MUSLIM GIRLS GRAMMAR SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Last updated March 2026

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1. RATIONALE

IMuslim Girls Grammar School (MGGS) is committed to fostering a safe, respectful and disciplined learning environment in which all students can achieve their personal best.

This policy establishes a consistent, whole-school approach to behaviour management that promotes high expectations, personal responsibility, and accountability. It aligns with MGGS values, and relevant NESA, AIS, and NSW Department of Education expectations.

2. GUIDING PRINCIPLES

MGGS adopts a high-expectations, zero-tolerance approach to behaviour that disrupts learning, safety, or wellbeing.

Behaviour management at MGGS is:

- Proactive – establishing clear expectations and routines
- Consistent – applied uniformly across all contexts
- Restorative where appropriate – supporting reflection and growth
- Accountability-driven – ensuring consequences are clear and enforced

3. RIGHTS AND RESPONSIBILITIES

Students have the right to:

- Learn in a safe, structured and respectful environment
- Be treated with fairness, consistency and dignity
- Experience well-planned and purposeful teaching

Students are responsible for:

- Demonstrating respect to all members of the school community
- Following all school rules and expectations
- Taking responsibility for their learning, behaviour and conduct

Staff are responsible for:

- Modelling professional behaviour at all times
- Maintaining consistent expectations and routines
- Acting on all inappropriate behaviour

Upholding all MGGS policies and procedures

4. EXPECTATIONS FOR STUDENT BEHAVIOUR

At MGGS, all students are expected to:

- Be punctual to school, class, and all activities
- Demonstrate respect, courtesy and good manners
- Be prepared with required equipment
- Engage in focused learning
- Take pride in their work
- Contribute positively to the learning environment
- Respect school property and the property of others

5. STAFF RESPONSIBILITIES

All staff must:

- Explicitly teach and model expected behaviours
- Maintain calm, consistent and fair classroom environments
- Enforce rules consistently
- Use professional judgement in responding to behaviour
- Record and follow up behaviour using Sentral

6. ESTABLISHING EFFECTIVE CLASSROOM PRACTICE

Teachers are responsible for establishing structured, consistent routines that support learning. This includes:

- Clear Learning Intentions and Success Criteria
- Structured lesson delivery
- Supervised entry and exit routines
- Allocated seating plans
- Explicit expectations for behaviour and engagement
- Orderly dismissal (no early release under any circumstances)
- Maintaining clean, organised learning environments

(Operational details consolidated to avoid repetition while maintaining expectations)

7. WHOLE-SCHOOL BEHAVIOUR MANAGEMENT

All staff share responsibility for maintaining discipline across all school settings, including:

- Classrooms
- Playground
- Corridors
- Excursions and events

Staff must act on all observed misconduct and apply appropriate interventions.

8. IDENTIFYING BEHAVIOUR

Appropriate Behaviour

- Respectful interactions
- Active listening
- Following instructions
- Positive contribution to learning
- Maintaining order and cleanliness

Inappropriate Behaviour

- Disruption to learning
- Defiance or refusal to follow instructions
- Disrespectful language or conduct
- Physical or verbal aggression
- Damage to property
- Unsafe or disorderly conduct

9. RESPONDING TO BEHAVIOUR

Teachers must apply a graduated response, including:

- Verbal warning or redirection
- Reprimand or counselling
- Seating changes or isolation
- Lunchtime detention
- Loss of privileges
- Referral to Head Teacher / Executive
- Parent contact (in consultation with Executive)

Escalation occurs only after appropriate classroom strategies have been applied, except in serious cases.

10. USE OF SENTRAL

All behaviour incidents must be recorded on Sentral (S-E-N-T-R-A-L).

- Recording is mandatory
- Entries must include follow-up actions
- Sentral is used for:
  - Behaviour tracking
  - Communication
  - Monitoring patterns

Executive staff monitor entries and intervene where required.

11. DETENTIONS

Lunchtime / Recess Detentions

- Maximum: half recess or up to 20 minutes of lunch
- Must be supervised by the issuing teacher
- Students must remain seated, silent, and engaged in assigned line writing.

After-School Detention

- Issued only by Executive
- Minimum 2 days' notice to parents
- Must include appropriate supervision

12. WELLBEING AND BEHAVIOUR INTERVENTION

Where required, students may be referred to:

- Head of Department Wellbeing
- Stage Coordinator
- School Counsellor

Parent meetings must:

- Be approved by Executive
- Include a second staff member
- Be documented on Sentral

13. BEHAVIOUR MONITORING SYSTEM

- Students may be placed on a Behaviour Monitoring Card:
- Yellow → Orange → Red
- Escalation is based on:
- Frequency and severity of behaviour
- Sentral records
- Consequences may include:
- In-school suspension
- Suspension
- Parent interviews
- Enrolment review or withdrawal

14. SPECIFIC BEHAVIOUR INTERVENTION

14.1 Uniform

- Students must be in full uniform daily
- No note → lunch detention
- Repeated breaches → escalation:
- Playground restrictions
- After-school detention
- Parent contact
- Enrolment review

14.2 Lateness

- All lateness must be recorded on Sentral
- Repeated lateness → counselling → detention → escalation

14.3 Work Completion

- All incomplete work must be recorded
- Head Teachers monitor patterns
- Deputy Principal reviews profiles twice per term

14.4 Prohibited Items

- Items (e.g. phones) must be confiscated immediately
- Stored securely via Executive/Admin
- Returned to parents only

14.5 Defiance and Aggression

- Immediate referral to Executive
- Serious incidents referred to Principal
- Safety of students and staff is the priority

15. GLOSSARY

Behaviour Management

A structured, whole-school approach to promoting positive behaviour, preventing misconduct, and responding consistently to inappropriate actions in order to maintain a safe and effective learning environment.

Appropriate Behaviour

Behaviour that supports learning, safety, and wellbeing, including:

- Respectful communication
- Following instructions
- Positive participation
- Cooperation with staff and peers
- Care for the school environment

Inappropriate Behaviour

Any behaviour that disrupts learning, compromises safety, or violates school expectations, including:

- Disruption to teaching and learning
- Defiance or refusal to follow instructions
- Disrespectful language or conduct
- Unsafe or disorderly behaviour

Serious Misconduct

Behaviour that poses a significant risk to the safety, wellbeing, or functioning of the school community, including:

- Physical aggression or violence
- Threats of harm
- Bullying or harassment
- Vandalism or significant property damage
- Ongoing or repeated defiance

Discipline

Actions taken by staff to correct behaviour and reinforce expectations. This may include warnings, detentions, or escalation to executive staff.

15. GLOSSARY CONTINUED

Consequence

A response applied following inappropriate behaviour, designed to reinforce expectations and accountability. Consequences may be restorative, educational, or disciplinary.

Restorative Practice

An approach to behaviour management that focuses on repairing harm, restoring relationships, and encouraging reflection and accountability.

Wellbeing Intervention

Support provided to address underlying behavioural, emotional, or social needs. This may involve referral to:

- Head of Department Wellbeing
- Stage Coordinator
- School Counsellor

Behaviour Monitoring

A structured process used to track and improve student behaviour over time, including systems such as behaviour cards (Yellow, Orange, Red) and Sentral tracking.

Sentral

MGGS's official student management system used to:

- Record behaviour incidents
- Track patterns of conduct
- Document interventions and communication
- Support decision-making

Detention

A supervised disciplinary consequence requiring a student to remain in a designated area during recess, lunch, or after school.

15. GLOSSARY CONTINUED

Executive Staff

Senior school leaders responsible for behaviour oversight, including:

- Principal
- Deputy Principal
- Heads of Department

Defiance

Refusal to follow reasonable instructions from staff, including repeated non-compliance or deliberate disregard for school rules.

Aggression

Any behaviour intended to harm or intimidate another person, including:

- Physical aggression (hitting, pushing)
- Verbal aggression (threats, abusive language)
- Non-verbal intimidation

16. RECORD KEEPING

- All incidents, parent communication and interventions must be recorded on Sentral
- Student files must be updated where relevant
- Documentation supports decision-making and accountability

17. REVIEW AND EVALUATION

This policy will be reviewed regularly to ensure:

- Alignment with legislative and regulatory requirements
- Consistency across MGGS policies
- Effectiveness in maintaining a safe and disciplined environment

Policy Information

- Version: March 2026
- Approved by: Principal
- Next Review: March 2027

Empowerment through faith and knowledge

68-80 South Street Granville NSW 2144 02 8111 5600 www.mggs.nsw.edu.au admin@mggs.nsw.edu.au