



STUDENT

BEHAVIOUR MANAGEMENT

POLICY & HANDBOOK

This Handbook was first published by Darul Ulum College of Victoria in 2006 and has undergone several major reviews since its initial publication.

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Discipline Council
Darul Ulum College of Victoria Baird Street
PO Box 130
Fawkner Victoria 3060
Email: - info@dulum.vic.edu.au


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STUDENT BEHAVIOUR MANAGEMENT POLICY

Rationale

At Darul Ulum College of Victoria at both of its campuses, staff and students are expected to conduct themselves in a manner that maintains a climate in which all students feel respected and safe. A fair and equitable school-wide Student Behaviour Management Policy contributes to that climate and influences students' learning experiences.

This Handbook must be read in conjunction with the school's Child Safety Policy, Child Safety Risk Management Policy, Anti-Bullying Policy, Protecting Children – Mandatory Reporting of Child Abuse Policy, Duty of Care Policy, Code of Conduct for Staff and Others Who Interact with Students, Uniform Policy, Student Attendance Policy and the Student Code of Conduct.

Goals

1. To develop within students self-discipline and a sense of responsibility.
2. To enhance students' self-esteem and encourage respect for others.
3. To foster good relations between students, teachers and the school community by encouraging acceptable and positive behaviours.
4. To know and understand the reasons for rules and routines.
5. To establish well understood and logical consequences for student behaviour.
6. To train students on sound habits of good behaviour.
7. To facilitate a consistent approach to discipline amongst all staff members.

Outcomes

This Policy aims to facilitate the following outcomes among students:

1. Know their rights and responsibilities.
2. Be able to:
 - a) Discuss and address incidents calmly.
 - b) accept responsibility for their actions.
3. Have the responsibility to conduct themselves in a manner that does not infringe on the rights of others.
4. Abide by the rules and routines in a fair and equitable manner.

Implementation

1. All staff members are required to embrace the school's behaviour management procedures by employing an assertive and consistent approach to handling student behaviour.
2. The primary disciplinary tool is linked to the teacher's curriculum, its delivery and effective classroom management strategies.
3. All aspects of student welfare and child safe standards must be adhered to at all times.
4. All students should know and understand the:
 - a. Classroom and corridor rules;
 - b. Playground rules and mosque etiquettes;
 - c. General school rules and child safety policies;
 - d. Anti-bullying Policy;

- e. Consequences of their conduct; and
 - f. the Student behaviour Management Policy levels system.
5. Teachers must attempt to understand the causes of specific misbehaviour.
 6. Staff members who interact with students are expected to consider the implementation of preventive measures and pay due attention to students' ability to grow in self-discipline.
 7. The implementation of this policy will be overseen by the **Discipline Council** and the **Discipline Committees**.
 8. The **Discipline Council** comprises of the Level Coordinators from all sub-schools and the second campus, the Principal, the Deputy Principal and Heads of School. The Principal is the chair of the Discipline Council. The Council will meet once a term or as deemed necessary by the Principal / Heads of School.
 9. **The Discipline Committee** comprises of the Heads of School and /or the Senior Coordinators, and the Level Coordinators of a given sub-school / campus. The Committee will have weekly segregated meetings headed by the respective Head of School and/or Senior Coordinator to discuss student cases and relevant organisational matters.
 10. The Level Coordinators will liaise with class teachers and will conduct staff meetings at regular intervals each term to address student behaviour management issues and other classroom related matters.
 11. An Orientation Day will be conducted on the initial day of Term One each school year, during which Level Coordinators will familiarise students with key elements of this policy, the Student Code of Conduct Policy and the Student Declaration for Use of Digital Technologies Policy. A general outline of the Behaviour Management Policy will also be conveyed to parents during Parent Information Evenings.
 12. This Handbook categorises all offences into **Category A and B** offences.
 13. Student behaviour management workshops and PDs will be conducted periodically. However, the Discipline Committee may ask for the intervention of a staff member to assist a teacher who in their view requires some form of support or assistance in managing students' behaviour. Alternatively, where applicable, a teacher may be requested by the Level Coordinator or Head of School to attend external professional development sessions.
 14. **Staff members are not authorised to employ behaviour management strategies beyond those specified in this policy.**

Procedures Pertaining to Category A and Category B

1. Teachers are expected to familiarise themselves with the process of making pastoral care entries on Schoolbox.
2. **Category A** offences must be recorded on the Disciplinary Level 1 Form by the relevant teacher through Schoolbox.
3. At Level 1, the consequences stipulated in this policy do **not** need to be issued sequentially. Teachers have the discretion to choose the order based on the severity of the offence or by what the teacher believes to be best practice befitting the offence.
4. **Category B** consists of Level 2, 3 and 4 offences. Teachers are to liaise with the relevant Level Coordinators for these levels.
5. The Level Coordinator is responsible for investigating Level 2 offences and generating the form.
6. Level 3 offences are investigated by the relevant level coordinator then put before the Discipline Committee to determine the appropriate consequence. All Level 3 suspensions must be preapproved by the Principal / Deputy Principal and relevant Head of School. The level coordinator is responsible for generating the Level 3 Form and Contract.
7. Level 4 offences are investigated by the Principal in liaison with the relevant Head of School and level coordinator. The Head of School is responsible for generating the Level 4 Form and Contract.
8. **Schoolbox Parent Notification:** Teachers must NOT send parent notifications when issuing a student with initial reformative consequences. Parent notifications must only be sent when issuing subsequent punitive consequences.
8. Level 3 offences and beyond must only be uploaded to Schoolbox upon the Head of School's / Principal's (or his delegate) confirmation of the relevant consequence to be issued.
9. The rules and offences stipulated in this Policy are not intended to be exhaustive. The Principal of Darul Ulum College reserves the right in his sole and unfettered discretion to expel or suspend a student who has in the opinion of the Principal committed a serious breach of discipline (whether or not stipulated in the Policy) or any serious breach which may impact the College's reputation.

Lunch Time Detentions

1. **Lunch Detention** will be rostered as per the needs of each sub-school. A special room will be arranged for the detention to take place.
2. The teacher must notify parents of the detention through Schoolbox using the Level 1 Form.
3. **Lunch Detention** will be no more than half the break time duration.
4. **Recess Detention** may be issued by teachers provided the same teacher supervises their students and it should be ensured that the detention is no longer than 10 minutes or half the recess break.

Suspensions

1. All forms of **Suspension** operate at Behaviour Levels **Three & Four**. Two purposes are served by the suspension:
 - a. An intermediate arrangement to conduct an investigation of an alleged offence; and/or
 - b. As a consequence for specified Category B offences with predetermined days.
2. **Suspensions** can be issued at **Level Three and/or Four** by the Discipline Committee, subject to the authorisation of the Deputy Principal for Level 3 offences and the Principal for Level 4 offences. During the period of suspension, a student is not permitted on school premises. Upon the completion of the suspension period, the student must be accompanied to school by their parent or guardian prior to being admitted to class. The student will enter a contract in the presence of their parent or guardian. Failure to abide by the terms and conditions of the contract will result in further consequences which may eventually lead to the expulsion of the student.

When a suspension is endorsed by the Head of School and Principal, the level coordinator must contact the parent to relay the suspension date to confirm their acknowledgment of being informed about the suspension date(s).

Subsequent to every suspension, a meeting must be held with the student, parent, level coordinator and Head of School to sign the relevant contract. Male campus: The Level Coordinator is accompanied by the Senior Coordinator for Level 3 meetings.

3. **Emergency Exclusion** is the immediate removal of a student from school or class when the relevant Head of School forms an opinion that there are reasonable grounds to believe that the student's presence poses an immediate threat to other students, staff or the school property. The Head of School will consult the Principal in such situations. Emergency isolation / exclusion necessitates the Head of School or the Level Coordinator to contact the parent to relay the exclusion in a timely manner.

Outline of the Behaviour Levels System

1. The Student Behaviour Management Policy works on a system of **four** behaviour levels.
2. The student's current behaviour level can be checked on Schoolbox.
3. Students are placed on **Level 1** if they commit a Level 1 offence.
4. The teacher will issue the Level 1 consequence as per the guidelines outlined in the Behaviour Level System Overview – Level 1.
5. Once the Level 1 consequences are exhausted, the student is referred to the next level.
6. Consequences issued by different teachers are cumulative. This implies that a student at level 1 who has exhausted 4 detentions will be upgraded to Level 2.
7. A teacher who issues a second detention to the same student is required to refer the case to the Level Coordinator. The Level Coordinator will issue a Level 2 Formal Warning to alert the parent.
8. An upgraded offence entails that a student is moved up a level when:
 - a) the student exhausts the consequences of the current level they are on; or
 - b) the student commits an offence which warrants a consequence at a higher level.
9. A student who commits a Level 3 offence and has been issued with a suspension will remain at Level 3 for a duration of one year from the date of the first suspension.
10. A student on Level 3 will be promoted to Excellent Level provided they have not been suspended for a duration of one year from the date of the last suspension.
11. The Discipline Committee and the Principal reserve the right in their sole and unfettered discretion to extend the period of a student remaining on a given level as and when deemed necessary.
12. Teachers are reminded that in all circumstances, a student has the right to be warned and informed about their misbehaviour before being issued with a consequence. However, if the offence is of a serious nature such as being at Level 2 or beyond, the immediate consequence is warranted in such situations.
13. At Level 2, a student may be withdrawn from their class for a maximum of 7 periods per offence and allocated to another class of the same year level or higher. The Level Coordinators are responsible to oversee this process.
14. Level Coordinators are responsible to analyse the Pastoral Care profiles of students at Level 1 or Level 2 at the end of each term to determine those who need to be upgraded to the next behaviour level.
15. The Chair of the Discipline Committee is responsible to analyse the Pastoral Care profiles of students at Level 3 at the end of Term 3 to identify and nominate students who need to be upgraded to the next level, in consultation with members of the Discipline Committee, the Head of School and Principal.
16. A student does not necessarily need to exhaust all the consequences of a single level before being upgraded to the next level, provided that most consequences have been issued.

Prohibited Actions

Consistent with the College's Child Safety Policy, the Code of Conduct for Staff and Others Who Interact with Students and the Child Safe Standards, teachers must **not**:

- a. Use any form of corporal punishment as the College's Behaviour Management Policy is based on procedural fairness and does not condone corporal punishment in any way or form.
- b. Use any form of physical or verbal abuse or any action that may cause or be construed as mental/emotional abuse on students as such practice violates students' rights, the Child Safe Standards and the Code of Conduct Policy.
- c. Engage in a practice or conduct which may be deemed reckless.
- d. Become over-friendly with students whereby students start taking undue advantage of the situation or otherwise.
- e. Use threats or shout at students when a confrontational situation arises.
- f. Discriminate between students.
- g. Show bias in their day-to-day teaching and dealings with any student(s).

Prior to using any disciplinary level forms, teachers are expected to observe the following:

- a. Established a conducive learning environment which is safe and orderly and enables students to learn and participate at an optimum level.
- b. Made their expectations explicitly clear to students.
- c. Warn the student to remind them of the teacher's expectations prior to issuing a form.
- d. Inform the offending student what consequences will be recommended or assigned if inappropriate behaviour continues.

Teachers are expected to manage students' behaviour in their own classrooms as per the guidelines of this policy. It must be noted that forms should never be used as a result of anger or frustration. Disciplinary action through a form should only be taken when there are sufficient grounds established by the teacher.

Teachers requiring urgent assistance and support pertaining to student discipline may approach their Levels Coordinator for guidance with regards to the implementation of the policy. Where applicable, a teacher may be requested to seek additional training on behaviour management through the internal workshops and/or external professional development programs.

The Three Rs: Remind – Relocate – Remove

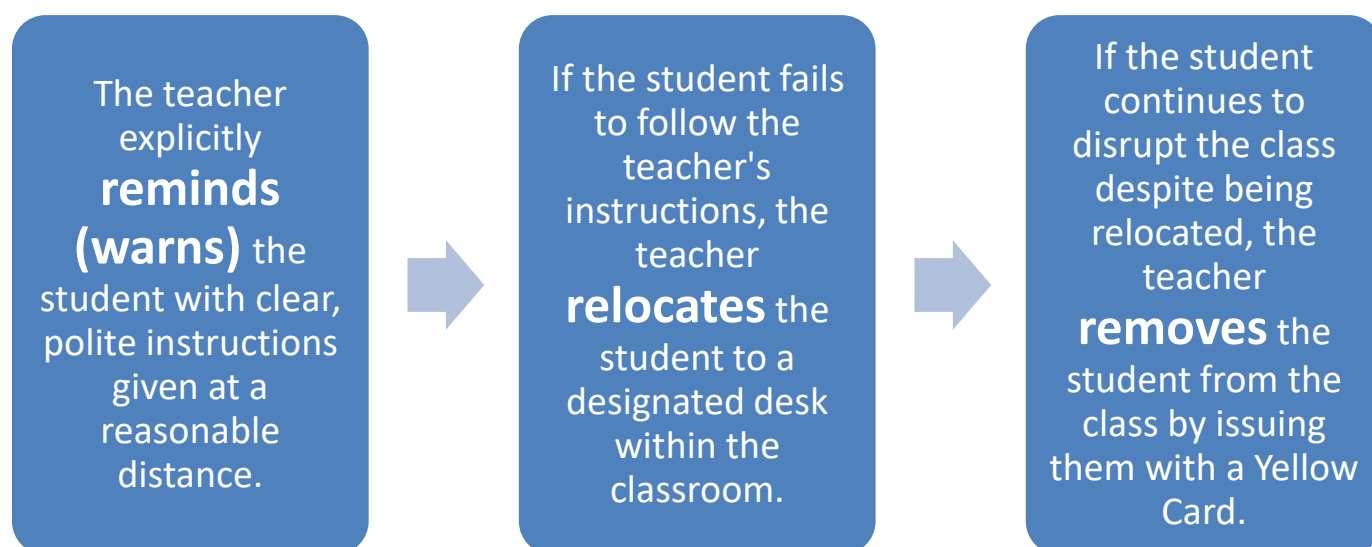
Disobeying Teacher Instruction

The objective of this strategy is to maintain class orderliness and to promote an environment conducive to student learning. This strategy may be resorted to when the teacher believes that they cannot continue to teach the class effectively due to the frequent disturbance emanating from a student.

This strategy is applicable from Year 5 to Year 12 levels.

Disregarding teacher's instructions, displaying disrespect, or disrupting the class despite being reminded in defiance of clear and reasonable instructions constitutes a serious offense. Nevertheless, all teachers are expected to adhere to the specified guidelines when providing clear and reasonable instructions.

The Three Rs Implementation Process



- In this context, the teacher's reminder to the student is evident by having the student's name written on the board, visible enough for the student to recognise the warning.
- The Level Coordinators are responsible to allocate a Reflection Desk in each class for the students' relocation. The location of the desk should not allow physical and verbal contact with other students.
- When the student is asked to remove themselves from the class, the student must then report to the office with the Yellow Card to be supervised by the office personnel in a suitable venue until the end of the period.
- The office personnel must pass the Yellow Card to the relevant Level Coordinator.
- The Level Coordinator is required to make a Level 2 entry on Schoolbox to alert parents about the time-out session, triggering a lunch detention recorded in Schoolbox.
- The Level Coordinator is responsible to identify students who have been issued with two Yellow Cards within a term as this will warrant a Level Three consequence constituting a formal warning or suspension.

Summary of Behaviour Levels for Primary Female Campus

The Behaviour Level System for Primary female campus is a four-level behaviour management system.

The four levels are as follows: -

- Excellent Behaviour Level
- Behaviour Level 1
- Behaviour Level 2
- Behaviour Level 3
- Behaviour Level 4

At Primary level, school-based interventions or discipline may be used informally in the initial stages. We assume students to be innocent and still comprehending things that are happening around them. They are in need of guidance and role modelling.

Informal use includes intervention for minor violation of classroom/yard rules and less serious violations of school rules that are handled with a number of warning accompanied by a minor, usually short, corrective action/reformative strategy. They are the sort of interventions that a prudent teacher would use to instruct children in appropriate behaviour, and they usually are closely related to the specific student behaviour.

Examples of informal interventions are sending a student to the end of the line for crowding, losing a maximum of half the recess time for classroom misbehaviour, staying briefly after class to complete an assignment or task, losing a privilege for a short time for misusing the privilege, having a brief conversation about the inappropriate student behaviour with the teacher or Level Coordinator. Parents are informed of the classroom misbehaviour, warning number and subsequence consequence via a Schoolbox notification. At times, parents may or may not be informed about informal discipline, if the incident was minor, occurred only once and the student does not repeat the behaviour.

The Level Coordinators for Primary level-will explain the basic rules to follow in regard to all these through orientation briefings or Level Meetings.

Formal use occurs when a school-based discipline is used for a first violation of the stipulated offence as outlined in the flowchart. Engaging in repeatedly recurring minor behaviour may cause a student to be disciplined more formally, also. Examples of formal school-based interventions usually involve stronger limitations on students as suggested by the reformative, disciplinary and collaborative structure of the consequences at Levels 1 & 2.

Formal school-based interventions may include the parent coming to school for a conference with their child and Level Coordinator/Teacher or Head of School and/or Principal.

At Level 1, teacher is exclusively responsible in carrying out the consequences under **reformative phase** which is mandatory and then the **punitive phase** as stipulated in the discipline flowchart. She may ask for guidance and support from the Level Coordinators for Primary.

At Level 2, the Level Coordinator, initially, carries out the screening and assessment to determine if there was a procedural compliance. Following this, the Level Coordinator will decide if the case

referred needs to be dealt with at Level 3 or Level 1. If it is to be resolved at Level 2, the Level Coordinator may decide to either give the consequences specified at this level or that of Level 1.

If the case is to be referred to Level 3, the Level Coordinator will ensure that the student's discipline file has all the necessary forms and referral sheets for the Discipline Committee.

The Discipline Council encourages all teachers to be extra vigilant when dealing with disciplinary cases and to ensure that the gravity of the consequence issued is proportional to the offence committed and consistent with this policy.

Elaborations to the Student Behaviour Management Policy

1. All students must adhere to the College's Uniform Policy whilst on the school's premise or attending school events. (See Uniform Policy)
2. Skateboards, toy guns, electric devices, tablets and mobile phones are NOT allowed on school premises. These items will be confiscated and eventually returned to parents.
3. If a student is seen using a mobile phone on the school premises, the phone must be confiscated and handed to the office to be collected by the parents. In addition, the following consequences will apply:
 - First Occasion: Level 2 Form with internal suspension (class withdrawal).
 - Second Occasion: Level 2 Form with internal suspension (class withdrawal).
 - Third Occasion: Level 3 form with 1-day external suspension.
 - Fourth Occasion: Level 3 Form with 2-days external suspension.
4. In the rare occasion (e.g. health issues, etc.) where a student needs to bring the phone to school, the parent must submit a written request to the Head of School. A temporary pass will be issued subject to the approval of the Head of School.
5. All students must obey reasonable instruction from all college staff without hesitation or argument.
6. Chewing gum, bubble gum, glass drink bottles, pumpkin seeds and the like are not allowed on the school premises.
7. Students are **only** allowed to have clear plastic water bottles with them during class time. Consumption of drinks other than water during class time is not permitted.
8. Students are NOT allowed to consume hot drinks on school premises.
9. It must be emphasised that fizzy drinks and energy drinks such as V-Drink, Mother, Red Bull, Monster, Rockstar, Power Horse, Atomic Energy and the like are prohibited at school. These drinks contain very high levels of caffeine. They may also contain other stimulants. Young healthy people may show symptoms of cardio-vascular diseases after taking just one can of energy drink.
10. Water Balloons, cards, whooping cushion, and the like are prohibited items on school premises.
11. Students are not permitted to the sick bay for the purpose of resting. Any student who is sick must report to the office with a note from the class/subject teacher so that parents can be called to take him/her home. This rule will only be over-ridden in cases where it becomes necessary for a child to rest based on health/emergency reasons. It is encouraged that students who are sick or feel sick do not attend school.
12. For the passing time between periods, there should not be any loitering between classes. Students are to proceed on to their next class in a timely manner.
13. The wearing or carrying of any clothing or symbol that denotes gang activity/compliance/association is prohibited in school, on school grounds and during school activities, both on campus and off campus.
14. There shall be routine inspection of areas such as classrooms, lockers, and common areas as deemed necessary.
15. Random bag checks may be done if there is any suspicion of prohibited items being brought to school.
16. Any infringement/offence not covered explicitly by the offences listed in this Policy should be brought to the attention of the Discipline Council. This Council has the powers and mandate to determine and place an infringement or offence at an agreed level. A student committing such infringement or offence will be given the consequences of that particular level.
17. Recording or photographing anyone without their consent **and** the prior consent of the College's

administration is strictly prohibited and illegal.

18. A student being engaged in any illegal activity or affiliated with any illegal or doubtful organisation, that student's enrolment at the College will cease instantaneously, if the allegation is confirmed by the Administration/

Playground Policy and Protocols

Goals:

1. To promote student's awareness of self and self-discipline.
2. To develop programs that integrate student's personal, social and academic development.
3. To foster good relations between students and teachers.
4. To promote safe practices.

The Role of Staff

(This is to be read in conjunction with the Duty of Care Policy and Teacher Duties and Responsibilities Policy)

Staff on duty are expected to:

1. arrive to their allocated areas in a timely manner;
2. wear the florescent vests;
3. carry the Yard Duty Handbook and whistle;
4. actively and vigilantly monitor students' behaviour and intervene in a timely manner when required;
5. be mobile throughout the duty time;
6. avoid any form of distraction, including the use of mobile devices or socialising with other staff members;
7. listen to any student's complaint or concern and take the relevant course of action;
8. attend to any incident and when required, call for immediate first aid assistance or emergency service;
9. record all incidents in the Handbook and sign upon completing the duty;
10. alert the relevant Level Coordinator of any concerning behaviour; and
11. intervene when a student is seen littering.

Students' Role

Students are expected to:

1. follow teacher's instruction at all times;
2. stay within the allocated areas;
3. play safely with other students;
4. abstain from throwing any obstacles such as rocks, pebbles, etc.
5. ask the teacher on duty for assistance when the ball goes to an out of bounds area such as the carpark;
6. abstain from disturbing other students, including the kicking of someone else's ball; and
7. abstain from all forms of bullying including name calling, threatening or abusive language.

Duties of a Class Captain / Class Monitor

1. Help the class/form teacher to maintain a neat and organised classroom.
2. If there are no teachers in class, report to the Daily Organiser immediately.
3. Oversee that the monitor duties delegated by the teacher are attended to.
4. Assist new students with their transition.
5. Ensure that whiteboard markers, dusters, bin, etc. are available in class at all times.
6. Be a positive role model to other students.

