

Student Welfare & Behaviour Management Policy and Procedures

Zahra Grammar School





Student Welfare & Behaviour Management

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Student Welfare & Behaviour Management

Introduction *Zahra Grammar School takes a restorative approach in Behaviour Management; the School philosophy reflects the love, respect and forgiveness our religion teaches. Students are encouraged to attain high standards of behaviour and achievement and action is taken if standards are not kept. Parents will be kept informed at appropriate points throughout the Behaviour Management process. The School's ultimate aim is for the students to become self-Behaviour Management.*

The School aims to implement fairness across the community which is built on; an ethos of respect, inclusion, accountability, taking responsibility, commitment to relationships and the development of social and emotional competencies. Students develop personal awareness and responsibility while learning to use lifelong skills of active listening, expressing emotions and problem solving.

We value the integrity and well-being of each member of the School. We strive to cultivate genuine relationships. The School also aims to promote good order and harmony within the school community.

Values *Zahra Grammar School nurtures and promotes the following school values:*

<i>Respect</i>	<i>Responsibility</i>
<i>Cooperation</i>	<i>Acceptance</i>

Corporal Punishment

At Zahra, corporal punishment is not permitted under any circumstances. The school does not sanction the administering of corporal punishment even by the non-school persons, including parents, to enforce Behaviour Management at the school.

Students Rights & Responsibilities

Rights

- Students have the right to;
- Be treated with dignity, respect and courtesy
- Have their personal information treated with confidentiality

- Be valued as individuals, and feel safe at all times
- Express themselves in an Islamic and responsible manner
- Ask for help from School staff members when required
- Be provided with effective and positive teaching
- Have reasonable access to their teachers
- Be informed regularly about their progress
- Be informed of school decisions which affect them
- Have their property respected

Responsibilities

Students have the responsibility to;

- Treat all members of the school community with dignity, respect and courtesy
- Value the individual differences of others
- Listen and be open to others' points of view
- Utilise the School's services appropriately
- Take advantage of learning opportunities and to allow others to do the same
- Cooperate with the teaching processes of the classroom
- Seek assistance as required
- Listen to and act on progress reports from teachers
- Take pride in their personal grooming and wear school uniform correctly
- Maintain a safe, clean and attractive environment
- Respect all property
- Abide by all school rules and protocol

Staff Rights & Responsibilities

Rights

Staff have the right to;

- Be treated with dignity and respect
- Be valued as individuals and professionals
- Express opinions and thoughts in appropriate ways
- Have their property respected
- Participate actively in decision making within the School
- Take part in professional development opportunities
- Be informed and updated on school policies

- Be given appropriate support by the School Principal, Leadership Team and Administration
- Work in a professional working environment
- Teach and perform duties in an atmosphere conducive to learning
- Be informed and aware of special needs of students
- Be supported in their provision of pastoral care to students
- Expect parents to work in partnership with them
- Be protected legally by the School
- To have access to essential resources and facilities
- Work in a clean and safe work place

Responsibilities

Staffs have the responsibility to;

- Participate and contribute to a safe and supportive learning environment
- Provide a culture where bullying is not accepted
- Treat others with respect and dignity
- Respect and abide by the school's decisions
- Behave in a professional manner
- Listen professionally and openly to the opinions of others
- Respect and safeguard School and student property
- Take advantage of the decision making opportunities within the School
- Formulate professional development plans
- Act upon information received regarding school policies
- Publicly support the School Principal and Administration
- Work in partnership with parents
- Respect and follow the School's Staff Professional Code of Practice
- Maintain an understanding of the current curriculum and deliver lessons accordingly
- Seek and act upon appropriate information and treat this information with confidentiality
- Provide support to students and encourage them to do their utmost best
- Maintain a clean and safe environment and report any areas that require attention

Parents Rights & Responsibilities

Rights

Parents/Guardians have the right to;

- Be treated with respect and dignity and be seen as partners in the education of their child
- Know the policies and procedures relating to student welfare and Behaviour Management
- Expect the School to provide a safe and secure environment
- Expect that their child are treated as individuals and his or her well-being is nurtured
- Have family matters treated with confidentiality
- Expect a curriculum that can be accessed by their child
- Be informed regularly of their child's progress
- Be informed and have the opportunity to understand the curriculum
- Receive regular communication from the School

Responsibilities

Parents/Guardians have the responsibility to;

- Treat members of the School Community with respect and dignity and work in partnership with them
- Respect the student welfare and Behaviour Management policies and procedures of the School
- Support the School in maintaining a safe and secure environment
- Inform the School of their child's specific needs
- Inform the school of matters which could affect their child at the School
- Display an active interest in the academic life of the School, and support the education of their child
- Seek information and attend Parent/Teacher/Student interviews
- Support the curriculum of the School
- Maintain open communication with the School
- Disclaim all information about the medical needs of their children

Procedural Fairness

The principles of procedural fairness are fundamental to the success of our school. As such, our practices and procedures at all levels are closely guided by the values of procedural fairness. Procedures which have been developed for parents, staff and students will adhere to the guidelines of procedural fairness to ensure a fair and just process for all. The essential elements of procedural fairness are:

The right to be heard:

This includes the right to know of any allegation and the way in which issues will be determined. It also provides the right of the student to respond to or explain their version of any allegation.

Impartiality:

Any bias or perceived bias should be removed from the process. This may mean involving other staff in the process.

Justice:

The consequence of inappropriate behaviour should be reasonable, consistent and appropriate.

When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. This may involve students giving an account of the incident. This may also involve a meeting with the student and their parents/caregivers. A record of all meetings will be kept in a secure place.

The sanctions imposed will vary according to the seriousness of the behaviour, the age and the prior record of the student. At the lower end of the scale, an apology or detention may be appropriate. For more serious breaches, the behaviour could result in suspension or expulsion, following a process incorporating the principles of procedural fairness.

Student Wellbeing

Zahra Grammar Schools supports students' wellbeing through implementing positive circle time activities. These programs provide students with opportunities to raise issues of concern, to build positive social skills and reflect on the school values.

Classroom and specialist teachers are encouraged to acknowledge students achievements regularly. Student's success is acknowledged at weekly assemblies.

Appropriate Behaviour

The school promotes, acknowledges and rewards students who behave appropriately according to School values:

- Weekly merit awards – “Student of the Week”
- Behaviour Award Certificates
- “Attendance Certificates” for perfect attendance at the end of each term
- Achievements are also acknowledged in the Zahra Grammar School Newsletter together with samples of students work

- Positive feedback from all members of staff

Inappropriate Behaviour

In cases of inappropriate behaviour the Schools approach is as follows:

- Appropriate behaviour will be discussed in classrooms regularly
- Appropriate behaviour is explicitly taught during Islamic Studies sessions
- Lunch time Personal Development sessions with Coordinator to reflect on the inappropriate behaviour
- Inform parent and organise a meeting (if required)

Ongoing Inappropriate Behaviour

Where a student displays a continuation of inappropriate behaviour the School may take the following approaches:

- Discussions with student on the behaviour displayed and the expectations of the correct behaviour
- Work with the Coordinator to support the child to modify their behaviour
- Follow up students future behaviour
- Obtain regular feedback
- Withdrawal from class and sent to buddy class
- Incursion, excursion withdrawal
- Counseling
- Meeting arranged involving Parent, Teacher, Coordinator, Principal and other relevant staff members according to each individual case
- Suspension or Expulsion if all previous steps have been unsuccessful.

Communication of Policies

The student Welfare & Behaviour Management Policy is to be communicated to the school community through the following means;

Whole School Action

- All staff shall be introduced to, or revise the Student Code of Conduct at a Learning Community early in Term 1. This staff meeting will focus on

sharing ideas, strategies and experiences with the program and let all staff know how to establish class rules.

- The Coordinator is responsible for induction programs for new staff members
- The Coordinator and Principal will review the Student behaviour in general at school at a meeting in Term 4. This meeting will look at how the Code of Conduct has been implemented throughout the year, determine its effectiveness and recommend amendments for the following year.
- A teacher may bring an issue about a student's behaviour indicating particular strategies being used, in order to encourage a whole school approach to the management of that student during the Behaviour Focus Meetings/Year Level Meeting.
- Amendments made to the existing Student Code of Conduct will be communicated to all members of the school community.

Individual Teacher Action

- Teachers and students will discuss and implement classroom, playground responsibilities and consequences.
- Teachers will discuss the Student Code of Conduct Agreement with the class and will be required to send it home for parent/child discussion and signing.
- Teachers may opt to discuss the Student Code of Conduct Agreement with parents at the Parent/Teacher Meeting.

In addition to the above actions, the Code of Conduct will be regularly re-visited and students will be reminded during;

- Class/Playground/excursion/incursion, assemblies, parent information evenings, newsletters, posters in classrooms and school website.

Student Code of Conduct

K - Year 5 Agreement

At Zahra Grammar School all students have rights and responsibilities.

The following are a student's rights at Zahra Grammar School:

- **The right to learn, and play in a safe, secure, stimulating and positive environment.**
- **The right to be respected and valued.**
- **The right to express ideas and opinions in a positive way, and to be listened to and respected.**
- **The right to have fair access to school resources.**

- **The right to express themselves in an Islamic and responsible manner**

With these rights also come responsibilities, these are:

<p>Classroom Responsibilities</p>	<ul style="list-style-type: none"> • Listen attentively by looking at the speaker • Raise your hand and wait to be called on before speaking • Keep the classroom clean and tidy • Respect and be sensitive to the ideas, opinions and property of others • Complete your work neatly and promptly • Keep your hands, feet and objects to yourself • Use positive and polite language • Always try your best
<p>Playground Responsibilities</p>	<ul style="list-style-type: none"> • Speak politely and positively • Cooperate with others and share the playground equipment • Play safely and use equipment sensibly • Resolve problems in a sensible, fair and reasonable manner • Take care when moving about and playing outside • Look out for younger students and care for them • Approach a teacher on Playground duty when there is a need
<p>Prayer time Responsibilities</p>	<ul style="list-style-type: none"> • Make wudu (ablution) correctly • Pray sunnah before sitting down • Recite Qur'an or make Dhkir while waiting for the congregational prayer • Stand for prayer when the Iqamah is announced and then follow the Imam.

Teachers spend time communicating the expected norms of behaviour in all areas of the school. The importance of a code of conduct and consequences for not following rules is discussed regularly. Teachers also spend time to teach the desired behaviour and model how to resolve the problems that may occur.

Consequences do apply when students are unable to meet their responsibilities. If a responsibility is not practised, students will be reminded of the responsibility and the need to follow them. If the inappropriate behaviour persists, students may be given further warnings, sent to the buddy class to reflect on their actions. Further consequences may involve personal development (PD) sessions, communication with parents, and rectification of damaged property, if applicable and/or a suspension. If there is a need, students may also be placed on a behaviour management plan, a conduct card or a student contract and will be referred to a counselor and/or the coordinator.

Zahra Grammar School expects all students to feel happy, safe and secure. Respect, inclusion, accountability, responsibility and commitment throughout all aspects of their schooling is vital in maintaining harmony. After reading this code of conduct with your child, please sign below and return it to the school.

I have discussed the Student Code of Conduct with my child and I believe my child will do his/her best to follow the School's rules. I have also reinforced the need to speak with a trusted adult, (e.g. parent or teacher) to seek advice on how to deal with a problem.

Student's Name: _____ Class: _____

Student's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

Behaviour Management

Rationale

Schools and teachers owe a duty of care to students for the duration of the school day. Zahra Grammar School aims to establish good order and harmony within the school community and to ensure that the school, home and total community share in fostering the development of acceptable behaviour of children. Zahra Grammar School does not endorse corporal punishment of any kind. The Zahra Grammar School is committed to maintaining a firm but fair approach to the Behaviour Management of our students. The School Behaviour Management Policy also needs to be seen within the context of Islamic beliefs and values, which is a fundamental element of the school's approach to the care of students. Underpinning this approach is the importance of Behaviour Management procedures, which work towards reconciliation and restitution, repairing and rebuilding relationships following the imposition of consequences or penalties. The process of imposing sanctions should also follow principles of procedural fairness, particularly when serious consequences such as suspension or expulsion from the school are being considered.

Corporal punishment is not permitted under any circumstances as a means of disciplining students at Zahra Grammar School.

Corporal punishment is also not sanctioned as a suitable means for parents or guardians to deal with Behaviour Management issues at home.

Guidelines for implementation

Teachers must devise their individual classroom management strategies and consequences. These strategies must comply with the guidelines set out within this policy and the framework of the Department of Education and Training. Subsequently teachers will be required to fill in a communication slip, to initiate the official Behaviour Management process involving the Principal and Coordinator. All Behaviour Management issues are classified from level one to level three. Level one issue is dealt with at the classroom teachers level whilst level two and above Behaviour Management issues are dealt with by the respective Coordinator and Principal /or Principal.

All teachers and students must follow the policy as state below:

Teacher Responsibility

Classroom management, Behaviour Management and welfare are primarily the responsibility of the classroom teacher. It is expected that teachers will work proactively, applying various management strategies and curriculum alternatives in order to prevent misbehaviour, its repetition and escalation. The role of all teachers and coordinators is both consultative and supporting. They are there to assist the teacher not to take over their problem but enable and support them in their management of the problem. At all times teachers must remain calm and collective regardless of the Behaviour Management situation they are facing. The administration's position to effectively support teachers is highly dependable on the teacher's ability to use the correct procedures in dealing with students, parents and Behaviour Management issues.

General Behaviour Management Practice:

- Insist on students lining up outside the classroom
- Insist that students treat you and each other with courtesy
- Insist that opposite genders treat one another in an Islamic manner
- Everyone is encouraged to maintain a pleasant working environment and students are not dismissed until the room is clean and tidy
- Windows and doors are closed, chairs tucked under tables between lessons and placed on tables at the end of the day
- Ask your students to always report any damage, graffiti etc
- Report all damage in writing to the appropriate coordinator and record in maintenance book
- Encourage your students to take pride in their work
- Support the policy on uniform by asking any student who is out of uniform for an uniform pass and by reminding them of their neatness such as shirts tucked in and ties properly worn
- Mark the attendance in your assessment book within 5 minutes of commencement of lesson.
- Report any missing students to Principal as soon as possible
- Issue a student pass to any student that has to leave your classroom for any reason and ensure that they return to class within the specified time
- Do not dismiss students at any time without ensuring order and cleanliness of a classroom used.
- Any lunch time or recess detention should not exceed half of their break time.
- A student should not be asked to stand outside the classroom as a Behaviour Management measure
- Teachers may send disruptive students to a neighbouring classroom for supervision

Playground Duty Procedures & Responsibilities

Rationale

The Zahra Grammar School Playground Duty procedure ensures to advise all teachers their duty of care to students and take reasonable steps to protect students from predicted risks of harm. The following guidelines and procedures should be followed by all teachers.

Guidelines

- A playground supervision roster is distributed to each staff member at the start of each term. A soft copy is emailed to staff members, and placed into the school's shared drive.
- Be on time: you need to be in your designated area as soon as the bell rings.
- Be vigilant and report any accidents on an incident report to the relevant Administration.
- Students, who play dangerously or misbehave, should be disciplined accordingly (e.g. time out, warning, picking up rubbish).
- Enforce No Hat No Play. Seat students in covered areas.
- Playground supervision must be active and teachers must be vigilant, remaining in their allocated area until they are relieved.
- At the commencement of classes, teachers on playground duty are to encourage students to return promptly to classes, not leaving the area until all students have moved to class.
- Students are allowed soft balls, skipping ropes and hula hoops to play with.
- Electronic games are not allowed.
- Ensure students are not playing in out of bounds areas.

General Procedures

- Playground School gates are open from 8:20am by the teacher on duty. Gates are then locked at 8:45 am. Students will need to access
- School grounds are supervised between 8.20am-3.45pm. Parents are required to contact the school if they are dropping off their children earlier than 8:15am or picking them up later than 3:45pm. Students will remain at the office
- Students, whose parents have not arrived at school by 3.45pm, will be taken to the School Office by their teacher.
- The teacher on duty is responsible for sending any child who has had an injury to the office so that they can be attended to. In the case of a serious injury, the teacher on duty must inform the office immediately. The teacher on duty must not leave their designated area.
- Teachers on bus duty are required to remain on duty until all students have safely boarded the bus.
- After arrival at school, students may not leave the grounds unaccompanied by a parent/carer.
- Students may not use a classroom without the permission and supervision of a

teacher.

Duty Times

Allocated staffs are on duty at the following times during the school day:

Morning Duty- 8:20 – 8:45

Students will be expected to be at school no earlier than 8:15am. A teacher will be on duty from 8:15am to 8:45am monitoring students in the playground. Parents and guardians will also be asked to leave the playground and wait in the office area if required.

Recess Duty- 11:10am– 11:30am

First Half of Lunch Duty- 1:05 – 1:25

Second Half of Lunch Duty- 1:25 – 1:45

Afternoon Duty- 3:15 – 3:45

School bell will ring at 3:15pm. Students will be supervised by their class teachers until 3:45pm. Students will be sent to the office and parents will be contacted if the student is not collected by this time. All teachers are responsible with the duty of care of all students whilst on playground duty.

Duty Responsibilities

The responsibilities of all teachers on Playground Duty are as follows:

- The teacher on duty must ensure that all students are in the allocated boundaries for the Area (the small area/evacuation exit door is an out of bounds area).
- Students should not be running on areas of concrete.
- Ensure that students are walking when going up or down the stairs leading to this area.
- Students should keep away from the fence at all times.
- The teacher on duty must be positioned in a way that they have a clear view of all students.
- Ensure that the area is kept clean and tidy.
- Teacher / Staff on duty must be actively supervising and must not use mobile phones for personal use.
- Ensure that ball games are played safely in this area.

Wet/Hot Weather Arrangements

During wet weather all students will be required to stay in their classrooms, where they will be supervised by their teachers. Students will be allowed to play board games, draw, read or watch storyline online as a class.

Outdoor Regulations

The students must observe all the Behaviour Management rules and regulations whilst participating in outdoor activities such as excursions, incursions, morning recess and lunch breaks and whilst travelling to and from school, student must comply with the following:

- Adhere to the dress code of the school
- Interact and play safe
- Respect the rights of others
- Involve teachers when facing an issue
- Dispose rubbish in the bins provided
- Respect each other's personal safety and property

These rules will be reviewed at the beginning of each year by staff.

Serious breaches of Behaviour Management are dealt with in the following pages of this policy:

Behaviour on the school bus:

Code of Conduct for Students:

- Students should remain well clear when bus is moving
- Students must not attempt to enter a moving bus
- Students must keep all parts of body and other objects inside bus at all times
- Students should remain seated with seat belts fastened until bus is parked
- Students crossing the road after leaving a bus, do so at the rear of the bus
- Students must follow all directions given by bus driver or teacher on duty.
- Students must obey the instructions provided by the bus driver.
- The driver has discretion in regard to seating arrangements and in establishing reasonable noise levels.
- Students may drink water, no eating allowed on the bus.
- Students should not move from their seats even when the bus is stationary at various stops.
- Seat belts must be worn at all times
- Where on-going issues occur with a student and their behaviour on the bus, the child may no longer be permitted to travel on a bus. - Refer to consequences.

- From time to time, students may be moved to another bus temporarily or permanently for various reasons at the discretion of the school - Dependant on route/availability

Misbehaviors listed below will not be tolerated:

- Serious bullying and harassment of other students.
- Stopping others from disembarking at their stop.
- Verbally abusive to others in the bus.
- Standing and refusing to sit down.
- Walking on seats.
- Pushing and shoving when boarding or exiting bus.
- Swinging on bus.
- Throwing objects inside or out of the bus.
- Fighting with other students (verbal or physical)
- Ipad/camera devices not allowed to be used in bus
- Carrying dangerous items.
- Refusing to wear seat belts where fitted.
- Causing damage to bus property - (Action taken apart from compensation of damage)

CATEGORIES OF INAPPROPRIATE BEHAVIOUR & ITS CONSEQUENCES FOR THE BUS. (School behaviour policy/consequences will also apply)

Category 1 - UNACCEPTABLE BEHAVIOUR

This category includes minor offences, but is not limited to behaviour that may be irritating or unpleasant. Examples include:

- Distracting the bus driver by persistent noise
- Eating or drinking (other than water) on the bus (unless for medical reasons whereupon a medical certificate must be shown or with the written permission of the bus operator)
- Using offensive language
- Minor harassing and bullying of other passengers and or bus driver
- Damaging property

Consequence: May lead to the loss of travel for up to 10 school days. School's Disciplinary Procedures will also be followed. Where loss of travel is deemed the necessary action to be taken, parents/carers are responsible for the transportation of students, not the school. Damage to property will be paid by parents/carers.

Category 2 - DANGEROUS BEHAVIOUR

This category includes more serious offences, but is not limited to the behaviour that may cause an element of danger to individuals. Examples include:

- Serious harassing and bullying of other passengers and/or bus driver
- Allowing any part of their body to protrude from the bus whilst the bus is in motion
- Stopping others from disembarking at their stop
- Verbally threatening the driver
- Standing on steps or in areas not set aside for standing and refusing to sit with seat belt fastened
- Pushing and shoving when boarding or exiting bus
- Swinging on bus rail
- Opening the exit doors
- Throwing objects inside or out of the bus
- Fighting with other passengers
- Spitting
- Causing significant damage to property in buses
- Using matches/lighters/inflammables

Consequence: May lead to the loss of travel for up to 10 school weeks. School's Disciplinary Procedures will also be followed. Where loss of travel is deemed the necessary action to be taken, parents/carers are responsible for the transportation of students, not the school. Damage to property will be paid by parents/carers.

Code of Conduct for Drivers:

- Be aware of the students on your bus and their needs.
- Working With Children Check documentation to be provided to school before commencement of driving duties. Any casual drivers must have submitted their WWCC documentation prior to driving.
- Has undergone First Aid Training and holds a current first aid certificate.
- Reply to/acknowledge a parents notice of child absence with SMS and maintain a log of all sms contact for one term at least.
- Present themselves in a professional manner at all times.
- Drivers should do all possible to avoid verbal or physical disputes with parents and any student
- Take note of any students' /parents' concerns and inform the School.
- Promptly notify the school of any negative behaviour or incidences that occur on the bus. (refer to bus driver procedure guideline attachment)
- Promptly notify the school if a student does not follow the Code of Conduct and fill in an incident form, otherwise the bus driver will be held responsible.
- Use "child" appropriate language when dealing with students.
- Hands free Bluetooth headsets should be used at all times.
- Driver is responsible solely to drop off student at the designated location.
- In the event of a serious breach of discipline on the bus the driver should contact the coordinator or the principal.

- The school, not the driver will apply the necessary consequences and follow up students.
- The driver may not expel an offending student from the bus.
- If the offence is extremely serious the driver must stop the bus and contact the school.
- The school may request that the parents will collect the offending student from the bus.

Parents code of conduct:

- Parents to ensure the child is ready for pick up 15 minutes before the scheduled time and also be present at the afternoon drop-off time. The bus driver will use his discretion in waiting for any student. The pickup and drop off time could vary dependent on traffic. The driver will wait a maximum of 2 minutes in the morning and then proceed to next destination in the morning.
- Parents must SMS the bus driver no later than 7am the day of any expected absences (please do not call the driver).
- No special request for daily change of pick up and drop off addresses are allowed.
- If the parent has any concerns regarding the bus or the driver, they should not confront (in person or over the phone), only contact the school office.
- No parents allowed on the bus at all times.
- Parents are to not involve themselves in any disputes (verbal or physical) with drivers, parents or students on the bus.
- If parents are relocating the school must be contacted to confirm availability for the bus.

Emergency Procedures:

- In the event of a bus breaking down, the following steps must be taken:
 - School must be notified by the driver.
 - School will notify parents of the delay.
 - Students must stay on the bus until collected by another bus or their parents.
- In the case of injuries as a result of an accident the following steps must be taken:
 - The driver can use his/her discretion to assess the situation and contact '000' immediately, followed by notification of the bus company and the school.
 - Depending on the cause of the injury, the school to liaise with police
 - Parents to be notified by the school.

Grievance and Complaints

If parents have any concerns with the bus driver, they are encouraged to speak to the principal of the school or by writing an email to principal@zahragrammar.nsw.edu.au

Or fill in the complaint and grievances form available at the front office.

General School Behavioural Expectations:

1. Students must behave courteously and appropriately to all members of the school community.
2. Students must wear the specified school uniform and appropriate footwear at all times.
3. Students must follow a teacher or staff members directions.
4. The following are prohibited:
 - Violence towards others
 - Offensive language
 - Violent objects which could harm others
 - Make-up and jewellery
 - Chewing gum
 - Electronic equipment and Mobile Phones
 - Tattoos (including transfer variety)
 - Knives or other sharp elements
 - Matches, lighters etc...
 - Medicine/drugs (except for permitted medications with teacher knowledge or supervision)

The Behaviour Management Process

Teacher Action

- a. Set up classroom Student Management Plan
- b. Encourage and reward positive behaviour
- c. Reaffirm the rules and consequences
- d. Ongoing counseling of students
- e. Document/Record all your student management interactions
- f. Contact parents
- g. Complete Incident Report
- h. Consult with Coordinator

Coordinator Action

- i. Develop a positive rapport with students
- j. Become aware of your students' academic/social health

k. Maintain files/checklists on students, these may include:

- Lateness to class
- Uniform
- Behaviour Issues
- Academic performance

l. Counsel students on the above issues

m. Provide support to teachers of students

n. Refer counseling without delay where necessary.

Principal Action

o. Discuss issues with teachers experiencing problems in class

p. Suggest to teachers varying strategies and activities that may assist them in class

q. Organise class visit to support and advise teacher

r. Recommend Professional Development for teacher to attend

s. Discuss problems with teacher and student

t. Organize/mediate counseling sessions between the student and the teacher

u. Student completes Reflection Of Behaviour form

v. Issue daily conduct card

w. Involve parents

x. Consult with the School Counselor

y. Internal/External Suspension

z. Maintain and Update student management/report files

aa. Further negotiate and action with students and parents

bb. Action Internal/External Suspensions

cc. Action Expulsion (Principal Only)

The Welfare Process

Teacher Action

a. Set up reward/positive reinforcement plan

b. Maintain a record of student achievement and reward accordingly using a number of ways:

Merit Award & Student of the Week (assemblies) Student may earn a Merit award for behaviour which is exceptionally good.

- 10 Stickers = 1 Teacher's award;
- 3 Teacher's Awards = 1 Bronze Award, then the student proceeds to ;

- 2 Bronze Awards = 1 Silver Award;
 - 2 Silver Awards = 1 Gold Award
 - Continued excellent behaviour will lead to a Principal's Award at the Presentation Assembly at the end of the year.
- c. Offer constant and consistent verbal encouragement
 - d. Use an award system to award individuals or classroom for their positive behaviour or academic performance
 - e. Make positive comment to parent in student diary or communication book.
 - f. Discuss concerns with Coordinator on the welfare of student
 - g. Keep observational records of student's physical impairment i.e. hearing, vision
 - h. Display student work and learning tools
 - i. Set up a reward/positive reinforcement plan i.e. Uniform, Diary Use and Punctuality.
 - j. Maintain a safe, hygienic and presentable classroom i.e. Seating Plan, Display student work, Learning tools
 - k. Establish room maintenance roster i.e. Lights/Fans/Air conditioners, Rubbish, Whiteboard, Windows
 - l. Select class captain/vice-captain, offer support and guidance
 - m. Follow up and document absenteeism and illnesses/family issues (show support and care by arranging cards/flowers on behalf of students)

Student Management Procedure

The teachers are expected to exert a great effort in correcting a student behaviour through the advice given in this students management and welfare and behaviour management policy. Teachers are required to maintain thorough records (emails, phone calls) of their interactions with students and their parents, as this information will constitute the evidence required to pursue any student management issue successfully Principal.

The Behaviour Management issues have been categorized into four levels depending on the Behaviour Management matters, the repetitiveness of the incident.

Level One Students Management Issues:

Level one contains issues that the classroom teachers may face during their day to day interaction with students whether it is within or outside the classrooms. These issues are dealt with by the classroom teacher. Examples of these issues:

- Student chewing gum
- Student not following the classroom management rules set by the teachers
- Student not following fair play rules in the playground
- Student is not responsive to fair instruction by the teacher

Level Two Student Management Issues:

The Coordinator, in conjunction with the classroom teacher, deals with level two student management issues. Once the classroom teacher has exhausted all he/she can the matter is referred to the Coordinator. The Coordinator and the classroom teacher action certain student management measures and involve the parents. Students may be fast tracked into level Two if they engage themselves in more serious Behaviour Management issues such as:

- Failing to comply with school rules
- Failing to abide the dress code of the school
- Failing to abide by the mosque procedures
- Truancy

Level Three Student Management Issues:

This level deals with students that have not responded to the students management plan in level two and/or have committed more serious offences that warrant the involvement of the Principal. Such issues may include:

- The student is involved in a fight
- The students is abusive to staff members

In this level, students will be issued with afterschool detention, internal or external suspension.

Level Four Student Management Issues:

Level four issues are of very serious nature that requires the attention of the Principal. Student at this level faces extended suspension if not expulsion.

The Suspension, Expulsion or Exclusion

The NSW Education Standard Authority Registration Manual (5.7.1 and 5.7.2) requires that a registered non-government school must have policies relating to

discipline of students attending the school that are based on principles of procedural fairness and do not permit corporal punishment of students.

Rationale

In accepting the enrolment of a student, the staff of Zahra Grammar take on the responsibility for the care and guidance of that student.

This care and guidance is conducted in a school climate that emphasize the development of self-discipline based on justice, self-esteem and reconciliation. The dignity of the individual in a school remains of the utmost importance.

Given such an environment, the action of suspending, excluding or expelling a student is something that will occur only on a very rare occasion and only after considerable assistance has been provided to the student and the family in an effort to overcome difficulties which surround that student.

Suspension, expulsion or exclusion may occur as a consequence of a serious breach of organisation rules, or serious disobedience.

Suspension

A suspension is a temporary removal of a student from all classes that a student would normally attend at school for a set period of time.

Expulsion

Expulsion is the permanent removal of a student from one particular school.

Exclusion

Exclusion is the act of preventing a student's admission to other schools.

It is our policy that our procedures for the suspension, expulsion or exclusion of a student are based on the principles of procedural fairness.

This policy sets out the procedures to be followed when making a decision about the suspension, expulsion or exclusion of a student.

2. Guidelines For Suspension

Suspension means temporary withdrawal of a student's rights to attendance at the school. It is a disciplinary measure which may be invoked by the Principal or designated representative, where a student's conduct and behaviour are deemed to be in conflict with the expectations and values of the school community.

- 2.1 In determining whether a student's misbehaviour is serious enough to warrant suspension (i.e. exclusion from attending school), the Principal will consider factors including the safety and welfare of the student, staff and other students in the class or school. The length of suspension, which will vary depending on the nature of the student's behaviour, is at the discretion of the Principal.
- 2.2 Suspension may be short (up to three days) or long (four to twenty days).
- 2.3 Appropriate records need to be maintained and consultation undertaken with parents or caregivers in accordance with the school's pastoral care policy and discipline code.
- 2.4 In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to a concern for the safety of students or staff because of violence, threats of violence, or the presence of weapons or illegal drugs.

4. Guidelines For Expulsion

Expulsion means total withdrawal of a student's rights to attendance at the school.

Expulsion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules or behaviour that is persistently disruptive.

5. Exclusion Of A Student

A decision to exclude a student can only be made by the Principal.

6. Appeals Processes For Expulsion/Exclusion

Students and parents who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal.

Appeals must be made in writing stating the grounds on which the appeal is being made. Appeals are made to the Principal.

The Principal will:

- Deal with the appeal within four school weeks of its lodgement
- Ensure that communication lines are maintained with the person or persons making the appeal and that they are kept aware of the progress of the appeal
- Review all relevant material
- Ensure that appropriate material has been made available to the student and his or her parents/caregivers.
- Advise all parties in writing of the outcome of the appeal and the specific reasons for reaching the decision.

Where an appeal for an expulsion/exclusion is upheld the Principal will decide what further action is to be taken.

The fact that an appeal has been lodged does not put on hold the Principals' decision to suspend or expel a student.

School Procedures for Staff

- The staffs are trained on understanding the Student Welfare and Behaviour Management and on Implementation procedures on staff professional development days in the beginning of each term.
- Those who missed or joined during the term are briefed about this policy and procedures as part of their induction program
- Casual teachers are briefed either by the Principal or the Coordinator
- The staff also familiarise themselves about policies and procedures through accessing the policies on Google shared drive and emailed to familiarise
- The staff are encouraged to attend webinars on student welfare
- The school coordinator will oversee the overall implementation of the student welfare policy.
- Classroom and playground rules are displayed on prominent places and staff are advised to promote awareness of these rules among students wherever possible.
- External consultants are also invited to train staff on student behaviour management during the year.
- The school organise online professional development training on behaviour management
- Thought-out the year the school continues to promote student welfare programs which include:
 1. Harmony days
 2. Vegetable week
 3. Awareness to allergy to nuts
 4. Awareness about personal hygiene
 5. Electricity safety week
 6. Fire safety
 7. Boat safety
 8. Road safety
 9. Stranger danger
 10. Bike safety

Other Related Policies

1. Complaints and Grievances

Please refer to Parent, Student, Staff Complaint & Grievances Policy

2. Pastoral Care

Refer to Pastoral Care Policy & Procedures

3. Bullying Prevention and Intervention

Refer to the Bullying Prevention and Intervention Policy & Procedures

REFERENCES

1. Department of Education NSW

<https://education.nsw.gov.au/>

1. NSW Education Standards Authority Registration Manual March 2020

3. Summary Offences Act 1988 No 25 - NSW Legislation
www.legislation.nsw.gov.au

APPENDIX A



Bus Service Form

Student Name: _____ **Grade:** _____

Address: _____

Suburb: _____ **Postcode:** _____

Mother's Name: _____

Mobile Number: _____

Father's Name: _____

Mobile Number: _____

Emergency Contact: _____

Mobile Number: _____

Parent/Guardian Signature: _____

Date: _____

*Please ensure someone is always present at home on departure and arrival. Your child must be ready for pick up. **Maximum waiting period is 2 minutes***

