



# Student Wellbeing and Engagement Policy

Version 1, Date June 2023 Approved by the Principal

## 1. Introduction

1.1. At Australian Islamic Centre College (AICC), our educational philosophy is designed to foster a positive learning environment, instill healthy self-discipline, and cultivate a sustainable school culture among students, educators, and families. Central to our mandate is the creation of a challenging yet safe setting that integrates our faith principles and values of Respect, Empathy, Commitment, Integrity, and Excellence into our daily practices. The core aim of the College is to nurture students towards self-discipline, affirming our unwavering stance against corporal punishment and maintaining a zero-tolerance policy towards child abuse.

## 2. Our Approach

2.1. Our chosen approach, Restorative Practices, serves as the cornerstone of our school's ethos and cultural development, aligning directly with our objectives for Student Wellbeing and Engagement. With Restorative Practices, we collaborate with students, parents, and guardians to ensure clarity in communicating and upholding the rights and responsibilities of all members within our school community. We firmly assert that no behaviour should compromise the safety or instil fear in others.

## 3. Restorative Practices

- 3.1. Restorative Practices embodies fundamental beliefs crucial to our cultural success at AICC:
- a. Encouraging students to take responsibility for their actions effectively.
  - b. Promoting language shifts that emphasise dignity, respect, and courtesy among all stakeholders.
  - c. Embracing conflict as a normal aspect of human interactions and focusing on repairing relationship harm caused by it.

- d. Implementing both preventive and responsive measures across all learning environments to cultivate a restorative approach to conflict resolution.
  - e. Restorative Practices extends beyond acknowledging the past; it is about acknowledging and learning from it without letting it hinder progress.
  - f. Restorative Practices equips us with a valuable set of guiding questions that shape our approach to addressing conflict, bullying, and inappropriate behaviour choices within our school community. It compels students to confront the genuine impact of their actions and encourages them to take responsibility by making amends.
  - g. Research extensively supports Restorative Practices as an effective methodology in reducing both the frequency and severity of bullying incidents. By fostering a culture of accountability and reflection, it prompts students to engage in higher-level thinking, resulting in improved behaviour trajectories and a reduction in disruptive incidents.
- 3.2. AICC's commitment to Restorative Practices ensures a consistent, firm, and fair approach across all aspects of school life. This includes not only academic learning but also cultivating respectful relationships, nurturing a sense of responsibility towards school property, maintaining personal appearance, hygiene, and presentation standards. Through these measures, Restorative Practices serves as a cornerstone in shaping a supportive and conducive environment for holistic student development at AICC.

#### **4. Implementation – Student Wellbeing**

- 4.1. Wellbeing Programs: The college is dedicated to fostering students' wellbeing by actively implementing the Muslim Role Model Program, the [Learning Curve Wellbeing Program](#) – Primary Students Wellbeing Program, and the 'Halaqa (circle) Time' activities. These initiatives serve as platforms for students to openly discuss concerns, develop positive social skills, and deeply reflect upon the values upheld by our institution.
- 4.2. Recognising Students' Achievements: Classroom and specialist teachers are strongly encouraged to regularly acknowledge and celebrate students' accomplishments. This recognition is prominently featured during fortnightly assemblies and seamlessly integrated into both school-wide and classroom routines.

- 4.3. Leadership Opportunities: Students are encouraged to take active roles in the college community by applying for various leadership positions. These roles include, but are not limited to, School Captain, School Vice Captain, Student Representative Council membership, Class Captain, Class Vice Captain, and Classroom Monitor. These positions empower students to actively contribute to the school's growth, fostering a sense of responsibility and leadership among the student body.

## **5. Implementation – Student Engagement**

- 5.1. At the Australian Islamic Centre College (AICC), we are committed to nurturing student engagement, fostering positive behaviour, empathy, and collaboration through the application of restorative principles within our school community. Our approach includes various initiatives designed to encourage and celebrate exemplary conduct:

5.1.1. Weekly Merit Awards - "Student of the Week" honours to acknowledge outstanding student contributions.

5.1.2. Behaviour Award Certificates recognizing commendable behaviour among our students.

5.1.3. Classroom and School Displays showcasing positive actions and achievements.

5.1.4. Positive Rewards Charts and Comprehensive Feedback provided by all staff members to reinforce positive behaviour and engagement.

## **6. Intervention to Bullying**

- 6.1. At AICC, we adopt the Restorative Practice [6 Methods of Intervention](#) to prevent or address bullying.

6.2. The reasoning behind using this methodology is rooted in the belief that when individuals who have caused harm reflect upon the impact of their actions on victims, several positive outcomes can arise:

- a. Encouraging a sense of remorse within the offenders, prompting them to engage in restorative actions to repair the harm caused.
- b. Shifting the focus of practitioners towards addressing the unacceptable behaviour of offenders rather than passing judgment on their moral character.

- c. Fostering healthier interpersonal relationships among members of the school community by emphasizing the importance of accountability and restoration.
- d. Promoting a conducive environment for more effective learning, where students feel safe, respected, and engaged in meaningful interactions that contribute positively to their educational journey.

## **7. Inappropriate and Ongoing Inappropriate Behaviour – Responsive Strategies**

7.1. Under the Restorative Model, the administration of consequences is a decision made by teachers and school leaders based on professional judgment and discretion. Within this framework, consequences are aimed at facilitating growth and accountability among students, encompassing the following principles:

- a. Pre-negotiated: Whenever feasible, consequences are discussed and agreed upon with students in advance, promoting transparency and shared responsibility.

Encouraging reflection: Consequences are structured to provide opportunities for further contemplation and planning of corrective actions, fostering a deeper understanding of the impact of behaviours.

- b. Specific target behaviours: Consequences are tailored to address and mitigate the identified behaviours that require modification, ensuring a focused and targeted approach.
- c. High expectations: Consequences are aligned with individually differentiated high standards, encouraging students to aspire toward personal growth and positive conduct.
- d. Supplement to the Restorative Model: Consequences are perceived as a complementary aspect of the Restorative Model rather than a substitute, working in tandem to encourage accountability, growth, and learning within the school community.

7.2. Mental Health: Use the [map of key mental health and wellbeing support](#) to help us understand the background and cause of behaviour then make a decision on the next steps.

## **8. Expulsion and Suspensions**

- 8.1. Within the framework of the Restorative Model, the use of suspensions or expulsions remains at the discretion of teachers and school leaders. Procedures related to suspension are governed by a structured process:
- 8.2. Suspension Decision Authority: The final decision to implement either an internal or external suspension rests with the Principal, guided by a thorough assessment of the situation and circumstances.
- 8.3. Parental Communication: Upon reaching a decision, the Principal or relevant staff members will directly contact the parents or families to communicate the duration and rationale behind the suspension. This communication will be formalised through the issuance of a suspension notice.
- 8.4. Support and Reflection: Students subjected to suspension will receive a restorative reflection sheet to be completed during the suspension period. Additionally, personalized support will be extended to ensure completion of this reflective task before re-entry into the school environment.
- 8.5. Collaborative Strategy Development: The school will remain available to engage with parents or families during the suspension period, aiming to collaboratively devise strategies that mitigate the likelihood of recurrence of inappropriate behaviour upon the student's return to school.
- 8.6. Re-entry Meeting: Following the suspension period, a compulsory re-entry meeting will be convened by a school leader. This meeting, attended by the student, relevant individuals, and parents where applicable, aims to provide the student with an opportunity for reconciliation, successful reintegration into the school community, and the prevention of any lingering feelings of shame or embarrassment.
- 8.7. Enrolment Termination: In severe cases involving serious misconduct or persistent inappropriate behaviour without improvement, the Principal reserves the right to issue enrolment termination, prioritising the school community's well-being and safety.

## **9. Preventative Strategies for Inappropriate Behaviour**

### **9.1. Staff Professional Development**

- 9.1.1. School staff actively engage in comprehensive professional development programmes designed to enhance their competence and capability in supporting learners with behavioural needs. These tailored development initiatives focus on

equipping educators with specialised skills, strategies, and insights necessary to address the diverse behavioural challenges that students may face. Through these purposeful learning opportunities, staff members gain a deeper understanding of behavioural interventions, differentiated instructional methods, and effective classroom management techniques tailored to meet the individual needs of students.

- 9.1.2. This proactive approach not only enhances educators' ability to create inclusive learning environments but also fosters a supportive and nurturing atmosphere conducive to the academic and socio-emotional growth of all learners, including those requiring additional behavioural support. Top of Form

## 9.2. Student Management Plan:

Our Student Engagement Plan stands as the tangible representation of this policy, illustrating the essential components linked to the execution of Restorative Practices. This comprehensive plan serves as a guide, outlining the integral elements required for successful implementation. It encompasses various facets, including:

### 9.2.1 Restorative Methods

- a. **Understanding Centric Approach:** Our method involves solving problems restoratively, driven by a commitment to high expectations and robust support.
- b. **Collaborative Engagement:** Teachers and students collaborate seamlessly across the spectrum of interactions, fostering a cohesive partnership in behaviour management.
- c. **Proactive Intervention:** Teachers pre-emptively address behaviour through effective, proactive statements, averting potential escalations.
- d. **Leadership Support:** School leadership provides support to teachers in integrating restorative language effectively into everyday practice.
- e. **Reactive Measures:** At times, teachers may temporarily relocate students to repair harm, aligning with our restorative ethos and commitment to resolution.
- f. **Outcome-Oriented Process:** Our approach deploys a restorative process, remaining open to diverse, valuable outcomes while focusing on a resolution-oriented path.
- g. **Post-Removal Engagement:** Removed students engage in affective interactions facilitated by school leaders, fostering mutually beneficial resolutions.

- h. Priority Focus: School leaders prioritize empowering teachers to address student-teacher relationship issues, ensuring proactive resolutions.
- i. Parental Involvement: We actively seek ways to involve parents in understanding their children's behaviour, both positive and negative.
- j. Restorative Conferences: Utilise restorative conferences to reintegrate students post-internal or external suspensions, emphasizing resolution and understanding.
- k. Core Principles Embedding: We embed fundamental restorative tenets, focusing on addressing harm and nurturing relationships in response to conflicts, including instances of bullying.

#### 9.2.2. Elevate Student Behaviour, Empathy, and Cooperation

- a. Affective Statements - We include feelings words in language to address low level yet high frequency behaviours. (Time investment - 1-3 seconds)
- b. Affective Interactions - We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future. (Time investment - 1-3 minutes)
- c. Small Impromptu Conferences - we use Restorative Questions to solve problems amongst and between groups. (Time investment - 9-10 minutes)
- d. Large Group - We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds. (Time investment - less than 15 minutes)
- e. Formal Conferencing - For the most serious, high impact behaviours and ongoing problems. (Time investment - 60 minute conference and up to two days of preparation)

#### 9.2.3. Restorative Questions

- a. For those who have done the wrong thing:
  - What happened?
  - What were you thinking about at the time?
  - What have you thought about since?
  - What has been affected by what you have done? In what way?

- What do you think you need to do to make things right again?
- b. For those who have been harmed:
- What did you think when you realised what had happened?
  - What impact has this incident had on you and others?
  - What has been the hardest thing for you?
  - What do you think needs to happen to make things right?

## **10. Behaviour Support Plans**

- 10.1. At AICC, we proactively employ Behaviour Support Plans (BSP) to cater to the unique needs of students whose conduct indicates a requirement for personalised intervention. BSPs are formulated either upon disclosure of student needs during enrolment or upon the school's identification of a continuous necessity for support.
- 10.2. Each Behaviour Support Plan is meticulously designed to encapsulate diverse factors or triggers influencing a student's behaviour. It encompasses a comprehensive array of strategies and guidance tailored to aid staff in effectively managing the student's conduct. To ensure a holistic approach, cyclical meetings are convened involving Parents, Teachers, the Wellbeing Coordinator, Vice Principal, and other pertinent staff members for every individual case. Regular reviews are conducted whenever necessary to refine and update the plan in accordance with the student's progress and changing needs.
- 10.3. The Behaviour Support Plan is an extensive document outlining an array of strategies designed to address behavioural challenges. These strategies, while varied, are not confined to any specific set and may include recommendations such as temporary withdrawal from classroom settings, exclusion from certain excursions, incursions, or camps, or adjustments in school hours. These adjustments are aimed at proactively managing and curbing any persistent inappropriate behaviour, ensuring a conducive learning environment for all students.

## **11. Evaluation and Review:**

- 11.1. The review of this policy will involve a comprehensive process, encompassing data analysis, evidence examination, and insights gathered from various essential stakeholder groups. These groups will comprise:



- Leadership Team
- Teaching and non-teaching staff
- Parental Community Group

11.2. The evaluation process will entail collating and analysing relevant data, considering the viewpoints and experiences of these distinct stakeholder groups, and synthesising evidence to ensure the policy's effectiveness aligns with the expectations and needs of all involved parties.

## 12. Policy Approval and Review

Created date	June 2023
Consultation	Principal
Endorsed by	Board of Directors
Endorsed on	25 June 2023
Next review date	December 2024