

**SALAMAH COLLEGE**  
Education Faith Discipline



# **DISCIPLINE**

## **RATIONALE**

At Salamah College we believe that a stimulating and positive learning environment will encourage good behaviour by the students. Our Restorative Behaviour Management program (RBM) promotes conflict resolution and encourages students to practise self-discipline which involves students analysing inappropriate behaviour and coming up with solutions.

At Salamah College our aim is to focus on positive behaviour rather than inappropriate behaviour by rewarding students with merit awards, class incentives, excursions and fun days. We believe it's more effective for students to evaluate their own behaviour by using the school Behaviour Expectations Matrix (See appendix 3).

At salamah College every student has a right to procedural fairness and to the hearing natural rule. Each child has a right to be heard during any disciplinary process. If a student or his parents need interpreting services, the school will provide one. If and after appealing a school decision parents are still unsatisfied they have a right to an external appeal process.

## **SCHOOL RULES/DISCIPLINE CODE**

At Salamah College we have designed the RBM which has been implemented in the classroom and the playground. The Behaviour Expectations Matrix will be displayed in the classrooms, office and the hallways. Parents will obtain a copy of the discipline policy and the RBM.

### **Behaviour Management practices implemented at Salamah College**

- **Providing opportunities for students to contribute positively to school/classroom decisions**
  - \* SRC
  - \* Class meetings
  - \* Negotiation of classroom rules and consequences for breaking of group rules
  
- **Classroom teaching and learning activities designed to promote healthy life choices, self-esteem and community spirit**

Teaching of the relevant Content Strands from the Personal Development, Health and Physical Education K-6 and 7-12 Syllabuses:

- \* Active Lifestyle
- \* Growth and Development
- \* Interpersonal Relationships

- \* Personal Health Choices which includes drug education
- \* Safe Living which includes child protection
- \* Buddy class activities
  
- \* Programs to teach and opportunities to practice such things as social skills, decision making, problem solving, critical thinking and co-operative learning skills
- \* Provide a learning environment that values and encourages open communication between all learners – students, teachers, parents and community helpers.
  
- **Making expectations explicit**
  - \* Teaching and displaying school rules and procedures
  - \* Teacher provides clear instructions, explains why (the purpose), provides support and gives constructive feedback to student/s.
  - \* Consistent and fair teacher response in line with the RBM to a student making poor behavioural choice
  
- **Ensuring all relevant people are familiar with school rules and the processes and procedures to guide and support positive student behavioural choices**
  - \* Educating casual teachers
  - \* Educating parents
  - \* Ongoing monitoring of the system
  - \* Regular class meetings and Student Representative Meetings.

### **Strategies to promote good discipline and effective learning within the school**

At Salamah College the following strategies need to be implemented to promote good discipline and effective learning. They are:

#### **TEACHERS**

- Designing programs to meet individual needs
- Becoming flexible teachers and consistently evaluating teaching strategies and class programs.
- Organisation and structure in the classroom
- Supporting children in achieving success through learning
- Fairness and consistency of school rules

- Involving parents in promoting acceptable behaviour from their children
- Providing counselling and remediation sessions.
- Positive modelling

## STUDENTS

- Developing social skills such as turn taking/cooperating and being courteous to others
- Respect to staff
- Considering safety of themselves and others
- Listening and following directions
- A positive attitude
- Sportsmanship
- Valuing others

## Practises to recognise and reinforce students achievements

- **Awards**
  - \* Class awards, stickers, certificates, classroom privileges
  - \* Praise and display of good work
- **Contact with parents to advise and commend student achievement**
  - \* Letters sent home to parents
  - \* Use of parent/teacher interviews to report on achievement
  - \* Informal meetings with parents
  - \* Commendable work including student portfolios
- **Commendations at assemblies and special school occasions**
  - \* Display of work at assemblies
  - \* Special awards presented on Presentation Day at the end of the year
  - \* Verbal recognition and commendation at assemblies – individual, group and class

- \* Presentation of weekly merit awards. Teachers are required to hand out 3 merit awards every week to students in their class. If teachers have 24+ students in their class they need to hand out 4 merit awards.

- **Merit Card System (carried on throughout primary from K-6)**

- \* Bronze Award (for 5 certificates)
- \* Silver Award (for 10 certificates)
- \* Gold Award (for 15 certificates)
- \* Display of work at assemblies
- \* Special awards presented on Presentation Day at the end of the year

### **Modelling of consistent and caring behaviour by staff**

#### **BEHAVIOUR CODE FOR TEACHERS**

Teachers will be trained to use the Behaviour Toolkit and be aware of individual differences between students. In addition, when using their professional judgement they need to be:

- BE FIRM
- BE FAIR
- BE CONSISTENT
- TRY TO FIND OUT WHY AND FOLLOW UP
- GIVE CLEAR INSTRUCTIONS
- FOLLOW SCHOOL DISCIPLINE POLICY AT ALL TIMES
- WHEN IN DOUBT ASK QUESTIONS TO THE PRINCIPAL OR HIS DELEGATE
- REMEMBER YOU ARE A ROLE MODEL AND AT ALL TIMES SWEARING IS UNACCEPTABLE, YOU ARE TO USE APPROPRIATE LANGUAGE
- CHOOSE YOUR WORDS WISELY (e.g. When silencing the class do not use such words as “shut up” but rather “silence in the classroom” or “it is time to do our work quietly now” or the like. Do not use degrading names such as: idiot, stupid of the like).

### **Strategies for dealing with unacceptable behaviour**

NOTE: BANNED PUNISHMENT – Corporal punishment is prohibited at Salamah College. Any form of physical punishment such as hitting of any kind, emotional such as mocking, degrading and humiliating is prohibited as well. Salamah College expressly prohibits corporal punishment and clearly and exhaustively has listed the proposed School’s discipline methods so as to plainly exclude corporal punishment. Salamah College does not explicitly or implicitly sanction the administering of corporal punishment by non-School persons, including parents, to enforce discipline at the proposed School.

At Salamah College we use the RBM which includes:

- Positive programs such as conflict resolution and social skills implemented in the classroom
- Student empowerment
- Holistic school approach to discipline and behaviour management.

## **SUSPENSION/EXPULSION**

### **SUSPENSION**

#### **General Guidelines**

- Suspension is only one strategy used at school for the purpose of teaching students responsibility and not as a vengeful act against a child.
- It is most effective when it highlights the parents' or caregiver's responsibility for taking an active role, in partnership with the School, to change the behaviour of their child.
- Salamah College will work with parents or caregivers with a view to assisting a suspended student to re-join the School community as quickly as possible. Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the School's expectations in the future.
- It also allows time for School personnel to plan appropriate support for the student to assist with successful re-entry.
- The Principal of will exercise his authority to suspend students having regard to his responsibilities to the whole School community and to the principles of procedural fairness.
- The Principal will exercise his right to suspend according to those procedures in place to dealing with such matters and to deal with complaints received on these grounds.
- In determining whether a student's misbehaviour is serious enough to warrant suspension, the Principal will consider the safety and welfare of the student, staff and other students in the class or School.
- The full range of School student welfare and discipline strategies will have been implemented, in most cases, before a suspension is imposed.
- Suspension can be in or out of School and will be left to the discretion of the Principal having considered all factors surrounding his decision to suspend in the way they affect the student, his family and other students.

- In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, the presence of weapons or illegal drugs.
- The decision to suspend must be taken by the Principal, or, in the Principal's absence, his delegate.
- Suspensions can range from 1 to 20 days depending on the severity of the offence, previous suspensions if any, while considering the educational welfare of the student in question and of others at School.
- Parents can appeal the decision to suspend. In such a case the Principal will look at the incident again and make one final decision. If parents are not happy with the outcome parents are free to challenge the School's decision with the assistance of an outside agency.
- It is very rare that a student in Kindergarten to Year 2 be suspended from School having exhausted all other measures to correct the misbehaviour in question. Nevertheless, the policy is there to be applied if such a case may warrant suspension.
- Immediate suspension may happen in situation where the student becomes a risk to his own safety or the safety of others around him. While waiting for his parents to arrive the student will be supervised.
- In the case of an immediate suspension all procedures mentioned below will still apply. The child will be kept at School until parents can pick up their child
- In the case of immediate suspension a full risk assessment will be conducted to ensure everyone's safety including the student's safety even while out the School on suspension. If the School believes that the student may hurt himself, out of its Duty of Care the School will notify the parents of that and offer them all the support mechanisms available at the School and outside of School to assist parents and child.

### **Reasons for Suspension**

Students can be suspended from School if at any time while representing the School between School hours, on site or on an activity outside the School premises, or travelling to and from School, or while still wearing their uniform even after School hours and not on School grounds, they:

- Threaten the safety, health or wellbeing of others
- Act violently against others
- Cause significant damage to or destruction of property
- Get involved in the theft of property
- Use, possess or deliberately assist another person to use prohibited drugs or substances
- Consistently engage in physical or cyber bullying

- Consistently vilify, defame, degrade or humiliates the School and brings it into disrepute

### **Procedures for Suspension**

1. In some circumstances, a formal caution letter (refer Appendix 8: Formal Caution) may be sent home to parents before the decision to suspend is made.
2. When the Principal decides to suspend a student, in order to provide support to the student in question and to explain the situation, a meeting is organised between the Principal, the student's teacher, the parent, the student for part of the meeting and whomever from the executive staff that the principal deems fit to attend.
3. Depending on the situation, the Principal or his delegate may at times contact the parents to inform and discuss the suspension by telephone unless requested otherwise.
4. Depending on the situation, at times the school may call for an independent private counsellor.
5. During the meeting or phone call, the Principal or his delegate will:
  - a) Explain to parent and child why, when and where the suspension will happen (e.g. in-School or out of School)
  - b) Provide contact details for additional support services
  - c) At times, provide the student with an Out of School Learning Program, proposing a set of School work to be done for the period of the suspension
6. A formal letter (refer Appendix 5: Suspension Letter) will be provided to the parents addressing:
  1. Why the student was suspended
  2. For how long
  3. The day of return to School
  4. The right to appeal the School's decision to suspend the student (refer Appendix 4: Appeal Against A Decision to Suspend/Expel A Student)



## EXPULSION / EXCLUSION

### General Guidelines

- In extreme circumstances the Principal may expel a student from the School.
- Expulsion from Salamah College means that the student will not be enrolled in Salamah College's sister Schools such as Al Amanah College.
- Students and parents or care-givers, who consider that correct procedures have not been followed, or that an unfair decision has been made, may appeal.
- The Principal will exercise his right to expel according to those procedures in place to dealing with such matters and to deal with complaints received on these grounds.
- In determining whether a student's misbehaviour is serious enough to warrant expulsion, the Principal will consider the safety and welfare of the student, staff and other students in the class or School.
- The full range of School student welfare and discipline strategies will have been implemented, in most cases, before expulsion is imposed.
- In some circumstances the Principal may determine that a student should be expelled immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, the presence of weapons or illegal drugs.
- The decision to expel must be taken by the Principal, or, in the Principal's absence, his delegate.
- Parents can appeal the decision to expel. In such a case the Principal will look at the incident again and make one final decision. If parents are not happy with the outcome parents are free to challenge the School's decision with the assistance of an outside agency.
- It is very rare that a student in Kindergarten to Year 2 be expelled from School having exhausted all other measures to correct the misbehaviour in question. Nevertheless the policy is there to be applied if such a case may warrant expulsion.
- Immediate expulsion may happen in a situation where the student becomes a risk to his own safety or the safety of others around him. While waiting for his parents to arrive the student will be supervised.
- In the case of an immediate expulsion all procedures mentioned below will still apply. The child will be kept at School until parents can pick up their child.
- In the case of immediate expulsion a full risk assessment will be conducted to ensure everyone's safety including the student's safety. If the School believes that the student may hurt himself,

out of its Duty of Care, the School will notify the parents of that and offer them all the support mechanisms available at the School and outside of School to assist parents and child.

### **Procedures for Expulsion**

1. When the Principal decides to expel a student, in order to provide support to the student in question and to explain the situation, a meeting is organised between the Principal, the student's teacher, the parent, the student for part of the meeting and whomever from the executive staff that the principal deems fit to attend.
2. Depending on the situation, at times the school may call for an independent private counsellor.
3. During the meeting the Principal or his delegate will:
  - Explain to parent and child why and when the expulsion will happen
  - Provide contact details for additional support services
4. A formal letter (refer Appendix 6: Expulsion Letter-Misbehaviour or Appendix 7: Expulsion Letter-Unsatisfactory Performance) will be provided to the parents addressing:
  1. Why the student was expelled
  2. The effective date of the expulsion
  3. The right to appeal the School's decision to expel the student (refer Appendix 4: Appeal Against A Decision to Suspend/Expel A Student)