



AL-HIDAYAH ISLAMIC SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Policy No: ADM 020

Version: 3.0 (Approved 22-12-2019)

Responsible Person: Principal

Scheduled Review Date: December 2020

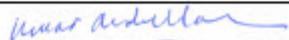
Signed, Chair: 

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1.0 Introduction

At Al Hidayah Islamic School we hold the care, safety and wellbeing of children as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching of Islam.

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

We have a responsibility to create a nurturing school environment where children are respected, their voices are heard; where they are safe and feel safe and are happy and engaged.

Our school community - the Governing Shurah, parents, staff, students and volunteers have a strong commitment to embedding the culture of safe practice in the school. We believe that school is a place that provides a safe school environment conducive to a positive learning environment for both students and staff.

Al-Hidayah Islamic School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. See below for definitions of these terms.

Child abuse:

- 1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
- 2) Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
 - a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b) the child has less power than another person involved in the behaviour; or
 - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- 3) Emotional abuse includes:
 - a) psychological abuse; and
 - b) being exposed to an act of family and domestic violence.
- 4) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
 - a) adequate care for the child; or
 - b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment:

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm.

Degrading punishment:

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child

2.0 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)

3.0 The importance of good manners as stated in the Hadith

Narrated `Abdullah bin `Amr:

Allah's Messenger (PBUH) 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 (PBUH) 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 (PBUH) was asked: ‘What most admits people to Paradise?’ He said: **“Piety and good manners.”**

Narrated AbuHurayrah:

The Prophet (PBUH) 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 (PBUH) said, **"I guarantee a house in Jannah (Paradise) 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."**

4.0 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.

5.0 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

6.0 Related Policies

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

- Student Code of Conduct
- Code of Conduct
- Student Complaints
- Child Safety
- Attendance
- Alcohol, Drugs and Weapons at School
- Child Protection
- Duty of Care for Students
- Emergency and Critical Incident Management
- Enrolment
- Bullying
- Mobile Phone Usage
- Risk Management
- Vision Statement

7.0 Understanding Student Behaviour

The staff understand that human behaviour is generally accepted to be a complex phenomenon. The science of human behaviour has informed positive behavioural support practices that place the emphasis on teaching social and behavioural skills rather than punitive and exclusionary policies. The following behavioural principles or assumptions support staff in understanding behavioural challenges:

- Behaviour is *learned* – responses to behaviour in a student's environment and the modelling of significant others all serve to reinforce the learning of specific behaviours.
- Behaviour is *purposeful* and *communicates needs* in a social environment – understanding the function of the behaviour and the unmet needs provides valuable information to inform support and therapeutic intervention plans.
- Behaviour can be *taught* and *changed* - when viewed as a skill-deficit, the lagging or yet to be developed skills, provide a focus for support (e.g. emotional regulation skills, coping skills, problem-solving skills, communication skills ...)

Additional individual, environmental and situational factors may also contribute to specific behavioural challenges. Factors such as the following (not-exhaustive) may need to be considered when planning appropriate support: identified disability, specific learning needs or strengths, difficulty at home, safety concerns resulting from trauma, mental health difficulties, and disengagement from learning. When the various areas of need are fully understood, it is more likely that effective supports can be planned and implemented.

Guiding Philosophy

Al Hidayah Islamic School is committed to providing a safe and supportive environment for all students and staff and for having processes in place for an effective behaviour management policy.'

At our school, behaviour management is based on the philosophy of pastoral care where all members of the school community are:

- treated with dignity and justice;
- feel safe and secure;
- free to be involved in the teaching and learning process unhindered by any anti-social behaviour;
- aware of the rights, but also the responsibilities to themselves and others;
- aware of the procedures that are put in place to manage inappropriate behaviour;
- assured that teachers will be fair and consistent with discipline; and
- clear that students have been made aware of the consequences of their actions.'

Leadership within the school should:

- develop Policy & Procedure
- access support & consult in developing the school's Policy and Procedure
- consult and inform the school community (staff, students and parents) of the Policy and Procedure

- implement the Policy & Procedure clearly communicating the expectations for all concerned
- review the Policy and Procedure
- model and support the ongoing implementation of the Policy and Procedure

Teachers at the school should:

- be fully aware of all details of the school's Behaviour Management Policy, the Code of Conduct Policy, the Student Code of Conduct and the Child Protection Policy
- the roles and responsibilities of staff in implementing the Behaviour Management Policy and Procedure
- follow the school's process, procedure and protocol when managing behaviour.
- understand current research and practices in student management especially in students with ASD (Autism Spectrum Disorder) and other known neurodevelopmental disorders.
- collaborate with other staff for additional strategies that may be implemented
- collaborate with parents to ensure there is clear communication
- provide a positive classroom environment that builds respectful relationship
- teaching of behavioural expectations

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.

Education Assistants and non-teaching staff should:

- be fully aware of all details of the school's Behaviour Management Policy, the Code of Conduct Policy, the Student Code of Conduct and the Child Protection Policy and the role they play in the process
- partake in any training required in order to understand the school's Behaviour Management Policy and Procedure
- build positive relationships that reflects respect and assists in building a positive school culture
- understanding that all strategies to be used, should be under teacher and/or leadership guidance and in line with policy

Parents in the school community should:

- be aware of the school's student code of conduct and the role they play in the process
- have access to the code online via the school website and at enrolment
- be part of building positive school culture that fosters caring and respectful relationships
- provide information to the school if circumstances change for their child
- collaborate with staff to ensure that their child can be provided with the best support needed

Students should:

- understand the standards and expectations of their conduct and behaviour as stated in the school's student code of conduct;
- be aware of the procedure if these standards and expectations are not met
- build positive relationships with peers and staff that reflects respect and assists in building a positive school culture.

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

8.0 What is important to practice every day at school

LEARNING: QUEST FOR KNOWLEDGE

“I will try my best to learn all I can to allow others to learn without any interference from me”

The Prophet (pbuh) said:

“Whoever travels a path in search of knowledge, Allah will make easy for him a path to Paradise.”
(Muslim 2699)

GETTING ALONG

“I will practice getting along with everyone in all situations”

The Prophet (pbuh) said:

“Whoever wants to enter Paradise, let him treat people the way he would love to be treated.”
(Muslim)

DOING MY BEST

“I will practice doing my best in all situations at school and home”

The Prophet (pbuh) said:

“Allah loves that whenever any of you does something, he does it with perfection.”
(Bayhaqi)

ACTING SAFELY

“I will act and play safely and allow others to play safely”

The Prophet (pbuh) said:

“The Muslim is the one from whose tongue and hand the people are safe.”
(Nasai -4998)

BEING HONEST AND TRUSTWORTHY

“I will practice being honest and trustworthy at all times”

The Prophet (pbuh) said:

“You must be truthful. Truthfulness leads to righteousness (being a person of good morals) and righteousness leads to Paradise.

A man continues to be truthful and encourages honesty until he is recorded as a truthful person with Allah.” (Bukhari 5743)

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 Salaat (prayers).”** (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)

9.0 Whole School strategies to establish and maintain a supportive and positive learning environment

Al Hidayah Islamic School will provide a safe, supportive and respectful learning environment through:

- the communication and implementation of whole school strategies based on current (and reviewed) policy;
- professional learning for **all** staff on whole school strategies and ongoing support;
- delivery to all students of a developmentally appropriate protective behaviours curriculum, developed by experts in child abuse prevention, covering what the boundaries are between appropriate and inappropriate interactions and when, how and whom to tell when a boundary is crossed;
- fair, just and safe practices that comply with relevant legislation;
- the ‘comprehensive implementation of a relevant child-safe organisation framework benchmarked as better practice by a peak body.’
- modelling and practising fair, equitable, non-discriminatory language and behaviours; and
- maximising the educational and social outcomes of all students through identification and reduction of barriers to learning, especially for those vulnerable to marginalisation and exclusion.

10.0 Practices designed to recognise and reinforce student engagement in learning

Positive encouragement

- 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

In the classroom

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

- Developing positive relationships with all students through:
 - Being approachable
 - Modelling positive relationships inside/outside the classroom.
 - Showing respect for students
- Being consistent
- Creating a positive learning environment in the classroom
- Being fully prepared and organized for each day’s teaching & learning by providing learning tasks that are differentiated and that students find interesting, challenging, engaging, appropriate and ensures that students experience some success.
- Establishing a small set of class rules with the class, display them and ensure they are known and understood by all students.
- Establishing clear consequences for rule breaking.
- Procedures are calmly and consistently implemented with all students.
- Respond to appropriate behaviour more than unsuitable behaviour with positive feedback such as a smile or an encouraging comment.
- Encourage student self reflection

Fostering self-esteem

- Recognize 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.
- Make use of all positive reinforcement strategies.
 - Enlist support of the specialist personnel and agencies.

Support agencies

The following support may be utilized 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: Psychologist, Inclusive Education team.

Types of behaviours which may be considered a breach or serious breach

- bullying / harassment behaviour;
- physical assault or intimidation of staff;
- verbal abuse or harassment of staff;
- physical assault or intimidation of students;
- verbal abuse of students;
- sexual harassment of students and/or staff
- wilful offence against property;
- violation of Student Code of Conduct, behaviour management plan, classroom or school rules;
- substance misuse (legal substances such as cigarettes, alcohol or prescribed medication);
- illegal substance offences (those illegal under the Criminal Code); and
- property damage; vandalism
- misuse of social media, e.g. sexting

Fair Process

Procedural fairness in implementing student discipline requires that:

- there is a clear relationship between the rules and the allegation against the student;
- the student is informed about the nature of the complaint or alleged breach in such a way that he or she is capable of understanding it clearly;
- disputed matters are fully investigated;
- the student is given a reasonable opportunity to respond to the allegations or complaint;
- both the investigator and the decision-maker/adjudicator (who may be the same person) are free from bias and from the perception of bias;
- the decision-maker acts reasonably and consistently with school policy;

- the process and outcome are apparently free from discrimination on prohibited grounds;
- the response (consequence) is proportionate to the student's conduct.

Note: A serious breach, for example, vandalism, theft or drugs, needs to have a clear, documented procedure that includes contacting the Police.

Simple approaches for dealing with minor unacceptable behaviour

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

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

1. Reminders: Use of Eye contact, nonverbal cues, quiet verbal reminder
2. Quiet discussion, naming the desired positive behaviour
3. Express disapproval with verbal reprimands (no sarcasm or personal insults.)
4. Seek a verbal commitment from the student to make a change in their behaviour.
5. Time out
6. Short detention
7. Use of Time-Out sheet
8. Student completes self-reflection project followed by discussion with parents and teacher and possibly the Principal.
9. Teacher can discuss situation with the Principal
10. Meet with parents

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. 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.

11.0 Responding to breaches of the Student Code of Conduct

Documented Plans

A documented plan may be used for an individual student when the student may require further strategies and assistance in following the policy, is experiencing unique circumstances that impact their behaviour and/or is diagnosed, by an appropriately qualified professional, with a disability that impacts behaviour.

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 the 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

A Risk Management Plan may be used when a student's behaviour is considered to present a physical risk to the safety of staff, other students or them self. 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 in place to support staff in managing 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;
- professional learning and training for staff in recognising, assessing and responding to 'at risk' behaviour
- regular revision of the documented plan; and
- involve professionals for assistance or advice in establishing the plan and maintain regular communication for revision of the plan

Withdrawing Students from School Activities

Withdrawal of students from school activities is a planned strategy and will involve consultation between the class teacher and the school's administration team. This is a different strategy from short-term withdrawal, such as removing a student to another class, which may form part of a teacher's classroom management strategies.

Withdrawing a student from school activities is a strategy that may be used for the following reasons:

- to provide a student, who is exhibiting disruptive behaviour, with the opportunity to calm down and reflect on their own behaviour;
- to provide a safe place for the student;
- to provide an opportunity to negotiate and plan behaviour management strategies;
- to provide an opportunity to clearly communicate with the student in question;
- to provide an opportunity for restorative processes to be implemented; and/or
- to avoid putting others at risk - (e.g. excursions and camps), in consideration of the safety of students, staff and others.

Staff should ensure that the students who are the subject of a withdrawal are provided with 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 should take into consideration the development stage of the student, and the potential emotional, academic and social impact, of the withdrawal, on the student.

12.0 Restraint and Physical contact

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.

WA Government schools are bound by regulation 38 of the [School Education Regulations 2000](#), which states that school staff under certain conditions, may take action including physical contact with a student or a student's property as is reasonable to:

- manage or care for a student; or
- maintain or re-establish order; or
- prevent or restrain a person from -
 - i. to prevent at risk the safety of any person; or
 - ii. damaging any property.

Please see section 18. *Related Resources* at the end of this document for details regarding approved programs (Team Teach / PART) that provide training in positive handling strategies (including physical restraint) for responding to and managing challenging behaviours.

Physical Restraint

Physical restraint must only be implemented by staff that have been trained in an approved program and should only be considered once alternatives have failed or are deemed inappropriate. Physical restraint should only be 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 or Team Teach training and should have regular training updates to maintain knowledge and skill levels. Evidence of this training must be recorded by the school to identify the members that are qualified to carry out appropriate physical restraint.

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; and
- 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 this information 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:

- Trigger that may lead to the use of physical restraint
- Situations in which physical restraint is not to be used with a student
- Situations that may result in the removal of other students from the immediate environment
- Staff willing and qualified 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 and student's parents.

It is important that the written record of incidents where physical restraint is used be documented. These may include:

- Name of the student, class etc.
- Names of other people present
- Date and location of the incident;
- Details of the behaviour of the individual and the staff including attempts at de-escalation
- Accurate and clear description of who did what
- Names of staff using restraint or restriction
- Names of others who had a role
- Nature of any physical intervention used (what was being attempted and any deviation from what was being attempted)
- Start time and duration of any restraints
- Description of any injuries
- Whether debriefing was offered and accepted
- Whether medical treatment was offered and accepted
- Details of other supporting records relevant to this student
- How effective was the intervention?
- How was the incident resolved and what were the consequences?
- How was the intervention in the best interests of the individual?
- Risk assessment implications – changes/reviews of plans etc.
- Others that may need to be informed of the incident (i.e. councilor, chaplain, outside agencies)
- Signatures and views of those involved

Reference – Team Teach

A documented plan and risk management plan (if applicable), 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.

13.0 Responding to major breaches of the Student Code of Conduct

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 may be required if the person need assistance in complying.

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.

Upon the decision of exclusion, it is recommended the Principal:

- notify the student and a parent of the student that the recommendation has been made for the exclusion; and
- provide the parent with reasons why the recommendation has been made.

Discipline records

Staff are to keep records of disciplinary action on SEQTA and to ensure that relevant policies are implemented fairly.

Communication to staff, students and parents

Al Hidayah Islamic School's communication strategy to ensure all staff, students and members of the school community are aware of and understand the school's management of students' behaviour is communicated via:

- the staff handbook – staff code of conduct;
- the parent information book;
- the student code of conduct;
- the school website;
- staff meetings; and
- parent meetings.

Processes to ensure the school's behaviour management policy is monitored and renewed annually

Al Hidayah Islamic School will ensure that review of the policy and procedures is carried out annually and includes regular monitoring and data, as well as consideration of input from the school community via parent, staff and student surveys; class meetings and parent meetings.

14.0 Definitions

Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

Educational Risk

A student is at educational risk if he or she is of compulsory school age but unable, for one or more reasons such as the following, to participate in mainstream schooling:

- is disengaged from school or vocational education and training as evidenced by persistent nonattendance or a failure or refusal to enrol;
- experiences learning disadvantages or difficulties which cannot be effectively catered for at a reasonably local mainstream school;
- is affected by life risk factors such as domestic violence, abuse, homelessness, transience, addiction, chronic ill-health or pregnancy;
- is subject to a Children's Court order;
- is the subject of a Responsible Parenting Agreement covering school attendance; or
- is a persistent or serious juvenile offender.

Harassment

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment.

Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless).

Unlawful discrimination

Discrimination in education as defined in the *Equal Opportunity Act 1984 (WA)*, *Racial Discrimination Act 1975 (Cth)*, *Sex Discrimination Act 1984 (Cth)*, *Disability Discrimination Act 1992 (Cth)* and *Age Discrimination Act 2004 (Cth)*.

Violence

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

The above definitions are taken from the [Guide to Registration Standards and Other Requirements for Non-Government Schools July 2018](#) (pp 61 & 77-78)



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 and could result in disciplinary action or in termination of your employment.

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

