

LANGFORD ISLAMIC COLLEGE

DISCIPLINE AND BEHAVIOUR MANAGEMENT POLICY

Commencement Date : February 2011

Review Date : February 2012

Category : Student Welfare

Rationale : RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Langford Islamic College is committed to creating a respectful, positive and safe learning environment that is based on mutual trust, provides social support for all students and fosters positive attitudes to learning, participation and achievement.

This plan is integral to maintaining a school environment where students are able to learn and develop without disruptive behaviour hindering their success and enjoyment of learning, and where staff can teach without disruptive behaviours hindering the effectiveness and enjoyment of teaching.

School Beliefs About Behaviour and Learning

Our school community believes that the establishment of good discipline in our school is dependent on four key factors.

All areas of Langford Islamic College are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Langford Islamic College to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Langford Islamic College aims for excellence with integrity in all endeavours. Students study a challenging, diverse and engaging curriculum which they are expected and encouraged to achieve to their fullest potential. The positive caring environment of the school is conducive to the development of the whole individual, intellectually, socially and Islamically.

Courtesy, respect, tolerance and honesty are central to the learning culture of the school.

Consistency – Consistent approaches by all staff and clear expectations of student behaviour.

Ownership – Managing student behaviour in a variety of settings is the responsibility of all staff.

Dealing – All instances of misbehaviour have a consequence and are dealt with in a timely and effective manner in accordance with the plan.

Islamic Ethos – Establishing our Islamic school ethos and culture where a high standard of behaviour is the norm.

These beliefs operate effectively in a supportive school environment where:

- All members feel safe and valued.
- Social and academic outcomes are maximised through quality curriculum, positive interpersonal relationships and good school organisation.
- Non-discriminatory, non-violent and fair actions are practised.
- There are programs in place to develop and acknowledge good behaviour and procedures to respond to misbehaviour.
- Suspension and exclusion are considered when all other approaches have been exhausted.

Facilitating Standards of Behaviour and Responding to Unacceptable Behaviour

The Student Code of Behaviour is:

All students at Langford Islamic College have a right to be happy while they learn. With these rights come responsibilities. It is your responsibility to:

- . Practice self-discipline by displaying appropriate responsible behaviour, language and attitude
- . Be reliable, dependable and punctual
- . Demonstrate readiness to learning by being prepared for lessons, bringing all necessary materials, completing and submitting all homework and assignments, and remaining on task whilst in lessons
- . Create and maintain a clean, safe classroom and school environment
- . Respect the property of others
- . Uphold Langford Islamic College's uniform policy
- . Behave in a manner which brings credit to yourself and the school community
- . Be courteous, considerate and caring of the needs and rights of the total school community

There is no compromise on these responsibilities.

Whole-School Behaviour Support

Our whole-school approach is based around the Langford Islamic Behaviour Code framework which has five foundations (The Langford Islamic 5) –

Faith: To believe in Allah and apply the teachings of the Prophet Muhammed (peace and blessings upon him) in all aspects of our life. It begins with sincerity in our heart and shows in our deeds.

Knowledge: To possess the light of learning so that we can pass it on to others. To discover, innovate, reflect and teach is our mission.

Discipline: To do what is right because it is right and to leave off what is wrong because it is wrong. I am in control of myself, emotions and have a positive effect on others.

Care: To have care and respect for self, my family, the community and the environment. I care so that others will equally care for me.

Forgiveness: To forgive myself and others when an error has occurred. As a young person I am entitled to learn from my mistakes. I am resilient and forgiving of others so that I can be forgiven as well.

The framework draws elements from the Student Code of Behaviour and the You Can Do It! Program and forms the basis for the following whole-school strategies.

Targeted Behaviour Support

Teachers respond to **low**-level misbehaviour by giving clear directions, reinforcing positive behaviour and using verbal and non-verbal messages to warn or cue the student.

BEHAVIOUR POSSIBLE CONSEQUENCES

LEVEL 1

Inappropriate student behaviours to be dealt with at this level include:

- Littering

- Ignoring instruction
- Lateness to class
- Uniform/make-up/hair/jewellery transgressions
- Careless use of school or other equipment
- Minor safety issues
- Not meeting work expectations
- Playing in non designated areas eg gardens, other year level areas.

Possible consequences could include:

- Verbal negotiation or warning.
- Reminder of classroom expectations and rules.
- Asking student to demonstrate understanding of school rule.
- Temporary confiscation of personal items. If repeated applications of the above actions produce no
- Eating drinking in non-designated areas.
- Not getting ready for class or activity
- Minor arguments eg squabble over a ball.

LEVEL 2

Inappropriate student behaviours to be dealt with at this level include:

- Continued level 1 behaviours.
- Refusal to participate in program of instruction.
- Disruptive behaviour in class.
- Disruptive behaviour in play ground.
- Disruptive behaviour at sport activities.
- Insolence.
- Disruptive behaviour on excursions.
- Minor teasing

- Inappropriate language (not including abusive language, swearing) eg put downs.

Possible consequences could include:

- In-class separation or isolation
- Removal from classroom for one-on-one resolution with teacher.
- Removal from playground activity for one-on-one resolution with teacher.
- Assign student to accompany you on playground duty.
- Assign student a supervised lunchtime detention.
- Withdrawal of privileges.

If repeated applications of the above actions produce no improvement in the student's behaviour, then a Level 3 consequence may be applied.

LEVEL 3

Inappropriate student behaviours to be dealt with at this level include:

- Continued Level 2 behaviours
- Wilful and persistent disobedience
- Harmful teasing
- All forms of bullying
- Physical aggression not resulting in a fight eg pushing, kicking, hitting etc
- Abusive language including swearing and racist remarks directed at other students.
- Use of vulgar language or actions.
- Significant verbal threats to students and intimidation of students.
- Vandalism – graffiti and breakage.
- Leaving school grounds without permission.
- Theft of valuables.
- Truancy.
- Possession and use of mobile phone.

- Inciting others to behave inappropriately.
- Chewing bubble gum.
- Unexplained absence from class or detention.

Possible consequences could include:

1. Details of incident recorded on Principal Slip
2. Student attends detention session in Admin.
3. Formal written apology completed.
4. Details of incident entered into Behaviour Management database.
5. Formal letter to parents explaining incident.
6. ISSUING OF Principal SLIP

Other possible consequences:

- Referral to Student Support Team for assessment or support
- Individual Behaviour Support Plan
- Monitoring program – Daily Behaviour Record
- Resolution between coordinator aggrieved party and student.
- Peer mediation or restorative conference.
- Restitution.
- Formal parent interview
- Interagency referral
- Excluded from attending camps, excursions

LEVEL 4

Inappropriate student behaviours to be dealt with at this level include:

- Continued Level 3 behaviours
- Fighting resulting in injury.
- Assault of other students
- Major vandalism

- Major theft.
- Abusive language directed at staff.
- Intimidation of staff.
- Smoking cigarettes and or possession of tobacco products.
- Possession and or consumption of illegal substances.
- Gross indecency. Sexual harassment/misconduct.
- Pornography
- Using internet or other electronic means to direct abusive language or imagery at others

Possible consequences could include:

- Suspension (1-5 days) followed by re-entry meeting with parents and development of Individual Behaviour Contract.
- Restorative conference on return from suspension.
- Restitution
- Police notification.
- Outside agency referral.

LEVEL 5

Inappropriate student behaviours to be dealt with at this level include:

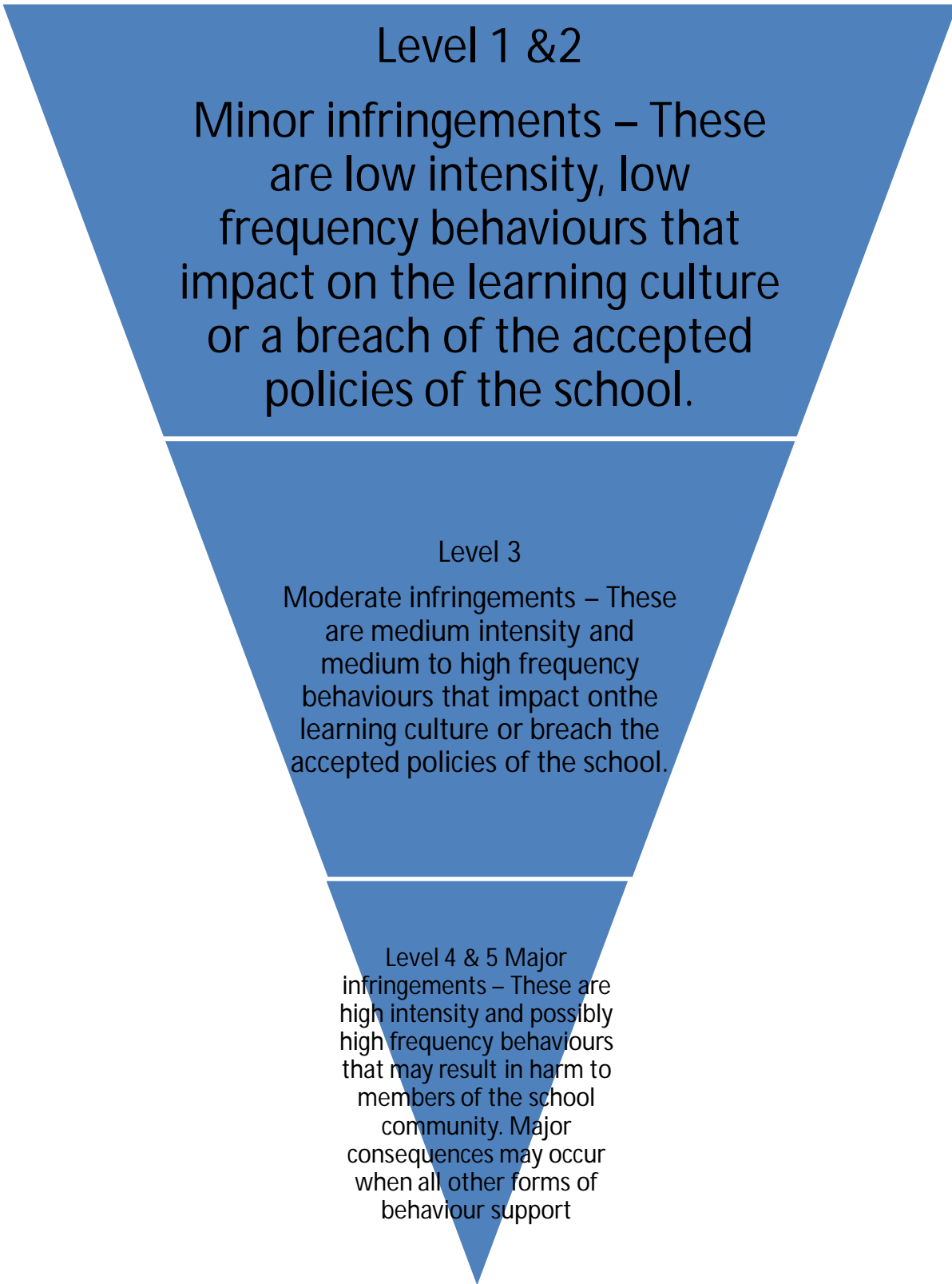
- Extreme or repeated incidence of level 4 behaviour.
- Possession, use and or supply of illegal drugs.
- Other substance abuse
- Possession of a weapon.
- Use of a weapon.
- Violent assault.
- Gross misconduct that is not in the power of the school to address or modify.

Possible consequences could include:

- Suspension (6-20 days) followed by reentry meeting with parents and development of Individual Behaviour Contract.

- Recommendation for exclusion
- Police notification.

Responsible Behaviour Plan Chart of Consequences



ANTIBULLYING/HARASSMENT POLICY

Bully/Harassment is a wilful or conscious pattern of behaviour by one person, the right or group, towards another designed to threaten, frighten, hurt, injure, embarrass or upset that person.

Langford Islamic College will not tolerate bullying or harassment. Respect for others is our value system.

All students and staff have the right to feel safe at all times.

Every member of our school has the responsibility to show tolerance towards and behave in a way that respects the rights of others. Refer to separate **Bullying Policy**.

Bullying/Harassment can be

- Physical aggression – deliberately punching, hitting, kicking, bumping
- Put-down comments or insults
- Name calling or teasing
- Damage to property
- Deliberate exclusion from activities
- Setting up humiliating experiences
- Sending nasty notes, phone or text messages
- Spreading rumours
- Sexual or sex-based harassment
- Racism
- Intolerance of religious beliefs and cultural practices
- Extortion – demanding money
- Stealing
- Electronic messaging/images/cyber bullying

We do not tolerate bullying/harassment.

- It is every students' right and responsibility to report bullying
- Tell the bully to stop annoying you or firmly ignore their behaviour and walk away from them
- Show that it does not upset you. If the bully is not encouraged they may stop.
- Use humour – laugh along with them.
- Avoid high-risk areas before, during and after school
- Talk about it – bullying thrives on silence
- Share your feelings with others. They may help you make a decision
- Talk about it with family and friends
- Discuss your concern with your class teacher, subject teacher, Student Support Team or Student Leader
- Don't get sucked into the "dobber" tag; it ONLY protects the bully

Parents/Guardians can help.

- Watch for signs of distress in your children, eg. Unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising;
- Take an active interest in your children's social life and their friends;
- Inform the school if bullying is suspected by calling the Student Support Team
- Keep a written record (who, what, when, where, why, how)
- Advise your children not to retaliate
- Be willing to attend interviews at school if your children are involved in a bullying incident
- Be willing to inform the school of any cases of suspected bullying – even if your own children are not directly affected.

When staff, students and parents work together, we help to create an Islamic environment at Langford Islamic College.

DRUG POLICY

Definition

A drug is any substance, with the exception of food and water, which when taken by the body, alters its function physically and/or psychologically. The policy includes all drugs, such as analgesics, alcohol, cannabis, amphetamines, ecstasy and tobacco. Solvents (also known as volatile substances) are also included in the school drug policy.

Student's responsibilities

Whilst on school premises or at off-site school functions, students will not:

- Smoke tobacco products
- Consume alcohol
- Use drugs
- Misuse prescribed drugs or over-the-counter drugs
- Deliberately inhale solvents
- Possess, supply or sell tobacco, other drugs or drug related equipment
- Knowingly be in the presence of others who are in breach of this policy.

The school:

- Has a compulsory Health Education Program for Year 8 to 10 students and health related talks for the Year 11-12

- Has a Student Support Team that will maintain close contact with the community-based and the District Local Drug Action Group
- Has a Student Support Team to provide pastoral care, confidential support and referrals on any drug related issues within the school
- Ensures that all staff have access to professional development in drug-related areas
- Acknowledges the need for parent education on drug issues and provides programs to inform and empower parents, eg. Parent Drug Awareness Evenings

Drug Incident Procedure

- Parents will be notified
- First response: ensure student immediate safety and organise first aid if necessary
- Police notification of any students found to be supplying, possessing or under the influence of illegal drugs
- Confiscation of illegal drugs to be handed to the police disposal
- Suspension
- During suspension periods, students will be offered counselling session with an appropriate support agency
- On return from suspension, students will meet with the Student Support Team to review the students' school responsibilities
- A contract is signed between student, parent and Principal witness by the Student Support Tea.

Do you or someone you know have a problem with alcohol or other drugs?

- The Alcohol and Drug Information Service **9442 5000 or 1800 198 024**
- The Community Drug Service Team (S E Metropolitan, Cannington) 93584011

Network Policy

Using Technological and Internet-based Instructional Resources

Langford Islamic College recognizes the advantages and opportunities associated with using computers and internet-based instructional resources. The School also acknowledges that misuse of such resources can be harmful to students and their educational endeavors.

Internet Uses and Behavior

The school provides access to its computer network and the internet for educational purposes only. Students should consult their teacher if they question the appropriateness of an internet activity, site, or resource.

All students must abide by rules of network etiquette, which include the following:

- Being polite.
- Using appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language. Avoid language that is offensive to other users. Distributing, jokes, stories, or other material which is based upon slurs or stereotypes relating to race, gender, ethnicity and nationality
- Asking permission. Forwarding email or materials without permission of the sender is prohibited.

Unacceptable Uses of the Internet and Computers

The following are among the uses considered unacceptable and a violation of this policy.

Uses that violate the law or encourage others to violate the law.

Students may not:

- plagiarize works found on the Internet;
- transmit offensive or harassing messages;

Discipline Policy:

- view, transmit or download pornographic materials or materials that encourage others to violate the law;
- intrude into the networks or computers of others; or,
- uploading a worm, virus, "Trojan horse," "time bomb" or other harmful form of programming or vandalism;
- participate in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.

Internet Safety

Students and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every student must take responsibility for his or her use of the computer network and Internet and avoid these sites.

Cheating, collusion and plagiarism

All work in each individual assessment task must be the work of the student.

Plagiarism, collusion and cheating may include;

- speaking to other students during an examination;
- taking into an examination room any books, notes, paper or equipment other than the equipment allowed;
- taking into an examination room a mobile phone or any other electrical or electronic device unless approved;
- copying (plagiarising) work from another source, be it a student, a written text or an internet site;
- unauthorised assistance in the completion of a project.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that it has been copied or plagiarised.
- The parent/guardian will be informed of the penalty and any further disciplinary action.

Langford Islamic College

Student Reflection Sheet

Student _____ YEAR _____
Teacher _____ Date _____
Subject _____ Lesson _____

TEACHER TO COMPLETE THIS SECTION INCIDENT

During this lesson you will need to complete the following work or copy the behaviour management sections of your handbook

STUDENT TO COMPLETE FOLLOWING SECTION

What are my **responsibilities** as a student?

What responsibilities have I failed to demonstrate in this situation?

In what way did my behaviour discourage positive **relationships** with my teacher and classmates?

In what way did my behaviour show a lack of **respect**?

What am I going to do to change my behaviour in future?

Parent/Guardian Comments:

Parent/Guardian Signature _____

Student Signature _____

Teacher issued consequences completed Yes/No

Teacher Signature _____