RISSALAH COLLEGE

STUDENT DISCIPLINE POLICY
2014

(UPDATED 2014)
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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 Discipline Policy. These are basic respect for self, and others, including elders, the environment and obedience. The policy is based on reward and punishment; 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 discipline.

Rissalah College 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.

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:

- Happy and treated with feeling;
- Treated with respect;
- Physically safe and have personal property safe
- Taught to learn self-control;
- myself and not be treated unfairly.

B. To have:

- Maximum benefit from lessons;
- Good health habits respected; and
- Clean and well presented grounds.
Code of Behaviour

Students are encouraged to take ownership of their behaviour; respect the rights of others and build commendable 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:

- Treat others with empathy and not tease or laugh at others;
- Be polite to others and treat them with respect. This applies to both students and teachers;
- Provide a safe environment and not engage in physical and verbal abuse;
- Treat the property of others with respect - do not steal or damage;
- Learn self-control by not denying the rights of others;
- Respect others as individuals and not treat them unfairly because they may be different in some way;
- Co-operate with teachers and other students and not interrupt the learning process;
- Be clean and tidy in appearance and respect the rights of others and
- Keep the School clean and tidy - place any litter in the garbage bins provided.

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.

Code of Conduct

- Consider others when moving in and around the school.
- Be sensible and careful with all properties.
- Be in the right place and choose safe and sensible activities.
- Keep the school neat and tidy.
- Be respectful to others and when conducting prayers.

Unacceptable Behaviour

- 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.
INTENDED OUTCOMES

Consider others when moving in and around the school

- Express/identify appropriate behaviour for moving in and around the school.
- Identify safety issues to movement around the school.
- Recognition of school image in reference to visitors.

Be sensible and careful with all properties

- Understanding of where the resources come from.
- Identify different types of property in our school and classrooms.
- Demonstrate what my responsibilities are with all properties.

Be in the right place and choose safe and sensible activities.

- Understand why certain areas in the school are used or not used.
- Understanding of how certain activities may or may not be safe and sensible.
- Demonstrate appropriate choices of safe and sensible activities in classroom and playground settings.

Keep the school neat and tidy.

- Understanding of what clean and tidy might mean to us as a school.
- Improvement in the appearance in and around classrooms and the school grounds.
- Identifying areas in need of litter reduction.

Be respectful to others and when conducting prayers.

- To display a respectful attitude in the classroom and playground settings.
- Demonstrate appropriate conduct through active participate in prayers.

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.
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

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

School's formal awards

- Behaviour Merit Certificate cards for consistent, positive behaviour in following with the 'Code of Conduct'.
- Class Merit Certificates at fortnightly assemblies.
- Sport Merit Certificates at fortnightly assemblies.
- Deputy Principal's Gold Award is presented by the Deputy Principal for 5 Behaviour Merit Certificate cards.
- Principals 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

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

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.

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 for 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 Disciplinary Teacher 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. The students’ attendance and their total number of detentions are recorded in the Levels Book. Students’ will 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 will be implemented.
**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 Award.
- After 5 behaviour Awards, a student will receive 1 Behaviour Merit Certificate.
- On receipt of 5 Behaviour Merit Certificate Cards, a Deputy Principal's Gold Award is presented at assembly.
- On receipt of 10 Behaviour Merit Certificate Cards, a Principal’s Gold Award is presented at assembly.

**Silver Level**
- After the fifth detention, a student is placed on this level by the Deputy Principal.
  - NB: 5 warnings refer a child is placed on 1 detention.
- Parents are notified advising them about the conditions of Silver Level.
- A parent/teacher interview is required.
- Students stay at this level for 5 days with their privileges including excursions and free time restricted. (See procedures to follow in attached appendix)
- A classroom behaviour contract is issued and monitored by the Classroom Teacher.
- Students will attend the detention room every day for 5 days where their behaviour contract that the Classroom Teacher oversees will be discussed by the Disciplinary Teacher.
- Excursions and representative sport are withheld on Silver Level.
- On an improved attitude after 5 days the student will proceed to Gold Probation.

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**GOLD LEVEL**

<table>
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<th>All students begin each on this level</th>
<th>Interview required</th>
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<td>Restricted privileges</td>
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<td>Detention for 5 days with Excursions, PSSA</td>
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**Silver**

- Behaviour Award after consistent following of the Code of Conduct.
- Behaviour Merit Certificate after 5 behaviour Awards.
- Deputy Principal’s Gold Award after 5 Behaviour Merit Certificate Cards.
- Principal’s Gold Award after 10 Behaviour Merit Certificate Cards.

**Gold Probation**

- 10 days suspension.
- Interview before placement.
- Restricted privileges.
- Behaviour Management.
- Detention for 10 days with counselling.
- Excursions, PSSA withheld.

**Bronze Level**

- Misbehaviour after reaching Silver Level or Gold Level Probation.
- Extremely unacceptable behaviour.
- Students will be suspended.
- Interview required.
- Restricted privileges.
- Interview before placement on Bronze and Gold Probation.
- Behaviour Management Contract.
- Detention for 10 days with counselling.
- Excursions, PSSA withheld.
Gold Probation

At the end of the 5 day period if conditions have been met, the Deputy Principal returns the student to a 10 day probationary Gold Level.

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 Principal intervention is sought.
- Parents are notified and requested to attend an interview with the Principal, 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 every day for 10 days with counselling during this period.
- Excursions and representative sport are withheld.
- Parents to attend an interview with the 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 Silver Probation.

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

Procedures to follow when a child is on Silver Level

Once the Deputy Principal has decided that a child is on the 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 Deputy Principal 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 15 day Silver Level and Gold Probationary period.
- The Deputy Principal 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 parent.

• **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 Gold Probationary period for record keeping.

• 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 Silver Level.

• **Students** will have to attend the detention room from 1:30 to 1:50 pm for 5 days where they will have their classroom behaviour contract discussed by the Disciplinary Teacher.

• **Students** will undergo a review by the **Disciplinary Teacher** at the end of their detention period. If their behaviour has been satisfactory, they will undergo a 10 day Gold Probationary period during which their behaviour will be monitored by the **Disciplinary Teacher**.

• After the 10 day Gold Probationary period, the Silver Level card and the classroom behaviour contract will be reviewed by the Deputy Principal in order to establish the student's status in the Level System at that time.

• 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 **Disciplinary Teacher** will send a letter home notifying return to Gold Level after the Cold Probationary period and communicate to all staff that the student has returned to Gold status.
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 Principal, Deputy Principal and the Classroom Teacher's responsibility to manage the requirements of Bronze Level.

- The Deputy Principal 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 Deputy Principal will notify parents as to the child's change of status.
- The parents must attend an initial interview arranged by the Principal involving the Principal, Deputy Principal and 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 Red 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 Detention roster duty Teacher 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 Principal, the Deputy Principal and Classroom Teacher will review the Behaviour Management Contract at the end of 10 days and consider putting the student on Silver Probation.
- A second interview at the end of the Gold Probationary period will be requested by the Principal to support the school in disciplinary measures of their child.
- After the second interview with the parent the Principal, the Deputy Principal and Classroom Teacher will consider reinstating the student to Silver status after the Silver 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 Bronze Level card.
- The Disciplinary Teacher will send a letter home notifying return to Silver Level and communicate to all staff that the student has returned to Silver status.

A Process for Meeting Students’ Needs

1. Define the issue or problem
2. Generate possible ideas or solutions
3. Evaluate and decide which solution or idea to try
4. Implement a plan of action
5. Assess how well it worked
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 anything’
‘This is what I saw happening…’

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

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.

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

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
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.

**Solving Problems**

1. What is the problem?
2. What are all the solutions we can think of?
3. Which one is the best solution for me?
4. Put the solution into action?
5. What happened? How did it go?
Letters to Parents — Silver, Bronze, Gold

Silver

Date: ______________________

Dear: ______________________

This letter is to advise you that because of non-compliance with the school's Code of Conduct ______________ of class ______________ has been placed on Silver Level. He / She will remain on Silver Level for a period of 5 days followed by a Gold Probationary period of 10 days. This means that your child will have restricted privileges during this time.

You are requested to contact the Classroom Teacher as soon as possible for an interview. Please discuss this matter with your child with reference to the Code of Conduct.

We will notify you as to your child's progress at the end of the probationary Gold Level period.

Please complete this form below and return it Ms __________ tomorrow.

Deputy Principal and Principal

__________________________________________

RECEIPT OF ADVICE REGARDING SILVER LEVEL

Dear Ms __________

I have received your advice that ______________ of ______________ has been placed on Silver Level. I will support the school in reinforcing the school's Code of Conduct with my child.

Parent / Guardian ____________________________

Date ____________________________
Bronze

Date: ________________

Dear: ________________

This letter is to advise you that because of continual non-compliance with the Code of Conduct ________________ of class__________ has been moved to Bronze Level. He/She will remain on Bronze Level for a period of 10 days followed by a Silver Probationary period of 10 days. This means that your child will have detention and restricted privileges during this time.

Would you please contact the Principal as soon as possible in order to discuss your child's behaviour.

Please complete this form below and have it returned to ________________ tomorrow.

Deputy Principal and Principal

__________________________________________________________

RECEIPT OF ADVICE REGARDING BRONZE LEVEL

Dear Mrs ____________

I have received your advice and acknowledge that ________________ of name ________________ of Class

has been placed on Red Level for a period of 10 days and a Silver Probationary period of 10 days. I will support the school in reinforcing the Code of Conduct with my child.

Parent/Guardian________________________

Date________________________

My interview time is: Day: ________________

Time: ________________
Gold

Date: ____________________

Dear: ____________________

We are pleased to advise you that ____________________ of Class______________ has qualified to return to a Gold Level. We are pleased with his / her improved attitude.

Thank you for discussing and reinforcing the Code of Conduct with your child and for working with us to maintain a happy and safe school.

Deputy Principal and Principal

________________________________________

RECEIPT OF ADVICE REGARDING RETURN TO GOLD LEVEL

Dear Mrs ______________

I have received your advice and acknowledge that ____________________ of Class____ has returned to a Gold Level.

Parent / Guardian______________________________

Date______________________________

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