



EAST PRESTON ISLAMIC COLLEGE

**WELFARE &
DISCIPLINE
POLICY**

Last Review: November 2024	Constructed / Reviewed by: East Preston Islamic College
Next Review: November 2026 (and every two years thereafter in accordance with the College's review cycle, or more frequently as required)	Approval Required: Leadership Team
	Approval Date: November 2024

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 Coordinator 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 Coordinator.
- consultation with community support services.
- appointment of Student Welfare Coordinator.
- appointment of Year Level Coordinators.
- involvement of Department of Education 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.

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 Coordinator.
- peer collegiate consultation.
- professional development on classroom management.
- Department of Education Guidelines.

v. College responses to discipline issues include:

- clearly documented policies and procedures.
- appointment of Year Level Coordinators.
- appointment of Sub School Heads.
- appointment of School Heads.
- active support of Principal Class.
- scheduled meeting of the Year Level Coordinators 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 yard 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 Coordinators.
- active support of Principal Class in co-ordinating assistance and resources.
- scheduled meetings of the Year Level Coordinators 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 Coordinators 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 Coordinator 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 Coordinator to teacher.
- formal feedback with Student Welfare Coordinator or Year Level Coordinator.
- reports to various staff meetings.
- feedback via bulletin or briefing.

4. 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 lunchrooms 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.
- Students must always leave bags at lockers 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 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 picked up by their parents/guardians.
- 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.

5. 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 peoples' 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.

6. 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.

7. 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 always remain seated.
 - Students to take care not to vandalise/ damage buses.
 - Students to be considerate and well behaved when using buses for journeys/ excursions.
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8. 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.
- 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.

9. 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

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.

10. STUDENT MANAGEMENT AND SUPPORT PROCESS

The Infractions and Actions taken are provided in summary form. A detailed explanation of these steps will be provided. You will see the action taken by Teachers, Year Level Coordinators (YLC), Head of School (Secondary/Primary), Vice Principal and Principal, respectively.

SMS Step by Step Process

Steps	Infractions	Severity	Actions
Step 1	Level 1 Infractions	Moderate	Teacher applies own welfare procedures.
Step 2	Student Management and Support Chart		If a student receives two signatures next to their name in one week, the issue will elevate to the YLC.
Step 3	Level 2 Infractions	Adverse	Year Level Coordinators
Step 4	Level 3 Infractions		Head of Secondary/Primary
Step 5	Level 4 Infractions	Severe	Head of Secondary/Primary or Vice Principal
Step 6	Level 5 Infractions		Vice Principal/Principal

- The teacher is responsible for student management and wellbeing.
- The teacher to complete Student Management and Support chart in respective classrooms.
- Year Level coordinators to check SMS behaviour monitoring sheet each week.
- Year Level coordinators to place students on observations card/ reflection sheets etc/Praise good behaviour.
- Head of Secondary/Primary to place students on student agreement contract.
- Vice principal to issue Internal Suspension.
- Principal to issue External Suspension/ may refer for external support-Psychologist/ expulsion.

Use of Compass to record infractions and sanctions. Each action taken must be recorded and evidence provided before it can reach the next stage of the Student Management and Support process.

*Pastoral care and wellbeing staff will support staff and management throughout this process.

This is a chart for the EPIC family to understand the College's Student Management & Support (SMS) policy. They are not limited to the list provided. This is a guide to understanding the college implementation and structure.

STUDENT MANAGEMENT AND SUPPORT STRUCTURE

LEVEL 1 INFRACTIONS	LEVEL 2 INFRACTIONS	LEVEL 3 INFRACTIONS	LEVEL 4 INFRACTIONS	LEVEL 5 INFRACTIONS
<p><i>Minor problems are treated as Level 1 Infractions and could include:</i></p> <p>Disruptive behaviour in class</p> <p>Behaviour that interferes with the learning of other students</p> <p>Wandering around class without permission</p> <p>Failure to Complete class work or homework on time.</p> <p>Eating in class, or bringing drinks other than water to class</p> <p>Improper dressing, eg Scarfe, piercing, no face piercing on face</p> <p>Using unpleasant language or name calling</p> <p>Speaking in a manner that is disrespectful.</p> <p>Dropping litter</p> <p>Any other minor acts of misbehaviour.</p> <p>Lack of stationery</p> <p>Out of uniform.</p>	<p><i>These are more serious offences and should be made known to the Yr. Level Coordinator, at whose discretion the offence will be recorded on compass. Level 2 Infractions include:</i></p> <p>Repeated Level 1 Infractions</p> <p>Late to class/prayer</p> <p>Graffiti</p> <p>Copying the work of another student</p> <p>Misusing of school property</p> <p>Deliberately mishandling the property of a fellow students.</p> <p>Rudeness towards fellow students</p> <p>Pushing other students</p> <p>Moving around school outside timetabled hours</p> <p>Misuse of a laptop</p> <p>Possession of a mobile phone</p> <p>Lie or dishonest behaviour.</p>	<p><i>These are more serious infractions, which will be formally recorded and referred to the Wellbeing Office/Coordinator, who will decide on an appropriate course of action. Level 3 Infractions include:</i></p> <p>Repeated Level 2 Infractions</p> <p>Plagiarism</p> <p>Failure to attend Friday detention.</p> <p>Award of eight or more compass logs in one week.</p> <p>Rudeness or a poor attitude shown towards a member of staff.</p> <p>Wilful damage to school property</p> <p>Use of obscene language</p> <p>Truancy from a lesson or school</p>	<p>Level 4 Infractions include:</p> <p>Repeated Level 3 Infractions</p> <p>Vaping/smoking</p> <p>Bullying or cyberbullying</p> <p>Possession of inappropriate material</p> <p>Indecent behaviour</p> <p>Possession or smuggling of contraband.</p> <p>Verbal assault</p> <p>Physical assault or fighting with physical contact -Breach of 'Hands Off' Policy</p> <p>Rudeness or abuse directed towards a member of staff.</p> <p>Wilful disobedience towards a member of staff</p> <p>Vandalism</p> <p>Stealing</p> <p>Racism</p> <p>Examination malpractice</p>	<p>Repeated Level 4 Infractions:</p> <p>Physical assault of a staff member</p> <p>Sexual harassment</p> <p>Inappropriate behaviour which endangers the lives of others</p>

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ASSIGNED PERSON RESPONSIBLE				
Classroom Teacher Record as first strike on the Student Management and Support chart (this will appear in the class) Communicate with parents early to prevent issues from moving up the levels. Teacher to contact parents as well, if they have a classroom issue.	Teacher/Year Level Coordinator Record as second strike on the Student Management and Support chart (this will appear in the class) Note: classroom teacher enters the strike but will need to notify year level coordinator	Year Level Coordinator/ Head of Secondary Student observation cards Behaviour contract agreement Punctuality observation card Restorative action - reflection sheet.	Head of Secondary/ Vice Principal Communicate with parents.	Vice principal/ Principal Parent meeting
LEVEL 1 ACTIONS	LEVEL 2 ACTIONS	LEVEL 3-ACTIONS	LEVEL 4 -ACTIONS	LEVEL 5-ACTIONS
The methods teachers might use to deal with such minor problems could include: Restorative actions (reflection sheet, discussions, minor tasks etc) Refer to Wellbeing Hub, Adhere to procedure. Give a verbal warning. Teacher/Homeroom to make a seating plan. Picking up litter or tidying the classroom Making a public apology Giving an extra task Receive compass entry point/ Compass log. Communicate with parents.	Available sanctions for Level 2 Infractions: Restorative actions (reflection sheet, discussions, minor tasks etc) Refer to Wellbeing Hub, Adhere to procedure. Detention (recess/lunch) After school detention. Payment for any damages caused. Community work Confiscation of unauthorised items Written apology Compass caution letter to parents Communicate with parent	Available sanctions for Level 3 Infractions: Restorative actions (reflection sheet, discussions, minor tasks etc) Refer to Wellbeing Hub, Adhere to procedure. Internal suspension After school detention for 50 minutes Apology letter to be read out in class. Removal of privileges - activities, SRC, class captain Letter to parents Communicate with parents	Available sanctions for Level 4 Infractions: Restorative actions (reflection sheet, discussions, minor tasks etc) Refer to Wellbeing Hub, Adhere to procedure. Internal suspension Community service	Available sanctions for Level 5 Infractions: Restorative actions (reflection sheet, discussions, minor tasks etc) Refer to Wellbeing Hub, Adhere to procedure. External suspension for more than one week Expulsion Inform relevant authorities. Refer psychologist/ counsellor.

11. STRUCTURED SUMMARY OF THE SMS STEP-BY-STEP PROCESS:

Infractions & Severity Levels:

- **Level 1:** Minor problems such as disruptive behavior, failure to complete work, or poor language.
- **Level 2:** Serious offenses like repeated Level 1 infractions, dishonesty, or misuse of school property.
- **Level 3:** Formal infractions, including plagiarism, truancy, and rude behavior towards staff.
- **Level 4:** Serious breaches, including bullying, vaping, physical assault, and racism.
- **Level 5:** Critical issues such as physical assault of staff, sexual harassment, or actions endangering others' lives.

Step-by-Step Actions:

1. **Step 1: Teacher's Initial Action**
 - Teacher applies welfare procedures for **moderate** infractions.
2. **Step 2: Student Management and Support Chart**
 - If a student receives **two strikes** in one week, the issue escalates to the Year Level Coordinator (YLC).
3. **Step 3: YLC Action for Adverse Infractions**
 - YLC manages more serious infractions, including issuing observation cards and praise for good behavior.
4. **Step 4: Head of Secondary/Primary Action**
 - The Head of Secondary/Primary manages more severe infractions, including agreements or behavior contracts.
5. **Step 5: Vice Principal or Head of Secondary/Primary's Action**
 - Vice Principal or Head of Secondary/Primary handle severe infractions. VP issues internal suspension.
6. **Step 6: Principal or Vice Principal's Action**
 - Principal or Vice Principal address severe **Level 5 infractions**. Principal issues external suspension or expulsion and refers students to external support if needed.

Responsibilities:

- **Teachers:** Responsible for managing student behavior and wellbeing in class, using tools like behavior charts and communicating early with parents to prevent escalation.
- **Year Level Coordinators (YLC):** Monitor and record infractions, implement observation cards, and work on restorative actions.
- **Head of Secondary/Primary:** Responsible for managing formal behavior agreements, and monitoring student progress.
- **Vice Principal:** Handles more severe actions like internal suspension and involves the Principal if necessary.
- **Principal:** Manages the highest-level infractions, potentially leading to external suspension or expulsion.

Tools for Managing Infractions:

- **Compass System:** Used to record and track infractions at each stage, ensuring actions are documented with evidence before escalation.
- **Restorative Actions:** Common for all levels, including reflection sheets, discussions, and community service tasks.
- **Parent Communication:** Teachers and staff must maintain clear communication with parents at each stage, especially when infractions move beyond Level 1.

12. 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 Department of Education 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 on Compass 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 Coordinator, Head of Primary/Secondary, 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 Coordinator, Head of Primary/Secondary, 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. The detention must be recorded on Compass.
- (E) The Year Level Coordinator, Head of Primary/Secondary, 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.

13. PROCEDURES FOR SUSPENSION

- (A) The suspension and exclusion of students can only be undertaken by the Year Level Coordinator, Head of Secondary/Primary, Vice Principal and Principal.
- (B) Internal suspensions may be issued by the Vice Principal, while external suspensions may only be issued by the Principal.
- (C) College procedures leading to suspension are to be implemented by the Year Level Coordinator or Head of Secondary/Primary:
- 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.
- (D) **Guidelines for the length of Suspensions**
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- 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.
- (E) **Documentation:** Record the incident and actions taken in the school's disciplinary records in Compass for future reference.

14. PROCEDURES FOR EXPULSION

(A) Only the Principal has the authority to expel students.

(B) College procedures leading to expulsion are to be implemented by the Year Level Coordinator, Head of Secondary/Primary and Vice Principal:

- Obtain a completed Student Incident Report from the referring staff member.
- Collect written statements from all students directly involved in the incident and from other staff members and witnesses as appropriate.
- Conduct a thorough investigation of the incident and document all findings and processes.
- Discuss the findings of the investigation with the Year Level Coordinator, Head of Secondary/Primary, the Vice Principal and Principal ensuring that all perspectives are considered.
- Inform the parent/guardian of the severity of the incident and the possibility of expulsion.
- Schedule a formal meeting with the parent/guardian to discuss the incident, the investigation's findings, and the recommendation for expulsion.
- The Principal will review all evidence and consult with relevant parties before making a final decision regarding the expulsion.
- If expulsion is determined to be necessary, the Principal will notify the parent/guardian in writing, clearly outlining:
 - The reasons for the expulsion.
 - The evidence supporting the decision.
 - The effective date of the expulsion.
 - Any support available to assist the student in transitioning to another educational setting.
 - Provide the parent/guardian with information about the appeal process. They may submit an appeal in writing within one week of the decision.

Ensure all documentation related to the expulsion, including incident reports, statements, and correspondence with parents/guardians, is securely recorded on Compass for future reference.

15. PROCEDURE FOR MANDATORY REPORTING OF CHILD ABUSE

Teachers are legally required to report suspected incidents of physical (including sexual) abuse. Teachers may make direct reports or discuss the matter with the Student Welfare Coordinator.

Teachers making direct reports are to:

- telephone 9791 5244 and ask for the duty worker.
- The teacher will then be asked to answer questions put by the duty worker.
- inform the Student Welfare Coordinator that they have made the report.

STUDENT MANAGEMENT AND SUPPORT FORMS



Students will also be acknowledged for their commitment to their learning with a recognition of “Student of the Week”.

[illegible]



Restorative Action - Reflection Sheet

Lateness

Student to choose one question and answer it in detail!

1. What were the reasons or factors that contributed to your lateness today?
2. Reflect on the impact of your lateness on your ability to engage in the lesson and on the class.
3. Consider the importance of punctuality in a learning environment. How does being on time contribute to your own organisation and preparedness for the day?
4. Evaluate the strategies you currently use to stay organised and ensure timely arrival. Are there any areas for improvement?
5. How do you think your lateness may affect your relationships with peers and the overall classroom dynamic?
6. Brainstorm and list three specific actions you can take to ensure you are better organised and arrive on time in the future.
7. Reflect on the potential consequences of chronic tardiness, both academically and personally. How can improving your punctuality positively impact your overall success?
8. Consider seeking input from classmates or teachers on strategies they use to stay organised and arrive on time. How might their experiences inform your own approach?
9. Reflect on the importance of communication. If unforeseen circumstances arise, how can you communicate with your teacher or classmates to minimise the impact of your lateness?
10. Set specific, realistic goals for improving your organisational skills and punctuality. How will you measure your progress, and what steps will you take to ensure you achieve these goals?

All documents received will be saved and logged into Compass. The student is to learn, understand, appreciate and realise that positive change is vital.



Restorative Action - Reflection Sheet

BEHAVIOUR

Student to choose one question and answer it in detail!

1. Reflect on the specific behavior that led to the disruption in class. What were the contributing factors or triggers that may have influenced your actions?
2. Consider the impact of your behaviour on the learning environment, your classmates, and the teacher. How did your actions affect the overall atmosphere and focus in the classroom?
3. Evaluate the importance of maintaining a positive and respectful classroom culture. How does your behavior align with the expectations for behaviour in the classroom?
4. Reflect on alternative choices you could have made in that situation. What strategies can you employ in the future to prevent similar behaviour and maintain a positive classroom environment?
5. Consider the potential consequences of continued disruptive behaviour both for yourself and the class as a whole. How do your actions impact your own learning and the learning of others?
6. Reflect on any external factors that may be affecting your behaviour. How can you address these factors to create a more positive and conducive learning environment for yourself and your classmates?
7. Think about the role of communication in resolving conflicts or addressing concerns. How could open communication with the teacher or classmates help prevent future behaviour?
8. Reflect on your personal goals for behaviour and engagement in the classroom. How can aligning your actions with these goals contribute to a more positive and productive learning experience?
9. Consider seeking feedback from your teacher or classmates on ways to improve your behaviour in class. How can constructive feedback help you make positive changes?
10. Set specific, achievable goals for improving your behaviour in the classroom. What steps will you take to ensure that you make progress toward these goals, and how will you measure your success?

All documents received will be saved and logged into Compass. The student is to learn, understand, appreciate and realise that positive change is vital.



Restorative Action - Reflection Sheet

CLASSWORK/HOMEWORK

Student to choose one question and answer it in detail!

1. Reflect on your current approach to completing required tasks, whether it be homework or in-class assignments. How would you describe your habits and routines in this regard?
2. Consider the impact of consistently completing or not completing required tasks on your academic performance. How do these habits influence your understanding of the material and overall success in the class?
3. Evaluate the strategies you currently use to prioritise and manage your time when it comes to completing assignments. Are there areas where you could improve in terms of organisation and planning?
4. Reflect on the level of engagement and focus you bring to completing required tasks. How does your mindset and attitude affect the quality of your work and your overall learning experience?
5. Consider any external factors that may be affecting your ability to consistently complete tasks. How can you address or mitigate these factors to enhance your academic performance?
6. Reflect on the importance of meeting deadlines and fulfilling academic responsibilities. How do these habits contribute to your personal and academic growth?
7. Think about the resources available to you, such as teachers, classmates, or additional support. How can you utilise these resources to improve your ability to complete required tasks successfully?
8. Consider setting realistic and achievable goals for completing tasks in a timely manner. What steps will you take to ensure that you meet these goals, and how will you track your progress?
9. Reflect on the relationship between completing required tasks and your long-term academic and personal goals. How do these tasks contribute to your overall development and success?
10. Consider seeking feedback from your teacher or peers on ways to improve your approach to completing assignments. How can constructive feedback guide you in making positive changes to your work habits?

All documents received will be saved and logged into Compass. The student is to learn, understand, appreciate and realise that positive change is vital.



Restorative Action - Reflection Sheet

UNIFORM

Student to choose one question and answer it in detail!

1. Reflect on the importance of consistently wearing the proper uniform in school. How does adhering to the dress code contribute to a positive learning environment?
2. Consider the impact of being in proper uniform on your own mindset and preparedness for the school day. How does it influence your focus and engagement in class?
3. Evaluate the reasons behind any instances where you were not in proper uniform. Were these instances avoidable, and if so, what steps can you take to prevent them in the future?
4. Reflect on the message that being in proper uniform sends to your peers, teachers, and the school community. How does your appearance contribute to the overall culture and professionalism of the school?
5. Consider any challenges or obstacles you face in maintaining proper uniform compliance. How can you address these challenges and ensure consistent adherence to the dress code?
6. Reflect on the role of personal responsibility in being in proper uniform. How can taking ownership of this aspect of your school life positively impact your overall sense of discipline and accountability?
7. Think about the potential consequences of not being in proper uniform, both for yourself and the school community. How do these instances affect your reputation and the perception others may have of you?
8. Consider the resources available to you, such as reminders from teachers or school policies, to support you in consistently wearing the proper uniform. How can you utilise these resources effectively?
9. Reflect on any peer or teacher feedback you may have received regarding your adherence to the dress code. How can this feedback guide you in making positive changes and maintaining proper uniform compliance?
10. Set specific and achievable goals for consistently being in proper uniform. What strategies will you implement to ensure that you meet these goals, and how will you track your progress?

All documents received will be saved and logged into Compass. The student is to learn, understand, appreciate and realise that positive change is vital.



Restorative Action - Reflection Sheet

RESPECT

Student to choose one question and answer it in detail!

1. Reflect on your understanding of respect and its importance in a school setting. How would you define respect, and why is it a crucial aspect of building a positive learning community?
2. Consider instances where you have demonstrated respect towards teachers, classmates, and school staff. How do these actions contribute to a harmonious and supportive school environment?
3. Reflect on situations where you may not have shown the level of respect you aspire to. What were the contributing factors, and how could you have approached those situations differently?
4. Evaluate the impact of respectful behaviour on your relationships with peers and teachers. How does fostering a culture of respect enhance communication and collaboration within the school community?
5. Consider the diverse backgrounds and perspectives within your school community. How can you demonstrate respect for these differences and create an inclusive environment for everyone?
6. Reflect on the role of active listening in showing respect. How well do you listen to your peers and teachers during class discussions, and what steps can you take to improve your listening skills?
7. Think about the connection between self-respect and respect for others. How does maintaining a positive self-image contribute to your ability to show respect to those around you?
8. Reflect on the impact of disrespectful behaviour on the overall atmosphere in the classroom and school. How can your commitment to respectful conduct contribute to a more positive and conducive learning environment?
9. Consider seeking feedback from teachers or peers on your demonstration of respect. How can constructive feedback help you refine your behaviour and reinforce positive habits?
10. Set specific and achievable goals for consistently demonstrating respect in your interactions with others. What actions will you take to ensure that you meet these goals, and how will you measure your progress?

All documents received will be saved and logged into Compass. The student is to learn, understand, appreciate and realise that positive change is vital.

SMS Behaviour Monitoring Sheet

This form is given by the year level coordinator. The parent and student are aware of their respective responsibilities. An agreement between the parent, student and Level Coordinator is made:

Student Name and Signature:

Parent Name and Signature:

Level Coordinator Signature:

Year Level:



- The student must give this sheet to the teacher at the beginning of the class.
- It is the responsibility of the student to ensure the respective period teacher is to tick and sign the relevant sections.
- At the end of the observation period the student must give this Behaviour Monitoring Sheet to their respective Level Coordinator all complete.

Week:

Start Date:

End Date:

Please Note: 3 Acceptable 2 Needs Improvement 1 Unacceptable. Teacher to score and put initial!

	Subject	MON	TUE	WED	THURS	FRI
Period						
<i>Example</i>	<i>Humanities 1</i> <i>SK</i>					
1						
2						
Recess						
3						
4						
Lunch						
5						
6						
Prayer						
7						
8						
Parent to sign each day						

Any Comments:

Dear Teacher, it is the responsibility of the student to present this sheet to you at the start of the lesson. We do not accept any student misbehaviour at our college. (**Lateness, rudeness, lack of effort in class, class distractions** are to name a few that are all considered to be breaching the agreement of this monitoring sheet.)

This section will be completed at the end of the observation period

Student to Signature:		Date:	
Parent Name & Signature:		Date:	
Year Level Coordinator:		Date:	



STUDENT AGREEMENT

YEAR LEVEL COORDINATOR/HEAD OF SECONDARY or PRIMARY AGREEMENT FOR:

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

Name:	Year Level:
-------	-------------

Attendance

- Regularly attend school and arrive on time to school.
- Arrive on time to my classes and line up outside my class.
- Provide a note when I am absent.

Uniform

- Wear the correct uniform every day and provide a note when unable.

Class Work

- Complete all class work to the best of my ability.
- Use my diary to record homework (is in progress)
- Complete homework and hand in all 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 and other students with respect
- Respect the "Hands Off" policy and not touch/fight with others.

Electronics

- Use the computers for schoolwork only.
- Do not tamper with or damage the school's computers.
- Keep my mobile phone/electronic device turned off and in my bag/locker
- Not bully/harass others using social media.

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, further action will be required by the College Leadership Team.

Student Name & Signature:		Date:
Parent Name & Signature		Date:
YLC Name & Signature:		Date:
Head of Secondary/Primary Name & Signature:		Date:



VICE PRINCIPAL/HEAD OF SECONDARY or PRIMARY BEHAVIOUR CONTRACT & AGREEMENT

_____ will begin this contract (date) _____ to assist
in determining their future at East Preston Islamic College.

Expectations

- It is expected that _____ will follow EPIC's Student Code of Conduct and will receive an Internal Suspension for day (s)

Support to be provided by EPIC:

- The Classroom/Homeroom Teacher, Year Level Coordinator, or the Assistant Head of Primary/Secondary meets with the student and revisits EPIC's Student Code of Conduct so the student is fully aware of their expectations.
- The student attends _____ sessions with EPIC's psychologist/counsellor to address behaviour concerns. If EPIC counsellors have no availability, the student must access external counselling sessions.
- The student is on an Observation Card (Please circle: YES/NO)

Actions to be taken if the agreement is not followed.

- Staff will report any low level/moderate adverse behaviours occurring in the classroom, the yard, or school events. The Head of Primary/Secondary will review the incident and implement Student Management procedures which can lead to detention, suspension or if repetitive and at the discretion of the Vice Principal/Principal, expulsion.
- Staff will report any severe adverse behaviours occurring in the classroom, the yard, or school vents to the Head of Primary/Secondary, which can lead to expulsion, at the discretion of the Principal.

By signing this contract all parties agree to the stipulations in the document and will follow accordingly.

Student Name & Signature:		Date:
Parent Name & Signature		Date:
Head of Secondary or Primary Name & Signature:		Date:
Vice Principal Name & Signature:		Date:

STUDENT FILE INCIDENT REPORT

STAFF REPORT (to be filled in by staff member reporting the incident)

STUDENT NAME: _____

INCIDENT REFERRED BY (Staff): _____

INCIDENT REFERRED TO (Coordinator): _____

DATE OF INCIDENT: _____ PLACE: _____ PERIOD/TIME: _____

INCIDENT REPORT (details of incident): _____

(Attach additional page if space is insufficient)

ACTION ALREADY TAKEN (What you have done to date- staff member reporting incident)

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: _____

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: _____

..... ✂ ✂

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.