Positive Behaviour Policy

Islamic Context

"You will see the believers in their having mercy for one another, and in their love for one another, and in their kindness towards one another, like the human body: when one limb is ailing, the whole body feels it, one part calling out the other with sleeplessness and fever." (Bukhari.)

At IQRA College, we believe that the Positive Behaviour policy should stem from our Islamic values, which permeate all that we do within our school. We believe that each person within our school community has the right to function safely. They should feel engaged, inspired and empowered through their relationships. We believe that these values and practices need to flow through into the intellectual, emotional, physical, spiritual and creative potential of al learning opportunities.

These are more than just behaviours and skills to be taught, they are aspirations of our Islamic-centred community and are embedded in all our interactions. They have the potential to equip everyone within our community to be the best they can be. Consequently, our Progression of Discipline Procedures recognise that each member of the school community has certain rights and responsibilities. Self-discipline and positive approaches to the development of acceptable behaviour are supported through a consistent approach by the school community, in accordance with the Character Development Framework.

This Positive Behaviour Policy links to the areas of student academic achievement, the wellbeing of students, staff and parents and our response to intervention approach used with children who require extra support. The positive behaviours promoted in this policy should minimize the occurrence of inappropriate behaviours such as harassment, bullying, discrimination, and non-compliance. It should protect the safety and dignity of all.

Rationale

At IQRA College, we honour the rights of individual students. We know student engagement is a critical element in developing positive behaviour. To develop a culture of positive behaviour we need to create structures that provide consistent guidelines and procedures. This supports the expectation that all members of our community will take responsibility for their actions to maintain and restore harmony in their relationships with others.
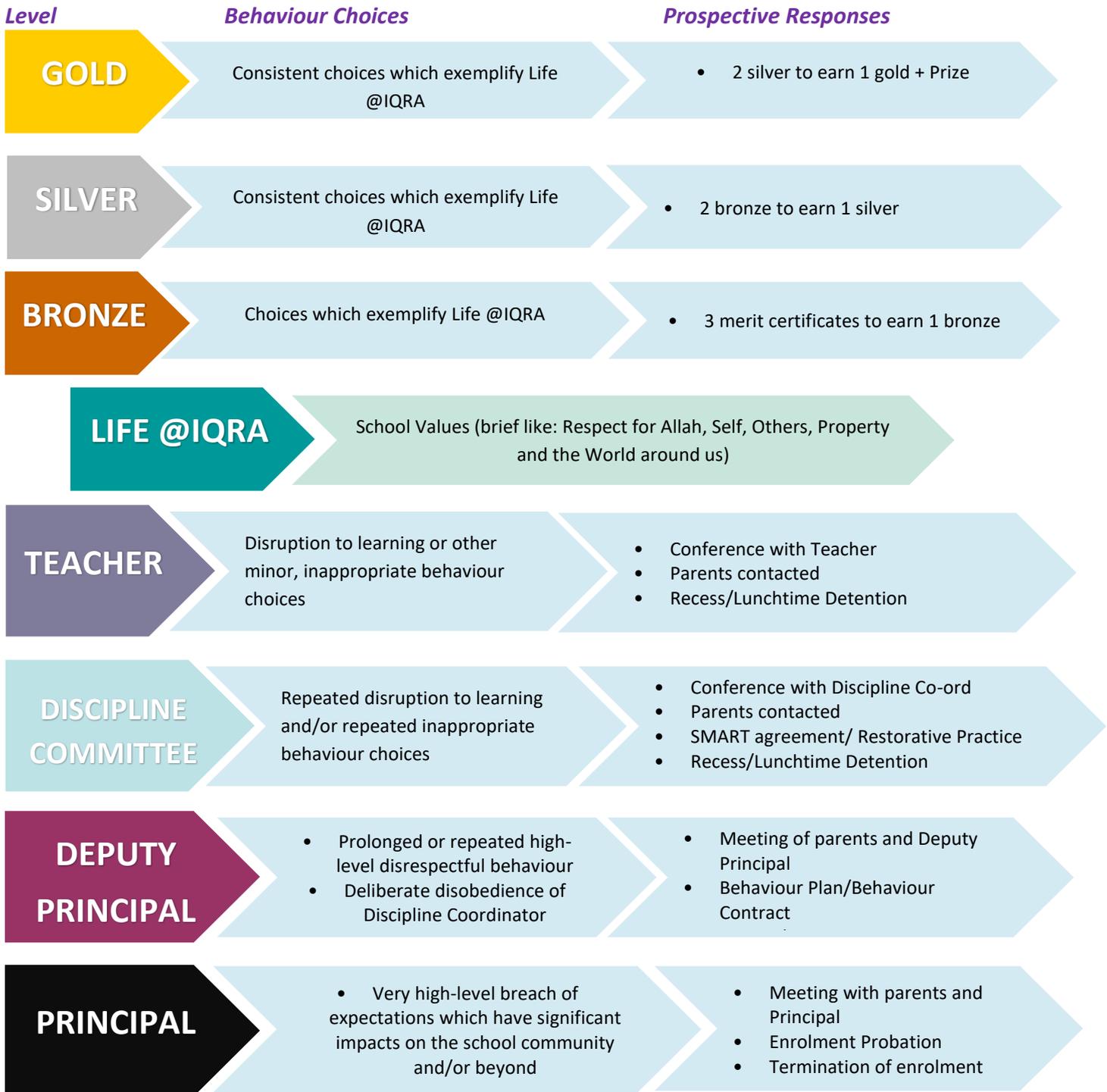
To support this policy, we will:

1. Identify the Rights and Responsibilities of all members of our community and Guidelines for Positive Behaviour. (Appendix 1 & 2)
2. Provide for the yearly review and development of Guidelines for Effective Learning for each classroom. (Appendix 3)
3. Implement a Progression of Procedures related to inappropriate or challenging student behaviour which contravenes the statement of school wide Rights and Responsibilities. For example, consistent and on-going harassment, bullying, discrimination, non-compliance, or behaviour which seriously threatens the safety or the dignity of others. (Appendix 4 & 5)
4. Implement a Personalized Learning Plan (Behaviour Management) for children exhibiting specific behaviours. (Appendix 6)
5. Thinking Sheet (Appendix 7a, 7b)
6. Behaviour Contract (Appendix 8a, 8b)

Reflective Material

1. School Vision and Mission Statements
2. Positive Behaviour for Learning
3. Restorative Practice
4. Choice Theory

Character Development Framework

Self-discipline and high expectations expected of our school students are important for them in order for them to be able to reach their full potential. The diagram below demonstrates the procedure that will be followed in assisting students to meet expectations and to grow in character. This procedure includes both recognition for positive choices and responses to inappropriate choices.

Level	Behaviour Choices	Prospective Responses
GOLD	Consistent choices which exemplify Life @IQRA	• 2 silver to earn 1 gold + Prize
SILVER	Consistent choices which exemplify Life @IQRA	• 2 bronze to earn 1 silver
BRONZE	Choices which exemplify Life @IQRA	• 3 merit certificates to earn 1 bronze
LIFE @IQRA	School Values (brief like: Respect for Allah, Self, Others, Property and the World around us)	
TEACHER	Disruption to learning or other minor, inappropriate behaviour choices	• Conference with Teacher • Parents contacted • Recess/Lunchtime Detention
DISCIPLINE COMMITTEE	Repeated disruption to learning and/or repeated inappropriate behaviour choices	• Conference with Discipline Co-ord • Parents contacted • SMART agreement/ Restorative Practice • Recess/Lunchtime Detention
DEPUTY PRINCIPAL	• Prolonged or repeated high-level disrespectful behaviour • Deliberate disobedience of Discipline Coordinator	• Meeting of parents and Deputy Principal • Behaviour Plan/Behaviour Contract
PRINCIPAL	• Very high-level breach of expectations which have significant impacts on the school community and/or beyond	• Meeting with parents and Principal • Enrolment Probation • Termination of enrolment

Responding to inappropriate choices

Teachers and staff may correct students for minor indiscretions with a warning or through a range of behaviour management strategies. Where the choices of a student cause disruption to the learning and school environment, and the student is not responding to strategies, a teacher will work through our Responsible Thinking Process:

1. Asking the student – What are you doing? Is that appropriate? What happens if you break the rules?
2. The hope of the above step is that this enables students to recognise and correct their choices. If they do not, the teacher will give the student an RTC referral slip and ask them to go to the RTC.
3. At the RTC, the student will work to create a plan to correct the issue.
4. The student will then negotiate this plan with their teacher, who will ensure the plan will successfully correct the issue.
5. At this point, once the teacher has agreed to the plan, the student is able to return to class and demonstrate the appropriate choices for the learning environment.

More Serious Issues

Where students demonstrate insolence, deliberate disobedience, inappropriate language, rudeness to a teacher and other serious misbehaviour, the student will be referred to a key school leader (Deputy Principal or Principal) in keeping with the diagram on the previous page. This person will work with the student and more serious consequences will most likely be applied. These include:

1. Recess/Lunchtime detention

2. In-school suspension

3. External suspension

4. Termination of enrolment

Rights and Responsibilities for Students

You have the right to be an individual at school	You have a responsibility to let others be individuals at School • This means that you should not treat others unfairly because you consider them different to you
You have the right to be respected	You have the responsibility to respect others and treat them with kindness • This means that you should treat others as you hope to be treated
You have the right to express yourself with consideration for the feelings of others	You have the responsibility to let others express themselves. • This means that you must give others the opportunity to talk freely about their ideas and feelings when it is appropriate and in an acceptable manner.
You have the right to a safe school	You have a responsibility to keep yourself, others and the school safe. • This means that you should make safe choices in the way you act and interact with others in the school environment.
You have the right to learn at school	You have the responsibility to create a positive learning environment for all. • This means that you engage in good learning and support and encourage and celebrate good learning in others. - This means that you care for the environment, the property of others and of the school.

Guidelines for Positive Behaviours

Our Commitment to Positive Behaviour	Our Responsibility as a Student
Opportunity to Learn We can learn without interruption through the actions and words of others	• be punctual • enter rooms politely • be prepared for lessons and complete homework • co-operate with teachers • prevent disruptive actions • listen and speak with care for others • allow others to learn • allow others to achieve without "putting them down" • be involved in school activities
Personal Acceptance We recognise and respect for endeavour and personal difference	• treat others as you would like to be treated (respect, courtesy) • accept others with understanding • respect differences and not hurt, laugh at or tease others • use appropriate language
Safety We keep the environment safe We help maintain in the freedom from physical and verbal abuse	• respect the authority of the teacher • use the appropriate procedures to pursue grievance (report harassment or bullying) • Obey the rule of "No threatening, hitting or hurting anyone" as we do not tolerate bullying • observe the safety rules • remain in bounds • walk along class hallways and pathways • place any litter in bins • line up and wait quietly outside rooms and buses
Justice We receive and give fair treatment and equal access to resources	• share and take care of equipment (no graffiti) • seek permission when borrowing others' property • hand in lost property • report theft • prevent stealing and destruction of property • speak and respect the truth • dress neatly in correct uniform • leave banned items at home

Guidelines for Effective Learning

Students	
1. We listen appropriately in class	• We listen appropriately in class and follow the routines and procedures • We allow other children to listen without disrupting them
2. We respect the opinions of others	• We avoid using put-downs and negative comments to other students in the class • We encourage other children to voice their opinions and contribute their ideas
3. We follow the instructions of teachers	• When asked to complete a reasonable task by a teacher or staff member, we follow the instructions we have been given in a respectful and appropriate manner
4. We allow other students the freedom to learn	• We behave in a respectful manner • We avoid engaging in behaviours that dominate the class and require the teacher to spend more time dealing with our behaviour
5. We have all the things we need to engage in learning	• We have access to all the items and equipment we need to learn effectively • We allow others access to the resources they need to engage in the classroom learning • We respect the property of the school of others
6. We keep our learning area free of clutter	• Our learning area is organized enough that we can find what we need when we need it.
Teachers	
1. We use a range of strategies to engage students in their learning	• We use a range of strategies to scaffold the learning of students: ● Conferencing ● Modelling ● Explicit teaching ● Illustrations
2. We use a range of tools to engage students in their learning	• We use a range of tools to engage students such as: ● Digital devices ● Literary resources ● Educational Video clips
3. We provide clear guidelines for students	• We commence each lesson with careful instructions and clear Statements of Intent/Learning Intentions • We conclude each lesson by reflecting on the learning and looking at whether the success criteria have been achieved
4. We provide students with specific feedback	• We ensure that each child has been given specific feedback on their learning, either verbally or in written form
5. We use evidence to drive student learning	• We use a range of sources of evidence to help us direct and target the learning for each student (standardized tests, observational analysis and student-teacher conferencing) • We work collaboratively with our Learning Community colleagues to ensure our plan for learning is carefully targeted to meet the needs of our students • We use a needs-based approach to help students engage with the curriculum in literacy and maths
6. We collect evidence on the engagement levels of students	• We understand that we need evidence to identify whether students are engaging with the learning in our classrooms
7. We work collaboratively to develop learning opportunities for students	• We work with our colleagues to develop explicitly targeted learning opportunities • We work to implement a shared ownership model in planning so that knowledge, experience and ideas are shared between educators using professional conversations
8. We work to build relationships with students	• We use the focus student concept to build our relationship with students • We use regular conversation and conferencing as a tool to engage with students

Response Checklist

Prevention and Early Intervention – Creating a Positive School Culture	
Recommended Strategies	School Actions
Define and teach school-wide expectations for all	**Non-Negotiable:** • Circle time • Development of a visible and known Positive Behaviour Policy • Parent-Teacher conferences for students at risk • Development of class/learning community Codes of Conduct (based on Rights & Responsibilities & Guidelines for Effective Learning, Guidelines for Positive Behaviour) • Tracking Incident Reports **Negotiable:** • Incentive Programs (recognition awards, class incentives, etc) • Choice and Resolution (elements from Choice Theory/Restorative Practice) (creating and mediating behaviours and learning expectations) • Use of student diary for communication with home to highlight use of positive behaviours as well as areas to address OR • Specific communication tool/platform if required
Establish relevant school-wide prevention programs	• Implement the Merit Certificate System to improve positive social, emotional, behavioural and academic outcomes • Problem Solving Team Meetings (Discipline Coordinators, Focus school meetings)
Establish consistent school-wide processes to identify students at risk of disengagement from learning	• Teacher referral notes for students at risk • Teacher referral notes for Education Support Unit • Personalised Learning Behaviour or Behaviour Plans (Behaviour Management) • Tracking & data collection (Examples include tracking incident reports, teacher assessment records, anecdotal records & observations)
Establish consistent school-wide processes and programmes for early intervention	• Teacher observations, tracking sheets • Teacher referral to Discipline Coordinator (Principal to be consulted) • Problem-Solving Team Meetings • Parent-teacher-student conference (three-way conferencing) • Possible referral to external consultants or agencies (if required) • Development of Personalised Learning behaviour or Behaviour Plans Student Support Individual/Group Meetings

Progression of Procedures

The following plan is used if a teacher believes a child's behaviour is inappropriate. This also includes behaviour that includes harassment, bullying, discrimination, or non-compliance. In order to achieve positive behaviours, it is vital that all teachers consistently implement the consequences as outlined.

Behaviour	Procedure	
LEVEL 1 BEHAVIOURS		
• Misuse of school property • Frequent late arrival • Insolence / defiance / language • Disrupting learning of others • Leaving room without permission • Not wearing correct school uniform • Unsafe physical contact • Not following teacher instructions • Failure to complete or submit work • Frequent running indoors • Cheating • Lying • Littering • Other	1) Warning 1, 2 or 3, behaviour is managed by the teacher. Responses include: • stop, listen, speak, and clarify (reminder of appropriate behaviour) • RESTORATIVE PRACTICE: talk with child, talk with others involved, review school's Codes of Conduct, child completes self-reflection sheet (7a/7b) 2) If child shows that he/she had received 3 warnings – please proceed to consequences.	1) 1st offence: Verbal reminder • Teacher records incident in Sentral. • Notification sent to parent through Sentral • Supervised time in (Student loses 10 minutes of recess or lunch to have a conversation with the teacher) 2) 2nd offence: • Verbal reminder + written reflection addressed to teacher • Supervised time in or take part in school cleanliness program: (Student loses 20 minutes of recess or lunch to serve in cleaning the school) • Teacher records incident in Sentral • Notification sent to parent through Sentral 3) 3rd offence: refer to first consequence in Level 2.
If the issue is resolved, the matter rests here. If the behaviour persists then the next level of this policy is followed.		

Behaviour	Procedure
LEVEL 2 BEHAVIOURS	
• Persistence of Level 1 breaches • Damage of school property • Aggressive language and threatening behaviour • Misuse of technology • Harassment, bullying or fighting • Cyber bullying • Stealing • Other	1) 1st offence: • Supervised time in (Student loses 20 minutes of recess or lunch x2 days) • Notification sent to parent from Sentral and teacher to call parent. • Teacher records incident in Sentral. 2) 2nd offence: • Supervised time in (Student loses 20 minutes of recess or lunch x2 days) • Teacher records incident in Sentral. • Discipline coordinator to consult and counsel the student and record actions taken. • Notification sent to parent from Sentral and Discipline Coordinator to call parent. • Formal written reflection addressed to Coordinator. 3) 3rd offence: refer to first consequence in Level 3.
If the issue is resolved, the matter rests here. If the behaviour persists then the next level of this policy is followed.	

Behaviour	Procedure
LEVEL 3 BEHAVIOURS	
- Persistence of Level 1 breaches - Damage of school property - Aggressive language and threatening behaviour - Misuse of technology - Harassment, bullying or fighting - Cyber bullying - Stealing - Other	1) 1st offence: - Teacher records incident in Sentral. - Discipline coordinator to consult and counsel the student and record actions taken. - Notification sent to parent from Sentral and Discipline Coordinator to call parent. - Invite parents for a meeting. - Student to sign the Student Behaviour Plan. 2) 2nd offence: - Discipline Coordinator records incident in Sentral. - Notification sent to parent from Sentral and teacher to call parent. - Invite parents for a second meeting. Principal and Key Personnel present. Student and parents to sign the Student Behaviour Contract. 3) 3rd offence – Reminder: - Discipline Coordinator records incident in Sentral - Suspension (short term – max 3 - 5 days: at Principal's discretion). Letter sent with student to inform parents of suspension and meeting date for student re-entry into school. - Student provided with reflection questions and tasks to be completed at home.

If the issue is resolved, the matter rests here. If the behaviour persists then the next level of this policy is followed.

1) Final Reminder
- Discipline Coordinator records incident in Sentral
- Suspension (long term - max 6 - 10 days: at Principal's discretion). Letter sent with student to inform parents of suspension and meeting date for student re-entry into school.
- Student provided with reflection questions and tasks to be completed at home.

2) Resolution Dissolved
- Repeat offence – consider expulsion. Consultation between Principal, Deputy Principal and Discipline Coordinator. Final decision with the Principal.

Personalised Learning Behaviour Plan

Student name:	Date of Birth:
Year:	Date (*when this plan is made*):

Review of progress should be based on collection and analysis of data

- *formal classroom and broader assessment data such as appropriate observation notes from classroom teacher/s*
- *feedback from the student*
- *feedback from the parents/carers*

All decisions regarding student learning should be based on a range of data sources. Individual Learning Plans aim to personalize the teaching and learning programme, support improvement in identified areas and should be monitored and revised regularly.

Learning improvement goals	**Learning outcomes**
Priority areas for improvement. *Consider:* • *engagement* • *attendance* • *behaviour*	*List relevant learning outcomes linked to the learning improvement goals.* *Consider:* • *engagement* • *attendance* • *behaviour*
School and classroom strategies revised pedagogy	**Parents/carers – expectations/support**
Consider: • *revised pedagogy* • *classroom learning interventions* • *small group/individual support* • *behaviour expectations*	*Identify in partnership:* • expectations of parents/carers • level of support that can be provided by parents/carers • how the school can support parents/carers

Processes for collection of data

Identify:
- *data collection methods*
- *how progress will be measured*

Timeline for review and revision of plan
Individual Learning Plans should be measured and modified regularly

Student's comments:

Classroom teacher's comments:

Parent/Guardian's comments:

Personalised Behaviour Plan

Student name:	Date of Birth:
Year:	Date (*when this plan is made*):

These are my personal behaviour goals:

- *area/s student needs to improve on – specific and measurable goals*

These are my consequences if I don't meet my personal behaviour goals

- *clear and justifiable consequences according to the behaviour framework*

These are my rewards/consequences if I meet my goals:

- *specific rewards to help improve the behaviour (e.g. will receive equal opportunity in class play equipment, and other opportunities generally open for students like representing the school for sporting tournaments, etc)*

My contract will be reviewed on

- *insert the date/day/period appropriate to the actions.*
- *Can consists of 2 or more review dates if necessary*

School Staff comments and signature:

Signature:	Date:

Parent/Guardian's comments:

Signature:	Date:

Thinking Sheet for Junior School

Name:	Class:	Date:

This is a picture of what happened:

What did I do?

I was feeling…

This would have made the other person feel…

What can I do to make things better?

Next time I will…

Teacher's name in this conversation:

Thinking Sheet

Name:	Class:	Date:

What happened?

Why did this happen?

What was I thinking at the time?

What choices did I make?

Who was affected?

How would this have made them feel?

What can I do to make things right?

Which of the Rights and Responsibilities for Students did I not follow?

☐ You have the right to be an individual at school

☐ You have the right to be respected

☐ You have the right to express yourself with consideration for the feelings of others

☐ You have the right to a safe school

☐ You have the right to learn at school

Next time I will…

Comments from teacher engaged in this conversation:

Assalam Alaikum WR WB

Dear Valued Parents of XXX (Year X),

Your child is receiving this *Parent-Child Behaviour Contract* as a form of mediation plan upon our mutual consultation. This is based on our concerns over your child's recurring misbehaviour in school. Please sign off to indicate you have seen the class teacher's note at the end of each day within the contract period. Jazakum Allah Khair.

_____   _____

Ms xx   Ms XX XX

Deputy Principal/Principal   Year X Form Teacher

Parent-Child Behaviour Contract

This contract is between **XX of Year X** and **his Parents** begins on **Term X Week X**. We agree to look at it again after **X weeks** to see if we need to adjust any details or set new goals/consequences.

Goals

Goal 1: XX will stop using negative words on others and calling out during learning time.

   Step for Success: I will stop to think whenever I get angry so I don't say the wrong thing.

Goal 2: XX will stay focus in class learning without disturbing others.

Behaviour Update

Week 1	Teacher's Evaluation					Parent's Signature
Monday	□ 1	□ 2	□ 3	□ 4	□ 5	
Tuesday	□ 1	□ 2	□ 3	□ 4	□ 5	
Wednesday	□ 1	□ 2	□ 3	□ 4	□ 5	
Thursday	□ 1	□ 2	□ 3	□ 4	□ 5	
Friday	□ 1	□ 2	□ 3	□ 4	□ 5	
Week 2	Teacher's Evaluation					Parent's Signature
Monday	□ 1	□ 2	□ 3	□ 4	□ 5	
Tuesday	□ 1	□ 2	□ 3	□ 4	□ 5	
Wednesday	□ 1	□ 2	□ 3	□ 4	□ 5	
Thursday	□ 1	□ 2	□ 3	□ 4	□ 5	
Friday	□ 1	□ 2	□ 3	□ 4	□ 5	

Behaviour Update

Week 3	Teacher's Evaluation					Parent's Signature
Monday	□ 1	□ 2	□ 3	□ 4	□ 5	
Tuesday	□ 1	□ 2	□ 3	□ 4	□ 5	
Wednesday	□ 1	□ 2	□ 3	□ 4	□ 5	
Thursday	□ 1	□ 2	□ 3	□ 4	□ 5	
Friday	□ 1	□ 2	□ 3	□ 4	□ 5	
Week 4	Teacher's Evaluation					Parent's Signature
Monday	□ 1	□ 2	□ 3	□ 4	□ 5	
Tuesday	□ 1	□ 2	□ 3	□ 4	□ 5	
Wednesday	□ 1	□ 2	□ 3	□ 4	□ 5	
Thursday	□ 1	□ 2	□ 3	□ 4	□ 5	
Friday	□ 1	□ 2	□ 3	□ 4	□ 5	

Other information:

_____

_____

_____

_____

_____

_____

_____

_____

Teacher's/School's Review/Date:

_____

_____

_____

_____

Behaviour Contract

In the Name of Allah, The Most Gracious, The Most Merciful

Student's Expectations

I, _____ hereby promise, to the best of my ability, that I will:

1. Try my best in fulfilling my dreams and ambition to become a/an_____
2. Show gratitude to Allah and my parents by working hard to achieve my goals.
3. Must adhere to the Seven School Values:

   We have faith in Allah and His Messenger
   We seek knowledge and strive for excellence
   We love for others what we love for ourselves
   We show kindness, empathy, and forgiveness
   We keep our heart and bodies clean
   We are good role models for others
   We are accountable for all our actions

4. Treat all students and staff at IQRA College with respect
5. Be considerate of others and not disrupt the teaching and learning process in and outside the classroom.
6. Complete all homework, assignments, and other tasks given by my teacher on time.
7. Revise and practice my schoolwork for at least one hour a day at home.
8. Adhere to all IQRA College rules including uniform, hairstyle, unauthorised use of mobile phones and electronics, and late attendance.

I understand that my enrolment is subject to ALL the above conditions being met throughout my time at IQRA College (especially during the three months – Term 1 Probation Period).
I accept that if I breach any of these rules, IQRA deserves the right to terminate my future enrolment.

Parent's Expectations

I/We, _____hereby acknowledge and agree with the conditions above. We acknowledge the Three-Months' Probation period, and should our child fail to fulfil the academic requirements of the respective year level, the child will need to be moved to the recommended year level as assessed by IQRA College.

Student Name: _____ Signature: _____ Date: ___ / ___ / ___

Parent Name: _____ Signature: _____ Date: ___ / ___ / ___

Deputy Principal/Principal: _____ Signature: _____ Date: ___ / ___ / ___