

## **Discipline Policy**

### **1. Introduction**

IQRA College believes that positive behaviour plays a role in positively influencing students' academically, intellectually, emotionally, physically, spiritually and creativity. It therefore works consistently to establish a fair and consistent process for promoting positive behaviour, addressing and resolving disciplinary issues at the school.

The procedures promoted in this policy protects the safety and dignity of students and staff and minimises the occurrence of inappropriate behaviour throughout the school.

### **2. Scope**

This policy applies to all staff, students and parents at IQRA College.

### **3. Unacceptable Behaviour at IQRA College**

All students at IQRA College are expected to conduct themselves in a manner that is respectful to others and that does not disrupt the educational environment. Behaviour that is considered unacceptable include, but is not limited to:

- Teasing/unkind/disruptive behaviour
- Poor attitude/study rate
- Failure to do homework
- Bad language
- Damage to property/equipment
- Bullying (repeated or unreasonable conduct)
- Sexual abuse
- Criminal offences
- Harmful and Threatening Language
- Inciting Violence
- Any act of physical, mental or psychological abuse/violence towards staff or students
- Affiliation or concealing any of the activity as mentioned above

### **3.1 Breach of Bus Policy**

Students are expected to adhere to all school transport safety rules and behavioural expectations.

Violations of the Bus Policy will be subject to disciplinary action as follows:

- **Minor or Moderate Offences:** Every three (3) minor bus conduct violations will result in the student progressing one level on the school's discipline framework. Minor offences include, but are not limited to: failure to wear a seatbelt, changing seats while the bus is in motion, loud or disruptive behaviour, or any actions that distract the driver.
- **Serious or Extreme Offences:** Serious breaches of safety or conduct on school transport, including, but not limited to: aggression, threats, or endangering others, will incur immediate and more significant disciplinary measures, in line with the severity of the conduct.

The student may be subject to further bus related disciplinary actions based on the bus policy and as such this policy must be read alongside the Bus Policy.

### **3.2 Breach of Uniform & Haircut Policy**

Students are required to wear the school uniform in accordance with the Uniform & Haircut Policy at all times while on school grounds or participating in school-related activities. Every three (3) infringement will result in the students progressing one level on the school's discipline framework.

The student may be subject to further uniform & haircut related disciplinary actions based on the Uniform & Haircut Policy and as such this policy must be read alongside the Uniform & Haircut Policy.

All members of the school community are expected to respect and uphold the school's faith ethos in both conduct and practice. Any behaviour, expression, or practice that directly contradicts or undermines the faith-based values, teachings, and principles upon which the school is founded will be regarded as a breach of the school's discipline policy. Such breaches may include, but are not limited to, promoting or engaging in practices that conflict with the school's stated beliefs, using language or actions that disrespect the school's faith identity, or disregarding school policies that are informed by its faith ethos.

Consequences for such violations will be determined in accordance with the school's disciplinary procedures, with the aim of addressing the behaviour, upholding the integrity of the school's faith ethos, and supporting the individual in understanding and aligning with the school's values.

Students who engage in unacceptable behaviour or conduct that is deemed unacceptable by the teacher/staff member, school Principal and/or the Discipline Coordinator and Discipline Committee will be subject to disciplinary action. Disciplinary action will be proportional to the severity and/or frequency of the misconduct and will be designed to address the underlying behaviour to prevent future incidents.

## 4. Types of Disciplinary Action

Depending on the nature of the misconduct, disciplinary actions may include, but not limited to:

- Verbal or written warning
- Parent-teacher conference
- Recess/lunch/club Detention
- In-school suspension
- Out-of-school suspension
- Expulsion
- Referral for counselling or other support services
- Restitution/compensation for damages
- Legal actions

## 5. Student Culture

IQRA College culture follows the below 6 Cs of Education:

1. **Character** – Students character at school must follow the characters found in the book "The Muslim Character" by Imam Al Ghazali.
2. **Citizenship** – Encourage students to engage in school life and community service, teaching them the importance of being responsible and active members of both the school and wider community.
3. **Communication** - By working together, students develop effective communication skills, learning how to express ideas clearly, listen actively, and engage in meaningful discussions.

4. **Collaboration** - Through collaborative efforts, students learn the importance of teamwork, supporting one another, and working towards common goals to achieve success collectively.
5. **Creativity** - Students are encouraged to think creatively, exploring new ideas and approaches to solve problems and express themselves in unique ways.
6. **Critical Thinking** - Students are challenged to think critically, analyzing situations, evaluating evidence, and approaching problems with a thoughtful, logical mindset to find effective solutions.

## **6. Discipline Levels**

- Disciplinary levels are designed to help students reform, encouraging them to make positive choices and acknowledge their mistakes.
- This system not only promotes accountability but also supports students in learning from their actions and making better decisions in the future.
- The Disciplinary levels are provided in the Appendix of this policy.
- Any of the given examples in the disciplinary levels could amount to different level of disciplinary action depending on their severity and/or frequency which could include expulsions.
- Do note that depending on the severity and/or frequency of the offence conducted by the student the discipline committee can escalate the matter to a higher level at any point during their investigation which will correspond with stricter disciplinary actions and don't need to follow all the steps.

## **7. Discipline Coordinator**

The Discipline Coordinator upholds school behaviour standards by implementing the school's discipline policies where student behavior is beyond level one in the student disciplinary level (refer to Appendix 1). They handle challenging behaviours, engage students directly with improvement contracts, and involve parents in intervention strategies. By maintaining detailed incident records and reporting trends, the coordinator helps refine disciplinary approaches. Through conflict resolution and promoting respect, they contribute to a safe and positive school culture.

## **8. Discipline Committee**

The discipline committee consist of the relevant discipline coordinators, relevant head of school and the school leadership team. The discipline committee plays a crucial role in upholding standards of behavior, providing accountability, and contributing to a safe and constructive environment for all students in the school. The Discipline Committee reviews behavioral incidents, investigating thoroughly, and assigning fair consequences aligned with school policies. They document cases to track trends, support staff, and recommend policy improvements, fostering accountability and promoting a positive learning culture.

## **9. Investigations**

At IQRA College, investigations into disciplinary matters follow a clear and fair process to ensure student rights and uphold school standards. When an incident occurs, the Discipline Coordinator or assigned staff member conducts a thorough investigation by collecting statements from involved parties, including teachers, students, and witnesses.

The student in question has the right to present their perspective and provide any evidence to support their case. All relevant factors—such as intent, impact, and prior behavior—are carefully considered to ensure a balanced view of the situation. Once all information is reviewed, the Discipline Committee makes the final decision.

Investigations may be conducted while the student is on a temporary suspension depending on the severity or frequency of the incident to allow for a thorough and unbiased review. Investigations are typically conducted within a 5-10 school-day timeframe to ensure timely resolution.

The outcome and any resulting actions are communicated directly to the student and their parents or guardians, typically through a formal meeting or written notice, providing clear explanations and next steps. This structured approach ensures transparency and supports a fair resolution process.

Please be advised that the school is committed to protecting the privacy of all individuals involved. Therefore, details of the investigation and the names of students or other parties will not be disclosed.



## **10. Student Behaviour Plan**

The Student Behaviour Plan is part of the school's intervention process, outlining steps that precede a final contract before potential expulsion. It sets clear goals for the student, with rewards for achieving them and consequences if breached (level 3.1). The plan includes a revision date to ensure that the student is meeting the agreed-upon goals. If a student refuses to sign the plan, it will still continue, and the student will be held accountable for fulfilling their duties as outlined in the plan.

## **11. Student Behaviour Contract**

The Student Behaviour Contract is the final intervention step under school policy before potential expulsion. A breach of the contract will likely result in expulsion. It outlines clear expectations for the student during a probationary period, typically ranging from one term to one year, with nonnegotiable terms and conditions. Parents are encouraged to support the student in adhering to the school's policies. The contract remains in effect, even if not signed by the student, and can carry over into the following school year if necessary. The student will still be held accountable for meeting the expectations outlined in the contract.

Do note that if the school determines that a student offence is at a level 3.3 based on the conditions outlined in section 6 of this policy, then it negates the need for any intervention steps such as a behaviour plan and/or contract.

## **12. Other Policies**

This policy works in conjunction with all other policies including IT, Bus, Academic Detention and the Uniform policy. Violations of any of these areas will be addressed holistically. You must refer to each of these policies to get a better understanding of any other disciplinary actions in these policies.

## **13. Related Policies**

- Academic Detention Policy
- Bus Policy
- IT Policy
- Uniform Policy

## Appendix 1 – Student Disciplinary Levels

### Student Disciplinary Levels

#### Level 0

##### Level Description

This level of behaviour represents **minor infractions** that disrupt the learning environment or school routines but are generally low in severity. These behaviours, while not serious, require immediate correction to maintain a positive and orderly atmosphere which is managed by the **class teacher**.

##### Potential Examples (but not limited to)

Frequent late arrival, disrupting learning of others, not wearing correct school uniform, not following teacher instructions, failure to complete or submit work, frequent running indoors, littering.

**Before the levels** – for all level 0 minor infractions teachers must manage behaviour in the classroom before it is recorded as Level 0.1.

##### Level 0.1 (Warning 1)

The teacher reminds the student of appropriate behaviour through direct communication.

##### Level 0.2 (Warning 2)

Having the student complete a self-reflection sheet.

##### Level 0.3 (Warning 3)

The homegroup teacher will meet with the parent via phone or in person.

**After Level 0.3** – the teacher must send an **email to the head of school** as this level of discipline or student behaviour is no longer applicable to Level 0.



#### Level 1

##### Level Description

This type of behaviour encompasses **more serious infractions** that not only disrupt the learning environment but also reflect a disregard for school rules and expectations. These behaviours, while still manageable within the classroom, require a stronger response to prevent recurrence and ensure the safety and well-being of all students. The level requires the intervention of the **head of school or delegate**.

**Potential Examples (but not limited to)**

Misuse of school or personal property, insolence and/or defiance language, leaving room without permission, unsafe/inappropriate physical contact, lying, cheating, low level misuse of technology, frequent Level 0 incidents.

<b>Level 1.1</b>	The student loses 15 minutes of recess or lunch and a meeting with the school counsellor. Notify Discipline Coordinator.
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<b>Level 1.2</b>	The student loses two 15 minutes of recess or lunch with the option to participate in the school's cleanliness program.
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<b>Level 1.3</b>	The student loses three 15 minutes of recess or lunch with the option to participate in the school's cleanliness program.
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**After Level 1.3** – the head of school must send an **email to the discipline coordinator** as this level of discipline or student behaviour is no longer applicable to Level 1.

## Level 2

### Level Description

This level describes **serious infractions that pose a significant threat** to the safety, well-being, and/or integrity of the school community. These actions require immediate and firm intervention to address the harm caused and prevent further incidents. This level requires the intervention of the **discipline coordinator and committee**.

### Potential Examples (but not limited to)

Damage of school property, aggressive language and/or threatening behaviour, misuse of technology, harassment, bullying and/or fighting, cyber bullying, stealing, sexual suggestive behaviour (verbal or physical), safety violations, frequent Level 1 incidents.

<b>Level 2.1</b>	A 1 day suspension with a phone call or an in person meeting with the parent.
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<b>Level 2.2</b>	A 2 day suspension with a phone call or an in person meeting with the parent.
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<b>Level 2.3</b>	A 3 day suspension with an in person meeting with the parent.
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## Level 3



## **Level Description**

It involves the **most severe violations that pose a serious threat** to the safety and/or well-being of the school community. These actions demand immediate and significant intervention, often involving suspensions and/or expulsions, to protect students and staff, address the gravity of the misconduct, and prevent future occurrences. This level requires the intervention of the **discipline coordinator and committee.**

## **Potential Examples (but not limited to)**

Damage of school property, aggressive language and/or threatening behaviour, misuse of technology, harassment, bullying and/or fighting, cyber bullying, stealing, safety violations, sexual suggestive behaviour (verbal or physical), criminal offences.

### **Level 3.1**

A 5 day suspension with an in person meeting with the parent. The student signs a Student Behaviour Plan following consultation with the Discipline Coordinator.

### **Level 3.2**

A 6 to 10 days suspension with an in person meeting with the parent where the student and parents sign a Student Behaviour Contract.

### **Level 3.3**

Expulsion of the student