

Al Zahra College

K-12 School Behaviour Management Policy



| Contents | Page |
|--|-------------|
| Policy Statement | 2 |
| Implementation | 2 |
| Responsibilities | 3 |
| Individual Consideration & Equity | 3 |
| Whole-School Behaviour Support Guide | 4 |
| Demerits and Behaviour Monitoring & Support Cards | 5 |
| Behaviour Monitoring & Support Cards | 6-7 |
| Mobile Phones & Devices | 8 |
| Positive Reinforcement and Student Support | 8 |
| Bullying and Harassment | 9 |
| Whole School- Reinforcing Positive Behaviour | 9 |
| The Primary School Reinforcing Positive Behaviour – Merit System | 9 |
| The Secondary School Al Zahra College Merit System | 10 |

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:

March 2026

Responsibilities

School Leadership 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 leadership, 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.

Whole-School Behaviour Support Guide (K–12)

This guide applies across all year levels. Responses are developmentally appropriate and applied with professional judgement. The focus is on **reflection, responsibility, and improvement**.

| Behaviour | Initial Support | Ongoing / Escalated Support |
|---|---|--|
| Calling out / chatting | Reminder and redirection | Visual warning / reflection conversation/ Demerit* |
| Off-task behaviour | Support and re-focus | Reflection pause, reset/ Demerit* |
| Leaving seat without permission | Reminder and seating support | Visual warning / reflection conversation/ Demerit* |
| Lack of equipment / unprepared | Support and reminders | Reflection session |
| Chewing gum | Reminder and redirection | Reflection task if repeated |
| Minor playground issues | Guidance and reminder | Reflection conversation/ Demerit* |
| Unkind words or behaviour | Restorative conversation | Mentoring/ Demerit*/Reflection task, |
| Rough play | Immediate intervention | Reflection session, parent contact |
| Refusal to follow instructions | Calm redirection | Reflection session, referral |
| Late to class/ Prayer | Recorded and addressed | Reflection task / Demerit* (Secondary)/ Reflection session |
| Truancy / leaving class | Referral to mentor | Reflection session, parent contact |
| Swearing / disrespectful tone | Immediate referral (Grade Mentor/ Wellbeing Team) | Reflection session + Demerit* |
| Throwing objects | Immediate referral (Grade Mentor/ Wellbeing Team) | Reflection session, escalation |
| Property damage | Immediate referral (Grade Mentor/ Wellbeing Team) | Reflection, restitution, possible suspension |
| Disruption during prayer | Guidance and re-teaching adab | Prayer reflection slip, parent awareness, Reflection session |
| Inappropriate device use | Device removed | Reflection session, parent contact, possible suspension |
| Physical Aggression | Immediate referral (Grade Mentor/ Wellbeing Team) | Reflection, restitution, possible suspension |
| Cyber Bullying | Immediate referral (Grade Mentor/ Wellbeing Team) | Reflection, restitution, possible suspension |
| Possession or use of mobile phone | Immediate confiscation | Reflection session; escalation for repeat breaches |
| Academic Misconduct- High level (Non- Submission/ plagiarism/ integrity breach) | Recorded and addressed /Referral to Head of Faculty | Reflection session |
| Breach of Uniform/ Boy's Haircuts/ Girls scarves (pinned) | Reminder and redirection (warnings given) | Reflection session, parent contact |
| Offsite behaviour (excursions/ sporting events) | Immediate referral (Grade Mentor/ Wellbeing Team) | Reflection, restitution, possible suspension |
| Out of Bounds (in classrooms without supervision) | Immediate referral (Grade Mentor/ Wellbeing Team) | Reflection, restitution, possible suspension |
| Unauthorised use of lift | Immediate referral (Grade Mentor/ Wellbeing Team) | Suspension |

*Demerit is issued after initial support is implemented (teacher discretion)

Notes

- Reflection sessions may occur during class time, lunchtime, or after school.
- Serious incidents may bypass initial steps.
- Escalation occurs where behaviour is repeated or impacts safety.

Reflection Sessions

Reflection sessions replace traditional detentions and are designed to:

- provide structured time for reflection (Muhasabah);
- support understanding of the impact of behaviour;
- reinforce responsibility (Amanah);
- reset expectations and behaviour goals.

Reflection sessions may occur during lunchtime or after school. Non-attendance without approval will result in further follow-up.

Demerits and Behaviour Monitoring & Support Cards (Whole School)

Al Zahra College uses a **graduated behaviour support framework** to respond to ongoing or serious behaviour concerns. This framework combines **reflection, demerits (Secondary), and Behaviour Monitoring & Support Cards**, and is designed to guide students toward accountability, self-reflection, and improvement in line with Islamic principles.

These measures are **not punishments**. They exist to provide clarity, consistency, and structured support, while preserving student dignity and promoting reform (**Islah**).

Primary Behaviour (K–6)

In the Primary School, behaviour is managed using a **classroom ladder system**, which serves a similar purpose to demerits in Secondary but is more visual and developmentally appropriate.

- Students move up or down the ladder based on behaviour choices.
- The ladder provides immediate visual feedback and supports self-regulation.
- When a student reaches the bottom of the ladder, a **Reflection Sheet** is issued and sent home for parent awareness.
- Repeated patterns may lead to **Reflection Time** (recess/lunch) and referral to support staff.
- Ongoing concerns may lead to placement on a **Behaviour Monitoring & Support Card**.

Demerits – Secondary School (Years 7–12)

In the Secondary School, **demerits** are used as a **formal, restorative response** when behaviour continues after reminders, redirection, or reflection conversations.

Demerits:

- clearly signal that behaviour expectations have not been met;
- support responsibility (**Amanah**) and accountability;
- prompt self-reflection (**Muhasabah**);
- help prevent escalation to more serious responses.

Demerits are recorded on **Sentral** to ensure consistency, transparency, and appropriate follow-up.

Principles for Issuing Demerits

When issuing a demerit, staff must:

- focus on the behaviour, not the student;
- address the behaviour calmly and, where possible, privately;
- clearly explain what is expected moving forward;
- respond promptly and proportionately;
- actively look for opportunities to recognise improvement after the demerit.

Demerits must never involve sarcasm, humiliation, physical force, or corporal punishment.

Accumulated demerits may lead to **Structured Reflection Sessions** and/or placement on a **Behaviour Monitoring & Support Card**.

Behaviour Monitoring & Support Cards (Whole School)

Behaviour Monitoring & Support Cards are time-bound, structured support tools used when behaviour concerns persist despite earlier interventions, or where behaviour is serious in nature. Movement onto, between, or off cards is based on behaviour patterns, effort, and professional judgement. Students placed on a Behaviour Monitoring & Support Card are required to report to the Wellbeing Office each morning for a brief check-in and card review as part of the monitoring and support process.

Green Cards – Positive Behaviour Recognition (Kindergarten–Year 2)

In Kindergarten to Year 2, **Green Cards** are used as a **positive behaviour recognition tool** to encourage and reinforce appropriate behaviour, effort, and Islamic character (**Akhlaq**).

Green Cards:

- recognise students who demonstrate positive choices, kindness, effort, and self-regulation;
- support the development of age-appropriate behaviour through encouragement and praise;
- align with the classroom ladder system by reinforcing upward movement and positive choices;
- promote reflection on good behaviour as well as correction of misbehaviour.

Green Cards are used to **affirm and motivate**, helping younger students understand expectations through clear, visual, and positive reinforcement.

Blue Card – Structured Monitoring & Reflection (5 School Days)

A Blue Card is used when a student demonstrates repeated behaviour concerns that have not improved through reflection processes, ladder movement (Primary), or demerits (Secondary).

The purpose of this stage is to provide early, structured intervention by clearly clarifying behaviour expectations and supporting students to take responsibility for their actions (**Amanah**) through reflection (**Muhasabah**). During this period, students are monitored over a five-day timeframe, with clear goals and expectations communicated to them. Teachers provide regular feedback, progress is reviewed by relevant staff, and parents are informed where appropriate. The focus is on supporting improvement and preventing escalation.

Review and Outcome

At the conclusion of the five-day period, a student may exit the Blue Card by demonstrating consistent improvement, engagement with expectations, and responsiveness to feedback. Where progress is unsatisfactory, the Blue Card may be extended for a further review period or escalated to an Orange Card to provide increased support and monitoring.

Orange Card – Intensive Support & Behaviour Reset (10 School Days)

An Orange Card is implemented when behaviour concerns persist despite a Blue Card, or where behaviour patterns require stronger intervention.

Its purpose is to interrupt ongoing negative behaviour, reinforce boundaries while maintaining dignity, and increase monitoring and support. During this ten-day period, parents are formally involved, clear expectations and goals are reinforced, and additional supports may be implemented, including mentoring, wellbeing, counselling, and guidance from the Islamic Team. Temporary adjustments or restrictions may be applied to support behaviour reset and prevent further escalation.

Review and Outcome

At the conclusion of the ten-day period, a student may exit the Orange Card by demonstrating sustained improvement, responsible behaviour, and engagement with support processes. Where progress is unsatisfactory, the Orange Card may be extended for a further review period or escalated to a Red Card to provide more intensive intervention.

Red Card – Serious Behaviour Response (10 School Days)

A Red Card is used only in cases of serious, persistent, or high-impact behaviour, including behaviour that compromises the safety, learning, or wellbeing of others.

Its purpose is to protect the school community, address serious breaches of behaviour expectations, and provide intensive intervention while supporting repentance (**Tawbah**) and meaningful reform. During this ten-day period, leadership oversight is required and the response may include internal or external suspension. A formal re-entry meeting and behaviour support plan are implemented to clearly reset expectations and support positive reintegration.

Review and Outcome

At the conclusion of the ten-day period, a student may exit the Red Card by demonstrating appropriate behaviour following re-entry and meaningful engagement with the agreed support plan. Where progress is unsatisfactory, the Red Card may be extended, additional restrictions or supports may be applied, and further suspension or consideration of expulsion may occur in accordance with College procedures.

At every stage, the goal is to correct behaviour without harming dignity, guiding students toward stronger character, self-discipline, and spiritual growth.

Expulsion

Purpose and Process

Expulsion is considered only in extreme and exceptional circumstances and is used as a last resort where a student's behaviour presents a serious and ongoing risk to the safety, wellbeing, or learning of others, or where all reasonable support and intervention measures have been exhausted. Any consideration of expulsion follows due process and procedural fairness, including thorough investigation, documentation of prior supports and interventions, consultation with senior leadership and relevant support teams, engagement with parents or guardians, and careful consideration of the student's age, context, intent, and individual circumstances. The student and family are provided with the opportunity to respond before any final decision is made. The decision to expel a student reflects the College's responsibility to uphold justice (**'Adl**), safety, and the collective wellbeing of the school community.

Review and Outcome

Where expulsion is considered or enacted, the College approaches the decision through an Islamic framework that balances compassion and accountability. Every effort is made to support reform before exclusion (**Rahmah** and **Islah**), while recognising the obligation to protect others and maintain order and safety. Where expulsion occurs, the College will manage the process with discretion, dignity, and respect, provide appropriate documentation and guidance to support transition, and recommend external support services where appropriate. Expulsion is not a punishment, but a protective measure taken only when all reasonable avenues of support have been exhausted.

Mobile Phones & Devices

Al Zahra College is a **phone-free learning environment**.

- Students must not have mobile phones or smart devices on their person during school hours or school activities unless explicitly authorised.
- Any unauthorised possession or use of a mobile phone will result in **immediate confiscation**.
- Devices are returned according to College procedures.

Repeated breaches or serious misuse (including recording, sharing content, or cyber misconduct) will result in escalated behaviour responses, which may include suspension.

Participation in off-site activities

Participation in off-site activities, including excursions and sporting events, is a privilege that reflects trust and responsibility (**Amanah**). Where a student's behaviour does not meet College expectations, participation may be restricted until behaviour improves and responsibility is demonstrated.

Appendix A

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 Approach |
|--|--|
| Mentoring | Regular one-to-one guidance with mentors or grade coordinators to support reflection, goal-setting, responsibility (Amanah), and positive behaviour growth. |
| Wellbeing Check-ins | Scheduled check-ins with the Wellbeing Team to support emotional regulation, resilience, and behavioural self-management. |
| Islamic Team Support | Guidance and mentoring from the Islamic Team to strengthen Akhlaq (character) , Adab , responsibility, and spiritual awareness, supporting students to reflect (Muhasabah) and realign behaviour with Islamic values. |
| Counselling Support | Access to the school counsellor to support students with emotional wellbeing, conflict resolution, behaviour regulation, or personal challenges, in partnership with families where appropriate. |
| Reflection & Self-Awareness (Muhasabah) | Guided reflection tasks or conversations to help students understand triggers, recognise impact, take responsibility, and plan improved choices. |
| Restorative Conversations (Islah) | Facilitated conversations to repair relationships, restore trust, and rebuild a sense of belonging following behaviour concerns. |
| Structured Behaviour Support Plan | Individualised support plans developed collaboratively with students, staff, and parents, focusing on clear expectations, achievable goals, and consistent support. |
| Recognition of Growth & Improvement | Acknowledgement of effort and progress through positive feedback, encouragement, reinstatement of privileges, and school-based recognition. |

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 10 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 sport.