



AL IMAN
COLLEGE

Allah ﷻ 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

Objectives

Our objective 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.

Teachers

Teachers have a responsibility to provide a high standard of teaching and pastoral care. They should also role model learning, care, respect and service for others.

Parents

Parents have a responsibility to foster a love of learning and encourage respect for those in their child’s learning environment.

Principal

Within the college and during college -related activities outside of the college, the Principal is responsible to the College Board for the learning and harmonious environment and for the behaviour of students and staff. He or she must be a model of learning, care, respect and service for others.

Students

Students have a responsibility to learn and also to contribute to an environment which encourages learning, care, respect and service for all.

While at college, students learn and progress to the best of their ability, behaving in ways that support a safe, harmonious, learning environment for all, and which reflect positively on themselves and the college. They act in keeping with the college and class rules. They:

1. follow the college rules and classroom rules which reflect our values;
2. show respect at all times for teachers, other college staff, helpers and visitors;
3. treat one another with dignity and respect;
4. attend college every day unless legally excused, and are in class on time and prepared to learn;
5. work to the best of their ability and stay on task;
6. allow and encourage others to work to their ability and stay on task;
7. display self-control;
8. behave safely, considerately and responsibly at all times, including when traveling to and from college;
9. move safely, considerately and responsibly around the college;

10. seek teacher assistance when necessary for difficulties in class or playground;
11. know and use socially accepted conventions as defined in our Social Skills Program;
12. listen when others are speaking;
13. follow instructions;
14. proceed to lines and lessons promptly;
15. are polite, well mannered and courteous to others;
16. keep classrooms and college spaces clean and tidy;
17. care for property belonging to themselves, the college and others;
18. have an understanding of appropriate behaviour and its relationship to time and place;
19. recognise that behaviour is a choice and all behaviour has ‘real-world’ consequences;
20. maintain a neat appearance, in line with the college dress code.

For many students the college is the first major experience with a social institution and it is here they will learn the social and emotional skills necessary to operate successfully in the world. The college, together with parents, has a role to play in teaching values, social and emotional skills and an understanding of appropriate behaviours.

College Rules

1. Treat each other kindly.
2. Work and play without disrupting others.
3. Do as the teacher asks.
4. Respect property; college, own, others.
5. Act safely.

Classroom Rules

1. Listen carefully
2. Keep your hands and feet to yourself
3. Follow directions
4. Raise your hand if you have something to say
5. Show respect and kindness to your classmates
6. Do your best
7. Don't rock in the chair
8. Don't leave your seat without the permission of your teacher

Implementation

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

At the beginning of the year, teachers and students will collaborate to formulate a list of behaviours.

Teachers will guide the classroom discussion to ensure that the individual class behaviour lists include the college rules.

As the classroom rules are student generated, the wording of these lists may vary from year level to year level and even from class to class. **However the consequence steps are the same throughout the college.**

Behaviour Management Procedures

The college is implementing (coloured) card system for managing behaviour. Teachers and level coordinator will discuss the class behaviour list with the students at the beginning of the year and beginning of each term. Following procedure should be followed:

1. Student is given a reminder, making reference to the class list of behaviours.
2. After the next occurrence, the student will be sent to a designated place for ‘thinking time’ in the classroom for 5 minutes.
3. Student will receive a formal warning after three reminders.
4. Implement the card system.
5. These cards will be recorded in the student file.
6. List of students with the number of green cards earned will be displayed in the college.
7. At the end of each term, the names, badges and awards shall be announced.
8. At the beginning of the term (based on the previous term’s records) badges and awards shall be handed out.

Playground Rules & Consequences

When students are outside the classroom, the following rules will apply:

Littering.....	Collect 20 papers
Interfering with others while playing	Apologise and walk with teacher
Out of bounds	Sit quietly in designated place
Not respecting property of school, own and other’s.....	Walk with teacher
Treating others in an unkind manner	Apologise and walk with teacher

At any stage the teacher may choose to implement the card system.

Yard rules are discussed with children in college time. No warnings will be given outside. The consequence given will directly relate to the action or behaviour.

Documenting Behaviour and Consequences

Behaviour Management Forms (BM Form) will be completed by the teacher on duty to record and monitor student behaviour. Completed BM Form behind the card will be forwarded to the classroom teacher who in turn would forward it to the office. Yard duty teachers will apply consequences immediately.

Playground Rules and Safety

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 and walk inside the college quietly after you receive directions from the teachers on duty.

General Playground Safety Rules

1. Always play safe by being careful and showing courtesy.
2. 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.
3. Don't go too close to the front or rear of moving equipment; instead, walk out around it.
4. 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.
5. 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.
6. Don't play on equipment that is wet because the surface will be slippery.
7. If you go to the playground in the summertime, make sure the equipment is not too hot.
8. 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.
9. Sit properly on equipment and do not overcrowd. If a piece of equipment has a handrail, make sure you hold it at all times.
10. Ask an adult for help if there is a problem or someone is hurt.
11. 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.

GREEN CARD

You can earn **Green Cards** in your class by doing the following things;

1. Attending School regularly (100% attendance in a term)
2. Completing and submitting all homework on time
3. Completing and submitting all classwork on time
4. Exceptional effort or behaviour



In your class you will have a class rewards system. This helps you see how well you are going.

What happens when you get a Green Card?

When you earn a green card, this will be recorded on SEQTA against your name. Earning lots of Green Cards will get you into the **GREEN CLUB**.

Being a member of the **GREEN CLUB** gives you certain rewards and privileges.

GREEN CLUB members will receive a badges.

40+	Green Cards	Bronze Badge
80+	Green Cards	Silver Badge
120+	Green Cards	Gold Badge (with a book)
160+	Green Cards	Platinum Badge (with a trophy)



Names of the winners of the above badges will be announced at the end of each term.

Badges will be given at the beginning of the next term to be worn for the whole term.

All **GREEN CLUB** members will have the opportunity to participate in specially arranged activities. There will be at least one each term.

At the end of the year, all **GREEN CLUB** members will be given a special treat.



Behaviour Management Form

Student Name: _____ Date: _____

_____/_____/_____

Teacher: _____ Grade: _____

This **Green Card** has been issued for:

- Attending School regularly (100% attendance in a term - one card per week – any absence must have been notified through a note from the parent)
- Arriving at college on time (one card per term)
- Completing and submitting all homework on time (one card per week)
- Completing and submitting all classwork on time (one card per week)
- Exceptional effort or behaviour
 - Helped other student/s in need
 - Exceptional work in classwork or homework
 - Any other (please describe)



Teacher signature: _____

Yellow CARD

You may be given a Yellow Card if you are not doing the right thing.

Yellow Cards are given for;

5. Breaking college rules
6. Breaking your classroom rules
7. Breaking playground rules



In your class you have a set of rules which helps the class to function at its best. By following these rules you will not get in trouble and you will make the most of your learning opportunities. In the playground we have a set of rules which helps us all to play safely and cooperatively together. By following these rules you will not get in trouble.

What happens when you get a Yellow Card?

When you earn a yellow card, this will be recorded on SEQTA against your name. Receiving too many Yellow Cards will mean you will have certain privileges taken from you as follows;

- | | |
|--|---|
| 4 Yellow Cards | College community service at lunchtime (10 minutes) |
| 8 Yellow Cards | College community service at lunchtime (20 minutes) |
| 9 th , 10 th , 11 th etc. | Yellow Card Your parents will be notified. You will be required to do 30 minutes of lunch time detention. |

**THINK
BE
CAREFUL**

This means that every time you get a YELLOW CARD after your 8th Card one or more of the following consequences may apply:



1. Parents will be notified
2. College community service
3. Meeting with Level Coordinator
4. Meeting with Student Welfare Officer
5. Meeting with College Chaplain
6. Meeting the Counsellor

Behaviour Management Form

Student Name: _____ Date: ____/____/____

Teacher: _____ Grade: _____

- Was the student given a reminder, making reference to the class list of behaviours (within the same day).
- Was the student given a formal warning (within the same day).
- On the third occurrence the student will be sent to a designated place for 'thinking time' in the classroom. This will usually be for the rest of the learning session that has been interrupted.
- The above three did not work, decided to continue with the form.

- Being rough with others
- Damaging property
- Not controlling hands and feet
- Not showing respect to classmates
- Rocking in the chair

- Disrupting
- Not acting safely
- Moving out of designated area
- Using physical aggression
- Leaving seat without teacher permission

- Not following teacher instructions
- Constantly talking
- Speaking without raising hand
- Littering

Supporting details:

Action Taken:

Outcomes:

Student signature: _____

Teacher signature: _____

Orange CARD

Orange Cards are given straight away if you;

1. Lose your temper and hurt someone in some way.
2. Play too roughly so that someone gets hurt.
3. Damage college property or someone else's things because you lost your "Cool".
4. Say nasty things to others because you don't think.
5. Use inappropriate language which affects others.
6. Are asked too many times to do something. (you probably have already received a Yellow Card during the day)

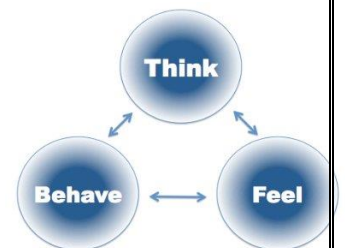


The College has a set of rules that says this sort of behaviour is NOT ACCEPTABLE at our college.

Using the excuse that it was "just an accident" or "they made me do it" or "I just lost my cool" is no excuse for not thinking and behaving poorly towards others, or towards college or someone's property.

What happens when you get an Orange CARD?

When you get an orange card, this will be recorded on SEQTA against your name. You do not get lots of chances with an orange card. Receiving an orange card means that one or more of the following would happen IMMEDIATELY.



1. Your parents will be notified straight away.
2. You will lose a Green Card and have to earn it back. Losing a Green Card may mean you lose a Green Club badge.
3. You will have to do detention either in college time or after college, depending on the seriousness and result of your actions.
AND / OR
4. You may miss the next college excursion or incursion or may lose any other privileges given to you e.g. being a task monitor etc.



Behaviour Management Form

Student Name: _____ Date: ____/____/____

Teacher: _____ Grade: _____

- Lost temper and hurt others Playing too roughly Damaged college property
 Damaged others property Saying nasty things Using inappropriate language
 Others (warranting an orange card):

Supporting Details _____

Action Taken:

Outcomes:

Student signature: _____

Teacher signature: _____

Red CARD

You may be given a RED CARD if you DELIBERATELY do something that affects yourself or hurts other people or causes damage.

RED CARDS are given straight away if you:

1. Deliberately hit someone or hurt them in some way.
2. Deliberately verbally abuse someone. (This includes swearing, teasing and bullying)
3. Steal or deliberately damage college property or someone else's things.
4. Are deliberately defiant.



The College has a set of rules that says this sort of behaviour is NOT ACCEPTABLE at our college.

Using the excuse that you just got angry is no excuse for behaving poorly towards others.

**APOLOGIES
DON'T MEAN
ANYTHING
IF YOU KEEP
DOING WHAT
YOU'RE
SORRY
FOR.**

What happens when you get a RED CARD?

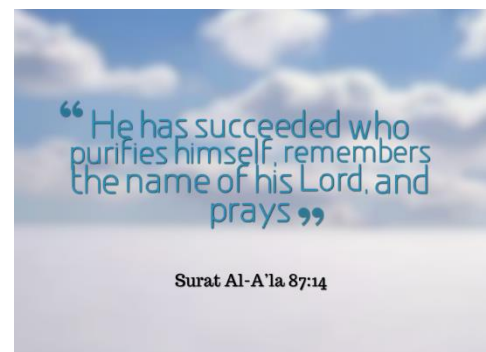
When you get a red card, this will be recorded on SEQTA against your name. You do not get lots of chances with a red card. Receiving a red card means that one or more of the following will happen IMMEDIATELY.

1. Your parents will be notified straight away.
2. You will be taken out of the GREEN CLUB and have to start again.
3. You will miss a school excursion or incursion.
4. You WILL be withdrawn from class and have to do "In College Suspension"

AND

5. You may even be suspended and/or expelled from the college.

This is a serious consequence.



Behaviour Management Form

Student Name: _____ Date: ____/____/____

Teacher: _____ Grade: _____

- Deliberately hit someone or hurt them in some way.
- Deliberately verbally abuse someone. (This includes swearing, teasing and bullying)
- Steal or deliberately damage college property or someone else's things.
- Are deliberately defiant

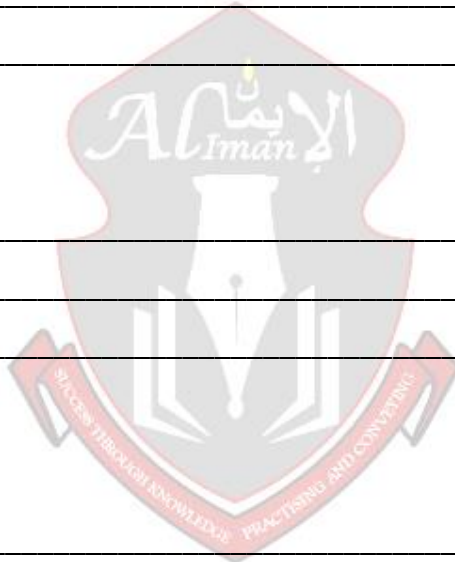
Supporting details:

Action Taken:

Outcomes:

Student signature: _____

Teacher signature: _____



Suspension process

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

First steps — before suspension

Determine if suspension is an option

Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response.

A principal may only suspend a student if the location and nature of their behaviour meets certain conditions. For information on when suspension may be an option, refer to Grounds for Suspension in the “Suspension and Expulsion Policy”.

Conduct a preliminary investigation

The principal should conduct a thorough investigation to establish:

- the nature of the behaviour(s)
- the student who committed those behaviour(s)
- the context in which it was committed, and
- any other relevant circumstances in relation to the incident or behaviour

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

Consideration should also be given to previous incidences of challenging behaviour and the support/disciplinary measures employed to respond to these.

Consider information provided by student or family

Before proceeding to a suspension the principal must ensure the following:

- that the student has had the opportunity to be heard
- that any information or documentation provided by the student or the relevant person has been taken into account in making the decision regarding the suspension

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

Principal may implement an immediate suspension if the student's behaviour is putting the health, safety and wellbeing of themselves or any other person at significant risk.

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 must not be suspended for longer than 5 days at any given time unless the principal has implemented an immediate suspension and a longer period of suspension is required for the purpose of undertaking expulsion procedures.

Additionally, a student should try 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 school work 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 SRQTA, send a copy to the Office Manager/Registrar, Student Welfare Officer and inform the relevant teachers

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, the relevant person, 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 the maximum 5 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. Expulsions 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 a Victorian government school 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



Evaluation:

This policy will be reviewed as part of the College' four year review cycle.

Date Reviewed/Implemented	Week 2 – Term 3 – 2021
Next Review Date	Week 2 – Term 3 – 2025 (or earlier if deemed necessary)