

ARKANA COLLEGE – BEHAVIOUR MANAGEMENT POLICY



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| Approved By: | Board of Directors |
| Date: | March 2024 |
| Relevant to: | All Arkana College students |
| Related College Documents | <p>AISNSW Advice for Member Schools. Child Protection Policy. Behaviour Management Policy. Work, Health and Safety Policy. Anti-Bullying Policy. Communications Policy.</p> |
| Legislation | <p>The Children and Young Persons (Care and Protection) Act 1998 (NSW). The Child Protection (Working with Children) Act 2012. Children and Young Persons (Care and Protection) Regulation 2000 Commission for Children and Young People Act 1998 Commission for Children and Young People Regulation 2009 The Ombudsman Act 1974 (NSW). A Guide for NSW Non-Government Schools on Reporting, Disclosing or Exchanging Personal Information for the purposes of Child Wellbeing. Education Act 1990 (NSW) as amended by the Education Amendment Government Schools Registration) Act 2004 (NSW). Civil Liability Act 2002. Crimes Act 1900.</p> |
| Next Policy Review | March 2025 |

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Rationale

At Arkana College we endeavour to create an inclusive, safe and secure environment, free of disruption, harassment, discrimination and negative behaviours. We will maintain a high standard of discipline across all grades in all learning experiences both on and off site. Our discipline and behaviour management policy is aligned with our Islamic faith and the prophetic example and teachings of the Prophet Muhammad pbuh. The policy is designed to provide opportunities for students to take responsibility for their actions. We believe communication and collaboration between staff and parents/carers is an integral part of the school discipline process. Our primary goal is to develop socially responsible young people who make traditions positive and informed decisions reflecting understanding of their social impact on the College.

Muhasabah and Muraqaba (self-assessment, evaluation, and self-accountability), are at the core of our whole school practice. Everyone should reflect upon their words, actions, and thoughts, and understand that these have a significant impact on the quality of their relationships and interactions within our learning environment. Disciplinary action is guided by equity, compassion, and mutual respect.

Arkana College bases an approach to behaviour management upon a range of rewards, which are given regularly and publicly, as we believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification.

SCOPE

1.1 This Policy applies to all College staff and students.

ACCOUNTABILITY

2.0 All Arkana College Staff are accountable for implementing this Policy.

2.1 The Principal has the overall responsibility for the implementation, evaluation and for all final decisions in respect of this Policy.

POLICY GUIDELINES

2.2 Students are required to abide by the College's Rules and to follow the directions of teachers and other people with authority delegated by the College.

2.3 Staff are required to adopt a positive and proactive approach to student behaviour management.

2.4 Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the college, staff members or other students, the student may be subject to disciplinary action.

2.5 The disciplinary procedures undertaken by the College vary according to the seriousness of the alleged offence.

2.6 The College prohibits the use of corporal punishment in disciplining students attending the College.

APPROACHES TO BEHAVIOUR MANAGEMENT

2.7 Arkana College's aim is to foster a safe, happy, friendly environment where students are valued and nurtured.

2.8 A proactive, positive approach to behaviour management is based on the following key principles:

2.8.1 Students and staff have the right to work and learn free from disruptions, abuse, threat or fear.

2.8.2 A positive relationship between staff and students and a positive learning environment should be maintained.

2.8.3 Consistent application of standards where consequences should be commensurate and relevant to the breach.

2.8.4 Students must accept responsibility for their own behaviour and for correcting inappropriate behaviour.

2.8.5 Parents are prepared to acknowledge the behaviour of their child and are willing to take on a proactive approach to addressing poor behaviour.

2.9 Staff should:

2.9.1 Seek to build positive relationships with all members of the College

2.9.2 Model the College values and expected behaviours in interactions with others.

2.9.3 Be responsible for the implementation of the student behaviour management system.

2.9.4 Use positive reinforcement, praise and encouragement for good behaviour, attitude, striving and performance for individuals or groups.

2.9.5 Recognise effort and achievement through our merit system.

COMMUNICATION AND PARENTAL PARTNERSHIP

2.10 At Arkana College, we give high priority to clear communication within the College and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

2.11 Yr. 4 – 6 students and parents are required to sign the Tarbiyah Pledge which includes collaboration between students, parents/guardians and staff on key areas of character development and conduct.

2.12 Where the behaviour of a student is giving cause for concern it is important that all those working with the student in the College are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the student's welfare. Early warning of concerns should be communicated to the Stage Coordinators, K – 6 Coordinator, Chaplain, or Principal (or a nominated delegate) so that strategies can be discussed and agreed before more formal steps are required.

2.13 Where behaviour is causing concern, parents will be informed and given an opportunity to discuss the situation.

WE MUST MODEL THE BEHAVIOUR WE WANT FROM OUR STUDENTS

APPROACHES TO BEHAVIOUR MANAGEMENT

Arkana College aims is to foster a happy, friendly place where students are valued and nurtured.

A proactive, positive approach to the disciplinary system is based on the following key principles:

- students and staff have the right to work and learn free from disruptions, abuse, threat or fear.
- A positive relationship between staff and students and a positive learning environment should be maintained.
- Student wellbeing and the prevention of inappropriate behaviour is promoted through our wellbeing programs.
- Consistent application of standards
- Consequences should be commensurate and relevant to the breach.
- Students must accept responsibility for their own behaviour and for correcting inappropriate behaviour.
- Parents are prepared to acknowledge the behaviour of their child and are willing to take on a proactive approach to addressing poor behaviour.

Staff should:

- Seek to build positive relationships with all members of the College community
- Model the College values and expected behaviours in interactions with others.
- Be responsible for the implementation of the learner behaviour management system.
- Use positive reinforcement, praise and encouragement for good behaviour, attitude, striving and performance for individuals or groups.
- Recognise effort and achievement through our merit system.

MERIT AWARD SYSTEM

Rewards:

- The College has established a student reward system for Kindergarten to Yr. 6.
- The merit award system is designed to acknowledge, and reward displays of positive learner behaviour in academic, social, behavioural and values areas.
- The merit system is based on an accumulation of Merit Awards that allows students to progress through the levels of Bronze, Silver, and Gold to achieve the Principals Award and Arkana College Trophy.

| Award | Criteria | Merit Award Details |
|--|---|---|
| Principal's Certificate and Arkana Trophy | <ul style="list-style-type: none"> • 2 Gold Awards • Morning Tea with Principal and parents/guardians | <ul style="list-style-type: none"> • 120 Merit Awards (cards) (60 more than Gold Awards) |
| | Certificate Trophy awarded at Whole College assembly | |
| Gold Certificate | <ul style="list-style-type: none"> • 2 Silver Awards | <ul style="list-style-type: none"> • 60 Merit Awards (cards) (30 more than Silver Award) |
| | Awarded at school assembly | |
| Silver Certificate | <ul style="list-style-type: none"> • 3 Bronze Awards • Extracurricular achievements - Representation in a Nationally recognised individual final, team, competition, performance, or exhibition | <ul style="list-style-type: none"> • 15 Merit Awards (cards) (10 more than Bronze Award) |
| | Awarded at school assembly | |
| Bronze Certificate | <ul style="list-style-type: none"> • 5 Awards • Top two Bands in all NAPLAN results • Credit (or higher) score in UNSW ICAS exams • Community contribution • Extracurricular - Representation in a State recognised individual final, team, competition, performance, or exhibition | <ul style="list-style-type: none"> • 5 Merit Awards (cards) |
| | Awarded in school assembly | |
| Merit Certificate | <ul style="list-style-type: none"> • Good or improved work • Caring, kindness and respect for others • Positive assessment results • Positive teamwork • Extracurricular achievements – Sport, Robotics, Public Speaking, Debating • Demonstrating consistent positive behaviour • Consistent display of prophetic character • Consistently working well in class | <ul style="list-style-type: none"> • 1 Merit Award Card |
| | Awarded in Class | |
| Dojo Points | <ul style="list-style-type: none"> • Good or improved work • Caring, kindness and respect for others • Positive or improved assessment results • Teamwork • Demonstrating consistent positive behaviour • Consistent display of prophetic character • Working well in class | <ul style="list-style-type: none"> • Academic, e.g., improved work, outstanding results • Social, e.g., good friend, teamwork, community service • Behavioural, e.g., kindness, listening in class. • Values, e.g., Islamic charity giving, being compassionate |

Objectives:

- To clearly nurture the Haq (rights) and responsibilities of students
- To reward students for displaying the attributes of ‘Insan al Kamal’
- To encourage students to engage in Muhasabah
- To have students emulate the example of the Prophet Muhammad ﷺ to achieve Taqwa
- To reward what we value at Arkana College. i.e., good character, healthy, respectful relationships

Process:

The Merit Award system is based on a colour grading system as follows:

1. Awards (Mini Class Awards, Assembly Awards, etc.), are given out to students for the enactment of our school values which are embodied in line with our school’s ‘Path of Dignity’.
2. Once 5 awards have been accumulated by the student, they receive a ‘Bronze’ award and the privilege of an in-class reward. Teachers are to collaborate with their students on the list of class privileges which students can choose from. Students are then to collect another five small awards for another ‘Bronze’ award. This keeps going until the student has collected 3 of these ‘Bronze’ awards.
3. The student then moves up to a ‘Silver’ award and the privilege of an in- school reward, determined by the school Staff. Students are then anticipated to go through the same process once again to receive a second ‘Silver’ award.
4. Once students have attained 2 Silver awards, they receive a ‘Gold’ award, a badge, and the privilege of contributing to whole school decisions.

| AWARDS | PRIVILEGE (non-tangible) |
|----------------------------------|--|
| 5 Awards = 1 Bronze Award | In- class reward (e.g.....) |
| 3 Bronze Awards = 1 Silver Award | In-school reward (e.g.....) |
| 2 Silver Awards = 1 Gold Award | Whole school decision and badge (e.g.....) |

How do you keep track of the number of awards they get?

At the commencement of the school year, teachers are to distribute an ‘Award Book’ to each student to stick and collate their awards. Each class teacher will have an Award Tracking Record sheet.

Students will be encouraged to present their award to their class teacher whenever they receive an award. The teacher will then make note of their achievement onto the Tracking Record sheet. The Record sheet will be made up of 3 sections- Bronze, Silver and Gold. This way it makes it easier to keep track of what and when students receive a Bronze, Silver, or Gold award. This way, students can also take their awards home to show their family.

When does the teacher hand out Bronze, Silver and Gold Awards?

‘Bronze’ and ‘Silver’ awards are to be handed out in class.

Once the student has been noted to have reached a ‘Gold’ award, their class teacher will present that award at the next assembly.

PROCEDURES FOR MANAGING BEHAVIOUR

The teacher responsible for the student at the time of the misbehaviour deals with the incident, i.e. enacts relevant procedures.

Level 1: Low Level Misbehaviour (one off)

| | | |
|-------------|--|--|
| <h1>L1</h1> | Student Behaviour | Procedure |
| | <p>For example:</p> <ul style="list-style-type: none"> • Student arriving late to class from break time. • Eating during class • Rude/disrespectful behaviour to others, e.g., talking back, throwing items, etc. • Using disrespectful language, e.g., “shut up”/ name calling, derogatory language. • Not following classroom rules/calling out in class/talking over teacher • Not following fair play rules in the playground (pushing/rough play/wrestling) • Not responsive to instructions by the teacher • Not completing set tasks due to being unsettled • Poor effort in work • Distracting/interrupting teacher, class and themselves • Not placing rubbish in bins provided in the playground, classroom or other spaces. • Not following classroom instructions • Entering a building/activity area without permission • Not wearing the correct uniform including cap, jewelry, extreme haircut (see Uniform Policy) or make up, hijab • Lying/dishonesty • Selling of items not sanctioned by school. • Not respecting class/school property • Inappropriate use of school computers/electronics devices • Chewing gum at school (confiscate) • Intentional teasing, being mean and exclusion of others. | <ol style="list-style-type: none"> 1. One Verbal warning • All confiscated items must be returned by the end of the day unless instructed otherwise by the Principal |

Level 2 Frequent Low-Level Misbehaviour

| | | |
|-------------|---|--|
| <h1>L2</h1> | Student Behaviour | Procedure |
| | <ul style="list-style-type: none"> - Students regularly continue with Low Level behaviour (see above), despite a reminder from teachers. | <ol style="list-style-type: none"> 1. Refer to the steps outlined in the ‘The Daily Warnings System’ Procedure (see below). |

| STEPS | THE DAILY WARNINGS SYSTEM PROCEDURE |
|--|--|
| Level 2 Frequent Low-Level Misbehaviour | |
| 1 | <p>Students on Level 2- Frequent Low-Level Misbehaviour receive formal reprimands in the form of a written warning on a 'Daily Behaviour Chart'.</p> <p><u>The Daily Behaviour Chart</u> 'The Daily Behaviour Chart' (K-3 and 4-6), is used to record the written warnings, accumulated from frequent low-level misbehavior, despite reminders/verbal warnings from teachers. This includes the classroom/ Halaqa/ salat/ playground/ afternoon duty/Library/Support/Extension, etc. teachers. This chart must be displayed in an allocated area, in each classroom.</p> <p><u>Written Warning</u> Years K-6: Teachers must give students a verbal warning before each officially recorded, written warning on Compass. Years 4-6: Verbal warning on the first two instances. Automatic written warning on Compass after third occasion.</p> <ul style="list-style-type: none"> • Teachers are not permitted to give double or triple written warnings at the same time if they become very frustrated with the students' behaviour/ conduct. • Collective class punishment is not to be used as part of this system. • If necessary, students may be removed from class to another supervised place. • Misuse of property will be confiscated. Items to be returned to students at end of school day. • At the start of each new school day, every student begins with zero warnings. • If the incident occurs anywhere outside of the student's classroom (not where their Behaviour Chart is located), the supervising teacher is to place a record on Compass |
| 2 | <p><u>Reflection Report</u> After written warning is recorded on Compass, students are to complete a reflection report of what happened. Written reflection reports are to be done by students during recess/lunch (supervised by teacher). Teacher is to keep the records for the year (pass on to the next teacher at handover).</p> |
| 3 | <p><u>3A. Playground Time Out</u> After the 3rd written warning has been recorded on Compass, a 'Playground Time Out', will follow:</p> <ul style="list-style-type: none"> • Yrs. K-3 – 1 break time (recess or lunch) • Yrs. 4-6 – 2 break times (recess or lunch on separate days) • <p>Students cannot be kept in at recess AND lunch</p> <p>Class teachers are to fill out the 'Playground Time Out Slip' (see below). It is the students' responsibility to hand the slip to the supervising teacher on playground duty to sign. Students are expected to return the slip to their class teacher for signing after their 'time out'. Students will receive an additional 'Playground Time Out' If they fail to attend / not provide the slip to the teacher on duty/not hand in the slip to their class teacher.</p> <p>Students are to sit in the designated 'Time Out' area in the playground.</p> |

If a student receives 3 written warnings while on a 'Playground Time Out' they will incur an extra day.
 Students will obtain a warning if they do not comply with the set conditions of a 'Playground Time Out', e.g., talking, walking around, etc. Students are allowed to go to the toilet and canteen during 'time out'.
 Note: No formal verbal warnings apply.

Playground Time Out Slip

Student name: _____ Class: _____ Date: _____

Time Out session (please circle):

| | Recess | Lunch | Written Warnings | | |
|-------------------|--------|-------|------------------|---|---|
| Attendance (tick) | | | 1 | 2 | 3 |

Slip returned to class teacher

Signed: _____

Comments:

3B. 'Letter of Concern'

A 'Letter of Concern' (see below) is to be sent home to notify parents, when a student is issued with a 'Playground Time Out'.

3C. Playground Time Out Detention

A student who receives 3 'Time Outs **within a fortnight**, warrants a 'Detention'.
 At the start of each new term, every student begins with zero 'Time Outs'.

4

4A. Detention

A 4th Compass entry warrants automatic detention.
 Note: for Years K-3, no more verbal warnings will be given at this point.

4B. Detention Notification note

Parents are issued with a 'Detention Notification' (see below) automatically via Compass

DETENTION

Detention is supervised by a coordinator or principal. A 'Detention Record Slip' (see below) is to be filled out for each student attending detention.

- Y1 & 2: 1 detention- (recess or lunch)
- Y3-Y6: 2 detentions- (recess or lunch on separate days)

- **DETENTION FOR KINDERGARTEN STUDENTS:** Kindergarten students will be required to sit out during recess/lunch in playground or be kept in by their teacher.

If a student receives 3 verbal warnings during 'Detention', they will incur an extra day reasons may include walking around, continued talking, failing to follow instructions. Failing to attend detention will incur a verbal warning and the detention will need to be observed at a specified date.

5

For students in Years K-3:

After receiving multiple detentions, students are placed on a Behaviour Management Plan (BMP), in the form of a 'Behaviour Book'. Behaviour Books are created and maintained by the class teacher. They are required to include space for daily/session feedback and the teachers' signature. Parents must sign the book daily. Books will be checked weekly by the coordinator/ principal. 'Behaviour Books' must be kept and added in student file.

For students in Years 4-6:

After receiving multiple detentions, refer to Level_3:

Level 3 Significant Misbehaviour

| L3 | Student Behaviour | Procedure |
|----|--|--|
| | <p>For example:</p> <ul style="list-style-type: none"> • Intentional use of vulgar language / swearing • Discrimination of others, including racial, cultural, religious and/or body shaming slurs • Verbal bullying • Directed throwing of objects to cause harm. • Pattern of intentional teasing, being mean and exclusion of others • Intimidation/threats/nonphysical harassment bullying, including online and electronic devices (on school site) • Graffiti/vandalism • Pushing/non striking and aggressive physical contact • Stealing/going through students' bags or class storage (desk, cupboards, etc.) • Intentional dishonesty to a staff member/visitor • Inappropriate conduct between girls/boys (intimate correspondence or sexist comments) • Intentional truancy (onsite) from class or activity • Bringing electronic equipment to school, after warnings not to (incl. smart watches) <p><u>STEP 3 ONLY</u></p> <ul style="list-style-type: none"> ❖ Not completing/handing in set homework, on 3 separate occasions throughout the term, without a note from the parent ❖ Not wearing a hijab during salat, on 3 separate occasions throughout the term, without a note from the parent ❖ Receiving 3 Uniform Infringement Notices | <ol style="list-style-type: none"> 1. Follow up discussion between teacher and students involved. 2. Written incident report done by student/s during recess/lunch (supervised by teacher-kept by the teacher for the school year) 3. Student/s issued with a detention and 'Detention Notification' sent home. <ul style="list-style-type: none"> - Kindergarten students to sit out during recess/lunch in playground or be kept in by their teacher. - Years 1-2 students: 1 detention - Years 3-6 students: 2 detentions 4. Students complete a self-reflection. Followed by meeting with chaplain and/or stage coordinator and/or Principal. 5. Teacher to write incident report of what happened and record on Compass. 6. Parent informed by Compass (email letter), or phone call from teacher with option of meeting. Date of meeting or correspondence with summary notes must be filed. Date of meeting to be recorded on School Pro (edit initial event). <ul style="list-style-type: none"> ❖ Option of Character Ambassador Program <p>If the incident occurs anywhere outside of the classroom:</p> <ul style="list-style-type: none"> - Supervising Teacher writes an incident report of what happened then class teacher to follow Steps above. <p><u>Principal only may recommend:</u></p> <ul style="list-style-type: none"> • Exclusion from school events onsite and offsite (Yr. 5/6 only) |

If a student receives 3 verbal warnings on 'Detention', they will incur an extra day.

Students will obtain a warning if they do not comply to the set conditions of a 'Detention', e.g. talking, walking around, etc.

Level Four Serious Misbehaviour

| L4 | Student Behaviour | Procedure |
|----|---|--|
| | <ul style="list-style-type: none"> • Verbal abuse/swearing directed at staff/visitors. • Stealing/going through staff bags or personal belongings • Bullying – pattern of verbal and physical bullying after Level 3 • Violent behaviour • Fighting, including striking (punching/kicking) and pushing/pulling/choking after Level 3 • Violent behaviour causing a student to sustain an injury including at offsite events • Bringing/sharing material inciting racial/religious hate • Vandalism requiring repairs or replacement. • Intentional truancy (onsite) from class or activity • Inappropriate physical relationships/contact between boys and girls (hugging/kissing/touching) | <ol style="list-style-type: none"> 1. Follow up discussion between teacher and students involved. 2. Written incident report done by student/s during recess/lunch (supervised by teacher-kept by the teacher for the year). 3. Student/s issued with a detention and ‘Detention Notification’ sent home. <ul style="list-style-type: none"> - Kindergarten: in class detention - Years 1-3: 2 detentions - Years 4-6: 5 detentions over a fortnight 4. Teacher to write incident report of what happened and record on Compass. 5. In person meeting to be arranged with parent and teacher and facilitated with coordinator and/or chaplain and/or principal. With student input, a ‘Developmental Goal Plan’ is to be created (with reference to ‘Tarbiyah Document & Pledge’ (Y4-Y6)). 6. Date of meeting or correspondence with summary notes must be filed. Date of meeting to be recorded on School Pro (edit initial event). 7. Students complete a self-reflection. Followed by meeting with chaplain and/or stage coordinator and/or Character Ambassador (see below) or Principal. <p>If the incident occurs anywhere outside of the classroom:</p> <ul style="list-style-type: none"> - Supervising Teacher writes an incident report of what happened then class teacher to follow Steps above. <p><u>Principal only may recommend one or more of the following</u></p> <ul style="list-style-type: none"> • Exclusion from school events onsite and offsite (Yr. 4 – 6) • Suspension in school or at home (Yr. 5/6 only) • External counselling/therapy |

Islamic Character Ambassador Program

Students on the ‘Significant Misbehaviour’ and ‘Serious Misbehaviour’ Levels, may be placed in the ‘Character Ambassador Program’, whereby the student will report, a few times a day, to their allocated character ambassador, for a discussion about how they are behaving/feeling etc., i.e. to touch base.

A character ambassador is any staff member – role models in the school, to whom the student looks up to, to assist them/support them/inspire them, morally/emotionally/socially. Short stories, drawn from the Quran and Hadith, based on Islamic values/ethics/morals, will be shared with the student, by the chaplain and/or stage coordinator and/or character ambassador, and openly discussed in relation to the incident.

Level 5 Extreme Misbehaviour

| L5 | Student Behaviour | Procedure |
|----|--|---|
| | <ul style="list-style-type: none"> • Repeated pattern of Level 4 serious misbehaviour • Bringing prohibited items (vapes, cigarettes, pornographic material, items intended to be used as a weapon) • Extreme violence (using an item to strike a student causing injury, fighting leading to injury requiring medical attention) | <ol style="list-style-type: none"> 1. Follow up discussion between Principal or principals delegate and students involved. 2. Written incident report done by student/s during recess/lunch (supervised by principal-added to students' file). 3. Students complete a self-reflection. Followed by meeting with chaplain and/or stage coordinator and/or Character Ambassador or Principal. <p>Principal to recommend one or more of the following:</p> <ul style="list-style-type: none"> • Exclusion from school events onsite and offsite (Yr. 4 – 6) • Suspension in school or at home (Yr. 5/6 only) • External counselling/therapy • Expulsion (Yr. 5/6 only) <ol style="list-style-type: none"> 4. Principal to write incident report of what happened and record on Compass. 5. In person meeting to be arranged with parent and the Principal. 6. Minutes of meeting filed, and meeting recorded on Compass by the Principal. <p>If the incident occurs anywhere outside of the classroom:</p> <ul style="list-style-type: none"> • Supervising Teacher writes an incident report of what happened. To be given to class teacher, then passed on to the principal. Principal to follow Steps 1-6. |

APPEALS

APPEAL/REDRESS

The student (and parent/s or guardian/s) will be advised that if they wish decisions or processes to be reviewed, they may make a request in writing for a review (within seven days) to the Principal and submit any information they wish to be considered for the review process

Whilst the Principal is the final arbiter, parent/s or guardian/s can appeal a suspension or expulsion decision of the principal to the College Board by writing to the Chairman of the Board mhelal@arkana.nsw.edu.au who after consulting with the Board and Principal will then either confirm the initial decision as the final decision or amend the decision based on additional or other information provided or on the recommendation of the Board.

PROTOCOLS

- Teachers must always exercise their discretion/judgement/autonomy in defining misbehaviour. Consider severity, age, frequency, type of behaviour (physical, violent, verbal).
- Unless there is an immediate threat to the safety/welfare of the child, others or staff, children, no child should be excluded from an activity or event without consent of the principal or their delegate.
- In accordance with procedural fairness, all children have the right to have their version of events considered and have the right to due process.
- Confiscated items (balls/toys) must be returned to the student at the end of the school day. Electronic devices and other prohibited items must be collected from the Principal's office or admin by a parent and locked in a safe place until ready for collection.
- Students removed from class must be sent to an area supervised by other staff and students must not be sent to wait or work outside classrooms or the playground.
- Collective punishment is not permitted, this includes refusing to teach or berating an entire class as a number of students are misbehaving, not following directions or not paying attention.
- Corporal punishment is strictly prohibited and may be regarded as reportable conduct and be referred to the Office of the Children's Guardian.

STRATEGIES TO MANAGE BEHAVIOUR

Disengagement

Strategies include:

- Muhasabah (self-assessment and evaluation).
- Cultivate relationships.
- Nasiha – teacher advice/student conference to be done privately and to provide positive advice to benefit the child, address the issue and not the individual.
- Are lessons student centered?
- Are there pastoral care issues?
- Allocation of classroom responsibility.
- Use the strategy: “First (complete work). Then...”
- Consider the physical environment.
- Employ active supervision...Look around/Walk around/Talk around. Proximity.
- Provide multiple opportunities and time to respond.
- Active listening and eye contact.
- Use of motivational language, e.g., pleasant tone of voice, smile and use of students’ names (to become more personal).
- Use of positive psychology by interacting with students 4 times more often when behaving appropriately than when misbehaving (4:1 ratio) ...”Catch” students doing the right thing.
- Provide students with the opportunity to choose various tasks.
- Use of further differentiation, i.e., scaffold, break tasks down into small, achievable steps and allowing student to progress to more challenging work.
- Use of students’ interests to engage.
- Use of further cooperative pair/group strategies.
- Use of in-class incentives and goal setting.
- Use students' interests to keep the student motivated.
- Allow small breaks during lessons e.g., let student go for a walk or give them a job
- Merit award system

Low level disruptive behaviour

Strategies include:

- Muhasabah (self-assessment and evaluation).
- Cultivate relationships.
- Nasiha – teacher advice/student conference to be done privately and to provide positive advice to benefit the child, address the issue and not the individual.
- Are lessons student centered?
- Are there pastoral care issues?
- Reinforcing positive behaviour using social stories as well as The Quran and Hadith.
- Explicit skill building. Reteach specific and targeted expectations and behaviours in context/Modelling/Give 8-10 practice opportunities per day (it takes 28 repetitions of new behaviour to replace old behaviour).
- Plan to ignore minor chatting.
- Differentiated explicit, positive reinforcement to develop intrinsic motivation.
- Use of further cooperative/group/social groupings and strategies.
- Employ active supervision...Look around/Walk around/Talk around. Proximity.
- Safe Zone – Remove student from situation and allow them to calm down. A safe space where students are given the opportunity to self-reflect. Discuss compromises and have their voices heard.
- Conference with student privately and communicate a summary of behaviours to parents. Possible referral to a pediatrician for testing/observation. No diagnosis or label to be included.

- Review class rules regularly.
- Positive focused, collaborative goal setting between student, parent, and teacher.
- Giving children opportunities to read and copying rhythms.
- Re-examine the structure and routine in your class.
- Re-examine the physical environment in the class, e.g., visual clutter.
- State changes, e.g., consider their physical needs by utilising movement breaks.
- Softly spoken response down on their level.
- Allocation of a classroom responsibility
- Student Muhasaba (self-assessment) of their behaviour complemented with a discussion with their teacher/chaplain.
- Merit award system

Category 3: Aggressive, anti-social behaviour

Strategies include:

- Muhasabah (self-assessment and evaluation).
- Cultivate relationships.
- Nasiha – teacher advice/student conference to be done privately and to provide positive advice to benefit the child, address the issue and not the individual.
- Refer to and follow through with the action taken by staff when an anti- social/aggressive/bullying incident occurs. Refer to attached templates.
- Conference with and communicate a summary of behaviours to parents. Possible referral to a pediatrician for testing/observation. No diagnosis or label made.
- Plan and implement adjustments to the social and physical environment.
- Safe Zone – Remove student from situation and allow them to calm down. A safe space where students are given the opportunity to self-reflect. Discuss compromises and have their voices heard. Use of buddy bench in the playground and an allocated space within the classrooms. A further option would be to provide students with a sound or visual aid to assist with their emotions/aggression.
- Model and rehearse Prophetic methods for cooling down aggression. For example: Drink water, Sit down, Lay down, Make wudu.
- Intervene immediately.
- Teach identification and labelling of emotions, e.g., through discussion, visual aids.
- Students write an initial incident report.
- Refer student to Sheikh / Principal for extreme cases.
- Teach conflict resolution skills.
- Merit award system
- Use of restorative justice, i.e., make up for your wrong. Encourage problem-solving mindset and accept personal responsibility e.g., write a letter of apology.
- Referral to the in-school chaplain and/or other professional services.

APPENDIX

- Tarbiyah parent/guardian document
- Tarbiyah pledge
- K-3 Daily behaviour chart
- Yr. 3-6 Daily behaviour chart
- Letter of concern
- Detention Notice
- Record Slip for Coordinators and Principal
- Developmental goal plan
- Developmental goals plan template



TARBIYAH PARENT/GUARDIAN DOCUMENT

“To nurture and develop the character and inner spirit of children, by supporting their transformation and empowerment towards self-discovery, wholeness and social consciousness”

Discuss the following 8 key elements of ‘tarbiyah’ and tools for development with your child:

1. Iman or faith – Meaning that we should teach our children that everything is from Allah (SWT), that He created us and that He fulfils our needs. We should turn to Him in our difficulty and rely on Him only.
2. The Sunnah – Ensuring that we live by the example of our beloved Prophet Muhammad (peace be upon him). This requires us to study how he lived his everyday life, how he conducted his business and relationships and then to emulate this where appropriate. Very often, we will say that something that is sunnah is not obligatory but just encouraged. This leaves us the option of dropping the sunnah from our everyday lives. In reality, we should value the sunnah and work hard to make it a reality in our and our children’s lives.
3. Salaah or prayer – We should encourage our children to join in the five daily prayers so that it becomes a lifelong habit. This habit also instils discipline in other areas such as cleanliness and timekeeping. Our beloved Prophet (peace be upon him) commanded us to encourage our children to perform their salaah from the age of seven.
4. Knowledge – We need to educate our children regarding their faith from a young age so that they know what halal and haram is, what is permissible and forbidden and how to conduct our everyday lives in the way that Allah (SWT) has commanded.
5. Remembrance – This requires us encouraging our children to remember their Creator throughout the day through their “masnoon” prayers such as those for entering the house, entering the bathroom, before eating, before sleeping on waking etc. This also requires us to teach our children to use Islamic expressions: saying ‘Bismillah’ when starting anything new, ‘Alhamdulillah’ rather than saying ‘OK’, ‘Masha’Allah’ when they like something, ‘Astughfiruallah’ when they don’t.
6. Akhlaq or good character – This focuses on the way we behave towards others. Islam provides guidance on the best way to behave towards different people – respect for our elders/teachers, kindness towards other students/peers, and civility towards our neighbours. Islam outlines the rights of each person, whether Muslim or non-Muslim. One element of this is reminding our children that a Muslim is one from whose hands (actions) and tongue (what is said) should feel safe and that we should take care never to engage in bullying/mean/aggressive behaviour, backbiting or slander/rumours.
7. Sincerity – Everything we do should be to please Allah (SWT). Our good deeds are rewarded on the basis of our intentions. Often our children will try to please or impress us. We should remind our children that everything that they do should be to please Allah (SWT) to gain the true reward.
8. Calling to Allah – As soon as you stop influencing your children, they are open to be influenced by something else, i.e., you either share with your children about Islam and make an impact on them or you let society and their environment in general impact on them and shape them. Encourage your children to be proud of their faith and to dress, behave and live accordingly. In doing so they become a form of dawah for their friends, peers, and teachers. Alhamdulillah.



TARBIYAH PLEDGE

For all parents AND students of Years 4, 5 and 6.

'Tarbiyah Pledge'

"To nurture and develop the character and inner spirit of children, by supporting their transformation and empowerment towards self-discovery, wholeness and social consciousness"

I/We hereby agree to reinforce/consolidate, should it be required, as determined by the Principal of Arkana College, the 'Tarbiyah' approach at home, as per the 'Tarbiyah Parent/Guardian Document' and any other 'Tarbiyah' resources provided by Arkana College.

I understand that this is part of the 'Parents'/Guardians' School Conditions of Enrolment Agreement'. I understand that adherence to the 'Tarbiyah' process is a mandatory requirement of our enrolment contract.

Student

Name of Student: _____ Signature: _____

Date: _____

Parents

Name of Mother/Guardian: _____ Signature: _____

Date: _____

Name of Father /Guardian: _____ Signature: _____

Date: _____

Playground Time Out Slip

Student name: _____ Class: _____ Date: _____

Time Out session (please circle):

| | Recess | Lunch | Written Warnings |
|--|--------|-------|------------------|
| Attendance (tick) | | | 1 2 3 |
| Slip returned to class teacher. <input type="checkbox"/> | | | |
| Signed: _____ | | | |

Comments:

Playground Time Out Slip

Student name: _____ Class: _____ Date: _____

Time Out session (please circle):

| | Recess | Lunch | Written Warnings |
|--|--------|-------|------------------|
| Attendance (tick) | | | 1 2 3 |
| Slip returned to class teacher. <input type="checkbox"/> | | | |
| Signed: _____ | | | |

Comments:

ARKANA COLLEGE LTD

INDEPENDENT PRIMARY SCHOOL

344-346 Stoney Creek Rd, Kingsgrove, NSW, 2208. Phone 9502 3655

Fax 9554 9403



LETTER OF CONCERN

Dear Parent/Guardian

I regret to inform you that your son/daughter _____ of Year _____ is causing some concern in the area of _____. Due to the concerning behaviour, your child will be placed on a Playground 'Time Out' for 1/2 break/s.

Summary of misbehaviour:

It is extremely important that your child maintain high standards in all areas of behaviour. Failure to do so will result in further disciplinary measures. Please discuss these matters with your child and return the note.

CLASS TEACHER

COORDINATOR / PRINCIPAL

Student's Name: _____ Class: _____

Parent's Comment:

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DETENTION NOTICE

Dear Parent/Guardian

I regret to inform you that your son/daughter _____ of Year _____ has received a Detention for _____ and will be required to serve Detention for the duration of _____ days.

Summary of misbehaviour:

It is extremely important that your child maintain high standards in all areas of behaviour. Failure to do so will result in further disciplinary measures. Please discuss these matters with your child and return the note.

CLASS TEACHER

COORDINATOR / PRINCIPAL

Student's Name: _____ Class: _____

Parent's Comment:



DEVELOPMENTAL GOAL PLAN

OBJECTIVES OF A DEVELOPMENTAL GOAL PLAN

To highlight and identify values/character strengths within the student. To regain a sense of their 'fitrah' and begin the transformation to their whole self again. Bringing to light/identifying the uniqueness that Allah has bestowed/endowed upon themselves and the 'victim' and to encourage them to embrace it in themselves and others around them. *"The believers are but brothers, so make settlement between your brothers. And fear Allah that you may receive mercy" (Quran 49:10)*

To refocus the student on their duty as a Muslim and to consider the ethical dimension of their behaviour. *"The Muslim is the one from whose tongue and hand are safe, and the believer is the one from whom the people's lives and wealth are safe" (Quran 16:49)*

STEPS

- ❖ Work with the student displaying the negative behaviour to identify and list the Values/Character Strengths they see in themselves (see 'Arkana College Values and Strengths' poster).
- ❖ Plan with the student ways of enhancing and using their character strengths, while upholding their values.
- ❖ Identify the type of behaviour which the student has exhibited using the 'Types of Behaviour' document and discuss the Ayat /Hadith relating to the selected type of behaviour.
- ❖ Identify similar Values/Character Strengths the student displaying the negative behaviour and the target have in common and discuss ways they can reconcile and ask for forgiveness from the target.
- ❖ The student, class teacher and Principal/School Chaplain) should meet on a fortnightly basis (depending on development of the student) to discuss personal growth and development.



Developmental Goals Plan Template

Name of student displaying negative behaviour: _____

Class: _____

Brief description of the incident:

List of the Values/Character Strengths identified:

Putting these into action- How?

Type of negative behaviour identified:

Related Ayat/Hadith discussion point:

Commonalities identified regarding Values/Character Strengths between the student displaying the negative behaviour and the target:

Ways to reconcile with and seek forgiveness from others:

Ongoing personal growth and development notes:
