



**AL-HIDAYAH ISLAMIC SCHOOL**

# **BEHAVIOUR MANAGEMENT POLICY**

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Signed, Chair: *u.a. arifillah*

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## Introduction

The school's vision statement forms the foundation of the school's Behaviour Management Policy (BMP). Due to the Islamic nature of the school, the BMP is also based on the tenet of Islam as mentioned in the Quran and the Hadith. The school community - the Governing Shurah, parents, staff and students have a strong commitment to embedding the culture of safe practice in the school.

The Prophet (PBUH) says "Every one of you is a Protector and Guardian for those who are placed under your care". (Bukhari and Muslim).

### The importance of good behaviour as stated in the Quran.

"O you who have believed, let not a people ridicule [another] people; perhaps they may be better than them; nor let women ridicule [other] women; perhaps they may be better than them. And do not insult one another and do not call each other by [offensive] nicknames. Wretched is the name of disobedience after [one's] faith. And whoever does not repent - then it is those who are the wrongdoers". (Hujurat: 11)

"O you who have believed, avoid much [negative] assumption. Indeed, some assumption is sin. And do not spy or backbite each other. Would one of you like to eat the flesh of his brother when dead? You would detest it. And fear Allah; indeed, Allah is Accepting of repentance and Merciful". (Hujurat: 12)

"For each one are successive [angels] before and behind him who protect him by the decree of Allah. Indeed, Allah will not change the condition of a people until they change what is in themselves. And when Allah intends for a people ill, there is no repelling it. And there is not for them besides Him any patron". (Ar\_Rad: 11)

"You are the best nation produced [as an example] for mankind. You enjoin what is right and forbid what is wrong and believe in Allah. If only the People of the Scripture had believed, it would have been better for them. Among them are believers, but most of them are defiantly disobedient". (Al-Imran:110)

### The importance of good manners as stated in the Hadith.

Narrated `Abdullah bin `Amr:

Allah's Messenger (ﷺ) neither talked in an insulting manner nor did he ever speak evil intentionally. He used to say, "**The most beloved to me amongst you is the one who has the best character and manners.**" He added, "Learn the Qur'an from (any of these) four persons. `Abdullah bin Mas`ud, Salim the freed slave of Abu Hudhaifa, Ubai bin Ka`b, and Mu`adh bin Jabal."

Abud-Darda (May Allah be pleased with him) reported:

The Prophet (ﷺ) said, "**Nothing will be heavier on the Day of Resurrection in the Scale of the believer than good manners. Allah hates one who utters foul or coarse language.**"

It was narrated that Abu Hurairah said:

"The Prophet (ﷺ) was asked: 'What most admits people to Paradise?' He said: '**Piety and good manners.**'

Narrated AbuHurayrah:

The Prophet (ﷺ) said: The most perfect believer in respect of faith is he who is best of them in manners.

Abu Umamah Al-Bahili (May Allah be pleased with him) reported:

Messenger of Allah (ﷺ) said, "I guarantee a house in Jannah for one who gives up arguing, even if he is in the right; and I guarantee a home in the middle of Jannah for one who abandons lying even for the sake of fun; and I guarantee a house in the highest part of Jannah for one who has good manners."

## **Duty of Care**

Al-Hidayah Islamic School owes a duty of care to their students. This duty arises from the nature of the relationship and exists whenever and wherever the student is in their care.

The notion of reasonable care extends to ensuring that the school provides a safe, non-violent environment for all students and includes the development of processes for the effective management of student behaviour.

## **Legislation**

List below are some of the wide range of legislation that impose these types of duties and obligations upon a Schools.

- Criminal Code 1913
- School Education Act 1999
- School Education Act Regulations 2000
- Occupational Safety and Health Act 1984 and Regulations 1996
- Disability Discrimination Act 1992
- Disability Standards for Education 2005

- Equal Opportunity Act 1984

## **Related Policies**

Listed below are **examples** of school policies that are related to the school's BMP:

- Attendance
- Alcohol, Drugs and Weapons at School
- Child Protection
- Dress Requirements for Students
- Duty of Care for Students
- Emergency and Critical Incident Management
- Enrolment
- Homework
- Bullying
- Mobile Phone Usage
- Risk Management
- Values, Vision and Mission of the School

## **Why some students misbehave?**

Students misbehave due to unmet needs that may be influenced or explained by many issues including:

- disabilities,
- personal issues at home,
- Maslow's Hierarchy of Needs,
- mental health issues.

Staff of Al-Hidayah Islamic School have a clear understanding of how the school context determines the education and care provided to students. As such, Staff have the ability to effectively manage inappropriate behaviour as they understand the relationship between the students' inappropriate/aggressive behaviour and needs. The following should be considered:

- All behaviour including inappropriate/aggressive behaviour is an attempt to meet a human need;
- The behaviours to meet a need may not be rational to the staff, but the underlying needs are always genuine to the individual;
- Needs are constant. We seek changes in behaviour when dangerous behaviours are being used to meet needs.

## **The role of Staff**

### **Leadership within the school**

The Principal develops the policy and related procedures and informs all relevant parties of the school policy. The Principal organizes and participates in training for appropriate staff and also plays an active role in the implementation of the Behaviour Management policy.

### **Teachers at the school**

Teachers are fully aware of the school's Behaviour Management policy and the role that they play. For example: there are strategies in the policy on how to deal with inappropriate classroom behaviour, including the teacher documenting the behaviour in SEQTA, assessing the student's needs, and trying to meet that need. Teachers are encouraged to discuss behavioural issues with the Principal so that many interventions are employed before a student is sent to the Principal.

### **Para-professionals and non-teaching staff**

Para-professionals such as Education Assistants and non-teaching staff such as administrative staff are fully aware of the school's Behaviour Education policy and the role that they play. All strategies used should be under teacher guidance and in line with policy.

### **Parents in the school community**

The parents in the school community are also given ample opportunity to be aware of the school's Behaviour Management policy. This is done at enrolment, through regular updates and tips in newsletters. It is also displayed on the school's website.

### **Students**

Al Hidayah Islamic School has the following requirements of all students:

- sustained application to learning
- respect for other individuals and their property
- courtesy to other students, to teachers and to community members
- due respect for teachers
- no violence, discrimination, harassment, bullying or intimidation
- peaceful resolution to conflict
- adherence to the standards of dress determined by the school community
- no weapons
- no illegal drugs, alcohol or tobacco

- compliance with all school rules and the Behaviour Education Policy.

While meeting these expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

## **AIMS**

1. To create a school climate where each student can:
  - respond wholeheartedly to his/her learning program,
  - have a sense of dignity and self-worth and
  - recognise the need and right of every other individual in the school to have the same.
2. To establish an effective, safe and caring school environment in which there is mutual co-operation and respect.
3. To ensure that pupils know what acceptable standards of behaviour are, and recognise their own responsibility for maintaining these standards.
4. To ensure a cohesive and consistent staff approach to the maintenance of order throughout the school.
5. To reduce teacher stress by providing help and support in setting up and maintaining sound classroom management procedures.
6. To ensure a well-planned & delivered curriculum to provide the foundation for good discipline.
7. To promote a positive teacher-pupil relationship out of which will grow constructive discipline.
8. To protect the physical environment of the school and ensure as long a life as possible for school equipment.
9. To promote by all available means, co-operation between school, home and the community to ensure the achievement of the above.

# **SCHOOL RULES STUDENT RIGHTS AND RESPONSIBILITIES**

## **1. LEARNING**

I will try my best to learn and to allow others to learn without interference.

*I have the right to learn all I can.*

I have the responsibility to:

- Do my best, to accomplish something worthy and admirable
- Try hard and aim for excellence
- Attend school and to follow class rules.
- Be on time for school
- Be organized
  - Be on time for school
  - Bring all necessary equipment to class
- Listen and follow the teacher's instructions.
- Allow others to learn
- Behave well in class and on excursions.
- Persist in doing my work to the best of my ability
- Do my work to the best of my ability
- Take pride in MY work. "Work is worship".
- Complete all set work by the due date

## **2. RESPECT**

I will respect myself and other people, their beliefs, opinions and belongings.

*I have the right to develop my confidence, respect myself and to show respect for others.*

*Treat others, as you would like to be treated.*

The Holy Prophet (PBUH) said: "A person can not be a perfect Muslim unless he desires for his brother and sister (in faith) that which he desires for himself".

I have the responsibility to:

- Be well mannered.

The Holy Prophet (PBUH) used to say: "The best of you are those who have the best manners". Hazret Aisha (RAA) also says that she heard the Holy Prophet (PBUH) as saying: "A believer can achieve the position of one who regularly fasts during the day and spends the night in prayer, through his good manners".

- Treat others with care and kindness.



- Treat everyone fairly.
- Be kind and courteous to others at all times. On the authority of Aisha (RAA), who said: The Holy Prophet (PBUH) said: “Allah is kind and likes kindness. He bestows (favours) upon kindness that which he does not bestow upon harshness or anything else other than kindness and tenderness”.
- Act with integrity and ensure consistency between words and deeds.
- Respect everyone’s personal space: Keep my hands, arms and feet to myself.
- Follow instructions from staff politely.
- Get along with others
- Practice being truthful
- Play games and sport fairly.
- Not use verbal abuse.
- Speak kindly to others, never rudely or aggressively.
- Speak kindly about others.
- Show respect for visitors.
- Ask permission before using other peoples’ belongings.
- Take special care with other peoples’ property.

### **3. SAFETY**

I will act and play safely and allow others to play safely.

*I have the right to be safe.*

I have the responsibility to:

- Take an active role to ensure the safety of others
- Be accountable for my own actions, to resolve differences in a peaceful way and actively take responsibility as a by-stander in any bullying situation that I witness
- Demonstrate care, fairness and kindness- not threaten, hit, hurt or tease others
- Wear the school hat or sun visor at recess, lunchtime and PE
- Be in the right place at the right time.
- Always be truthful and honest
- Keep your arms, hands and feet to yourself.

#### 4. THE ENVIRONMENT

I will take care of the environment

*I have the right to a pleasant learning environment.*

I have the responsibility to –

- Contribute to the well-being of the environment
- Take care of my school environment, classrooms, school grounds, gardens and usage of water
- Help keep my school clean and tidy eg place rubbish in the bins, keep toilets and buses clean
- Take care of the furniture, buildings, grounds and all school property.

#### 5. SCHOOL PRIDE

I will represent my school with pride

*I have the right to feel proud of my school and community.*

I have the responsibility to –

- Wear a clean, correct school uniform.
- To behave well and safely when travelling to and from school.
- Demonstrate pride and courtesy in all school activities eg excursions, incursions, school visits, sports, assemblies etc

#### WUDU and Salaat

Allah (SWT) has ordered us to be mindful of Salaat, saying, “Guard strictly your salaat especially the Middle Salaat and stand before Allah with all devotion” (Quran Sura 2 Verse 238). Allah (SWT) has made Salaat the way to success, prosperity, and happiness. “The Believers must (eventually) be prosperous who are humble in their (prayers) Salaat.” (Quran 23.1-2).

1. **CLEANLINESS:** Wudu must be carried out perfectly. “Allah loves those who turn to Him constantly and He loves those who keep themselves pure and clean” (Quran 2:22). The Prophet (PBUH) said, “Cleanliness is half of faith.” The key to Salaat is cleanliness.

2. **BEHAVIOUR:** Behave as if you are in Salaat after and before salaat. Abu Hurairah (RAA) states that the Holy Prophet (PHUH) said: “As long as you stay in a mosque waiting for prayer (congregation) and are held up there only for the sake of Salaat and only this thing prevents you from returning home, you will be treated as continuously in Salaat.” (Bukhari and Muslim).

**3. ORGANISATION OF SALAAT:** Complete the front rows first and stand close to each other. Jabir Bin Samurah (RAA) says: The Holy Prophet (PHUH) once came to us and said: “why do you not make your lines (in Salaat) as do angels before their Lord?” We submitted: “O Messenger of Allah how do the angels stand before their Lord?” He (PBUH) answered, “They complete the front row first and stand close to each other.”

**4. POSITION IN LINES ( in Salaat):** Stand in straight lines during Salaat. Hazrat Anas (RAA) quoted by Hazrat Uqbah bin Amr relates that the Holy Prophet (PBHU) said, “Keep your lines straight, for keeping them straight is the part of the proper observance of Salaat” (Bukhari and Muslim).

**5. QUIETNESS IN SALAAT:** Listen to the Imam and never occupy yourself with anything, which distracts you from listening. Hazrat Abu Hurairah (RAA) relates that the Holy Prophet (PBUH) said: “One who makes his Wudu carefully and comes to the Friday Salaat and listens to the sermon attentively, has his sins from the previous Friday and three days more remitted and one who occupies himself with pebbles during the sermon has not done well.” (Muslims)

## **ROLES AND RESPONSIBILITIES**

For the Behaviour Management Policy to be effective all stakeholders need to be supportive of the procedures. Below are set out the roles and responsibilities for each group.

### **STUDENTS**

1. To be aware of school and classroom rules.
2. To obey the school and classroom rules at all times.
3. To be aware of and accept the consequences which follow the breaking of the school and classroom rules.
4. To work together with peers, teachers and parents to develop self-discipline and a cohesive, positive school environment.

### **TEACHERS**

1. To be aware of school rules and the consequences of breaking them.
2. To be familiar with rosters and all relevant duties.
3. To be prompt to lines and duties.
4. To promote a playground environment conducive to a happy and safe school.
5. To encourage fair play and consideration.
6. To recognise minor problems and counsel children involved.
7. To send children to the office for medical attention if required.
8. To inform executive about any incident which occurs in the playground if deemed appropriate and complete necessary forms.

9. To promote positive reinforcement, praise, reward and encouragement.

### **PRINCIPAL**

1. To establish playground rosters and to monitor the playground system for effectiveness and make changes where necessary.
2. To review all accident reports.
3. To assist and be involved in praise, reward and encouragement systems.
4. To work with teachers and parents to resolve problems.
5. To reinforce appropriate behaviour e.g. present awards at assembly, address parents and children etc.
6. To support and follow up disciplinary actions of staff who are implementing the behaviour education policy.
7. To arbitrate in the most serious discipline problems and decide on the action required, including the possibility of suspension.
8. Consistent with legislation and government policy, the Principal has the authority to determine the conditions for a student's continued enrolment.

### **PARENTS**

1. Parents and teachers share a commitment to provide opportunities for students to take responsibility for their actions and have a greater say in the nature and content of their learning.
2. To be aware of the school and classroom rules and the consequences of breaking them.
3. The school is not by itself responsible for, or equipped to develop, socially acceptable behaviour by students. That is a shared responsibility of parents and students in partnership with teachers.
4. The school encourages a partnership between parents, teachers and students to teach and promote socially responsible behaviour.

## **STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING WITHIN THE SCHOOL**

1. Build relationships within the school between teacher and student, teachers and teacher, students and students, which will allow for honest and open dealing with behaviour management issues.
2. Ensure that students and parents understand the need for the school rules and that they know them. Display them around the school, externally and internally.
3. Focus on positive reinforcement of good behaviour. There should be a right balance between reward and punishment. Whatever the punishment, this should be decided and acted upon consistently. Both have a place, but an excessive use of punishment is likely to be discouraging and lead to low morale.
4. Be consistent in the application of the school rules. When punishment is

necessary, make sure the child understands why he/she is being punished and that the responsibility for the punishment is his/her own. As far as possible punishment should be immediate.

5. Encourage “order conducive to learning”. This does not always mean silence in classrooms, but noise should be “productive noise” and the noise level should not be such that individual thinking becomes impossible. Students should learn to discriminate between activities, which require talking for maximum learning and those that require silence.
6. Keep a sense of humour. Ensure that the work is well prepared and relevant to the needs and interests of students.
7. Support ongoing professional development and training aimed at improving discipline practices within the school.
8. Provide programs that develop self-discipline, self-evaluation, communication and conflict resolution skills.
9. Student achievement is recognised and promoted within the school in a variety of ways. These include acknowledgment in the school newsletter and assemblies.

## **PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT**

To implement the policy, positive reinforcement and awards are used.

### **POSITIVE REINFORCEMENT**

- The satisfaction from doing one’s very best.
- Verbal approval.
- Special privileges (send on messages etc)
- Acknowledgment at assemblies and in the end of Term newsletter
- Ongoing regular contact with parents
- Merit certificates and awards

### **IN THE CLASSROOM**

Classroom management is the wide range of organisational and instructional strategies that a teacher uses to ensure that quality teaching and learning occur for all students.

1. Create a positive environment.
2. Being fully prepared and organised for each day’s activities by providing tasks that students find differentiated, interesting, challenging, appropriate and that ensures that students experience some success.
3. Develop positive relationships with students through:
  - Being approachable
  - Modelling positive relationships inside/outside the classroom.
  - Respect for the students

- Praising
  - Being consistent
4. Establish a small set of class rules, display them and ensure they are known and understood by all students.
  5. Establish clear consequences for rule breaking.
  6. Procedures are calmly and consistently implemented with all students.
  7. Respond to appropriate behaviour more than unsuitable behaviour with positive feedback such as a smile or an encouraging comment.
  8. Student self evaluation is encouraged

### **SPECIAL NOTE ON FOSTERING SELF-ESTEEM**

1. Recognise behaviour commonly associated with low self-esteem:
  - Attention seeking
  - Aggression – usually physical, sometimes a mental force to get his/her way.
  - Façade building – covering true self, presenting a character, which is fabricated.
  - Withdrawal – retreating into a shell, not letting anyone get close.
  - Fantasizing – day dreaming.
2. Make use of all positive reinforcement strategies.
3. Enlist support of the specialist personnel and agencies.

### **SUPPORT AGENCIES**

The following support may be utilised to assist the teacher in dealing with students in need:

- information supplied on records, and enrolment forms.
- parents
- previous teachers
- other staff members
- principal
- AISWA consultants

## **STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR**

### **IMPOSING SANCTIONS**

The emphasis of our policy is positive reinforcement but breaches of the rules call for the application of sanctions.

Teachers are initially responsible for dealing with misbehaviour of pupils in the classroom and are expected to implement appropriate consequences. The following suggests a workable range.

1. Eye contact
2. Non verbal cues
3. Quiet reminder
4. Quiet discussion, naming the desired positive behaviour
5. Express disapproval with verbal reprimands (no sarcasm or personal insults.)
6. Seek a verbal commitment from the student to make a change in their behaviour.
7. Withdrawal
8. Extra duties
9. Withdrawal of privileges
10. Teacher can discuss situation with the Principal
11. Use of Time-Out sheet
12. Interview with parent
13. Short suspension
14. Longer Suspension
15. Exclusion
16. Expulsion from the school.

### **RED CARD TO BE USED FOR ANY EMERGENCY**

**Red Cards are to be kept in all classrooms in a place easily accessible to class teachers, teacher assistants and Relief teachers (e.g. on the whiteboard near the door). In the event of an urgent situation requiring immediate Administration intervention, the Red Card (marked with the class name) will be sent up to the Administration area.**

## **RESTITUTION**

Positive relationships are at the heart of the restitution process where those who cause harm need to face up to the harm they cause and those who have been harmed are heard and have a say in how the harm is repaired.

Conflicts are addressed by asking these questions:

### When challenging behaviour:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you did and in what way?
5. What do you think you need to do to make things right?

### To help those affected:

1. What did you think when you realized what happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

## **Managing bullying behaviour**

The school takes a serious view of bullying and fighting. See document on Preventing and Managing Bullying.

## **Responding to minor breaches of school discipline**

When responding to any minor breaches of school discipline, the school ensures that the behavioral expectations are reasonable for the person to comply given the circumstances of the case, and that the person is able to comply under the Disability Discrimination Act 1992 and Disability Standards for Education 2005 legislation. A documented plan is required if the person is not able to comply e.g. a student diagnosed with Tourette's Syndrome may not be able to comply with a classroom rule of absolute silence.

### **Documented Plans**

A documented plan is used for an individual student when the student's behaviour is considered to be at a level that is beyond the scope of the school's behaviour management plan, the school's current management strategies are not effective, or is documented and/or diagnosed by an appropriately qualified professional.

The Disability Discrimination Act 1992, the Disability Standards for Education 2005, and the Equal Opportunity Act 1984 are federal and state legislation that may also apply in the requirement and documentation of all plans.



For these plans to be effective, they should:

- be negotiated between school staff, students, parents and specialists involved;
- reflect the age and development needs of the student and consider the context in which the behaviors occur;
- clearly describe the desired behaviour/goals of the student;
- outline both positive and negative consequences required to shape the desired behaviour;
- outline changes required to the learning environment to support the student to modify their behaviour;
- outline other support available to the student and how this can be accessed; and
- contain a review process to assess, change and modify the plan.

Risk Management Plans are used when the student's behaviour is considered to present a physical risk to the safety of staff or students. These plans should include:

- a summary of the student's behaviour and the risk it presents;
- the known antecedents to the behaviour and strategies which de-escalate this behaviour;
- strategies which are in place to support staff to manage the risk and advice as to how staff should access this support;
- an outline of the other resources required to manage the student's behaviour;
- an outline of the method of communicating this plan to staff;
- a documented outline of how to respond to the behaviour;
- appropriate training on how to respond if necessary;
- regular revision of the documented plan; and
- essential to seek assistance or advice from professionals involved to establish the plan, and regular communication in plan revision.

### **Withdrawing Students from School Activities**

Students could also be withdrawn from school activities after consultation with the Principal. This is a different strategy to short-term withdrawal, such as removing a student to another class, which may form part of a teacher's classroom management strategies.

In order to be effective, the withdrawal of a student from a school activity is done as close to the occurrence of the incident as possible.

Withdrawing a student from school activities is used for the following reasons:

- To provide students exhibiting disruptive behaviour with the opportunity to calm down, and reflect on their own behaviour;
- To provide an opportunity to negotiate and plan behaviour management strategies;
- To provide an opportunity for restorative processes to be implemented.

Staff should ensure that these students have the opportunity to complete assignments and assessments to fulfil course requirements.

It is important to remember duty of care obligations and ensure that safety and supervision requirements are met. Decisions regarding location, supervision and the duration of withdrawal should consider the development stage of the student, and the potential emotional, academic and social impact of the withdrawal on the student.

## **Restraint and Physical Contact**

The PART Participants Manual defines restraint as ‘the forcible and involuntary deprivation of the liberty to move about. If an individual has been deprived of the liberty to move freely and if that deprivation was forcibly imposed against the will of the individual, the individual has been restrained.’

Restraint and physical contact should be a last resort. According to the United Nations Declaration of Human Rights (1948), we violate the rights of individuals to whom we are providing services when we:

- physically force them to stop doing something they want to do when what they want to do is not dangerous;
- physically force them to start doing something we want them to do.

### **Physical Contact to care for a student or to maintain order**

Physical contact with students differs to restraint in that it uses little or no physical force and its purpose is to correct or direct a student.

Before using any form of physical contact with a student, the following should be considered:

- Age of the student
- Situation in which it is used
- The purpose of the physical contact
- The likely response of the student.

To maintain order it is preferable to use verbal strategies initially to manage the student’s behaviour. However, reasonable physical contact may become necessary, and can include situations which staff is required to defend themselves from physical harm.

Physical contact can include escorting a student by the arm or hand, holding, guiding or shepherding. It is not to be used when intended to provoke or punish a student, or to cause pain, injury or humiliation.

### **Physical Restraint**

Physical restraint is only considered once alternatives have failed or are deemed inappropriate. Physical restraint is used if a student is acting in a manner that places at risk the safety of any person.

The use of physical restraint should only be done once the school has participated in the PART training, and should have regular training updates to maintain knowledge and skill levels.

When restraint is used:

- It will be used in such a way as to minimise or prevent harm;
- Staff members will maintain communication with the student in an attempt to de-escalate the situation and end the restraint as soon as possible;
- It will stop as soon as staff determine the student is no longer presenting a risk to safety;
- The Principal will provide appropriate support to staff, the student and parents as required after the restraint.

Staff required to use restraint on an ongoing basis to manage the behaviour of an individual student need to ensure that information on this is included in the student's documented plan. Planning for the ongoing use of restraint requires a collaborative approach between the Principal, the student's parents and staff.

The student's documented plan should include the following information:

- Conditions that will lead to the use of physical restraint
- Situations in which physical restraint is not to be used with a student
- Situations that will result in the removal of other students from the immediate environment
- Staff willingness and ability to use physical restraint as an agreed management strategy
- Assistance to be provided for staff who are involved with physical restraint
- Regular review of the behaviour management plan is essential in order to reduce and/or remove the need for physical restraint.

When physical restraint has been used, the incident must be recorded by the staff member and reported to the Principal.

It is important that the written record of incidents where physical restraint is used include:

- location of the incident;
- name of witnesses (staff and/or students);
- incident outline including student's behaviour, what was said, steps taken, degree of

- force applied, and how applied;
- student's response and outcomes; and
- details of any injury or damage to property.

A documented plan should be revised after a physical restraint has occurred, to ensure strategies are appropriate and to reduce the need for physical restraint in the future.

## **Responding to major breaches of School Discipline**

When responding to any major breaches of school discipline, it is important to ensure that the behavioural expectations are reasonable for the person to comply given the circumstances of the case, and that the person is able to comply under the Disability Discrimination Act 1992 and Disability Standards for Education 2005 legislation. A documented plan is required if the person is not able to comply.

### **Suspension of a student from school**

The suspension of a student from school can occur when it is considered that the student has committed a breach of school discipline.

The school needs to determine the maximum period of suspension that can apply. Planning for the student's return and consultation with the parents must occur during the time the student is suspended and be completed before the student returns.

It is important that the principal:

- informs the student and their parent of the reason for the proposed suspension and the intended duration of the suspension; and
- provides the student and their parent a reasonable opportunity to respond. If the principal cannot contact the parent by phone then they must send a letter outlining the intent to suspend and providing the parent with the opportunity to respond.

If after considering all of the relevant evidence including explanations from the student and their parent, the principal decides that there are sufficient grounds for the student to be suspended, the principal must notify the student and their parent in writing of the suspension.

Conditions that are attached to a period of suspension should specify:

- any permission granted for the student to attend school during their period of suspension;
- the school response to a student entering school property without specific permission being given by the principal;
- that the parent is responsible for the student during the period of suspension from school; and
- any other specific conditions considered to be necessary by the principal.

Documented education plans need to be revised after a suspension

### **Exclusion of a student**

A principal can recommend that exclusion be made as a consequence of student behaviour that breaches school discipline when the student's behaviour:

- Has threatened the safety of any person on the school premises or participating in an educational program of the school;
- Is likely to cause or result in damage to school or personal property; or
- Has significantly disrupted the education instruction of other students.

The behaviour that leads to a recommendation for exclusion can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite intervention.



# AL-HIDAYAH ISLAMIC SCHOOL

## TIME-OUT SHEET

What happened? \_\_\_\_\_

\_\_\_\_\_

What were you thinking at the time? \_\_\_\_\_

\_\_\_\_\_

Who has my behaviour affected? \_\_\_\_\_

\_\_\_\_\_

Right now, I feel \_\_\_\_\_

\_\_\_\_\_

I can make things right by \_\_\_\_\_

\_\_\_\_\_

Teacher Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Sign: \_\_\_\_\_

## **Behaviour Management Policy**

### **Acknowledgement**

By signing this Acknowledgement, you are agreeing to abide by this Behaviour Management Policy to the best of your ability and acknowledge that you understand that breaches of this Behaviour Management Policy will be taken seriously.

Please sign and date your Acknowledgement and return to the Administrative Officer within five (5) working days. Thank you.

I \_\_\_\_\_ have read, understood and agree to comply with the terms of this behaviour Management Policy.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Dated