AL IMAN COLLEGE

Allah Subhanahoo Wata'ala Says in the Holy Quran:

And verily, you (O Muhammad) are on an exalted standard of character" [Quran 68:4]

Prophet Muhammad ﷺ says:

"The best of people are those with the most excellent character." [Tabarani, Sahih]

Discipline Policy

Vision and Mission

To be an institution producing well balanced individuals who know their purpose of life and are equipped to fulfil their roles and functions with excellence.

Objectives

To provide high quality education as per Australian Standards in line with Islamic values and principles in a safe and nurturing learning environment. **(Institution)**

To develop individuals who are well-balanced spiritually, physically, intellectually, emotionally, socially, and environmentally, and are well-balanced:

1. In their knowledge and skill sets within the three tiers of priority –
   - Knowledge of Allah,
   - Knowledge of Obedience of Allah,
   - Knowledge of all the support systems of our worldly existence

2. In managing their various roles in life. **(Well-balanced individuals)**

To inculcate a sense of purpose as defined by our Creator Allah SWT "I have not created jin and mankind except to continuously serve, obey and worship me." **(Purpose of life)**
To prepare individuals for their roles in life in terms of specific relationships, occupations, or professions (e.g., a mother, a son, a doctor, an engineer, a plumber, a businessman, etc). **(Roles)**

To prepare individuals to perform within their roles with excellence, positively impacting their society and environment. **(Function)**

Core Sifaat (Values)

We aspire to inculcate following Sifaat (values) and would like our staff, students, parents, and community members to develop and practice them to achieve the pleasure of Allah Subhanahoo Wata'ala.

- Vision/mission-oriented life
- Honesty/integrity
- Continuous quest for knowledge
- Continuous quest for excellence
- Dedication/commitment (Azm)
- Consistency (Istiqamah)
- Cleanliness and orderliness
- Resilience

Islamic excellence

- Iman
- Imani sifaat
- Ikhlas (Sincerity to Allah)
- Naseehah (Sincerity to the creation)
- Islamic compliance
- Spirit of Sunnah
- Character/morals (Akhlaq)

Academic/professional excellence

- Personal development
- Discipline
- Initiative
- Teamwork
- Proactivity
- Readiness and willingness

Benevolence

- Care, development of and collaboration with all associates
  - In organisation
  - Students
  - Peers
  - Suppliers
  - Community
  - Sector
  - Country
  - Humanity

- Conveying to others

Purpose

Our purpose is to reward and encourage those children who are behaving appropriately, as all children respond better to praise than criticism. Students will be made aware of behaviour expectations onsite and relating to the safe, responsible, and ethical use of digital technologies.

The Education Training and Reform Act 2006 (Vic) prohibits the use of corporal punishment. Al Iman College explicitly prohibits the use of corporal punishment.

Scope

This policy is applicable to student behaviour – online and onsite.

Behaviour Management Procedures

The College implements (coloured) card system for managing behaviour. (Appendices 1 – 4)

The Roles of House Captains

House Captains are leaders of the students in primary classes. They are role models for the students They set the example for responsible behaviour in the school. They support and assist teachers throughout the school.

Student Representative Council

Student Representative Council (SRC) serves as a 'leadership team". Students from all year levels are chosen to represent their classmates as SRC.

Restorative Practice

There are four restorative practices that we implement in our school that all work on the same model of restorative justice: community-building circles, norm setting, community circles for content, and restorative chats.

Community-building circles: This practice is used at the beginning of the year, as well as used throughout the year to build a community of learners. This allows the students to get to know one another, as well as the teacher. This practice builds empathy amongst the students and will reduce the negative attacking behaviours that can exist in classrooms.

Norm setting: This practice is done using the model of a community-building circle but emphasizes the building of classroom norms together. Oftentimes, rules are handed down by College and are necessary. Through the norm-setting process, students discuss the values (love, kindness, honesty, etc.) that are important to them in a relationship. From there, students take the values and turn them into action statements describing how they could live out those values in the classroom. A list of action statements or norms are created and can then be edited together as a class.

Community circles for content: This again uses the community-circle model for the base of practice. The difference is that rather than simply looking to build community, we use the circle to present content in a class. It is a great discussion model. This model is used to introduce units and gather feedback about students' background information. The students are able to share openly and yet in an organized fashion, using the talking piece to moderate.

Restorative chats: Restorative chats are used when students do not meet the norms that were established in the classroom. It can be one on one or can be done with the whole class. It is centred around the following four questions:

1. What happened?
2. What were you thinking at the time?
3. Who or what was harmed?
4. How do you repair the harm?

Teachers' Rights

- A right to teach without interruption.
- A right to be respected and shown courtesy.
- A right to feel safe.

Teachers' Responsibilities

- To make class work interesting and at an appropriate level of challenge.
- To provide a safe learning environment by ensuring equipment and procedures for its use are safe.
- To communicate effectively with parents.
- To uphold the values of the school.

Parents' Rights

Parents at Al Iman College have a right to:

- be respected and shown courtesy.
- be kept informed and to receive feedback in regard to their children.
- expect that their children will be provided with an appropriate curriculum.
- communicate with teachers in an atmosphere of mutual respect.

Parents' Responsibilities

Parents have a responsibility to:

- send their children to school clean, fed, rested and on time.
- uphold the values of the school.
- communicate, when necessary, with teachers in an appropriate courteous manner.
- be involved with their children's education.

Students' Rights

It is every student's right to feel safe and free to learn at our College.

Students' Responsibilities

It is the responsibility of all students to uphold the values of the school and to obey the school rules.

College Rules

1. Treat each other kindly.
2. Follow staff instructions.
3. Ensure others are safe from the harm of your tongue and limbs.
4. Work and play without disrupting others.
5. Respect property; College, own, others.
6. Act safely.

Classroom Rules

1. Control your tongue, hands, and feet.
2. Follow staff directions.
3. Raise your hand if you have something to say and wait for staff permission.
4. Show respect and kindness to staff and your classmates.
5. Do your best and complete allocated tasks successfully.
6. Sit properly in the chair and stay focussed on the task.
7. Ask and wait for permission before leaving the seat.

College Playground Safety Rules

1. Students are not permitted on the playground without adult supervision.
2. Only go to the playground on an outside day and after the teachers on duty give you permission to leave the College building. Walk carefully and don't run.
3. Leave extra clothes and items you don't need in a designated spot away from the playground equipment.
4. Listen to and respect the teachers on duty. Follow their directions the first time they are given.
5. Always get permission from a teacher to enter the College.
6. Only play in the designated areas. If something you are using goes outside the play area, one student can retrieve the item with the permission of the yard duty teacher.
7. After the bell rings, if you are on the College playground, pick up your belongings and any small equipment you were using. Line up after the bell rings. No pushing or butting in the line. Walk inside the College quietly after you receive directions from the teachers on duty.
8. Always play safe by being careful and showing courtesy.
9. Never run around or push and pull others while near playground equipment. Keep your hands and feet to yourself. Physical contact and verbal abuse (mean words) are not permitted.
10. Don't go too close to the front or rear of moving equipment; instead, walk out around it.
11. Wear proper clothing. Make sure your shoes are tied and drawstrings of sports pants are tied up correctly. Do not wear necklaces, scarves and drawstrings that could get tangled and cause an accident.
12. When you get off equipment make sure there isn't anyone in the way. If you jump, always bend your knees slightly and land on two feet.
13. Don't play on equipment that is wet because the surface can be slippery.
14. If you go to the playground in the summertime, make sure the equipment is not too hot.
15. Take turns and get in a line when more than one person wants to use a piece of equipment. By sharing, everyone will get a turn. No holding places or butting in line.
16. Sit properly on equipment and do not overcrowd. If a piece of equipment has a handrail, make sure you hold it at all times.
17. Ask an adult for help if there is a problem or someone is hurt.
18. Never go to a playground by yourself or without letting an adult know. Have an adult go with you when you're in primary and have a friend go with you when you get older.

Recognition Of Success

Good behaviour will be acknowledged whenever possible, and children will be recognised and rewarded for demonstrating success in the above values.

Classroom
Verbal Praise
Green Card

Whole School

- Student of the Week Awards.
- Recognition in the school's assembly.
- Recognition in the school's Newsletter.
- List of students with the number of green cards earned will be displayed in the College.
- At the end of each term, the names, badges, and awards shall be announced.

- At the beginning of the term (based on the previous term's records) badges and awards shall be handed out.

Addressing unacceptable behaviour:

We seek an environment of mutual respect in which all students grow and learn, feeling they are safe and valued at all times.

- All teachers are required to establish appropriate behaviours in the classroom.
- Classroom rules are to be discussed and implemented.
- All staff and students will model and reinforce the school's expectations related to School Wide Positive Behaviours.
- All staff are required to deal with class issues and minor misdemeanours and only in exceptional circumstances will a student be sent to the Student Welfare Officer or Student Counsellor or leadership team from the classroom.
- No student will be sent to the Level Coordinator during class time.

Teachers/staff are required to investigate after an incident has taken place in a classroom or school setting. This can be used as a way for the teacher or school administration to better understand what happened and to determine any appropriate actions that may need to be taken. Student statements form part of the investigation process but will be considered together with other available information.

To address misbehaviour, following procedure should be followed:

1. Student is given 3 reminders on different occasions, referring to the class list of behaviours for 'Yellow and Orange Cards'.
2. After the reminders, if the behaviour is repeated, the student should be sent to a designated place for 'reflection/Aamal time' in the classroom for 5 minutes. (Aamal – ask them to do Istighfar (Appendix 5) or student should be asked to refresh his/her wudu, pray two nawafil with the intention of salatul tawbah (prayer of seeking forgiveness) and make dua for himself/herself).
3. Implement the card system after the next occurrence.
4. These cards will be recorded in the student file in SEQTA.
5. Individual Behaviour Management Plans will be developed for students whose behaviour is a serious concern.
6. The school administration will generally deal with unacceptable/extreme misbehaviours.
7. Each case is treated individually, as circumstances create unique situations.
8. Consequences for inappropriate behaviours should be reasonable and appropriate for the misbehaviour.
9. Classroom teacher sends the student to the Level Coordinator (LC), Student Welfare Officer or Student Counsellor or leadership team in their absence (with an explanation about why the student has been sent using the LC Referral Form.
10. Form teacher to schedule a meeting time with the Level Coordinator to address the concern/s and provide all relevant documentation so, that the LC can undertake appropriate action with priority and urgency.
11. The Level Coordinator, Student Welfare Officer or Student Counsellor or leadership team will counsel the student and administer appropriate consequences. These may include time out, restricted play, internal detention (recess and/or lunch), behaviour contract and parent conference.

Consequences

There are a range of consequences that students will face if they breach College rules or are disobedient. The card system provides guidance only and does not limit the College's ability to apply any consequence considered appropriate having regard to the seriousness, frequency or circumstances of the behaviour. These include:

- warnings or reprimands (verbal and written)
- time outs
- cancellation of privileges
- withdrawal from College activities (Incursion/Excursion/School festivals such as Eid Festival, Sports day)
- recess and/or lunch time detentions
- community service
- student re-entry behaviour contract
- individual behaviour management plan
- counselling
- suspension
- expulsion

The Principal may consult with the Level Coordinator, Student Welfare Officer, Student Counsellor, College Chaplain, Vice Principal or other relevant staff before making a disciplinary decision. The final decision rests solely with the Principal.

Parent Contact:

Parents will be contacted directly in the following circumstances:

- When detention or suspension is required
- When outside authorities (e.g., Police) need to be involved
- When cigarettes, matches, theft, drugs, or similar situations occur
- When students have continually behaved inappropriately
- When it is deemed the parents would appreciate or have requested to be notified.

Detention:

Student may be given detention as a consequence of not following the College rules. Teacher, Student Welfare Officer, Student Counsellor, or Level Coordinators may decide to give detention. Detention duration may vary based on the severity of incident/s.
Detention may include:

- Recess
- Lunch
- Time out of the class for some period/s, half day or full day

All students who have violated school rules will be counselled and have the reason for their detention clearly explained to them.

During detention, appropriate consequences will be given, e.g., students write about what they have done and explaining why it was wrong, complete assigned work, and write a letter of apology.

Suspension process

The following information provides guidance to staff on investigations, decisions, notification and follow up for the College suspension process.

Decision Making

Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. The Principal may proceed directly to suspension where the seriousness of the behaviour warrants immediate disciplinary action, regardless of whether previous interventions have been applied.

A student may be suspended if, whilst attending the college or travelling directly to or from college or engaged in any college activity away from the college, including travel organised by the college, the student engages in any of the issues mentioned in the red card.

In determining whether the alleged conduct occurred, the Principal may consider student statements, staff reports, witness accounts, CCTV footage, electronic records and any other relevant information. Teachers and staff may request written statements from students where this assists in understanding an incident and determining an appropriate response. To protect the privacy and wellbeing of students, the College will not be providing any copies of the statements or investigations to the parents/carers.

Decisions under this policy will be made on the balance of probabilities after consideration of all relevant information.

Where accounts differ, the Principal may prefer one account over another after considering consistency, reliability and corroborating evidence.

The Principal may become involved at any stage where the matter involves serious misconduct, student safety, staff welfare, potential suspension or expulsion, or other matters requiring leadership oversight.

Procedural Fairness – Procedures

Al Iman College is committed to ensuring procedural fairness when considering disciplinary action against a student. All decisions relating to suspension or expulsion will be made in accordance with the College's Discipline Policy, Suspension and Expulsion Policy and the principles of procedural fairness.

Where a suspension or expulsion is being considered, the Principal will:

- ensure that the student is informed of the concerns giving rise to the proposed disciplinary action, including:
  - the relevant allegations;
  - the relevant rules, policies or standards of behaviour alleged to have been breached; and
  - the possible disciplinary consequences under consideration.
- provide the student with a reasonable opportunity to explain their version of events and respond to the allegations before a decision is made.
- consider the student's explanation, together with all other relevant information available to the College, before determining an outcome.
- where appropriate and practicable, inform the student's parents/carers of the concerns and provide them with an opportunity to provide relevant information for consideration.

- determine the appropriate disciplinary response after considering all relevant information.

In circumstances where the facts are clear and the student's conduct has been directly observed by staff and/or other witnesses, the College may proceed to determine an appropriate disciplinary response after providing the student with an opportunity to be heard and considering all relevant information.

The College is not required to obtain the agreement or approval of the student or parents/carers before imposing a disciplinary consequence.

The final disciplinary decision remains the responsibility of the Principal.

Consider options

When determining if suspension is appropriate for a particular student, consideration must be given to:

- the behaviour for which suspension is being considered
- the educational needs of the student
- any disability the student may have
  - disability is defined under the Equal Opportunity Act 2010 (Vic)
  - it is not limited to students in receipt of specialist services or funding under the Program for Students with Disabilities
- the age of the student
- the residential and social circumstances of the student, including whether the student is Aboriginal or Torres Strait Islander or culturally and linguistically diverse background or is in out-of-home care
- whether the suspension would unfairly impact a student from a particular cultural background — for example, if the suspension would fall on a day which would prevent a student from a particular cultural background from participating in a cultural activity day about that student's culture

Suspension should be proportionate to the seriousness of the behaviour and the circumstances of the individual student. Consideration should also be given to previous incidences of challenging behaviour and the support/disciplinary measures employed to respond to these.

Consider supports and other forms of action

When deciding whether or not to proceed to a suspension, the principal must consider alternative interventions and supports that can be provided to the student to address the reasons for the behaviour.

In addition, when determining whether to suspend a student with a disability, the principal must ensure that reasonable adjustments have been made to assist the student to address the behaviour where this is a manifestation of disability. Where the relevant behaviour was related to the student's disability, Principal should further consider the matter before making a final decision on suspension.

Next steps – decision, notification, and action

If the behaviour of a student meets the grounds for suspension and the principal decides to suspend, they must determine:

- whether the suspension will be undertaken in the College or out of the College

- the day on which the suspension will commence (including whether it will be an immediate suspension)
- the period of suspension

Immediate suspensions

Immediate suspension may also be imposed where the Principal reasonably believes the student's continued presence would significantly disrupt the orderly operation of the College or compromise an investigation.

Where a principal decides to implement an immediate suspension, they must ensure the student is appropriately supervised until:

- the student is collected by a parent/carer, or parent's emergency contact person, or
- the end of the College day or activity if the parent/carer or emergency contact person is unable to collect them earlier

When a principal has implemented an immediate suspension, the principal may determine whether or not to expel the student.

Period of suspension

A student should not be suspended for more than 15 school days in a school year.

If a student is suspended for a period which is longer than the days left in a term, the principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.

Implementing the suspension

Prior to the suspension taking effect, or on the day of taking immediate action, the principal or the level coordinator must complete all of the following:

1. identify the relevant person
2. notify the student (verbally) and the relevant person (via telephone or in person) of the reason/s for the suspension, the school days on which the suspension shall occur and where the suspension will occur
3. provide contact details for additional support services to the student and the relevant person as appropriate
4. arrange for appropriate schoolwork to be provided to the student for the period of the suspension as follows, where the student is suspended for:
    - 3 days or less, provide meaningful work
    - more than 3 days, develop a student absence learning plan and return to College plan.
    - more than 5 days, in addition to the above requirements, a teacher should be designated as a key point of contact for the student and their family
5. provide the student and the relevant person with a Notice of Suspension which must include:
    - the reasons for the suspension

- the College days on which the suspension shall occur
- and copies of the student absence learning plan and return to College plan, if required

6. provide the student and their relevant person with the information about:
   - What to do if you have any concerns about your child's suspension
   - How the College can support students after a suspension
   - Where to go for further information and support.
7. record the suspension on SEQTA, send a copy to the Office Manager/Registrar, Student Welfare Officer and inform the relevant teachers.
8. involve parents/guardians of the student in the process to keep them informed so that they can support their child at home and to liaise with the relevant teacher/s.

It is important to discuss the reasons for the suspension with the student so that they understand why it is happening and what needs to change. Giving the student the opportunity to have a voice and influence in the discussion helps to foster their engagement in the process. This engagement may enable the student to take ownership over and make changes to their behaviour.

Final steps — post-suspension follow up and support

The principal should consider whether it is appropriate to convene a student support group meeting with the student, a relevant person such as their parent/guardian, and any other adults or professionals involved in the care of the student.

The purpose of such a meeting is to discuss:

- the student's behaviour that led to the suspension,
- a range of strategies to address the concerns, and
- prevent further occurrences of such behaviour.

It is strongly recommended that a meeting be convened if one or more of the following circumstances apply:

- a student and/or their relevant person requests a meeting
- a student has a disability, is Aboriginal or Torres Strait Islander or is in out-of-home care
- there have been three or more suspensions in the school year
- the student has been suspended for five consecutive days

In all cases of suspension, it is important to consider the student's transition back into the College and any disruption to their learning. In many cases, the student will require additional educational or other supports through discussion with Student Welfare Officer to help address the reasons for the incident and/or any underlying behavioural issues.

Repeated or lengthy suspensions may not address the reasons for a student's behaviour and risks leading to poorer outcomes for a student's engagement in education, especially when suspension is used alone without interventions and supports that address the underlying reasons for the incident(s).

Procedures for expulsion

When a behavioural incident(s) is of such magnitude that an expulsion is considered, it is important that a transparent, fair, and supportive process is in place for all parties involved, with appropriate checks and balances at each stage.

Interventions and supports should be implemented and thoroughly documented well before an expulsion is considered by the principal. Expulsion is a serious disciplinary measure and should only be used as a last resort when all other disciplinary measures, interventions, supports and options have been exhausted.

It is critical that students involved in expulsion procedures are supported throughout the process. Where there has been a history of challenging behaviours, it is also critical that College considers whether or not sufficient interventions and supports have been implemented, prior to making an expulsion decision.

Expulsion appeals

In keeping with principles of procedural fairness and natural justice, a decision to expel a student from the College can be appealed by the student or their parent or carer.

An expulsion can be appealed on the following grounds:

- a student has a history of behavioural issues, and there is insufficient evidence of prior interventions designed to address the behaviour and support the student
- the grounds on which the student was expelled are considered unfair
- the expulsion process was not followed by the principal
- other extenuating circumstances

In rare circumstances, where an expulsion is overturned on appeal and the level coordinator holds significant ongoing concerns for the students, principal may refer the matter to the student safety and wellbeing expert panel consisting of level coordinators and student welfare officer.

Related Policies

1. Student Code of Conduct
2. ICT Policy
3. Suspension and Expulsion Policy
4. Anti-Bullying Policy Prevention Plan and Procedures

Appendices:

Appendix 1:	Green card
Appendix 2:	Yellow card
Appendix 3:	Orange card
Appendix 4:	Red Card
Appendix 5:	Definition, acts and examples of defiance
Appendix 5:	Istighfar
Appendix 6:	Classroom Removal Form

Evaluation:

This policy will be reviewed at least every two years and earlier if required by legislative, regulatory or operational changes.

Appendix 1:

GREEN CARD

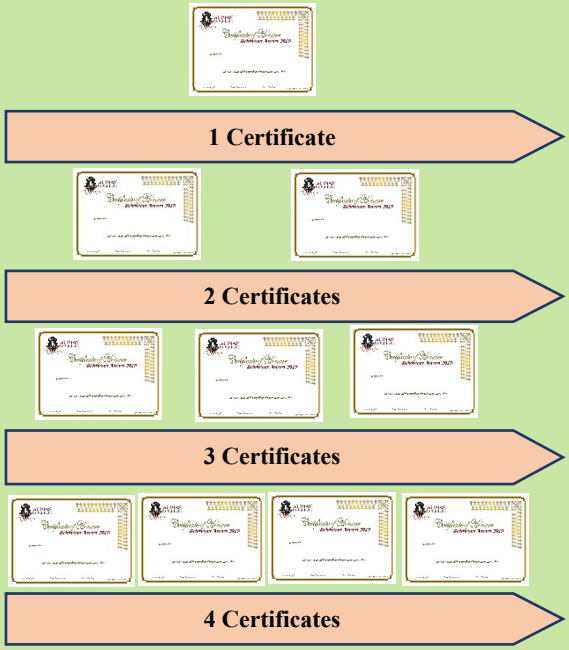
32 GREEN CARDS → Green Card Badge

40 GREEN CARDS → Certificate + Badge

ISSUED FOR

- Attending School regularly (Weekly) (one card for 100% attendance in a term)
- Completing and submitting all homework on time (one card weekly)
- Completing and submitting all classwork on time (one card weekly)
- Exceptional effort or behaviour
- Wearing correct uniform (Weekly)

END OF THE YEAR AWARD



RESPONSIBILITY

Teacher
Support Staff
Level Coordinator
Or any other staff

- Calculation of cards will be carried out in week 9 of Term 1, Term 2, Term 3, and week 7 of Term 4.
- Last day of each term names will be announced with the number of "Green Card" and names of students will be displayed on the monitors on each side with the number of green cards (Updated every Monday)

Appendix 2:

YELLOW CARD

Investigation – procedural check (Recommended Steps)

1. Student is given 3 reminders on the behaviour concern- Refer to list of behaviours.
2. Student will receive a formal warning.
3. Issue yellow card and apply "Yellow Level" Action
4. Inform Homeroom Teacher
5. Parents are advised through SEQTA by the teacher.

"Yellow Level" Actions to support a child include:

1. Changing of Seat
2. Reflection Corner
3. Removed to an alternate class
4. Community Service
5. Recess and/or Lunch Time Detention
6. Loss of privileges
7. Isolation

Concurrent Follow Up Actions may include:

1. Discussion of the problem behaviour with a teacher (this may include conflict resolution meetings with peers, if appropriate)
2. Reflection written statement from the child outlining what they did that was wrong, what they could have done instead and what they intend doing in the future, along with any apology that may be due
3. Notification to parents for their information and reinforcement of school discipline protocols
4. Referral to Level Coordinator/Student Welfare Officer

ISSUED FOR

1. Breaking of classroom/yard/corridor rules
2. Failing to follow teacher's instructions
3. Interrupting teacher
4. Continuous neglect of class work/homework
5. Eating/chewing/drinking during inappropriate time
6. Chewing gum
7. Late in leaving the class and/or arriving in the class
8. Uniform Policy Breach/es after 1 reminder
9. Interfering/disturbing students
10. Name calling/teasing
11. Spreading rumours
12. Tardiness
13. Littering
14. Minor Damage to property/Low level Vandalism
15. Harmful Behaviour (hitting, pushing unintentionally)
16. Unacceptable verbal or body language
17. Leaving seat without teacher's permission
18. Unnecessary noise/shouting
19. Telling lies
20. Not controlling hands and feet
21. Not showing respect to other student(s)
22. Rocking in the chair
23. Disrupting class
24. Not acting safely (putting self and/or others at risk of harm)
25. Moving out of designated area
26. Unaggressive physical contact
27. Constantly talking
28. Speaking without raising hand
29. Stepping into areas/rooms without permission
30. Talking/Moving unnecessarily at Musallah
31. Hang around school premises before/after school
32. Other (please specify)

RESPONSIBILITY

Teacher
Student Welfare Officer
Support Staff
Level Coordinator

ESCALATE TO "ORANGE CARD" AFTER FIVE CARDS ISSUED

Appendix 3:

ORANGE CARD

Investigation – procedural check (Recommended Steps)

1. Give 3 warnings on different days/behaviours.
2. Inform Homeroom Teacher and Level Coordinator.
3. Issue Orange Card and apply "Orange Level" Actions after consultation with the LC.
4. Parents are advised through SEQTA by the form teacher.
5. Notification to parents for interview at school to discuss options to support the student to meet the expected standards of behaviour.

"Orange Level" Actions to support a student include:

1. In-class reflection time with Zikr & Salah
2. Partial or full day Isolation
3. Community Service-collect rubbish outdoors/help clean classrooms
4. Miss Excursion/Incursion
5. Parents informed through phone call
6. Loose one green card for every orange card

Concurrent Follow Up Actions may include:

1. Discussion of the problem behaviour with the Vice Principal/Principal (this may include conflict resolution meetings with peers)
2. Reflection written statement from the child outlining what they did that was wrong, what they could have done instead and what they intend doing in the future, along with any apology that may be due
3. Notification to parents for interview at school to discuss options that may assist the student to meet the expected standards of behaviour
4. Restitution (making good or paying for any repairs to property)
5. Referral to Student Welfare Officer and Level Coordinator
6. Behaviour screening & assessment
7. One-week observation
8. Good behaviour contract
9. Referral to support services
10. Referral for External counselling

ISSUED FOR

1. Disruptive/Aggressive behaviour
2. Significant disruption of lesson
3. Kicking & Throwing Furniture
4. Misuse of College Property
5. Damaging College Property
6. Vandalism
7. Non-cooperative behaviour
8. Derogatory remarks
9. Racism
10. Using abusive language
11. Act of defiance
12. Hurting/injuring others (intentionally/on purpose)
13. Fighting
14. Graffiti
15. Swearing/Rude Gestures
16. Bullying/Cyber bullying
17. Disrespectful to Teacher
18. Mimicking a teacher
19. Safety Violation (deliberately choosing to cause harm to self or others)
20. Leave gym/college premises without permission
21. Insolent/Confrontational Behaviour
22. Threatening Others
23. Privacy Invasion
24. Misbehaving during Salah
25. Regular Uniform Policy Breach/es
26. Engaging in buying/selling/exchanging items with other students (without school approval)
27. Late to school fourth time within a term
28. Other (please specify)
29. Minor Breaches of ICT Policy:
    - 29.1 Playing educational or non-educational games during school times without permission to do so
    - 29.2 Misuse of the internet during class time
    - 29.3 Communicating digitally when not relevant to the requirements of the learning task
    - 29.4 Disseminating irrelevant material
    - 29.5 Failing to follow fair and reasonable instructions – such as not ceasing to use or put away the device/s when require
    - 29.6 Changing settings for virus protection, spam and filtering that have been set as a departmental or school standard.

RESPONSIBILITY

Teacher
Level Coordinator
Student Welfare Officer
Vice Principal

Appendix 4:

RED CARD

Investigation – procedural check (Recommended Steps)

1. Escalate to Level Coordinator
2. Issuance of Red Card upon discussion with Level Coordinator or Student Welfare Officer
3. Follow Up Actions done by Level Coordinator or Student Welfare Officer in line with Red Level Actions.
4. Homeroom Teachers to be included in follow up.
5. Parents are advised through SEQTA by the teacher.

"Red Level" Actions to support a student include:

1. Written School Warning
2. In-school isolation
3. Parent ntervention/conference
4. Final behavioural contract
5. Internal Suspension
6. External Suspension
7. Expulsion
8. Classroom Removal Form

Concurrent Follow Up Actions will include:

1. Cancellation of all Green Cards
2. Discussion of the problem behaviour with the Vice Principal/Principal (this may include conflict resolution meetings with peers)
3. Parents informed of the college's final decision on student's situation

ISSUED FOR

1. Deliberately hit someone or hurt them in some way
2. Deliberately verbally abuse student/staff (This includes swearing, teasing and bullying)
3. Deliberately using obscene and vulgar language
4. Aggressive physical contact with peer/staff
5. Theft
6. Deliberately damage college property or someone else's property.
7. Deliberate defiance e.g. repeated refusal to comply with reasonable staff directions after being given an opportunity to comply (Appendix 5).
8. In possession of a dangerous and/or prohibited item (e.g., knife etc.)
9. Repeated fighting/Assault
10. Serious bullying / cyber bullying
11. In possession of a dangerous prohibited item
12. Deliberate/regular Uniform Policy Breach/es
13. Bringing mobile phone or other recording devices
14. Cheating during exam
15. 8-10 late arrivals without reasonable excuse / persistent lateness after formal intervention (within a term)
16. Major Breach/es of ICT Policy:
    - 16.1 Endangering the health and safety of or the property of others
    - 16.2 Filming or photographing members of the school community, (unless authorised by the administration)
    - 16.3 Vandalising the property of others
    - 16.4 Harassing or bullying others
    - 16.5 Persistent minor breaches
    - 16.6 Accessing blocked sites using VPNs, altering DNS settings to bypass the college proxy server, or accessing the internet by tethering to smart devices or internet dongles with the intent of bypassing the college monitoring systems and filters
    - 16.7 Downloading, displaying, saving, or transmitting any material that others may find offensive. This includes violent, racist, sexist material and pornography
    - 16.8 Uploading / sending / receiving / posting inappropriate content (sexually explicit material, false or defaming or misleading information, violence, extremism, hateful or offensive material, images) on social media about student, staff, school, or others
    - 16.9 Bypassing filters and network security with the intention of changing settings and or interfering with existing sites
    - 16.10 Using someone else's password to access email, intranet profiles or other online forums under their identity
    - 16.11 Knowing about and failing to report or encouraging any of the above infringements to a teacher/coordinator or member of the Principal team

RESPONSIBILITY

Level Coordinator
Student Welfare Officer
Vice Principal
Principal

Definition, acts and examples of defiance

Orange Card – Act of Defiance

Examples include:

- Refusing a reasonable teacher instruction.
- Refusing to move to an allocated seat.
- Refusing to complete a reasonable classroom direction.
- Arguing with staff after being redirected.
- Minor acts of non-compliance that are resolved after reasonable intervention.

Red Card – Deliberate Defiance

Examples include:

- Persistent refusal to comply with repeated reasonable staff directions.
- Persistent refusal to return to class or allocated seat after being directed to do so.
- Deliberately walking away from a teacher who is giving lawful instructions.
- Encouraging other students to ignore staff directions.
- Conduct that deliberately undermines the authority of a staff member.
- Repeated acts of defiance despite previous warnings or interventions.
- Refusal to comply where the behaviour significantly disrupts learning, compromises safety, or affects the orderly operation of the College.

Behaviour	Consequence
Single failure to follow an instruction	Teacher-managed / Yellow or Orange
Repeated refusal after several directions	Orange Card
Persistent, deliberate refusal that undermines teacher authority or significantly disrupts learning	Red Card
Serious or repeated deliberate defiance after previous interventions	Suspension and, if persistent, consideration of expulsion

Appendix 6:

اَللّٰهُمَّ اَنْتَ رَبِّيْ لَآ اِلٰهَ اِلَّآ اَنْتَ خَلَقْتَنِيْ

وَاَنَا عَبْدُكَ وَاَنَا عَلٰى عَهْدِكَ وَوَعْدِكَ

مَا اسْتَطَعْتُ اَعُوْذُبِكَ مِنْ شَرِّ مَا صَنَعْتُ

اَبُوْءُ لَكَ بِنِعْمَتِكَ عَلَيَّ وَاَبُوْءُ بِذَنْبِيْ

فَاغْفِرْلِيْ فَاِنَّهٗ لَا يَغْفِرُ الذُّنُوْبَ اِلَّآ اَنْتَ

Allahumma anta rabbee la ilaha illa anta, O Allah,
You are my Lord, none has the right to be worshiped except You,
khalaqtanee wa-ana 'abduka,
You created me and I am Your servant
wa-ana 'alaa 'ahdika wawa'dika mas-tata'tu,
and I abide to Your covenant and promise [to honor it] as best I can,
a'oothu bika min sharri ma sana'tu,
I take refuge in You from the evil of which I committed
aboo-o laka bini'matika 'alaya,
I acknowledge Your favor upon me
wa-aboo-o bizambee, faghfir lee
and I acknowledge my sin, so forgive me,
fa-innahu la yaghfiruz-zunooba illa ant.
for verily none can forgive sins except You.

Appendix 7:

AL IMAN COLLEGE

Date: _____

Time: _____

Form completed by *(classroom teacher):*

_____

Classroom Removal Form

Student name: _____ Class: _____

Circumstances surrounding the removal:

- ☐ Significant disruption of lesson
- ☐ Non-cooperative behaviour
- ☐ Kicking & Throwing Furniture
- ☐ Damaging College Property
- ☐ Using abusive language
- ☐ Hurting/injuring others (intentionally/on purpose)
- ☐ Disrespectful to Teacher
- ☐ Threatening Others
- ☐ Other (please specify) _____

_____

☐ The Level Coordinator has been informed of this incident.

Office Use:
Name of Parent/ Guardian who has been contacted: _____
Time: _____

I am a parent / authorised adult to take this child early from the school

Name: _____ Signature: _____

Date: _____ Time: _____

This form should be retained in line with the General Retention and Disposal Authority for School Records – Section 3.4.2 Parents Approval for Student Attendance.