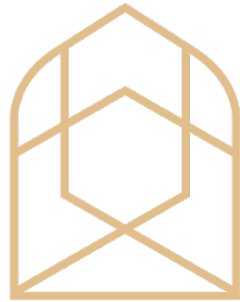


# Malek Fahd Islamic School Limited

ABN 41 003 864 891



**MALEK FAHD  
ISLAMIC SCHOOL**

## **MFIS Discipline Policy & Procedures**

**Version 3.0**

**27 November 2023**

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## Policy Owner

Deputy Principal (Wellbeing & Community)

## Version Control

Version No	Date	Details	Approved by
V1.0	3 April 2019	Revised	Principal (Bruce Rixon)
V2.0	22 January 2021	Updated	Principal (Bruce Rixon)
V3.0	27 November 2023	Revised	Principal (Dr Z. Matthews)

## Policy Review

This policy will be reviewed every three years to take account of any changed technology, legislation, expectations, or practices.

The next review date is November 2026.

## Relevant Graduate Qualities

- Taqwa (God-conscious)
- Self-disciplined

## Islamic Worldview

Islam teaches us discipline through self-control. While we have free will, we must use this in a responsible way, and treat others with the respect and dignity that we expect for ourselves. With our free will we should practice self-control; this will promote a healthy relationship with Allah (SWT). We practice self-control through praying, fasting, zakat (obligatory charity), Hajj (pilgrimage), etc. For example, at the time of Fajr prayer, we may like to sleep, but we get up to pray. While fasting, we feel hungry and thirsty, but we practice self-control and refrain from eating or drinking from dawn to sunset.

Discipline through self-control is explicitly taught in the Quran. We are taught to observe and obey the Will of Allah SWT and forbid our lower self from doing what is wrong and harmful to us. This can only be possible when we practice self-control. *“But he who feared to stand before his Lord and restrained himself from evil desires.”* (Quran 79:40)

## Behaviour Expectations

Supporting and enabling positive student behaviour is essential for quality learning, as well as the wellbeing and safety of all students and staff. Inclusive practice must be embedded in all aspects of school life and be supported by school culture and everyday practice.

Our school’s high expectations (standards of behaviour) and aspirations are designed to foster respect and responsibility as well as the value of self-discipline in our students.

Our school is committed to providing safe, supportive, and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

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.

MFIS will take appropriate action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

## Responsibilities and Delegations

All staff will work collaboratively with students, parents and carers, service providers and the community to promote and manage positive, inclusive, and safe student behaviour. All staff promote, model, and embed positive, inclusive, respectful and culturally responsive practices in school.

The principal or delegate

- leads and oversees school staff compliance with this policy.
- ensures that all behaviour management actions, including withdrawal (suspension) or enrolment cancellation (expulsion) from school, are consistent with the procedures in this policy.

- ensures that implementation of this policy is consistent with obligations to ensure a safe and healthy working and learning environment under the Work Health and Safety (WHS) policy.
- ensures that students, parents, and carers can access appropriate complaint processes and that complaints relating to student behaviour are handled promptly, in line with the Complaints Handling Policy.
- implement and embed systems that retain and report on records of formal action taken in relation to the implementation of this policy and its supporting procedures and implementation documents.

#### Teachers and school staff:

- support school leaders in implementing this policy.
- will be supported to implement this policy.
- support the development and implementation of the school's Behaviour Education Policy to enhance student learning and wellbeing.
- model and promote behaviour that values diversity, demonstrates respect for and inclusion of all students, and promotes a positive school climate.
- participate in professional learning to progress skill development, knowledge and confidence and provide purposeful and personalised responses to behaviours of concern.
- will ensure that they comply with their obligations under the Work Health and Safety (WHS) policy.

#### School learning and wellbeing support teams:

- provide support for all students requiring additional and targeted learning and wellbeing supports across the care continuum, considering any specific needs of individual students.
- develop, implement, monitor, and review individual student support planning.
- evaluate, analyse, and monitor student learning and communicate relevant student information to teachers for better classroom support.
- will ensure that they comply with their obligations under the Work Health and Safety (WHS) policy.

#### School counselling staff:

- work collaboratively with students, school leaders, teachers, learning and wellbeing support teams, parents and carers, other agencies, and services providers to develop appropriate school-based student support.
- provide specialist advice and services to support targeted and individual interventions for students who consent to and require support to be safely included in education settings.
- undertake culturally responsive cognitive, emotional, and behavioural assessments to enable development of appropriate school-based support for students.
- provide students with therapeutic interventions when appropriate.
- collaborate with key stakeholders to develop, implement, monitor, and review student support plans as needed.
- refer students and/or their families to other agencies or services that will support student learning and wellbeing, and positive behaviour outcomes.
- will ensure that they comply with their obligations under the Work Health and Safety (WHS) policy.

#### Parents and carers are expected to:

- work in partnership with the school, service providers and the wider school community to support their child's behavioural development and successful engagement in learning.
- understand the Behaviour Expectations outlined above and the importance of maintaining high standards of behaviour to create a positive, safe, inclusive, and respectful school environment.
- support the school to implement the school's Behaviour Education and Discipline policies.

- proactively engage with the school to resolve concerns around behaviour when incidents occur, including discussing issues as soon as possible, in accordance with the school's Behaviour Education and Discipline policies.

## Procedural Fairness

Procedural fairness will be afforded to all students and staff in implementing this policy.

Essential elements of procedural fairness include an individual's right to be heard and to a fair and impartial decision, which also includes the right to:

- know why the action is happening.
- know how issues and decisions will be determined.
- know the allegations in the matter and any other information the decision maker considers.
- respond to any allegations made against an individual.
- appeal the decision to withdraw (suspend) or de-enrol (expel) and be informed of their right to do so.
- impartiality and an absence of bias in the investigation and decision-making processes.

## Responding to Behaviour

There are a range of support measures to help students who struggle to meet the school's behaviour expectations. These may include support plans, referral to outside services, regular mentoring, lunch reflection, after-school reflection, in-school reflection, withdrawal, or enrolment cancellation.

Before deciding on the most appropriate way to respond to behaviour, principals, teachers, and school staff need to:

- identify the form, nature, and function of the behaviour,
- understand the context in which the behaviour occurred and any previous incidents,
- establish whether the behaviour is developmentally appropriate,
- consider any other relevant circumstances or information.

Principals, teachers, and school staff should go beyond observing behaviour, and seek to understand the underlying and/or unspoken purpose or reason for the behaviour.

In identifying and understanding student behaviour, principals, teachers, and school staff must consider the student's individual circumstances and whether these are impacting their ability to positively engage with their learning. Such circumstances may involve but are not limited to:

- disability
- trauma background
- cultural and religious background
- interactions with other systems such as out of home care, Juvenile Justice or Mental Health
- socioeconomic disadvantage.

## Behaviour of Concern

A behaviour of concern is defined as a challenging, complex, or unsafe behaviour that requires more persistent or intensive interventions. This aligns to Tier 2 and 3 as outlined in the school's Behaviour Education Policy.

A behaviour of concern does not include low-level, developmentally appropriate behaviours, such as testing boundaries and standards which can be redirected and minimised through universal behaviour support strategies. This is Tier 1 in the school's Behaviour Education Policy.

## Out of School Withdrawal

Out of school withdrawal (suspension) is the removal of a student from the school for a period of time. The purpose of the withdrawal is to allow the school to implement appropriate supports in the absence of the student to mitigate the unacceptable risks to health, safety, learning, and wellbeing posed by the student's complex and challenging behaviour. All other behaviour support measures should be considered before deciding whether out of school withdrawal is appropriate.

Out of school withdrawal (suspension) should only be considered under the following circumstances:

- causes actual harm to any person; or
- poses an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including where such a risk is posed by
  - a student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise this behaviour have already been attempted;
  - a student's behaviour that causes damage to or the destruction or loss of property.

Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of any person may include:

- bullying (see Anti-Bullying Policy)
- drugs in school
- weapons and knives in school
- assault
- racism or discrimination
- misuse of technology

Only the Head of Campus (in consultation with the Deputy Principal Wellbeing & Community) has the delegated authority to withdraw a student from school.

Procedure:

1. The Head of Campus should provide a student and their parents or carers with a formal written caution to withdraw (suspend) for a particular behaviour of concern.
2. The caution should be discussed with the parent or carer. The parent or carer should be permitted to bring a support person to the meeting.
3. The parent or carer should be given the option to appeal the decision. The written appeal should be submitted to the principal for consideration.
4. If the appeal fails, the student should be withdrawn for the shortest possible period and no longer than five consecutive days. For more than five days up to a maximum of ten consecutive days, approval from the Deputy Principal Wellbeing & Community must be obtained.
5. Documentation: All appropriate records should be made and retained on file (Sentral, student file, etc.).
6. Withdrawal should not prevent a student from continuing their learning. During the withdrawal class/subject teachers must provide the necessary work that should be completed by the student at home. Wellbeing staff also check in on the student regularly.
7. Return to school plan and meeting: It is important to consider the student's transition back into school and plans to minimise any further disruption to their learning and the learning of others. The Deputy Head of Campus should arrange for the plan and meeting to be completed. The student's behaviour support plan should also be modified appropriately by the Wellbeing Coordinator.

## Enrolment Cancellation

There may be some serious circumstances where risk management strategies and interventions, including withdrawals, have not been successful in managing significant behaviours of concern, and the Deputy Principal Wellbeing & Community may consider cancelling a student's enrolment. This decision is never taken lightly.

When considering cancelling a student's enrolment, the Deputy Principal Wellbeing & Community must:

- give particular attention to procedural fairness;
- ensure that all appropriate learning and support strategies have been developed, communicated, implemented, reviewed and documented, in partnership with the student, parent or carer, relevant school staff, and appropriate support persons;
- explore all possible alternate strategies, including placing a student in alternative educational settings such as different schools, support classes, schools for specific purposes and alternative education providers;
- consider the student's educational and safety needs and individual circumstances, including but not limited to
  - disability and any reasonable adjustments already in place or required to be imposed by the Disability Standards for Education 2005
  - trauma background, including domestic violence
  - cultural and linguistic background
  - interactions with out of home care
  - socioeconomic disadvantage

There are 2 grounds on which to cancel a student's enrolment:

- serious behaviour/s of concern where risk management strategies and interventions, including withdrawals, have not been successful;
- (only for students over 17 years of age) unsatisfactory participation in learning, where:
  - a student has received a minimum of 2 written 'N' warnings in the same course from the principal because they are at risk of receiving an 'N' determination (non-completion of course requirements for this course)
  - the unsatisfactory participation in learning has a negative impact on the learning and/or wellbeing of other students.

Procedure:

1. The Deputy Principal Wellbeing & Community and the Head of Campus should provide the student and their parents or carers with a formal written show cause letter notifying them that the school has taken the preliminary view to cancel the student's enrolment.
2. The show cause letter should be discussed with the parent or carer. The parent or carer should be permitted to bring a support person to the meeting.
3. The parent or carer should be given the opportunity to respond to the letter outlining why the enrolment should not be cancelled.
4. The Deputy Principal Wellbeing & Community and Head of Campus will review the response and make a final determination. One of two options should be considered: (a) final warning; (b) enrolment cancellation.
5. The parent or carer should be given the option to appeal against the decision to cancel enrolment. The written appeal should be submitted to the principal for consideration.
6. If the appeal fails, the principal will notify the parent or carer of the decision and the specific reasons for reaching the decision in person (or by phone if a face-to-face meeting is not possible).
7. Documentation: All appropriate records should be made and retained on file (Sentral, student file, etc.).

## Relevant Policies

This policy complies with the Education Act 1990 (NSW), Disability Discrimination Act 1992, and Disability Standards for Education 2005.

- Behaviour Education Policy
- Anti-Bullying Policy
- Work Health and Safety (WHS) policy.
- Complaints Handling policy.