Australian Islamic College of Sydney

Discipline Policy- Secondary School Students

Australian Islamic College of Sydney policies have a commitment to Australian Islamic ethos and values, and should be read in conjunction with other policies and procedures and with relevant legislation.

POLICY REVIEW

The policy will be reviewed not less frequently than once every two years.

POLICY DATES			
Implemented	February 2022	Reviewed Updated	December 2024 December 2025 4/11/2026
Next Review Due		January 2028	
POLICY OWNER		**POLICY APPROVER**	
Mohammed Riaaz Ali PRINCIPAL		AICS Board	

RATIONALE

At the Australian Islamic College of Sydney (AICS) the Discipline Policy and practices adhere to the principles of procedural fairness as stipulated within the Education Act. It is centralised around the fundamental principle that everyone in the College has rights and ensures that an inclusive learning environment is maintained for students, staff and parents.

All incidents that require disciplinary action are dealt with by staff in a consistent manner, with appropriate procedures followed and documented in the interest of procedural fairness. This involves all staff to comply to the "Hearing Rule" whereby a student has the right to have knowledge of an allegation, is made aware of the process and has the right to respond. The students also have a right to have the matter reviewed by the Principal after initial review from the respective Head of School to ensure that an unbiased judgement is attained.

Consequences for inappropriate student behaviour are designed to be suitable respective to the severity of the infringement, including suspension, exclusion and expulsion. Invariably, the use of corporal punishment is strictly prohibited at AICS.

The College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. Corporal punishment is also not sanctioned as a suitable means for parents or guardians to deal with school related discipline issues.

AIM

At AICS, we aim to provide a trusted system which is fair and just for all members of our school's community through processes and procedures which meet the guidelines of **procedural fairness.** This is to ensure that parents, students and staff are supported by processes which allow them to maintain positive relationships and practices at all levels of our school.

PROCEDURAL FAIRNESS

The principles of procedural fairness are fundamental to the success of our school. As such, our practices and procedures at all levels are closely guided by the values of procedural fairness.

Procedures which have been developed for parents, staff and students will adhere to the guidelines of procedural fairness to ensure a fair and just process for all. The essential elements of procedural fairness are:

- **The right to be heard:** This includes the right to know of any allegation and the way in which issues will be determined. It also provides the right of the student to respond to or explain their version of any allegation. It also gives the student the right to appeal.

- **Impartiality:** the right to impartiality in the investigation and decision-making process. It also includes the right to an absence of bias in the decision maker.

- **Justice:** The consequence of inappropriate behavior should be reasonable, consistent and appropriate.

SEQTA – SCHOOL'S DATABASE

This is the school's central database system. It is a software system that allows staff to document and monitor students' behaviour, wellbeing, attendance and achievement. This system is used to record incidents, both positive (academic achievement, citizenship, class participation etc.) and negative regarding student welfare and discipline. Issues and concerns raised by parents will also be recorded on this system to ensure that records are accurate and secure.

EXPECTATIONS OF STUDENTS

Students at AICS are generally expected to abide to four core expectations; *I follow staff instructions*, *I am safe*, *I am respectful* and *I am a learner*. Expected behaviours students ought to follow include (but are not limited to):

1. I follow staff instructions
    - Abide to any reasonable request from any staff member.
    - Adhere to set procedures upheld by the College.
    - Display self-control when feeling wronged, and exercise rights appropriately.
2. I am safe
    - Do not engage in dangerous or violent activities.
    - Move around the premises in an orderly fashion.
    - Do not threaten or assault other people.
    - Use school facilities in clean, tidy and hygienic ways.
3. I am respectful
    - Treat others with compassion and empathy.
    - Behave in a way that presents the school in a positive light when off-campus.
    - Look to help others that may require assistance.
    - Do not use vulgar, confrontational or racist language.
4. I am a learner
    - Be punctual to school, classes and associated activities.
    - Do not disrupt the learning of oneself or others during lessons.
    - Complete given tasks set by teachers.
    - Abide to uniform policies.

RESPONSIBILITIES OF TEACHERS AND PARENTS

This policy aims to describe the procedures in place at AICS designed to uphold the expectations and standards of behaviour acceptable at the school. Therefore, it is the responsibility of the all teachers to be aware of and follow the procedures in an appropriate and timely manner. Should a staff member require assistance on how this policy may be applied in a situation, they are encouraged to seek advice from experienced colleagues, Year Advisors and respective Heads of Schools and/or the Head of Discipline and Wellbeing.

It is the responsibility of the Head of Discipline to present this discipline policy to students, teachers and parents at the beginning of each academic year. College expectations and consequences are discussed in assemblies, year meetings, information evenings, letters and individual classes; and are readdressed throughout the year when specific situations arise.

As a requirement for enrolment of all students, parents agree to ensure that all AICS policies are adhered to the best of their capacity. Therefore, parents are to be involved in processes by making themselves available to discuss issues with College staff, providing adequate means for their children to uphold attendance and dress their children according to the Uniform Policy. In instances of afternoon detentions or suspensions, parents are also required to make arrangements so that their child can be picked up and/or minded at home if need be.

REWARD AND POSITIVE BEHAVIOUR ACKNOWLEDGEMENT

In Primary School, students are rewarded based on commendation cards, and an accumulation of these cards lead to students receiving Merit, Bronze, Silver, Gold and Principal's Award in assemblies. Students also receive points on Class Dojo for positive behaviour and class work.

In Secondary School, students are acknowledged through verbal acknowledgement, pastoral care notes on SEQTA, recognition in formal assemblies where students may be presented with awards, medals and trophies.

DIARY POLICY

Each student owns a school diary to help them manage their time effectively and organise their work/studies appropriately. Any event that warrants attention during a lesson, behaviour or academic, positive or negative, is noted in their diary by their teacher. Additionally, teachers need to sign the diary if a student needs to step out of the class, for example, to use the restroom, sickbay, or visit the front office.

As the school diary is a form of communication between teachers and students, it needs to be signed by parents every Friday afternoon as an acknowledgement that it has been read. It is then checked on Monday morning for parent signature and co-signed by the roll call teacher.

If a student has not brought their diary to school, then they are directed to the Head of Discipline and Wellbeing to collect a Diary pass (refer to *Annexure 1*).

THE USE OF ELECTRONIC DEVICES or Artificial Intelligence (AI)

To cater to individual learning needs, AICS allows **only stage 6 students** to bring in a laptop device to their classes. The College, however, does not allow the use of mobile phones or Smart Watches within the school premises or in any school activities. Refer to the mobile phone policy for more details. Artificial Intelligence (AI) to engage in bullying, harassment, threats, inappropriate messaging, photos, videos, other misconduct or plagiarising in assessments or exams is strictly prohibited. Consequence will range from detention to expulsion based on the serious of the offence and a mark of zero for plagiarism using AI.

Disciplinary consequences for misuse of electronic devices can be found in the '*Summary table of Disciplinary Actions*' on page 9.

BEHAVIOUR IN THE MOSQUE

All students are expected to display the highest standard of behaviour in the mosque. Any student misbehaving in the Mosque will be referred to the Head of Discipline and Wellbeing.

Corrective disciplinary consequences for misbehaviour in the mosque include formal and after-school detentions. For repeated transgressions parents will be informed and the student will be issued with a suspension.

PARKING ON SCHOOL PREMISES

Students are not permitted to park their vehicle or motorcycle on school premises at any time. This includes the mosque parking lot.

CORRECTIVE DISCIPLINARY CONSEQUENCES

BEHAVIOUR NOTE

This is a low-level consequence for minor infractions. A note is made in the student's diary conveying concerns about the students' behaviour. Parents are expected sign the diary, as an acknowledgment that the diary note has been read. Parents may also write back to the teacher through the diary.

INFORMAL DETENTION

At this conference, the teacher will again clarify expectations and let the student know what consequences will be recommended or assigned if the inappropriate behaviour continues. At this stage this is an informal process and the outcome of this conference will be recorded on SEQTA for reference.

FORMAL DETENTION

For continued transgressions, a student will be issued with a formal detention. Formal detentions are held during lunch from 1:20pm to 1:50pm. Incidents will be explained to the parent and the student will be made aware of future consequences should he/she continue to misbehave. Attendance to formal detentions is recorded on SEQTA. *Failure to attend (unless a legitimate reason is provided) will result in an escalated consequence i.e. after-school detention.*

AFTER-SCHOOL DETENTION

Detentions are held after school, usually on Thursday, from 3:30pm until 4:20pm. While on detention, the student completes a "Behaviour Reflection Report" (refer to *Annexure 2*). After-school detention provides students with the opportunity to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour, and consider ways in which they can improve their behaviour. This report is filed with the Wellbeing team upon completion by the student.

SUSPENSION & EXPULSION

At AICS we believe that all students and staff have a right to be treated fairly and with dignity in an environment which is free from intimidation, disruption, harassment and discrimination. However, there may be cases where students display unacceptable behaviour which compromises the safety, security, school values and ethos, well-being, welfare of the school community, parents, other students and staff.

In such instances Suspension and Expulsion are available options which may be imposed by the school following its policy and procedures.

SUSPENSION

Suspension is a disciplinary measure that involves temporary removal of a student from classes or school approved activities for a specified period of time. The student will be allowed to return to class or the school approved activity after the set period of suspension

The decision to suspend a child and the duration of the child's suspension will generally be made by the Head of Discipline and/or Head of School after establishing:

- the severity of the misbehaviour
- how frequently the misbehaviour has occurred
- how the student has behaved in the past
- any other information thought to be important and relevant.

Suspension will be approved upon the consideration of the following points:

- Suspension is not intended as a punishment but rather as a strategy for managing inappropriate behaviour in accordance with the school's Welfare policy.
- Suspension allows school personnel time to plan appropriate support for students to promote successful re-entry.
- Suspension provides students with the time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour, and consider the actions which led them to being suspended.

Parents will not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved behaviour management program, or if the severity of the behaviour warrants the immediate imposition of a suspension.

RESOLUTION

The Head of Discipline & Wellbeing will convene a reconnection meeting with the student upon return from suspension. A 'Student Monitoring Card' will be issued to the student for 2 weeks (refer to *Annexure 3*).

EXPULSION

In serious circumstances of misbehaviour, the principal may expel a student of any grade from the school. An accumulation of 3 suspensions in the last 12 months will result in an expulsion.

When considering expelling a student, the principal will:

- Ensure that (except for serious incidents) all appropriate learning and support strategies have been implemented and documented.
- Notify the student and parent in writing that expulsion from school is considered giving reasons for the possible action.
- A formal disciplinary interview will be convened with the student and the support person/parent. An interpreter may be provided upon the request of the parent.
- Explicit information about the nature of the allegation(s) will be provided to the student/parent.
- The student will be given the opportunity to respond to the allegations.
- Allow two school days for students and parent to respond
- Consider any response from the student and/or parents before a decision is made.
- Should the principal decide to expel the student, he must ensure procedural fairness has prevailed.
- Discuss with the student and the parents the implications of expulsion and provide information relating to the right to and process for an appeal

APPEAL/REVIEW OF DISCIPLINARY ACTION

The Discipline Policy for AICS is based on procedural fairness. This means all investigations and consequences are free from bias, such that the student knows the allegations related to the matter, knows the process by with the matter will be considered, may respond to the allegations made and has the right to appeal the decision made in response to the allegations.

Parents may wish to appeal or request a review of a disciplinary action involving their child. The AICS Appeals and Reviews procedures are guided by Australian federal and NSW state legislation and are in line with the principles of procedural fairness. In such cases, parents are advised to observe the following procedures, should they wish to appeal/review the disciplinary action at level 3, 4 or 5:

- Lodge an "*Appeal/Review of Disciplinary Action - Students*" with the office (refer to *Annexure 4*). This request must be made within two days of the final decision being presented to the student and parents.
- Students have a right to impartiality in cases of a review, so a panel of three staff members, not directly associated with the discipline matter will review the investigation and its recommendations.
- Once the decision has been reviewed, this impartial panel will present their recommendations on the integrity of the investigation and the appropriateness of the consequence to the Principal, who will then make a decision whether to uphold or amend the consequence given to the student. This review process will not take longer than one school week to conduct and finalise, and no further appeals may be made afterwards.

AICS MERIT FLOWCHART

Gold level

Students receive:

1. ***Gold Badge***
2. ***Acknowledgement in School Newsletter***
3. ***Name published in School Yearbook***
4. ***Principal's Award***

Criteria:

- ✓ **500 SEQTA points**

Silver level

Students receive:

1. ***Silver Badge***
2. ***Acknowledgement in School Newsletter***
3. ***Name published in School Yearbook***

Criteria:

- ✓ **300 SEQTA points**

Bronze level

Students receive:

1. ***Bronze Badge***
2. ***Acknowledgment in School Newsletter***

Criteria:

- ✓ **100 SEQTA points**

Green level

Students start here

AICS Merit Process

Green Level:

All students start on green level at the beginning of the school year. They earn SEQTA points for positive behaviour, work ethic, and academic achievement etc.

Bronze Level:

Criteria:

- ✓ Student has achieved **100 SEQTA points.**

Student receives:

1. **Bronze Badge during Assembly.**
2. **Special mention in School Newsletter**

Once a student has achieved their Bronze badge award, they then work towards achieving their Silver award.

Silver Level:

Criteria:

- ✓ Student has achieved **300 SEQTA points.**

Student receives:

1. **Silver Badge during Assembly.**
2. **Special mention in School Newsletter**
3. **Name published in School Yearbook**

Gold Level:

Criteria:

- ✓ Student has achieved **500 SEQTA points.**

Student receives:

1. **Gold Badge during Assembly.**
2. **Special mention in School Newsletter**
3. **Name published in School Yearbook**
4. **Principal's Award**

At the end of the school year, those students who have achieved their Gold badge will receive a school reward from the Principal.

STUDENT MERIT SYSTEM

AICS MERIT SYSTEM FOR PROMOTING POSITIVE BEHAVIOUR		
Type	**SEQTA Points**	**Description**
Positive:		
Homework	1	Student has completed all assigned homework.
Academic achievement	5	Scoring considerably well in a class task.
Citizenship	15	Noteworthy act of citizenship or kindness towards a fellow student or staff member
Class participation	5	Regularly participating well in class, irrespective of academic outcome.
Cleanliness	5	Cleaning up an area without being asked, either inside or outside the classroom.
Diary checks	2	Diary signed by parents every week. (Issued by Roll-Call Teacher.)
Perfect attendance	10	100% attendance at school within a month, including no lateness to school or class. (Issued by Year Adviser)
Library award	5	Award given to students for borrowing, reading and writing a half page review of a book from the school library. (issued by Librarian)
Sports Award	5	Exemplary athletic performance - Sportsmanship
Negative:		
Incomplete Homework	-2	Failure to complete an assigned task for homework.
Informal Detention	-2	Issued to students for low level transgressions
Formal detention	-5	Issued to students for medium level transgressions
After-school Detention	-10	Issued to students for high level transgressions
Mobile phone	-2	Possession/use of mobile phone on school grounds
Chewing Gum	-1	Warning Letter issued for chewing gum.
Suspension	-30	Issued for continued disobedience, misconduct or other behaviours that compromise the safety, security, school values/ethos and/or wellbeing of the school community.
No Diary	-2	Student fails to bring their diary to school.
Misbehaviour in Mosque	-5	Talking, behaving poorly or coming late to prayer (with no valid reason).
Late to Class	-5	Arriving late to class without a valid reason.

STUDENT DISCIPLINE FLOWCHART

AICS Student Discipline Flowchart (Secondary)

Level 1a- Subject Teacher (Behaviour Note)

1. Minor rule broken after reminders of expectations (talking out of turn consistently, incomplete work, being untidy, showing disrespect, not following staff instructions, disrupting learning of others etc.)
   - ***Behaviour note (1)***
2. Continued misbehaviour:
   - ***Behaviour note (2)***

***Level 1b* – Subject Teacher (Informal Detention)**

3. Third breach of school rules: **Informal Detention (1)** issued by subject teacher.

4. Continued misbehaviour: **Informal Detention (2)** issued by subject teacher.

***Level 1c* – Subject Teacher (Formal Detention)**

5. Fifth breach of school rules: **Formal Detention (1)** issued by subject teacher.

6. Continued misbehaviour: **Formal Detention (2)** issued by subject teacher.

Level 2 – Year Adviser (Afterschool-Detention)

Continued Disobedience: **After-school Detention** issued by **Year Adviser**.

Year Adviser to inform Head of Discipline and Wellbeing when a student has been issued with **two after-school Detentions**.

Level 3 – Head of Discipline & Wellbeing (Short Suspension)

Head of Discipline and Wellbeing to:

- Review student SEQTA record
- Issue **short suspension** (1-4 days) and upload suspension letter to SEQTA.
- Inform parents via a phone call or meeting.
- Place student on ***Monitoring Card*** (1-2 weeks) upon return to school.

Appeals against short suspension will be carried out by the Principal.

Level 4 – Head of Secondary School (Long Suspension)

Head of Secondary School and Head of Discipline will review all documentation and Head of Secondary will decide whether to issue the following:

- **Long Suspension: 5 days or more.**

The Head of Secondary and/or Head of Discipline will meet with student and parents and issue suspension letter.

Appeals against long suspension will be carried out by the Principal.

Level 5 – Principal (Expulsion)

The Principal, after due process, may determine that a student be permanently removed from the School i.e. if a student has received **3 suspensions** or if the student has been involved in a **serious breach** of the School Discpline Policy.

Students and parents may appeal if they consider that correct procedures have not been followed and/or an unfair decision has been reached.

Note: Failure to serve assigned consequence may result in an escalated consequence.

SUMMARY TABLE OF DISCIPLINARY ACTIONS

Summary Table of Disciplinary Actions	
Unacceptable Behaviour	**Disciplinary Consequences**
Electronic Devices (including mobile phones & smart watches)	**1st offence** – the mobile phone is confiscated for 3 days and a record made on SEQTA. Parent/caretaker will be notified and the device will be returned to the student after 3 days. **2nd offence** – the mobile phone is confiscated for 2 weeks (10 school days) and a record made on SEQTA. Parent/caretaker will be notified and will be required to pick up the device from the School after the 10 day period. **3rd offence** – the mobile phone is confiscated for 2 weeks (10 school days) and a minimum 1-day suspension will be issued to the student. Record made on SEQTA. Parent/caretaker will be notified and will be required to pick up the device from the School after the 10 day period. **Further offences** – Matter will be referred to the Principal and will be dealt with on a case-by-case basis. Student may face expulsion from the school.
Out of uniform	Recorded in SEQTA by Head of Discipline. Uniform Pass issued by Head of Discipline. **1st offence** – Recess detention. (issued by Head of Discipline). **2nd offence** – Lunch detention. (issued by Head of Discipline). **3rd offence** – Parent/carer notified. After-school detention (issued by Head of Discipline).
Inappropriate/Non-compliant Haircut	Recorded in SEQTA Parent/carer notified by administration office Student sent home (at the discretion of the Head of Discipline) Student only to return to school when the haircut is compliant with the AICS School Discipline Policy.
Jewellery	**1st offence** – Record made in SEQTA. Removal of jewellery items (confiscated and returned at the end of the day by the Head of Discipline) **2nd offence** – Record made in SEQTA. Parent/carer notified. Removal of jewellery items (confiscated and returned after 5 days by the Head of Discipline) **3rd offence** – Record made in SEQTA. Parent/carer notified. Item will only be returned to parent/caretaker.

Make-up	Removal of make-up Repetition will result in After-School Detention (issued by Head of Discipline).
Chewing gum	Recorded in SEQTA Parent/carer notified/meeting **1st Offence** – Warning letter sent to parents (issued by Head of Discipline) **2nd Offence** – After school detention (issued by Head of Discipline)
Persistent lateness to School	1st offence – Verbal Warning 2nd offence – Verbal Warning 3rd offence – Lunch detention. 4th offence – Lunch detention. 5th Offence – Multiple lunch detentions issued. 6th offence – Afterschool Detention issued. Further offences – Matter will be referred to the Principal and will be dealt with on a case-by-case basis. Student may face expulsion from the school.
Misbehaviour in the Mosque	**1st offence** – Verbal warning **2nd offence** – Formal detention. **3rd offence** – After-school detention (issued by Head of Discipline) **Continued Misbehaviour** – Minimum one-day Suspension (issued by Head of Discipline)

Out of bounds area	Recorded in SEQTA by the teacher on duty Recess and/or Lunch detention issued by the Head of Discipline. Repeated offence will lead to an after-school detention
Truancy (Partial or whole day)	Recorded in SEQTA. Parent/carer notified Afterschool detention/minimum one-day suspension (issued by Head of Discipline)- will depend on the outcome of the school investigation
Continued disobedience	Recorded in SEQTA/diary Parent/carer meeting Repeated offence leads to one-day suspension (at the discretion of the Head of Discipline).
Reckless Behaviour	Recorded in SEQTA. Parent/carer notified/meeting Minimum one-day suspension (issued by Head of Discipline) Recommendation to the Principal for expulsion in extreme cases

Swearing	Recorded in SEQTA. Parent/carer notified Afterschool detention/minimum one-day suspension (issued by Head of Discipline)- will depend on the outcome of the school investigation
Forgery	Recorded in SEQTA. Parent/carer notified/meeting After-school detention (issued by Head of Discipline)
Gambling	Recorded in SEQTA. Parent/carer notified/meeting Minimum one-day suspension (issued by Head of Discipline)
Inappropriate displays of Affection/ indecent exposure/Inappropriate relationship/obscene	Recorded in SEQTA Parent/carer notified/meeting Minimum one-day suspension (issued by Head of Discipline)
Improper use of the internet	Recorded in SEQTA Parent/carer notified Minimum one-day suspension (issued by Head of Discipline)
Robbery/theft	Recorded in SEQTA Parent/carer meeting Minimum one-day suspension (issued by Head of Discipline)
Smoking/Vaping	Recorded in SEQTA Parent/carer meeting Minimum five-day suspension (issued by Head of School & Principal)
Drugs/Drug Use/Substance Abuse	Recommendations to the Principal for Expulsion
Vandalism/graffiti/damaging property	Minor vandalism will lead to one-day Suspension plus Restitution Cost (issued by Head of Wellbeing) Recommendation to the Principal for expulsion in extreme cases
Possession of weapons/dangerous objects	Item confiscated Report to Police Suspension/expulsion will depend on the outcome of Police and School investigation

Harassment, discrimination, racial slurs/comments, vilification towards other students	School Investigation Parent/Carer Meeting Minimum one-day Suspension (issued by Head of Wellbeing).
Harassment, Discrimination and Vilification towards staff members	School Investigation Parent/Carer Meeting Recommendations to the Principal for Expulsion

Sexual Harassment	School Investigation Minimum 5-day suspension Parent/Carer Meeting Extreme cases will result in recommendation to the Principal for expulsion
Fighting/ physical abuse	Recorded in SEQTA. Parent/carer notified/meeting Minimum one-day suspension (issued by Head of Wellbeing)
Gang Related Activity/harassment/ Bullying/Threats	Recorded in SEQTA. Parent/carer notified/meeting Minimum one-day suspension (issued by Head of Wellbeing)
Cyber-Bullying	School Investigation Recorded in SEQTA Parent/carer meeting Social media posts/comments must be removed by the student Minimum one-day Suspension (issued by Head of Wellbeing) Extreme cases will result in recommendation to the Principal for expulsion
Birthday and Class Parties	Parents and students are not allowed to organise food and drink parties in school. No delivery of food, gifts and drinks will be accepted by the school. Students in breach of this will be dealt with by the Head of Discipline on a case by case basis.
Academic Misconduct	In addition to the penalties outlined in the ***'K-12 Assessment and Reporting Policy'***, *disciplinary action will also be taken in the form of an a*fter-school detention or Suspension (issued by Head of Discipline) and will depend on the outcome of the school investigation.
Social Media Breach	**Disciplinary Consequences**
Accessing or using social media during school hours or at school-related activities, including excursions, camps, sporting events and fun days.	**1st offence** – Minimum 1-day suspension. Device will be confiscated and Parents will be notified to attend a meeting. Parents will be asked to delete the social media account during the meeting, in the presence of the Principal and/or his delegate. **2nd offence** – Matter will be referred to the Principal and will be dealt with on a case-by-case basis. Student may face **expulsion** from the school.
Using social media to engage in cyberbullying, harassment, intimidation, threats or discriminatory behaviour towards students or staff.	Minimum 1-day suspension. Serious or repeated incidents may result in expulsion.

Creating or operating fake, anonymous or impersonation accounts to target, harass or misrepresent students, staff or the College.	Suspension, with expulsion possible in serious cases or where the conduct is repeated.
Sharing photographs, videos, screenshots or personal information of students or staff without appropriate consent, where the conduct breaches College expectations or causes harm.	After-school detention or suspension, depending on the circumstances. Serious breaches involving harassment, humiliation or significant harm may result in expulsion.
Publishing or distributing threatening, abusive, defamatory or otherwise harmful content involving students, staff or the College.	Suspension or expulsion, depending on the seriousness and impact of the conduct.
Participating in, encouraging or distributing harmful social media content created by other students.	Disciplinary action proportionate to the student's involvement, ranging from a warning or detention to suspension or expulsion.
Engaging in off-campus or out-of-hours social media misconduct that materially affects student safety, wellbeing or the College community.	Suspension or expulsion, depending on the seriousness and impact of the conduct.

Note: The school discipline policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

Appendices

Annexure 1 – Uniform Pass & Diary Pass

Australian Islamic College of Sydney

UNIFORM PASS

All students must wear full school uniform when attending AICS. The school uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone. The Australian Islamic College of Sydney regards uniform as an important aspect of the College.

Date	
Students Name	
Roll Class	
Missing Uniform Items	
Valid Until	
Head of Discipline & Wellbeing signature	

AUSTRALIAN ISLAMIC COLLEGE OF SYDNEY

DIARY PASS

The school diary is an effective communication tool between teachers and parents and helps students to be organised and prepared for assessments. Students must bring their diary to school every day.

Name: _____ Roll Class: _____ Date: _____

Subject	Tasks Due	Teacher Comment

Head of Discipline & Wellbeing signature: _____

Annexure 2 – Behaviour Reflection Report

AUSTRALIAN ISLAMIC COLLEGE OF SYDNEY

BEHAVIOUR REFLECTION REPORT

STUDENT DETAILS	
First Name:	**Surname:**

Date: _____

Read this first:

1. You have been given reflection time to think about your behaviour and where it is taking you.
2. It is your job to work with your teacher(s) to ensure you make better choices in the future.

Your job now is to:

1. Complete this sheet.
2. Discuss with your teacher how to plan for your future positive behaviour in School.

Please complete:

Why have I been placed on a reflection period?

_____

_____

_____

What happened BEFORE your behaviour let you down today?

_____

_____

_____

How did you behave in your class when the behaviour arose?

_____

_____

_____

What did you say/do that the teacher didn't approve of?

_____

How do you think your teacher felt about this?

_____

_____

_____

Sometimes we behave poorly because we want attention or we feel something unfair has happened.

Did your behaviour impact others? If yes, how?

_____

_____

_____

How could you behave in a more respectful way towards those in School after today?

_____

_____

_____

List three things you could do to behave better or more calmly next time:

1) _____
2) _____
3) _____

Would you like someone to help you plan how to improve your behaviour in future? **YES/NO**

If "YES", who would you like to help you?

_____

Student Signature: _____

Year Adviser/ Head of Wellbeing Signature: _____

Annexure 3 – Student Monitoring Card

Student Monitoring Card

Student Name: _____

Class: _____

Year Advisor: _____

Date Issued: _____ / _____ / _____

This monitoring card has been issued by the student's Year Advisor and the Head of Discipline and Wellbeing to track progress in three particular areas of concern. The student is to present this card at the beginning of each lesson for the next two weeks, with teachers rating their achievement in these areas.

This student's monitoring goals are:

A _____

_____

B _____

_____

C _____

_____

Monitoring Week 1 *Term _____ Week _____*

	Monday			**Tuesday**			**Wednesday**			**Thursday**			**Friday**		
Period 1	*Subject*			*Subject*			*Subject*			*Subject*			*Subject*		
	A	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***
Period 2	*Subject*			*Subject*			*Subject*			*Subject*			*Subject*		
	A	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***
Period 3	*Subject*			*Subject*			*Subject*			*Subject*			*Subject*		
	A	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***
Period 4	*Subject*			*Subject*			*Subject*			*Subject*			*Subject*		
	A	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***
Period 5	*Subject*			*Subject*			*Subject*			*Subject*			*Subject*		
	A	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***
Period 6	*Subject*			*Subject*			*Subject*			*Subject*			*Subject*		
	A	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***
End of day	***Student signature***			***Student signature***			***Student signature***			***Student signature***			***Student signature***		
	YA signature			***YA signature***			***YA signature***			***YA signature***			***YA signature***		

Student:

- Give this reporting card to the class teacher at the beginning of the period.
- At the end of the period, remind the teacher to complete the boxes for the lesson and collect the card.
- It is the student's responsibility to ensure that it is completed and retrieved at the end of each lesson.
- At the end of each day, take this card to the Year Advisor to sign the sections at the bottom of each column.

Teacher:

- For each of the goals stipulated on the previous page (A, B and C), give a numerical rating for achievement of that goal in each box according to the rating below:
    1. Not achieved
    2. Somewhat achieved
    3. Achieved

Monitoring Week 2 *Term _____ Week _____*

	Monday			**Tuesday**			**Wednesday**			**Thursday**			**Friday**		
Period 1	*Subject*			*Subject*			*Subject*			*Subject*			*Subject*		
	A	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***
Period 2	*Subject*			*Subject*			*Subject*			*Subject*			*Subject*		
	A	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***
Period 3	*Subject*			*Subject*			*Subject*			*Subject*			*Subject*		
	A	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***
Period 4	*Subject*			*Subject*			*Subject*			*Subject*			*Subject*		
	A	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***
Period 5	*Subject*			*Subject*			*Subject*			*Subject*			*Subject*		
	A	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***
Period 6	*Subject*			*Subject*			*Subject*			*Subject*			*Subject*		
	A	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***
End of day	***Student signature***			***Student signature***			***Student signature***			***Student signature***			***Student signature***		
	YA signature			***YA signature***			***YA signature***			***YA signature***			***YA signature***		

Student:

- Give this reporting card to the class teacher at the beginning of the period.
- At the end of the period, remind the teacher to complete the boxes for the lesson and collect the card.
- It is the student's responsibility to ensure that it is completed and retrieved at the end of each lesson.
- At the end of each day, take this card to the Year Advisor to sign the sections at the bottom of each column.

Teacher:

- For each of the goals stipulated on the previous page (A, B and C), give a numerical rating for achievement of that goal in each box according to the rating below:
    1. Not achieved
    2. Somewhat achieved
    3. Achieved

Annexure 4 – Appeal/Review of Disciplinary Action

AUSTRALIAN ISLAMIC COLLEGE OF SYDNEY

Appeal/Review of Disciplinary Action – Students

SECTION A: Student Details

Family Name:

First Name:

SECTION B: Grounds for Appeal/Review

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name of Appellant:_____

Signature:_____