



MINARAH

RABBI ZIDNI ILMA

Discipline Policy

June 2025

Purpose

This policy outlines the process and expectations of student behaviour and discipline at Minarah College. This policy applies to ALL students enrolled at Minarah College.

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Positioning within Minarah College operational model

Component	Element
<input type="checkbox"/> Strategic Leadership and Planning	
<input type="checkbox"/> Monitoring, Reporting and Data	
<input type="checkbox"/> Governance and Accountabilities	
<input type="checkbox"/> Teaching and Learning	
<input type="checkbox"/> Culture, Ethos and Wellbeing	
<input type="checkbox"/> Curriculum and Assessment	
<input type="checkbox"/> Pathways and Enrichment	
<input type="checkbox"/> Parents and Community	
<input type="checkbox"/> Finance, IT & Estates	
<input type="checkbox"/> Our People	

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Purpose

The Discipline Policy aims to establish clear guidelines and expectations for behaviour, fostering a safe and respectful environment to all students at Minarah College. It seeks to promote accountability and responsibility among all students by outlining consequences for violations of established rules and school policies.

The policy endeavours to uphold fairness, guaranteeing impartial treatment for every student. Minarah College seeks to maintain its integrity and nurture positive behaviours and build character in students by integrating the Islamic ethos.

Legislative Framework and Procedural Fairness

Minarah College adheres to the following legislature regarding the treatment of all staff and students.

1. *Anti-Discrimination Act 1977*
2. *Racial Discrimination Act 1975*
3. *Disability Discrimination Act 1992*
4. *Sex Discrimination Act 1984*
5. *Workplace Surveillance Act 2005 (NSW)*
6. *Work Health and Safety Act 2011.*

The principles of *procedural fairness* are fundamental to the success of our school. As such, our practices and procedures at all levels are closely guided by the values of *procedural fairness*.

Procedures which have been developed for parents, staff, and students to adhere to the guidelines of *procedural fairness* to ensure a fair and just process for all. These procedures are outlined in the school's Grievance Policy.

The essential elements of *procedural fairness* are:

- ***The right to be heard***: This includes the right to know of any allegation and the way in which issues will be determined. It also provides the right of the student to respond to or explain their version of any allegation.
- ***Impartiality***: Any bias or perceived bias should be removed from the process. This may mean involving other staff in the process.
- ***Justice***: The consequence of inappropriate behaviour should be reasonable, consistent, and appropriate.

Prohibition of Corporal Punishment

It is our policy that:

- We prohibit corporal punishment; and
- We do not explicitly or implicitly sanction the administration of corporal punishment by non-school persons including parents to enforce discipline at school.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings.

SENTRAL

This is the school's central database system. It is a software system that allows staff to include and monitor students' behaviour. This system will be used to record incidences, both positive and negative regarding student wellbeing and discipline.

School Diaries

Each student owns a school diary to help them manage their time effectively and organise their work/studies appropriately.

Primary school: The diary is an effective communication medium between teachers and parents as parents can write in the diary and teachers are expected to respond. All students are expected to bring their diary to every lesson. Positive and negative incidents are to be included in the diary. Parents are required to sign the diary every week.

High school: Teachers need to sign the diary if a student needs to step out of the class, for example, the restroom, sickbay, front office.

If a student has not brought their diary to school, then they must be directed to the Head of Year (HoY).

Expectations

Crucial to the effectiveness of any policy is the ability of everyone to fulfil the expectations of its guidelines. As such, our policy outlines realistic expectations which respect the rights of individuals and allow for a fair decision process based on inquiry and impartial judgement. These expectations outline the roles and responsibilities of each person at each level of our school's community. The precise character of the partnership between parents, teachers and students will be unique to each student. There are, however, certain **expectations** in common to all such partnerships.

A significant part of this partnership is to support students to develop a responsibility for their own behaviour. Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Parents

- are responsible for ensuring their children attend school, with all the requirements to enable full participation in school activities. This includes the provision of necessary equipment and careful nutritional choices for lunchboxes;
- share in the responsibility of shaping their children's understandings and attitudes about acceptable behaviour;
- assume greater responsibility for their children's behaviour as they travel to and from school;
- support the school's CHARACTER program which focuses on social skills, values and courteous behaviours through the Minarah College values of Respect, Ownership, Caring, Knowledge, Safety (ROCKS).
- support the school curriculum through homework, reading and communication. This may also include curriculum-related activities and events which are aimed at enhancing student achievement and welfare outcomes.
- are responsible for their children adhering to the school uniform and homework policies.
- adhere to all school policies related to general wellbeing and safety of students and staff.

Teachers

- are responsible for the education and care of students when at school;
- have the task of providing the best possible program to meet the needs, capabilities and aspirations of each student by identifying key social skills and significant wellbeing matters;
- are also responsible for appropriately communicating with parents about the educational progress and behavior of each student. This may include negotiated methods of communication to ensure that parents are updated on their child's behaviour and academic outcomes, both positive and negative;
- are responsible for keeping careful records of student progress, both personally and through the school's Sentral database; this includes school executive staff who are also responsible for keeping records of incidences which may be referred to them;
- and all school staff, are **required by law** to notify the appropriate authorities in cases where there are reasonable grounds to suspect that a student under 18 years of age is, or has been, subject to concerns under the Child Protection legislation;

The classroom teacher is usually the first point of reference on matters related to the wellbeing and discipline of the children in their care.

Students

As children grow, they become more active participants in the partnership between home and school. When the partnership is based on mutual respect, each partner will support the decisions and responsibilities exercised by the others.

Students are expected to:

- adopt the school motto, "Oh Lord Increase My Knowledge", into daily school life;
- know their rights and responsibilities and endeavour to achieve them at all times;
- know the rights of others and take responsibility for their own actions by respecting those rights.

Specific procedures for disciplinary consequences- students

Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School. The rules include those formulated for the classroom, the playground, and other areas around the school. These rules are based on three basic rights:

- **The right to feel safe**
- **The right to learn**
- **The right to be treated with dignity and respect.**

The rules of the school relate to the responsibilities of students in order that these three basic rights are maintained. This is modelled through the school's Wellbeing program where positive social behaviour and practices are reinforced through encouragement and classroom practice.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm and compromise the safety of themselves and others, the student may be subject to disciplinary action. These procedures may also apply to behaviour of students on the way to and from school. The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged breach.

The principles of *procedural fairness* are fundamental to these procedures.

Sanctions must only be applied following a process of *procedural fairness*.

Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'. The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker.

When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. This may involve students giving an account of the incident (green incident report form). This may also involve a meeting with the student and their parents/guardians. Parents who do not speak English will be given an interpreter. A record of all meetings will be kept and documented on Sentral for future reference.

The sanctions imposed will vary according to the seriousness of the behaviour, the age and the prior record of the student. At the lower end of the scale, an apology or detention may be appropriate. For more serious breaches, the behaviour could result in suspension or expulsion, following a process **incorporating the principles of *procedural fairness***.

Should a parent wish to file a formal complaint, they must adhere to the procedures outlined in the [Minarah College: Complaints, Compliments and Suggestions Policy](#).

After School Detentions

The purpose of After School Detentions is to maintain a disciplined and respectful learning environment for high school students.

Detentions will occur during afternoons Monday – Friday from 3:30pm - 4:30pm consequently for certain behavioural incidents.

After School Detentions are applicable only to high school students.

In cases involving primary students, the relevant ADP will adjust consequences based on the severity of the incident, for example, issue Recess and/or Lunch detentions, and suspensions for severe incidents. Students and parents (of High School) will be notified in writing if their child is on After School Detention, detailing the reason and date and time.

Attendance at After School Detention is mandatory. Failure to attend without a valid reason may result in escalated consequences.

In cases where a student is unable to attend on Thursday due to prior commitments, an alternative arrangement must be made with the Head of Discipline and parent/guardians.

During After School Detentions, our goal is to reform student behaviour through the incorporation of Islamic teachings into the restoration process. This approach aims to cultivate a positive and respectful educational environment that fosters personal responsibility and accountability among our students.

Suspension/ Expulsion

At Minarah College we believe that all students and staff have a right to be treated fairly and with dignity in an environment which is free from intimidation, disruption, harassment, vilification, and discrimination. However, there may be cases where students display unacceptable behaviour which compromises the safety, security, school values and ethos, well-being, wellbeing of the school community, parents, other students and staff.

In such instances Suspension and/or Expulsion are available options which may be imposed by the school following its policy and procedures. Parents will not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved behaviour management program, or if the severity of the behaviour warrants the immediate imposition of a suspension (for example, a physical altercation).

In cases where suspension is considered as an appropriate disciplinary action, parents will be notified in writing (template on Sentral) of the formal imposition of a suspension. This will be managed on a case-by-case basis to determine the level of the imposition, dependent upon the nature and severity of the behaviour. ***Suspension, Expulsion and will always be carefully considered before it is applied.***

Definitions

Suspension is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time.

Short Suspension: A disciplinary action where a student is temporarily removed from school for a period ranging from 1 to 3 days.

Long Suspension: A disciplinary action where a student is temporarily removed from school for a period of 5 days.

Expulsion is the permanent removal of a student from one particular school.

Why would a child be suspended or expelled?

Generally, the reasons why a child may be suspended or expelled are:

- **Continued Disobedience:** This includes but is not limited to breaches of the school discipline code such as defiance, disrupting other students, refusal to obey staff instructions, use of prohibited substances such as vapes, cigarettes, alcohol.
- **Misconduct:** when a student behaves inappropriately or irresponsibly. Such behaviour includes breaking school rules and not adhering to school policies, being violent or threatening towards other students or teachers, bringing weapons, sexual/physical harassment, drugs or alcohol to school (including vapes), significant damage to property and stealing.
- **Unsafe Behaviours:** These consist of actions that endanger the physical or emotional welfare of students, or staff. Such behaviours may involve, but are not restricted to, the indiscriminate throwing of objects within the classroom.
- **Other Behaviours:** This refers to any inappropriate behaviour that does not fit into the other three categories, but that threatens the 'good order' of the school. This can mean a lot of different things, for example behaving in a way that prevents other students from learning, bullying (including cyber bullying), verbal abuse and abuse transmitted electronically through social media. Any behaviour deemed by the Executive or Head of Discipline to warrant suspension or expulsion. However, it does not generally refer to minor things such as being untidy or talking too much (unless this behaviour is extreme and has been going on for a long time).

Suspension

In determining whether a student's behaviour warrants suspension, the Head of Discipline will consider the safety and wellbeing of other students and staff. Before a suspension is imposed, **with the exception of serious instances of misbehaviour** that impact on the safety or welfare of students or staff, the Head of Discipline will:

- ensure that appropriate school student wellbeing and discipline strategies have been applied and documented.
- ensure that appropriate support personnel available within the school system have been involved.

- ensure that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension. This may be in the form of telephone call or face-to-face conferences, and/or letters of concern sent to the parents.
- ensure that specific behaviour management strategies have been applied to support the student in managing inappropriate behaviour.

Suspension and Expulsion Procedures

Before imposing a suspension or expulsion the Head of Discipline will ensure that measures outlined above have been addressed and that a particular emphasis is given to procedural fairness.

- The student will be given the opportunity to respond to the allegations via a written statement (green form).
- A full investigation will occur with all parties concerned (victim, aggressor, and any witnesses) to ensure procedural fairness.
- A formal interview (face to face or phone/video) will be convened with the student and the parent with all the findings. An interpreter may be provided upon the request of the parent.
- Explicit information about the nature of the allegation(s) involving **your child only** will be provided.
- The student's response will be considered before a decision is made.
- Notification of suspension or expulsion will be made to the parents in a face to face or Phone/video interview followed by a written notification within 24 hours, together with an Appeals form.
- Minutes of the meeting will be recorded via Sentral.
- A work program will be provided for the duration of the **suspension**, alternatively work will be posted on TEAMS by the individual teachers.

Please note that an alternative task/s may be set during the duration of the suspension.

- Discuss with the student and the parents the implications of suspension and provide information relating to the right to and process for an appeal.
- Records will be kept as hard copies and/or on Sentral.

Resolution

The Head of Discipline will convene a suspension resolution meeting of persons involved in the wellbeing of the student. A Behaviour Progress Report card will be issued to the student upon return from suspension for a minimum of one week.

Appeals/ Review of disciplinary action

From time to time, parents may wish to appeal or request a review of a disciplinary action involving their child. The Minarah College Appeals and Reviews procedures are guided by Australian federal and NSW state legislation and are in line with the principles of *procedural fairness*. In such cases, parents are advised to observe the following procedures, should they wish to appeal/review the disciplinary action at Stage 5, or 7:

- Lodge an “Appeal/Review of Disciplinary Action - Students” with the office
- Following this step at Stage 5, Head of Discipline collects any supporting evidence, and carries out the investigation process which may assist both parties in resolving the issue. Deputy Principal will also contact the parents within five (5) working days to inform of the **final decision**, ensuring correct policies and procedures were followed.
- A review of the decision at Stage 7 will be carried out by the Deputy Principal. The DP collects any supporting evidence, and carries out the investigation process which may assist both parties in resolving the issue. The DP will also contact the parents within five (5) working days to inform of the **final decision**, ensuring correct policies and procedures were followed.
- A review of the decision at Stage 8 will be carried out by the Principal. The Principal collects any supporting evidence, and carries out the investigation process which may assist both parties in resolving the issue. The Principal will also contact the parents within five (5) working days to inform of the **final decision** based on the evidence provided, ensuring correct policies and procedures were followed.
- It is advised that parents provide any documents which may support them during an Appeal/Review process.
- An appeal of a student’s expulsion is to be made to the school board in writing. The School Board will then investigate, follow the due process and hand down the **final decision**.

Expulsion

In serious circumstances of misbehaviour, the principal may expel a student of any grade from the school. **An accumulation of 10 (Ten) suspension days in the last 12 months will result in an expulsion.**

Expulsion Procedures

When considering expelling a student, the principal will:

- Ensure that (except for serious incidents) all appropriate learning and support strategies have been implemented and documented.
- Notify the student and parent in writing that expulsion from school is considered giving reasons for the possible action.
- A formal disciplinary interview will be convened with the student and the support person/parent. An interpreter may be provided upon the request of the parent.
- Explicit information about the nature of the allegation(s) will be provided to the

student/parent.

- The student will be given the opportunity to respond to the allegations.
- Allow five school days for students and parent to respond.
- Consider any response from the student and/or parents before a decision is made.
- Minutes of the meeting will be recorded via Sentral.
- Should the principal decide to expel the student, he/she must ensure procedural fairness have prevailed.
- Discuss with the student and the parents the implications of expulsion and provide information relating to the right to and process for an appeal.

Stages of Classroom Behaviour Management (High School)

Stage 1:

- Official warning given.
- Behaviour noted on Sentral.
- Subject teacher to contact parents/guardians and inform parents/guardians of issue and potential consequences.

Stage 2:

- Behaviour noted on Sentral.
- Subject teacher issues Student Concern Letter generated from Sentral.
- Parents/guardians are to sign and return slip (at the bottom of the letter).
- Subject teachers to contact parents/guardians to inform them about the letter.

Stage 3:

- Behaviour noted on Sentral.
- Subject teacher and Head of Department will hold a **Reconnection Meeting** with the student at lunch time.
- The student will complete the Reconnection Meeting Report generated by the Subject Teacher via Sentral.
- A copy of the report is sent home for parents/guardians to sign.

Stage 4:

- After school detention issued by Head of Discipline.
- Head of Discipline and Subject Teacher meet with parents/guardians.
- After School Detention Report is generated from Sentral.
- Parents/guardians are to sign report and return to Head of Discipline.

Stage 5:

- Head of Discipline issues a one-day suspension and informs parents at least 24 hours prior.
- A further resolution meeting will be held with parents/guardians.
- When a student returns from suspension, they will be placed on a two-week Behaviour Progress Report Card.
- Head of Discipline will refer the student for Counselling, with parent permission.
- Students will meet with the College Chaplain or HoD (Arabic/Islamic studies) to discuss the implications of their behaviours.

Stage 6:

- Head of Discipline issues a long suspension for five days.
- Upon student return, a **Post Suspension Contract** with the Head of Discipline

Stage 7:

- Recommendations to the Principal for expulsion.

Stages of Classroom Behaviour Management (Primary School)

Initial Stage:

- Verbal warning and behaviour recorded on the class/Arabic teacher's daybook.
- Unofficial discussion with parent.
- Behaviour linked to class Traffic Light System.

Stage 1:

- Official verbal warning.
- Behaviour noted in student diary and Sentral.

Stage 2:

- Reconnection meeting (lunch) with classroom teacher /Arabic teacher. Please note that if a teacher has a duty, they must reschedule the meeting/detention to another day.
- Behaviour noted in student diary and Sentral.
- Parent meeting with classroom teacher /Arabic teacher. Minutes of meeting to be recorded.

Stage 3:

- Reconnection meeting (lunch) with ADP. This day is to be scheduled by the ADP, according to their lunch duties.
- Behaviour noted in diary and Sentral.
- Parent meeting with ADP. Minutes of meeting to be recorded.

Stage 4:

- Behaviour Card A issued by ADP.
- If a student 's behaviour card is assessed by the ADP as unsatisfactory, then they will move onto the next stage.
- Parent meeting with ADP. Minutes of meeting to be recorded.

Stage 5:

- Parent notification and interview with ADP.
- Reconnection meeting with ADP.
- Behaviour noted in diary and Sentral.

Stage 6:

- Behaviour Card B issued by ADP.
- Counselling (with school counsellors)
- Students will meet with the College Chaplain or HoD (Islamic studies) to discuss the implications of their behaviours.
- If a student 's behaviour card is assessed by the ADP as unsatisfactory, then they will move onto the next stage.
- Parent meeting with ADP. Minutes of meeting to be recorded.

Stage 7:

- Parent meeting with ADP. Minutes of meeting to be recorded.
- Suspension will be issued by the ADP.

- Behaviour noted in diary and Sentral.
- Progress Report Card issued (1-2 weeks).

Stage 8:

- Recommendation for expulsion by the principal.

A cumulative of 10 suspension days in the academic year, will result in an expulsion (Primary and High School).

The ADP/ Head of Discipline may refer the student to the school counsellor with parent/guardian permission at any stage of the process. Once a decision has been made to expel or exclude a student (after going through the procedures), that student will not be enrolled at Minarah College again.

An accumulation of 10 (ten) suspension days in the calendar year will result in an expulsion.

Summary Table of Disciplinary Actions

Unacceptable Behaviour	Disciplinary Consequences
Electronic Devices	1st offence – the electronic device is confiscated for 1 week and recorded in Sentral. 2nd offence – the electronic device is confiscated for 2 weeks and recorded in Sentral. 3rd offence – the electronic device is confiscated for 3 weeks and recorded in Sentral. More than 3 offences will lead to after-school detention and the incident recorded in Sentral. 4 th or more offences to see Deputy Principal. If a student is caught using the device on school grounds, then it will be confiscated as per offence. The parent/guardian is required to pick up the device.
Fighting/ physical abuse	Recorded in Sentral Parent/guardian is notified, and a meeting will be held. Minimum one day suspension
Instigating or initiating a physical fight	Recorded in Sentral Parent/guardian is notified, and a meeting will be held. Minimum one day suspension
Forgery	Recorded in Sentral Parent/guardian notified/meeting. After-School detention
Gambling	Recorded in Sentral Parent/guardian notified/meeting. Minimum one day suspension
Chewing gum	Recorded in Sentral Parent/guardian notified/meeting. 1 st Offence – Warning letter sent to Parents. 2 nd Offence equates to after school detention
Gang Related Activity/harassment/ Bullying/Threats	Recorded in Sentral Parent/guardian notified/meeting. Minimum one day suspension
Inappropriate displays of Affection/ indecent exposure/Inappropriate relationship/obscene	Recorded in Sentral Parent/guardian notified/meeting. Minimum two-day suspension
Improper use of the internet	Recorded in Sentral Parent/guardian notified. Minimum After school detention Device may be confiscated for 24 hours
Disrupting another class (e.g. banging on partitions)	Recorded in Sentral Parent/guardian notified. Minimum After school detention
Persistent lateness/tardiness/truancy	Recorded in Sentral Parent/guardian notified. After-School detention (issued by Head of Discipline)
Out of bounds area	Recorded in Sentral by the teacher on duty. Recess and/or Lunch detention issued by the teacher. Repeated offence will lead to an after-school detention
Robbery/theft	Recorded in Sentral/diary. Parent/ guardian notified. Minimum three-day suspension
Smoking/ vaping on school grounds	Recorded in Sentral Parent/guardian meeting Minimum five-day suspension
Possession of prohibited items such as vapes	Recorded in Sentral Parent/guardian meeting Minimum five-day suspension Report to Police
Selling of drugs, vapes, weapons or alcohol	Recorded in Sentral

	Parent/guardian meeting Recommendations to the Principal for Expulsion Inform police
Selling of items (re-sell) with the intent to make money from students	Recorded in Sentral Parent/guardian meeting Minimum three-day suspension
Drugs/Drug Use/Substance Abuse	Recorded in Sentral Parent/guardian meeting Recommendations to the Principal for Expulsion Inform police
Vandalism/graffiti/damaging property	Minimum two-day Suspension Restitution Cost Recommendation to the Principal for expulsion in extreme cases
Possession of weapons/dangerous objects	Item confiscated Report to Police Suspension/expulsion will depend on the outcome of Police and School investigation
Out of uniform	Recorded in Sentral Recess or Lunch detention (issued by HoY) Repetition of out of uniform will result in an after-school detention
Inappropriate Haircut	Recorded in Sentral Parent/guardian notified by HoY Student sent home (at the discretion of the Executive Team) Student to follow school implemented measures.
Jewellery and Make-up	Removal of jewellery items (confiscated and returned at the end of the day by the Head of Year) Removal of make-up Repetition will result in After-School Detention
Continued disobedience	Recorded in Sentral Parent/guardian meeting Repeated offence leads to one day suspension (at the discretion of the Head of Discipline) Counselling
Use of social media on school grounds or during school hours (including excursions) Posting of any material whatsoever on social media at any time	School Investigation Recorded in Sentral Electronic Device confiscated as per the school policy. Parent/guardian Meeting Such social media posts must be removed by the student (in the presence of their parent/guardian) Minimum One Day Suspension
Harassment, Discrimination and Vilification towards other students	School Investigation Parent/guardian Meeting Minimum one day Suspension
Harassment, Discrimination and Vilification (including, but not limited to racial slurs) towards staff members	School Investigation Parent/guardian Meeting Minimum 5-day suspension
Sexual Harassment	School Investigation Parent/guardian Meeting Recommendations to the Principal for expulsion
Truancy	Recorded in Sentral. Parent/guardian notified. Minimum after-school detention
Unsafe behaviours (including, but not limited to throwing objects in a classroom)	Recorded in Sentral Parent/guardian notified/meeting. Minimum one day suspension
Swearing	Recorded in Sentral. Parent/guardian notified. Minimum after-school detention
Swearing directed at a teacher/staff member	School Investigation Parent/guardian Meeting Minimum 5-day suspension

Non-Compliance with ICT Usage Policy	Recorded in Sentral Parent/guardian meeting 1 st offence- Minimum one day suspension / 2-week confiscation 2 nd offence- long suspension / 3- week confiscation
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APPENDICES

Student Concern Letters (High School)



Minarah College

264 Wilson Road
Green Valley NSW 2168

Ph: 02 87839188

Fax: 02 87839187

Email: admin@minarah.nsw.edu.au

[REDACTED]

14 November 2023

Student Concern: (Student Name)

Dear Mr & Ms,

I regret to inform you that (Student Name) of class (class) is causing (Teacher Name) some concern in the subject of (Subject name).

The areas of concern are indicated below:

Homework incomplete/ unsatisfactory []

Assignment incomplete/ late []

Book work incomplete/ unsatisfactory []

Practical work unsatisfactory []

Failure to bring necessary equipment []

Unsatisfactory behaviour []

Additional comments: Teachers comments

I believe it is extremely important that your child should maintain high standards in all areas of education. Failure to do so will result in poor levels of achievement.

Could you please discuss these matters with (Student name) and return the attached slip to me.

Subject teacher:

Subject HoD:

Please Note that if Student Name does not improve his behaviour, he/she will be placed on Stage 3 of the MINARAH Classroom Behaviour Management procedure.

.....
Student name:

Class:

Parents comment:

Parent's signature: _____

Date: ___/___/___

Behaviour Progress report card (High School)



Behaviour Progress Report Card

Name of student: _____

Class: _____

Your behaviour is monitored per lesson and prayer time per day for one week (minimum). You must show this card to your Head of Year at the end of each day.

Behaviour will be indicated using the following code:

E – Excellent, S – Satisfactory and P – Poor

Day/Date		Period 1	Period 2	Period 3	Recess	Period 4	Period 5	Prayer	Lunch	Period 6
Monday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
Parent/guardian initials										
Tuesday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
Parent/guardian initials										
Wednesday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
Parent/guardian initials										
Thursday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
Parent/guardian initials										
Friday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
Parent/guardian initials										



Student Goal/s:

Teacher Comments:

Teacher/ Subject	Comments

Head of Year Signature: _____

Date: _____

Additional comments:

Reconnection Meeting Report (High School)



Minarah College
264 Wilson Road
Green Valley NSW 2168
Ph: 02 87839188
Fax: 02 87839187
Email: admin@minarah.nsw.edu.au



14 November 2023

Behaviour Reflection Report

(Student Name)

Read this First:

1. You have been given reflection time to think about your behaviour and where it is taking you.
2. It is your job to work with your teacher on how to make better choices for the future.

Your job now is to:

1. Complete this sheet.
2. Discuss with your teacher how to plan for your future positive behaviour in school.

Please Complete:

What happened BEFORE your behaviour let you down today?

How did you behave in your class when the behaviour arose?

What did you say and do that the teacher didn't approve of?

What do you think your teacher felt about this?

Sometimes we behave badly because we want attention or feel something unfair has happened.

How could you behave in a more respectful way towards those in school after today?

List three things you could do or think to behave better and more calmly next time:

- 1). _____
- 2). _____
- 3). _____

Would you like someone to help you plan how to improve your behaviour in future?
YES/NO

If "yes", who would you like to help you?

Student : _____

Teacher: _____

Head of Department: _____

Parent/Guardian: _____



Minarah College

Behaviour Progress Report Card A (Primary)

NAME OF STUDENT _____ CLASS _____

Your behaviour is monitored per lesson and prayer time per day for one week (minimum).

You must show this card to the Welfare Coordinator at the end of each day.

Behaviour will be indicated using the following code: E – Excellent, S – Satisfactory and P - Poor

Day/Date		Period 1	Period 2	Period 3	Recess	Period 4	Period 5	Prayer	lunch	Period 6
Monday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
	Parent/guardian initials									
Tuesday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
	Parent/guardian initials									
Wednesday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
	Parent/guardian initials									
Thursday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
	Parent/guardian initials									
Friday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
	Parent/guardian initials									

Students' goal:

Teachers' comments:

Parent's comments:

ADP's signature: _____

Date: _____



Minarah College

Behaviour Progress Report Card B (Primary)

NAME OF STUDENT _____ CLASS _____

Your behaviour is monitored per lesson and prayer time per day for one week (minimum).

You must show this card to the Welfare Coordinator at the end of each day.

Behaviour will be indicated using the following code: E – Excellent, S – Satisfactory and P - Poor

Day/Date		Period 1	Period 2	Period 3	Recess	Period 4	Period 5	Prayer	lunch	Period 6
Monday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
	Parent/guardian initials									
Tuesday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
	Parent/guardian initials									
Wednesday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
	Parent/guardian initials									
Thursday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
	Parent/guardian initials									
Friday	Punctuality									
	Conduct									
	Equipment									
	Class Work									
	Teacher Initials									
	Parent/guardian initials									

Students' goal:

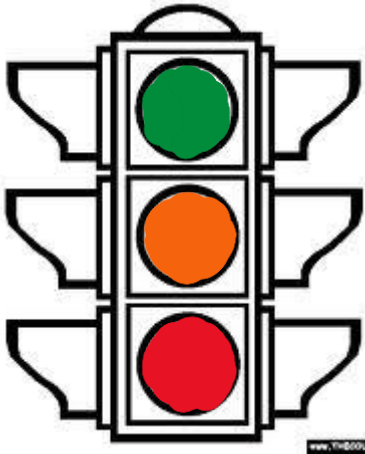
Teachers' comments:

Parent's comments:

ADP's signature: _____

Date: _____

Primary School- Traffic Light System



Green- Consistent behaviour in line with Minarah Essentials.

Orange- After 3 warnings children are moved down orange. Time out within the room. (10 minutes)

Red- If after 3 more warnings the child is still misbehaving, a form is filled out WITH the child and sent to the parents. The child has detention within their own class.

Note to parents to inform them of child's behaviour – Lower Primary

A note from my teacher: _____

Student Name: _____

	I chose not to bring the things I need for school after x3 warnings.		I chose not to tell the truth
	I chose not to stay in my seat.		I chose not to finish my work.
	I chose to keep talking when it was not my turn.		I chose not to pay attention when my teacher was teaching.

Today I went on red because.....

	I chose not to follow directions.		I chose to misbehave in the restroom.
	I chose not to raise my hand to speak.		I chose to use my hands and feet instead of my words.
	I chose to be disrespectful to my classmates, my teacher or another adult.		I chose to leave a mess for somebody else to clean up.

	I chose to be silly and play at the wrong time.			I chose to break/ take something that doesn't belong to me.
	I chose to continue to play or talk even in time-out.			I chose to use a rude word.

Comments

Being 'on red' means being on the final step of the classroom behaviour system. Students who are 'on red' must complete a detention where they will be required to write lines instead of playing. The next day, they will return to the green happy face for a fresh start.

I appreciate your support as always, and hope that we can work together to encourage all the children to be independent, responsible and happy little members of the class and school. Please talk to your child about their behaviour and how they can improve and then sign the form below and return it to school the next day. If you have any questions, please feel free to contact the school and make an appointment.



Minarah College

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Green Valley NSW 2168
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14 November 2023

Behaviour Reflection Report

(Student Name)

Read this First:

- 1. You have been given reflection time to think about your behaviour and where it is taking you.
- 2. It is your job to work with your teacher on how to make better choices for the future.

Your job now is to:

- 1. Complete this sheet.
- 2. Discuss with your teacher how to plan for your future positive behaviour in school.

Please Complete:

What happened BEFORE your behaviour let you down today?

How did you behave in your class when the behaviour arose?

What did you say and do that the teacher didn't approve of?

What do you think your teacher felt about this?
