Australian Islamic College of Sydney

Primary Student Behaviour Management Policy and Procedure

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	January 2018	**Reviewed** **Updated**	13/02/2024 4/11/2026
		Next Review Due	January 2028
POLICY OWNER		**POLICY APPROVAL**	
Mohammed Riaaz Ali PRINCIPAL		School Board	

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

Staff must make clear to students:

- The four **school expectations** that define high standards of behaviour
  - I follow staff Instructions
  - I am safe
  - I am respectful
  - I am a learner
- That classroom rules are linked to the school rules. These rules must describe positive observable behaviours ('do' behaviours, not 'don't' behaviours) that are linked to the **College Behaviour**

  - Classroom rules MUST contain #1 College Expectation– Follow Staff Instructions
  - Rules must be modelled by staff, and they are referred to consistently
  - Rules must be clearly displayed in all classrooms

Procedure for Dealing with Negative Behaviours – Discipline Procedure

- Students who are in breach of *school rules* and or the *behaviour expectations* MUST be subject to a response from a staff member.
- Staff must follow procedures for responding to Minor and Major problem behaviours.

RESPONDING TO MINOR PROBLEM BEHAVIOURS			
Level	**Staff Member Actions**	**Consequences**	**Forms / Contact Required**
LEVEL 1 (REDIRECTION)	The staff member takes the student aside and: 1. Names the behaviour that student is displaying. 2. Asks student to name expected school behaviour. 3. States and explains expected school behaviour if necessary. 4. Gives positive verbal acknowledgement for expected school behaviour.	-	-
LEVEL 2 (TIME OUT INSIDE CLASSROOM)	- If the student does not meet expectations after a redirection, the student is placed in a quiet space within the classroom and has time alone (10 minutes) to reflect on their behaviour and develop personal strategies for re-entry to the class or play time.	**Possible loss of privileges**	-

LEVEL 3 (BUDDY CLASSROOM AND/OR DETENTION)	- If the student still fails to meet behaviour expectations during time out or after they have returned to the rest of the class, the student is referred to their buddy class, where they complete a Buddy Class reflection sheet and class work for the next period. - The student also receives a in school detention as a consequence. - **Primary Teachers can issue detention during school without having a Buddy Classroom.** - During the detention: Students must complete a detention note, which must be taken home, signed by a parent and returned to school. Years 3-6 Students must have their diary signed to confirm they attended the detention.	**Detention During School Hours**	**BEHAVIOUR REPORT** **BUDDY CLASS REFERRAL FORM** **DETENTION NOTE**
LEVEL 4 (REFERRAL TO YEAR CO-ORDINATOR	- Year Co-ordinators have the capacity to refer students for afterschool detentions after consulting with Head of Primary. - After school detentions will be held as required - Teachers who encounter incidents that are more than minor offences, such as teasing or other major behaviours are to refer	**Additional Lunchtime Detention** **/**	**DETENTION NOTE** **/**
	these to Year Co-ordinators who can then send to attend to after-school detention. This allows for case-by-case decision making by them to ensure that consequences are matching the breach of behaviour expectations.	**After School Detention**	**After School Detention note**
LEVEL 5 (REFERRAL TO WELFARE COORDINATOR / SCHOOL COORDINATOR)	- If the student continues to misbehave after they have been referred to Year Co-ordinator, they are referred to the Head of School and treated as MAJOR behaviour from this point.	*Refer to 'Responding to Major Problem Behaviours' Table*	*Refer to Major Problem Behaviour Table*

RESPONDING TO MAJOR PROBLEM BEHAVIOURS		
Staff Member Actions	**Consequences**	**Forms / Contact Required**
All major problem behaviours must be referred to the Year Coordinator and/or Head of School **If the Year Coordinator and Head of School is unavailable/ uncontactable, refer to the Deputy Principal.**	Applied on a case-by-case basis. May include: - Detention - Withdrawal from Learning Space - Conferencing - Restitution - Suspension* - Probationary Enrolment* - Behaviour Improvement Conditions* - Cancellation of Enrolment* *Recommendations are made by the Deputy Principal to the Principal. Final decisions on suspension, probationary enrolment, behaviour improvement conditions and cancellation of enrolment are at the discretion of the Principal.	Applied on a caseby-case basis. May include: - Individual Behaviour Support Plan - Phone contact with parents - Parent Meeting - Referral to external Counsellor - Referral to Principal

Staff can also refer to the following flowchart for details in managing behaviour in the school.

FLOWCHART OF LEVELS OF CONSEQUENCES

Behaviour Note

- *Minor rule broken after reminders of expectations*
- Talking out of turn consistently, incomplete work, being untidy, late to class
- Teacher speaks with student during or after class, writes in student's diary and makes Pastoral Care note on SEQTA

Detention

- *Third Behaviour Note given* OR *minor-moderate rule broken*
- Yelling in class, not following staff instructions, disrupting learning of others
- Teacher issues and conducts informal detention at earliest opportunity, writes in student's diary, contacts student's parents and makes Pastoral Care note on SEQTA notifying Year Coordinator

Detention

- *Third Informal Detention given* OR *moderate rule broken*
- Swearing, chewing gum, leaving class without permission, plagiarism, infringement of uniform policy, truancy
- Teacher writes in student's diary, contacts student's parents and makes Pastoral Care note on SEQTA notifying Year Coordinator/Head of School

Afternoon Detention

- *Third Formal Detention given* OR *moderate-severe rule broken*
- Unsafe conduct in classroom, altercations in playground, forgery, outright refusal to follow reasonable directions by teacher, provocation of others to do wrong
- Teacher refers to Year Coordinator and Head of School who will investigate the matter, contact parents, make Pastoral Care note on SEQTA and conducts detention.

Suspension

- *Third Afternoon Detention given* OR *severe rule broken*
- Violent behaviour, swearing at or berating a staff member, bullying, use of social media on campus, vandalism
- Smoking, vaping- First offence-5 days suspension
- Teacher refers to Year Coordinator and Head of School who begin an investigation using the principles of procedural fairness

Expulsion

- *Third Suspension given* OR *extreme rule broken*
- Attacking another person with intention to harm, posession of drugs/alcohol, sexual conduct, (vaping, smoking (repeated offence), creation and distributing of explicit material
- Head of School and Principal begin an investigation using the principles of procedural fairness. Some instances may require police referral

Note: Failure to serve assigned consequence will result in an additional repeated consequence

SUMMARY TABLE OF DISCIPLINARY ACTIONS

Summary Table of Disciplinary Actions	
Unacceptable Behaviour	**Disciplinary Consequences**
Electronic Devices (including, phones and 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.
Incorrect uniform/Out of Uniform	Recorded in SEQTA by class teacher. **1st offence** – Recess detention. (Issued by Head of Primary). **2nd offence** – Lunch detention. (Issued by Head of Primary). **3rd offence** – Parent/carer notified. After-school detention (issued by Head of Primary).
Inappropriate/non-compliant Haircut such as Skin Fade, Blowout, Mohawk, Sideline haircut	Recorded on SEQTA Parent/carer notified by the class teacher. Student sent home (at the discretion of the Head of Primary) Student only to return to school when the haircut is compliant with the AICS School Discipline Policy
Birthday Celebration and Parties during school hours	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.
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 enrolment maybe terminated.

Misbehaviour in the Mosque	**1st offence** – Verbal warning **2nd offence** – Formal detention. **3rd offence** – After-school detention (issued by Head of Primary) Continued Misbehaviour – Minimum one-day Suspension (issued by Head of Head of Primary)
Swearing Inappropriate Language	Recorded in SEQTA. Parent/carer notified Afterschool detention/minimum one-day suspension (issued by Head of Primary)- will depend on the outcome of the school investigation
Out of Bounds	Recorded on SEQTA by the teacher on duty Recess and/or Lunch detention issued by the Year Coordinator Repeated offence will lead to an after-school detention
Major Behaviour Problems Disciplinary Actions	
Continued Disobedience	Recorded on SEQTA/diary Parent/carer meeting Repeated offence leads to one-day suspension (at the discretion of the Head of Primary).
Smoking/Vaping	Recorded on SEQTA Parent/carer meeting Minimum five-day suspension (issued by Head of School & Principal)
Fighting/Physical abuse	Recorded on SEQTA. Parent/carer notified/meeting Minimum one-day suspension (issued by Head of Primary)
Reckless, Violent, Aggressive Behaviour	Recorded on SEQTA. Parent/carer notified/meeting Minimum one-day suspension (issued by Head of Primary) Recommendation to the Principal for expulsion in extreme cases

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	After-school detention or suspension, depending on the circumstances. Serious breaches involving harassment, humiliation or significant harm may result in expulsion.

conduct breaches College expectations or causes harm.	
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.

Teacher(s)

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

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

Year Coordinator

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

Year Coordinator/ Stage Coordinator may:

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

Year Coordinator / Stage Coordinator

If prior measures with the teachers and Year Coordinator have not brought about the necessary improvements, the Head of Primary School will:

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

During School time detentions

- take place in a designated classroom under direct teacher supervision.
- commence immediately at the start of a break and conclude five minutes before the end of the break.
- allow the student an opportunity to eat their food and go to the toilet. Students are not permitted to purchase items from the canteen unless a prior order has been placed.
- ensure that parents are notified using direct message or contacted via phone. (Primary) or via a Student Diary
- Details of detention, including reason for detention, prior actions taken and parent communication to be logged on SEQTA under pastoral care.

Afterschool detentions

- may only be issued by coordinators (with approval from Head of Primary)
- parents/guardians must be notified of the afterschool detention in person and in writing (signed parental consent must be received).
- after school detention takes place in an allocated room under the direct supervision of a member of the School Positive Behaviour Team.

Suspension:

- may only be recommended by the Principal following referral by the Head of Primary School, Welfare Coordinator via the Head of Primary School.
- Following a decision to suspend, the parents are immediately notified of the suspension by phone call and/or a written note.
- During a suspension the student is not permitted to attend school or school events in any capacity.
- Suspensions are to take place off school grounds only.

THE USE OF ELECTRONIC DEVICES or Artificial Intelligence (AI)

Primary school students are not allowed to bring their devices to school. The College does not allow the use of mobile phones or Smart Watches within the school premises or in any school activities. Primary school students must not have or use a mobile phone at school. No primary school student should have any social media account or group. 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.

Appendices

AUSTRALIAN ISLAMIC COLLEGE OF SYDNEY
YEAR K-2 STUDENTS
BEHAVIOUR REFLECTION REPORT

First Name:	**Surname:**	**Date:**

Please complete the following question and reflect on your behaviour.

Circle the answers:

1. What did you do? (Teacher will scribe)

_____
_____
_____

2. Did your behaviour make it hard for you or others to learn?

YES NO

3. How my behaviour made others feel?





4. What I could have done instead? (Teacher will scribe)

_____
_____
_____

YEAR 3-6 STUDENTS
BEHAVIOUR REFLECTION REPORT

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:
Describe what happened and why you made those choices?

_____
_____
_____

What would have been a better choice in that situation?

_____
_____
_____

What would be a fair consequence if you continue to make poor choices?

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

_____
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STUDENT DETAILS

First Name: _____ Surname: _____

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How do you think your teacher felt about this?

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

Did your behaviour impact others? If yes, how?

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_____

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 Coordinator's Signature: _____

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.

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

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Name of Appellant:_____ Signature:_____