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved behaviour management program, or if the severity of the behaviour warrants the immediate imposition of a suspension.

In cases where suspension is considered as an appropriate disciplinary action, parents will be notified in writing (template on Sentral) of the formal imposition of a suspension. This will be managed on a case-by-case basis to determine the level of the imposition, dependent upon the nature and severity of the behaviour. Suspension, Exclusion and/or Expulsion will always be carefully considered before it is applied.

- Suspension is a form of discipline. A student is not allowed to attend school or go to school activities for a set length of time. This length of time can vary from a few days to many days, depending on the severity of the problem behaviour.

- Exclusion is the act of preventing a student's admission to a number of schools. In extreme circumstances, the principal of a school may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system that the school is a member of, or from other schools. **Irfan College does not practice exclusion.**
- Expulsion is a more extreme form of discipline. This refers to the removal of a student from the school. Students expelled from Irfan College will not be allowed to re-enrol.
Suspension is part of a behaviour management process. Unless a child's behaviour is out of control on a particular day, and threatens the safety of other children, teachers or school property, suspension is probably not the first step that teachers will use to help a child to control his behaviour.

The decision about whether or not to suspend a child, how long the child will be suspended, will generally be made by the Principal and/or Well-being coordinator after establishing:

- how serious the misbehaviour is
- how often the misbehaviour has happened
- how the student has behaved in the past
- how the student has reacted to other discipline
- any other information thought to be important and relevant.

Two students may receive different disciplinary consequences for doing the same thing. Although they may appear to have behaved in the same way, other factors may mean that it is fairer to treat them differently.

During the period of suspension, the student will still be required to continue his or her school work. The teachers will provide adequate work to cover for the duration of the suspension.

Suspension will be approved upon the consideration of the following points:

- Suspension is not intended as a punishment but rather as a strategy for managing inappropriate behaviour in accordance with the school's Well-being and behaviour management policy.
- Suspension allows school personnel time to plan appropriate support for students to promote successful re-entry.
- Suspension provides students with the time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour, and consider the actions which led them to being suspended.
- Suspension is guided by the principles of procedural fairness, which acknowledge the rights of the individual to:
 - be heard
 - a fair and impartial decision

Generally, the reasons why a child may be suspended or expelled are:

- **Continued Disobedience:** This includes but is not limited to breaches of the school discipline code such as defiance, disrupting other students, refusal to obey staff instructions, use of prohibited substances such as cigarettes, alcohol.
- **Misconduct:** when a student behaves inappropriately or irresponsibly. Such behaviour includes breaking school rules, being violent or threatening towards other students or teachers, bringing weapons, drugs or alcohol to school, significant damage to property and stealing.
- **Other Behaviour:** This refers to any behaviour that does not fit into the other two categories, but that threatens the 'good order' of the school. This can mean a lot of different things, for example behaving in a way that prevents other students from learning, bullying (including cyber bullying), verbal abuse and abuse transmitted electronically through social media. However, it does not generally refer to

minor things such as being untidy or talking too much (unless this behaviour is extreme and has been going on for a long time).

In determining whether a student's behaviour warrants suspension, the Well-being coordinator will consider the safety and well-being of other students and staff. Before a suspension is imposed, with the exception of serious instances of misbehaviour that impact on the safety or well-being of students or staff, the Well-being coordinator will:

- ensure that appropriate school student well-being and discipline strategies have been applied and documented
- ensure that appropriate support personnel available within the school system have been involved
- ensure that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension. This may be in the form of diary entry, telephone or face-to-face conferences, and/or letters of concern sent to the parents.
- ensure that specific behaviour management strategies have been applied to support the student in managing inappropriate behaviour.

Before imposing a suspension, the Well-being coordinator will ensure that measures outlined above have been addressed and that a particular emphasis is given to procedural fairness.

- A formal disciplinary interview will be convened with the student and the support person/parent. An interpreter may be provided upon the request of the parent.
- Explicit information about the nature of the allegation(s) will be provided to the student/parent.
- The student will be given the opportunity to respond to the allegations.
- The student's response will be considered before a decision is made.
- Notification of suspension will be made to the parents in a face to face interview followed by a written notification within 24 hours.
- Minutes of the meeting will be recorded.

The Well-being coordinator will convene a suspension resolution meeting of persons involved. A yellow behaviour monitoring card will be issued to the student upon return from suspension.

In serious circumstances of misbehaviour, the principal may expel a student of any grade from the school. **An accumulation of 8 (eight) suspension days in the last 12 months will result in an expulsion.**

When considering expelling a student, the principal will:

- Ensure that (except for serious incidents) all appropriate learning and support strategies have been implemented and documented.
- Notify the student and parent in writing that expulsion from school is considered giving reasons for the possible action.
- A formal disciplinary interview will be convened with the student and the support person/parent. An interpreter may be provided upon the request of the parent.
- Explicit information about the nature of the allegation(s) will be provided to the student/parent.
- The student will be given the opportunity to respond to the allegations.
- Allow five school days for students and parent to respond
- Consider any response from the student and/or parents before a decision is made.
- Minutes of the meeting will be recorded.

- Discuss with the student and the parents the implications of expulsion and provide information relating to the right to and process for an appeal.

Students and parents may appeal if they consider that correct procedures have not been followed and/or an unfair decision has been reached. Appeals must be in writing, addressed to the principal stating the grounds on which the appeal is being made. Once the appeal is lodged, the principal will:

- Deal with the appeal within 20 school days of lodgement
- Ensure that the person(s) making the appeal are kept informed of the progress of the appeal
- Review all relevant documents
- Ensure that relevant documents are made available to the person(s) making the appeal
- Discuss relevant issues with appropriate parties and the person(s) making the appeal
- Advise all the parties of the decision and the specific reasons for reaching the decision.

Refer to the Summary Table of Disciplinary Action table above which outlines specific behaviours and related consequences.

7.13 Early Leavers Pass

No student can leave the school grounds without the parent or official guardian. This includes recess and lunch. Early Leavers pass are issued to parents and guardians by the office staff.

7.14 Record Keeping

Keeping record of student matters and misbehaviour is of paramount importance for reasons of accountability and by way of getting to know the student and detecting patterns of their behaviour. Every teacher is to write any incidents or record of behaviour on Sentral.

7.15 Parent Communication

To ensure a strong link between school and home, communication is vital. To ensure effective communication and informing parents of all matters of concern, whether it's big or small; teachers will where necessary inform you via a "Parent Communication" slip or diary entries. This needs to be signed and brought back to the teacher the next day and will act as a receipt of acknowledgement and sighting of information. This is important in order for you to reinforce and validate the values to strive for.

7.16 Behaviour Plan

A behaviour plan is devised by having all teachers come together to discuss ongoing concerns about the cause of behaviour issues in the classroom. The aim is to devise a focus to be followed by students and teachers. This ensures that students are aware of their responsibilities and the behaviours that are of concern. Teachers will have the time to discuss the focus of the plan with the student during a one to one session and to teach/model the desired behaviour. A meeting will also be conducted with parents to ensure that the same focus is reinforced and supported at home.

8.0 Uniform Policy

NB: Refer to Uniform Policy.

9.0 Behaviour on the school bus

While travelling on school buses students must respect all road rules such as wearing seatbelts, crossing roads safely and using crossings where appropriate. No food or drinks are permitted on the school bus. Students must comply with all rules related to safety, respect of others and all other behavioural expectations stipulated in this policy. *Please refer to Irfan College School Bus Policy.*

10.0 Mobile phone & Electronic device policy

Irfan College accepts that parents give their children mobile phones for personal security and safety. Parents may also be concerned about children travelling alone on public transport or commuting long distances to and from school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently. However, due to the many issues that arise from the improper usage of these devices at Irfan College there is a **total ban** on school grounds including when students are representing the College at sporting activities and or camps. The same responsibilities and consequences will be applied as at school when they are on excursions and or camps. The ban includes but not limited to devices such as mobile phones, smart phones, iPods and other electronic devices including smart watches, iPads and other tablet devices with built in cameras and/or the ability to connect to the internet. Watches and Fitbits (fitness – step trackers) that do not fit into the are acceptable.

If a student brings any of the devices that are banned to school, they must drop it off at the front office by signing in their device before the morning bell and signing out after the home time bell. If a student does not sign in their device, it will be confiscated by the teacher and brought to the Well-being coordinator. The Well-being Coordinator will keep the device until the end of the term. If a parent requests to have the device returned it will only be given to a parent/guardian upon a meeting request.

