



### 1. Purpose of this policy

- 1.1 Australian Islamic Centre College (AICC) affirms that a culture of positive behaviour and high levels of student engagement are essential as prerequisites for student learning.
- 1.2 The purpose of this policy and related policy implementation documents is to provide students, staff and parents with clarity as to the behaviour expected of students at Australian Islamic Centre College and the consequences when those expectations are breached.
- 1.3 The behaviour management policy sets out the principles and framework governing the school's approach to the development of positive student behaviour and engagement. The policy, together with the policy implementation documents listed in section 10, should be read and understood by all those connected to the school.

### 2. Principles

- 2.1 The school believes that it has a responsibility, in partnership with parents, to create a culture of positive behaviour with high levels of student engagement.
- 2.2 The school is committed to ensuring its behaviour management policy and procedures are fair and reasonable.
- 2.3 The College prohibits corporal punishment.
- 2.4 Behavioural expectations, standards and sanctions are stated clearly for the benefit of students, parents and staff.
- 2.5 The behaviour policy and its implementation are age appropriate.
- 2.6 The school will ensure that the application of its behaviour policy is fair, consistent and non-discriminatory.

### 3. Aims of the policy

- 3.1 To support the school and its employees, parents and students in creating a culture of positive behaviour with high levels of student engagement as essential prerequisites for learning.

- 3.2 To set out the school's clear expectations in relation to positive student behaviour and in so doing to define what constitutes unacceptable behaviour.
- 3.3 To set out clearly the consequences when standards of behaviour are breached.
- 3.4 To comply with the requirements of the Education and Training Reform Act 2006 (Vic.) to implement a behaviour management policy and procedures.

## **4. Legal and regulatory basis for compliance**

- 4.1 Duty of Care
- 4.2 Education and Training Reform Act 2006 (Vic.)
- 4.3 Education and Training Reform Regulations (2017)
- 4.4 Ministerial Order 625 (March 2014) (applies to government schools but may be used as a reference document for non-government schools)
- 4.5 Victorian Registration and Qualifications Authority (VRQA) Minimum Standards
- 4.6 Equal Opportunity Act 2010 (Vic.)
- 4.7 Disability Standards for Education 2005 (Cth).

## **5. Scope:**

- 5.1 This policy is applicable to members of the School Board, all staff, students, and parents. This policy should be applied when students are:
  - a- At school
  - b- Travelling to and from school
  - c- Whilst on excursions, off-site activities, camps, learning with an external provider 4. on evenings and weekends if representing the school.

## **6. Policy Outline**

### **6.1 Duty of Care**

- 6.1.1 Our Faith (Islam) is at the heart of everything we do, including behaviour management at AICC. We hold the care, safety and wellbeing of children as a central and fundamental responsibility of our College. Our commitment is drawn from and inherent in the teaching of Islam. The Prophet (PBUH) says "Every one of you is a Protector and Guardian for those who are placed under your care". (Bukhari and Muslim).

- 6.1.2 We have a responsibility to create a nurturing school environment where children are respected, and their voices are heard. We are committed to being educative rather than punitive when working through a challenge. A culture of care and support enables students to feel safe, take responsibility and learn from their mistakes. Kind and resilient relationships are fostered through sharing our thoughts, feelings and ideas in a respectful way.
- 6.1.3 The governing board, Principal, Leaders, teaching and non-teaching staff have a **duty of care** to ensure the safety and wellbeing of students; they are held to a high standard of care in relation to students. The duty requires the College to take all reasonable steps to reduce the risk of harm to students, including the implementation of strategies to create a culture of positive behaviour. The duty is non-delegable, meaning that it cannot be assigned to another party.

## 6.2 Approach to Behavioural Management

- 6.2.1 The **Wellbeing** Coordinator at AICC has a specific responsibility for overseeing the implementation of the behaviour management policy. This role, however, does not absolve all staff from the responsibility to manage student behaviour. Staff are helped in taking on this shared responsibility by having explicit expectations, unambiguous schemes of delegation so they are in no doubt as to the menu of sanctions they can use, lines of authority and access to training and advice.
- 6.2.2 In addition to the behaviour management policy, the College has a **student engagement** policy. The student engagement policy aims to ensure a safe and inclusive school environment for everyone. It also outlines the school community's expectations for student engagement in academic and social learning, attendance and behaviour.
- 6.2.3 The College provides opportunities for students to grow in their social learning in order to develop **positive behaviour, good character in line with Islamic values, and high levels of student engagement**.
- 6.2.4 The College has access to a comprehensive range of strategies to encourage positive behaviour in the classroom, outside the classroom, when travelling to and from school, when engaged in activity programs and online.
- 6.2.5 Particular care is taken to ensure that behavioural management for all students uses language which is age appropriate, and ensures all relationships embody trust, forgiveness, integrity, hope and compassion.

6.2.6 The College ensures that all members of the school community have a shared unambiguous understanding of what constitutes acceptable and unacceptable behaviour together with clear systems of rewards, recognition and sanctions.

- a. A Student Code of Conduct (or expectations of students) clearly states the school's required behaviours. Where appropriate, codes of conduct will be developed with high levels of engagement from students. The Code of Conduct sets out clearly the rights and responsibilities of parents, students and staff.
- b. The College has a clear list of 'red line behaviours' that will result in a sanction being applied. The language is age appropriate and sufficiently precise to avoid ambiguity and to withstand challenge.

### 6.3 Principles of Procedural Fairness

6.3.1 Principles of procedural fairness are applied and may include:

- a. ensuring all those involved in an incident have a reasonable opportunity to:
  - have their voice heard
  - defend themselves
  - to explain their understanding of the context and any extenuating circumstances
- b. ensuring the response to, and consequences of, mistakes complying with behavioural standards are unbiased and are applied consistently. A test of this could be whether the same (or similar) sanction is applied:
  - to different students for the same mistake
  - for the same mistakes occurring at one time compared with another
  - by one teacher compared with another
- c. using graded sanctions and warnings that are proportionate to the behaviour. This could involve taking into account questions such as:
  - the impact of the behaviour on others
  - the prior behaviour of the student
  - the likelihood of the behaviour being repeated.

6.3.2 For significant incidents or behaviour resulting in serious sanctions, an appeals mechanism is available. The purpose of the appeals mechanism is not to relitigate the issue but to review whether the procedures were applied fairly and consistently.

## 7. Process

### 7.1 Procedure

- 7.1.1 The procedural steps should be made in writing and communicated clearly. Staff, students and parents should know exactly what to expect when the procedures are applied.
- 7.1.2 The seriousness of the behaviour should be matched with the purpose of the sanction to ensure the consequences of unacceptable behaviour are plainly apparent. Care should be taken to ensure the sanction doesn't impact negatively on the student's motivation for learning and engagement.
- 7.1.3 Sanctions should be applied as soon as practicable after the event. It is normally counterproductive for sanctions to be long drawn out.
- 7.1.4 We encourage students to be involved in thinking in advance and hypothetically about appropriate responses to unacceptable behaviour.
- 7.1.5 AICC explicitly prohibits the use of corporal punishment in any circumstances.

### 7.2 Behavioural Expectation Guidelines

- 7.2.1 To ensure that all members of the school community have a shared unambiguous understanding of what constitutes acceptable and unacceptable behaviour,
- 7.2.2 AICC ensures to communicate a list of behavioural expectation guidelines on ClassDojo, Compass and in students' school diaries.
- 7.2.3 The lists are communicated as appropriate for the age and stage of the student, and as appropriate will cover:
  - a) relationships with other students and adults – respect for others, bullying, physical assault, harassment (e.g. sexism, racism), use of derogatory and inappropriate language (rudeness, swearing) and bringing weapons into school (knives);
  - b) substance abuse: drugs, smoking, alcohol, vaping;
  - c) behaviour to support learning: attendance, punctuality, completion of work, homework, inappropriate use of mobile phones, appropriate internet usage;
  - d) issues of appearance: uniform, personal grooming (for example hair, makeup, chewing gum and jewellery);
  - e) respect for property: damage to property, theft, bringing valuables into school and litter;
  - f) behaviour to support the school's duty of care: not being out of bounds and notifying the school of whereabouts (e.g. leave passes).

- 7.2.4 Agreement of students and parents to comply with these guidelines is evidenced through the signing of the enrolment agreement, upon commencement at the school.

### 7.3 Consequences

- 7.3.1 AICC responds to behavioural mistakes by adopting principles of procedural fairness.
- 7.3.2 AICC will apply any sanction, if required, designed to promote positive behaviours in the future.
- 7.3.3 AICC acknowledges that the most “effective sanctions” are those that “fit the crime”. A sanction will be most effective if it is given as close as possible in time to the behavioural mistake. Long, drawn-out sanctions are rarely effective.
- 7.3.4 The procedures should require that all relevant information has been considered before any final decision is made on suspension or expulsion and that the student has had the opportunity to be heard.
- 7.3.5 The chosen sanction must be appropriate for younger students, students with a disability, students who are Indigenous or Torres Straight Islander, or who are International Students.
- 7.3.6 School staff must never use physical restraint and seclusion as behaviour management techniques, for convenience, as retaliation, or to discipline or punish a student.
- 7.3.7 The procedures should require that the student’s parent(s) (or carer) are fully informed of the behaviour and the school’s response at the earliest possible opportunity. Given the seriousness of such sanctions and their long lasting effect on the student and his/her family, the school should always seek to work in partnership with the student’s parent(s) (or carer) in the best interests of the child.

## 8. Suspension or Expulsion:

- 8.1 The college will develop and communicate to students, parents and staff suspension and expulsion procedures. The procedures must set out the process to be followed when either suspension or expulsion is being considered.
- 8.2 AICC will suspend or expel a student if it is judged that the seriousness of the behaviour warrants this level of response. Any such decisions regarding a student who is involved and in what capacity, including the student and his/her parent(s) or carers, will follow

the Suspension and expulsion procedures (see related procedures). In each circumstance, the following expectations are required:

- i. the steps to be taken during the process and the expected timeframe,
- ii. record keeping requirements,
- iii. any appeal process.

## **9. Vulnerable Students**

- 9.1 In managing behaviour, AICC will proactively identify and consider the needs of vulnerable students or student with a disability.

## **10. Notification to Parents**

- 10.1 Notifying parents of breaches of behavioural expectations is a requirement at AICC.
- 10.2 AICC have processes and procedures to inform parents when a student does not meet the expected standards of behaviour. The level of notification will be appropriate to the level of transgression.

## **11. Record Keeping**

- 11.1 AICC will record and monitor any negative student behaviour including the application of sanctions.
- 11.2 Details that will be recorded at a minimum include: •
- iv. the incident itself, who was involved and how everyone responded • who dealt with the incident •
  - v. whether or not a sanction was applied and the rationale for choosing a particular sanction •
  - vi. parent notifications where applicable.
- 11.3 Aggregated data is systematically reviewed to enable the school to identify emerging patterns over time through the AICC wellbeing program. Such data should be sufficiently granular (e.g. by type of behaviour or by groups of students) so that it can inform the ongoing development of school strategies.

## **12. Roles and Responsibilities**

### **12.1 The College Board**

- 12.1.1 The College Board is responsible for reviewing the behaviour management policy, although the responsibility for the detailed implementation and procedures lie with the school. The governing body must be confident that the policy is fair and reasonable and that corporal punishment is prohibited.
- 12.1.2 The College Board is responsible for approving the procedures for expulsion and for deciding whether the authority to expel is delegated or not.
- 12.1.3 The College Board is responsible for the appeals procedures and for acting as the appeal body.

### **12.2 The Principal**

- 12.2.1 The principal is responsible for ensuring the school has behaviour management policies and procedures in compliance with the VRQA Minimum Standards.
- 12.2.2 The principal is responsible for developing strategies that ensure the culture of the school is one in which positive behaviour and respectful relationships are given high priority.
- 12.2.3 The principal is responsible for developing and implementing strategies and procedures that ensure students, staff and parents are clear as to what constitutes unacceptable behaviour and the consequences when the Code is breached.
- 12.2.4 The principal is responsible for ensuring procedures are in place for the reporting and monitoring of behaviour.
- 12.2.5 The principal is responsible for ensuring staff have access to regular training in the development of positive behaviour. The principal may also wish to provide regular training and support for parents in respect of the management of behaviour.

### **12.3 Wellbeing Coordinator**

- 12.3.1 The Wellbeing Coordinator is responsible for overseeing the development and implementation of strategies used to manage behaviour and for monitoring their effectiveness.

### **12.4 All Staff**

- 12.4.1 All staff in the school are responsible for working together in collaboration with students and parents to ensure issues of behaviour and relationships are given high priority at all times.



### **13. Definitions**

- 13.1 Sanctions and consequences – consequences for not complying with the behavioural expectations guidance that are determined through implementation of restorative practices.
- 13.2 Corporal punishment - the infliction of physical pain upon a person's body as punishment for a crime or infraction.

### **14. Links to other policies**

- a. Duty of Care
- b. Student Wellbeing Policy
- c. Curriculum Policy
- d. Student Code of Conduct
- e. Equal Opportunity Policy (students)
- f. Internet Use Policy (students)
- g. Uniform Policy
- h. Attendance Policy
- i. Record Management Policy.

### **15. Communication of the policy**

- 15.1 The school will embed the language of positive behaviour, respect and tolerance in all its communications.
- 15.2 Behavioural expectations, standards and sanctions will be communicated to students, parents and staff.

### **16. Policy implementation documents**

- 16.1 Documents setting out the strategies and actions required to implement this policy are:
  - a. Code of Conduct (students)
  - b. Staged Response' checklist – a document setting out what students should expect when there are breaches of the Code
  - c. procedures for suspension, expulsion, and appeal processes.

### **17. Policy review**

- d. The College Board will review the Behaviour Management Policy biennially.
- e. The College Board will require the principal to report on the implementation of the Behaviour Management Policy as part of the governing body's review of the policy.

### **18. Approvals**

- a) Approved by: Majida Ali, Principal.
- b) Date: April 2023
- c) Approved by the College Board
- d) Next Review date: April 2025

### **Appendix**

- a) Behavioural Expectations Guidelines
- b) Suspension and expulsion procedures.