



EAST PRESTON ISLAMIC COLLEGE

**WELFARE &
DISCIPLINE
POLICY**

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Objectives:

To ensure the development and implementation of a Welfare and Discipline Policy which provides the College with guidelines consistent with its beliefs. The Welfare and Discipline Policy has seven objectives. These objectives are to:

1. Provide a clear discipline structure that is supportive and positive in encouraging students to high levels of achievement and which provide clear accountability structures for student behaviour.
2. Enable students to have access to a positive learning environment.
3. Support the development of pro-active programs which address the underlying causes and effects of adolescent problems.
4. Address the material needs of students to enable them to effectively participate in the full range of College activities.
5. Provide consistent guidelines for staff to ensure a safe response to students who make errors of judgement, or who disclose information to staff of a serious nature, e.g. mandatory reporting.
6. Adopt a student centred approach to welfare and discipline to support students who have difficulties behaving appropriately.
7. Strengthen the role of the classroom teacher by providing guidelines for classroom centred management of student behaviour.

Implementation:

1. WELFARE STRUCTURES

(A) Welfare and Student Behaviour

i. A positive learning environment in the classroom is obtained by:

- establishing teacher expectations (between teacher and student);
- considering the classroom environment and how it can enhance expectations, e.g.. layout, displays;
- establishing what students know;
- building on the established knowledge;
- teaching relevant curriculum which will provide experience/success (positive feedback).

ii. Student behaviour may be managed by welfare structures.

- Teachers should take account of factors which may influence behaviour and they should take steps to be informed of these factors by discussion with the student, and/or Year Level Head or Student Welfare Coordinator.

iii. Welfare factors affecting student behaviour include:

- cultural background;
- domestic circumstances;
- financial circumstances;
- peer relationships;
- learning difficulties;
- personal or family health issues.

iv. Welfare guidelines to support the teacher in managing behaviour include:

- the skilled teacher's own sensitive approach to dealings with the student;
- teacher consultation with the Student Welfare Coordinator;
- teacher consultation with the Year Level Head;
- consultation with community support services.
- appointment of Student Welfare Coordinator;

- appointment of Year Level Heads;
- involvement and community support services;
- implementation of College based financial support structures for targeted groups of students in need;
- targeting of fundraising for provision of student welfare support e.g.. Camps;
- provision of professional development for teachers on student welfare issues.

2. DISCIPLINE STRUCTURES

(A) Discipline and student behaviour in the classroom.

i. A positive learning environment in the classroom is obtained by:

- a well structured student management plan;
- a series of graded sanctions;
- consistent application of classroom rules;
- consistent application of College discipline procedures and rules.

ii. Student behaviour in the classroom may be managed by clearly defined discipline structures.

- Teachers will implement the College discipline procedures according to the College Welfare and Discipline Policy, as provided in the Staff Handbook.

iii. Factors affecting student behaviour include:

- peer relationships;
- personal relationships;
- nature of activity prior to the class;
- unclear or inappropriate classroom expectations;
- Teachers should ensure that the possible causes of inappropriate behaviour be identified and appropriate discipline procedures used accordingly.

iv. Discipline guidelines to support the teacher in managing behaviour include:

- the skilled teacher's own clear expectations and classroom rules;
- teacher consultation with the Year Level Head;
- peer collegiate consultation;
- professional development on classroom management;
- .

v. College responses to discipline issues include:

- clearly documented policies and procedures;
- appointment of Year Level Heads;
- appointment of Sub School Heads;
- active support of Principal Class;
- scheduled meeting of the Year Level Heads and teachers;
- curriculum reviews;
- provision of professional development support for teachers.

(B) Discipline and Student Behaviour Outside the Classroom

i. A positive and safe environment beyond the classroom is obtained by:

- a well established staff duty roster system;
- provision of "mobile phones" for yard duty staff;
- regular upkeep and maintenance of "walkie talkies";
- adherence to the College Dress Code;
- the requirement that all official visitors obtain a Visitor's Pass from the General Office;
- the establishment of a police liaison with the local Police Station;
- implementation of security measures for after hours surveillance, as required.

ii. Student behaviour outside the classroom may be managed by:

- effective teacher supervision;
- designated areas for student use;
- discipline codes regarding student behaviour;
- a college expectation that all teachers have a responsibility for ensuring appropriate student behaviour for outside, classrooms, corridors and toilets;
- special arrangement for students to use the toilet during class time;
- clear expectations that students are not allowed to leave the classroom;
- a student pass system to monitor students outside the class.

iii. Discipline guidelines to support the teacher in managing behaviour outside the classroom include:

- college procedures for student behaviour;
- the skilled teachers' own expectations;
- guidelines regarding duty of care;
- peer collegiate consultation;
- professional development on behaviour outside the classroom.

iv. College responses to discipline issues include:

- clearly documented policies and procedures;
- appointment of Year Level Heads;
- active support of Principal Class in co-ordinating assistance and resources;
- scheduled meetings of the Year Level Heads and teachers;
- provision of professional development support for teachers.

3. WELFARE PROCEDURES

(A) College expectations regarding Student Welfare

- students and teachers learn and teach in a co-operative and non-threatening learning environment;
- regular communication occurs between teachers, the Student Welfare Coordinator and the Year Level Heads regarding welfare issues;
- The learning environment is one in which all students are provided with the opportunity to achieve successful outcomes.

(B) Welfare strategies to support the teacher and student.

- Awareness of possible welfare issues as indicated, for example, by persistent lateness, absenteeism, lack of uniform or books, isolationism, behaviour change;
- non-intrusive discussion with the student;
- a scheduled regular meeting with the student to provide support;
- discussion with the parent/guardian, if appropriate, after liaison with Year Level Head or Student Welfare Coordinator;
- Operation of a support group for the student;
- Referral to the Student Welfare Coordinator for counselling and/or outside support;
- financial and/or material assistance through appropriate College structures;
- modification of curriculum requirements;
- informal feedback by Student Welfare Coordinator or Year Level Head to teacher;
- formal feedback with Student Welfare Coordinator or Year Level Head;
- reports to various staff meetings;
- feedback via bulletin or briefing .

4. DISCIPLINE PROCEDURES

(A) College expectations regarding student behaviour issues in the classroom.

- Teachers establish a class code of behaviour with rules and consequences;
- Students arrive to class on time, with the necessary equipment and enter the room in an orderly manner;
- Students and teachers learn and teach in a co-operative, secure and non-threatening environment.

(B) Discipline Strategies – Classroom Behaviour

Step 1: Preventative

- Welcoming students at the classroom door;
- Line up students outside the classroom;
- Students enter classroom in an orderly manner and stand behind their chairs;
- Talk warmly to students who need attention before they demand it;
- Teacher politely asks students to sit down and mark the attendance roll;
- Classroom and college rules reinforced;

Step 2: Classroom Response #1

- Student politely requested to comply with rules;
- Student clearly warned;

Step 3: Classroom Response #2

- Student moved to another position in the classroom;
- A fixed seating plan implemented.

Step 4: Classroom Response #3

- Withdraw student from class activity for 10 minutes;
- Exit student to pre-arranged colleagues classroom—with ‘out of class slip’ and work to complete;
- Student must attend after class interview.

Step 5: After Class Interview

- Student to attend follow up interview with classroom teacher (Year Level Head to support if needed);
- Student to fill in reflection sheet with classroom teacher;
- Student to apologise or make genuine attempt to restore harm to teacher and / or student/s;
- Student to return to class (for first and second interview);
- Reflection sheet and ‘out of class slip’ to be given to Year Level Head for recording on file/database.

Step 6: Severe or Repeated Behaviour Interview

- Student to attend follow up interview with classroom teacher with the support of Year Level Head;
- Student to fill in reflection sheet;
- Student to ring parent to explain behaviour;
- Student put on internal withdrawal (internal suspension).

Step 7: Internal Withdrawal

- Student on internal withdrawal by Year Level Head and Vice Principal for 1-3 days;
- Restricted area at recess and lunch.

Step 8: Building Trust

- Student to make restitution to classroom teacher and student/s;
- Student returns to class, sits by themselves or with study buddy for 1 week;
- Student behavior feedback collected by conduct card for 1 week;
- Student restored to usual arrangement if trust re-established.

Step 9: Official Suspension

- On third occasion or due to severity of misbehavior;
- Internal or External suspension organised by Vice Principal.

5. PROCEDURES FOR DETENTION OF STUDENTS

- (A) **Any teacher may require a student to be detained as a behaviour management strategy or to redeem incomplete work.**

The following requirements for student detention must be fulfilled:

- the student must be supervised at all times;
- a student may be detained for no more than half the recess (10 minutes);
- a student may be detained for no more than half the lunchtime (20 minutes);
- a student may be detained for up to 50 minutes after school (4:20 pm);
- Parent/guardian must be notified in advance if a student is to be detained after school;
- in requiring a student to be detained after school, consideration must be given to the student's transport arrangements.

- (B) **Notification regarding the requirement to detain a student may be made by:**

- completing the College proforma or writing notification in the student diary and giving it to the student to take home at least one day prior to the detention;
- telephoning the parent/guardian to provide notification for detention on that day, where such immediate detention is considered necessary.

- (C) **The Year Level Heads, Vice Principal or Principal may require a student to be detained in the College after school. A detention class, supervised by rostered teachers, is provided for this purpose, from 3:30pm until 4:20pm.**

- (D) **The Year Level Heads, Vice Principal or Principal who require students to attend this class are to write the details in the detention book, on the page corresponding to the detention date.**

- (E) **The Year Level Heads, Vice Principal or Principal are to provide prior notification of the detention, to the parent or guardian.**

- (F) **The person who assigned the detention is to check the detention book and undertake any necessary follow-up with the student.**

- Classroom teachers are responsible for the organisation of their own detention classes.

6. PROCEDURE FOR "TIME-OUT"

"Time-out" is a strategy which may be implemented to maintain effective classroom management. It is appropriate only when a critical situation occurs which threatens the health or safety of the teacher or students or results in an irretrievable break-down of the learning environment.

The purpose of the strategy is to quickly remove the student to another location so as to restore order in the classroom.

"Time-out" is not appropriate as a regular strategy for addressing discipline issues in the classroom.

Because critical situations can occur at any time and in any class, a "buddy" system should be developed between teachers.

In such situations the procedure is as follows:

- all classroom teachers should be prepared to receive one student removed from another class;
- the student is to be accompanied by another student;
- the student can only be admitted to another class on presentation of the Out of Class Pass, indicating "Time-out";
- this pass is to be completed by the teacher removing the student from the class;
- the student will remain in the "buddy's" class until the end of the lesson;
- the "buddy" teacher must place the Out of Class Pass in the Year Level Head's pigeon hole;
- the teacher who has removed the student must complete a Student Incident Report and place it in the Year Level Head's pigeon hole.

7. PROCEDURES FOR SUSPENSION

- (A) **The suspension and exclusion of students can only be undertaken by the Year Level Head, Vice Principal and Principal.**
- (B) **College procedures leading to suspension are to be implemented by the Year Level Head:**
- obtain a completed Student Incident Report from the referring staff member;
 - obtain a written statement from all students directly involved in the incident and from other staff members and witnesses as appropriate;
 - thoroughly investigate the incident and document the process;
 - discuss the incident with parent/guardian and include a warning regarding the possibility of suspension if the behaviour is repeated.
- OR
- Advise parent/guardian that the student is being suspended if recent discussions have taken place and have included an expectation of suspension.
- OR
- Advise parent/guardian that the student is being suspended if the incident is so severe as to require immediate removal of the student from the College to safeguard student/staff welfare.
- (C) **Guidelines for the length of Suspensions**
- Guidelines for the length of suspension recommendations have been developed for East Preston Islamic College. Individual circumstances should be taken into account and if appropriate, discussed with the Vice Principal and the Principal.

8. Reporting a child safety concern (Refer to EPIC Welfare and Discipline Policy)

All staff at East Preston Islamic College are legally required to report any child safety concerns. All staff of EPIC have a duty of care to the safety, health and wellbeing of all its students. All Staff of East Preston Islamic college are required to make direct reports or discuss the matter with the Head of Wellbeing, Assistant Wellbeing Coordinator and the College Counsellor. In case, where members of the wellbeing team are unavailable all child related concerns should be directed to the Vice Principal and Principal.

All EPIC staff are required to follow the process set out below when reporting any child safety concerns and incidents:

1. All staff members of East Preston Islamic College whether or not mandated, when reporting a child safety concern, staff must first take notes and record the following information on the EPIC incident report form or depending on the nature of the incident the DHHS incident reporting form.
 - Description of the incident
 - Clearly state action taken (i.e. referred to Wellbeing Team, VP, School Counsellor, Principal, Reported to DHHS)
2. All staff to report the incident to the EPIC Wellbeing Team. The staff member and the Wellbeing Team will then discuss the safety and wellbeing of the particular student and will make an assessment about the next course of action.
3. Make a report to the relevant agency (DHHS) depending on the nature of the incident, as discussed with the EPIC Wellbeing Team, VP and Principal.

Reporting a belief to the Department of Human Services (DHHS)

All staff of East Preston Islamic College, must follow the steps below when reporting to DHHS (Department of Health and Human Services)

1. Telephone DHS and speak with a DHHS case worker:
During business hours: 1300 664 977
After hours: 13 12 78
2. The teacher will then be asked to answer questions put by the DHHS case worker.
3. Fill out the DHS incident report form and note down the DHHS reference number.
4. Notify the EPIC Wellbeing Team, the VP or the Principal if you have made a report.
5. Notify Victoria Police if there is concern that a criminal offence has taken place.

9. COLLEGE RULES

College expectations of student behaviour are described in the Student Code of Conduct.

To ensure the safe and efficient management of the College, students are required to comply with the following college rules:

- Students will carry out instructions given by a teacher;
- Students will not smoke at school or bring cigarettes, alcohol or other prohibited drugs;
- Students must not eat or drink in the buildings except in lunch rooms on wet weather days or in the canteen;
- Students must put all litter in bins;
- Students will not bring any of the following items to school: Permanent markers, correcting fluids, chewing gums, walkman radios
- Students must leave bags at lockers at all times other than immediately before or after PE or Sport Education lesson;
- Students will not enter the building before the locker bell except to see a teacher;
- Students are not to run in the corridors;
- Students must not be in the hall unless a teacher is in attendance;
- Students must obtain a lunch pass and carry it with them going home at lunch time;
- Students must bring the College diary to all classes and must treat it as a personal diary;
- Students must adhere to the Dress Code;
- Students must be punctual to school, to Home Group Assembly and all classes.
- Students must attend all time-tabled classes;
- Students must not leave the school during the day unless they obtain an early leaver's pass and sign the early leaver's book;
- Students must not enter areas of the College which are out of bounds;
- Student absences must be explained by a note or telephone call from a parent or guardian.

10. BREACHES OF AGREED AND ACCEPTED STANDARDS OF STUDENT BEHAVIOUR

(A) LEVEL 1 BREACH: The Responsibility of the classroom teacher.

Offence:

- Not completing Homework;
- Lying;
- Inappropriate movement;
- Speaking any other language than English;
- False accusations;
- Disruptive Behaviour;
- Confrontation;
- Disobeying instructions;
- Light/accidental physical contact.

Consequences:

- Verbal warning;
- Quiet discussion;
- Withdrawal;
- Extra duties;
- Recess detention;
- Lunchtime detention;
- Cleaning, Yard Duty.

(B) LEVEL 2 BREACH: Shared responsibility of the classroom teacher and the Year Level Coordinator.

Offence:

- Swearing;
- Being late to class (3 times);
- Uniform(3 times);
- Homework repeatedly not done;
- Minor injury;
- Mobile phones;
- i pods;**Teacher to confiscate and hand over to the discipline coordinator.**
- Hand Held Games.

Consequences:

- After school detention;
- Conference-parents/teacher/discipline coordinator;
- Loss of privileges;
- Behaviour Card;
- Behaviour Contract;
- Internal Suspension.

(C) LEVEL 3 BREACH: Shared responsibility of the Year Level Coordinator and the Vice-Principal.

Offence:

- Property Damage;
- Fighting;
- Bullying;
- Showing disrespect to the staff members;
- Swearing;
- Stealing;
- Cheating;
- Unexplained absence from the school;
- Smoking.

Consequences:

- Internal Suspension;
- External Suspension.

(D) LEVEL 4 BREACH: Responsibility of the Vice Principal or Principal.

Offence:

- Assault;
- Explicit material (hard and electronic);
- Weapons;
- possession and/or consumption of alcohol/prohibited drugs;
- Serious injury.

Consequences:

- External Suspension;
- Expulsion.

11. SCHOOL EXPECTATIONS OF THE STUDENTS

At East Preston Islamic College we seek to provide religious, spiritual, educational and cultural experiences that will help each student to develop:

- universal moral values of compassion, honesty, truthfulness, courage, tolerance and forgiveness;
- self respect, self discipline and respect for others;
- respect for the school resources, property and the environment;
- sensitivity to other people's needs;
- courtesy to new students, visitors and emergency teachers;
- punctuality to school and classroom;
- sense of cooperation;
- regard for personal safety and safety of others;
- care in personal appearance;
- responsibility for their own learning.

12. STUDENT EXPECTATIONS OF THE SCHOOL

- To be treated with kindness, care and consideration;
- To have reasonable access to teachers and the Principal to discuss problems of individual concern;
- To set a good example of human behaviour;
- To be provided with a wide range of experiences and materials to allow for individual development;
- To be presented with as many challenging learning situations as possible that brings satisfaction in accomplishment;
- To be provided with a bright, stimulating environment, conducive to learning;
- Freedom to question.

13. SCHOOL EXPECTATIONS OF THE STUDENTS ON THE SCHOOL BUS

- Students to be on time in the morning and after school for their buses;
- Students not to hold up buses by playing in the playground or buying from canteen;
- Students to be well behaved and not make noise to disrupt concentration of bus drivers;
- Students are to remain seated at all times;
- Students are not to vandalise/ damage buses;
- Students to be considerate and well behaved when using buses for journeys/ excursions.

14. SCHOOL EXPECTATIONS OF THE STUDENTS DURING PRAYER

Prayer time is an important part of our school's curriculum. It has a significant role in promoting the well-being of our students:

- Praying to Allah brings us closer to Him and helps us to overcome temptation.
- It provides students with the opportunity to train their mind, body and soul through focusing their concentration on Allah (s.w.t);
- Prayers offered sincerely promote physical and spiritual healing.

Students expectations are:

- to pray during Prayer Time;
- to enter the prayer room with respect and silence;
- to sit respectfully and quietly until the commence of prayer;
- to recite the 'azzan' quietly to themselves or sit in silence during the 'Azzan';
- During prayer, all eyes should be focused onto the part of the floor where they sit;
- for those who are not well or have some pain are still required to pray;
- that only students with a valid reason are not required to offer prayers;
- required to offer their prayers in the correct dress code;
- to be dressed appropriately for prayer on 'free dress days';

In His infinite Mercy, Allah has allowed for flexibility in the way prayers can be offered by those who are unable to pray under normal circumstances.

DISCIPLINE FORMS



EAST PRESTON ISLAMIC COLLEGE

STUDENT CONTRACT

CONTRACT FOR: _____

For me to succeed at East Preston Islamic College it is important that I:

Attendance

- Regularly attend school
- Arrive on time to school
- Arrive on time to my classes
- Provide a note when I am absent

Uniform

- Wear the correct uniform every day

Class Work

- Complete all class work to the best of my ability
- Use my diary to record homework
- Complete homework
- Hand in work on time
- Seek help from my teachers when necessary

Behaviour

- Comply with all school rules
- Do not disrupt the learning of others
- Treat teachers with respect
- Treat other students with respect

Computers

- Use the computers for school work only
- Do not tamper with or damage the school's computers

I understand that this will require a big commitment from me and I am prepared to make that commitment.

If the terms of this contract are not being met, I understand that I will be requested to exit from the College.

Date: ____/____/____

Student's signature: _____

Parent/Guardians signature: _____

STUDENT FILE INCIDENT REPORT

COORDINATOR REPORT (To be filled in by Coordinator)

INCIDENT DEALT WITH BY: _____

ACTION TAKEN BY COORDINATORS:

| | | | |
|-------------------------|-----|--------------------------|-----|
| Detention: lunch time | [] | Interview with P/VP | [] |
| Detention: after school | [] | Suspension | [] |
| Phone call to parents | [] | Apology to teacher | [] |
| Meeting with parents | [] | Withdrawal from class | [] |
| Interview with YLH | [] | Referred back to teacher | [] |
| Feedback Sheet | [] | Refer back to SWC | [] |

Other

FOLLOW UP TO REFERRING TEACHER:

| | |
|---|-----|
| Informed by Coordinator | [] |
| Informed by Principal/Assistant Principal | [] |
| Informed by student | [] |
| Note in pigeon hole | [] |
| Meeting | [] |

Other: _____

OUTCOME FOR STUDENT:

| | |
|------------------------------|-----|
| Transfer to another school | [] |
| Left School | [] |
| No change in behaviour | [] |
| Positive change in behaviour | [] |

Other: _____

**2. Name who has been affected by your behaviour the most?
(Friends, Teacher, Parents, etc...)**

3. In what ways have these people been affected?

4. In what ways have you been affected?

5. What do you think you need to do to make things right?

**6. How could you avoid the situation happening again?
(What could you do differently?)**

7. How could we help you to avoid a similar situation happening again?

8. What have you learned about yourself from this incident?

Student's signature: _____

Teacher's signature: _____

Coordinator's signature: _____

Date: ____/____/____

NOTICE OF DETENTION

Date: _____

Student Name: _____ Home Group: _____

Dear Parent/Guardian,

Your child will be required to remain at school for fifty (50) minutes, until 4:20pm, to attend a Detention Class on
(Date)

Reason for detention:

- | | |
|--|---|
| <input type="checkbox"/> Disobedience | <input type="checkbox"/> Unacceptably late to school |
| <input type="checkbox"/> Disrespectful behaviour | <input type="checkbox"/> Unacceptably late to class |
| <input type="checkbox"/> Disruptive behaviour | <input type="checkbox"/> Absence without good reason |
| <input type="checkbox"/> Out of bounds | <input type="checkbox"/> Failure to complete Class Work |
| <input type="checkbox"/> Breach of College Uniform Regulations | |
| <input type="checkbox"/> Failure to attend a Detention Class | |
| <input type="checkbox"/> Other | |

We seek your support in encouraging your child to co-operate with the school community for the benefit of all. Please make the necessary arrangement to have your child picked up at this later dismissal.

Please sign and date this letter and have your child return it to me before 8:45am tomorrow.

Coordinator: _____ DATE: _____

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PLEASE SIGN AND RETURN TO SCHOOL

Student Name: _____ Home Group: _____

I have been informed of the detention for my child to attend.

(Parent/Guardian Signature) DATE: _____

NOTE:
Students failing to take home and/or returning this notice to school may incur further disciplinary action.