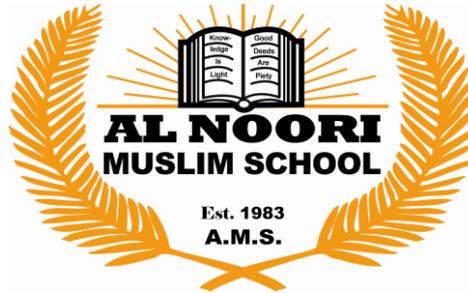


AL NOORI MUSLIM SCHOOL



Discipline Policy

Policies & Documents

Year 2018

Table of Contents

| | |
|---|----|
| Section One | 5 |
| Rationale, Aims and Objectives | 5 |
| Rationale:..... | 5 |
| Aim:..... | 5 |
| Objectives: | 5 |
| Section Two | 6 |
| School, Class and Playground Rules | 6 |
| School Rules..... | 6 |
| Class Rules | 6 |
| Playground Rules..... | 7 |
| Playground Supervisor Roles and Responsibilities:..... | 7 |
| Section Three..... | 8 |
| Roles and Responsibilities of Stakeholders | 8 |
| Teachers’ Roles and Responsibilities:..... | 8 |
| Coordinator Roles and Responsibilities:..... | 8 |
| Deputy Principal’s and/or Welfare Coordinator’s Roles and Responsibilities: | 8 |
| Parents’ Roles and Responsibilities: | 9 |
| Students’ Roles and Responsibilities: | 9 |
| Counsellor’s Roles and Responsibilities..... | 9 |
| Section Four..... | 9 |
| Positive Reinforcement and Whole School Reward Systems..... | 9 |
| Primary Merit System..... | 10 |
| Primary Merit System- Stages | 12 |
| Graphical Representation of the Primary Merit System: | 13 |
| Primary Annual Assembly Awards..... | 14 |
| Secondary Merit System..... | 15 |
| Interpretation of the Secondary Merit System: | 16 |
| 1. Green Merit Award..... | 16 |
| 2. Bronze Award | 16 |
| 3. Silver Award..... | 16 |
| 4. Gold Award | 16 |
| 5. Principal's Award and Letter of Commendation | 16 |
| Graphical Representation of the Secondary Merit System:..... | 17 |

| | |
|--|----|
| Secondary Annual Assembly Awards | 18 |
| Section Five..... | 19 |
| Strategies for Prevention..... | 19 |
| Dealing with Bullying | 20 |
| Section Six- Consequence System | 21 |
| Guidelines for Teachers Dealing with Discipline | 21 |
| Steps in Reinforcing Discipline Policy | 21 |
| Primary Class Behaviour Folders | 22 |
| Steps in Reinforcing the Discipline Policy:..... | 23 |
| Graphical Representation of the Discipline Policy | 24 |
| Graphical Representation of the Discipline Policy: | 25 |
| Corporal Punishment..... | 26 |
| Suspension..... | 26 |
| Expulsion..... | 26 |
| Exclusion | 26 |
| Procedural Fairness | 26 |
| Automatic Incident Report and referral to the Welfare Committee..... | 27 |
| Section Seven: | 27 |
| Intervention Strategies | 27 |
| Class Behaviour that can be managed by Intervention Strategies:..... | 27 |
| Pre Incident Report Intervention strategies..... | 28 |
| Post Incident Report Interventions | 28 |
| Section Eight | 29 |
| Review and Evaluation of this Policy | 29 |
| Stages of Review..... | 29 |
| Section Nine..... | 30 |
| References:..... | 30 |
| Section Ten | 31 |
| Proformas and Appendixes | 31 |
| Incident Reports | 31 |
| Primary School- Consequence system | 31 |
| Primary School- Merit system | 31 |
| Secondary School- Consequence system | 31 |
| Secondary School- Merit system | 31 |

| | |
|--|----|
| Individual Behaviour Card | 32 |
| ‘Learning From Our Mistakes’ | 33 |
| Compliance Letter | 35 |
| Primary School- Yellow, Orange and Red Cards | 36 |
| Primary School- Award Cards | 39 |
| Acceptable Use Policy for mobile phones and other electronic devices | 41 |
| Student Incident Report | 43 |
| Teacher Incident Report | 44 |
| Parent Incident Report | 45 |
| WEEKLY CONTRACT- High School | 47 |
| Student Compliance Sheet | 49 |
| High School- Yellow, Orange and Red Cards | 51 |
| WARNING LETTER..... | 54 |
| High School- Award Cards | 56 |
| Letter of Commendation | 61 |
| Pre- Incident Report Interventions..... | 62 |
| Planned Ignoring..... | 64 |
| Easing Tension Through Humour | 64 |
| Regrouping | 64 |
| Restructuring | 64 |
| Support from Routine..... | 64 |
| Post- Incident Report Interventions | 65 |
| Anger Management Classes | 65 |
| Behaviour Management Contract..... | 65 |
| Working on Self Esteem and Motivation..... | 65 |
| Individual Counselling..... | 65 |
| Peer Support Program..... | 66 |
| Family Intervention and Referral..... | 66 |
| Positive Reinforcement | 66 |
| How to use Positive Reinforcement | 66 |

Section One

Rationale, Aims and Objectives

Rationale:

Students have a right to be safe and happy at school. Likewise, all students must be treated fairly and with dignity at all times. In partnership with parents and students, the staff of Al Noori Muslim School have a shared responsibility for managing students' behaviour and for creating a safe, productive and successful learning community. This policy endeavours to encourage positive behaviour which respects the rights of all students to learn and teachers to teach. This policy indicates that students must accept responsibility for their own behaviour through the realisation that behaviour has consequences. Family member involvement is crucial and staff members are encouraged to liaise with them throughout the disciplinary process. It is intended that this policy will provide clear guidance and expectations to staff, students and parents on matters related to school discipline and, in so doing, prepare students for successful participation in society.

Our religion teaches us self-control, we learn self-control through praying, fasting, zakaat, hajj, etc. There are special times for offering salaah and we pray during these times. At the time of Fajr, we might like to sleep, but we get up and pray. While fasting, we feel hungry and thirsty, but we do not eat or drink anything. Islam teaches us discipline. **Please note that corporal punishment is not permitted and is not used to discipline students. Non-school persons, including parents, must also note that corporal punishment is not permitted and not to be used to enforce discipline at the school.** All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness and involves parents in the processes of procedural fairness for suspension and expulsion. (see Section 6)

Aim:

To create a safe, secure and happy school environment, where all students are respected and acknowledge responsibility for their actions and behaviour.

Objectives:

- To ensure a safe school environment free from harassment, violence and bullying.
- To develop high self esteem in all individuals.
- To encourage students to learn and allow teachers to teach effectively.
- To clearly guide staff members dealing with discipline issues.
- To establish a proactive system of consistent rewards and consequences for students.
- To develop the use of non violent conflict resolution skills between students.
- To establish and support a strong home/school partnership for school discipline.
- To encourage positive intervention strategies for non compliant students.
- To empower students to give their opinion of some aspects of the discipline policy.

Section Two

School, Class and Playground Rules

Al Noori Muslim School has embedded and maintained a school Discipline Code. Students are expected to meet the school's Discipline Code in classrooms, the playground, representing the school, on excursions and while travelling to and from school.

School Rules

1. Al-Ijtihad الإجتihad (Hard Work) - Strive to achieve excellence.
2. Al-Adab الأداب (Manners) - Be respectful, polite and well mannered at all times.
3. Taa'h الطاعة (Obedience) - Follow instructions of teachers.
4. Ist'zan الإستئذان (Seeking Permission) - Seek permission from your teacher.
5. Ihtiram الإحترام (Respect) - Respect the environment and its surroundings.
6. Alihtimam الإهتمام (Care and compassion) - Care for self and others.

The above rules are part of The Moral Education Program taught at the school.

Class Rules

Good classroom practices such as adequate preparation, established routines, control of movement, insistence on manners and consistency will prevent many problems. Positive feedback and praising good behaviour are significant reinforcers.

Where a child shows persistent misbehaviour:

- Check that the program is meeting their individual needs
- Check health issues
- Check home background
- Check issues with the student
- Discuss issues with other staff, especially previous teacher
- Report to relevant coordinator and then to the Welfare Coordinator and/or Deputy Principal
- Follow school disciplining system

Students must follow a set of class rules, rules are as follows:

1. Be in the right place at the right time.
2. Follow teacher directions.
3. Raise hand and wait before speaking.
4. Look after people and property.
5. Complete set tasks.

These class rules can be used throughout the year, daily reinforcement of class rules is necessary.

Playground Rules

Al Noori Muslim School has a set of playground procedures and rules, these include:

1. No hat no play.
2. We remain seated while eating.
3. We keep our hands and feet to our self.
4. We use the toilets quickly and leave.
5. We do not walk on seats or benches.
6. We keep our area clean.

Playground Supervisor Roles and Responsibilities:

- Familiarise yourselves with effective management strategies for dealing with poor behaviour in the playground.
- Be prompt to your duty.
- Acknowledge and follow up complaints made by students.

For continued misbehaviour:

- Send child/children to sit on a time-out bench.
- Make sure you record names and incidents and inform class teachers of these students and of the incident.
- Major incidences must be reported to the relevant Coordinator.

Other important tips for playground duty:

- Always carry a loud hailer and a first-aid bag.
- Send injured students to the first aid office in cases where injuries cannot be treated by the supplies in the first aid bag.
- Teachers should actively supervise the duty area.
- Acknowledge and follow-up complaints made by children.
- If children are fighting, send a student to call for assistance; try to defuse the situation but do not put yourself at risk and send audience away.
- Serious incidents/ injuries are to be recorded using an incident report.

Section Three

Roles and Responsibilities of Stakeholders

Discipline is part of a child's life. Students will need to be supported by school staff and parents alike. It would be counterproductive to introduce a system for a child at school which is not followed through at home. Students need to be consistently reminded of rules to enable them to learn to follow the correct behaviour.

Teachers' Roles and Responsibilities:

- The success of any disciplinary education depends on a clear and comprehensive policy and on the staff who oversee and implement this policy. The class teacher plays a very important role in disciplining students. This is because of the special relationship that develops between the class teacher and the students through the learning process and the time they spend together. The class teacher, more than anyone else in the school, can observe the development of the child and can sense any positive or negative tendencies in his/her personality. The class teacher can then design strategies to develop the child's personality utilising the points of strength and weakness in the child.
- Support teachers must familiarise themselves with the school's disciplinary procedures and strategies. However, they should report to the class teacher any major incident in order to be added to student records.
- Duty teachers in the play ground or at home time should follow up with any disciplinary issues and also report it to the class teacher for record keeping purposes. Persistent playground misbehaviour must be reported to the Deputy Principal¹ and/or the welfare coordinator.

Coordinator Roles and Responsibilities:

Coordinators are to assist teachers when dealing with disciplinary matters. They are to advise staff of various behaviour management techniques and follow-up on incident reports written by teachers. They are to meet with teachers and parents at particular points of the discipline process and assist them in devising an individual action plan.

Deputy Principal's and/or Welfare Coordinator's Roles and Responsibilities:

- The Principal, Deputy Principal and/or Welfare Coordinator play a key role in the implementation of the school discipline policy, to collate strategies and interventions as developed by the team around the student. If these interventions and strategies are successful, the student should not continue with the negative behaviour. The deputy principal and/or welfare coordinators supervise the disciplinary and welfare aspects of the educational process.
- Primarily, the deputy principal and/or welfare coordinators will monitor positive reinforcement and token reward systems that are taking place in the school. If and when intolerable negative behaviour is evident, the deputy principal and/or welfare coordinator will take lead of the disciplining system in consultation with the school principal.

¹ Disciplinary matters may be dealt with by the Welfare Coordinator or the Deputy Principal.

Parents' Roles and Responsibilities:

Al Noori Muslim School is not solely responsible for developing socially acceptable behaviour in students. This is a shared responsibility of parents and students in partnership with teachers, and the school. Parents are expected to support the school in establishing this partnership and helping to implement this policy. Parents have a critical role in the student's education. They must be included as partners in planning for the student's success. Parents play a vital part in giving students the correct foundation and background of rules and boundaries. When parents are successful in utilising positive parenting techniques, children will be accustomed to working with rules and will not be resistant to such boundaries in the school system. Al Noori Muslim School will ensure that parents are able to develop parenting skills through workshops and information sessions. They are able to contact the school at any time to seek further information.

Some parents will be consulted in the review process of this policy.

Students' Roles and Responsibilities:

Although students are the target of the discipline policy, they should be gradually taught to share in the responsibility for their choices and actions. They have the right to know the rules and the consequences of their action. They also have the duty to respect these rules and follow them. Students should be encouraged to discuss the issue of fairness in following the discipline procedure.

SRC students will be involved in some items in the review process of this policy.

Counsellor's Roles and Responsibilities

The school counsellor offers counselling to students when class teachers identify issues that are compromising the child's learning. When issues are identified the teacher must complete the referral form (see counselling policy) and parental consent must always be obtained before any form of counselling begins. The class teacher enlists the support of the school counsellor to work concurrently to develop a behaviour modification plan. The counsellor studies the case of the child and recommends an action plan that may involve parents, teachers, the counsellor and the child.

Section Four

Positive Reinforcement and Whole School Reward Systems

Positive reinforcement adds a stimulus that increases the likelihood of the required behaviour occurring in the future. Some of the things which can generally act as positive reinforcers include praise, stickers, stamps, comments and so on.

Positive communication is a tool to reinforce good behaviour and eliminate bad behaviour; it builds self-esteem and inspires confidence in children. Children's feelings of esteem are highly influenced by their interaction and relationship with their teachers. All children need to feel loved and accepted and this is communicated in the manner of speaking.

Ensure you:

- Face the child and maintain eye contact.
- Always allow the child to finish talking and complete his/her statements.

- "Labelling is disabling" — label the behaviour instead of the child. Incorrect: "Bilal, you are a bad boy." Correct: "Bilal, it is irresponsible to leave your books all over the place."
- Help the child learn to talk positively.
- Try to start your statements with a reinforcer, such as, "Sara, you are a very bright girl; now, let's talk about the best way to get your homework finished." People are more responsive to positive statements, but make sure your compliments are truthful. Children, as well as adults, will see through false flattery.

Primary Merit System

Al Noori Muslim School has maintained a whole school approach to the rewarding system which is in addition to in-class reward systems that individual teachers may have. These practices are designed to acknowledge, reinforce and promote positive behaviour. These include;

Teacher praise

Appropriate social behaviours and attitudes are recognised by class teachers verbally

Principal's awards

Principal awards will be presented to students for exceptional individual achievement, consistent effort and achievement over time that is brought to the attention of the principal by teachers.

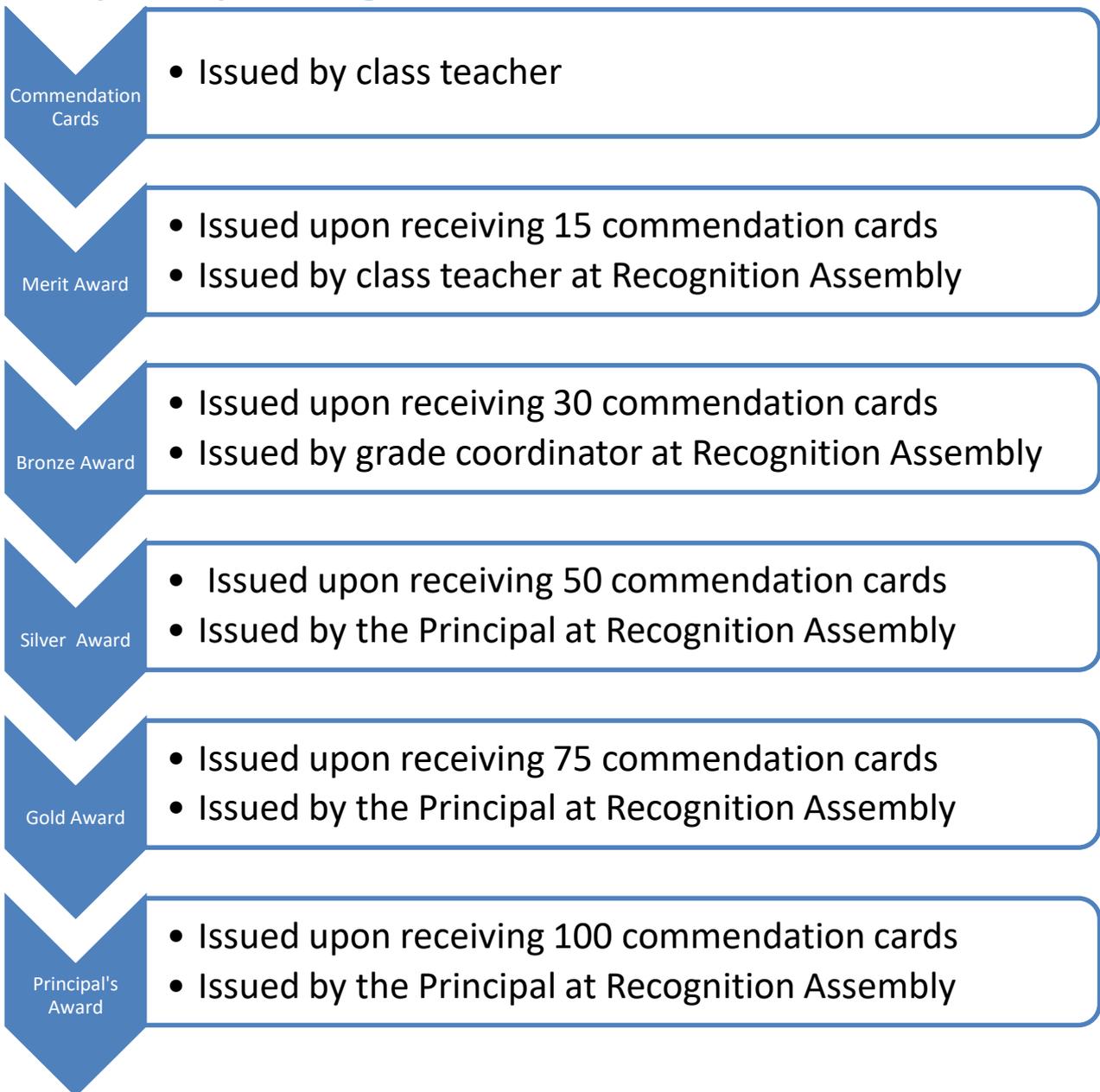
Principal awards will also be presented to particular classes and grades that demonstrate exceptional behaviour and academic success.

The commendation card system

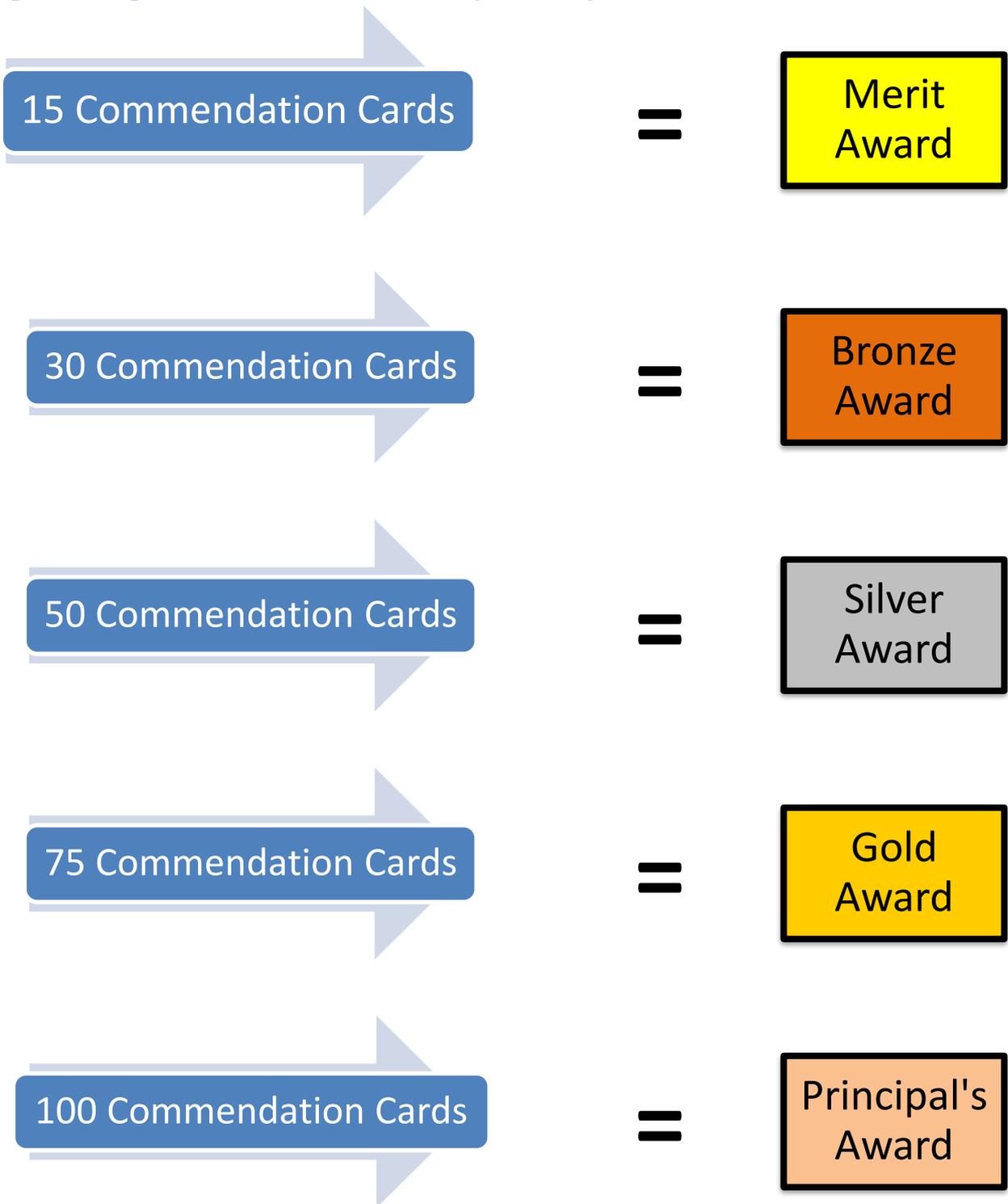
- Students are to be given a commendation book at the beginning of the year. In this book the student will paste and number the amount of commendation cards they receive. Every class/subject teacher is expected to give a few commendation cards daily to class members demonstrating exceptional behaviour
- Once a student has received 15 commendation cards he/she will attain a merit award during assembly.
- Once a student has received 30 commendation cards he/she will attain a bronze award during assembly.
- Once a student has received 50 commendation cards he/she will attain a silver award during assembly.
- Once a student has received 75 commendation cards he/she will attain a gold award during assembly.
- Once a student has received 100 commendation cards he/she will attain a principal's award during assembly.

| Type of Award | Colour | Value |
|--------------------------|--------|---|
| Commendation Card | Green | Students can accumulate them during the year. |
| Merit Award | Yellow | 15 Commendation Cards |
| Bronze Award | Bronze | 30 Commendation Cards |
| Silver Award | Silver | 50 Commendation Cards |
| Gold Award | Gold | 75 Commendation Cards |

Primary Merit System- Stages



Graphical Representation of the Primary Merit System:



Primary Annual Assembly Awards

Students have the opportunity to receive several awards, certificates and trophies at the end of each year.

These awards include;

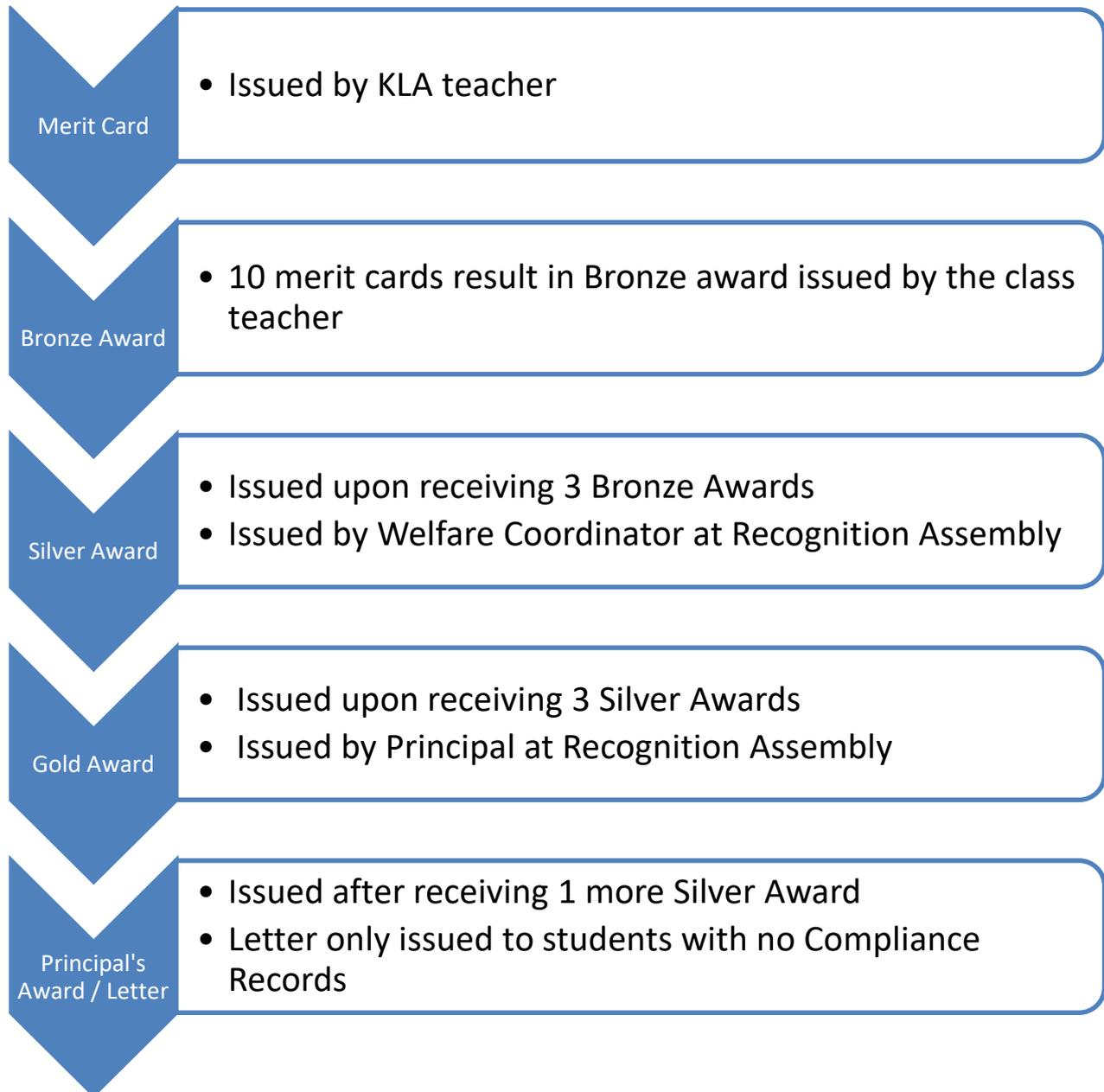
| Category | Type of Award | Criterion |
|------------------------------------|---------------|---|
| Principal's Special Award | Trophy | Highest number of commendation cards |
| Academic Excellence | Trophy | Highest overall marks |
| Islamic Studies² | Trophy | Highest overall marks |
| Arabic³ | Trophy | Highest overall marks |
| Citizenship Award | Medal | Student who is reliable, trustworthy etc. |
| Sportsmanship | Medal | Student who displays exemplary sportsmanship. |
| ICT Award⁴ | Medal | Highest overall marks |
| Leadership Award | Trophy | Student who displays exemplary leadership skills. |
| Teacher's Special Award | Trophy | Teacher's choice for most improved etc. |

² To be completed by Islamic Studies staff

³ To be completed by Arabic Language staff

⁴ To be completed by ICT teacher

Secondary Merit System



Notes:

- All merit awards must be signed by issuing teacher and collected by class teachers upon reaching the next level.

Interpretation of the Secondary Merit System:

1. Green Merit Award

- Issued by the KLA teacher
- Student takes 10 Green Merit Awards to class teacher, the teacher collects the awards and issues the Bronze award.
- Student is issued with a Bronze Award.

2. Bronze Award

- Student takes 10 Green Merit Awards to class teacher, the teacher collects the awards and issues the Bronze Award.

3. Silver Award

- Issued for achieving 3 Bronze Awards
- Students present the 3 Bronze Awards to the class teacher and the class teacher passes the awards onto the Welfare Coordinator.
- Silver Awards are issued at Recognition Assemblies by the Welfare Coordinator.

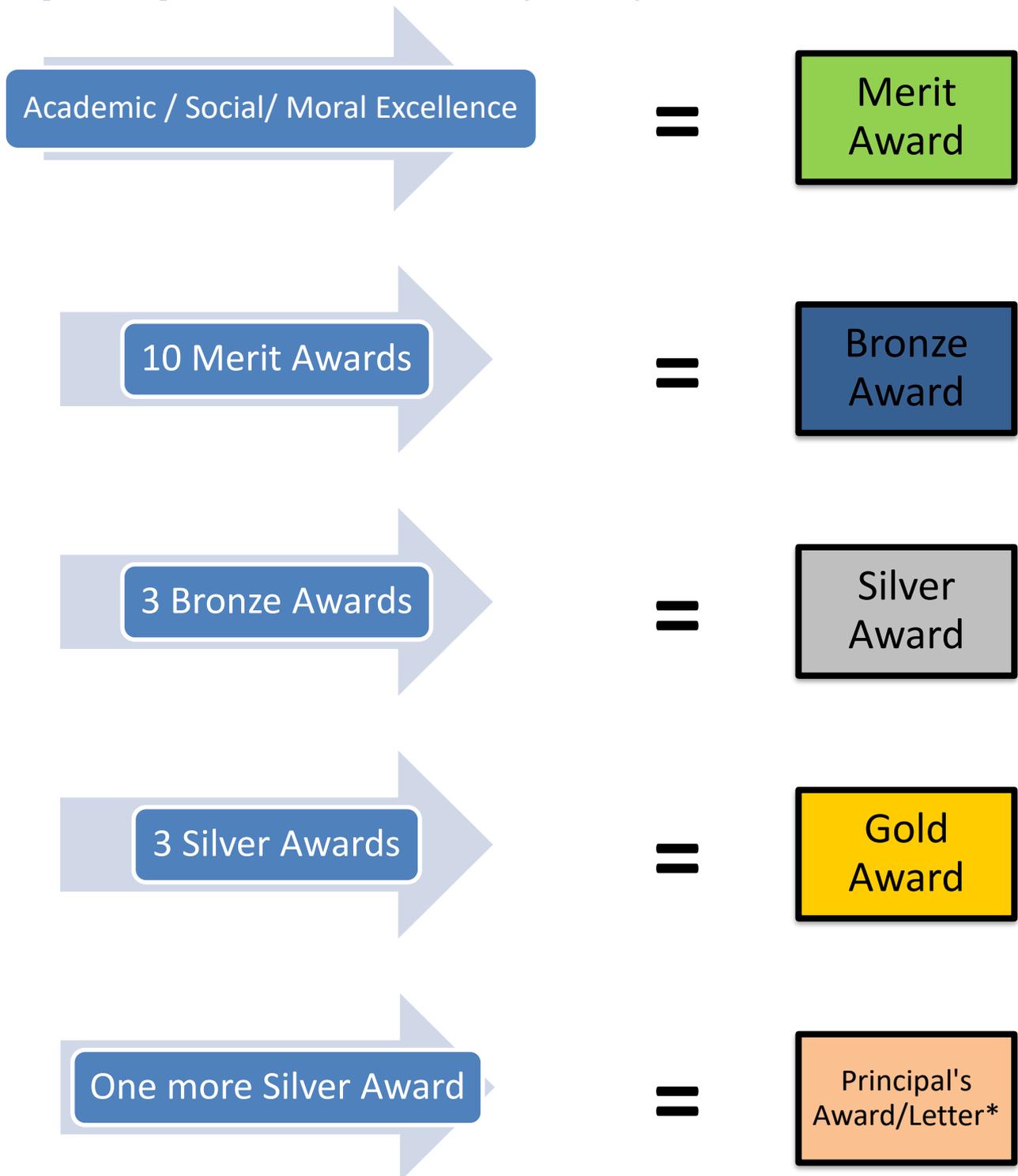
4. Gold Award

- Issued for achieving 3 Silver Awards.
- Students present the 3 Silver Awards to the class teacher and the class teacher passes the awards onto the Welfare Coordinator.
- Gold Awards are issued at Recognition Assemblies by the Principal.

5. Principal's Award and Letter of Commendation

- Issued after achieving one more Silver Award after achieving a Gold Award.
- Students present the Gold and Silver Awards to the class teacher and the class teacher passes the awards onto the Welfare Coordinator.
- The Principal's award/letter is issued at Recognition Assemblies by the Principal.
- Students can only achieve a Principal's Letter of Commendation provided no compliance records have been issued to the student.

Graphical Representation of the Secondary Merit System:



* Letter of Commendation only issued to students with no Compliance Records.

Secondary Annual Assembly Awards

Students have the opportunity to receive several awards, certificates and trophies at the end of each year.

These awards include;

| Category | Type of Award | Criterion |
|--|---------------|--|
| Dux of the Year | Trophy | Highest overall marks |
| Principal's Special Award | Trophy | Highest number of merit awards per class |
| Academic Excellence Award Subject Names ⁵ : Mathematics English Science PDHPE Geography History Visual Arts Music Technology Arabic Islamic Studies IST Commerce | Trophy | Ranked 1 st in each KLA |
| Rising Star Award⁶ Subject Names: Mathematics English Science PDHPE Geography History Visual Arts Music Technology Arabic Islamic Studies IST Commerce | Trophy | Most improved in each KLA |
| Citizenship Award | Trophy | Behaviour/morals/school spirit/volunteering |
| Sportsperson Award | Medal | Carnival results and Highest achievers in PE |

⁵ Other subjects may be offered.

⁶ Must be awarded to the most improved student however, the student must have improved by at least two grade levels over the course of the year eg from 'E' to a 'C'.

Section Five

Strategies for Prevention

When dealing with discipline, try not to set upon using a discipline system right away, as student’s motivation to continue trying to improve will diminish quickly. In your classroom, there are many great strategies for preventing misbehaviour and negative behaviour. Positive reinforcement plays a major role, which you can read about in the Positive Reinforcement section of this Discipline Policy. Each teacher has their own strengths in prevention, try them all and see what works for you and your class.

| Dos | Don'ts |
|---|---|
| <ul style="list-style-type: none"> • Develop a few easy to understand class rules. • Be consistent. Students must understand that there is a point beyond which they must not proceed. • Keep your room clean, neat and orderly. • Be active, sit down minimally and never ignore your class. • Prepare your work well to keep yourself confident. • Vary your teaching methods, student will not listen to you talking for 40 minutes. • Be fair • Always give positive reinforcement (See Positive Reinforcement section) • Refer to the school rules often and make your own class rules. • Praise your students well, it is rarely forgotten by students. • Develop a wondering eye. Do not stare at one part of the room all the time. Similarly, take up a position where you can observe all the class and train yourself to see that your back is not towards any one group for any length of time. • Do model the correct behaviour. Students can only implement what they learn from the environment around them. You may not be able to control their home environments, but you can set the standard in your classroom. • Consequences must be clear, appropriate and immediate. • Give warnings before any consequence, if you do not it may lead to resentment. • If there is persistent misbehaviour, check a student’s background. • Be sure you have the attention of everyone in your classroom before you start your lesson. | <ul style="list-style-type: none"> • Do not physically harm the student, corporal punishment is not to be used by any staff member. • Do not suggest or agree to corporal punishment as a consequence within or outside the school environment. • There is a fine line between being professional and being friendly. Being too friendly may cause problems later and blur the lines in relationships. • Do not allow minor infringements to interrupt a lesson. A signal to the offender, a quick firm look, a pause, asking a question to the offender, a movement towards the offender, often stops a problem before it grows. • Do not be late. Punctuality of teacher will prevent many behaviour problems. • Do not lecture or nag students, as resistance and rebellion may grow. • Do not stand a pupil outside your classroom or at the front of your class as they may be hoping to avoid work. • Do not send students to another teacher too often as students will become desensitized to this. • Do not ask students to do futile tasks as punishment. Give them something constructive. For example, write about what you did wrong using different text types. Do not use work in another subject as punishment, as students will have negative connotations towards this. • Do not humiliate a student, it is a form of emotional abuse, which is illegal • Never back students into a corner • Do not use collective punishment. |

- | | |
|--|--|
| <ul style="list-style-type: none">• Begin your lesson using a quieter voice than normal.• Give direct instruction.• Use non-verbal cues to get attention.• Make your classroom a fun, colourful environment, it promotes learning.• Use assertive I-Messages which focus the student's attention first and foremost on the behaviour he wants, not on the misbehaviour. "I want you to..." or "I need you to..." or "I expect you to..." | <ul style="list-style-type: none">• Do not prevent students from participating in sports or any other curriculum related activity as a form of punishment. |
|--|--|

Dealing with Bullying

Bullying is a form of aggressive behaviour which is usually hurtful and deliberate; it is persistent and involves a power imbalance. The underlying motive of most bullying behaviour is an abuse of power and a desire to intimidate and dominate. Bullying may involve kicking, hitting, use of force, teasing, making rude gestures, name-calling, and exclusion. The school adopts a zero tolerance approach to bullying. Any cases of bullying are to be referred immediately to the relevant coordinator who will follow through with the appropriate disciplinary action in consultation with the principal.

Section Six- Consequence System

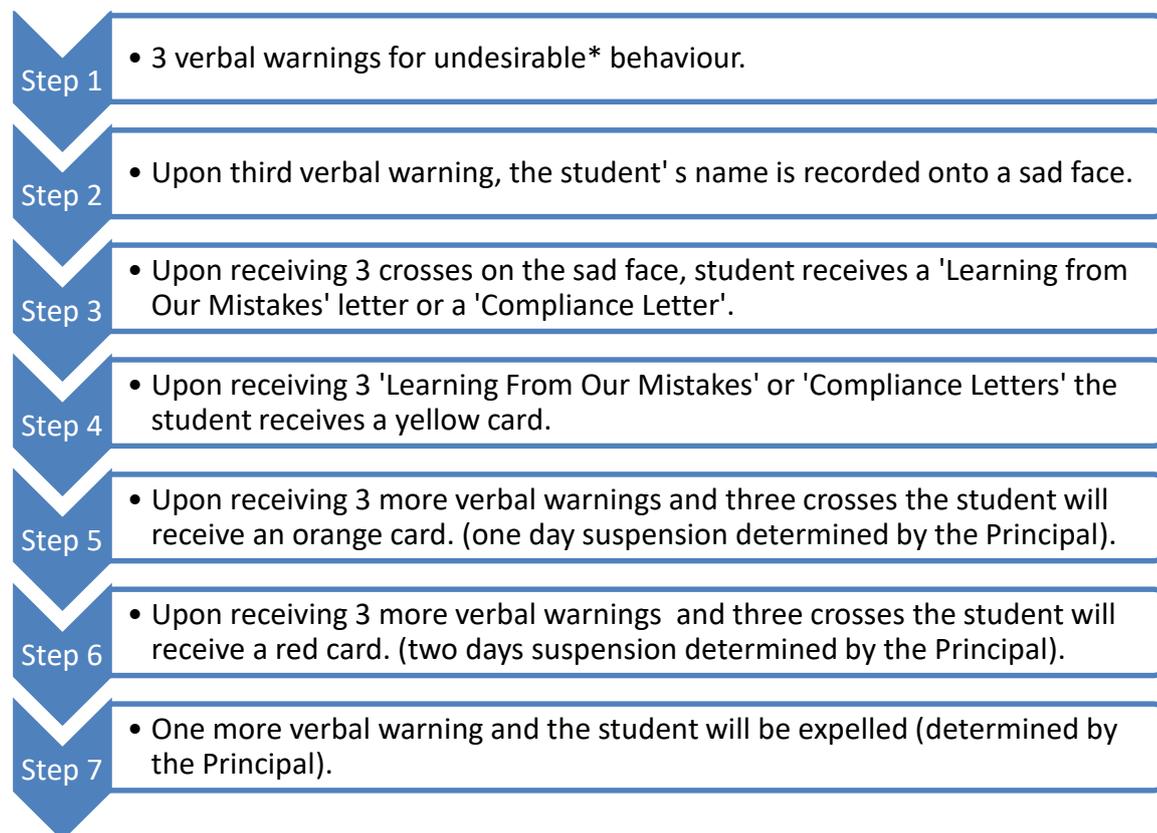
Guidelines for Teachers Dealing with Discipline

Although each class teacher has their own way of disciplining students in their respective classrooms, there needs to be a singular system that encourages both positive and negative reinforcement strategies to develop correct behaviours in students. All classrooms need to develop their own strategies (see Strategies for Prevention, Section Five). Unfortunately, behaviour in some students can sometimes get out of hand in the classroom or in the playground, especially as there are so many contributing factors leading to inappropriate behaviour in a student's life.

Hence, the following is a procedure for teachers and staff to follow when dealing with undesirable behaviours.

Steps in Reinforcing Discipline Policy

Primary School



* Undesirable behaviour includes: breaking any of the classroom, playground or school rules, untidy work, failure to wear full school uniform, incomplete homework, foul language, graffiti, bringing inappropriate material to school etc.

*Certain undesirable behaviours will be exempt from this process and may require immediate suspension or expulsion (refer to page 27 for Guideline Exemptions).

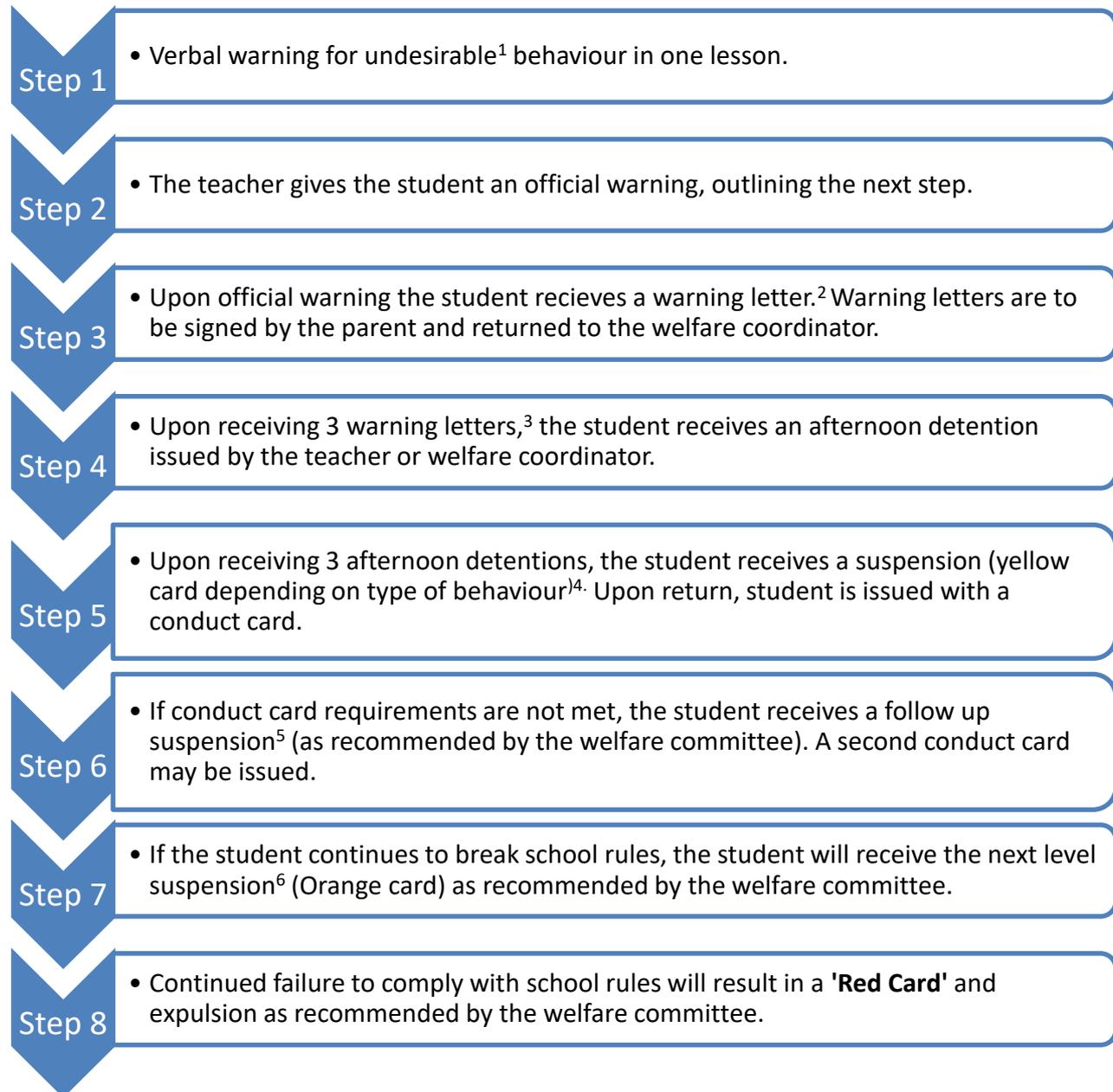
Refer to page 26 for definitions of suspension, expulsion and exclusion.

Primary Class Behaviour Folders

Each K-6 class teacher maintains a class behaviour folder which includes individual behaviour cards for each student. The behaviour card is to be used as a log to record all occasions in which school rules have been broken. The log must be completed by recording the incident, consequence and follow-up. The welfare coordinator and/or deputy principal will always ask for the class behaviour folder when they are involved in an investigation.

Secondary School

Steps in Reinforcing the Discipline Policy:



¹ Undesirable behaviour includes: breaking any of the classroom, playground or school rules, untidy work, failure to wear full school uniform, incomplete homework, foul language, graffiti, bringing inappropriate material to school, chewing gum, phone possession, etc.

² Re-occurring issues may constitute an immediate warning letter.

³ The welfare committee, may, at its discretion, vary the disciplinary process depending on a student's individual record.

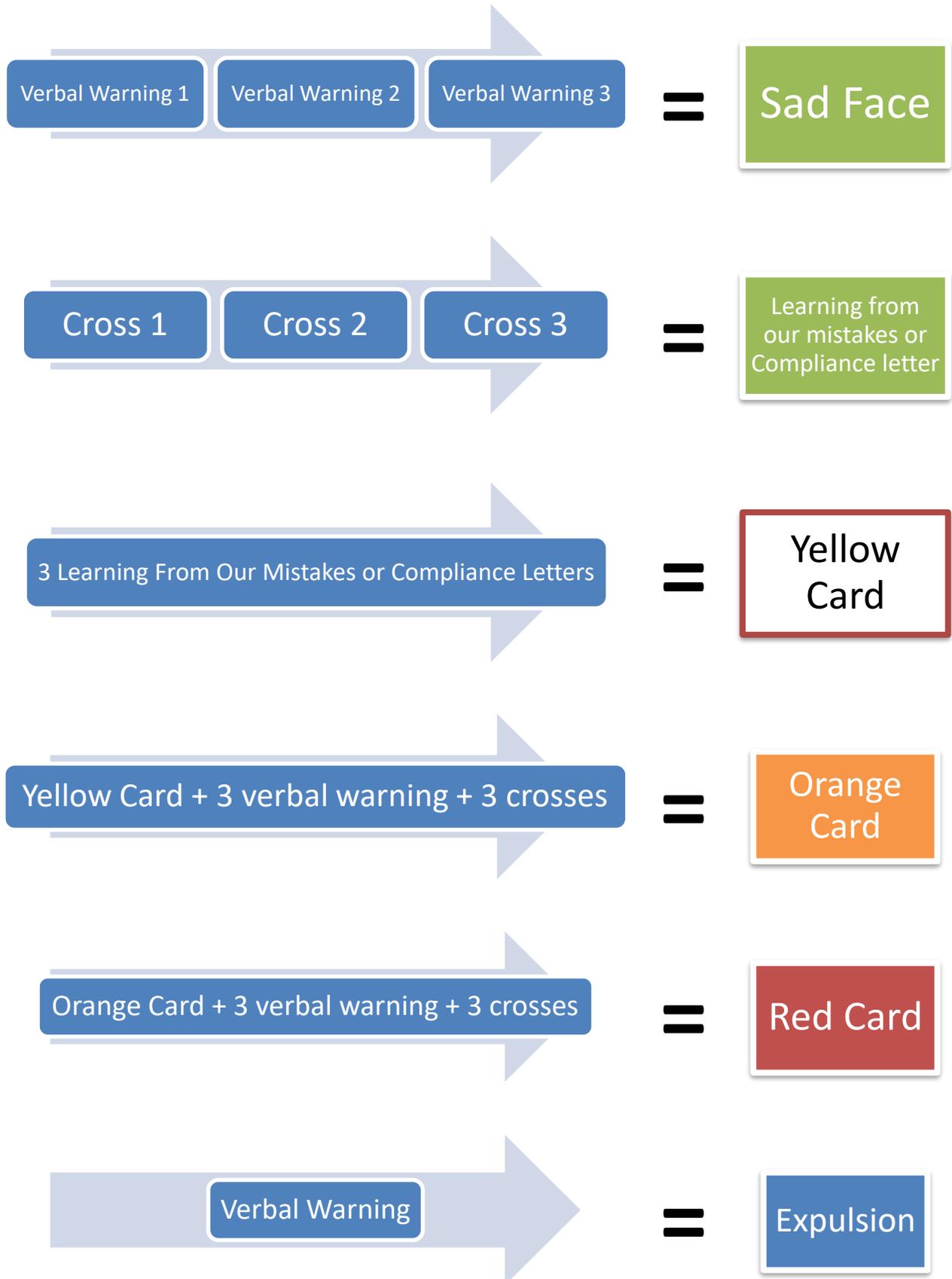
⁴ At times, students are placed on contracts after receiving any card. This will allow for monitoring of behaviour.

⁵ Certain undesirable behaviour will be exempt from this process and may require immediate suspension or expulsion*.

⁶ Recommendations for suspension or expulsion will be made by the welfare committee for the principal to consider.

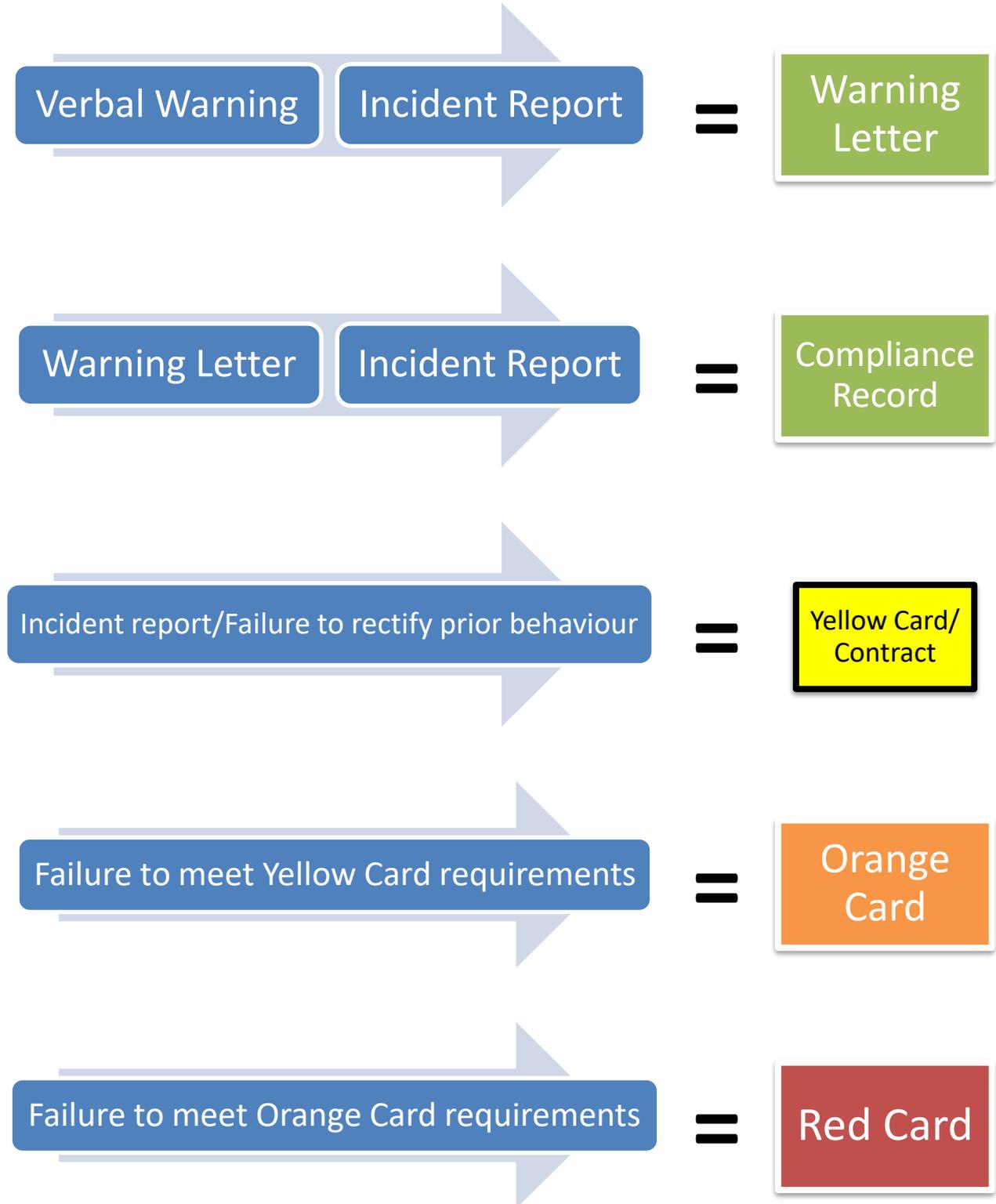
*Refer to page 27 for Guideline Exemptions.

Graphical Representation of the Discipline Policy Primary School



Secondary School

Graphical Representation of the Discipline Policy:



Corporal Punishment

In line with government legislation *Corporal Punishment* is totally prohibited in this policy. In addition, the policy does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. Any incidents of corporal punishment carried out by non-school persons, that the school is made aware of, will be immediately reported to the relevant authorities.

Suspension

Suspension is a temporary removal of a student from all of the classes that a student would normally attend at Al Noori Muslim School for a set period of time.

Expulsion

Expulsion is the permanent removal of a student from Al Noori Muslim School.

Exclusion

Exclusion is the act of preventing a student's admission to a number of schools. In extreme circumstances, the principal of Al Noori Muslim School may make a submission to an appropriate authority, recommending the permanent exclusion of a student from the registration system of which the school is a member.

Definitions adopted from the Registered and Accredited Individual Non-government Schools (NSW) Manual

Procedural Fairness

In its procedures this policy seeks to achieve the highest level of *procedural fairness* to all members of the school community in accordance with the legislation. The imposition of penalties including suspension, expulsion and exclusion, adhere to the 'hearing rule' and students are given the right to an 'unbiased decision'. That is, persons involved in cases where allegations of misconduct have been made have the right to:

- know the allegation related to the matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations
- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker

The school's policies and procedures are made available to students and parents/caregivers relating to disciplinary matters at the beginning of each year through annual parent information sessions.

The Principal and/ or Deputy Principal conducts an investigation into matters where allegations have been made and the Principal, based on a thorough investigation, reasonably and objectively makes a decision as to the consequences. Parents are invited to attend interviews where the matter is discussed further. The key points of the interview/discussion are noted and saved onto the school's server.

Guideline Exemptions:

Below is a list of behaviours that are exempt from the outlines process and alternatively require automatic incident report and possible immediate suspension or expulsion.

Automatic Incident Report⁷ and referral to the Welfare Committee/Possible Immediate Suspension or Expulsion

- Severe hitting of students or teachers
- Evident Bullying
- Stealing
- Swearing
- Chewing gum at school or during school events is sufficient ground for immediate suspension
- Verbal abuse towards teachers and/or peers
- Access or possession of inappropriate materials
- Access or possession of inappropriate substances
- Inappropriate mixing of genders (as determined by the school)
- Lighting fires
- Sustained damage⁸ to school property
- Wilful damage of school property is sufficient ground for immediate expulsion
- Distributing pornography and /or access of pornography
- Sexual or violent abuse of other students
- Possession of a suspected illegal substance
- Possession of a weapon
- Sexually suggestive behaviour which contradicts Islamic Ethos (as determined by the school)
- Use of phones or other electronic devices inappropriately
- Other types of extreme negative behaviour (up to the discretion of teachers and welfare committee)

Section Seven:

Intervention Strategies

Following a written sad face/ verbal warning, an intervention strategy must be chosen and used by the teacher as a consequence for that negative behaviour.

Some intervention strategies outlined may be already used by teachers. There are many interventions that teachers may like to use. Al Noori Muslim School has many resources in the library which can aide intervention, if teachers require further strategies the school counsellor is available to provide further support.

Class Behaviour that can be managed by Intervention Strategies:

(Generally, incident reports are not needed)

- Calling out
- Running in class
- Talking in class
- Throwing objects
- Screaming
- Moving out of place/seat
- Touching others

⁷ Incident reports must be completed by all students, parents and teachers involved and remain as property of the school.

⁸ Parents will be required to pay for the damaged property. If unpaid, like school fees, this could affect the enrolment status of the student .

- Fiddling with objects
- Drawing on the board without permission
- Touching or using teacher or peer property without permission
- Jumping in class
- Standing on tables and chairs (Infants)

Pre Incident Report Intervention strategies

These interventions can be used to prevent bad behaviour from escalating (See Appendix for more information).

- [Allow the Student a 'Cool-Down' Break](#) (Long, Morse, & Newman, 1980).
- [Ask Open-Ended Questions](#) (Lanceley, 2001).
- [Assign a Reflective 'Processing' Essay After Misbehavior](#) (Boynton & Boynton, 2005; Mayer & Ybarra, 2004; Walker, Colvin, & Ramsey, 1995).
- [Do Not Get Entangled in Arguments](#) (Walker & Walker, 1991).
- [Emphasise the Positive in Teacher Requests](#) (Braithwaite, 2001).
- [Increase 'Reinforcement' Quality of the Classroom](#) (Dunlap & Kern, 1996; Mayer & Ybarra, 2004).
- [Proactively Interrupt the Student's Anger Early in the Escalation Cycle](#) (Long, Morse, & Newman, 1980; Walker, Colvin, & Ramsey, 1995).
- [Relax Before Responding](#) (Braithwaite, 2001).
- [Use Non-Verbal and Para-Verbal Behaviors to Defuse Potential Confrontations](#) (Braithwaite, 2001; Long, Morse, & Newman, 1980; Walker, Colvin, & Ramsey, 1995).
- [Validate the Student's Emotion by Acknowledging It](#) (Lanceley, 1999).
- Planned ignoring
- Easing tension through humour
- Regrouping
- Restructuring
- Support from routine
- Time-out (in class/playground)
- Send child to buddy class for time-out
- Detention
- Loss of privilege

Post Incident Report Interventions

Post Incident Report Interventions are designed jointly with the deputy principal and/or welfare coordinator, parents, teachers, student and school counsellor alike. Interventions will be chosen depending on the behaviour and history of each student. Interventions may include the following, but will be determined at the time of the incident. Parents will be called to the school to discuss interventions that will take place both at school and at home, to constantly reinforce the correct behaviour for the child.

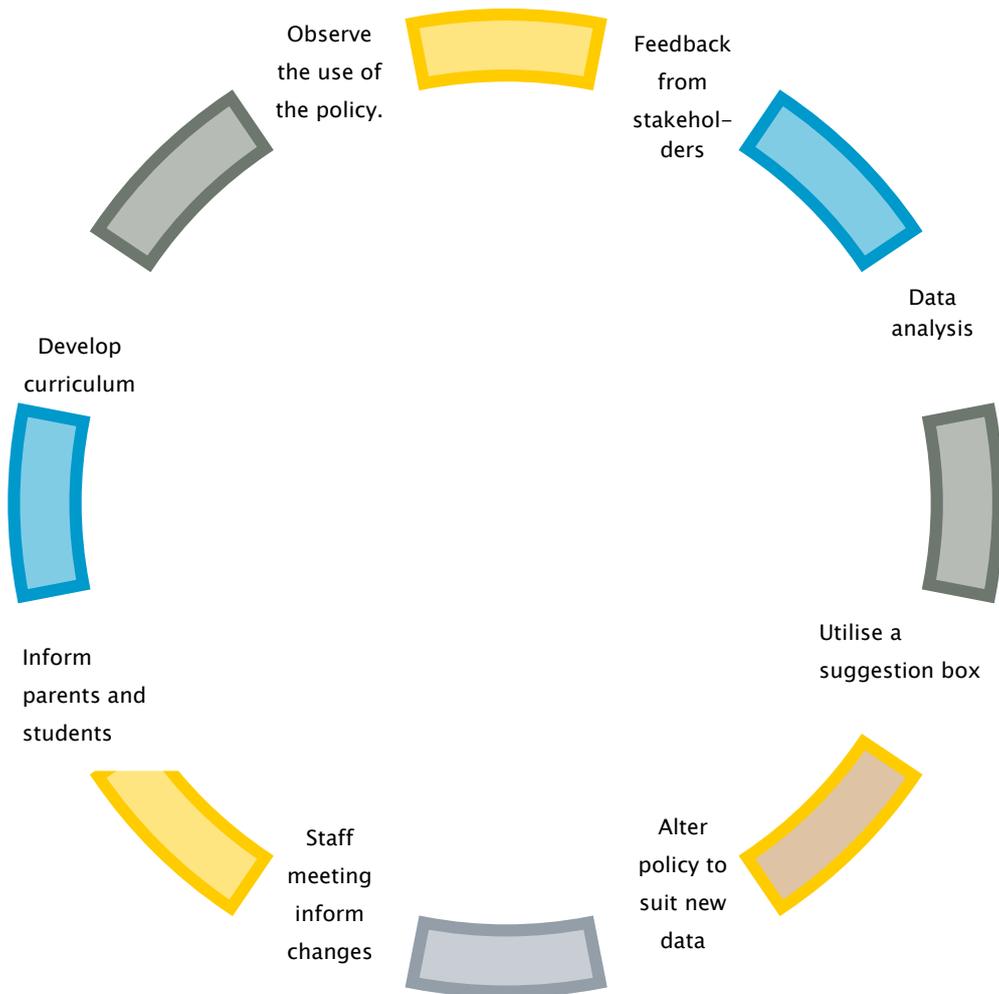
- Anger Management Classes
- Behaviour Management Contract, (Walker, Colvin, & Ramsey, 1995)
- Working on Self Esteem and Motivation
- Individual Counselling
- Peer Support Program
- Family Intervention and Referral

Section Eight

Review and Evaluation of this Policy

This policy is to be evaluated and reviewed on a yearly basis.

Stages of Review



Section Nine

References:

- Long, N.J., Morse, W.C., Newman, R.G. (1980). Conflict in the classroom. Belmont, CA: Wadsworth Publishing Company.
- Lanceley, F.J. (1999). On-scene guide for crisis negotiators. Boca Raton, FL: CRC Press.
- Boynton, M. & Boynton, C. (2005). The educator's guide to preventing and solving discipline problems. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mayer, G.R. & Ybarra, W. J. (2004). Teaching alternative behaviours school wide: A resource guide to prevent discipline problems. Los Angeles, CA: Los Angeles County Office of Education. Retrieved March 19, 2006, from http://www.lacoe.edu/includes/templates/document_frame.cfm?toURL=/DocsForms/20031008084414_TA_BS.pdf
- Walker, H. M., Colvin, G., Ramsey, E. (1995). Antisocial behaviour in school: Strategies and best practices. Pacific Grove, CA: Brooks/Cole Publishing.
- Walker, H.M., & Walker, J.E. (1991). Coping with noncompliance in the classroom: A positive approach for teachers. Austin, TX: Pro-Ed, Inc.
- Braithwaite, R. (2001). Managing aggression. New York: Routledge.
- Dunlap, G., & Kern, L. (1996). Modifying instructional activities to promote desirable behavior: A conceptual and practical framework. *School Psychology Quarterly*, 11, 297-312.
- Maag, J.W. (1999) Behaviour Management: From theoretical implications to practical applications. San Diego: Singular Press.
- Maag, J.W. (2001a) Powerful struggles: Managing resistance, building rapport. Longmont, CO: Sopris West.
- Maag, J.W. (2001b). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children*, 67 (2), 173-86.
- Mayer, G.R. & Ybarra, W. J. (2004). Teaching alternative behaviors schoolwide: A resource guide to prevent discipline problems. Los Angeles, CA: Los Angeles County Office of Education. Retrieved March 19, 2006, from http://www.lacoe.edu/includes/templates/document_frame.cfm?toURL=/DocsForms/20031008084414_TA_BS.pdf
- Rhode, G., Jensen, W., & Reavis, H.K. (1996). The tough kid book: Practical classroom management strategies. Longmont, Colorado: Sopris West.

Section Ten

Proformas and Appendixes

Incident Reports

Proformas include the following

- Student incident report
- Teacher incident report
- Parent incident report

Primary School- Consequence system

Proformas include the following:

- Learning From Our Mistakes
- Compliance letter
- Yellow Card
- Orange Card
- Red Card

Primary School- Merit system

- Commendation cards
- Merit award
- Bronze award
- Silver award
- Gold award
- Principal's award

Secondary School- Consequence system

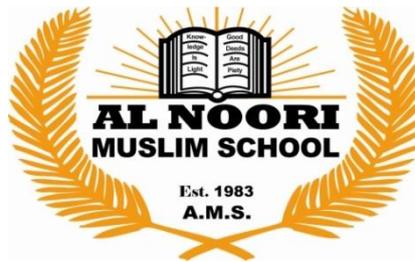
Proformas include the following

- Acceptable Use Policy for mobile phones and other electronic devices
- Warning letter
- Student Compliance Record Proforma
- Weekly Contract Proforma
- Yellow Card
- Orange Card
- Red Card

Secondary School- Merit system

Proformas include the following

- Merit card
- Bronze award
- Silver award
- Gold award
- Principal's award/ letter



'Learning From Our Mistakes'

Student _____ Teacher _____ Date _____

1) What did you do?

2) What was the result of your behaviour?

3) Who is responsible for what you did?

4) Are you sorry for what you did? Why?

5) How can you make up for what you did wrong?

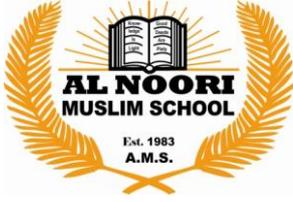
6) What could you do instead next time?

7) What do you have to do now? Why?

Parents' Signature: _____

Returned on: _____

Follow up _____

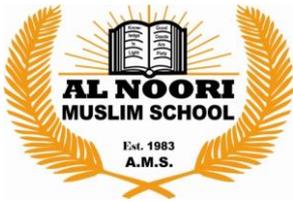


**AL NOORI
MUSLIM SCHOOL**
Est. 1983
A.M.S.

**COMMENDATION
CARD**

PRESENTED TO: _____

TEACHER'S SIGNATURE: _____

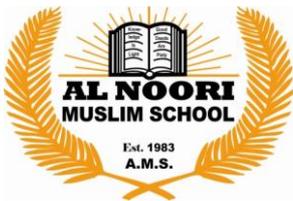


**AL NOORI
MUSLIM SCHOOL**
Est. 1983
A.M.S.

**COMMENDATION
CARD**

PRESENTED TO: _____

TEACHER'S SIGNATURE: _____

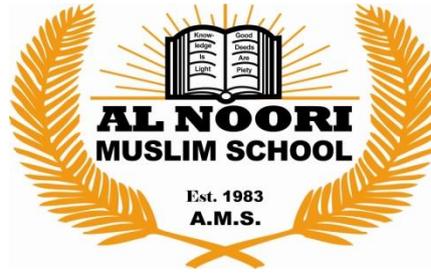


**AL NOORI
MUSLIM SCHOOL**
Est. 1983
A.M.S.

**COMMENDATION
CARD**

PRESENTED TO: _____

TEACHER'S SIGNATURE: _____



ABN: 56 003 620 620
 75 Greenacre Road Greenacre NSW 2190. Tel: 02 97905726 Fax: 02 97094122
 Email: admin@alnoori.nsw.edu.au Website: www.alnoori.nsw.edu.au

Assalamu 'alukum wa rahmatullahi wa barakatuh.

Compliance Letter

Dear Mr. and Mrs. _____ Date: _____

I regret to inform you that your son/ daughter _____ of class _____ is not meeting the requirements of the school as indicated below:

| | | | |
|--|---|--|------------------------------------|
| | not doing class work | | not complying with school rules |
| | not handing in homework or assignments | | lateness to class |
| | not bringing the required equipment to class | | not wearing correct school uniform |
| | poor behaviour in class/playground | | inappropriate hair cut |
| | not performing to the best of his/her ability | | poor attendance |
| | other | | excessive unhealthy lunch box |

FURTHER DETAILS:

We bring this to your attention so that you can assist the school in the education of your son/daughter by making sure the school requirements are met. Your co-operation will allow your son/daughter to receive a better education. If there is no significant improvement you will be contacted again. If you wish to discuss this matter further, please phone the school to make an appointment.

Wassalaam,

Class Teacher

Grade Coordinator

To the Grade Coordinator: _____ Date: _____

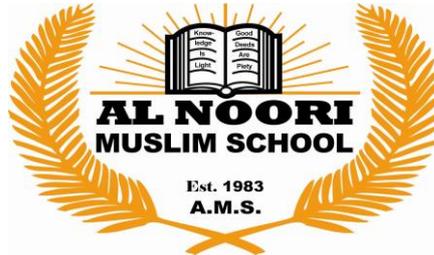
I have received your letter regarding the school requirements and have discussed the matter with my son/daughter.

Student's Name: _____ Class: _____

Comment: _____

Parent/Guardian Signature: _____

Primary School- Yellow, Orange and Red Cards



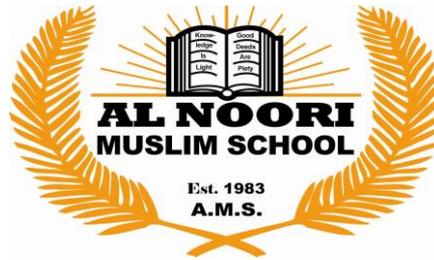
Yellow Card (1)- Primary

| | | | |
|---------------------------------|--|-----------------------------------|--|
| Name: | | | |
| Class: | | Date: | |
| RULE/S BROKEN: | | | |
| Teacher's Signature: | | Principal's Signature: | |

Parent's Signature: _____

Date: _____

This card is issued to students for repeatedly displaying undesirable behaviour and/or poor performance.



Orange Card (2)- Primary

| | | | |
|-------------------------|--|---------------------------|--|
| Name: | | | |
| Class: | | Date: | |
| RULE/S BROKEN: | | | |
| Teacher's Signature: | | Principal's Signature: | |

Parent's Signature: _____

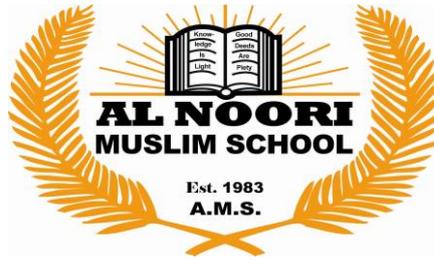
Date: _____

Suspension Period

From:

To:

This card is issued to students for repeatedly displaying undesirable behaviour and/or poor performance.



Red Card (3)- Primary

| | | | |
|-------------------------|--|---------------------------|--|
| Name: | | | |
| Class: | | Date: | |
| RULE/S BROKEN: | | | |
| Teacher's Signature: | | Principal's Signature: | |

Parent's Signature: _____

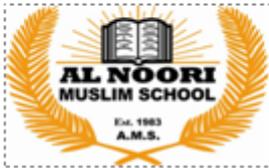
Date: _____

Suspension Period

From: _____ To: _____

This card is issued to students for repeatedly displaying undesirable behaviour and/or poor performance.

Primary School- Award Cards

Knowledge Is Light  *Good Deeds Are Piety*

Al Noori Muslim School

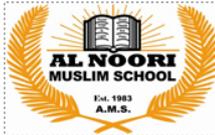
~ MERIT AWARD ~

This Award is presented to

of class _____

In recognition of Academic Excellence and/or Outstanding Behaviour
(15 Commendation Cards)

| | | |
|---------------------|-------------------------|------|
| Teacher's Signature | Coordinator's Signature | Date |
|---------------------|-------------------------|------|

Knowledge Is Light  *Good Deeds Are Piety*

Al Noori Muslim School

Bronze Award

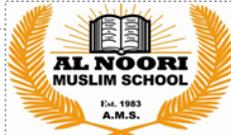
This certificate is presented to _____

Of class _____

In recognition of Academic Excellence and/or Outstanding Behaviour
(30 Commendation Awards)

Teacher's Signature _____ Coordinator's Signature _____ Date ____/____/____

Text Box

Knowledge Is Light  *Good Deeds Are Piety*

Al Noori Muslim School

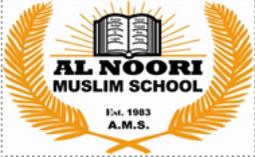
Silver Award

This certificate is presented to _____

Of class _____

In recognition of Academic Excellence and/or Outstanding Behaviour
(50 Commendation Awards)

Teacher's Signature _____ Principal's Signature _____ Date ____/____/____

Knowledge Is Light  *Good Deeds Are Piety*

AL NOORI MUSLIM SCHOOL
Est. 1983 A.M.S.

A Text Box Al Noori Muslim School

Gold Award

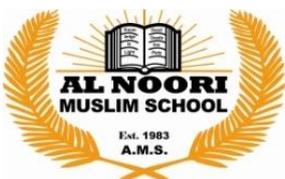
This certificate is presented to

Of Class _____

*In recognition of Academic Excellence and/or Outstanding Behaviour
(75 Commendation Awards)*

Teacher's Signature _____ Principal's Signature _____ Date _____

Acceptable Use Policy for mobile phones and other electronic devices



Student: _____ Date: _____

Mobile phones or any other electronic device must be handed in to the relevant welfare coordinator prior to the commencement of the school day, and collected only at the end of the school day. If it is necessary that your child bring a phone or other electronic device to school, please read, complete and sign the policy below.

Purpose

1.1 The widespread ownership of mobile phones and electronic devices (including iPods, iPads) among young people requires that school administrators, teachers, students, and parents take steps to ensure that mobile phones are used responsibly at schools. This Acceptable Use Policy is designed to ensure that potential issues involving mobile phones and iPods can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

1.2 Al Noori Muslim School has established the following Acceptable Use Policy for mobile phones and iPods that provides teachers, students and parents guidelines and instructions for the appropriate use of mobile phones during school hours.

1.3 Students, their parents or guardians must read and understand the Acceptable Use Policy before students are given permission to bring mobile phones or electronic devices to school.

1.4 The Acceptable Use Policy for mobile phones and electronic devices also applies to students during school excursions, camps and extra-curricular activities.

2. Rationale

2.1 Personal safety and security

Al Noori Muslim School accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently.

3. Responsibility

3.1 It is the responsibility of students who bring mobile phones or electronic devices to school to abide by the guidelines outlined in this document.

3.2 The decision to provide a mobile phone or iPod to their children should be made by parents or guardians.

3.3 Parents should be aware if their child takes a mobile phone or electronic device to school.

3.4 Permission to have a mobile phone or electronic device at school while under the school's supervision is contingent on parent/guardian permission in the form of a signed copy of this policy. Parents/guardians may revoke approval at any time.

4. Acceptable Uses

4.1 Mobile phones or electronic devices should be switched off and handed in to the welfare coordinators office at the commencement of the school day. Parents are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

4.2 Students should protect their phone numbers by only giving them to friends and keeping a note of who they have given them to. This can help protect the student's number from falling into the wrong hands and guard against the receipt of insulting, threatening or unpleasant voice, text and picture messages.

5. Unacceptable Uses

5.1 Unless express permission is granted, mobile phones or electronic devices should not be used to make calls, send SMS messages, surf the internet, take photos or use any other application during school lessons and other educational activities, such as assemblies. Students should only use their mobile phones before or after school.

5.2 Using mobile phones to bully and threaten other students is unacceptable and will not be tolerated. In some cases it can constitute criminal behaviour.

5.3 It is forbidden for students to “gang up” on another student and use their mobile phones to take videos and pictures of acts to denigrate and humiliate that student and then send the pictures to other students or upload it to a website for public viewing. This also includes using mobile phones to photograph or film any student without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced.

5.4 Should students be found to be in possession of a mobile phone/ electronic device, the responsible student may face disciplinary actions as sanctioned by the Principal or Welfare Committee.

6. Theft or damage

6.1 Students who bring a mobile phone or electronic device to school should leave it with Administration staff as soon as they arrive at school.

6.2 The school accepts no responsibility for replacing lost, stolen or damaged mobile phones/ electronic devices.

6.3 The school accepts no responsibility for students who lose or have their mobile phones/ electronic devices stolen while travelling to and from school.

7. Inappropriate conduct

7.1 Any student/s caught in the possession of a mobile phone/ electronic device during the school day may face disciplinary actions as sanctioned by the Principal or Welfare Committee.

7.2 Students with mobile phones/electronic devices may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos or objectionable images, and phone calls. Students using mobile phones/electronic devices to bully other students will face disciplinary action as sanctioned by the Principal or Welfare Committee.

[It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, if action as sanctioned by the Principal is deemed ineffective, as with all such incidents, the school may consider it appropriate to involve the police.]

8. Sanctions

8.1 Students who infringe the rules set out in this document could face having their phones/iPods confiscated by teachers. The mobile phone/electronic device would be taken to a secure place within the school and the student’s parent informed. Appropriate arrangements would then be made for the parents to collect the mobile phone.

8.2 Repeated infringements may result in the school taking further disciplinary action.

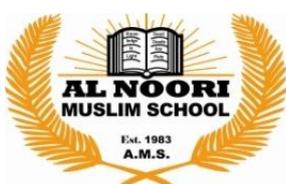
Parent/Guardian Permission

I have read and understand the above information about appropriate use of mobile phones at Al Noori Muslim School and I understand that this form will be kept on file at the school and that the details may be used (and shared with a third party, if necessary) to assist identify a phone should the need arise (e.g. if lost, or if the phone is being used inappropriately).

I give my child permission to carry a mobile phone/iPod to school and understand that my child will be responsible for ensuring that the mobile phone is handed in to the administration office before school, as outlined in this document.

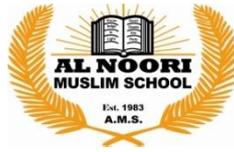
Date _____

Student’s name (print) _____ Parent’s signature _____



Student Incident Report

Student Name: _____



Al Noori Muslim School

WEEKLY CONTRACT- High School

Name: _____ Class: _____

Contract Week: _____ Date: _____

Student:

My aim is to achieve the following targets each lesson:

Target 1: _____

Target 2: _____

Target 3: _____

Teacher: Use codes below to report student behaviour in class. Please place your initial next to the code. For additional comments regarding specific issues, please fill in the details over the page.

Codes: 1 (Excellent) 2 (Very Good) 3 (Good) 4 (Satisfactory) 5 (Unsatisfactory)

| Day | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Parent Signature |
|-----------|----------|----------|----------|----------|----------|----------|------------------|
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |

Return to welfare coordinator at the end of the week.

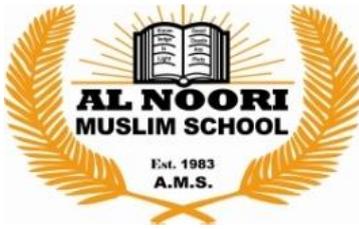
Coordinator's Comment:

Signature: _____

Student's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

High School- Yellow, Orange and Red Cards



Al Noori Muslim School YELLOW CARD (Senior Campus) – Suspension 1 (Return to Welfare Coordinator)

| | | | | | |
|--------------------------------------|--|---|--|--|---|
| Current Level of Discipline: | <input type="checkbox"/> Yellow Card <i>1ST suspension</i> | → | <input type="checkbox"/> Orange Card <i>2ND suspension</i> | → | <input type="checkbox"/> Red Card <i>Expulsion</i> |
| Primary Reason/s for Concern: | <input type="checkbox"/> School Attendance & Uniform | | | <input type="checkbox"/> School Area | |
| | <input type="checkbox"/> Class Behaviour | | | <input type="checkbox"/> Prayer | |
| | <input type="checkbox"/> Class work, Homework & Assessments | | | <input type="checkbox"/> Violence/bullying | |
| | <input type="checkbox"/> Vandalism | | | <input type="checkbox"/> Other | |

Dear parent/ caregiver of :

Date: / /

Assalamu’alaikum Wa Rahmatullahi Wa Barakatu

Your child of class _____ is expected to follow teacher directions which are aligned to our policies. All students are expected to do so promptly and with a good attitude. Each time your child has not met these expectations disciplinary records were recorded for the reasons outlined above.

| Evidence Recorded | | | | | |
|-----------------------------|---|--|--|--|---------------------------------------|
| Level of Discipline: | <input type="checkbox"/> Warning Letter/s | <input type="checkbox"/> Afternoon Detention/s | <input type="checkbox"/> Incident Report/s | <input type="checkbox"/> Weekly Contract/s | <input type="checkbox"/> Suspension/s |
| Date/s of Issue: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments/Other: | | | | | |

This has unfortunately led to an escalation of disciplinary measures to *Yellow* Card to support compliance.

Welfare Committee: _____

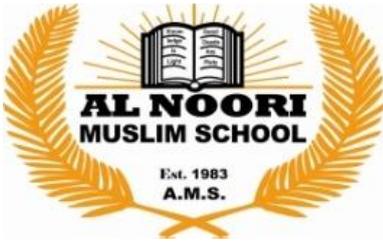
Principal: _____

Parent/Caregiver: _____

I, the parent/caregiver of _____ acknowledge that my child has been issued with a **Yellow Card** for failure to comply with school policies after warnings were issued on the above mentioned dates. This has resulted in their *suspension* for the abovementioned date/s. I am also aware that further failure to comply from this date forth will result in an **Orange Card**.

Suspension Date/s: _____

Parent’s Signature: _____ **Date:** _____



**Al Noori Muslim School
ORANGE CARD (Senior Campus) – Suspension 2
(Return to Welfare Coordinator)**

| | | | | | |
|--------------------------------------|--|--------------------------------------|--|---------------------------------|---|
| Current Level of Discipline: | <input type="checkbox"/> Yellow Card <i>1ST suspension</i> | → | <input type="checkbox"/> Orange Card <i>2ND Suspension</i> | → | <input type="checkbox"/> Red Card <i>Expulsion</i> |
| Primary Reason/s for Concern: | <input type="checkbox"/> School Attendance & Uniform | <input type="checkbox"/> School Area | <input type="checkbox"/> Class Behaviour | <input type="checkbox"/> Prayer | <input type="checkbox"/> Violence |
| | <input type="checkbox"/> Class work, Homework & Assessments | <input type="checkbox"/> Other | <input type="checkbox"/> Vandalism | | |

Dear parent/ caregiver of :

Date: / /

Assalamu’alaikum Wa Rahmatullahi Wa Barakatu

Your child of class _____ is expected to follow teacher directions which are aligned to our policies. All students are expected to do so promptly and with a good attitude. Each time your child has not met these expectations disciplinary records were recorded for the reasons outlined above. We have previously communicated our concerns to you via a *Yellow Card*.

| Evidence Recorded | | | | | |
|-----------------------------|---|--|--|--|---------------------------------------|
| Level of Discipline: | <input type="checkbox"/> Warning Letter/s | <input type="checkbox"/> Afternoon Detention/s | <input type="checkbox"/> Incident Report/s | <input type="checkbox"/> Weekly Contract/s | <input type="checkbox"/> Suspension/s |
| Date/s of Issue: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments/Other: | | | | | |

This has unfortunately led to an escalation of disciplinary measures from a *Yellow Card* to *Orange Card* to support compliance.

Welfare Committee:

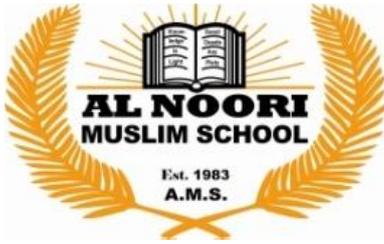
Principal:

Parent/Caregiver:

I, the parent/caregiver of _____ acknowledge that my child has been issued with an **Orange Card** for failure to comply with school policies after warnings were issued on the above mentioned dates. This has resulted in their *suspension* for the abovementioned date/s. I am also aware that further failure to comply from this date forth will result in a **Red Card**.

Suspension Date/s: _____

Parent’s Signature: _____ **Date:** _____



Al Noori Muslim School
RED CARD (Senior Campus) – Expulsion
(Return to Welfare Coordinator)

| | | | | | |
|--------------------------------------|--|--------------------------------------|--|---------------------------------|---|
| Current Level of Discipline: | <input type="checkbox"/> Yellow Card <i>1ST Suspension</i> | → | <input type="checkbox"/> Orange Card <i>2ND Suspension</i> | → | <input type="checkbox"/> Red Card <i>Expulsion</i> |
| Primary Reason/s for Concern: | <input type="checkbox"/> School Attendance & Uniform | <input type="checkbox"/> School Area | <input type="checkbox"/> Class Behaviour | <input type="checkbox"/> Prayer | <input type="checkbox"/> Violence |
| | <input type="checkbox"/> Class work, Homework & Assessments | <input type="checkbox"/> Other | <input type="checkbox"/> Vandalism | | |

Dear parent/caregiver of:

Class:

Date:

This is to inform you that your child has been expelled from our school. The decision has been taken, consistent with the procedures and policies of Al Noori Muslim School. Your child will be expelled from *this school only*.

The decision to expel your child from this school has been made after consideration of the documented evidence recorded.

| Evidence Recorded | | | | | | |
|-----------------------------|-----------------|-----------------------------|-----------------------------|-----------------------------|-------------|----------|
| Level of Discipline: | Weekly Contract | Student Compliance Record 1 | Student Compliance Record 2 | Student Compliance Record 3 | Yellow Card | Red Card |
| Comments/Other: | | | | | | |

If you consider that correct procedures have not been followed in this case or an unfair decision made, you may appeal in accordance with the Al Noori Muslim School policies and procedures.

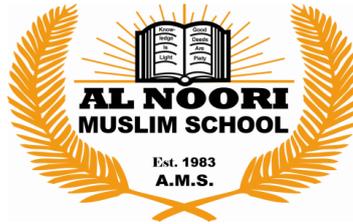
Principal: _____ **Date:** _____

Parent/Caregiver:

I, the parent/caregiver of _____ acknowledge that my child has been expelled for failure to comply with the school policies and procedures.

Expulsion Date:

Parent's Signature: _____ **Date:** _____



Al Noori Muslim School
WARNING LETTER
(Return to Issuing Teacher)

Dear parent/caregiver,

Date: _____

Assalamu'alaikum Wa Rahmatullahi Wa Barakatu

Your child _____ of class _____ is expected to follow teacher directions which are aligned to our policies. All students are expected to do so promptly and with a good attitude. This letter has been issued as a warning to inform you that your child has not met these expectations.

Reason/s for letter:

- | | |
|--|--|
| <input type="checkbox"/> School Attendance & Uniform | <input type="checkbox"/> General Attitude |
| <input type="checkbox"/> Class Behaviour | <input type="checkbox"/> Prayer |
| <input type="checkbox"/> Class work & Homework | <input type="checkbox"/> Violence |
| <input type="checkbox"/> Assessments | <input type="checkbox"/> Other (details below) |

Other Comments:

Failure to adhere to policies will result in an escalation of your child's current warning level to an Afternoon Detention as indicated below.

| | | | | | |
|-------------------------------------|--|---|--|---|---|
| Current Level of Discipline: | <input checked="" type="checkbox"/> Warning Letter | → | <input type="checkbox"/> Afternoon Detention | → | <input type="checkbox"/> Weekly Contract <i>Meeting with Parents</i> |
|-------------------------------------|--|---|--|---|---|

Teacher:

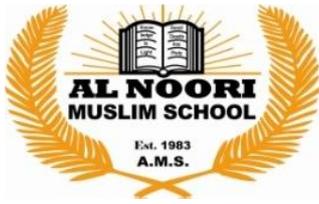
Subject:

Parent/Caregiver's Acknowledgement:

I, the parent/caregiver of _____ acknowledge that my child has been issued with a **Warning Letter** for failure to comply with school policies. I am also aware that further failure to comply from this date forth will result in an **Afternoon Detention**.

Parent's Signature:

Date:



Al Noori Muslim School
AFTERNOON DETENTION RECORD
(Return to Coordinator)

Dear parent/ caregiver of : _____

Date: _____

Assalamu' alaikum Wa Rahmatullahi Wa Barakatu

Your child of class ____ has on numerous occasions disobeyed some of the school discipline or compliance policies listed below:

| School Attendance & Uniform | Violence |
|---|---|
| <input type="checkbox"/> Unexplained absence from school | <input type="checkbox"/> Verbal abuse against others |
| <input type="checkbox"/> Unjustified late attendance | <input type="checkbox"/> Physical abuse against others |
| <input type="checkbox"/> Not wearing full school uniform | <input type="checkbox"/> Bullying in class/playground |
| Class Behaviour | Class & Homework |
| <input type="checkbox"/> Talking/misbehaving in class | <input type="checkbox"/> Homework not done/incomplete |
| <input type="checkbox"/> Disrespectful towards teachers and peers | <input type="checkbox"/> Task/project not done/incomplete |
| <input type="checkbox"/> Walking around and in constant disruption in class | <input type="checkbox"/> Class work not done/incomplete |
| Prayer | School Area |
| <input type="checkbox"/> Late to prayer | <input type="checkbox"/> Littering school area/toilet |
| <input type="checkbox"/> Misbehaving during prayer | <input type="checkbox"/> Damaging school property |
| Other (please specify): | |
| | |
| Teacher's name: | Subject: |

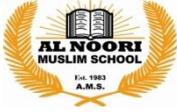
| Coordinator: | | |
|---------------------------------|-----------------------------|---|
| Level of Detention: | <input type="checkbox"/> D1 | <input type="checkbox"/> D2 <input type="checkbox"/> D3 |
| Detention Date: | Time: 3.30-4.00 pm | |
| Coordinator's signature: | | |

| | |
|--|--------------|
| I, the parent/caregiver of _____ acknowledge that my child has been issued with an <i>Afternoon Detention</i> for not adhering to school rules. This has resulted in their <i>Afternoon Detention</i> at the abovementioned date and time. | |
| Parent's Signature: | Date: |

High School- Award Cards

Al Noori Muslim School

Senior Campus



MERIT AWARD

This award certifies that

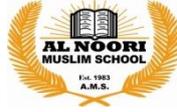
of class

Has been recognised for

Signed: _____ Date: _____

Al Noori Muslim School

Senior Campus



MERIT AWARD

This award certifies that

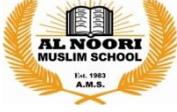
of class

Has been recognised for

Signed: _____ Date: _____

Al Noori Muslim School

Senior Campus



MERIT AWARD

This award certifies that

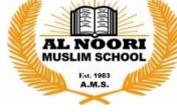
of class

Has been recognised for

Signed: _____ Date: _____

Al Noori Muslim School

Senior Campus



MERIT AWARD

This award certifies that

of class

Has been recognised for

Signed: _____ Date: _____

Al Noori Muslim School

Senior Campus

**BRONZE
AWARD**



This award certifies that

of class

Has been recognised for receiving

10 Merit Awards

Signed: _____ Date: _____

Al Noori Muslim School

Senior Campus

**BRONZE
AWARD**



This award certifies that

of class

Has been recognised for receiving

10 Merit Awards

Signed: _____ Signed: _____

Al Noori Muslim School

Senior Campus

**BRONZE
AWARD**



This award certifies that

of class

Has been recognised for receiving

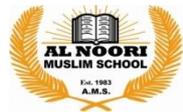
10 Merit Awards

Signed: _____ Signed: _____

Al Noori Muslim School

Senior Campus

**BRONZE
AWARD**



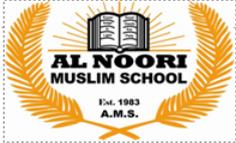
This award certifies that

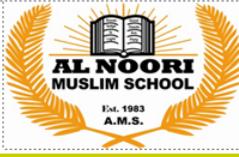
of class

Has been recognised for receiving

10 Merit Awards

Signed: _____ Signed: _____

| | | |
|---|---|---------------------------------|
| <i>Knowledge Is Light</i> |  | <i>Good Deeds Are Piety</i> |
| Al Noori Muslim School | | |
| Silver Award | | |
| <i>This certificate is presented to</i> | | |
| _____ | | |
| <i>Of class</i> _____ | | |
| / / | | |
| _____ Teacher's Signature | _____ Principal's Signature | _____ Date |

Knowledge Is Light  *Good Deeds Are Piety*

AL NOORI MUSLIM SCHOOL
Est. 1983
A.M.S.

Al Noori Muslim School

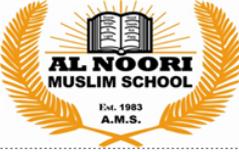
Gold Award

This certificate is presented to

Of Class _____

Teacher's Signature Principal's Signature Date

*Knowledge
Is Light*



*Good Deeds
Are Piety*

Al Noori Muslim School

Principal's Award

This certificate is presented to

Of Class _____

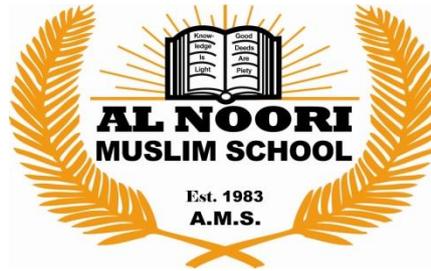
Text Box

Teacher's Signature _____

Principal's Signature _____

Date _____

Letter of Commendation



ABN: 56 003 620 620
75 Greenacre Road Greenacre NSW 2190. Tel: 02 97905726 Fax: 02 97094122
Email: admin@alnoori.nsw.edu.au Website: www.alnoori.nsw.edu.au

Letter of Commendation

Date: _____

Dear _____

Assalamu 'alukum wa rahmatullahi wa barakatuh.

I am writing to congratulate you on reaching the highest behaviour level at Al Noori Muslim School. Your dedication, enthusiasm, high standards and hard work have ensured the achievement of this impressive stage. I would like to congratulate you and your family on this achievement and I look forward to rewarding you with another letter of commendation in future years.

Thank you for your valued contributions and for being such a great role model for your peers.

Congratulations!

Wasalaam,

Principal

Pre- Incident Report Interventions

[Allow the Student a 'Cool-Down' Break](#) (Long, Morse, & Newman, 1980).

Select a corner of the room (or area outside the classroom with adult supervision) where the target student can take a brief 'respite break' whenever he or she feels angry or upset. Be sure to make cool-down breaks available to all students in the classroom, to avoid singling out only those children with anger-control issues. Whenever a student becomes upset and defiant, offer to talk the situation over with that student once he or she has calmed down and then direct the student to the cool-down corner. (E.g., "Thomas, I want to talk with you about what is upsetting you, but first you need to calm down. Take five minutes in the cool-down corner and then come over to my desk so we can talk.")

[Ask Open-Ended Questions](#) (Lanceley, 2001).

If a teacher who is faced with a confrontational student does not know what triggered that student's defiant response, the instructor can ask neutral, open-ended questions to collect more information before responding. You can pose 'who', 'what', 'where', 'when', and 'how' questions to more fully understand the problem situation and identify possible solutions. Some sample questions are "What do you think made you angry when you were talking with Billy?" and "Where were you when you realized that you had misplaced your science book?" One caution: Avoid asking 'why' questions (e.g., "Why did you get into that fight with Jerry?") because they can imply that you are blaming the student.

[Assign a Reflective 'Processing' Essay After Misbehavior](#) (Boynton & Boynton, 2005; Mayer & Ybarra, 2004; Walker, Colvin, & Ramsey, 1995). What Al Noori Muslim School calls Learning from My Mistakes. See Proforma in Appendix.

The student who gets into a conflict must write and submit to the teacher a brief 'process' plan outlining how they will improve their behaviour. At minimum, the plan would state: (1) the role the student played in the conflict, (2) the part that other participants may have taken in the incident, (3) the student's suggestions for finding the best resolution to the problem, and (4) how the student can act in the future to prevent the conflict from recurring. NOTE: Some teachers use a pre-printed structured questionnaire containing these 4 items for the student to complete.

[Do Not Get Entangled in Arguments](#) (Walker & Walker, 1991).

The careful teacher avoids being dragged into arguments or unnecessary discussion when disciplining students. When you must deliver a command to, confront, or discipline a student who is defiant or confrontational, be careful not to get 'hooked' into a discussion or argument with that student. If you find yourself being drawn into an exchange with the student (e.g., raising your voice, reprimanding the student), immediately use strategies to disengage yourself (e.g., by moving away from the student, repeating your request in a business-like tone of voice, imposing a pre-determined consequence for noncompliance).

[Emphasise the Positive in Teacher Requests](#) (Braithwaite, 2001).

When an instructor's request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance. Whenever possible, avoid using negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment"). Instead, restate requests in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat").

[Increase 'Reinforcement' Quality of the Classroom](#) (Dunlap & Kern, 1996; Mayer & Ybarra, 2004).

If a student appears to be defiant or non-compliant in an effort to escape the classroom, the logical solution is to make the classroom environment and activities more attractive and reinforcing for that student. Unfortunately, the student who fails repeatedly at academics can quickly come to view school as punishment. Some ideas to increase motivation to remain in the classroom are to structure lessons or assignments around topics of high interest to the target student, to increase opportunities for cooperative learning (which many students find reinforcing), and to adjust the target student's instruction so that he or she experiences a high rate of success on class work and homework.

[Proactively Interrupt the Student's Anger Early in the Escalation Cycle](#) (Long, Morse, & Newman, 1980; Walker, Colvin, & Ramsey, 1995).

The teacher may be able to 'interrupt' a student's escalating behaviours by redirecting that student's attention or temporarily removing the student from the setting. If the student is showing only low-level defiant or non-compliant behaviour, you might try engaging the student in a high-interest activity such as playing an educational computer game or acting as a classroom helper. Or you may want to briefly remove the student from the room ('antiseptic bounce') to prevent the student's behaviour from escalating into a full-fledged confrontation. For example, you might send the student to the main office on an errand, with the expectation that-by the time the child returns to the classroom-he or she will have calmed down.

[Relax Before Responding](#) (Braithwaite, 2001).

Educators can maintain self-control during a tense classroom situation by using a brief, simple stress-reduction technique before responding to a student's provocative remark or behaviour. When provoked, for example, take a deeper-than-normal breath and release it slowly, or mentally count to 10. As an added benefit, this strategy of conscious relaxation allows the educator an additional moment to think through an appropriate response--rather than simply reacting to the student's behaviour. For teachers at Al Noori Muslim School you can also use the Power of Dua, thikir and Quran to relax before you respond. A great tactic

[Use Non-Verbal and Para-Verbal Behaviors to Defuse Potential Confrontations](#) (Braithwaite, 2001; Long, Morse, & Newman, 1980; Walker, Colvin, & Ramsey, 1995).

When interacting with defiant or confrontational students, teachers can use non-verbal and para-verbal techniques such as non-threatening body language, soft tone of voice, or strategic pauses during speech, to reduce tensions. For example, if a student is visibly agitated, you may decide to sit down next to the student at eye level (a less threatening posture) rather than standing over that student. Or you might insert a very brief 'wait time' before each response to the student, as these micro-pauses tend to signal calmness, slow a conversation down and help to prevent it from escalating into an argument.

[Validate the Student's Emotion by Acknowledging It](#) (Lanceley, 1999).

When the teacher observes that a student seems angry or upset, the instructor labels the emotion that seems to be driving that student's behaviour. 'Emotion labelling' can be a helpful tactic in deescalating classroom confrontations because it prompts the student to acknowledge his or her current feeling-state directly rather than continuing to communicate it indirectly through acting-out behaviour. A teacher, for example, who observes a student slamming her books down on her desk and muttering to herself after

returning from recess might say to the student, "You seem angry. Could you tell me what is wrong?" Once a powerful emotion such as anger is labelled, the teacher and student can then talk about it, figure out what may have triggered it, and jointly find solutions that will mitigate it. Emotion labelling should generally be done in a tentative manner ("John, you sound nervous...", "Alice, you appear frustrated..."), since one can never know with complete certainty what feelings another person is experiencing

Planned Ignoring

Behaviours that are exhibited for the purpose of seeking attention and do not spread or interfere with safety or group functioning are most effectively extinguished through planned ignoring. This technique should never be used with aggressive behaviours. The class may need to be taught to do this as well. Peer attention can be even more powerful than adult attention for some students.

Easing Tension Through Humour

Humour can often stop undesirable behaviour if it is used in a timely and positive manner. Sarcasm, cynicism, and aggression are not appropriate uses of humour.

Regrouping

Change the seating arrangement or the small-group assignments of students to avoid specific problems. Do this in a non-punitive and, if possible, undetectable way.

Restructuring

If an activity is not successful, change it as quickly as possible. It is important to always have a backup plan. Sometimes it is best to move from an interactive game to something like Bingo that requires no interaction. This can be done smoothly and discretely when a group is becoming over stimulated.

Support from Routine

Schedules and routines are often overlooked by adults when considering behaviour management interventions. Knowing what to do and when to do it provides structure, security, and predictability in the lives of students who may not experience such support in other areas of their lives.

Post- Incident Report Interventions

Anger Management Classes

Children will learn how to identify and express their anger effectively whilst helping participants understand their individual pattern of stress and anger, and learn emotional regulation, conflict resolution and respectful communication skills. By employing various mental techniques, anger management classes attempt to help students see situations differently that have caused anger and to change thinking processes. This can be helpful; however, these mental techniques often only mask the true cause of your losing control of anger. Other issues will then need to be analysed.

Behaviour Management Contract

[Have the Student Participate in Creating a Behavior Plan](#) (Walker, Colvin, & Ramsey, 1995). Students can feel a greater sense of ownership when they are invited to contribute to their behavior management plan. Students also tend to know better than anyone else what triggers will set off their problem behaviors and what strategies they find most effective in calming themselves and avoiding conflicts or other behavioral problems.

Working on Self Esteem and Motivation

Self-esteem is how we “see” ourselves; it influences much of what we do, including what we become. Feeling good about oneself gives a person the confidence to tackle life’s many complex tasks and challenging pleasures. People who lack confidence, and avoid new or difficult experiences, may appear to lack ability. However, their low self-esteem probably caused them not to “try.” There are many reasons why the development of a child’s self-esteem may be hindered. They range from physical handicaps, to emotional problems stemming from parental divorce, grief and loss or emotional, physical or sexual abuse (just to name a few).

There are many potentially negative results when children do not develop healthy self-esteem. Possible outcomes range from general unhappiness to deep depression, to negative behaviour in school, and even to violence. People with very low self-esteem may harbour resentment towards others who seem to have “more.” This frustration can turn into anger. People with low self-esteem also often lack esteem for others which in turn directly affect their capacity to cope with relationships.

Hence, encouraging healthy self esteem through self-esteem workshops, self-esteem activities, increasing confidence and motivation will impact on a child’s outlook, and then incidentally, their behaviour. For more information on self esteem please speak to the school counsellor.

Individual Counselling

Students may be referred for individual counselling dependant on the issues that arise through the incident report. Individual counselling will assess the issues of the child, refer if need be, or utilise therapeutic techniques for change including cognitive behavioural therapy, play therapy and the use of narrative therapy as determined by the first 3 sessions with the counsellor. Students are sometimes required to complete behaviour homework, where behaviour rules will need to be applied across the school day, and then also at home. Reinforcement will play a large role.

Peer Support Program

www.peersupport.edu.au

Sometimes, the support of peers can be the influencing factor as to what will change a child's behaviour. Peer support programs provide dynamic peer led programs which foster the physical, social and mental wellbeing of young people and their community. Peer support facilitates a sense of self, resilience, connectedness and a sense of possibility for the student. Peer pressure has a large role in developing children's behaviour as it is a positive reinforcer in itself. Students can foster positive behaviour, through the use of curriculum and school led, peer support programs.

Family Intervention and Referral

Sometimes students may be assessed and family of origin will be seen to play a large role in both the foundation of the child's psyche, and any modelled or reinforced behaviours. Student may need to be referred for testing of intelligence, motor development, learning difficulties, or other childhood related disorders such as Attention Deficit Hyperactivity Disorder or Conduct Disorder. Parent and family structure may also need referral such as to the Department of Community Services, local health centres, parenting skills training or other as required such as Relationships Australia who will provide family therapy. Referrals should be made through the school counsellor, in conjunction with the Deputy Principal and/or Welfare Coordinator and Incident Report.

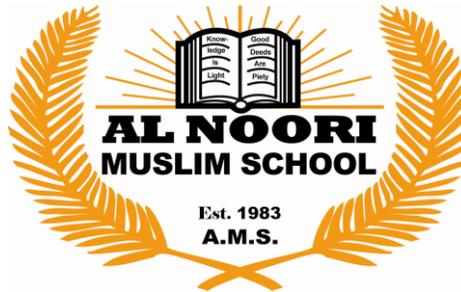
Positive Reinforcement

How to use Positive Reinforcement

Find what is reinforcing. The trick to effective positive reinforcement is finding what is truly reinforcing to students. Positive reinforcement is only positive reinforcement if it increases the likelihood that the behaviour occurs again. What is reinforcing to one group of students may not be reinforcing to another. In Junior High and High School, activities involving peers, early outs and writing notes are typically reinforcing. Teachers can determine what is positively reinforcing to their students' by simply watching what activities students choose when they have free access to do whatever they want or what they do a lot of. For example, if students talk to their friends or write notes, teachers may choose to let them earn time to do that. Many publications have pre-written reinforcement surveys that students can fill out or teacher's can make up your own. In addition, teachers could ask their students through a vote what activities would be reinforcing. Students should always have a bank of reinforcers to choose from as they will often satiate on reinforcers or find different things reinforcing from day to day.

Make the reinforcements inexpensive and easy. Many teachers feel budget constraints and pressure to meet all academic requirements. Reinforcers need to be inexpensive, easily dispensed, and require little time. Reinforcers do not have to be things. Many times access to desired activities such as computer time or chat time with a friend can be very powerful reinforcers.

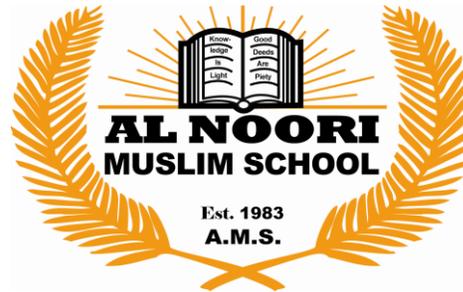
Control access to reinforcers. Teachers should control the access to all reinforcers. If students have access to them without earning it, they will lose their effectiveness as behaviour change agent.



Al Noori Muslim School

Class Rules

1. Be in the right place at the right time.
2. Follow teacher directions.
3. Raise hand and wait before speaking.
4. Look after people and property.
5. Complete set tasks.



Al Noori Muslim School

Playground Rules

1. No hat no play.
2. We remain seated while eating.
3. We keep our hands and feet to our self.
4. We use the toilets quickly and leave.
5. We do not walk on seats or benches.
6. We keep our area clean.