



Primary Behaviour Management Policy

Last Update Date	2020
Next Review Date	2023
Policy Owner	Islamic College of Brisbane Ltd

Purpose:	<ul style="list-style-type: none">• To ensure a consistent approach to positive behaviour management across the school• To ensure that everyone feels safe at Islamic College of Brisbane
Scope:	This policy applies to teaching staff, students and parents
References:	<ul style="list-style-type: none">• Behaviour Management in Queensland Classrooms by Di Carter

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BEHAVIOUR MANAGEMENT POLICY

Rationale

At the Islamic College of Brisbane, we are committed to making a safe environment by developing authentic relationships between students, parents and staff based on care, mutual respect and open communication.

Students and teachers have the right to work to their full potential, free from disruptions, abuse or threat. It is essential that a positive relationship exists between teachers and students and a positive classroom environment be maintained.

We acknowledge that membership of a community sometimes requires modification of personal behaviour for the general good and safety of all. Students, parents and teachers must be clear about the standards of behaviour that are expected from all members of our community, and that everyone should know the consequences for positive and negative behaviour. We value and respect each individual's uniqueness and the gifts and talents they bring to our school.

Our school community of students, staff and parents have both individual and shared rights and responsibilities so that all may experience a warm, trustful and just community where each person is treated with respect.

College Values

Our college values are based on Values for Australian Schooling - Care and Compassion, Doing your best, Fair go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility and Understanding, Tolerance and Inclusion. From these values our college focuses on the acronym 'TRUTH' which stands for:

- Tolerance
- Respect
- Understanding
- Trustworthiness
- Honesty

Students and staff at Islamic College of Brisbane have the right to work to their potential, free from disruptions, abuse or treat in a safe and supportive environment.

For effective teaching, it is essential that a positive relationship exists between teachers and students and a positive classroom environment be maintained. Students must be fully aware of standards of behaviour expected and the consequence of not adhering to expectations.

When applying consequences, they will be:

Supportive

Fair

Logical

Consistent

BEHAVIOUR MANAGEMENT PLAN

ICB Behaviour Management Plan is about leading, guiding, encouraging and instructing children within a framework of the four R's....

Rights

Rules

Responsibilities (H.A.R.M O.N.Y.)

and Restoration

That apply to all of us at this school...

staff, students and parents, so that a positive school culture is created and maintained.

Rights: Each student at ICB is expected to respect the rights and privileges of other students, teachers and other staff. Students shall exercise their rights responsibly, in compliance with rules established to achieve the educational mission of ICB. Those who violate the rights of others or violate the rules of ICB shall be subject to disciplinary measures. These measures are designed to establish Islamic conduct and ideal citizenship both in and out of the college.

The Qur'an says: "O mankind! Be careful of your duty to your Lord Who created you from a single soul and from it created its mate and from them twain hath spread abroad a multitude of men and women. Be careful of your duty toward God in Whom ye claim (your rights) of one another, and toward the wombs (that bear you)" (Qur'an 4:1).

The Prophet Muhammad (Sallallahu alayhi wa Sallam) has also said, "Those who do not show respect to others, respect will not be shown to him".

Rules: It is expected that students will be self -motivated and self disciplined and conduct themselves in a mature manner at school. Conduct should be in line with the acceptable code of public behaviour and also in accordance with Islamic etiquettes. The cornerstones of Islamic etiquette are respect for the dignity of all those around you. It is important to understand that a person's behaviour is not always consistent; there are variations from informality to formality. What is right in one place might be quite wrong in another. School is a very special community in this respect.

Responsibility: [2:139] Say, "Do you argue with us about GOD, when He is our Lord and your Lord? We are responsible for our deeds, and you are responsible for your deeds. To Him alone we are devoted."

The Prophet Muhammad (Sallallahu alayhi wa Sallam) has said, "Among the virtues and habits they should develop are the habits of being honest, and truthful, gentle and polite, helpful and considerate without being loutish in their behavior to others and the habit of being clean, neat and tidy when looking after their personal hygiene and appearance".

RIGHTS AND RESPONSIBILITIES OF STUDENT

RIGHTS	RESPONSIBILITIES
I have the right to.....	I have a responsibility to.....
Be and feel safe.	Help others to feel safe and secure in the classroom and in the playground.
Be treated with respect and fairness and as a social equal by other children and adults, regardless of gender, ability, race or any other factor.	Treat others with respect and consideration at all times. Listen to others and value their contributions and opinions.
Communicate and be listened to.	Move safely and calmly using the agreed guidelines.
Move around the school within the guidelines.	Allow others to learn without causing distractions.
Learn without interruption.	To organise and complete homework to a high standard and on time.
A reasonable homework program to build on learning.	Own the consequences.
Participate in forming rules.	Use equipment safely and to share with others.
Use and share equipment in the school environment.	Respect and care for all belongings and resources and the school environment.
Be given information and skills to develop responsibility and independence.	To inform school staff of dangerous conduct which could lead to others being hurt/caused unsafe condition.

RIGHTS AND RESPONSIBILITIES OF CAREGIVERS

RIGHTS I have the right to.....	RESPONSIBILITIES.... I have a responsibility to.....
Be treated with respect, courtesy and consideration.	Support the school in promoting a safe environment. Ensure my child is at school during school hours.
Be included in all aspects of my child's school life.	Treat everybody in the school community with respect and consideration.
Be encouraged to develop a co-operative attitude to school through co-operation and education.	Read school newsletter and respond appropriately. Get involved with events and support school activities.
Expect quality education for my child.	Respect the professional judgment of the teaching staff. Make appointments at appropriate times.
Be kept informed if my child is having serious behaviour problems.	Work together with staff to help my child behave in responsible and appropriate manner.
Have my child learn to their full potential.	Act as a partner with the school in the learning process.
To receive feedback regarding my child's homework responsibilities.	To ensure my child has a supportive environment for homework tasks and studies.
	To ensure that my child goes to school regularly and on time.

RIGHTS AND RESPONSIBILITIES OF STAFF

RIGHTS I have the right to...	RESPONSIBILITIES I have the responsibility to...
Be treated with respect, courtesy and consideration.	Treat with respect, courtesy and consideration.
Be respected as professionals in the education of students.	Initiate and maintain constructive communication and relationships with students and parent/carers.
Expect students to be prepared and ready for work.	Provide inclusive and engaging curriculum and teaching.
Teach in a supportive and caring environment.	Encourage and motivate students to become independent and responsible learners.
Work in a healthy and safe environment.	Be consistent in implementation of procedures, standards and consequences for behaviour.
Have my belongings and the property of the school respected.	Model and reinforce a positive attitude towards the school and the school's Code of Behaviour.
Teach without interruption.	Be punctual for duties, start of the school day and returning from breaks.
	Teachers must be supervising their class by the second bell in the mornings and at the end of each break.
	Report to administration any reportable offences (per Child Protection Act).

SCHOOL RULES

Every social group, including families and schools operate within the boundaries of a set of rules. Rules help to protect our rights and to encourage responsibilities.

Rule One:

TREAT OURSELVES WITH RESPECT

Rule Two:

TREAT ALL PEOPLE WITH RESPECT

Rule Three:

TREAT ALL PROPERTY WITH RESPECT

CODE OF BEHAVIOUR

The school's Code of Behaviour is based on the three rules of respect.

RULE 1:	<i>TREAT OURSELVES WITH RESPECT</i>
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This means we will:

- Keep ourselves neat and tidy
- Take care of our bodies by eating properly and being sun-safe
- Keep ourselves safe
- Wear the school uniform, shoes and hat
- Only use designated areas
- Walk on concrete
- Use sports equipment correctly and in the correct area
- Behave in a way that makes us feel proud to be who we are

If we keep the rules we:

- Feel good about ourselves
- Stay safe
- Can be proud of ourselves

If we break the rules we:

- Feel unhappy
- Become sick and unhealthy
- Put ourselves in danger
- May be taken out of the classroom or playground

If we continually break school and class rules we will eventually face:

- Loss of the right to play or work with others
- Detention, which could take place lunchtimes or loss of privilege to attend sports, excursions etc.
- Possible suspension
Possible expulsion

RULE 2:	<i>TREAT ALL PEOPLE WITH RESPECT</i>
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This means we will:

- Speak politely and kindly
- Listen when others speak
- Obey instructions given by an adult
- Allow others the right to work or play without interruption
- Play fairly
- Keep hands and feet to ourselves
- Do not encourage or cause violence
- Look after and protect younger students
- Consider other people's feelings
- Treat others as you wish to be treated

If we keep the rules we:

- Are respected by others
- Are treated the way we would want to be treated
- Give ourselves a better chance to learn more
- Feel good about ourselves

If we break the rules we:

- May risk losing friends
- May stop ourselves and others from learning
- Miss out on doing things we enjoy
- Have to face parents, teachers, students and be accountable
- May be taken out of the classroom or playground

If we continually break school and class rules we will eventually face one or more of the following:

- Loss of the right to play or work with others
- Detention, which could take place lunchtimes or loss of privilege to attend sports, excursions etc.
- Possible suspension from this school
- Expulsion from this school

RULE 3:**TREAT ALL PROPERTY WITH RESPECT**

This means we will:

- Keep our grounds and buildings neat and tidy
- Take care of school property
- Take care of other people's property and hand in lost property
- Keep our books and desks neat and tidy
- Use toilets properly
- Ask before borrowing

If we abide by the rules we will:

- Have a clean tidy school and room we can be proud of
- Have a better environment to work and play in
- Have workbooks and desks of which we can be proud
- Make our equipment last longer
- Have more equipment and a better variety

If we break the rules we:

- Work in untidy school rooms and grounds
- Miss out on doing things we enjoy
- Will not be able to use equipment
- Pay for broken or lost property
- Have to face parents, teachers, students
- May be removed from classroom or playground

If we continually break school and class rules we will eventually face one or more of the following:

- Loss of the right to pay or work with others
- Detention, which could take place lunchtimes or loss of privilege to attend sports, excursions etc.
- Possible suspension from this school
- Expulsion from this school

PRACTICES FOR THE PREVENTION OF UNACCEPTABLE BEHAVIOUR

We adopt 'Harmony Matters' an approach for promoting positive relationships within the school community. This approach is explicitly taught in classrooms and communicated to all stakeholders via assemblies, school newsletters, classroom posters and focused teaching episodes.

Help others
Ask for assistance
Respect differences
Make friends
Offer alternatives
Nice words
Your choice

Help others	
Students <ul style="list-style-type: none"> • Being a good role model to others • Offering advice to others to help solve problems • Learning without disrupting others • Being punctual and prepared for learning • Respecting others and their property 	Staff <ul style="list-style-type: none"> • Modeling behaviour that supports the school ethos • Being partners in learning • Providing a safe, supportive learning environment • Ensuring that students are valued members of the class and school community Parents <ul style="list-style-type: none"> • Encouraging behaviour that supports the school ethos • Being partners in learning • Support and assist children where possible
Ask for assistance	
Students <ul style="list-style-type: none"> • Listening to advice • Sharing my feelings with someone I trust • Seeking out and accepting assistance 	Staff <ul style="list-style-type: none"> • Communicating with colleagues and school administrators and support personnel • Communicating with parents Parents <ul style="list-style-type: none"> • Communicating with school

Respect differences	
<p>Students</p> <ul style="list-style-type: none"> • Accepting differences • Looking at things from another's point of view • Being proud of my achievements • Celebrating the achievements of others • Respecting the rights and feelings of others 	<p>Staff</p> <ul style="list-style-type: none"> • Providing a curriculum that is inclusive and meets all students' needs • Encouraging an environment of mutual respect • Include, value and acknowledge diversity within and among the full range of cultural groups <p>Parents</p> <ul style="list-style-type: none"> • Supporting the school curriculum
Make friends	
<p>Students</p> <ul style="list-style-type: none"> • Treating others with courtesy and consideration • Respecting the rights and feelings of others • Acknowledging others with a smile for greeting 	<p>Staff</p> <ul style="list-style-type: none"> • Respecting the rights and feelings of others • Treating others with courtesy and consideration <p>Parents</p> <ul style="list-style-type: none"> • Respecting the rights and feelings of others • Treating others with courtesy and consideration
Offer alternatives	
<p>Students</p> <ul style="list-style-type: none"> • Remind others of the 'Harmony Matters' ideals • Contributing to a safe and supportive learning environment 	<p>Staff</p> <ul style="list-style-type: none"> • Assisting and encouraging students in resolving conflicts • Providing a safe and supporting learning environment • Promoting skills of responsible self-management in students <p>Parents</p> <ul style="list-style-type: none"> • Assisting and encouraging children in resolving conflicts • Ensuring children understand what is meant by a safe and supportive learning environment

Nice words	
<p>Students</p> <ul style="list-style-type: none"> • Treating others with courtesy and consideration • Respecting the rights and feelings of others • Showing good manners • Acknowledging others with a smile or greeting 	<p>Staff</p> <ul style="list-style-type: none"> • Treating others with courtesy and consideration • Respecting the rights and feelings of others <p>Parents</p> <ul style="list-style-type: none"> • Respecting the rights and feelings of others • Respecting the rights and feelings of others
Your choice	
<p>Students</p> <ul style="list-style-type: none"> • Being responsible for the choices I make • Accepting consequences of my behaviour • Being honest with myself and others • Standing up for what is right • Being actively involved in learning programs • Encouraging others to follow the 'harmony matters' ideals • Choosing to follow the 'harmony matters' ideals 	<p>Staff</p> <ul style="list-style-type: none"> • Engaging in new and challenging opportunities • Participating in regular professional development • Providing a curriculum that is inclusive and meets all students' needs • Being partners in learning <p>Parents</p> <ul style="list-style-type: none"> • Being partners in learning • Supporting the school curriculum.

BEHAVIOUR MANAGEMENT OVERVIEW

The Behaviour Management Plan outlines four levels of behaviour. The Green Level and Gold level indicate expected to excellent behaviour while levels Yellow and Red indicate behaviour that is less than satisfactory or unacceptable.

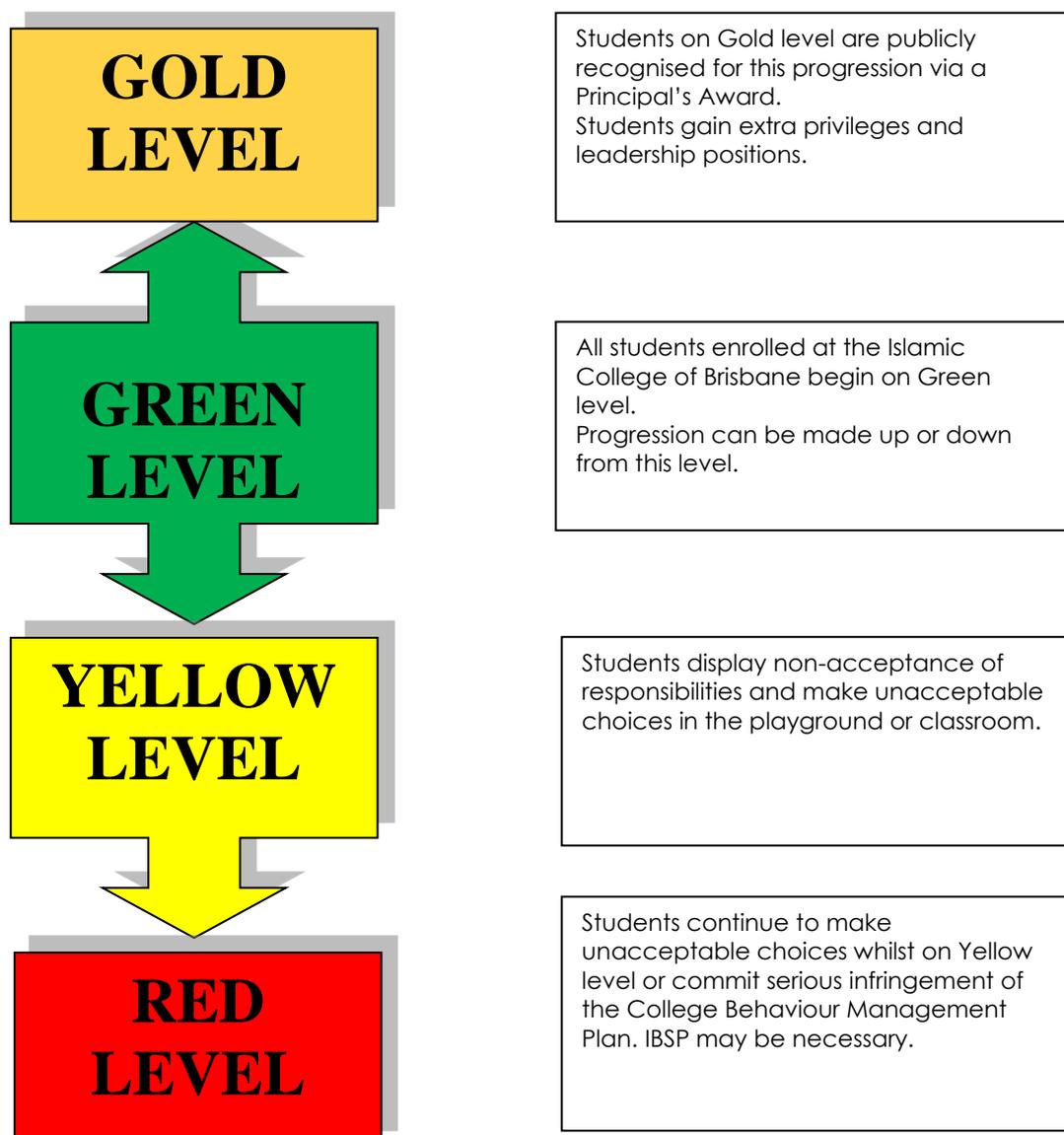
All students will enter the Islamic College of Brisbane on the Green Level and it is through their actions that any change to their level is made.

The school staff initiates any downward movement of behaviour levels based on the choices and actions made by the individual student. The matter will be discussed with the school administration and the student involved. All parents will be notified of any level changes and the reasons for the change occurring.

Behaviour Management document is available on our school Web or from the school.

Reporting bullying: All parents complaints in bullying must be made in writing and emailed

soon after they have realised that their child has been bullied.



“Green” Behaviour Level

Students at this level accept their responsibilities. All students are assigned to this level when they come to the Islamic College of Brisbane. Students will start on zero points.

REASONS FOR BEING PLACED ON THIS LEVEL

Their behaviour will include the following:

- Being considerate and respecting others
- Being courteous towards others
- Co-operates with all members of the school
- Caring for others and their property
- Using common sense at all times
- Displays commitment to their schooling
- Completes assessment requirements including class and homework
- Displays all of the responsibilities listed in the CODE of Behaviour
- Follows instructions
- Respects others to a high standard
- Wears school uniform to the school standard.

POSSIBLE CONSEQUENCES FOR APPROPRIATE BEHAVIOUR

- Students on this level will be eligible to be involved in all school sporting and social events including excursions and camps.
- Students at this level will be eligible to represent the school at inter-school carnivals.

“Gold” Behaviour Level

Students at this level display strong commitment to their education, are very actively involved in their school and accept their responsibilities. Students earn recognition through positive behavior. Each positive behaviour is worth one positive point (+1). Student/s with the maximum number of points will be placed on the Gold level at the end of each term.

REASONS FOR BEING PLACED ON THIS LEVEL

Their behaviour will include the following:

- Is a role model for other students
- Independently displays school values
- Consistently works to potential
- Always wears uniform to the school standard
- Displays a genuine commitment to their schooling, including regular attendance and punctuality.
- Always co-operates with all members of the school (staff & students)
- Helps and encourages others
- Completes homework and class work
- Always follows instructions
- Respects others to a high standard
- Always uses manners
- Active participation in the education program
- Participates in and / or supports school and regional events, e.g. swimming carnival, sports days, cross country, camps, Arts Council and Life Education etc.

POSSIBLE CONSEQUENCES FOR APPROPRIATE BEHAVIOUR

- Students will be able to participate in all areas of school and extra curricula activities such as, interschool sport, be eligible to enter competitions and go on excursions.
- Students will receive recognition in class through positive praise, certificates, prizes and free time, where appropriate.
- Students will receive a badge to keep.
- Students remaining on this level for extended periods of time will be considered for school leadership positions such as prefect and school captain roles.

“Yellow” Behaviour Level

Students at this level have not accepted their responsibilities and have made choices that are not appropriate in the school community. These choices have been made in spite of teacher support.

REASONS FOR BEING PLACED ON THIS LEVEL

Their behaviour **COULD** include the following:

- Not following directions
- Inappropriate behaviour in classroom or on school ground.
- Persistent disruption
- Absenting themselves from particular classes / activities.
- Use of inappropriate language.
- Not keeping hands and feet to themselves.
- Disregard for the property of others.
- Verbal put downs.
- Bullying
- Not following the school dress code
- Inappropriate use of computers, internet, mobile phones, cameras and other electronic equipment.
- Any form of cheating

POSSIBLE CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

- Students who are on **Yellow behaviour card** will not be allowed to participate in class excursions due to the risk he poses upon himself and other students (**any student who has paid for an excursion, then moves to yellow behaviour card before the excursion date will not be issued a refund**).
- Students who are on **Yellow behaviour card** will not be allowed to participate in extracurricular programs/opportunities. For example – Quran Competition, Art Competitions, Athletics Carnival and Swimming Carnival.
- Daily Record will be kept of both appropriate and inappropriate behaviours in class.

N.B. **If a student is on Yellow level they need to be on this level for a minimum of a week before they can apply to go up a level.**

- **If a student is on a Yellow behaviour card they can only apply to go up a level if there are no detentions for the remainder of the term.**

“Red” Behaviour Level

Students at this level have been involved in a **significant breach** of the Students' Rights and Responsibilities. **Their behaviour is a more serious or a persistent discipline problem.**

REASONS FOR BEING PLACED ON THIS LEVEL

Their behaviour **COULD** include:

- Being abusive or offensive to members of the school community.
- Continued failure to comply with acceptable standards and disciplinary measures.
- Verbal assault, including put downs, racial comments, sexual harassment.
- Physical assault.
- Severe disregard of the property of others.
- Possession of contraband goods.
- Theft of school or personal property.
- Not informing a teacher of dangerous behaviour.
- Dangerous behaviour which could lead to others being hurt.
- Repetition of Level “Yellow” behaviour level.
- Absenting themselves from the classroom or school grounds.
- Repeated bullying.
- Inappropriate use (of a severe nature) of computers, internet, mobile phones, cameras and other electronic equipment.
- Bringing obscene or violent publications onto the school premises.
- Accessing, downloading or sending obscene or violent material from the internet or email.
- Significant breach of school dress code.
- Repeated cheating.

POSSIBLE CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

- Students who are on **Red level** and **Red behaviour card** will not be allowed to participate in class excursions due to the risk he poses upon himself and other students (**any student who has paid for an excursion, then moves to red level before the excursion date will not be issued a refund**).
- Not able to participate in extracurricular programs/opportunities. For example –Quran Competition, Art Competitions, Athletics Carnival and Swimming Carnival.
- Not able to participate in special class activities such as buddy reading.
- Not able to use classroom computers during breaks or free time.
- Daily Record will be kept of both appropriate and inappropriate behaviours in class.
- Behaviour Card with possibility of suspension (see flow chart)

Consequences for unacceptable behaviours

BEHAVIOUR	POSSIBLE STRATEGIES	POSSIBLE OUTCOMES
<p>Minor Behaviours- where behaviour is inappropriate. An example of these types of behaviours:</p> <ul style="list-style-type: none"> • Not following directions • Interruption to school routine • Inappropriate language • Playing in non-designated areas • No hat during PE, sport or playtime • Failure to complete set tasks 	<p>Classroom or supervising teacher:</p> <ul style="list-style-type: none"> • Prompts (verbal/non verbal) • Give clear directions • Reminders of expectations • Acknowledges students positive behaviour • Teacher conferences with students • Offer choices 	<ul style="list-style-type: none"> • Student reflects on incident • Opportunity for student to correct behaviour/ make appropriate choices.
<p>Moderate Behaviours- Where behavior could endanger the safety of others. An example of these types of behaviours:</p> <ul style="list-style-type: none"> • Throwing objects • Obscene language • Persistent disruption • Persistent teasing • Minor physical assault against other student • Minor bullying incidences • Fighting • Minor vandalism • Cheating 	<p>Classroom or supervising teacher:</p> <ul style="list-style-type: none"> • Reinforces appropriate behaviour and choices • Withdraws student from activity • Gives appropriate consequence to student • Administration advised for persistent behaviours – entry on school database • Additional structures may be enforced to support student • Parent contact for persistent breaches of behaviour 	<ul style="list-style-type: none"> • Student reflects on incident • Consequences carried out by student • Opportunity for student to correct behaviour/make restitution • Parent/school partnerships fostered and developed

<p>Major Behaviours- Serious offences where behaviours are categorised as being violent, threatening and anti-social. An example of these types of behaviours:</p> <ul style="list-style-type: none"> • Dangerous behaviour • Major vandalism • Racial harassment • Inappropriate touching • Major theft • Inappropriate exposure • Major physical assault against others • Verbal harassment to others • Repeated Cheating 	<p>Classroom or supervising teacher:</p> <ul style="list-style-type: none"> • Immediately refers student to administration • Administration /class teacher interviews students and conduct investigation • Details entered onto school database • Parent informed • Behaviour modification program implemented which may include suspension 	<p>Support structures for all stakeholders are initiated:</p> <ul style="list-style-type: none"> • Student withdrawn from activity and sent to administration • Student behaviour recorded on school database • Parents informed • IBSP (Individual Behaviour Support Plan) for behaviour • Referral to Behaviour management team • Suspension, behaviour improvement condition, or exclusion may be considered when students and/or staff are at serious risk
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At times a student may need special help in order to make appropriate behaviour choices.

In cases where this level of support is needed, an **Individual Behaviour Support Plan** will be implemented for those students who have been **diagnosed** with severe behaviour disorders, students who have bullied others, students who have been bullied, students who require additional assistance because they display difficult, challenging or disruptive behaviours, as well as students who can benefit from additional wellbeing support.

Individual Behaviour Support Plan (IBSP)

An Individual Behaviour Support Plan should be developed by a select group, including school staff, parents/guardians or carers and other relevant professionals.

For further information see Guidelines for Writing an IBSP.

Students following an IBSP who are attending an external/internal school event (excursions, fete, sports carnivals etc.), must have parental/guardian supervision and support the teacher/s in managing their child's behaviour.

Unacceptable Behaviour Management Strategies:

- **Physical punishment**
- **Humiliating punishment**
- **Writing lines or repeated number facts**
- **Sarcasm or name calling**
- **Sending to unsupervised areas**

PRAYER

Salat (Prayer), which falls within school hours, will be performed in Jama'at (congregation) on the school premises. Observation of Islamic manners, etiquette and culture are all considered to be part of the schools daily routine and form the overall disciplinary system, which all pupils must respect and obey.

- Being calm with full composure while performing all acts of prayer.
- Following the correct sequence of all the acts and requirements of prayer.

Invalidation of prayer

The acts of nullifying a prayer are listed below.

- Talking (other than the prayer itself) purposefully (after entering, or joining a prayer). If the person does so unknowingly, or forgets that it is unlawful, the prayer is not rendered null and void.
- Laughing out loud or giggling while in prayer.
- Eating or drinking anything while praying.
- Uncovering the parts of the body that must be properly covered for both men and women (while praying).
- Intentionally deviating significantly from the Qiblah.
- Excessive unnecessary movement while in prayer.
- Preceding the Imam in any act or movement of prayer.
- Doing anything that nullifies the ablution.

DISCIPLINARY ACTION CODE

1. Teachers should develop strategies they can use in the classroom to deal with discipline problems (e.g. encouragement, praise, awards, activity rewards, and time-out in class. Also please see attached sheet).
2. Teachers are advised to organise a network of 'buddy' teachers/classes to provide respite in the case of difficult to manage students.

Only when these fail should students be sent to detention in the Time-Out Room.

3. The teacher who issued the detention slip must record the type of behaviour and update student's points on the TASS system before sending the student to the Time Out room. This record is essential for the Time –Out teacher for smooth running of the Time-Out room. **Students need to be sent with their diaries (filled out) when coming to detention.** (There is a section in the diary (p.19) that needs to be filled out by class teachers/specialist teachers. The timeout teacher will also sign it to say they have attended and then it needs to be signed by their parents.)

There are four types of detention slips:

Red Time Out - (Behaviour: playground/ class)

Blue Time Out - (Responsibility e.g. academic, library, uniform)

Yellow Time Out - (Prayer)

Pink Time Out – (Playground removal)

3 X Yellow = 1 formal detention (Red)

3 X Blue Slip = 1 formal detention (Red)

3 X Pink Slip = 1 formal detention (Red)

4 X Red Slip = 1st Yellow behavior card (student's Behaviour history to be considered before assigning the Behaviour Card)

All students are assigned to **Green level** when they come to the Islamic College of Brisbane. They will start on zero points and then earn recognition through positive behaviour. Each positive behaviour is worth one positive point (+1) and a **red detention** is worth one negative point (-1).

Student/s with the maximum number of points will be placed on the **Gold level** at the end of each term.

NOTE: Any red level behaviour will be judged on its individual case and severity. If a special behavioural case comes to the Behaviour Management Committee, it may be recommended that parents seek outside help including a counselor/ psychologist. This decision would be based on the well-being of the student and their peers. The student involved must adhere to the conditions outlined before they can return and attend school as normal. The BMC will continue to assess the individual case as long as necessary or recommend further intervention if required.

4. When a student is sent to detention the parents should be informed via the student's communication book/diary.

5. If a student is sent to detention three times and commits a fourth offence in one year, the parents of the student will be asked to come to the school for an interview with the teacher. In addition, a Yellow Behaviour Card (student's Behaviour history to be considered before assigning the Behaviour Card) will have to be completed by the student for one week. The card must be signed and accompanied by comments on the student's behaviour by all teachers who teach the student. The same card must be signed by the student's parents each evening and by the Principal or the Head of Primary School and the Time-Out Teacher at the end of the week.

5.1 If the first card is **unsatisfactory** (If a behaviour card has one cross) or the student is sent to detention once whilst on a behaviour card then he/she will be repeating the card for one week or given a suspension depending on the conduct. If a student is issued a second Yellow Behaviour Card (because of the first card being unsatisfactory) then the student will miss out on play for one week and attend the Time –Out room (**If anybody misses the detention while on the card then he/she repeats the card**).

The student moves from Yellow level to Red level.

5.2 If the first card is completed **satisfactorily** and the student misbehaves again, he/she is sent to detention three times and commits a fourth offence, a second Behaviour Card will be issued. The second Behaviour Card will have to be completed by the student for one week.

N.B. If two cards are completed unsatisfactorily, the case will be referred to Behaviour Management Committee.

If a student commits a particularly serious offence, they can be suspended immediately followed by a detention (students need to reflect on their behaviour) at the discretion of the Principal and the Behaviour Management Committee without going through the above process. The BMC (Behaviour Management Committee) can also make recommendation for expulsion of student's serious offence. Then the Principal in consultation with the Board will decide on the expulsion.

A student who was given internal suspension or outside school suspension for serious infringement of Good Behaviour Code presented in the College's Behaviour Management Plan will receive **a red behaviour card** which has to be completed by the student for two weeks. The first week is with detentions and the 2nd is to monitor in class.

Teachers may be asked to supply work/activities for students who are being kept in detention for an extended period of time.

SUGGESTED BEHAVIOUR MANAGEMENT PLAN FOR THE CLASSROOM

STEPS

STEP 1 Exemplary
STEP 2 Great
STEP 3 Satisfactory
STEP 4 Warning
STEP 5 Time Out
STEP 6 Classroom Detention
STEP 7 Formal Detention

QUESTIONS TO ASK:

What are you doing?

What should you be doing?

What do you want to do now?

PROCESS:

Each student begins the week on STEP 3.

Students are moved up a step when displaying positive behaviour choices.

If a student is making negative behaviour choices, they are given a warning. If this negative behaviour continues they are moved down a step.

If a student has received a Formal Detention, then they have previously had many warnings and opportunities to make more positive behaviour choices.

Teachers may design their own reward systems to acknowledge those students that have achieved beyond STEP 3.

(Teachers are advised to organise a network of 'buddy' teachers/classes to provide respite in the case of difficult to manage students.)

FLOWCHART FOR DISCIPLINARY ACTION CODE

GOLD LEVEL

Students on Gold level are publicly recognised for this progression via a Principal's Award.

Students gain extra privileges and leadership positions.

GREEN LEVEL

All students enrolled at the Islamic College of Brisbane begin on Green level. Progression can be made up or down from this level.

Strategies (in class)

Time Out (in class)

YELLOW LEVEL

Students display non-acceptance of responsibilities and make unacceptable choices in the playground or classroom.

Detention (after 1st incident the student moves from Green to Yellow level)

4th incidence
(Behaviour Card 1 for 1 week)

N.B. Behaviour history to be considered.

RED LEVEL

Students continue to make unacceptable choices whilst on Yellow level or commit serious infringement of the College Behaviour Management Plan. IMP may be necessary.

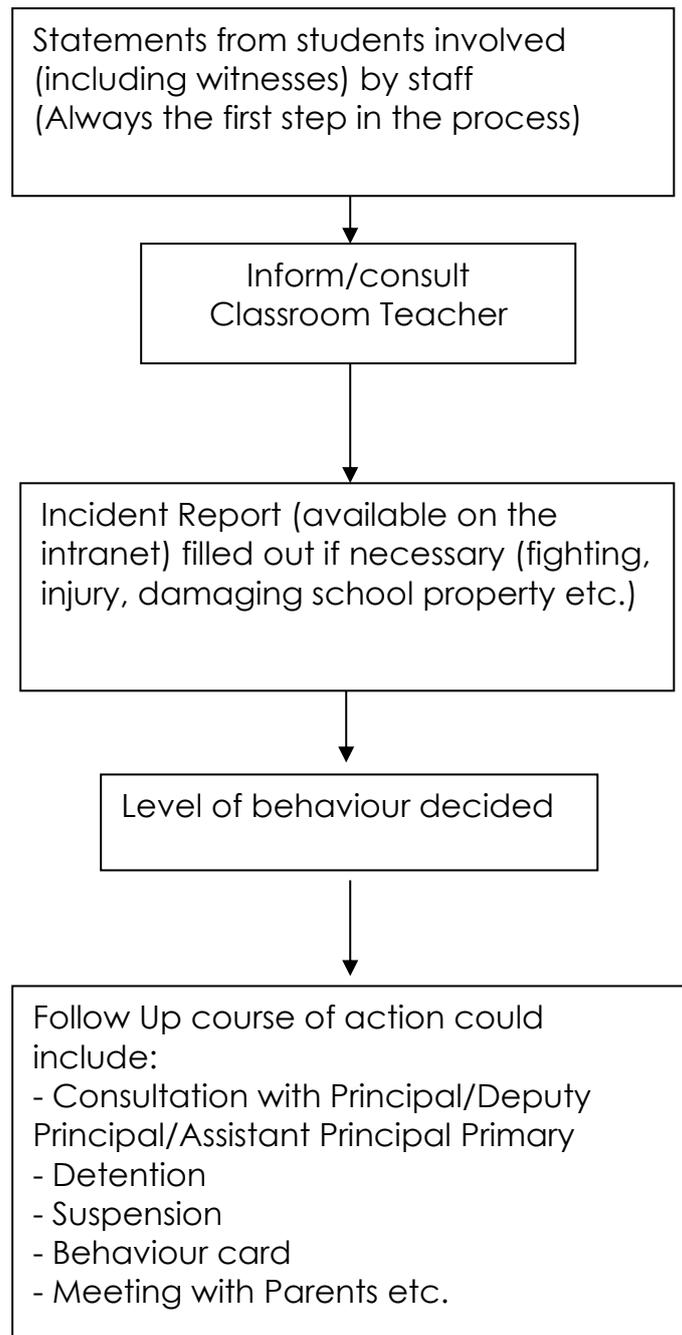
5th incidence or
Unsatisfactory

Repeat Card or
1st suspension

Satisfactory

NB: If two cards are completed unsatisfactorily, the case will be referred to Behaviour Management Committee. If a special behavioural case comes to the Behaviour Management Committee, it may be recommended that parents seek outside help including a counselor/psychologist. This decision would be based on the well-being of the student and their peers. The student involved must adhere to the conditions outlined before they can return and attend school as normal. The BMC will continue to assess the individual case as long as necessary or recommend further intervention if required.

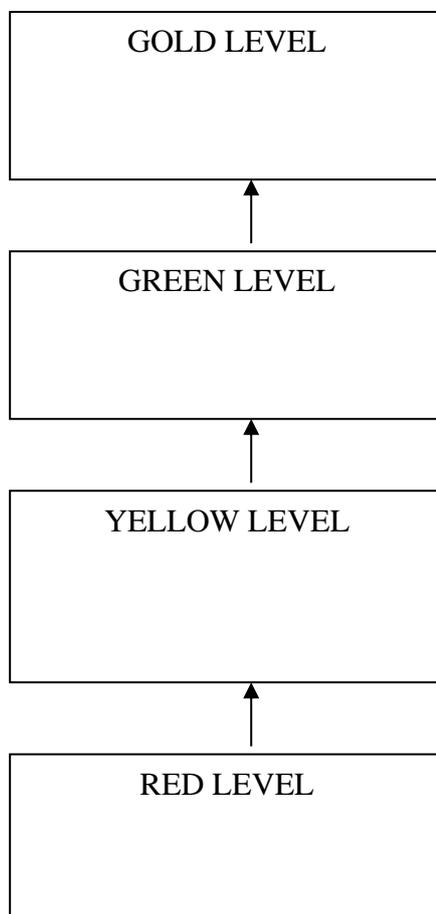
DISCIPLINARY ACTION- FOR INCIDENTS OUTSIDE OF CLASS



Note: If a student commits a particularly serious offence, they can be suspended immediately followed by a detention (students need to reflect on their behaviour) at the discretion of the Principal and the Behaviour Management Committee.

STEPS FOR GOING UP A LEVEL

A student is eligible to apply to progress back up to the Yellow/Green by using Behaviour Level Application.



Note: If a student is on Yellow or Red level they need to be on this level for a minimum of a week before they can apply to go up a level.

If a student's application is approved by the class teacher after consulting the specialist teachers then he/she needs to inform the Time-Out teacher. The teacher also needs to record this on Teacher Kiosk.

Student/s with the maximum number of points will be placed on the Gold level at the end of each term.

Positive Behaviour

Description	Points
Community Service	1
Assisting Teacher	1
Student Leadership	1
Improved Behaviour	1
Reporting Dangerous Conduct	1
Reporting Property Damage	1
Reporting Bullying	1

ANTI-BULLYING POLICY

The Islamic College of Brisbane has a zero tolerance policy for bullying and harassment.

What is bullying?

- Bullying can be defined as: *repeated incidents involving a more powerful person and/or people on another person and/or people or by a group of people on a single person.*

Verbal:

- Such as name-calling or spreading rumours.

Psychological:

- Such as exclusion or threatening gestures.

Physical:

- Such as hitting or kicking.

Power Imbalance:

- By a more powerful individual or group against an individual who is unable to effectively resist.

Management of bullying:

STUDENTS

Strategies for students to follow:

What to do if you are bullied.

STOP - Tell the person who is bullying to stop. State quite clearly that the behaviour is unwelcome and offensive.

HELP - Seek help. Talk about it to someone you trust. There is nothing so awful that we can't talk about it with someone.

TALK - Report it to a member of the school staff. Feel confident that any incident can be solved.

If you experience bullying on the way home from school tell your parents or an adult you can trust.

TO PREVENT BULLYING

- Respect yourself and others
- Be assertive
- Learn to tolerate and accept individual differences.

What to do if you know someone is being bullied?

- Care enough to do something about it, whether it affects you personally or not.
 - Support the person being bullied.
 - Don't stand by and watch—get help.
 - Show that you and your friends disapprove of bullying.
 - By doing something soon, you can stop a situation before it gets out of hand.
 - Report it to a teacher.

PARENTS

As a parent you can:

- Talk to your child about what is happening at school.
- Support your child to be assertive but not aggressive in dealing with bullying.
- Talk to someone at school who can help.
- Be positive about your child's qualities and what he/she does.
- Encourage your child to be tolerant, caring and not to use aggression to resolve conflicts.
- Talk to someone at school who can help, following the procedure below.
- Be aware of signs of distress in your child (see below).
- Assist your child to discuss the problem with a teacher.
- Discourage any planned retaliation either physical or verbal, if your child is bullied.
- **Inform the school in writing or email soon after you have realised your child is being bullied.**
- Parents must not approach students in the school grounds. They must make an appointment to see the teacher to resolve any issues that they may have.

STAFF

Staff will:

- Adopt positive classroom management strategies and incorporate anti-bullying message in the curriculum, using a variety of strategies such as role plays, individual, group and home based activities.
- Beware of the Behaviour Management policy
- Provide positive role models for students.
- Actively counteract bullying behaviour
- Respond appropriately to any reported incidents of bullying
- Be obviously present during recess and lunchtimes when they are on duty, as a deterrent to possible incidents of bullying in the playground.

Procedure for reporting incidents:

A) When you hear, or **witness**, an incident try to establish:

- *Where* the incident took place – in the classroom, in the playground, on the way to or from school.
- *When* the incident took place – during class times, during morning or lunch break, before or after school.
- *Who* was involved – single student, group of students – any names where possible.
- *Why* it took place – money, equipment, friends, power, other

Pass on this information to –

- The **Classroom Teacher** if it happened during class time or you are unsure of the time.
- The **Duty Teacher** if it happened during recess or before or after school.

All reports will be logged on an incident report form. When the matter has been followed through, a response may be sent to an appropriate adult and a copy kept for school records. Any incident that you think warrants attention can go through the same process.

Confidentiality will be strictly maintained at all times when dealing with incidences of bullying.

SHARP INSTRUMENT OUTSIDE CLASSROOM IS BANNED.

Students are not allowed to carry any sharp instruments that include scissors, compass needle, sharpener blades, or any other pointed stationery that might cause injury to self or others outside the classroom except under direct supervision of a teacher.

Outside the classroom includes play or lunch areas, library, IT Labs, Prayer hall, toilets etc.

If students are caught carrying such instrument outside the classrooms they may face detention and suspension for repeated offences (more than twice).

If Students carry such instruments outside the classroom and as a result harm self or others – **ALL SUCH CASES WILL RESULT IN DIRECT SUSPENSION** – the number of days will be decided by the Principal based on the severity of the situation and issue. Behaviour Management Committee may also be involved in deciding the term of the suspension.

Blades, knives, metal rulers or any other instrument does not come into the purview of stationeries that may be used as a weapon is totally banned.

PROHIBITED ITEMS

The following items are prohibited to be brought to school by students. Teachers reserve the right to confiscate any such items found in the possession of students.

1. Cigarettes, electronic cigarettes (E-cigarettes), matches, lighters;
2. Alcohol;
3. Chewing gum;
4. Fireworks or any other dangerous products;
5. Guns, toy or real;
6. Knife, penknife;
7. Playing cards (e.g. Pokemon trading cards) or any other games of chance;
8. Loom Bands
9. Improper books or materials;
10. Mobile phones or any other electronic devices.

*** This list is intended as a GUIDE ONLY and may not include ALL items considered prohibited. The determination of a prohibited item is subject to Principal's discretion. The consequences for bringing prohibited items to school - **WILL RESULT IN DIRECT DETENTION, SUSPENSION or EXPULSION** or the matter may be referred to the police. Students have the responsibility to inform college staff if they know any students bringing prohibited items to school. The consequences for not informing will be red detention or suspension.

Islamic College of Brisbane **Individual Behaviour Contract**



I _____, hereby declare on this date, _____

that I agree to the following:

1. _____
2. _____
3. _____

My efforts at meeting these goals will be considered acceptable and complete when:
(Timeframe)

1. _____
2. _____
3. _____

I understand that the consequences of not meeting these goals will include:
(Refer to the Behaviour Management Policy/ negotiate with the class teacher)

1. _____
2. _____
3. _____

I further understand that the rewards for meeting these goals will include:
(Negotiate with the class teacher)

1. _____
2. _____
3. _____

I understand that the Behaviour Management Committee has recommended this contract but the Principal has the final say for all behaviour issues.

I understand that if this agreement is broken, consequences will follow and parents contacted.

I have signed this agreement to show my intention to keep my promise and apologise for any inconvenience caused.

Student signature

Student name

Date

Teacher signature

Teacher Name

Date

Parent signature

Parent name

Date



Appendix 2: Behaviour Level Application
ICB Behaviour Level Application

Name: _____ Date: ___/___/___

I, _____, of class _____, am writing to apply to progress to a GREEN / YELLOW (please circle) behaviour level. I understand that whilst I may be allowed to progress to this level, I must continue to display positive behaviour; otherwise I may be moved down a level.

1. Why should you be allowed to move up a level?

2. Do you think others have noticed your positive behaviour? Explain how.

3. How will you encourage other students to show positive behaviour?

Student Signature: _____

Teacher Signature: _____ **Approved: YES/ NO**

Comments:



Appendix 3: Student Think Sheet Year 1
ICB Student Think Sheet – Primary Grade 1

Name: _____ Date: _____ Grade: _____

Draw a picture of what you did:

Write about your picture

Because of what I did other students felt:



Sad



Happy



Frightened



Angry

Because of what I did my teacher felt:



Sad



Happy



Shocked



Angry

Because of what I did my parents will feel:



Sad



Happy



Shocked



Angry

Because of what I did I felt:



Embarrassed



Sad



Happy



Angry

What would have been a smarter choice for me to make?

STAFF USE ONLY

- TYPE OF TIME OUT:
- Responsibility (Blue)
 - Behaviour (Red)
 - Prayer (Yellow)

COMMENTS/ RECOMMENDATIONS:

SIGNATURE: _____ NAME: _____

Appendix 4: Student Think Sheet Years 2-4

Behaviour Reflection Sheet – Grades 2 to 4

Name: _____ Class: _____ Date: _____

Where did this incident happen? _____

When? _____



**What was my behaviour choice/s?
Include everything you did and what happened.**

What were you supposed to be doing?

What is the school rule/s that has been broken?

What is the consequence for my choice?

What should I do to try and make up for my behaviour choice?

Name someone who is a positive role model that may be able to help me make better choices in the future:

How do / will these people feel about my choices?

Other students involved:

Parents:

Teacher/s:

Principal:

Behaviour Teacher – Staff Use Only

Timeout Record

Circle Appropriate:

Blue (Responsibility)

Red (Behaviour)

Yellow (Prayer)

Behaviour Card

Level: _____

Is there more information that is required regarding this case? Give details.

Is this student a repeat offender for this behaviour type? Yes or No

Has the situation been added to TASS / Diary? Yes or No

Comments / Suggestions / Recommendations:

Signed: _____

Print Name: _____

Date: _____

Appendix 5: Student Think Sheet Years 5-6



ICB Student Think Sheet – Primary Grades 5 – 6

Name: _____ Date: _____ Grade: _____

***Please use full sentences for all of your answers. If you do not use sentences you will have to do this sheet again.**

1) What were you doing? (Describe YOUR actions only)

2) When did you do this? _____

3) Where did you do this? _____

4) What should you have been doing?

5) What school rules were being broken?

6) Have you broken school rules before? YES/NO

How? _____

7) What has happened to you as a result of your actions?

8) How did your actions affect other people?

A)Students: _____

B)Teachers: _____

C)Parents _____

9) What would be a better choice to make next time?

10) What do you need to do now to make up for what you did?

STAFF USE ONLY

TYPE OF TIME OUT: Responsibility (Blue)
 Behaviour (Red)
 Prayer (Yellow)

COMMENTS/ RECOMMENDATIONS:

SIGNATURE: _____ NAME: _____

Appendix 5: Example "Friendship" contract

**Student X & Student Y
Student Contract
Islamic College of Brisbane**



Date:

Assalamu Alaikum Wr. Wb.,

We want to make this contract between us, so that we know we can treat each other with respect.

We promise to:

- 1. Stay away from each other**
- 2. Not use other friends to pass insults or threats**
- 3. Not insult, threaten or swear at each other**
- 4. Not pass comments about each other's family or friends**
- 5. Walk away from any future problems and get a teacher to help sort things out**

This letter is an agreement between us and Teacher. Our student support person is student Z who can advise us and help us stick to our agreement. We understand that if anyone breaks this agreement a meeting between families will be organized.

We have signed this letter to show we agree to keep our promises & are sorry if we harmed each other.

Yours sincerely,

Wasalaam,

Student X

Student Y

Student Z

Teacher

Excursion Refund Policy

Any student who has paid for an excursion, then moves to red level or gets yellow behaviour card before the excursion date will not be issued a refund.