

Wellbeing and Discipline Policy and Procedures

Primary School

Purpose

This policy sets the framework through which Kesser Torah College (KTC) Primary School manages student behaviour and supports student wellbeing. The policy is based on the teachings of the Torah¹ and the principles of procedural fairness, and does not permit corporal punishment of students.

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Behaviour Management is necessary to ensure the safety and wellbeing of all students, teachers and staff. The management of behaviour also promotes and includes fostering respect for others, and providing an environment conducive to learning.

This Wellbeing and Discipline Policy and Procedures aims to:

- Express the shared moral and ethical values of the school community.
- Establish a comprehensive framework for managing student behaviour.
- Implement positive and preventive strategies to enhance teaching and learning experiences for all students.
- Cultivate classroom management techniques that foster a positive classroom atmosphere and effectively address poor behaviour choices.

This document is designed to show procedural fairness when dealing with students who are subject to disciplinary procedures resulting in, but not limited to, suspension, expulsion and/or exclusion.

It is our policy at KTC that the use of corporal punishment is expressly prohibited. Corporal punishment is clearly shown as excluded from the list of the discipline methods used at KTC, as can be seen in this document.

Positive Behaviour Interventions and Strategies

We are committed to teaching students to demonstrate positive behaviours and Derech Eretz² throughout all aspects of school life. Students are expected to uphold the values of respect, responsibility, resilience and chesed³.

- **Respect:** Accepting others for who they are, even when they are different from you or you don't agree with them. By respecting others, we care about their feelings and wellbeing.
- **Responsibility:** Being dependable, making good choices, and being accountable for one's actions.
- **Resilience:** Overcoming and bouncing-back from setbacks, disappointment, or obstacles in one's path. When students believe that they are worthy and capable of overcoming challenges, they demonstrate resilience.
- **Chesed:** Practicing acts of kindness without personal benefit and showing compassion and empathy to others. Chesed is a means to emulate the ways of Hashem⁴.

Behaviour is managed by employing various strategies, including:

- **Three-Tiered Support System:** We employ a comprehensive 3-tiered behaviour support model.

¹ lit. Instruction; a broad term referring to the overall body of Jewish religious teachings encompassing Jewish law and discussion, practise and tradition.

² lit. The way of the land; a term used to describe one who demonstrates common decency and respect.

³ lit. Kindness; a term used to describe 'kindness or love between people'; piety towards G-d and humanity.

⁴ lit. The Name; is one of the names of G-d.

- All teachers use universal classroom behaviour supports which address the behavioural needs of most students.
 - Students with behavioural needs that require additional support are identified and supported with specific interventions such as small group behavioural support and positive behaviour plans.
 - Some students are also supported with individualised behaviour plans. Where necessary, this will involve a functional behaviour assessment and a multi-disciplinary approach that can include the Primary School psychologist and internal and external professionals.
- **Behavioural Expectations:** The development of clear, high expectations for student behaviour, both inside and outside of the classroom, to help students to succeed academically and socially.
 - **Explicit Instruction:** Students are explicitly taught the behaviours expected within the classroom and throughout the school day.
 - **Consistency:** Ensuring consistency of the behavioural expectations, procedures and routines, and the implementation of positive behaviour strategies, across the primary school.
 - **Positive Behaviour Program:** A multi-layered positive behaviour program.
 - **Social & Emotional Learning:** Students participate in social and emotional learning to develop their sense of wellbeing and belonging, such as the URStrong program.
 - **Primary School Psychologist:** The Primary School psychologist provides a range of supports for students, staff and parents, including support for separation anxiety and school refusal, and one-on-one intervention.
 - **Records:** Maintaining records of student behaviour.

Consequences

A colour-coded levels system is used to determine appropriate consequences and procedures. This aims to provide consistency and clarity for students, staff and parents. These are outlined in detail in the summary of infringements and consequences table.

- Teachers manage their students using classroom strategies and systems. If a student continues to demonstrate inappropriate behaviour, the teacher completes a behaviour slip.
- Students move through the Green, Yellow, Orange, and Red levels based on the number of behaviour slips received and/or the severity of the misbehaviour. Students may skip a level for significant misconduct.
- Advancement or regression through levels is contingent on behaviour.
- Students are provided with the opportunity to reflect on their behaviour and to make amends for their poor behaviour choices.
- Referrals to the various levels of authority in the primary school occur based on behaviour level and frequency.
- Timely communication with staff and parents ensures transparency and supports positive engagement. This includes the length of time the student will be placed on the level.
 - The Wellbeing & Behaviour Coordinator will notify parents and teachers of the placement of a student on the Green level.
 - The Deputy Head of Primary or Head of Primary will notify parents and teachers if a student is placed on the Yellow level.
 - The Head of Primary will notify parents if a student is placed on the Orange or Red levels.

- Students issued with a Green level card are responsible for asking their parents to sign it and to return the card to a member of the Wellbeing Team the next day.
- Students issued with a Student Monitoring Book are responsible for asking teachers to complete the report for each lesson and break throughout the day. They must also ensure their monitoring book is viewed and signed at the end of each day by the Head of Primary or the Deputy Head of Primary. Parents must also sign the book each evening. Failure to follow this procedure may result in the student being kept on the Student Monitoring Book for an extended period of time.

The Head of Primary will keep a report of any incident of bullying, property damage or violence reported to him/her.

Positive Rewards

The Primary School utilises the M.A.D. (Making a Difference) Token system to commend and motivate students who exemplify responsible, respectful, resilient, and compassionate behaviour. Rewards include:

- Weekly raffle opportunities for small prizes, fostering individual motivation
- Individual certificates based on accumulated M.A.D. tokens, celebrated monthly
- Collective school-wide incentives, encouraging teamwork and cohesion.

Exemplary Derech Eretz and dedication to school work are acknowledged at the Primary School Rosh Chodesh Assemblies.

Teacher-Specific Reward Systems

Within each classroom, teachers utilise various reward systems, including whole-class contingencies, token economies, and personalised behaviour plans as needed. These are designed to compliment the teachers' classroom behavioural and learning expectations, procedures and routines.

Prohibition of Corporal Punishment

Corporal punishment as a means of punishment for unacceptable behaviour is strictly prohibited at KTC. KTC also does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at KTC. Corporal Punishment does not appear in any form as a manner of punishment for unacceptable behaviour at KTC. Any staff member found in breach of this prohibition is subject to appropriate disciplinary action.

Procedural Fairness

Procedural fairness or the '**hearing rule**' includes the right of the person against whom an allegation is made to:

- know the allegation related to a specific matter and any other information which may be taken into account in considering the matter
- know the process by which the matter may be considered
- respond to the allegations in a timely manner
- know how to seek a review of the decision made in response to the allegations
- have a support person in any interview

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

- impartiality in relation to an investigation and decision-making
- an absence of bias by the decision maker

Implementation

- The Primary School leadership team are responsible for the overall implementation of the policy.



- Each teacher is responsible for the implementation of the systems and procedures in their classrooms and throughout the school day.
- Parents and carers are expected to support and reinforce the policy, systems and procedures.

This policy is implemented through:

- relevant staff training and professional development opportunities
- effective and timely communication with staff, parents and students
- reviewing and evaluating the policy biennially

This policy is to be used in conjunction with the KTC Child Protection Policy and Procedures and the Staff Code of Conduct.

Table 1: Summary of Infringements / Consequences

Level	Who is Responsible	Reasons for Placement on Level	What May Happen at this Level
Green	<ul style="list-style-type: none"> ▪ Student ▪ Teacher ▪ Parents/Carers ▪ Wellbeing & Behaviour Officer ▪ Wellbeing & Behaviour Coordinator 	<p>Student has received 3 behaviour slips for behaviours such as:</p> <ul style="list-style-type: none"> ▪ Not following school expectations ▪ Work refusal ▪ Infringing the rights of others e.g. disturbing others, disrupting student learning ▪ Repeated uniform infringement ▪ Disobeying instructions ▪ Lying and/or swearing ▪ Unauthorised use of mobile phones or other electronic devices <p>Student may be immediately placed on the Green level for:</p> <ul style="list-style-type: none"> ▪ Swearing at a teacher ▪ Physical aggression 	<ul style="list-style-type: none"> ▪ Student will be required to reflect on their behaviour and how they can improve their behaviour choices and make amends ▪ Student will complete a Green level behaviour card and will have it reviewed and signed by parents ▪ Student may be required to write an apology for their behaviour ▪ Student may be excluded from playtime ▪ Student may be required to participate in a ‘Give back’ session to support the making of amends ▪ Student will be on this level for one week or until their behaviour improves ▪ Relevant teachers will be informed by the Wellbeing & Behaviour Coordinator ▪ Parents will be contacted by the Wellbeing & Behaviour Coordinator
Yellow	<ul style="list-style-type: none"> ▪ Student ▪ Teacher ▪ Parents/Carers ▪ Wellbeing & Behaviour Officer ▪ Wellbeing & Behaviour Coordinator ▪ Deputy Head of Primary ▪ Head of Primary 	<p>Student has received 3 behaviour slips after having been placed on the Green level in the same term. Student may be placed on the Yellow Level after consultation with the Primary leadership team (LT).</p> <p>Student may be immediately placed on the Yellow Level for:</p> <ul style="list-style-type: none"> ▪ Stealing ▪ Bullying ▪ Severe physical aggression, including causing significant harm or danger to others ▪ Deliberately damaging school property ▪ Engaging in cyberbullying or spreading harmful content online ▪ Continued unauthorised use of mobile phones or other electronic devices 	<ul style="list-style-type: none"> ▪ Student will be required to reflect on their behaviour and how to improve their behaviour choices and make amends ▪ Student may be required to write an apology for their behaviour ▪ Student may be placed on a Student Monitoring Book and/or complete a Yellow level behaviour card ▪ Student may be excluded from playtime ▪ Student may be required to participate in multiple ‘Give back’ sessions to support the making of amends ▪ Student will be on this level for 1-2 weeks or until their behaviour improves ▪ Relevant teachers will be informed by the Deputy Head of Primary ▪ Parents will be contacted by the Deputy Head of Primary
Orange	<ul style="list-style-type: none"> ▪ Student ▪ Teacher ▪ Parents/Carers ▪ Primary School Psychologist 	<p>Student has not demonstrated improved behaviour, having already been on the Green and/or Yellow levels, despite the use of positive behaviour interventions and strategies.</p> <p>Student may be immediately placed on Orange Level for:</p>	<ul style="list-style-type: none"> ▪ Student will be required to reflect on their behaviour and how they can improve their behaviour choices and make amends ▪ Student will be required to complete a daily Student Monitoring Book ▪ Relevant teachers will be informed by the Head of Primary

Level	Who is Responsible	Reasons for Placement on Level	What May Happen at this Level
	<ul style="list-style-type: none"> ▪ Wellbeing & Behaviour Officer ▪ Wellbeing & Behaviour Coordinator ▪ Deputy Head of Primary ▪ Head of Primary 	<ul style="list-style-type: none"> ▪ Deliberately injuring another student ▪ Deliberately damaging school property ▪ Bullying ▪ Threatening to harm others ▪ Bringing a weapon or dangerous goods to school ▪ Smoking, vaping, alcohol, drugs ▪ Taking photographs or videos of students or teachers ▪ Cyber threats, harassment, or the creation and distribution of harmful content online 	<ul style="list-style-type: none"> ▪ Parents will be asked to attend meetings with class teachers and the Head of Primary. Student may be required to attend these meetings ▪ Student may be excluded from playtime ▪ Student may be prevented from participating in school excursions, camps, sporting events and school functions ▪ Student may be required to complete after-school detentions ▪ Student may be given an in-school or external suspension ▪ Student may be referred to the psychologist ▪ Student may be placed on this level for 2-4 weeks or until behaviour improves ▪ Student may be referred to the Principal ▪
Red	<ul style="list-style-type: none"> ▪ Student ▪ Teacher ▪ Parents/Carers ▪ Psychologist ▪ Wellbeing & Behaviour Officer ▪ Wellbeing & Behaviour Coordinator ▪ Deputy Head of Primary ▪ Head of Primary ▪ College Principal 	<p>Student has not demonstrated improved behaviour, having already been on the previous behaviour levels, despite the use of positive behaviour interventions and strategies.</p> <ul style="list-style-type: none"> ▪ The severity of student behaviour is a major concern to the school ▪ Student has shown that he/she does not want to co-operate within the School's community ▪ Student's presence in the school is detrimental to other students or staff 	<ul style="list-style-type: none"> ▪ Student will be required to reflect on their behaviour and how they can improve their behaviour choices and make amends ▪ Parents will be asked to attend meetings with the Head of Primary and College Principal. The meetings may also include class teachers and other members of the Primary School leadership team. Student may be required to attend these meetings. ▪ Student may be given an in-school or external suspension ▪ Student's continued enrolment may be conditional ▪ Student may be placed on probation ▪ Student's enrolment may be terminated