

Student Welfare & Behaviour Management Policy and Procedures

Zahra Grammar School





Student Welfare & Behaviour Management

Prepared by	Zahra Grammar School Senior Staff
Date prepared	February 2018
Review by	Zahra Grammar School Senior Staff
Date revised	December 2025
Date for review	December 2028
Status	Active

Version History

Version	Date	Notes
1	May 2018	
1.1	Nov 2019	
1.2	Jun 2020	
<p>Proposed revision date of Policy: December 2028 or earlier where amendments in legislation require immediate policy review</p>		

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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:

Respect	Responsibility
Cooperation	Acceptance

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

- Have access to the Coordinators/School Counsellors
- 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 provided with all relevant information regarding assessments
- 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
- Meet assessment criteria
- Take advantage of decision-making opportunities
- 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 property respected
- Participate actively in decision making within the School
- Take part in professional development opportunities
- Be informed and updated on Government and 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

Staff have the responsibility to;

- Participate and contribute to a safe and supportive learning environment
- Provide a culture where bullying or cyber 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 Government and 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
- Exercise "due care"

- 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 Coordinators 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
- Counselling
- 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 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 'Meet the Teacher/Parent' evening during Term 1.

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 2 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

	<ul style="list-style-type: none"> • 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
Prayer time Responsibilities	<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 counsellor and/or the school's welfare team.

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: _____

Student Code of Conduct

Year 3 – Year 6 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:

Classroom Responsibilities	<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
Playground Responsibilities	<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
Prayer time Responsibilities	<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 practiced, 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 counsellor and/or the school's welfare team.

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 understand my rights and responsibilities as a student at Zahra Grammar School. I understand the code of conduct that applies to my behaviour and will do my best to follow the school's rules. When I am faced with a problem or a situation that I do not know how to handle, I will seek advice from a parent or a teacher.

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 Policy 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 (eg.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 staff 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. At the commencement of staff duty at 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.

- 50 ClassDojo Points = 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. (Refer to bottom diagram)
- 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)



Zahra Grammar School

Positive Behaviour and Academic Achievements Reward System

Types of Positive Behaviour & Achievements	Reward
Demonstrating actions of inclusion	1 teacher's award
Assisting peers and other students	1 teacher's award
Exemplary behaviour in prayer	1 prayer token
Consistently adhering to full school uniform policies	1 teacher's award
Lining up promptly during assemblies and after breaks	1 teacher's award
Maintaining healthy eating choices	1 teacher's award
Holding a friendly attitude with other students	1 teacher's award
Respectful in class and following instructions	1 teacher's award
Punctuality	1 teacher's award
Honest and trustworthy	1 teacher's award
Taking care of school items and property	1 teacher's award
Demonstrating Islamic values (cleanliness, manners, ethics)	1 teacher's award
Perfect scores in examinations or assessments	1 teacher's award
Commendable effort in projects or tasks	1 Merit Award
Great achievement in public speaking environments	1 Merit Award
Significant academic improvement in any KLA or extra-curricular learning area	1 Merit Award

Please note that ClassDojo points are also used in classrooms for extra rewards and reinforcement. ClassDojo points differ from class to class as they are achieved based on individual teacher judgement.





Zahra Grammar School Positive Reinforcement Award System



Praying token
is equivalent to a Teacher Award

5 Teacher Awards = 1 Merit Award



Student of the Week Award
is equivalent to a Merit Award

3 Merit Awards = Bronze Award

1 Bronze Award + 3 Merits = Silver Award

1 Silver Award + 3 Merits = Gold Award



Gold Award + 3 Merits = Principal Trophy



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 three levels depending on the Behaviour Management matters and the repetitiveness of the incident.



Zahra Grammar School - Behaviour Management Chart

Yellow Stage
Minor (Level 1)

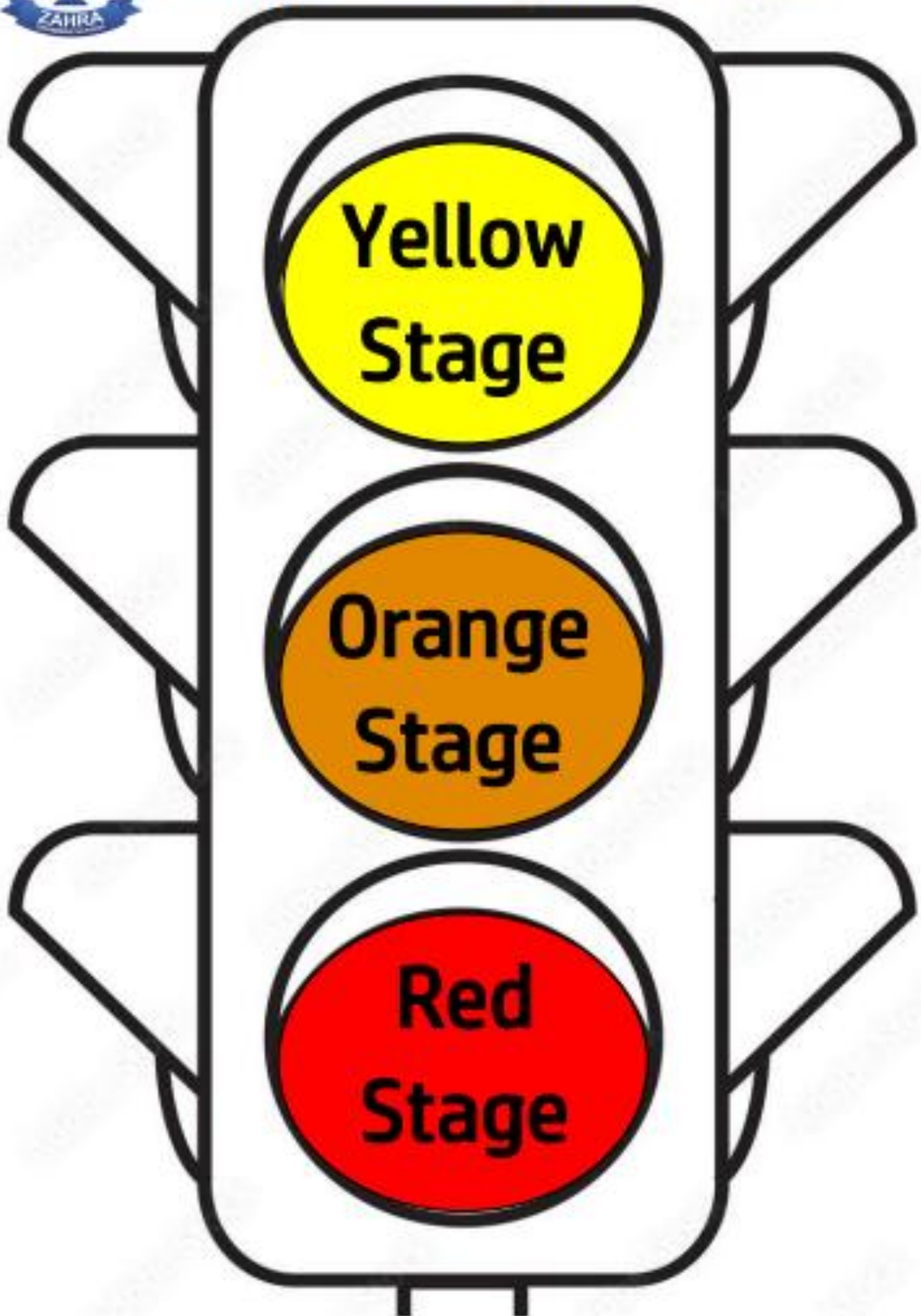
Orange Stage
Medium (Level 2)

Red Stage
Major (Level 3)

<p>Calling out Excessive talking Not following class instructions Failing to work in class Lack of punctuality Minor breach of uniform policy Unauthorised access Eating in class Failing to bring school item or books Low level vandalism Misbehaving during assembly/prayer/toilet Misuse of electronic devices Chewing gum Littering Disrespectful to others Improper interaction with opposite gender Possession of prohibited items Not paying attention in class Distracting other students in class</p>	<p>Distracting behaviour Inappropriate language Leaving class without permission Stealing small items Throwing objects in class Late to class/prayer/assembly Unaggressive physical contact Students' privacy invasion Cheating in exams Disrespecting or arguing with teachers or staff members False testimony Spitting at other students Being physical with other students during playtime Pushing other students without hurting them Splashing water or liquid at other students Low-level bullying including cyber bullying Medium level of discrimination Defaming or spreading rumours Low-level damaging to property</p>	<p>Verbal / physical sexual gestures Initiating /participating in aggressive physical contact inappropriate / indecent act Serious bullying including cyber bullying Verbal sexual harassment High-level vandalism Inappropriate behavior /aggression towards staff Gang fights High-level of improper interaction In possession of dangerous items Physical sexual harassment /sexual assault Assault on staff member In possession of tobacco or similar products Entering opposite gender toilets Physical/Verbal abuse Viewing or sending inappropriate material online Leaving school premises without permission Frequent lateness to school/classes/prayer Frequent theft</p>		
<p>1- teacher to remind the student of the inappropriate behavior 2- teacher to give a verbal warning 3- teacher to apply Level 1 consequence 4- teacher to document the students behaviour 5- teacher to contact the parents in writing (via email or class dojo) 6- teacher to apply level 2 consequence 7- teacher to escalate the case to the WC 8-WC to meet the student and discuss ways to improve behaviour 9- WC to apply level 3 consequence</p>	<p>1- teacher to apply Level 2 consequence 2-teacher to contact the parents via email or class dojo 3- teacher to escalate the case to the WC 4- WC to meet the student and discuss ways to improve behaviour 5- WC to organise a meeting with the parents attended by the teacher 6- WC to apply Level 3 consequence 7- WC to contact the parents and organise a meeting 8- WC to apply Level 4 consequence 9- WC to escalate the case to major inappropriate behaviour if repeated</p>	<p>1- teacher to contact WC immediately by writing 2- WC to contact the parents to arrange a meeting 3- WC to apply Level 4 consequence 4- WC to organise a meeting with the parents attended by the principal/ deputy 5- WC to apply Level 5 consequence 6- WC to arrange a meeting with the parents attended by the principal/deputy 7- WC to repeat Level 5 consequence 8- WC to arrange a meeting with parents attended by the principal to discuss expulsion option</p>		
<p>Consequence Level 1 1- Isolated reminder 2- Reflection corner 3- Change seat 4- Losing ClassDojo points 5- Written behaviour mark (student diary)</p>	<p>Consequence Level 2 1- Reflection time allocation 2- 1-3 Sessions of community service 3- Losing ClassDojo points 4- Ban from Recess or Lunch 5- Written behaviour mark (student diary)</p>	<p>Consequence Level 3 1- 2 Reflection time allocation 2- 3-5 Sessions of community service 3- Ban from 2 Recess or Lunch breaks 4- Losing ClassDojo points 5- Written behaviour mark (Student diary)</p>	<p>Consequence Level 4 1- 2 Full Day Reflection Time 2- 5 to 7 Sessions of Community Service 3- Losing privileges (excursion/leadership) 4- 1 to 5 days Suspension (counselling sessions with WC upon return)</p>	<p>Consequence Level 5 1- 5 to 15 days of Suspension (counselling upon return) 2- Losing privileges (excursion/incursion/leadership) 3- Good behaviour contract 4- Expulsion <small>* Students have to pay for any damage of school property. ** WC refers to Welfare Coordinator</small></p>



ZGS Traffic Light Behaviour Management System





ZGS Traffic Light Behaviour Management System

Yellow Stage Behaviour

Calling out	Excessive talking
Not following class instructions	Failing to work in class
Lack of punctuality	Minor breach of uniform policy
Unauthorized access to areas	Eating in class
Failing to bring school items	Low level vandalism
Misbehaving during assembly	Misbehaving during prayer
Misbehaving in toilets	Misuse of electronic devices
Chewing gum	Uttering
Disrespect towards others	Improper interaction with opposite gender
In possession of prohibited item	Not paying attention in class
Distracting other students in class	Small damaging to other student's belongings

Consequence Level 1

- 1 – Isolated reminder
- 2 – Reflection corner
- 3 – Change seat
- 4 – Losing ClassDojo
- 5 – Written behaviour mark (student diary)

Orange Stage Behaviour

Disrupting behaviour	Spitting at other students
Inappropriate language	Being physical with other students including during play
Leaving class without permission	Pushing other students without hurting them
Stealing small items	Splashing water or liquid at students
Throwing objects in class	Low level bullying
Late to class/prayer/assembly	Medium level of discrimination
Unaggressive physical contact	Defaming or spreading rumours
Student privacy invasion	Low level of damaging property
Cheating in exams	Improper interaction with opposite gender (medium level)
Disrespectful or arguing with teachers or staff members	Not paying attention in class
False testimony	Cyber bullying

Consequence Level 2

- 1 – Reflection time allocation
- 2 – 1 to 3 sessions of community service
- 3 – Losing ClassDojo points
- 4 – Ban from Recess or Lunch
- 5 – Written behaviour mark (student diary)

Consequence Level 3

- 1 – 2 reflection time allocations
- 2 – 3 to 5 sessions of community service
- 3 – Losing ClassDojo points
- 4 – Ban from 2 Recess or Lunch breaks
- 5 – Written behaviour mark (student diary)

Red Stage Behaviour

Verbal/physical sexual gestures	Assault on teacher/staff members
Initiating/participating in aggressive physical contact	Failing to work in class
Inappropriate/indecent act	In possession of tobacco or similar products
Serious bullying	Entering opposite gender toilets
Verbal sexual harassment	Physical/verbal abuse
High level vandalism	Verbing or sending inappropriate material online
Inappropriate behaviour/aggression towards staff	Leaving school premises without permission
Gang fight	Frequent lateness to school/classes/prayer
High level of improper interaction	Frequent theft
In possession of prohibited/dangerous items	Cyber bullying
Physical sexual harassment/sexual assault	Attention causing harm

Consequence Level 4

- 1 – 2 Full Day Reflection Time
- 2 – 5 to 7 sessions of community service
- 3 – Losing privileges (excursions/incursions /leadership roles)
- 4 – Good behaviour contract
- 5 - 1 to 5 days suspension

Consequence Level 5

- 1 – 5 to 15 days suspension
- 2 – Losing privileges (excursions/incursions /leadership roles)
- 3 – Good behaviour contract
- 4 – Expulsion

BEHAVIOUR MANAGEMENT ACTION TABLE: (Steps to follow)

BEHAVIOUR	LEVEL	CONSEQUENCE
Late To Class	1	Dealt with by classroom teacher (3 times) <ul style="list-style-type: none"> - Student is to obtain late note from the Front office - Warn student (clarify school rules) - Record in teacher chronicle - Notify Class teacher - Detention recess/lunch - Complete incident report
Ongoing Lateness to Class	2	Dealt with by Home Room Teacher <ul style="list-style-type: none"> - Student Behaviour Notification Letter sent home - Lunch time detention
Incomplete Homework	1	Dealt with by classroom teacher <ul style="list-style-type: none"> - Warning, chance to resubmit - Recess/lunchtime detention - Note in day book
Fighting (Physical violence) Biting, Kicking, Pushing, Poking Objects, Pulling Hair, Punching, Any other that causes physical harm to students	3	Dealt with by Principal <ul style="list-style-type: none"> - External Suspension 5 Days (first offence) - Expulsion (Principal Action Only)
Vandalism	2 - 3	Dealt with by Coordinator / Principal (depends upon the severity) <ul style="list-style-type: none"> - Restitution (financial) - Cleaning duty
Repeat Vandalism	3	Dealt with by Principal (depends upon the severity) <ul style="list-style-type: none"> - Restitution (financial) - Suspension
Stealing	3	Dealt with by Principal <ul style="list-style-type: none"> - Suspension 5 Days (first offence) - Expulsion (Principal Action Only)
Rudeness To Teacher (Swearing)	2 - 3	Dealt with by Principal <ul style="list-style-type: none"> - Suspension (internal/external)
Disobeying Teacher Instructions	1	Dealt with by classroom teacher <ul style="list-style-type: none"> - Discussion and note in diary - Removal from class - Fill Behaviour Notification and send home - Give copy to Coordinator - Conduct card (monitoring behaviour)
Classrooms	2	Students caught in corridors and/or classrooms without teacher supervision will:

		<ul style="list-style-type: none"> - Warned - Issued with a afterschool detention - Suspended for one or more days
Out Of Class	2	Dealt with by the Coordinator <ul style="list-style-type: none"> - Clarify school rules - Detention - Truancy letter sent home
Unsatisfactory Progress	2	Dealt with by the Coordinator/Principal <ul style="list-style-type: none"> - Student Progress Notification Form sent home - Conduct card - Parent Interview
Make Up & Jewellery & Hair	2	Dealt with by the Coordinator (As per uniform policy) <ul style="list-style-type: none"> - Confiscation of item - Parents informed - Removal from class until uniform policy is adhered to
Mp3 Player/Mobile Phones, Etc	2	Dealt with by the Coordinator/ Principal (As per uniform policy) <ul style="list-style-type: none"> - Confiscation of item & Returned at the end of the term. - Parents informed
Boy/Girl Interaction	2	Dealt with by Coordinator/ Principal <ul style="list-style-type: none"> - Parents notified
Bullying (Also Cyber-bullying)	2 - 3	Dealt with by Coordinator / Principal <ul style="list-style-type: none"> - Warning (school rules clarified) - Internal suspension - External suspension
Bus Behaviour - Excursion Etc	2	Bus driver to Report to Principal <ul style="list-style-type: none"> - Detention - Excursion cancellation depending on severity
Sexual Harassment	3	Dealt with by Principal <ul style="list-style-type: none"> -Suspension -Expulsion (Principal Action Only)

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.

1. GENERAL PRINCIPLES

- 1.1 Schools make every effort to ensure that education is a rewarding and relevant experience for all students.
- 1.2 It is the responsibility of the Principal to ensure that students, parents and staff are fully aware of the school's pastoral care policy and discipline code of the school.
- 1.3 The Principal will seek early and positive support from parents or caregivers in resolving discipline and behaviour problems. Suspension provides a period when all parties can seek a positive resolution to the problem.

- 1.4 It is essential that suspension, exclusion and expulsion be seen as strategies within the pastoral care policy and discipline code of the school. These strategies are to be used only in serious cases of misbehavior or non-compliance in accordance with these guidelines. Principals should use their available authority immediately if they believe that the safety of staff or students is at risk.
- 1.5 When considering these strategies the Principal must ensure that no student is discriminated against in terms of gender, race, religious or cultural background, socio-economic status, physical or intellectual disability.
- 1.6 The motivation, work and safety of other students and staff should not be jeopardised.
- 1.7 The Principal may refuse enrolment of a student on the grounds of previously unacceptable behaviour if there is evidence that the student has not learned the appropriate skill to manage this behaviour.
- 1.8 Each school is to maintain records of suspension and expulsions. These records are to be made available.
- 1.9 Only the principal or designated representative can suspend a student.
- 1.10 Only the Principal or designated representative can expel a student.
- 1.11 Only the Principal or designated representative can exclude a student.
- 1.12 Decisions to suspend, expel or exclude a student will be underpinned by the principles of procedural fairness. These principles require that individuals have the right to respond (the hearing rule) and the right to an unbiased hearing (the bias rule).
- 1.13 Suspension and expulsion are to be considered as responses to serious offences. A serious offence is defined as an activity or behaviour by a student which:
 - 1.13.1 seriously undermines the ethos of the School;
or
 - 1.13.2 consistently and deliberately fails to comply with any reasonable and lawful instruction of a Principal or teacher; or
 - 1.13.3 is offensive or dangerous to the physical or emotional health of any staff member, visitor or any student; or
 - 1.13.4 consistently and deliberately interferes with the educational opportunities of other students.

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 misbehavior 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.
- 2.5 Principals must suspend immediately and consistently with these procedures, any student whose behaviour includes the following:

2.5.1 *Possession of a suspected illegal drug*

Suspension is to occur immediately if the substance is being represented by the student as an illegal drug or on confirmation the substance is, in fact, illegal.

2.5.2 *Violence or threat of serious physical violence*

Any student intentionally causing injury or threatening serious physical violence against another student or teacher is to be suspended immediately.

2.5.3 *Possession of a prohibited weapon*

Any student possessing a prohibited weapon or using or threatening to use any item or instrument as a weapon, is to be suspended immediately. The matter must be reported to the police (Refer Appendix A).

- 2.6 Principals may also suspend, consistent with these procedures, any student whose behavior includes:

2.6.1 *Persistent disobedience*

Students who, in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended.

2.6.2 *Persistent disruption*

Students who persistently disrupt and prevent the learning and teaching of others may be suspended.

2.6.3 *Breach of school rules*

Students who breach the school's published rules and regulations may be suspended.

2.7 In circumstances other than those outlined in 2.5 and 2.6 above, suspension will usually occur after the Principal has:

ensured that all appropriate and available student welfare strategies and discipline options have been applied and documented

- ensured that all appropriate support personnel available, within the school system and externally, have been involved
- taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension.
- provided to the student and/or parent/caregivers a formal written caution detailing these behaviours, as well as clear expectations of what is required in future
- recorded in appropriate school files all action taken
- Students who attend school premises without permission of the Principal during periods of suspension or exclusion, or if they have been expelled, can be asked to leave the premises by the Principal or person then in charge of the site. If they refuse to leave, police should be called (see Appendix B).

3. DECIDING ON, NOTIFYING AND RESOLVING A SUSPENSION

- 3.1 The Principal should inform the student of the grounds on which the suspension is being considered. The student must be given the opportunity to respond.
- 3.2 The student's response must be considered before a decision to suspend is made. The decision to suspend must be made by the Principal or authorised delegate.
- 3.3 A student will not be sent out of school before the end of the school day without notification being made to a parent/caregiver and, if necessary, agreement reached about arrangements for the collection of the student from school.
- 3.4 Notification of suspension must be made to parents or caregivers in writing.
- 3.5 In all cases, the notification must include:
 - Notice of the suspension and its length
 - The reasons for the suspension
 - The clear expectation that the student will continue with studies while suspended
 - The importance of parental/caregiver assistance in resolving the matter
 - A reminder that parents/caregivers are responsible for the care and safety of the student while under suspension.
- 3.6 Parents/caregivers should be referred to the school's published discipline code.
- 3.7 At the earliest opportunity, the Principal or authorised delegate must convene a suspension resolution meeting with the student and the parents/caregivers to discuss the basis on which the suspension will be resolved.
- 3.8 If, despite the school's requests, parents or caregivers are unable or unwilling to attend a suspension resolution meeting, the Principal should consider the individual merits of the case. Alternative steps may then need to be taken to resolve the suspension and facilitate the student's return to school

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.

- 4.1 Expulsion is generally preceded by a history of previous suspension.
- 4.2 Expulsion is a sanction to be applied only as a last resort and after all other measures have failed.
- 4.3 It must be preceded by ongoing consultation with the parents or caregivers concerned.
- 4.4 Careful consideration must be given to the overall good of the individual student and the welfare of the school community.

A decision to expel a student from the school can only be made by the Principal.

Before a student has expulsion the Principal must:

- 4.7 Place the student on suspension pending the outcome of the decision-making process
- 4.8 Notify the student and the parents/caregivers that expulsion is being considered, giving reasons for the possible action and allowing seven school days for the student, parents/caregivers to respond.
- 4.9 Provide the parents/caregivers with a copy of the documentation on which the recommendation to expel is based (taking into account the need to protect the anonymity and privacy of the complainants and/or witnesses).
- 4.10 Consider any response from the student and parents/caregivers before proceeding further.
- 4.11 Give the student and parents/caregivers reasonable notice of an opportunity to attend a formal interview with the Principal.
- 4.12 Provide the parents/caregivers with information on the implications of this action, their rights to an appeal and the appropriate procedures for submitting an appeal.

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 staff 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/his delegate 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

2. Summary Offences Act 1988 No 25 - NSW Legislation

www.legislation.nsw.gov.au

APPENDIX A

1. WEAPONS PROHIBITED IN SCHOOLS

- 1.1 Possession of certain weapons is a criminal offence under the provisions of the Summary Offences Act, 1988
- 1.2 If a Principal becomes aware that a student or any other person on school premises or at a school activity is in possession of a weapon or weapons, he or she should contact the police. The student should be suspended immediately.
- 1.3 Weapons can include, but are not limited to, the items listed below. This list outlines the types of weapons that should be banned from school premises:
 - (i) firearms of any kind
 - (ii) any imitation or replica of any firearm
 - (iii) knives
 - (iv) hunting slings, catapults or slingshots
 - (v) knuckle-dusters
 - (vi) studded gloves or sap gloves
 - (vii) blow guns or any other similar device capable of projecting a dart
 - (viii) whips of any kind
 - (ix) kung fu sticks or nunchaku
 - (x) batons of any type
 - (xi) spear-guns
 - (xii) mace and
 - (xiii) defense or anti-personnel sprays that are capable of discharging irritants in liquid, gas or powder form.

UNAUTHORISED ENTRY ONTO SCHOOL PREMISES AND PERSONS BEHAVING OFFENSIVELY IN OR NEAR SCHOOL PREMISES

The Enclosed Lands Protection Act, 1901 and the Summary Offences Act, 1988 outline a number of offences relating to behaviour in or near school sites. Details of these offences are provided below. If persons (including school students) enter school premises without lawful authority or behave offensively in or near schools, the following procedures should be observed.

1. Unauthorised Entry

If an intruder is found on school premises, the Principal or person in charge of the area should ask the person about his/her right to be on the premises. If the person does not have permission or does not give a reasonable explanation for being there, he or she should be requested to leave. If the person refuses to leave, police should be called. A record of any conversations held with the intruder should be immediately noted. Apprehension of the intruder prior to the arrival of police should not be attempted except in extreme circumstances.

As well as intruders, Principals may from time to time be required to prohibit the entry onto school premises of other persons who may ordinarily be considered to have a legitimate reason for being at the school. This situation may involve a parent or parents who may have limited rights in respect of their children as a result of a court order, or be in dispute with the Principal or other staff at the school. Prior to taking any action to deny entry onto school premises, written confirmation of the proposed course of action should be given to the person concerned.

It is stressed that action to restrict parents or other persons who would ordinarily have a legitimate expectation that they be allowed entry to school premises should be taken only as a last resort and only after all other attempts to resolve any dispute have failed.

2. Offensive Behaviour in or Near a School

If Principals become aware that any person is behaving in an offensive manner in or near the school or is seemingly in breach of some other provision of the Summary Offences Act in or near a school, the police should be called immediately. Staff and students should be encouraged to report any such incidents to the Principal so that appropriate action can be taken. Under no circumstances should any attempt be made to apprehend any person reported to the police.



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***

APPENDIX D.



Suspension Notice

This is to confirm that your child _____ of class _____ will be suspended from school for the duration of _____ as a consequence to his/her behavioural actions. This suspension has been given in alignment with the school's Behaviour Management Policy.

Arrangement for alternative learning

The school will provide the learning materials and daily plans to the student during the suspension period.

Kind Regards,

Mr Imad Alsmadi

Welfare Coordinator

Ms Zainab Rasheed

Head of Teaching and Learning

Principal

Dr. Gulzar Khan

APPENDIX E.



ACCIDENT AND INCIDENT REPORT

Reporter's First Name: _____ Reporter's Surname: _____

Classification: Staff Student Visitor Contractor Parent

Gender: Male Female

Accident/Incident Details

Date of Accident/Incident: _____ Time: _____

Where did the Accident/Incident occur? _____

Nature of Incident / Detail of incident? (How did the incident occur?)

Names of Witnesses: _____

First-Aid / Treatment / Action

None / Not required

First-Aid / Treatment Provided

Details of First-Aid Treatment:

Sent Home? Yes No If yes, what time? _____

Did ambulance attend? Yes No If yes, what time? _____

Name of First Aid Officer/Staff: _____

* First Aid Officer Signature: _____

Dated: _____

* Incident Reporter Signature: _____

Dated: _____

APPENDIX F.



Student ACCIDENT AND INCIDENT REPORT

Student's First Name: _____ Student's Surname: _____

Gender: Boy Girl

Accident/Incident Details

Date of Accident/Incident: _____ Time: _____

Where did the Accident/Incident happen? _____

How did the incident happen? Give as much detail as you can.

Who saw this happen? _____

Did you report what happened to a teacher or staff? Who? _____

How did this incident make you feel?



Other:

Draw a picture of what happened (K-2).