



OVERVIEW OF THE STUDENT BEHAVIOUR MANAGEMENT POLICY & SCHOOL RULES

Rationale

Darul Ulum College of Victoria acknowledges that every member of its community has the right to be treated with respect and feel safe. This is achieved when a culture of positive relationships and procedural fairness prevails.

Aims

To work towards:

- developing self-discipline and a sense of responsibility;
- enhancing self-esteem and promoting respect for others;
- fostering positive relationships among the school community;
- nurturing sound habits of good behaviour; and
- establishing a consistent and fair approach in dealing with students amongst all staff members.

DARUL ULUM COLLEGE'S BEHAVIOUR MANAGEMENT POLICY IS BASED UPON FOUR MAIN DOMAINS:

Fostering and Cultivating Ethical & Positive Behaviours and Relationships

Overview and Summary of Unacceptable Behaviours

Measures and Strategies for Restorative Practices

Consequences and Subsequent Responsive Measures

Fostering and Cultivating Ethical Behaviours and Positive Relationships

Primarily, as a faith based school, we believe that we are bound to honour and respect all human beings based on our religious values, prophetic traditions and the law of the land.

Among many other verses and prophetic traditions, below are a few verses and prophetic narrations that address the fundamental basis of all relationships and interactions, be it for youngsters, adults, teachers, students or parents, and irrespective of the individual's background or belief.

- ***“And We have certainly honored the children of Adam and carried them on the land and sea and provided for them of the good things and preferred them over much of what We have created, with [definite] preference.” {17:70}***
- ***“Indeed in the Messenger of Allah (Muhammad) you have a good example to follow for him who hopes in (the Meeting with) Allah and the Last Day and remembers Allah much.” {33:21}***
- ***“So by mercy from Allah, [O Muhammad], you were lenient with them. And if you had been rude [in speech] and harsh in heart, they would have disbanded from about you. So pardon them and ask forgiveness for them and consult them in the matter.” {3:159}***
- Jabir ibn Abdullah reported: The Messenger of Allah, peace and blessings be upon him, said, ***“Verily, the most beloved and nearest to my gathering on the Day of Resurrection are those of you with the best character. Verily, the most reprehensible of you to me and the furthest from my gathering on the Day of Resurrection will be the pompous, the extravagant, and the pretentious.”*** They said, “O Messenger of Allah, we know the pompous and the extravagant, but who are the pretentious?” The Prophet said, “The arrogant.” {Sunan al-Tirmidhi – Sahih}

The College will work towards facilitating a positive and respectful relationship amongst its students, staff and community members by:

- working towards establishing a restorative practice approach;
- providing staff with educational programs / professional development sessions that address establishing positive relationships;
- conducting annual orientation programs and periodical sessions on behavioural expectations;

- providing students and staff with and educating them about the Code of Conduct Policy which outlines the general guidelines and school expectations;
- providing students and staff with and educating them about the responsible use of digital technologies;
- communicating to students and parents the four discipline levels outlined in the Student Behaviour Management Policy;
- appointing level coordinators and student wellbeing coordinators who will assist in managing the day-to-day conduct of students; and
- engaging student mentors / student counsellor for early intervention or prevention of unacceptable behaviour.

Overview and Summary of Unacceptable Behaviours

Whilst negative social behaviour can manifest itself in many ways and forms, below is a summary of the key unacceptable behaviours:

- Bullying
- Harassment
- Violence
- Discrimination

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

Examples of conduct that may constitute bullying include the following types of behaviour among other examples:

- a. Physical Bullying: fighting, kicking, punching, hitting, shoving, pinching, abusive gestures and/or moving in close on the target's personal space.
- b. Verbal Bullying: teasing, swearing, using put-downs, spreading rumors and using stand-over tactics.
- c. Extortion: Bullies blackmailing and threatening, forcing students to give them money or a personal belonging.
- d. Cyberbullying: Using technology to hurt someone else by sending hurtful messages, pictures or comments.
- e. Visual Bullying: Insulting letters passed from student to student or a letter placed in the target's bag or locker. Other forms are graffiti and emails.

- f. Exclusion: students deliberately being left out of a game or group. A student who is ignored, not allowed playing, made to feel invisible, given the worst job in the group or when the group runs off and hides from them.
- g. Sexual Bullying: consists of obscene drawings and gestures, rude jokes about the target, touching when the target does not want to be touched and asking him or her questions of a sexual nature to shame and embarrass.
- h. Racial Bullying: can be expressed physically, socially or psychologically when one is labelled negatively as being different from others to one's race.

Harassment is when someone behaves in a way which offends you or makes you feel distressed or intimidated. This could be abusive comments or jokes, graffiti or insulting gestures.

Violence is the intentional use of physical force or power, threatened or actual, which either results in or has a high likelihood of resulting in psychological harm or physical injury. The violent act may be a random one off offence or repeated over time. It may be an outcome of a provoked act or unprovoked.

Discrimination is the unfair treatments of individuals because of a protected characteristic such as age, gender identity, race or disability.

Whilst staff and students are expected to abstain from the above mentioned offences, they are also expected to adhere to the Code of Conduct and all College policies. Students are expected to pay particular attention to the following:

- Display good manners, Islamic values and courtesy towards others on school premises, when participating in school activities and when travelling to and from school.
- Attend all classes in a punctual manner and remain at school for the entire duration of the day. When an early departure is necessary, consent must be given by the parent and an Early Departure slip is obtained from the office.
- Wear the school uniform correctly as per the details outlined in the Uniform Policy.
- Abstain from carrying mobile phones and /or other electronic gadgets whilst on school premises or during a school activity, including excursions and camps.
- Adhere to the Classroom Rules.
- Abstain from carrying cigarettes or cigarette substitutes such as electronic cigarettes, herbal cigarettes, nicotine inhalers and tobacco-flavoured cigarettes or the like.
- Abstain from any criminal activity, including stealing, possession of illicit drugs or intoxicants.
- Avoid any activity taking place outside the school environment, including on-line interactions, which may jeopardise the College's integrity or reputation in the wider community.

Students are advised to refer to the Student Behaviour Management Policy for the detailed rules and expectations.

Measures and Strategies for Restorative Practices

Teachers are primarily responsible for overseeing the conduct of their students. Level coordinators are also responsible for student matters and for the efficient and effective operation of daily routines by giving due importance and attention to the Child Safe Standards. Teachers and level coordinators are trained and expected to address student behaviors in a respectful and dignified manner.

Where it is believed that an incident of violation has taken place, the matter will be addressed by the relevant staff member in a prompt and efficient manner. Depending on the type and severity of the offence, it will be categorised into one of the four levels stipulated in the Student Behavior Management Policy. Each level is dealt with by the relevant staff member:

- Level 1 – Teachers
- Level 2 - Level Coordinators
- Level 3 - Heads of School in liaison with the Discipline Committee
- Level 4 - Principal

In acknowledging that conflicts may occur, the College strongly supports and promotes measures based on the Restorative Practice philosophy as it works towards establishing the culture of mutual and respectful relationships.

The objectives and principles of Restorative Practices in the context of Darul Ulum College of Victoria are:

- to acknowledge that there are rights of the Creator and that of the creation;
- to respond to the divine order of God in which He say: ***“The believers are but brothers, so make settlement between your brothers. And fear Allah so that you may receive mercy” {49:10};***
- to foster accountability (***Muhasabah***) among the College’s community whereby individuals acknowledge the impact of their actions on others;
- to promote engagement and inclusivity as the student and teacher commit to the process of remedying the situation;
- to separate the *offence* from the *perpetrator*: disapproving the offence should not impact on the student’s integrity or virtue; and
- to accept that humans are prone to sin/error but the best of sinners are those who repent:

“..surely Allah loves the ones constantly repenting, and He loves the ones constantly purifying themselves.” (Quran 2:222)

When conflict occurs, the following guiding questions should be used in an attempt to restore the relationship:

To Those Responsible:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did and in what ways?
- What do you need to say or do to fix things?
- How can we make sure that this does not happen again?
- What can I do to help you?

To Those Affected:

- What did you first think when it happened?
- What have you thought about since?
- How has it affected you?
- What has been the worst thing?
- What needs to be said/done to improve the situation?
- What can we agree to do if this happens again?

Consequences and Subsequent Responsive Measures

Where a student fails to comply with the school rules, policies or expectations and is persistent with their negative behaviour despite the restorative measures that were employed, the students will then be subjected to one or more of the following measures:

- the student's file will be referred to the Discipline Committee for further deliberation;
- the student will be referred to detention by the teacher or suspension by the Principal as per the recommendation of the Discipline Committee;
- a meeting will be conducted to sign a behavioral contract and to relay the serious concerns in the presence of the student, parent, level coordinator and Head of School – where required;
- a meeting will be conducted by the Principal to call for an immediate course of action;
- the Principal, reserves the right in his sole and unfettered discretion to expel a student who has in the opinion of the Principal committed a serious breach of discipline (whether or not stipulated in the policies) or any serious breach which may impact the College's reputation; and
- Victoria Police will be informed if the behaviour is believed to be of a criminal nature.

Instructional Infractions

Failing to Follow Reasonable Teacher Instructions

The objective of this strategy is to maintain class orderliness and to promote an environment conducive to student learning.

In this context, **teacher instruction** is perceived to be a clear direction given by the teacher to students calling for their immediate compliance without showing disrespect.

Not obeying teacher's instruction or showing disrespect to a teacher or frequently disturbing the class despite clear reasonable instructions tantamount to a serious offence. However, providing clear reasonable instructions must be adhered to by all teachers as per the following guidelines.

Instruction that is given to students must fulfil the following conditions: -

1. The instruction given by the teacher is for the sole purpose of attaining order.
2. The teacher explicitly **reminded** the student about the instruction he/she (the student) had to follow. The instruction was given in a clear, polite tone within a reasonable distance from the student.
3. Clear **warning** was given to the student subsequently in an appropriate manner.
4. Despite steps 2 and 3, if the student continues to defy the teacher's instruction or continues to disturb the class, he/she should be given the **Yellow Card**.
5. The student must take the filled card to the **office**, who will arrange the temporary Time-Out Supervisor to supervise the student until the end of that period. The temporary Time-Out Supervisor will pass forward the Yellow Card to the relevant Level Coordinator.
6. The relevant Level Coordinator is responsible to fill in a **Level 2** entry on Schoolbox to inform parents of the time out session. This will automatically necessitate a **lunch detention, which will also be recorded in Schoolbox**. During the detention, the student will fill out the **Reflection Questionnaire**. These Reflection Questionnaires are then collected by the relevant teacher.
7. Subsequent to the Time-Out reflection session, it is the teacher's responsibility to meet the student to further discuss the behaviour and resolve the matter. This can take place during recess/lunch breaks or any other time with the consent of the class teacher. The teacher is expected to meet the student within 48 hours of the offence, discuss the Reflection Questionnaire and repair the relationship.