



Australian Islamic College Adelaide

Behaviour Policy

Address: 22A Cedar Ave, West Croydon, SA 5008

Tel: (08) 8340-7799 Email: info@aic.sa.edu.au Website: aic.sa.edu.au

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Introduction

The Australian Islamic College Adelaide aims to provide a positive environment within the school so that every student has the opportunity to achieve their full potential academically, spiritually, socially and emotionally. The best education is provided where the home and the school are compatible in values and discipline, working in partnership for student welfare and achievement of their potential.

Discipline through self-control

"The best among you are those who have the best manners and character."
(Hadhrat Abdullah ibn Amr citing Sahih al-Bukhari, Vol. 8: #56b)

Islam teaches us self-discipline through self-control. While we have free will, we must use this in a responsible way, and treat others with the respect and dignity that we expect for ourselves. Just because we have free will does not mean we can do whatever we want to do. We need to have discipline through self-control, and when we have self-control then we have a healthy relationship with Allah (swt).

We practise self-control through praying, fasting, giving zakat, performing Hajj, etc. For example, at the time of Fajr prayer, we may prefer to sleep, but we get up to pray. While fasting, we feel hungry and thirsty but we practise self-control and refrain from eating or drinking anything.

Discipline through self-control is explicitly taught in our holy book the Quran. We are taught to observe and obey the will of Allah (swt) and to forbid our soul from doing what is wrong and harmful to us. This can only be possible when we practise self-control. Just as Islam teaches us self-control, the College aims to instil the value of self-discipline in our students

Self-control in the Quran

"And as for him who fears to stand in the presence of his Lord and forbids his own soul from its whims and caprices then surely Paradise is the abode" Quran (79:40 & 41)

"O David... do not follow the whims of your own soul for they will lead you astray from God's path." Quran (38:26)

Self-discipline through self-control can be achieved by having perseverance, which is remaining determined to make the best choices and rejecting poor choices. We must also be self-critical; reflect on our actions and choices; use our time wisely to improve ourselves and our relationship with Allah (swt). Choosing the right friends is also very important as true friends are those that want the best for us and help us to improve.

The importance of self-discipline

Teachers and students have the right to teach and learn in an environment that is free from disruption, intimidation, harassment and discrimination. In order for this to be achieved, the Australian Islamic College Adelaide will maintain high standards of student behaviour.

Rules and consequences

The College's rules are designed to foster respect and responsibility as well as the value of self-discipline in our students. There are a range of consequences for not respecting school rules. This may include the withdrawal of privileges, detention, restitution for damage, isolation from school activities, exclusion, suspension, long suspension or expulsion. Penalties will be applied based on severity of the breach of rules.

Please note that:

- Corporal punishment is not permitted and is not used to discipline students attending Australian Islamic College Adelaide.
- Parents of students are not allowed to disrupt, intimidate, harass or discriminate against students at school.
- Teachers who are also parents of students at the College must maintain at all times a clear distinction between their professional role as a teacher and their role as a parent.

Good Behaviour at Australian Islamic College Adelaide**What the College expects**

The College expects that all of its students behave in a respectful manner towards their teachers and peers at all times. Students should use polite language when communicating with others. Students are expected to respect the property of others. The College expects that students will follow all school rules and instructions from staff, and cooperate in maintaining a safe and supportive teaching and learning environment for all.

General rules

Students are expected to abide by the College's Rules and to follow the directions of teachers and other people with authority delegated by the College.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the College, staff members or other students, the students will be subject to disciplinary action.

AIC expects its students to:

- Adhere to Islamic values.
- Attend all prayers (Year 3 to Year 12). Prayer is compulsory at Australian Islamic College Adelaide.
- Remain silent and respectful in the mosque and during prayer.
- Attend Islamic Studies and Quran classes. These are compulsory for all students at Australian Islamic College Adelaide from K – 12.
- Arrive at school on time at 8:40 am.
- Students should not arrive earlier than 8:30am as there is no supervision before this time.
- When the home bell rings, students should leave promptly as there is no supervision after school.
- Be neatly dressed in full school uniform every single school day in accordance with the school uniform policy. (Refer to the Uniform Policy).
- Wear the College sport uniform for sport classes and sporting activities.
- Be punctual to all lessons and activities organised by the College.
- Show respect to staff members, peers and guests at all times by using polite language.
- Listen to instructions given by staff.
- Practise respect, acceptance and tolerance of difference.
- Respect other people's opinions.

- Not fight, swear or engage in anti-social behaviour such as bullying.
- Report bullying behaviour to the teacher or a trusted adult.
- Line up at the canteen and be respectful to canteen staff.
- Not leave school grounds without written consent from parents and office staff. Students must have an early leave form if they leave before the end of the school day.
- Attend all classes: Truancy from school or individual lessons is not allowed.
- Respect and look after all school property. Do not damage or vandalise Australian Islamic College Adelaide school property such as trees, gardens, furniture and computers.
- Look after their personal belongings by writing their names on their property and where available use their lockers or place valuable items in the office.
- Keep their mobile phones switched off and out of sight during school hours, at school and on school excursions.
- Refrain from using social media at school.
- Walk quietly through corridors and not disrupt others who are learning.
- Do all class work and home work set by the teacher.
- Be prepared to do all set exams. Remain silent in exam rooms.
- Not cheat or attempt to cheat in exams, assignments, class work and home work.
- Take personal responsibility for keeping their classrooms and work areas neat, clean and tidy.
- Put rubbish in rubbish bins.
- Follow safety rules provided, both inside and outside the school.
- Play safely and responsibly in the school grounds during recess and lunch.
- Respect teachers on recess and lunch duty and follow their instructions.
- Use the library responsibly, no eating, drinking or talking in the library.
- Stay away from out of bounds areas.
- Actively and enthusiastically participate in all aspects of school life.
- Pay for and participate in Selective Tests, NAPLAN and various other competitions as advised by the College.
- Pay for school text books.
- Provide absentee letters or medical certificates for absences.
- Be polite on the school bus.
- Work hard and do the best they can.
- Eat well and live a clean and healthy lifestyle.
- Represent Australian Islamic College Adelaide to the highest of standards.
- Be proud to attend Australian Islamic College Adelaide.

Disciplinary Policy - Australian Islamic College Adelaide

Student behaviour management is a very important aspect of teaching and learning for any school. The disruptive behaviour of some students creates distractions during lesson times to the detriment of all students.

The Principal and Coordinator will demonstrate organisation, energy, flexibility and a determination to succeed and achieve success in the sphere of behaviour change.

Strong and flexible leadership is expressed in a determination to:

- Understand the circumstances that lead to inappropriate behaviours, and
- Achieve the goal of keeping the students in the learning environment.

At the same time it is necessary to balance those goals with the imperatives of working within policy guidelines and maintaining staff morale and enthusiasm. This requires both good judgment and strength to pursue effective courses of action and working closely with teachers to define what the most appropriate referrals to the office are and which should be handled at the classroom level.

The Classroom Teachers will:

- Informs students of their expectations and consequences of not following class rules.
- Informs parents of concerns about their child at an early stage.
- Allow students an opportunity to demonstrate improvement.
- Implement all stages of the Behaviour Policy justly and fairly and keep proper records of all steps taken.
- At an appropriate time, allow individual students to present their view.

The Classroom Procedure

1. Verbal warning stating the unacceptable behaviour and directions to follow classroom instructions.
2. Moving a student to another seat in the class.
3. Imposition eg, writing out lines.
4. School service eg. tidying up the classroom

If the student does not respond to the classroom teacher behaviour management strategies and continues to disrupt the class, the teacher can:

- Issue a reflection room notice and send the student to the reflection room to be supervised by a student counsellor or teachers on a roster system. Teachers need to send the class work with the student to complete in the reflection room (see Appendix 1).
- The offending behaviour and teacher response needs to be recorded in the reflection folders.

Coordinator

- Supports classroom teachers to develop classroom management skills.
- Develops a plan for improvement with students, teachers and parents.
- Implements the Behaviour Policy.
- Investigates discipline issues, documents the steps taken and informs the teachers concerned.

When the Coordinator receives a student referral from a classroom teacher the Coordinator will:

1. Discuss and develop a plan of action for improvement, with the student, including consequences if behaviour and effort does not improve. These include:

- **Problem solving/contracting**
Negotiation and problem-solving approaches can be used to assist students in identifying alternative behaviour choices. The next step should involve developing a contract that reminds the student to engage in a problem-solving process, and which includes reinforcers for success and consequences for continuing problem behaviours.
- **Restitution**
Rather than financial restitution (the burden of which often falls on the parents) in-kind restitution permits the student to help restore or improve the school environment either by directly addressing the problems caused by the student's behaviour (eg., in cases of vandalism students can work to repair things they damaged), or by having the student improve the school environment more broadly (eg., picking up litter).
- **Removal of privileges**
It can be appropriate to deny access to 'fun' activities, such as certain excursions, provided these are not an integral part of the curriculum.

2. Contact parents or caregivers for an interview at the College or over the phone to discuss the unacceptable behaviour and possible, current action taken and consequences if the student's behaviour does not improve. Letter is sent to the parents.

The Coordinator will also:

- **Ensure the implementation of the schools Behaviour Policy.**
- **Monitor student behaviour.**
- **Investigate serious discipline issues.**
- **Make** recommendations to the Principal and document all necessary steps taken.

When the Coordinator receives a student referral from a teacher, they will discuss the penalty with the referring teacher and Principal.

The Principal will:

- Make the final decision in relation to a penalty or review and documents all steps taken and informs the Coordinator of action taken.
- Issues a penalty depending on severity of breach. These include Internal Suspension for 1 to 3 days or External Suspension for 1 to 3 days. Internal Suspension is the preferred option initially unless the behaviour has been a criminal offence such as physical assault. Students will be given school work from their subject teachers so they don't fall behind as a result of suspension.

The incident or situation at hand will be fully investigated before decisions are made about consequences for the student(s) involved.

Factors to consider in determining an appropriate level of response:

- **Severity of behaviour:** Consider the legal implications of the behaviour and the impact of behaviour on the safety and wellbeing of self and others, the learning program and the wider community.
- **Frequency of the behaviour or similar previous behaviour:** Classroom and school consequences to behaviour will have been implemented prior to employing the

suspension option, as well as educative and supportive responses aimed at developing responsible behaviour. In addition, students should know that frequent lower level behaviour (eg see classroom behaviour below) leads to the possibility of suspension from attendance at school.

- **Age:** A student's chronological age and stage of development should be taken into account in determining the student's level of understanding of his/her behaviour and the consequences of that kind of behaviour.
- **Repeated behaviour patterns:** Staff are encouraged to examine possible triggers or trends in a student's behaviour and provide opportunities and support for students to experience success. Possible triggers and, therefore, possible areas for intervention include the peer group, the environment, teaching methods, and the student's social skills.
- **Consistency of approach:** It is important to have a consistency of approach in setting examples to the College community regarding consequences of misbehaviour. Suspension, if used, should be seen as part of a behaviour change strategy for a particular student or students. Consequences should be consistent with the College's Behaviour Policy, to reinforce responsible behaviour.

Serious Behaviour Breaches

Certain behaviours, such as (but not limited to) theft, consuming or distributing forbidden substances, fighting, threatening students or staff, or in any way causing harm either face-to-face or through social media to any member of the school community, will result in the student being sent to the Principal's office.

Such serious offences will be dealt with by the Principal and the Coordinator, with assistance from any teachers as required by the particular incident or the students concerned.

The incident or situation at hand will be fully investigated before decisions are made about consequences for the student(s) involved.

In some cases, lesser consequences may be applied, such as internal suspension or omission from a particular event such as a carnival, or other appropriate action.

In the majority of cases it is expected that parents will be asked to attend a meeting for a discussion about their child's actions. Follow-up action is likely to include a period of external suspension, with work provided by teachers to be completed during this time.

In extreme cases, or in cases where warnings from previous incidents have not been heeded and improper behaviour has continued, the matter will be referred to the Board for consideration of the student's continued enrolment at AIC Adelaide.

For all matters outside the classroom

It is recognised that there may be very **serious** incidents that occur outside the classroom which breach the College's general rules and expectations for student behaviour. In the event that does happen, a student incident report is to be made directly to the Coordinator and the Principal who will take into account the student's previous behaviour and deal with the breach of rules accordingly.

Process for suspension/expulsion

Although incidents that occur outside the classroom and serious incidents may not result in a suspension or expulsion, they will be dealt with by the below procedures:

1. An incident report will be given to the Coordinator.
2. Inform the student or students involved of the allegation and procedure.
3. The Coordinator will investigate the matter by interviewing the students involved, teachers and witnesses.
4. The Coordinator will inform parents of the incident and the consequences and the process for reaching a decision.
5. The Coordinator will discuss appropriate consequences with the referring Teacher and a recommendation made.
6. The Coordinator will take the recommendation to the Principal.
7. The Principal will consider the penalty and make the final decision.
8. Once the Principal makes the decision for suspension or expulsion the Coordinator will then prepare either a letter of suspension or expulsion.
9. The Coordinator will arrange a meeting with parents to present the decision. The parents will sign and return the letter to school.

A suspension or expulsion can only proceed once all the steps have been completed. Only the Principal can approve a suspension or expulsion.

After a suspension a student can return to school after the parents and student have met with the Coordinator to support the successful return back into the College community. This includes signing a Re-entry Behaviour Contract and a Reflection worksheet to identify alternative strategies to avoid reoffending.

The school reserves the right to make decisions about disciplinary measures and enrolment status based on evidence in order to sustain the high standards of Australian Islamic College Adelaide.

Appendix 1 - Reflection Room

A dedicated reflection room should only be used with a student after more inclusive interventions (ie. keeping the student in the class), which have been implemented and documented, have not been successful in managing the behaviour.

Teachers issue a reflection room notice and sends the student to the reflection room to be supervised by a student counsellor or teachers on a roster system. Teachers need to send the class work with the student to complete in the reflection room.

- The use of a dedicated reflection room should not be an alternative to suspension where the safety of students and staff are at risk. Risk management procedures should be implemented where there is a risk to the safety of students and/or staff.
- The Principal must ensure that parents or guardians are notified on each occasion the dedicated reflection room is used with their child. This could be done by telephone, or by letter.
- The development or refinement of a plan to support the student's behaviour should be considered following the use of the dedicated reflection room for a particular student.

A dedicated Time-out room must:

- Be risk assessed in relation to student and staff safety, and be consistent with the School's Work Health and Safety Policy and Statement.
- Allow for meaningful educational activity to be provided for students.
- Have adequate ventilation, lighting and heat.
- Have adequate space for students and staff.
- Allow arrangements for the student to have recess, lunch and toilet breaks when appropriate if reflection occurs across these periods.
- Be conducive to de-escalating inappropriate behaviour.
- Not be locked, latched or secured in any way that would, in case of an emergency, prevent staff or the student from exiting the room.
- Be supervised at all times.
- Display rules for behaviour within the room.
- Display school rules and expectations.
- Display visual supports for de-escalation strategies and for appropriate behaviour.

Appendix 2 - AIC Adelaide Student Reflection Worksheet

Student: _____
Date: _____
Staff: _____

1. What behaviour led to this reflection?
2. What were you thinking or feeling at the time?
3. What did you want to happen?
4. Did you get what you wanted?
5. What did it cost you?
6. Next time I feel like that, what will I do?

Appendix 3 - AIC Adelaide Student Behaviour Contract

1. I _____ fully understand I must adhere to the school rules all students must follow.
2. I _____, am having difficulty controlling my anger. I routinely get upset at my peers, say inappropriate comments, and have provoked or threatened or hit them. This is a problem because I cannot go through life provoking people to get angry, making threats or hitting everyone who makes me angry.
3. If I give in to the anger I feel by saying inappropriate comments, I will be temporarily removed from the room, or given a suspension, which depends on the severity of the comments.

If I hit another student, I will be suspended and may possibly be expelled.

4. I _____, do hereby submit to the terms of this contract. My signature below indicates my willingness to overcome my problem, adhere to all school/classroom rules and procedures, and become a better student as a result.

Student's Signature : _____

Principal's Signature : _____

Parent's Signature(s) : _____

Appendix 4 - AIC Adelaide Code of Conduct

To be signed by each student at the beginning of each year.

I will endeavour at all times to:

- Adhere to Islamic values as specified in the Behaviour Policy
- Be thoughtful, considerate and polite in my interactions with others.
- Make the most of my schooling this year.
- Be respectful of the rights of all staff and students to have a productive learning environment.
- Be punctual and well-organised.
- Show pride in my school by the way I behave and wear my uniform.
- Respect school facilities and the property of others.

I understand that as a member of the Australian Islamic College Adelaide community, I am bound by the policies of the school and will abide by these. I accept the consequences for any breach of these guidelines.

I have read and understood the following guidelines:

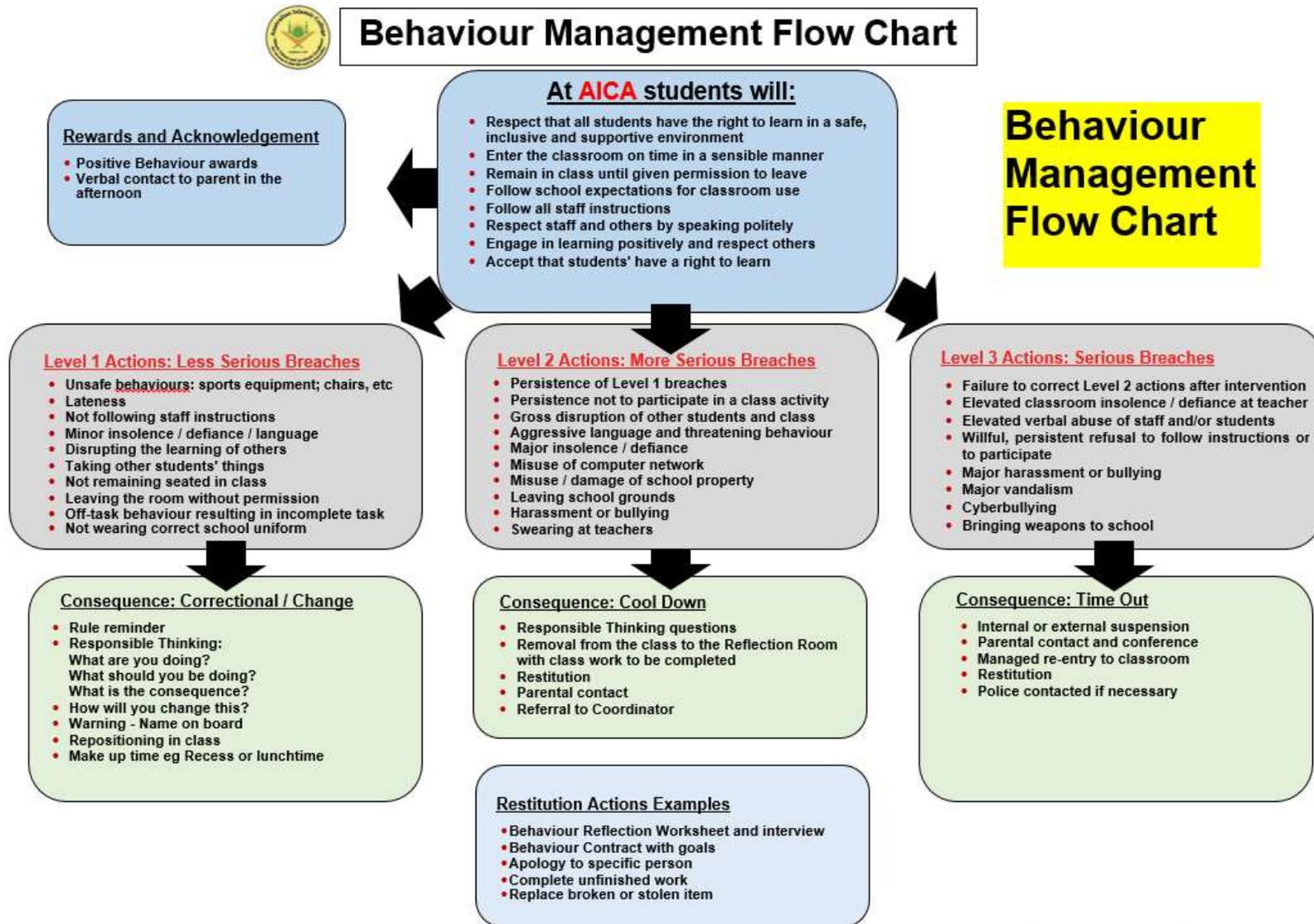
- All members of the community have the right to feel physically and emotionally safe. All interactions should promote positive, co-operative relationships.
- Access to the ICT network and computing facilities supports students in their studies and enables communication related to their studies. Use of these facilities must reflect the guidelines outlined in the ICT Policy.
- All school work is to be submitted on time, on the designated date. Any adjustments to submission requirements must be negotiated before the due date. Late submission will incur penalties.
- All students are to take care of and pride in their AIC Adelaide uniform according to the Uniform Policy.

Student Signature _____ Date_____

Parent/Guardian Signature_____ Date_____

Initialed by School Principal_____

Appendix 5 – Behaviour Management Flow Chart



Australian Islamic College Adelaide, 22A Cedar Ave, West Croydon SA 5008 Tel (08) 8340 7799 Fax (08) 8340 9988 Email : info@aic.sa.edu.au Web: aic.sa.edu.au