DISCIPLINE POLICY

AL NOORI MUSLIM SCHOOL

KNOWLEDGE IS LIGHT

GOOD DEEDS ARE PIETY

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Mandatory Compliance

Manual Reference 3.6.2

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AL NOORI MUSLIM SCHOOL

1.0 Introduction

Students and teachers have a right to be safe and happy at school. Student wellbeing is enhanced when all members of the school community participate positively in all aspects of the school. In partnership with parents and students, the staff of Al Noori Muslim School provide effective learning and teaching within a secure, well-managed environment that fosters a positive climate, good discipline, and community participation.

This policy supports teachers and school staff to encourage positive behaviour which respects the rights of all students to learn and teachers to teach. The policy advocates for a restorative practice that avoids punitive measures, where possible, by building a culture of responsible students and independent learners. The overall aim of the disciplinary practice will be to empower students to be accountable for their actions.

Islam encourages personal responsibility. Personal responsibility is a fundamental aspect of a Muslim's daily practice. The Holy Quran recognises and acknowledges personal responsibility as found in the verse "That no [one] bears the burden of another" (53:38).

Parent/caregiver involvement is crucial and staff members are expected to liaise with them throughout the disciplinary process. It is intended that this policy will provide clear guidance and expectations to staff, students and parents on matters related to school discipline and, in so doing, prepare students for productive participation in society.

Importantly, **corporal punishment is not permitted and is never used to discipline students.** Non-school persons, including parents & caregivers, must note that corporal punishment is not permitted and is never to be used to enforce discipline at the school. All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion incorporates processes which are based on procedural fairness. Parents/caregivers are also involved in the processes of procedural fairness for suspension and expulsion.

The **aim of the Discipline Policy** is to be committed to creating a safe, secure, and happy school environment, where all students are respected and acknowledge responsibility for their actions and behaviour.

The **objectives of the Discipline Policy** is to:

- ensure a safe school environment free from harassment, violence, and bullying.
- develop positive self-confidence in all individuals.
- establish well-managed teaching and learning environments.
- guide staff members to take a restorative approach to disciplinary issues.
- encourage positive intervention strategies that allow students to acknowledge their behaviour.
- encourage students to take responsibility for their own learning and behaviour.
- support opportunities for students and their parents to discuss student behaviour and progress.
- identify key social and conflict resolution skills and develop plans for all students to acquire them.
- empower students to be active participants in the development of positive behavioural practices.

2.0 Roles and Responsibilities

A commitment to student wellbeing underpins all the policies and activities of the school. The success of any disciplinary practice depends on a clear and comprehensive policy, the staff who oversee and implement policy practices and the strong partnership between school and parents to ensure the successful implementation of the policy directions.

2.1 Teacher Responsibilities

Disciplinary matters are dealt with by classroom teachers who will discuss the matter with the student(s) involved and then take steps to resolve it. If the teacher is unable to resolve the matter, it will be referred to the relevant Coordinator or Welfare Coordinator.

School staff will:

- ensure that they are familiar with the school's Discipline Policy.
- contribute to the provision of a caring, well-managed, safe environment for students, staff, and parents.
- participate in the learning and teaching process in ways which take account of the objectives in this policy.
- participate in the school community's implementation of the school's Discipline Policy.

Classroom Teachers will:

- play a very important role in supporting positive student behaviour. They understand that every behaviour is a form of communication and therefore an opportunity for a teachable moment. As educators and role models for students, they are responsible for trying to ascertain the reasons for the behaviour displayed and responding in a suitable manner.
- Classroom teachers can observe the development of the child and identify strategies to support their wellbeing and learning.

Teachers on supervision duty will:

- deal with matters in the playground, before and after school, in corridors or on excursions in line with the Discipline Policy.

- follow up and resolve matters by reporting it to the classroom teachers or relevant coordinators for record keeping purposes or when further intervention is required.

2.2 Coordinator and Welfare Coordinator Responsibilities

Coordinators and Welfare Coordinators support teachers in dealing with disciplinary matters. They work with key stakeholders to ensure policy directions are maintained and the student receives the support required to acknowledge and rectify his/her behaviour.

2.3 Deputy Principal and Welfare Committee Responsibilities

The Deputy Principals and Welfare Committee play a key role in the implementation of the Discipline Policy, including the collation of reports and the review strategies undertaken in the process of supporting a student through the disciplinary process. The Deputy Principals and Welfare Committee are also responsible for providing the necessary support when the intervention of the school counsellor is required.

In the event that positive behaviour intervention strategies were not effective in resolving the undesired behaviour, the Deputy Principals and Welfare Committee will take lead of the disciplinary process.

2.4 Principal Responsibilities

The Principal plays a key role in the implementation of the Discipline Policy and ensures procedural fairness in the processes implemented by the staff. The Principal ensures:

- the Discipline Policy is developed and regularly reviewed.
- the review processes consider other mandatory policies.
- strategic issues identified in reviews are incorporated into the school plan.
- students, staff, and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school.
- other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all stakeholders in the school community.

2.5 Parent Responsibilities

Developing socially acceptable behaviour in students is a shared responsibility between parents, students, teachers, and the school. Parents are expected to support the school in establishing this partnership by supporting this policy's guidelines and helping to establish fair and reasonable expectations of the school.

2.6 Student Responsibilities

The overall aim of this policy's disciplinary guidance will be to empower students to be accountable for their actions. Students will:

- contribute to the provision of a caring, safe environment for students, staff, and parents.
- participate actively in the learning process.
- practise peaceful conflict resolution.
- Follow all class, playground, and school rules at all times.
- Follow the school uniform policy.

- provide their views on school community decisions, including reviews of student wellbeing, using agreed upon processes which include student representative councils.

3.0 Corporal Punishment

In line with government legislation, Corporal Punishment is totally prohibited. In addition, the policy does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. Any incidents of corporal punishment carried out by non-school persons, that the school is made aware of, will be immediately reported to the relevant authorities.

4.0 Exclusionary Measures

Exclusionary measures include suspension, expulsion, and exclusion. The following definitions are adapted from the Registered and Accredited Individual Non-Government Schools (NSW) Manual:

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

Expulsion
Expulsion is the permanent removal of a student from Al Noori Muslim School.

Exclusion
Exclusion is the act of preventing a student's admission to a number of schools. In extreme circumstances, the principal may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the school is a member, or from other schools.

5.0 Procedural Fairness

In practice, this policy seeks to achieve the highest level of procedural fairness to all members of the school community in accordance with the legislation. The imposition of penalties including suspension, expulsion, and exclusion, adhere to the 'hearing rule' and students are given the right to an 'unbiased decision'. That is, persons involved in cases where allegations of misconduct have been made have the right to:

- know the allegation related to the matter and any other information which will be taken into account in considering the matter.
- know the process by which the matter will be considered.
- respond to the allegations.
- know how to seek a review of the decision made in response to the allegations.
- impartiality in an investigation and decision-making.
- an absence of bias by a decision-maker.

The school's policies and procedures are made available to students and parents/caregivers relating to disciplinary matters at the beginning of each year through annual parent information sessions.

The Principal and/ or Deputy Principals conduct an investigation into matters where allegations have been made and the Principal, based on a thorough investigation, reasonably and objectively makes a decision as to the consequences. Parents are invited to attend interviews where the matter is discussed further. The key points of the interview/discussion are noted and saved on the school's Sentral system.

6.0 Procedure for Expulsion

Where a disciplinary issue arises which may result in expulsion, the school will investigate the circumstances surrounding this issue. The Principal may direct the student not to attend school while the investigation takes place. An investigation will include the student being provided with information about the nature of the allegations and being given an opportunity to respond.

If after receiving the results of the investigation and hearing from the student, the Welfare Committee forms the view that the student should be expelled, the committee will make the recommendation to the Principal and advise the student and parent/caregivers that this recommendation has been made.

The parents/ caregivers can appeal against the recommendation to the Principal by setting out the reasons for appeal. Any appeal must be provided to the Principal within a week after the parents/ caregivers have been advised of the recommendation.

If no appeal is made within a week, the Principal will decide if the student is to be expelled and will advise the parents/ caregivers and student of the decision.

If the student or parents/ caregivers have lodged an appeal, the Principal will consider the recommendations and the appeal reasons provided and make a decision. The Principal will advise the students and parents/ caregivers of the decision.

The decision made by the Principal is final. (AISNSW, 2019)

7.0 Unacceptable behaviours that must be escalated immediately to Deputy Principals or Welfare Committee

There are circumstances where unacceptable behaviours require immediate referral to the relevant Deputy Principal or Welfare Committee. Below is a list of behaviours that bypass all processes and are referred immediately. The behaviours listed below require incident reports. Incident reports must be completed by all students, parents and teachers involved and remain the property of the school.

The following inappropriate behaviours may lead to immediate suspension or expulsion:

- Verbal abuse or threatening behaviour towards students, staff, parents, or any member of the school community.
- Use of obscene or derogatory language.
- Physical aggression or fighting involving students, staff, parents, or any member of the school community.
- Bullying.
- Theft.
- Inappropriate behaviour online or on social media.
- Access or possession of inappropriate materials or substances.
- Possession of a suspected illegal substance.
- Possession of a weapon.
- Inappropriate mixing of genders (as determined by the school).
- Arson.
- Damage to school property/vandalism, with parents being responsible for covering repair costs. Failure to pay may affect the student's enrolment status.
- Wilful damage of school property, which is grounds for immediate expulsion.
- Distributing or accessing pornography.
- Abuse of other students (physical, verbal, emotional, cyberbullying, social exclusion, sexual harassment, discrimination, psychological, intimidation and other harmful behaviours).
- Sexually suggestive behaviour contradicting Islamic Ethos (as determined by the school).
- Inappropriate use of phones or other electronic devices.
- Failure to respond to instructions and directions.
- Absconding from class.
- Truancy.
- Other types of extreme negative behaviour at the discretion of teachers and the Welfare Committee.

Additional undesirable behaviours may warrant immediate escalation to the relevant Deputy Principal or Welfare Committee. The disciplinary process may be varied at their discretion based on a student's individual record.

- Consistent breaking of classroom, playground, or school rules impacting a student's safety.
- Consistent failure to wear the full school uniform.
- Use of foul language.
- Graffiti.
- Bringing inappropriate material to school.
- Unauthorised phone possession.
- Persistent disobedience or insolence.

8.0 Confidentiality

Confidentiality and privacy require that all parties must ensure that information is restricted to those who genuinely need to know. Furthermore, staff should only be told as much as they need to know to perform their duties. For example, some people may need to know of the issue so they can provide advice or information without the identities of the persons involved.

9.0 Promoting Positive Behaviour

Al Noori Muslim School strives to ensure a positive and safe learning environment that promotes wellbeing and encourages co-operation by implementing strategies that foster positive relationships and a climate of respect. This enables students to have their needs supported and gives them opportunities to thrive.

The purpose of the school's strategy is to provide quality education in a nurturing and academically challenging environment. Promoting positive behaviour acknowledges students who display good conduct in a school setting rather than focussing on 'negative' behaviours. Teachers are encouraged to actively highlight students' responsible conduct.

9.1 Student Behaviour Expectations

Al Noori Muslim School rules and expectations respect the rights of all students to learn and teachers to teach. Students are expected to 'Be Ready, Be Responsible, Be Respectful' at all times of the day. The expectations apply to the playground, corridors, classrooms and any outside of the school.

Be Ready

Students are expected to:

- Be on time to school, classes, prayer, and other events.
- Bring all necessary materials required for a successful day at school.
- Complete their homework and classwork within the time frames set by the teacher.
- Access bathrooms and lockers during breaks.
- Be prepared to put in the effort to do well in every aspect of their schooling.

Be Responsible

Students are expected to:

- Follow teacher instruction and engage positively in all lessons and activities.
- Stay safe by remaining seated in the classroom, science labs, computer labs or on the bus.
- Make up for missed work. Students who are absent or miss a lesson for any reason, are responsible for making up for missed work. Ask peers and the teachers for any missed work.
- Ask for help. Students are always encouraged to seek assistance or clarification from their teachers when they are unsure of something.
- Use technology responsibly. This includes responsible use of computers, devices, and social media.

Be Respectful

Students are expected to:

- Behave in a way that is respectful to teachers, visitors, and students.
- Wear your school uniform with pride. Ensure the uniform is presentable and clean every day.
- Refrain from using offensive language with others.
- Raise your hand before speaking and speak when instructed to avoid disrupting the lesson.
- Protect your environment by keeping the school clean and not vandalising property.
- Respect all school rules including the school's Islamic ethos.

Student Behaviour Expectations

	All Settings	Admin	Playground	Assembly	Sport	When In Public	Library	Transition/ Corridors	Toilets	Canteen	Classroom	Prayer
Be Ready	Wear correct uniform and shoes. Maintain a clean environment. Move calmly and quietly between areas.	Visit Admin Office with a note.	Take your lunch with you. Move to class on the bell. Resolve conflict peacefully.	Applaud when instructed. Participate in the morning dua.	Wear correct uniform including shoes.	Wear correct uniform and shoes. Be patient when there are delays.	Use whisper quiet voice/tone. Allow and support students to learn. Place bags neatly outside.	Keep to the left. Walk calmly and quietly. Line up in two straight lines for class against the wall. Move directly to destination.	Respect the rights of all students to use facilities. Place all rubbish in the bins. Use toilets during break times.	Bring the right change. Buy your own food. Stand correctly in queue.	Bring all your equipment and books to class.	Perform wudhu during break times. Attend the prayer on time. Wear a skirt or Izaar.

	All Settings	Admin	Playground	Assembly	Sport	When In Public	Library	Transition/ Corridors	Toilets	Canteen	Classroom	Prayer
Be Respectful	Speak and behave respectfully. Speak the Truth. Be prepared and positive. Be an active participant.	Speak and behave respectfully.	Place rubbish in the bin. Keep your hands to yourself. Follow supervising teacher's instructions.	Sing the anthem correctly. Listen attentively.	Behave well in public places. Be a polite and positive citizen. Respect school property.	Follow teacher instructions. Co-operate and support others. Care for equipment, venues, and transport. Make way for others.	Use computers for schoolwork only. Enter and leave the room quietly.	Keep your hands to yourself. Keep the area clean.	Maintain a clean environment. Maintain hygiene. Keep noise levels down.	Place rubbish in bins. Leave area once served. Be polite.	Use technology when the teacher instructs. Be courteous and friendly. Listen to the teacher attentively.	Listen attentively to the Adhan and Iqama. Have Khushoo/Be mindful during prayer.

	All Settings	Admin	Playground	Assembly	Sport	When In Public	Library	Transition/ Corridors	Toilets	Canteen	Classroom	Prayer
Be Responsible	Be punctual. Hand in mobile phones. Be in the right place at the right time. Work to the best of your ability.	Visit Sick Bay for emergency care reasons.	Share playing spaces fairly. Notify supervising teacher of any concerns. Keep your environment clean. Take care of school property. Wear a hat. Follow playground area rules.	Stand in the roll class. Be punctual.	Hydrate regularly. Share pathways by staying to the left. Wait patiently for buses.	Follow venue and road rules. Follow teacher instruction. Stay with your group.	Use study time appropriately. Return Items to their correct spot.	Keep corridors, walkways, and stairs clear. Notify teachers of any concerns. Enter buildings at breaks with permission. Wait patiently and quietly for the teacher to arrive.	Use toilet paper responsibly. Notify teachers/welfare of any concerns. Be water wise; turn off taps. Avoid water on floor while making wudu.	Keep your hands to yourself. Make lunch orders early.	Look after classroom facilities. Maintain a clean learning environment.	Move carefully between fellow students. Sit quietly in line. Don't talk while in the hall. Place shoes in a safe area.

9.2 Strategies and practices for the promotion of positive behaviour

Contextual strategies, adapted from David Vinegrad 'Behaviour Matters Program' (2018), for promoting positive behaviours include:

1. **Engaging Lessons**
   Teachers are always prepared and aim to develop interesting lessons that are differentiated for a wide range of abilities. Lesson outcomes are clear and achievable, so students know they are learning & succeeding. Constructive and timely feedback is provided to students.
2. **Having routines and procedures**
   When students are aware of the routines and procedures, they are more likely to participate in a positive manner.
3. **Acknowledgement & feedback**
   Establishing mutual respect between students, their peers and their teachers will help students develop a positive mindset.
4. **Advocating Positive Behaviour**
   Students who display consistent positive behaviour are acknowledged through a Positive Incident report, parent communication, including Acknowledgement Letter, and Merit System.
5. **Expectations & rules**
   Teachers reiterate the rules and expectations so that students are aware and are guided by these expectations. Rules and expectations are clearly displayed in the classroom and around the school. Students adhere to the school's Behaviour Code.

9.3 Strategies which encourage positive student behaviour

Student behaviour is strongly linked with classroom management. Creating a positive learning environment in the form of well-managed classrooms has a positive effect on student behaviour, student engagement and student achievement (Marzano et al. 2003).

The focus should be on the enabling potential of discipline and its role in the development of dispositions to learning and engagement. Teaching strategies that incorporate positive discipline techniques will enable students to develop their own strategies for self-discipline which in turn will help promote intellectual effort and engagement in the classroom (Watkins 2000).

In the classroom, the following strategies, extracted from CESE's 'Improving high school engagement, classroom practices and achievement' (2013), are effective in creating well-managed classrooms and improving student behaviour more generally.

- Actively engage students and promote positive behaviour rather than focusing only on reactive discipline strategies such as punishment.
- Develop structure and routines for the classroom and explicitly teach these through discussion and practice.
- Foster positive relationships between teachers and students and among peers.
- Establish and maintain clear expectations and rules for student behaviour in the classroom and at school.
- Reinforce appropriate behaviour and respond consistently to misbehaviour.

9.4 Strategies and practices for the promotion of student achievement

Acknowledgement of student achievement is paramount to the culture of success at Al Noori Muslim School. It fosters the development of school pride and encourages personal responsibility.

Student achievement is promoted through:

- Positive feedback in student/teacher interactions and relationships.
- Recognition at morning assembly and other school events.
- Sporting achievements at gala days.
- References, reports, and parent/teacher interviews.
- Contact with parents and caregivers in person, by letter or phone.
- Representing the school at external events or conducting presentations to the school community.
- School publications such as the website, newsletters, and official school social media accounts.
- A range of extra-curricular activities including debating and public speaking competitions.
- The Annual Award Presentation ceremony.

The above strategies were taken from CESE's 'Summary of Strategies to Improve Engagement'.

10.0 Merit and Discipline System in Primary Campuses (K-6)

10.1 Primary Merit System

The aim of the primary merit system is to acknowledge positive behaviour and reward it instantly. Students are rewarded for displaying positive behaviours, positive communication, and positive work habits. Students are rewarded with positive incident records which are accumulated to achieve higher merit levels. Students receive awards at assemblies and their efforts are recognised in front of their peers.

Al Noori Muslim School has maintained a whole school approach to the rewarding of students which is in addition to in-class reward systems that individual teachers may have. These practices are designed to acknowledge, reinforce, and promote positive behaviour. This primary merit system is as follows:

Type of Recognition	Value
Positive Incident Record	Students can accumulate them during the year.
Merit Award	10 Positive Incident Records
Bronze Award	20 Positive Incident Records
Silver Award	30 Positive Incident Records
Gold Award	40 Positive Incident Records
Principal's Award	50 Positive Incident Records

Teachers reward students who display positive behaviour by making positive incident records in the Sentral Wellbeing module. These may be given for general compliance with school rules such as:

- Adhering to class rules
- Adhering to playground rules
- Displaying courtesy and good manners
- Dedication to class work
- Achieving good results
- Displaying improvement
- Helping others
- Making right choices
- Wearing correct uniform
- Being responsible

10.2 Graphical Representation of the Primary Merit Award System

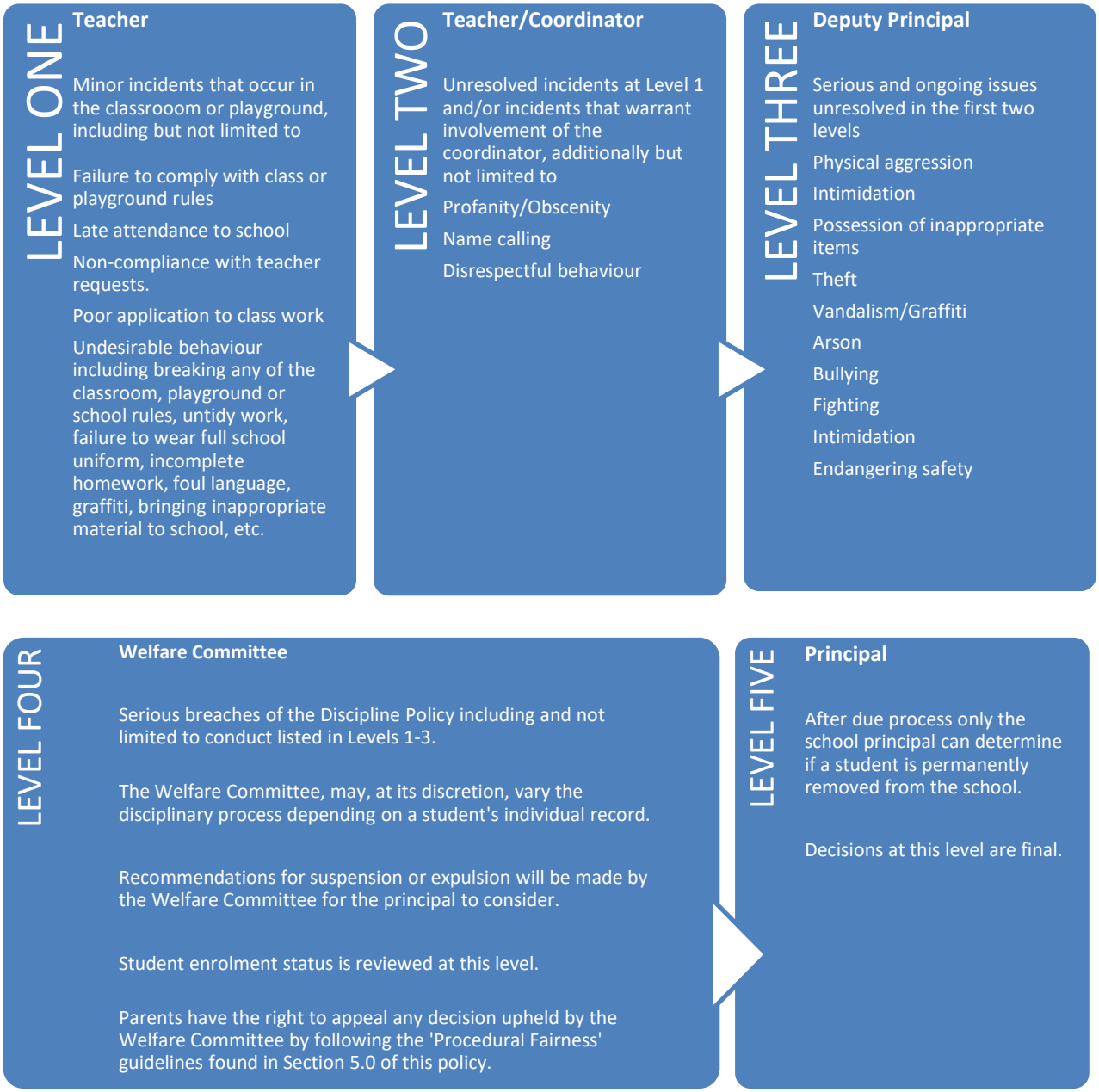
10.3 Primary Annual Award Presentation

The annual End of Year Award Presentation Ceremony recognises student achievements over the academic year. The following list outlines the main award categories for each class in the primary school:

Category	Type of Award	Criterion	Staff Responsible
Principal's Gold Award	Trophy	Awarded to the student who achieved the highest overall marks in the class.	Class Teacher
Principal's Silver Award	Trophy	Awarded to the student who achieved the second highest overall marks in the class.	Class Teacher
Principal's Bronze Award	Trophy	Awarded to the student who achieved the third highest overall marks in the class.	Class Teacher
Islamic Studies Award	Certificate	Awarded to the student who achieved the highest overall marks in the class for this subject.	Islamic Studies Teachers
Arabic Award	Certificate	Awarded to the student who achieved the highest overall marks in the class for this subject.	Arabic Teachers
Citizenship Award	Certificate	Awarded to the student who has a positive sense of school spirit and demonstrates model behaviour.	Class Teachers
Sportsperson Award	Certificate	Awarded to students who display exemplary sportsmanship.	Class Teachers
Leadership Award	Trophy	Awarded to students who display exemplary leadership.	Class Teachers

10.4 Graphical Representation of the Primary Disciplinary Process

Negative Behaviour



* Certain undesirable behaviours will be exempt from this process and may require immediate suspension or expulsion.

* Refer to page 7 for definitions of suspension, expulsion, and exclusion.

11.0 Merit and Discipline System in Secondary Campus (7-12)

11.1 Secondary Merit System

The aim of the merit system is to acknowledge student accomplishments and encourage improvement and sustained application across curriculum and co-curricular areas. The merit system is a cumulative process throughout one academic year and students are recognised for their achievements during daily morning assemblies, termly grade assemblies and the Annual End of Year Award Presentation.

Teachers reward students who display positive behaviour by making positive incident entries in the Sentral Wellbeing module. These may be given for general compliance with school rules such as:

- Student punctuality and preparedness for learning.
- Upholding all classroom and school expectations.
- Personal achievements in assessments and homework.
- Positive interactions between students and teachers.
- Presentable school uniform.
- Excellent attendance records.
- Willingness to participate in extra-curricular activities.
- Positive display of school pride.

Bronze Merit Award
Welfare Coordinators will be automatically notified once students have collected 15 positive entries and will issue a Bronze Merit certificate to be presented to students in Roll Call.

Silver Merit Award
Silver Merit Awards are awarded to students who gain a total of 30 positive wellbeing entries. Welfare Coordinators will be automatically notified once students have attained 30 positive entries and will issue a Silver Merit certificate to be presented to students during Morning Assembly.

Gold Merit Award
Gold Merit Awards are awarded to students who gain a total of 50 positive welfare entries in one academic year. The Gold Merit will be presented to the student at an end of term grade assembly.

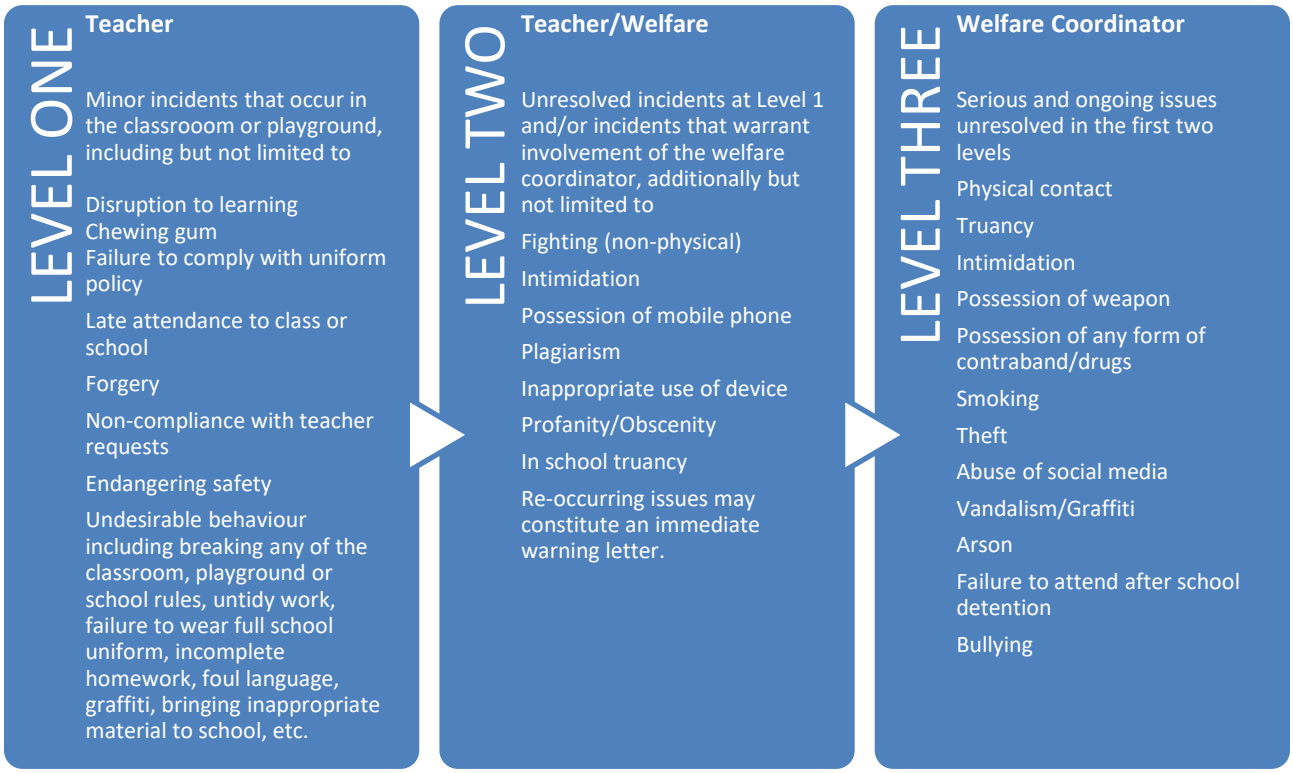
11.2 Graphical Representation of the Secondary Merit Award System

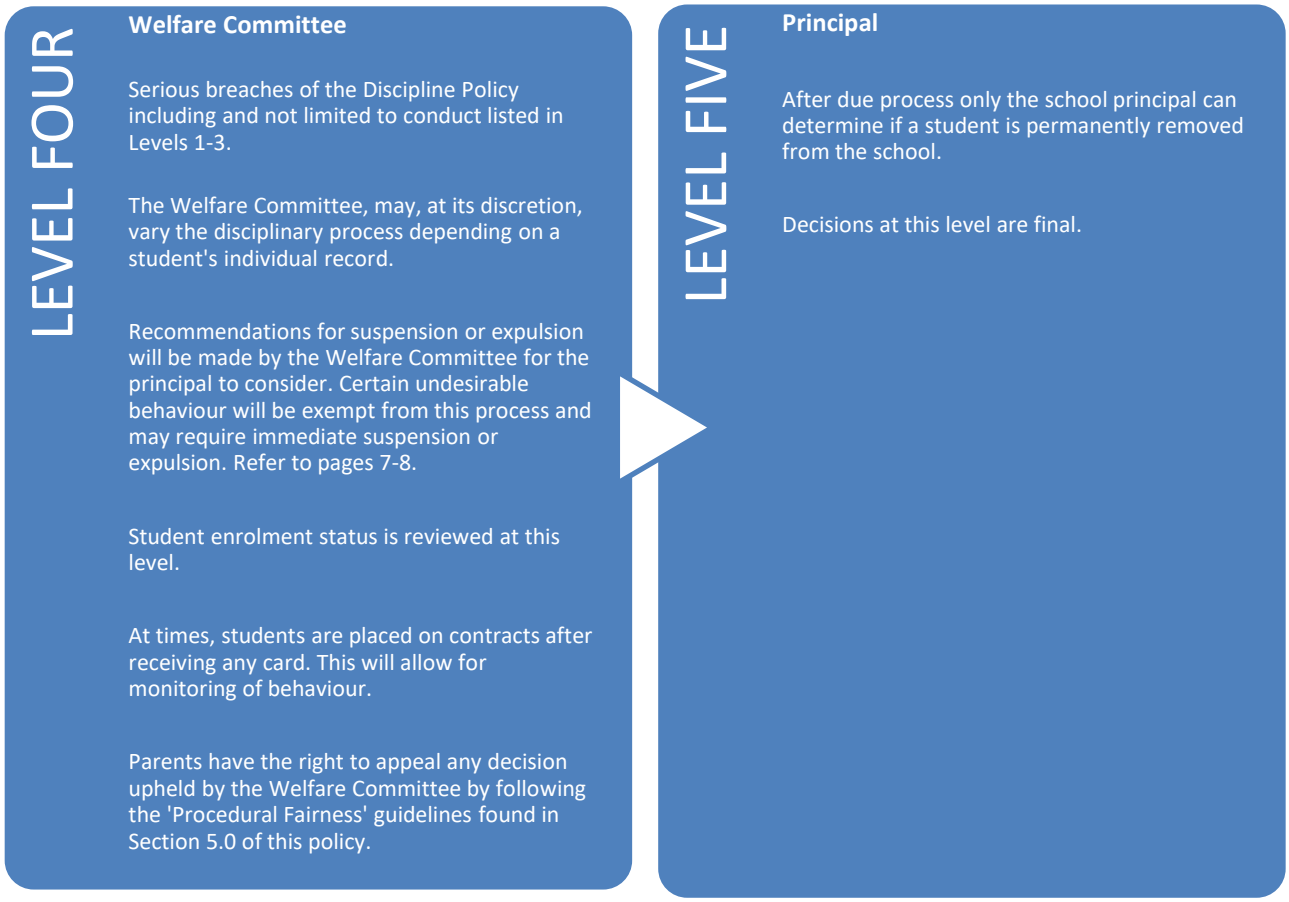
11.3 Secondary Annual Award Presentation

The Annual End of Year Award Presentation ceremony recognises student achievements over the academic year. Teachers coordinate with key stake holders to determine award recipients. The following list outlines the main award categories:

Category	Type of Award	Criterion	Staff Responsible
Dux of the Year	Trophy Academic Scholarship	Awarded to students who achieve the highest overall marks in the grade.	Deputy Principal
Academic Excellence Award	Trophy Certificate	Awarded to students who rank 1st in each Key Learning Area (KLA)	Deputy Principal
Academic Achievement Award	Trophy Certificate	Awarded to students who have demonstrated the most marked improvement in application and results (One per class)	Class Teachers
Leading by Example Award	Trophy Certificate	Awarded to students who demonstrate excellent behaviour & morals and who consistently reflect the school's Islamic ethos (One boy, one girl per grade)	Welfare Coordinators Class Teachers
Citizenship Award	Trophy Certificate	Awarded to students who have a positive sense of school spirit and contribute to school projects (One boy, one girl per grade)	Welfare Coordinators Class Teachers
Sportsperson Award	Medal	Awarded to students according to carnival results and highest achievers in PE	PDHPE Staff

11.4 Graphical Representation of the Secondary Disciplinary Process





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