



Al Zahra College Behaviour Management Policy

(Reviewed January 2024)

Al Zahra College

Behaviour Management Policy

Introduction

This Behaviour Management Policy aims to ensure the welfare of all our students, students and staff, and to provide an optimal learning environment that is aligned with the College's Islamic values. Al Zahra College recognises the importance of nurturing excellent behaviour, conduct and morals in our students, as foundational to our Islamic ethos. The College aims to provide an educational environment where our students are free from bullying, intimidation, and where they feel happy and safe. Our students have the right to be treated fairly, with respect and dignity and the responsibility to treat others in the same manner.

The College encourages and supports self-discipline in our student, to enable them to learn effectively and to achieve to their best of their abilities. Self-discipline and self-control are intrinsic elements of the educational process, and a necessity in the Islamic tradition. While we have a free will, we must use this in a responsible way, and treat others with respect and dignity. On the necessity of self-control, Allah in the Glorious Qur'an tells us, "And as for him who fears to stand in the presence of his Lord and forbids his own soul from its whims and caprices then surely Paradise is the abode" (79:40 & 41).

Students are guided in their actions and their speech through the College's focus on character education, and through its focus on instilling in our students the attributes of the IB Learner Profile. These contribute to the College's preventative approach towards misbehaviour and aids our students in developing the personal and social qualities, character traits, attitudes and values, that will enable them to be positive and valued members of our society, to nurture positive, healthy relationships with others, and to have a lifelong attachment to their Lord.

As for the discipline process, this involves staff and the school community modelling and teaching appropriate behaviour as well as shaping and correcting inappropriate behaviour in a manner that is fair, just, and where the dignity of our students and staff is preserved. The policy operates within a framework of justice, compassion, forgiveness, and reconciliation. It aims to uphold the dignity and responsibility of each member of the College community, while safeguarding respect for the rights of all students and staff.

Prohibition of Corporal Punishment

- The College prohibits corporal punishment; and
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.

Responsibilities

School Heads and executive team are responsible for:

- Providing a safe, secure and positive environment for students and staff;
- Developing, implementing and monitoring the College's policy;
- Ensuring the Behaviour Management policy and procedures are implemented and consistently followed up in all classes, and that all teachers, including casual and new staff are familiar with the procedures;
- Communicating with parents and carers about the school behaviour management policy and procedures.

Teachers are responsible for:

- Modelling respectful communication and interactions, and positive conflict resolution with members of the school community in line with the Islamic ethos of the College.
- Participating in the development of the behaviour management policy and supporting its effective implementation.
- Taking proactive responsibility for the managing behaviour of students in their care in line with the College policy and procedures.
- Promoting and implementing the behaviour management policy and procedures by:
 - Being knowledgeable of the College reward and consequence procedures.
 - Consistently applying the procedures outlined for behaviour management, including developing an essential agreement that reflects the matrix, displaying and applying the behaviour matrix, class ladder system, and reflection process.
 - Encouraging and providing incentives for positive student behaviour.
 - Working with stage teams, and executives to mutually address behaviour issues.
 - Communicating with parents about behaviour issues.

Students are responsible for:

- observing the high standards of behaviour of all adults working in the College or visiting.
- understanding the need to move around the College safely and respectfully.
- being considerate of the needs of other people.
- developing a sense of responsibility for their own behaviour.
- being given opportunities to contribute towards the developing rules/codes of conduct for their own classes.
- being aware that positive behaviour is appreciated and valued.

Parents are responsible for:

- Modelling behaviours and attitudes consistent with the Islamic ethos of the College.
- Supporting the College in the implementation of the Behaviour Management policy.
- Communicating with school staff about their child's behaviour and circumstances which may influence their behaviour.
- Ensuring their child wears correct school uniform and maintains high standards of hygiene and personal presentation.
- Ensuring students are equipped with adequate, appropriate, and correct resources including technological devices, books and stationery supplies.
- Ensuring students have adequate and healthy food

- Promoting regular school attendance and punctual morning arrival.
- Supporting their child to complete homework and assessment tasks by creating a home environment conducive to learning.

Reinforcing Positive Behaviour – Merit System

The College has a range of merit systems to encourage positive student behaviour and attributes. These are outlined below.

Shout outs

Shout out awards are awarded to a student who reaches 'Principled', on the behaviour ladder. Salat Stars are also awarded to students for exemplary conduct and commitment during prayers.

House Tokens

House Tokens are awarded in recognition of appropriate and desirable behaviours, attitudes and values, as well as to encourage a strong work ethic. House tokens are given to students very frequently to students who are making positive behaviour choices for house points.

Merit Awards

Merit awards are presented to students in primary weekly assemblies for the following:

- PYP Learner Profile Attributes Award
- Academic Award
- Islamic Studies Award
- Arabic Award
- Headmaster's Award

Special Awards

The accumulation of the awards presented to students weekly, contributes to a 7-step cumulative award system across the Primary Years Programme.

Headmaster's Medallion

The Headmaster's Medallion is an accolade reserved for students who consistently apply themselves, embrace the values of the school, and contribute to their house. The Headmaster's Medallion will be presented by the Headmaster at the End of Year Assembly.

Classroom Behaviour Management

The strategies outlined below are used in the classroom context.

Behaviour Ladder

All PYP classrooms have a Behaviour Ladder to acknowledge positive and negative behaviour choices. This ladder assists students to visualise how their behavioural choices either promote a balanced approach, which is acknowledged by climbing up the ladder or a negative approach, which results with going down the ladder and a classroom consequence. Students will learn strategies for self-regulation and develop awareness of the consequences of behavioural choices. Students are

sent to a buddy classroom. If a student does not follow class or school rules, and disrupts the learning environment, s/he is given verbal redirection an appropriate behaviour or reminders about class essential agreement and may have their name taken down the Behaviour Ladder, reflection time in the buddy classroom, and other consequences.

Issues requiring follow-up directly with Parents/Carers

Parents/ guardians have responsibilities to support their children’s learning and wellbeing. If a student is continually arriving to school in incorrect uniform without a valid reason, not completing homework or assessment tasks, late in the morning, or forgetting devices or necessary resources, parental cooperation must be sought. Parent/s of any Primary students will be contacted about any recurring concern.

Persistent Challenging Behaviour

Formal Detention

Students who engage in low intensity, high level behaviour (See Table 1) will be issued with a formal detention and a Red Card. These are issued by the Stage Team Leader in coordination with the classroom teacher/ supervising teacher.

Yellow Card

The Yellow Card system applies to Years 3 – 6 students only and is issued if a student has received 5 consequences for Low Level Behaviours in the classroom. While a yellow card is in place, the student is not permitted to participate in any competitive sport, excursions, or camps. If students receive U=unacceptable on any three days in the week, this will lead to a Red Card and a formal detention for the following week.

Red Card

The Red Card system applies to Years 3 – 6 students. Red Cards are issued to students with their Formal Detention resulting from low intensity, high level behaviours. Students can also be issued with a Red Card if they did not achieve their goals on the Yellow Card. Students with a Red Card will have their behaviour monitored in class and the playground by all teachers for 5 consecutive school days. The student is not permitted to participate in any competitive sport, excursions, or camps during that week. If students receive a U on any three days in the week, s/he will be issued with a suspension.

High Intensity Behaviours

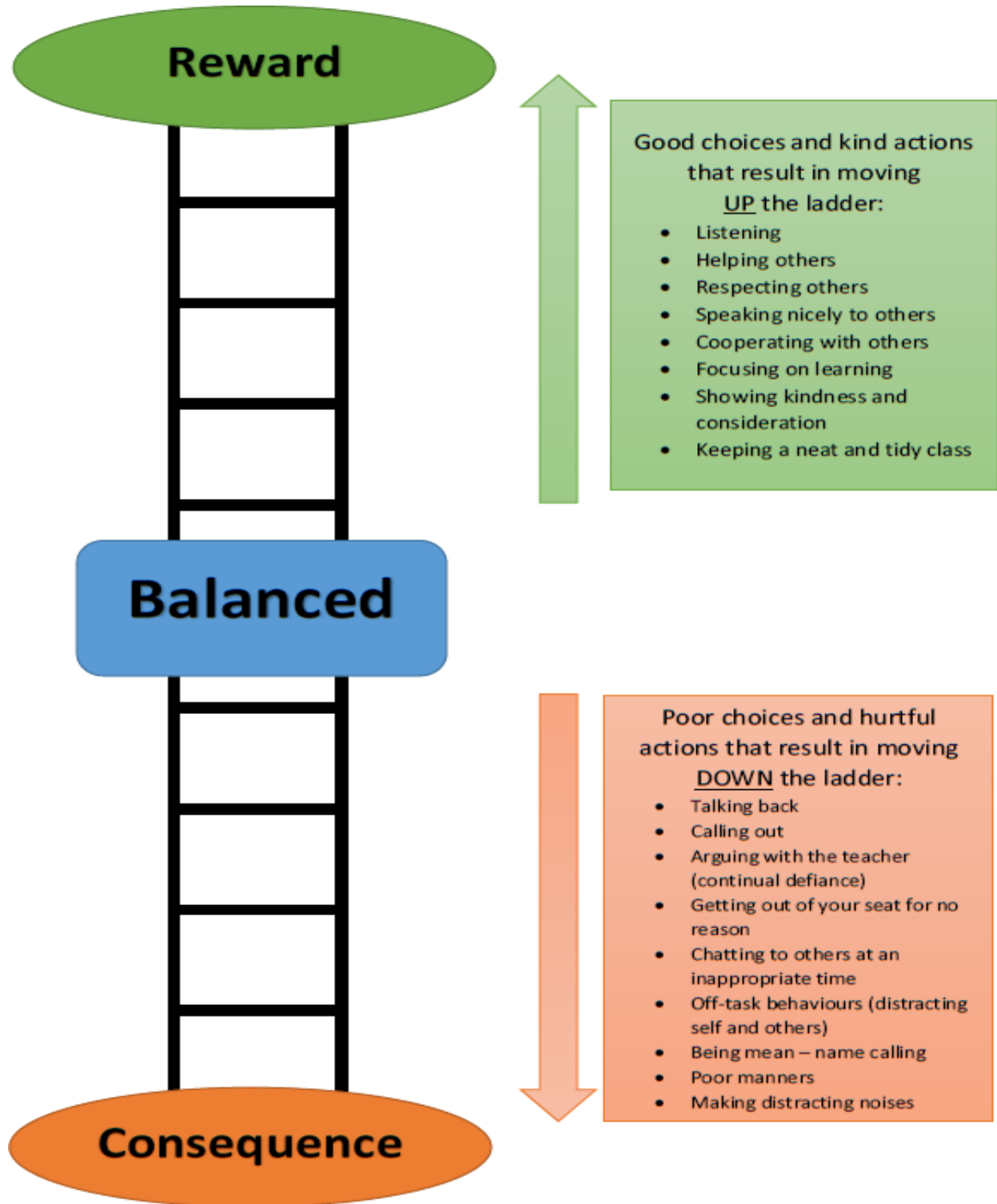
High intensity behaviours (see table 1), are behaviours that demonstrate high level disrespect to others or create an unsafe school environment. Such behaviours warrant formal and more serious consequences. High intensity (High Level) behaviours result in a suspension. The suspension is either internal or external, depending on the severity of the incident, and occurs after the incident has been investigated by the Stage Team leader in coordination with the Head of Primary. Parents may be required to collect their child from school on the day of the incident for safety reasons. Parents will be informed of the suspension via email, and a meeting following the suspension with the parents, student and relevant staff will focus on strategies and goals to prevent behaviour from recurring moving

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forward. Note: There may be other serious behaviours, which may occur that warrant reporting by teachers. The consequences will be decided by the Head of Primary in coordination with the Headmaster.

Table 1: High Level Behaviours	
Low Intensity – Formal Detention	High Intensity - Suspension
<ul style="list-style-type: none">• Swearing (including gestures)• Dangerous or unsafe behaviours e.g., climbing rails• Being rude/disrespectful to a teacher or peers• Raising voice or threatening teacher• Leaving class without permission• Spitting• Out of bounds or not in correct location• Not wearing correct uniform (following 3 warnings)	<ul style="list-style-type: none">• Intentional physical aggression towards others• Deliberate property destruction• Inappropriate online use that spills over to school e.g., cyberbullying• Inappropriate technology use of materials, e.g., accessing pornographic material or unapproved online gaming.

Rewards and consequences are given in class by the classroom teacher. Note, a formal detention must **not be** assigned as a consequence for low level behaviours.



Playground

Students are expected to demonstrate a considerate and responsible approach during recess and lunch. Playground behaviours that show a lack of empathy towards others or create an unsafe school environment will be addressed using appropriate consequences, as outlined below.

Behaviour	Consequence
No hat	Play in shaded area (lower playground)
Littering Yelling Running on Concrete Not following teacher instructions Playing with incorrect ball	Verbal Warning given by teacher on duty
Repeated warning behaviour Annoying or interfering with others Rough play Playing on play equipment	Time Out Bench (5 minutes)
<ul style="list-style-type: none"> • Repeated Time Out Bench (5 minutes) behaviour • Swearing (including gestures) • Dangerous or unsafe behaviours eg climbing rails • Raising voice or threatening teacher • Threatening or intimidating other students • Spitting • Out of bounds or not in correct location 	Time Out Bench (remainder of lunch & formal detention)
<ul style="list-style-type: none"> • Physical aggression • Property destruction 	Send to the PYP Office

Suspensions

Internal or External suspensions may be issued immediately depending on the severity of the incident and/or under the discretion of the Head of Primary in coordination with the Headmaster. A meeting with the Stage Team Leader and/or the Head of Primary will follow the suspension. The outcome of the meeting will be the development of Support plans to outline specific goals and supports. Agreement to be drafted and signed by student and parents and documented via Sentral by the Head of Primary.

Expulsion

Below are the procedures for expulsions:

1. Where a serious disciplinary issue arises which may result in expulsion the school will investigate the circumstances surrounding the issue. The Head of Primary 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.
2. If after receiving the results of the investigation and hearing representations from the student, the Head of Primary forms the view that the student should be expelled, the Head of Primary will make a recommendation to that effect to the Headmaster and advise the student and parents/carer that this recommendation has been made.

3. The parents/carer or student may appeal against that recommendation to the Headmaster, setting out the reasons why the Headmaster should not act on the recommendation. Any appeal must be provided to the Headmaster no later than 7 days after the parents/carer have been advised of the recommendation.
4. If no appeal is made within the time specified, the Headmaster will decide whether to accept the recommendation and advise the student and parents/carer of the decision.
5. If the student or parents/carer has lodged an appeal, the Headmaster will consider the recommendations and the reasons provided by the student or parents/carer for not following the recommendation and will decide whether to accept the recommendation of the Head of Primary. The Headmaster will then advise the student and parents/carer of the decision.

