



**MALEK FAHD
ISLAMIC SCHOOL**

Behaviour Education Policy

Version: V2.0

13 March 2026

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1. Policy Custodian

- Deputy Principal Wellbeing & Community

2. Version control

Version No	Date	Details	Approved by
V1.0	15 July 2022	New (replaces Behaviour Management policy). Principal (Dr Zachariah Matthews)	Principal (Dr Zachariah Matthews)
V2.0	DRAFT 13 March 2026	Revised by Deputy Principal Wellbeing & Community (Mr Aiyub Ahmed)	Principal (Dr Zachariah Matthews)

3. Policy Review

This policy will be reviewed at least every three years if not earlier to take account of any changed technology, legislation, expectations, or practices. The next review date is March 2029.

4. Related Policies

- Student Behaviour Policy (formerly Discipline Policy)

5. Relevant Strategic Aspirations and Goal

- Overall Strategic Aspiration: “Embarking on an exciting journey of *tajdid* (renewal) in Islamic Education progressing towards distinction.”
- Aspiration: “The School environment engenders a sense of belonging, respectful engagement and enhanced wellbeing.”
- Goal 2: Climate – “Fostering a culture that nurtures God-consciousness (*taqwa*), the refinement of moral character (*akhlaq*) and the pursuit of excellence (*ihsan*).”

6. Relevant Educational Philosophy

Moral Character: “Knowing that the development and refinement of a student’s *akhlaq* (moral character), defined as the practice of virtue, morality and refined behaviour, is a key focus of the Prophetic model and forms an essential component of *tarbiyah* (nurtured mentoring) in Islam.”

7. Relevant Graduate Qualities

1. God-conscious	8. Embodies <i>hayaa</i> (modesty)
2. Loves Allah and His Messenger	9. Empathetic
7. Perseverant	10. Trustworthy

8. Behaviour Education Defined

Behaviour Education as defined at MFIS is an approach aimed at the development and refinement of moral character (*akhlaq*) and conduct. It is an approach focused on the relational aspects of schooling based on dignity, respect and caring. The approach is growth-oriented and seeks to develop self-regulation and trust. It engages reflection with students to support their transformation and aspiration towards distinct conduct. This approach emphasises intrinsic motivation for students to do the right thing and is usually accompanied by a feeling of wellbeing when making responsible decisions.

9. View of Learners

At MFIS the dignity of our learners is to be honoured and preserved as the highest of priorities. We hold firm to asset-based views of learners – applying the principle of *husna-dhan* (holding a positive view and high opinion of learners and their families) as the basis of relationships, and engagement.

10. Purpose

The purpose of this policy is to enable the MFIS learning community to operate within an environment that allows for the nurturing and growth of refined behaviour. This aligns with the Prophetic mission to “refine moral character.”

The School’s behaviour education approach is underpinned by foundational principles of Islamic education which emphasises a strength-based approach – a view of students that is “primarily dependent upon positive attitudes about people’s dignity, capacities, rights, uniqueness, and commonalities” (McCashen, 2005). Based on the Prophetic example character is not taught, it is transferred. Therefore, central to this approach is the fostering of meaningful and positive relationships between educator and learner that create transformative learning experiences.

Both teaching or instruction (*ta'leem*) and nurtured mentoring (*tarbiyyah*) underpins this Behaviour Education Policy. The policy is designed to support every learner in their spiritual, social, emotional, and intellectual development. Behaviour education is complex work that happens in classrooms, on playgrounds, prayer halls, buses, etc. – and at Malek Fahd Islamic School, behaviour education is a shared responsibility. Whether you are a student, educator, nurturing mentor, family or community member, we all have a responsibility to embody our School's values, aspirations and commitments.

This policy sets out to enable:

- Educators to embody and conduct themselves as teachers of knowledge (*mu'allim*) and nurturers of the self (*mu'rabbi*) towards that which is good within an Islamic paradigm.
- The provision of an environment which provides opportunities for students to achieve their best potential in all aspects of their development.

11. Scope:

This policy applies to the MFIS learning community and caters for students from Kindergarten to Year 12. In an Islamic worldview, the development of accountability (*takleef*) is age-appropriate and is accompanied by religious obligations by those who reach the age of physical maturity - *tamyeez* (discernment) comes earlier before *buloog* (puberty).

12. Aspirational Outcomes:

- A team of educators who are confident decision makers and committed to a culture of care.
- Students who aspire to refined and upright conduct that allows them to progress in this life on to the hereafter through God-consciousness (*taqwa*) and retrospection (*muhaasaba*).

13. Guiding Principles:

- Model appropriate behaviour:** Preparing students for holistic success requires that behavioural aspirations align with the School's vision and educational philosophy. It also requires the teaching of appropriate behaviour-related skills including conflict management. It is the adults within the MFIS learning community who should model appropriate behaviour, e.g., when resolving conflict.
- Maintain dignity:** In modelling appropriate behaviour, educators take a strengths-based view of learners, treating students with dignity and respect – this surpasses all other methods. Educators should avoid addressing misbehaviour by yelling, degrading or humiliating students.
- Consider individual needs:** Differentiation is not only confined to curriculum matters. Behavioural strategies and responses to behaviour require differentiation as all students develop at different rates and may require different support strategies. A student's medical and psychological needs such as ADD, ADHD, anxiety, etc., must be at the forefront of responses to behaviour.
- Prevention before intervention:** It is the responsibility of the educator to create an atmosphere that is welcoming and respectful. The setting of classroom aspirations, procedures and routines, as well as proactive reinforcement systems, are essential preventative practices that a teacher should incorporate and embed into practice – this is key to successful implementation of support strategies.
- Accountability:** Aligned with our policy goal of transforming behaviour, we are committed to educating and supporting students in understanding the impact of their misbehaviour on themselves, on others, and on their relationship with Allah. A key concern is the negative impact on teacher wellbeing and the learning environment for peers. This approach emphasises nurturing mentorship, introspection, and self-accountability, guiding students to take responsibility for their actions and cultivate good moral conduct rooted in Islamic values and traditions.
- Transformative, not punitive:** Positive relationships are the lifeblood of good teaching, nurturing and mentoring. This approach is a shared commitment to the refinement of character through a transformative faith-based educational experience. Students must be provided with an opportunity to engage in meaningful reflection and where appropriate make amends and set reform goals as part of

the transformative process. Malek Fahd Islamic School does not condone nor allow corporal punishment.

14. Educator and Mentor Expectations:

Educators and mentors at Malek Fahd Islamic School will:

- View themselves as life-long learners that are continually growing as both humans and professionals. In doing so, they will continually reflect on their ability to engage students in the process of teaching and nurtured mentoring and perpetually grow as reflexive practitioners (examining their assumptions, values and postionality).
- Develop positive relationships with students within their area(s) of responsibility, based on dignity and respect. In doing so, students feel a sense of being valued, cared for, and supported.
- Provide a wholesome environment for all students whereby the sanctity of the learning environment is preserved and care for the learning of others is valued.
- Explicitly teach behaviour expectations.

15. Behaviour Expectations

Learners at MFIS aspire to behave with RESPECT:

R	Responsible	I aim to own my behaviour	<i>Muhaasabah</i> (accountable)	Self-awareness
E	Etiquette	I aspire to be polite and courteous	<i>Adab</i> (manners)	Social-awareness
S	Safe	I try not to harm myself or others	<i>Aman</i> (safety)	Social-management
P	Punctual	I love being early, not late	<i>Wal-`Asr</i> (values time)	Self-management
E	Effort	I strive to do my best	<i>Juhd</i> (striving)	Self-management
C	Cooperate	I dislike being disruptive	<i>Ta`aawun</i> (cooperative)	Social-management
T	Truth	I value being honest	<i>As-sidq</i> (truthfulness)	Self-management

At MFIS students are expected to:

- Respect themselves, other students, their teachers, school staff and community members.
- Follow school and class expectations (standards, procedures) and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Show courtesy to all students, teachers, and community members.
- Resolve conflict respectfully, calmly, and fairly.
- Proudly wear the school's uniform and meet dress code expectations.
- Attend school every day (unless legally excused).
- Safeguard all property.
- Not be violent or bring weapons, illegal drugs, alcohol, or tobacco to school or school events.
- Not bully, harass, intimidate, or discriminate against anyone.

(Source: MFIS Student Behaviour Policy – formerly known as the Discipline Policy)

16. Preventative Strategies:

- There is good correlation between student engagement and behaviour. The physical environment, curriculum, resources, and teaching method can support student engagement at school and prevent disengagement which is usually followed by disruptive behaviour.
- Teachers should teach problem-solving and conflict-resolution skills, so students don't resort to aggression to cope with situations.
- Teachers should establish engaging and enriching learning environments.

- Teachers should shift their attention away from focusing on trying to “fix” student behaviour by using rewards and consequences, but rather seek to influence student engagement, nurture and mentor behaviour transformation (Sullivan. A. The Conversation 2015).

17. Behaviour Education through Multi-Tiered Systems of Support

A three-tiered framework provides differentiated supports to meet the needs of students. For universal support, or tier one, all students benefit from instruction in an inclusive whole school setting incorporating effective teaching strategies. There are some students for whom this universal support is not sufficient. These students receive targeted, tier 2 support. Individual students who require more than the universal and targeted support receive individualised, tier 3 support. The support provided at tiers 2 and 3 is viewed as short term and targeted to assist students to develop the social and emotional skills required to transform behaviour and conduct. A student may move between the multi-tiered levels of support as their needs change.

Tier One: Universal Support

School-wide behavioural expectations that are explicitly taught, modelled and reinforced. Central to this approach is the fostering of meaningful and positive relationships between educator and learner that create transformative learning experiences.

- a) Students who exhibit minor misbehaviour (e.g., disruption) need to be addressed by the Class/Subject/Homeroom/Duty Teacher using a dignified approach.
- b) If additional support is required, then a review of classroom management strategies needs to be considered. This may include seating plans, observation of other staff in the same class or seeking of advice from the Grade/Stage Coordinator (Primary) or Head of Department (Secondary) on student engagement, differentiation, and classroom management strategies.
- c) Individual student goals can be set by the Class or Subject/Homeroom Teacher collaboratively with the student to help promote personal responsibility and self-reflection. These goals may relate to punctuality, classwork, homework and attitude. Improvement in one or more of the assigned goals needs to be acknowledged as progress.
- d) Students who demonstrate little improvement in the assigned goals will be mentored via a lunch reflection by the Class Teacher or Subject Teacher.
- e) For students who exhibit continued minor misbehaviour or across subject areas, despite engagement, differentiation, and classroom management plans, then a parent meeting should be organised by the Grade/Stage Coordinator (Primary) or Year Advisor (Secondary) to discuss the supportive needs of the student. Minutes of these meetings will be documented in Sentral.

Tier Two: Moderate Support

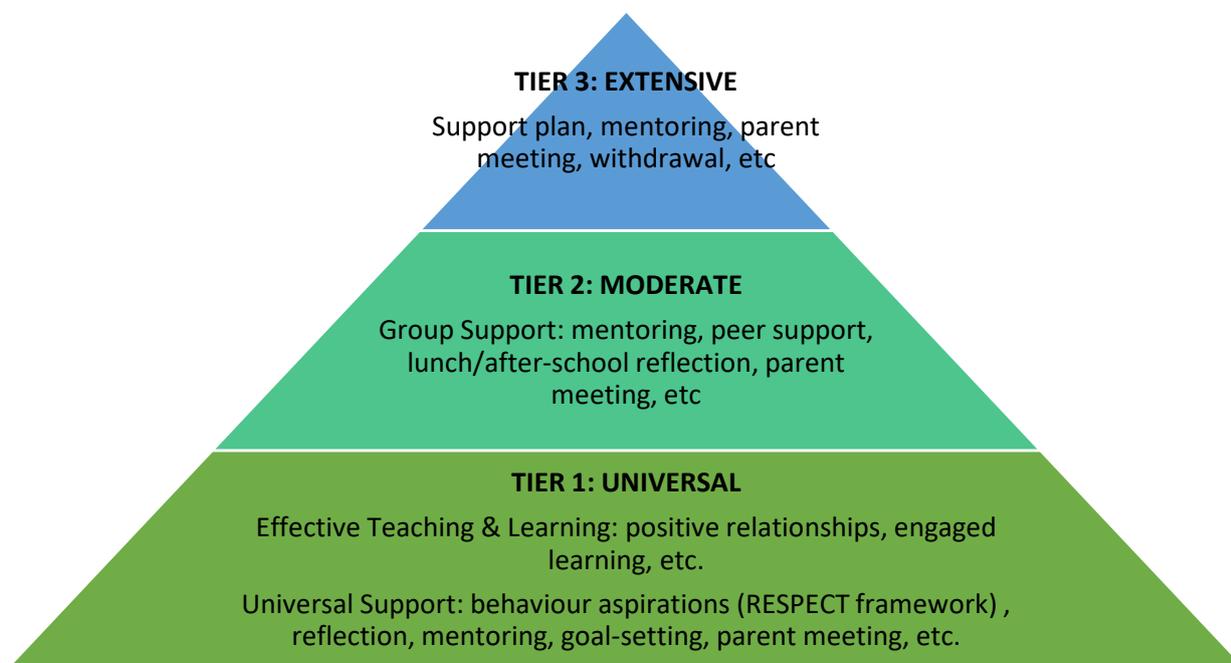
Identified students receive targeted and moderate support.

- a) The Stage/Wellbeing Coordinator (Primary) or Wellbeing Coordinator (Secondary) meets with students who have common behavioural challenges. This will involve withdrawing the students on a regular basis during recess or lunch for example (not during class time). This mentoring meeting will be used to connect with students and provide them with strategic support to reduce challenging behaviour and develop the social and emotional skills required. These meetings will focus on a strengths-based approach. These meetings may also include the support of a Sheikh and will be documented in Sentral.
- b) Students may also be assigned a peer support mentor who can provide advice and guidance. Mentors will meet with their students regularly.
- c) The Stage/Wellbeing Coordinator (Primary) or Wellbeing Coordinator (Secondary) may schedule a lunch or after-school reflection if additional support is required. These sessions will be designed and facilitated by the Coordinator issuing the reflection. Notes from these reflections will be documented in Sentral.

Tier Three: Extensive Support

Identified students receive individualised extensive support.

- a) Wellbeing Coordinator (Primary) or Wellbeing Coordinator (Secondary) will individually mentor students in this tier. Mentoring may occur once or twice a week. These meetings may also include the support of a Sheikh or Counsellor. The Counsellor will provide support if there is an associated emotional or psychological challenge involved. Trauma-informed approaches should be used where appropriate. A multi-disciplinary team approach should be facilitated by the Wellbeing Coordinator.
- b) A behaviour support plan will be devised in collaboration with the student by the Stage/Wellbeing Coordinator (Primary) or Wellbeing Coordinator (Secondary). This may include external support services provided by professionals or community members. The plan will be developed in consultation with the relevant campus Head of Wellbeing or Deputy Head of Campus (DHOC). The DHOC will be notified.
- c) Students who demonstrate serious misbehaviour may be withdrawn out-of-school as per the MFIS Student Behaviour Policy (former Discipline Policy). Upon their return to the classroom the student will be mentored by the Stage/Wellbeing Coordinator (Primary) or Wellbeing Coordinator (Secondary). Under extenuating circumstances, a student's enrolment may be cancelled with the approval of the Deputy Principal Wellbeing & Community (see the MFIS Student Behaviour Policy).



18. Behaviour Supports:

These support measures should be selected based on the student's behaviour needs.

General nurtured mentoring	All staff
Student engagement	All Staff (PS Grade/Stage Coordinator and HS HOD/AHOD provides teacher training)
Classroom management (routines, etc)	Teacher (PS Grade/Stage Coordinator and HS HOD/AHOD provides teacher training)
Student Class Goals	PS Class Teacher and HS Subject Teacher
Parent meeting	PS Class Teacher/Stage Coordinator/Wellbeing Coordinator and HS Subject Teacher/Year Advisor/Wellbeing Coordinator. Where appropriate Spiritual and/or School Counsellor.
Lunch Reflection	PS Class Teacher/Stage Coordinator/Wellbeing Coordinator and HS Subject Teacher/Year Advisor/Wellbeing Coordinator
Mentoring meeting	PS Class Teacher/Stage Coordinator/Wellbeing Coordinator and HS Subject Teacher/Year Advisor/Wellbeing Coordinator. Where appropriate Spiritual and/or School Counsellor.
Behaviour Support Plan	PS Wellbeing Coordinator and HS Wellbeing Coordinator. In consultation with Stage Coordinator/Year Advisor and where appropriate Spiritual and/or School Counsellor.
Peer Support	PS Wellbeing Coordinator and HS Wellbeing Coordinator
After-school reflection	PS Wellbeing Coordinator and HS Wellbeing Coordinator
Withdrawal reflection (out-of-school)	HOC and DP Wellbeing & Community
Enrolment cancelled	HOC with DP Wellbeing & Community

19. Policy Implementation:

- a) Support for the implementation of this policy is provided by the Principal, School and Campus Executives – time, resources and leadership.
- b) Implementation Phases:
 - a. Crawl: Staff training (targeted and scheduled)
 - b. Walk: Student teaching and mentoring (behaviour aspirations and graduate qualities)
 - c. Run: Support systems functioning effectively
 - d. Fly: Outcomes achieved
- c) A review of the implementation of the policy will be conducted after 6 months, then annually thereafter.

20. Glossary:

- Adab – manners
- Akhlaq – moral character
- As-sidq - truthfulness
- Husna-dhan - holding a positive view and high opinion of
- Ihsan – excellence
- Juhd – striving
- Muàllim – teaching or instructor
- Muhaasabah – accountable
- Murabbi – mentor or nurturer
- Taàawun – cooperate
- Tajdid – renewal
- Ta`leem – teaching or instruction
- Taqwa – God-consciousness
- Tarbiyyah – nurtured mentoring
- Wal-Àsr – by time (values times)

21. References:

- McCashen, W. (2005). The Strengths Approach, published by St Luke's Innovative Resources.
- Sullivan, A. (2015). How teachers are taught to discipline a classroom might not be the best way. The Conversation.