Student Discipline Policy

Source of Obligation

The NSW Registration Manual (3.7.1 and 3.7.2) requires that a registered non-government school must have policies relating to discipline of students attending the school that are based on principles of procedural fairness and do not permit corporal punishment of students.

Discipline Policy

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This Student Discipline Policy sets the framework through which Malek Fahd Islamic School manages student discipline.
Religious Principles

Islam teaches us discipline through self-control. While we have free will, we must use this in a responsible way, and treat others with the respect and dignity that we expect for ourselves. With our free will we should practice self-control; this will promote a healthy relationship with Allah SWT.

We practice self-control through praying, fasting, zakat (obligatory charity), Hajj (pilgrimage), etc. For example at the time of Fajr prayer, we may like to sleep, but we get up to pray. While fasting, we feel hungry and thirsty but we practice self-control and refrain from eating or drinking between sunrise and sunset.

Discipline through self-control is explicitly taught in our holy book, the Quran. We are taught to observe and obey the will of Allah SWT and forbid our soul from doing what is wrong and harmful to us. This can only be possible when we practice self-control.

By Islamic principle, our school aims to instill the value of discipline in its students.

“And as for him who fears to stand in the presence of his Lord and forbids his own soul from its whims and caprices then surely Paradise is the abode”

Quran (79:40 & 41)

“O David... do no follow the whims of your own soul for they will lead you astray from God’s path.”

Quran (38:26)

Self-discipline through self-control can be achieved by having perseverance. That is, remaining determined to make the best choices and rejecting poor choices, being self critical by reflecting on your actions and choices, using your time wisely to improve yourself and your relationship with Allah and choosing friends who will encourage you to strive to be the best you can be.

Strategies to Promote Good Discipline

Malek Fahd Islamic School seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations;
- establishing specific teaching and learning programs;
- communicating expectations with the wider school community;
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards; and
- maintaining records with respect to student behaviour.
### Prohibition of Corporal Punishment

It is our policy that:

- we prohibit corporal punishment; and
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

### Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students;
- have decisions determined by a reasonable and unbiased person;
- know the allegations that have been made, and to respond to them;
- be heard before a decision is made; and
- to have a decision reviewed (but not so as to delay an immediate punishment).

Malek Fahd Islamic School is committed to ensuring procedural fairness when disciplining a student.

### The rules and the expected standard of behaviour

Students are expected to abide by the rules of the school, and the directions of teachers and staff.

Examples of written rules that students are expected to follow are dealt with in:

**Student Code of Conduct**

**School Rules**

**Bullying Prevention & Intervention**

**Drugs - Illicit (Student Use Of)**

**Uniform Policy**

**Procedures For Inappropriate Behaviour Or Poor Effort In The Classroom**

The Subject Teacher – Level 1

- Verbal warning stating the unacceptable behaviour and directions to follow classroom instructions.
- Moving the student to another seat in the class.
- Placing the students on school service e.g. playground clean-up.
- Recess or lunch detention.
If the student does not respond to the behaviour management strategies above, the teacher will contact the parents for an interview and send a letter home (Letter Home 1) which parents need to sign and return to the issuing teacher. This will be placed in the student’s file.

If the issue continues the classroom teacher, in conjunction with the Head of Department will develop a plan of action for improvement with the student (Letter Home 2).

The classroom teacher, in conjunction with Head of Department will meet with parents or caregivers for an interview at the school to discuss the unacceptable behaviour, action taken by the school thus far and consequences of continued misbehavior.

All offending behaviour and teacher response needs to be recorded on SENTRAL (High School)/ recorded on the students file by the coordinator (Primary).

The Welfare Coordinator – Level 2

The HoD / Grade Coordinator will refer a student to the Welfare Coordinator only after all of Level 1 procedures have been followed and all relevant Level 1 documentation can be found on SENTRAL.

When the Welfare coordinator receives a student referral from a Head of Department/ Grade Coordinator, the Welfare coordinator will:

- Place the student in the Reflection Room. The Reflection Room provides students with the opportunity to review and analyse their behaviour up until this point. The student will be encouraged to discuss his/her behaviour, the reasons for their behaviour and the consequences of their behaviour. The student will engage in tasks where their behaviour and mind set is challenged and promotion of school values and expectations are reinforced.

- Students are to bring all resources necessary for completion of all classwork as set by their subject teachers.

- (Please note: the Reflection Room can only be used at this point in the Discipline Process, as well as at the discretion of Welfare Coordinators as situations arise e.g. Incorrect uniform); If the issue/ misbehavior continues:

- Discuss the matter with the student and parents and issue a Letter Home 3 (after-school detention). Letter to be signed by parents and retained on SENTRAL and in student’s file; If the issue/ misbehavior continues:

- Welfare Coordinator will issue a 1-2 day suspension. Parents will be informed via telephone and Suspension Notice. Suspension Notice to be signed by parents and returned to school to be kept in students file. (Note: chewing gum on school grounds will result in immediate suspension).

- Upon returning to school, student will report to the Welfare coordinators Office to obtain a Return to Class Letter. Student will also be placed on a two-week conduct card.

Principal/Deputy Principal- Level 3 (Long Suspension, Probation, Expulsion)
Once an incident report has been given to the Welfare coordinator, Welfare Coordinator/s will investigate the matter by interviewing the students involved, teachers and witnesses.

Welfare Coordinator will discuss the matter with student and parents, providing details of the allegation/issue. This may also include providing an outline of the allegations made in witness statements and in consideration of witness protection.

Welfare Coordinator will make available to the student and parents the policies and procedures under which disciplinary action is taken, including the procedure which needs to be undertaken when seeking a review of the decision made in response to the allegations.

Welfare Coordinator will allow the student to respond to the allegations in the presence of a parent/support person.

The key points of the interview/discussion will be recorded in writing.

The Welfare Coordinator will discuss the offending behaviour and possible penalties with the Principal/Deputy Principal.

Once the Principal/Deputy Principal makes the decision for suspension, probation or expulsion, the Welfare coordinator will then prepare either a letter of suspension, probation contract or letter of expulsion.

The Welfare Coordinator will arrange a meeting with parents and the Principal/ Deputy Principal to present the decision to parents. The parents will sign and return the letter/contract to school.

A suspension or expulsion can only proceed once step 8 has been completed. Only the Principal/Deputy Principal can approve a long suspension or expulsion.

After a suspension, a student can return to school only after the student has met with the Welfare Coordinator to support the successful return back into the school community. A Return to Class Letter must also be issued.

The Malek Fahd Islamic School discipline flow chart can be viewed here.

All documentation including letters, forms and conduct cards relating to student discipline can be viewed here.

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**Procedures for Long Suspension, Expulsion and Probation - The Hearing Rule**

A decision to suspend or expel a student may only be made by the Deputy Principal or Principal.

In accordance with the hearing rule, where the offending behaviour is of such a nature that it may result in a long suspension, ten (10) days or more, probation or expulsion, the student will be:

- Informed, in writing, of the allegation/s related to an infringement and any other information which will be taken into account in considering the matter.
- Informed, in writing, as to who will make the decision regarding the punishment
- Informed, in writing, of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- Informed, in writing, regarding the procedure which needs to be undertaken when seeking a review of the decision made in response to the allegations
Consequences

There are a range of consequences that students will face if they breach school rules, or are disobedient. These include:

- warnings or reprimands (verbal and written);
- time outs;
- clean up duties;
- cancellation of privileges;
- withdrawal from school activities;
- lunch time detentions;
- after school detentions;
- Saturday detentions;
- suspension; and
- exclusion.

Individual Behaviour Management Plan

Where the level of misbehaviour is in breach of the school’s Code of Conduct, individual behaviour management plans may be made.

Plans will be negotiated between school staff, students and parents/guardians, and will consider the student’s:

- age;
- developmental needs; and
- behavioural context.

Desired behaviour/goals of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

The school will refer the student to other support available and review, assess, change and modify the plan as needed.
Implementation

This policy is implemented by:

- Staff training and professional development opportunities in behaviour management;
- Communicating this policy to the school community;
- Monitoring the effectiveness of the policy; and
- Reviewing and evaluating the policy annually.

Related Policies

Suspension and Expulsion Procedures
Code of Conduct (Students)
School Rules
Bullying Prevention & Intervention
Drugs - Illicit (Student Use Of)
Uniform Policy