



# **Al Zahra College Behaviour Management Policy**

(Reviewed July 2024)

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# Al Zahra College

## Behaviour Management Policy

### Introduction

This Behaviour Management Policy aims to uphold the welfare of all our students, students and staff, and to provide an optimal learning environment that is aligned with our Islamic values. Al Zahra College recognises the importance of nurturing excellent student behaviour, conduct and morals, as foundational to our Islamic ethos. The College focuses on nurturing *Adab* (etiquette) in our students, a concept that encompasses “decency, comportment, decorum, etiquette, manners, morals, propriety, and humaneness”. Al Zahra 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 the 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 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 Wellbeing Coordinators 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 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, displaying and applying the behaviour expectations, and reflection process.
  - Encouraging and providing incentives for positive student behaviour.
  - Working with school heads, wellbeing coordinators and grade mentors to mutually address behaviour issues.
  - Communicating with parents about behaviour issues.

### **Students are responsible for:**

- Observing and emulating the high standards of behaviour of all Al Zahra College adults, which are consistent with the Islamic ethos of the College.
- 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.
- Contributing towards the developing rules/codes of conduct for their own classes.
- Understanding 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.

- Supporting their child homework and assessment tasks completion by creating a home environment conducive to learning.
- Ensuring students have adequate and healthy food for Crunch & Sip, recess and lunch.
- Promoting regular school attendance and punctual morning arrival.
- Ensuring students are equipped with adequate, appropriate, and correct resources including technological devices, books and stationery supplies.

## Student Code of Conduct

### Al Zahra College - Values

The Student Child Protection Code of Conduct is based on the College's Islamic values.

#### Student Code of Conduct

- Excellence – in your schoolwork, extracurricular, sporting and other personal endeavours
- Respect – for your teachers, parents, peers and other members of the College community
- Courtesy – for everyone you interact with
- Pride – in yourself, and the way you represent the College
- Personal Responsibility – for your actions
- Integrity – honesty and candour in all of your dealings
- Sensitivity – avoid causing offence or hurt
- Tolerance and inclusion – of all those who decide to come to Al Zahra College, and of those in the community.

### Students' Rights

Students have the right to:

- reach your full learning potential in a safe and supportive environment
- be safe
- be treated with respect, courtesy and kindness
- be an active part of and contribute positively to the community
- be treated fairly and justly
- have your rights respected

### Students' Responsibilities

#### DO:

- Uphold the College's Islamic values in the way you conduct yourself at the College and in the community
- Enable others to learn in a safe and supportive environment
- Follow College policies, procedures and the directions of teachers at all times
- Treat others with respect, courtesy and kindness
- Represent the College well in the community
- Accept and consider the consequences of your actions
- Respect the rights of others

#### DO NOT:

- Engage in conduct that would hurt others, or that is considered bullying or harassment

### **Consequences for Breaching the Student Code of Conduct**

Students are expected to observe and uphold the above rights and responsibilities. Students are also expected to abide by College rules and the policies of the College, as well as the directions of teachers. A breach of this Student Code of Conduct, College rules or policy will be dealt with according to our Behaviour Management Policy (Primary and Secondary).

## **The Primary School**

### **Reinforcing Positive Behaviour – Merit System**

In the Primary years, 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 conceptual ladder. This award is implemented by all PYP classes. When a student receives the Shout out card, they will place it in a barrel (one large one placed in the front office or foyer) to be in the draw for a prize at the end of term. Salat Stars are also awarded to students for exemplary conduct and commitment during prayers. The Salat Stars award system applies the same rewards process as that of the Shout- out cards.

#### **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. Every fortnight, the House Captains collect the boxes, tally the results, and announce the leading house. This will give the other houses a goal to work towards, and the winning house a desire to maintain their lead, thus, resulting in students increasing motivation for displaying positive behaviour. At the end of each term, the students of the winning house will earn a reward.

#### **Merit Awards**

Merit awards are presented to students in primary weekly assemblies for a number of key learning and focus areas, including:

- 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 an incremental 7-step

## Al Zahra College PYP Behaviour Management Policy

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award system. Each year, students' certificates will roll over and accumulate until they complete the PYP. The 7-step award system is as follows:

Kindergarten	Step 1 - awarded after 6 weekly award nominations	Bronze Certificate
Year 1	Step 2 – 12 weekly award nominations	Silver Certificate
Year 2	Step 3 – 18 weekly award nominations	Gold Certificate
Year 3	Step 4 - 24 weekly award nominations	Diamond Certificate
Year 4	Step 5 – 30 weekly award nominations	Sapphire Certificate
Year 5	Step 6 – 36 weekly award nominations	Platinum Certificate
Year 6	Step 7 – 42 weekly award nominations	IB Learner Pin / Medallion

### 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 Primary behaviour management procedure aims to discourage conduct which contradicts the Islamic ethos of Al Zahra College, to correct inappropriate behaviour, and in doing so, nurture the development of a good character, dignified conduct in the classroom, and principled and healthy interpersonal relationships. The College strictly prohibits corporal punishment of any kind on students by school and non-school persons, including parents. 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 behaviour 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 develop strategies for self-regulation and awareness of the consequences of behaviour choices.

### Buddy Classroom

If a student does not follow class or school rules, and disrupts the learning environment, s/he is given verbal redirection regarding appropriate behaviour or reminders about class essential agreement. The student may have their name taken down the Behaviour Ladder.

Students who continue to not follow class expectations or to disrupt the learning environment despite being reminded, will go down the ladder to 'Time to Reflect'. S/he will go to the 'Buddy Room', where s/he completes a reflection sheet. This is not a punishment; the student is greeted discretely and in a dignified manner by the buddy class teacher and is given the space to isolate and reflect on behaviour choices. The student will complete a reflection sheet while in the buddy classroom and return to their classroom after a debrief session with the buddy class teacher.

When the student returns to the classroom, s/he will have the opportunity to make behaviour choices that raises their profile on the behaviour ladder to 'Turn it Around'; however, if the behaviour does not improve and their peg remains on Time to Reflect or their peg goes down to Consequence, the reflection letter is sent to parents to read, sign, and return to the teacher. The incident is documented by the classroom teacher on Sentral. Three reflection letters sent to parents, and documented on Sentral will result in a Blue Card which is issued by the Wellbeing Coordinator in coordination with the classroom teacher.

### Record-keeping and Tracking

Documenting of merit and behaviour incidents is important. Merit certificates, and other student rewards are tracked. All incidents, consequences, and actions are also recorded on Sentral, and the data is used to inform behaviour intervention strategies, plan whole school approaches, small group interventions or individualised interventions and support.

### 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. Teachers will document *out of uniform* on Sentral, and Years 3 – 6 students will receive a reflection sheet to send home to sign by parents.

<b>PRINCIPLED</b> (class reward & Shout-out)
<b>GREAT CHOICE</b> (Class reward)
<b>GOOD CHOICE</b> (Class reward)
<b>BALANCED</b> (Start each day)
<b>TURN IT AROUND</b> (Redirect, Reteach, Offer Choice)
<b>TIME TO REFLECT</b> (Buddy Room & Reflection Sheet)
<b>CONSEQUENCE</b> (Reflection Sheet Sent home & recorded on Sentral)



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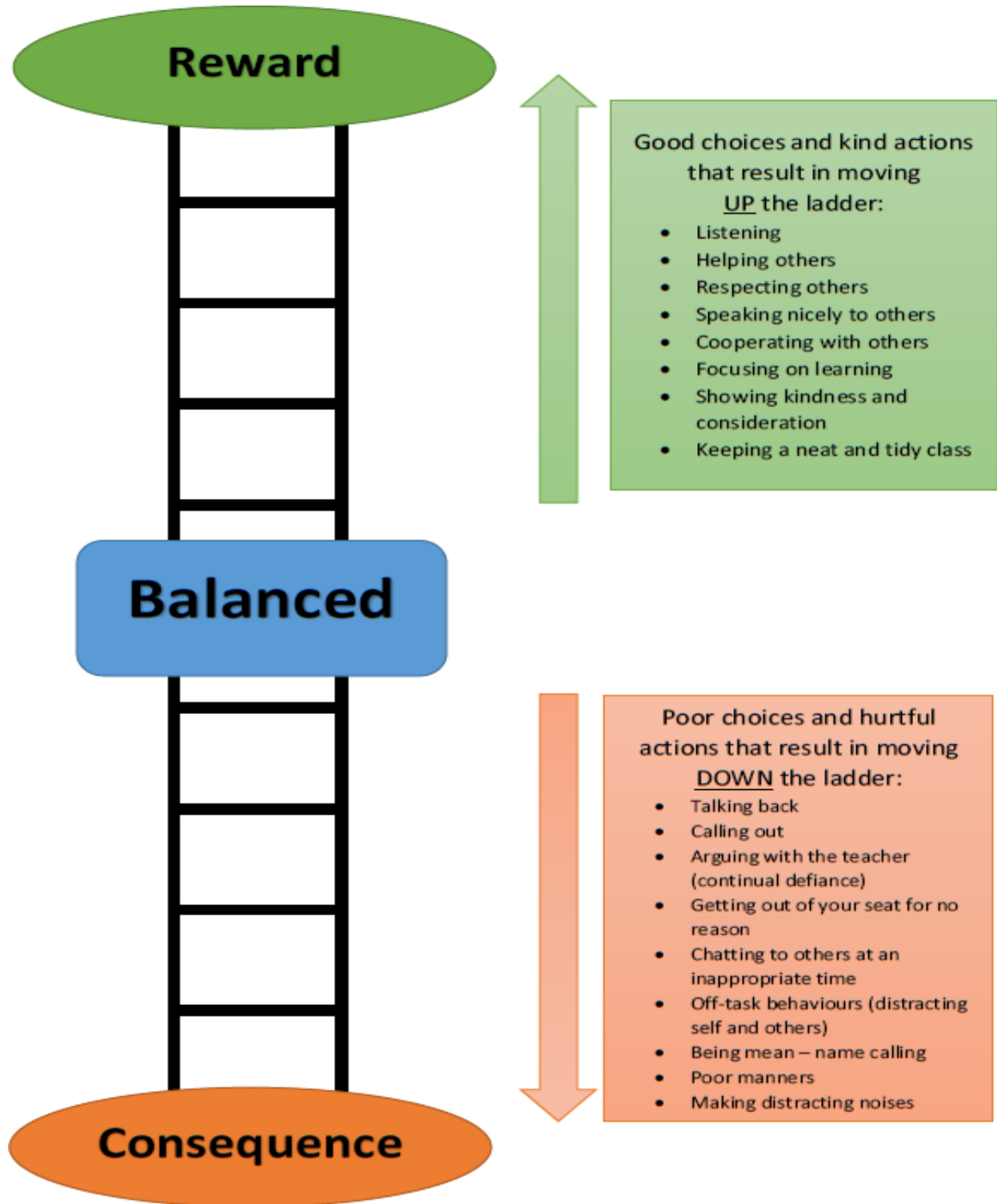
This communication process is the responsibility of the classroom teacher. If concerns continue to be observed following communication with the parent by the teacher, a formal meeting will be held with parent/s and the Wellbeing Coordinator, and the Head of Primary depending on the seriousness of the concerns. In addition to contacting parents, the classroom teacher of Grade 3 to 6 students may issue a consequence to the student in line with Low Level Behaviour procedures.

### **High Intensity Behaviours**

High intensity behaviours, outlined in the table below, are behaviours that demonstrate high level disrespect to others or create an unsafe school environment. Such behaviours warrant formal and more serious consequences to emphasise their serious nature and negative impact. 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 Wellbeing Coordinator in liaison 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 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.

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

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

Every student is expected to adopt a considerate and responsible approach to their playtime 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"> <li>• Repeated Time Out Bench (5minutes) behaviour</li> <li>• Swearing (including gestures)</li> <li>• Dangerous or unsafe behaviours e.g. climbing rails</li> <li>• Raising voice or threatening teacher</li> <li>• Threatening or intimidating other students</li> <li>• Spitting</li> <li>• Out of bounds or not in correct location</li> </ul>	Time Out Bench (remainder of lunch & formal detention)
<ul style="list-style-type: none"> <li>• Physical aggression</li> <li>• Property destruction</li> </ul>	Send to the Wellbeing Coordinator

## Consequences for Negative Behaviour Choices

### Formal Detention

Students who engage in low intensity, high level behaviour (See Table 1 below) will be issued with a formal detention and an Orange Card. These are issued by the Wellbeing Coordinator in coordination with the classroom teacher/ supervising teacher. The Wellbeing Coordinator will send the email to the parents regarding the incident and will document the incident on Sentral.

### Card System

The Card system applied to all students from Kindergarten to Year 6. Parents must also sign the card daily, and if the card is lost, the student must restart the process.

#### 1. Blue Card

The Blue Card is issued when a student has received 3 signed reflection sheets for Low Level Behaviours in the classroom. The classroom teacher must inform the Wellbeing Coordinator, who will issue the Blue Card. The Wellbeing Coordinator will contact the student's parents via phone and email.

The Wellbeing Coordinator and student will identify behaviour goals. These goals form the main basis for expectations of behaviour observed for the Blue Card. Students will need to have their behaviour monitored in class by all teachers for 5 consecutive school days (i.e. one week). While a blue card is in place, the student will still be permitted to participate in any competitive sport, excursions, or camps. If a student receives 20 Excellent evaluations for the first 3 days, then they can come off the card. If students receive Unacceptable evaluation on any 3 days in the week, this will lead to an Orange Card and a formal detention for the following week. At the end of the week, the Blue Card is returned to be signed by the Wellbeing Coordinator, who records the outcome via Sentral and informs the parents.

### **2. Orange Card**

The Orange Card is issued to a student who fails the Blue Card. It is also issued to students for low intensity, high level behaviours. Being issued with an Orange Card results in an immediate detention and a loss of privileges. Parents will be contacted by the Wellbeing Coordinator for an intervention meeting. Students will complete a written reflection about their behaviour choices, and what they can do moving forward. The Orange Card is issued for 5 days. If a student receives 20 excellent evaluations for the first 3 days, they can come off the card. A total of 3 unsatisfactory evaluations will result in a parent meeting where the student will be move to a Red Card. This will result in a suspension and mentoring.

### **3. Red Card**

Red Cards are issued to students for high intensity behaviours. Students can also be issued with a Red Card if they did not achieve their goals on the Orange Card. Students with a Red Card will be automatically suspended. Their behaviour will be monitored in class and the playground by all teachers and Wellbeing Coordinator for 10 consecutive school days. The student will also meet with the Wellbeing Coordinator for mentoring during this period.

When a red card is in place, the student is not permitted to participate in any competitive sport, excursions, or camps during that week. If students receive an unsatisfactory evaluation on any 3 days in the week, s/he will be issued with another suspension.

## **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 and the Headmaster in coordination with the Wellbeing Coordinator. A meeting with the Wellbeing Coordinator will follow the suspension. The outcome of the meeting will be the development of Support plans to outline specific goals and support. Agreement to be drafted and signed by student and parents and documented via Sentral by the Wellbeing Coordinator.

## **Expulsion**

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 have 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.

## **Prayer Procedures**

### **Behaviour Expectations for Prayer**

1. Gather near the entrance closest to the mosque or hall at the appointed time.
2. Move quietly, without pushing students in the line before you.
3. Remove shoes and place them on the racks provided; avoid leaving them on the walkway or on the stairs.
4. Enter the mosque quietly, pick up the turbah, and sit where you are directed by teachers.
5. Perform Prayer simultaneously with the Sheikh/ Imam. Maintain silence when required. Keep your hands to yourself and always face the front.
6. Remain seated until it is time for the salutatory prayer (Ziyarat).
7. After the salutatory prayer, return the prayer mat to its designated spot.
8. Exit the mosque quietly. Put shoes on and leave the mosque/ hall, walking quietly and returning to classes promptly.

### **Rules for Congregational Prayers**

1. Stand in straight lines, shoulder to shoulder, ensuring there are no gaps between individuals. It is discouraged for anyone to stand alone. If there is a gap in a line, fill it before starting a new one.
2. Except for the two Surahs recited by the Imam alone, you should independently recite all other parts of the prayer, including the dhikr during Ruku', Sujud, Tashahhud, Salam, and all Takbirs. You are only exempt from reciting the two Surahs in the first two Rak'at.
3. After the Imam says the Takbiratul Ihram, wait for him to say it before you do. If you say it before the Imam, your prayer will not be considered part of the congregation.
4. Follow the Imam's actions closely, whether it's going into Ruku', Sujud, or rising, do it either simultaneously with him or right after him, but never before him. However, when it comes to

recitations like the dhikr during Ruku', Sujud, or Qunut, you can precede the Imam, even saying Salam to complete the prayer.

5. If you accidentally rise from Ruku' or Sujud before the Imam, go back to that position as long as the Imam is still in it.

### **Consequences for inappropriate behaviour during Prayers**

Primary students will be issued a consequence for breach of prayer expectations including the following:

- Arriving late for prayer
- Speaking or behaving inappropriately during prayer or when exiting the mosque/ hall.
- Not performing the prayer correctly.
- Choosing to pray individually instead of with the congregation.
- Engaging in conversation, laughter or improper behaviour.
- Praying without performing Wudhu (ablution).
- Disregarding instructions from supervising teacher or refusing to pray
- Attempting to leave the prayer room before the designated time.
- Students may receive three warnings depending on the severity of the behaviour. Three warnings may result in a detention.

