



STUDENT WELLBEING AND BEHAVIOUR GUIDELINES

Prep to Grade 3



Asalamu alaykum Students,

At My College we hope you can always

- ✚ Feel Safe
- ✚ Get the Best Education
- ✚ Always Please Allah and become a Good Australian Muslim
- ✚ Respect yourself and others
- ✚ Feel that you are being Listened to

Students who show positive behaviour and respecting others may get rewarded with

- ✚ Certificates
- ✚ Positive Statements
- ✚ Receiving Merit Points
- ✚ Making your parents even more proud of you

If you feel sad, alone or hurt always speak with an Adult you trust such as your parents or your homeroom teacher. They are always there to help you.

You should always feel safe so if a friend, other student or an Adult hurts you, you should speak with your parents, your homeroom teacher or any other staff member you feel safe to talk to.

If you see someone else feeling sad, alone or hurt it is always good to help them or ask an Adult to help them.

Please remember to always behave in a way that it does not hurt others, the things around you and importantly you!

Remember it is a Sunnah to Smile and make others Smile.



Staying Safe Online



Every student should feel safe at all times and this includes feeling safe online.

Any student who hurts someone's feeling online may receive a consequence for hurting someone else or encouraging others to hurt someone else on line.

If someone is hurting your feelings online, speak with your parents or your homeroom teacher. They are there to always help you.

Remember to:

- ✚ Never give other people password information.
- ✚ Don't post address, telephone number or school location online.
- ✚ Ask your trusted Adult to help you to set your privacy settings, so only friends and family can see posts.
- ✚ Be careful when clicking on links, and don't click links from unknown people. Ask your trusted adult before you click on any pop ups or links.
- ✚ Don't accept friend requests from strangers.
- ✚ Don't respond to abusive posts.
- ✚ Never open attachments from unknown people.
- ✚ Don't allow programs to track location.

At My College we have a traffic light system to always remind you of what is expected of you.



Green Traffic Light includes:

- Keeping your classroom and school yard clean
- Doing your homework
- Working well in class
- Coming to class on time regularly
- bringing your books/stationary to school
- Wearing your correct uniform

Students will receive 1 merit point and be acknowledged for their good Islamic behaviour.

Orange Traffic Light – 2 demerit points

Orange Traffic light misbehaviour usually involves students being taught their basic level of expectations of respecting others and their properties. Orange Traffic light misbehaviour also involves consistently breaching Green Light rules.

- Damaging other students, staff or College's property
- If you are rude to others
- If you enter an area of the school that is not permitted by students
- Repeatedly not doing your homework
- Repeatedly being late to class
- Not listening to a teachers instruction
- Not sharing school equipment with other students

Students who receive two demerit points may receive up to 20 minute reflection time and will be required to complete a "reflection sheet" (please see Appendix 1)

Red Traffic Light – 3 demerit points

Red Traffic light misbehaviour usually involves students who intentionally hurt others including physically, bullying, harassing or teasing them. Students will be issued 3 demerit points if they are consistently breaching the Orange Light misbehaviours.

- Physically hurting other students or staff members with the intention of hurting them
- Bullying other students
- Teasing other students
- Making racist comments
- If you use swear words or unacceptable language
- If you enter an area of the school that is not permitted by students and encourage others to follow you
- Not making an effort to improve homework after setting it as a goal in the behaviour plan
- Not making an effort to improve lateness after setting it as a goal in the behaviour plan
- Refusing to follow teachers instructions
- Not sharing school equipment with other students
- Hurting other students on social media or any other form of cyber bullying

Students who receive a Red Demerit point will receive up to two periods of internal suspension depending on their age. During this time they will have reflection time.

All Students should feel

SAFE

EMPOWERED

TREATED EQUALLY

THEY ARE BEING HEARD



STAFF AND PARENT SECTION

At My College, we aim to develop our student's character and Islamic Values by promoting positive behaviour and ensuring a safe, respectful and caring environment for all students and staff.

My College supports the welfare and well-being of students, their families and staff by providing assistance to access relevant services and information, and support students individually or in group settings.

These guidelines will be for students, staff and parents and are based on the college values of Mercy and justice as well as the principles Australian Democracy which at its heart has human rights of freedom of speech.

Our expectation is that these values are modelled to our children with every interaction not only with our children but each other as adults. The success of this process is based upon the recognition of the self-respect and worth of all students, staff and parents. Student Wellbeing and Behaviour cannot work unless the whole school community, students, parents and staff work together to ensure all students feel empowered and are clear of the expectations we have of them for a better world.

My College strongly supports the safety of all their students, therefore **Corporal punishment** in any form of physically touching a child with the intent of hurting them is **not** permitted under any circumstances.

All Staff Members are to:

- Use proactive behaviour prevention strategies and approach behaviour issues with a positive mindset
- Promote the School Values
- Address inappropriate behaviour within the college environment
- Ensure that students understand the consequence of their actions and are given support to rectify the problem
- Ensure that the consequence is related to the behaviour, and is reasonable
- Use Restorative Practices where possible

Behaviour will be managed by:

- Promoting and rewarding positive behaviour
- The use of prevention strategies to minimise inappropriate behaviour
- Following clear guidelines for dealing with breaches of the school's values

We look forward to working with all parents, staff and students to create a safe environment that incorporates a Zero Tolerance to any form of Bullying or Harassment.

CHILD SAFETY STATEMENT

The School Board and Principal of My College have a strong commitment to child safety and strive to uphold the policies and practices which aim to keep every child safe from any harm, including abuse.

We support and will continuously provide a safe and nurturing space and culture for all.

All Students should feel

SAFE

EMPOWERED

TREATED EQUALLY

THEY ARE BEING HEARD

Our Commitment to Child Safety includes:

- Primarily uphold the safety and well-being and duty of care we have for our students
- Create and maintain a safe and nurturing culture
- Regularly review all child safety policies, processes and practices
- Assist in the empowerment of our students and give them an opportunity to voice their opinions, concerns and to be a part of the decision-making process
- Provide students with the necessary skills and knowledge to understand and maintain their personal safety and well-being
- Implement rigorous risk-management and employment practices by ensuring our staff members are given sufficient training, knowledge and support in issues relating to child safety standards
- A commitment to a zero tolerance of child abuse
- Treat all allegations and safety concerns very seriously and consistently in line with our child safety policies and procedures
- Support and respect all students regardless of their race, religion, cultures and/or disabilities
- Commit to being proactive in the risk assessment of potential harm to our students and identify, remove and/ or reduce risks
- Ensure as part of the recruitment process, that all prospective staff members are screened to the best of our abilities
- Promote physical, emotional and cultural safety for all students
- Provide a safe environment for all students
- Actively listen to and empower students
- Ensure that all allegations are treated honestly, impartially and confidentially

What is Restorative Practices?

My College values the implementation of Restorative Practices.

Restorative practice is an approach that enables the repair of relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

This method is not about simply punishing offenders, but rather holds offenders accountable for their errors, which may help reduce reoffending.

A school that applies restorative practice aims to allow the victims and offenders and their respective communities of care to be active participants in processes that ensure equal justice and fairness.

Some of the questions asked while conducting Restorative Approaches include:

Regarding misbehaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought of since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Teacher – Student Relationship

Restorative practices is not just between students and student, but will also be applied to create a positive relationship between the Student and Teacher.

The teacher–student relationship is one of the most powerful elements within the learning environment. A positive relationship between teachers and students may influence a student’s academic outcomes and behaviour.

Supportive and positive relationships between teachers and students can promote a “sense of school belonging” and encourage students to “participate cooperatively in classroom activities”.

Some of the ways that teachers can foster a positive relationship with their students includes:

- A positive classroom environment
- Following up with parents when students are away or have problems at home
- Greeting students whilst entering the classroom
- Recognising and acknowledging good behaviour

Prevention Strategies

- Establishing clear behaviour expectations and guidelines
- Communicating the relevant school policies to students
- Discussing behaviour management as a regular agenda item
- Developing Individual Behaviour Management Plans
- Supporting and guiding new staff through mentoring and coaching
- Treating students with respect and kindness
- Modelling respectful behaviours
- Focusing on student success and self-esteem
- Seeking student input on discipline rules
- Using a "systems approach" for prevention, intervention and resolution and developing levels of incremental consequences
- Enforcing rules with consistency, fairness and calmness
- Developing effective classroom management plans to prevent off-task behaviour and student disruptions
- Noticing and acknowledging positive behaviours
- Developing positive relationship and connection with students
- Using a calm and respectful tone of voice

- When addressing student(s) on negative behaviour, use assertive language and posture and refrain from using aggressive or derogatory language or postures, such as pointing fingers or excessive yelling.

New and Transferring Students

As part of the enrolment process and upon parental consent, a form will be sent to the student's previous school/kindergarten to determine the student's academic performance and wellbeing. This will be used to determine any additional needs requirements and the overall impact of the COVID 19 on student's academic milestones and welfare.

This information, including school reports, will be assessed by collaboration on a scheduled curriculum day to ensure past academic performance, behaviour support plans and welfare is considered when creating Individual Learning Plans.

As part of the induction of new students each teacher will be required to conduct individual interviews with the parents taking into consideration data gathered and the potential impacts of remote learning. If through the assessment and intake a need has been identified for the student a holistic approach including parent teacher interviews, will be taken and My College will endeavor to organise a care team meeting to ascertain ongoing needs and existing support networks and partner organisations.

Roles and Responsibilities

The School Board is responsible for:

- reviewing the behaviour management policy, although the responsibility for the detailed implementation and procedures lie with the school.
- approving the procedures for expulsion
- The authority of expulsion is delegated to the principal only and cannot be delegated to any other staff member of MYC without knowledge of the School Board.

The principal is responsible for:

- developing strategies that ensure the Islamic ethos of the school is one in which positive behaviour and respectful relationships are given high priority
- developing and implementing strategies and procedures that ensure students, staff and parents are clear as to what constitutes unacceptable behaviour and the consequences when the Code is breached.
- ensuring procedures are in place for the reporting and monitoring of behaviour.
- ensuring staff have access to regular training in the development of positive behaviour.
- The principal will also provide regular advice and support for parents in respect of the management of behaviour.

Homeroom/classroom teachers are responsible for:

- overseeing the development and implementation of strategies used to manage behaviour
- monitoring their effectiveness and sharing strategies that work best.
- time is set aside during non-teaching times to address misbehaviours in a positive and reinforcing manner.
- Implement anti-cyberbullying policies in the classroom (age appropriate)

All staff are responsible for:

- working together in collaboration with students and parents to ensure issues of behaviour and relationships are given high priority at all times
- Informing the Principal or Homeroom teacher if any breach of the Code (Appendix A) is observed.

All Parents are responsible for:

Parents/Guardians responsibilities are to ensure their child/ren:

- Come to school with clean and the correct uniform
- are punctual to school
- are sufficiently prepared (has all learning materials)
- understand the school's Islamic values and expectations
- homework is completed on time and performed to the best of their ability
- have gone through the student section of these guidelines

Cyberbullying

Cyberbullying occurs when someone harasses, torments, threatens or humiliates someone else through the use of technology — including text messages, social media sites, email, instant messages and websites.

Although it may be rare for young children prep to grade 3 to be bullied online, it is important that all parents are aware of the dangers of cyberbullying. Parents should be aware of use of technology and social media exposure from older siblings.

If you feel that your child is exhibiting one of the below, please contact your students homeroom teacher to discuss if there is any concerns that needs to be addressed at school.

- Anxiety
- Depression
- Decreased academic performance
- Feelings of isolation
- Changes in eating and sleeping habits
- Lowered self-esteem
- Increased school absences
- Loss of interest in hobbies and other activities
- Withdrawing from family and friends

Cyberbullying can occur at school, however it also occurs at home so it is important that both the parents/guardians works closely with the school to ensure students internet/social use is monitored, what Apps they may use and where possible limit their use especially prior to bed time.

Let students know that it's OK for them to report any online abuse that happens to them.

It is important that homeroom teachers along with parents remind students to:

- Never give other people password information.
- Don't post address, telephone number or school location online.
- Use strong privacy settings, so only friends and family can see posts.

- Be careful when clicking on links, and don't click links from unknown people.
- Don't accept friend requests from strangers.
- Use strong passwords and change them regularly.
- Don't respond to abusive posts.
- Never open attachments from unknown people.
- Set up security questions on social media sites.
- Don't allow programs to track location.

My College has a Zero Tolerance to Bullying and this includes Cyberbullying and Harassment.

Mediation Sessions

As part of restorative practices and creating a healthy and safe environment for students may wish to attend a mediation session to help improve relationships between students. Under some circumstances this method may be used to address conflict that may involve bullying. This will be addressed in an age appropriate manner.

Merit System

At My College rewards are in place to help students, as social learners, to internalise appropriate behavioural standards and to create the essential conditions for learning.

Students will be acknowledge for not only following guidelines, but also going above and beyond what is expected at their age.

The Merit System, also promotes the College's Values of helping our students achieve their personal best through ***Justice, Growth and Excellence.***

Such rewards will consist of:

- Student certificates acknowledging effort and demonstration of the code and/or positive behaviour to be distributed at school weekly assemblies
- Positive verbal reinforcement of expected behaviour
- Expressions of gratitude cards and age appropriate small stationary gifts to acknowledge efforts of leading other students to do the right thing
- Contacting parents to inform them of their child's positive behaviour
- Student Positive behaviour board to acknowledge students demonstrating expected behaviour.

Corrective Behaviour Management Plan

My College will make every effort to ensure all students have an understanding of what is expected of them as young Australian Muslims and encourage positive relationships and behaviour whenever possible.

Students from Foundation to Grade 3 are still developing their understanding between what is right and wrong and how to respect others. Therefore based on the behaviour management plan, students may receive consequences to teach them accountability and encourage them to look inward and learn how to do things differently in the future.

This guideline ensures that students are not deprived of their basic rights (example: learning, health, personal safety, dignity and right to confidentiality). Students must be given the opportunity to be heard and their side of the story told.

The Corrective Behaviour Management Plan is based on a point system to ensure each child is treated fairly. Points will only be given, once an investigation has been conducted as confidently as possible

and to ensure that every child has been heard. Before any consequences are issued, My College will always consider the student age, if they have any additional needs, wellbeing issues or any other concerns that may have affected the child's cognitive thoughts during the time of their action.

As part of their consequences, students will have an opportunity to reflect and learn from their actions.

In cases in which the issue is of a serious nature and/or poses a threat to themselves or others, parents will be contacted immediately and steps may be taken to start the Expulsion process if all other methods of restoring positive behaviour has been exhausted.



Traffic Light Points System

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- Doing your homework
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- Coming to class on time regularly
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- Wearing your correct uniform

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- Damaging other students, staff or College's property
- If you are rude to others
- If you enter an area of the school that is not permitted by students
- Repeatedly not doing your homework
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- Not listening to a teachers instruction
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- Not making an effort to improve homework after setting it as a goal in the behaviour plan
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- Refusing to follow teachers instructions
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- Hurting other students on social media or any other form of cyber bullying

Students who receive a Red Demerit point will receive up to two periods of internal suspension depending on their age. During this time they will have reflection time.

Staff Members are required to keep record of the students' demerit/merit points, copies of incident reports, reflection sheets, suspension/expulsion details and any other relevant documentations into the students file on SchoolPro.

Accumulation of Points

Once students receive a specified demerit point, then further consequences will be applied. This is as follows:

10 points – up to half a day of Internal Suspension (time is based on student's year level and capacity)

20 points – up to half a day external suspension (time is based on student's year level and capacity)

30 points – students will be placed on a Behaviour Management Plan to provide further support to the child and to make a final attempt before parents are advised that their child may be expelled from school.

Every time a student breaches a traffic light code, parents will be notified by a note or via a phone call. The child's prior wellbeing experience data that has been collected from previous schools as part of enrolment procedures will also be taken into consideration when making decisions.

When a student will be required to conduct any form of Suspension, parents will be asked to come to school for a face to face meeting to discuss their child's behaviour, reminding them of the student behaviour guidelines.

If a student has been placed on a behaviour management plan and is still unable to follow the College's behaviour guidelines and Islamic Values, then the student may be expelled.

Parents will be asked to come to school to discuss the student's behaviour and if there is anything the College is not aware of that may affect the College's final decision.

The Principal along with Key staff will discuss the case to determine if the student is to be expelled from school. This process will also take into the consideration if the student has any additional needs, the age of the child and/or if support from counsellors (outsourced) could help the student's underlying behavioural issues.

If the College decides to continue the student's enrolment, they may be asked to continue to be placed on the Behaviour Management Plan until the next review date.

The points will reset to zero at the beginning of each semester. However, previous year records will be considered when discussing and reviewing student's behaviour plan.

If the College feels that they have exhausted all avenues to help the student and the student continues to pose a threat to themselves or others or creates an environment that is impossible for others to learn in a safe environment, then the Principal will advise the parents both in writing and verbally on the College's decision of expulsion. At this time the Principal will make every effort possible to provide support to the student and parent/guardian to transition into another school.

Appeals

- Students and parents may appeal if they consider that correct procedures have not been followed, and/or that an unfair decision has been reached.
- Appeals should be in writing, stating the grounds on which the appeal is being made.
- Parents will be welcomed to have a support person of their choice to be present at any appeals meeting
- The school Board chair may call for a Board Member meeting to consider the appeal
- Please refer to the Grievance Policy
- If parents/guardians are not satisfied with the outcome, they may contact the appeal:
 - ISV (Independent Schools of Victoria) – 03 9825 7200
 - Victorian Registrations and Qualifications Authority) VRQA – <https://vrqa.vic.gov.au/complaints/Pages/making-a-complaint.aspx>

Distribution of Policy

This policy will be communicated to staff/parents/students and/or the wider community through one or more of the following channels: newsletter, assemblies, staff/student handbook, school website, staff meetings, information sessions.

This has been ratified by the My College Ltd School Board on the

28 / 10 / 2020



APPENDICES

Appendix 1







Foundation to Grade 1 "Reflection Time"

THINK SHEET

What rule did I break?

This means that I was not: being respectful
 being responsible
 being safe
 following directions
 being kind

This made others feel:

Happy Excited Embarrassed Scared Sad Angry

I can make a better choice next time by:

Student Name: _____
Date: _____

Grade 2-3 "Reflection Time"

REFLECTION SHEET

Name: _____ Date: / /

Today I received a reflection sheet for misbehaving in school today.

What Happened?

During this time, I was not being...

<input type="checkbox"/> Safe	<input type="checkbox"/> Kind	<input type="checkbox"/> Trustworthy
<input type="checkbox"/> Respectful	<input type="checkbox"/> Caring	<input type="checkbox"/> Responsible

...Because

My behaviour made myself and others feel...

To prevent this from happening again, I will...

Teacher Signature: _____ Student Signature: _____ Parent/Guardian Signature: _____