

Rissalah College

Student Discipline Policy

RISSALAH COLLEGE

Student Discipline Policy

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Rationale

As the school is founded on Islamic traditions, the values of social behaviour as set down in the Holy Qu'ran and practised by the Prophet Mohammed (pbuh) are reflected in the **Student Welfare and Discipline Policy**. These are basically respect for self, respect for one another, respect for elders, respect for the environment and obedience. The policy is based on reward and punishment with the emphasis on reward.

Schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in the context of student welfare.

Rissalah College's Student Discipline Policy ensures that no student is discriminated against on the grounds of his/her disability, sex or race. The school aims to create an inclusive environment which affirms diversity and respects difference.

Rissalah College does not have corporal punishment as part of its disciplinary processes. Corporal punishment is not permitted under any circumstances.

With the rights of students comes responsibility. Rissalah College operates in an environment of

Rights- Responsibilities-Behaviour-Consequences

Students are encouraged to own their own behaviour, respect the rights of others and build workable relationships with all. The Code of Behaviour provides clear guidelines for appropriate behaviour incorporating students' views and teacher's expectations and reflecting the values of the community.

A. To be:

- Treated with respect:
- Physically safe
- Helped to learn self-control;
- Myself and not be treated unfairly if different.

B. To have:

- i. Maximum benefit from lessons;
- ii. Good health habits respected; and
- iii. Clean and well presented grounds.

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Code of Conduct

Students are encouraged to own their own behaviour, respect the rights of others and build workable relationships with all. The Code of Conduct provides clear guidelines for appropriate behaviour incorporating students' views and teachers' expectations and reflecting the values of the community.

Students are expected to:

- i. Treat others with compassion and not tease or laugh at others;
- ii. Be polite to others and treat them with respect. This applies to both other students and teachers;
- iii. Provide a safe environment by not physically or verbally abusing others;
- iv. Treat the property of others with respect - do not steal or damage;
- v. Learn self-control by not denying the rights of others;
- vi. Respect others as individuals and not treat them unfairly because they may be different in some way;
- vii. Co-operate with teachers and other students and not interrupt the learning process;
- viii. Be clean and tidy in appearance and respect the rights of others and
- ix. Keep the School clean and tidy - place any litter in the garbage bins provided;
- x. Be respectful when conducting prayers

Unacceptable Behaviour

The following behaviour will not be tolerated at Rissalah College:

- Any form of discrimination or harassment against students or staff
- The unlawful possession of dangerous implements or weapons
- Dangerous or violent behaviour
- The possession of illegal drugs, alcohol and tobacco
- Sustained disruption of work.

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Strategies to Promote Good Discipline and Effective Learning

At Rissalah College the following strategies are used to promote good discipline and effective learning:

1. A relevant and challenging curriculum which also provides for children with special needs.
2. The creation of a positive classroom environment where students' learning is maximised and negative behaviour is minimised by teachers:
 - being well prepared.
 - using a variety of activities to cater for different learning styles.
 - supporting students in achieving success in learning.
 - establishing and clarifying common rights, responsibilities, rules and routines.
 - consistently rewarding positive behaviour and effort.
 - enforcing consistent consequences for negative behaviour.
 - updating their skills through participation in relevant training and development programs.
3. Staff modelling of consistent, caring and controlled behaviour.
4. The provision of opportunities for students to participate in shared decision making through class meetings, establishing rights, responsibilities and rules through dialogue or meeting procedures.
5. Student support programs such as Peer Support, English as Second Language, remediation and provision for learning of gifted and talented students.
6. Whole school implementation of the Code of Conduct.
7. Involvement of parents and caregivers in managing student behaviour by informing them of their role and responsibility to support and reinforce the Code of Conduct.
8. Encourage respect for teachers as professional educators.
9. Understanding of and sensitivity to the particular needs and pressures experienced by individuals in the total community.
10. Liaison with supportive community agencies.

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Practices to Recognise and Reinforce Student Achievement

Students are recognised for their achievement and appropriate behaviour both in the classroom and through the school's formal award system by gaining:

- **Class based awards**

- i. Incentives and awards.
- ii. Acknowledgment of effort and achievement in curriculum areas

- **School's formal awards**

- Behaviour Merit Certificate cards for consistent, positive behaviour in keeping with the 'Code of Conduct'.
- Class Merit Certificates at fortnightly assemblies.
- Sport Merit Certificates at fortnightly assemblies.
- Principal's Gold Award presented by the Principal for 10 Behaviour Merit Certificate cards.

- **in addition to this formal reward system, students may, from time to time, receive**

- i. Recognition of participation in special events such as Athletic Carnivals, etc.
- ii. Public recognition of school and individual student, eg. Creative writing, Art awards.

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Strategies for Dealing with Unacceptable Behaviour

This section of the Rissalah College Student Discipline Policy outlines a graded set of consequences for breaches of the Code of Conduct.

a. Minor breaches will result in:

- Reminder of appropriate behaviour.
- Short term in class or playground isolation.
- Time out from activity.
- Loss of minor privilege.

- **More serious behaviour transgressions may be handled by the Classroom Teacher using the following strategies:**
 - Reprimand targeting specific behaviour
 - Relocation within the class

 - In class / playground isolation
 - Restitution
 - Loss of privilege

 - Working through Bill Roger's '4Ws'
 - a. What did I do?
 - b. What rule did I break?
 - c. What rights did my behaviour ignore?
 - d. What can I do to fix it up?

 - Mark Collos and John Dolton's "5 Step Process"

It is recommended that the Levels System be used to record this misbehaviour and the action taken by the teacher. Whether this matter is then taken further will be a matter of negotiation between the Deputy Principal and the Classroom Teacher.

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The Levels System for serious breaches of the Code of Conduct

The Levels System gives students, staff and parents a consistent structure with which to reinforce the Code of Conduct. It provides the Classroom Teacher with executive support for student discipline and a framework that allows the student to make decisions about behaviour in the full knowledge of positive and negative consequences.

Serious or consistent breaches of the Code of Conduct are recorded in the Levels Book indicating the name of the student, the place where the action occurred and the action taken by the teacher at the time of the breach. The Deputy Principal determines the appropriate follow-up action.

Serious breaches of behaviour or repeated transgressions of the Code of Conduct require children to attend a detention at lunchtime. This is a supervised 'time out' period where they are counselled by a detention panel. The student's attendance and their total number of detentions are recorded in the Levels Book. Students may have to attend counselling and have a Behaviour Management contract to ensure that the Code of Conduct is followed.

Suspension

In cases where there has been a severe breach of the Code of Conduct or extremely unacceptable behaviour has been exhibited, suspension may be considered.

The Levels System

Gold Level

- All children begin each year at this level.
- For consistent following of the Code of Conduct a child receives a Behaviour Merit Certificate Card.
- On receipt of 10 Behaviour Merit Certificate Cards, a Principal's Gold Award is presented at assembly.

Silver Level

- A student who is placed on 5 detentions within a year is placed on silver level by the Deputy Principal in consultation with the classroom teacher
- Parents are notified advising them about the conditions of Silver Level and a parent teacher interview is organized
- Students stay at this level for 2 ½ weeks with their privileges, excursions and sport time restricted
- A classroom behaviour contract is issued and monitored by the classroom teacher
- Students will attend the detention room on Tuesdays and Thursdays for 2 ½ weeks where their behaviour contract will be overseen and discussed by both the classroom teacher and the teacher in charge of detention

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- Excursions and sport are withheld while on Silver Level
- The classroom teacher in consultation with the Deputy Principal and the and the teacher in charge of detention will review the student's attitude after 2 ½ weeks. If it has improved, the student will proceed to Gold Probation.

Gold Probation

The gold probation period is for 10 days.

If a student has shown acceptable behaviour during their probationary period then they are reinstated to Gold Level without restrictions.

Parents are notified of resumption of Gold Level and provided with their child's classroom behaviour contract while on Silver Level.

If the Code of Conduct is not adhered to during the probationary period the Deputy Principal may consider whether the student should be moved to Bronze Level.

Bronze Level

- At this level Deputy Principal intervention is sought.
- Parents are notified and requested to attend an interview with the Deputy Principal and Classroom Teacher.
- A Behaviour Management Contract is devised for the student by the Deputy Principal and the Classroom Teacher.
- Parents are kept informed while the student is on this level via weekly reporting by means of the Behaviour Management Contract.
- Students stay at this level for 10 days with their privileges and free time restricted.
- Students will attend the detention room on Tuesdays and Thursdays for 2 ½ weeks with counseling during this period
- Excursions and representative sport are withheld.
- Parents to attend an interview with the Deputy Principal at the end of the Bronze Level period in order to provide a maintenance supportive framework program.
- On an improved attitude after 10 days the student will proceed to Gold Probation.

If the Code of Conduct is not adhered to during this time, Deputy Principal and the Principal may consider Suspension.

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Procedures to follow when a child is on Silver Level

Once the Deputy Principal has decided that a child is on Silver Level and notified the classroom teacher, it is the classroom teacher's responsibility with the support of the Disciplinary Teacher to manage the requirements of Silver level.

- The class teacher will establish a Silver Level card for the student and notify all staff. All teachers are encouraged to comment on the child's behaviour on this card during the Silver Level and Gold Probationary period
- The classroom teacher will send a letter home to the parents notifying them that their child has been put on Silver Level
- The classroom teacher will arrange an interview with the parents
- Students will have a classroom Behaviour Contract supervised by the classroom teacher, a copy of which must be returned to the Deputy Principal at the end of the positive behaviour.
- The teacher in charge of detention will have a detention form to fill out each time the student attends detention. This will be kept in the Levels Book for reference during the Bronze level
- The Deputy Principal and classroom teacher will review the Behaviour Management Contract at the end of the 10 days and consider putting the student on gold probation
- A second interview at the end of the gold probationary period will be requested by the Deputy Principal to support the school in disciplinary measures of the child
- After the second interview with the parents, the Deputy Principal and classroom teacher will consider reinstating the student to gold status after the gold probationary period has been completed
- A copy of the contracts will be kept by the Deputy Principal in the office and attached to the student's Silver Level card.
- The classroom teacher will send a letter home notifying return to Gold Level and communicate to all staff that the student has returned to gold status.

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Procedures to follow when a child is on Bronze Level

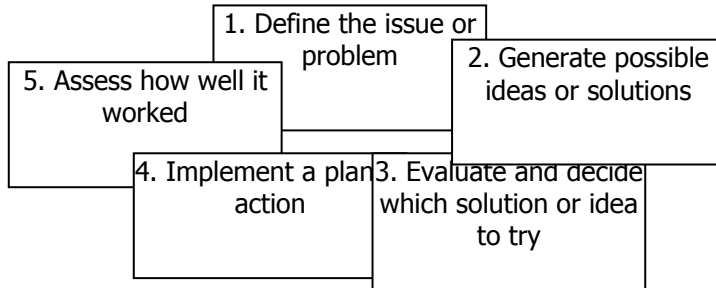
Once the Deputy Principal has decided that a child is on the Bronze Level and notified the Classroom Teacher, it is the Deputy Principal and the classroom teacher's responsibility to manage the requirements of Bronze Level.

- The class teacher will establish a Bronze Level card for the child and notify all staff. All teachers are encouraged to comment on the child's behaviour on this card.
- The class teacher will notify parents as to the child's change of status.
- The parents must attend an initial interview arranged involving the classroom teacher.
- The Deputy Principal and the Classroom Teacher will develop a Behaviour Management Contract for the student and this must be returned to the Deputy Principal at the end of the Gold Probationary period.
- The classroom teacher will notify the Deputy Principal of any sport commitments or excursions that the student will miss during the time he / she is on Bronze Level.
- Students will have to attend the detention room for 10 days from 1:30 to 1:50pm where they will be counselled and have a contract to work on in order to reinforce positive behaviour.
- The teacher in charge of detention will have a Detention form to fill out each day the student attends detention. This will be kept in the Levels Book for reference during the Bronze Level period.
- The Deputy Principal and Classroom Teacher will review the Behaviour Management Contract at the end of 10 days and consider putting the student on Gold Probation.
- A second interview at the end of the Gold Probationary period will be requested by the Deputy Principal to support the school in disciplinary measures of their child.
- After the second interview with the parent the Deputy Principal and classroom teacher will consider reinstating the student to Gold status after the Gold Probationary period has been completed.
- A copy of the contracts will be kept by the classroom teacher and Deputy Principal in the Office and attached to the student's Bronze Level card.
- The classroom teacher will send a letter home notifying return to Gold Level and communicate to all staff that the student has returned to Gold status.

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A Process for Meeting Students' Needs



Step 1: Define the problem

'Let's get the problem clear in both our minds so that we can work on it.'

'We've got a problem here, Johnny...'

'What did you do...?'

'I didn't do nothing!'

'This is what I saw happening...'

Give children as much help as needed at any step of the process.

In this critical first step:

- focus on the behaviour
- deal with one problem at a time.
- avoid being sidetracked.

Step 2: Generate possible solutions

'What can you do about it?'

'How can I help you?'

'How about this idea?'

Child: 'I can't ask her ... that's a dumb idea.'

Teacher: 'At this stage let's consider all ideas.'

Generate, don't evaluate at this stage.

Step 3: Evaluate and decide which solution can be used

'We've thought of lots of ideas - which ones do you think might work?'

'What things will help us judge which ideas are best?'

'Which of these ideas would you like to try? Tony likes that idea - how do you feel about it Pat?'

Child: 'I don't like any of them.'

Teacher: 'Okay well let's go back and think of some more ideas.'

Go back to previous steps where necessary.

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Step 4: Implement a plan of action

'Okay then, we'll start tomorrow, and we'll see how well it's worked at the end of the day.'

'Let's plan it carefully now - what will you need to do first?'

'Close your eyes ... imagine yourself doing it now... tell me what you can see happening.'

Make sure that the plan is clear and able to be achieved.

Step 5: Assess how well it worked 'Well, how did we go Rachel?'

'Rachel, you were able to follow your plan through - well done!'

'What else do you think you need to work on?'

Provide feedback to the child, and opportunity for child self-assessment.

During problem solving:

- Focus on the behaviour, not the child.
'These are the things you haven't finished today Mary' rather than 'You've been very lazy today Mary.'
- Be assertive rather than aggressive.
- Set realistic time lines - some problems are solved quickly, others require long term sustained effort.
- Change language from 'we' to 'you' as children are ready to assume control.