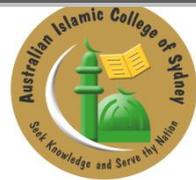


# Australian Islamic College of Sydney

## Student Behaviour Management Policy and Procedure - Primary



Staff in the Primary School are expected to deploy rewards and consequences as part of a consistent school-wide program. This means that staff can universally respond to student behaviour using a consistent approach.

**Staff must make clear to students:**

- The four **school rules** that define high standards of behaviour
  - Rule 1: Follow Staff Instructions
  - Rule 2: Be Safe
  - Rule 3: Be Respectful
  - Rule 4: Be a Learner
- That classroom rules are linked to the school rules. These rules must describe positive observable behaviours ('do' behaviours, not 'don't' behaviours) that are linked to the **primary school behaviour expectations**

	BE SAFE	BE RESPECTFUL	BE A LEARNER
<b><u>Whole School (Everywhere)</u></b>	I follow school rules I know and follow emergency procedures I keep hands, feet and objects to myself I display positive behaviours I report concerns to staff members	I use polite language and tone I wear my full school uniform I am aware of mine and other's personal space I consider others I look after school equipment and facilities	I always try my best and ask for help I strive to achieve my goals I tell the truth I accept consequences I can deal with change
<b><u>In Classrooms, Library and Office</u></b>	I keep the classroom tidy I keep my learning space tidy I have my equipment ready I look after my own and others' equipment	I use an 'inside' voice I raise my hand to speak I take turns I am a good and active listener I ask permission	I am responsible for my learning I stay organised and work neatly I stay focused and on task at all times I am willing to have a go I am a problem solver
<b><u>Eating / Play Areas / Canteen</u></b>	I only eat what I bring or buy I only play in my designated area I walk in between play areas I respect boundaries	I put rubbish in the bin I stay seated while eating until the teacher releases me I invite others to join in I share equipment	I follow the rules of the game I make healthy choices for eating I make responsible choices at the canteen
<b><u>Toilets / Wudu</u></b>	I use the toilets for their purpose I use water, soap and paper appropriately I return to class quickly	I look after the facilities I report problems immediately I encourage others to be respectful and responsible	I use hygienic practices I keep myself safe I use the toilet at the appropriate time
<b><u>Hall / Mosque</u></b>	I enter and exit quickly and silently I respond to adult requests I leave my shoes in an appropriate place	I wait my turn I use appropriate voice levels I face the speaker or performer I follow Prayer rules	I make the most of the time I have I look and I listen I think about what I hear I only respond if it is needed
<b><u>Walkways / Stairways / Transitions</u></b>	I walk on pathways quietly I walk on the left side of the stairs I take one stair at a time	I line up in my proper line with my class I sit at my spot at the right time I stay with my class and teacher	I am patient I remain quiet I let others learn

- Classroom rules **MUST** contain Rule 1 – Follow Staff Instructions
- That rules are modelled by staff and they are referred to consistently
- That rules are clearly displayed in all classrooms

### Procedure for Dealing with Negative Behaviours – Discipline Procedure

Primary students who are in breach of *school rules* and or the *behaviour expectations* will be subject to the primary discipline procedure. Staff must follow procedures for responding to Minor and Major problem behaviours.

RESPONDING TO MINOR PROBLEM BEHAVIOURS			
Level	Staff Member Actions	Consequences	Forms / Contact Required
<b>LEVEL 1 (REDIRECTION)</b>	The staff member takes the student aside and: <ol style="list-style-type: none"> <li>1. Names the behaviour that student is displaying.</li> <li>2. Asks student to name expected school behaviour.</li> <li>3. States and explains expected school behaviour if necessary.</li> <li>4. Gives positive verbal acknowledgement for expected school behaviour.</li> </ol>	-	-
<b>LEVEL 2 (TIME OUT INSIDE CLASSROOM)</b>	- If the student does not meet expectations after a redirection, the student is placed in a quiet space within the classroom and has time alone (10 minutes) to reflect on their behaviour and develop personal strategies for re-entry to the class or play time.	Possible loss of priveleges	-
<b>LEVEL 3 (BUDDY CLASSROOM)</b>	- If the student still fails to meet behaviour expectations during time out or after they have returned to the rest of the class, the student is referred to their buddy class, where they complete a Buddy Class reflection sheet and class work for the next period. - The student also receives a lunchtime detention as a consequence. - During the lunchtime detention, the student must complete a detention note, which must be taken home, signed by a parent and returned to school.	Teacher Assigned Lunchtime Detention	<b>BEHAVIOUR REPORT</b> <b>BUDDY CLASS REFERRAL FORM</b> <b>DETENTION NOTE</b>
<b>LEVEL 4 (REFERRAL TO STAGE CO- ORDINATOR)</b>	- Stage Co-ordinators have the capacity to refer students for after-school detentions. - After school detentions will be held as required on either Tuesday or Thursday - Teachers who encounter incidents that are more than minor offences, such as teasing or other major behaviours are to refer these to Stage Co-ordinators who can then send to attend to after-school detention this allows for case-by-case decision making by the co-ordinator to ensure that consequences are matching the breach of behaviour expectations.	Additional Lunchtime Detention  /  After School Detention	<b>DETENTION NOTE</b>  /  After School Detention note
<b>LEVEL 5 (REFERRAL TO ASSISTANT PRINCIPAL)</b>	- If the student continues to misbehave after they have been referred to Stage Co-ordinator, they are referred to the Assistant Principal and treated as MAJOR behaviour from this point.	Refer to 'Responding to Major Problem Behaviours' Table	Refer to Major Problem Behaviour Table

RESPONDING TO MAJOR PROBLEM BEHAVIOURS		
Staff Member Actions	Consequences	Forms / Contact Required
<p>- All major problem behaviours must be referred to the Assistant Principal</p> <ul style="list-style-type: none"> <li>▪ If the Assistant Principal is unavailable/uncontactable, refer to your Stage Coordinator.</li> <li>▪ If your Stage Co-ordinator is not available, refer to the nearest available Stage Coordinator.</li> </ul>	<p>Applied on a case-by-case basis. May include:</p> <ul style="list-style-type: none"> <li>- Detention</li> <li>- Withdrawal from Learning Space</li> <li>- Conferencing</li> <li>- Restitution</li> <li>- Suspension*</li> <li>- Probationary Enrolment*</li> <li>- Behaviour Improvement Conditions*</li> <li>- Cancellation of Enrolment*</li> </ul> <p>*Recommendations are made by the Assistant Principal to the Principal. Final decisions on suspension, probationary enrolment, behaviour improvement conditions and cancellation of enrolment are at the discretion of the Principal.</p>	<p>Applied on a case-by-case basis. May include:</p> <ul style="list-style-type: none"> <li>- Individual Behaviour Support Plan</li> <li>- Phone contact with parents</li> <li>- Parent Meeting</li> <li>- Referral to Counsellor</li> <li>- Referral to Principal</li> </ul>

### Teacher(s)

If a student is in breach of *school rules* and or *expectations of student behaviour* the teacher will:

- devise and implement strategies for improved behaviour with the student and jointly work towards improvements both academically and socially documenting all strategies in the chronicle and or on any provided templates.
- correspond with parents/guardians by writing a note in the student's diary to the students' parents/guardians and or calling the parents/guardians. Any unsigned diary notes must be followed up with a phone call.
- work collaboratively with other teachers to ensure a consistent approach and expectations (with Arabic, Islamic Studies and Quran teachers).
- inform the Stage Coordinator of the issues and measures being taken to bring about the necessary improvements.

### Stage Coordinator

If the behaviour continues, the student and his/her behaviour are referred to the Stage Coordinator. The Stage Coordinator may:

- request copies of documented anecdotal notes.
- request copies of the strategies and their implementation.
- request copies of correspondence with parents/guardians.
- request detailed information regarding the students behaviour and breaches to College rules and or expectations of student behaviour.
- place the student on a afterschool detention under his/her direct supervision.
- keep a record of the detention and reasons.
- arrange a meeting after school with the teachers, parents/guardians and student.
- exclude the student from attending any excursion / incursion scheduled for that term.
- issue the student with an after school detention.
- place the student on a conduct card (Appendix B) and work with the staff and parents/guardians to monitor the students behaviour.

### **Deputy Principal**

If prior measures with the teachers and Stage Coordinator have not brought about the necessary improvements, the Deputy Principal will:

- meet with the Stage Coordinator for a thorough update of the students behaviour and breaches.
- analyse the strategies and consequences implemented and issued to date.
- meet with the Principal and update him of the situation.
- meet with parents/guardians, teachers and coordinator.
- issue the student with a suspension.
- monitor the students behaviour: student will be placed on a conduct card for a probation period of a term with regular review of their academic and social development.

### **Lunchtime detentions**

- take place in a designated classroom under direct teacher supervision.
- commence immediately at the start of a break and conclude five minutes before the end of the break.
- allow the student an opportunity to eat their food and go to the toilet. Students are not permitted to purchase items from the canteen unless a prior order has been placed.
- Ensure that parents are notified using the 'Teacher Assigned Detention Note'. Should a student fail to return this note, the student may be issued with detention until the note is returned.

### **Afterschool detentions**

- may only be issued by coordinators (with approval from the Assistant Principal).
- parents/guardians must be notified of the after school detention in person and in writing (signed parental consent must be received).
- after school detention takes place in an allocated room under the direct supervision of a Stage Coordinator or Assistant Principal.

### **Suspension:**

- may only be recommended by the Assistant Principal following discussion with the Principal.
- Following a decision to suspend, the parents are immediately notified of the suspension by phone call and/or a written note.
- During a suspension the student is not permitted to attend school or school events in any capacity

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