

Malek Fahd Islamic School Limited

ABN 41 003 864 891



DISCIPLINE POLICY AND PROCEDURE

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Discipline through self-control

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 instil the value of discipline in its students.

Self-control in the Quran

“But he who feared to stand before his Lord and restrained himself from evil desires”

Quran (79:40)

“O David, indeed we have made you a successor upon the earth, so judge between the people in truth and do not follow (your own) desire, as it will lead you astray from the way of Allah.”

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.

The importance of self-discipline

Teachers and students have the right to teach and learn in an environment that is free from disruption, intimidation, harassment and discrimination. For this to be achieved, Malek Fahd Islamic School will maintain high standards of student behaviour.

Rules and consequences- General information

Our school rules are designed to foster respect and responsibility as well as the value of self-discipline in our students. There are a range of consequences for not respecting school rules. These may include the withdrawal of privileges, detention, restitution for damage, isolation from school activities, exclusion, suspension, long suspension or expulsion. Penalties will be applied based on procedural fairness.

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Primary Positive Reward Systems

Positive Behaviour Interventions and Supports program is a whole school system that encourages a proactive approach as opposed to a reactive one. Systems are put into place to promote positive behaviour, making it easier to succeed in the school environment.

Reward System One:

The Student Reward System aims to identify and reward students who make significant and positive contributions. It seeks to encourage and recognize participation in a wide range of school activities such as:

- Making significant and positive contributions in academic performance, and in behaviour
- Participation and representation in class and school initiatives, and activities
- Demonstrating good citizenship and values such as respect, responsibility, right choice and care for others

5 Merit Cards = 1 Bronze Award

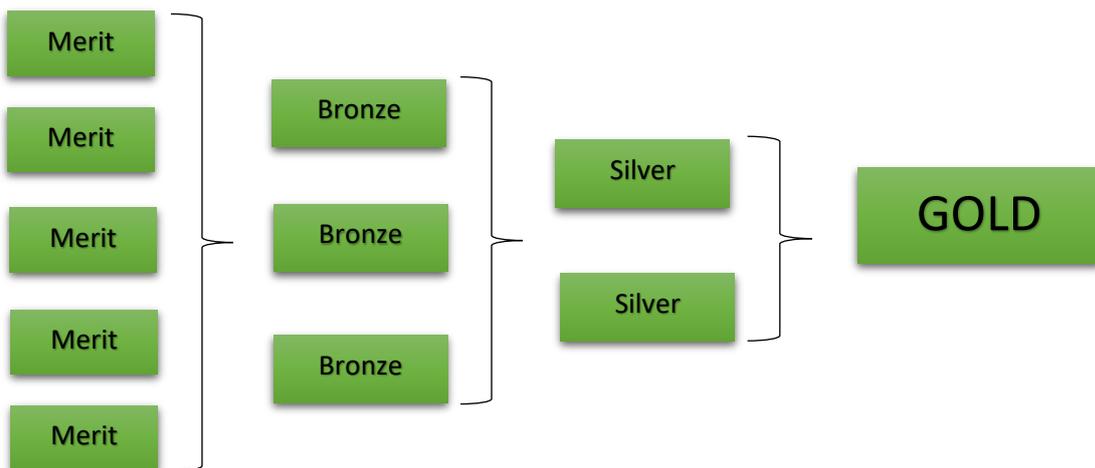
3 Bronze Awards = 1 Silver Award

2 Silver Awards = 1 Gold Award

Reward System Two – Weekly Awards

These awards are presented on a weekly basis to acknowledge and encourage students who have shown momentary achievements in school behavior and/or classwork

The **Principal Award**, and the **Arabic, Quran and Islamic Studies Award**, is presented to students who make an extraordinary effort in their work or display exemplary manners in a particular week.



5 Merit Awards = 3 Bronze Awards = 2 Silver Awards = 1 Gold Award

Secondary Positive Reward System

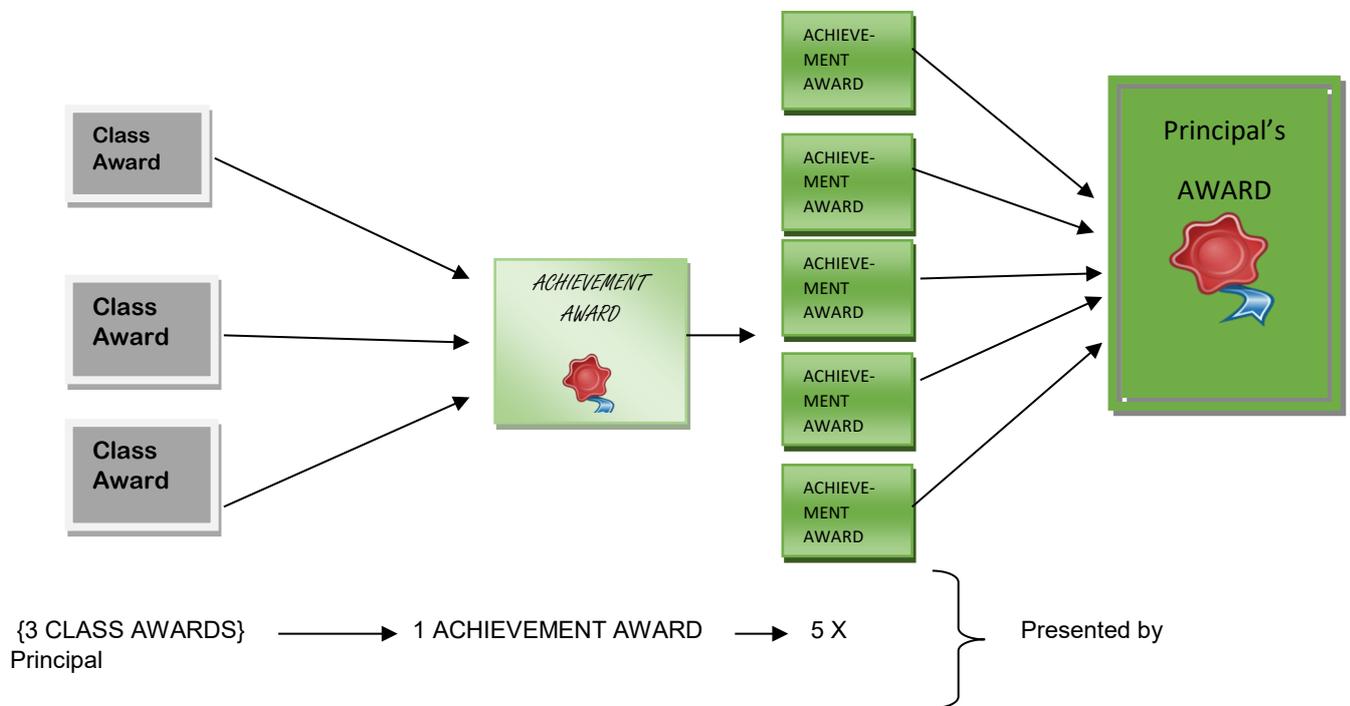


Awards

Each year MFIS holds a Presentation Assembly to celebrate student achievement. Awards are presented to students for: -

- Academic Excellence / Most Improved
- Sporting Achievement
- Personal Achievement
- Consistency

Throughout the year, General Assemblies are held for both Girls and Boys at which certificates are presented to students. The MFIS Merit Award System is as follows:-



3 class awards will merit an achievement award. Once the student has been awarded 5 achievement awards, they are eligible for a Principals Award which will be presented by the Principal.

If at any time you have a concern about some aspect of School life where you may be feeling uncomfortable or if you have a concern about something happening to you at the School, it needs to be resolved. It may be a concern with another student, a member of staff or just a feeling that by you saying something a situation can be improved.

Consider your concern and approach the person who you think can best be of help to you. It maybe your Year Adviser, a Roll Call Teacher, your class teacher, a Head of Department, the School Counsellor or a student leader. Explain your concern and ask them to enquire on your behalf as to the best way a solution can be achieved. Alternatively, send a letter marked Confidential to the Deputy Principal. Your letter will be acknowledged as soon as possible.

This may involve some time, but the School wants you to feel confident that problems can be resolved.

- The Principal will make the final decision.

CORPORAL PUNISHMENT

It is important to note that throughout the whole disciplinary process maintained by the school;

- **Physical Violence is not permitted and is not used to discipline students attending Malek Fahd Islamic Schools**
- **Non-school persons, including parents, must also note that physical violence is not permitted and not to be used to enforce discipline at the school.**

CONSEQUENCES OF A BREACH OF THE RULES

Consequences for a breach shall be based on the severity of the breach and on prior disciplinary actions at the relevant level set out below. Some consequences are progressive and also will be applied as appropriate (see Appendix A from Student diary). Further sanctions may be applied at the discretion of the Head of Campus, Deputy Principal, Wellbeing staff or the Principal depending on the severity of the breach.

Note: The consequences below range from mildest (Level 1) through to most severe (Level 5).

Appendix A: Disciplinary Action & Consequences

No	BREACH OF THE RULES	LEVEL OF POSSIBLE CONSEQUENCE
1.	Abuse: verbal, written or otherwise expressed. This includes using profanity and it also includes frightening or threatening another person with bodily or property harm, pushing, bumping or tripping with the intent to frighten or threaten. It also includes students arousing alarm in others through the use of language that is discriminatory, abusive, threatening or obscene.	1, 2, 3, 4, 5
2.	Assault – Physical: acting with intent to cause fear in another person intentionally bullying, inflicting or attempting to inflict bodily harm upon another person.	2, 3, 4, 5
3.	Assault – Verbal: written or otherwise expressed, confrontation with a student or staff member which bullies, intimidates, threatens or causes fear of bodily harm.	2, 3, 4, 5
4.	Bodily Harm: committing an act which intentionally inflicts bodily harm upon another person.	3, 4, 5
5.	Bullying: Including verbal, exclusion or physical.	1, 2, 3, 4, 5, restorative justice practises
6.	Cyberbullying: the ongoing abuse of power to threaten or harm another person using technology.	2, 3, 4, 5 restorative justice practises
7.	Chewing Gum: Students chewing gum.	1, 2, 3, 4, 5
8.	Damage of Property (Vandalism): defacing, cutting or otherwise damaging property, including chewing gum that belongs to the school, other students, employees or others.	1, 2, 3, 4, 5 restitution
9.	Defamation: Bringing the reputation of a school community member (including teachers, parents and students), group of members or the school into disrepute This could be online, in person or through publication.	3, 4, 5
10.	Disruption: any behaviour which disrupts or interrupts the normal teaching - learning process.	1, 2, 3, 4, 5
11.	Driving, careless or reckless: driving on school property in such a manner as to endanger persons or property, parking on school grounds without permission.	1,2 Loss of Permission to enter school driving
12.	Disregard of after school detention: Failure to serve assigned detention.	2, 3, 4, 5 and double time allocated
13.	Fighting: adversarial physical contact (differentiated from poking, pushing, shoving or scuffling) in which one or the other party(ies) or both contributed to the situation by verbally instigating a fight and/or physical action. Promoting/instigating a fight, participating in a fight verbally or through behaviour.	3, 4, 5
14.	Forgery/Plagiarism: the signing of a note for a parent or staff member. This includes changing exam answers and cheating in exams. Loss of credit for the assignment/exam.	1, 2, 3, 4, 5
15.	Harassment, including sexual or racial: participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals, including displaying pornography and words or actions that negatively impact on individual or group based on their racial, cultural or religious background, their sex, their sexual orientation, any disabilities they may have, or their colour and nationality.	3, 4, 5

16.	Illicit Substances: (i) this includes over the counter or prescription drugs, including alcohol, used for the purpose of mood alteration or intoxication, or inhaling the fumes of certain volatile substances for their mood altering or intoxicating effect. Prescription medication must be left with and administered by the school nurse. (ii) Smoking: inhaling or exhaling of illicit substances including tobacco (Including E-cigarettes or vapour cigarettes)	5 Police referral may follow. 4, 5
17.	Insubordination: wilful refusal to follow an appropriate/reasonable direction given by a staff member.	2, 3, 4, 5
18.	ICT Misconduct: Misuse of school provided or personal digital devices and online services on school grounds, at school related activities or outside of school (where misuse impacts on the school or a member of the school community)	4, 5
19.	Littering: carelessly or deliberately dropping rubbish, includes not assisting with clean up duties.	1, 2, 3, 4, 5
20.	Mobile Phones/Electronic Devices: Electronic devices including mobile phones, smart watches, radios, headsets, Bluetooth speakers etc...that are permitted in school but must not be seen.	2,3,4,5 Confiscation of device and return to Parents.
21.	Tardiness: being late to school or class with no valid excuse.	1, 2, 3, 4, 5
22.	Theft, or knowingly receiving or possessing stolen property: the unauthorised taking of the property of another person or receiving or possessing such property.	3, 4, 5 Police referral may follow
23.	Truancy: illegal absence from school, not being present in class without permission. This includes departure from school grounds without permission during school hours.	2, 3, 4, 5
24.	Uniform: This includes inappropriate haircut (Boys haircut must be short, neat and 1 level), wearing makeup or not wearing the correct uniform including sport uniform and jewellery/body paint (Henna).	1, 2, 3, 4 and issue rectified. Confiscation and return to Parent.
25.	Weapon or lookalike weapon: possessing any device intended to look like a weapon that would be capable of producing bodily harm.	5

Greenacre Secondary Afternoon Detention

For certain breaches of School Rules, students may be placed on Afternoon Detention. These detentions are run by the Welfare Coordinators on specific days of the week from 3:30pm to 4:20pm. Parents will be notified via a letter or phone call if this should occur.

Students will report to the relevant Welfare Office to undertake their Afternoon Detention. Students will spend detention writing a self- reflection on their behaviour and discuss ways in which to improve their behaviour with the Welfare Coordinator.

Primary Discipline Flowchart

A serious incident can be referred to any level of the Discipline Flowchart

Level 1 – Classroom Teacher/Subject Teacher & Grade Coordinator

- **Implementation of classroom strategies.** The teacher conferences with the student about concerns they have about their behaviour. The teacher will make expectations clear and set up classroom goals for success. An accumulation of incidents will lead to the classroom teacher informing the parents.
- **Letter Home 1.** Teacher continues conferencing with student and implementing classroom strategies. If behaviour does not improve, Letter Home 1 is issued.
- **Letter Home 2.** If despite support, the student's behaviour does not improve, parents are informed, and Letter Home 2 is issued. Discuss with the parent that if their child's behaviour does not improve then the student will be referred to **Level 2**.

Level 2 – Grade Coordinator & Stage Coordinator

- **Assess the Referral.** Student behaviour is investigated and reviewed. The student can be maintained on Level 1, with a behaviour plan developed with the classroom teacher OR moved forward. Parents are informed, followed by an email confirming the conversation.
- **Lunch Reflection 1.** Student reflects on their behaviour and is counselled and provided with an opportunity to improve. Discuss with the student concerns and expectations about their behaviour and potential consequences, if behaviour does not improve.
- **Lunch Reflection 2 and Yellow Progress Card (1 Week).** If despite support, the student's behaviour does not improve, parents are informed, and Lunch Reflection 2 is issued. Discuss with the parent that if their child's behaviour does not improve then the student will be referred to Level 3.

Level 3 – Stage Coordinator & Deputy Head of Campus

- **Assess the Referral.** Student behaviour is investigated and reviewed. The student can be maintained on Level 2, with monitoring and a behaviour plan developed with the classroom teacher & Wellbeing Coordinator OR moved forward. A meeting is held with the parents, followed by an email confirming the details of the meeting.
- **Afterschool Detention 1.** Contact parents/caregivers. Student is counselled and provided with an opportunity to improve.
- **Afterschool Detention 2 and Orange Progress Card (1 Week).** If despite support, the student's behaviour does not improve, parents are informed, and Afterschool Detention 2 is issued. Discuss with the parent that if their child's behaviour does not improve then the student will be referred to Level 4.

Level 4 – Head of Campus & Deputy Principal

- **Assess the Referral.** Reviews all documentation and then following a meeting with student and parent/caregivers, make a decision on whether a Suspension will be issued.
- **Suspension 1, Red Progress Card (2 Weeks) and Warning Letter.** Following a meeting with parents and student, Suspension 1 and a Warning Letter is issued. On the student's return a two-week Red Progress Card is issued. The student is counselled and supported by the Wellbeing Coordinator and School Counsellor.
- **Suspension 2 and Final Warning Letter.** If despite support, the student's behaviour does not improve, Suspension 2 and a Final Warning Letter is issued. On the student's return a student will work with the Wellbeing Coordinator and School Counsellor. If despite support, the student's behaviour does not improve or a serious incident has occurred, the student is referred to Level 5.

Level 5 – Principal

- The Principal, after due process, may determine that a student be permanently removed from the School.
- Appeals against expulsion must be carried out by the Principal.

Greenacre Secondary Discipline Flowchart

Level 1- Subject Teacher (Secondary)

- First instance of misbehaviour (individual student): teacher speaks to the student privately and conveys concerns about the students' behaviour and potential consequences. (Recess or Lunch time reflection / detention)
- Teacher communicates with parent/s about behaviour in their class.
- Teacher generates a contextualise **Letter Home 1** and informs parents via phone. Communicate and log any conversations on Sentral

Level 2 – Head of Department & Year Advisor GA Secondary

- The Head of Department may contextualise the areas of concern and issue a **Yellow Progress Card** (All subject areas for 2 week)
- Continued misbehaviour will result in the Head of Department and Year Advisor conducting a meeting with the parents and student. The Head of Department may issue an after-school detention.
- Year Advisor can monitor and mentor the student regarding their behaviour.
- Head of Department in consultation with Welfare can escalate to Orange Progress card if a student's situation requires.

Level 3 – Welfare & Deputy Head of Campus GA Secondary

- Year Advisor will inform Welfare who will contact parents and contextualise the areas of concern and issue an **Orange Progress Card** (All subject areas for 2 weeks.)
- Welfare may recommend the Counsellor, Chaplain and Heads of Wellbeing to be involved with designing, facilitating and implementing a mentoring and Social – Emotional Learning SEL learning program.

Level 4 – Head of Campus & Deputy Principal

- Head of Campus will contact parents and contextualise the areas of concern and issue a **Red Progress Card** (All subject areas for 2 weeks.)
- Head of Campus and Deputy Principal will review all documentation and decide whether to issue a Suspension.
- Post Suspension: Head of Campus to arrange with School Counsellor, Chaplain and Welfare to meet with student and developed a student plan to focus on their behavioural modification.
- The Deputy Principal will issue a warning letter to student and parents.

Level 5 – Principal

- The Principal, after consideration from a panel's recommendation, may determine that a student be permanently removed from the School.
- Appeals against expulsion must be carried out by the Principal.

Procedural Fairness

In accordance with the Education Act, Malek Fahd Islamic Schools Discipline Policy is based on procedural fairness. This means that the process that leads to the imposition of penalties such as suspension, expulsion and exclusion is procedurally fair.

Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- Know the process by which the matter will be considered
- Respond to the allegations
- Know how to seek a review of the decision made in response to the allegations

The 'right to an unbiased decision' includes the right to:

- Impartiality in an investigation and decision-making
- An absence of bias by a decision-maker

The review mechanism adds to the fairness of the process and offers a check in case there is a perceived 'conflict of interest'.

Students are required to abide by the school's rules and to follow directions of teachers and other people with authority delegated by the school. Penalties imposed for breaches will vary according to the behaviour and the prior record of the student.

Students will be:

- informed of the alleged infringement.
- informed as to who will make the decision on the penalty.
- informed of the procedures to be followed which will include where deemed necessary an opportunity to have a parent or guardian present when responding to allegations; and
- afforded the right of review or appeal, especially, but not limited to cases of suspension and/or expulsion.

The Principal/Deputy Principal or their nominee will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parents) of that view. The student would be advised that if they wish this preliminary decision to be reviewed they make an application in writing/email/SMS for review to the Principal and submit any information they want to be considered in the review process.

The committee appointed for the appeal to be heard is to be comprised of staff not directly associated with the specific discipline matter that led to the review. They may include the Deputy Principal, Head of School, Welfare Coordinator, a subject Head Teacher, a Year Adviser or a subject teacher. The committee reviews the findings and speaks to the student (and parents), then making a final recommendation to the Principal.

It should be realised that it is not the policy of Malek Fahd Islamic School to make submissions to other schools that recommends that a student who has been asked to leave the school, or who has been expelled, be excluded from enrolling at another school.

Rather, where feasible, the Principal will actively seek to ensure the student is placed in another school.

Appeals Process – the right to an unbiased decision

In case of an appeal

- a student will have the right to impartiality in an investigation and decision making; and
- a right to the absence of bias by the decision maker.

The review process for a penalty of a suspension or expulsion is as follows:

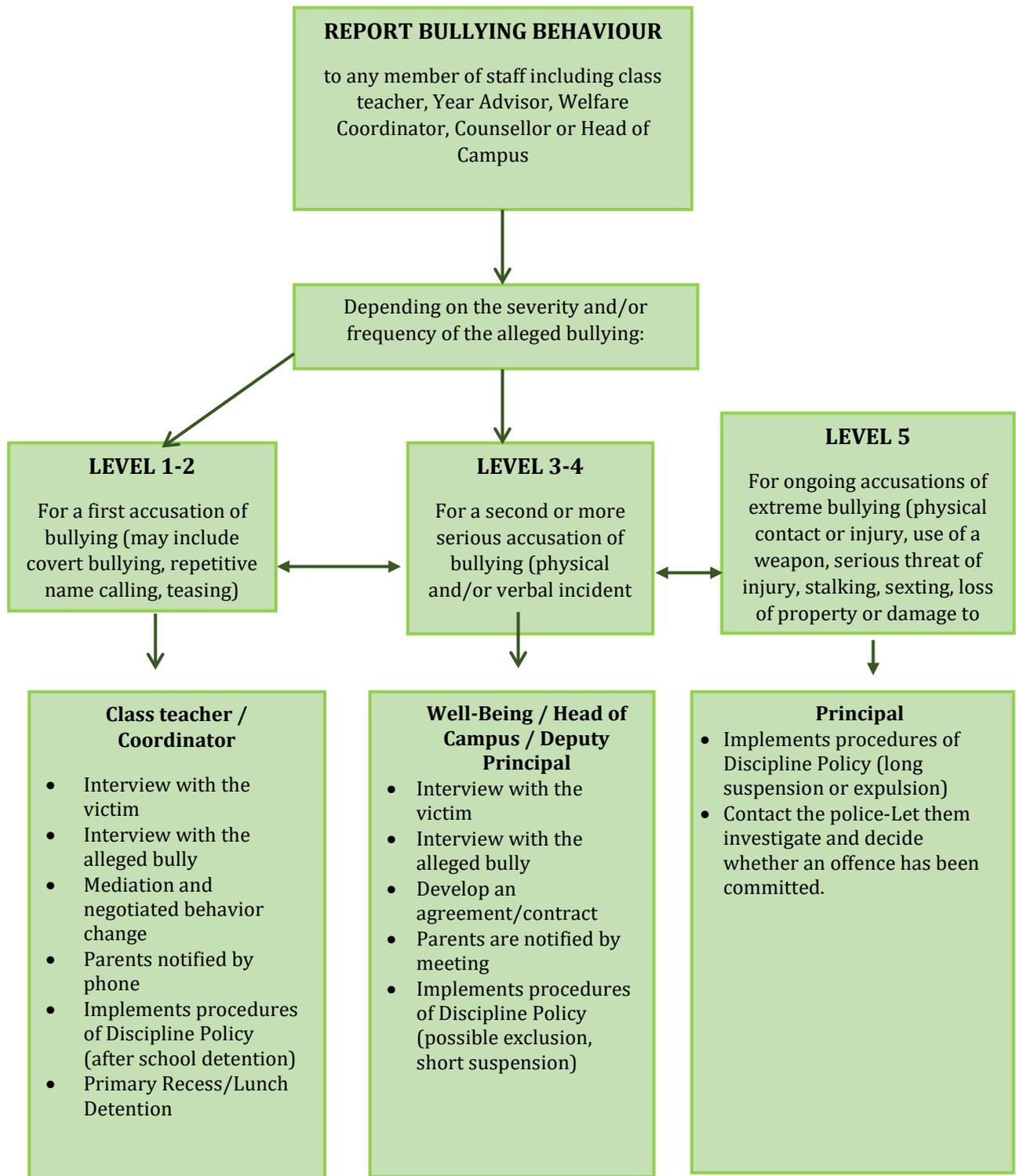
- Once a decision of the penalty has been made, the student and parent/s will be informed of the decision and recommendations.
- The parents may make representations to the Principal in respect of the finding and recommendation. This must be done in writing and within two days of the final decision being presented to the student and parents.
- The Principal will ask an impartial executive staff member to review the preliminary decision and then make a recommendation to the Principal.
- The review process will be conducted in a reasonable time period to allow the panel to conduct and finalise.
- A recommendation to uphold or amend the penalty will be made to the Principal.



Greenacre Primary MFIS Anti-Bullying Flowchart

Definition: 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).

Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.



Outcomes

Record on Sentral

Class teacher and Coordinator monitors, reviews situation with student(s), staff and parent until matter is resolved.

Outcomes

Record on Sentral

- Provide support strategies for the victim in collaboration with the School Counsellor and School Chaplain.
- Behaviour modification program for bully in collaboration with School Counsellor and School Chaplain.
- Liaise regularly with Police Liaison Officer.

Outcomes

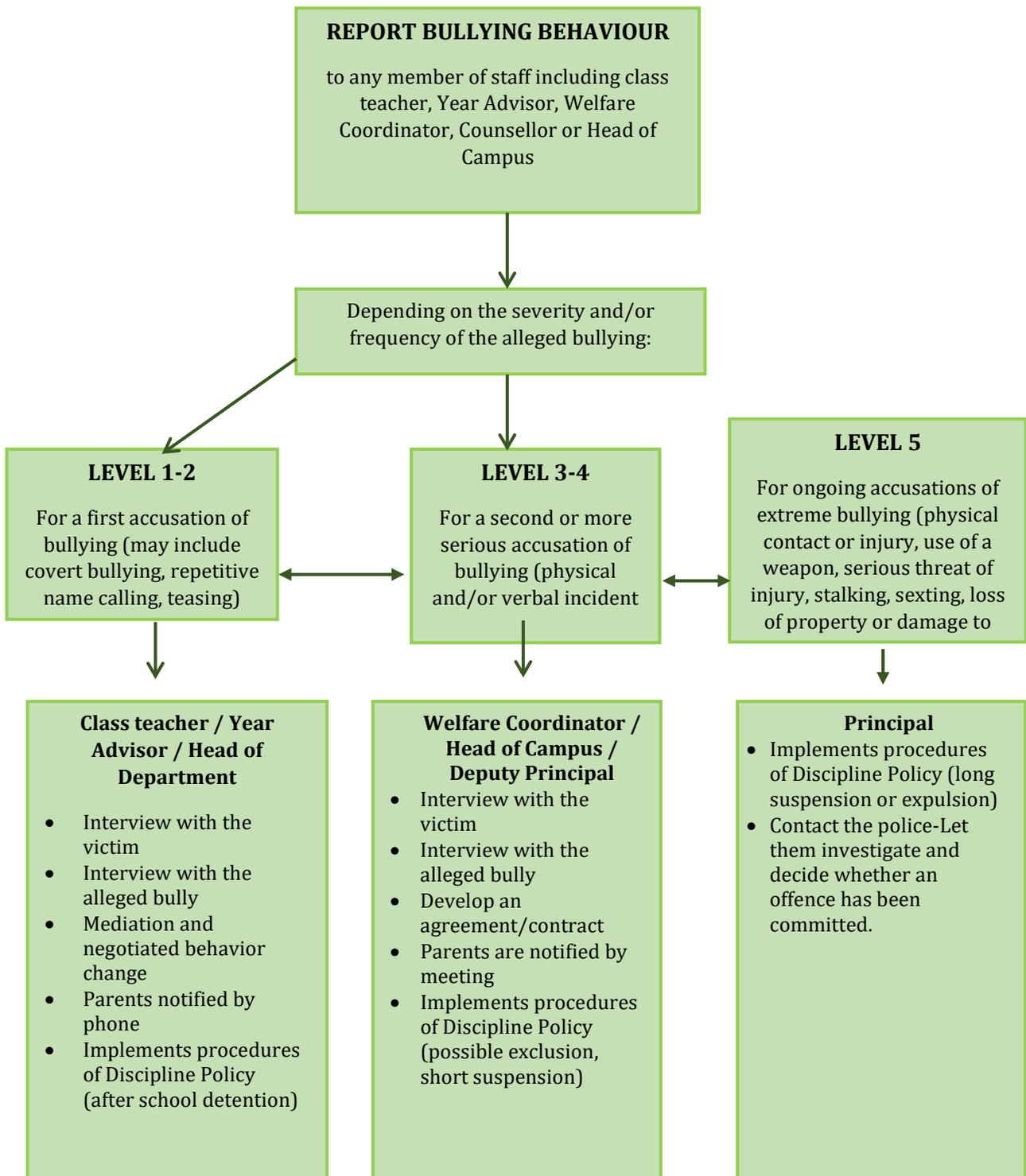
Record on file



Greenacre Secondary MFIS Anti-Bullying Flowchart

Definition: 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).

Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.



Outcomes

Record on Sentral

Year Adviser monitors, reviews situation with student(s), staff and parent until matter is resolved.

Outcomes

Record on Sentral

- Provide support strategies for the victim in collaboration with the School Counsellor and School Chaplain.
- Behaviour modification program for bully in collaboration with School Counsellor and School Chaplain.
- Liaise regularly with Police Liaison Officer.

Outcomes

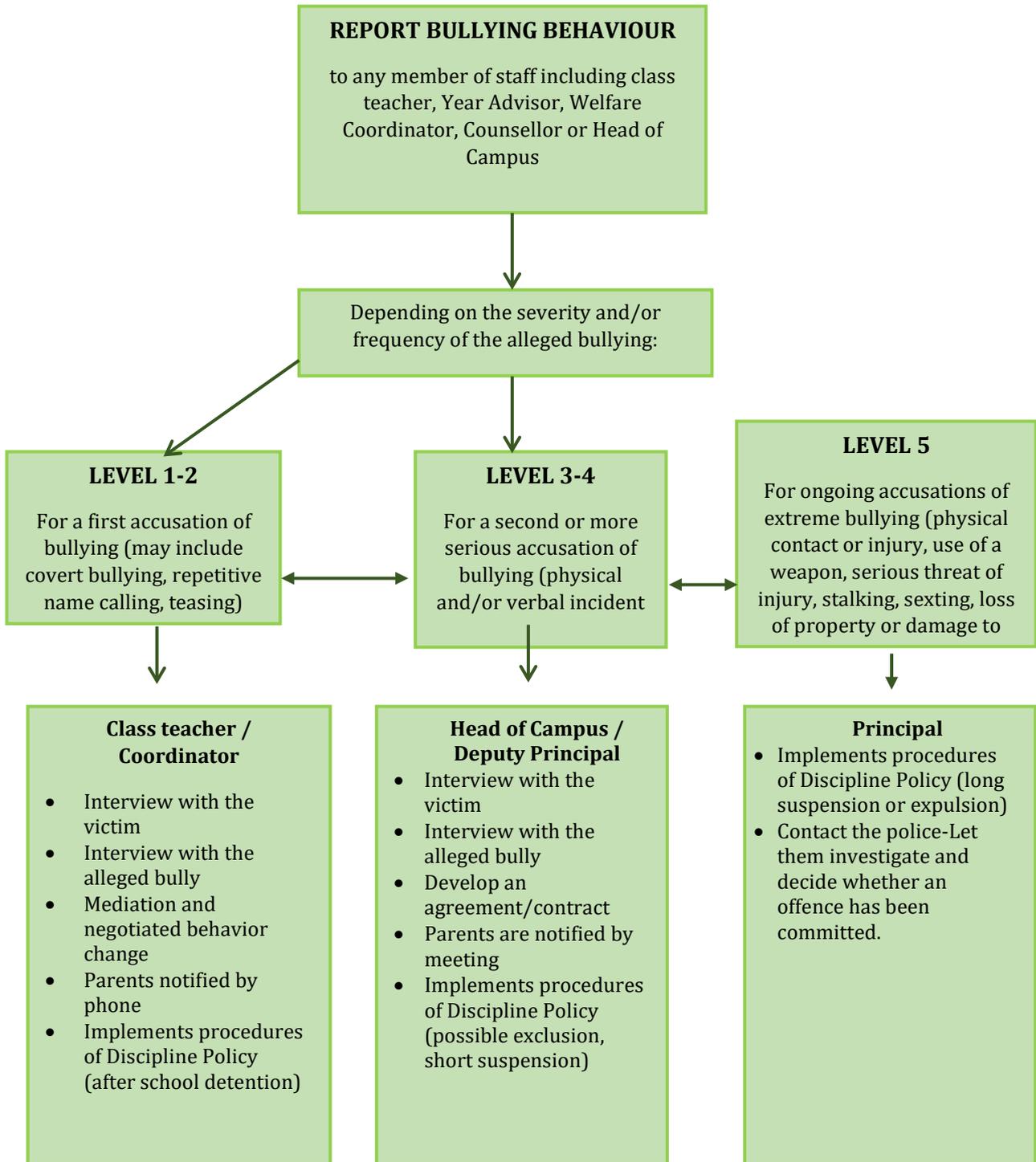
Record on file



Beaumont Hills Primary and Secondary MFIS Anti-Bullying Flowchart

Definition: 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).

Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.



Outcomes

Record on Sentral

Class teacher and Coordinator monitors, reviews situation with student(s), staff and parent until matter is resolved.

Outcomes

Record on Sentral

- Provide support strategies for the victim in collaboration with the School Counsellor and School Chaplain.
- Behaviour modification program for bully in collaboration with School Counsellor and School Chaplain.
- Liaise regularly with Police Liaison Officer.

Outcomes

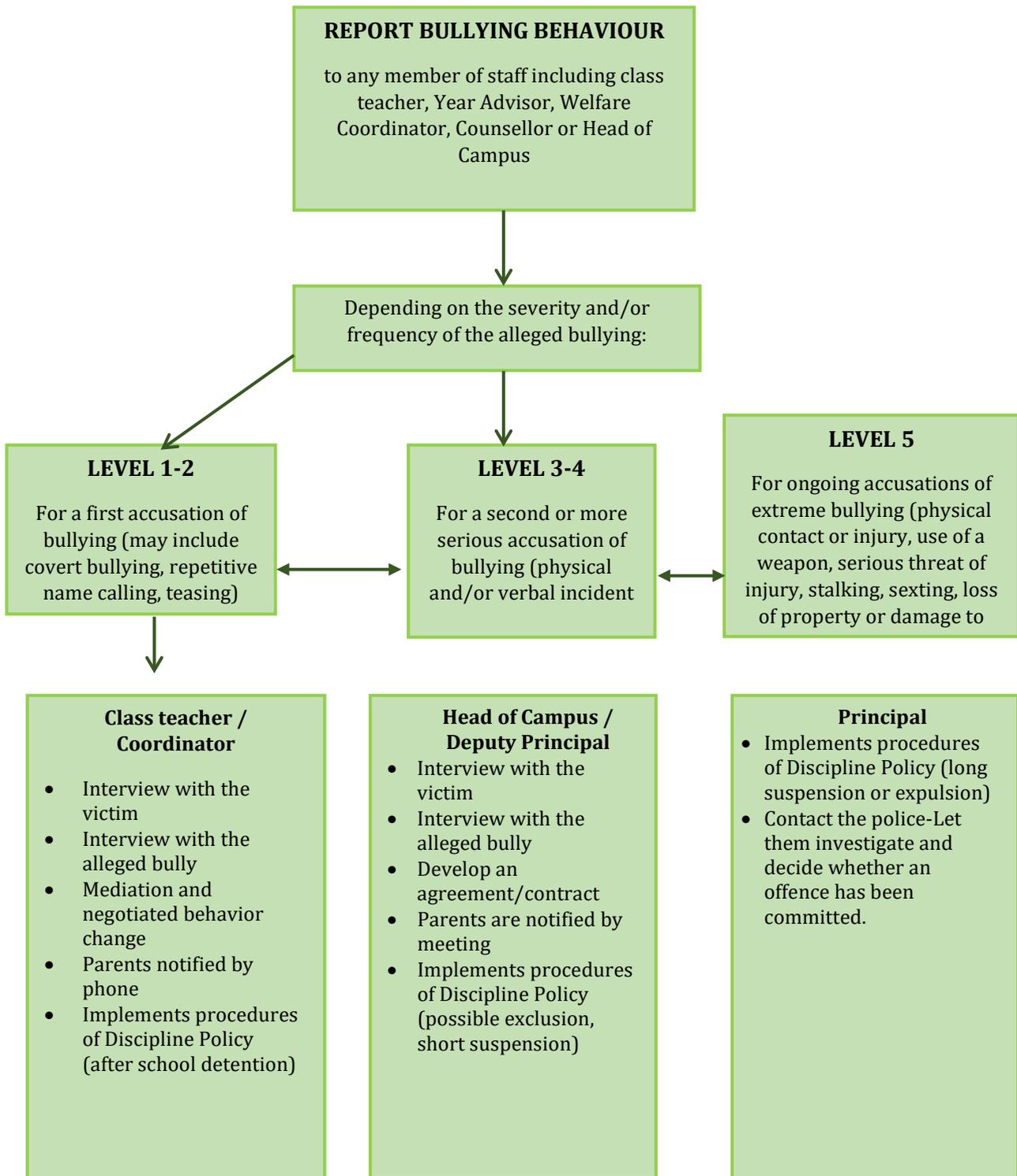
Record on file



Hoxton Park Primary and Secondary MFIS Anti-Bullying Flowchart

Definition: 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).

Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.



Outcomes

Record on Sentral

Class teacher and Coordinator monitors, reviews situation with student(s), staff and parent until matter is resolved.

Outcomes

Record on Sentral

- Provide support strategies for the victim in collaboration with the School Counsellor and School Chaplain.
- Behaviour modification program for bully in collaboration with School Counsellor and School Chaplain.
- Liaise regularly with Police Liaison Officer.

Outcomes

Record on file