

Al Zahra College

K-12 School Behaviour Management Policy



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Policy Statement

Al Zahra College is committed to fostering a safe, respectful, and inclusive learning environment grounded in Islamic values and the International Baccalaureate (IB) philosophy. Behaviour management at the College reflects compassion (**Rahmah**), justice ('**Adl**), and dignity (**Karāmah**), with a focus on personal growth, positive relationships, academic excellence, and meaningful reflection as a path to self-improvement.

Corporal punishment is strictly prohibited under any circumstances, and not permitted by any individual, including parents. Behavioural responses are designed to be transformative, nurturing self-discipline, reflection, and respect.

At Al Zahra College, we recognise that every student is unique and brings their own experiences, challenges, and strengths into the learning environment. As such, all staff members are encouraged to use their professional discretion when managing student behaviour, guided by the principles of fairness, compassion, and consistency.

Implementation

The College implements a whole-school approach to behaviour education, underpinned by guiding principles that promote proactive strategies, individualised support, and consistent expectations. Staff, students, and parents share the responsibility of modelling and upholding the values and behavioural expectations of the College.

- **Model Behaviour:** Staff lead by example, reflecting IB learner traits (e.g., principled, caring) and Islamic values like Ihsan and Akhlaq.
- **Maintain Dignity:** Students must always be treated with Ihtiram (respect) and never humiliated. This surpasses all other methods. Educators should avoid addressing misbehaviour by yelling, degrading or humiliating students
- **Prevention before Intervention:** Teachers establish clear expectations and routines to maintain Aman (safety) and classroom harmony. It is the responsibility of the classroom teacher to establish procedures and routines as preventive measures to successfully implement behavioural expectations.
- **Accountability:** Students are supported in taking ownership of their behaviour, guided by Taqwa (God-consciousness) and reflection.
- **Transformative, Not Punitive:** Discipline is a path to personal growth, incorporating concepts such as Tawbah (repentance) and Nafs al-Lawwamah (self-reflection) within a restorative framework.

Review:

October 2025

Responsibilities

School Heads and Wellbeing Team (Grade Mentors, School Counsellor and Well Being Coordinator) 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:

- Aman (أمان): Ensure a safe environment by using kind words and actions, making others feel secure.
- Ihsan (إحسان): Listen attentively to class discussions with the intention of perfecting your actions.
- Ihtiram (احترام): Show respect to the teacher by always following instructions.
- Akhlaq (أخلاق): Show kindness and cooperation with others.
- Zuhd (زهد): Avoid worldly distractions and focus on the greater goal of spiritual growth.

Individual Consideration & Equity

In all behaviour management decisions, staff will consider:

- The student's **individual circumstances**, including emotional, psychological, social, and academic background.
- Any **relevant behaviour history** or wellbeing notes recorded on Sentral.
- The student's **age, stage of development**, and any diagnosed learning or behavioural needs.
- Whether the student is currently under any formal **support plans** (e.g., Individual Learning Plan, Counselling, or a Behaviour Card system).
- Any **contextual or situational factors** that may have contributed to the behaviour.

K-6 Behaviour Framework

Outcome	Behaviour	Responsibility	Communication	Actions
Warning	Classroom - Unkind/sarcastic language to peers/teachers - Calling out - Chatting - Off-task behaviour - Out of seat without permission - Making noises - Not having equipment, being unprepared - Late to class - Incomplete homework - Misuse of device during learning time Playground - Littering - Misuse of playground equipment - No hat on top playground - Eating on top playground - Playing banned game - Playing with incorrect ball - Running on concrete - Out of bounds	Classroom teacher Playground supervisor	Visible moving down the ladder. Support provided to student by teacher who observed the behaviour. Redirect and re-teach expectations.	Teacher led: Verbal warning Short time off play (if in the playground) Change to seating plan Personalised behaviour strategies Contact parent Playground Teacher witness to put immediate measures in place (Off play – time out bench) and manage risk. Or a consequence directly related to the behaviour (i.e. cleaning up mess during lunch)
Consequence – reflection sheet sent home	- A consequence will be issued on the third warning for behaviours listed above. Repeated poor behaviour including disruptiveness may result in an immediate consequence/reflection sheet. - Raising voice or being disrespectful to teacher or peers. - Taking other people's property - Damaging another student's property (item to be replaced)	Classroom teacher	Document reflection sheet on Sentral	Reflection sheet sent home to be signed by parents Reflection sheet to be partially completed with issuing/supervising teacher
Prayer Reflection Slip	- Unnecessary talk or disruption during, before or after prayer - Deliberately breaking away from the Leader in prayer - Misconduct during prayer - Acting unserious or irreverent during the prayer - Arriving late with no valid reason - Dishonest participation	Supervising teacher	Document reflection slip on Sentral	Reflection sheet sent home to be signed by parents 3 signed Prayer Reflection Slips will result in a formal detention

Restricted to K-2 students Formal detention + Green Card (Behaviour Log)	• 3 signed reflection sheets sent home	Wellbeing Coordinator Head of Primary	Documented on Sentral	Lunch detention + issue of green card Students to sit at the front of the classroom Behaviour goals for students
Formal Detention	• Leaving class without permission • Aggression during play resulting in harm • Inappropriate use of device • Repeatedly out of bounds • Consistent uniform infringements • Consistently late to Class • Disrespecting/disobeying a teacher Minor swearing (at self or in calm conversation) • Refusal to complete a task • Inappropriate behaviour on bus (e.g. Repeatedly out of seat, throwing objects) • Repeated unkind/sarcastic language to peers/teachers • 3 Prayer Reflection slips (in one term)	Wellbeing coordinator Head of Primary	Parents need to be emailed Documented on Sentral	Lunch Detention
Formal detention + Blue Card	• Failure of Green card (K-2) students • 3 signed reflection sheets sent home (in one term) • Upon the third isolated formal detention, student will receive blue card • Intentional or repeated aggression towards peers during play • Deliberate property destruction • Intimidating behaviour – verbal threats Put downs, verbal abuse • Accessing inappropriate or harmful materials online • Use of device that results in online bullying that spills over to school	Wellbeing Team Wellbeing Coordinator Head of Primary	Parents notified and involved Card signed daily	Lunch detention + issue of blue card Students to sit at the front of the classroom Behaviour goals for students
Orange Card Buffer zone	• Failure of Blue Card • Receiving 3 Blue cards within a Semester	Wellbeing Team Wellbeing Coordinator Head of Primary	Mandatory parent meeting Card signed daily Parents need to be emailed	Lunch detention + issue of orange card Students to sit at the front of the classroom

			Documented on Sentral	Behaviour goals for students Loss of privileges e.g. Bonar St Park Student Representatives will have positions revoked indefinitely Exclusion of extracurricular activities
Suspension/ Red Card	• Failure of Orange Card, Serious or dangerous behaviour • Inappropriate online use that spills over to school e.g., cyberbullying • Swearing at a staff member or parent • Deliberate/ premeditated harassment • Fighting/ physical assault • Truancy - offsite • Consistent and ongoing disregard for school expectations • Ongoing intimidation (Bullying) • Chewing gum • Deliberate property destruction • Possession or use of a mobile phone on school grounds or events	Wellbeing Team Wellbeing Coordinator Head of Primary Headmaster	Mandatory parent meeting Regular check-ins Parents need to be emailed Documented on Sentral	Students to sit at the front of the classroom Suspensions can be internal or external Suspension – short (2 days) or long (up to 2 weeks) can be considered for all Red Card behaviours depending on the severity and consistency of the behaviour. Suspension, follow-up meeting and support plan Behavioural Goals for students
Expulsion	• Repeated occurrence of red card • Extreme or persistent disciplinary issues • Escalated, group and/or physical aggression causing severe bodily harm • Using a device illegally to record a staff member or student involved in an act that may affect the reputation of the College, and sharing it on social media or other platforms • Un-Islamic intimate behaviour	Wellbeing Team Wellbeing coordinator Head of Primary Headmaster	Parents meeting and formal letter	Allegations investigated and parents invited to the College to discuss. Parents to be informed of the findings and preliminary recommendations to be made to exclude the student from school settings Recommendation sent to Headmaster or relevant department, and parents/student to be made aware of the recommendation 7 days for appeal by parent/carer Decision to made after review and communicate to parents Possible contact with local police

Years 7-12 Behaviour Framework

Outcome	Behaviour	Responsibility	Communication	Action
Warning	• Calling out • Chatting, • Off-task behaviour • Out of seat without permission • Making noises • Not having equipment, being unprepared • Late to class • Incomplete homework, • Misuse of device	Subject teacher, Playground supervisor	Warnings written on board, 3 warnings = violation Parents notified via email (Grade mentor to be CC'd) Documented on Sentral	Document on Sentral, email parents
TODs (Violation)	• Rough play • Swearing and using inappropriate language • Throwing objects in class • Defiant and disrespectful • Persistent misconduct during prayer	Subject Teacher Grade Mentor	Parents notified via email (Grade mentor to be CC'd) Reflection sheet sent home for students/ parents to fill out and brought back to school Documented on Sentral	3 TODs will result in after school detention (Blue card) Behaviour goals set for students
Prayer Violation	• Arriving late for prayer • Speaking or behaving inappropriately during prayer or when exiting the mosque • Not performing the prayer correctly • Choosing to pray individually instead of with the congregation. • Engaging in conversation, laughter, or improper prayer behaviour. • Praying without performing Wudhu (ablution) • Disregarding the instructions of the supervising teacher or refusing to pray • Attempting to leave the prayer room before the designated time	Supervising teacher to follow up.	1 warning issued first. Name written on clipboard. After 1st warning, Prayer violation issued. Documented on Sentral	3 prayer violations will result in after school detention (Blue card) Behaviour goals set for students Mentoring offered
Tuesday Detention (3:30-4pm)	• Incomplete/plagiarised/late assignments • 3 out of uniforms in a term • Late to class after 3 warnings	Head of Department/ Subject Teacher	Parents notified via email (Grade mentor to be CC'd) Documented on Sentral	Tuesday Detention (3:30pm-4pm)
Friday Detention (2:30pm-3:30pm) + Blue Card	• 3 TODs (violations) in a term • Consistent and ongoing disregard for school expectations • Inappropriate use of device	Wellbeing Team Grade Mentor, Wellbeing Coordinator	Parents notified Via email Card signed daily Documented on Sentral	Friday Detention (2:30pm- 3:30pm) For the duration of the card, students to sit at the front of the classroom
Friday Detention Only	• Dangerous or unsafe behaviours • Truancy		Parents notified Via email	Behaviour goals set for students Mentoring offered

(2:30pm-3:30pm)	Leaving class without permission (discretion used)		Documented on Sentral	
Internal suspension + Orange Card	- Failure of Blue Card, - Repeated blue card (based on 3 TODs) within 1 semester - Raising voice or threatening teacher - Using vulgar language	Wellbeing Team Grade Mentor, Wellbeing Coordinator	Mandatory parent meeting, Card signed daily Parents notified Via email Documented on Sentral	Internal suspension For the duration of the card, students to sit at the front of the classroom Behaviour Goals set for students Mentoring offered Students will not be able to participate in extra curricular activities Opportunity for students to be supported by counsellor/ learning support
External Suspension + Red Card	- Failure of Orange Card, Serious or dangerous behaviour - Chewing gum - Repeated orange card within a term. - Deliberate property destruction - Persistent truancy - Ongoing inappropriate online use that spills over to school e.g., cyberbullying - Inappropriate technology use of materials, e.g., accessing pornographic material - Swearing at a staff member or parent - Fighting/ physical assault causing injury - Deliberate/ premeditated harassment - Consistent and ongoing disregard for school expectations - Ongoing intimidation (Bullying) - Possession or use of a mobile phone on school grounds or events	Wellbeing Team Grade Mentor, Wellbeing Coordinator, Headmaster	Mandatory parent meeting, Regular check-ins Card signed daily Parents notified Via email Documented on Sentral	External suspension For the duration of the card, students to sit at the front of the classroom Suspension, follow-up meeting and support plan Students will not be able to participate in extra curricular activities Behavioural Goals for students Opportunity for students to be supported by counsellor/ learning support Failed red card will result in a subsequent suspension
Expulsion	3 red cards within a year - Extreme or persistent disciplinary issues (considering student history) - Escalated, group and/or physical aggression causing bodily harm - Using a device illegally to record a staff member or student involved in an act	Wellbeing Team Wellbeing Coordinator Headmaster	Parents meeting and formal letter	Allegations investigated and parents invited to the College to discuss.

	that may affect the reputation of the College, and sharing it on social media or other platforms Un-Islamic intimate behaviour			Parents to be informed of the findings and preliminary recommendations to be made to exclude the student from school settings Recommendation sent to Headmaster or relevant department, and parents/student to be made aware of the recommendation 7 days for appeal by parent/carer (contact the college if you would like to appeal) Decision to be made after review and communicate to parents Possible contact with local police
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Positive Reinforcement and Student Support

At Al Zahra College, we are committed to nurturing the holistic development of every student. While clear expectations and consequences guide behaviour, we also prioritise student wellbeing, growth, and support through structured interventions.

Area	Support Strategies
Mentoring	Regular one-on-one sessions with mentors or grade coordinators to discuss behaviour, goals, and progress.
Wellbeing Check-ins	Scheduled check-ins with the Wellbeing Coordinator for students requiring additional emotional or behavioural support.
Counselling Services	Access to the school counsellor for individual support related to anxiety, conflict, behaviour, or personal challenges.
Reflection Opportunities	Use of reflection sheets to help students identify triggers, accept responsibility, and plan positive behaviour strategies.
Restorative Conversations	Guided conversations with staff or peers to repair relationships and rebuild trust.
Behaviour Support Plans	Personalised plans developed in collaboration with students, staff, and parents, focusing on achievable goals.
Recognition of Improvement	Acknowledgement of progress through praise, privileges reinstated, or school-based rewards.

Bullying and Harassment

Al Zahra College maintains a zero-tolerance approach to bullying in all its forms, including physical, verbal, social, and cyberbullying. All students have the right to feel safe, respected, and valued in their learning environment.

Incidents of bullying will be treated with urgency and seriousness, and appropriate disciplinary and support measures will be implemented in line with the school's wellbeing framework. Students are encouraged to speak up and report any behaviour that makes them or others feel unsafe.

Please refer to the full **Anti-Bullying Policy**, available on the school website, for detailed procedures and definitions.

Whole School- Reinforcing Positive Behaviour

House Points System

At Al Zahra College, the **House System** plays a central role in promoting student wellbeing, unity, and school spirit. Students are placed into one of three houses — **Faith**, **Wisdom**, or **Knowledge** — which serve as support networks that foster cross-grade friendships, mentorship, and a strong sense of belonging.

To enhance engagement and motivation, a **House Points System** is implemented. This system recognises both individual and group achievements across academic, behavioural, and co-curricular areas. Points contribute towards each house's total, with the ultimate goal of being crowned **House Champions** at the end of the year.

How Students Earn House Points:

- Receiving merit awards
- Demonstrating positive behaviour
- Achieving academic success
- Displaying Islamic character and values
- Participating in sports and competitions
- Contributing to community service or initiatives

Points may also be **deducted** for breaches of school rules or misconduct.

The system encourages responsibility, leadership, and collaboration, while also supporting emotional and social wellbeing through inclusive, team-based experiences.

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.

Special Awards

The accumulation of the awards presented to students weekly, contributes to an incremental 7-step 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

The Secondary School

Al Zahra College Merit System

The Merit System aims to positively reinforce the behaviour and attributes that make an Al Zahra College student. Merits can be awarded by any staff member for demonstrating IB learner profile attributes, exceptional effort, or going above and beyond to help others. Teachers are expected to regularly log positive behaviours on Sentral under the Positive Incident section.

Award Level	Criteria	Recognition
Merit Award	Awarded for demonstrating IB learner profile attributes, exceptional effort, or supporting staff/students.	Mini-merit slip issued on Sentral by any staff member.
Recognition Award	Granted after accumulating 5 merit awards of any category.	Certificate presented at fortnightly Assemblies by Grade Mentor.
Achievement Award	Granted after receiving 3 Recognition Certificates in one school year.	Award presented End of Term Assemblies by Grade Mentor.
Distinction Award	Granted after receiving 2 Achievement Awards.	Presented at End of Term Assembly.
Headmaster's Medallion	Awarded to students who earn 2 Distinction Awards within a school year.	Presented by Headmaster at End of Year Presentation.

As part of our continued commitment to recognising and fostering student growth, the Grade Mentors will be introducing a series of termly awards. These awards are designed to celebrate excellence and acknowledge student achievement across key areas of development.

- The Sundus Award – honouring students who consistently demonstrate pride in their appearance and uphold the school uniform standards with dignity.
- The Akhlaq Award – recognising outstanding Islamic manners, respect, and character in daily interactions.
- The Imam Award – awarded to students who embody leadership, responsibility, and a strong sense of initiative.
- The Haydar Award – celebrating excellence, effort, and sportsmanship in physical education and sports.